Strand 1: Health practices

1. Health habits

1. Health habits that prevent illness
   1. (a) water, soap  (b) latrine  (c) germs
      (d) clean  (e) bed
      (f) football, rope
   2. Accept a coloured drawing of a family having a meal. The name of the meal will vary.
   3. Accept a pasted photograph of a boy or a girl playing, drinking water, washing hands among others.

2. Importance of practising health habits
   1. healthy  2. resting
   3. (a) good (b) good (c) bad
      (d) good (e) good

3. I can practice health habits
   1. Accept a ✓ on all the answers.
   2. Accept an x on f.

4. The importance of practising health habits
   1. (a) germs (b) healthy (c) unhealthy
      (d) wash
   2. A lot of vegetables and little fish and ugali.
   3. Accept a drawing of a healthy eating portion.

Activity 1

1. Guide learners as they find the words in the word search.
2. Healthy habits will vary.
3. Food found in home areas will vary.

2. Care of the teeth

1. Milk teeth as temporary teeth
   1. (a) None  (b) four
      (c) they were shed
   2. (a) Accept appropriate answers. Number of teeth will vary.
      (b) Accept appropriate answers. Number of teeth will vary.

3. Accept appropriate answers, number of teeth will vary.
4. milk

2. Hygienic practices to observe when shedding teeth
   1. (a) removed  (b) Dispose  (c) dentist
      (d) Water  (e) shed  (f) milk
   2. (a) good (b) good (c) bad

3. Observe hygiene during the shedding of teeth
   1. (a) wash  (b) salty water  (c) hands
      (d) pit latrine
   2. finger  3. brushing

4. Importance of shedding milk teeth
   1. stronger teeth  2. shed
   3. growing
   4. Accept a drawing of a tooth.

Activity 2

Accept a drawing of a child with some milk teeth.

3. Use of medicine

1. Common forms of medicines used at home
   1. (a) eye or ear drops  (b) capsules
      (c) tablets  (d) syrup
      (e) inhaler  (f) ointment
   2 - 3. Accept appropriate answers, answers will vary.
   4. (a) skin  (b) Chemist  (c) eyes
   5. Accept a drawing of an ointment.

2. Care when handling medicine at home
   1. (a) washing hands  (b) washed
      (c) clean
   2. (a) bad  (b) bad  (c) good
      (d) good  (e) good

3. Importance of cleanliness when taking medicine
   1. (a) clean  (b) wash  (c) clean
      (d) wound  (e) bathe
   2. clean
Strand 2: Personal hygiene

4. Care for different parts of the body

1. Materials used to clean different parts of the body
   1. (a) soap (b) water
      (c) pumice stone (d) tooth brush
      (e) chewed stick (f) ear buds
      (g) towel (h) leaf
      (i) pumice stone
   2. (a) chewed stick (b) soap
      (c) toothbrush
      (d) Accept a drawings of a face towel, pumice stone, water in a bucket or basin, sponge, ear buds among others.

2. Cleaning different parts of the body

A. Cleaning hands
   1. (a) wet (b) soap (c) rinse (d) dry
   2. lemon
   3. Accept a drawing of a dettol, hand tissue among others.

B. Cleaning the hair
   1. (a) Washing hair with soap (b) Rinsing the hair (c) Wiping hair (d) Applying oil (e) Combing hair
   2. Comb or hair brush
   3. water and soap

C. Cleaning teeth
   1. (a) tooth brush (b) water (c) tooth paste (d) chewed stick (e) salt (f) ash
   2. salt
   3. Chewed stick
   4. (a) wet (b) a little (c) brush (d) tongue (e) side (f) wash (g) rinse
   5. (a) Do not clean the teeth using a tooth pick. (b) Do not open a bottle using teeth.
   6. two 7. Wake 8. after 9. bed

D. Cleaning the face
   1. (a) Guide learners as they identify what is happening in each picture.
   2. (a) wet the face towel (b) apply soap on the towel (c) clean the face (d) dry the face
   3. Handkerchief 4. clean
   5. Accept a ✔ on a and d 6. Ear buds 7. bean

E. Cleaning legs
   1. (a) Pumice stone (b) Nail cutter (c) soap (d) sponge
   2. (a) soap (b) Scrub (c) Rinse (d) Apply
   3. Accept appropriate answers.
   4. (a) False (b) False (c) True

3. Cleaning body parts without wasting materials
   1. (a) bad (b) good (c) good (d) bad
   2. (a) little
   3. Accept a ✔ on all.

4. Importance of a clean body
   1. sickness 2. bad 3. rot
   4. (a) bathe (b) brush teeth (c) clean hands (d) clean face (e) clean legs

Activity 4

Revision Exercise 1

1. (a) washing dirty hands (b) sleeping (c) playing (d) washing hands before eating
   2. (a) good (b) bad (c) good (d) good
   3. Relaxing under a tree or by sleeping.
   4. Healthy and strong
   5. Visiting the toilet or before eating or after taking meals.
   6. washed 7. water
   8. (a) school age child (b) toddler (c) infant
   9. Milk
5. Use of toilets, latrines and urinals

1. Location of toilet and urinal in school

1. Picture a is a latrine, picture b is a toilet, picture c is a urinal, a and b answers will vary. (c) Boys and men
2. Accept appropriate answers.
3. Accept a picture of a school and check the location of toilet or latrine.

2. Reasons for using a toilet or latrine

1. (a) b (b) It is unhealthy.
2. To avoid getting sick 3. flies 4. diseases 5. Clean

3. Using a latrine or toilet appropriately

Accept a ✔️ on b and x on a, c, d, e and f.

4. Dispose of soiled materials

1. Accept a circle on tissue paper and leaf.
2. (i) Toilet - tissue paper and water.
   (ii) Latrine – leaf, torn newspapers, water and tissue paper.

Activity 5 🎨

Accept a pasted photograph of a toilet or a latrine.

Revision Exercise 2

1. (a) Capsules (b) Tablets (c) Ointment cream (d) inhaler (e) eye drop
2. Wash hands, drink safe water
3. shared 4. children
5. Take it after eating
6. (a) True (b) False (c) True (d) False (e) True
7. (a) face towel (b) tooth brush (c) soap (d) ear bud

(e) pumice stone 9. A clipper or nail cutter
10. Water, soap 11. meals
12. Accept a ✔️ on b, c, f and g.
13. daily 14. True
15. Accept appropriate answers.
16. Healthy and strong 17. bad 
18. teeth 19. Oil 20. good

6. Food sources

1. Different food sources in our locality

1. (a) eggs (b) milk (c) meat (d) orange (e) bread (f) potatoes 
(g) beans (h) chicken (i) fish (j) cabbage (k) maize (l) carrots

Accept appropriate answers for b and c.

2. Foods got from plants and animals

1. (a) Accept appropriate answers.
   (b) Accept appropriate answers.
2. (a) Banana - Banana plant (b) Milk - Cow (c) Eggs – Hen (d) Sugar – Sugarcane plant (e) Mango- Mango plant

3. Accept animal and plant food source.
4. (a) plant (b) animal (c) plant and animal (d) animal (e) plant (f) plant (g) plant (h) plant (i) plant (j) animal (k) plant
5. (i) Accept coloured pictures.
   (ii) (a) carrot (b) avocado (c) maize (d) orange (e) bananas

3. Importance of the source of food in my locality.

1. Accept pasted photographs of foods in the locality.
2. (a) Ali - plant (b) Katee - plant (c) Wafula- animal (d) Nyakio – plant (e) Mogaka - animal

Activity 6 🎨

1. Accept coloured drawings of foods found in your locality.
7. Eating habits

1. Foods and drinks we take every day
   1. (a) beans, rice, bananas, oranges and peas.
   (b) milk
   (c) Accept appropriate answers.
   2. (a) milk (b) ugali (c) bread
   (d) bananas
   3. Accept appropriate answers.

