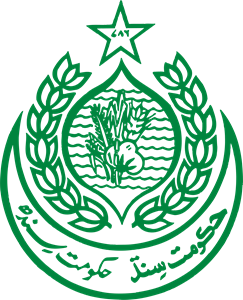
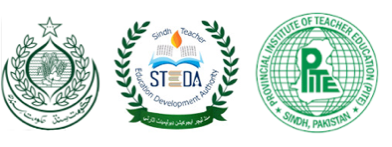
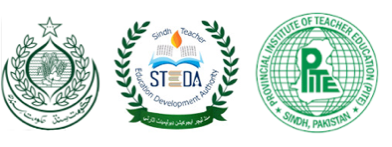
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**Government of**

**Sindh**

**Framework of Content-Based Modules**

Sindh Technical Assistance – Development through

Enhanced Education Programme

(STA-DEEP)

# 

**Introduction and Rationale for the Framework of Content Based Modules**

With funding from the European Union along with technical support of UNICEF, the Sindh Technical Assistance for Development through Enhanced Education Programme (STA DEEP) aims to provide the Sindh School Education & Literacy Department (SELD) with technical assistance to help it build a more responsive education system that can provide access to quality education in Sindh. One of the major initiatives is to update and implement the Continuous Professional Development (CPD) program. This initiative sought to bridge the gap in educational methods, providing technical support to SELD in developing a comprehensive 'Continuous Professional Development Plan' (CPD) for teachers. In 2022, a groundbreaking teacher training program has been launched with six learning cycles, shifting the teaching paradigm from lecture-based to student-centred learning. This in-service teacher training aimed to build the capacity of school teachers across 14 districts in Sindh province. A total of 20 cluster schools have been identified as a pilot for the implementation. STA-DEEP is implementing the CPD plan in partnership with the Provincial Institute for Teachers Education (PITE), IBA Sukkur and Aga Khan University – Institute of Education Development (AKU-IED).

During the first phase, the CPD program focused on improving teachers' pedagogical skills. Therefore, pedagogical content was used for six learning cycles. The content included facilitating teaching and learning; motivating and engaging students; learning and acquisition; active learning strategies; feedback and assessment; and lesson planning. Teachers learnt and practiced these concepts in their classes during the implementation phase.

In the second phase, the government stakeholders have focused on improving teachers' content knowledge in 5 subjects, including English, Mathematics, Science, Sindhi, and Urdu. Based on different field studies and subject expert opinions, various topics were identified for the Content-Based Learning Cycles (CBLC). UNICEF with the support of subject experts from STEDA, PITE, IBA, and AKU-IED developed ten content-based learning cycles. These cycles will help teachers improve their content knowledge and clear their misconceptions. These cycles will also teach them the pedagogical skills to teach this content actively in their classrooms, resulting in improved student performance in relevant subjects.

**Our Philosophy**

UNICEF recognizes the idea that play-based and active learning approaches can transform educational experiences for children and strengthen their learning. Based on this philosophy, 10 pedagogical content-based learning cycles have been developed. This collaborative effort is filled with exercises and activities, to foster child-friendly methods and lesson plans for the prescribed syllabus. A teacher's role is crucial in attaining this goal. Teaching approaches should include lesson planning, selecting and applying sets of advanced and up-to-date teaching methods, classroom management and student assessment. Most importantly, a teacher needs to ensure there is student-centered learning. This includes student participation, interaction and sharing ideas through group work and presentations.

**Aim**

The innovative CPD modules introduce guide teachers, who were trained and recruited to mentor teachers in their own and neighboring cell Hub and Feeder schools. These guide teachers observe teachers and ensure modern teaching practices are implemented with daily follow-ups and feedback.

This booklet summarizes ten content-based learning cycles to help education officials, instructors (guide teachers and other teachers) understand the objectives, and strategies used in a learning cycle pertinent to every subject.

# **Acknowledgement**

The content-based learning modules for Mathematics, Science, English, Sindhi and Urdu were developed by IBA Sukkur University and Aga Khan University - Institute for Educational Development under the direction of the Provincial Institute of Teacher Education (PITE). It was supported by UNICEF in the scope of the Sindh Technical Assistance Development through Enhanced Education Program (STA-DEEP), funded by the European Union.

