

Using Visible Thinking in Drama Strategies for Skillful Writing

PRESENTERS

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ELIS

A wide-angle photograph of the Singapore skyline, featuring numerous modern skyscrapers and buildings along the waterfront. The water in the foreground is calm, reflecting the city lights. The sky is a clear, pale blue.

The background features three overlapping circles in a medium blue color, arranged horizontally. They overlap in the center, creating a darker blue triangular region. The circles are set against a dark gray background.

OUR RESEARCH

PICTURE COMPOSITION

- Compose a story that describes the event that takes place in four pictures, given in a sequence
- Guided by a few helping words.

<u>Helping words</u>			
cooking	ringing	stove	extinguisher
kitchen	answer	frightened	put out
telephone	long time	on fire	careless

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PROBLEMS encountered by STUDENTS



Difficulty in expressing thoughts and views clearly.



Adopted model stories rather than expand their own ideas.



Interpreted story in short, simple sentences.



Ideas are not connected clearly.



Included very few interesting details.

School-based Workshop:

‘Drama Techniques for Writing’

Drama

- develops clarity in thinking before writing.
- provides links in the story as they role play and express their motives and intentions.
- reveals missing scenes or moments in the story.

WHY DRAMA : It is ACTIVE LEARNING

Visible

Inspirational

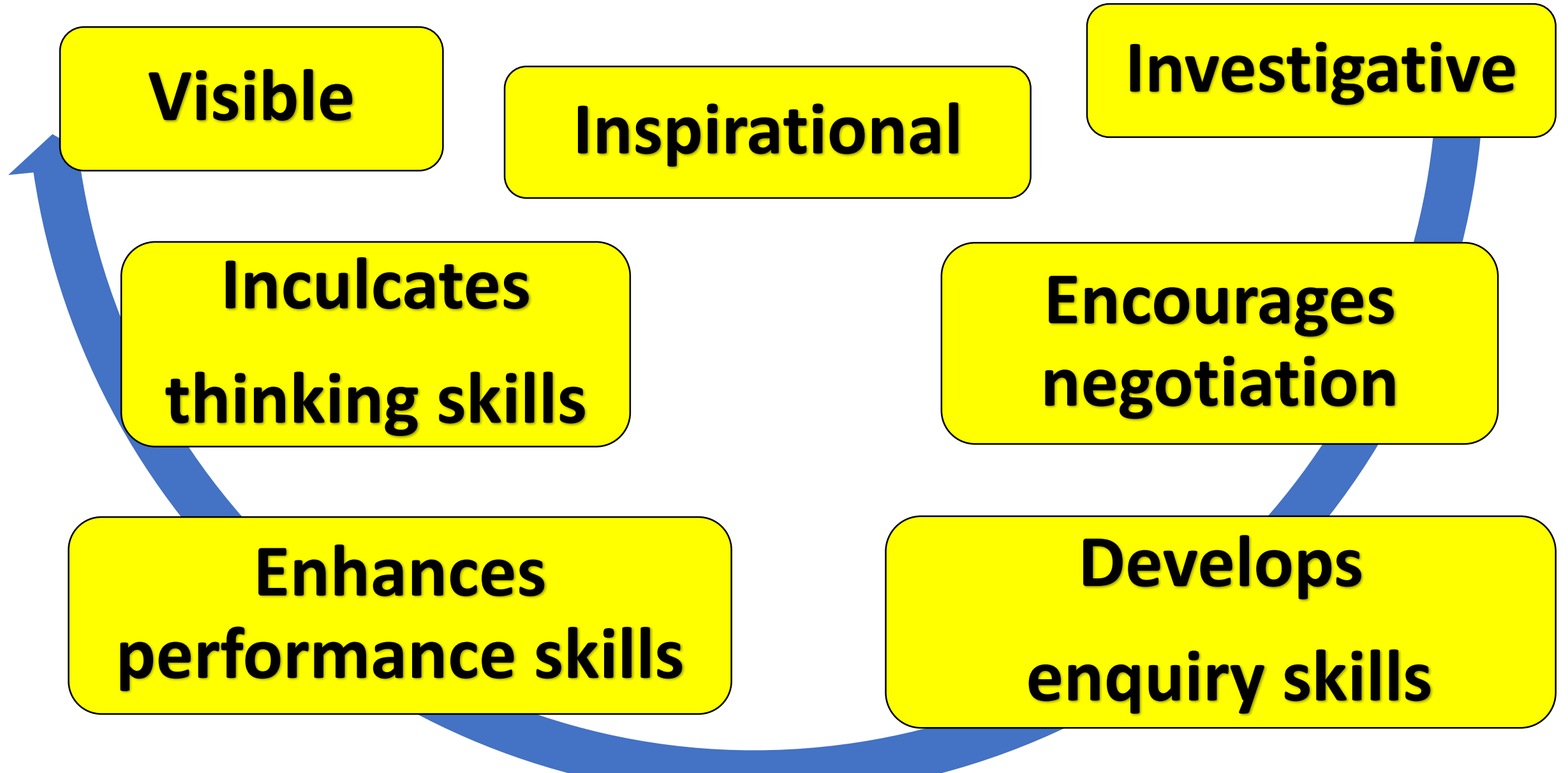
Investigative

**Inculcates
thinking skills**

**Encourages
negotiation**

**Enhances
performance skills**

**Develops
enquiry skills**



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LITERATURE REVIEW

LITERATURE REVIEW

Drama

- is **multi-sensory** it makes ideas visual, physical and verbal. (Brown, 1990)
- is **experiential**. (Brown, 1990)
- inspires students to be **imaginative**. (Tandy and Howell)

LITERATURE REVIEW

Drama

- enables skilful writing when **engaged in discussion**.
- motivates description of **emotions, thoughts and experiences**.
- makes characters come alive on an **affective and cognitive** level.

(Mc Naughton, 1997)

LITERATURE REVIEW

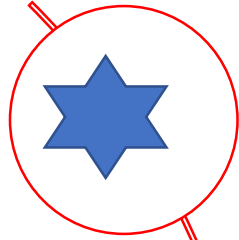
Drama

- **motivates** imagination.
- **creates opportunities** to write with a purpose.
- **places students** within context of the experience. (Baldwin and Fleming, 2003)
- **leads** to persuasive writing. (Wagner, 1986)

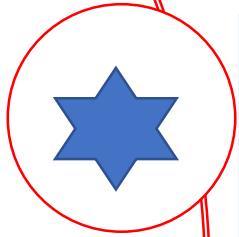
LITERATURE REVIEW

Project Zero and
Reggio Children
(2001)

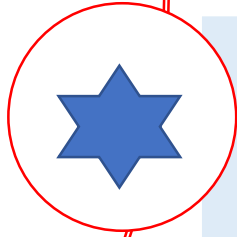
Visible
Thinking



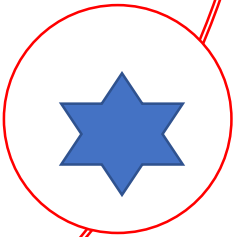
Systematic and purposeful documentation
captures ideas and theories.



Observations and interpretations reveal
purposeful, social and emotional
information.



Teachers can facilitate and *illuminate*
thinking processes.



Thoughts and assumptions become
useful resources.

Research Questions

1

- Will *drama strategies* that allow for *visible thinking* influence *skilful writing* of primary school pupils in Singapore schools?

2

- Will there be an *increase in the use of words* in skilful writing when students are given a *list of words generated through drama*?

3

- Will more students write about *the internal perspectives* of the characters in the story when they are involved through different drama techniques?

ACTION RESEARCH PLAN

STRATEGY

- Use *drama techniques* to improve writing skills.

