



CHILLI PILLI  
MAKKLA KOOTA



# SYLLABUS AND GUIDE



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CHILLI PILLI MAKKLA KOOTA

**Syllabus and Guide  
(Abridged for website)**

**For Private Circulation only**

**Not for sale**



*This syllabus and guide is meant as a reference text for teachers and parents of the Chilli Pilli Makkla Koota school. This covers all the three years of pre-school, Nursery, LKG and UKG. This version is an abridged version for Public viewing. Parents would get the full version of this.*

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First printed 2018

# **Pre-School Syllabus at Chilli Pilli Makkla Koota Nursery, LKG and UKG**

*A note to parents ... ..*

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*Sports and Games... ..*

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## *A note to parents*

While this is a “syllabus” and there is a year wise expectation of outcome, let it not burden you. Do not have the expectation that the child will learn everything as the syllabus. This is more an introduction and will get reiterated again and again, over the years. Also children will come from different backgrounds, ages and abilities and will bloom at different times.

At the same time a “syllabus” is necessary to give a structure, sequence and direction to the learning and make the time spent learning and teaching more productive. Use it as a reference to know what the children do at school and support in whatever way you can.

While it is not a requirement, if the parents are keen to assist the child, it is better to go along with what is taught in school rather than go ahead. This is especially true for mathematics and phonics. Reason being, one, children get disinterested since they already have been taught the topic. Second, some effort is put in the way it is taught, so that the concept is deep and strong and that can get missed at home. However, this is not true for oral language (listen-speak) ... the more they are exposed to the spoken language, the better they get at it and the sequence is not critical.

So a better way to give support is to give more practice, more variety and more challenging activities/problems in what has been covered. For e.g.: if patterns have been covered, they can be made to recognise patterns of everyday material, complex patterns in drawings, dresses etc., rather than go to numeration. This way the concepts become stronger, and problem solving ability improves.

The best way to help however, is engaging and involving the child as much as possible in day to day life. In their daily activities a lot will get covered. Going to a vegetable shop, or cooking, organising the house etc. They get exposed to colours, shapes, orders, numbers, mathematical operations, fine motor skills and so on – everything we are trying to teach does come about in everyday life. One just needs to answer the questions that the child has!. Home is the primary school of the child :). Free play and the time spent outdoors is also invaluable. So many things get learnt effortlessly during this time. Arts and crafts, activities, games etc. also helps the child build concentration and skills. These should be given to children to explore.

We strongly encourage parents to continue to use their mother tongue. There are multiple advantages, emotional, social, intellectual. There is now enough study and evidence to show children who know multiple languages are smarter, have better social skills and as adults are less likely to get degenerative disorders such as alzheimer's etc. It is easier to make concept/vocabulary clear to the child in its mother tongue, rather than a language it is not familiar with. Once understood, it is just a question of mapping to the new language. As an e.g., if the child knows the colours in its mother tongue, then it has already got the concept, it is a question of recognizing different names of the same

concept in different languages. Similarly with numbers, shapes, comparative words, opposites etc. But above all this, the children should just know their language ?? shouldn't they !

If parents want to build a second ( English ) or a third language ( Kannada ) then they can use focussed time for it. In that time, one can read a story, ask children to recite rhymes or explain something in that language to build vocabulary and language skills. A story a day would be nice and very helpful.

All this needs to be done informally in a natural way, without expectation. Expectation if any should be limited to teachers and parents.

The syllabus is organised as follows. Initially a background of the topic is given, which gives an overview, main focus and methodology followed. Then, what is covered in the three years, is separately detailed. [Nursery, LKG, UKG]

The going ahead section gives direction on how the learning could be continued beyond preschool, building up on the foundation they have developed here.

## **English Listen Speak - ELS**

The primary emphasis of learning a language should be everyday conversation. The better they are able to understand and make others understand what they want to communicate, the more they get comfortable with the language. The more they get comfortable, the more they use it. The more they use it, the faster they will learn, which will result in even more improved hold on the language.

Thus it follows that what needs to be “taught” first is the stuff they need for communicating with others. Such as “I am hungry”, “I want to play”, “What is your name”....rather than learn the names of some exotic animals which they will never see.

