

A guide for using
Where is the Green Sheep?
in the Pre-K Classroom
2007-2008



Ideas compiled by:



Georgia Department of Early Care and Learning

10 Park Place South
Suite 200
Atlanta, GA 30303
www.dec.state.ga.us
404-656-5957

About The Story

This book has all the ingredients for success: bright colors, simple pictures that grab children's interest, only a few sentences per page (not too overwhelming); a nicely rhythmic, rhyming text; and a mystery neatly revealed.

As you read the story, you find out about many kinds of sheep: sheep with colors, sheep in a circus, sheep on playgrounds, and sheep in trains. After each pair of sheep (opposites or simply alternatives: up sheep, down sheep; swing sheep, slide sheep) the book invites children to look for the green sheep. Near the end, there is a two-page scene with all the sheep in the book (and more you haven't seen before), in which a child may search for the green sheep.

This engaging book can easily be read in several ways:

- Read it quickly if you're in a hurry.
- Read it slowly, pouring over each page's illustrations. Talk about what the sheep are doing to encourage questions, comments, and discussion from children.
- Treat the ending in a low-key manner to help children transition to naptime
- Celebrate the ending as your children find the sheep. Clapping and cheering at finding the sheep, the children will be geared up for another story, rhyme, finger play, or music and movement activity.

Author Study

Mem Fox is Australia's most highly regarded picture-book author for children, and the author of our 2007-2008 Governor's book for Pre-K, *Where is the Green Sheep?*

Mem was born in Melbourne, Australia, in March 1946. As a young child she lived in Africa with her parents and later moved to London where she spent three years as a teenager. In 1970 she moved back to Australia, married her husband Malcom, and had a daughter named Chloe. Mem and her family currently reside in Adelaide, Australia.

Mem attended Flinders University as a student studying Children's Literature and then went on to become an Associate Professor in Literacy Studies at Flinders, where she taught for twenty-four years. She has received many civic awards, honors and accolades, including two honorary doctorates.

She has written thirty picture books for children and five non-fiction books for adults, including the best-selling *Reading Magic*, aimed at parents of very young children. Her books draw upon her everyday life experiences, her joys and her disappointments to help her create the stories. Her first book, *Possum Magic*, is the best selling children's book in Australia, with sales of over three million copies. Another favorite, *Time for Bed*, is on Oprah's list of the twenty best children's books of all time.

Mem spends most of her time these days writing presentations that focus on the importance of reading aloud to children, ages birth through five. She also works as an International Literacy Consultant and travels around the world to places like Guam, Tanzania, China and the USA.

We are excited to share this wonderful book, *Where is the Green Sheep?*, with all of Georgia's Pre-K teachers, children, and families this school year. "Children can learn to read easily without being taught, by being read to, by playing games with words, and by falling head over heels in love with books." Mem Fox, *Reading Magic: Why Reading Aloud To Our Children Will Change Their Lives Forever*.

Language Activities for *Where is the Green Sheep?*

Where is the Green Sheep? Vocabulary

Colors:	blue, red, green
Concepts- Objects/things:	bath, swing, slide, car, bed, clown, band, train, wind, wave, star, moon
Opposites:	up/down, thin/wide, scared/brave, near/far, sun/rain

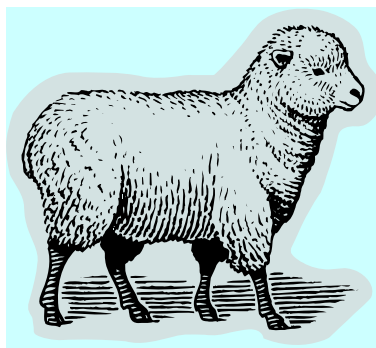
- Use a simple question to help foster discussion of each page.
- Discuss actions that the sheep are engaged in on page 26 of the book and then cover the page and see how many the children can recall.
- Let the children role play using sheep puppets.
- Let children create their own sheep action book by drawing, painting or creating a collage of a sheep in action.
- Have the children count the sheep. Ask how many are colored? White? Fishing? Flying? Playing in the sand?
- Have the children imitate and describe the actions they see in the book. Have the children pretend to be a sheep and describe their own actions. Examples might include, "I am a sleeping sheep," "I am an eating sheep," "I am a hopping sheep," or "I am a singing sheep."
- To work on spatial concepts, ask the children the question, "If you were a green sheep, where would you hide?" Be sure to encourage the use of position words such as, in front of, behind, beside, between, under, inside, etc.
- Make a matching game for opposite words using sheep die cut patterns to glue the pictures onto.
- Make a matching sheep game using a pocket chart and file folders.
- Create sheep masks from paper plates and a variety of materials. Let the children be creative with the sheep masks. Provide a variety of materials for the children to choose (i.e., paint, crayons, markers, chalk, green and white cotton balls, wiggly eyes, etc.) Let the children use the masks to act out the story as you read aloud.
- Create a family involvement activity by sending home a cut out of a sheep and have families decorate it using anything from home. Have families write a short story about their sheep. When children bring back their sheep, have them share their sheep and story with the class. Invite families to name their sheep.
- Have children act out the story for parents during a family reading night.
- Read, *Where is the Green Sheep?* during small group time, then create an attribute chart such as the example. Start with blank cells and fill in the information. After completing the chart compare the information. Read other books by Mem Fox and continue to fill in the attribute chart after reading each story. Compare the books after the chart is completed.

