



Module 2 (Sample)

Exercises of Practical Life (EPL)

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5.2 Dressing (Dressing Frames)

Being able to dress and undress oneself is one of the major steps towards independence. To help children learn how to dress and undress themselves, we provide frames on which all the different kinds of clothes fasteners can be found. One reason for using the frames is that it is very difficult to practice buttoning your coat buttons when you are wearing the coat, but if you have a frame, with buttons, placed on a table, you can see the buttonholes and practice on it. Once the child has learnt to do it on the frames, it is not so difficult to do it on your own clothes. Secondly, the child doesn't have to go through the embarrassment of undressing himself in the classroom.

Material

The material consists of wooden frames with two flaps of cloth attached to the opposite sides with fasteners in the middle to attach both the flaps.

1. *Button Frame with Large Buttons*
2. *Button Frame with Small Buttons*
3. *Snapping Frame with Snap Fasteners*
4. *Hook and Eye Frame*
5. *Buckling Frame with Buckle and Strap (leather)*
6. *Bow Tying Frame*
7. *Lace Frame (cloth)*
8. *Shoe Lacing Frame (leather)*
9. *Zipper Frame*
10. *Safety Pin Frame*
11. *Velcro Tape Frame*
12. *Shoe Button Frame*

Follow a flexible sequence:

- a. Invite the child.
- b. Show location of the frame.
- c. Show how to carry frame and how to set it on the table without making any sound.
- d. After the presentation invite the child to practice.
- e. After he has finished working, see that he remembers the place where it is to be stored.

Exercise 1 Button Frame

Introduce large button frame first and small button frame later (as it requires more concentration).

Presentation

Unbuttoning

1. Start from the top.
2. Holding each button in the right hand.
3. Hold the fabric next to the buttonhole with the left hand.
4. Tilt the button vertically so that it slips through easily.
5. Show the child how to undo the buttons all the way down.
6. Open the flaps and then close.
7. Close the button all the way back.
8. And ask the child to practice unbuttoning.

Buttoning

1. Hold the left edge of the button with left thumb and index finger.





2. Hold the fabric next to the buttonhole with the right hand.
3. Tilt the button and push into buttonhole.
4. With right thumb and index finger, grasp the button.
5. With left hand hold the fabric next to the buttonhole, and pull the cloth to the left.
6. With left hand pull cloth to the left.
7. With right hand pull button to right and through the buttonhole.
8. Repeat for all remaining buttons.

Note: *The use of hands will be otherwise if the buttons are placed on the right flap.*

Exercise 2 Snapping Frame

Presentation

Unsnapping

1. Place left index and middle fingers under right flap just beside a snap button.
2. With the thumb under and first two fingers of the right hand over the right flap, hold and pull up.



3. Detach all snaps this way.
4. Open flaps.
5. Close flaps.

Snapping

1. Place left thumb under and first two finger over left flap near the snap button.
2. Hold right flap with right thumb, index, and middle fingers near snap, and point the little pin on the male side into the female side of the snap button on the opposite flap.
3. Fit pin into the bottom snap and press with right index finger.
4. Repeat for remaining snaps.

Exercise 3 Hook & Eye Frame

Presentation

Unfastening

1. Bring hook and eye close together.
2. Left index finger pushes the eye towards the hook.
3. Right thumb, index, and middle fingers hold right flap near hook, and pull toward left.
4. Lift right flap and free hook of eye.
5. Open other fasteners.
6. Open and close flaps.
7. Invite the child to practice.

Fastening

1. Hold eye with left index finger and the thumb.
2. Right fingers and thumb bring hook over the eye and insert into it.
3. Pull back gently to show it is fastened.
4. Repeat with remaining hooks.

Exercise 4 Buckle Frame

Presentation

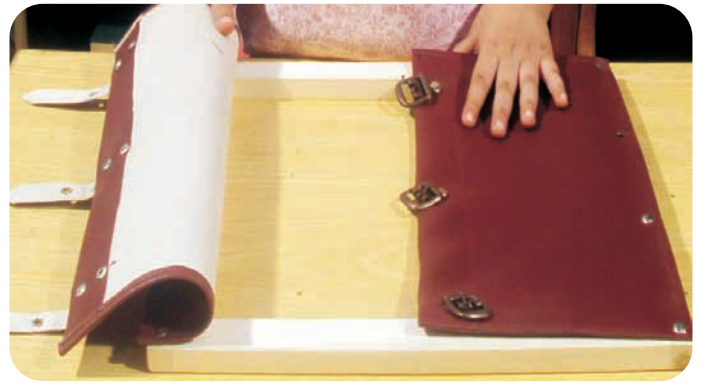
Unbuckling

1. Hold a strap with left index finger and the thumb, and gently push toward right to make a loop.
2. Hold loop and pull out of the buckle with right hand's fingers.
3. Then, with right hand strongly pull the end of strap.

