

Teacher Guide

Grades 5–6

Shiloh

Phyllis Reynolds Naylor

 **NOVEL UNITS**[®]



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SHILOH

by
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Teacher Guide

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Note

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ISBN 978-1-60878-501-8

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Publisher Information

For a complete catalog, contact—
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P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, comparing
and contrasting, evaluating,
analyzing details,
synthesizing ideas

Writing

Description, poetry

Vocabulary

Synonyms/antonyms,
metacognition

Comprehension

Predicting, sequencing,
cause/effect, inference

Listening/Speaking

Readers' Theater,
dramatization of dialogue

Literary Elements

Similes, point of view,
colloquialisms, theme,
turning point

5. What are Judd's dog training methods? (Page 35, He keeps his dogs lean and mean. He doesn't name the dogs or develop any personal relationship. He either calls them or kicks them to go away.)
6. Why is Marty "so mad I can't see" on page 37? (p. 37, Travers, He disagrees with Judd's treatment of Shiloh. He is frustrated that he can't change the situation.)
7. Notice the sentence fragments in the book. Why are they accepted? Is there an understanding as to the complete thought?

Supplementary Activities:

1. Start a story arc to record the events of the story. (See page 14 of this guide.)
2. Brainstorm different meanings for the word "can't."
3. Start a contribute web to record what you know of Marty's father.
4. Writing: Consider how Marty could solve his dilemma about Shiloh and Judd Travers. "My advice to Marty is..."

Chapter 4 (Pages 27-35)

Plot Summary:

Shiloh runs away from Judd to Marty. Marty decides to keep the dog, building a pen for the dog.

Vocabulary:

warden 38 fee 39 scrub 40

Discussion Questions and Activities:

1. What is Marty's dilemma while on the route with his father? (conflict between respect for adults and their property and supporting what is right and humane, especially as regards the dog Shiloh)
2. What additional information about the Prestons revealed in the chapter helps to explain their life style? (The family contributes money for Grandpa Preston's care. Money is scarce in the family; there is no money available for food and keeping pets.)
3. "Ma knows me better'n I know myself sometimes." Explain these words from page 40.

-
4. How does Judd taking his dogs hunting contribute to the story plot? (*Shiloh runs away to Marty. Marty decides not to return Shiloh to Judd Travers and builds a shelter for Shiloh.*)

Prediction:

How will each of the players in the story react to Marty's keeping Shiloh?

Judd Travers:

Ray Preston:

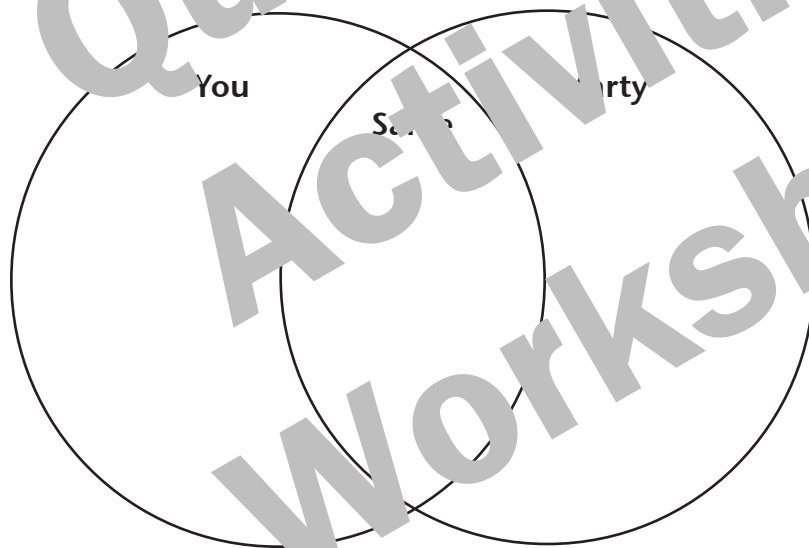
Wendell:

Dara Lynn:

Shiloh:

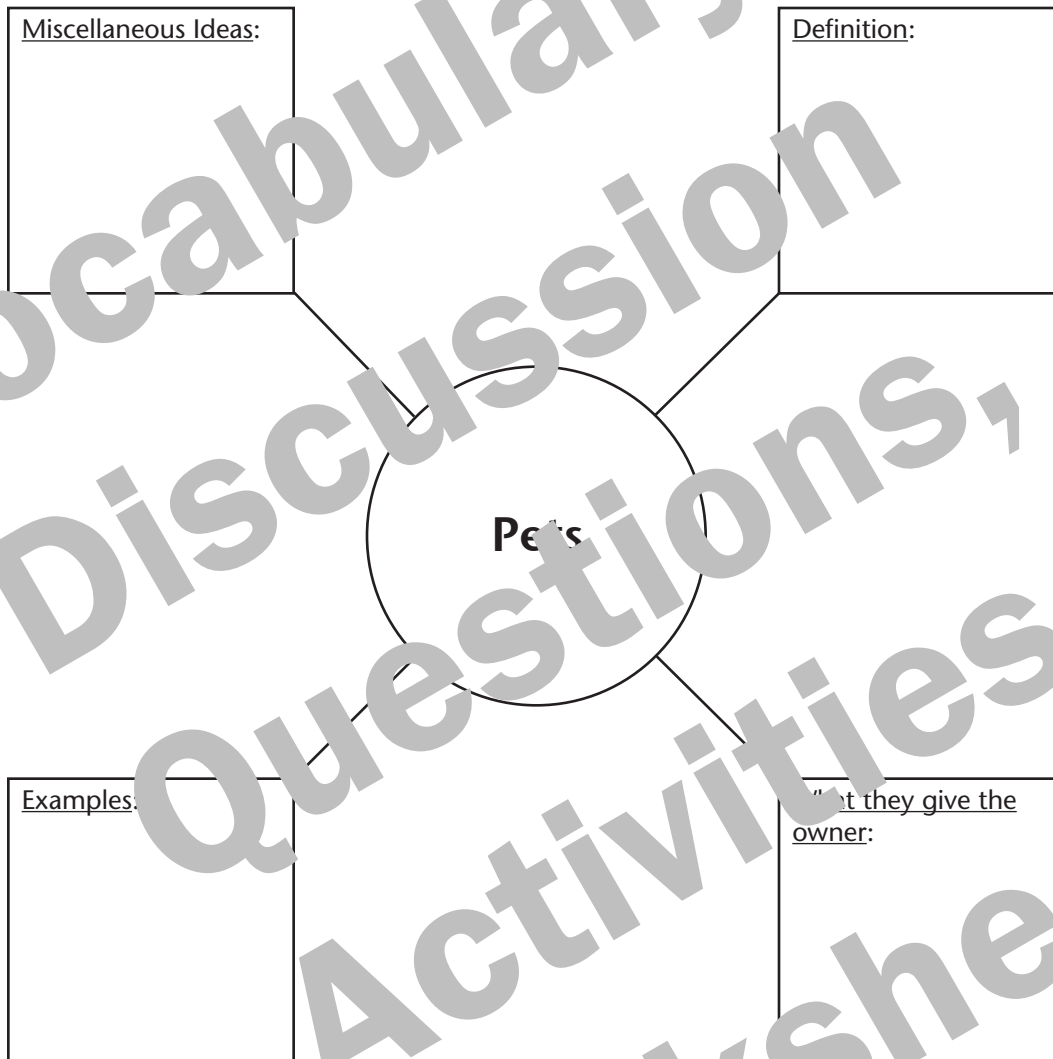
Supplementary Activities:

1. Compare yourself to Marty. How are you similar and different? Draw a Venn diagram.



Supplementary Activities:

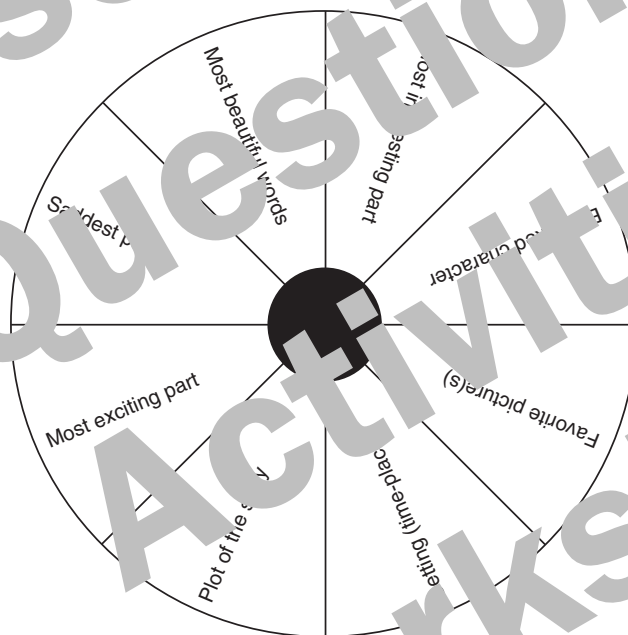
1. Shiloh gives all the Prestons lots of love. Write a short paragraph to support (or deny) this statement. Use examples from the book.
2. Fill in a graphic organizer about pets.



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Culminating Activities

1. Choose a vehicle to summarize the action (plot) in the story. You may use a story map, a game board with each significant action occurring in a square, a story pyramid (see page 33), or a paragraph explaining the organization of the story.
2. What makes a character memorable? Make your ideas using webs or other graphic organizers. These questions may help guide your thinking: What book characters do you remember? What do you remember about them? Do you have a vivid picture in your mind of them? How are your memorable characters similar to someone you know?
3. Why was *Shiloh* the 1991 Newbery Medal winner?
4. Choose your favorite chapter to dramatize.
5. What is the moral of the story? Develop your answer.
6. What new facts did you learn from the story?
7. Use the spinner below to choose a writing activity.



8. Design a poster for *Shiloh*. What will you emphasize? How will you utilize color, line, shape, space, and texture?