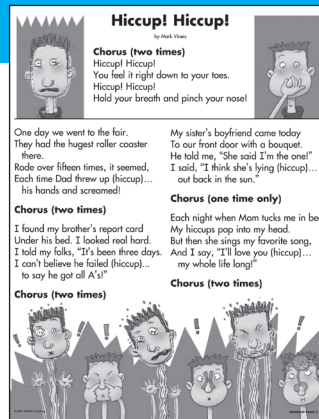


Hiccup! Hiccup!

Written by Mark Vineis / Illustrated by Marcelo Elizalde



SUMMARY

It's hard to talk when you have the hiccups. It's even harder to sing! In this song, hiccups occur at just the wrong time.

BOOKSHOP MATERIALS

- "Hiccup! Hiccup!" song chart
- Chart paper
- Pointer (optional)
- Sound, Read, and Check Chart
- *oy* Key Word Card



Let's Sing About It! "Hiccup! Hiccup!"



blackline masters on pages 7–8 and in lesson binder



indicates possible student responses

SESSION 1

INTRODUCING THE TEXT

- Preview the title and illustration on the song chart with students. Invite students to use these elements and their prior knowledge to predict what they think this song is about.

Let's read the title of this song: "Hiccup! Hiccup!" What's a hiccup? (● it's like this: hic; it's something your body does sometimes; it's funny, but it can hurt, too.) Now let's look at the illustrations. What do they show? (● someone with hiccups; he's trying to hold his breath in some pictures; I think he's trying to stop his hiccups.) Very good. Who would like to predict what this song will be about? (● somebody with the hiccups; ways to stop your hiccups.) Let's keep our predictions in mind as we listen to and sing the song.

VOCABULARY

Introduce the word *bouquet* to students and invite them to share their understanding of the word. Read together the first two lines of the third verse; then clarify its meaning based on the reading.

Before we begin, let's look at the word bouquet in this song. We'll read the lines where the word appears: "My sister's boyfriend came today / To our front door with a bouquet." Based on what we just read, who thinks they know what the word means? (● a bunch of flowers.) How did you know that? (● I just know what a bouquet is; I know that sometimes a boy gives a girl flowers.) You're right! Bouquet has an unusual spelling. It's pronounced /bō→/ /kay→/ because it's a French word. Say the word with me. (● bouquet)

TEACHING FOCUS

To help students think about cover information, text type, story line, topic, and story structures to form, confirm, or adjust predictions

SHARE

Using what we know about the organization of a song will help us make sense of the song.

- Point to the word *chorus* on the song chart. Discuss its meaning. *Another word we need to know is chorus. Who can tell us what the chorus part of a song is?* (● it's the part you sing between the verses; it's always the same words.) *What do you notice the song chart says about the chorus?* (● we sing the chorus two times except after the third verse.) *We'll hear this chorus when we listen to the song.*

READING THE TEXT



Cue the CD to the music-with-singing version of "Hiccup! Hiccup!"

Encourage students to listen and follow along as you point to each word on the chart as it is sung.

Let's listen to the song now. As we listen, I'll point to each word on the chart as it's sung. See if your predictions about the song are correct.

- Check students' impressions so far. Then read the words together with students without the music. *What do you notice about the song so far?* (● it's funny; it has rhyming words; it's got surprises.)
- Finally, replay the song and invite students to join the singing when they feel comfortable doing so. *Let's listen to the song again. Please join in singing when you're ready.*

DISCUSSING THE TEXT

- Talk about the predictions students generated and any places in the song lyrics that confirmed or adjusted the predictions they made. *Let's think about the predictions we made before we listened to and read the words to the song.* (● I predicted the song was about someone who had the hiccups.) *The singers really did have the hiccups, didn't they? How could we tell?* (● because they would hiccup during the song.) *Who made other predictions?* (● I thought it would talk about ways to stop hiccupping; the song said "hold your breath and pinch your nose," but that was all.) *When we read or sing, we find new information that changes our predictions. That's okay. Who made a new prediction as we read and sang the song?* (● after every hiccup in a verse, the song said something you didn't expect, so I predicted there would be a surprise after a hiccup.) *Good listening and thinking! We can use the structure of a song to make new predictions.*

PHONICS FOCUS

Isolate and practice the vowel pattern *oy*.

PHONICS

Write the word *boyfriend* on chart paper. Underline the *oy*.

Review the *oy* vowel pattern and its sound, and link to the

oy Key Word card.

*Here is a word we read in Verse 3. It contains the vowel pattern *oy* that's represented by the word on this card. Listen as I say the sound: /oy/.*

Now let's sound out this word together. (● /b/ /oy/ /fr/ /ē/ /nd/) *What word?* (● boyfriend)

SESSION 2

TEACHING FOCUS

To help students use prior knowledge or past experience to generate questions of self and clarify understandings while reading

REFLECTING ON THE TEXT

- Ask students to reflect on the song. Then state the focus of the session. Encourage responses and questions as students apply this focus.

