

## HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-Nursery)

Subject: English								
Sl. no	month	lesson	No. of periods	Teacher's objective	Teaching aids	Pedagogy	Activity	Skill
1	Aug	Strokes	8	Fine muscle development.	Chalk, duster, blackboard, pencil copy	Eye hand coordination.	Draw straight, sleeping.	Pre handwriting skill.
2	Aug	Thumb painting	5	Fine muscle development	Water color	To finger paint within defined boundaries and outlines.	Draw apples and let them color it with their thumb.	Pre handwriting skill.
3	Aug	Rhymes – twinkle twinkle	9	Make them comfortable with this language.	Flash cards	Audio visual method.	Practice with action.	Speaking skill.
4	Aug	Chart reading	3	Recognize letters	Alphabet chart, flash cards	Practice the letter to call.	Show them the chart and let call after you.	Vocabulary reading skill.
5	Sep	Pattern tracing	6	Finger control,	Pencils, copy	Eye hand coordination	Join the dots.	Pre hand writing skill.
6	Sep	Rhymes – alphabet song.	7	Expressive	Flash cards	Audio visual method	Practice with action.	Speaking skill.
7	Sep	Alphabet tracing.	10	To identify the shape and the sound of the L,T.	Copy ,pencils , chalk, duster, blackboard.	Spot the letters in various things.	Trace alphabet and draw letter according pictures.	Writing skill.
8	Oct	Left and right slanting lines	5	To identify the shape of Y,Z,M,N,K.	Copy , pencil, chalk, duster, blackboard. artificial letters magnetic board	Find out the letters.	Trace the letters and draw its according pictures.	Writing skill.
9	Oct	Story-Belling the cat	5	Auditory visual association	Mask ,pictures, flash cards	Audio visual method	Role play	Fine motor skill
10	Nov	Full circle , right and left half circle	3	Finger control	Flash cards	Showing them half and full circle things.	Let them draw give some examples	Pre handwriting skill
11	Nov	Alphabet – J,R, O, Q, U, G, S	8	To identify these letters.	Letter mat , pictures, magnetic board ,letters.	Playing games	Children have flash cards call them their car name	Writing skill
12	Nov	Rhymes-hop a little	2	Action		Audio visual method.	Practice with action.	Fine motor skill
13	Dec	Introduce small letters – a to j.	10	To associate letters with the objects that begin with same sound.	Flash cards, pictures, objects, chalk duster, blackboard	Experiencing and doing	Make the set of capital and small letters	Writing skill

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14	Jan	Small letters from k to z.	16	Let the children identify the letters.	Letters, charts, magnetic board, chalk, duster, blackboard.	Make an alphabet train using letter Aa to Zz.	Showing the letter that the name of any object begins with.	Analytical thinking.
15	Jan	Story –The clever crow.	9	To make them expressive	Flash cards	Audio visual method	Role play	Fine motor skill
16	Feb	Revision	21	To associate letters with the objects that begin with same sound.	Chalk , duster blackboard, crayons	Placing the letters from Aa to Zz in order. Matching the letters to relevant pictures.	Draw the relevant pictures.	Writing skill
17	Mar	Exam						

## HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-Nursery)

Subject-Odia							
Sl. no	Lesson Chapter	Objective: Concept and skills	Learning Outcomes	Instructional Tools and References	Pedagogy	Activity	No of Periods
1	<ul style="list-style-type: none"> <li>• ଛବି ପଠନ</li> <li>• ଗଳ୍ପ</li> <li>• କବିତା</li> </ul>	<ul style="list-style-type: none"> <li>• କଲ୍ପନାକରିବା</li> <li>• ନୀବନନୁଚ୍ଛେଦନ</li> </ul>	<ul style="list-style-type: none"> <li>• ବାସ୍ତବ୍ୟ</li> <li>• ପଶୁମାନଙ୍କର ନାମ</li> </ul>	<ul style="list-style-type: none"> <li>• ପଶୁମାନଙ୍କର ଚିତ୍ର</li> <li>• ରଙ୍ଗ , ଖାତା</li> <li>• ସ୍ଲାଇଡ</li> <li>• କାନୁଅ କଳାପତ୍ର</li> </ul>	<ul style="list-style-type: none"> <li>• ପରଶ୍ଚନ୍ଦ୍ର-ଚିତ୍ରପ୍ରଣାଳୀ</li> <li>• କ୍ରିୟାକଳାପ</li> </ul>	<ul style="list-style-type: none"> <li>• ମୌଖିକ ପରଶ୍ଚନ୍ଦ୍ର ଆଲୋଚନା</li> <li>• ଶୁଣଣ କାର୍ଯ୍ୟ</li> <li>• ସମ୍ଭାଷଣ ଉତ୍ତର</li> </ul>	15
2	<ul style="list-style-type: none"> <li>• 'ଚ' ବର୍ଣ୍ଣର ଅକ୍ଷର</li> <li>• କବିତା</li> <li>• ଫୁଲ</li> </ul>	<ul style="list-style-type: none"> <li>• ଅକ୍ଷରଜ୍ଞାନ, ଭାଷା ଜ୍ଞାନ ଓ ଶବ୍ଦଜ୍ଞାନ</li> <li>• ଆଖି ଓ ହାତର ସଂଯୋଗ</li> </ul>	<ul style="list-style-type: none"> <li>• ବିଭିନ୍ନ ଫୁଲର ନାମ ଓ ରଙ୍ଗ</li> </ul>	<ul style="list-style-type: none"> <li>• ଫୁଲ</li> <li>• ଫୁଲର ଫଳକ ଚିତ୍ର</li> <li>• ବିଭିନ୍ନ ରଙ୍ଗ</li> </ul>	<ul style="list-style-type: none"> <li>*କୌଟୁକିଆ ପରଶ୍ଚନ୍ଦ୍ର</li> <li>* ଦଳଗତ କାର୍ଯ୍ୟ</li> <li>* ଗଳ୍ପ କଥନ</li> </ul>	<ul style="list-style-type: none"> <li>* ଚିତ୍ର ଅଙ୍କନ କାର୍ଯ୍ୟ</li> <li>* ଚିତ୍ରରେ ରଙ୍ଗ ଦେବା କାର୍ଯ୍ୟ</li> <li>* ଚିତ୍ର ବିଷୟରେ ମନ ଲାଗାଇ କହିବା</li> </ul>	20
3	<ul style="list-style-type: none"> <li>• 'ଳ' ବର୍ଣ୍ଣର ଅକ୍ଷର</li> <li>• କବିତା</li> <li>• ଗଳ୍ପ</li> <li>• ପରିବାର</li> </ul>	<ul style="list-style-type: none"> <li>• ଅକ୍ଷର ଜ୍ଞାନ, ଭାଷା ଜ୍ଞାନ ଓ ଶବ୍ଦ ଜ୍ଞାନ</li> <li>• ଏକାଗ୍ରତା</li> <li>• ସମ୍ପର୍କ ଜାଣିବେ</li> </ul>	<ul style="list-style-type: none"> <li>• ପରିବାରର ସଦସ୍ୟଙ୍କ ନାମ</li> <li>• ଏକତା ହିଁ ବଳ</li> </ul>	<ul style="list-style-type: none"> <li>• ଅକ୍ଷର କାର୍ତ୍ତ</li> <li>• ପରିବାର ଚିତ୍ର</li> <li>• କାଠି ବିତା</li> </ul>	<ul style="list-style-type: none"> <li>• ପରଶ୍ଚନ୍ଦ୍ର-ଚିତ୍ରପ୍ରଣାଳୀ</li> <li>• କ୍ରିୟାକଳାପ</li> <li>• ଗଳ୍ପ କଥନ</li> <li>• ଅଭିନୟ ମାଧ୍ୟମରେ ଶିକ୍ଷା</li> </ul>	<ul style="list-style-type: none"> <li>• ବିଷୟଗତ ପରଶ୍ଚନ୍ଦ୍ର</li> <li>• ସଂପର୍କିତ ଶବ୍ଦ କଥନ, ଲିଖନ</li> <li>• ଗୀତ ଅଙ୍ଗୁଳିଦ୍ୱାରା ସହ ଅଭିନୟ</li> <li>• କାଠି ବିତା ଭାଙ୍ଗିବା କାର୍ଯ୍ୟ</li> </ul>	୧୫
୪	<ul style="list-style-type: none"> <li>• 'ଡ' ବର୍ଣ୍ଣର ଅକ୍ଷର</li> <li>• ପାଠ୍ୟ</li> </ul>	<ul style="list-style-type: none"> <li>• ଅକ୍ଷର ଜ୍ଞାନ, ଭାଷା ଜ୍ଞାନ ଓ ଶବ୍ଦ ଜ୍ଞାନ</li> <li>• ଏକାଗ୍ରତା</li> </ul>	<ul style="list-style-type: none"> <li>• ଶବ୍ଦ ଜାଣିବା</li> </ul>	<ul style="list-style-type: none"> <li>• ଚିତ୍ର କାର୍ତ୍ତ</li> <li>• ଅକ୍ଷର କାର୍ତ୍ତ</li> </ul>	<ul style="list-style-type: none"> <li>• ଶୁଣିବା, ଦର୍ଶନା ଉପାୟ</li> </ul>	<ul style="list-style-type: none"> <li>• ବିନୟ ସଂଯୋଗ କାମ</li> <li>• ଶୁଣଣ ଗୁହ ଆଲୋଚନା</li> <li>• ଦଳଗତ କାର୍ଯ୍ୟ</li> </ul>	୧୦

