

WA'A TYPES & PARTS

LESSON GUIDE FOR EARLY LEARNERS

This guide is designed to span multiple days of instruction and is meant to be flexible. Please adapt it to best suit your classroom needs.

Lesson Overview: This lesson introduces early learners to different types of wa'a (canoes) and their cultural significance. Through discussions, hands-on activities, and visual aids, students will learn to identify and describe two types of wa'a and understand their uses, as well as identify the various parts of a wa'a and their functions.

Nā Hopena A'o (Learning Objectives):

- Keiki will identify and share information about 2 different types of wa'a (kaukahi & kaulua) and their uses.
- Keiki will develop counting skills in 'Ōlelo Hawai'i.
- Keiki will practice subtraction skills.
- Keiki will understand and identify the roles of family members and their significance.

Nā Lako (Materials):

Materials vary for each mahele. Many of the digital materials can be found in the **Supplemental Resources** document: https://ksdigitalfiles.ksbe.edu/assets/waa/content/waa_types/waa_types_nkk_supplemental.pdf.

Roadmap

Mahele (Part) 1	Mahele 2	Mahele 3	Mahele 4	Mahele 5
Introduction to Wa'a Keiki will discuss different types of vehicles and identify a wa'a as a vehicle. They will then look at two posters, one of a wa'a kaukahi and the other of a wa'a kaulua. As a group they'll explore similarities and differences between the two and identify shapes they find on them.	Observation of Weather Conditions & Counting Keiki will view posters of wa'a and place cutouts of keiki on the posters as a way to imagine what being on the vessel would be like. They'll practice counting and subtracting keiki on the wa'a as well as discuss sailing in different weather.	Similarities and Differences Keiki will work together to identify characteristics that are different and the same for the two types of wa'a in a hands-on group activity at the whiteboard, using similarities and differences cards.	The Wa'a Has Many Parts Keiki will practice observation skills to find parts of a wa'a kaukahi and kaulua. They'll participate in a sing-along song with fun hand motions to help them learn new wa'a vocabulary. Then they'll assemble their own wa'a.	The Wa'a Floats Keiki will read a silly book, make guesses on what will float and what won't, then test their guesses by dropping various items into water. They will be introduced to floating, sinking, buoyancy, and density, and gain a better understanding for how a wa'a floats.

MAHELE 1: Introduction to Wa'a



https://ksdigitalfiles.ksbe.edu/assets/waa/content/waa_types/waa_types_nkk_supplemental.pdf

1. MORNING MELE

Begin with the morning mele [Wa'a Kaukahi](#) to set the tone.

2. DISCUSSION ACTIVITY: The wa'a as a "vehicle"

Objective: Keiki will identify different vehicles and their uses.

Materials:

- Images of boats, planes, cars
- Wa'a Kaulua poster*



Show images of vehicles and discuss the different types of wa'a, highlighting Hōkūle'a.

Questions to ask:

- What is something that floats on the ocean?
- Which vehicles go on the ocean, in the sky, or on the land?

3. DISCUSSION ACTIVITY: Looking at different types of wa'a

Objective:

In this activity, keiki will:

- Acknowledge different wa'a types, including Wa'a Kaukahi & Wa'a Kaulua.

Materials:

- Wa'a Kaukahi Poster*
- Wa'a Kaulua Poster*
- Different shaped objects that correspond to parts of the wa'a



Show the two posters, one at a time, and lead a discussion guided by the questions below.

Questions to ask:

- What do you notice about the Wa'a Kaukahi?
- What do you know about the Wa'a Kaukahi?
- Do you see this shape? (Show the different shaped objects)
- What do you notice about the Wa'a Kaulua?
- What do you know about the Wa'a Kaulua?
- Which type of wa'a do you think Hōkūle'a is? (Show posters of the two types)

MAHELE 2: Observation of Weather Conditions and Counting

1. COUNTING ACTIVITY

Objectives:

In this activity, keiki will:

- Identify their friends' names
- Count in 'Ōlelo Hawai'i
- Practice subtraction
- Express their thoughts and feelings about sailing on a wa'a

Materials:

- Keiki cutouts for the wa'a poster, with velcro dots or tape on back
- [Wa'a Kaukahi Poster*](#)
- [Wa'a Kaulua Poster*](#)



Show one of the wa'a posters and place the keiki cutouts on it. Lead a discussion guided by the questions below.

