

TEACHING GUIDE

BOOK 1

NANCY CLANCY

Super Sleuth



WRITTEN BY

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ILLUSTRATIONS BY

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ABOUT THE BOOK

Sacre bleu! Nancy Glancy makes her chapter book debut! It's Family Day at school, and Nancy and her class are displaying their most prized possessions. One mysteriously vanishes (that's fancy for goes missing), and it's up to Nancy and her sidekick, Bree, to crack the case. But will Nancy realize that the culprit is right under her nose?

Fans who are ready to make the transition from the Fancy Nancy I Can Read books will embrace this charming new chapter book series.

DISCUSSION QUESTIONS

1. Nancy wears a pink trench coat, sunglasses, and a floppy hat to dress like a detective. What other jobs might require a certain type of clothing? Describe what people might wear in these different professions.
2. On page 42, Nancy thinks that Rhonda has come over to confess. Do you agree or disagree? Look for details in the text to help you decide.
3. Bree asks Nancy if she is going to “confront Rhonda with the evidence” (p.81). What would you have done if you were Nancy? Why?
4. Mr. Dudeney tells Nancy that she is “a girl with a lot of integrity” (p. 86). Define *integrity*. Does Nancy have it? Does JoJo? How do you know? Who do you know who has integrity? Do you have integrity?
5. How does Nancy find out who accused her of stealing the marble? Why do you think Nancy was accused? Find evidence in the text to support your answer.
6. Read the following excerpt to the class: “Grace was an expert at jumping rope. She could do a perfect split. She was a great speller. And she never lost blinking contests. Still, Nancy wouldn’t ever want to trade places with Grace” (p. 93). Why wouldn’t Nancy want to change places with Grace? Would you? Why or why not?
7. Nancy speaks some French words throughout the book (e.g., *merci, sacre bleu, au revoir*). Ask your students if they know words in another language. If they do, encourage them to share with the class and teach others some new words.
8. On page 106, “suddenly Nancy had a funny feeling in *her* tummy.” Why? What did Nancy figure out? What clues in the text tell you what she figured out and how she did it?

CLASSROOM ACTIVITIES

- 1. Words in My Pocket.** Have students create a pocket dictionary or thesaurus and include words from *Nancy Clancy*, *Super Sleuth* (e.g., *heist*, *motive*, *memento*, *sprinted*, *priceless*, *maimed*). You can provide them with mini notebooks or they can create their own small booklets and bind them with staples, string, or glue.
- 2. Word War.** Challenge the class to create a list of words that have the same meaning. Divide the class into four groups and assign each group a “starter” word, such as *ran*, *mad*, *great*, or *said*. Ask: “How many words can you come up with that mean the same thing as your starter word?” For example, the group that was assigned *ran* might list the following: *darted*, *scurried*, *raced*, *sprinted*, etc. After the activity, have each group share their words and determine which group came up with the longest list.
- 3. Crack the Code.** Have each student write a message using a secret code and then exchange it with a partner to decipher. Students can either use Nancy and Bree’s code from page 20 or create a code of their own.
- 4. On the Hunt.** Split the class into two groups and have each group design a treasure hunt for the other. Come up with “treasures” to hide (stickers, bookmarks, etc.) and discuss with the class how to write clues that provide hints without being too obvious. Explain that this is just like solving mysteries, because clues seldom lead you directly to the solution but instead give you an idea of where to go next. Then let the hunt begin!
- 5. Memorable Words.** Create a vocabulary memory game using new words learned from this text. Have students write each new word on one card and the matching definition on another card. Use any or all of the following words: *heist*, *motive*, *memento*, *sprinted*, *priceless*, *maimed*, *enthraling*, *tresses*, *superb*, *establish*, *ponder*, *evidence*, *integrity*, *confess*, *exasperating*, *observant*. After students create the cards, they can play this word memory game in small groups.
- 6. Here’s How.** Nancy solved the “secret of the twins” using a step-by-step process and a fingerprint kit. Ask students to retell how Nancy did this, using key sequencing words such as *first*, *next*, *then*, and *finally*. Then challenge your students to write their own how-to page in which they describe how to complete a task. Have students switch pages with a partner and ask them to read each other’s directions to determine if they could follow the directions and complete the task.
- 7. Wacky Words.** Have your students create their own Mad Libs-style stories by going to www.funbrain.com/brain and using the Mad Libs features (scroll down and click on the “Reading Arcade” section, then choose from several different stories). The site provides a list of words to choose from, so the activity introduces students to new vocabulary as they create entertaining stories!

ABOUT THE AUTHOR



Jim O'Connor

Jane O'Connor is an editor at a major publishing house who has written more than thirty books for children, including the bestselling *Fancy Nancy*; *Fancy Nancy and the Posh Puppy*; *Fancy Nancy: Bonjour, Butterfly*; *Fancy Nancy: Splendiferous Christmas*; *Fancy Nancy and the Fabulous Fashion Boutique*; and *Fancy Nancy and the Mermaid Ballet*. She lives with her family in New York City.

ABOUT THE ILLUSTRATOR



Pam Holtman

As a former professional ballet dancer, Southern California resident **Robin Preiss Glasser** brings her joy of movement to her second career as a children's book illustrator. Most noted for the *Fancy Nancy* series, she has also illustrated bestsellers for Lynne Cheney; Garrison Keillor; and Sarah Ferguson, the Duchess of York.

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