

Fergus Ferry

Lesson Plans

Overview- *Meet Fergus Ferry*

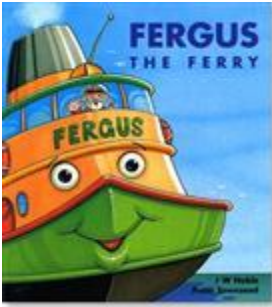


Fergus Ferry is the star of 24 best-selling children's books as well as several popular Apple & Android apps for children.

Fergus contain great segues into life lessons and character education discussions. The rhyming format of each story makes it easier for children to enjoy.



Book 1 – Fergus the Ferry



Fergus The Ferry Intro: At the wheel is Captain Joe, He shows Fergus where to go, come with Fergus the brave little ferry as he makes a daring rescue in a wild, wild storm!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills)
2. To get the learners to understand the concept of rhyming words (Writing skills and vocabulary building)
3. To enhance their ability to identify sounds (Listening skills and comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

~Start by asking what the weather is like.

~Give the children a bunch of flashcards, showing people enjoying various sunny day and stormy day activities like eating an ice cream, swimming, drinking a cup of hot cocoa. Then ask them to categorize the pictures into

- What do you like to do during a sunny day?
- What do you like to do during a storm?

Tell them that weather can sometimes cause a lot of trouble, like in the story.

READING THE STORY:

Activity 2:

Before starting, tell them that this story is full of sounds. Each time they hear a sound (like chug,chug,chug), they need to repeat it after the teacher. (This is to keep them involved).

Activity 3:

Prediction: Stop every now and then and ask questions about what they think will happen next. Will Fergus help? Will the crew be saved?

Activity 4:

Look at how the pictures gradually change in terms of:

1. The weather
2. Characters' expressions- Fergus, Captain Joe, the crew

CONCLUSION AND ASSESSMENT:

Activity 5:

Identify some rhyming words. Then, select one word and jot down more words that rhyme with it.

Activity 6:

~Ask the children do describe how would the story be different had Captain Joe continued to be scared?

~Which ending do the children like better?

CONCLUSION AND ASSESSMENT (Fergus The Ferry):

Activity 7:

Ask the children:

1. If Fergus were their friend, what nice things would they say about him?
2. If Captain Joe were their friend, what nice things would they say about him?
3. Was anyone in class like Fergus or Captain Joe? If so Why?

ADDITIONAL ACTIVITIES:

Activity 8: Simple Quiz:

1. Where can you find Fergus?
2. What is the name of the captain of the ferry?
3. When the captain goes home, where does Fergus dock?
4. Who heard the cries of the drowning crew?
5. Why was the crew so surprised to see Fergus coming to help them?
6. What did the captain throw to the crew that saved them?
7. Was Captain Joe's boss angry with the Captain and Fergus?

Activity 9: Fill in the blanks using the given words: (Worksheet attached).

1. The yacht was too close to the
2. The crew cries out to Captain to them.
3. The crew knots the tight.
4. There are many.....waiting for them at the Quay.
5. Captain Joe's boss waswith them.

Activity 10: Arrange according to sequence.

- Fergus was on his round.
-But Fergus went to save them.
-Fergus saved the yacht and the crew.
-Everyone cheered them.
-Captain Joe threw them a rope.
-Captain Joe wanted to just go home.
-They saw a yacht in trouble.
-A storm started.

Activity 11: Fill in the blanks with one/many.

1. There isferry in the story.
2. There arerocks near the yacht.
3. I can see..... birds in the sky.
4. There is Captain in the story.
5.people came to see Fergus at the Quay.

Extension of activity 11: Now draw a picture of Fergus, with Captain Joe, many birds, many rocks and many people.

Activity 12: Draw faces of a person looking:

1. Happy
2. Surprised
3. Scared
4. Angry.

ALIGNMENT WITH THE CURRICULUM (Fergus The Ferry):

1. English- listening, speaking, writing and comprehension.
2. Science- variations in weather.
3. Social Science- how to be a good helping citizen

QUOTE (Fergus The Ferry):

Courage is not the absence of fear, but the triumph over it.
- Nelson Mandela

Born in an affluent family in Africa, Nelson Rolihlahla Mandela took on the struggle to fight against apartheid. He fought for equality of all human beings, regardless of the color of the skin. He spent a lot of time in jail, but he did not give up his fight, for which he was awarded the Nobel Prize. Though he was the president of South Africa, the entire world mourned his death, because he bravely raised his voice against inequality.

Relating the quote to the story:

A courageous and brave person is not one who does not get scared, but one who looks beyond his own self and still acts bravely. Captain Joe and Fergus both know that it is dangerous to go close to the rocks and rescue the crew. They could all get hurt, yet they brave the weather and rescue the crew.

ANSWER SHEET (Fergus The Ferry):

Activity 8:

1. At the Harbour
2. Captain Joe
3. At the Quay
4. Captain Joe
5. Because they did not think anyone would come and save them in the terrible storm.
6. A rope
7. No. He was very pleased with them.

Activity 9:

1. rocks
2. help
3. rope
4. people
5. happy/pleased

Activity 10:

- ...1....Fergus was on his round.
...5....Fergus went to save them.
...7...Fergus saved the yacht and the crew.
...8...Everyone cheered them.
...6...Captain Joe threw them a rope.
...3...Captain Joe wanted to just go home.
...4...They saw a yacht in trouble.
...2... A storm started.

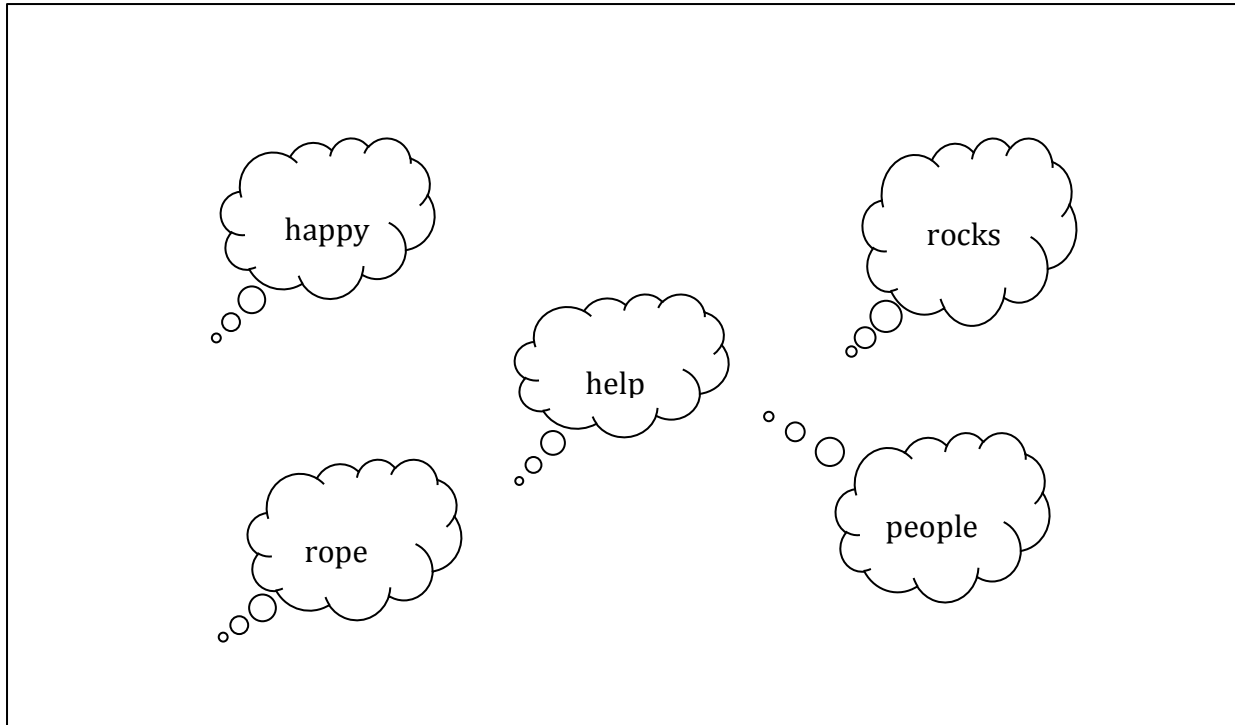
Activity 11:

1. One
2. Many
3. Many
4. One
5. Many

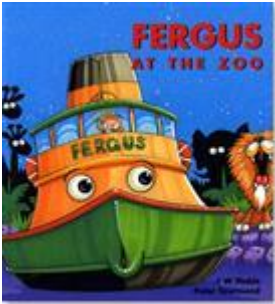
WORKSHEETS (Fergus The Ferry):

Activity 9: Fill in the blanks using the given words:

6. The yacht was too close to the
7. The crew cries out to Captain to them.
8. The crew knots the tight.
9. There are many.....waiting for them at the Quay.
10. Captain Joe's boss waswith them.



Book 2 – Fergus at the Zoo



Fergus at the Zoo Intro: Help! A lion has escaped from the zoo and he's chasing a keeper and a kangaroo. Who can save them? Who else but brave, kind Fergus Ferry!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills)
2. To get the learners to revise consonants and vowels. (Writing skills)
3. To help familiarize them with spellings of names of animals. (Writing skills and vocabulary building)
4. To enhance their critical and creative thinking abilities. (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Start by asking what a zoo is.

Have they ever been to a zoo or want to visit one?

What did they do there?

Would they be comfortable if a lion showed up at their doorstep? Why/Why Not?

Bottom line- Rules need to be followed for your own safety. Stress the safety point – animals in cages.

READING THE STORY:

Activity 2:

Before starting, tell them that this story is full of animals. As soon as you get to the second page, ask them which animals/creatures can they see in the picture? Write the names on the board.

Activity 3:

Have a bunch of animal pictures ready. As you read through one page of the story, pause briefly and ask any child to come and put up a picture of any one of the animals that they saw/ heard about when that page was being read.

Activity 4:

Give them flashcards of animal pictures and ask them to categorize them under two categories- cute animals and dangerous animals. Allow for overlapping, like in case of the kangaroo. Some animals 'look' cute but are not necessarily harmless.

CONCLUSION AND ASSESSMENT (Fergus at the Zoo):

Activity 5:

Quick questions:

1. How does Fergus know that something is wrong at the wharf?
2. How does the lion scare them?
3. What does the lion want to do?
4. Why don't the zookeeper and Captain Joe want to help the kangaroo?
5. Why does Fergus turn around?
6. Many people are happy at the end. Who are they?

Activity 6:

First give them the consonant worksheet to complete. (Worksheet attached at the end).

Activity 7:

Role-play: Ask the children to take turns acting like the scared zookeeper, the hungry lion and the kangaroo. (It is sure to get the little ones excited).

Activity 8:

Next give them the vowel worksheet to complete. Vowels are slightly tougher than consonants. This helps strengthen the image-name association and also reinforces correct spellings. (Worksheet attached at the end).

ADDITIONAL ACTIVITIES

Activity 9:

Ask them what they feel about the various characters. They need to answer in one word. They will themselves come up with a list of adjectives/character traits.

Activity 10:

Paste pictures of various characters, including the lion and the kangaroo on a big piece of paper/flannel board. Next give the children little slips with character traits/adjectives written on them. Then get them to look at each slip and put it up next to the relevant character.

Activity 11:

Look at the pictures of the lion and the kangaroo. Is there anything special about them? (The lion's teeth and the kangaroo's jump). What is special about the giraffe?

Activity 12:

Suppose the children had to invite the lion and the kangaroo to dinner. What would be the menu for each animal? Point out the difference between herbivorous and carnivorous animals at the beginning of the activity so that the children can think along those lines.

ALIGNMENT WITH THE CURRICULUM:

1. English- listening, speaking, writing, vocabulary building, comprehension and analytical skills.
2. Science- names of animals, herbivorous and carnivorous animals and a little hint of the food chain.
3. Social Science- how to be a good helping citizen and the importance of following rules.
4. Life Skills- follow rules for your own safety.

QUOTE (Fergus at the Zoo):

It requires bravery to do something no one else around you "is doing"
- Amber Heurd

Relating the quote to the story:

Fergus and Captain Joe are always ready to help people. After rescuing the zookeeper, Fergus pulls away from the wharf. Captain Joe and the keeper don't want to go back and help Albert because it is dangerous with the lion there, but Fergus turns around to rescue Albert the kangaroo,, because he knows that it is the right thing to do, even if it is dangerous.

ANSWER SHEET (Fergus at the Zoo):

Activity 2:

1. Tiger
2. Lion
3. Rhino
4. Koala
5. Monkey
6. Giraffe
7. Kangaroos
8. Snakes
9. Elephant
10. Hedgehog
11. Cockatoo
12. Parrot

Activity 5:

1. Because the zoo keeper looks scared and is waving his arms.
2. The lion appears on a rock and roars loudly.
3. The lion wants to eat giraffe, zebra or wildebeest meat.
4. Because it is too dangerous for them to go back to the wharf.
5. Because Fergus wants to help Albert the kangaroo.
6. Albert the kangaroo, the zookeeper, Captain Joe, his boss, the crowd at the Quay and Fergus

Activity 9:

Fergus—helpful, brave, believes in himself

Captain Joe- helpful, scared, angry

The zookeeper- scared, upset

Albert the kangaroo- silly, naughty, scared, good jumper

The lion- hungry, mean, sad, scares everyone

Activity 11:

Animals are different. They have special abilities.

The lion has very sharp teeth so that it can eat other animals.

The kangaroo has special feet that it uses to hop and jump. That is how it saves itself from other animals.

The giraffe has a very long neck, so that it can eat leaves of tall trees.

ANSWER SHEET (Fergus at the Zoo)

Activity 12

The menu for the lion:

Chicken

Goat

Lamb

Zebra meat

Giraffe meat

Wildebeest meat

Kangaroo meat

The menu for the kangaroo:

Fruits

Grass

Leaves

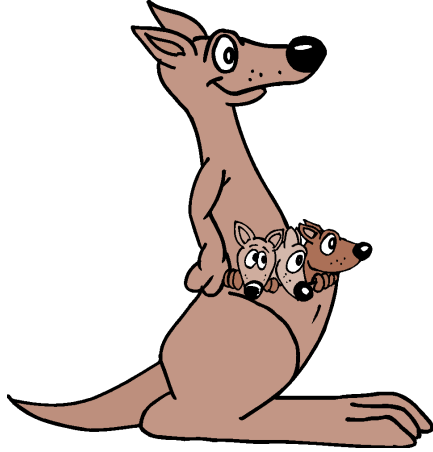
Corn

Grains

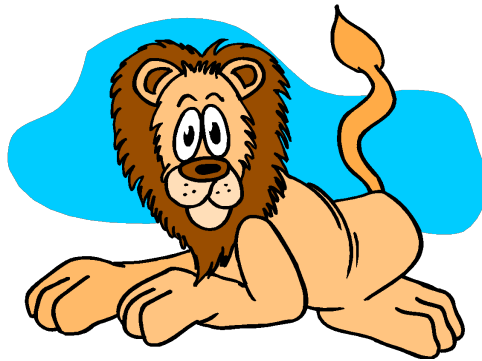
Vegetables

WORKSHEETS (Fergus at the Zoo):

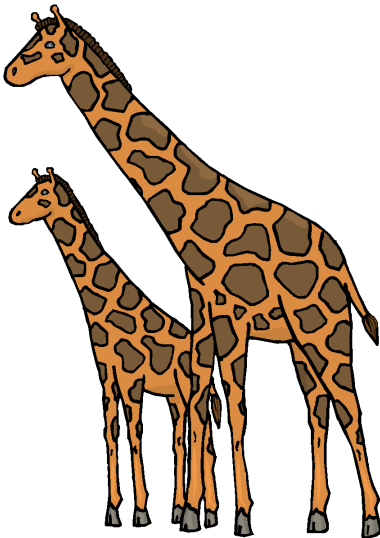
CONSONANT WORKSHEET: Fill in the correct consonants.



_angaroo



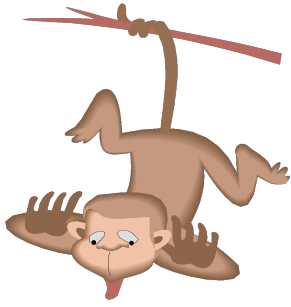
_ion



_iraffe



_oala



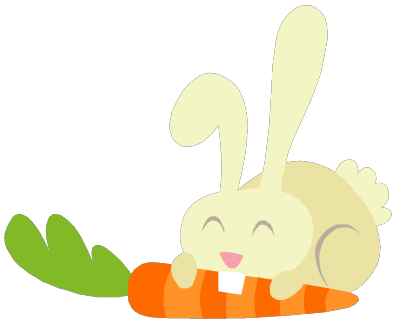
_onkey



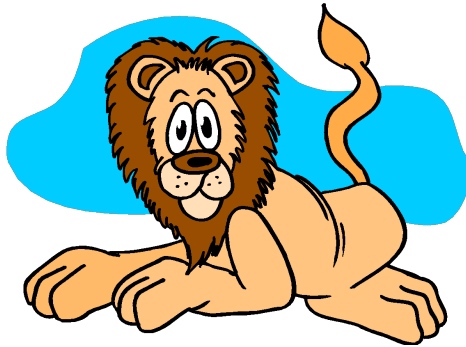
_iger

WORKSHEETS (Fergus at the Zoo):

VOWEL WORKSHEET: The animals have forgotten how to spell their names. Help them fill in the blanks with the correct vowels.



R_bbit



L_on



_wl



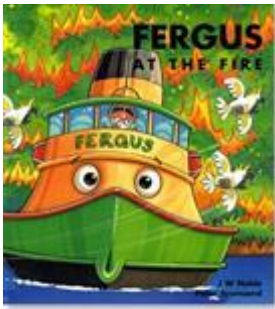
T_ger



_lephant



Sq_irrel



Fergus At The Fire Intro: Look! A bushfire has trapped some people on South Head. They can only escape by sea. But where are all the boats! It's fearless Fergus Ferry to the rescue!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills))
2. To enhance their picture comprehension abilities. (Comprehension)
3. To familiarize them with things to use during a fire emergency. (Vocabulary Building)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Start by showing the children some pictures that show hot and cold objects. The children need to categorize them under two headings- hot and cold. For instance, a picture of a snowman will go under 'Cold' while a picture of a steaming hot bowl of soup will go under 'Hot'.

READING THE STORY:

Activity 2:

Before starting, ask them if their parents ask them to keep away from the oven or the barbeque grill. Why is that? Get them to understand the danger in being too close to heat/fire.

Activity 3:

Ask them to pay close attention to the pictures on each page. Get their input and write it on the board in this format. Build up the curiosity and suspense through each page.

Page 1

Sky -grey.

Fergus and Captain Joe- confused.

Page 2

Sky – still grey.

Fergus and Captain Joe- worried.

Two people- choking.

READING THE STORY (Fergus at the Fire):

Activity 3:

Page3

Sky - red
Fergus and Captain Joe- quite worried
Fire everywhere

Page 4
Sky- red
Water being sprayed
Firemen at work

Activity 4:

Look at the picture of the firemen. Help them get dressed. Circle the clothing that they should wear. (This can be done on the board.)

- | | | |
|------------------|----------|-------|
| 1. Swimming tube | Tutu | Pants |
| 2. Tee shirt | Coat | Frock |
| 3. Flip flops | Flippers | Boots |
| 4. Tiara | Helmet | Hat |

Activity 5:

There are lots of different hats in the pictures. What do they tell us about the people who have them?

CONCLUSION AND ASSESSMENT:

Activity 6:

What can fire do?

1. To the eyes?
2. To the nose/lungs?
3. To the skin?

Activity 7:

Look at the first picture of Fergus in the story. Now look at the last picture of Fergus (where he is docked at the Quay) in the story. What differences do you see in the two pictures?

Activity 8:

Which picture do you like better? Why?

ADDITIONAL ACTIVITIES:

Activity 9:

Give them the coloring page (attached at the end). To familiarize them, also speak out the names of the items/objects.

Activity 10:

How can you help prevent bushfires? Write Yes or No.

1. By playing with fire....
2. By not having barbeques on hot days....
3. By not throwing burning candles out.....
4. By listening to adults....

Activity 11:

Ask them where Fergus lives- the country and the city. Give them hints to gradually identify the country and then the city.

Country Clues- visual

On a world map, you could have pictures of different animals stuck on different countries. For instance, a picture of a panda could be stuck on China, an elephant on Thailand and so on. This is just to provide visual clues, in addition to verbal clues.

Country Clues- verbal

1. Where there is lots of bush.
2. Where there are lots of bushfires
3. Where there are LOTS of kangaroos and koalas.

City Clues- visual

On a map of Australia, you could have pictures of the main landmarks/monuments. For instance, the Parliament House is in Canberra, an airplane to indicate the location of the Aviation Museum in Perth, Port Arthur (prison) in Tasmania and the Opera House and Harbour Bridge in Sydney.

City Clues- verbal

1. It is a city by the sea.
2. The city where the Opera House is.
3. The city where the Sydney Bridge is.

Activity 12:

Get some clippings of bushfire reports from local newspapers or the internet. Show the children the pictures. Ask them to compare these pictures with the pictures in the story. Get to the bottom line- 'Fire is dangerous. Bushfires are common in many parts of the world, not just in Australia. All children should keep away from fire.' The aim is to reinforce the theme.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Science- the sense of touch and the effects of fire on us.
3. Environmental Studies- fire causes a lot of pollution.
4. Geography- the location of Australia and Sydney.
5. Social Science- being a good helpful citizen, the role of rescue workers.
6. Life Skills- doing your bit to prevent bus

QUOTE:

Don't play with fire or you'll get burnt.
- Anonymous

Relating the quote to the story:

Don't play with fire or you'll get burnt; is a metaphor, you do things that could be dangerous you are likely to get hurt. Can you think of other examples?

ANSWER SHEET (Fergus at the Fire):

Activity 4:

1. Pants/trousers
2. Coat
3. Boots
4. Helmet

Activity 5:

1. Captain Joe is wearing a sailor's hat, because he works on a ferry.
2. The firemen are wearing helmets because it is part of their safety gear.
3. The people stuck at South Head are wearing caps because they want to keep the sun out of their eyes.
4. Many people in the crowd are wearing caps and hats, because it was a sunny day.

Activity 6:

1. The smoke bothers the eyes and they hurt.
2. The smoke chokes us.
3. The heat burns our skin.

Activity 7:

First Picture

Sky is grey.

Fergus is nice and clean.

Fergus looks confused/ worried.

Last Picture

Sky is red.

Fergus has marks all over him.

Fergus is smiling.

Activity 8:

The last picture is better than the first one because in the last picture Fergus is very happy about having rescued the people stuck in the fire. He is a little hurt too (marks), but he acts bravely and saves the lives of people.

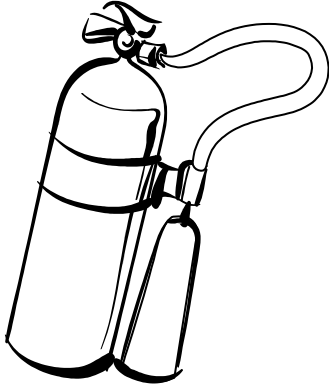
Activity 12:

The children will notice flames, smoke, and destruction in both sets of pictures. However, the pictures from the newspapers might be bleaker, thus showing rather realistic consequences of a fire.

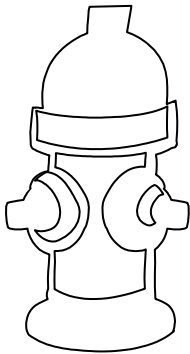
WORKSHEETS (Fergus at the Fire):

Coloring Page:

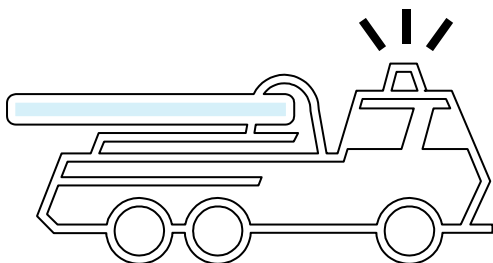
Here are a few things that help in fighting a fire. What are they? Color them.



Fire Extinguisher

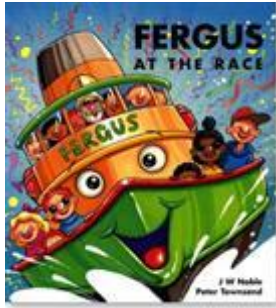


Water Hydrant



Fire Truck

BOOK 4- Fergus at the Race



Fergus at the Race Intro: Fergus and Captain Joe have taken a day off for the ferry race. But can they beat the other big boats? Fergus Ferry has a few surprises for everyone!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking and listening skills)
2. To get the learners to infer the meaning of words from the context. (Vocabulary building and comprehension)
3. To enhance their critical and creative thinking abilities. (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the kids how they like their homes decorated on their birthdays, or on Christmas. What decorations do they use?

READING THE STORY:

Activity 2:

Before starting, tell them that this story has celebrations too. But the occasion is not a birthday. It is national day. On the second page, ask them to notice how the ferries are decorated.

Activity 3:

Ask for predictions. What do you think?

1. Is Fergus a big or a small ferry? How do you know?
2. Is he upset about it? How do you know?
3. Do you think he is faster than the other ferries?
4. Do you think he can win the race?

Activity 4:

Look at the sentences. What do you think the underlined words mean? Select the correct option.

1. Time for the ferry race to get under way. (end / started)
2. The ferries are decked out in red and green. (dirty / decorated)
3. And off they go at a cracking speed. (slow / fast)
4. ...we are last in the fleet. (a group of pigs / a group of ferries or ships)
5. The waves are huge... (big / small)

Activity 5:

Ask the kids how the ferries felt at different stages of the race.
Look at the pictures for clue

CONCLUSION AND ASSESSMENT (Fergus at the Race):

Activity 6:

Write Y (for yes) in front of all the things that Fergus did and N (for no) in front of all the things that he did not do.

1. Fergus was scared of the bigger ferries...
2. Fergus thought he would lose the race...
3. Fergus did something different than the others...
4. Fergus started the race at a very fast pace...
5. Fergus won the race...

Activity 7:

Show them the map on the last page of the story. Next, with their input, try to draw (on the board) a rough map to your classroom as well as the seating plan. Encourage them to use simple positional and directional words like left, right, next to, behind, in front of.

Activity 8:

Give them the worksheet on positional words to complete.

ADDITIONAL ACTIVITIES:

Activity 9:

Give the children a picture of a ferry / boat to color and decorate as they wish to. They could use sticker stars too. (Page at end)

Activity 10:

Make a few paper boats and then get the children to race those boats in a tub of water. They could use straws to blow the boats forward.

Activity 11:

If you were Fergus Ferry, what prize would you want? Why? Here are some things to choose from: a trophy, a medal, a certificate or a can of wood polish, some new paints, or something else.

Activity 12:

Lemon and spoon race:

Give each child a spoon and a lemon. They need to hold the spoon and balance the lemon on the spoon. You could then get them to race. Touching or dropping the lemon is not allowed. They will have to keep a steady pace, just like Fergus, and not rush like the other ferries.

QUOTE (Fergus at the Race):

Never, never, never give up.

-Winston Churchill

Born in an aristocratic family in England, Winston Churchill was an influential Prime Minister of England. He was not only a statesman, but also a writer. His political achievements include leading England to victory over Hitler's Nazi forces in World War 2. His writing abilities were well rewarded with a Nobel Prize for Literature. Quotes from his inspiring speeches are used even today.

Relating the quote to the story:

Fergus knows that he is racing with bigger ferries. He does not give up even when the others gain ground. In the end, his determined attitude helps him win the race. He chooses not to give up.

ALIGNMENT WITH THE CURRICULUM (Fergus at the Race):

1. English- speaking, listening, comprehension, vocabulary building, positional words.
2. Social Science- important days and celebrations.
3. Life skills- do not follow the crowd blindly.

ANSWER SHEET:

Activity 1:

Ribbons, balloons, banners, confetti.

Activity 3:

1. Small ferry. The other ferries look much bigger.
2. No. He does not look upset. He is smiling.
3. He might be faster At this point all answers (yes, no, maybe) are acceptable, because the children are only predicting.
4. He could. At this point all answers (yes, no, may be) are acceptable, because the children are only predicting.

Activity 4:

1. Started
2. Decorated
3. Fast
4. A group of ferries or ships
5. Big

BEGINNING

Full of energy, ready to go, excited
Boris looks snooty

WHEN THE RACE BEGINS

Other ferries have lots of energy and power. They race ahead.
Fergus is last, but does not look tired or worried.

IN THE MIDDLE OF THE RACE

Other ferries begin to look really tired.
They slow down.
Fergus is catching up to them.

AT THE END OF THE RACE

Fergus wins the race.
Fergus is very happy.

