

# Table of Contents

<b>Introduction</b> .....	3
<b>Sample Lesson Plans</b> .....	4
<b>Before the Book</b> ( <i>Pre-reading Activities</i> ) .....	5
<b>About the Author</b> .....	6
<b>Book Summary</b> .....	7
<b>Vocabulary Lists</b> .....	8
<b>Vocabulary Activities</b> .....	9
<b>Section 1</b> ( <i>First–Fourth Chapters</i> ) .....	10
• Quiz Time!	
• Hands-On Project— <i>Create a Setting</i>	
• Cooperative Learning Activity— <i>Motorcycles and Motor Scooters</i>	
• Curriculum Connections— <i>Science: Make a Kaleidoscope</i>	
• Into Your Life— <i>Families</i>	
<b>Section 2</b> ( <i>Fifth–Ninth Chapters</i> ) .....	15
Quiz Time!	
• Hands-On Project— <i>West Virginia</i>	
• Cooperative Learning Activity— <i>Migrating Swans</i>	
• Curriculum Connections— <i>Writing: Write an Autobiography</i>	
• Into Your Life— <i>Be Your Own Best Friend</i>	
<b>Section 3</b> ( <i>Tenth–Fourteenth Chapters</i> ) .....	20
• Quiz Time!	
• Hands-On Project— <i>Game Board</i>	
• Cooperative Learning Activity— <i>Search and Rescue Team</i>	
• Curriculum Connections— <i>Social Studies: Map to the Swans</i>	
• Into Your Life— <i>Handling Stressful Situations</i>	
<b>Section 4</b> ( <i>Fifteenth–Eighteenth Chapters</i> ) .....	25
• Quiz Time!	
• Hands-On Project— <i>Television Interview</i>	
• Cooperative Learning Activity— <i>Beliefs vs. Facts</i>	
• Curriculum Connections— <i>Reading: Identifying Character Traits</i>	
• Into Your Life— <i>Apologising</i>	
<b>Section 5</b> ( <i>Nineteenth–Twenty-third Chapters</i> ) .....	30
• Quiz Time!	
• Hands-On Project— <i>Origami Swan</i>	
• Cooperative Learning Activity— <i>Having a Party</i>	
• Curriculum Connections— <i>Writing: Imagery</i>	
• Into Your Life— <i>Changing Your Point of View</i>	
<b>After the Book</b> ( <i>Post-reading Activities</i> )	
Research Project .....	36
Book Report Ideas .....	37
<b>Culminating Activities</b> .....	38
<b>Unit Test Options</b> .....	42
<b>Bibliography of Related Reading</b> .....	45
<b>Answer Key</b> .....	46

# Introduction

Literature opens the door to magical new worlds. By engaging our imaginations and emotions, books let us learn about people we may never meet and explore places to which we may never go. The best books also help us discover more about ourselves. Like a good friend, a good book touches and enriches our lives forever.

In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this literature unit will find the following features to supplement their own valuable ideas:

- Sample Lesson Plans
- Pre-reading Activities
- Biographical Sketch and Picture of the Author
- Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including:
  - quizzes
  - hands-on projects
  - cooperative learning activities
  - cross-curriculum connections
  - extensions into the reader’s own life
- Post-reading Activities
- Research Ideas
- Book Report Ideas
- Culminating Activities
- Three Different Options for Unit Tests
- Bibliography of Related Reading
- Answer Key

Using this unit as part of your teaching strategies can help you show your students how reading can touch their lives in wondrous ways.

