

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

Subject-English							
SI No & Month	Name & Details of the book	Name & Details of the lesson	No of Class	Learning Objective	Learning Outcome (What the students will learn in the end of the Lesson)	TLM Used	Pedagogical Method and Assessment Tool
1) Apr- May			4		(i) A few components of LSRW (ii) Glossary words (iii) The students will understand about the life of a ice-cream man (iv) A few rhyming words	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture, role play etc Assessment tool: class test
	Marigold	L1- Ice-cream man		(i) Make them friendly with everyone (ii)Fun while Learn (iii)To improve the application skill.			
	Marigold	Wonderful waste	2	(i)          To bring out the awareness about the importance of food	(i) Get best out of waste (ii) a few new words A few grammatical components (iii)	Textbook, chalk , blackboard, pictures given in the book,	Interaction discussion ,lecture etc Assessment tool: class test
				(ii) A few new words and phrases		digital board	
		Team work	4	Students will understand the	A few words and expressions, them of the	Textbook,	Interaction

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	Marigold			value of unity	Poem and  A few skills of LSRW	chalk , blackboard,  pictures given in the book, digital board	discussion ,lecture etc  Assessment tool: class test
	Grammar	Noun	5	Concept of noun	Concept and its use in writing as well as use in integrated grammar exercise	Textbook, chalk , blackboard, pictures given in the book, digital board	Classwork, practice Assessment tool: class test
	Marigold	Flying together	6	To make the students to understand the importance of friendship	(i) A few new words (ii) Meaning of the text (iii) Integrated grammar (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

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		My Shadow	3	Given the opportunity to freely express himself / herself	(i) Meaning of the poem (ii) New words (iii) Few rhyming words (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Writing	Paragraph Writing	5	To express their feelings and emotions through the forms of paragraph	Structure and method of paragraph writing	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Marigold	Robinson Crusoe Discovers a footprint	3	Understanding the sufferings of Robinson Crusoe during the discover of the world	(i) Nature of the human beings (ii) Meaning of the text (iii) Enjoy the humour catered with the meaning (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
2) June-July	Marigold	Crying	4	Understand how to deal with fears	(i) A few new words (ii) Understating the meaning (iii) A few components of LSRW Integrated grammar	Textbook, chalk , blackboard, pictures	Interaction discussion ,lecture etc Assessment

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					A few skills of LSRW	given in the book,	tool: class test
						digital board	
	Marigold	My elder brother	3	Emotions and feelings of the elder brother towards his younger brother	(i) New words (ii) Meaning of the story (iii) The message given by the poet (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Marigold	The lazy frog	3	Understand hard is the key to success	(i) New words (ii) Theme of the poem (iii) Character of frog (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Pronoun	8	Concept of pronoun	Concept and its use of pronoun	Blackboard chalk , duster	Class work, writing Assessment tool: class test
3. August	Marigold	Rip van winkle	4	Respecting elders and their	(i) New words	Textbook,	Interaction

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				experience looking at the lighter side of life	(ii) Life and character of Rip (iii) Grammar : textual (Integrated) (iv) A few skills of LSRW	chalk , blackboard, pictures given in the	discussion ,lecture etc Assessment
						book, digital board	tool: class test
	Grammar	Verb	4	Concept of verb	Concept and use of verb	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Adverb	3	Concept of adverb	Concept and use of adverb	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture et Assessment tool: class test
	Grammar	Conjunction	10	Concept of Conjunction	Apply the concept in writing	Blackboard chalk , duster	Class work, writing Assessment tool: class

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							test
	Honeysuckle	A different kind of school	5	Kindness of the woman to the society	Meaning of the text  New words  Grammar	Textbook, chalk ,  blackboard, pictures	Interaction discussion  ,lecture etc Assessment
					Enjoy the humour catered in meaning  A few skills of LSRW	given in the book,  digital board	tool: class test
4. September	Marigold	Class Discussion	3	Understand the importance of discipline in a student's life	(i) meaning of the poem (ii) moral values given in the poem (iii) new words (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	writing	Letter writing	5	Method of writing letter	Students will able to write letter	Blackboard chalk , duster	Class work, writing Assessment tool: class test
5. October	Marigold	The talkative barber	5	Meaning of the story, enjoy the humour and satire given in the story, importance of	(i) New words (ii) Meaning of the story Enjoy humour (iii) Integrated grammar	Textbook, chalk ,  blackboard,	Interaction discussion  ,lecture etc

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				seriousness in life	A few skills of LSRW	pictures given in the book, digital board	Assessment tool: class test
	Grammar	Preposition	3	Concept of preposition	Concept and use of prepositions	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc
						pictures given in the book, digital board	Assessment tool: class test
	Marigold	Topsy-turvy land	3	Enjoy the poem and imagine the world topsy-turvy	(i) New words (ii) Understand the theme of the poem (iii) Few rhyming words	Blackboard chalk , duster	Class work, writing Assessment tool: class test
6. November	Marigold	Gulliver's Travels	6	Understanding the text To understand importance of  Hard work and Sacrifice	(i) New words (ii) Understanding the meaning of the text (iii) Importance of hard work and sacrifice  (iv) Textual grammar  (v) A few skills of LSRW	Textbook, chalk ,  blackboard,  pictures given in the	Interaction discussion  ,lecture etc  Assessment tool: class

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						book, digital board	test
	Grammar	Adjective	2	Concept of adjective	Concept and use of adjective	Textbook, chalk ,  blackboard,  pictures given in the book, digital board	Interaction discussion  ,lecture etc  Assessment tool: class test
7. December	Marigold	Nobody's friend	4	Understanding the nature of disaster and the concept of  human leadership and  brotherhood	New words Leadership quality Sacrifice of being a leader  A few skills of LSRW	Textbook, chalk ,  blackboard,  pictures given in the book, digital board	Interaction discussion  ,lecture etc  Assessment tool: class test
	Marigold	The little Bully	3	Understanding the Importance of discipline	New words Meaning of the story  A few skills of LSRW	Textbook, chalk ,  blackboard,  pictures given in the book, digital	Interaction discussion  ,lecture etc  Assessment tool: class test



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						board	
	Grammar	Syllable	2	Concept of syllable	Identify the syllable in a word	Textbook, chalk ,  blackboard,  pictures given in the book, digital board	Interaction discussion  ,lecture etc  Assessment tool: class test
January	Marigold	Sing a song of people	2	Understanding the importance of time  Understanding the specific meaning of the poem	New words Importance of reverse psychology in awareness programme  A few skills of LSRW	Textbook, chalk ,  blackboard,  pictures given in the	Interaction discussion  ,lecture etc  Assessment
						book, digital board	tool: class test
	Grammar	Prepositions	4	Concept of preposition	Use prepositions in their speaking	Textbook, chalk ,  blackboard,  pictures given in the	Interaction discussion  ,lecture etc  Assessment tool: class

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						book, digital board	test
	Marigold	Around the World	4	Understanding the concept of non harmful animals of the world	Understanding the meaning Understanding the harmful nature of human beings New words  A few skills of LSRW	Textbook, chalk ,  blackboard,  pictures  given in the book, digital board	Interaction discussion  ,lecture etc  Assessment  tool: class test
February	Marigold	Malu Bhalu	5	Understanding the love of a mother  Suddenness of the event  Characters	New words Meaning of the text Study of the characters  Integrated grammar  A few skills of LSRW	Textbook, chalk ,  blackboard,  pictures  given in the book, digital board	Interaction discussion  ,lecture etc  Assessment  tool: class test
	Marigold	Who will be Ningthou	3	Understanding of nature Characters in the lesson  Meaning of the lesson	New words Summary of the story Meaning of the story Human values	Textbook, chalk ,  blackboard,	Interaction discussion  ,lecture etc

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					A few skills of LSRW	<p>pictures given in the book, digital board</p>	<p>Assessment tool: class test</p>
	Writing	Letter Writing	3	Method of letter writing	Students will be able to write letters	<p>Textbook, chalk , blackboard, pictures given in the book, digital board</p>	<p>Interaction discussion ,lecture etc</p> <p>Assessment tool: class test</p>
		Paragraph Writing	3	Improve the writing skill	Learn to write the paragraph	<p>Textbook, chalk , blackboard, pictures given in the book, digital board</p>	<p>Interaction discussion ,lecture etc</p> <p>Assessment tool: class test</p>
	Grammar	Writing	5	Method of letter writing	Students will able to write formal letters	<p>Blackboard chalk , duster</p>	<p>Class work, writing Assessment</p>
	Revision	-	10	Exam Preparation	Preparation	<p>Blackboard</p>	<p>Class work,</p>

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						chalk , duster	writing Assessment tool: class test
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# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-V)

