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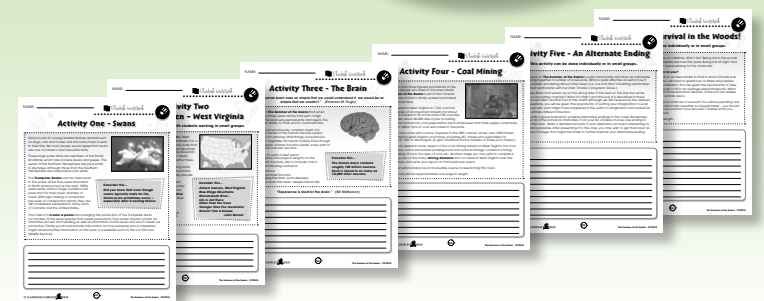
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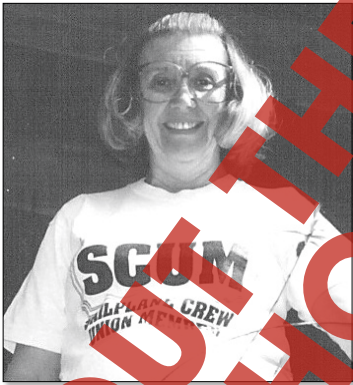




Betsy Byars

Betsy Byars likes to say that she was born the same year as Mickey Mouse – 1928. She was raised in Charlotte, North Carolina, and attended public schools there before graduating from Queens College with a degree in English.

Her parents were avid readers and always encouraged their children to read. As a child, though, Betsy Byars did not spend much time writing. In fact, she thought writing sounded like a boring way to make a living. Her father wanted her to be a mathematician. In fact Betsy has a sister who became a mathematician.



by getting several short magazine articles published. As she began to read to her children, her interest in writing for young people began. Her first novel was published back in 1962.

Betsy has received a lot of recognition and honors for her novels. **The Summer of the Swans**

is probably her most well-known work, winning the Newbery Medal in 1971. She has also received a National Book Award, for **The Night Swimmers** (1980), and an Edgar Award, for **Wanted... Mud Blossom** (1991). In 1987 she received the Regina Medal, for lifetime achievement from the Catholic Library Association.

It takes Betsy about a year to write a novel - six months to get the rough draft down on paper and another six months to make it better. She loves getting the first copy of one of her books from the publisher. That is something which is always exciting.

Betsy is married and has four grown children. Two of her daughters, **Betsy Duffey** and **Laurie Myers**, write children's books of their own. Betsy and her husband are both licensed pilots and lived for many years on an airstrip in South Carolina.

Betsy has written over sixty books. She began her writing career five years after her graduation from Queens College



Chapters Seven to Eight

Answer the questions in complete sentences.

- In Chapter 7 Sara complains that she is filled with discontent. What factors do you think would cause a person of Sara's age to be so discontented?

- Why is it sometimes difficult not to feel bad about how tremendously popular some students are? Do you think being popular with a lot of other students is very important? Other than popularity, what other things are important in your life?

Vocabulary

Complete each sentence with a word from the list.

irritating	squint	tuff	discontented
incredible	elegance	abruptly	rhythmic

- The beautiful princess was the picture of refinement and _____.
- Not having a piece of that chocolate cake took _____ willpower.
- The grandfather clock stopped _____ at eight o'clock, the same time the old man died.
- "Stop making that _____ noise!" his mother shouted.
- I didn't realize that she was _____ with her gift.
- The only way you will be able to see the tiny insect is if you _____ really hard.
- The orchestra had a _____ evenness to their presentation of all their music.
- Sara was of the opinion that some of the girls in her school wore clothes that were so _____.



Chapters Seven to Eight

Part A

1. Fill in each blank with the correct word from the chapters.

- There were _____ swans out on the lake.
- Wanda told Sara to tell Aunt Willie that she was going over to Frank's _____.
- Sara was expecting _____ to come over and help her dye her shoes.
- At the lake Sara and Charlie fed the swans _____.
- Sara said that when the swans flew over they looked like _____ with their necks stretched out.

2. Use the words in the box to answer each question.

annoying	yoga	abruptly	evenness	university
----------	------	----------	----------	------------

- Sara told Charlie that the swans lived at the _____ most of the time.
- Sara's decision to return home from the lake was made _____.
- At the lake Sara sat down and crossed her legs _____ style.
- When Charlie didn't want to return home right away from feeding the swans, Sara thought he was _____.
- The first fourteen years of Sara's life had flown by with rhythmic _____.



Chapters Seven to Eight

Part B

Answer the questions in complete sentences.

- Sara tells Charlie, "The swans are exactly alike. Exactly. No one can tell them apart". How true do you think this statement is? Explain your answer.

- Why do you think Charlie didn't want to leave the lake?

- Describe how Sara saw her life as suddenly changing.

- What bothered Sara about Frank?

- Describe how the Hollywood stereotype of **beauty** had affected Sara. Do you think she has a legitimate point? Explain your answer.

- What had happened to Charlie when he was three years old?

