

Unit Lessons*

Unit Instructor: Carmen Sánchez Sadek, Ph.D.	Subject – English 8th Grade / ESL (ELD) Level 4 -- Advanced	Gr: ?	Date:4/14/05
Unit Text: “BIG FISH” The Book (Daniel Wallace) “BIG FISH” The Shooting Script (John August) “BIG FISH” The Movie (Video)	Assessment Text: INTRODUCTION: We have learned about Helen Keller who was blind, deaf and learned to speak; she also communicated through hand taps. Helen Keller would love to “see” the movie “Big Fish.” PROMPT: Prepare a very detailed description of the setting of one scene in the visually complex movie “Big Fish” including as much of the language of the literary sources –“Big Fish” The Book and “Big Fish” the Shooting Script to enhance, elaborate and further develop <u>the setting</u> .		
Central Question: Can 8 th Grade English / Advanced English Learners (Level 4) enhance, elaborate, further develop THE LANGUAGE of the story “Big Fish” to incorporate the rich descriptive language found in the scene settings in the Shooting Script and additional personal descriptions derived from the visually complex movie “Big Fish”?			
Kind of Assessment: <u>Descriptive Essay</u> incorporating the LANGUAGE for scene settings in The Book, The Shooting Scripts and from personal descriptions based on The Movie.	Instructional Programs (e.g., Advanced Placement, Sp. Ed.,Hi Point)...	No. Students:	
	8 th Grade English / Advanced ESL (ELD) Level 4		

1. **Continuum of Concepts and Skills to Learn.** The concepts and skills that students are expected to have mastered 1) *before* studying this unit are under the column “Previous,” 2) upon completion of this unit are under “Present”, and 3) will learn *after* this unit are under “Next.”

Previous	Standards Taught and Assessed in This Unit	Next
<p>WS3 Writing - Write responses to selected literature that develop interpretations, exhibit careful reading and cites specific parts of the text.</p> <p>WC2 Writing - Revise writing for appropriate word choice, organization, consistent point of view and transitions, with some variations in grammatical forms and</p>	<p>WS4 Writing - Write responses to selected literature (“Big Fish”) that exhibit understanding of the text, using detailed sentences and transitions.</p> <p>WS5 Writing - Use more complex vocabulary to write (descriptive writing) a very detailed description of a scene in the movie “Big Fish.”</p> <p>WS8 Writing - Use basic strategies of note taking, outlining, and the writing process to structure drafts of a descriptive essay of a scene in the movie “Big Fish” with consistent use of standard grammatical forms.</p> <p><u>WS8 Writing - Write documents that include coherent plot</u></p>	<p>Grade 9 – Representative Objectives – LAUSD</p> <p>WRITING: Use all steps of the writing process –pre-writing, drafting, evaluating, revising, editing, and publishing (Final Draft) to become skilled in expressive writing.</p> <p>Proofread, edit, and evaluate</p>

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<p>spelling.</p> <p>RW2 Reading - Distinguish between cognates and false cognates.</p> <p>RF1 Reading - Use knowledge of English morphemes, phonics and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>RF4/RF5 Reading - Uses decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>RL1 Reading - Identify literary devices such as narrative voice, symbolism, dialect and irony. Identify several literary elements and techniques.</p> <p>RL3 Reading - Identify the</p>	<p><u>development, characterization, setting and a variety of literary strategies -</u></p> <p><u>Modified to read:</u> [WS8 Writing (Level 4) - Write documents (descriptive essay or composition) that include coherent setting development and a variety of literary strategies.] WC1 Writing - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. WC2 Writing - Edit and correct basic grammatical structures and conventions of writing.</p> <p>RW1 Reading - Apply knowledge of word relationships, such as root and affixes, to derive meaning from literature and text. RW2 Reading - Apply knowledge of English/Spanish/Latin cognates to derive meaning from literature and text. RF1 Reading - Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and text. RF2 Reading - Apply knowledge of academic and social vocabulary to achieve independent reading. RF3 Reading - Use common idioms and some analogies and metaphors. RF4 Reading - Use a standard dictionary to determine the meaning of unknown words [building extensive vocabulary of synonyms, antonyms, related words by meaning]. RC3 Reading - Analyze how clarity is affected by patterns of organization, hierarchical structure, repetition of key ideas, syntax, and word choice in text. RL1 Reading - Analyze the setting and its influence on the meaning of (and conflict in) a literary text. <u>RL1 Reading - Describe the functions of dialogue, scene design, asides, and soliloquies in drama -</u></p>	<p>compositions according to established criteria of standard written English.</p> <p>Use varied sentence structure, precise vocabulary, appropriate tense, and punctuation to maintain clarity and develop an individual writing style.</p> <p>READING: Read recognized literary works and other grade-level-appropriate texts for meaning and historical significance.</p> <p>Acknowledge the plausible interpretations of a piece of literature.</p> <p>Analyze text in terms of literary elements (e.g. theme, plot,</p>
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functions of dialogue, scene design, and asides in dramatic literature.