Questions to ask:

- Can you tell me your friends' names on the wa'a?
- Can you count the keiki in the wa'a?
- How many do I have if I take one away?

2. GUIDED DRAWING ACTIVITY

Objectives:

In this activity, keiki will:

- Describe different types of weather
- Discuss how weather affects sailing
- Practice counting
- Develop fine motor skills by practicing drawing simple lines and shapes

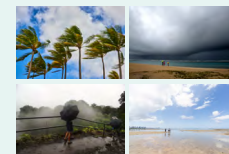
Materials:

- [Weather Conditions*](#)
- White paper with a horizontal line pre-drawn 1/3 of the way down (either in portrait or landscape orientation)
- [Little Wa'a Cutouts*](#) 1 per keiki (pre-cut, or keiki cut out themselves)
- Gluesticks • Crayons



Resources with an * next to them can be found:

https://ksdigitalfiles.ksbe.edu/assets/waa/content/waa_types/waa_types_nkk_supplemental.pdf



Show weather pictures while asking class to identify the type of weather in each picture. Ask them to describe what they see that tells them what the weather is like. Pass out the papers and crayons to keiki. Explain that they're going to play pretend and imagine the whole class going on a wa'a adventure together.

Show them the line in the middle of their paper. Explain that the line is where the ocean meets the sky. Ask keiki to draw the kind of day they want when they sail on their wa'a (sunny, rainy, windy, night, day). Ask them to think about what the sky and water might be like if it's a calm or windy day. When they're done, pass out a wa'a cutout to each keiki and show them how (and where) to glue it to their paper using a gluestick.

Once they're done coloring, ask the following questions to guide a discussion. For the questions about how they'd feel, count out loud how many keiki in the class say they would feel each emotion. Discuss (in general) how the weather impacts sailing and navigating.

Questions to ask:

- Would the weather affect us if we were sailing? How?
- How many of you would feel happy if it was sunny?
- How many of you would feel a little scared or worried if the weather was rainy or windy when you were sailing?



MAHELE 3: Similarities and Differences

1. DISCUSSION ACTIVITY: How do we compare things?

Objective:

- Keiki will practice observation skills to notice similarities and differences

Materials:

- Apple and orange (or any items you want to compare)

Ask keiki if they know what similarities and differences are and explain how we can compare things by looking at them carefully. Show them an apple and an orange and ask what is the same about them and what is different.



Resources with an * next to them can be found:

https://ksdigitalfiles.ksbe.edu/assets/waa/content/waa_types/waa_types_nkk_supplemental.pdf



Questions to ask:

- How do we *compare* two things?
- What is the same about these? (apple and orange)
- What is different?



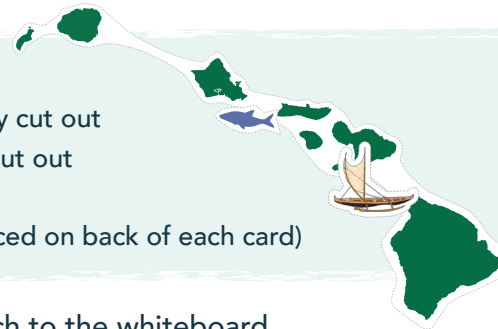
2. SMALL GROUP ACTIVITY

Objective:

- Keiki will identify and describe similarities and differences between wa'a kaukahi and wa'a kaulana

Materials:

- [*Similarities and Differences Cards**](#) already cut out
- [*Islands, Wa'a, and Fish Cutouts**](#) already cut out (or toy fish and wa'a model)
- Blue blanket
- Tape (folded and placed on back of each card)



Show the picture cards of the wa'a kaukahi and the wa'a kaulua and tape each to the whiteboard, side by side. Draw a line down the middle, separating the two wa'a into two columns.

Spread out the remaining cards on the ground or table so everyone can see. Ask for a volunteer to pick a card. Read it aloud and show it to the class, then guide the volunteer in choosing which side to stick the card on based on the characteristic listed--either on the wa'a kaukahi side or the wa'a kaulua side. Do this with all the cards, choosing different volunteers each time.

Once the class has put all the cards on the board correctly, lead a discussion about the similarities and differences.

Optional: Spread a blue blanket on the floor, representing the ocean, and place the island cut-outs on the blanket, along with the fish and the two wa'a. Ask haumana where they would sail on each wa'a, reminding them that wa'a kaulua can only go short distances, while wa'a kaukahi can go further. Allow them play and move the wa'a on the ocean in the path of their voyage.