4. Take the pin out of the hole with index finger of the left hand.
5. Right hand pulls strap out of buckle, as left pulls buckle away from strap.
6. After unfastening all the buckles, open and close the flaps of the frames.

Buckling

1. Using right hand fingers and the thumb, push strap through buckle, then pull strap back tightly.
2. Put pin into hole with the index finger of the left hand.
3. Push strap under bar with right hand and pull through with left.
4. Invite the child to practice.



Exercise 5 Bow Tying Frame

Presentation

Untying

1. Untie all bows by pulling both ends slowly.
2. Undo knots and lay ribbons to each respective side.

Tying

Carry step one through to mastery, prior to proceeding to step two, and so forth.

Step 1

Tying the Knot

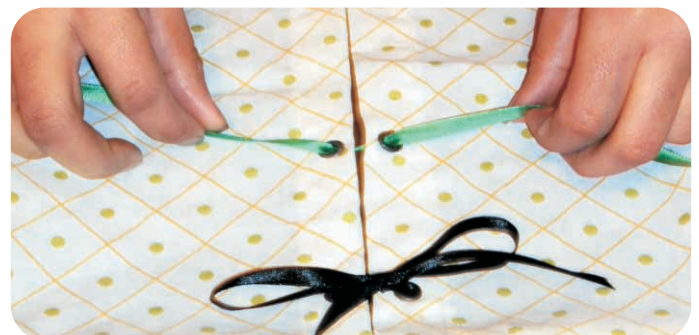
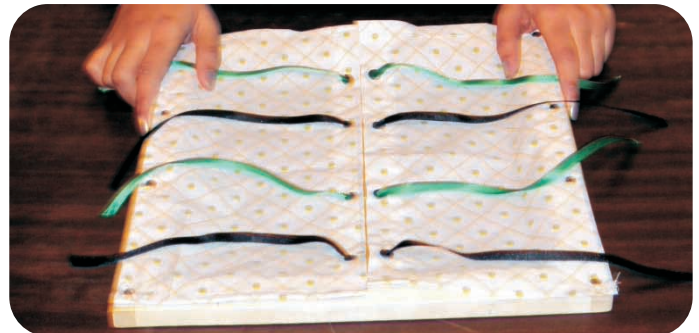
1. Cross the ribbons (right at the top) keeping the ribbons straight.
2. Hold the top ribbon with the left hand and the bottom ribbon with the right hand.
3. Loop the bottom ribbon around the top ribbon and poke the loop through with the right index finger.
4. Grasping this loop with the right hand, pull the ribbon through and smooth it out straight on the right.

Step 2

Tying the Bow

1. After the child has mastered Step 1, repeat the above presentation or let the child do it for you.
2. Proceed with the tying of the bow.
3. Make a small loop with the ribbon on the left hand side.
4. Wrap the other ribbon around this loop with the right hand and poke the end through with the right index finger to form a second loop that can be grasped by the left hand.
5. Transfer the right hand to the other loop.
6. Pull these two loops gently to right and left at the same time to form a flat bow.

Variation: There is also a two loop method. Lesson one is the same. For lesson two, make small loops with both ribbons. Holding one loop in each hand, tie them in a knot.

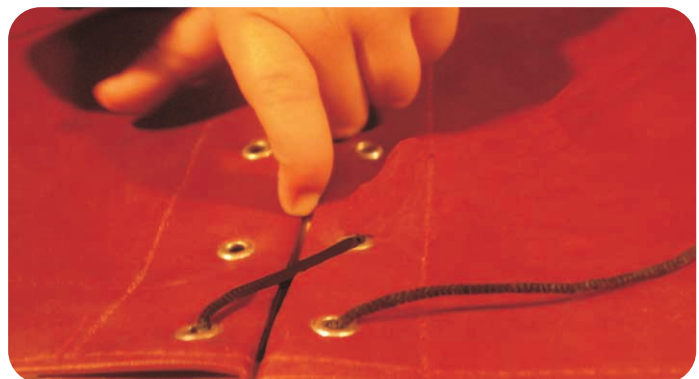


Exercise 6 Shoe Lacing Frame

Presentation

Unlacing

1. Place the frame on table with bow on your side.
2. Untie bow as in bow frame.
3. Pull out left lace with left hand, bringing it over to the right side.
4. Pull out right side with right hand and lay it to left side.
5. Unlace rest of frame as above.



Lacing

1. Put a lace end in the first hole from the underside up.
2. Put the other end through the first hole on the opposite side.
3. The two ends are put together and pulled to make them even.
4. Cross the laces and put them through the next holes from the upside to the underside and pull out.
5. Cross the laces again and continue to the top of the frame.

Exercise 7 Zipper Frame

Presentation

Unzipping

1. Use one hand to hold both edges of the fabric together (at the top) as the other hand draws the zipper down.
2. Open and close the flaps.

