

HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-III)

Subject-English					
LESSON	NO OF PERIODS	OBJECTIVES	PEDAGOGY	SKILLS	LEARNING OUTCOMES
Good Morning	10	<p>*To recite the poem with appropriate actions</p> <p>*To appreciate, understand & enjoy</p> <p>*To emphasize on spoken part – proper way of wishing</p> <p>*To drill of language items: Nouns, antonyms, synonyms</p> <p>*Underlining the nouns from the passage</p> <p>*World building game</p> <p>*To draw pictures of 'day' & 'night' and to ask the children to write two words each from each picture</p> <p>*Write a paragraph on 'Your favourite thing in nature'</p> <p>* Draw Morning Scene</p> <p>*To read aloud with proper voice modulation</p>	<p>1. Reciting poems with intonation. 2. Listen to and communicate oral messages. 3. Participate in classroom discussion on questions based on the poem.</p> <p>4. Drawing pictures of 'Day' and 'Night'</p>	<ul style="list-style-type: none"> • Listening • Reading and reciting poems • Drawing pictures • Thinking skill 	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally. Finding out words related 'day' and 'night'.</p>
The Magic Garden	15	<p>To read aloud with proper voice modulation</p> <p>*To do silent reading by children and to ask questions to test understanding</p> <p>*To identify and find names of the trees growing in your school</p> <p>*Drilling of Simple Present Tense in sentences</p> <p>*To show flash cards of different colours to children, ask them to co-relate these colours with different things and speak sentences in simple present tense eg. The crow is black.</p> <p>*Read & arrange the sequence cards in proper sequence</p> <p>*Slogan writing on 'Environment'</p> <p>*Making a flower scrapbook & labelling the flowers</p> <p>*To ask them to talk about their favourite</p>	<p>Reading the text individually and practice reading aloud with pause and intonation with an awareness of punctuation(full stop, comma, question mark) and also use the pun Ask simple questions on the places and characters and the sequences in the story.</p> <p>punctuation in writing</p> <p>Participate in classroom discussion on questions based on the story he/she already read.</p> <p>Enrich vocabulary in</p>	<ol style="list-style-type: none"> 1. Listening 2. Reading 3. Understanding 4. Questioning 5. Thinking 	<p>Reading aloud with appropriate intonation and pause.</p> <p>Express his/her opinion/ understanding orally in English. Responds appropriately. Use punctuation mark such as full stop question mark and capital letters.</p> <p>Use of "would."</p> <p>Students will write few sentences about his/her school and school garden.</p>

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		<p>flower based on the given clues and then write about it</p> <p>*To take a list of words, visit the school garden, encircle the things that one finds and to write two examples of each: Insects- Trees- Flowers- Birds- Garden tools-</p> <p>Speak three sentences giving the names of flowers that you might like to grow in your garden eg. In my garden I would like to grow</p> <p>*Use the letter in 'PLAYGROUND' to make new words Note- These lessons may be integrated & correlated with " The Plant Fairy"- Looking Around class3</p> <p>*Exchange ideas</p>	English mainly through telling and retelling the stories.		
Bird Talk	9	<p>*To go for nature walk, look at the birds and express thoughts and feelings freely</p> <p>*Write a paragraph on 'Birds' based on Project – Bird Watching</p> <p>*Write sentences on what birds can/cannot do</p> <p>*Discuss how birds are different from us. Talk how people can also be different from each other with special reference to children with special needs</p>	1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in classroom discussion on questions based on the poem.	<p>Listening</p> <p>Silent and loud reading</p> <p>Thinking</p> <p>Writing</p> <p>Speaking</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally. Making sentences by using the words like 'nest, bird, fly , etc.'</p> <p>Making puppets.</p> <p>They'll write rhyming words.</p> <p>They'll express their view about their favorite birds.</p>

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		<p>*Role play of two elephants talking about people</p> <p>*Quiz among small groups</p> <p>.</p> <p>*To narrate the story with the aid of picture sequence cards/ puppets, children to listen and answer the Multiple Choice Questions</p>			
Nina And The Baby Sparrow	12	<p>*Children to frame questions based on the given answers using `Can`</p> <p>*To complete the words using the right pair of letters (eg spa _ _ ow)</p> <p>*To make a word with four letter words</p> <p>*To look at the visuals and write describing words for them (adjectives)</p>	<p>1. Reading the text individually with pause and intonation with an awareness of punctuation. 2. Participate in class room discussion on questions based on the story he/she already read. 3. Writing picture stories. 4. They'll give their opinion how birds are different from us.</p>	<p>1. Reading 2. Thinking 3. Understanding 4. Drawing pictures and colouring 5. Making a bird (by using greeting card, dl, old shoe lace, etc.) 6. Speaking and writing skill</p>	<p>Reading aloud with appropriate intonation and pause. Express his/her opinion/ understanding orally in English. Responds appropriately. Picture story Drawing and colouring. Use of describing words/ adjectives.</p>
Little By Little	8	<p>*Listen & then recite the poem</p> <p>*Recite similar poems like 'In the heart of a seed'</p> <p>*Germinate a seed, list the things & conditions needed for germination/ growth of a plant</p> <p>*Drilling of nouns in singular & Plural forms, adverb & adjective in proper context</p> <p>*Write words ending with 'ly'</p>	<p>1. Reciting poems with intonation. 2. Listen to and communicate oral messages. 3. Participate in classroom discussion on questions based on the poem. 4. identifies opposites. Making sentences.</p>	<p>Listening Reciting/ reading Writing Thinking & understanding writing</p>	<p>Reciting individually poems or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally. Making sentences by using the different parts of a tree. Identifies opposite words.</p>

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The Enormous Turnip	10	<p>* Children to read the story aloud with correct pronunciation and rise and fall of the voice</p> <p>* Children to do silent reading and teachers to ask questions to test their understanding</p> <p>*Dramatization of the story * *Drilling of new words in proper context</p>	<p>Reading the story aloud with pronunciation and pause .</p> <p>Listen and c communicate orally.</p> <p>Ask simple questions on the places and characters and the sequences in the story.</p> <p>Enriching vocabulary by solving puzzles and finding the odd one.</p> <p>Identify opposites and one many.</p>	<p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar quiz</p>	<p>Reading aloud with appropriate intonation and pause.</p> <p>Express his/her opinion/ understanding orally in English.</p> <p>Drawing the pictures of vegetables and name those vegetables..</p> <p>Identifies opposites .</p> <p>Finding singulars ad plurals.</p>
Sea Song	8	<p>summer and in winter</p> <p>Note-The lesson be integrated & correlated with “The story of Food”- Looking Around class 3</p> <p>*Teachers to recite the poem followed by children</p> <p>*Children to observe the visuals of beaches & speak about them</p> <p>*Drilling of language item – noun – opposite words</p> <p>*Children to underline the nouns (naming words) in the given sentences</p> <p>*Children to play games with rhyming words and opposites</p> <p>*To make a list of ‘The sources of water’</p> <p>*To mix a number of words (things) found in the sea/on the sea shore and not found, & to</p>	<p>1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in classroom discussion on questions based on the poem.</p> <p>4. identifies rhyming words and opposites .</p>	<p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally.</p> <p>Respond orally to the questions related to the poem.</p> <p>Identifies opposites.</p>

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		<p>write these words separately</p> <p>*Odd Man out – to call out 3 words and children to identify the odd words</p>			
A Little Fish Story	13	<p>*Children to add one letter to make new words, for example O→ on→Son→Song</p> <p>*Picture composition</p> <p>*Model of aquarium</p> <p>*Children to read out the story aloud with expressions & gestures</p> <p>*Children to do silent reading followed by questions to test their understanding</p> <p>*CLOZE test (a story with every 7th word missing and children to fill up the missing words to complete the story)</p> <p>* Children to match the words with their meanings</p> <p>*Drilling of language items –collective nouns, past forms of verbs, adjectives</p> <p>*Team game based on collective nouns</p> <p>* To find the past forms of the given words from the story</p> <p>*To fill in the blanks with the correct degree of comparison followed by the production of degree of comparison in a meaningful paragraph</p> <p>*A passage with some mis-spelt words – to encircle the wrong words & re-write the passage using correct spelling</p> <p>*Dramatization -Disaster management in case</p>	<p>1. Reading the story aloud with pause and pronunciation.</p> <p>2. Ask simple questions on the places and characters and the sequences in the story.</p> <p>3. Distinguish between tenses.</p> <p>4. identifies collective nouns</p> <p>5. identifies the use of were and could.</p> <p>6. unseen passage.</p>	<p>Reading</p> <p>Speaking</p> <p>Understanding</p> <p>Questioning</p> <p>Thinking skill</p> <p>Writing</p>	<p>Reading aloud with appropriate intonation and pause.</p> <p>Express his/her opinion/ understanding orally in English.</p> <p>Distinguish between simple past and simple present.</p> <p>Identifies collective nouns, were and could.</p>

