3. Order and sequence
1. b, d, c, a
2. (a) 1, 3, 4, 2 (c) 3, 2, 1, 4
   (b) 4, 1, 3, 2 (d) 2, 4, 3, 1
3. (a) (i) c, a, b, d (ii) d, b, a, c
   They were arranged according to size.
   (b) They can also be arranged according to their weight (accept any other appropriate answer).

4. Making patterns using real objects
1. 2 3 2 3 2 3 2 3
2. Accept a triangle followed by a square.
3. (a) (i) Blue colour (ii) Accept any appropriate drawing of a flower pattern of five flowers with alternating blue and red colours.
   (b) (i) Red colour (ii) Accept a bracelet with eleven beads having green, red and yellow alternating colours.
4. (a) Coins (b) Wires

5. Reciting number names up to 50
1. (a) (i) 5 (ii) 3 (iii) 9 (iv) 7
   (b) (i) 1, 2, 3 (ii) 7, 8, 9 (iii) 10, 11, 12 (iv) 18, 19, 20
2. Listen to learners as they say the numbers in pairs, correct and reward them accordingly.
3. (a) 28, 29 (b) 35, 36 (c) 43, 44 (d) 49, 50
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STRAND 1: NUMBERS

1. NUMBER CONCEPT
1. Sorting and grouping objects
   1. a
   2. (i) a, c and g (ii) b, d and f (iii) e and i
   3. (a) Group (a) has birds only while group (b) has animals only.
      (b) They can also be grouped as animals that walk with two legs and those that walk with four legs.
   4. (a) (i) Group 1- a and b (ii) Group 2 - c and d (iii) Group 3- a and c (iv) Group 4 - b and d
      They were grouped according to gender and colour of their uniform.
      (b) They can also be grouped according to their height, their shoe type and their socks colour.
5. Accept reasonable responses from learners.

2. Pairing and matching
   1. Accept appropriate answers.
      2. (i) Three chicks - 3 (ii) One ball - 1
         (iii) Four mobile phones - 4 (iv) Two cats - 2
         (v) Five pencils - 5
   3. (i) Nine bottle tops = Nine knives
      (ii) Seven chairs = Seven people
      (iii) Five cups = Five spoons / five boys
      (iv) Eight buttons = Eight shirts
      (v) Five trees = Five spoons / five boys
      (vi) Six tomatoes = Six girls
      (vii) Four hats = Four dogs
   4. (i) 3 bananas are less than 8 exercise books.
      (ii) 7 loaves of bread are equal to 7 cars.
      (iii) 2 pencils are less than 9 balls.
      (iv) 5 boys are more than 4 apples.
      (v) 6 cups are equal to 6 chairs.
   5. (a) b (b) a (c) a
5. Assess individual or group participation and get the best presentation. Let the best song be displayed in the learner’s class portfolio.

6. Representing numbers using concrete objects

1. (a) 10 bottle tops (b) 19 pencils (c) 26 dots (d) 30 squares
2. (i) 4 hands (ii) Accept 4 drawn hands with 5 fingers each.
3. Accept 30 stars drawn and coloured.
4. Mark appropriately.

7. Demonstrating that a group has only one count

1. 5 eggs 2. 13 apples 3. Mark 6 groups of four balls each.
4. 15 mangoes

8. Appreciating the use of sorting and grouping

1. They are grouped so that they can easily be found. The groups include:
   (i) Cabbages (ii) Tomatoes (iii) Bananas (iv) Pawpaws (v) Avocados
2. Accept the correct display of the shop drawn. Let the learner use the class shop corner to get the idea of the shop layout.
3. (a) Rotten berries in dustbin b, pens in dustbin a, banana peeling in dustbin b, bottle tops in dustbin a, broken bottles in a dustbin a, mango peeling in dustbin b and rotten mango in dustbin b.
   (b) They were sorted according to materials that can rot and those that cannot rot.

Activity 1

Let learners do this activity practically by bringing the required dustbins as guided. Reward those learners who actively participate in separating rubbish accordingly. This brings out self-efficacy as the learners participate in maintaining cleanliness in the classroom.

Assessment Exercise 1

1. 6, 5, 4, 3, 2, 1 2. 4, 5, 6, 7, 8, 9 3. 3, 4, 5, 6, 7 4. 6 and 3 5. 4 and 2 6. 6 7. 2, 4, 5, 8 8. 6, 8, 9, 10 9. 13, 22, 26, 30 10. 6 11. 9 12. 8 13. 10 14. 5 bells 15. 9 bowls 16. 4 stools 17. 7 chairs 18. b 19. a 20. B

22. Accept 15 drawn balls.
23. Accept 23 drawn balls.
24. (i) a, e and f - green colour (ii) c and h - red colour (iii) b and e - same shape (iv) b, d and g - yellow colour (v) a and g - same shape (vi) c and f - same shape (vii) d and h – same shape
25. Accept an appropriate number pattern of oranges drawn.

2. WHOLE NUMBERS

1. Counting numbers up to 100
   1. This is a practical question involving learners’ participation. Let learners sing in groups, in pairs or as a class as you guide until no green bottles are left. Assess the body movement, actions and tune of the song.
   2. (a) 15, 16, 17, 18, 19, 20, 21, 22, 23
   (b) 55, 54, 53, 52, 51, 50, 49, 48, 47, 46
   (c) 67, 68, 69, 70, 71, 72, 73, 74, 75
   (d) 95, 94, 93, 92, 91, 90, 89, 88, 87, 86, 85
3. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55
4. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
5. Listen to individual learners count from 100 to 1 (backwards). Assess the learner’s ability to consistently count the numbers appropriately.

2. Representing numbers 1-50 using concrete objects

1. (a) Accept 28 balls appropriately drawn. (b) Accept 16 balls appropriately drawn. (c) Accept 44 balls appropriately drawn. (d) Accept 50 balls appropriately drawn.
2. (i) 4 hands (ii) Accept 4 drawn hands with 5 fingers each.
3. Accept 30 stars drawn and coloured.
4. Mark appropriately.

3. Identifying the place value of ones and tens

1. (a) ones (b) ones (c) tens (d) ones and tens
2. (a) two tens (b) three tens (c) six tens (d) nine tens
3. Place value of numbers:
   (a) 45 - 4 tens 5 ones (b) 63 - 6 tens 3 ones (c) 99 - 9 tens 9 ones
4. Writing numbers in symbols and words

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2. (i) Four - 4 (ii) Nine - 9 (iii) Two - 2
3. Listen to learners as they read the numbers in pairs. Reward the best pair.
4. (a) one (b) three (c) ten
   (d) five (e) six
5. (a) 8 (b) 7 (c) 6
   (d) 5 (e) 0

5. Number patterns up to 20
1. (a) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   (b) 2, 4, 6, 8, 10
   (c) 5, 10, 15, 20
2. 10, 12, 14, 16, 18, 20, 22, 24, 26
3. Accept 4th red circle with 4 holes. 5th red circle with 5 holes and 6th red circle with 6 holes.
4. Accept the correct pattern created by individual learners. Involve group participation in order to reinforce writing and reading of numbers.

**Activity 2** 🎉

1. Let learners sing the song in pairs or as a group including actions showing the things mentioned. Assess the learner’s articulation of signs with words when singing.
2. Guide learners to draw the things mentioned in the song and help them explain how they are similar to numbers.
3. This is a practical activity. Let learners make numbers from 1-10 using maize and beans grains. Let them stick them to the chart either as a group or as a pair. Reward the best pair or group accordingly.

**Assessment Exercise 2**
1. 3 chairs 2. 25 balls 3. 15 mangoes
4. 32 circles 5. 4, 5, 6, 4 6. Four
10. b, d, c, a 11. a, d, c, b
12. Accept 38 pencils drawn appropriately.
13. Accept 5 pencils drawn appropriately.
15. a and c; b and d 16. 6, 7, 8, 9, 10
17. 15, 16, 17, 18, 19 18. 10, 9, 8, 7, 6
19. 5, 4, 3, 2, 1 20. 20, 21, 22, 23, 24
21. 45, 46, 47, 48, 49
22. 2 tens and 0 ones
23. 1 tens and 4 ones
24. 72
25. 0 tens and 9 ones
26. 5 tens and 3 ones
27. 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50
28. 92, 93, 94, 95, 96, 97
29. 0, 2, 4, 6, 8, 10, 12
30. 20, 19, 18, 17, 16, 15, 14, 13
31. 77, 76, 75, 74, 73, 72, 71
32. 5 - Five 33. 8 - Eight
34. 3 - Three 35. 7 - Seven
36. 10 - Ten
37. 10 was added to each number.
38. Ones 39. Tens
40. Tens and ones
41. Mark 4 apples, 5 apples and 6 apples.
42. Mark 8 balls, 10 balls and 12 balls.
43. Mark 4 pens and 2 pens.
44. a is less than b.
45. a is more than b.
46. a is equal to b.
47. a is more than b.
48. b, d, c, a
49. Accept 50 well drawn cups.
50. 4 heads

3. ADDITION

1. Putting objects together
   1. (a) 6 flowers (b) 7 pencils
      (c) 4 stools (d) 6 cows
   2. 5 eggs 3. 7 apples
   4. (i) He was wrong because they are more than seven.
      (ii) They were 8 packets of milk.
   5. (a) 9 rubbers (b) 7 and 2, 6 and 3, 8 and 1.

2. Using + and = signs
   1. (a) 2 bottle tops + 3 bottle tops = 5 bottle tops
      (b) 4 chicks + 4 chicks = 8 chicks
      (c) 6 balls + 3 balls = 9 balls
      (d) 6 balls + 2 balls = 8 balls
   2. (a) 6 loaves of bread (b) 9 tomatoes
      (c) 7 eggs (d) 8 chicks
   3. (a) 3+3 = 6 plates (b) 2+1 = 3 women
      (c) 4+2 = 6 chairs (d) 2+3 = 5 tables
   4. 5+3 = 8
   5. 5+2 = 7, 6+1 = 7 and 7+0 = 7
3. Adding 2 single digit numbers

1. (a) 7  (b) 7  (c) 7  
   (d) 7  
2. (i) 0 + 2 = 2 + 0  
   (ii) 8 + 1 = 1 + 8 and 2 + 7  
   (iii) 7 + 2 = 2 + 7 and 1 + 8  
   (iv) 4 + 3 = 3 + 4  
   (v) 3 + 5 = 5 + 3  
   (vi) 1 + 4 = 4 + 1  
3. (i) 9 + 0 = 9  
   (ii) 6 + 2 = 8  
   (iii) 0 + 5 = 5  
   (iv) 4 + 2 = 6  
   (v) 1 + 1 = 2  
   (vi) 3 + 1 = 4  
4. 7 mangoes  
5. (a) 2 + 4 = 6  

4. Adding 3 single digit numbers

1. (a) 3  
   (b) 6  
2. 4  
3. The answer is wrong because he only added 2 and 3. The correct answer is 8  
4. (i) 7  
   (ii) 7 + 2 = 9  
5. (i) 3 + 2 + 0 = 0 + 1 + 4  
   (ii) 2 + 1 + 3 = 2 + 2 + 2  
   (iii) 3 + 3 + 2 = 1 + 5 + 2  
   (iv) 6 + 1 + 0 = 1 + 5 + 1  
   (v) 0 + 9 + 0 = 4 + 3 + 2  

5. Adding 2-digit numbers to 1-digit numbers

1. 28 pupils  
2. (a) 32  
   (b) 45  
   (c) 53  
   (d) 24  
3. 18 balls  
4. 2 + 10 + 2 = 14 apples  
5. (a) 66  
   (b) 12  
   (c) 88  
   (d) 16  
   (e) 28  
   (f) 75  

6. Adding multiples of 10

1. (a) 10  
   (b) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100  
2. (a) 20  
   (b) 50  
   (c) 103  
   (d) 90  
   (e) 90  
   (f) 70

Activity 3

This is a practical activity which should be carried out by learners within the school compound. Guide learners to work in groups as they plant flowers using different flower patterns. The flower patterns can form the name of their school, their country Kenya, the colour of the Kenyan flag among others. Let each learner identify the flower pattern that they see, draw the pattern and also write the total number of flowers planted.

Assessment Exercise 3

1. 12  
2. 2  
3. 11  
4. 13  
5. 4  
6. 10  
7. 10  
8. 16  
9. 83, 85, 87, 90, 91, 93, 95  
10. 67, 70, 73, 76, 79, 82  
11. 8 mangoes  
12. 20 books  
13. 12+3=15  
14. 8+7=15  
15. 6+9=15
4. SUBTRACTION

1. Taking away using concrete objects
   1. (a) 4 circles  (b) 1 cup cake
      (c) 6 triangles  (d) 3 bottles
   2. 3 oranges  3. 5 carrots
   4. (a)  (b) x
   5. (a) 1  (b) 4

2. using the - and = signs
   1. (a) 9 candles - 5 candles = 4 candles
      (b) 8 cups - 4 cups  = 4 cups
      (c) 6 books - 1 book = 5 books
      (d) 9 pens - 8 pens = 1 pen
   2. (a) 2 tomatoes   (b) 2 pencils
      (c) 4 eggs   (d) 2 cakes
   3. (a) 4 - 2 = 2 bananas  (b) 8 - 3 = 5 apples
      (c) 10 - 4 = 6 pens  (d) 6 - 5 = 1 goat
   4. 2 eggs

3. Subtracting single digit numbers
   1. (a) 7  (b) 2  (c) 2
      (d) 2  (e) 4  (f) 1
   2. (a) 5
      (b) 9 - 4  (c) 7 - 2
      (iii) 10 - 5  (iv) 5 - 0
   3. (a) 9 - 7 = 2
      (b) 7 - 4 = 3

4. Subtracting a 1-digit number from a 2-digit number
   1. (a) 20  (b) 42  (c) 96  (d) 73
   2. a  b  a  b
      17  18  10  8
      - 1  - 2  - 3  =  - 1
      16  16  7  7
   3. 15 - 10 = 5 pens  4. 17 - 4 = 13
   5. (a) No  (b) He subtracted 19 - 6 instead of 27
   6. The correct answer is 21.

5. Using the relationship between addition and subtraction
   1. (a) 7 + 2 = 9  (b) 8 + 1 = 9  (c) 5 + 3 = 8
      9 - 7 = 2  9 - 1 = 8  8 - 3 = 5
   (d) 2 + 1 = 3  (e) 5 + 4 = 9  (f) 7 + 1 = 8
      3 - 1 = 2  9 - 4 = 5  8 - 1 = 7
      8 - 2 = 6  9 - 5 = 4  8 - 7 = 1
   2. 23 - 1 = 22  3. 8 cups
   4. 14 - 3 = 11 birds
   5. 8 red apples + 4 green apples = 12 apples
      12 green red apples - 8 red apples = 4 green apples

6. Subtract multiples of 10 up to 90
   1. (a) 10  (b) 20  (c) 20
      (d) 30  (e) 70  (f) 20
   2. (a) 70  (b) 40  (c) 23
      (d) 10  (e) 30  (f) 30
6. Subtracting number patterns
1. She was subtracting 10 from each number.
2. 99, 97, 95, 93, 91, 89, 87, 85, 83
3. 12, 9, 6, 3
4. Accept appropriate patterns made by different learners using subtraction method and a common number.

Activity 4
Allow learners to practically perform this activity to guide on the appropriate use of number patterns in relation to addition and subtraction. This should be done at home. Parental involvement is necessary to enable learners to acquire the necessary learning activity assessed.

STRAND 2: MEASUREMENT

5. LENGTH
1. Comparing lengths
   1. (a) a is longer than b. (b) a is longer than b. (c) b is shorter than a. (d) a is shorter than b. (e) a is the same as b. (f) a is shorter than b. (g) a is the same as b. (h) b is shorter than a.

2. Bus
3. (a) 3, 1, 2  (b) 1, 3, 2  (c) 2, 1, 3  (d) 1, 3, 2
4. Three pencils put together.

2. Conserving length through manipulation
1. None 2. None 3. A bus 4. None

3. Measuring length using arbitrary units
1. This depends on the real length of the mentioned items, learners should measure them using their hands and pens. Accept appropriate answers.
2. Accept any appropriate answer given by learners individually depending on the length of the book the learner used to measure the chalk board.
3. Accept any appropriate answer given by learners.
4. Accept any appropriate responses from individual learners.

Activity 5
1. To make the environment clean and beautiful.
2. To allow space for proper growth, weeding and harvesting.

Assessment Exercise 4
1. 50 pens 2. 8 3. 4
4. 3 5. 0 6. 14 balls
7. 10 eggs 8. 7 + 3 = 10 9. 6 + 3 = 9
10. 11 - 3 = 8 11. 8 - 4 = 4 12. 6 + 6 = 12
13. 19 14. 7 15. 9 - 0 = 9
16. 8 - 3 = 5 17. 46, 68, 84, 92
18. 22, 36, 49, 64 19. 29, 55, 68, 94
20. 38, 42, 74, 85 21. a 22. 50
23. 60 24 24
25. 16 - 13 = 3
26. 19 - 4 = 15
27. 20 - 8 = 12
6. MASS

1. Comparing the mass of objects directly
   (a) a (b) b (c) a (d) b (e) a (f) a (g) a (h) b
   2. (a) b weighs less than a. (b) a weighs less than b. (c) b weighs less than a. (d) a weighs the same as b. (e) a weighs less than b. (f) b weighs less than a.
   3. Mother 4. A potato

2. Conserving mass through manipulation
   1. Container b
   2. No. The sugar is still the same only the packaging container is different.
   3. None, because the material used was not changed.
   4. None, because the same amount of clay was used.

3. Measuring mass using arbitrary units
   (i) (a) b (b) a (c) b (d) b (e) a (f) a
   1. (i) Accept an appropriate arrangement as done by individual learners.
   2. heavier 3. a
   4. Accept appropriate answers from the learners.

Activity 6

This is a practical activity. Let learners perform it in class either in pairs or as a group and get the correct order of the picked objects. Reward the pair or group that has different objects which weigh differently.

7. CAPACITY

1. Comparing capacity of containers directly
   (a) a holds more and b holds less. (b) a holds more and b holds less. (c) a holds more and b holds less. (d) a holds more and b holds less. (e) a holds more and b holds less. (f) b holds more and a holds less.
   2. The mug
   3. (a) less than (b) more than (c) less than (d) more than

2. Conserving capacity through manipulation
   1. Same 2. None 3. None

3. Measuring the capacity using arbitrary units
   1. (a) The sufuria (b) Ten cups (c) Five cups
   2. (a) A cup and a bottle (b) b (c) Bottle, cup, jug, pot and jerrycan.

Activity 7

This is an individual learner’s activity carried out either at home or school. Accept any appropriate responses to the key inquiry questions given in the activity. Be keen with any exaggerations. Consider the following responses as reasons why we water plants:

1. To grow healthy.
2. To enable them make their own food.
8. TIME

1. Relating daily activities to time

1. Let learners sing the song in groups. Guide them to do the actions.

2. (a) Waking up, washing the face, taking breakfast, going to school and starting lessons.
   (b) Having lunch
   (c) Going back home, playing, bathing and having supper.

3. (a) In the morning    (b) In the evening
     (c) In the morning    (d) In the afternoon
     (e) In the evening    (f) In the afternoon
     (g) In the evening    (h) In the morning
     (i) In the morning and evening
     (j) At night

2. Relating days of the week with various activities

1. Guide learners on how to sing the song about the days of the week in pairs. Reward the best singers appropriately.

2. (a) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.
   (b) 7 days
   (c) Sunday
   (d) Saturday
   (e - g) Accept appropriate answers.
   (h) Monday      (i) Friday
   (j) Mondays and Fridays
   (k) 5 days
   (l) Saturday and Sunday
   (m) Sunday and Saturday
   (n) Friday

3. Accept appropriate responses from individual learners.

Activity 8

1. Guide learners on how to prepare a timetable. Refer to the class timetables, include the weekends. Reward the best learner and display his or her work in the learner’s portfolio for others to see.

2. The following are some importance of having a timetable:
   (a) It helps us to be disciplined.
   (b) It makes us manage our activities well.
   (c) It enables us to keep order.

   (Accept appropriate responses from the learners)

Assessment Exercise 5

1. a    2. b
3. a    4. Accept 3 drawn apples.
5. a    6. Bucket and a basin
7. A pot and a sufuria.
8. The pot
9. 15 glasses    10. In the morning
11. Accept appropriate answers.
14. Morning    15. Cup
16. Accept appropriate answers from the learner’s.
17. apple, orange, pawpaw
18. 24 cups    19. A
20. 22 jugs    21. a
22. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
23. 19 goats    24. lighter
25. 3, 5, 7, 9, 11, 13, 15, 17

9. MONEY

1. Identifying Kenyan currency

   1. (i) 1 shilling    (ii) 5 shillings
       (iii) 10 shillings    (iv) 20 shillings
       (v) 40 shillings    (vi) 50 shillings
       (vii) 100 shillings

   2. 5, twenty-shilling coins
   3. Mark appropriately.
   4. 100 shilling note
   5. 10, ten-shilling coins make up 100 shillings

2. Relating money to goods and services

   1. (a) 9 shillings    (b) 5 shillings
       (c) 20 shillings    (d) 54 shillings
       (e) 21 shillings    (f) 51 shillings
       (g) 50 shillings    (h) 60 shillings
       (i) 40 shillings    (j) 27 shillings
       (k) 20 shillings

   2. 3 packets of milk
   3. 50 shillings

   4. (i) 20-shilling coin and a 50-shilling note.
       (ii) Two 10-shilling coins and a fifty-shilling note.
       (iii) One 40-shilling coin, one 20-shilling coin and one 10-shilling coin. (Accept either of the mentioned examples and any other appropriate answer).

3. Differentiating between needs and wants

   1. a, b, and e are needs while c, d and f are wants.
   2. School uniform because it is a need but a cat is a want.
3. Accept appropriate answers from individual learners.
4. It is a want because you can live without it.

4. Appreciating spending and saving in real life situations
1. Money that has been set aside for future use.
2. In the bank or saving box. (Accept any other appropriate answer).
3. For future use.
4. Accept appropriate answers from individual learners.
5. (a) 10 shillings
   (b) She should take it back to her mother to save for future use. (Accept any other appropriate answer)

Activity 9
Accept appropriate responses from individual learners. Consider the following as some of the ways through which Tunu can get money to buy a bicycle:
(a) Planting kales and selling them.
(b) Rearing animals like rabbits and selling them.
(c) Rearing birds like chicken and doves and selling them.
(d) Planting and selling tree seedlings.

STRAND 3: GEOMETRY
10. LINES
1. Drawing straight lines for application in real life
   1. A straight line.
   2. Accept appropriate responses from individual learners.
   3. Accept any two appropriate points joined well.
   4. Accept any two points joined to form a straight line. Some of the things formed after joining the lines are a square, a triangle, letter z among others.

