



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK

LETTER WORK NURSERY ONE (AGE 3) FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<p>SELF INTRODUCTION</p> <p>PRE-WRITING SKILLS -Techniques of Pencil Gripping</p> <p>PRE-WRITING & SELF EXPRESSION</p>	<p>A. By the end of the lesson, pupils should be able to:</p> <p>A.</p> <p>i.) identify and call the name of the teacher, and names of other members of the class appropriately;</p> <p>ii.) introduce themselves to the class correctly;</p> <p>iii. grip pencils correctly</p> <p>iv. take turns in carrying out tasks on scribbling</p> <p>v. perform scribbling activities e.g. using crayon and pencil on a magic board.</p> <p>B.</p> <p>Writing of strokes:</p> <p>i. trace slanting - / / / / /</p> <p>ii. trace vertical - </p> <p>iii. tracing of — — — —</p> <p>iv. use stories to tell about strokes</p>	<p>i. Teacher introduces himself/herself and repeats this three to four times.</p> <p>ii. Pupils, in turns, introduce themselves following the teacher's pattern.</p> <p>iii. Pupils are guided to introduce their partners.</p> <p>iv. Pupils engage in pencil gripping exercises with the support of the teacher.</p> <p>v. Pupils practise free hand writing.</p> <p>- Teacher models slant, vertical and horizontal lines on the board.</p> <p>- Pupils practise tracing of slant, vertical and horizontal lines.</p>	<p>1) Communication and collaboration</p> <p>ii. Creativity and imagination</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Flash cards. Crayons. Sand trays or boards. Charts.</p> <p>WEB RESOURCES https://www.youtube.be/DQEVlmeWH4 https://youtu.be/aqF7k8IXk-k</p>
2	<p>LISTENING & COMMUNICATIONSKILL S:</p> <p>Auditory Processing</p> <p>i)What we use when we listen</p> <p>ii)Making and hearing sounds</p> <p>ii)Objects and people make sounds</p> <p>iii)Common object sound-makers</p> <p>iv)Noisemaking from common objects</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i. communicate fluently with peers;</p> <p>ii. use fluency enhancing strategies.</p> <p>iii. differentiate different types of sounds in the environment;</p> <p>iv)manipulate age appropriate fine motor abilities;</p>	<p>i. Pupils are guided to take turns to talk about their parents and siblings.</p> <p>iii. Pupils chorus short poems shared the teacher.</p> <p>iii. Pupils mimic different sounds in their environment.</p> <p>iv. As a class, pupils listen to different sounds and try to identify the sounds.</p> <p>v. Pupils practise singing songs and rhymes.</p>	<p>i) Communication and collaboration</p> <p>ii. Creativity and imagination</p> <p>Alertness Discrimination Perception</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Environmental sound -Tape, tape recorder, large manila drawing paper, pencils and crayons for the children. -Magic board</p> <p>WEB RESOURCES https://youtu.be/snw1EFdsvbA https://youtu.be/XSLyK6co2Fg</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<p>PRE-WRITING Skills:</p> <p>Strokes</p>	<p>i. air writing with fore-finger;</p> <p>ii. scribble using crayon and pencils to practise free drawing;</p> <p>iii. trace of dotted lines;</p> <p>iv. write of strokes – slants ///. verticals and horizontals - - -</p>	<p>vi. Pupils listen to songs.</p> <p>vii. Pupils take turns to talk about anything that interests them.</p> <p>- Pupils point at different strokes on a cardboard and call out their names.</p> <p>- Pupils write the strokes on different platforms like sand trays, air, back of their classmates etc. noting where each strokes starts from.</p> <p>- Pupils take turns to trace different strokes on whiteboard.</p> <p>- Pupils practice air writing.</p>		
3	<p>LISTENING SKILL:</p> <p>i) Common object sound-makers</p> <p>ii) Sounds from common objects</p> <p>PRE-WRITING Skills: Strokes, Curves</p> <p>INTRODUCTION OF LETTER SOUND /a/</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i) distinguish between sounds made by objects and people.</p> <p>ii) identify various types of sounds</p> <p>iii) mention objects in their environments that make sounds</p> <p>i. write strokes – slants ///. Verticals and horizontals - - -</p> <p>ii. trace and write of curves CCC,))) , U UU</p> <p>- identify letter sound /a/ as in apple, ant, etc.</p> <p>- pronounce letter sound /a/ at the end of the week.</p>	<p>i) Pupils, in small groups, select objects and demonstrate how the objects make sounds. Examples: book dropping, paper tearing or crumpling, chalk on a board, scissors cutting, pencil writing.</p> <p>ii) Pupils listen and tell which of the class mates is talking</p> <p>- Pupils connect sketches of dots into vertical lines and perform different scribbling activities through free writing.</p> <p>- Teacher introduces letter sound /a/ with instructional materials.</p> <p>- Narrate a short story with letter sound /a/</p> <p>- Model writing letter sound /a/ in the air and tracing on sand tray.</p> <p>- Pupils read letter sound /a/</p>	<p>(i) Communication and Collaboration</p> <p>2) Critical Thinking and Problem Solving</p> <p>Alertness, Discrimination, Perception</p>	<p>AUDIO VISUAL RESOURCES</p> <p>-Bubble wrap, sand paper, pencils or rhythm sticks to tap, beans in a container to shake.</p> <p>- Letter flash cards</p> <p>- Objects flash cards</p> <p>- Magic board</p> <p>WEB RESOURCES</p> <p>www.youclevermonkeys.com</p> <p>https://youtu.be/7A1UtLSvDyk</p> <p>https://youtu.be/KGZFmW3uPJE</p>

LISTENING SKILL

Unseen objects make sounds
 Locate position of sounds
 Identify and locate familiar sounds

PRE-WRITING SKILLS:

Curves to the right



INTRODUCTION TO LETTER SOUND /b/

LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
<p>By the end of the lesson, pupils should be able to:</p> <p>i) tell the objects that make particular sounds even when not seen;</p> <p>ii. identify objects by their sounds;</p> <p>- connect dots to form curves to the right.</p> <p>i. identify letter sound /b/, /b/ as in bag, bed, ball etc.</p>	<p>i. Pupils listen attentively to identify the sound each object makes.</p> <p>ii) Pupils identify and match sound to each object.</p> <p>iii. Pupils, in pairs, are blindfolded to play the game of identifying the objects.</p> <p>Pupils trace curves on the board and in their work sheets as they sing and write.</p> <p>Pupils, as a class, sing songs for proper pencil gripping.</p> <p>Teacher introduces letter sound /b/ – Uses songs to reinforce practice. Uses instructional materials.</p> <p>ii. Tells a short story with letter sound /b/ words.</p> <p>iii. Models writing or tracing letter sound /b/ in the air or sand tray.</p> <p>iv. Pupils say letter sound /b/ loudly.</p> <p>v. Colour letter sound /b/</p> <p>vi. Listen to tape on letter sound /b/</p>	<p>(i) Communication and Collaboration</p> <p>2) Critical Thinking and Problem Solving</p> <p>Alertness, Discrimination, Perception</p>	<p>AUDIO VISUAL RESOURCES</p> <p>- large cardboard box to block the view of objects from the pupils, chair, paper clips, book, newspaper, balloons, rubber band, wax paper, tin foil, water and a container in which to pour or splash the water.</p> <p>- Letter flash cards</p> <p>- Objects flash cards</p> <p>WEB RESOURCES</p> <p>https://youtu.be/f1bcER1Zzak</p> <p>https://youtu.be/24hoD2-kdFA</p>
<p>LISTENING SKILL: Associating sounds with objects/ people.</p> <p>PRE-WRITING Skills: Strokes & Patterns</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i) recognize and identify people's voices in the school which the pupils come in contact with.</p> <p>ii. trace horizontal, vertical and slanting strokes</p> <p>iii. use the different strokes to make patterns.</p> <p>- Pupils, in pairs, use strokes to make pattern.</p>	<p>(i) Communication and Collaboration</p> <p>2) Critical Thinking and Problem Solving</p> <p>Alertness, Sounds Discrimination, Perception</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Photographs of people around the school (bus, teacher, assistant, drivers, etc.)</p> <p>WEB RESOURCES</p> <p>https://youtu.be/SNgUoinyQUU</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	INTRODUCTION TO LETTER SOUND /c/	-identify letter sound /c/ as in cat, car, cow, cap	<ul style="list-style-type: none"> - Teacher introduces letter sound 'c' with songs and instructional materials. - Tells a short story with letter sound /c/ words. - Models tracing and writing letter sound /c/ in the air or on sand. - Pupils practise letter sound /c/ - Colour letter sound /c/. - Listen to tape on letter sound /c/ 		
6	MID TERM BREAK				
7	<p>LISTENING SKILL:</p> <p>i) Sound intensity</p> <p>ii) Comparing and producing sound intensity</p> <p>PRE-WRITING Skills: Joining of Strokes — / / / / </p> <p>INTERACTION OF LETTER SOUNDS /a/ - /c/</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i) clarify between loud and soft sounds.</p> <p>ii) recognize and reproduce sounds with varying intensity</p> <p>- trace short and long strokes</p> <p>- identify letter sounds /a/ - /c/</p> <p>- match letter sounds /a/ - /c/ to their appropriate pictures/ objects.</p> <p>- pronounce letter sounds /a/ - /c/</p> <p>- colour the letter sounds /a/ - /c/</p>	<p>i) Pupils demonstrate loud/soft sounds in other ways like performing the following exercises: clapping of hands, calling out names, stamping their feet, taping fingers, coughing, singing a few bars of a familiar song.</p> <p>- With exciting songs/ rhymes, pupils skywrite short and long sticks, write on sand trays and on marker board etc.</p> <p>- Arrange letter sounds on the board for proper identification.</p> <p>- Display concrete objects of letter sounds.</p> <p>- Pupils match letter sounds to objects.</p> <p>- Colour letter sounds with different colours.</p>	<p>Alertness, Discrimination, Perception, communication and collaboration.</p>	<p>AUDIO VISUAL RESOURCES Appropriate objects/noisemakers within the classroom</p> <p>WEB RESOURCE https://deanna.com/teaching-phonological-awareness-syllable</p>

