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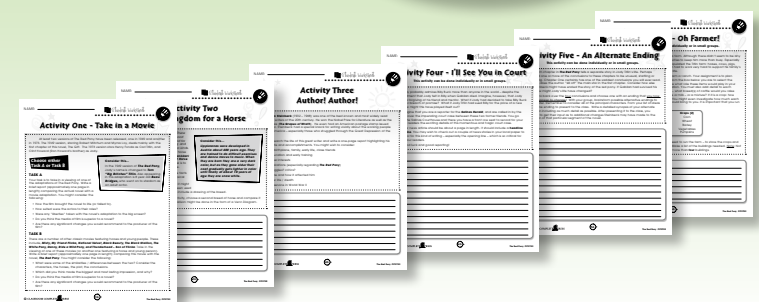
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## John Steinbeck (1902-1968)

John Steinbeck, one of America's most famous and talented writers, was born in Salinas, California on February 27, 1902.

**G**rowing up, he spent his summers working on nearby ranches and cultivated a love of reading which was encouraged by his mother.

John graduated from Salinas High School in 1919 and attended Stanford University for a time. He moved to New York to pursue his dream of writing, but returned a short time later, unable to get any of his work published. Steinbeck's first novel, *Cup of Gold* was published in 1929, when he was 27 years old. *The Red Pony* was Steinbeck's third novel to be published (1933), and recounted events from his childhood. Two years later the novel *Tortilla Flat* was published, marking Steinbeck's first critical success. This novel won him the prestigious *California Commonwealth Club's Gold Medal*. His next three novels were perhaps his most famous, and all were set in California during the Great Depression: *In Dubious Battle*, *Of Mice and Men*, and *The Grapes of Wrath*. The stage adaptation of *Of Mice and Men* was a smash hit, starring Broderick Crawford. In 1939 *Of Mice and Men* was also made into a popular Hollywood

movie. *The Grapes of Wrath* is considered by many to be Steinbeck's finest work and won him the Pulitzer Prize. It was also made into an acclaimed movie starring Henry Fonda.



Steinbeck was married three times and had two sons (Thomas and John) by his second wife, Gwyn Conger. During World War Two Steinbeck served as a war correspondent and actually took part in a number of commando raids against German-held islands in the Mediterranean. After the war he continued to write, including the film script *Viva Zapata!* starring Marlon Brando.

In 1962 Steinbeck won the *Nobel Prize for Literature* and in 1964 the *United States Medal of Freedom*. He died on December 20, 1968 in New York.

### Did You Know?

- Steinbeck's book *The Grapes of Wrath* was banned in America for a time. Can you research and find out why?
- During World War II, Steinbeck was a war correspondent for the *New York Herald Tribune*.
- When Steinbeck was young, he shared a pony named Jill (the Red Pony) with his younger sister Mary.



## Chapter Two, Part Two

### Part A

Begins with the paragraph, "It was almost evening now."  
Concludes at the end of the chapter.

Answer the questions in complete sentences.

1. Do you think it is absolutely necessary for a person to be related by blood to be considered a member of a family? Explain your answer.  
\_\_\_\_\_
2. What are some possible benefits about being a member of a family?  
\_\_\_\_\_

### Vocabulary

Choose a word from the list to complete each definition.

caressed	intricate	profound	irresistible	response
fragile	diffident	sauntered	relented	rebuked

1. The cowboy \_\_\_\_\_ casually into the barn.
2. What \_\_\_\_\_ did you expect to get from the President?
3. The rain never \_\_\_\_\_ throughout the night.
4. His mood was most \_\_\_\_\_, despite the stress he must have been under.
5. My mother \_\_\_\_\_ the coach for his abusive language.
6. The carving on the rapier was very \_\_\_\_\_.
7. His response was quite \_\_\_\_\_ for a five year old.
8. The ancient bracelet was corroded with rust and quite \_\_\_\_\_.
9. The old man \_\_\_\_\_ the worn Bible.
10. The bowl of ripe cherries was simply \_\_\_\_\_ to Meagan and her sister.



