

# Unit #8: *The Red Pony*

Language Arts 8

Mr. Coia

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## Thurs 3/12 (Fri 3/13)

- New unit guide
- Introduce novel: *The Red Pony*
- Using Descriptive Words sheet
- Read chap 1: "The Gift"
- Work on Sensory Notes sheet as you read

HW: Study for root word quiz; reading and reading log work

## Mon 3/16 (Thurs 3/19)

- Root Word quiz 1-120
- Finish reading Chap 1: "The Gift"
- Complete Sensory Notes sheet as you read
- Think in Threes sheet
- Class discussion
- "The Gift" questions

HW: Finish "The Gift" and questions; reading and reading log work

**Monday 3/16:** If you are going to miss class due to the science field trip, you **must** attend today's after-school tutorial session. Bring LA material.

## (Tues 3/17) Wed 3/18

- Complete SRI reading test
- Micro-Write: TV Episode Titles

HW: Type TV episodes assignment; reading and reading log work

**Thursday 3/19:** If you are going to miss class next week due to JSHS, you **must** attend today's after-school tutorial session. Bring LA material.

## Fri 3/20 (Mon 3/23)

- Read chap 2: "The Great Mountains"
- Write 1: Compare Gitano and Easter
- Cause and Effect sheet
- Class discussion
- "Great Mountain" questions

HW: Finish "The Great Mountains" and questions; reading and reading log work

## Tues 3/24 (Wed 3/25)

- Read chap 3: "The Promise"
- Write 2: What is the promise and why is it important?
- Class discussion
- Think in Threes sheet
- "The Promise" questions

HW: Finish "The Promise" and questions; reading and reading log work

## Thurs 3/26 (Fri 3/27)

- Guest speakers: Kubaski counselors on course selection for high school

HW: Reading and reading log work

## Mon 3/30 (Tues 3/31)

- Read chap 4: "The Leader of the People"
- Write 3: Explain the importance of the last scene in this section. Remember, authors make deliberate choices in writing. What is Steinbeck saying about Jody's maturation?
- Class discussion
- Turn in comp book for grading
- "Leader" questions

HW: Finish "The Leader..." and questions; reading and reading log work

## Wed 4/1 (Thurs 4/3)

- *The Red Pony* and root word test
- (Students MUST have the novel turned in to take the test)
- Figurative language sheet
- Imagination Hat writing exercise

**End of Quarter 3**

**April 15: Reading Log  
Checkpoint → 20 books due**

Pay attention to dates. They are a little out-of-order due to the science field trips.

## **Standards for this Unit:**

- Standard: **E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or our books in one genre, and produces evidence of reading that:
- Components: **E1b.1:** makes and supports warranted and responsible assertions about the texts;  
**E1b.2:** supports assertions with elaborated and convincing evidence;  
**E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;  
**E1b.4:** makes perceptive and well developed connections;  
**E1b.5:** evaluates writing strategies and elements of the author's craft.
- Standard: **E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
- Components: **E1c.1:** restates or summarizes information;  
**E1c.2:** relates new information to prior knowledge and experience;
- Standard: **E2b:** The student produces a response to literature that:
- Components: **E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;  
**E2b.4:** demonstrates an understanding of the literary work;
- Standard: **E3b:** The student participates in group meetings, in which the student:
- Components: **E3b.1:** displays appropriate turn-taking behaviors;

## **Assignment Descriptions**

### **Writing Opportunities**

We will continue to work on improving our sentences and paragraph writing through three different writing opportunities. For each, include the following:

- A clear, topic sentence for your paragraph underlined
- One relevant line from the text. Include page number in parentheses.
- Write #, topic, and date

### **Reading Log**

You will continue towards the DoDEA goal of 25 books per year by reading up to 20 books by our next checkpoint on **Wednesday, 4/15**. It must be typed.

### **Root Word Work**

We will continue our study of root words, but we will not add any more. Keep studying, and be prepared for a pop quiz on these 120 roots.

## **Micro-Writing Assignment: TV Episode Titles**

Every TV show names each of its episode titles that match an aspect in the story. For this assignment, you will pretend that you have a DVD collection of a famous television show named something connected to your book (e.g. *Lester Middle School*, *Mr. Coia's Language Arts Class*, *The 8<sup>th</sup> Grade Life in Okinawa*, and you will create the names and synopses of ten episodes of that series. The titles should give the potential viewer information on what that episode will contain. Instead of calling one "School" or "Lunch," try "Mashed Potatoes, Gravy, and Detention." Make these fun and interesting episodes that would make you want to watch them if it were a real show.

