

# WA'A TYPES

## 2-DAY LESSON PLAN FOR EARLY LEARNERS

PART A

### E 'OLA YEAR GOAL

Keiki will begin to demonstrate an understanding of kūlia in all they do.

### LEARNING OBJECTIVE

After this lesson, keiki will be able to share about 2 different wa'a and their uses.

### CHECK-IN QUESTIONS

**Day 1:** Can you find the canoe?

**Kumu preparation:** Print out images of different water vehicles.

**Day 2:** Can you put your 'inoa under the vehicle that our kupuna used to travel?

**Kumu preparation:** Print out images of transportation vehicles.

### MORNING MELE

[Wa'a Kaukahi](#)

### LARGE GROUP 1

**Day 1:** Web Graph Activity

*Conversation/Discussion:*

- Keiki list things and share what they know about each item.

*Question:*

- What is something that floats on top of the ocean?

**Day 2:** Chart Activity

*Conversation/Discussion:*

- Show images of different vehicles (i.e. boats, planes, cars). Ask which ones go on the ocean, in the sky, or on land.

*Question:*

- What did our kupuna use to travel on the ocean?

### TRANSITION

**Kumu preparation:** Create keiki cutouts and place them on the wa'a poster.

*Objective:* Keiki will be able to identify their friend's names.

*Question:* Can you tell me your friends' names on the wa'a?

### LARGE GROUP 2

**Day 1:**

- *Objectives:*

- Have keiki identify characters and settings.
- Have keiki personally identify with their own family.
- Have keiki identify what each brother contributed to the voyage. (PSD)

- *Book:*

- Show class the cover of the "Island Below the Star" book and ask the following questions before reading:
  - > What do you notice about the cover?
  - > Where do you think they are going?
  - > Do you think they are friends or family?
  - > What do you notice about the ocean?
  - > What do you notice about the wa'a?
  - > How many people are in the wa'a?

- Read book aloud.

**Kumu note:** Stop reading at Manu sneaking on the wa'a.

- For the first page, draw the brothers and their elements as you are telling the story.

- For the third section, draw what they planned to bring on their voyage. Each brother brought different things (bananas, taro, breadfruit). Draw them out as you tell the story.

- Ask the class: Why do you think they brought these items?

**Day 2:**

- *Objectives:*

- Have keiki identify if they have the same family dynamic in their family, how is it same or different?
- Have keiki understand that they all have a role within the classroom. (SS)

- *Book:*

- Review yesterday's anchor chart. Ask keiki: Do you have any brothers? Create a chart with two columns (one for Yes, one for No). Have keiki come up and put an X under Yes or No.

- Ask: Remember that Manu hid on the canoe. What do you think is going to happen?

- Read book aloud, continuing from where you left off.

**Kumu note:** Stop reading at full page spread.

- Ask the class:

- > What do you notice about this picture? (Point out the different types of wa'a, and the parts of the wa'a.)
- > What did the brothers say Manu's job was on the wa'a?
- > What were the brothers' jobs?
- > What is your job in our class?
- > How can you kōkua in our class?

- Create chart with keiki answers.

## JOURNAL

### Day 1:

• *Guided drawing activity:*

- Kumu will draw each shape one at a time while keiki observe and listen to instructions.

- Ask: What shape do you see? (Use positional directions words as they are drawing and talking about observations.)

### Day 2:

• *Guided drawing activity:*

- Draw you and or you and your siblings. Draw what you all do to kōkua at home, just like how all the brother's had a role on the wa'a.

## CENTERS/SMALL GROUP

### Day 1 & 2: Wa'a kaukahi poster

- Create a wa'a kaukahi using wa'a model.
- Ask keiki to share where they would go on their voyage.
- Review posters and have keiki share what they remember.

### ADDITIONAL IDEAS FOR CENTERS

**Blocks:** Basic shape blocks

**Library Books:** Ocean travel books

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

**Puzzles:** Wa'a model

**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

## CONCEPTS

### Math:

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

Use magntiles 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*

- Wa'a kaula
- Makani
- Kuleana
- Wa'a Kaukahi
- Kai
- Nalu

### Science:

*Sink or float activity*

### 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

**SHOW US WHAT YOU DID!**



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

### Wa'a Types

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