



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK

LETTER WORK NURSERY TWO (AGE 4) THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	BACK TO SCHOOL/ REVISION OF LAST TOPICS	- By the end of the lesson, pupils should be able to: i. share their holiday experiences. ii. state basic classroom rules e.g., simple greetings. iii. relate letter names with sounds.	Teacher models telling stories about the holiday and events of choice. -Recite rhymes with children on letter names a- z. -Pupils practise the pronunciation of letter sounds /a/ - /z/ with songs. -Pupils practise writing of capital letters A – Z and Aa – Zz.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	
2.	READING SKILL: Blending, spelling, dictation and reading of two-letter words. WRITING SKILL: TWO- LETTER WORDS.	By the end of the lesson, pupils should be able to: i. blend vowels with the consonant blends. ii. pronounce the blends smoothly. -blend letter sounds. a + m = am a + n = an a + s = as a + t = at	Pupils say the blends one after the other. ii. Pupils pronounce some words with the blends. -Display flash cards of letter sounds /a/, /m/, /n/, /s/ and /t/ and read them. - match letter sounds to the appropriate objects. -Teacher models how to blend letter sounds using flash cards. a + m = am, a + n = an a + s = as and a + t = at. - practise more on blending of letter sounds.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES -Flashcards with blends, and words with the blends. -Reading text WEB RESOURCES https://youtu.be/EutEXSM-3ss https://youtu.be/9Qmo9UDQcxY
.3)	READING SKILL: - Blending, spelling, dictation and reading of letter sounds. - Blending vowels with consonant.	By the end of the lesson, pupils should be able to: i. say the blends smoothly without inserting a vowel in between; ii. blend vowels with the consonant blends; -write letter sounds.	i) Pronounce the blended words. ii) Pupils read short words.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES -Movable letters of the alphabet. -Poetry books. -Story books.

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
<p>WRITING SKILL: writing words modelled</p> <p>INTRODUCTION TO TWO- LETTER WORDS.</p>	<p>i + f = if i + n = in i + s = is i + t = it</p>	<p>-Display flashcards of letter sounds /i/, /f/, /n/, /s/ and /t/.</p> <p>-Teacher models the right pronunciation of letter sound.</p> <p>-Pupils match letter sounds to appropriate objects.</p> <p>-Pupils differentiate between letter sounds while acting them.</p> <p>-Pupils practise blending of letter sounds, i + f = if i + n = in i + s = is i + t = it</p> <p>-Pupils practise writing letter blends and read the words.</p>		<p>WEB RESOURCES https://youtu.be/q1rfujCqOMI</p> <p>https://youtu.be/7gO-aaNbvNY</p>
<p>READING SKILL:</p> <p>i. Blending, spelling, dictation and reading.</p> <p>ii. Pronunciation of blended words.</p> <p>WRITING SKILL: TWO- LETTER WORDS.</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i. blend and spell two letter- words ii. pronounce blended words</p> <p>write letter sounds, o + f = of o + n = on o + r = or o + x = ox u + p = up u + s = us</p>	<p>i) Pupils are given words with CVC syllable structure to read.</p> <p>ii) Pupils, in pairs, hold each letter sound while other pupils pronounce the words individually.</p> <p>-Display flashcards of letter sounds, /o/, /f/, /n/, /r/, /x/, /u/, /p/ and /s/.</p> <p>-Teacher models the right blending and pronunciation of letter sounds.</p> <p>-Pupils repeat letter sounds after the teacher.</p> <p>-Pupils differentiate between all letter sounds by acting it.</p> <p>-Teacher models how to blend letter sounds.</p> <p>-Pupils practise blending of letter sounds, o + f = of o + n = on o + r = or o + x = ox u + p = up u + s = us</p> <p>-Pupils practise writing letter blends to form words.</p>	<p>(i) Communication and Collaboration 2) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES -Movable letters of alphabet. -Poetry books. -Story books.</p> <p>WEB RESOURCES https://youtu.be/QdX0cZLTZB4 https://youtu.be/xzV62WMd0Qk https://youtu.be/rBZRVzqKgwI</p>

