

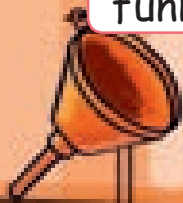
1

Our Kitchen

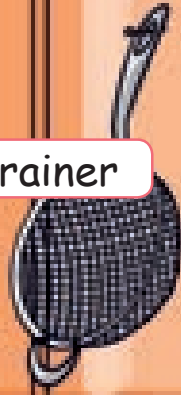
Hi! I am Nila.
I help in
the kitchen.
Do you?



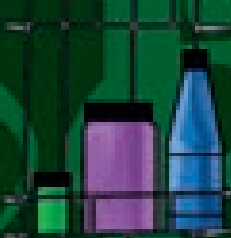
Look and say



funnel



strainer



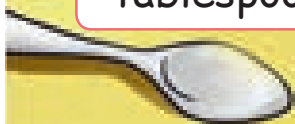
mixie



pot



stove



tablespoon



cutting-board

knife

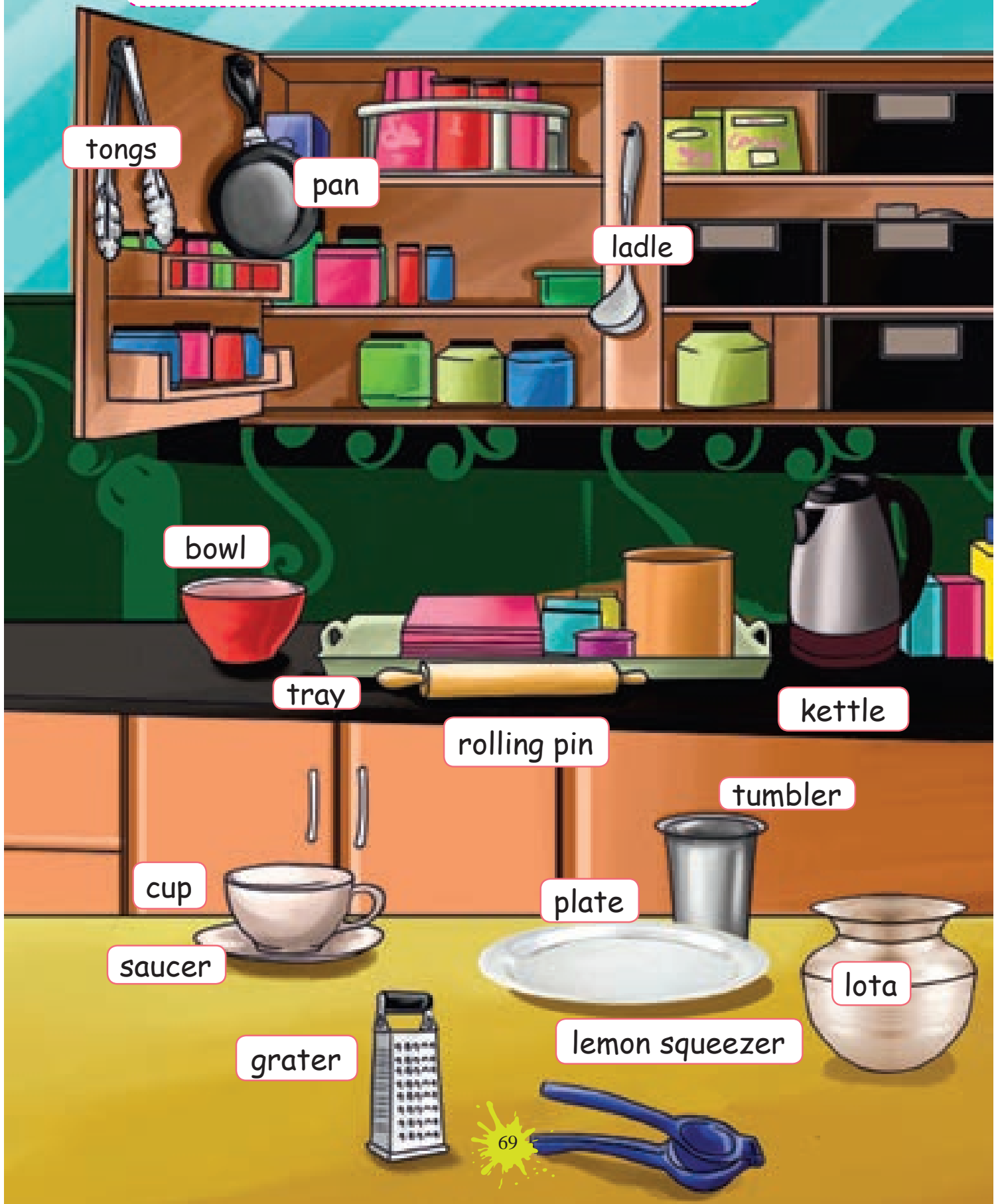


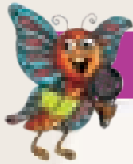
churner



peeler

Note to the teacher: Practise vocabulary using the picture.
Ask the children to name the objects seen in the picture.





Let us sing

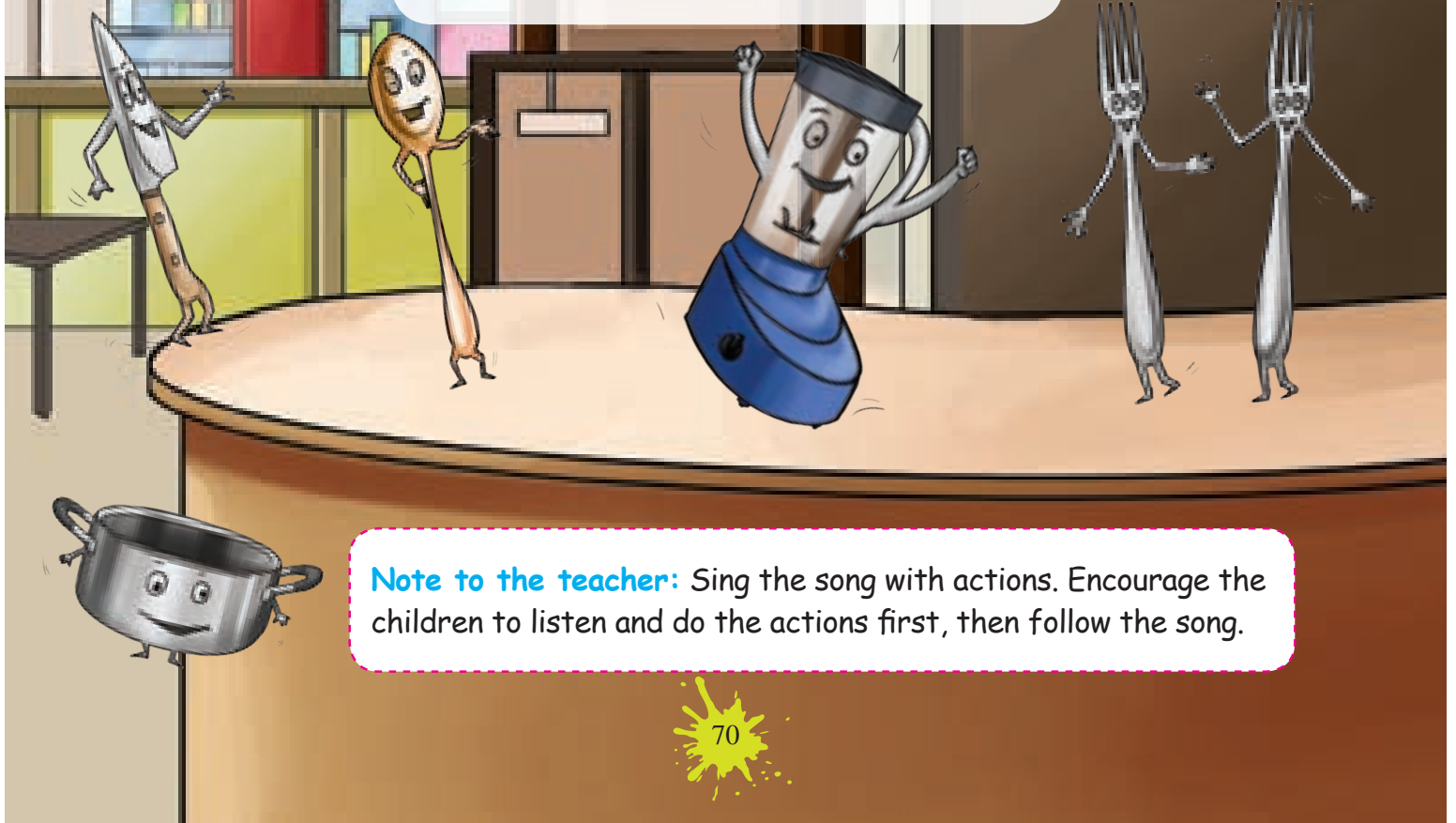


BENDER THE BLENDER

There once was a blender,
His name was Bender,
When no one was home,
He would come alive and roam.

