



Story Summary

Have you ever thought about the power of a smile? With one short poem, French writer and humanitarian Raoul Follereau (1903-1977) spoke to the world about the value of this fundamentally human expression. Since 1920 “A Smile” has been translated into many languages around the world. In this new English translation, framed for a small child’s point of view, the poignant words accompany an intergenerational story in pictures about two children and the many lives affected by their infectious smiles. A dejected street musician, a lonely businessman, an exhausted teacher—all are lifted up by the generosity, compassion, and friendship inspired by a simple smile.

Pair this book with:

Under the Umbrella by Catherine Buquet, illustrated by Marion Arbona

Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud, illustrated by David Messing

The Best Part of Me: Children Talk About Their Bodies in Pictures and Words by Wendy Ewald

Raoul Follereau (1903-1977) was a French writer and humanitarian. He established World Leprosy Day (the last Sunday in January each year) and worked tirelessly for the dignity of the poor and marginalized. In France, his name is found on schools, streets, and squares. Today, in seventeen countries, you can find associations that bear the name ‘Raoul Follereau’ and continue his work. His ever-popular poem ‘A Smile’ has been translated into many languages, and is valued for its simple, uplifting message.

Hoda Hadadi has illustrated over 60 children’s books. Her intricate artwork, created by hand, is recognized worldwide. Her awards include the Gold Medal for Best Picture Book, International Book Award 2018 USA and Gold Medal for Best Illustrator at the Literary Classics Awards in 2017 for *Drummer Girl*.

Picture Book Ages 4–7 | ISBN: 978-1-77278-227-1 | Pages: 24

THEMES

Emotions, Generosity, Gratitude, Empathy, Character Education

BISAC CODES

JUV039050 JUVENILE FICTION / Social Themes / Emotions & Feelings

JUV039220 JUVENILE FICTION / Social Themes / Values & Virtues

JUV070000 JUVENILE FICTION / Poetry

JUV017100 JUVENILE FICTION / Holidays & Celebrations / Birthdays

READING LEVEL

Lexile Measure: AD590L | Fountas & Pinnell: K

CURRICULUM CONNECTIONS

Language Arts,

Visual Art,

Mathematics

CURRICULUM CONNECTIONS:

ACTIVITY	MAIN SUBJECT AREAS	SPECIFIC SKILLS
Read-Aloud	Comprehension	Predictions, Making Connections Homonyms, Compare/Contrast
Smile!	Visual Arts	Use different mixed media to create the “best” smile.
The People Who Make You Smile	Language Arts Visual Art	Create a simple writing piece and drawing of people who make students smile.
Code a Sentence	Mathematics	Use simple coding language to code a sentence.
Research a Topic	Language Arts	Research a chosen topic and record information in a graphic organizer
My Great Smile	Language Arts	Use adjectives to provide details about a great smile

THE READ-ALoud

For this activity, teachers can choose the discussion points most appropriate for their particular group of students.

Learning expectations:

Students will:

- use different reading strategies to help them understand a specific text

You Will Need

- *A Smile* by Raoul Follereau

How To:

Before Reading

Ask students:

- “What does a smile mean?”
- “How do you feel when someone smiles at you?”
- “What do you notice about the colours used for the book? Do they make you feel a certain way?”

Do a picture walk and talk about what students notice about the flowers and the sun.

During Reading

First spread: Discuss the quote: “When you sow love, sooner or later it will flower.” What does the word “sow” mean? How does it relate to giving a smile to someone? Depending on the age of your students, you could introduce the concept of homonyms and use “sow,” “sew,” and “so” as examples.

Second spread: Looking at the title page in this spread, ask students what they notice about the shapes used in the illustrations. Have students examine the different smiles. What do they notice?

Third spread: What do you notice about the illustrations on these pages? Is there anything about your room that looks the same? How do you put value on something? When the author says, “A smile costs nothing. But it’s worth so much,” consider what the word “worth” means and how someone’s smile can change your mood or feelings.

Fourth spread: The author uses the words “moment” and “forever.” Discuss the differences and similarities that can be drawn between these two words.

Fifth spread: The author makes reference to cost again, in terms of poor and rich, in relation to a smile. How do you think the man at the table is feeling? Looking at the illustrations, can you predict what is making him feel that way? There is a sign in this spread which says, “Assistant Required. Apply Within.” How do you think this relates to the story? Where do you think the setting of this story is based? What special meaning might a tulip have to the story?

Sixth spread: All of the people in this spread are smiling, except the man coming in through the door. Why do you think he isn’t smiling? How can a smile fill a home with happiness? Discuss how a smile can keep a business running. Is the author being literal?