2. Favourite foods and drinks
   1. Accept appropriate answers.
   2. Accept appropriate answers.
   3. (a) likes (b) beans and cooked bananas
   (c) likes vegetables and rice.
   (d) likes taking tea and bread.
   (e) likes (f) likes

3. Foods that make our teeth strong
   1. (a) sugarcane (b) milk
   2. Accept a ✔ on b, e, g, h, and i.
   3. Accept appropriate answers.
   4. Accept a drawing of a type of food.

4. Importance of health foods for healthy teeth
   1. (a) decay (b) Carrots (c) Brush
   (d) Milk and water

Activity 7
   1. Guide learners as they read the poem individually
      or in small groups.
   2. (a) True (b) True (c) True

8. Using our senses to identify food

1. Different foods eaten at home and at school
   Accept appropriate answers for number 1-3.

2. Identifying foods
   Accept appropriate answers.

3. Identifying foods using senses
   1. Accept reasonable answers.
   2. Oval
   3. Accept appropriate answers. Drawings and answers will vary.

4. Importance of different foods
   1. (a) rice (b) strong (c) animals
   (d) bitter
   2-3. Drawings and names will vary.

Activity 8
   Accept pasted photographs of foods sold in the market.

9. Cleaning of fruits

1. Fruits eaten in our home area
   1. (a) mango (b) orange
   (c) avocado (d) pawpaw
   (e) water melon (f) tomato
   (g) pineapple (h) passion fruit
   (i) guavas
   2. Accept appropriate answers.
   3. Accept a drawing of different fruits.

2. Choosing fruits to eat
   1. Good fruits b, e and f. Bad fruits a, c and d.
   2. ripe 3. Rotten 4. insects

3. Washing fruits before eating
   1. (a) washed (b) sick (c) washed
   (d) healthy (e) healthy
   2. Accept appropriate answer.
   3. Accept answers like pawpaw, pineapple, banana, orange, avocado, water melon, passion fruit among others.
   4. c, b, a
   5. (a) clean (b) illness (c) dirt

Activity 9
   Accept a path that is continuous.

10. Importance of food in our bodies

1. Number of times we eat in a day
   1. (a) Accept appropriate answers.
   (b) In picture a, they are eating in the morning.
   In picture b, they are eating at lunchtime.
   In picture c, they are eating in the evening or at night.
   2. To make us healthy and strong.
   Accept appropriate answers for number 3 - 5.
   Answers will vary.

2. Foods eaten at different times
   1. (a) breakfast (b) lunch (c) supper
   2. Accept pasted pictures of meals eaten in a day by a learner.
   3. Accept any reasonable meals.

3. Reasons for eating everyday
   1. (a) playing
   (b) Accept any reasonable activity.
2. (a) healthy
   (b) to be strong, to be satisfied and to avoid illness.
   (c) hungry

4. Importance of eating
   (a) strong (b) ill (c) grow (d) energy

Activity 10
1. Accept a coloured drawing of a family eating.
2. Accept appropriate answers.
3. Accept appropriate answers.

11. Good behaviour during mealtimes

1. Good eating habits
   1. (a) b and d (b) a and c
   2. (a) bad (b) good (c) good (d) bad (e) good (f) bad (g) bad (h) good (i) good (j) bad (k) bad

2. Importance of good behaviour during mealtimes
   1. (a) Mumbi (b) To finish eating quickly and have time to play. (c) She started vomiting. (d) Accept approach answers.
   2. You can get germs and become sick.

3. I have good behaviour during mealtimes
   Accept b, c and f.

Activity 11
Accept pasted photographs of a family taking a meal.

Revision Exercise 3
1. (a) toilet (b) urinal (c) latrine
2 – 3. Accept appropriate answers.
4. To avoid getting sick and to have a clean surrounding.
5. Accept b and c.
6. Bowel and flush
7. flush
8. knock
9. (a) putting the tissue in the pit (b) flushing
10. Read or play
11. Good behaviour

Activity 12
Accept pasted photographs of a family taking a meal.

12. Buying food

1. Places where food is bought
   1. (a) Butchery (b) Market (c) Shop (d) Supermarket
   (b) Accept relevant answers.
   (c) Accept appropriate answers.

2. Foods bought in different places
   1. Accept appropriate answers.
   2. Accept relevant answers.

3. Importance of the places where food is bought
   People will be weak, sick and die of hunger.

Activity 12
1. Parents to guide learners in the market.
2. Accept photographs of things sold in the market.
3. Accept relevant drawings.

Strand 4: Safety education

13. Common accidents at home

1. Identify common accidents at home
   1. (a) A cut (b) An electrical shock (c) A prick (d) A fall from a building (e) Drowning (f) A chock (g) Thorn pricks (h) A burn from a jiko (i) A fall from a tree
   2. Accept relevant answers. Answers will vary.

2. Causes of common accidents at home
   1. (a) broken bottle (b) banana peels (c) water in a drum
   2. Slippery floor, thorns, broken furniture and weak furniture, fire, kerosene, gas, electricity, burning jiko, wet floor, chemicals among others.
   3. A person may fall down or fall in the pit.
3. Ways of preventing accidents at home
1. (a) Drying the floor  
   (b) Collecting rubbish and cuttings  
   (c) Disposing wastes in a pit  
   (d) Covering water drums
2. Accept appropriate answers.

4. Importance of preventing accidents
1. (a) knife  
   (b) pits  
   (c) floors  
   (d) dangerous
2. Accept appropriate answers.

Activity 13
Consider the following key points: Where the accident happened, what caused the accident, how the accident victim was helped and what they learnt.

14. Dangerous chemicals found at home
1. Some dangerous chemicals found at home
   1. Accept appropriate answers. Answers will vary.
   2. (a) bleach  
      (b) paint  
      (c) kerosene  
      (d) insecticide  
      (e) washing powder
   3. Accept reasonable answers.
2. Dangers caused by chemicals used at home
   1. (a) Vomiting and fainting  
      (b) Change of skin colour and rashes  
      (c) burns  
      (d) Fire
   2. Accept answers like death, rashes, swollen stomach, blindness among others.
3. Avoiding handling dangerous chemicals
   1. Accept relevant answers.
   2. (a) drink  
      (b) touch  
      (c) fire  
      (d) spray  
      (e) use

Activity 14
Accept a coloured drawing of a chemical with a warning.

Revision Exercise 4
1. Accept relevant answers.
2. Accept relevant answers.
3. To be healthy, avoid sickness and be strong.
4. (a) running  
   (b) learning  
   (c) swimming
5. (a) Putting small amount of food in the mouth.  
   (b) Washing hands before eating.
6. Accept relevant answers.
7. (a) Butchery  
   (b) Green grocery

8. Accept correct matching.
9. (a) Drowning  
   (b) A cut  
   (c) A fall
10. (a) suffocation  
    (b) choke you  
    (c) Electric shock or electrocution
11. (a) broken bottle  
     (b) banana peels  
     (c) Kerosene, knives, fire, pits among others.

15. Simple First Aid
1. Reason for carrying out First Aid
   1. (a) First Aid  
      (b) To reduce pain and loss of blood.  
      (c) Accept any relevant answer.
   2. (a) axe  
      (b) cut  
      (c) bleeding  
      (d) washing  
      (e) First Aid  
      (f) germs
   3. (a) wash  
      (b) First Aid  
      (c) germs
2. Things in First Aid box
   1. First Aid box.
   2. Accept a ✔ on b, c, d, f, h, i, j, k and l.
   3. Tweezers and soft pins
3. First Aid for cuts and wounds
   1. First Aid  
   2. hands  
   3. gloves  
   4. cotton wool  
   5. germs

Activity 15
Accept coloured drawings of things found in the First Aid kit.

Revision Exercise 5
1. person, accident
2. (a) cotton wool  
   (b) scissors  
   (c) capsules
3. Accept relevant answers.
4. (a) eggs  
   (b) cow  
   (c) pork
5. knock
6. (a) soap  
   (b) pumice stone  
   (c) clippers or nail cutter
7. Guide learners as they find the words from the word search.
8. Playing
Strand 1: Environment and its resources

1. Weather and the sky

A. Observing the sky

1. The sky during the day
   1. Dark 2. The sun
   3. Accept a coloured drawing of the sky.
   4. a
   5. Accept a complete picture joined with dots.
   6. Accept a drawing of the clouds and the sun.

