

Herding a Hundred: Counting the Sheep

by Donna Loughran

Math Objective

In this book, children learn about different ways to count animals and objects. Children count one by one, and read and write numbers up to 100. They become familiar with a hundred chart to gain foundations for place value and skip counting. They are also introduced to recording a count with a tally chart. Children explore and practice skip counting by two, three, five, ten, and twenty-five. And they learn to estimate and identify greater than, less than, and equal to.

iMath Discover Activity

In this activity, children build two piles of crayons of varying numbers. They compare the groups of crayons and estimate which pile is greater than or less than the other. They are introduced to a hundred chart to help them count.

Materials

- a box of 100 crayons

➤ **Objectives** Children will:

- compare groups of crayons.
- understand that they can estimate to find which group of crayons is greater than or less than the other.
- use a hundred chart to help them group and count.

Lesson Plan

Before Reading

Investigation

Ask children to name some farm or ranch animals. Ask: *Are cows, chickens, and pigs animals you might find on a farm?* Have children sing “Old MacDonald Had a Farm” with you. Hold up the picture of the sheep on pp. 4–5. Tell children that sheep are animals that are found on a farm or ranch. Ask: *Why do farmers need to count their sheep or other animals?* Have children count the sheep in the picture with you. Invite them to talk about other things they can count in the picture.

Math Concepts

Farmers do not want to lose any animals. They need a way to count and keep track of every sheep. Children count by ones, saying the number names in the standard order, pairing each object with one number name.

Ask children to share the things they count. Ask: *How do you use counting every day? What things, such as times you brush your teeth, do you count?*

Connecting to how they use counting helps children engage in the topic.

Explain that children will read about many different ways to count in this book. They will count one by one. And they will group objects and count them. They will learn about sheep and where and how they live. They will help a sheep rancher count sheep.

During Reading

Investigation

pp. 6–7: Read these pages aloud. Invite children to answer the questions. Ask children to share how they think they might use a hundred chart, a tally chart, or skip counting.

Math Concepts

Accessing prior knowledge gets children to think about and engage with the topic.

During Reading (continued)

Investigation

p. 9: Count the sheep in the picture along with the children. Have them answer the question. Then, draw two groups of sheep on the board. One group has 6 sheep, and the other has 4. Label them Flock 1 and Flock 2. Ask: *Can you make a good guess about which group is greater than the other? Which group is lesser than the other?* Then, invite volunteers to count the sheep. Ask: *How many equal groups of sheep can we make?*

pp. 10–11: Hide pictures of 12 construction paper eggs in plain sight around the room. From their seats, let children direct you to find the eggs. Put the eggs in a row. Ask: *How can we group the eggs to count them easily?*

pp. 12: Reread pp. 11–12 aloud. Look at the hundred chart together. Use the chart to count by five along with the children. Ask a volunteer to write the numbers on the board as you count—5, 10, 15, 20, 25, 30.

pp. 13–14: Invite volunteers to answer the question on p. 14. Ask: *How many stomachs does a sheep have?* Draw four circles on the board. Number each circle. Ask: *What does each stomach do?* Record children’s answers by each representation of a stomach part.

pp. 15–17: Draw ten sheep with 10 pounds of wool next to each. Along with the children, count by ten to reach the answer. Write 100 pounds on the board. Let different children take turns counting by ten to reach the answer. Have children answer the caption question on p. 16.

Math Concepts

Children understand the relationship between numbers and quantities, connecting counting to cardinality. They understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Compare two numbers between 1 and 10 presented as written numerals.

Underscore the idea of putting objects in equal groups to prepare children for skip counting.

Count to 30 by fives and tens. Write numbers from 0 to 30. Represent a number of objects with a written numeral with 0 representing a count of no objects.

Children associate numbers with objects and functions.

10 can be thought of as a bundle of ten ones— called a “ten.” Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 refer to one, two, three, four, five, six, seven, eight, nine, or ten tens. Children understand that skip counting might be a good way to count the moving sheep.

During Reading (continued)

Investigation	Science Concepts
pp. 17–18: Reread these pages aloud. Invite children to answer the questions. With the children counting along, use the hundred chart and count by twenty-five.	Count within 100; skip-count by 5s, 10s, 25s, and 100s. Add up to four two-digit numbers within 100, using concrete models or drawings and strategies based on place value or properties of operations.
pp. 19–20: Reread these pages aloud and let children share their answers and ideas.	Reason and understand why certain strategies are better than others.
p. 21: Work with children to help them make their own hundred chart. Provide paper and drawing materials.	Children manipulate and build concrete models or drawings to understand strategies based on place value or properties of operation.

After Reading

Ask children to restate the key ideas in the book.

Investigation	Understanding Math
Take children on a field trip around the schoolyard. Let them find and identify things to count. Have them record their counts using a tally chart or written numerals.	Children make their own charts and records to understand the relationship between numbers and quantities.
Take children to a safe area with a sidewalk. Have children design a hopscotch game that uses skip counting. Provide chalk. Let children play the game counting by two, five, and ten.	Children understand and absorb the idea of skip counting.