

Lesson Number: 9

Title: “BIG FISH” The Book by Daniel Wallace/”BIG FISH” The Shooting Script by John August

Goal(s):

1. Students begin to read “Big Fish” The Shooting Script, 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.
7. Students develop a Time Line – from Story to Script
8. Students compare and Contrast The Book and The Shooting Script – Enhancing, Elaborating, Further Developing, Re-Creating and Creating a new story based on another story

Time	Teacher Instructions/Student Activities for Each Step	Points To Remember to Support Student Learning	Materials	Evaluation “Look-Fors”
30 min.	“BIG FISH” The Shooting Script – Reading FOREWORD by Danile Wallace and INTRODUCTION by John August – T. reads out loud with students following silently <u>after</u> a thorough development of vocabulary.	T. encourages students to focus on comparing and contrasting as they read by asking questions about the literary components of “setting” in both books.	“BIG FISH” by Daniel Wallace. “BIG FISH” The Shooting Script by John August.	Students ask many questions and become intrigued by the story as they speculate what may happen in the script (and movie) and the similarities and differences between the two books.
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.	Development of vocabulary organizers by categories- Meaning Categories especially for Adjectives/Adverbs	
30 min.	Topics for research in the Internet.	T. and students, as they read script, find names of geographical features, cities, states, animals, plants, people, etc. to study through the Internet.	Dictionary, Thesaurus;	
30 min.	Recognizing “setting” for each sub-scene in the Shooting Script.	T. and students develop daily charts that describe “setting.”	Research reports from Internet.	

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Time	Teacher Instructions/Student Activities for Each Step	Points To Remember to Support Student Learning	Materials	Evaluation "Look-Fors"
			If possible, listening to audio version of movie ONLY.	

**Vocabulary –
Adjectives:**

Adverbs:

Post Lesson Evaluation Questions.

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

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