



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Misty of Chincoteague

Marguerite Henry

READ, WRITE, THINK, DISCUSS AND CONNECT

Misty of Chincoteague

Marguerite Henry

TEACHER GUIDE

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!

ISBN 978-1-50204-005-3

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Skills and Strategies

Thinking

Research, brainstorming, creative thinking, critical thinking, compare/contrast, decision making, attributes, multiple perspectives, literary interpretation

Comprehension

Predicting, sequencing, foreshadowing, cause/effect, inference

Listening/Speaking

Discussion, presentations, charades, plays, songs

Writing

Personal writing, creative writing, poetry, reports, essays, plays, lyrics

Vocabulary

Pictionary, word maps, defining, parts of speech

Literary Elements

Literary analysis, story mapping, plot development, setting, character analysis, similes, metaphors, foreshadowing

Across the Curriculum

Social Studies—developing maps, research, time lines; Geography; Science—animal babies, tides; Math—time lines, charts and graphs; Language—poetry, outlines, research; Music—composing lyrics; Art—illustrations, dramatization

Genre: fiction

Setting: 1940s Chincoteague Island off the coast of Virginia

Point of View: third-person omniscient

Themes: coming of age, freedom, determination, wisdom

Conflict: person vs. person, person vs. self, person vs. animal, person vs. nature

Date of First Publication: 1947

Summary

Paul and Maureen Beebe live with their grandparents while their parents are in China. They live on a horse ranch on Chincoteague Island off the coast of Virginia. Paul and Maureen long to have a pony of their own, and when Paul is chosen to go on the pony roundup, he plans to capture the prize wild horse, Phantom. Paul captures Phantom and is surprised to discover that she has a colt. Though there are many hurdles, Paul and Maureen eventually purchase Phantom and her colt, Misty. They train Phantom to carry a rider and eventually win a race on the next Pony Penning Day. When Phantom recognizes a wild horse from her past, Paul decides to grant Phantom her freedom. Paul and Maureen know it is best for Phantom to run free. Misty stays with the children because she's perfectly happy as Misty of Chincoteague.

About the Author

Marguerite Henry was born in Milwaukee, Wisconsin, in 1902. When she was seven years old, she suffered from a childhood disease that made it impossible for her to attend school or even play with other children her age. She found reading and writing to be wonderful escapes. She loved to pretend and knew she wanted to be a writer from a very early age. Her father bought her a writing desk with pencils and paper when she was ten years old, and she began her writing career. Her first story sold to a magazine for \$12 when she was 11. Throughout her career, Henry has received numerous awards for her writing. *Misty of Chincoteague* won a Newbery Honor Award.

Characters

Paul Beebe: very responsible and determined boy; works hard to earn money to purchase Phantom and her colt; captures Phantom and eventually frees her

Maureen Beebe: Paul's younger sister; very responsible; works to help earn money to buy Phantom and her colt; accepting when Paul wins the chance to ride Phantom in the race

Grandpa Beebe: one of Paul and Maureen's primary caregivers; owns a pony ranch; very wise; proud of Paul and Maureen

Grandma Beebe: one of Paul and Maureen's primary caregivers; wise; helps Maureen get extra jobs to earn money

Fire Chief: in charge of Pony Penning Day; eventually helps Paul and Maureen buy Phantom and Misty

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

2. What does the title suggest to you about the book?

3. When was the book first copyrighted?

4. How many pages are there in the book?

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

6. What does the cover suggest to you about the book?

The Chincoteague Daily

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SAMPLE

Part One

Chapters 1–2, pp. 11–22

Chapters 1 and 2 provide background information about how horses came to live on Assateague Island. After the sinking of a Spanish galleon, the surviving horses form a herd that eventually goes wild.

Vocabulary
galleon (11)
moor (12)
Viceroy (12)
vexation (12)
seaport (12)
stallion (13)
anxiety (14)
hurled (14)
pungence (17)

Discussion Questions

1. Why do you think the captain was worried about the wind dying down as they sailed? (*He knew they were in an area of the ocean where dying wind indicates a coming storm. pp. 11–12*)
2. Why were the horses acting up in their pens? (*They could sense the approaching storm and felt they were in danger. p. 13*)
3. Why do you think the ponies chose to roll in the sand rather than eat when they first arrived on the island? (*They had been on the rocking boat for 40 days and nights, and it felt good to be on solid ground. pp. 17–18*)
4. What was different about the grass the horses found on Assateague? (*It was sweet with rain and salty from the sea. p. 18*)
5. How did the horses adapt to their new home? (*They went into the sea to protect themselves from mosquitoes and ate wild grass, clover, and myrtle leaves. They learned to drink melted snow. Their coats grew shaggier because of the cold. p. 20*)
6. Which groups of people tried to tame Assateague, and why do you think they moved away? (*Native Americans and white men tried to live on Assateague. They moved because the island was wild and acted as a breaker for Chincoteague. p. 22*)

Supplementary Activities

1. Geography: Research the islands of Chincoteague and Assateague. Do people live on Assateague today? What do people do for a living on these islands? Do they still have Pony Penning Day? Write a paragraph about your findings.
2. Map Skills: Locate a world map. Determine how many miles it would be to sail from the coast of Spain to Peru, the *Santo Cristo's* final destination.
3. Art: Read Chapters 1 and 2. Identify vocabulary words relating to the ship and sailing. Look up the words in a dictionary and record the definitions. Then draw a picture of the Spanish galleon, labeling its parts.