

Guided Reading Planning Template

Group:		Date:
Learning Target: TSW Identify Fancy Nancy, Explain the use of French in FN text, Create sentences with “fancy” words.	Assessment: Teacher Observation Sentence writing	Text Used: Fancy Nancy
Materials: Chart Paper, Writing paper or journal, crayons or colored pencils		Warm-up/Familiar Reading (optional): Review Unit 1 high frequency words
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Introduce FN and use ARI prediction cards for a book walk before reading. Identify purpose for reading: to find out what “fancy” words are and what’s so fancy about Nancy		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Identify that Nancy uses fancy language and she sometimes uses French words. Ask students to think about why she would use French. (Can pre-teach French words, but students should be able to identify them when reading based on context.) BK: Ask students about a time when they felt really fancy.		
Highlight and Model Learning Target/Reading Strategy: Skill: Character , Setting, and Plot Identify why Nancy acts like she does. What are things she would like and what are things she would not like? How do you know? How does Nancy feel when her family goes along with her fanciness? Highlight character traits. <i>Teacher may make a chart about Nancy’s characteristics.</i>		Read to find out: What are her fancy words? Read and think about: Why does she use French? If you finish early: Write about a time you felt fancy.
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify “fancy” words and use them correctly.		
Noticing: What are things that Nancy enjoys? What does she do? Why does she do it? What does this say about Nancy’s personality?		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the “fancy” words and read them in context. Ask students to tell the meaning based on the context clues. ➤ Teaching Points Follow-up: Do students understand why Nancy uses French words? 		
WORD WORK (optional)		
Focus: Synonyms Show students a thesaurus and the chart Nancy makes of “plain” words versus “fancy” words. Identify why the author would include “fancy” words when they write.	Activity: Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Students should make sentences using the fancy words correctly. They can make the sentences extra fancy by adding color and design to the fancy word they used.	Notes: Fuchsia, sublime, plume, stupendous, accessories, posh, escort, chauffeur, parfaits, dressing gown
EXTENDING THE MEANING (optional)		
Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Guided Reading Planning Template

Group:		Date:
Learning Target: TSW Develop vocabulary, identify famous art works, identify various art techniques, create artwork	Assessment: Teacher Observation Art Creation	Text Used: Fancy Nancy Aspiring Artist
Materials: Fancy Nancy word chart, Fancy Nancy character chart, art supplies, large paper		Warm-up/Familiar Reading (optional): Review Unit 1 high frequency words
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Recall the character Fancy Nancy. Refer to Nancy's character chart. Encourage students to add to the chart while reading. Identify purpose for reading: to identify more words and characteristics, find how Nancy becomes an artist		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Recall how Nancy says, "That means..." when she is using fancy words. Challenge students to listen for what the words mean when she says this. BK: Ask students to tell about art class (frustrations, artists they know, etc.)		
Highlight and Model Learning Target/Reading Strategy: Skill: Draw Conclusions, Character (remember to add to Nancy chart) Ask questions/model drawing conclusions throughout the text. Example; Why is Nancy so glum? Why do doodles not count as art? How does Nancy feel when Bree comes home? Why does Nancy not want to go to the movie?		Read to find out: What are her fancy words? Read and think about: How does Nancy become an artist? If you finish early: Write about your favorite artwork (either one you've seen or created.)
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify "fancy" words and use them correctly. Remember the artists that Nancy tries to emulate.		
Noticing: How does Nancy create her artwork? What supplies and methods does she use? Does her art look exactly like the originals?		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the "fancy" words and read them in context. Ask students to tell the meaning based on the context clues. Draw conclusions based on feeling and actions throughout the book. ➤ Teaching Points Follow-up: Do students correctly draw conclusions, citing evidence from the text to support their answer? 		
WORD WORK (optional)		
Focus: Synonyms Show students a thesaurus and the chart Nancy makes of "plain" words versus "fancy" words. Identify why the author would include "fancy" words when they write.	Activity: (Ongoing) Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Students create a placemat using various supplies and techniques from the story. The teacher will laminate for a placemat at the fancy party later in the week.	Notes: Ecstatic ,joyous, carefree, glum, splendid, inspiration, beret, Edgar Degas, Claude Monet, goatee, Henri Matisse, dedicated, Jackson Pollock, reunited, exhibit, smashing success
EXTENDING THE MEANING (optional)		
Read Fancy Nancy at the Museum. Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Guided Reading Planning Template

