

Lesson – 2 How I Taught My Grandmother to Read

- Sudha Murty

Learning Objectives:

The students will be able to:

- i) access knowledge and information through reference skills such as consulting a dictionary, library, internet etc
- ii) develop the ability and knowledge required in order to engage in independent reflection and inquiry
- iii) able to understand and appreciate the special bond shared between the narrator and grandmother and relate this to real life situations
- iv) appreciate the value of a teacher and realize that learning has no age bar

URL : <https://www.youtube.com/watch?v=-pM0SZ7H1yA>

About the Author

Sudha Murty was born in 1950 in Shiggaon in North Karnataka. She is a prolific writer in Kannada. She has written several short stories. Her stories deal with common lives and human values such as charity, kindness and self-realization. The story describes the determined efforts of an illiterate old lady Krishtakka to make herself literate.

Main characters in the story:

- Narrator (12 year old girl)
- Grandmother (Krishtakka)

Blackboard Summary

Story Organizer:

Characters: Narrator (12 year old girl)
Grandmother (Krishtakka)



Setting: When the author was a girl of about twelve, she used to stay in a village in North Karnataka with her grandparents. Since the transport system was not very good in those days, they used to get the morning newspaper not until the afternoon. The weekly magazine used to come in a day late. All of them would wait eagerly for the bus, which arrived with the newspapers, weekly magazine and the post.



The problem: At that time, Triveni was a very popular writer in the Kannada language and all the village people would wait eagerly for the weekly magazine '**Karmaveera**'. Impressed by the plot of *Kashi Yatre*, the author's grandmother Krishtakka would listen to the story as her granddaughter (the author) read the episodes to her as she was illiterate.



The Problem Complicates: But one day when the author returns from enjoying a week-long wedding with her cousins, she finds her grandmother in tears. When she asks her what the matter was, her grandmother narrates the story of her life to the author. She expresses her grief of getting married very early and therefore not getting a chance to receive an education. She explains that while the author was away, *Karmaveera* came in as usual. But she couldn't read a single alphabet and felt very embarrassed, helpless and dependent.



The Solution: After this, she firmly decides that she will learn to read the Kannada alphabet from the next day onwards and keep the day of Saraswati Puja as the deadline. As a result, from the next day the author started her tuition and found her grandmother to be a very intelligent and hardworking student. She diligently did her homework and slowly learnt to read, repeat, write and recite. The story ends as the author gives the gift to her grandmother and her grandmother is able to read the title *Kashi Yatre* by Triveni and the publisher's name aloud all by herself.

THEME: The story bears the theme of love and human relationship. It also depicts that true development of a country is impossible unless we create an atmosphere of education for everyone. The moral is that attaining knowledge is a lifelong process and there is no age bar for learning. Through the character of the grandmother the importance of learning is highlighted. This shows that education was not compulsory for women in those days. The story highlights an important issue of providing education to all irrespective of their age or gender.

Activity based questions:

- **Write a short paragraph on the topic -What education gives you – why is it important to gain knowledge?**
- **There are different ways of showing your love and concern for the elderly. Discuss in groups and present the most effective ways to the class.**

II. Below mentioned activity will give an outline of how students can answer this question based on their perspectives and experiences. Students will be recommended to create meaningful responses from the points below.

- Which part of India did you visit (state/city)?
- How did not knowing the local language of that place affect your trip?
- Did you find someone who could help you communicate with the locals there?
- If you used signs and gestures to communicate at a hotel were the people/ staff amused and make fun of you?
- What experience did you gain at the end of this trip?

Mathematics

Class 6

Whole Numbers

Chapter 2

Learning Objectives- The students will be able to

- A. Distinguish between Whole numbers and natural numbers.**
- B. Apply properties for addition and subtraction of whole numbers (Commutative, Association)**

Video link for the Chapter is given below

<https://youtu.be/N66KAyP7Zb0>

Properties of Multiplication

We have various properties of multiplication of whole numbers.

1. Closure property of multiplication
2. Commutative property of multiplication
3. Multiplicative property of zero
4. Multiplicative property of 1
5. Associative law of multiplication
6. Distributive law of multiplication over addition
7. Distributive law of multiplication over subtraction

Closure Property of Multiplication

If A and B are any two whole numbers, then product of A and B is also a whole number. Let's see some examples.

