

Hamish sews a corgi

Child: Hamish

Teacher: Julie

Date: 18 September

The corgi sewing project started today! After we had pinned the pattern (Hamish's fantastic drawing) to the fabric and cut it out Hamish said, "I can sew by myself – I don't even need any help!"



"Great, Hamish – there you go – you know what to do!"

Hamish did just that – total concentration – fully bent to the task. "I've done five stitches," and he had – very neat and right where they should be – I was

impressed. I stayed sitting by him talking with the other children and watching his progress. He did a lot more before he looked up and needed a break. "Look how many I have done now – I've just about used up all the wool!"

"Wow – so you have!" I said. "How many stitches do you think you've got now?"

"Maybe more than twenty," Hamish said.

"Great, let's count!" I replied.

We counted together – exactly twenty stitches. I rethreaded the needle and away the corgi maker went again – this time with

me holding the fabric while Hamish did the sewing. After a little while Hamish said, "Look how much wool there is left," and he used the length of wool and needle to measure it against the end of the table, then the easel. I asked him to predict whether it would be longer or shorter than a few other things around us before he went back to his sewing – and he was often right in his estimations.

"This is the second corgi you have sewn, isn't it, Hamish?" I said. "Yes," he said. "But I can't find the other one – it's lost."

"Oh," I said.

"But that's OK," he said, "that happens," nodding his head with an accepting, wise look on his face.



Short-term review

This is only the second sewing project Hamish has done at kindergarten, so I was really impressed with his ability to sew so confidently and also so well!

His passion for and delight in his ability is wonderful – what a fantastic learning disposition – a real interest in and confidence to tackle a tricky task – and stick with it (persevering with difficulty).

Hamish was also exploring some mathematical concepts when making his corgi today.

And last but not least – Hamish has grasped the concept of impermanence: "But that's OK," he said, "that happens," nodding his head with an accepting, wise look on his face.

OH WOW!!!!!!!!!!

Question: What learning did I think went on here (that is, what are the main point[s] of the learning story)?



What next?

Finish the corgi.

Last kindergarten day for Hamish this Friday, then off to school – we will be very sad to see him go.

What's happening here?

This entry in Hamish's portfolio is part of a series on making corgis, inspired by his pet corgi. Before this point, Hamish has already sewn one corgi and sculptured one in clay. He is very keen to sew another, and a few days before this exemplar is written, the teacher has recorded suggesting that he draw a corgi to be used as a pattern. He does this. The series of "corgi" assessments includes reading, writing, and oral literacy as well as mathematics, and the teacher models the use of these symbol systems and tools for everyday purposes.

What aspects of noticing, recognising, and responding to mathematics learning does this assessment exemplify?

The exemplar documents Hamish's use of symbol systems and tools for making meaning. His purpose is set in an everyday context, part of the process of getting a task completed. The teacher assists him with his explorations, while the interest and direction come from Hamish. This assessment indicates that the teacher values Hamish's work: he knows what to do and he remains focused.

What does this assessment tell us about mathematics learning (using a *Te Whāriki* lens)?

This exemplar illustrates some characteristics of a competent and confident learner and communicator in mathematics. Hamish explores a sustained interest over time, calling on a range of communication media along the way. He comments to the teacher on aspects of the task that interest him. Sewing, including pattern making, is a complex and difficult task, and the teacher comments on two dispositions that are evident here: "His passion for and delight in his ability" and his capacity "to tackle a tricky task – and stick with it". Hamish's learning dispositions are being connected to a diversity of purposes and social communities (see page 6): mathematical purposes and the social community of mathematicians.

How does this assessment exemplify developing competence with mathematics?

The purpose of this task is to make a corgi. Hamish is alert to the mathematical ideas in this task, to do with "how many" and "how much". The teacher picks up Hamish's mathematical initiatives and includes them in the conversation, helping him to explore them further. To complete this task, Hamish has made a pattern, counts his stitches early in the process, and estimates the number of stitches later in the process. Inspired by the length of wool left over, he measures the width of the table and the easel using a length of wool as a unit, and makes predictions about other comparisons of length (also using the length of wool as a unit). Modelling an everyday purpose of mathematics, the teacher first engages with the task by asking Hamish to estimate how many stitches he has completed with one length of wool (based on Hamish's initiating comment "I've done five stitches"). They then count, as part of the conversation, to see if his estimate is reasonable. The teacher extends his interest in using a length of wool as a unit of measure. Hamish predicts and compares, using the measure for increasingly complex purposes, developing a "number sense", exploring the shift from two dimensions (the pattern) to three (the sewn corgi), implicitly posing questions for mathematical exploration (for example, about how much wool is needed for the task), and comparing lengths. These are all purposeful mathematical practices.