

# SHEEP WON'T SLEEP

Counting by 2's, 5's, and 10's

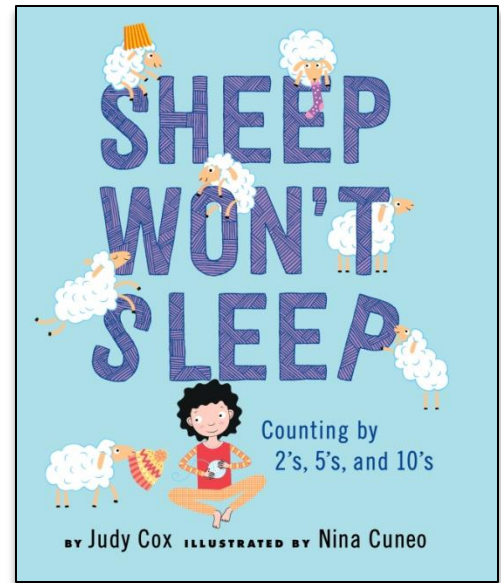
STEM

by Judy Cox, illustrated by Nina Cuneo

*Clarissa is having trouble falling asleep. Will counting sheep help her into slumber, or will Clarissa get more than she bargained for?*

**Guided Reading Level:** M  
**Grade Level Equivalent:** 2  
**Interest Level:** K-3

**Reading Literature:** RL.1-3.1,3,4,5,6,7  
**Reading Foundation Skills:** RF.1-3.3,4  
**Writing:** W.1-3.1,3,8,10  
**Speaking and Listening:** SL.1-3.1,2,3,4,6  
**Language:** L.1-3.1,3,4,5,6



HC: 9780823437016 • Ages 4-7 • E-book available

## BEFORE READING

1. Discuss the title and cover illustration.
2. What do you do when you can't fall asleep?
3. How do you count by 2's, 5's, and 10's? Have students demonstrate skip counting.
4. When do you skip count?
5. Explain why skip counting makes sense. (It is faster!)

## Word Work

### Mini Lesson 1—Using context clues

1. Write new vocabulary words on chart paper/board and read with the group.
2. Have students explain when we use suffix(s) plural, and past tense(ed).
3. Explain that many words have multiple meanings. Some of our new vocabulary words from *Sheep Won't Sleep* have multiple meanings.
4. Give examples of words with multiple meanings: can, box, store.
5. Discuss how we determine word meanings in a story using context clues.
6. Use the words below in sentences and define each.

Ex: I have a **box** of blocks.

We can **box** at the gym after school.



### New Vocabulary Words

knitting	wardrobe
woolly	argyle
stile	cable
grace	Fair Isle(s)
ewe	shedding
alpaca(s)	unravel(ed)
llama(s)	protest(ed)
herd	slumber(ed)
pattern	afghan
yak(s)	racket

### Mini lesson 2—Compound words

What is a compound word? Brainstorm compound words and create a chart.

**Compound words** in the story: bookcase, lampshade, dreamland, overflowed, backward, bedpost, baseball, basketball, fourteen, sixteen, eighteen, bedroom

### DURING READING

1. Read the story to the class uninterrupted.
2. Read the story again.

### Read to find out

- Word meanings in context.
- Who is the main character?
- Where and when does the story take place? (setting)
- What information do you get from the illustrations? How do they enhance the meaning and tone?
- What is Clarissa's problem in the beginning of the story?
- What other problems arise? What happens first, next, then, and last?
- How does Clarissa respond to challenges?
- Why does Clarissa need to count animals by 2's, 5's, and 10's?
- What are the different points of view in the story? (Clarissa's and the animal's)
- How does Clarissa finally solve her problem?

### AFTER READING

1. What did you find out about Clarissa?
  - What does she do before bed?
  - What is her hobby? (knitting)
  - What does she like and dislike?
2. Why do you think author Judy Cox used sheep, yaks, alpacas, and llamas in the story? What do they all have in common?



3. Clarissa uses her knitting and subtraction to get the animals out of her room. How would you get rid of the animals in your room?
4. List all of the patterns in the story. Look through magazines and cut out pictures of different patterns.
5. Find all of the compound words in the story if the class has not already done so.
6. How did Judy Cox and Nina Cueno create humor in the book? What part of the story did you think was funny?
7. Explain how the story changes from the beginning to the end.

### Figurative Language

What did the author mean when she wrote:

- “. . . white sheep sailing over a stile with the perfect grace of ballet dancers.” (page 4)
- “. . . their wool was as colorful as Clarissa’s basket of yarn.” (page 8)
- “. . . but Clarrissa was still no closer to dreamland.” (page 10)
- “. . . like a wardrobe of winter sweaters.” (page 15)

Now find other examples of figurative language in the book.

### Math Connection

1. Describe how Judy Cox uses addition and subtraction in the story.
2. Create a 5’s skip-counting chart by stamping 20 handprints on mural paper, using paint. Each hand counts as 5. Count to 100! Use tally marks as you count! Try counting backward.
3. Take off your shoes and count by 2’s. How many shoes are in your classroom? On the playground, in the cafeteria? Try counting backward.
4. Have students bring in 10 Ziplock bags with 10 objects in each. Sort the individual baggies by color, item, size, etc. Count by 10’s forward and backward. Create a class bar graph.
5. In small groups, work together to identify the patterns on the yaks (pages 14–15). Recreate and label the patterns. Hang them up in the classroom.

### Collaborative project

1. In small groups, research Fair Isle, Scotland, and how the Fair Isle pattern originated.
2. Using graph paper, create a Fair Isle pattern.
3. Create a multimedia presentation.



Guide written by Marla Conn, reading/literacy specialist and educational consultant  
10.17