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୫	<ul style="list-style-type: none"> <li>ପରିବେଶ</li> <li>ଗଳ୍ପ</li> <li>ରଙ୍ଗ</li> </ul>	<ul style="list-style-type: none"> <li>ଝରଣା, ଗଛ, ବଣ, ପାହାଡ଼, ନଈ ର ଧାରଣା</li> <li>ଅତି ଲଟ-ଠାଉ ଭୟଞ୍ଚକାରୀ</li> <li>ବିଭିନ୍ନ ରଙ୍ଗ ଜାଣିବା</li> </ul>	<ul style="list-style-type: none"> <li>କିପରି ପରିବେଶ ର ସୁରକ୍ଷା କରିବା</li> </ul>	<ul style="list-style-type: none"> <li>ଚିତ୍ର</li> <li>ପରିବେଶ ର ଫଳକ ଚିତ୍ର</li> <li>ଅକ୍ଷର କାର୍ତ୍ତ</li> <li>ସିଲଟ</li> <li>ଖାତା</li> </ul>	<ul style="list-style-type: none"> <li>ହସ, ଖଳେ ପ୍ରଶାଳୀ</li> <li>କ୍ରିୟା କଳାପ</li> </ul>	<ul style="list-style-type: none"> <li>ଚିତ୍ର ଅଙ୍କନ କରିବା</li> <li>ଚିତ୍ର ରେ ରଙ୍ଗ ଦେବା</li> <li>ଚିତ୍ର ବିଷୟରେ ଆଲୋଚନା କରିବା</li> </ul>	୧୫
୬	<ul style="list-style-type: none"> <li>'ପ' ବର୍ଣ୍ଣ ଅକ୍ଷର</li> <li>ଶରୀର ର ଅଙ୍ଗ କବିତା</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଅଙ୍ଗ ର କାର୍ଯ୍ୟ</li> <li>ଦଶେ ଉକ୍ତି</li> </ul>	<ul style="list-style-type: none"> <li>ନୀତିନି କାର୍ଯ୍ୟ</li> <li>ଦଶେ ବିଷୟରେ ଜାଣିଲେ</li> </ul>	<ul style="list-style-type: none"> <li>ଶରୀରର ଫଳକ ଚିତ୍ର</li> <li>ଦଶେ ପ୍ରମୋ ଡକ୍ ଛବି</li> <li>ଅକ୍ଷର କାର୍ତ୍ତ</li> </ul>	<ul style="list-style-type: none"> <li>ଛବି ମାଧ୍ୟମରେ କଥା-ପଠନ</li> <li>କ୍ରିୟା କଳାପ</li> </ul>	<ul style="list-style-type: none"> <li>ଚିତ୍ର ଗୁଡ଼ିକ ଉପରେ ଆଲୋଚନା</li> <li>ଶରୀର ରେ ଅଙ୍ଗର ନାମ ଓ କାର୍ଯ୍ୟ କହିବା</li> </ul>	୨୦
୭	<ul style="list-style-type: none"> <li>'ତ' ବର୍ଣ୍ଣ ଅକ୍ଷର</li> <li>କବିତା</li> <li>ଚଢ଼େ ଗପ</li> </ul>	<ul style="list-style-type: none"> <li>କଲ୍ପନା କରିବା</li> <li>ବିଭିନ୍ନ ଚଢ଼େ ଚିତ୍ର</li> <li>ବଳେ ହୁଁ ସାବଧାନ</li> </ul>	<ul style="list-style-type: none"> <li>ଅକ୍ଷର ଚିତ୍ରନିବା କାମ ଜାଣିଲେ</li> <li>ଚଢ଼େ ମାନଙ୍କର ନାମ ଜାଣିଲେ</li> </ul>	<ul style="list-style-type: none"> <li>ଅକ୍ଷର କାର୍ତ୍ତ</li> <li>ସିଲଟ</li> <li>ଖାତା</li> <li>କାନଥ କଳାପଟା</li> <li>ଚଢ଼େ ମାନଙ୍କର ଛବି</li> </ul>	<ul style="list-style-type: none"> <li>ହସ, ଖଳେ, ଅଭିନୟ ମାଧ୍ୟମ</li> <li>ଗଳ୍ପ କଥନ</li> <li>ପ୍ରଶ୍ନନଟା-ଚିତ୍ର ପ୍ରଶାଳୀ</li> </ul>	<ul style="list-style-type: none"> <li>ପକ୍ଷୀ ମାନଙ୍କ ଚିତ୍ର କୁ</li> <li>ବିନୁ ଦେଇ ଯା-ଡିବା</li> <li>ତୁଳ, ଠିକ ନିର୍ଦ୍ଦେଶ କରାଯିବ</li> <li>ଚିତ୍ର ଦେଇ ଅଲଗା ବାଛିବା</li> </ul>	୨୦
୮	<ul style="list-style-type: none"> <li>ଗପ</li> <li>କବିତା</li> <li>'ପ' ବର୍ଣ୍ଣ ଅକ୍ଷର</li> </ul>	<ul style="list-style-type: none"> <li>ମିଛ କହିବା ମହାପାପ</li> <li>ସତ୍ୟତା</li> </ul>	<ul style="list-style-type: none"> <li>ଅକ୍ଷର ସହ ଶବ୍ଦ ଜାଣିଲେ</li> <li>ଶବ୍ଦ ସହ ଛବି ଜାଣିଲେ</li> </ul>	<ul style="list-style-type: none"> <li>ସିଲଟ</li> <li>ଖାତା</li> <li>କାନଥ କଳାପଟା</li> <li>ଗଟ-ଡି</li> <li>ବାଲି</li> </ul>	<ul style="list-style-type: none"> <li>କ୍ରିୟା କଳାପ</li> <li>ଅଭିନୟ</li> </ul>	<ul style="list-style-type: none"> <li>ମୌଖିକ ପ୍ରଶ୍ନ ଆଲୋଚନା</li> <li>ଗୀତ ଅଙ୍ଗ ଉତ୍ତରୀ ସହ ଅଭିନୟ</li> <li>ବାଲି ଗଟ-ଡି କୁ ନେଇ ବିଭିନ୍ନ ଆକୃତି ର କାମ</li> </ul>	୧୫
୯	<ul style="list-style-type: none"> <li>'ମ' ବର୍ଣ୍ଣ ଅକ୍ଷର</li> <li>କବିତା</li> </ul>	<ul style="list-style-type: none"> <li>ଅକ୍ଷର ଜ୍ଞାନ</li> <li>ଭାଷା ଜ୍ଞାନ</li> <li>ଶବ୍ଦ ଜ୍ଞାନ</li> </ul>	<ul style="list-style-type: none"> <li>ଅକ୍ଷର ଚିତ୍ରନିଲେ</li> <li>ଶବ୍ଦ ଚିତ୍ରନିଲେ</li> <li>ପାରିବ ଜାଣିଲେ</li> </ul>	<ul style="list-style-type: none"> <li>ଚିତ୍ର କାର୍ତ୍ତ</li> <li>ଅକ୍ଷର କାର୍ତ୍ତ</li> <li>ବିଭିନ୍ନ ପରିବାର ଚିତ୍ର</li> </ul>	<ul style="list-style-type: none"> <li>ହସ, ଖଳେ</li> <li>ଗଳ୍ପ କଥନ</li> <li>ଅଭିନୟ</li> </ul>	<ul style="list-style-type: none"> <li>ବିନୁ ଯା-ଡା କାମ କରାଯିବ</li> <li>ପିଲାଙ୍କୁ କହିବାର</li> </ul>	୨୦

