



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	ENGLISH	YEAR	8
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.

WEEK: 8

Expository Style Essay Structure • **Introduction:** Contains a General Statement, Topic Sentence and reasons for the side chosen (one reason for the other side)

- **Content:** Linking words with reasons for side chosen followed by explanations, examples, statistics and sub-conclusions. This part needs 5 ideas.
- **Conclusion:** Summary of points discussed, reiterate the side chosen and close with a powerful quote, fact, etc.
- The Plan therefore can contain a line each as part of the Intro/Content/Conclusion.

IMPORTANCE OF FRUITS AND VEGETABLES

For years it has been said that it is important to increase the intake of fruits and vegetables. While there are so many reasons to include these nutritional powerhouses into daily diet, here are a few other reasons worth mentioning.

To begin with, the rise in obesity is at an all-time high and it's largely the result of being overfed and undernourished coupled with a sedentary lifestyle. Instead of choosing low calorie, low fat and high quality foods, many of us are eating nutrient void, calorically dense "sub-foods" which are loaded with fat, sugar, calories and chemicals. These foods do little to fuel and support us while causing us to gain weight at rapid speed. What's the solution? A whole foods, plant based, nutrient rich diet with quality protein sources as well.

Moreover, these healthy foods contain essential vitamins, minerals, and fiber that help protect you from chronic diseases, which can be painful, debilitating and even fatal in some cases. Fruits and vegetables have been shown to help protect against heart disease, stroke, and certain types of cancer, gastrointestinal issues, high blood pressure, eye disease and more.

Furthermore, the fiber coming from many fruits and vegetables helps to fill us up without the filling us out. Also, we want to see a plate that's full and when it's filled with unhealthy choices, the calories add up quickly. Adding bulk to our plate in the form of a salad, cooked vegetables and more gives us the satisfaction of having more and feeling satisfied without the downside of eating too much of foods that don't provide us with the nutrients we need.

In addition to that, eating fruits and vegetables as part of a healthy diet can be part of an alternative and complementary treatment against symptoms, illness, conditions and even disease. Imagine the benefits of treatment coming from the vital nutrients within certain fruits and vegetables without the harsh and painful side effects of certain medications!

In conclusion it can be stated that nothing gives you lasting energy more than a healthy diet along with exercise and a healthy lifestyle. With lasting energy, everything you do and set out to achieve can be done in a bigger, better and bolder way!

WEEK 9

The benefits of Reading.

Write your plan in the space given below

TITLE _____



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	MATHEMATICS	YEAR	8
NAME		ADDRESS	

STRAND 3	Measurement: RECAP number numerations & integers
SUB-STRAND	Weight
CONTENT LEARNING OUTCOME	Select and estimate weight/mass to compare and explain different measures of objects and solve problems.

WEEK 8

4-digit numbers

e.g. 2,345 is read: Two thousand three hundred and forty five.

5-digit numbers

e.g. 12,674 is read: Twelve thousand six hundred and seventy four.

6-digit numbers

e.g. 353 796 is read: Three hundred and fifty three thousand seven hundred and ninety six

7-digit numbers

e.g. 2,598,251 is read: Two million five hundred and ninety eight thousand, two hundred and fifty one

ACTIVITY

Write these numbers in words:

a. 125 687:

b. 23,900:

c. 6,242,167:

2. Order these numbers from the highest to lowest to the highest. (Descending order)

a. 314 654 187 459 189 723 341 5672

b. 1 654 908 2 245 776 5 412 888 6 267 545

INTERGERS

BASIC RULES

ADDITION Let a and b be positive numbers

1. Negative plus negative equal negative $-3 + -7 = -(3 + 7) = -10$

2. Positive plus negative equals positive if $a > b$ $13 + -5 = 13 - 5 = 8$

3. Positive plus negative equals negative if $a < b$ $6 + -11 = -(6 - 11) = -5$

MULTIPLICATION Let a and b be positive integers

4. Positive times negative equal negative $5 \times -2 = -(5 \times 2) = -10$

5. Negative times positive equals negative. $-7 \times 3 = -(7 \times 3) = -21$

6. Negative times negative equals positive $-4 \times -5 = 4 \times 5 = 20$

Simplify the following:

Multiplication of Integers		
a. $-2 \times -4 = \underline{\quad}$	c. $8 \times -5 = \underline{\quad}$	e. $-3 \times -6 = \underline{\quad}$
b. $-5 \times 7 = \underline{\quad}$	d. $1 \times -2 \times -3 = \underline{\quad}$	f. $3 \times -3 \times 4 = \underline{\quad}$
Addition of integers		
a. $-7 + -2 = \underline{\quad}$	b. $3 - 5 = \underline{\quad}$	e. $8 + -2 = \underline{\quad}$
c. $0 - -2 = \underline{\quad}$	d. $8 - -3 = \underline{\quad}$	e. $-7 - 2 = \underline{\quad}$

WEEK 9

WEIGHT

1 kilogram (kg) = 1000 grams (g)

To change kg into grams multiply by 1000 and to change grams to kg divide by 1000.

E.g Convert 2.4 kg into grams

$$2.4 \times 1000 = \underline{2400 \text{ grams}}$$

Convert 1400 grams into kg

$$1400 \div 1000 = \underline{1.4 \text{ kg}}$$

To find fraction of a given weight.

E.g What is $\frac{1}{2}$ of 2kg?

(Replace **off** with **x**) $\frac{1}{2} \times 2 = \underline{1} = \underline{1 \text{ kg}}$ or Change $\frac{1}{2}$ into

decimal as $0.5 \times 2 =$

1kg

Activity

1. Convert each of the following to the unit written beside the blank space.

a. $5 \text{ kg} = \underline{\quad} \text{ g}$

b. $2500 \text{ g} = \underline{\quad} \text{ kg}$

c. $450 \text{ g} = \underline{\quad} \text{ kg}$

d. $1985 \text{ g} = \underline{\quad} \text{ kg}$

e. $3.4 \text{ kg} = \underline{\quad} \text{ g}$

f. $75 \text{ kg} = \underline{\quad} \text{ g}$

2. Calculate the following weights.

a. $\frac{1}{4}$ of 16 kg

b. $\frac{2}{3}$ of 3 kg

c. $\frac{3}{4}$ of 8 kg

3. The weight of a car is 2500 kg. If three cartons weighing 80kg each was loaded into the car, then what would be the gross weight of the car?

4. Five oranges weigh 1.5 kg, 8 apples weigh 2 kg. What would be total weight of 10 oranges and 4 apples in grams?

5. A truck weighs 4500 kg when loaded with boxes. If the truck is loaded with 10 cartons weighing 80 kg each, what will be the weight of truck without boxes



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	HEALTHY LIVING	YEAR	8
NAME		ADDRESS	

STRAND 3	Safety
SUB STRAND 8.3.2	Community Safety
CONTENT LEARNING OUTCOME	Explain ways to recover from traumatic events

WEEK 8

UNIT 20: ASSISTING ACCIDENT VICTIMS (Refer to Healthy Living Textbook – Unit 20 Pg. 40-41)

1. Recovering from a traumatic event such as an accident or disaster can be difficult.
2. Tips to recover from traumatic events:
 - Being proactive about your situation and well-being by seeking comfort and support
 - Re-establish routine- Do things that keep your mind occupied (read, watch a movie, and play with your friends)
 - Connect with others- be in contact with friends and family members during this tough time.
 - Challenge your sense of helplessness- Trauma leaves you feeling powerless. One of the best ways to reclaim your sense of power is by helping others (comfort someone else, volunteer your time, give blood etc.)
 - Acknowledge and accept your feelings. Sadness, grief, anger and fear are normal reactions – accept these feelings as part of the healing process
 - Talk to someone you trust about what you're feeling. Give yourself time to heal and to mourn the losses you've experienced
 - Make stress reduction a priority.

