

# Ideas For Drawing Out The Details Of A Story

## Based on the content of the story:

- **Summarizing/reviewing** what has happened.
- **Predicting** what will happen and explaining the prediction.
- **Irony/Sarcasm:** What has been said or done in the story that means something different than it appears to mean?
- **Implied or hidden parts of story** (reading between the lines): What has been said or done that isn't stated directly but is important to understand?
- **Key points** in plot or story (checking and explaining).
- **Conflicts:** Why is there this problem (or disagreement or dilemma) and how can it be solved?
- **Emotions:** How is this character feeling and what words can describe that feeling? e.g. what words do you use to describe how you feel when you just won a competition that you didn't think you could win?
- **Explaining:** what has happened (use if the text is too complex for the students).
- **Put self into the story** ("What would you do if..." "Have you ever..." "What is your [talent/pet/car/favorite food]")

## Based on the language of the story:

- **Tricky pronunciation:** when a word comes that is difficult to pronounce, do one of two things: (1) if the word has regular spelling and is not an exception, help the child sound it out, or (2) if the word has irregular spelling and is an exception, tell the child what it is and have the students repeat it a few times for memorization.
- **Parts of speech:** when students are close to the right word (e.g. a student suggests the word "cry" when asked to identify a character's emotions) identify how a particular word fits into a sentence grammatically (e.g. emotion words are often adjectives, but "cry" is a verb)
- **Usage:** how is a word used (e.g. "pretty" is generally not used for males, "bad" may mean "cool")
- Explain **new or difficult vocabulary words** that come up in the story: (e.g. "inhale" or "limelight")
- **Intonation** (for reading): Have the children read the way it would sound if a native speaker was speaking and explain the intonation.
- **Put emphasis on the right syllable.**
- Following and explaining **punctuation marks:** Does a question sound like a statement? Do the children pause at commas?
- **Word choice:** where a descriptive word is used, what are some other words that could be used? How do they differ from the word that was used?

## The Great Kapok Tree

Exercise: come up with ideas to draw details from the story and its language.

- Please read the Great Kapok Tree (we've attached a copy on the next pages). Follow along, and answer the related questions.