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		<p>of accident/fire/earthquake/floods & talks about it</p> <p>*Discussion on different kinds of fish in the sea & other water animals, and their life underwater</p>			
The Balloon Man	8	<p>Guided writing - Water pollution & its harmful effects on sea life</p> <p>*Children to recite the poem with rhythm and rhyme</p> <p>* To recite rhymes about colours</p> <p>* To fill the balloons with different colours, paste them on a sheet of paper, cut and make a bunch, attach strings of different colours, and speak a few sentences on what you did</p> <p>*To find out the colours in the maze by reading the letters vertically & horizontally</p> <p>*To make a list of things which fly</p> <p>*To draw a rainbow & name the colours</p> <p>*To identify the words from the jumbled letters</p> <p>*To change each word into a colourname (add or change a letter) eg Add a letter – ink – pink;</p> <p>*To change two letters – turtle - purple</p> <p>*Guessing game- to speak out one word for these sentences, One who sells milk, brings letter, washes clothes etc</p> <p>*Role play of people of different occupations</p> <p>*Drilling of new words from the poem in meaningful sentences</p> <p>*Drilling of language item – opposites, finding out the opposites from the poem</p> <p>*Visuals presentation of different weather sunny,</p>	<p>1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in classroom discussion on questions based on the poem.</p> <p>4. identifies opposites, words from jumbled words.</p>	<p>Listening</p> <p>Reciting/reading</p> <p>Writing</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally.</p> <p>Asking questions.</p> <p>Identifies the opposites.</p>

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		windy, cold etc and write two sentences on each			
The Yellow Butterfly	10	<p>Children to read the story aloud with correct pronunciation and pause</p> <p>*Children to do silent reading followed by questions to test their understanding</p> <p>*To match answers with questions</p> <p>*Drilling of language item – Preposition used in the story and write a paragraph using those prepositions</p> <p>*Paper folding activity – Children to make a butterfly from paper, and teachers to Put the paper butterfly in different positions (on a flower, in a box etc.) asking questions, “Where is the butterfly?”</p> <p>*To make two words from one word for e.g. butterfly – butter+ fly</p> <p>*To observe the picture of a butterfly and talk about its different body parts</p> <p>To arrange the jumbled sentences in proper sequence</p> <p>*To write a few sentences on “If I were a butterfly....”</p>	<p>Reading the text with pronunciation and intonation.</p> <p>Ask simple questions on the places and characters and the sequences in the story.</p> <p>Identifies new words.</p> <p>Use of first then finally, etc.</p> <p>Paperwork.</p>	<p>Listening</p> <p>Reading</p> <p>Understanding speaking</p> <p>writing</p>	<p>Reading aloud with appropriate intonation and pause.</p> <p>Express his/her opinion/ understanding orally in English.</p> <p>Identifying new words.</p> <p>Use of after first etc.</p> <p>Write some sentences about butterfly.</p> <p>Use of preposition.</p>
Trains	7	<p>Children to recite the poem with proper intonation</p> <p>*Children to recite other poems related to various means of transport</p> <p>*Drilling of Language item – Simple present tense in proper context</p> <p>*To enact a scene from a railway station (have characters like → porters, Vendors, passengers,</p>	<p>1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in classroom discussion on questions based on the poem.</p>	<p>Listening</p> <p>Reciting poem/ reading</p> <p>Writing</p> <p>Word building</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally. Respond orally to the questions related to the poem.</p>

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		<p>etc.) and write a small paragraph on it using simple present tense</p> <p>*Word train –Children to draw bogies of train and write a word and to let them write words starting with the end letter of the previous word</p> <p>*To complete the statements from the jumbled words. E.g. –trains are a means of – PTORRANST (TRANSPORT) etc. and encircle the correct spelling</p> <p>*Drilling of new words in proper context</p> <p>*Children to write a few sentences about an interesting journey by using the clue words</p> <p>*Children to read aloud with proper pronunciation & pause</p> <p>*Children to do silent reading followed by question-answer activity to test their comprehension</p>	4. use of preposition		Writing about train journey. Drawing the pictures of Dusk and Dawn.
The Story Of The Road	10	<p>*Dramatization of the story</p> <p>*To rewrite the jumble sentences to learn about road safety eg.play/on/never/road/the</p> <p>*Picture composition</p> <p>*Drilling of the use of can/cannot followed by the production of the same in a paragraph</p> <p>*Drilling of language item – Punctuation followed by punctuating a passage</p> <p>*Match the sounds with the names</p>	<p>Reading the text.</p> <p>Ask simple questions on the places and characters and the sequences in the story.</p> <p>Participate in classroom discussion.</p> <p>Identifies the use of can and cannot.</p> <p>They'll recite the poem 'The Bus' and 'The Race'.</p>	Listening Reading Speaking Writing	Reading aloud with appropriate intonation and pause. Express his/her opinion/ understanding orally in English. Answer simple questions orally and in written in English. Uses can and cannot. Make sentences.

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		<p>*Singing & dancing to rhythmic music/musical instrument</p> <p>*Work sheets of road signs (Name these signs) e.g. U-Turn, No Parking, Zebra-Crossing, Traffic light, Speed breaks, Name the road signs</p> <p>Note- This lesson may be integrated with “From here to there”, Looking Around- class 3</p>			
Puppy and I	10	<p>*To recite the poem with proper rhyme and rhythm</p> <p>*To enact the poem as a conversation amongst different characters named in the poem</p> <p>*To match the name of the animals with its young ones & sound</p> <p>*To talk about their experiences with their pets</p> <p>*To identify the different breed of dogs from the pictures</p>	<p>1. Reciting poems with intonation. 2. Listen to and communicate oral messages. 3. Participate in classroom discussion on questions based on the poem.</p> <p>4. Use of pronoun.</p> <p>5. identifies different types of dogs.</p> <p>6. identifies domestic and wild animals, different sound of animals.</p>	<p>Listening</p> <p>Reciting poems</p> <p>Speaking</p> <p>Writing</p> <p>Drawing</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally.</p> <p>They'll express the dogs:- bull dog, doberman, bull dog, german shepherd.</p> <p>Identifies about different animals.</p> <p>Write 5-6 sentences about the following dogs.</p>
Little Tiger , Big Tiger	15	<p>*Children to read the story aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*To use cut outs/ pictures cards/ visuals to show pictures of young ones & homes of animals</p> <p>*Speak a few lines on “ Save the Tiger”</p> <p>*Children to narrate a story about animals</p> <p>*Drilling of the use of Simple Past tense in</p>	<p>Reading the text aloud with pronunciation and intonation.</p> <p>Asks questions about the stories .</p> <p>Listen to text and Respond orally .</p> <p>Enrich vocabulary.</p>	<p>Listening</p> <p>Reading</p> <p>Thinking</p> <p>Understanding</p> <p>Speaking</p> <p>Writing</p> <p>Acting .</p>	<p>Listening to the text.</p> <p>Reading aloud with appropriate intonation and pause.</p> <p>Express his/her opinion/ understanding orally in English.</p> <p>Identifies name of babies of animals their home and what they are providing us.</p> <p>They will act the following story group wise.</p>

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		<p>proper context followed by the production of the language item in a paragraph</p> <p>*Drilling of Question words – why, who, what verbally</p> <p>*To add –ed to make past tense of the given action words</p> <p>*To make questions from the story</p> <p>*To use spell cards, blend cards to learn spellings</p> <p>*To fill up one missing letter to make a correct word</p> <p>*To read the clue & solve the puzzle on animals</p> <p>Write a paragraph on ‘Our national animal’</p>			<p>Makes sentences.</p> <p>Write about pet animal.</p>
What’s in the Mailbox?	10	<p>*To recite the poem individually or in groups with proper intonation and action</p> <p>*To identify the rhyming words with the help of rhyming cards</p> <p>*To enact the journey of a letter (Letter --- postbox – mail-man – post office – postman – letterbox of a house) and frame sentences to tell about the journey of the letter</p> <p>*To read & put the cards (telephone, telegram, aero plane etc.) in proper box labelled TRANSPORT/COMMUNICATION</p> <p>*Drilling of the use of always/never/though in a meaningful context</p> <p>*Role play of people of different professions</p> <p>*Guided letter writing</p> <p>Note- May be correlated with “ Here comes a letter”, Looking Around, class 3</p>	<p>1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in classroom discussion on questions based on the poem.</p> <p>4. write informal letters. Identifies about different professions.</p>	<p>Listening</p> <p>Reciting poems</p> <p>Thinking</p> <p>Understanding</p> <p>writing</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally.</p> <p>Write letters to friend.</p> <p>They’ll express their view about different persons like cobbler , teacher, doctor, etc.</p>

