

Lizzy and Skunk

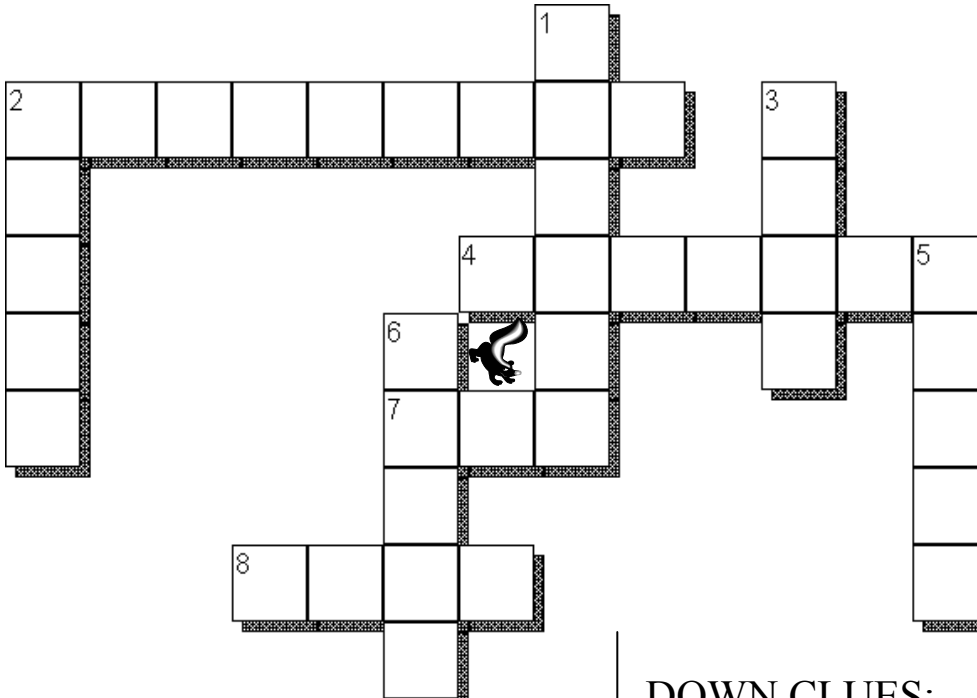
by Marie-Louise Fitzpatrick



A Puzzle

Objectives: ...use vocabulary to describe clearly ideas, feelings, and experiences
...develop vocabulary through reading

Read the book. Look at the puzzle. Read the clues. Find the right word in the word list. Put it in the right place in the puzzle.



Word Bank

tree
spiders
care
puppet
wonderful
Skunk
scary
cat
woods

ACROSS CLUES:

- At first, Skunk thought life was _____.
- There were _____ in the attic.
- The _____ took Skunk.
- Lizzy became brave when she learned to take _____ of Skunk.

DOWN CLUES:

- Skunk was a _____.
- Lizzy thought the trees in the _____ were dark and scary.
- Lizzy found Skunk in a _____.
- Lizzy's skunk was called _____.
- At first, Lizzy thought life was _____.

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Voices: **Narrator**,
Lizzy, **Skunk**, and
Boy (same person is
Skunk and Boy)

Have a Readers' Theater Play!

Objective: ...present dramatic interpretations of experiences, stories

Narrator: Lizzy was a little girl who had a puppet named Skunk.

Lizzy: Hi. My name is Lizzy. This is Skunk.

Skunk: (holding nose to make a funny voice) Hello. Isn't life wonderful?

Lizzy: Yes, but life is scary, too.

Narrator: Lizzy was afraid of the dark.

Lizzy: Really, I'm afraid of the shadows in the dark. Aren't you?

Skunk: I'm not! In the dark, I can make shadow pictures on the wall.

Narrator: Lizzy was afraid of falling down when she skated.

Lizzy: I'm afraid I might skin my knee or break a bone! Aren't you?

Skunk: I'm not afraid I will fall.

