Strand 1: Creation

1.1: Self – awareness

**Ourselves as God’s creation**
1. (a) Three  (b) They are playing football.  
   (c) God’s
2. (a) Accept appropriate answers.  
   (b) likeness and image
3. (a) part, me  (b) me, mother’s
4 - 5. Accept appropriate answers.

**Appreciating our physical appearance**
1. (a) God  (b) six  
   (c) Eyes to see, hands to serve, mouth to speak, ears to hear, legs to walk and nose to smell.  
   (d) loves
2. Accept appropriate answers.
3. Accept a coloured drawing of a boy or a girl.
4. (a) Hands to serve  (b) Eyes to see  
   (c) Legs to walk  (d) Mouth to speak  
   (e) Ears to hear  (f) Nose to smell

**Chores done at home as service to God**
1. help
2. 4. Accept appropriate answers.
5. (a) Washing utensils  (b) Sweeping  
   (c) Watering vegetables  (d) Feeding chickens  
   (e) Feeding and watering a goat  
   (f) Washing and hanging clothes
6. Accept answers like the home would be dirty, full of insects, rats and fleas, they will fall sick.
7. Accept relevant responses from the learners.
8. serve

**Appreciating our worth as part of God’s creation**
1. (a) God, human beings, Himself  
   (b) male and female
2. (a) male, female  
   (b) Accept relevant responses from the learners.
3. Accept answers like: I am created in His image and likeness, I know what is right and wrong, good and bad, I am able to think and decide, I can work among others.

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Activity 1

1. Accept appropriate answers.
2. (a) broom  (b) watering can 
   (c) bucket
   Accept appropriate answers for b and c.
3. Accept appropriate answers.
4. Accept relevant responses from the learners.

1.2: My family

**Extended family members**
1. (a) Extended family  
   (b) Grandparents, uncles, aunts, cousins, parents and their children.
2. (a) grandmother  (b) cousins  
   (c) uncle  (d) grandfather  
   (e) aunt  (f) grandparents

**Appreciating our extended family members**
1. relatives
2. Accept answers like they are my relatives, we visit each other, I play with them, we celebrate together, we tell stories together and have fun together.
3. (a) man, family, God (b) help, needy, praying
4. Accept appropriate answers.
5. Picture b and c

**Items shared at home**
1. God
2. Accept answers like toys, food, textbooks, television, computers, rooms in the house, radios, utensils, chairs among others.
3. unity
4. a, c and f
5. Accept coloured drawings of things shared with family members.

**Items that should not be shared at home**
1. Accept answers like handkerchief, face towel, bathing towel, toothbrush, razor, comb, under wear, medicine among others.
2. Accept answers like: We may get skin infections, we may have parasites like ringworms, we may get sick among others.
3. (a) Bidii    (b) comb  
   (c) He developed ringworms. 
4. Accept a coloured drawing of things that should not be shared.  

**Activity 2**  
1 - 2. Accept appropriate answers.  
3. (a) Grandparents and cousins  
   (b) They are warming themselves around the fire and having fun.  
4. Accept a coloured drawing of members of an extended family.  
5. Accept answers like: We may get infections, we may get parasites, we may get sick among others.  
6. (a) grandfather  (b) aunt  
   (c) cousins  (d) parents  
   (e) grandmother  (f) uncle  

**1.3: Creation of the sky, sun, moon and stars**  

**Recognising God as the creator**  
1. God 2. thank  
3. (a) fourth  (b) sun, moon  
   (c) sky  

**The sky, sun, moon and stars as part of God’s creation**  
1. (a) day  (b) night  
2. (a) moon and stars  (b) sun  
3. (a) star  (b) sun  
   (c) moon  

**Activity 3**  
1. (a) blue  (b) clouds and the sun  
2. (a) Sun  (b) Yellow  
3. Sun  4. God  
5. Accept a coloured drawing of the moon, sun and stars.  

**Strand 2: The Holy Bible**  

**2.1: The Holy Bible as a guide in our daily lives**  

**Reading the Bible to strengthen our faith in God**  
1. (a) Holy Bible  
   (b) Accept relevant responses from the learners.  
2. word  
3. Accept answers like: To know God better, to know what God wants us to do, to know how God wants us to live with others among others.  
4. Accept a coloured drawing of a Bible.  

**Reading the Bible as a family**  
1. daily  
2-3. Accept appropriate answers.  
4. (a) They are listening to the word of God.  
   (b) Accept answers like: Listening attentively, asking and answering questions on how to do what you have read among others.  

**The Bible as a guide in our Christian lives**  
1. obey  2. love  3. guide  
4. Accept answers like: Church, home, school among others.  
5. Accept relevant answers.  
6. word, lamp, guide, light  

**Activity 1**  
1. Accept appropriate answers.  
2. Guide learners as they find the given words in the word search.  
3. (a) Reading the Bible.  
   (b) Accept appropriate answers.  
   (c) Carefully with respect  
4. Accept appropriate answers. Bible verses will vary.  

**2.2: Divisions of the Bible**  

**Books in the Old Testament**  
1. two divisions  
2. (a) New and Old Testament  
   (b) names  (c) 39 books  
   (d) New Testament  

**The first two books in the Old Testament**  
1. Genesis and Exodus  
2. (a) Genesis  (b) Exodus  
3. Genesis  4. Exodus  

**Appreciating the Bible as the word of God**  
1. daily  2. Holy  
3. To guide us on how to live.  
5. Accept appropriate answers and advice the learners to read the Bible daily.  

**Activity 2**  
1. 39 books  
2. 66 books  
3. Genesis and Exodus  
2.3: The call of Samuel

The call of Samuel

1. (a) (i) cock  (ii) bell
   (b) Accept appropriate answers.
   (c) You respond or answer.
2. (a) sleeping  (b) priest
   (c) Eli  (d) God
   (e) four times

3. Accept appropriate answers.

Activity 3

1. (a) At night  (b) He answered.
2. Because it is a guide for our lives.
3. Guide learners as they find the given words in the word search.

2.4: Noah and the ark

God chooses Noah to build the ark

1. Noah  2. Good
3. He had no faults, he was the only good man of his time and he lived in fellowship with God.
4. a, b and d
5. (a) Shem  (b) Ham  (c) Japheth
6. God, evil

The story of Noah and the ark

1. Accept relevant responses from the learners.
2. Building the ark
3. boat
4. (a) God’s creatures are entering the ark.
   (b) Male and female of all creatures with a breath of life in them.
   (c) pairs
   (d) seven
   (e) a pair
5. (a) floods  (b) family, good
   (c) forty
6. Accept a pair with a male and a female.

Obeying God and our parents

1. obeyed  2. always
3. “Speak, your servant is listening.”
4. Accept answers like: Obeying teachers and parents, doing the right thing, praying and reading the Bible, telling others to be obedient among others.
5. Parents, teachers, prefects, Church leaders among others.

Activity 4

1. He had no faults, he was a good man and he obeyed God.
2. In pairs
3. Forty
4. Was destroyed by the flood.
5. Accept appropriate answers.
6. Accept a coloured drawing of animals getting into the ark in pairs.

2.5: Daniel is rescued from the den of lions

Daniel praying to God

1. (a) lion  (b) dangerous
   (c) He is killed
2. (a) Daniel is praying, (b) three
   (c) enemies
   (d) They reported him to the king.
3. (a) (i) Daniel is before the king,
   (ii) Daniel is in the den of lions.
   (b) The king
   (c) No, because God shut the mouth of the lions.

Being like Daniel

1. No, he was confident and he believed in God.
2. God
3. confident
4. Accept answers like: To talk to God, to worship God, to thank God, to confess our sins among others.
5. (a) yes
   (b) Accept relevant answers from the learners.

Trusting God as our Protector

1. angel  2. obey  3. God
4. enemies
5. Accept answers like: For protection, provision of needs, good health, forgiveness of sins, healing among others.

