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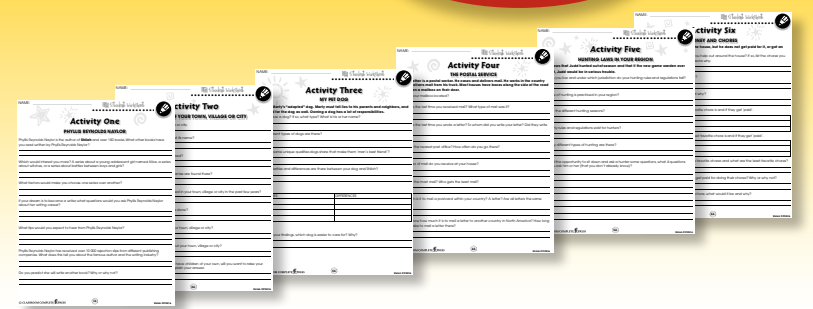


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Phyllis Reynolds Naylor

Phyllis Reynolds Naylor is an author you are likely to hear and read a lot about.

She was born on January 4, 1933 in Anderson, Indiana.

She is the middle child of a brother and sister. One of the family's favorite activities was reading books and stories together. Her career as a writer started when she was in elementary school. Teachers often asked her to write special poems for various occasions. She was also the family author, writing and illustrating stories to be read aloud by her father.



Phyllis Reynolds wrote a story for her church newspaper, after being asked to by her Sunday school teacher. Some time after that story was published, she received her first check of \$4.67. The rest, as they say, is history.

In high school, Phyllis continued writing and publishing in various styles. In 1951, she married and moved to Chicago. Five years after their marriage, her husband became mentally ill. They divorced eight years later. She later married Rex Naylor, a speech pathologist, and had two children. She continued writing on various subjects, such as the death of a parent, divorce, the supernatural, and losing one's religious faith. She also wrote comic novels, serious and funny stories about children and animals, and several novel series.

Along with being a writer, she has also worked as an elementary school teacher, an assistant executive secretary, and an editorial assistant. She writes for both children and adults. She has written over 130 books and 2000 articles and stories, and has no plans to stop writing.

Did You Know?

- *The Galloping Goat and Other Stories*, Abingdon Press, 1965, was Phyllis' first published book.
- Her own favorite book is *Unexpected Pleasures*.
- She got her inspiration from her parents and her teachers.



Chapter Nine

1. Describe what you think Ma's reaction will be. Will she get angry and upset or will she understand?

2. What do you think of Marty's animal care? What would you do differently? What would you do the same?

Vocabulary

Somehow the entire compound words in this section separated. Use a word from the first box along with a word from the second box to form all the compound words from this section. Some words can be used twice.

some	door	sisters	way	body	light
bath	card	my	room	ville	laces
no	shoe	any	board	self	head
flash	fore		where	thing	

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Chapter Nine

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

flashlight	grease	money
secret	sign	squash

- _____ a) What does Marty's Dad use to wash the oil off his arms?
- _____ b) What does Dad tell Marty to bring when they hear Shiloh cry?
- _____ c) What does Marty keep as leftover that tipped-off Ma?
- _____ d) What resources does Marty use?
- _____ e) How is Marty going to advertise for the dog?
- _____ f) What does Marty and Ma now have?

2. Number the events from 1 to 7 in the order they occurred.

- a) Marty is now in a daze as to what to do.
- b) Ma showed up at Shiloh's pen.
- c) Marty's holding Shiloh while bawling.
- d) The big German Shepard hurt Shiloh.
- e) Ma gave Marty one day to figure things out.
- f) Marty is happy to share his secret.
- g) Marty's plan isn't good because he's scared the 'new' owner might be worse than Judd.



Chapter Nine

Answer each question with a complete sentence.

1. If you were Marty, what would you do now?

2. What do you think Dad will say to Marty's mother?

3. Why doesn't Marty know if he's soaped up and washed or not?

4. How do you think Marty's plans have changed now?

5. Can you relate to how Marty is feeling? What would you do?

6. How do you predict Judd will find out about Shiloh's incident? How do you predict Judd will react to this news?

Journal Activity

If Marty had not made a pen for Shiloh, Shiloh would not have gotten attacked by the big German Shepherd. Write 2-3 paragraphs describing how Shiloh's life would be different if Marty had given him back to Judd. For Shiloh's sake, where is the best place for this dog and why?



Chapters 7 to 8

Imagine that you are going to open up your very own catering company designed for animals. You will need to develop a menu, filled with eggs, meat, squash and all the other good ingredients Marty fed Shiloh.

Find yourself a creative company name. Create a menu and write your recipes. Can you be the next writer to create the next best doggie cookie?



Chapters 9 to 11

In Chapters Ten and Eleven, the big German Shepard attacks Shiloh. Think back in your life to the last big challenge or tragedy you faced.

Write about how you were (both thoughts and actions) **before** this incident. Then write about the incident itself. What happened? What were your thoughts **during** the incident? Use as many descriptive words as possible.

Analyze what happened and how this incident changed you (either mentally or physically) **after**. Are you proud of your reaction? Why or why not? What would you do differently?