Subject-Hindi						
Month	Lesson No. and Chapter Name	Objectives(concept and skill)	Learning Outcomes	No.of Periods	TLM	Pedagogy
अप्रैल /मई	१ . राख की रस्सी	लोककथा के बारे में जानकारी देना । जैसे - वहाँ की भाषा , वहाँ का पोशाक , वहाँ के लोगों के नाम आदि । श्रवण कौशल , बोलना , लिखना , और पठन कौशल का विकास ।	१. छोटे - छोटे प्रश्न पूछना । २. उन देने वाले जानवरों के नाम बताओ ।	५	NCERT रिमझिम किताब श्यामपट्ट , चाँक ।	शब्दों को पढ़ना और लिखना । नए शब्दों को ढूँढकर लिखना । मोती उन व रस्सी विभिन्न अनाजों को फ्लैशकार्ड पर दिखाना ।
	२. फसलों का त्योहार	कक्षा में बच्चों से उनके मनपसंद त्योहारों के बारे में पूछना । सही उच्चारण के साथ पाठ करना । फसलों का त्योहार क्यों मनाया जाता है उसके बारे में बच्चों को बताना ।	१. छोटे - छोटे प्रश्न पूछना । २. बच्चों का मुख्य त्योहार क्या है पूछना। ३। त्योहारों में कौन - कौन से पकवान बनाए जाते हैं उसके बारे में पूछना ।	५	NCERT रिमझिम किताब श्यामपट्ट , चाँक ।	नए शब्दों को पढ़कर पाँच बार लिखना । भारत का मानचित्र , त्योहारों के चित्र फ्लैशकार्ड पर दिखाना । त्योहारों पर पाँच वाक्य लिखना । ।
	३. खिलौनेवाला	खिलौनेवाला क्या बेचता है । वो किस तरह की आवाज निकालता है उस तरह की आवाज निकालकर बच्चों को बताना ।	प्रश्न पूछना । मन पसंद खिलौने के बारे में पूछना । खिलौने के बारे में पाँच वाक्य लिखना । खिलौने देखकर पहचानना ।	५	NCERT रिमझिम किताब श्यामपट्ट , चाँक	उचित हाव - भाव के साथ कविता का पाठ करना । कविता आए नए खिलौने की सूची बनाना
	४. नन्हा फनकार	बच्चे बड़े होकर क्या बनना चाहते हैं वो बात छोटी - उम्र में पता चल जाता है । लेकिन छोटे बच्चों से काम कराना अपराध है ।	प्रश्न पूछना , शब्द का अर्थ पूछना , दर्शनीय स्थान को दिखाना ।	५	NCERT रिमझिम किताब	शुद्ध उच्चारण और उचित विराम चिन्हों को ध्यान में रखते हुए पठन । विभिन्न प्रकार के मंदिरों का चित्र दिखाना ।
	५. जहाँ चाह वहाँ राह	विकलांगों के प्रति सहानुभूति होना चाहिए ।	प्रश्न पूछना , विकलांगों के बारे में कहानी सुनाना और योजक शब्द से वाक्य बनाना ।	५	NCERT RIMJHIM BOOK .श्यामपट्ट , चाँक	शब्दों को पढ़कर लिखना , कुछ कढ़ाई के नमूने का चित्र दिखाना और उनका नाम लिखना ।
	६। चिट्ठी का सफ़र	चिट्ठी के महत्व के बारे में बताना और चिट्ठी हम तक कैसे आती है यूएस बारे में बताना ।	प्रश्न पूछना , डाक टिकट के बारे में बताना और डाकिये के बारे में पाँच वाक्य लिखना ।	५	NCERT रिमझिम किताब श्यामपट्ट , चाँक ।	डाकघर की सैर, पत्र लिखने के साधन । पत्र नमूना डाक टिकट दिखाना ।
	७. डाकिये की कहानी कंवरसिंह की जुबानी	डाकिये को पहाड़ी इलाकों में चिट्ठी , पत्री बाँटने में किन - किन	छोटे - छोटे प्रश्नों के माध्यम से पाठ का बोधगम्य कराना ।	४	NCERT रिमझिम	पत्र के नमूना । डाकघर की सैर करना ।

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		कठिनयों का सामना करना पड़ता है ,इस बारे में जानकारी देना ।	अंग्रेजी शब्दों को चुनकर लिखना ।		किताब ,श्यामपट्ट , चॉक ।	
	८. वे दिन भी क्या दिन थे	इस पाठ में कल्पना की गई है की ऐसा भी दिन आयेगा जब बच्चे स्कूल नहीं जाकर घर ही कम्प्युटर के पास बैठकर पढ़ेंगे ।	कम्प्युटर के बारे में पूछना उसकी उपयोगिता के बारे में कक्षा में तर्क वितर्क करवाना ।	५	NCERT रिमझिम श्यामपट्ट , चॉक ।	शुद्ध रूप से पाठ का पठन /पाठन । अंग्रेजी शब्द को चुनकर लिखना । फ्लैशकार्ड पर चित्र ।
	९. एक माँ की बेबसी	माँ के दर्द को कोई नहीं समझ सकता ।	कविता बच्चों से बुलवाना । तुकांत शब्दों को छांटना । 'अ और 'वे उपसर्ग से शब्द निर्माण	५	NCERT रिमझिम किताब, श्यामपट्ट , चॉक	दूरदर्शन में मूक , बधिरी को समाचार दिखाना उचित उतार चढ़ाव से कविता का सस्वर वाचन करवाना ।
	१०. एक दिन की बादशाहत	बच्चों के मन में क्या चल रहा है , बच्चे क्या चाहते हैं उन बातों को घर के बड़ों को समझना चाहिए ।	प्रश्न पूछना पाठ में से उर्दू शब्द छाँट कर लिखना । एक शब्द में लिखना जैसे – जो खाना बनाए – रसोइया ।	५	NCERT रिमझिम किताब श्यामपट्ट, चॉक ।	श्रुतलेख , फ्लैशकार्ड पर खाने की चीजों का चित्र दिखाना । नाटकीकरण ।
	११. चावल की रोटियाँ	एक झूठ छिपाने के लिए हमें हजार झूठ बोलने पड़ते हैं	प्रश्न पूछना समानार्थक शब्द लिखवाना । चावल से बननेवाली चीजों की तालिका बनवाना । मुख्य पात्र और गौण पात्र का परिचित करवाना ।	७	NCERT रिमझिम किताब , श्यामपट्ट, चॉक ।	नाटकीकरण विभिन्न प्रकारों के अनाज़ ।
	१२. गुरु और चेला	देश को चलनेवाला अगर मूर्ख हो तो वो देश कभी विकास की ओर बढ़ नहीं सकता ।	पाठ से छोटे –छोटे प्रश्न पूछना । तुकमिलने वाले , विलोम शब्द छांटना ।	६	NCERT रिमझिम किताब श्यामपट्ट, चॉक ।	उचित लय और हावभाव के साथ कविता का पठन। दृश्य सामग्री ।
	१३. स्वामी की दादी	बहादुर लोगों की सभी कोई प्रशंसा करते हैं ।	आर. के नारायण के बारे में आलोचना करना । पाठ में से अंग्रेजी भाषा के शब्दों को छांटना	५	NCERT श्यामपट्ट , चॉक	मुखौटा, उचित विराम मात्रा के साथ कहानी का पठन । श्रुतलेख ।
	१४. बाघ आया उस रात	बाघ एक जंगली जानवर है । जंगली जानवर से सब डरते हैं । जंगल में पेड़ों की कटाई के वजह से बाघ जैसे जंगली पशु गाँव में घुस आ रहे हैं ।	पाठ से संबन्धित प्रश्न पूछना , जंगली जानवरों के बारे में जानकारी तथा बाघ के बारे में पाँच वाक्य लिखना ।	५	NCERT रिमझिम किताब	उचित लक्ष्य और हाव – भाव के साथ कविता का वचन । जंगली जानवरों का चित्र

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			तुक मिलने वाले विलोम शब्द शब्द छांटना ।			पर्यावरण पर चित्र ।
	१५. विशन की दिलेरी	पशु – पक्षियों को मारना नहीं चाहिए वो भी हमारी तरह एक जीव हैं । मारने वाला से बचाने वाला महान होता है ।	पाठ से जुड़े प्रश्न पूछन , पशु –पक्षियों के बारे में लिखना क्रिया विशेषण शब्द छांटना । तितर के बारे में पाँच वाक्य लिखना ।	६	NCERT रिमझिम किताब श्यामपट्ट , चॉक ।	शुद्ध उच्चारण के साथ सरल पठन और पाठन करवाना । नीम , आम आदि पत्तों के औषधीय गुणों को बताना । तितर का चित्र और अन्य पशु –पक्षियों का चित्र बनाना ।
	१६. पानी रे पानी	जल ही जीवन है जल को हमें नष्ट नहीं करना चाहिए । जल की महत्व को सभी को समझना चाहिए ।	पाठ से जुड़े प्रश्न पूछना। नारे लिखवाना पानी से संबंधित मुहावरे बताना । पानी से कौन –कौन से कम करते हैं पूछना ।	५	NCERT रिमझिम किताब जलचक्र का चार्ट ।	शुद्ध उच्चारण के साथ पठन और पाठन करवाना । पानी के बारे में पाँच वाक्य लिखना । जलचक्र का चार्ट बनाना ।
	१७. छोटी सी हमारी नदी	नदी को साफ रखना हमारा कर्तव्य है । नदी के जल को गंदा नहीं करना चाहिए । नदी की जल सुरक्षा हमारे हाथों हैं ।	पाठ से जुड़े प्रश्न पूछना नदी पर दस वाक्य लिखना ।	५	NCERT रिमझिम किताब श्यामपट्ट , चोकर ।	सुर , लय के साथ कविता का पठन, कविता के निहित भाव को समझना उत्तर और दक्षिण भारत के नदियों के बारे में चर्चा करना । मानचित्र में नदियों को दिखाना ।
	१८. चुनौती हिमालय की	जीवन में चुनौतियों का सामना करना चाहिए । ये साहसियों का कम है । जी इंसान चुनौतियों से घबरा जाता है वो जिंदगी में कभी आगे बढ़ नहीं सकता ।	पाठ से जुड़े प्रश्न पूछना। जवाहरलाल नेहरू पर एक अनुच्छेद लिखना । हिमालय पर्वत पर एक अनुच्छेद लिखवाना ।	६	NCERT रिमझिम किताब भारत का मानचित्र।	शुद्ध उच्चारण के साथ सरल पठन करवाना । पहाड़ी स्थानों का दृश्य फ्लैशकार्ड पर दिखाना । भारत का मानचित्र पर्वतारोही पर कहानी , लागे वाले औजारों के बारे में बताना ।

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Subject-Odia								
Chapter No.	Name of the Chapter	Objective Concept and Skill	Instrutional Tools & References	Pedagogy	Teaching Methods	Assignment	Learning Questions	Tentative No. of Period
1	RûZûd ]BRû @ûc CWA`e`e	ùcû÷kòK fly – gâaY, K[ <sup>^</sup> , _V <sup>^</sup> , fòL <sup>^</sup> KaòZûUò Êû]ú^Zû Zûe icde KaòZû, G _òXòe gògê ùlge aòKûg _ûAñ C\paê; ùjaû ^òcû« @ûMâj iéÁò Keòau aòù]d	_ûVý_êÊK, ijûdK_êÊK, PòZâKûWò	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[ <sup>^</sup> _iZò @aùeûj _iZò @ûùfûP^ûcòK _iZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	gòlû[ðû cûû^ mû^ aòmû^ue @MâYú ùjaû ijòZ bf Kûc Keò AZòjûiue ^ûc eLò_ûeòua	6
2	C_~êq ùag _KûA@ûi	ùcû÷kòK fly – gâaY, K[ <sup>^</sup> , _V <sup>^</sup> , fòL <sup>^</sup> cifyaû^ ù _ûhûK I @kuûe @ûbìhY ù~ c^êhýe C_~êq ùag ^êùjñ, ^câZû ùaû] jó iêie ùag	_ûVý_êÊK, ijûdK_êÊK, PòZâKûWò	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[ <sup>^</sup> _iZò @aùeûj _iZò , Mì K[ <sup>^</sup> aû @ûùfûP^ûcòK _iZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	iZpiw iù]êiw ]Bûeû ^câZû, iù]êZû bkò cû^aúd MêYúakúe aòKûg Kò_eò ùjûA_ûeòà ùi aòhdùe gòlû ùla	6
3	gêLôfû _Zâe K[û	ùcû÷kòK fly – gâaY, K[ <sup>^</sup> , _V <sup>^</sup> , fòL <sup>^</sup> gêLôfû _Zâ @leKûeú cû^ ùjC[ôaû _âùZýK Rò^òh Kò_eò ^ @ûagýK ùi ìpKðue ]ûeYû iéÁò Keòau	_ûVý_êÊK, ijûdK_êÊK, PòZâKûWò	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[ <sup>^</sup> _iZò @aùeûj _iZò , Mì K[ <sup>^</sup> aû @ûùfûP^ûcòK _iZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	Pò«^ gqò, Kì^û gqò, cû^aúd cifyaû] iéÁò Keòau _ûAñ _âdûi Keòau	4
4	^i@ûLûA	ùcû÷kòK fly – gâaY, K[ <sup>^</sup> , _V <sup>^</sup> , fòL <sup>^</sup> @ûc eûRý IWògû _að_aðûYúe M«ûNe, cû^a Rúa^ R-ùkcd I aòhùlg iÚkúue	_ûVý_êÊK, ijûdK_êÊK, PòZâKûWò	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[ <sup>^</sup> _iZò @aùeûj _iZò , Mì K[ <sup>^</sup> aû @ûùfûP^ûcòK _iZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	Cû aiêcZúue KéZmZû mû_ ^ @û^! _âû_ý	5