Look up the titles of your favorite TV show. Some follow a naming convention:

*Seinfeld*: Each episode starts with "The"

*Friends*: Each title begins with "The One Where..."

*Scrubs*: Most episodes start with "My...:"

*Grey's Anatomy*: All episode titles are the names of famous pop songs.

This may be something to post, so make the product pleasing to look at. Include the TV show title, 10 episode titles, and a synopsis for each.

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Steve Rogers

3/05/2009

TV Episode Titles

LA 8 Period 3

Mr. Coia

501 words

### **TV Show Title-*Mr. Coia's Language Arts Classes: The Series***

#### **Episode 1: "Write and Wrong"**

In this pilot episode, Mr. Coia meets his 8<sup>th</sup> grade students on the first day of school. During an introductory writing assignment, one student ignores the directions and has surprising results.

#### **Episode 2: "The Absence of Malice"**

AJ skips school in order to buy his girlfriend a birthday present, but ends up finding out the penalty for truancy all connected to a teacher's daily Starbucks run. Cortney discovers the importance of studying before a major test.

#### **Episode 3: "The Unit Guide to the Galaxy"**

With the quarter coming to an end, students are scrambling to complete their projects for English. Jeremiah and Nick work on their script for a modern-day production of *Star Wars*, while Kenny practices his new Klingon lines on a new student.

**Episode 4: "Mascara and Mustaches"**

Jesse and Mitch get into a facial hair growing contest and quit shaving for a month, while the rest of the girls sign a petition to mandate that all boys shave. For her science project, Shelbi tests her mascara product on unsuspecting victims.

**Episode 5: "(K)nuckleheads and Nimrods"**

Morgan and Michael draft others to join their Alliteration Club after they notice the high frequency of M names on their team. McKenna, Megan, Marissa, Maddie, Mara, Michayla, Mitch, and Mitch all beg Myranda and Matt to join.

**Episode 6: "I Know Why a Caged Bird Screams"**

Trying something new, the administration has all classes remain with their seminar teachers for an entire day. The "One-Room Schoolhouse" idea does not work so well with Mr. Coia's group. Libby and Corinne bicker about a novel, Kind tries to sing, and Tyler becomes obsessed with rearranging the desks. All this on the day Mr. Coia decides to quit drinking coffee.

**Episode 7: "Wide Awake in America"**

The class continues its online pen pal correspondence with the worst school in Colorado, and they learn an important lesson on Internet etiquette. Terrance tries a few solutions for staying awake during class, including a way that includes a SpongeBob stuffed toy.

**Episode 8: "Flowers for Pignati"**

Robyn and Layna make a short film combining two books set to modern dance and force Period 4 to participate. Corey learns his steps as Mr. Pignati, and the class tries to encourage Gabrelle to play Algernon.

**Episode 9: "The Hyperactive Reader"**

After watching an online tutorial on speed reading, Kaitlyn and Saige believe they can read a book in minutes, and try to turn in a completed reading log. They realize that speed reading may not exactly work for them after taking a few Reading Counts quizzes. Adrian invents a device to read and jog simultaneously.

**Episode 10: "Drawing Conclusions"**

On the final day of the school year, Mr. Coia decides to put aside English and leads the class in an art lesson. The students are amazed at what they learn. Reagan reveals a surprise, and Stephen returns from suspension. This series finale has a few goodbyes as middle school closes forever.

Name: \_\_\_\_\_ Date \_\_\_\_\_ Per \_\_\_\_\_

Questions for *The Red Pony*

Language Arts

Mr. Coia

**Directions:** Answer in complete sentences with proper punctuation. You can skip any one question per section. Simply write *skipped* in the answer.

**Important:** These questions are available online as a Word document for you to type if you have difficulty writing neatly. When in doubt, type.

**I. The Gift**

1. Identify Billy Buck, Carl Tiflin, Jody Tiflin.

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2. What did Mr. Tiflin and Bill do in Salinas?

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3. What did Jody do on his way to school?

