



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 1 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	ENGLISH	YEAR	7
NAME		ADDRESS	

Strand	Listening and speaking
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of informal texts.

Short Stories: Pacific Folk Tales

Title: Why Turtles live in the sea

Setting: Kiribati

Main Character: Turtle and the Shark

Plot / Summary

This story is about two powerful creatures named Tabakea (turtle) and Bakoa(shark) who used to rule all other creatures before human came into existence. Tabakea ruled the land while Bakoa ruled the sea. They both got married to sisters. While Bakoa and his wife had four children, Tabakea and his wife were upset as they no children. Bakoa felt sorry for Tabakea thus gave his eldest son Bakoariki to Tabakea for adoption. Bakoariki was happy living on the land and grew bigger and bigger and with that he also turned into a turtle. One day Bakoa's wife came to take him home as their plan was for all the fish to eat Bakoariki since there was famine in the sea. Knowing Bakoa's plan Tabakea sent a powerful devil to help Bakoariki .On the way an octopus tried to kill them but Bakoariki's companion killed the octopus. When Bakoariki reached home his father prepared big feast for him and made him eat huge amount of food after which he made him dance till he was exhausted. Knowing what was going to happen to him Bakoariki summoned the devil for his rescue and within no time the devil devoured all the fish in the sea and it was attacking Bakoa, Bakoariki stopped him and they returned back to land. Tabakea was annoyed with Bakoariki for stopping devil from killing Bakoa thus as punishment banished him from the land and ordered him to go back to the sea. Bakoariki with great sadness had no choice but to go back into the sea, and from that day we see sea turtles often come up to the surface to gulp in some air before diving back into depth of the ocean.

Theme

- Don't trust people easily
- Don't panic in difficult situations
- Trick and deception never lasts for long

QUESTIONS

1. What do turtles come to land for?

2. Explain why Bakoa felt dory for Tabakea?

3. How did Tabakea punished Bakoariki?

4. How did Bakoa and his wife planned to kill Bakoariki?

5. Who helped and rescued Bakoariki form Bakoa?

6. What lesson do we learn from this story?

7. Name a character in the story and in two sentences explain briefly why you think why you think he/she was not a very good character.

8. What lesson did you learnt from the story? Explain how it will help you in your life.



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WEEKLY HOME STUDY PACKAGE 1 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	Mathematics	YEAR	7
NAME		ADDRESS	

Strand	Measurement
Sub strand	Time
Content learning outcome	At the end of the lesson, the students should be able to: Identify and use the standard units of time, including days, weeks, months and years to solve problems.

Time

7 days in a week	12 months in a year	26 fortnights in a year
366 days in a leap year	365 days in a year	1 hour = 60 minutes

- **Analogue time** is a clock or watch, it has moving hands and hours marked from 1 to 12 to show you the time. A shorter one to measure hours and a longer one to measure minutes.

60 second = 1 minute

1 day = 24 hours

14 days in a fortnight



- A **digital clock** is a clock which simply shows numbers to denote the time. It is usually battery or electricity powered.



ACTIVITY

1. Which of these years are leap years? Circle the leap years.
1964 1990 1976 2004 1982
2. Which major sporting event takes place in every leap year?

3. In which century are we living in at the moment?

4. Match the digital clock and analog clock that shows the same time.





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WEEKLY HOME STUDY PACKAGE 1 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	BASIC SCIENCE	YEAR	7
NAME		ADDRESS	

Strand	Energy
Sub strand	Energy source and transfer.
Content learning outcome	At the end of the lesson, the students should be able to: Investigate and illustrate the different energy sources and their uses.