Example 1. Product of 5 and 7.

Solution. $5 \times 7 = 35$
35 is a whole number

Example 2. Product of 8 and 11.

Solution. $8 \times 11 = 88$
88 is a whole number.

Commutative Property of Multiplication

If A and B are any two whole numbers, then $A \times B = B \times A$. Let's see some examples.

Example 1. Check if $3 \times 5 = 5 \times 3$.

Solution. $3 \times 5 = 15$ and $5 \times 3 = 15$
Thus 3×5 is equal to 5×3 .

Example 2. Check if $5 \times 15 = 15 \times 5$.

Solution. $5 \times 15 = 75$ and $15 \times 5 = 75$
Thus, 5×15 is equal to 15×5 .

Multiplicative Property of Zero

Any whole number multiplied by zero gives the product zero.

$$5 \times 0 = 0 \times 5 = 0$$

Multiplicative Property of 1

Any whole number multiplied with 1 gives the number itself.

$$7 \times 1 = 1 \times 7 = 7$$

Associative Law of Multiplication

If A, B, C are any whole numbers then $(A \times B) \times C = A \times (B \times C)$. Let's see some examples.

Example 1. Multiply 4, 5 and 6.

Solution. $4 \times 5 \times 6 = (4 \times 5) \times 6 = 20 \times 6 = 120$
Changing the arrangement, we have:

$$4 \times 5 \times 6 = 4 \times (5 \times 6) = 4 \times 30 = 120$$

Thus, $(4 \times 5) \times 6 = 4 \times (5 \times 6)$

Distributive Law of Multiplication Over Addition

If A, B, C are any whole numbers then $A \times (B + C) = A \times B + A \times C$
Let's see some examples.

Example 1. Check: $4 \times (5 + 7) = 4 \times 5 + 4 \times 7$

Solution. $4 \times (5 + 7) = 4 \times 12 = 48$
And $4 \times 5 + 4 \times 7 = 20 + 28 = 48$
Thus, $4 \times (5 + 7) = 4 \times 5 + 4 \times 7$.

Distributive Law of Multiplication Over Subtraction

If A, B, C are any whole numbers then $A \times (B - C) = A \times B - A \times C$.

Let's see some examples.

Example 1. Check: $5 \times (6 - 2) = 5 \times 6 - 5 \times 2$.

Solution. $5 \times (6 - 2) = 5 \times 4 = 20$
And $5 \times 6 - 5 \times 2 = 30 - 10 = 20$
Thus, $5 \times (6 - 2) = 5 \times 6 - 5 \times 2$.

Properties of Division

We have various properties of multiplication of whole numbers.

1. Division by zero
2. Zero divided by a natural number

Division by zero

If A and B are whole numbers, then $A \div B$ is not always a whole number.

Let us consider $5 \div 0$. Clearly, we must find a whole number which when multiplied by zero gives 5. We are sure that no such number can be obtained.

Hence, we conclude that division by zero is not defined.

Zero Divided by a Natural Number

If we divide zero by any natural number, the result will be zero.

Let's take some examples, $0 \div 4 = 0$, $0 \div 6 = 0$, $0 \div 8 = 0$.

Question 1

Match the column

Closure Property	If a and b are any two whole numbers, then $a+b=b+a$ and $a \times b = b \times a$.
Commutative property	If a and b are any two whole numbers, then $a+b$, $a \times b$ are also whole numbers.
Associative property	If a, b and c are any two whole numbers, then $a(b+c) = a \times b + a \times c$.
Distributive property	If a, b and c are any two whole numbers, then $(a+b)+c = a+(b+c)$ and $(a \times b) \times c = a \times (b \times c)$.
Additive Identity	If a is any whole number, then $a+0 = a$.
Multiplicative Identity	If a is any whole number, then $a \times 0 = 0$.
Multiplication by zero	If a is any whole number, then $a \times 1 = a$.
Division by zero	If a is any whole number, then $a \div 0$ is not defined.

