Strand 1: Numbers

1. Number concept

1. Reading numbers 1 – 100

1. (a) 5 balls (b) 4 trees (c) 10 bags (d) 12 spoons (e) 15 pencils (f) 7 cars (g) 19 oranges

2. (a) 44, 45, 46, 47, 48, 49
   (b) 82, 83, 84, 85, 86, 87, 88

3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

4. 12345678910

5. (a) 15, 16, 17, 18, 19
   (b) 23, 24, 25, 26, 27
   (c) 78, 79, 80, 81, 82
   (d) 5, 6, 7, 8, 9
   (e) 75, 76, 77, 78, 79
   (f) 90, 91, 92, 93, 94
   (g) 40, 41, 42, 43, 44
   (h) 30, 31, 32, 33, 34

6. 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

7. 98, 97, 96, 95, 94, 93, 92, 91, 90, 89

8. (a) 9, 19, 23, 37, 65, 76, 88
   (b) 9, 11, 29, 30, 89, 95, 99
   (c) 2, 3, 12, 34, 35, 76, 88, 98, 98

2. Representing numbers 1 – 100

1. Accept appropriate drawing and colouring.

2. (a) 24 dots (b) 13 triangles (c) 53 pencils (d) 37 cups (e) 77 trees

3. Accept appropriate drawing.

4. (a) 10 girls (b) 5 trees

5. (a) 7 trees (b) 20 bells (c) 11 balls

6. (a) 82 dots (b) 49 dots (c) 14 dots

Activity 1

Accept appropriate answers.

2. Whole numbers

1. Count numbers forward and backwards

1. (a) 10, (11, 12, 13, 14, 15, 16, 17, 18
   (b) 21, 22, 23, 24, 25, 26, 27, 28, 29
   (c) 40, 41, 42, 43, 44, 45, 46, 47
   (d) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
   (e) 2, 4, 6, 8, 10, 12
   (f) 29, 30, 31, 32, 33, 34

2. (a) 68, 67, 66, 65, 64, 63
   (b) 83, 82, 81, 80, 79, 78
   (c) 51, 50, 49, 48, 47, 46

3. (a) 44, 41, 39, 36, 33, 30, 27, 24
   (b) 65, 60, 55, 50, 45, 40, 35, 30, 25
   (c) 99, 90, 81, 72, 63, 54, 45
   (d) 100, 90, 80, 70, 60, 50, 40, 30

4. (a) 30, 25, 20, 15, 10
   (b) 16, 14, 12, 10, 8
   (c) 45, 41, 37, 33, 29, 25

5. (a) 79 (b) 87 (c) 10
   (d) 39 (e) 90

6. (a) 99 (b) 77 (c) 39
   (d) 57 (e) 73

7. (a) 35, 36 (b) 46, 47 (c) 79, 80
   (d) 66, 67 (e) 3, 4

2. Place value up to hundreds

1. (a) 47 - 0 hundreds, 4 tens and 7 ones.
   (b) 628 - 6 hundreds, 2 tens and 8 ones.
   (c) 9 - 0 hundreds, 0 tens and 9 ones.
   (d) 11 - 0 hundreds, 1 tens and 1 ones.
   (e) 139 - 1 hundreds, 3 tens and 9 ones.

2. (a) 9 (b) 7 hundreds, 0 tens and 0 ones.
   (c) 452 (d) 6 hundreds, 8 tens and 0 ones.
   (e) 0 hundreds, 8 tens and 8 ones.

3. (a) 90 - 0 hundreds, 9 tens and 0 ones.
   (b) 400 - 4 hundreds, 0 tens and 0 ones.
   (c) 170 - 1 hundreds, 7 tens and 0 ones.
(d) 981 – 9 hundreds, 8 tens and 1 ones.
(e) 476 – 4 hundreds, 7 tens and 6 ones.
4.  
(a) 35
(b) 608
(c) 971
(d) 344
(e) 700
(f) 679
(g) 125
(h) 550
5.  
(a) 457 – 4 hundreds, 5 tens and 7 ones.
(b) 98 – 0 hundreds, 9 tens and 8 ones.
(c) 345 – 3 hundreds, 4 tens and 5 ones.
3. Read number 1 - 100 in symbols
1. (a) 12
(b) 57
(c) 89
(d) 64
(e) 74
2. (a) 10 stars
(b) 69 dots
(c) 53 balls
(d) 67 birds
(e) 37 bottle tops
3. Accept appropriate answers.

Activity 2
Accept appropriate answers.

4. Writing numbers 1 – 20 in words
1. (a) Eight
(b) Eleven
(c) Thirteen
(d) Fifteen
(e) Nine
(f) Seventeen
(g) Sixteen
(h) Four
(i) Twenty
(j) Nineteen
2. (a) Nine – 9
(b) Four – 4
(c) Seven – 7
(d) Five – 5
(e) One – 1
(f) Three – 3
(g) Eight – 8
(h) Ten – 10
(i) Two – 2
3. (a) 20 – Twenty
(b) 18 – Eighteen
(c) 16 – Sixteen
(d) 17 – Seventeen
(e) 14 – Fourteen
(f) 11 – Eleven
(g) 13 – Thirteen
(h) 19 – Nineteen
(i) 15 – Fifteen
4. (a) Forty five
(b) 65
(c) Eighty seven
(d) Seventy three
(e) 55
5. (a) Eleven balls
(b) Eighteen trees
(c) Nine mobile phones
(d) Twenty cups
(e) Nineteen cars
6. (a) Fourteen
(b) Seventeen
(c) Nineteen
(d) Twelve
(e) Eleven
(f) Nine

5. Number patterns up to 100
1. (a) 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
(b) 30, 32, 34, 36, 38, 40
(c) 50, 52, 54, 56, 58, 60
(d) 60, 62, 64, 66, 68, 70
(e) 100, 98, 96, 94, 92, 90
(f) 42, 39, 36, 33, 30, 27, 24
(g) 20, 22, 24, 26, 28, 30
(h) 70, 72, 74, 76, 78, 80
(i) 10, 12, 14, 16
2. (a) 20, 24, 28, 32, 36, 40
(b) 17, 20, 23, 26, 29
(c) 75, 65, 55, 45, 35
(d) 10, 20, 30, 40, 50
6. Number patterns on the number line
(a) 5, 7, 9, 11, 13, 15, 18
(b) 10, 14, 18, 22, 26, 30, 34
(c) 73, 71, 69, 67, 65, 63, 61
(d) 62, 60, 58, 56, 54, 52

Activity 3
Accept appropriate answers.

3. Fractions
1. Identifying ½ as part of a whole
(a) a, b, c and e.
2. Identifying ¼ as part of a whole
(a) a, c and d.
2. (a) ¼
(b) ½
(c) ½
(d) ½
(e) ½
(f) ¼
3. Accept appropriate drawing.
4. ¼
5. ½

Activity 4
Accept appropriate answers.

4. Addition
1. Adding two-digit number to one-digit number
1. (a) 11 cups
(b) 13 trees
(c) 16 sticks
(d) 17 pencils
(e) 16 bananas
2. (a) 48
(b) 29
(c) 18
(d) 85
(e) 47
(f) 20
(g) 67
(h) 43
(i) 78
(j) 26
(k) 58
(l) 73
3. 3
4. 4
2. Adding three single digits up to a sum of 20
1. (a) 15
(b) 14
(c) 15
(d) 20
(e) 10
(f) 16
(g) 14
(h) 16
2. (a) 15
(b) 15
(c) 12
(d) 20
(e) 14
(f) 12
(g) 9
(h) 20
(i) 19
(j) 20
3. (a) 10
(b) 4
(c) 5
(d) 1
(e) 4
(f) 1
(g) 4
(h) 1
(i) 2
(j) 3
(k) 4
(l) 5
4. Adding two-digit to two-digit numbers

1. (a) 57  (b) 32  (c) 75  
   (d) 69  (e) 99  (f) 69  
2. (a) 58  (b) 69  
   (c) 88  (d) 57  
3. (a) 38  (b) 43  (c) 29  
   (d) 69  (e) 89  (f) 100  
4. 40 hens 5. 36 seedlings

3. Working out the missing numbers in subtraction

1. (a) 7  (b) 32  (c) 52  
   (d) 42  (e) 81  (f) 69  
2. 52 boys 3. 24 chicken 4. 42 books 5. Shs 52 6. 20 eggs

4. Number pattern involving subtraction up to 100

- (a) 24, 19, 14, 9, 4  
  (b) 12, 10, 8, 6, 4  
  (c) 50, 40, 30, 20, 10  
  (d) 26, 22, 18, 14, 10  
  (e) 28, 25, 22, 19, 16, 13, 10, 6  
  (f) 90, 70, 50, 30, 10

- (a) 58, 54, 50, 46, 42, 38, 34, 30, 26, 22, 18, 14, 10  
  (b) 99, 89, 79, 69, 59, 49, 39  
  (c) 96, 88, 80, 72, 64, 56, 48, 40  
  (d) 88, 84, 80, 76, 72, 68, 64

Activity 6
1. 9 children 2. Ksh. 46 3. 55 4. 11 passengers 5. 62 goats

5. Subtraction

1. Subtracting 2 digit numbers without regrouping

1. (a) 37  (b) 17  (c) 37  
   (d) 21  (e) 31  (f) 5  
2. (a) 10  (b) 9  (c) 17  
   (d) 14  (e) 28  (f) 23  
3. (a) 30, 32, 33, 36, 38, 40  
   (b) 71, 72, 73, 74, 75, 76  
   (c) 28, 24, 20, 16, 12, 8, 4  
   (d) 63, 60, 57, 54, 51, 48, 45, 42  
   (e) 15, 20, 25, 30, 35, 40, 45  
   (f) 35, 45, 55, 65, 75, 85

2. Using the relationship between addition and subtraction in working out problems

1. (a) 11  (b) 56  (c) 12  
   (d) 14  (e) 54  (f) 99

Activity 5
1. 10 dresses 2. 31 rubbers 3. 10 toys

6. Multiplication

1. Multiplication as repeated addition

1. (a) 2 + 2, 2 x 2 = 4  (b) 3 + 3, 3 x 2 = 6  
2. (a) 3 x 3 = 9  (b) 4 x 2 = 8  
   (c) 5 x 4 = 20  (d) 7 x 3 = 21  
   (e) 5 x 4 = 20

2. Repeated addition sentences as multiplication

1. (a) 3 + 3 + 3 + 3 = 12  (b) 6 x 3 = 18  
   (c) 9 x 3 = 27  (d) 3 x 3 = 9  
2. (a) 4 x 3 = 12  (b) 6 x 3 = 18  
   (c) 9 x 3 = 27  (d) 3 x 3 = 9

4. (a) 3 + 3 + 3 + 3 = 12  (b) 2 + 2 + 2 = 6  
   (c) 10 + 10 + 10 = 30  (d) 5 + 5 + 5 + 5 = 25  
   (e) 4 + 4 + 4 + 4 + 4 = 20  
   (f) 7 + 7 + 7 + 7 + 7 + 7 = 42
4. Multiplying a single digit number by 1 up to 10
1. (a) 5  (b) 18  (c) 25  
(d) 48  (e) 18  (f) 25  
(g) 40  (h) 28  (i) 45  
(j) 20  
2. (a) 3  (b) 8  (c) 7  
(d) 9  (e) 5  (f) 16  
(g) 4  (h) 7  (i) 2 \times 16 = 32  
(j) 8  (k) 48  (l) 7  
3. (a) 21  (b) 3  (c) 12  
(d) 2  (e) 6  (f) 25  
4. 12  5. 80  6. 18  
7. 21  8. 10  
9. (a) 1 \times 10 = 10 \times 1  (b) 3 \times 1 = 1 \times 3  
(c) 4 \times 2 = 2 \times 4  (d) 7 \times 1 = 1 \times 7  
(e) 5 \times 6 = 6 \times 5  (f) 8 \times 9 = 9 \times 8  
(g) 4 \times 6 = 6 \times 4  (h) 9 \times 5 = 5 \times 9  
(i) 3 \times 7 = 7 \times 3  (j) 2 \times 9 = 9 \times 2  
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Activity 7
Accept appropriate answers.