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		ijò¼Zû c^eê Kæû« \\ieKeòau ùjCQò _aò _aòûYB		_eúlû, MéjKcð				
5	`êf	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ iâÁûu iéÁòue `êf @Zòlêlâ `êf _eò @û^K lê\\iâ c^êhy icûRe jòZiû]^ KeêA	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	gògêcû^u @«eùe _âKéZò ù âc l ùíû÷!~ðýùau] bùlâK	4
6	cû^ò@ûeê cûWûc Kêyeú	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ cû^ò@û [òuf ù_ùfûŠ ùlge @]òauíu Zûue KéZúZß ùeWòdcp áyqòò MZ iµZò ^ ùjûA icMâ cû^a RûZò _ûAñ RûZúd iµZòue _eòYZ ùjûAQA	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	@bûa \\ueòlây bòZùe ejò c² icûRe ^ìZ^ Z[ý _â\\û^ KeòQ«ò	5
7	Rû_û^e @^êbìZò	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ iìù~ðýù\\de ùlg Rû_û^e gòlû áyaiÚû _eòÁûe _eòz^ÚZû ùùKû^ áyaiÚû icdû^êa³òðZû, gévkû	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	aP^Kê Kû~ðýùe _eòYZ Keòau	5
8	\\eùLú]^ ^úkcYòue	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ \\eùLú]^ ^úkcYò ùjCQ«ò gâúKé¾ Zûu jûZùe Kòie ceY Z[û RûYò ]^êcûZâû Keò c]ê_êe	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû MéjKcð, k²mû^ _eúlû, MéjKcð	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	cûZû ~ùgù\\ù gâúKé¾uê @Zò @û\\ee ]^ ùaûfò KjòQ«ò ù ùijò_eò _âùZýK i«û^ cû ^òKUue @û\\ee ]^	5
9	U~ [ûG _eC_Kûe	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ MêRéuU eùRýe KòQò bìcòue Mèeê gòhýue GK KûjûYú,	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûôge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^_eúlû	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe	ùcû÷LòK _âgÛ ùgâYúue @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^	_eC_Kûe _ûAñ icûRe KfýûY ^òcû C_Kûe Kûe Bgße i«êÁ jê@«ò	5

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		Mêeêu K[û cû^ò gòhý ^òe«e ùiaû KeòQ«ò		MéjKcò, k²mû^ _eúlû, MéjKcò	áyajûe	_eòcû_K_âgÛ		
10	aògßÉ iû[ô ~ª cû^a	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òÿòðÁ fly @û]ê^òK aòmû^ ~êMùe ùeûaUò GK ùgâÂ Cnúa^	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWò	_iað Kûkûõge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd_âùag _iaðmû^_eúlû k²mû^_eúlû	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	@ûRòe aòmû^ aògß aòiað ùZYê iùjòZý RMZKê _eò_éÁ @w	4
11	^AñMfû @ûù_ c[û	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òÿòðÁ fly ùMû_aşeu ZýûM ùiaû ^òùÊû[ð bùa^û PòeiaeYúd @U«ò	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWò	_iað Kûkûõge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd_âùag _iaðmû^_eúlû k²mû^_eúlû	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	ùMû_aşeu ùlgù_âc Êùlg ù_âce bùa^û icûR_ùAñ @Zý« \eKûeú	9
12	Kûfpùbeò @û KûiêQò	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òÿòðÁ fly aél iéÁò Keòauùe _lúe bìcòKû eIK_eòau³ð bIK iùRò c^êhý ^òùR ^òRe IZò iù] ^ Kùe	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWò	_iað Kûkûõge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd_âùag _iaðmû^_eúlû k²mû^_eúlû	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	_eòùag iêelû Keòauê \ùdòZß	5
13	CKòk_êZâ _ýûeùùcûj ^	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ IWògùe gòlûe _âiùe ^òcû«_ýûeùùcûj^u ZýûM l cj^údzû Kò_eò_âZò_ùlòZ ùjûAQò	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWò	_iað Kûkûõge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd_âùag _iaðmû^_eúlû k²mû^_eúlû	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	IWògùe gòlû l iùjòZý ùlZâùe Zùue @ùgh @aû^	9
14	\k_Zò ZêcKê iùùR	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ còZâfûb ^òcû« \k_Zò bòeYýKu KûjûYú @Zý« c^Qê@û	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWò	_iað Kûkûõge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd_âùag _iaðmû^_eúlû k²mû^_eúlû	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^_eòcû_K _âgÛ f² mû^ _eòcû_K_âgÛ	aò_ \icdùe aşê jó _âKéZ aşê	9
15	ùlgbq flàY ^ûdK	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ flàY ^ûdK RùY Êù]ú^Zù	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWò	_iað Kûkûõge fap] mû^_eúlû, aòhd _eòPd, aòhd bò³òK	Kù[û_K[^_jZò @aùeûj_ jZò , Mì K[^ aù	ùcû÷LòK_âgÛ ùgâYúùe @ûùfûP^û ùaû]	Êù]ú^Zù iòMâùcùe @ògMâjY Keò[òau cjû^ aýqò cû^ue	

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		iõMâûcú, ùlge lèYðð^ùe ùi ùfûK cû^ue beiû ùA[ôuf		_âgÛ, aòhd _âùag _iaðmû^ _eúlû k²mû^ _eúlû	@ûùfûP^ûcôK _jZò, C_KeYe áyajûe	mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	Kû~ðý @Zý« jéld Qê@ûñ	
16	@ûùc bûeZe gògê	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ Gjò KaòZûUòue bûeZe ^\ ^lú, @ûcôakú áyqaòùgh, Êû]ú^Zû iõMâûcú iõÄûeK ijòlp cû^u aòhdùe Kêjû~ûCQò	_ûVý _êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^ _eúlû k²mû^ _eúlû, MéjKcð	Kû[û_K[^ _jZò @aùeûj _jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	gògêcû^u MêY MêWòK C³c ùjaû CPòZp	4
17	lú_ gòLû	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ gòlû _òfûe ùcû÷kòK @]òKûe G[ôeê a-òZ KeûAaû @ûA^Zû @_eû], _âùZýK gògê ^òKUùe ìlpMêY ejòQA	_ûVý _êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _iaðmû^ _eúlû k²mû^ _eúlû, MéjKcð	Kû[û_K[^ _jZò @aùeûj _jZò , Mì K[^ aù @ûùfûP^ûcôK _jZò, C_KeYe áyajûe	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	_âùZýK gògê ^òKUùe KòQò ìlpMêY @«ð^òjòZ bûaùe @Qò ù Gjò MêYûakúe aòKûg KeûAaû ù	4

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

Subject-Math					
Period/	LESSON	General Objective	Specific Objective	SUGGESTED ACTIVITIES	TLM/RESOURCES
18	The Fish Tale	a. Comparison of Numbers b. Large Number in practice c. Estimation d. Roman Numerals	<ul style="list-style-type: none"> <li>Measuring the weight of children and comparing their weight with the weight of whale shark.</li> <li>Word problems on addition and subtraction, measurement- length, weight, capacity, speed, distance and time.</li> </ul>	<ul style="list-style-type: none"> <li>Make different sea animals using various shapes</li> <li>Collection of pictures of different types of boats</li> <li>Find the speed and fare for one round trip.</li> <li>Representing numbers on a Place value chart ( Indian &amp; International)</li> <li>Numerals and number names</li> <li>Short form/ expanded form of numbers</li> <li>Formation of smallest and greatest number using 3,4 &amp; 5 digits</li> <li>Compare numbers (<math>&gt;</math> <math>=</math> <math>&lt;</math>)</li> <li>Rounding of numbers to nearest tens, hundreds and thousands</li> <li>Conversion of units</li> <li>Mock fish market showing buying and selling of fish</li> <li>Mock bank showing borrowing of money, interest and savings.</li> </ul> <p>[ prepare simple questions on conversion /addition /subtraction/multiplication of Unit and ample questions for practice should be given to students].</p> <p>Follow up the learning levels of students. Student who lacks basic understanding of the concept(s) be given extra support.</p>	<ul style="list-style-type: none"> <li>-Pictures of different types of boats</li> <li>-Indian &amp; International Place value chart</li> <li>-50 grams/100 grams/500 grams/1 kilogram weights</li> <li>-Measuring tape</li> <li>-Measuring cylinder</li> <li>-Flash cards of numbers</li> <li>-Internet resources</li> <li>-Worksheets</li> </ul>

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

11	Shapes and Angles	a. Construction of Circles b. Line segment c. Perpendicular d. Bisector e. Angles	<p>Making different shapes with cycle tube and match stick.</p> <ul style="list-style-type: none"> <li>· Making a paper degree clock</li> <li>· Worksheets and Practice exercises for drill work.</li> <li>· Constructing angles of given measurement using Protractor</li> </ul>	<ul style="list-style-type: none"> <li>· Drawing of a ray, line and line segment.</li> <li>· Drawing of different open and closed shapes.</li> <li>· Make shapes using match sticks, understand that polygon with same sides have different shapes because of different angles</li> <li>· Drawing and comparing different angles using line segment and rays.</li> <li>· Make an angle tester using card board and drawing pin</li> <li>· Look for the different angles in and around class/home.</li> <li>· Angles made by hands of a clock</li> <li>· Angles in names</li> <li>· Paper folding to show different angles (Paper aero plane)</li> <li>· Angles in Yoga postures</li> <li>· Observe bridges and tower [diagonal beams which divide the shapes into triangle.</li> <li>· Formation of angles by using different objects.</li> <li>· Formation of angles using different gestures of body and BALA.</li> <li>·</li> </ul>	<p>Geometrical instruments- Protractor, Scale, Divider</p> <p>Visuals of Yoga postures</p> <p>Coloured paper</p> <p>Clock</p> <p>Sticks</p> <p>PPT</p>
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## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-V)

