

Lesson Number: 7

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:

I was unimpressive
a real hospital
best medical care
a muted brilliance
mystical feeling
my repertoire was very limited
the magic seed
the sleepless night
his tired wife
attention span
He was more thoughtful, deeper, philosophical
the day-to-day things
my empty-handed arrival
a great emptiness
to-go containers
a little nauseated
an even greater loneliness
new dress
new friends
living room
strange books
this incredible growth
that pretty woman
his first deal
his short life
the new wing (of the hospital)
some ancient half-dried riverbed
prehistoric stones
the only water
a constant, though almost negligible, stream
the red clay embankment
the cool red walls
the best stones, the white ones, the shiny black ones

Adverbs:

at first I cried a lot, I slept a lot
watched helplessly
suddenly tired, excruciatingly tired
he missed the old life sometimes
to think things through
made him just a little nauseated
saved my life twice
told me again and again
made flat and smooth by the water flowing over them through time
the only water there now
powerful enough, strong enough
I slid down
sometimes, merely minutes after
alone
I was so transfixed there that day
unfortunately
I swung higher and higher
actually plunged forward
would assuredly have been impaled
to live forever
turning in circles
staring south, north, east, west
most advantage overly displayed
he strolled back and forth above me
remained invisible in the distance
to revive him possibly
I walked, slowly
he was completely still
killed instantly
tell slowly
unsure of what to do
feel uneasy
stare sadly

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the white spots	became too much
transfixed	he looked somehow familiar
the rushing wall of water	occasionally listen thoughtfully
my shirt tail	at the same time
its foamy crest	for surely we had met
previous owner	almost seizing me
a swing set	he breathed deeply through his nose
our old couches	said calmly
my highest arc	they really care
an unlikely trajectory	it makes her nervous
a white picket fence	almost completely destroyed the front yard
early indications	she will be pleased
he was curious	looked at me imploringly
his tall office building	I made it myself
it was dangerous	I walked through the yard, and down the walk and
any goddamn thing	back into warmth of my glowing home
shiny black shoes	
the last second	Expressions:
beatific slumber	had to pull their weight
a pleasant expression	free of charge
a true man of the world	sometimes constantly
cameo and yet heroic appearances	brazenly placed on her bedside table
my own manhood	I grew so quickly
his great powers	see as clearly
his most extraordinary general health and emotional well-being	
this dear feline	relatively speaking
my sweet little darling precious cat	on a mission
intensive care	with all I had
your voice sort of quivery and shaky	Had you going there, didn't I?
anything important	break me up (laugh)
something important	to ease someone into
my dying father	you mean well
a wild and glorious cheer	
the living-room window	
old ragged clothes	

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second-floor window
some very important job
fine black shoes
portable phones
a few weeks
a rudimentary buffet
steamed broccoli
cold and hard
a small tent city
neighborhood kids
a small information center
a tree stump
an older man
a lawn chair
a thick white beard
a fishing cap
several handmade lures
his voice was soft and deep, warm and distant
rapt attention
a most imposing man
a great cry of rejoicing
the man's face was radiant
she will be pleased
her sobbing face
a small woman
thin wrists
a miniature silk pillow
healing herbs
a great fire
mysterious talk
sly innuendo
a great collective gasp
his yellow bathrobe
immensely brief proportions
a cacophony of voices

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pure babble
strong, deep voice
a glove compartment

Post Lesson Evaluation Questions.

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