

## Dad Still Smiles

Author Lisa Brochu

Illustrator Ned Butterfield

12 pages ■ 212 words



Dad Still Smiles

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G	I		

S = Shared    G = Guided    I = Independent

### SYNOPSIS

A father injures his spinal cord, and the family copes with the changes in their lives.

### WHAT THE BOOK OFFERS

- Realistic fiction narrative
- First person
- Tense changes from past to present
- Varied text placement
- Problem/solution structure
- Gathering information and making inferences from the text and the illustrations
- Illustrations convey mood and emotion
- Layers of meaning
- Information on the inside back cover includes an explanation of the text's theme

### POSSIBLE SKILLS EMPHASIS

- Inferential reading—reasons for actions
- Using illustrations to make inferences
- Comparing and contrasting with own experience
- Understanding problem/solution structure of narrative
- Specialized vocabulary related to the health profession
- Understanding how characters change across time

### INTRODUCING THE BOOK

*What word on the cover is the most important and why?*  
*How does the cover illustration help you understand why the author chose this title?*

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## Dad Still Smiles (continued)

### FOCUS OF INSTRUCTION

*Looking from the cover illustration to the title page, what further information do you have to anticipate what this story is going to be about? What questions do we have now? Let's list our questions to guide us as we read this book.*

*Pages 2-3; pages 4-5: Do these pages help us answer any of our questions?*

- Ensure students realize that any one question may require information from more than one page or illustration to provide a complete or satisfactory answer.

*How do you think this girl is feeling? Have you ever experienced these same feelings? How do you think she will be feeling by the end of the book? Why?*

*Pages 10 and 11: How has this little girl changed? Look back through the book, paying close attention to both the actions and the illustrations of this little girl. Let's list the actions and the changes across time.*

- Use a two-column chart with one column for action or episode and the other column for the resulting feelings or emotions to show students how a character changes across time.

### FOLLOWING THE READING

*Why did the author write this book? How much information did you get from the illustrations? Choose a page that helped you gain information from the illustration and tell why. What does the author hope you take away from this book? How did the illustrator help contribute to the author's message? (focus on back and forth perspective between author and illustrator)*

*Sometimes when writers allow us inside the character, we come to know the character's thoughts, feelings, hopes, and dreams. Why might be some of this little girl's thoughts, feelings, and hopes and dreams?*

- The students could write a short piece about the impact of spinal cord injuries on lives of people and families.
- Discuss why authors include extra information on the inside back cover.
- Discuss how the daughter's feelings develop and change across time in the book.
- Students can look at their writing and think about the characters in their stories. They can self-evaluate by asking themselves, "Do I let my reader know how my characters are feeling?" Perhaps they are the main character in their stories; if so, they can ask themselves, "How might I let my reader know how I am feeling and what I am thinking about?"