Group:		Date:
Learning Target: TSW Develop vocabulary, identify characteristics of a poem and various poem types, create a poem	Assessment: Teacher Observation Poem Creation	Text Used: Fancy Nancy Poet Extraordinaire
Materials: Fancy Nancy word chart, Fancy Nancy character chart, poem form, leaves with writing lines (for the Poet Tree)		Warm-up/Familiar Reading (optional): Review Unit 2 high frequency words
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Recall the character Fancy Nancy. Refer to Nancy's character chart. Encourage students to add to the chart while reading. Identify purpose for reading: to identify more words and characteristics, to learn about poetry and how Nancy becomes a poet		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Recall how Nancy says, "That means..." when she is using fancy words. Challenge students to listen for what the words mean when she says this. BK: Ask students to tell about poems and what they know about poetry		
Highlight and Model Learning Target/Reading Strategy: Skill: Monitor and Fix Up, Character (remember to add to Nancy chart) Model Monitor and Fix Up strategies during and after reading.		Read to find out: What are her fancy words? Read and think about: What was hard about writing a poem? How did Nancy perseverer? If you finish early: Write an acrostic of your name.
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify "fancy" words and use them correctly. Identify all the different kinds of poems that Nancy and her friends write. Identify the poetry "rules" and what it not a rule. (they don't have to rhyme, for example)		
Noticing: What are all the different kinds of poems (acrostic, rhyming, not rhyming, an anthology, very short, poems with alliteration)		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the "fancy" words and read them in context. Ask students to tell the meaning based on the context clues. Use Monitor and Fix Up strategies to find/correct meanings. ➤ Teaching Points Follow-up: Can students use strategies to determine meanings? 		
WORD WORK (optional)		
Focus: Alliteration Talk about the Pizza poem and how the words started with the same letters. Discuss the use of "alliteration" and show other examples. Challenge the class to create alliterative examples.	Activity: (Ongoing) Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Students create a poem using a given form (teacher choice). After following the writing steps, the final copy is on a leaf for a poetry.	Notes: Sensational, creative, survey, anonymous, glorious, lyrical, emotion, ode, anthology
EXTENDING THE MEANING (optional)		
Read other poetry books and create an anthology of favorite. Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Guided Reading Planning Template

Group:		Date:
Learning Target: TSW Develop vocabulary, identify safety rules of exploring, learn about nature, create insects	Assessment: Teacher Observation Art Creation	Text Used: Fancy Nancy Explorer Extraordinaire
Materials: Fancy Nancy word chart, Fancy Nancy character chart, art supplies		Warm-up/Familiar Reading (optional): Review Unit 3 high frequency words
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Recall the character Fancy Nancy. Refer to Nancy's character chart. Encourage students to add to the chart while reading. Identify purpose for reading: to identify more words and characteristics, find what makes Nancy and explorer.		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Recall how Nancy says, "That means..." when she is using fancy words. Challenge students to listen for what the words mean when she says this. BK: Ask students to tell about explorers and what exploring means (preview cover to see if their ideas match)		
Highlight and Model Learning Target/Reading Strategy: Skill: Author's Purpose, Character (remember to add to Nancy chart) Why does the author write the FN series? (primarily entertainment) Why is this book written? (information/teach + entertainment) What lets the reader know that is the purpose? (diagrams, safety rules, real pictures)		Read to find out: What are her fancy words? Read and think about: How is Nancy careful when she explores? If you finish early: Write about going on an exploration (real or imaginary).
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify "fancy" words and use them correctly.		
Noticing: How does Nancy stay safe while exploring? What interesting things does Nancy find?		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the "fancy" words and read them in context. Ask students to tell the meaning based on the context clues. Why does the author use these words? (character / informative) ➤ Teaching Points Follow-up: Do students understand the dual purpose in writing the book and identify supporting text? 		
WORD WORK (optional)		
Focus: Diagrams & Captions Look at the drawn diagrams and maps in the book. Discuss the purpose for including these. Why does the author include real pictures (that aren't in other books) and caption the pictures?	Activity: (Ongoing) Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Students create a love bug. http://www.sassydealz.com/2014/01/butterfly-love-bug-valentines-craft-for.html	Notes: Mature, essential, territory, immature, antique, observe, refreshments, fragile, chrysalis, plume, fascinating, chic, deciduous, aroma, frantic
EXTENDING THE MEANING (optional)		
Read Fancy Nancy Bonjour Butterfly. Create butterfly crafts. Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Guided Reading Planning Template

