

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

Subject-English					
Lesson	No of period	Objective	Pedagogy	Skills	Learning outcomes
Chapter-1 Wake-up	8	<ul style="list-style-type: none"> • To recite the poem with proper intonation gesture and voice modulation. • To appreciate, understand & enjoy • Listen to and communicate 	<ul style="list-style-type: none"> • Reciting the poem • Asking question • Discussion 	<ul style="list-style-type: none"> • Listening • Reading and reciting poems • Drawing pictures • Thinking skill 	Reciting poems individually or in group it correct pronunciation and intonation. Express his/her opinion/understanding orally. Finding out words related to the poem.
Chapter-2 Neha's Alarm Clock	9	<ul style="list-style-type: none"> • Read the story aloud with proper expression and pronunciation • To read silently followed by question answer activity test their understanding • To make sentence • To write a composition on morning scene • To use was and were 	<ul style="list-style-type: none"> • Reading the story aloud and silently • Asking questions to test understanding • Discuss importance of the chapter 	<ul style="list-style-type: none"> • Listening • Reading and reciting poems • Drawing pictures • Thinking skill 	<ul style="list-style-type: none"> • Reading books with proper pronunciation • Respond orally • Enriching vocabulary • Make sentences
Chapter-3 Noses	10	<ul style="list-style-type: none"> • To recite the poem with proper intonation gesture and voice modulation. • To appreciate, understand & enjoy • Listen to and communicate 	<ul style="list-style-type: none"> • Reciting the poem • Asking question • Discussion method 	<ul style="list-style-type: none"> • Listening • Reading and reciting poems • Drawing pictures • Thinking skill 	<ul style="list-style-type: none"> • Reading books with proper pronunciation • Respond orally • Enriching vocabulary • Make sentences

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		<ul style="list-style-type: none"> To pick out rhyming words Use of punctuation 			
Chapter-4 The little Fir Tree	10	<ul style="list-style-type: none"> Read the story aloud with proper expression and pronunciation To read silently followed by question answer activity test their understanding To make sentence To pick out rhyming words To write five sentences about trees Identifying the opposites To use capital letters Drilling the use of pass continuous 	<ul style="list-style-type: none"> Reading the story aloud and silently Asking question Discussion 	<ul style="list-style-type: none"> Listening Reading and reciting poems Drawing pictures Thinking skill 	<ul style="list-style-type: none"> Reading books with proper pronunciation Respond orally Enriching vocabulary Make sentences Develop knowledge about tense
Chapter-5 Run	8	<ul style="list-style-type: none"> To recite the poem with proper intonation gesture and voice modulation. To appreciate, understand & enjoy Listen to and communicate To observe and explain picture Speak about their favourite game 	<ul style="list-style-type: none"> Reciting poems Explaining the chapter Asking questions Speaking about favourite game 	<ul style="list-style-type: none"> Listening Reading Framing questions Speaking Writing 	<ul style="list-style-type: none"> Reading books Explaining the story with pictures Speaking about different games

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Chapter -6 Nassruddin's Aim	14	<ul style="list-style-type: none"> • Read the story aloud with proper expression and pronunciation • To read silently followed by question answer activity test their understanding • To drill new words in proper context • Answer questions based on the picture. creative writing 	<ul style="list-style-type: none"> • Reading the story aloud and silently • Asking question • Discussion • 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing • 	<ul style="list-style-type: none"> • Reading the story with proper punctuation and pronunciation. • Develop ideas about different games.
Chapter 7 Why?	8	<ul style="list-style-type: none"> • To recite the poem with proper intonation gesture and voice modulation. • To appreciate, understand & enjoy • Listen to and communicate • To speak about a curious boy that the student know • Making questions by using "Why" • To make correct words 	<ul style="list-style-type: none"> • Reciting the poem • To read silently followed by question answer activity test their understanding <ul style="list-style-type: none"> • Discuss and explain • Question- answer method 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing • 	<ul style="list-style-type: none"> • Reciting the poem with correct pronunciation • Making questions • Develop vocabulary
Chapter-9 Don't be afraid of the Dark	7	<ul style="list-style-type: none"> • To recite the poem with proper intonation • To write 10 	<ul style="list-style-type: none"> • Reciting poem and reading books • New words and meaning discussion • Asking questions to test 	<ul style="list-style-type: none"> • Listening • Reading and reciting poems • Drawing pictures • Thinking skill 	<ul style="list-style-type: none"> • Reciting poem writing sentences • Creative writing • Responding to the questions orally in English.

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		<p>sentences about night and importance of the sun</p> <ul style="list-style-type: none"> • To ask simple questions based on the poem. To write contracted forms • Identifying homophones and to frame sentences. • To talk about night scene 	<p>knowledge</p>		
Chapter 10 Hellen Keller	15	<ul style="list-style-type: none"> • Introduction of the lesson • To read the story with proper pronunciation and pause • To dramatize the story to write similar sounding words • To narrate the story in their own words • Creative writing 	<ul style="list-style-type: none"> • Reading the story aloud and silently • Dramatisation of the story with role play • Asking questions • Enrich vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing • Dramatisation 	<ul style="list-style-type: none"> • Clear reading with correct pronunciation • Enrich vocabulary • Develop speaking habit.
Chapter 11 The Donkey, I had a little Pony	9	<ul style="list-style-type: none"> • To recite the poem with correct pronunciation, gesture and intonation • To ask questions to introduce the theme and mood of the poem. • Creative writing :- a paragraph on “Your Pet” or “An animal you love”. 	<ul style="list-style-type: none"> • Reciting poems with correct pronunciations • Asking questions and responding orally to know their understanding. Speaking about a topic 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing 	<ul style="list-style-type: none"> • Reciting poems with correct pronunciation • Responding to the questions • Creative writing

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Chapter 12 The Milkman's Cow	10	<ul style="list-style-type: none"> • Reading the story aloud with proper pronunciation , expression and pause. • To read silently followed by question answer activity. • Drilling tense • Enriching vocabulary • Arranging picture cards to write a story. • Mask making 	<ul style="list-style-type: none"> • Loud and silent reading with correct pronunciation • Drilling grammar and enriching vocabulary. • Story writing 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing • 	<ul style="list-style-type: none"> • Reciting poem • Question answer. Enriching vocabulary • Arranging pictures and mask making.
Chapter 13 Hiawatha	10	<ul style="list-style-type: none"> • Role play on animals. • To recite the poem with proper intonation • To narrate their own view • Write 10 sentences about Hiawatha • Learning H sound words . • To find homophones • Drilling pronouns. 	<ul style="list-style-type: none"> • Role play • Reciting poem • Narrating their view on Hiawatha. • Asking questions and responding orally in English. 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing • 	<ul style="list-style-type: none"> • Reciting poem with correct pronunciation. • Creative writing • Enriching vocabulary •
Chapter 14 The Scholar's Mother Tongue	10	<ul style="list-style-type: none"> • Introduction of Akbar and Birbal • Reading the story aloud with proper pronunciation , expression and pause. 	<ul style="list-style-type: none"> • Reading with correct pronunciation • Writing about your mother tongue • Question-answer activity 	<ul style="list-style-type: none"> • Listening • Reading • Framing questions • Speaking • Writing 	<ul style="list-style-type: none"> • Reading with correct intonation and pronunciation • To ask questions and respond orally to test their understanding

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		<ul style="list-style-type: none"> To read silently followed by question answer activity. Making new words by using '-ly'. Knowing different language 			
Chapter 15 A Watering Rhyme	10	<ul style="list-style-type: none"> Reciting the poem aloud with proper pronunciation , expression and pause. To read silently followed by question answer activity. To play 'antaksatri' To find -ing words, to punctuate the sentence. To express their ideas on plants and its importance. 	<ul style="list-style-type: none"> Reciting poem Narrating their view Asking questions and responding orally in English Enriching vocabulary 	<ul style="list-style-type: none"> Listening Reading Framing questions Speaking Writing 	<ul style="list-style-type: none"> Reading with correct pronunciation. Speaking about water Enriching vocabulary Developing ideas on punctuation mark.
Chapter 16 The Giving Tree	10	<ul style="list-style-type: none"> To read the lesson with proper intonation and pause To do silent reading To see picture and write a composition on trees. Use -ly and singular-plural. 	<ul style="list-style-type: none"> Reading the story aloud or silently with correct pronunciation. Question – answer activity to test their understanding. Enriching vocabulary 	<ul style="list-style-type: none"> Listening Reading Speaking Writing 	<ul style="list-style-type: none"> Reading story correct intonation. Composing stories. Responding orally Creative writing.

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Chapter 17 Books	10	<ul style="list-style-type: none"> • Reciting the poem aloud with proper pronunciation , expression and pause. • To read silently followed by question answer activity. • To make word families- ell, ail, ee, oak • Article drilling 	<ul style="list-style-type: none"> • Reciting poem • Narrating their view • Asking questions and responding orally in English • Enriching vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing 	<ul style="list-style-type: none"> • Reading with correct pronunciation • Write composition
Chapter 18 Going to Buy A Book	15	<ul style="list-style-type: none"> • To read the lesson with proper intonation and pause • To do silent reading Followed by question answer session to their understanding. To write a paragraph on the importance of the book. To make questions. To complete a given dialogue. 	<ul style="list-style-type: none"> • Reading the story aloud or silently with correct pronunciation. • Question – answer activity to test their understanding. • Enriching vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing 	<ul style="list-style-type: none"> • Reading the lesson with correct pronunciation • Creative writing:- importance of book in life. • Develop knowledge about adjective.
Chapter 19 The Naughty Boy	13	<ul style="list-style-type: none"> • To recite the poem with proper intonation. • To speak about a place he/she visited. • To identify describing word. • To say and write about the 	<ul style="list-style-type: none"> • Reciting poem • Narrating their view • Asking questions and responding orally in English • Enriching vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing 	<ul style="list-style-type: none"> • Reading correctly. • Enriching vocabulary. • Describing behaviour of the students.

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		naughtiest boy of your class.			
Chapter 20 Pinocchio	15	<ul style="list-style-type: none"> • To read the lesson with proper intonation and pause • To do silent reading • Followed by question answer session to their understanding • Prefix and suffix drilling. 	<ul style="list-style-type: none"> • Reading the story aloud or silently with correct pronunciation. • Question – answer activity to test their understanding. • Enriching vocabulary 	<ul style="list-style-type: none"> • Listening • Reading • Asking questions • Speaking • Writing 	<ul style="list-style-type: none"> • Reading the story • Identifying synonyms • Talking about puppet play.

