

Big Fish  
The Book

Big Fish  
The Shooting Script

Big Fish  
The Movie

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# Central Question

- Can English Learners (Level 4) or 8<sup>th</sup> Grade English students enhance, elaborate, further develop THE LANGUAGE of the settings in the story "Big Fish" to incorporate the rich descriptive language found in "Big Fish" The Shooting Script and additional personal descriptions derived from the visually complex movie "Big Fish"?

# Standard Assessed

- WS8 Write descriptive essay or composition that includes coherent setting development and a variety of literary strategies.

# Description of Students

- In the 2005-2006 Academic Year I hope to have highly motivated, compassionate students who will be willing and able to write for deaf and blind students who wish to "see" the movie "Big Fish." Hopefully they will be English Learners (Level 4) and/or 8<sup>th</sup> Grade English students.

## Rubric: Content, Organization, Style, MUGS.

- A "4" paper (1) fully achieves the purpose of the assignment enhancing, elaborating and further developing the descriptions of the "setting" found in the original "Big Fish" story; (2) clearly addresses the intended audience, deaf and blind Helen Keller, and (3) includes additional personal descriptions of the setting found in the movie scenes.
- It fully and elaborately develops and integrates the language of the scene settings from The Book, The Shooting Script and The Movie "Big Fish" with very extensive supporting details copied directly from the texts.
- It demonstrates insightful understanding of the connections among various texts.

# Organization

- A "4" paper is well-organized and follows the form required – descriptive writing.
- It consistently: adheres to the topic describing in detail the settings of the scenes; makes incisive, logical and explicit connections among the texts and the movie; is organized in paragraphs; and has a clear sense of beginning, middle and end.

# Style

- A "4" paper has a distinctive voice, which conveys a particular tone and point of view toward the topic.
- It exhibits superior techniques to enrich meaning, such as descriptive and expressive language, precise word usage, metaphorical language, and variations in sentence patterns.
- Its overall effect evokes an emotional response from the reader.

# MUGS

- A "4" paper demonstrates superior command of Mechanics, Usage, Grammar, and Spelling (MUGS)
- It is free of errors that interfere with the writer's meaning.

# Lessons

- This unit should take at least 6 weeks of instruction, 1½ to 2 hours of instruction daily for complete implementation, + the 5-Day-End-Of-Unit-Assessment .
- A total of 25 lessons have been developed, providing time to read “Big Fish” The Book, “Big Fish” The Shooting Script, and to see “Big Fish” The Movie.

# LESSONS in More Detail:

- **Concepts and skills covered in this unit.**
- **Lessons 1-9 "BIG FISH" The Book –**
- Reading Introduction to BIG FISH and Parts I, II III
- Preview of vocabulary by Meaning Categories;
- Categories of Adjectives and Adverbs.
- English/Spanish/Latin Cognates.
- Idioms, Similes, Metaphors, Dialect writing.
- Topics for research in the Internet.
- Recognizing "setting" for each sub-chapter in Parts I, II, III.
- Development of vocabulary organizers by categories-Meaning Categories, especially for Adjectives/Adverbs.
- Dictionary, Thesaurus;
- If possible, listening to audio version of book.
- Reading "A Conversation with Daniel Wallace" and "Questions for Discussion" at the end of the book.

- **Concepts and skills covered in this unit.**
- Lessons 10-17 "BIG FISH" The Shooting Script –
- Reading FOREWORD by Daniel Wallace and
- INTRODUCTION by John August.
- Enhancing, Elaborating, Further Developing, Re-creating and Creating. COMPARING and CONTRASTING The Book/The Script. "BIG FISH" The Book, by Daniel Wallace; "BIG FISH" The Shooting Script, by John August.
- TIME LINE: From Story to Script.
- SETTING – COMPARING and CONTRASTING by Scenes.
- Similarities and Differences Charts by scenes.
- "BIG FISH" The Movie (video) – AUDIO PART ONLY.
- "BIG FISH" The Shooting Script – Reading and LISTENING
- Preview of vocabulary by Meaning Categories;
- Categories of Adjectives and Adverbs.
- English/Spanish/Latin Cognates.
- Idioms, Similes, Metaphors, Dialect writing.
- Topics for research in the Internet.
- Recognizing "setting" for each scene in The Shooting Script. Comparing and contrasting (similarities and differences) The Book/The Script.

- **Concepts and skills covered in this unit.**
- **Lessons 18-19 "BIG FISH" The Movie – WATCHING** –seeing/hearing ONLY –the movie.
- **"BIG FISH" The Script + The Movie – Listening, Reading, Watching.**
- The settings for different scenes. Note taking, additional details.
- Pausing at different points to take careful **PERSONAL** notes on setting details to enhance, elaborate, further develop, re-create and create movie settings.
- **Lessons 20-25 "BIG FISH" 5-Day End-Of-Unit-Assessment**
- **End-Of-Unit-Assessment Booklet**

# My Big Wish

- I hope my English Learners (Level 4) and/or my 8<sup>th</sup> Grade English students – whoever they may be in the 2005-2006 Academic Year– learn to describe in great detail using lots of adjectives and adverbs.
- I hope that they become interested in writing as a means of earning a living.
- I hope that they become concerned about those who cannot see and/or hear and develop a life-long desire to help them.