Group:		Date:
Learning Target: TSW Develop vocabulary, learn good sportsmanship	Assessment: Teacher Observation	Text Used: Fancy Nancy and the Mean Girl
Materials: Fancy Nancy word chart, Fancy Nancy character chart, chart paper		Warm-up/Familiar Reading (optional): Review high frequency words
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Recall the character Fancy Nancy. Refer to Nancy’s character chart. Encourage students to add to the chart while reading. Identify purpose for reading: to identify more words and characteristics, find what how Nancy handles the mean girl.		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Recall how Nancy says, “That means…” when she is using fancy words. Challenge students to listen for what the words mean when she says this. BK: Ask students to tell about competitions they have had where they didn’t win.		
Highlight and Model Learning Target/Reading Strategy: Skill: Theme, Character (remember to add to Nancy chart) What is the main idea that we should learn from the book. (After reading, come back to the <i>theme</i>)		Read to find out: What are her fancy words? Read and think about: How does Nancy deal with the mean girl in a positive way? If you finish early: Write about a time when someone was mean and how you could fix the situation.
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify “fancy” words and use them correctly.		
Noticing: How does Nancy deal with the mean girl in a positive way? What are other solutions Nancy could have tried?		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the “fancy” words and read them in context. Ask students to tell the meaning based on the context clues. ➤ Teaching Points Follow-up: Do students understand the theme (good sportsmanship)? 		
WORD WORK (optional)		
Focus: Synonyms Review the thesaurus and the word chart. Have students identify some “plain” words and practice using the thesaurus to find replacement “fancy” words.	Activity: (Ongoing) Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Create a class anchor chart of characteristics of a good sport.	Notes: Appetite, canceled, disgrace yourself, dread, injure, prefer, sob, speechless, unkind, wise
EXTENDING THE MEANING (optional)		
Pass notecards around with each child’s name. Have students write positive comments on each card until it is full. Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Group:		Date:
Learning Target: TSW Develop vocabulary, learn characteristics of a book report	Assessment: Teacher Observation Student Reports	Text Used: Fancy Nancy and The Dazzling Book Report
Materials: Fancy Nancy word chart, Fancy Nancy character chart, writing paper, selection of FN books		Warm-up/Familiar Reading (optional): Review high frequency words (test sight word reading)
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Recall the character Fancy Nancy. Refer to Nancy's character chart. Encourage students to add to the chart while reading. Identify purpose for reading: to identify more words and characteristics, find out how Nancy makes her book report and what problems she encounters.		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Recall how Nancy says, "That means...." when she is using fancy words. Challenge students to listen for what the words mean when she says this. BK: Ask students to tell about their favorite parts of the Fancy Nancy books we have read this week.		
Highlight and Model Learning Target/Reading Strategy: Skill: Cause & Effect, Character (remember to add to Nancy chart) Identify cause and effect relationships throughout the book. Give causes and have students identify effects, then give effects and have students identify causes.		Read to find out: What are her fancy words? Read and think about: How does Nancy feel when she realizes her work is not as good as it could be? If you finish early: Write about a time you didn't do your best and how you could improve next time.
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify "fancy" words and use them correctly.		
Noticing: What does Nancy do well for her report? What could she improve on next time?		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the "fancy" words and read them in context. Ask students to tell the meaning based on the context clues. ➤ Teaching Points Follow-up: Do students understand the cause and effect relationships in the book? 		
WORD WORK (optional)		
Focus:	Activity: (Ongoing) Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Tell about your favorite Fancy Nancy book we have read (or one you read on your own) and tell <i>why</i> it is your favorite. Use specific scenes or parts of the book to support your answer.	Notes: Biography, crestfallen, dazzling, desperate, heroine, plume, select, thrilling
EXTENDING THE MEANING (optional)		
Find a biography or article about Jane O'Connor, the author. Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Group:		Date:
Learning Target: TSW Develop vocabulary, learn manners and tea party etiquette	Assessment: Teacher Observation Student Behavior	Text Used: Fancy Nancy Tea Parties
Materials: Fancy Nancy word chart, Fancy Nancy character chart, party supplies (placemats, foods, etc.)		Warm-up/Familiar Reading (optional): Review high frequency words (test sight word reading)
BEFORE READING		
Set Purpose for Reading/Introduce Learning Target/Connect to Previous Learning: Recall the character Fancy Nancy. Refer to Nancy’s character chart. Encourage students to add to the chart while reading. Identify purpose for reading: to identify more words and characteristics, find out how Nancy acts at her tea party.		
Book Intro/Hook: (connect to BK, preview unfamiliar language and concepts): Recall how Nancy says, “That means…” when she is using fancy words. Challenge students to listen for what the words mean when she says this. BK: Ask students to tell about a fancy dinner or even they have attended.		
Highlight and Model Learning Target/Reading Strategy: Skill: Character (remember to add to Nancy chart), Manners Highlight the good manners that are used in the story. Make a chart of good manners and how to act properly at a tea party (or any party).		Read to find out: What are her fancy words? Read and think about: How are fancy manners different from how we act every day? If you finish early: Write an invitation to a party you would like to throw.
DURING READING		
Listen to: Listen to the words Nancy uses. Be able to identify “fancy” words and use them correctly.		
Noticing: What fancy details does Nancy include in her tea party? What could we do in our class to be fancy?		
AFTER READING		
<ul style="list-style-type: none"> ➤ Discuss book: Find the “fancy” words and read them in context. Ask students to tell the meaning based on the context clues. ➤ Teaching Points Follow-up: Do students understand the proper way to act in a formal setting? 		
WORD WORK (optional)		
Focus:	Activity: (Ongoing) Make a chart of the fancy words used in the book. Leave room for more fancy words (or create a Nancy word wall) for the unit. Create fancy accessories for a fancy party (tiaras, crowns, neckties, etc.) or decorations (tissue paper flowers, folded napkins, doilies, bouquets) or refreshments	Notes: Ensembles, etiquette, casual, stylish, beverages, refreshments, recreation, buffet, bouquet, crudites, delectable, alfresco, supreme,
EXTENDING THE MEANING (optional)		
Continue reading with Nancy books. Make a variety of Nancy books available in the classroom.		

Read the Valentine Fancy Nancy book before/during the party.