Question 2

Find the product using Distributive property

(a) 168×102

(b) $625 \times 279 - 625 \times 79$

Question 3

Seema got 99 marks in Math, 69 marks in English, and 91 in Science. Another student Rita got 92 marks in Math, 33 in English and 84 in Science. What are their total marks?

Question 4

Ramesh ordered 10 cartons of chocolates to distribute among the class. Each carton holds 20 boxes and each box has 12 chocolates. How many chocolates did Ramesh order altogether?

Question 5

Mukesh lives form a hostel which charges Rs 55 for Dinner and 45 for Lunch. Find the money he has to pay for seven days.

Question 6

Out of 180000 tablets of Vitamin A, 18734 are distributed among the students in a district. Find the number of the remaining vitamin tablets.

Question 7

Fill in the blanks

- (a) $14 \times 38 = 14 \times 18 + 14 \times 14 \times 38 = 14 \times 18 + 14 \times \underline{\hspace{2cm}}$
(b) $786 \times 8 + 786 \times 2 = 786 \times 8 + 786 \times 2 = \underline{\hspace{2cm}}$
(c) $1001 \times 2002 = 1001 \times (2000 + 1001 \times 2002 = 1001 \times (2000 + \underline{\hspace{2cm}}))$
(d) predecessor of 1 lakh is $\underline{\hspace{2cm}}$

Components of food Science (Chapter- 2)

Video Link for Reference: [Components of Food CBSE Class 6 Science - YouTube](https://www.youtube.com/watch?v=AeFvMmFs5kA)
<https://www.youtube.com/watch?v=AeFvMmFs5kA>

Chapter Summary / Notes

A balanced diet is food intake that includes all the dietary needs of the organism in the correct proportions. It comprises of the components like carbohydrates, proteins, fats, vitamins, minerals, and enough water. Balanced diet keeps our body fit and resistant to diseases. Diseases that occur due to lack of nutrients over a long period of time are called deficiency diseases.

Vitamins/minerals and their sources

Vitamin/Mineral	Deficiency disease	Symptoms
Proteins	Stunted growth	Thin and lean physique, slow growth of
Vitamin A	Night blindness	Poor Vision, loss of vision in darkness, sometimes complete loss of vision
Vitamin B1	Beriberi	Weak muscles and very little energy to work
Vitamin C	Scurvy	Bleeding gums, wounds take longer time to heal
Vitamin D	Rickets	Bones become soft, and bent
Calcium	Bone and tooth decay	Weak bones, tooth decay
Iodine	Goitre	Glands in the neck appear swollen, mental disability in children
Iron	Anaemia	Weakness

Food tests

Nutrient	Test for the nutrient	Result
Carbohydrates (Starch)	Small quantity of food item + 2-3 drops of iodine solution	Blue black colour confirms the presence of starch
Proteins	Mashed food item + 10 drops of water + 2 drops of copper sulphate + 10 drops of caustic soda	Violet colour confirms the presence of proteins
Fats	Wrap a small quantity of the food item in a piece of paper and crush	An oily patch on the paper confirms the presence of fats

-Roughage gets rid of undigested food. Water helps with the absorption of nutrients from the food.

-A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health is known as a balanced diet.

SOCIAL SCIENCE

TOPIC- WHAT, WHERE, HOW & WHEN?

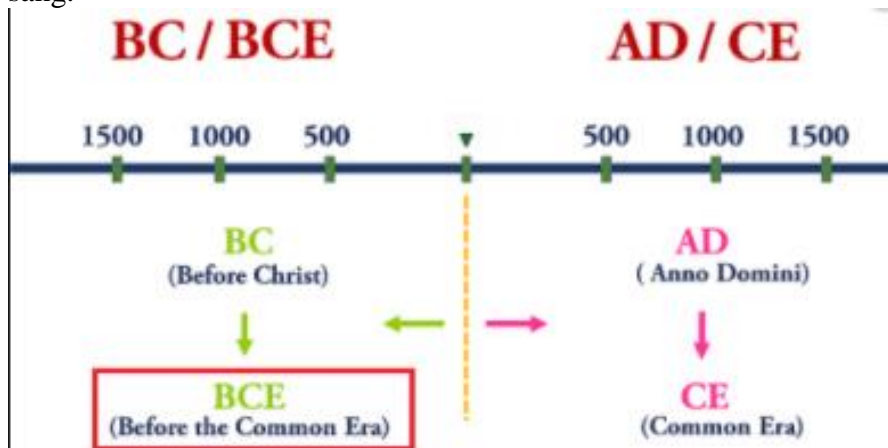
Video link: <https://youtu.be/YpozQqD61OE>

