

**Lesson Number: 1**

**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.

<b>Time</b>	<b>Teacher Instructions/Student Activities for Each Step</b>	<b>Points To Remember to Support Student Learning</b>	<b>Materials</b>	<b>Evaluation “Look-Fors”</b>
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.	T. and students develop daily charts that describe “setting.”		

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**Vocabulary--**

**Adjectives:**

constant reader  
multifarious talents  
adventurous and heroic life  
knee-high to a grasshopper (boy)  
clear-running stream  
weird creature  
driest summer  
fine red Alabama clay  
grainy dust  
hazy white sky  
little wooden house  
the ragged blue bandana  
black and twisted roots  
mysterious vegetables  
old tin cup  
parched and frazzled home place  
merely respectable cloud  
over all the dried up acres  
a better look  
little wind  
hugh, whale-size taller men  
the animal's special language  
a peculiar liking  
big brown noses  
successive white sheets  
pure ice  
the snowy tempest  
a strong-quiet boy  
a stray heifer  
un-abating snow fall  
old wagon wheels  
grain silo  
half-smile mouth

**Adverbs:**

suddenly  
I thought of him suddenly, simply, concurrently  
young and old, dying and newborn  
sun shone hard and bright  
briefly  
looking skyward  
looming larger and gray over all  
brushing gently  
eventually covering the landscape  
to talk back  
nearly blocked again  
grew so tall so quickly  
wisely  
gently  
forever  
aghast  
absolutely couldn't afford  
perform with such grace and such beauty  
rarely seen in public  
nothing was the least bit strange  
I simply took my tea  
what he did was without parallel  
soon he became too sick  
looking relatively well  
definitely flawed  
so routine  
completely  
perhaps too quickly  
secretly hoping he forgets  
seeming slightly woozy  
hereby and forever after  
close heavily

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something warm and humorous  
a distant picking and scraping  
the living world was ice, pure and frozen  
the little schoolhouse  
favorite color  
a dangling vine  
Old Dr. Bennett  
family doctor  
guest room  
older than old  
my red and shriveled body  
charm and bedside manners  
bygone age  
raspy voice  
a bitter smile  
an easy time  
past months  
blue-and-red striped tie  
so terribly old  
the worst thing  
particularly awful (death)  
few preparatory years  
growing sickness  
refueling station  
an itinerant dad  
a nice house  
a few cars  
his own business  
constant aspiration  
important thing  
some odd hour  
his titular position  
fabulous story  
a two-headed woman  
a beautiful two-headed woman

**Expressions:**  
She had seen her self suspended above herself  
a cloud over thataway  
with something of a darkness to it  
screamed at the top of her lungs  
had a way with animals  
with a mind of his own  
to pay it much mind  
no questions asked  
to be a big fish  
had I so much as raised an eyebrow  
to seem out of his element  
Do you mind?  
of their own accord

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tea ceremony  
from Mr. Teenage-Been-Around-the-World-Seen-Everything  
complex tradition  
geisha society  
inner sanctum  
business friends  
government contacts  
historical proportions  
a low-pitched “Domo” (Japanese for Thanks)  
angry, frustrated and lost  
weary  
a good candidate for death  
long-distance calls  
strange places  
all around the world  
skin is mottled and scabbed  
coffee shop  
a deepening sadness  
oddly formal room  
your little chair  
bedside table  
harmless oil reproductions  
some Old Master  
a grown man  
real workout  
the most marvelous seeds  
a huge vine  
natural disasters  
his old scaly hand  
the nails cracking and dull, like old silver (simile)  
a great man  
right words  
wider world  
surprise turn of events  
**A Very Great Man**

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**an eerie sort of finality**  
**window curtains**  
**the central air**  
**Mr. Smarty pants**

**Post Lesson Evaluation Questions.**

<b>Questions</b>	<b>How do you know?</b>	<b>What would need to be changed? Why?</b>