Activity 5

Guide learners as they watch the video. Mark appropriately.
2.6: The widow of Zarephath

The story of the widow of Zarephath
1. (a) In picture a, the animals are thin. In picture b, the animals are fat or healthy.
   (b) There is no grass because there is no rain.
   (c) They should be taken where there is grass and water.
2. Zarephath
3. God sent him there.
4. Drought
5. feed
6. water and bread
7. flour, oil.
8. obeyed

The miracle of multiplication of flour and oil
1. food
2. miracle
3. (a) Elijah, the widow and her son.
   (b) eating
   (c) bread
4. provide
5. Sharing pleases God and we shall always have enough.

Activity 6
Guide learners as they watch the video. Accept appropriate answers to the given questions.

Exercise 1
1. (a) every part of me
   (b) mother’s
2. (a) Eyes to see
   (b) Ears to hear
   (c) Nose to smell
   (d) Mouth to speak
   (e) Hands to serve or work
   (f) Legs to walk
3. males and females
4. Because they are made in God’s image and likeness.
5. (a) chores
   (b) Accept appropriate answers.
6. (a) Grandfather, grandmother, uncles, aunts, cousins, mother, father, brothers and sisters.
   (b) relatives
   (c) Accept appropriate answers.
7. thank
8. (a) God
   (b) forth
   (c) sky
   (d) moon and stars
9. (a) Accept appropriate answers.
   (b) Accept appropriate answers.
10. (a) True
    (b) False
    (c) False
    (d) True
    (e) False
    (f) True
    (g) True
    (h) True
    (i) False
11. pray, Bible
12. (a) family
    (b) five
    (c) They are listening to the father read the Bible.
    (d) The father
13. Church, school, hospital, prison, funeral, wedding among others.

Strand 3: The early life of Jesus Christ
3.1: Kindness of the wise men
Gifts given to baby Jesus by the wise men
1. (a) Accept appropriate responses from the learners.
2. (a) Baby, gifts
   (b) wise men
   (c) three
   (d) three
   (e) Gold, myrrh and frankincense.
Refusing gifts from strangers
1. Friends, family members
2. Accept appropriate answers.
3. Strangers
4. Accept answers like: They can steal and take us away forever, they can harm us, they can kill us, they can sell us among others.
5. Accept answers like: We should scream while calling for help, refuse the gift and run away among others.
6. Accept appropriate answers.
Jesus as a gift from God

1. gift
2. Accept appropriate answers.
3. Thank you
4. (a) Baby Jesus and His parents
   (b) Jesus Christ

**Activity 1**

1. (a) The star is leading the wise men to visit Baby Jesus.
   (b) Gold, myrrh and frankincense
2. Accept appropriate answers.
3. Refuse them and run away.
4. Accept appropriate answer. The path should be continuous.
5. Accept a coloured drawing of the wise men carrying gifts.

3.2: Jesus Christ worked

**Different types of chores**

1 – 2. Accept appropriate answers.

Jesus and Joseph

1. (a) Joseph  (b) carpenter
2. Accept answers like beds, stools, chairs, doors, wooden windows, tables among others.
3. wood
4. A saw, hammer, nails, chisel, tape measure among others.
5. (a) Jesus and Joseph  (b) making furniture
6. (a) Their parents
   (b) They are cleaning; mopping, washing clothes and utensils.
   (c) parents
7. It makes us happy and united.

**Activity 2**

1. (a) working
   (b) (i) teaching  (ii) treating  (iii) cooking
   (c) shaving  (d) weeding
   (e) driving
2. Accept a coloured drawing of any two pieces of furniture.
3 - 5. Accept appropriate answers.

3.3: Jesus calms the storm

**Jesus calms the storm**

1. (a) There is a very strong wind.
   (b) Windstorm
   (c) many things are destroyed
2. boat
3. (a) sleeping
   (b) There was a storm and the boat was almost sinking.
4. Jesus
5. (a) Jesus is calming the storm.
   (b) He ordered the storm to stop.

**Appreciating the miracle of Jesus calming the storm**

Guide the learners to watch the video.

1. (a) sleeping
   (b) They thought the boat would sink and they would die.
   (c) be still and quiet
2. Accept appropriate answers.
3. Jesus  4. Yes  5. trust

**Activity 3**

1. Pray to Jesus to help us.
2. We get peace.
3. (a) faith  (b) obey  (c) boat
   (d) waves  (e) wind  (f) storm
   (g) calm  (h) lake  (i) sink
   (j) sake  (k) order  (l) frightened

3.4: The miraculous catch of fish

**Jesus and the fishermen**

1. (a) People in a boat are putting a net in water to catch fish.
   (b) Fishermen  (c) fish
   (d) Rivers, lakes, dams, oceans, sea among others.
2. Simon Peter  3. fishermen
4. Simon Peter
5. He told them to cast their nets in water and there was a big catch of fish.

**Obeying God**

1. fishermen  2. trust and obey
3. (a) The fishermen are pulling nets full of fish.
   (b) miracle  (c) fish, break  (d) sink

**Activity 4**

Guide learners to watch the video of the miraculous catch of fish.

1. (a) Genesareth
   (b) To put the net down in deep waters.
   (c) Yes
   (d) They caught a large number of fish that their net began to break.
2. (a) Saviour  (b) miracles
3. Accept a coloured boat in water with a lot of fish.
3.5. Healing of the man with a withered hand

Jesus heals a man with a withered hand

1. hand 2. withered
3. synagogue 4. Sabbath Day
5. Jesus
6. (a) He told him to stretch out your hand.
   (b) His hand was completely healed.

Showing kindness to others

1. love 2. stretch 3. obeyed
4. faith 5. kindness

Activity 5

1. Accept appropriate answers.
2. Guide learners to watch the video before answering the questions.
   (a) Sabbath day (b) To stretch his hand.
   (c) trusted
3. Guide learners as they find the words in the word search.

3.6: Easter

The death of Jesus Christ

1. (a) sins (b) 3 days
2. (a) On the cross (b) thieves
   (c) tomb
3. (a) Jesus, save, sins (b) loves
   (c) Good Friday, three (d) Easter Monday

Importance of the death and resurrection of Jesus Christ

1. death
2. (a) Three
   (b) The stone was rolled away, an angel was sitting by the tomb.
   (c) That Jesus had risen.

Activity 6

1. It reminds us of the death of Jesus, it reminds us that our sins were forgiven, it gives us hope that we will rise from the dead and live with Jesus in heaven for ever.
2. Guide learners to watch the video before answering questions.
   (a) Jesus died on the cross.
   (b) To anoint the body of Jesus.
   (c) An angel
   (d) He has risen, He is not here.
3. Accept appropriate answers.

4. Accept a coloured drawing of an empty tomb with a stone rolled away.
5. Accept an appropriate answer. The path from the women to the tomb should be continuous.

Strand 4: Christian values

4.1: Sharing

Items we share at school

1. (a) (i) Children playing football together.
   (ii) Children sharing a fruit.
   (iii) A girl helping a classmate with a pen.
   (iv) Learners reading together.
   (b) A ball, fruit, pen and a book.
2. share 3. Accept appropriate answers.
5. good 6. love

Occasions when we share

1. Accept appropriate answers.
2. School closing day parties, Sunday School parties, Christmas and Easter parties, family get-togethers among others.
3. Eating, singing and praying, talking, giving gifts sometimes, playing, taking photographs among others.
4. celebrate
5. It brings joy and happiness.

Activity 1

1. Accept a drawing of the things shared with others at school.
2. Accept appropriate answers.
3. Hebrews 13:16. Do not forget to do good and help one another, because these are the sacrifices that please God.
4. (a) He was not happy.
   (b) He wanted to enjoy and have fun with his friends.
   (c) Friends bring happiness, fun and joy.
5. Accept coloured drawings of items shared with others at school.