KEYWORDS: -

- **History** – a written record of the past
- **Excavation** – digging up an area for buried remains
- **BC** – the period before the year Christ is believed to have born
- **AD** – the period after Christ's birth
- **Archaeologists** – people who study about the objects or remains of the past
- **Inscriptions** – writings or drawings on rocks, pillars, etc.
- **Manuscripts** – texts written by hand
- **Numismatics** – the study of coins

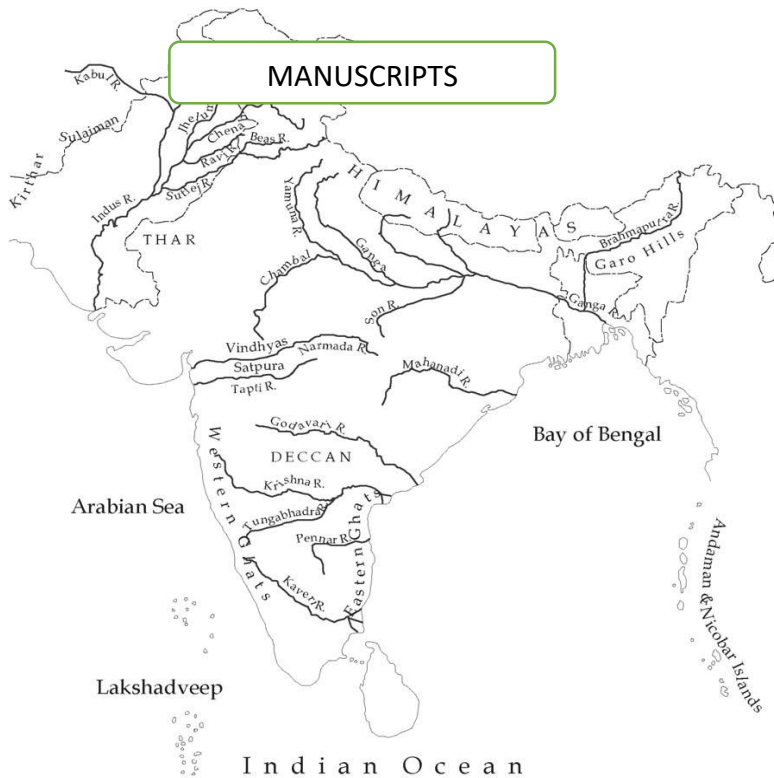
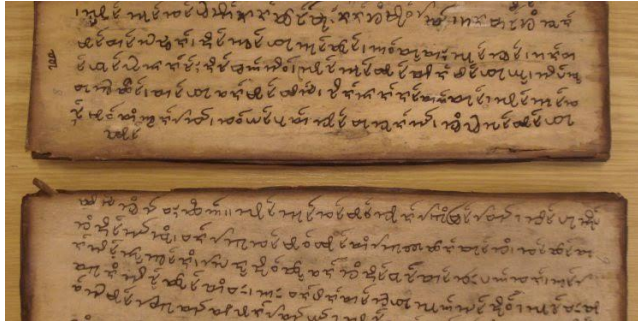
INTRODUCTION - WHAT CAN WE KNOW ABOUT THE PAST?

There are several things we can find out — what people ate, the kinds of clothes they wore, the houses in which they lived. We can find out about the lives of hunters, herders, farmers, rulers, merchants, priests, crafts persons, artists, musicians, and scientists. We can also find out about the games children played, the stories they heard, the plays they saw, the songs they sang.