It is interesting and humbling that children actually pick up a language, and pick it up very well, even before they come to school. How does it happen, when no formal effort is made for the same ? No rhymes are taught, no charts are used. Just by being exposed to the environment where the language is used, the vocabulary seeps into their subconscious and then when the usage is required, because of that underlying familiarity, they very quickly and naturally start using it. This needs to be remembered when designing any curriculum. Of course, the time available in a school is much lesser, and that necessitates a focussed approach to language learning.

It is important that one uses full sentences while speaking as well as expect the same from children. It should be clear that when we are teaching a child, “ This is an apple”... learning “This is an” is 70% and apple is only 30%. If a child can communicate, “I don’t know the name of the fruit, can you tell me its name ?” is it not better placed than a child who can know the name of few fruits. Encourage conversation and communication !

Make it as interactive as possible. Talk to the child, and get it to respond. Let them explain how was their day, what they did. Repeat what the child said in the language you are trying to teach, so that it is child driven, rather than instructor driven. Whenever it asks for something in his or her native language, encourage it but repeat in the language you are trying to teach.

As for use of the child’s mother tongue is concerned, the recommended principle is L+1. Meaning use the language being taught at a slightly higher level than the child already knows. For the first few times, use mother tongue and language being taught, once the child is familiar with the word, do not use the mother tongue again. Even if the child uses mother tongue, do not get angry or turn off the child, instead repeat what the child said in the language you are trying to teach, giving clues so the child uses the words of the language being taught. Over time, the child will get comfortable in the second or third language as well.

The way to reinforce learning and make the foundation strong, is to spend some initial time revising previous lessons before moving on to new lesson, everyday, every week and

every year. Children usually learn up by repeated reinforcement. Otherwise they learn quickly, but also forget equally quickly :).

Every topic here is covered in a two week window. In every topic, what is the objective, what is the vocabulary that the child will pick up, what are the rhymes that can be taught which are relevant to the topic are given. In addition, there are sections such as Games:- which are physically active and involve the child in a more natural, fun way. Activities are typically like colouring, worksheets, and help reinforce and at times assess the learning. These do not have too much physical movement. Role play helps the child converse, get confident, get familiarity with presenting in front of an audience (a small audience), gets the real life context of the subject, makes it fun and reinforces learning in a solid way. Stories can be read or told by the teacher or parents with the aid of pictures, objects such as stick puppets or charts. They of course are enjoyable to the child. In conversation building, the teacher or parent joins the children in a circle and encourages causal / small talk. This helps children come out of their shell and participate. By being child directed, it encourages the child to use the vocabulary to express itself. By using these different dimensions, learning can be made fun, strong and multifaceted.

The day to day or minute to minute breakup is not given. These are the tools available to the teacher or parent to make use of, depending on the dynamics of the class. If the class is getting bored or it is not going as expected, the teacher can switch and do something else. However, all of the listed sections are generally expected to be covered over the two weeks.

# *Syllabus*

## **NURSERY**

### **ELS1: Warm up**

Building Basic Conversational Skills

### **ELS2: Rock, paper, scissor game**

### **ELS3: What's your name ?**

Objective: The classic question every person will ask the child. One can make it into a nice song –

What's your name ? My name is ..... Nice to meet you!

### **ELS4: How are you ? How do you do ?**

Objective: Everyday conversation and feelings

### **ELS5: I am a superhero (Hanuman, Babhubali, whoever)**

Objective: To know action verbs

I

### **ELS6: Left and right**

Objective: Teaching directions and actions.\_Left, right, forward, back, stop, stand up, sit down, spin, jump. Do the actions as you teach. Can be done outdoors.

### **ELS7: Pronouns (I, you, he, she, we, mine, yours, hers,his)**

Objective: Repeat some of the previous lessons, but greatly expand the language because of the pronouns.

### **ELS8: Greetings (good morning, good afternoon, excuse me, sorry)**

Objective Typical greetings used in the various situations.

### **ELS9: Body parts**

Objective Familiarity with the names of body parts – and the actions they help us with. Head, eyes to see, ears to hear, mouth to talk/eat, nose to smell, hands to hold, legs to walk/run

### **ELS10: Fruits and Vegetables**

Objective This is to get familiarity with the names of fruits and vegetables. Take them separately (first fruits and then vegetables). Along with the action associated with its usage, such as cut, taste etc.