LS2/LS1 Listening & Speaking - Retell stories / summarizes literary pieces in greater detail by including the characters, the setting and plot, and analyzing them in greater detail.

LS5/LS4 Listening & Speaking - Recognizes appropriate ways of speaking that vary according to the purpose, audience, and subject matter.

LS7/LS6 Listening and Speaking - Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.

Modified to read:

[RL1 Reading (Level 4) - Describe the functions of scene design in a Shooting Script for the transformation of a literary text into a visual image (movie)]

LS1 Listen attentively to stories and information on topics; identify the main points and supporting details.

Modified to read:

[LS1 Listening & Speaking (Level 4) - Listen attentively to stories and scripts, as well as to the movie version of both, including information on the topics of movie scripting and movie making; identify the very detailed language, especially adjectives and adverbs, that help describe the settings in the movie version.]

LS2 Listening & Speaking - Demonstrate and understanding of figurative language and idiomatic expressions by responding to such expressions and using them properly.

LS4 Listening & Speaking - Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience and subject matter.

LS6 Listening & Speaking - Speak clearly and comprehensibly by using standard English grammatical forms, intonation, pitch, and modulation.

setting, characterization, mood, tone, and techniques such as foreshadowing, symbolism and irony) to discuss their effect on the work as a whole.

LISTENING & SPEAKING:
Speaks clearly, audibly, and appropriately for communicating to the intended audience.

2. Overview of Unit

The movie (video) “BIG FISH” very beautifully portrays the story “BIG FISH” by Daniel Wallace. To make the movie, Script Writer John August developed further the original story and described in great detail the very rich and colorful scene settings. Reading together The Book and The Shooting Script provides 8th Grade English students as well as English Language Learners at the Advanced Level, a truly magnificent opportunity to compare and contrast the descriptive language used by the author and script writer to develop the story settings. Students read and study a very large number of adjectives describing the story settings, and very many adverbs describing how the actions portrayed by the story character take place. As the students view the movie (video) “BIG FISH,” the descriptive language in the story and the script come alive: adjectives and adverbs can be “seen.” Students can further observe in great detail the visual images portrayed in the scene settings and describe the scenes in greater details. That is the main goal of this unit: To master descriptive writing by observing, reading and understanding adjectives and adverbs as evidenced by writing for Helen Keller – who could not see or hear—a very detailed description of ONE of the movie scene with emphasis on the setting.

3. Assessment – End-Of-Unit-Assessment (EOUA)

Students will write a descriptive essay or composition that –for ONLY ONE scene setting-- enhances, elaborates and further develops the original Daniel Wallace’s story “BIG FISH” using as much of the descriptive language (adjectives and adverbs) found in John August’s Shooting Script “BIG FISH” and incorporating personal descriptive language derived from the movie (video) “BIG FISH.” The essay or composition will be especially written for blind and deaf Helen Keller and eventually transformed into Braille for other blind (deaf) students.