4.2: Obedience

Obeying teachers and the children’s government

1. Accept appropriate answers from the learners.
2. Children’s government
3. Accept appropriate answers.
4. obey
5. Accept appropriate responses from the learners.
Reasons for obeying teachers and the children’s government

1. happiness and unity
2. loves
3. happily
4. So that they enjoy serving us, it brings happiness and unity among others.
5. They become sad and do not enjoy doing their work.

(Activity 2)

1. Do not forget to do good and help one another, because these are the sacrifices that please God.
2. Accept answers like: To obey and do everything joyfully without complaining.

4.3: Honesty

Telling the truth

1. honest 2. always 3. trust
4. honest 5. Truth, lie
6. (a) dishonest (b) That he ate the cake.
(c) Accept answers like: It makes people to trust us, it brings peace and happiness, it shows we are honest, God will be happy with us among others.

Being responsible with our homework

1. homework 2. responsible
3. Accept appropriate answers.
4. In the evening, when I reach home.
5. Yes or no or sometimes.
6. I get punished.

Lost and found items

1. (a) It is good to be honest.
b-d. Accept appropriate answers.
2. teachers 3. honest

Being honest with our work

1. copy 2. dislikes
3. It is being dishonest, it shows we are not learning, it makes us fail the tests, it makes us lazy among others.
4. lazy
5. To tell the teacher that she forgot to do her homework.

(Activity 3)

1. (a) In picture a, the boy is picking money in the school compound. In picture b, he is giving the money to the teacher.
(b) We should give teachers things we pick at school.

2. Proverbs 12:17,19. When we tell the truth, justice is done. A lie has a short life but truth lives on forever.
3. By telling the truth always.
4. (a) She lied to her mother that she had no homework.
(b) That she went to play and forgot to do her homework.
(c) She was told to go home and bring her parent.
(d) We should always be honest.

4.4: Thankfulness

Thanking people to show gratitude

1. (a) a gift (b) Thank you
2. Accept relevant responses from learners.
3. To show that am grateful.
4. gratitude

Appreciating other people’s kindness

1. grateful 2. happy 3. all
4. thankful 5 thanks, God, life, Jesus

(Activity 4)

1. It pleases God, it makes other people happy, it makes us to leave in unity and peace among others.
2. (a) True (b) False (c) False
(d) True (e) True
3. (a) In picture a, a child is helping another pick up books. In picture b, some children are carrying the one who has been hurt.
(b) kind
4. (a) mother
(b) Accept appropriate answers.
5 - 6. Accept appropriate answers.

4.5: Forgiveness

Forgiving others

1. (a) Accept a relevant answer.
(b) Yes (c) Yes
2. all times 3. peace 4. prodigal
5. inheritance 6. He used all of his inheritance.
7. (a) Feeding the pigs.
(b) He had spent everything and had nothing to eat.
(c) No
8. (a) The father of the prodigal son welcoming him home.
(b) suffering and lack of food (c) Yes
(d) lost
9. forgave 10. forgive

Forgiveness of God

1. Jesus 2. Peter
3. forgive, seventy times seven
4. love 5. cross 6. peace
Guide learners to watch the video of the prodigal son before answering questions.

1. (a) He went to a far off country and spent all of it carelessly.
   (b) Because he had spent all his money and had nothing to eat.
   (c) suffering (d) sorry (e) Yes
   (f) We should ask for forgiveness when we do wrong to others.

2 - 4. Accept appropriate answers.

5. Accept appropriate answers for the word search.

6. Accept a coloured drawing of the prodigal son being welcomed by his father.

4.6 Responsibility

Items we carry to school

1. Accept appropriate answers.
2. (a) sharpener (b) bag (c) book
   (d) pencil (e) rubber (f) lunch box
3. school bag
4. A pencil for writing and drawing, colours for colouring, sharpener for sharpening the colours and pencil, books for reading and writing, snacks to eat at break time among others.

5. learn

Taking care of our school items

1. Accept appropriate answers.
2. care
3. parents and teachers
4 - 5. Accept appropriate answers.

Exercise 2

1. wise men 2. 3 gifts
3. (a) myrrh (b) gold (c) frankincense
4. strangers 5. strangers
6. Accept appropriate answers. 7. thank
8. Jesus 9. wood 10. parents
11. Accept appropriate answers.
12. destroys
13. They thought the boat would sink because of the storm.

Strand 5: The Church

5.1: Prayer

The Lord’s Prayer

1. praying 2. prayer 3. Jesus
4. Father
5. Father, name, honoured, kingdom come, will, earth, heaven

The friend at midnight

1. friend at midnight 2. three
3. kept on 4. Yes 5. had a visitor
6. pray 7. praying

Praying regularly to develop relationship with God

1. pray all the time
2. To praise and worship God, to thank God, to confess our sins, to ask for help among others.
3. Accept relevant answers.
4. everything
5. Accept relevant answers. 6. faith
**Activity 1**

1. In Church, in school, at home among others.
2. Accept appropriate answers.
3. (a) Yes
   (b) Because she was poor.
   (c) God gave him enough food, her son got a job and the son was able to take care of her.
   (d) We should be prayerful.
4. Accept a coloured drawing of a child praying.

**5.2: The Holy Spirit**

*Jesus’ promise to His disciples*

1. Accept appropriate answers.
2. Holy Spirit
3. Jerusalem
4. (a) In form of a violent sound of wind like tongues of fire.
   (b) They spoke in different tongues.

*The work of the Holy Spirit in our lives*

1. Romans 8:14: Makes us sons of God.
   Ephesians 4:3 – 4: Unites us.
2. faith 3. helper 4. Holy Spirit
5. help

**Activity 2**

1. Helps us to do right things, guides us to live in unity, gives us love for others among others.
2. If I am led by the Holy Spirit, I am a child of God.
3. Guide learners to find the given words in the word search.
4. Accept a drawing of the disciples with tongues of fire on them.

**Exercise 3**

1. prayer 2. any time 3. Jesus
4. midnight 5. To pray to God at any time.
6. Bow down, when standing, put our hands together, kneel down among others.
7. It strengthens our faith in God, it strengthens our relationship with God among others.
8. Father, name, kingdom, will, earth, heaven
9. Holy Spirit
10. The Holy Spirit guides us to do right things, helps us to be united, leads us to love others and live in peace, strengthens our faith among others.
Strand 1: Environment and its Resources

1. Weather

Responding to different weather conditions

1. Different weather conditions
   1. Accept appropriate drawings.
   2. Accept appropriate answers from the learners.

2. Ways of responding to different weather conditions
   1. Accept appropriate drawings.
   2. All the items should be coloured.
      (a) shirt  (b) dress  (c) socks
      (d) shoes  (e) skirt  (f) short
   3. (a) Sandals, shirt, shorts, dress, t–shirt among others.
      (b) Gum boots, coat, sweater, socks, closed shoes, pair of trousers, long sleeved shirt, a hood among others.
   4. Wearing light clothes on a sunny day, wearing heavy clothes on a rainy day, use gumboots or closed shoes on a rainy day, use an umbrella on a rainy day among others.

3. Responding appropriately to different weather conditions
   1. light
   2. heavy and warm
   3. umbrella
   4. (a) a paper fan  (b) hot day
   5. (a) umbrella  (b) coat  (c) boots
      (d) sweater  (e) shirt  (f) shoes
   6. sunny

4. Appreciating different weather conditions
   Accept poems on different weather conditions.

Recording weather conditions

1. Weather conditions at different times of the day
   1. Accept appropriate drawings.

2. symbols
3. calm
4. (a) Evening  (b) Morning  (c) Afternoon

2. Interpreting weather symbols
   1. (a) Monday, Wednesday and Friday
      (b) light  (c) Friday
      (d) Monday and Tuesday
      (e) Friday  (f) Thursday and Tuesday
      (g) two days

3. Creating a weather record
   1. Straight trees - calm, grey clouds – cloudy, bent trees - windy, bright sunshine - sunny, raining – rainy
   2. Guide learners in recording the weather conditions of a specific week.

