CLOSE-READING QUESTIONS: Read the paired texts “The Boy Who Couldn’t Smile”/“1,000 Reasons to Smile” in the March/April 2020 issue. Then go back and reread sections of the article to answer the questions below.

1. Read the first section of “The Boy Who Couldn’t Smile.” How did people in Osawa’s village treat him?

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2. Why did the villagers treat him this way?

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Continued on next page
Think About It!, p. 2

3. How did Osawa’s cleft lip affect his daily life?

4. Read “High Costs.” What happens to kids born with clefts in America? In other parts of the world?
Think About It!, p. 3

5. Why couldn’t Osawa’s parents have his cleft lip repaired?

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6. Read “What Would Happen?” Why does the author say that “Osawa’s parents kept him close”?

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Continued on next page →
Think About It!, p. 4

7. How did Smile Train change Osawa’s life?

8. Why is the subhead of the next section called “A New Life”?
Think About It!, p. 5

9. Read “1,000 Reasons to Smile.” Why does the author say, “Ella Pastorelli knows she’s lucky”?

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10. How do Ella and her parents help kids with cleft lips in other countries?

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Think About It!, p. 6

11. What do the Pastorellis’ actions show you about their character?

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CRITICAL-THINKING QUESTION (a big question about the whole article):

12. Both Osawa and Ella were born with cleft lips. How did their parents help them?

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PAUSE AND THINK

DIRECTIONS: Below you’ll find the Pause and Think questions from “The Boy Who Couldn’t Smile” in the March/April 2020 issue. Read the sections that go along with each question, and then answer the questions below.

1. Beginning Section

PAUSE AND THINK: What was different about the way Osawa looked?

2. “High Costs” Section

PAUSE AND THINK: Why is it hard for poor children who have clefts to get surgery?

Continued on next page →
3. “What Would Happen?” Section

PAUSE AND THINK: What does Smile Train do for children with clefts?

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__________________________________________________________________________
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4. “A New Life” Section

PAUSE AND THINK: What changed Osawa’s life?

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__________________________________________________________________________
DIRECTIONS: Review the vocabulary words in bold and their definitions in the paired texts “The Boy Who Couldn’t Smile”/“1,000 Reasons to Smile.” The Vocabulary Slideshow offers additional help with learning the meanings of these words. Then check your understanding by completing the sentences below. Make sure each sentence shows that you know the meaning of the word in bold.

1. The sailors had to **abandon** their ship when ________________________________________________________________

2. A **misshapen** orange might have ________________________________________________________________

3. A waiter might look on **helplessly** if a diner accidentally ________________________________________________________________

4. The **charity** is trying to raise enough money to ________________________________________________________________

5. A **cleft** rock would be ________________________________________________________________

6. The girl stared **glumly** out the window because ________________________________________________________________

7. The soccer players felt like they had been **cursed** after ________________________________________________________________
The girl looked **glumly** out the window because she couldn’t have ____________________________________
_____________________________________________________________________________________________________________________________________.

I feel that I’ve been **cursed** because I keep losing my ______________________________________
_____________________________________________________________________________________________________________________________________.

Because Tommy was born with a **cleft** lip, he _________________________________________________________________________________
_____________________________________________________________________________________________________________________________________.

This carrot is **misshapen**: It looks just like a ______________________________________________________________________
_____________________________________________________________________________________________________________________________________.

I watched **helplessly** as my friend _________________________________________________________________________________
_____________________________________________________________________________________________________________________________________.

I decided to **abandon** my bike at ___________________________________________________________________________________
_____________________________________________________________________________________________________________________________________.

My mom donated to a **charity** that ______________________________________________________________________________________
_____________________________________________________________________________________________________________________________________.

**DIRECTIONS:** Review the vocabulary words in bold and their definitions in the paired texts “The Boy Who Couldn’t Smile”/“1,000 Reasons to Smile.” The Vocabulary Slideshow offers additional help with learning the meanings of these words. Then check your understanding by completing the sentences below. Make sure each sentence shows that you know the meaning of the word in bold.
1. At the beginning of the first article, the author describes Osawa as sitting glumly. Which line from the article helps explain why he sat glumly?
   - A “His eyes looked at the floor.”
   - B “He didn’t have many friends.”
   - C “He was nervous but brave.”
   - D “And then the doctor went to work.”

2. How many babies around the world are born with a cleft lip each year?
   - A 1 out of every 70
   - B 1 out of every 700
   - C 1 out of every 7,000
   - D 1 out of every 70,000

3. The section title “High Costs” refers to the high costs of ______.
   - A school
   - B houses
   - C medicine
   - D cleft surgery

4. Which happened first?
   - A Osawa made many friends.
   - B Neighbors were cruel to Osawa.
   - C Osawa had surgery to fix his cleft lip.
   - D Osawa’s parents heard about Smile Train on the radio.