Activity 6:

1. N
2. N
3. Y
4. N
5. Y

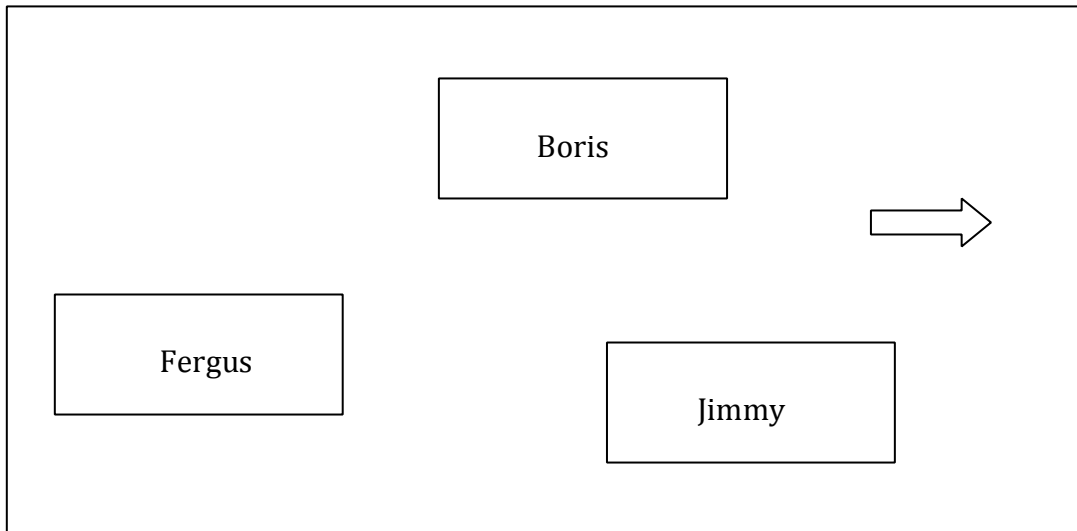
Activity 8:

1. Behind
2. Next to
3. Ahead of

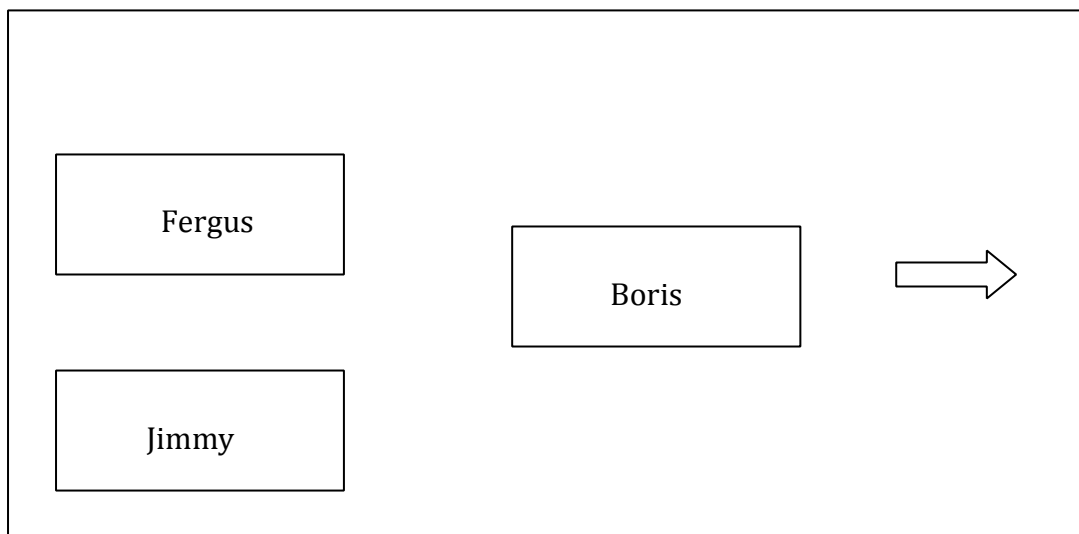
WORKSHEETS (Fergus at the Race):

POSITIONAL WORDS WORKSHEET:

Look at the pictures and tell us about the position of the ferries. You can color them too.

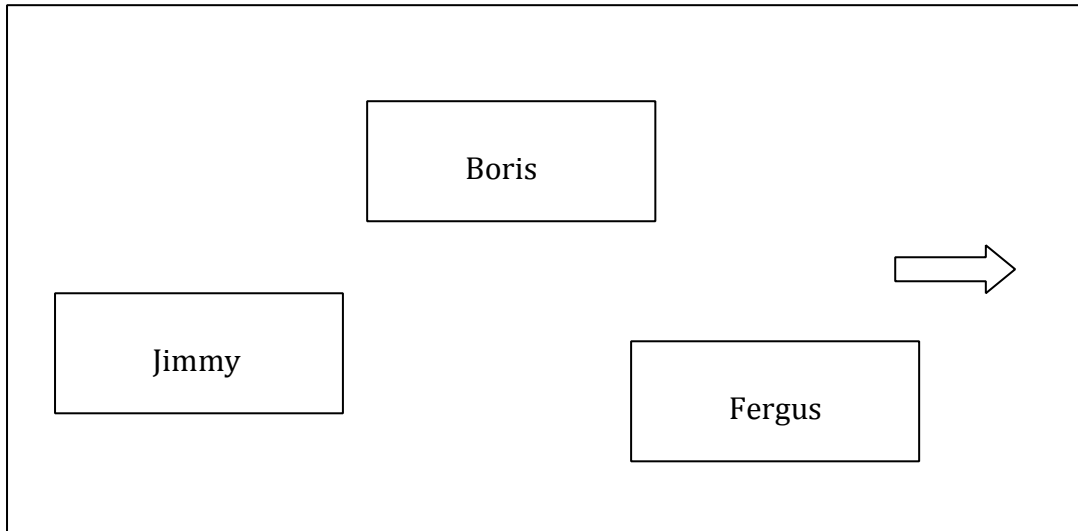


1. Fergus is Boris and Jimmy. (next to / behind).



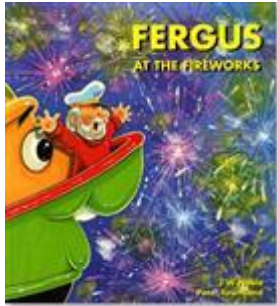
2. Fergus isJimmy. (next to / ahead of)

WORKSHEETS (Fergus at the Race):



3. Fergus is Boris and Jimmy. (ahead of/ next to)

Book 5- Fergus at the Fireworks



Fergus at the Fireworks Intro: It's New Year's Eve and Fergus and Captain Joe are watching the fireworks. Joe sees a boating accident, but can he save everyone? Fergus Ferry rushes to the rescue!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills))
2. To enhance their picture comprehension abilities. (Comprehension)
3. To introduce them to the concept of different boats, different roles. (Vocabulary Building)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children when do they see Fireworks in the sky? Let them come up with some suggestions. Then ask specifically about New Year's Eve.

READING THE STORY:

Activity 2:

Before starting, tell them about famous New Year festivities in different parts of the world. For instance, the ball drop in Times Square in New York City and the projection show in London and the famous fireworks of Sydney. Show them pictures from the Internet, to get them to understand the specialty of the shows.

Activity 3:

Ask them to pay attention to the different types of fireworks in the story.
Which one did they like in particular and why?
Was there anything that they did not like in the story?
What was it?
Why?

Activity 4:

Ask them to look at the pictures and look at the different kinds of boats at the harbour.
What do they think is George's job?

Activity 5: Ordering in sequence. (Worksheet attached)

Right after the fireworks are over, something happens. Can you help figure out what happened? Draw arrows to order the boxes in the correct order.

CONCLUSION AND ASSESSMENT (Fergus at the Fireworks):

Activity 6:

Quick Questions:

1. Why are there so many people on the Harbour?
2. Did people like George's show?
3. Why did Fergus want everyone to cheer for him?
4. Why does everyone get worried when they see the first flare?
5. Why doesn't Fergus move when Captain Joe asks him to?

Activity 7:

What do you think are the right things to do? Color all the right circles green and all the wrong circles red. (Worksheet attached)

Activity 8:

Give them the worksheet on one-many.

ADDITIONAL ACTIVITIES:

Activity 9:

Tell the kids the story about the boy who cried 'wolf'. Every now and then, the teacher could bang her foot against the table and pretend to be hurt. It is basically a real life enactment of the theme of the story. Eventually the learners will stop paying attention to the teacher's foot.

Activity 10:

How does the flare look different from the rest of the fireworks? Get them to attempt a drawing of both the flare and the fireworks.

Activity 11:

Tell the children that there is a tradition of making New Year's resolutions. Ask them to make some resolutions and try their best to follow them.

Activity 12:

Take some glue and using a toothpick, make firework patterns on paper. Then, quickly get some glitter and sprinkle it on the glue patterns. Leave it to dry. Once dry, dust the extra glitters off for a shiny firework pattern.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building, singular-plural.
2. Science- the sense of touch and the effects of fire on us.
3. Social Science- being a good helpful citizen, the role of rescue workers. Also, a hint of different traditions in different parts of the world.
4. Life Skills- Don't cry wolf or people may ignore you when you really need help (as George did), doing the right thing.

QUOTE (Fergus at the Fireworks):

Don't cry wolf!

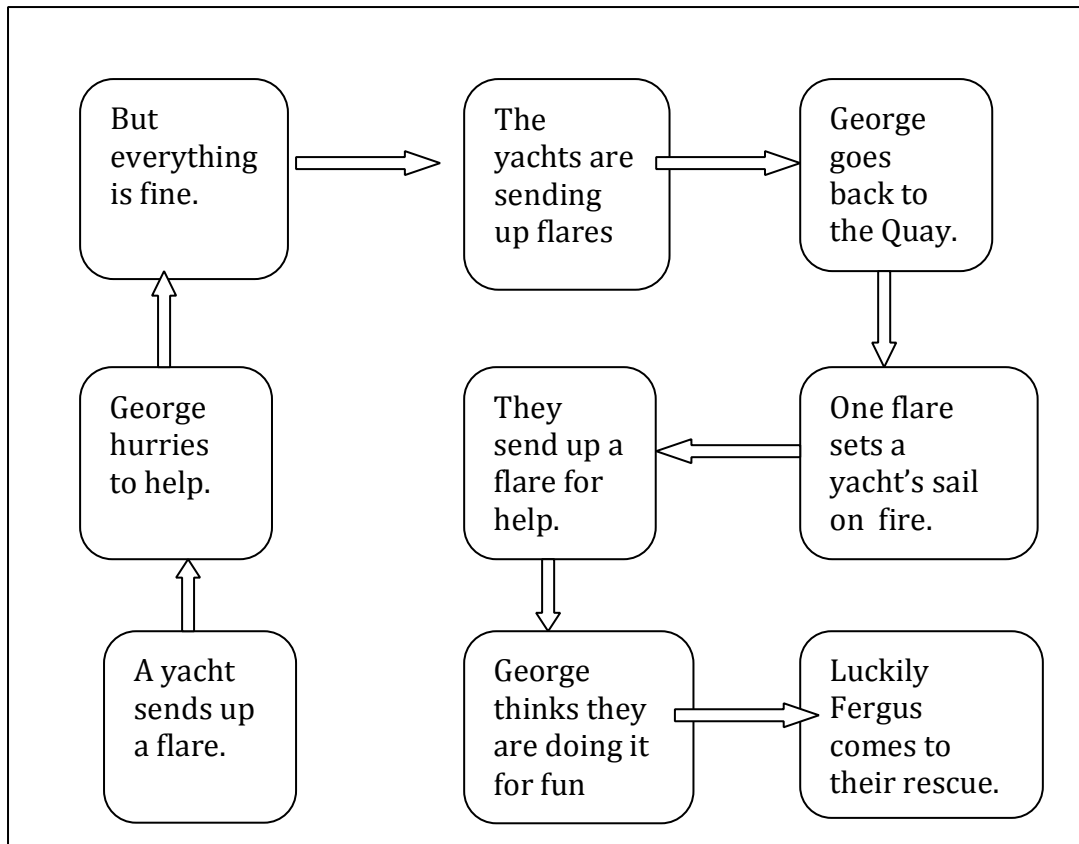
-Anonymous

Relating the quote to the story:

Crying wolf means calling out for help just for fun, without a reason. When the yachts send up flares for fun, George rushes over to help. However, there is no emergency there. When a yacht sends up a flare asking for help, George thinks that they are still having fun and does not go to rescue them. Crying wolf can put lives in danger, because when help is actually needed, no one will turn up, just like in the story.

ANSWER SHEET (Fergus at the Fireworks):

Activity 5:



Activity 6:

1. Because it is time for the annual firework display.
2. Yes, they loved his show.
3. Because it would make him feel special too.
4. Because yachts send up flares when they are in trouble.
5. Because he sees someone else trapped inside the yacht.

Activity 7:

Green circles- Being careful, Making sure that no one gets hurt, Following rules. Red circles- Playing with flares, Not having an adult around.

Activity 10:

A flare is not multicolored. It is usually of one color and very bright. Flares are used to signal for help.

Fireworks are multicolored and make artistic patterns. Fireworks are used for entertaining and delight.

WORKSHEETS (Fergus at the Fireworks):

Activity 5: Ordering in Sequence Worksheet

Right after the fireworks are over, something happens. Can you help figure out what happened? Draw arrows to order the boxes in the correct order.

But
everything
is fine.

The yachts
are sending
up flares.

George
goes
back to
the Quay.

George
hurries
to help.

George
thinks they
are doing it
for fun.

One flare
sets a
yacht's sail
on fire.

A yacht
sends up
a flare.

They
send up a
flare for
help.

Luckily
Fergus
comes to
their rescue.

WORKSHEETS (Fergus at the Fireworks):

Activity 7:

What do you think are the right things to do? Color all the right circles green and all the wrong circles red.

Playing with flares.

Being careful.

Making sure that no one gets hurt.

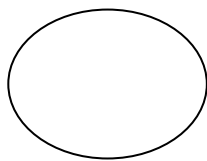
Following rules.

Not having an adult around.

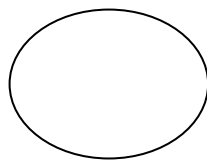
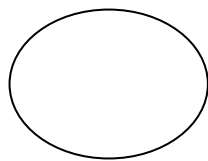
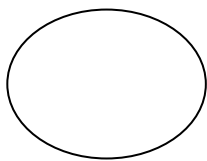
WORKSHEETS (Fergus at the Fireworks):

Activity 8: One

One is done for you. Color the pictures.



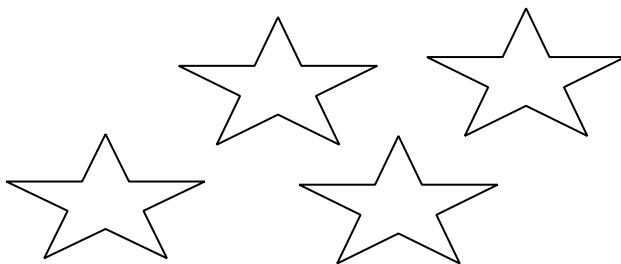
One circle



Many circles



One star

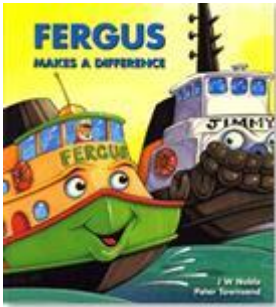


Many star_

One cloud

Many cloud_

Book 6- Fergus makes a Difference



Fergus makes a Difference Intro: An oil tanker has broken down and a tug has blown his engines. They need help! Can Fergus Ferry do it? Fergus never says no to a friend in trouble!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities. (Comprehension)
3. To introduce them to the concept of different boats, different roles. (Vocabulary Building)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children what they call people who bully others and who tease others? Do the children like being teased? Why not? How do they feel when someone bothers them? Write down their responses on the board.

READING THE STORY:

Activity 2:

Next ask them what they do when a bully bothers them. Tell them that Fergus is also teased in the story. Does Fergus react the same way as the children do? This is to build suspense as well as see Fergus as a role model.

Activity 3:

Look out for expressions of the different boats. When Fergus first meets Jimmy and Jock, pulling the oil tanker, what are their expressions like? Ask the children to draw faces with expressions like theirs.

Activity 4:

Predictions:

1. Do you think Fergus could be friends with Jimmy and Jock?
2. Why are they so stressed?
3. Why is it so important to get the oil tanker to the dock?
4. Do you think Jimmy can tow the oil tanker all by himself?

Activity 5:

Look at the pictures. How do you know from the pictures that the oil tanker is old? Which words suggest the oil tanker is old?

READING THE STORY (Fergus makes a Difference):

Activity 6:

There are different types of boats in the story. What role do they play?

1. Fergus
2. Jimmy and Jock
3. The oil tanker

Activity 7:

Color all the stars that make Fergus a star. Worksheet at the end.

Activity 8:

Get the children to pretend to be

1. Fergus - while he pulls the oil tanker, after he reached the Quay, when Captain Joe thanks Fergus.
2. Jimmy- when he first meets Fergus, when he tugs along with Fergus, when they reach the Quay.
3. Boris- when he comes by and does not help.

ADDITIONAL ACTIVITIES:

Activity 9:

How would the story have been different if:

1. Boris had helped.
2. Fergus gave up.

Activity 10:

The 'AY' suitcase fell open and the words got all mixed up. From the list below, select all the words that rhyme with 'WAY' and put them back into the suitcase.

| | | | |
|------------|------------|------------|------------|
| Bet | Bay | Wet | Way |
| Set | Say | Ray | Car |
| Met | May | Fat | Day |

Activity 11:

If you were Captain Joe, what would you tell Fergus when he was pulling the tanker? Write out a list of 1. What to do and 2. What not to do. Think of what your mom says to you when you are working hard and tired.

Activity 12:

Take a beaker of water and then add some oil to it. Point out to the children how the oil floats on the surface. Then tell them that it kills the fishes and gulls.

Show the children some pictures of the effects of an oil spill. Then get them to draw an underwater picture, color it beautifully and then shade the top layer with a black crayon. This will help them get an idea of pollution.

ADDITIONAL ACTIVITIES (Fergus makes a Difference):

Activity 13:**Extension of activity 2:**

Ask the children to describe how Fergus behaved when he was teased. Do they think he handled it well? Compare his behavior with that of the children in real life. Point out that Fergus managed to deal with it all by himself, but children have a choice. They should report any acts of bullying to an adult.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Science- the ill effects of oil spill.
3. Social Science- being a good helpful citizen, the role of rescue workers. Also, a hint of different traditions in different parts of the world.
4. Life Skills- always believe in yourself. Report any act of bullying to an adult.

QUOTE (Fergus makes a Difference):

No one can make you feel inferior without your consent.

-Eleanor Roosevelt

Eleanor Roosevelt was the wife of President Franklin D. Roosevelt of America. The First Lady was immensely shy in her younger days. Gradually, she outgrew her shyness and became one of the toughest lady politicians who could take a stand when needed. She is best known for playing a crucial role in development and the passage of the Universal Declaration of Human Rights during her tenure as the American delegate at the United Nations. She went on to become the chairperson of the UN's Human Rights Commission.

Relating the quote to the story:

Boris mocks Fergus when Fergus wants to help Jimmy tow the oil tanker to the Quay. Boris says that Fergus is a small ferry and his engine is too weak to be of any help to Jimmy. But Fergus chooses to ignore Boris' words. His belief in himself helps him accomplish a difficult task successfully. You do not become weak or inferior just because someone says so. You become weak when you start believing it.

Answer Sheet (Fergus makes a Difference):

Activity 1:

Those who bully others and who tease others are called bullies.
Children do not like being teased because it makes them sad and isolated.

Activity 3: Fergus- surprised face, Jock- angry face, Jimmy- even more angry face,
the oil tanker – tired and sad face.

Activity 4:

1. Yes, no and may be are all acceptable answers at this point.
2. Because they need to hurry up and get the tanker to the Quay and it's difficult
3. Because the tanker is old and rusty and could start leaking anytime.
4. Yes, no and may be are all acceptable answers at this point.

Activity 5:

Clues from pictures: Rusty, not painted, dull looking, tired eyes, needs to be towed.
Words- broken down, engines are brown, rusty old bucket, tanks are weak.

Activity 6:

1. Fergus- is a ferry. He takes people from one place to another.
2. Jimmy and Jock- are tug boats. Ships that break down are pulled to the shore by these tugs. They help large ships dock at the quay.
3. The oil tanker- is a ship that carries oil from one place to another.

Activity 7:

Color stars 1, 2 and 4.

Activity 9:

1. The oil tanker could have been brought to the shore quicker.
2. The oil tanker would have run into rocks and there would have been a terrible oil spill.

Activity 10:

Rhyming words: Bay, way, say, ray, may, day.
Explain the meaning of any circled words.

Activity 11:

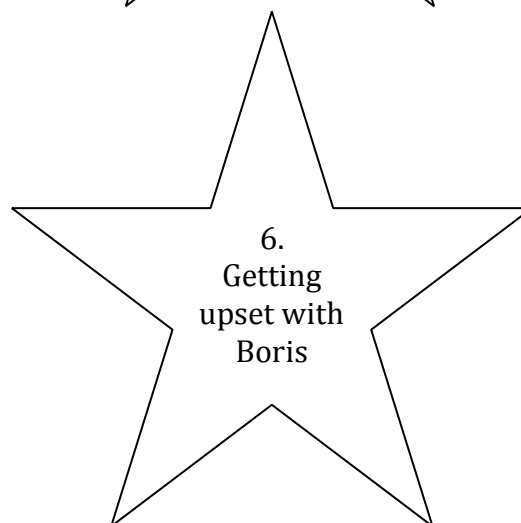
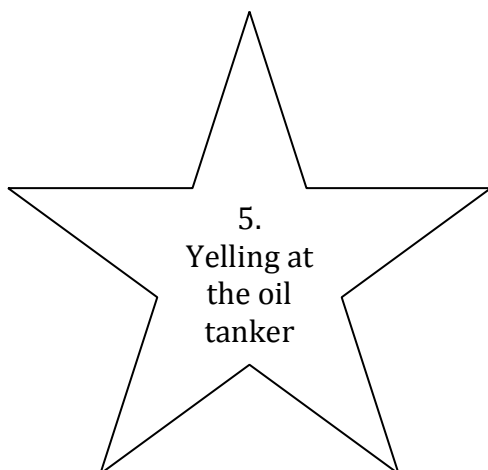
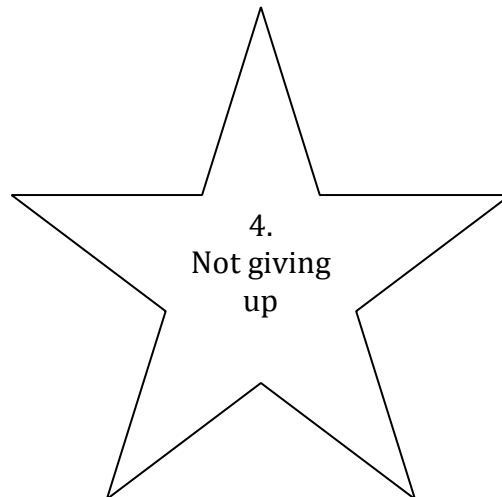
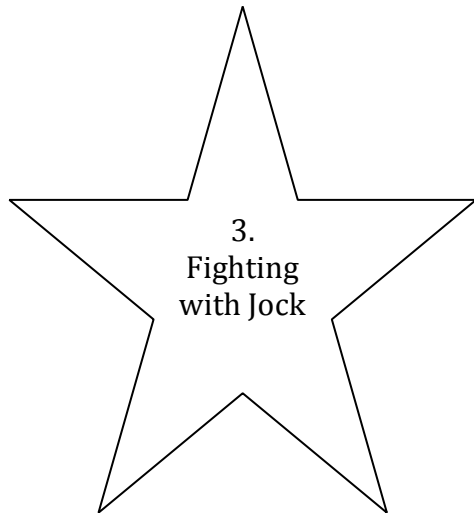
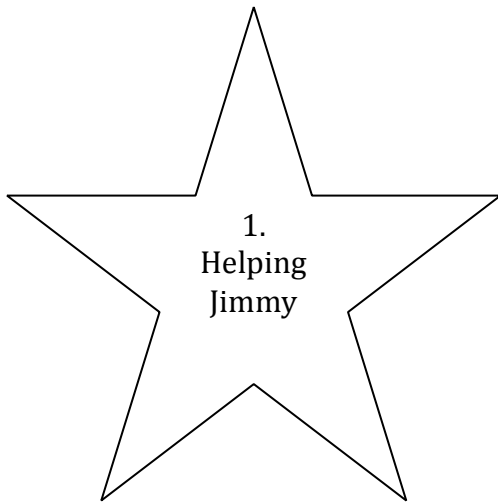
Possible answers:

1. What to do:
Help, but be very careful.
Take a quick break so you don't explode.
2. What not to do:
Don't hurry.
Don't pull too hard.

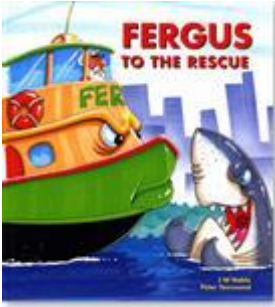
WORKSHEETS From Activity 7 (Fergus makes a Difference):

Activity 7:

Color all the stars that make Fergus a star.



Book 7- Fergus to the Rescue



Fergus to the Rescue Intro: A shark is circling a girl in the water and Fergus Ferry races to the rescue. Can he reach her in time? A shark is no match for Fergus!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities and word associations. (Comprehension)
3. To introduce them to the concept of different boats, different roles. (Vocabulary Building)
4. To introduce them to the concept of nouns. (Grammar)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have been to the beach during summers. Even if they haven't, the children would know about beach activities. Make a list of all beach activities that they suggest.

READING THE STORY:

Activity 2:

Next ask them to guess what activity this book starts with. Get the children to vote for each activity. This is to build suspense.

Activity 3:

Look at the picture. Do you think Tess and Fergus are friends? How do you know?

Activity 4:

If Tess had a day off, what do you think she would like to do? Could you list out a few activities that she might enjoy? Use this exercise to build respect for all the rescue workers- cops, doctors and others who are at work even on holidays like Christmas.

Activity 5:

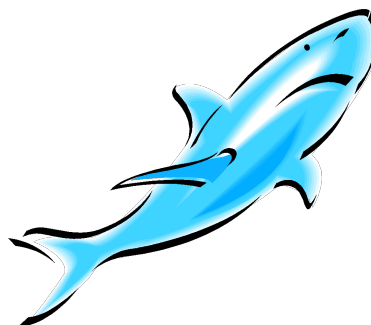
Give the children some play dough play. Ask them to make a shark out of it.

CONCLUSION AND ASSESSMENT (Fergus to the Rescue):

Activity 6: Associations:

Look at the words and the pictures. How are they connected? Write the responses on the board. It is a quick recap of the story.

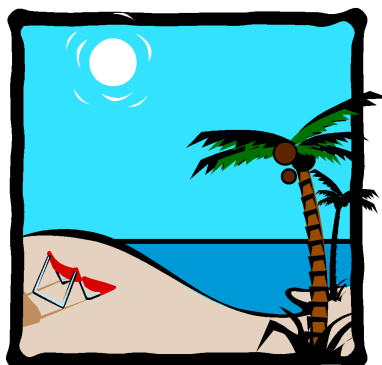
1. Fergus



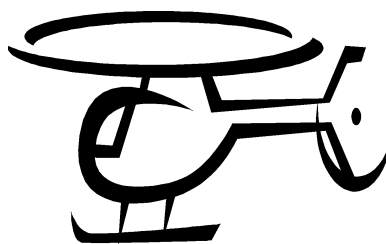
2. The shark



3. The girl.....



4. Fergus.....



CONCLUSION AND ASSESSMENT (Fergus to the Rescue):

Activity 7: Nouns:

Circle all the **things** in the list.

Boat cry board fright fall horn rope meat bed

Then tell them that all the circled things are nouns.

Activity 8:

There are many animals around Seaport Harbour. Can you draw a picture of them?

ADDITIONAL ACTIVITIES:**Activity 9:**

Stick up pictures of a regular beach on the flannel board. Then take a picture of a ball and stick it up too. Ask the children if they can tell you where the ball is. Encourage them to use positional and directional words, like left, right, under, above, next to, in front behind and others.

Keep changing the position of the ball.

Activity 10:

The shark didn't quite like the taste of the board. What do you think sharks find tasty?

Fill in the blanks with the correct vowels.

Then circle all the things that sharks like, in red.

Circle all the things that you like, in blue. (Worksheet at the end.)

Activity 11:

Look at the picture of the shark. Get the children to debate whether it looks a bit scary or silly? Why?

Activity 12:

Ask the children if they have acted in a strange way and yet their mom or siblings understood them? Why doesn't Joe think Fergus is just playing up when he races towards the windsurfer?

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building, grammar.
2. Social Science- being a good helpful citizen, the role of rescue workers. Also, a hint of the food chain.
3. Life Skills- Respect for rescue workers. Always be ready to help.

QUOTE (Fergus to the Rescue):

Do what you can, with whom you have, where you are.”
-Theodore Roosevelt

Theodore Roosevelt was the youngest President of America. He was a very progressive man, who believed in making use of power to improve people's lives. He is remembered for introducing progressive reforms and transparency in public dealings. He won the Noble Peace Prize for helping end the war between Russia and Japan.

Tess performs glamorous rescues and at sea, winding people up or to end of her winch in wild, wild storms. Fergus can't do that, because he can't go to sea, but he does what he can in the harbour

ANSWER SHEET (Fergus to the Rescue):

Activity 1:

Making sand castles, swimming, sunbathing, playing ball, sailing and surfing.

Activity 3:

Yes, Tess and Fergus are friends. They smile at each other. Also, Tess is busy, but she drops by for a quick chat with Fergus. You only do that for friends.

Activity 4:

If Tess had a holiday, she would probably like to rest a little. She would probably like to sleep a little, get painted in different colors, catch up with friends, just sit by and watch the waves.

Activity 6: This is essentially a brain storming activity. Learners will make all sorts of associations. They can respond in words, phrases or sentences.

1. Fergus and the shark: shadow, save girl, in time, bites Fergus.
2. The shark and the sailboat: sees girl, hungry, girl falls, scared, bite, turtle, board, chew, crunch.
3. The girl and the sea: fun, adventure, windsurfing, Fergus, shark, scared, fall, Fergus rushes, rope pull, save, rescue.
4. Fergus and Tess: friends, chat, rescue, sea, boat, rush, SOS call, tips to Fergus, teaches, handy later.

Activity 7: Nouns:

Circle boat, board, horn, rope, meat and bed.

Activity 10:

Circle the fish crab and seal in red. Let the children circle their own favorites in blue.

Activity 11:

The shark looks scary in the beginning, when it alarms Fergus and scares the girl. Then when it bites the board, thinking it is a turtle, it looks silly. It is scary again, when it looks at the girl. It is scary that Captain Joe manages to pull the girl up just in time. The shark ends up being silly, with broken teeth.

Activity 12: Reasons:

1. Captain Joe understands Fergus very well.
2. They are both good friends and spend a lot of time together.
3. Joe knows that Fergus does not do silly things.
4. Joe also knows that many times Fergus notices things that Joe does not see.

WORKSHEETS (Fergus to the Rescue):

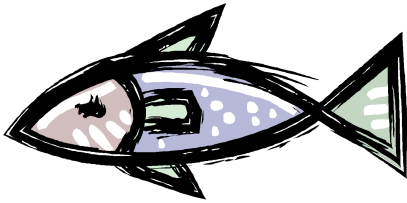
Activity 10:

The shark didn't quite like the taste of the board. What do you think do sharks find tasty?

Fill in the blanks with the correct vowels.

Then circle all the things that sharks like, in red.

Circle all the things that you like, in blue.



_ce-cream F_sh

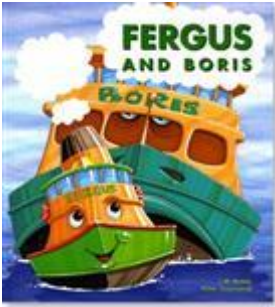
Cr_b



V_getables
W_termelon

S__l

Book 8- Fergus and Boris



Fergus and Boris Intro: Boris is in trouble. He's run aground on a rocky reef. Oh, no! Now he's on fire! Who will save his passengers?

