



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Shiloh Season

Phyllis Reynolds Naylor

READ, WRITE, THINK, DISCUSS AND CONNECT

Shiloh Season

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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Skills and Strategies

Thinking

Analysis, predicting, personal reflection, research, critical thinking

Comprehension

Problem solving, application, analysis, anticipation

Vocabulary

Bingo, definition scramble, word wall, mad libs, application

Literary Elements

Character analysis, figurative and literal language, irony, foreshadowing

Listening/Speaking

Discussion, oral stories, debate, small group discussion, presentations

Writing

Journal, informative paper, review, rewrite/revise, compare/contrast

Across the Curriculum

Fine arts—skit/play, commercial, collage, poster; Reading—*Shiloh*, *Saving Shiloh*; Other subjects—science research, health research, social skills, career research

Summary

Shiloh Season is the story of a young boy's love and devotion for his dog, Shiloh. Marty and Shiloh have an incredible bond that can only be broken by one person, Judd Travers. Judd was Shiloh's original owner, but Marty was able to save Shiloh from Judd's cruelty. Judd has a grudge against Marty's family, the Prestons, and insists that they are the reason for all of his troubles. However, when Judd is nearly killed in a truck accident, Marty takes it upon himself to befriend Judd. This story shows how even the cruel circumstances of life can be righted through the kindness found in the youngest of hearts.

About the Author

Phyllis Reynolds Naylor is the author of over ninety books, including *Shiloh*, *Saving Shiloh*, *The Grand Escape*, *The Healing of Texas Jake*, *One of the Third Grade Thinkers*, *Being Danny's Dog*, and *How I Came to be a Writer*.

The dog upon which *Shiloh* was based is still alive and well in Shiloh, West Virginia. He has become rather popular, even attracting visitors from as far away as Canada. The first book in the series, *Shiloh*, won a Newbery Medal. *Shiloh Season* and *Saving Shiloh* are the second and third books in the series.

Naylor and her husband, Rex, live in Bethesda, Maryland. They have two sons, Jeff and Michael, and two grandchildren, Sophia and Tressa.

Introductory Activities

1. **Previewing the Book:** Direct the students' attention to the cover of the book, and have them respond to the following questions: Who? What? Where? When? and Why? Students then use their answers to predict what the novel will be about.
2. **Background Reading:** Explain to the students that *Shiloh Season* is the sequel to *Shiloh*. Encourage them to read the first book so they will have a better understanding of the novel and the characters.
3. **Predicting:** Have students write a paragraph predicting the importance of the following concepts in the story: responsibility, loyalty, kindness, family, honesty.
4. **Character Diary:** Have students pretend to be one of the characters: Marty, Dad, Ma, or Judd. At the end of each day's reading assignment, ask them to write a diary entry from that character's perspective. Students should be prepared to share their entries.
5. **Attribute Web:** Create an attribute web with students. Examine each of the following concepts: responsibility, loyalty, kindness, family, and honesty. Focus on one word at a time. Begin by writing the word in the center of a large piece of paper. Ask the students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
6. **Prediction Chart:** Have students set up a prediction chart to use as they read the novel (pages 7-8 of this guide).

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their 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 to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:

Chapters One and Two, Pages 1-14

Vocabulary

anxious (3)
appreciate (7)

arrested (3)

poachers (4)

contented (5)

Discussion Questions

1. Why would Marty be happy about the news that he could work the bill off for Doc Murphy? *(He wants to repay him, but he doesn't have the money.)*
2. Would you do all of that work in order to keep your dog? Why or why not? *(Answers will vary.)*
3. What is your opinion of Judd's driving skills? Did he try to run over Marty? *(Answers will vary.)*
4. Why does Marty say it was hard on his parents when he hid Shiloh from them for so long? *(It was hard to explain to his sisters, since Marty is the one who is supposed to set the examples.)*
5. Describe Judd Travers based on the information you have been given. *(Answers will vary.)*
6. Why is it dangerous for Judd to be on Marty's property? *(If he is drunk and shooting his gun, he could injure someone.)*
7. What information do only Judd and Marty know? *(Judd shot a doe out of season; Marty agreed to keep it a secret if he could keep Shiloh.)*
8. Why does Dad go to see Judd? *(He visits Judd to ask him not to hunt on their property.)*
9. What does Dad tell Ma after he returns from Judd's? *(The kids should stay away from the woods for a while.)*
10. What do you think Dad and Judd might have said to each other? *(Answers will vary.)*
11. What can the Prestons afford now that Grandma is in a nursing home? *(a telephone)*
12. Where is Marty staying that weekend? *(He is staying at his friend David's house.)*
13. Why is Marty so concerned about leaving Shiloh home by himself? *(Since Judd has been wandering around in the woods, Marty is worried that he will hurt Shiloh.)*
14. How does Marty describe the school bus? *(He calls it a large yellow monster that gobbles him up every day.)*

Supplementary Activities

1. Reflection: Marty sacrifices his time and works hard to earn Shiloh. Ask the students to consider a time when they have made large sacrifices. For whom were the sacrifices made? Why? Ask the students to consider if they still feel strongly about what they did. Would they make the sacrifices again?

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2. Character Sketch: Ask the students to think about the character, Marty. Discuss his character based on what has been learned thus far. Encourage them to support their answers with evidence in the story.
 3. Journal Entry: Ask the students to put themselves in Marty's place. What would they have done if they had discovered Judd Travers had killed a doe out of season?

Chapters Three and Four, Pages 15-30

Vocabulary

grudge (23)	ruckus (24)	ford (24)	cowardly (25)
patients (27)	transplanted (27)	suspect (28)	symphony (28)
gunnysack (29)	dumplings (29)	detective (30)	

Discussion Questions

1. How is David's house different from Marty's house? (*David's house is bigger, and they eat fancier food.*)
2. Why is Marty a bit uncomfortable while he is at David's house? (*He is a little uncomfortable because he is trying to do all of the proper things.*)
3. What caused Marty to be homesick? (*Answers will vary.*)
4. Why do David and Marty decide to spy on Judd? (*The boys concoct a story about Judd being a werewolf, but they really like the idea of spying and stirring up a little excitement.*)
5. Do you think that all of Marty's worrying about Shiloh is necessary, or is he overreacting? Why or why not? (*Answers will vary.*)
6. What does Dad say about his talk with Judd? (*Judd rambled on about Marty taking away Shiloh, the best hunting dog Judd ever had.*)
7. Do you suppose Judd is truly upset about the dog or is it something else? (*Answers will vary.*)
8. What does Marty say about treating a dog right? (*"You treat a dog right, and he's your friend for life."*)
9. How does Marty describe Judd's "ugliness"? (*Marty says that Judd is "uglier than a snake. Not face-ugly, exactly, but mean-ugly."*)
10. Do you think it is right to wish for mean things to happen to mean people? Why or why not? (*Answers will vary.*)
11. What does Marty's willingness to work hard tell you about him? (*Answers will vary.*)
12. Do you think Marty is a hero for saving the dog, or should he have minded his own business? (*Answers will vary.*)