All his friends would be there soon,
The knife, the fork and the spoon,
They would gather around,
And run all over the ground.

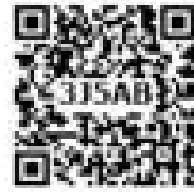
Soon everyone is glum,
Hearing the car - Vroom! Vroom!
They have to draw the line,
And wait until next time.



Note to the teacher: Sing the song with actions. Encourage the children to listen and do the actions first, then follow the song.

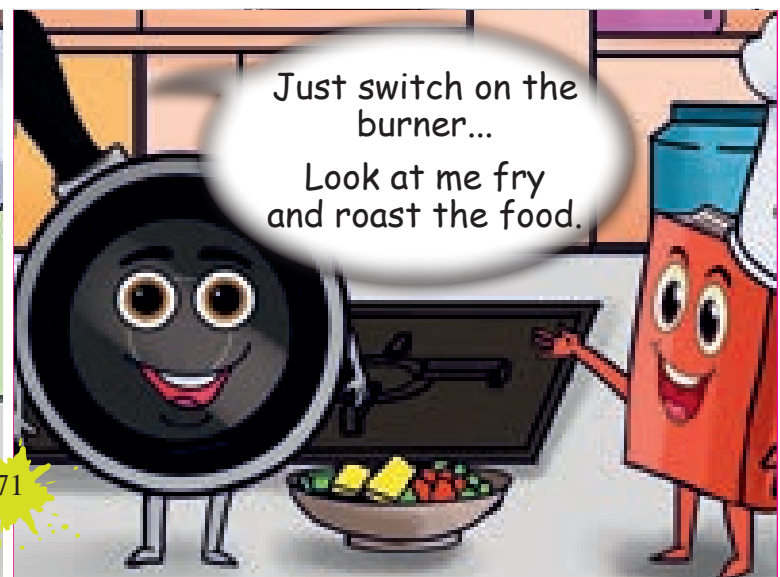
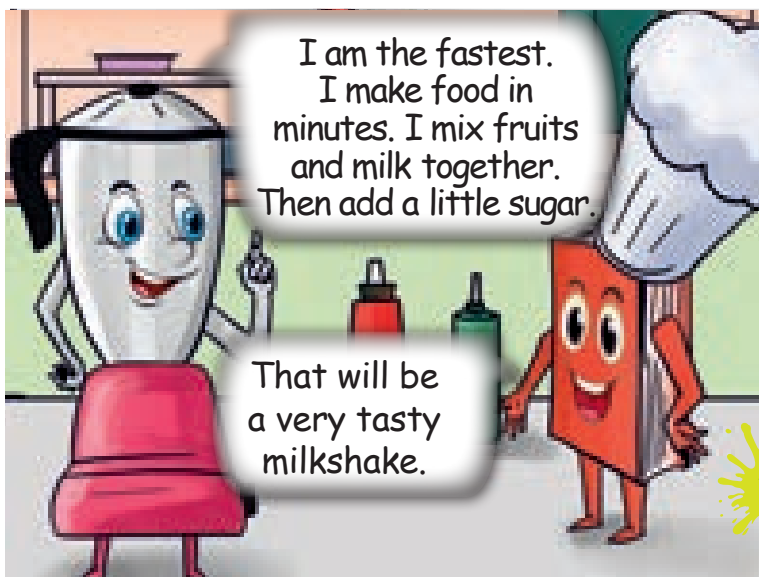
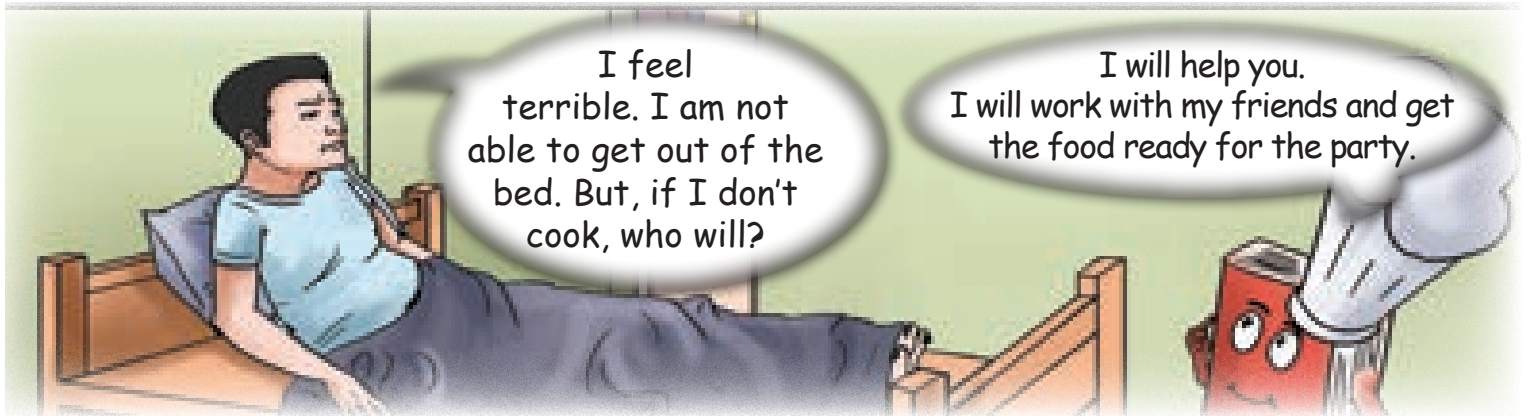