### **ELS11: Family**

Objective Familiarise with names for family relationships

**ELS12: Environment**

Objective: To familiarise with the vocabulary describing the environment

**ELS13: Daily Activities**

Objective: Be able to talk about daily activities such as playing, brushing, bathing etc.

**ELS14: Transportation**

Objective: Familiarity with respect to everyday vocabulary relating to transportation

**ELS15: Animals, Birds, Insects**

Objective: Familiarise with name of common animals only

**ELS16: My School**

Objective: Know the names of the objects in the school

**ELS17: Kitchen and Garden**

Objective: Familiarise with the vocabulary which is used in the kitchen and garden

**ELS18: Community helpers**

Objective: Familiarise with the community helpers around

**ELS19: My neighbourhood**

Objective: Familiarise with the neighbourhood

**ELS20: Plant cycle, plant parts, flowers**

Objective: Understand the plant cycle and know the corresponding vocabulary

**ELS21: My Home**

Objective: Familiarise with the various rooms and activities in a home

**ELS22: Games and sports**

Objective: Familiarise with vocabulary used in games and sports

## **LKG**

Same pattern as Nursery syllabus, with same topics repeated in corresponding weeks. So week 1 & 2 of Term 1 in Nursery will correspond to week 1 & 2 of Term 1 in LKG as well. However, one spends only half the time or less. Children are also expected to be speaking more and participating more, whether it is telling the rhymes independently, being part of role plays or answering questions from stories

## **UKG**

Here focus is more on story reading, role-plays and mini-dramas, children narrating incidents and stories. Children should be able to recall and tell back the story. Also role plays for the stories done, mini-drama's to develop the communication and expression in children. Occasional poetry/rhyme recitation. Stories can be picked up based on children's interest. Usually combined with craft activity for that particular story.

## **Going Ahead**

Language skills are primarily built up by usage only. One can continue to read stories on a regular basis. Once the child is able to read, an interest in literature or reading for sports or stories or news can help build up language on a continued basis. Over exposure to media can kill any budding interest in reading and should be controlled.

## ***References***

1. Selected English Rhymes from Chilli Pilli
2. Story books ... multiple
3. Picture book from Chilli Pilli

## ***Kannada Listen Speak – KLS***

The syllabi for Kannada is the same as the English Listen Speak, except that it is not taught in the same order as English. This is so that the same topic is not covered at the same time. Otherwise children can get confused regarding the vocabulary. The ordering for the Kannada syllabi is as follows -

Basic conversational skills.

ELS21:My Home

ELS11:Family

ELS19:My neighbourhood

ELS18:Community helpers

ELS9:Body Parts

ELS17:Kitchen and Garden

ELS22: Sports and Games. Do outdoor

ELS10: Fruits and Vegetables

ELS12: Environment

ELS20:Plant cycle, plant parts, flowers

ELS15:Animals, birds, insects

ELS16:My school

ELS13: Daily Activities

ELS14: Transportation

## ***References***

1. Kannada Rhymes from Chilli Pilli
2. Story books ... multiple
3. Picture book from Chilli Pilli

## ***Phonics and Literacy***

### **A Background**

Reading (ability to read effectively and effortlessly) is the single most important skill in a child's education. Once a child has learnt to 'read' with understanding, it does not need to be 'taught'. Whether it is history or civics or science, if it can read and understand for itself, teaching it the subject becomes secondary. It can become a self-learner.

To get a child to read with understanding, one needs to understand how to teach it to read. All over the world, increasingly, for English, the traditional alphabet song (A,B,C...) & whole word approach is being junked for a phonetic approach. In the whole word, also called look-see, the child learns to reading by gaining familiarity of the word vis-a-vis the sound it makes and its meaning. In the phonetic approach, the sound to alphabet and alphabet to sound relation is taught as the means of forming a word and decoding a word. There are many systematic phonic programmes which have become available in recent times. It has been found that they have been more effective at teaching children to learn to read more fluently and quickly than the traditional whole word approach.