Questions to ask:

- What do you see that's the same on both wa'a?
- How are they different?
- Which one would be better for a long journey?
- Which one would hold more people?
- What are they each made of?

MAHELE 4: The Wa'a Has Many Parts



Resources with an * next to them can be found:

https://ksdigitalfiles.ksbe.edu/assets/waa/content/waa_types/waa_types_nkk_supplemental.pdf

Vocabulary: La, lei hulu, paepae, manu ihu, manu hope, kino, ama, 'iako, nohona, wa'a kaulua, wa'a kaukahi, makani, kai, nalu

1. DISCUSSION ACTIVITY

Objectives:

In this activity, keiki will:

- Practice observation skills
- Identify parts of a wa'a

Materials:

- [Wa'a Kaulua poster*](#)
- [Wa'a Kaukahi poster*](#)



Display both posters and remind them that in the last lesson section, they looked at what was the same and different between the two wa'a.

Explain that now they will practice their observation skills by looking at the parts of the wa'a. Remind them to look closely at all the details. As they point to different parts, say the name aloud and have them repeat after you. Then ask what they think it is used for.

Questions to ask:

- What do you notice that is the same?
- What do you notice that's different?
- What could this part be for?

2. MORNING MELE

Play the [Building Hōkūle'a Sing-Along Video](#) and have keiki follow along on the [Building Hōkūle'a Sing-Along Poster*](#)



3. SMALL GROUP ACTIVITY

Objective:

In this activity, keiki will:

- Differentiate between wa'a parts
- Assemble a wa'a kaukahi

Materials:

- [Wa'a Cutouts*](#) cut out (laminated if desired)
- [Ocean Animal Cutouts*](#) cut out (laminated if desired)
- [Wa'a Cutout Backdrops*](#) printed
- Velcro dots (placed on back of each cut-out)

Using the "Building a Wa'a Kaukahi" resource as a guide, explain that keiki will build a wa'a by putting the different pieces and shapes together. This could be done either in pairs or small groups.



Choose a backdrop (from the "Building a Wa'a Kaukahi" resource), and put the pieces together one at a time, asking keiki to name them as they go. At the end, allow them to put the ocean animals in the correct spots. Once all the pieces are together, review the function of each part by asking questions about what they are for.

Questions to ask:

- What part does the wind use to make the wa'a go? (pe'a)
- Where can paddlers store things on the wa'a? (kino)
- What holds the pe'a upright? (kia)
- What piece helps to balance the wa'a in the water? (ama)
- What piece holds the ama to the wa'a? ('iako)
- Where do paddlers sit? (nohona)
- Which part moves with the pe'a? (paepae)
- Which part is at the front and back of the kino? (manu hope/ihu)

MAHELE 5: The Wa'a Floats



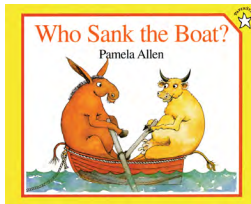
Resources with an * next to them can be found:

https://ksdigitalfiles.ksbe.edu/assets/waa/content/waa_types/waa_types_nkk_supplemental.pdf

Vocabulary: Buoyant, Float, Dense, Sink

1. CIRCLE STORYTIME

Read the book *Who Sank the Boat?* by Pamela Allen aloud and ask if the boat in the book is anything like a wa'a.



2. DISCUSSION ACTIVITY

Objectives:

In this activity, keiki will:

- Examine the phenomenon of floating and sinking.
- Hypothesize why a wa'a floats.

Gather keiki in a group and lead a discussion focused on floating and sinking. Explain that when objects sink, they are dense and go down to the bottom of the water. When an object floats, it is buoyant and sits on the top of the water. Tell students that today we will try to answer some of these questions below:



Questions to ask:

- Does a wa'a float or sink?
- What does it mean to "float" or "sink"?
- Is the wa'a heavy? Does it carry heavy things?
- How do you think it floats, even though it's heavy?
- Why does a heavy boat float while a small rock sinks?
- If the wa'a was built differently, do you think it might sink?

3. SMALL GROUP ACTIVITY

Objectives:

In this activity, keiki will:

- Make and test predictions about what items will sink or float.
- Develop a basic understanding of how things float.