20	How many Squares?	Critical Thinking● Creative● Thinking Coping with● Stress	Finding area/perimeter of Maths notebook, pencil box, stamps etc. Make shapes with straight lines to cover the given area on a graph paper	Drawing shapes for the given number of squares on a graph paper/square grid. Finding area and perimeter by placing things on a square grid/graph paper. Measuring the perimeter of irregular shapes using thread. Finding area of a triangle using square grid. Drawing of different shapes having same area. Creating new shapes out of a square (tile) to make floor patterns. Complete tiling patterns. Draw rectangles of 12 squares in different ways on a dot grid. Find the perimeter. . Puzzles with five squares (12 different shapes). Find perimeter of each and compare them. Arrange the 12 pieces in a 10X6 rec. Make your own tile	Graph paper/ Square grid  Objects from classroom environment  Measuring tape/scale  Visuals of tile patterns  Puzzles  Internet resources
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# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-V)

	Parts and wholes	<p>a. Proper and improper fractions b. Equivalent Line Fractions c. Addition and subtraction of fractions.</p> <p>Like/Unlike fractions, Unit fractions, Proper and Improper fractions, mixed fractions.</p> <p>Conversion of improper fractions into mixed numerals and vice versa</p>	<p>Qualities of each student can be presented as a part of the total number of petals. Reflection for a student as well. Drawing and finding out what fraction of the whole blocks their mind. Word problems involving fractions from daily life activities. Worksheets and Practice exercises for drill work</p>	<p>Draw our national flag. Write fraction for the different colours. Design a flag with logo for your Maths club. Paper folding activities to show different parts of a whole/equivalent fraction</p> <p>Fraction wall to show equivalent fractions</p> <p>Generation of fractions equivalent to a given fraction</p> <p>Make a magic top. Divide a rectangle into 6 parts in different ways. Take a square grid colour/make design, write fraction for the coloured part</p> <p>Part/fraction of a collection</p> <p>Divide the given shapes in equal parts in different ways</p> <p>The colouring circle game</p> <p>Paper folding/cutting the Roti/pizza– equivalent fractions</p> <p>Flash cards with collection and partition of objects e.g. pencils, erasers, books, fruits etc.</p> <p>Use concrete objects such as marbles, sticks, bottle caps etc to show equivalent fractions</p> <p>Make a time table of your daily routine. Write a fraction to show what part of a day is spent for each activity?/ Show different activities of a day on a paper strip with different colours</p> <p>Understands different type of fractions-</p> <p>Games and puzzles</p> <p>Quiz</p> <p>Preparing vegetable/grocery bills</p>	<p>Cut outs of different shapes</p> <p>Collection of sticks/marbles/toffees/bottle caps</p> <p>Coloured paper</p> <p>Graph paper</p> <p>Fraction Kit</p> <p>Internet resources</p> <p>Flash cards</p> <p>Worksheets</p> <p>Chapati/Pizza/Apple</p> <p>Games/Puzzles</p>
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## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-V)

7	Does it look the same?	Lines of Symmetry b. Reflection and Symmetry	Recognition of diversity The shape finally achieved is symmetrical or not. Critical Thinking• Creative• Thinking Coping with• Stress	Make a pattern from a drop of colour Drawing the other mirror half of the given picture Mirror game (Putting the mirror on different places on figures and drawing the shapes obtained) Distinguish symmetrical and asymmetrical figures from the given figures/objects Pictures of clock/mouth of different animals /exercise postures or other diagrams to show different symmetrical and asymmetrical shapes Observing and drawing different shapes on rotating $1/3$ , $1/2$ , $1/4$ , $1/6$ etc Worksheets and Practice exercises for drill work	Mirror  Flash cards of number/geometrical patterns  Cut outs of shapes/alphabets/numbers
	Be my multiple, I'll be your factor	a. Factors and Multiples b. Prime and Composite Numbers c. Tests for Divisibility of Numbers d. HCF and LCM	Brain storm to understand the significance of being Optimistic. Divisibility Test: Place numerals in four tables and do the activity for test of divisibility by any given number. Page 129 Worksheet : connect to different kinds of numbers e.g. prime, composite, even, odd etc.	Play meow and dice game to give the concept of multiple. Use 10 x 10 grid and colour all the even and odd numbers in different colours.. Write multiples of given numbers and also find out common multiples. Finding LCM of given numbers. Arrange the groups of different things with a fixed number in different ways (concept of factor) (Things used Bangles, seeds, pencils etc) Puzzles Arranging bangles into equal groups possible for a given no. of bangles. For ex. 6, 1X6, 2X3, 3X2, 6X1 List the factors of given two no. and write the common factors in the common region Finding HCF of given numbers. On a 1 to 100 number grid colour multiples of 2 with red, 3 with blue and 4 with yellow. Pick the numbers which have all the three colours(Prime and composite numbers) Making factor tree of given number. Solving problems related to factors and multiples.	10 x 10 grid  Bangles, beads, pencils etc.  Internet resources  Worksheets



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

12	Can you see the pattern?	Measuring Line segments b. Angles c. Perpendicular Lines d. Classification of triangles e. Quadrilaterals Magic square/ magic triangle	Observe the rule in the given patterns and complete the pattern using the rules. e Skills: Creative• Thinking Critical Thinking• Self Awareness•	Observe the patterns on gift wrappers/cloth/and try to deduce the rule. Make a vegetable block and using colours print on paper/cloth taking $\frac{1}{4}$ , $\frac{1}{2}$ turns. (clockwise/anticlockwise) . [Magic square, Magic Hexagon, number and number (change in order of number in the addends) Palindromes, Magic calendar etc.] Worksheets and Practice exercises for drill work	Samples of patterns Magic square/ magic triangle Printing blocks Internet resources Worksheets
7	Mapping Your Way	Enlarging or reducing of pictures or maps on graph paper, the class room floor, the mud ground etc.	Finding actual (approximate) distance between cities with the help of political maps. Drawing map of your class room and primary wing and expressing the different objects e.g. black board, window, door, display board etc Worksheets and Practice exercises for drill work	Finding the location of Agra from Delhi in the map of India. Take a map of your city and tell the location of one locality to others and its associated objects like park, hospital, temple etc. Drawing a map on the floor and ask the children to stand on the map and saying the location of different things around them using the words towards north, in the east etc. Enlarging or reducing of pictures or maps on graph paper, the class room floor, the mud ground etc.	Map of India Map of Delhi Map of World Graph paper Compass needle Floor maps Layout plans

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8	Boxes and Sketches	Making deep drawing of a house and a cube Drawing front view, side view and top view of given models, objects etc.	Practicing to visualize the net of box, to think of how it looks when flattened, and also to check which nets do not make a box. Creative Thinking Critical Thinking• Self Awareness•	Counting of faces, edges and corners of a cube/cuboid. Finding the area of each face of the cube/cuboid. Making a list of things which look like a cube/ cuboid in their surroundings. . Making the nets of a cube and an open box and check which nets do not make cube/open box. Making of cubes/cuboids/cylinder etc using dice, empty match boxes and thick papers. Making deep drawing of a house and a cube Drawing front view, side view and top view of given models, objects etc. Worksheets and Practice exercises for drill work	Dice Model of a cube/cuboid Cartons/boxes/match box Chart paper
	Tenths and Hundredths	Measure the length and width of currency notes of different denominations and write them in mm and cm.	Find the maximum and minimum temperatures of different cities and find their differences too Collect the price tags of objects/items. Observe the decimal notation of Rupees and Paisa. Interpersonal Relationship Creative Thinking• Critical Thinking•	Measure the length of different things in mm and cm like notebook, pencil, eraser, pen, desk etc. Convert cm into mm and vice versa Measure the height of boys and girls in the class/height of family members Measure the length and width of currency notes of different denominations and write them in mm and cm. With of graph paper, teacher will explain decimals, fractions and relation between them. Represent the given decimal on a square grid/graph paper Find the value of currency of other countries in Indian currency. Representation of Indian rupees in fraction and decimal. . Teacher explains the hundredths place. Create a market scene. Buying and selling things will give an understanding of money transaction. Worksheets and Practice exercises for drill work	Decimal place value chart Scale/ Measuring tape Graph paper Newspaper Internet resources Worksheets Price tags

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22	Area and its Boundary	<ul style="list-style-type: none"> <li>. Perimeter of a Rectangle b. Regular Shapes</li> <li>c. Area</li> <li>Create a smartness worksheet from Mensuration.</li> </ul>	<p>Draw two squares (one is double of the other)</p> <p>.Find their perimeter and area and compare too.</p> <p>Draw different shapes by using a thread of fixed length. (Perimeter same but area is different).</p> <p>Take a drawing sheet and find its area and perimeter. Then cut it into small strips</p> <p>Problem Solving</p> <p>Effective●</p> <p>Communication</p> <p>Creative● Thinking</p>	<p>Measure the length and breadth of the given things and finding their area and Perimeter.</p> <p>Paste different cutouts and find their area and perimeter.</p> <p>Make a birthday/greeting card and find its area and perimeter.</p> <p>Finding the perimeter and area of class-room, display board, black board etc.</p> <p>Finding the perimeter and area of a given square and rectangle.</p> <p>Problem solving related to perimeter and area of square and rectangle.</p> <p>. Join the strips to form a belt and find the area and perimeter. (Same area can have different perimeter.)</p> <p>Make all possible rectangles and squares with the given number of squares</p> <p>Worksheets and Practice exercises for drill work</p>	<p>Scale/ Measuring tape</p> <p>Cut outs of different shapes</p> <p>Worksheets</p>
8	Smart Charts	<ul style="list-style-type: none"> <li>. Representation of data using chapatti chart or pie chart.</li> <li>. Making a table to record temperature of different cities and represent the data as Bar Graph.</li> </ul>	<ul style="list-style-type: none"> <li>. Collect information from the newspaper and tabulate the information (Daily temperature, scores, economic data)</li> <li>. Worksheets and Practice exercises for drill work. Critical Thinking● Creative● Thinking Problem Solving●</li> </ul>	<ul style="list-style-type: none"> <li>. Use of tally marks for different numbers.</li> <li>. Use the tally marks to show the mode of transport used by students to commute to school</li> <li>. Collect the strength of students in classes I to V of primary section and find the total strength. Which class has the maximum/minimum strength?</li> <li>. Observe the 1/2 an hour TV programme and making tally marks for the different advertisements.</li> <li>. Make your family tree up to IV generation (Great grand parents)</li> <li>. Record growth of any plant/animal and represent it on a graph paper in form of growth chart</li> </ul>	<p>Data collection</p> <p>Newspaper to collect economic data, survey analysis</p> <p>Family details</p> <p>Internet resources</p> <p>Worksheets</p>