# The Summer of the Swans

by Betsy Byars

Scholastic, 1970

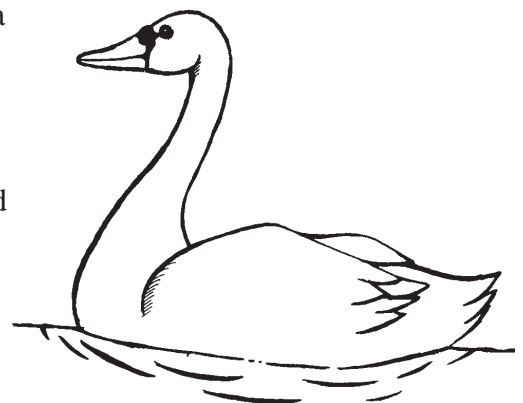
Sara Godfrey is 14 and does not like much about herself or her life in West Virginia. Sara thinks her feet are far too big, her shoes are an awful colour, and that she is ugly. In contrast, she thinks Wanda, her older sister, is beautiful and has more fun. Charlie, her younger brother, is retarded as the result of an illness he had when he was a small boy. It is often Sara's responsibility to look after him. When the Godfrey children's mother died six years ago, Aunt Willie, their father's sister, came to care for them. Sara believes that Aunt Willie does not want anyone to have fun. Sara feels her father deserted the family. She resents him because he works in Ohio and hardly ever comes home to see them. When he does visit, he is withdrawn and seems unapproachable.

Sara often feels stuck between her siblings in a place that is never her own. In spite of her discontent, she loves her family and is especially protective of Charlie. She will not tolerate anyone being mean to her brother, a boy who never speaks and is enthralled with the movement and ticking of his wristwatch. When Charlie's prized watch goes missing, Sara blames Joe Melby for stealing it, even though he is the one who returns the watch. She refuses to believe that the watch was simply lost. Sara makes Joe Melby her enemy, and no one can persuade her to reconsider her snap judgment and end her desire for revenge.

One day Aunt Willie makes Sara take Charlie down to a lake to see some swans. Charlie is entranced by the beautiful birds, and Sara has a hard time making him leave. That night, Charlie cannot sleep. He looks out his window and thinks he sees a swan. He leaves the house clad only in his pyjamas and tries to find the lake, but he gets lost. Alone and afraid, he wants to use the ticking of his watch for comfort, but it has stopped. With his sense of security completely gone, Charlie cries until he falls asleep.

When the family wakes up the next morning and discovers Charlie is missing, they panic. The whole town turns out to help find him. Aunt Willie tells the children's father what has happened. However, Sara does not think he will come home—not even for something as important as this. As Sara searches for Charlie, she runs into Joe Melby. He offers to help, but Sara angrily accuses him of stealing Charlie's watch. Joe denies doing it. Mary Weicek, Sara's best friend, finally convinces her that Joe is telling the truth. Together, Joe and Sara search for Charlie and eventually find him. During this crisis, Sara comes to realise what is really important in life. She apologises to Joe, and he invites her to a party. She begins to gain a sense of self-worth.

After returning home, Sara answers the telephone. It is her father calling to find out if Charlie is all right. Suddenly Sara sees everything in a completely different light. She finally understands that her father has not been able to move beyond her mother's death. She sees herself as ready and able to reach for the stars.



# Handling Stressful Situations

Stress can also be called *strain* or *pressure*. Stress can cause physical reactions such as a panicked feeling, shallow breathing, inability to think clearly, and lightheadedness, as well as emotional responses such as yelling, crying, throwing things, and running away.

People handle stress in different ways. However, there is usually something you can do to help reduce feelings of stress. You might try taking deep breaths, gently rolling your head from side to side, stretching, exercising, listening to music, closing your eyes, and lying down—anything that relaxes you so your mind and your body can calm down and function better.

Tell how these characters handle their stress. Then suggest ways they could reduce their stress.

1. Charlie handles his stress by \_\_\_\_\_

\_\_\_\_\_

To reduce his stress, Charlie could \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Sara handles her stress by \_\_\_\_\_

\_\_\_\_\_

To reduce her stress, Sara could \_\_\_\_\_

\_\_\_\_\_

3. Aunt Willie handles her stress by \_\_\_\_\_

\_\_\_\_\_

To reduce her stress, Aunt Willie could \_\_\_\_\_

\_\_\_\_\_

Think of a stressful situation that you have had to face. Describe it, and tell how your mind and body felt when you were under that stress. Think about what relaxes you. Write down some suggestions that you would like to try so you can learn to better handle your stress.

I felt stress when \_\_\_\_\_

\_\_\_\_\_

When I felt stress, I reacted by \_\_\_\_\_

\_\_\_\_\_

In the future, I would like to try coping with stress by \_\_\_\_\_

\_\_\_\_\_