**PROGRAM OVERVIEW**

*Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary!* is a program to help K-2 students increase their vocabulary skills by working with words in the context of a story starring a familiar character. It incorporates whole group lessons, small group activities, and individual word work to reach all learning styles and levels. The program also includes a bulletin board style display of the vocabulary words displayed with 30 second voice recorders pre-programmed with the pronunciation of each word. This makes even the most complex word accessible to all students (especially ESOL, ESE, and struggling readers).

The program runs year round and can be used with students of any instructional level. It can also be used as a cross-curricular element tying into Science, Social Studies, and Math units.

This program consists of five lessons that are repeated each week using a different Fancy Nancy book. Each lesson is 10-15 minutes each and can easily be incorporated into a whole group instruction or a Reading block. During the course of the lessons the students will first encounter the new vocabulary word(s) in context, then explore their meaning/definition, learn to use them in a new sentence, and complete various activities with each word.

The author has recently started writing chapter books that feature the same character. These books would be great to use with higher readers or with 3rd grade and up.

**OVERALL VALUE**

“Young students who don’t have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling” (Hart & Risley, 2003; Snow, Barnes, Chandler, Goodman, & Hemphill, 2000; White, Graves, & Slater, 1990).

This program is designed to explicitly teach vocabulary words using a popular series of picture books providing a high level of context and picture support for emerging readers. It also creates a high level of interest among students and gets them excited to learn AND use new words. Many times emergent readers are intimidated by longer words and/or words that they aren’t familiar with. The Fancy Nancy books introduce these “scary” words through the main character’s 7 year old voice. This automatically makes them more accessible to young learners. Couple this with the high level of context and picture support and the activities designed to provide the students with hands-on practice with the words and you have a vocabulary program that is fun for the students while producing a high level of word mastery. By incorporating the 30 second voice recorder key chains the display of vocabulary words becomes interactive. This aspect is especially important for ESOL, ESE, and struggling students. It adds the auditory aspect to the display and allows them to work more independently thus giving them increased ownership over their learning.

Many of the Fancy Nancy books also feature subjects that are seen in Science, Social Studies, and Math lessons. When used as a cross-curricular tool the stories and vocabulary words build on and reinforce those concepts.

An increased working vocabulary will not only improve their literacy skills but carry over into Science, Social Studies, and Math.

**LESSON PLAN TITLES**

- Fancy Nancy
- Fancy Nancy and the Late, Late, LATE Night
- Fancy Nancy and the Too-Loose Tooth

**MATERIALS**

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

**ABOUT THE DEVELOPER**

Jennifer Smith graduated from the University of Tennessee, Knoxville. She has been teaching 1st grade for 8 years. She currently teaches at South McKeel Academy in Lakeland.

★★★★
Lesson Plan No 1: Fancy Nancy

**SUBJECTS COVERED**
Reading (Vocabulary)

**GRADES**
K-3

**OBJECTIVES**
- Students will increase their understanding and use of vocabulary words. They will be able to recognize and use the vocabulary words correctly.

**SUNSHINE STATE STANDARDS**
L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of the word.
- Use frequently occurring affixes as a clue to the meaning of the word.
- Identify frequently occurring root words and their inflectional forms.

L.1.5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Sort words into categories to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes.
- Identify real-life connections between words and their uses.
- Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meaning.

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

**MATERIALS**
- Fancy Nancy
- Gold tissue paper (for bulletin board)
- Shiny garland (for bulletin board)
- 30 second voice recorder
- Feather boa/Top Hat
- Fancy wand/pointer
- Fancy glasses
- paper, magazines, glue
- pencils
- construction paper
- scissors
- strong tape (masking tape, packing tape, etc…)

**DIRECTIONS**

**Pre-planning:**
Pre-select a Fancy Nancy book and choose the vocabulary words that you want to target. (Many of the books have a list of the “fancy” words that the book introduces in the back.) Several of the books match standards in Math, Science, and Social Studies and/or units that are typically taught in the Primary grades. These books work very well as a cross-curricular element. For this lesson use Fancy Nancy.