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**Learning Cycles - Mathematics**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mathematics Learning Cycle 1 - Developing Number Sense | | | | | | | | |
| Skills | | **Learning Outcomes** | | **Topics** | **Activities** | | **Resources** | |
| * Counting * Computing * Representing and modelling multiplication and division situations * Pattern seeking | | * recognize the attributes of a numerically able child and discuss how students develop their number sense * use concrete material to represent base 10 numbers and carry out addition and subtraction using those materials * explore multiples and factors through patterns * unpack meanings of multiplication and division and develop different representations and models of multiplication and division * connect the ideas discussed in the session with the textbook contents on numbers integrating the ideas discussed in the session. | | * Place Value * Base 10 Numbers * Addition * Subtraction * Multiplication * Division * Multiples and Factors | * Welcome and Introduction * Setting Ground Rules using the idea of bar graphs/charts * Group discussion on attributes of a Numerically powerful child * Group discussion on the importance of using manipulatives in teaching place value * Using different models to represent multiplication and division * Exploring factors and multiples | | * White Board * Markers * Multimedia * PowerPoint presentations * Sticky Notes * Plastic cups; straws; beads (any other relevant material available in the context) * Paper slips; glue * Textbooks from Grades 1 to 5 (4 sets) * Handout 1: Guidelines for Facilitators’ Input * Handout 2- Principles of Counting * Handout 3: List of Resources for Place Value * Handout 4: Guidelines for Facilitator’s Input on Place Value System * Handout 5: Representations and Model of Multiplication * Handout 6a: Guidelines for Facilitators’ Input Representations Model of Division * Handout 6b: Task Sheet on Model of Division | |
| Mathematics Learning Cycle 2 - Fractions | | | | | | | | |
| Skills | | **Learning Outcomes** | | **Topics** | **Activities** | | **Resources** | |
| * Representing Fractions using diagrams and available concrete material * Representing fractions using   + number line   + Area model   + Set model * Arranging Fractions in ascending and descending order using the Number Line * Developing concrete material | | * highlight common misconceptions associated with teaching and learning of fractions and discuss ways to address them * illustrate three models of fractions with concrete, pictorial and abstract (CPA) approaches * order fractions based on their sizes and seek the relationship between two fractions * develop different   interpretations of fractions (part-whole and part-part relationship, fraction as measure)   * develop material for teaching fractions and discuss their pros and cons * connect the ideas discussed in the session with the textbook contents on fractions | | * Fractions * Understanding fraction as a:   + Measure   + Quotient   + Operator   + Ratio * Ordering and comparing fractions * Addition of Mixed Fractions | * Welcome and Warm-up * Discussion on common Misconception in fractions * Visualizing different types of fractions through drawing and concrete materials * Represent fractions using the number line, area model and set model. * Developing concrete material for teaching fractions * Integration of ideas discussed in the session with the content of the textbooks | | * A-4 sheets * Beads * Card sheets; 4 pairs of scissors; glue; Flash cards; Old newspaper, recycled papers; circular disc (cake plate; or plastic plate); * Handout 1 - Representations of fraction numbers on chits. * Handout 2: Handout on Misconceptions * Handout 3: Guidelines for Facilitator’s Input on Models of Fractions * Handout 4: Think-Pair-Share * Handout 5: Understanding Fraction * Handout 6: Guideline for the facilitator * Handout 7: Mixed Fractions * Handout 8: Information about Exit Ticket * Handout 9: Exit Ticket form * Textbooks from Grades 1 to 5 (4 sets) | |
| Mathematics Learning Cycle 3 – Decimal and Percentage | | | | | | | | |
| Skills | | **Learning Outcomes** | | **Topics** | **Activities** | | **Resources** | |
| * Representing Decimal through Place Value grid * Carrying out four operations on decimals using visual models * Developing low-cost material for teaching decimal fractions | | * explore the relationship between fractions and decimals; * discuss the use of concrete material to represent the place value of decimals. * unpack the meaning of four operations on decimals and develop their representations; * discuss percentages and connect them with fractions and decimals; * connect the ideas discussed in the session with the textbook contents on decimals. | | * Decimal Fractions * Four operations on decimals using models * Percentages | * Welcome and Warm-up * Identification of Decimal fractions * Visualizing Decimal through Place Value grid * Visualization of four operations on decimals using models * Percentages in relation to decimals and fractions * Integration of the ideas discussed in the session with the content of the textbooks | | * Grid papers and colored pencils (blue and black) * Pair of Scissors one for each pair * Handout 1 * Cut Outs from Handout 1 * Handout 2 * Handout 3: Introducing Place Value * Handout 4: Facilitator’s input * Handout 5 * Pictures of Base 10 blocks * Picture of 10x10 colored grid * Textbooks from Grades 4 and 5 (4 sets) | |
| Mathematics Learning Cycle 4- Ratio and Proportion | | | | | | | | |
| Skills | | **Learning Outcomes** | | **Topics** | **Activities** | | **Resources** | |
| Comparing quantities using multiple ways | | * compare quantities using additive and multiplicative relationships; * compare the quantities using part-part and part-whole relationships. * make connections between the concept of percentage and ratio; * explore the use of ratio and proportion in daily life; * solve problems involving ratio and proportion and design teaching strategies. | | * Multiplicative comparison * Ratios in relation to fractions * Scaling up ratios * Ratio comparison using * part-part and part-whole relation * problem-solving | * Welcome and Warm-up * Ratio as multiplicative comparison * Scaling up the ratios * Identifying proportional or non-proportional situations * Using Proportions to Solve Percentages * Integration of the learning in the session with Textbook content | | * Chart papers * Handout 1 * Handout 2 * Handout 3 * STB Textbooks Grades 6, 7 and 8 | |
| Mathematics Learning Cycle 5 – Introduction to Algebra | | | | | | | | |
| Skills | | **Learning Outcomes** | | **Topics** | **Activities** | | **Resources** | |