7. Division
1. Division as equal sharing
1. (a) 3 bananas  (b) 2 oranges  (c) 2 books  
(d) 1 pencil  (e) 3 pairs  (f) 1 dress  
(g) 3 balls  
2. Division as equal grouping
1. (a) 20 ÷ 5 = 4  (b) 18 ÷ 3 = 6  (c) 20 ÷ 4 = 5  
2. (a) 18 ÷ 3 = 6  (b) 15 ÷ 5 = 3  (c) 20 ÷ 2 = 10  
(d) 24 ÷ 3 = 8  
3. Using ÷ in writing division sentences
1. (a) 7 groups  (b) 3 rubbers  (c) 2 oranges  
2. 5 biscuits  3. 6 bananas

4. Division of numbers up to 25 by 2, 3, and 5
1. (a) 2  (b) 2  (c) 2  
(d) 3  (e) 7  (f) 5  
(g) 1  (h) 6  (i) 6  
(j) 5  (k) 5  (l) 4  
2. (a) 32  (b) 2  (c) 2  
(d) 30  (e) 20  (f) 8  
(g) 2  (h) 20  (i) 16  
(j) 1  (k) 5  (l) 36  
3. (a) 12  (b) 10  (c) 3  
(d) 7  (e) 3  (f) 2

Activity 8

Assessment Exercise 1
1. 2 position  2. Ali  
5. 12, 13, 14, 15, 16  
6. 87, 77, 67, 57, 47, 37, 27, 17  
7. 56, 58, 60, 62, 64, 66, 68, 70  
8. 90, 80, 70, 60, 50, 40, 30  
13. Seventy two – 72  
14. 128 – 1 hundreds, 2 tens and 8 ones.  
15. 74 – 0 hundreds, 7 tens and 4 ones.  
16. 536 – 5 hundreds, 3 tens and 6 ones.  
17. 5 – 0 hundreds, 0 tens and 5 ones.  
18. 810  19. 5  20. 597  
21. 34  22. 400  23. 47  
24. 34  25. 47  26. 24  
27. 91  28. 16  29. 12  
30. 93  31. 92  32. 75  
33. 90  34. 24  35. 5  
36. 57, 53, 49, 45, 41, 37  
37. 60, 50, 40, 30, 20  
38. 25, 20, 15, 10, 5  
39. \(\frac{1}{4}\)  40. \(\frac{1}{2}\)  41. \(\frac{1}{2}\)  
42. \(\frac{1}{2}\)  43. \(\frac{1}{4}\)  44. \(\frac{1}{2}\)  
45 – 47. Mark appropriately.
48. Route b  
49. ¼  50. 8 pencils

Strand 2: Measurement
8. Length
1. Measuring length using fixed units
1. (a) 210 m  (b) 345 m  (c) 240 m  
2. **Metre as the unit of measuring length**
   Accept appropriate answers.

3. **Measuring length in metres**
   1. (a) 10 metres (b) 36 metres (c) 12 metres
      (d) 56 metres (e) 75 metres (f) 32 metres
   2. (a) 24 m (b) 24 m (c) 2 m
      (d) 10 m

   **Activity 9**
   3. (a) 15 cm (b) 21 cm (c) 30 cm

9. **Mass**

   1. **Measuring mass using fixed units**
      1. (a) a (b) a (c) They are equal.
      2. (a) 2 kg of feathers (b) 3 kg of salt
         (c) 40 kg of notes
      3. (a) same as (b) heavier than
         (c) heavier than (d) heavier than
         (e) heavier than
   2. **The kilogram as a unit of measuring mass**
      1. (a) 2 kg of books (b) 1 kg of jerrican
         (c) 4 kg of sugar
   3. **Measuring mass in kilograms**
      1. (a) 19 kg (b) 19 kg (c) 30 kg
         (d) 19 kg (e) 20 kg (f) 5 kg
         (g) 13 kg

   **Activity 10**
   3. (a) Match box (b) Rice

10. **Capacity**

   1. **Measuring capacity using fixed units**
      1. (a) a (b) a (c) b
         (d) b (e) a (f) b
   2. **The litre as a unit of measuring capacity**
      1. (a) 20 cups (b) 5 jerrycans (c) 5 bottles
   3. **Measuring capacity in litres**
      1. 10 jugs 2. 5 jugs 3. 2 jerrycans
      4. (a) 9 litres (b) 18 litres (c) 27 litres
         (d) 11 litres (e) 12 litres (f) 24 litres
      5. (a) 35 litres (b) 33 litres (c) 33 litres
         (d) 55 litres (e) 33 litres (f) 33 litres
      6. (a) 5 litres (b) 10 litres (c) 7 litres
         (d) 3 litres (e) 5 litres (f) 0.6 litres
      (g) 36 litres (h) 18 litres (i) 9 litres
      (j) 17 litres

7. 12 bottles 8. 20 litres
9. 4 litres of milk 10. 2 litres of petrol
11. 7 litres of jerrycan

   **Activity 11**
   1. (a) a (b) a
   2. None 3. 24 kg

11. **Time**

   1. **Relationship between the months of the year with activities in our community**
      1. (a) 12 months (b) February and March
         (c) May (d) August and September
         (e) December
      2. April, August and December.
      3. December
      4. Mark appropriately.
      5. January
      6. August
      7. May
      8. January
      9. June

   2. **Number of days in every month of the year**
      1. April, June, September and November.
      2. January, March, May, July, August, October and December.
      3. 51 days
      4. (a) Monday (b) Saturday (c) Monday
         (d) Wednesday (e) Wednesday
   3. **Measuring time using units**
      1. (a) 4 weeks (b) 7 days
         (c) Saturday and Sunday (d) Wednesday
         (e) Sunday (f) 5 days
         (g) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.
         (h) Wednesday (i) Friday
   4. **Measuring time using the clock (fixed units)**
      1. (a) 7 o’clock (b) 12 o’clock
         (c) 3 o’clock (d) 4 o’clock
         (e) 8 o’clock (f) 10 o’clock
      2. Accept appropriate answers.

   5. **Time of the day**
      1. (a) 6 o’clock (b) 7 o’clock (c) 9 o’clock
         (d) 1 o’clock (e) 7 o’clock (f) 9 o’clock
      2. Accept relevant answers.
      3. (a) 8.20 (b) 10.00 (c) 6.00
         (d) 12.30 (e) 11.00 (f) 10.00


**Activity 12**
Accept appropriate answers.

### 12. Money

1. **Kenyan currency (coins and notes)**
   1. (a) 1sh coin  
      (b) 5shs coin  
      (c) 10shs coin  
      (d) 20shs coin  
      (e) 40shs coin  
      (f) 50shs note  
      (g) 100shs note
   2. Accept appropriate answers.
   3. Accept appropriate answers.

2. **Counting money up to 100 shillings**
   1. 50 shillings  
   2. 5 shillings  
   3. 70 shillings  
   4. 120 shillings  
   5. 100 shillings  
   6. 50 shillings  
   7. 60 shillings  
   8. 100 shillings

3. **Representing same amount of money in different denominations**
   1. (a) 6 shillings  
      (b) 36 shillings  
      (c) 100 shillings  
      (d) 200 shillings
   2. (a) Kshs. 20  
      (b) Kshs. 100  
      (c) Kshs. 20 and Kshs. 10  
      (d) Kshs. 5
   3. (a) Kshs. 50  
      (b) Kshs. 100  
      (c) Kshs. 90  
      (d) Kshs. 50
   4. (a) 10 five shilling coin  
      (b) 5 twenty shilling coin  
      (c) 4 five shilling coin  
      (d) 10 one shilling coin  
      (e) 10 ten shilling coin
   5. (a) Kshs. 13  
      (b) Kshs. 30  
      (c) Kshs. 8  
      (d) Kshs. 70  
      (e) Kshs. 21  
      (f) Kshs 60

4. **Relating money to goods and services**
   1. 25 shillings  
   2. 85 shillings  
   3. 80 shillings  
   4. 30 shillings

5. **Needs and wants in real life**
   1. Milk 50, rice 100, kales 50 and tomatoes 100. (Accept any other answer with a balanced diet costing not more than 300 shillings.
   2. 230 shillings  
   3. Banana  
   4. Phone  
   5. Sweets

6. **Spending and saving money in real life**
   1. 80 shillings  
   2. 85 shillings  
   3. 20 shillings  
   4. 105 shillings

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**Assessment Exercise 2**

1. 1 position  
   2. Shujaa  
   3. Tumaini
   4. 3 position  
   5. Hope  
   6. 20
   7. 90  
   8. 40  
   9. 80
   10. Eighty four  
   11. Ninety nine  
   12. Fifty three  
   13. Forty two
   14. Twenty eight  
   15. Sixty six
   16. $172 = 1$ hundreds $7$ tens $2$ ones  
   17. $819 = 8$ hundreds $1$ tens $9$ ones  
   18. $300 = 3$ hundreds $0$ tens $0$ ones  
   19. $14 = 0$ hundreds $1$ tens $4$ ones  
   20. 6 = 0 hundreds 0 tens 6 ones

21. 155  
   22. 38  
   23. 7
   24. 12, 13, 14, 15, 16, 17
   25. 26, 28, 30, 32, 34, 36, 38
   26. 10, 20, 30, 40, 50, 60
   27. 15, 20, 25, 30, 35, 40
   28. 18, 21, 24, 27, 30
   29. 30, 35, 30, 34, 30, 33, 32
   30. 90, 91, 92, 93, 94, 95, 96
   31. 32 - 35. Accept appropriate answers.
   32. 44  
   33. 37, 65  
   34. 38, 17
   35. 19, 13  
   36. 40, 17  
   37. 41, 14
   38. 42, 13  
   39. 43, 8  
   40. 44, 14
   41. 45, 62  
   42. 46, 35 shillings
   43. 20 litre  
   44. 11 o’clock  
   45. 35 shillings  
   46. 50. Book

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**Strand 3: Geometry**

### 13. Lines

1. **Drawing straight lines**
   1. (a) Not straight  
      (b) Not straight
   2. (a) Not straight  
      (b) Straight
   3. (a) 4  
      (b) Mark appropriately.

### 14. Shapes

1. **Types of shapes**
   1. (a) Triangle  
      (b) Circle  
      (c) Rectangle  
      (d) Oval

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*Activity 13*
2. (a) 4 triangles  
   (b) 10 rectangles  
   (c) 3 circles  
   (d) 2 ovals  
3. (a) 0 triangles  
   (b) 18 rectangles  
   (c) 7 circles  
   (d) 6 ovals  
4. (a) No corner  
   (b) 4 corners  
   (c) 5 corners  
   (d) 3 corners

(Activity 14)

1. Accept appropriate answers.
2. (a) 4 sides  
   (b) 3 sides  
3. Mark appropriately.

2. Shapes patterns

1. (a) Two circles then a triangle  
   (b) Letter A then letter B  
   (c) Two triangles then a circle  
   (d) A square then two triangles.
2. Mark appropriately.

Assessment Exercise 3

1. 78 = 7 tens 8 ones  
2. 423 = 4 hundreds 2 tens 3 ones  
3. 3, 6, 9, 12, 15, 18, 21  
4. 90, 85, 80, 75, 70, 65, 60  
5. 10, 20, 30, 40, 50, 60, 70  
6. 5, 10, 15, 20, 25
9. 45 – Forty five  
10. 86 – Eighty six  
11. 53 – Fifty three  
12. Circle  
13. Triangle  
14. Rectangle  
15. 5 ten shilling coin  
16. 31 days  
17. 6 kg  
18. 30  
32. 36 kg  
33. Potatoes  
34. 80 shillings  
35. 100 shillings  
36. 10 shillings  
37. 8 o’clock  
38. 9 o’clock  
39. Square, rectangle, triangle and circle.  
40. 5 litre pot  
41. 10  
42. 52  
43. 18  
44. July  
45. May  
46. November  
49. 50 shillings  
50. Two triangles then a rectangle.

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1. School

A. Listening and speaking

1. Guide learners to mark appropriate pictures. This activity tests on attentive listening. What they use to listen attentively. Let them mark picture (d). Assess the best presentation and reward accordingly.

2. This activity tests on correct pronunciation. Let learners pronounce the sounds correctly.

3. Let learners read the given words correctly. The words are made up of the sounds they have learnt to pronounce in the previous activity 2.

4. Guide learners to read and underline words from the sentences that have the sound cl. Notice the development in pronunciation from reading the sounds to word then sentence. (a) Clever Clifford closed the door. (b) She collected all the clean clothes.

5. (a) Score (b) Scarf (c) School

6. Let learners read the given words correctly. This activity tests on vocabularies relating to the theme. (a) desk (b) chalkboard (c) field (d) flag

7. (a) was (b) were (c) were (d) was

B. Reading

1. This activity tests on pre-reading, correct way of sitting as they get ready to read. Let learners colour the correct picture which shows the correct way of sitting. Appreciate the best drawing by displaying the coloured picture in the portfolio.

2. Guide learners to match the letters with the sounds correctly. Give them words with these sounds to read. M – m, A – a and T – t

3. Let learners read the given passage aloud. Reward the fluent readers appropriately.

4. (a) The name of the school is Hekima Primary School. (b) The learners play different games in the field during games time.