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities and word associations. (Comprehension)
3. To introduce them to the concept of color coding of rescue vehicles. (Comprehension)
4. To introduce them to the concept of using magic words. (Speaking)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Tell the children that they were going to have a walking race. Get them to walk as fast as possible, touch a wall and come back. Try and have some swift children and some slow children in each group, so that when the swift children run back, they need to watch out for the slower ones running towards them. Then ask them if they were worried about banging into someone.

READING THE STORY:

Activity 2:

Next show the children pictures of some traffic signboards. Ask them what they stand for. Then ask them why we need the signboards or even traffic rules. Stress on the importance of 'following rules' for everyone's safety



READING THE STORY (Fergus and Boris):

Activity 3:

Tell them that the story starts on one foggy morning. Ask them to suggest a few rules that they think the ferries should follow in the given weather conditions. Give them hints like what they do when they wake up at night and can't see too well?

Activity 4:

What could Boris have done differently? Are there any magical words that Boris could have used? Introduce the concept of polite MAGIC words- Excuse me, please and thank you. Then give them a situation and ask them to use the correct magic words.

Some examples are:

1. If someone is in your way, what do you say? (Excuse Me!)
2. If someone gets you something you dropped, what do you say? (Thank you!)
3. If you need a favor, what do you say? (Please)

Activity 5:

There are lots of sounds in the story. The learners need to read or make the sounds when the teacher comes to them.

Activity 6: Quick recap:

Boris made many people run around. Read the description and guess who it is.

1. Small and friendly, he got splashed all over.
2. She flew in quickly.
3. Both of them work together.
4. He needed to splash water over Boris.
5. He took the passengers to the Quay.

Activity 7: What words would you use to describe Boris? Cross out all those words. (Worksheet attached). Can you give a reason for each word you choose? The learners need to CROSS out the words because these are undesirable attributes.

Activity 8: Positive affirmations.

Write the names of all the students on slips of paper. Then hand them out. Make sure that no one gets a slip with his/her own name written on it. Next ask them to list 3 things that they like the best about that person. In order to make it easier for them, list out a few adjectives on the board.

You could include words like:

Nice helpful cheerful brave strong
Amazing gentle cool great perfect caring
Honest smart fast friendly understanding
Good kind neat polite quiet funny

Then give each slip to the child whose name is written on the slip.

Get them to share what nice things they find written on their slips. Tell them that those are their strengths. Lay emphasis on the fact that they are all good, unique and special children.

ADDITIONAL ACTIVITIES (Fergus and Boris):

Activity 9:

On the board, write the names of all the learners and the words 'Thank you'. Next get them to acknowledge the compliments. Let the children write the notes themselves. Ask them to decorate their notes. This activity serves as a practice session for using the magic words.

Activity 10: Show the children pictures of some famous people who have actively worked for the underprivileged. Give them a little background information on each person. Have a growth chart handy. Next ask them to guess the height of each celebrity.

Example:

1. Nelson Mandela- He completely disliked the idea of treating people with dark skin differently. He wanted equality of all humans and even got sent to jail for wanting equality.
2. Oprah Winfrey- She helps fund schools in Africa and America to help provide the poor children a good education. She also paid for houses to be made for the poor.
3. Mother Teresa- She had an institution in India where the homeless and the poor were given food, medicines and a place to live.

Height: Nelson Mandela- 6'0"

Oprah Winfrey- 5'7"

Mahatma Gandhi- 5' 5"

The bottom line is that it does not matter how tall or strong you are. You just need to have a good heart to make a difference.

Activity 11:

Look at the different boats in the story. They seem to be of different colors. Match the boats with their colors. Why do you think it is that way? Look around you. What color is the school bus? What about the color of cops' cars?

Activity 12:

Tell the children that you will be watching a mystery hero for an entire day. Don't tell them who you are watching. If the hero does a good job of being courteous and helpful, at the end of the day, give him/her a badge or a certificate to show the world. If the hero doesn't quite earn it, tell them that he/she needs to work harder to get the badge. That way you will have the learners being courteous each day.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building, magic words.
2. Social Science- being a good helpful citizen, the role of rescue workers. Also, the importance of following societal rules.
3. Life Skills- Positive affirmations and learning the importance of the magic words.

QUOTE (Fergus and Boris):

*"It doesn't matter if you're big or small,
What's in our hearts is the measure of us all."
-J.W. Noble*

J.W Noble is the author of an entire series of the popular 'Fergus Ferry' stories. He wrote Fergus the Ferry while traveling to work on the ferry. His son loved the story and telling Fergus stories became something they did while going for a ferry ride together at the weekends.

Relating the quote to the story:

It is not the size of a person that matters. What really matters is how big a heart you have, how kind, brave and helpful you can be. Boris is bigger than Fergus, but that doesn't make him braver or kinder.

ANSWER SHEET (Fergus and Boris):

Activity 3:

1. They need to go very slow.
2. They need to have some flashers or blinkers on.
3. The Captains need to be very careful and on the lookout for other boats.
4. They should honk if they think another ferry is close by, but not clearly visible.

Activity 6:

1. Fergus
2. Tess
3. Jimmy and Jock
4. George
5. Fergus

Activity 7:

Haughty- Boris is very proud of being big and wide.

Fast- He is a fast ferry.

Reckless- He is reckless because he did not care for the safety of the passengers.

Mean- He is mean because he first honked at Fergus, spoke to him rudely and then splashed all over Fergus.

Silly- He ends up looking silly because he runs aground and is stuck.

Activity 11:

George- Red and yellow.

Jimmy and Jock- White and black/orange.

Fergus- Green and yellow.

George is a fireboat and so he has the colors red and yellow, almost like the fire trucks.

Jimmy and Jock are tugboats and are black, orange and white.

Fergus is green and yellow. He could have been any color.

It is important for rescue boats to be of a specific color so that it is easy to spot them. Also, others will see them and give them way, in case of an emergency.

WORKSHEETS (Fergus and Boris):

Activity 7:

What words would you use to describe Boris? Cross out all those words.

Haughty

Reckless

Silly

Cheerful

Mean

Kind

Fast

Helpful

Activity 11:

Look at the different boats in the story. They seem to be of different colors. Match the boats with their colors. Why do you think it is that way? Look around you. What color is the school bus? What about the color of cops' cars?

George

Orange and white

Jimmy

Red and yellow

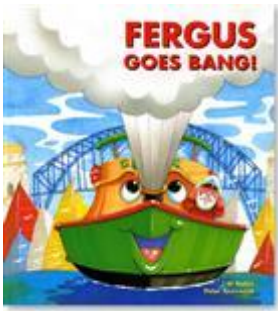
Fergus

Green and yellow

Jock

Black and white

Book 9- Fergus goes Bang!



Fergus goes Bang! Intro: Just as the boat race is about to begin, Flash the speedboat hits Oscar One. Now who will fire the gun? Trust Fergus to know what to do!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities and word associations. (Comprehension)
3. To introduce them to the concept of a word map. (Vocabulary Building)
4. To introduce them to the 5 W questions. (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Tell the children that you are going to play a game. Get a big bowl and some coins or pebbles. From a little distance, get all the children to throw the coins into it. Give each child at least 2 turns at it. For the second round, as each child attempts to throw a coin in, keep moving the bowl.

Ask for their feedback. They will find the second round more difficult than the first one, because the bowl keeps moving. Tell them that something of the same sort is going to happen in the story.

READING THE STORY:

Activity 2:

Tell them that Boxing Day is the next day after Christmas. Ask them to guess what it means.

Then tell them what it means in different countries.

In olden days, it was when the servants used to get gifts in boxes, from the house owners, to take home to their families.

In America, it means that you get to take all your unwanted Christmas gifts back to the store, where you can return them.

In Australia, it is a holiday and you have a special cricket match on that day.

Activity 3:

This story is about a race to be held on Boxing Day. Look at the first page and tick the correct answers. (Worksheet attached).

Activity 4:

Fergus meets a huge catamaran. Can you make any three letter words using the word CATAMARAN? One is done for you. Try and make as many as you can. Then, color the triangles in the same colors of the yachts' sails. (Worksheet attached).

Activity 5:

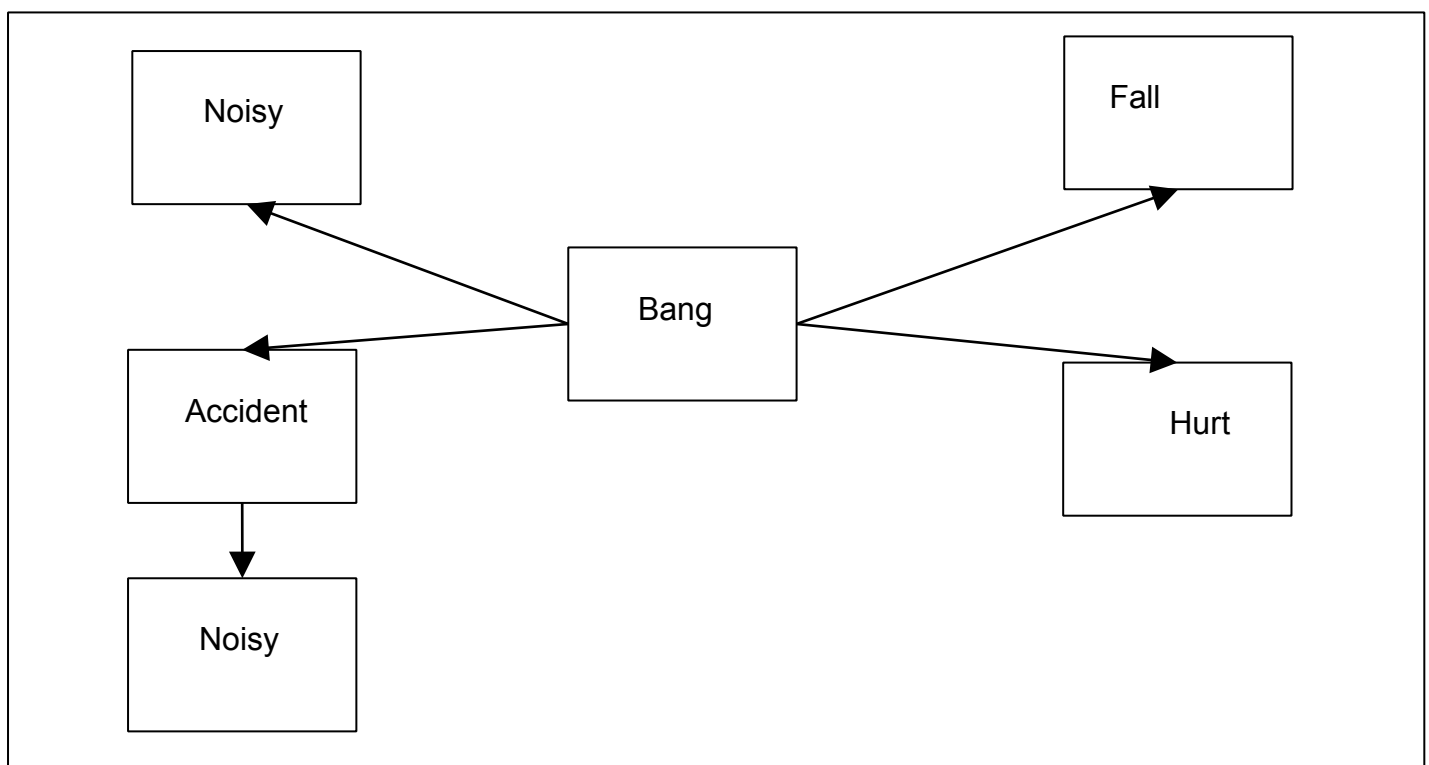
There are lots of action or movement words in this story. Try and identify as many as you can. (Worksheet attached).

CONCLUSION AND ASSESSMENT:**Activity 6:**

Look at the book cover. It says "Fergus goes Bang!"

What comes to your mind when you think of the word bang? Write down the responses on the board in the form of a word map. Lead them from one word to another and form a network of words.

Example:



Get in as many responses as possible. Encourage unique thinking. Finally point out how you started with one word and eventually got to so many others.

Activity 7: Look at the pictures of Captain Joe and Fergus when the countdown starts. First get them to do a countdown with you. Then, ask them to explain what is happening in each frame. This will give them a sense of how hard Captain Joe tried in such a short time.

Activity 8: What can we use to start a race? Why was it important to use the canon?

CONCLUSION AND ASSESSMENT (Fergus goes Bang!):

Activity 9: Quick recap:

Jimmy was telling everyone about how Fergus helped out. However, he missed a few names. Can you fill in the blanks and help Flash out? (Worksheet attached)

Activity 10:

How many different types of boats do you see in the story?

Which ones are allowed in the race? What are the others doing there?

Activity 11:

Give them a situation like suppose the teacher is stuck in a bad traffic jam and hasn't reached school yet. What will the children do during that time? Encourage them to come up with responses that are creative and different from the regular activities. This will be thinking like Fergus, who was in a tight situation and thought of a solution. He did not focus on getting Joe to land only in the front. Instead he turned around. So he thought more effectively.

(If there are any suggestions you really like, you could probably try and incorporate them in one of your future classes).

Activity 12: The 5 W's:

Get the children to answer the 5 W questions. It will help check if they have understood the story or not. You could do a similar exercise by placing Joe in the center. (Worksheet attached).

Activity 12:

1. He is on the Harbour.
2. He helped Tess and Captain Joe.
3. He let Tess put the canon on him. Then he helped Captain Joe land safely and start the race in time.
4. When the yacht race was about to start.
5. He helped them because they are his friends. Also, he is a good citizen.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Social Science- being a good helpful citizen
3. Mathematics- backward counting from 10 to 1.
4. Life Skills- Try again and again.

QUOTE (Fergus goes Bang!):

"You never fail until you stop trying."
-Albert Einstein

Albert Einstein was a great scientist who was awarded the Nobel Prize for his work in the field of Physics. Being a curious person, his insatiable thirst for knowledge led him to experiment and discover more and more.

Relating the quote to the story:

This reflects how Joe keeps going on and on, even when it seems that there is no chance he will get to the gun in time to start the race, he keeps trying and succeeds!

ANSWER SHEET (Fergus goes Bang!):

Activity 3:

1. In the sea
2. Yachts
3. Sunny
4. The Sydney Harbour Bridge
5. Yes and No are both acceptable answers at this stage.

Activity 4:

Cat mat rat
Can man ran tan
Car tar mar
Cam ram

Activity 5:

Whizzing slam
Swing turning
Race move
Turn whoosh

Activity 7:

- 9- Captain Joe straightens himself out.
- 8- Captain Joe starts running.
- 7- Captain Joe opens the door.
- 6- Captain Joe goes up to the wheel and looks ahead.
- 5- He comes running down, loses control and falls into the water.
- 4- He climbs back onto Fergus, all wet.
- 3- He slips a little.
- 2- He tries to get to the gun.
- 1- He manages to pull the firing pin.

Activity 8:

A gun
A canon
A starting pistol
A hammer
A whistle
A clap
A flag

They needed to use the gun because there were many yachts and some are quite far away, so all of them might not be able to see a flag or hear a whistle or pistol. They needed something that was loud and clear, like the canon.

ANSWER SHEET (Fergus goes Bang!):

Activity 9: Quick recap:

1. Flash
2. Fergus
3. Joe
4. Joe
5. Fergus

Activity 10:

There are types of boats in the story, but only the yachts are allowed in the race. Jimmy and Jock are tug boats, who are around to help a boat in trouble. Oscar One is a catamaran who has been given the job of mounting the canon for the race. Fergus was there to watch the race, just as Flash was probably too.

WORKSHEETS (Fergus goes Bang!):

Activity 3:

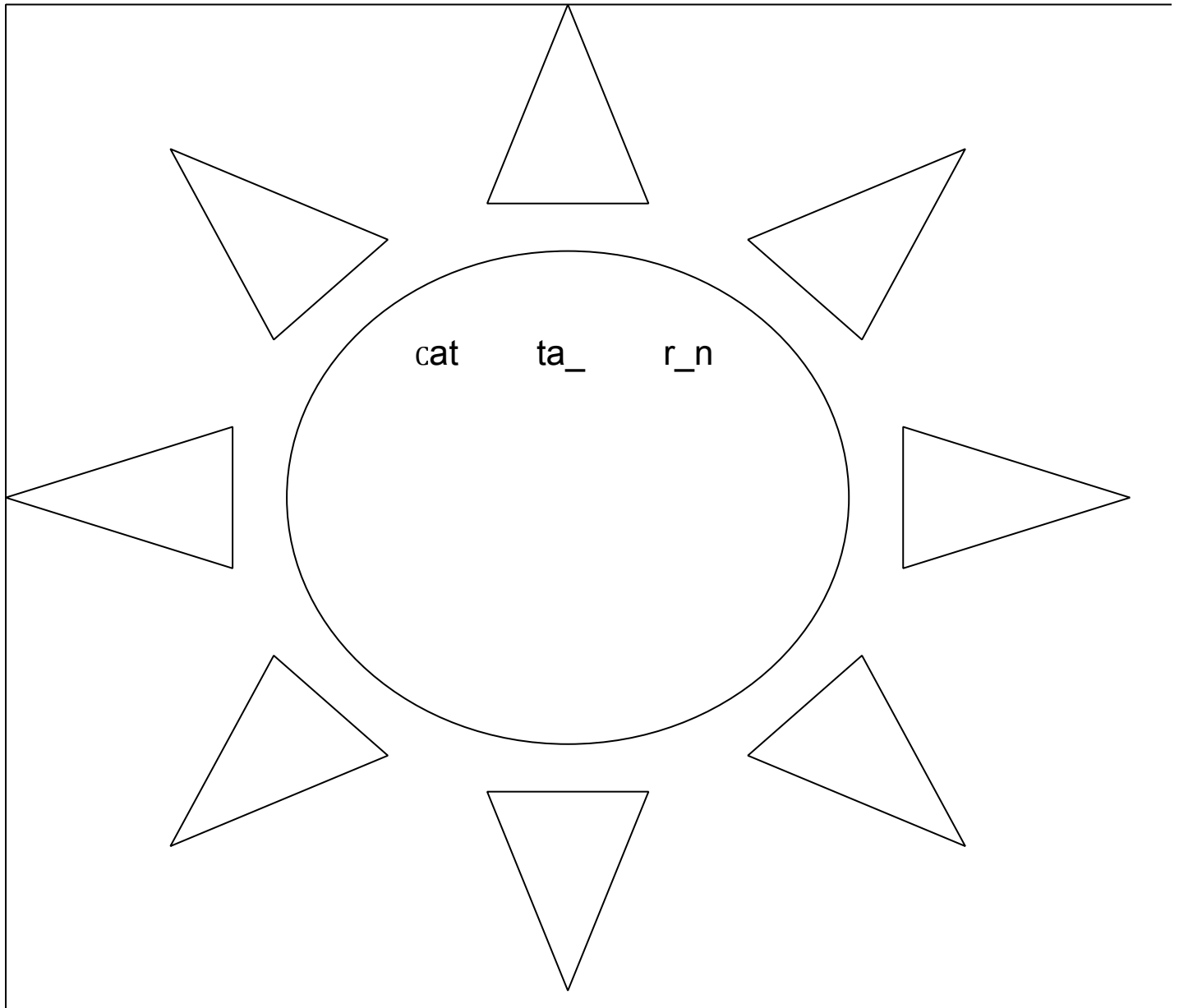
This story is about a race to be held on Boxing Day. Look at the first page and tick the correct answers.

1. Where is the race going to take place? (In the sea/ on the road).
2. What kind of boats will be racing? (Yachts / Ferries).
3. What kind of a day is it? (Rainy / Sunny).
4. What else can you see? (A cow/ the Sydney Harbour Bridge).
5. Do you think anything can go wrong today? (No/ Yes).

WORKSHEET (Fergus goes Bang!):

Activity 4:

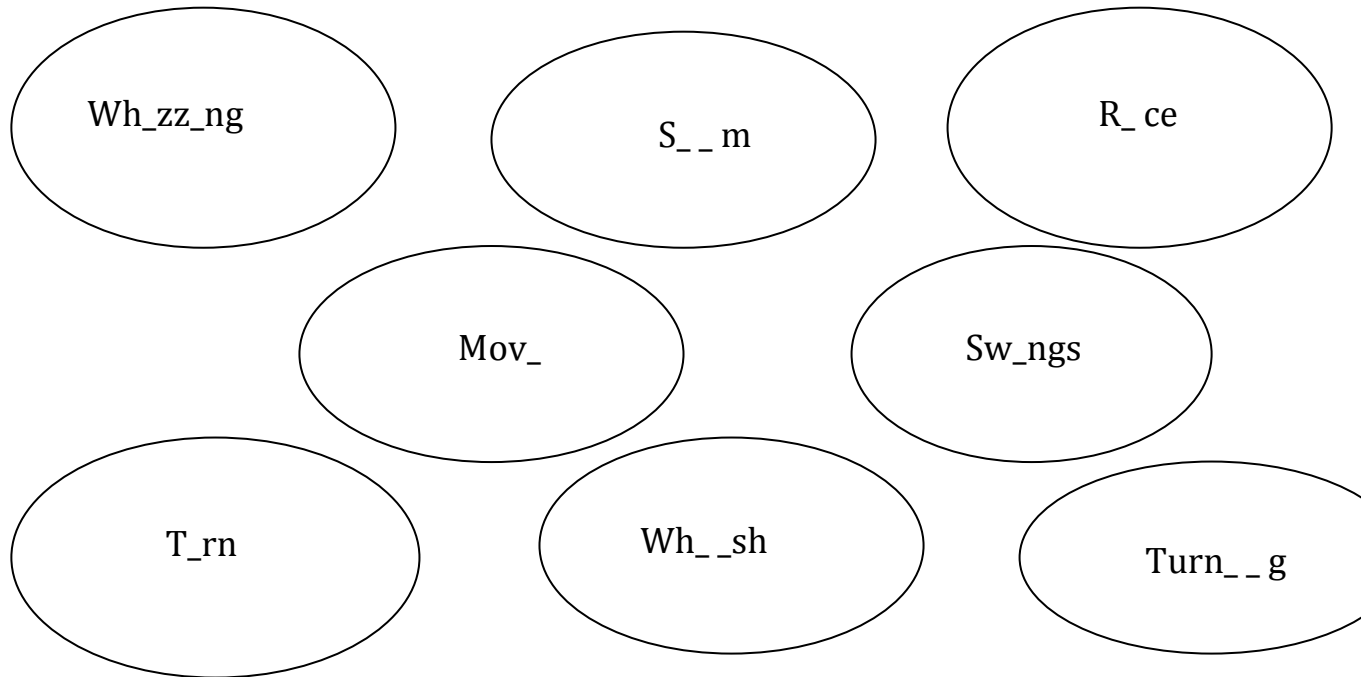
Fergus meets a huge catamaran. Can you make any three-letter words using the word CATAMARAN? One is done for you. Try and make as many as you can. Then, color the triangles in the same colors of the yachts' sails.



WORKSHEET (Fergus goes Bang!):

Activity 5:

There are lots of action or movement words in this story. Try and identify as many as you can. (Worksheet attached).



Activity 9: Quick recap:

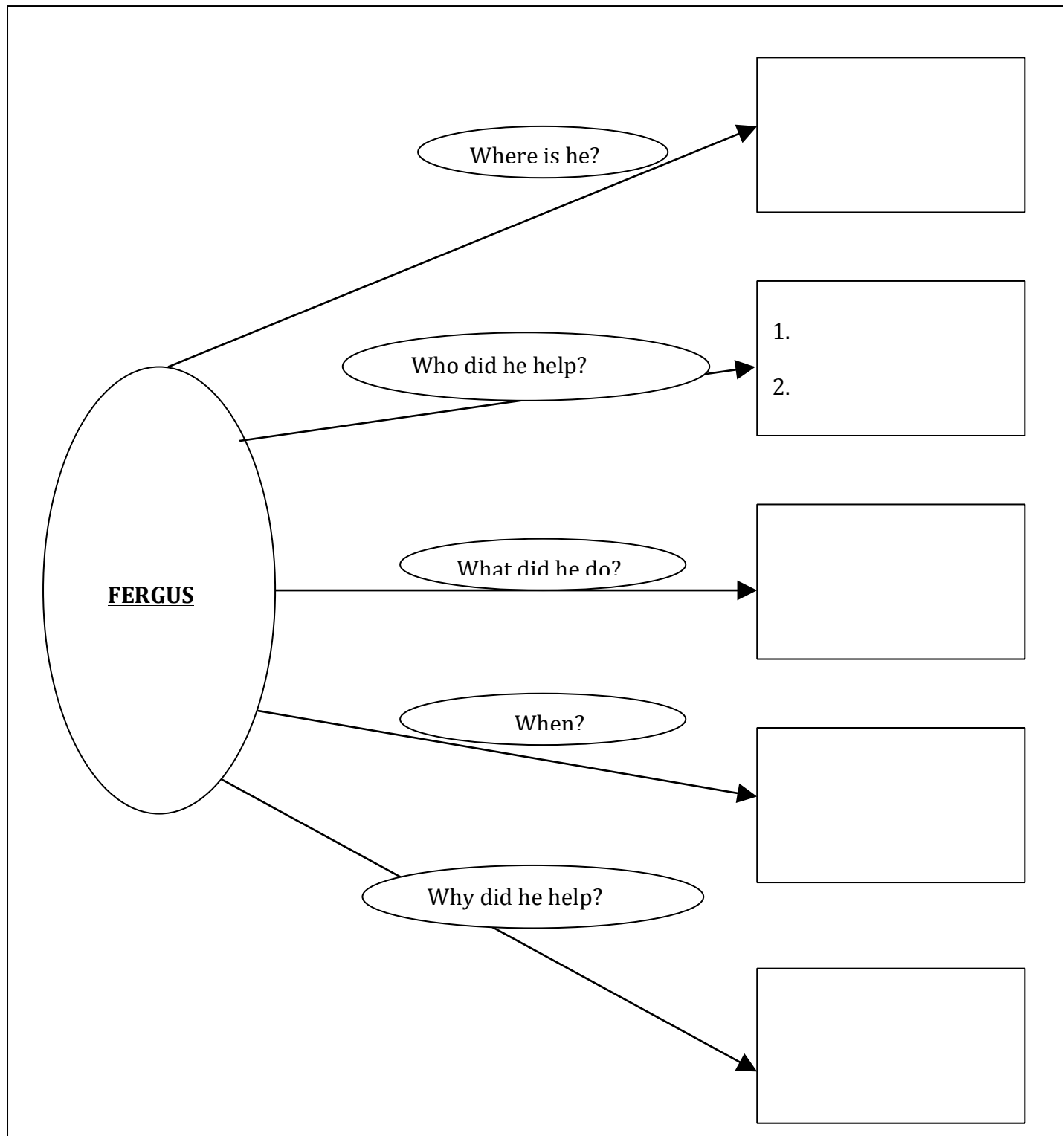
Jimmy was telling everyone about how Fergus helped out. However, he missed a few names. Can you fill in the blanks and help Flash out? Choose from the words below:

- 1..... bangs into Oscar One.
- 2..... stays very still.
3. Tess' hook gets stuck in 's trousers.
4. is swinging in the air.
5. turns around so that Joe has enough space to land

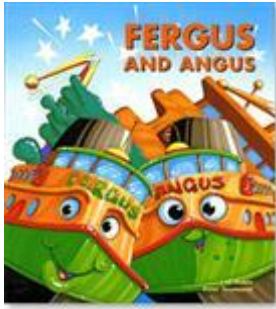
WORKSHEET (Fergus goes Bang!):

Activity 12:

The 5 W's. Get the children to answer the 5 W questions. It will help check if they have understood the story or not. You could do a similar exercise by placing Joe in the center.



Book 10- Fergus and Angus



Fergus and Angus Intro: Fergus Ferry sets out to rescue their passengers. Beside him is little Angus. Two brave ferries will get the job done!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities and word associations. (Comprehension)
3. To introduce them to the concept of a word map. (Vocabulary Building)
4. To introduce them to the 5 W questions. (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Get the children to work in pairs. Ask them to find out 2 new things about their partner, 2 things that they did not know about their partner. It could be anything. This is a great way of getting to know each student and helping the children interact amongst themselves.

Ask them to speak out their responses for everyone to hear.

Then tell them that they learnt so many new things about their classmates.

Bottom line: Learning is so much fun!

READING THE STORY:

Activity 2:

Ask the children what manners are? Manners tell us how to behave well.

Who can you learn good manners from? You can learn good manners from your parents, relatives, friends...basically from anyone. You only need to '**WANT**' to learn.

Ask them to share some manners that they observe. Examples are:

1. Classroom manners- Do not talk when the teacher is talking.
2. Playground manners- Do not push anyone around.
3. Table manners- Do not eat with your mouth open.

Then tell them to watch how each character in the story behaves.

Activity 3:

Write 'good' for good manners and 'bad' for bad manners. (Worksheet attached). Next to each good manner, draw a smiley face. Next to each bad manner, draw a sad face.

Activity 4:

Circle the names of all the ferries that appear in this story. These are called proper nouns. A proper noun is the name of a particular person or place. Color your favorite ferry in your favorite color. (Worksheet attached).

READING THE STORY (Fergus and Angus):**Activity 5:**

Make a list of

1. Things that you can do
2. Things that you want to learn how to do.

The children might need a little prompting. Encourage the children to list things like learning the words of a particular song. If there is a classmate who could help out, pair them up. They can share tips. It will help create a sense of helpfulness in the class.

Things you can do could include:

1. Drawing
2. Singing
3. Helping mom clean up the room
4. Putting your dirty laundry for wash
5. Playing a particular sport well.

Things you want to learn how to do could include:

1. Painting
2. Playing the guitar
3. Ice skating
4. Swimming
5. Whistling

CONCLUSION AND ASSESSMENT:**Activity 6: Who is it?**

Divide the class into two teams. Call a child from the first team, and give her a word/phrase to enact. It is basically dumb charades, based on the story. For instance, if you give the child the word 'laughing', the other members of her team need to guess who laughs in the story. You could have more than one answer to some questions.

Example:

1. Laughing – Boris, when he scares Fergus.
2. Angry- a) Fergus, because of Boris b) Horace because of Boris
c) Boris because of Horace d) Tess because of Horace and Boris.

This will serve as a quick recap activity too. However, it is a group activity and might need to be followed by an individual assessment activity.

Activity 7:

Write the names of the students on ice cream sticks. Have a bunch of questions ready. Then, pull out a name and put your question to the child. This way everyone will get a chance to participate.

(Question 8 is a slightly difficult question).