ACTIVITY (Refer to the notes given in the textbook as well to answer the questions)

1. Define the following terms:
 - a. Trauma
 - b. Proactive
 - c. Powerless
 - d. Victim
2. A person who experienced a traumatic event may be tempted to withdraw from social activities and avoid others. What advice would you give to him or her?

3. List down some of the activities which can help one to reduce stress?

STRAND 3	Safety
SUB STRAND 8.3.2	Community Safety
CONTENT LEARNING OUTCOME	<ul style="list-style-type: none"> • Explain what artificial respiration is • Discuss the steps to follow when providing artificial respiration

WEEK 9

UNIT 21 ARTIFICIAL RESPIRATION (Refer to Healthy Living Textbook – Unit 21 Pg. 42-43)

- a) Breathing stops when a person has been electrocuted, poisoned, has injuries to his chest, has drowned or when an object has caused choking.
- b) When a person has stopped breathing, first-aid needs to begin immediately in order to prevent brain damage and death.
- c) Artificial respiration is the first-aid procedure for getting air into and out of the victim’s lungs. This method is also known as rescue breathing.
- d) Mouth to mouth respiration is used in most situations.
- e) However, mouth to nose method is sometimes necessary especially if a person has serious mouth injuries.
- f) STEPS TO FOLLOW
 1. Stretch victim on his back. Loosen any tight clothing around his neck or chest.
 2. Remove foreign objects from the mouth and throat by finger sweeping. Tilt him upside down or on his side to permit any fluid to run out the mouth.
 3. Lift up chin and tilt head back as far as possible. Listen or feel his breathing.
 4. Pinch the nose with the thumb and index finger, take a deep breath and blow into the victim’s mouth by covering, it with your mouth (5 breaths).
 5. Check if the victim has started breathing (look, listen and feel) if not then give at least one full breath every 5 seconds. Continue the procedure until victim begins to breathe independently.

ACTIVITY (Refer to the notes given in the textbook as well to answer the questions)

1. Why is it important to give first aid immediately when a person has stopped breathing?

2. What is another name for artificial respiration?

3. Explain the mouth to nose method of respiration?

4. Why do you need to tilt the head back when you are giving artificial respiration?

5. When giving artificial respiration through mouth, why do we have to pinch the victim’s nose?



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	HINDI	YEAR	8
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.

WEEK 8

नीचे दी गई कविता को ध्यान से पढ़िए ।

पानी

पानी बिना चले न जीवन, पानी की ऐसी है कहानी ।
धरती पर जीव-जन्तु, पेड़-पौधों की जरूरत है पानी ॥

पानी हमेशा अपना रास्ता खुद बनाता है ।
बुझाता दूसरों की प्यास, खुद बहता जाता है ॥

गम्भीर वर्षा बनकर नदियों में बाढ़ भी लाता है पानी ।
तेज बहाव, पेड़-पत्थर, सब कुछ बहा ले जाता है पानी ॥

बेवजह, पानी बहाना, अच्छी नहीं एक बुरी आदत है ।
पानी की कीमत को समझना, यही हमारी जरूरत है ॥

कुसुम चन्द

प्रश्नों का उत्तर पूरे वाक्यों में अपनी उत्तर पुस्तिका में लिखिए ।

१. हम पानी बिना क्यों नहीं रह सकते हैं ?

२. जीवन में पानी की जरूरत किस को है ?

३. पानी का तेज बहाव कैसे हानि पहुँचाता है ?

