

# PARTS OF A WA'A

## 2-DAY LESSON PLAN FOR EARLY LEARNERS

PART A

### LEARNING OBJECTIVE

After this lesson, keiki will be able to share about wa'a parts and its uses.

### CHECK-IN QUESTIONS

**Kumu preparation:** Put a picture of a wa'a and place keiki images on it.

Have keiki count in Hawaiian then find the corresponding number.

**Day 1 & 2:** Can you count the keiki?

### MORNING MELE

Play the [Building Hōkūle'a video](#)  and have keiki follow along on the [Building Hōkūle'a Sing-Along poster](#).

### LARGE GROUP 1

**Day 1:** Different Wa'a

Put up posters of 2 different wa'a ([Parts of a Wa'a](#) and [Parts of the Hōkūle'a](#)).

**Objective:**

- Keiki will be able to identify shapes and explain their thoughts.

**Discussion and Questions:**

- What do you notice that is the same?
- What do you notice that is different?
- Point to part and ask: What do you think this part is used for?

**Kumu Lead:**

- Identify wa'a parts and have keiki repeat after you.
- Share what each part is for.

**Day 2:** Hōkūle'a

Display the [Parts of the Hōkūle'a poster](#) and write the word HŌKŪLE'A on the board.

**Discussion and Questions:**

- What letters do you see?
- What is the line above the O and U called?
- What is the little line in front of the A called? (Explain why it's there.)
- Ask keiki to raise their hand if they have those letters in their name. Point to each letter and have them refer to their name on the carpet.
- Count how many letters are in Hōkūle'a.
- How many letters are in your name?
- How many syllables are in Hōkūle'a?
- How many syllables are in your name?

### TRANSITION

**Day 1:** Point to the part that wind uses to make the wa'a go. Have them repeat the name after you.

**Day 2:** Point to the part that hold's that pe'a up. Have them repeat the name after you.

### LARGE GROUP 2

**Day 1:**

- **Book:**
  - Ask the following questions:
    - > What do you notice on the cover?
    - > What part of the wa'a is that?
    - > What time of day is it?
    - > What is the weather like?
  - Show back cover and ask keiki to make observations.

**Kumu note:** Before reading, make copies of images from the book to create a family tree while reading.

- Read "Kānehūnāmoku" book.
- Things to point out while reading:
  - > Compare and contrast wa'a.
  - > Point out parts.
  - > Point out 'ohana titles and make comparisons to their own 'ohana.

**Day 2:**

- **Book:**
  - Read "Kaha'i's Journey" book (pg 4-11).
  - Things to point out:
    - > Characters.
    - > Location on island map, in relation to where keiki are from.
    - > Where do you think his papa is going to take him?

- > Where is the boy from? Show on map.
- > What did they see at the beach?
- > What is an o'opu? Use Kāheka series of books to show keiki where an o'opu lives and what it looks like.

## DRAWING JOURNAL

**Day 1:** Draw a wa'a and where you would want to go on your voyage.

**Day 2:** Draw what you will see when you are on your wa'a.

## CENTERS/SMALL GROUP

**Day 1 & 2:** *Parts of the wa'a activity*

**Objective:** Keiki will be able to listen to instructions first, then independently manipulate the activity. They will ask for help if needed.

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.

### ADDITIONAL IDEAS FOR CENTERS

**Blocks:** Basic shape blocks. Keiki will create their own wa'a using basic wooden shapes.

**Library Books:** Ocean travel books

**Playdough:** Blue playdough with triangle, square, rectangle, cookie cutouts. Keiki will be able to create a wa'a using the shape cut outs. Keiki will create ocean using blue playdough.

**Puzzles:** Wa'a model, [Building a Wa'a Kaukahi \(cut-out puzzle\)](#) (print and laminate ahead of time), wa'a parts cut out of felt

**Writing table:** ['Ōlelo "write the room."](#) Look for wa'a words along with pictures. Keiki will write the words that they see on their blank sheet.

**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

### ADDITIONAL SEESAW KUMU RESOURCES

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

## CONCEPTS

### Math:

**Kumu preparation:** Create keiki cut-outs and laminate ahead of time.

Use magnetiles for keiki to create a wa'a on white board.

Ask: How many keiki can fit on a wa'a?

Have wa'a model out for keiki to manipulate. Use keiki cut-outs and laminate.

### Language:

#### Vocabulary

- |             |                |           |
|-------------|----------------|-----------|
| • Pe'a      | • Kino         | • Makani  |
| • La        | • Ama          | • Kuleana |
| • Lei Hulu  | • 'Iako        | • Kai     |
| • Paepae    | • Nohona       | • Nalu    |
| • Manu Ihu  | • Wa'a kaula   |           |
| • Manu Hope | • Wa'a Kaukahi |           |

### Science:

#### [Sink or float activity](#)

Add new objects to the center for keiki to test out.

### Social Studies:

**Kumu preparation:** 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.

### Personal and Social:

Have a discussion, asking questions:

- How can we kōkua on a wa'a?
- What is our kuleana on the wa'a?
- How can we mālama on the wa'a?

### Christianity:

Kumu specific



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](mailto: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://docs.google.com/document/d/1GAuRWKJzr7ITvnWt-it8-A3IVbNCRMDjm7kJtN7UZKE/edit>

### 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)
- Begins to recount (P3)/Recounts (P4) key ideas and details from text
- Represents ideas and stories through pictures, dictation, and play (P3/P4)
- Uses scribbles and unconventional shapes to write (P3)
- 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)

## HOLOMOANA

### Parts of a Wa'a

<http://www.ksbe.edu/holomoana/>