Cover a bulletin board with gold tissue paper. Instead of a traditional border, use the shiny garland around the bulletin board. Using construction paper or sentence strips, display the following words on the Fancy Nancy bulletin board: accessories, plume, stupendous, frilly. Hang one of the 30 second voice recorder key chains by each word and program it to say the word. Leave up them posted for the length of the unit. If students forget a word while they are doing independent word work or want to incorporate a word into their writing they can simply push the button on the voice recorder and hear the word.

**Lesson 1:**
(Teach this lesson wearing a feather boa and the fancy glasses.) Show the students the words (I like to have them watch me add the words to our Fancy Nancy bulletin board) and have students Think-Pair-Share to guess the meaning of the word. Read Fancy Nancy. Talk about the meaning of the words using the sentences and/or pictures for context clues if needed. Ask them if their prediction on the word’s meaning was correct.
Lesson 2:
For this lesson we make “Vocabulary Plumes” to use each time we have vocabulary lessons. Using construction paper each student cuts out a feather shape and tapes it to a pencil. This makes a plume like the one Fancy Nancy uses in the book. We only use these special pencils during vocabulary lessons. (*I have used actual feathers to do this and while they look very cool they don’t last any longer than the feathers made from construction paper.)

Review the words. Choose a student to be a “Fancy Word Finder.” That student wears the fancy glasses and the feather boa (boys may prefer a top hat). Re-read the book and have the students listen for the vocabulary words. When they hear a vocabulary word they give a thumbs up and the “Fancy Word Finder” points to the word on the bulletin board. On chart paper draw a large circle map. Write “frilly.” Have students cut pictures out of magazines that show something that is frilly. Glue them on the circle map. (In the beginning of the year, this step is mostly modeled but as the year progress I scaffold the activity gradually removing support until they are able to complete it independently. You may need to complete this activity over several days.)

Lesson 3:
Now that the students have learned the words, it is time to have them practice those words so they can become part of their personal working vocabulary. There are several different activities to use during this lesson. I switch up the activities often to keep their interest high. In the beginning of the year we do them whole group and once they are able to complete them with little trouble they become a Reading center activity. With my lower students I also use them in a small group setting as mini-lessons.

Graphic organizer or foldable: Use that week’s vocabulary words

Smartboard Activity (balloon pop, jeopardy, etc…)

PowerPoint: Have students make PowerPoint presentation of the words.

Charades: Students can work in a group to act out the words.

Word Cards: Have students make flash cards with the word on the front and a sentence using the word on the back. A variation is to have the word on the front and a matching picture on the back.

Memory: Students play Memory with word cards. In order to keep a matched pair they must read the word and say the definition (or use it in a sentence).

Dictionary Hunt: Using a dictionary look up each word and write down the word, the definition, and the page in the dictionary it was found on.

There are endless ways to have the students practice their vocabulary words. These are some of the ones I use most frequently because they are easily done with materials I already have on hand in the classroom. Teachers should use activities that they are familiar with and that fit into their school’s adopted programs (LFS, Thinking Maps, Summarizing, etc.)

Lesson 4:
Review the words (whole group lesson, Smartboard review, etc…). Test on the words. Re-teach in small groups as necessary.

- EXTENSION OPPORTUNITIES

Depending on the grade taught and the student’s abilities the activities could also include indentifying and sorting by parts of speech, listing synonyms and antonyms, writing a story using each vocabulary word, etc.

- EVALUATION/ASSESSMENT

The rubric for Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary! assesses the students on their knowledge of the word’s meaning and their ability to construct a new sentence with each word (this is done orally at the beginning of the year and transitions to a written assessment as the student’s writing skills become more defined).
“Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary”  J. Smith
LP No 2: Fancy Nancy and the Late, Late LATE Night

The Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary program consists of several mini-lessons and activities that the teacher can mix and match to meet the needs of their students and fit into their curriculum. The lessons can easily be done whole or small group and the activities can easily be incorporated into a Reading iii block, Calendar Time, or Circle Time.