Zipping

1. Use one hand to hold both edges of the fabric together (at the bottom) as the other hand draws the zipper up.



Exercise 8 Safety Pin Frame

Material

A Safety Pins Frame

Presentation

1. Firstly unpin all the pins by carefully pressing their adjustable sides. Open the flaps. and then repin them carefully.

Note: Point out that the pointed side of the pin is dangerous and the child should never prick anyone with it or bring it close to his own eyes.



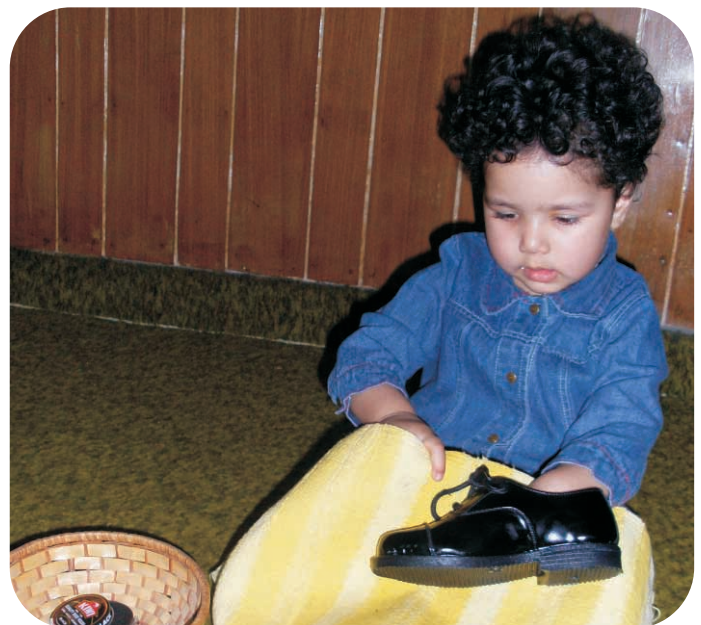
Exercise 9 Polishing Shoes

Material

A basket containing a tin of shoe polish, shoe brush, two dusters and an apron.

Exercise

1. Bring the material to the workplace with the help of the child.
2. Spread one of the dusters.
3. Lay out the material on the cloth.
4. The shoes will be taken from the child, which



he will take off eagerly.

5. Brush the shoes gently to remove the dirt.
6. Apply polish with brush carefully to reach every place.
7. Leave the shoes for some time, allowing polish to get dried.
8. Brush hard and then shine it with a cloth.
9. Show the child that the shoe is now properly polished and there is no dirty or dull area left on it.
10. Put the dirty duster in the the laundry basket.
11. Take the child with you and bring a clean duster.
12. Collect the material in the basket and return it back to its proper place.
13. Ask the child whether he would like to do the exercise himself.
14. Allow him to do it himself if he so desires, but do not correct him if he makes any mistake.
15. Repeat the demonstration at some other time, if required.

5.3 Preparing Food

Exercise 1

How to Use Kitchen Tools

Before being able to work in the kitchen, the child needs to learn how to use the basic tools. He will need to learn how to use the following:

spoon, nut cracker, ice cream scoop, fork, cookie cutter, scales with weights, knife, square grater, whisk, vegetable peeler, melon ball maker, pitcher, chopping board, pint, quart, and gallon measures, bulb baster, rolling pin, measuring cups for dry and liquid measure, eye dropper, flour sieve, plastic food containers and jugs with lids, apple corer, measuring spoons.

Care of Tools

Together with the use of tools, the child must learn the care of the tools. After using each tool, he is taught how to clean it and return it to its right place. If there is any special way of storing a tool, this is shown and explained. The child is shown how to work without getting himself or the environment wet or messy. The child is shown how to clean up and put everything away in its place when he or she has finished.

The child always wears a white kitchen apron when preparing food. He also rolls up his sleeves.

Exercise 2

Managing Containers

Material

Plastic food containers of different shapes with lids and caps of different sizes and types.

Presentation

The child sits at a table and is given two or three plastic food containers. He is shown how to remove the lids and put them on again. This requires practice and judgment of size.

On different days he is shown how to use the containers with different types of caps.

Extension 1

Material

A collection of bottles and containers with screw tops or corks or other fastenings. Empty household containers can be collected after the contents have been used.

Exercise

The child is given a bottle with a screw top and shown how to unscrew the top and screw it on again. On different days, as he is ready, he is shown how to manage the different fastenings. These are kept on a shelf for him to take and use.

Extension 2

Material

Plastic containers which are squeezed to eject the liquid inside.

Exercise

The child is given a container full of water. He stands in front of the sink and squeezes a little liquid at a time out of the container into the sink.