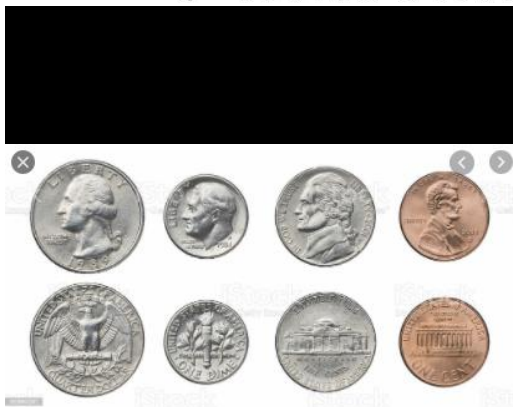
WHERE DID PEOPLE LIVE?

- **Narmada river**- Earliest people who lived here were skilled gatherers, — people who gathered their food, collected roots, fruits and other forest produce for their food. They also hunted animals.
- **Sulaiman and Kirthar hills** - areas where women and men first began to grow crops such as wheat and barley. People also began rearing animals like sheep, goat, and cattle, and lived in villages.
- **Garro hills and the Vindhya**s - agriculture developed here. The place where rice was first grown are to the north of the Vindhya
- **River Ganga and Indus** - earliest cities flourished on the banks of these rivers.



MANUSCRIPTS

INSCRIPTIONS



SOURCES OF HISTORY:-

- **Archaeological sources** include inscriptions, coins, monuments, excavations, art, paintings, etc.

- i. Inscriptions - it is the writings that are engraved on stones or are etched on metals in ancient times. The study of inscriptions is called Epigraphy.
 - ii. Coins - Archaeologists have found a large number of coins made of gold, silver, copper, and other metals. The study of coins is known as numismatics.
 - iii. Monuments – our ancestors built many temples, forts, palaces and other structures for a special cause. All such structures are known as monuments.
- **Literary sources** include, manuscripts, biographies, accounts of foreign travellers, books on law and government, historical dramas, oral record, etc.
 - i. Manuscripts - these were written by hand. These were usually written on palm leaf, or on the specially prepared bark of a tree known as the birch, which grows in the Himalayas.
 - ii. Accounts of foreigners - people visited India from far off places and wrote their impressions about the political, social, and economic conditions. Megasthenes came to India from Greece and wrote a book called Indica.

ONE PAST OR MANY?

Past was different for different groups of people. For example, the lives of herders or farmers were different from those of kings and queens. For example, today most people living in the Andaman Islands get their own food by fishing, hunting, etc. whereas, most people living in cities depend on others for supplies of food.

WHAT DO DATES MEAN?

If somebody asks you the date, you will probably mention the day, month and year, 2000 and something. These years are counted from the date generally assigned to the birth of Jesus Christ, the founder of Christianity. So, 2000 means 2000 years after the birth of Christ. All dates before the birth of Christ are counted backwards and usually have the letters BC (Before Christ) added on. In this book, we will refer to dates going back from the present, using 2000 as our starting point.

शब्दपरिचय - :II

Q.1: (क) (उच्चारणं कुरुत।

छात्रा	लता	प्रयोगशाला	लेखिका
शिक्षिका	पेटिका	माला	सेविका
नौका	छुरिका	कलिका	गायिका

(खचित्राणि दृष्ट्वा पदानि उच्चारयत। (



सूचिका



पिपीलिका



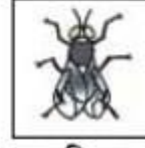
कुञ्चिका



द्विचक्रिका



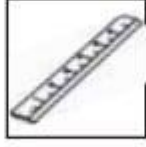
उत्पीठिका



मक्षिका



अग्निपेटिका



मापिका



वीणा

Q.2: (क-वर्णसंयोजनं कृत्वा पदं कोष्ठके लिखत (

यथा- क् + उ + र् + उ + त् + अः

= कुरुतः

उ + द् + य् + आ + न् + ए

=

स् + थ् + आ + ल् + इ + क् + आ

=

घ् + अ + ट् + इ + क् + आ

=

स् + त् + र् + ई + ल् + इ + ड् + ग् + अः

=

म् + आ + प् + इ + क् + आ

=

(ख-पदानां वर्णविच्छेदं प्रदर्शयत (

यथा- कोकिले= क् + ओ + क् + इ + ल् + ए

(को) (कि) (ले)

चटके =

धाविकाः =

कुञ्चिका =

खट्वा =

छुरिका =

Q.3: चित्रं दृष्ट्वा संस्कृतपदं लिखत-



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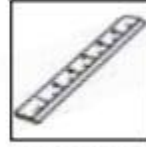
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Ans :



उत्पीठिका



पेटिका



नौका



चटका



महिला



मापिका

Q.4: वचनानुसारं रिक्तस्थानानि पूरयत-

एकवचनम्

द्विवचनम्

बहुवचनम्

यथा- लता

लते

लताः

गीता

.....

