

**NOTE TO EDUCATORS**

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<p><b>Teacher’s Pages</b></p> <p><b>Pre-reading Discussion</b></p> <p><b>Post-reading Discussion</b></p>	<p>Activate students’ background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5–8	<b>Reproducible Worksheets</b>	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9–10	<b>Language Experience</b>	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	<b>Answer Key</b>	

**BEFORE READING THE BOOK****1. Share Ideas**

Have students brainstorm how people try to stop the hiccups. Print the students' responses on the board.

**2. Preview the Book****Choose Option A or B:**

**Option A:** Tell the students that they are going to read about how to stop hiccups. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

**Option B:** Print the following on the board:

True or False?

- (a) \_\_\_\_ The man smells something bad.      (c) \_\_\_\_ The man is hungry.  
(b) \_\_\_\_ The man has the hiccups.      (d) \_\_\_\_ Paper bags might stop the hiccups.

Direct the students to the photo on the front cover of the book. Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is the man doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Have the students give a reason for their responses.



**Option B:** Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) \_\_\_\_ The man eats, drinks, and sneezes to stop the hiccups.      (c) \_\_\_\_ If you wait for the next hiccup, it might not come.
- (b) \_\_\_\_ We get the hiccups if we breathe too much.      (d) \_\_\_\_ I learned a lot about hiccups.

### 3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) The man sucks on ice and drinks water upside down to try to stop the hiccups. People often use everyday things in different ways to feel better. For example, some people put cold teabags on tired, sore eyes. Think of everyday things people use or do to (i) get a better night's sleep, (ii) feel less stressed, and (iii) lose weight.

What are the advantages of using and doing everyday things to feel better?

What are the disadvantages?

- (b) The man tries to stop the hiccups by breathing in different ways. We breathe every second of the day, but we do not often pay attention to our breath. Close your eyes. Pay attention to your breath for 30 seconds. Then describe your breath: Is it shallow? Deep? Silent? Smooth?

Now imagine yourself in the following situations. Describe your breath.

- (i) blowing up a balloon, (ii) right after running fast for a bus, (iii) standing up to speak in front of a group of people, (iv) walking barefoot and stepping on a sharp stone, (v) sleeping like a baby

Do you think it is important to pay attention to your breath? Why or why not?

### 1. Letter Names

Look at the sentences on pages 19 and 24.

Find words that begin with the letter **h**.

Copy the words on the lines.

\_\_\_\_\_

### 2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **h** make?

Read the words with your teacher.

Think of three more words that begin with the sound /h/.

Your teacher will print the words on the board.

Copy the words.

\_\_\_\_\_

### 3. Word Family

(a) Say these words:    bag  
                                  hag

These words belong to the **ag** word family.

(b) Read these sentences. Circle the words in the **ag** word family.

1. Breathe into a bag.
2. Mag is a short word for magazine.
3. Kids play tag.

(c) Print words that belong to the **ag** word family.

\_\_\_\_\_ bag \_\_\_\_\_

\_\_\_\_\_

**4. Matching**

Read the sentences. Copy the sentences under the correct picture.

1. Take a deep breath.

2. Pinch your nose.

3. Cross your fingers.

4. Drink water upside down.



(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_



(c) \_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_

**5. Predict Words**

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Hiccups come from \_\_\_\_\_ too much.
- (b) There are \_\_\_\_\_ ways to stop hiccups.
- (c) You can eat a big spoon of \_\_\_\_\_ .
- (d) You can drink \_\_\_\_\_ .
- (e) You can sniff \_\_\_\_\_ to make yourself sneeze.
- (f) Hiccups make people \_\_\_\_\_ .

**6. Scrambled Sentences**

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) has / man / The / hiccups \_\_\_\_\_
- (b) drinks / water / He / upside down \_\_\_\_\_
- (c) water/ He / with / gargles \_\_\_\_\_
- (d) hurt / hiccups / Can \_\_\_\_\_?
- (e) hiccups / Can / you / make / cry \_\_\_\_\_?
- (f) water / you / Can / drink / upside down \_\_\_\_\_?

**7. Sentence Frames**

Read the first sentence.

Complete the other sentences with your own words.

(a) You can eat a big spoon of peanut butter.

You can eat a big spoon of \_\_\_\_\_ .

You can eat a big spoon of \_\_\_\_\_ .

You can eat a big spoon of \_\_\_\_\_ .

You can eat a big spoon of \_\_\_\_\_ .

(b) Hiccups can make me cry.

\_\_\_\_\_ can make me \_\_\_\_\_ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

## LANGUAGE EXPERIENCE APPROACH

**Step 1:** Start a Discussion

**Possible prompt:** Ask the students to think of something they could give advice on.

**Step 2:** Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I could tell people how to not lose their temper.) Print clearly. Say each word as you print it.

**Step 3:** Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

**Note:** Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

**Step 4:** Use the Student-generated Text

**(a) Sight Words**

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

**(b) Cloze**

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

**(c) Review Phonics and Word Families**

The target letter and sound for *How to Stop Hiccups* was **h** /h/. Have students find, circle, and copy the words that start with the letter **h**. Repeat the process for the word family **ag**, if applicable.

**(d) Copying**

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

**(e) Frame Sentences**

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

**Example:**

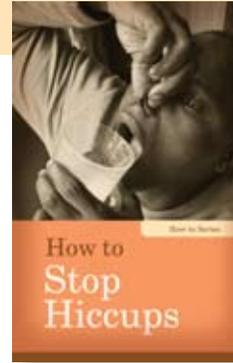
I could tell people how to not lose their temper.

I could tell people how to not lose their keys.

I could tell people how to not lose their glasses.

I could tell people how to not lose their bus pass.

I could tell people how to not lose their wallet.



## ANSWER KEY

### Teacher's Pages

#### After Reading the Book

##### 1. Check Comprehension:

**Option A:** (a) He gargles with water. He breathes in different ways. (He holds his breath and blows out slowly three times. He breathes into a paper bag. He holds his breath.) He pulls his tongue. He makes himself sneeze. He waits for the next hiccup. (b) Hiccups come from eating too much or too fast. They come from drinking too much. (c) Possible answer: Sometimes if we wait for something to happen, it never happens. (d) Students will have different answers.

**Option B:** (a) True: He drinks water and the juice from a lemon. The man eats peanut butter and sugar. He sneezes by sniffing pepper and chilies. (b) False: We get the hiccups if we eat and drink too much. (c) True: Sometimes if we wait for something to happen, it never happens. (d) Students will have different answers.

### Worksheets

1. **Letter Names:** hold, hope, hiccup
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. bag 2. Mag 3. tag (c) Possible answers\*: hag, mag, tag, gag, lag, nag, rag, sag, wag
4. **Matching:** (a) Drink water upside down. (b) Take a deep breath. (c) Cross your fingers. (d) Pinch your nose.
5. **Predict Words\*:** (a) eating, drinking (b) many, different, funny, serious, new (c) peanut butter, sugar (d) water, lemon (e) pepper, chilies (f) laugh, cry, hurt
6. **Scrambled Sentences:** (a) The man has hiccups. (b) He drinks water upside down. (c) He gargles with water. (d) Can hiccups hurt? (e) Can hiccups make you cry? (f) Can you drink water upside down?
7. **Sentence Frames:** Students will have different answers.

\* Other answers are good if they make sense.