(c) Accept appropriate responses from individual learners. The name of the school should start with a capital letter for example Hekima Primary School.

(d) Accept appropriate responses from individual learners.

C. Writing

1. This activity tests on prewriting. The correct way of writing in preparation to writing. We write from left to right.

2. Note that learners have already interacted with these letters they are to copy. This activity tests on handwriting. Let learners be guided to copy the letters neatly.

3. This activity tests on the correct spelling. The words relate to the theme. Guide the learners appropriately. (a) airch—chair (b) lleb—bell (c) lagf—flag

4. This activity tests on the punctuation. Guide the learners appropriately. (a) ball – BALL (b) classroom – CLASSROOM (c) teacher - TEACHER

5. Let learners look at the picture. Ask them key inquiry questions and let them attempt to answer them. Encourage them to talk about the picture in pairs.

6. Possible sentences about the picture: (a) It is assembly time. (b) All learners and teachers are at the assembly (c) A learner (a boy) is running to school. (d) The learner is late for school. (e) A teacher is talking to the learners. (f) They have raised the flag. (g) The flag is usually raised on Monday and Friday. (Accept any four correct sentences).

2. Activities in the home

A. Listening and speaking

1. This activity tests on attentive listening. Appropriate way of sitting as they listen attentively. Let the learners colour the given picture well as guided.
2. Let learners read the given sounds appropriately in pairs or as an individual. Check on proper pronunciation.
3. Let learners read the given words with sound br and dr well.
4. (a) brother  (b) bread  
    (c) broom   (d) brick
5. (a) She is wearing a dress.  
    (b) I only drink clean water.  
    (c) I was told to draw a picture.
6. Let learners read the given words correctly.
7. (a) table  (b) bed  (c) clock  
    (d) garden
8. (a) are  (b) was  (c) were  
    (d) was  (e) were  (f) was

B. Reading
1. This activity tests on pre-reading, correct way of holding a book as they get ready to read. Let the learners identify the correct way of sitting. Picture b
2. This activity tests on sound knowledge. Guide learners appropriately. Give them words with these sounds to read.
3. Ask learners to read the story of ‘Helping at home’. Ask key inquiry questions in order to assess their understanding. These questions are:  
   (i) What can you see in the picture?  
   (ii) What are the people in the picture doing?  
   Guide them to attempt the given questions individually.
4. (a) The children have not gone to school because it is a holiday.  
   (b) They always work together.  
   (c) They are happy because they can also help at home.  
   (d) Accept appropriate responses from individual learners.  
   (e) Accept appropriate responses from individual learners.

C. Writing
1. This activity tests on prewriting. The correct way of holding a pen in preparation to writing. We hold a crayon as in picture b.
2. Note that learners have already interacted with these words they are to copy. This activity tests on handwriting. Let learners be guided to copy the letters neatly.
3. This activity tests on the correct spelling. Guide the learners appropriately. Accept correctly matched words.
4. This activity tests on punctuation. Guide the learners appropriately.  
   (a) Juma helps at home.  
   (b) My name is Cheruto.
5. Accept correct responses from individual learners. Let the sentences be well punctuated and neat. Encourage them to read the passage about ‘Helping at home’ to get points. Read the best presentation in class.

3. Transport

A. Listening and speaking
1. This activity tests on attentive listening. How to interpret facial expressions as you listen.  
   (a) Surprised  (b) Angry  (c) Happy
2. Guide learners to read the given sounds in pairs, groups and individually.
3. Let learners read the given words with the sounds they have pronounced.
4. (a) chick  (b) bricks  
    (c) duck   (d) stick
5. Let learners look at the pictures and draw a line to match the pictures.
6. Guide learners to read the given words well. This emphasises on vocabularies relating to the theme.
7. (a) bicycle  (b) train  (c) boat  
    (d) camel   (e) aeroplane   (f) bus
8. (a) My sister took us to the bus stop  
    (b) it   (c) her   (d) him  
    (e) them

B. Reading
1. This activity tests on pre-reading, correct way of keeping reading materials as they get ready to read. Let learners colour the picture appropriately. Appreciate the best colouring by displaying the coloured picture in the portfolio.
2. Guide learners to write small letters correctly. Give them words with these sounds to read.  
   P – p, F – f and I – i
3. Let learners read the passage ‘A visit to the airport’ individually. Ask them key inquiry questions to test their understanding. The key inquiry questions are:  
   (i) What are the names of people named in the story?  
   (ii) Where are Nacho and Halima?  
   (iii) Who went with them?  
   (iv) What is bigger between a bus and an aeroplane?  
   Let learners answer the written questions individually.
4. (a) They have come to see aeroplanes.  
    (b) They are going to tell their friends about the airport.
(c) Accept correct responses from individual learners.
(d) Yes. Accept appropriate reasons.
(e) Accept correct responses from learners that is car, motorbike, bicycle, animals among others.

C. Writing

1. This activity tests on prewriting. Identifying what they need in preparation to writing. Picture a to be coloured.
2. Note that learners have already interacted with these letters they are to copy. This activity tests on handwriting. Let learners be guided to copy the letters neatly.
3. This activity tests on the correct spelling. The words relate to the theme. Guide learners appropriately. The correct spellings are: Car, donkey, bus, train and sheep.
4. This activity tests on punctuation. Guide learners appropriately.
   1. LORRY – lorry 2. AEROPLANE – aeroplane
   3. TRAIN – train 4. BUS – bus
   5. CAMEL – camel 6. BICYCLE – bicycle
5. This activity tests on guided writing. Check on punctuation, spelling and neatness. The sentences must be about ‘A visit to the airport’.

4. Time and months of the year

A. Listening and speaking

1. Guide learners to draw and colour the picture on correct sitting posture appropriately. This activity tests on attentive listening. How they sit to listen attentively. Assess the best presentation and reward accordingly.
2. This activity tests on correct pronunciation. Let learners pronounce the sounds correctly.
3. Let learners read the given words correctly. The words are made up of sounds they have learnt to pronounce in the previous activity.
4. Let them read the poem in pairs. It emphasises on the sounds. Guide them to circle words with sounds sl and tw from the poem. The words with the sounds are slow, twins, twos, twins, twig and slope.
5. Words with sound cl in the spaces:
   class club cloud clock
6. Let learners read the given words well as an individual, in pairs or as a group.
7. (a) Friday (b) Months (c) Saturday (d) week (e) day (f) Accept any appropriate response.
8. (a) have (b) has (c) have (d) had (e) have (f) had

B. Reading

1. This activity tests on pre-reading, correct way of sitting as they get ready to read. Let learners draw and colour the correct picture which shows the correct way of sitting. Appreciate the best drawing by displaying the coloured picture in the portfolio.
2. Guide learners to match the pictures with the sound. Give them words with this sound to read. Train, ten and lion.
3. Guide learners to read the story about ‘My holiday’. Ask them key inquiry questions about the passage to test their understanding. The key inquiry questions are:
   (i) Which month of the year is this?
   (ii) What are the children doing in the picture?
   (iii) What do Christians celebrate on Christmas Day?
   Guide them to answer the written questions individually.
4. (a) There are twelve months in a year.
   (b) The last month of the year is December.
   (c) Accept any appropriate answer from each individual learner. The name of the month should start with a capital letter.
   (d) Our school close during holidays. These holidays are in April, August and December.
   (e) Accept appropriate responses from individual learners.

C. Writing

1. Check the correct punctuation of sentences. For example, the use of the full stop and capital letter.
2. Guide learners as they find the words in the word search.
3. (a) January – JANUARY
   (b) February – FEBRUARY
   (c) March – MARCH
   (d) April – APRIL
   (e) May – MAY
   (f) June – JUNE
4. (a) Six in the morning (b) February (c) April (d) 12 months
5. Shopping

A. Listening and speaking

1. This activity tests on attentive listening. What they use to listen attentively. Let them sit appropriately and listen attentively to the sentences.
2. Accept correct answers from the sentences in the box. Accept any other correct answer.
3. Let learners read the letter sounds well as guided.
4. Guide learners to read the given words well in pairs and as an individual.
5. Sound fr – frog, fruits, fry
   Sound gr – grass, green, grapes
6. Let learners practice reading the given words correctly in pairs and in groups. Most of these words relate to the theme.
7. Plural and singular
   (a) Lady – Ladies (b) Baby – Babies
   (c) Loaf – Loaves (d) Leaf – Leaves

B. Reading
1. This activity tests on pre-reading, correct way of sitting as they get ready to read. Let learners colour the picture appropriately.
2. (a) book (b) ruler (c) blue
   (d) glue (e) broom (f) rake
3. Let learners read the given story about ‘Shopping’ loudly in pairs and as an individual. Guide those who cannot pronounce the words as required. Let those who can read faster assist those who cannot read faster. Let learners pronounce the words well. Ask them some key inquiry questions to test their understanding. The key inquiry questions are:
   (i) Which day of the week is it?
   (ii) What are the names of the two children mentioned in the story?
   (iii) What does each child want?
   Let learners answer the given written questions.
4. (a) The children are happy because they are going for shopping.
   (b) They are going to buy items they need.
   (c) They need a shopping list to help them buy the items they need.
   (d) Accept correct responses from each learner.

C. Writing
1. This activity tests on prewriting. The correct way of holding a writing material in preparation to writing.
2. Note that the learners have already interacted with these words they are to copy. This activity tests on handwriting. Let learners be guided to copy the letters neatly.
3. (a) nanaba – banana
   (b) llaumbre – umbrella
   (c) ujg – jug
4. n – N, k – K, u – U, c – C, r – R and v – V
5. (a) I will buy bread. (b) I want milk.
   (c) Let us go shopping. (d) Can I buy sugar?

Revision Exercise 1
1. Accept appropriate drawing. Display the best drawing in the portfolio.
2. (a) drum (b) classroom (c) broom
   (d) train (e) clock (f) drink
   (g) tree (h) bread
3. Singular and plural
   (a) Wife – wives (b) Shelf – shelves
   (c) Half – halves (d) Family – families
   (e) Baby – babies (f) City – cities
4. (a) it (b) him (c) us
   (d) them (e) her
5. Let learners colour the picture given well using bright colours as guided.
6. P – p, T – t and S – s
7. Let learners read the given passage about ‘The new train’. Ask them key inquiry questions to test their understanding. The key inquiry questions are:
   (i) Who visited her aunt?
   (ii) Which month of the year was that?
   (iii) With whom does she live?
   (iv) Whom did she tell about her experiences?
   Guide them to answer the written questions individually.
8. (a) Lina lives in Nairobi with her parents.
    (b) She was travelling to her aunt in Mombasa.
    (c) She used the train to travel.
    (d) Her experience was enjoying travelling by railway in a train.
9. Ask learners to copy the letters neatly.
10. (a) wash (b) bus (c) March
11. (a) blood – BLOOD
    (b) aeroplane – AEROPLANE
    (c) sweep – SWEEP
    (d) assembly – ASSEMBLY
12. Accept the correct answers. Encourage them to do positive things after school. Accept answers like:
    (a) I sweep the compound.
    (b) I wash utensils.
    (c) I clean the house.
    (d) I water the animals.
    (e) I weed the flower beds.
    (f) I help my parents with light duties.

6. The garden

A. Listening and speaking
1. Guide learners to colour appropriate pictures. This activity tests on attentive listening. How they sit to listen attentively. Assess the best presentation and reward accordingly.
2. This activity tests on correct pronunciation. Let learners pronounce the sounds correctly.

3. Let learners read the given words correctly. The words are made up of sounds they have learnt to pronounce in the previous activity.

4. Words with sound gr
   (a) greet  (b) grid  (c) group
   (d) grace  (e) great  (f) ground
   (g) grow  (h) grind  (i) grammar
   (j) growth  (k) grand  (l) green

5. Words with sound pr
   (a) Present  (b) Surprised  (c) President
   (d) wheelbarrow  (b) rake  (c) flowers
   (d) bee  (e) cow  (f) tree
   (g) gloves  (h) gumboots

6. Present simple tense | Present continuous tense
   (a) eat | eating
   (b) harvest | harvesting
   (c) cook | cooking
   (d) plant | planting
   (e) wash | washing
   (f) clean | cleaning
   (a) harvesting  (b) eating  (c) planting
   (d) weeding  (e) spraying

7. Accidents

A. Listening and speaking

1. Let learners say and do the number song in groups.

2. Guide learners to read the given sounds well individually.

3. Let learners read the words given in pairs. Assess correct pronunciation.

4. (a) smart  (b) smoke  (c) smoky  
   (d) smile  (e) small  (f) smell

5. Guide learners to read the bingo with bl sound in pairs and in groups.

6. Let learners read the given words well in pairs and in groups.

7. (a) bandage  (b) first aid kit  (c) traffic officer
   (d) hospital  (e) fall  (f) ambulance
   (g) accident  (h) doctor

8. (a) was  (b) were  (c) was
   (d) were

9. (a) I was walking  (b) She was swimming
   (c) They were jumping  (d) I was bleeding
   (e) The boys were crying.

