




SUBJECT-COMPUTER

CHAPTER NAME- 1. COMPUTATIONAL THINKING

TOPIC: COMPUTATIONAL THINKING

Link- <https://youtu.be/u9MWIYLCbtE>

( SADANAND SAM – YOUTUBE CHANNEL)

NOTE:- Any query related to link and content, text us on the given e-mail-

fpsprincipal2020@gmail.com

TUTORIALS:-

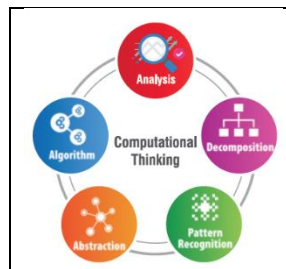
1.1. INTRODUCTION

Computational Thinking is a thought process that teaches us how to solve complex real-world problems in such a way that a human or a computer can effectively carry these out.

1.2. COMPONENTS OF COMPUTATIONAL THINKING: -

There are five key components of computational thinking:

- Analysis
- Decomposition
- Pattern Recognition
- Abstraction
- Algorithm Design



1.3. Analysis:-

Analysis is the process of understanding the problem and conditions and defining the goals.

1.4. Decomposition:-

Breaking down a large problem into smaller parts which are easier to understand is called decomposition. It is easier to examine and solve it individually.

1.5. Pattern Recognition:-

Observing patterns, trends, and similarities in the data is known as pattern recognition.

1.6. Abstraction:-

Abstraction is the process of filtering out details or components of the problem to focus on the relevant ones.

1.7. Algorithm Design:-

It is the process of developing a list of steps that we can follow to finish the task.

1.8. Applying Reasoning to make Decisions:-

Lets see how to apply our Reasoning and solve the problem:-

Look at the shapes given here:

The main steps in logical thinking are:

i. TASK:

Read the problem carefully. Here three shapes are given.

What comes next in the sequence

ii. IDENTIFY:

Goal: To find the fourth shape in the sequence.

Information: In the sequence, the first shape has 4 sides, the second shape has 5 sides, and the third shape has 6 sides.

Condition: In the sequence, the number of sides of the shapes is increasing by 1.

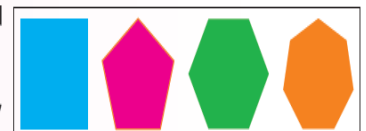



iii. SOLVE:

To achieve the goal by using the given information and following the condition.

Reasoning: The next shape should have 7 sides. i.e., $6+1=7$

Solution: To work out the solution in step-by-step manner.



Its very easy. 

1.9. Importance of Computational Thinking:-

The computational thinking technique gives us the courage to solve problems and design systems that none of us would be capable of tackling alone.

- Perseverance
- Debugging
- Creating
- Experimenting

QUESTIONS:-



Let's think and Answer:-

1. What is Computational Thinking?
2. What are the components of Computational Thinking?
3. What is Algorithm?
4. Differentiate between Algorithm and Flowchart.

LEARNING OUTCOME:-

After studying these topics, students will be able to:

- Think and solve few logical problems.
- Do any task step by step.
- Represents any big task into smaller tasks.

<<<<<>>>>>



FIRAYALAL PUBLIC SCHOOL, RANCHI

Grade- VI

Module- I

SUBJECT-ENGLISH

CHAPTER NAME--LESSON -1 (SILVER)

TOPIC: - LITERATURE

Link - <http://cyberspaceandtime.com/pVXMjGcnUds.video+related>

Please find herewith the web links of the chapters along with the written assignment we wish you to cover up by the end of this break. The entire assignment will form a part of your subject enrichment assessment and needs to be done in home-work copy. This assignment will be a part of subject enrichment. In case of any clarification please feel free to get in touch with your subject teachers, once the school reopens or else mail it to principal@firayalalpublicschool.com

TUTORIALS:-

POEM

SILVER

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers,
And sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery
thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the
White breasts peep
Of doves in silver feathered sleep
A harvest mouse goes
scampering by,
With silver claws, and silver eye;
And moveless fish in the
water gleam,
By silver reeds in a
silver stream.

BY : WALTER DE LA MARE

SUMMARY OF THE POEM

Silver by Walter de la Mare is a fourteen line sonnet. It describes the impact that the silver light of the moon has on everyday objects and creatures existing within the darkened night.

The poem begins with the speaker stating that the light of the moon is casting down on Earth. This is occurring while, “she” the moon, moves slowly through the sky. The moon is taking its time, choosing to look at everything on Earth while ‘she’ has the chance.

