HOW-TO GUIDE

A Guide to Applying Teacher-Led Innovation in Grade Four

PRACTICAL LEARNING

JULY 2026

01 Implementation Principles (Based on Evidence and Inclusion)

This plan is a direct response to the challenges of traditional and oral teaching methods, which caused frustration and weak understanding of basic concepts.

Scientific evidence: Interviews with marginalized students showed that learning is more effective when it relates to practical activities and storytelling.

Inclusion: The activities are designed in a way that students who are less confident can take important roles and participate actively.

Alignment: The content of this plan fully matches the Grade 4 curriculum in Language, Math, and Science.

02 Detailed Instruction of Teaching Activities (Teacher Guide)

A) Strengthening Language and Literacy

The school design team is proud that, based on the Human-Centered Design process and its eight steps, it successfully found, at the problem identification stage and together with the initial assessment results from the HCD process, that Grade 4 students have problems in subjects (language, math, science, and non-academic areas) in topics such as spelling words, joining words, reading text fluently, expressing opinions, understanding content, writing text (letters), number sequence, geometry and measurement, understanding area and perimeter of shapes, comparison questions of numbers with words, science problems, and art and culture.

The school design team identified the reasons for this situation as the transfer of professional teachers to other schools due to completion of their teaching period, not using teaching materials as a habit, lack of technical training and modern teaching methods, low responsibility of teachers, lack of proper understanding of how to use teaching materials in the teaching process, and students' mental stress due to early and untimely graduation (Grade 6).

To solve some of these problems, we have considered the following useful learning activities in Dari, Math, Science, and non-academic sections:

02 Detailed Instruction continued

1. Comprehensive Literacy Learning Outcomes

- **Guessing letters/words:** Usually, to increase the excitement of the game, the number of guesses is limited. The group that reaches the correct answer faster and with fewer guesses wins. This game helps develop describing skills, listening, focus, teamwork, and logical thinking. Students are shown a picture of a fruit, animal, or other objects, and they are asked to say which letter the word starts with. For example, students say (S) for apple or (D) for tree. This improves recognition of letter sounds and word syllables.

- **Look, cover, write, and check again:** To help children learn spelling of new words, this method is very useful. In this method, the student is asked to:
  - Look at the word
  - Cover the word
  - Write the word (without looking)
  - Check again if the spelling is correct

  When the child checks their writing, they should be given the chance to do it themselves. This means the teacher should not do it for them.

  If they make a mistake, in many cases they will notice it themselves. If not, the word is shown again. Children continue writing the word until they feel confident.

  If the word is long, it is divided into parts (syllables), and the child writes each part step by step, using the same method of covering and writing.

02 Detailed Instruction continued

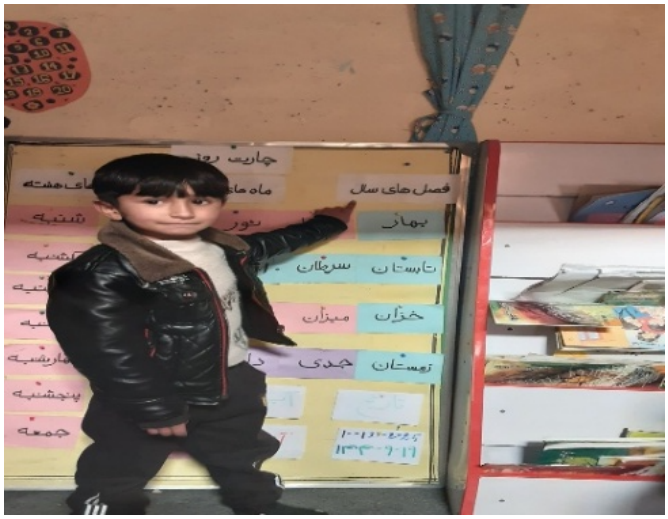
- **Deceptive dictionary game:** The deceptive dictionary game is one of the challenging classroom games that makes students think about the meaning of words. This game is very good for developing students' thinking.

  In this activity, we need paper, a pen, and a list of words.

  In this game, a word is chosen that none of the students have heard before, and a picture of the word is shown to the students. All students are asked to write a definition on their paper. Then the papers are collected, and each definition is read one by one. At this time, all students are asked to think about the definitions and vote for them. The number of votes for each definition is recorded, and the definition with the most votes is announced as the winner.

- **Chain spelling game:**

  The chain spelling game also works with creative words and is a bit more challenging than the deceptive dictionary game. In this game, a word is first written on the board by the teacher or a student. The next student must create a new word using the last three or four letters of the previous work. This continues until a student cannot make a new word and leaves the chain. Example: Book – Look – Keeper – Person



02 Detailed Instruction continued

- **Sentence breaking and combining in groups:** Students work in groups of two to five. The teacher gives one sentence to each group. Students break it into words and practice syllables of each word, sounds of letters, sentence order, and reading from right to left and left to right. Each member of the group practices these skills.

Math Learning Outcomes Area:

- **Thinking movement:** A simple thinking game that only needs cardboard and scissors. Draw different shapes like circle, oval, triangle, etc. on the cardboard and cut them out. Then place the cut shapes randomly and ask students to put each shape back in its correct place. This game improves creativity and math intelligence.

- **Understanding math and geometry using shapes and materials:** In this activity, students use materials to make squares, polygons, measure them, find their perimeter, and compare them using peg boards. This helps students understand math problems.

- **Teaching basic operations:** In this activity, addition and subtraction are taught practically using materials. Measurement units are also practiced. Math is connected to daily life through examples. This activity improves students' problem-solving skills.

- **Model lessons:** In this activity, a member of the education development team prepares and presents some math lessons practically using teaching materials. Teachers then follow and apply these methods in their own teaching.

02 Detailed Instruction continued

2. Comprehensive Science Learning Outcomes:

- **Doing experiments in science subject:** In this activity, students are taken to the green area of the school, and the lesson is carried out practically using materials. For example, in a plant, the main root, secondary roots, stem, branches, and their functions are done in practice. Also, topics like heat, evaporation, volume, dirt, pressure, force, and chemical and physical changes are done practically.

3. Comprehensive Non-Academic Learning Outcomes:

- **Poets of our community:** In this activity, students go to the school resource center and collect a list of poets from their district, along with samples of their poems and biographies, with the help of the resource person and the Dari teacher. Then, during Cultural Day (held once a month), they present this information in turn. They also identify and introduce historical and cultural places such as shrines and recreational areas.

- **Green activities and climate change:** In this activity, environmental and climate change videos are shown to students so they can understand the importance and protection of a healthy environment. They also learn their own role and responsibility in protecting the environment and greenery and explain in class the actions they and their community have taken for environmental protection.

05 Management, Sustainability, and Capacity Building

Teacher-centered: Teachers in the school build their capacity through model lessons that are presented twice a month by academic members.

Role of parents: Monthly meetings are held to prevent student absenteeism and reduce feelings of discouragement about the future.

Sustainability: Using local (no-cost) materials and teaching methods that do not depend on complex tools ensure the continuity of the plan.

06 Measuring Results and Recognizing Innovators

Measuring success: Through group competitions, displaying handcrafts, and evaluating changes in how marginalized students express their opinions.

Recognition: In the month of Hoot, an event called an educational exhibition is held, and teachers and students with the best innovations are appreciated.