2. The sky at night
   1. Dark
   2. Accept a drawing of a dark coloured sky.
   3. b and c 4. Stars and moon
   5. Accept complete pictures joined with dots and is coloured bright.
   6. Accept the shape of a star and the moon.

3. Differences in the sky at night and during the day
   1. sun, moon 2. During the day
   3. b - The sun
   4. (a) ▶️ x on colour blue.
      (b) ▶️ A on colour black.
   5. (a) Night- Sky coloured black, star coloured orange and full moon coloured gold.
      (b) Day - Sky coloured blue and the sun coloured yellow.

   Activity 1
   1. Accept the shape of a half moon, full moon or crescent moon depending with the current moon.
   2. Accept bright coloured pictures starting with the picture of the stars, moon and sun.
   3. Accept a thread with a blue sky and the sun.

B. Exploring weather conditions of the day

1. Weather conditions of the day
   1. (a) sunny (b) windy (c) cloudy (d) rainy
   2. Accept any relevant answer depending with the weather. Answers will vary.
   3. (a) flying kites (b) windy day (c) Accept brightly coloured kites.
   4. (a) clouds (b) sun
   5. Picture a has dark grey clouds while picture b has white clouds.
   6. Accept a coloured picture of a windy day.

2. Weather forecast of the day
   1. Learners to keep observing the sky and draw what they see in the morning, afternoon, evening and at night. (Mark appropriately).
   2. (a) Learners to record the weather around the school for five days.
      (b) Learners to forecast the weather of the following week using what they recorded in (a) above.
   3. (a) Windy (b) Cloudy (c) Rainy (d) Sunny
   4. (a) Sunny (b) Cloudy (c) Rainy
   5. (a) Rainy (b) Sunny
   6. (a) sunny, rainy, cloudy
      (b) Guide learners when recording the weather forecast of the following day. This will depend on the day’s weather.

3. Appreciating weather conditions at different times of the day
   1. windy 2. cloudy 3. sunny
   4. windy 5. cloudy
   6. (a) Sweater - windy (b) Vest - sunny (c) Boots - rainy
B. Uses of water

1. **Uses of water at home and school**

   1. (a) swimming  (b) watering animals  
      (c) washing utensils  (d) keeping fish  
      (e) drinking  (f) brushing teeth  
      (g) washing clothes  
      (h) watering plants or flowers  
      (i) bathing  

   2. (a) She is washing her hands.  
      (b) water  (c) water  

   3. (a) Washing the doll.  (b) Mopping the floor.  
      (c) Watering vegetables.  
      (d) Bathing children.  

   4. Pictures to be coloured green are; c, d, e and f.  

   5. Close the tap after use.  

   6. Accept pasted pictures showing different uses of water from newspapers and magazines.

2. **Appreciating careful use of water in the home and at school**

   1. (a) She is washing vegetables in picture a. She is watering plants in picture b.  
      (b) The water she used to wash vegetables.  

   2. (i) Closing taps after use.  
      (ii) Using water in a cup to brush teeth.  
      (iii) Washing clothes in a bucket or basin.  
      (iv) Washing utensils in a bucket.  
      (v) Reusing water.  

   3. (a) (i) Wash hands then water trees.  
      (ii) Wash clothes then mop the house.  
      (iii) Mop the house then wash the cowshed.  

   4. Accept any answer showing reusing water.

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**Activity 4**

1. Accept pasted photographs of people using water at home.  

2. **Water saving tips:**  
   (i) Use water in a cup when brushing teeth.  
   (ii) Close taps after use.  
   (iii) Use buckets to wash clothes and utensils.  
   (iv) Reuse water.  

3. (a) Water  (b) Clean  (c) Wash  

4. Accept well coloured drawings of the sources of water around the child’s home.  
   Answers will vary.

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**Revision Exercise 1**

1. **Weather**  
   1. dark, bright  
   2. windy, rainy  
   3. stars  
   4. sun  
   5. Rainy  
   6. Sunny  
   7. windy  
   8. rainy  
   9. stars  
   10. sun
Activity 5

1. Each learner to model classroom objects. Accept the drawn objects that they have modelled.
2. Accept pasted photographs of flower patterns on a cardboard using soil and glue.
3. (a) Letter A
   (b) Accept a well coloured letter.

4. Plants

A. Exploring plants in the immediate environment

1. Identifying plant diversity in the immediate environment
   1. Accept appropriate answers.
   2. Accept appropriate answers.

2. Observing diversity in plants in our immediate environment
   1. (a) big (b) small (c) many (d) few
   2. Accept a coloured drawing of a thorny plant.
   3. (a) Guide learners as they read the names of the given plants.
      (i) Plants with thorns - Sisal, cactus
      (ii) Plants with fruits - Mango tree, banana plant (Accept any other appropriate answer).
   4. Accept a tree coloured with green leaves and brown stem.
   5. Maize, cabbages, sisal, flowers, mango trees, cactus among others.

3. Appreciating plant diversity in the environment
   Answers will vary depending on the home environment.

Activity 6

1. (a) plants (b) trees (c) soil (d) forest
2. (a) Coconut tree - coconut
   (b) Pawpaw tree - pawpaw
   (c) Banana tree - banana

3. Soil

A. Playing with soil

1. Ways of playing with soil
   1. (a) Making hills with soil.
      (b) Molding things (c) Playing with soil.
      (d) Emptying containers containing soil.
   2. Accept a drawing of a learner playing with soil.
   3. A boy with dirty hands, some toys and a heap of soil.

2. Enjoy playing with soil
   1. Letter a
   2. Guide learners as they read the words in the box.
      (a) Wet soil
      (b) Accept a coloured box of the wet soil in a above.

3. Modelling objects using soil
   1. Accept a modelled pot using soil. Accept a drawing of a coloured pot.
   2. (a) eyes
      (b) careful
      (c) Accept the names of different objects modelled using soil.
   3. a, c and d can be made using soil.
Revision Exercise 2

1. Accept answers like washing, bathing, cooking, drinking, brushing, watering animals, watering plants, mopping, flushing the toilet among others.
2. Rivers, dams, lakes, swamps, ocean, springs, wells among others.
3. (a) dirty (b) soil (c) Children (d) Sticks and fingers (e) dry
4. (a) water, sand (b) soil and water
5. Clay
6. (a) Sukuma wiki (b) Maize
7. (a) sugarcane (b) maize (c) carrots (d) mango (e) Groundnut seed
8. (a) roots (b) leaves
9. (a) Pawpaw (b) mango
10. forest

5. Animals

A. Exploring animals in the immediate environment

1. Identifying animals in our immediate environment

1. Accept names of animals such as lizards, millipedes, monkeys, cows, goats, sheep, dogs, cats among others.
2. Accept a drawing and a name of an animal most likely to be found at home.
3. Answers will vary.
4. Accept a coloured animal.

2. Observing different animals in our immediate environment

1. (a) (i) monkey (ii) giraffe (iii) dog (iv) snake (v) sheep (vi) cow
   (b) Snake (c) giraffe (d) A cow (e) A sheep
2. (a) A cow (b) A cat (c) A hen (d) A lion
3.

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<th>Example</th>
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<td>(b) Animals with wings</td>
<td>Chicken, ducks, geese, turkeys</td>
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<tr>
<td>(c) Animals with tails</td>
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<td>(d) Animals with four legs</td>
<td>Cows, sheep, goats, pigs, dogs, cats, horses, donkeys</td>
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<td>(e) Animals with two legs</td>
<td>Chicken, geese, ducks, turkeys</td>
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</table>

(f) Animals that lay eggs | Chicken, geese, ducks, turkeys
(g) Animals that live in water | Fish, crocodiles, frogs, tadpoles

3. Appreciating diversity of animals in our immediate environment

1. (a) Accept modelled animals found either in school or home.
   (b) Accept a picture of a home with domestic animals.
2. Guide learners as they read the poem either in pairs or individually.
3.

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<th>With claws</th>
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<td></td>
<td>Turkey</td>
<td>Turkey</td>
<td></td>
</tr>
</tbody>
</table>

Activity 7

1. Has a tail | Feeds and moves | Feeds but does not move | Has wings |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cow</td>
<td>Animal</td>
<td>plant</td>
<td>Hen</td>
</tr>
</tbody>
</table>

2. Animals with wings | Animals with horns
|--------------------|----------------|-----------------
| Hen                | Cows            |
| Duck               | Goats           |
| Geese              | Sheep           |

3. Accept coloured animals:
(a) cat (b) dog (c) cow (d) bird (e) pig (f) elephant

6. Energy

A. Producing sound

1. Sounds in our immediate environment

1. (a) bee-buzzes (b) cat-meows (c) lion-roars (d) cow-mows (e) sheep-bleats (f) snake-hisses
2. (a) crows  (b) quacks
   (c) chirps  (d) clucks
3. (a) Wind - blows  (b) Thunder - roars
   (c) Car - hoots  (d) Mobile phone - rings
   (e) Bell- rings
   (f) Rain falling on the ground - pitter patter

2. Identifying ways of producing sound
1. (a) snapping  (b) drumming
   (c) plucking  (d) blowing
2. (a) blowing  (b) hooting
   (c) ringing  (d) blowing

3. Creating sounds from a variety of sources
1. (a) blows  (b) bleats
   (c) cries  (d) pitter patter
2. Accept well coloured objects.
   (a) Mobile phone  (b) Drum
   (c) Bell  (d) French horn
   (e) Whistle  (f) television
3. Musical instruments are: b - drum, c - guitar and f - trumpet

4. Developing curiosity in producing sounds from different objects
1. (a) Accept things that produce sound at home or at school.
   (b) By beating - Drums, empty tins, bottles and buckets.
   By blowing - whistle, flute and horn
   By opening- soda bottles
   By plucking - guitar and violin.
   (c) Objects can also produce sound by shaking and rubbing them together.

Activity 8
1. (a) Plucking  (b) Shaking
   (c) Blowing  (d) Blowing
   (e) Beating  (f) Hitting
2. Accept a drawing of an object that is plucked to produce sound.
3. Guide learners as they read the words.

<table>
<thead>
<tr>
<th>Sounds produced by some body parts</th>
<th>Sound produced by objects</th>
<th>Sound produced by our voices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snapping</td>
<td>Hitting</td>
<td>Blowing</td>
</tr>
<tr>
<td>Tapping</td>
<td>Plucking, shaking</td>
<td>Clicking</td>
</tr>
</tbody>
</table>

4. (a) Accept a well coloured tambourine.
   (b) Shaking

B. Sounds that alert us on danger
1. Identifying sounds that alert us on danger
   1. Accept answers like fire engine or truck, ambulance, barking dog, hooting vehicle, police siren, fire alarm among others.
   2. (a) Police car  (b) Fire engine
      (c) Ambulance
      (d) Bell
      (e) Mobile phone
   3. (a) fire engine  (b) ambulance
      (c) hoots
      (d) running
   4. (a) barking  (b) running
   5. (a) False  (b) True
      (c) True  (d) True
6. Accept a modelled and a well-drawn ambulance.

2. Discriminating sounds that alert us on danger
   (a) Fire engine - A burning house
   (b) A barking dog - a thief
   (c) A police car - a stranger giving a child a gift
   (d) An ambulance - a patient

3. Appreciating different sounds that alert us on danger
   1. Accept answers like fire, electric shocks, drowning in pools, strangers kidnapping children, stray barking dogs among others.
   2. Accept relevant drawings.

Activity 9
1. | Sound alert         | Response               |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire alarm</td>
<td>Stop what you are doing and run out immediately.</td>
</tr>
<tr>
<td>A dog barking</td>
<td>Find out what is happening.</td>
</tr>
<tr>
<td>A train whistling</td>
<td>Move out of the way for safety.</td>
</tr>
<tr>
<td>A car hooting</td>
<td>Move out of the way.</td>
</tr>
</tbody>
</table>
2. (a) Bark  (b) Hoot  (c) Siren
3. Red
4. (a) alarm  (b) siren  (c) whistle

C. Harmful effects of loud noise
1. Sources of harmful effects of loud noise
   1. Accept relevant answers.
   2. Radio
   3. (a) Ringing a bell  (b) loud
      (c) school
   4. (a) Loud  (b) Sound  (c) Music
5. Objects that make loud sound:
   (a) thunder   (b) a fire engine siren
   (c) a hooting car   (d) a jet plane in the sky   (e) fire crackers
6. Accept appropriate answer.

2. Harmful effects of loud sound to health
1. Loud music can cause deafness, sickness, confusion, noise, accidents and anger.
2. (a) Market   (b) Classroom
   (c) Classroom
3. (a) True   (b) False   (c) True
4. Accept a coloured drawing of the ear.

3. Limiting harmful effects of loud sound
1. (a) over (b) away (c) listen
2. (a) x (b) x (c) ✔
3. Accept answers like reducing the volume of a radio, listening to low music, living away from construction sites, avoiding noisy vehicles among others.

Activity 10
1. (a) meow   (b) bark   (c) roar
   (d) hiss
2. Accept answers like hooting vehicles, ringing bells, thunder, grinding mills, jua kali artisans among others.

Revision Exercise 3
1. (a) Cats and dogs   (b) wild
   (c) wild
2. Meat, milk, skin or leather, sausages, cheese among others.
3. (a) Duck, chicken, geese, turkey, pigeon among others.
   (b) Accept coloured drawings of any two domestic birds.
4. Goat, cow, bull, dog, duck, cat, hen, pig and sheep.
5. (a) wild   (b) tourists
6. Dog
7. Accept a coloured picture of any domestic animal.
8. (a) Fire engine   (b) Stove
   (c) Ambulance
9. Accept answers like blowing, clicking, shaking, snapping, tapping, beating and hitting.
10. (a) snapping   (b) blowing air
    (c) push or pull or hit   (d) pluck
    (e) sound
11. Accept pasted cut outs of different animals.

Strand 2: Social Environment

7. Home environment

A. Caring for things found in the home

1. Things found in the home

1. Chairs, tables, stools, cupboards, beds, jugs, cups, spoons, plates, thermos, glasses, mats, carpets, brooms, pangas, hoes, spades, rakes, wheelbarrows, televisions, computers, mobile phones, cookers, washing machines, iron boxes, radios among others.

2. Accept appropriate answers.
3. (a) four   (b) flat
4. (a) jug or jar   (b) bed   (c) spoon
   (d) chair   (e) bed and chair
5. (i) Picture a is small while picture b is big.
   (ii) Picture a is a stool while picture b is a table.
6. (a) Accept a coloured drawing of a wardrobe.
   (b) Accept a coloured drawing of a cooking stick.

2. Caring for things found in the home

1. Water, soap, sponge, steel wool among others.
2. (a) Cup - wash   (b) Flower garden - water
   (c) Mat - sweep   (d) Chair - dust and wipe
   (e) Window - wipe
   (f) Floor - sweep and mop
3. (a) a, b, and f
4. Let learners read and colour the objects.
5. (a) wipe   (b) dust and wipe
   (c) dust and wipe
   (d) Wash the bed sheets, pillow cases and duvet.
   Air blankets, pillows and mattresses.
   Dust and wipe the bed.
6. (a) fork   (b) sufuria   (c) fork

Activity 11

1. (a) True   (b) True   (c) True
   (d) False
2. (a) Wash   (b) Wipe
   (c) Dust and wipe   (d) Dust
   (e) Dust and wipe
3. e, d, a, b, c
B. Keeping home environment clean

1. Things that make the home environment dirty

1. Dust, fruit peels, potatoes peels, vegetable stalks, food waste, papers, small sticks, ashes, charcoal remains, plastic containers, bottles, cartoon boxes, animal waste, wrappers, cobwebs, broken bottles, cups, old tyres, packets, tins among others.