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

Word List:

- ANTIBIOTICS
- BUCK
- BURRS
- CATALOG
- DETOUR
- ENTHUSIASM
- FEEBLE
- FORGIVENESS
- GLORIFY
- LAME
- LEFTOVER
- LEGAL
- MAIL
- OMISSION
- POSSUM
- QUARREL
- RECOGNIZE
- SHRIEKS
- SNARL
- SQUALLER
- SUSPICIOUS
- SYCAMORE
- SYMPATHY
- THRUST
- TICK
- TURPENTINE
- WARBLE
- WARDEN
- WELTS
- WITNESS

W	X	D	G	R	N	S	L	T	K	N	F	Y	N	Q	E	J	S
P	I	U	C	I	O	E	U	D	S	O	J	E	E	U	L	T	Q
L	E	T	S	P	R	M	I	O	R	D	K	C	U	B	C	U	
I	D	M	N	R	F	I	I	G	R	R	M	V	R	R	E	A	
A	Z	A	A	E	A	A	I	S	A	C	L	H	I	G	A	N	L
M	Y	U	E	L	S	V	O	W	S	X	I	E	T	X	W	I	L
U	Q	B	T	I	E	S	Z	Y	Q	I	G	P	G	Y	E	T	E
Q	L	A	F	N	M	J	S	S	O	P	O	P	S	A	V	N	R
E	N	X	E	M	S	A	S	U	H	T	N	E	U	L	E	G	
Z	A	S	J	K	N	B	Y	H	T	A	P	M	Y	S	S	P	V
P	S	I	S	T	K	T	L	G	I	N	A	U	D	U	B	R	U
N	M	M	N	Z	R	L	D	T	X	T	L	F	E	P	C	U	W
G	V	U	B	A	N	X	J	M	K	I	Q	H	T	T	T	T	M
H	O	U	M	R	A	G	T	X	B	F	Y	O	C	Z	C	E	
I	D	R	R	R	B	K	M	Y	T	I	G	O	U	S	F	Z	S
T	H	O	T	H	K	H	J	F	X	O	I	O	R	N	I	Y	E
L	E	F	T	O	V	E	R	I	S	T	R	X	L	N	C	W	L
S	H	R	I	E	K	S	K	R	N	I	S	C	G	A	E	Q	I
B	U	R	R	S	C	C	H	O	A	C	K	O	M	L	T	J	B
F	F	M	O	N	I	E	Y	L	R	S	C	O	T	G	J	A	B
L	S	M	Q	T	H	L	P	G	L	E	R	S	S	C	J	D	C
A	G	R	D	T	H	M	G	W	R	E	V	K	G	F	I	Q	O

Comprehension Quiz

Answer each question in a complete sentence.

1. How did Marty feel about Judd Travers? List three reasons why. 25
2. What was the dog's real name? What did Marty call him? 3
3. What does Marty's dad do for a living? Give both answers. 2
4. Marty had to give Shiloh leftovers. Name four items Marty fed Shiloh. 2
5. Who really owns Shiloh? Why does Shiloh run away? 2
6. At the beginning of the book how is Marty going to find money to buy Shiloh? At the end of the book, what did Marty do to buy Shiloh? 2
7. With whom does Marty share his secret before the accident? With whom does Marty share the secret after he and his Dad bring Shiloh to Doc Murphy's after the accident? 2

SUBTOTAL: /15

Sequencing the Story

Write the main ideas and events in the novel, Shiloh, in chronological order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence.

1. Why do you think the dog followed Marty home?

2. Marty and his family ate rabbit for dinner on Sunday. Have you ever tried rabbit? If yes, what did you think of it? If not, would you try it? Why or why not?

3. Recall the four (4) reasons why Marty doesn't like Judd Travers.

4. How would you react if your Dad shot a rabbit?

5. Have you ever found a stray animal? What animal was it? What happened?

6. Do you think it was a good idea to give Shiloh back to Judd Travers? Why or why not?

Journal Activity

Making a decision is not always easy. Write about a time in your life where you had to make a decision. How did you come up with your decision? What steps did you take? What obstacles did you face? What did you learn from making this decision?

1.

Answers will vary, the dog was mistreated.

2.

Answers will vary.

3.

1-Judd cheated Mr Wallace at the cash, 2-Judd spits tobacco, 3-Judd sat in front of Marty at the Jordan Globe of Death motorcycle, 4-Judd kills out-of-season.

4.

Answers will vary.

5.

Answers will vary.

6.

Answers will vary.

13

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. c)

2. d)

3. a)

4. c)

5. d)

14

1.

a. whistle

b. delivers

c. ticks

d. lightning bugs

e. butterfly

f. starved

g. magazines

h. shed

i. possum

j. nothing

5.

He was quiet and thoughtful.

2.

a) C
c) A

b) B
d) C

15

1.

Answers will vary.

2.

Answers will vary.

3.

Answers will vary.

4.

Answers will vary.

5.

He was quiet and thoughtful.

6.

Answers will vary.

16



Shiloh

- **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.