

Lesson Number: 5

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:

many great labors
his rightful place
his first labor
his most important responsibility
dog kennels
cat cages
the job's terrible Sisyphean frustration
lovely, newly cleaned cage
lingerie section
department store
a cruel joke
the sassy comments
keen eye
she was quite vain
large, overstuffed chairs
girdle wear
desirable customer
the next shipment
the very next day
all and proud
her big horse eyes plainly shocked
the changing room
a bounteous breast
a rear end
her figure was all wavy and smooth rolls
she seemed younger, and sweeter and certainly a happier woman than before
technological miracle
a melodious tune
an adoring glance
wild dog
a small white house
some strange new couple
stray cats

Adverbs:

would be nearly filled
clean this mess up every morning and every evening
left it so spotless and clean
look straight at you
he suffered greatly
eventually won the trust of the women who regularly shopped at Smith's
she had become monumental
she certainly wanted to look much thinner
often visited
without a word
merely nodded toward a clerk
that clerk duly brought her
this was clearly a snub
and finally, some minutes later, she emerged
she had been completely transformed
she enthusiastically admired her new self
I can probably get a new husband
speedily promoted
promptly put the house on the market
freshly placed
was locally famous for
paid dearly
he was shocked and thrown back but essentially unharmed
toured the edge almost exclusively
had rudely come between
barely missing
he jumped so high into the air
finally ripping out
held the girl so close

Expressions:

to be fond

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frontage azaleas
deep holes
their terrible howls
vicious snarls
one bloody night
the fiercest, most terrible dog
pitch black (dog)
he was so stealthy
his bright shining teeth
was not merely wild
a crazed, lunatic dog
a seeming human capacity
an electric fence
canine peril
master bedroom
the feral black presence
leisurely gait
culinary ecstasy
his fabled power
a frightful seriousness
dizzying speed
two sets of teeth
pink-white gums
the dog's terrible howl
his warm moist breath
his massive beating heart
his wide shoulders
this last gory scene

to be particularly fond of (a person)
as though he were a god
snatch up

Post Lesson Evaluation Questions.

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