| * Differentiate b/w operations and integers * Represent multiplication of integers through pattern-seeking * Carrying out subtraction of integers using additive inverse * Pattern seeking and generalization of patterns * Differentiate the components of generalized expressions | | * explore the use of positive and negative numbers in mathematics; * transform verbal expressions into mathematical expressions and vice versa; * create scenarios where integers are used * carry out arithmetic operations on integers * generate number patterns and write generalized (algebraic) expressions for them * identify different components of the generalized (algebraic) expressions. | | * Integers as a type of number * Number line * Additive inverse * Four operations on integers * Establishing algebraic expressions | * Welcome and warm up * Creating Scenarios with negative and positive numbers * Exploration of the rules of adding and subtracting integers * Exploring multiplication of integers through pattern-seeking * Using pictures for number representations * Understanding the variable * Function machine | | * Drawing of the number line from -13 to 13 on a large piece of paper; * a counter; * a1-6 dice * Sheet of paper with chits on which mathematical expressions are written * A pile of 20 black and White buttons for each pair * Handout -2a for facilitators * Handout- 2b for the teachers * Handout-3 * Handout-4 * Handout-5 * Handout-6 * Class 6 Sindh Textbook Board | |
| Mathematics Learning Cycle 6 – Algebraic Identities | | | | | | | | |
| Skills | **Learning Outcomes** | | **Topics** | | | **Activities** | | **Resources** |
| * Representing algebraic identities through area model * Pattern seeking and generalization of algebraic identities * Evaluating mathematical expressions using algebraic identities | * Revisit distributive property of multiplication over addition and extend it from numbers to variables * Exploring algebraic identities through pattern-seeking; area model and algebraic manipulation * Evaluate different mathematical expressions using algebraic identities. | | * Distributive property of multiplication over addition * Verification of algebraic identities * Exploring identities using area model and pattern-seeking | | | * Welcome and warm up * Generating product table * Visualizing and verifying algebraic identities through * area model * patter-seeking * Integration of the learning in the session with Textbook content | | * Handout 1 * Handout 2 * A piece of cardboard * A sheet of white paper * A sheet of glazed paper * A pair of scissors * A geometry box * Square grid papers * Calculators * STB Textbooks Class 6 (6 sets) |
| Mathematics Learning Cycle 7 - Angle and its Constructions | | | | | | | | |
| Skills | **Learning Outcomes** | | **Topics** | | | **Activities** | | **Resources** |
| * Classifying angles * Angle making through paper folding * Making protractors using papers * Measuring given angles * Draw angles of given measures | * Revisit their existing understanding of angles * Classifying angles according to their measure * Construct and measure different sized angles using informal and formal ways * Identifying examples of angles in the environment | | * Angle visualization * Classification of angles * Measuring angles * Making angles * Real-life application | | | * Welcome and warm up * Visualizing angles using a clock as a resource * Making angles through paper folding * Making Protractor using sheet /paper * Making a working model of angle * Integration of the learning in the session with Textbook content | | * Handout 1 * Handout 2 * Handout 3 * Handout 4 * Handout 5 * Handout 6 * Handout 7 * Handout 8 * Protractor * Scale * Pencil * Eraser * STB Textbooks Class 1 to 5 (4 sets) |
| Mathematics Learning Cycle 8 - Measurements (Basic Concepts and Area and Perimeter) | | | | | | | | |
| Skills | **Learning Outcomes** | | **Topics** | | | **Activities** | | **Resources** |
| * Estimating area and perimeter of two-dimensional shapes * Calculating area and perimeter of two-dimensional shapes | * Form reasonable measurement prediction * Explain concept of area * Find ways to find area of different shapes (rectangle, triangle, parallelogram, and irregular shapes). | | * Area and perimeter of rectangles, triangles, parallelograms, and irregular shapes | | | * Introduction and warm-up * Quiz * Story Problem Episode-1 * Story Problem Episode-2 * Story Problem “Framing a picture” * Game on area and perimeter * Alignment with textbooks | | * Handout 1 * Handout 2 * Handout 3 * Handout 4 * Handout 5 * Handout 6 * Handout 7 * Handout 8 * Handout 9 * Handout 10 * Handout 11 * Handout 12 * Handout 13 * Handout 14 * Handout 15 * Handout 16 * Handout 17 * Square grid papers |
| Mathematics Learning Cycle 9 – Three Dimensional Shapes | | | | | | | | |
| Skills | **Learning Outcomes** | | **Topics** | | | **Activities** | | **Resources** |
| * Classifying three-dimensional solids * Demonstrate relationship between volume and base area of three-dimensional solids * Calculate volume and surface area of three-dimensional shapes * Problem-solving | * Classify three-dimensional shapes with respect to their faces, edges and vertices * Explore the relationship between volume of three-dimensional shapes and their base areas * Find surface area and volume of three-dimensional shapes (Cube, Cuboid, Cylinder, Cone) * Solve real-life problems involving Surface Area and Volume of three-dimensional shapes (Cube, Cuboid, Cylinder, Cone) * Connect the ideas discussed in the session with the textbook contents on surface area and volume of three-dimensional shapes. | | * Net formation of three-dimensional solids * Connecting volume and base areas of three-dimensional shapes * Problem-solving | | | * Introduction and warm-up * Resource development * Calculate volume and surface area of given solids * Cube * Cylinder * Cone * Textbook alignment | | * Handout 1 * Handout 2 * Handout 3 * Handout 4 * Handout 5 * Handout 6 * Textbooks from Grade 1 to 5 (4 sets) * Colored card paper A4 size, * Glue sticks, ruler, scissors * A4 size papers * Paper tape, * rice/sand/beans/sugar |
| Mathematics Learning Cycle 10 – Data Handling | | | | | | | | |
| Skills | **Learning Outcomes** | | **Topics** | | | **Activities** | | **Resources** |
| * Demonstrate data handling cycle | * Explain the process of information handling (Cycle) * Draft a question related to information handling * Develop a plan to collect targeted data * Organize, Present the data (tabulate, tally mark, categorize) * Process data (prepare bar graph, pie chart, line graph) * Analyze the data (infer the results, trends, uses, and choices) * Develop an activity plan (to be used in the classroom) based on active teaching and learning strategies for information handling | | * Cycles of information handling * Sources of data * Data analysis | | | * Introduction and warm-up * Estimation * Identification of data source * Infer from given data * Textbook alignment | | * Handout 1 * Handout 2 * Handout 3 * Handout 4 * Handout 5 * Handout 6 * Handout 7 * Handout 8 * Textbook pages (4 sets for each grade level) * Class-5, p.155 * Class-5, p.156 * Class-4, p.152 * Class-4, p.153 * Class-5, p.241 * Stopwatch/Mobile app * Graph Papers * Strips * Pencils * Scale * Pencils * Markers |

