

# WA'A TYPES

## 3-DAY LESSON PLAN FOR EARLY LEARNERS

PART B

### LEARNING OBJECTIVE

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

### CHECK-IN QUESTIONS

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

**Day 3:** Can you find the wa'a?

**Day 4:** Can you find the wa'a kaulua?

**Day 5:** Can you find the wa'a kaukahi?

### MORNING MELE

[Wa'a Kaukahi](#)

### LARGE GROUP 1

**Day 3:** Anchor Chart Activity

*Conversation/Discussion:*

- Show keiki 1st wa'a (Wa'a Kaukahi).

*Question:*

- What do you notice?
- What do you know?
- Do you see this shape? (Hold up different shaped objects that correspond to parts of the wa'a.)

**Day 4:** Anchor Chart Activity

*Conversation/Discussion:*

- Show the [Wa'a Kaulua poster](#).

*Questions:*

- What do you notice?
- What do you know?
- Do you see this shape? (Show them.)
- What do you see that is different from the Wa'a Kaukahi?

**Day 5:** Keiki Review

*Conversation/Discussion:*

- Show image of Hōkūle'a.

*Question:*

- Which type of wa'a do you think the Hōkūle'a is? (Show posters of the two types.)

### TRANSITION

**Day 3, 4:** *Objective:* Keiki will be able to count in 'ōlelo Hawai'i.

*Question:* Can you count the keiki in the wa'a?

**Day 5:** *Objective:* Keiki will be able to practice their subtraction skills.

*Question:* Can you count the keiki in the wa'a? How many do I have if I take 1 away?

### LARGE GROUP 2

**Day 3:**

- *Objective:*
  - Have keiki observe and identify the weather. (ST)
- *Book:*
  - Continue reading "Island Below the Star" where you left off yesterday.


**Kumu note:** Stop reading at brothers making observations using their gifts.

- Review: What are the brothers' gifts?

**Day 4:**

- *Objective:*
  - Have keiki identify the beginning, middle, and end.
- *Book:*
  - Read to the end of the "Island Below the Star" book.
  - Ask: How did Manu get his brother back to the island?

**Day 5:**

- Ask the following questions:
  - How do you think they brush their teeth on a voyage?
  - Where do you think they sleep?
  - How do you think they get their food?
  - What do you think they do for fun on the wa'a?
- Watch [Papa Mau Wayfinder video](#). 
- Afterwards, ask: What did you see in the video?

## JOURNAL

### Day 3: Drawing activity

- Draw what kind of day you are sailing on your wa'a. (Sunny, rainy, windy, night, day.)
- Have keiki explain how they would feel on their wa'a in those conditions.

### Day 4: Drawing activity

- Draw your favorite part of the book. Then ask:
  - What was the problem?
  - What were the solutions?
  - What was the setting?
  - Who were the characters?

### Day 5: Drawing activity

- Draw about the Hokule'a. Then ask:
  - What would you bring on your voyage and why?

## CENTERS/SMALL GROUP

### Day 3, 4, 5: 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 magnet tiles 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
- Wa'a Kaukahi
- Makani
- Kuleana
- 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/>