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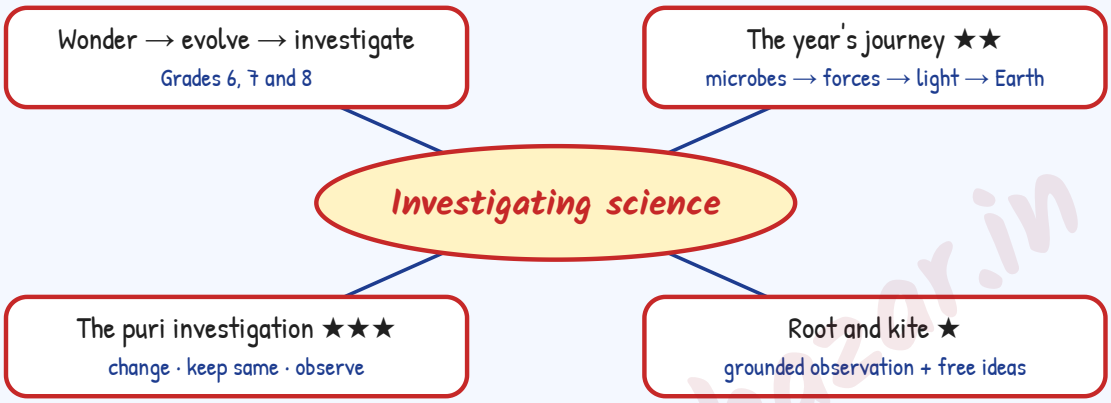
Class 8 · Science (Curiosity) · Chapter 1

Exploring the Investigative World of Science



New NCERT Curiosity, Grade 8 · 2026-27

Chapter map (★ = important for tests)



What is inside

1. From wonder to investigation; the root and the kite
2. The year's journey: all 13 chapters linked
3. Thinking like a scientist: the puri investigation, fair tests
4. Probe and ponder questions answered
5. Toolkit of investigation words
6. Exam-style questions, 3 case studies, practice set of 48 questions, 20 MCQs, 6 A–R, answers

★ **Exam tip:** **Score here**: questions from this chapter test the **method**: for any investigation, write (1) the **question**, (2) what you will **change**, (3) what you will **keep the same**, (4) what you will **observe or measure**, and (5) how you will **record** it. Change only **one** thing at a time.

Key idea: "We don't want you to just learn new facts, we want you to learn **how to find** new facts."

Definition ✎ **One-line chapter**: Grade 8 science is about **investigating**: asking focused questions, designing simple fair experiments, observing carefully and using the results to understand the world better.

Based on NCERT "Curiosity" Grade 8 (2026-27), Chapter 1. Figures redrawn and answers written by us. New book: questions are Exam-style.

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1.1 From wonder to investigation ★★

Definition ✎ Three steps of the middle stage:

Grade 6: science begins with **wonder**, with simple "Why?" and "How?" questions.

Grade 7: science is always **evolving**: each answer opens new questions and ideas slowly change.

Grade 8: the **investigative world of science**, where wonder and evolution come together.

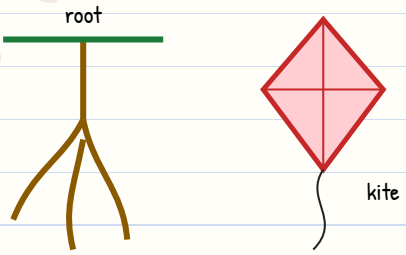
Ans. What investigation means: more than just looking and asking simple questions. We now ask **focused questions**, design ways (often simple experiments) to answer them, and use our **observations** to improve our understanding. Pupils become **investigators** and young scientists, exploring puzzles from everyday life (why does dough rise?) to big mysteries (is the world getting warmer?).

"Probe and ponder": the first page of every chapter has questions that are **not for an exam**: they invite curiosity. Chapter 1 asks: Why is one side of a puri thinner than the other? Are there more grains of sand on all beaches and deserts, or more stars in our galaxy? Why has nature created such a vast variety of plants and animals? You are asked to write your own question too.

