

**Janet Orr**  
**USAID/Sri Lanka**



# Circles of Learning

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**English for Schools**

# The Lesson



## MOE/School Controls

- Content / What
- Time
  - One lesson/two lessons
  - Minutes per lesson
- Medium of Delivery
  - English
  - Bilingually

## Teacher Controls

- Structure of the Lessons/  
Unit of Study
- Classroom Techniques
  - English / Bilingual /  
Translation
  - Teacher Centered /  
Student Centered

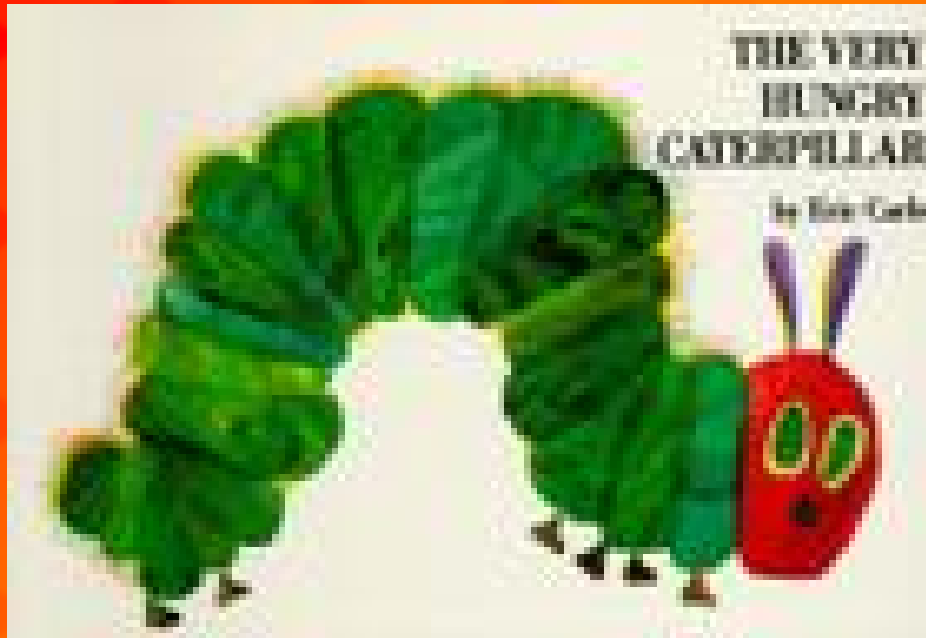
# The Content / What we teach

- Subject Topic/ What we communicate about:
  - Functions
    - Personal information
    - Procedural language
  - Knowledge
    - Science
    - History/Social Studies
    - Mathematics
    - Language: Grammar
- Language Competence/ How we communicate:
  - Send and receive meaning
    - Listening/speaking
    - Reading/writing
  - Use all senses to gain the message
  - Negotiating the meaning

# Thematic Teaching



# Content Example: The Very Hungry Caterpillar



- Content:
  - Science
    - Types of Food
    - Nutrition
    - Growth / Change
    - Life Cycle
  - Calendar
    - Days of the week
    - Morning/evening
  - Counting

# Language Example:

- Language Patterns
  - He ate through
  - But he was still hungry
  - On (day of the week)
- Story Sequence
- Story Comprehension
  - Story retell
- Language Usage
  - Count/non-count nouns
    - One slice of cheese
    - One lollipop
    - Five oranges
    - One leaf
  - Adjectives
    - Tiny / little
    - Nibbled
    - Beautiful