WEEK 9

नीचे दी गई कविता को ध्यान से पढ़िए ।

सूरज

सूरज निकला मिटा अन्धेरा,
देखो बच्चों हो गया सवेरा ।

जागो, खोलो आँखें, अब नहीं सोओ,
जाना है पाठशाला, चलो जल्दी उठो ।

दिन सोते बीता तो बस पछताना है,
गया समय फिर वापस नहीं आना है ।

सुन ! माँ की बात जो मानोगे,
तो सूरज जैसा जीवन ही पाओगे ।

कुसुम चन्द्र

प्रश्नों का उत्तर पूरे वाक्यों में अपनी उत्तर पुस्तिका में लिखिए ।

१. कविता के अनुसार अन्धेरा कैसे दूर होता है ?

२. बच्चों को क्यों उठने को कहा गया है ?



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	SOCIAL SCIENCE	YEAR	8
NAME		ADDRESS	

Strand	Resources and Economic Activities
Sub strand	Use and Management of Resources
Content learning outcome	At the end of the lesson, the students should be able to: Collect information on the influence of money and time on our daily lives and express good practices that we can adopt to ensure good money.

What are Resources?

A **resource** is a source or supply from which benefit is produced. Typically, resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and, in the process, may be consumed or made unavailable.

Benefits of resource utilization may include increased wealth, meeting needs or wants, proper functioning of a system, or enhanced well-being. Resources have three main characteristics: utility, limited availability, and potential for depletion or consumption. Resources have been variously categorized as biotic versus abiotic, renewable versus non-renewable, and potential versus actual, along with more elaborate classification.

Managing Resources

We need to use our resources wisely so that we won't run out of supply. All the people in this world need to work together in managing our resources otherwise in the near future there will be no more supply for our future generations. Just imagine what will happen to them if all our resources have been used up.

WEEK 8 – ACTIVITY

SHORT ANSWER QUESTIONS

1. Name some resources in your community.

2. Why do you have to manage your resources wisely?

3. Define the term resources.

4. Name three main characteristics of resources?

5. What are the benefits of utilizing the resources?

6. Name the resource that is found underground?

WEEK 9 – ACTIVITY

MATCHING

Match the definitions in column 1 with the correct terms in column 2.

	Column 1		Column 2
1.	Human resources		a. made by man e.g., desk, computer, cooked food
2.	Material resources		b. includes human knowledge, skills, energy and time
3.	Natural resources		c. includes natural and artificial resources
4.	Artificial resources		d. resources made by God e.g., grass, land, water, sun, animals, people, mountains and rocks



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	VOSA VAKA VITI	YEAR	8
NAME		ADDRESS	

Strand:	Vakarorogo kei na cavuti ni vosa
Sub strand:	Na vakayagataki vakadodonu ni vosa vosataki me vakadewataki kina na vakasama kei na kilaka ena vanua donu me vakayagataki kina.
Content learning Outcome:	Na vakacacali

NA VAKACACALI

NA SEREKALI

Wilika na serekali e ra ka sauma na taro e rukuna.

Na Vuli

“Dou vuli vei au ni’u sa yalo malua”
Qori na vosa ni noda i **Vakabula**
Taura dei ko na yalomatua
Na **mataniciva**, isa! Kua ni vakalutuma.

Dau Kaulotu era kauta mai
Me sa noda i yau ka i sasabai tu e dai
Veisau ni draki ni bula sa veirawai
Kawa i Taukei me kua na yalowai.

Veikawa tamata e Viti e veisisivi
Vakatagedegede ni vuli cecere me sauvi
Veiliutaki e veivanua ni cakacaka me yacovi
E dodonu me vakavure vakasama ni vakacagau na vuli.

Isa lei gauna ni bau lesu tale mai!
Meu mai vuli tale mada la vakalailai
Domomuni memela ni la’ki voqa yawa mai
Sa moce na wekaqu, kua na yalowai.

Vola ko: V.Sukanatabua

Sauma na veitaro e ra, ena yadua na i yatu vosa.