Some creatures and objects that are spotted and therefore cast in ‘silver light’ are the ‘casements’ of windows, doves, a dog, and sleeping fish. These creatures and objects are perfectly mundane and ordinary. There is nothing remarkable about them during the day, but at night they are enhanced and made more beautiful.

WORDS TO LEARN

- PEERS
- CASEMENT
- BENEATH
- THATCH
- SCAMPERING
- GLEAM
- REEDS

ANALYSIS OF ‘SILVER ‘

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers,
And sees
Silver fruit upon silver trees;

WORD MEANING

Moon walks - moon moves/ glides

Silver shoon - silver brightness

peer - look through

silver fruits -fruit that appear to be silvery in moonlight

Explanation:

In the first stanza of this piece the speaker begins by describing the progress of the moon through the sky. It is moving as one would expect, “ slowly” and “silently”. There is an immediate personification of the moon’s action. The speaker refers to it as “she” and describes how “she” is walking through the night. It is as if the moon’s slow progression is of “her” own choice. “she” makes her way through the night taking her time to “peer” and “see” everything. There is one element of the night time scene that catches her eyes especially, “ the silver fruit upon silver trees”. As the reader moves through the various couplets one will notice that “silver” is used to describe almost every sight seen by the moon. It is her own shine that casts a

tint upon the ground. She is drawn in by the beauty of her own life force which first shows itself on “fruit trees”. These represent life and bounty, important and joyful elements of the world.

One by one the **casements catch**
Her beams beneath the silvery
thatch;
Couched in his **kennel**, like a **log**,
With **paws** of silver sleeps the dog;

WORD MEANING

casement - windows that can be opened wide

catch the beam - get a glow

thatch - roof made of glass or leaves

couch-the way a dog sits

kennel - the small house for a dog

log -a piece of wood/ timber

paws - forearm of a dog

Explanation:

in the following set of lines the speaker moves on to describe additional sights the moon sees. Her eye is soon drawn to the “casements”. This word refers to the part of a window set on a hinge. The small metal bits of its construction catch the light beautifully. One should now be able to relate the light to two very different types of objects- both organic and manmade creations are impacted by the moon.

The moment described in the first couplet of this section happened “beneath the silvery thatch”. This is a reference to the roof of a building, likely a house in this case. Here, the light has found a place to shine within the confines of a home that is likely not very elaborate. A thatch roof is most often made of straw or a similar material. All the same, the windows and the roof shine.

In the next two lines the speaker moves on to something with more life, a “dog”. This specific animal is sleeping “like a log” in “his kennel”, or outdoor shelter. Here, without his knowledge, the moon touches him and turns his paws silver.

From their **shadowycote** the
White breasts peep
Of doves in silver feathered sleep
A **harvest mouse** goes
scampering by,
With silver **claws**, and silver eye;
And **moveless** fish in the
watergleam,
By silver **reeds** in a
silver stream.

WORD MEANING

cote - a shelter for birds such as pigeons

shadowy- under shadow

white beasts - birds with white feather in their front/ chest/ breast

harvest mouse - a breed of small rats found in fields of cereals

scamper - (a small animal or child) run with quick and short steps

claws - the curved pointed nails of animals/ birds

moveless - motionless

gleam - shine

reed - riverside plants

Explanation:

In the next set of couplets the speaker moves on to another type of animal, a dove. In this case many doves. They are within their "shadowy cote" or shelter, sleeping. The entire world is resting, and no one, aside from the speaker and his intended listeners know the beauty occurring outside. The "silver" touches the "doves" this time as well as a "harvest mouse"

It is important to know that de la mare has specifically chosen the least remarkable of subjects for this piece. They are enhanced, and made more important by their closeness to the light of the moon. It does not discriminate between different objects or animals. The mouse for instance, has been made more beautiful by its " silver claws" and "silver eyes". These creatures take on an air of mystery they do not previously have. It was de la mare's intent to make a reader rethink the value of these every day organisms and inanimate object underneath a night sky.

The final couplet of the piece evokes a feeling of peace and movement that encourages a reader to imagine the description continuing on past the end. He speaks first on the fish which are also sleeping. They are motionless in the gleaming water all around them through the "silver reeds" move steadily within the "silver stream".

QUESTION/ANSWER

Explain the following phrases in your own words:

Couched in his kennel.

