LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK

LETTER WORK   KINDERGARTEN (AGE 5) FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Back to school/ Revision of previous exercises. **READING SKILL**	By the end of the lesson, Pupils should be able to: i. share their holiday experiences. ii. revise the activities on rhymes, pronunciation and identification of letter names and sounds.	-Teacher models telling stories about the holiday and events of choice. -Recite rhymes with children on letter names a- z. -Pupils pronounce letter names and sounds.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES -Movable letter the alphabet. -Poetry books. -Word cards. -Tape recorder. -Word puzzles.
	WRITING SKILL:	Read and write letter names and sounds, capital letters A – Z.	-Pupils practise writing of letter names and capital letters.		
2.	**READING SKILL:** i. Blending and reading two letter words. ii. Reading and spelling exercise.	By the end of the lesson, pupils should be able to: i.) pronounce the new blended letter sounds and read the words. a+m = am i+f = if a+n = an i+n = in a+s = as i+s = is a+t = at i+t = it o+f = of o+n = on o+r = or o+x = ox u+p = up u+s = us.	i) Pupils sing songs on blended letter sounds and words, ii. Display flash cards of letter sounds, /a/, /m/, /s/, /t/, /l/, /f/, /n/, 'o', /r/, /x/, /u/, /p/, /s/. iii) Pupils, in pairs, come out holding the flash cards of letter sounds for proper pronunciation. iv) Pupils read the blended words.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	Word cards. -Poetry books. -Story books. WEB RESOURC https://youtu.be/ BPmxOgw
	WRITING SKILL: writing of words with two letters and sight words.	Write the blended letter sounds and words.	-Teacher models how to blend and write letter sounds; o+f= of, o+n= on o+r= or, o+x= ox u+p= up, u+s= us -Pupils practise writing blended letter sounds and words.		

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3	**READING SKILL:** Blending/segmenting, spelling and reading of simple sentences.	By the end of the lesson, pupils should be able to: i. produce the sounds treated ii. spell correctly iii. read short sentences.	i. Teacher models how to read two letter words by placing word cards on the board. ii. Pupils practise reading as teacher guides and points to words. iii. Pupils pronounce two letter words. iv. Pupils read simple sentences.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	**AUDIO VISUAL RESOURCES** -Charts -Flashcards **WEB RESOURCES** https://youtu.be/5H6 qAzay-Jw
	WRITING SKILL: Writing short sentences.	write simple sentences of one, two letter words, e.g. We go up Do we go up? etc.	-Teacher writes one and two letter words on the board. -Pupils write one to two letter words in exercise books. -Pupils play word games on one and two letter words.		
4	**READING SKILL** **Vowels sounds** (/a/,/e/, /i/, /o/, /u/) **WRITING SKILL**	By the end of the lesson, pupils should be able to: i. identify and read the vowel sounds ii. sing songs on vowels sounds. iii. identify vowels among other letters of the alphabet. ii. write vowels sounds /a/, /e/, /i/, /o/, /u/.	Pupils: -use flash cards to display and read vowels sounds. -sing vowels sounds songs. Pupils: - write vowels sounds. - circle vowels among other letters.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	**WEB RESOURCES** https://youtu.be/b-VQGT7W5aM https://youtu.be/IPH d0Jxai3Y
5	Poems, Rhymes and Songs	By the end of the lesson, pupils should be able to: i. recite poems, rhymes and sing songs to revise activities on letter sounds, letter names, vowels, reading two letter words and simple sentences.	Pupils use poems, rhymes and songs to revise activities on letter sounds, letter names, vowels, reading two letter words and simple sentences.		**WEB RESOURCES** https://youtu.be/fR-BLFZyAWs https://youtu.be/dEb aEXf6BqM
6	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK		MID TERM BREAK