Let us learn



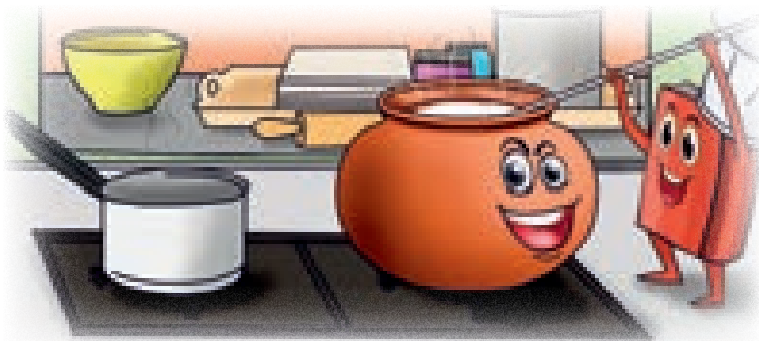
The Big Offer

Ramu runs a small restaurant that makes very tasty food. One day he gets an order to cook dinner for the biggest party in his town. However, he cannot cook because he is very sick.

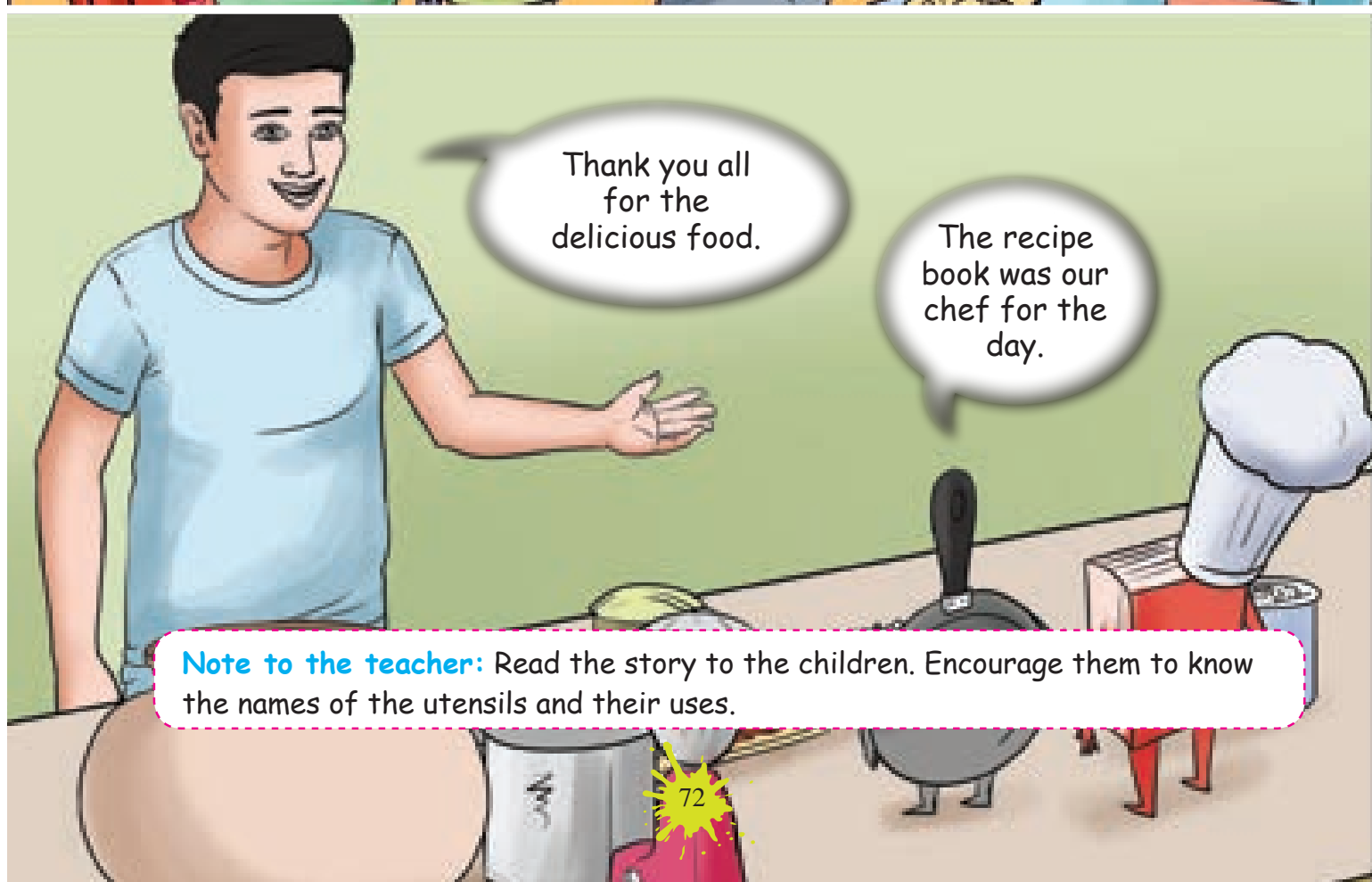




Here I am.
Look at me slice and
dice. Get ready my dear
tomatoes, onions and
chillies. Here I come.



My goodness! I can't
believe my eyes.
The food for the party
is ready. Who helped
you all?



Thank you all
for the
delicious food.

The recipe
book was our
chef for the
day.

Note to the teacher: Read the story to the children. Encourage them to know the names of the utensils and their uses.



Let us understand



1. Circle the right word.



2. Match the following.

milkshake

rice

cutting

frying



3. Listen, think and write.

Recipe book

Ramu

food

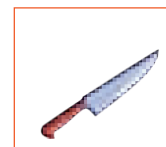
delicious

- Who runs the restaurant? _____ runs the restaurant.
- Who was the chef? _____ was the chef.
- How was the food? The food was _____.
- Why was Ramu happy? Ramu was happy because _____ was ready.

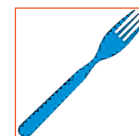
Choose the correct one.



a



b



c

Let us talk



- Show a flashcard with the action word "stir".
- Ask children "What do you stir?" with action.
- Make children answer, "I stir sambar." with action.
