Strand 1: Numbers

1. Number concept

Ordinal Numbers

1. (a) Peter (b) Fourth position  
(c) Chebet (d) Last (e) Wakio
2. (a) Orange – 5 (b) Red – 3 
(c) Brown – 2  (d) Yellow – 6  
(e) Green – 1 (f) Blue – 4
3. (a) Mutua (b) Fourth position  
(c) Mary (d) Second position  
(e) Moraa (f) Third position 
(g) Fifth position (h) Sang’
4. (a) First – Sunday (b) Second – Monday 
(c) Third - Tuesday (d) Fourth – Wednesday 
(e) Fifth – Thursday (f) Sixth – Friday 
(g) Seventh – Saturday
5. (a) January - 1  (b) February - 2  
(c) March - 3 (d) April - 4 
(e) May - 5 (f) June - 6 
(g) July – 7 (h) August – 8 
(i) September – 9 (j) October – 10 
(k) November – 11 (l) December – 12
6. (a) 5th (b) 9th  (c) 4th (d) 1st  
(e) 8th (f) 6th (g) 2nd (h) 3rd 
(i) 7th (j) 11th (k) 20th (l) 16th 
(m) 13th
7. 13, 18, 20, 21, 34, 41, 45, 51, 56, 59, 68, 75, 78, 89, 98 
8. (a) 51 (b) 41 (c) 20 (d) 45  
(e) 68 (f) 89 (g) 18 (h) 78

Guide learners and accept appropriate answers.

2. Whole Numbers

1. Counting numbers forward and backwards 
from 1 - 1000

1. (a) 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24  
(b) 85, 80, 75, 70, 65, 60, 55, 50, 45, 40  
(c) 912, 908, 904, 900, 896, 892, 888, 884
2. (a) 100, 105, 110, 115, 120, 125, 130, 135, 140  
(b) 200, 300, 400, 500, 600, 700, 800, 900, 1000  
(c) 312, 314, 316, 318, 320
3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100  
110 120, 130, 140, 150 160, 170, 180, 190, 200 
210, 220, 230, 240, 250, 260, 270, 280, 290, 300  
310, 320, 330, 340, 350, 360, 370, 380, 390, 400  
410, 420, 430, 440, 450, 460, 470, 480, 490, 500  
510, 520, 530, 540, 550, 560, 570, 580, 590, 600  
610, 620, 630, 640, 650, 660, 670, 680, 690, 700  
710, 720, 730, 740, 750, 760, 770, 780, 790, 800  
810, 820, 830, 840, 850, 860, 870, 880, 890, 900  
910, 920, 930, 940, 950, 960, 970, 980, 990, 1000
4. 20, 17, 15, 13, 11, 9, 7, 5, 3, 1
5. (a) 240, 238, 236, 234, 232, 230, 228, 226, 224, 222  
(b) 835, 830, 825, 820, 815, 810, 805, 800
6. (a) 750, 700, 650, 600  (b) 550, 500, 450, 400  
(c) 350, 300, 250, 200  (d) 150, 100, 50, 0

2. Place value up to thousands

1. (a) 450 = 0 thousands 4 hundreds 0 tens 5 ones 
(b) 709 = 0 thousands 7 hundreds 0 tens 9 ones 
(c) 1099 = 1 thousands 0 hundreds 9 tens 9 ones 
(d) 16 = 0 thousands 0 hundreds 1 tens 6 ones 
(e) 9 = 0 thousands 0 hundreds 0 tens 9 ones 
(f) 3600 = 3 thousands 6 hundreds 0 tens 0 ones 
(g) 200 = 0 thousands 2 hundreds 0 tens 0 ones 
(h) 324 = 0 thousands 3 hundreds 2 tens 4 ones 
(i) 1991 = 1 thousands 9 hundreds 9 tens 1 ones 
(j) 4910 = 4 thousands 9 hundreds 1 tens 0 ones
2. (a) 6549 (b) 1030 (c) 8006 (d) 9821  
(e) 4295 (f) 547 (g) 68 (h) 3674
(i) 68 (j) 9999
3. (a) thousands (b) ones (c) hundreds 
(d) tens (e) tens 
(f) thousands (g) tens (h) hundreds 
(i) tens (j) thousands
4. (a) thousands (b) ones (c) tens 
(d) ones

3. Reading and writing numbers in symbols

1. 34 2. 83 3. 68 4. 22  
5. 99 6. 47
4. Reading and writing numbers in words
1. 29 - Twenty nine 2. 84 - Eighty four
3. 96 - Ninety six 4. 88 - Eighty eight
5. 90 - Ninety 6. 49 - Forty nine

5. Number patterns
1. (a) 42, 44, 46, 48, 50 (b) 75, 80, 85, 90, 95
   (c) 12, 14, 16, 18, 20 (d) 115, 114, 113, 112, 111
2. (a) 110, 210, 310, 410, 510
   (b) 400, 500, 600, 700, 800

3. (a) 8 (b) 18

4. (a) 50 (b) 54

5. (a) 16 (b) 63

6. 247, 267, 287, 307, 327

Activity 3
Accept appropriate answers.

Assessment Exercise 1
1. (a) April - 4th (b) May - 5th
   (c) January - 1st (d) March - 4th
   (e) February - 2nd
2. 97, 94, 89, 87, 84, 81, 79, 78, 74, 68, 63, 62, 60, 59, 58, 50, 45.
3. 50 4. 62 5. 68 6. 45
7. 94 8. 97 9. 97 = 9 tens and 7 ones
10. 4 = 0 tens and 4 ones
11. 84 = 8 tens and 4 ones
12. 49 = 4 tens and 9 ones
13. 50 = 5 tens and 0 ones
14. 1276 = 1 thousands 2 hundreds 7 tens and 6 ones
15. 5691 = 5 thousands 6 hundreds 9 tens and 1 ones
16. 7856 = 7 thousands 8 hundreds 5 tens and 6 ones
17. 4285 = 4 thousands 2 hundreds 8 tens and 5 ones
18. 373 = 0 thousands 3 hundreds 7 tens and 3 ones
19. 9296 = 9 thousands 2 hundreds 9 tens and 6 ones
20. 6370 = 6 thousands 3 hundreds 7 tens and 0 ones
21. 36 22. 28 23. 9 24. 66
25. 43 26. 50 27. 18
28 - 34. Accept appropriate answers.
35. 2 36. 3 37. 6 38. 9
39. 12 40. ½ 41. 1 8
42. ¼
43. ¼ 44. ½ 45. ¼ 46. ¼

4. Addition
1. Adding 3-digit number to a 1-digit number without regrouping
   1. (a) 126 (b) 328 (c) 418 (d) 929
      (e) 849 (f) 568
   2. (a) 466 (b) 279 (c) 579 (d) 849
      (e) 698 (f) 319 (g) 368 (h) 188

2. Adding 3-digit number to a 2-digit number without regrouping
   1. (a) 599 (b) 199 (c) 387 (d) 794
      (e) 598
   2. (a) 336 (b) 958 (c) 694 (d) 439
      (e) 558 (f) 694

3. Adding 3-digit number to 1-digit number with single regrouping
   1. (a) 226 (b) 180 (c) 534 (d) 332
      (e) 411 (f) 624
2. (a) 730  (b) 111  (c) 926  (d) 872  
   (e) 320  (f) 433  (g) 593  (h) 766

4. Adding 3-digit number to a 2-digit number with single regrouping
1. (a) 780  (b) 714  (c) 880  (d) 782  
   (e) 339  (f) 470  (g) 472  (h) 771  
   (i) 682
2. (a) 384  (b) 672  (c) 593  (d) 583
3. 893

5. Adding two 3-digit numbers without regrouping
1. (a) 879  (b) 598  (c) 968  (d) 559  
   (e) 288  (f) 569
2. (a) 555  (b) 866  (c) 249  (d) 771
3. 919

6. Adding two 3-digit numbers with a single regrouping
1. (a) 880  (b) 870  (c) 781  (d) 971  
   (e) 291  (f) 574  (g) 395  (h) 490  
   (i) 367  (f) 947
2. (a) 241  (b) 762  (c) 555  (d) 496
3. 441

7. Adding three single digit numbers
1. (a) 15  (b) 18  (c) 22  (d) 15
2. (a) 18  (b) 18  (c) 19  (d) 24
3. 893

8. Pattern involving addition
1. (a) 1, 3, 5, 7, 9, 11  (b) 1, 6, 11, 16, 21, 26
2. (a) 3, 6, 9, 12, 15, 18, 21  (b) 10, 15, 20, 25, 30, 35
3. (a) 2, 9, 16, 23, 30, 37, 44  (b) 4, 14, 24, 34, 44, 54
4. (a) 120, 130, 140, 150, 160, 170 180, 200
   (b) 320, 360, 390, 440, 480, 520, 560
5. (a) 16, 14, 12, 10, 8, 6, 4  (b) 24, 20, 16, 12, 8, 4
6. (a) 59, 56, 53, 50, 47, 44, 41  (b) 63, 55, 47, 39, 31, 23

5. Subtraction
1. Subtraction of 1-digit numbers without regrouping
   (a) 4  (b) 5  (c) 3  (d) 3
   (e) 2  (f) 2
2. (a) 3  (b) 2  (c) 2  (d) 3
   (e) 2  (f) 4
3. 3  4.1  5.1

2. Subtraction of up to 2-digit numbers without regrouping
1. (a) 11  (b) 13  (c) 24  (d) 33
   (e) 44  (f) 92
2. (a) 82  (b) 62  (c) 71  (d) 52
   (e) 91  (f) 71  (g) 61  (h) 50
3. (a) 23  (b) 22  (c) 71  (d) 61
   (e) 18  (f) 11  (g) 16  (h) 30
4. (a) 42  (b) 62  (c) 62  (d) 22
   (e) 21  (f) 11  (g) 21  (h) 11

3. Subtraction of 3-digit numbers without regrouping
1. (a) 361  (b) 500  (c) 331  (d) 12
   (e) 231  (f) 234  (g) 117  (h) 220
   (i) 809
2. (a) 35  (b) 132  (c) 101  (d) 323
3. (a) 612  (b) 833  (c) 211  (d) 412
   (e) 622  (f) 114  (g) 133  (h) 430
   (i) 322
4. (a) 323  (b) 512  (c) 213  (d) 272
   (e) 426  (f) 323  (g) 526  (h) 122

4. Subtraction of 1-digit number from a 2-digit number with regrouping
1. (a) 9  (b) 16  (c) 49  (d) 58
   (e) 28  (f) 36  (g) 57  (h) 77
2. (a) 6  (b) 79  (c) 17  (d) 38
   (e) 53  (f) 29  (g) 19  (h) 2
   (i) 46  (j) 65

5. Subtraction of a 2-digit number from a 2-digit number with regrouping
1. (a) 9  (b) 15  (c) 8  (d) 17
   (e) 15  (f) 7  (g) 13  (h) 42
   (i) 17  (j) 15  (k) 8  (l) 8
2. (a) 15  (b) 27  (c) 56  (d) 27
   (e) 69  (f) 45  (g) 81  (h) 29

6. Subtraction of 3-digit numbers involving missing numbers with single regrouping
1. (a) 26  (b) 16  (c) 376  (d) 133
   (e) 59  (f) 881
2. (a) 530 - 312 = 218  (b) 900 - 360 = 540
   (c) 283 - 192 = 91  (d) 876 - 695 = 181
(e) 492 – 183 = 309  (f) 604 – 206 = 398  
(g) 683 – 654 = 29  (h) 117 – 89 = 28  
(i) 732 – 106 = 626  (j) 925 – 304 = 621  
(k) 479 – 329 = 150

3.  
(a) 274  
(b) 44  
(c) 113  
(d) 443  
(e) 447

4.  
(a) 800, 600, 400, 200  
(b) 350, 300, 250, 200  
(c) 100, 75, 50, 30  
(d) 60, 56, 52, 48  
(e) 85, 80, 75, 70  
(f) 33, 30, 27, 24  
(g) 12, 10, 8, 6  
(h) 3, 2

5.  
(a) 274  
(b) 44  
(c) 113  
(d) 443  
(e) 447

6.  
(a) 3, 2, 1  
(b) 4, 3, 2  
(c) 5, 4, 3

7.  
Division

1.  
(a) 3  
(b) 5  
(c) 4  
(d) 4  
(e) 5

2.  
(a) \( \frac{12}{3} \) = 4  
(b) \( \frac{36}{4} \) = 9  
(c) \( \frac{28}{7} \) = 4

3.  
(a) 5  
(b) 5  
(c) 5  
(d) 4  
(e) 4  
(f) 5  
(g) 5  
(h) 8  
(i) 3  
(j) 9  
(k) 9  
(l) 21  
(m) 4  
(n) 7

4.  
(a) 5  
(b) 5  
(c) 4  
(d) 4  
(e) 6  
(f) 6  
(g) 8  
(h) 8  
(i) 5  
(j) 5  
(k) 8  
(l) 8  
(m) 10  
(n) 10  
(o) 3

5.  
(a) 10  
(b) 72  
(c) 8  
(d) 9  
(e) 9  
(f) 21  
(g) 4  
(h) 4  
(i) \( \frac{1}{5} \)  
(j) \( \frac{1}{9} \)  
(k) \( \frac{1}{4} \)  
(l) \( \frac{1}{4} \)  
(m) \( \frac{1}{4} \)

6.  
(a) Ksh. 9  
(b) 7 balloons  
(c) 6 mangoes  
(d) 9 pencils  
(e) 4 oranges  
(f) 7 trees  
(g) 9 pupils  
(h) 4 sweets

Activity 5  
Accept appropriate answers.