Questions:

1. Why is Tess upset with Horace and Boris?
2. What could Boris have done to avoid the crash?
3. Why does Fergus come back to Boris, with Angus?
4. Why are the people on Boris coughing?
5. Why is Fergus upset with Boris?

READING THE STORY (Fergus and Angus):

Activity 7, Questions Continued:

6. Who do you think should have given way- Boris, Horace or both? Why?
7. What are Boris and Horace proud of?
8. Why is Angus scared of following Fergus?
9. One ferry gets a hole in the bow. Who is it?
10. One ferry starts to burn. Who is it?
11. What is it that Boris needs to learn?

Activity 8:

Fill in the worksheet to see how things could have been different. Point out how good manners can make life better for everyone and yourself. (Worksheet attached).

ADDITIONAL ACTIVITIES:**Activity 9: RHYMING WORDS:**

Change the first letter of the underlined word, to make correct sentences. (Worksheet attached).

Activity 10:

Fergus and Boris are not like each other at all. Fergus is small and friendly, while Boris is big and mean. They are quite opposite of each other. Here are some words. Can you match them with their opposites? (Worksheet attached).

Activity 11:

Suppose you were a passenger on Boris when Boris and Horace banged into each other. Tell us what happened and how you felt. This is primarily a comprehension and a speaking activity.

Activity 12:

Use this activity to celebrate the qualities of some of the meeker children in class.

Ask the class to vote for the child:

1. Who always gives way to others? (It is BOUND to be a meek child).
2. Who hardly ever fights with others?
3. Who does not make any noise when the teacher is teaching?
4. Who is the most helpful in class?
5. Who wants to learn good manners? (This will get everyone to vote for themselves!)

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Social Science- being a good helpful citizen.
3. Life Skills- Be open to learning new things, the relation between cause and effect and good manners.

QUOTE (Fergus and Angus):

"In a world of change, the learners shall inherit the earth."

-Eric Heffer

Eric Heffer was a British socialist politician. He rebelled against any policies that his conscience did not agree with. Coming from a working class background himself, he is best remembered for his efforts towards improving the lot of the working class.

Relating the quote to the story:

This is a reflection on how Boris doesn't learn that everything doesn't move aside for him. He should have learnt from his accident with the reef.

ANSWER SHEET (Fergus and Angus):

Activity 3:

1. Bad
2. Bad
3. Good
4. Bad
5. Bad

Activity 7:

1. Tess was upset because she thinks they are troublesome ferries and are always causing trouble.
2. Boris could have simply given way to Horace.
3. Because Fergus could not have taken all the passengers ashore all by himself. He is a small ferry.
4. Because Boris caught fire.
5. Because Boris always orders people to move out of the way.
6. It would have been good if either one moved away. Both could have moved a little too.
7. Of their being the Manly service ferries and being big ferries.
8. Because Angus is an Inner harbour ferry and finds the waves too big in the Outer harbour area.
9. Horace.
10. Boris.
11. Boris needs to learn some good manners, like not being mean and letting others pass.

Activity 8:

- 1a. Gives way
 - 2a. Not angry
 - 3a. Not hurt
 - 4a. Not bothered
 - 5a. No problem/no trouble
-
- 1b. Does not give way
 - 2b. Upset
 - 3b. Hurt
 - 4b. Bothered
 - 5b. Have problems/ In trouble

ANSWER SHEET (Fergus and Angus):

Activity 9:

1. Sound
2. Red
3. Way
4. Cold
5. Well

Activity 10:

Big- small
Fat- thin
Happy- sad
Cold-hot
Day- night

WORKSHEETS (Fergus and Angus):

Activity 3: MANNERS WORKSHEET:

Write 'good' for good manners and 'bad' for bad manners. Next to each good manner, draw a smiley face. Next to each bad manner, draw a sad face.

1. Boris scaring Fergus.....
2. Boris laughing at Fergus being smaller than him.....
3. Fergus getting really angry, but not saying anything mean to Boris.....
4. Boris ordering everyone to get out of his way.....
5. Horace ordering Boris to move aside.....

Activity 4: PROPER NOUNS WORKSHEET:

Circle the names of all the ferries that appear in this story. These are called proper nouns. A proper noun is the name of a particular person or place. Color your favorite ferry in your favorite color.

Hurt

Fergus

Happy

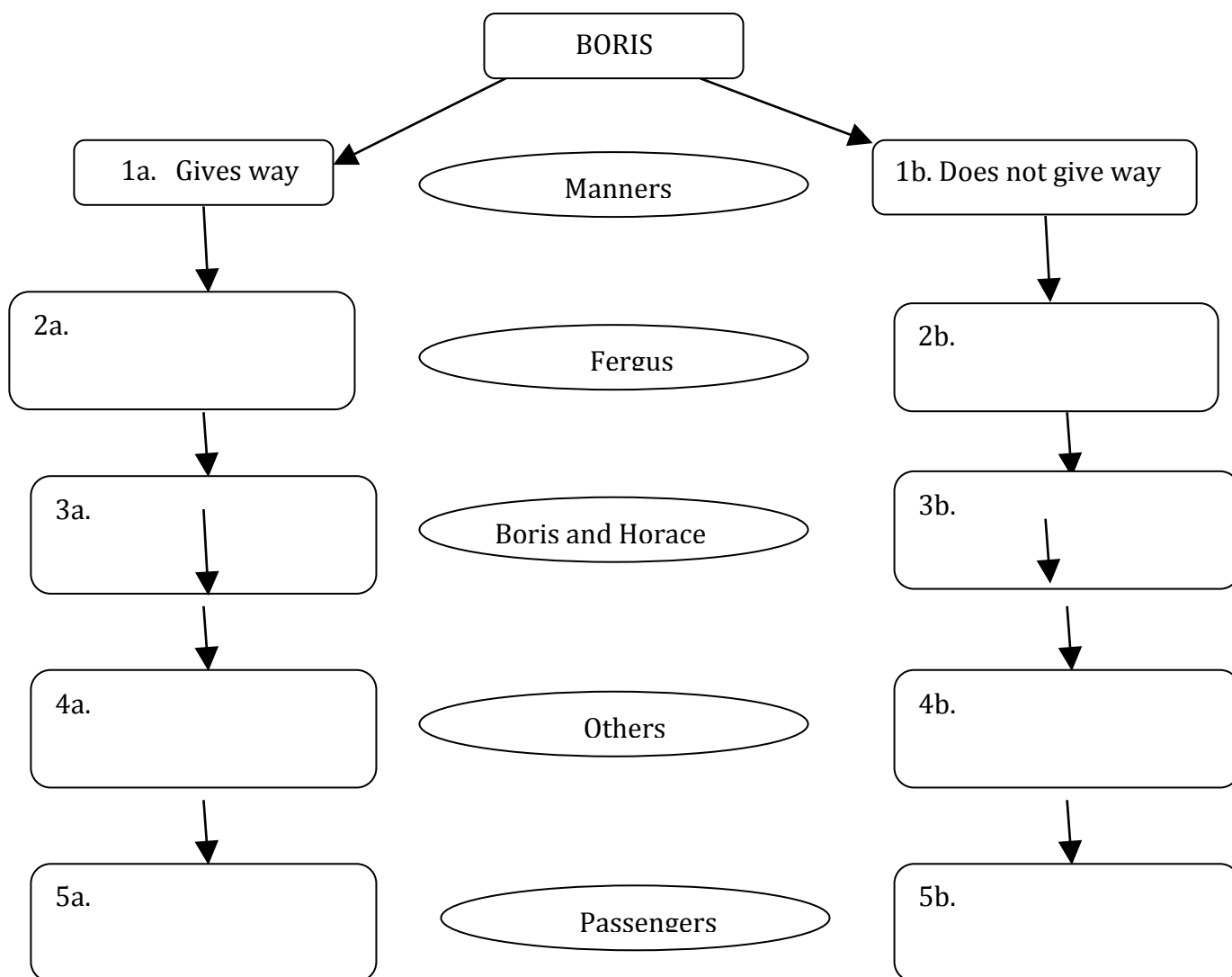
Angus

Boris

WORKSHEETS (Fergus and Angus):

Activity 8:

Fill in the worksheet to see how things could have been different.



Activity 9: RHYMING WORDS WORKSHEET:

Change the first letter of the underlined word, to make correct sentences.

Chug, chug, chug- what's that pound?

His face turns bed.

Follow me and I'll show you the may.

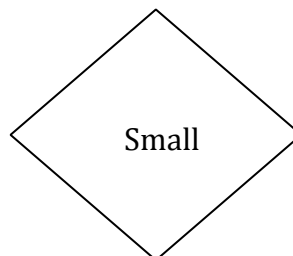
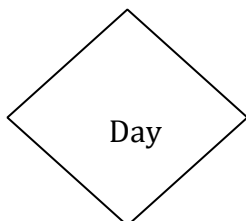
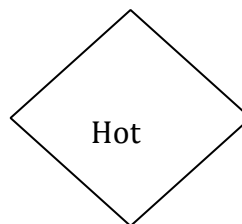
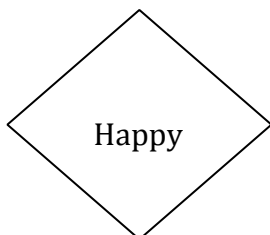
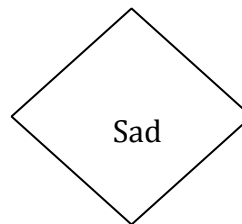
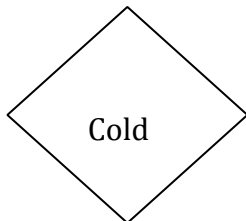
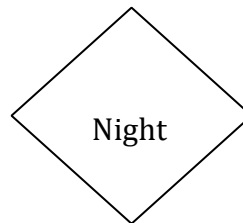
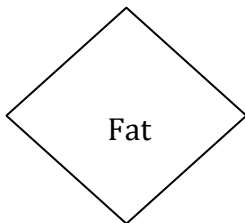
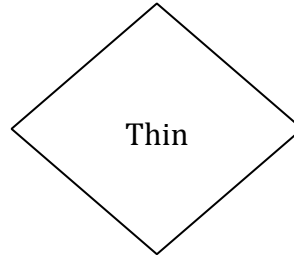
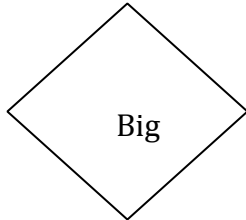
It's rough and it's hold.

You're doing tell.

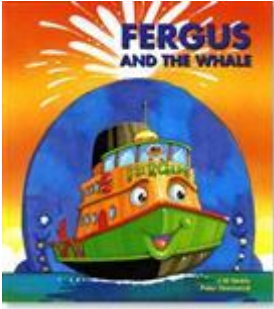
WORKSHEETS (Fergus and Angus):

Activity 10: Match the following worksheet:

Fergus and Boris are not like each other at all. Fergus is small and friendly, while Boris is big and mean. They are quite opposite of each other. Here are some words. Can you match them with their opposites?



Book 11- Fergus and the Whale



Fergus and the Whale Intro- When a whale visits Parsley Bay, everyone is careful. But then Flash the speedboat loses control. What can anyone do? It's Fergus Ferry, full steam ahead to save the whale!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities and word associations. (Comprehension)
3. To introduce them to pronouns. (Grammar)
4. To enable them to understand the meaning of words from the context. (Vocabulary Building and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children how many of them have pets and how many would like to have pets. Having a pet is hard work and a lot of care. How many of them care for their pets? How? They will come up with suggestions like giving them food, a comfortable pet bag to sleep in, toilet training them and loving them.

READING THE STORY:

Activity 2: Guess who?

Tell them that today's story is also about a creature, but they will need to guess which one it is. Hints:

1. It does not live on the ground, it lives in the sea.
2. It is huge, the hugest mammal, almost as long as two school buses put together!
3. It has a fountain of its own to blow.
4. It rhymes with tail.
5. It begins with 'w'.

Following up on Activity 1, ask the children the possibility of having a whale as a pet. What problems can they possibly face? This will help them understand why the whale has such a difficult time near the shore.

Activity 3:

Kate tells Fergus that the whale is 'circling' in the bay. Why do you think she is going round and round? Put a tick mark on what you think could be the reasons and color them. (Worksheet attached)

READING THE STORY (Fergus and the Whale):

Activity 4: Meanings:

(Read out the sentences to the learners. They might have trouble reading themselves.)

What do you think the underlined words mean? (Worksheet attached)

Activity 5:

Look at the book cover of Book 7- Fergus to the Rescue. It shows Fergus with a shark. Now look at the book cover of Book 11- Fergus and the Whale. Compare how they are different and similar.

Similar:

1. Who is Fergus with?

Different:

1. How big does Fergus look?

2. Does Fergus look happy?

3. Does he look friendly?

CONCLUSION AND ASSESSMENT:

Activity 6: Quick card recap:

Give the children 2 rectangular pieces of cardstock each. Make sure that one piece is of one color and the other of another. This will help in color-coding. Ask them to write YES on one and NO on the other.

Next ask them a question. They need to answer with either a YES card or a NO card.

The entire class can answer simultaneously. Since the cards are color coded, the teacher will be able to see each one's response even from a distance.

Questions:

1. Is the police boat's name Cherry?
2. Did Fergus know about the rules when he went to the Exclusion zone?
3. Is Flash proud of being fast?
4. Did Fergus do the right thing by getting in Flash's way?
5. Does Captain Joe enjoy the shower that the whale gives him?
6. Is Fergus hurt by Flash?

Activity 7:

Compare how Fergus looks at the beginning and end of the story.

Look at his eyes.

Look at his expressions.

Look at his body.

Activity 8: Pronouns:

Use he or she to fill in the blanks. (Worksheet attached)

Once done, point out how 'he' is used for boys and 'she' for girls. Introduce them to the concept of pronouns.

ADDITIONAL ACTIVITIES (Fergus and the Whale):

Activity 9:

Tell them that you are going to play a game of opposites. For instance, if the teacher says 'Small fish', the children need to open their arms wide. If she says 'Big fish', they need to bring their arms very close. The ones who do not do the opposite of what the teacher says cannot go on to the next round. You could play the same game with other sets of opposites too, like fat-thin or hot cold.

Activity 10: Role play:

Get the children to pretend to be Fergus, Flash, Captain Joe and the Whale. They could be divided into teams of 4 each.

Activity 11:

What do you think each one of these people would/should learn from this story:

1. The whale
2. Flash and Dean
3. Boris

Activity 12:

Whales like to jump and roll and dive. They also blow out water. Draw some whales in action.

The children could also make Origami whales.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Social Science- How society works, by unsaid rules.
3. Life Skills- Showing respect for everyone around.

QUOTE (Fergus and the Whale):

*"People say you're going the wrong way
When it's simply a way of your own."
-Angelina Jolie*

Angelina Jolie is a leading American actress. Besides achieving excellence in her professional career, she is also involved in many humanitarian projects. She is the Goodwill Ambassador the United Nations High Commissioner for Refugees (UNHCR) and has actively participated in many projects.

Relating the quote to the story:

Fergus breaks the rule and goes into the seclusion zone and everyone thinks he is going the wrong way and Boris laughs at him. But Fergus knows it is the right way to go and does it anyway.

ANSWER SHEET (Fergus and the Whale):

Activity 3:

Tick mark:

Lost

Scared

Not enough space

Activity 4:

a. 2

b. 1

c. 2

d. 2

e. 1

Activity 5:

Similar:

He is with sea animals in both the cases.

Different:

1. In Book 7 he looks bigger than the shark.

In Book 11, he looks much smaller than the whale

2. In Book 7, Fergus does not look happy.

In Book 11, he does.

3. In Book 7 he does not look friendly.

In Book 11, he does.

4. What time of the day is it?

In Book 7, it looks like daytime.

In Book 11, it looks like evening.

Activity 6: Quick card recap:

No

Yes

Yes

Yes

No

Yes

Activity 7:

Eyes- they were very bright and full of energy in the beginning. After being hit, his eyes look tired, red and puffy.

Expressions- He was smiling in the beginning of the story. By the end, he was not feeling too well, so he looked sad.

Body- In the beginning, Fergus was perfectly fine. After being hit, water started leaking into his engines and he could not move by himself.

ANSWER SHEET (Fergus and the Whale):

Activity 8:

Fergus

1. He
2. He
3. He

Kate

1. She
2. She
3. She

Captain Joe

1. He
2. He
3. He

Activity 11:

1. The whale would have learned that she needs to be more careful and not get lost. She can get hurt if she comes too close to the shore.
2. Flash and Dean would have learned that they need to go a little slower and be careful about hurting themselves and others.
3. Boris should have learned that it is best for him not to pass rude comments on anyone.

WORKSHEETS (Fergus and the Whale):

Activity 3: WORKSHEET:

Kate tells Fergus that the whale is 'circling' in the bay. Why do you think she is going round and round? Put a tick mark on what you think could be the reasons and color them.

Lost

Does not like triangles

Scared

Wants to scare people

Excited

Not enough space

Activity 4: MEANINGS WORKSHEET (Fergus and the Whale):

(Read out the sentences to the learners. They might have trouble reading themselves.) What do you think the underlined words mean? Select the right answer:

(Read out the sentences to the learners. They might have trouble reading themselves.) What do you think the underlined words mean?

- a. The boats are **crowding** means that the boats are
 - 1. Sailing away from the whale.
 - 2. Coming close to the whale.
- b. The boats are causing a **commotion** means
 - 1. Too much noise.
 - 2. Very calm.
- c. Kate wants the whale to be left alone in the exclusion zone. **Exclusion zone** means
 - 1. Where everyone can come.
 - 2. Where no one can come.
- d. Flash the speedboat goes whizzing by. **Whizzing** means
 - 1. Slow
 - 2. Very fast
- e. Jock feels sorry that Fergus has taken a knock. **Knock** means
 - 1. Hit
 - 2. Ice cream

Activity 8: Pronouns Worksheet (Fergus and the Whale):

Use he or she to fill in the blanks.

Fergus

..... likes to help everyone.

..... is always happy.

.....docks at the Quay.

Kate

.....is a police boat.

.....wants to help the whale.

.....has flashing lights.

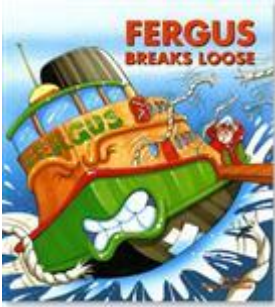
Captain Joe

..... tells Fergus where to go.

.....is a brave man.

.....helps Dean get out of the water.

Book 12- Fergus Breaks Loose



Fergus Breaks Loose Intro- Boris and Horace have put Angus in a spin. Jimmy and Jock can't make him stop. But Fergus is tied up. What can he do? Nothing stops Fergus Ferry from helping his friends!

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities. (Comprehension)
3. To enable them to analyze character traits. (Comprehension)
4. To enable them to ask questions effectively. (Speaking and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have ever felt 'stuck' in one place and felt the need to 'break loose'. They might understand what stuck means, but will need help in understanding the second phrase. Give them examples. For instance, if someone has flu and has been ill for a week, the person will feel 'stuck' at home or in bed. He will want to 'break free' and go somewhere else, or do something else for a change.

READING THE STORY:

Activity 2:

Look at the cover of the book. Guide them through with these questions.

1. What are Fergus' expressions like?
2. Why are there so many pieces of rope?
3. What about the patch on Fergus' bow?

Activity 3:

The story begins with 'Putt, putt, putt-'. Ask the children if they find anything different and if they have any questions. Help them form questions, keeping the 5 W's in mind.

Follow the hints to ask questions about Fergus:

Where- Fergus?
Why- Fergus- there?
Who-hurt- Fergus?
Why-hurt- Fergus?
When- hurt- Fergus?

READING THE STORY Fergus Breaks Loose):

Activity 4: Match the following:

Match the sounds to the ferries. (Worksheet attached)

Activity 5: Comparison:

There are two pairs of ferries in this story.

1. Name the two pairs.
2. How are Fergus and Angus similar?
3. How are Boris and Horace similar?

CONCLUSION AND ASSESSMENT:

Activity 6: Make sentences:

Choose one word from each column and try to make a sentence. One is done for you.

Note the full stop at the end of the sentence.

(Worksheet attached)

Activity 7:

Get the children to spin (for a very short time). Ask them how they are feeling. Then tell them to share, in words or phrases, how they think Angus must be feeling.

Activity 8:

On a scale of 1 to 5, get the children to rate Boris, Horace and Fergus for their behavior. For each point, ask them to stick sticker stars. Then ask them to count the total number of stars that each ferry got. Help them draw logical conclusions.

ADDITIONAL ACTIVITIES:

Activity 9:

Here are some words. Can you add 'ing' and make them 'doing' words? (Worksheet attached)

Activity 10:

Arrange the events in sequence. (Worksheet attached)

Activity 11: Relating real life to the text:

Give the children a situation like, suppose they have lost their favorite blankie or stuff toy and are going crazy looking for it. Just like Angus, they do not know what to do. Use the same steps to help the children apply the same situation to themselves. This is essentially a speaking activity (the children would find it hard to cope with so much writing).

**You could use this exercise to reinforce reporting any incidents of bullying.
Encourage them to seek the help of a trusted person.**

1. Angus lost his rudder.
2. He doesn't know what to do.
3. He just keeps spinning.
4. He doesn't listen to Tess.
5. But he listens to Fergus because he trusts Fergus.
6. Fergus calms him down.
7. Then Fergus helps him out.

ADDITIONAL ACTIVITIES (Fergus Breaks Loose):

You could use these fill in the blanks:

1. You have lost your (Toy/blankie).
2. You don't know what (To do).
3. You just keep..... (Crying/ looking).
4. You don't listen to (Your mom/dad/ brother/sister).
5. But, you NEED to listen to because you trust
6.will calm you down. (Mom/Dad/ anyone trustworthy at home).
7. Then will help you out. (Mom/Dad/anyone trustworthy at home).

Activity 12: What I learnt today:

Give the children a sheet of paper each. They need to think about what they learnt today. They could write one word, a sentence or draw a picture. It is completely an 'expression' activity.

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Mathematics - Simple addition.
3. Life Skills- Do not bully or be bullied. Always be there for your friends.

QUOTE Fergus Breaks Loose):

"To know what a man's like, look at how he treats his inferiors, not his equals."
-J.K.Rowling

J.K.Rowling, or Joanne Kathleen Rowling, is best known for authoring the Harry Potter series. Based in London, she shot to fame globally, with her appealing works and has been a favorite ever since.

Relating the quote to the story:

It does not matter how Boris and Horace behave with each other. What is important is to see how they behave with the smaller ferries, like Angus. Boris and Horace should be judged by the way they bully Angus.

ANSWER SHEET (Fergus Breaks Loose):

Activity 2:

1. Fergus looks like he is trying really hard. He is pulling.
2. It looks like he has broken the rope into pieces, to free himself.
3. It looks like a Band-Aid on a bruise.

Activity 3:

1. Fergus is at the docks.
2. Because he had a hole in his bow that needed to be fixed.
3. Flash had hit Fergus.
4. Because Flash had lost control and Fergus wanted to save the whale.
5. In the last story.

Activity 4:

1. Horace- Toot toot
2. Fergus- Chug,chug,chug
3. Boris- Barp barp
4. Angus- Putt, putt,putt

Activity 5: Picture comprehension:

- 1 First pair-Angus and Fergus.
Second pair- Boris and Horace.
2. Fergus and Angus are small ferries, very friendly, helpful and brave. They do not like bullies.
3. Boris and Horace are big ferries, very proud, bullies, mean and rude. They are not kind.

Activity 6: Make sentences:

Boris - big, mean, proud.
Horace- big, mean, proud
Fergus- kind, helpful, small, brave.
Angus- kind, helpful, scared, small, brave.

Activity 7:

Possible responses-Tired, dizzy, not stable, can't stop spinning, circles, confused.

Activity 9:

1. Steering
2. Leaving
3. Pulling
4. Turning
5. Coming

ANSWER SHEET (Fergus Breaks Loose):

Activity 10:

- ...1.....Angus is on Fergus' round.
- ...2.....Fergus is tied at the docks
- ...3.....Boris and Horace trouble Angus.
- ...4.....Angus loses his rudder.
- ...5.....Angus starts spinning.
- ...6.....Fergus calms Angus down.
- ...7.....And tows him safely back to the Quay.

WORKSHEETS (Fergus Breaks Loose):

Activity 4: Match the following:

Match the sounds to the ferries.

Horace

Toot, toot

Fergus

Putt, putt, putt

Boris

Chug, chug, chug

Angus

Barp, barp

WORKSHEETS (Fergus Breaks Loose):

Activity 6: Make sentences:

Choose one word from each column and try to make a sentence. One is done for you.
(Worksheet attached) Note the full stop at the end of the sentence.

| | | |
|--------|----|---------|
| Boris | Is | big |
| | | mean |
| Horace | | kind |
| | | helpful |
| Fergus | | proud |
| | | Scared |
| Angus | | Small |
| | | Brave |

1. Boris is big.
2. Boris is.....
3. Boris.....
4. Horace.....
5. Horace.....
6. Horace.....
7. Fergus.....
8. Fergus.....
9. Fergus.....
10. Fergus.....
11. Angus.....
12. Angus.....
13. Angus.....
14. Angus.....
15. Angus.....

WORKSHEETS (Fergus Breaks Loose):

Activity 8:

On a scale of 1 to 5, get the children to rate Boris, Horace and Fergus for their behavior. For each point, ask them to stick sticker stars. Then ask them to count the total number of stars that each ferry got. Help them draw logical conclusions.

| Name | Helpful | Polite | Smart |
|------|---------|--------|-------|
|------|---------|--------|-------|

Boris

Horace

Fergus

Activity 9:

Here are some words. Can you add 'ing' and make them 'doing' words?

Steer_ _ _

Leav_ _ _

Pull_ _ _

Turn_ _ _

Com_ _ _

WORKSHEETS (Fergus Breaks Loose):

Activity 10:

Arrange the events in sequence.

-Angus loses his rudder
-Fergus is tied at the docks.
-Angus is on Fergus' round.
-Angus starts spinning.
-And tows him safely back to the Quay.
-Fergus calms Angus down.
-Boris and Horace trouble Angus

Book 13- Fergus Joins the Search



Fergus Joins the Search Intro- Boris is missing. When Angus spots him, only Fergus is listening.

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities. (Comprehension)
3. To enable them to write short guided sentences on 'Myself'. (Writing)
4. To enable them to ask questions effectively. (Speaking and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

The name of the story is 'Fergus Joins the Search'.

Questions to put to children: Have you ever searched for anything? When do you look for something? (When it is lost or misplaced.)

Now look at the book cover.

Who do you think is missing?

Who do you see on the cover? Now who do you think is missing?

(This is a prediction exercise.)

READING THE STORY:

Activity 2:

Select the correct option from the brackets. (Worksheet attached)

Activity 3:

Circle the things that you can see around the Inner Harbor. Color your favorite heart in red. (Worksheet attached)

Activity 4:

Circle the odd one out. (Worksheet attached)

Activity 5:

Each time the teacher says the name of one of the main characters; the children need to sound out his signature expression, like 'Toot toot' or 'Barp barp'.

CONCLUSION AND ASSESSMENT (Fergus Joins the Search):

Activity 6: Word meanings:

Give the children a word- meaning exercise. Give them sentence cards (sheet attached) and word cards (sheet attached). They need to make the correct word-sentence pairs. They need to guess the meaning from the context. This activity could be done in groups or on the board. You could color code the sheets according to the level of the learners.

Activity 7:

Writing exercise: Guess who!

Look at the example. Then write a few sentences about Fergus and on 'Myself'.
(Worksheet attached)

Activity 8:

Divide the class into groups of 3. Assign the characters of Fergus, Angus and Boris to individuals in each group. Get the first group to stand in front of the class. Next, read out a line or a dialogue. The class needs to point out to the character who said/thought that line. Once the character is correctly identified, the class can then ask the character any questions relating to the story. Keep the 5 W's in mind.

Lines for the teacher to read out:

1. "I'll be your guide." (Angus)
2. "The last thing I need is help from you." (Boris)
3. "We're going to be a laughing stock!" (Boris)
4. "I've got something to say,
But no one to tell!" (Angus)
5. "There's no need to shout." (Fergus)
6. "He's in Cockle Bay!" (Angus)
7. "I would have been all right." (Boris)
8. "Without Angus, you would have been stuck all night!" (Fergus)
9. "But he knows the Inner Harbour better than us all." (Fergus)
10. "We're off to the World Cup!" (Boris)

This exercise will help the children seek the help of their own classmates to clarify any doubts about the story.

ADDITIONAL ACTIVITIES (Fergus Joins the Search):

Activity 9:

Circle the word that does not rhyme with the rest.
(Worksheet attached)

Activity 10:

Can you help Fergus reach Boris? Just follow the vowels to get to him. (Worksheet attached)

Activity 11: Know your strengths:

Angus is the youngest and the smallest of the ferries, but he did a great job. What are you good at, that grown-ups aren't? This is meant to be a class discussion, which makes the children, feel good about being young.

1. For instance, children can pick up stuff from the floor much quicker than adults.
2. Children are good at looking for things that have fallen on the floor.
3. Children are very honest. They usually don't lie.

Activity 12:

Say 'Good idea' or 'Bad idea' for the following sentences:

1. Boris not taking help from Angus.
2. Fergus following Angus.
3. Boris lying low and waiting for the bridge to open again.
4. Captain Jake not calling for help.
5. Kate not listening to what Angus has to say.
6. Fergus listening to Angus.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Life Skills- know your strengths, be open to learning from those younger than you.

QUOTE (Fergus Joins the Search:

"Proud people breed sorrows for themselves."

-Emily Bronte

British author and poet, Emily Bronte was one of the three Bronte sisters who wrote. She is best known for her only novel 'Wuthering Heights'. Though she wrote the novel under a masculine pen name, the book has now been added to the classic reads of all times.

Relating the quote to the story:

People who are too proud to seek help from anyone land in more trouble than expected. Boris's pride in not being prepared to follow Angus, led him to lose his way and be embarrassed. It would have been better to admit he could do with help.

ANSWER SHEET (Fergus Joins the Search):

Activity 2:

Select the correct option from the brackets.

1. Better
2. Help
3. Does not
4. Fergus
5. Boris

Activity 3:

Circle the things that you can see around the Inner harbour. Color your favorite heart in red.

Circle:

1. Ferries
2. People
3. Bridge

Activity 6: Word meanings:

Give the children a word- meaning exercise. They need to make the correct word-sentence pairs. They need to guess the meaning from the context. This activity could be done in groups or on the flannel board.