2. (a) Latrine a (b) Latrine b (c) Urine and faeces on the floor.

3. Old tyres, bottles, packets, tins, broken bottles, old broken buckets, cartoon boxes, potatoes, peels, maize cobs among others.

4. (a) sick (b) clean and safe (c) rubbish (d) Rats 

5. (a) waste bin (b) waste basket or a dust bin (c) compost pit

2. Making the home environment clean

Trimming or shaping the tree, mowing the grass and carrying waste or rubbish.

3. Keeping the home environment clean

1. Sweeping, collecting waste materials, disposing waste in the compost pit, wiping windows, mopping, dusting furniture, washing utensils, keeping tools in the store or right place among others.

2. Accept a pasted photograph of a clean home.

3. (a) Mopping (b) Sweeping (c) Washing utensils (d) Dusting and wiping

Activity 12

1. (a) A boy cleaning the cow-shed. (b) A woman sweeping.

2. Accept answers like sweeping, dusting, wiping, mopping, collecting rubbish, cleaning animal shelters among others.

C. Keeping safe and secure in the home

1. Common risks at home

1. (a) slippery (b) snake (c) Sharp (d) Medicines

2. (a) Razor blade (b) Needle (c) Fire (d) Knife (e) Broken pot (f) broken bottle

3. (a) His finger is burnt. (b) Put the finger in cold water.

4. Needles, nails, knives, fire, slippery floors, broken glass among others.

2. Safety and security in the home

1. (a) Running (b) Shoes

2. (a) hide in water drums (b) crawl across the fence (c) play with sockets (d) play with cutting tools like axes (e) play with fire

3. (a) kitchen (b) choke, block (c) match sticks

4. (a) slashing (b) cut

5. Guide learners as they read and name the tools. Cupboard - knives, folk and spoon. Store - jembe, slasher, hammer and panga.

Activity 13

1. Accept coloured drawings of utensils in a kitchen.

2. In the store, in boxes and bottles on shelves.

3. (a) False (b) True (c) True

4. (a) Accept relevant answers. (b) not safe (c) holes or pits.

D. Child rights and responsibilities in the family

1. Child rights

1. (a) A family (b) Father, mother, children

2. A boy with different types of food.

3. They are playing.

4. (a) False (b) True (c) True

5. (a) Working (b) (i) bad (ii) heavy (iii) work

6. (a) need (b) healthy (c) play (d) loved

7. Accept answers like education or schooling, medical care, clothes, shelter or house, food and play.

8. Accept a well coloured drawing of children going to school.
2. A child’s responsibilities
1. (a) obey (b) food (c) help
2. (a) washing plates
   (b) Sweep the house, clean the table after meals, dust chair, clean the compound, arrange the house among others.
3. (a) Cutting his nail
   (b) Wash our socks and handkerchiefs, brush our teeth, comb our hair, dress ourselves among others.
4. (a) rubbish (b) collect (c) all
   (d) Collect all rubbish.
5. (a) sweeping (b) brushing teeth
   (c) doing homework (d) helping others
   (e) helping parents (f) helping parents

3. Be responsible for family togetherness
1. Accept reasonable answers.
2. Accept reasonable answers.
3. Accept a drawing of a learner helping at home.

Activity 13
1. (a) responsibilities (b) play
   (c) school
2. (a) Guide learners as they read the given words.
   (b) Guide learners as they find and circle the words in the word search.
3. (a) Answers will vary, house, food, school, playing.

E. Meeting our family needs

1. Basic needs in the family
1. (a) clothes (b) medical care
   (c) education (d) water
   (e) home (f) food
2. Food, medical care, home, clothes

2. How family’s basic needs are met
1. (a) thousand (b) ten
2. (a) money (b) jobs
   (c) crops
   (d) Accept reasonable answers.
3. (a) treats the sick (b) cuts hair
   (c) plants and harvests crops
   (d) sells goods
   (e) makes furniture (f) teaches pupils
4. (a) School (b) House (c) Food
   (d) Toy car (e) Water (f) bicycle
   (g) b, c, e
5. Accept the following basic needs in the triangle food, house and water.

3. Importance of parents or guardians in
   meeting family needs
1. Accept appropriate answers.
2. Accept appropriate answers.
3. Accept a drawing of an adult.

Activity 14
1. House b
2. (a) A balanced diet - Yes
   (b) Water in a broken glass - No
   (c) A house with a leaking roof – No
   (d) Torn clothes - No
   (e) A good house – Yes
   (f) Good clothes – Yes
3. Accept a coloured drawing of any basic need.
4. Accept reasonable poems.

Revision Exercise 4
1. (a) banana peels (b) broken bottle
   (c) hurt
2. Accept a coloured drawing of things used to clean the home.
3. Wash plates, wash clothes and mop the house.
4. Guide learners as they find the sounds from the word search.
5. (a) False (b) True (c) False
   (d) True
6. b, c and d
7. Accept appropriate answers.
8. Accept any four types of food.
9. tools
10. Accept any four things found in the kitchen.
11. Accept appropriate answers from the learners.
    The work should be age appropriate.
12. (a) diseases (b) rights
    (c) kerosene and a match stick

8. Enterprise Project

A. Ways of making money in the family

1. Making money in the family
1. (a) Twenty shillings
   (b) Fifty shillings note
   (c) money
2. Accept appropriate answers.
3. (a) Accept appropriate answers.
   (b) The woman
   (c) The man

2. Right way of making money
1. (a) money (b) needs
   (c) rightfully
Revision Exercise 5

1. (a) two hundred shillings note
   (b) Accept any five rightful ways of making money.
2. (a) milk (b) hair (c) sold
   (d) Accept appropriate answers.
   (e) toy car (f) growing crops
3. Maize
4. (a) shop (b) things
5. Accept pasted pictures from newspapers and magazines of people carrying out money generating activities.

Strand 3: Care for the Environment

9. Caring for plants

A. Watering flower beds at school

1. When to water flowers
1. (a) Watering flowers (b) hose pipe
2. (a) water (b) watering (c) beautiful (d) flower bed
3. Hosepipe or watering can
4. Accept a coloured drawing of a flower bed in school.
5. (a) watering can (b) hosepipe (c) bucket (d) sprinkler
6. (a) morning (b) evening (c) soil

2. Watering flower beds in school

   c, a, d, e, b

3. Taking responsibility of watering flowers at school

1. Guide learners as they make a plan on how they are going to water the school flower bed.

Activity 17

1. Accept the following steps:
   (i) Connect the hosepipe to the tap.
   (ii) Open the tap.
   (iii) Hold the hosepipe and water the flowers.
   (iv) Close the tap.
   (v) Remove the hosepipe from the tap.
   (vi) Hold it for the water to drip.
   (vii) Fold it and keep.
2. (a) True (b) False (c) False
3. Accept a drawing of a watering can.

B. Exploring the environment for income generating activities

1. Income generating activities for the family

1. (a) Sewing clothes (b) Keeping animals
2. Accept appropriate answers.
3. (a) Carpentery (b) weaving baskets
4. Accept appropriate answers.
5. (a) Accept plants coloured in green.
   (b) Farming
6. (a) Accept appropriate answers.
   (b) Market
   (c) Fruits and vegetables
   (d) People who need fruits and vegetables.

2. Possible income generating activities for the family

1. (a) False (b) True (c) True
2. (a) sisal or reeds (b) money (c) reeds (d) juice
3. Accept relevant answers.

3. Doing some income generating activities at home

1. a, c, d
2. Accept any relevant answer.

Activity 16

1. (a) cow (b) goat (c) pig (d) cock (e) sheep (f) turkey
2. Milk, eggs, meat, skin and sausages.
3. (a) pick fruits (b) eggs (c) Milk

Activity 15

1. Accept coloured drawings of a five hundred shillings note and a 40 shillings coin.
2. Rightful ways are: c and d wrongful ways are: a and b.

