

# ***Count Your Sheep***



## **ACTIVITY MENU**

### **PRE-LISTENING**

Swat  
Picture Predictions  
It Could Be / There Might Be

### **LISTENING**

Relax and Enjoy!  
Find the Mistakes  
Dictation

### **SINGING**

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Your Moves  
Crazy Lyrics

### **POST-LISTENING**

Speaking: What Do YOU Think?  
Reading: Main Ideas and/or Specific Details  
Writing: I Think This Song Rocks!



## Count Your Sheep: Lyrics

by Bridgette Bryant & Daniel Ho  
(2:34)

1 Hey now sleepy head  
It's time to go to bed  
The day is over put your play things down  
Sandman's on his way  
It's been a long, long day  
It's time to rest and lay your body down

*(Chorus)*

7 Come on, count 1 count 2 (count your sheep)  
Count 3 count 4 (count your sheep)  
Count 5 count 6 (count your sheep)  
Count 7 count 8 (count your sheep)

11 You say you don't want to  
You got better things to do  
Why go to sleep when you could play around  
But there's one thing that I know  
You gotta have sleep to grow

16 So close your eyes and let your mind slow down

*CHORUS (3x)*

17 When you close your eyes little baby (count your sheep)  
It's time to rest now, come on, come on (count you sheep)  
Close your eyes now baby (Chorus in background)  
It's time to rest now, come on come one come on



**Pre-listening Activities:** Choose one or two of the activities below.

### **Swat**

**Purpose:** To introduce vocabulary from the song; to make print and sound connections.

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each team. Write the following words on the board in random order: *bed, body, close, count, day, down, eyes, grow, head, know, lay, long, mind, play, rest, sheep, sleep, slow, time, way*

**Instructions:** Review phrases and definitions as needed. Divide the class into groups, line each group up equal distance from the board, and give the first person a flyswatter/newspaper. Once the teacher calls out a word from the board, the first person of each group will race to the board to swat the word; whoever reaches the correct word first, wins a point. The next person in line will be given the flyswatter/newspaper and the game continues until every student has at least one chance to swat a word. The team with the most points wins.

### **Picture Predictions**

**Purpose:** To generate interest in the song; to activate background knowledge about the topic; to introduce vocabulary related to the song.

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Hang the picture of a boy trying to fall asleep on the board.

**Instructions:** Based on the picture, have students orally create a story as a class. Once the story is complete, listen to the song and compare the story in the song to the one created by the students.

### **It Could Be / There Might Be**

**Purpose:** To generate interest in the song; to activate background knowledge about the topic; to introduce vocabulary from the song.

**Level:** Level 2 and above **Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of a man who cannot fall sleep on the board. Cover it with 5 or 6 strips of plain paper so that the students cannot see the picture.

**Instructions:** As each piece of paper is removed, have the students make predictions about the song. The students can discuss in pairs before removing the next piece of paper. After the entire picture is revealed, write the title of the song on the board and have students make predictions based on the picture and the title.



Count Your Sheep: Picture Predictions



Count Your Sheep: It Could Be / There Might Be



### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song.

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Write the following three discussion questions on the board, or create your own:

*Does this seem to be a serious or humorous song?*

*Do you think you could fall asleep while listening to this song? Why or why not?*

*Do you like the song? Why or why not?*

**Instructions:** Play song until the 2<sup>nd</sup> time through the chorus (0:00 – 1:25). While listening to the song, have the students focus on how it makes them feel and of what it reminds them. Once the song is finished, discuss their feelings based on the above questions. Choose another activity for the second listening.

**Listening Activities:** Choose one of the listening activities below.

### **Find the Mistakes**

**Purpose:** To listen for details; to listen for specific words or phrases.

**Level:** Level 2 and above

**Time:** 10 – 15 minutes (to play the song 2 – 3 times)

**Preparation and Materials:** Make a copy of the Find the Mistakes handout for each group of students. Answer key: see lyrics.

**Instructions:** In groups, have students read over the lyrics to the song. As the song plays through a few times, students will follow the lyrics and correct any mistaken word on their paper they come across. Once students have found the mistakes, listen to the song one more time to check their answers.