B. Reading

1. This activity tests on pre-reading, correct way of sitting as they get ready to read. Let learners colour the picture appropriately.

2. (i) door  (ii) glove  (iii) window
   (iv) bag  (v) dustbin  (vi) wheel

3. Let learners read the passage given about ‘The garden’. Ask them key inquiry questions to test their understanding. The key inquiry questions are:
   (i) Whom does Moses share fruits with?
   (ii) Who brought Moses a mango?

Let them answer the written questions from the story.

4. (a) Moses likes fruits.
   (b) He gets them from the garden.
   (c) His favourite fruit is a mango.
   (d) You get fruits from a garden.
   (e) Accept appropriate answers from the learners.

C. Writing

1. This activity tests on prewriting. The correct way of holding a pen in preparation to writing.

2. (a) pencil  (b) pen

3. Let learners copy the sentences well as guided.
   Check correct punctuation and use of capital letter.

4. (a) anplt - plant  (b) kera - rake
   (c) ssrag - grass  (d) gid - dig
   (e) spyra - spray  (f) rangeo - orange

5. (a) Ben is eating healthy food.
   (b) I like eating fruits from the garden.
   (c) Juma and David are picking oranges.

6. (a) John is planting crops.
   (b) I like ripe bananas.
   (c) She is digging.
   (d) Potatoes are sweet.

7. Accidents
(d) When cycling you need to be careful.
(e) You should always cycle on the bicycle paths.
(f) We can avoid accidents by:
   (i) Being careful while cycling.
   (ii) Walking on foot paths.
   (iii) Driving carefully and at the correct speed.
   (iv) Cycling on bicycle paths.
   (v) Not playing on the road.
(Accept any of the above given responses)

C. Writing
1. This activity tests on prewriting. The correct way of sitting when writing. Tuma in picture (a).
2. Guide learners to copy the words neatly as an individual.
3. (a) bandage (b) bleeding (c) cut
4. (a) Joyce (b) Agnes (c) Tom
5. Accept the following sentences:
   (a) The doctor treated the sick girl.
   (b) Otieno fell and broke his leg.
   (c) My father tied my injured hand with a bandage.
   (d) I used a razor blade to cut the bandage.
   (e) Her nose was bleeding.

8. Classroom
A. Listening and speaking
1. Let learners look at the pictures and say how the people in the pictures are feeling.
   (a) Feeling happy. (b) Feeling sad.
2. Guide learners to read the given sounds well as an individual.
3. Let them read the given words well in groups, pairs and as individuals.
4. (a) glad (b) glue (c) gloves (d) glass
5. (i) picture a (ii) picture c (iii) picture d
6. Let learners read the given words well.
7. Guide learners to read the given picture words appropriately as an individual.
8. (i) six sharpeners (ii) ten pencils
   (iii) seven bells (iv) twelve pieces of chalk
9. (a) Third – Rahma (b) Fifth – Jael
   (c) Seventh – Wekesa (d) Eighth – Kadogo
   (e) Tenth – Naliaka (f) Eleventh - Amina

B. Reading
1. This activity tests on pre-reading, correct way of sitting as they get ready to read. Let learners colour the picture appropriately using bright colours.
2. j, o and y
3. Let learners read the story about John and Jakes loudly and then answer the written questions well.
4. (a) John and Jakes go to Bidii Primary School.
   (b) They are in the same grade and dress alike.
   (c) Accept four appropriate responses from different individual learners.

C. Writing
1. This activity tests on prewriting. The correct items to use in preparation to writing. Let learners draw and colour what they use to write as guided.
2. Let learners copy the given letters neatly individually.
3. Guide learners as they find the given words in the word search.
4. Accept correct responses from each learner. Let each name begin with a capital letter.
5. (a) Misiko and Nduko are going to school.
   (b) We are reading.
   (c) Mrs. Ondieki is teaching.
   (d) The learners are playing.

9. The farm
A. Listening and speaking
1. Let learners look at the pictures and say how the people in the pictures are feeling.
   (a) shocked (b) pain (c) afraid
2. Let learners read the given letter sounds well.
3. Guide learners as they read the given words in groups, in pairs and individually.
4. Let them match pictures whose names begin with sound sp well as in spoon, spade and spider.
5. Let learners read the given words with sound sl appropriately.
6. Let learners colour the snake and the snail well using the correct colours as guided.
7. Let learners read the given words in groups and in pairs well. Assess correct pronunciation of words as learners read the words.
8. (a) axe  (b) cow (c) spade
   (d) bananas (e) plant
9. Male | Female
   (a) Billy goat | Nanny goat
   (b) Boy | Girl
   (c) Bull | Cow
   (d) Man | Woman
   (e) Cock | Hen
10. (a) Happy (b) sad
    (c) day (d) night
B. Reading

1. This activity tests on pre-reading. Guide learners as they mark the correct item that they read.
   (c) Book
2. (a) uniform  (b) snore  (c) torch
   (d) store    (e) fork    (f) shore
   (g) short    (h) chores
3. Guide learners as they read the story about 'Mzee Ayuyo and his cow' in pairs, in groups or individually. Ask them key inquiry questions to test their understanding. The key inquiry questions are:
   (i) Who is Mzee Ayuyo?
   (ii) What does a cow give us?
   (iii) What do we call a young one of a cow?
   Guide the learners to answer the written questions from the passage.
4. (a) Mildred is Mzee Ayuyo’s cow.
   (b) Mzee Ayuyo gets more milk because he gives Mildred grass as he continues to milk.
   (c) He milks early in the morning because his cow does not like to be milked when the sun is high in the sky.
   (d) Other animals that can be found on a farm include sheep, goats, camels, pigs, donkeys, among others.
   (e) Accept possible responses from individual learners.

C. Writing

1. This activity tests on prewriting. The correct way of writing. You write from left to right and from up to down.
2. My father is a farmer. He plants fruits. He also keeps goats.
3. (i) cock  (ii) farmer  (iii) goat
   (iv) a wheelbarrow
4. Y – y, S – s, J – j and K – k
5. Let learners look at the picture carefully in pairs. Ask them to talk about the picture. Let them write correct sentences about the picture individually. Accept any four correct sentences from the individual learners. Read the best sentences to the rest of the learners in order for the less advantaged to get what is to be done.

10. Positions and directions

A. Listening and speaking

1. Guide learners to colour the picture on correct sitting posture appropriately. This activity tests on attentive listening. How they sit to listen attentively. Look at each coloured drawing from individual learners and display the best coloured picture in the portfolio.
Revision Exercise 2

1. (a) I look straight to the teacher.
   (b) I sit upright.
2. (a) sp  (b) sw  (c) fr  
   (d) sn  (e) gr  (f) bl  
   (g) sc  (h) sp  
3. (a) Visit – visiting  (b) Boil – boiling  
   (c) Draw – drawing  (d) Pick – picking  
   (e) Sweep – sweeping  (f) Read – reading  
4. (a) Fast – slow  (b) Small – big  (c) Day – night  
   (d) Tall – short  (e) Go – come  
5. (a) story book  (b) newspapers  
   (c) magazines  (d) picture books  
6. G – g, W – w, Y – y, S – s, D – d and K – k  
7. Let learners read the given story about ‘Drawing and painting’ silently. Ask them key inquiry questions about the story to test their understanding. The key inquiry questions are:  
   (a) What does Tom want to be in future?  
   (b) Who is confused?  
8. (a) The children are having a drawing and painting lesson.  
   (b) They want to draw anything of their own choice.  
   (c) Tom is confused because he does not know the colour to use on his drawing.  
9. Rectangles, triangles and oval.  
10. Guide learners to copy the sentences well.  
11. (a) spade  (b) wheelbarrow  (c) teacher  
12. F, R and C  
13. Accept an appropriate description of how to get to individual learner’s home from school. Read the best description in class for other learners.

11. Environment

A. Listening and speaking

1. Let learners draw and colour different faces expressing happiness and sadness.  
2. Guide learners to read the given letter sounds well in pairs, in groups and as an individual.  
3. Let learners read the given words individually and in pairs as guided.  
4. Words with sound fl and fr are:  
   (a) Flag, flapping  (b) Flowers, floor  
   (c) Flapped, flew  (d) Drew, drum  
   (e) Dress  (f) Drinking  
5. Let learners read the given words well as guided individually.  
6. (a) trees  (b) river  (c) dustbin  
   (d) dirty  (e) clean  
7. (a) an  (b) a  (c) the  
   (d) an  (e) an  (f) a  

B. Reading

1. This activity tests on pre-reading, correct way of turning pages when reading. Let learners read the poem in pairs and in groups. Guide them to involve signs in order to enjoy.  
2. (a) tent  (b) sand  (c) wheel  
   (d) stand  (e) whip  (f) plant  
3. I like reading:  
   (a) newspaper  (b) magazine  
   (c) story book  (d) textbook  
4. Guide learners to read the given story about ‘Do not cut down trees’ in pairs. Ask them key inquiry questions about the passage. These questions are:  
   (i) What are the people doing?  
   (ii) Is it good to cut down trees?  
   (iii) What will happen if all the trees are cut down?  
   Let them answer the written questions individually.  
5. (a) If you cut down one tree, you must plant two more trees.  
   (b) Accept answers like:  
   (i) Trees protect the soil.  
   (ii) Trees are home for wild animals.  
   (iii) Birds build nests on trees.  
   (iv) Trees protect our homes from strong wind.  
   (v) Trees make our homes look green.  
   (c) Things found in the environment:  
   (i) plants  (ii) animals  (iii) birds  
   (iv) soil  (v) things  (vi) air  

C. Writing

1. This activity tests on prewriting. Let learners copy the letters given neatly.  
2. (a) wind  (b) animals  
   (c) bird  (d) river  
3. (a) Why have you not swept the compound?  
   (b) I am planting a tree.  
4. Accept appropriate answers.

12. Technology

A. Listening and speaking

1. Let learners look at the pictures and match them with the words.  
   (a) shocked  (b) sad  (c) happy  
2. Guide learners as they read the given letter sounds well.  
3. Let learners read the given words individually and in groups. Guide the learners as they make their own list of words with sound br and pr. Some of the words with sound br are: Break, bring, brown, bread, bridge, bright among others. Some of the words with sound pr are: Present, price, prize, prune, pride among others.
4. Let learners read the given words well as guided in pairs.
5. (a) mobile phone  (b) charger  
   (c) laptop  (d) radio
6. (a) mine  (b) his  (c) hers  
   (d) yours  (e) ours  (f) mine  
   (g) mine  (h) yours

B. Reading
1. This activity tests on pre-reading. Let learners recite the poem on ‘How I read’ in groups and as an individual.
2. (a) You read from left to right.
3. You use a finger to read.
4. Let learners read the given words under each picture well as guided.
5. Let learners read the given story about ‘The phone call’ as an individual. Assess the reading speed, fluency and pronunciation of words. Correct punctuation need to be strictly observed. Let them answer the written questions correctly as an individual.
6. (a) Andrew was watching the television.  
   (b) A mobile phone was ringing on the table.  
   (c) Andrew picked the mobile phone and answered the phone call.  
   (d) Accept answers like:  
      (i) To make calls.  
      (ii) To send messages.  
      (iii) To search for information.

C. Writing
1. This activity tests on prewriting. Let the learners copy the given words neatly.
2. Let the learners draw a mobile phone well individually. Display the best drawing in the portfolio for all learners to see.
3. (a) visiteleon – television  
   (b) toplap – laptop  
   (c) diora – radio  
   (d) bilemo nepho – mobile phone
4. (i) We use a mobile phone to make calls.  
   (ii) My father will always use his computer to type words.  
   (iii) A torch is used when it is dark.  
   (iv) Shiro likes listening to the radio.

13. Cultural activities
A. Listening and speaking
1. This activity tests on attentive listening. Guide learners as they write what they do when listening: Accept answers like:
   (a) I keep quiet.  
   (b) I sit upright.  
   (c) I make my body still.  
   (d) I look straight at the teacher.  
   (e) I do not move my legs.
2. Let learners read the sound letters well in pairs, groups and individually.
3. Guide learners as they read the given words well.
4. (a) crayon  (b) crocodile  (c) crow
5. Let learners read the given words well in pairs.
6. Guide learners as they read the words with sound sm: Accept sentences like:  
   (a) You should always wear a smile.  
   (b) We should be smart every day.  
   (c) A smooth surface is good.  
   (d) People who smoke do not live long.  
   (e) A step starts with a small dot.
7. Let learners read the given words correctly as guided.
8. (i) Where  (ii) Whose  (iii) What  
   (iv) Why
C. Writing

1. This activity tests on prewriting. Guide learners as they write what they do when writing. Accept answers like:
   (a) I write from left to right.
   (b) I place the book well when writing.
   (c) I use a pen to write.
2. Accept correct responses from individual learners. Let the names start with capital letters.
3. (a) ngsi - sing (b) cedan - dance
4. (i) ? (ii) .
   (iii) ? (iv) .
5. (a) She is reading a story book.
   (b) Our elders are meeting.
   (c) They are dancing.