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**Learning Cycles - Science**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Science Learning Cycle 1 – Orientation to Science | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| * Orientation to various ways of science teaching and the use of relevant resources | * Reflect on the use of curriculum documents and science textbooks to re-visit teachers’ existing science practices * Demonstrate the use of alignment/ connection between the science teaching orientation, curriculum, and textbooks * Apply scientific inquiry to achieve the goal of science teaching as given in the NCP, 2023 | **Orientation to Science**   * Orientation to science teaching, curriculum, and textbook * Importance and use of curriculum documents and science textbooks. * Alignment/connection between the science curriculum and textbooks * Scientific inquiry approaches to achieve the goal of science teaching as given in the NCP, 2023 | * Jigsaw activity * Scientific inquiry * Lesson planning | * Sticky notes, * Padlet/ Mentimeter * Multimedia projector * laptop/desktop * Story cards * Science textbooks of Classes-IV-VIII |
| Science Learning Cycle 2 – Food and Health | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| * Life Science | * Model active learning strategies while identifying and classifying food according to its core nutrients * Design learning tasks for suggesting balanced diet and along with justification * Recognize the significance of balanced diet and design learning task to correlate diet with fitness | **Food and Health**   * Connection of Food and Health * Design learning tasks for:   + Balanced diet   + Correlating diet with fitness | * Jigsaw activity * Collaborative learning * Lesson planning | * Sticky notes/paper chits * White /Black Board * Board marker/ chalks * Flip charts * Handouts * Charts of food pyramid and hygiene * STBB Science –IV * A-4 papers |
| Science Learning Cycle 3 – Ecology | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| * Life Science | * Reflect on the fundamental concept of Ecology * Practice active learning to explore ecological concepts, such as ecosystems, feeding relationships. * Recognize interdependence within ecosystem and human impact on the environment. | **Ecology - Climate change**   * Fundamental concepts of Ecology. * Biotic and abiotic components of ecosystem. * Role of producers, consumers, and decomposers. * Concepts of food chain, habitat, and ecosystem. | * Think – Pair – Share * Group Discussion * Simulation activity for connections within an ecosystem * Lesson Planning | * Name tags/Sticky notes * A-4 papers * Pictures of different ecosystems * Handouts * STBB Science –VII * White Charts, * Chart markers |
| Science Learning Cycle 4 – Matter and its State | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Physical Science | * Use various science pedagogies to distinguish matter and identify states of matter based on physical properties * Create models and visual representations to differentiate states of matter based on particulate structure * Apply the change in state of matter (evaporation, boiling, melting and condensation) to real life situations | **Matter and its states**   * Matter and its states * Physical properties of states of matter. * Particulate nature matter. * Changes in state of matter due to change in temperature (evaporation, boiling, melting and condensation) and application to real life situations | * Predict-Observe and Explain (POE) * Laboratory method * Lesson planning | * Materials (Balloons, water, perfume, milk, stones, juice, chairs, gas cylinder, Empty can of cold drink, Bunsen burner, pair of tongs, stand, bowl, empty jam jar, shiny card board, Ice, Chocolate, Candle, 50 ml beakers, Plastic cups, seeds) * Flip charts, * Colored Markers, * Chemicals (spirit, petrol, vinegar, baking soda) * Pictures/Models showing states of matter * STBB General Science Class-IV-V * Black/white board * Black board markers/ chalks * Handouts * A-4 papers /teacher’s diary |
| Science Learning Cycle 5 – Mixture and Compounds | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Physical Science | * Apply Predict Observe and Explain strategy to classify matter based on physical and chemical properties * Demonstrate and relate the distinction between mixtures and compounds with the help of daily life examples * Use a variety of techniques to separate mixtures | **Mixture and Compound**   * Classification of matter based on physical and chemical properties of matter. * Distinction between mixtures and compounds * Separating techniques of mixtures. | * Predict-Observe and Explain (POE) * Laboratory method * Lesson planning | * Sticky notes/paper chits * A-4 sheets, chart papers, * Handouts * Material/Chemicals (Small beakers, Water, sand, filter paper, common salt, Milk. vinegar, cups, spoons, piece of wood, chalk, paper, iron nail, pen, water, Milk, balloons filled with air, sugar, vinegar, juice with basil seeds) * Science Textbooks class IV&VI |
| Science Learning Cycle 6 – Force and Machine | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Physical Science | * Describe types of forces * Investigate the effects of forces * Use simple machines to make work easier by using forces | **Force and Machines**   * Force (Push and Pull) * Effects of force * Speed * Simple Machines (Lever, Pulley, Screw, Wheel) | * Scientific inquiry * Group discussion * Predict, Observe and explain (POE) * Lesson planning | * Sticky notes /paper chits * A-4 papers * Multimedia * Board, Markers * Picture sheet * Material (magnets, note book, tennis balls, Screwdriver, a toy car (for wheel and axle), small ropes, pulley, wedge, inclined plane / screws, Wedge, Wheel & Axle) |
| Science Learning Cycle 7 – Forms of Energy | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Physical Science | * Identify different forms of energy. * Apply the idea of energy transfer to daily life examples. | **Forms of energy**   * Forms of energy:   + Kinetic energy   + Potential energy   + Sound energy   + Heat energy   + Chemical energy   + Electrical energy * Sources of energy (renewable and non-renewable sources)   + Water   + Sun/solar   + Wind   + Fossils * Conversion of energy * Transfer of energy | * Demonstration Method * Scientific inquiry * Lesson planning | * Handouts * Pictures (Sun, Water) * Materials (pieces of marbles, toilet paper rolls, candle, match box, string, a piece of paper, ruler) * Chart paper to make cards/a board game * A4 paper /notebook * Science Textbooks (class VI, VII, VIII) |
| Science Learning Cycle 8 – Heat and Temperature | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Physical Science | * Differentiate between heat and temperature * Apply the concept of heat and temperature to everyday phenomena (thermal expansion and contraction, pulse rate) | **Heat and Temperature**   * Distinction between heat and temperature * Application of heat and temperature to everyday phenomena | * Predict, Observe and explain (POE) * Group discussion * Lesson planning | * Material (Spoons, piece of wood, plastic rods, beakers -200mls, Food colors, glass stirring rod, Plastic pipette, Safety goggles, water, glass tubes (30-cm having 2–3-mm bore, beakers (400mls), cork stopper, test tubes,  Hot plate) * Multimedia * Board Markers * STBB Science-VIII * Sticky notes/paper chits |
| Science Learning Cycle 9 – Earth and Space | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Earth and Space Science | * Describe Earth, Solar System, Stars and Constellations relative to Sun * Explore Solar System and its planetary arrangement showing position of earth | **Earth and Space**   * The Solar System * Stars and Constellations * The Earth * Space | * Brainstorming * jigsaw activity * Model and Modelling * Lesson planning | * STBB Science- VI, VII, VIII * Sticky notes/paper chits * Multimedia * Board, Markers * Handouts * A-4 papers * Flip Charts |
| Science Learning Cycle 10 – STEM | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Cross-cutting Elements-STEM | * Unpack STEM and visualize it in the science National Curriculum Pakistan (NCP, 2023) * Practice STEM to see its core elements in action * Apply STEM learning to plan for classroom implementation of crosscutting elements while science teaching as given in the NCP, 2023 | **Cross-cutting Elements-STEM**   * Basic concept of ‘STEM’ * Core elements of STEM * Steps for planning STEM * Cross-cutting Elements | * Project based learning/scientific inquiry * Group discussion * Lesson planning | * Sticky notes * Broom sticks * Cotton balls * String * Masking tape * Ruler * Pair of scissors. * Handouts * A-4 papers |