1.2 The root and the kite ★

Ans. The page numbers carry two symbols:

- **Root** (bottom of left-hand pages): the deep, solid **foundation of knowledge** that keeps us connected to our environment, traditions, and cultural and natural heritage.
- **Kite** (top corner of right-hand pages): **curiosity must take flight** if we are to explore the unknown.



stay grounded in real observations, let ideas soar

★ **Exam tip:** Investigation works best when we **balance** the solid ground of **careful observation** (root) with the freedom of **creative thinking** (kite). The line patterns at the bottom of the pages also hide scientific thoughts: they make the page less boring.

✗ **Don't do this: Common mistakes**: (1) thinking science needs a fancy laboratory: your **kitchen** is a fine place to experiment. (2) Thinking science is only a list of facts: it is a **way of finding** facts. (3) Thinking that every everyday thing is already explained: even the puffing of a puri is **not completely understood**.

1.3 The year's journey ★★

From the tiny microbes we cannot see to planet-wide challenges we cannot ignore: each chapter leads to the next.

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Ch	Chapter	The big question	Link to the next
2	The Invisible Living World	What lives in a single drop of water? Microbes are helpers (digestion, medicines) or harmful (infections).	How do we fight infections?
3	Health: The Ultimate Treasure	How do nutritious food, exercise, medicines and vaccines keep us healthy?	Science improves our lives...
4	Electricity: Magnetic and Heating Effects	The **heating effect** keeps us warm; the **magnetic effect** runs motors and machines.	These depend on forces
5	Exploring Forces	Forces make objects speed up, slow down or change direction (a ball falls back; brakes stop a car).	How is force spread out?
6	Pressure, Winds, Storms, and Cyclones	**Pressure** = how a force is distributed. A small pressure difference gives a breeze; a large one, strong winds and cyclones.	Why does air exert pressure?
7	Particulate Nature of Matter	Everything is made of tiny particles: in solids they hardly move, in gases they move freely.	How do particles combine?
8	Elements, Compounds, and Mixtures	**Elements** (pure substances), **compounds** (two or more elements bonded together), **mixtures** (can be separated physically).	Mixing leads to...
9	Solutes, Solvents, and Solutions	How does sugar dissolve in tea to make it sweet?	From particles to light

microbes — health — electricity — forces — pressure — particles — matter, solutions...

each chapter raises the question that the next one answers

★ **Exam tip:** This chapter is a **map**. Use the table to see why a topic comes where it does: knowing the link helps you remember the order and connect ideas across chapters.

Ch	Chapter	The big question	Link to the next
10	Light: Mirrors and Lenses	How light **reflects** off flat and curved mirrors and **bends** through lenses: the image in a shiny spoon; glasses that help us see clearly.	Rough surfaces and the Moon reflect light too
11	Keeping Time with the Skies	The relative positions of the Earth, Moon and Sun light up a different part of the Moon each night: the **phases**. Watching them gave the first **calendars** (with sunrises, sunsets and lunar cycles).	Patterns on Earth too...
12	How Nature Works in Harmony	Every living being depends on and responds to air, water, sunlight and other organisms: **ecosystems**.	What makes Earth right for life?
13	Our Home: Earth	Earth is at the right distance from the Sun for **liquid water**; its atmosphere gives **oxygen** and shields us from **ultraviolet** rays. Human activities change its temperature and climate.	We must use science to protect it

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The calendar in the book shows the Shaka Era month Chaitra (22 March – 20 April 2025), with each day carrying two numbers: the Indian national (Shaka) date and the Gregorian date. The Indian national calendar starts its year on 22 March (21 March in a leap year).

Definition ✎ **The heart of the problem and of the solution is us**: we influence Earth's climate, and we are also the ones who can use science (observing, measuring, experimenting) to understand the changes and guide our actions, protecting the delicate balance on which life depends.

Science in this book connects...

Ans. **The very small and the very large**: microbes in a drop of water (Ch 2) and the whole planet (Ch 13); particles (Ch 7) and the Sun-Earth-Moon system (Ch 11).

Ans. **Everyday life and big challenges**: dough rising, sugar in tea, a shiny spoon, a gentle breeze, and global warming, cyclones, infections.