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My Silly Sister	9	<p>*Children to read the story aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Children to listen to a story by Rabindranath Tagore & answer the MCQ</p> <p>*To speak about their experiences with their siblings</p> <p>*Drilling of Language item –i)Noun -numbers ii) Suffix iii)Punctuation</p> <p>*To use clues to change the number from one to many e.gg One goose – change oo to ee – many geese</p> <p>*Children to drill the Use of suffix like ‘ful’, ‘ly’, ‘ish’ in the given words e.g. beauty +ful =beautiful, soft + ly =softly, green + ish = greenish etc.</p> <p>*Children to Punctuate the given passage</p> <p>*Children to write a paragraph on their father/mother mentioning how they help at home</p>	<p>Read aloud with pause intonation and pronunciation.Ask simple questions on the places and characters and the sequences in the story.</p> <p>Enriching vocabulary.</p> <p>Making sentences.</p> <p>Writing about their favorite game.</p>	<p>Listening</p> <p>Reading</p> <p>understanding</p> <p>Speaking</p> <p>writing</p>	<p>Reading aloud with appropriate intonation and pause.</p> <p>Express his/her opinion/ understanding orally in English.</p> <p>Identifies synonyms, singular-plural, use of adding ‘ful, ly, ish’ to make new words.</p> <p>Makes sentences.</p>
Don't Tell	6	<p>*Children to recite the poem with proper intonation</p>	<p>1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in</p>	<p>Listening</p> <p>Reciting poems</p> <p>Understanding</p> <p>Questioning</p>	<p>Reciting poems individually or in group it correct pronunciation and intonation. Express his/her</p>

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		<p>*Drilling of language item – contraction in proper context and match the contractions with its full forms</p> <p>*Drilling of sentences expressing future time, and then tell & write about their ambition- what they want to become/do when they will grow up</p>	<p>classroom discussion on questions based on the poem.</p> <p>4. uses the contracted forms like Do not- Don't</p> <p>5 write about himself or herself.</p> <p>6. Identifies 'j' sound.</p>	<p>Speaking Activeness writing</p>	<p>opinion/understanding orally. Making new words. Use contracted forms. Identifies 'j' sound in words.</p>
He is My Brother	9	<p>*Children to read aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question - answer activity to test their understanding</p>	<p>Read aloud independently with correct pronunciation and intonation.</p> <p>Respond orally to the questions related to the stories.</p> <p>Be sensitive towards the physical handicapped. Learn different signs</p>	<p>Listening speaking reading writing</p>	<p>Reading aloud with appropriate intonation and pause. Express his/her opinion/ understanding orally in English. Identifies the opposites. Learning different signs.</p>
How Creatures Move	7	<p>*Children to read the poem aloud laying stress on action words</p> <p>*Drilling of doing words</p> <p>*To talk about, "What do you do when you are bored?"</p> <p>*Enacting the movements of animals /birds</p> <p>*Match the animals with their movements</p> <p>*To arrange movement words from slow to fast</p> <p>*To make pairs of rhyming words from the poem</p> <p>*To encircle the silent letter of the words e.g. Walk, know, Knife, calm etc</p>	<p>1.Reciting poems with intonation. 2.Listen to and communicate oral messages. 3.Participate in classroom discussion on questions based on the poem.</p>		<p>Reciting poem individually. Responds to questions related to the poem individually. Identifies the different movements. Identifying silent letters and action words.</p>

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		*Children to write a few sentences on “ I			
The Ship of The Desert	10	Reading the story with proper pronunciation. To enrich vocabulary.	Reading with correct pronunciation. Asking and responding questions related to the stories . Writing short stories. Identifies homophones. Sentence making.	Listening Reading Thinking Speaking Discussion Understanding Writing	Reading aloud with appropriate intonation and pause. Express his/her opinion/ understanding orally in English. Responds appropriately. Uses homophones. Sentence making.

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Subject-Hindi

S. NO.	TOPIC	NO. OF PERIODS	OBJECTIVE (CONCEPT & SKILLS)	LEARNING OUTCOMES	TLM	PEDAGOGY
१	कक्कू	५	कक्कू को कोयल के साथ तुलना की गई है। कोयल एक पक्षी है जो दिखने में काली है पर कक्कू जो एक बच्चा है पर हमेशा रोता है, रूठ जाता है।	१ पाठ से जुड़े छोटे - छोटे प्रश्न पूछना। २ दिये गए कुछ शब्दों को वर्णमाला क्रम से लिखना। ३ तुकात्मक शब्द लिखना।	NCERT, RIMJHIM BOOK श्यामपट्ट, चॉक, कोयल का चित्र का चार्ट।	१ शुद्ध उच्चारण व उतार चढ़ाव के साथ कविता पाठ। २ पशु - पक्षियों के चित्र। ३ विभिन्न पक्षियों के आवाज निकालना। ४ नामों की रेल बनाना।
२	शेखीबाज़ मक्खी	५	हमें अपने अच्छे गुणों पर घमंड करना नहीं चाहिए। सुनना, बोलना, लिखना और पढ़ना।	१ पाठ से जुड़े छोटे - छोटे प्रश्न पूछना। २ पाठ में आए पात्रों का चरित्र चित्रण करना। ३ जंगल के राजा पर पाँच वाक्य।	NCERT, RIMJHIM BOOK, श्यामपट्ट, चॉक पशुओं का चार्ट।	१ शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का पठन। २ उन पशुओं तथा कीट - पतंग का चित्र और पशु - पक्षियों के घर का चित्र बनाना। ३ बोझ ढोने वाले पशुओं के नाम लिखना। ४ श्रुतलेख लिखवाना।

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३	चाँदवाली अम्मा	५	जो लोग अकेले घर में रहते हैं , उन्हे घर का सारा कम करना पड़ता है । और बूढ़े लोगों को परेशान करना अच्छी बात नहीं है। सुनना , बोलना , लिखना और पढ़ना।	१ पाठ से जुड़े छोटे -छोटे प्रश्न पूछना । २ सफाई करने के काम में प्रयुक्त होने वाले चीज़ों के सचित्र नाम पूछना व लिखवाना ।	NCERT ,RIMJHIM BOOK , श्यामपट्ट , चाँक ।	१ शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वचन। २ श्रुतलेख लिखवाना । ३ कहानी सुनकर प्रश्न के उत्तर देना । ४ चाँद , सूरज तथा तारों का चित्र ।
४	मन करता है	५	बच्चों का मन बहुत कुछ करना चाहता, पर सब नहीं कर पते पतर कुछ उनकी ऐसी आशा है जो वो पुरी कर लेते हैं । सुनना , बोलना , लिखना और पढ़ना।	१ पाठ से जुड़े प्रश्न पूछना । २ कौन - कैसे शोर मचाता है ? जैसे चिड़िया - चूँ - चूँ । ३ कौन क्या करता है ? सूरज , चाँद ।	NCERT , RIMJHIM , BOOK श्यामपट्ट , चाँक ।	१ उचित हाव - भाव एवं आरोह - अवरोह के साथ कविता का सस्वर वाचन । २ पतंग बनाने के लिए सामग्री । जैसे - पतला रंगीन कागज़ , झाड़ू की तीलियाँ , गोंद , टेप , कैंची । ३ मन क्या - क्या करता है लिखो और बोलो ।