   Activity 1
   1. Accept a pasted greeting card of the day’s weather.
   2. windy and sunny
   3. windy
   4. calm
   5. shiver
   6. Accept a poem of the day’s weather.

2. Water

Storing water

1. Importance of storing water
   1. (a) For watering animals or livestock.
      (b) For cooking.
      (c) For mopping.
      (d) For watering plants.
   2. Bathing, washing clothes and utensils, flushing the toilet among others.

   3. (a) tank  (b) bucket  (c) basin
      (d) pot  (e) jerrycan  (f) bottle
      (g) drum

2. Ways of storing water
   1. Accept drawings of water storage containers used at home and school.
   2. Buckets, basins, jerrycans, drums, bottles, tanks among others.
3. Storing water appropriately
1. (a) bad  (b) good
2. Covering water storage containers.

4. My water storage container
Accept pasted pictures of safely stored water at home and in school.

Transporting water at home and in school

1. Ways of transporting water at home and school
1. (a) Water trucks
   (b) A donkey pulling a cart
   (c) A person pushing a cart
   (d) Carrying water on the head, tying a cloth on the jerrycan then holding it around the shoulders as the jerrycan hangs on the back, carrying two small jerricans on both hands, oxen pulling the cart, water pipes to the taps among others.
2. Accept coloured drawings of how water is transported at home.

2. Ways of transporting small amounts of water
1. bottle  2. Jerrycans

3. My means of transporting water
Accept pasted photographs of different means of transporting water at home.

Activity 2
1. (a) cover  (b) drum  (c) jerrycan
2. Accept a painted drawing of a woman carrying water on the head.

Revision Exercise 1
1. sunny
2. (a) sunny  (b) cloudy  (c) calm  
   (d) windy
3. (a) stars  (b) sky, night
4. Blue and dark (black)
5. rain
6. (a) rainy  (b) moon
7. well
8. Wiping windows, washing utensils, mopping, watering plants and washing clothes.
9. blue
10. grow
11. dark blue
12. (a) right  (b) wrong
13. Accept any four of the following; river, rain, swamp, dam, lake, tap, well and spring.
14. Accept a coloured drawing of four stars.

3. Soil
Exploring soil

1. Modelling objects using different types of soil
Accept pasted photographs of modeled balls, ribbons and pots using different types of soil.

2. Determining the soil that makes long smooth ribbons
1. (a) Accept a coloured drawing of a flower vase made of long soil ribbons.
   (b) clay
   (c) Models of utensils, animals, vehicles, people, birds, toys, plants, houses among others.
2. wet
3. wet

3. Different soils in our environment
Accept pasted photographs of different soils with their names.

Activity 3
Accept drawings of three pots, sprinkled with different soils using glue.

4. Plants
Exploring parts of plants

1. Identifying different parts of a plant
1. Accept a pasted photograph of a plant.
2. Accept a coloured drawing of a plant.
3. Accept any of the following parts of a plant; stem, branches, leaves, flowers, roots and fruit.

2. Drawing different parts of a plant
1. (a) root  (b) fruits  (c) seedlings
2. Accept a leaf print.
3. Accept a drawing of a plant and pasted parts of a plant.

3. Showing interest in parts of plants
1. (a) large  (b) narrow  (c) rough  
   (d) smooth  (e) yellow  (f) purple
2. (a) Roots  (b) branches
3. stems, branches
4. (a) Pineapple, grapes, bananas
   (b)

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Wild animals
1. wild
2. (a) zebra  (b) giraffe  (c) buffalo
   (d) lion  (e) antelope
3. Accept any two of the following; frog, fish, crocodile, crabs among others.
4. wild
5. (a) wild  (b) wild  (c) domestic
   (d) wild  (e) domestic  (f) domestic
6. Accept a coloured picture of a pig.

Harmful animal
1. (a) crocodile  (b) snake  (c) scorpion
   (d) bee  (e) weevil  (f) spider
2. (a) bedbug  (b) housefly  (c) cockroach
   (d) mosquito  (e) termite  (f) flea
3. Accept any of the following; mice, nails, rats, lice, jiggers among others.

Non-harmful animals
1. (a) cat  (b) fish
2. snail

Small and large animals
1. (a) Accept a drawing of any small animal found at home.
2. elephant, lizard
3. bigger
4. giraffe
5. snail
6. (a) rat  (b) squirrel

Activities
4. Accept a coloured drawing of any preferred fruit by the learner.
   (a) pineapple  (b) bananas

Revision Exercise 2
1. sun
2. maize
3. clouds
4. soil and water
5. (a) cabbage  (b) sweet potatoes
6. sticks and fingers
7. carrots
8. wet
9. leaves
10. (a) cooking  (b) mopping
   (c) watering plants  (d) watering animals
   (e) washing utensils  (f) drinking
11. rain
12. dry
13. mango
14. wall
15. Accept a coloured drawing of a calm day.

Animals
Categorising animals
1. Animals in our immediate environment
   1. Accept a coloured drawing of any domestic animal.
   2. (a) housefly  (b) cow  (c) cockroach
      (d) butterfly
   3. (a) pig  (b) frog  (c) goat
      (d) donkey  (e) camel
   4. Accept pasted and named cut outs of different animals from old magazines and newspapers.

2. Grouping animals in our immediate environment

Domestic animals
1. domestic
2. (a) rabbit  (b) cat  (c) sheep
3. camel
4. Accept any of the following; hens, ducks, geese, peacocks, turkeys, guinea fowls, pigeons among others.

Safety when handling animals
1. Possible dangers when handling animals
   (a) a bite
   (b) a sting
   (c) Donkeys may use hind legs to kick and harm you.
   A cow can use its horns and hind legs to harm you.
   Cats may scratch you among others.
2. Safety measures when handling animals
1. careful  
2. wash  
3. dust pan  
4. beat  
5. friendly  
6. leash  
7. harmful  
8. Gum boots, a hooded suit or veil or hat and gloves.

3. My safety measures when handling animals
Accept a coloured drawing of a girl holding a dog by a leash.

Activity 6
1. (a) harmful  
2. friendly  
3. harmless  
4. harmful

6. Energy: light
Sources of Energy

1. Different sources of light
1. sun
2. moon and stars
3. firefly
4. Accept a coloured drawing of a lamp.
5. Accept appropriate answers.
6. (a) bulb  
7. moon  
8. torch  
9. candle  
10. Bulbs, torches among others.

2. Producing light using different things
1. (a) oil lamp  
2. (b) cooker  
3. (c) firewood  
4. (d) batteries  
5. Accept appropriate answers.
6. (a) bulb  
7. (b) candles  
8. (c) torch  
9. (d) moon  
10. (e) candle  
11. (f) torch  
12. (g) bulb

3. My source of light
Accept a coloured drawing of a source of light at home.

Forming shadows in light

1. How shadows are formed
1. (a) shadow  
2. (b) two  
3. (c) the same

2. Making shadows from things around us
1. (a) Accept a drawing with a source of light, the object and its shadow.  
2. Accept appropriate answers.

3. Objects that form shadows
1. some things  
2. in front of  
3. short  
4. (a) boy  
5. girl

4. Objects that do not form shadows
1. (a) forms  
2. Accept appropriate answers.

Precautions when using light

1. Practices that could harm eyes
1. harm  
2. spoil  
3. television  
4. sun, eyes  
5. eyes
6. Using dim light, looking directly at the sun, watching television in darkness, watching television for a long time among others.

2. Taking care when using light
1. welding goggles
2. Avoid sitting very close to television, avoid dim or very bright light, do not watch television in darkness, take breaks when using computers, blink often to refresh eyes and moisten eyes among others.

3. My safety precautions when using light energy
Accept a coloured drawing of a child wearing sun glasses on a sunny day.