Sample Attribute Chart

Title of Book	<i>Where is the Green Sheep?</i>	<i>Hattie and the Fox</i>	<i>Zoo Looking</i>	<i>A Particular Cow</i>
Concept:				
Theme				
Animals				
Interesting words				
People				
Colors				
Illustrator				
Is there a sheep in the book?				
How many sheep in the book?				

Sample Completed Attribute Chart

Title of Book	<i>Where is the Green Sheep?</i>	<i>Hattie and the Fox</i>	<i>Zoo Looking</i>	<i>A Particular Cow</i>
Concept:				
Theme	Animals	Animals	Animals	Animals
Animals	Farm	Farm	Wild	Farm
Interesting words	Thin/wide	gracious bushes	panther yak slithered whack gobbled	particular
People	No	No	Flora & her dad	Postman children wedding party
Colors	red, yellow, orange, green, blue	brown, gray, green	blue, orange, green	black, white
Illustrator	Judy Horacek	Patricia Mullins	Candace Whitman	Terry Denton
Is there a sheep in the book?	Yes	Yes	No	No
How many sheep are in the book?	Fifty	Seven	Zero	Zero



Changes to the Language and Literacy Area

Reading Area	Writing Area	Listening Area	Flannel Board
Add books about sheep.	Vocabulary cards with a word and picture related to the book. Sheep Stencils Sheep Stamp Green ink pad	Record <i>Where is the Green Sheep?</i> Place the tape and a copy of the book as a choice in the listening area.	Add teacher made flannel board pieces that relate to <i>Where is the Green Sheep?</i>

Additional Extension Activities

- Tie a green sheep to a helium filled balloon and let him float to a new place. Write your class address on the back of the sheep explaining what you are doing and asking the person that finds the balloon to send the class a letter.
- Decorate a sheep and send it to another Pre-K Program in your county or surrounding area.
- Do a treasure hunt at your school with hidden sheep of various colors.

Class Mascot: Instruction and Activities

1. Introduce your sheep mascot and let him/her visit the classroom for a few days. Let children come up with a name for the mascot. Take the mascot on a tour of the school. Be sure to take pictures along the way to include in a class book.
2. After about a week, tell the students that your sheep would like to meet their families. Let the children help you figure out what the mascot might need on the overnight stays. Start by providing a small suitcase or bag. Be sure to include a journal and writing tools for the family to record their experiences, a disposable camera for families to take pictures, a copy of *Where is the Green Sheep?*, maybe some other books about sheep, and maybe a blanket. Let the children be creative.
3. Set up a family meeting time or workshop to introduce the class mascot. Explain to your families the procedures and expectations for the mascot's visit to their homes. Show families the suitcase or bag you created for the mascot and the content items. Explain that each family needs to take pictures of the mascot and their family adventures together. Encourage families to take pictures with the disposable camera or with their own camera. Include an inventory list in the bag or suitcase that will go with the mascot so families can be encouraged to return all items for the next family.
4. Establish a rotation list for sending the mascot home with families and share the schedule with the families. Review the process for what to do at home with the children before sending it home. We encourage you to send the mascot home over the weekend with each child so families will have time to fully participate in the activity. Many families are too busy during the week to have the time to complete the activity.
5. When the child returns the mascot, let him/her tell the class about the experience and share his/her family journal entry.