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4. What was the gift, the surprise Mr. Tiflin and Bill had for Jody?

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5. What name did Jody give the red pony?

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6. What was the reaction of the six boys to Jody now that he had a pony?

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7. Why did Mrs. Tiflin feel "a curious pride rise up in her"?

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8. How did Jody change after he got the pony?

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9. Describe Billy's relationship with Jody.

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10. How did Mr. Tiflin react to Jody when he found him with the pony and buzzard? How did Billy react?

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## **II. The Great Mountains**

1. What kinds of things did Jody do at the beginning of this chapter?

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2. Why were the mountains "dear to him, and terrible"?

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3. Who visited the Tiflin farm and why did he come?

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4. What was Mr. Tiflin's reaction to the man? Jody's?

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5. Identify *Easter*. \_\_\_\_\_

6. In the conversation about Easter and the old man, what comparison did Mr. Tiflin make?

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7. What happened to Gitano and Easter?

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### III. The Promise

1. In the spring, who marched home from school with Jody?

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2. What did Jody do on the way home from school?

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3. "And he [Billy] walked away from Jody and went into the saddle-room beside the barn, for his feelings were hurt." Why were his feelings hurt?

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4. Where was Jody's special place, his "center-point"?

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5. What place was "repulsive" to Jody?

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6. What kinds of daydreams did Jody have about the colt?

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7. What was "the promise"?

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8. What happened to Nellie?

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9. "He tried to be glad because of the colt, but the bloody face, and the haunted, tired eyes of Billy Buck hung in the air ahead of him." What do we learn about Jody from this passage?

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#### **IV. The Leader of the People**

1. Who was The Leader of the People?

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2. What's Mr. Tiflin's attitude towards Grandfather? Jody's? Billy's?

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3. What does Grandfather overhear?

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4. Why does Jody decide to kill the mice another day?

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5. What does Grandfather mean when he says "Westering has died out of the people"?

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6. What does Mrs. Tiflin realize about Jody when he asks for only one lemon?

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Name \_\_\_\_\_

# THE RED PONY

The Leader of the People

## Using Descriptive Words

List seven words that can be used to describe each of the italicized words below. Be creative. Write your words on the blanks.

Example: *ghost*

1. *pale*
2. *spooky*
3. *mischievous*
4. *floating*

5. *mysterious*
6. *shimmering*
7. *friendly*

### A. *mountains*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### B. *ranch*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### C. *clouds*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