Purpose

- Understanding how to open and close containers
- Independence
- Preparation for the practical life exercises

Exercise 3 Using a Grater

Material

Chopping board, small square grater (each size a different grade of grater), a dish to keep the grated vegetable in, a dustbin to throw the peels in, potato or carrot.

Presentation

1. Take the material to the workplace with the help of the child.
2. Firstly, wash the carrot/potato with the help of the child.
3. The teacher shows the child how to hold the grater on the board and rub the carrot, holding the narrow side of the carrot in hand and rub the broad end up and down the coarse side of the grater.
4. When the carrot has been grated, she shows him how to spoon the grated carrot into the bowl and grate another carrot.
5. Do not grate the whole of carrot, leave a little towards the end.
6. Throw the remaining end of the carrot in the dust bin or give to an animal in the classroom.

Variation: This exercise can be varied on different days using other vegetables which need grating in turn and using the appropriate side of the grater for each. For example turnip, beet root, cheese, dry breads, radish, potato, etc.



Exercise 4 Learning to Shake a Bottle

A bottle of any liquid substance almost invariably needs shaking before using except the ones with carbonated drinks.

Material

A bottle, with some safe liquid used in the environment, is taken to the child's table.

Presentation

1. Bring the material to the workplace with the



- help of the child.
- The teacher shows the child how to grasp the container with his dominant hand, putting the index finger on top of the lid. This is done because, in shaking a bottle, a cork or top may fly off and the contents might splash out.
 - The child is then shown how to shake fairly vigorously to get the contents well mixed.
 - This can be practiced with a corked container or container with any type of top used in the household.

Exercise 5

Preparing Vegetable - Peas

Material

A large bag of peas in pods, 2 containers.

Exercise

- This can be a group or individual exercise.
- A paper or a protective covering, such as newspaper, is spread over a large table and a group of children sit around the table.
- To pop the pod, the thumb is run along the under edge of the pod.
- Children help themselves to peas, unshell them and put peas in the containers.
- Throw the shells into the waste bin or a separate waste basket.
- The teacher also sits at the table to provide any help required.
- When performed in a group, this exercise is greatly enjoyed by all the children.

Note: If the school has a large enough garden, peas could be picked when ready by the children for this exercise. In villages, it is sometimes possible to take the children to a farm to pick peas or beans.

Exercise 6

Peeling Vegetables

Material

A bowl of water in sink, vegetable peeler, cucumbers, a child sized knife, chopping board, waste basket, dish for serving.

Exercise

- Cut the sides off the cucumbers, wasting as little cucumber as possible.

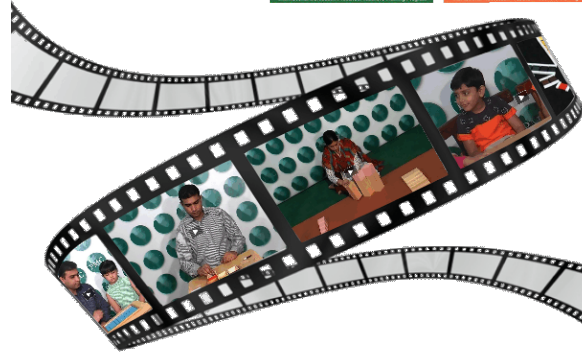
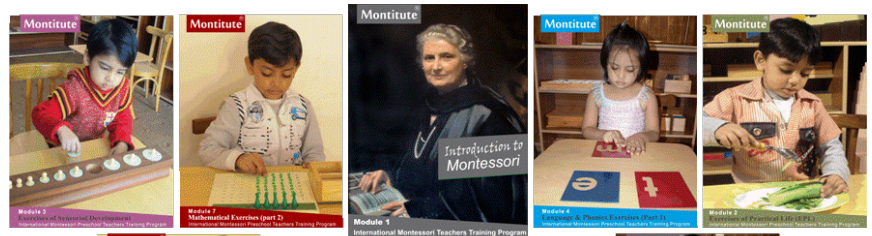
- Place the cucumber on the cutting board.
- Show the child how to hold the cucumber from the thick end, keeping the pointed end away from you.
- Using the vegetable peeler, scrape from the top of the cucumber downwards.
- Turn the cucumber until all sides have been peeled.
- Rinse the cucumber in the bowl of water, and put it on a dish.
- The child peels as many cucumbers as he wishes.
- These are put in the refrigerator.
- On completion of the exercise, the child, as always, is shown how to clean up.
- He will wash, dry, put away the utensils used and wipe the surface.
- If he does not wish to do so, he is helped by the teacher or a willing child.
- The teacher can give positive help in getting the child understand that he should learn to work in a clean fashion. For example, the teacher might say, "Oh, there is a cucumber peel on the floor. Let's put it in the bin and perhaps tomorrow you won't drop any." Or, "When you wash vegetables, don't let your tummy touch the sink or your apron will get wet."



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