Journal Activity

Chapter 8 reveals some real issues that Sara has regarding some of the girls in her school. Perhaps you have had similar thoughts about some of the boys and/or girls in your school. Write a journal entry describing your feelings about students that you just can't seem to identify with - for one reason or another.



Chapters 9 to 12

A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events included in Chapter 9 - 12, or from Chapter 1 to 12. The first step is to decide on the length of your comic strip (6 to 12 frames is suggested); next consider what events you will include. You may wish to highlight a brief incident (i.e. Charlie wandering away from home at night) or encompass the highlights of the novel to this point. You may even want to provide an alternate ending to your scene!

A quick sketch of the comic strip can first be accomplished in a storyboard format before a final, good copy is attempted. The strip should include a title, dialog, and color. It should be neat and imaginative.



Chapters 13 to 16

Dear Ann Landers

Poor Joe Melby must have been very confused by the way Sara had been treating him for the past several months. Why was she always rude to him? Why did she put the "FINK" sign on his back at school?

Imagine you are Joe. In your desperation you write a letter to the advice columnist, Ann Landers, seeking her wisdom. In your letter describe the situation which has come about with Sara - a girl whom you secretly like, yet are really puzzled by her rude behavior. Ask Ann what she suggests you should do.

Now put on your best thinking cap. Write a return letter to Joe from Ann. In it suggest a possible reason why Sara is behaving this way (remember Ann would have no idea about the real circumstances) and suggest a course of action for Joe to take to restore relations with Sara.



Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

brier	frenzy	ravine	silhouette
clamor	hesitate	revenge	splendor
dialog	incredible	routine	tragedy
emphatic	ransom	sensible	watermelon

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



Comprehension Quiz

Answer each question in a complete sentence.

- What were the names of Sara's sister and brother?

- Sara had a problem with self-image. What does that mean in Sara's case?

- What did Frank convince Aunt Willie to do?

- What had happened to Charlie when he was three years old and what was the result?

- Why did Sara take Charlie for a walk down to the lake?

- What white object did Charlie see outside his bedroom window? What did he think it was?

- When Charlie first entered the woods, what noise scared him and added to his problems?

28

2

2

2

2

2

2

2

2

SUBTOTAL: /14

Problem-Solution Chart

Sara, the main character in *The Summer of the Swans*, is going through a lot of doubts about herself as the story opens. She is concerned about her appearance - she is not as pretty as her older sister, Wanda, nor does she fit the Hollywood stereotype of "beauty"; her handicapped brother, Charlie, is sometimes more of a responsibility than she can bear; her aunt can be a pain; her father seems remote and uncaring; and Joe Melby is someone she just can't stand. In the chart below, list as many problems from the novel as you can, and beside each describe how the problem was (or might be) solved.

Note: Some of the problems in the novel are not solved. If this is the case, please suggest a possible solution.

POSSIBLE PROBLEM	POSSIBLE SOLUTION

NAME: _____

After You Read 



Chapters One to Three

Part B

Answer each question with a complete sentence or short paragraph.

- Why do you think Wanda mentioned that Sara's feet were the same size as Jackie Kennedy Onassis?

- Investigate:** Sara mentions that a classmate, Bull Durham, tried her sneakers on and they fit him perfectly. Bull Durham is quite a renowned name. It is the name of a famous tobacco, casino, blues festival, and movie. What are the names of the two major stars of the movie, **Bull Durham**?

- Why didn't Sara's dog react to her efforts to get his attention?

- What is there about Charlie that makes him seem younger than he really is?

- Why do you think Charlie liked to be in his "tent"?

- How did Wanda think Arnold Hampton might be able to help Charlie? What is your opinion of his offer?

Journal Activity

Imagine you are Sara. Make an entry in your journal expressing your feelings and concerns with regard to your brother, Charlie, and his future.

1.

To help her see that her feet were quite normal in size.

2.

Kevin Costner and Susan Sarandon.

3.

He was old and probably a bit deaf.

4.

Answers will vary. He likes to do activities usually associated with younger children. His communication skills are those of a much younger boy.

5.

Answers will vary. Perhaps it gave him a sense of security.

6.

He might be able to get Charlie into a camp next summer. Answers will vary.

13

1.

Answers will vary

2.

Answers will vary

Vocabulary

- 1 F
- 2 G
- 3 J
- 4 D
- 5 K
- 6 I
- 7 A
- 8 L
- 9 E
- 10 B
- 11 H
- 12 C

14

1.

- a) T
- b) F
- c) F
- d) T
- e) T
- f) F

2.

- a) 2
- b) 5
- c) 1
- d) 6
- e) 3
- f) 4

15

1.

To prove it was not dangerous he offered to take Aunt Willie for a ride.

2.

Sara suggested that Aunt Willie was too old to ride the scooter.

3.

Aunt Willie screams when riding the scooter.

4.

Answers will vary. She compared her to her own sister, Frances, whom she considered to be beautiful.

5.

Answers will vary.

6.

He understands what people say, but he can't talk.

16



Summer of the Swans

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** 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.5.4** 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.5.1** 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 ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses 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.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.