5. Which section tells about Osawa’s grandfather worrying about him?
   - A the first section
   - B “High Costs”
   - C “What Would Happen?”
   - D “A New Life”

6. What is one way that Osawa’s life changed after the surgery?
   - A He now feels very lonely.
   - B He now loves to go to school.
   - C He now lives far from the hospital.
   - D He now has problems chewing.
7. Which conclusion can you draw after reading “1,000 Reasons to Smile”?
   A. Ella has helped change the lives of 1,000 kids.
   B. Ella plans on becoming a doctor when she grows up.
   C. Ella wishes her surgery had been done when she was older.
   D. Ella plans on meeting Osawa when she travels to other countries.

8. Which line from “1,000 Reasons to Smile” best supports the answer to question 7?
   A. “Twelve-year-old Ella Pastorelli knows she’s lucky.”
   B. “Born with a cleft lip, Ella had surgery to fix it when she was a baby.”
   C. “That’s enough to repair about 1,000 smiles.”
   D. “Ella hopes to continue the lemonade stand as she gets older.”

Short Answers

DIRECTIONS: On the back of this page or on a separate piece of paper, write your answer to each question in a well-organized paragraph.

9. At the end of the first article, the author writes, “For Osawa and his family, there is much to smile about.” What do you think the author means?

10. Describe at least two things that Osawa and Ella have in common.
“The Boy Who Couldn’t Smile”/“1,000 Reasons to Smile” Quiz

DIRECTIONS: Read the paired texts “The Boy Who Couldn’t Smile” and “1,000 Reasons to Smile” in the March/April 2020 issue. Then fill in the bubble next to the best answer for each question.

1. Based on the first paragraph, how do you think Osawa felt in school?
   A  scared  
   B  excited  
   C  sad  
   D  hopeful

2. Why were Osawa’s neighbors scared of him?
   A  They believed he was cursed.  
   B  He was always mad.  
   C  He was a bully.  
   D  He got bad grades in school.

3. What happens to most babies in America born with clefts?
   A  Nobody likes them.  
   B  They have surgery and live normal lives.  
   C  They don’t go to school.  
   D  They learn to live with clefts.

4. The section title “High Costs” refers to the expensive costs of _____.
   A  school  
   B  houses  
   C  cleft surgeries  
   D  medicine

5. What is the main idea of the section “A New Life”?
   A  Osawa is no longer sad.  
   B  Osawa met his doctor.  
   C  The surgery took one hour.  
   D  Osawa’s surgery was free.

6. Which line from “1,000 Reasons to Smile” best shows that Ella plans to keep helping people?
   A  “She was born with a cleft lip.”  
   B  “That’s enough to fix more than 1,000 smiles.”  
   C  “People start learning about it.”  
   D  “And I want to travel to other countries to help other children with clefts.”
Name: ___________________________________________ Date: __________________________

“The Boy Who Couldn’t Smile”/“1,000 Reasons to Smile” Quiz, p. 2

Short Answer

DIRECTIONS: Answer the question below in a short, well-written paragraph. Make sure to use details from the article.

7. Based on the article “The Boy Who Couldn’t Smile,” how is Osawa’s life different after having cleft surgery?

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“The Boy Who Couldn’t Smile”/ “1,000 Reasons to Smile” Quiz

DIRECTIONS: Read the articles “The Boy Who Couldn’t Smile” and “1,000 Reasons to Smile” in the March/April 2020 issue. Then fill in the bubble next to the best answer for each question.

1. What is the main idea of the section “High Costs”?
   A Osawa’s neighbors believed that his cleft showed that he was cursed.
   B Only babies in poor countries are born with clefts.
   C In some places, kids with clefts usually have a hard life.
   D Osawa’s parents could not afford the high costs of cleft surgery.

2. Based on how his family and neighbors acted, Osawa probably often felt _____ before he had cleft surgery.
   A alone
   B normal
   C respected
   D happy

3. In the sentence “Many families are so ashamed that they abandon their kids with clefts,” the word abandon means _____.
   A move to a better place
   B leave behind
   C feel worried about
   D bully

4. How did Osawa’s parents learn about Smile Train?
   A A doctor came to their village.
   B They heard about it on the radio.
   C A neighbor told them.
   D Osawa learned about Smile Train at school.

5. Based on the article, which event happened last?
   A Osawa was put into a deep sleep.
   B Osawa saw himself in a mirror.
   C The doctor mended Osawa’s lip.
   D A driver brought Osawa and his mother to the hospital.