Who remembers what we predicted about the song and what we learned in our last session? (● it's about hiccups; some people have the hiccups, and they hiccup at funny points in the song.) Today, we'll listen to and sing the song again. Think about any questions you may have based on your own hiccups experiences. We'll discuss your questions and answers when we finish.

READING THE TEXT

- 🎧 Cue the CD to the music-with-singing version of “Hiccup! Hiccup!” Encourage students to join in the singing as they feel comfortable.

Now let's sing “Hiccup! Hiccup!” Join in wherever you feel comfortable. If you don't understand something as you sing and read, ask yourself about it, and look for the answer as you continue to sing.

WORD RECOGNITION

Use the Sound, Read, and Check strategy to help with difficult words, such as *fifteen*.

Let's use our Sound, Read, and Check strategy to help read the word. First, let's sound it—say the sounds for the letters you see. /f/ /i/ /f/ /t/ /ē/ /n→/ Now let's blend those sounds. Read the word. (● fifteen) Good! Now we'll read the part of the song it is in: “They had the hugest roller coaster there. Rode over fifteen times, it seemed.” Who can tell if fifteen makes sense there? (● It does.) (Write the numeral 15 on the board.) The word fifteen names this number. Remember to use this strategy whenever you come to a word you don't know.

DISCUSSING THE TEXT

- Invite students to share questions that came up as they sang. *What questions came to mind as we were singing? (● I wondered why it said to pinch your nose, because I've never done that. I just hold my breath.) Would anyone like to add to that? (● I think riding the roller coaster would scare away your hiccups; why didn't this kid just get a drink of water?) That's a good question! Asking questions as you read is a good way to check your understanding of what you are reading.*

VOCABULARY

Help students understand that some words in the song have multiple meanings.

Let's look at these places and talk about how we knew which meaning applied. What did you think failed meant at first? (● that his brother flunked.) How did you figure out what it really meant? (● by the next words: “to say he got all A's”; failed means he didn't say something.) What two meanings can lying have? (● not telling the truth; not sitting or standing, lying down.) So how did you figure out which meaning was being used? (● when it says “out back in the sun,” so I knew she was lying down.) Very good! You looked at the words that came after each word to

ELL SUPPORT

Encourage students to bring up peculiar expressions and discuss their meaning. Have ELL students keep a notebook of unusual English expressions they wish to remember.

help you figure out which meaning was being used.

- Review the importance of self-questioning when reading.
By asking ourselves questions as we read, we were able to better understand the song. Remember to ask questions whenever you read text.

TEACHING FOCUS

To help students effectively integrate illustrations, charts, diagrams, labels, etc. when reading nonfiction in order to gain text message

SHARE

Remind yourself to look closely at illustrations to see if they confirm your ideas, give you new ideas, or change any of your ideas about the text.

WORD RECOGNITION FOCUS

Pronounce words formed by combining words made up of known patterns with -s, -ed, -ing, -er, and -est.

SESSION 3

RE-ENTERING THE TEXT

- Introduce the focus of this session. Ask students to study the illustrations that accompany the song on the chart.
Last time, we asked questions about the song as we read and sang it. One question was why the singers said, “Hold your breath and pinch your nose!” Let’s look at the illustrations at the top of the chart. What do we see? (● on the left the boy’s holding his breath; on the right he’s pinching his nose.) Let’s describe the illustration on the bottom of the chart. (● three times he’s trying to hold his breath, and three times he’s trying to pinch his nose shut.) How does he look in these pictures? (● not happy; he’s trying hard.) Good! Thinking about the illustrations can help us figure out the song’s message.

ANALYZING THE TEXT

- Discuss with students how illustrations can help them gain information about the text.
Let’s think about how the illustrations can help us understand the song’s message. (● they show that hiccups are hard to get rid of.) So, what do you think the song is telling us about hiccups? (● having hiccups is no fun, but they can help you tell funny stories.) Good thinking! The illustrations help us understand how the boy feels about his hiccups and how he’s trying to get rid of them. When we think about that plus what the lyrics say, we understand the song’s message.

WORD RECOGNITION

Write *seem*—*seemed*, *scream*—*screamed*, and *fail*—*failed* on the board. Tell students that they are going to look at and say parts of some words.

Let’s focus on some words in the song. Look at this word and listen as I say it. (Point to and say seem.) Read the word with me. (● seem) Now listen as I say this word. (Point to and say seemed.) Say it with me. (● seemed)

- Review with students the strategy for reading words with -ed added.
Words like seem can be combined with an ending such as -ed. What does this ending show? (● something happened in the past.) Let’s read two other words from the song that have -ed added. (read scream—screamed and fail—failed together) Being able to read words like these quickly will help you read more fluently.

SESSION 4

RE-ENTERING THE TEXT

- Introduce the focus of this session. Encourage responses and questions as students apply this focus.

Today, let's think about the song "Hiccup! Hiccup!" and times when we've had hiccups. When does the singer tend to hiccup in the song? (● in the middle of saying something.) Who has had the hiccups? Raise your hands. . . . Who will share how their experience was like the singer's? (● I was trying to talk but kept hiccuping; I was laughing and hiccuping at the same time.) Who remembers what the singer did to try to stop hiccuping? (● he held his breath and pinched his nose.) What did you do to stop your hiccups? (● I held my breath; nothing—I just kept hiccuping until they stopped.)