6.  
Multiplication

1.  
(a) 16  
(b) 54  
(c) 40  
(d) 24  
(e) 21

2.  
(a) 0  
(b) 36  
(c) 35  
(d) 63  
(e) 15  
(f) 8

3.  
(a) 5 x 5 = 25  
(b) 10 x 3 = 30  
(c) 6 x 4 = 24  
(d) 3 x 7 = 21  
(e) 9 x 2 = 18

4.  
(a) 48  
(b) 20  
(c) 18  
(d) 21  
(e) 36  
(f) 24  
(g) 25  
(h) 15  
(i) 14  
(j) 42

5.  
(a) 0  
(b) 6  
(c) 6  
(d) 9  
(e) 4  
(f) 5  
(g) 5  
(h) 8  
(i) 3  
(j) 9  
(k) 9  
(l) 21  
(m) 4  
(n) 7

6.  
(a) 16 legs  
(b) 40 hours  
(c) 35 people  
(d) 8 dolls  
(e) 27 cakes

7.  
(a) 3 x 5 = 15  
(b) 4 x 9 = 36  
(c) 6 x 6 = 36  
(d) 7 x 2 = 14  
(e) 0 x 10 = 0  
(f) 5 x 8 = 40  
(g) 5 x 5 = 25  
(h) 8 x 7 = 56  
(i) 8 x 8 = 64  
(j) 3 x 8 = 24

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Activity 6  
Accept appropriate answers.

Assessment Exercise 2

1.  
(a) Sunday – First  
(b) Monday - Second  
(c) Tuesday – Third  
(d) Wednesday – Fourth  
(e) Thursday – Fifth  
(f) Friday – Sixth  
(g) Saturday – Seventh

2.  
350, 345, 340, 335, 330, 325

3.  
90, 100, 110, 120, 130, 140

4.  
126 = 1 hundreds 2 tens and 6 ones.

5.  
341 = 3 hundreds 4 tens and 1 ones.

6.  
29 = 0 hundreds 2 tens and 9 ones.

7.  
100 = 1 hundreds 0 tens and 0 ones.

8.  
234 = 2 hundreds 3 tens and 4 ones.

9.  
14  
10  
23  
11  
48

12.  
13.  
Accept appropriate answers.  
14.  
4

15.  
4  
16.  
6  
17.  
677  
18.  
898

19.  
365  
20.  
383  
21.  
519  
22.  
997

23.  
447  
24.  
699  
25.  
633  
26.  
633

27.  
1003  
28.  
26  
29.  
125  
30.  
214

31.  
228  
32.  
64  
33.  
241  
34.  
276

35.  
618  
36.  
5  
37.  
50  
38.  
35

39.  
32  
40.  
5 x 5 + 5 = 5 x 3 = 15  
41.  
2

42.  
2  
43.  
12  
44.  
4  
45.  
3

46.  
7 x 3 = 21  
47.  
7 and 3 + 18 = 48  
203
Strand 2: Measurement

8. Length

1. Measuring length in metres
   1. (a) 28 m  (b) 31 m  (c) 55 m  (d) 28 m
   2. Accept appropriate answers.

2. Adding lengths in metres
   1. (a) 16 m  (b) 19 m  (c) 10 m  (d) 6 m
   2. (a) 202 m  (b) 16 m  (c) 59 m  (d) 570 m
   3. (a) 115 m  (f) 266 m  (g) 458 m  (h) 789 m
   (i) 699 m

3. Subtracting lengths in metres
   1. (a) 67 m  (b) 27 m  (c) 9 m  (d) 52 m
   2. (a) 12 m  (b) 300 m  (c) 27 m  (d) 95 m
   3. (a) 124 m  (b) 48 m  (c) 11 m  (d) 60 m
   (e) 296 m

9. Mass

1. Measure mass in kilogrammes
   1. (a) 4 kg of feathers  (b) 2 kg of cotton wool
   (c) 1\(\frac{1}{2}\) kg of kales  (d) 3 kg of maize
   2. (a) same as  (b) lighter than
   (c) heavier than  (d) heavier than
   (e) lighter than
   3. (a) same as  (b) lighter than
   (c) same as  (d) lighter than
   (e) heavier than
   (f) Salt, sugar, flour, stones, maize among others.
   (g) kg

2. Adding mass in kilogrammes
   1. (a) 12 kg  (b) 25 kg  (c) 73 kg
   (d) 360 kg  (e) 112 kg  (f) 730 kg
   2. (a) 11 kg  (b) 137 kg  (c) 65 kg
   (d) 23 kg  (e) 34 kg  (f) 56 kg
   (g) 35 kg

3. Subtracting mass in kilogrammes
   1. (a) 9 kg  (b) 83 kg  (c) 54 kg
   (d) 39 kg
   2. (a) 123 kg  (b) 8 kg  (c) 267 kg
   3. (a) 56 kg  (b) 649 kg

10. Capacity

1. Measuring capacity in litres
   (a) Bottle  (b) Buckets  (c) Mug  (d) Tank
   (e) Pot  (f) Jerry can

2. Adding capacity in litres
   1. (a) 19 L  (b) 37 L  (c) 9 L  (d) 92 L
   (e) 56 L  (f) 47 L
   2. (a) 298 L  (b) 170 L  (c) 147 L  (d) 619 L
   3. (a) 77 L  (b) 700 L  (c) 4 L  (d) 20 L
   (e) 140 L

3. Subtracting capacity in litres
   1. (a) 14 L  (b) 9 L  (c) 6 L  (d) 18 L
   (e) 2.1 L  (f) 28 L
   2. (a) Litres  (b) Litres  (c) 4  (d) 8
   (e) 4 Litres

11. Time

1. The minute as a unit of measuring time
   1. 60 minutes  2. 2 hours  3. 30 minutes
   4. 15 minutes  5. 6 hours  6. 120 minutes
   7. 3 hours  8. 1\(\frac{1}{2}\) hours

2. Reading and telling time using a digital clock
   1. (a) 2 o’clock  (b) 4 o’clock  (c) 6 o’clock
   (d) 12 o’clock  (e) Half past eight
   (f) Half past seven  (g) Half past three
   (h) Half past ten
   2. (a) 10:00  (b) 6:00  (c) 11:00  (d) 7:30
   (e) 10:30  (f) 3:30

3. Reading and telling time on clock faces
   1. (a) 10:00  (b) 5:30  (c) 8:15  (d) 12:05
   (e) 10:10  (f) 11:25
   2. Accept appropriate answers.
   3. (a) 2:45  (b) 8:10  (c) 12:10  (d) 1:50
   (e) 4:15  (f) 1:30

4. Writing time using past and to
   1. (a) 15 minutes past 3  (b) 30 minutes past 4
   (c) 10 minutes to 12  (d) 15 minutes past 7
   (e) 5 minutes past 11  (f) 20 minutes to 3
   (g) 15 minutes to 10  (h) 20 minutes to 8
   (i) 5 minutes to 5  (j) 10 minutes to 4
   (k) 25 minutes to 6  (l) 15 minutes to 7
   2. Accept appropriate answers.
5. Estimating time in hours

1. (a) 1 hour 30 minutes (b) 5 hours  
   (c) 2 hours
2. (a) Half an hour (b) 3 hours  
   (c) 1½ hours (d) 1 hour

6. Adding and subtracting time involving hours and minutes

1. (a) 12 hrs 40 min (b) 8 hrs 00 min  
   (c) 10 hrs 40 mins (d) 5 hrs 50 mins
   (e) 7 hrs 30 min (f) 14 hrs 50 min
   (g) 2 hrs 5 min (h) 2 hrs 20 mins
   (i) 2 hrs 13 min (j) 2 hrs 10 min
   (k) 2 hrs 35 mins (l) 6 hrs 15 mins

Mental challenge

1. (a) 28 days (b) 35 days (c) 56 days  
   (d) 42 days (e) 49 days (f) 70 days
2. (a) 1 week (b) 9 weeks (c) 7 weeks  
   (d) 5 weeks

Activity 11

1. (a) 120 minutes, 300 minutes (b) 12 weeks
2. (a) 7 hrs 55 min (b) 3 hrs 53 mins
3. (a) 4 hrs 13 min (b) 4 hrs 11 mins

Assessment Exercise 3

1. 470, 465, 460, 455, 450, 445
2. 905, 910, 915, 920, 925, 930
3. 1000, 995, 990, 985, 980, 975
4-5. Accept appropriate answers.

6. 6 7 8 9 9. 12 10 291
11. 901 12. 985 13. 382 14. 948 15. 803
16. 960 17. 462 18. 203 19. 504 20. 212
21. 45 22. 194 23. 25 marbles 24. 8 books
25-27. Mark appropriately. 28. 909m
29. 894 30. 441 31. 441 32. 916 33. 747
34. 148 35. heavier than 36. heavier than
37. lighter than 38. 15 kg 39. Sugar
40. 99 mangoes 41. 580 L 42. 952 L
43. 128 litres 44. 12 packets 45. 15 litres
46. 60 47. 14 litres 48. 14 litres
49. 93 litres
50. None. They hold the same amount of water.

12. Money

1. Identifying Kenyan currency notes up to 1000

(a) 50 (b) 100 (c) 200 (d) 500  
   (e) 1000

2. Counting money in different denominations

(a) 150 (b) 300 (c) 250 (d) 400  
   (e) 600
2. (a) 550 (b) 700 (c) 750 (d) 300  
   (e) 100
3. (a) 60 (b) 140 (c) 75 (d) 555  
   (e) 800 (f) 1000 note (g) 50 cents
   (h) 5 sh note

3. Adding and subtracting money

1. (a) 45 Ksh 5 cents (b) 146 Ksh 15 cents  
   (c) 19 Ksh 50 cents (d) 883 Ksh 0 cents
   (e) 715 Ksh 80 cents (f) 1227 Ksh 60 cents
   (g) 10 Ksh 40 cents (h) 168 Ksh 46 cents
   (i) 400 Ksh 0 cents (j) 572 Ksh 50 cents
   (k) 53 Ksh 71 cents (l) 155 Ksh 10 cents
2. (a) 5 (b) 5 (c) 600 (d) 600  
   (e) 20 (f) 100, 400, 300

4. Shopping activities involving change and balance

1. (a) 26 Ksh (b) 624 Ksh (c) 430 Ksh  
   (d) 26 Ksh (e) 824 Ksh
2. (a) 120 Ksh (b) 600 Ksh  
   (c) 350 Ksh (d) 150 Ksh

Activity 12

Accept appropriate answers.

Assessment Exercise 4

1. 2nd position 2. 5th position 3. Sherry  
4. 8th position 5. None
6. Sherry, Kamau, Dan, Njeri, Fatuma, Otieno, Jane, Mokua, Mary, Ali, Ben
6. 28 days (b) 35 days (c) 56 days  
   (d) 42 days (e) 49 days (f) 70 days
2. (a) 120 minutes, 300 minutes (b) 12 weeks  
   (a) 7 hrs 55 min (b) 3 hrs 53 mins  
   (a) 4 hrs 13 min (b) 4 hrs 11 mins

Activity 12

1. (a) 120 minutes, 300 minutes (b) 12 weeks
2. (a) 7 hrs 55 min (b) 3 hrs 53 mins
3. (a) 4 hrs 13 min (b) 4 hrs 11 mins

Assessment Exercise 3

1. 470, 465, 460, 455, 450, 445
2. 905, 910, 915, 920, 925, 930
3. 1000, 995, 990, 985, 980, 975
4-5. Accept appropriate answers.

6. 6 7 8 9 9. 12 10 291
11. 901 12. 985 13. 382 14. 948 15. 803
16. 960 17. 462 18. 203 19. 504 20. 212
21. 45 22. 194 23. 25 marbles 24. 8 books
25-27. Mark appropriately. 28. 909m
29. 894 30. 441 31. 441 32. 916 33. 747
34. 148 35. heavier than 36. heavier than
37. lighter than 38. 15 kg 39. Sugar
40. 99 mangoes 41. 580 L 42. 952 L
43. 128 litres 44. 12 packets 45. 15 litres
46. 60 47. 14 litres 48. 14 litres
49. 93 litres
50. None. They hold the same amount of water.

