

Novel·Ties

Misty of Chincoteague MARGUREITE HENRY



A Study Guide

Written By Lorraine Sintetos
Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Misty of Chincoteague*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

GLOSSARY

bay	horse with a reddish-brown body and black mane and tail
bit and bridle	horse's headgear: bit – metal piece that goes between its teeth; bridle – straps that go around the horse's nose and reins
chestnut	reddish-brown horse
colt	young horse six months or older; often a term used only for male horses
corral	pen for horses and other large animals
dam	mother horse
filly	young female horse more than six months old
foal	<i>v.</i> – give birth to a horse; <i>n.</i> – horse less than six months old
forelock	hair that grows above a horse's forehead
gentle	tame a horse for riding or work
girth	strap that goes around a horse, used to fasten something to its back
mane	long hair on top of a horse's head and along its neck
manger	box for a horse's food
mare	female horse four years or older
mount	animal used for riding
muzzle	area around a horse's nose
nicker	gentle neigh
pony	any small breed of horse
sorrel	dark reddish-brown or bright chestnut horse with a white mane and tail
stallion	male horse four years or older
suckling	baby horse that is not yet weaned
whicker	low, soft neigh of a horse
whinny	low, gentle neigh of a horse
withers	highest part of a horse's back where its shoulders meet
yearling	horse or other animal in the second year of its life

PART I: CHAPTERS 1, 2

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-------------|----------------------------------------------|
| 1. phantom | a. sailing ship of centuries ago |
| 2. vexation | b. slightly salty |
| 3. abide | c. ghost; creature that doesn't really exist |
| 4. galleon | d. high underwater mound |
| 5. shoal | e. endure; bear patiently |
| 6. brackish | f. irritation; annoyance |

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- The stormy wind blew the _____ toward the rocky island.
- The ship hit a hidden _____, causing its hull to be ripped open.
- Had the boy seen a real, living horse or only a(n) _____?
- The horses drank from the _____ pools beside the seashore.
- "I can't _____ seeing the colts separated from their mothers," said the young trainer.
- With a look of _____ on his face, the sea captain faced the darkening sky.

Read to find out why there were wild horses on Assateague Island.

Questions:

- Why was it crucial to keep the ponies alive aboard the *Santo Christo*?
- How did the horses reach Assateague Island?
- How did the ponies adapt to their new home?
- Why was Assateague Island a particularly good environment for the horses?

Questions for Discussion:

- How did the author make the background history of the horses seem as exciting as an adventure story?
- Did you feel any sympathy for the men on the ship? Why or why not?