

## 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.