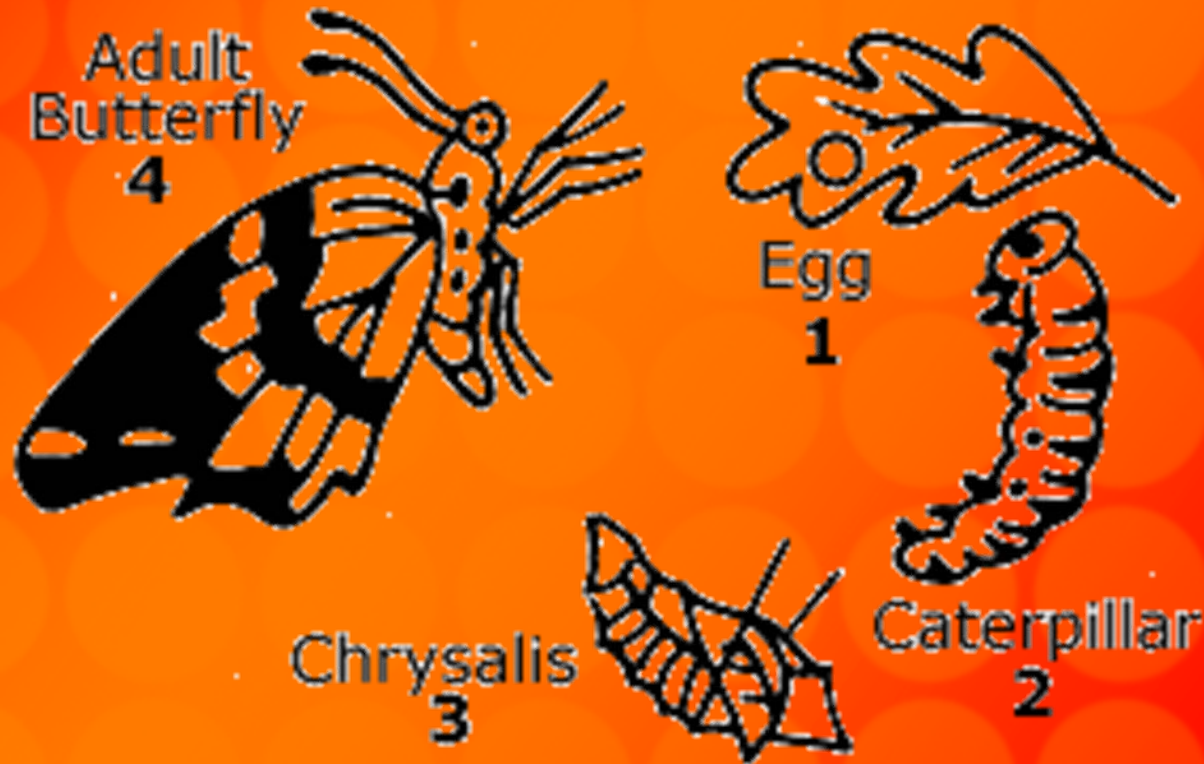
# Classroom Lesson Structures

- Students work **competitively** among each other to get the answer correct
- Student works **independently** to get the answer
  - Self-paced
  - Uses own criterion for excellence
- Work **cooperatively** in small groups to get the answer