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**Learning Cycles - English**

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| --- | --- | --- | --- | --- |
| English Learning Cycle 1 – Listening | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Listening Skills | * Explain Audio-lingual Method * Define Extensive & Intensive Listening. * Apply Audio-lingual Method * Use Communicative Approach in Teaching | * Identify the Difference between Hearing and Listening. * Audio-lingual Method and Extensive vs Intensive Listening * Discuss Listening Process * Communicative Approach Practice on Communicative Approach | * Ground Setting for listening by highlighting the difference between Hearing and Listening. * Group Discussion on Audio-lingual Method and Extensive & Intensive Listening * Pair Discussion on Listening Process. * Group Discussion and Practice on Communicative Approach. * Listening Practice. | * Board, Marker, Duster * Handout 1.1 * Handout 1.2 * Handout 1.3 * Audio 1 and Handout 1.4 |
| English Learning Cycle 2 - Reading | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Reading Skills | * Explain the Concept of Natural Approach in Language Learning. * Demonstrate the use of Total Physical Response (TPR). * Identify Reading Components. * Apply Reading Components in Alignment with Textbooks. | * Natural Approach to Language Learning. * Total Physical Response (TPR) * Practice Total Physical Response (TPR) * Print Concept * Reading Components and Phonemes * Identify Phonemic Awareness Activities in Textbooks * Practice Fluency, Vocabulary and Comprehension with Textbooks | * Ground Setting for Natural Approach through Whisper and Questions. * Individual Reading and Pair Discussion on Natural Approach to Language Learning. * Understanding and Learning Total Physical Response (TPR) through Actions. * Group Practice on Total Physical Response (TPR). * Understanding and Demonstration on Print Concept. * Understanding Reading Components in Groups. * Group Practice on the Identification of Phonemic Awareness Activities in Textbooks. * Group Practice on Reading Components (Fluency, Vocabulary and Comprehension). | * Board, Marker, Duster, Notebook, Pen * Hand Out 2.1, Charts, Markers, etc. * Handout 2.2, Textbooks, * Charts, Markers, etc. * Handout 2.3 * Hand-out 2.4 * Textbooks |
| English Learning Cycle 3 – Reading | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Reading Skills | * Explain the Importance of Literacy-rich Classroom Environment. * Comprehend and Practice Reading Stages. * Differentiate Reading Types including Intensive Reading and Extensive Reading. * Apply Skimming and Scanning Techniques in Reading. | * Enhance Literacy-rich Classroom Environment. * Reading Stages * Practice Reading Types * Apply Skimming and Scanning through Textbooks. | * Ground Setting for Reading throughLiteracy-rich Classroom Environment activity. * Pair Discussion on Reading Stages. * Group Practice on Reading Types: Skimming, Scanning, Extensive and Intensive Reading. * Group Practice on Skimming and Scanning through Textbooks. | * Marker, Board, Duster * Handout 3.1 * Handout 3.2 * Handout 3.3 |
| English Learning Cycle 4 - Writing | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Writing Skills | * Discuss Grammar Translation Method * Discuss Language Teaching Approaches and Methods * Identify and Apply Different Grammatical Structures | **Teaching Grammar: Approaches and Methods**   * Develop Understanding on Grammar Translation Method (GTM) * Practice Grammar Translation Method * Identify, discuss and Practice on Parts and Kinds of Sentences. * Discuss and Practice Tenses * Discuss and Practice Voices | * Ground Setting for Grammar Translation Method (GTM). * Pair Discussion on Grammar Translation Method (GTM). * Pair Practice on Grammar Translation Method. * Identification, discussion and Practice on Parts and Kinds of Sentences. * Group Discussion and Practice on Tenses. * Group Discussion and Practice on Voices. | * Board, Marker, Duster, CHARTS * Handout 4.1 * Handout 4.2 * Handout 4.3 * Handout 4.4 |
| English Learning Cycle 5 - Writing | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Writing Skills | * Comprehend and Apply Writing Strategies in Developing Writing Skills * Demonstrate the Use of Writing Strategies through Practical Approach * Identify the Needs of Students in Writing Skills | **Teaching Writing**   * Develop Understanding about Writing Techniques. * Find Pre-writing Strategies from Textbooks. * Construct and Practice Paragraph Writing * Comprehend and Practice Guided Paragraph * Comprehend and Practice Controlled Paragraph * Writing an article | * Ground Setting for Developing Writing Techniques. * Group Discussion on Understanding Writing Strategies. * Group Practice on Finding Pre-writing Strategies from Textbooks. * Group Practice on Constructing Paragraph. * Pair Practice on Guided Paragraph. * Pair Practice on Controlled Paragraph. * Group Practice on Article Writing. | * Board, Marker, Duster * Charts, Markers, etc. * Handout-5.1 * Textbooks |
