



FANCY NANCY and the Wedding of the Century

By Jane O'Connor, Illustrated by Robin Preiss Glasser



TEACHING GUIDE



1. Fancy Traditional or Fancy Nontraditional?

In *Fancy Nancy and the Wedding of the Century*, Fancy Nancy learns that stupendous weddings come in all shapes and sizes. Using both the story's text and illustrations, help your class list the fancy, fun, and fantastic things about the wedding Fancy Nancy imagines as well as the actual wedding she attends. Then assist your students in using their lists to write short opinion pieces on the wedding they'd most like to attend and why.

CCSS.ELA-Literacy.RL.K.1., *CCSS.ELA-Literacy.RL.1.1.*,
CCSS.ELA-Literacy.RL.2.1., *CCSS.ELA-Literacy.RL.K.7.*,
CCSS.ELA-Literacy.RL.1.7., *CCSS.ELA-Literacy.RL.2.7.*,
CCSS.ELA-Literacy.W.K.1., *CCSS.ELA-Literacy.W.1.1.*,
CCSS.ELA-Literacy.W.2.1.

2. Delightful Dawn Wall.

Dawn, as Fancy Nancy explains on page 5, is the bride's name and also "a fancy way of saying sunrise." It also means "to begin to be understood." Help your students brainstorm words with multiple meanings like "dawn." Once they have their list, have them create a card for each word and its meanings, along with illustrations or example sentences that make the multiple meanings clear. Construct a "Delightful Dawn Wall" where they can display these many words along with their fabulous sentences and illustrations.

CCSS.ELA-Literacy.L.K.4., *CCSS.ELA-Literacy.L.1.4.*,
CCSS.ELA-Literacy.L.2.4.

3. Silver Linings.

Often when we tell stories, we talk about times when our expectations weren't met. However, *Fancy Nancy and the Wedding of the Century* tells a story of both disappointed expectations and joyful surprises. Help your students identify times in their lives when their expectations weren't met but they enjoyed themselves anyway—just like Fancy Nancy. Guide them to remember all the wonderful sights, smells, tastes, sounds, and textures related to the incident, as well as how they felt about it. Then assist them to write and polish their stories.

CCSS.ELA-Literacy.W.K.3., *CCSS.ELA-Literacy.W.1.3.*,
CCSS.ELA-Literacy.W.2.3.

4. Ravishing Reviews.

After reading your students this latest Fancy Nancy adventure, ask them to write a review of the story. Encourage them to include not only their opinions, but evidence from the text and illustrations that supports their opinions. Once they revise and polish their reviews, post them on your class website or blog for the enjoyment of all.

CCSS.ELA-Literacy.W.K.1., *CCSS.ELA-Literacy.W.1.1.*,
CCSS.ELA-Literacy.W.2.1.

5. Super-Fancy Word Bouquet.

Fancy Nancy likes to use fancy words, like "occasion" (page 3), "dawn" (page 5), "informal" (page 16), "nontraditional" (page 16), "translucent" (page 20), "exquisite" (page 27), "breathtaking" (page 27), and "ravishing" (page 27). Help students construct paper flowers with these words written on or attached to them, along with definitions. Once the word flowers are complete, put them together to make a "Super-Fancy Word Bouquet" for the classroom. You can use other fancy words from other Fancy Nancy books to create a GARGANTUAN bouquet!

CCSS.ELA-Literacy.L.K.4., *CCSS.ELA-Literacy.L.1.4.*,
CCSS.ELA-Literacy.L.2.4.

6. Spectacular Story Guides.

Aid students in identifying the important characters in the story, along with their personalities, goals, problems, and the actions they take in response to problems. Also help them identify the characters' relationships to one another. Using large poster board or trifold paper, assist them as they create a guide for each character that includes all of this information. They can add illustrations to complete these "Spectacular Story Guides."

CCSS.ELA-Literacy.RL.K.3., *CCSS.ELA-Literacy.RL.1.3.*,
CCSS.ELA-Literacy.RL.2.3.



Common Core State Standards (Speaking and Listening) that discussions might also address: CCSS.ELA-Literacy.SL.K.1a-b, CCSS.ELA-Literacy.SL.1.1a-c, CCSS.ELA-Literacy.SL.2.1a-c, CCSS.ELA-Literacy.SL.K.6, CCSS.ELA-Literacy.SL.1.6, CCSS.ELA-Literacy.SL.2.6.

Common Core State Standards (Writing) that writing activities might also address: CCSS.ELA-Literacy.W.K.5, CCSS.ELA-Literacy.W.1.5, CCSS.ELA-Literacy.W.2.5, CCSS.ELA-Literacy.W.K.6, CCSS.ELA-Literacy.W.1.6, CCSS.ELA-Literacy.W.2.6.