## Chapter Two, Part Two

### Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- |          |          |  |
|----------|----------|--|
| <b>T</b> | <b>F</b> | a) Carl Tiflin compared Gitano to the old horse, Easter.               |
| <b>T</b> | <b>F</b> | b) Billy Buck agreed that Carl should shoot Easter.                    |
| <b>T</b> | <b>F</b> | c) Carl knew every place in Jody where a word would fester.            |
| <b>T</b> | <b>F</b> | d) Jody was terrified that his father was going to shoot Easter.       |
| <b>T</b> | <b>F</b> | e) Billy Buck was in complete agreement with Carl about Gitano's fate. |

2. Number the events from **1** to **5** in the order they occurred in the chapters.

- \_\_\_\_\_ a) Easter does not come down to water with the other horses.
- \_\_\_\_\_ b) Jody discovers Gitano with a lovely rapier.
- \_\_\_\_\_ c) Jody shows Gitano the horse, Easter.
- \_\_\_\_\_ d) Jess Taylor informs the family that he saw an old man riding Easter through the brush.
- \_\_\_\_\_ e) At supper, Gitano informs the family that he has relations in Monterey.
- \_\_\_\_\_ f) Gitano does not appear for breakfast.



## Chapter Two, Part Two

### Part B

Answer the questions in complete sentences.

1. After seeing Gitano's rapier, Jody decides that he must not tell anyone about it, **for it might destroy some fragile structure of truth**. What do you think is meant by this phrase?  
\_\_\_\_\_
2. From what you know of Gitano in this chapter, list three characteristics describing the old man. These can be physical characteristics or ones pertaining to his character/personality.  
\_\_\_\_\_
3. From what we learn in this chapter, what is one main difference in the personalities of Carl and Billy Buck? Which do you think you would rather have as a father? Why?  
\_\_\_\_\_
4. Why do you think Gitano took Easter and rode off with him?  
\_\_\_\_\_
5. Where was Gitano headed? What was the only thing he took with him?  
\_\_\_\_\_
6. Explain why you think Jody was filled with a nameless sorrow at the end of the chapter?  
\_\_\_\_\_

### Journal Activity

Imagine that just before Gitano left for the mountains he wrote a letter to his brother-in-law in Monterey. Create such a letter, writing it as you would imagine Gitano would have. It should be at least a half-page in length and describe his feelings at this stage of his life, and perhaps mention what he planned to do in the coming days.



## Chapter 4

### A Lesson from our Elders

The visit of Jody's grandfather caused a great deal of stress for Jody's parents, yet it seems that Jody came to realize how interesting his grandfather was. Many older people, like Jody's grandfather have had many marvelous experiences during their lives.

**Think of an older person you have either read about or seen in a movie or television program. Consider one of the more exciting experiences that this person went through, then come up with four questions you might like to ask him or her in an interview.**

These questions might deal with the details of the event, how he / she was feeling at the time, or what happened immediately after the event. Now imagine what answers the person would give to your questions, and write them under your questions.



## Chapters 1 to 4

By this point in the novel we have met all the major characters of **The Red Pony**. Imagine now that you are a casting director of a major motion picture studio who is about to make another feature length film of this novel.

**Your task is to cast each of the following characters using only people (students, teachers, etc.) from your school. For each character, write down who you have chosen to play the role and briefly explain why you selected that individual.**

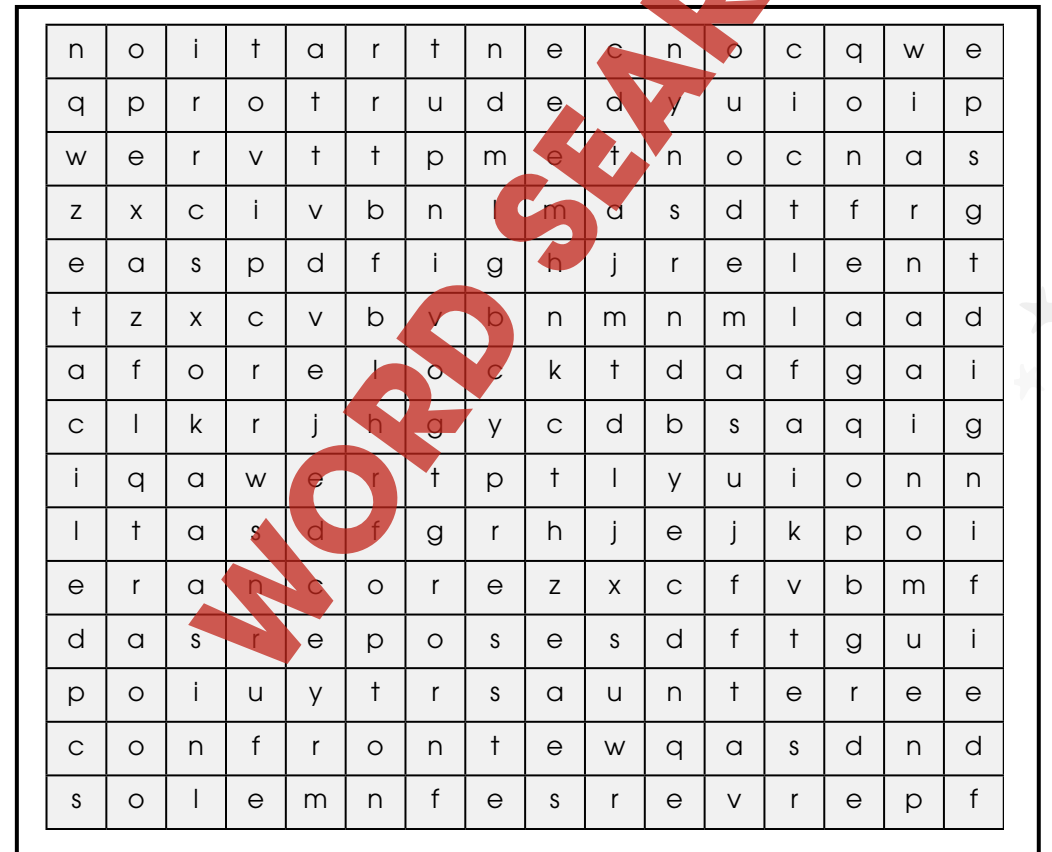
- Jody Tiflin
- Carl Tiflin
- Gitano
- Jody's Grandfather
- Billy Buck
- Mrs. Tiflin
- Jess Taylor



## Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

baler	cypress	intent	rancor
cleft	deliberate	perverse	relent
concentration	delicate	pivot	repose
confront	dignified	pneumonia	saunter
contempt	forelock	protuded	solemn



## Comprehension Quiz



Answer each question in a complete sentence.

- How old was Jody when the story begins?  
\_\_\_\_\_
- What dreadful thing took place on a regular basis under the cypress tree?  
\_\_\_\_\_
- Where did Carl Tiflin get the red pony?  
\_\_\_\_\_
- Describe the fate of the red pony.  
\_\_\_\_\_
- Who do you think felt mostly responsible for the red pony's death. Defend your answer.  
\_\_\_\_\_
- For what reason did Gitano arrive at the Tiflin ranch?  
\_\_\_\_\_
- Describe the reaction of Jody's dad to Gitano's arrival  
\_\_\_\_\_

SUBTOTAL: /14

## Describing Wheel

Choose a topic or theme addressed in **The Red Pony** (i.e. horses, pioneers, California). Place the theme in the center circle, then add describing words about your topic between the spokes. The describing words may be from the novel, or other words that you feel are appropriate.



NAME: \_\_\_\_\_

After You Read 



# Chapter One, Part One

## Part B

Answer each question with a complete sentence or short paragraph.

1. Write a brief sentence to describe each of the following characters. You may wish to describe their appearance or personality.

a) Jody \_\_\_\_\_

b) Jody's dad \_\_\_\_\_

c) Jody's mum \_\_\_\_\_

d) Billy Buck \_\_\_\_\_

2. **Investigate:** the town of **Salinas** is mentioned in this Chapter. Salinas is only about an hour's drive from what major city in California? (Three possible answers are acceptable.)

3. Why were Jody's dad and Billy Buck going to Salinas?

4. This section ends on a note of suspense. This is a literacy device called a **cliffhanger**. Predict what you think awaits Jody in the morning?

### Journal Activity

Of the entire farm animals mentioned in this part of Chapter One, which would you most like to have for a pet? Explain why.

1.

- Answers will vary.
- a) 10 years old, quiet, sensitive.
- b) Stern, doesn't like to show his emotions, impatient, disciplinarian.
- c) Good worker, kind and thoughtful.
- d) Sensitive to Jody, kind, good farm hand.

1.

Answers will vary

2.

Answers will vary

1.

- a) **FALSE**
- b) **FALSE**
- c) **FALSE**
- d) **TRUE**
- e) **FALSE**
- f) **TRUE**

1.

They probably weren't going riding.

2.

Feeding him and cleaning his stall.

3.

He was embarrassed.

4.

It was a show saddle and not for a working horse.

5.

Answers will vary. i.e. he found it embarrassing to show his emotions - perhaps he thought it showed weakness.

6.

To talk to the horse and explain what he was doing at all times.

2.

San Francisco, San Jose.

3.

They were going to sell old cows to the butcher.

4.

Answers will vary.

### Vocabulary

- 1. angry
- 2. control
- 3. brush
- 4. belittle
- 5. rein
- 6. respect
- 7. inborn
- 8. astonishing
- 9. fairness
- 10. tree
- 11. breakdown
- 12. rope

2.

a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

13

14

15

16



## The Red Pony

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- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
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- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.