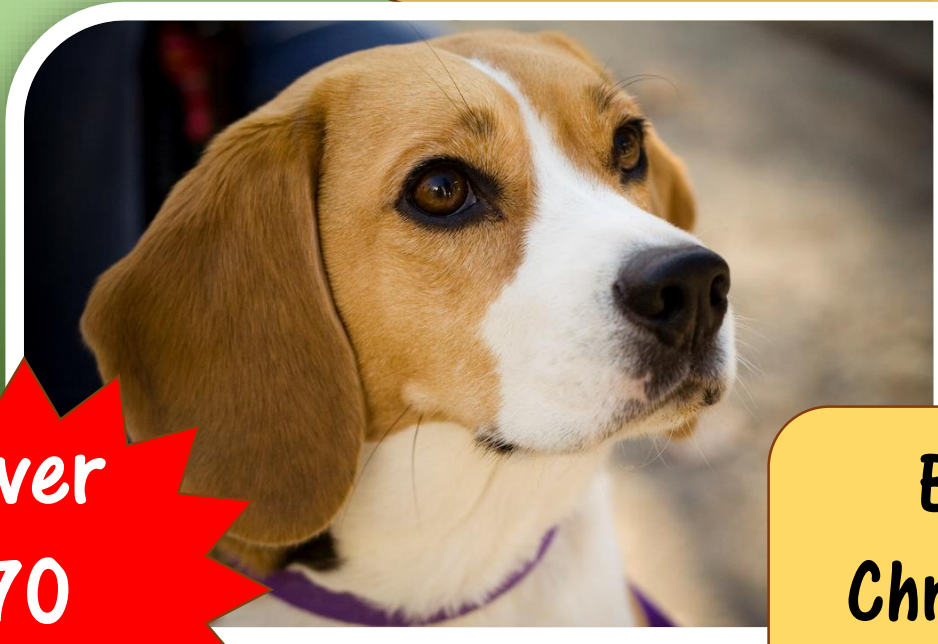


**Preview**

# Shiloh

Novel Unit For Special Education



Over  
70  
pages

By  
Christa  
Joy

## Table of Contents

| Worksheet pages | Title   | Chapter |
|-----------------|---|---------|
| 4-5             | <i>Suggestions for use</i>                        |         |
| 6-7             | <i>Story board</i>                                |         |
| 8               | <i>Title and Author</i>                           |         |
| 9-11            | <i>Meet Marty's family</i>                        | 1       |
| 12-14           | <i>Dog circle map</i>                             | 1       |
| 15-17           | <i>Shiloh is scared</i>                           | 2       |
| 18-23           | <i>Earning some money (3 levels)</i>              | 3       |
| 24-29           | <i>Delivering the mail</i>                        | 3       |
| 30-31           | <i>The Perimeter of the Dog Pen</i>               | 4       |
| 32-35           | <i>Keeping a Secret social story</i>              | 5       |
| 36              | <i>Secrets to Keep or Tell</i>                    | 5       |
| 37-39           | <i>Good and Bad Ways to take care of your dog</i> | 6       |
| 40-42           | <i>Pets/not pets sorting activity</i>             | 7       |