2. Drawing curved lines for application in real life
   1. Accept any drawing showing the difference between a straight and a curved line.
   2. Accept any drawing showing bouncing balls as they go across the page.
   3. (a) Accept any drawing with 7 curved lines of a rainbow coloured differently.
      (b) Curved lines
   4. c, m, u, y, h, n, w and e
   5. Mark appropriately.

Activity 10
1. Guide learners on how to draw the picture. Let them draw the picture individually.
2. Let them discuss in pairs to identify straight and curved lines. Appreciate the best drawing by putting it in the class portfolio.

11. SHAPES
1. Identifying rectangles, circles and triangles in the environment
   1. Listen as learners say the shapes and assess.
   2. (a) Circle   (b) Triangle
      (c) Rectangle   (d) Rectangle
      (e) Rectangle   (f) Triangle
   3. This is an individual activity. Assess each individual learner in order to identify those who are able to identify different shapes used in the pictures.
      The shapes in picture 1 are a triangle, a circle, a rectangle and a square. The shapes in picture 2 are a circle, a square and a rectangle.
   4. Accept appropriate responses from individual learners as follows:

<table>
<thead>
<tr>
<th>Shape</th>
<th>Objects of that shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>Coins, balls among others</td>
</tr>
<tr>
<td>Rectangle</td>
<td>A book, a Kenyan shillings note among others</td>
</tr>
<tr>
<td>Triangle</td>
<td>A packet of milk, a roof among others</td>
</tr>
</tbody>
</table>

2. Making patterns involving rectangles, circles and triangles
   1. Accept any appropriate pattern drawn and coloured by individual learners with the given shapes.
   2. Accept any appropriate pattern made by individual learners by mixing the given shapes.
   3. Accept any appropriate answer from individual learners.
   4. For beauty. Accept any other appropriate response from individual learners.
   5. (a) Three   (b) Two   (c) Eight
      (d) On the mouth and ears.
      (e) On the hands, legs and feet.

3. Appreciating the beauty of patterns
   1. Accept any relevant layout of a school block drawn by each individual. Accept the relevant shapes that are in the layout and have been mentioned by the learner.
2. Appreciate the best by displaying his or her drawing in the class portfolio.

Activity 11

1. Guide learners in drawing different patterns using different shapes.
2. Guide them on how to use the patterns to decorate their homes and classroom.
3. Let them practice in groups.
4. Reward the best decorations by putting them in the class portfolio.
5. Let them involve friends and family members in identifying different shapes used.

Assessment Exercise 6

1. 33 balls 2. 45 bananas 3. 3
4. Sunday 5. circle 6. need
7. 8 - eight 8. 6 – six 9. 3 – three
10. Accept 21 drawn balls
11. Accept 25 drawn balls
12. 23, 20, 17, 14, 11, 8
13. 33, 35, 37, 39, 41, 43
14. 50, 40, 30, 20, 10, 0
15. \(3 + 7 = 10\)

16. \(4 + 5 = 9\)

17. \(9 - 6 = 3\)

18. \(18 - 11 = 7\)
UNIT 1: Welcome and greetings

A. Listening and speaking
1. Guide learners to mark the correct picture. This activity tests on attentive listening. Proper way of sitting as you listen attentively. Note other features of listening attentively like eye contact, use of facial expression and gestures. (a) Maria
2. This question tests on pronunciation and vocabulary. Guide the less able learners who may have mother tongue influence. Be patient with them and let them repeat the sounds after you until they master.
3. Guide learners in reading the words well. Reward those who pronounce the words accordingly.
4. Accept any correct colouring of the pig, pot and pencil.
5. Let the learners read pin and pot.
6. Accept the underlined words such as book, bag and ball.
7. (a) good afternoon (b) good morning (c) good night (d) goodbye
8. (a) am (b) is (c) are (d) is (e) are (f) am

B. Reading
1. Accept a good coloured picture.
2. A - a, M - m, T - t
3. Guide learners when reading the story. They should write down the key words that are in the story.
4. (a) In the morning (b) In the afternoon (c) At night (d) Greet and welcome (e) To show them that we are happy when they visit us.

C. Writing
1. a and c (a pencil and a book)
2. Accept only the neatly written letters.
3. (a) sun (b) moon (c) gate (d) pencil
4. (a) Good morning Jane? (b) Nairobi is a city in Kenya. (c) Tom welcomes visitors at home.
5. Good morning, good afternoon, good evening, good night

UNIT 2: School

A. Listening and speaking
1. Guide learners to mark the correct picture. This activity tests on attentive listening. Proper way of standing as you listen attentively. Note other features of listening attentively like eye contact, use of facial expression and gestures. (a) Maria
2. Let learners read the given letters and say the given sounds well as guided. Guide the less able learners and be patient with them. Let them repeat the sounds after you until they master.
3. Guide learners in reading the words well. Reward those who pronounce the words accordingly.
4. t - tree, d - dog, t - tin, d - door, d – duck
5. Guide learners when reading the words, help them know the difference between the two sounds d and t.
6. (a) am (b) are (c) is (d) are (e) am

B. Reading
1. Accept any drawing with the right posture when reading.
2. A - a, T - t, E - e
3. Guide learners when reading the story. They should write down the key words that are in the story.
4. (a) In the morning (b) In the afternoon (c) At night (d) Greet and welcome (e) To show them that we are happy when they visit us.
5. (a) Yellow House and Blue House (b) Yellow House (c) Glucose (d) Mr. Kamau (e) Accept all possible answers.
UNIT 3: Family

A. Listening and speaking
1. Guide learners when reading and doing what is in the text.
   (a) On the desk or on the table.
   (b) Look straight into the teacher’s eyes.
   (c) I sit upright, my legs flat on the floor, my eyes looking into the teacher’s eyes.
2. Guide learners when reading the letters and saying the sounds. Let the less able learners read the letters after you until they master.
3. Let learners read the words as you correct them accordingly. Reward those who pronounce the words correctly.
4. Guide learners in reading the sounds. Let them repeat after you so that they can master.
5. Guide learners when reading the words as you correct them accordingly. Reward those who read the words correctly.
6. Accept all sensible answers.

C. Writing
1. Accept only neatly written letters.
2. (a) s  (b) de  (c) d  (d) k
3. T - t, P - p, D - d, E - e
4. Let learners share with their friends what they can see from the picture.
5. Accept any three correct sentences describing what is happening in the picture.
6. Accept any five correct sentences describing a school.

UNIT 4: Home

A. Listening and speaking
1. Accept drawings of the given facial expressions.
2. Let learners read the given letters and say the given sounds well as guided. Guide the less able learners and be patient with them. Let them repeat the sounds after you until they master.
3. Guide learners in reading the words well. Reward those who pronounce the words accordingly. Accept properly coloured pictures. The kettle and the key should be coloured in red, the bag and the book should be coloured in blue.
4. Accept kind, kite and key as words with sound k.
5. Guide learners when reading the words with sound k and b correctly. Let them repeat after you so that they can master the sounds.
6. Accept big pictures properly coloured in red and the small pictures properly coloured in green.

B. Reading
1. Accept a picture coloured with different crayons.
2. (a) p  (b) p  (c) p  (d) i  
   (e) i  (f) i
3. Guide learners in reading the story. Let them write the key words down and use them to construct sentences.

4. (a) Tito is washing the dishes.
   (b) Milka is drying the dishes.
   (c) Accept every sensible answer.
   (d) This is an open ended question, accept answers like: Feeding the baby, looking after cattle, washing clothes, washing utensils, sweeping the compound, feeding cows among others.

C. Writing

1. Accept a picture coloured with different crayons, the hand and the pencil should be coloured with differently crayons.

2. Accept only the neatly written letters. Check if all the letters copied are small letters.

3. (a) house (b) hat (c) tap


5. Accept only sensible sentences. Some of the sentences are: The cow is mooing, the dog is barking, the cow is in the cowshed among others. All the sentences should start with capital letters and must be well punctuated.

6. Accept all sensible answers from individual learners.

UNIT 5: Time

A. Listening and speaking

1. (a) I look with my eyes.
   (b) I hear with my ears.
   (c) I speak with my mouth.
   (d) I sit on my desk.

2. Let learners read the given letters and say the given sounds well as guided. Guide the less able learners and be patient with them. Let them repeat the sounds after you until they master.

3. Guide learners in reading the words well. Reward those who pronounce the words accordingly.

4. Accept properly written letters.

5. Let learners read the given words well as guided. Let them repeat the words after you until they master.

6. Guide learners in reading the words well. Reward those who pronounce the words accordingly.

7. Group learners so that they can read the poem in pairs. Let them find the following words; moon, noon, night, hot, morning and evening.

8. (a) goes (b) walks (c) plays (d) cooks (e) reads (f) like

B. Reading

1. (a) Kamau

2. Accept answers like: clock, tick, black, struck among others.

3. Let learners read the given sounds well as guided. Let them repeat the sounds after you until they master.

4. Guide learners in reading the story. Let them write the key words down and write a sentence using each key word.

5. (a) It was twelve o’clock.
   (b) One o’clock.
   (c) No
   (d) Dak went back to sleep.
   (e) Accept all sensible answers.

C. Writing

1. (a) Tuma

2. Accept a drawn and labelled picture of a school.

3. (a) g (b) k (c) c

4. (a) night (b) early (c) morning (d) year

Revision Exercise 1

1. a, b

2. (a) d (b) b (c) d (d) t (e) b (f) t

3. (a) is (b) am (c) are (d) is (e) are (f) is

4. (c) I feed the cows every morning.
   (d) I wash utensils every evening.
   (e) I feed the baby every day.
   (f) I do my homework every evening.
   (g) I eat every day. (Accept any other sensible answer)

5. Assess learners as they read the story. Ensure that they read all the words well.

6. (a) School cleaning day.
   (b) Cleaning the compound.
   (c) Wash their hands.
   (d) Cut grass, collect the rubbish, sweep and wash.
   (e) To be protected from diseases.

7. Accept a well-drawn picture of a boy or a girl seated, holding a pencil and is writing.

8. Accept only neatly copied letters. Check if they are small letters.

9. t, p, b

10. p, b

11. Mother is cooking, the girl is carrying food to the table, her sister is carrying fruits to the table, the house has one table and four chairs, the house has a window and curtains. Accept any other relevant sentence that is related to the picture. All the sentences must start with a capital letter and must be punctuated.
UNIT 6: Weather and environment

A. Listening and speaking
1. Accept a well-drawn and properly coloured picture.
2. Let learners read the given letters and say the given sounds well as guided.
3. Guide learners in reading the words well. Reward those who pronounce the words accordingly.
4. Accept coloured pictures of folk, fish and flower.
5. Accept marks on vest and van as words whose names begin with sound v.
6. Let learners read the given words well as guided. Guide the less able learners and be patient with them. Let them repeat the sounds after you until they master.
7. (a) trees (b) raining (c) shade (d) floods
8. (a) rising (b) cutting (c) blowing (d) raining

B. Reading
1. (a) red (b) yellow (c) blue (d) green
2. Let learners read the given words well as guided. Guide the less able learners and be patient with them. Let them repeat the sounds after you until they master.
3. Guide learners in reading the story. Reward those who can read the key words well.
4. (a) Sweaters and gumboots, hoods, sweaters and hoods, light clothes.
   (b) (a) rainy (b) cloudy (c) windy (d) sunny

C. Writing
1. Accept a well coloured picture. Reward the learner with the best coloured picture.
2. Accept neatly copied letters. All the letters should be small letters.
3. (a) sun (b) rain (c) cloud (d) wind
4. (a) Do not cut trees. (b) It is cold.
   (c) I am planting a tree.
5. Accept sentences like the weather is windy, the wind has blown off the umbrella, it is cloudy, the girl is feeling cold.

UNIT 7: Hygiene

A. Listening and speaking
1. Guide learners to colour the picture well. Let them draw and colour the ear and the mouth. Assess the best presentation and reward accordingly.
2. Let learners read the given letters and say the sound well as guided.
3. They should also read the words well as guided.
4. Accept circled words like tap, fan, map, wash, can and bad as words with sound a.
5. (a) handkerchief (b) soap (c) toothbrush (d) bathe (e) a pair of shoes
6. (a) combed (b) brushed (c) cleaned (d) shaved (e) washed

B. Reading
1. Guide learners to mark the correct way to read. Ensure they mark the correct way to read. (a) Yes (b) Yes (c) No
2. Guide learners in filling the missing letters and in saying the sounds. (a) y, y (b) v, v
3. Let them read the given words in groups, pairs or as an individual. Assess correct pronunciation.
4. Let learners read the passage in pairs. Note that these are vocabularies relating to the theme. Assess pronunciation of words.
5. (a) Makes his bed. (b) Soap and water, toothpaste, toothbrush and water, comb.
   (c) I bathe, brush my teeth, comb my hair and cut my nails.
   (d) I will be sick.

C. Writing
1. Guide learners to mark the correct way of holding a crayon. (d)
2. Let learners practice writing the letters neatly and shaping them well. Assess correct letter shaping.
3. (a) brush (b) wash
4. (a) Mutua (b) He, Nairobi (c) John, Mary
5. Accept different sentences from individual learners.

UNIT 8: Myself

A. Listening and speaking
1. Check on the colouring and correct what they are writing on how the boy is feeling. Accept the correct display of a picture showing the exact feeling of the boy.
2. Let learners read the given sound well as guided.
3. Assess correct pronunciation and sound projection of the given words.
4. Ensure that learners underline the correct words with sound th. The words are;
   (a) three, threw, three  (b) those, things, there
5. Guide learners when filling the blanks spaces.
   (a) ears  (b) eyes  (c) fingers  (d) legs
6. (a) this  (b) those  (c) these  (d) that

B. **Reading**

1. Guide learners to mark on what they read at home.
   (a) yes  (b) yes
2. Let learners practice reading the letters and saying the sounds in the given names well as guided.
   Assess correct sound identification and reading.
3. Guide learners to read the given words well. Assess correct pronunciation of words given in pairs and as individuals.
4. Guide learners when filling the missing sounds.
   (a) k  (b) g  (c) c  (d) g  (e) c  (f) k
5. Let the learners read the passage in pairs. Note that these are vocabularies relating to the theme. Assess pronunciation of words.
6. (a) Robi is seven years old.
   (b) She lives in Kasere Village.
   (c) She goes to Nyanginja Primary School.
   Accept correct answers for d, e and f.

C. **Writing**

1. Guide learners to mark on the correct way to write on their books. (a)
2. Check on the drawing and correct the labelling.
3. Guide learners when finding the given words from the word search and circling them. Ensure they find all the words.
4. A, G, Q
5. (a) I hear  (b) I see  (c) I talk  (d) I walk

**UNIT 9: Family**

**A. Listening and speaking**

1. Accept the correct display of a picture showing the correct sitting posture.
2. Let the learners read the given letters and say the sound u well as guided. Assess correct pronunciation and sound projection.

3. Guide learners to read the given words well. Assess correct pronunciation of words given in pairs and as individuals.
4. Guide learners when reading the poem. Check if they are able to read the key words that are in the poem. Assess the pronunciation and sound projection.
5. Guide learners in finding the words with sound u not letter u. Some of the words with sound u are; shoe, push, food among others.
6. (a) aunt  (b) grandfather  (c) nephew  (d) cousin  (e) niece

**B. Reading**

1. Check on the colouring. Check if they are using bright but different crayons. Accept the correct display of a picture showing the best colouring.
2. Let learners say the sounds ch and sh well as guided.
   Assess correct sound projection.
3. Let learners practice reading the sounds aloud in pairs or as individuals in the given names well as guided.
   Assess correct sound identification and reading as shown below.

<table>
<thead>
<tr>
<th>Ch</th>
<th>Sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chip</td>
<td>Chase</td>
</tr>
<tr>
<td>Chain</td>
<td>Chat</td>
</tr>
<tr>
<td>Chair</td>
<td>Chop</td>
</tr>
<tr>
<td>Cheese</td>
<td>Share</td>
</tr>
<tr>
<td>Shop</td>
<td>Sheep</td>
</tr>
<tr>
<td>Shade</td>
<td>Shirt</td>
</tr>
<tr>
<td>Shake</td>
<td>Shoe</td>
</tr>
</tbody>
</table>

4. Let learners read the passage in pairs. Note that these are vocabularies relating to the theme. Assess pronunciation of words.
5. (a) Musa’s baby sister.
   (b) Grandmother and grandfather
   (c) Aunts, uncles and cousins.
   (d) Accept all sensible answers.

**C. Writing**

1. Guide learners when writing what they use to write.
   (a) pencil  (b) book
2. Let learners practice writing the letters neatly and shaping them well.
3. Guide learners when finding the given words from the word search and circling them. Ensure they find all the words.
4. Guide learners when finding small letters and circling them. Ensure they find all the small letters.
5. Guide learners when filling in the blank spaces in the family tree.
   Grandfather   Grandmother
   Aunt  Father  Uncle
   Cousin  Sister  Brother  Cousins
UNIT 10: Safety

A. Listening and speaking

1. Guide learners to answer the questions after looking at the picture.
   (a) Mutahi
   (b) To understand what is being said.
2. Let learners read the given letters and say the sounds well as guided.
3. Guide learners to read the given words well. Assess correct pronunciation of words given in pairs and as individuals.
4. (a) Z   (b) S   (c) S   (d) Z
5. Guide learners as they read and circle words with sound s. Accept safe, sit and son.
6. Guide learners as they read and circle words with sound z. Accept zebra, zip and zoo.
7. (a) knife   (b) pedestrian crossing
   (c) bandage   (d) bleeding
   (e) helmet
8. (a) under   (b) across   (c) on
   (d) behind   (e) outside

B. Reading

1. Guide learners to colour the smallest hen and the biggest cow. Ensure they colour them appropriately.
2. Let learners read the given words well as guided. Ensure they point the words with their fingers as they read. Assess correct pronunciation.
3. Guide learners as they read and write the words with sounds y and z. Some of the words with sound y are; fry, yacht, yam, yawn among others. Some of the words with sound z are; zip, zap zebra among others.
4. (a) ce   (b) ge   (c) ce   (d) ce
5. Let learners read the passage in pairs or individually. Note that these are vocabularies relating to the theme. Assess pronunciation of words.
6. (a) He crossed the road while running.
   (b) The police officer
   (c) Some villagers
   (d) Look right, look left, look right again, when the road is clear, cross quickly, but do not run.

C. Writing

1. Let learners practice writing the letters neatly and shaping them well.
2. Guide learners when writing the following names;
   (a) razor   (b) fire   (c) hospital
3. Guide the learners as they look at the pictures in pairs. Ensure that they are able to tell what is happening in each picture.

UNIT 11: Community leaders

A. Listening and speaking

1. Guide learners to colour the ears and the hands. Check if they are using dull or bright colours. Assess the best presentation and reward accordingly.
2. Let learners read the given sound well as guided. Be patient with the less able learners and let them repeat the words after you until they master.
3. Let learners read the given words well as guided. Reward those who pronounce the words accordingly.
4. Guide learners as they read and circle words with sound sh. The words with this sound are; bush, sheep, push, wish, ship and wash.
5. Guide learners as they read the words, listen as you correct them accordingly. Ask them the words that they find difficult to read.
6. (a) pastor   (b) community elders
   (c) Imam

Revision Exercise 2

1. (a) Shocked   (b) angry
   (c) happy   (d) sad
2. 
<table>
<thead>
<tr>
<th>Z</th>
<th>S</th>
<th>F</th>
<th>v</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zebra</td>
<td>Soup</td>
<td>Face</td>
<td>Van</td>
</tr>
<tr>
<td>Zip</td>
<td>Son</td>
<td>Fan</td>
<td>Vet</td>
</tr>
<tr>
<td>Zoo</td>
<td>Safe</td>
<td>Fat</td>
<td>Vim</td>
</tr>
</tbody>
</table>
3. He, She, He, cousin, His, cousin
4. (a) on   (b) outside
   (c) behind   (d) in front
5. Guide learners as they read the story.
6. (a) rain   (b) sunlight and warmth
   (c) dark clouds   (d) Accept correct answers.
8. Accept neatly copied letters.
9. Z - z, U - u, S - s, G - g
10. (a) nose   (b) soap
    (c) mother   (d) schoo
11. (a) sunny   (b) windy
    (c) cloudy   (d) raining
B. Reading

1. Guide learners as they colour the shapes of the frames. Ensure they use the correct colours. The shapes should be coloured as follows; circle – red, square – yellow, triangle – green and rectangle – blue.

2. Let learners read the given words well as guided. Reward those who pronounce the words accordingly.

3. Let learners read the passage in pairs or individually. Note that these are vocabularies relating to the theme. Assess pronunciation of words.

4. (a) The village elder
   (b) To live in peace and help one another.
   (c) (a) chief (b) police officer
   (c) elder (d) pastor or priest
   (d) They advise us to live in peace, build schools and hospitals and also tell us about God.

C. Writing

1. Guide learners as they identify the right posture while writing. (a) Pendo

2. Let learners practice writing the letters neatly and shaping them well. Assess correct letter shaping.

3. Guide learners when finding the given words from the word search and circling them. Ensure they find all the words.

4. Guide learners as they write in small letters. S - s, H - h

5. Guide learners as they do the work. Check on correct spelling, punctuation and neatness. Correct the mistakes made by those who could not present well. The joined words should read: The teacher said that we should respect our elders in the community.

UNIT 12: Living together

A. Listening and speaking

1. Guide learners to mark on the correct way of listening. b and c

2. Let learners read the given sound well as guided. Be patient with the less able learners and let them repeat the words after you until they master.

3. Let learners read the given words well as guided. Reward those who pronounce the words accordingly.

4. Guide learners as they circle the first sound of the name of things in the pictures. The first sounds are;
   (a) h (b) h (c) h

5. Guide learners as they read the words with sound ch.

6. (a) help (b) shop (c) doctor

7. (a) my (b) our (c) her
   (d) my (e) our (f) its

B. Reading

1. Let learners read the given words in groups, pairs or as an individual. These words relate to the theme and should be read accurately. Check if they are pointing the words with their fingers as they read.

2. Guide them as they choose the correct letters to complete the words.
   (a) wheel (b) whistle  (c) white
   (d) whale (e) wheat

3. (a) leg (b) sheep (c) ten
   (d) sleep (e) feet

4. Let learners read the passage in pairs or individually. Note that these are vocabularies relating to the theme. Assess pronunciation of words.

5. (a) Grandfather
   (b) The hare and the elephant
   (c) Giving them food, closing the windows and also drawing the curtains.
   (d) Taking care of them when they are sick and also helping in doing house chores.
   (e) Be peaceful, help them when they are sick.