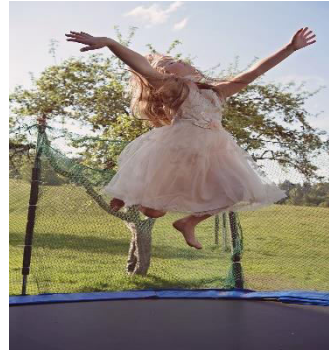
Potential and Kinetic Energy

1. **Food** you eat and **petrol** in a motorbike are forms of stored energy that can be used to make you or the motorbike move. These are both “POTENTIAL ENERGY” and they change to “KINETIC ENERGY” when things move.
2. In other words **Potential Energy** is the stored energy and **Kinetic Energy** is the energy due to motion. For example, the food you eat contains chemical energy, and your body stores this energy until you use it when you work or play.
3. A source of energy is used to make a machine work. Likewise when the human body needs to create action, or exert power, the body needs to be given energy.
4. To make a bicycle move, someone has to paddle it. To make a wheel barrow move, someone has to push it. To make a cart move, something has to pull it. To paddle, to push, to pull all needs energy from some source.
5. What do a moving car, a growing plant, and a human body all have in common? They all need some form of energy to move and grow. Energy is what puts things into action. In fact the word energy comes from the Greek word “ENERGIA” which means “active”.

QUESTIONS

1. Say whether its potential energy or kinetic energy.
 - a.) A sleeping child. _____
 - b.) A child jumping on the bed. _____
 - c.) A log in a fireplace. _____
 - d.) A car driving down the street. _____
 - e.) A lamp turned on. _____
 - f.) A car parked in the driveway. _____
 - g.) A ball bouncing down the court. _____
 - h.) A burning log. _____
 - i.) A ball in basketball player’s hand. _____
 - j.) A lamp. _____

2. Look at the pictures below, label them as potential or kinetic based on what type or energy they are showing.



3. State whether you have to push, pull or twist.
- a.) To close the door. _____
 - b.) To open the jam jar. _____
 - c.) To win the tug of war game. _____
 - d.) Spinning a coin. _____
 - e.) Turning the tap on. _____
 - f.) Using the computer keys. _____

4. Draw diagrams related to push, pull or twist.

Push	Pull	Twist



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 1 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	HEALTHY LIVING	YEAR	7
NAME		ADDRESS	

Strand	Safety
Sub strand	Community safety
Content learning outcome	At the end of the lesson, the students should be able to: Justify the need to take responsibility for their own safety and that of others.

What is Responsibility?

- Responsibility is taking care of your duties.
- Responsibility is answering for your actions
- Responsibility is accountability.
- Responsibility is trustworthiness.

Types of responsibilities

Family Responsibilities

- mean treating your parents, siblings, and other relatives with love and respect
- Following your parents' rules, and doing chores and duties at home is also your responsibility
- When at home, your responsibility is to see that your family is safe from thieves and intruders.

Community responsibility

- Responsibility of treating others with respect and dignity
- Participating in community based projects such as clean-up campaign or community projects.
- Participating in community activities such as crime prevention program and neighborhood watch zone.

QUESTIONS

1. What do you mean by being responsible?

2. Read this situation and answer the following questions.

Lusiana is in 7th grade. She is expected to meet her little sister at the front of the school right after school to walk home with her. Lusiana's friend wanted her to play on the playground for a minute after school. Before she knew it, 30 minutes had passed.

a.) What was Lusiana’s responsibility?

b.) Was she being responsible?

c.) What are some possible consequences of her actions?

3. What do parents mean when they say you should “take responsibility”?

4. Do you consider yourself to be a responsible person? In what ways?

5. Draw and write some of the responsibilities you feel you personally have for:

Responsibilities	Illustration	Description
Yourself		
Your family		
Your community		



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACAKGE 1 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	HINDI	YEAR	7
NAME		ADDRESS	

Strand	Listening and speaking
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of informal texts.

