4TH GRADE ENGLISH-LANGUAGE ARTS-SOCIAL STUDIES POST-VISIT LESSON

TIME: One 30-minute lesson

MATERIALS:
- *Chester's Barn: A Story of a Horse Rescue* (one per student) **OR** Copies of pages 10-14
- FAST Character Analysis Mini-Lesson (Whole Group Visuals)
- FAST Character Analysis Mini-Lesson (Optional Teacher Notes)
- FAST Character Analysis Student Handouts (one per student)

STANDARDS AND LEARNING TARGETS:

Focus Standard	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Learning Targets: ● I can describe Chester based on his feelings and actions.
Supporting Standards	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	● I can use specific examples from the texts to support my description of Chester.

ASSESSMENT: Student learning will be assessed using the FAST Character Analysis sheet. Teachers should look for accurate adjectives used to describe Chester and relevant text evidence to support the description.

"HERDS" / STUDENT GROUPS: Students can work with a partner for this activity or in the same "herds" they worked with during the Pre-Visit Lesson.

READ ALOUD (DURING VISIT): During the Horse Helpers visit, students listened to a read aloud of Chester's Barn: A Story of a Horse Rescue. Students will continue with a close reading of pages 10-14 during this mini-lesson.

4TH GRADE ENGLISH-LANGUAGE ARTS-SOCIAL STUDIES POST-VISIT LESSON

FAST CHARACTER ANALYSIS MINI-LESSON (15 MINUTES):

- Prior to the lesson, make a copy of pages 10-14 in the *Chester's Barn* book so students can write on them. Be sure they are numbered 10-14. They will need the page numbers as a reference during the FAST Character Analysis activity.
- Using the FAST Strategy
  - Introduce the FAST Character Analysis strategy to the students using the Mini-Lesson Visuals. Ask them to give examples that help us infer character traits based on feelings, actions, sayings, and thoughts.
  - Practice the FAST character analysis with Wendell (whole group). Ask students to find examples of his feelings, actions, sayings, and thoughts.

The FAST Approach for Character Analysis

Feelings- How does the character feel? How do you know?

Actions- How is the character acting? What does this tell the reader about the type of person this character is?

Sayings- What is the character saying that is a good example of the type of person the character is?

Thoughts- What is the character thinking that lets the reader know more about the kind of person the character is?
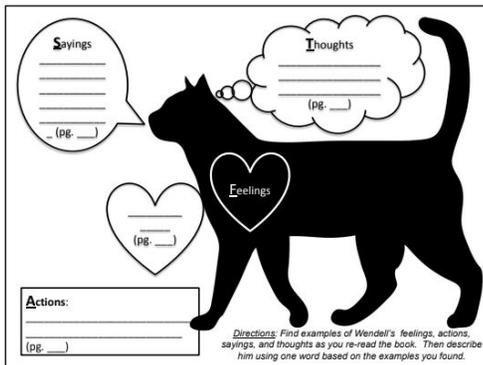
Sayings (pg. ___) Thoughts (pg. ___) Feelings (pg. ___) Actions: (pg. ___)

Directions: Find examples of Wendell's feelings, actions, sayings, and thoughts as you re-read the book. Then describe him using one word based on the examples you found.

Let's Practice with Wendell

Feelings- How does Wendell feel? How do you know? What does this tell us about his character?

Actions- How is Wendell acting? What does this tell us about his character?

Sayings- What is Wendell saying to or about other characters? What does that tell us about his character?
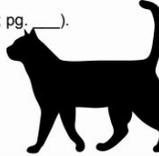
Thoughts- What is Wendell thinking? What does that tell us about his character?
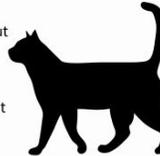
FAST CHARACTER ANALYSIS

Wendell is a farm cat.

He is _____(feeling; pg. ___),

_____ (action; pg. ___),

_____ (saying; pg. ___),

and _____ (thinking; pg. ___).

