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Hannah loves to collect things, and every collection is her favorite. Hannah doesn't know if she can pick just one collection to bring with her to school. Explore Hannah's collections and find out how she decides to show off her collections at school.

Ages: 2 to 6 years

ATOS Reading Level:
3.5

Lexile: AD630L

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Hannah's Collections

Which collection will Hannah show her class?

Topics: sorting, classifying, counting, number recognition, patterns

Activities To Do Together:

Use the book, *Hannah's Collection*, to practice sorting objects by attributes.

Before reading the book:

- Talk about attributes with your child.
- Predict what Hannah will do with her collections.

While reading the book, *Hannah's Collection*, ask your child:

- How would they sort Hannah's buttons?
- Which collection do you think Hannah will bring to class?
- Count the leaves and feathers in Hannah's collection. How can you keep track of which ones you have counted?
- What do you think, does Hannah have 14 barrettes or 7 pairs of barrettes?
- How many elephants does Hannah have?
- What do you think Hannah's idea is?

When you have finished reading the story, try the following:

- Which of Hannah's collections did you like best?
- Explore attributes with your child by sorting their toys. See how many groups you can make.
- Encourage them to sort toys or other objects by two shared attributes, in which each group has two things in common (this group of objects is red and soft and this group of objects is blue and square-shaped).
- Ask them to regroup the items based on three or four attributes. Explore how many different groups they can make.
- Use different containers for sorting. For example, a muffin tin can be a great container for sorting objects. Assign each cup a different attribute and find objects that have that property or trait to put into the cup.



Extension Conversations During Daily Routines with Infants and Toddlers:

1. Laundry Time - When sorting your clothes, talk to your child about your different piles. How are those clothes similar to one another?
2. Snack Time - Sort your snack into two groups. Count the amount in each group.
3. Outside Time - Make an ABAB pattern with leaves and sticks with your child.

Questions for Mathematical Thinking:

1. What is a collection? Do you have one? How could you sort it? What other collections have you seen?
2. What other ways can Hannah sort her collections?
3. How would you sort 10 rocks? 15 buttons? 200 popsicle sticks?
4. What are some ways you can sort your clothes?
5. What would you collect?

Early Math Project Resources:

Visit [Hannah's Collections](http://countplayexplore.org/book/hannahs-collections) (countplayexplore.org/book/hannahs-collections) to find activities and related California Learning Foundations and/or Mathematics Standards provided by the California Department of Education for this book.

Vocabulary for Building Math

Concepts: 5, 6, 7, 8, 9, 10, 14, 19, 43, 153, all, counted, few, first, many, more, one, patterns, row, shapes, size, smallest, sorted, tallest, triangles, two dozen

Vocabulary for Extending Math

Concepts: attribute, classify

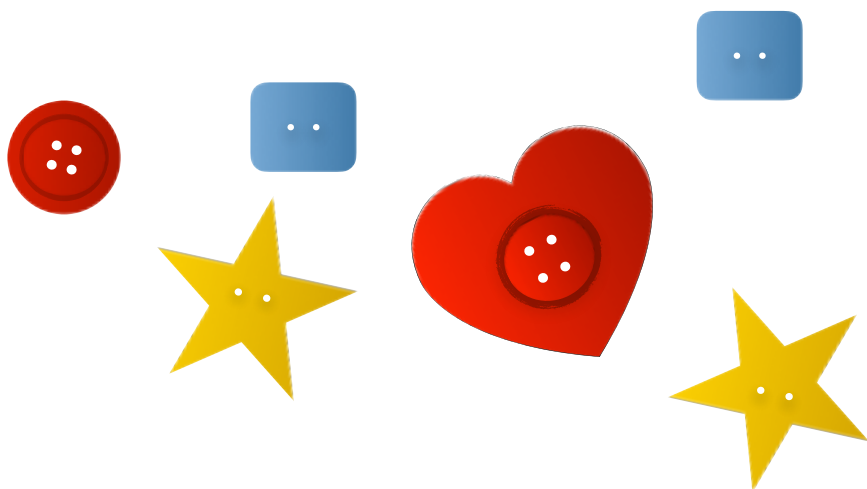
Vocabulary for Reading

Comprehension:

collection, sculpture, worried

Related Books: *A Pair of Socks* by Stuart J. Murphy, *Sam Sorts* by Marthe Jocelyn, *Sort it Out* by Barbara Mariconda

Click this link to the [World Catalog](http://bit.ly/3J5vvVj) or bit.ly/3J5vvVj to find *Hannah's Collection* in the public library.



Math Connections: Use *Hannah's Collections* to explore sorting with your child. Sorting objects begins with learning about attributes. An attribute is a property or trait of an object. For example, the toy car is red and small, while the block is hard and brown. Talk with your child about an attribute and ask them to identify the characteristics of some of their toys.

After, ask your child whether some of their toys share a single attribute? Identifying one attribute that a group of objects share allows a child to begin to sort. Ask them to sort their toys into groups based on one shared attribute. For example, one group could be for toys that are soft, and another could be for toys that are hard. After making a few piles of toys with similar attributes, ask them to count and see how many items are in each group.

Once your child is comfortable sorting by one attribute, they can sort by two or more attributes. This allows them to explore sorting and classifying greater numbers of objects in their everyday environment. Encourage them to sort toys or other objects by two shared attributes. This means each group of toys has two things in common. For example, one group of objects is red and soft, and the other group of objects is blue and square-shaped. After they get comfortable sorting by two attributes, ask them to regroup the items based on three or four attributes. Explore how many different groups they can make.

Explore objects that can fit into more than one group. Make three piles, for example, a pile for blue objects, a pile for red objects, and a pile for objects that are both blue and red. This can also be done with free and found objects, such as twigs, leaves, and twigs with leaves still attached.

Have fun sorting by using different containers. For example, a muffin tin can be a great container for sorting objects. Assign each cup a different attribute and find objects with that property or trait to put into the cup.

Making observations is a first step in comparing objects attributes. Make and talk about observations with your child. For non-verbal children point out the color, size, textures, and the unique characteristics of objects around you.

Then talk about similarities and differences. Look at two objects. Are they the same or different?

