NANNY X
by Madelyn Rosenberg

Grades 2–5

About the Book

Ten-year-old Ali and eight-year-old Jake learn that their new nanny is actually an undercover crime buster in an action-packed and hilarious novel that stars a Mary Poppins for the twenty-first century.

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Discussion Questions & Activities

❖ In *Nanny X*, 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 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 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*

❖ When Nanny X was in charge of school lunch, she made a sandwich that Ali and Jake thought was 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 were trying to save the park, they saw signs with slogans—catchphrases like "Be Green Not Mean"—and they also made some slogans of their own. In the fight to save the park or put in a business, which side would you have been on? Pretend something important to you needs saving. Now come up with a slogan to help! *CCSS RL.3.6; L. 3–5.3*

- ❖ Along with slogans, you'll find acronyms in *Nanny X*. 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*

- ❖ Jake made 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? List the reasons why. *CCSS W.3–5.1*

- ❖ In *Nanny X*, a number of everyday objects had 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, 2, 3*

Vocabulary

- ❖ Jot down unfamiliar words and attempt to define them, taking clues from the context. Such words may include: *trotted* (p. 9), *culprit* (p. 21), *counterfeiters* (p. 35), *authorized* (p. 44), *unsanitary* (p. 58), and *hangar* (p. 77). 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*. 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.3–5.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on reading and content, choosing flexibly from a range of strategies.

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

Reading: Literature

Key Ideas and 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 and Structure
RL.3–5.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as metaphors and similes.

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.

Speaking & Listening

Comprehension and 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 and Ideas
SL.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 at an understandable pace.

Writing

Text Types and 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.