Narrator: Lizzy was afraid of spiders.

Lizzy: What if they bite me? Aren't you afraid?

Skunk: I'm not afraid. I like to look at their long legs and big eyes.

Narrator: Lizzy was afraid she would make a mistake, so she would not paint.

Lizzy: I'm afraid I will make a mistake. Aren't you?

Skunk: No, it's fun to paint. I like to paint drippy flowers!

Narrator: Lizzy got stage fright when she got in front of a lot of people at the school show.

Lizzy: I was afraid when I saw ALL THOSE PEOPLE, weren't you, Skunk?

Skunk: No. I acted funny and made them laugh.



Readers' Theater

--Continued--

Narrator: Lizzy was afraid of the woods.

Lizzy: The woods are dark and scary, aren't they, Skunk?

Skunk: Yep. Don't take me in there!

Narrator: One day Skunk got lost.

Lizzy: Skunk! Skunk!

Narrator: But Skunk did not answer.

Lizzy: I have to go look for skunk...all by myself.

Narrator: She looked under her bed where it was dark.

Lizzy: No Skunk.

Narrator: She looked in the attic where there were spiders.

Lizzy: No Skunk here.

Narrator: She looked in the shadows down the street.

Lizzy: I can't find him anywhere!

Narrator: Then, Lizzy saw a crowd of people standing by her garden wall. One little boy pointed up into the tree.

Boy: Look, a skunk!

Lizzy: Not *a* skunk—
Skunk! I'll save you,
Skunk!

Narrator: Lizzy climbed the tree while everyone watched. Just before Skunk fell, Lizzy caught Skunk. Everyone clapped as she climbed down.

Lizzy: I got dirty, but I don't care! Life is wonderful!

Skunk: But scary, too.

Lizzy: Don't worry, Skunk, I'll take care of you!

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Seeing the Story

Objective: ...make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions
... distinguish fiction from nonfiction, including fact and fantasy

Use the story to help you answer the questions below.

1. **How did Skunk help Lizzy at night?**

- He didn't let her fall down.
- He played with the shadows.
- He held the paint brush.
- He killed the spiders.

4. **What was Lizzy like at the BEGINNING of the story?**

- helpful
- afraid
- happy
- brave

2. **How did Lizzy paint?**

- Lizzy painted Skunk.
- She painted with her fingers.
- Lizzy ate the paint.
- Skunk held the brush.

5. **What was Lizzy like at the END of the story?**

- afraid
- worried
- happy
- sad

3. **Why didn't Lizzy and skunk go into the woods?**

- They were both afraid.
- Bears were in the woods.
- Lizzy was sleepy.
- The trees were green.

6. **Why did Lizzy change?**

- The people hugged her.
- She had to be brave to save Skunk all by herself.
- Skunk climbed a tree to save her because she was afraid.
- Her mom fussed at her.

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Stinky Math

Objectives: ...identify mathematics in everyday situations
 ...identify patterns in related addition and subtraction sentences

Use the story and the picture to help you answer the questions.



1. How many watched Lizzy save Skunk? Make tallies here:

___ children ___ teenagers ___ men ___ women ___ dogs

2. Make a chart to show how many watched Lizzy save Skunk:

Pictures to show how many of each

	1	2	3	4
The ones who watched				

3. How many watched in all? _____

4. How many eyes were in the crowd? _____

5. How many feet were in the crowd? _____

6. How many tails were in the crowd? _____

7. How many more kids than dogs? _____

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Puppet Friends

Objectives: ...present dramatic interpretations of experiences, stories, poems, or plays
... use vocabulary to describe clearly ideas, feelings, and experiences

... generate questions and conduct research about topics using information from a variety of sources, including selections read aloud

Lizzy's puppet was a _____. She used her puppet to help her be _____. Sometimes teachers use puppets to help their kids _____. You can be a teacher, too!

Choose an animal you would like to learn about: _____

Make a chart about the animal. Use books and pictures to help you find the answers to your questions.