- Gradual Release of Responsibility (I DO IT + WE DO IT)
  - Based on the feelings, actions, sayings, and thoughts identified in the book, ask students to describe Wendell's character.
    - <u>Feeling</u>: If he is feeling concerned about Chester on pg. 5, then the reader can note that Wendell is "caring."
    - <u>Action</u>: Wendell goes to the farmer's daughter to see if she can find a place for him to live, so the reader could describe him as a "problem-solver."
    - <u>Sayings</u>: Wendell talks about all of the other animals' stories and seems to know everything that is going on at the farm, so the reader could infer that he is "knowledgeable" or "nosy."
    - <u>Thoughts</u>: If Wendell thinks that Chester misses his mama on pg. 12, then the reader may decide that Wendell is "perceptive" or "observant."
  - As a class, fill in the blanks with words that describe Wendell's character based on his feelings, actions, sayings, and thoughts.

FAST CHARACTER ANALYSIS GUIDED PRACTICE (PARTNERS) (15 MINUTES):

- Gradual Release of Responsibility (YOU DO IT TOGETHER)
  - Now it is time for the students to try it with a partner (or small group) using Chester's character.
    - Give each student a copy of pages 10-14 so they can write on it.
    - Ask students to underline times when the reader knows (or could infer) what Chester is feeling or doing (citing text evidence). Students should use the graphic organizer to record their text evidence choices.
    - *Note: Because the story is told from Wendell's perspective, students will have to infer Chester's feelings based on his actions and Wendell's description of events.*

Directions: Find examples of Chester's feelings and actions, as you re-read the book. You may have to infer based on how Wendell describes the events. Then decide how to best describe his character traits (one-word adjectives) based on the examples you found in the book.

Feelings

(pg. ___)

Actions: _____

_____ (pg. ___)
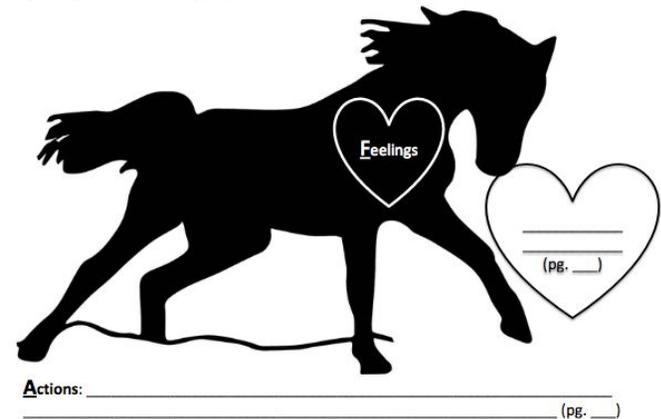
- ○ Determining Character Traits based on Text Evidence
  - ■ Once students have found their text evidence, they should work together to describe Chester using adjectives that are supported by the examples they found in the text.
  - ■ Once they have filled in the blanks with the character traits, students can illustrate Chester doing or being one of those traits.

Illustrate Chester doing / being one of the character traits you listed in this box.
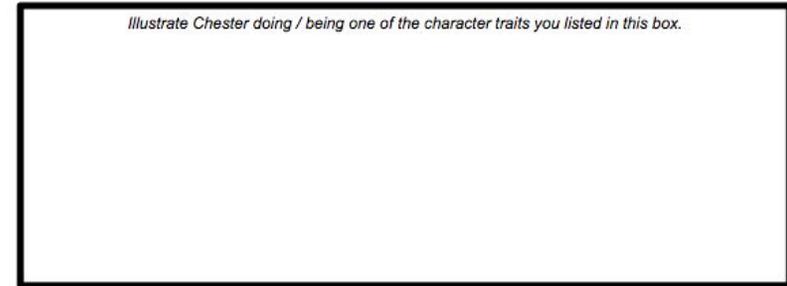
FAST CHARACTER ANALYSIS

Chester is a mini-horse.

He is _____(pg. ___) and _____ (pg. ___.

Chester will be _____.

By: _____

FAST CHARACTER ANALYSIS WRAP-UP:
(5 MINUTES):

- ● Tell students that just as we have used what was observed about Chester to make judgments about his character, people make judgments about our character based on what we say and do. They don't know what we are thinking or feeling but can observe our actions and words. Sometimes it is exactly how we would want them to think of us and other times our actions or words do not give the best impressions. Charge them to act and speak with kindness to each other and to everyone they meet.
- ● Optional Extension: Ask students to create a FAST Character Analysis of themselves using their own thoughts, feelings, actions, and sayings.