**SUBJECTS COVERED**
Reading (Vocabulary)

**GRADES**
K-3

**OBJECTIVES**
Students will increase their understanding and use of vocabulary words. They will be able to recognize and use the vocabulary words.

**SUNSHINE STATE STANDARDS**
L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of the word.
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- Identify frequently occurring root words and their inflectional forms.
L.1.5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**MATERIALS**
- Fancy Nancy
- Gold tissue paper (for bulletin board)
- Shiny garland (for bulletin board)
- 30 second voice recorder
- Feather boa/Top Hat
- Fancy wand/pointer
- Fancy glasses
- paper, magazines, glue
- pencils (or Vocabulary Plumes from Lesson #1)
- scissors

**DIRECTIONS**

**Pre-planning:**
Pre-select a Fancy Nancy book and choose the vocabulary words that you want to target. (Many of the books have a list of the “fancy” words that the book introduces in the back.) Several of the books match standards in Math, Science, and Social Studies and/or units that are typically taught in the Primary grades. These books work very well as a cross-curricular element. This lesson uses Fancy Nancy and the Late, Late, LATE Night!

Cover a bulletin board with gold tissue paper. Instead of a traditional border, use the shiny garland around the bulletin board. Using construction paper or sentence strips, display the following words on the Fancy Nancy bulletin board: fascinating, attire, exhausted, glorious. Hang one of the 30 second voice recorder key chains by each word and program it to say the word. Leave them up for the length of the unit. If students forget a word while they are doing independent word work or want to incorporate a word into their writing they can simply push the button on the voice recorder and hear the word.

**Lesson 1:**
(Teach this lesson wearing a feather boa and the fancy glasses.) Show the students the words (I like to have them watch me add the words to our Fancy Nancy bulletin board) and have students Think Pair Share to guess the meaning of the word. Read Fancy Nancy and the Late, Late, LATE Night! Talk about the meaning of the words using the sentence and/or pictures for context clues if needed. Ask them if their prediction on the word’s meaning was right.

**Lesson 2:**
Review the words. Choose a student to be a “Fancy Word Finder.” That student wears the fancy glasses and the feather boa (boys may prefer a top hat). Re-read the book and have the students listen for the vocabulary words. When they hear a vocabulary word they give a thumbs up and the “Fancy Word Finder” points to the word on the
bulletin board. Create a vocabulary word map or vocabulary journal entry for words as time allows. (In the beginning of the year, this step is mostly modeled but as the year progress I scaffold the activity gradually removing support until they are able to complete it independently.)

Lesson 3:
Now that the students have learned the words, it is time to have them practice those words so they can become part of their personal working vocabulary. There are several different activities to use during this lesson. I switch up the activities often to keep their interest high. In the beginning of the year we do them as a whole group and once they are able to complete them with little trouble they become a Reading center activity. With my lower students I also use them in a small group setting as mini-lessons.

**Graphic organizer or foldable:**
Use that week's vocabulary words

**Smartboard Activity** (balloon pop, jeopardy, etc...)

**PowerPoint:** Have students make PowerPoint presentation of the words.

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**Memory:** Students play Memory with word cards. In order to keep a matched pair they must read the word and say the definition (or use it in a sentence).

**Dictionary Hunt:** Using a dictionary look up each word and write down the word, the definition, and the page in the dictionary it was found on.

There are endless ways to have the students practice their vocabulary words. These are some of the ones I use most frequently because they are easily done with materials I already have on hand in the classroom. Teachers should use activities that they are familiar with and that fit into their school's adopted programs (LFS, Thinking Maps, Summarizing, etc.)

Lesson 4:
Review the words (whole group lesson, Smartboard review, etc...). Test on the words. Re-teach in small groups as necessary.

**EXTENSION OPPORTUNITIES**
Depending on the grade taught and the student's abilities the activities could also include indentifying and sorting by parts of speech, listing synonyms and antonyms, writing a story using each vocabulary word, etc.