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Subject-Hindi					
TOPIC	NO. OF PERIODS	OBJECTIVE (CONCEPT & SKILLS)	LEARNING OUTCOMES	TLM	PEDAGOGY
मन के भोले - भाले बादल	५	बादल मन के भोले -भाले होते हैं । वो हम इंसान जैसे नहीं होते हैं ।	१. छोटे -छोटे प्रश्न पूछना । । २ जल चक्र के बारे में पाँच वाक्य लिखना । ३ तरह -तरह के बादलों के बारे में पूछना ।	NCERT ,RIMJHIM BOOK श्यामपट्ट ,चॉक ।	१ उचित हाव - भाव के साथ कविता का सस्वर वाचन , पहले अध्यापक फिर बच्चों के द्वारा । २ वर्षा ऋतु तथा बादलों से संबन्धित दृश्य दिखाना । ३ जलचक्र का मॉडेल चित्र ।
जैसा सवाल वैसा जवाब	५	दूसरे को सबके सामने नीचा दिखाना उचित नहीं है । जो गुणवान होते हैं उसे कोई नहीं हरा सकता ।	१ छोटे -छोटे प्रश्न पूछना । २ अकबर बीरबल की कहानी बोलना । ३ बीरबल पर एक अनुच्छेद लिखवाना ।	NCERT ,RIMJHIM BOOK श्यामपट्ट ,चोक	१ बच्चों को चुटकुले सुनना । २ श्रुतलेख । ३ शब्द - चार्ट ।
किरमिच की गेंद	५	बच्चें चाहे खिलौने हो या चॉकलेट पाने के लिए कुछ भी कर सकते हैं । चाहे उन्हें कितना पापड़ बेलना या झूठ बोलना पड़े ।	१ छोटे -छोटे प्रश्न पूछना । २ गेंद से खेले जानेवाले खेलों का चित्र दिखाकर ,उनके बारे में पूछना । ३ तरह -तरह के गेंद दिखाना और किस गेंद से कौन सा खेल खेलते हैं उसके बारे में पूछना ।	NCERT ,RIMJHIM BOOK .	१ तरह - तरह के गेंद का चित्र बनाना । २ गमला , बीज , पौधा , बेल आदि का दृश्य सामाग्री द्वारा दिखाना । ३ श्रुतलेख ।

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<p>पापा जब बच्चे थे</p>	<p>५</p>	<p>सब बच्चे एक जैसे नहीं होते । कुछ बच्चे बचपन में ही सोच लेते हैं उन्हें बड़े होकर क्या बनना है । पर कुछ बच्चे हमेशा अपना सोच बदलते रहते हैं । २ सुनना ,बोलना , लिखना और पढ़ना ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ स्थान व चीजों में संबंध बनना । ३ अनेक शब्दों के लिए एक शब्द लिखना ।</p>	<p>NCERT ,RIMJHIM BOOK .</p>	<p>आइस्क्रीम के ठेले का चित्र । २ फ्लैशकार्ड का प्रयोग करना । ३ श्रुतलेख । ४ बड़े होकर आप क्या बनना चाहते हैं इस पर चर्चा करना ।</p>
<p>दोस्त की पोशाक</p>	<p>५</p>	<p>अगर हम अपने दोस्त की मदद करते हैं या फिर कुछ देते हैं तो दूसरों को बताना नहीं चाहिए । सुनना , बोलना , लिखना और पढ़ना ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ कहानी को सुनना और कक्षा में बोलना । ३ पोशाक के बारे में पाँच वाक्य लिखना ।</p>	<p>NCERT ,RIMJHIM BOOK .</p>	<p>१ मौसम के अनुसार पहने जाने वाले विभिन्न पोशाकों के बारे में चर्चा । २ कहानी का अभिनय करवाना । ३ पाँच प्रकार के पोशाकों का चित्र बनाकर नाम लिखो । ४ श्रुतलेख ।</p>
<p>नाव बनाओ - नाव बनाओ</p>	<p>५</p>	<p>हर बच्चा छोटी उम्र में कागज का नाव बनाकर पानी में छोड़ना ये सारे बच्चे करना चाहते हैं । सुनना , बोलना ,लिखना और पढ़ना ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ वर्षा ऋतु के बारे में दस वाक्य लिखना । ३ वर्षा से बचने के लिए हम किन - किन चीजों का प्रयोग करते हैं उन चीजों का नाम लिखना और चित्र बनाना ।</p>	<p>NCERT ,RIMJHIM BOOK</p>	<p>१ उचित स्वर , लय के साथ कविता पठन । २ तरह - तरह के नाव के चित्र बनवाना । ३ श्रुतलेख ।</p>

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<p>दान का हिसाब</p>	<p>५</p>	<p>राजा का कर्तव्य है कि अपनी प्रजा की बातें सुनना , उनकी मुश्किलों को हल करना और हर तरह से उनकी सहायता करना । सुनना , बोलना ,लिखना और पढ़ना ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ संख्याओं को शब्दों में लिखे । ३ दो अर्थ प्रकट करने वाले शब्दों को वाक्यों में प्रयोग करना । जैसे - हार , जल ।</p>	<p>NCERT ,RIMJHIM BOOK .</p>	<p>१ मंत्री तथा राजा का चित्र बनाना । २ प्राकृतिक आपदाओं से संबंधित चित्र फ्लैशकार्ड पर दिखाना । ३ श्रुतलेख ।</p>
<p>कौन</p>	<p>५</p>	<p>चूहा एक छोटा - सा जीव है पर बड़ा खतरनाक है । अगर वो आपके घर में घुस आए तो सब कुछ बर्बाद कर देता है । इसलिए हमें किसी को छोटा नहीं समझना चाहिए ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ घर में बिना बुलाये रहने वाले पाँच जीवों के नाम लिखो । ३ चीजें कुतर कर खाने वाले चार जीवों के नाम बताओ ।</p>	<p>NCERT , RIMJHIM ,BOOK .</p>	<p>उचित लय के साथ कविता का सस्वर वाचन। २ घर में रहने वाले जीवों का चित्र । ३ तुम अपनी किसी एक शरारत का वर्णन करो ।</p>
<p>स्वतन्त्रता की ओर</p>	<p>६</p>	<p>बच्चे देश के भविष्य हैं , उन्हें भी हमारे देश के महापुरुषों के बारे में जानना चाहिए , क्योंकि देश की बागडोर अब उन्हीं के हाथों में है ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ दूध देने वाली पशुओं के नाम बताना । ३ संचार के मुख्य साधनों के नाम लिखो तथा चित्र चिपकाओ ।</p>	<p>NCERT ,RIMJHIM BOOK .श्यामपट्ट ,चाँक</p>	<p>१ आज़ादी की लड़ाई तथा स्वतंत्रता सेनानी के बारे में बताना । २ स्वतंत्रता सेनानियों के बारे में कुछ बोलना ३ यातायात के साधनों के चित्र बनाकर नाम लिखो । ४ संचार के साधनों के चित्र बनाओ ।</p>

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<p>थप्प रोटी थप्प दाल</p>	<p>६</p>	<p>छोटी उम्र में सारे बच्चे हमेशा गुड़ड़ा - गुड़डी के शादी का खेल खेलते हैं , उसी तरह से ये रोटी - दाल का खेल खेलते हैं ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ घर के भीतर खेले जाने वाले खेलों के नाम बोलना । ३ सब्जियों के नाम बताओ जिनके पत्ते खाते हैं ।</p>	<p>NCERT RIMJHIM BOOK .श्यामपट्ट ,चाँक ।</p>	<p>१ पाठ का नाट्यकारण । २ रोटी बनाने की सामग्री । ३ हरी सब्जियों तथा फल का चित्र बनाना । ४ विभिन्न अनाजों का चार्ट । ५ विद्यार्थी से छींका बनवाना ।</p>
<p>पढ़क्कू की सूझ</p>	<p>७</p>	<p>मूर्ख लोगों को समझाना बड़ा ही मुश्किल काम होता है वे जो समझते हैं वही सच है या ठीक है ।</p>	<p>१ छोटे -छोटे प्रश्न पूछना । २ जुगाली करने वाले पशुओं के नाम व चित्र । ३ किन -किन चीजों से तेल बनता है ? नाम लिखो । ४ किसान पर एक अनुच्छेद लिखना ।</p>	<p>NCERT ,RIMJHIM BOOK .श्यामपट्ट , चाँक</p>	<p>१ कहानी का शुद्ध उच्चारण के साथ पठन । २ कोल्हू का चित्र बनाना । ३ पशुओं का चित्र । ४ घंटी ५ खेती के काम में आने वाले पशुओं का चित्र ।</p>

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<p>सुनीता की पहिया कुर्सी</p>	<p>५</p>	<p>विकलांगों के प्रति सहानुभूति । उनके अंदर एक ऐसी शक्ति होती है कि वे अपना सारा काम खुद करना पसंद करते हैं । वे दूसरों पर निर्भर करना नहीं चाहते हैं ।</p>	<p>१ छोटे -छोटे प्रश्न पूछना । २ ब्रेल लिपि कि जानकारी देना । ३ विशेष क्षमता वाले व्यक्तियों के जीवन के बारे में बताना । ४ स्ववलंबन पर एक अनुच्छेद ।</p>	<p>NCERT ,RIMJHIM BOOK . श्यामपट्ट , चॉक ।</p>	<p>१ अंग्रेजी के हेलेन केलर के पाठ के साथ तुलना । २ तराजू बनाने के लिए धागा , पतली लकड़ी तथा ढक्कन । ३ पहिया कुर्सी का चित्र । ४ श्रुतलेख ।</p>
<p>हुदहुद</p>	<p>५</p>	<p>हमें भगवान ने जो दिया है या जिस तरह बनाया है उसी में खुश रहना चाहिए । हमें अंदर की खूबसूरती को और सुंदर बनाना चाहिए न कि बाहर की ।</p>	<p>१ छोटे - छोटे प्रश्न पूछना । २ सिर पर कलगी वाले पक्षियों के नाम लिखना । ३ मोर तथा सफ़ाई के महत्त्व के बारे में अनुच्छेद लिखना ।</p>	<p>NCERT , RIMJHIM BOOK श्यामपट्ट , चॉक।</p>	<p>१ पाठ का सही उच्चारण के साथ पठना। २ इंद्रधनुष का चित्र बनाकर उनके सात रंगों के नाम लिखना । ३ पक्षियों के बारे में बोलना । ४ कलगी वाले पक्षियों का चित्र बनाना ।</p>