AIM

- Design *lesson plans* to engage pupils in role play.

METHOD

- *Investigate motives and intentions* through questioning techniques.

RESOURCE

- Create *thinking tool templates* to capture responses.

LEARNING OUTCOME

- Use *Ideas and vocabulary* generated during drama sessions to add depth and creativity in their stories.

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OUR CHALLENGE

OUR CHALLENGE

STUDENT

look at the
internal
perspectives
of the
characters and
events and
take greater
ownership in
thinking.



DRAMA TECHNIQUES

Narration with Mime
Teacher in role
Soundscape
Still images
Freeze Frame
Tableau
Thought tracking
Thought tapping
Hot Seating
Overheard conversations



TEACHER

adopt
effective
questioning
techniques
during role
play to ease
out the
thoughts and
emotions
experienced.

DRAMA STRATEGIES

1

PHASE

- Define space
- Soundscape
- Narration with mime
- Teacher in Role

- Underground dance
- A Walk in the park

2

PHASE

- Thought tapping
- Still images
- Freeze frame
- Tableau

- Mother 's Birthday Surprise
- A Haunted House
- A Fire in the Kitchen

3

PHASE

- Hot seating
- Overhead conversations

- Honest taxi Driver
- The Bully
- The Visit to the dentist

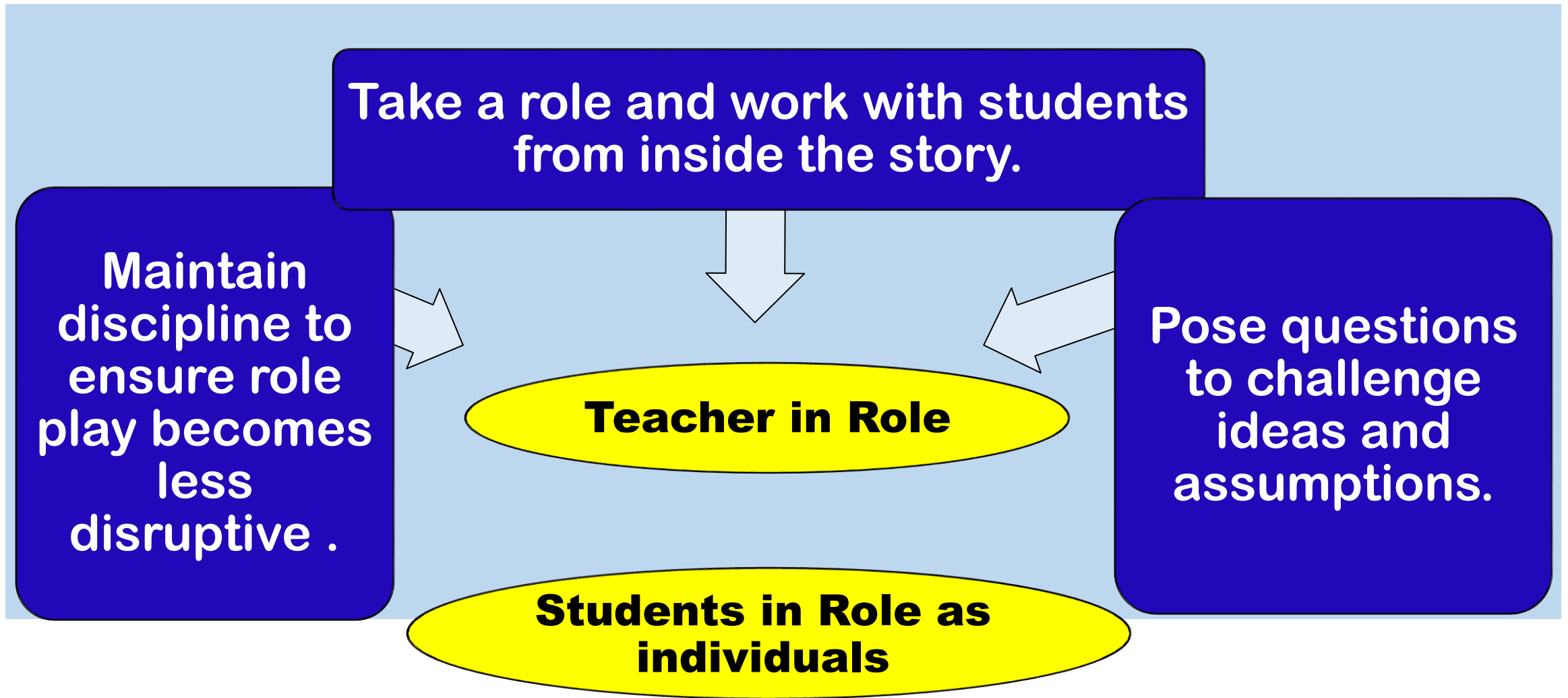
First Phase :

LESSON 1 & 2 :

- ***Introduction to Drama techniques***

TOPICS :

- ***The Underground Adventure & A Walk in the Park, A Fright in the Dark: poem***



Drama techniques were '*soundscape*', '*still images*' and '*teacher in role*'

TEACHER IN ROLE

**Dictates
particular
aspects of the
drama**

**Excites interest and
builds tension in the
drama**

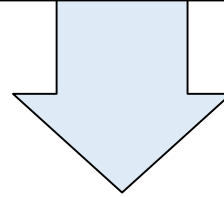
Sets the scene

**Enables everyone to role play the
character**

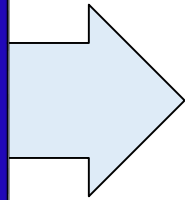
OUTCOME

Draws children into the story

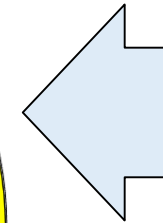
Furniture defines the space.



Teacher
and class
agree on
the
parameters



**Define
Space**



Students are
part of the
decision-
making
process to
enhance
commitment

SOUNDSCAPE.

- A journey with **sounds**: eg underground tunnel
- Students **represent** features in a forest. Eg A tree or an owl hooting.
- Children use sounds to **communicate** creatively.

First Phase : Lessons 1 & 2 : Introduction to Drama techniques : The Underground Adventure

SIO	Drama Techniques	Thinking Tools & Templates	Procedure
1. Students mime to add effects to teacher's script	- Miming - Narration with mime - Teacher in role	Teacher's Script: An Underground Adventure	As the teacher narrated an experience of walking in an underground tunnel, students mimed and froze to show facial expressions and gestures of their involvement in the scene
2. Students to provide sound effects for objects, animals and people	Soundscape	Task Cards: Role play as different objects found in the park. eg trees, birds, butterflies, bushes and joggers.	The teacher narrated a walk in the park and students mimed and provided the background sound effects happening in the scene.
3. Students to recite a poem with actions and sounds. 4. Students to write a short poem	Role Play	Poem: Fright in the Night Choral Reading Rubrics: guide students on the quality of recitation and coordination of appropriate actions.	- Choral recitation of the poem motivated students to use different modes of expressions and actions to complement the poem. - Pupils work in groups to discuss and contribute ideas to compose a similar poem.

Second Phase :

LESSON 3 to 5 :

- ***Learning to role play and execute the drama techniques purposefully to gather details and views to support their writing skills.***

TOPICS :

- **Mother's Birthday Surprise, A Haunted House, A Fire in the Kitchen**

SECOND PHASE

Teacher and
students in role
discussing an issue
or problem relating
to the character or
event.

Conversation between
characters.
(NOT) What do you think
frightens him?
(BUT) Do you understand
why I am frightened?

