

Lesson Number: 2

Title: “BIG FISH” The Book by Daniel Wallace

Goal(s):

1. Students begin to read “Big Fish” The Book, developing the language to understand the story.
2. Students understand the grammatical concepts of Adjective and Adverbs.
3. Students develop a very rich vocabulary, including English/Spanish/Latin Cognates or words that are similar in these languages.
4. Students identify Idiomatic Expressions, Similes, Metaphors and examples of Southern English dialect writing.
5. Students research in the Internet subjects of interest such as geographical features, towns, cities, states, animals, plants, etc.
6. Students research features of “setting” in a story or novel.

Time	Teacher Instructions/Student Activities for Each Step	Points To Remember to Support Student Learning	Materials	Evaluation “Look-Fors”
30 min.	“BIG FISH” The Book – Reading <u>Introduction to BIG FISH</u> and Part I to Page 23 – T. reads out loud with students following silently <u>after</u> a thorough development of vocabulary.	T. encourages students to focus on “setting” as they read by asking questions about the literary components of “setting.”	“BIG FISH” by Daniel Wallace. Development of vocabulary organizers by categories- Meaning Categories especially for Adjectives/Adverbs. Dictionary, Thesaurus;	Students ask many questions and become intrigued by the story as they speculate what may happen.
30 min.	Preview of vocabulary by Meaning Categories; Categories of Adjectives and Adverbs. English/Spanish/Latin Cognates. Idioms, Similes, Metaphors, Dialect writing.	T. and students develop a rich classroom vocabulary through charts that remain posted throughout the reading of the book.	Research reports from Internet.	
30 min.	Topics for research in the Internet.	T. and students, as they read book, find names of geographical features, cities, states, animals, plants, people, etc. to study through the Internet.	If possible, listening to audio version of book.	
30 min.	Recognizing “setting” for each sub-chapter in Part I, II, III.	T. and students develop daily charts that describe “setting.”		

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Vocabulary –

Adjectives:

Blue River
soft, cool green moss
smooth sounds
beautiful young woman
log hair
bare shoulders
cool water
natural state
little break
small reptilian head
real decision
his two small fangs into her small waist
poisonous snake
his own life
brief time
an almost intolerable good feeling
a small brown stick
a special charm
a sudden thoughtfulness
a quiet charm
quite handsome
a few good jokes
many female Ashlanders
these sweet young girls
his front porch
my Father’s youthful exploits
his most formidable task
his very life
her own fields
an empty stomach
his great fist
bitter and angry and hungry
whole cornfield ravaged

Adverbs:

spread its branches wide
to remain calm
honestly
standing waist deep
brutally
just too huge
constantly
he said quite softly, even sadly
greatly relieved
I should just wander
called appropriately if not very imaginatively
swim too deep
he brought her up slow
soon he got a strike
he tried again
things were getting very unlikelike now
pulling him under and down, deep into
was covered over in the flood
beneath fathoms and fathoms
the catfish carries Edward swiftly by
they are gone
again up and suddenly out of the water
Edward is thrown, poleless now, to shore
drifted away
stayed there forever
to go forward or move back
the day grew dark
the owners stared dully
the car was running too close
his hand hung there now, useless
forever frozen
her voice sounded trapped inside her throat
words climbed her throat painfully

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their apple trees bare
the water tower dry
the ghastly monstrosity
half a dozen dogs
one fine summer morning
the very life
a great pile of stones
the deep woods
a grisly visage
his black hair
his thick and tangled beard
the soft and spineless crawly bugs
little person
terrible grin
a nearby pine
the first sacrifice
giant tear
his beaten face
the most wonderful meals
too much trouble
the biggest farmer
special power
the felicitous congruence
a mountain range
summer night
the middle, deepest part
a bigger hook
stronger line
more sumptuous looking dead mouse
a bad idea
his little mouse
a living thing
beautiful, monstrous, scary-six, seven, feet long
the watery graveyard
the small corner

she would aimlessly point out
he moved slowly
had started the trip backward
walking knee-deep through water
he said . . . in a friendly if somewhat tired way
winking slyly
they walked on in silence
the rain fell softly
almost smiled
It was coming toward them, slowly but directly
tried to look friendly
growling wildly
slowly my father stuck out his hand
rubbed against
Willie looked on in sadness and defeat
he leaned over
moved his head slowly off the table
turned away
they were coming in and out of focus
He looked beyond
The crowd grew larger and moved closer
the man said slowly
the water in the lake began to gently ripple

Expressions:

let this go to his head
seemed to leave a bad taste
whatnot

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a shadowy green water
slow motion
little bubbles
he was healthy and strong
a high school graduate
the verdant fields
the morning . . . was a bright one
a thick fog
different in important ways
an empty lot
a hardware store
a grocery store
empty and dark
the empty doorway
his handsome hands
a strange lot
a shrunken arm
his right hand
the sudden sting
his lower arm
almost every respect was perfectly normal
in so many respects they were normal
that one terrible thing
several years ago
a water pipe
exaggerated form
the first, and worst, accident
a great joy but a great burden
the first man
the edges of his lips were dried and cracked
his hair was gray and bristly
his eyes were small and black
he was old
he was so old
a grim smile

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a nice little store
a small crowd
the otherwise empty streets
the sky was darker
a light rain
the dusklike morning
a gaunt man
a ragged black suit
normal people
an indefinite black shape
short bristly hair
specific breed
a generic dog
the ferocious pinkness of his gums
his slow steps
his low snarl
my father's whole hand
one big room
green vinyl booths
gold-speckled Formica tables
paper placemats
thin silver spoons and forks
a dimness
a thick grayness
no real life
anxious expectancy
a silent waitress
deep black steaming pools (coffee)
a real big fish
big football star
good student
intestinal fortitude
his left index finger
her eyes were dark and sunken
a pretty face

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so big, and tall and handsome
petrified life
s'unpredictable bright world
this dark place
a deep loathing
a soft voice
a little while
her terrible hand
a rustling sound
a vicious growl
his terrible teeth
the drooling monster
a magic world
a barely beaten trail
a huge green lake
a small wooden dock
the loose skin
Dog's warm neck
a thorough gentleness
his dog-happy sounds
the white light

Post Lesson Evaluation Questions.

Questions	How do you know?	What would need to be changed? Why?

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