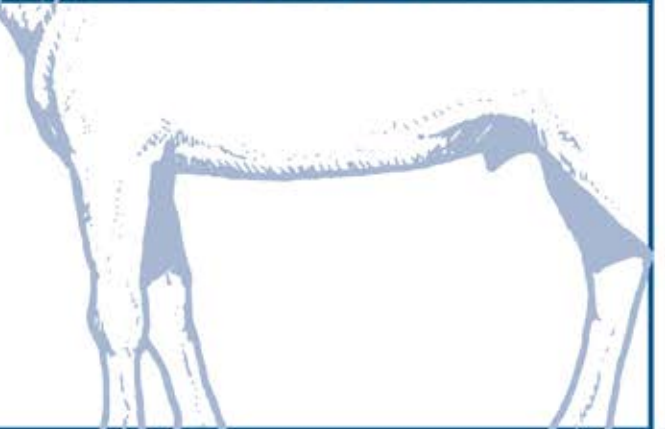


Misty of

COMPREHENSION GUIDE

Chincoteague



MISTY OF CHINCOTEAGUE

Comprehension Guide
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Designed by
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First Edition 2004



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MISTY OF CHINCOTEAGUE

How to use this Guide

This guide is intended to help you study, understand, and enjoy *Misty of Chincoteague*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly, it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training, he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education, we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic Biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.).

Answers to the questions are found in

the back of the guide. The students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What color was Phantom's colt?

Answer: Phantom's colt was white.

Such writing practice trains the student to answer thoroughly, completely, and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

MISTY OF CHINCOTEAGUE

Chapter One—Live Cargo!

1. Why was the captain of the Santo Christo so concerned about the lack of wind?

2. What cargo did the captain of the Santo Christo carry on his ship?

3. Who was purchasing the cargo on the Santo Christo?

4. What did the captain receive in exchange for his cargo?

5. Why was the small bay stallion pawing at the floor of his stall?

6. How many mares were on the ship?

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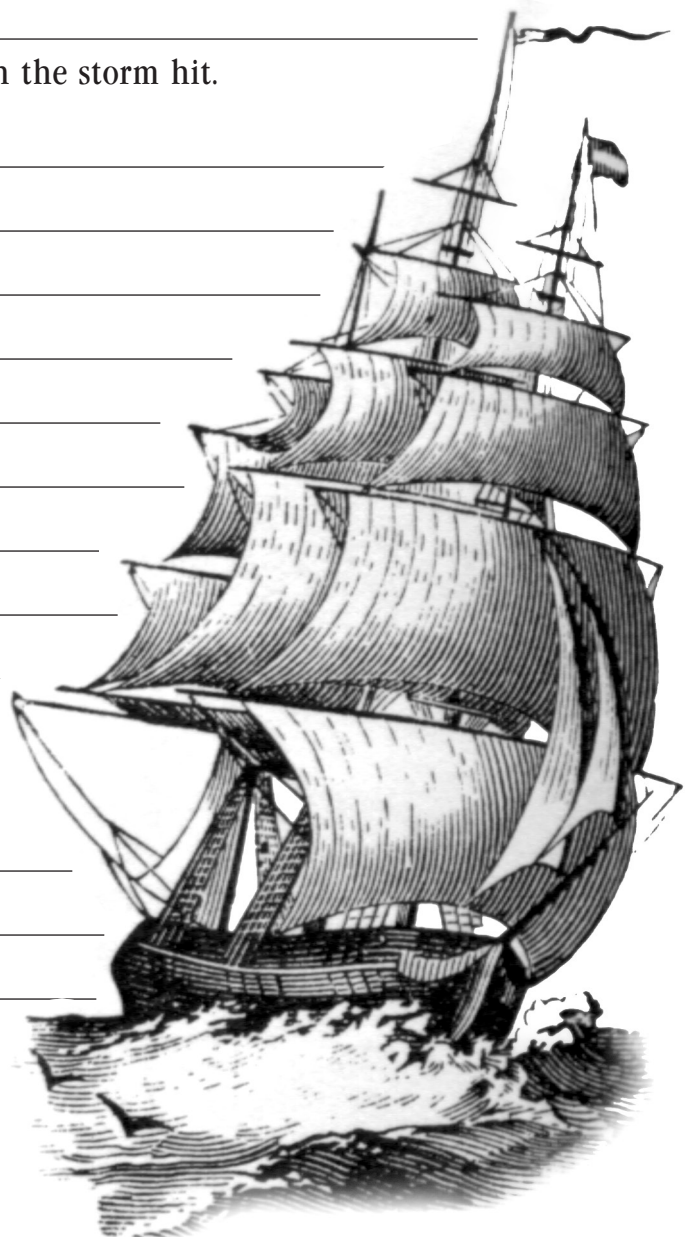
Chapter One, Page 2

