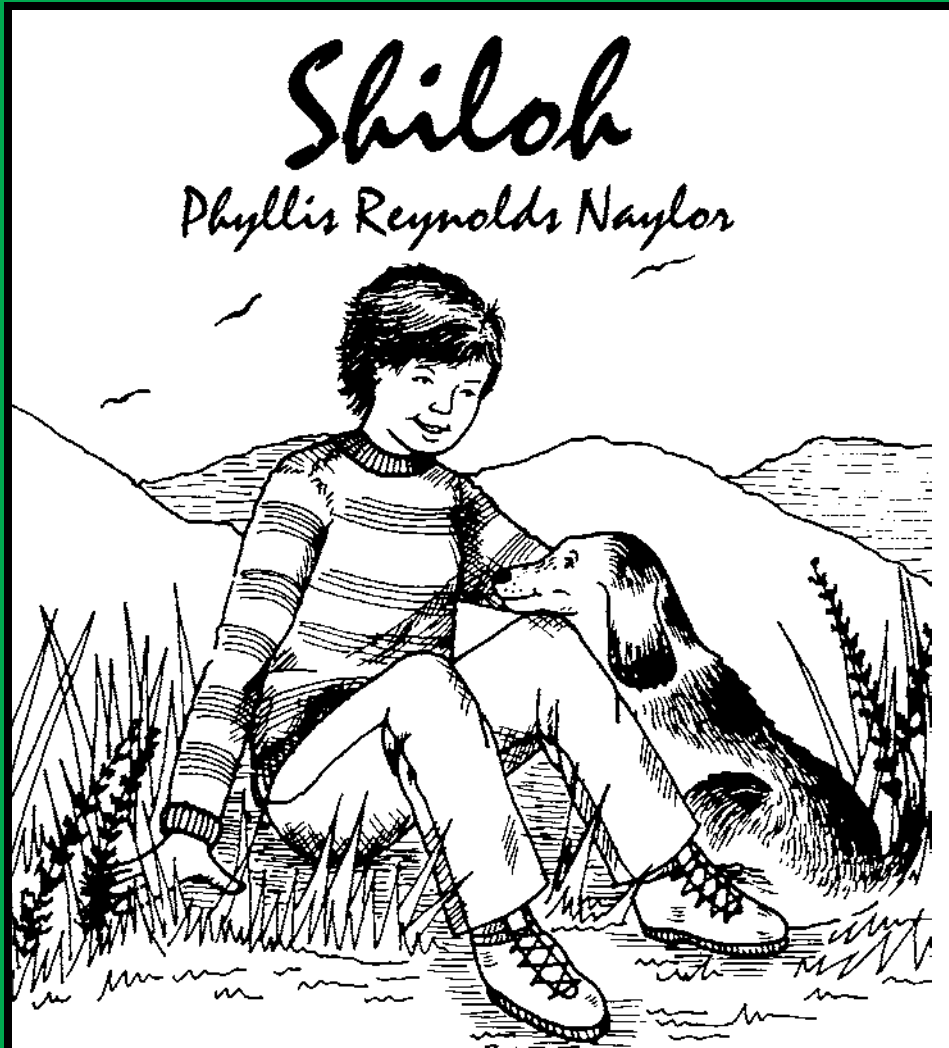


Novel·Ties



## A Study Guide

Written By Anne Spencer

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Shiloh*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover of the book. What do you think the book will be about? Have you read any other books by the same author?
2. There are special dogs in many stories and movies — smart dogs, dogs in trouble, cute dogs. With a partner, make a list of all the dogs you can remember from books and films. Which one did you like best? Which story did you like best? Can you imagine the same story with a cat or a horse instead of the dog? How would it be different? What would remain the same?
3. **Social Studies Connection:** Read the Background Information on West Virginia on page two of this study guide. Then use this map of West Virginia to locate the cities of Wheeling and Parkersburg and the towns of Sistersville and Friendly. What river runs near Sistersville? What three states are closest to Sistersville? Make a large version of the map for your classroom bulletin board and add the town of Shiloh after you read descriptions of its location in the book.



4. Find out about hunting regulations in your state or in West Virginia. When is the hunting season? Is it different for different game? Do you need a license to hunt or fish? How much does a license cost? What is the penalty for hunting out of season? You can write to this address in West Virginia for information: Dept. of Natural Resources, State Capital Complex, Charleston, WV 25305.
5. Visit the local office of the ASPCA, the American Society for the Prevention of Cruelty to Animals, or ask to have someone visit your class. Find out how many stray animals they take in each month and how many are adopted. What does the ASPCA do when they learn that an animal is being mistreated?
6. In the library, locate videotapes of the television program “The Waltons” from the 1970s. Watch several episodes and make a list of the kinds of foods the Walton family eats and the work they do. As you read the book compare the Waltons to the Prestons.

## CHAPTERS 1 - 3

**Vocabulary:** The way a dog behaves can tell you about the animal's life. The following words in **boldface** are verbs. Add each of these words to the appropriate word web below. Add other verbs to the webs that can describe a dog.

**barrel** — run fast

**cringe** — crouch or stoop low

**whimper** — cry, or bark with a crying sound

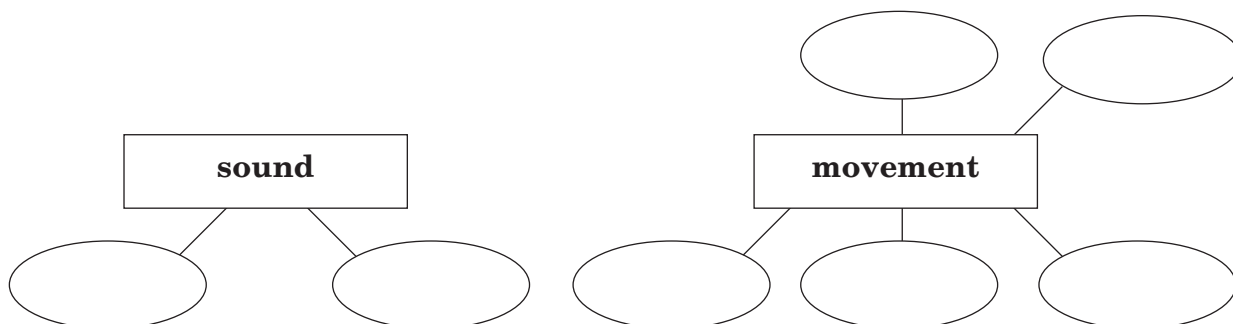
**grovel** — follow closely at a person's heel

**lope** — run slowly

**tremble** — shake

**yelp** — bark with sharp, quick sounds

### CANINE BEHAVIOR



### Questions:

1. How does Marty Preston feel about the place where he lives? Why do you think he doesn't shoot anything that moves?
2. What can you tell about Marty's family from the way they live? Where does Marty sleep? Why can't Marty and his sisters have a pet?
3. What does Marty mean when he says, "Don't have to mark a dog to hurt him"?
4. Why doesn't Marty trust Judd Travers? How does Marty's father feel about Judd?
5. Why does Judd keep his dogs lean? Do you believe this is the right thing to do? Explain.
6. What is Marty's goal concerning the stray dog? Do you think this is a realistic goal? Explain.