Unit 1/Week 2

Title: Shiloh

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

It is important to stand up for what you believe in. This includes working to stop injustices, or unfair acts, such as cruelty to animals.

Synopsis

This story is an excerpt from a novel. It is about a boy named Marty who wants to save a runaway dog from being abused. He brings the dog home, and Marty and his family become attached to the dog.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Direct students to read the introduction. What did you learn about the story after reading the intro? Explain that they will be reading an excerpt from Shiloh that does not show the beginning of the story. (pg. 40) | A boy named Marty want to save Shiloh from being abused by his owner and secretly helps him when his parents tell him to return him to the owner. |
| Who is telling the story? Be sure to use evidence from the text to support your ideas. (pg. 40) | Establish that the story is told from Marty’s point of view. (Important for ELs comprehension) |
| What could Marty mean when he says, “Sure seems strange having Shiloh in the house that night, after trying so hard to keep him secret?” (pg. 40) | Marty was secretly protecting  Shiloh but he needed help and had to tell his Dad. |
| Using the illustration on page 41, describe what the word “crouches” means as used on page 40, “Dad crouches there a minute or two, scratching all down Shiloh’s back and up again.” | Crouches means bending down. |
| How does the illustration on pg. 41 help us understand what happened to Shiloh? | It shows Shiloh’s leg bandaged. He must have been hurt very badly and Marty’s Dad had to call the vet. |

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| How does Marty’s Dad feel about Shiloh? (Pg. 40)  What clues in the text show you how he feels? Why is this important to Marty? | Dad let’s Shiloh lick his plate clean. He scratches his back.  Marty thinks that if his Dad likes the dog, he will let him keep Shiloh. |

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| What does Marty have to do to pay Dr. Murphy’s bill? (pg. 40) | Marty has to collect cans, and maybe deliver the county paper. |
| From the evidence so far, what kind of man does Judd Travers seem to be? Use evidence from the story to support your idea. (pg. 40) | Judd Travers is not the sort of man to give Shiloh away. Marty knows that Judd is mean. |
| Who are Dara Lynn and Becky? Support your answer from the text. (pg. 42) | They are Marty’s sisters. I know that because the three children share meals together, and when Shiloh arrives, Marty’s mother makes “low sympathy noises in her throat” for the dog, the way she would if Becky or Dara Lynn got sick. Therefore, Marty’s mother must be their mother too. |
| What does Marty mean when he says, “It’s sort of like Shiloh is there and he’s not.” (pg. 42) | The whole family cares for the dog but no one wants to say it out loud because they know the dog’s owner can take him away at any moment. |
| Ask students to reread paragraph 4 on page 42. What is everyone concerned about? (pg. 42) | As stated in the text, “What everyone’s waiting for, I guess, is for something to happen…” |
| Why does Marty go to Friendly? *You might want to call attention to “Friendly” being used as a proper noun*. (pg. 44)  Why is this important? | Marty goes to Friendly to try and find a job.  This is important because if he can’t raise the money to pay the doctor bill and buy Shiloh, he will have to give him up. |
| On page 44, what does the word mournful mean. Use context clues to figure it out. | Mournful means sad. Shiloh is trying to get everyone to feel sad for him by “putting his nose in everyone’s lap” so he can get food. |
| Reread the paragraph on page 44: “What I’m dying to ask dad…”  Why is Marty afraid to ask his father if he has spoken to Judd Travers? | Marty doesn’t want to give up Shiloh because he’s grown attached and he feels sure that Shiloh has been abused (see second sentence of the story). |
| On page 44, the author writes, “I hear a sound outside that makes my bones feel like icicles.” What is the name for this kind of figurative language? What does Marty mean when he says, the sound made his “bones feel like icicles”? Why might the author have used a simile to convey these feelings to the reader instead of just telling us how Marty felt? | This form of figurative language is called simile. What Marty means is that he felt afraid. That it was if chills were running through him, filling him with fear. The author may have used a simile instead of telling us in order to allow us to imagine the situation more vividly. |
| What do you think the idiom, *pull through* means in the story, “Nobody wants to hear his dogs been hurt, though, and we wanted to make sure he was going to **pull through**?” (Pg. 46) | The word *‘pull’* can mean “to move towards something.” The word *through* can mean completely from beginning to end. Putting those meanings together and using context clues, the students can say Shiloh would get better. |
| Where in the story can you find examples of how Marty feels about Shiloh? (Pg. 46)  Cite examples from the text.  Now find examples of how another member in his family feels about Shiloh. Cite examples from the text. | Some examples:  Pg. 46- “I built a pen up in the woods.”  Pg. 44- Marty goes to Friendly to look for a job, to pay for Shiloh’s doctor fees.  Pg. 42 Dara Lynn has a old hairbrush and “she can’t seem to brush that dog enough.”  “Dad gets out every tick Shiloh’s got on him.”  “Ma hums to Shiloh likes he’s a baby in a cradle.” |
| Read the last 2 paragraphs on page 46. What words tell you how Marty feels as he faces Judd? What does the illustration tell you? | He feels he has to tell the truth to Judd, even though he is afraid of him. “My voice don’t sound near as strong as my dads. Sort of quivery…”  Earlier Marty says, “I’d rather swim a river full of crocodiles.”  The illustration shows Marty with his fists clenched and an angry look on his face. |
| In the sentence on page 46, quavery means shaky or not steady. Why does Marty’s voice get quavery? | Marty’s voice is quavery because he is scared and nervous to speak to Judd. |
| What does Marty tell Judd? Why does his father make him explain? (Pg. 46) | Marty tells Judd, “You been mistreatn’ it…”  His father has taught his children to face up to their mistakes. |
| In the sentence “I built a pen up in the woods,” What does the word pen mean? Use context clues to figure it out. (Pg. 46) | It’s an area to keep animals in. He “built it”, the “German shepherd got in…” |
| What does Shiloh do to show he was mistreated by Judd?  (Pg. 48) | Judd tries to pet Shiloh and Shiloh leans away like he’s going to be hit.  *Shiloh huddles down farther and farther in the box, like maybe he can make himself disappear. His whole body is shaking.*  *Shiloh sticks his tail between his legs, puts his belly close to the floor and climb back into his box.* |
| Reread the first 3 paragraphs on page 50. Why does Ma offer to buy Shiloh? | Ma says, “Judd, Marty’s got awful attached to that dog, and we’d like to know how much you want for it.”  *Shiloh huddles down farther and farther in the box, like maybe he can make himself disappear. His whole body is shaking.*  *Ma turns away when she sees the dog is afraid.* |
| Now that we have read the story, we understand that Marty is the narrator. What if the story was told from someone else’s perspective? In what ways does Marty’s narration influence how the story is told? | The story would be different because the person telling it would have a different viewpoint. If the story was told by Judd Travers, we would not see the kindness towards Shiloh as we do from Marty telling the story. If Shiloh told the story we might learn more about how he has survived his situation. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Pg. 46 decency | Pg. 40 delivering  Pg. 42 shrieks  Pg. 42 tick  Pg. 42 bound  Pg. 44 appliance  Pg. 46 Face up  Pg. 50 Awful |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Pg. 44 mournful  Pg. 46 quavery  Pg. 46 pen  Pg. 48 patch  Pg. 50 mistreated | Pg. 40 sympathy  Pg. 40 peek  Pg. 40 crouches  Pg. 42 slurp  Pg. 48 thud  Pg. 50 scrape up |