B. Reading

2. (a) toy (b) fork (c) gate
   (d) late (e) boy (f) torch
3. Let learners read the story of Mr. Tumbo as an individual. Ask them key inquiry questions to test their understanding. Let them answer the written questions well as an individual.
4. (a) Teresa and her friends are not in school because they are working on a farm.
   (b) The children carry the sacks to the store.
   (c) The children only eat small pieces of dry bread.
   (d) It is wrong to employ children because it is against their rights.
   (e) Accept possible responses for example, I will refuse and will report to the authority.

C. Writing

1. This activity tests on prewriting. Guide learners as they copy the words and trace them well as guided individually. Emphasise on correct letter shaping.
2. Guide learners as they copy the sentences and punctuate them individually.
3. (i) child (ii) school (iii) money
4. (a) Who is employing children?
   (b) Stop child labour.
5. Guide learners to look at the picture drawn and talk about it in groups or in pairs.
6. Accept a relevant story about the picture discussed in number 5 from each learner. Reward the best learner accordingly.

B. Reading

1. This activity tests on attentive listening. Guide the learners as they read the poem about 'Listen' in pairs. Reward the best pair which includes actions and correct demonstrations.
2. Let the learners read the given letter sounds in groups well as guided.
3. Guide learners to read the given words individually and in pairs.
4. (a) tree (b) train (c) tray
5. (a) Stone (b) stairs (c) stars
   (d) stop (e) station (f) stomach
   (g) stool (h) staff
6. (a) because (b) but (c) and
   (d) because (e) and (f) but

C. Writing

1. This activity tests on prewriting. Guide learners as they write what they do when writing. Accept answers like:
   (a) I write from left to right.
   (b) I place the book well when writing.
   (c) I use a pen to write.
2. Accept correct responses from individual learners. Let the names start with capital letters.
3. (a) ngsi - sing (b) cedan - dance
4. (i) ? (ii) .
   (iii) ? (iv) .
5. (a) She is reading a story book.
   (b) Our elders are meeting.
   (c) They are dancing.

14. Child labour

A. Listening and speaking

1. Guide learners as they colour the given picture individually. Display the best colouring in the portfolio.
2. Let learners read the letter sounds well in pairs.
3. Guide learners to read the given words in pairs and in groups.
4. Drink, bank, tank and sink.
5. Let learners read the given words in pairs, groups or individually.
6. (a) flute (b) plate (c) flamingo
   (d) plough (e) floor (f) plant
7. (a) young (b) school (c) food
   (d) money (e) arrest
8. Guide learners to colour the pictures appropriately as an individual. Display the best colouring in the portfolio.

B. Reading

1. This activity tests on pre-reading, correct way of reading. Let learners look at the picture in pairs and talk about it. Let them say what they see in the picture and what the person in picture is doing.
2. Guide learners to read the given words. Let them use their fingers well as they read the sentences individually.
3. Words with sound fl are: Floor, flag, flowers and flash. Words with sound bl are: Block, blue, blanket, black and blouse.
4. Guide learners as they read the story about ‘I can help’ individually. Check the speed and fluency in reading. Let them answer the key inquiry questions and written questions individually.
5. (a) During games time, Omar likes to play.
   (b) Amina helped Omar to the field.

15. Caring for others

A. Listening and speaking

1. This activity tests on attentive listening. Guide the learners as they read the poem about ‘Listen’ in pairs. Reward the best pair which includes actions and correct demonstrations.
2. Let the learners read the given letter sounds in groups well as guided.
3. Guide learners to read the given words individually and in pairs.
4. (a) tree (b) train (c) tray
5. (a) Stone (b) stairs (c) stars
   (d) stop (e) station (f) stomach
   (g) stool (h) staff
6. (a) because (b) but (c) and
   (d) because (e) and (f) but
She helped Omar because he could not walk to the field on his own. He had injured his leg.

(d) Accept correct responses from individual learners.

C. Writing

1. This activity tests on prewriting. Guide learners as they copy the words and trace the words individually. Observe neatness and proper letter-shaping.

2. Accept appropriate responses from individual learners. Let the names start with a capital letter.

3. (i) caring (ii) kind (iii) sick (iv) love

4. Accept the following sentences:
   (i) I love books because they are fun to read.
   (ii) I like eating but I do not like unhealthy food.
   (iii) I fell down but I did not cry.
   (iv) I do my homework after school and I like reading story books after supper.
   (v) I can give him the shirt but it is torn.
   (vi) You must help others because you care for them.

Revision Exercise 3

1. (a) I look at the teacher. (b) I sit upright.
2. (a) flag (b) stick (c) stove (d) present (e) string (f) flower
3. (a) because (b) and (c) but (d) because (e) and (f) but
4. (a) an (b) the (c) a (d) the (e) a (f) an
5. Accept a picture which shows the correct posture while reading. Display the best drawing in the portfolio for other learners to see.
6. (a) cake (b) boat (c) boy
7. Let learners read the story about ‘Asha and her grandmother’ individually and silently. Ask them key inquiry questions about the story to test their understanding. Let them answer the written questions individually.
8. (a) The grandmother was carrying a small basket.
    (b) Asha helped her grandmother to carry the basket.
    (c) Asha shared the fruits with her younger sister.
    (d) Accept correct responses from individual learners.
9. Accept correct responses from each learner.
10. Guide learners as they find the given words in the word search.

Assessment Paper 1

1. Accept appropriate drawing.
2. (a) a (b) an (c) The (d) an (e) The (f) a
3. (a) train (b) table (c) teacher (d) clock
4. (a) Baby – babies (b) Leaf – leaves (c) Lorry – lorries (d) Shelf – shelves
5. Accept a well coloured picture.
7. Guide learners as they read the story about ‘Makori and his family’ silently. Let them answer the written questions individually.
8. (a) The children have not gone to school because it is a holiday.
    (b) Mr. Makori is building a new kitchen house.
    (c) Kemunto and Omariba help their parents with duties at home.
    (d) Accept correct responses from each learner.
9. You write from left to right.
10. Let learners copy the letters neatly.
11. (i) V – v (ii) G – g (iii) M – m (iv) T – t
12. Accept correct flow of the story based on the picture.

Assessment Paper 2

1. Accept a well-presented drawing on how learners sit when listening.
2. (a) blanket (b) flag (c) gloves
3. Accept well coloured picture with the given colours.
4. First sounds of the names, pictures.
4. s, r and d.
5. Guide learners to read the story of ‘Magesa’. Let them answer the written questions as an individual.
6. (a) Magesa is going to school.
    (b) They are riding slowly because they do not want to get an accident.
    (c) Accept appropriate responses from individual learners.
    (d) We should be careful when on road in order to avoid accidents.
7. A pen and a pencil.
8. Accept neatly written words.
9. (a) cilpen – pencil (b) latep – plate (c) nabana – banana (d) efch – chef
10. (a) Joyce is helping in the garden.
    (b) Will the children travel to Nairobi?
    (c) She is a hardworking girl.
11. (a) All children should help at home.
   (b) I always go to school.
   (c) I visited my grandparents in December.

**Assessment Paper 3**

1. Accept answers like:
   (a) Should keep quiet when listening.
   (b) Should sit upright.
   (c) Should look straight at the person speaking.
   (d) Should make your body still.

2. Some of the words with sound gr are: Green, grow, greet, grab, grain, grand among others.
   Some of the words with sound sn are: Snail, snap, snake, snow, sneeze among others.
   Some of the words with sound sm are: Smell, small, smart, smoke among others.
   Some of the words with sound pl are: Play, plant, plan, please, plate among others.

3. (a) Where  (b) Who  (c) What  
   (d) When  (e) Why  (f) Which

4. (a) but  (b) and  (c) because  
   (d) and  (e) but  (f) because

5. (a) has  (b) have  (c) have


7. Let learners read the story of ‘Makau and Kabiro’ silently and answer the written questions well.

8. (a) The children were playing near the farm.  
   (b) They saw a log hanging on a tree.  
   (c) Kabiro wanted to find out what was in the hive.  
   (d) They learnt that you should not play with bees.

9. Accept a well coloured picture.

10. Accept neatly copied words.

11. (a) Chalkboard  (b) Television  
    (c) Classroom  (d) School

12. (a) dance – DANCE  
    (b) shopping – SHOPPING  
    (c) January - JANUARY

13. (i) police  (ii) arrest  (iii) young  
    (iv) money  (v) child
Sura ya 1: Shuleni

A. Sauti na majina ya herufi za Kiswahili

1. Sauti g

Zoezi 1 na 2

(Hukurasa 216)

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

Zoezi 3

(Hukurasa 216)

Hakikisha mwanafunzi anatamka sauti na silabi ipasavyo.

Zoezi 4

(Hukurasa 216-217)

1. ugali 2. goli 4. ufagio
6. gari 8. godoro 9. gita
10. gunia

Zoezi 5

(Hukurasa 217)

Gari, geuka, gita, goli, gugu, gereji na goti.

Zoezi 6

(Hukurasa 217)

Hakikisha mwanafunzi anaambatanisha silabi kisha kulisoma neno husika.
1. miguu 2. wageni 3. siagi
4. gunia 5. sugua

Zoezi 7

(Hukurasa 218)

Hakikisha mwanafunzi anazitenganisha silabi kisha kulisoma kila silabi husika.
1. ga ze ti 2. ki do go 3. be gi
4. ka gu a 5. te ga

Zoezi 8

(Hukurasa 218)

Hakikisha mwanafunzi anazipanga silabi vizuri kisha analisoma neno kwa usahihi.
1. gunia 2. goli 3. godoro
4. gazeti 5. ufagio

Zoezi 9

(Hukurasa 219)

Hakikisha mwanafunzi anaisoma hadithi ya mtungi wa gesi kwa ufasaha.

Zoezi 10

(Hukurasa 219)

Mtungi, gesi, godoro, gita, magunia, maharagwe, mihogo na gari.

Zoezi 11

(Hukurasa 219)

Hakikisha mwanafunzi amepaka rangi umbo husika.

2. Sauti d

Zoezi 1 na 2

(Hukurasa 219)

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

Zoezi 3

(Hukurasa 220)

Hakikisha mwanafunzi anatamka sauti na silabi kusavyo.

Zoezi 4

(Hukurasa 216-217)

1. ugali 2. goli 4. ufagio
6. gari 8. godoro 9. gita
10. gunia

Zoezi 5

(Hukurasa 217)

Gari, geuka, gita, goli, gugu, gereji na goti.

Zoezi 6

(Hukurasa 217)

Hakikisha mwanafunzi anaambatanisha silabi kisha kulisoma neno husika.
1. miguu 2. wageni 3. siagi
4. gunia 5. sugua

Zoezi 7

(Hukurasa 218)

Hakikisha mwanafunzi anazitenganisha silabi kisha kulisoma kila silabi husika.
1. ga ze ti 2. ki do go 3. be gi
4. ka gu a 5. te ga

Zoezi 8

(Hukurasa 218)

Hakikisha mwanafunzi anazipanga silabi vizuri kisha analisoma neno kwa usahihi.
1. gunia 2. goli 3. godoro
4. gazeti 5. ufagio

Zoezi 9

(Hukurasa 219)

Hakikisha mwanafunzi anaisoma hadithi ya mtungi wa gesi kwa ufasaha.
Zoezi 8
(ukurasa 221)
Hakikisha mwanafunzi anazipanga silabi vizuri kisha analisoma neno kwa usahihi.
1. redio 2. dasta 3. godoro
4. kadi 5. daftari

Zoezi 9
(ukurasa 220)
Hakikisha kila mwanafunzi anaisoma hadithi kwa ufasaha.

Zoezi 10
(ukurasa 224)
Darasa, dogo, maridadi, madawati, madaftari, dasta, debe na madirisha.

Zoezi 11
(ukurasa 223)
Hakikisha mwanafunzi amepaka rangi umbo husika.

3. Sauti j

Zoezi 1 na 2
(ukurasa 223)
Hakikisha mwanafunzi anatamka sauti j, a, e, i, o na u kwa usahihi.

