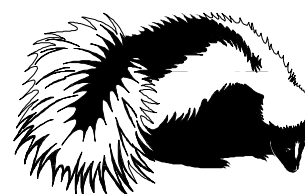


**Title: Izzy and Skunk**

**Author/Illustrator: Marie-Louise Fitzpatrick**

**Publisher: David & Charles Children's Books**

**ISBN: 1-86233-150-2**



Curriculum area	Language: English
<b>Strands</b>	<ul style="list-style-type: none"> <li>▪ Receptiveness to language.</li> <li>▪ Competence and confidence in using language.</li> <li>▪ Developing cognitive abilities through language.</li> <li>▪ Emotional and imaginative development through language.</li> </ul>
<b>Strand unit</b>	Oral language Reading Writing <i>Context: Picture book story</i>
<b>Classes</b>	Junior and Senior Infants
<b>Content objectives</b> <i>The child should be enabled to:</i>	<ul style="list-style-type: none"> <li>▪ To describe everyday experiences and events</li> <li>▪ To talk about and reflect on past and present experiences</li> <li>▪ To listen to the story and respond to it</li> <li>▪ To recount a narrative and answer questions about it</li> <li>▪ Recall and talk about significant events and details in stories</li> <li>▪ Analyse and interpret characters and events presented pictorially</li> <li>▪ Predict future events and outcomes in a book that is being read out loud</li> <li>▪ Differentiate between text and pictures</li> <li>▪ Understand the functions of text</li> <li>▪ Perceive reading as a shared enjoyable experience</li> <li>▪ Respond to the events in the story through writing and illustration and drama.</li> <li>▪ Learn about the basic terminology and conventions of books</li> </ul>
<b>Resources</b>	Picture book: <b>“Izzy and Skunk”</b> by Marie Louise Fitzpatrick
<b>Classroom organisation</b>	Whole class, groups and pairs

## Lesson Plan for Junior and Senior Infants

### Introduction

- **Introduction to text**

Ask the children to bring their favourite toy to school as an introduction to the story. In pairs ask the children to tell each other about their favourite toy.

- *What is its name?*
- *Why is it your favourite toy?*
- *Do you like playing with it?*
- *Do you like to take it outside/to bed at night?*

- **Introduce the picture book 'Izzy and Skunk'.**

Encourage the children to look closely at the cover. Introduce the characters Izzy and Skunk.

- *What is Izzy's favourite toy?*
- *Where are Izzy and Skunk?*
- *What do you see in Izzy's bedroom?*
- *What time is it?*
- *Why do you think Izzy is happy? Is there anything scary in her bedroom?*

- **Explore the physical format of the book**

Examine the cover, title, name of author/illustrator, endpapers, and title page.

- *What is the name of the book?*
- *Who are the author/illustrator?*
- *Is it a happy or sad picture? (Show the children the endpapers painted with flowers).*

- **Reading the story**

*Classroom organisation: Whole class for shared reading*

Read the story aloud to the children, showing them the pictures while you are reading the text, as the whole story is told using the pictures and the words together. Tell the children that it is important to read the words with the pictures, for example, when Izzy is looking out the window ask what might be scaring her out there

- *As Izzy is approaching the woods can you recall what Izzy is scared of?*

The teacher could look at one or two experiences with which children are familiar, for example, stage fright at the Christmas play or being scared of the dark.

- *Why was Izzy scared?*
- *Is Skunk scared?*

Continue reading the story. Allow the children to tell you what happened to Skunk. They can read the picture clue, but because Izzy is in the story she can't see what has happened to him.

- *Does Izzy know what has happened to him?*

Show the children the illustration of Izzy on her own, “all by herself”.

- *How do you think she is feeling?*
- *Can you see anything else in the picture?*
- *Why is the white space empty?*
- *What does the empty space tell us?*
- *Does it tell us that Izzy feels lonely?*

Ask the children to predict two places that Izzy might look for Skunk. Continue reading the story to the end.

- *Where did Izzy look for Skunk?*
- *Were any of the children’s predictions correct?*
- *Was Izzy scared when she was alone?*
- *Who was she thinking about?*
- *What helped Izzy to become brave?*
- *Where did she find Skunk?*
- *How did she feel?*

## Development

Please note that these activities are suggestions, it is not necessary to do all of them.

- **Circle Time:**  
Talk about things that scared you in the past and things that you might be scared of now.
  - *Can you think of other stories that we have read where somebody was scared?*

Martin Waddell’s *Owl Babies* and *The Bear Who Couldn’t Sleep* are good examples. Children take turns in talking about things/places etc that scare them, for example,

*“I feel scared when .....*

**or**

*“..... (name it) is scary”.*

- **Whole class:**  
Ask the children to recall one incident where Izzy was scared. Distribute blank cards to the children. The children can illustrate and label this incident. Try to ensure that the children choose different things. The children can use their cards to recall and retell the story at the end of this session or next day. For example, the teacher will retell the story asking the children to hold up their card at the appropriate time in the story. They can then use the cards to retell the story in small groups. They could stick the cards on lollipop sticks and use them as puppets.

- **Role play:**

- **An Interview with Izzy.**

- The teacher could model this for the children first by giving them examples of questions that you might ask Izzy that are not necessarily relevant to the story.

- *Is Skunk smelly?*
    - *Where did you get Skunk?*
    - *Who lives in your house with you?*

- The children could practice the role-play in groups of 3 or in pairs. One child is Izzy and the others ask the questions. Finally, this activity could be done with the whole class. One child is Izzy and the others take turns asking questions.

- The teacher could extend this activity by giving a voice to Skunk. The children could ask Skunk the questions. The teacher could play Skunk's role to start the process.

- **My favourite picture.**

- Ask them to find their favourite picture and say why. Model an example for the children:

- *'I like the picture of Izzy and Skunk and the spider.'*

- *'Why?'*

- *'I like it because Skunk is not afraid of spiders.'*

- The children could do this oral activity in pairs and share their opinions with the whole class later.

## Conclusion

The teacher could re read the story to the children to conclude the lesson