Why is it so ? In the whole word approach, think of how many words should a child get familiar with – 500 ?, 5000 ? or 50,000 ? This document alone has more than 2000 words. Our vocabularies range upwards of 100,000 words. For any person, forget child, to get familiar with so many patterns is painful, not to mention slow. It is a credit to the remarkable capacity of the human brain that somehow we are still managing. Of course, the Chinese have no choice, but then we do :). In the phonetic approach, the sounds of the English alphabet are taught and not the alphabets per se. So one is taught "a" as a sound corresponding to the sound it makes in "ant", or "ch" as a sound in "change". In Jolly Phonics, a popular phonics program, 42 sounds are taught, some with more than one alphabet. Once a child gets this correlation, he/she would be able to construct or deconstruct a word by himself with this. Thus he does not need to get familiar with 1000's of words, but rather just these 42 sounds and grapheme's. (The representation of these sounds is called grapheme's. This may contain one or more alphabet)

If this is quite obvious, why has it not been done so far ? The reason being, of course, English. It is such a remarkable language that one cannot get it to obey any logic or set of rules. Trying to approach it phonetically thus can confuse, because the same alphabet can sound so different depending on the word or the same sound can be represented by so many alphabet combinations. The approach of Jolly Phonics and similar programs is to start as phonetically as possible and build the phonological awareness in the process. Once the child gains confidence to read and write, then slowly complexity is added, such as alternative spellings, phonetic rules, commonly used word constructs etc. A bootstrapping if you may call it. The words which cannot be decoded phonetically are introduced as tricky words (or sight words), starting with the most commonly used ones. With this bootstrapping approach, by the time the individual comes to the complex/messy parts of the language, the foothold is already there and they

incrementally add on by familiarisation. This logical, stepwise and systematic approach inspires confidence in the child as compared to the traditional look-see approach.

Outside of these basics, the methods also use a combination of stories, kinesthetics (actions) and pictures and other tools to aid memorisation. It has been observed that around 25% of the children pick up quickly anyway, irrespective of the method used, around 50% struggle a little and the method can alter the speed of learning and another 25% need extra attention. The more the improvisations that are being made to teach, the more it is looking like our own Aksharmale. With the approach trying to make it phonetic, differentiate between vowels and consonants, then short vowels and long vowels. One of the latest trends is using phonic faces, showing the place of articulation. The Indian alphabet system has all this built in, its phonetic, separation of vowels and consonants and arranged according to the place of articulation.

## Phonics at Chilli Pilli

At Chilli Pilli, without doubt, we will follow the phonetic methodology. However, we will go a step further than conventional phonics programmes. If reading is foundation of education, then phonological awareness is the foundation of reading. We will build the skills foundation up.

What is phonological awareness ? Simply put, it is the ability to do maths with sounds:). How to break up a word into its constituent sounds and combine sounds to make up a word. What happens if I remove a sound, add a different sound ? For e.g.: the Hindi word मेरा is made up of the sounds मे & रा, which further can be broken up as मे = म + ए ; रा = र + आ. Or the Kannada word ಇಲ್ಲಾರು is made of ಇ & ಲ್ಲಾ & ರು of which ಲ್ಲಾ = ಲ್ಲ + ಅ ; ರು = ರ + ಉ. Or the English word, cool is made up of the sounds c/k [k=ಕ, ಕೆ], oo [u=ಊ, ಉ] & l[l=ಲ, ಲ]. As you can see, it is not possible to say a sound in English, without reference to Indian phonetics.

At Chilli-Pilli, prior to exposing the children to grapheme's (the alphabet symbols which represent the sounds), we will spend time exclusively on building phonological awareness. We use the Indian phonetic system as the base. That is go through the Aksharmale, recognise sounds in words, know how to blend sounds to form words and so on.

The reason for this method is it keeps the focus ... as mentioned, reading is all about phonological awareness. By focussing on that aspect, the child develops a strong foundation. Instead, if grapheme's(sound shapes) are taught along with the sounds, the child's focus is distributed between remembering the shape of the grapheme and the sound. In methodologies such as Montessori, there is a lot of focus on the grapheme, whereas on phonological awareness is less. This is all built up by tracing, feeling etc. But then the grapheme itself is changing, between small letter, capitals, cursive and again later between fonts and then of course between languages. Hence, so much focus on the grapheme is misplaced.