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५	बहादुर बित्तों	६	ये पंजाबी लोककथा है। लोककथा में भाषा, कपड़े और खान-पान की जानकारी मिलती है और उससे बच्चे सीखते हैं। बहादुर होना अच्छी बात है अगर बहादुर इंसान ठीक समय पर बल का प्रयोग न करके दिमाग का प्रयोग करे तो अच्छी बात है। जैसे इस लोककथा में बित्तों ने किया।	१ पाठ से जुड़े प्रश्न पूछना। २ लंबी पूछ तथा छोटी पूछ वाले जानवरों के नाम।	NCERT, RIMJHIM BOOK .श्यामपट्ट, चॉक।	१ कहानी पढ़ने व सुनने की क्षमता का विकास। २ पाठ में आए पात्रों का अभिनय करवाना। ३ बैल, घोड़ा, भेड़िया और शेर के चित्र बनाना। ४ श्रुतलेख करवाना। ५ औजारों के चित्र।
६	हमसे सब कहते हैं	५	बच्चों की मन की बात को कोई नहीं समझता जब जिस जो मन में आता है वो बोल देते हैं। हमें बच्चों की मनोदशा को समझाना चाहिए।	१ सूरज, चाँद तारों के चित्रों के साथ यह बताना कि आसमान में कौन किस पर अकड़ता है। २ पाठ से जुड़े प्रश्न पूछना।	NCERT, RIMJHIM BOOK .श्यामपट्ट, चॉक	१ उचित हाव-भाव के साथ कविता का वाचन। २ अनुस्वार तथा अनुनासिक वाले शब्दों का चार्ट। ३ पालतू और जंगली जानवर में कौन किससे डरता है उस पर चर्चा।

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७	टिपटिपवा	६	लोककथा में भाषा ,कपड़े ,खान – पान और नाम का प्रयोग कराते हैं । अगर सही बात समझ न आए तो गलती हो जाती है।	१ पाठ से जुड़े प्रश्न पूछना । २ खूँटे से बंधनेवाले पशुओं के नाम लिखो । ३ बरसात पर पाँच वाक्य लिखना ।	NCERT , RIMJHIM , BOOK .श्यामपट्ट , चॉक ।	१ शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन। २ खेती में प्रयोग होनेवाले औजारों का चित्र । ३ पशुओं का चित्र । ४ श्रुतलेख ।
८	बंदर – बोट	५	हमें आपस में झगड़ा नहीं करना चाहिए , अगर झगड़ा करोगे तो तीसरा बाजी मर ले जायेगा ।	१ पाठ से जुड़े प्रश्न पूछना । २ गेहूँ से बनाने वाली चीजों के नाम लिखना । ३ बंदर और बिल्ली पर पाँच वाक्य लिखना ।	NCERT , RIMJHIM BOOK .श्यामपट्ट , चॉक , तराजू , मुखौटा ।	१ नाटकीय ढंग से पाठ का वाचन । २ बच्चों द्वारा पाठ का नाटकीय करण । ३ श्रुतलेख लिखवाना । ४ तराजू , मुखौटे बनवाना ।
९	कब आऊँ	५	सभी इंसान एक हैं हमें किसी को छोटा नहीं समझना चाहिए । ईर्ष्या तो कभी भी करना नहीं चाहिए । ईर्ष्या इंसान का घमंड तोड़ देती है ।	१ पाठ से जुड़े प्रश्न पूछना । २ हर रंग का एक –एक फल बनाना। ३ विभिन्न प्रकार के मोम रंग ।	NCERT , RIMJHIM BOOK .श्यामपट्ट , चॉक, रंग	१ शुद्ध उच्चारण के साथ पाठ का वाचन। २ रंग दिखाकर कर नाम पूछना ॥ ३ श्रुतलेख करवाना । ४ रंगों के नाम पूछना ।

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१०	क्योंजीमल और कैसे केसलिया	५	जिन लोगों को कोई काम नहीं रहता वो लोगों को परेशान करते हैं । उनका उद्देश्य ही होता है लोगों को परेशान करना ।	१ पाठ से जुड़े प्रश्न पूछना । २ आटा चक्की पर पाँच वाक्य लिखना । ३ गुरुजी पर पाँच वाक्य लिखना ।	NCERT , RIMJHIM BOOK .श्यामपट्ट , चॉक , गेहूँ , आटा ।	१ शुद्ध उच्चारण के साथ पाठ का वाचन । २ अनाज़ , गेहूँ , बाजरा , मददगारों के चित्र । ३ श्रुतलेख । ४ रोटी बनेगी कैसे सामग्री । ५ आटा चक्की का चित्र बनाना ।
११	मीरा बहन और बाघ	५	सभी जानवर हमारे तरह जीव हैं सभी को आज़ादी चाहिए, ऐसे में हमें पशुओं को पिंजड़ा में रखना उचित नहीं है ।	१ पाठ से जुड़े प्रश्न पूछना । २ चार ऐसे जंगली जानवरों के नाम लिखो जो खतरनाक नहीं हैं । ३ आवाज पहचानकर बताओ यह किस जानवर की है ।	NCERT , RIMJHIM BOOK .श्यामपट्ट , चॉक पशुओं का चार्ट , पिंजड़ा।	१ शुद्ध उच्चारण और विराम चिन्हों को ध्यान में रखते हुये पाठ का वाचन । २ खतरनाक पशुओं के नाम लिखो । ३ पिंजड़ा और जाल का चित्र ।

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१२	जब मुझे साँप ने काटा	६	किसी भी जीव - जन्तुओं के साथ छेड़खानी नहीं करनी चाहिए । व कभी भी हमारे लिए खतरनाक हो सकते हैं ।	१ पाठ से जुड़े प्रश्न पूछना । २ डंक मारने वाले कीड़ों के नाम लिखना । ३ प्राथमिक उपचार पेड़ी में क्या - क्या चीजें रखी होती है , उनके नाम पूछना ।	NCERT ,RIMJHIM BOOK . श्यामपट्ट , चॉक , साँप का चित्र ।	१ शुद्ध उच्चारण और विराम चिह्नों के साथ पाठ का वाचन । २ रंगने वाले जानवरों का चित्र । ३ श्रुतलेख । ४ साँप पर पाँच वाक्य लिखना और बोलना ।
१३	मिर्च का मजा	५	किसी भी चीज को बिना सोचे समझे नहीं खाना चाहिए । व आपके लिए नुकसानदायक हो सकता है ।	१ पाठ से जुड़े प्रश्न पूछना । २ मिर्च के बारे में पाँच वाक्य लिखना । ३ काबुलीवाला के बारे में पाँच वाक्य लिखना ।	NCERT ,RIMJHIM BOOK . श्यामपट्ट , चॉक लाल मिर्च ।	१ उचित स्वर के साथ कविता का पाठ । २ बिना बोले अपनी बात को अभिनय द्वारा समझाना । ३ लाल मीठे फलों के चित्र । ४ पेड़ों के चित्र ।

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१४	सबसे अच्छा पेड़	६	पेड़ हमें बहुत कुछ देते हैं , हमें पेड़ों की देखभाल करनी चाहिए और ज्यादा पेड़ लगाना चाहिए । पेड़ काटना नहीं चाहिए ।	१ पाठ से जुड़े प्रश्न पूछना । २ पेड़ के बारे में पाँच वाक्य लिखना । ३ पत्तों को चिपकाकर विभिन्न प्रकार के चित्र बनाना ।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चाँक , तरह - तरह के पत्तें ।	१ शुद्ध उच्चारण के साथ पाठ का वाचन । २ पेड़ों का चित्र । ३ नारियल से बनने वाले विभिन्न वस्तुओं के नाम लिखो । ४ श्रुतलेख । ५ पेड़ों से मिलने वाले लाभ को बताना ।
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		ùlg_âúZò		k²mû^_eúlû, MéjKcð		_âgÛ		
4	bûiò ~û@û ùcûe KûMR Wwû	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òÿòðÁ fly, cû^aòK cifyûaû] _âZò C_iÚòZ aêjò \ßûeû aûYòRý áyaiûd Keò ùlgKê icéjògûkú Keòaû	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû MéjKcð, k²mû^_eúlû, MéjKcð	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	ùQûU GK KûMR Wwûeê @ZúZe iû]a_ê@ cû^ue MêYûakú ^òR bòZùe beò ù\A ùlgKê gòl icéjò Keòaû	
5	_êYò ùicûù^ jiòùf	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òÿòðÁ fly, cû^aòK cifyûaû] _âZò i'û^ _âlgð^ Keò	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû MéjKcð, k²mû^_eúlû,	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	lêA _eòaûe bòZùe cû^ûcûkò^ú	
6	Zêkiú lêA _Zâeê aûùì	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òÿòðÁ fly, cû^aòK cifyûaû] _âZò i'û^ _âlgð^ò	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd,	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	GK aògòÂ áyqò _VûYò iûc« Rúâ^ú @¶iÚ	