Activity 7
1. Guide learners as they find the given words in the word search.
2. Accept a greeting card with a source of light drawn on it.

Revision Exercise 3
1. (a) harmful  
2. tall  
3. (c) non-harmful  
4. (d) wild  
5. (e) domestic  
6. Accept a greeting card with a source of light drawn on it.
7. (a) monkey  
8. (b) lion  
9. (c) rabbit  
10. (d) leopard  
11. (e) rhinoceros  
12. (f) buffalo  
13. (g) zebra  
14. (h) a deer
8. bad
9. snake, bushes, rivers or forests
10. monkey
11. No
12. Gloves, gum boots and hooded suits.
13. It can knock a person using the horns, it can make one fall.
14. fruit
15. clay
16. cart
17. bottle
18. Accept appropriate answers.
19. short
20. (a) shadow (b) light (c) trap (d) wear

Strand 2: Social Environment

7. School environment and its neighbourhood

Finding places using physical features
1. Main features between home and school
   1. (a) valley (b) forest (c) river (d) railway line (e) Church (f) mountain or hill (g) road (h) mosque (i) kiosk (j) bridge

2. Locating places using main features
   1. (a) post office and bank (b) shop (c) forest (d) Church (e) bank and post office, Bobi flats and post office, Bobi flats and bank, shop and salon. (f) the post office (g) All the building should be coloured.

3. My school environment
   Accept appropriate answers.

Keeping the school environment clean
1. Ways of keeping the school environment clean
   1. Accept any four of the following; papers, leaves, food remains, wrappers for sweets, chocolates and cakes, plastic bottles and containers, fruit peels and packets of milk, biscuits among others.
   2. (a) Wiping windows, sweeping, removing cobwebs, dusting desks. (b) every day (c) Pick litter, sweep compound, clean toilets among others.

2. Reasons for keeping the school compound clean
   1. tidy 2. beautiful 3. toilet 4. accidents 5. clean 6. cleans 7. pests and mosquitoes 8. comfortable

3. Keeping my school environment clean
   1. Sweep the compound, pick litter, wash latrines or toilets, mop or sweep classrooms among others.

4. My school environment
   Accept different songs about a clean school from the learners.

Being safe and secure in school

1. Possible dangers in school
   1. swimming pool 2. a tree 3. sick 4. By pricking us or making us fall. 5. washed 6. shared 7. diseases 8. warmly

2. Ways of keeping safe in school
   1. (a) good or comfortable 2. covered

3. My habits of keeping safe and secure in school
   Washing hands after using the toilet, not climbing trees or passing through the fence, avoiding swimming pools and open pits when alone, avoiding slippery floors among others.

Activity 8
1. (a) hurt (b) fall (c) uniform

2. Accept appropriate answers.

The national flag of Kenya

1. Colours of the National Flag
2. **Respect for the Kenya National Flag**
   1. respect
   2. Accept a coloured drawing of a child standing at attention during the raising of the Kenya National Flag.

3. **The Kenya National Flag as a symbol of unity**
   Accept a coloured drawing of the Kenya National Flag.

   **The National Anthem of Kenya**

   1. **Occasions when the Kenya National Anthem is sung**
      1. The National Anthem
      2. three
      3. Kiswahili and English
      4. During the assembly on Monday and Friday, on important days like: Mashujaa, Madaraka, Jamuhuri and prize giving days.
      5. Friday
      6. respect
      7. prayer
      8. united and work hard
      9. love

   2. **The Kenya National Anthem as a symbol of unity**

   O’ God of all creation,
   Bless this our land and nation,
   Justice be our shield and defender.
   May we dwell in unity,
   Peace and liberty,
   Plenty be found within our borders.

   **Activity 9**
   1. Accept a coloured flag: black, white, red white, green.
   2. Black, white, red, green.
   3. alert

4. **Rights and responsibilities of a child**

   1. **Rights and responsibilities of children in school**
      1. rights
      2. eating, playing, education, medical care, clothes.
      3. protected
      4. heavy work
      5. respected and protected

   2. **Responsibilities of children in school**
      1. responsibilities.
      2. Accept any light duties like: cleaning the table, sweeping the house, washing the socks and handkerchief, removing plates from the table after meals among others.

3. **My responsibilities in school**
   Keeping the school clean, obeying the school and class rules, listening to the teacher in class, completing classwork and homework, respecting others and their things, coming to school early among others.

4. **My rights and responsibilities**
   Accept pasted cut outs of magazines and newspapers with responsibilities and rights of children.

5. **School rules**

   1. **Rules that guide conduct in school**
      1. School rules
      2. Accept appropriate answers.

   2. **Importance of school rules**
      1. behave
      2. go to class
      3. rules
      4. unhappy

   3. **Making school rules**
      Accept a poster with school rules from individual learners.

   **Class leadership**

   1. **Qualities of a good class leader**
      1. Someone who helps the teacher to take care of the class.
      2. kind
      3. obeys
      4. A good class leader always:
         Says sorry, says the truth, obeys the bell, tells others to read story books when the teacher is sick and arranges the class.
      5. Refer to number 4.
      6. Accept appropriate answers.

   2. **The work of a good class leader**
      1. keep order
      2. Giving out books
      3. Gives out books, collects books, keeps order in class, tells others to read story books or complete their work when the teacher is in a meeting, tells them not to make noise among others.
      4. Accept an appropriate drawing.
The school community

1. Members of the school community
   1. The headteacher, teachers and learners.
   2. watchman
   3. head teacher
   4. teachers
   5. learners
   6. cleaner
   7. cook

2. Importance of the school community
   1. teachers
   2. watchmen
   3. (a) Teachers would not be there.
      (b) The school would be very dirty and we would always get sick.
      (c) We would not learn.
   4. I would be very lonely, scared and not learn.
   5. together
   6. many

3. Working together with the school community
   Answers for this section will depend on specific schools.

4. My school community
   Answers for this section will depend on specific schools.
   
   **Activity 10**
   1. The coloured way should be continuous.
   2. Accept appropriate answers.

8. Enterprise Projects
   Exploring the environment

1. How to make money within the school environment
   1. (a) Baskets, handbags, table mats, skipping ropes, small balls among others.
   2. (b) Ropes and bags
   3. Broken jerrycans
   4. flowers and tree seedlings
   5. Plant tree seedlings, make waste bins from jerrycans, funnels and pencil holders from plastic bottles, model from clay, things from sisal and banana fibres such as ropes, balls, baskets, bags and table mats, manure from compost pit, toys, sandals from old tyres, toy tyres from bottle tops among others.

2. Income generating activities within the school
   Accept pasted income generating activities from magazines and newspapers.

3. Workable income generating activities for my class
   Accept appropriate answers.

4. My income generating activity
   1. (a) Accept a coloured drawn pot.
      (b) clay
      (c) school community
      (d) sell them to the school community, neighbours, parents, relatives among others.

5. Class income generating project
   1. cabbage
   2. water
   3. sold
   4. repair broken desks
   5. Accept a traced head and tail of a twenty shilling coin.
   6. sacks outside the classroom
   7. (a) 200 shilling note    (b) 500 shilling note
      (c) 750 shilling
   8. Announce at the assembly.

   **Activity 11**
   1. The coloured path should be continuous.
   2. Sisal, paper, banana fibres, old tyres, plastic bottles, bottle tops, clay, old jerrycans among others.

   **Revision Exercise 4**
   1. two-hundred shilling note
   2. money
   3. coins and notes
   4. treating
   5. work
   6. rights
   7. toy
   8. Accept appropriate answers.
   9. (a) housing    (b) clothing
   10. responsibility
   11. symbol
   12. Accept any two physical features.
   14. harmful
   15. vest
   16. Accept any name of a water storage container.
   17. Accept a drawing of the Kenya National Flag.
   18. waste bin
   19. Guide learners as they find the given words in the word search.
   20. (a) generate    (b) money
        (c) explore    (d) class
4. My role in keeping animal shelter clean and secure
Take the cow to graze, clean the cowshed and let it dry, make a gate that is lockable.