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<p>मुफ्त ही मुफ्त</p>	<p>६</p>	<p>जीवन में कोई भी चीज़ मुफ्त में नहीं मिलती । किसी भी चीज़ को पाने के लिए हमें मेहनत करनी पड़ती है । लोककथा का अर्थ - उस पाठ में उस जगह की भाषा , कपड़े और खान - पान का विशेष रूप से प्रयोग होता है ।</p>	<p>१ छोटे -छोटे प्रश्न पूछना । २ विभिन्न भाषाओं में सब्जियों का नाम लिखना । ३ मीठे रसीले फलों के नाम लिखना ।</p>	<p>NCERT , RIMJHIM BOOK श्यामपट्ट ,चाँक नारियल और नारियल का पेड़ दिखाना ।</p>	<p>१ पाठ का उचित उच्चारण के साथ पठन। २ विभिन्न राज्यों के भाषा तथा पोशाकों के चित्र । ३ विभिन्न पशुओं के नाम । ४ घने छायादार वृक्षों के चित्रों को बनाना।</p>
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Subject-Odia								
Chapter No.	Name of the Chapter	Objective Concept and Skill	Instrutlional Tools & References	Pedagogy	Teaching Methods	Assignment	Learning Questions	Tentative No. of Period
1	UòKò UòKò (\y)	ùcù÷kòK flý – gâaY, K[[^] , _V [^] , fòL [^] ^òÿòðÁ flý cù [^] aòK cifýuaù] ùQùU Rò [^] òh _àZò ùjZù ùjaù aòùj	_ùVý_êÉK, ijùdK_êÉK, PòZâKùWð	_iað Kùkùðge fap] mù [^] _eulù, aòhd _eòPd, aòhd bò ³ òK _âgÛ, aòhd _âùag _iaðmù [^] _eulù MéjKcð, k ² mù [^] _eulù, MéjKcð	Kù[ù_K[[^] _jZò @aùèùj_jZò @ùùfùP [^] ùcòK_jZò, C_KeYe áyájùe	ùcù÷LòK_âgÛ ùgâYúue @ùùfùP [^] ù ùau] mù [^] _eòcù_K _âgÛ f ² mù [^] _eòcù_K _âgÛ	ùQùU Rò [^] òheê aW Rò [^] òh iéÁò ù ùQùU MQUò ù~_eò aòèùU \âècùe _eòeZ ùjCQò ù	6
2	jRòfù \ò ^e K[ù(M\y)	ùcù÷kòK flý – gâaY, K[[^] , _V [^] , fòL [^] ^òÿòðÁ flý cù [^] aòK cifýuaù] , cjù_êeèh CKòk ùMù+ea c]èi\^u Pò«ù, iècjZaùYú gòlù _â\ù [^] Kùe	_ùVý_êÉK, ijùdK_êÉK, PòZâKùWð	_iað Kùkùðge fap] mù [^] _eulù, aòhd _eòPd, aòhd bò ³ òK _âgÛ, aòhd _âùag _iaðmù [^] _eulù MéjKcð, k ² mù [^] _eulù, MéjKcð	Kù[ù_K[[^] _jZò ùcù÷LòK_jZò @ùùfùP [^] ùcòK_jZò, C_KeYe áyájùe	cjù_êeèh Rúa [^] _V [^] \Bùeù ùgâÁZù ^úZò ^òdc Rúa [^] ~ù_ ^_ùAñ @ùMâjú	ùQùU Rò [^] òheê aW Rò [^] òh iéÁò ù ùQùU MQUò ù~_eò aòèùU \âècùe _eòeZ ùjCQò ù	6
3	eùRùu ^ìZ [^] _eòz\	ùcù÷kòK flý – gâaY, K[[^] , _V [^] , fòL [^] ^òÿòðÁ flý cù [^] aòK cifýuaù] eùRùu _âù]ù [^] , Qk [^] ùue eùRùuê VKòauê Pò«ù]ùeù	_ùVý_êÉK, ijùdK_êÉK, PòZâKùWð	_iað Kùkùðge fap] mù [^] _eulù, aòhd _eòPd, aòhd bò ³ òK _âgÛ, aòhd _âùag _iaðmù [^] _eulù MéjKcð, k ² mù [^] _eulù, MéjKcð	Kù[ù_K[[^] _jZò ùcù÷LòK_jZò @ùùfùP [^] ùcòK_jZò, C_KeYe áyájùe	ùcù÷LòK_âgÛ ùgâYúue @ùùfùP [^] ù ùau] mù [^] _eòcù_K _âgÛ f ² mù [^] _eòcù_K _âgÛ	eùRù fùwêkù ^eiòðj ù\au KézòZB	6
4	işýù	ùcù÷kòK flý – gâaY, K[[^] , _V [^] , fòL [^] ^òÿòðÁ flý \ò [^] iedò @ùèè[òau I işýù @ùMZ_âùde \égý	_ùVý_êÉK, ijùdK_êÉK, PòZâKùWð	_iað Kùkùðge fap] mù [^] _eulù, aòhd _eòPd, aòhd bò ³ òK _âgÛ, aòhd _âùag _iaðmù [^] _eulù MéjKcð, k ² mù [^] _eulù, MéjKcð	Kù[ù_K[[^] _jZò ùcù÷LòK_jZò @ùùfùP [^] ùcòK_jZò, C_KeYe áyájùe	ùcù÷LòK_âgÛ ùgâYúue @ùùfùP [^] ù ùau] mù [^] _eòcù_K _âgÛ f ² mù [^] _eòcù_K _âgÛ	ù\÷ [^] !ò [^] Rúa [^] ue _âùdùM cù [^] aòK iùcùRòK cifýuaù]e gòlù	5
5	R [^] K_âòd iù[ú WòKp	ùcù÷kòK flý – gâaY, K[[^] , _V [^] , fòL [^] e @býùi Méj_ùkòZ_gècùù [^] Kò_eò c [^] êhýe C_Kùeùe fùM«ò ùi aòhdùe \âÁay \ò@ù~ùAQA	_ùVý_êÉK, ijùdK_êÉK, PòZâKùWð	_iað Kùkùðge fap] mù [^] _eulù, aòhd _eòPd, aòhd bò ³ òK _âgÛ, aòhd _âùag _iaðmù [^] _eulù MéjKcð, k ² mù [^] _eulù, MéjKcð	Kù[ù_K[[^] _jZò ùcù÷LòK_jZò @ùùfùP [^] ùcòK_jZò, C_KeYe áyájùe	ùcù÷LòK_âgÛ ùgâYúue @ùùfùP [^] ù ùau] mù [^] _eòcù_K _âgÛ f ² mù [^] _eòcù_K _âgÛ	\éÁújú [^] ùfùKuê aùU ù\LùAaùe ijà~ùM KeèQò_gè	5
6	bùeZe aèfbaèfb	ùcù÷kòK flý – gâaY, K[[^] , _V [^] , fòL [^] e @býùi RùY ^ùeù Kaò Êù]ù [^] Zù	_ùVý_êÉK, ijùdK_êÉK, PòZâKùWð	_iað Kùkùðge fap] mù [^] _eulù, aòhd _eòPd, aòhd bò ³ òK	Kù[ù_K[[^] _jZò ùcù÷LòK_jZò @ùùfùP [^] ùcòK_jZò,	ùcù÷LòK_âgÛ ùgâYúue @ùùfùP [^] ù ùau] mù [^] _eòcù_K	Azù gqò @ùMâj iéÁò Keòauèe ijùdK ùjùA[ùG	5