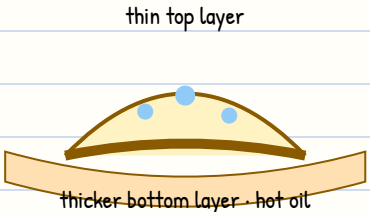
Ans. **Physics, chemistry, biology, earth science**: forces and light; matter and solutions; microbes, health and ecosystems; winds, the sky and the Earth.

Ans. **Knowledge and action**: medicines and vaccines, motors and heaters, glasses, calendars, protecting the climate.

★ **Exam tip:** If asked "Why study X in Grade 8?", answer with its **use** and its **link**: e.g. pressure explains how winds and cyclones form, which affect agriculture and safety.

1.4 Thinking like a scientist: the puri ★★★

Ans. A puri or bhatura **puffs up** in hot oil; a phulka swells on a direct flame. Why does it puff like a balloon, and why is one side thinner than the other? Science is everywhere: you only need **curiosity, careful observation** and the question **"What happens if...?"**



a puffed puri: a pocket between two layers

Step 1: ask a scientific question

Ans. "What are the different things that may change the way a puri puffs up when fried?" To answer it, do simple experiments. Find out two things: **what we can change or control**, and **what we can observe or measure**.

Things we can change or control

Factor	Choices
Thickness of rolled dough	thin, medium, thick
Size of the circle	small, large

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Type of flour	atta, maida, ...
Temperature of the oil	boiling hot, hot, not very hot
How it is dropped	vertically, at an angle, slowly

Things we can observe or measure

Observation	Type of answer
Does it puff up?	yes / no
Time taken to puff	a number (seconds)
Does a thick dough still give a thin side?	yes / no
Did the oil splatter, smell, smoke?	notes

Definition ✎ **Change only one thing at a time**, keeping the other conditions the same. To see the effect of oil temperature, use dough circles of the **same thickness** (and size and flour) and drop them in the **same way**; only the temperature changes. This is a **fair test**.

Step 2: record everything; Step 3: ask new questions

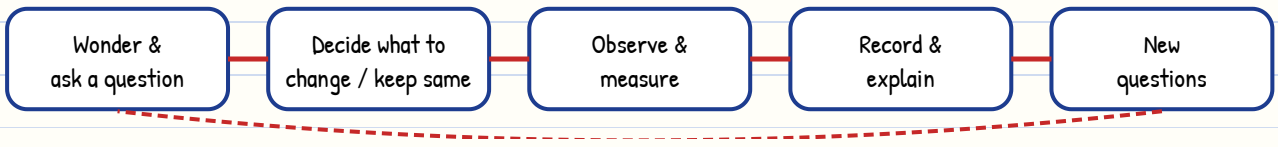
Ans. Keep **notes of everything** you see and sense: did the oil splatter, smell or smoke? After one round of experiments you will think of **more questions**: do puris puff better from fresh or stored dough? What happens if I **prick a hole** in the puri before frying?

Ans. **Systematic investigation**: this is exactly how all scientific experiments, simple or complicated, are done. And even this everyday observation, a puri puffing, is **not completely understood** by scientists today!

A sample fair-test record (oil temperature)

Trial	Oil	Kept the same	Puffed?	Time to puff (s)	Notes
1	not very hot	same dough, 2 mm thick, 8 cm wide, atta, slid in at an angle	partly	40	sank, oily
2	hot		yes	12	rose quickly
3	boiling hot		yes	6	browned fast, some smoke

Example values for practice, not from the textbook. Repeat each trial 2–3 times and compare.



the cycle of a systematic investigation: new questions lead to new rounds

Ans. **Ideas to test** (hypotheses) for "why one side is thinner": the side that meets the hot oil first **sets** into a firm crust, while **steam** from the water in the dough pushes the softer layer up; or the dough is rolled unevenly; or the way it is dropped matters. Each idea suggests a fair test.

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Ans. **What a pricked hole might show**: if a pricked puri does **not** puff, the trapped **steam** is probably what blows it up, since the hole lets the steam escape. One result can support an idea; more tests are needed to be sure.