Ans :Speaker describes the sights the moon sees as it moves through the sky at night. The speaker describes the posture of a "dog". This specific animal is sleeping "like a log" in "his kennel", or outdoor shelter. Here, without his knowledge, the moon touches him and turns his paws silver.

their shadowy cote

Ans:The speaker moves on to describe, a dove. In this case many doves. They are within their “shadowy cote” or shelter, sleeping. The entire world is resting, and no one, aside from the speaker and his intended listeners know the beauty occurring outside. The “silver” touches the “doves” this time.

a silver feathered sleep

Ans:The doves are sleeping and the moon is reflecting off their chest.

goes scampering by:

Ans:It is important to know that de la mare has specifically chosen the least remarkable of subjects for this piece. They are enhanced, and made more important by their closeness to the light of the moon. It does not discriminate between different objects or animals. The mouse for instance, has been made more beautiful by its “ silver claws” and “silver eyes”. These creatures take on an air of mystery they do not previously have. It was de la mare’s intent to make a reader rethink the value of these every day organisms and inanimate object underneath a night **sky**.

In the water gleam

Ans:He speaks first on the fish which are also sleeping. They are motionless in the gleaming water all around them through the “silver reeds” move steadily within the “silver stream”.

LEARNING OUTCOME:

The readers of the poem understand the richness and the content and the imagination.

QUESTIONS :(THINK AND ANSWER)

1. The words “slowly and silently” represent movement. How does this affect the mood of the poem?
2. Nocturnal creature loves the moon and the moonlight. Comment.

THANK YOU



Grade - VI

Subject - Mathematics

Chapter no./Name - 1. KNOWING OUR NUMBERS

Link-<https://www.extramarks.com>

<https://ncert.nic.in>

<https://youtu.be/2YthCDleuing>

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TUTORIALS:

★How many numbers can you make?

★Greatest and Smallest Number

- To form greatest number, place digits in descending order.
- To form smallest number, place digits in ascending order.

For example :- Make the greatest and Smallest 4- digit numbers using the digit 6,5,9,2.

Th. T. H. O

Greatest number 9 6 52

Smallest number. 2 5 69

★Stand In Proper Order

- **Ascending order:** Means arrangement from Smallest to the greatest.
- **Descending Order:** Means arrangement from greatest to the smallest.

For example :- Arrange the following numbers in ascending and descending order.
3566 , 9352 , 2569 , 3566

Ascending Order = 2569 , 3566 , 6325 , 9352

Descending Order = 9352 , 6325 , 3566 , 2569

★Shifting Digits

Exchange the digits to form smallest and greatest number

Before 4 7 6

Exchanging the 1st and 3rd digits

After 6 7 4

(a) Is the new number greater than the former one?

Ans – Yes.

(b) Is the new number smaller than the former one?

Ans – No.

★Introducing 10,000

Greatest single digit number + 1 = Smallest 2digit number

9 + 1 = 10 (Ten)

Greatest 2 digit number + 1 = Smallest 3 digit number

$$99 + 1 = 100 \text{ (hundred)}$$

Greatest 3 digit number + 1 = Smallest 4 digit number

$$999 + 1 = 1,000 \text{ (Thousand)}$$

Greatest 4 digit number + 1 = Smallest 5 digit number

$$9,999 + 1 = 10,000 \text{ (Ten Thousands)}$$

★Revisiting Place Value

Place Value Chart

Ten-Thousands	Thousands	Hundreds	Tens	Units
10,000	1,000	100	10	1

The Expansion of 54278

Ten-Thousands	Thousands	Hundreds	Tens	Units
50,000	4,000	200	70	8
50 x 1,000	4 x 1,000	2 x 100	7 x 10	8 x 1
Fifty Thousand	Four Thousand	Two Hundred	Seventy	Eight

★Introducing 1,00,000

Greatest 5 digit number + 1 = Smallest 6 digit number

Lakh	Ten-Thousands	Thousands	Hundreds	Tens	Units
1,00,000	10,000	1,000	100	10	1

$$99,999 + 1 = 1,00,000 \text{ (Lakh)}$$

The Expansion of 954278

9,00,000	50,000	4,000	200	70	8
$9 \times 1,00,000$	$5 \times 10,000$	$4 \times 1,000$	2×100	7×10	8×1

★ Large Numbers

The smallest 7 digit number is called Ten Lakh.

Greatest 6 digit number + 1 = Smallest 7 digit number

$$999999 + 1 = 10,00,000 \text{ (Ten Lakh)}$$

The smallest 8 digit number is called One Crore.

Greatest 7 digit number + 1 = Smallest 8 digit number

$$9999999 + 1 = 1,00,00,000 \text{ (One Crore)}$$

★ Use of Commas

In our Indian system of numeration we use ones, tens, hundreds, thousands and then lakhs

Crore	Ten Lakh	Lakh	Ten-Thousand	Thousand	Hundred	Ten	Unit
1,00,00,000	10,00,000	1,00,000	10,000	1,000	100	10	1

and crores. Commas are used to mark thousands, lakhs and crores.