Think of music. If we need to learn to recognise which raga, it develops by consciously listening to the sounds, not by reading the music notation. Similarly, by practice we want to develop the 'ear' to identify alphabet sounds. It also follows that the first learning of language is auditory.

This also aids our multilingual approach. Once phonological awareness is gained, it becomes a question of application/memorisation.. the principle remains the same across languages. Knowing the particular symbol in a given language that represents the sound is obtained by practice, & it can be applied to all Indian languages and also English. Not much extra effort needs to be put in to read and write different languages.

Why use the Indian phonetic structure and not take the random grouping given by Jolly Phonics sounds or other phonetic systems ? Because the Indian phonetic system is extraordinarily well structured. The sounds are grouped neatly, first distinct vowels and consonants, vowels are grouped by short and long, consonants by place of articulation. Because of this, most of the sounds are covered, and those that are not, similar sounds exist. The logical structure helps develop a very good base for teaching phonological awareness and this base can be used to read and write in any language. For e.g.: if one has to teach the sound of "r" as it is used in English, i.e. र, र how does one do it with only English ? . You have to find a word which uses r in its raw form like "run" and then say the sound after removing the "n" sound is what is the original sound. On the other hand, with the Indian phonetic structure, one can say both, its usage as र, र, its name as एर / आर and when an alphabet is used in consonant blends, it is without the अ / अ sound, such as "s" in strong is न्ह/स् + एं/ट् . Thus the structure and logic already exists in the Indian phonetic system. It is very confusing and inconsistent to explain this using only English alphabets. Thus only with the Indian alphabet system can you build a strong foundation in phonological awareness. This will then help in learning of English as well.

If we are going to teach as above, that is phonetically, it is very important that one does not teach the regular "abcdef..." song and the "a for apple, b for ball, c for cat ...." because it is phonetically incorrect and can confuse the child. It becomes much harder to clear this up than to teach a child who has not been exposed to it at all. Thus it would be detrimentally to the child's learning to teach this. It will be taught at a later stage, once the child has started to read. Also, one should not correct spellings initially, especially if they are phonetically correct. This will create confusion and slow down the learning. If at all, one should correct for spelling only 3<sup>rd</sup> or 4<sup>th</sup> grade onwards.

**Phonics Syllabus – >**More Details in the detailed syllabus

## **Mathematics**

Mathematics is more than rattling numbers, one to ten, one to hundred and so on. There is a context of mathematics, and that context should be given to the child, so that they develop a good mathematical “sense”, which goes beyond numbers. What does this mean ?

Take multiplication. Why did multiplication come about ? Is it just telling and drilling tables in the child ? The assumption is that kids primarily need to learn “math facts”: the ability to say “24” as soon as they hear the stimulus “ $4 \times 6$ ,” and a familiarity with step-by-step procedures (sometimes called algorithms) for solving problems.

Instead, when a child has understood addition, you give the child a problem – six of your friends are to be given 4 toffee's each, how many toffee's are required ? As the child is familiar and he adds repeatedly, you show the child that adding four to itself six times can be denoted by  $4 \times 6$ , ie it is called multiplication. Slowly the child develops the “sense” that multiplication is to simplify cases where you need to do repeated addition. This helps give them a bigger picture, and the ability to organise and interpret information, vital skills in today's world.

Even something as basic as numbers, a sense of what they are used for ? So if something is taller, it is represented by a higher number as compared to shorter. How big is a number ? This develops if one gives them material to work with. If they can order material from small to big, short to tall, light to heavy, then when they get to numbers, they get a feel of what it represents in concrete terms. But to get to ordering, a firm basis is created if they can recognise and create patterns. Ordering is also a pattern, a specific one at that. But to create patterns, they need to be able to classify objects, by size, colour, type etc. And to be able to classify, they need to explore materials with their senses and develop the corresponding vocabulary. The comparative vocabulary (bigger, smaller; rough, smooth) positional vocabulary (in, out, top, bottom, above, below) etc. needs to be developed. Thus sensorial exploration → classification → patterning → ordering → numeration would be a good developmental sequence.

