

## Sorting with Tully's Alpine Adventure

**Grade Level:** Primary (K-2)

**Subject:** Math/Language Arts Integration

**Time:** 30–40 minutes

### Objectives

- Students will practice sorting objects, characters, and story details into groups.
- Students will explain how they sorted and recognize that items can be grouped in more than one way.
- Students will connect sorting skills to the story Tully's Alpine Adventure.

### Materials

- Book: Tully's Alpine Adventure
- Sorting mats or large paper circles labeled **Group 1 / Group 2**
- Real or toy objects (rocks, sticks, leaves/ buttons, small ball, sock) found in the book
- Crayons, markers, watercolors

### Procedure

#### 1. Introduction (5 min)

- Read aloud Tully's Alpine Adventure or recap the story.
- Ask: *"Who were the characters? What kinds of things did they see on the mountains?"*
- Tell students: *"Today we'll be helping Tully and her friends by sorting things into groups, of what they really might have seen, and what they hopefully wouldn't have seen."*

#### 2. Guided Practice (10 min)

**Sorting:** Students sort into "Things you see in the mountains" vs. "Things you shouldn't see"

#### 3. Independent/Small Group Practice (15 min)

**Centers/Stations can have a sorting activity as well** (rotate in small groups):

1. **Color Sort** – Sort flowers, rivers, and chocolates by color (blue, purple, brown).
2. **Size Sort** – Sort cotton balls/rocks into small/medium/large.
3. **Story Sort** – Sort cards into "Characters," "Places," "Things."
4. **Movement Sort** – Sort actions from the story (run, climb, float, rest) into "Can Tully do it?" and "Can Lambkin do it?"

#### 4. Sharing/Closure (5–10 min)

- Gather together. Share with a friend what you sorted.
- Asks: *“Could we have sorted differently? How?”*
- Wrap up: *“Sorting helps us organize, just like Tully organized her adventure through the mountains.”*

### Assessment

- Observe children’s ability to sort objects correctly, centers/stations is a good time to observe..
- Listen for explanations of categories (“I put snow here because it belongs in the mountains”) when students are with a partner.
- Collect drawings where students sort by color/size and label with simple words or pictures.