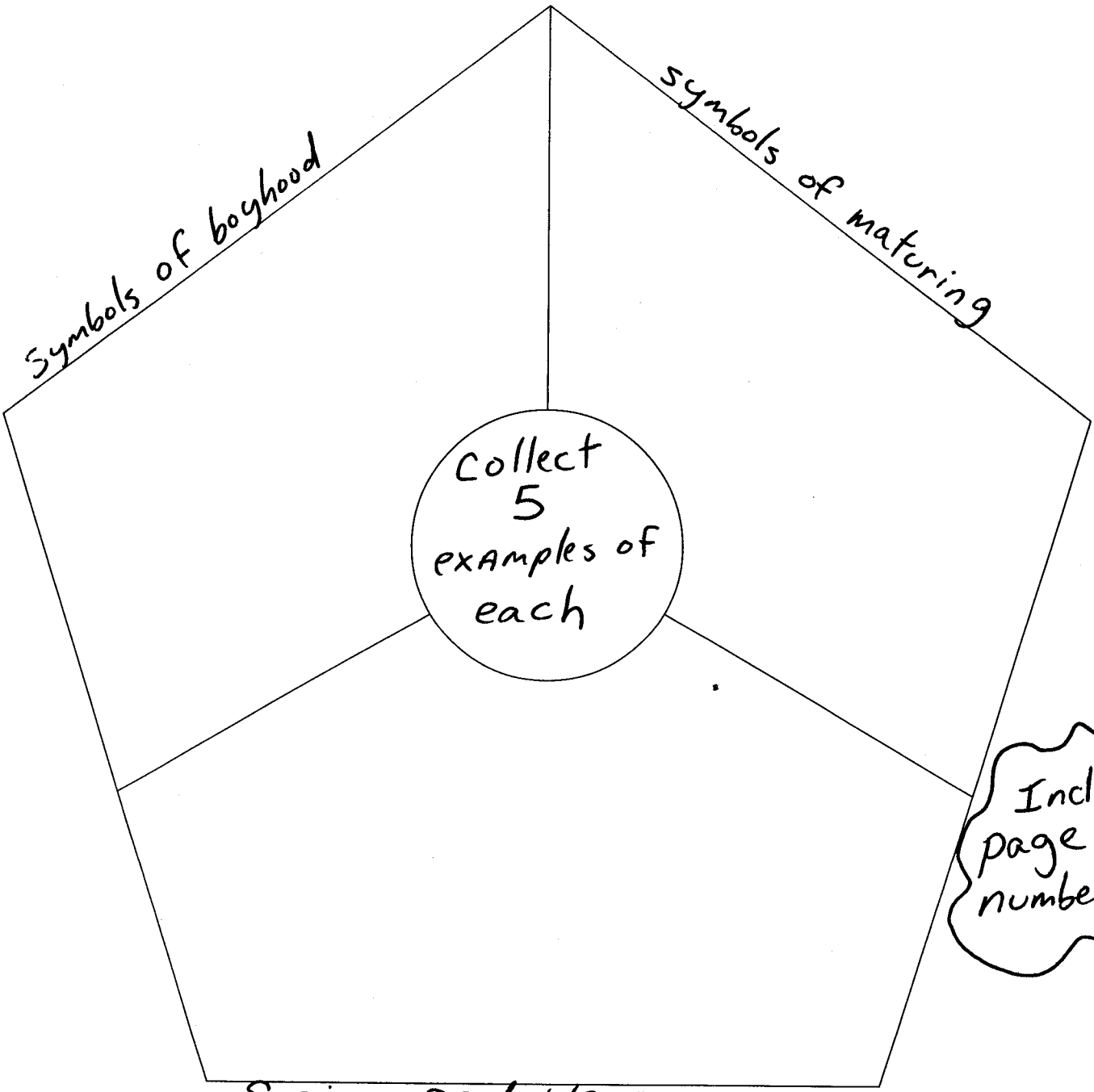
### D. *pony*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Think in Threes

Name \_\_\_\_\_ Date \_\_\_\_\_

Project The Red Pony John Steinbeck Page \_\_\_\_\_



# Sensory Notes

|                                |                          |
|--------------------------------|--------------------------|
| Name<br>cassie zakatchenko     | Date<br>12/5             |
| Topic<br>"PAIN FOR A DAUGHTER" | Period<br>6 <sup>o</sup> |

**Directions**

Sensory Notes is a tool and technique designed to help you pay closer attention to details while you read. Effective readers use all their senses while they read. Use this sheet to take notes on what you see, hear, smell, feel—and think—as you read. Be specific and, if possible, write down the page numbers for future reference.

|   |  |
|---|--|
| <p><b>I SEE...</b></p> <ul style="list-style-type: none"> <li>1 • long-necked marchers and chummers</li> <li>2 • a pony and a foal</li> <li>3 • the underside of the jaw swelling like an enormous grape</li> <li>4 • pus like milk on the barn floor</li> <li>5 • the horse stepping on the girl's foot</li> <li>6 • the girl's as she sits in the bathroom</li> </ul>   | <p><b>Most Important Image (explain)</b></p> <p>③ It's the first image put in my mind.</p>   |
| <p><b>I HEAR...</b></p> <ul style="list-style-type: none"> <li>1 • pus as it hits the barn floor</li> <li>2 • horses neighing</li> <li>3 • the muffled cries of the girl</li> <li>4 • bubbling hydrogen peroxide</li> </ul>   | <p><b>Most Important Sound (explain)</b></p> <p>③ It helps to better express the pain the girl is experiencing and triggers the emotional pain the mom feels</p> |
| <p><b>I FEEL...</b></p> <ul style="list-style-type: none"> <li>1 • blind with love</li> <li>2 • blind with loss</li> <li>3 • blind with pain ⇒ pain of the horses foot on my foot</li> <li>4 • angry</li> <li>5 • afraid</li> <li>6 • sympathy for the girl's mother</li> <li>7 • pus running down my hand</li> <li>8 • excruciating pain &amp; sloshing blood</li> <li>9 • texture of towel in my mouth</li> </ul> | <p><b>Most Important Sensation (explain)</b></p> <p>③ Most unbearable pain, author spends lots of time explaining it in detail</p>                               |
| <p><b>I SMELL...</b></p> <ul style="list-style-type: none"> <li>1 • pus</li> <li>2 • the hay filled barn</li> <li>3 • scent of horses</li> <li>4 • hydrogen peroxide</li> </ul>   | <p><b>Most Important Scent (explain)</b></p> <p>① This smell is probably the strongest and hardest to deal with, can't be ignored</p>                            |
| <p><b>I THINK...</b></p> <ul style="list-style-type: none"> <li>1 • of how hard it would be for her to overcome her fear</li> <li>2 • about what kind of emotions the mother might be going through</li> <li>3 • about the different types of pain as I read the poem</li> </ul>  | <p><b>Most Important Thought (explain)</b></p> <p>③ This helped me to understand the poem more clearly and helped me see the changes</p>                         |