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

	Ways to multiply and divide	a. Factors and Multiples b. Prime and Composite Numbers c. Tests for Divisibility of Numbers	<ul style="list-style-type: none"> <li>· Multiply any two numbers in different ways by breaking method and column method.</li> <li>· Determine the division and multiplication facts of a given number</li> <li>· Problem sums related to daily life.</li> <li>· Fun with multiplication</li> </ul>	<ul style="list-style-type: none"> <li>· Collection of simple objects like pencils, eraser, sharpener etc and arranging them in different groups.</li> <li>· Do sums of division and check your result by multiplication.</li> <li>· Give a situation and ask students to frame a question related to the concept of division and multiplication</li> <li>• Mock shopping situations created. (for mental calculations and to know the operation involved )</li> <li>· Worksheets and Practice exercises for drill work</li> </ul>	<p>Objects like erasers, pencils, sharpener etc available in the classroom environment</p> <p>Worksheets</p>
15	How Big? How Heavy?	<ul style="list-style-type: none"> <li>· Comparing the volume of different things by putting them into jar filled with water.</li> <li>· Making a measuring bottle.</li> <li>· Finding volume by arranging the cubes and counting them.</li> </ul>	<ul style="list-style-type: none"> <li>· Finding volume of a match box by measuring its length, width and height.</li> <li>· Making a paper cube</li> <li>· Match box play – arrange a particular no. of boxes to make plat form of different heights.</li> </ul> <p>Critical Thinking, Creative Thinking● Self Awareness●</p>	<ul style="list-style-type: none"> <li>· Take 4 cards of the same size make pipes (i) length wise pipe (ii) width wise pipe (iii) triangle shaped pipe (iv) square shaped pipe. Fill one with sand and pour it into another – compare their volume.</li> <li>· Finding volume of a cube and cuboid.</li> <li>· Make a list of grocery items used at home in one month along with their quantity (weights )and also find the total weight</li> <li>· Worksheets and Practice Exercises for drill work</li> </ul>	<p>Cubes</p> <p>Cards of same size</p> <p>Jar of water</p> <p>Worksheets</p> <p>Internet resources</p>

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Subject-EVS						
Lesson no &Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
<b>Chapter-1</b> <b>Super senses</b>	8	<p><b>Observation</b> of animals to</p> <ul style="list-style-type: none"> <li>- Find if they also hear ,speak, see, and smell, eat, sleep?</li> <li>-to study their response to sound ,food ,and other stimuli</li> </ul> <p><b>-Comparison</b> of sense organs of animals with human beings.</p> <ul style="list-style-type: none"> <li>-Initiating <b>discussion</b> after watching visual clip of animals and birds</li> <li>-Discussion about the super senses of animals</li> </ul>	<p><b>Children will learn about</b></p> <ul style="list-style-type: none"> <li>• How animals find their food</li> <li>• How animals communicate</li> <li>• Can animals see colours</li> <li>• How many hours do different animals sleep</li> <li>• How they adopt themselves</li> <li>• How tigers are in danger</li> <li>• What is national parks</li> <li>• How sense organs help themselves</li> </ul>	<p>Reference book</p> <p>Information about animals and their senses from encyclopedia</p> <p>Narratives about animals' eg ants, bees. Etc.</p> <p>Childs daily life experience</p> <p>Visual Clips of animals and Birds</p> <p>Materials for conducting activities e g coin ,cup,</p> <p>Food items, jar Soil ,honey</p> <p>picture of clown etc</p> <p>Plasticine ,cutouts of eyes and ears</p> <p>Map of India showing National Parks and their locations</p> <p>Script of play</p> <p>Films/pictures about</p>	<p>Observation</p> <p>Activity method</p> <p>Experiment method</p> <p>Explanation</p> <p>Question and answer method</p>	<p>By asking questions</p> <p>Group discussion.</p> <p>Explanation</p> <p>Expression</p> <p>.classification</p> <p>Experimentation</p> <p>cooperation</p>

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				<p>animals</p> <p>.Excerpts from Man eaters of Kumaon by Corbett</p> <p>Pictures and information about products obtained from animals</p>		
<b>Chapter-2</b> <b>Snake charmers story</b>	5	<p><b>To be sensitive about cruelty to animals</b> reading and <b>poster making</b> activity with a message to save wild life <b>Art and craft</b>-Making a paper dog <b>Observation, discussion</b> about -a friends likes / dislikes</p>	<p>Children will learn about</p> <ul style="list-style-type: none"> <li>• Different types of snakes</li> <li>• People depend upon animals for their lively hood</li> <li>• Why do people hunt animals</li> <li>• Sympathy towards the animals</li> <li>• What are the musical instruments use by the snake charmers?</li> </ul>	<p>Reference book Smart class</p> <p>Library resources ,movies ,stories and narratives about animals and their caretaker</p>	<p>Observation Activity method Experiment method Explanation Question and answer method</p>	<p>By asking question Are all snakes poisonous?</p> <p>Group discussion. Explanation .classification Experimentation cooperation</p>
<b>Chapter-3</b> <b>From tasting to digesting</b>	8	<p>About our digestive system</p> <ul style="list-style-type: none"> <li>• Where does food goes</li> <li>• What will happen if we don't chew properly</li> <li>• Body parts help in digestion</li> </ul> <p>-</p> <ul style="list-style-type: none"> <li>• Chewing</li> <li>• Observational skill</li> </ul>	<p><b>How do we taste food?</b></p> <p>- tasting <b>activity</b></p> <p>Different food items will be given to taste and smell.</p> <p>- Blindfold activity: to identify food items only by touch and smell</p> <p><b>Our mouth tastes and even digests food</b></p> <p><b>-draw</b> Parts of a tongue</p>	<p>Children's earlier expeiences samples of food items story of someone on a glucose drip</p>	<p>Observation Activity method Experiment method Explanation Question and answer method</p>	<p>Group discussion. Explanation Expression .classification Experimentation cooperation</p>

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			<p>and mark different taste regions.</p> <p>-chewing activity-count number of chews needed before swallowing food. Identify and classify foods that need</p> <p>-lots of chewing</p> <p>-Don't need chewing</p> <p>-Need some chewing</p> <p>-Tooth <b>Survey</b> about number of teeth filled and missing</p> <p><b>What happens to the food we eat?</b></p> <p>-collecting recipes for healthy food which does not require cooking</p> <p><b>Collection</b> of pictures related to natural calamities; discussion on effects</p>			
<b>Chapter-4</b> <b>Mangoes</b> <b>round the</b> <b>year</b>	2	<p>Thinking skills</p> <p>Methods and technique used to prepare the food</p> <p>Knowledge how the food get spoilt?</p>	<ul style="list-style-type: none"> <li>- Discuss about food spoilage and food wastage.</li> <li>- How does food get spoilt?</li> <li>- Preservation of food</li> <li>- About spoilage and 'Wastage.</li> </ul> <p>What are the methods of storing food?</p>	<p>Sharing family experiences</p> <p>Interaction with persons involved with food production.</p> <p>Reference book</p> <p>Smart class</p>	<p>Observation</p> <p>Activity method</p> <p>Experiment method</p> <p>Explanation</p> <p>Question and answer method</p>	<p>Group discussion.</p> <p>Explanation</p> <p>Expression</p> <p>.classification</p> <p>Experimentation</p> <p>cooperation</p>

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			How we will know that food has spoilt			
<b>Chapter-5 Seeds and seeds</b>	6	Seed germination, root and shoot axis, baby plant, storage of food in the seed; seed dispersal	<ul style="list-style-type: none"> <li>- What does a plant need to grow?</li> <li>- Things needed for sprouting.</li> <li>- Lists of seeds.</li> <li>- Who came from where.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-6 Every drop count</b>	6	Waters important Estimates of distance measurement; changes in sources and water availability over time; community service especially for long distance travelers.	<ul style="list-style-type: none"> <li>- Think and find out.</li> <li>- Drop by drop.</li> <li>- Customs related to water.</li> <li>- Discussion.</li> <li>- What we have learnt?</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-7 Experiment with water</b>	5	Sources for irrigation; different quantities of water for different crops; Different methods of lifting water; the use of a water wheel. Basic observations and classification related to floatation and solubility in water; oil and water are liquids	<ul style="list-style-type: none"> <li>- What floats and what sinks.</li> <li>- Why oh why?</li> <li>- What dissolved what did not?</li> <li>- Where did the water go?</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-8 Treat for mosquitoes</b>	6	Stagnant and flowing water; mosquitoes and malaria. Interaction with a community doctor; observation of site of stagnant/flowing water.	<ul style="list-style-type: none"> <li>- Blood test.</li> <li>- Diseases caused by mosquito bites.</li> <li>- Anemia – what's these?</li> <li>- A scientist peeps into a mosquito's stomach.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation



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<b>Chapter-9</b> <b>Up you go</b>	6	To be adventurous and challenging to climb mountain. What are the things to be taken by the trainee to climb What are the responsibilities does a leader should take ? Getting idea about the extra energy which is require for mountain climber. Precautions to be taken etc.	<ul style="list-style-type: none"> <li>- Mountain camp.</li> <li>- Responsibility of the leader.</li> <li>- Crossing the river.</li> <li>- Rock climbing.</li> <li>- A funny incident.</li> <li>- Camp in the snow.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-10</b> <b>Walls tell stories</b>	6	Heritage buildings as a source of knowledge about our pasts to be understand how they built. How they brought the materials. What are the techniques they were using. It will develop the thinking skill. Imagination skill will develop.	<ul style="list-style-type: none"> <li>- Which did we find insider the fort?</li> <li>- Identifying the directions.</li> <li>- Why these attacks.</li> <li>- Arrangements for water.</li> <li>- What a sad sight.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-11</b> <b>Sunita in Space</b>	4	Thinking skill will develop Why do the things float in space? It is help the children to raise questions and imagine things in space. It will give idea about the gravity. They will learn about pull of the earth.	<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>- What is our earth really like?</li> <li>- Talking with Sunita.</li> <li>- Sunita's experiences of living in space.</li> <li>- Look at the globe and say.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-12</b> <b>What if finishes</b>	7	Children will know about the petroleum. Also get idea about the petroleum products like ;petrol, diesel, kerosin, gasoline, etc Also will know about the importance of petrol in our life . They will also aware about how petroleum can be saved.? There sense towards the environment will develop. Conscious about the pollution.	<ul style="list-style-type: none"> <li>- On the petrol pump.</li> <li>- Discussion about petrol.</li> <li>- Question &amp; Answer.</li> <li>- Wood for challah.</li> <li>- Where am I used?</li> <li>- What we have</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation

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			learned.			
<b>Chapter-13</b> <b>A shelter so high</b>	10	Mapping skill will develop. Students will see the states in map They will get idea what generally happens when people go high? Lern about different kinds of shelters In jammu and Kashmir. About the different types of shelter	<ul style="list-style-type: none"> <li>- Getting ready.</li> <li>- New home.</li> <li>- Cold desert.</li> <li>- People living on top of the world.</li> <li>- The change</li> <li>- Towards Srinagar.</li> <li>- Return journey.</li> <li>- Question &amp; Answer</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-14</b> <b>When the earth shook</b>	8	Children will aware about the natural disaster also know about the causes of disaster. What should one do at the time of earth quack? Importance of neighborhood, What type of difficulties faced by the people at the time of calamities.	<ul style="list-style-type: none"> <li>-</li> <li>- Bad dreams.</li> <li>- Help arrives.</li> <li>- What will you do?</li> <li>- Who helped?</li> <li>- News report.</li> <li>- Discussion</li> <li>- Difficult time.</li> </ul>	Reference book Smart class Discussion of earth quack in bhuj.	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-15</b> <b>Blow hot and blow cold</b>	6	Our breathing – estimates of different rates; chest expansion and contraction in the child's body while exhaling and inhaling; My breath – hot and humid; tacit understanding of cooling by blowing and helping a fire to burn	<ul style="list-style-type: none"> <li>-</li> <li>- Story</li> <li>- Question and Answers.</li> <li>- Blow in different ways.</li> <li>- How many breathes on one minutes.</li> <li>- Question and Answers.</li> </ul>	Reference book Smart class Story by Zakir Hussain – <b>“Usee se thanda usee se garam”</b> – Zubaan books.	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-16</b> <b>Who will do the work</b>	5	Dignity of Labour Dependence of society on such essential services. Choice of work as a societal value	<ul style="list-style-type: none"> <li>- Who will do this work?</li> <li>- Discussion about the different jobs.</li> <li>- A childhood story.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method	Group discussion. Explanation Expression .classification Experimentation

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			<ul style="list-style-type: none"> <li>- Question and Answers discussion.</li> </ul>		Explanation Question and answer method	cooperation
<b>Chapter-17</b> <b>Across the wall</b>	9	<p>It will develop the sharing experiences. Understanding abilities</p> <p>Issues such as gender bias, team spirit. They will also understand that players are recognize by their ability to play rather than by their caste and economic status. Also they will learn that participation is important than winning.</p>	<ul style="list-style-type: none"> <li>- Meeting the team.</li> <li>- Meet the special team.</li> <li>- Was it easy to make a beginning?</li> <li>- Tell about your team.</li> <li>- Class room discussion.</li> <li>- Question and Answer discussion.</li> <li>- What next.</li> <li>- Discussion about the difficulties.</li> </ul>	<p>Reference book</p> <p>Smart class</p> <p>Discussion with the game and sports teacher. Or any resource person.</p>	<p>Observation</p> <p>Activity method</p> <p>Experiment method</p> <p>Explanation</p> <p>Question and answer method</p>	<p>Group discussion.</p> <p>Explanation</p> <p>Expression</p> <p>.classification</p> <p>Experimentation</p> <p>cooperation</p>
<b>Chapter-18</b> <b>No place for us</b>	5	<p>.Shifts in habitation- migration/transfers/ demolition displacement Associated difficulties</p> <p>They will also know about the differences between transfer and displacement. Both situations may cause different kinds of problem and difficulties.</p>	<ul style="list-style-type: none"> <li>- Thinking about Jatrya Bhai.</li> <li>- Thinking of old days.</li> <li>- Across the river.</li> <li>- A new plant.</li> <li>- Some years latter.</li> </ul>	<p>Reference book</p> <p>Smart class</p> <p>Story of a migrating family or a family displaced by the construction of a dam or demolition of an urban slum.</p>	<p>Observation</p> <p>Activity method</p> <p>Experiment method</p> <p>Explanation</p> <p>Question and answer method</p>	<p>Group discussion.</p> <p>Explanation</p> <p>Expression</p> <p>.classification</p> <p>Experimentation</p> <p>cooperation</p>
<b>Chapter-19</b> A seed tell the Farmer's story	5	<p>Seed germination, root and shoot axis, baby plant, storage of food in the seed; seed dispersal</p> <p>About the agricultural activities. What the farmers use?</p>	<ul style="list-style-type: none"> <li>- I am a small seed.</li> <li>- When times changed.</li> <li>- More and more expenses.</li> <li>- What can you see?</li> </ul>	<p>Reference book</p> <p>Smart class</p> <p>Seeds, germinated seeds.</p>	<p>Observation</p> <p>Activity method</p> <p>Experiment method</p> <p>Explanation</p> <p>Question and answer method</p>	<p>Group discussion.</p> <p>Explanation</p> <p>Expression</p> <p>.classification</p> <p>Experimentation</p> <p>cooperation</p>

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<b>Chapter-20</b> <b>Whose forests?</b>	7	Tribal life; effects of deforestation; communities dependent on forest products e.g., 'pattals', bamboo products, etc. Information about tribal life, communities dependent on forest produce, effects of deforestation. Importance of forests in our life. Relationship between plants animals and trees. How they depend upon each other.	<ul style="list-style-type: none"> <li>- Daughter of the jungle.</li> <li>- Growing up.</li> <li>- Suryamani's journey.</li> <li>- To RANG.</li> <li>- Lottery for family in Mizoram.</li> <li>- Jhoom farming.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-21</b> <b>Like father like daughter</b>	7	Similar traits children share with the immediate family members. Discussion now focus on how some traits which are similar in distant relative in the extended family. Get idea that traits at birth from our parents. Certain things we learn from our environment.	<ul style="list-style-type: none"> <li>- Who is whose aunt?</li> <li>- How we are all related?</li> <li>- Is this a mirror.</li> <li>- This from the family.</li> <li>- Experiments with peas.</li> <li>- Some from the family some from the environment.</li> </ul>	Reference book Smart class	Observation Activity method Experiment method Explanation Question and answer method	Group discussion. Explanation Expression .classification Experimentation cooperation
<b>Chapter-22</b> <b>On the move again</b>	5	Issue related to borrowing money, loans, debts and agents. Also know about the different types of farming. Also get about why do people migrate from one place to another place.	<ul style="list-style-type: none"> <li>- Dhanu's village.</li> <li>- After Dussehra.</li> <li>- Class room discussion (movement).</li> <li>- Question and Answer.</li> </ul>	Reference book Smart class		Group discussion. Explanation Expression .classification Experimentation cooperation

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Subject- Computer					
Lesson No & Name	No of Period	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/ References	Pedagogy
<i>Chapter:1</i>  <b>Computer Fundamentals</b>	<b>Theory-12</b> <b>Practical-08</b>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>❖ Introduction to computer.</li> <li>❖ What is keyboard.</li> <li>❖ What is mouse.</li> <li>❖ Input device and output device.</li> <li>❖ Hardware and software.</li> <li>❖ All the generation of computer.</li> </ul> <b>Skills:</b> The teacher will keep the following skills in view: <ul style="list-style-type: none"> <li>❖ Thinking skills</li> <li>❖ Understanding Skill.</li> </ul>	Make it sure that the student learns the concepts given: <ul style="list-style-type: none"> <li>❖ In this chapter the student learn how to use keyboard mouse for input the data or pointing to any data in the computer.</li> </ul>	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use <b>Reference book:</b> Log on To computer Madhubun Publication	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning is the student learn the primary part of the computer..</li> </ul>
<i>Chapter:2</i>  <b>Microsoft paint</b>	<b>Theory-8</b> <b>Practical-06</b>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>❖ Introduction</li> <li>❖ What is paint and why we use paint</li> <li>❖ Two tab present in paint</li> <li>❖ Home</li> <li>❖ View</li> </ul> <b>Skills:</b> The teacher will keep the following skills in view: <ul style="list-style-type: none"> <li>❖ Thinking skills</li> <li>❖ Attentiveness</li> <li>❖ Listening Skills</li> </ul>	Make sure that the students learn Make sure that the students learn <ul style="list-style-type: none"> <li>❖ In this chapter the student learn how to draw different figure by using paint</li> </ul>	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use <b>Reference book:</b> Log on to computer Technology Madhubun Publication.	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning is how to draw good picture by using two tab present in paint.</li> </ul>
<i>Chapter:3</i> <b>Working with windows</b>	<b>Theory-11</b> <b>Practical-05</b>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>❖ Introduction to windows.</li> <li>❖ Working with mouse.</li> <li>❖ Opening and closing windows.</li> <li>❖ Basic components of GUI.</li> <li>❖ Window</li> <li>❖ Desktop.</li> <li>❖ Components of a window.</li> </ul>	<ul style="list-style-type: none"> <li>❖ In this chapter the student learn different concept of windows and Files.</li> <li>❖ How to use the Windows operating system and file explorer.</li> </ul>	In addition to general teaching tools like black board and chalk, etc, the teacher will use <b>Reference book:</b> Foundation of	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning is the student learn different concepts of file explorer and windows.</li> <li>❖ How to open a file and how to close a file.</li> </ul>