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	<ul style="list-style-type: none"> <li>ପାରିବା</li> <li>ଗପ</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ପାରିବା ଜାଣିବେ</li> <li>ବିପଦ ବଳେର ବନ୍ଧୁ ପ୍ରକୃତ ବନ୍ଧୁ</li> </ul>		<ul style="list-style-type: none"> <li>ରଙ୍ଗ</li> </ul>		<ul style="list-style-type: none"> <li>ସୁଯୋଗ ଦିଆଯିବ</li> <li>ପାରିବ ଗଛ ଚିହ୍ନିବା</li> </ul>	
୧୦	<ul style="list-style-type: none"> <li>ଚିତ୍ର ଅଙ୍କନ</li> <li>କବିତା</li> <li>୧ ରୁ ୯ ସଂଖ୍ୟା ଗପ</li> </ul>	<ul style="list-style-type: none"> <li>କଲ୍ପନା କରିବା</li> <li>ସଂଖ୍ୟା ଜାଣିବା</li> <li>ବୁଦ୍ଧି ଉପାୟର ଜନକ</li> </ul>	<ul style="list-style-type: none"> <li>ଶରଣୀ ଗୁହର ସମସ୍ତ ବସ୍ତୁ ଜାଣିଲେ</li> <li>ସଂଖ୍ୟା ଜାଣିଲେ</li> </ul>	<ul style="list-style-type: none"> <li>ସିଲଟ</li> <li>ଖାତା</li> <li>କାନ୍ଥ କଳାପଟା</li> <li>ଚିତ୍ର କାର୍ତ୍ତ</li> <li>ଗଠାତି</li> </ul>	<ul style="list-style-type: none"> <li>କରିଷା କଳାପ</li> <li>ଗଳ୍ପ କଥନ</li> <li>ଅଭିନୟ</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଆଞ୍ଚୁଳିରେ କାଳି ଲଗାଇ ଯତେ ସମ୍ଭବ ଅଧିକ ଛବି କରାଇବା</li> <li>ଗପ ସମ୍ବନ୍ଧୀୟ କିଛି ପ୍ରଶ୍ନ ସାହାଯ୍ୟର ଆଲୋଚନା</li> </ul>	୧୫
୧୧	<ul style="list-style-type: none"> <li>'ଅ' ବର୍ଣ୍ଣ ଅକ୍ଷର</li> <li>ବିଭିନ୍ନ ଶବ୍ଦ</li> <li>କବିତା</li> <li>ଗପ</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଶବ୍ଦ ଜାଣିବା</li> <li>ଅକ୍ଷର ଜାଣିଲେ</li> <li>ଭାଷା ଜ୍ଞାନ</li> <li>ଶବ୍ଦ ଜ୍ଞାନ</li> <li>କଷ୍ଟ କଲେ କୃଷ୍ଣ ମିଳେ</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଶବ୍ଦ ର ନାମ ଜାଣିଲେ</li> </ul>	<ul style="list-style-type: none"> <li>ସିଲଟ</li> <li>ଖାତା</li> <li>ବିଭିନ୍ନ ଶବ୍ଦ ର ଛବି</li> </ul>	<ul style="list-style-type: none"> <li>ପ୍ରଶ୍ନୋତ୍ତର</li> <li>କରିଷାକଳାପ</li> <li>କଥୋପକଥନ</li> <li>ଗଳ୍ପ କଥନ</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଶବ୍ଦ ଚିହ୍ନିବା ଓ କହିବା</li> <li>ଅଞ୍ଚଳଭାଷୀ ସହ କବିତା ଅଭିନୟ</li> <li>ମୌଖିକ ପ୍ରଶ୍ନ ଆଲୋଚନା</li> </ul>	୨୦