1. E vakaibalebaletaki vei cei na i **Vakabula**?

2. Na cava era kauta mai na **Dau Kaulotu**?

3. Vola e **rua** na vosa rorogo vata.

4. Vola e **dua** na laini ka tukuna na veivutuni.

5. Vola e **dua** na i vakasala e cauraki tiko ena serekali.

Strand:	Vakarorogo kei na cavuti ni vosa
Sub strand:	Na vakayagataki vakadodonu ni vosa vosataki me vakadewataki kina na vakasama kei na kilaka ena vanua donu me vakayagataki kina.
Content learning Outcome:	Na vakacacali

ALENI KOTAMENI

Wilika na tiki ni talanoa e rua e vakarautaki ka sauma na kena veitaro.

“O kemuni ka lako vakayawa mai, moni drotaka yani na yaloqu me nomuni taudua ga.”

1. O cei e cavuta na vosa e cake? _____

2. E vosa tiko vei cei? _____

3. Na cava na vuni kena cavuti na I yatu vosa oqo? _____

Au kaci yani vua, “Ko iko oqori, Kara? Oqo ko au, Makumasani. Kusa rawa, vakatotolo! Tukuna vua na yadra me yadra mai ka dolava na matamata”.

1. O cei ko:

a) Kara?

b) Makumasani?

2. Na cava na vuna me dola kina na matamata?



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	BASIC SCIENCE	YEAR	8
NAME		ADDRESS	

Strand	Energy
Sub strand	Forces
Content learning outcome	At the end of the lesson, the students should be able to: Investigate and identify how different mediums such as oil/water/air affect the weight and mass of objects.

WEEK 8

FRictionAL FORCES

Whenever an object moves against another object, it feels frictional forces. These forces act in the opposite direction to the movement. Friction makes it harder for things to move.

Friction can be useful:

- Friction between our shoes and the floor stop us from slipping
- Friction between tires and the road stop cars from skidding
- Friction between the brakes and wheel help bikes and cars slow down

Frictional forces are much smaller on smooth surfaces than on rough surfaces, which is why we slide on ice.

ACTIVITY

FILL IN THE BLANKS

Fill in the blanks using the words in the boxes given below.

WORDLIST

force	skidding	friction	sliding	Ice	skating	oil	streamlined
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Friction can be a useful _____ because it prevents our shoes slipping on the pavement when we walk and stops car tires _____ on the road. When you walk, friction is caused between the tread on shoes and the ground. This _____ acts to grip the ground and prevent _____.

_____ causes very little friction, which is why it is easy to slip over on an icy day. However this is a good thing for ice _____ and sledging. Sometimes we want to reduce friction. For example, we use oil to reduce the friction between the moving parts inside a car engine.

The _____ holds the surfaces apart, and can flow between them. The reduced friction means there is less wear on the car's moving parts, and less heat produced. Some shapes, known as **streamlined** shapes, cause less

air resistance than others. Airplanes and cars are _____, so that they move through the air as easily as possible.

WEEK 9

Unhelpful frictional forces

Friction can also be unhelpful. If you don't lubricate your bike regularly with oil, the friction in the chain and axles increases. Your bike will be noisy and difficult to pedal.

When there is a lot of friction between moving parts, energy is lost to the surroundings as heat. Think of what happens when you rub your hands together quickly. The friction warms them up.

Air resistance

Bikes, cars and other vehicles experience **air resistance** as they move. Air resistance is caused by the frictional forces of the air against the vehicle. The faster the vehicle moves, the bigger the air resistance becomes. The top speed of a vehicle is reached when the force from the cyclist or engine is balanced by air resistance.

ACTIVITY

The table below shows the distance which a stone has fallen at three different time.

Time in seconds – X	1	2	3
Distance in minutes - Y	5	10	20

a.) Plot the measurements on a graph; join them with a smooth curve.

b.) Use your graph to find out how long it will take a stone to reach the water if it is dropped from a height of 5m.