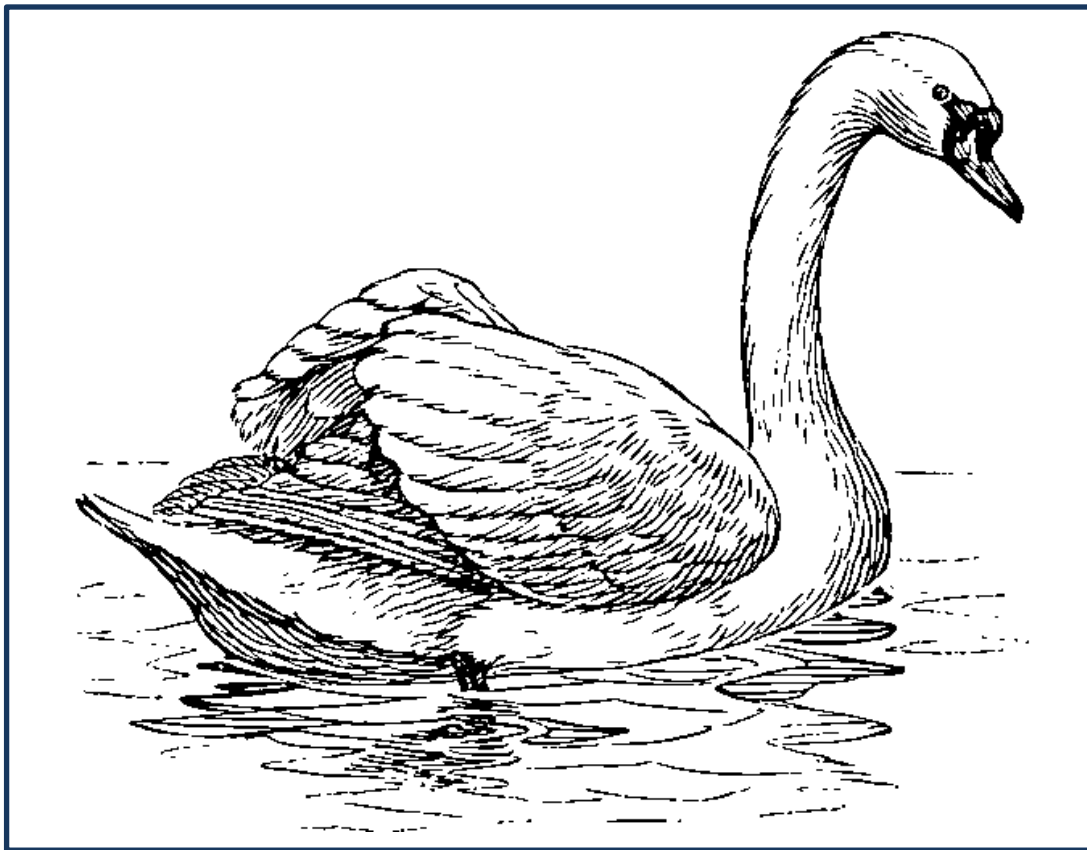
