

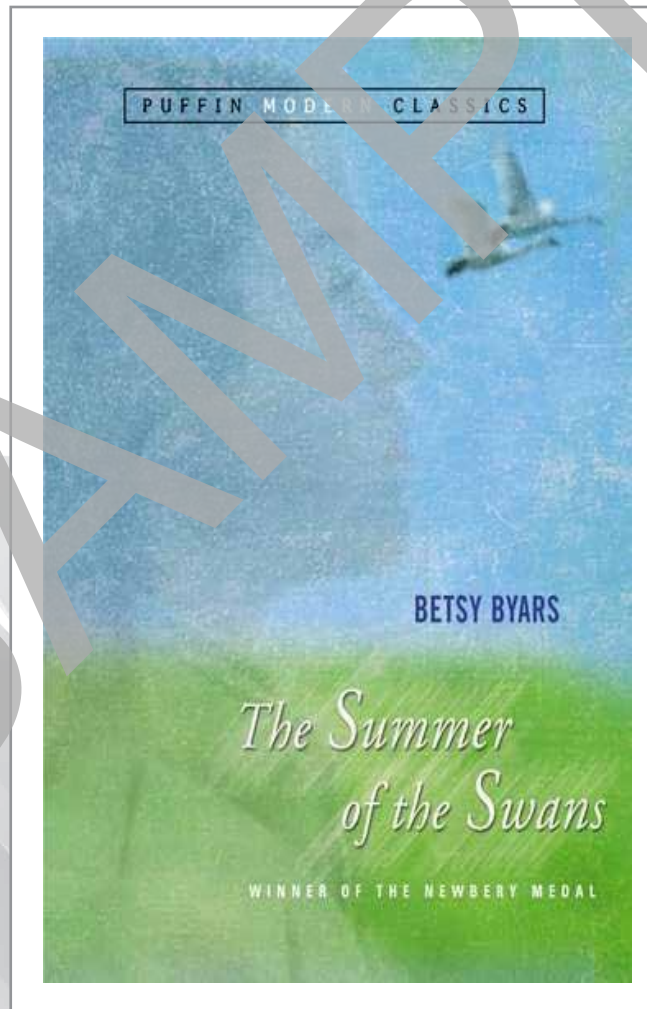


STUDENT PACKET

GRADES 6-8

The Summer of the Swans

Betsy Byars



READ, WRITE, THINK, DISCUSS AND CONNECT

The Summer of the Swans

Betsy Byars

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Summer of the Swans
Activity #1: Knowledge Check
Use Before Reading
(Prior Knowledge/Locate Information)

What Do You Know About Swans?

Directions: After reading each of the following statements, write "True" or "False" in the space provided. Compare your answers with those of a partner. If you disagree, do some research to determine the correct answer.

1. Swans, geese, and ducks belong to the same bird family. _____
2. Swans do not have webbed feet. _____
3. Swans have flat beaks, short legs and long necks. _____
4. The Trumpeter and Whistling swans are named for their appearance. _____
5. The Trumpeter swans are North America's largest native waterfowl. _____
6. Swans are not powerful fliers. _____
7. Wild swans have been killed by hunters and disease. _____
8. At one time, Trumpeter Swans were listed by the United States as an endangered species. _____
9. Trumpeter Swans appear to be facing extinction in the United States. _____
10. Young swans are called swanlings. _____

Study Questions

Write a brief answer to each study question as you read the book at home or in class. Use the questions for review before group discussions and before your final test.

Chapters 1–6 (pages 9–39)

1. Who are the characters introduced in the first chapter?
2. What are the physical imperfections of Sara and Wanda?
3. Is Sara enjoying the summer?
4. What do you know about Charlie?
5. Why do Sara, Wanda and Charlie live with their Aunt Willie?
6. What are some of the Godfrey family problems in the story?
7. How do you think the people in the story relate to one another?
8. Why is Charlie “everybody’s problem”?
9. How does Sara feel about taking Charlie to see the swans?
10. How do Sara and Wanda get along?
11. Where does this story take place?
12. Why is Charlie’s watch so important to him?

Chapters 7–11 (pages 40–73)

13. Why is Sara so unhappy?
14. What does Sara do to get Charlie to agree to go home?
15. What words might Sara use to describe herself?
16. Why is Charlie especially disturbed and unable to sleep on one particular night?
17. Why doesn’t Aunt Willie help Charlie with his problem on that night?
18. Why doesn’t Sara help Charlie with his problem on that night?
19. What eventually happens to Charlie’s pajama top?
20. Why does Charlie like the swans so much?
21. What does Charlie go looking for?
22. What are some words and phrases that describe Charlie’s feelings as he realizes that he is lost?
23. What are Sara’s two big worries as she gets up in the morning?
24. What happens to make Sara’s worries change?

Name _____

Summer of the Swans

Activity #3: Vocabulary

Chapters 1–8

Vocabulary

inscrutable (10)

grimaced (20)

obediently (37)

pathetic (10)

emphatically (21)

incredible (40)

illusion (18)

uneventful (24)

awkwardly (41)

silhouette (19)

disappointment (33)

tormented (52)

Directions: Make a special word map for **five** of the above vocabulary words. Before following the word map pattern given below, turn to the pages in the book on which each word appears. Look at how each word is used in the story.

Synonyms (words with the same meaning)

Drawing or Symbol to Help You Remember What the Word Means

Word:

Definition In Your Own Words:

Word Used In A Sentence:

