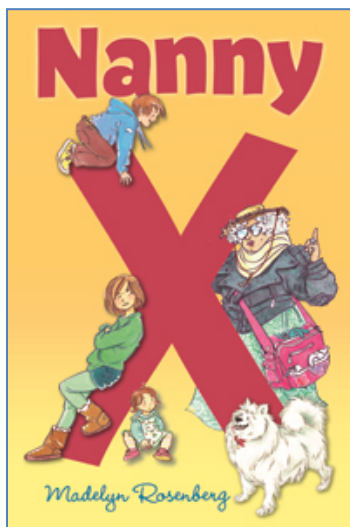


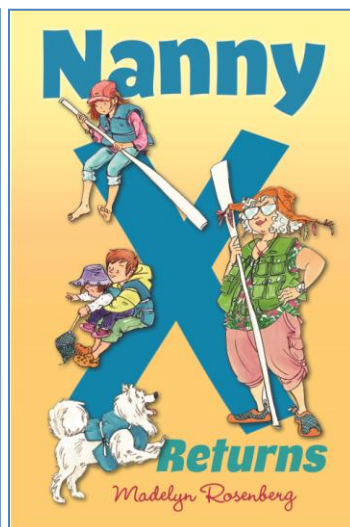
CCSS Adaptability Note

The activities suggested within this guide can easily be adapted to conform to the listed Standards in the entire grade range.

Common
Core State
Standards



HC: 978-0-8234-3166-3
Both available in E-book format



HC: 978-0-8234-3533-3

NANNY X

NANNY X RETURNS by Madelyn Rosenberg

GRADES 2-5

About the Books

Spy gadgets and undercover crime-busting abounds in this action-packed and hilarious series that stars a Mary Poppins for the twenty-first century.

In *NANNY X*, ten-year-old Ali and eight-year-old Jake are concerned when their new nanny wears motorcycle jackets and speaks into diapers, but everything begins to make sense when the kids find out that Nanny X works for NAP, or Nanny Action Patrol, a group of secret agents that the kids must now help to catch a diamond thief!

In *NANNY X RETURNS*, something fishy is going on, and Nanny X and her young charges launch an investigation into a jealous artist that yields nonstop action and humor.

Discussion Questions & Activities

For the Series

- ❖ In the books, author Madelyn Rosenberg uses two characters, Jake and Alison, to tell the story. What are some of the reasons an author would use two different characters as narrators? How are their points of view different? **CCSS RL. 3-5.6; SL. 3-5.4**
- ❖ Nanny X believes that the Pringle children—Jake, Ali and even Baby Eliza—have special talents. What are some of *your* special talents and how could you use them if you were trying to solve a mystery? **CCSS W. 3-5.3**
- ❖ Ali has excellent powers of observation. Let's test yours. Look around the room or yard and write down some things that you notice that you may not have noticed before. Compare lists with friends or classmates. **CCSS SL. 3-5.1**
- ❖ Jake and Ali wanted a Nanny who smiled, played baseball, and didn't serve lentils for dinner. If someone new was going to take care of you, what would you want that person to do—or not do? **CCSS RL. 3.6**

- ❖ Along with slogans, you'll find acronyms in the books. An acronym is sort of like a nickname, where you use initials or abbreviations from a phrase or title that becomes a word in itself. For instance: LOL for Laugh Out Loud, or, in Nanny X's case, NAP, for Nanny Action Patrol. Can you think of any others, especially in the area of law enforcement? If you were forming a secret organization, what acronym would you use? What would it stand for? **CCSS L. 3-5.5**
- ❖ In the series, a number of everyday objects have special secret-agent uses. Now it's your turn! Pick an everyday object. Describe what extra things you want that object to be able to do. Draw a picture to show how the object would be used. **CCSS W. 3-5.1, 3**

For NANNY X

- ❖ When Nanny X is in charge of school lunch, she makes a sandwich that Ali and Jake think is totally disgusting. What is the most disgusting edible thing you could put on a sandwich? What's the best? **CCSS W. 3-5.1**
- ❖ Can you think of a time when too much of a good thing might end up being bad? (For starters, remember the coconut smoothies.) **CCSS RL. 3-5.4; L. 3-5.5**
- ❖ When Ali, Jake and Stinky are trying to save the park, they see signs with slogans—catchphrases like Be Green Not Mean—and they also make some slogans of their own. In the fight to save the park or put in a business, which side would you be on? Pretend something important to you needs saving. Now come up with a slogan to help! **CCSS RL. 3.6; L. 3-5.3**
- ❖ Jake makes friends with a chimp that the Coconut King used to carry out his plans. What would be the pros or cons in working with a wild creature? What would be the pros and cons for the chimp? Do you believe wild creatures belong in the wild? Why or why not? **CCSS RL. 4-5.1**
- ❖ If you could choose any animal to work with you in fighting crime, what animal would it be and why? **CCSS W. 3-5.1**

For NANNY X RETURNS

- ❖ Alison is worried that Nanny Action Patrol (NAP) underestimates Nanny X's abilities because they think she's too old for the job. Can you remember a time that someone has underestimated *your* abilities because of your age? What happened and how did you feel about it? Discuss the type of judgments people make based on age or appearance. **CCSS RL. 3-5.6**
- ❖ Jake learns that swimming would be a good special-agent skill to have, along with powers of observation. As a group, brainstorm skills you think are important for special agents to have. Now think of a profession that you might like to have when you're older. What skills do you think will be important there? Are there any overlaps? **CCSS SL. 3-5.1**
- ❖ Alison feels pressure to be the best at something. Think about a time that you might have felt similar pressure. Do you think that pressure comes from you or from other people? Why? **CCSS SL. 3-4.4**
- ❖ Activity: Jake occasionally finds art museums boring, so he and his sister made up a game to help it be more fun. Now it's your turn: Invent a game that would help make an activity you may not like—studying or cleaning your room, for example—into something more enjoyable. **CCSS SL. 3-5.5**
- ❖ Activity: One of the pieces of artwork in jeopardy is a painting by the surrealist painter Salvador Dalí. In surrealism, artists take something fantastical and incorporate it into the every day. Use a magazine cut-out or make a drawing of an item you see daily at school—a clock, a pencil, a shoe, etc. Repeat the photo or drawing several times on a page of paper. Think of ways to change the objects by adding a fantastical element, so that you create an unexpected place. For instance: The clocks might melt, as in Dalí's *The Persistence of Memory* (http://www.moma.org/collection/object.php?object_id=79018). The shoes might sprout wings and fly. How does the unusual element change reality and make your drawing dreamlike? **CCSS W. 3-5.7**

- ❖ The Angler wants to use robots to destroy things. Stinky wants to reprogram the robots to destroy garbage. If you were programming a robot, what would you have it do? Why? **CCSS SL. 3-5.1**
- ❖ When her artwork is criticized in a magazine, The Angler’s first thought is of revenge. But criticism is something we all encounter. Grownups get criticism from their bosses. Authors get criticism from their readers. You may get criticism from your teachers or from your teammates or from your peers. Why do people give criticism? What do you think is the best way to respond to it? What do you think is the best way to give it? **CCSS SL. 3-5.1**
- ❖ In the beginning of the novel, people assume that The Angler is a man. What gender do you see villains portrayed as the most often? What about heroes? Give some examples of strong female villains. Give some examples of strong female heroes. **CCSS RL. 3-5.9**

Vocabulary

- ❖ Jot down unfamiliar words and attempt to define them, taking clues from the context. In NANNY X, such words may include: *trotted* (p. 9), *culprit* (p. 21), *counterfeiters* (p. 35), *authorized* (p. 44), *unsanitary* (p. 58) and *hangar* (p. 77).

In NANNY X RETURNS, words may include: *abominable* (p. 1), *extortion* (p. 9), *craftsmanship* (p. 27), *conveyer* (p. 54) and *vulnerable* (p. 56).

Use a dictionary to check the definitions and see how well you did. **CCSS L.3-5.4**

About the Author



Madelyn Rosenberg is a journalist and children’s book author. Her most recent novel for children is *Nanny X Returns*, a companion to *Nanny X*, called “a fun and funny blend of *Spy Kids* and *Mary Poppins*” by *Kirkus Reviews*. Her *Canary in the Coal Mine* was a Society of School Librarians International Best Book of the Year. Madelyn lives in the Washington, DC, area. For more about her, visit www.madelynrosenberg.com.

Guide to the Common Core State Standards Cited in This Guide

Language

Knowledge of Language

L. 3-5.3 – Use knowledge of language and its conventions when writing, speaking, reading or listening; choose words and phrases to convey ideas precisely; choose punctuation for effect; expand, combine and reduce sentences for meaning, reader/listener interest and style.

L. 3-5.5 – Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Literature

Key Ideas & Details

RL. 4-5.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft & Structure

RL. 3-5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language.

RL. 3-5.6 – Distinguish their own point of view from that of the narrator or those of the characters; compare and contrast the point of view from which different stories are narrated; describe how a narrator’s or speaker’s point of view influences how events are described.

Integration of Knowledge and Ideas

RL. 3-5.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Speaking & Listening

Comprehension & Collaboration

SL. 3-5.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others’ ideas and expressing their own clearly.

Presentation of Knowledge & Ideas

SL. 3-5.4 – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace.

SL. 3-5.5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Writing

Text Types & Purposes

W. 3-5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W. 3-5.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Research to Build and Present Knowledge

W. 3-5.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.