Seventh spread: The sign appears again in this spread which says “Assistant Required. Apply Within.” Can you predict why it’s appearing again? The author says, “It’s a sign of friendship.” What are other ways you can show friendship to someone? As the man is leaving the bakery, he is smiling. What do you think happened? The man sits down at the table outside of the bakery with the other man who was frowning previously. Do you think they know each other? Do you think they are strangers?



Eighth spread: Discuss with your students how a smile can change your mood from sad to happy. Ask them to think about why this happens. What other things can we do when we are feeling sad? What do you think the author means by saying that a smile can't be "bought, borrowed, or stolen"? Look at the children in the illustrations and what they are bringing to school. Are these things that students normally bring to school? In the first page of this spread, two of the children are happy and one is sad. How do their feelings or reactions change on the second page of the spread? What changes? Can you predict what will be happening at the school?

Ninth spread: How is the teacher feeling on the first page of this spread? How does she feel on the second page of the spread? Why? How can a smile only be "valuable when it's given away"?

Tenth spread: In this spread, the reader is shown the previous character who was sad at the bakery. You see that he is no longer sitting and feeling sad, but is standing and playing the violin for the bakery workers and the children. How does music make him feel? Can music change our feelings? The people around him are smiling. Can seeing other people smile at something you are doing make you feel good about yourself? In the second page of the spread, one of the bakery workers is pointing to the sign that has been shown in the previous parts of the book. How do you think this relates to the man playing the violin?

Eleventh spread: How does the sign change in this spread? Instead of saying, "Assistant Required," it now says, "Welcome to our bakery!" Look at the man in the illustrations who was playing the violin previously. Why is he so happy now? What do you see in the illustrations that shows he is happy? Look at the woman in this spread. She is sad and walking by the bakery. Then she looks happy. Why?

Twelfth spread: The only text on this spread is "Tulip Bakery." Describe what you see on these two pages. Describe the colors, the shapes, the details, and the expressions on the faces of each person.

Thirteenth spread: What connections can you make between this spread and the second spread of this story? They are reading the same story that is being read to the students. Why do you think the illustrator did this? Read the story about the author. Depending on the age of your students, discuss what leprosy is and why there is a day to spread awareness about it

After Reading

Discuss with your students:

Look at the inside cover of the book. What do you notice? How do you think the illustrator created these images?

Were any of your predictions correct?

Would you recommend this story to a friend? Why or why not?

Identify how people have different roles, relationships, and responsibilities, and brainstorm ways to treat all people with respect.

Consider doing an opposites activity where students can act out opposite feelings by showing different self-regulation and well-being strategies learned (i.e., a student smiles to show that someone is feeling happy and another student frowns to show sadness).

Read *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud. Ask students what connections they can make between *A Smile* and this text. How do the characters in *A Smile* fill other people's buckets in the story?

Read *Under the Umbrella* by Catherine Buquet after you have read *A Smile*. Ask students to discuss or provide examples on how a smile could help the man in *Under the Umbrella* see the world in a different way.

ACTIVITY 1: SMILE!

Students will explore their smiles by looking at what makes them unique.

Learning expectations:

Students will:

- explore what makes each of them unique
- use color to depict a smile to pass along to others in their school community
- communicate their thinking and feelings through art

You Will Need

- *A Smile* by Raoul Follereau
- Coloring materials (pastels, markers, pencil crayons and/or paint)
- Plain white paper or construction paper

How To:

1. As a whole class, discuss what makes a smile, a smile.
2. Ask students to show their “best” smile.
3. Ask, “How do you feel when someone smiles at you?” “How do you feel when you smile at someone?”
4. Brainstorm what makes someone’s smile unique. What does it look like? How does it make you feel? If you had to draw it, what would it look like?
5. Provide art supplies (pastels, markers, pencil crayons, paint, etc.) to students and have them make their best smile for someone.
6. Place each completed smile on a black background to make it stand out.
7. Display the smile creations from your students on a bulletin board to share with your school community. Consider putting the quote from the first spread in the center of your bulletin board: “When you sow love, sooner or later it will flower.”



ACTIVITY 2: THE PEOPLE WHO MAKE YOU SMILE

Students will examine the people in their lives that make them smile.