12. Money

1. a, d, e, g and h.
2. (a) 50 (b) 100 (c) 200 (d) 500  
   (e) 1000
37. 10 minutes past 8
38. 30 minutes past 9
39. Accept appropriate drawing.
40. 200 Ksh, 400 Ksh

Strand 3: Geometry

13. Position and direction
1. Turn left or right
   (a) Turn left
   (b) Turn right
2. Accept appropriate answers.
3. Accept relevant answers.
4. (a) 2 times
   (b) None
   (c) left
   (d) left
   (e) Mark appropriately.
5-6. Mark appropriately.

Activity 14
4. Mark appropriately.

12. Shapes
1. Accept appropriate answers.
2. (a) Rectangle
   (b) Rectangle
   (c) Triangle
3. (a) Square
   (b) Oval
   (c) Triangle
   (d) Rectangle
   (e) Circle
4. Triangle
5. Square
6. Triangle

Activity 15
Accept appropriate answers.

Assessment Exercise 5
2. Peter
3. Dorothy
4-5. Accept appropriate answers.

Assessment Exercise 6
1. (a) Sunday – First
   (b) Monday - Second
   (c) Tuesday – Third
   (d) Wednesday – Fourth
   (e) Thursday – Fifth
   (f) Friday – Sixth
   (g) Saturday – Seventh
2. 50, 60, 70, 80, 90
3. 900, 800, 700, 600, 500, 400
4. 75, 80, 85, 90, 95, 100
5. 10
6. 8
7. 592
8. 582
9. 102
10. 10. 350
11. 85
12. 9 + 9 + 9 = 27
13. 3 + 3 + 3 + 3 = 12
14. 5 + 5 + 5 + 5 + 5 = 25
15. 7 + 7 + 7 + 7 + 7 + 7 = 49
16. 6 x 6 = 36
17. 8 x 2 = 16
18. 9 x 1 = 9
19. 4
20. 6
21. 4
22. 4, 4
23. 10, 10
24. 6, 6
27. 892, 28. 960
29. 75 kg
30. 767
31. 22 kg
32-35. Accept appropriate drawings.
36. 8 hours 45 minutes
37. 52 Ksh 44 cents
Theme 1. Activities at home and at school

Strand 1: Listening and speaking

A. Attentive listening pronunciation and vocabulary

1. Guide learners to complete the picture well. This activity tests on attentive listening. Proper way of sitting as you listen attentively. Note other features of listening attentively like eye contact, use of facial expression and gestures. Let them colour the completed pictures appropriately using bright colours. Assess the best presentation and reward accordingly.

2. This question tests on pronunciation and vocabulary. Let the learners read the given sound blends br and bl well as guided. Guide the less able learners who may have mother tongue influence. Be patient with them and let them repeat the words after you until they master. Reward those who pronounce the sound blends accordingly.

3. (a) Broom  (b) Blue   (c) Branch  (d) Blanket  (e) Brother  (f) Black  (g) Blade  (h) Brown

B. Language structures and functions

Subject - verb agreement

4. (a) is  (b) are  (c) are  (d) is  (e) is

5. Accept any 5 correct sentences describing activities done daily by each individual learner. Let them include the time of the day at which the various activities are done.

Strand 2: Reading

A. Phonic reading and word reading

1. Guide learners to write the first, middle and last sounds of the names of their friends. Ensure they write the first, middle and last name appropriately. Assess correct letter shaping.

2. This activity tests on the spelling. Most of these words relate to the theme. meho—home   soolch—school   koob—book   nep—pen   ipeh—help

B. Connected text, fluency and comprehension

3. Let learners read the passage of Pat and Kim aloud. Take note of the development of the words they had previously learnt how to read. The words used in sentences should be easy to read as they had previously interacted with them. Note that these are vocabularies relating to the theme. Assess fluency in reading, pronunciation of words and speed in reading. Guide those who cannot read fluently to read as expected. Guide them to answer the given questions correctly.

4. (a) In the morning, the children: (a) Wake up at six o’clock every day. (b) Prepare breakfast and wash utensils. (c) They run to school. (b) At school, the children: (a) Clear their classrooms. (b) Collect rubbish before going to class. (c) Play during break time. (d) Talk about what they have learnt. (e) Learn differently in different learning areas. (c) After school, the children (a) Talk about what they have learnt. (b) Do their homework together. (d) Accept any appropriate individual responses from each learner. Check this to ensure that the learners are not exposed to child labour. (e) Accept any appropriate response from individual learners.

Strand 3: Writing

A. Handwriting and spelling

1. Let learners practice writing the letters neatly and shaping them well. Note that the learners had previously interacted with these sounds. Assess correct letter shaping.

2. This activity tests on the spelling. Most of these words relate to the theme. meho—home   soolch—school   koob—book   nep—pen   ipeh—help
B. Punctuation and guided writing
3. This activity tests on punctuation.
   (a) Tom and Jane are helping at home.
   (b) They go to Tumaini Primary School.
   (c) I live in Nairobi.
4. This activity tests on guided writing.
   Accept the different responses from individual learners.
   Guide them as they do the work. Teach them about the importance of writing and reading through what they have written and correcting the work before submitting. This ensures that they have minimal corrections.
   Check on correct spelling, punctuation and neatness. Encourage learners to read their written work to others in class.
   Reward the best presentation accordingly.
   Correct the mistakes made by those who could not present well.
   Encourage them to rewrite the words correctly.
   Accept the best presentation of Pat and Kim’s story which captures all the activities done daily.
5. Accept the best artistic work from individual learners of the home and school.
   Ensure the sentences written are well punctuated and spelt correctly. The sentences must relate to the theme.

Theme 2: Sharing duties and responsibilities

Strand 1: Listening and speaking
A. Attentive listening pronunciation and vocabulary
1. This activity tests on attentive listening. Proper way of sitting as you listen attentively. Check on the drawing to correct on proper way of sitting while listening. Check on how they place their hands, head, back, feet among others for correct sitting posture. Improper posture can lead to long time illnesses.
   Accept the correct display of a picture drawing showing the correct sitting posture of a person sitting appropriately and listening attentively.
2. This question tests on pronunciation and vocabulary. Let the learners read the given sounds ch and cl as guided. Assess correct pronunciation and sound projection.
3. (a) chin (b) bench (c) chess (d) chick (e) chair (f) child

B. Language structures and functions
5. Indefinite pronouns: nobody, anybody and somebody
   (i) nobody (ii) somebody (iii) anybody (iv) anybody/somebody (v) nobody

Strand 2: Reading
A. Phonic reading and word reading
1. Let learners practice reading the sounds in the given names as guided.
   Assess correct sound identification and reading as shown below:
<table>
<thead>
<tr>
<th>First</th>
<th>Middle</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>a</td>
<td>t</td>
</tr>
<tr>
<td>k</td>
<td>i</td>
<td>p</td>
</tr>
<tr>
<td>j</td>
<td>o</td>
<td>y</td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td>m</td>
</tr>
<tr>
<td>d</td>
<td>a</td>
<td>n</td>
</tr>
</tbody>
</table>

2. Guide learners to read the given words well. The words relate to the theme.
   Assess correct pronunciation of words given in pairs and as individuals.

B. Connected text and fluency and comprehension
3. Let learners read the passage Helping at home in turns. Assess fluency and comprehension.
4. (a) Nduta helped Mother with house work.
   (b) Mother cooked food for the family.
   (c) So that work can be made easier.
   Accept any appropriate responses from individual learners. Encourage learners to always help with the right activities at home and at school.

Strand 3: Writing
A. Handwriting and spelling
1. Let learners practice writing the letters neatly and shaping them well. Note that the learners had previously interacted with these sounds. Assess correct letter-shaping, spacing of words and neat handwriting.
2. The activity tests on the spelling. Most of these words relate to the theme.
   tydu — duty
cresho — chores
Theme 3: Environment

Strand 1: Listening and speaking

A. Attentive listening pronunciation and vocabulary

1. The activity emphasises on attentive listening- interpreting different facial expressions as you listen attentively:
   (i) happy  (ii) surprised  (iii) worried  (iv) mad  (v) scared  (vi) sad

2. Let learners say the poem in pairs, groups or individually. Guide them in getting the correct tune. Let them use correct facial expression as they recite the poem. Let them listen attentively as the poem is being recited.

3. (a) Accept appropriate responses from different learners. Consider the following responses among others; animals, flowers, plants and soil.
   (b) Keeping environment clean, avoiding pollution, watering plants and flowers, weeding the flower beds, feeding the animals, planting more trees among others.
   (c) Cleaning, taking care of animals, taking care of plants among others.

4. Guide learners to read the given sounds dr and fl correctly.

5. (i) dr  (ii) fl  (iii) dr  (iv) dr  (v) fl  (vi) fl

B. Language structures and functions

Singular and plural of irregular nouns

6. (a) roofs  (b) children  (c) feet  (d) women  (e) knives

B. Punctuation and guided writing

3. This activity tests on punctuation.
   (a) N, K  (b) I  (c) W, M  (d) W, K  (e) T

4. Accept appropriate responses from individual learners. Let the responses be grammatically correct sentences which describe activities each learner does every day. Reward the best writers appropriately by reading in class. Correct punctuation, spelling and neatness should be highly considered.

Strand 2: Reading

A. Phonic reading and word reading

7. (i) food  (ii) house  (iii) planting  (iv) school  (v) animals

8. Let learners read the given words well as guided.

B. Connected text and fluency and comprehension

1. Guide learners to read the given passage about ‘Child rights’. Take note of the development of the words they had previously learnt how to read. The words used in sentences should be easy to read as they had previously interacted with them. Note that these are vocabularies relating to the theme. Assess fluency in reading, pronunciation of words and speed in reading. Guide those who cannot read fluently to read as expected. Guide them to answer the given questions correctly.

2. Answers to written questions.
   (a) Accept correct answers. Some rights of children include:
      (i) Right to live without fear.  (ii) Right to food.  (iii) Right to shelter.
      (iv) Right to clothing.  (v) Right to education.  (vi) Right to health care.
      (vii) Right to be taken care of.  (viii) Right to play.
   (b) People, parents, guardians and the government.
   (c) Report to the right people.
   (d) Accept correct answers.
      (i) At home children should help adults with light duties like sweeping the house, cleaning the compound, washing utensils among others.
      (ii) At school children should sweep their classrooms, collect rubbish, weed the flower beds and keep the school compound clean.

B. Connected text and fluency and comprehension

1. Guide learners to read the given passage about ‘Child rights’. Take note of the development of the words they had previously learnt how to read. The words used in sentences should be easy to read as they had previously interacted with them. Note that these are vocabularies relating to the theme. Assess fluency in reading, pronunciation of words and speed in reading. Guide those who cannot read fluently to read as expected. Guide them to answer the given questions correctly.

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      (iv) Right to clothing.  (v) Right to education.  (vi) Right to health care.
      (vii) Right to be taken care of.  (viii) Right to play.
   (b) People, parents, guardians and the government.
   (c) Report to the right people.
   (d) Accept correct answers.
      (i) At home children should help adults with light duties like sweeping the house, cleaning the compound, washing utensils among others.
      (ii) At school children should sweep their classrooms, collect rubbish, weed the flower beds and keep the school compound clean.

Strand 3: Writing

A. Handwriting and spelling

1. Guide learners to copy the given letters dr and fl neatly. Assess proper shaping of letters and neatness.

2. Let learners copy the given words neatly as guided.

B. Punctuation and guided writing

3. (i) clothes  (ii) house  (iii) food  (iv) tree  (v) birds  (vi) school

4. (i) Right to school  (ii) Right to food  (iii) Right to proper health care  (iv) Right to play  (v) Right to shelter
5. Child rights
(a) Children should be given food.
(b) Children should be allowed to play.
(c) Children should be educated.
(d) Children should be given proper health care.
(e) Children should be given good shelter.

Child responsibilities
(a) Cleaning the house. (b) Washing utensils.
(c) Watering the plants. (d) Feeding animals.
(e) Helping with light duties.

Child labour
(a) A child begging in the streets.
(b) A child working in a tea plantation.
(c) A child working in a quarry.
(d) A school child baby-sitting.
(e) A child employed as a house help.