Zoezi 3
(ukurasa 223)
Hakikisha mwanafunzi anatamka sauti na silabi kwa usahihi.

Zoezi 4
(ukurasa 224)
1. daraja 2. kijiko 4. jiko
6. jua

Zoezi 5
(ukurasa 224)
Joto, jiwe, jarida, jogoo na juzi.

Zoezi 6
(ukurasa 224)
Hakikisha mwanafunzi anaambatanisha silabi kisha kulisoma neno kwa usahihi.
1. jalada 2. jana 3. jaribio
4. ujuzi 5. jeki

Zoezi 7
(ukurasa 225)
Hakikisha mwanafunzi anatenganisha silabi na kuzisoma vizuri.
1. u ja nja 2. ma ho ji a no
3. ju a 4. ju u 5. a ja bu

Zoezi 8
(ukurasa 225)
1. jezi 2. kijiko 3. jani
4. daraja 5. jiwe 6. jogoo
7. uji

Zoezi 9
(ukurasa 226)
Hakikisha mwanafunzi anaisoma hadithi husika.

Zoezi 10
(ukurasa 226)
Jua, jeusi, joto, watakuja na majina.

Zoezi 11
(ukurasa 227)
Hakikisha mwanafunzi amepaka rangi umbo husika.

4. Sauti r

Zoezi 1 na 2
(ukurasa 227)
Hakikisha mwanafunzi anatamka sauti r, a, e, i, o na u.

Zoezi 3
(ukurasa 227)
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
(ukurasa 227-228)
1. daraja 2. rula 4. bendera
5. redio

Zoezi 5
(ukurasa 228)
Rangi, reki, ruka na rejesta.

Zoezi 6
(ukurasa 228)
Hakikisha mwanafunzi anaambatanisha silabi na kulisoma neno.
1. karatasi 2. siri 3. robo
4. bendera 5. birika

Zoezi 7
(ukurasa 228)
Hakikisha mwanafunzi anatenganisha silabi na kuzisoma.
1. fi ki ra 2. gwa ri de 3. ka so ro
4. ja rib u 5. ha ta ri

Zoezi 8
(ukurasa 229)
1. rula 2. darasa 3. bendera
4. daraja 5. birika
Zoezi 9
(ukurasa 230)
Hakikisha mwafunzi anaisoma hadithi kwa ufasaha.

Zoezi 10
(ukurasa 230)
Karibu, darasa, redio, mchoro na rula.

Zoezi 11
(ukurasa 230)
Mwelekeze mwafunzi kupaka rangi umbo husika.

B. Maamkuzi
(ukurasa 231)
Zoezi 1
(ukurasa 231)
1. Habari ya asubuhi, habari yako, hujambo?
2. Shikamoo, hujambo, habari yako au habari ya jioni?
3. Habari yako, hujambo, habari ya mchana?
4. Umeamkaje, habari ya asubuhi?

Zoezi 2
(ukurasa 231)
1. Njema, nzuri au salama
2. Njema, nzuri au salama.
3. Njema, nzuri au salama.
5. Nimeshinda vyema, vizuri au salama.

Zoezi 3
(ukurasa 232)

C. Msamiati
(ukurasa 232)
Zoezi 1
(ukurasa 232)
Mwelekeze mwafunzi kutaja vitu ambavyo anaona katika shule.

Zoezi 2
(ukurasa 233)
Mwelekeze mwafunzi kuchora vitu vitatu au zaidi vya shuleni.

Zoezi 3
(ukurasa 233)
1. ofisi 2. maktaba 3. darasa
4. vyoo 5. uwanja 6. bustani

Zoezi 4
(ukurasa 234)
1. darasa 2. vyoo 3. ofisi
4. maktaba 5. gwaride

D. Kusikiliza na kuzungumza
(ukurasa 235)
Zoezi 1
(ukurasa 235)
Mwelekeze mwafunzi kutunga sentensi kuhusu picha. Akubali sentensi zote mradi zinahusu picha husika.

E. Kusoma hadithi
(ukurasa 238)
Zoezi 1
(ukurasa 238)
1. Gwarideni 2. Madarasa

Zoezi 2
(ukurasa 238)
A. 1. Gwarideni
2. Madarasa
3. Uwanjani  
4. Ofisi ya mwalimu mkuu, ofisi ya walimu na maktaba.  
5. Bustani

B. 1. Darasani au uwanjani.  
2. Gwarideni  
3. Walimu walikuwa wamebadilisha mavazi.  
4. Vyooni  
5. Kando ya uwanja

F. Msamiati

Zoezi 1  
(ukurasa 242)  
Mwelekeze mwanafunzi kusoma nambari kwa usahihi.

Zoezi 2  
(ukurasa 242)  
(a) 12, 14, 16, 18  
(b) 22, 23, 25, 26, 28, 29  
(c) 33, 34, 35, 37, 38  
(d) 41, 42, 44, 47, 48, 50

Zoezi 3  
(ukurasa 243)  
(a) 11, 12, 13, 14, 15, 16, 17, 18, 19, 20  
(b) 16, 19, 22, 24, 26, 28, 29, 35, 37, 41  
(c) 23, 30, 32, 33, 36, 38, 39, 44, 48, 50  
(d) 27, 31, 34, 40, 42, 43, 45, 46, 47, 49

Zoezi 4  
(ukurasa 243)  

Zoezi 5  
(ukurasa 243)  
(a) 14 - kumi na nne  
(b) 23 - ishirini na tatu  
(c) 29 - ishirini na tisa  
(d) 39 - thelathini na tisa  
(e) 44 - arobaini na nne  
(f) 48 - arobaini na nane

G. Sarufi

Zoezi 1  
(ukurasa 244)  
1. Kalamu zenu  
2. Mipira yenu  
3. Rula yako  
4. Redio yako  
5. blanketi lako

Zoezi 2  
(ukurasa 245)  
1. Mishipi yenu  
2. Vikapu vyenu  
3. Kalamu zenu  
4. Fagio zenu  
5. Ofisi zenu  
6. Maktaba yenu

Sura ya 2: Haki zangu

A. Sauti na majina ya herufi za Kiswahili

1. Sauti p

Zoezi 1 na 2  
(ukurasa 246)  
Mwelekeze mwanafunzi kutamka sauti p, a, e, i, o na u kwa usahihi.

Zoezi 3  
(ukurasa 246)  
Mwelekeze mwanafunzi kutamka sauti na silabi kwa usahihi.

Zoezi 4  
(ukurasa 246)  
1. punda  
2. pasi  
3. paka  
4. kikapu  
5. chupa  
6. mpira

Zoezi 5  
(ukurasa 247)  
Pesa, penda, pata na pima.

Zoezi 6  
(ukurasa 247)  
1. pika  
2. paredi  
3. pato  
4. kipepeo  
5. popote

Zoezi 7  
(ukurasa 248)  
1. pe le ka  
2. pe sa  
3. pi ka  
4. po ke a  
5. pi li pi li

Zoezi 8  
(ukurasa 248)  
1. mpira  
2. mshipi  
3. kikapu  
4. punda  
5. pazia

Zoezi 9  
(ukurasa 249)  
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha.

Zoezi 10  
(ukurasa 249)  
Picha, Odipo, hakupata, penseli na punda.

Zoezi 11  
(ukurasa 249)  
Mwelekeze mwanafunzi apake rangi umbo husika.

2. Sauti f

Zoezi 1 na 2  
(ukurasa 249 - 250)  
Hakikisha mwanafunzi anatamka kwa usahihi sauti f, a, e, i, o na u.
Hakikisha mwanafunzi anatamka sauti na silabi.

1. ufagio  2. daftari  4. kofia
5. Farasi

Fika, futa, fedha na faida.

1. fomu  2. safi  3. mafuta
4. mwanafunzi 5. feri

Vaa, vita na veli.

1. vitabu  2. vikombe  3. vyoo
4. wavu 5. viatu

Vokali, mvulana, alivaa, vizuri na veranda.

Mwelekeze mwanafunzi apake rangi umbo husika.

3. Sauti v

Hakikisha mwanafunzi anatamka vizuri sauti v, a, e, i, o na u.

Hakikisha mwanafunzi anatamka sauti na silabi kwa ufasaha.

Hakikisha mwanafunzi anasoma hadithi kwa ufasaha.

Fatuma, furaha, alifika, alifua, kufagia, fedha na fomu.

Mwelekeze mwanafunzi apake rangi umbo husika.
Zoezi 4
(ukurasa 259)
Mwelekeze mwanafunzi kutaja na kuandika haki anazopata.

Zoezi 5
(ukurasa 260)
1. Haki ya kupewa jina.
2. Haki ya kupata elimu.
3. Haki ya kupata chakula.
4. Haki ya kupata matibabu.
5. Haki ya kupata matibabu.
6. Haki ya kupata makao.
7. Haki ya kuchea.

C. Kusikiliza na kuzungumza
(ukurasa 261)

Zoezi 1
(ukurasa 261)
1. (a) Mtoto amepata haki ya mavazi.
   (b) Mtoto hana haki ya mavazi mazuri.
2. (a) Mtoto anapata haki ya lishe bora au ya chakula.
   (b) Watoto hawana haki ya lishe bora.
3. (a) Watoto wana haki ya elimu.
   (b) Watoto hawana haki ya elimu.
4. (a) Mtoto ana haki ya makao.
   (b) Mtoto hana haki ya makao.
5. (a) Watoto wana haki ya kupendwa na ya kuchea.
   (b) Watoto hawana haki ya kupendwa na ya kuchea.
6. (a) Watoto wana haki ya kupendwa na kuchea.
   (a) Mtoto hana haki ya kupendwa.

Zoezi 2
(ukurasa 263)
Mwelekeze mwanafunzi kusimulia picha hiyo.

D. Kusoma hadithi
(ukurasa 263)

Zoezi 1
(ukurasa 263)
1. Watoto wa jirani ya nyanya.
2. Nyumba yao ili kuwa chafu.
3. Maji ya mvua yaliingia katika nyumba ya jirani wa nyanya.
4. Haki ya kupendwa, haki ya elimu, haki ya makao, haki ya matibabu, haki ya mavazi, haki ya lishe bora
5. Haki ya makao, haki ya lishe bora, haki ya mavazi, haki ya kuchea, haki ya kupendwa, haki ya elimu.

Zoezi 2
(ukurasa 265)
1. Soko
2. Kuzurura, kuomba chakula na kufanya kazi.
3. Baadhi ya watu
4. Haki ya elimu, haki ya makao, haki ya mavazi, haki ya lishe bora, haki ya kupendwa, haki ya kupata matibabu.
5. Hakuwa na mtu wa kumsaidia ili aende shuleni.
   Labda pia alikuwa na njaa akaonelea aende kujitafutia chakula sokoni.

E. Sarufi
(ukurasa 266)

Zoezi 1
(ukurasa 266 - 267)
1. (a) Mwanafunzi anaandika vizuri.
   (b) Mwanafunzi anaandika vibaya.
2. (a) Wanafunzi wanacheza vizuri.
   (b) Wanafunzi wanacheza vibaya.
3. (a) Mwanafunzi ameketi vizuri anapoandika.
   (b) Mwanafunzi ameketi vibaya anapoandika.
4. (a) Mwanafunzi anakula vizuri.
   (b) Mwanafunzi anakula vibaya.
5. (a) Mtoto anaendesha baiskeli vizuri.
   (b) Mtoto anaendesha baiskeli vibaya.

Zoezi 2
(ukurasa 268)
1. vizuri  2. vibaya  3. vibaya
4. vizuri  5. vizuri

Sura ya 3: Usafiri

A. Sauti na majina ya herufi za Kiswahili
(ukurasa 269)

1. Sauti ch

Zoezi 1 na 2
(ukurasa 269)
Hakikisha mwanafunzi anatamka kwa usahihi sauti ch, a, e, i, o na u.

Zoezi 3
(ukurasa 269)
Hakikisha mwanafunzi anatamka kwa usahihi sauti na silabi husika.

Zoezi 4
(ukurasa 269)
1. chati  2. chupa  5. Chaki
Zoezi 5
(ukurasa 270)
Chini, chai, chuma na choo.

Zoezi 6
(ukurasa 270)
1. ficha 2. choka 3. macho
4. cheza 5. chini

Zoezi 7
(ukurasa 271)
1. hi cho 2. ki cha ka 3. cha pa ti
4. vo cha 5. cha ku la

Zoezi 8
(ukurasa 271)
1. chupa 2. chati 3. choo
4. chakula 5. chungu

Zoezi 9
(ukurasa 271)
Hakikisha mwanafunzi amepaka rangi maumbo husika.

Zoezi 10
(ukurasa 272)
Chumba, cha, wachezaji, chini, chai, chumbani, hicho, choo na kocha.