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MONTH	LESSON & NO. PERIODS	OBJECTIVE	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS	PEDAGOGY/ TEACHING METHODS	ACTIVITY
June22/ July31	Ch-1 Pattern tracing (3p)	Tracing and writing with pencil/crayon helps develop figure control and hand-eye cooperation.  <b>Skill:-</b> observation visual association fine motor skills, pre-hand-readiness.	Make it share that the student learns the concept given.  The brief idea of various pattern.  Tracking a pattern.  Identification of various pattern.	In addition to general teaching tools including blackboard and chalk.  Chart paper.  Madhuban activity book.  Madhuban the starter set-1the numbers	Activating prior knowledge by tracking.  Introducing the topic to be taught after getting the expected response from the students.    Activating prior knowledge by number.  Introducing the topic to be taught after getting the expected response from the students.  Doing activity book questions.	Time management and thinking skills.  Divide the students in the class in four groups and ask them the given examples of different types of pattern.  Tracking pattern.  The teacher will give class assignments.  Time managements and thinking skills.  Divide the students in the class on four groups given each pair of chalk box.  Ask each choked pickup 2 chalk etc.  Show children how to string beads and cunt them.  In activity book questions.
June22/ July 31	Ch-2 Getting to know numbers 1 to 10(17p)	Basic concept about numbers.  To identify and evaluate numbers using concrete objects.  Concept about speaking.  Concept about attentive ness.  Concept about writing.  <b>Skills:-</b> Counting  Quantitative analysis.  Evaluating the number value.	To identify numbers.  To evaluate numbers.  Writing numbers.	In addition to general teaching tools including blackboard and chalk.  Chart paper.  Beads.  Flash cord.  Number	Plan activities that involve filling big and	Visual association.  To compare and classify objects based on size.