Revision Exercise 1
1. Let learners tick the correct picture of a person who is sitting well.
2. Let learners touch the identified parts of the body well. Observe them perform the activity and reward those who perform well accordingly.
3. You should sit upright, still and silently when listening attentively.
4. (i) blink (ii) bread (iii) black
   (iv) brick (v) blue (vi) brown
   (vii) block (viii) brain
5. (i) watch (ii) chick (iii) chair
   (iv) bench (v) chain (vi) clip
   (vii) clock (viii) clap (ix) class
   (x) cloud
6. (a) is (b) are (c) am
   (d) walk (e) rises

Singular  Plural
Child          Children
Foot           Feet
Person         People
Ox             Oxen
Mouse          Mice
8. (i) mat (ii) bed (iii) six
   (iv) pot (v) sun
9. Accept appropriate responses from individual learners.
10. Let learners read the given words correctly.
11. Let learners read the given passage about working loudly as an individual in turns. Reward fluent readers appropriately.
12. Answers to written questions.
   (a) Kim and Grandmother fed the cows, sheep and goats.
   (b) Lena and Grandfather fed the chicken, ducks and donkeys.

(c) Accept appropriate responses from individual learners.
(d) Accept appropriate responses from each learner.
13. Let the learners practice good handwriting by copying the letters neatly.
14. (i) school (ii) home (iii) duty
   (iv) right (v) environment (vi) share
15. Accept well punctuated sentences.

Theme 4: Occupation

Strand 1: Listening and speaking

A. Attentive listening pronunciation and vocabulary
1. This activity test on attentive listening. Interpreting the correct gestures as you listen attentively. What the children are told to do:
   (a) jump (b) raise hands (c) close books
   (d) close books (e) clap (f) run
2. Guide learners to say the poem on ‘lives you save’ well in groups. Let them use the correct gestures, sit appropriately and listen attentively.
3. Accept any appropriate response from individual learners.
4. Guide learners to read the given sounds in groups and in pairs correctly.
5. sp, st, st, sp, sp and st

B. Language structures and functions

Future time (will and shall)
6. (a) will (b) shall (c) will (d) shall
   (e) shall (f) will (g) shall (h) will

Strand 2: Reading

A. Phonic reading and word reading
7. (a) f (b) t (c) d (d) p
   (e) l (f) k
8. Accept any appropriate response from individual learners.
9. Let learners read the given words correctly.

B. Connected text and fluency and comprehension
1. Guide learners to read the given passage on ‘using a computer’. Take note of the development of the words they had previously learnt how to read. The words used in sentences should be easy to read as they had previously interacted with them.
Note that these are vocabularies relating to the theme. Assess fluency in reading, pronunciation of words and speed in reading. Guide those who cannot read fluently to read as expected. Guide them to answer the given questions correctly.

2. Answers to written questions.
   (a) A computer is used almost everywhere—accept correct answers. Emphasise on correct usage of computer. Encourage them to always ask for guidance when accessing the internet.
   (b) Accept correct answers.
      (i) Designing - drawing paint.
      (ii) Shopkeeper - doing online shopping.
      (iii) Typist - typing information.
   (c) We must take care when using the computer to ensure that computers do not cause harm to us.
   (d) Accept correct sentences written by individual learners using the given words correctly.

Strand 3: Writing

A. Handwriting and spelling
1. Let learners practice writing the words neatly with good handwriting as guided.
2. (a) teacher (b) mechanic (c) editor (d) farmer (e) doctor

B. Punctuation and guided writing
3. Let learners fill in the gaps correctly according to the given instructions individually. Ensure that all the names start with a capital letter.
4. Accept correct sentences about the given people from individual learners. Let the neat sentences be well punctuated. Let them use the correct spelling.

Theme 5: Safety

Strand 1: Listening and speaking

A. Attentive listening pronunciation and vocabulary
1. Guide learners to read and say the poem in pairs and in groups. Let them use appropriate gestures and facial expression as they recite the poem. Let them listen to the poem attentively.
2. Guide learners to read the sounds fr and gl correctly.
3. Accept correct words with the sounds. Fr words – fruit, fry, frog, frame, freeze and fridge. Gl words – globe, glow, gloves and glue.

B. Language structures and functions
4. Opposites
   Wet – dry, big – small, old – young, sit – stand, day – night, weak - strong, right - wrong
5. (a) above (b) late (c) longest (d) cold (e) small

Strand 2: Reading

A. Phonic reading and word reading
1. (a) gl (b) a (c) t (d) b (e) h (f) f
2. Let learners read the given words aloud in pairs and individually.

B. Connected text and fluency and comprehension
3. Ask learners to read the passage given about ‘a snake bite’ aloud.
   • Reward the fast and fluent readers appropriately.
   • Ask them key inquiry questions to test their understanding.
   • Guide them to attempt the written questions individually.
4. Answers to written questions:
   (a) Mother told Nanjuya not to pick mangoes from the farm without permission.
   (b) Nanjuya could not listen to what her mother said. She picked a mango from the tree.
   (c) She was bitten by a snake and fell off the tree.
   (d) Accept any appropriate response from individual learners.
   (e) Accept any appropriate response from individual learners.

Strand 3: Writing

A. Handwriting and spelling
1. Let learners practice good handwriting by copying the given sentences neatly as an individual.
2. (a) fetysa – safety (b) isebru – bruise (c) ingsl – sling

B. Punctuation and guided writing
3. Let learners write their names and names of their friends individually. All the names should start with a capital letter.
4. Let learners look at the given pictures and write correct sentences about them individually. The sentences should relate to the theme.
5. Accept appropriate responses from individual learners on things we should do to keep safe.
Theme 6: Wild animals

Strand 1: Listening and speaking

A. Attentive listening pronunciation and vocabulary

1. Guide learners to use the body parts mentioned that is the hands, face and body to give instructions well without talking. Let them do it in pairs. This tests on appropriate use of gestures and facial expression in attentive listening.

2. Guide learners to read sounds ‘cr’ and ‘pl’ in pairs well.

3. Pictures whose names have sound ‘cr’.
   - crocodile
   - crown
   - crayon

4. Guide learners to read the given words in pairs, individually and in groups.

5. Let learners use any four words among the read words and write any four sentences of their own. Accept correct responses from individual learners.

6. Guide learners to sing the song about ‘Wild animals’ in pairs and in groups. Encourage them to include actions and body movements to make the song lively.

B. Language structures and functions

Prepositions
- (a) across
- (b) near
- (c) around
- (d) over
- (e) through
- (f) next to
- (g) beside
- (h) at

8. Accept correct sentences from individual learners.

Strand 2: Reading

A. Phonic reading and word reading

1. (a) e
   - (b) l
   - (c) g
   - (d) h
   - (e) h
   - (f) t

2. Let learners read the given words correctly as guided individually.

B. Connected text and fluency and comprehension

3. Guide learners to read the passage given about wild animals. Ask them key inquiry questions to test their understanding. Let them answer written questions individually.

4. Answers to written questions.
   (a) Wild animals are animals which mostly live in the forest.
   (b) Benefits of wild animals:
      - (i) Attract tourists.
      - (ii) Earn the country income.
      - (iii) Employment opportunity
   (c) We can take care of wild animals by: Not hunting or killing them. Protecting them. Reporting poachers. Stopping and saying no to poaching.
   (d) Accept appropriate responses from individual learners.

Strand 3: Writing

A. Handwriting and spelling

1. Let learners practice good handwriting by copying the sentences neatly.

2. (a) hippocampus
   - (b) lion
   - (c) zebra
   - (d) hyena
   - (e) crocodile
   - (f) giraffe

B. Punctuation and guided writing

3. (a) Are we going to the national park?
   - (b) Did you see the animals in the zoo?
   - (c) We should protect the animals.
   - (d) They have won! (e) I like wild animals.

4. Let learners look at the picture given individually. Guide them to write 4 correct sentences about the picture individually. Accept the correct responses from individual learners.

Revision Exercise 2

1. Let learners say the poem about ‘Give me five’ individually or in pairs. Guide them to include actions in order to make the poem enjoyable.

2. (a) Eyes are watching. (b) Ears are listening.
   - (c) Lips are closed. (d) Hands are still.
   - (e) We should sit appropriately and listen attentively.

3. Accept correct answers. Sound ‘sp’ words – spoon, spade, speak and spoil.
   Sound ‘st’ words – stand, still, stool and state.

4. Accept correct answers using the sounds.

5. (a) will
   - (b) will
   - (c) will
   - (d) will
   - (e) will
   - (f) shall

6. Opposites:
   - (i) day – night
   - (ii) small – big
   - (iii) stand – sit
   - (iv) up – down
   - (v) true – false
   - (vi) laugh – cry

7. (a) t
   - (b) a
   - (c) f
   - (d) l
   - (e) t
   - (f) e

8. Let the learners read the words correctly in pairs and as individuals.

9. Let learners read the given passage about The dream. Ask key inquiry questions to test the pupils’ individual understanding. Let them answer the written questions individually as guided.

10. Answers to written questions.
    - (a) Nana was in the middle of a very thick forest in her dream.
(b) On top of the tree she saw many monkeys.
(c) Nana found an elephant, a lion and a hyena
   when she climbed down.
(d) Mother laughed because it was only a dream.
(e) Accept appropriate responses from individual
   learners.
11. Let learners copy the letters given neatly
   individually.
12. Missing letters:
   (a) Lion (b) Elephant (c) Cheetah
   (d) Zebra (e) Hippopotamus (f) Giraffe
   (g) Monkey (h) Snake (i) Antelope
13. The following animal names should be found in the
   maze:
   (a) Giraffe (b) Zebra (c) Snake
   (d) Elephant (e) Cow (f) Hen
   (g) Dog (h) Duck
14. Accept appropriate responses from individual
   learners.
15. This is a description about wild animal. Let
   learners answer the key inquiry questions given
   appropriately as an individual. Accept appropriate
   responses.

**Theme 7. Saving**

**Strand 1: Listening and speaking**

**A. Attentive listening pronunciation and vocabulary**

1. Guide learners to read the story given about ‘The
   money tree’ aloud. It tests on attentive listening
   without interruption as others speak. Guide them
   appropriately.
2. Let learners read the given sounds ‘lm’ and ‘mp’
   well as guided.
3. Guide learners to read the given words
   individually and in pairs appropriately.
4. Let learners write words with sound lm and mp
   individually. Example: lm words - film and calm.
   mp words – damp and swamp.

**B. Language structures and functions**

WH-questions
5. (a) What (b) when (c) how
   (d) Which (e) who, where (f) where
   (g) Why / What (h) When, where
   (i) What, when

**Strand 2: Reading**

**A. Phonic reading and word reading**

1. Let learners read the given words correctly in
   groups, individually or in pairs.

**Theme 8. The festival**

**Strand 1: Listening and speaking**

**A. Attentive listening pronunciation and vocabulary**

1. Let learners display well drawn and coloured faces
   expressing happiness, sadness and worry. Reward
   the best drawing by putting it in the portfolio.
2. Guide learners to use their facial expressions to show happiness, sadness, scared, tiredness and anger.
3. Guide learners to read sound sl and sn well in groups.
4. Let learners read the poem on 'The Pet' in pairs.
5. Words with sound sl from the poem include: Slate, slow, slapped, slippery and slid.
6. Let learners read the given sentences well in pairs and identify words with sound sn.
7. Words with sound sn from the sentences: snack, snakes, snap, snail and snore.

B. Language structures and functions

Describing words
8. Let learners match the pictures with the words.
   (a) grass – green (b) egg – oval (c) 10 number- 10th (d) tree – tall (e) clouds - dark

Strand 2: Reading

A. Phonic reading and word reading
1. Let learners read the words correctly.

B. Connected text and fluency and comprehension
2. Guide learners to read the passage given on 'The festival' individually. Assess on speed and correct pronunciation. Ask learners key inquiry questions in order to assess individual understanding. Let them answer the written questions well individually.
3. Answers to written questions.
   (a) The festival came earlier than usual.
   (b) Bora Primary School was well known for poems, choral verses and traditional dances.
   (c) Accept appropriate responses from individual learners.
   (d) During a music festival, different presentations are done and the winners are got in various presentations.
   (e) Accept correct answers.
      Importance of music festivals:
      (i) Help to build learners’ talents.
      (ii) Enable people to interact.
      (iii) Make the presenters to pass their culture.
      (iv) They are educative.

Strand 3: Writing

A. Handwriting and spelling
1. Let learners colour the picture given using different colours.

B. Punctuation and guided writing
3. Let learners write five different sentences using the given punctuation marks well. Accept correctly punctuated sentences from individual learners.
4. Sentences from the table.
   (i) It was the wedding day of my sister.
   (ii) The colour theme was blue and white.
   (iii) The women cooked.
   (iv) We served the guests.
   (v) People took drinks as they danced and listened to the music.