.....

.....

पेटिके

.....

.....

खट्वाः

सा

.....

.....

.....

रोटिके

.....

Q.5: कोष्ठकात् उचितं शब्दं चित्वा वाक्यं पूरयत-

यथा(बालिकाः/बालिका) बालिका पठित। -

(क (चरतः। (अजे/अजाः)

(ख (सन्ति। (द्विचक्रिकाः/द्विचक्रिके)

(ग (चलति। (नौका/नौके)

(घ (अस्ति। (सूचिका/सूचिके)

(ङ (उत्पतन्ति। (मक्षिके/मक्षिकाः)

Q.6: सा, ते, ता-इत्येतेभ्यः उचितं सर्वनामपदं चित्वा रिक्तस्थानानि पूरयत :

यथा- लता अस्ति। - सा अस्ति।

(क(महिलाः धावन्ति। - धावन्ति।

(ख(सुधा वदति। - वदति।

(ग(जवनिके दोलतः। - दोलतः।

(घ(पिपीलिकाः चलन्ति। - चलन्ति।

(ङ(चटके कूजतः। - कूजतः।

: मञ्जूषातः कर्तृपदं चित्वा रिक्तस्थानानि पूरयत-

लेखिका

बालकः

सिंहाः

त्रिचक्रिका

पुष्पमालाः

- (क) सन्ति।
(ख) पश्यति।
(ग) लिखति।
(घ) गर्जन्ति।
(ङ) चलति।

Ans : (क) पुष्पमालाः सन्ति।

(ख) बालकः पश्यति।

(ग) लेखिका लिखति।

(घ) सिंहाः गर्जन्ति।

(ङ) त्रिचक्रिका चलति।

Q.8: म

: मञ्जूषातः कर्तृपदं चित्वा रिक्तस्थानानि पूरयत-

लेखिका

बालकः

सिंहाः

त्रिचक्रिका

पुष्पमालाः

- (क) सन्ति।
(ख) पश्यति।
(ग) लिखति।
(घ) गर्जन्ति।
(ङ) चलति।

मञ्जूषातः कर्तृपदं चित्वा रिक्तस्थानानि पूरयत-

लेखिका

बालकः

सिंहाः

त्रिचक्रिका

पुष्पमालाः

- (क) सन्ति।
(ख) पश्यति।
(ग) लिखति।
(घ) गर्जन्ति।
(ङ) चलति।

धातुरूप

अस् धातु

लट् लकार (वर्तमान काल)

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथम पुरुष	अस्ति	स्तः	सन्ति
मध्यम पुरुष	असि	स्थः	स्थ
उत्तम पुरुष	अस्मि	स्वः	स्मः

अस् धातु

भविष्यकाल



लृट् लकार



	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	भविष्यति	भविष्यतः	भविष्यन्ति
मध्यमपुरुषः	भविष्यसि	भविष्यथः	भविष्यथ
उत्तमपुरुषः	भविष्यामि	भविष्यावः	भविष्यामः



लट् लकार (वर्तमान काल)



पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	भवति	भवतः	भवन्ति
मध्यमपुरुष	भवसि	भवथः	भवथ
उत्तमपुरुष	भवामि	भवावः	भवामः

पा धातु

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लट्लकार

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	पिबति	पिबतः	पिबन्ति
मध्यमपुरुष	पिबसि	पिबथः	पिबथ
उत्तमपुरुष	पिबामि	पिबावः	पिबामः

पा धातु

लृट्लकार

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	पास्यति	पास्यतः	पास्यन्ति
मध्यमपुरुष	पास्यसि	पास्यथः	पास्यथ
उत्तमपुरुष	पास्यामि	पास्यावः	पास्यामः