Example :- 7,09,76,654 8,88,90,811

★ Large number in Practice

- Unit Conversion

1 centimetre = 10 millimetres

1 metre = 100 centimetres = 1000 millimetres

1 kilometre = 1000 metres

1 km = 1000 m = 1000×1000 mm = 10,00,000 mm

1 gram = 1000 milligrams

1 kilogram = 1000 grams = 1000000 milligrams

1 litre = 1000 millilitres

1 metre = 100 centimetres

HOME ASSIGNMENT

1. Using given digits without repetition make the smallest and greatest 4 digit number:

a) 7,8,6,4

b) 9,0,1,8

2. Arrange the following numbers in ascending order:

4578, 5408, 26099, 90009

Make five such more examples for ascending and descending order and solve them.

3. Expand the following numbers:

a) 760985

b) 435689

4. What is $1,00,00,000 - 1$?

5. Starting from the greatest 6 digit number, write the previous numbers in descending order.

6. Put commas according to Indian System of numeration:-

a) 75489765

b) 5490069

Learning Outcomes

- Knowing our numbers helps in counting objects in large numbers and representing them in numerals.
- Numbers helps in communicating through suitable number names and to count concrete objects.
- They help us to say which collection is bigger and arrange them in order.



Grade-VI SANSKRIT (Ruchira bhag-1)

Module-1/1

Link- <https://youtu.be/I4OWPI33nnU>

<https://youtu.be/vKZObfpjbX4>

Chapter- 1(अकारान्त पुल्लिङ्ग)

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TUTORIALS: जिन शब्दों से पुरुष जाति का बोध हो, उन्हें पुल्लिङ्ग शब्द कहते हैं। इस पाठ में कुछ ऐसे शब्द दिए गए हैं जिनके अन्त में 'अ' आता है, इन्हें अकारान्त(अकार + अन्त) कहते हैं। इनके अन्त में विसर्ग (:) लगने से ज्ञात होता है कि ये सभी अकारान्त शब्द पुरुषवाचक (पुल्लिङ्ग) हैं।

जैसे- एषः - यह

सः-वह

एतौ- ये दोनों

तौ- वे दोनों

एते- ये

ते-वे

चषकः- गिलास

सौचिकः- दर्जी

1. संस्कृत में वचन तीन प्रकार के होते हैं- 1-एकवचन, 2-द्विवचन, 3-बहुवचन।
2. संस्कृत में लिंग तीन प्रकार के होते हैं- 1-स्त्रीलिंग, 2-पुल्लिङ्ग, 3-नपुंसकलिंग।

उदाहरण- एकवचन

द्विवचन

बहुवचन

1) गजः (एक हाथी) गजौ (दो हाथी) गजाः (अनेक हाथी)

2) उषट्रः (एक ऊँट) उषट्रौ (दो ऊँट) उषट्राः (अनेक ऊँट)

3) काकः (एक कौआ) काकौ (दो कौआ) काकाः (अनेक कौआ)

4) अध्यापकः (एक अध्यापक) अध्यापकौ (दो अध्यापक) अध्यापकाः (अनेक अध्यापक)

5) आपणः(एक दुकान) आपणौ(दो दुकान) आपणाः (अनेक दुकान)

प्रस्तुत पाठ के आधार पर कुछ प्रश्न 😊

1) वर्ण संयोजन के द्वारा पद को लिखें—

च्+ अ + ष्+ अ +क्+ अः = चषकः ।

स्+ औ + च्+ इ + क्+ अः=_____।

श्+ उ + न्+ अ +क्+ औ=_____।

ध्+आ + व्+ अ +त्+ अः=_____।

व्+ ऋ+ द्+ ध्+ आः=_____।

ग्+ आ+ य्+ न्+ त्+इ=_____।

2) उदाहरण देखकर रिक्त स्थान की पूर्ति करें ।

चषकःचषकौचषकाः

..... बलीवर्दौ

शुनकः

..... मृगाः

..... सौचिकौ.....