Phonological Awareness Activities

The following phonological awareness activities are in the order that children develop phonological awareness skills.

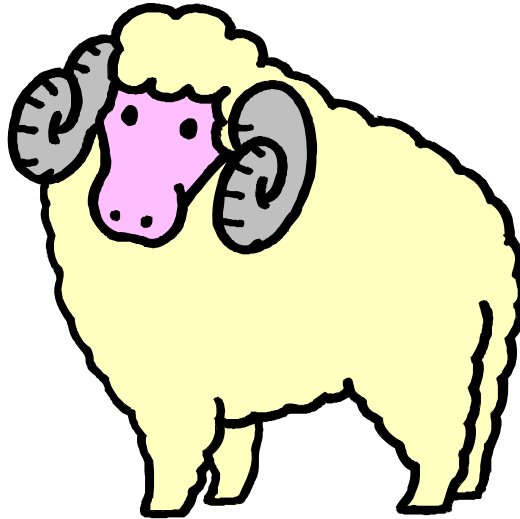
Auditory Discrimination/Listening: ability to select similarities and differences when listening to sounds LD 2 a

Children need practice learning to notice the difference between two or more sounds. It is appropriate to start with environmental sounds first (musical instruments, environmental sounds, animal noises, etc.)

Make a Bingo grid with animal pictures. As the teacher gives animal sounds, the children identify the animal that makes the sound and then places a marker on the picture. Let the children practice making the sounds too. We have included a Bingo grid on the next page that you can print, laminate and use.

Give children animal crackers and have them find a cracker that matches the sound the teacher makes. Have the children hold up their animal cracker as they make the animal sounds.

Same/Different: Say two words and ask the children to tell you if they are the same words or different words. Example: sheep/sheep, sheep/cat, cow/cow, farm/horse, duck/duck, goat/cow.



Pictures to use with Animal Sound Bingo



rooster



cow



duck



goat



horse



pig



sheep



goose



chicken

Alliteration: Direct children’s attention to the similarities and differences of sounds. Emphasis for Pre-K should be placed on the initial sounds in words. LD 2 c

- Recite poems, chants, nursery rhymes, and songs with repeated initial sounds
- Read alliterative text
- Group objects by beginning sounds
- Play beginning sounds name games (If your name begins with “b” stand up.)
- Call attention to words with similar beginning sounds (sheep, shell, shoe, shin, shop, short, shake)

More sheep books with alliteration:

Six Creepy Sheep by Judith Ross Enderle

Six Sandy Sheep by Judith Ross Enderle

Six Snowy Sheep by Judith Ross Enderle

Sheep in a Shop by Nancy Shaw

Sheep on a Ship by Nancy Shaw

Six Sleepy Sheep by Jeffie Ross Gordon

Segmenting: The ability to discriminate separate syllables in words and recognize that sentences are composed of words. LD 2 d LD 5 L

Knowing and counting words. Read a sentence from *Where is the Green Sheep?* Ask students how many words they can count. Use of small blocks or other counters is appropriate to help children show how many words were spoken.

Here is a car sheep = 5 words spoken

Is it a word or a sound? Say “sh” and ask children if what you said was a sound or a word. Then say “sheep” and ask children the same question. Do this activity for several days until children begin to differentiate between a sound and a word. Use their names and objects in the classroom to extend this skill.

Knowing and counting syllables. Give children a string and some beads. Say a word and have children string a bead for each syllable and then repeat the word.

Additional activities:

Have children clap the syllables in each word you say aloud.

Give each child a set of chips or blocks and a flat surface. Call out a word and have children move a chip upward for each syllable they heard. Have the children place their finger on the first chip and say that part of the word, then so on...

Have students stand up when you clap the number of syllables in their names.

- One clap = Pam, Tom, Greg
- Two claps = Mary, Susan, Tyler
- Three claps = AnnMarie, Rebecca, Monica

Manipulation: Creates and invents words by substituting one sound for another. LD 2 e

Sing the “Name Game” or “Willoughby Wallaby Woo” and substitute different beginning sounds for names.

Try “Old Mac Donald Had a Farm”, making substitutions when singing about each new animal.

For a sheep, sing, “shee-shigh,shee-shigh, shoh!”

For a cow, sing “kee-kigh,kee-kigh, koh!”

For a pig, sing “pee-pigh,pee-pigh, poh!”

For a goat, sing “gee-gigh, gee-gigh, goh!”

