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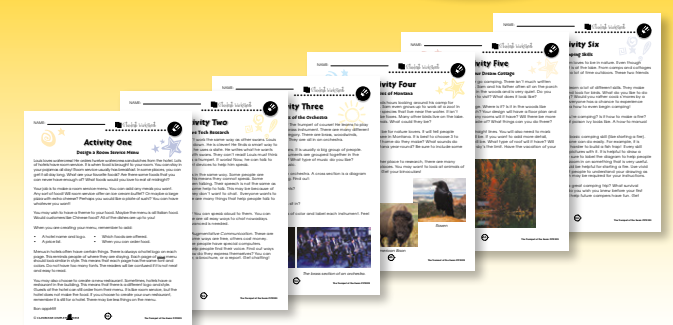
## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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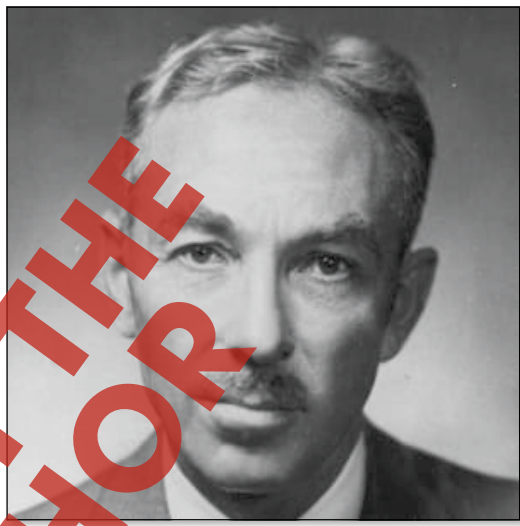


**FREE!**



## E.B. White

**E**.B. White was born in Mount Vernon, New York in 1899. His books have been very popular. They are considered classic books. Readers all over the world love his books. Talking animals? Lots of fun? His books have it all! Some of the most famous books he wrote were *Charlotte's Web* and *Stuart Little*. Lots of his books have animals as the main characters. He has won many awards. He also worked at the *New Yorker* magazine as a writer. It is a very famous magazine. He worked there for more than fifty years. E.B. White has also written books for adults. He wrote a famous essay about New York City. White also created a book to help writers improve their work. In college, he was the editor of the school paper.



E.B. White has won many awards. He won the National Medal of Freedom in 1963. Later, he won the National Award for Literature in 1971.

Two of his books have been made into movies. *Charlotte's Web* was the first book to become a cartoon in 1973. Later, in 2006, it was made into a live action movie. *Stuart Little* also became a popular animated movie in 1999. It was so popular they made a sequel in 2002. There was even a third movie in 2005! People loved Stuart

so much that it became a cartoon series in 2003. Audiences love these animals.

White married his wife in 1929. They had one son named Joel. E.B. has many grandchildren. Children all over the world love his books! E.B. White wants kids to use their imagination!

### Did You Know?

- E.B. stands for Elwyn Brooks.
- *Charlotte's Web* was inspired by a spider spinning a web at his home.
- *The Trumpet of the Swan* was White's third children's book.



## Chapters Three to Four

Answer the questions in complete sentences.

1. Do you think the swans will realize Sam is watching them?

\_\_\_\_\_

\_\_\_\_\_

2. Will Sam's dad find the nest too?

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- |   |            |                           |   |
|---|------------|---------------------------|---|
| 1 | peered     | Watched closely.          | A |
| 2 | spellbound | Adventures.               | B |
| 3 | prowled    | Beside or next to.        | C |
| 4 | capers     | Grooming or cleaning.     | D |
| 5 | immense    | Beautiful or elegant.     | E |
| 6 | graceful   | Spied on.                 | F |
| 7 | preening   | In awe or captivated.     | G |
| 8 | observed   | Huge or enormous.         | H |
| 9 | adjacent   | Stalked, lurked or crept. | I |



## Chapters Five to Six

1. Fill in each blank with the correct word from these Chapters.

- a) But have you ever heard Louis make any \_\_\_\_\_...
- b) It is my \_\_\_\_\_ the little fellow can't talk.
- c) I guess it's no use. I guess you are \_\_\_\_\_.
- d) Flying consists of \_\_\_\_\_ parts.
- e) Are you ready for my \_\_\_\_\_ flight?

