Try out this unit. Scroll down to see sample pages.
### Which version of this unit do I need?

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On the following pages, you will see snapshot examples for **Shiloh Digital + Printable Novel Study**.

Be sure to look closely to see which version works best for your needs.
WORD LIST
Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.
Digital vocabulary practice is provided through Boom Learning Decks.
8 COMPREHENSION CHECKS

Shiloh Chapters 1 & 2 p. 1-17

1. What was unusual about Marty's Sunday dinner?
   a) Marty's mother burned the chicken.
   b) Marty ate his meal in the living room.
   c) Marty had to check his meat for bugs.
   d) Marty ate waffles with syrup and ice cream.

2. What does Marty take with him on his journey to Shiloh?
   a) his rifle
   b) his dog
   c) his bow and arrows
   d) his hat

3. Why did Marty choose to name the beagle Shiloh?
   a) Marty's first dog was named Shiloh.
   b) Marty's grandfather was named Shiloh.
   c) Marty first saw the beagle near the Shiloh Bridge.
   d) Marty had read a story about a dog named Shiloh.

4. Why has Marty never had a pet?
   a) Marty's family was too poor to feed a pet.
   b) Marty's family didn't like animals.
   c) Marty never wanted a pet.
   d) Marty's house was too small for a pet.

5. How does Marty feel about Judd Travers?
   a) likes him
   b) doesn't like him

6. What did Judd do when Marty and his dad returned the dog?
   a) gave Marty and his dad a puppy.
   b) Judd hugged Marty.
   c) Judd gave Marty and his dad a reward.
   d) Judd kicked the beagle.

7. Which sequence best describes the order of events in Chapters 1-7?
   a) 1) Dad and Marty take Shiloh to Judd Travers's house.
      2) Judd kicks Shiloh.
      3) Marty eats a big meal of rabbit meat and sweet potatoes.
      4) Marty finds a stray beagle near the Shiloh Bridge.
   b) 4) 2, 3, 1, 5
   c) 2, 4, 3, 1, 5
   d) 2, 4, 3, 1, 5

8. Which sentence from Shiloh supports the conclusion that Marty loves Shiloh?
   a) I'm in trouble enough coming home with my clothes wet.
   b) I stop and the dog stops.
   c) "Did it die right off?" I ask, knowing I can't eat at all unless it had.
   d) The best thing about Sundays is we eat our big meal at noon.

9. Read this line from Shiloh:
   The beagle comes barking toward me, legs going lickety-split, long ears flapping like a flagpole.
   Which literary technique does this line include?
   a) simile
   b) personification
   c) onomatopoeia
   d) repetition

10. Marty is a person who...
    (c)

11. Marty's mom...
    (a)

12. Marty's dad...
    (b)

13. Marty's friend...
    (c)

14. How is Marty going to earn the money to buy Shiloh?

   a) sell his rock collection
   b) collect cans
   c) work for Judd
   d) paint his neighbor's fence

Comprehension

Chapters 1 & 2 p. 1-17

1. (c)
2. (a)
3. (a)
4. (b)
5. (c)
6. (a)
7. (a)
8. (c)
9. (b)
10. (c)
11. (d)
12. (a)
13. (c)
14. (a)
This was a great resource for my students to complete while we read Shiloh. It allowed me to see what they were comprehending and what they knew.
— Lindsay H.

BUY IT!! I love this product. I bought this several years ago and use it every year. Now that you update it to include google product. Using it as my teacher manual. I want more of you product . Thanks
- Connie H.

This book study is all-inclusive! The questions and activities cover many reading standards. I liked that many of the questions actually made my students reflect on the plot and conflicts in the book, not just regurgitate information. The extra lessons in this unit look great, too, however, I did not use those yet. This was an excellent resource to use while reading Shiloh.
- Allyson P.

This resource covered so many aspects of a novel study! It has everything you could ask for and more! Creative and engaging without being overwhelming visually. Great asset to my unit!
- Mary L.

This resource covered so many aspects of a novel study! It has everything you could ask for and more! Creative and engaging without being overwhelming visually. Great asset to my unit!
— Mary L.

I used this in my special education classroom with students that enjoyed reading stories about dogs. I love your units because they are very well thought out and I love how you integrate the language arts component in and the literary elements. I have several of your units and have taught them and I follow you on here.
- Christina M.

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- Christina M.
This packet has everything! Vocabulary, constructed response, comprehension ... the works! It also has a calendar that maps out what you can do each day for a nine day period. The chapters are broken down into twos up to chapter 15 which is on its own. Answer keys and pictures also included. FANTASTIC!

- Rachel O.
SAMPLE SKILL LESSON

Students learn the rules with the organizer.

Figurative Language Examples from the Book Shiloh

- Definition: A metaphor is a figure of speech comparing two unlike things that have something in common. The comparison is made without the use of like or as.
- Example: Two spots across my bridge rail always tied together.

- Definition: A simile is a comparison between two unlike things that have something in common. A simile makes the words or the words' meaning more exact.
- Example: My eyes are open like darkness darts back.

- Definition: A simile is a comparison between two unlike things that have something in common. A simile makes the words or the words' meaning more exact.
- Example: Two spots across my bridge rail always tied together.

Practice

Part 4 - T-chart Activity

- Finish each of the following sentences:
  - 1. When I am hungry, ________________.
  - 2. What I am thinking is ________________.
  - 3. When I am angry, ________________.
  - 4. What I am doing is ________________.
  - 5. What I am ________________.
  - 6. When I am ________________.

Answer Keys for Chapters 9 & 10

Comprehension

Chapters 9 & 10 pages 72 - 87

1. (b)
2. (a)
3. (c)
4. (c)
5. (b)
6. (c)
7. (b)
8. (a)
9. (b)
10. (a)
11. (a)

Constructed Response

Chapters 9 & 10: Your Course of Action

Answers will vary.

Mary's Actions:
- took Shiloh up on the hill behind his home
- built a pen to keep him
- saved part of his meals to feed Shiloh
- sold one to earn money
- bought old food from Mr. Wallace to feed Shiloh
- told lie to keep others away from the hill
- asked his mother not to tell when she found out the truth

Skills - Figurative Language

Some answers such as the type of figurative language on pages 104-105 are listed in the lesson. On the printable worksheets answers will vary.
What are Boom Cards?

Boom Cards are digital task cards that students play on the Boom Learning Website.

They...

✓ are fully digital – require no printing, paper, ink, etc.
✓ may be used on all modern browsers
✓ are played on devices connected to the Internet
✓ can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

Click here for a playable preview on Boom Learning.
I LOVE, LOVE, LOVE this resource. Not only does it have vocabulary and comprehension, but it also has some mini-units for grammar. I bought it because I was looking for something that was ready to use for distance learning and this is wonderful. The google slides and Boom cards were easy to use and implement on Google Classroom. I had never used Boom before but it is easy and the students had no trouble accessing it either. THANK YOU, you save me a ton of time!

-Charissa B.
Thank you for downloading this novel study sample.

On the next pages, you will find the following pages from the unit including:

- Table of Contents for the Digital + Printable Version
- Lesson Plans at a Glance for the Full Unit

**FREE SAMPLE PAGES**

The First Reading Selection plus Answer Keys (These pages are found in all versions of this unit.)
- Vocabulary Practice
- Comprehension Questions
- Constructed Response Writing Prompt (with and without the Common Core Standards)

Are you wondering what other novel studies I have available? You can see the complete list [here](#).
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## Lesson Plans for Shiloh

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Chapters 1-2 [grovel and abandoned]

1. Circle four words that mean the same as **grovel**.
   
   - plead
   - get up
   - erect
   - crawl
   - rise
   - crouch
   - kneel
   - stand up

   Write **true** if the sentence uses the word **grovel** correctly and **false** if the word is used incorrectly.

2. __________ Please don’t make me **grovel**. I just want to go with you to the movies.

3. __________ The dog was **groveling** down its dinner.

4. __________ Will you **grovel** your new wagon?

5. __________ The dog will **grovel** if you come near because he is frightened.

6. Circle four words that mean the same as **abandoned**.
   
   - discarded
   - maintained
   - inhabited
   - sealed
   - kept
   - forsaken
   - vacant
   - neglected

   Write **true** if the sentence uses the word **abandoned** correctly and **false** if the word is used incorrectly.