✗ ***Don't do this:*** **Not a fair test**: changing the oil temperature **and** the dough thickness together. If the puri puffs faster, you cannot tell which change caused it.

Probe and ponder: our answers

1. Why is one side of a puri thinner than the other?

Ans. There is no complete answer yet, which is what makes it a good question. The likely reasons: the water in the dough turns to **steam** in the hot oil and collects in a pocket between the layers; the side that touches the oil first cooks and **sets** quickly, while the other side is pushed and **stretched** into a thin dome. Test it with fair tests: change one thing (thickness, oil temperature, the way you drop it) and observe which side ends up thin.

2. Are there more grains of sand on all the beaches and deserts of the world, or more stars in our galaxy?

Ans. Use **estimation**. Scientists estimate the beaches and deserts of the Earth hold roughly **7.5×10^{18}** grains of sand (7.5 billion billion), while our galaxy, the Milky Way, has about **100–400 billion** stars (10^{11}). So there are far **more sand grains** than stars in our galaxy. But the whole observable **universe** has about 10^{22} or more stars, more than all the sand grains!

How to estimate sand: a teaspoon holds about 10,000 grains. Estimate the volume of beaches and deserts (area × depth), convert it to teaspoons and multiply. Each step is rough, but the answer's **size** (power of ten) is what matters. This is called a **Fermi estimate**.

3. Why has nature created such a vast variety of plants and animals?

Ans. Living things live in very different **surroundings** (deserts, oceans, mountains, forests) and depend on different foods. Over very long times, small **variations** between individuals that helped them survive and reproduce in a particular place were passed on, so populations became suited (**adapted**) to their surroundings. Many surroundings and very long times give a vast **variety**. You will see how all these organisms depend on each other in Chapter 12.

4. Write your own question.

Ans. Examples: Why does dough rise? Why do onions make us cry? Why does a steel spoon get hot in tea but a wooden one doesn't? Why is the sky blue? Pick one and plan: what will you **change**, **keep the same** and **observe**?

★ ***Exam tip:*** A **scientific** question can be tested by observation or experiment ("Does warm water make dough rise faster?"). "Which puri tastes best?" depends on opinion; turn it into "Which puri do most people in my class prefer?" to make it testable.

Investigation toolkit ★★★

Word	Meaning	Puri example

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Scientific question	a question that can be answered by observing or experimenting	Does oil temperature change how fast a puri puffs?
Hypothesis (a testable idea)	a possible explanation that we can test	Steam trapped inside makes a puri puff
What we change	the one factor we vary on purpose	oil temperature
What we keep the same	everything else, to make the test fair	dough thickness, size, flour, way of dropping
What we observe/measure	the result we look at or count	puffed (yes/no), time to puff (s)
Fair test	only one factor changes at a time	three temperatures, everything else equal
Data	recorded observations and measurements	the table on page 6
Repeat trials	doing a test more than once to check results	fry 3 puris at each temperature
Conclusion	what the data show, and how sure we are	hotter oil → faster puffing (in our tests)

> **Ans.** **Observing vs measuring**: observing uses the senses and can give yes/no or descriptions (the oil smoked); measuring gives a **number with a unit** (12 seconds, 2 mm). Both are data.

> **Ans.** **Why repeat?** One result may be due to chance or a mistake (the oil cooled, the dough was uneven). If repeated trials agree, we can trust the result more.

> **Ans.** **Good habits of an investigator**: be curious; observe carefully; change one thing at a time; keep honest notes, even of "failures"; share results; ask "What next?".

> **Ans.** **Safety in kitchen science**: hot oil can burn. Do frying experiments only with an adult, keep water away from hot oil, and never leave oil heating unattended.

> ***Definition*** ✎ **Classifying matter** (preview of Ch 8): **element** = a pure substance (iron, oxygen); **compound** = two or more elements chemically bonded (water, common salt); **mixture** = substances mixed that can be separated by **physical** methods (salt in water, sand and iron filings).

