

Hiccups

🗣️ = Language comprehension
📖 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ Help the children to read the title. Ask them to sound out and blend the word *hiccups*, *h-i-cc-u-p-s* in the title. Talk about the grapheme "cc" and say that this grapheme has two letters as code for a single sound. Ask them if they can find any other words in the story that have two of the same letters as code for one sound (*Kipper*, *Lee*, *Biff*, *hopping*, *patting*, *boo*).
- 🗣️ (Prediction) Ask the children: *Who do you think will get hiccups?*
- 🗣️ (Connecting) Talk about times the children have had hiccups. How did they try to get rid of them? Which method worked best?
- 📖 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
the he was you they my said like your

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where

necessary. Praise and encourage them as they read.

- (Clarifying, Connecting) At the end of page 116-③, ask: *Why is 'HIC' in capital letters?* Ensure they understand it means that Kipper's hiccups are loud. Point to the exclamation mark and ensure they understand it means that Kipper's 'hic' is a surprise. Encourage the children to think about the last time they had hiccups – were they loud? Did they take them by surprise?
- (Prediction) Pause at the end of page 118-⑩ and ask: *What do you think Kipper will try next to get rid of his hiccups?*
- W After reading page 117-④, point to the word *quick*. Ask the children to point to the grapheme that is code for the /kw/ sound "qu". Next, ask: *Which grapheme is code for the /k/ sound in the word quick? ("ck")* You may want to talk about the /k/ sound and the different graphemes that are code for this sound, "c" as in cat, "k" as in key and "ck" as in duck.

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Clarifying) Re-read pages 116-① and ②, and ask the children: *What do you think caused Kipper's hiccups?*
- (Clarifying) Talk about how Kipper tried to get rid of his hiccups. Ask the children to look back at the different things the children tried (water; drinking bent over; hopping and patting his stomach; a shock). Ask: *Which method got rid of Kipper's hiccups?*
- (Predicting) Return to the end of the story and ask: *Why do you think Grandpa Chen got the hiccups? What do you think will happen next?*

Independent reading

Objective Explore and experiment with sounds, words and texts. Read as

independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *w-i-th*, *h-i-cc-u-p-s*, *p-a-tt-i-ng*.
- W Support children with reading challenge words:
water drink try boo Kipper Lee Grandpa
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

Objectives Organise what they say; use language and actions to convey and explore situations, characters and emotions.

- As a class, look at the picture on page 119-⑬. Ask the children: *What does Kipper do when he is shocked?* Talk about Kipper's reaction (he jumps) and the expression on his face.
- Ask the children to act out being shocked. Ensure they focus on how their facial expression changes and how their body responds to an imaginary shock.
- Divide the class into groups of five and tell them to act out the end of the story from page 119-⑪ onwards, when the children decide to give Kipper a shock to cure his hiccups. Remind the children playing the roles of Kipper and Grandpa Chen that they must act as if they have been taken by surprise and pretend to be shocked.
- Encourage all the children to focus on using facial expressions and putting lots of expression in their speech. For example, how quietly can the children say *Shhh* and still be heard? How loudly can they say *Boo* to surprise Kipper and Grandpa Chen?

Writing activities

Objectives To write captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writings; attempt writing for various purposes; using features of different forms such as instruction.

- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask the children to draw themselves with hiccups and to add *HIC!* in the picture.
- As a class write a list of ways in which you can try and get rid of hiccups. Choose one of the methods suggested and ask the children to think about what instructions they would need to give to Kipper to help him try to get rid of his hiccups.
- Scribe the list of instructions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words. Encourage the children to tell you which sound starts each word.

Cross-curricular suggestion

Science – Talk about where your tum (stomach) is and why you need a stomach. Discuss how we need our stomach so that we can have food and water, and how we need food and water to stay alive.