

TEACHER READING GUIDE

My Very Favorite Book in the Whole Wide World

written by Malcolm Mitchell
illustrated by Michael Robertson

Essential Question: How do similes in *My Very Favorite Book in the Whole Wide World* help you better understand Henley's struggle to find his favorite book?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative booklist

Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Courage, Perseverance, Family

Lexile: 610L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.2.F.1.3 (a)

Decode words with the variable vowel team oo.

Vocabulary

ELA.2.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.2.R.3.1

Identify and explain similes to understand characters' thoughts and feelings.

BUILDING BACKGROUND

- This book was written by Malcolm Mitchell, a famous football player who played on a football team that won the Super Bowl in 2017!
- Engage students with the story at a deeper level by reading the author's letter written on the inside cover of the book.
- Explore with students a struggle they have had and how it made them feel. Guide students towards making a personal connection with the author.

STUDENT LEARNING TARGETS

Today I am:
identifying and explaining **similes**.

So that I can:
better understand the character's thoughts and feelings.

WORD WORK — DECODING WORDS WITH THE VARIABLE VOWEL TEAM (oo)

- **ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word analysis skills to decode words.**
 - a. Decode words with variable vowel teams (e.g., *oo*, *ea*, *ou*) and vowel diphthongs (e.g., *oi*, *oy*, *ow*).
 - Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Students will decode the **vowel team oo**. **Vowel teams** are a combination of letters that represent a single vowel sound. The vowel team *oo* makes several sounds, but for the purpose of this lesson, the focus will be on the /oo/ sound, as in *took*.

- Say, “Today, you will learn to decode the vowel team *oo*. Vowel teams are two or more letters that represent a single vowel sound.”
- Say, “The vowel team *oo* makes several different sounds, but we are going to focus on one of the sounds it makes, /oo/, like in the word *took*.”
- Say, “Repeat after me” (stress the /oo/ sound), “/t/ /oo/ /k/, *took*.”
- Say, “As we read *My Very Favorite Book in the Whole Wide World*, we will encounter more words with the *oo* vowel team.”

Continue to practice decoding words with the vowel team *oo* using the following words from the book:

book (on multiple pages)	football (p. 5)	good (p. 6)
stood (p. 4, p. 23)	cookbook (p. 5)	looked (p. 16)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



miracle (p. 16): A **miracle** describes something that is not likely to happen but would be amazing if it does. Henley looks all day for a book he will love. He can’t find one, and he thinks that finding a book he loves will take a **miracle**.



crummy (p. 17): Something that is **crummy** is unpleasant or not good. Henley comes home and tells his mom all about his **crummy** day of not being able to find a book that he loves.



brilliant (p. 20): **Brilliant** describes an idea that solves a problem. Henley’s idea of writing his own book is **brilliant**.



flow (p. 27): If someone’s words **flow**, they are spoken without stopping. Once Henley gets comfortable reading in front of the class, his words **flow**.

Vocabulary Extension Activity

Reinforce students’ understanding of the vocabulary by working with them to create word maps for each word.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELL and SWD Suggestion

A **word map** promotes vocabulary development by helping students to visualize and make connections to the new vocabulary word.



READ FOR MEANING — THE SIMILES TO CHARACTER CONNECTION

- ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).
- ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.
 - Clarification 3: For character, students will describe characters' traits, feelings, and behaviors.



Before:

The purpose of today's read aloud is to identify and explain **similes** to understand how they help describe the characters' traits and feelings.

- Say, "Today, we're going to talk about **similes**. A **simile** is a type of figurative language that compares two things using the word *like* or *as*. **Similes** are a fun way to express ourselves creatively."
- Say, "Many times, authors will use **similes** to show you what a character thinks or how they feel about something. As we read *My Very Favorite Book in the Whole Wide World*, we are going to fill out the simile graphic organizer to think about how each **simile** is used to describe the characters."



During:

As you read *My Very Favorite Book in the Whole Wide World*, display and use the **simile** graphic organizer to help students describe the main character, as well as identify and explain **similes** in the text.

Similes		
What the text says (Circle <i>like</i> or <i>as</i>)	What two things is the author comparing?	What does the simile show you about Henley?
"The school bell sounded <u>like</u> a hundred horns blowing in my ear."	The school bell and a hundred horns	The school bell sounded like a hundred horns to Henley because he was nervous about his homework assignment and knew he would have to start it now that school was over.

Example 1:

- **I Do:** While filling out the **simile** graphic organizer, think aloud about the connection between the **simile** and how Henley feels.
 - For example, on p. 11, read, "The school bell sounded like a hundred horns blowing in my ear."
 - Say, "Henley is saying the school bell sounds like a *hundred* horns. Think about what that means. I know a horn is an object that makes a loud noise, so a hundred horns must be very loud, and it wouldn't feel good to hear ... so, why would Henley compare a school bell to a hundred horns?"
 - Say, "When the school bell rings, that means the school day is over, which means Henley will probably have to start his 'worst homework assignment ever' soon. I think Henley feels that the sound of the school bell is very upsetting, just like a hundred horns would be."

READ FOR MEANING — THE SIMILES TO CHARACTER CONNECTION



Example 2-3:

- **We Do:** Continue to guide students in connecting the **similes** in the text to how Henley feels. Record students' thinking in the **simile** graphic organizer.
 - For example, on p. 14, read, "He'd found plenty of books with twisty-big words, sentences as long as my legs, and pictures that tangled the pages."
 - Ask students, "What part of that sentence is a **simile**?" You can scaffold this question by asking students:
 - "What part of the sentence uses the word *like* or *as*?"
 - "What part of the sentence shows a comparison between two things?"
 - After identifying the **simile**, ask students, "What two things is Henley comparing?"
 - Confirm or guide their thinking, and write the correct response on the **simile** graphic organizer.
 - Ask, "Why does Henley compare the sentences in some books to being as long as his legs?"
 - Provide students wait time, and then have them turn-and-talk with their partners about what the **simile** tells them about Henley.
 - Continue to guide students with the third example on p. 20.



After:

- Brainstorm adjectives students can use to describe themselves. List the words on chart paper for the class to see.
- Students will choose three (or more) adjectives to use to write their **simile** poem.
 - For example,

_____ 's Simile Poem

My smile is as bright as a rainbow.

I am as friendly as a kitten.

I am quiet like a mouse.

- You can scaffold this activity by using sentence frames such as:
 - I am as _____ as a _____.
 - I am _____ like (a) _____.

Try This!

A great way to incorporate **fluency** into this read aloud is to read the **similes** with expression. By reading the **similes** with expression, it reinforces the meaning of the **simile** and how Henley feels in the story.