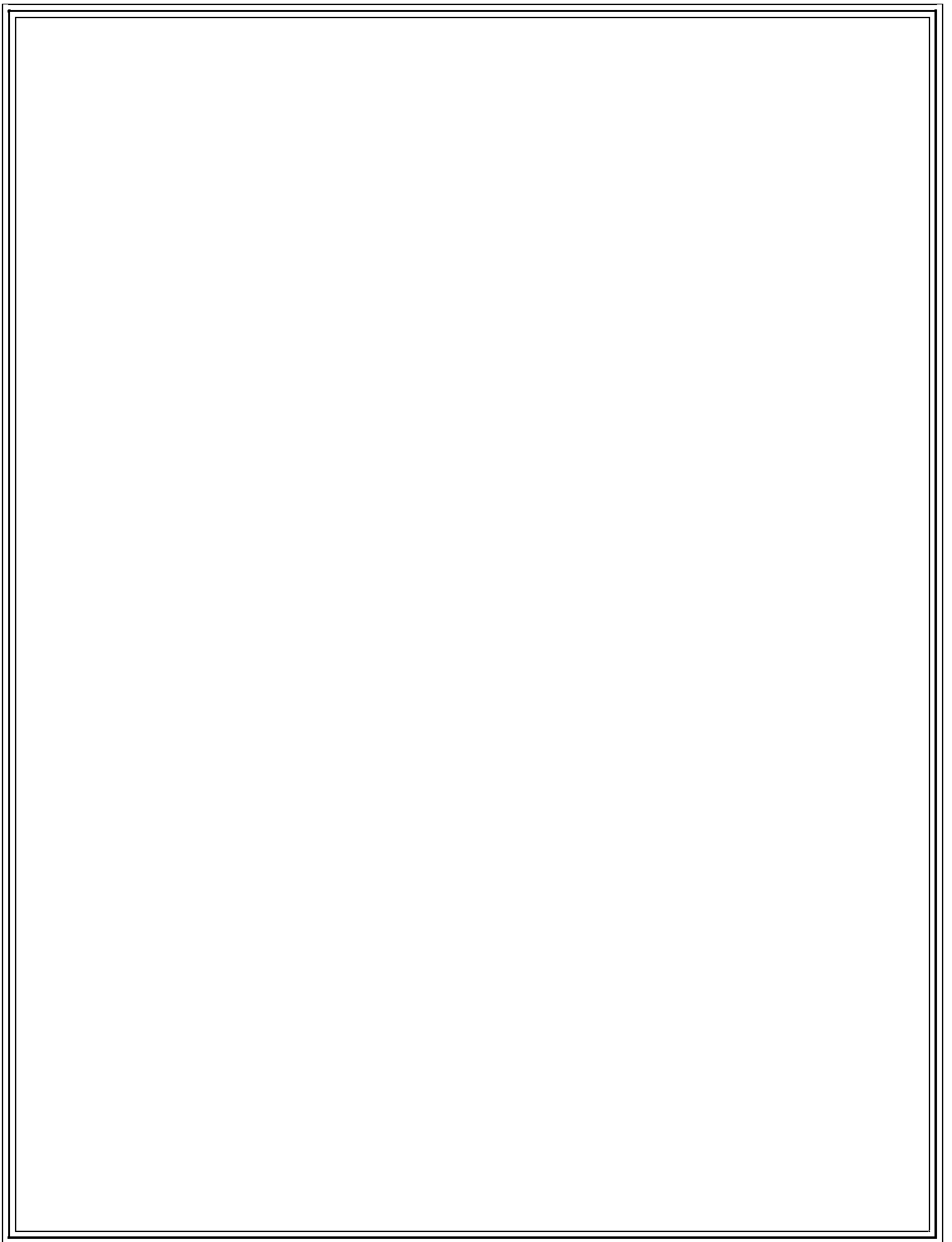


