



**Dyslexia Classes**  
From Frustration  
To Forever Confident

## **Story Framework Development**

**Section 1:  
Your Child's Story: The Hero's Journey**

## Section 1

### Step 1:

Write out a formula:

Hero + Universal Theme + Villain

### Step 2:

Go through the book and have the student identify their hero.

**Instructor's question to student:** Who is the hero?

**Student's answer:** Frodo is the hero

### Step 3:

Ask your student to replace "hero" with character's name in the formula.

Frodo + Universal Theme + Villain

### Step 4:

Now ask your student the following question:

What does Frodo want to do?

Replace "universal theme" with this question.

Frodo+ what does Frodo want to do? + Villain

Have your student listen to the chapter again and find an answer.

**Instructor's question to student:** What does Frodo want to do?

**Student's answer:** Frodo wants to destroy the ring.

### Step 5:

Have your student look for two types of words: action word and the most important word.

**Action Word:** An action word moves the hero in the general direction of the goal where he wants to go. It will not be necessarily be precisely or accurately moving in the right direction.

In this sentence, what is the action word that will bring Frodo on a path to his goal? The action word in the sentence is usually found after the name of a hero.

Frodo **wants** to destroy the ring.

**Most Important Word:** The most important word in the sentence is the action that the hero wants to do.

In this sentence, what is the most important word that will bring Frodo on a path to his goal?

As your student the following question: What is it that Frodo wants to do?

**Student's answer:** destroy

The answer to this question is the most important word in the sentence.

Frodo wants to **destroy** the ring.

## Discussion

Ask your student to go to the dictionary (Merriam Webster) and type the word '**destroy**'. Read each definition and discuss whether the definition is suitable or not. Discuss the reason why the selected definition is appropriate. This step is important as students have to discuss each word's definition with their mentor and provide a reason why they think the definition is suitable or not suitable. In this process students exercise their cognitive skills.

### Destroy

#### transitive verb

1: to ruin the structure, organic existence, or condition of  
destroyed the files

also : to ruin as if by tearing to shreds  
their reputation was destroyed

2 a: to put out of existence : KILL

destroy an injured horse

b: NEUTRALIZE

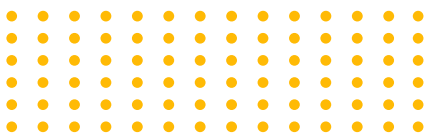
c: ANNIHILATE, VANQUISH

#### intransitive verb

: to cause ruin or destruction

### Discussion of Definition:

Ask your student to discuss each definition with their mentor and find out which one is better one and why.



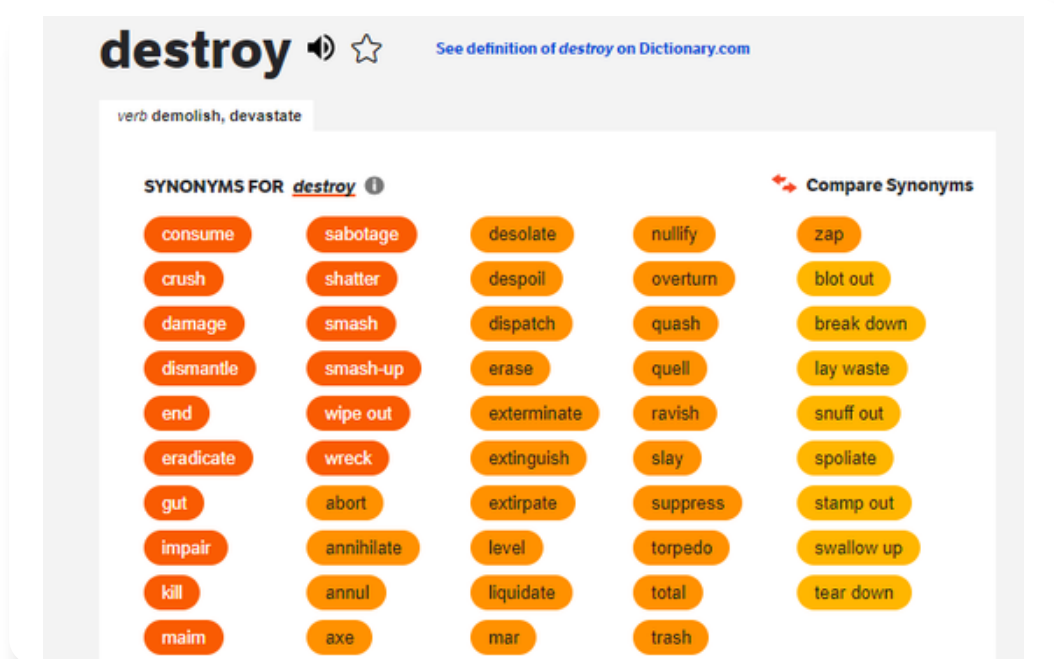
**Step 6:**

Ask your student to replace “universal theme “with the word “destroy” in the formula.

**Frodo + destroy + Villain**

**Step 7:**

The most important word in our sentence is ‘destroy’. Enter the word ‘destroy’ in thesaurus online. Many words will come up as synonyms. Just focus on the first words suggested, typically at the beginning and highlighted in red. These words are the important ones.



Select a word which is more appropriate and check its definition. If the definition suits Frodo’s choice to destroy , then choose that word. As an example, we have selected the word “eradicate”.

**Step 8:**

Ask your student to replace “universal theme “with the word “eradicate” in the formula.

**Frodo + eradicate + Villain**