In mathematics, unlike spoken language, the developmental sequence is critical. Without knowing numbers and counting, teaching addition will not get anywhere. This is unlike oral language, where if you have not spoken about flowers and fruits, you can still talk about and develop vocabulary for body parts, order is not very important. In addition to the developmental sequence, for the learning to be effective, it should have a context to the learning and it should be concrete hands on stuff. By context, we mean something they can relate to in everyday life. Hands-on stuff helps with the understanding and getting a better feel for it. With the above, we will proceed with the syllabus for mathematics.

## **NURSERY**

### **1. Play exploration**

Skill: Allow them to sensorially explore and get a concrete feel of things

## 2. Spatial and Sensorial exploration and vocabulary development

Skill: Spatial vocabulary – above/below; top/bottom; front/back etc.

Sensorial vocabulary – colours, tall/short; big/small; rough/smooth; etc.

## 3. Classification

Skill: Ability to sort and classify based on material, colour, size, weight etc.

## 4. Patterns and Correspondence

Skill: Ability to recognise, extend and create patterns of any type – ie colour, material, shape, size. Ability to figure out correspondence of similar types(shirt-pant), opposites, matching even sets and uneven sets

## LKG

A revision of Nursery syllabus is done to make sure that the ideas and concepts have taken a firm hold before proceeding further.

## 5. Ordering

Skill: Ordering by size, by height and weight, by length

## 6. Numeration 1 to 5

Skill: Numbers, counting

## 7. Shapes

Skill: Recognition of shapes, counting

## 8. Numeration 1 to 10

Skill: Numbers, counting

## 9. Single digit add/subtract\*

Skill: Numbers, counting

## 10. Numeration 1 to 20\*

Skill: Numbers, counting, introduction to decimal, comparing numbers

## 11. Decimal system\*

Skill: Decimal system

## UKG

A revision of LKG syllabus is done to make sure that the ideas and concepts have taken a firm hold before proceeding further.

12. Numeration 1 to 100

13. Static addition/subtraction (without carry forward)

Skills: Addition and subtraction

14. Fractions

Skills: Understand concept of fractions

15. Time and concepts in measurements\*

Practical: Clock

Practical: Craft with measurements

Skills: Read time and measure lengths

16. Problem-Solving

Skills: Improve problem solving skills

## Going ahead

Build on the concepts taught.

14. Dynamic addition subtraction\* (with carry forward)

Skills: Addition and subtraction operations

15. Background/ reasoning behind Multiplication and division\*

Skills: Context of multiplication and division

16. Multiplication and division as a process\*

Skills: Multiplication and division as a process.

\* is optional: are additional topics to be covered if the class or a group of students is interested and able

## References

1. The Big Book of Fun with the Math: Pam Schiller and Lynne Peterson

2. [www.infomontessori.com](http://www.infomontessori.com) ->

3. Montessori cross-reference sheet – Chilli Pilli

4. Worksheets

## ***Science Experiments***

The purpose behind these is just to give a flavour . It is not teach any concept or conclusion but rather give a trailer and arouse the curiosity in children with open ended questions.

Some of the experiments being planned are -

### **NURSERY**

- Floating/Sinking experiment
- Fire cooking
- Grow plant with seed in transparent container like aquaponics

### **LKG**

- Solid, liquid, gas (balloon)
- Solubility, absorption, dissolve
- Rain cycle
- Magnet

### **UKG**

- Lever
- Living/ non living
- Reflection-Mirrors
- Time, Day & night
- Disassemble and Reassemble clock
- Seasons, months, calendar
- Disassemble and Reassemble children's cycle
- Lens
- Disassemble and Reassemble torch
- Concept of recycling
- Sound and light travel
- Disassemble and Reassemble binocular or similar object

## ***Fine motor skills/Pre-writing skills, Arts & Crafts***

The common understanding is that better writing skills are achieved by practicing writing again and again. However, that is not entirely correct. Visualise an athlete, say a high jumper. His or her jumping skills are not improved only by practicing jumping all the time. A good training regimen will include strength building, fitness, stamina, stretching, nutrition and so many other connected things.