मयुरः

Learning Outcome—

- पाठ के द्वारा छात्र अकारान्त के विषय में जानेंगे ।
- छात्र संस्कृत में आधारित लिंग के विषय में जानेंगे ।
- छात्र संस्कृत में आधारित वचन के विषय में जानेंगे ।
- छात्र शब्दों को तीनों वचनों के आधार पर बांटना सीखेंगे।
- छात्र संस्कृत के शब्दों का हिन्दी अर्थ जानेंगे



FIRAYALAL PUBLIC SCHOOL, RANCHI

Grade- vi

Module- 1/1

SUBJECT- Science

CHAPTER NAME- Food: Where Does It Comes From

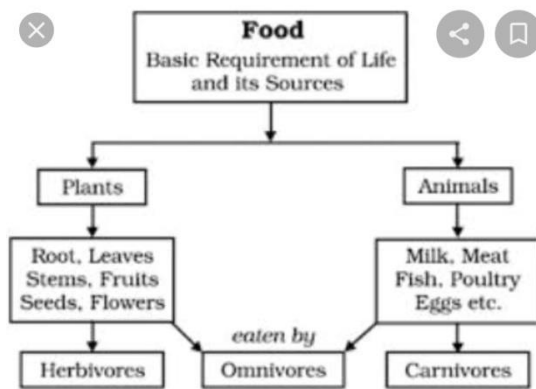
TOPIC: Food, Different kinds of food

Link-

<https://youtu.be/rUaMI3wcWXY>

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TUTORIALS:- Materials and sources: The food ingredients are obtained from plants and animals. From plants we obtain grains, fruits, vegetables, cereals etc. For obtaining these materials, same kind of plants are grown in an area. We call it as agriculture.



Nutritious substance that people and animals eat or drink, or that plants absorb in order to maintain life and growth.

USES OF FOOD IN OUR BODY

- *For energy, growth
- * For body functions and good health
- *For wounds healing

PLANT SOURCE OF FOOD

Parts of the plants as a source of food

1. Plant roots used as food. Ex. Carrot, turnip, radish, beetroot.
2. plant stems used as food. Ex. Potato, sugarcane
3. plant leaves use as food. Ex. Spinach, cabbage, onion.
4. flower use as food. Ex. Cauliflower
5. fruits on plants used as food. Ex. Mango, fruits used as vegetable: brinjal
6. seeds used as food: cereals , maize, wheat

Pulses: Gram ,pea, pigeon

- Seeds yield oil used as food: mustard, sesame, coconut
- FOOD THAT COMES FROM ANIMALS
- Milk, Eggs, Meat from animals
- Fish,Prawn, Crabs
- Honey

LET'S EXAMINE :

1. What are the different sources of food?
2. What are different components of food?
3. Why do we need food?
4. What are different edible parts of the plants?
5. Name 3 products that are given by plants and animals individually?
6. Define the following:
a) Food (b) Herbivore's (c) Carnivores (d) Omnivores
7. Why we should prefer cooked food?

LEARNINGOUTCOME:-After studying this topic, students will be able to:

- Get an idea about the components of food.
- Get to know the different parts of plants used as food.
- Will able to know the examples of herbivore's, carnivores, and omnivores.



Grade- VI

Module- 1/1

Subject-SST(Geography)

Chapter-1:The Earth in the Solar System

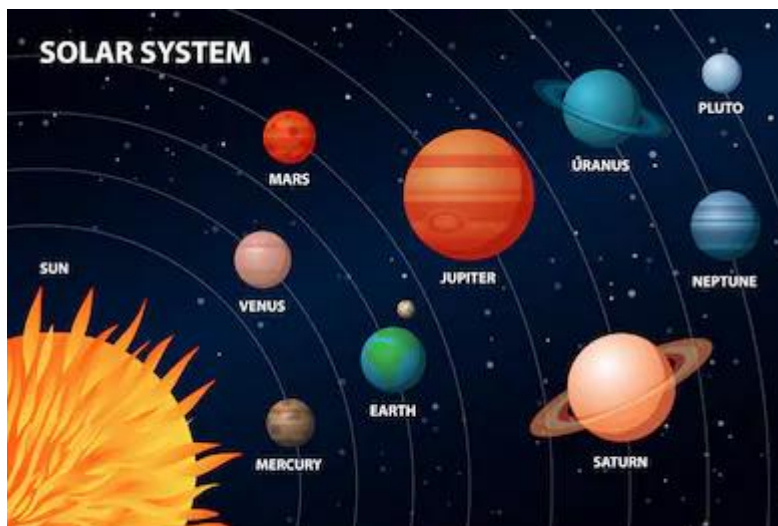
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TUTORIALS:



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SUN



EARTH

An object in the universe(but not on the earth) is said to be a **celestial body**.

Examples are sun, earth, moon, stars etc.

The star and the moon are the celestial bodies which are visible only at night in the sky. During daytime the power of the sun's light renders them invisible. The moon appears differently on different nights like the full moon only once a month on the Poornima night whereas on the 15th night after that there is no moon in the sky that is Amavasya.

Some celestial bodies are big and hot since they are made of gases they are called **Stars**. The sun is also a star which does not feel the heat and light of the stars other than the sun since they are very far away from us.

Groups of stars that are visible in definite patterns are called **Constellations**.