7. How did the author describe the horses' eyes?

8. Using a dictionary, define shoal:

9. Describe what happened to the ship when the storm hit.

10. What became of the wild ponies on the ship?

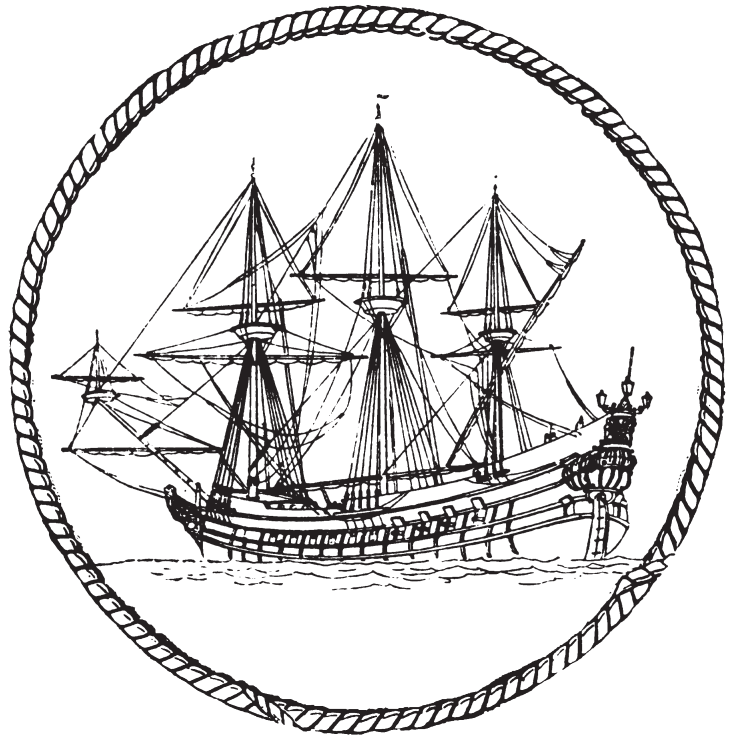


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Chapter One, Project—Spanish Galleons

Legend has it that a 16th-century Spanish galleon bound for South America was pulled off its course and torn apart off Assateague Island during a violent storm. The ship broke apart and the horses swam to the safety of the island.

Look up Spanish galleons and write a short report on them in the space provided below.



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Chapter Two—The Island of the Wild Things

This chapter is full of contrast. In the ovals below draw pictures to illustrate the contrasts the ponies faced.



