

Name (First and Last): _____

The Red Pony Part 1 - The Gift

Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.

jovial

protrude

stern

whet

croon

	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
Use of conventions : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors (3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

[illegible]

Short Answer:

1. By what holiday did Jody's father suggest he should be able to ride the pony?

2. Who had rabbit-cats that hopped into trees for birds?

3. What is Jody's father's name?

4. Who was the bandy-legged little man with a walrus mustache?

5. What were the names of Jody's dogs?

6. What did Billy tell Jody that horses were terribly afraid of?

7. What does Gabilan mean?

8. What alerted ranch members that it was mealtime?

9. According to Carl Tiflin, what takes all of the dignity out of a horse?

10. What does Jody name the pony?

Write in the letter that corresponds with each definition:

- | | |
|--|-----------------|
| _____ 1. marked by good cheer | A. girded |
| _____ 2. encircled | B. protrude |
| _____ 3. to jut out | C. hamper |
| _____ 4. the stiff hairs along the back of the neck of an animal | D. Cayuse |
| _____ 5. to sharpen | E. stern |
| _____ 6. to hum or sing softly | F. jovial |
| _____ 7. the quality of being higher than another in rank, station, or authority | G. whet |
| _____ 8. expressing blame | H. croon |
| _____ 9. hard, harsh, or severe in manner or character | I. superiority |
| _____ 10. boisterous and disorderly | J. reproachful |
| _____ 11. a horse, especially an Indian pony | K. hackles |
| _____ 12. to prevent the free movement, action, or progress of | L. rambunctious |

Select the definition that most nearly defines the given word:

1. Cayuse
 - A. a horse, especially an Indian pony
 - B. marked by good cheer
 - C. expressing blame
 - D. to sharpen
2. fallible
 - A. to hum or sing softly
 - B. capable of making an error
 - C. imperfectly formed
 - D. hard, harsh, or severe in manner or character
3. hamper
 - A. a long noosed rope used to catch animals
 - B. boisterous and disorderly
 - C. the quality of being higher than another in rank, station, or authority
 - D. to prevent the free movement, action, or progress of

4. disparagingly
 - A. the quality or state of being worthy of esteem or respect
 - B. to speak of in a slighting or disrespectful way; belittle
 - C. dead and decaying flesh
 - D. imperfectly formed
5. jovial
 - A. a chill or fit of shivering
 - B. expressing blame
 - C. the quality of being higher than another in rank, station, or authority
 - D. marked by good cheer
6. croon
 - A. to speak of in a slighting or disrespectful way; belittle
 - B. to groom a horse with a currycomb
 - C. tending to excite or stimulate
 - D. to hum or sing softly
7. protrude
 - A. to jut out
 - B. boisterous and disorderly
 - C. encircled
 - D. to prevent the free movement, action, or progress of
8. provocative
 - A. encircled
 - B. tending to excite or stimulate
 - C. expressing blame
 - D. to prevent the free movement, action, or progress of
9. riata
 - A. a horse, especially an Indian pony
 - B. to groom a horse with a currycomb
 - C. to sharpen
 - D. a long noosed rope used to catch animals
10. stern
 - A. hard, harsh, or severe in manner or character
 - B. a chill or fit of shivering
 - C. capable of making an error
 - D. imperfectly formed
11. incipient
 - A. imperfectly formed
 - B. tending to excite or stimulate
 - C. the quality of being higher than another in rank, station, or authority
 - D. expressing blame