CLASSROOM ACTIVITIES FOR MORE FANCY NANCY BOOKS

1. My Fancy Self-Portrait. Facilitate a student discussion on how Fancy Nancy's fanciness is a form of self-expression. How does she choose to express herself through her dress, actions, and words? After students reflect, ask them to draw portraits of Fancy Nancy in fancy finery or whatever else they think best represents her personality.

CCSS.ELA-Literacy.RL.K-2.1, CCSS.ELA-Literacy.RL.K-2.7, CCSS.ELA-Literacy.SL.K-1.1-6 (All Speaking and Listening CCSS for K-1), CCSS.ELA-Literacy.SL.2.1-3, CCSS.ELA-Literacy.SL.2.6.

2. Super-Special Illustrator's Box. Author Jane O'Connor's words are super special in the Fancy Nancy books, and illustrator Robin Preiss Glasser's art is super special too. With your class, identify ways that Robin Preiss Glasser uses special colors, details, and materials (like glitter!) to make her illustrations fancy. Then ask students to think of ways that they could create fancy illustrations of their own. Students might use magazine clippings, feathers, fabric, stickers, neon crayons, or anything else. Have each student construct and decorate a Super-Special Illustrator's Box to store tools and materials for crafting their own fancy art.

CCSS.ELA-Literacy.RL.K-2.1, CCSS.ELA-Literacy.RL.K-2.7, CCSS.ELA-Literacy.SL.K-1.1-6 (All Speaking and Listening CCSS for K-1), CCSS.ELA-Literacy.SL.2.1-3, CCSS.ELA-Literacy.SL.2.6.

3. Fancy Lessons. Fancy Nancy gives her family fancy lessons in *Fancy Nancy*, and your students can give fancy lessons too. Generate a list of possible topics, such as clothes, colors, emotions, foods, and objects. Ask each student to select a topic and create a list of corresponding fancy and plain words for that topic. For example, if a student chooses to list colors, his or her list might include azure and blue, fuchsia and purple, and emerald and green. After students write and illustrate their lists, help them write and teach their own fancy lessons.

CCSS.ELA-Literacy.RL.K-2.1, CCSS.ELA-Literacy.RL.K-2.7, CCSS.ELA-Literacy.SL.K-1.1-6 (All Speaking and Listening CCSS for K-1), CCSS.ELA-Literacy.SL.2.1-3, CCSS.ELA-Literacy.SL.2.6, CCSS.ELA-Literacy.W.K-2.2, CCSS.ELA-Literacy.W.K-2.5, CCSS.ELA-Literacy.W.K-2.6.

4. Manières Mauvaises, Manières Merveilleuses. Fancy Nancy is a manners maven: even when she doesn't use good manners, she apologizes or corrects her behavior. As a class, discuss Fancy Nancy's manners and form lists of her *manières mauvaises* (bad manners) and *manières merveilleuses* (marvelous manners). Expand these lists to include other manners that your students should use or observe.

CCSS.ELA-Literacy.RL.K-2.1, CCSS.ELA-Literacy.RL.K-2.7, CCSS.ELA-Literacy.SL.K-1.1-6 (All Speaking and Listening CCSS for K-1), CCSS.ELA-Literacy.SL.2.1-3, CCSS.ELA-Literacy.SL.2.6.

5. Unique Pet Research. When Fancy Nancy wants a dog in *Fancy Nancy and the Posh Puppy*, she's sure she wants a papillon . . . until she does some hands-on research! Offer your students a list of unique pets: Amazon parrots, Bengal cats, Chilean rose tarantulas, giant African land snails, Komondor dogs, and Oriental fire-bellied toads, among others. Once students choose from the list, help them research pet-care information about their selections. Ask them to draw pictures of their unique pets and include descriptive labels about their animal's care. Then ask them to write an opinion piece that answers the following question: Would this unique pet be a good match for your family?

CCSS.ELA-Literacy.RI.K-2.1, CCSS.ELA-Literacy.RI.K-2.4, CCSS.ELA-Literacy.RI.1-2.5, CCSS.ELA-Literacy.RI.K-2.10, CCSS.ELA-Literacy.W.K-2.1, CCSS.ELA-Literacy.W.K-2.5, CCSS.ELA-Literacy.W.K-2.6, CCSS.ELA-Literacy.W.K-2.8.

6. Dictionnaires Extraordinaires. Read *Fancy Nancy's Favorite Fancy Words* to your class and ask students to record their two favorite fancy words from the book. Instruct small groups of students to write each favorite fancy word on a piece of paper and illustrate it in a fancy way, providing guidance to help them determine appropriate meanings, word relationships, and nuances. Once the groups finish their pages, have them create *dictionnaires extraordinaires* (extraordinary dictionaries) by binding the pages in alphabetical order and then designing a group cover.

CCSS.ELA-Literacy.L.K-2.4, CCSS.ELA-Literacy.L.K-2.5, CCSS.ELA-Literacy.W.K-2.7.



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