1. An easy thing to do.
2. Upset.
3. A loud noise.
4. Disappeared.
5. Disappointed or upset.
6. Shout.
7. Waiting quietly.
8. Confusing

Activity 9:

Circle the word that does not rhyme with the rest.

1. Sit
2. Cheer
3. Did
4. Shop
5. Why

Activity 12:

1. Bad idea
2. Good idea
3. Bad idea
4. Bad idea
5. Bad idea
6. Good idea

WORKSHEETS (Fergus Joins the Search):

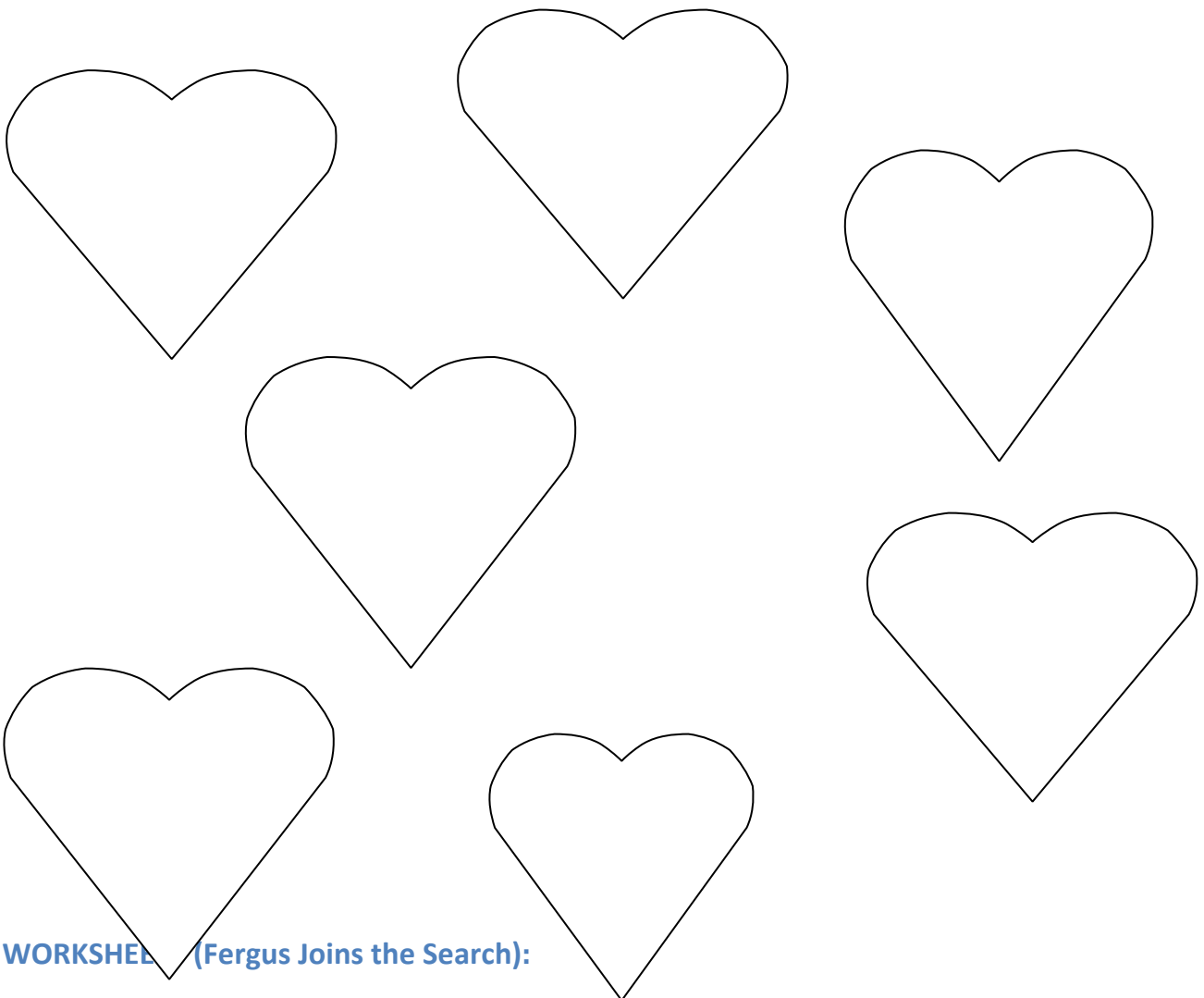
Activity 2:

Select the correct option from the brackets.

1. Angus is leading the way because he is knows the Inner Harbor (better/ worse) than anyone else.
2. Boris does not want (food / help) from Angus.
3. Boris (does/does not) know where to go.
4. Only (Kate/ Fergus) listens to Angus.
5. Everyone is looking for (Horace/ Boris).

Activity 3:

Circle the things that you can see around the Inner Harbor. Color your favorite heart in red.



Activity 4:

Circle the odd one out.

1. Jimmy Jock George Angus (Hint: rescue boats)
2. Tess Fergus Kate Boris (Hint: helpful)
3. Fergus Angus Horace George (Hint: size)

Activity 6: Word meanings:

Give the children a word- meaning exercise. Give them sentence cards and word cards, cut from the attached sheets. They need to guess the meaning of the word from the context and make the correct word-sentence pairs. This activity could be done in groups or on the flannel board.

SENTENCE CARDS:

- | |
|--|
| 1. Going up to the harbour will be <u>a breeze</u> . |
| 2. Boris is in a <u>fluster</u> . |
| 3. The bridge swings around and shuts with a <u>slam</u> . |
| 4. Horace feels that Boris <u>vanished</u> into thin air |
| 5. Angus is <u>frustrated</u> . |
| 6. Angus lets out a <u>yell</u> |
| 7. Boris was lying <u>low</u> . |
| 8. One thing was <u>puzzling</u> Joe. |

WORKSHEETS (Fergus Joins the Search):

WORD CARDS

| | |
|-----------------------|---------------------|
| Confusing | Shout |
| Disappointed or upset | Waiting quietly |
| Upset | Disappeared |
| A loud noise | An easy thing to do |

WORKSHEETS (Fergus Joins the Search):

Activity 7: Writing exercise: Guess who!

Look at the example. Then write a few sentences about Fergus and myself.

1. I am a ferry.
2. I am a helpful ferry.
3. I am a small and helpful ferry.
4. My name is Angus.

Fergus:

1. ferry.....
2. helpful.....
3. small and helpful
- 4.Fergus.....

Myself:

1. boy/girl.....
2. good boy/girl.....
3. good and helpful.....
4. My name is.....

Activity 9:

Circle the word that does not rhyme with the rest.

1. Way say play sit
2. Ferry merry cheer cherry
3. Did you do two
4. Hip ship shop lip
5. We he me why

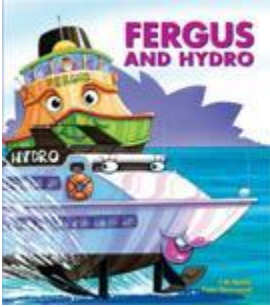
Activity 10:

Can you help Fergus reach Boris? Just follow the vowels to get to him.

Fergus

Boris

Book 14- Fergus and Hydro



Fergus and Hydro Intro- During a race, Hydro has an accident. Who will turn back to help her?

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities. (Comprehension)
3. To enable them to analyze character traits. (Comprehension)
4. To enable them to identify the important portions in a story. (Speaking and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have ever had a problem.

What do they do?

Do they ask for help?

Who helps them?

What do they say when someone has helped them?

Tell them that there is going to be a problem in this story as well, that too in the middle of a race! Who do you think will have trouble?

READING THE STORY:

Activity 2:

Give the children a list of all the ferries participating in the race. Get the names of George, Jimmy, Jock and Tess crossed out as soon as the list is handed out. Explain the role of rescue vehicles/workers. Then ask them to predict who the winner will be. Ask them to write 1, 2 and 3 in front of who they think will come first, second and third in the race. Instruct them to cross out each name as the ferries drop out of the race one by one.

Activity 3:

Get the children to team up in pairs. Give each pair a brown bag and some markers. On one side, write the name of a character. They need to come up with words or phrases to describe the character. Do the same on the other side, with another character. Then look at the words/phrases. Whichever phrases are common between the two, write them on slips of paper and drop them into the bag. This will help learners see the differences and similarities between the characters.

READING THE STORY (Fergus and Hydro):

Activity 4: Go Fish! Rhyme game:

Give each child 7 cards with various rhyming words written on them. As in the original game, the first player asks the second player if she has a card that rhymes with 'mat'. If the second player has the rhyming card, she needs to hand over the card to the first player. If she doesn't have the card, she needs to say "Go Fish!". Then the first player picks up a card from the pile of cards in the center. The player who manages to find pairs for all his cards wins.

(You could have cards with simple rhyming words like 'rat-mat' and 'can-tan' or slightly more difficult ones like 'whale- tale- mail'.)

Activity 5: Magic words:

Use this story to reinforce the magic words- please, sorry, excuse me and thank you. Hydro is very grateful to Fergus and thanks him.

The teacher can give a situation and then the class needs to say the right magic words. Examples:

1. Tim sneezed. He said, "Excuse me!"
2. Mary wanted a box. She said, "Please!"
3. Greg needed to ask a question. He said, "Excuse me!"
4. Lily wanted to go through the crowd. She said, "Excuse me!"
5. Simon burped. He said, "Excuse me!"
6. Kate got a gift. She said, "Thank you!"
7. Nancy dropped her bag on her friend's foot. She said, "Sorry!"

CONCLUSION AND ASSESSMENT:

Activity 6: "Tell me why" basket:

Put up a question on the flannel board. Then ask the children to come one by one, look at the three options available in the "Tell me why" basket. They need to choose the correct option and put it up next to the question on the board.

1. Why are Boris and Horace worried?

Because they have just seen Hydro, who is a very fast boat.

Because they think Angus will win.

Because they are both tired.

.

2. Why doesn't Horace help Boris?

Because Boris does not need help.

Because Horace does not want to waste time helping Boris.

Because he only helps small ferries.

3. Why does Fergus turn around?

To take a short cut.

To help Hydro.

To see how Boris is doing.

CONCLUSION AND ASSESSMENT (Fergus and Hydro):

4. Why are all the ferries at the line?

Because they like to be at the line.

Because they are picking up passengers.

Because they are having a race.

5. Why don't Jimmy and Jock come to help Hydro?

Because they have a holiday.

Because they are taking Boris to the docks.

Because they are not helpful boats.

6. Why does Hydro get worried?

Because she can't see anyone around to help her out.

Because she wants to win the race.

Because she is a fast boat.

7. Why does Fergus think it is important to help Hydro?

Because friends mean a lot to him.

Because he wants to win the race.

Because he needs help himself.

8. Why did Hydro not win the race?

Because she wanted Horace to win.

Because her propeller broke and she was stuck.

Because she was slow.

Activity 7: Important words:

Divide the children into groups of 3. Each child identifies one very important word from the story. Each group now has to choose THE most important word/phrase. They need to discuss and reach a consensus on why that word is the most important one. To make it easier for them, you could list many phrases/words on the board.

Activity 8: Positions:

Fergus did not win the race, but he got something more important than a medal- a friend's good wishes. If you could give out prizes for good behavior, who would you give the first place to? Match the ferries to the positions.

ADDITIONAL ACTIVITIES:

Activity 9: Class discussion:

Ask the children to vote: How many of them liked the story?

How many of them felt sad for Fergus? Why?

Most of them would have liked the story, but many of the children would have felt bad for Fergus. It is essential to talk it out, so that they don't get the wrong message. Help them prioritize effectively.

ADDITIONAL ACTIVITIES (Fergus and Hydro)

Activity 10: Prioritizing:

There are a few things that you need to do. You don't have time to do everything. Choose the three things that you would want to do. (Worksheet attached)

Activity 11:

Have the kids pretend to be ferries. Organize a race with a difference. The one who walks the slowest wins.

Activity 12:

Which one is the funniest?

1. Boris and Horace getting worried after seeing Hydro.
2. Boris revving his engine so much that he loses control.
3. Young Angus winning the race against big Horace.

Why do you feel so?

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Mathematics- Ordinal numbers/positions.
2. Life Skills- Be a true friend, being selfish does not help, using magic words.

QUOTE (Fergus and Hydro):

"It's the friends you can call up at 4.00 am that matter."

-Marlene Dietrich

Marlene Dietrich was a German actress and singer, who conquered Hollywood to become one of the most popular faces of her times. Her acting skills were much appreciated, as were her singing skills.

Relating the quote to the story:

True friends are the ones whom you can call up at 4 am in the morning. They will be willing to give up their sleep to hear you out. Similarly, Fergus is a true friend. He was prepared to give up the chance of winning the race to help Hydro, when she needed it the most.

ANSWER SHEET (Fergus and Hydro):

Activity 2:

This is a prediction activity. All responses are acceptable.

Activity 3:

Possible responses:

Fergus- kind, helpful, friendly, nice, small, good at racing, is a true friend

Angus- small, good at racing, friendly

Boris- big, wants to win, in trouble, proud, jealous of Hydro, does not have true friends

Horace- big, wants to win, not helpful, not kind, jealous of Hydro, fast, does not have true friends

Hydro- small, fast, in trouble, thankful, has true friends

Activity 6: “Tell me why” basket:

1. Because they have just seen Hydro, who is a very fast boat.
2. Because Horace does not want to waste time helping Boris.
3. To help Hydro.
4. Because they are having a race.
5. Because they are taking Boris to the docks.
6. Because she can't see anyone to help her.
7. Because friends mean a lot to him.
8. Because her propeller broke and she was stuck.

Activity 10: Prioritizing:

Use this exercise to understand the personality of each child. All answers are acceptable, though the first and last ones are more desirable.

Activity 12:

All answers are acceptable, according to children's personal choice.

WORKSHEETS (Fergus and Hydro):

Activity 2:

| <u>Names of Ferries</u> | <u>Who will win (Write 1,2,3...)</u> |
|-------------------------|--------------------------------------|
| Boris | |
| Hydro | |
| Fergus | |
| Horace | |
| Angus | |
| Angus | |
| George | |
| Jimmy | |
| Jock | |
| Tess | |

WORKSHEETS (Fergus and Hydro):

Activity 7: Important words:



WORKSHEETS (Fergus and Hydro):

Activity 8: Positions:

Fergus did not win the race, but he got something more important than a medal- a friend's good wishes. If you could give out prizes for good behavior, who would you give the first place to? Match the ferries to the positions.

1- First

Hydro

2- Second

Angus

3-Third

Fergus

4-Fourth

Horace

5-Fifth

Boris

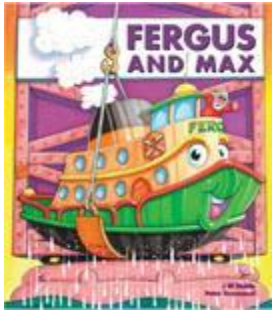
WORKSHEETS (Fergus and Hydro):

Activity 10: Prioritizing:

There are a few things that you need to do. You don't have time to do everything. Choose the three things that you would want to do.

1. Helping a friend with his homework.
2. Going to the mall.
3. Watching your favorite cartoon shows.
4. Playing on the trampoline.
5. Washing your cycle.
6. Helping mom with cleaning your drawer

Book 15- Fergus and Max



Fergus and Max Intro- When Boris is in danger of sinking, Fergus thinks of a way to save him.

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enhance their picture comprehension abilities. (Comprehension)
3. To enable them to identify the problems in the story. (Comprehension)
4. To enable them to understand the relationship between text and illustrations. (Speaking and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have ever been upset with anyone- family or friends?

How does it feel to be upset with a friend? (Not nice).

How do you solve the problem? (You need to talk it out.)

Tell them that Boris is upset with Horace too. But they are not quite talking. Is that a good thing? Let's find out.

READING THE STORY:

Activity 2:

Tell the children that there are lots of problems in this story. Each time they feel that there is going to be trouble, they ought to say, "Uh-oh! Problem!" The teacher can help them identify the first one, which is when Boris and Horace are ignoring each other.

Activity 3: Speaking activity:

Look at the pictures and try to guess the meaning of the underlined words.

1. Page 4- the big ferries **collide** with terrible force.
2. Page 11 – With a crackling sound they **drift apart**.
3. Page 11 – Water's coming in- it's starting to **gush**.
4. Page 13 - ...it's Max **the crane**.

READING THE STORY Fergus and Max:

Activity 4:

Lots of characters help Boris and Horace. What part does each of them play in the rescue?

1. Fergus
2. Tess
3. Jimmy
4. Jock
5. Max
6. George

Activity 5:

Can you change these words into yesterday words? Simply add 'ed' to them.
(Worksheet attached)

CONCLUSION AND ASSESSMENT:

Activity 6:

Once they have read the story, divide the class into groups of 4. Give each group 2 minutes to read two pages. They then need to summarize the story of the two pages without missing out on any details. You could add in any details that they miss. Then you move to the next group and the next two pages. This way, the entire story will be summarized, with active participation from the children.

Activity 7:

Divide the class into groups. Give each group a dice. You could have the words when, why, what, where, who and how written on each side. The children take turns throwing the dice. If the side with 'who' comes up, the child needs to ask the group a question beginning with who. Like, 'Who called Max to help Boris?'

This exercise will help revise the story as well as help the learners ask questions effectively.

Activity 8: Relating the pictures to the text:

Look at the pictures and then the text. Write down words that connect the text and the pictures. (Worksheet attached). This could be done as a joint class exercise or as an individual assignment, but teacher's assistance will be needed to record children's responses.

ADDITIONAL ACTIVITIES:

Activity 9: Passing the parcel role play game:

Play the game "Passing the Parcel" with the class. As soon as the music stops, the parcel is stopped being passed around. The child who has the parcel needs to behave like one of the characters in the story. The teacher can suggest a character or let the children decide themselves. The child then needs to step out of the game. The one who is left at the end, wins.

Activity 10:

Draw a picture of how Boris and Horace looked after the collision. Next draw a picture of how they would have looked had they not banged into each other.

Which picture do you like better? Why?

ADDITIONAL ACTIVITIES (Fergus and Max):

Activity 11:

If you were Boris, what would you do? Look at the worksheet. One way, Boris ends up in the red zone, the other way; he is in the safe green zone. Decide which way is better. Color the boxes of the plan that you like better. (Worksheet attached)

Activity 12: Pretend Play:

Get the class to work in pairs- Boris and Horace. Give them situations and then ask them to act accordingly.

1. Both have their noses in the air.
2. Boris is sinking.
3. Horace sees Hydro coming.
4. Both are stuck together.
5. Both bang against each other.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Social Sciences- the role of rescue workers.
2. Life Skills- Be patient, try and solve problems by talking it out.

QUOTE (Fergus and Max):

"There are no short cuts to any place worth going."

-Beverley Sills

Born and brought up in America, Beverley Sills was a famous singer. Also known as Bubbles, she is best known for the power of her voice.

Relating the quote to the story:

You need to stay cool and calm, especially if you are in a difficult situation. Boris panicked at the last moment and made a dash for the jetty when he should have stayed the course and been patient.

ANSWER SHEET (Fergus and Max):

Activity 2:

Other problems include:

- Horace looking at Hydro.
- Horace and Boris banging into each other.
- Water pouring into Boris.
- Horace and Boris drifting apart.
- Boris sinking.

Activity 3:

1. Bang/ bump/ accident
2. Separate/ move away
3. Pour in/ lots of water/ strong flow
4. Vehicle that helps move vehicles/ ferries in accident cases.

Activity 4:

1. Fergus first sends an SOS. He tells George to come to Boris too. Then he tells everyone about the hole in Boris' hold. He also gets Max to save Boris from sinking.
2. Tess gives directions to Jimmy and Jock.
3. Jimmy throws his rope to Horace.
4. Jock helps Boris.
5. Max lifts Boris and gets the water out of him.
6. George pumps the water out of Boris.

Activity 5:

1. Pushed
2. Jumped
3. Picked
4. Brushed
5. Cleaned
6. Washed
7. Played
8. Pulled
9. Helped
10. Thanked
11. Talked
12. Walked

Activity 8: Relating the pictures to the text:

1. Pictures: Nose in the air, not looking at Horace, not friendly with Horace
1. Text: 'won't be talking' to Horace, 'can't abide', 'left me'
2. Pictures: Horace needs help because Boris is on Horace.
2. Text: 'you are stuck on my bow'. The text tells us that Boris is in a bigger mess. 'massive bump', 'water pours into Boris'
3. Pictures: Hole, water, Boris full of water.
3. Text: 'starting to gush', 'starting to sink', last trip.

WORKSHEETS (Fergus and Max):

Activity 5:

Can you change these words into yesterday words? Simply add 'ed' to them.

| | |
|-------------------|--------------------|
| 1. Push | 7. Play |
| 2. Jump | 8. Pull |
| 3. Pick | 9. Help |
| 4. Brush | 10. Thank |
| 5. Clean | 11. Talk |
| 6. Wash | 12. Walk |

WORKSHEETS (Fergus and Max):

Activity 8: Relating the pictures to the text:

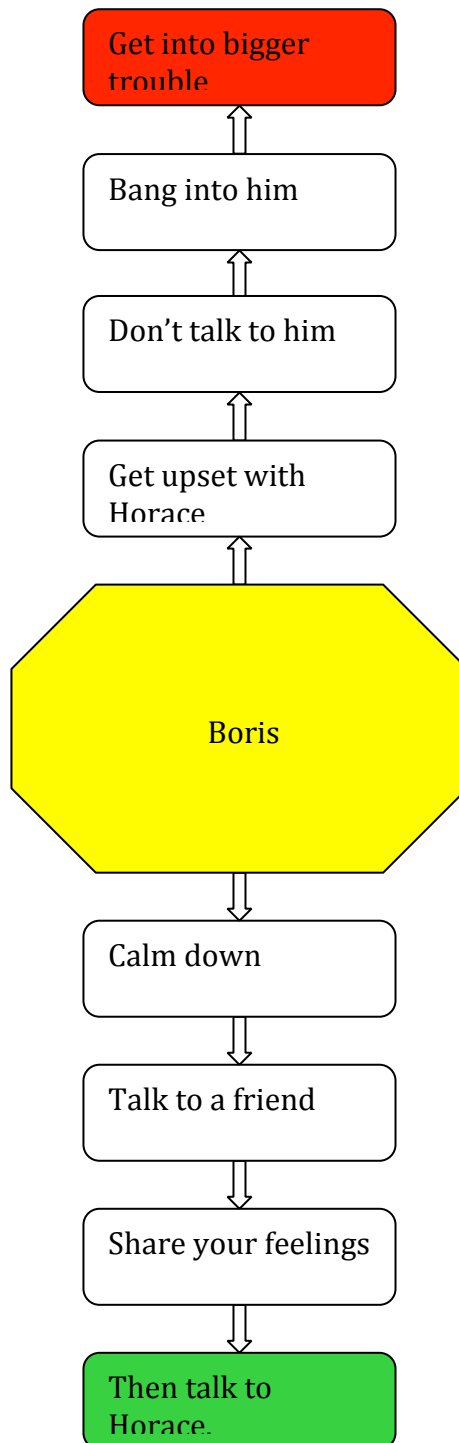
Look at the pictures and then the text.

| <u>What</u> | <u>Pictures</u> | <u>Text (words)</u> |
|---|------------------------|----------------------------|
| 1. How do you know that Boris is upset with Horace? | | |
| 2. Who do you think needs help after the collision? | | |
| 3. How do you know that Boris is sinking? | | |

WORKSHEETS (Fergus and Max):

Activity 11:

If you were Boris, what would you do? Look at the worksheet. One way, Boris ends up in the red zone, the other way, he is in the safe green zone. Decide which way is better. Color the boxes of the plan that you like better.



Book 16- Fergus and Lady Jane



Fergus and Lady Jane Intro- Fergus calls on an old friend to help carry a crowd of passengers home.

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enable them to examine an event from different perspectives (Writing and Comprehension)
3. To enable them to identify the problems in the story. (Comprehension)
4. To enable them to understand the relationship between text and illustrations. (Speaking and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Get the children to look at a few book covers. Then ask them to guess what the books are about. They can respond in words or phrases. Then tell them what the books are actually about. How many of them guessed right?

Tell them that this story is also about something like the book covers. You can never guess how capable a person is just by looking at them.

READING THE STORY:

Activity 2:

Ask the children why their grandparents are special. What is it that their grandparents can do better than anyone else? (They can love and pamper like no one else!

Grandparents have lots of patience and lots of stories to share.)

Activity 3:

Give the children slips of paper, some of which have negative emotions written on them and some with positive emotions. (List and format attached)

Then, stop at Page 3. Ask the children how they think Fergus will react to Boris. Get them to come one by one and put up a slip of their choice, on the board. Without telling them, try to get all the negative emotions on one side of the board and all the positive ones on the other side. (This will make it easier for the teacher to point out the difference between what should be done and what should not be done.)

Continue reading the story, until you get to know how Fergus actually behaved. Then point out how he kept away from all negative emotions.

Activity 4:

This story is full of friends helping each other out. Can you fill in the names in the Helpers' Table? (Worksheet attached)

READING THE STORY (Fergus and Lady Jane):

Activity 5:

Look at the pictures. Talk about how Lady Jane looks. Choose words to describe her: This is a picture comprehension and prediction activity. After Lady Jane has helped Fergus, then ask the children to re-examine the words they chose. Reinforce the idea "Do not judge a book by its cover."

CONCLUSION AND ASSESSMENT:**Activity 6:**

Different perspectives: (Worksheet attached)

Activity 7:

Questionnaire: Write Yes or No. (Worksheet attached)

Activity 8: Character Traits:

Give the children slips of paper with character traits written on them. When you call out a trait, the child who slaps it on to the table first gets to add it to their pile. Keep calling out the traits until all the cards are done. As soon as a trait gets slapped, ask the child to do a quick recap of who the trait describes.

For example, 'Friendly' can apply to Fergus as well as Lady Jane.

ADDITIONAL ACTIVITIES:**Activity 9:**

Many passengers created a scene at Manly. What do you think they did? What do you do if you don't get what you want? Can you create a scene? When some children are creating a scene, get others to try and pacify them.

Activity 10:

Get the children to look at some fruits and vegetables. They do not look hard, but they make us STRONG. (Coloring page attached)

Activity 11: Star of the day activity:

Choose 2 characters as the stars of the day (Lady Jane and Fergus). Then get the children to use the vowels and consonants in their names to make new words. (Worksheet attached)

Activity 12: Plan a fun class:

Get everyone in the class to DO something. They can sing, dance, recite a poem, draw, hum, ask riddles...do anything. The basic idea is to show that everyone has something to contribute.

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Science- linking vegetables with good health.
3. Life Skills- Everyone is special, problem solving attitude.

QUOTE (Fergus and Lady Jane):

*"Don't judge a book by its cover."
(Proverb)*

Relating the quote to the story:

Lady Jane may be old and rusty, but she can do the Manly run as well as anyone.

ANSWER SHEET (Fergus and Lady Jane):

Activity 3:

Fergus shows all positive emotions/feelings.

1. He is honest. He admits that Boris might be right. He is calm, not angry.
2. He is cheerful as seen in the pictures.
3. He is hopeful that he might just be able to do it.
4. He is thoughtful- he thinks of a useful plan.
5. He is confident of trying his best.
6. He is patient. He does not lose his patience with Boris.

Activity 4:

1. Angus helped Fergus.
2. Fergus helped Boris and Hydro.
3. Hydro helped Boris.
4. Lady Jane helped Fergus and Boris

Activity 6:

1. Boris thinks that Fergus cannot handle it.
2. Fergus thinks that he might not be able to handle it, but he will try as hard as he can.
3. Hydro thinks that she cannot handle it and needs Fergus to manage it all.
4. Lady Jane thinks she can do a good job.

Activity 7:

5. Yes
6. Yes
7. Yes
8. Yes
9. No
10. Yes
11. No

Activity 8:

1. Fergus is very helpful.
2. Boris is mean.
3. Lady Jane is very strong.
4. Hydro is not that stro

WORKSHEETS (Fergus and Lady Jane):

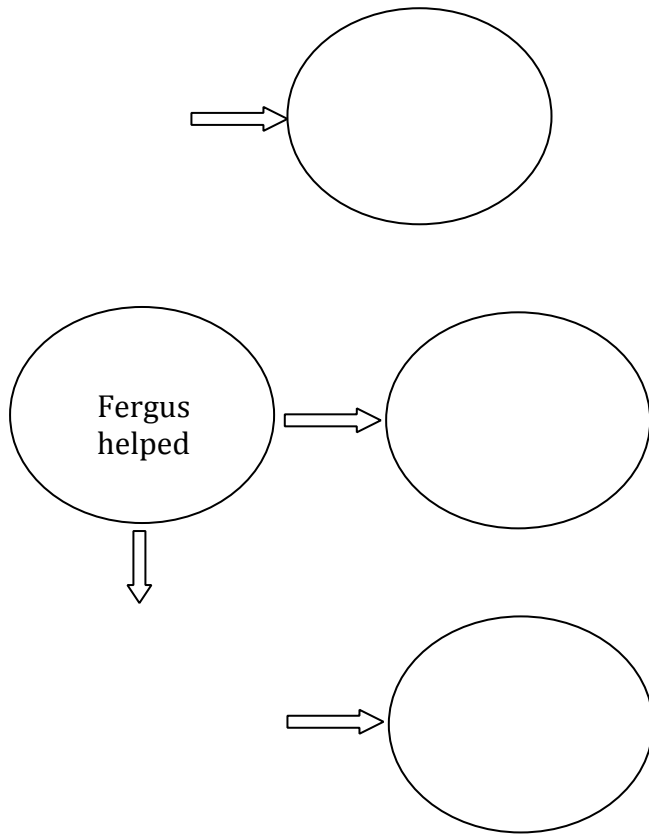
Activity 3:

| | | | |
|------------------------|-----------|---------|----------|
| Angry | Calm | Jealous | Cheerful |
| Upset | Scared | Worried | Hopeful |
| Thoughtful (Thinks) | Confident | Honest | Patient |

WORKSHEETS (Fergus and Lady Jane):

Activity 4:

This story is full of friends helping each other out. Can you fill in the names in the Helpers' Table?



WORKSHEETS (Fergus and Lady Jane):

Activity 5:

Look at the pictures. Talk about how Lady Jane looks. Choose three words from each box to describe her:



1.....

2.....

3.....

1.....

2.....

3.....

WORKSHEETS (Fergus and Lady Jane):

Activity 6: What doesthink?