**Discussion
in Role**

**Tableau are scenes
created by students in
small or big groups.**

**•Still images are
formed when
students arrange
themselves in
three dimensional
pictures depicting
a scene or a
particular
moment.**

**Still images,
Freeze Frame,
Tableau**

**Freeze frames are
collaborated by
groups and
brought to life to
show present,
past or future.**

This activity helps to build belief in fiction

How is 'Thought tracking' & 'Thought tapping' done

Teacher narrates an event or names a character miming an action and all students will mime it in their own space.

At a given signal, students will freeze and teacher will move around to tap students on their shoulder one at a time

Teacher will ask questions on what students are thinking, feeling, smelling or hearing according to the setting and students will voice the thoughts and intentions of the character.

Students will give different responses and they are encouraged not to repeat the responses already mentioned.

All responses are captured on mahjong paper or padlet as resource materials for future written work.

How does Visible Thinking take place ???

WHO?

Students in role
speak aloud their
thoughts which
normally remain
concealed.

Students commit
further to their roles
in the story and think
further about the
context they are in.

WHAT?

All verbal responses
become part of
shared understanding
of the setting and
characters.

WHEN?

WHERE?

WHY?

Roll on the Wall

The outline of a character, drawn on a large sheet of paper is displayed

The character's thoughts are written inside the outline and what others think is written around the outline

Information about the character is collected and written around the outline of the character.

What the character says can be written in one colour and what she thinks in another.

Post it can be used to add comments on the outline

CHARACTER MAP

Actions

Feelings

Character's Name

Dialogues

Behaviour

Title: The Bully

Character Map

What the character saw(sights)

1. Quick to notice a weaker, timid, gentle, kind.

What the character did(actions)

1. Quick to think of a mischievous plan.
2. He will encourage his friend to cooperate.

Character's Name

Alvin

- words to describe a bully
1. mean
 2. proud
 3. cheeky
 4. mischievous
 5. boasting
 6. bossy
 7. strong-headed

What the character said(dialogues)

1. "Come on, let's do it!"
2. "Oh! it will be fun!"
3. "Come on, let's bully that girl!"
4. "Hey! It will be fun!"
5. "Are you with me?"

What the character felt(feelings)

1. brave
2. excited
3. mighty
4. proud
5. strong
6. powerful
7. confident
8. feels like a king
9. invincible

what you
can do when it
rains?

- I can bring an umbrella just in case.
- I can bring a phone so when it rains, I can call my mother.

Rain

- When it rains, there is thunder and lightning.
- When it rains, it is dangerous.
- It is really cold when it rains.

what did
you do?

- I played in the rain.
- I ran home
- I called my mother
- I ran to take shelter

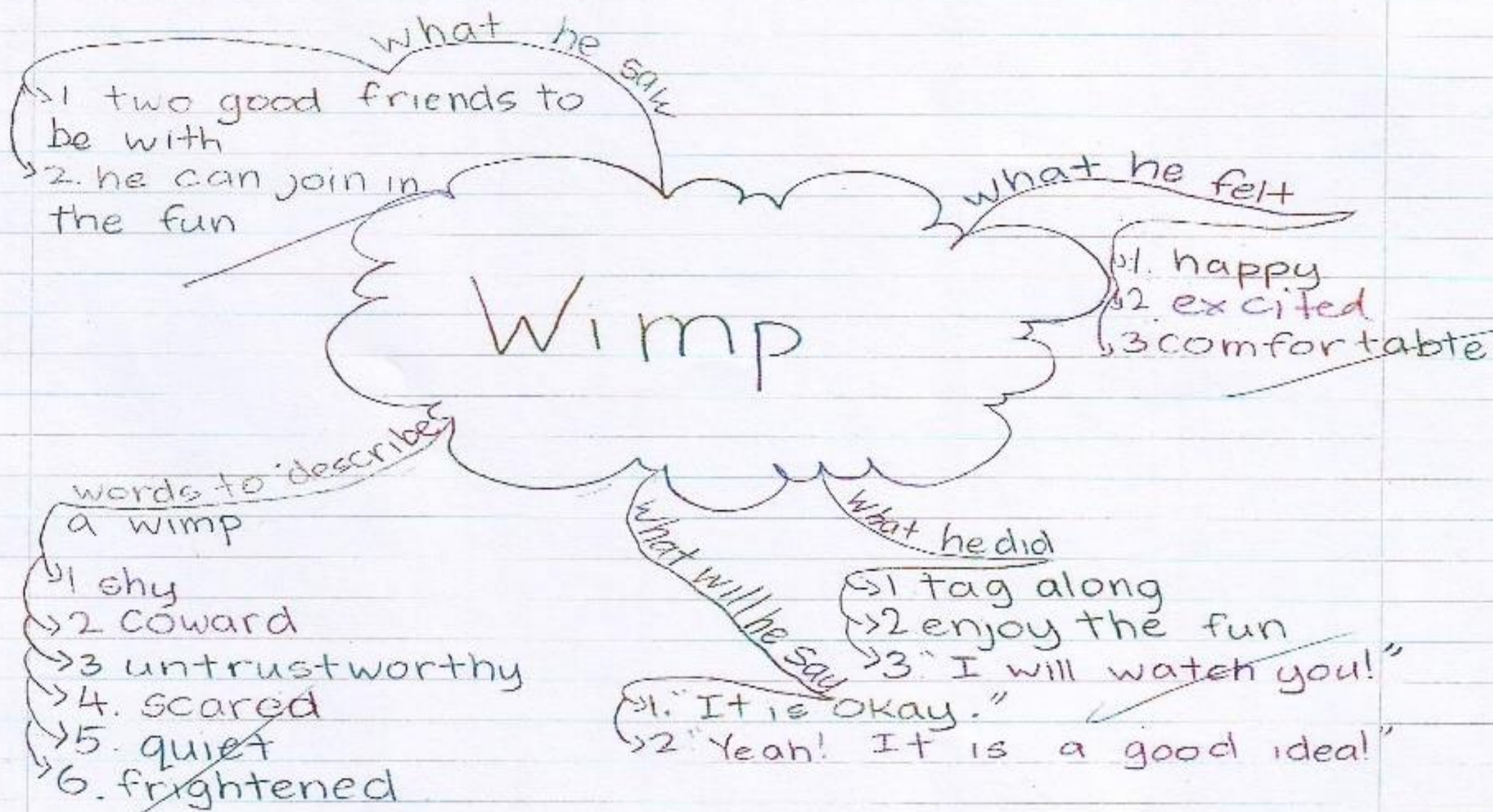
How do you
feel?

