

Ten Pens for Meg • Eggs on Legs

Things to collect and words to display

ten pen hen men den Ben Meg leg egg
beg Ted bed led fed red Ned pet set
met let vet set bet net get wet jet
peck deck neck wreck **sight words:** a
an for has is in on said the to yes

Rhymes and jingles, songs and books

Sheena Knowles, *Edward the Emu*, Harper Collins Publishers, 2002, Australia
Ana Zamorana, *Let's Eat*, Omnibus Books, 1996
Ten Green Bottles
The Little Red Hen

Ten Pens for Meg

Reading the big book

Begin with a brainstorm

Have students brainstorm a list of words with short e. They might like to do this as a small group. Have them record their words on **Work sheet 1**. Reread some of the text from the big book. Have students locate the words with short e and make sure they have been included in the brainstorm list. Help students to build word families for endings such as ...eg and ...en.

Syllable clap

Give each group of students a handful of pencils. Read aloud a section from the pages of the big book. Ask students to count the number of syllables and place a pencil in front of them for each syllable they hear. Some students might benefit from clapping the syllables prior to placing the pencils.

Letting them loose with the little books

Wonderful words

Students turn to page 6. Ask them to find the apostrophe on the page. Tell them why this apostrophe is present. Give other examples such as 'Meg's leg' and 'Ted's hen'. Ask students to find another apostrophe in the book. Explain to them that the apostrophe on page 16 is there for a different reason. Talk about contractions and give examples of others such as 'I'm' and 'isn't'.

Chop and change

Tell students that they can chop sounds off words and replace them with other sounds to make new words. *If we say hen without the h we say 'en'. We can put a p at the start and make the new word pen.* Let students experiment with chopping and changing. Then show them **Work sheet 2**. Explain the example to students and let them complete the table independently.

Eggs on Legs

Reading the big book

Odd one out

Show students **Work sheet 1**. Choose a word and break it into sounds. *We can say leg like this l-e-g, leg.* The middle sound is /e/. Read each line of words to students. Explain that they need to listen for the middle sound in each word. *Draw a circle around the odd one out, or the 'odd egg out'.* Colour the remaining eggs.

Handle with care

Teach students the importance of treating books with care and respect. Have them sit in a circle. Show them an egg and ask them how they should pass it around the circle. Ask what will happen if they drop the egg or hold it too tightly. Next, have students pass the egg around the circle. You might like to hard boil the egg just in case it gets dropped! Tell students that books need to be treated with care as well and that when they are passed around, they should be passed with care.

Letting them loose with the little books

Looks like

Have students trace over the 'e's on the cover of the book. Remind students of the starting position of the lower case e and the capital E. Have them discuss the similarities and the differences between capital and lower case 'e's. Make sure students know that when they are writing lower case e their pencil should not leave the paper. When they write capital E, they make four individual straight lines.

Wonderful words

Tell students the sounds of the five vowels. Remind them that if a word starts with a vowel then they say 'an' before it rather than 'a'. Give them some examples like 'an egg' and 'an elephant'. Show students **Work sheet 2**. Explain that they need to look at the picture. They need to work out whether the word starts with a vowel or not. Then they write 'a' or 'an' before the object. Remind them to write all the sounds that they can hear.