

PARTS OF A WA'A

3-DAY LESSON PLAN FOR EARLY LEARNERS

PART B

LEARNING OBJECTIVE

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

CHECK-IN QUESTIONS

Day 3, 4, 5:

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


- Ask: Can you count the keiki?
- Have keiki count in Hawaiian then find the corresponding number. (Everyday keiki count to a different number in olelo Hawai'i.)

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 3: Hōkūle'a Tour

- Put up [Parts of the Hōkūle'a poster](#).
- Tell keiku that today we will take a tour of the Hōkūle'a with Kumu Mark Ellis.
- Review wa'a parts and functions.
- Play [Hōkūle'a History and Parts video](#)  (make sure to pause every so often and discuss).


Discussion and Questions:

- Why is the Hōkūle'a special?
- Is there a motor on the canoe?
- How does the Hōkūle'a move?
- What does the Hōkūle'a use to steer?

Day 4: Daily Life on Hōkūle'a


- Go through the [How Do You...? presentation](#) with the class.

Discussion and Questions:

- As you go through the slides, ask keiki how they do normal life activities and then how they'd do them on the Hōkūle'a.
- Tell keiki that they are going to take a tour of the Hōkūle'a.
- Play the [Daily Life on the Hōkūle'a video](#)  making sure you stop and discuss as you are playing the video.
- Ask: What did you see Kumu Mark doing?

Day 5: Review

Discussion and Questions:

- Ask: What can you tell me about the Hōkūle'a?
- Show the [Hōkūle'a Training Sail in 360° video](#) 
- Zoom in and out and ask keiki to share their observations.
- Read keiki journal pages that were done on Day 1.

TRANSITION

Day 3: Point to the part that you sit in. Have them repeat the name after you.

Day 4: Point to the part that helps the wa'a to not tip over. Have them repeat the name after you.

Day 5: Point to the part that helps helps you to steer. Have them repeat the name after you.

LARGE GROUP 2

Day 3:

- *Book:*
 - Read "Kaha'i's Journey" book (pg 11-15).
 - Afterwards, ask the following questions:
 - > What do you notice about the wa'a that they were fishing on?
 - > Does it look the same or different from the wa'a that we have been learning about?
 - > What is the same and what is different?
 - > What did they catch when they pulled up the 'upena?
 - > Why is opala bad for our ocean.
 - > What did the grandpa do with the fish he caught? Did he keep all of them?
 - > What did he say wanted to eat with his fish for dinner?
 - > How many of you eat poke?
 - > Do you like poke?

Day 4:

- **Book:**
 - Read "Kaha'i's Journey" book (pg 16-21).
 - Afterwards, ask the following questions:
 - > What other animals did they see while on their huaka'i?
 - > Have you ever seen those animals?
 - > Where did you see them?
 - > Where did his grandpa say he was going?
 - > What did he say he was going to pick in the mountains?

Day 5:

- **Book:**
 - Read "Kaha'i's Journey" book (pg 21-35).
 - Afterwards, ask the following questions:
 - > What happened at the end of our story?
 - > What were some of the things that they saw on their huka'i?
 - > Where the animals same or different in the ocean and on land?
 - Study the wa'a together on pg 36 and ask:
 - > Who did the book say went on a voyage?
 - > What is the name of our school?
 - Show Ahupua'a poster or show [Ahupua'a Interactive](#). Explain that the mountain is connected to the ocean. Show them where they get the wood to build the wa'a.

DRAWING JOURNAL

Day 3: Draw a picture of a fish that you would catch in the ocean. Make sure to add colors and details to your drawing.

Day 4: If you were going on a huaka'i or voyage what type of food would you bring and why?

Day 5: Draw your favorite part of this book.

CENTERS/SMALL GROUP

Day 3, 4, 5: *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.

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

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](#)



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://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/>