### **Dictation**

**Purpose:** To listen for details; to write phrases and sentences.

**Level:** Level 2 and above

**Time:** 20 – 25 minutes (to play the song 3 times)

**Preparation and Materials:** Answer key: see the song lyrics.

**Instructions:** Play the song and pause after each stanza. Have the students write down what they heard. Continue this until the song is finished. After listening to the song a few times this way, allow the students to check with their classmates and determine which version is correct if there are differences. Play the song one last time to check their work.



## Count Your Sheep: Find the Mistakes

*Directions:* As you listen to the first part of the song, read the lyrics below. Find and correct all of the mistakes in the lyrics. (There are no mistakes in the chorus)

- 1 Hey now sleepy feet  
It's time to go to school  
The night is over put your play things down  
Sandman's on his way  
It's been a short, short day  
It's time to play and lay your body down
- 7 *(Chorus)*  
Come on, count 1 count 2 (count your sheep)  
Count 3 count 4 (count your sheep)  
Count 5 count 6 (count your sheep)  
Count 7 count 8 (count your sheep)
- 11 You say you do want to  
You got better things to do  
Why go to sleep when you could dance around  
But there's one thing that I knew  
You gotta have rest to grow
- 16 So close your eyes and let your mind speed up

*CHORUS*



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation.

**Level:** All

**Time:** 10 – 15 minutes (to sing the song 2 – 3 times)

**Preparation and Materials:** Write the song lyrics on the board or on a large poster.

**Instructions:** Students sing along with the song while the teacher points to each word on the board. Choose a student who picked the song up quickly and allow them to lead the class in singing.

### **Your Moves**

**Purpose:** To learn vocabulary from the song; to represent word meanings with actions.

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Make a copy of the song lyrics for each student, or write the lyrics on the board. Circle the following words and phrases each time they appear in the lyrics:

*sleepy bed over play rest close eyes*

**Instructions:** Before singing, create a motion to correspond to each word circled. Practice each motion until the students have all of them memorized. Sing and move to each circled phrase as the class listens to the song.

### **Crazy Lyrics**

**Purpose:** To explore the rhythm of words; to use different parts of speech; to think about why words are appropriate and inappropriate in a particular context.

**Level:** Level 2 and above

**Time:** 20 – 30 minutes

**Preparation and Materials:** Make a copy of the Crazy Lyrics handout for each group of students.

**Instructions:** Put the students in small groups. Assign one group member to be the recorder and give only that student the handout. The recorder will prompt another group member to give them a word that is missing (“Give me a noun-place” “The Moon”). The recorder will write in the answer on the blank for that spot and continue until all blank spots are filled. Once finished, the recorder will read the new lyrics aloud. Take turns playing the song and singing the new lyrics for the class.



## Count Your Sheep: Crazy Lyrics

Group Recorder: Do not show this handout to the rest of your group. Out loud, ask your group members to give you a word that fits the description in parentheses underneath the line. Write down the word that your group members suggest. For example, you say, "Give me an adjective" and your group members say, "heavy." Then write "heavy" in the first blank. When you have filled in all the blanks, read/sing the new song to your group.

Hey now \_\_\_\_\_ head  
(adjective)

It's time to go to \_\_\_\_\_  
(noun – thing)

The day is over put your \_\_\_\_\_ down  
(plural noun – thing)

Sandman's on his \_\_\_\_\_  
(noun – thing)

It's been a \_\_\_\_\_, long day  
(adjective)

It's time to \_\_\_\_\_ and \_\_\_\_\_ your \_\_\_\_\_ down  
(verb) (verb) (noun – body part)

Come on, count 1 count 2 (count your \_\_\_\_\_)  
(plural noun – animal)

Count 3 count 4 (count your \_\_\_\_\_)  
(plural noun – animal)

Count 5 count 6 (count your \_\_\_\_\_)  
(plural noun – animal)

You \_\_\_\_\_ you don't want to  
(verb – communication)

You got better things to do

Why go to sleep when you could \_\_\_\_\_  
(verb – fun action)



**Post-Listening Activities:** Choose one or two of the activities below.

**Speaking: What Do YOU Think?**

**Purpose:** To ask and answer questions; to summarize and present information.

**Level:** Level 3 and above    **Time:** 40 – 50 minutes (may be split up into several class sessions)

**Preparation and Materials:** Pre-teach the ideas of surveys and results: the purpose of a survey, types of questions, how to calculate and present results.

**Instructions:** Students will create a survey of at least 5 questions related to the song. After they have written their questions, they will ask their questions to 4 or 5 classmates, writing down their answers. Once they have all of their answers, the students will present their findings to their classmates orally or visually (poster).

**Reading: Main Ideas and/or Specific Details**

**Purpose:** To write and answer questions that focus on main ideas and details.

**Level:** Level 3 and above    **Time:** 30 – 40 minutes in class (part of this activity is given for homework)

**Preparation and Materials:** Make a copy of the reading text for each student. As a homework assignment, assign each student to read the text and write 2 or 3 main idea questions and 4 or 5 detail questions.

**Instructions:** Review main idea questions and detail questions. Have students exchange their questions from the previous nights' homework. The students will answer their classmates' questions and then discuss their answers with the classmate who wrote the questions.

**Writing: I Think This Song Rocks!**

**Purpose:** To critically evaluate a piece of music; to write short, persuasive song reviews.

**Level:** Level 3 and above    **Time:** 40 – 50 minutes (may be split up into several class sessions)

**Preparation and Materials:** Make a copy of the song review handout for each group. Gather information about song reviews.

**Instructions:** Use the following topics to help students brainstorm words to use in their reviews: *Instruments heard in Count Your Sheep; adjectives to describe the beat and rhythm of the song; emotions the song makes you feel.* In groups, assign one member as the recorder. When you tell the students one of the above topics, the recorder will list what their group says. Give each topic about 2 minutes. Once all three topics have been used, have each group list a few of their items on the board. Listen to the song again and have the student write a review, using the listed words on the board. Share reviews when they're completed.



## Bored to Sleep



down to each generation.

The song *Count Your Sheep* is a lullaby. “Lullaby” comes from the word, “lull,” which means, “to soothe.” A lullaby is a song sung by a parent to help a child fall asleep. These songs usually have a slow and steady beat that is relaxing to listen to, and the words are simple and repetitive in order to create a sense of peace. Other popular lullabies include “Hush Little Baby” and “Twinkle Twinkle Little Star.” Lullabies are sometimes created by a family and passed

Children aren’t the only ones who have trouble falling asleep. Many people can’t fall asleep at some time in their lives. There are several possible reasons for this problem. Having too much caffeine during the day can cause alertness at bedtime. Stress from work or school can also cause problems. Even too much napping during the day may interfere with a good night’s sleep! Some people have trouble falling asleep or staying asleep through the night, which is called insomnia.



There are many possible solutions when one doesn’t feel sleepy but wants to fall asleep. Some people choose to do a relaxing activity, such as reading or taking a bath to get drowsy. Others choose to soothe themselves with a glass of warm milk, herbal tea or a light snack. There is even a big market in the medical industry to offer medicine to solve the problem.

“Counting sheep” is another traditional alternative that doesn’t involve food or medicine. It is an exercise of the mind to help the sleepy person let go of the tension of the day. To try it for yourself, focus on imagining the peaceful view of a flock of sheep, which look like pillows with their tufts of wool. Then imagine the sheep passing one by one in front of you, or jumping over a fence. Counting these animals as they go by can quickly become boring. Some believe that just like the rhythmic and steady sound of a lullaby, counting sheep can help people settle down for a good night’s sleep.





## Count Your Sheep: Answer Keys

### Find the Mistakes: Answer Key

- 1 Hey now sleepy ~~feet~~ **head**  
It's time to go to ~~school~~ **bed**  
The ~~night~~ **day** is over put your play things down  
Sandman's on his way  
It's been a ~~short~~ **long**, ~~short~~ **long** day  
It's time to ~~play~~ **rest** and lay your body down
- (Chorus)
- 7 Come on, count 1 count 2 (count your sheep)  
Count 3 count 4 (count your sheep)  
Count 5 count 6 (count your sheep)  
Count 7 count 8 (count your sheep)
- 11 You say you ~~de~~ **don't** want to  
You got better things to do  
Why go to sleep when you could ~~dance~~ **play** around  
But there's one thing that I ~~knew~~ **know**  
You gotta have ~~rest~~ **sleep** to grow
- 16 So close your eyes and let your mind ~~speed up~~ **slow down**

CHORUS