ANALYZING THE TEXT

- Discuss with students how their prior knowledge and personal experience can help deepen their understanding of the text.

How does thinking of times when you had hiccups help you understand the song? (● I can understand how the singer feels when he hiccups.) If you've never hiccuped or seen other people hiccup, you might not know what the singer goes through. Remember to think of your own experiences whenever you read, and use them to help you understand and relate to what you're reading.

WORD STUDY

Introduce the word *onomatopoeia*. Explain that *hiccup* is an example of onomatopoeia. Read together the chorus emphasizing the onomatopoeic effect of each hiccup.

Hiccup is a word that sounds sort of like an actual hiccup. When words sound like the things they name, it is called onomatopoeia. Who can think of other examples of words that name sounds? (● beep, buzz, splash, clang.) Let's say each of these words. Notice how each word sounds sort of like the sound it names. Now let's reread the chorus and try saying hiccup so that it sounds like an actual hiccup.

WORD RECOGNITION

Write the word *hugest* on chart paper. Underline the ending *-est*. Read the word with students. Review adding *-est* to a word that ends with *-e*.

Here is a word we read in the first verse. Listen as I read it: hug-est. Now say the word. (● hug-est) Notice that hugest is the word huge with the ending -est added to it. Who can tell us what happens when we add -est to a word that ends with e? (● we drop the e and add the -est.) Now let's read the second line in the first verse together: "They had the hugest roller coaster there."

TEACHING FOCUS

To help students isolate relevant prior knowledge and personal experience and link with specific message/information from text to construct deeper understanding of text at passage/chapter and whole-book levels

TEACHER TIP

Encourage students to pay attention to the way they relate to a story, and explain that their personal experiences are an important part of how they make meaning from a text.

WORD RECOGNITION FOCUS

Pronounce words formed by combining words made up of known patterns with *-s*, *-ed*, *-ing*, *-er*, and *-est*.

SESSION 5

REREADING THE TEXT FOR FLUENCY



Use the CD and song chart with the group to help students achieve greater fluency by singing the song several times. Use the music-and-words version at least once; then try using the music-only version.

Let's sing along with the CD as we read the words on the chart. Looking at and reading the words will help us learn the song. I'll point to the words as we sing. . . . Great. Let's try singing it a few more times. The more we sing it, the more fluent our reading will be. This time, let's use just the music and we will sing. Who would like to point to the words as the rest of us sing?



Use the blackline master of the song lyrics on page 7 to allow students to take turns reading the song to one another. For dramatic variety, have one partner expressively read just the hiccup parts while the other partner expressively reads the rest of the words, and then have students switch roles.

GRAMMAR

- **Contractions:** Write *It's* on the board. Help students identify it as a contraction. Encourage them to find the other contractions in the song. *Let's look at the second verse of the song. The singer says, "I told my folks, 'It's been three days.' " What two words does it's stand for? (● it has) What happened to the ha in has? (● it got dropped; it got replaced by the apostrophe.) The word it's is a contraction. It is two words that have been shortened into one. The apostrophe replaces the missing letter or letters. Who can spot some other contractions in this song? Tell us what two words each contraction stands for. (● can't/cannot; I'm/I am; she's/she is; I'll/I will.) Very good!*

WRITING CONNECTION



Write a Personal Narrative Paragraph: Invite students to think of a time when they had the hiccups. Ask them to write a short paragraph about the experience. For students who have never had hiccups, suggest they imagine having them, based on what they read in the song. Students can use copies of page 8 for their paragraphs.

Almost everyone has had hiccups at one time or another. Think about a time you had hiccups or imagine such a time. Write a paragraph about it. Tell how you felt and what you did to get rid of them. Tell about anything funny that happened to you, too. Then draw a picture of yourself with the hiccups.

Name: _____ Date: _____



Hiccup! Hiccup!

By Mark Vineis

Chorus (two times)

Hiccup! Hiccup!
You feel it right down to your toes.
Hiccup! Hiccup!
Hold your breath and pinch your nose!

One day we went to the fair.
They had the hugest roller coaster there.
Rode over fifteen times, it seemed,
Each time dad threw up (hiccup) . . .
his hands and screamed!

My sister's boyfriend came today
To our front door with a bouquet.
He told me, "She said I'm the one!"
I said, "I think she's lying (hiccup) . . .
out back in the sun."

Chorus (two times)

I found my brother's report card
Under his bed. I looked real hard.
I told my folks, "It's been three days.
I can't believe he failed (hiccup) . . .
to say he got all A's!"

Chorus (one time only)

Each night when Mom tucks me in bed
My hiccups pop into my head.
But then she sings my favorite song,
And I say, "I'll love you (hiccup) . . .
my whole life long!"

Chorus (two times)

Chorus (two times)



Name: _____ Date: _____

One time I had the hiccups.

Here is a picture of me with the hiccups.

A large, empty rectangular box with a blue border, intended for a student to draw a picture of themselves with hiccups.