**EVALUATION/ASSESSMENT**
The rubric for *Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary!* assesses the students on their knowledge of the word's meaning and their ability to construct a new sentence with each word (this is done orally at the beginning of the year and transitions to a written assessment as the student's writing skills become more defined).
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Reading (Vocabulary)

**GRADES**

K-3

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Cover a bulletin board with gold tissue paper. Instead of a traditional border, use the shiny garland around the bulletin board. Using construction paper or sentence strips, display the following words on the Fancy Nancy bulletin board: arrive, confess, prevent, injured. Hang one of the 30 second voice recorder key chains by each word and program it to say the word. Leave them up for the length of the unit. If students forget a word while they are doing independent word work or want to incorporate a word into their writing they can simply push the button on the voice recorder and hear the word.

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## Materials Budget

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* (free shipping with 6)

**Teacher’s Name**: Jennifer Smith  
**School**: South McKeel Academy

Subtotal: $198.84  
Tax if applicable: $1.16  
Shipping if applicable: N/A  
**TOTAL BUDGET AMOUNT**: $200.00

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“Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary” J. Smith  
Lesson Plans Materials Budget

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2012 - 2013 IDEA CATALOG OF EXCELLENCE
## Flamboyant, Florid, and Definitely Fancy (for Nancy) Vocabulary

**Rubric**

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<tr>
<th>Criterion</th>
<th>Level #3 Advanced (3 Points)</th>
<th>Level #2 Developing (2 Points)</th>
<th>Level #1 Striving (1 Point)</th>
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<tr>
<td>Word identification</td>
<td>The student is proficient in saying, reading, or writing the word.</td>
<td>The student has some difficulty saying, reading, or writing the word.</td>
<td>The student has a lot of difficulty saying, reading, or writing the word.</td>
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<td>Word meaning</td>
<td>The student knows the comprehensive meaning of the word and can discuss multiple meanings of the word.</td>
<td>The student knows a partial meaning of the word but has difficulty discussing a full meaning of the word.</td>
<td>The student does not know the meaning of the word and cannot discuss it.</td>
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<td>Reading the word</td>
<td>The student offers a rich explanation of the contextual meaning of the word.</td>
<td>The student offers a partial explanation of the contextual meaning of the word.</td>
<td>The student is not able to explain the contextual meaning of the word.</td>
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<td>Writing the word</td>
<td>The student uses the word with a high degree of accuracy within the context of writing.</td>
<td>The student uses the word with some degree of accuracy within the context of writing.</td>
<td>The student does not attempt to use the word within the context of writing.</td>
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<tr>
<td>Overall level of vocabulary development</td>
<td>Advanced level 12-10</td>
<td>Developing level 9-5</td>
<td>Striving level 5-0</td>
</tr>
</tbody>
</table>

*Adapted from Essential Strategies for Teaching Vocabulary (http://www.sagepub.com/upm-data/40627_4.pdf)
### Fancy Nancy Book