C. Writing

1. Guide learners as they circle the things they use to write.
   (b) and (d)

2. Let learners practice writing the letters neatly and shaping them well.

3. Guide learners as they write the following words correctly;
   (a) boy (b) teacher (c) elder

4. Guide learners as they answer the given questions correctly. Accept given answers according to their school.

5. (a) playing (b) cleaning (c) eating
UNIT 13: Technology

A. Listening and speaking
1. Guide learners as they say and write the names of the following things;
   (a) computer (b) radio
   (c) mobile phone (d) television
2. Let learners read the given sound well as guided. Be patient with the less able learners and let them repeat the words after you until they master.
3. Let learners read the given words well as guided. Reward those who pronounce the words accordingly.
4. Guide learners as they write and read the following new words:
   (a) moon (b) noon (c) mine
   (d) nine (e) mail (f) nail
5. Let learners read the poem and identify words with sound ng. These words are: king, ring, thing, long and wing.
6. Ensure learners do the matching correctly. The pictures have the following names from the top: television, laptop and charger.
7. (a) What (b) Who (c) When
   (d) Where (e) Who (f) Why

B. Reading
1. Guide learners as they talk about the boy in the picture. Check if they know the best reading posture.
2. Let learners read the given words in groups, pairs or as an individual. These words relate to the theme and should be read properly. Check if they are pointing the words with their fingers as they read.
3. Let learners read the passage in pairs or individually. Note that these are vocabularies relating to the theme. Assess pronunciation of words.
4. (a) Jane is typing a letter.
   (b) She is using a desktop computer.
   (c) a mouse
   (d) Hellen will read the letter on her laptop.
   (e) Television, radio, microwave, iron box, blender among others.
   (f) Post office or as a parcel.

C. Writing
1. Let learners practice writing the words neatly and shaping them well. Ensure that they are writing from left to right.
2. Let the learners practice writing the letters neatly and shaping them well. Note that the learners had previously interacted with these sounds.
3. Guide learners as they write the following words correctly;
   (a) mobile phone (b) radio
4. Guide learners as they identify the name that is properly written. (c) Sije
5. Radio, television, mobile phone

UNIT 14: Numbers and our classroom

A. Listening and speaking
1. Guide learners to colour the picture well. This activity tests on attentive listening. Proper way of sitting as you listen attentively. Note other features of listening attentively like eye contact, use of facial expression and gestures.
2. Guide learners as they show the actions that are in the text. Ensure that they do not talk while carrying out the activity.
3. Let learners read the given letters and say the sound y well as guided. Assess correct pronunciation and sound projection.
4. Guide learners to read the given words well. Assess correct pronunciation of words given in pairs and as individuals.
5. Let learners read and write words with sounds w, y and u well as guided. Some of the words with these sounds are in the table below.

<table>
<thead>
<tr>
<th></th>
<th>w</th>
<th>y</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wail</td>
<td>Yes</td>
<td>Mug</td>
<td></td>
</tr>
<tr>
<td>Wait</td>
<td>Yet</td>
<td>Fun</td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>Yawn</td>
<td>Up</td>
<td></td>
</tr>
</tbody>
</table>

6. (a) five (b) chalkboard (c) window
   (d) bell (e) ten (f) desk
7. (a) second (b) first (c) fourth
8. Guide learners to colour the shapes as follows:
   Triangle - colour yellow, circle - colour blue and square - colour red.

B. Reading
1. Guide learners as they mark the correct way of turning pages when reading. Check if they know the best way of turning pages when reading.
2. Let learners read the given words in groups, pairs or as an individual. Check if they are pointing the words with their fingers as they read.
3. Guide learners as they fill the blank spaces with the following words;
(a) flower (b) slope (c) swim (d) blue (e) snap (f) snake

4. Let learners read the passage in pairs or individually. Note that these are vocabularies relating to the theme. Assess pronunciation of words.

5. (a) They cleaned the classroom. (b) English Activities (c) They wrote words like the clock, door, bookshelf, bench, chalkboard and table.

C. Writing

1. Guide learners when writing the following correct words;
(a) pencil (b) rubber (c) bag
2. Let learners practice writing the letters neatly and shaping them well. Note that the learners had previously interacted with these sounds. Assess correct letter shaping.
3. Let learners read the given words and spell them correctly in groups, pairs or as an individual.
4. Guide learners as they write their names using capital and small letters separately. Ensure that they do not mix capital letters with small letters.

UNIT 15: Do not waste

A. Listening and speaking

1. Guide learners as they read and do what is in the text. Check if they are doing the actions properly.
2. (a) leaf (b) rope (c) lion (d) red (e) lamp (f) rat
3. Let learners read the given words in groups, pairs or as an individual. Check if they are pointing the words with their fingers as they read.
4. Let learners read the sentences in pairs or individually. Ensure they can easily join the words. Let them read after you to ensure that they master.

B. Reading

1. Guide learners as they identify the correct way of holding a book. Check if they know the best way of holding a book. (b) Kibe
2. Guide learners as they fill the blank spaces with the following words;
(a) pray (b) draw (c) cry (d) broom (e) tree (f) crayon

3. Let learners read the passage in pairs or individually. Note that these are vocabularies relating to the theme. Assess pronunciation of words.
4. (a) Playing (b) Switch off the light (c) To save electricity (d) Switch off electricity when we are not using it. (e) Switch off electricity when we are not using it.
5. Let the learners practice writing the letters neatly and shaping them well. Note that the learners had previously interacted with these sounds. Assess correct letter shaping.
6. Father, mother, brother and sister.
7. This activity tests on guided writing. Accept the different responses from individual learners. Guide them as they do the work. Teach them about the importance of writing and reading through what they have written and correcting the work before submitting. This ensures that they have minimal corrections. Check on correct spelling, punctuation and neatness. Encourage learners to read their written work to others in class. Reward the best presentation accordingly. Correct the mistakes made by those who could not present well.

Revision Exercise 3

1. (b) I look straight to the teacher
2. Church, watch, chips, touch and chair.
3. a, the, an, an, the
4. (a) my (b) it (c) our (d) her (e) its
5. (a) Why (b) What (c) Who (d) When
6. Let learners read the passage about Crossing the road silently and answer both key inquiry and written questions individually.
7. (a) Pedestrian crossing (b) At the pedestrian crossing (c) Walking, but not running (d) To avoid accidents
9. (a) Maingi
10. Whiteboard, desk, table, blackboard, chair, cupboard among others.

Assessment Paper 1

1. (a) happy (b) sad (c) scared (d) angry
2. (a) sit (b) tall (accept any other relevant answer).
3. (a) push (b) pot (accept any other relevant answer).
10. Accept a well coloured picture and reward accordingly.
11. (a) desk  (b) house  (c) pen
12. Jug, jet and joy
14. (a) Good afternoon Wanjala?
     (b) Nakuru is a clean town.
15. Accept grammatically correct sentences. Read the best sentences to the class.

Assessment Paper 3

1. Let learners draw and colour how they sit when listening.
2. (a) kitchen  (b) keep
3. (a) cap  (b) cross
4. (a) hat  (b) hill
5. (a) trees  (b) shop  (c) knife
     (d) lights
6. (a) ladies  (b) babies  (c) calves
     (d) leaves
7. (a) her  (b) my  (c) our
     (d) her
8. Let learners read the passage about A trip to the river silently and answer both key inquiry and written questions individually.
9. (a) They went to the river to fetch water.
     (b) Rotich wanted to swim.
     (c) Yes
     (d) I always go and do what I have been told.
10. Accept a well coloured picture and reward accordingly.
11. (a) f, m  (b) l  (c) a, i  (d) a, y
12. p, u, g, k, w, j
14. Let learners look at the picture in pairs and talk about it.
    - Let individual learners write a story about the picture.
    - Accept correctly punctuated sentences.
    - Read the best story to the rest in class.

Assessment Paper 2

1. Let learners join the dots and colour the picture.
2. (a) p  (b) b  (c) b  (d) p
3. walk - walked, shape - shaped
4. (a) cooking  (b) listening  (c) brushing
     (d) sweeping
5. (a) Why  (b) Where  (c) When
6. Triangle, circle, rectangle
7. Guide learners as they find words from the word search.
8. Let the learners read the passage about Going to school silently and answer both key inquiry and written questions individually.
9. (a) They went to the river to fetch water.
     (b) Rotich wanted to swim.
     (c) Yes
     (d) I always go and do what I have been told.
10. Accept a well coloured picture and reward accordingly.
11. (a) f, m  (b) l  (c) a, i  (d) a, y
12. p, u, g, k, w, j
14. Let learners look at the picture in pairs and talk about it.
    - Let individual learners write a story about the picture.
    - Accept correctly punctuated sentences.
    - Read the best story to the rest in class.
Sura ya 1: Karibu darasani
(ukurasa 225)

A. Kusikiliza na kuzungumza
(ukurasa 225)

1. Maamkuzi
Zoezi 1
(ukurasa 225)
1. (a) Hujambo? - Sijambo
   (b) Habari ya asubuhi? – Njema
2. Habari yako? – Nzuri au njema
   Hujambo? – Sijambo
   Habari ya asubuhi? - Njema
4. Habari ya kushinda? - Nzema
   Umeshindaje? – Vyema au vizuri

Zoezi 2
(ukurasa 226)
1. Nzuri au njema 2. Sijambo
5. Nzuri au njema

2. Umuhimu wa maamkuzi
Zoezi
(ukurasa 226)
1. Mama anasalimiana na mtoto.
2. Wanafunzi wanansalimia mwanafunzi mwenzao mgeni (aliye na sare tofauti).
3. Wachezaji wanansalimiana baada ya mchezo au kabla ya mchezo.
4. Watu wanansalimia mgonjwa hospitalini na kumpa pole.

B. Kusikiliza na kuzungumza
(ukurasa 227)
1. Maagizo
Zoezi 1
(ukurasa 227)
1. Mwalimu anawaagiza wanafunzi wasimame.

2. Hakiki majibu ya wanafunzi kwani hatuwezi kuwa na jibu moja sahihi.
3. Mwalimu anawaagiza wanafunzi wasome.
4. Mwalimu anawaagiza wanafunzi watamke majina ya picha.
5. Mwalimu anawaagiza wanafunzi wapige makofi.
6. Mwanafunzi anamwagiza mwenzake aandike.

Zoezi 2
(ukurasa 228)

2. Kwa nini ni vizuri kufuata maagizo?

Zoezi 3
(ukurasa 228)
1. Kuanguka na kujeruhiwa na hata kukanyagwa na lori.
2. Kugongwa na gari.
4. Kuumizwa na mlango.
5. Kujeruhiwa nyayo na mikebe, chupa, glasi na takataka nyingine.
8. Kuvunjika jino au meno kwa kufungua kizibo cha chupa kwa meno.

C. Kusikiliza na kuzungumza
(ukurasa 230)
1. Msamiati wa darasani

Zoezi 1
(ukurasa 230)
1. dawati 2. meza 3. kabati 4. chati
5. ubao 6. ufaagio 7. kalamu 8. dasta
9. kifutio 10. kiti 11. rula 12. jaa
13. chaki 14. penseli 15. daftari

Zoezi 2
(ukurasa 231)
1 na 6 2 na 7 3 na 8 4 na 1
5 na 3 6 na 4 7 na 5 8 na 2
Zoezi 3

(ukurasa 232)
1. dawati 2. ubao 3. kiti 4. kabati
5. dasta 6. meza 7. kitabu
8. chaki 9. rula 10. daftari

Zoezi 4

(ukurasa 233)
Mwelekeze mwanafunzi kuunganisha vitone ili kupata michoro wa dawati.

Zoezi 5

(ukurasa 233)
Mwelekeze mwanafunzi kupaka rangi michoro.

Zoezi 6

(ukurasa 233)
Mwelekeze mwanafunzi kuchora kiti na rula.

Zoezi 7

(ukurasa 234)

2. Masimulizi
Zoezi

(ukurasa 235)
Hakikisha mwanafunzi anasimulia hadithi kuhusu picha 1 na picha 2.

