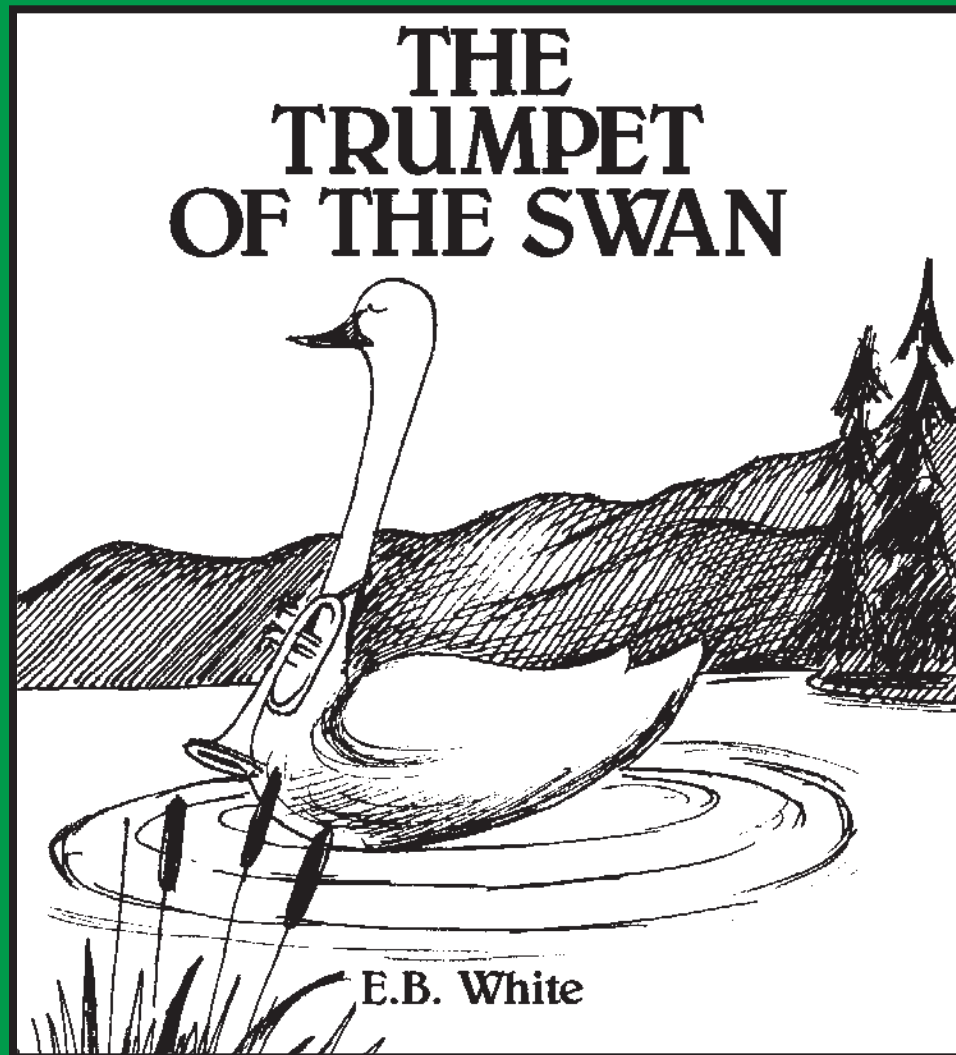


Novel•Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *The Trumpet of the Swan*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover of the book. What do you think the book will be about? Have you read any other books by E. B. White? Do you think it will be realistic, fantastic, or a combination of both?
2. Do you remember the books you enjoyed when you were very young? Here is a way to share two of them. Have a storytelling session with a first or second grade class in your school. In small groups, tell the story of "The Ugly Duckling," by Hans Christian Andersen. Then read aloud Robert McCloskey's book *Make Way for Ducklings*. You may enjoy knowing that the swan boats still run in Boston's Public Garden and that there are statues of Mrs. Mallard and the ducklings in the park.
3. **Science Connection:** Read the Background Information on page two of this study guide and do some additional research to learn about ducks, geese, and swans. Find out how they are alike and how they are different. Learn about their life cycles, how they build nests, what they eat, and the areas they inhabit. Find photographs of these wildfowl and display them in your classroom while you read *The Trumpet of the Swan*.
4. Imagine that you could not speak. What other ways could you communicate with people? How many different ways can you think of to communicate without speaking? How do people communicate when they go to a place with a different language? How could you communicate with a pet?
5. From the library borrow a recording of natural sounds, such as the noise of birds and insects, or the sound of a stream or other running water. Play it in class. Sit quietly with your eyes closed and listen to the tape. Pretend that you are in the woods. See how many of the sounds you can identify.
6. The word "sacrifice" in some contexts means the giving up of something for the sake of something or someone else. Do you know of any instances in which a parent made important sacrifices for the sake of a child? Do you think all parents would make sacrifices for their children?
7. Books of fantasy are usually rooted in reality. Discuss with your classmates the books and films you know that mix fantasy and reality. Make a chart of these works, indicating what was realistic and what was fantastic. Add to this chart as you read *The Trumpet of the Swan*.

Chapters 1 - 3 (cont.)

Language Study: Animal Names

Many birds and animals have different names for the male, female, and young of the species. Choose words from the Word Box to fill in the chart below. Use a dictionary if necessary.

| WORD BOX | | | | | |
|----------|--------|--------|---------|---------|----------|
| buck | bull | calf | chick | cob | cow |
| cub | cygnet | doe | drake | duck | duckling |
| ewe | fawn | gander | goose | gosling | hen |
| | lamb | ram | rooster | swan | |

| Species | Male | Female | Young |
|---------|------|--------|-------|
| swan | | | |
| duck | | | |
| goose | | | |
| deer | | | |
| chicken | | | |
| sheep | | | |
| cattle | | | |

Questions:

1. Why is Sam thrilled to have seen Trumpeter Swans?
2. Why does Sam's father warn him about exploring in the marshes?
3. Why does Sam like camping in Canada better than anything else?
4. Why does the little island at the end of a peninsula seem like an ideal nesting place for a swan?
5. Why does the boy make the swans nervous at first? Why do they change their opinion of him?