

Lesson Numbers: 10-17 Title: “BIG FISH” The Shooting Script by John August

Goal(s):

1. Students begin to read “Big Fish” The Shooting Script, 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 Shooting Script – T. reads out loud with students following silently <u>after</u> a thorough development of vocabulary, or students listen to AUDIO ONLY of the movie (video).	T. encourages students to focus on “setting” as they read by asking questions about the literary components of “setting.”	“BIG FISH” by Daniel Wallace. “BIG FISH” by John August + Movie (video)	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.	Development of vocabulary organizers by categories- Meaning Categories especially for Adjectives/Adverbs	
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.	Dictionary, Thesaurus;	
30 min.	Recognizing “setting” for each sub-scene in The Shooting Script.	T. and students develop daily charts that describe “setting.” Comparing and Contrasting: The Book and The Shooting Script.	Research reports from Internet. If possible, listening to audio ONLY of movie (video).	

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**Vocabulary –
Adjectives:**

Adverbs:

Post Lesson Evaluation Questions.

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