| English Learning Cycle 6 -Writing | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Writing Skills | * Discuss and Apply Writing Process * Demonstrate the Use of Writing Genres through Textbooks * Analyze and Compose Writing Genres | **Teaching Process and Genres**   * Review the Writing Process * Develop Understanding about the Writing Genres * Analyze Descriptive Writing * Analyze Expository writing * Essay Writing Format * Analyze Essay Writing through Textbooks. * Apply Writing Application Format through Textbook. * Apply Writing Letter Format through Textbook. * Apply Writing e-mail Format through Textbook. | * Ground Setting for Different Genres of Writing. * Group Discussion on Writing Process. * Understanding Different Genres of Writing. * Analysis on Descriptive Writing through Reading Textbook. * Analysis on Expository Writing through Reading Textbook. * Discussion in Pairs on Essay Writing Format. * Analysis on Essay Writing Structure through Reading Textbook. * Discussion on Application Writing Format through Textbook. * Discussion and Application on Letter Writing Format (Formal and Informal) through Textbook. | * Board, Marker, Duster * Charts. * Handout-6.1 * Textbooks |
| English Learning Cycle 7 - Reading | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Reading Skills | * Explore Various Strategies of Teaching Vocabulary * Relate Various Strategies of Teaching Vocabulary with Textbooks * Comprehend and Analyze Comprehension Strategies * Apply Comprehension Strategies and Explore the Comprehension Types | **Teaching of Vocabulary and Comprehension**   * Discuss Vocabulary Instruction Methods * Comprehend Vocabulary Components * Apply Vocabulary Teaching * Discuss Comprehension Instruction Methods * Rehearse Reading Comprehension Activities * Develop Understanding about Reading Comprehension Types * Analyze Reading Comprehension Types | * Ground Setting for Vocabulary Learning. * Discussion on Vocabulary Instruction Methods. * Pair Discussion on Vocabulary Components. * Group Discussion on Vocabulary Teaching Strategies in Classroom. * Group Discussion on Comprehension Instruction Methods. * Group Discussion on Reading Stages (Pre-reading, While-reading and Post-reading) Activities from Textbook. * Pair/Group Discussion on Reading Comprehension Types * Pair Analysis on Various Texts from Textbooks. | * Board, Marker, Duster, Charts, etc. * Handout-7.1 * Handout-7.2 * Handout-7.3 * Handout-7.4 * Textbooks 1-8 |
| English Learning Cycle 8 – Writing and Speaking Skills | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Writing and Speaking Skills | * Comprehend and Apply Writing Strategies in Developing Writing Skills * Demonstrate the Use of Writing Strategies through Practical Approach * Identify the Needs of Students in Writing Skills | **Teaching of Writing and Telling a Story**   * Develop Understanding on Story Writing and its Elements. * Explore Story Writing Elements with Textbooks. * Comprehend and Apply Story Telling Techniques | * Ground Setting for Writing a Story in Pairs. * Group Discussion on Story Elements and Analysis of Stories from Textbooks. * Practice on Story Elements in Pairs. * Discussion on Communication and its Types with respect to its Importance in Story-telling. * Discussion on Story-telling Techniques. * Application and Integration of Story-telling Techniques and Communication Skills through Textbooks. | * Board, Marker, Duster * Charts, Markers, etc * Handout- 8.1 * Textbooks 1-8 |
| English Learning Cycle 9 - Grammar | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Grammar | * Explore Parts of Speech. * Classify Parts of Speech. * Apply Narration Rules and Practice in the Light of Textbooks. | **Grammar Structures: Parts of Speech and Narration**   * Discussion and Classification of Parts of Speech. * Practice on Parts of Speech * Practice on Narration | * Ground Setting for Understanding Parts of Speech. * Group Discussion on Parts of Speech. * Pair/Group Practice on Parts of Speech through Textbooks. * Pair/Group Practice on Narration through Textbooks. * Pair Practice on Guided Paragraph. * Pair Practice on Controlled Paragraph. * Group Practice on Article Writing. | * Board, Marker, Duster * Charts, Markers, etc. * Handout-9.1 * Handout-9.2 * Textbooks 1-8 |
| English Learning Cycle 10 – Language Skills | | | | |
| Skills | **Learning Outcomes** | **Topics** | **Activities** | **Resources** |
| Language Skills | * Explore Integrated Language Skills * Manipulate Integrated Language Skills * Demonstrate the Use of 4Cs [21st Century Skills] | **Integrated Language Skills and 21st Century Skills**   * Identify Integrated Skills. * Manipulate and Analyze the Integrated Language Skills. * Identify and distinguish among 4Cs. * Discuss 4Cs [21st Century Skills]. * Explore and Integrate 4Cs. | * Ground Setting for Integrated Language Skills. * Group Discussion on Identifying Integrated Language Skills. * Analysis of Integrated Language Skills through Textbooks. * Identification and distinguish among 4Cs (critical thinking, creativity, collaboration, communication). * Pair Discussion on 4Cs. * Pair Analysis of Textbooks in the Light of 4Cs. | * Board, Marker, Duster * Charts, Markers, etc. * Handout-10.1 * Handout-10.2 * Textbooks 1-8 |

