



STUDENT PACKET

GRADES 3-5

Shiloh

Phyllis Reynolds Naylor

READ, WRITE, THINK, DISCUSS AND CONNECT

Shiloh

Phyllis Reynolds Naylor

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Anticipation Guide

Directions: Prior to reading *Shiloh*, react to the following statements, indicating whether you agree or disagree. After reading the book, return to these statements and assess them again. Explain your reactions in a short paragraph, explaining particularly any changes of opinion.

- | | <u>Before Reading</u> | <u>After Reading</u> |
|--|-----------------------|----------------------|
| 1. Property rights are sacred; no one can be denied what (s)he owns. | _____ | _____ |
| 2. There is no such thing as a white lie. | _____ | _____ |
| 3. Always respect your elders. | _____ | _____ |
| 4. Every child should have his/her own room. | _____ | _____ |
| 5. Abusers have usually been abused themselves. | _____ | _____ |
| 6. It's impossible to learn to get along with your enemies. | _____ | _____ |

Name _____

Using Dialogue

Directions: Choose a bit of dialogue from the book to investigate. Fill in the chart to describe this way of writing and telling a story.

Extra Credit—extra bits of dialogue I remember from my outside reading

Who is speaking?

How is the plot advanced with these words?

Investigated Dialogue on Pages

What is special about dialogue?

What does the dialogue tell you about the characters speaking?

Writing Prompts



Directions: Respond to these writing prompts as your teacher suggests; writing for a specified amount of time or writing a specified length.

- The first day I had my dog ...
- The funniest thing my dog ever did ...
- My dog likes to ...
- Write from a dog's viewpoint:
 - What does it do while owner is at school or work?
 - What does it think about?
 - What are its likes and dislikes?
- The best dog story I've read is ...
- The weirdest dog (or pet) on a television program or in a movie was ...
- My favorite dog names are ... because ...
- Dogs make the best pets because ...
- I'd never choose a dog as a pet because ...
- Dogs are really smart. (Give reasons to support your supposition.)

Vocabulary Challenge Words

Directions: Look over the following list of words from the book, as you read each chapter. Put a check if you know the word for sure and a star if you've seen the word but aren't sure of its meaning. Locate and note the location of the words in the book; record a definition for the words you don't know ("unstarred" and "unchecked")—your first challenge. Your second challenge is to become sure of the meaning of the starred words.

Chapter	Word	Mark	Definition
1	groveling		
	whimper		
	cringe		
	whopping		
	ford		
	gristmill		
2	loping		
	yelps		