Accept pasted pictures from newspapers and magazines of people working to make money rightfully.
10. Caring for animals

A. Feeding and watering animals

1. Common feeds for animals at home
   1. (a) grass, hay, maize leaves.
   (b) hay, fresh vegetables and grass
   (c) grass
   (d) grains and insects
   (e) grass and shrubs
   (f) milk and meat
   (g) dog, meat
   2. A ✓ on a, b and d. An x on c.
   3. (a) Accept any correct matching.
   4. (a) False (b) True (c) True (d) True
   5. Accept the correct drawing of the feeds.

2. Watering and feeding equipment
   1. Accept a drawing of a chicken feeder.
   2. (a) The girl is watering animals.
   (b) A cow is feeding on hay.
   3. (a) thirsty and hungry (b) feed and water
   (c) clean
   4. (a) cow - trough (b) hen - chicken feeder
   (c) dog - bowl (d) cat – plate
   5. Accept a coloured drawing of a feeding cat.
   6. (a) Chicken feeder (b) Trough

3. Cleaning feeding equipment
   1. (a) Accept a coloured drawing of a brush used to
       clean the feeding equipment.
   (b) d, a, c, b
   4. Importance of feeding animals
      1. cow b 2. healthy 3. milk
      4. to be fed
      5. They will grow thin, become sick and die.
      6. Clean water.

   Activity 18
   1. Accept appropriate answers.
   2. Accept a coloured drawing of a chicken watering
      equipment.
   3. Accept appropriate answers.
   4. (a) True (b) True (c) False
   5. (a) Accept a well coloured picture.
   (b) Feeding the cow (c) A trough

11. Managing waste responsibly

1. Identifying types of waste in the classroom
   1. Accept appropriate answers.

2. (a) A clean and well-arranged classroom.
   (b) A dirty disorganised classroom.
   3. (a) waste, dirty
   (b) clean
   (c) plastic or nonplastic
   4. Accept coloured drawing of waste in the classroom.
   5. (a) Dust pan
   (b) Dust bin or waste bin
   (c) Accept appropriate answers.

2. Sorting out waste found in the classroom
   1. (a) plastic bottle (b) pencil chips
   (c) papers from a newspaper
   (d) banana peels (e) Chemical bottle
   (f) Waste food bin - banana peels,
       Waste paper bin - papers from a newspaper,
       pencil chips,
       Plastic and chemical waste bin - chemical bottle
   2. Guide learners as they read the words individually.
   3. (a) torn papers (b) peels
   (c) pencil chips or sharpenings

3. Responsible waste disposal
   1. (a) waste bin or dust bin (b) a compost pit
   2. (a) Disposing waste in a compost pit
   (b) a compost pit
   3. (a) rubbish trucks (b) wash
   (c) manure

4. Importance of a clean classroom
   1. healthy 2. rats and insects
   3. clean 4. Answers will vary.
   5. Accept a coloured drawing of a rubbish truck.

   Activity 19
   1. ✓ will be on a, b, c and x will be on d.
   2. Red colour will be on b and f while green will be on a, c, d, and e.
   3. Accept a coloured drawing of a clean classroom.

B. Safety in handling waste in the home

1. Identifying types of waste in the home
   1. Accept any appropriate answer. Answers will vary.
   2. Food waste

2. Sorting waste in the home
   1. Accept any relevant answer.
   2. Plastic waste bin - Plastic bottles, plastic cups,
       plastic dishes, straws, sweet wrappers among
       others.
   3. Waste food bin - Leftovers of fruits and vegetables.
   2. (a) True (b) True (c) False
3. (a) Guide learners as they read the list.
   (b) Paper waste bin - Notebooks, newspaper and exercise books, yoghurt boxes, milk packets and juice boxes.
   Compost waste bin - Leaves from trees, fruit peels, animal waste (cow-dung, poultry waste)
   Plastic waste bin - Juice bottles and bottles

3. Waste disposal at home
1. A lady is emptying waste into a waste bin.
2. fruit peels
3. (a) waste bin (b) dust bin

4. Importance of safety when handling waste at home
1. (a) heap of soil  
   (b) Accept appropriate answers.
   (c) a spade  
   (d) gloves and gum boots
2. Dustpan
3. Gloves
4. Chemicals

Activity 20
1. Accept a well-drawn poster.
2. (a) False  
   (b) True  
   (c) False  
   (d) True
4. (a) broom (b) dustpan (c) remove

12. Caring for water

A. Using water sparingly

1. Ways in which water is wasted at home and at school
1. (a) A bucket is over flowing with water.
2. (a) True  
   (b) False  
   (c) False  
   (d) true
3. (a) washing hands  
   (b) water plants  
   (c) Accept appropriate answers.
4. (a) b (b) a
5. b and c

2. Using water well to reduce water wastage
1. ✔️ on c and e and a (x) on a, b, d
2. Fetching water in a container and closing the tap, using buckets to wash clothes, reusing water among others.
3. (a) bad  
   (b) saves  
   (c) sparingly  
   (d) a drought

3. Using water sparingly at home and school
1. (a) basins (b) collect  
   (c) water  
   (d) closing (e) planting

2. My responsibility

4. My responsibility
Accept appropriate answers.

Activity 21
Accept appropriate answers for number 1 - 3.

12. Light energy

A. Conserving light energy in the home and school

1. Sources of light energy
1. (a) candle (b) torch  
   (c) stars  
   (d) bulb (e) mobile phone (f) lamp
2. (a) see  
   (b) sun  
   (c) moon and stars

2. Using light energy responsibly
1. (a) put off  
   (b) The sun  
   (c) energy  
   (d) home and in school  
   (e) light
2. (a) sun  
   (b) light  
   (c) bulb  
   (d) save
3. Accept green on b and c and red on a and d.

3. Using light energy well at home and in school
1. (a) Accept appropriate answers.  
   (b) put off
2. (a) reading  
   (b) lamp
3. (a) sun  
   (b) bulbs and lamps

Activity 22
Accept appropriate answers for number 1 – 3.

Revision Exercise 6
1. (a) light  
   (b) saving energy  
   (c) lights  
   (d) put off
2. (a) waste  
   (b) Switch off all lights before falling asleep, use sun light during the day, switch off lights when not in use among others.
3. Accept appropriate answers.
4. Not closing taps, not reusing water among others.
Strand 1: Creation

1.1 Self-awareness

Recognising ourselves as unique creatures
1. (a) playing  (b) Eight  (c) God
2. God
3. image and likeness
4. special
5. (a) God, man, Him
   (b) created, male, female

My name
1. Accept appropriate answers.
2. Accept appropriate answers.
3. Love
4. Accept appropriate answers.

God knows us by our names
1. names 2. name 3. names
4. God 5. palm, hand
6. (a) A palm
   (b) Accept appropriate answers.
   (c) Accept a coloured and decorated drawing of a palm.
7. God’s

Appreciating ourselves before God
1. love 2. loves
3. special and unique 4. Important
5. Me, my family and my friends.

Activity 1
1. children of God
2. Because I am created in the image and likeness of God.
3. Accept a coloured drawing of three people.

1.2 My family

Our nuclear family
1. (a) Four
   (b) Sitting and talking
      Father, mother and children
2. Accept appropriate answers

3. Accept appropriate answers.
4. Father, mother and children.
5. belong
6. Father, mother, children.

Praying with our family members
1. Praying
2-5. Accept varied answers.
   (Note: Some families are single parent families and others are orphaned.)

Participating in family prayers
1. Prayers 2. pray
3. Accept varied prayers. 4. faith
5. Accept appropriate answers.

Items we share at home
1. (a) In picture a, a family wants to share food. In picture b, a family is watching a television together. In picture c, a family is working together.
   (b) Food, television and work.
   (c) Accept appropriate answers.
2. Accept appropriate answers.
3. God
4. Accept appropriate answers.
5. love
6. Accept a, b and f.