- Repeat the steps with flashcards of action words like chop, pour and peel.
- Practise with all the children.



Let us practise



Show the actions and say it to your friend.



grate



stir



pour



boil



chop



whisk

Look at the pictures and write the actions.





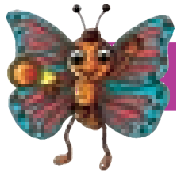




Let us do



- Make two sets of flashcards with words from the word wall.
- Divide children into two groups.
- Give one set of flashcards to each group.
- Say a word and ask the child with the word to raise their hand.
- The child who raises hand first gets one point.
- The group with the most points at the end of the game wins.
- Practise with all the children.

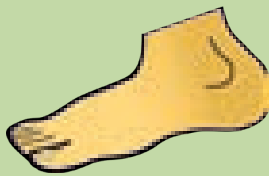


Let us say

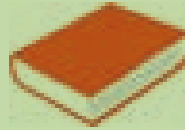


Listen to the sound and repeat.

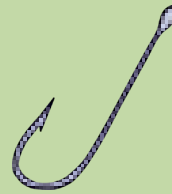
oo
as in



foot



book



hook

Listen and repeat.

book	hook	good	nook
foot	rook	cook	wool
wood	stood	look	shook

Circle the words with oo.

n	i	u	b	g	o	o	d	z	c
c	k	e	w	s	n	k	b	z	e
d	u	e	m	y	j	h	i	y	f
l	f	o	o	t	s	t	o	o	d
t	w	c	z	o	n	r	j	e	n
m	i	m	s	t	h	c	o	o	k
v	l	o	o	k	e	b	o	o	k
f	f	s	v	o	s	g	b	y	u
g	g	l	i	p	v	a	f	h	h
t	z	o	w	g	w	o	o	d	a

Note to the teacher: First teach the sound /ʊ/ to the children. Then, introduce the letter clusters for the sound to the children. Help the children relate the sound to the letter cluster.



Let us do



- Make one set of flashcards.
- Make the children stand in a circle.
- Give one flashcard to each child.
- Ask any child to read the word in the flashcard.
- If they read correctly, they turn around, and the next child has to read.
- If a child is not able to read, then all children will turn back, and we start from the first child again.
- The game ends if all children in the circle have turned around.
- Practise till children can read the words easily.



Let us practise

Read it to your friend.



This is my book.



I make toys with wood.



My dad likes to cook.



I shook his hand.



Fill in the blanks.



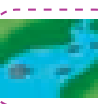
w _ _ _ d



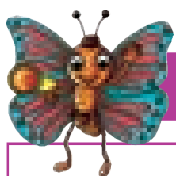
r _ _ _ k



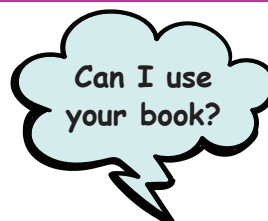
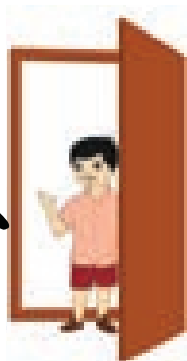
b r _ _ m



b r _ _ k



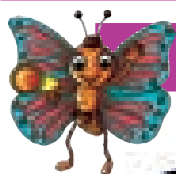
Let us use



We should always ask permission before doing anything. We can use "May I _____?" and "Can I _____?" to ask permission.

Circle Time Activity

- Divide the class into two groups.
- Display some objects on the table like a pen, pencil, book, note, etc.
- Ask a child from one group to pick an object and ask "Can I use this pencil?"
- Make a child from the other group to answer "Yes, you can." or "No, you cannot."
- Practise with all children from both groups.
- Then, reverse the role of the groups and practise with all children.



Let us practise



May I....?

go

play

sit

tell

take

Can I...?



ask

read

write

eat

open

Note to the teacher: Help the children add some suitable words like sing, mango, story etc. to ask permissions in different contexts.

Arrange the words to make sentences. Say them to your friend.



tell may I a story ?

I sing song a can ?



Let us know



Let us see how the clown counts the things.

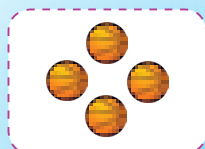


He is confused. He cannot count the last one.

Do you think you can count 'salt'?



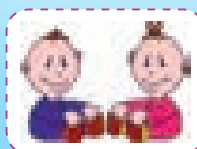
There are some things that we can count like,



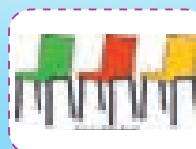
balls



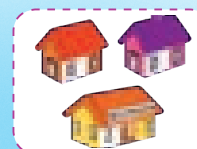
pencils



babies



chairs



houses

When we ask about things that we can count we ask - **How many** ____?

There are some things we cannot count like,



sugar



metal



water



rice

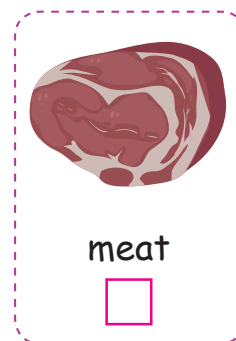
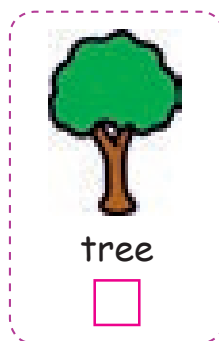
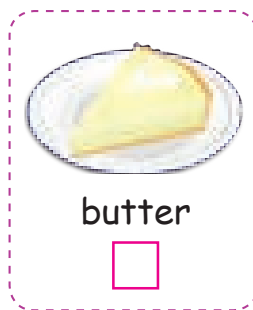
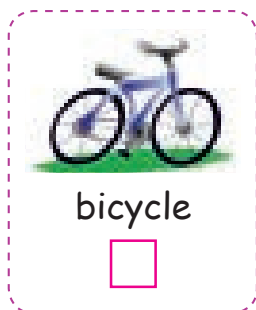
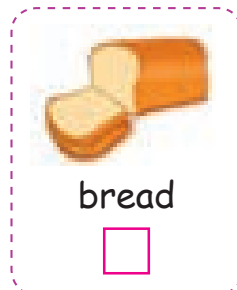
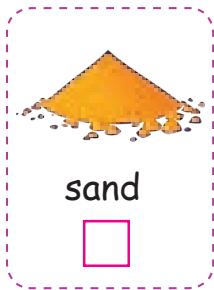


oil

When we ask about things that we cannot count we ask - **How much** ____?

Note to the teacher: Explain children that there are some things we can count and some things we cannot count. Encourage children to use **many** for things they can count and **much** for things they cannot count.

Look at the things below and tick (✓) if you can count and cross (x) if you cannot count.



Read the words and tick (✓) the correct box.

	can count	cannot count
1. juice		
2. sugar		
3. water		
4. pen		
5. ball		



The Two Pots



There are two pots, Mud and Brass.

Mud and Brass go to the river to play.

Brass said, "I will swim in the river but you cannot."

Mud said, "Why?"

Brass said, "If you hit on a rock you will break."

Mud said, "Let me try."

Mud and Brass start to swim in the river.

Brass said, "Let us swim deeper."

Mud said, "No, let us go back to the river bank."





Mud went back to the river bank. But, Brass went on.

Soon, the river was deep, and Brass was not able to swim.

"Help! Help!" said Brass.

Mud used a stick from the river bank to help.

After that, Mud and Brass do not play in the river.

They only play by the river.

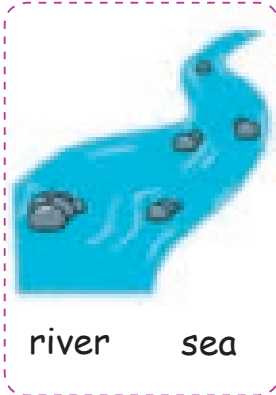


Note to the teacher: This is a supplementary story. Encourage the children to read the story on their own.

Let us think and do



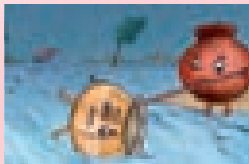
Circle the correct word.



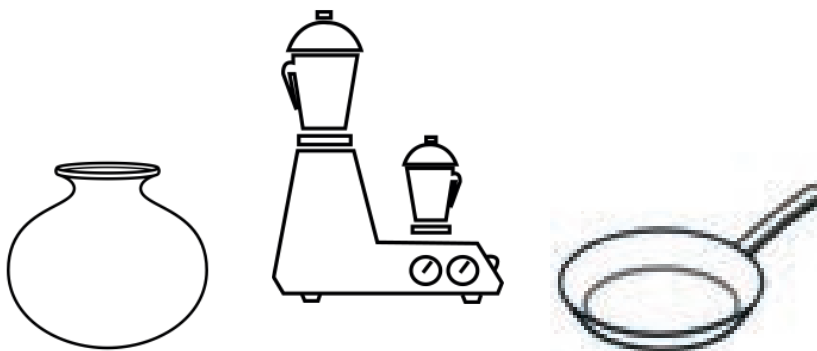
Tick (✓) Yes or No.

- | | | |
|-------------------------------------|------------------------------|-----------------------------|
| 1. There are two pots. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. They play in a park. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. The mud pot helps the brass pot. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Arrange the story in the correct order using numbers from 1 to 3.



Let us make



- Colour the pot **brown**.
- Colour the mixie **red**.
- Colour the pan **black**.

Note to the teacher: Read the instructions one by one. Encourage children to colour after listening to the instructions.

Big Picture



1. What is in the girl's hand? **A key is in the girl's hand.**
2. What is in the boy's hand?
3. What is on the wall?
4. What is under the table?
5. What is in the tank?
6. What is on the sofa?
7. What is on the cupboard?
8. What is on the hanger?
9. What is the colour of the wall?
10. What is the time by the wall clock?

Note to the teacher: Encourage the children to answer orally. Teach them to ask and answer questions with "What...?" Practise the structure contextually in the class.

I Can Do



1. Write the names of the utensils.

knife bowl mixer







2. Read the sentence and write True (T) or False (F).

We cut with knife. ()

We mix with recipe book. ()

We make milkshake with mixie. ()

We fry with pan. ()

3. Match the word with picture.

Stir



Chop



Boil



4. Arrange the letters and write the correct word.

• Beat with a . (khisw)

• the carrot for salad. (egrat)

5. Recite the poem '**Bender the Blender**'.

6. Listen to the teacher and ask a question.

a. Ask a pen from your friend.