LISTENING SKILL
 - identify sounds
 - distinguish high/low sounds
 - distinguish same/different sounds

PRE-WRITING:
 Curves to the left

INTRODUCTION TO LETTER SOUND /d/

LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) identify, trace and locate position of classmates' voices in the classroom. <ul style="list-style-type: none"> - connect dots to form curves to the left. - identify letter sound /d/ as in dog, door, drum, doll etc. 	<p>Pupils are blindfolded and placed around the room. Teacher quietly walks around the room and selects a child. This child calls out "_____ where am I?" etc.</p> <p>Play some videos clips on phonological awareness activities. https://deannajump.com/phonemic-awareness-videos/</p> <p>Pupils trace curves on the board and in their work sheets as they sing and write.</p> <ul style="list-style-type: none"> - Introduce letter sound /d/. Use songs to reinforce practice. Use instructional materials. - Tell a short story with letter sound /d/ words. - Model writing or tracing letter sound /d/ in the air or sand tray. - Pupils say letter sound /d/. - Listen to tape on letter sound /d/ 	<p>Alertness Discrimination Perception Communication and Collaboration</p>	<p>AUDIO VISUAL RESOURCES Blindfold.</p> <p>WEB RESOURCES https://youtu.be/SuzYDqJLUE</p>
<p>LISTENING SKILL:</p> <ul style="list-style-type: none"> i) Sound sequences ii) Sound/word identification iii) Short-term auditory memory skills. <p>PRE-WRITING: Curves to the left  INTRODUCTION TO LETTER SOUND /d/</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) locate initial, middle and end sound patterns. ii) perform deletion tasks; iii) carry out manipulation tasks; <ul style="list-style-type: none"> - Identify and trace curves to the left. 	<p>Sound Sequencing Communication and collaboration ii. Creativity and imagination</p>	<p>AUDIO VISUAL RESOURCES Animal pictures, tape recorded sounds, laminated colored-paper squares with pictures and or magnetic board</p> <p>WEB RESOURCES https://youtu.be/BML1pWCdBeY</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> - identify letter sound /e/ as in egg, elephant, elbow etc. 	<ul style="list-style-type: none"> - Pupils, in pairs, alternate the saying and tracing of curves to the left. The teacher: <ul style="list-style-type: none"> - Introduces letter sound /e/. Uses songs to reinforce practice. Use instructional materials. - tells a short story with letter sound /e/ words. - models writing or tracing letter sound /e/ in the air or sound. - Pupils sound letter /e/. - Colour letter sound /e/ - Listen to tape on letter sound /e/ 		
10-11	REVISION				
12-13	EXAMINATION				