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5.	<p>READING SKILL:</p> <p>i. Blending, spelling, dictation and reading.</p> <p>ii. Pronunciation of blended sight words.</p> <p>WRITING SKILL:</p> <p>TWO- LETTER WORDS. (SIGHT WORDS).</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i. blend and spell two letter- words</p> <p>ii. pronounce blended words</p> <p>-read and write Sight words;</p> <ul style="list-style-type: none"> • I, by, my • go, no, so, to • be, he, me, we, do 	<p>-Display flashcards of sight words;</p> <ul style="list-style-type: none"> • I, by, my • go, no, so, to • be, he, me, we • do <p>-Teacher models pronouncing sight words while pointing to each one of them.</p> <p>- Pupils pronounce sight words using the rhythm of their ending sounds.</p> <p>-Teacher writes sight words on the board.</p> <p>-Pupils copy and say sight words as they write.</p>		<p>WEB RESOURCES</p> <p>https://youtu.be/26fBVJyM</p> <p>https://youtu.be/aNFQ-EDJJA</p>																																				
6.	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK		MID TERM BREAK																																				
7	<p>READING SKILL:</p> <p>i. Revision Exercises from previous week(s)</p> <p>ii. Spelling and reading exercise.</p> <p>WRITING SKILL:</p> <p>TWO- LETTER WORDS AND SIGHT WORDS.</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - blend the sounds of two letter words. - read sight words. - practice letter blends of two letter words. - practice pronunciation of sight words. - write two- letter words and sight words. 	<p>Pupils, as a class, carry out exercises provided by the teacher for re-enforcement.</p> <p>-Arrange two- letter words in the pattern below.</p> <table border="1"> <tr> <td>a+m=</td> <td>i+f=</td> <td>o+f=</td> </tr> <tr> <td>am</td> <td>if</td> <td>of</td> </tr> <tr> <td>a+n=</td> <td>i+n=</td> <td>o+n=</td> </tr> <tr> <td>an</td> <td>in</td> <td>on</td> </tr> <tr> <td>a+s=</td> <td>i+s=</td> <td>o+r=</td> </tr> <tr> <td>as</td> <td>is</td> <td>or</td> </tr> <tr> <td>a+t=</td> <td>i+t=</td> <td>o+x=</td> </tr> <tr> <td>at</td> <td>it</td> <td>ox</td> </tr> <tr> <td></td> <td></td> <td>u+p=</td> </tr> <tr> <td></td> <td></td> <td>up</td> </tr> <tr> <td></td> <td></td> <td>u+s=</td> </tr> <tr> <td></td> <td></td> <td>us</td> </tr> </table> <p>-Arrange sight words in the pattern below;</p> <ul style="list-style-type: none"> • I, by, my • Be, he, me, we • Go, no, so, to • Do <p>-Teacher models blending of two letter sounds and pronouncing sight words.</p> <p>- Pupils practice writing two- letter words and sight words independently.</p> <p>-Teacher reinforces letter blends and sight words for pupils who need additional support.</p>	a+m=	i+f=	o+f=	am	if	of	a+n=	i+n=	o+n=	an	in	on	a+s=	i+s=	o+r=	as	is	or	a+t=	i+t=	o+x=	at	it	ox			u+p=			up			u+s=			us	<p>(i) Communication and Collaboration</p> <p>2) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Charts with words to form compound words.</p> <p>WEB RESOURCES</p> <p>https://youtu.be/TqBPmxQgw</p> <p>https://youtu.be/B7aPT08WRl</p>
a+m=	i+f=	o+f=																																							
am	if	of																																							
a+n=	i+n=	o+n=																																							
an	in	on																																							
a+s=	i+s=	o+r=																																							
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a+t=	i+t=	o+x=																																							
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TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
READING SKILL:	By the end of the lesson, pupils should be able to: i) read letter sounds of 26 letters of the alphabet ii) pronounce words with each letter sound; iii) read sentence -Simple reading of one, two letter words in short simple sentences. e.g. We go up Up we go etc.	- Pupils read all the sounds of the 26 letters. - Pupils, in pairs, pronounce the letter sounds and read simple sentence. -Teacher models how to read one and two letter words appropriately. -Pupils practise reading as the teacher guides and points to the words in a row. Teachers may place word cards in a row on the board.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving.	AUDIO VISUAL RESOURCES Cards with CVC words. Cards having words with silent E WEB RESOURCES https://youtu.be/xHCcPe4bNdk https://youtu.be/5H6qAzay-Jw
WRITING SKILL:				
SIMPLE SENTENCE.	-write short simple sentences.	-Pupils write one to two letter words in exercise books in a row. -Pupils play words game on one and two letter words e.g. "Guess the word".		
REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS		REVISION EXAMINATIONS