The Trumpet of the Swan



Written by E. B. White

A Reading Guide by Lisa Kelly



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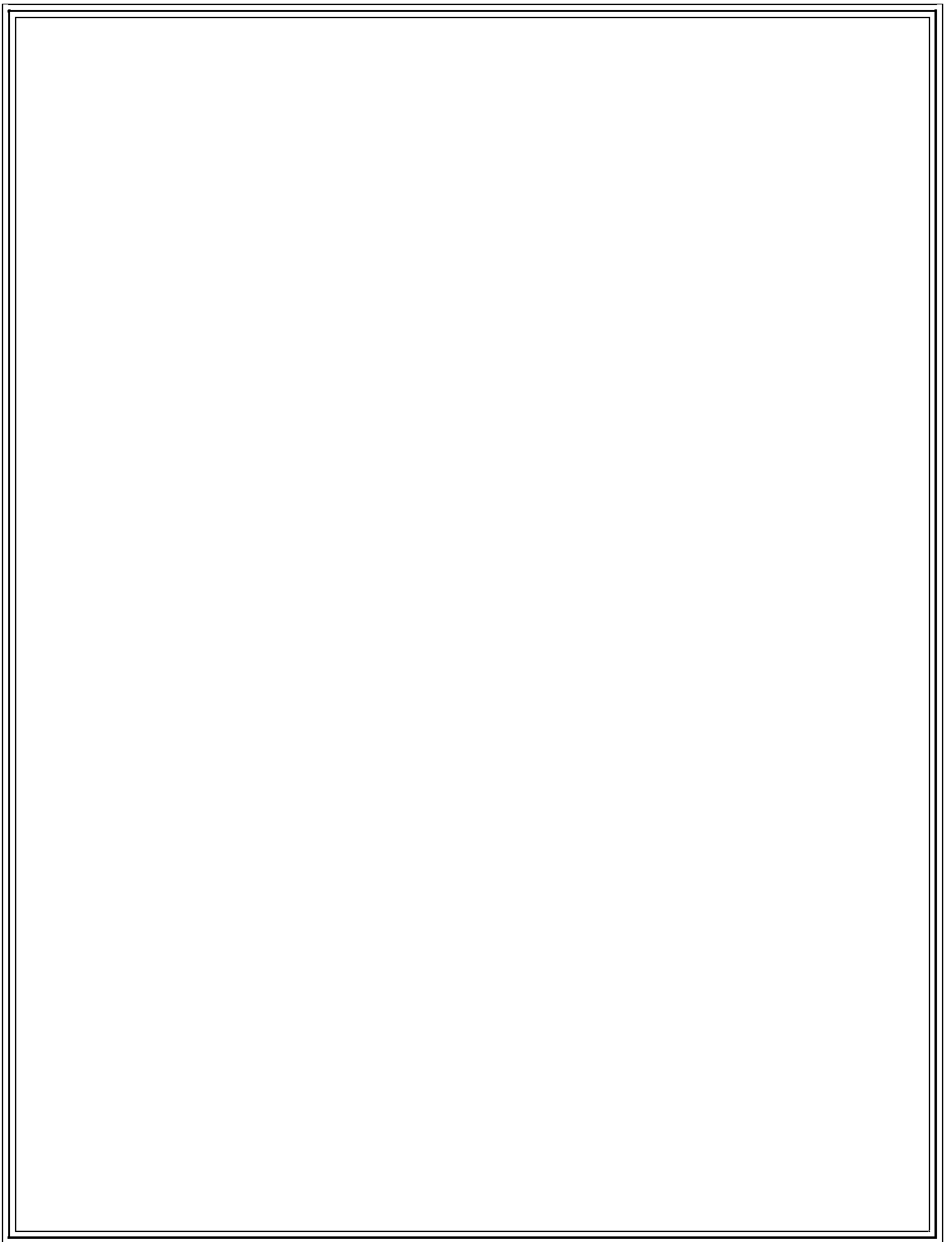
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Lesson Notes

1. “Connection” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Have students define the words listed under “Words to Know” either independently or together orally with the teacher. Teachers and students should locate any listed places, read and discuss any notes included at the beginning of each lesson and discuss the pronunciation of any words, as needed.
3. Students should either have the book read aloud to them or should read each chapter (or reading section) together with the teacher or should read the book independently, whichever best fits.
4. After reading, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in literary terms can be included or omitted as it best fits the needs of your students.

Literary Elements & Techniques

- setting
- simile
- onomatopoeia
- alliteration

Printable Resources –US Map & Bookmark

A reading bookmark and an outline map of the United States are included at the end of this guide.

OPT –Use the map to mark or label places as they arise in the story. You might also wish to mark Louis’s journeys.

Exam Prompts

- Share a favorite scene. What made this scene memorable?
- Illustrate any scene. Give your picture a title or caption and share it, telling about the scene.

There are additional exam prompts included in the actual guide. Only one is shown for the sample.

Chapter 1

- * Read Chapter 1 from *The Trumpet of the Swan* by E. B. White.

Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about. Share what you know of swans.
- Words to Know: boggy, bush pilot and cygnets
- Distinguish between swamp and marsh.
- Locate: Canada and Montana [Show how the US state of Montana borders Canada.]
- Note: Edit or remove the word “Indian” in this chapter.

After the Reading

Narration Suggestions –Choose One

- Tell of Sam and his discovery.
- Should Sam have told his father of his discovery?
- Write a notebook entry in the style of Sam. Be sure to end your entry with a question.
- Think of two new titles for this chapter and tell how each one fits.

Literary Elements

The **setting** of a literary work is the time and place in which the work occurs.

[This story takes place in the US and Canada in the late 1960s and early 1970s.]

