



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Shiloh

Phyllis Reynolds Naylor

READ, WRITE, THINK, DISCUSS AND CONNECT

Shiloh

Phyllis Reynolds Naylor

TEACHER GUIDE

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!

ISBN 978-1-50204-168-5

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary.....	3
About the Author.....	3
Initiating Activities.....	5
Fifteen Chapters	12
Chapters contain: Plot Summary, Vocabulary Words, Discussion Questions and Activities, Supplementary Activities, Predictions	
Culminating Activities.....	32
Vocabulary Activities.....	38
Assessment.....	40

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

Summary of Shiloh:

Shiloh is an abused beagle when Marty Preston meets him while playing in the fields behind his West Virginia rural home. The dog, initially reticent and fearful, warms up to Marty and follows him home. When Marty discovers that Shiloh's owner is Judd Travers, a rather mean-spirited neighbor whose past treatment of animals is suspect, the major conflict of the novel is in place. Marty secretly constructs a pen for Shiloh when the dog gets loose and seeks out Marty. Keeping the secret and providing food for Shiloh are major obstacles for Marty. When a German shepherd jumps the fence into Shiloh's pen and attacks the dog, the conflict intensifies. Judd demands the return of Shiloh and Marty faces some thorny issues. The plot is resolved when Marty catches Judd killing a doe out-of-season and a deal is struck whereby Marty will get Shiloh in return for his silence about the illegal hunting and twenty hours of work for Judd.

About the Author:

Phyllis Reynolds Naylor (born 1933) lives in Maryland with her husband, Rex V. Naylor, a speech pathologist. She has two sons. She graduated from Joliet Community College and American University.

She published her first book in 1965, *The Galloping Goat and Other Stories*. Her first children's novel, published in 1967, was *What the Gulls Were Singing*.

Fiction by Naylor for Children and Young Adults:

The Galloping Goat and Other Stories, Abingdon, 1965.

Grasshoppers in the Soup: Short Stories for Teen-agers, Fortress, 1965.

Knee Deep in Ice Cream and Other Stories, Fortress, 1967.

What the Gulls Were Singing, Follett, 1967.

(Under name Phyllis Naylor) *Jennifer Jean, the Cross-Eyed Queen*, Lerner, 1967.

To Shake a Shadow, Abingdon, 1967.

(Under name Phyllis Naylor) *The New Schoolmaster*, Silver Burdett, 1967.

(Under name Phyllis Naylor) *A New Year's Surprise*, Silver Burdett, 1967.

When Rivers Meet, Friendship, 1968.

The Dark Side of the Moon (short stories), Fortress, 1969.

Meet Murdock, Follett, 1969.

To Make a Wee Moon, illustrated by Beth Krush and Joe Krush, Follett, 1969.

The Private I and Other Stories, Fortress, 1969.

Making It Happen, Follett, 1970.

Ships in the Night (short stories), Fortress, 1970.

Wrestle the Mountain, Follett, 1971.

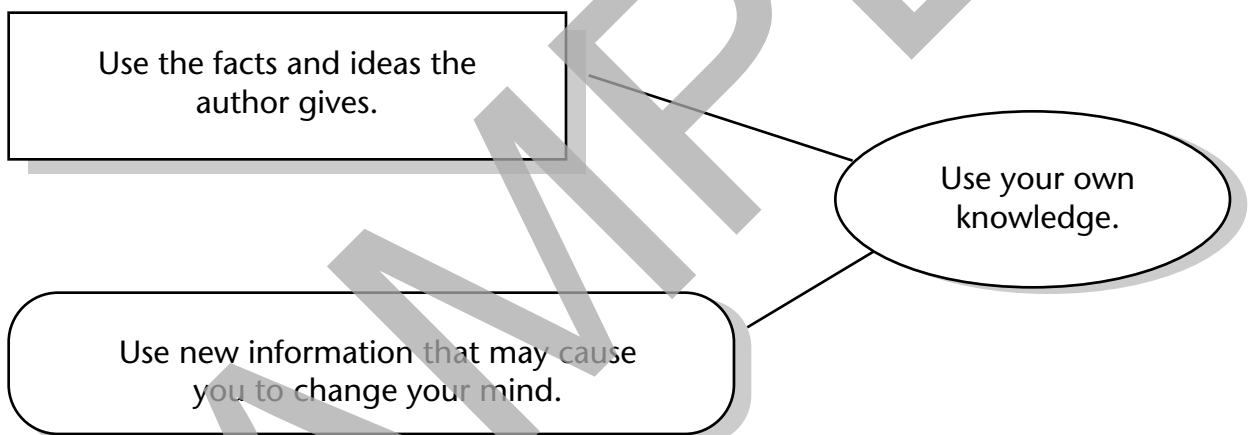
No Easy Circle, Follett, 1972.