Importance of sharing items at home
1. Because we love and care for each other.
2. Good 3. Thank you 4. unity

Activity 2
1. (a) A family is praying.
   (b) Accept varied answers.
2. Accept a picture of items that are shared at home.
3. We stay together in peace.
4. Accept appropriate answers.

1.3 Creation of plants and animals

Creation of plants and animals
1. God
2. Accept appropriate answers.
3. (a) Mango tree  (b) Maize plant
   (c) Banana plant  (d) Pawpaw tree
(e) Potato plant  (f) Bean plant

4. Accept appropriate answers.
5. (a) Accept a coloured picture of a cow, hen, rabbit, dog, camel, pig, horse and a cat.

## Caring for plants and animals

1. God’s
2. (a) (i) Watering plants  
   (ii) Feeding rabbits  
   (iii) Weeding cabbages  
   (iv) Spraying plants  
   (v) Spraying a cow  
   (vi) Watering cows  
   (vii) Trimming fence  
   (viii) Feeding hens  
   (ix) Cleaning the kennel  
   (x) Sheltering a hen  
(b) Accept appropriate answers.
(c) Accept appropriate answers.

## Importance of plants and animals

1. (a) Children sitting under a tree.  
(b) Children in a beautiful garden with trees green grass and flowers.  
(c) Children picking mangoes.  
(d) Providing shades, making a place beautiful and providing fruits.
2. (a) milk  
   (b) eggs  
   (c) pork and sausages
3. Accept appropriate answers.
4. appreciate
5. good
6. (a) Protect our homes  
   (b) Kills rats and snakes  
   (c) Carries loads

## Caring for plants and animals

1. (a) Watering the plant.  
   (b) Locking the chicken house.  
   (c) Cleaning the cow shed.  
   (d) Spraying the plant.
4. Accept ✔ on b, c and e.
5. Accept a continuous line from the cow to the shed.

## Strand 2: The Holy Bible

### 2.1 Physical handling of the Holy Bible

#### Handling the Bible

1. (a) The Holy Bible  
   (b) Accept appropriate answers.
2. care and respect

2. clean
3. The boy is keeping the Holy Bible on the shelf.
4. With care and respect.
5. Holy Bible
6. With care and respect, open the pages careful, keep it in a clean place away from small children among others.

### The Holy Bible as the word of God

1. Bible 2. God
3. (a) Holy  
   (b) obey and respect
4. Gospels
5. (a) Accept appropriate answers.  
   (b) Telling people about the word of God.  
   (c) The Holy Bible
6. word
7. teaches

### Divisions of the Bible

1. Two Testaments 2. Old and New Testament

#### Activity 1

1. Book b
2. Matthew and Mark
3. Accept any two books found in the Holy Bible.
4. Because it is the word of God.
5. Accept appropriate answers.

#### 2.2 David and Goliath

#### The story of David and Goliath

1. (a) David  
   (b) Goliath  
   (c) David, Goliath  
   (d) Goliath, David
2. (a) David, Goliath  
   (b) A sling and stones  
   (c) A spear and a shield
3. Stone and sling
4. (a) Accept appropriate answers.  
   (b) The forehead

#### Having faith in God

1. God 2. faith 3. faith 4. big and small
2.3 Joseph and his coat of many colours

The story of Joseph
1. (a) Jacob (b) loved (c) He loved him because he was born to him when he was old.
2. (a) Jacob, Joseph and his brothers. (b) A coat of many colours. (c) He gave him a gift because he loved him.
3. Accept appropriate answers.

Loving our siblings
1. (a) A mother is giving a gift to one child and the other child is crying. (b) He is crying because he was not given a gift. (c) Accept appropriate answers. (d) Accept appropriate answers.
2. Eleven
3. Yes
4. (a) Accept appropriate answers. (b) He is feeling lonely. (c) Because Jacob loved him very much.
5. Jealous
6. (a) Sheaves of wheat, Joseph is dreaming about the sheaves of wheat bowing down to his sheave. (b) He was out in the field with all his brothers tying up sheaves of wheat, when his sheave got up and stood straight. His brothers’ sheaves formed a circle and bowed down to his sheave. (c) The sun, the moon and the 11 stars were bowing down to him.
7. love and respect
8. A dreamer

Our relationship with others
1. Accept appropriate answers.
2. loved
3. jealous

Activity 3
1. Accept coloured drawings of Joseph’s dreams.
2. Accept a ✔️ on b, d, e, i, k and l.
3. Accept appropriate answers.
4. Accept a drawing of a coat of many colours.
5. (a) A coat of many colours. (b) They were jealous and hated him. This is because their father loved him and gave him a coat of many colours. (c) Accept relevant answers.

2.4 Elijah and the chariot of fire

Elijah and the chariot of fire
1. Accept appropriate answers.
31. A coat of many colours.
32. 11 brothers
33. Accept appropriate answers.
34. Jacob loved him more than them, Jacob made him a coat of many colours and Joseph told them his two dreams.
35. Accept appropriate answers.
36. love
37. Accept a relevant short story about Elijah and the chariot of fire.
38. Accept appropriate answers.

Strand 3: The early life of Jesus Christ

3.1 The birth of Jesus Christ

City of Jesus’ birth
1. (a) Accept appropriate answers.
(b) Bethlehem
(c) Accept relevant answers.
(d) Accept relevant answers.

The parents of Jesus Christ
1. God
2. Joseph and Mary
3. (a) Jesus (b) Mary (c) Joseph
4. Accept relevant answers.

The angels and the shepherds
1. (a) Accept relevant answers.
(b) An angel
(c) They were taking care of their flocks or sheep at night.
(d) They went to Bethlehem to look for baby Jesus.
(e) They found Him in a manger in Bethlehem.

Christmas celebrations
1. (a) People are celebrating Christmas.
(b) Accept appropriate answers.
2. 25 day of December of every year.
3. To remind us of the day Jesus was born.
4. Accept relevant answers.

Dedication of Jesus Christ
1. Jesus 2. Jerusalem
3. dedicated 4. Joseph and Mary
5. (a) Accept appropriate answers.
(b) Baby Jesus
(c) The law of Moses required that every first born male be dedicated to the Lord.
(d) A pair of turtle doves or two young pigeons.

Activity 1

1. Joseph and Mary
2. (a) An angel
(b) In a manger in Jerusalem.
(c) They told Mary and Joseph what the angel had said and then went away singing praises to God.
(d) The law of Moses required that every first born male be dedicated to God.
(e) In Jerusalem
3. Accept relevant answers.
4. Accept a coloured drawing of a baby with his or her parents.

3.2 Jesus Christ in the temple

The Passover Festival
1. He was twelve years old.
2. Jerusalem 3. pray 4. obeyed

Jesus in the temple
1. (a) In picture a, Jesus is going with his parents to the temple. In picture b, Jesus is sitting in the temple listening to the Jewish leaders and asking them questions.
(b) lost
(c) To celebrate the Passover Festival.
(d) When they reached home.
(e) Among their relatives and friends.
(f) In the temple in Jerusalem.
(g) He was sitting with the Jewish teachers, listening to them and asking questions.
(h) Why have you done this to us?
2. (a) Accept appropriate answers.
(b) Church
(c) Accept appropriate answers.
(d) Accept appropriate answers.
(e) Accept appropriate answers.
(f) Accept appropriate answers.
3. Accept reasonable answers.
4. Accept relevant answers.
5. Accept a path that is continuous and is leading to the temple.

Activity 2

1. (a) True (b) False (c) False
(d) True (e) True
2. (a) They started looking for Him among relatives and friends.
(b) In the temple in Jerusalem.
(c) He was listening to the Jewish teachers and asking them questions.
3.3 Baptism of Jesus

1. (a) Accept appropriate answers.
   (b) Baptism
   (c) Accept relevant answers.
   (d) Accept relevant answers. Answers will vary.
2. River Jordan
3. (a) Jesus is being baptised.
   (b) John the Baptist
4. Because Jesus was greater than him.
5. Pastor, bishop, priest among others.
6. baptised

Humility

1. humble
2. respectful and humble
3. God
4. Humility is when we obey and follow God’s commands.
5. He allowed John to baptise Him.
6. Accept appropriate answers.