Ursa major (the Big Bear), the Small Bear (Saptarishi) etc are some well-known constellations. The **Pole Star** is known to retain the same position every Night in the sky it is also called the **North Star** since it helps in knowing the North direction.

The **sun** is a star that acts as the head of the solar system and around which all planets revolve.

There Are celestial bodies that do not have their own heat and light they reflect the light they get from stars such bodies are known as **planet**. We live on the **earth** that is also a planet. Most planets have **Satellites**, which are celestial bodies that revolves around a particular planet the **moon** is the only satellite of the earth.

The earth and moon are part of a bigger system of celestial bodies called the **Solar System**. The **sun** is the head of the system and is present at its centre the

planets revolve around the sun while the satellite **revolves** around the planet. The planets revolve around the sun & also **rotate** on their own **axis**.

All the planets of the solar system are –

I Mercury

II Venus

III-Earth

IV Mars

V-Jupiter

VI-Saturn

VII-Uranus

VIII-Neptune.

Pluto was also a planet but it is now recognised as a “**dwarf planet**”.

The shape of the Earth is not perfectly spherical but it is flattened at the poles.

The earth is probably the only planet that can support life this is because its temperature resources like water and oxygen etc are present in the proportions appropriate for life. the earth with its two third of surface covered with water appears blue from space so it is called **blue planet**.

Let's Examine:

- 1- What is the pole star?
- 2- Write a short note on the two planets nearest to the sun?
- 3- How does earth support life?
- 4- Why is earth called a blue planet?
- 5- Draw a diagram showing the eight planets of the solar system in their orbit around the sun?

Learning Outcome:

Students will understand

- 1.The Solar system.
- 2.How is the Sun different from other star
- 3.Why earth is called Blue planet
- 4.Importance of pole star



FIRAYALAL PUBLIC SCHOOL, RANCHI

Grade- VI

Module-1/1

SUBJECT-S.ST(HISTORY)

CHAPTER 1-What,Where,Howand When

Link- <https://www.extramarks.com>

<http://ncert.nic.in/ebooks.html>

<https://www.youtube.com/watch?v=nchqJu5T3h0&feature=youtu.be>

Please find herewith the web links of the chapters along with the written assignment we wish you to cover up by the end of this break. The entire assignment will form a part of your subject enrichment assessment and needs to be done in home-work copy. This assignment will be a part of subject enrichment. In case of any clarification please feel free to get in touch with your subject teachers, once the school reopens or else mail it to principal@firayalalpublicschool.com

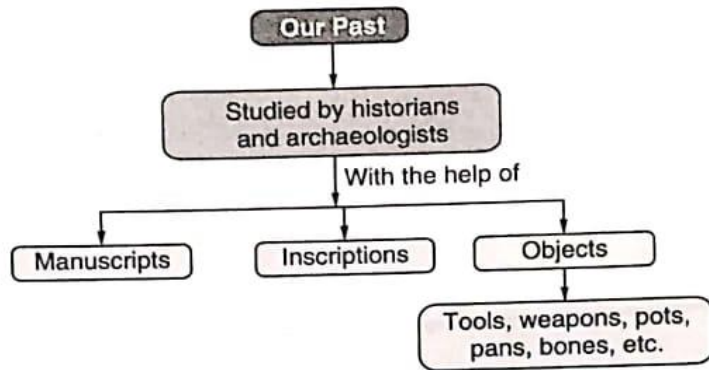
TUTORIALS:-

- **Archaeologists.** People who study the objects made and used in the past are called archaeologists.
- **Excavation.** The process of digging under the surface of the earth in order to find old objects is called excavation.
- **Historians.** Scholars who study the past are called historians.
- **Inscriptions.** These are writings on very hard surfaces like stone or metal.
- **Manuscripts.** Books that were written long ago by hand on palm leaf or barks of trees are called manuscripts.
- **Skilled Gatherers.** The people who gathered their food. They have lived on the banks of the Narmada for several hundred thousand years.
- **Tributaries.** Smaller rivers that flow into a larger river are said to be its tributaries.