K	W	L
I know	I want to know:	I learned: http://www.enchantedlearning.com/crafts/animals/ http://www.enchantedlearning.com/crafts/animals/

Make a puppet that looks like your animal.

Get a white paper sack.

Use markers, colored paper, and other things to make it look like your animal.



Now put on a show!

Let your puppet tell all about itself!



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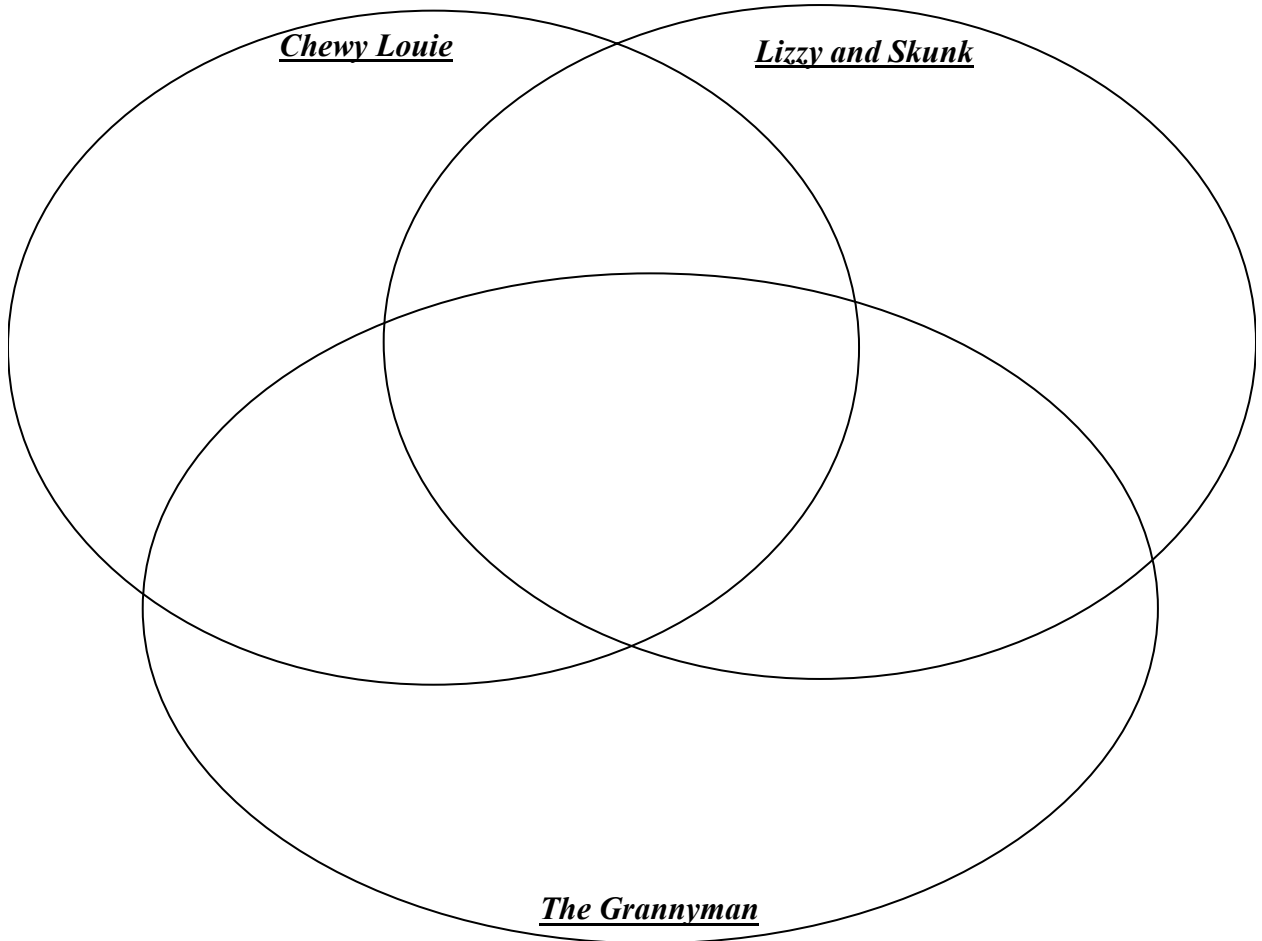


Comparing Books

Objective: ... compare story variants

... recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices

Read Chewy Louie, Lizzy and Skunk, and The Grannyman. Use the stories to help fill in the Venn Diagram.