Activity 13
1. Guide learners in writing a song about a clean and secure animal shelter, sing it in class and assembly.
2. Accept a coloured continuous way from the puppy to the shelter.

Revision Exercise 5
1. (a) write (b) play
2. Pawpaw plant (c) protected (d) flowers
3. dog (e) unsafe (f) shelter
4. bad (g) morning and evening
5. cat (h) Selling milk
6. right (i) 13. dark 14. broom
7. False
8. (a) fence
9. (b) Plants to have colour green and flowers to have any colour except black.
10. four
11. The Kenya National Anthem
12. The Kenya National Anthem
13. School assembly on Monday and Friday, prize giving day, important days: Jamuhuri, Mashujaa and Madaraka Days.
14. bad

10. Caring for animals

Keeping animal houses clean and secure

1. Ways of keeping animal shelter clean at home and in school
   1. (a) dog – kennel (b) cow – cowshed (c) chicken – chicken house (d) rabbit – hutch
   2. kennel
   3. fleas
   4. Overall, dust pan, gloves, gum boots, cap, broom among others.

2. Taking part in keeping animal shelters clean
   1. Accept a pasted photograph of a person cleaning an animal shelter.
   2. hands, soap and water

3. Ways of making animal houses safe
   1. (a) The chicken house is not safe.
      (b) mended and locked
   2. padlocks
   3. a lockable gate
   4. thieves
   5. (a) She wants to put the hen in the chicken house.
      (b) They can get wet and cold, become sick and die.

11. Managing waste

Types of waste in school

1. Types of waste in school
   1. (a) broken bottle (b) banana peels
   2. Papers, wrappers, pieces of broken window glasses, food remains, leaves from trees, small sticks, plastic bottles, containers among others.

2. Sorting out different types of waste in school
   (a) plastic bottle – grey dust bin
   (b) newspaper – waste paper bin
   (c) food remains – green bin
   (d) bottle top – light orange bin
   (e) poison bottle – red bin
   (f) broken bottle – blue bin

Safety in handling wastes

1. Dangers we face when handling waste
   1. hurt 2. prick 3. Cut us
   4. fall 5. leaves germs on our hands
   6. cut 7. Prick us 8. clothes
2. Safety measures when handling waste in school

1. (a) Carrying waste
   (b) dust pans and brooms
2. rubbish pit

3. Communicating safety measures when handling waste in school

Guide learners as they make posters with safety messages on how to handle waste in school. Hang the posters around the school compound.

4. My role in handling waste safely

Accept pasted cut-outs from newspapers and magazines on how to handle waste in school.

2. Taking part in reusing water

Accept pasted pictures of people reusing water.

Activity 15

1. Accept poems with words like; mop, sprinkle, watering, dusting among others.
2. Accept appropriate answers.

13. Conservation of energy

Communicating energy conservation messages

1. Recognising appropriate messages on energy conservation

1. (a) It is how to save fuel or energy.
   (b) Check whether the message is written in a poster.
2. An energy conservation message.

2. Creating and displaying energy conservation messages

Accept a pasted printout of energy conservation message.

3. My role in conserving energy

1. switch off 2. money 3. conserve
4. good

Activity 16

1. Accept appropriate answers.

Revision Exercise 6

1. three, three
2. (a) watchman (b) learners
3. (a) leaf (b) root
4. waste 5. put off
6. Papers, pencil chips, wrappers, food remains among others.
7. crocodile 8. wasting
9. (a) bite (b) sting
10. (a) well (b) river (c) lake
11. (a) sun (b) moon (c) torch
   (d) firefly (e) candle (f) stars
12. sunny 13. gum boots and gloves
14. are punished 15. reusing 16. badly
17. protection 18. Accept appropriate answers.

12. Caring for water

Keeping stored water safe

1. Importance of keeping water safe

1. clean 2. sick 3. covering it
4. unsafe 5. raised above
6. Accept a coloured drawing of the school’s water container.
7. (a) pot (b) water tank

2. My role in keeping stored water safe

Accept a coloured drawing of any water container used at home.

3. My safe water

Accept a coloured drawing of a child drinking safe water.

Reusing water

1. How water can be reused

1. mopping the house
2. Flush the toilet, clean latrine, water the grass and flowers, mop the house among others.
3. useful
4. (a) waste (b) dusty
Strand 1: Health practices
1. Importance of breakfast
   1. Meaning of breakfast
      1. breakfast  2. breakfast
   2. When breakfast is taken
      1. Morning
         2. Accept a coloured drawing of the food the learner ate in the morning. Ensure that the food has a name.
         3. (a) x  (b) ✓  (c) x
   4. What food is eaten for breakfast
      1. Accept appropriate answers.
      2. Mark appropriately.
      3. Tea, milk, porridge among others.
   4. Importance of eating breakfast
      1. (a) True  (b) False  (c) True  (d) False  (e) True
      2. Accept coloured drawings of the foods in the picture. The foods should be coloured with their actual colours.
      4. Accept circles on all the foods.
   5. Importance of my breakfast
      Accept a coloured drawing of children playing outside in the morning. Ensure you check the position of the sun.

Activity 1
1. Accept a coloured drawing of foods taken during breakfast. Ensure that the food has a name.
2. Play, learn, work among others.
3. Accept a coloured path leading to Kiki’s breakfast.

2: Oral hygiene
1. Good oral habits
   1. (a) eating maize  (b) brushing her teeth  (c) sugarcane  (d) milk  (e) dentist
   2. Harmful oral habits
      1. Opening a bottle using teeth.
      2. Sucking fingers, biting nails, eating sweets among others.
   3. Practising good oral habits
      1. Accept a coloured drawing of a child brushing teeth.
      2. Carrots  3. three
      4. (a) x  (b) x  (c) ✓  (d) x
   4. My good oral habits
      Accept a coloured drawing of items used when brushing teeth. The items drawn can be water in a cup or tin, toothpaste, toothbrush, chewed stick, salt among others. Ensure that the items are named.

Activity 2
1. Ensure the learner marks the table daily.
2. Accept coloured pictures of the items given. Ensure the pictures are named.
   (a) carrot  (b) sugarcane

3: Uses of different rooms in the house
1. Rooms in a house
   1. Accept answers like; sitting room, kitchen, dining room, bedroom, toilet, bathroom among others.
   2. Accept a drawing of a house with different rooms.
2. Uses of various rooms in a house
   1. (a) living room  (b) bathroom  (c) kitchen
      2. (a) Kitchen - watching utensils  (b) Bedroom – sleeping  (c) Living room – watching television  (d) Bathroom - brushing teeth
   3. Reasons for having different rooms in a house
      1. Accept answers like; to have enough space, to have well-arranged equipment among others.
      2. (a) kitchen  (b) Receive  (c) bathroom
         3. (a) x  (b) x  (c) x  (d) ✓  (e) x  (f) ✓
4. Equipment and furniture used in a house
   1. (a) bed (b) table (c) chair (d) plate (e) cup (f) bucket (g) charcoal jiko (h) couch (i) wardrobe
   2. fork, spoon, knife, sufuria, television among others.
   3. (a) Kitchen – jiko, bucket, utensils and spoon. (b) Living room – sofa sets and table (c) Dining room – chairs and table (d) Bedroom - bed
   4. Accept coloured drawings of two items found in the kitchen.
   5. (a) True (b) False (c) True (d) False

5. Importance of keeping rooms in a house clean
   1. The boy is dusting the couch and the girl is wiping the table.
   2. To avoid diseases. 3. healthy 4. everyday
   5. Accept a picture of any room in a house.

   **Activity 3**
   1. (a) Accept coloured drawings of items found in the living room. Ensure that the items drawn are named.
   (b) Accept relevant answers.
   2. Guide learners as they find the given words in the word search.