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**Learning Cycles - Sindhi**

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| --- | --- | --- | --- |
| ٻڌڻ جي مھارتSindhi Learning Cycle 1 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب | * ذهني آمادگي * ٻڌڻ جي مهارت جي وصف * درسي ڪتاب جا سبق ۽ ٻڌڻ جي مهارت جون سرگرميون * ( گيلري واڪ ) | * ٻُڌڻ جي مَهارت بابت بنيادي ڄاڻ حاصل ڪري وٺندا. * ٻُڌڻ جي مهارتن جي جُزن کي بيان ڪري سگھندا. * درسي ڪتابن ۾ موجود ٻُڌڻ جي مَهارت جون سرگرميون عملي طور پيش ڪري سگھندا. * ٻُڌڻ جي مَهارت جي سرگرمين سان هم آهنگ حڪمت عمليون ٺاهي پنھنجا تاثر پيش ڪري سگھندا | ٻڌڻ جي مھارت |
| ڳالھائڻ جي مھارت Sindhi Learning Cycle 2 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب  تصويري ڪھاڻين جا خاڪا | * ڏسو ۽ ڳالھايو * ڳالھائڻ جي مھارت جو تعارف * سوچڻ – جوڙي * جگسا حڪمت عملي * گروھي ڪم * ذھني گڏجاڻي | ڳالهائڻ جي مهارتَ جي اهميت کي سمجھي سگھندا.   * ڳالهائڻ جي مهارت جا جزا بيان ڪري سگھندا. * درسي ڪتابن ۾ موجود ڳالهائڻ جي مهارت جون سرگرميون عملي طور پيش ڪري سگھندا. * ڳالهائڻ جي مهارت جي سرگرمين سان هم آهنگ حڪمت عمليون ٺاهي پنھنجا رايا ۽ تاثر پيش ڪري سگھندا | ڳالھائڻ جي مھارت |
| پڙھڻ جي مھارت ( حصو پھريون) Sindhi Learning Cycle 3 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب  پھريئن کان اٺين درجي تائين | * پٽين واري آکاڻي * پڙھڻ جي مهارت جو تعارف ڪرائڻ * پڙهڻ جي جزن سمجهاڻي ڏيڻ * گروھي ڪم * موڪل جي ٽڪيٽ | * پڙھڻ جي مهارتَ جي اهميت کي سمجھندا. * پڙھڻ جي جزن **صوتي ڄاڻ .علم صوت ۽ لفظن جو ذخيرو)** جي سرسري ڄاڻ حاصل ڪري سرگرميون عملي طور پيش ڪري سگھندا. * پڙھڻ جي مهارت جي سرگرمين سان هم آهنگ حڪمت عمليون ٺاهي سگھندا | پڙھڻ جي مھارت  ( حصو پھريون ) |
| پڙھڻ جي مھارت ( حصو ٻيو ) Sindhi Learning Cycle 4 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب  پھريئن کان اٺين درجي تائين | * تعارف * ذهني آمادگي * درسي ڪتاب جو مواد * تفھيم عبارت * اختتامي سرگرمي | * پڙھڻ جي مهارت جي جُزن) رواني ۽ تفھيم عبا رت (جي تعريف ۽ تدريسي سرگرميون بيان ڪري سگھندا. * پڙھڻ جي جزن ؛ رواني ۽ تفھيم عبارت جون تدريسي حڪمت عمليون درسي ڪتاب مان تيار ڪري پيش ڪري سگھندا. * پڙھڻ جي جزن ؛ رواني ۽ تفھيم عبارت جي سرگرمين ذريعي حاصل ڪيل معلومات ۽ سکيل سرگرمين تي پنھنجا تاثرات پيش ڪري سگھندا. | پڙھڻ جي مھارت  ( حصو ٻيو ) |
| لکڻ جي مھارت Sindhi Learning Cycle 5 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب شيٽ چارٽ، ء ڪھاڻي لکڻ لاءِ تصويرون  چٺيون | * تعارف * (ذھني آمادگي) * درسي ڪتاب جو مواد * درسي ڪتاب ۽ لکڻ جي مھارتن جون سرگرميون * حاصل مطلب | * لکڻ جي مهارتَ جي تعريف ۽ ان جي اهميت بيان ڪري سگھندا * لکڻ جي بنيادي اصولن تحت درسي ڪتابن ۾ موجود لکڻ جي مهارت جون سرگرميون عملي طور پيش ڪري سگھندا.مھارت لکڻ متعلق سکيل سرگرمين تي پنھنجي معلومات مطابق اظھار خيال ڪري سگھندا | لکڻ جي مهارت |
| وياڪرڻ (گرامر) جي تدريس Sindhi Learning Cycle 6 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| اي فور سائيز جا 12 پنا  درسي ڪتاب  شيٽ چارٽ ، مارڪر, ڪاغذ ۽ پين | * ذهني آمادگي * ريلي ٽيبل جي گول ميز ذريعي وياڪرڻ جي تدريس جو تعارف * جگسا سرگرمي ۾ گرامر جا لفظ * نمائشي پيشڪش * وياڪرڻ ( گرامر ) جي سکيا جو استقرائي طريق | * وياڪرڻ ۽ ان جي اهميت کي سمجھي سگھندا * ڳالهائڻ جي اٺن لفظن بابت تي بحث ڪري سگهندا. * گرامر سيکارڻ جا طريقا بيان ڪري سگهندا. * زمان ٺاهڻ جي بنيادي اصولن کان آگاھ ٿي سگھندا * جملي جي بناوٽ کان واقف ٿي بيهڪ جي نشانيون استعمال ڪري سگھندا * درسي ڪتابن ۾ موجود وياڪرڻ جي مهارت جون سرگرميون عملي طور پيش ڪري سگھندا | وياڪرڻ جي تدريسَ |
| ٻولي جون ذيلي مھارتون Sindhi Learning Cycle 7 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب،  نوٽ بڪ، ۽ پنا ۽ خط جو نمونو | * ذهني آمادگي لاءِ مشاهداتي راند * ٻوليءَ جي ذيلي مهارتن جو تعارف * سنڌ اسمبلي جو تي خاڪو * درسي ڪتابن جي ٻوليءَ جي ذيلي مهارتن سان هم آهنگي | * ٻوليءَ جي ذيلي مھارتن ۽ ان کي سمجهي سگهندا * ٻوليءَ جي ذيلي مھارتن جيئن، تقرير، پسنديدگي ۽ تنقيد، ۽ زندگيءَ جي مھارتن کي سمجهي سگهندا * ٻوليءَ جي ذيلي مھارتن جي سرگرمين سان ھم آھنگي ڪري حڪمت عمليون ٺاھي سگهندا | ٻوليءَ جون ذيلي مھارتون |
| نثر جي تدريس Sindhi Learning Cycle 8 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب | * سوچڻ جوڙي ۾ ونڊڻ * نثر جو تعارف ۽ مواد * داخل مواد يا داخل ڪم * مشق * گروپ جي هم آهنگي | * نثر جي تدريس کي سمجھي پڙھي ۽ پڙھائي سگھندا * نثر جي تدريس کي سمجھي درست اُچارن سان پڙھي ۽ پڙھائي سگھندا * نثري سبقن جو خاڪو تيار ڪري سگھندا. | نثر جي تدريس |
| نظ جي تدريس Sindhi Learning Cycle 9 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| درسي ڪتاب | * ذھني آمادگي * نظم جي تدريس جي اھميت * نظم کي ُسر ۽ لئي سان پڙھڻ * ٻارن جي دنيا ۽ نظم | * نظم جي تدريس جي اهميت کي سمجھندا * نظم کي ُسر ۽ لئي سان پڙهي لطف اندوز ٿيندا * نظم جو سبقي خاڪو تيار ڪري سگھندا * سبقي خاڪن جي پيشڪش ڪري سگھندا. | نظم جي تدريس |
| تخليقي لکت Sindhi Learning Cycle 10 - | | | |
| وسيلا  (Resource) | **سرگرميون**  **(Activities)** | **سکيا جي حاصلات**  **(LOs)** | **مھارت / عنوان**  **(Topics)/(Skills)** |
| تصويري ڪھاڻيءَ لاءِ تصويرون  ڪاغذ پين | * ذهني آمادگي * تخليقي لکت جو تعارف * مقابلو ( چٽاڀيٽي ) * تخليقي مهارت جو درسي ڪتابن سان تعلق * حاصل مطلب | * تخليقي لکت ۽ ان جي اھميت کي سمجهي سگهندا * سنڌيءَ ۾ خيالن، جذبن، احساسن، تاثرن، تصورن، ء سماجي گهرجن جي حوالي سان صاف ۽ سھڻيون لکڻيون پيش ڪري سگهندا * اخبارن ۽ رسالن جي طرز تي ڪنھن بہ متن جو خلاصو پنھنجي لفظن م پيش ڪري سگهندا * مضمون، ڪھاڻي، مڪالمي (ڊرامي) جي جزن کي سمجهي لکڻيون تخليق ڪري سگهندا * درسي ڪتابن ۾ موجود تخليقي لکت جي سرگرمين کي عملي طور پيش ڪري سگهندا. | تخليق لکت |

