



Running words: 91

Book Summary

This story looks at the emotional value of laughter and how it can cheer up people when they are sad. A boy talks about the ways his dad makes him laugh, from telling jokes to singing funny songs. Near the end, the boy notices when his father is sad and realises he can make his dad feel better by making him laugh, too.

Themes

Emotional Literacy, Family, Relationships

Features of the Book

- The link to emotional literacy
- The information contained in the illustrations
- Content words for discussion: *feel, happy, laugh, sad*
- Phonics and phonemic awareness: consonant blends – *th*; short vowel sounds – *dad/sad/that*

Skills and Strategies

My Dad Makes Me Laugh introduces and reinforces the following skills and strategies:

- making connections;
- determining the author's purpose;
- using texts as models for own writing.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

My Dad Makes Me Laugh

by *Kate Pears*

Introducing the Text

Begin by asking the students to think of the things that make them laugh. Make a list of their answers.

- *What makes you laugh?*
- *What people in your life make you laugh?*

Reading the Text

Hand one book to each student. Ensure that the content words (*feel, happy, laugh, sad*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Who do you think the people on the cover are?* (a father and son)
- *What do you think this story is about?* (something funny because of the title and the father and son's expressions)

Pages 2 to 3

- *What are the boy and his dad doing on these pages?* (walking the dog, reading)
- *Are they having fun? How can you tell?* (yes, from their expressions)

Read the text together. Confirm that the characters are father and son and the things they are doing together make them happy. Point out that the boy is the narrator and that the story is told from his point of view.

Pages 4 to 5

- *What is Dad doing on these pages?* (making funny faces and wearing a funny outfit)
- *How can you tell the boy thinks his dad is funny?* (He is laughing and pointing at his dad.)
- *What do you notice about the dog's expression on page 5?* (His expression has changed from the previous pages; he looks worried because Dad looks different on page 5.)

Read the text together. Confirm the ways in which Dad makes his son laugh.

- *Do you think Dad is funny?*

Pages 6 to 7

- *What is Dad doing on these pages?* (singing and showing a funny drawing)

Read the text together. Confirm what the father is doing.

Pages 8 to 9

- *What are the son and his dad doing on these pages?* (Dad is sitting down, having a hot drink. His son joins him.)
- *How do you think they are feeling?* (They look sad and worried.)

Read the text together. Confirm that the boy realises that his dad is sad and that makes him sad, too.

- *How does the boy try to help his dad?* (He hugs him and comforts him.)

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Pages 10 to 11

- *What does the boy do on page 10?* (He makes a funny face at his dad.)
- *What do you think the boy is trying to do?* (cheer up his dad)
- *Does the boy’s funny face work? How do you know?* (Yes, his dad is laughing on page 11.)

Read the text together. Confirm how the boy is trying to help his dad.

Page 12

- *What are the boy and his dad doing?* (playing together)

Read the text together.

- *How did the laughter help the boy and his dad?* (It made them feel happy again.)

Revisiting the Text

- Revisit the list of the things that make your students laugh. Ask them how they feel when someone or something makes them laugh.
- Find and list the “th” consonant blends in the story. With the students, add any other words they know that contain this blend.
- Write the words “dad”, “sad”, and “that” on the board, and with students, create a list of other words that contain the short “a” sound.

Following Up

- Encourage the students to think of other times when laughter can make someone feel sad instead of happy. Discuss the difference between laughing at someone and laughing with someone. Ask if that kind of laughing is really a sign of feeling happy.
- Give the students copies of the BM for this story. They can fill in the ways the father in the story made his son laugh. At the bottom of the page, the students can draw their own funny face.
- Using the book as a model, have the students write and illustrate their own story showing the ways that members of their family make them happy.