Food on the ship vs. Food on the island



Summer on the island vs. Winter on the island



Ponies appearance in Spain vs. Ponies appearance on the island

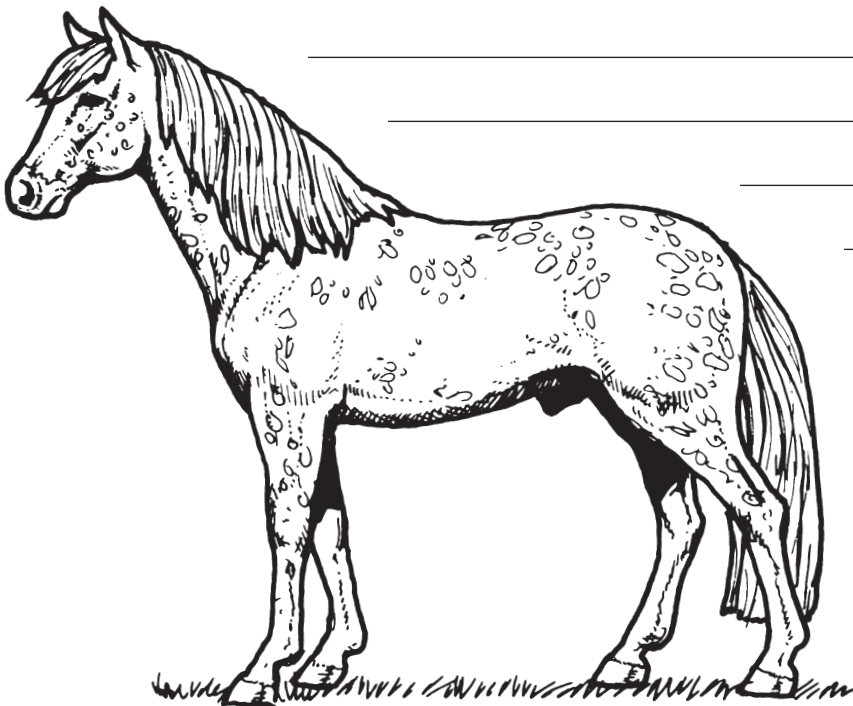


Dangers in Spain vs. Dangers on the island

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Chapter Two, Project—Solve the Mystery

According to legend, the horses came to live on Chincoteague Island when a Spanish gal-
leon, with a cargo of wild horses, went down during a storm off the coast. This is how
Marguerite Henry describes the horses coming to live on Chincoteague Island in her book.
There are a couple of other ways that people believe the ponies came to live on the island.
*After doing some research either at your library or online, write a paragraph describing
one of the other ways that the horses may have come to live on the island.*



Pony of the Americas

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Chapter Three—The Phantom

Cut out the following and glue in chronological order.

Paul imagined he saw a Spanish galleon caught in a northeaster.

Paul cried out “It’s the Phantom!
I saw the white map on her
withers. I did. I did!”

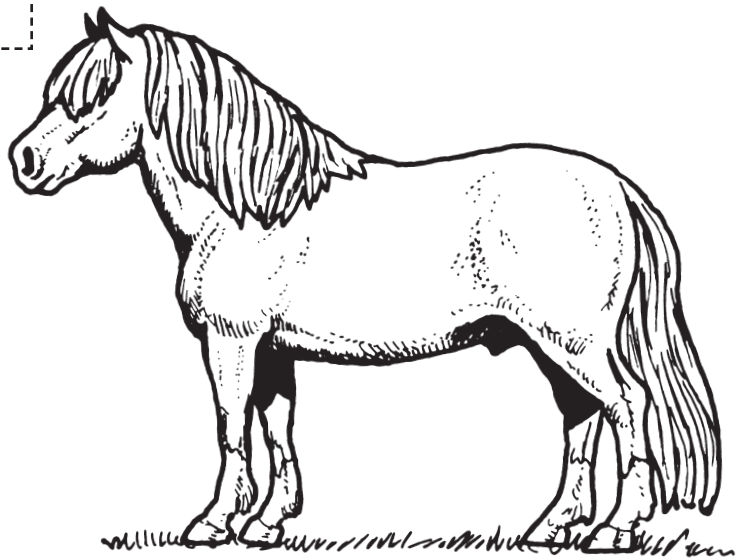
Paul and Maureen arrived
on Assateague Beach.

Maureen asked Paul if it felt like
they were trespassing on the island.

The Phantom and the Pied Piper
came running. The Pied Piper pounded
his hooves into the Phantom’s body.

The Pied Piper and his band swept
into the natural grazing ground.

Paul found a whitened
bow-shaped object.



Shetland

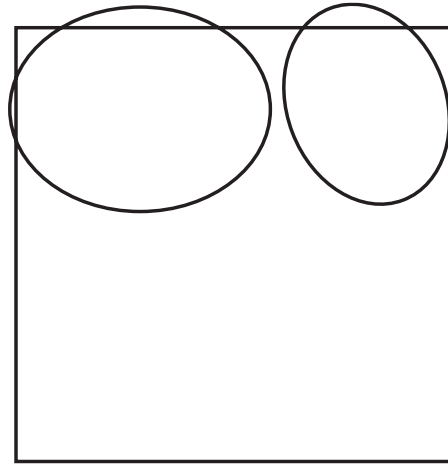
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Chapter Three, Project—Draw a Pony

After following the directions for how to draw a horse, draw Phantom making sure to color her with the appropriate markings. You will find a description of Phantom in this chapter.