To Walk the Sky Path, Follett, 1973.

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Chapter 1 (Pages 11-18)

Plot Summary:

Marty meets Shiloh, an abused dog.

Vocabulary:

groveling 13

whopping 15

whimper 14

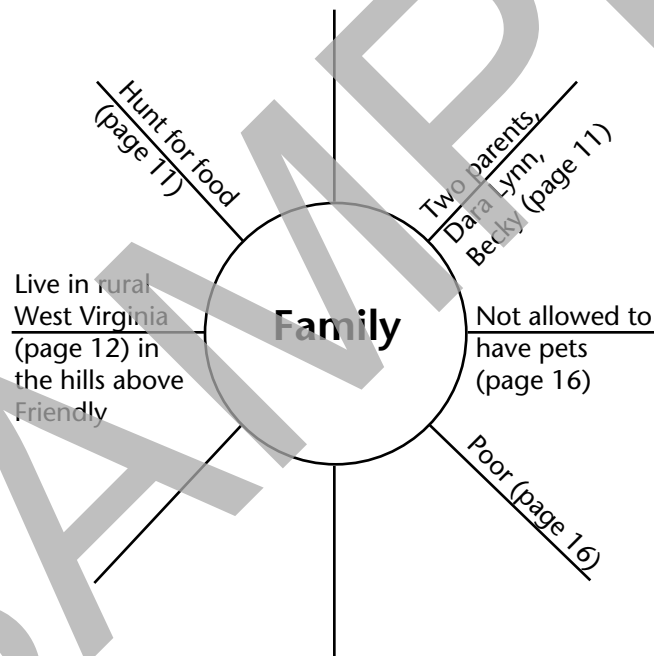
ford 15

cringe 14

gristmill 16

Discussion Questions and Activities:

1. Who is telling the story? (*An eleven-year-old from West Virginia; the reader infers that the storyteller is a boy, but Naylor doesn't say that directly in Chapter 1.*)
2. What do you know about the family in Chapter 1? Record on an attribute web. Include references from the book to support your descriptions. (See pages 9-10 of this guide.)



3. Start a simile search in the book. (See page 37 of this guide.)
4. Look carefully at the language in the book. Why are some sentences fragments and some of the grammar incorrect?
5. How does the storyteller name the dog? (*from the place where he met the dog*) Is this a good way to name an animal? Why or why not?

Supplementary Activities:

1. Expand your store of similes by recording interesting similes you've heard or read. Try to use at least one simile in your writing or speaking each day.
2. The author states that the idea for the dog in the story was from a "hungry, trembling, strangely silent" dog that she and her husband met while visiting friends in West Virginia. Where do authors get ideas for their stories? Describe a memorable dog (or pet) you've met.
3. Locate the locale of the story on a map. (page 12)

Chapter 2 (Pages 19-27)

Plot Summary:

Marty's father explains that Shiloh must be returned to his owner.

Vocabulary:

