



STUDENT PACKET

GRADES 3-5

Misty of Chincoteague

Marguerite Henry

READ, WRITE, THINK, DISCUSS AND CONNECT

Misty of Chincoteague

Marguerite Henry

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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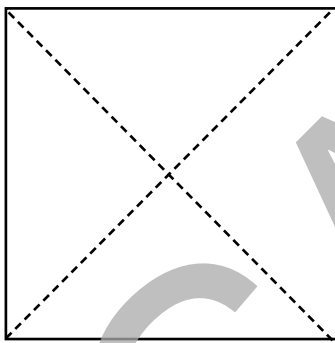
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Vocabulary Mobile

withers (95)	muzzles (99)	stammered (100)	jockey (103)
mare (104)	tarpaulin (108)	rivulets (112)	bleat (114)
apt (115)	addled (115)	yearlings (124)	

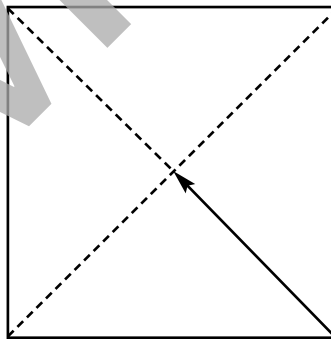
Directions: Cut a nine-inch square out of white construction paper. Fold paper in half diagonally (from corner to corner). Unfold paper. Fold the paper in half again (Figure A). Then cut one fold from the outer corner to the center of the paper (Figure B). Slide one cut piece on top of the other to form a triangular shape with a base and two standing sides. Glue the pieces together (Figure C). On the inside base, write the definition of a vocabulary word. On the inside left, write a sentence using the word, but leave a blank where the word would be inserted. On the inside right, write a synonym and an antonym for the word. On the bottom of the pyramid, write the vocabulary word. Work with a partner to create a pyramid for each vocabulary word. Trade pyramids with another team and identify their word using the clues in the pyramid. Turn over the pyramid to validate your answer.

Figure A



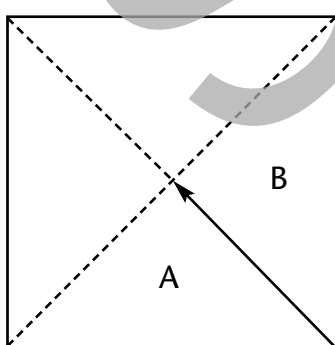
1–Fold in half diagonally
 2–Fold in half again

Figure B

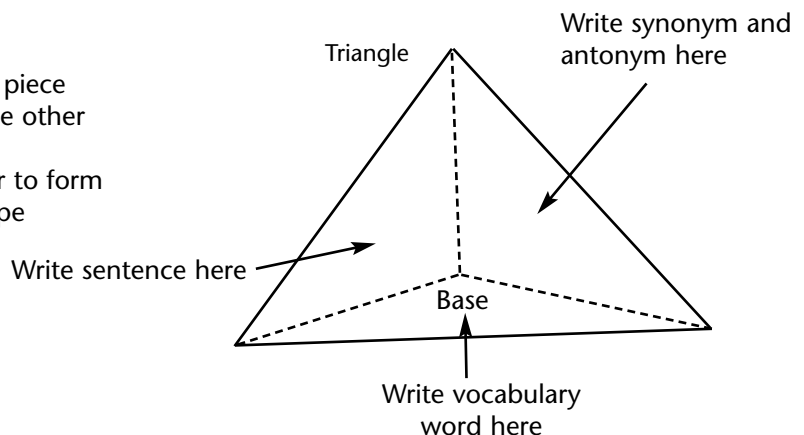


Cut from corner to center in direction of arrow

Figure C



1–Slide one cut piece (A) on top of the other cut piece (B)
 2–Glue together to form a triangular shape



Name _____

Part One

Chapters 1–2, pp. 11–22

1. What was the captain's motivation for going to Peru?
2. Why were the horses restless?
3. How many ponies did not make it through the storm?
4. Where would the ponies have gone had the ship not sunk?
5. How long did the ship sail before sinking?
6. What new experiences did the wild ponies have on the island?
7. What changes occurred in the generations of horses born and raised on the island?

Part Two

Chapters 3–5, pp. 25–56

1. Why do the children feel they should not be on the beach?
2. Who is the Pied Piper?
3. Why do you think one of the horses is called the Phantom?
4. What does Paul think about girls going on the roundup?
5. What is different about the way Grandpa Beebe speaks?
6. Where are the horses on Assateague Island from originally?
7. How did Pony Penning Day start?
8. What made Pony Penning Day such a big event?
9. What is the money made from Pony Penning Day used for?
10. How do Paul and Maureen convince Grandpa to give them a raise for the work they do with the colts?
11. What do Paul and Maureen do to earn the money to purchase Phantom?
12. What reason does Grandpa give for Phantom's markings?