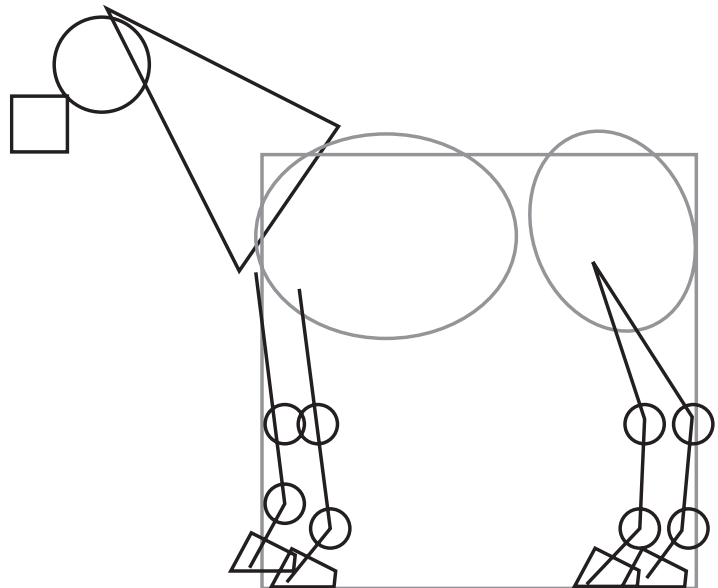
Step 1

Draw a square as big as you want the body and legs of the horse to end up. For a pony, make it a little more wide than square. Draw two ovals as shown, a horizontal one for the barrel of the chest, and an angled oval for the hindquarters. Be sure to use a pencil and draw your lines lightly, since most of the lines in the first couple of steps will be erased as you continue on to the final drawing.



Step 2

Draw the shape of a triangle for the neck, a circle and a square for the head. Draw two straight lines, for the front legs, two bent lines for the legs in the rear, place small circles at the joints. Draw irregular rectangles for the hooves.

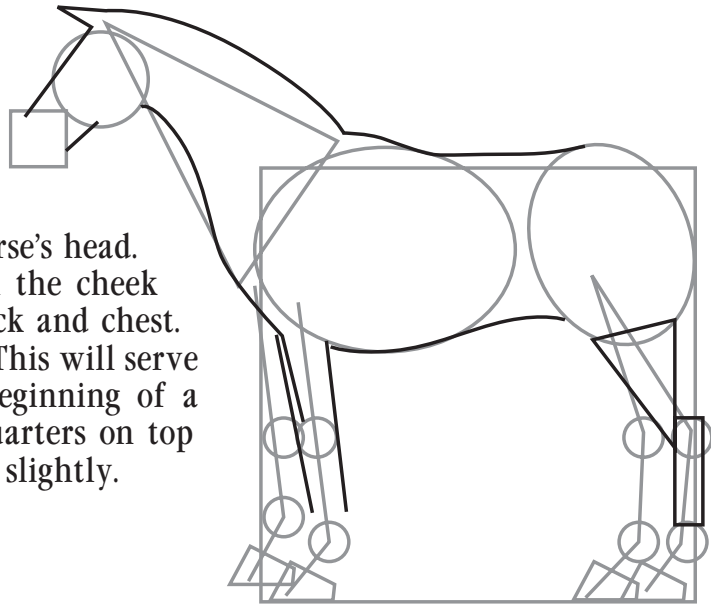


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Chapter Three, Project, Page 2