4: Cleaning of utensils
1. Reasons for cleaning utensils
   1. To keep away germs, avoid diseases, to look neat among others.
   2. (a) ✓ (b) x (c) x

2. Material used for cleaning utensils
   1. (a) sponge (b) soap (c) sand (d) steel wire
   2. stored

3. Cleaning, drying and storing utensils at home
   1. (a) everyday (b) dry and keep
   2. (a) washing utensils (b) drying utensils

4. My utensils rack
   Accept a coloured drawing of a rack. Ensure it is named.

   **Activity 4**
   1. (a) Guide learners as they recite the poem.
   (b) Soak utensils, scrub and clean them, dry and arrange the utensils.
   2. (a) jug (b) kettle (c) bucket (d) spoon (e) pan (f) plate (g) glass (h) pot

5: Dangers of second hand smoke
1. Harmful substances that people smoke
   1. cigarette 2. smoking 3. harmful
   4. (a) ✓ (b) x

2. Places where people smoke from
   1. (a) smoking zone (b) bar (c) bush (d) latrine
   2. smoking zone
   3. (a) False (b) False (c) True

3. Identifying a person that has been smoking
   1. (a) black hands (b) bad breath (c) black lips
   2. (a) ✓ (b) x (c) ✓ (d) x

4. Second hand smoke
   1. (a) The smoke you breathe from a person who is smoking.
   (b) smelling (c) smokers
   2. (a) ✓ (b) x

5. Effects of second hand smoke
   1. health 2. cough

6. My responsibility
   Accept a relevant poster.

   **Activity 5**
   1. Accept well coloured pictures.
   2. Accept appropriate route.

6: Keeping water safe from contamination
1. Water contamination
   1. (a) putting dirt in clean water source (b) Accept appropriate answers.
   2. (a) x (b) ✓ (c) ✓
   3. Soil

2. Experiment to show water contamination
   (a) clean (b) soil (c) dirty or contaminated

3. Changes in water that is contaminated
   1. (a) False (b) True (c) True (d) False
   2. Accept a coloured drawing of contaminated water in a glass.

4. Ways of preventing water contamination
   1. (a) covering the tank (b) Accept appropriate answers.
   2. (a) True (b) False
Activity 6
Accept a relevant poster.

Revision Exercise 1
1. Breakfast  
2. tea, porridge and milk  
3. energy  
4. Accept appropriate answers.  
5. (a) carrots  
6. (b) sugarcane  
7. (a) Sitting room  
8. (a) cooking  
9. (a) bedroom - wardrobe, bed and pillow  
10. (a) They are cleaning the sitting room.  
11. a and b  
12. To keep away germs or diseases.  
13. stored  
15. bad  
16. Smoking zone, bush, toilet among others.  
17. Cigarette, tobacco and nicotine among others.  
18. By looking at their teeth, cloths and hands.  
19. diseases  
20. Accept a relevant poster.  
21. a  
22. Accept appropriate answers.  

7: Reusing water and soap at home
1. Meaning of reusing water  
2. (a) true  
3. Ways of reusing water  
4. (a) True  
5. Making soap gel  
6. (a) soap leftovers  
7. Collect pieces of soap, cut them into small pieces, put them in water to boil, cool the mixture and put the mixture in a container.  
8. My responsibility  

Activity 7
1. reusing  
2. wastage  
3. (a) False  
4. Water and soap

Strand 2: Personal hygiene
8: Use and care of personal items
1. Personal items  
2. Reasons we should not share personal items  
3. Steps for cleaning personal items  
4. Cleaning personal items  
5. Improvised materials for personal use  
6. Importance of caring for personal items

Activity 8
Accept a photograph of family members washing their toothbrushes.
Strand 3: Foods

9: Basic tastes of food

1. Identifying basic tastes of food
   1. Accept appropriate answers.
   2. Accept coloured drawings of a banana and an orange.

2. Classifying foods according to taste
   1. (a) Sweet (b) Sweet
      (c) Sour (d) Sweet
   2. (a) Sweet (b) Sweet
   3. (a) x (b) √ (c) x
   4. Accept appropriate answers.
   5. salt

3. My different foods
   Accept a drawing of a ripe banana and a lemon. Ensure they use a yellow colour for a ripe banana and a green colour for the lemon.
   (a) sweet (b) sour

Activity 8

1. Tongue 2. Sweet
3. Accept relevant responses from the learners.
3. Accept coloured pictures of the given foods.
   (a) broccoli – colour green
   (b) pineapple - yellow and brown
   (c) sweet potato - red

10: Eating habits

1. Foods and drinks family members take
   1. Drinks - a, f and h. Foods - b, c, d, e and g.
   2-3. Accept appropriate answers.

2. Food likes and dislikes of family members
   1. Accept coloured drawings of a type of food.
   2-5. Accept appropriate answers.

3. Reasons different people like different foods
   1. (a) soft (b) soft
   2. Accept appropriate answers.
   3. (a) True (b) True (c) False
   4. (a) Because oranges are sweet.
      (b) Because he gets rashes on the body every time he eats them.

4. Appreciating the likes and dislikes of different people
   Accept photographs of family members taking a meal.

11: Meals and snacks

1. Number of meals taken in a day
   1. Accept appropriate answers.
   2. (a) morning
      (b) A food prepared to be eaten at one time.
   3. bed 4. lunch

2. Difference between a meal and a snack
   1. (a) Meal- a, and d. Snack- b, c and e.
      (b) Accept appropriate answers.
   2. snacks
   3. Accept a coloured drawing of a snack. Ensure the snack is named.
   4. Accept appropriate answers.
   5. Snack, meal

3. Importance of snacks and meals taken at the right time
   1. diseases 2. Snacks
   3. It is healthy, it prevents overeating among others.

Activity 11

Accept a coloured drawing of a meal. Ensure the meal is named.

12: Grouping of foods

1. Foods from plants
   1. food 2. Accept appropriate answers.
   3. Mango tree
   4. (a) bread (b) sweet potatoes (c) arrow root
      (d) orange (e) pawpaw (f) green grams

2. Grouping foods according to the part of a plant they come from
   1. (a) fruit (b) Stem, leaves, roots and seeds.
   2. roots of sweet potatoes and roots of carrots
   3. (a) Accept a coloured picture of a banana and a mango.
      (b) fruit
   4. (a) root (b) fruit (c) stem
      (d) seeds (e) leaves (f) fruit

3. Foods from animal sources
   1. (a) a, b, d and f (b) Accept appropriate answers.
   2. Milk, eggs

4. My sources of food
   Accept a coloured drawing of a source of food at home.
Activity 12
1. Accept a complete and coloured picture of a fish and a goat.
2. (a) Guide learners as they recite the poem.
   (b) Accept a drawing of the flower, stem, leaf or root.

Revision Exercise 2
1. three
2. (a) reusing
   (b) Washing cars, wiping shoes, washing houses among others.
3. Soap gel
4. a and c
5. Accept a drawing of a personal item with a name.
7. Accept appropriate answers.
8. To avoid spread of diseases, to avoid spread of germs among others.
9. Soap and water
10. Accept appropriate answers.
11. stem
12. Accept appropriate answers.
15. Three meals
16. Accept a coloured drawing of two snacks with names.
17. (a) Plants - b and e. Animals – a, c, d and f
   (b) Accept appropriate answers.
18. (a) roots
   (b) fruit
   (c) stem
   (d) leaves

13: Foods for school going children
1. Foods eaten by school going children
   1. Accept appropriate answers.
   2. energy

2. Amount of food eaten by school going children
   1. (a) a
   (b) enough
   2. (a) x
   (b) x
   (c) ✓
   (d) x
   3. (a) Banana, milk, ugali, beans, rice, fish and a glass of juice.
   (b) enough food

3. Dangers of eating too much food
   1. (a) He is vomiting.
   (b) stomach pain, diarrhoea, stomach upset, constipation among others.
   2. dangerous
   3. (a) He complained of stomach pain and vomited.