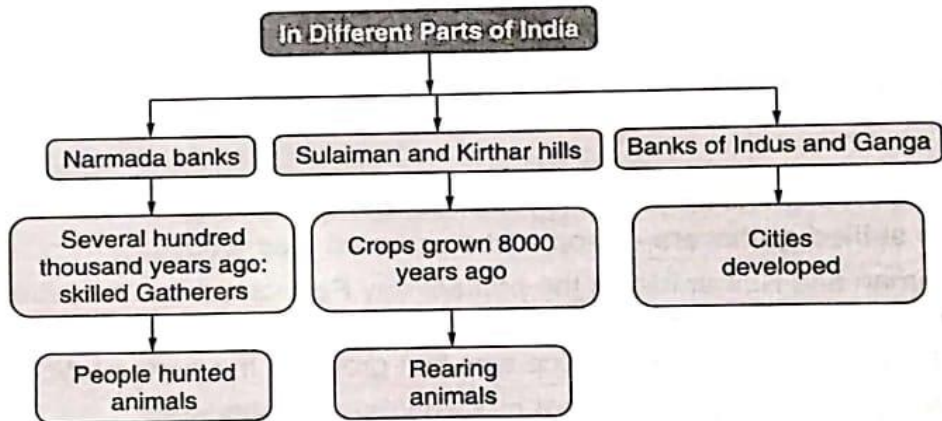


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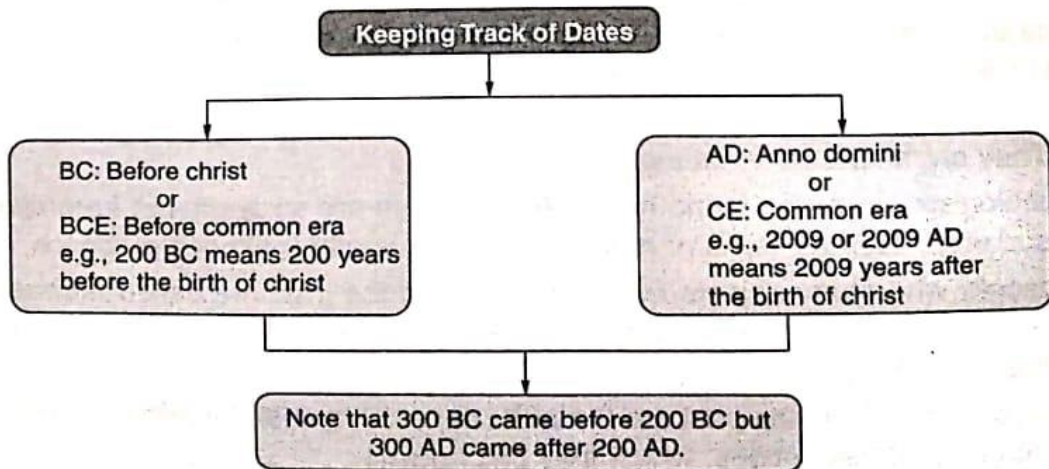
1



2



3



DATELINE:

- 8000 years ago — beginning of agriculture
- 4700 years ago — the first cities
- 2500 years ago — the Magadha Kingdom

Let's examine:

1. How can we know about the past?
2. Where did the early people live?
3. What do you mean by the term "tributaries"?
4. Name the countries that form South Asia?
5. Why is South Asia called a subcontinent?
6. Write important historical events against the following important dates:
 - a. 8,000 years ago
 - b. 4700 years ago
 - c. 2500 years ago
7. Where are the Garo hills located?
8. Name the tributaries of river Ganga?
9. What is meant by manuscript?
10. What was used in the ancient time to write manuscript?
11. What are inscriptions?
12. Why do archaeologists look for bones of animals, birds and fish?

LEARNING OUTCOME:-

After studying this topic Students will understand:-

1. How was India named?
2. Ways to know Our Past through-
 - a. Manuscripts
 - b. Inscriptions
 - c. Old objects recovered from excavations.
3. The subjects on which books were written.



FIRAYALAL PUBLIC SCHOOL, RANCHI

Grade- VI

Module-1/1

SUBJECT- S.St (Civics)

CHAPTER NAME:- 1. Understanding Diversity

TOPIC: Diversity

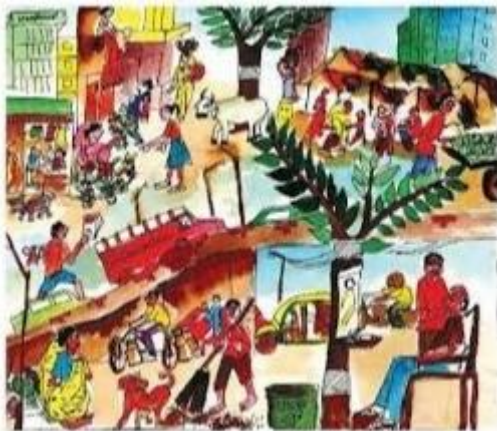
Link- <https://www.extramarks.com>

<https://www.extramarks.com>

<https://youtu.be/VSW2aCNE5uk>

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TUTORIALS:-



Diversity-- The sense of the right that exist in the traits, looks, behaviour, culture, religion, language, abilities, resources and opportunities related to different people is said diversity.

