HOW-TO GUIDE

A Guide to Applying Teacher-Led Innovation in Grade Four

LEARNING THROUGH MODELLING

JULY 2026

01 Implementation Principles

This guide is based on the scientific idea that Grade 4 students understand concepts better by using their hands.

Evidence: Arifa (a Grade 4 student) said that oral teaching is not clear for her but drawing and making charts help her understand better.

Inclusion: For a student with a disability, activities use larger models (for example, working with bigger cardboard pieces) so movement challenges do not stop learning.

Alignment: The activities match the Grade 4 curriculum, such as plants in biology, fractions in math, and sentence-making in language.

Students build a model together using local materials.

02 Detailed Teaching Activities

Language Section

- Students can pronounce words correctly.
- Students can write a simple letter.
- Students can recognize letters and read and write words.
- Students can read and write sentences, paragraphs, and texts.
- Students can talk, read, and write short stories and moral lessons.
- Students can show the meaning of a sentence through drawing.

Science Section

- Students can understand concepts like the water cycle, body systems, and chemical reactions by making models.
- Students can name and write the functions of the five human senses.
- Students can name the parts of a plant and write their functions.
- Students can observe and write about the effects of heat on objects.

02 Detailed Teaching Activities continued

Math Section

- Students can make geometric models using charts and shapes.
- Students can correctly use math tools like rulers and protractors.
- Students can solve math problems using local materials such as stones, beans, and chickpeas.
- Students can make geometric shapes like squares, triangles, and rectangles using local materials.
- Students can show fractions using shapes.

Social Skills Section

- Students will improve daily life skills and learn self-care, communication, teamwork, and respect for others.
- Students will develop decision-making and creativity skills and can prepare learning materials independently.
- Students will gain confidence and be able to express their ideas clearly with teachers, classmates, and others.

This plan is designed in a way that other teachers can easily learn from the models displayed in school corridors.

04 Teacher Management and Capacity Building

Peer learning: Experienced teachers help new teachers by giving advice on how to make teaching models.

Shared experience: A monthly teachers learning cercles (TLC) meeting is held where teachers and students present their successful models to others.

Supportive supervision: The school administration and partner staff do not act as inspectors, but as technical supporters who help teachers and students prepare local materials.

Models are prepared with low-cost, locally available materials.

05 Impact Evaluation and Sustainability

Quantitative evaluation: Comparing the exam results of students who learned with modeling and those who learned with traditional methods.

Qualitative evaluation: Observing students' confidence and interest when they explain their models to the school staff and parents in monthly meetings.

Sustainability: Since the models are made with low-cost and local materials, this method reduces the school's financial needs in the future.

Assessment results are recorded and compared across the school year.

Recommendation for Teachers

Allow your classroom to be filled with materials, resources, colorful posters, and learning models. Real learning happens through these simple materials and colors. Every model made is a step toward helping students become independent speakers.