Materials:

- Gather items (some that float, some that sink) ahead of time, or opt to give keiki a list of things to find and collect around the classroom.
- *"Will it Float or Sink?" Predictions** If you use your own assortment of items, use the blank handout. If you use the items listed, use the partially filled out handout.
- A clear tub or bucket filled with water.



Hold up one item at a time and ask haumāna to predict which ones they think will sink and which will float. Mark their guesses in blue on the chart (or draw the chart on the whiteboard and mark their predictions there).

Next, have the kids drop the objects, one by one, into the water and observe what happens. After dropping each object in, mark the guess (float or sink) that was correct in green.

Explain that items float or sink based on their density. Density is how close or far apart molecules are within an item. Molecules are tiny and only visible by a microscope. Things that are denser than water will sink, and things that are less dense than water will float. Ask them whether the Hōkūle'a floats or sinks, and then explain why.

Object	Float	Sink
Crayon		
Pencil		
Coin		
Toy car		
Cotton ball		
Marshmallow		
Feather		
Marble		

Additional Resources

IDEAS FOR CENTERS

Blocks: Basic shape blocks, magnetiles

Library Books: Ocean travel books

Playdough: Blue playdough with triangle, square, rectangle, cookie cutouts

Puzzles: Wa'a model, wa'a parts cut out of felt

Writing table: [Write the room](#). Look for wa'a words along with pictures.

Easel: Brown, blue, and yellow paint.

Hale:

- Cardboard wa'a
- Hale made out of cardboard or PVC
- local food items
- hula skirt and lei
- lauhala mat
- Ipu

Map:

Cut out and laminate images from [Different Wa'a around the World](#) ahead of time. Place each image on a map to show keiki where they originate from. Have keiki pretend they are going on a voyage and they can move images around the map.

Digital:

Pull up the [Parts of the Wa'a activity](#) on the ipad, and help keiki to use it to identify the parts of the wa'a.

Seesaw:

- ["Rations" activity](#)
- ["Where Would You Go" activity](#)



Send us a photo or video of your keiki doing these activities for a chance to be featured on the Holomoana website! Email them to ittraining@ksbe.edu.



POSSIBLE LEARNING STANDARDS CONNECTIONS

E Ola! <https://blogs.ksbe.edu/eola/>

‘Ike kūpuna: Ancestral experiences, insights, perspectives, knowledge, and practices. Students recognize the achievements of their kūpuna and how ‘ike kūpuna is seeded within themselves. Students' facility in ‘ōlelo Hawai‘i enables them to access deeper levels of ‘ike kūpuna. Students apply ‘ike kūpuna to shape their identity and strengthen connection to lāhui.

Mālama and Kuleana: Social agency, community consciousness. Students are passionate and have skills needed to engage with their ‘ohana, communities, and others to achieve Hawaiian cultural vitality, political and social justice, environmental sustainability, and the overall well-being of their communities and larger global context.

Alaka‘i Lawelawe: Servant leadership. Students practice being servant leaders by fulfilling their kuleana (earned roles and responsibilities), engaging collaborative approaches, and knowing when to provide direction, when to follow others, and when to empower others.

Kūlia: Students achieve excellence in all their endeavors, carefully consider, choose appropriate courses of action that build their mana, and demonstrate a mindfulness of how their excellence brings mana to their lāhui, their community, their ‘ohana, and themselves.

E Ola! Work Sampling Indicators <https://sites.google.com/ksbe.edu/nakulakamalii/>

Personal and Social Development

- Demonstrates self-confidence (P3/P4)
- Manages transitions (P3/P4)
- Shows eagerness and curiosity as a learner (P3/P4)

English Language Arts

- Speaks clearly enough to be understood: by most listeners (P3)/ without contextual clues (P4)
- Follow rules for conversation (P3/P4)
- Uses expanded vocabulary and language for a variety of purposes (P3/P4)
- Uses letter-like shapes, symbols, and letters to convey meaning (P4)
- Understand purposes for writing (P4)

Mathematics

- Identifies several shapes (P3)
- Uses words and representations to describe mathematical ideas (P4)
- Counts with understanding (P4)
- Orders, compares, and describes objects according to a single attribute (P4)
- Begins to recognize and describe the attributes of shapes (P4)

Science

- Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human made worlds (P3/P4)
- Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior (P3/P4)
- Observes weather and seasonal changes (P3/P4)

Social Studies

- Shows beginning awareness of their environment (P3)
- Shows some awareness of ways people affect their environment (P4)