



Fancy Nancy at the Museum

By Jane O'Connor, pictures based on the art of Robin Preiss Glasser

GRL J

ABOUT THE BOOK:

Fancy Nancy's trip to the museum could be a disaster because she gets sick after eating too much lunch. Her clothes are dirty, and she is unhappy because she does not look fancy, but her teacher, Ms. Glass, gives Nancy her painting shirt and her hat to wear. Now Fancy Nancy is ready to experience the landscapes, still lifes, and portraits in the gallery of the museum. When she returns home, Fancy Nancy paints a picture to thank Ms. Glass for her kindness.

DISCUSSION QUESTIONS:

1. Why does Fancy Nancy eat Bree's lunch? What happens to Nancy as a result of eating too much?
2. What types of paintings does Fancy Nancy see at the museum? What is the room called where the paintings are hanging?
3. What does the man at the museum learn about Fancy Nancy?
4. Why does Nancy paint a picture for Ms. Glass? What type of painting is it?

The above questions correlate to Common Core State Standards (Reading): RL.K.1, RL.1.1, and RL.2.1; (Speaking & Listening): SL.K.1, SL.1.1, and SL.2.1, SL.K.3, SL.1.3, and SL.2.3.

EXTENSION ACTIVITIES:

Fancy Nancy Vocabulary!: Fancy Nancy enjoys using fancy words. Ask students to ask their older siblings, parents, or another adult in their lives what fancy words they commonly use and to explain what the words mean. Students should write down the word with a short definition to bring to class. Then make a Fancy Word Wall to display the words, their definitions, and an illustration. Ask students to study the words and begin to use them in their writing and speaking. *This activity correlates to Common Core State Standards (Language): L.K.1, L.1.1, and L.1.2; L.K.2, L.1.1, and L.1.2; L.1.4, L.2.4, and L.3.4.*

Special Teacher to the Rescue: Ms. Glass is a special teacher, and she comes to the rescue for Fancy Nancy. Ask students to think of a teacher who did something special for them and to write a thank-you note with a drawing depicting the incident. Students should express in the note how they felt as a result of the kindness. Then ask students to deliver or mail the note and picture to their teacher. *This activity correlates to Common Core State Standards (Writing): W.1.8, W.2.8, and 3.8; (Language): L.K.1, L.1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

Why Is Nancy Fancy?: Using the illustrations and descriptions in the book, brainstorm with students what it is about Nancy that is fancy. Then ask students to write a description of Fancy Nancy and the things about her that are special. Ask students to compare or contrast Fancy Nancy to someone they know. Have students use their own ideas and some from the brainstorming session to write a Fancy Nancy poem or a poem about someone they know who is fancy. Have students share their poems with the class. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.2, and RL.3.3; RL.1.7, RL.2.7, and RL.3.7; (Writing): W.1.2, W.2.2, and W.3.2; (Language): L.K.1, L.1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

Let's See What Nancy Saw: Nancy visited a gallery when she went to the museum. Ask students if they want to see a gallery with masterpieces of art like Nancy did. Then take them on a virtual tour of the Frick Collection at this site: www.frick.org/visit/virtual_tour/west_gallery. Ask students to identify the types of paintings they see: still life, portrait, or landscape. Then have students create a still life, portrait, or landscape drawing based on the events in the book. Post drawings in the classroom. *This activity correlates to Common Core State Standards (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.K.3, SL.1.3.*

Visit www.icanread.com for more teaching guides!