Activity 3

1. He was dipped in water.
2. Accept relevant answers.
3. Accept a coloured drawing of Jesus being baptised in River Jordan.
4. Guide learners as they find the words in the word search.

3.4 Wedding at Cana in Galilee

Jesus changed water into wine

1. (a) A wedding
   (b) Accept appropriate answers.
   (c) Accept relevant answers.
2. Cana
3. Jesus and His mother
4. disciples
5. (a) She is telling Jesus that the wine is finished.
   (b) He told His disciples to fill the jars with water.
6. Jesus, wine

Obedience

1. God
2. (a) To fill the jars with water.
   (b) Six
   (c) obedient
   (d) The water changed into wine.
3. (a) wine  (b) Cana  (c) wedding
   (d) Jesus  (e) obey
4. Accept only positive answers.

Activity 4

1. Accept relevant answers.
2. Accept appropriate answers.
3. Accept relevant answers.
4. Accept a coloured drawing of six jars of water.

3.5 Healing of Simon Peter’s mother – in – law

Jesus’ healing power

1. (a) Accept relevant answers.
   (b) They are visiting their sick friend.
   (c) Accept relevant answers.
   (d) Accept relevant answers.
2. mother-in-law
3. Jesus
4. He commanded the sickness to leave.

Gratitude

1. She got up and began to serve them.
2. thankful
3. thankful
4. “ thank you”
5. She served Him some food.

Activity 5

1. Accept relevant answers.
2. God
3. Doctors
4. Accept a coloured drawings of a sad and happy face.
5. Accept appropriate answers.
6. grateful

Strand 4: Christian values

4.1 Sharing

Items shared at home

1. (a) Accept relevant answers.
   (b) snacks and fruits
2. Accept relevant answers.
3. (a) Accept appropriate answers.
   (b) Accept relevant answers.
4. Accept appropriate answers.
5. help
6. happy
7. Accept a drawing of items shared at home.

Jesus feeds a great crowd

1. Because they had seen His miracles.
2. Accept relevant answers.
3. Phillip 4. Andrew 5. Five, two
6. 5,000 7. shared 8. 12
Keeping the environment clean
1. (a) Accept relevant answers.
   (b) Accept appropriate answers.
2. collect
3. They collected the remaining food.
4. (a) Jesus, the disciples and twelve baskets of food in a clean environment.
   (b) Twelve
   (c) Keep it safe to be used later, share with others among others.
5. Accept relevant answers.
6. Accept coloured drawings of items used to keep the environment clean.

Activity 1
1. Accept appropriate answers.
2. Accept relevant answers.
3. Accept coloured drawing of two fish and five loaves of bread.
4. Accept appropriate answers.
5. Accept appropriate answers.
6. Sharing what we have, being kind when speaking to them among others.

4.2 Obedience

Obeying our parents and siblings
1. Obey 2. Father and mother 3. God
4. peace 5. long 6. happy

Activity 2
1. So that it may go well with you and you may live a long life in the land.
2. peace and harmony
3. Accept age appropriate tasks.
4. (a) God
   (b) Our parents, our teachers, our brothers, our sisters, our uncles and our aunts.
5. Accept relevant answers.

4.3 Honesty

Telling the truth
1. lies 2. truth 3. peace
4. love 5. disobey

Respecting people’s permission
1. steal 2. disobey 3. permission
4. thief
5. (a) The girl is stealing from someone’s school bag.
   (b) The boy is stealing from the other boy’s school bag.
   (b) No
   (c) Because it makes other people sad.

Punctuality
1. Accept appropriate answers.
2. To get enough time to do homework, to help with work at home, to have time with our families among others.
3. Accept appropriate answers.
4. Accept relevant answers.

Activity 3
1. It gives us peace; it shows our love for others, it shows that we care for others, it pleases God among others.
2 – 3. Accept relevant answers.

4.4 Thankfulness

Expressing gratitude
1. (a) A boy is receiving a gift.
   (b) Thank you
2. Everything 3. thankful
4. happy 5. respect and love them

Activity 4
1. thankful 2. thank you
3. Accept relevant answers.
4. Accept relevant answers.
5. Accept relevant poems.

Exercise 2
1. Bethlehem 2. angel
3. Jesus 4. birth
5. (a) Mary and Joseph
   (b) Accept appropriate answers.
6. (a) When He was eight days old.
   (b) A pair of turtle doves
7. Church 8. Twelve
9. Jerusalem 10. temple
11. Parents 12. Obey and respect
13. (a) temple (b) Jesus
   (c) Mary (d) Nazareth
   (e) obey (f) Joseph
16. humility 17. Cana
18. He changed water into wine.
19. Jesus 20. God
21. Share
22. (a) Andrew
   (b) Jesus gave thanks to God and multiplied bread and fish.
   (c) twelve
23. They collected the leftovers into the baskets.
Strand 5: The Church

5.1 Church as a house of God

**Church as a place of worship**
1. (a) Church
   (b) Accept appropriate answers.
   (c) God’s
2. respect
3. Mark appropriately.
4. Lord’s, thanksgiving, praise, thanks, praise

**Serving God in Church**
1. Accept appropriate answers.
2. Accept appropriate answers.
3. responsibility
4. Accept appropriate answers.
5. (a) Singing and clapping, listening to God’s word
   and reading the Holy Bible.
   (b) Accept appropriate answers.
   (c) Accept appropriate answers.

**Sunday or Sabbath School**
1. (a) Praying
   (b) Accept relevant answers.
   (c) Accept relevant answers.
   (d) Accept relevant answers.
2. Sunday or Sabbath School to learn more about God.
3. Accept appropriate answers.

**Activity 1**
1-4. Accept relevant answers.
5. Accept a coloured drawing of a Church.

**Exercise 3**
1. God
2. Praying, singing, reading the Holy Bible, listening
   to the preacher among others.
3. prayer
4. Accept appropriate answers.
5. prayer
6. To talk to God, to praise God, to thank God, to
   confess our sins, to tell God our needs among
   others.
7. Accept appropriate answers.
8. Accept appropriate answers.

5.2 Church as a house of prayer

**House of prayer**
1. (a) Accept relevant answers.
   (b) Praying
   (c) Accept relevant answers.
2. pray
3. needs
4. Accept relevant answers.
5. Accept appropriate answers.

6. thank you
7. Accept a ‘thank you’ prayer.

**Prayers as a way of communicating with God**
1. Is a way of talking to God.
2. prayer
3. To praise God, to thank God, to confess our sins, to
   tell Him our needs among others.
4. answers
5. thank

**Activity 2**
1. (a) Families are praying.
   (b) In the morning and at night.
   (c) Accept relevant answers.
2. - 4. Accept relevant prayers.
5. b, we need to keep quiet, close our eyes and put our
   hands together when praying.
6. Accept a coloured drawing of a child praying.

**Serving God in Church**
1. Accept appropriate answers.
2. Accept appropriate answers.
3. responsibility
4. Accept appropriate answers.
5. (a) Singing and clapping, listening to God’s word
   and reading the Holy Bible.
   (b) Accept appropriate answers.
   (c) Accept appropriate answers.

**Sunday or Sabbath School**
1. (a) Praying
   (b) Accept relevant answers.
   (c) Accept relevant answers.
2. Sunday or Sabbath School to learn more about God.
3. Accept appropriate answers.

**Activity 1**
1-4. Accept relevant answers.
5. Accept a coloured drawing of a Church.

**Exercise 3**
1. God
2. Praying, singing, reading the Holy Bible, listening
   to the preacher among others.
3. prayer
4. Accept appropriate answers.
5. prayer
6. To talk to God, to praise God, to thank God, to
   confess our sins, to tell God our needs among
   others.
7. Accept appropriate answers.
8. Accept appropriate answers.