

A Quilt for Kiri

by Don Long

illustrated by Judith Künzlé



Book Summary

A quilt from the Cook Islands becomes the connection between Kiri and the grandmother she will never meet.

Features of the Book

- The use of imagery – “moonlight lay spread across her bed” and “like a big, wet rainbow.”
- The use of adjectives – “old,” “torn,” “tiny,” “crinkly,” and “lovely.”
- The similes – “like the words of a song” and “like a big, wet rainbow.”
- The compound words – “rainbow,” “moonlight,” “grandmother,” and “birthday.”
- The concepts of distance, death, and dreams.
- The design of the quilt and its connection to the flower.
- The additional information and map.

Purpose

A Quilt for Kiri can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- identifying the themes of the book;
- identifying the plot and characters within the story;
- developing the skill of writing in a sequential manner.

Introducing the text

Open discussion by talking about the children’s grandparents. Talk about having family or friends who live elsewhere and the possessions, such as letters or photographs, that families may keep as links to those who are absent. Introduce Kiri as the main character. Read the title and names of the author and illustrator together.

Reading the text

- Identifying the themes of the book.
- Identifying the plot and characters within the story.

Title page

- What are these women doing? What will the quilt be used for?

Pages 2 and 3

- What did you discover about Kiri and her grandmother?
- What does the island look like?

Pages 4 and 5

- Why do you think they are hugging each other?

Look closely at the package.

- Why is there so much string?

Pages 6 and 7

- What was the package?
- What are they doing to the quilt?

Pages 8 and 9

- Why are they washing the quilt? Why don’t they put it in the washing machine?

Pages 10 and 11

- What do you think they are talking about?

Pages 12 and 13

- What do you think Kiri is thinking about?

Children now read the book independently.

Revisiting the text

Locate the compound words in the text and identify their component parts. List some other compound words that the children can think of. Find and discuss the similes in the text – “like the words of a song” and “like a big, wet rainbow.”

Following Up

- Developing the skill of writing in a sequential manner.

✎ Look at the ways patterns are used in quilting. Read *Paper Patchwork* from the Pacific Literacy series (early) and help the group to make their own patterns for paper quilts. Write about what they did.

- Complete the blackline master opposite.