Learning Expectations

Students will:

- identify and represent family members, friends, and other people in their lives that make them smile

You Will Need

- *A Smile* by Raoul Follereau
- Plain white paper
- Pencil
- Pencil crayons
- Markers
- Chart paper
- “People Who Make Me Smile” sheet

How To:

1. Look at the third spread of the book. Consider discussing the questions from the “during reading” section of “The Read Aloud” above, if you haven’t already done so.
2. Direct attention to the hand-drawn picture that is above the girl’s bed. Ask students what people they think make her smile, based on her drawing.
3. On chart paper, brainstorm a list of people that students could include in their own drawing. Leave the list up for students’ reference.
4. Provide students with the “People Who Make Me Smile” sheet. Students can name those who make them smile and then draw pictures to represent those people.
5. Consider creating a class book or creating a digital display of “The People Who Make Us Smile” and sharing with families.

ACTIVITY 3: CODE A SENTENCE

Students will use coding skills to solve a sentence inspired by the story.

Learning Expectations

Students will:

- follow a sequential set of instructions to solve a word problem

You Will Need

- *A Smile* by Raoul Follereau
- “Code a Sentence” sheet

How To:

1. Read *A Smile* and follow the Before, During, and After Reading suggestions listed above.
2. Provide simple coding instructions by introducing terms: up, down, right, left.
3. Allow students to work individually or in pairs on the “Code a Sentence” sheet.



ACTIVITY 4: RESEARCH A TOPIC

Students will use different resources to research a chosen topic

Learning Expectations

Students will:

- gather information using a variety of resources to research a specific topic
- organize ideas and findings in a graphic organizer
- orally share their findings with the class to develop presentation skills

You Will Need

- *A Smile* by Raoul Follereau
- chart paper
- markers
- iPads or Chromebooks (optional—depending on age of students)
- resource books that relate to research topics mentioned
- pencil
- research Paper template

How To:

1. Read the text on the thirteenth spread.
2. Discuss the steps to the research process, depending on the age of your students.
3. Brainstorm a list of topics that students can choose from as a mini research project (i.e., Raoul Follereau; Nevers, France; leprosy; World Leprosy Day).
4. Outline success criteria for the assignment.
5. Assist students in finding appropriate website addresses and different texts that are suitable to their age group.
6. Allow students to work individually or in pairs to research their given topic within a set time frame.
7. Have students complete the Research Template provided.
8. Students can orally share their findings with the class as a culminating activity.
9. Optional: Co-create a rubric with students as an evaluation tool.

ACTIVITY 5: MY GREAT SMILE

Students will describe, in their own words, what makes their smile great using different adjectives.

Learning Expectations

Students will:

- use adjectives to describe their smile
- observe other student's work to facilitate discussion that each student is unique

You Will Need

- *A Smile* by Raoul Follereau
- *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald
- camera
- plain cardstock paper
- pencil

How To:

1. Teach students about adjectives and when to use them. Use your grade to dictate how much detail to provide. For example, in kindergarten focus on words like big and small, and in later grades increase terminology to include wide, thin, grand, etc.
2. Read *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald.
3. Take a photo of each child's smile. Only capture their smile, as demonstrated in the *The Best Part of Me*.
4. Print the photos in black and white.
5. Provide printed photos to students and have them share in pairs. Provide sentence starters such as, "I really like..." "I notice that..." to allow students to have a starting point in their discussions. If you are able to individually conference with students about what makes their smile great, this would be a valuable opportunity for each student to celebrate their unique self.

6. Write down what each student says about what makes their smile great on a piece of plain white cardstock. (If students are able to write on their own, they can complete this step individually). Attach the student's photo.
7. Consider creating a bulletin board showing each "great" smile outside of your classroom.
8. Have students complete a gallery walk (looking at each student's piece of work) and then have a whole-class discussion about what students noticed about their classmates.

