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

An American charity enables a boy in Tanzania to smile for the first time.

About the Article

**Levels**
Lexile Range: 600L-700L
Guided Reading Level: O
DRA Level: 34

**Learning Objective**
Students will read about the experiences of two children from different parts of the world who were born with cleft lips.

**Content-Area Connections**
Social studies: Geography
Science: Health
Social-emotional learning: Social awareness (empathy), responsible decision-making (solving problems); relationship skills (teamwork)

**Key Skills**
Problem and solution, main idea, cause and effect, compare and contrast, key details, drawing conclusions, text features, making inferences, character traits

**Standards Correlations**
This article and lesson support the following standards:
**CCSS:** R.1, R.3, R.6, R.9, W.1, W.2, SL.1, L.1
**TEKS Grades 2-3:** 1a, 1c, 3a, 6e, 6h, 6i, 7b, 7c, 7g, 9d, 9f, 12b

For more standards information, check our website.

Your Teaching Support Package

Here’s your full suite of materials, all of which you’ll find at StoryworksJr.scholastic.com:

**Skill Builders to print or project**
• Vocabulary
• Close-Reading and Critical-Thinking Questions
• Quiz

**Differentiated articles**
• Lower-Lexile version

**Audio**
• NEW! Hear the story read aloud, or play it using Text-to-Speech.

**Slideshow**
• Vocabulary Slideshow
• Nonfiction Reading Kit: This will help build key reading skills, including problem and solution and compare and contrast.
1. Preparing to Read
Explore Text Features/
Set a Purpose for Reading
(10 minutes)
- Direct students to the labels on page 10 that say “Paired Texts” and “One topic, two stories.” Ask them to read aloud the titles and subtitles on pages 10-11 and 13 and to look at the photographs. What is the topic of both texts? (What makes a girl and a boy in different parts of the world smile?)
- Direct students’ attention to the map on page 10. Explain that Osawa, the boy featured in this story, lives in Tanzania, a country in Africa. Then ask students to locate Tanzania on the map. Is the country north or south of the equator?
- Point to the photographs on page 12. Explain that Dar es Salaam is an important city in Tanzania. Call on volunteers to read aloud the photo titles and captions. How does Osawa probably feel in the top-left photograph on page 12, taken before his surgery, and in the other photographs on the same page, taken after his operation?
- Ask volunteers to read aloud the Think and Read box on page 10 and the Think and Write box on page 13. As students read both texts, ask them to look for details in both the text and the photos that explain how the surgery affected Osawa’s and Ella’s lives.

Introduce Vocabulary
(15 minutes, Skill Builder online)
- We have highlighted in bold seven words that may be challenging and defined them on the page. Preview these words by projecting or distributing our Vocabulary Skill Builder and completing it as a class. You may also play our Vocabulary Slideshow.
- Highlighted words: glumly, cursed, cleft, misshapen, helplessly, abandon, charity

2. Close Reading
Reading and Unpacking the Text
- First read: Students should read each article one time for general comprehension.
- Second read: Ask students to reread both articles. Have them identify any details, events, or vocabulary words they don’t understand.

Close-Reading Questions
(30 minutes, Skill Builder online)
- Read the first section of “The Boy Who Couldn’t Smile.” How did people in Osawa’s village treat him? (main idea) He had few friends, and most of his neighbors didn’t trust him.
- Why did the villagers treat him this way? (main idea) Osawa had a cleft lip, which caused his mouth and lip to be misshapen. Because of this, the villagers believed he was cursed.
- How did Osawa’s cleft lip affect his daily life? (cause and effect) He struggled to chew, to swallow, and to say certain sounds.
- Read “High Costs.” What happens to kids born with clefts in America? In other parts of the world? (compare and contrast) Most babies with clefts in America have the necessary surgery to repair their mouths and go on to live normal lives. However, millions of kids around the world can’t have their cleft lips repaired because their parents are too poor to afford the surgery.
- Why couldn’t Osawa’s parents have his cleft lip repaired? (key details) They farmed a small plot of land and couldn’t afford to pay for the operation.
- Read “What Would Happen?” Why does the author say that “Osawa’s parents kept him close”? (drawing conclusions) They were very protective of their son because they saw how cruelly their neighbors had treated him. They were concerned about his future.
• How did Smile Train change Osawa’s life? (problem and solution) This charity worked with a hospital about 700 miles from his village to repair Osawa’s cleft lip for free.

• Why is the subhead of the next section called “A New Life”? (text features) This section describes how the operation to repair Osawa’s cleft lip changed his life physically and socially. The successful surgery reshaped his mouth. Osawa now has many friends and enjoys going to school.

• Read “1,000 Reasons to Smile.” Why does the author say, “Ella Pastorelli knows she’s lucky”? (making inferences) Ella’s family could afford the surgery to repair her cleft lip. Many families in other countries can’t pay for this operation.

• How do Ella and her parents help kids with cleft lips in other countries? (problem and solution) Every year, on Ella’s birthday, they set up a lemonade stand to raise money for Smile Train. In 10 years, they’ve raised $250,000, which has repaired about 1,000 smiles.

• What do the Pastorellis’ actions show you about their character? (character traits) They want to help people who don’t have the same advantages they do.

**Critical-Thinking Question**
(10 minutes, Skill Builder online)

• Both Osawa and Ella were born with cleft lips. How did their parents help them? (problem and solution) Osawa’s parents learned about Smile Train from the radio. This charity provided free surgery to repair Osawa’s cleft. Ella had the surgery to repair her cleft when she was a baby because her parents could afford the cost of the operation.

### 3. Skill Building

**Problem and Solution**

- **Differentiate and Customize**

  **For Reading Partners**
  Ask students to reread the stories and underline details that describe a problem faced by both Osawa and Ella and how these problems were solved. Then have partners take turns role-playing interviews between a student reporter and either Osawa or Ella. Students can present their role-plays in class.

  **For Grammar Practice**
  Read aloud the first paragraph on page 11 with the group. Ask students to identify the adjectives and adverbs in sentences 1, 2, and 3. (Sentence 1: small schoolhouse, smiling students; Sentence 2: front row, sat glumly; Sentence 3: barely moved)

  **For Struggling Readers**
  Have students listen to the Text-to-Speech audio of the articles and highlight details that describe Osawa’s life before and after his operation. Volunteers should read aloud these details to the group. Ask: How did Osawa change from the beginning to the end of the article?

  **For Advanced Readers**
  Ask students how the money raised by Ella and her parents for Smile Train helps kids like Osawa. Then have them identify a way their classmates could work together to help solve a problem in their community. Ask students to present their idea on a poster that includes text and pictures that describe the project.