## Table of Contents

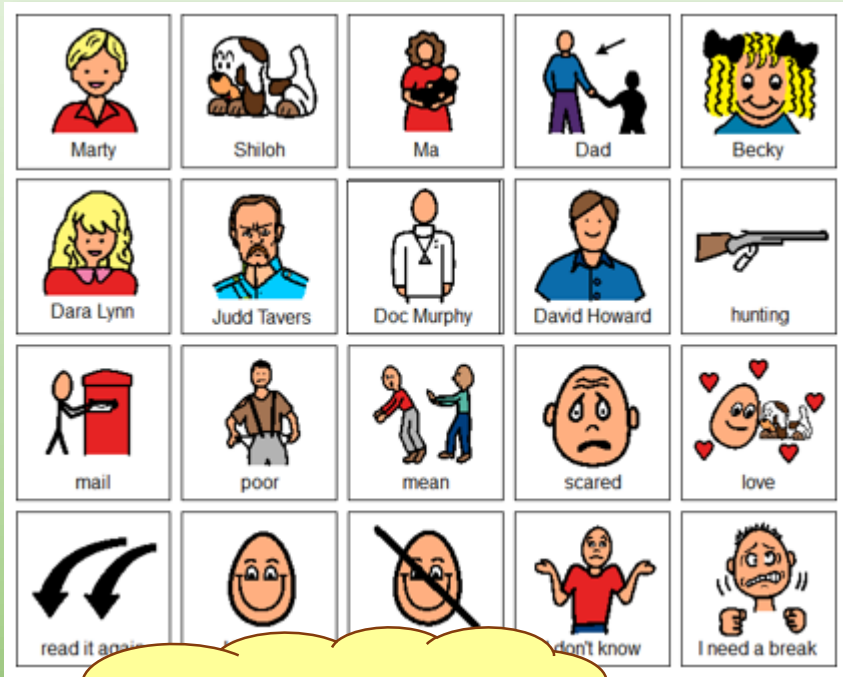
| Worksheet pages | Title   | Chapter |
|-----------------|---|---------|
| 43-46           | <i>Figuring out Why</i>                         | 8       |
| 47-50           | <i>So Many Emotions</i>                         | 9       |
| 51-53           | <i>Venn Diagram Veterinarian/Doctor</i>         | 10      |
| 54-56           | <i>Being a Good Friend booklet</i>              | 11      |
| 57-58           | <i>Spelling friend</i>                          | 11      |
| 59-61           | <i>Sequencing Events and Making Predictions</i> | 12      |
| 62-64           | <i>Feeling sad</i>                              | 13      |
| 65              | <i>Hunting Seasons</i>                          | 14      |
| 66-71           | <i>Working 20 hours</i>                         | 15      |
| 72-73           | <i>A Happy Ending</i>                           | 15      |
| 74-75           | <i>Terms of Use</i>                             |         |
|                 |   |         |
|                 |   |         |

## Suggestions for Use

- I made this unit to go along with the book, *Shiloh* by Phyllis Reynolds Naylor.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 7-8) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
  - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
  - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
  - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
  - It can be a calming experience to sit and listen to the teacher read in a methodical way.

## Suggestions for Use

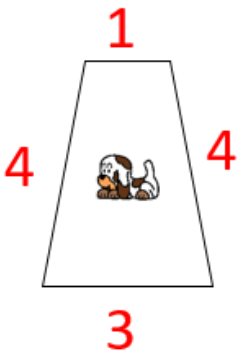
- For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- As you finish each chapter, there is an activity for your students to complete.
- Differentiation:
  - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
  - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
  - Becomes a matching task.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.
- Finally, I always ended reading the novel by showing the students the video with popcorn as a treat for finishing the story!!



# Story Board

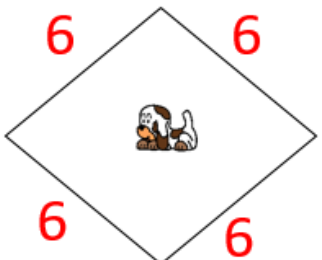
# Activities

Marty built a pen for Shiloh. These are some dog pens below. Calculate the perimeter of each dog pen by adding all the sides together.




Perimeter =

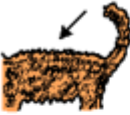








---



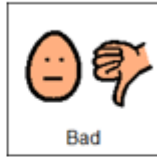
Perimeter =

We get to meet Shiloh in this first chapter. He is a special dog. All dogs have certain things in common. Complete the circle map below illustrating some common characteristics of dogs.



|  |  |   |
|--|--|---|
| <br>fur     | <br>tail                  | <br>bark     |
| <br>pet   | <br>dog food            | <br>puppy  |
| <br>leash | <br>good sense of smell | <br>4 legs |

Judd Travers is not very nice to his dogs. Marty loves Shiloh and takes good care of him. Look the following and decide if it is a good or bad way to treat a pet.



# Sorting Activities

|                   |             |                     |             |
|-------------------|-------------|---------------------|-------------|
| fresh water       | yell at dog | take dog for a walk | brush       |
| kick              | dog food    | mean                | shade       |
| leave out in rain | pet         | no food             | talk to dog |

# Differentiated

|       |       |       |        |
|-------|-------|-------|--------|
| Smith | Able  | Joy   | Connor |
| Blue  | Davis | Young | North  |
| Hunt  | Ford  |       |        |

|       |       |       |        |
|-------|-------|-------|--------|
| North | Joy   | Billy | Blue   |
| Young | Hunt  | Able  | Connor |
| Ford  | Davis | Smith | Ruth   |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |