

# **Fergus Ferry**

**Lesson Plans**

**First Fleet**

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

If you'd like free lesson plans for any of the 24 books in the Fergus series, just email us at [fergusferry@outlook.com](mailto:fergusferry@outlook.com). We'd also love to hear any comments or suggestions!



Amazon ★★★★★ (4.4) 83 customer reviews

Twenty four heart-stopping adventures,

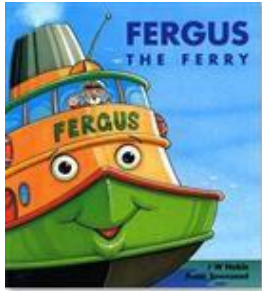
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2	8	14	20
3	9	15	21
4	10	16	22
5	11	17	23
6	12	18	24

in four classic box sets ...

FERGUS FERRY FIRST FLEET	FERGUS FERRY SECOND FLEET	FERGUS FERRY THIRD FLEET	FERGUS FERRY FOURTH FLEET
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 **FERGUS FERRY**

## 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.

#### 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

**Activity 5:**

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

**Activity 6:**

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

Which ending do the children like better?

**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?

**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 (activity sheet 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 was ..... with 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 is ..... ferry in the story.
2. There are ..... rocks 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:**

**English:** listening, speaking, writing and comprehension.

**Science:** variations in weather.

**Social Science:** how to be a good helping citizen

**QUOTE:**

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

Born into 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 colour 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.

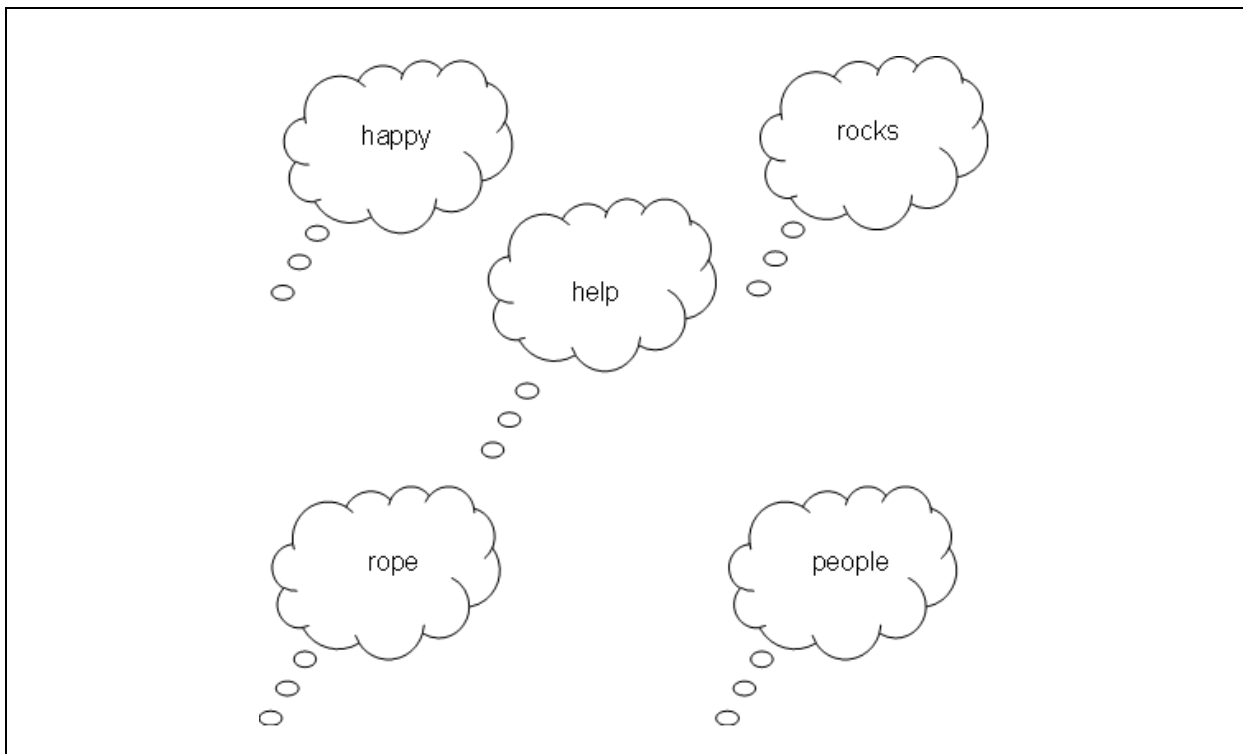
**Relating the quote to the story:**

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.

**ACTIVITY SHEET:**

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

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



**ANSWER SHEET:**

**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:**

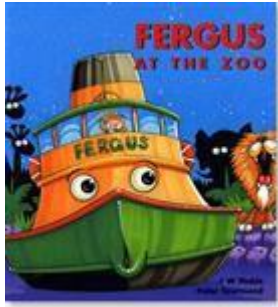
1. Fergus was on his round.
5. Fergus went to save them.
7. Fergus saved the yacht and the crew.
8. Everyone cheered them.
6. Captain Joe threw them a rope.
3. Captain Joe wanted to just go home.
4. They saw a yacht in trouble.
2. A storm started.



**Activity 11:**

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

## 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.

**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 activity sheet to complete. (Activity sheet 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 activity sheet to complete. Vowels are slightly tougher than consonants. This helps strengthen the image-name association and also reinforces correct spellings. (Activity sheet attached at the end).

**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:**

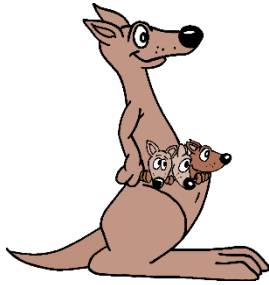
*"It requires bravery to do something no one else around you is doing"*  
- Amber Heard

**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.

ACTIVITY SHEET:

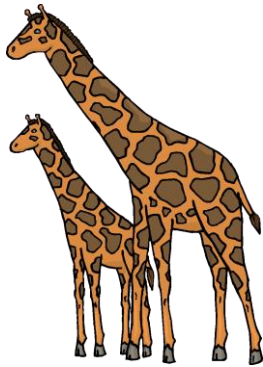
CONSONANT ACTIVITY SHEET: Fill in the correct consonants.



\_angaroo



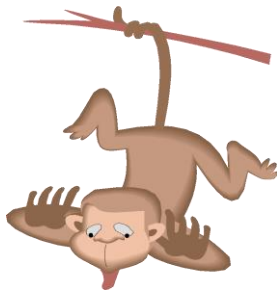
\_ion



\_iraffe



\_oala



\_onkey



\_iger

VOWEL ACTIVITY SHEET: 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

**ANSWER SHEET:**

**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.

**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

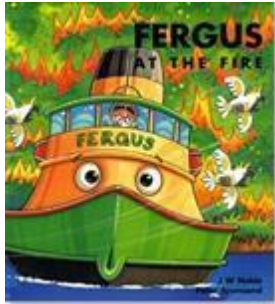
Grains

Vegetables



## Book 3 - Fergus at the Fire

### AIM:



**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!

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.

**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.)

Helmet	Tutu	Trousers
Tee Shirt	Flippers	Dress
Flip flops	Coat	Boots

**Activity 5:**

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

**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?

**Activity 9:**

Give them the colouring 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**

It is a city by the sea.

The city where the Opera House is.

The city where the Harbour 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 bushfires

**QUOTE:**

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

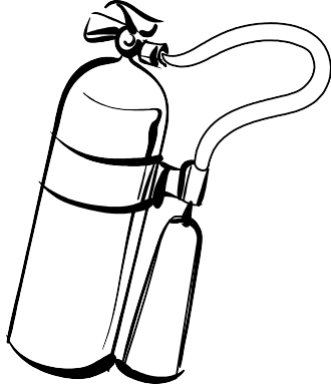
**Relating the quote to the story:**

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?

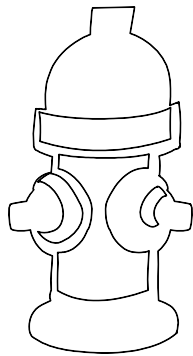
**ACTIVITY SHEET:**

**Colouring Page:**

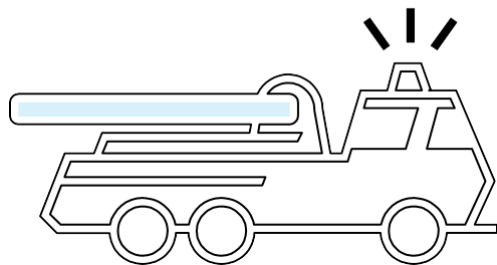
Here are a few things that help in fighting a fire. What are they? Colour them.



**Fire Extinguisher**



**Water Hydrant**



**Fire Truck**

**ANSWER SHEET:**

**Activity 3:**

**Page 3**

Sky: red

Fergus and Captain Joe: quite worried

Fire everywhere

**Page 4**

Sky: red

Water being sprayed

Firemen at work

**Activity 4:**

1. 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.

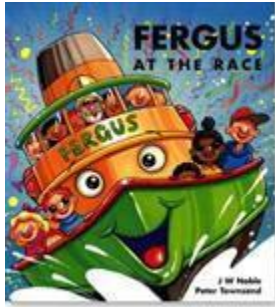
**Activity 8:**

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.

## 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 clues.

**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 activity sheet on positional words to complete.

**Activity 9:**

Give the children a picture of a ferry / boat to colour and decorate as they wish to. They could use sticker stars too.

**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.

**ALIGNMENT WITH THE CURRICULUM:**

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.

**QUOTE:**

*"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 II.

His writing abilities were well rewarded with a Nobel Prize for Literature. Quotes from his inspiring speeches are used even today.

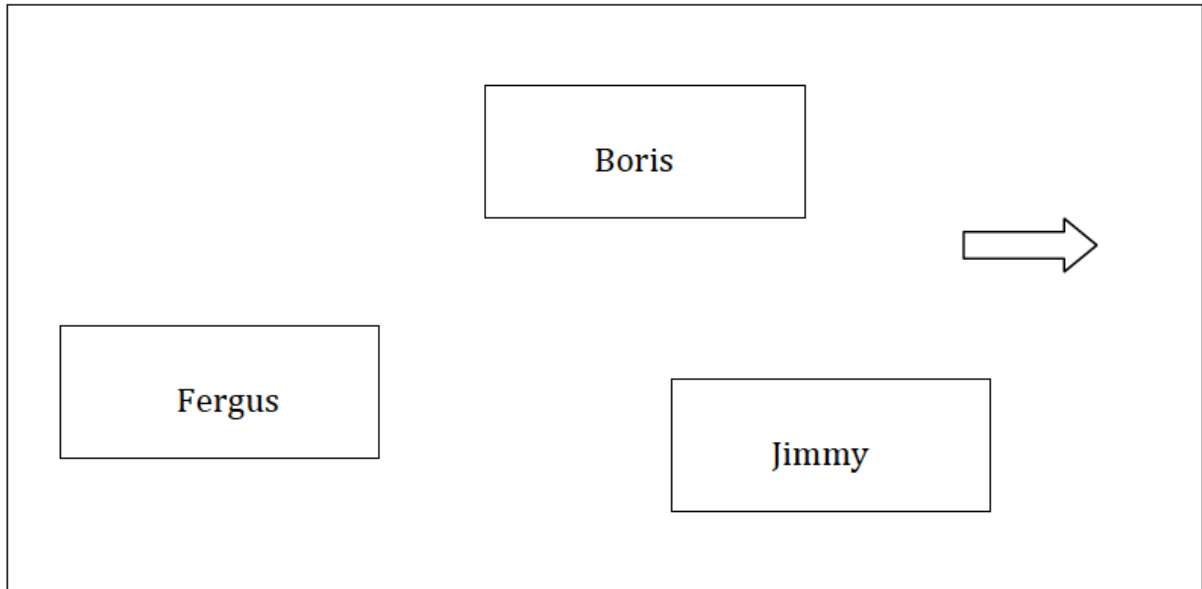
**Relating the quote to the story:**

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.

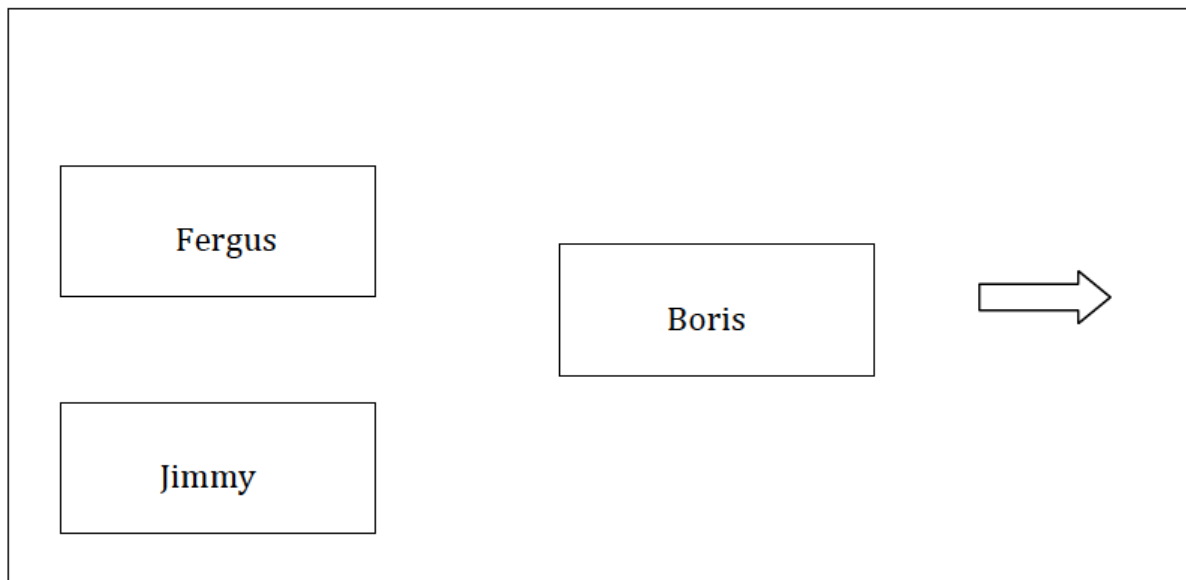
**ACTIVITY SHEET:**

**POSITIONAL WORDS ACTIVITY SHEET:**

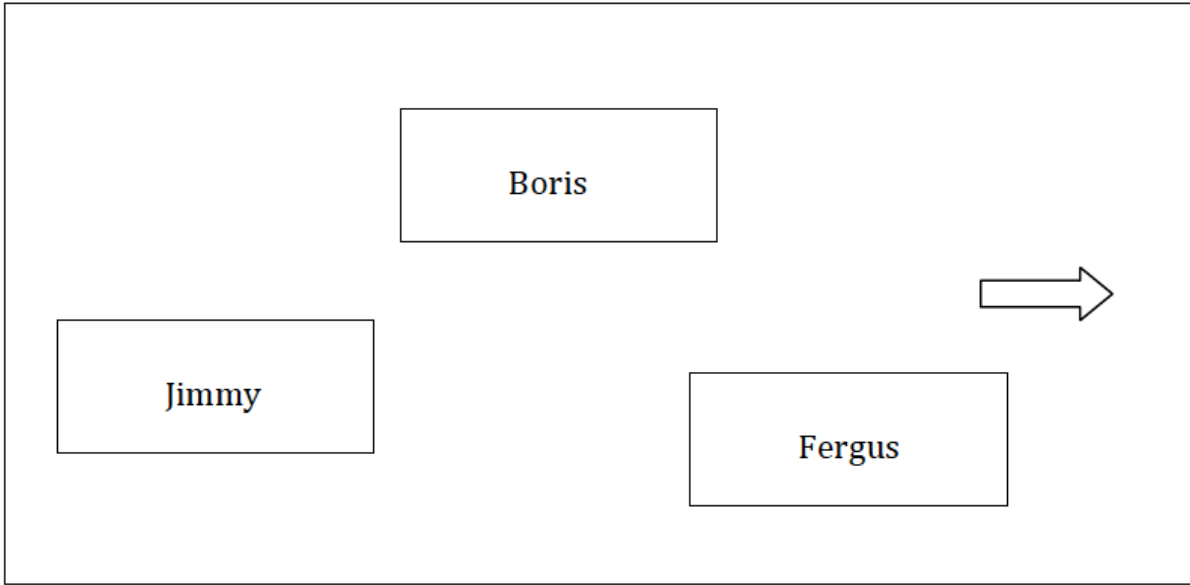
Look at the pictures and tell us about the position of the ferries. You can colour them too.



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



2. Fergus is ..... Jimmy. (next to / ahead of)



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

**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

**Activity 5:**

**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.

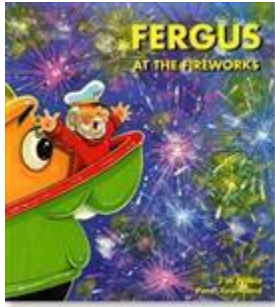
**Activity 6:**

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

**Activity 8:**

1. Behind
2. Next to
3. Ahead of

## 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 (activity sheet 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.

**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? Colour all the right circles green and all the wrong circles red. (Activity sheet attached)

**Activity 8:**

Give them the activity sheet on one-many.

**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:**

*"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.

**ACTIVITY SHEET:**

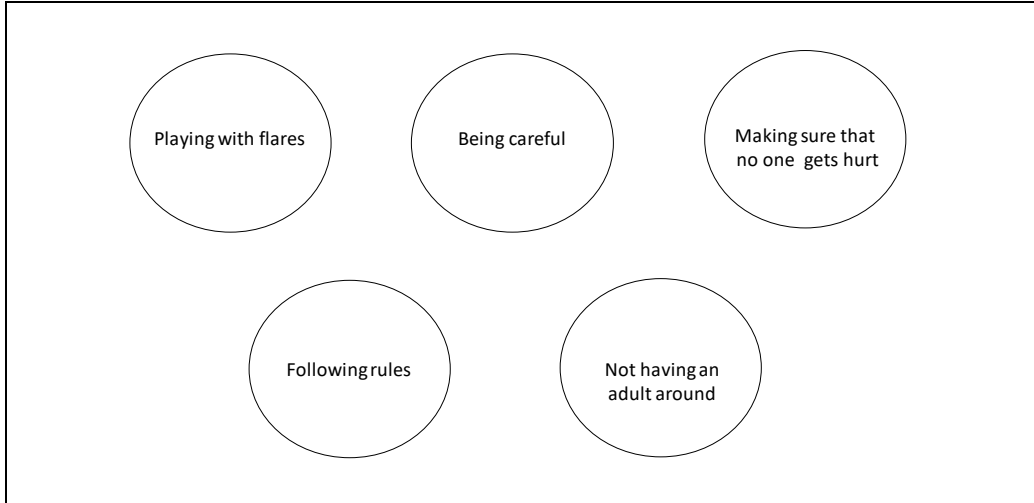
**Activity 5: Ordering in sequence activity sheet**

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.

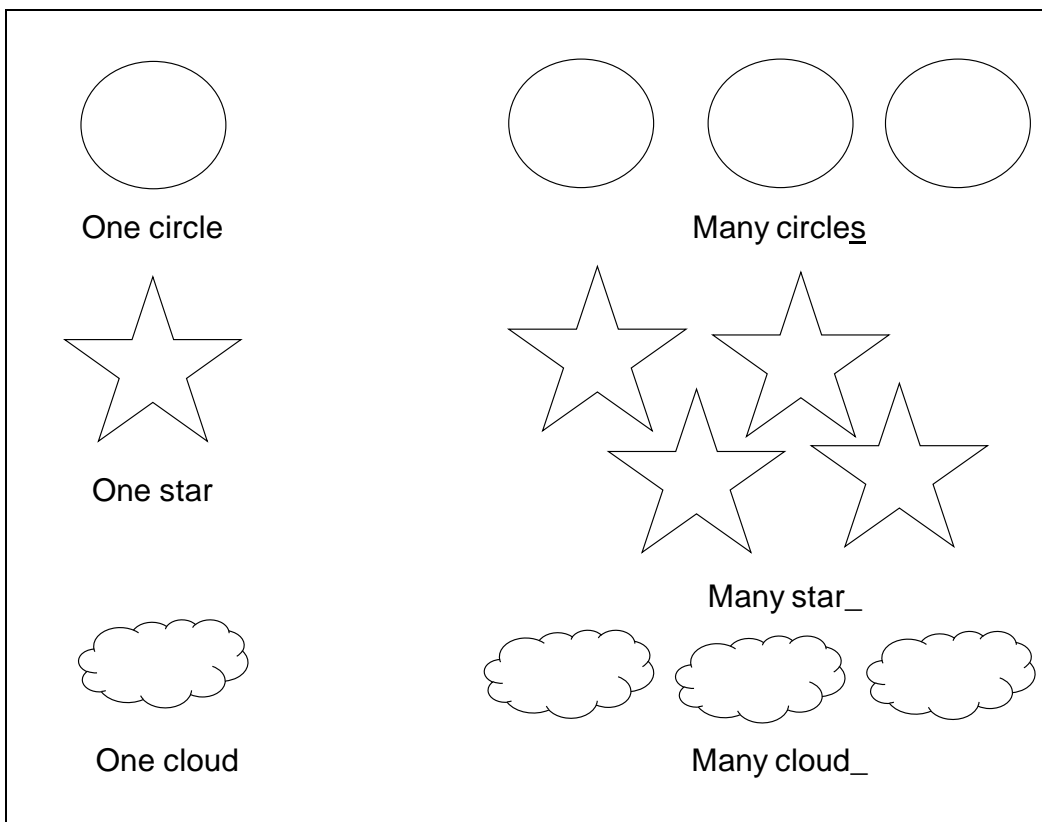
**Activity 7:**

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



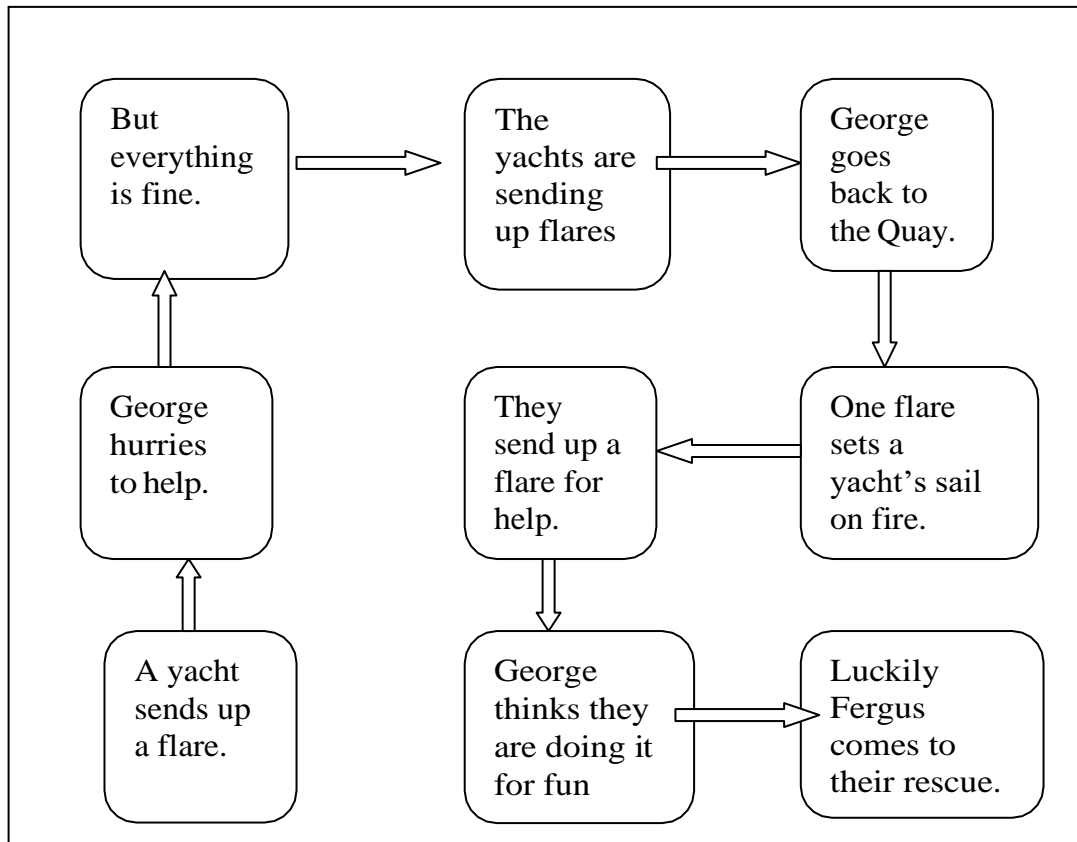
**Activity 8: One**

One is done for you. Colour the pictures.



**ANSWER SHEET:**

**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**

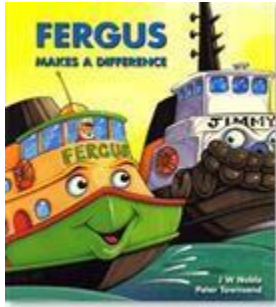
Playing with flares  
Not having an adult around

**Activity 10:**

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

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

## 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?

**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:**

Colour all the stars that make Fergus a star. Activity sheet 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.

**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.

<b>Bet</b>	<b>Bay</b>	<b>Wet</b>	<b>Way</b>
<b>Set</b>	<b>Say</b>	<b>Ray</b>	<b>Car</b>
<b>Met</b>	<b>May</b>	<b>Fat</b>	<b>Day</b>

**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 Mum 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, colour it beautifully and then shade the top layer with a black crayon. This will help them get an idea of pollution.

**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:**

*"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.

ACTIVITY SHEET

**Activity 7:**

Colour all the stars that make Fergus a star

<p>1 Helping Jimmy</p>	<p>2 Believing himself</p>
<p>3 Fighting with Jock</p>	<p>4 Not giving up</p>
<p>5 Yelling at the oil tanker</p>	<p>6 Getting upset with Boris</p>

**ANSWER SHEET:**

**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 maybe 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 maybe 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 blown, 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:**

Colour 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.