

WHAT

WHO

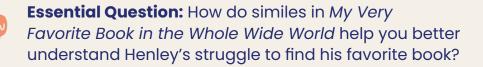
2nd Grade



TEACHER READING GUIDE

My Very Favorite Book in the Whole Wide World

written by Malcolm Mitchell illustrated by Michael Robertson



···· BOOK SNAPSHOT ······

Selected from the New Worlds Reading Initiative booklist

WHY

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 WorkELA.2.F.1.3 (a)
Decode words with the variable
vowel team oo.VocabularyELA.2.V.1.1
Use grade-level academic
vocabulary. (Tier 2)ComprehensionELA.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 (00)

- 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 as)	What two things is the author comparing?	What does the simile show you about Henley?	
"The school bell sounded(like)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."

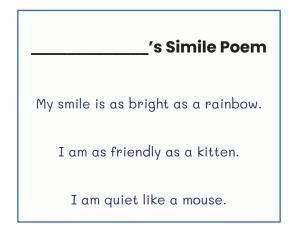
READ FOR MEANING — THE SIMILES TO CHARACTER CONNECTION

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, <u>sentences as</u> <u>long as my legs</u>, 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,



- 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.