D. Kusoma hadithi

(ukurasa 235)

Hadhithi

Zoezi 1

(ukurasa 235 - 236)
1. Gredi ya kwanza
2. pamoja
3. tunamsaidia
4. Kupanga vitabu

Zoezi 2

(ukurasa 236 - 237)
A. 1. Gredi ya kwanza 2. ubao
3. chati 4. Madaftari
5. ubao, madawati, kabati, meza, kiti, vitabu, madaftari, chati, chaki, dasta na rula.
B. 1. chaki
2. kalamu na madaftari
5. Kuhifadhi vitabu na vitu vingine kama vile chaki na rula.

Sura ya 2: Mimi na wenzangu

(ukurasa 238)

A. Kusikiliza na kuzungumza

(ukurasa 238)

Maelezo

Zoezi 1

(ukurasa 238)
Hakikisha mwanafunzi ametaja majina yake na umshauri ipasavyo.

Zoezi 2

(ukurasa 238)
Hakikisha mwanafunzi ametaja majina ya wenzake darasani kwa usahihi.

Zoezi 3

(ukurasa 238)
Hakikisha mwanafunzi ameyajibu maswali na umshauri ipasavyo.

Zoezi 4 na 5

(ukurasa 239)
Mwelekeze mwanafunzi kuzichora picha husika na kuzipaka rangi.

Zoezi 6

(ukurasa 239)
Mwelekeze mwanafunzi kuunganisha vitone ili kupata mchoro wa dawati.

Zoezi 7

(ukurasa 239)
Mwelekeze mwanafunzi kupaka rangi michoro.

Zoezi 8

(ukurasa 239)
Mwelekeze mwanafunzi kuchora kiti na rula.

Mwelekeze mwanafunzi kuzichora picha husika na kuzipaka rangi.

Zoezi 6

(ukurasa 239)
Mwelekeze mwanafunzi kuunganisha vitone ili kupata mchoro wa dawati.

Zoezi 7

(ukurasa 240)
Ni mvulana kulingana na mavazi ambayo amevaa (shati na kaptura).

Zoezi 8

(ukurasa 240)
Ni msichana kulingana na mavazi ambayo amevaa (blausi na rinda). Pia amesuka nywele. Muhimu: Katika zoezi la 7 na la 8, mwanafunzi anaweza kutoa sababu nyingine zaidi mradi ziwe sahihi.
B. Kusikiliza na kuzungumza

(ukurasa 241)

Masimulizi

Zoezi 1

(ukurasa 241)

Zoezi 2

(ukurasa 241)

C. Kusoma hadithi

(Ukurusa 242)

Hadithi

Zoezi 1

(ukurasa 242)
Mpe mwanafunzi nafasi ya kusimulia kuhusu picha kisha umshauri ipasavyo. Kwa mfano, huyu ni mwanafunzi. Yeye ni mvulana. Anaitwa (ampe jina) anasoma gredi ya kwanza. Anasoma katika shule ya ...

Zoezi 2

(ukurasa 242)

Zoezi 3

(ukurasa 243)

Zoezi 4

(ukurasa 243)
Sikiliza majibu ya mwanafunzi kisha umshauri ipasavyo.

Sura ya 3: Tarakimu

(ukurasa 245)

A. Kusikiliza na kuzungumza

(Ukurasa 245)

Msamiati wa nambari

Zoezi 1

(ukurasa 245)
Moja, mbili, tatu, nne, tano, sita, saba, nane, tisa, kumi.

Zoezi 2

(ukurasa 245)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Zoezi 3

(ukurasa 245)
3, 5, 7, 8 na 10

Zoezi 4

(ukurasa 246)
1 na 4   2 na 6   3 na 1   4 na 9   5 na 8
6 na 2   7 na 10  8 na 3   9 na 7   10 na 5

Zoezi 5

(ukurasa 247)
1 - moja  2 - mbili  3 - tatu  4 - nne
5 - tano  6 - sita  7 - saba
8 - nane  9 - tisa  10 - kumi

Zoezi 6

(ukurasa 247)
1 na 4 - moja  2 na 8 - mbili  3 na 8 - tatu
4 na 7 - nne  5 na 10 - tano  6 na 1 - sita
7 na 5 - saba  8 na 9 - nane  9 na 2 - tisa
10 na 6 - kumi

Zoezi 7

(ukurasa 248)
Njia ya pili.

Zoezi 8

(ukurasa 248)
1, 3, 5, 7 na 9.

B. Kusikiliza na kuzungumza

(ukurasa 245)

Masimulizi

Zoezi 1

(ukurasa 249)
1. rula kumi  2. ndizi nane  3. dasta tano
4. chaki sita  5. penseli saba

A. Kusikiliza na kuzungumza

(Ukurasa 245)
C. Kusoma hadithi
(ukurasa 250)

Hadithi

Zoezi 1
(ukurasa 250)
1. mzee  
2. yake  
3. chakula  
4. pesa  
5. Kwa kupewa pesa za kutumia kununua muwa.

Zoezi 2
(ukurasa 251 - 252)
A. 1. marafiki  
2. Shereheni  
3. Waliimba vizuri sana.  
4. kofia kumi.  
5. Panya  
B. 1. Waliimba vizuri sana.  
2. Waliimbiwa vizuri na paka na panya.  
3. Panya alisema kofia zilikuwa ama hakuona kofia zote kumi.  
4. sita  
5. La. Kofia haziwezi kufa.

B. Kusikiliza na kuzungumza
(ukurasa 254)

Masimulizi

Zoezi 1
(ukurasa 254)
1. Maskauti wanapandisha bendera.  
2. Wanafununi wananyunyizia mimea maji.  
3. Wanafununi wanaokota taka shuleni.  
4. Wanafununi wanatazama mchezo wa kuigiza.  
5. Sikuyamichezo ya kukimbia shuleni.  
6. Familia inatembelea makao ya watoto mayatima.  

Zoezi 2
(ukurasa 255)
1. Jumanne  
2. Alhamisi  
3. Jumamosi  
4. Jumatano  
5. Ijumaa

Zoezi 3
(ukurasa 255)
Sikiliza masimulizi ya mwanafunzi kisha umshauri ipasavyo.

Zoezi 4
(ukurasa 255)
1. Mwanafunzi anaenda shuleni.  
2. Waumini wanasali msikitini.  
3. Watoto wanafagia katika nyumba.  
4. Wanafununi wanachezwa.  
5. Wanafununi wameenda kujionea wanyama wa porini.  
6. Mama na mtoto wanaenda kanisani kusali.

Sura ya 4: Siku za wiki

Zoezi 1
(ukurasa 253)
Hakikisha mwanafunzi amesoma majina ya siku za wiki.

Zoezi 2
(ukurasa 253)
Jumatatu, Jumanne, Jumatano, Alhamisi, Ijumaa, Jumamosi, Jumapili.

Zoezi 3
(ukurasa 253)
Jumanne, Alhamisi, Ijumaa, Jumapili.

C. Kusoma hadithi
(ukurasa 256)

Hadithi

Zoezi 1
(ukurasa 256)
1. Embe  
2. Jumatatu, Jumanne na Jumatosi  
3. Alhamisi  
4. Ijumaa na Jumamosi  
5. Jumapili

Zoezi 2
(ukurasa 257)
A. 1. Mbegu nane  
2. Mbili  
3. Jumatatu  
4. Jumamosi  
5. Jumapili
Sura ya 5: Familia

A. Sauti na majina ya sauti za Kiswahili

1. Sauti m

Zoezi 1 na 2
Hakikisha mwanafunzi ametamka ipasavyo sauti m, a, e, i, o na u.

Zoezi 3
Hakikisha mwanafunzi anatamka kwa usahihi sauti na silabi husika.

Zoezi 4
Hakikisha mwanafunzi anatamka majina ya picha na kuzingira picha akisikia sauti m. Picha zenye sauti m ni: 1, 5, 6, 7, 9, 10 na 12.

Zoezi 5
Mwanafunzi atenganishe na asome silabi.

Zoezi 6
Mwanafunzi aambatanishe silabi na kusoma neno.

Zoezi 7
Mwanafunzi atenganishe na asome silabi.

Zoezi 8
Mwanafunzi apange herufi vizuri kisha alisome neno.

Zoezi 9
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha.

Zoezi 10
Moto, umewaka, mihogo, tutachoma, mahindi na mimi.

Zoezi 11
Hakikisha mwanafunzi amepaka rangi umbo husika.

2. Sauti a

Zoezi 1 na 2
Hakikisha mwanafunzi ametamka sauti a, m, n, k na t.

Zoezi 3
Mwelekeze mwanafunzi kutamka sauti na silabi husika.

Zoezi 4
Mwanafunzi atamke majina ya picha na kuzingira picha akisikia sauti a. Picha zenye sauti a: 1, 2, 3 na 7.

Zoezi 5
Mwanafunzi atamke maneno kwa usahihi na kuzingira yanayoanza kwa sauti a. 2, 3, 6 na 10.

Zoezi 6
Mwanafunzi aambatanishe silabi na kusoma neno.

Zoezi 7
Mwanafunzi atenganishe na asome silabi.

Zoezi 8
Mwanafunzi apange herufi vizuri kisha alisome neno.

Zoezi 9
Hakikisha mwanafunzi anasoma hadithi kwa usahihii.

Zoezi 10
Ub, amu, anapenda, lake, lina, harufu
3. Sauti u

Zoezi 1 na 2

Hakikisha mwanafunzi anatamka kwa usahihi sauti u, m, k, n na b.

Zoezi 3

Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4

Hakikisha mwanafunzi anatamka kwa usahihi majina ya picha kisha azingire picha za majina yenye sauti u, 1, 3, 4 na 7.

Zoezi 5

Hakikisha mwanafunzi anatamka maneno na kuzingira yanayoanza kwa sauti u. 1, 4, 6, 8 na10.

Zoezi 6

Mwanafunzi aambatanishe silabi na kusoma neno.
1. maua 2. suti 3. mua
4. kitabu 5. nunua

Zoezi 7

Mwanafunzi atenganishe na asome silabi.
1. pu a  2. hu yu  3. u ku ta
4. fu na a  5. ma gu gu

Zoezi 8

Mwanafunzi apange herufi vizuri kisha alisome neno.
1. simu  2. ukuta  3. ubao
4. ufa gio  5. sabuni

Zoezi 9

Mwanafunzi aisome hadithi kwa ufasaha.

Zoezi 10

Mkulima, magugu, mdudu, amemuuma, mguu na uchungu.

Zoezi 11

Mwanafunzi akape rangi umbo husika.

4. Sauti k

Zoezi 1 na 2

Hakikisha mwanafunzi anatamka kwa usahihi sauti k, a, e, i, o na u.

Zoezi 3

Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4

Hakikisha mwanafunzi anatamka majina ya picha na kuzingira picha za majina yenye sauti k: 1, 2, 4, 6, 8, 9, 10 na 11.

Zoezi 5

Mwanafunzi aambatanishe silabi na kusoma neno.
1. kuku  2. kiti  3. keki
4. kulima  5. kabuti  6. mikono

Zoezi 6

Mwanafunzi atenganishe na asome silabi.
1. ke si  2. ki ta bu  3. wa ka ti
4. su ku ma  5. mi ko no

Zoezi 7

Mwanafunzi apange herufi vizuri kisha alisome neno.
1. kalamu  2. kijiko  3. kikapu
4. duka  5. koti

Zoezi 8

Mwanafunzi aisome hadithi kwa usahihi.

Zoezi 9

Mwanafunzi akape rangi umbo husika.
B. Msamiati

(ukurasa 272)

Watu wa familia

Zoezi 1

(ukurasa 272)
Hakikisha mwanafunzi anayasoma maneno husika.