Exam-style questions *Exam-style*

1. What do the root and the kite on the page numbers stand for? [1]

> **Ans.** Root: a solid foundation of knowledge; kite: curiosity taking flight

2. Name the effect of electric current used in (a) a heater (b) a motor. [1]

> **Ans.** (a) heating effect (b) magnetic effect

3. Why should only one thing be changed at a time in an experiment? [2]

> **Ans.** So that any difference in the result can be linked to that one change: a fair test

4. Give two things you can control and one you can measure when frying puris. [2]

> **Ans.** Control: oil temperature, dough thickness; measure: time to puff (s)

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5. How are elements, compounds and mixtures different? [3]

> **Ans.** Element: pure substance; compound: two or more elements bonded together; mixture: can be separated physically

6. How can a pressure difference cause winds and cyclones? [3]

> **Ans.** Air moves from higher to lower pressure: a small difference gives a breeze, a large one strong winds, sometimes cyclones

7. How did the Moon help humans make calendars? [2]

> **Ans.** Its phases repeat regularly, so counting them (with sunrises and sunsets) marked months

8. Plan a fair test to find out whether the thickness of the dough changes whether a puri puffs. State the question, what you change, what you keep the same, what you observe and how you record it. [5]

> **Ans.** Question: does thickness affect puffing? Change: thickness (1, 2, 3, 4 mm). Same: flour, dough batch, size (8 cm), oil temperature, way of dropping. Observe: puffed (yes/no), time to puff, which side is thin. Record in a table; repeat each thickness 3 times; compare.

Case study 1: Meena's dough Exam-style. Meena mixes yeast into two bowls of dough. Bowl A uses warm water, bowl B cold water. After an hour, A has doubled in size; B has hardly risen.

(i) What did Meena change? **The water temperature**. [1]

(ii) Name two things she should keep the same. **Amount of flour, amount of yeast** (also time, bowl). [2]

(iii) What can she conclude? **Warm water helped the dough rise faster** (in her test). [1]

(iv) Which chapter studies the yeast? **Ch 2, The Invisible Living World** (yeast is a microbe). [1]

Case study 2: the Moon diary Exam-style. Arjun draws the Moon every night for a month.

(i) Why does its shape seem to change? **A different part of its lit half faces us each night**, as the Earth, Moon and Sun change positions. [2]

(ii) Is the Moon a source of light? **No**, it reflects sunlight. [1]

(iii) How long before the shapes repeat? **About a month** (≈ 29½ days). [1]

(iv) Which skill is Arjun using? **Careful, regular observation and recording**. [1]

Practice set: test yourself *Exam-style*

Try every question before looking at the answers at the end of the chapter. 40 or more out of 48 means you are ready for the test.

A. Fill in the blanks (1 mark each)

1. In a fair test, only _____ thing is changed at a time.
2. The symbol on left-hand pages is a _____.
3. The symbol on right-hand pages is a _____.
4. The time a puri takes to puff is measured in _____.
5. Elements are _____ substances.
6. Mixtures can be separated by _____ methods.
7. The changing shapes of the Moon are its _____.
8. Earth's atmosphere shields us from _____ rays.

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B. True or false? (1 mark each)

1. Science needs an expensive laboratory.
2. Scientists fully understand why a puri puffs.
3. Changing many things at once makes an experiment fair.
4. Noting smells and smoke is useful in an experiment.
5. A yes/no observation can be data.
6. A compound has two or more elements bonded together.
7. The heating effect of current runs electric motors.
8. Earth is at a distance from the Sun where water can stay liquid.

C. Very short answer (1 mark each)

1. Name two things you can change when frying a puri.
2. Name one thing you can measure.
3. What is a fair test?
4. Which effect of current is used in an iron?
5. Give one example of a mixture.
6. What do rough surfaces and the Moon do to light?
7. What gave humans the first calendars?
8. What is pressure, in one line?
9. Name one helpful job of microbes.
10. What did Grade 6 science begin with?