4. Description of Class

Class will be described after July 5, 2005, when the new academic year (2205-2006) begins at Foshay Learning Center.

5. What was redesigned and why.

6. List the reading materials

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“BIG FISH” by Daniel Wallace. Penguin Books. 1998

“BIG FISH” The Shooting Script by John August. Newmarket Press, New York. 2004

“BIG FISH” The Movie (video)

7. Sources Used

Additional sources for Research Topics will be found through the Internet. For example, students research Alabama, countries and towns named in the story and script, animals, plants, and other objects named in the story and script, and the years during which the story supposedly takes place.

8. Concepts and skills covered in this unit.

Lesson No.	Lesson Title	Materials (Titles of reading, graphic organizer, supplies...)
1	“BIG FISH” The Book – Reading <u>Introduction to BIG FISH</u> and Part I to Page 23 – 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 Part I.	“BIG FISH” by Daniel Wallace. Development of vocabulary organizers by categories- Meaning Categories, especially for Adjectives/Adverbs. Dictionary, Thesaurus; Research reports from Internet. If possible, listening to audio version of book.
2	“BIG FISH” The Book – Reading Part I to end. Same as Lesson 1.	Same as Lesson 1
3	“BIG FISH” The Book – Reading Part II to Page 80. Same as Lesson 1.	Same as Lesson 1
4	“BIG FISH” The Book – Reading Part II to Page 105. Same as Lesson 1.	Same as Lesson 1
5	“BIG FISH” The Book – Reading to end of Part II, Part III to Page 124. Same as Lesson 1.	Same as Lesson 1
6	“BIG FISH” The Book – Reading to end of Part III, Page 142.	Same as Lesson 1

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	Same as Lesson 1.	
7	“BIG FISH” The Book – Reading to end of book, Page 180. Same as Lesson 1.	Same as Lesson 1
8	“BIG FISH” The Book – Reading “A Conversation with Daniel Wallace” and “Questions for Discussion” at the end of the book. Same as Lesson 1.	Same as Lesson 1
9	“BIG FISH” The Shooting Script – Reading FOREWORD by Daniel Wallace and INTRODUCTION by John August. From Print to Movie – A time line. 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) – <u>AUDIO PART ONLY</u> .
10	“BIG FISH” The Shooting Script – Reading and LISTENING to Scene 35. 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. Enhancing, Elaborating and Further Developing, Re-creating and Creating: THE SETTING for each scene.	“BIG FISH” The Shooting Script by John August. Development of vocabulary organizers by categories-Meaning Categories, especially for Adjectives/Adverbs. Dictionary, Thesaurus; Research reports from Internet. Listening to <u>audio</u> version of book (NO video image).
11	“BIG FISH” The Script – Reading and Listening to Scene 68. Same as Lesson 10.	Same as Lesson 10
12	“BIG FISH” The Script – Reading and Listening to Scene 91. Same as Lesson 10.	Same as Lesson 10
13	“BIG FISH” The Script – Reading and Listening to Scene 114.	Same as Lesson 10

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	Same as Lesson 10.	
14	“BIG FISH” The Script – Reading and Listening to Scene 132. Same as Lesson 10.	Same as Lesson 10
15	“BIG FISH” The Script – Reading and Listening to Scene 168. Same as Lesson 10.	Same as Lesson 10
16	“BIG FISH” The Script – Reading and Listening to Scene 187. Same as Lesson 10.	Same as Lesson 10
17	“BIG FISH” The Script – Reading and Listening to end of script. Same as Lesson 10.	Same as Lesson 10
18	“BIG FISH” The Movie – WATCHING –seeing—the movie ONLY	“BIG FISH” The Movie (video)
19	“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.	“BIG FISH” The Shooting Script “BIG FISH” The Movie (video)
20-25	“BIG FISH” 5-Day End-Of-Unit-Assessment	End-Of-Unit-Assessment Booklet “BIG FISH” The Book by Daniel Wallace “BIG FISH” The Shooting Script by John August