This guide was created with support from Ontario Creates



Bibliography

http://www.edu.gov.on.ca/eng/curriculum/elementary/language_l8currb.pdf

http://www.edu.gov.on.ca/eng/curriculum/elementary/arts_l8b09curr.pdf

http://www.edu.gov.on.ca/eng/curriculum/elementary/environmental_ed_kto8_eng.pdf

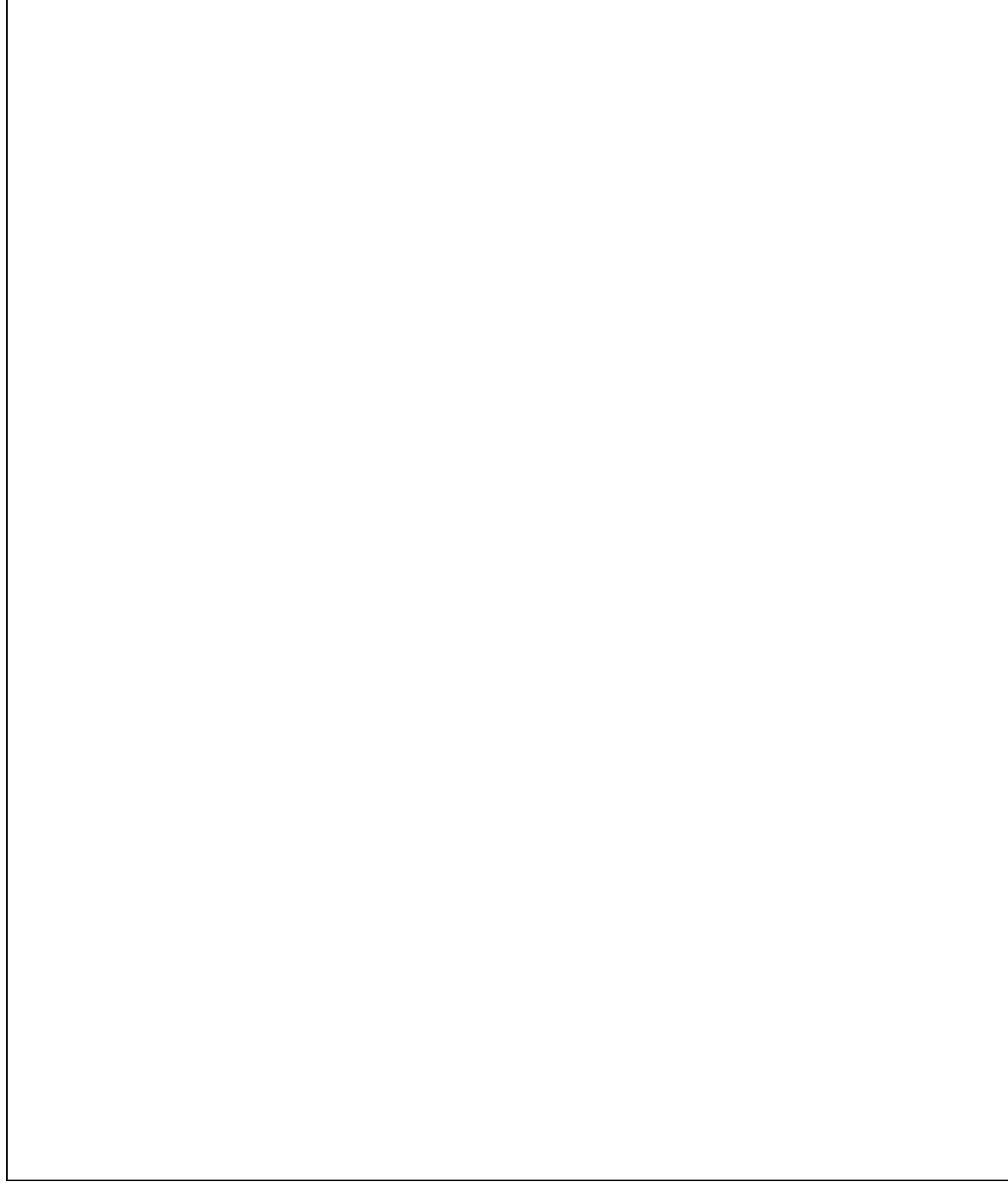
<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>



Name: _____

People Who Make Me Smile

The people who make me smile are:



Name: _____

Code a Sentence

START HERE	F	C	D	E
S	G	R	I	L
A	L	J	N	P
O	Q	T	E	W
U	V	H	X	C
Z	A	S	M	Y

- 1) Go down ↓ two spots. Write the letter on the first line.
- 2) Go right → two spots and then down ↓ three spots. Write the letter on the next line.
- 3) Go right → one spot. Write the letter on the next line.
- 4) Go up four ↑ spots. Write the letter on the next line.
- 5) Go right → one spot. Write the letter on the next line.
- 6) Go up ↑ one spot. Write the letter on the next line.
- 7) Go left ← one and down ↓ one spot. Write the letter on the next line.
- 8) Go left ← three spots. Write the letter on the next line.
- 9) Go right → one and up ↑ one spot. Write the letter on the next line.
- 10) Go right → one and down ↓ one spot. Write the letter on the next line.
- 11) Go right → one and down ↓ one spot. Write the letter on the next two lines.

Name: _____

Research Paper Template

Success Criteria:

- choose one topic that relates to the story
- use a variety of research materials to research your chosen topic
- find at least 3–5 facts about your topic

My topic is: _____

Fact # 1: _____

Source (title of book or website): _____

Fact # 2: _____

Source (title of book or website): _____

Fact # 3: _____

Source (title of book or website): _____

Fact # 4: _____

Source (title of book or website): _____

Fact # 5: _____

Source (title of book or website): _____