Theme 9. Playtime and sports

Strand 1: Listening and speaking

A. Attentive listening pronunciation and vocabulary
1. Guide learners to recite the poem in groups. Let them use hands, faces and body movements appropriately. Reward the best group appropriately.
2. Guide learners to read the given sounds gr and shr well.
3. (a) graph (b) grass (c) grapes (d) green (e) grasshopper (f) grandmother
4. Let learners read the given words correctly.
5. Let learners write correct sentences using the shr words of their choice correctly.
6. Let learners look at the pictures and read the words under each picture in pairs well.
7. (a) Ball – an object used for playing games.
   (b) Car – a wheeled vehicle that moves by being driven by a person.
   (c) Doll – a toy in the form of a human being.
   (d) Kite – a toy that is light in weight and is tied and dragged.
   (e) Ride – to transport oneself by sitting on a bicycle and directing it.
   (f) Swim – to move through water without touching the bottom.
   (g) Play – to perform in any sport.
   (h) Run – a pace faster than a walk.
   (i) Sing – to produce music with one’s voice.
8. Let learners use any three words to write three different sentences individually. Accept correct sentences.
B. Language structures and functions
Comparative and superlative
9. (a) heavier  (b) stronger  (c) tallest
   (d) narrower  (e) biggest  (f) smaller

Strand 2: Reading
A. Phonic reading and word reading
1. Let learners read the given words well as guided.
2. Guide learners to read the given passage on ‘Sports’. Guide them to answer both key inquiry questions and written questions well.
3. Answers to written questions.
   (a) Sports refer to any athletic activities which involve the use of physical skills in order to compete.
   (b) Importance of sports to a person:
      (i) Help people to exercise.
      (ii) Keep people healthy and fit.
      (iii) Offer them a break from everyday activities.
      (iv) They are a source of entertainment.
      (v) Help people to build and develop their character.
      (vi) Enable people to be friendly by making friends.
      (vii) Help people to develop good values.
      (viii) Enable people to earn their living.
   (c) Accept different appropriate responses from individual learners.

Strand 3: Writing
A. Handwriting and spelling
1. Accept correctly punctuated sentences from individual learners.
2. (a) sports  (b) playtime  (c) champion  (d) trophy  (e) win

B. Punctuation and guided writing
3. Let learners write three sentences using the given punctuation marks appropriately.
4. Let learners write five different sentences about sports day well. Accept grammatically correct sentences from individual learners.

Theme 10. Diseases and the food we eat

Strand 1: Listening and speaking
A. Attentive listening pronunciation and vocabulary
1. Guide learners to recite the poem in groups about ‘The food for us’ as guided. Reward the best group appropriately.
2. Let learners read the given sound letters if and rf well.
3. Guide learners to read the given words and attempt to check their meanings from the dictionary. Accept appropriate word meanings from individual learners.
4. Let learners read the given words well individually.
5. Guide learners to make two sentences using any two of the read words in (4) above. Check correct grammar and proper punctuation. Read the best sentences to the rest of the learners in class.

B. Language structures and functions
Conjunctions
6. (a) and  (b) because  (c) because  (d) and  (e) but  (f) because

Strand 2: Reading
A. Phonic reading and word reading
1. Guide learners to read the given words correctly in pairs and in groups.
2. Let learners read the given poem in pairs and in groups about ‘stay healthy’. Ask them key inquiry questions to test their understanding. Guide them to answer the written questions well.

B. Connected text and fluency and comprehension
3. Answers to written questions.
   (a) You stay healthy by eating a healthy diet and exercising every day.
   (b) In order to keep away diseases.
   (c) Accept appropriate responses from individual learners.
   (d) If you do not eat healthy food, you will suffer from different diseases.
Strand 3: Writing

A. Handwriting and spelling

1. Let learners use any three words among the given to make correct grammatical sentences. Accept well punctuated sentences from individual learners.

2. (a) Bananas (b) Meat (c) Ugali (d) Chicken (e) Water (f) Cabbage

3. Accept appropriate sentences which are well punctuated.

4. Accept appropriate responses from individual learners.

Revision Exercise 3

1. (a) Sing (b) Run

2. Let learners say and do what is being said in the poem in pairs.

3. Sound lm; palm, helm, film, elm, balm and calm.
   Sound mp; stamp, swamp, lamp, clump damp and trump.

4. Words which can be used to describe something from the group:
   Small, black, red, blue, long, big, oval, round, square

5. Let learners read the given words well.

6. Guide learners to read the passage on ‘The game silently’. Ask them key inquiry questions to test their understanding. Let them answer the written questions well as an individual.

7. Answers to written questions.
   (a) Kanini likes to play football.
   (b) Kanini hurt her leg badly.
   (c) Sofi offered to be a doctor.
   (d) She put on clean plastic gloves and cleaned Kanini’s wound.
   (e) Accept appropriate responses from individual learners.

8. Let learners practice good handwriting by copying the sentences neatly.

9. (a) Toothbrush (b) Soap (c) Nurse (d) Stomach-aches

    I have been taught about eating healthy food.
    We wash our hands with soap after visiting the toilet and before eating. Living healthy is fun.

11. Filling in the gaps correctly.
    (i) Chicken, eggs, milk
    (ii) Ugali, bread, sweet potatoes
    (iii) Fruits, vegetables
    (iv) Water

Assessment Paper 1

1. Picture b, c and f shows the correct way of opening a book.

2. Br: Broom, brake, break, brick, bridge, breadth and breed.
   Bl: Blue, blood, blink, block and bleach.
   Ch: Chick, chips, chapatti, children, chalk and check.
   Cl: Clap, clean, class, clay, clock and cloth.

3. 

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td>mice</td>
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<tr>
<td>ox</td>
<td>oxen</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
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<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
</tbody>
</table>

4. Use of will and shall:
   (a) will (b) shall (c) will
   (d) will (e) will

5. Let learners read the passage on ‘The big day’ silently. Guide them to answer key inquiry and written questions individually.

6. Answers to written questions.
   (a) Everybody eagerly waited for the big day.
   (b) The important guests included:
      (i) The County Director of Education
      (ii) The Assistant County Director of Education
      (iii) The Governor of the County
   (c) Learners participated in athletics, football and netball competitions.
   (d) Accept appropriate responses from individual learners.
   (e) Accept appropriate responses.
   (f) Accept appropriate responses.

7. Accept correct drawings of things found in the classroom. Let them be well labelled.

8. (a) drawing (b) playing (c) cleaning

9. Correct punctuation:
   (a) It is sunny today. (b) Are we going home?
   (c) I have a new uniform.

10. Accept the correct descriptive story based on the pictures given. Let the sentences be well punctuated and neat. Read the best story about the given pictures to the rest in class.

Assessment Paper 2

1. Let learners draw faces to show happy, sad, afraid and tired moods. Display the best drawing in the portfolio.


4. Let learners read the given passage on Games silently. Guide them to answer both key inquiry and written questions well.

5. Answers to the written questions.
   (a) Lena goes to Bidii Primary School.
   (b) Nobody makes noise in class.
   (c) Learners go to the field to play games.
   (d) Accept appropriate responses from learners.

6. Punctuation.
   (a) I go to school every day.
   (b) We are going to plant trees.
   (c) Are we washing our hands?

8. Let learners look at the picture and write any four correctly punctuated sentences about the picture individually. Accept grammatically correct sentences. Read the best sentences to the class.

Assessment Paper 3

1. Let learners say the poem about 'I Listen' involving the actions by use of the body parts in pairs. Reward the best pair appropriately.

2. (a) speak (b) see (c) listen (d) look at them and listen

3. (a) nk (b) lk (c) nt (d) mp (e) nd

4. (a) tidy (b) bigger (c) better (d) most difficult (e) bigger (f) most interesting (g) more expensive (h) most talkative

5. Let learners read the passage about 'The farm' silently and answer both key inquiry and written questions individually.

6. Answers to written questions.
   (a) The name of the farmer is Mrs. Tumo.
   (b) Today, she will work on her farm.
   (c) She will use a hoe and a spade in the garden.
   (d) She will use a hoe and a spade to weed.
   (e) She will feed her goats, chicken and dog.
   (f) Accept appropriate responses.

7. (a) I met John at the capital city of Kenya.
   (a) Susan is an old friend of mine.
   (b) Miss Sophia is my teacher.
   (c) Who won the prize?
   (d) The flowers were beautiful.
   (e) Nobody was at home.

8. Let learners look at the pictures in pairs and talk about each one of them.

9. Let individual learners write four sentences about the pictures. Accept correctly punctuated sentences. Read the best sentences to the rest in class.
Sura ya 1: Shambani

A. Sauti mbili tofauti zinazotamkwa pamoja
   (ukurasa 199)

1. Sauti bw

Zoezi 1
   (ukurasa 199)
Hakikisha mwanafunzi ametamka sauti; a, e, i, o na u.

Zoezi 2
   (ukurasa 199)
Hakikisha mwanafunzi anatamka sauti w.

Zoezi 3
   (ukurasa 199)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
   (ukurasa 199)
Hakikisha mwanafunzi ametamka sauti b.

Zoezi 5
   (ukurasa 199)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
   (ukurasa 200)
Hakikisha mwanafunzi ametamka silabi na kisha neno.

Zoezi 7
   (ukurasa 200)
Bweha, bwa, bwaga, bweni, bwalo na bwelasuti.

Zoezi 8
   (ukurasa 200)
Bwawa, bweka, bwelasuti na bwia.

Zoezi 9
   (ukurasa 200)
1. tubwi 2. bwalo 3. zibwa 4. kabwiri 5. bwelasuti

Zoezi 10
   (ukurasa 200)
1. bwe ni 2. bwi ka 3. bwa lo 4. tu bwi ki a 5. u bwa bwa

B. Sauti fy

Zoezi 1
   (ukurasa 202)
Hakikisha mwanafunzi anatamka sauti y.

Zoezi 2
   (ukurasa 202)
Hakikisha mwanafunzi ametamka sauti; a, e, i, o na u.

Zoezi 3
   (ukurasa 202)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
   (ukurasa 202)
Hakikisha mwanafunzi ametamka sauti f.

Zoezi 5
   (ukurasa 203)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
   (ukurasa 203)
Hakikisha mwanafunzi ametamka silabi na kisha neno.

Zoezi 7
   (ukurasa 203)
Fyeko, fyatua, fyeka, fyuka, afya, fyonza na ufyefye.
Zoezi 8
(ukurasa 203)
Fyata, fyekeo, fyongo na fyuzi.

Zoezi 9
(ukurasa 203)
1. fyuka 2. fyekeo 3. ufyoisi
4. mfyaamb 5. Mfyatuko

Zoezi 10
(ukurasa 204)
1. fyo ngo 2. fyu zi 3. u fye ka ji
4. fyo nza 5. m fya mbo

Zoezi 11
(ukurasa 204)
1. fyuzu 2. fyata 3. fyeka
4. afya 5. fyonga

Zoezi 12
(ukurasa 204)
Afya, fyeke, fyata, afyuni, fyoa, fyoto na fyua

Zoezi 13
(ukurasa 205)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti fy: Afya, afyuni, fyekeo, afyeke, kufyoza na alifyata.

3. Sauti kw

Zoezi 1
(ukurasa 205)
Hakikisha mwanafunzi anatamka sauti w.

Zoezi 2
(ukurasa 205)
Hakikisha mwanafunzi ametamka sauti: a, e, i, o na u.

Zoezi 3
(ukurasa 205)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
(ukurasa 205)
Hakikisha mwanafunzi ametamka sauti k.

Zoezi 5
(ukurasa 206)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
(ukurasa 206)
Hakikisha mwanafunzi anatamka silabi na kisha asome neno.

Zoezi 7
(ukurasa 206)
Kwaya, kwangu, mkwiro, kweto, sokwa, pakwa na kwenye.

Zoezi 8
(ukurasa 206)
Kwenye, kwalpa, kwato, kwa, kwingi na kwao.

Zoezi 9
(ukurasa 206)
1. mkweli 2. kwaya 3. mkwiro
4. ukwapi 5. kweto

Zoezi 10
(ukurasa 207)
1. u kwa si 2. m kwi ro 3. kwa to
4. kwe tu 5. kwa pa

Zoezi 11
(ukurasa 207)
1. mkwezi 2. ukwasi 3. mkwaju
4. kwingine 5. kwaya

Zoezi 12
(Ukurasa 207)
Kweto, kwao, kwako, kwapa, kwato tokwa, pakwa, kwea, okwa, kokwa...

Zoezi 13
(Ukurasa 208)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti kw: Mkwezi, ukwasi, kwa, mkwaju, ukwezi, mkubwa, kwenye, kwapana mkw.

B. Msamiati
(Ukurasa 208)

Zoezi 1
(Ukurasa 208)
Hakikisha mwanafunzi anasoma maneno husika kwa usahihi.