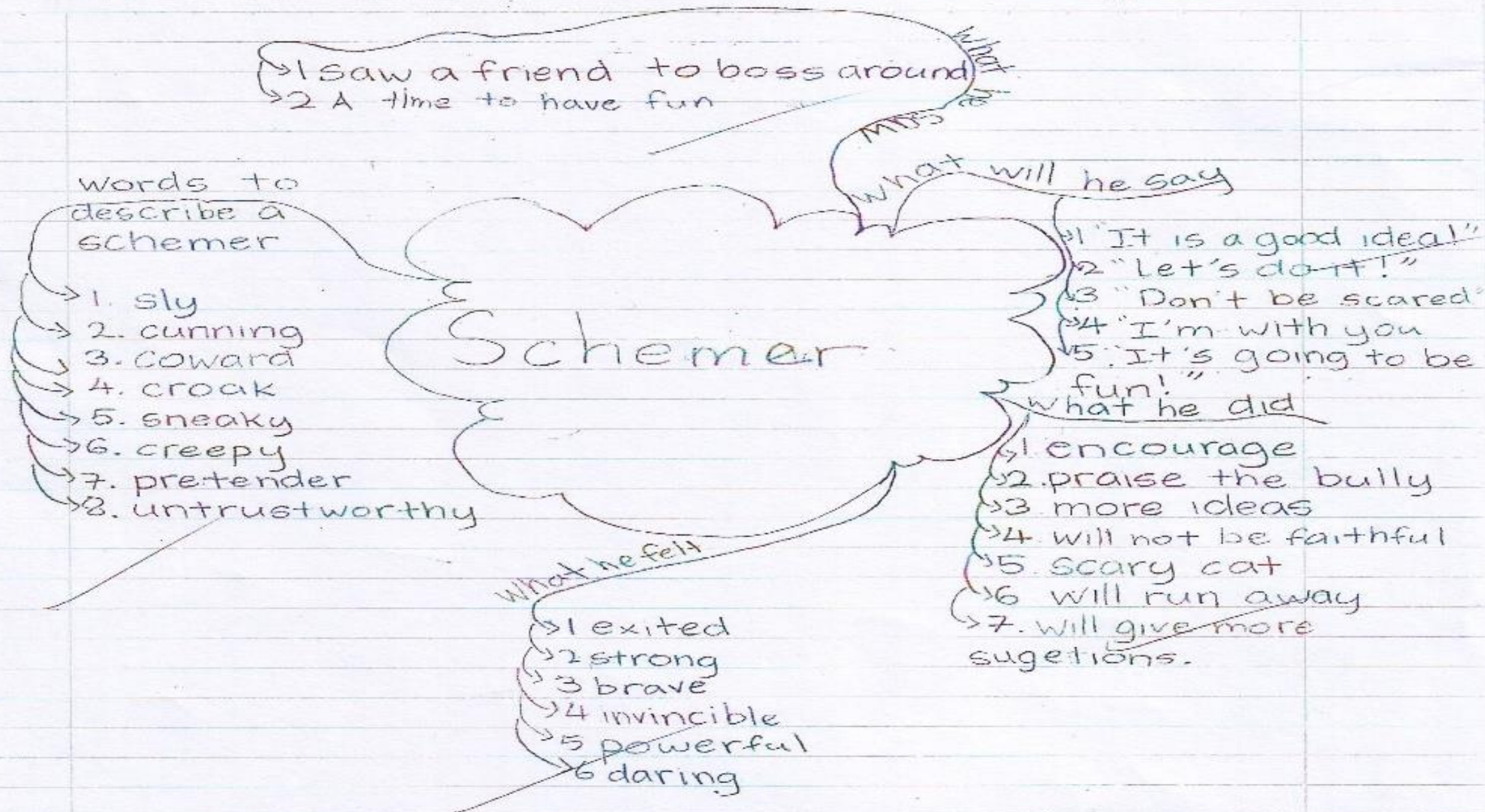
- I feel sick
- I feel cold
- I feel frightened
- I feel wet

what was
unlucky?

- I was sick because of the rain
- I got struck by the lightning because I played in the rain







Second Phase : Lessons 3,4 & 5 : Mother's Birthday Surprise, A Haunted House, A Fire in the Kitchen

Learning to role play and execute the drama techniques purposefully to gather details and views to support their writing skills.

SIO	Drama Techniques	Thinking Tools & Templates	Learning Outcomes
1. Awareness of the theme and topic of discussion	• Sharing personal experiences	• Video & Power Point	• Gather general background information about the topic.
2. Identify the sequential structure of story.	Story overview	• Story Map Template	• Order the sequence of events and characters in the four pictures to show beginning, middle and end of story.
3. Role play the drama technique to express feelings and intentions.	• Still images - Thought tapping - Thought tracking	• Character Map: Role on the wall template.	• Use questioning techniques: 4W & 1H to surface character's actions, feelings and intentions. • To capture descriptive words on character map. • To capture interesting words and phrases
4. Identify what happens before and after events in the picture story to link the story more realistically	•Tableau • Freeze Frame •Discussion In Role	• Before /After Template • Story boarding templates with helping words and phrases.	• Use before/after template to capture intentions and motives of characters in role. • Use teacher's script with sound effects for the scenes eg haunted house to make it experiential and realistic. • Use story boarding template with captured words and phrases articulated during role play.

Third Phase :

LESSONS 6 & 8 :

- Students were more familiar with the drama strategies so they emerged as initiators.
- Use all the drama techniques learnt and two more techniques which are hot seating and overheard conversations.

TOPIC :

- *The Honest Taxi Driver, A Visit to the Dentist, The Bully*

THIRD PHASE

Hot Seating

1

- One person or a teacher to be in role and the rest to ask them questions.

2

- Students need to think and ask appropriate questions.

3

- Answers will provide information on the topic of discussion or about any particular character in the story.

4

- Heighten the students' motive to find out more by giving them specific instruction on the criteria for them to be chosen to be part of the story.

Overheard conversations

1

- Children in groups make up conversations that people in their drama may have had.

2

- As teacher walks around the groups, the group nearest to the teacher will start talking so that the teacher can overhear their conversation.

3

- There is silence from all other groups so they can eavesdrop the conversation as the teacher is listening to the conversation.

4

- When the teacher walks away from the first group, the conversation fades off from this group and the next group start their conversation so that everyone can now eavesdrop their conversation.

Third Phase : Lessons 6, 7 & 8 : The Honest Taxi Driver, A Visit to the Dentist, The Bully

SIO	Drama Techniques	Thinking Tools & Templates	Procedure
• Awareness of the theme and topic of discussion	• Sharing personal experiences	• Video clips • Power Point presentation.	• Familiarise students with the general knowledge about the topic.
• Identify the sequential structure of story.	• Still images	• Story Map	• Present in order the sequence of events and characters in the four pictures to show beginning, middle and end of story.
• Role play the drama technique to express feelings and intentions.	• Thought tapping	• Character Map: Role on the wall template.	• Use questioning techniques: 4W & 1H to surface character's actions, feelings and intentions. • Capture responses on character map.
• Identify what happens before and after events in the picture story • And link the story more realistically	• Tableau • Freeze Frame • Hot seating • Overheard Conversations	• Before /After • Story boarding Template • Class dictated stories • Group Stories	• Use drama techniques to elicit interesting words and phrases • Use before/after template to capture intentions and motives. • Use teacher's script with sound effects for the scenes eg haunted house to make it experiential and realistic. • Use story boarding template with the word splash to write out the story.

1

Introduction and discussion on the theme, main idea or main event in the story to familiarise students with the Background Information.

2

Story Map of events that take place as shown in the four pictures and the characters involved in the story.

3

Drama Strategies to highlight events, characters, motives and interesting links in the story.

4

Class Dictated Story to guide students on the main points that should be included in the storyline.

5

Group Stories to practise writing parts of the story and presenting them in class for peer editing.

General Procedure

6

**INDIVIDUAL
WRITING**

Title

An Unlucky Day

Setting

School, Mrs. Lee's house, on the road ✓

Characters

John
Mrs. Lee ✓

Beginning

John was walking to Mrs. Lee's house from school to visit. A few minutes later, it started to rain cats and dogs! Luckily he had an umbrella. ✓

Middle

John was going to cross the road when a dashing blue car drove past him and a puddle of water splashed on him. ✓

End

He finally got to Mrs. Lee's house but he caught a cold and couldn't eat Mrs. Lee's special ice-cream that she ~~made~~ made. ✓

Curious

BEFORE, DURING AND AFTER QUESTIONING CHART

	BEFORE	DURING	AFTER
✓✓	Where was he before he went out?	Which day did he go out?	How did he feel?
✓✓	What was the weather when he was walking?	Why did he go out?	How heavily did it rain?
✓	When was he free to go out?	What was he doing before he went out?	Why was he carrying a school bag?
	Why did he bring an umbrella with him?	What did he see on the trees?	Why was he looking happy?
	Why were there dark clouds?	What did he notice when he was walking?	Where was he walking to?