एकवचन	बहुवचन
मेला	मेले
बच्चा	बच्चे
माता	माताएँ
आँख	आँखें

दिए गए शब्दों को एक से अनेक बनाएँ।



एक [एकवचन]

अनेक [एकवचन]

1. बाजा



बाजे

2. ताला



3. गमला



4. पत्ता



5. अंडा



प्र.1 अपठित गद्यांश को पढ़कर दिए गए प्रश्नों के उत्तर पर 3का निशान लगाइए - 5

संसार का प्रत्येक प्राणी परिश्रम करता है। मनुष्य और पशु-पक्षी दिन-रात अपने-अपने काम में जुटे रहते हैं। परिश्रम से ही मनुष्य ने सभ्य जीवन प्राप्त किया है। परिश्रम द्वारा असंभव कार्य भी संभव हो जाता है। जीवन की सफलता परिश्रम करने से मिलती है। जो लोग परिश्रम छोड़कर भाग्य का सहारा लेते हैं, वे असफल रहते हैं। मनुष्य परिश्रम से ही अपना भाग्य बनाता है। ईश्वर भी परिश्रमी व्यक्ति की सहायता करता है।

(क) जीवन में सफलता कैसे मिलती है ?

धन से खेल-कूद से परिश्रम से भाग्य से

(ख) परिश्रम से मनुष्य जीवन प्राप्त कर सकता है ?

असभ्य सभ्य दुखी उन्नत

(ग) जो लोग परिश्रम छोड़कर भाग्य का सहारा लेते हैं, वे रहते हैं ?

सफल असफल मेहनती परिश्रमी

(घ) परिश्रमी व्यक्ति की सहायता कौन करता है ?

ईश्वर मनुष्य भाग्य प्राणी

(ङ.) सफल का विलोम शब्द होगा ?

मेहनती सुफल असफल सफलता

प्र.2 चाँद का पर्यायवाची शब्द होगा -

1/2

सूरज धरती चंद्रमा



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SUBJECT	SOCIAL SCIENCE	YEAR	7
NAME		ADDRESS	

Strand	Place and environment
Sub strand	Features of places
Content learning outcome	At the end of the lesson, the students should be able to: Investigate characteristics of being an island country.

SAMOA

1. In the history of Samoa, contact with Europeans began in the early 18th century but did not become strong until the arrival of the English.
2. In 1722, a Dutchman by the name of Jacob Roggeveen was the first European to sight the islands.
3. Missionaries and traders arrived in the 1830s. Halfway through the 19th century, the United Kingdom, Germany and the United States all claimed parts of the kingdom of Samoa, and started trade posts.
4. After World War I, Britain and New Zealand took over the western islands which became 'Western Samoa' and USA claimed the eastern half of the country which became American Samoa.
5. In 1962, Western Samoa became the first Pacific Island nation to gain political independence.
6. In 1997, Samoa officially dropped the 'Western' from its name as it was an appendage from its colonial era.

QUESTIONS

1. Who was the first person to sight the island?

2. In what year Samoa gained independence?

3. Who started trade posts?

4. Which country claimed the eastern half of Samoa which then became American Samoa?

5. In what year Samoa dropped the “western” from its name?

6. Name 2 major islands in Samoa.

7. What is Samoa most famous for?

8. What is special about Samoa?

9. What language is spoken in Samoa?

10. What fruit grows in Samoa?

11. How do you greet someone in Samoan?

12. Is Samoa a developed or developing country?

13. The Samoan peoples are closely related to the native peoples of

14. Name the most fascinating waterfalls that is found in Upolu Island of Samoa?

15. Name an amazing cave which is located in the neighborhood of the village Paia?



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WEEKLY HOME STUDY PACKAGE 1 COVID- 19 EXTENDED SCHOOL BREAK

SUBJECT	Vosa Vaka Viti	YEAR	7
NAME		ADDRESS	

Matana: Volavola kei na Bulibuli

Matana Lailai: Na veivanua e vakayagataki kina na vosa – vanua ni vakau itukutuku, veivosaki e veisiga, vosa vakayagatakiena vakacacali.

Volavola kei na Bulibuli

Na Veika Me Rawati

Ni oti na lesoni oqo, e ra na vola na gone e dua na I talanoa tabaki e na pepa.

Volai talanoa

Vakayagataka na yaloyalo e ra mo bulia kina e dua nai talanoa.



Ulutaga: _____