Inequality—The difference between two or more people that arise because of their abilities, resources and opportunities for their caste etc are known as Inequalities.

Habitat--The geographical area where a living being has adapted and lives comfortably is called the habitat of that living being.

Resources--Anything that can be of any use in any activity is said to be a resource

The jallianwala Bagh MassacreOn April 13, 1919 British general and his troops attacked a large meeting of unamed people.several men and women were killed brutally.This incident is called the Jallianwala Bagh massacre in Amritsar Punjab.

Lets examine:

1. Give an example of unity in diversity among Indians?
2. Give one way in which Kerela and Ladakh are different?
3. What is Ladakh known as?
4. Mention the different religions that are practiced in Kerela?
5. On which source do the people of Ladakh depend for drinking water?
6. What is dzos?
7. Where are the Pushmina shawls woven?
8. Name the religion which reached Tibet via Ladakh?
9. Name the state located in Southwest corner of India?
10. In which city of India is Jallianwalla Bagh situated?
11. Who wrote the Discovery of India?
12. Who coined the phrase 'Unity in diversity' to describe the country?
13. Who composed our National Anthem?

LEARNING OUTCOME:-

1. Students will know the meaning Diversity.
2. Despites of Diversity , there are similarities that unite us.
3. Importance of National Flag and National Symbol.



FIRAYALAL PUBLIC SCHOOL, RANCHI

Grade- VI

Module-1/1

SUBJECT-हिंदी

CHAPTER NAME-भाषा लिपि और व्याकरण

TOPIC: भाषा की परिभाषा, भाषा के रूप, लिपि, व्याकरण।

Link :- <https://www.extramarks.com>

<https://youtu.be/SthPSE9VuJc>

<https://youtu.be/38Ow8WZZTio>

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TUTORIALS:-

भाषा की परिभाषा-- मन के भावों तथा विचारों का आदान-प्रदान भाषा कहलाता है।

भाषा के रूप --भाषा के दोनों रूप होते हैं --

- 1) मौखिक भाषा
- 2) लिखित भाषा

1) मौखिक भाषा जो भाषा मुख से बोली जाती है उसे मौखिक भाषा कहते हैं। उसे अनपढ़ भी जानते और समझते हैं। उदाहरण के लिए - मुझे अपने देश पर गर्व है।

- 2) लिखित भाषा-- जो भाषा लिख कर प्रकट की जाती है उसे लिखित भाषा कहते हैं। यह भाषा मौखिक भाषा की तुलना में अधिक शुद्ध और स्पष्ट होती है। इसे केवल शिक्षित लोग ही समझ सकते हैं। उदाहरण के लिए-- पत्र लिखना, कहानी लिखना आदि।

लिपि-- मौखिक भाषा को जिन चिन्हों और अंकों द्वारा लिखा जाता है उन्हें लिपि कहते हैं। हिंदी की लिपि देवनागरी लिपि कहलाती है।

व्याकरण—व्याकरण हमें भाषा को सही और शुद्ध ढंग से लिखना, पढ़ना और बोलना सीखलाता है।
व्याकरण के माध्यम से हम ।

1) शुद्ध वर्ण ज्ञान सीखते हैं ।

3) शुद्ध शब्द ज्ञान सीखते हैं।

4) शुद्ध वर्तनी का ज्ञान प्राप्त करते हैं ।

5) शुद्ध वाक्य प्रयोग की कला को जानते हैं।

1) निम्नलिखित प्रश्नों के उत्तर दें—

क) भाषा किसे कहते हैं?

ख) लिपि किसे कहते हैं?

ग) व्याकरण हमें क्या सिखाता है?

2) नीचे दिए गए वाक्यों के सामने सही और गलत लिखो -

क) व्याकरण हमें शुद्ध बन ज्ञान से खिलाता है।

ख) व्याकरण हमें गाना से खिलाता है।

ग) व्याकरण हमें शुद्ध वाक्य प्रयोग की कला सिखाता है।

घ) व्याकरण शुद्ध वर्तनी का ज्ञान देता है ।

ङ) व्याकरण हमें अच्छा लेखक बनाता है

च) व्याकरण हमें शुद्ध शब्द ज्ञान देता है

LEARNING OUTCOME:-

उपयुक्त पाठ को पढ़ने के पश्चात बच्चों को निम्नलिखित बातों का ज्ञान प्राप्त होगा—

क) भाषा बोलकर और लिखकर प्रकट की जाती है ।

ख) मौखिक भाषा को लिखने का साधन लिपि है।

ग) हिंदी की लिपि देवनागरी है।

घ) व्याकरण भाषा के नियमों का शास्त्र है।