CLASS DICTATED STORIES

Teacher provides
pauses for
children to make
their contribution
part of the
whole.

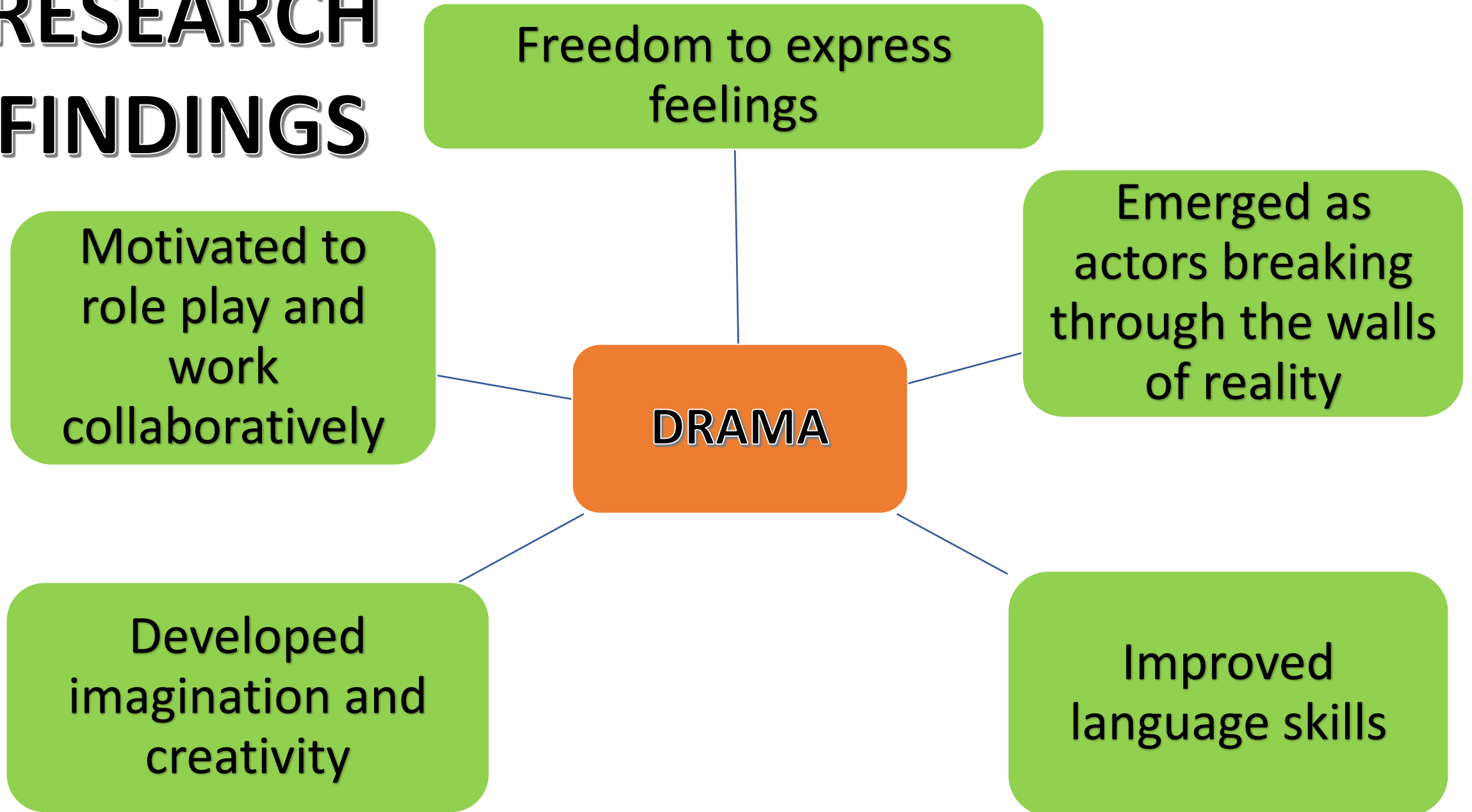
Each child takes
a turn to tell a line
of the story

Children sit in
groups to review the
story using the
events of the drama
they had seen or
participated in.



OUR FINDINGS

RESEARCH FINDINGS

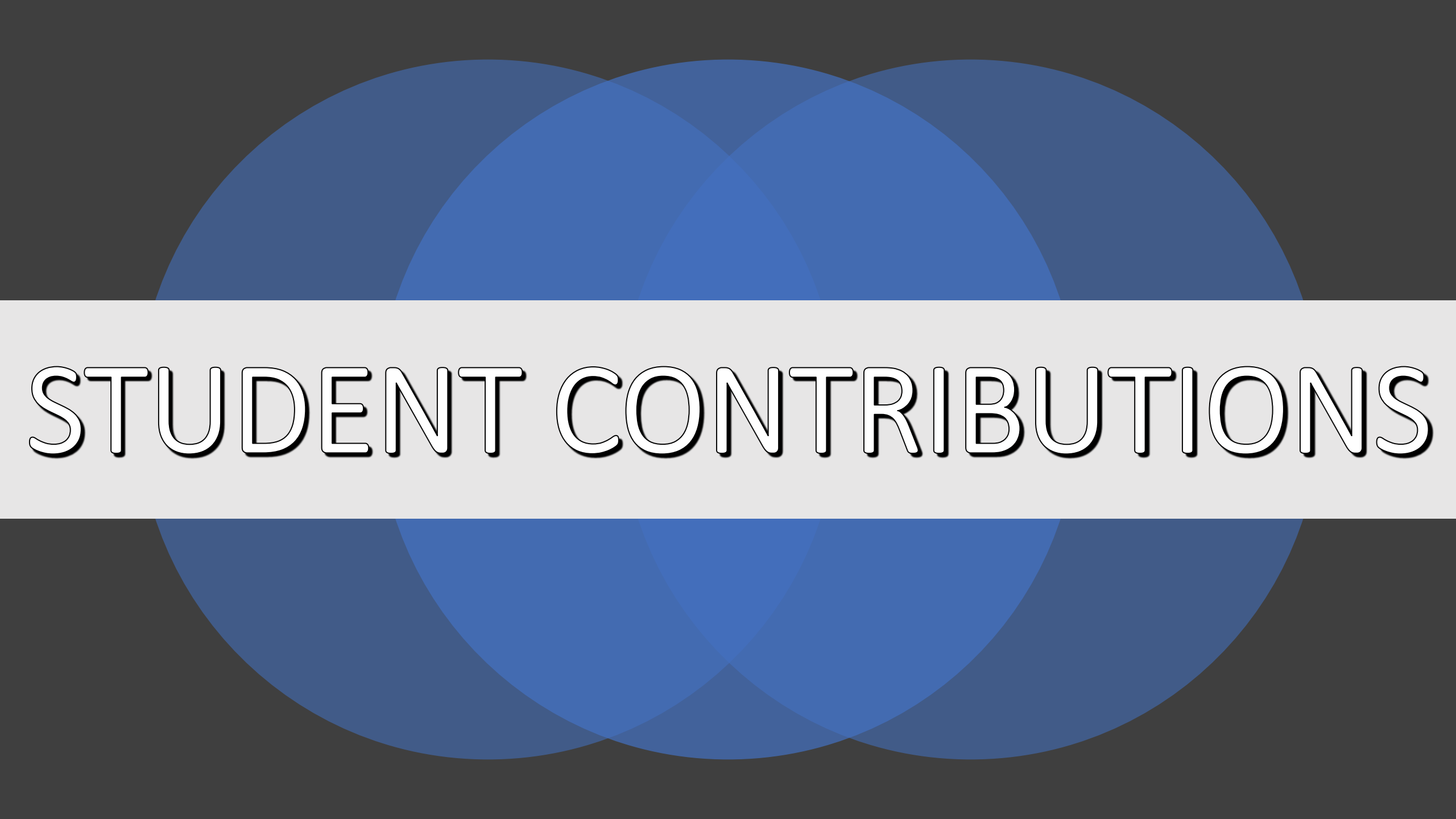




STUDENT ENGAGEMENT

- composed stories in their own imaginative way.
- listened, responded interacted well during role play.
- took on leadership roles to come up with different variations to the story.
- presented creative work with pride and were ready to be critiqued by their peers.