6. Which phrase from the article shows how Osawa is happier after the surgery?
   A “Instead, they tried to protect their beloved boy.”
   B “He was nervous but brave.”
   C “Today, Osawa is 12.”
   D “…it’s difficult to imagine him as the sad little boy he once was.”

Continued on next page →
“The Boy Who Couldn’t Smile”/
“1,000 Reasons to Smile” Quiz, p. 2

7. Which conclusion can you draw after reading “1,000 Reasons to Smile”?  
   A Ella has helped change the lives of 1,000 kids.  
   B Ella plans on becoming a doctor when she grows up.  
   C Ella wishes her surgery had been done when she was older.  
   D Ella plans on meeting Osawa when she travels to other countries.

8. Which line from “1,000 Reasons to Smile” best supports the answer to question 7?  
   A “Twelve-year-old Ella Pastorelli knows she’s lucky.”  
   B “Born with a cleft lip, Ella had surgery to fix it when she was a baby.”  
   C “That’s enough to repair about 1,000 smiles.”  
   D “Ella hopes to continue the lemonade stand as she gets older.”

Short Answers

DIRECTIONS: On the back of this page or on a separate piece of paper, write your answer to each question in a short, well-written paragraph. Make sure to use details from the stories.

9. What are two ways that Osawa and Ella are similar? What are two ways they are different?

10. Do you think young people can help solve big problems? Use details from the text to support your answer.
Paired Texts Reading Kit

Use this kit to help you build important reading skills as you explore the paired text features “The Boy Who Couldn’t Smile” and “1,000 Reasons to Smile.”

**PROBLEM AND SOLUTION**

**DIRECTIONS:** Fill in what’s missing from each problem-and-solution pair. We’ve provided some hints to help you.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osawa is born with a cleft lip.</td>
<td><strong>Hint:</strong> How was Osawa’s lip fixed?</td>
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**Hint:** Why didn’t Osawa have the surgery as a baby?

Smile Train paid for Osawa’s surgery.
Paired Texts Reading Kit, p. 2

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hint:</strong> How did Osawa’s neighbors treat him before his surgery?</td>
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<tr>
<td>Osawa’s parents kept him close to protect him.</td>
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<tr>
<td><strong>Hint:</strong> How did Osawa get to the hospital?</td>
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</tbody>
</table>

The hospital for the surgery was 700 miles away from Osawa’s village.

**Hint:** Why don’t all families get cleft surgery for their children who need it?
| ________________________________________________________________ |
| ________________________________________________________________ |
| ________________________________________________________________ |
| ________________________________________________________________ |
| ________________________________________________________________ |
| ________________________________________________________________ |
| ________________________________________________________________ |
| ________________________________________________________________ |
| Ella raises money for Smile Train so kids can have the surgeries. |
**Paired Texts Reading Kit**

Use this kit to help you build important reading skills as you explore the paired text features “The Boy Who Couldn’t Smile” and “1,000 Reasons to Smile.”

**COMPARE AND CONTRAST**

**DIRECTIONS:** Read each statement in the left-hand column. If the statement describes Osawa, put a check in the “Osawa” box. If the statement describes Ella, check the “Ella” box. If the statement describes both Osawa and Ella, then check both names. After completing the chart, respond to the writing prompt at the bottom of the second page.

<table>
<thead>
<tr>
<th>The child . . .</th>
<th>Osawa</th>
<th>Ella</th>
</tr>
</thead>
<tbody>
<tr>
<td>was born with a cleft lip.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>had cleft surgery as a baby.</td>
<td></td>
<td></td>
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<tr>
<td>had cleft surgery as a child.</td>
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<tr>
<td>has parents who could not afford the surgery.</td>
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<tr>
<td>was treated cruelly before the surgery.</td>
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</tbody>
</table>

Continued on next page →
**Paired Texts Reading Kit, p. 2**

<table>
<thead>
<tr>
<th>The child . . .</th>
<th>Osawa</th>
<th>Ella</th>
</tr>
</thead>
<tbody>
<tr>
<td>had surgery that was paid for by Smile Train.</td>
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<tr>
<td>experienced a big change because of the surgery.</td>
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<tr>
<td>raises money for Smile Train.</td>
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<tr>
<td>feels lucky to have had the surgery.</td>
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</tbody>
</table>

**YOU WRITE IT!** Now you are ready to answer the Think and Write prompt on page 13. Imagine that Osawa and Ella meet one another. What might they talk about? Write a conversation between the two kids. Include how their cleft surgeries have affected their lives and the lives of other people. Use the back of this sheet or another piece of paper to continue your answer.

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