Be sure to play with some of the words in the book, *Where is the Green Sheep?*

More Books by Mem Fox

BOOK TITLE	RHYMING	MATH	MULTICULTURAL	EMOTIONS	REPETITIVE
<i>Where is the Green sheep?</i>	*	*		*	*
<i>The Magic Hat</i>					*
<i>Koala Lou</i>				*	
<i>Tough Boris</i>				*	*
<i>Sleeping Bears</i>	*				
<i>Who Ever You Are</i>			*	*	*
<i>Time For Bed</i>	*				
<i>Wilfred Gordon McDonald Partridge</i>	*		*	*	*
<i>Hattie & the Fox</i>		*		*	
<i>A Particular Cow</i>	*				*
<i>Hunwick's Egg</i>				*	
<i>A Bedtime Story</i>	*				
<i>Boo to a Goose</i>	*				
<i>Sophie</i>			*	*	
<i>Zoo Looking</i>	*				
<i>Shoes From Grandpa</i>	*		*	*	*

Attribute Chart: Developing Activities Based Upon Mem Fox Books

Title of Book	<i>Where is the Green Sheep?</i>	<i>Shoes From Grandpa</i>	<i>Whoever You Are</i>	<i>Wilfrid Gordon McDonald Partridge</i>
Theme	Animals	Sharing	Similarity of people	Sharing/Understanding differences & similarities of people
Reality (non-fiction) or Fiction	Fiction	Fiction: But possible	Fiction: But real facts about people	Fiction: But possible
Colors	Green, red, & blue	Wide variety of soft colors	Wide variety of bold colors & skin tones	Browns, purple, greens in dark & soft shades
Repetition	Yes	Yes	Yes	Limited
Rhyming	Limited	Yes	No	Limited
Interesting words	Thin/Wide Scared/Brave	Barbecue Blouse scarf	Different/Same Grown Joy/Pain	Memory Secrets Lad
People	No	Yes	Yes	Yes
Culture	No	No	Yes	No
Feelings/Emotion	Limited	Yes	Yes	Yes
Multi-Generational	No	Yes: child, parents, aunts, sisters, cousins, grandparents	Yes: children, adults	Yes: child, parents, elderly people
Illustrator	Judy Horacek	Patricia Mullens	Leslie Staub	Julie Vivas

Content Standard Focus for *Where is the Green Sheep?*

Language/Literacy: Vocabulary, listening, repetition, rhyming, expressive language

Math: Counting

Social Studies: Roles within a family, respect for differences in people



Creative: Explore various materials used for illustrations, drama to role-play events

Social Emotional: Positive self-awareness, interpersonal & social skills for relating to other community members

Fingerplays and Rhymes




Mary Had a Little Lamb

Mary  had a little lamb ,

Its  fleece was white as snow .

And everywhere that Mary  went,

The lamb  was sure to go.

He  followed her  to school  one day;
That was against the rule;

It made the children  laugh  and play;

To see  a lamb  at school .

Little Bo Peep


Little Bo Peep  has lost her sheep



And can't tell where to find them



Leave them  alone, And

they'll come home ,

Wagging their tails  behind them



Little Lamb

Little Lamb,  Little Lamb  turn around.

Little Lamb,  Little Lamb  touch the ground.

Little Lamb,  Little Lamb  show your shoe. 

Little Lamb,  Little Lamb  that will do.


Little Lamb,  Little Lamb  go up the stair. 


Little Lamb,  Little Lamb  comb your hair. 

Little Lamb,  Little Lamb  turn out the light. 

Little Lamb,  Little Lamb  say goodnight.



Baa, Baa Black Sheep



Baa, baa, black sheep, 


Have you any wool? 


Yes sir, yes sir,

 bags  full.


 for the master, 


 for the dame, 

And one for the little boy 

Who lives down the lane. 

An occasionally used second verse is:




Thank you said the master, 



Thank you said the dame, 

Thank you said the little boy 

Who lives down the lane. 



Little Boy Blue

Little Boy Blue,  come blow  your horn. 

The sheep's  in the meadow, the cow's  in the

corn. 

Where is the boy  that looks after the sheep? 

"He's  under the haystack,  fast asleep."

Will you wake him?  "No, not I;

For if I do, he'll  be sure to cry."

The Tail of a Sheep

Sung to the tune of "The Wheels on a Bus" Have children clap one time each time they hear and say the word sheep.