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		iõMâúúú iùèRòàè ^úAWéu áyqòZß I PeòZâe KújúYú		_âgÛ, àòhd _âùag _iaðmú^_eúlú MéjKcð, k²mú^_eúlú, MéjKcð	C_KeYe áyájúe	_âgÛ f² mú^_eòcú_K _âgÛ		
7	MQ I KúVéèò@ú	úcú÷kòK flý – gâaY, K[^, _V^, fòL^ cYòh a-òau _ûAñ Cnò\ RMZ C_ùe ^òbðegúk ùi[ò_ûAñ KúVéèò@ùe ^òbðe	_úVý_êÉK, ijúdk_êÉK, PòZâKúWð	_iað Kúkúðge fap] mú^_eúlú, àòhd _eòPd, àòhd bò³òK _âgÛ, àòhd _âùag _iaðmú^_eúlú MéjKcð, k²mú^_eúlú, MéjKcð	Kù[ú_K[^_jZò úcú÷LòK _jZò @ùùfúP^úòcòK _jZò, C_KeYe áyájúe	úcú÷LòK_âgÛ ùgâYúúe @ùùfúP^ú ùau] mú^_eòcú_K _âgÛ f² mú^_eòcú_K _âgÛ	ù\÷^! ò^ Rúa^ùe _âùdúM iúcùRòK cifý bò³òK gòlú	5
8	ùicùù^ @ùc búAbCYú	úcú÷kòK flý – gâaY, K[^, _V^, fòL^ icMâ cú^a ùjCQò ùMúUòG RùZò, _eÆe _eÆee búA bCYú	_úVý_êÉK, ijúdk_êÉK, PòZâKúWð	_iað Kúkúðge fap] mú^_eúlú, àòhd _eòPd, àòhd bò³òK _âgÛ, àòhd _âùag _iaðmú^_eúlú MéjKcð, k²mú^_eúlú, MéjKcð	Kù[ú_K[^_jZò úcú÷LòK _jZò @ùùfúP^úòcòK _jZò, C_KeYe áyájúe	úcú÷LòK_âgÛ ùgâYúúe @ùùfúP^ú ùau] mú^_eòcú_K _âgÛ f² mú^_eòcú_K _âgÛ	ù\÷^! ò^ Rúa^ùe bùhúe @ùagyKZú iekZú búA^ú bf MÈY gòlú	5
9	iúAZò eLòau iRúA eLòau	úcú÷kòK flý – gâaY, K[^, _V^, fòL^ _âùZýK áyqò Rúa^ùe iúAZòa eLòau I iRúA Keò eLòau ùMúUòG bf MÈY	_úVý_êÉK, ijúdk_êÉK, PòZâKúWð	_iað Kúkúðge fap] mú^_eúlú, àòhd _eòPd, àòhd bò³òK _âgÛ, àòhd _âùag _iaðmú^_eúlú MéjKcð, k²mú^_eúlú, MéjKcð	Kù[ú_K[^_jZò úcú÷LòK _jZò @ùùfúP^úòcòK _jZò, C_KeYe áyájúe	úcú÷LòK_âgÛ ùgâYúúe @ùùfúP^ú ùau] mú^_eòcú_K _âgÛ f² mú^_eòcú_K _âgÛ	ù\÷^! ò^ Rúa^ùe iúAZò eLòau \ßùeù Lêap Kçp icdùe còkò[ùG	
10	bf Kò Keòað cêjò (_ý	úcú÷kòK flý – gâaY, K[^, _V^, fòL^ ^òYòðÁ flý, cú^aòK cifýùau] _âZò iêaò]ú_lú, _gê, cYòh _âZò C³c áyájúe	_úVý_êÉK, ijúdk_êÉK, PòZâKúWð	_iað Kúkúðge fap] mú^_eúlú, àòhd _eòPd, àòhd bò³òK _âgÛ, àòhd _âùag _iaðmú^_eúlú MéjKcð, k²mú^_eúlú, MéjKcð	Kù[ú_K[^_jZò úcú÷LòK _jZò @ùùfúP^úòcòK _jZò, C_KeYe áyájúe	úcú÷LòK_âgÛ ùgâYúúe @ùùfúP^ú ùau] mú^_eòcú_K _âgÛ f² mú^_eòcú_K _âgÛ	_eòauèe C³c áyájúe, iúcùRòK búA^ùe C³c áyájúe, ìèLú \eò\âu _âZò C³c Áyúð	5
11	cúUò Mfú aòMòWò	úcú÷kòK flý – gâaY, K[^, _V^, fòL^ cúUòe CaðeZú icdú^êKàùc Kcò Kcò ~úCQò ù ùi[ò_ûAñ iùe cifý _òWò@ù ù\au Reèeú	_úVý_êÉK, ijúdk_êÉK, PòZâKúWð	_iað Kúkúðge fap] mú^_eúlú, àòhd _eòPd, àòhd bò³òK _âgÛ, àòhd _âùag _iaðmú^_eúlú MéjKcð, k²mú^_eúlú, MéjKcð	Kù[ú_K[^_jZò úcú÷LòK _jZò @ùùfúP^úòcòK _jZò, C_KeYe áyájúe	úcú÷LòK_âgÛ ùgâYúúe @ùùfúP^ú ùau] mú^_eòcú_K _âgÛ f² mú^_eòcú_K _âgÛ	cúUò ^òeiuaù] ^òÆe ùi[òùe `if gí^y iaè ùjúA~úAQò	5
12	Keò \ò@ úcúùZ	úcú÷kòK flý – gâaY, K[^, _V^, fòL^ iõiùeùe aW	_úVý_êÉK, ijúdk_êÉK,	_iað Kúkúðge fap] mú^_eúlú, àòhd	bqò búA^ú, @ùùfúP^úòcòK	úcú÷LòK_âgÛ ùgâYúúe @ùùfúP^ú	Bgßeue bqòe ij WúKòau Zúu_ù\ Zùk	

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	iúAñ(_\y)	aél ùjûA^_ûeòàò cæ ùQûU aélUò ùjaûe bury icÉu _ûLùe [ûG	PòZâKûWð	_eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlú MéjKcð, k²mû^_eúlú, MéjKcð	ùcû÷LòK _jZò, C_KeYe aýajûe	ùaû] mû^_eòcû_K _âgÛ f² mû^_eòcû_K _âgÛ	_âYúc Keòau	
13	Kêjê Rúa^ bòZeK^òKû	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ RúaR«ê I _eòùag iêelú _ûAñ @bdûeYý Keû~ûAQò ù a^YR«ê I _gê_lúu gòKûe @ûA^éÁòeê @_eû]	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûðge fap] mû^_eúlú, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlú MéjKcð, k²mû^_eúlú, MéjKcð	Kù[û_K[^_jZò ùcû÷LòK _jZò @ùùfûP^ûcòK _jZò, C_KeYe aýajûe	a^YR«ê I _gê_lúuê gòKûe Keòau _ûAñ @bdûeYý ejòau @ûagýK	5	
14	cûUò	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ aòbò^Û _âKûee cûUò @Qò ~[û- fûfcûUò cûUò Zkê LYòR faY fêjû LYò @Qò	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûðge fap] mû^_eúlú, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlú MéjKcð, k²mû^_eúlú, MéjKcð	cûZébicò _âúZò ùlg_âúZò bûa^û Êùlg ù_âc R^àbicòKê bf_ûAa	ùcû÷LòK_âgÛ ùgâYúue @ùùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^_eòcû_K _âgÛ	cûUò @ùce cû@ù _eò Zûe ùKûkùe ùQûUeê aW ùjaû ùZYê R^û bkò Pòeìaeyúð @ùU	6
15	_ûjûWe WûK	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ _ûjûW _aðZe _û\ ù\gùe R^àMâjY Keò[òau aòidû cêšû RùY Êû]ú^Zû iðMâûcû ^òR RûZò bûA I ù\g_ûAñ ùi _âûYakú ù\A[òùf ù	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûðge fap] mû^_eúlú, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlú MéjKcð, k²mû^_eúlú, MéjKcð	aòidû cêšûe PòZâ @ù\òauíu @-kùe @^ý ùKùZK Êû]ú^Zû iðMâûcû cû^u ^ûc	ùcû÷LòK_âgÛ ùgâYúue @ùùfûP^û ùaû] mû^_eòcû_K _âgÛ _	_âKéZò ùKûkùe _ûjûWe R^à ùKùZ iêL \êùL ijò cêš ùUKòQò	6

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Class-IV Subject-Math						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
Lesson 1 Building with bricks	14	Making some floor pattern and designs as children know. .Making a brick how the child knows. .Identifies the difference between centimeter and meter.(Conversion) •Identify the number of faces in different 3D, 2D shapes. •Identify the faces of a brick and recognizes the shapes. •Collect cuboidal objects from surroundings. •Identify and observe different features like wall, floors, Jharokas, Jaalies etc. •Visit to a bricks kiln etc. •Observe and make arrangement of brick patterns on floor and walls. •Find the length, breadth an	Identifies and draws Different wall and Brick patterns, floor patterns ,jail Patterns etc. Draws lines of Symmetry in different Patterns/shapes. Solves problems Based on patterns/shapes	<ul style="list-style-type: none"> • Objects from class room situations like ribbons, pencil etc • Measuring tape ,wooden scale Appropriate visuals to explain the concept	i. Discussion methods ii. Project method iii. Problem solving method iv. Demonstration v. Method vi. Play Way	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
Lesson-2(long and short)	12	<ul style="list-style-type: none"> • Dramatization on different lengths. • Making different objects by using scale. • Estimate the length of various figures and making them larger or shorter than the given figure. • Find the length of boundary of Math’s text book, desk, teacher’s table etc. • Calculate the distance between school and home, market, school ground, park etc. • Find the tallest/shortest member of their class, family. 	Knows various units Of length Converts higher units To lower units and Vice versa Estimates the Solves basic Problems based on Length measurement.	<ul style="list-style-type: none"> • Individual Task • Group Task • Demonstration • Method • Play Way 	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz Unit text

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Lesson-3(A trip to Bhopal)		<p>To know and draw top and side view of some items-spoon, car, railway line etc.</p> <p>.Asking the children that at what time they are waking up at what time they will go to school at what time they will take their breakfast and lunch and dinner.</p> <p>Bringing the clear cut difference between Morning Afternoon Evening and Night.Sayingthem that Noon and Midnight</p>	<p>Understands the properties of addition, subtraction, multiplication, Division.</p> <p>Solves number Puzzles.</p> <p>Identifies greatest And smallest number from the given Numbers.</p> <p>Solves basic Problems related to Everyday life based On numbers</p>	<ul style="list-style-type: none"> • Map of India, locality or district. <p>Abacus and flash cards of numbers.</p>	<ol style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Problem solving method <p>Dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ Verbal Text ➤ Project Work ➤ Map Study <p>Unit text</p>
Lesson-4(Tick-tick-tick)	17	<p>The teacher will show the model of a clock hands in a clock.</p> <ul style="list-style-type: none"> • Read a clock and tell the time both in 12 hour and 24 hour time. • Show the time-3 hour's later-5hours earlier etc. similar drill. • Calculate hours /minutes between two given dates. • Convert 12 hour to 24 hour clock time and vice versa. <p>Read railway/bus/timetable</p>	<p>Reads calendar and Clock Formats.</p> <p>Writetimein12 hoursand24hours Format.</p> <p>Converts time from 12hoursto24hours And vice-versa.</p> <p>Solves problems Related to time</p>	<ul style="list-style-type: none"> • Clock • Old Calendars • Used wrappers or boxes of food items and medicines • A potted plant • School diary. <p>Newspaper</p>	<ol style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Problem solving method <p>Dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz <p>Unit text</p>
Lesson-5(The way the world	7	<p>Knowledge</p> <p>Understanding</p> <p>Computation</p> <p>Problem Solving</p>	<p>Identifies different Views of an objects</p> <p>Read school map, City map and other maps</p> <p>Draws simple maps And shapes</p> <p>Applies the concept Of maps and shapes In real life</p>	<p>Read school map, City map and other maps</p> <p>Draws simple maps And shapes</p>	<ol style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study <p>Unit text</p>

