

“Three Dolls”

About this set of materials...

This set of materials is based on the learning and teaching experience of an S.1 class of St. Rose of Lima’s College. It illustrates how teachers can make use of the play “Three Dolls” to help learners reflect on their own values and attitudes, in particular modesty and respect for others. Creativity is also developed when learners are asked to rewrite a play.

Texts and materials used in this exemplar



Three Dolls



Worksheets

Strand Targets

- To converse and exchange points of view about feelings and ideas (ISb, KS3)
- To identify and discuss ideas in written texts, form opinions and express them (KSc, KS3)
- To develop a response to imaginative literature including poems, songs and dramatic texts through activities such as identifying and discussing themes (ESa, KS3)
- To respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means (ESb, KS3) such as:
 - making evaluative comments
 - explaining one’s feelings towards characters and events
 - participating in dramatic presentations
- To give expression to imaginative ideas through oral, written and performative means such as rewriting a play into a story or rewriting the ending of a story (ESc, KS3)

Learning Targets/ Objectives




- **Text-type:** plays
- **Language skills:**
 - Reading:**
Understand, interpret and analyse different written texts
 - Use linguistic and contextual clues and general knowledge to determine the meaning of the written text
 - Identify implied meanings through inferencing
 - Understand different feelings, views and attitudes
 - Speaking:**
Present information, ideas and feelings clearly and coherently
 - Convey ideas and information in conversations or discussions
 - Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings
 - Writing:**
Present information, ideas and feelings clearly and coherently
 - Describe, express or explain ideas, feelings and experiences
 - Produce written texts appropriate to context, purpose and audience





– Use strategies to arouse and sustain readers' interest

• **Generic skills:**

- Creativity
- Communication skills
- Critical thinking skills

• **Values and Attitudes:** Modesty, respect for others

| Learning and Teaching Process | Impact on Learning |
|---|--|
| <p>1. The teacher asked the learners what their favourite cartoon characters were and why.</p>  <p>2. The teacher distributed to the learners the script of the play “Three Dolls”. She showed the learners some puppets and asked them about the characters in the play.</p>  <div data-bbox="314 1122 520 1189" style="border: 1px solid black; padding: 2px; text-align: center;">Three Dolls</div> <p>3. The learners read the play script and the teacher offered explanations of the meaning of some difficult words.</p> <p>4. The learners practised reading the dialogues in their own group, by taking up different roles in the play.</p> | <p><i>Learners</i></p> <ul style="list-style-type: none"> ✓ <i>activate their knowledge of the world and personal experiences about dolls, which arouse their interests in understanding and reading the play aloud</i>  <ul style="list-style-type: none"> ✓ <i>develop a response to the characters and events in the play through oral and performative means such as putting themselves in the imaginary roles and situation in the play</i> ✓ <i>use appropriate intonation and stress ,and vary volume, tone of voice and speed to convey intended meanings and feelings in the play script</i> |

| Learning and Teaching Process | Impact on Learning |
|---|---|
| <p>5. The teacher distributed Worksheet 1 and asked the learners to answer the questions in Part A, which were related to the structure of the play.</p> <div data-bbox="240 501 604 613" style="text-align: center;">  Worksheet 1 </div> <p>5. Then the learners were asked to discuss in pairs the questions in Part B, which were related to the theme of the play.</p> <p>6. The teacher invited learners to share their answers in Part B in an open discussion.</p> <div data-bbox="153 1171 636 1415" style="text-align: center;">  </div> <p>7. The teacher distributed Worksheet 2 and asked learners to rewrite the play.</p> <div data-bbox="240 1671 604 1783" style="text-align: center;">  Worksheet 2 </div> | <p><i>Learners</i></p> <ul style="list-style-type: none"> ✓ <i>understand how a play is organised and expressed by:</i> <ul style="list-style-type: none"> • <i>recognizing major features of a play such as setting, characters and plot</i> • <i>finding out the values (modesty, respect for others, etc.) encoded in the play</i> ✓ <i>respond to the characters, events and issues in the play through written means by:</i> <ul style="list-style-type: none"> • <i>making inferences</i> • <i>making evaluative comments</i> • <i>explaining their feelings towards the characters and events</i> ✓ <i>are actively involved in collaborative learning through exchanging and rethinking ideas</i> <div data-bbox="842 1211 1182 1440" style="text-align: center;">  </div> <ul style="list-style-type: none"> ✓ <i>exercise their creative abilities and give expression to imaginative ideas through written means such as:</i> <ul style="list-style-type: none"> • <i>rewriting a play into the form of a story</i> • <i>changing the ending of a play given</i> |