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. **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.

4. **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.

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.
1. **Explore Paris.** Fancy Nancy thinks that her new friend Robert is from Paris, France, in *Fancy Nancy and the Boy from Paris*. Then she finds out that he’s from Paris, Texas! Research these two cities with your class. Where is each located? Why is each called Paris? What do people wear and eat in each? Once your class finishes its research, construct an “Explore Paris” display with maps, expository writing pieces, labeled illustrations, and food samples.

2. **Very Observant, Indeed.** In *Fancy Nancy at the Museum*, Ms. Glass says that Fancy Nancy is “very observant, indeed” (page 26). Cultivate great observation skills in your students by asking them to closely observe the illustrations in *Fancy Nancy at the Museum*. Have students list illustration details and explain what the details tell them about the story’s characters, setting, and events. Help students continue to observe by building a “Very Observant, Indeed” bulletin board on which they post entries about significant details from illustrations that they especially like.

3. **Star Words.** On pages 26–27 of *Fancy Nancy Sees Stars*, Fancy Nancy points out that brilliant is a fancy word with two meanings: “shiny and bright” and “very smart.” With your class, brainstorm a list of words like brilliant that have more than one meaning. Give students large star-shaped cards to write the words and definitions on and then hang the stars around the classroom.

4. **Plant Expert Journal.** When Fancy Nancy gets poison ivy, she writes journal entries about it in *Fancy Nancy: Poison Ivy Expert*. Using Fancy Nancy as an example, help your students select a plant with a fancy-sounding name, like jewelweed, the silver tree fern, the vanilla flower, or wisteria. Assist them as they research fascinating facts about their plants. Then have them fill journals with their facts as well as informative illustrations.

5. **A Dazzling Book Report.** Fancy Nancy wants to write a dazzling book report in *Fancy Nancy: The Dazzling Book Report*. However, she spends so much time working on the cover that she runs out of time to write the actual report! Take your students to the library to select nonfiction books on topics of their choice. Ask them to create oral reports with great illustrated covers—just like Fancy Nancy does. Once your students finish preparing, have them perform their dazzling oral reports and show off their dazzling report covers.

6. **Fancy—or Too Fancy?** In *Fancy Nancy: Pajama Day*, Fancy Nancy wears her elegant nightgown to school, but she can’t hang upside down on the monkey bars in it! Like Fancy Nancy, deliberate with your class on when being fancy is a great form of self-expression and when it’s too fancy, either because it’s impractical or undesirable. Drawing from your deliberations, have groups of students construct dual collages, where the images in one collage are “fancy” and those in the other are “too fancy.” After they write paragraphs for their collages explaining their opinions, post their work on your class website or blog.
Read All of Fancy Nancy’s Books

For exclusive information on Jane O’Connor, Robin Preiss Glasser, and all things Fancy Nancy, visit www.authortracker.com.

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Activities prepared by Laura Williams McCaffrey, a children’s book author who teaches literature and writing at Pacem School in Montpelier, Vermont.
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3. **Fancy Nancy vs. the Witches**
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   - illustrations by Robin Preiss Glasser
4. **Fancy Nancy: The Dazzling Donut Dance**
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