The tail of a sheep moves round and round,
round and round, round and round.

The tail of a sheep moves round and round
all through the farm.

The mouth of a sheep goes baa, baa, baa,
baa, baa, baa, baa, baa, baa.

The mouth of a sheep goes baa, baa, baa,
all day long.

The nose of a sheep goes sniff, sniff, sniff,
sniff, sniff, sniff, sniff, sniff, sniff.

The nose of a sheep goes sniff, sniff, sniff,
all day long.

The hooves of a sheep go run, run, run,
run, run, run, run, run, run.

The hooves of a sheep go run, run, run,
all day long.

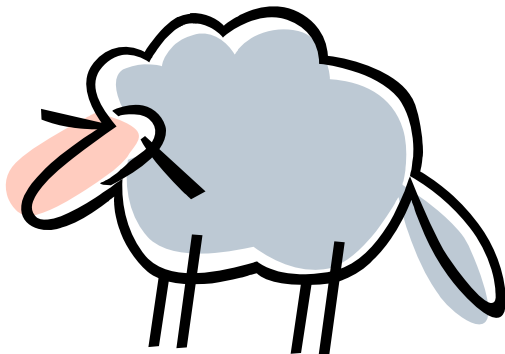
The ears of a sheep go twitch, twitch, twitch, twitch,
twitch, twitch, twitch, twitch, twitch, twitch.

The ears of a sheep go twitch, twitch, twitch,
all day long.

S-H-E-E-P

Sung to the tune of "Bingo"

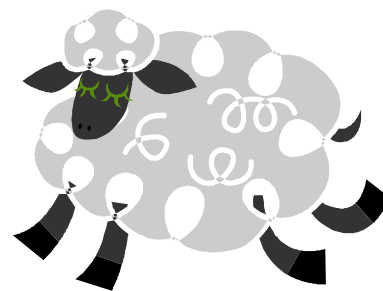
There was a hungry little lamb.
And sheep was his name-o.
S-H-E-E-P, S-H-E-E-P, S-H-E-E-P,
And SHEEP was his name-o!



I'm a Little Sheep

Sung to the tune of "I'm a little Teapot"

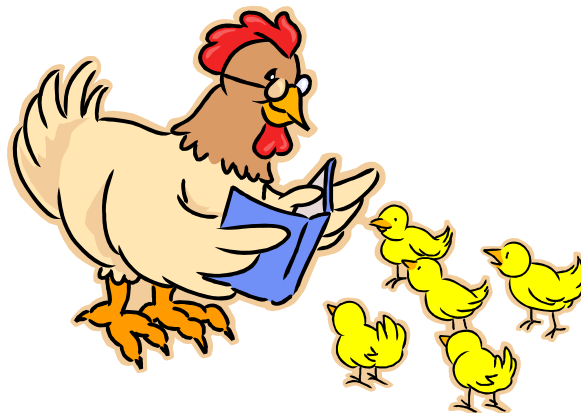
I'm a little sheep
Short and stout
Here are my ears
Here is my nose
When I see the
Farmer in the dell,
I baa, baa, baa
and wiggle my tail.



Mem Fox's Ten Read Aloud Commandments

Taken from: www.memfox.net/ten-read-aloud-commandments.html

1. Spend at least ten wildly happy minutes *every single day* reading aloud.
2. Read at least three stories a day; it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read.
3. Read aloud with animation. Listen to your own voice and don't be dull, or flat, or boring. Hang loose and be loud, have fun and laugh a lot.
4. Read with joy and enjoyment: real enjoyment for yourself and great joy for the listeners.
5. Read the stories that the kids love, over and over and over again; and always read in the same 'tune' for each book: i.e., with the same intonations on each page, each time.
6. Let children hear lots of language by talking to them constantly about the pictures, or anything else connected to the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games.
7. Look for rhyme, rhythm or repetition in books for young children, and make sure the books are really short.
8. Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child's name and yours, remembering that it's never work, it's always a fabulous game.
9. Never ever *teach* reading, or get tense around books.
10. Please read aloud every day, mums and dads, because you just love being with your child, not because it's the right thing to do.



More About Sheep

Facts About Sheep:

Ram – male (boy)

Lamb – newborn sheep (less than 1 year)

Ewe – female (girl)

Flock – 3 or more sheep in a group

Life Span: 6-11 years

What sheep eat:

Sheep have four stomachs! They eat grass, weeds and grain. After they graze and there is no more grass available, they eat hay.