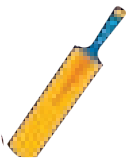
b. Ask a notebook from your brother/sister.

7. Circle the odd one.

1.



2.

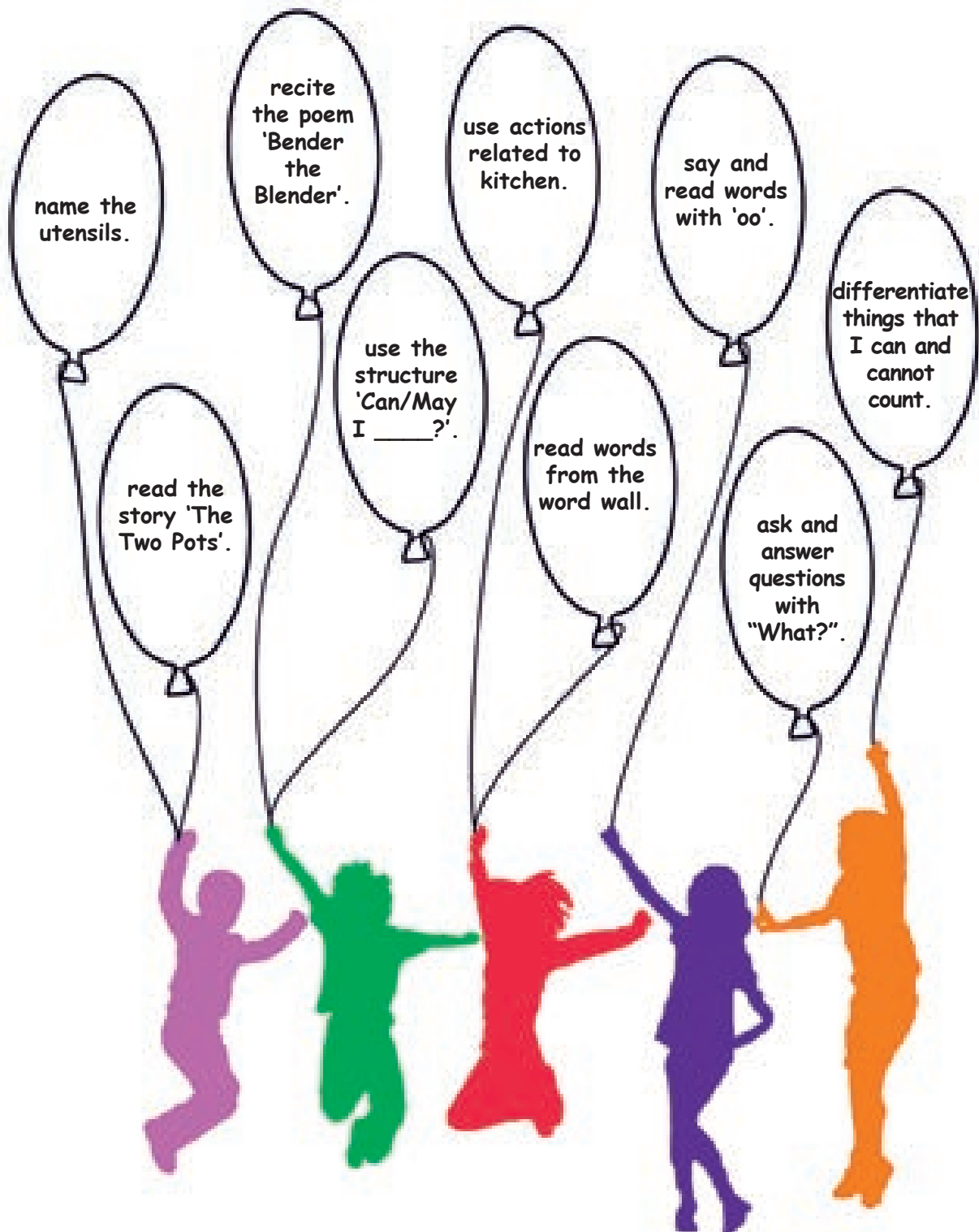


8. Write **C** for things you can count and **U** for things you cannot count.



Learning Outcome

Now I can...



Note to the teacher: Ask children to colour the balloon when they achieve the learning outcome.