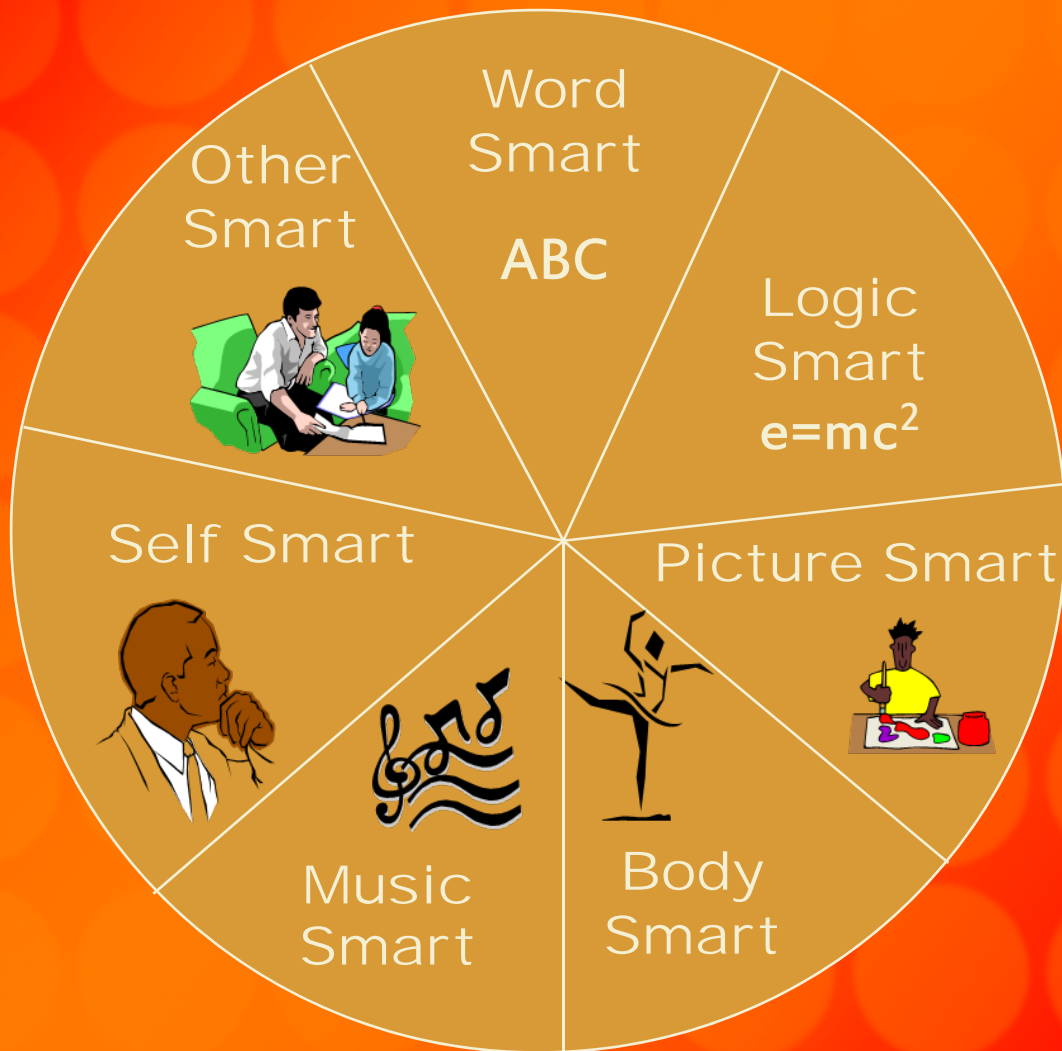
# Comprehension Questions

- Where did the egg come from?
- Why did it hatch on a sunny day instead of at night?
- Could this story really happen or is it make-believe?
- Make a list of words in the story that tell things that the caterpillar did.
- Tell about a time when you had a stomachache from too much to eat.

# Science: Life Cycle of a Butterfly



# Multiple Intelligence (Gardner)



# Eight Intelligences defined by Gardner

1. **Linguistic** intelligence: a sensitivity to the meaning and order of words.
2. **Logical-mathematical** intelligence: ability in mathematics and other complex logical systems.
3. **Musical** intelligence: the ability to understand and create music.
4. **Spatial** intelligence: the ability to "think in pictures," to perceive the visual world accurately, and recreate (or alter) it in the mind or on paper.
5. **Bodily-kinesthetic** intelligence: the ability to use one's body in a skilled way, for self-expression or toward a goal.
6. **Interpersonal** intelligence: an ability to perceive and understand other individuals -- their moods, desires, and motivations.
7. **Intrapersonal** intelligence: an understanding of one's own emotions.
8. **Naturalistic**: the ability to recognize and classify plants, minerals, and animals. The ability to recognize cultural artifacts like cars or sneakers

# Results

- Higher test scores
- Deeper, longer term learning
- Discover areas of strengths in learning
- Numerous intelligences to apply to class work
- Behavior problems minimized and self-concept enhanced
- Co-operation and leadership skills developed and children's love of learning increased