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<p>June/ July</p>	<p>Ch-6 Big and Small (6)</p>	<p>Make it sure that the concepts given.</p> <p>To compare card classify objects based on size.</p> <p><b>Skill:-</b> fine motor skills.</p> <p>Comparison.</p> <p>Visual association.</p> <p>Eye-hand coordination.</p> <p>To compare and discriminate objects based on length.</p> <p><b>Skills:-</b> speaking.</p> <p>Listening.</p> <p>Learning.</p>	<p>In addition to general teaching tools including blackboard and chalk.</p> <p>Flash card.</p> <p>Activity book Madhuban.</p> <p>Visual association.</p> <p>Comparison.</p> <p>Eye hand coordination.</p> <p>Fine motor skills.</p>	<p>puzzles.</p> <p>Madhuban the starter set-1the numbers</p> <p>Activating prior knowledge by big and small.</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Discussion and activity book questions.</p>	<p>small containers.</p> <p>Give children big and small sized pictures of the same objects to match.</p> <p>Activating prior knowledge long and short.</p> <p>Including the topic to be taught after getting the expected response from the students.</p> <p>Activity prior knowledge.</p> <p>Tall and short.</p> <p>Thinking about discussing the use of technology in daily life.</p> <p>Making their own pictures.</p>	<p>Circle the one with smaller numbers in each set.</p> <p>Draw a bigger flower.</p> <p>Place a 'circle time' game where you can ask children to find a partner and check who is taller/shorter.</p> <p>Repeat the activity and</p>
<p>June/</p>						

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July	Ch-7 Long and Short(5)	<p>To compare and discriminate objects based on length.</p> <p><b>Skills:-</b> Identification. Comparison. Eye- hand coordination. Fine motor skills.</p>	<p>In compare to general teaching tools including blackboard and chalk.</p> <p>Chart paper.</p>	<p>In addition to general teaching tools including black-board and chalk, chart paper.</p> <p>Rope, stock.</p> <p>Madhuban the starter set-1the numbers</p>	<p>Expressing their experiences fillings and idea through their own way of early attempts of writing and drawing.</p> <p>Practicing drawing shapes.</p> <p>Children to know about shapes.</p>	<p>allow children to take turns to stand with a partner and compare height.</p> <p>Place two blows of toffees, one with more number of toffees than the others.</p> <p>Ask children whether they want toffees from the bowl with more toffee in it or with less toffees in its.</p>
August	Ch-8 Tall and Short (31)	<p>To compare and discriminate objects bases on length.</p> <p><b>Skill:-</b> identification. Comparison. Eye-hand coordination. Fine motor skills.</p> <p>To identify and name shapes.</p> <p>To colour within an outline.</p>	<p>To compare and identify objects bases on quantity.</p>	<p>Visual association.</p> <p>Comparison.</p> <p>Eye hand</p> <p>Coordination fine motor skills.</p> <p>Madhuban the starter set-1the numbers</p>	<p>Activating prior knowledge by heavy and light.</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Activating prior knowledge by shape questions.</p> <p>Knowledge by equal.</p>	<p>Name a shape and ask children to find object in the room which are of the same shape.</p> <p>Tick the one that is heavy and cross the one that is light.</p> <p>Activating prior knowledge by heavy and light questions.</p>
Sept.	Ch-10 More and			Chart paper.		