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		<ul style="list-style-type: none"> <li>❖ Minimize, restore down and close button.</li> <li>❖ Files and folders.</li> <li>❖ Windows explorer.</li> <li>❖ Opening a file.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>❖ Thinking skills</li> <li>❖ Understanding skill.</li> </ul>		information Technology Madhubun Publication	
<i>Chapter:4</i> <b>Microsoft word</b>	<b>Theory-05</b> <b>Practical-12</b>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction</li> <li>❖ Why we use Ms word</li> <li>❖ Different ta used in Ms word.</li> <li>❖ How to design a document by using some font name nad size.</li> <li>❖ Creating table and chart .</li> <li>❖ Uploading picture and screenshot.</li> </ul>	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> <li>❖ In this chapter the student get a basic idea that how they use the Microsoft word.</li> </ul>	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p><b>Reference book:</b> Logon to computer Madhubun Publication</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the student learn different tab present in ms word and their functionality</li> </ul>
<i>Chapter:5</i> <b>Microsoft Excel</b>	<b>Theory-08</b> <b>Practical-12</b>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction</li> <li>❖ Why we use Excel .</li> <li>❖ Different tab present in Microsoft excel.</li> <li>❖ How to perform different calculation.</li> </ul>	<ul style="list-style-type: none"> <li>❖ In this chapter the student learn how to use the excel and all the formula related to Microsoft excel.</li> </ul>	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p><b>Reference book:</b> Foundation of information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning the student has a curious ness to know the new thing.</li> </ul>

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

Subject-Physical Education					
Month	No of period	content	Activities and Objectives	Tools	Pedagogy
April & June	16 each class	Human body  Athletic  Game Drill/ Marching  Yoga Pranayama	<ul style="list-style-type: none"> <li>• Meaning of growth and development.</li> <li>• Body consciousness</li> <li>• Concept mental health and mental illness.</li> <li>• General awareness about physical maturation.</li> <li>• Running                             <ul style="list-style-type: none"> <li>• Carom&amp; Chase</li> <li>• Kabaddi</li> <li>• Mass PT- Table-1 &amp; 1 to 5 exercise.</li> <li>• Attention</li> <li>• Stand at easy</li> <li>• Dismiss</li> <li>• Padmasana</li> <li>• Badhapadamasana</li> <li>• Ardhakati</li> <li>• Chakrasana</li> <li>• Vastrika</li> <li>• Alulombilom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Chart</li> <li>○ Posture</li> <li>○ Models</li> <li>○ Height measuring equipment</li> <li>○ Weighing machine</li> <li>○ Whistle lime powder</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ Unpredictable &amp; worrisome middle school students will be able to come out of the confused state by understanding that.</li> <li>❖ Every individual has to pass through this phase in his/her life.</li> <li>❖ Hormones are responsible for the changes.</li> <li>❖ Changes are gradual.</li> <li>❖ Physical, mental and emotional development.</li> <li>❖ Development of running skill.</li> <li>❖ Mental development of young ones.</li> <li>❖ Neuromuscular coordination.</li> <li>❖ Development of body and mind co-ordination.</li> <li>❖ Mental development.</li> <li>❖ Development of reparatory system and breathing control.</li> <li>❖</li> </ul>

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July & August	16 each class	Physical fitness and sports skills Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> <li>• Concept of physical fitness</li> <li>• Learning of basic sports skill.</li> <li>• Fundamental skills of any two major games as per the ability of facilities.</li> <li>• Strength, endurance, flexibility.</li> <li>• Putting the short, sprint.</li> <li>• Kabaddi.</li> <li>• Kho-Kho.</li> <li>• Mass PT- Table-1</li> </ul> <p>6 to 10 exercise Left turn, Right turn, and about turn.</p> <ul style="list-style-type: none"> <li>• Parswakonasana</li> <li>• Trikonasana</li> <li>• Paribruta</li> <li>• Trikonasana</li> <li>• Meditation</li> <li>• Puraka</li> <li>• Rechaka</li> <li>• Kumbhaka</li> </ul>	<ul style="list-style-type: none"> <li>○ Chart</li> <li>○ Sports record making and breaking</li> <li>○ Playground</li> <li>○ Whistle</li> <li>○ Lime powder</li> <li>○ Gymnastic beams and benches, mattresses</li> <li>○ Lime powder.</li> <li>○ Clapper.</li> <li>○ Whistle</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ To achieve and maintain a level of physical fitness.</li> <li>❖ To develop spirit of sports manship.</li> <li>❖ To develop a firm, lean body, a strong heart, a slower heart rate, normal blood pressure muscle strength, muscle endurance and flexibility.</li> <li>❖ Throwing and running skill development.</li> <li>❖ Develop team spirit.</li> <li>❖ Development of physical ability.</li> <li>❖ Development of efficiency confidence, self-discipline.</li> <li>❖ Good posture.</li> <li>❖ Positive attitudes towards health.</li> <li>❖ Make the student understand the importance of Pranayama.</li> </ul>
Sept. & Octo.	12 each class	We and Environment Athletic Game Drill/Marching Yoga Sana	<ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Diseases</li> <li>• Pollution</li> <li>• Water management.</li> <li>• Jumping, Long jump, High jump, Triple jump.</li> <li>• Foot ball</li> <li>• Volley ball</li> </ul> <p>• Mass PT-Table-2 1 to 5, Kadamtal</p>	<ul style="list-style-type: none"> <li>○ Chart</li> <li>○ Models</li> <li>○ Plastic articles.</li> <li>○ Video clip.</li> <li>○ Whistle</li> <li>○ Take up board.</li> <li>○ Lime powder.</li> <li>○ Foot ball</li> <li>○ Volley ball</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children will be provided with toilet facilities that are environment friendly age &amp; need specific and children will also be trained for clean toilet habit.</li> <li>❖ To enhance environment conscious.</li> <li>❖ Learn use of water.</li> <li>❖ Develop jumping skill.</li> <li>❖ Participation in exercise schedules for improving different motor components, namely speed, strength, endurance flexibility and coordinative abilities.</li> <li>❖ Develop the skill of passing dribbling, smashing etc.</li> </ul>



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			<ul style="list-style-type: none"> <li>• Garudasana</li> <li>• Gomukhasana</li> <li>• Matsyasana</li> <li>• Ujayi (without kumhaka).</li> <li>• sabasana</li> </ul>		<ul style="list-style-type: none"> <li>❖ Develop team spirit.</li> <li>❖ Skill of agility, balance and coordination and speed.</li> <li>❖ For healthful living.</li> <li>❖ Flexibility.</li> <li>❖ Static contraction muscles.</li> <li>❖ Concentration.</li> </ul>
Nov.& Dec.	12 each class	Food & Nutrition Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> <li>• Purchasing consuming and preserving nutrition food</li> <li>• Preparing foods</li> <li>• Value of nutritive food.</li> <li>• Annual sports practises.</li> <li>• Jumping</li> <li>• Running</li> <li>• Throwing</li> <li>• Bad Minton</li> <li>• Rugby</li> <li>• Hand ball</li> <li>• Mass PT-Table-2</li> </ul> <p>6 to 10 exercises</p> <ul style="list-style-type: none"> <li>• March past</li> <li>• Alulom bilomm</li> <li>• Chin mudra</li> <li>• Gyanamudra</li> <li>• Salvasana</li> <li>• Yoganidra</li> <li>• Halasana</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>○ Posters</li> <li>○ Charts</li> <li>○ Cooking materials</li> <li>○ Whistle</li> <li>○ Clapper</li> <li>○ Discuss</li> <li>○ Javelin</li> <li>○ Short put</li> <li>○ Jumping bar</li> <li>○ Lime powder</li> <li>○ Ball</li> <li>○ Rackets</li> <li>○ Cocks</li> <li>○ Handball</li> <li>○ Whistle</li> <li>○ Drum</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ To make nutritive food available to students.</li> <li>❖ To make students know the nutritive value of what they are eating.</li> <li>❖ Students develop collaborative operative spirit by working as a team.</li> <li>❖ Development of running, jumping, throwing skills.</li> <li>❖ Individual sports ability development.</li> <li>❖ Showing individual performance</li> <li>❖ Development strength, judgement and decision making.</li> <li>❖ To aware the student about the rules of the game.</li> <li>❖ To play techniqueally.</li> <li>❖ Motor skill and rhythm.</li> <li>❖ Flexibility.</li> <li>❖ Spiritual development.</li> <li>❖ Positive thinking development.</li> </ul>
January & Feb	14 each class	Safety security Social health Athletics Game Drill/ Marching Yoga	<ul style="list-style-type: none"> <li>• Prevention and principle of safety.</li> <li>• Gender sensitivity.</li> <li>• Community health</li> <li>• Listening to other, solving problem, being confident, and caring for nature.</li> <li>• Running short run and long run.</li> <li>• Hand ball</li> <li>• Basket ball</li> </ul>	<ul style="list-style-type: none"> <li>○ Chart</li> <li>○ Posters</li> <li>○ Bandage</li> <li>○ Cotton</li> <li>○ Newspaper cuttings</li> <li>○ Clapper</li> <li>○ Whistles</li> <li>○ First Aids</li> <li>○ Net ball</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make the student aware about First Aid.</li> <li>❖ Sharing of work responsibility.</li> <li>❖ Aware about role of men and women.</li> <li>❖ Development of social responsibility.</li> <li>❖ Development leadership skill.</li> <li>❖ To achieve and maintain a level of</li> </ul>

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			<ul style="list-style-type: none"> <li>• Throw ball</li> <li>• Neuromuscular coordination.</li> <li>• Suryanamaskar</li> <li>• Mayurasana</li> <li>• Padmamayurasana</li> <li>• Pawanmuktasana</li> </ul>	<ul style="list-style-type: none"> <li>○ Drum Music</li> <li>○ Mattress</li> </ul>	<p>physical fitness.</p> <ul style="list-style-type: none"> <li>❖ Develop neuromuscular coordination n, which enables the player to make swift movements efficiently.</li> <li>❖ To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life.</li> <li>❖ To help children improve their neuromuscular coordination.</li> <li>❖ Through participation in a variety of physical activities in order to physical fitness.</li> <li>❖ To develop awareness of good posture so that one may strive to maintain a good posture.</li> </ul>
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# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-V)