Activity 7:

Activity 8: Complete the sentences:

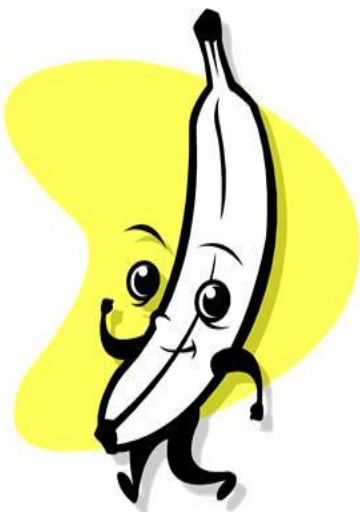
WORKSHEETS (Fergus and Lady Jane):

Activity 10:

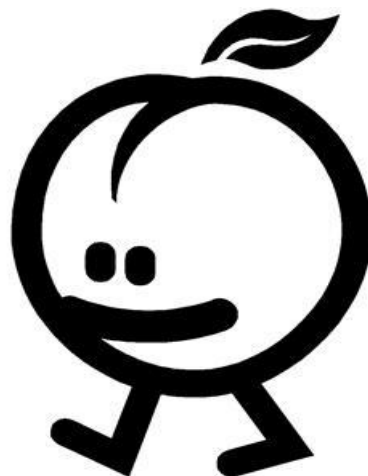
These vegetables and fruits do not look hard. But they make us STRONG.
Color them.

Broccoli

Tomato



Banana



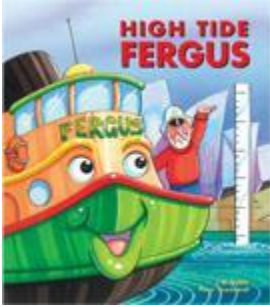
Nectarine

WORKSHEETS (Fergus and Lady Jane):

Activity 11: Stars of the Day

The stars of the day are Lady Jane and Fergus. Color all the consonants red and all the vowels blue. Then use the vowels and consonants in the two names to make new words.

Book 17- High Tide Fergus



AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enable them to examine an event from different perspectives (Writing and Comprehension)
3. To enable them to understand the relationship between text and illustrations. (Speaking and Comprehension)
4. To enable them to understand how the same words can be used to evoke different reactions.

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Look at the boats. How are they different? How are they similar? (Picture sheet attached.)

Ask the children what happens when a boat gets stuck on the sand.

READING THE STORY:

Activity 2:

Look at Fergus' expressions when he is with Lady Jane.

Then look at him when Boris joins in. What do you think happened?

Activity 3:

Lady Jane says that she was very active many years ago. Then they put her out of work and she got out of practice. Can you think of any such things that get ruined if you don't use them for long?

1. In the fridge
2. In your cupboards
3. In your toy chest/drawer.

Activity 4: Who is faster?

Lady Jane is old, yet Boris mocks at her and races with her. Look at the worksheet. Can you guess who is faster? (Worksheet attached.)

Activity 5:

Give the children the worksheet to work on. Ask the children to differentiate between fair and unfair competition. Once you have the responses in, ask the children to explain their responses. Lead them on to the fact that what Boris did was not in good spirit. (Worksheet attached.)

CONCLUSION AND ASSESSMENT (High tide Fergus):

Activity 6: High tide experiment:

Take a disposable baking tray and add some pebbles and sand. Gradually increase the level of the rocks towards one side. Then add some plastic water creatures. Place a boat or another object to mark where Boris is stuck. Then, add water to the tray 1 pitcher at a time. Watch how the water level rises, right until there is water around Boris. Explain the difference between high tide and low tide and how Fergus' smart thinking helped Boris. Sometimes all you need to do is be patient.

Activity 7:

Ask the children some questions. They need to answer in mime- only actions and expressions, NO speaking. The teacher can follow up each mime with an explanation.

1. How does Lady Jane feel about being back in the harbor?
2. How does Boris feel about Lady Jane?
3. How does Boris look when he is about to run aground?
4. How does Jimmy help Boris?
5. How does Boris feel when Jimmy and Jock leave him alone on the beach?
6. How does Boris behave when Fergus says that he will help him out?
7. How does Fergus move Boris?

Activity 8:

How is Boris rude to Lady Jane and Fergus? Circle the words that sound rude. Then show how the same words can be used differently, in a more positive way, like the words help, laugh and joke. (Worksheet attached.)

ADDITIONAL ACTIVITIES:

Activity 9:

There are lots of surprised faces in the story. Can you pick out a few?

Activity 10:

Can you label the hold, stern and bow of a ferry? (Worksheet attached.)

Activity 11:

Play a recording of any children's song like "Who's that?" by Laurie Berkner . As soon as the music stops, the children need to stop dancing or doing whatever they are doing. They need to stay as still as a statue until the music is played again. Increase the 'statue time' gradually. This exercise can be used to demonstrate how uncomfortable Boris feels when he is stuck on the beach. Yet, he does not thank Fergus for freeing him.

Activity 12:

Lady Jane has lots of lovely memories. What are your favorite memories? (Worksheet attached.)

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Geography- High tide and low tide.
3. Life Skills- Patience pays, be fair.

QUOTE (High tide Fergus):

"The strongest of all warriors are...time and patience."

-Leo Tolstoy

Leo Tolstoy was a Russian thinker, novelist and short story writer. He was influenced by personalities like Victor Hugo and Pierre-Joseph Proudhon. He is best known for his book 'War and Peace' as well as his thoughts on non-violence, which in turn influenced the likes of Mahatma Gandhi and Martin Luther King.

Relating the quote to the story:

Jimmy and Jock are strong tug boats, but they simply couldn't move Boris off the beach. Fergus is a much smaller ferry, but a smart ferry. He waited patiently for the high tide to come in, and then helped rescue Boris.

ANSWER SHEET (High tide Fergus):

Activity 1:

The boats are different because some are fast, some are slow. Some can carry only one person, while some can carry more. Some need to be rowed by people, some are motorized. Some have sails, others do not.

The similarity is that all of them can be used only in water.

Activity 2:

Fergus is happily listening to Lady Jane. He has a smile on his face.

However, as soon as Boris joins in, the expressions on Fergus' face change. Fergus looks shocked, as Boris continues to say mean things to Lady Jane. He does not like how Boris is behaving.

Activity 3:

1. Food spoils.
2. Clothes get smaller.
3. Toys get old and boring.

Activity 4:

1. You
2. Horse
3. Car
4. You
5. Either

Activity 5:

1. Unfair
2. Unfair
3. Unfair
4. Unfair
5. Fair

Activity 7:

1. She loves being back in the harbor. She is very happy and enjoying herself.
2. Boris thinks Lady Jane is old and weak. He is rude and mean to her.
3. He looks like he is about to explode- very tense and scared.
4. Jimmy tries to pull Boris with all his might.
5. Boris feels terribly sad when they leave him. He looks upset.
6. Boris laughs at Fergus.
7. Fergus waits for the high tide to come in , then pulls Boris and moves him.

Activity 8:

Circle:

1. total disgrace
2. holes, rust , allover your face
3. joke
4. ...you there, move aside
5. You!
6. Don't make me laugh!
7. gloat

ANSWER SHEET (High tide Fergus):

Activity 9:

1. Fergus- when Boris says mean things to Lady Jane.
2. Fergus and the passengers on Boris, when Boris runs aground.
3. Boris and the passengers on him, when Jimmy and Jock leave him and go.
4. Boris, when Fergus pulls him out.
5. Captain Joe, when he gets to know how Fergus waited for the high tide.

Activity 10:

Left top: stern

Right top: Bow

Right bottom: hold

WORKSHEETS (High tide Fergus):



Workseet (High tide Fergus):

Activity 5:

Think about the races that you just had. Then mark 'F' for fair and 'U' for unfair for all the races.

1. You and a tortoise.
2. You and a horse.
3. You and a car.
- 4 You and Grandma/Grandpa.....
5. You and your friend.....

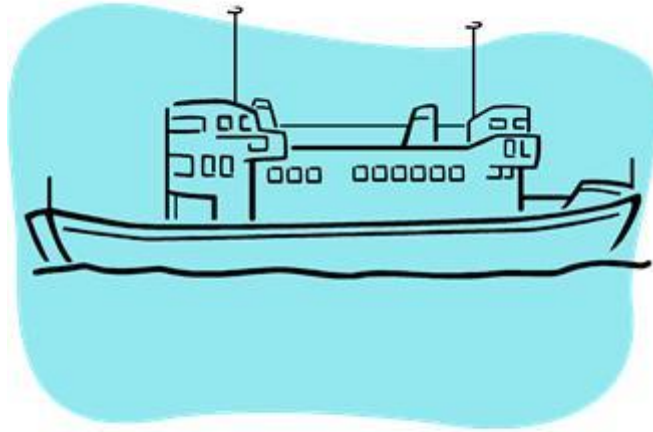
Activity 7:

How do you think was Boris rude to Lady Jane and Fergus? Circle the words that sound rude.

Workseet (High tide Fergus):

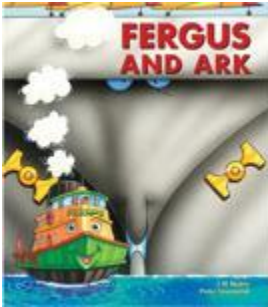
Activity 10:

Can you label the parts of a ferry?



Activity 12

Book 18- Fergus and Ark



AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enable them to examine an event from different perspectives (Writing and Comprehension)
3. To enable them to understand the meaning of words from the context they are present in. (Vocabulary building)
4. To enable them to understand the relationship between text and illustrations. (Speaking and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Get some helium balloons and give them to the children. Tell them that they need to make sure that the balloons are ALWAYS under their control. As they begin to feel a little weary of taking care of the balloons, tie the balloons to a piece of crumpled paper, then to a bunch of pencils and finally to a stone.

Tell them that the stone is an anchor.

READING THE STORY:

Activity 2:

Meaning and importance of an anchor. (Worksheet attached.)

Activity 3:

There are a lot of colors in this story. Can you fill in the blanks with the right colors? Choose from the given colors. (Worksheet attached.)

Activity 4: Speaking activity:

There are lots of things that have opposites in this story. (Sheet attached.)

Activity 5:

Make a number of slips and put them in the "Friend Box". Ask each child to take out a slip and respond. For instance: "I can share my candies with..... (a friend's name). No child's name can be mentioned more than once. Use this exercise to demonstrate how friends ought to help each other. (Slips attached.)

CONCLUSION AND ASSESSMENT (Fergus and Ark):

Activity 6:

Draw a picture of Ark and a picture of Fergus. How are they different? (Worksheet attached.)

Activity 7:

Quick summary and recap. (Worksheet attached.)

This could either be done as a class activity or as an individual exercise. A class discussion could precede this worksheet.

Activity 8: Pin it:

This activity is an adaptation of the game- pin the donkey's tail. Have some slips with character traits written on them. On the board, put up the names of the characters in the story. As each child steps forward, blindfold them, read out a slip to them and then get them to pin the slip as close to the character as possible. (Traits sheet attached.)

ADDITIONAL ACTIVITIES:

Activity 9:

Can you add color to the following faces to show us just how Captain Dan reacts as Ark gets closer to Horace? (Worksheet attached.)

Activity 10: Class discussion:

Remember how Horace had behaved when Boris had run aground in the middle of race?

How did Boris feel then?

Do you think Horace and Boris are good friends?

Reach a class consensus on what true friendship really is. (Refer back to the worksheet in Activity 5).

Activity 11:

Have everyone run around and when someone shouts 'stop' they have to stop as quickly as they can.

Activity 12:

Divide the class into groups. Give each group a word to track. The children need to skim through the story and look up the word. They need to discuss as a group and guess the meaning of the words from the context.

1. Rammed
2. Room
3. Hacksaw
4. Snagged
5. Sliced

ALIGNMENT WITH THE CURRICULUM:

1. English- speaking, listening, writing, comprehension, vocabulary building.
2. Life Skills- Nourishing friendships

QUOTE (Fergus and Ark):

*"Friendships are built on respect and trust.
Both elements have to be there."*

-Stieg Larsson

Karl Stig-Erland "Stieg" Larsson, better known as Stieg Larsson was a Swedish journalist. Having won many awards, he enjoyed as much popularity as distrust. He rebelled against the Swedish right wing, which in turn led to many death threats. He is best known for his novels, grouped under the Millennium series.

Relating the quote to the story:

When Horace is in a very uncomfortable situation, Boris simply laughs at him. He is just not concerned about Horace. He is neither respecting nor helping Horace. So, Boris is not a true friend.

ANSWER SHEET (Fergus and Ark):

Activity 2:

Name- Anchor

Used for- 'parking' boats and ships.

Weight- heavy enough to make sure that the boats do not float away.

Activity 3:

1. blue

2. red

3. grey

4. pink

5. yellow

6. white and blue

7. yellow and green

Activity 4: Speaking activity:

There are lots of things that have opposites in this story.

1. Horace says, "Move aside", but later he gets stuck himself.

2. Horace says, "I am big and wide", but later when he sees Ark, he feels so small.

3. Horace says, "I'm even better than before.", but his anchor gets dropped and he gets stuck.

4. Fergus says that Horace may be wide and long, but it is easy to move him aside.

Activity 6:

Fergus:

Type- Ferry

Size- Small

Color- Green and yellow

Carrying-people

Ark:

Type- Carrier

Size- Huge

Color- Grey

Carrying- Airplanes and people

Activity 7:

Somebody- Fergus/ Horace

Is- Fergus is watching Horace get stuck.

Wants- Horace wants to show off his new computer. Then he wants to free himself.

But- But Fergus cannot do anything.

But- But Horace's anchor is jammed, and Ark is coming closer and closer.

So, Horace thinks that it is the end of him.

So, Fergus quickly pushes him out of Ark's way and saves Horace.

ANSWER SHEET (Fergus and Ark):

Activity 10: Class discussion:

When Boris needed help during the race, Horace acted selfishly and refused to help his friend. Boris was not as important to him as winning the race.

Boris felt quite bad.

No, they are not true friends. They never help each other.

Activity 12:

Rammed- banged into, bumped into, like an accident

Room- space, open area

Hacksaw- tool used for cutting

Snagged- caught, entangled

Sliced- cut into slices, into pieces.

WORKSHEETS (Fergus and Ark):

Activity 2: Meaning of an anchor:

WORKSHEETS (Fergus and Ark):

Activity 3: Colors:

Activity 4: Speaking activity:

WORKSHEETS (Fergus and Ark):

Activity 5:

| |
|---|
| 1. I would love to share my candies with..... |
| 2. I would love to help |
| 3. I would love to play with..... |
| 4. I would love to jump on the trampoline with..... |
| 5. I would love to work with..... |
| 6. I would love to study with..... |
| 7. I would love to share my lunch with..... |
| 8. I would love to the park with..... |
| 9. I would love to take care of..... |
| 10. I would love to spend time with..... |
| 11. I would love to invite to my birthday. |
| 12. I would love to go to the mall with |
| 13. I would love to go camping with..... |
| 14. I would love to go on a road trip with..... |
| 15. I would love to tidy up a room with..... |

WORKSHEETS (Fergus and Ark):

Activity 6:

| <u>What</u> | <u>Fergus</u> | <u>Ark</u> |
|----------------------|---------------|------------|
| <u>Type of boat</u> | | |
| <u>Size</u> | | |
| <u>Color</u> | | |
| <u>Carrying what</u> | | |

WORKSHEETS (Fergus and Ark):

Activity 7:

Quick recap:

WORKSHEETS (Fergus and Ark):

Activity 8: Pin it sheet:

| <u>Horace</u> | <u>Boris</u> | <u>Fergus</u> | <u>Ark</u> |
|---------------|--------------|---------------|------------|
| | | | |
| Big | Big | Small | Biggest |
| Mean | Mean | Concerned | Concerned |
| Scared | Not bothered | Worried | Worried |
| Not helpful | Needs help | Helpful | Thankful |

WORKSHEETS (Fergus and Ark):

Activity 9: Color the faces:

Book 19- Fergus says Farewell



AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enable them to examine an event from different perspectives (Writing and Comprehension)
3. To reinforce the concept of verbs. (Grammar)
4. To enable them to understand the relationship between text and illustrations. (Writing and Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Carry on from the last story, when Horace's computer broke and made his anchor fall. Horace is now at the docks, getting repaired. Look at the picture on the first place.

How does Horace look?

Does he look happy?

What do you think is he feeling?

READING THE STORY:

Activity 2: Match the following:

Horace had mechanics fix his computer. Can you guess who fixes what? (Worksheet attached.)

Activity 3: Speaking activity:

Ask the children to talk about:

What old things their parents value most- pictures, old cars, little trinkets.

What old things the children value most- a blankie, a favorite toy, a teddy bear.

Is it right for Horace to mock at Lady Jane just because she is old?

Why not?

READING THE STORY (Fergus says Farewell):

Activity 4: Game:

Get the children to play a game. Assign a particular movement to each 'doing' word. Then, say a word, like 'shoveling'. The children need to do the actions. However, as soon as you say another word, like 'burning', they need to quickly change their actions. The ones who get confused or react late, get eliminated. Then start changing the words quickly, to add more excitement to the game.

The words can be: shoveling, burning, getting, yelling, working and landing.

Activity 5:

Point out to the kids that all the words in the previous activity were 'DOING' words. Any word that suggests action or 'doing' is a verb. Can you look at the pictures and write the 'doing' words (verbs) under each one? (Worksheet attached.)

CONCLUSION AND ASSESSMENT:

Activity 6:

Divide the class into groups. Assign a character to each group. Each group needs to examine the same set of incidents from the given character's perspective. In the worksheet, get them to mention the name of the character. (Worksheet attached.)

Activity 7: Group Quiz:

Divide the class into groups and assign a few pages of the story to each group. Encourage them to read it thoroughly. Each child asks the rest of the class one question. His group can answer only if no one from the rest of the class can answer. Each time a question comes back to the group, they earn a point. The group with the maximum points wins. (This is to encourage children to ask questions and gauge their understanding of the story. This is a group as well as an individual activity at the same time.)

Activity 8: Class discussion:

After the explosion, Lady Jane is being sent to become a restaurant.

How does Fergus react to it?

How do you think would Horace react to it?

What about you? Do you think it is a good thing or a bad one?

Why?

Use this activity to reinforce the themes.

ADDITIONAL ACTIVITIES (Fergus says Farewell):

Activity 9: Speaking activity:

Lady Jane is ruined but something good comes from it. Can you think of when something not so good has happened but something good happens afterwards?

Activity 10:

Get a bunch of magazines with lots of pictures. Then ask the children to use paper bits from the magazines to create any part or scene from the story, as they perceive it. It could be orange and red paper bits showing the explosion scene or Lady Jane sailing by on a clear sky. They need to explain the logic behind their work.

Activity 11:

Suppose you were a teacher and you had to teach Horace some manners. What would you teach him? Choose any 7 good manners from the cloud. Draw a rainbow and write the 7 manners in different colors. Make the connection between how beautiful a rainbow is and how manners can make a person beautiful. (Worksheet attached.)

Activity 12:

Can you guess who uses which tools? (Worksheet attached.)

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Social Sciences- Various occupations and occupational tools used.
2. Life Skills- developing an optimistic outlook, manners add beauty to the personality.

QUOTE (Fergus says Farewell):

"Don't cry because it's over, smile because it happened."

-Dr. Seuss

Theodor Seuss Geisel, an American poet, writer and cartoonist is a name as popular with children today as it was during his lifetime. He is best known for the wonderful children's books that he wrote, under the pen name of Dr. Seuss.

Relating the quote to the story:

Lady Jane is leaving but she is celebrating the wonderful time she had on the Harbor and not being sad because it is over.

ANSWER SHEET (Fergus says Farewell):

Activity 2:

Shoes- Cobbler

Fan- Electrician

Windows- Carpenter

Taps and Pipes- Plumber

Activity 3: Speaking activity:

No, it is not right for Horace to mock at Lady Jane just because she is old. He needs to understand that she was helping him while he was getting fixed in the docks. He needs to thank her instead of being mean to her.

Activity 5:

1. The girl is riding the cycle.

2. The boy is drinking milk.

3. The baby is sleeping.

4. The girl is playing with the ball.

5. The panda is eating a carrot.

Activity 6:

FERGUS:

I see: Horace in the dock, Lady Jane, Lady Jane shaking, smoke, Horace yelling, Joe help Horace, Horace being towed safely, Lady Jane burnt, Rain, Jimmy and Jock taking Lady Jane away.

I smell: Smoke

I feel: Bad for Lady Jane getting burnt, happy that she will be a restaurant, happy to give her a whistle, scared for Horace

HORACE:

I see: Fergus, Lady Jane, Lady Jane shaking, Joe cutting my ropes, Fergus towing me

I smell: Smoke

I feel: Good that I am fixed, good that Lady Jane is a old ferry and I am new, good that Lady Jane will be gone tomorrow, scared that I might burn too, uncomfortable about my paint getting ruined, hot, lucky that I got saved.

ANSWER SHEET (Fergus says Farewell):

LADY JANE:

I see: Fergus, Horace and his sneer, smoke, the tugboats, George, rain

I smell: Smoke

I feel: Hot, burnt, happy that I had a wonderful time at the harbor, happy that I will be fixed, happy for Fergus' farewell salute, happy that I survived the fire.

Activity 8: Class discussion:

Fergus is a little sad about missing her, but he is happy that she will be fixed and will be as good as new. He is also happy because she herself is happy about it.

Horace would have said something mean, because he does not care about anyone else.

The children could say that it is a bad thing because then she would leave the harbor.

Lay emphasis on the fact that

1. She will be fixed completely.
2. She won't be junked and will instead, become a wonderful restaurant.

Reinforce the theme

Loved ones sometimes have to leave us.

You just need to be optimistic to see some good in all bad happenings.

Activity 12:

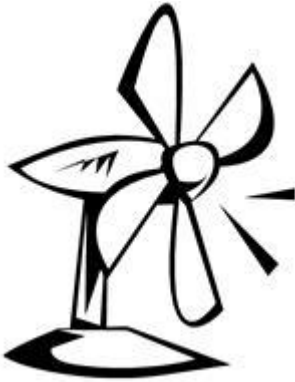
Shovel and rake- gardener

Saw and hammer- carpenter

WORKSHEETS (Fergus says Farewell):

Activity 2: Match the following:

Horace had mechanics fix his computer. Can you guess who fixes what?



WORKSHEETS (Fergus says Farewell):

Activity 5:

Can you look at the pictures and write the 'doing' words (verbs) under each one?



WORKSHEETS (Fergus says Farewell):

Activity 6:

WORKSHEETS (Fergus says Farewell):

Activity 11:

Suppose you were a teacher and you had to teach Horace some manners. What would you teach him? Choose any 7 good manners from the cloud. Draw a rainbow and write the 7 manners in different colors. Make the connection between how beautiful a rainbow is and how manners can make a person beautiful.

WORKSHEETS (Fergus says Farewell):

Activity 12:

Can you guess who uses which tools?



Shovel



Hammer



Rake



Saw

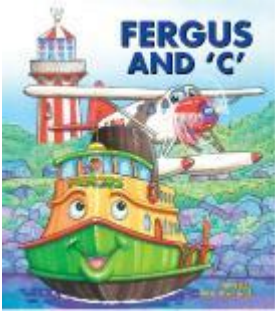


A Carpenter



A Gardener

Book 20- Fergus and 'C'



AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To reinforce the concept of verbs. (Grammar)
3. To enable them to acknowledge the emotional response to a text. (Writing skills)
4. To enable them to understand the relationship between text and illustrations. (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have ever heard an ice cream truck. How do they like the sound of the truck? What about the sound of the vacuum cleaner or the garden blower? Why are some sounds pleasant and some unpleasant? When the volume is very loud, you cannot hear anything or anyone, just like in the story.

READING THE STORY:

Activity 2: Look and tell:

Stop after reading page 2. Then ask the children to find lines that show movement in the pictures.

How can you see when C is moving fast?

Or when his propeller is turning?

Can you see the bolt Joe is talking about?

Activity 3: Prediction:

Do you think Jack did a good thing by not coming back?

Do you think Jack can fix the bolt?

What if he cannot fix it in time?

Can anyone help at this time?

Activity 4:

Can you circle the actions that they cannot do? Reinforcing action words or verbs. (Worksheet attached.)

Activity 5: What should you do?

Use this exercise to drive home the point that the child may have broken something and wants fix it before the parents get to know of it. But taking chances is not always a good thing. Jack took a chance too. Instead of fixing a tiny bolt, he got himself into bigger trouble. (Worksheet attached.)

CONCLUSION AND ASSESSMENT (Fergus and "C"):

Activity 6: Summary worksheet:

This could be a speaking activity for group work or the entire class. (Worksheet attached.)

Activity 7: Emotional response:

Look at the incidents given below. Which ones do you think are funny, scary, worrying, surprising and happy? Write F for funny, S for scary, W for worrying and H for happy. (Worksheet attached.)

Activity 8: How can you help?

Can you think of little ways of helping people everyday?
(Worksheet attached.)

ADDITIONAL ACTIVITIES:

Activity 9: Vocabulary map:

Can you think of any words related to sound? (Worksheet attached.)

Activity 10:

Make paper planes and throw them around the class. See how the plane lands...how it goes lower and lower and then finally lands on the ground. Link it to how 'C' is losing height gradually.

Activity 11:

Read these sentences one by one and get the children to react.

For each correct statement, the children need to say 'That's right!'

For each wrong statement, the children need to say 'Excuse me! But...'

The teacher can then ask any one child to complete the sentence starting with 'But...'
(Sentence sheet attached.)

Activity 12:

Ask the children what other names would they suggest for the characters? Why?

'C'-

Jack-

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Life Skills- Developing an understanding of taking chances in life, developing the emotional response to a situation.

QUOTE (Fergus and "C"):

"Necessity is the Mother of invention."

-Plato

Plato, the pupil of Socrates and the teacher of Aristotle was a philosopher of ancient Greece. Despite the fact that Plato voiced his opinions centuries ago, he continues to be one of the most studied philosophers.

Relating the quote to the story:

The situation looks desperate as 'C' needs to land but can't without a float but, inspired by the desperate situation, Fergus comes up with the answer. Sometimes it seems like something isn't possible, but necessity can force you to come up with the answer.

ANSWER SHEET (Fergus and "C"):

Activity 1:

They probably LOVE the sound of the ice cream truck. The sound of the vacuum cleaner and the garden blower are not so pleasant, but the sound of the ice cream truck is pleasant.

Why?

Because the ice cream truck is not loud and annoying, while the garden blower is loud. When the volume is very loud, you cannot hear anything or anyone.

Activity 2: Look and tell:

Lines along his wind and tail.

Circles around the propeller.

Yes, the bolt looks loose.

Activity 3: Prediction:

No, Jack didn't do a very smart thing by not coming back.

Yes, no or may be are all acceptable answers.

There will be big trouble if he cannot fix it in time. They will end up in a crash.

No, no one can help at this time, not even Fergus, because 'C' is much higher than Fergus.

Activity 4:

Fergus- Circle crawl, fly

'C'- Circle walk, eat, hop

Captain Joe- Circle fly, chirp

Activity 5: Taking chances:

Fixing a bulb in your room – Not Safe

Climbing the kitchen shelf to get cookies- Not safe/ Not sure

Trying to do your homework yourself-Safe

Trying to use the oven-Not safe

Picking up pieces of a glass that broke- Not safe

Activity 6: Summary worksheet.

In the beginning: Fergus tells 'C' that there is wood in the sea, but 'C' can't hear him.

Then: 'C' bangs into the wood and a bolt comes loose.

Next: Jack does not turn back, and tries to fix the bolt but fails. The float comes completely loose.

And then: 'C' starts diving towards the ground. Jack manages to control 'C' just in time.

Finally: Fergus helps 'C' land safely.

Activity 7: Emotional response:

1. 'C' making so much noise- F, W

2. Jack trying to fix the bolt- F, S, W

3. Jack hanging from 'C'- S, W

4. 'C' diving towards the ground- S, W

5. Jack managing to get into the cabin just in time- S, H

6. 'C' being low on fuel- S, W

7. Fergus helping 'C' –S, H

ANSWER SHEET (Fergus and “C”):

Activity 9: Can you please help?

Helping parents:

- Cleaning up your room
- Putting your laundry for wash
- Brushing without a fuss
- Keeping all your things in your room
- Not throwing tantrums
- Fetching things
- Not fighting with siblings
- Being polite

Helping friends:

- Being polite
- Helping with homework
- Picking up anything they may have dropped
- Sharing your lunch/ pocket money when they forget theirs
- Supporting your friend if they are about to fall
- Helping them tie their shoelaces

Activity 11:

1. Excuse me! But, it is not a rainy day.
2. Excuse me! But, ‘C’ was too loud to hear Fergus.
3. That’s right!
4. Excuse me! But, Jack was not able to fix the bolt.
5. That’s right!
6. That’s right!
7. That’s right!
8. Excuse me! But, ‘C’ does not have enough fuel.
9. Excuse me! But, ‘C’ cannot simply land on water.
10. That’s right!

Activity 12:

You could help them perceive ‘C’ as a noisy plane and they could suggest names accordingly.

You could help them perceive Jack as a rather carefree person and they could suggest names accordingly.

WORKSHEETS (Fergus and "C"):

Activity 4:

Can you circle the actions that they cannot do?

| | | | | |
|--------------------|-------|-------|------|-------|
| Fergus | Help | Crawl | Sail | Fly |
| 'C' | Fly | Walk | Eat | Hop |
| Captain Joe | Laugh | Talk | Fly | Chirp |

Activity 5: Taking chances:

Which things do you think you should take a chance with? Tick marks the correct box.

| Taking a chance | Safe | Not safe | Not sure |
|---|------|----------|----------|
| Fixing a bulb in your room | | | |
| Climbing the kitchen shelf to get cookies | | | |
| Trying to do your homework yourself | | | |
| Trying to use the oven | | | |
| Picking up pieces of a glass that broke | | | |

WORKSHEETS (Fergus and "C"):

Activity 6:

Summary worksheet. What happened in the story?



WORKSHEETS (Fergus and "C"):

Activity 7:

WORKSHEETS (Fergus and “C”):

Activity 8: How can you help?

Can you think of little ways of helping people everyday?

WORKSHEETS (Fergus and “C”):

Activity 9: Vocabulary map:

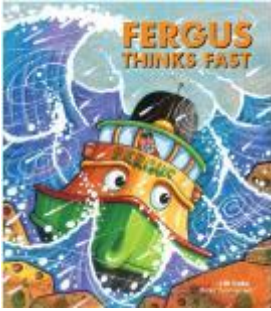
Can you think of any words related to sound? Use the hints given in boxes.