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<p>lesson-6,11(Junk seller Tables and shares)</p>	<p>15</p>	<p>1.Using flowers of different types arranging them in rows and concept of multiplication to be explained. 2.arranging the benches in a class room children in the morning assembly arranging things in sequence and develop the multiplication 2.Framing of questions by looking at pictures 3.Story problems 4. Worksheets on all four basic operations</p>	<p>Understands factors Of a multiple Reads and prepares bills Applies conception Real life Solves problems</p>	<ul style="list-style-type: none"> • Group task • Individual task • Dramatization • Demonstration • activity 	<p>I. Lecture method II. Problem solving method III. Dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
<p>Lesson-7(Jugs and mugs)</p>	<p>12</p>	<p>Knowledge Understanding Application Problem solving Ability</p>	<p>Understands the Concept of volume/ capacity Knows the units of capacity Estimates the Volume of a container Measures the Capacity of a container Solves problem</p>	<ul style="list-style-type: none"> • Individual task • Group task • Demonstration • Play Way 	<p>Question and Answer method Discussion methods Project method Lecture method Problem solving method Dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
<p>Lesson-8(Carts and wheels)</p>	<p>10</p>	<p>1. Games with circles. (equal distribution) 2. Observe and identify round and circular objects from the surroundings. Collect objects which are circular like bottle cap bangles, rings etc top of a class, 25 p coin. 3. 4. Make circles using coins , bangles etc different sizes using free hand 5. Find radius of different types of wheels.. 6. Name and identify geometrical instruments 7. Find the centre by paper folding 8. Find centre of a circle that cannot be</p>	<p>Understands factors Of a multiple Reads and prepares bills Applies conception Real life Solves problems</p>	<p>1. Net resources 2. Round objects in the classroom Geometry</p>	<p>Question and Answer method Discussion methods Project method Problem solving method Dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

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		cut or folded				
Lesson-11(Halves and Quarter)	16	<ol style="list-style-type: none"> By taking the example dividing the whole chapatti into 2 and 4 equal parts colour Half, One fourth..etc..Color $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$,$\frac{2}{3}$. Divide the given into halves in different ways Paper folding activity showing halves and quarters and three fourths. Colour part/fraction of a collection, groups of halves or quarters in a given collection. Complete the picture by drawing the other half. <p>Estimate and market $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$,$\frac{2}{3}$. in a string/water bottle</p>	<p>Understands factors Of a multiple</p> <p>Reads and prepares bills</p> <p>Applies concept in Real life</p> <p>Solves problems</p>	<p>Round objects in class.</p> <ol style="list-style-type: none"> Colour part/fraction of drawing the other half. Estimate and market $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$,$\frac{2}{3}$. in a string/w 	<p>Question and Answer method</p> <p>Discussion methods</p> <p>Project method</p> <p>Problem solving method</p> <p>Dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Lesson-10(Play with patterns)	7	<ol style="list-style-type: none"> Observe the pattern around them e.g. grill sari, bed sheet, floor etc. and recognize the basic unit/ rule/sequence. Make patterns with numbers, alphabets & pictures Complete magic squares and triangles Coding and decoding a secret message with a rule. Observe the tiling pattern in a floor and make floor patterns and wall patterns. 	<p>Calculates the total Length of the Boundary of regular And irregular shapes.</p> <p>Knows the concept Of perimeter</p> <p>Find the number of Squares inside a Regular shape.</p> <p>Solves day today life</p>	<p>Flash cards of number, alphabets. Samples of patterns</p> <p>Geometrical shapes</p>	<p>Question and Answer method</p> <p>Discussion methods</p> <p>Project method</p> <p>Group activity</p> <p>Individual task</p> <p>Games</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Lesson-12(How heavy? How light)	15	<ol style="list-style-type: none"> Compare the items which are heavy/heavier/heaviest. Estimate weights of familiar objects in class. 	<p>Draws conclusions And in francs from The data</p> <p>Solves simple problem</p>	<p>Weights</p> <p>Balance</p>	<p>Group activity</p> <p>Individual task</p> <p>Survey</p> <p>Demonstration method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts

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		<p>3. Differentiate things bought in grams and kilograms.</p> <p>4. Compare the weights and height</p> <p>5. Understands how to read the postal rate</p>		Measuring tapes		<ul style="list-style-type: none"> ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Lesson-13(Field and Fences)	10	<ul style="list-style-type: none"> • 1. Counting the colors of flowers and how many in numbers and recording them in a table. • 2. Observing a traffic scene and fill up the given table. Which of travel they see most? Travel they see the least. 3. Playing Dice game and recording in a tabular form. 4. Collecting information from children like which item they will take as breakfast; mode of conveyance they use to come to school;; favorite sweet. • Collect data and represent in the form of bar graphs. 	<p>Draws conclusions</p> <p>And in francs from</p> <p>The data</p> <p>Solves simple problem</p>	<p>Objects available in the class</p> <p>Newspaper to collect data</p> <p>Graph</p> <p>Worksheets</p>	<p>Group activity</p> <p>Individual task</p> <p>Survey</p> <p>Demonstration method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
Lesson-14(Smart Chart)	13	<p>- Draw inferences by discussing with the teacher</p> <ul style="list-style-type: none"> • Represent data graphically (bar graph, pie-charts) • Collect/interpret data from newspaper and represent it in tabular form. <p>Solve word problems</p>	<p>Draws conclusions</p> <p>And in francs from</p> <p>The data</p> <p>Solves simple problem</p>	<p>Flash cards of number, alphabets.</p> <p>Samples of patterns</p> <p>Geometrical shapes</p>	<p>Group activity</p> <p>Individual task</p> <p>Survey</p> <p>Demonstration method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work

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Subject-EVS						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
1. Going to School	8	<p>Observation of various symbols or indicators as landmarks :</p> <ul style="list-style-type: none"> - Use of symbols and scale <p>Comparison – with the various vehicles used :</p> <ul style="list-style-type: none"> - Jugad, Bike, Camel Cart, Tonga and various types of boats. <p>Initiate Discussion – after watching the still pictures and videos of the terrain of other states. Collect the pictures of transport in villages ,cities ,important bridges in India, trolley used in different places to reach the valleys, jugad etc.</p> <p>Visuals on the various modes of transport used in various terrains of India to reach places within the state. Drawing of conclusions based on the above listed activities Develop Recording Skills Various Animals used as a means of transport Observation and discovering the vegetation flora and fauna in jungles, deserts, snowy areas, mountainous regions Making of models of transport using waste material</p> <p>Quiz based on the activities mentioned above</p>	<p style="text-align: center;">OBSERVES AND EXPLORES herd behavior of animals</p> <p>Groups animals which live in a herd or groups and animals which do not live in a group.</p> <p>Knows various names of animal groups</p>	<p>Local map of the school and area Pictures of land transport , water transport etc. Childs own idea of the route taken to school</p> <p>Map of States/India</p> <p>Films and pictures of far off locations where schools are located Movies, stories and narratives Internet videos</p>	<p>V. Question and Answer method VI. Field trips VII. Discussion methods VIII. dramatization method</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
2. Ear to Ear	7	<p>* Observation of ears of animals.</p>	<p>OBSERVES AND</p>		<ul style="list-style-type: none"> • Question 	<ul style="list-style-type: none"> ➤ Class work

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		<p>Finding out the way they tilt their heads when they are listening.</p> <p>Comparison of ears of human beings and animals.</p> <p>Names of animals commonly seen in and around our houses.</p> <p>Discussion after watching photographs/visuals and videos of animals with ears on either sides of head, on top of their head, visible and not so visible, with hair on ears, with no hair, camouflaged with skin.</p> <p>Listing and drawing of observations regarding ears of animals.</p> <p>Preparation of masks by children – of animals and the kind of ears they have.</p> <p>Making a collage of different ears of animals. Animals which lay eggs. Animals which give birth to young ones. Listing of all extinct animals. Importance of having pets, they are stress busters. The secret of having hair or no hair in the body of animals. Integrate with the lesson The Donkey, I Had a Little Pony , The milk man’s Cow from Marigold Book IV.</p>	<p>EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS.</p> <p>ORGANISES THE OBSERVATIONS</p>	<p>Still pictures.</p> <p>Video clippings, movies, stories, library resources, lab resources.</p>	<p>and Answer method</p> <ul style="list-style-type: none"> • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
3. A day with Nandu.	6	<p>* Observation of animals with special reference to Elephants regarding their shape, size, walks etc.</p>	<p>OBSERVES AND EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS.</p>	<p>Videos/visuals of animals, short stories, library resources</p>	<ul style="list-style-type: none"> • Question and Answer method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group

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		<p>Comparison with other animals regarding their sounds, eating habits and their super senses.</p> <p>Initiate discussion on Elephants used in various terrains for various purposes.</p> <p>Video's of Elephants that live in Jungles, national parks, circuses and temples.</p> <p>Visuals on animals that live in herds.</p> <p>Blindfolding activity- With a model of an Elephant, a child is asked to describe what he feels after touching the various parts of the Elephants body Eg. Tail, Trunk, Legs etc.</p> <p>Story telling of the blind men and the Elephant.</p> <p>Visit to the zoo.</p> <p>Art and craft.</p> <p>Collage of Elephants in the scrapbook.</p> <p>Drawing of conclusions based on the above mentioned activities.</p>	<p>ORGANISES THE OBSERVATIONS</p>	<p>and visit to the zoo.</p>	<ul style="list-style-type: none"> • Field trips • Discussion methods • dramatization method 	<p>Discussion</p> <ul style="list-style-type: none"> ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
<p>4. The Story of Amrita.</p>	<p>6</p>	<p>* Reading maps –</p> <p>State and country and locating the places.</p> <p>Use of symbols and scale.</p> <p>Visuals of plants, trees and animals found in desert areas- their ways of survival.</p>	<p>OBSERVES AND EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS.</p> <p>ORGANISES THE OBSERVATIONS</p>	<p>Map of India and the World.</p> <p>1. Films, Videos, Pictures, Narratives, Collection of</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text

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		<p>Trees in danger on account of change in environment.</p> <p>Investigation on leaves diversity, their shedding, growth period etc.</p> <p>Visuals on birds found in desert areas with special reference to Rajasthan, their eating habits, nestling habits, etc.</p> <p>Survey on the various occupations of the people of Rajasthan.</p> <p>Model making of the types of houses in deserts, and the modes of transport</p>		<p>leaves.</p> <p>2. Model making of houses and transport.</p> <p>3. Traditional dresses, food.</p>		<p>➤ Project Work</p>
<p>5. Anita and the honey bees.</p>	7	<p>* Map reading of various states of India with special reference to Bihar.</p> <p>Regional narratives and true stories of children who have worked hard and become successful in life.</p> <p>Comparison of children studying in cities and rural areas</p> <p>Discussion on the importance of going to school</p> <p>What kind of career would one like to take after school</p> <p>Videos/visuals on the behaviour, life of insects</p> <p>Visuals on honey collection honey from flowers, bee hives and the colonies of bees and ants.</p>	<p>OBSERVES AND EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS.</p> <p>ORGANISES THE OBSERVATIONS</p>	<p>Library resource</p> <p>CD's</p> <p>Films, pictures, videos about insects</p> <p>Samples of honey collection</p> <p>Tasting of different honey's.</p> <p>Map of India.</p> <p>Stories narratives</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method 	<p>➤ Class work</p> <p>➤ Home work</p> <p>➤ Group Discussion</p> <p>➤ MCQ</p> <p>➤ Texts</p> <p>➤ Verbal Text</p> <p>➤ Project Work</p>

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		<p>What is the first aid given when a bee stings.</p> <p>Library resources</p>				
6. Omana's Journey	6	<p>Map is to be supported by a small narrative about the time it takes to go from one place to another, draw children's attention to these symbols and help them get an idea of relative distance.</p> <p>Video's/visuals on the flora and fauna of Kerala</p> <p>Occupations and dress habits of Kerala.</p> <p>Language and Food.</p> <p>Visuals/Pictures on boat race.</p> <p>Visuals on the temples of Kerala.</p> <p>Festivals</p> <p>Listing and drawing of a railway station</p> <p>Things one carries while traveling in a train.</p> <p>Helpers seen in a railway station.</p>	<p>1) NEED FOR TRAVEL</p> <p>2) Knowledge of helpers at the Railway Station</p> <p>3.) Diversity of landforms (recollection from lesson 1.)</p> <p>4) Reporting</p> <p>5) LISTENS TO OTHERS AND SHARES EXPERIENCES</p>	<p>Visit to Railway station, ticket counters (Train, bus etc.)</p> <p>Map of India, CD's , Videos , Newspaper clippings, visuals, Still pictures, stories and history of important places of Kerala.</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
7. From the window	7	<p>* Recording of the various places and states en route to Kerala</p> <p>Languages spoken in the states crossed.</p> <p>Map reading of the various statesmen route</p> <p>Videos on the landforms of the various states crossed</p> <p>Visuals on the life of people in the villages of Kerala</p>	<ul style="list-style-type: none"> • 1.Engages and participates in discussions on the themes related to : • i)Causes of noise Pollution • ii) Need for Bridges 	<p>CD's , videos, films, pictures, documentation (Diary for recording facts)</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts

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		<p>Visuals on bridges and tunnels from Goa to Kerala.</p> <p>Diary writing of the travel/journey undertaken.</p> <p>Photography.</p>	<ul style="list-style-type: none"> • iii)Languages spoken • iv)Clothes • v) Food items • 2. Sensitivity to cultural diversity • 3. Relationships 		<p>n method</p>	<ul style="list-style-type: none"> ➤ Verbal Text ➤ Project Work
<p>8. Reaching grandmothers house.</p>	7	<p>* Listing the names of villages and states where Grandparents of the children live.</p> <p>Mapping the route to reach these places.</p> <p>Videos on the modes of transport used in these areas</p> <p>Dramatization of the ways how people get into Buses, trains, carts while traveling</p> <p>Video on traveling in the backwaters of Kerala</p> <p>Visuals on fishing, washing, bathing, working in the banks of the rivers</p> <p>Visuals on the plantations of Kerala</p> <p>Collection of railway time table and the reading of it.</p> <p>Quiz on Kerala.</p> <p>Model making of the various carts and boats used.</p>	<ul style="list-style-type: none"> • To compare modes of transportation <p>Sensitivity to social problems. (Child Marriage)</p>	<p>Pictures, films, map of India, internet video's, Quiz</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
<p>9. Changing Families.</p>	8	<p>* Comparison of nuclear family to joint family with a survey conducted in class, discussion on it.</p> <p>Drawing of a family tree and sticking</p>	<p>1)Creating a conducive environment for group work</p> <p>2)How to resolve disputes in games</p>	<p>Pictures of weddings, family members, letters.</p>	<ul style="list-style-type: none"> • Question and Answer method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion

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		<p>photographs on it.</p> <p>Observation and inferences of your family, your friend's family, your neighbor's family, regarding attitudes, number of members and the work they do.</p> <p>Recording changes in your family when you have just got a baby brother or sister.</p> <p>Stick a picture of your brother or sister in your notebook.</p> <p>Keeping a record of the behaviour of the little baby- food it eats, number of hours it sleeps, sounds it makes.</p> <p>Shifting to a new place/city</p>			<ul style="list-style-type: none"> • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
10. HuTuTu, HuTuTu	6	<p>Discussion on the various sports</p> <p>Visuals on the traditional and modern sports and games and recording the differences between them.</p> <p>Coaching of the various games like hockey, cricket, table tennis, lawn tennis etc</p> <p>Their rules and regulations and field structures.</p> <p>Lecture Dem by some eminent sports persons.</p> <p>Playing of traditional games native to India.</p> <p>How physically and mentally active one becomes.</p> <p>Importance of the use of the whole body strength in these games.</p> <p>Holding of breath in these games</p> <p>Quiz on sports and games</p> <p>Events and rules.</p>	<p>1)Creating a conducive environment for group work</p> <p>2)How to resolve disputes in games</p>	<p>Pictures of weddings, family members, letters.</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work

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<p>11. The Valley Of Flowers</p>	<p>8</p>	<p>* Map reading and locating the new state of Uttaranchal. (Uttarakhand)</p> <p>Documentary on the landforms & vegetation of the hills of Uttaranchal. Still pictures and videos on the flora and fauna of Uttaranchal. Visuals on the valley of flowers, flowers that grow on trees, bushes, creepers, water etc. Nature Walk Recording of the various flowers seen – The Color, scent, number of petals it has, local name and its botanical name, shape, size, place where the flower is in the tree (centre, side etc.) Monitoring the development of buds blooming into flowers.</p> <p>Collection of flowers and creating a scrapbook.</p>	<p><i>Observes and explores environmental objects(Flowers)</i> <i>Identifies various parts of a flower</i> <i>Observes variations in colors</i> <i>Lists uses of flowers</i></p>	<p>Map of India Pictures, Videos, Films on flowers.</p> <p>Visuals Nature Walk Samples of Flowers</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
<p>12. Changing Times</p>	<p>7</p>	<p>* Map Skills locating Haryana, Punjab, Delhi& Pakistan. Visual presentation of the freedom struggle/partition of India Inviting grandparents to related their experiences of partition and initiate a discussion on it. Video clippings of the various kinds of houses during partition, post partition and modern day buildings.</p> <p>Visit to Heritage Buildings</p> <p>Visit to a construction site – Recording of materials required for the construction of houses and buildings.</p> <p>Interviewing people who work there.</p>	<ul style="list-style-type: none"> • Appreciates and reflects on work done by others. • Value of patriotism through story of partition 	<p>Video clippings and presentations Visuals Lectures Visits to construction sites etc. Price listing Paintings of Mughal Period Map</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work

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<p>13. A Rivers Tale</p>	<p>8</p>	<p>Experiment on evaporation on water – How on heating water develops into vapors and disappears in the atmosphere</p> <p>How are clouds formed? Physical map of India – tracing the various rivers, their origin and the states they cross, where do they culminate?</p> <p>Visuals on the flora and fauna found in fresh water and salt water, differences between fresh water and salt water fishes. Videos on sea animals. Visits to places of rain water harvesting Pictures/Stills of floods and tsunami Experiment on water purification Listing things that are soluble and insoluble in water. Poster making competition Theme Save Water</p>	<p>1.Engages and participates in discussions on the themes related Causes of water Pollution 2. Predicting probable reasons of “why a river gets polluted”</p>	<p>Using Visuals Materials for experiment Maps Photographs</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
<p>14. Basva’s farm</p>	<p>5</p>	<p>Listing of the areas where Kharif and Rabi crops are sown and when?</p> <p>Visual on crops of any 5 states.</p> <p>Leading to a discussion</p> <p>Encouraging children to say which crops are grown in their area.</p> <p>Encouraging the child to develop a kitchen garden in school and home.</p> <p>Drawing of various tools used in agriculture.</p>	<p>Describes phenomenon of growth of a plant in own language.</p>	<p>Seeds Visuals Video Clipping Kitchen Garden Some tools used in agriculture</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work

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		Names of pesticides and insecticides used during the cultivation of crops. Germination of seeds and recording its growth from seeds to plants.				
15. From Market to Home	9	<ol style="list-style-type: none"> 1. Go to the market along with your parent's and inquiry about the prices of the vegetables per kg and fruits. 2. Write the time table of you in a day ex-waking of at 5 am. 3. Names of vegetables and fruits available in the market, their color, shape, size, smell 4. Dramatization on the fruits and vegetables with their properties. 5. Assortment of vegetables and fruits and sorting to be done. 6. Visuals on how vegetables and fruits move from the farmers den to the wholesale market and the transport used for it. 7. Cut outs of various fruits and vegetables to be done and displayed in Class. 8. Fruits and vegetables that are smooth & those which are rough to touch. 9. Comparison between prices of wholesale veg & fruits and retail. 10. Community lunch comprising only vegetables and fruits 11. Interview with vegetable vendors. 	<p>Frames questions with why and how. Concern for issues like spoilage of vegetables and how to preserve them</p>	<p>Cut outs from cardboards and chart paper. Samples of cooked vegetables Community Lunch. Harm caused by stale food.</p>	<ul style="list-style-type: none"> • Classification • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
16. A Busy Month.	8	<ol style="list-style-type: none"> 1. Map work on National Parks in India, wildlife sanctuaries. 2. Observation of common birds seen in the neighborhoods. 3. Discussion about it and the sounds it creates. 4. Reading of books on birds. 5. Study on Birds, their beaks, feet and nests. 	<p>Observes and explores environmental objects – birds, their beaks and claws, teeth of animals and their functions.</p> <p>Frames higher order questions with why and how.</p>	<p>Library resources. Books on birds Visuals Movies on birds. Visit to the zoo. Pictures on</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text

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		<p>6. Nature walk and observation of birds, their size and colour, beaks and feet and the needs of the same.</p> <p>7. Drawing of these birds after watching.</p> <p>8. Explain the specialty of birds through some visuals.</p> <p>9. Name the national parks the place and the states.</p> <p>10. Different nests of birds</p> <p>11. Visit to the zoological park particularly during the migration season.</p>		<p>birds Scrapbook making Drawing (Art)</p>	<ul style="list-style-type: none"> • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Project Work
17. Nandita in Mumbai	9	<p>1. Show the pictures of slums and tall building.</p> <p>2. Pictures of corporate, hospitals and equipment's.</p> <p>3. Clippings of the places of tourist interest in Mumbai</p> <p>4. Films on life of the people in Mumbai</p> <p>5. Discussions, thinking and brainstorming on different possible situations that people face while migrating to metros from village.</p> <p>6. Visuals on water games and water parks.</p> <p>7. Visuals on areas/villages which face water shortage.</p> <p>8. Initiate discussion on the importance of water and conservation of it.</p> <p>9. Map reading and details of the state of Andhra Pradesh and Karnataka.</p> <p>10. Listing of areas in AP and Karnataka which get heavy rains and those areas which face drought.</p>	<p>Listens to others on themes related to day to day life. (Sources of water in the locality)</p> <ul style="list-style-type: none"> • Expresses concern for disadvantaged group of society. 	<p>Video Clippings Films Still Pictures</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
18. Too much water Too little water	9	<p>Show the pictures of plants of tap root system and adventitious root system.</p> <p>2. Visit to the school Garden and also to the</p>	<ul style="list-style-type: none"> • Higher order questioning. (Why do only some areas of the locality get 	<p>Maps Films Pictures Stories</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group

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		<p>local park</p> <p>3. visuals on root modifications ,stem modification and leaf modification.</p> <p>4.Listing of the common trees and plants planted there.</p> <p>5.Interview with the gardener of the school and the local park</p> <p>6.Finding out from the gardener when the seeds are sown and how long it takes to grow.</p> <p>7.What are the manures used and when?</p> <p>8.Difference between a kitchen garden and a regular park.</p> <p>9.Which plants need regular watering and which do not?</p> <p>10.Listing of the kinds of roots observed</p>	regular water supply)	<p>Visuals</p> <p>Poster Making</p>	<ul style="list-style-type: none"> • Discussion methods • dramatization method • Observation • Discovery of facts 	<p>Discussion</p> <ul style="list-style-type: none"> ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
<p>19. Abdul in the Garden</p>	10	<p>1. Van Mahotsav to be celebrated in schools.</p> <p>2.Grow a kitchen garden</p> <p>3. pictures of vanmohostav .</p> <p>4. Adopt a tree/plant and take care of its growth.</p> <p>5.Videos of celebration of different festivals in different states.</p> <p>6. Organizing a community lunch in school</p> <p>7. Discussion on what is mid day meal?</p> <p>8. Why was it introduced in schools and who provides it?</p>	<p>Observes And explores Plants and trees</p> <p><i>Listens to others on themes like ways of cooking food in a family, festival or langar.</i></p> <p><i>Shares experiences related to boarding school, festival, or a party.(Verbally or in written form</i></p>	<p>Visual clips</p> <p>Firsthand information on plants and trees through visits</p> <p>organized Library resources</p> <p>Seed</p> <p>Observation</p> <p>Scrapbook</p> <p>Collectors' items (Leaves)</p> <p>Record Sheet</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<p>Class work</p> <p>Home work</p> <p>Group Discussion</p> <p>MCQ</p> <p>Texts</p> <p>Verbal Text</p> <p>Project Work</p>

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		<p>9. Recording of the interview taken of your brothers/sisters or neighbor's children who are in a boarding school and their eating habits, different foods eaten and how they are eaten?</p> <p>10. Information regarding meadday meal in different states.</p> <p>11. Narratives of hostel food.</p> <p>12. Visit to Gurudwaras and having food (Langar)</p>				
20. Eating Together	7	<p>1. Finding out times and places when so many people eat together – festivals , marriages, parties etc.</p> <p>2. Poem on food</p> <p>3. Taking photographs of the vessels where food is prepared, the kitchen and the people who prepare the food.</p> <p>4. Create a picture album.</p> <p>5. Visit a temple during a festival.</p> <p>6. Observe and click photographs of food being prepared, the cooks, the vessels and interview the temple priests, Jot down where they get their food material from? And create a picture story</p> <p>7. Talk t your friends who are in boarding schools – collect pictures of their schools , their eating rooms, kitchen , vessels and create a collage.</p>	<p><i>Listens to others on themes like ways of cooking food in a family, festival or langar.</i></p> <p><i>Shares experiences related to boarding school, festival, or a party. (Verbally or in written</i></p>	<p>Visit to important holy places.</p> <p>Preparation and serving of food..</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
21. Food and fun	8	<p>1. Narration of incedients from the biography of Ambedekar and Gandhili on untouchability.</p> <p>2. Interview them and find out the reasons for their going to boarding schools & ask if they miss home cooked food.</p> <p>3. Discussion on sensitivity of touch.</p> <p>4. Saying moral stories on values like</p>	<p><i>Listens to others on themes like ways of cooking food in a family, festival or langar.</i></p>	<p>Visit to Gurudwara and Temples</p> <p>Camera for clicking pictures</p> <p>Tape recorder for recording</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion 	<p>Class work</p> <ul style="list-style-type: none"> ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts

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						➤ Verbal Text Project
22. The World in my Home	7	<p>1. Mapping the states of India 2. Traditional arts, handicrafts 3. Visuals on the process of making those handicrafts and dresses. 4. Visuals on the different kinds of tools and skills required. 5. Visit to the Crafts Museum, National Museum, and local Centre for arts and Culture.</p> <p>1. Mapping the states of India 2. Traditional arts, handicrafts 3. Visuals on the process of making those handicrafts and dresses. 4. Visuals on the different kinds of tools and skills required. 5. Visit to the Crafts Museum, National Museum, and local Centre for arts and Culture.</p> <p>7. Organizing Quizzes. Visuals/videos on various countries Egypt, USA, Canada, Australia etc.</p>	<p>Learning traditional arts and handicrafts, and traditional occupations. Creates designs using color paper strips.</p>	Visit to fairs	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation Discovery of facts • 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
23. Pocham-palli	6	<p>1. Historical places and tourist interest, languages spoken, flora fauna, traffic rules. 2. Importance of passport and role of embassies. 3. Documenting the various paperwork to be done. 4. Collection of stamps of those countries, coins and currency 5. Compounding the value of those notes with Indian Currency 6. Collect travel tickets from known people traveling abroad</p>	<ul style="list-style-type: none"> • presents collected material/information through PPT. • Observes and explores Variation in Climate, Food, clothes, plantations etc of two • Different countries. 	<p>Visits to museums Map of India Visuals Internet resources Library resources</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work

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		7.Visit to a travel agency 8.Project report on any one country				
24. Home and Abroad.	9	1.Listing of spices found in the Kitchen 2.Bring in samples of spices to classroom and feel their texture, size and shape. 3.Blindfolding activity 4.Various spices to be put in cups and identify them through smell, touch. 5.Names of state where spices are found aplenty. 6.Bring in fruits and boiled potatoes, use various condiments (powdered) on those fruits and potatoes and consume it in class	<ul style="list-style-type: none"> Collects and presents collected material/information through PPT. Observes and explores Variation in Climate , Food ,clothes, plantations etc of two Different countries. 	Visuals on Embassies. Coin collection Currency Collection Flags of different countries Travel documents Visit to travel agency	<ul style="list-style-type: none"> Question and Answer method Field trips Discussion methods dramatization method Observation Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
25. Spicy Riddles	6	1.Listing of spices found in the Kitchen 2.Bring in samples of spices to classroom and feel their texture, size and shape. 3.Blindfolding activity 4.Various spices to be put in cups and identify them through smell, touch. 5.Names of state where spices are found aplenty. 6.Bring in fruits and boiled potatoes, use various condiments (powdered) on those fruits and potatoes and consume it in class (A small class fruit party) Spicy Riddles 7. Play/Drama enacted in class telling about the benefits of spices.	<ul style="list-style-type: none"> 1 Shows no biases in behavior. (Preparing simple foods using spices in a heterogeneous group and eating together by sharing) 2. Appreciates and reflects on the work done by self and others. 3. Differentiates food items based on their physical features like Smell and Taste 	Spices Fruits Vegetables	<ul style="list-style-type: none"> Question and Answer method Field trips Discussion methods dramatization method Observation Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work
26.Defence Officer : Wahida	8	1. Visuals on the three defence forces. 2.Various occupations in defence services.	<ul style="list-style-type: none"> Expresses one's feelings or 	Videos /visuals/Comp	<ul style="list-style-type: none"> Question and Answer 	<ul style="list-style-type: none"> ➤ Class work ➤ Home

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		<p>Uniforms of all the services.</p> <p>3.List the ranks in the services.</p> <p>4.Role of women in Defense services.</p> <p>5. Latest examples of women flourished in defence forces.</p> <p>6. Visuals on services done by defence forces.</p> <p>7.NCC activities in school (a record to be kept)</p> <p>8.Holding a parade in school.</p> <p>9.Discussion with children whose parents are in the defense services.</p> <p>10.Interviews with some defence personnel</p> <p>11.A short write up on what you want to become in life</p>	<p>ideas in various ways.</p> <ul style="list-style-type: none"> • Gender Sensitivity. • Concerns for equality. 	<p>uter aided teaching</p> <p>Holding Parades in school</p> <p>Interviews with defense personnel</p>	<p>method</p> <ul style="list-style-type: none"> • Field trips • Discussion methods • dramatization method • Observatino • Discovery 	<p>work</p> <ul style="list-style-type: none"> ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work
<p>27. Chuskit goes to School</p>	6	<p>1.Visuals of ramps and wheelchairs</p> <p>2. Wonders done by Handicapped children.</p> <p>3.Visual on the terrain, landscapes, life, vegetation and school in Ladakh</p> <p>4.Making of ramp models, bridges using sand, pebbles, leaves, twigs etc.</p> <p>5.Discussion on how children with special needs reach school and the classrooms. Integrate with Marigold book IV lesson Don't be Afraid of the Dark.</p>	<p>1. Reflects sensitivity towards the needs of differently abled children and learns to express feelings in different ways towards others.</p>	<p>Pictures</p> <p>Model Making</p> <p>Dramatization</p> <p>Photography</p> <p>Class Display</p>	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • dramatization method • Observation • Discovery of facts 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ ➤ Texts ➤ Verbal Text ➤ Project Work

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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. Neuro muscular co-ordination Manage body weight. Breathing 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 	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.

