Sebastian Gets the Hiccups

Written by Jenny Feely
Illustrated by Alex Stitt

Level 13

Getting ready for reading

Ask: *Have you ever had the hiccups? How did you get rid of them?* List children's suggestions on the board.

Talking through the book

Give each child a copy of the book. Have them look at the cover, and then predict what type of text it will be (fiction, poem, factual, instructional). Ask the children to read pages 2 and 3 and then continue to discuss the type of text it is. Ask children to identify the features of the text that make it a fictional book.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:
What did Sebastian's mum tell him to do to get rid of the hiccups?
Did getting a fright really get rid of Sebastian's hiccups?
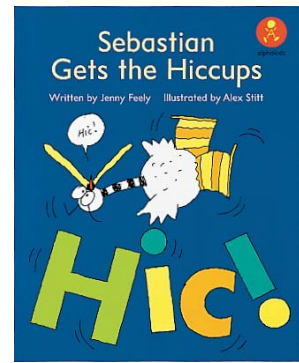*If you help someone to get rid of their hiccups will you get the hiccups from them?*
Is having the hiccups a serious problem?
Should you always do what people tell you to?

Being a code breaker

Children may like to explore the following language features:
• present and past tense verb forms:
  hold – held, count – counted, drink – drank, blow – blew,
  rub – rubbed, pat – patted, stand – stood

TEXT FEATURES

- **This book tells the story of a bird called Sebastian who tries many home remedies to get rid of his hiccups.**

- **It features the bird character from *Sebastian* (level 9).**

- **The text takes the form of a narrative.**

- **The text contains direct speech.**

- **Onomatopoeia – *hic* is illustrated in a range of ways throughout the book.**

- **The illustrations support and extend the story.**

- **The text is cumulative without direct repetition, enabling children to practise new or unfamiliar words in a supported way.**

- **Cartoon characters are used to add humour.**

- **Speech balloons are used.**

Being a text user

Discuss:
Did you enjoy this book? Why? Why not?
Would you recommend this book to someone else?
Did this book teach you how to cure the hiccups?

Being a text critic

Discuss:
At the end of the book, Isabella seems to catch the hiccups from Sebastian. Could this really happen?
The illustrator has used the word 'Hic' throughout the book as part of the illustrations. What does this make you think about Sebastian's hiccups?
Would any of the cures suggested in the book really work?

Literacy learning centres – follow-up activities

☺ WORD CENTRE

Throughout the book the word 'Hic' is illustrated in a range of ways. Children could select and illustrate other onomatopoetic (words that sound like the sound, movement or action they represent), for example: *atchoo, snore, rip, thud, shimmer.*

⌇ INTERACTIVE LITERACY CENTRE

Children could rehearse and perform a readers theatre of the book.

📖 BOOK BROWSING CENTRE

Books about common ailments like mumps and the common cold may be displayed, for example, *Mumps* by Vivian Ostrovsky and *When the Wind Changed* by Ruth Park.

Children may also enjoy 'Sneezles' by A. A. Milne (from *Now We Are Six*).

✎ WRITING CENTRE

Children could work cooperatively to write their own book – '101 ways to cure everyday problems' focusing on commonly held, non-medical remedies for everyday ailments. Some possible ailments: can't sleep, pain in the tummy, having a cold, insect bites. Children could give each 'cure' a rating scale to indicate their assessment of it.

*	might work
**	works sometimes
***	always works

Children can write their own remedies for ways they cure the hiccups. The same rating scale can be used to evaluate these ways of curing the hiccups.

> ## Keeping track
>
> Asking question that focus on the literal, inferential and interpretive aspects of the text allows children to demonstrate a deeper understanding of the text.