Cut out each box. Glue it in the right place on the Venn Diagram.

Alive

Dog

Had a
problem

Made
someone
happy

Chased
sticks

Puppet

Skunk

Grew up

Had kids
for
friends

Cat

Chewed

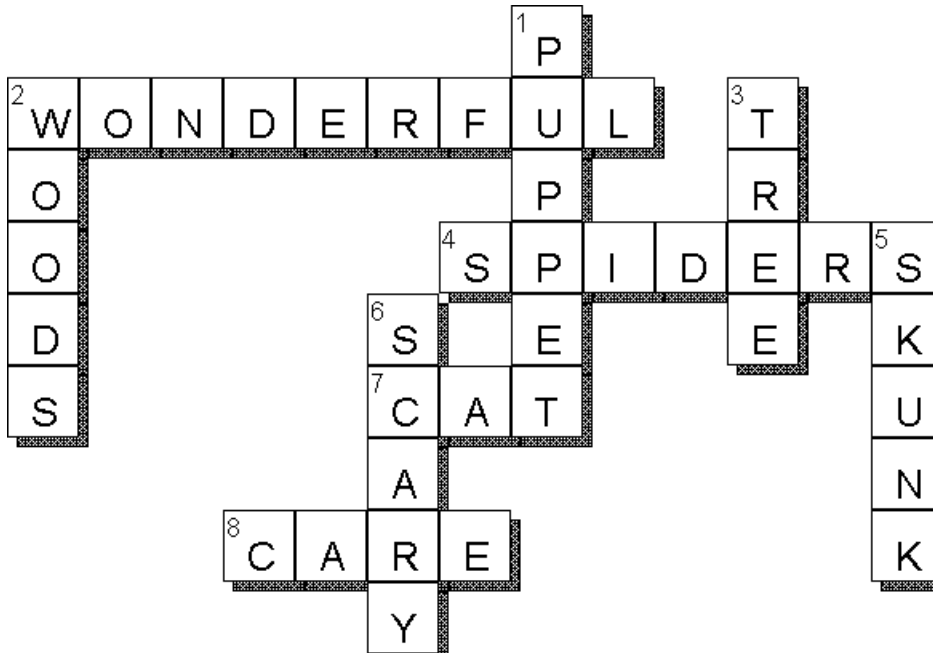
Got lost

Went
outside

Grew old

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Page 2: Seeing the Story

1. He played with the shadows.
2. Skunk held the brush.
3. They were both afraid.
4. afraid
5. brave
6. She had to be brave to save Skunk all by herself.

Page 4: Puppet Friends

Lizzy's puppet was a skunk. She used her puppet to help her be brave. Sometimes teachers use puppets to help their kids learn. You can be a teacher, too!