Zoezi 2
(Ukurasa 208)
1. jembe 2. upanga 3. fyekeo
4. machaku 5. shoka 6. plau
7. trekta 8. glavo 9. mfereji

Zoezi 3
(Ukurasa 209)
Hakikisha mwanafunzi ameambataniwa picha na jina la kifaa kwa usahihi.
Zoezi 4
(ukurasa 210)
Hakikisha mwanafunzi anasoma maneno husika.

Zoezi 5
(ukurasa 210)
1. kufyeka 2. kulima 3. kupulilia
4. kunyunyizia maji 5. kupulizia dawa
6. kuvuna

Zoezi 6
(ukurasa 210)
1. jembe 2. shoka 3. fyekeo
4. trekta 5. plau 6. Machaku

Zoezi 7
(ukurasa 211)
1. mimea 2. kwekwe 3. trekta
4. fyekeo 5. panda

Zoezi 8
(ukurasa 211)
Hakikisha mwanafunzi amechora vifaa husika kisha amshauri ipasavyo.

Zoezi 9
(ukurasa 211)
Hakikisha mwanafunzi amepaka rangi mchoro kisha amshauri ipasavyo.

Zoezi 1
(ukurasa 212)
Hakikisha mwanafunzi amepata majina haya katika jedwali. Shoka, reki, jembe, glavu na plau.

C. Kusikiliza na kuzungumza
(ukurasa 212)

Zoezi 2
(ukurasa 212)
Hakikisha mwanafunzi amesimulia kazi zinazoonekana katika picha. Kwa mfano, kupandia, kupulilia, kulima, kuvuna...

D. Kusoma
(ukurasa 213)

Zoezi 1
(ukurasa 213)
1. Alifyeka nyasi kwa fyekeo, alipunguza matawi ya miti kwa upanga, alikusanya nyasi na matawi na kuyaonduo shambani, alivuna mahindi, alwasha moto, aliyachoma mahindi na kuyala.
4. Alinyunyizia mimea maji ili isikauke.
5. Kukusanya nyasi na matawi na kuyaonduo shambani, Kuweka mbolea na kunyunyizia mimea maji.

Zoezi 2
(ukurasa 215)
A. 1. mkulima 2. mikahawa
3. mashoka na panga
4. Kufyeka nyasi na kukata miti. 5. Trekta
B. 1. mikahawa
2. Ilikuwa ikitoa mazao kidogo.
4. Ili isiharibiwe na wadudu waharibifu na magonjwa.
5. Kulima sehemu iliyoylekwa.

E. Kuandika
(ukurasa 217)

Zoezi 1
(ukurasa 217)
b, c, e, a. kufyeka, kupanda, kupalilia, kuvuna.

Zoezi 2
(ukurasa 217)
1. Mzee Juma ni mkulima.
2. Alifyeka kichaka kwa fyekeo.
3. Alilima kwa jembe.
4. Alitayarisha mashimo ya kupandia mbegu.
5. Alipanda mbegu za mahindi.
7. Alipulizia mimea ya mikahawa.
8. Aliongezea mbolea ili inendelee kuku vizuri.
10. Mahindi yalipokuwa tayari aliyavuna.

Zoezi 3
(ukurasa 218)
1. kufyeka 2. alilima 3. alipanda
4. alipalilia 5. alinyunyizia 6. alipulizia
7. Alivuna

Zoezi 4
(ukurasa 218)
Mwelekeze mwanafunzi kuandika insha kuihusu picha kitabuni. Uisahihishe kisha umshauri ipasavyo.

Zoezi 5
(ukurasa 218)
Hakikisha mwanafunzi ameandika insha kuhusu ‘Shamba langu’. Uisahihishe kisha umshauri ipasavyo.
F. Sarufi

Zoezi 1

1. (a) Yeye ananunua bidhaa dukani.
   (b) Wao wanunua bidhaa dukani.
2. (a) Yeye anaingia ndani ya gari aende shuleni.
   (b) Wao wanaingia ndani ya basi.
3. (a) Yeye anasimama kwengine steji.
   (b) Wao wanasiimama kwenye steji.
4. (a) Yeye anainua mfono juu.
   (b) Wao wanainua mfono juu.

Zoezi 2

1. Wao watapika. 2. Wao watacheza.
5. Wao wataimbma.

Zoezi 3

Zoezi 4

5. Wao

Zoezi 5

1. a 2. wa 3. a 4. a
5. wa

Sura ya 2: Uzalendo

A. Sauti mbili tofauti zinazotamka pamoja

Zoezi 1

1. Sauti mw

Zoezi 2

Zoezi 3

Zoezi 4

Zoezi 5

Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6

Hakikisha mwanafunzi anatamka silabi na kisha neno.

Zoezi 7

Mwezi, zimwi, mwokozi, utuma, mwokaji na mwivu.

Zoezi 8

Mwaka, mwisho, mwiko, mwelekeo, mwema, mwaga na mwongozo.

Zoezi 9

Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 10

Hakikisha mwanafunzi ametamka sauti m.

Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 11

Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti mw: Mwokaji, mwanadamu, mwavuli, mwiko na mwalimu.

Zoezi 12

Mwaka, mwezi, kamwe, kamwa, mwema, mwana ...

Zoezi 13

Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti mw: Mwokaji, mwanadamu, mwavuli, mwiko na mwalimu.

2. Sauti nd

Zoezi 1

Zoezi 2

Zoezi 3

Zoezi 4

Hakikisha mwanafunzi ametamka sauti d.

Hakikisha mwanafunzi ametamka sauti m.

Hakikisha mwanafunzi ametamka sauti na silabi husika.
Zoezi 4
(ukurasa 225)
Hakikisha mwanafunzi ametamka sauti n.

Zoezi 5
(ukurasa 225)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
(ukurasa 225)
Hakikisha mwanafunzi anatamka silabi na kisha neno.

Zoezi 7
(ukurasa 226)
Ndoa, ndimu, ndama, ndiwe, kitanda, panda na tunda.

Zoezi 8
(ukurasa 226)
Ndondi, ndiyo, ndoo, ndizi na nduru.

Zoezi 9
(ukurasa 226)
1. ndoto 2. panda 3. pendo 4. rundika
5. bonde

Zoezi 10
(ukurasa 227)
1. ndi yo 2. ku nde 3. ndu me
4. ki wa nda 5. ma te ndo

Zoezi 11
(ukurasa 222)
1. ndoo 2. ndovu 3. bendera 4. kitanda
5. punda

Zoezi 12
(ukurasa 227)
Ndovu, ndondi, ndama, nyundo, ...

Zoezi 13
(ukurasa 228)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti nd; fundi, kibanda, vitanda, nyundo, randa, bendeji na ndugu.

3. Sauti pw

Zoezi 1
(ukurasa 228)
Hakikisha mwanafunzi anatamka sauti w.

Zoezi 2
(ukurasa 228)
Hakikisha mwanafunzi ametamka sauti: a, e, i, o na u.

Zoezi 3
(ukurasa 228)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
(ukurasa 228)
Hakikisha mwanafunzi ametamka sauti p.

Zoezi 5
(ukurasa 229)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
(ukurasa 229)
Hakikisha mwanafunzi anatamka silabi na kisha neno.

Zoezi 7
(ukurasa 229)
Pwita, pweke, pwagu, lipwa, pwaya na pwani.

Zoezi 8
(ukurasa 229)
Pwani, pwaguzi, pwaya, pwaza na pwea.

Zoezi 9
(ukurasa 229)
1. mpwa 2. pweza 3. pwani
4. mpwito 5. pwaguzi

Zoezi 10
(ukurasa 230)
1. li pwa 2. pwa gu 3. pwe ta
4. pwa ji 5. pwe te a

Zoezi 11
(ukurasa 230)
1. mpwa 2. pweza 3. pwani
4. pwita 5. pwaji

Zoezi 12
(ukurasa 230)
Pwagu, pweza, mpwa, pweta ...

Zoezi 13
(ukurasa 231)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti pw: mpwa, pwani, pweza, pwagu na aliipweteka.

B. Msamiati
(ukurasa 231)

Zoezi 1
(ukurasa 231)
Hakikisha mwanafunzi amesoma maneno husika.
Zoezi 2
(ukurasa 231)
1. Umoja – Hali ya kushirikiana.
5. Taifa – Nchi yenye eneo na sirikali yenye mamlaka.
7. Mzalendo – Anayeipenda nchi yake.
8. Raia – Mtu anayekaa nchini.
9. Gwaride – Mkusanyiko wa askari waliovalia sare na kujipanga katika mstari ili wakaguliwe.

Zoezi 3
(ukurasa 232)
Hakikisha mwanafunzi anasoma maneno husika.

Zoezi 4
(ukurasa 232)
Hakikisha mwanafunzi ameandika majina ya rangi za bendera. Nyeusi, nyeupe, nyekundu na kijani.

Zoezi 5
(ukurasa 232)
1. Wanawapatia wasiobahatika zawadi.
2. Wanapanda miti ili kutunza mazingira.
3. Wanapandisha bendera ya taifa.
4. Wanamtemblea mgonjwa hospitalini.

C. Kusikiliza na kuzungumza
(ukurasa 233)

Zoezi 1
(ukurasa 233)
Mwelekeze mwanafunzi kusimulia anayoyaona katika picha. Wananchi wanashirikiana kuchanga pesa za mradi au lengo fulani. Kwa mfano, za kujenga shule, hospitali, nyumba ya asiyejiweza…

Zoezi 2
(ukurasa 233)
Mwelekeze mwanafunzi kusimulia anayoyaona katika picha. Shenhe za sikuku kama vile ya Madaraka. Wananchi wanashangilia na kusherehekeka.

Zoezi 3
(ukurasa 234)
Mwelekeze mwanafunzi kusimulia anayoyaona katika picha. Shanhe za sikuku kama vile ya Madaraka. Wananchi wanashangilia na kusherehekeka.

Zoezi 4
(ukurasa 234)
Washirikishe wanafunzi kuimba wimbo wa mataifa.

D. Kusoma
(ukurasa 235)

Zoezi 1
(ukurasa 235)
1. Muuguzi
2. Bendera mbili ndogo za taifa na bango lenye maandishi: ‘IPENDE NCHI YAKO’
3. Afya bora na lishe bora
4. Zawadi
5. Shujaa na mzalendo

Zoezi 2
A. 1. kambi ya chifu 2. filimbi
3. bendera ya taifa 4. Wimbo wa taifa
5. Kutupeleka katika sherehe za Sikuku yu Jamhuri
B. 1. Nyumbani
2. Kuiheshimu bendera ya taifa
4. Ili watu waendelee na shughuli za kawaida
5. Askari wakiandaa gwaride. Pia mashujaa.

E. Kuandika
(ukurasa 238)

Zoezi 1
(ukurasa 238)
1. Ilikuwa Sikuku yu Madaraka.
2. Tuliamka mapema.
3. Tulijitayarisha kwenda uwanjani.
4. Tulitembea kwa miguu hadi uwanjani.
5. Tuliwapata raia wengine wamefika uwanjani.
7. Mashujaa walifika wakipepeureka bendera ndogo.
8. Walituambia tuipende nchi yetu na tuiliheshimu bendera ya taifa.

Muhimu: Mwanafunzi anaweza kupanga sentensi kwa njia tofauti mradi pana umantiki katika mpangilio huo.

Zoezi 2
(ukurasa 238)
1. wimbo wa taifa 2. bendera 3. wima
4. nyeusi 5. nyeupe
6. nyekundu 7. kijani 8. nyeusi
9. amani 10. nyekundu

Zoezi 3
(ukurasa 239)
Mwelekeze mwanafunzi kuandika insha akizingatia picha (a) na (b).
F. Sarufi
(ukurasa 239)

Zoezi 1
(ukurasa 239)
Hakikisha mwanafunzi amesoma vifungu husika kwa ufasaha.

Zoezi 2
(ukurasa 240)
1. Mwalimu wake - Walimu wao
2. Gari lake - Magari yao
3. Mmea wake - Mmea yao
4. Ufagio wake - Fagio zao
5. Kikombe chake - Vikombe vyao

Zoezi 3
(ukurasa 242)
1. Kitabu chake kina picha nzuri.
2. Gari lake linaenda haraka.
3. Uji wake ni mtamu.
4. Mkoba wake ni mpya.
5. Kalamu yake inaandika vizuri.

Zoezi 4
(ukurasa 242)
1. Madaftari yao yamechorwa.
2. Miti yao ina matunda mengi.
3. Vikombe vyao vina chai.
5. Wageni wao wanafika.

Sura ya 3: Miezi ya mwaka

A. Sauti mbili tofauti zinazotamkwa pamoja
(ukurasa 243)

1. Sauti mb

Zoezi 1
(ukurasa 243)
Hakikisha mwanafunzi anatamka sauti b.