Zoezi 2

(ukurasa 272)
1. nyanya 2. babu 3. mama
4. baba 5. dada 6. kaka

Zoezi 3

(ukurasa 273)
2. babu 4. baba 5. kaka

Zoezi 4

(ukurasa 273)
1. nyanya 2. babu 3. mama
4. baba 5. dada 6. kaka

Zoezi 5

(ukurasa 274)
Mwelekeze mwanafunzi ipasavyo katika kutafuta njia.

C. Kusikiliza na kuzungumza

(ukurasa 275)

Maneno ya heshima

Zoezi 1

(ukurasa 275)
Mwelekeze mwanafunzi kuyasoma maneno husika.

Zoezi 2

(ukurasa 275)
1. Asante
2. Pole kwa ugonjwa
3. Tafadhali tusaidie
4. Tafadhali nisamehe

Zoezi 3

(ukurasa 275)
Picha 1, 2, 3 na 6.

D. Kusoma hadithi

Hadithi

Zoezi 1

(ukurasa 276)
Mwelekeze mwanafunzi kusimulia kuihusu picha huku
akitaja watu wa familia ambao wanashirikiana kufanya
kazi shambani.

Zoezi 2

(ukurasa 276)
1. Baba na mama 2. Kaka yangu
5. Vilikuwa vingi na vizito.

Zoezi 3

(ukurasa 277)
A. 1. Familia moja
2. Baba na mama wa familia iliyu karibu na kwetu.
3. Babu na nyanya wa familia inayoishi karibu na
   kwetu.
4. Sita
5. Upendo

B. 1. Ni vizuri.
2. Kazi ndogondogo za shambani na nyumbani.
   Kwa mfano, kufagia.
   Kumwoshea vyombo.
5. Babu na nyanya.

E. Sarufi

(ukurasa 278)

Nafsi ya kwanza wakati uliopo

Zoezi 1

(ukurasa 278)
Hakikisha mwanafunzi anatasoma sentensi kitabuni.

Zoezi 2

(ukurasa 279)
1. Sisi tunatembea. 2. Sisi tunalima.
5. Sisi tunaimba.

Zoezi 3

(ukurasa 279)
5. Sisi

Zoezi 4

(ukurasa 279)
1. ni 2. tu 3. tu 4. ni
5. tu

Zoezi 5

(ukurasa 280)
7. Sisi tunakula.
A. Sauti na majina ya herufi za Kiswahili

1. Sauti t

Zoezi 1 na 2
Hakikisha mwanafunzi anatamka sauti t, a, e, i, o na u.

Zoezi 3
Hakikisha mwanafunzi anatamka sauti na silabi husika kwa usahihi.

Zoezi 4
Hakikisha mwanafunzi anatamka majina ya picha na kutambua yaliyo na sauti t. 1, 2, 4, 6, 7, 9 na 11.

Zoezi 5
Taulo, tano, taa na tena.

Zoezi 6
Hakikisha mwanafunzi anaambatanisha silabi na aunde neno.
1. uta 2. kitanda 3. teka
4. mitego 5. wateja

Zoezi 7
Mwanafunzi atenganishe silabi na kulisoma neno.
1. lala 2. lea 3. lulu
4. balozi 5. Kalamu

Zoezi 8
Hakikisha mwanafunzi atenganishe silabi na kuzisoma.
1. wa wili 2. li a 3. le ta
4. pe le ka 5. si mu li a 6. sa la mu

2. Sauti l

Zoezi 1 na 2
Hakikisha mwanafunzi anatamka sauti l, a, e, i, o, u.

Zoezi 3
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
Mwanafunzi ashikanishe silabi na kulisoma neno.
1. lala 2. lea 3. lulu
4. balozi 5. Kalamu

Zoezi 5
Mwanafunzi atenganishe silabi na kuzisoma.
1. wa wili 2. li a 3. le ta
4. pe le ka 5. si mu li a 6. sa la mu

Zoezi 6
Hospitali, mlango, rula na kalamu

Zoezi 7
Mwanafunzi asome maneno na atambue yanayoanza kwa sauti l.
1. lima 2. lala 7. laumu
8. leta 9. lulu 10. lote

Zoezi 8
Hakikisha mwanafunzi amesoma hadithi kwa ufasaha.

Zoezi 9
Hili, letu, lote, linapendeza, lina na buluu.

Zoezi 10
Mwelekeze mwanafunzi kupaka rangi umbo husika.

3. Sauti n

Zoezi 1 na 2
Hakikisha mwanafunzi anatamka sauti n, a, e, i, o na u.
Zoezi 3
(ukurasa 287)
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
(ukurasa 288)
Hakikisha mwanafunzi anatamka majina ya picha na kuzingira yenye sauti n. 1, 2, 3, 4, 5 na 6.

Zoezi 5
(ukurasa 288)
Hakikisha mwanafunzi anasoma na kuzingira yale yanaanza kwa sauti n. 1, 3, 4, 6 na 8.

Zoezi 6
(ukurasa 288)
Hakikisha mwanafunzi anaambatanisha silabi na kusoma neno.
1. nena 2. sana 3. nuna
4. sahani 5. sinema 6. sabuni

Zoezi 7
(ukurasa 288)
Mwanafunzi atenganishe herufi na azisome.
1. ka na 2. na i bu 3. fi ti na
4. i nu ka 5. ka ra ni

Zoezi 8
(ukurasa 289)
Mwanafunzi apange herufi na asome maneno.
1. miwani 2. sahani 3. tano
4. nane 5. kanisa

Zoezi 9
(ukurasa 289)
Mwanafunzi asome hadithi kwa ufasaha.

Zoezi 10
(ukurasa 290)
Sahani, zangu, nina, tano, ninataka, kununua, nyingine na nane.

Zoezi 11
(ukurasa 290)
Mwelekeze mwanafunzi kupaka rangi umbo husika.

4. Sauti o

Zoezi 1 na 2
(ukurasa 290)
Hakikisha mwanafunzi anatamka sauti o, m, k, l, h na g.

Zoezi 3
(ukurasa 290)
Mwelekeze mwanafunzi kutamka sauti na silabi husika.

Zoezi 4
(ukurasa 291)
Mwelekeze mwanafunzi kusoma maneno husika.

Zoezi 5
(ukurasa 291)
Majina ya picha yenye sauti o: 1, 2, 3, 5 na 6.

Zoezi 6
(ukurasa 291)
Maneno yanayoanza kwa sauti o. 2, 4, 5, 7 na 10.

Zoezi 7
(ukurasa 291)
Mwanafunzi aambatanishe silabi na kusoma.
1. ota 2. mkono 3. huyo 4. neno
5. jogoo 6. okota 7. utosi 8. ogopa

Zoezi 8
(ukurasa 292)
1. ji ko 2. ho di 3. go do ro
4. vi do le 5. ki ko mbe

Zoezi 9
(ukurasa 292)
1. jiko 2. kikombe 3. ubao
4. tano 5. kofia

Zoezi 10
(ukurasa 293)
Mwanafunzi asome hadithi kwa ufasaha.

Zoezi 11
(ukurasa 293)
Kofia, mtoto, ilipotea, kote, kioo, hiyo.

Zoezi 12
(ukurasa 293)
Mwanafunzi apake rangi umbo husika.

B. Msamiati wa sehemu za mwili

Zoezi 1
(ukurasa 293)
Mwanafunzi kuambatanisha sehemu za mwili na jina.

Zoezi 2
(ukurasa 294)
Hakikisha mwanafunzi amsome inama vitone ili kuchora picha ya mtu.
Zoezi 3
(ukurasa 294)
1. Macho 2. Mdomo au kinywa
3. Pua 4. Mikono au vidole
5. Miguu 6. Masikio

Zoezi 4
(ukurasa 295)
1. macho – kuona 2. masikio – kusikia
3. pua – kunusa 4. vidole – kushika
5. miguu – kutembea

Zoezi 5
(ukurasa 295)
Kichwa, jicho, sikio, mdomo, vidole, goti na mguu.

Zoezi 6
(ukurasa 296)
1. Anatumia mikono.
2. Anatumia miguu.
3. Anatumia macho.
4. Anatumia pua.

C. Kusikiliza na kuzungumza
(ukurasa 297)

Msamiati

Zoezi 1
(ukurasa 297)
Mwelekeze mwanafunzi kusimulia kuhusu sehemu zake za mwili. Kwa mfano:

Zoezi 2
(ukurasa 297)
1. Analima, anabeba mizigo, anateka maji, anafyeka na anapasua kuni.
2. Akilima, akifyeka, akipasua kuni.
3. Anavaa viatu vyenye ngozi ngumu.
4. Macho

Zoezi 3
(ukurasa 297)
1. Anatunza mwili wake kwa kuoga.
2. (a) Wanajikinga mvua kwa miavuli.
   (b) Wamekininga miguu kwa kuvaa viatu.
3. (a) Amevaa helmeti kikinga chichwa.
   (b) Amevaa glovu kikinga mikono.
   (c) Ana viatu vya kukinga nyayo.
   (d) Ana kifaa cha kikinga macho na pua.
   (e) Ana mavazi ya kukinga mwili wote.
4. (a) Ana miwani ya kikinga macho yasiingie maji.
   (b) Ana kofia ya kikinga nywele zisiharibiwe na maji.

D. Kusoma hadithi
(ukurasa 298)

Hadithi

Zoezi 1
(ukurasa 298)
1. tujichore 2. Musa 3. kikubwa
4. mikono na vidole
5. Kichwa, macho, masikio, pua, kinywa, mikono, vidole, mguu.

Zoezi 2
(ukurasa 299)
A. 1. kijijini
   2. Analima, anabeba mizigo, anateka maji, anafyeka na anapasua kuni.
   3. Akilima, akifyeka, akipasua kuni.
   4. Anavaa viatu vyenye ngozi ngumu.
   5. Macho
B. 1. mgongo, kichwa na bega.
   2. Anakinga kichwa kisijeruhisi wpe mfano na vipande vya kuni anapozipasua.
   3. Anayakinga macho kutokana na mwangaza mwingi wa juu.
   4. Masikio
   5. Mwalimu asikilize maelezo ya mwanafunzi na amshauri ipasavyo.

E. Sarufi
(ukurasa 300)

Zoezi 1
(ukurasa 300)
1. mtu – watu 2. mtoto – watoto
3. dawati – madawati 4. gari – magari
5. mti – miti

Zoezi 2
(ukurasa 300)
7. Vidole

Zoezi 3
(ukurasa 301)
1. Pua moja 2. Miguu miwili
5. Macho mawili 6. Mikono miwili
7. Vidole kumi vya mikono na kumi vya mguu.
Sura ya 7: Usafi wa mwili

A. Sauti na majina ya herufi za Kiswahili

1. Sauti w

Zoezi 1 na 2
Hakikisha mwanafunzi anatamka sauti w, a, e, i, o na u.

Zoezi 3
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
Hakikisha mwanafunzi anayasoma maneno husika kwa usahihi.

Zoezi 5
Mwanafunzi asome maneno na kutambua yenye sauti w. 1, 2, 3, 5, 6 na 7.

Zoezi 6
Mwanafunzi ataje majina ya picha na kutambua yenye sauti w. 2, 4, 6 na 7.

Zoezi 7
Maneno yanayoanza kwa sauti w. 1, 4, 5 na 8.

Zoezi 8
Mwanafunzi aambatanishe silabi na asome neno.
1. hawa 2. wingi 3. wowote
4. kipawa 5. wageni 6. Kawaida

Zoezi 9
Mwanafunzi atenganishe silabi na kuzisoma.
1. we pe si 2. wa wi li 3. wo ga
4. we nye 5. ta wi 6. wa za zi

B. Sauti e

Zoezi 1 na 2
Mwelekeze mwanafunzi kutamka sauti e, m, w, k, l na t.