7. __________ The Smith family **abandoned** the old farm when they won the lottery.

8. __________ The house had been **abandoned** for so long that it looked creepy.

9. __________ The **abandoned** schoolhouse was full of laughing students.

10. __________ George **abandoned** the new car in his garage, so it would be out of the rain.
Complete the word webs by writing a vocabulary word in each oval space.

---

**Chapters 1-2 [grovel and abandoned]**

1. Circle four words that mean the same as **grovel**.
   
   **plead**  
   **get up**  
   **erect**  
   **crawl**  
   **rise**  
   **crouch**  
   **kneel**  
   **stand up**

Write **true** if the sentence uses the word **grovel** correctly and **false** if the word is used incorrectly.

2. **T** Please don’t make me **grovel**. I just want to go with you to the movies.

3. **F** The dog was **groveling** down its dinner.

4. **F** Will you **grovel** your new wagon?

5. **T** The dog will **grovel** if you come near because he is frightened.

6. Circle four words that mean the same as **abandoned**.

   **discarded**  
   **maintained**  
   **inhabited**  
   **sealed**  
   **kept**  
   **forsaken**  
   **vacant**  
   **neglected**

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10. **F** George **abandoned** the new car in his garage, so it would be out of the rain.
### Shiloh Chapters 1 & 2 p. 1 - 17

1. What was unusual about Marty's Sunday dinner?
   a) Marty's mother burned the chicken.
   b) Marty ate his meal in the living room.
   c) Marty had to check his meat for buckshot.
   d) Marty ate waffles with syrup and liver pudding.

2. Marty liked to ___________ after meals.
   a) walk  
   b) sleep  
   c) watch TV  
   d) play outside

3. What does Marty take with him on his walk?
   a) his rifle  
   b) his dog  
   c) his sister  
   d) his bow and arrows

4. What does Marty find as he is walking?
   a) a dollar  
   b) a beagle  
   c) a four leaf clover  
   d) a hurt squirrel

5. Why did Marty choose to name the beagle Shiloh?
   a) Marty's first dog was named Shiloh.
   b) Marty's grandfather was named Shiloh.
   c) Marty first saw the beagle near the bridge in Shiloh.
   d) Marty had read a story about a dog named Shiloh.

6. Marty ______________ to get the beagle to trust him.
   a) whistles  
   b) passes out candy  
   c) sits quietly  
   d) pats the dog's head

7. Why has Marty never had a pet?
   a) Marty's family was too poor to feed a pet.
   b) Marty is allergic to animals.
   c) Marty never wanted a pet.
   d) Marty's house was too small for a pet.

8. Marty gives Shiloh __________ to eat.
   a) bread and milk  
   b) rabbit meat  
   c) a hen's egg  
   d) a ham biscuit

9. How does Marty feel about Judd Travers?
   a) likes him  
   b) doesn't like him

10. How does Shiloh behave when Marty and his dad take him back to Judd's house?
    a) playful  
    b) excited  
    c) scared  
    d) happy
11. What did Judd do when Marty and his dad returned the dog?
  a) Judd gave Marty and his dad a puppy.
  b) Judd hugged Marty.
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14. Read this line from Shiloh.

   The beagle comes barreling toward me, legs going lickety-split, long ears flopping, tail sticking up like a flagpole.

   This line includes which literary technique?
   a) simile
   b) personification
   c) onomatopoeia
   d) repetition
How is the setting important in this story? Use details and information from the story to support your answer.

Location Where the Story Takes Place

Time the Story Takes Place

Importance of the Setting

Mood/Tone - Atmosphere of the Setting

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-Literacy.RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Comprehension

Chapters 1 & 2 p. 1 – 17

1. (c)
2. (a)
3. (a)
4. (b)
5. (c)
6. (a)
7. (a)
8. (c)
9. (b)
10. (c)
11. (d)
12. (a)
13. (c)
14. (a)

Constructed Response (Importance of Setting)

**Location**
We live high up in the hills above Friendly, but hardly anybody knows where that is. Friendly’s near Sistersville, which is halfway between Wheeling and Parkersburg.

The book *Shiloh* is based on a real experience Phyllis Naylor, the author, had when she found an abandoned dog. She based all the locations on actual places from her experience.