RESEARCH FINDINGS

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STUDENT CONTRIBUTIONS

Subject: Mothers birthday

Date: 30 January

Lyla woke up early in the morning to prepared her Mothers birthday but she did not have a plan.

She rushed to her brother's room to tell him to tell him about their Mothers birthday ^(she) and shook him ^{hard} well ^(soundly) he was still sleeping ^(soundly) and streaks of sunlight ^{was} coming into the room ^{but he was fast asleep}. The clock was going ^(but he was fast asleep) tick tock, tick tock, tick tock. Lyla was a caring

and kind girl and did not forget about her Mothers birthday so she prepared a vase of lovely flowers and a wrapped ^(made) present and a card ^(for her) for her. She also prepared Ham sandwiches and ^(and butter) butter on the table but now Lyla carefully carried a tray ^{on a tray,} of a pot of coffee along with four cups ^(on a tray).

Ending ?

At last Lyla's brother woke up, he saw what Lyla was doing and started to remember about his Mothers birthday.

He quickly ran to the kitchen and put a frying pan on the stove to fry some eggs. Meanwhile Lyla's parents have woke up and when they looked out the hall they had a pleasant surprised. Lyla's Mother was so surprised that she praised Lyla and her brother for making such a wonderful birthday. Lyla took her mother to the table and waited for her to sit down. Lyla's Mother did enjoy the food and had the best birthday ever!

Pupil A

Pupil B

Mother's Birthday

^{early} On a quiet Sunday morning, Sandy woke up early. She tip toed to Max's room and ^hwispered in ^{to} her brothers ear, "Wake up!" ^{had}The children planned a surprise breakfast for their mother.

Sandy went into the Kitchen and boiled water ^{to make the coffee}

While the water was boiling, she toasted the bread ^{and spread it} with her mother's favourite strawberry jam. Then

she ~~settled~~ the table. Later she put a bunch of lovely flowers into a beautiful vase, ^{her} specially for their mother.

Max fried some scrambled eggs. He carefully flipped the eggs ^{over} around on the frying pan ^{and} put them on the plates. ^{and} After that, ^{brought them to} they woke their parents and ⁱⁿ showed the breakfast table. Their mother had a pleasant ^{supper} and they had a wonderful

Mother's Birthday

It was a quiet Sunday morning. Kimberly got up early so she ^{to wrap} ~~can~~ make the present and ^{make a} ~~card~~ card. ~~Then~~ she woke her brother, Brandon who was ~~she~~ ^{she} ~~were~~ ^{going to celebrate their} ~~going to celebrate their~~ ^{mother's birthday.} ~~still in bed.~~

They went into the kitchen and started ~~cooking~~ ^{making} breakfast. Brandon ~~is~~ ^{was} ~~cooking~~ ^{fried} the egg ~~with~~ ⁱⁿ a frying pan. Kimberly ~~is~~ ^{made} ~~doing~~ the tea. We are ~~also~~ ^{done}.

Kimberly ~~is~~ ^{laid} ~~getting~~ the table ~~set~~ ^{and also} ~~up~~ ^{plac} the present and card on it. The eggs and the pancake, the tea ~~were~~ ^{are} all ~~ready~~ ^{ready}. Kimberly also put a vase of flowers to ~~beautify~~ ^{beautify} the table. ~~is~~ ^{is} ~~fining~~ ^{fining} the vase and the flowers.

Later, ~~then~~ ^{tip toed} Kimberly and Brandon ~~tepted~~ ^{tip toed} to their parents' room. ~~We~~ ^{and} ~~woke~~ ^{gave} them a ~~surprise~~ ^{surprise}! ~~They were~~ ^{surprise}.

Their parents were ~~and~~ ^{and} proud of Mother and father are so happy ~~that we made our~~ ^{that we made our} ~~seles~~ ^{breakfast} them, as they saw the ~~table~~ ^{table}. They ~~we~~ ^{we} took her to the table to ~~set~~ ^{set} down. We had a wonderful

Increased vocabulary
216 words to 371
words

Few interesting
words to
vocabulary describing
emotions felt and
experienced

Few details to more
internal perspectives

Used relevant
dialogues spoken by
the character during
role play

Realistic narration of
events and logical
climax to the idea.

Connected to the
experience using a
more personal style
of writing

Pupil A : High Progress

Just then Tristen's mother heard him groaning in pain. She rushed to his room and asked him what was his problem. Tristen then said "It's my tooth, it hurts so much and I can't stand the pain". His mother was very worried so she rushed to the kitchen. In a ^{little} ~~while~~, she came back with a glass of salt water and told Tristen to gurg^{le} it. Tristen then did as he was told and felt a little bit better. Tristen's mother told him to rest on the bed and she ^{would} ~~will~~ call the dentist for an appointment. Tristen was really afraid when his mother told him that but ^{he} had no choice to go to the dentist.

It was 9 o'clock. Tristen and his mother had reached the dental clinic. The nurse ^{led} ~~lead~~ Tristen to the dental room and there he saw the dentist Mr Lee. Tristen then sat on the the dental chair. Mr Lee asked Tristen what was his problem. Tristen told Mr Lee that his teeth was hurting. Mr Lee asked Tristen to open his mouth to take a look. Mr Lee told Tristen that one of his teeth had already decayed and will have to remove it.

After a few minutes. The treatment was over. Tristen was glad that the pain was over. Tristen and his mother thanked Mr Lee for the appointment and hope to see him again. Mr Lee told Tristen that he had removed his tooth already. "Wow! I did not even feel my tooth being removed" said Tristen. Before Tristen and his mother left the clinic, Mr Lee reminded Tristen if he wants to eat sweets, he must brush his teeth.

Mother's Birthday

On a quiet Sunday morning, Sandy woke up early. She tip toed to Max's room and whispered in ^{to} her brother's ear, "Wake up!" The children ^{had} planned a surprise breakfast for their mother.

Sandy went into the Kitchen and boiled water ^{to make the coffee}. While the water was boiling, she toasted the bread ^{and spread it} with her mother's favourite strawberry jam. Then she ~~settled~~ the table. Later she put a bunch of lovely flowers into a beautiful vase, specially for ^{her} their mother.

Max fried some scrambled eggs. He carefully flipped the eggs ^{over} around on the frying pan ^{and} put them on the plates. ^{After that,} They woke their parents and ^{brought them to} showed the breakfast table. Their mother had a pleasant surprise and they had a wonderful

Increased vocabulary
111 words to 218
words

Used words that
were elicited during
the role play and used
it in context.

Used relevant
dialogues spoken by
the character during
role play

less grammatical errors
and better sentence
structure.

Sam felt miserable and could not sleep a wink.
The dentist gave Sam some sugar free lollipop and waved
good bye to Sam.
He could not bear the pain . By the end of the night, he did
not sleep a wink.
His mother rushed to his room in a jiffy.
Lucas felt a slight prick of pain but it was nothing compared
to his tooth ache.

