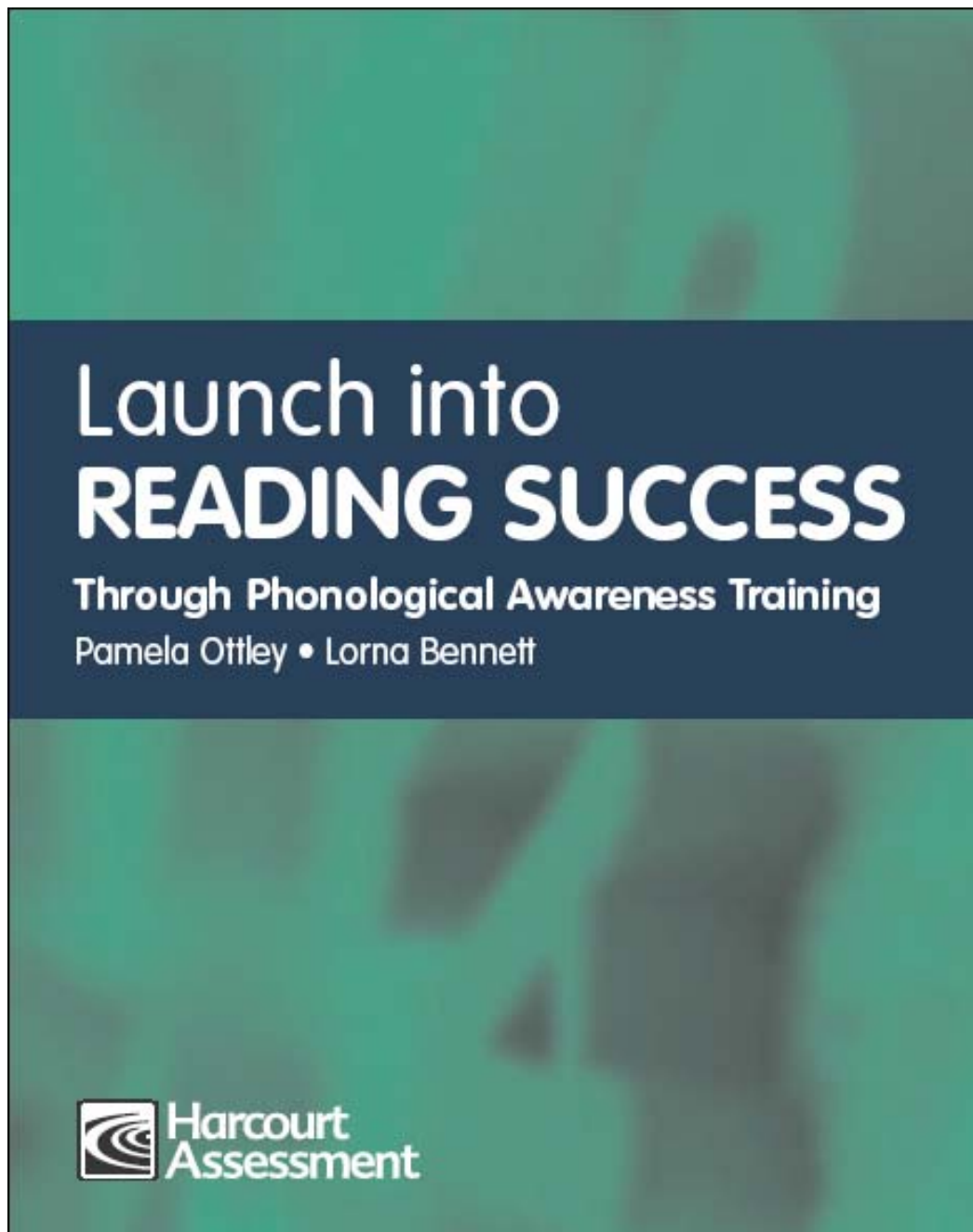


Pearson Assessment is proud to offer its support to The Communication Trust's, No Pen's Day Wednesday campaign with two activities from *Launch into Reading Success*, by Pamela Ottley and Lorna Bennett.



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# RHYME

## ACTIVITY 1

**AIM:** To introduce the concept of rhyme at an enjoyment level.

**LEARNING OUTCOME:**

CHILDREN WILL REPEAT NONSENSE RHYMES AS MEMBERS OF A GROUP.

**MATERIALS:** Nonsense rhymes outlined below.

- METHOD:**
1. Use the following nonsense rhymes to have fun and you supply the word that rhymes. The children can join in as a group if they can guess the missing word.
  2. Follow this by everyone saying the nonsense rhyme one or more times together as a group.

On a bicycle comes a long thin **snake**  
Will he stop?  
No, he can't find the \_\_\_\_\_ (brake).

I can hear something that goes tick **tock**.  
It tells us the time  
And it's called a \_\_\_\_\_ (clock).

A long time ago there lived a **king**  
Who got a sore throat  
And couldn't \_\_\_\_\_ (sing).

When at last the king got **well**.  
He didn't sing  
He rang a \_\_\_\_\_ (bell).

In the middle of the night in my **house**  
Something squeaks  
I'm sure it's a \_\_\_\_\_ (mouse).

Guess what food is in my **dish**?  
Is it meat  
Or is it \_\_\_\_\_ (fish)?

## SEGMENTATION OF WORDS INTO SYLLABLES

### ACTIVITY 5

**AIM:** To consolidate the understanding of syllable splitting by supplying ending syllables.

**LEARNING OUTCOME:**

CHILDREN WILL SUPPLY THE FINAL SYLLABLE OF A TWO-SYLLABLE WORD AFTER HEARING THE FIRST PART.

**MATERIALS:** Word List (things in the classroom).

- METHOD:**
1. Let's find some words for things in the classroom which have two parts. Let's play a game with these words. The game is called "What's left?" I can see, for example —  
window  
pencil  
paper  
carpet  
blackboard
  2. "Now I will say the word \_\_\_\_\_ and you say it too."  
  
"Now I am going to say the first part and you give me the part that's left."  
Pen — cil  
Win — dow
  3. Use the Word List to go around the group, requesting the children to supply the end part of the words.
  4. Ask the children to blend the syllables or word parts together and say the whole word after each word is segmented.