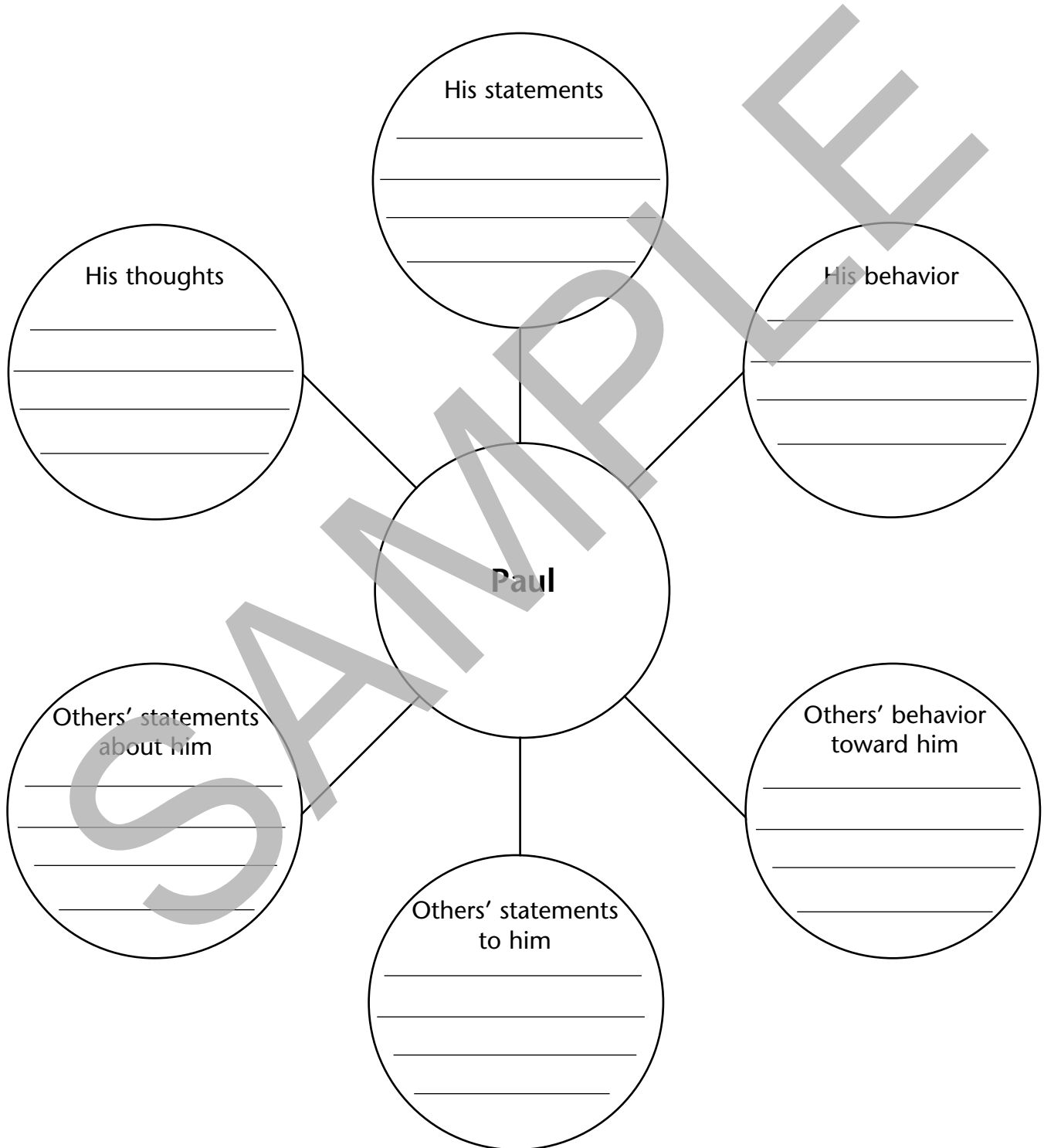
Chapters 6–9, pp. 57–93

1. How do Paul and Maureen work together to ensure they get Phantom?
2. How does Grandma Beebe treat Paul like a man?
3. How does the author describe the ride to Assateague?
4. How is Paul feeling as the roundup begins and he is sent to bring in a stray horse?
5. Where is the Pied Piper when Paul captures Phantom?

Name _____

Character Web

Directions: Complete the attribute web below by filling in information specific to Paul.



Name _____

Metaphors and Similes

A **metaphor** is a comparison between two unlike objects. For example, "he was a human tree." A **simile** is a comparison between two unlike objects that uses the words *like* or *as*. For example, "the color of her eyes was like the cloudless sky."

Directions: Complete the chart below by listing metaphors and similes from the novel, as well as the page numbers on which they are found. Identify metaphors with an "M" and similes with an "S." Translate the comparisons in your own words, and then list the objects being compared.

Metaphors/Similes	Ideas/Objects Being Compared
1. Translation:	
2. Translation:	
3. Translation:	