Pupil B : Middle Progress

A visit to the dentist

Lucas had a bad toothache. He has a

sweet tooth but did not like to brush his teeth.

One day

He ^{he} was very uncomfortable and was howling in pain.

He tried to sleep but he was ^{in bed} tossing and is

turning. He could not ^{bear} the pain. By the end

of the night, he did not manage to sleep a

wink!

Finally, Lucas could no longer bear it and screamed. His mother rushed to his room in a jiffy. She gave him some salt water together with some painkillers. He felt better soon after. The next morning, his mother called the dentist and made an appointment.

On the way to the dental clinic,
Lucas begged his mother to find another
way to help his toothache. He hated visiting
the dentist. When they reached their destination,
Dr. Muthu ushered Lucas in. She was friendly.
She examined Lucas's teeth with a mouth
mirror and found a deep cavity.

she had to
Dr. Mathu said, fill the cavity. Lucas
felt a slight prick of pain but it was nothing
compared to his toothache. Soon, it was
done. Lucas was surprised. It was
not so bad after all. Lucas thanked the
dentist. She gave him a sticker. After
home
that, he went with his mother. That day, Lucas
learned his lesson. He promised himself
to brush his teeth and even floss his
teeth regularly.

Very good
Good flow in
comp

Increased vocabulary
122 words to 188
words

used words that were
elicited during the role
play and used it in
context.

fewer grammatical errors
and better sentence
structure.

Used relevant
dialogues spoken by
the character during
role play

He groaned and moaned.
He could not bear it anymore and was
screaming in pain. Finally when it was
Stuart turn, he was nervous and scared.
The dentist gave him a warm and friendly
smile. The dentist praised Stuart for being
brave.

Pupil C : Low Progress

Mother's Birthday

It was a quiet Sunday morning. Kimberly got up early so she can ^{to wrap} make the present and ^{make a} card. ~~Then~~ she ~~wake~~ ^{wake} her brother, Brandon who was still in bed. Kimberly and Brandon ^{were} ~~going to~~ ^{going to} celebrate their mother's birthday.

They went into the kitchen and started ~~teaching~~ ^{cooking} breakfast. Brandon ~~is~~ ^{was} ~~cooking~~ ^{fried} the egg ~~with~~ ⁱⁿ a frying pan. Kimberly ~~is~~ ^{made} doing the tea. We are ~~also~~ ^{done}.

Kimberly ~~is~~ ^{hard} ~~getting~~ ^{and also} the table ~~set~~ ^{plac}. The eggs and the pancake, the tea ~~are~~ ^{were} all ~~ready~~ ^{ready}. Kimberly also put a vase of flowers to beautify the table. ~~is~~ ^{is} ~~finishing~~ ^{finishing} the vase and the flowers.

Later, Kimberly and Brandon ^{tiptoed} ~~tepto~~ ^{their} to their parents' room. We woke them up. ~~They were so~~ ^{and gave them a} Surprise!

Their parents were ^{and proud of} so happy that we made our ~~seles~~ ^{breakfast} them, as they saw the ~~table~~ ^{table}. They we took her to the table to sit down. We had a wonderful

A Visit To The Dentist

Stuart ^{was} ~~is~~ having a bad toothache.

It was

because he did not brush his

teeth everyday and he ~~had~~ been eating sweets

every night. He groaned and moaned. He

~~could not~~

can't bear it anymore

and was

screaming in pain!

Mom heard the screaming.

"What happened?" she asked. Stuart

opened his mouth to show the ^{deep} ~~bad~~

cavity. She told Stuart ^{to} lie in bed. Then

she rushed to make ^{him} a glass of salt

^{gave him} water and passed a painkiller

for Stuart to eat.

Mother brought Stuart to the
dental clinic. They ^{had} have to wait
^{for a while} about 10 mins. Finally, when it ^{was} is Stuart's turn,
^{was} he is nervous and scared. Mom
^{would} said everything will be fine. The
dentist gave him a warm and
friendly smile. Next, he put on gloves and a
mask. He started filling Stuart's cavity.

When it is over, Stuart was
happy. Mom came in to check on him.

The dentist praised Stuart for being

brave. ^{but} But reminded him to brush his

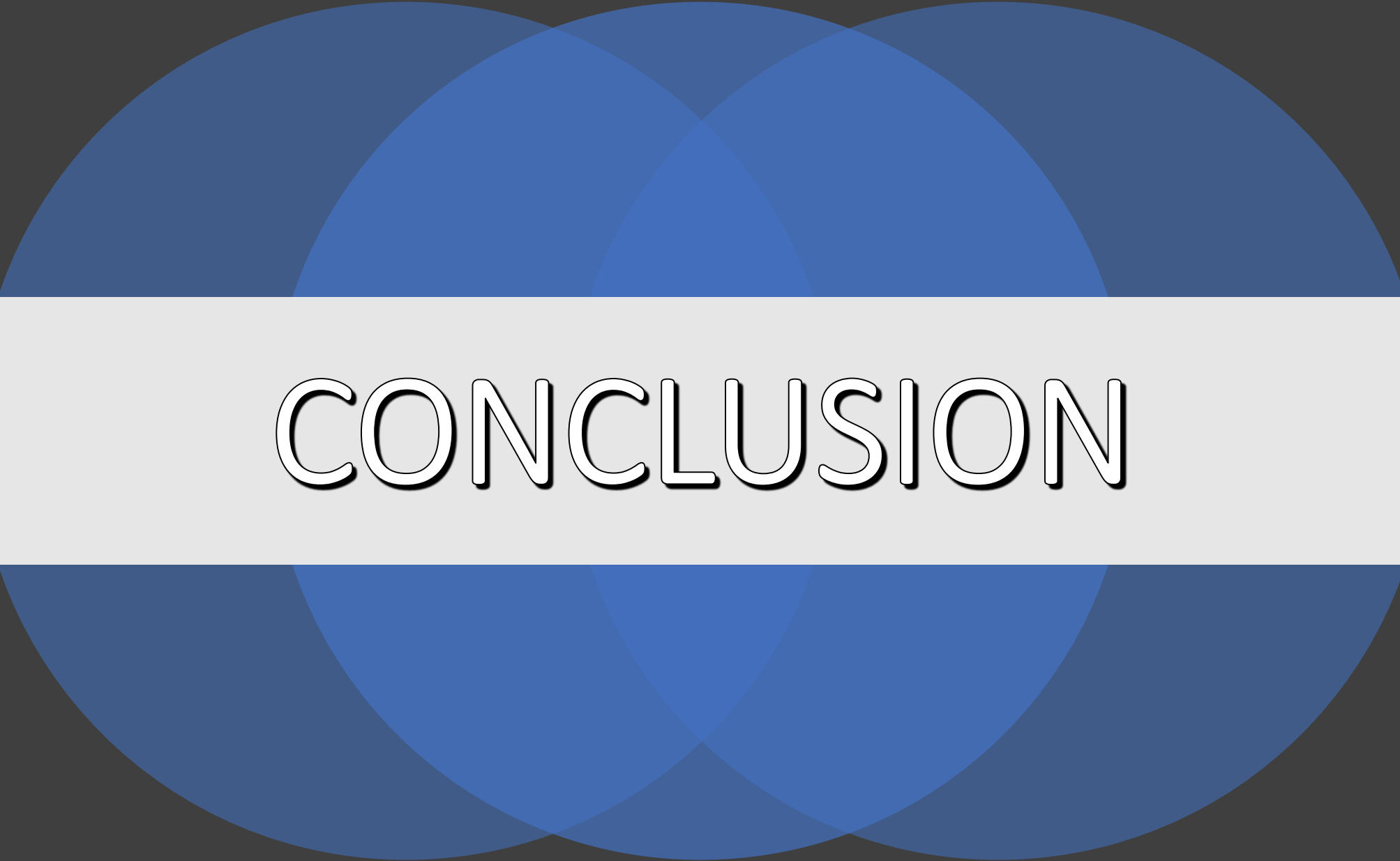
teeth everyday and not to eat too

many Sweet things. Mom brought Stuart

to McDonald for a Sundae to end the

day. But Stuart brushed his teeth
after reaching home.