<table>
<thead>
<tr>
<th>Fancy Nancy Book</th>
<th>Vocabulary Words*</th>
<th>Cross Curricular Tie-In</th>
<th>Trophies story (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fancy Nancy</td>
<td>Plume,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fancy Nancy and the Posh Puppy</td>
<td>Delicate, ecstatic, posh, spectacular,</td>
<td>Pets</td>
<td>On The Job With Dr. Martha Smith</td>
</tr>
<tr>
<td>Fancy Nancy and the Boy From Paris</td>
<td>Gorgeous, perplexed, terrified, tardy</td>
<td></td>
<td>Did You See Chip?</td>
</tr>
<tr>
<td>Fancy Nancy Bonjour Butterfly</td>
<td>Iridescent, azure, rsvp, exquisite</td>
<td>Butterflies, insects</td>
<td>I Am A Butterfly</td>
</tr>
<tr>
<td>Fancy Nancy Sees Stars</td>
<td>Brilliant, constellation, orbit, planetarium</td>
<td>Space</td>
<td>Space Pup</td>
</tr>
<tr>
<td>Fancy Nancy at the Museum</td>
<td>Overjoyed, masterpieces, observant, portrait</td>
<td>Field trip</td>
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<tr>
<td>Fancy Nancy Pajama Day</td>
<td>Unison, elegant, dilemma, excluded</td>
<td></td>
<td></td>
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<tr>
<td>Fancy Nancy and the Too-Loose Tooth</td>
<td>Arrive, confess, injured, prevent</td>
<td>Dental health month</td>
<td></td>
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<tr>
<td>Fancy Nancy The Dazzling Book Report</td>
<td>Select, dazzling, thrilling, crestfallen,</td>
<td></td>
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<tr>
<td>Fancy Nancy the 100th Day of School</td>
<td>Dilemma, elegant, transparent, fondly</td>
<td>100th day</td>
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<tr>
<td>Fancy Nancy Halloween or Bust</td>
<td>Unique, imaginary, disastrous</td>
<td>Halloween</td>
<td></td>
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<tr>
<td>Fancy Nancy Splendiferous Christmas</td>
<td>Aroma, compromise, delectable, pleading</td>
<td>Christmas</td>
<td></td>
</tr>
<tr>
<td>Fancy Nancy Heart to Heart</td>
<td>Bouquet, ensemble, sparkles, admirer</td>
<td>Valentine’s Day</td>
<td></td>
</tr>
<tr>
<td>Fancy Nancy’s Elegant Easter</td>
<td>Elegant, gala, bouquet</td>
<td>Easter, Spring</td>
<td></td>
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<tr>
<td>Fancy Nancy Every Day is Earth Day</td>
<td>Adore, discuss, irritated, flexible, tote</td>
<td>Earth Day</td>
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<tr>
<td>Fancy Nancy and the Sensational Babysitter</td>
<td>Stupefied, enjoyable, agenda,</td>
<td></td>
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<tr>
<td>Fancy Nancy and the Late, Late, LATE Night</td>
<td>Glorious, exhausted, fascinating, celebrities</td>
<td>Sleep is For Everyone</td>
<td></td>
</tr>
<tr>
<td>Fancy Nancy Spectacular Spectacles</td>
<td>Distressing, spectacles, spectacular, sparkly</td>
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<tr>
<td>Fancy Nancy and the Delectable Cupcakes</td>
<td>Delectable, adore, repeat, improve,</td>
<td></td>
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<tr>
<td>Fancy Nancy My Family History</td>
<td>Ancestors, deceased, exaggerate, ordinary, reply</td>
<td>Tell Me A Story</td>
<td></td>
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<tr>
<td>Fancy Nancy Splendid Speller</td>
<td>Confess, impress, memorize, wicked, splendid</td>
<td>Spelling bee</td>
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<tr>
<td>Fancy Nancy’s Marvelous Mother’s Day Brunch</td>
<td>Quarters, cherish, brunch</td>
<td>Mother’s Day</td>
<td></td>
</tr>
<tr>
<td>Fancy Nancy Stellar Stargazer</td>
<td>Damage, impatient, reflection, stargaze</td>
<td>Space</td>
<td></td>
</tr>
<tr>
<td>Fancy Nancy and the Mean Girl</td>
<td>Unkind, teased, prefer, dreading</td>
<td>Field Day, bullies</td>
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<tr>
<td>Fancy Nancy Our Thanksgiving Banquet</td>
<td>Destination, banquet, mature, delicious</td>
<td>Thanksgiving</td>
<td></td>
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<tr>
<td>Fancy Nancy Day in Room 1-A</td>
<td>Gloomy, peer, ponder, proposal, stunned</td>
<td></td>
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</tr>
<tr>
<td>Fancy Nancy Jo-Jos First Day Jitters</td>
<td>Jitters, prepare</td>
<td>New School Year</td>
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</tr>
</tbody>
</table>

(*These are just suggestions. There many other words in each book that may be substituted based on grade level and student needs.*)