Zoezi 2
(ukurasa 243)
Hakikisha mwanafunzi ametamka sauti: a, e, i, o na u.

Zoezi 3
(ukurasa 243)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
(ukurasa 243)
Hakikisha mwanafunzi ametamka sauti m.

Zoezi 5
(ukurasa 243)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuzingatisha na kuzitamka ikiwa silabi moja.

Zoezi 6
(ukurasa 244)
Hakikisha mwanafunzi anatamka silabi na kisha neno.

Zoezi 7
(ukurasa 244)
Mbegu, simba, mbali, mbuzi, kamba, tembo na mbili.

Zoezi 8
(ukurasa 244)
Mbuga, mbili, mboga, mbele, mbegu na mbizi.

Zoezi 9
(ukurasa 244)
1. mambo 2. mboni 3. mbiu 4. mbolea
5. kikombe

Zoezi 10
(ukurasa 244)
1. ma mba 2. je mbe 3. nyu mba
4. chi mba 5. fi li mbi

Zoezi 11
(ukurasa 245)
1. embe 2. ng’ombe 3. kamba
4. fimbo 5. mbuzi

Zoezi 12
(ukurasa 245)
Kamba, fimbo, shamba, mbuga, fembo, tembo, mbuga, fumba ...

Zoezi 13
(ukurasa 246)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti mb: Nyumba, mbuga, tembo, simba, filimbi na mbeleni.

2. Sauti nj

Zoezi 1
(ukurasa 246)
Hakikisha mwanafunzi anatamka sauti j.

Zoezi 2
(ukurasa 246)
Hakikisha mwanafunzi ametamka sauti: a, e, i, o na u.

Zoezi 3
(ukurasa 246)
Hakikisha mwanafunzi ametamka sauti na silabi husika.
Zoezi 4
(ukurasa 246)
Hakikisha mwanafunzi ametamka sauti n.

Zoezi 5
(ukurasa 247)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
(ukurasa 247)
Hakikisha mwanafunzi anatamka silabi na kisha neno.

Zoezi 7
(ukurasa 247)
Uwanja, njuga, njoo, njumu, kiranja, vunja na kiganja.

Zoezi 8
(ukurasa 247)
Njuti, njorinjori, njemba na njaa.

Zoezi 9
(ukurasa 247)
1. njia 2. njeku 3. njaa 4. kunja
5. uwanja

Zoezi 10
(ukurasa 248)
1. njo o 2. nju ga 3. nja ma
4. u ja nja 5. m ku njo

Zoezi 11
(ukurasa 248)
1. njia 2. njiwa 3. njuti

Zoezi 12
(ukurasa 248)
Kunja, vunja, njiwa wania, njia ...

Zoezi 13
(ukurasa 249)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti nj: Njozi, njemba, njorinjori, njuga, njuti, njaa, njugu, njegere na njiani.

3. Sauti ng

Zoezi 1
(ukurasa 249)
Hakikisha mwanafunzi anatamka sauti g.

Zoezi 2
(ukurasa 249)
Hakikisha mwanafunzi ametamka sauti: a, e, i, o na u.

Zoezi 3
(ukurasa 249)
Hakikisha mwanafunzi ametamka sauti na silabi husika.

Zoezi 4
(ukurasa 250)
Hakikisha mwanafunzi ametamka sauti n.

Zoezi 5
(ukurasa 250)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6
(ukurasa 250)
Hakikisha mwanafunzi anatamka silabi na kisha neno.

Zoezi 7
(ukurasa 250)
Nguo, ngazi, ngoma, sungura, kiongozi, nyungu na wengi.

Zoezi 8
(ukurasa 250)
Ngeu, ngeli, ngoma na ngisi.

Zoezi 9
(ukurasa 250)
1. unga 2. ngazi 3. mzinga
4. rungu 5. mwenge

Zoezi 10
(ukurasa 251)
1. ngo me 2. pengo 3. nyi ngi
4. ngu o 5. u ga nga

Zoezi 11
(ukurasa 251)
1. ngazi 2. ngamia 3. ngo u
4. nyungu 5. upanga

Zoezi 12
(ukurasa 252)
Pangu, ngapi, pingu, pango, ngazi, nguruwe, ngozi...

Zoezi 13
(ukurasa 252)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti ng: Nango, ngemi, pangoni, unga, mwingi, nyungu, sungura, akingia, akagonga na nyungu.

B. Msamiati
(ukurasa 252)
Zoezi 1
(ukurasa 252)
Hakikisha mwanafunzi amesoma majina ya miezi ya mwaka.
Zoezi 2
(ukurasa 253)
Januari, Februari, Machi, Aprili, Mei, Juni, Julai, Agosti, Septemba, Oktoba, Novemba, Disemba

Zoezi 3
(ukurasa 253)
Februari, Aprili, Juni, Agosti, Septemba, Novemba

Zoezi 4
(ukurasa 252)
Hakikisha mwanafunzi ameandika majina ya miezi ya mwaka.

Zoezi 5
(ukurasa 252)
1. Sikukuu ya Mwaka Mpya – Januari
2. Sikukuu ya Wafanyikazi – Mei
3. Sikukuu ya Krismasi – Disemba
4. Sikukuu ya Mashujaa – Oktoba
5. Sikukuu ya Madaraka – Juni
6. Sikukuu ya Jamhuri - Disemba

C. Kusikiliza na kuzungumza
(ukurasa 254)

Zoezi 1
(ukurasa 254)
Msikilize mwanafunzi akisimulia kuhusu siku na mwezi aliokaliwa kisha umshauri ipasavyo.

Zoezi 2
(ukurasa 254)
Msikilize mwanafunzi akisimulia kuhusu mwezi ambao mihu uliana kisha umshauri ipasavyo.

Zoezi 3
(ukurasa 254)
4. Disemba 5. Jibu sahihi

D. Msamiati (ukurasa 254)

Zoezi 1
(ukurasa 254)
Hakikisha mwanafunzi anasoma nambari husika.

Zoezi 2
(ukurasa 255)
52, 54, 56, 58, 60, 61, 63, 65, 67, 69, 72, 73, 75, 78, 79, 80, 81, 82, 84, 86, 87, 88, 92, 93, 94, 95, 97, 99.

Zoezi 3
(ukurasa 255)

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Zoezi 4
(ukurasa 255)
(a) 51 – hamsini na moja  (b) 55 – hamsini na tano
(c) 62 – sitini na mbili   (d) 73 – sabini na tatu
(e) 89 – themanini na tisa    (f) 94 – tisini na nne
(g) 99 - tisini na tisa   (h) 100 – mia moja

Zoezi 5
(ukurasa 256)
1. sitini (60)  2. tisini na tano (95)

E. Kusoma
(ukurasa 257)

Zoezi 1
(ukurasa 257)
4. Agosti, Septemba
5. Oktoba, Novemba, Disemba.

Zoezi 2
(ukurasa 258)
A. 1. Machi 2. kumi 3. sitini
4. zawadi
5. Wafanye mambo wanayoweza sasa. Wasingoje mpaka wave watu wazima.
B. 1. Kungoja mpaka tuwe watu wazima eti ndio tuanze kupanda miti.
2. wakati huo 3. Aprili 4. Januari
5. kumi na miwili

F. Kuandika
(ukurasa 259)

Zoezi 1
(ukurasa 259)
Zoezi 2

(ukurasa 260)

Zoezi 3

(ukurasa 260)
1. Muhula wa kwanza ulianza mwezi wa Januari.
2. Tulifunga shule mwezi wa Machi.
3. Mwezi wa Aprili ulikuwa wa likizo.
4. Muhula wa pili ulianza mwezi wa Mei.
5. Muhula wa pili uliendelea hadi mwezi wa Julai.
6. Muhula wa tatu ulianza mwezi wa Septemba.
7. Mwezi wa Oktoba tulifunga shule.
8. Likizo ya mwisho wa mwaka iliwa mwezi mivili.

G. Sarufi (ukurasa 261)

Zoezi 1

(ukurasa 261)
Hakikisha mwanafunzi amesoma sentensi husika kwa ufasaha.

Zoezi 2

(ukurasa 261)
1. Yeye anapenda miti.
2. Watoto wanakunywa maziwa.
4. Wakulima wanapanda miti.
5. Mgonjwa anapewa dawa.

Zoezi 3

(ukurasa 261)
1. Mimi ninaitwa Musa.
2. Ninasoma Gredi ya Tatu.
4. Ni mwali muzuri.
5. Ninampenda sana mwalimu wangu.

Sura ya 4: Kazi mbalimbali

A. Sauti mbili zinazotamka pamoja

(ukurasa 262)

1. Sauti py

Zoezi 1

(ukurasa 262)
Hakikisha mwanafunzi anatamka sauti y.

Zoezi 2

(ukurasa 262)
Hakikisha mwanafunzi ametamka sauti: a, e, i, o na u.

Zoezi 4

(ukurasa 262)
Hakikisha mwanafunzi ametamka sauti v.

Zoezi 5

(ukurasa 262)
Mwelekeze mwanafunzi kutamka sauti na silabi kisha kuziunganisha na kuzitamka ikiwa silabi moja.

Zoezi 6

(ukurasa 263)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti py: Vipya, mpya, vipya.

Zoezi 7

(ukurasa 263)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yenye sauti py: Vipya, mpya, vipya, jipya, vipya...
Zoezi 7
(ukurasa 265)
Vyangu, ovyo, vyura, vyombo, vyeti na juvya.

Zoezi 8
(ukurasa 265)
Vyakula, vyuo, vyama, vyeti na vyako.

Zoezi 9
(ukurasa 265)
1. vyote 2. vyura 3. hivy 4. vyeti 5. vyakula

Zoezi 10
(ukurasa 265)
1. vye ma 2. vyo te 3. ndi vyo 4. vya nda ru a 5. vyu ma

Zoezi 11
(ukurasa 266)
1. vyura 2. vyandarua 3. vyerehani 4. vyakula 5. vyungu

Zoezi 12
(ukurasa 266)
Vyama, vyema, vyeti, vyungu, vyuma, vyangu ...

Zoezi 13
(ukurasa 267)
Hakikisha mwanafunzi anasoma hadithi kwa ufasaha na kutambua maneno yeara sauti vy; vyakula, vya, vyote, vyema, vyungu, vyumba na vilivyokuwa.

B. Msamiati
(ukurasa 267)
Zoezi 1
(ukurasa 267)
Hakikisha mwanafunzi anasoma majina ya kazi.

Zoezi 2
(ukurasa 267)

Zoezi 3
(ukurasa 268)
1. daktari 2. bawabu 3. mkulima 4. dereva 5. mfagizi/mfagiaji 6. mpishi

Zoezi 4
(ukurasa 269)

C. Kusikiliza na kuzungumza
(ukurasa 270)
Zoezi 1
(ukurasa 270)

Zoezi 2
(ukurasa 270)

D. Kusoma
(ukurasa 271)
Zoezi 1
(ukurasa 271)
1. kazi ya ukulima 2. ualimu 3. uuguzi/unesi 4. Mzee Simba. 5. ufinyanzi

Zoezi 2
(ukurasa 272)

E. Kuandika
(ukurasa 274)
Zoezi 1
(ukurasa 274)
1. dereva 2. askari 3. wakulima 4. bawabu 5. daktari 6. muuguzi

Zoezi 2
(ukurasa 274)
Hakikisha mwanafunzi amekwa insha kuhusu kazi aipendayo. Isahihishe na umshauri ipasavyo.

Zoezi 3
(ukurasa 274)
1. Siku moja walivamia kwetu.
2. Bawabu alipiga ukelele.
3. Wezi walimpiga bawabu.
4. Baba alipigia askari simu.
5. Askari walifika lakini wezi walitoroka.
7. Daktari alimtibu.
8. Askari waliendelea kuwatafuta wezi hao.
10. Walipelekwa mahakamani.
11. Hakimu alisema wafungwe gerezani.

F. Sarufi
(ukurasa 275)

Zoezi 1
(ukurasa 275)
Mwelekeze mwanafunzi kusoma sentensi katika jedwali.

Zoezi 2
(ukurasa 275)
1. Yeye hakuketi jana. 2. Wewe hutaketi kesho.
5. Wewe huchori sasa.

Zoezi 3
(ukurasa 276)
1. Mgeni alifika jana. 2. Chakula kitapikwa kesho.
3. Wanafunzi watasoma kesho.
5. Kinyozi ataninyoa kesho.
6. Miti inapandwa leo.

Zoezi 4
(ukurasa 276)
3. Hakuondoka jana. 4. Hucheki sasa.
5. Hatachora kesho.

Zoezi 5
(ukurasa 276)
1. Wakati uliopita. 2. Wakati ujao.
5. Wakati ujao.

