

Asking A Story
TPRS National Conference
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by Julie Baird

*Notes / Thoughts /
Doodles*

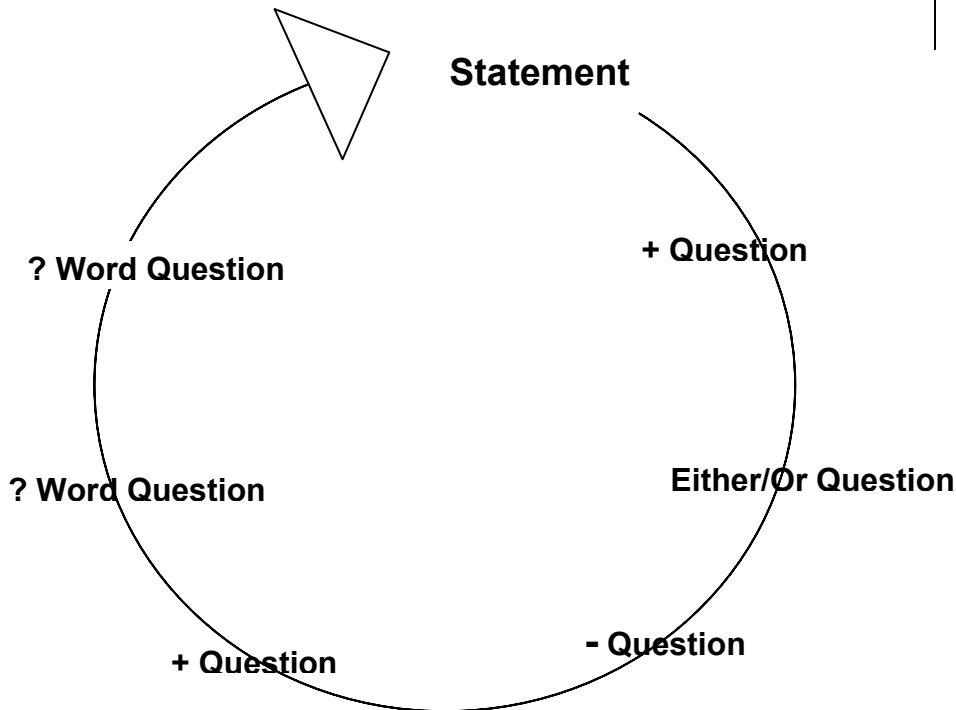
1. To get kids involved, engaged and more absorbed into the story, you should constantly ask questions.
2. Aim for 6 questions or responses every minute, more is better.
3. There are 2 ways to “Ask a story”
4. There are 4 types of questions – according to Julie Baird

Circle of Questions

A. Make a statement

1. Ask a positive question (+)
2. Ask an either/or question (e/o)
3. Ask a negative question (-)
4. Ask a positive question (+)

B. Restate the original sentence



Two Ways to Ask a Story

1) Feed the info and ask the questions / For beginning students with little language

Make a statement and then circle the questions.

Statement:.. *Monica has another cat.*

+ *Does Monica have another cat?*

e/o *Does Monica have another cat or another pencil sharpener?*

- *Does Monica have another pencil sharpener?*

+ *Does Monica have another cat?*

Statement:.. *Monica has another cat.*

Add question words if the students have the info to answer the question.

What does Monica have?

Who has another cat?

Practice: Write the circle of questions for the following sentence.

The monkey snores very loudly.

Remember this is for students with limited language abilities. The focus word is SNORES

+ _____

e/o _____

- _____

+ _____

Who? _____

How? _____

2) Fish for answers / For students who can think of possible answers

Ask questions before giving details about the story. You will be “fishing” for good answers that will lead you to the storyline.

1. Ask questions that will lead you in the direction you want to go.
2. Make sure you use the vocab for the day in your question.

For example: Vocab word is **vacation**

Class, Timmy the Tiger needs a break and decides to go on a vacation?

Does T. need a vacation?

Does T. need a vacation or a new golf club?

Why does T. need a vacation?

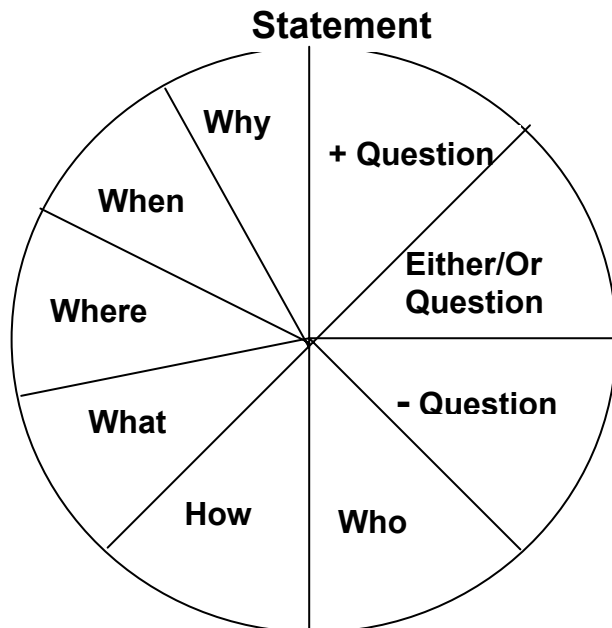
Circle the answer the students give you?

How long of a vacation does T. need?

Circle the answer the students give you?

3. You give the choices only when the students don't provide you with answers or there is a low response.
4. When asking a story, use "why" questions to delve deeper into the language and to challenge your brighter students.
5. The class ends up developing the story, adding the details. You simple control the direction it takes.

The circle of questions for upper levels can be more flexible. It looks more like a pizza. You have more questions you can ask. Make sure you work the vocab through the questions and close the circle.



Types of Questions (in order of difficulty)

1. Yes/No questions
2. Either/Or questions
3. Questions word questions that are directed at pre-established information.
4. Questions word questions that require the students to invent an answer.

1. If you ask a question and no one answers, back up one and ask the same question in an easier way.
2. Keep backing up until someone can answer the question, then move forward and ask the same questions over.
3. Make a conscious effort NOT to ask more than 2 questions in a row that have the same answer.
4. Repeat the answer in a full sentence so the students will hear the language in context. Do this often!!!
5. Vary the types of questions to reach all students.

Practice: This story comes from my level 2 German class. It is early in the year. Tell me what kind of questions I ask based on this story.

Fritz decides to go on vacation. He goes to because it is He buys 1 ticket from Priceline and wins an extra ticket. Whom should he take with him on his vacation?

Scripting the Questions and the Responses

1. If you can't do this intuitively, you will need to script your questions for a week or more.
2. You don't have to actually use every question you script, but you have it there as back up in case you stall.
3. Remember that students cannot get too much CI.
4. Continue with each line of the story, until you have the entire story scripted with questions and possible responses.
5. For classes that don't need to be handheld, you ask the questions before stating what happens.



Getting the Most Language out of “Asking a Story”

1. Vary the types of questions to allow ALL students success
2. If there is zero response time or weak response time, restate the question in an easier form.
3. Teacher USES the vocab word in the question.
4. Teacher REPEATS answer using FULL sentences and recycling the vocab word.