Zoezi 3
Hakikisha wanafunzi wametamka sauti na silabi husika.

Zoezi 4
1, 2, 4, 5, 6, 7, 9 na 10.

Zoezi 5
2, 4, 5 na 8.

Zoezi 6
1. pete 2. kelele 3. tembea
4. nena 5. meremeta

Zoezi 7
1. pe wa 2. le ta 3. e ze ka
4. le nye we 5. te re m ka

Zoezi 8
1. redio 2. meza 3. nane
4. debe 5. Meli

Zoezi 9
Hakikisha mwanafunzi amesoma hadithi ipasavyo.
Zoezi 10
(ukurasa 308)
Maembe, yamejaa, debe, lenye, huwezi, kulibeba, peke, utawezu na wenzako.

Zoezi 11
(ukurasa 308)
Mwelekeze mwanafunzi kupaka rangi umbo husika.

3. Sauti i

Zoezi 1 na 2
(ukurasa 309)
Hakikisha mwanafunzi anatamka sauti i, m, w, k, l na t kwa usahihi.

Zoezi 3
(ukurasa 309)
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
(ukurasa 309)
1, 3, 4, 5, 6, 7, 9 na 10.

Zoezi 5
(ukurasa 309)
1, 4, 5 na 9.

Zoezi 6
(ukurasa 309)
1. lima 2. miti 3. lakini
4. ulimi 5. simama

Zoezi 7
(ukurasa 310)
Hakikisha mwanafunzi ani ungezeka silabi na kusoma neno.
1. zi zi 2. ti ba 3. ti sa
4. li ki zo 5. ki si ma

Zoezi 8
(ukurasa 310)
1. basi 2. kiatu 3. sahani
4. kitabu 5. miti

Zoezi 9
(ukurasa 310)
Hakikisha mwanafunzi amesoma hadithi kwa ufasaha.

Zoezi 10
(ukurasa 311)
Zizi, ami, hili, ni, miti na sisi.

Zoezi 11
(ukurasa 311)
Mwelekeze mwanafunzi kupaka rangi umbo husika.

4. Sauti h

Zoezi 1 na 2
(ukurasa 311)
Mwelekeze mwanafunzi kutamka sauti h, a, e, i, o na u.

Zoezi 3
(ukurasa 311)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
(ukurasa 312)
1, 2, 3, 4, 6, 7, 9 na 10.

Zoezi 5
(ukurasa 312)
1, 2, 6, 7 na 8.

Zoezi 6
(ukurasa 312)
Hakikisha mwanafunzi ameambatanisha silabi na kusoma neno.
1. hapa 2. honi 3. rahisi
4. muhula 5. samahani

Zoezi 7
(ukurasa 312)
1. hi ma 2. hi si a 3. hu ru
4. he sa bu 5. sa me he

Zoezi 8
(ukurasa 313)
Hakikisha mwanafunzi amepanga silabi vizuri na kusoma neno.
1. huyu 2. yule 3. sahani
4. hesabu 5. hapa

Zoezi 9
(ukurasa 313)
Hakikisha mwanafunzi amesoma hadithi kwa ufasaha.

Zoezi 10
(ukurasa 313)
Hodari, heri, huyu, haraka, hahitaji na hamu.

Zoezi 11
(ukurasa 313)
Mwelekeze mwanafunzi kupaka rangi umbo husika.

B. Msamiati wa usafi wa mwili

Zoezi 1
(ukurasa 314)
1. mswaki 2. dawa ya kusugulia meno
3. beseni 4. pasi
5. kikata kucha  
6. karatasi shashi
7. wembe  
8. sabuni
9. mashine ya kunyolea nywele
10. kitambaa cha mkono au leso au hanchifu
11. kichana  
12. taulo

Zoezi 2
(ukurasa 315)
1. Mswaki  
2. Sabuni
3. Dawa ya kusugulia meno
4. Wembe  
5. Kichana
6. Kikata kucha
7. Mashine ya kunyolea nywele
8. Hanchifu

Zoezi 3
(ukurasa 316)
1. Kuchana nywele  
2. Kusugua meno
3. Kulainisha nguuo  
4. Kukata nywele
5. Kukata kucha  
6. Kuoga
7. Kupangusa pua  
8. Kujipangusa mwili

Zoezi 4
(ukurasa 317)
1. kalamu  
2. simu
3. gari  
4. rula
5. jiko  
6. jembe

C. Kusikiliza na kuzungumza
(ukurasa 318)

Masimulizi

Zoezi 1
(ukurasa 318)
1. Mwanafunzi mmoja ni safi mwengine ni mchafu.  
2. Mwanafunzi mmoja (anayetembea kuelekea 
   shuleni) ni mchafu. Hajachana nywele, hajavaa vizuri. 
   Mwanafunzi wa pili aliyesimama karibu na kiti ni 
   safi. Amevaa sare yake vizuri.

D. Kusoma hadithi
(ukurasa 318)

Hadithi

Zoezi 1
(ukurasa 318 - 319)
1. mapema  
2. sabuni na maji
3. taulo  
4. ninachana
5. mswaki, dawa ya kusugulia meno
**Zoezi 5**
*(ukurasa 322)*
1, 2, 3, 6, 7, 8, 9 na 10.

**Zoezi 6**
*(ukurasa 323)*
Hakikisha mwanafunzi ameambatanisha silabi na kusoma neno.
1. sema  2. soma  3. sugua
4. sahau  5. karatasi

**Zoezi 7**
*(ukurasa 323)*
1. so mo  2. a si li  3. si ku
4. sa na  5. si ki li za

**Zoezi 8**
*(ukurasa 323)*
1. saa  2. sanduku  3. simu
4. sabuni  5. kisu

**Zoezi 7**
*(ukurasa 324)*
Hakikisha mwanafunzi amesoma hadithi.

**Zoezi 10**
*(ukurasa 324)*
Safari, sisi, sote, basi, safi na masanduku.

**Zoezi 11**
*(ukurasa 324)*
Mwelekeze mwanafunzi kupaka rangi umbo husika.

**2. Sauti b**

**Zoezi 1 na 2**
*(ukurasa 324)*
Hakikisha mwanafunzi anatamka sauti b, a, e, i, o na u.

**Zoezi 3**
*(ukurasa 325)*
Hakikisha mwanafunzi anatamka sauti na silabi husika.

**Zoezi 4**
*(ukurasa 325)*
Hakikisha mwanafunzi amesoma maneno husika.

**Zoezi 5**
*(ukurasa 325)*
1, 4, 5, 6, 8 na 9.

**Zoezi 6**
*(ukurasa 325)*
1. bora  2. beba  3. kabati
4. bahati  5. bakora

**Zoezi 7**
*(ukurasa 326)*
1. sa ba  2. a bi ri a  3. sa ba bu
4. su bi ri  5. ka be ji

**Zoezi 8**
*(ukurasa 326)*
1. ubao  2. kabati  3. beseni
4. birika  5. kitabu

**Zoezi 9**
*(ukurasa 327)*
Hakikisha mwanafunzi amesoma hadithi kwa usahihi.

**Zoezi 10**
*(ukurasa 327)*
Bibi, kibuyu, alibeba, maboga na basi.

**Zoezi 11**
*(ukurasa 327)*
Hakikisha mwanafunzi amepaka rangi umbo husika.

**3. Sauti y**

**Zoezi 1 na 2**
*(ukurasa 327)*
Hakikisha mwanafunzi ametamka sauti y, a, e, i, o na u.

**Zoezi 3**
*(ukurasa 327)*
Hakikisha mwanafunzi ametamka sauti na silabi husika.

**Zoezi 4**
*(ukurasa 328)*
Mwelekeze mwanafunzi kusoma maneno maneno husika.

**Zoezi 5**
*(ukurasa 328)*
Hakikisha mwanafunzi ametaja majina ya picha na kutambua yenye sauti y.
1, 2 na 4.

**Zoezi 6**
*(ukurasa 328)*
Hakikisha mwanafunzi ametamka majina na kutambua yanayoanza kwa sauti y:
1, 2, 3, 6 na 7.

**Zoezi 7**
*(ukurasa 329)*
Hakikisha mwanafunzi ameambatanisha silabi na kusoma neno.
1. yeye  2. yule  3. tayari
4. sayari  5. huyu
Zoezi 7
(ukurasa 329)
1. yu le 2. ka ya 3. u yo ga
4. ma yo we 5. yo yo te

Zoezi 8
(ukurasa 329)
1. yaya 2. waya 3. nyayo
4. kibuyu 5. unyoya

Zoezi 9
(ukurasa 330)
Hakikisha mwanafunzi amesoma hadithi.

Zoezi 10
(ukurasa 333)
Zena, zawadi, mwanafunzi, mzuri, zalina, mzaha, kazi, zote, za, nzuri.

Zoezi 11
(ukurasa 333)
Mwelekeze mwanafunzi kupaka rangi umbo husika.

B. Msamiati wa vyakula vya kiasilia
(ukurasa 334)

Vyakula vya kiasili

Zoezi 1
(ukurasa 334)
1. muhogo 2. viazi vitamu 3. kiazi kiku
4. viazi wanga 5. maboga 6. mahindi
7. maharagwe 8. mchoroko 9. mbaazi
10. nzuri 11. mapera 12. nazi

Zoezi 2
(ukurasa 335)
1. Mahindi - 3 2. Maboga - 4
5. Viazi wanga -5 6. Mapera - 10
7. Viazi vitamu - 9 8. Maharagwe - 6

Zoezi 3
(ukurasa 336)

Zoezi 4
(ukurasa 337)
1. viazi vitamu 2. viazi wanga 3. mahindi
4. maharagwe 5. mihogo 6. ndizi
Zoezi 5
(ukurasa 337)
Musa

Zoezi 6
(ukurasa 338)
Hakikisha mwanafunzi amechora vyakula vya kiasilia avipendavyo kisha amshauri ipasavyo.

C. Kusikiliza na kuzungumza
(ukurasa 338)

Masimulizi
Mwelekeze mwanafunzi kuzungumza kuhusu anayoona katika picha.
Muhimu: Azingatie sana chakula wanachokula. Je, ni cha kiaslia au la?

D. Kusoma hadithi
(ukurasa 338)

Hadithi
Zoezi 1
(ukurasa 338)
1. Vyakula vya kiasilia
2. Viazi vitamu, viazi wanga, viazi vikuu, mihogo, mboga na matunda.
3. Viazi vitamu, viazi wanga, viazi vikuu na mihogo.
4. Mboga za kiasilia
5. Aliviosha na kuvitoa uchafu.

Zoezi 2
(ukurasa 340)
A. 1. familia 2. Mfalme Simba
3. chipsi na soda 4. kulima
5. Viazi vitamu, mihogo, maboga, mboga na mitunda.
B. 1. Asubuhi
2. Hakupata wakati wa kuwapikia watoto wake.
3. Walikula vyakula ambavyo havikusaidia mwili sana.
4. nguvu na afya nzuri
5. Vinawezesha mwili kuwa na afya na nguvu.

E. Sarufi
(ukurasa 341)
Matumizi ya -angu na -etu

Zoezi 1
(ukurasa 341)
1. Haragwe langu - maharagwe yetu.
2. Tunda langu - matunda yetu.
5. Ndizi yangu - ndizi zetu.

Zoezi 2
(ukurasa 342)
1. Muhogo yetu. 2. Vikapu vyetu.
5. Uji wetu.