Sura ya 5: Usalama

A. Msamiati
(ukurasa 277)

Zoezi 1
(ukurasa 277)
Hakikisha mwanafunzi amesoma msamiati husika.

Zoezi 2
(ukurasa 277)
1. Anavuka mto palipo na daraja.
2. Wamevaa helmeti vichwani.
3. W'anavuka barabara palipo na kivukio.
4. W'anavuka barabara palipo na kidaraja.
5. Anatoroka anapoona mtu hatari.
6. Anakataa kupokea vitu kutoka kwa mtu asiyemjua.
7. Analala ndani ya chandarua ali simu na asishambuliwe na mbu.
8. Anaendesha baiskeli kwa uangalifu na amevaa helmeti kichwani ali asijerahi pakitokea ajali.

Zoezi 3
(ukurasa 278)

Zoezi 4
(ukurasa 279)
1. Ajali ya moto. 2. Ajali barabarani.
3. Ajali ya majini. 4. Utekaji nyara.
5. Kuanguka

B. Kusikiliza na kuzungumza
(ukurasa 280)

Zoezi 1
(ukurasa 280)
1. Safiri salama/ kwaheri ya kuonana...
2. Lala salama/ usiku mwema/ ndoto njema/ alamsiki...
3. Kwaheri ya kuonana/ siku njema/ mshinde salama...

Zoezi 2
(ukurasa 280)
1. Kwaheri ya kuonana...
2. Lala salama/ usiku mwema...
3. Kwaheri ya kuonana/ shinda salama...

Zoezi 3
(ukurasa 281)
C. Kusikiliza na kuzungumza

Zoezi 1

(ukurasa 281)
1. Watoto wanapewa vitu na mtu wasiyemjua. Wawili wanakubali lakini mmoja wao anakataa.
2. Watoto wawili wanapigana.
4. Mtoto anakaribia moto.

Zoezi 2

(ukurasa 282)
1. Msichana anatoroka anapomwona mtu mbaya.
2. Msichana anakataa vitu anavyopewa na mtu asiyejumwa.

D. Kusoma

Zoezi 1

(ukurasa 282)
1. Msitu
2. Msituni
4. Wanaume waliokuwa wakitafuta asali.

Zoezi 2

(ukurasa 283)
2. kutumia mfereji uliopita juu ya mto.
3. Tulichoka.
4. Tulichoka na kukosa nguvu za kuendelea kupitia kujishikilia kwenye mfereji.
5. Hospitalini
B. 1. Tuliona kupitia juu ya mfereji ukiwa mchezo mzungu sana.
2. Tulishindwa kuendelea kupitia juu ya mfereji kwa hivyo tulipiga ukelele kuomba msaada.
3. Tushikilie mfereji ili waje watusaidie.
4. Illi watuokoa kutoka majini.
5. Illi tuchunguzwe kama tulikuwa tumeumia.

E. Kuandika

(ukurasa 285)

Zoezi 1

(ukurasa 285)
Mwelekeze mwanafunzi kuandika insha, uisahihishe na umshauri ipasavyo.
3. (a) Nyumbani safi bila takataka.
   (b) Nyumbani pachafu. Pana takataka.

**Zoezi 4**  
(*ukurasa 290*)


**B. Kusikiliza na kuzungumza**  
(*ukurasa 291*)

**Zoezi 1**  
(*ukurasa 291*)

3. Anafyeka nyasi. 4. Anachoma taka.
5. Wanapanda miche.

**Zoezi 2**  
(*ukurasa 292*)


**Zoezi 3**  
(*ukurasa 292*)

Hakikisha mwanafunzi amechora vifaa husika.

**Zoezi 4**  
(*ukurasa 293*)

3. Anachoma taka.

**D. Kusoma**  
(*ukurasa 293*)

**Zoezi 1**  
(*ukurasa 293*)

1. mtoni 2. vichafu 3. mtoni na vichakani
4. Ugongwa hatari ulizuka na watu wakaugua.
5. sokoni na kando ya mto

**Zoezi 2**  
(*ukurasa 294*)

A. 1. Katika kijiji chetu. 2. Alituhadithia
   3. Giza na vumbi
   5. Ilia wadudu hao wato wafanya kumshauri ipasavyo.

B. 1. Alikitumia kubeba maji.
   2. Kulikuwa kuchafu.
   3. choo, bafu
   5. Kuhakikisha aliendelea vizuri bila kurejelea halina ya hapa mbeleni

**E. Kuandika**  
(*ukurasa 296*)

**Zoezi 1**  
(*ukurasa 296*)

Hakikisha mwanafunzi ameandika insha, umesahihisha na kumshauri ipasavyo.

**Zoezi 2**  
(*ukurasa 296*)

1. Tulienda na nduguzi yako kubawa mchala yako huyo.
2. Tulienda na nديfani nje ya nyumba.
3. Njia na nyumba milikuuza na uchafu.
4. Talitengeneza tafiti na kufagia nyumba yake.
5. Talifagia ndani na nyumba.
6. Talifagia nyasi zote nje ya nyumba.
7. Tulienda na nديfani yako.
8. Tutumia tafiti taka tena.
10. Tulienda na nديfani nje ya nyumba yake.

**Zoezi 3**  
(*ukurasa 296*)

Glavu, upanga, fyekeo, reki na moto.

**F. Sarufi**  
(*ukurasa 297*)

**Zoezi 1**  
(*ukurasa 297*)

1. Mtoto anafagia na kufagia.
2. Mtoto anapata uchafu.
3. Mtoto anakula uchafu.
4. Mtoto anapata kichambani.
5. Mtoto anakula kichambani.
6. Mtoto anachoma taka hizo.
7. Mtoto anafagia na kufagia nyama.
8. Mtoto anaokota taka.
9. Mtoto anapata uchafu.
10. Mtoto anakula uchafu.

**Zoezi 2**  
(*ukurasa 298*)

1. haraka 2. polepole 3. haraka
4. polepole 5. haraka 6. polepole

**Zoezi 3**  
(*ukurasa 298*)

1. Mtoto alikula haraka akamaliza chakula chote.
2. Mtoto alitumia polepole akachelewa kufika kile.
3. Mtoto alikula haraka.
4. Mtoto alitumia polepole akachelewa kufika kile.
5. Mtoto alikula haraka.
6. Mtoto alitumia polepole akachelewa kufika kile.
5. Wafanyikazi walilima haraka mwenye shamba akafurahi.

**Sura ya 7: Dukani**

**A. Msamiati**

(Zoezi 1 (ukurasa 299))

Hakikisha mwanafunzi amesoma maneno husika.

**Zoezi 2**

(ukurasa 299)

1. pesa za noti 2. pesa za sarafu 3. risiti 4. muuzaji na mnunuzi 5. Bidhaa

**Zoezi 3**

(ukurasa 300)

1. pesa 2. baki 3. faida 4. hasara 5. noti

**Zoezi 4**

(ukurasa 300)


**B. Kusikiliza na kuzungumza**

(Zoezi 1 (ukurasa 301))


**Zoezi 2**

(ukurasa 301)

Mwelekeze mwanafunzi kusimulia kisha umshauri ipasavyo.

**C. Kusoma**

(Zoezi 1 (ukurasa 301))

1. katika benki 2. nafuu 3. mizani 4. faida 5. baki

**Zoezi 2**

(ukurasa 302)

A. 1. dukani 2. kununua bidhaa 3. shilingi mia moja na ishirini 4. sukari kilo moja 5. shilingi kumi

**D. Kuandika**

(Zoezi 1 (ukurasa 303))

1. dukani 2. pesa 3. bidhaa 4. mwuzaji 5. kilo 6. bei 7. noti 8. baki

**Zoezi 2**

(ukurasa 304)


**Zoezi 3**

(ukurasa 304)

Hakikisha mwanafunzi ameandika insha kuihusu picha. Isahihishe na umshauri ipasavyo.

**E. Sarufi**

(Zoezi 1 (ukurasa 304))


**Zoezi 3**

(ukurasa 305)


**Sura ya 8: Ndege nimpendaye**

**A. Msamiati**

(Zoezi 1 (ukurasa 306))

1. kuku 2. kasuku 3. batamzinga
Hakikisha mwanafunzi ameambatanisha picha za ndege na majina sahihi.

Zoezi 3

1. bata 2. kasuku 3. njiwa 4. jogoo 5. batamzinga

Zoezi 4

(a) 1. Ndege wanalishwa.
2. Ndege wanapewa maji.
(b) Hakikisha mwanafunzi amesimulia njia nyinginezo za kuwatunza ndege wa nyumbani.

Zoezi 5

Zoezi 1

Sikiliza mwanafunzi akisimulia namna anavyomtunza ndege. Kwa mfano, kumjengea kibanda, kumpa chakula, kumpa maji, kumpa matibabu...

Zoezi 2

(a) 1. Ndege hutupatia mayai.
2. Ndege huuzwa na tunapata pesa.
3. Ndege hutupatia nyoya zinazotumika kama mapambo.
4. Ndege njiwa hutumika kama ishara ya amani.
5. Ndege hutupatia mbolea inayotumika shambani.

Zoezi 3

(a) 1. Babu
2. Hatukujua namna ambavyo tungepata pesa za ziara.
3. Gredi ya pili na ya tatu
4. Kumjengea kibanda, kumpa chakula, kumpa maji...
5. Anatupatia pesa tukuimuza au tuuze mayai, anayupa mayai, anatupa mbolea, anatupa mapambo, anatuamsha, anatulinda...
(b) Hakikisha mwanafunzi amesimulia njia nyinginezo za kuwatunza ndege wa nyumbani.

B. Kusikiliza na kuzungumza

Zoezi 1

Sikiliza mwanafunzi akitumia namna anavyotumika ndege. Kwa mfano, kumjengea kibanda, kumpa chakula, kumpa maji, kumpa matibabu...

Zoezi 2

(a) 1. Ndege hutupatia mayai.
2. Ndege huuzwa na tunapata pesa.
3. Ndege hutupatia nyoya zinazotumika kama mapambo.
4. Ndege njiwa hutumika kama ishara ya amani.
5. Ndege hutupatia mbolea inayotumika shambani.

C. Kusoma

Zoezi 1

1. bata 2. njiwa
4. kasuku 5. Jogoo

D. Kuandika

Zoezi 2

(a) 1. Babu
2. Hatukujua namna ambavyo tungepata pesa za ziara.
3. Gredi ya pili na ya tatu
4. Kumjengea kibanda, kumpa chakula, kumpa maji...
5. Anatupatia pesa tukuimuza au tuuze mayai, anayupa mayai, anatupa mbolea, anatupa mapambo, anatuamsha, anatulinda...

E. Sarufi

Zoezi 1
Sura ya 9: Sokoni

A. Msamiati
(ukurasa 315)

Zoezi 1
(ukurasa 315)
Hakikisha mwanafunzi anasoma maneno kuhusiana na msamiati wa sokoni.

Zoezi 2
(ukurasa 315)
1. kibanda 2. mizani 3. soko 4. risiti 5. hamali na mkokoteni

Zoezi 3
(ukurasa 316)
1. matunda 2. mboga na kitunguu 3. vazi na mihogo 4. mavazi 5. unga, mboga, nyanya, vitunguu...

B. Kusikiliza na kuzungumza
(ukurasa 317)

Zoezi 1
(ukurasa 317)

Zoezi 2
(ukurasa 317)

Zoezi 3
(ukurasa 318)
1. Bidhaa zimepangwa katika kibanda. 2. Wauzaji wanawauzia wanunuzi bidhaa sokoni.

C. Kusoma
(ukurasa 319)

Zoezi 1
(ukurasa 319)

Zoezi 2
(ukurasa 320)
A. 1. sokoni 2. wanunuzi 3. wauzaji 4. mizani 5. mkokoteni
B. 1. Tulitembea kwa miguu. 2. Hamsini, mia moja, mia mbili, mia tano na elfu moja. 3. Ili tule mandazi. 4. Ili wanunuzi wazione vizuri. 5. Labda saa nne mchana.

D. Kuandika
(ukurasa 321)

Zoezi 1
(ukurasa 321)
Mwelekeze mwanafunzi kuiandika insha. Isome, uisahihishe na umshauri ipasavyo.

Zoezi 2
(ukurasa 321)
Mwelekeze mwanafunzi kuandika insha kuhusu yale anayoona katika picha. Uisahihishe na umshauri ipasavyo.

Zoezi 3
(ukurasa 322)

E. Sarufi
(ukurasa 322)

Zoezi 1
(ukurasa 322)
1. Wanacheza nje ya nyumba. 2. Watu wamo ndani ya basi. 3. Ng’ombe yumo ndani ya zizi. 4. Kuku wamo ndani ya kibanda. 5. Amesimama nje ya gari.

Zoezi 2
(ukurasa 323)