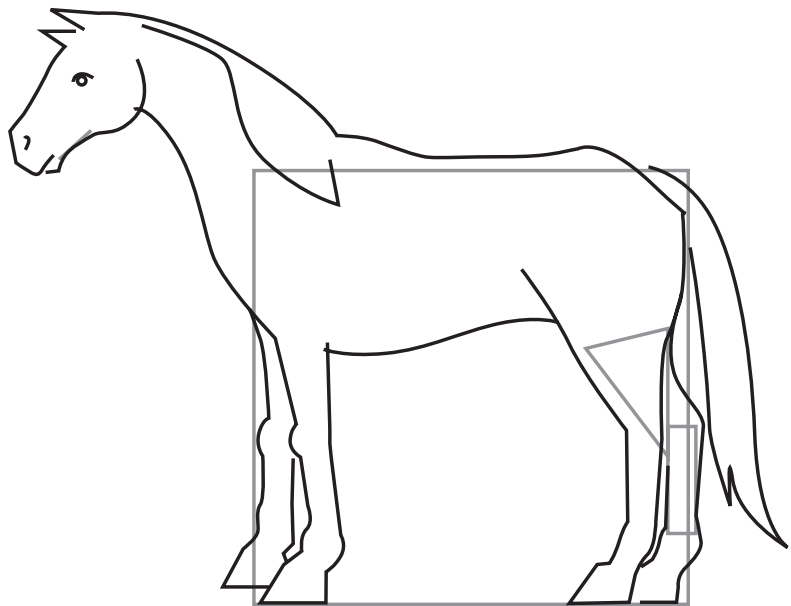
Step 3

Begin fleshing out the legs with fairly straight lines, except for the inverted triangle for the upper part of the back leg. Join the square and the circle to form the horse's head. Add ears. Draw a curving line from the cheek to the top of the leg to form the neck and chest. Draw an arching line over the neck. This will serve as the back of the neck and the beginning of a mane. Connect the chest and hindquarters on top and bottom with lines that curve in slightly.



Step 4

Add the eye, mouth, nostril, mane and tail. Erase your construction lines and smooth out lines. Then add short lines along the edges of the pony's body at opposite angles to each other to add volume and shadows to your drawing.



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Chapter Four—Sacred Bones

1. What did Grandpa Beebe tell Paul to put down?

2. Did Grandpa Beebe believe the story of the Spanish galleon and the ponies was true or a legend?

3. Who discovered the ponies on the island?

4. What did F.F.V. stand for?

5. Who did Grandpa believe were the first real F.F.V.'s?

6. Who first tamed the wild ponies?

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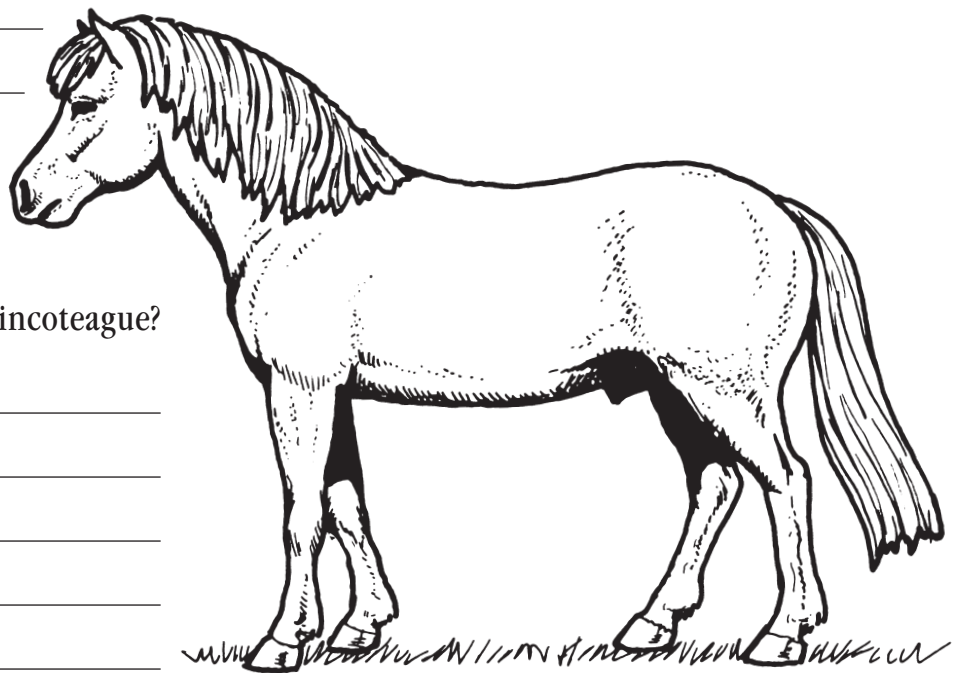
Chapter Four, Page 2

7. What did Grandpa Beebe say about “gentling the ponies”?

8. How did Pony Penning Day start?

9. Why did they sell the “wild things” (ponies)?

10. Why is Pony Penning Day a good thing for Chincoteague?



Iceland

MISTY OF CHINCOTEAGUE

Chapter Four, Project—Family Portraits

Draw a portrait of each of the characters to show what you think they looked like.





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