He was taken to the hospital where he was treated.
(b) Accept appropriate answers.

4. Importance of eating enough food for good health
   1. (a) a little
   (b) a lot
   (c) enough
   2. (a) vomiting
   (b) enough
   (c) little
   3. energy
   4. diseases
   5. (a) False
   (b) True
   (c) False
   (d) True

Revision Exercise 3
1. Plants – b, d and g. Animals – a, c, e, f and h.
2. Accept appropriate answers.
3. (a) leaf
   (b) root
   (c) seeds
   (d) stem
4. a, c and d.
5. balanced diet
6. Accept appropriate answers.
7. strength and energy
8. Accept appropriate drawings.
9. Accept answers like: Bathing daily, brushing teeth, eating a balanced diet, wearing clean clothes among others.
10. diseases
11. daily
12. (a) Tooth brush – stick
    (b) Towel – piece of cloth
    (c) Tooth paste – salt
13. Accept a coloured drawing of one personal item.

14: Good eating habits
1. Apportioning food in a plate
   1. a and d
   2. Accept a coloured drawing of a plate of food.

2. Importance of using a variety of food in a plate
   1. To avoid diseases, to be healthy, to be strong among others.
   2. (a) x
   (b) ✓
   (c) ✓
   3. diseases
   4. energy

Activity 15
Accept a pasted photograph of a well apportioned plate.

15: Food advertisement
1. Meaning of advertisement
   1. (a) A food advert
   (b) It is marketing food.
2. Accept a coloured drawing of an advertisement of a type of food.

2. **Identifying food advertisement**
   1. (a) Flour  
      (b) Through a song
   2. Radio, television, newspapers, magazines posters among others.
   3. attractive
   4. (a) ✓  
      (b) x

3. **Effects of food advertisement**
   1. happy
   2. children
   3. picture

4. **How food advertisement change choice of food**
   1. True
   2. False
   3. True
   4. False
   5. False
   6. True

**Activity 15**
Accept pictures of food advertisements from newspapers and magazines.

**Revision Exercise 4**
1. (a) ✓  
   (b) x
2. (a) They are washing fruits.  
   (b) Accept appropriate answers.
3. Accept a relevant food advertisement.
4. Accept appropriate answers.
5. Bananas, milk, rice, oranges and beans.
6. Accept appropriate answers.
7. snacks
8. Accept appropriate responses.
9. bed
10. Accept appropriate answers.
11. Accept appropriate answers.
12. Accept appropriate answers.
13. (a) Goat  
    (b) Hen  
    (c) cow  
    (d) chicken
14. The boy is vomiting.
15. Vomiting, stomach pain, constipation among others.
16. Choice

16: **Food safety – handling of cooked food**

1. **Hygienic practices while handling cooked food**
   1. Accept appropriate answers.
   2. diseases

2. **Factors to observe when buying food from vendors**
   1. Clean premises, clean containers, fresh food, food covered among others.
   2. everyday
   3. (a) False  
      (b) True
   4. (c) True  
      (d) True
   5. food and money

3. **Importance of observing hygiene when handling cooked food**
   1. (a) True  
      (b) True
   2. Accept a drawing of a food vendor selling roasted maize.

**Activity 16**
1. Accept a coloured cap.
2. Accept answers like; use clean containers, store food in a cool and clean place, wash hands before handling food, use clean serving equipment among others.

**Strand 4: Safety Education**

17: **Waste disposal in the classroom**

1. **Identifying types of waste in the classroom**
   1. (a) paper waste  
      (b) Accept appropriate answers.
   2. Sticks
   3. (a) Books  
      (b) Pencils  
      (c) Bottles

2. **Containers used for putting waste in a classroom**
   1. (a) Accept the appropriate answers.
   2. Accept a well coloured item with a name.
   3. (a) carton box  
      (b) sack  
      (c) dustbin

3. **Waste collection and proper disposal**
   1. Gloves
   2. recycling
   3. (a) picking and sweeping  
      (b) comfortable

4. **Importance of waste disposal in a classroom**
   Accept answers like; to avoid accidents, to prevent diseases, to keep the classroom clean among others.

**Activity 17**
1. Accept a coloured drawing of the container used to dispose waste in the classroom.
2. Accept appropriate answer.

**Revision Exercise 5**
1. a
2. Sweeping, collecting litter, mopping, dusting among others.
3. Accept a coloured drawing of a type of food.
4. Because of colour, taste, smell among others.
5. (a) waste management  
   (b) Sack, basin, dustbin, bucket, carton box among others.
6. (a) cleaning and disposing waste  
   (b) carton box
1. Cut, fall, prick among others.
2. Causes of common accidents in the classroom
1. (a) a and c 2. Accept appropriate answers.
3. Sharp sticks 4. graze
5. prick 6. bump
6. (a) Bumps – knocking
(b) Grazes – scratching
(c) Pricks - piercing
7. (a) a prick
(b) fall, nose bleeding, cut among others.
8. Accept appropriate answers.
9. Accept appropriate colouring and drawing.
10. Accept appropriate colouring and drawing.

18: Common accidents and basic First Aid
1. Common accidents in the classroom
1. Cut, fall, prick among others.
2. health
2. Causes of common accidents in the classroom
1. (a) a and c 2. Accept appropriate answers.
3. Sharp sticks 4. graze
5. prick 6. bump
6. (a) Bumps – knocking
(b) Grazes – scratching
(c) Pricks - piercing
3. Ways of preventing common accidents in the classroom
1. a (b) Accept appropriate answers.
2. Accidents 3. carefully
4. First aid for common accidents in the classroom
1. (a) First Aid
(b) Washing wound, lying on the ground, applying medicine on the injured part among others.
2. (a) ✓ (b) ✓
(c) ✓ (d) ✓
3. Accept a coloured drawing of gloves.
4. hospital
5. My responsibility in preventing accidents in the classroom
1. Dry floors, sweep, collect litter among others.
2. Clean the part, apply pressure and raise the injured part to stop bleeding.

Activity 18
1. (a) Cut, graze, bump, fall among others.
(b) Levelling the ground, arranging furniture, picking litter, drying floors, walking carefully among others.
2. Remove the object, wash the wound, disinfect and apply ointment.

Revision Exercise 6
1. three times
2. Bumps, cuts, falls, graze among others.
3. (a) handkerchief  (b) toothbrush  (c) towel  (d) Inner wear, nail cutter, comb among others.
4. Accept a coloured drawing of an item shared with family members at home.
5. Breakfast
6. Accept appropriate answers.
7. Accept coloured pictures of eggs and cabbage.
8. Accept a coloured drawing of a child brushing teeth.
9. Accept answers like; salt, water, toothbrush, toothpaste, chewed stick among others.
10. Opening soda bottle, eating sweets, not brushing teeth among others.
11. (a) The smoke you get from someone who as smoking.
(b) diseases
14. Fruit peels, broken windows, disarranged furniture among others.
15. Accept coloured drawing of a classroom.
16. First Aid
17. Accept a coloured drawing of any snack.
18. Plants - b, c, d and h. Animals – a, e, f and g.
19. Root, stem, leaves and branches.
20. (a) root  (b) leaf  (c) seeds  (d) fruits  (e) seeds
21. Accept a coloured drawing of any cleaning item used at home.
22. (a) Wiping windows, washing utensils, drying utensils, mopping and washing clothes.
(b) Piece of cloth, water, soap, mop and a towel.
23. (a) bathing  (b) cooking  (c) sleeping
24. (a) sand  (b) steel wire  (c) soap  (d) sponge  (e) soap, steel wire, sponge among others.
25. (a) dog drinking from it
(b) Accept appropriate answers.
(c) Accept answers like; covering water containers, relieving ourselves in latrine or toilets among others.
26. Accept the correct matching.
27. twice