Products from sheep:

Meat, wool, milk

Colors of sheep:

The wool on sheep can be black, white, silver, brown, gray or red. White is the most sought after, since it can be dyed various colors.

Sheep faces vary in color and can be black, white, red or mottled.

A day in the life of sheep:

Sheep are usually raised on a farm. The lambs spend their days eating, sleeping and playing.

They stick close by their mothers and follow them wherever they go. They love to run and jump.

Their favorite game is “king of the hill.” Basically their job is to eat and get fat!

Types of wool on sheep:

Long - easier to spin

Medium - blankets and sweaters

Fine - has the greatest value

Carpet Wool - coarse fibers that are used in carpets

Fleece = the wool that comes from sheep

One sheep can make 2-30 lbs. of wool a year.

Shearing: A haircut for sheep! Usually done once a year in the springtime before the weather gets too warm.

Herding of sheep:

2 types of dogs are used to help with herding sheep.

Herding dog - used to manage the sheep

Guardian dog - protects sheep from predators like coyotes, bears, foxes, etc.

Other Resources:

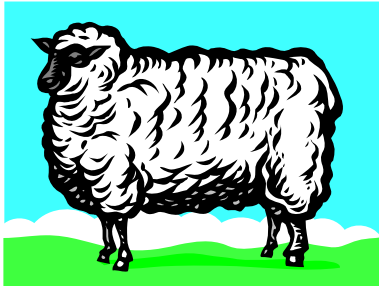
Website: www.sheep101.info

Local library

County Extension Office

Local Future Farmer of America or Young Farmers Association

Flannel board pieces and vocabulary cards



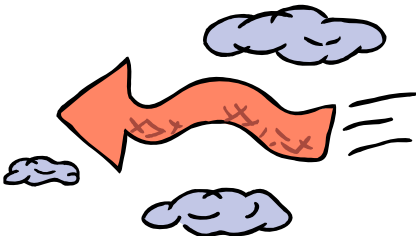
sheep



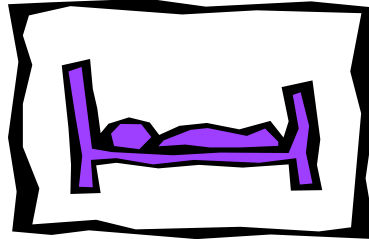
sun



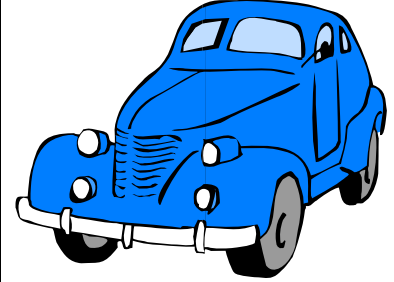
rain



wind



bed



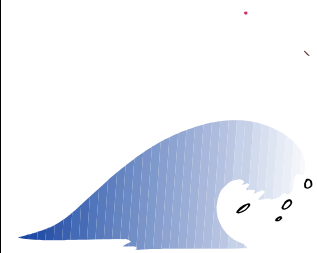
car



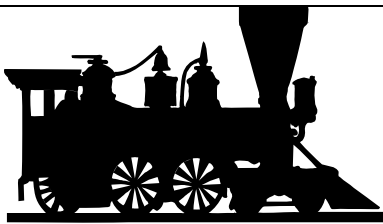
moon



star



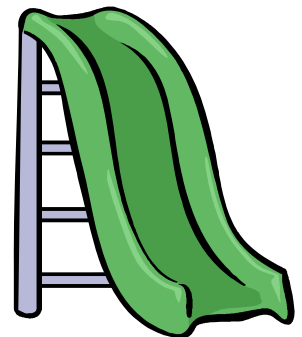
wave



train



swing



slide



bath



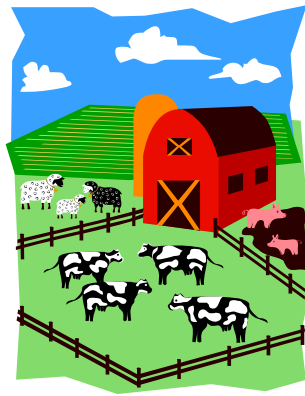
clown



band



shearing



farm

Real Sheep Photos