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7	Zêc _eò ùQûU _òfûUò G	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùàû] _âZò C_iÚòZ aêjò \\Bûeû icûRe Kû~ðý Keòàû	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _eòPd	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùàû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	iûcûRòK Kû~ðý icûRùe bf Kû~ðý _ûAñ @ûjßû^	5
8	iaê iê!e	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, iaê _eòùag ijòZ ^òRKê Lû_ Lê@ûA Pkòàû	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd bò³òK _âgÛ,	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò,	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùàû] mû^ _eòcû_K _âgÛ	bûaê EZê	
9	iûjû~ýe iê`k	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^, cjZ ùfûKu \\û^ Zû ùjùf @^ý[û jêG ^ûjó	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû	Kù[û_K[^ _jZò ùcû÷LòK _jZò	ùcû÷LòK _âgÛ		
10	UòKò `êfUòe aûi	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùàû] _âZò C_iÚòZ aêjò, iêc]êe aûi^ùe icÉu c^Kê @ûKhðY Keòàû	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùàû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	ù\÷^!ò^ Rúa^ùe cû^aòK cìfýùàû]e gòlû	5

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11	lû^iò^û lû^Zý cjû^	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùau]e	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò,	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	ù\÷^!ò^ Rúa^ùe cû^aòK cìfýùau]e gòlû	5
12	RûZúd Kaò aúeKòù gûe	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùau] RûZòe KaòZû @ûlò @ûae³ò	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag	Kù[û_K[^ _jZò ùcû÷LòK _jZò @ûùfûP^ûcô K _jZò,	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÛ	RûZòe C^ÛZò _ûAñ RûZúd ùPZ^û	5
13	@û^K `êfe cûk UòG	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùau] _âZò C_iÚòZ aêjò \ßûeû icÉu RûZò]cð a%ð ^òàòðùghùe icùÉ icû^	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû	Kù[û_K[^ _jZò ùcû÷LòK _jZò, ùau]mû^ _eòcû_K _âgÛ, f²mû^ _eòcû_K _âgÛ	aòbò^ÛZû cæùe GKZûe bûa^û C_f²	ù\÷^!ò^ Rúa^ùe cû^aòK cìfýùau]e gòlû	
14	aY @ûfZ	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùau] _âZò	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd	Kù[û_K[^ _jZò ùcû÷LòK _jZò, ùau]mû^	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^	@ûfZùe iKâòd bûa^û	

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		@\ufZ			_eòcû_K _âgÛ, f²mû^ _eòcû_K _âgÛ	_eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ		
15	aY I aYò	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùaû], Êû]ú^Zûe Êû\	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd	Kû[û_K[^ _ìZò ùcû÷LòK _ìZò, ùaû]mû^ _eòcû_K _âgÛ, f²mû^ _eòcû_K _âgÛ	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	Êû]ú^Zûe bûa^û	
16	aò_æaú aKèò RMaŞê	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÿòðÁ flý, cû^aòK cìfýùaû] _âZò C_iÚòZ aêjò \ßûeû ùlgù_âce bûa^û RûMâZ	_ûVý_êÉ K, ijûdK _êÉK, PòZâKûW ð	_ìað Kûkûõge fab] mû^ _eúlû, aòhd _eòPd, aòhd _âùag _ìaðmû^ _eúlû	Kû[û_K[^ _ìZò ùcû÷LòK _ìZò, @ûùfûP^ûcô K _ìZò	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	R^Zû ù\gù_âcú Êûbúcû^ú áyqò /bûaùe Êû]ú^Zû iõM@ûcùe aògòÂ áyqòZß	5

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Subject-Math						
Lesson no &Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
Chapter-1 Number beyond 999	11	<ul style="list-style-type: none"> To develop the observation skills And conceptual understanding 	Children will able to know <ul style="list-style-type: none"> ➤ Counting by thousands ➤ Writing the no in words ➤ Write in numerals ➤ Representing on Abacus ➤ Expanded form ➤ Consecutive number ➤ Predecessor ➤ Successor ➤ Comparing number ➤ Even & Odd ➤ Addition of 4 digits 	Reference book Smart class Number chart Abacus etc	Questioning Problem solving etc.	By asking questions By giving some questions What is the place value of 8 in 790?
Chapter-2 Romans up to 50	3	Conceptual understanding Thinking skills	Children will able to know <ul style="list-style-type: none"> ➤ Symbols ➤ Reading Roman numbers ➤ Roman numbers upto 50 	Reference book Smart class Number kit	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
Chapter-3 Addition	7	Group activity, team spirit Conceptual understanding	Children will able to know about <ul style="list-style-type: none"> ➤ Addition of 2 digits ➤ Addition of 3 digits ➤ Write in expanded form & add ➤ Adding by regrouping 	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions

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			<ul style="list-style-type: none"> ➤ Word problem ➤ Word problem ➤ Addition facts ➤ Important of ➤ Addition in our Day to day life 			
Chapter-4 Subtraction	8	Application of concepts, Observation skills	Children will able to know about <ul style="list-style-type: none"> ➤ addition and subtraction facts , ➤ Subtraction of 2 digit ➤ Subtraction of 3 digit ➤ Subtraction of 4 digit ➤ Word problem ➤ Word problem ➤ find the missing digit ➤ Uses of subtraction in our life 	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
Chapter-5 multiplication	8	Application of concepts Observation skills Group activity to develop team spirit	<ul style="list-style-type: none"> ➤ Children will able to k Introductio Multiplication is the repeated Addition. <ul style="list-style-type: none"> ➤ Small word problem of Single digit from table. ➤ Multiplication of 2 digit by 1 digit. ➤ 2 digit by 2 digit. ➤ 3 digit by 1 digit. ➤ 3 digit by 2 digit. ➤ 3 digit by 3 digit. 	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
Chapter-6 Division	10	Application of concept Group activity to develop team spirit	Children will able to know <ul style="list-style-type: none"> ➤ Division is the repeated, Subtraction, Division, 	Reference book Smart class	Questioning Problem solving etc	By asking questions By giving some

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			<p>Statement.</p> <ul style="list-style-type: none"> ➤ Relation between Multiplication and Division. ➤ Division 1 digit by 1 digit ➤ 2 digit by 1 digit ➤ 3 digit by 1 digit ➤ 4 digit by 1 digit ➤ Division by 10 ➤ Division by 100 ➤ Word problem ➤ about division facts and 		Math lab activity	questions
Chapter-7 Fraction	7	Observation skills Thinking skills	<p>Children will able to know about</p> <ul style="list-style-type: none"> ➤ Fraction is the part of a Whole. ➤ Find half ➤ Find one-third ➤ Find one-fourth ➤ Numerator and Denominator ➤ Some common fraction ➤ Finding fraction of a collection 	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
Chapter-8 Measurement	10	Observation skills Thinking skills	<p>Children will able to know about</p> <ul style="list-style-type: none"> ➤ Length ➤ Conversion of unit ➤ Weight ➤ Conversion of unit ➤ Capacity ➤ Conversion of unit ➤ Addition and subtraction 	Reference book Smart class Geometrical shape kit	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
Chapter-9 Time	5	Application of concept Thinking skills	<p>Children will able to know about</p> <ul style="list-style-type: none"> ➤ Reading the minute hand ➤ Quarter past ➤ Half past 	Reference book Smart class Demo clock	Questioning Problem solving etc Math lab	By asking questions By giving some questions

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			<ul style="list-style-type: none"> ➤ Calendar ➤ Year & leap year etc. ➤ Word problem based on Time ➤ Draw clock to show time ➤ Duration of time 	Calendar	activity	
Chapter-10 Money	7	Thinking skill Conceptual understanding	Children will able to know about <ul style="list-style-type: none"> ➤ Money conversion ➤ Addition and subtraction of rupees ➤ Subtraction of Rupees and paise ➤ Word problem ➤ Multiplication of money ➤ Division of money ➤ Calculating rate chart ➤ 	Reference book Smart class Fake currency	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
Chapter-11 Shapes and Patterns	6	Conceptual understanding Thinking skills	Children will able to know about <ul style="list-style-type: none"> ➤ Corners and sides ➤ Symmetry ➤ Tiling ➤ Figure pattern ➤ Number pattern ➤ Letter pattern ➤ Corners, Edges and faces of solid figure 	Reference book Smart class By letter block	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions

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Subject-EVS						
MONTH	NO OF PERIOD/ CHAP. NAMES.	OBJECTIVES (CONCEPTS & SKILLS.)	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS/ REFERENCES.	PEDAGOGY	ACTIVITY/TLM ASSESSMENT
April/ July	Poonam's day out/9	<ul style="list-style-type: none"> Children learn a lot from people and things in their environment. Exploring ideas of crawling animals. Flyers and insects <p>Skills Thinking aptitude</p>	Identifies simple features of life movement, places found kept, eating habits, sounds of animals and birds. Child daily life experience observation.	NCERT text book, reference book by Madhuban Educational books.	Rhyme/poem of animals. Group activity. Brain storming.	<ul style="list-style-type: none"> ❖ Group discussion. ❖ Drawing the animals you like most. ❖ Playing games. ❖ Chart paper.
April/ July	The plant fairy.(8)	<ul style="list-style-type: none"> Exploring children ideas about a plant, plant diversity size, where they grow, shape colour, aroma etc. 	Shows sensitivity for plants, animals, and the early different able and diverse family set up in surrounding.	Test book, NCERT, Madhuban education reference books.	Brain storming, asking some questions. Prior knowledge test. Pictures. Discussion about important parts of plant.	<ul style="list-style-type: none"> ❖ Observation of different plants around. ❖ Discussion about things made of plants. ❖ Leaves prints.
April/July	Water 'o' water drop by drop(17)	<ul style="list-style-type: none"> Local sources of water. Uses of water. Water for plants and animals. Clean water for drinking. Water scarcity wastage. Measurement of volume in terms of 	Song about river/rain. Panchatantra story. Understand "water is for all"	NCERT	Children daily life experience. Brain storming. Poem. Containers/utensils.	<ul style="list-style-type: none"> ❖ Listing the sources of water. ❖ Poster making of saving water. ❖ Poem/songs. ❖ Drawing of different containers measurements.

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		non-standard units such as bucket, pot, etc.				
April/July	Our first school(8) Families can be different (7)	<ul style="list-style-type: none"> • Concept of a family diversity in family types. • Ideas about relationships. • Simple family tree (three generations) • Characteristics value and habits appreciation and skills of family members. • Concept of similarity. <p>Skill:- Identification Observation</p>	Identifies relationships with among family members. Describes roles of family member's family. Needs for living together.	Text book NCERT Reference book Madhuban education.	Song/poem about family. Brain storming asking Childs daily life experience.	<ul style="list-style-type: none"> ❖ Observation enquiry about family relation from adult's discussion. ❖ Narrating stories. ❖ Draw paste your family photo. ❖ Write about your family member's work.
April/July	Chhotu's houses.(7)	<ul style="list-style-type: none"> • Needs of house. • Different types of house need for shelter. • Need for living together. • Be thankful to each and every one family. <p>Skill:- • Identification</p>	Identifies different types of houses. Importance of family value.	Text book NCERT	Poem/song about houses Pictures.	<ul style="list-style-type: none"> ❖ Make family albums with name in the scrap book. ❖ Write about each one good qualities.
April/July	Food we eat (8) The story of food(9)	<ul style="list-style-type: none"> • Importance of food. • Types of food. • Food from animals and plants. 	Knowledge about edible photograph. Importance of food and their work.	NCERT	Every day experience local knowledge poems. Narrative and stories about unusual food	<ul style="list-style-type: none"> ❖ Tabulation food we take from different plants and animals. ❖ Cooking method. ❖ Song/poem on food. ❖ Drawing different

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		<ul style="list-style-type: none"> Food varying with gender, age physical activity. 			mentioned song/poem of food.	types of utensils.
Aug./Sep.	<p>Saying without speaking (9)</p> <p>Sharing our feelings (9)</p>	<p>Communication without speaking.</p> <ul style="list-style-type: none"> Use of sign languages. Understand the problem of others. Braille script. Skill:- Thinking aptitude Confidence power 	<p>Sensitised discussing the character in the story. To enable to face all situation.</p> <p>If we can't speak how I tell people?</p>		<p>Using role play on a sign language and dance mudras.</p>	<ul style="list-style-type: none"> ❖ Playing dumb, and blind charades enacting speaking learning sign language. ❖ Role play ❖ Poem.
Aug./Sep.	<p>Flying height(8)</p>	<ul style="list-style-type: none"> Exploring children's ideas of birds, their living places eating habits, common features. Like feathers and sounds produced by them feeding birds. <p>Skill:-</p> <ul style="list-style-type: none"> Observation Identification Scientific aptitude Use of water in different activities. 	<p>Identification simple features eating, movement place, sounds of birds in immediate surroundings.</p>	<p>NCERT text book Madhuban educational reference book.</p>	<p>Asking different types of questions about birds. Child's daily life experience. Story poem on birds.</p>	<ul style="list-style-type: none"> ❖ Drawing of birds chart mimicking different neck movement and sounds of birds collecting feathers.
Aug./Sep.	<p>It's Raining (8)</p>	<ul style="list-style-type: none"> Water resources. Storing water. Water scarcity wastage and 	<p>Water in our lives. Importance of water. Poem about cloud.</p>	<p>NCERT text book looking around. Madhuban educational reference book.</p>	<p>Poem/song on rain. Enacting different activities that utilise water a rainy</p>	<ul style="list-style-type: none"> ❖ Singing poem together in the class. ❖ Drawing a rainy day poster and saving

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		recycle Skill:- <ul style="list-style-type: none"> Awareness about water. Thinking skill. 			day.	water.
Aug./Sep.	What is cooking? (8)	<ul style="list-style-type: none"> Food cook many ways. Food may be eaten raw or cooked. Types of fuel used. Types of vessels used. Skill:- <ul style="list-style-type: none"> Observation thinking 	Discussion can be held on how the fuel used in our homes effect the environment. Role of food for people of different age groups, animals and birds.	NCERT text book looking around. Madhuban educational reference book.	Song/poems on food or lack of food. A group discussion about preparing food together.	<ul style="list-style-type: none"> ❖ Song/poem on food. ❖ Local cooking methods material. Etc. ❖ Types of fuel, drawing utensils historical ❖ Time.
Aug./Sep.	From here to there. (10)	<ul style="list-style-type: none"> Need for travel Travel for migration sightseeing. Different models of transport. Skill:- <ul style="list-style-type: none"> Observation Identification and group activity. 	Identifies objects signs, communication, transport sign board etc. Different types of vehicles.	NCERT text book reference book Madhuban educational towards a better environment.	Story of a journey along the river, mountain etc. Pictures of models of transport. Sources of different vehicles.	<ul style="list-style-type: none"> ❖ Reading and discussion. ❖ Drawing a village sea/forest mountain scene. ❖ Collect pictures of different models of transport.
Aug./Sep.	Work we do.(8)	<ul style="list-style-type: none"> Idea of working time and leisure time. To know the importance of each occupation. How they help us? What they called? Skill:-	Name of our helpers. Gender, age, caste, economic, etc. Important that all children go to school.	NCERT text book reference book Madhuban educational towards a better environment.	Role play of different profession fancy dress, competition based on occupation. Paste pictures of our helpers in their not book poem.	<ul style="list-style-type: none"> ❖ Make paper boat aeroplane. ❖ Different types of dress worn by different professions pictures.

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		<ul style="list-style-type: none"> • Observation • Identification. 				
Oct. Nov. Dec.	Making pots.(9)	<ul style="list-style-type: none"> • To meet basic needs human beings make things. • An idea of the earliest pots made for strong of water. <p>Skill:-</p> <ul style="list-style-type: none"> • Creative idea • Thinking aptitude. 	By enacting the story, children understand the sequence of events, learning by doing.	NCERT text book reference book Madhuban educational towards a better environment.	Narrative and illustration of pots and containers made with clay.	<ul style="list-style-type: none"> ❖ Making pots clay. ❖ Making bowl of clay.
❖ Oct. Nov. Dec.	Games we play(9)	<ul style="list-style-type: none"> • Leisure games in school and outside. • Past and present for some play is work. <p>Skill:-</p> <ul style="list-style-type: none"> • Neuromuscular coordination. 	Traditional and local games folk toys.	NCERT text book reference book Madhuban educational towards a better environment.	Play way method.	❖ Listing classifying indoor and outdoor games.
Oct. Nov. Dec.	Here comes a letter.(9)	<ul style="list-style-type: none"> • Letter as a means of communication. • Work and people association with the post office. • Different means of communication changes with time. <p>Skill:-</p> <ul style="list-style-type: none"> • Observation • Identification. 	Local post office. Different samples of letters inland post card, greetings care, etc. Motivate them to write letters.	NCERT text book reference book Madhuban educational towards a better environment.	Taking them post office. Brain storming asking previous knowledge tests.	❖ Trip of local post office, observing sorting stamping, weighing.