2. Complete each sentence with a word from the list.

prime      resonant      noble  
spectrum      odious

- a) He was a brave \_\_\_\_\_, bird.
- b) What an \_\_\_\_\_ child!
- c) "I can glide gracefully and serenely, now in the \_\_\_\_\_ of my life."
- d) "You had the finest, most powerful, most \_\_\_\_\_ voice."
- e) "We need not range over the whole \_\_\_\_\_ of bird life."



## Chapters Seven to Eight

Answer each question with a complete sentence.

1. What was Montana like for the swan family?

\_\_\_\_\_

\_\_\_\_\_

2. Louis decided to find a school. Why?

\_\_\_\_\_

\_\_\_\_\_

3. Who did Louis search for?

\_\_\_\_\_

\_\_\_\_\_

4. What was the grade one teacher's first reaction to Louis?

\_\_\_\_\_

\_\_\_\_\_

5. What was wrong with Louis' plan?

\_\_\_\_\_

\_\_\_\_\_

6. Why does Louis need a trumpet?

\_\_\_\_\_

\_\_\_\_\_



### Journaling Prompt

Louis is very excited to go to school. He searches far and wide for a school house. He is happy to join first grade. He loved learning to read. What is your favorite thing to learn in school? Write at least three reasons why it is your favorite.



## Chapters 1 to 2

### Diary Entry

Sam writes in his journal regularly. It helps him think and clear his mind. He does a lot of writing when he is camping with his dad. We see that Sam is confused about what he wants to do in his life. Diaries often tell us more about the people who wrote them. They give us insight into what those people are thinking and feeling. Try writing a journal entry every day for a week. Record what you are thinking, feeling and doing. You may be surprised on what inspires you!



## Chapters 7 to 8

### Valentine to Serena

Louis falls madly in love with Serena. It is love at first sight when he sees her in the pond. Sadly, she does not feel the same way. She cannot understand Louis because he cannot talk. Even when Louis writes on the slate, she can't read it. Louis desperately wants to talk to her! He could write Serena a Valentine's Day card! What would you put in a card for someone you really cared about? You could make a poem. Write something nice to your beloved.



## Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

boggy	distressing	permission	succession
burble	immense	prowled	sullies
cattails	impressed	soggy	utter
desirable	jutted	spellbound	westerly

b	o	g	g	y	k	n	f	j	u	t	t	e	d
p	a	u	k	t	f	o	s	a	x	n	e	e	i
d	b	p	a	n	j	i	e	b	r	s	l	d	s
e	u	d	m	o	t	s	v	i	n	w	o	u	t
s	r	s	w	i	g	s	h	e	o	e	l	y	r
i	b	l	g	s	a	i	m	r	u	l	g	v	e
r	l	i	w	s	a	m	p	l	i	g	r	c	s
a	e	a	i	e	i	r	p	e	o	l	y	o	s
b	g	t	m	c	d	e	s	s	e	r	p	m	i
l	b	t	t	c	h	p	z	y	v	c	n	e	n
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i	z	c	h	s	p	e	l	l	b	o	u	n	d



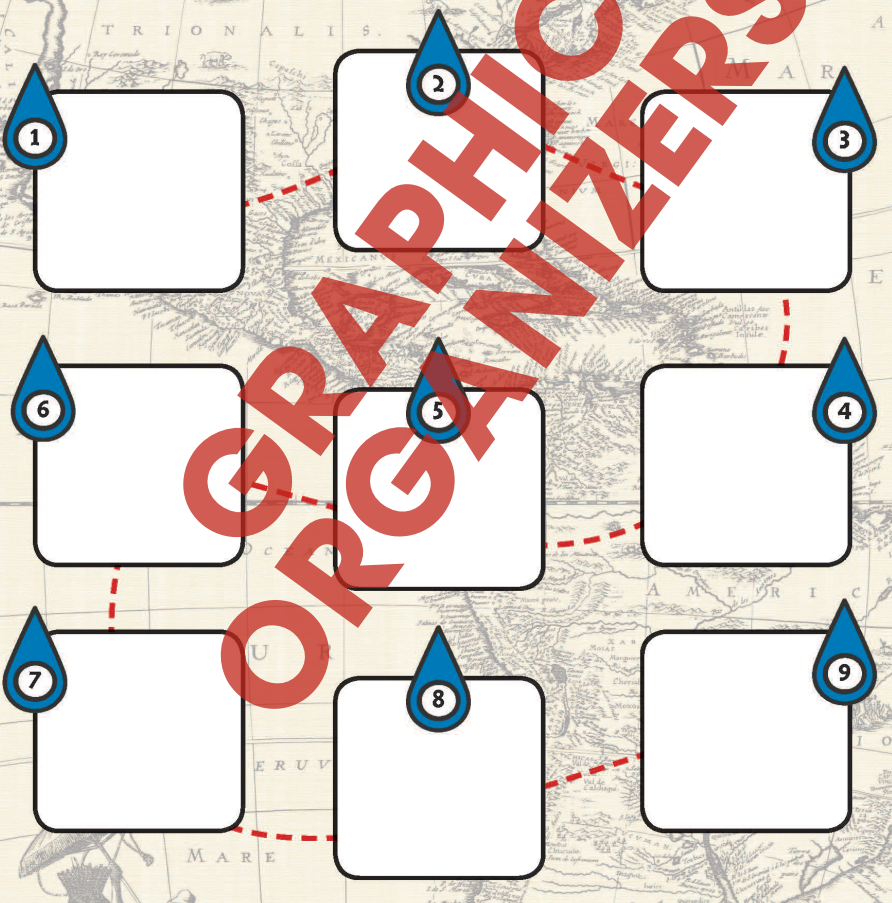
## Comprehension Quiz

Answer each question with a complete sentence.

- Where is Sam from? 19
- What is a common greeting for a Trumpeter Swan? 1
- What skills do parent swans have to teach their young? 2
- The strength of a swan's wings is compared to what? 1
- Why was Red Rock Lake safe for the swans? 2
- What is the example a student gave of a catastrophe? 1
- What is the first word Louis spelt for the teacher? 1

## Time to Travel

A timeline can help you organize events in a story. If there are a lot of special moments to remember, it can be hard to keep them straight. A timeline lists things chronologically. This means that entries are in the order that they happen. Louis moves around a lot. On the timeline below, write down where Louis went. What did he do? When did he do it? Bon voyage!



NAME: \_\_\_\_\_

After You Read 



## Chapters Nine to Ten

Answer each question with a complete sentence.

- Why was the cob so worried that he was now a thief?  
\_\_\_\_\_
- How does the cob explain to Louis just how special the trumpet will be?  
\_\_\_\_\_
- Was Louis successful right away with the trumpet?  
\_\_\_\_\_
- Did Louis win Serena's heart?  
\_\_\_\_\_
- Why did Louis fly to find Sam?  
\_\_\_\_\_
- What job will Louis have at camp?  
\_\_\_\_\_

### Journaling Prompt

Playing the trumpet was not easy for Louis at first. He didn't know how to play it. How would he win over Serena? He had to try again and again. Has there been a time when you didn't get something right away? What was it? How did you get better at it? Write about a time when you stuck to something and got it right!

**1.**  
That he now has bad morals. He had never done anything bad before.

**2.**  
It will give him a better life. He can attract a female and it will bring happiness.

**3.**  
No, it took him a few tries before he could make a loud sound.

**4.**  
No, because she flew away.

**5.**  
He hopes Sam will help him with his problem of the stolen trumpet.

**6.**  
He will be a trumpet player and play taps and reveille.

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**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

- salary
- peculiar
- rapidly
- serene
- churned
- wallop
- reputation
- malodorous
- reveille
- prejudices

26

**1.**  
a) F

b) F

c) T

d) T

e) F

f) T

**2.**

a) 3

b) 5

c) 1

d) 4

e) 2

f) 6

27

**1.**  
It is isolated, it has a beach, tents for campers and an outdoor privy.

**2.**  
You're allowed to have dislikes, but everyone must be shown respect.

**3.**  
He performed daily taps.

**4.**  
He slept alone on the lake.

**5.**  
Sam put a noose on a stick and pulled the can off the skunk's head.

**6.**  
A lifesaving medal.

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## The Trumpet of the Swan

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- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.



# Chapters Three to Four

Answer the questions in complete sentences.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Will Sam's dad find the nest too?

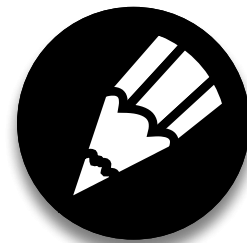
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

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- 3 prowled
- 4 capers
- 5 immense
- 6 graceful
- 7 preening
- 8 observed
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- A Watched closely.
- B Adventures.
- C Beside or next to.
- D Grooming or cleaning.
- E Beautiful or elegant.
- F Spied on.
- G In awe or captivated.
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## Chapters 1 to 2

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1

2

3

6

5

4

7

8

9