FIGURE 14.1 This is the follow-up to Cassie's Episodic Notes for Anne Sexton's "Pain for a Daughter."

# Sensory Notes

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic "The Gift" The Red Pony Period \_\_\_\_\_

*See example*

**Directions:** Sensory Notes are a tool and technique designed to help you pay closer attention to details while you read. Effective readers use all their senses while they read. Use this sheet to take notes on what you see, hear, smell, feel—and think—as you read. Be specific and, if possible, write down the page numbers for future reference.

*minimum of four each. Be creative!*

I SEE ...

*Explain*  
Most Important Image

I HEAR ...

Most Important Sound

I FEEL ...

Most Important Sensation

I SMELL ...

Most Important Scent

I THINK ...

Most Important Thought



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**THE RED PONY**

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The Great Mountains

## Determining Cause and Effect

To determine a cause, ask "What is the reason?" To determine an effect, ask "What is the result?" Match the causes and effects below. Write the number of the cause in front of its effect.

| <b>Cause</b>  | <b>Effect</b>   |
|---|---|
| 1. Jody had nothing to do.                            | _____ He ran to get his mother.                                 |
| 2. Jody was curious about the mountains.              | _____ Carl checked to see if any guns were missing.             |
| 3. Jody did not know what to say to the old man.      | _____ He told Gitano to leave.                                  |
| 4. Gitano wanted to return to his birthplace.         | _____ He went to the house for supper.                          |
| 5. Carl did not want Gitano to stay.                  | _____ He felt bored.  |
| 6. Jody was curious about Gitano.                     | _____ He went to the bunkhouse to talk with Gitano.             |
| 7. Easter was a very old horse.                       | _____ Carl thought he was dead.                                 |
| 8. Jody heard the triangle ring.                      | _____ Jody asked his father many questions about the mountains. |
| 9. Easter did not come to get water the next morning. | _____ He hobbled along quite slowly.                            |
| 10. Jess Taylor thought Gitano had a gun.             | _____ Gitano came to the Tiflin ranch.                          |

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per. \_\_\_\_\_

## A SPECIAL LANGUAGE

### *The Red Pony*

### LITERARY ANALYSIS Reading Comprehension

Writers often describe people and things by comparing them to other things which are very different but communicate the image or feeling that the writer desires. When they make these comparisons, they are using figures of speech.

In each of the comparisons below, decide what is being compared. Then tell how the two things are alike.

1. "In the grey, quiet mornings when the land and the brush and the houses and the trees were silver-grey and black like a photograph negative . . ."

Things compared:

How they are alike:

2. ". . . his horse would play the steer as an angler plays a fish, keeping a tight rope until the steer was down or beaten."

Things compared:

How they are alike:

3. "Gitano's face was as dark as dried beef."

Things compared:

How they are alike:

4. "But I can't afford to pasture you in my kitchen."

Things compared:

How they are alike:

5. "The blade (of the rapier) was like a thin ray of dark light."

Things compared:

How they are alike:

6. The injured men "writhed on the ground like squashed bugs."

Things compared:

How they are alike:

7. "On the fences the shiny blackbirds with red epaulets clicked their dry call."

Things compared:

How they are alike:

8. The horse's tail "tongued and rippled like black flame."

Things compared:

How they are alike:

NAME \_\_\_\_\_

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LESSON 7