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**Learning Cycles - Urdu**

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| Urdu Learning Cycle 1 – سننا | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * فکری تحرک (Brain Storming) * جوڑیوں میں کام(Pair Work) * چہل قدمیِ راہ داری(Gallery Walk) * فرق بتائیے(Find the Difference) * مثالی خواندگی (Model Reading) * گروہی کام (Group Work) * کل جماعتی بحث * (Whole-Class-Discussion) * سوچیے ، لکھیے، بتائیے * (Think-Write & Share) * اعادہ (Recap) | * کہانی ، * نظم ، * زبانی سوالات، * مکالمے، * پہیلیاں ، * اقوال زریں | * مہارت "سننا " پر مبنی درسی سرگرمیاں بیان کرسکیں۔ * مہارت " سننا" پر مبنی تدریسی و آموزشی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے عملی مشق کر سکیں۔ * مہارت " سننا" کی سیکھی گئی سرگرمیوں پر اپنی معلومات وتاثرات کا اظہار کر سکیں ۔ | * **سننا** |
| Urdu Learning Cycle 2 – بولنا | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن * کاغذی چہرے | * سوچیے، جوڑی بنائیے، سب کو بتائیے * (Think – Pair - Share) * کل جماعتی بحث * (Whole – Class- Discussion) * تصویر دیکھیے اور بولیے * (Look at the picture & Say) * گروہی کام (Group work) * پیش کش (Presentation) * بازرسی (Feedback) * گروہی کام (Group work) * پیش کش (Presentation) * چہل قدمی راہ داری (Gallery Walk) * کاغذی چہرے (Paper Mask) | * کہانی ، * نظم ، * زبانی سوالات، * مکالمے، * پہیلیاں ، * اقوال زریں | * مہارت " بولنا " پر مبنی درسی سرگرمیاں اور انھیں کمرۂ جماعت میں منعقد کرنے کے قدم بہ قدم مراحل بیان کرسکیں۔ * مہارت " بولنا" پر مبنی تدریسی و آموزشی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے عملی مشق کر سکیں ۔ * مہارت " بولنا" کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں ۔ | * **بولنا** |
| Urdu Learning Cycle 3 – پڑھنا | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * سوال جواب (Questions & Answer) * استقرائی حکمت عملی (Inductive Strategy) * گروہی سرگرمی (Group Activity) * پیش کش (Presentation) * مجموعہ اذہان * (Numbered Heads Together) | * صوتی آگہی * علم الصّوت * ذخیرہ الفاظ * روانی * تفہیم ِ عبارت | * مہارت " پڑھنا " کے اجزا ء ( صوتی آگہی ، علم الصّوت ، ذخیرۂ الفاظ، روانی اور تفہیم َ عبارت)کی تدریسی اور آموزشی سرگرمیاں بیان کر سکیں ۔ * پڑھنے کے اجزا ء کی تدریسی و آموزشی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے عملی مشق کر سکیں ۔ * پڑھنے کے اجزا ء کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں ۔ | * **پڑھنا** |
| Urdu Learning Cycle 4 – پڑھنا | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * فرق بتائیے (Find the Deferent) * گروہی سرگرمی (Group Activity) * گروہی کام (Group work) * بے ترتیب پیراگراف (Puzzling Paragraph) * گروہی مطالعہ (Group Reading) * پیش کش (Presentation) * سوال جواب Question & Answer | * تفہیم عبارت، * اسباق، * اشعار، * نظم ، * کہانی * مضمون | * مہارت " پڑھنا " کے اجزا ء ( روانی اور تفہیم ِ عبارت )کی تدریسی و آموزشی سرگرمیاں اور انھیں کمرۂ جماعت میں منعقد کرنے کے قدم بہ قدم مراحل بیان کر سکیں * "روانی اور تفہیم ِ عبارت " کی تدریسی و آموزشی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے عملی مشق کر سکیں * "روانی اور تفہیم ِ عبارت " کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں۔ | * **پڑھنا** |
| Urdu Learning Cycle 5 – لکھنا | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * فکری تحرک (Brain Storming) * جوڑیوں میں کام(Pair work) * گروہی کام (Group Work) * پیش کش (Presentation) * بصری خاکہ Visual / Graphic Organizer | * نقل نویسی، * پستالوزی طریقہ ، * جملہ سازی ، * تخلیقی تحریر، | * مہارت " لکھنا " کے پر مبنی تدریسی و آموزشی سرگرمیاں بیان کر سکیں * مہارت " لکھنا " پر مبنی کی تدریسی و آموزشی سرگرمیاں کو درسی کتب سے مربوط کرتے ہوئے تدریس کی عملی مشق کر سکیں ۔ * مہارت " لکھنا " کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں۔ | * **لکھنا** |
| Urdu Learning Cycle 6 –(قواعد) زبان شناسی | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * استقرائی حکمت ِ عملی (Inductive Strategy) * دروں فعال لیکچر (Interactive Lecture) * گروہی کام (Group work) * پیش کش (Presentation) * دو گوشہ سرگرمی (Two – Corner Activity) | * اسم، * فعل ، * فاعل ، * مفعول ، * رموز اوقاف، * اسم، * ضمیر، * صفت ، * واحد جمع، * مذکر مؤنث | * مہارت " زبان شناسی " کے تحت ابتدائی و وسطانی سطح کے اردو کے نصاب میں شامل قواعد کے پہلو سمجھ کر بیان کر سکیں * نصاب ِ اردو اور درسی کتب میں شامل قواعد کی تدریسی مشق کر سکیں * اردو قواعد و تدریس قِواعد کے سیکھے گئے پہلوؤں پر اپنی معلومات و تاثرات کا اظہار کر سکیں۔ | * **زبان شناسی (قواعد)** |
| Urdu Learning Cycle 7 – تقریر | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * فکری تحرّک (Brain Storming) * دروں فعال لیکچر (Interactive Lecture) * گروہی کام (Group work) * پیش کش(Presentation) * مجموعہ اذہان Numbered Head Together | * فی البدیہہ، * غیر فی البدیہہ، * اندازِ دلیل | * مہارت " تقریر" پر مبنی تدریسی و آموزشی سرگرمیاں بیان کر سکیں گے۔ * مہارت " تقریر"پر مبنی تدریس و آموزشی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے تدریس کی عملی مشق کر سکیں۔ * مہارت " تقریر" کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں۔ | * تقریر |
| Urdu Learning Cycle 8 – تنقید و استحسان | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * ذہنی آمادگی (Motivation) * دروں فعال لیکچر (Interactive Lecture) * گروہی کام (Group work) * پیش کش(Presentation) * رخصت کا ٹکٹ(Exit Ticket) | * **نظموں اور کہانیوں پر رائے ،** * **پہلیاں ،** * **تقریبات ،** * **رسم ورواج وغیرہ پر تبصرہ اور رائے کا اظہار** | * مہارت " تنقید و استحسان " پر مبنی تدریسی و آموزشی سرگرمیاں بیان کر سکیں ۔ * مہارت " تنقید و استحسان " پر مبنی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے تدریس کی عملی مشق کر سکیں۔ * مہارت " تنقید و استحسان " کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں ۔ | * تنقید و استحسان |
| Urdu Learning Cycle 9 – تخلیقی تحریر | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * تصویر دیکھیے اور لکھیے (Look at the picture & write) * درون فعال لیکچر(Interactive Lecture) * گروہی کام(Group work) * پیش کش (Presentation) * بصری خاکہ Visual / Graphic Organizer | * مہارت "تخلیقی تحریر"پر مبنی تدریسی و آموزشی سرگرمیاں بیان کر سکیں ۔ * مہارت "تخلیقی تحریر" پر مبنی تدریسی و آموزشی سرگرمیوں کو درسی کتب سے مربوط کرتے ہوئے تدریس کی عملی مشق کر سکیں۔ * مہارت "تخلیقی تحریر" کی سیکھی گئی سرگرمیوں پر اپنی معلومات و تاثرات کا اظہار کر سکیں۔ | * لفظی اشاروں کی مدد سے تحریر، * تصویری اشاروں کی مدد سے تحریر، * مضمون نویسی، * کہانی نویسی، * خطوط نویسی | * تخلیقی تحریر |
| Urdu Learning Cycle 10 – مہارت حیات | | | | |
| Resources  وسائل | **Activities**  **سرگرمیاں** | **Topics**  **عنوانات** | **Learning Outcomes**  **حاصلات تعلم** | **Skills**  **مہارات** |
| * اردو کی درسی کتب * ہینڈ آؤٹ * ورک شیٹ * تختہ تحریر * بورڈ مارکر * ڈرائنگ شیٹ * رنگین مارکر * پن | * دریافتی طریقہ (Inquiry Approach) * دروں فعال لیکچر (Interactive Lecture) * رول پلے(Roll-Play) * جوڑیوں میں کام(Pair work) * پیش کش (Presentation) * مقابلہ معلومات (Quiz) | * بنیادی لسانی مہارتوں کا حقیقی زندگی میں اظہار مثلاً گفتگو، * بات چیت ، * حالتِ حاضرہ کے مسائل پر تجزیہ اور تحریر | * "مہارات حیات " و " مہاراتِ زبان" کے امتزاج سے تشکیل شدہ تدریسی و آموزشی سرگرمیاں بیان کرسکیں۔ * "مہارات حیات " و " مہاراتِ زبان" کے امتزاج سے تشکیل شدہ تدریسی و آموزشی سرگرمیوں کی عملی مشق کر سکیں ۔ * "مہارات حیات " و " مہاراتِ زبان" کے امتزاج سے تشکیل شدہ تدریسی و آموزشی سرگرمیوں پر اپنی معلومات و تاثرات کا ا ظہار کر سکیں۔ | * مہارتِ حیات |