WORKSHEETS (Fergus and “C”):

Activity 11: Sentence Sheet:

Book 21- Fergus Thinks Fast



AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To reinforce the concept of sight words. (Reading skills)
3. To enable them to acknowledge the emotional response to a text. (Writing skills)
4. To enable them to understand the relationship between text and illustrations. (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children about their experience of bad weather. It could be a storm, a hurricane or lots of rain.

How do they feel when it is thundering really loudly?

And there is no power?

What about lightening?

Do they like the sound of the wind howling? Why?

Where would they like to be at a time like this?

READING THE STORY:

Activity 2:

Look at the picture on the first page.

Can you color the things that you see in the picture? (Worksheet attached.)

Activity 3:

After reading each page, stop and get the class to reflect on the happenings. Ask them what the event shows about the characters. They can respond in words, phrases or sentences.

Activity 4: Word meanings:

Ask the children to choose and circle the correct meaning from the choices given below. (Worksheet attached.)

READING THE STORY (Fergus Thinks Fast):

Activity 5:

Divide the class into groups. Give each group a set of 4 cardstocks, with the names Fergus, Angus, Hydro and Rescuers (Tess and Jock) written on them. Also give them a bunch of sticky notes with adjectives written on them. These can be the same adjectives that the class suggests in activity 3. The children need to stick the notes on appropriate cardstocks.

CONCLUSION AND ASSESSMENT:

Activity 6: Summary game:

Use this game as a recap activity. (Game board print attached.)

Activity 7: Character traits:

Look at the words. For each word that applies to Fergus, can you add three balloons? How many balloons does Fergus have in all?

Activity 8: Big or small:

Look at the pictures. Are these things big or small? Write B for big things and S for small things.

ADDITIONAL ACTIVITIES:

Activity 9:

Can you use the words from the cloud and use them in place of the underlined words?

Activity 10: Quick Quiz:

1. Why did Hydro get swept out to the sea?
2. Why couldn't Jock help Hydro?
3. How did Fergus help?
4. Why was Angus the best ferry to ask for help?
5. Why didn't Angus want to become an Outer Harbor ferry?

Activity 11: Sight words:

You can use this exercise to divide the class into groups for future activities. Make slips of sight words. Choose 6 students to be group leaders. Paste a big slip of each sight word on their T-shirts. The rest of the students will pick up their words out of a bowl full of sight words slips. All the children who get 'the' will stand behind the group leader of 'the' group and so on. This will ensure that they read the sight words pasted on each group leader's T-shirt. (Sheet attached.)

Activity 12:

Give the children a puzzle to play with. Use the activity to reinforce the theme that big is not always better than small. Only the right size will work- sometimes big and sometimes small.

ALIGNMENT WITH THE CURRICULUM (Fergus Thinks Fast):

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Mathematics- Simple addition.
3. Geography- Why heavy boats/ships cannot dock in shallow water.
4. Life Skills- Helping out friends, keep calm and think your way out of problems, everyone is special- size is not everything.

QUOTE (Fergus Thinks Fast):

"Figure out what it is that you love...and have the courage to do that."
-Oprah Winfrey

An actress, producer, philanthropist and talk show host, Oprah Winfrey has come a long way from her turbulent childhood and early adulthood. She is best known for aiding the needy through her Angel Network, be it Hurricane Katrina in America or building schools in Africa.

Relating the quote to the story: Angus could become an important Outer Harbour ferry, like Fergus, but he loves the Inner Harbour best and decides to keep being an Inner Harbour ferry. It may make him less important but it will make him happier.

ANSWER SHEET (Fergus Thinks Fast):

Activity 1:

They feel scared in bad weather. The sound of the thunder and the winds, the sight of the lightening and no power make things even scarier.
They would like to be safe and warm at home.

Activity 2:

Color the sun, the star and the airplane.

Activity 3:

Page 1: Fergus- brave

Page 2: Hydro- scared, thankful. Boris- mean

Page 3: Hydro- helpless, in trouble, scared

Page 4: Tess- helpful, quick. Jimmy and Jock - helpful. Hydro- in big trouble

Page 5: Jock- helpful, planning. Hydro- being tossed about

Page 6: Jock- brave, helpful, trying. Hydro- still in trouble

Page 7: Tess- worried, hopeful. Hydro- not too strong, Jock- giving up

Page 8: Fergus- thoughtful/thinks. Angus- light and small

Page 9: Fergus- quick. Angus- quick, helpful

Page 10: Fergus- knows stuff, Angus- listens to advice

Page 11: Angus- confident. Boris- mean. Fergus- thinks.

Page 12: Fergus- helpful, guiding. Angus- listens, helpful. Jock-listens, helpful.

Page 13: Fergus- happy, thankful, helpful. Boris- disbelief. Angus- happy, super.

Page 14: Fergus- proud of Angus, offers.

Page 15: Angus- won.

Activity 4: Word meanings:

- 1.
2. b
3. c
4. b
5. a

Activity 7: Character traits:

Helpful-3, Caring-3. Polite- 3. 9 balloons in all.

Activity 8: Big or small:

S – Needle, eraser, safety pin, key

B- Airplane, building

Activity 9:

1. He
2. She
3. They
4. I
5. I, you

ANSWER SHEET (Fergus Thinks Fast):

Activity 10:

1. Because the bollard snapped and there was nothing to tie her safely.

2. Because the water was too shallow and Jock couldn't get close enough to Hydro.
3. Fergus quickly called Angus for help.
4. Because he was light and small and could easily reach Hydro.
5. Because he enjoyed being an Inner Harbor ferry and he was pretty good at it too.

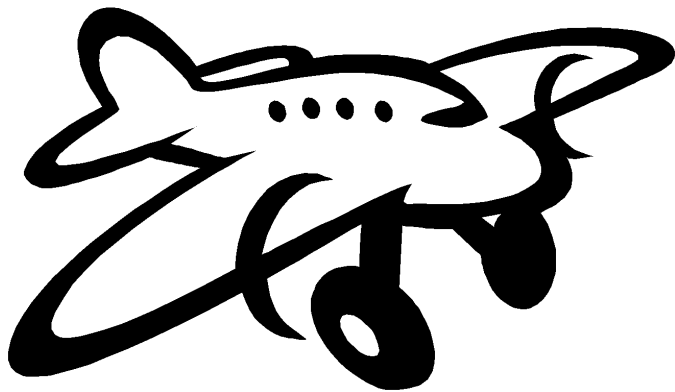
WORKSHEETS (Fergus Thinks Fast):

Activity 2:

Look at the picture on the first page.

Can you color the things that you cannot see in the picture?





WORKSHEETS (Fergus Thinks Fast):

Activity 3:

| | | | |
|----------------|----------------|---------------|----------------|
| Helpful | Brave | Thinks | Mean |
| Trying | Trouble | Scared | Listens |

Activity 4: Word meanings:

Ask the children to choose and circle the correct meaning from the choices given below.

1. Bollard means:

- a) A string pillar/ post
- b) A door
- c) A candle

2. Sickly means:

- a) Happy
- b) Unwell
- c) Sleepy

3. Scrapes means:

- a) Rainy
- b) Smile
- c) Badly rub

4. Giant means:

- a) A butterfly
- b) Huge
- c) Candy

5. Mooring means:

- a) Place where a boat is kept safe for a long time.
- b) Place where horses live
- c) Place where food is kept.

WORKSHEETS (Fergus Thinks Fast):

Activity 6: Summary game

Activity 6: Summary game (Fergus Thinks Fast):

Activity 6: Summary game

12
Jock plans to tie a rope to
Hydro's bow.

20
Angus was the RIGHT size to
help!
YAY!

19
Jock then pulls Hydro back to
safety.
(Need 1 to finish)

18
Angus manages to put the
rope around Hydro.

17
Angus goes close to Hydro.

WORKSHEETS (Fergus Thinks Fast):

Activity 7: Character traits:

Look at the words. For each word that applies to Fergus, can you add three balloons?
How many balloons does Fergus have in all?



Helpful



Angry



Mean



Caring

Polite

Naughty

1. = 3 balloons

2..... = 3 balloons

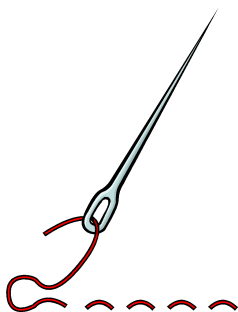
3.....=3 balloons

Total balloons =.....

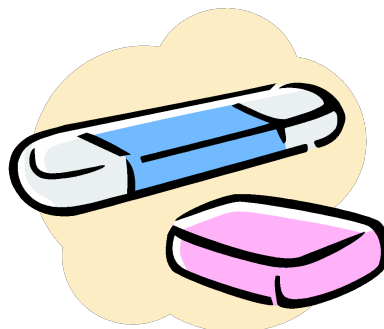
WORKSHEETS (Fergus Thinks Fast):

Activity 8: Big or small:

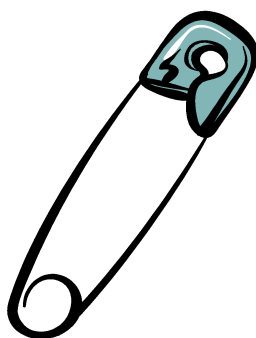
Look at the pictures. Are these things big or small? Write B for big things and S for small things.



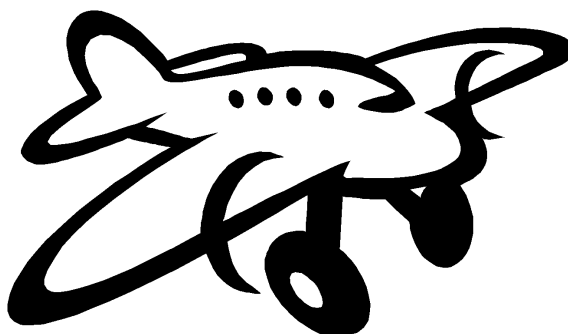
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.....



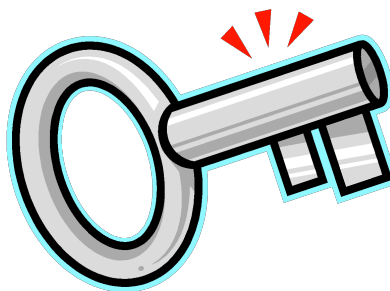
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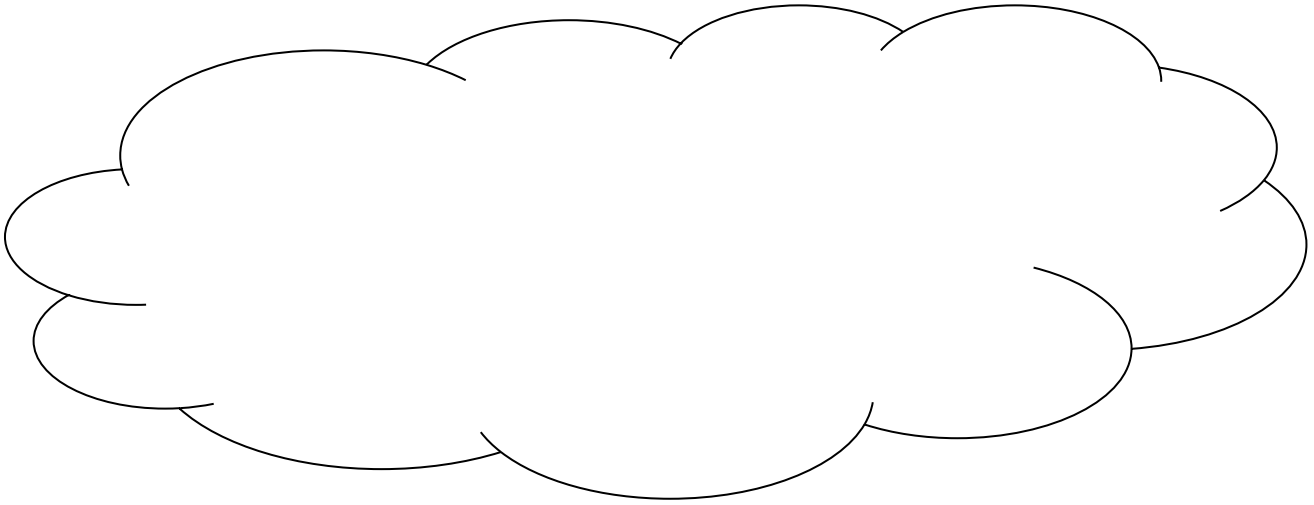


.....

WORKSHEETS (Fergus Thinks Fast):

Activity 9:

Can you use the words from the cloud and use them in place of the underlined words?



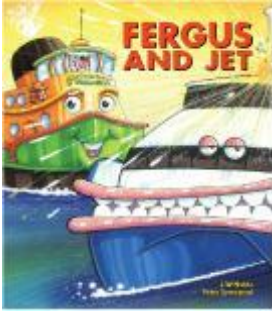
1. Fergus is a good friend. Fergus helps everyone.
1. Fergus is a good friend.helps everyone.
2. Tess is a helicopter. Tess calls the tugs for help.
2. Tess is a helicopter. calls the tugs for help.
3. Fergus and Angus are small ferries. Fergus and Angus are friends.
3. Fergus and Angus are small ferries. are friends.
4. Fergus says to Angus, " Can Fergus go to the docks?"
4. Fergus says to Angus, " Can go to the docks."
5. Angus says to Fergus, " Can Angus talk to Fergus?"
5. Angus says to Fergus, "Can talk to?"

WORKSHEETS (Fergus Thinks Fast):

Activity 11: Sight words:

| | | |
|-------------|-------------|-------------|
| The | The | The |
| And | And | And |
| I | I | I |
| Will | Will | Will |
| In | In | In |
| You | You | You |

Book 22- Fergus and Jet



Fergus and Jet Intro- There is a new high-speed jetcat on the harbor. But when Jet's controls stop working, he goes berserk. None of the other boats is quick enough to catch him. Then Fergus Ferry remembers one boat who is faster...

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enable them to acknowledge the emotional response to a text. (Writing skills)
3. To enable them to understand the relationship between text and illustrations. (Comprehension).

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Tell the children that you had a friend over for the weekend and that both of you went to the movies, ate lots of candies and had lots of fun. Then, the friend left. How do the children feel when their friend leaves?

Once their responses are in, tell them that Hydro is leaving the Harbor!

READING THE STORY:

Activity 2: Class discussion:

What is safer for Hydro- the sea or the lake?

Look at the picture below and help her decide where to go.

Use this activity to point out the difference between the lake and the sea. You could show the two water bodies on a map too, for better understanding of the difference between the two. (Worksheet attached.)

Activity 3:

Ask the children these questions as you go along.

1. Why is Hydro leaving?
2. Where is Hydro going?
3. How does Hydro feel about leaving?
4. Who is going to take Hydro's place at the Harbor?

Activity 4: Solving a problem:

The first cloud tells you what to do when you have a problem.

Now pretend that you are Fergus. Can you fill in the blanks in the second line and help solve the problem? Color the second cloud yellow. (Worksheet attached.)

READING THE STORY (Fergus and Jet):

Activity 5:

Who was your favorite character?

What was your favorite part?

Can you draw a picture of it? (Worksheet attached.)

CONCLUSION AND ASSESSMENT:

Activity 6:

Do you remember who tried to help Jet and how? (Worksheet attached.)

Activity 7: Story Map:

Put up a chart on the board, with headings- Title, Characters, Setting, Problems and Solutions. Also give the children some slips with all the information needed. Get them to come to the board and post the sticky notes or post-its under the right heading. This will help you gauge the children's understanding of the story. (Format attached.)

Activity 8: Think bubbles:

Get the class to work in pairs. Give each pair a worksheet. They need to simply jot down words/phrases that come to their minds when they think of a character.

Discussing with a partner can throw up more ideas. (Worksheet attached.)

ADDITIONAL ACTIVITIES (Fergus and Jet):

Activity 9: Fun facts about the ferries:

How well do you know the ferries of the Sydney harbor? Can you fill in the blanks with the correct names? (Questionnaire attached.)

Activity 10: Character Traits:

Use the given format to get the children to suggest traits for the characters. Then ask them to choose two traits that best describe them.

Activity 11:

Ask the children to tell you what Lady Jane looked like when she was taken away to be fixed. Then show them a picture of Lady Jane, from the story 'Fergus says Farewell'.

Now that we know she is fixed and as good as new, can the children guess what she looks like now?

Can they draw two pictures of Lady Jane:

1. How she looked after the explosion.
2. How she looks now.

Use this activity to reinforce the theme: Loved ones sometimes have to leave us...so they can come home better.

Activity 12:

See if you can spot some different ways water is shown in the pictures.

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Life Skills- Developing an understanding of loved ones leaving us for the better, developing problem solving skills.

QUOTE (Fergus and Jet):

*"Sometimes good things fall apart,
So better things can fall together."*

-Marilyn Monroe

Originally Norma Jeane Mortenson, Marilyn Monroe was a popular American actress. She started her career in the glamour world as a model and went on to become a successful actress. She is best known for her roles in films like "Niagara" and "The Misfits".

Relating the quote to the story:

After there was an explosion on Lady Jane, she had to leave the Harbor. She was no longer on the Harbor, but now she is back and even better!

ANSWER SHEET (Fergus and Jet):

Activity 1:

The children will feel lonely, sad, bored, upset and cranky.

Activity 2:

The lake is safer because there are no big waves or wood at the lake.

The sea is huge, while the lake is much smaller and safer. Lots of things find their way into the sea, like wood. The chances of things being in a lake are much lesser.

Activity 3:

1. Hydro is leaving because she has had enough trouble at the harbour.
2. Hydro is going to work at a lake.
3. Hydro is happy about going to a safer place.
4. Jet is going to take Hydro's place at the harbor.

Activity 4:

1. Jet is on fire and out of control.
2. Think.
3. Stop Jet.
4. No
5. Yes
6. Hydro

Activity 6:

Fergus- 1. He calls Tess for help.

2. He calls Hydro to help stop Jet.

Tess- She calls Jimmy, Jock and George to help Jet.

Jimmy and Jock- They try to stop Jet from running around.

Hydro- She catches up with Jet and stops him from running around. Also, it is because of her that the tugs could douse the fire on Jet.

Activity 9: Fun facts about the ferries:

1. Lady Jane
2. Angus
3. Lady Jane
4. Lady Jane. Fastest boat is Hydro.
5. George
6. Angus

ANSWER SHEET (Fergus and Jet):

Activity 10: Character Traits

| | |
|----------------------------------|---|
| Fergus | Helpful, friendly, caring, thoughtful/thinks, kind |
| Tess, Jimmy, Jock, George | Good at listening, helpful, brave, friendly, strong |
| Hydro | Fast, friendly, helpful, kind, |
| Jet | Fast, proud, sleek, |

Activity 11:

The first picture of Lady Jane should be an untidy one, with shabby paintwork and rust spots.

The second picture of Lady Jane should be a very neat one.

Activity 12:

1. When Hydro is planning, the water splashes on both sides in an orderly manner. It shows that she is very fast.
2. When there is an explosion on Jet, the water gets sprayed around in a disorderly manner. It shows that he is panicking.
3. When Tess gets close to the sea, you can see round circles in water. That is because of Tess' wings.
4. When Jet is running around, the water splashes towards the rear. It looks smoky and bubbly.
5. The water from the tugs comes out in great force, onto Jet.

WORKSHEETS (Fergus and Jet):

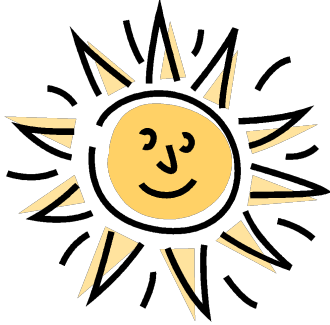
Activity 2: Speaking activity:

What is safer for Hydro- the sea or the lake?

Look at the pictures below and help her decide where to go.

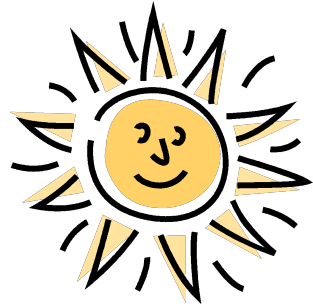
Use this activity to point out the difference between the lake and the sea.

SEA



Sunshine

LAKE

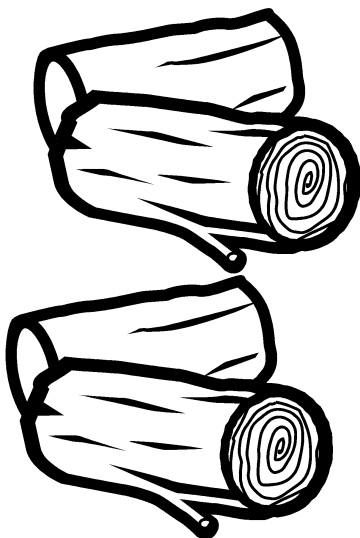


Sunshine

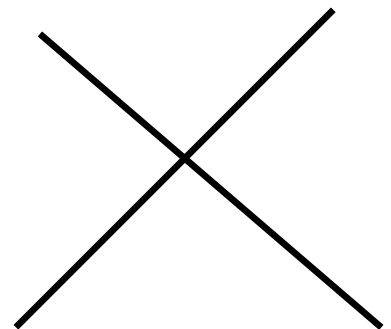


Big Waves

Calm waters



Wood



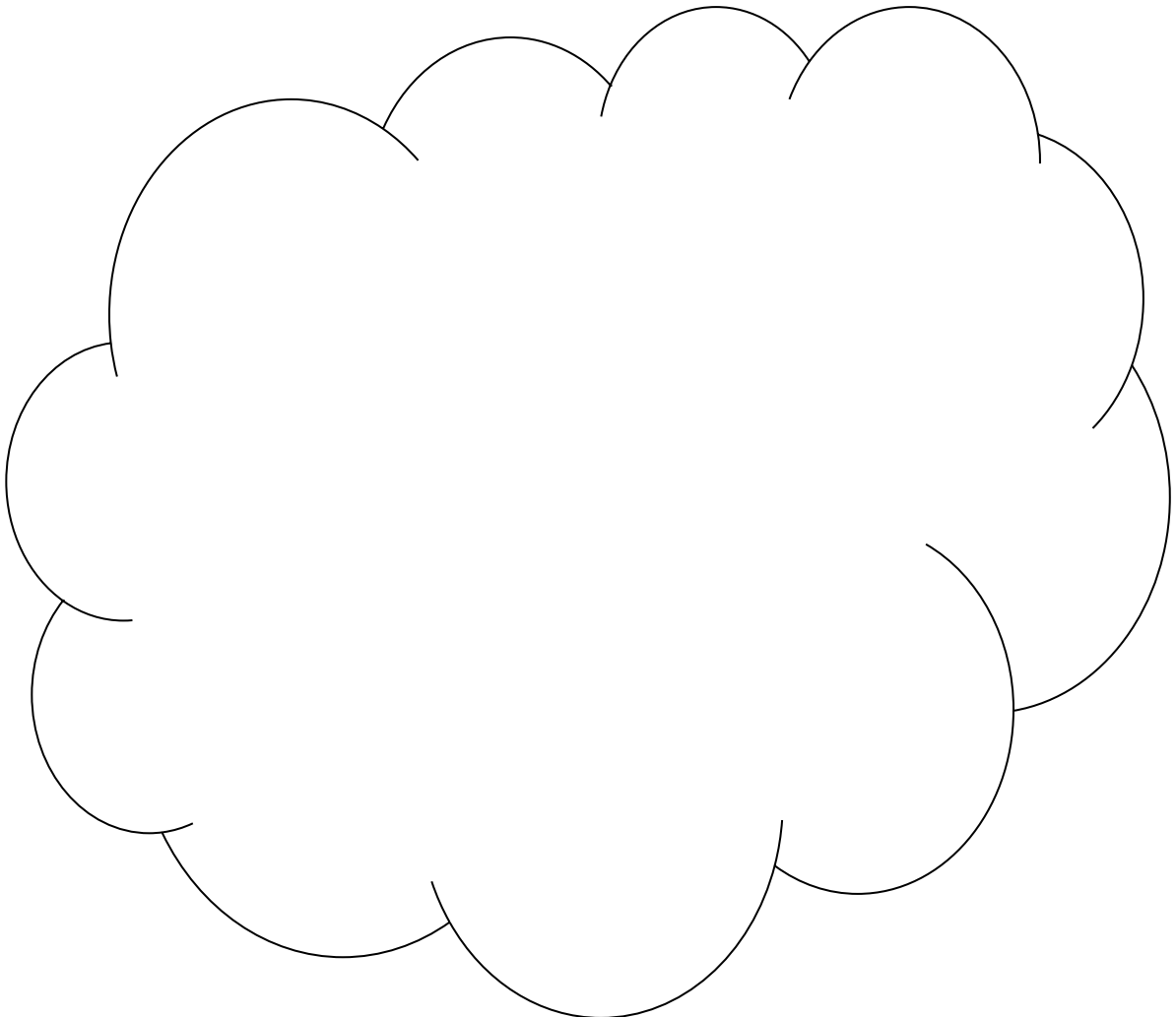
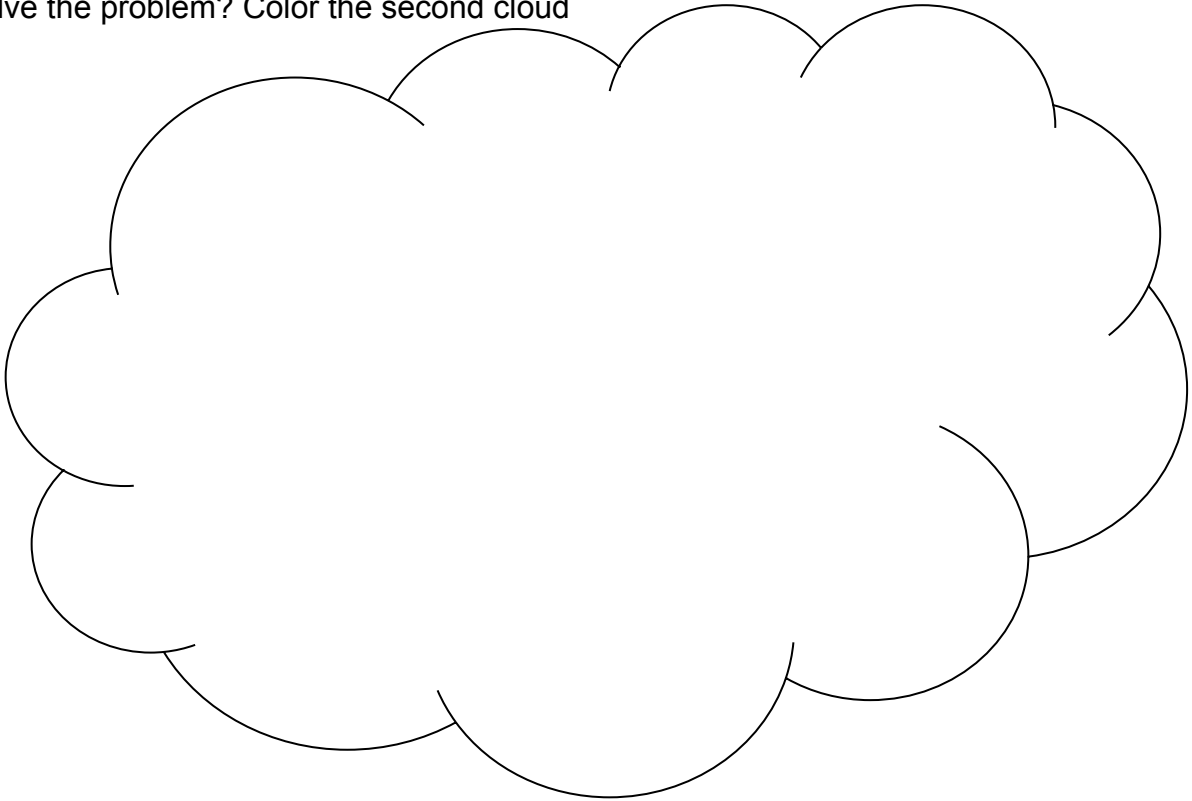
No wood

WORKSHEETS (Fergus and Jet):

Activity 4 : Solving a problem:

The first cloud tells you what to do when you have a problem. Color it yellow.

Now pretend that you are Fergus. Can you fill in the blanks in the second line and help solve the problem? Color the second cloud



WORKSHEETS (Fergus and Jet):

Activity 5:

Who is your favorite character? Draw a picture of him/her.

My favorite character is.....



What is your favorite part? Draw a picture of it.

