

Fergus Ferry

Lesson Plans

Fourth Fleet

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Overview - Meet Fergus Ferry

Fergus Ferry is the star of 24 best-selling children's books and has his own website at fergusferry.com.

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. We'd also love to hear any comments or suggestions!



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

Twenty four heart-stopping adventures,

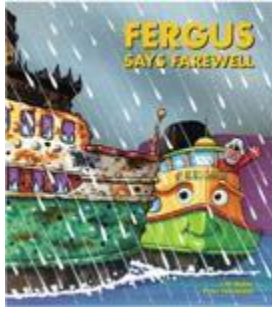
1	7	13	19
2	8	14	20
3	9	15	21
4	10	16	22
5	11	17	23
6	12	18	24

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 19 - Fergus says Farewell



Fergus say Farewell Intro: Lady Jane, the old steam ferry, is on fire right next to Horace. Who will save him from the flames?

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 page.

How does Horace look?

Does he look happy?

What do you think he is feeling?

READING THE STORY:

Activity 2: Match the following

Horace had mechanics fix his computer. Can you guess who fixes what? (Activity sheet 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 favourite toy, a teddy bear.

Is it right for Horace to make fun of Lady Jane just because she is old?

Why not?

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, jumping 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? (Activity sheet attached.)

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 activity sheet, get them to mention the name of the character. (Activity sheet 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 based on their pages. 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.

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:

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

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

*"Don't cry because it's over, smile because it happened."
- Dr. Seuss*

Theodor Seuss Geisel, an America 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.

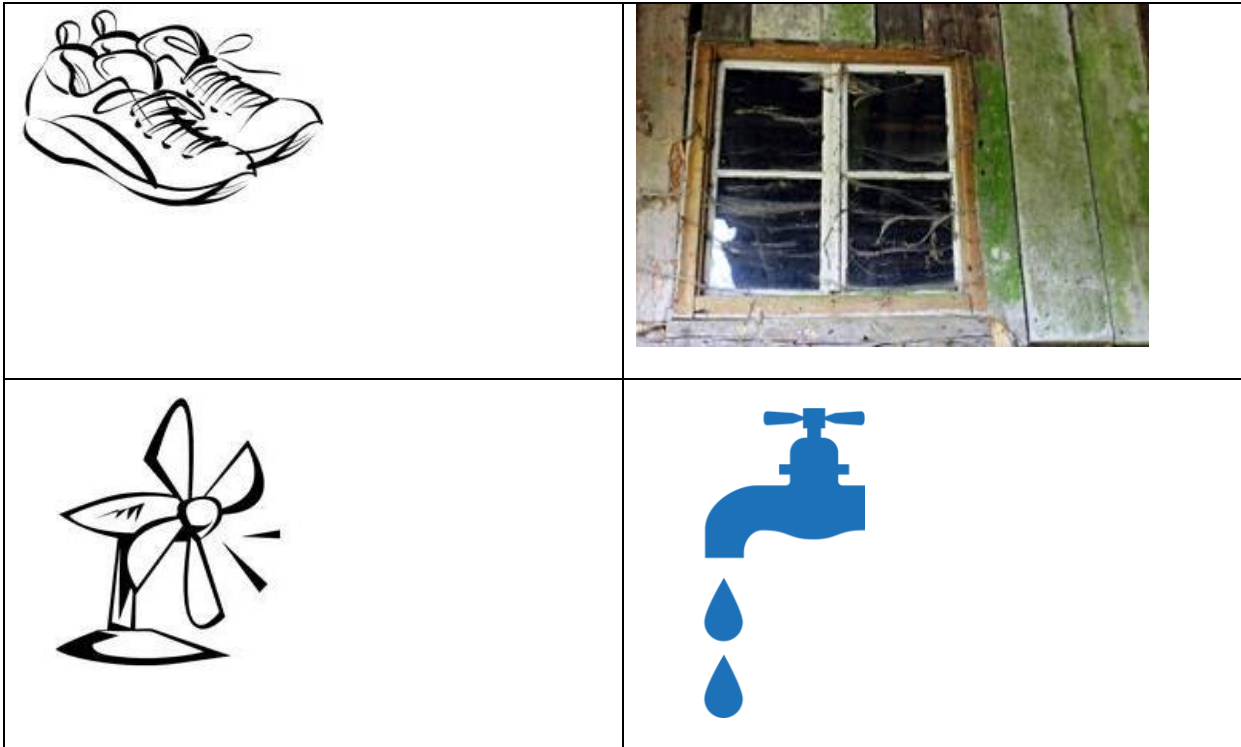
Relating the quote to the story:

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

ACTIVITY SHEET:

Activity 2: Match the following

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



Electrician	Plumber
Painter	Cobbler

Activity 5:

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



Activity 6:

Fergus:

I see

I smell

I feel

Horace:

I see.....

I smell

I feel

Lady Jane:

I see

I smell

I feel

Activity 11:

Can you guess who uses which tools?



Shovel



A Carpenter



Hammer



Rake



Saw



A Gardener

ANSWER SHEET:

Activity 2:

Shoes: Cobbler

Fan: Electrician

Windows: Carpenter

Taps: Plumber

Activity 3: Speaking activity

No, it is not right for Horace to make fun of 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. You should respect old people, not make fun of them.

Activity 5:

1. The boy is drinking milk.
2. The baby is sleeping.
3. The girl is playing with the ball.
4. The panda is eating a carrot.

Activity 6:

Fergus:

I see: Horace in the dock, Lady Jane, Lady Jane shaking, smoke, Horace yelling, Joe helping 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 an 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.

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 Harbour, 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 Harbour. Lay emphasis on the fact that:

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

Reinforce the theme

Loved ones sometimes have to leave us.

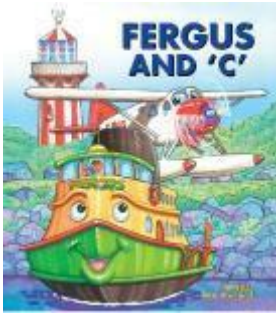
You just need to be optimistic to see some good in all bad happenings.

Activity 11:

Shovel and rake: gardener

Saw and hammer: carpenter

Book 20- Fergus and 'C'



Fergus and 'C' Intro: 'C', the seaplane, is going to hit the water! Can Fergus help him land safely?

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. (Activity sheet attached.)

Activity 5: What should you do?

Use this exercise to drive home the point that the child may have broken something and wants to 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. (Activity sheet attached.)

Activity 6: Summary activity sheet

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

Activity 8: How can you help?

Can you think of little ways of helping people every day? (Activity sheet attached.)

Activity 9:

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 10:

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 11:

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:

*"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.

ACTIVITY SHEET

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 mark 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			

Activity 6:

Summary activity sheet. Write a summary of what happened in the story.

In the beginning:



Then:



Next:



And then:



Finally:



'C' hits the wood and a bolt comes loose.

Fergus helps 'C' land safely.

Fergus tells 'C' that there is wood in the water, but 'C' can't hear him.

'C' starts to dive towards the ground. Jack manages to control 'C' just in time.

Jock does not turn back and tries to fix the bolt. The float falls off.

Activity 7:

Which of the following are funny, scary, worrying or happy? Write F for funny, S for scary, W for worrying and H for happy.

Some can be more than one:

1. 'C' making so much noise.
2. Jack trying to fix the bolt.
3. Jack hanging from 'C'.
4. 'C' diving towards the ground;
5. Jack manages to control 'C' just in time.
6. 'C' being low on fuel.
7. Fergus helping 'C'.

Activity 8: How can you help?

Can you think of little ways of helping people every day?

Helping parents?

Helping friends?

Activity 10: Sentence Sheet

1. It is a rainy day.
2. 'C' was not too loud to hear Fergus.
3. 'C' hit a piece of wood.
4. Jack was able to fix the bolt.
5. 'C' dives towards the water.
6. 'C' has plenty of fuel.
7. 'C' can land safely on the water without help.
8. Fergus helps 'C' to land.

ANSWER SHEET

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 maybe 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 activity sheet

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

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

Next: Jack does not turn back, and tries to fix the bolt but fails. The float falls off.

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 control 'C' just in time. S, H
6. 'C' being low on fuel: S, W
7. Fergus helping 'C': S, H

Activity 8: 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 10:

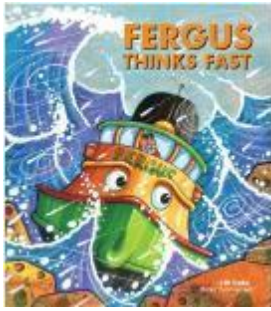
1. Excuse me! But, it is not a rainy day.
2. Excuse me! But, 'C' was too loud to hear Fergus.
3. That's right!
4. Excuse me! But, Jack was not able to fix the bolt.
5. That's right!
6. Excuse me! But, 'C' does not have plenty of fuel.
7. Excuse me! But, 'C' cannot land safely on the water without help.
8. That's right!

Activity 11:

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.

Book 21- Fergus Thinks Fast



Fergus Thinks Fast Intro: Wild weather is blowing Hydro towards the cliffs. Clever Fergus thinks of a way to save her.

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 colour the things that you cannot see in the picture? (Activity sheet 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. (Activity sheet attached.)

Activity 5:

Divide the class into groups. Give each group a set of 4 cards, 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 cards.

Activity 6: Summary game

Use this game as a recap activity. Put the sentence cards in the right order. (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.

Activity 9: Pronouns

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 Harbour ferry?

Activity 11:

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:

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:

*"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.

ACTIVITY SHEET

Activity 2:

Look at the picture on the first page.

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



Activity 3:

Helpful	Brave	Thinking	Mean
Trying	In trouble	Scared	Listening
Planning	Thankful	Helpless	Worried
Hopeful	Quick	Being tossed about	Not strong
Light	Giving up	Thoughtful	Small
Happy	Confident	Guiding	Surprised

Activity 4: Word meanings

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

1. Bollard means:
 - (a) A strong pillar/post.
 - (b) A door.
 - (c) A candle.

2. Sickly means:
 - (a) Happy.
 - (b) Unwell.
 - (c) Sleepy.








3. Scrapes means:
- (a) Rainy
 - (b) Smile
 - (b) Badly rub
4. Giant means:
- (a) A butterfly.
 - (b) Huge.
 - (c) Candy.
5. Mooring means:
- (a) Place where a boat is kept safe.
 - (b) Place where horses live.
 - (c) Place where food is kept.

Activity 6: Summary game

Angus was the right size to help! YAY!	Jock can't get close enough	Jock plans to tie a rope to Hydro's bow
Jock pulls Hydro back to safety.	Angus manages to tie the rope to Hydro.	Angus goes close to Hydro.

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
		
Rude	Polite	Naughty
		
Caring		

1. = 3 balloons

2. = 3 balloons

3. = 3 balloons

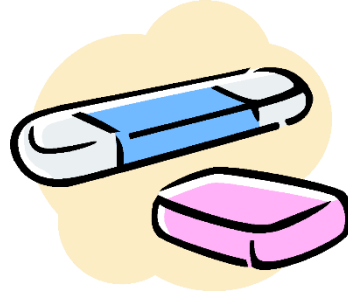
Total balloons =

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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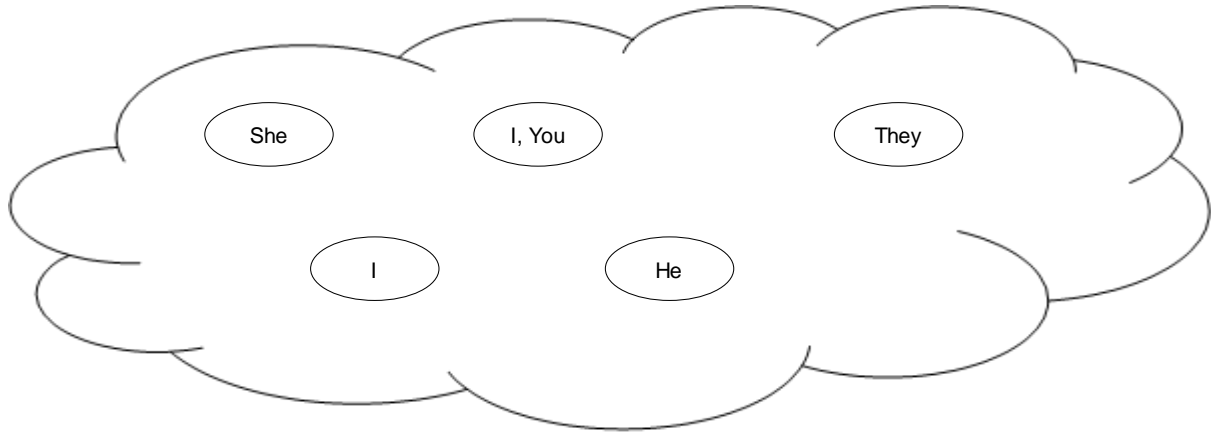
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Activity 9: Pronouns

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"?"

ANSWER SHEET:

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:

Colour the sun 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 trouble.

Page 5

Jock: helpful, planning.

Hydro: being tossed about.

Page 6

Jock: brave, helpful, trying.

Hydro: in trouble.

Page 7

Tess: worried, hopeful.

Hydro: not too strong.

Jock: giving up.

Page 8

Fergus: thoughtful/thinking.

Angus: light and small

Page 9

Fergus: quick.

Angus: quick, helpful.

Page 10

Fergus: thinking.

Angus: listening.

Page 11

Angus: confident.

Boris: mean.

Fergus: thinking.

Page 12

Fergus: helpful, guiding.

Angus: listening, helpful.

Jock: listening, helpful.

Page 13

Fergus: happy, thankful, helpful.

Boris: very surprised.

Angus: happy.

Page 14

Fergus: happy.

Page 15

Angus: happy.

Activity 4: Word meanings

1. a - a strong pillar/post
2. b - unwell
3. c - badly rub
4. b - huge
5. a - place where a boat is kept safe

Activity 6: Summary game

1. Jock plans to tie a rope to Hydro's bow.
2. Jock can't get close enough.
3. Angus goes close to Hydro.
4. Angus manages to tie the rope to Hydro.
5. Jock pulls Hydro back to safety.
6. Angus was the right size to help. YAY!

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

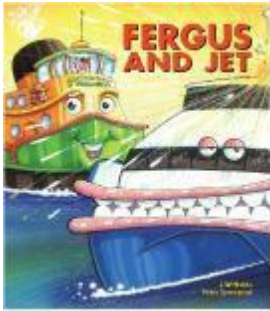
Activity 9: Pronouns

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

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 Harbour ferry and he was pretty good at it too.

Book 22- Fergus and Jet



Fergus and Jet Intro: There is a new high-speed JetCat on the Harbour. But when Jet's controls stop working, he goes berserk. None of the vessels is quick enough to catch him. Then Fergus Ferry remembers one vessel 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 sweets 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 Harbour!

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. (Activity sheet 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 on the Harbour?

Activity 4:

Who was your favourite character? What was your favourite part?

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

Activity 5:

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

Activity 6: 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 7: Fun facts about the ferries

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

Activity 8: 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 9:

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 10:

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:

*"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 Harbour. She was no longer on the Harbour, but now she is back and even better!

ACTIVITY SHEET:

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



Big waves



Wood

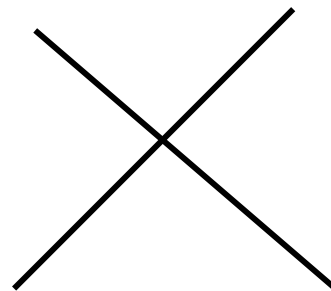
LAKE



Sunshine



Calm waters

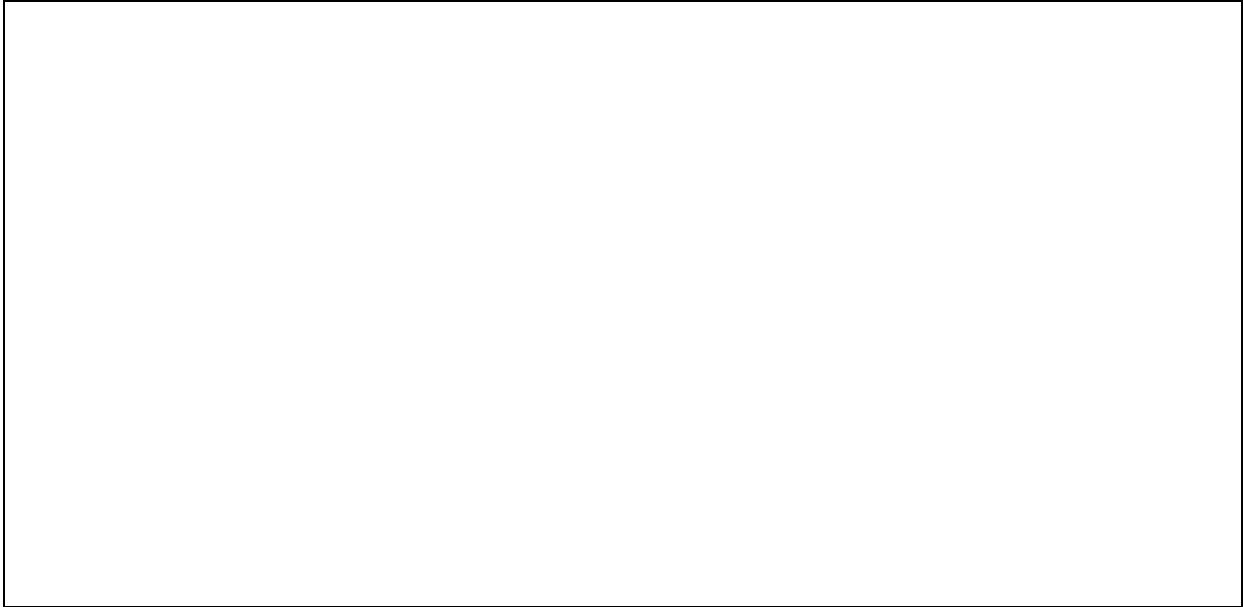


No wood

Activity 4

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

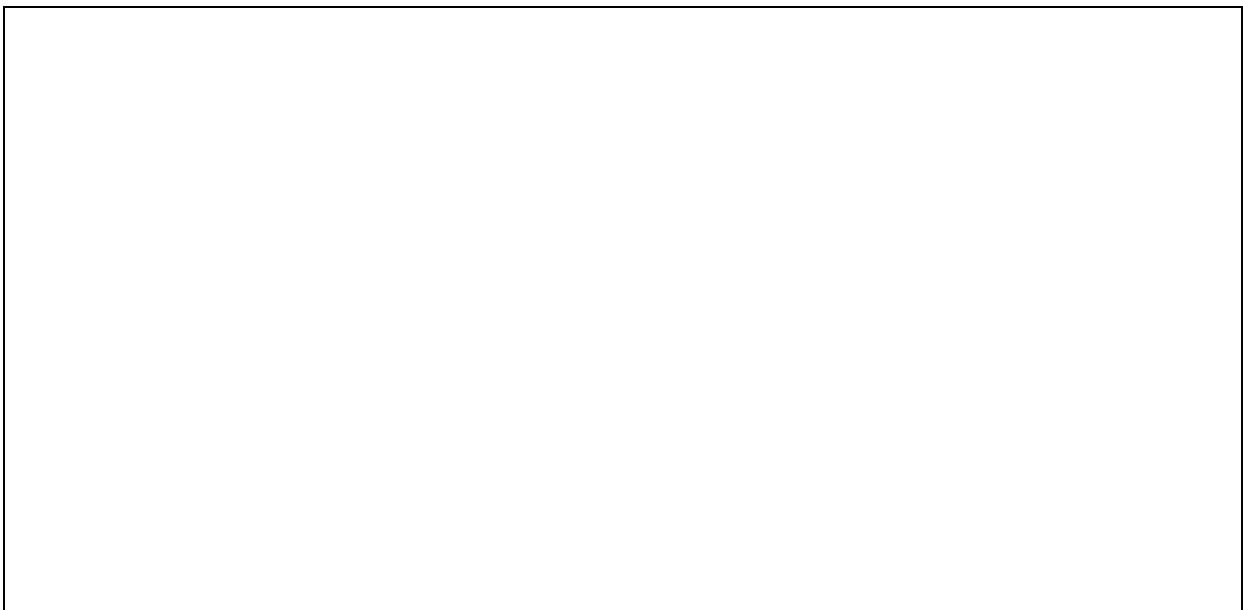
My favourite character is



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

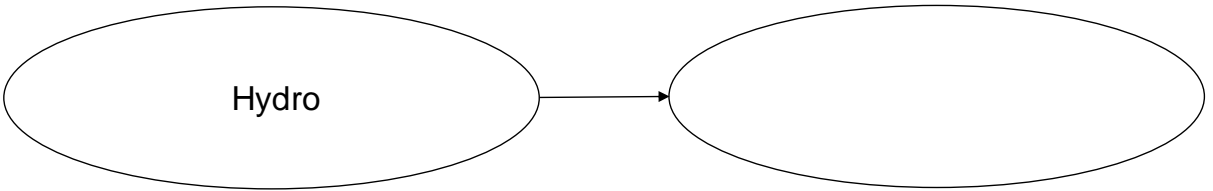
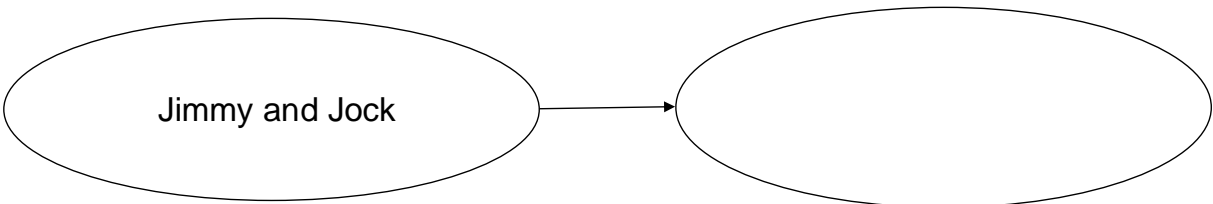
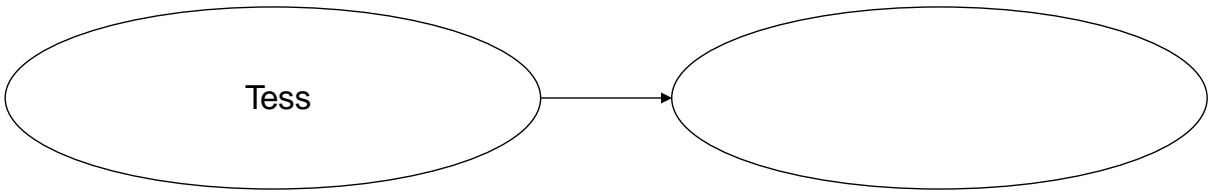
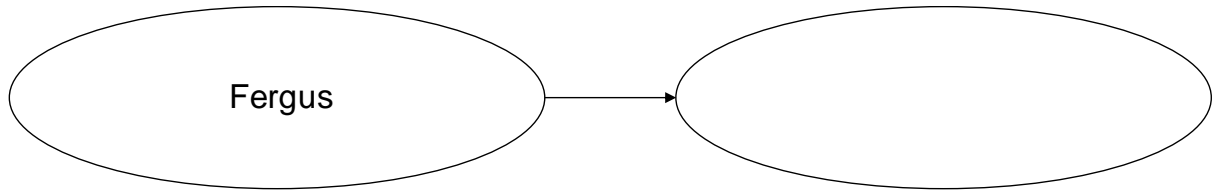
My favourite part is when.....

.....



Activity 5:

Do you remember who tried to help Jet and how?



Activity 6: Story Map

Title	
Characters	
Setting	
Problem	
Solution	

Slips: Put these words and phrases onto separate slips of paper:

Fergus and Jet

Fergus

Hydro

Jet

Tess

Jimmy

Jock

Harbour

There is an explosion on Jet and the Captain loses control.

Jet's engine is on fire and speeding around dangerously. No-one can help him.

No-one can douse the fire until he stops.

Fergus calls Hydro for help.

Hydro ropes him in.

The tugs and George put out the fire.

Activity 7: Fun facts about the ferries:

How well do you know the ferries of the Sydney Harbour? 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 favourite ferry is

Activity 8: Character Traits

Fergus	
Tess, Jimmy, Jock, George	
Hydro	
Jet	

Helpful

Caring

Good at listening

Strong

Friendly

Thoughtful/thinks

Brave

Kind

Proud

Sleek

Fast

ANSWER SHEET:

Activity 1:

The children will feel lonely, sad, bored and 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 less.

Activity 3:

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

Activity 5:

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

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

Activity 6: Story Map

Title	Fergus and Jet
Characters	Fergus Hydro Jet Tess Jimmy Jock
Setting	Harbour
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.

Activity 7: Fun facts about the ferries

1. Lady Jane.
2. Angus.
3. Lady Jane.
4. Lady Jane. Fastest vessel is Hydro.
5. George.
6. Angus
7. Any answer is good.

Activity 8: 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 9:

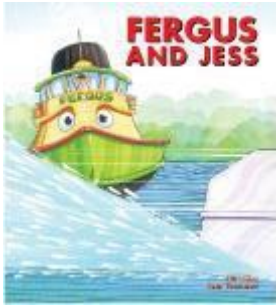
The first picture of Lady Jane should be an untidy one, with shabby paintwork and rust spots.

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

Activity 10:

1. When Hydro is planing, 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's 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.

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 lookout 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 Angus and Joe get. Also count the bad smileys that Horace and Boris get. Have a class discussion on whether what Boris and Horace did was the right thing to do or not.

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 activity sheet. They need to read and draw. (Activity sheet attached.)

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 activity sheet. Ask them to assign each note to a character of their choice. You could ask for justification too. (Activity sheet attached.)

Activity 8: Crossword

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

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? (Activity sheet 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 The Ferry):

*"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.

ACTIVITY SHEET:

Activity 2:

Some examples are given:

WHAT	GOOD	BAD
Jess says that she is coming through.		
Boris tries to bother Jess.		
Both Horace and Boris don't look too happy.		
Jess has a flashing light to warn people that she is coming.		
Boris and Horace are worried and making a plan.		
Boris gets a flashing light for himself too.		
Horace and Boris see Jet and get even more worried.		

WHAT	GOOD	BAD
Both are terribly worried and upset.		
Angus tells Fergus about Boris and Horace.		
They see smoke.		
Jess calls for help.		
Tess didn't hear too well.		
Horace did, but he looks mean.		
Boris tells Horace to slow down so that Jess sinks.		
Jess starts sinking.		
Boris sneers.		
Fergus comes and scolds Boris and Horace.		

WHAT	GOOD	BAD
Joe throws a rope to Jess.		
Boris is sent away for causing trouble.		

Activity 4: Word meanings memory game

- Coming through
- Whizzing
- Couple
- Magnificent
- Revs
- Scrappers
- Fluster
- Rooster
- Flickering
- Distress
- Brilliant
- Disgrace
- Twine

Activity 5: Read and draw

<p>Flashing yellow light</p>	<p>Ocean floor</p>
<p>Quite sad</p>	<p>A column of smoke</p>

Activity 6: Question spinner

1. How many jet cats are there on the Harbour?
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?

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!
.....

Activity 8: Crossword

Down:

1. Jess is a
3. The size of Angus
5. Boris and Horace Jess to sink.

Across:

2. The name of the helicopter
4. The colour of Jess' flashing light

1 J						
E						
T						
2 T			3 S			
			L			
4 Y		L	L		5 W	
						T

Activity 9: Sentence making

Can you match the sentences and complete them?

Jess	
Horace	
Jess is	
Boris is	
Angus hears	
Angus tells	
Jess is	

Hears Boris and Horace	is a jet cat	Sinking	fast
Boris and Horace	is naughty/worried	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

.....
.....
.....

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:

.....
.....
.....
.....
.....








In the afternoon my friend and I would:









.....
.....
.....
.....





.....
In the evening, my friend and I would:

ANSWER SHEET

Activity 2:

WHAT	GOOD	BAD
Jess says that she is coming through.		
Boris tries to bother Jess.		
Both Horace and Boris don't look too happy.		
Jess has a flashing light to warn people that she is coming.		
Boris and Horace are worried and making a plan.		
Boris gets a flashing light for himself too.		
Horace and Boris see Jet and get even more worried.		

WHAT	GOOD	BAD
Both are terribly worried and upset.		
Angus tells Fergus about Boris and Horace.		
They see smoke.		
Jess calls for help.		
Tess didn't hear too well.		
Horace did, but he looks mean.		
Boris tells Horace to slow down so that Jess sinks.		
Jess starts sinking.		

WHAT	GOOD	BAD
Boris sneers.		
Fergus comes and scolds Boris and Horace.		
Joe throws a rope to Jess.		
Boris is sent away for causing trouble.		

In some cases, both the smiley face and sad face may apply, according to the perception of 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

Angus: 1 smiley

Joe: 1 smiley

Boris: 7 sad faces

Horace: 5 sad faces

Activity 4: Word meanings memory game

Words	Meanings
Coming 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
Fluster	Terribly confused
Rooster	Cockerel
Flickering	Moving flame, not steady
Distress	Trouble, pain
Brilliant	Shine
Disgrace	Shame
Twine	Rope

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 Harbour.

Activity 8: Crossword

Down:

1. Jet cat
3. Small
5. Want.

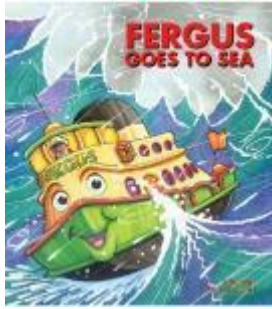
Across:

2. Tess.
4. Yellow.

Activity 9: Sentence making

1. Jess is a jet cat.
2. Horace is naughty/worried.
3. Tess is sinking.
4. Boris is worried.
5. Angus hears Boris and Horace.
6. Angus tells Fergus.
7. Jess is sinking.

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:

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 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 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 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. (Activity sheet 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.)

Activity 6: Card quiz

Give each child a card 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 8" 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. (Activity sheet 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. (Activity sheet attached.)

Activity 9: Shapes Maze

Can you help Fergus reach Boris? Just follow all the circles and squares. (Activity sheet 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? (Activity sheet attached.)

Activity 11: Say yes or no

Write Y for yes and N for no. (Activity sheet 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:

*"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 Europe. 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, he is kind.

ACTIVITY SHEET

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
Chocka, chocka, chocka
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.

Activity 7: Ask the author

What would you like to ask the author about?

1. Fergus

.....
.....
.....
.....
.....