Zoezi 11
(ukurasa 272)
Hakikisha mwanafunzi amepaka rangi maumbo husika.

2. Sauti dh

Zoezi 1 na 2
(ukurasa 273)
Hakikisha mwanafunzi anatamka kwa usahihi sauti dh, a, e, i, o na u.

Zoezi 3
(ukurasa 273)
Hakikisha mwanafunzi anatamka kwa usahihi sauti na silabi husika.

Zoezi 4
(ukurasa 273)
Hadithi, fedha, kadha, udhi, fedheha, hadhi na ladha.

Zoezi 5
(ukurasa 273)
Dhiki, dhehebu, dhoruba, dhibiti na dhuru.

Zoezi 6
(ukurasa 273)
Hakikisha mwanafunzi anaambatanisha silabi kisha kusoma neno.
1. hadhi 2. dhahabu 3. udhuru
4. wadhifa 5. kidhi

Zoezi 7
(ukurasa 274)
Hakikisha mwanafunzi anatenganisha silabi na kuzisoma.
1. fe dha 2. dhu ru 3. dha ra u
4. dhi ha ka 5. dho ru ba

Zoezi 8
(ukurasa 274)
1. dhahabu 2. dhambi 3. wadhifa
4. baadhi 5. hadhi

Zoezi 9
(ukurasa 275)
Hakikisha mwanafunzi amesoma hadithi kwa.ufasaha.

Zoezi 10
(ukurasa 275)
Fedheha, nilidhani, fedha, fidhuli na dhiki.

Zoezi 11
(ukurasa 275)
Hakikisha mwanafunzi amepaka maumbo husika rangi.

B. Msamiati
(ukurasa 276)

Zoezi 1
(ukurasa 276)
Mwelekeze mwanafunzi kutaja vyombo vya usafiri ambavyo anavijua.

Zoezi 2
(ukurasa 276)
1. basi 2. matatu 3. garimoshi
4. gari dogo 5. lori 6. pikipi
7. baiskeli 8. Mkokoteni au rukwama
9. tuktu 10. punda 11. ngamia
12. meli 13. ngege 14. helikopta

Zoezi 3
(ukurasa 277-278)
1. ngege 2. basi 3. matatu
4. garimoshi 5. meli 6. pikipi
7. mkokoteni au rukwama 8. baiskeli

Zoezi 4
(ukurasa 278)
Hakikisha mwanafunzi anachora chombo cha usafiri anachipenda.

Zoezi 5
(ukurasa 279)
1. Kupeleka wagonjwa hospitalini.
2. Kusafirisha watu au abiria.
5. Kupeleka mgonjwa hospitalini.
8. Kudumisha usalama.

Zoezi 6
(ukurasa 280)
Mwelekeze mwanafunzi kutunga sentensi.

C. Kusikiliza na kuzungumza
(ukurasa 281)

Zoezi 1
(ukurasa 281)
Mwelekeze mwanafunzi kusimulia mambo anayoona kwenye picha.

Zoezi 2
(ukurasa 282)
Mwelekeze mwanafunzi kusimulia vyombo vya safari anavyoona katika picha.

D. Kusoma hadithi
(ukurasa 283)

Zoezi 1
(ukurasa 283)
1. Maonesho ya kilimo
2. Matatu
3. Pikipiki, baiskeli na tuktuk
4. Mabasi
5. Trela

Zoezi 2
(ukurasa 284)
A. 1.Walitembea kwa miguu, walitumia baiskeli na pikipiki.
   2. mjomba
   3. magari madogo, matatu, mabasi.
   4. lori
   5. helikopta
B. 1. Alikuja harusini akiwa amebebwa na punda.
   2. Punda, ngamia, farasi, ng’ombe
   3. Angani au hewani
   4. Gari dogo
   5. Jijini Nairobi

E. Sarufi (ukurasa 286)

Zoezi 1
(ukurasa 286)

Zoezi 2
(ukurasa 286)
1. m - M, a - A, n - N, y - Y, z - Z
2. d - D, e - E, f - F, l - L, g - G
3. h - H, t - T, r - R, b - B, p - P

Zoezi 3
(ukurasa 287)
1. Mimi ninaitwa Otieno.
2. Rafiki yangu anaitwa Mutiso.
3. Tunapenda kusoma.
4. Shule yetu inaitwa Umoja.
5. Shule yetu ipo katika mji wa Thika.

Zoezi 4
(ukurasa 287)
Mwelekeze mwanafunzi kutambua njia iliyo na herufi kubwa pekee. Njia hiyo imeanza kwa herufi Z.

Sura ya 4: Familia

A. Sauti na majina ya herufi za Kiswahili
(ukurasa 288)
1. Sauti gh

Zoezi 1 na 2
(ukurasa 288)
Hakikisha mwanafunzi anatamka sauti gh, a, e, i, o na u kwa usahihi.

Zoezi 3
(ukurasa 288)
Hakikisha mwanafunzi anatamka kwa usahihi sauti na silabi husika.

Zoezi 4
(ukurasa 288)
Ghali, ghala na ghorofa.

Zoezi 5
(ukurasa 289)
Gharika, gharama na ghela.

Zoezi 6
(ukurasa 289)
Hakikisha mwanafunzi anaambatanisha silabi na kusoma maneno.
1. gharama
2. shughuli
3. gharika
4. ghulamu
5. ghela

Zoezi 7
(ukurasa 289)
1. gha mu
2. gha ra ma
3. ba le ghe
4. gha si a
5. ghu shi

Zoezi 8
(ukurasa 290)
Hakikisha mwanafunzi amesoma hadithi kwa ufasaha.
Zoezi 9
(ukurasa 290)
Ghala, shughuli na ghorofa.

Zoezi 10
(ukurasa 290)
Mwelekeze mwanafunzi apake rangi maumbo husika.

2. Sauti ny

Zoezi 1 na 2
(ukurasa 291)
Hakikisha mwanafunzi anatamka kwa usahihi sauti ny, a, e, i, o na u.

Zoezi 3
(ukurasa 291)
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
(ukurasa 291)
1. nyumba  2. nyungu  3. nyama
4. nyoka   6. panya

Zoezi 5
(ukurasa 292)
Nyeshi na nyungu

Zoezi 6
(ukurasa 292)
1. nyayo   2. nyufa  3. nyingi
4. nyani   5. nyima

Zoezi 7
(ukurasa 292)
1. nyumba  2. nyungu  3. nyama
4. nyoka   6. panya

Zoezi 8
(ukurasa 293)
1. nyani   2. nyungu  3. nyumba
4. nyoka   5. nyasi   6. panya

Zoezi 9
(ukurasa 293)
Hakikisha mwanafunzi anatamka hadithi kwa ufasaha.

Zoezi 10
(ukurasa 294)
Minyanya, nyanya, nyingi, nyuki, nyepesi, kunyonyota na ikinyesha.

Zoezi 11
(ukurasa 294)
Mwelekeze mwanafunzi apake rangi maumbo husika.

3. Sauti ng'

Zoezi 1 na 2
(ukurasa 294)
Hakikisha mwanafunzi anatamka sauti ng' a, e, i, o na u.

Zoezi 3
(ukurasa 294)
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
(ukurasa 294)
Ng'ombe, ning'onia, ng'ang'ania, king'ora na seng'enge.

Zoezi 5
(ukurasa 295)
Ng'onzi, ng'oa na ng'amua.

Zoezi 6
(ukurasa 295)
1. seng'enge  2. ng'atuka  3. ning'inia
4. ng'oka    5. king'ora

Zoezi 7
(ukurasa 295)
1. ng'a mu a  2. ng'a a    3. ng'o a
4. nya ng'a nya 5. nu ng'u ni ka

Zoezi 8
(ukurasa 296)
Hakikisha mwanafunzi anesoma hadithi kwa ufasaha.

Zoezi 9
(ukurasa 296)
Ng'ombe, tuling'amua, ilining'inia, seng'enge na alinung'unika.

Zoezi 10
(ukurasa 296)
Hakikisha mwanafunzi amepaka rangi maumbo husika.

B. Kusikiliza na kuzungumza

Zoezi 1
(ukurasa 297)
1. Hodi     2. Karibuni
3. Tafadhali, asante 4. Nisamehe, niwie radhi
5. Asante
6. Pole, nisamehe
Muhimu: Wape wanafunzi nafasi ya kutaja maneno mengine mradi wanaweza kudhiihirisha ni sahihi.

Zoezi 2
(ukurasa 298)
1, 2, 3 na 8.
Zoezi 3
(ukurasa 299)
1. Nitabisha mlango au niseme hodi.
2. Karibu
3. Nisamehe
4. Tafadhali, naomba
5. Asante

C. Msamiati
(ukurasa 303)
Zoezi 1
(ukurasa 299)
Mwelekezi mwanafunzi kutaja watu wa familia ambao anawajua.

Zoezi 2
(ukurasa 299)
1. nyanya 2. babu 3. mama
4. baba 5. mjomba 6. shangazi
7. halati 8. binamu 9. dada
10. kaka 11. bintiamu

Muhimu: Isipokuwa nyanya na babu, majibu haya mengine yanaweza kuwa tofauti. Kwa mfano, picha ya tatu inaweza kuwa ya shangazi au halati kwa kuwa wote ni wanawake na umri wao unakaribiana.

Zoezi 3
(ukurasa 301)
Hakikisha mwanafunzi ametafutana majina 11 ya watu wa familia katika jedwali.

BABA, MJOMBA, HALATI, SHANGAZI, NYANYA, AMU, BINAMU, KAKA, MKOI, BABU na MAMA.

Zoezi 4
(ukurasa 301)
1. babu 2. shangazi 3. mjomba
4. binamu 5. amu 6. Halati
7. mama 8. baba 9. dada

Zoezi 5
(ukurasa 303)
1. Nyanya ni mama wa baba au wa mama.
2. Amu ni kaka wa baba.
3. Binamu ni mtoto wa kiume wa amu.
4. Halati ni dada wa mama.
5. Babu ni baba wa mama au wa baba.
6. Dada ni ndugu wa kike.

Zoezi 6
(ukurasa 304)
Hakikisha mwanafunzi anatambua njia ya kufuata katika picha.

D. Kusikiliza na kuzungumza
(ukurasa 305)

Zoezi 1
(ukurasa 305)
Mwelekezi mwanafunzi asimulie watu wa familia anayoona kwenye picha.

Zoezi 2
(ukurasa 305)
Mpe mwanafunzi nafasi ya kusimulia anayoona kwenye picha.

E. Kusoma hadithi
(ukurasa 306)

Zoezi 1
(ukurasa 306)
1. Babu na nyanya
2. Mimi na binamu zangu
3. Shangazi, mjomba, baba na amu
4. Ili watu wawe tayari kupigwa picha
5. Babu, nyanya, mimi, mama, halati, shangazi, baba, mjomba, amu, dada yangu na kaka yangu.

Zoezi 2
(ukurasa 309)
2. Babu na nyanya
3. Amu na binamu
4. Mjomba
5. Wako wangu au watoto wa halati.

B. 1. Nyanya na baba walifurahi kwa kutoa tutiwa na shangazi Susana.
2. Aliwapa watu wa familia zawadi.
3. Kwa kuwa shangazi alisema alikuwa na haraka na hatukuchiniwa kuku.
4. Shangazi na mjomba.
5. Alitaka nirudi nyumbani salama.

F. Sarufi

Zoezi 1
(ukurasa 309)
1. keti 2. lala 3. tembea
4. kula 5. imba 6. kimbia
7. kunywa

Zoezi 2
(ukurasa 311)
1. soma 2. pika 3. sugua meno
4. oga 5. lima au palilia
6. cheza 7. ruka 8. andika
9. chora
Sura ya 5: Usalama wangu

A. Sauti na majina ya herufi za Kiswahili

1. Sauti sh

Zoezi 1 na 2
(ukurasa 313)
Hakikisha mwanafunzi anatamka sauti sh, a, e, i, o na u.

Zoezi 3
(ukurasa 313)
Hakikisha mwanafunzi anatamka sauti na silabi husika.

Zoezi 4
(ukurasa 313)
1. shoka 3. shule 4. shamba
5. shati 6. mshipi

Zoezi 5
(ukurasa 314)
Shika na sherehe

Zoezi 6
(ukurasa 314)
1. shimo 2. shule 3. shangazi
4. kasha 5. shingo

Zoezi 7
(ukurasa 315)
1. sha ng we 2. u ha mi sho 3. shi li ngi
4. sha bi ki 5. shu ja a

Zoezi 8
(ukurasa 315)
1. shamba 2. shoka 3. shuka
4. mshipi 5. bahasha

Zoezi 9
(ukurasa 316)
Hakikisha mwanafunzi amesoma hadithi kwa ufasaha.