Page 3: Stinky Math

1. Answers may vary by interpretation of picture. Students should show support for their own answers.

Children: 3 Teenagers: 2
Men: 4 Women: 3
Dogs: 1

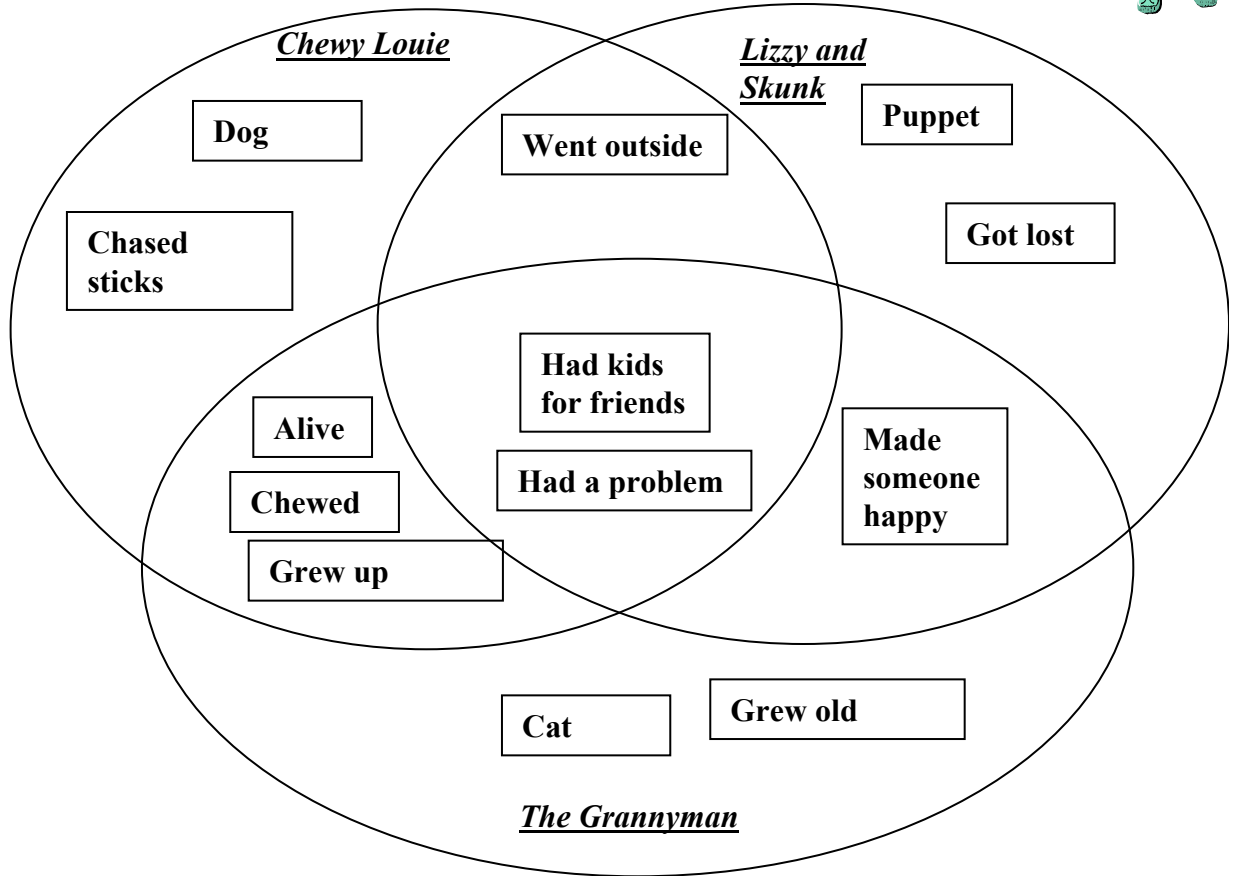
2. Chart should reflect their tallies.
3. 14
4. 28 eyes
5. 30 feet
6. 1 tail
7. Answers vary but should match answers in # 1.
 $3-1=2$
2 more kids than dogs.

Page 5: Was or Wasn't

Lizzy was afraid of the dark, but Skunk wasn't.
Lizzy was afraid of falling down, but Skunk wasn't.
Skunk wasn't afraid of spiders, but Lizzy was.
Skunk wasn't afraid of making mistakes, but Lizzy was.



Page 6: Comparing Books



The Lizzy and Skunk Song

to the tune of Turkey in the Straw

**Oh, I had a little puppet
And Skunk was his name.
He was brave and kind
And he loved me just the same.
He liked to visit spiders,
And he loved to be in plays!
He taught me a lesson in a very strange way!**