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7	**READING SKILLS:** NON-CONVENTIONAL PRE- WORDS. -two letter sounds blending. **WRITING SKILL** INTRODUCTION OF NON-CONVENTIONAL PRE- WORDS.	By the end of the lesson, pupils should be able to: i. blend and sound non-conventional pre-words -write non-conventional pre-words. <table><tr><td></td><td>a</td><td>e</td><td>i</td></tr><tr><td>b</td><td>ba</td><td>be</td><td>bi</td></tr><tr><td>c</td><td>ca</td><td>ce</td><td>ci</td></tr><tr><td>d</td><td>da</td><td>de</td><td>di</td></tr><tr><td>f</td><td>fa</td><td>fe</td><td>fi</td></tr><tr><td>g</td><td>ga</td><td>ge</td><td>gi</td></tr></table> etc.	Pupils blend the sounds and read with the treated sounds. More words both phonemic and non-phonemic to be pronounced. -Teacher writes both vowels and consonants on the board. -Arrange the non-conventional words as follows: a e i o u b ba be bi bo bu c ca ce ci co cu -Teacher models by blending non-conventional words for the pupils. -Pupils read after the teacher.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	WEB RESOURCES https://youtu.be/4OC LheBKu-k https://youtu.be/Bln0 g9FqCnw
8	**READING SKILLS:** NON-CONVENTIONAL PRE- WORDS. -More two letter sounds blending. **WRITING SKILL:** short sentence writing continues; INTRODUCTION OF NON-CONVENTIONAL PRE- WORDS.	By the end of the lesson, pupils should be able to: i. blend and sound more non-conventional pre-words p- pa, pe, pi, po, pu qu- qua, que, qui, quo, quu r- ra, re, ri, ro, ru s- sa, se, si, so, su t- ta, te, ti, to, tu v- va, ve, vi, vo, vu w- wa, we, wi, wo, wu y- ya, ye, yi, yo, yu z- za, ze, zi, zo, zu **Note:** 'x' should not be included.	Pupils blend the sounds and read with the treated sounds. More words both phonemic and non-phonemic to be pronounced. -Teacher writes both vowels and consonants on the board. -Arrange the non-conventional words as follows: a e i o u p pa pe pi po pu q qua que qui quo qu -Teacher models by blending non-conventional words for the pupils. -Pupils read after the teacher. -Teacher reinforces more on the non-conventional words.	(i) Communication and Collaboration 2) Critical Thinking and Problem Solving	WEB RESOURCES https://youtu.be/RC CFqWV8S7E https://youtu.be/M0Z OLJA84gg

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9	**READING SKILL:**
	
	1) Blending/ segmenting, spelling and reading.
	
	2) Oral blending of more consonant blends like: nt, ct, cl, sl, pl, gl, ch etc
	
	WRITING SKILL: INTRODUCTION TO THREE-LETTER WORDS AND SIGHT WORDS.
		By the end of the lesson, pupils should be able to:
		
		i) produce the sounds treated.
		
		ii.) read three- letter sounds blends and sight words.
		
		i. a+n+t= ant
		     b+a+g= bag
		     c+a+t= cat
		     c+a+p= cap
		     y+a+m= yam
		ii. b+e+d= bed
		     l+e+g= leg
		     k+e+g= keg
		     m+e+n= men
		     h+e+n= hen
		iii. d+o+g= dog
		     p+o+t= pot
		     b+o+x= box
		iv. p+i+g= pig
		     i+n+k= ink
		     w+i+g= wig
		     p+i+n= pin
		v. c+u+p= cup
		     m+u+g= mug
		     j+u+g= jug
		     s+u+n= sun
		
		write three letter words.
			i) Pupils:
			- practise blended letter sounds,
			-Display flashcards of three letter blends.
			-Teacher models the right blending pattern and pronunciation of each letter sound that makes up the words.
			-Pupils practise blending of three letter sounds.
			-Pupils take turns in blending a set of letter sounds in groups.
			-Teacher models how to rhyme words by changing the initial letter sound;
			h+e+n= hen rhymes with pattern, p+e+n= pen.
			
			-Teacher leads pupils to match rhyming words.
			-Pupils practice blending and writing three letter blends.
			-Teacher displays flashcards of sight words; 'the', 'she', 'all', 'you', 'put', 'saw', etc.
			-Teacher models pronouncing sight words while pointing at the words.
			-Teachers lead pupils to pronounce and write sight words on the board.
				(i) Communication and Collaboration
				2) Critical Thinking and Problem Solving
					AUDIO VISUAL RESOURCES
					-Flashcards
					-Word cards
					-Word rhyme chart
					-Movable letters of the alphabet
					-Word puzzles
					-Story books
					
					WEB RESOURCES
					https://youtu.be/RCCFqWV8S7E
					https://youtu.be/1OgDU6Ww3CE

	REVISION	REVISION	REVISION		REVISION
	EXAMINATION	EXAMINATION	EXAMINATION		EXAMINATION

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