loping 20

yelps 27

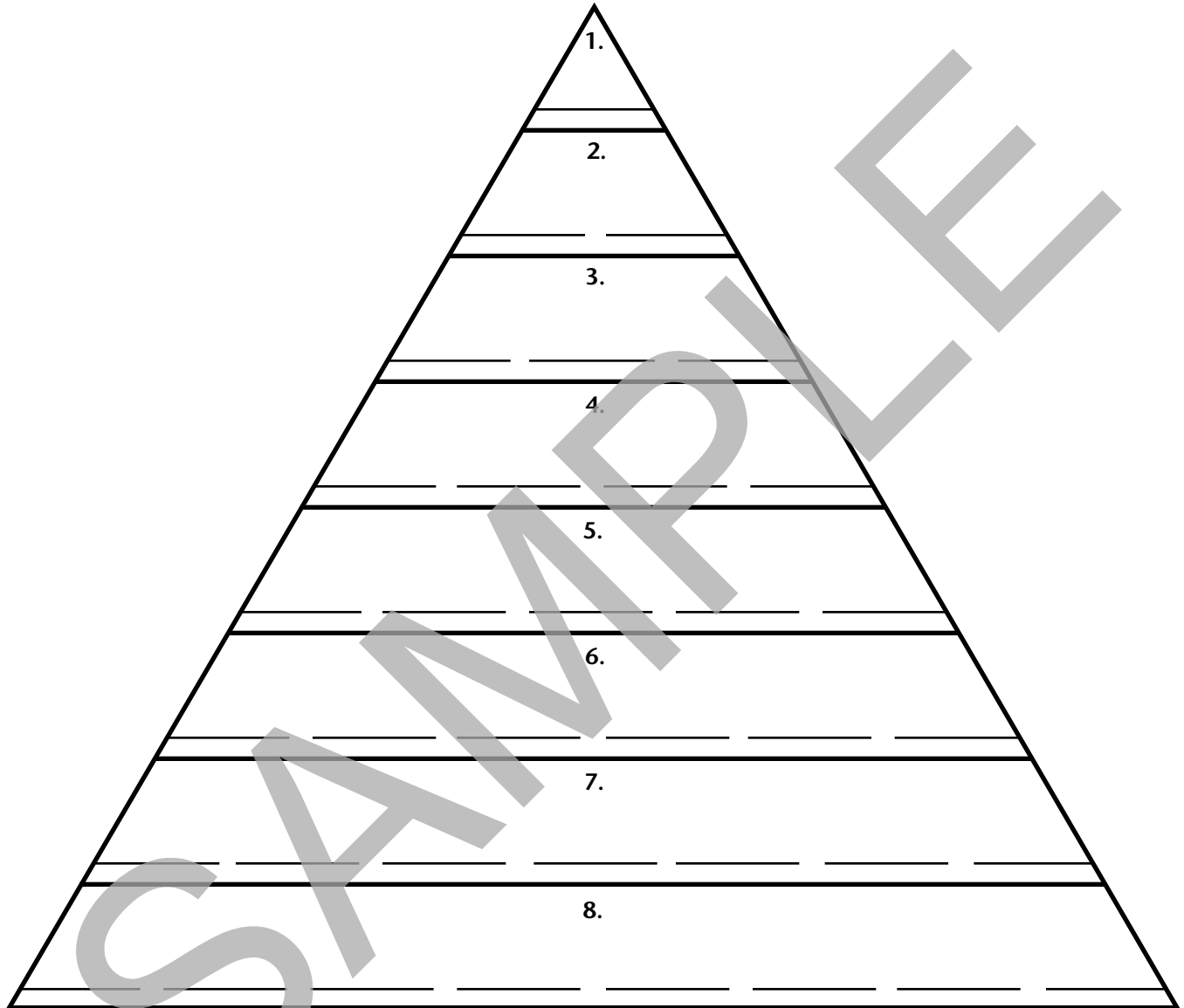
Discussion Questions and Activities:

1. What do you learn about the storyteller in this story? (Answers vary, but may include the following: his name—Marty, he's a boy, he's warm and caring towards Shiloh, he's not afraid to speak up to adults, and he understands his father and can predict his reactions.) Look for evidence in the book for each of your assertions about Marty.
2. What is Marty's attitude toward Judd? (He dislikes him.) What are Marty's reasons for his attitude toward Judd? (He has seen Judd cheat a store owner. He knows Judd chews tobacco and spits near to Marty. Judd stood in front of Marty at the fairgrounds, blocking the view. Judd killed a deer out-of-season.)
3. Demonstrate the "Friendly, West Virginia" way of getting down to business. (page 25)
4. How does Marty feel at the end of Chapter 2? (sad) What do you predict for the rest of the story?

Supplementary Activities:

1. What would you do about Shiloh if you were Marty? Answer in a short paragraph.
2. Draw a picture of Shiloh on Marty's lap in the jeep.
3. Compare Judd and Marty's father using a T-chart. (See next page for example.)

Story Pyramid



1. One word naming the main character.
2. Two words describing the main character.
3. Three words describing the setting.
4. Four words describing the problem.
5. Five words that represent the first main event.
6. Six words that represent the second main event.
7. Seven words for the third main event.
8. Eight words for the resolution of the story.