

Hiccups



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Green Words (Phonetic):

three	race	hopped	glass
for	patted	hitting	hill
still	ouch	hum	plan
sipped	hummed	helped	hiccups

Red Words (Sight):

were

one

began

Practice reading these sentences.

Scott had hiccups.

“I cannot (hic!) run,” said Scott.

The kids helped Scott.

He hopped past three kids.

It was Relay Race Day for Miss Stanton's class. Scott was supposed to run in the sack race. But something was wrong.



Scott had hiccups.
The kids were sad.
Tanya asked,
“Can Scott still run in the sack race?”
“I cannot (hic!) run,” said Scott.

Could Scott run? *[no]*

Why not? *[He had the hiccups.]*

How did the kids feel? *[The kids were sad.]*

Derrick had an idea.



Derrick got a glass of  water .
“ Water can help stop hiccups,” said Derrick.
Scott sipped. It did not help.
“Hic!” said Scott.

What was Derrick’s idea? [Derrick’s idea was to drink a glass of water.]

Did it help Scott? [no]

Then, Megan had an idea.



“Hit him on his back,” said Megan.

Paco hit Scott’s back.

“OUCH! (Hic!)” said Scott.

Scott was mad at Paco.

What was Megan’s idea? [*Megan’s idea was to hit Scott on the back.*]

Who hit Scott on the back? [*Paco*]

How did Scott feel? Why? (T-P-S)

Hitting was not a good idea. Paco was sorry.



Paco patted Scott's back.
"Hitting did not help," said Paco.
"No," said Scott. "It was a bad (hic!) plan."

What did Paco do to make Scott feel better? [*He patted Scott's back.*]
Did hitting help? [*no*]

Lana thought for a moment. Now SHE had an idea.



“Hum a song,” said Lana.
Scott hummed.
He hiccuped.
But it was time for the race.
The kids helped Scott hop into his sack.

What was Lana’s idea? [*Lana’s idea was to hum a song.*]

This is “humming.” Demonstrate “humming.”

Did humming stop the hiccups? [*no*]

- ➔ **Make a Prediction: Will Scott’s hiccups stop? Will he be in the race?**
(T-P-S) Have the students support their predictions.

“Ready, get set, go!” shouted the principal.



The kids began to hop up the hill.
Scott hiccuped.
He was last to hop.

What did the kids do? *[They hopped up the hill.]*

Did Scott hiccup? *[yes]*

Was Scott the first to hop? *[No, he was last.]*

Suddenly, the hiccups began to help Scott.



Scott hiccuped.

He hopped past one kid.

He hiccuped.

He hopped past three kids.

The hiccups helped him hop fast!

How did the hiccups help Scott? *[They helped him hop fast!]*

Soon Scott was ahead of the other kids. Did he win the race?



Scott hopped past the kids up the hill.
He hopped to the top!
Scott was glad!
At last, the hiccups had stopped.

Scott won the race. The children in his class cheered. But Scott was the happiest one of all!

How did Scott win the race? (T-P-S)

Hiccups

Use T-P-S to discuss these questions.

1. Why didn't Scott think he could run in the sack race?

[Scott didn't think he could run because he had the hiccups.]

2. What were some ways that Scott's friends tried to help him get rid of the hiccups?

[They gave him a glass of water. They hit him on the back.]

3. What happened when Scott raced?

[Scott won the race. He hopped fast. The hiccups helped him hop fast.]

Reading Roots, Level 2

Hiccups

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READING PROGRAM

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Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten, elementary and middle schools. These programs were originally developed at Johns Hopkins University.

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