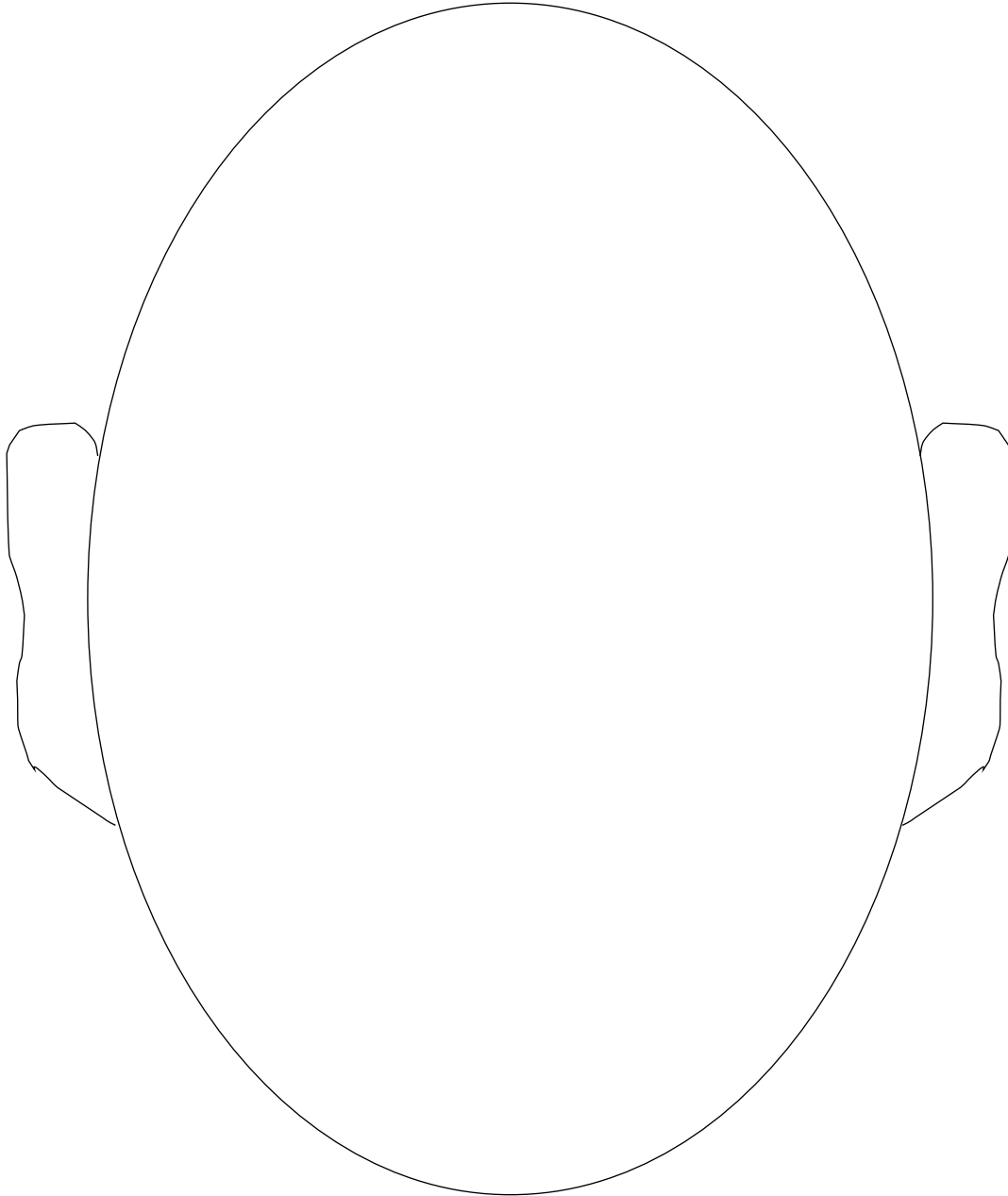
2. Boris

.....
.....
.....
.....
.....

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!



Activity 9: Shapes Maze

Can you help Fergus reach Boris? Just follow all the circles and squares.*

The maze is a 9x9 grid of cells. The start point 'Fergus' is in an oval at the top left, with an arrow pointing down to the top-left cell (row 1, column 1). The end point 'Boris' is in an oval at the bottom right, with an arrow pointing up to the bottom-right cell (row 9, column 9). The grid contains various shapes: circles, squares, hearts, diamonds, and stars. The path from Fergus to Boris is defined by following only circles and squares.

○	□	♥	◇	♥	◇	☆	◇	♥
♥	○	◇	♥	◇	☆	◇	☆	◇
☆	□	♥	◇	♥	♥	♥	♥	☆
◇	□	☆	◇	◇	◇	◇	☆	◇
♥	○	○	□	□	◇	☆	◇	♥
♥	◇	♥	♥	○	◇	☆	☆	♥
◇	♥	◇	◇	□	♥	◇	◇	◇
◇	♥	♥	♥	○	□	○	○	□
☆	◇	◇	☆	◇	♥	◇	♥	○

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! (Activity sheet attached.)

Brave

Kind

Help

Nice

Cares

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

Activity 11: Say yes or no

Write Y for yes and N for no.

1. Do you think Horace could have helped Boris?
2. Can Boris get back to the Quay?
3. Is Fergus brave?
4. Does Boris look big at sea?
5. Is Boris mean to Fergus?
6. Is Fergus mean to Boris?

Activity 12: Class discussion

Do you think that Fergus would help Boris? Why?

Fergus will help	Fergus won't help
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

ANSWER SHEET:

Activity 2: Prediction

Any and all answers are acceptable.

Activity 4: Sound words

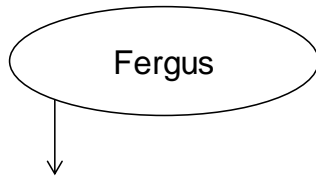
1. Chug, chug, chug: N
2. Roar: B
3. Thunder: B
4. Terrible crack: B
5. Waves smash: B
6. Chocka, chocka, chocka: N
7. Smash: B
8. Wind is roaring: B

Only the rescuers sound good. Every other sound is not pleasant to hear.

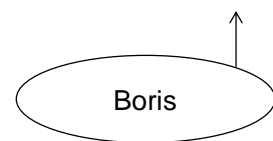
Activity 6: Card quiz

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.

Activity 9: Shapes Maze



○	□	♥	◇	♥	◇	☆	◇	♥
♥	○	◇	♥	◇	☆	◇	☆	◇
☆	□	♥	◇	♥	♥	♥	♥	☆
◇	□	☆	◇	◇	◇	◇	☆	◇
♥	○	○	□	□	◇	☆	◇	♥
♥	◇	♥	♥	○	◇	☆	☆	♥
◇	♥	◇	◇	□	♥	◇	◇	◇
◇	♥	♥	♥	○	□	○	○	□
☆	◇	◇	☆	◇	♥	◇	♥	○



Activity 10: Word search grid

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

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. Can Boris get 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

Activity 12: Class discussion

Did you think that Fergus would help Boris? Why?

Fergus will help		Fergus won't help	
1.	He is always helpful.	1.	He is upset with Boris.
2.	He is closer to Boris than the tugs.	2.	But he is not a tug.
3.	He always tries really hard.	3.	Fergus is not as strong as a tug.
4.	He is very brave.	4.	He has never been to sea before.
5.	He is kind and cannot leave Boris.	5.	The weather is very rough.