D. Short answer I (2 marks each)

1. Why do scientists change one thing at a time?
2. How is observing different from measuring? Give an example of each.
3. Write two new questions you might ask after a puri experiment.
4. Why is careful note-taking important in an experiment?
5. What do the root and the kite together remind us?
6. Give one difference between an element and a compound, with examples.
7. What are the heating and magnetic effects of current used for?
8. Why should experiments be repeated?

E. Short answer II (3 marks each)

1. Plan a fair test: does the type of flour (atta or maida) change how fast a puri puffs?
2. Explain how scientists can compare the number of sand grains with the number of stars without counting them.
3. Why does nature have such a variety of plants and animals?
4. Plan an investigation: does a phulka puff more on a direct flame or on a tawa?
5. Describe the journey of this year's science book in four steps, from small to large.
6. What might it suggest if a pricked puri does not puff? Is one result enough to be sure? Why?

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F. Long answer (5 marks each)

1. Write the steps of a systematic investigation, using the puri as an example.
2. Plan a fair test to find out whether plants need sunlight to stay green. Draw a record table.
3. Explain how science links everyday questions to big challenges such as global warming, with two examples.
4. Oil at 140, 160, 180 and 200 °C gave puffing times of 40, 25, 12 and 8 s. Describe the pattern, predict the time at 170 °C, and say why the trials should be repeated.

G. Challenge (HOTS) questions

1. Why is a single observation not enough to reach a conclusion?
2. Turn "Which puri tastes best?" into a question that can be investigated.
3. Why should scientists record and share results that did not work?
4. Is the Earth's atmosphere useful only for breathing? Give two other reasons it matters.

Case study 3: the kitchen lab Exam-style. Ravi fries puris from the same dough: one slid in gently, one dropped flat from a height, one dropped on its edge. Only the first puffed fully.
(i) What did Ravi change? [1] (ii) What did he keep the same? [1] (iii) Can he say the way of dropping always matters? Why? [2] (iv) Which safety rule should he follow? [1]

My score (fill in after checking the answers)

Section	A /8	B /8	C /10	D /16	E /18	F /20	G (bonus)	Total /80
My marks								

Rough work

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20 MCQs

1. Grade 8 science is about
   (a) memorising facts (b) only reading (c) investigating (d) copying notes
2. Grade 7 showed that science is
   (a) always evolving (b) finished (c) only wonder (d) magic
3. The root stands for
   (a) curiosity (b) the sky (c) plants only (d) a solid foundation of knowledge
4. The kite stands for
   (a) heritage (b) curiosity taking flight (c) wind energy (d) games
5. A fair test changes
   (a) everything (b) one thing at a time (c) two things (d) nothing
6. Something you can measure about a puri
   (a) its taste (b) its name (c) its smell (d) the time to puff

7. To test oil temperature, keep the same
(a) dough thickness (b) oil temperature (c) nothing (d) the result

8. Puffing of a puri is
(a) fully explained (b) impossible (c) not completely understood (d) a myth

9. The heating effect of current is used in
(a) a fan (b) a compass (c) a motor (d) a heater

10. The magnetic effect is used in
(a) a toaster (b) a motor (c) a bulb filament (d) an iron

11. Pressure tells us how a force is
(a) created (b) destroyed (c) distributed (d) coloured

12. A large pressure difference can cause
(a) cyclones (b) a breeze only (c) earthquakes (d) rainbows

13. In a gas, particles
(a) cannot move (b) move freely (c) are absent (d) are fixed

14. A compound is
(a) a pure element (b) a physical mixture (c) elements bonded together (d) a solution only

15. Sugar in tea is an example of
(a) an element (b) a force (c) a gas (d) a solution

16. An image in a shiny spoon is due to
(a) reflection (b) magnetism (c) heat (d) sound

17. The first calendars came from watching
(a) the Moon's phases (b) clouds (c) rivers (d) birds

18. Earth's atmosphere shields us from
(a) visible light (b) water (c) sound (d) ultraviolet rays

19. Living things with their surroundings form
(a) machines (b) ecosystems (c) calendars (d) mixtures

20. More numerous than the stars of our galaxy are
(a) moons (b) planets (c) Earth's sand grains (d) none

1 (c) · 2 (a) · 3 (d) · 4 (b) · 5 (b) · 6 (d) · 7 (a) · 8 (c) · 9 (d) · 10 (b) · 11 (c) · 12 (a) · 13 (b) · 14 (c) · 15 (d) · 16 (a) · 17 (a) · 18 (d) · 19 (b) · 20 (c)

Assertion–Reason (6)

(a) Both true, R explains A. (b) Both true, R does not explain A. (c) A true, R false. (d) A false, R true.