Zoezi 10
(ukurasa 316)
Sherere, shuleni, shamba, shika na shoka.

Zoezi 11
(ukurasa 316)
Hakikisha mwanafunzi amepaka rangi maumbo husika.

2. Sauti th

Zoezi 1 na 2
(ukurasa 317)
Hakikisha mwanafunzi anatamka sauti sh, a, e, i, o na u.

Zoezi 3
(ukurasa 317)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
(ukurasa 317)
Hadithi, theluji, methali na thurea.

Zoezi 5
(ukurasa 317)
Thumni, thamani, themanini, thelathini na thuluthi.

Zoezi 6
(ukurasa 317)
1. methali 2. theluji 3. hadithi
4. thelathini 5. thurea

Zoezi 7
(ukurasa 318)
1. the la thi ni 2. tha bi ti 3. tha ki li
4. tha mi ni 5. tha wa bu

Zoezi 8
(ukurasa 318)
Hakikisha mwanafunzi amesoma hadithi kwa usahihi.

Zoezi 9
(ukurasa 319)
Thamani, thika, thenashara na thuluthi.

Zoezi 10
(ukurasa 319)
Hakikisha mwanafunzi amepaka rangi maumbo husika.

B. Msamiati (ukurasa 319)

Zoezi 1
(ukurasa 319)
1. kivukio 2. kidaraja 3. daraja
4. vidato 5. Alama ya kuonesha hatari.
6. Eneo la watoto kuvukia barabara.

Zoezi 2
(ukurasa 320)
1. Kuchezea barabarani panapopita magari.
2. Kukaribia moto.
8. Kuning'ina nyuma ya lori lisiloruhusiwa kubeba abiria.

Zoezi 3
(ukurasa 321)
Hakikisha mwanafunzi ameambatanisha jina na picha kwa usahihi.

C. Masimulizi
(ukurasa 322)

Zoezi 1
(ukurasa 322)
Mwelekeze mwanafunzi kusimulia mambo anayoona katika picha.

Zoezi 2
(ukurasa 323)
1. Watoto wanapigana.
2. Watu wamebebeba kwa pikipiki wakiwa wengi kuliko ilivyoruhusiwa.
3. Wanafunzi wanacheza mchezo hatari.
4. Mtoto anaendesha baiskeli vibaya.

D. Kusoma hadithi
(ukurasa 323)

Zoezi 1
(ukurasa 323)
1. daraja
2. Aisema watachelewa kufika shuleni.
4. Alipiga mayowe.
5. Unaweza zama majini.

Zoezi 2
(ukurasa 325)
A. 1. Kwenye nyasi
   2. Tulishindwa kuukwea mti ili tumfikie mtoto wa ndege.
   4. Mchezo hatarari.
   5. Yanaweza kumgonga mtu.
B. 1. Labda mti ulikuwa mkubwa.
   2. Sababu ziligongwa kwa mawe.
   3. Aliruka na kwenda mbalu.
   5. Mzee mmoja alimuamia ni hatari kucheka na nyaya za stima.

E. Sarufi
(ukurasa 327)

Zoezi 1
(ukurasa 327)
Hakikisha mwanafunzi anasoma sentensi kwa ufasaha.

Zoezi 2
(ukurasa 329)
1. Huyo ni mwalimu.
2. Hao ni mwalimu.
3. Huyo ni mtoto.
4. Hao ni watoto.

Zoezi 3
(ukurasa 330)
1. Hao ni watoto.
2. Hao ni wachezaji.
3. Hao ni wakulima.
4. Hao ni wageni.

Zoezi 4
(ukurasa 331)
1. hao 2. huyo 3. huyo
4. hao 5. hao

Sura ya 6: Hali ya anga

A. Msamiati
(ukurasa 332)

Zoezi 1
(ukurasa 332)
(a) Mwelekeze mwanafunzi aelezee yale anayoona kwenye picha.
(b) Mwelekeze mwanafunzi aeleze hali za anga kwenye picha.

Zoezi 2
(ukurasa 332)
(a) Mvua – Maji yanayodondoka kutoka angani.
(b) Upepo – Hewa inayoenda haraka.
(c) Jua – Kitu kikubwa kinachota mwangaza.
(d) Mawingu – Kitu kama moshi kinachoonekana angani.
(e) Joto – Hali ambayo hakuna baridi.
(f) Baridi – Hali ambayo hakun ajoto.

Zoezi 3
(ukurasa 333)
1. mawingu 2. mvua 3. ukungu
4. baridi 5. jua 6. upepo
7. joto

Zoezi 1
(ukurasa 334)
1. mvua 2. upepo 3. baridi
4. mawingu 5. ukungu 6. jua

Zoezi 2
(ukurasa 335)
Mwelekeze mwanafunzi kueleza mambo anavyoona katika picha.
B. Kusoma hadithi (ukurasa 336)

Zoezi 1

(ukurasa 336)
1. Mvua, ngurumo za radi na umeme.
2. Baridi, manyunyu na mawingu.
3. Asubuhi
4. Jua lilianza kuonekana.
5. Mvua kunyesha.

Zoezi 2

(ukurasa 337)
A. 1. jua na upepo
   2. upepo
   3. mawingu
   4. Mvua kubwa ilianza kunyesha.
   5. Umeme na ngurumo za radi.
B. 1. darasani
2. Mvua ilipoacha kunyesha.
3. Ili mvua ikianza kunyesha tena tuwe tumefika nyumbani.
4. Tunaweza pigwa na radi au tuangukiwe na miti.
5. Maji na matope.

C. Sarufi

(ukurasa 339)

Zoezi 1

(ukurasa 339)
Hakikisha mwanafunzi amesoma sentensi.

Zoezi 2

(ukurasa 339)
1. wewe 2. nyinyi 3. nyinyi
   4. wewe 5. nyinyi

Zoezi 3

(ukurasa 340)
1. u 2. m 3. u
4. m 5. u

Zoezi 4

(ukurasa 340)
5. Nyinyi mlikula.

Sura ya 7: Lishe bora

A. Msamiati

(ukurasa 341)

Zoezi 1

(ukurasa 341)
Hakikisha mwanafunzi amesoma maneno yaliyo kitabuni.

Zoezi 2

(ukurasa 341)
(a) Vitamini - Vitu vya kuufanya mwili kukua vizuri na kuwa na afya.
(b) Wanga - Virutubisho vya kuupa mwili nguvu na joto.
(c) Protini - Viini vya kujenga mwili na kuzuia usipatwe na ugonjwa.
(d) Chumvi - Madini ambayo huongeza ladha kwenye chakula na kusaidia mifupa kuwa imara.
(e) Upungufu - Ukosefu wa kitu, kwa mfano chakula.

Zoezi 3

(ukurasa 341)
1, 2, 3, 4, 5 na 6.

Zoezi 4

(ukurasa 342)
2, 4, 6 na 8.

Zoezi 5

(ukurasa 343)
1, 3, 4, 5, 6, 8 na 9.

B. Kusikiliza na kuzungumza

(ukurasa 343)

Zoezi 1

(ukurasa 343)
1. chapati 2. matunda 3. viazi
4. samaki 5. maharagwe 6. maziwa
7. miwa 8. mchele, wali 9. ugali
10. muhogo 11. mboga 12. uji

Zoezi 2

(ukurasa 344)
Mwelekeze mwanafunzi asimulie tofauti kati ya picha anayoona.

Zoezi 3

(ukurasa 345)
1. chipsi 2. keki 3. barafu
4. soda au juisi 5. peremende 6. nyama

Zoezi 4

(ukurasa 346)
Mwelekeze mwanafunzi asimulie mambo anayoona kwenye picha.

Zoezi 5

(ukurasa 346)
Rejelea maelezo ya zoezi 4, hapo juu.

Zoezi 6

(ukurasa 346)
Kundi (a)
C. Kusoma hadithi

(ukurasa 347)

Zoezi 1
(ukurasa 347)
1. Mahindi, maharagwe, wali, sukumawiki, chapatti na keki.
2. Chapati na soda.
4. Hatukuwa tumekula lishe bora.
5. Mahindi na maharagwe, sukumawiki, matunda na maziwa.

Zoezi 2
(ukurasa 349)
A. 1. Alitupikia vyakula shuleni.
2. Chapati, ugali, wali, pure, viazi, mihogo, maharagwe, nyama, samaki, mayai, mboga, matunda na maziwa.
4. Wali na nyama.
5. Susi
B. 1. Maharagwe, nyama, samaki, maziwa na mayai.
2. Mboga na matunda.
3. Chapati, ugali, wali, pure, viazi na mihogo.
5. Susi

D. Sarufi
(ukurasa 350)

Zoezi 1
(ukurasa 350)
1. Kiazi hiki - Viazi hivi
2. Kikombe hiki - Vikombe hivi
3. Kiatu hiki - Viatu hivi
4. Choo hiki - Vyoo hivi
5. Chakula hiki - Vyakula hivi

Zoezi 2
(ukurasa 351)
1. hivi 2. hiki 3. hiki
4. hivi 5. hiki

Zoezi 3
(ukurasa 351)
1. Kikombe hiki – Vikombe hivi
2. Kitana hiki – Vitana hivi
3. Kitabu hiki – Vitabu hivi
4. Kifutio hiki – Vifutio hivi
5. Kiazi hiki – Viazi hivi

Zoezi 4
(ukurasa 352)
1. Cherehani hiki – Vyerehani hivi
2. Kibeti hiki – Vibeti hivi
3. Chuo hiki – Vyuo hivi
4. Kioo hiki – Vioo hivi
5. Kivukio hiki – Vivukio hivi

Sura ya 8: Mnyama nimpendaye

A. Msamiati
(ukurasa 353)

Zoezi 1
(ukurasa 353)
Mwelekeze mwanafunzi kuwataja wanyama wa nyumbani anaowajua.

Zoezi 2
(ukurasa 353)
1. ng’ombe 2. mbuzi 3. sungura
4. mbwa 5. ngamia 6. kondoo
7. paka 8. punda 9. farasi
10. nguruwe

Zoezi 3
(ukurasa 354)
Hakikisha mwanafunzi ameambatanisha mnyama na jina kwa usahihi.

Zoezi 4
(ukurasa 354)
(a) Hakikisha mwanafunzi ameelezea namna wanyama wanavyotunzwa kwenye picha.
(b) Hakikisha mwanafunzi anataja njia nyingine za kuwatumza wanyama wa nyumbani.

Zoezi 5
(ukurasa 355)
Mwelekeze mwanafunzi kuwachora wanyama wawili awapendao.

B. Kusikiliza na kuzungumza
(ukurasa 355)

Zoezi 1
(ukurasa 355)
1. Kondoo anapewa lishe.
2. Kibanda cha mbwa kinaoshwa.
3. Ng’ombe anadungwa sindano.
4. Msichana anacheza na paka.

Zoezi 2
(ukurasa 356)
1. Mbwa aliye konda anatafuta chakula kwenye jaa.
2. Punda anabe beshwa mizigo mizito na kuchapwa.
3. Mtu anamkimbia paka.
5. Ng’ombe amekosa lishe na kukonda sana.

Zoezi 3
(ukurasa 357)
Mwelekeze mwanafunzi kusimulia mambo anayoona kwenye picha.

C. Kusoma hadithi
(ukurasa 358)

Zoezi 1
(ukurasa 358)
1. Paka na sungura
2. Mbwa
3. Ngamia
4. Sungura, paka, mbwa, mbuzi, punisha, ngamia, kondoo, farasi na nguruwe.
5. umoja, amani na upendo

Zoezi 2
(ukurasa 359)
A. 1. Kazi ya kumbebea mkulima chumvi.
   2. Sokoni
   3. Kubebe mkulima
   4. Kondoo na mbuzi
   5. Mbwa

B. 1. Ngamia alipokuwa akimbeba mkulima.
   2. Hakikisha mwanafunzi amepeana jibu sahihi.
   3. Kuwafukuza panya
   4. Kulinda nyumba ya mkulima
   5. Kuwalinda

D. Sarufi
(ukurasa 361)

Zoezi 1
(ukurasa 361)
Hakikisha mwanafunzi amesoma vifungu vya maneno husika.

Zoezi 2
(ukurasa 362)
1. Neno hili – Maneno haya
2. Duka hili – Maduka haya
3. Dirisha hili – Madirisha haya
4. Jino hili – Meno haya
5. Koti hili – Makoti haya

Zoezi 3
(ukurasa 362)
1. Embe hili – Maembe haya
2. Dawati hili – Madawati haya
3. Darasa hili – Madarasa haya
4. Jembe hili – Majembe haya
5. Lori hili – Malori haya