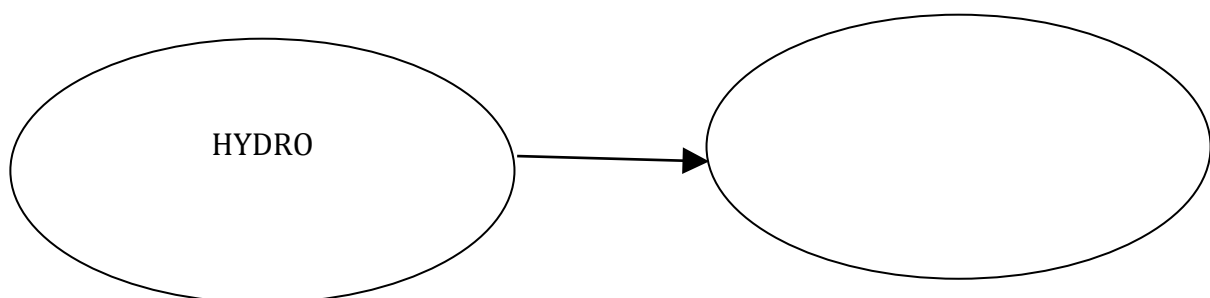
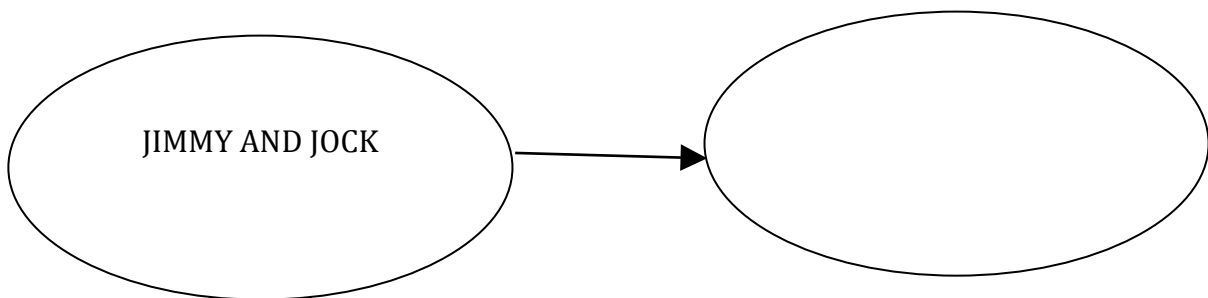
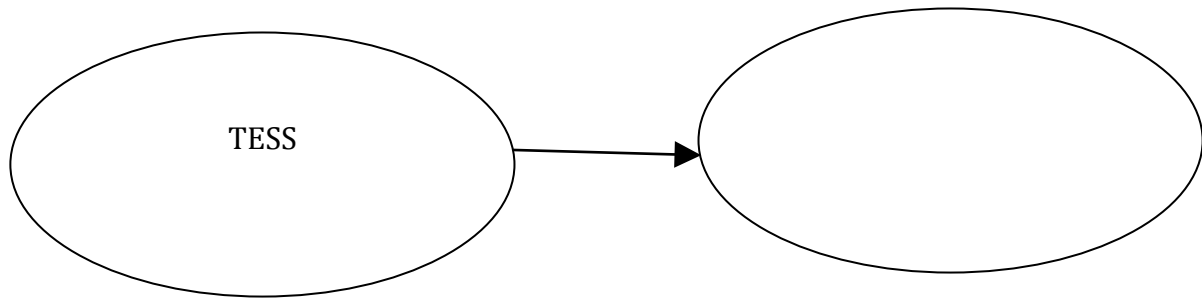
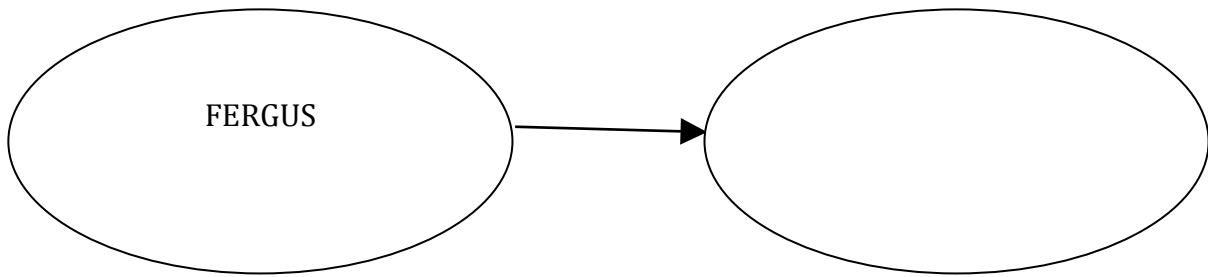
My favorite part is when
.....



WORKSHEETS (Fergus and Jet):

Activity 6:

Do you remember who tried to help Jet and how?



WORKSHEETS (Fergus and Jet):

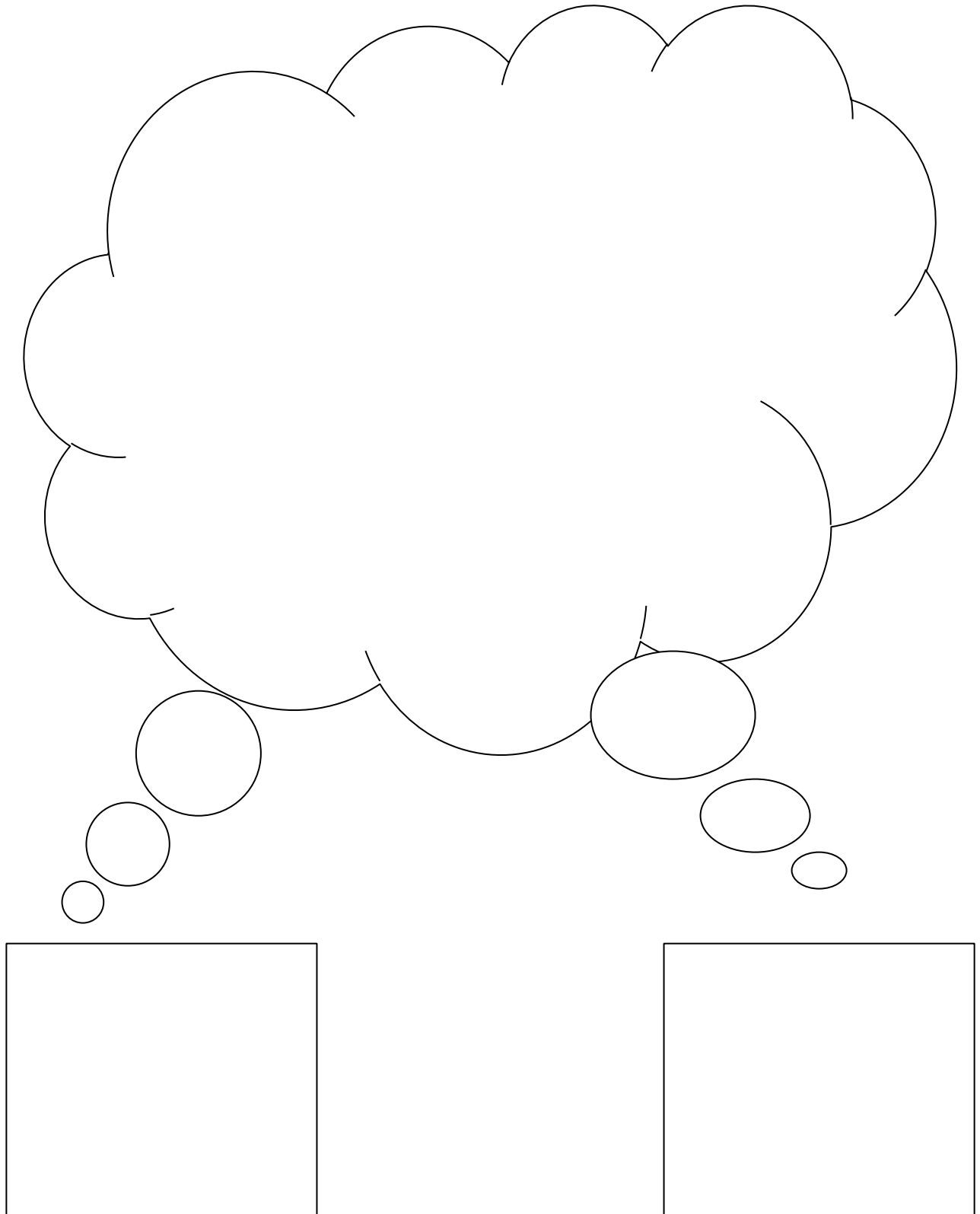
Activity 7: Story Map:

| | |
|-------------------|--|
| Title | Fergus and Jet |
| Characters | Fergus Hydro Jet Tess Jimmy Jock |
| Setting | Harbor |
| Problem | There is an explosion on Jet and the captain loses control. Jet is on fire and speeding around dangerously. No one can catch him. No one can douse the fire until he stops. |
| Solution | Fergus calls Hydro for help. Hydro ropes him in. The tugs and George put out his fire. |

WORKSHEETS (Fergus and Jet):

Activity 8: Think bubbles:

Get the class to work in pairs. Give each pair a worksheet. Jot down words/phrases that come to your mind when you think of a character. Draw your faces in the two boxes and write in the bubble. Don't forget to write the name of the character you are thinking about.



WORKSHEETS (Fergus and Jet):

Activity 9: Fun facts about the ferries:

How well do you know the ferries of the Sydney harbor? Can you fill in the blanks with the right names?

The longest ferry is.....

The youngest ferry is.....

The oldest ferry is.....

The fastest ferry is.....

The fireboat is.....

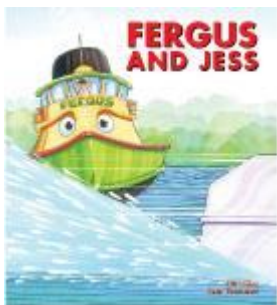
The smallest ferry is

Your favorite ferry is.....

| | |
|----------------------------------|---|
| Fergus | Helpful, friendly, caring, thoughtful/thinks, kind |
| Tess, Jimmy, Jock, George | Good at listening, helpful, brave, friendly, strong |
| Hydro | Fast, friendly, helpful, kind, |
| Jet | Fast, proud, sleek, |

Activity 10: Character Traits

Book 23- Fergus and Jess



Fergus and Jess Intro- Boris and Horace are very worried. Will they soon be replaced by speedy Jet and Jess? The big ferries think of something mean and sly but Fergus Ferry will stop them from causing trouble.

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
 2. To enable them to make simple sentences. (Writing)
 3. To enable them to understand the relationship between text and illustrations.
- (Comprehension)

SETTING THE STAGE/INTRODUCTION:

Activity 1: Reading the pictures:

Let the children look through the story. Ask them to look at the pictures and guess what the story is about. This activity helps establish a link between the text and the illustrations and also adds suspense to the story.

READING THE STORY:

Activity 2:

Make a table on the board. Ask the children to be on the look out for good and bad actions/gestures. After reading a page, stop and ask a child to come to the board. If there were any good actions/gestures in that page, the child needs to draw a smiley under the 'Good' column. Similarly, a child needs to draw a sad face for every bad action noted. You may help the child by writing the 'what' part of the table. (Format attached.)

Activity 3: Class discussion:

Following on from Activity 2, get the children to count the number of smileys that each character gets. Also count the bad smileys that each character gets. Have a class discussion on whether what Boris and Horace did was the right thing to do or not.

READING THE STORY (Fergus and Jess):

Activity 4: Word meanings memory game:

Ask the children to identify difficult words as the story is being read. The teacher needs to explain the meaning of the words as and when they appear in the text. After the story has been completed, give the class some time to look through the word cards. Then, divide the class into 2 groups. Each group gets a bunch of word cards. Each word card has a word written on one side and its meaning written on the other side. The first group shows a word to a child from the second group. The child needs to guess the meaning of the word, to get points for his team. The teacher may help by reading out the sentence in which the word appears. (Words and meanings sheet attached.)

Activity 5: Read and draw:

Give the children the worksheet. They need to read and draw. (Worksheet attached.)

CONCLUSION AND ASSESSMENT (Fergus and Jess):

Activity 6: Question spinner:

Divide the class into groups. Assign them group names. Make a spinner with group names written on it. Once it stops, the spinner will indicate which group to focus on. Call a member from the group and get them to pick out a question slip. The child needs to answer the question. (Questions attached.)

Activity 7: Compliment notes:

Give them the worksheet. Ask them to assign each note to a character of their choice. You could ask for justification too. (Worksheet attached.)

Activity 8: Crossword:

Give the children the crossword to complete. You could read out the clues for them.

ADDITIONAL ACTIVITIES:

Activity 9: Sentence making:

Give the children some slips with these sentences written on them. They need to complete the sentences by matching them correctly. (Sentence sheet attached.)

Activity 10:

If you had to change the title of the story, what would you call it? Why? (Worksheet attached.)

Activity 11:

Draw a boat, a car, a tractor or a bus with a face on it. Can you make it look scared, happy, sad or surprised?

Activity 12: Class discussion:

If you could have one character as your friend, who would it be? How would you like to spend your day with your friend?

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Life Skills- To enable them to understand the ethical aspect of behavior.

QUOTE (Fergus and Jess):

*"You can't make a weak man strong,
By making a strong man weak."
-Abraham Lincoln*

Abraham Lincoln was one of the most influential Presidents that America has ever had. He was an excellent leader who managed to keep his calm during turbulent times. He is credited for saving America from splitting. Another major accomplishment was his revolt against slavery. The numerous quotes that have emerged from his well worded and extremely meaningful speeches are widely used even today.

Relating the quote to the story:

Boris and Horace cannot make themselves indispensable by letting Jess sink. They should have worked on making themselves stronger, rather than destroying Jess.

ANSWER SHEET (Fergus and Jess):

Activity 2:

| <u>WHAT</u> | <u>GOOD</u> | <u>BAD</u> |
|---|--------------------------|--------------------------|
| Jess says that she is coming through. | <input type="checkbox"/> | |
| Boris tries to bother Jess. | | <input type="checkbox"/> |
| Both Horace and Boris don't look too happy. | | <input type="checkbox"/> |
| Jess has a flashing light, to warn people that she is coming. | <input type="checkbox"/> | |
| Boris and Horace are worried and making a plan. | | <input type="checkbox"/> |
| Boris gets a flashing light for himself too. | <input type="checkbox"/> | <input type="checkbox"/> |
| Horace and Boris see Jet and get even more worried. | | <input type="checkbox"/> |
| Both are terribly worried and upset. | | <input type="checkbox"/> |
| Angus tells Fergus about Boris and Horace | <input type="checkbox"/> | |
| They see smoke. | | <input type="checkbox"/> |
| Jess calls for help. | | <input type="checkbox"/> |
| Tess didn't hear too well. | | <input type="checkbox"/> |
| Horace did, but he looks mean. | | <input type="checkbox"/> |
| Boris tells Horace to slow down so that Jess sinks. | | <input type="checkbox"/> |
| Jess starts sinking. | | <input type="checkbox"/> |
| Boris sneers. | | <input type="checkbox"/> |
| Fergus comes and scolds Boris and Horace. | <input type="checkbox"/> | <input type="checkbox"/> |
| Joe throws a rope to Jess. | <input type="checkbox"/> | |
| Boris is sent away for causing trouble. | | <input type="checkbox"/> |

ANSWER SHEET (Fergus and Jess):

In some cases, both the smiley face and sad face may apply, according to the perception of the child. For instance, in case of “Fergus comes and scolds Boris and Horace”, it is a good thing that Fergus is telling them off, but it is not a good thing that they needed someone to scold them for their meanness.

Activity 3: Class discussion:

Fergus and Joe- 3 smileys

Boris- 10 sad faces

Horace- 6 sad faces

Activity 4: Word meanings memory game:

| WORDS | MEANINGS |
|------------------|--|
| slipping through | Crossing Passing by |
| whizzing | Very fast |
| couple | Two |
| magnificent | Amazing |
| revs | Increase the speed |
| scrappers | Those who send the ferry to the junk yard. |
| distruster | Terribly confused |
| cockster | Cock |
| flackering | Moving flame, not steady |
| distress | Trouble, pain |
| shin | Shine |
| disgrace | Shame |
| rope | Rope |

ANSWER SHEET (Fergus and Jess):

Activity 6: Question spinner:

1. Two
2. Jet and Jess
3. Very fast
4. She has a bright yellow flashing light.
5. So that she can warn people that she is coming through very fast. They can see her better.
6. No. They think that she is much faster and better than they are.
7. Boris got a flashing light for himself.
8. They are scared that the jet cats will do their job and they will not be in service. They will be sunk to the bottom of the sea.
9. Angus
10. Fergus
11. Jess' engine has blown. It is on fire.
12. Not clearly.
13. Horace
14. They plan to take time to reach her, so that she sinks.
15. Nothing. They do not want to help her at all.
16. Because they have been very mean.
17. Boris is sent away from the Harbor.

Activity 8: Crossword:

Down:

1. Jet cat
3. Small
5. Want

Across:

2. Tess
4. Yellow

Activity 9: Sentence making:

1. Jess is a jet cat.
2. Jess is fast.
3. Boris is worried.
4. Horace is scared.
5. Angus hears them.
6. Angus tells Fergus.
7. Jess is sinking.

WORKSHEETS (Fergus and Jess):

Activity 2:

Some examples are given:

| <u>WHAT</u> | <u>GOOD</u> | <u>BAD</u> |
|---|-------------|------------|
| Jess says that she is coming through. | ? | |
| Boris tries to bother Jess. | | ? |
| Both Horace and Boris don't look too happy. | | ? |
| | | |
| | | |

WORKSHEETS (Fergus and Jess):

Activity 5: Read and draw:

| | |
|--|--|
| <p><u>Flashing yellow light</u></p> | <p><u>Ocean floor</u></p> |
| <p><u>Quite sad</u></p> | <p><u>A column of smoke</u></p> |

WORKSHEETS (Fergus and Jess):

Activity 6: Question spinner:

1. How many jet cats are there on the Harbor?
2. What are the names of the jet cats?
3. Is Jess fast or slow?
4. What else makes her different from the rest?
5. Why does she have a flashing yellow light?
6. Do you think Boris and Horace like Jess? Why?
7. Who got a flashing yellow light for himself?
8. What are Boris and Horace scared of?
9. Who hears Boris and Horace talking?
10. Who does Angus talk to?
11. What causes smoke to rise?
12. Did Tess hear Jess' SOS on the radio?
13. Who tells Tess not to worry about Jess?
14. What is Boris' plan?
15. What do Boris and Horace do to help Tess?
16. Why does Fergus scold Boris and Horace?
17. How is Boris punished for being mean?

WORKSHEETS (Fergus and Jess):

Activity 7: Compliment notes:

You did a wonderful job!

.....

You were awesome!

.....

I am proud of you!

.....

You tried so hard!

.....

That was so quick!

.....

That was a hard job!

.....

I loved it!

.....

Wow!

.....

WORKSHEETS (Fergus and Jess):

Activity 8: Crossword:

Down:

1. Jess is a
3. The size of Angus.....
- 5 Boris and HoraceJess to sink.

Across:

2. The name of the helicopter.....
4. The color of Jess' flashing light.....

| | | | | | |
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WORKSHEETS (Fergus and Jess):

Activity 9: Sentence making: Can you match the sentences and complete them?

| | |
|-------------|------------|
| Jess is | a jet cat. |
| Horace is | scared. |
| Jess is | fast. |
| Boris is | worried. |
| Angus hears | them. |
| Angus tells | Fergus. |

Activity 10:

If you had to change the title of the story...

1. I would call it

.....

.....

.....

2. I like this name better because

.....

.....

.....

WORKSHEETS (Fergus and Jess):

Activity 12:

If you could have one character as your friend, who would it be? How would you like to spend your day with your friend?

In the morning, my friend and I would:

.....

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.....

.....

.....

In the afternoon my friend and I would:

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In the evening, my friend and I would:

.....

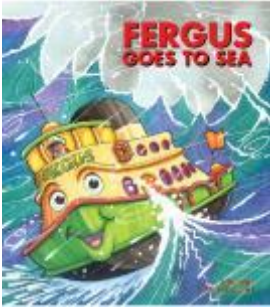
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Book 24- Fergus Goes to Sea



Fergus Goes to Sea Intro- Boris boasts that he's better than Fergus but when he heads to sea things go wrong. No matter how rude and mean Boris is, Fergus Ferry can't leave him to sink.

AIM:

1. To get the learners to share incidents and thoughts. (Speaking skills, listening skills)
2. To enable them to get comfortable with sight words. (Reading)
3. To enable them to understand the relationship between text and illustrations. (Comprehension)
4. To enable them to make simple sentences. (Speaking and Vocabulary building)

SETTING THE STAGE/INTRODUCTION:

Activity 1: Listening activity:

Get the children to listen to a few audio clippings, preferably instrumental clippings. Get them to talk about the 'mood' of each one. Then ask them to guess what music will be suitable for the story. (Don't tell them anything about the story yet. Let them discover it themselves.)

Possible options for clippings:

In a traffic jam, with lots of honking.

The sound of water splashing.

The sound of a guitar playing.

The howling of the wind.

The barking of dogs.

The sound of a clapping rhythm.

READING THE STORY (Fergus goes to Sea):

Activity 2: Prediction:

Now show the children the cover of the book.

What do they think the title suggests?

Activity 3: Sight words:

Divide the class into groups. Assign a few sight words to each group. Their task is to count the number of times the assigned words appear on each page. Remember to stop after reading each page.

Examples of sight words:

On, by, be, you, it, a, one, me, and, go, to, out, is, he, that, his, are.

This exercise is to give them practice at reading sight words.

Activity 4: Sound words:

There are lots of 'sound' words in the story. Can you decide which ones are nice to hear and which ones are not? Write N for nice and B for bad sounds.

(Worksheet attached.)

Activity 5: Word wall:

Ask the children to watch out for any words that are related to weather.

You could use those words and create a word wall of weather words. They could suggest any weather words that they can think of. Then ask them to choose one word off the wall and make a sentence with that word. This can be both a speaking and a writing activity.

(Word walls are an excellent vocabulary building tool.)

CONCLUSION AND ASSESSMENT:

Activity 6: Card quiz:

Give the class cards out of a pack of cards. Think of a card, try and guess who has it. Finally, the one who has it, needs to answer a question from the story. In order to keep it simple for the children, you could refer to the cards as "Red A" or "Black 2". This is an individual assessment activity.

Activity 7: Ask the author:

What would you like to ask the author about?

1. Fergus

2. Boris

Use this activity to identify any doubts that might remain in the minds of the children.

(Worksheet attached.)

Activity 8: What's in your head?

Use this activity to get a peek into what the children felt most strongly about. They can use words, phrases, sentences or even pictures. (Worksheet attached.)

ADDITIONAL ACTIVITIES (Fergus goes to Sea):

Activity 9: Shapes Maze:

Can you help Fergus reach Boris? Just follow all the circles and squares. (Worksheet attached.)

Activity 10: Word search grid:

Everyone has a lot of good things to say about Fergus. Can you look up these words in the word grid? (Worksheet attached.)

Activity 11: Say yes or no.

Write Y for yes and N for no. (Worksheet attached)

Activity 12: Class discussion:

Did you think that Fergus would help Boris? Why?

Get the children's responses on the board, under two columns.

Use this activity to show that Fergus has all the excuses to not help Boris, but he chose to help. Everyone has a choice. (Format attached.)

Activity 13:

On a big sheet of paper, paint a simple sky and sea and let it dry. Then using pencils, paint or cut-up paper, add boats and planes. Give them faces and make up a story of your own.

ALIGNMENT WITH THE CURRICULUM:

1. English- Speaking, listening, writing, comprehension, vocabulary building.
2. Geography- The variations in weather.
3. Life Skills- Do not boast, always try to help others.

QUOTE (Fergus goes to Sea):

*"A true man hates no one."
- Napoleon Bonaparte*

Napoleon Bonaparte was a well known military General. He is best remembered for formulating military strategies to increase the dominance of France in the region. He was also the Emperor of France.

Relating the quote to the story:

Even though Boris always upsets Fergus, Fergus still goes to help Boris when he needs his help because Fergus doesn't hate anyone.

ANSWER SHEET (Fergus goes to Sea):

Activity 2: Prediction:

Any and all answers are acceptable.

Activity 4: Sound words:

1. Chug, chug, chug -N
2. Roar - B
3. Thunder-B
4. Terrible crack-B
5. Waves smash -B
6. Chokka, chokka, chokka-N
7. Smash -B
8. Wind is roaring- B

Only the rescuers sound good. Every other sound is not pleasant to hear.

Activity 6: Card quiz:

1. Fergus does not like Boris' habit of boasting all the time.
2. He is angry because Boris said mean things to Fergus.
3. Boris thinks that it is just a little windy.
4. Captain Jake trips and falls.?
5. Because when Jake fell, he broke the gear.
6. Because they are very far away.
7. Fergus is close by.
8. Because he is upset that no one cares enough for him.
9. Because he thinks that Boris is a slow ferry.

ANSWER SHEET (Fergus goes to Sea):

Activity 10: Word search grid:

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| k | l | n | d | e | a | g | j |
| v | O | n | i | c | e | q | z |
| r | X | j | h | e | l | p | s |
| s | B | r | a | v | e | x | w |
| f | M | r | c | a | r | e | s |

Activity 11: Say yes or no.

Write Y for yes and N for no.

1. Do you think Horace could have helped Boris? Y
2. Does Boris have time to hurry back to the Quay? N
3. Is Fergus brave? Y
4. Does Boris look big at sea? N
5. Is Boris mean to Fergus? Y
6. Is Fergus mean to Boris? N

ANSWER SHEET (Fergus goes to Sea):

Activity 12: Class discussion:

Did you think that Fergus would help Boris? Why?

| <u>Fergus will help</u> | <u>Fergus won't help</u> |
|--|---|
| <ol style="list-style-type: none">1. He is always helpful.2. He is closer to Boris than the tugs.3. He always tries really hard.4. He is very brave.5. He cannot leave Boris all by himself. | <ol style="list-style-type: none">1. He is upset with Boris.2. But he is not a tug.3. Fergus is not as strong as a tug.4. He has never been to sea before.5. The weather is very rough. |

WORKSHEETS (Fergus goes to Sea):

Activity 4: Sound words:

There are lots of 'sound' words in the story. Can you decide which ones are nice to hear and which ones are not? Write N for nice and B for bad sounds.

Chug, chug, chug
Roar
Thunder
Terrible crack
Waves smash
Chokka, chokka, chokka
Smash
Wind is roaring

Activity 5: Word wall:

Weather words in the story:

Wind
Rain
Rainbow
Squall
Waves
Thunder
Sky

Activity 6: Card quiz:

1. What is the one thing that Fergus does not like about Boris?
2. Why is Fergus angry, when he is speaking to Angus?
3. What does Boris think when it begins to rain?
4. How does Captain Jake fall?
5. Why can't the passengers steer Boris?
6. Why can't Jimmy and Jock help Boris?
7. Who is close by?
8. Why does Boris have tears in his eyes?
9. Why does Captain Joe's boss reduce Boris' fare

WORKSHEETS (Fergus goes to Sea):

Activity 7: Ask the author:

What would you like to ask the author about?

1. Fergus

.....

.....

.....

.....

.....

2. Boris

.....

.....

.....

.....

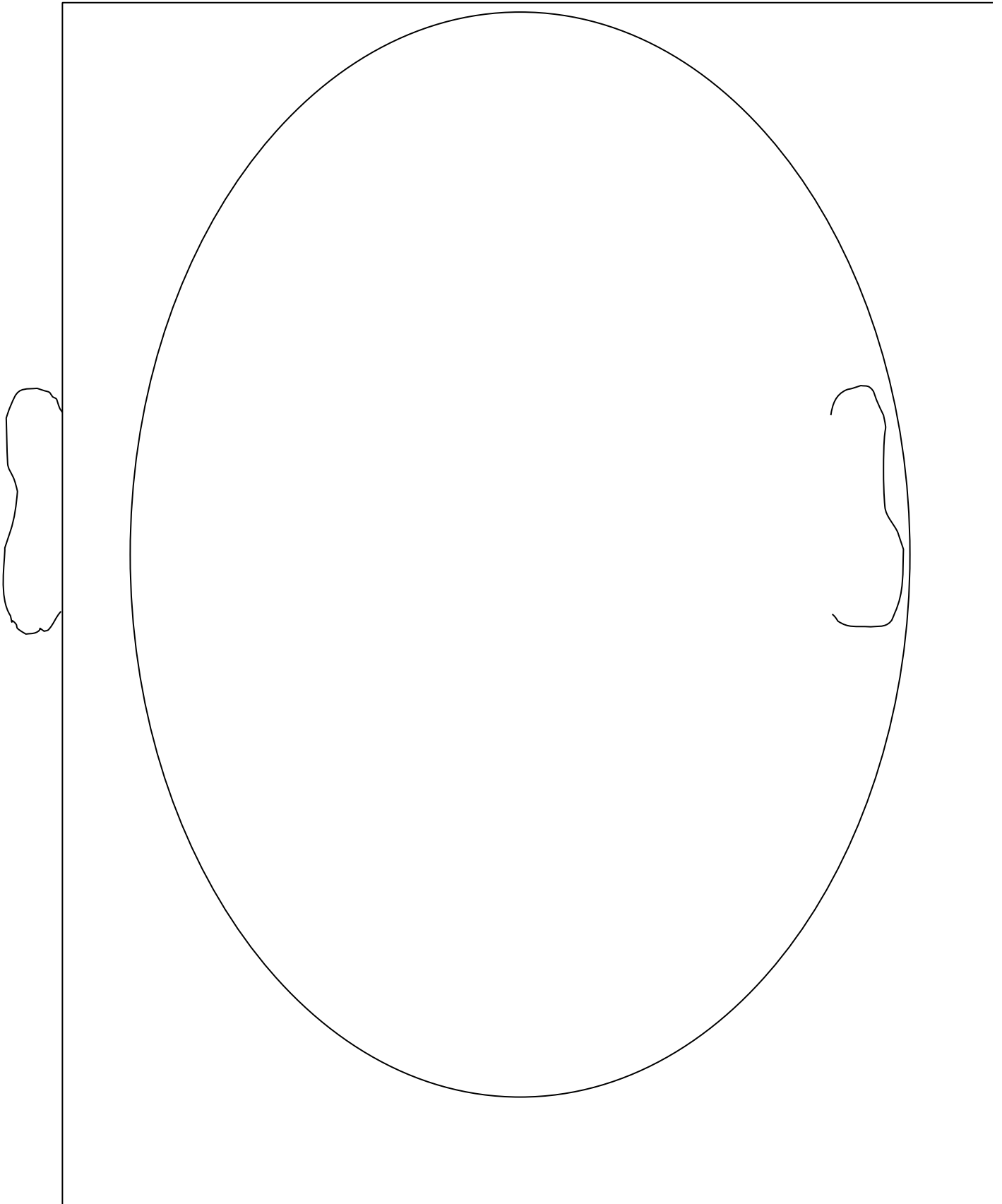
.....

WORKSHEETS (Fergus goes to Sea):

Activity 8: What's in your head?

What do you think about the story? You can use words, phrases, sentences or even pictures.

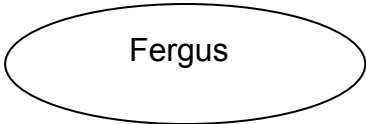
Don't forget to draw hair on your head!















































WORKSHEETS (Fergus goes to Sea):

Activity 9: Shapes Maze:

Can you help Fergus reach Boris? Just follow all the circles and squares.



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
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WORKSHEETS (Fergus goes to Sea):

Activity 10: Word search grid:

Everyone has a lot of good things to say about Fergus. Can you look up these words in the word grid? There is one in each row! (Worksheet attached.)

brave
cares

kind

helps

nice

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| k | i | n | d | e | a | g | j |
| v | o | n | i | c | e | q | z |
| r | x | j | h | e | l | p | s |
| s | b | r | a | v | e | x | w |
| f | m | r | c | a | r | e | s |

WORKSHEETS (Fergus goes to Sea):

Activity 11: Say yes or no.

Write Y for yes and N for no.

Do you think Horace could have helped Boris?

Does Boris have time to hurry back to the Quay?

Is Fergus brave?

Does Boris look big at sea?

Is Boris mean to Fergus?

Is Fergus mean to Boris?

Activity 12: Class discussion:

Did you think that Fergus would help Boris? Why?

| <u>Fergus will help</u> | <u>Fergus won't help</u> |
|--------------------------------|---------------------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

