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.

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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.
(b) _____ The man has the hiccups.
(c) _____ The man is hungry.
(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.
3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

(a) _____ The man holds his breath.  
(b) _____ The man drinks lemon and water.  
(c) _____ The man gets a sore stomach.  
(d) _____ The man goes to a doctor.

AFTER READING THE BOOK

1. Remember Details

Refer students to their brainstormed list from Share Ideas (p. 2). Have the students determine (a) which of their brainstormed ideas appeared in the book and (b) what ideas from the book they can add. (Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

(a) The man eats and drinks things to stop the hiccups. Describe three other ways he tries to stop the hiccups.
(b) What causes hiccups?
(c) Read pages 22 and 23 again. Why might doing this stop the hiccups?
(d) What key thing did you learn about hiccups?
**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.  
(b) _____ We get the hiccups if we breathe too much.  
(c) _____ If you wait for the next hiccup, it might not come.  
(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.

(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 ____________________ .

____________________ can make me ____________________ .

____________________ can make me ____________________ .

____________________ can make me ____________________ .

____________________ 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.