**Time** – present day - - copyright 2000

**Importance of this Location**
Answers will vary.
out in the country

**Mood/Tone - Atmosphere of the Setting**
The author uses dialect of the West Virginia area to add realism to the story.
Addendum

Constructed Response Questions without Common Core State Standards

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards.
To make printing a student packet easier, I have included comprehension questions, constructed response questions, language arts practice pages, and other practice exercises in this student packet.

Pages that have more than one version such as foldable organizers have been omitted. You will need to print them from the pages above.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was unusual about Marty's Sunday dinner?</td>
<td>a) Marty's mother burned the chicken.</td>
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<td></td>
<td>b) Marty ate his meal in the living room.</td>
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<td></td>
<td>c) Marty had to check his meat for buckshot.</td>
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<tr>
<td></td>
<td>d) Marty ate waffles with syrup and liver pudding.</td>
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<tr>
<td>2. Marty liked to ____________ after meals.</td>
<td>a) walk</td>
</tr>
<tr>
<td></td>
<td>b) sleep</td>
</tr>
<tr>
<td></td>
<td>c) watch TV</td>
</tr>
<tr>
<td></td>
<td>d) play outside</td>
</tr>
<tr>
<td>3. What does Marty take with him on his walk?</td>
<td>a) his rifle</td>
</tr>
<tr>
<td></td>
<td>b) his dog</td>
</tr>
<tr>
<td></td>
<td>c) his sister</td>
</tr>
<tr>
<td></td>
<td>d) his bow and arrows</td>
</tr>
<tr>
<td>4. What does Marty find as he is walking?</td>
<td>a) a dollar</td>
</tr>
<tr>
<td></td>
<td>b) a beagle</td>
</tr>
<tr>
<td></td>
<td>c) a four leaf clover</td>
</tr>
<tr>
<td></td>
<td>d) a hurt squirrel</td>
</tr>
<tr>
<td>5. Why did Marty choose to name the beagle Shiloh?</td>
<td>a) Marty's first dog was named Shiloh.</td>
</tr>
<tr>
<td></td>
<td>b) Marty's grandfather was named Shiloh.</td>
</tr>
<tr>
<td></td>
<td>c) Marty first saw the beagle near the bridge in Shiloh.</td>
</tr>
<tr>
<td></td>
<td>d) Marty had read a story about a dog named Shiloh.</td>
</tr>
<tr>
<td>6. Marty ________________ to get the beagle to trust him.</td>
<td>a) whistles</td>
</tr>
<tr>
<td></td>
<td>b) passes out candy</td>
</tr>
<tr>
<td></td>
<td>c) sits quietly</td>
</tr>
<tr>
<td></td>
<td>d) pats the dog's head</td>
</tr>
<tr>
<td>7. Why has Marty never had a pet?</td>
<td>a) Marty's family was too poor to feed a pet.</td>
</tr>
<tr>
<td></td>
<td>b) Marty is allergic to animals.</td>
</tr>
<tr>
<td></td>
<td>c) Marty never wanted a pet.</td>
</tr>
<tr>
<td></td>
<td>d) Marty's house was too small for a pet.</td>
</tr>
<tr>
<td>8. Marty gives Shiloh _________ to eat.</td>
<td>a) bread and milk</td>
</tr>
<tr>
<td></td>
<td>b) rabbit meat</td>
</tr>
<tr>
<td></td>
<td>c) a hen's egg</td>
</tr>
<tr>
<td></td>
<td>d) a ham biscuit</td>
</tr>
<tr>
<td>9. How does Marty feel about Judd Travers?</td>
<td>a) likes him</td>
</tr>
<tr>
<td></td>
<td>b) doesn't like him</td>
</tr>
<tr>
<td>10. How does Shiloh behave when Marty and his dad take him back to Judd's house?</td>
<td>a) playful</td>
</tr>
<tr>
<td></td>
<td>b) excited</td>
</tr>
<tr>
<td></td>
<td>c) scared</td>
</tr>
<tr>
<td></td>
<td>d) happy</td>
</tr>
</tbody>
</table>
11. What did Judd do when Marty and his dad returned the dog?
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Location Where the Story Takes Place

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Importance of the Setting

Mood/Tone - Atmosphere of the Setting
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