1. A: In a fair test only one factor is changed. R: Then any change in the result can be linked to that factor.
2. A: You need a laboratory to do science. R: Careful observation can be done anywhere.
3. A: A puri may not puff if it is pricked. R: The hole lets the steam escape.
4. A: Mixtures can be separated by physical methods. R: Compounds are elements bonded together.
5. A: Repeating trials makes results more reliable. R: One result may be due to chance or a mistake.
6. A: The Moon gives out its own light. R: The phases of the Moon repeat about every month.

Key: 1 (a) · 2 (d) · 3 (a) · 4 (b) · 5 (a) · 6 (d)

Answers to the practice set

A. 1. one 2. root 3. kite 4. seconds 5. pure 6. physical 7. phases 8. ultraviolet

B. 1. F 2. F 3. F 4. T 5. T 6. T 7. F (magnetic effect) 8. T

C. 1. oil temperature, dough thickness (or flour, size, way of dropping) 2. time to puff 3. a test in which only one factor is changed 4. heating effect 5. salt in water / sand and iron filings 6. reflect it 7. the Moon's phases 8. how a force is spread over an area 9. digestion, making medicines 10. wonder ("why?" and "how?")

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D. 1. To know which change caused the result
2. Observing: the oil smoked; measuring: 12 s to puff
3. Does stored dough puff less? What if I prick a hole?
4. Details like smoke or splatter can explain results and suggest new questions
5. Stay grounded in observations while letting ideas soar
6. Element: one kind of pure substance (iron); compound: elements bonded together (water)
7. Heating: heaters, irons; magnetic: motors, machines
8. One result may be due to chance or a mistake

E. 1. Change: flour; same: thickness, size, oil temperature, dropping; observe: time to puff; repeat 3 times
2. Estimate: grains per teaspoon × volume of beaches and deserts; stars from galaxy studies: ≈ 7.5×10^{18} grains vs 10^{11} stars
3. Different surroundings and foods; useful variations passed on over long times
4. Change: flame or tawa; same: dough, size, thickness; observe: puffed? how much? time
5. Microbes and health → electricity, forces, pressure → particles, matter, light → sky, ecosystems, Earth
6. Trapped steam may cause puffing; no, repeat and test other ideas

F. 1. Question → what to change/keep same → observe and measure → record → explain → new questions (puri example as on pages 5–6)
2. Change: light (sun vs dark cupboard); same: plant type, pot, soil, water; observe: colour, height for 7 days; table of day vs observations
3. E.g. pressure → winds → cyclones; particles → solutions; observing temperature → climate change
4. Hotter oil, faster puffing; 170 °C ≈ 18 s; repeat to check chance errors

G. 1. It may be due to chance or a mistake; patterns need repeats
2. "Which puri do most students in my class prefer?" (survey)
3. Others learn what doesn't work; it can lead to new ideas
4. It shields us from UV rays and keeps Earth warm enough (also gives weather, carries water)

Case study 3. (i) the way of dropping (ii) the dough (and oil) (iii) not yet: only one trial each; repeat (iv) do it with an adult; keep water away from hot oil

Last-night summary

- Grade 6: wonder; Grade 7: science evolves; Grade 8: the investigative world of science. Learn **how to find** new facts.
- Root = solid foundation of knowledge; kite = curiosity taking flight: balance careful observation with creative thinking.
- The year goes from microbes and health, through electricity, forces, pressure, particles, matter, solutions and light, to the sky, ecosystems and Earth.
- Investigate: ask a question, decide what to change and keep the same, observe and measure, record everything, ask new questions. Change **one** thing at a time (fair test).
- Even a puri puffing is not completely understood: science is everywhere, including your kitchen.

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