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<p style="text-align: center;">Oct.</p>	<p>Less(23)</p>	<p>To compare and discriminate objects bases on weight.</p>	<p>Visual association. Comparison. Eye hand coordination.</p>	<p>Flash card. Counter. Madhuban the starter set-1the numbers Flash card. Wood plate. Chart paper. Madhuban the starter set-1the numbers</p>	<p>Activating prior knowledge by numbers.</p>	<p>Ask children to copy you as you show them your figures one by one. Progress slowly follow the same pattern each time repeat the activity.</p>
	<p>Ch-5 Shapes. (10)</p>	<p>To compare and classify objects based on size. Visual association.</p>	<p>Visual association. Comparison. Analytical reasoning.</p>	<p>Flash card. Chart paper. Iron and cotton. Madhuban the starter set-1the numbers</p>	<p>Given children beads to count and write in your note book.</p>	
<p style="text-align: center;">Nov.</p>	<p>Ch-9 Heavy Light(23)</p>	<p>To count and write numbers up to 10.</p>	<p>Comparison. Classification.</p>	<p>Flower. Leaves,</p>		

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Dec.	Ch-11 Equal (16)		Counting. Quantitative analysis. Writing.	Counter. Madhuban the starter set-1the numbers		
Jan.	Count and write.(26)			Counter. Chart paper. Beads. Flash card. Madhuban the starter set-1the numbers		
Feb.	Revision (29)					

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MONTH	LESSON PLAN & NAME OF CHA.	OBJECTIVES	LEARNING OUTCOMES	TEACHING AIDS	PEDAGOGY	ACTIVITY
August	Chap-1 Colour and patterns	Matching Visual association One-to-one correspondence	To identify and match colours.	Chart paper. Crayon colours Madhuban reference book, Starter set-1 the world around me.	Activating prior knowledge by colour.	Identifying the colour in the environment, grouping same coloured objects.
September	Chap-2 My body and sense organs	Analytical reasoning. Visual association	About the functions of external part of the body.	Body part and chart paper. Madhuban reference book, Starter set-1 the world around me.	Converse about body parts, sense organs and their functions, identification of body parts and sense organs. Making their own picture. Expressing their experiences.	Demonstrate safety habits to help children understand that all parts of the body. Plan a visit by a doctor  Plan a family day with fun and games where the family members can volunteer to participate. Help children to make cards for their grandparents.
October	Chap-3 My family	Fine motor skills. Social environment. Concepts related to members of the family.	To identify the concept of family. To feel a sense of belonging.		Feelings and ideas through tier own way of early attempts of writing and drawing.  Feelings and ideas	Place cardboard boxes and toys for free play. Talk about different rooms in a house. Introduce children to the

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<p>Novemb er.</p>	<p>Ch-4 My home</p>	<p>Visual association. Eye to hand coordination. Fine motor skills.</p>	<p>To identify the immediate surroundings.</p>	<p>Family chart paper Madhuban reference book, Starter set-1 the world around me.</p>	<p>through their own way of early attempts of writing and drawing.</p> <p>Understanding about natural environment.</p> <p>To know and identify the fruits, vegetables bases on their types.</p>	<p>people who run those places.</p> <p>Bring real vegetables to the class for children to touch, observe, match, taste, and name the colours of encourage them to eat vegetables every day.</p> <p>Sort vegetables and fruits of different kinds.</p>
<p>Decemb er</p>	<p>Ch-5 Fruits and vegetables.</p>	<p>Visual association. Analytical reasoning. Classification.</p>	<p>To identify and classify fruits and classify fruits and vegetables.</p>	<p>A home chart paper. Madhuban reference book, Starter set-1 the world around me.</p>	<p>Develop awareness and understanding about the personal well-being to keep</p>	<p>Talk to children about caring for animals and being kind to them.</p> <p>Show children audio visuals of wild animals and different habitats.</p>

