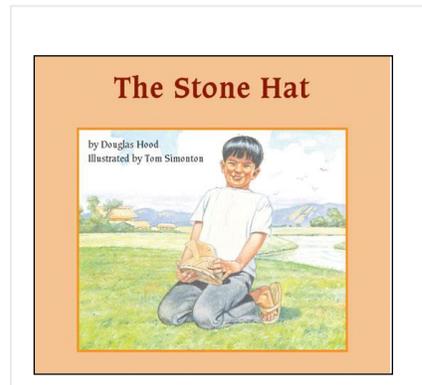


Book Notes

The Stone Hat

Author Douglas Hood
 Illustrator Tom Simonton
 16 pages 849 words
 Fountas and Pinnell Level M
 Reading Recovery Level 20



The Stone Hat

SYNOPSIS

A story of how a young boy helped discover the ancient, underground army of the first emperor of China.

WHAT THE BOOK OFFERS

- Historical narrative fiction with accurate details but fictional characters
- Third person, present tense changes to third person, past tense
- Detailed descriptive writing
- Dialogue used to develop story
- A story within a story
- Simple, compound, and complex sentence structures, with a variety of sentence lengths
- Commas to set off explanatory phrases
- Quotation marks
- Dashes for compound words and to set off phrases
- Vocabulary: Root words to decode new words
- Phonics: Letter-sound knowledge and chunking to read multi-syllable words fluently
- Fluency: Opportunities to practice expressive reading of dialogue; to read repetitive words; to create rhythm and tension when reading a combination of short and long sentences
- Comprehension: Genre of historical fiction with opportunities to predict, infer, clarify meaning, summarize, and separate details from fictional details

POSSIBLE SKILLS EMPHASIS

- Use of table of contents to predict what the book will be about
- Separating factual details from fictional details
- Tracking the passage of time in each of the chapters
- Understanding specialized vocabulary in context
- Setting a purpose for reading
- Identifying key information
- Asking “I wonder” questions

Book Notes

The Stone Hat (continued)

INTRODUCING THE BOOK

Look at the cover and title page and think of what you know about text features that will help you anticipate what this story is going to be about.

Teacher charts the students' predictions.

Teacher checks that students use the pictures, the title, the chapter titles, subheadings, and the definition of terra-cotta in the special note on the inside front cover.

Draw students' attention to the hat that the main character is holding on the front cover and the hat on the warrior on the title page.

Set a purpose for reading: *Let's read to see which predictions are confirmed and which predictions need to be modified.*

FOCUS OF INSTRUCTION

Have students read Chapters 1 and 2 silently.

Stop at the end of Chapter 2 and discuss the story so far.

Possible questions:

Which predictions have been confirmed? What do you think will happen next?

What makes you think that? How did Li Ching's father react to his discovery?

How did his teacher react? Why do you think they reacted so differently?

Reread pg. 9. Now read the title of Chapter 3.

How does the author set the reader up for what is going to happen next?

Have students read Chapters 3, 4, and 5 silently.

Possible questions to discuss at the end of Chapter 5:

Which predictions have been confirmed? What important information did we find out about who made and buried the terra-cotta army?

How do you think Li Ching and his teacher felt when seven thousand warriors were found—each one different from the next? (Clues on pg. 13)

Do you think it was right for Qin Shi Huang to force a million men to make him the terra-cotta warriors? Give reasons for your answer.

Reread pg. 16. *Tell in your own words what you think the author is saying here. Is there a lesson (or theme) to be learned from this story?*

FOLLOWING THE READING

ORAL DISCUSSION

- Read the Author's Note on the back cover and explain to students that this story is historical fiction. The characters and dialogue are fiction, but the information about the finding of the terra-cotta warriors is accurate nonfiction.
- Skim back through the story and discuss the fiction details vs. the nonfiction ones.
- Brainstorm "I wonder" questions generated by the text.

WRITING POSSIBILITIES

- Students research their "I wonder" questions and publish the answers.
For example: *Were other artifacts unearthed besides war wagons, chariots, horses, and warriors? How long did it take archaeologists to unearth and reassemble the terra-cotta warriors? Where are the warriors now?*



Book Notes

The Stone Hat (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Li Ching was curious because he . . . The book was divided into five chapters because . . .</i>
USE YOUR MEMORY	<i>What was the old pottery that Li Ching and his teacher uncovered made of? Check the inside front cover Special Note and page 7 to see if you were right. Which chapter was about the underground world? If you don't remember, where are the chapters listed so you can check the titles? Who did the Chinese government invite to see the pottery? Why did they do that? Check page 10 to see if you were right.</i>
WHAT'S YOUR OPINION?	<i>What do you think would have happened if Li Ching had NOT been curious about the stone his father hit in Chapter 1? Which chapter do you think is the most interesting? Why? Do you like the title of this book? Why did the author choose this title?</i>
BE CREATIVE	<i>Write a letter to the author of <i>The Stone Hat</i>: Douglas Hood. What will you tell him about his book? What questions will you ask him? Do you want to know how he got the idea to write this book or why he wrote it? Do you want to know if he has ever been to a village like the one in this book? Do you want to know if he has an interest in archeology? What do you want to know? Will you tell him a little bit about who you are?</i>
VOCABULARY AGENT	<i>Look through each chapter of the book and find five words that you think are tricky words (words that were new or difficult to read). Write down each word, the page number you found it on and the definition of the word. There are five chapters and you need to find five words in each chapter. How many words should you have when you are finished with finding tricky words in this book?</i>