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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Shiloh

based on the book by
Phyllis Reynolds Naylor

Written by
Marion B. Hoffman

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A Few Notes About the Author

Phyllis Reynolds Naylor

Phyllis Reynolds Naylor is the author of a series of books for young people. She has written over 70 books. Among her titles are **The Agony of Alice; Alice in Rapture, Sort of; All Because I'm Older; Beetles, Lightly Toasted; Maudie in the Middle; One of the Third Grade Thinkers; Reluctantly Alice; The Witch Herself; Witch Water; and Witch's Sister.**

Phyllis Reynolds Naylor was born and raised in Indiana. She attended college first in Illinois and then earned a bachelor's degree in psychology from American University in Washington, DC. Currently she lives with her husband, Rex, at their home in Bethesda, Maryland.

When she was still in kindergarten, Naylor wrote her first book, and when she was sixteen, she sold her first story. But she worked as a teacher and an editor until about 1960, when she began writing full time. Even then her first book was for adults.

She sold her first children's book in 1965 and has concentrated on books for young people since. On the inside back cover of **Shiloh** is information about how Naylor chooses her stories. **Shiloh**, for example, was inspired by a dog that Naylor saw during a visit to West Virginia. She thought it was the saddest dog she had ever seen, and she just couldn't get the dog out of her mind after she returned home to Maryland. And so she wrote the story of Marty Preston and the beagle, Shiloh.

Shiloh is an American Library Association Notable Book for Children. It is the 1992 Winner of the Newberry Medal.

Young people might be interested to know that the story of the "real" Shiloh had a happy ending. After her return home from West Virginia, friends of Naylor's wrote that they had found the dog she had seen near the little community of Shiloh, had taken her in, and had named her Clover. The book is thus dedicated to Frank and Trudy Madden and a dog named Clover.

Introduction

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to **Shiloh** by Phyllis Reynolds Naylor. It includes fifteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to four themes of the novel (personal trust, family responsibility, community values, and the responsibility of pet ownership) through a bulletin board activity. Subsequent lessons focus on the theme of the responsibility of pet ownership.

The **reading assignments** are approximately 18 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 7 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students since answers will be more complete and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 7 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions may be done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students may get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. The first assignment is to **inform**: students compose a classified ad for a lost dog, cat, or other small animal; for a newborn small animal from a pet shop; or for a newborn or a grown animal from a breeder. This assignment helps students to consider what is involved in acquiring an animal, the choices that people have when they decide to add a pet to their household, and the pluses and minuses of each. It also helps them to learn to craft a classified ad. The second assignment gives students the opportunity to express their **personal ideas**: students decide what kind of animal they wish to acquire and from what source and then go about preparing for the animal to live in their home. The third assignment is to give students a chance to **persuade**: students may support or oppose local leash laws, pet licensing, clean-up ordinances, or pet abuse laws.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to **Shiloh**. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, but it also gives students the opportunity to practice public speaking.

There is an optional **class project** (Project Animal Rescue) through which students gain first-hand knowledge of the situation of abandoned and otherwise unwanted animals and have some part in helping to do something about this problem.

The **review lesson** pulls together all aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in four separate formats:

matching/short answer/essay/vocabulary (1 test)

matching/short answer/quotations/vocabulary (1 test)

matching/multiple choice/quotations/vocabulary (2 tests)

matching/short answer critical thinking/essay/vocabulary (1 advanced test)

Also in this unit is a **unit resource section** with suggestions for an in-class library, crossword and word search puzzles related to **Shiloh**, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could use to enhance the unit or as a substitution for an exercise the teacher feels is inappropriate for his or her class.

Answer keys are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyright. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

Unit Objectives - Shiloh

1. Through reading **Shiloh** by Phyllis Reynolds Naylor, students will gain a better understanding of the themes of trust, family responsibility, community values, and the responsibilities of pet ownership. One theme, pet ownership, is focused on specifically.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will define their own viewpoints on the aforementioned themes.
4. Students will be exposed to new ways of looking at the themes above.
5. Students will create a plan for solving some of the problems created by irresponsible pet ownership.
6. Students will practice reading aloud as well as silently.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
8. Students will practice writing through a variety of assignments.
9. The writing assignments in this unit are geared to several purposes:
 - a. to check the students' reading comprehension
 - b. to make students think about the ideas presented in the book
 - c. to allow students to write from personal experience, to inform, and to persuade
 - d. to provide the opportunity to review standard English
 - e. to encourage critical and logical thinking
10. Students will be encouraged to make connections between the book and real life.