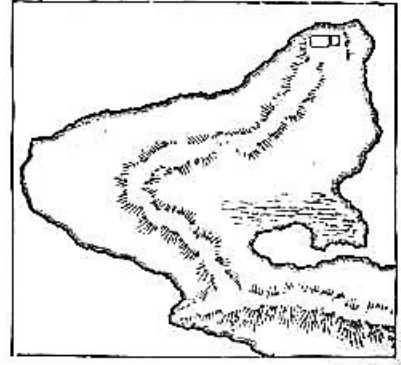
Help your student understand the time and place of this story. In what time period in history does the story take place? How do we know this? [Ans. Sam and his father fly into Canada and there is mention of getting away from “automobiles”. This tells us that it must be a modern time period.] In what country does the story open? [Ans. Canada; this is mentioned in the chapter.] Remind students of how they already located Canada and Montana on a map or globe before reading the chapter. Tell students that while the story begins in Canada, it will include much travel across the United States.

Chapter 2

- * Read Chapter 2 from *The Trumpet of the Swan* by E. B. White.

Before the Reading

- Connection: Where does Sam plan to go the next day?
- Distinguish between peninsula vs. island.
- Review animal terminology for male, female and young by creating a chart on the board. [Male foxes are “dogs”, female foxes are “vixens” and young are “kits”; Male swans are “cobs”, female swans are “pens” and young are “cygnets”. The book states that “...a male goose is called a gander, a male cow is called a bull, a male sheep is called a ram, a male chicken is called a rooster...” You may wish to tell students the names of the females and the young for each of these examples. The included chart below may help. Share any additional examples from the chart as you wish.



Farm Animal	Father	Mother	Baby
Sheep	Ram	Ewe	Lamb
Horse	Stallion	Mare	Foal
Pig	Boar	Sow	Piglet
Chickens	Rooster	Hen	Chick
Goat	Billy	Nanny	Kid
Cattle	Bull	Cow	Calf
Duck	Drake	Duck	Duckling
Goose	Gander	Goose	Gosling

After the Reading

Narration Suggestions –Choose One

- Give an account of the swans and their new home –the pond.
- Draw or paint a picture of your favorite scene. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.
- “In the spring of the year, nest-building is uppermost in a birds mind: it is the most important thing there is” (10). Tell about this. Why is nest-building important?
- Sketch a map of what you think the pond –and the area around the pond– looks like based on the description from the book. Give labels and a title to your sketch. Share you map and tell about it.
- Write a list of some of the plants and animals that Sam saw by the pond. Give your list a title and share it with someone, telling of it.

Literary Techniques

Onomatopoeia is the naming of a thing or action by a vocal imitation of the sound associated with it (such as buzz, hiss, boom, etc.) –Merriam-Webster.

Find the onomatopoeia in the following quote:

...toward the end of the afternoon, you would have heard a stirring sound high above you in the air –a sound like the sound of trumpets.

“Ko-hob, ka-hob” (8)!

- Which word(s) describes a sound? Who or what is making this sound?
- Draw a picture to illustrate this quote and copy the quote underneath or above it.
- How does the onomatopoeia enhance the reading?

[Ans. Ko-hob describes the sound; Swans are making the sound.]

Literary Elements

Continue studying this literary element. In this chapter, the pond is more fully described.

The **setting** of a literary work is the time and place in which the work occurs.

Describe the pond. Recall the types of plants and animals described. Write a short list of them.

- Draw a picture of the setting of this chapter. Give your picture a title or caption and share it with someone, telling of it. Use your list of plants and animals to help draw the picture.

Chapter 3

- * Read Chapter 3 from *The Trumpet of the Swan* by E. B. White.

Before the Reading

- Connection: Tell of Mr. Cobb and his wife's nest.
- Words to Know: intruder, idyllic, immense, preening, irksome and onerous
- Note: Edit "Indian-fashion" on p. 18.
- Have students compare the sound of a trumpet to the call of the trumpeter swan by listening to both.[See Resources: Literature, *The Trumpet of the Swan*]

After the Reading

Narration Suggestions –Choose One

- Is Sam a "visitor" or an "intruder"? How do we know this?
- Tell of sitting on eggs from the perspective of the female swan.
- Create models of Mr. Cobb and his wife and their nest of eggs. Act out any scene which includes these models.
- Retell your favorite scene in comic-strip style.
- "An egg, because it contains life, is the most perfect thing there is" (23). What is meant by this? Write a list of other "perfect" and "beautiful" and "mysterious" things. Give your list a title and share it with someone, telling of it. Be sure to tell why these items made your list.