While we are not aiming for high jump gold :) or writing is not an Olympic sport, it is important to realise a lot of co-related activities goes in to build handwriting. Obvious among them, for a child is muscle strength of arms and fingers, finger dexterity, hand eye co-ordination, concentration among others. Even to sit in a single place, it needs core muscle strength.

Fortunately for us, nature is aware of this :) and the child is building this as it grows up and exploring the world. Right from the moment it starts crawling, or trying to grasp the objects around, it is building strength, finger dexterity, hand eye co-ordination etc. As it grows older, we should facilitate this by giving the child such variety of activities. Whether the child is scribbling, cutting paper, trying to knead atta like mother, plucking flowers from a garden, playing with a ball, remember that all this is indirectly contributing to its handwriting !

### **Do's**

- Give it a variety of activities.
- Be involved in activities yourself. Whether it is stitching, craft, gardening etc....child loves to imitate what elders are doing.
- Give it space to scribble and paint.
- Demonstrate/show how it is done correctly.

### **Don't**

- While writing, it is important to get the correct grip. If it has an incorrect hold and it continues to practice writing, the incorrect hold gets reinforced and then it becomes difficult to change. Do not give it repeated practice until it has got the hold right. For the correct grip (called tripod grip) see the adjacent image.
- When doing an activity, say it is trying to cut to a shape, give the child the opportunity to correct itself by doing it as and when it feels like. Typically, the child will know that it has done incorrectly and it will try to do it correctly again. But if one gives too many instructions or tries to do it so that the result looks good, the child does not get the opportunity to understand for itself and correct for itself. Self-correction has more involvement and better learning
- When it comes to alphabets, one should demonstrate the correct formation of the letters, so that they get it right the first time.

**Activities carried out at our school to help develop gross and fine motor skills useful for writing**

## **1. Activities which develop gross motor skills useful for writing**

- Crawling
- Hand walk
- Parallel bars
- Climbing
- Swinging from bars
- Games and sports

## **2. Activities which develop fine motor skills**

### **2A. Montessori Practical Life**

- Lacing
- Beading
- Clothespins
- Tweezers
- Droppers
- Pounding
- Chappati making

### **2B. Outdoors**

- Gardening
- Cleaning
- Digging, de-weeding, plucking
- Rangoli

## *Arts & Crafts*

The arts and crafts help develop fine motor skills very well. In addition to the development of fine motor skills, the arts and crafts are also useful for -

- Exposure to different materials and forms
- Self expression
- Creativity
- Exposure to different types of craft methods
- Reinforcement of concepts taught in Maths and Language lessons

There is no fixed syllabi as such for art and craft. Same activities can be given for all children, however, for each child, depending on their ability, the level of assistance and work expected will be different. For example, if a paper craft activity is given, the youngest children will be expected only to stick, the teacher would do the cutting for them, the intermediate children would be expected to cut and stick and the senior children will be expected to do the activity completely, drawing, cutting and sticking. So also for all activities.

### **Arts**

- Thumb painting
- Finger painting
- Hand painting
- Cotton swab painting
- Sponge painting
- Bud painting
- Bottle cap painting
- Leaf art stamp painting
- Crayon colouring
- Pencil colouring
- Q-tip painting
- Drawing
- Pot painting

### **Crafts**

Different kinds of craft such as paper craft, origami, quilling which will develop the following skills

- Sticking
- Cutting
- Playdough / Clay
- Crushing paper/ making paper balls
- Paper folding/
- Rolling

## **References**

1. Montessori cross referencing from Chilli Pilli
2. Art and Craft – Chilli Pilli

### ***Sports and games***

Done daily to ensure they are healthy and strong. Done both outdoors and indoors. No fixed syllabus as such. Order in which they are developed are as follows

- Running race, side ways, frog jumps, snake crawl, holding bar
- Walking on hands with support, catch and catch, backward walk, blind man's buff.
- Climbing hillock
- Relay race.
- Throw and kick ball.
- Team games – topi beka topi, musical chairs, tug of war, Huli nari.
- Team sports such as football, basketball, kho kho, kabbadi, cricket.

### ***Dance, Music and Movement***

No syllabi as such.

- Folk / Free style dancing with music and for festivals and events

### ***Going ahead***

Very good for all round development. Do encourage and develop whatever the child shows interest in.















































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