Culminating Task

* Re-Read, Think, Discuss, Write

*Explain the challenges Marty faced when rescuing Shiloh. Describe at least 3 challenges, and use specific details from the text to support your ideas. Explain why Marty is willing to deal with these obstacles.*

Answer:

Challenges

Marty has to pay the doctor fee.

Marty has to take care of the injured Shiloh.

Marty has to keep Shiloh a secret from those outside of his family.

Marty has to face Judd Travers and tell him what he did.

Why

Marty has grown attached to Shiloh and doesn’t want to see him abused. He recognizes the hard work involved in saving Shiloh, but he is willing to put in the work because he knows he is doing the right thing.

Additional Tasks

* *Re-read the text and identify two similes. Remember, a simile is a comparison of two things using “like” or “as.” Once you have identified the similes, explain why the author used these similes in these particular moments in the story.*

Possible Answers:

“My bones feel like icicles inside me.” (Pg. 44)

“Like were was all froze to death in our chairs.” (Pg. 46)

* Fluency

*Have students re-read specific portions of the text that illustrate examples of dialect and dialogue:*

See page 46: “Ray Preston…” to the end of the page.

See page 50: “it was wrong of Marty…” to the end of the page.

Note to Teacher

* This story makes use of many illustrations. Be sure to use these in an effort to assist students in their comprehension of the story. It may also be useful to discuss the parts in the text that utilize a specific dialect.
* Referring to the question, *Where in the story can you find examples of how Marty feels about Shiloh? (Pg. 46) Cite examples from the text.* Now find examples of how another member in his family feels about Shiloh. Cite examples from the text. This may be a good opportunity to use turn and talk, where one person comes up with examples of how Marty feels about Shiloh and the other person comes up with examples of how another member in his family feels about Shiloh. There is an emphasis placed on each family member’s feelings in the text, and students need to recognize ALL of those characters and their feelings--not just Marty’s.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.