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<p>January</p>	<p>Ch-6 Animals</p>	<p>Observation. Recognition. Classification. Visual association.</p>	<p>To recognize and names of wild animals and pet animals.</p>	<p>Fruits and vegetables chart. Plastic vegetables and fruits. Real vegetables and fruits. Madhuban reference book, Starter set-1 the world around me.</p>	<p>them safety.</p>	
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Feb.	Revision					
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Subject-Dance						
LESSION NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyajúe Kùf	PEDAGOGY ùgâYú Kle Kù~dýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^ù
1. Zúk (12)	ZlýcòK - 4	icù^Zú elú Keòau	icùdù^êa³òðZú gòlú	Zúk elú Keòau _ùAñ Zúk aùWò I _Uúe áyajúe	jÉ \Búeù @wèkò MY^ù Keò Zúke gòlú	gòlú lò@ù~ùA[òau Zúke @byúi
2. fd (12)		Zúke \èZú cù_òau	icù^Zú elú Keòau	^òR geúe jÉ MY^ù I _ù_èfò PòZâ \Búeù Keù~ùG	iòLýú MY^ù \Búeù fde icù^Zúe gòlú	_ùVýKácUò @byúi
3. @ù³ð^(12)		Né%òð^_âKàòdù	Zúk fd \Búeù bâY Keòauè gòlú	^òR geúee áyajúe	jÉ \Búeù MèYZe fdùe @ù³ð^e gòlú	@ù³ð^e @byúi
4. IWògú ^éZýe iòmú (12)		^éZý aòhdùe RùYòauè CùYgý	^éZýe iéÀò gòLòuf	ajò, LùZú, LWò, Kkù_Uù	^éZýe iòmú ùgâYúMèjùe ùfLùMfù	_àgÛ C³ee @byúi
5. bicò _àYúc (12)	KàòdùcòK - 8	bicòKê i'ù^ RYùAaù	bicòKê @ùuc 'cù' ùaùfò RùYòùf	Zúk elú Keòau _ùAñ aùWò I _Uúe áyajúe	^òR geúe jÉ \ MY^ù Keò gòlú lò@ùMfù	bicò _àYúce @byúi
6. _\Pùk^ù (12)		^éZýùe _ùle áyajúe	iòLýú MY^ù I P-kZúe gòlú	^òR geúee _\ I Zúk aùWòe áyajúe	MèYZe fdùe _\Pùk^ùe gòlú lò@ùMfù	_\Pùk^ùe @byúi
7. cêlàù (12)		g±e @[ð_âKùg Keòau	aòbò^Ü_âKùe bùa_âKùg	jÉ MèWòKe @wèkò MèWòK ù^A áyajúe Kùf	_òfùcù^u jÉùe @wèkò PòjÛùA cêlàùe iéÀò KeùMfù	@iò~èq cêlàù lèAUòe @byúi
8. _âù[còK Zúk (12)		icù^Zú elú Keòau 4 cùZâù \Búeù	icùdù^êa³òðZú gòlú	jÉe @wèkò \Búeù MY^ù Keò Zúke gòlú	MèYZe fdùe Zúke gòlú lò@ùMfù	_âù[còK Zúke @byúi

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Subject-Music						
LESSION NO. & NAME ^`e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòùf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájúe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. Ée	ZjýcòK - 4	Ée Kò_eò @ùùì RûYòau	Éee iéÁò Kò_eò	jùeùcù^òdcp, Kkù_Uù Gaõ PKp	ĩ Ée aòhdùe ùgâYúMèjùe gòlY	ĩ ÉeKê @býùì
2. Zùk		Zùke ìeZß cù_ò icù^Zù elù Keòau	icdKê @_Pd ^ Keò icdù^éa³òð ùjùA @býùì Keòau	iwúZ _èÉK, Kkù_Uù, PKp I K_ò	jÉ \ßùeù @ùwèkò MY^ù Keò Zùke gòlY	Zùk @býùì Keòau
3. fd		Mùd^ aù^ùe Zùke ìeZß cù_òau	icù^Zù elù Keòauè gòlY	iwúZ _èÉK, K_ò, PKp I Kkù_Uù	iòLýù MY^ù Keò fde ìeZù cù_òauè gòlù	_ùVýKácUòKê @býùì
4. iwúZ KY		ièc]èe KYx ^òMðZ c]èe ]ß^ú jó iwúZ	iwúZe ÆÁ aòhdùe RûYòau	iwúZ _èÉK, PKp. K_ò, Kkù_Uù	iwúZ aòhdùe ùgâYùe aèSùAaù	fde @býùì
5. _âù[còK Zùke gòlY	KàòùcòK - 8	icZù elù Keòau ùjZè Zùke gòlY	icd @^èiùùe gòlù \ò@ù~ùA]òau _ùV @býùì Keòau	iwúZ _èÉK K_ò, PKp, Kkù_Uù	Zùke _eòPd I @ùwèkò \ßùeù MY^ù	gòlù \ò@ù~ùA]òau MúZe @býùì
6. ùMùÁù iwúZ		@ù-kòK iwúZ aòhdùe RûYòau	ùlge bùZéZß bùa	jùeùcù^òdcp	Múz MùAaù I Zùk_KùAaù	ùMùÁù iwúZ @býùì
7. bqò iwúZ		bMaù^uè iwúZ cùçcùe	Bgßeu ijòZ bùae _âù]ù^ý aòÉùe	jùeùcù^òdcp	Múz Mùd^ ZùkaRùe	Múz @býùì