Nice story!
You are pretty
good effort!

The background features three overlapping circles in a medium blue color, arranged horizontally. The circles overlap in the center, creating a darker blue triangular region. A horizontal white band cuts across the middle of the circles.

CONCLUSION

Conclusion and implications

Drama is multisensory learning and it provides for the holistic development of the child.

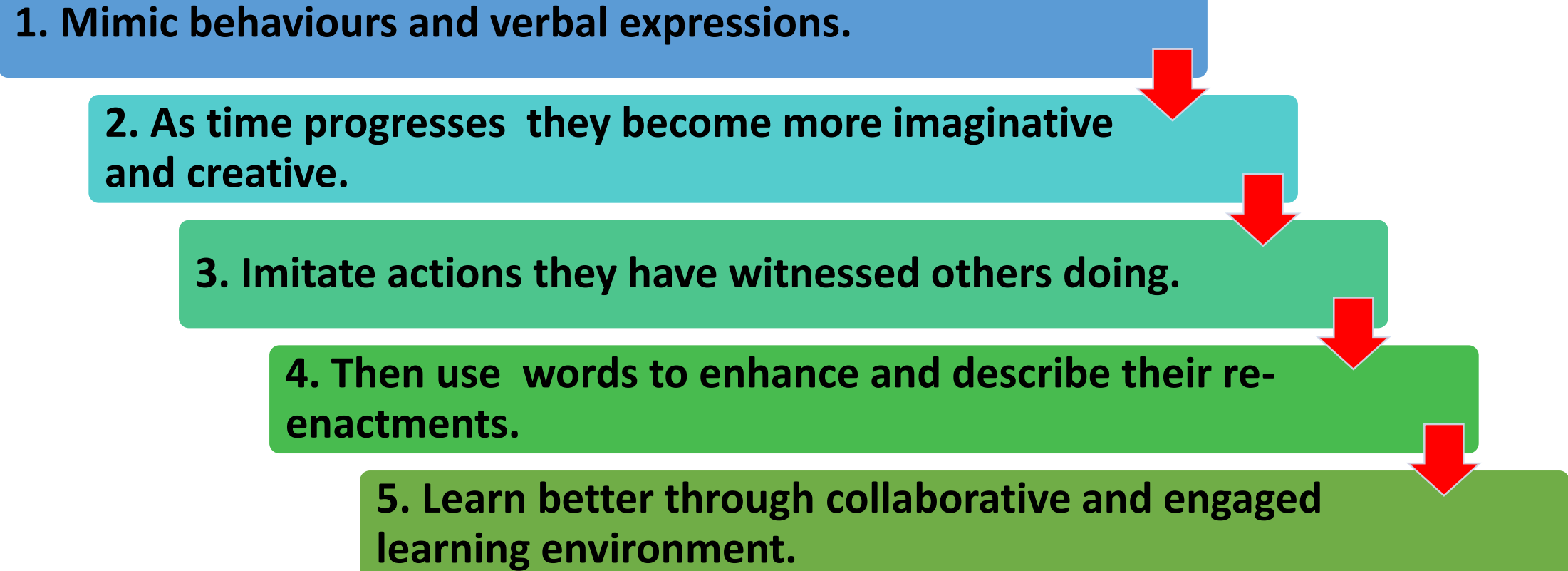


Students' learn confidence, self-esteem, creative and critical thinking and communication skills through taking on a role.



Drama enables students to speak or write from their own point of view and helps them to make abstract concepts, pictures, or make events come more to life.

1. Mimic behaviours and verbal expressions.



2. As time progresses they become more imaginative and creative.

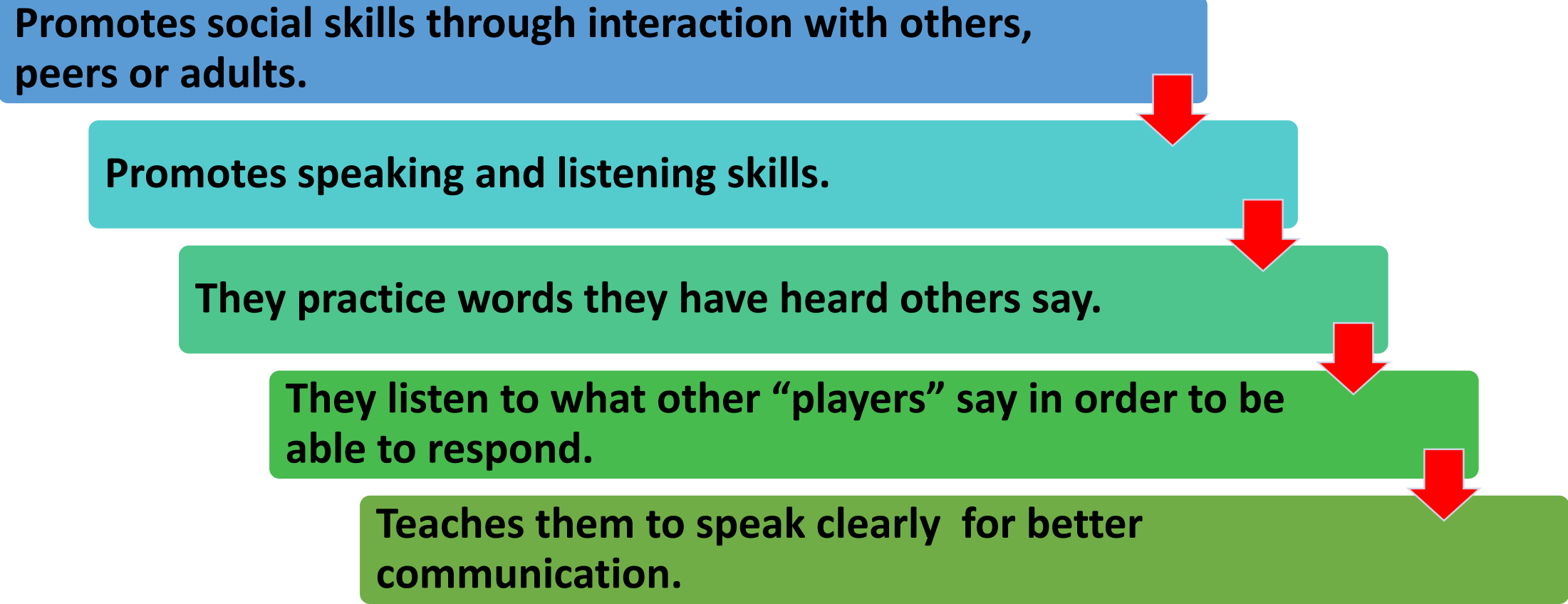
3. Imitate actions they have witnessed others doing.

4. Then use words to enhance and describe their re-enactments.

5. Learn better through collaborative and engaged learning environment.

**Conclusion and implications:
Students learn better through drama**

Promotes social skills through interaction with others, peers or adults.



Promotes speaking and listening skills.

They practice words they have heard others say.

They listen to what other “players” say in order to be able to respond.

Teaches them to speak clearly for better communication.

**Conclusion and implications :
Drama promotes communication**

Conclusion and implications