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		<p>Drill/ Marching</p> <p>Yoga</p>	<ul style="list-style-type: none"> • Shuttle run • Chasing • 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>Development of imagination imitation and mimic.</p> <p>Development of concentration.</p> <p>Breathe observation.</p> <p>Development 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. Mental development. 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 Posture Blackboard chart First Aid materials. Models. Lime powder. Whistle Clapper Ball Jump bar Mat Charts Poster Blackboard</p>	<p>To identify play area in the surrounding for the safe place. To make students aware of various issuers related to safety in homes and play field in day to day life. Developing the sporting skill. Touching, feeling and identifying shapes, utility and purpose of the sports equipment. Changing body movement with music. 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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HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IV)

Subject-Music						
LESSION NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùŸgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aýajúe Kùf	PEDAGOGY ùgâYú Kle Kù~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. Zúke I fde _eòbùhù	Z[ýcòK - 4	iwúZ Pk^ùe bùeiùcý elù Keòàù	_a^ ùaM, ahðù _ùZ, icê\â fjeú cùkùe Pk^, c^êhýe K[^ Mc^ cæùe Zúke C_iÚòZò	iwúZ gùÈ	Zúke _eòbùhù aêSùAaù Gaõ jùZùe Zùkò _KùAaù	_ùVýKâce @býûi
2. iõPùeú I aù\ú í'ù\úe _eòbùhù		eùM _âÉÉZ Keòàùùe cìLý Êe eìù _eòPòZ	eùMe cêL ìég aù\úÊe ùjCQò eùMe _âùY Êei_	iwúZ gùÈ _eòPd _éÉK	iwúZ Z[ýKê C\ùjeY ijòZ aêSùAaù I _âgÜ _Pùeòàù	_ùVýKâce @býûi
3. Zúk MêWòKe mù^		Zúk \ßùeù MúZe Pk^	jùZùe @wêkò \gðùA MY^ù Keòàù	iwúZ gùÈ _eòPd _éÉK	@ù\òZùkKê jùZùe Zùkò _KùAaù	_ùVýKâce @býûi
4. eùM iwúZ		c^êhý cù^ue PòbKê e-òZ Keòàù	c^êhýKê aýajúeòK @ùcò iõ~c	jùeùcù^òdcp bùeZúd iwúZ _éÉK	eùMe _eòPd Múz @ùùeùj @aùeùj I Zù^p MùAaù	_ùVýKâce @býûi
5. bùZLùŠ Êe fò_òe _âùe_òK mù^	KàòùcòK - 8	ùeLùuòZ aù iùùuZòK PòjÜ \ßùeù \ßùeù RùYòàù	iùùuZòK PòjÜ \ßùeù Êe fò_ò fòL^	iwúZ gùÈ _eòPd	Êe fò_òKê Kkù_Uùùe ùfLò aêSùAaù	_ùVýKâce @býûi
6. bqò iwúZ		bMaù^ue _âù[ð^ù Keòàù	@ùpcòòKZù iéÁò Keòàù	jùùcù^òdcp	_âù[ð^ùKê Zùkò _KùA MùAaù	_ùVýKâce @býûi
7. ù\gùcòùaù] I @^ýù^ý iwúZ		ù\g I RùZò _âZò ^òRe í'ù^ _â\gð^ Keòàù	ù\gù_âc I bùAPùeù iéÁò Keòàù	jùeùcù^òdcp	ù\gùcòùaù] iwúZ MùAaù	_ùVýKâce @býûi

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Subject-Dance						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùŸgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòùf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aýajùe Kùf	PEDAGOGY ùgâYú Kle Kù~ðýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^ù
1. cwkùPeY ^ézýe ùgh bùM	ZlýcòK - 4	ù\azù l MêeêR^ue _âYùc	MêeêR^ue i'ù^	cŸðke aùYú	ùaùf \βùeù iÚùdú CKêUèe ^ézý gòlù	^ézýe @býùì
2. aUê ^ézýe _â[c gòlù		aòbò^Ü _âKùe _êeùZ^ bwúe _ê^Üeèjùe	HZòjùìòKe eì_ù«e	cŸðke Q! CKêU	PùùeùUò bwú ijòZ _âZc @eiùe ^ézý gòlù	aUê ^ézýe @býùì
3. Pùeùùb\è gòlù		gùkù^Zù elù 1	iÚù^, Kùk _ùZàe _àùag	Zùke aýajùe	IWògù ^ézýe aòbò^Ü Pùfòe gòlù \ò@ùMfù	Pùeùùb\è @býùì
4. bâceò ùb\è gòlù		Né%òð^ _âKòâdù	Né%òð^e _âùb\è gòlù	geúe \βùeù _eòPùkòZ	IWògù ^ézýe aòbò^Ü _âKùe aèfòàùe gòlù	bâceò MèWòKe @býùì
5. ùMùUò_è@ ^ézýe iòmù	KàòdùcòK - 8	^ézýe iéÁò	^ézýe Ée _eòà³ð^e gòlù	LùZù, Kfc, aâùKp ùàùWp	^ézýùe Né%òð^e _âKùe gòlù \ò@ùMfù	^ézýe @býùì
6. _fäaú ^ézýe gòlù		^ézýe]ùeù _eòà³ð^	KXeê _âÇêUòZe gòlù	geúe \βùeù @w _âZýwe aýajùe	Zùk, Q! \βùeù eùM C_ùe @ù]ùeòZ ùaùfùe ^ézý gòlù	_fäaú ^ézýe @býùì
7. 10Uò @ið~èq cè\âù aò^òù~ùMe _âùdùM		^ézýùe aýajùe	bùaù[ðùaù]K gòlù	LùZù, Kfc, jÉ_ù_èfò l @wèkò	iwúZe _\ @^èiùùe cè\âùe aýajùe gòlù	aò^òù~ùMe @býùì
8. Zùkò		icde @^èKeY]ùeù aòaeYú gòlù	LùZù, Kfc, Kkù_Uù, PKp	Zùk _eòPd ij cùZâù	Zùkò ùfLòàùe @býùì

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ùfLôaû @býûi					\ßûeû fò_òKeY	
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Subject-Tabla						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL Cùÿgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòùf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyajûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. Zúk \ù\èú	Z[ýcòK - 4	\ù\èú Zúke áyajûe	bf Kúckê MájY Keòàú	Zafûe áyajûe	\ù\èú Zúke _eòPd ij ùVKûe gòlú	_iað _ûVe @býûi
2. fMò		iwúZùe fMòe cjZß RúYòàú	bf Kúckê MájY Keòàú	Zafûe áyajûe	ùVKûUòKê \èA MèYùe @býûi Keòàú	ùVKûUòKê @býûi
3. CVû^		CVû^ Zúke aòbò^Ü iÚû^ùe aèSûAaú	ùaùfùe áyajûe(Zafûùe)	ù~ ùKû÷Yiò Zúckê GK MèY ZêA MèYùe gòlú	GK CVû^e fdKûeúe gòlú	CVû^e @býûi
4. Zúk Kjeaú		Kjeaú Zúckê aòbò^Ü JeYùe PòjÛûAaú	iwúZùe áyajûe Keòàú	Zafûe áyajûe	ùVKû MèWòK aRûe ic ù\LúAaúe gòlú	Kjeaú Zúckê @býûi
5. cùZâú	KâòdúcòK - 8	cùZâúe Cùÿgý ùjCQò Zúckê aùSò eLôaú	aù\ý ~^e áyajûe	aùdñ Zafû	Zúk cùe cùZâú PòjÛûAaúe gòlú	cùZâúe @býûi
6. fd		aù\ýùe icù^Zù elú Keòàú]cð Kû~ðýùe icdù^èa^3òðZù	Zafûe áyajûe	c âù cù \iz fde gòlú	fd_âKòâòdùe @býûi
7. ùVKû		iwúZùe áyajûe	iÚû^, Kúk, _ùZâùe áyajûe	Zafûe áyajûe	ùVKû MèWòK fdKûeòùe @býûi	ùVKûe @býûi

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Subject-Art & Craft						
LESSION NO & NAME	NO OF PERIODS	OBJECTIVE(CONCEPTS & SKILLS)	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS & REFERENCES	PEDAGOGY	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT
Chapter-1 Free hand drawing	Theory=12 Practical=20	a. Basic concept about the different types of free hand drawings example- Village scenery, Fruits basket, evening scenery, sun with lout, animal composition	a. They are doing the different types of drawing & paintings. b. Brife knowledge about the innovative idea.	a. Drawing paper, plastic cryons, colour black sketch pen, pencils, black bonds, chalk	a. Students will learn the different types of drawing and paintings. b. Ask the questions each subject wise.	a. They are doing the different types drawing & painting b. Display will the works.
Chapter-2 Craft	Theory=18 Practical=20	a. Basic concept about the different types of craft work. Example:- Pasteing work, Waste meter work, Flower making	a. They are doing the different types of craft work. b. They got idea.	a. Drawing paper, plastic cryons, black sketch pen, colour paper, gum, sisseor, cutters, streman, green tape.	a. Students will learn the different types of craft work. Example:- Flower making, Wall making, Card design	a. They are doing the different types of craft work. b. All the craft project are doing.
Chapter-3 Pencil shading of basic	Theory=6 Practical=25	a. Basic concept about the different types of pencil shading Skill;- Thinking application & skills	a. They are doing the different types pencil shading. b. they got different types of idea pencil shading.	a. Drawing copy, pencil no-2b, 6b, 8b, 4b	a. Doing the different types of pencil shading. b. Different types of stroking used.	a. They are doing the different types pencil shading.

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<p>Chapter-4 Water Pollution</p>	<p>Theory=14 Practical=20</p>	<p>a. Basic concept about the different types of painting composition.</p>	<p>a. Brife knowledge about the painting different types composition.</p>	<p>a. Drawing copy, pencil, plastic cryons, colour black sketch.</p>	<p>a. Developing the drawing composition & they got different types of idea. b. Ask question 1. What is Composition?</p>	<p>a. Given the project different types of painting composition.</p>
<p>Chapter-5 Craft clay work</p>	<p>Theory=2 Practical=18</p>	<p>a. Basic concept about the different types of clay work. Skill- Thinking application & Skills.</p>	<p>a. Brife knowledge about the clay work & small size pots different types clay work.</p>	<p>a. Clay, drawing paper, clay stick, pencil.</p>	<p>a. Students will learning doll, pot, prepare by clay.</p>	<p>a. Given project different types of clay work. b. Display all the project.</p>