

Lesson Number: 3

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:

interesting and fantastic people
tired and hungry
the day was cool and bright
a great center of learning
peripatetic professor
great veneration
certain individuals
unspeakable things
a soft red cloth
a small wooden box
the barn was dark and crumbling
black-iron holders
six human figures
dark brown hoods
a red silken pillow
a mournful murmur
rather serious stipulation
dark country night
stranger things
shiny blueness
light blue button-down cotton shirts
a good memory
a murmuring silence
this final observation
battered, war-weary, her smile lifeless, serene
vacant attention
dark amazement
weakening voice
his terminal prognosis
he is not buoyant or falsely hopeful
his barely over-middle-age body
a weird shade of true white
a painful gaze

Adverbs:

best told
climbed to an undetermined length up his calves
to lean back
he slept under the stars
he barely survived
just walking, forward, onward, ready
rocking back and forth
he could try no more
he fell on his face flat out
It seemed hopeless
the others anxiously crowded around him
immediately realized
it sounded more friendly, more appealing
wandered south through the country side
he arrived there of an evening
He slept for three days and three nights
felt strong again, clear in mind and body
made a vow then and there
many came there merely to fool around
was discussed openly
shrewdly befriended
to look directly into the eye
the door creaked spookily
sat in a semicircle toward the back
Edward approached fearlessly
said another, quite ominously
walked toward the lights of Auburn deep in thought
they truly take
his face turning red with fury
to beat him badly
the barn door creaked feebly open
her eye newly restored
The six stared, uncomprehending

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the sickly son
the last few decades
eggplant casserole
an unspoken rule
a few indelicate words
those small blue eyes
very intelligent man
remarkable thing
a great transformation
twice-told jokes
a best-of thing
an emotional carapace
the perfect defense
these last moments
the vulnerable and tender underbelly
smoothing meaningful, serious or delicate
these less than ideal conditions
a constant stream of jokes
a faint stench
the last few seconds
unassailable fact
the deepest sleep
his pale baby blues (blue eyes)
my father's first day
a natty dresser
a power-yellow tie
an executive's dark blue pinstripe suit
black shoes
those tight, thin, almost transparent socks in the same blue hue of his suit
silk handkerchief
pet mouse
the false pocket
the heart side
the first and only man
graying temples

The old lady drew near
each of them stared deeply into the old lady's eye
one merely looked deeply into the eye uncomprehending
He was rarely ever bothered
my mother almost married
gently shuts the door
he looks hopelessly at us
spiritually blessed
stays buoyant
being falsely optimistic
generally making people cry
takes shakily to his lips
says wearily
has, practically, lived in
look at each other plainly
embraces him tightly
addressing these things head-on
moving uncomfortably beneath his sheets
leaning back hard into his pillows
looking toward the ceiling
grips my hand lightly in his own
he says dreamily
I really want to know
You'll feel differently
his eyes suddenly full of an urgency

Expressions:
a rite of initiation
a moment of circumspection
on the morrow
to be at stake

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his hair was dark and full and healthy
 his part was one long straight line of pinkish scalp
 a country road
 pine straw
 your father's belt loops
 bloody figure
 a precious few and far between
 his own bloodstains
 pine wood floors
 his last words
 his last breath
 little notices
 a splendid flower
 gold and leather extravagancies
 my father's legendary industriousness

that once-in-a-lifetime look
 walks like a somnambulist
 an old pro
 a real trooper
 a witticism
 comportment
 maybe a bit dicey
 flew due east
 I'm on the fence
 taking over the helm
 beat him within an inch of his life
 vintage Edward Bloom
 They were in awe
 They were awestruck
 his first little nest egg

Post Lesson Evaluation Questions.

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