

Lesson Number: 4

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:

great joy and misfortune
the most beautiful woman
the entire state of Alabama
talented admirer
car races
drinking bouts
bare-fisted fights
was so widely admired (beauty)
a veritable club
a young man's taunts and jibes
his eager counterpart
the dim figure
the long yellow shaft
an inopportune moment
precise moment
human discourse
a primitive and often painful form
some country dead-end road
the thin and twisting road
dangerous speed
wise decision
a goddamn choice
a legal proceeding
the Auburn courthouse
a febrile old judge
six-inch-wide slit
an ivory-stemmed pipe
the man's hairless egglike head
these simple, yet profound, words
nice-looking horse
especially dastardly act
the darkening light
the starry sky

Adverbs:

he was not possibly the only man
are not easily sustained
he would end up, invariably, removing his shoes
brushed against her accidentally
not surprisingly she was feeling the same way
simply by being who he was
driving aimlessly
lean toward her
move imperceptibly toward him
suddenly the car was directly behind them
veered back and forth
pulled ahead
turned the wheel abruptly
his breathing came faster
laugh ever harder
stood over him, triumphant
moaning softly
suspiciously eyeing
shyly waved
drove slowly
seemed particularly reassured
the room was suddenly overcast

Expressions:

minded her own business
drove him crazy
to place a face
winning (someone's) heart
a showdown
a bull about to charge

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**a great metropolis
his great strength, intelligence and perseverance**

Post Lesson Evaluation Questions.

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