Reading Assignment Sheet - Shiloh

Section of the Text Assigned	Date Assigned	Date to be Completed
Chapters 1 & 2		
Chapters 3 & 4		
Chapters 5 & 6		
Chapters 7 & 8		
Chapters 9 & 10		
Chapters 11 & 12		
Chapters 13, 14, & 15		

Unit Outline - Shiloh

<p>1 Unit overview Introduction Distribution Set up bulletin board activity WA#1 (pers exp)</p>	<p>2 Bulletin board activity WA#2 (inform) NFRA</p>	<p>3 NFRA research WA#2 continued</p>	<p>4 Writing conferences WA#2 revisions</p>	<p>5 NFRA reports</p>
<p>6 Knowledge related to book PVR Ch. 1 & 2</p>	<p>7 Review Ch. 1 & 2 Set up Project Animal Rescue</p>	<p>8 PVR Ch. 3 & 4</p>	<p>9 PVR 5 & 6 Theme discussion</p>	<p>10 PVR Ch. 7 & 8 Theme discussion</p>
<p>11 Language exercise</p>	<p>12 PVR Ch. 9 & 10</p>	<p>13 PVR Ch. 11 & 12 WA#3 (persuade) Project updates</p>	<p>14 PVR Ch. 13, 14, 15 Character, theme, and plot discussion through quotations</p>	<p>15 Main idea discussion with Extra WA/Discussion Questions Project updates Prep for Unit Tests</p>
<p>16 Unit Tests</p>				

P Preview Study Questions
V Vocabulary work

R Reading
WA Writing Assignment

LESSON ONE

Objectives:

1. To give an overview of the unit on **Shiloh**, to explain the teacher's expectations to the students, and to hand out relevant information that will assist students in their study of **Shiloh**
2. To introduce students to four themes in **Shiloh** trust, family responsibility, community values, and responsibility for pet ownership
3. To set the tone for the study of **Shiloh** through a series of pictures that students will provide for a bulletin board and various postings throughout the classroom. For now the bulletin board should be divided into four sections, each listing one of the four themes above.

The teacher should demonstrate the idea of the bulletin board pictures by bringing one of his or her own for each section. The teacher should explain why each of the chosen pictures is relevant. The pictures can be from magazines, newspapers, commercial advertising, or a personal photo collection. Any pictures brought in from personal collections should be clearly labeled and students should be warned not to bring in any irreplaceable photographs since items sometimes can be lost or misplaced.

Activity #1

Distribute Writing Assignment #1 and discuss the directions in detail. Give students the remainder of this class period to work on this assignment. Collect the papers at the end of the class period.

Activity #2

The teacher should demonstrate the idea of the bulletin board pictures by posting one of his or her own for each section. The teacher should explain why each of the chosen pictures is relevant.

The teacher should remind students are responsible for bringing one picture for each theme to class and that they will be expected to explain to the rest of the class why they chose their particular pictures. The pictures can be from magazines, newspapers, commercial advertising, or a personal photo collection. Any pictures brought in from personal collections should be clearly labeled and students should be warned not to bring in any irreplaceable photographs since items sometimes can be lost or misplaced.

WRITING ASSIGNMENT #1

Writing from Personal Experience

PROMPT

Trust, family responsibility, community values, and responsibility for pet ownership are four of the themes you will encounter when you read **Shiloh**. In **Shiloh**, Marty Preston learns a lot of lessons about these themes. He learns that trust can be gained and lost, that a person has a lot of responsibility as a member of a family, that a person needs to respect community values, and that responsible pet ownership takes practice.

Your assignment is to write a personal essay in which you explain a time in your life when one of these themes provided a memorable experience. Perhaps you gained or lost someone's trust, maybe you learned something new about being a responsible family member, perhaps you learned to appreciate some values in the community where you live, or maybe you had occasion to learn what responsible pet ownership really means.

PREWRITING

First choose one of the themes. Then jot down as they occur to you any ideas you have about the theme. Think about times in your life when one of the themes has been an issue. Did you learn something new about trust? Did you learn what it means to be a good member of a family or a community? Did you act outside of the prevailing values of your community? Have you ever had and/or cared for a pet of any kind?

Put down all of your thoughts and then go back and consider them. Choose one incident to write about. Try to pick the one you think is the most important and the easiest to explain to someone else. Organize your thoughts into a story format. From there you should be able to write your personal essay on trust. Make sure that you're not *just* telling a story; your essay should make a clear point about the theme you have chosen.

DRAFTING

Just sit down first and write out your story. Try to make it as interesting and as clear as you can while you write your first draft.

PROMPT

If there is time during the class period, give your story to a classmate to read over. Ask if there are any points at which your classmate is confused. Ask if he or she understands the story. See if your classmate can express it to you in a single sentence. Ask if there are points in the story where you need to improve your grammar, punctuation, and spelling.

PROOFREADING

Now go back and re-read the story. Check to make sure that every single sentence, every single detail, is necessary for your reader to understand your point. Cut out all unnecessary lines. Check for grammar, spelling, and punctuation.