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Oct. Nov. Dec.	A house like this.(8)	<ul style="list-style-type: none"> Some usual hoses. Different types of houses. Need for shelter, need for living together. <p>Skill:-</p> <ul style="list-style-type: none"> Identification Scientific aptitude 	Identify different types of houses and their names. Decorating and cleaning our shelter. Daily life experience cartoons.	NCERT text book reference book Madhuban educational towards a better environment.	Picture of different types of houses, easily identification. Daily life experience.	<ul style="list-style-type: none"> ❖ Discussion, observation, drawing model making art work. ❖ Draw a picture of your house.
Oct. Nov. Dec.	Animals (9)	<ul style="list-style-type: none"> Family member's pets and animals, insect's rodents, etc. Food for the pets and other animals, some are shown at night. 	Develop sensitivity in towards them. To know about animals and birds.	NCERT text book reference book Madhuban educational towards a better environment.	Poems, previous knowledge test. Discussion and sharing of experience and knowledge. Drawing of insect's pets and other animals.	<ul style="list-style-type: none"> ❖ Drawing of insects, rodent's pets and other domestic animals.
Jan. Feb.	Left-Right(7)	<ul style="list-style-type: none"> To learn 'left and right, up and down.' Position words from their experience. To enable make symbols in maps. Sign symbols. 	Identification different types of sign and symbols. Map making, neighbourhood places.	NCERT text book reference book Madhuban educational towards a better environment.	Chart paper of different types of sign and symbols.	<ul style="list-style-type: none"> ❖ Drawing of map of your neighbourhood. ❖ Drawing of signs.
Jan. Feb.	A beautiful clothes. (7)	<ul style="list-style-type: none"> Design of clothes. Need of clothes. <p><u>value</u></p> <ul style="list-style-type: none"> Taking care of clothes. Washing dirty 	Enable to learn different types of regional clothes. Design of clothes, etc.	NCERT text book reference book Madhuban educational towards a better environment.	Design dresses, painting, and class discussion.	<ul style="list-style-type: none"> ❖ Chart paper making, poster making, print on clothes.

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		<ul style="list-style-type: none"> clothes. Wearing clean clothes. 				
Jan. Feb.	Web of life. (7)	<ul style="list-style-type: none"> Houses of different animals. 	Observation of environment. Making the web.	NCERT text book reference book Madhuban educational towards a better environment.	Pictures, posters, class discussion.	❖ Drawing of pictures in the blank space.

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Subject- Physical Education					
Month	No of period	Activity and contain	Objectives	Tools	Pedagogy
April to June	16 each class	Human body Athletic Games Drill Marching Yoga sana	<ul style="list-style-type: none"> • Identification of body parts. • Sense organs. • Cleanliness • Basic understanding of breathing pattern & body sounds. • Role of hereditary environment. • Walk & HOP. • Run zig zag. • Run & skip. • On your mark set go. • Imitation like elephant, lion, frog. • Story play. • Attention, stand at ease. • Life turn, right turn about turn. • Mass PT- table-1 1 to 5 exercises. <ul style="list-style-type: none"> • Padmasana • Tadasana • Vrikshyasana • Breathing exercise in & out. • Vajrasana. 	Lime powder Whistle Rope mat	To help in identifying the various parts of the body and to know their function To develop motor skill To remove stuttering and stammering. To get recreation and fun. Nuro muscular co-ordination Manage body weight. Birthing exercise for controlling breathe.
July & August	16 each class	Body movement Athletic Game	<ul style="list-style-type: none"> • Relationship between different body parts and sports & sports equipment. • Neuromuscular coordination. • Good for health and fitness. • Ball throw • Shuttle run • Chasing 	Open space Charts Whistles Lime powder Stopwatch or daree. Ball	To make oneself aware of the need to take care of the minutest parts of the body. Strengthening muscles. Develop running skill. Development of imagination imitation

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		<p>Drill/ Marching</p> <p>Yoga</p>	<ul style="list-style-type: none"> • Dodging • Catching • Split jump. • Mimetic house dog, cat, bird fly, bear, camel, lamb. • Mass PT- Table-1 <p>Exercise-6 to 10.</p> <p>Left turn</p> <p>Right turn.</p> <ul style="list-style-type: none"> • Omm chanting Padmasana • Meditation • Pranayama <p>Long deep breathing</p> <ul style="list-style-type: none"> • Sukhasana <ul style="list-style-type: none"> • Virasana • Vajrasana • Mudra 		<p>and mimic.</p> <p>Development of concentration.</p> <p>Breathe observation.</p> <p>Develoment of sitting posture.</p>
Sept.& Oct.	12 each class	<p>Food& Nutrition.</p> <p>Athletic</p> <p>Games</p> <p>Drill/Marching</p> <p>Yogasana</p>	<ul style="list-style-type: none"> • Food that we eat. • Sources of food. • Habit of appreciation of food. • Wholesome food & Junk food. <ul style="list-style-type: none"> • Mal Nutrition • Standing broad jump. • 50 mts run • Signal game • Kabaddi • Mass PT-Table-2 • 1 to 5 exercises • Open order march. • Bhramari Pranayama. • Sidhasana • Trikonasana 	<p>Chart picture.</p> <p>Posters</p> <p>Models</p> <p>Magazines</p> <p>Whistle</p> <p>Lime powder.</p> <p>Stopwatch.</p>	<p>Observatin of food items.</p> <p>Identification of the colour of foods.</p> <p>Observation of practises.</p> <p>To know the importance of food.</p> <p>Development running skill.</p> <p>To aware about signal.</p> <p>To development of team spirit.</p> <p>To develop coordination between body parts and command.</p>

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			<ul style="list-style-type: none"> • Sasangasana • Bhajangasana • Singhasana 		<p>To develop a sense of balance and focus within them.</p> <p>Mental development.</p> <p>Development of respiratory system.</p>
Nov.& Dec.	12 each class	<p>Safety& Security</p> <p>Athletic</p> <p>Game Drill/Marching.</p> <p>Yogasanana</p>	<ul style="list-style-type: none"> • Safety rules. • Getting help during emergency. • Social safety. • Road safety. • Annual sports materials. • Running • Throwing • Jumping • Touch game • Mass PT-Table-1 6 to 10. <ul style="list-style-type: none"> • Kadam Tal • Suryanamaskar • Birabhadrasana • Pachimoutansasna • Padahastasana • Utanapadasana 	<p>Picture</p> <p>Posture</p> <p>Blackboard chart</p> <p>First Aid materials.</p> <p>Models.</p> <p>Lime powder.</p> <p>Whistle</p> <p>Clapper</p> <p>Ball</p> <p>Jump bar</p> <p>Mat</p> <p>Charts</p> <p>Poster</p> <p>Blackboard</p>	<p>To identify play area in the surrounding for the safe place.</p> <p>To make students aware of various issuers related to safety in homes and play field in day to day life.</p> <p>Developing the sporting skill.</p> <p>Touching, feeling and identifying shapes, utility and purpose of the sports equipment.</p> <p>Changing body movement with music.</p> <p>The aim is to teach the young ones simple breathing exercise which are like a (Mahtra) to a healthy living.</p>

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Jan & Feb	14 each class	<p>We and our environment</p> <p>Social Health Athletic</p> <p>Game Drill Marching</p> <p>Yogasana</p>	<ul style="list-style-type: none"> • Proper use of toilet. • Cleanliness (self and environment) • Healthy habit. • Social relation:- Home, neighbourhood society. • Run and Take up. • Jump a huddle • Different type of Relay. • Relay game, kho-kho. • Mass PT-Table-3. Sitting Exercise 1 to 5. • Pranayama, vastrika • Alulom bilom • Naukasana • Sarbangasana • Dhanurasana 	<p>Charts Soap towel Whistle Cones clapper Lime powder Mat</p>	<p>Children learn good personal hygiene practices and toilet habits.</p> <p>Interactive activities and focus on experiential learning.</p> <p>Develop running skill.</p> <p>Jumping skill.</p> <p>Development of cooperation and co-ordination.</p> <p>To develop dry mind coordination.</p> <p>To make the student mentally and physically strong.</p> <p>Memory power strong.</p>