Subject-Dance						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aýajùe Kùf	PEDAGOGY ùgâYú Kle Kù~ðýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^ù
1. K[K ^éZý	ZýcòK - 4	@^ýù^ý ]cð ij RWòZ ejòau	\\òY bùeZe ùag _eò_ùVú	IWògú ^éZý ajòe aýajùe ùfLòKù Wù gâucZú aòlèyZp Kêcùeù ùPú÷]ieù	_òfùcù^ue Kkù Uùue K[K ^éZýe C_ò³ò aòhdùe ùfLò ò@ùMfù _òfùcù^ LùZùe ùfLòuf	K[K ^éZýe C_ò³òe cêLÉ _ùAñ @byúieZ ejòauKê KêjùMfù
2. bùeZ^ùUýcp		@^ý ùlge ùlâlùíù ^éZýe iòmù RúYòau	Zùcòfp^ùWêe ùlaùùlaù aòhdùe gòlù	IWògú ^éZý ajòe aýajùe ij ^éZý _eòPd ajòe aýajùe	bùeZ^ùUýcp ^éZýe iòmù ij ^éZý _eòPd Z[ùcòK gòlù ò@ùMfù	ùfLù ~ùA[òau Z[ùcòK _âgÜ C³ee @byúi
3. aUê ^éZý		IWògùe gùÉúdZù cífýùau]ùe RWòZ ejòau	_êeùZ^ gùÈe HZòZp bwú l @_ieù ^éZýe RWòZ [òau	bwú ^éZýe PòZâ_U Zùk aùWòe _àùdùM	_òfùcù^ue Zùk l ùaùf \ùeù ^éZýbwúe gòlù ò@ùMfù	gòlù ò@ù~ùA[òau ^éZýwúe @byúi
4. @bò^de _âKùeù\		@^ýe K[ù l Kù~ðýe ^Kk Keòau	eùM, ùKâù], iêle iaêe Zù_ò~ðý RúYòau	bùeZùd ^éZýKkù ajòe aýajùe ùfLK:-]òue!â ^ù[ _...^ùdK	iwúZe @[òue bùaeiùcòK iùjù~ýue ^éZýe gòlù ò@ùMfù	@bò^dUòe cjZß ij @wbwúe @byúi
5. Zùke gòlù	KàòdùcòK - 8	icde ilê_ù~ùM l Kù~ðýeZùe iekZù	Zùk~êq ^éZý _eò icdù^êa³òðZù RúA^	LùZù, Kfc l ^éZýe ZùkcYðke aùYúe CKêU	_òfùcù^ue Kùk Uùue Spù Zùke_ð³òð _eòPd ij ùVKùe ùfLù	Zùke jÉ \ùeù _âKùg ij ùcù÷LòK aù³òue @byúi
6. ì Zùke mù^		iòmùZùe Zùke ZùeZcy	Q'icd MZùue Zùka; RúA^ MV^	LùZù, Kfc l Zùke ùfLù _ùAñ iwúZ gùÈ _eòPd ajòe aýajùe	ì Zùke _eòPd ij Zùk cù^ue ùVKù ùfLùMfù	Zùke ùfLù @byúi
7. ^éZýe bò^ÜZù		ùblù ùble ZùeZcy	_âùb\ l Zùe icùc^Zùe gòlù	LWò, Kkù_Uù, WÀe l ^éZýe ajòe aýajùe	Kkù_Uùue ^éZýe bò^ÜZùe _âgÜ C³e Kù~ðýeZ l gòlù	_âgÜ C³ee @byúi
8. cêlàue aò^òù~ùM		bùa _âKùg	@ùleòK @[òe jÉ _àùdùM	ajò,LùZù l ^òR geúee jÉe aýajùe	cêlàue aýajùee gòlù 10 iò~êq @iò~êqe gòlù	gòlù ò@ù~ùA[òau cêlàue @byúi

## Subject-Music

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

LESSION NO. & NAME ^`e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. iwúZ, ]ß^ú, ^ûZ[ûUp AZýûlòe aYâð^û	ZlýcòK - 4	^ûl aû g±e iûcûRòK _âbûa	_lú eûaòaûe g±e ]ß^ú, _[eùe Wûk aûRòaûe g± AZýûlò	iwúZ gûÈ _eòPd ajò l K_ò	Z[ýûcòK _êÉK _V^ GK fòL^	_ûVýKâce @býûi
2. ÊecûkòKû, fIY RúZ, fd aòk'òZ cæ lîZ Gjûe a%òð^û		iwúZe Pk^ _âKâòdû	_âZò cìjì³ðùe Kû~ðýûakúùe Zùkùck	iwúZ gûÈ _eòPd ajò l K_ò	Z[ýûcòK _âgÛ l C³e	_ìað _ûVýKâce @býûi
3. eûM iwúZ gòlû		eûM _eòùahY icdùe _âKéZòe légy	iwúZ i-cZû	jûeùcû^òdcp	eûM _eòPd ÊeaòÉûe MúZ ^òà§ @ûkû_ MúZe _âKûe Mûd^ l Zû^p	_ûVýKâce @býûi
4. ^òjûðeòZ Zûke mû^		Zûk \ßûeû MúZe Pk^ _âKòâdû	Zûk _~ðýûdùe icZû \gðúKeY	jûZ \ßûeû Zûk _KûAaû	Zûk _eòPd l ùaûf icêj @býûi	@býûi
5. iû]ûeYûe ieMcp MúZ	KâòdûcòK - 8	MúZe Pk^ Gaõ Êe \ßde ic^ßdZû	iwúZùe KYxe léXúKeY Gaõ iêfkòZ Êe icìj	jûeùcû^òdcp	ieMcp MúZ Zûkò _KûA gòlû	_ìað _ûVýKâce @býûi
6. RYûY aû bqò iwúZ		iûcûRòK l PZ^û aû cû^iòK gû«ò	@ûµûcòòKZû iéÁò	jûeùcû^òdcp	bR^ Mûd^ Zûk _KûA Mûd^	_ûVýKâce @býûi
7. ùlgbqò iwúZ l		Cû^aòKZûe cìfýùau] l	_âûù\gòK bûhû _âZò @^êeq	jûeùcû^òdcp	ùMûÁú iwúZ @býûi	@býûi

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

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Subject-Tabla						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^û
1. Zûk, fde _âKâòdû	ZlýcòK - 4	Zûk cæeê icû^Zûe áyájue	MûYòZòK iòLýûe cû^lŠ	Kkû_Uû, PKp, WÁe áyájue	M!â cæ léZe gòlû	@býûi
2. Zafû @w PòjÛû		jò!èiUû^ú aûlýKê RûYòau	aûlýe ~ZÜ	aûdûñ Zafû	Zafû \ßûeû _òfû cû^ue @w PòjÛûA lò@ûMfû	@býûi
3. g± _âKeY		g±e iéÁò	@wêkú Pûk^û	aûdûñ Zafûue @wêkú Pûk^û	ùKCñ @wêkòeê _ì%òð g± iéÁò ùja Zûjûe gòlû	@býûi
4. Kjeaû Zûke KâòdûcòK		ùfûK iwúZ l bR^ RYûY	bMaZp CùYgyùe Pò^pZ^p	aûdûñ Zafû	Kjeaû Zûke _ì%òð _eòPde gòlû	Zûke @býûi
5. Neû^û	KâòdûcòK - 8	_âûPú^ Kûke iòÄéZò RûYòau	iwúZùe áyájue	Zûk aòù^û\ ajòe áyájue	Neû^ûe iòlò~ AZòjûi	@býûi
6. N^aûlýe PòjÛ		iòKòZð^ùe cìkc^ú ]ß^ú	N^aûlýe áyájue	Mò^ò l N^òe áyájue	N^aûlýe Q! _âKâòdûe gòlû	@býûi
7. \û!eû		jò!èiUû^ú Zûke gòlû	_âûPú^ ~êMe aûlý ~^e gòlû	aûdûñ Zafû	\û!eû Zûke _ì%òð _eòPde gòlû	@býûi

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

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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
<b>Chapter-1</b> Free hand drawing & Sketching	Theory=2 Practical=6	a. Basic concept about the free hand sketching.	a. They are doing the different types of free hand sketching.	a. Drawing paper, plastic colour, colour sketch pen, pencil, eraser.	a. Students will learn the different types of free drawing sketching b. Ask the questions What is free hand drawing?	a. Given projects to the free hand sketching. b. Different drawing.

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

<b><u>Chapter-1</u></b> Village scenery Y Evening scenery	Theory=7 Practical=10	a. Basic concept about the different types of scenery.	a. They are doing the different scenery.	a. Drawing paper, plastic cryons colour, black sketch pen, pencil, eraser.	a. Students will learn the different types of Scenery. b. Ask some questions 1. What is the Scenery? 2. Which colour evening scenery?	a. They are doing the different types scenery.
<b><u>Chapter-3</u></b> Animal step by step	Practical=10	a. Basic concept about the animal sketch & animal steps.	a. Children are got idea how to the animal pictures different category.	a. Drawing copy, colour sketch pen, black bonel, cjalk, pencilpaper, plastic colour, colour sketch pen, pencil, eraser.	a. Students will learn the different category animals. b. Ask some questions 1. A Cat picture which shape using.	a. They are doing different animal drawing. b. Animal with scenery.
<b><u>Chapter-4</u></b> Forest Scenery	Practical=10	a. Basic concept about the Forest scenery.	a. Children are got idea how to the forest scenery.	a. Copy, colour pencil, plastic cryone colour chalk, black bond.	a. Students will learn the different types of forest scenery.	a. Children are doing the project different types of forest scenery.
<b><u>Chapter-5</u></b> Human face front & side		a. Basic concept about the human face both side.	a. They are doing the face drawing different process.	a. Copy, pencil, black bond chalk, plastic cryons colour, black sketch pen.	a. Students will learn the human face front, back side. b. developing the face drawing.	a. Given the projects different process of face drawing.

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

<b>Chapter-6</b> Free hand drawing & Sketching	Theory=4 Practical=8	a. Basic concept about the paper mask making. b. Mask cutting. c. Mask colouring.	a. They are doing mask making using paper. b. They have got idea different types of doing paper mask.	a. Colour/white dracing sheet water colour brush, oil pastel colour, plastic cryons colour pencil.	a. Devloping the different types of mask idea. b. Ask the questions. 1. How to do paper mask?	a. They are doing the paper mask different types. b. All the ptoject display on class room.
<b>Chapter-7</b> Paper Flower	Theory=2 Practical=12	a. Basic concept about the making paper flower. b. Different colour paper. c. Different types of flower cutting.	a. They are doing the paper flower cutting & making. b. They have got idea decorate to any places.	a. Colour paper, sissior, cutter, gum stick bud were green cellotape, black cellotape.	a. Devloping the different types of paper flower making. b. Do you know Rose flower which types cutting.	a. Given the projects showing at exhibition.
<b>Chapter-8</b> Wall hanging	Practical=16	a. Student will develop knowledge about the wall hanging. b. Different types of decorative wall hanging. c. Using waste materials.	a. They are doing the wall hanging. b. They learning How to use waste material. c. Decorate to wall hanging they are got idea.	a. Paper, colour, gum old, copy cover page, fevicol, chumuki, old news paper, thrud.	a. Devloping the different types of wall hanging. b. Students will learn the different types wall hanging.	a. They are doing different wall hanging. b. Wall decorated. c. They are doing the project.