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Subject-Dance						
LESSION NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòû~ûR^û
1. cwkûPeY ^éZý, \BòZúd bûM I ZéZúd bûM	Z[yôK - 4	gâjû i'û^ I bqò	iûcûRòK ù_âeYû/bqòbûa	Zûk I iwúZe _âùdûM	ùauî I ùVKû \Bûeû cYðke aûYúue ^éZýe gòlû lò@ûMfû	_iað _ûVýKâce @býûi
2. aUêbwú ^éZý		_êeûZ^ ùg÷kúe bûa^û	_iað_êeêhe iõÆgðue @ûiòau	Zûk, aûWòe _âùdûM	jÉ, _, geúe i-ûk^ue PûueûUò ^éZýbwúe gòlû	^éZýbwú MèWòK @býûi
3. \éÁòùb\		PûjûñYòe Kâc^ßd	i-cZû elû	cYðke aûYú	aòÇêZ ^d^ue aòbò^Û PûjûñYòe i-ûk^	\éÁòùble @býûi
4. _KZûk I eì_KZûk		aòbò^ÛZû	iûc-iý	LûZû, Kfc, Zûk aûWò Gaõ lêA jÉe @wêkú	ùauî I ùVKû \Bûeû jÉ @wêkòue iòLýû MY^û Keò jÉue Zûk gòlû lò@ûMfû	Zûkcû^u @býûi
5. @iõ~êq I iõ~êq jÉ	KâòûcôK - 8	^éZýe _âùdûM	_ûeµeòK ^úZòe _âùdûM	\éA jÉe @wêkò	@wêkòe ^ûc @^êiûue @wêkò MèWòK PKâòZ Keò cêlâue gòlû lò@ûMfû	PòZâ \Bûeû @býûi
6. @^ýû^ý ^éZý		bMaû^uê ^òùal^ Keòau	eúZò^úZòue gévkû Rúa^~û_ ^	iõwúZ I aûlý ~^ áyájue	^éZý @bò^de gòlû	gòlû lò@û~ûA[ôau ^éZýe @býûi
7. ^òg± I ig± áyûdúc gòlû		gûeúeòK I cû^iòK ièiÚZûe CùYgy	gqò MâjY Keòau	Zûke I cYðk aûYú	aòbò^Û ùg÷kúue áyûdúcþ gòlû	_iað _ûVýKâce @býûi
8. @iõ~êq cêlâû/5Uò aò^òû~ûM		icû^ iÚû^ue icû^ _âùdûM	Kù~ðýeZe cêlâue _âùdûM	Zûk \Bûeû jÉe _âùdûM	cêlâû iòmû ùfLôauKê lò@ûMfû Gaõ aò^òû~ûMe _âùdûM lò@ûMfû	gòlû lò@û~ûA[ôau cêlâue @býûi

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Subject-Song						
LESSION NO. & NAME ^'e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aýajûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. iÚúdu l @«eû cûZâû, Zûk	Z[yûcòK - 4	iwúZe bûe]ûeûKê @ûùMA ù^aû	iwúZ _eòùahY icdùe i-cZû elû Keòau	jûeùcû^òdcp	Z[yûcòK _êÉK _V^	_ûVýKâc @býûi
2. iõPûeú, aûlú, iõaûlú		iwúZùe Êee MêYZß elû Keòau	aûjûùe _eòùahòZ ùjC[ôaû Êe icij	iwúZ gûÊ _eòPd Z[ûcòK ajò	Z[yûcòK _êÉK _âgÛ Gaõ G³e	@býûi
3. eûMiwúZ gòlû		_âKéZò ijòZ icZû elû Keòau	icdû^êiûùe eûM _eòùahY	jûeùcû^òdcp l Zû^_êeû	eûM gûÊ _eòPd MúZ ^òas @ûkû_âKûe Mûd^ l Zû^p	_ìað _ûVýKâce @býûi
4. ^òjûðeòZ Zûke mû^		Zûk l fde icû^ MZòùe iwúZ _eòùahY Keòau	iûcûRòKZû l cû^aòK Zûe Zûkùck	iwúZ gûÊ _eòPd	eì_K, Spû Gaõ ùLcUû Zûk gòLôaû	_ûVýKâce @býûi
5. Êefò_ò _jòZò	KàòûcòK - 8	eûM iwúZùe icp`ûu ùKûck Êe AZýûlò lgòûAaû	@ûcòùaû] l ^òdûcK Pò«û]ûeû	iwúZ gûÊ _eòPd	Kkû_Uû fòL^ l _V^	_ìað _ûVýKâce @býûi
6. bqò iwúZ		bMaû^uê _âû[ð^û lßûeû c^Kê _aòZâ eLôaû	@ûµûcòKZû iéÁò Keòau	iwúZ gûÊ _eòPd l jûeùcû^òdcp	iwúZKê Zûk _KûA MûAaû	_ûVýKâce @býûi
7. ùlgûcò l @^ýû^ý		cû^aòKZûe cifyûaû] Gaõ	_âûùlgòK bûa]ûeûKê Pò«^	jûeùcû^dcp	ùMûÁú iwúZ @býûi	@býûi

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iwúZ		C^ÜZò cìkK ùPZ^û				

Subject-Tabla						
LESSION NO. & NAME ^'e l aòhd	NO. OF PERIO D	OBJECTIVE CONCEPT & SKILL CùYgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòùf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNM ENT, PROJECT/ASSESS MENT _eòù~ûR^û
1. iwúZ	Z[ýcòK - 4	iwúZe cjZß RûYòau	bf Kúc Keòau	Zafû	Zafû l aùlye aRûAaûe ZeòKû RûYòau	_iað _ûV @býûi
2. ùefû		ùefûe @ûagyK	bf Kúc Keòau	LûZû Kfce áyájûe	ùaûfKê jûZùe Zûkò ùA Kjàu	ùefû @býûi
3. UêKêWû		aù\^ icdùe UêKêWûe @ûagyK	bf Kúc Keòau	Zafû	Zûke iõ_ì%ð iõmû ijòZ Zûk ùfLòau @býûi	UêKêWû @býûi
4. icp		ice _eòbûhû RûYòau	bf Kúc Keòau	Zafû	ùVKûe ùKCñ iÚû^ùe [ûG Zûjû ùfLûMfû	icpe @býûi
5. @w	KàòùcòK - 8	Zûke @w	iû]^û ùlZâùe iûjû~ý	Zafûe áyájûe	Zafûùe ùKûZûUò @w @Qò Zûe iõmû gòlû lò@ûMfû	@w gòlûe @býûi
6. Lûfò		^òùYðg \ßûeû PòjÛûAaû	Zûke cêLy bìcòKû	Zafûe áyájûe	Zûk cæùe Lûfòe @ûagyK	Lûfò gòlûe @býûi

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		iõùKZòK PòjÜ Lûfò				
7. cêKêWû		Zûke ùKCñ ùKCñ iÚû^ue cêKêWûe @ûagyK	icÉ Zûkùe cêKêWûe iéÀò	LûZû Kfce áyajûe	ùQûU ùQûU ùaufe iwúZùe cêKêWû gòlû	cêKêWûe @býûi

Subject-Art & Craft						
LESSION NO. & NAME ^'e l aòhd	NO. OF PERIO D	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòùf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyajûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNM ENT, PROJECT/ASSESS MENT _eòù~ûR^û
1. iwúZ	ZlýcòK - 4	iwúZe cjZß RûYòau	bf Kûc Keòau	Zafû	Zafû l aùlye aRûAaue ZeòKû RûYòau	_iað _ûV @býûi
2. ùefû		ùefûe @ûagyK	bf Kûc Keòau	LûZû Kfce áyajûe	ùauîKê jûZùe Zûkò ùlA Kjòau	ùefû @býûi
3. UêKêWû		aùl^ icdùe UêKêWûe @ûagyK	bf Kûc Keòau	Zafû	Zûke iõ_î%ð iõmû ijòZ Zûk ùfLòau @býûi	UêKêWû @býûi
4. icp		ice _eòbûhû RûYòau	bf Kûc Keòau	Zafû	ùVKûe ùKCñ iÚû^ue [ùG Zûjû ùfLûMfû	icpe @býûi

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5. @w	KâòdúcôK - 8	Zûke @w	iû] ^û ùlZâùe iûjû~ý	Zafûe áyajûe	Zafûùe ùKùZûUò @w @Qò Zûe iômû gòlû lò@ûMfû	@w gòlûe @býûi
6. Lûfò		^òùŸðg \ßûeû PòjÛûAaû iõùKZòK PòjÛ Lûfò	Zûke cêLý bìcòKû	Zafûe áyajûe	Zûk cæùe Lûfòe @ûagýK	Lûfò gòlûe @býûi
7. cêKêWû		Zûke ùKCñ ùKCñ iÚû^ùe cêKêWûe @ûagýK	icÉ Zûkùe cêKêWûe iéÁò	LûZû Kfce áyajûe	ùQûU ùQûU ùaûfe iwúZùe cêKêWû gòlû	cêKêWûe @býûi