

# **Fergus Ferry**

**Lesson Plans**

**Second 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,

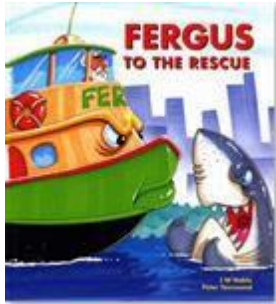
1	7	13	19
2	8	14	20
3	9	15	21
4	10	16	22
5	11	17	23
6	12	18	24

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 7 - Fergus to the Rescue



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

### AIM:

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

### SETTING THE STAGE/INTRODUCTION:

#### Activity 1:

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

### READING THE STORY:

#### Activity 2:

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

#### Activity 3:

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

#### Activity 4:

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

**Activity 5:**

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

**Activity 6: Associations**

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

1. Fergus .....



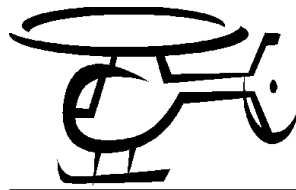
2. The shark .....



3. The girl.....



4. Fergus.....



**Activity 7: Nouns**

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

Boat                  Cry                  Board

Fright                Fall                Horn

Rope                 Meat                Bed

Then tell them that all the circled things are nouns.

**Activity 8:**

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

**Activity 9:**

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

Keep changing the position of the ball.

**Activity 10:**

The shark didn't quite like the taste of the board. What do you think sharks find tasty? Fill in the blanks with the correct vowels.

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

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

**Activity 11:**

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

**Activity 12:**

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

### ALIGNMENT WITH THE CURRICULUM:

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

### QUOTE:

*"Do what you can, with what you have, where you are."  
-Theodore Roosevelt*

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

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

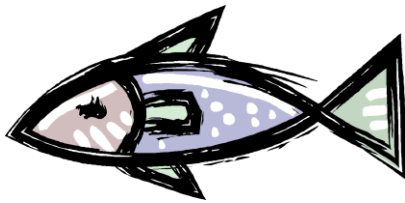
**ACTIVITY SHEET:**

**Activity 10:**

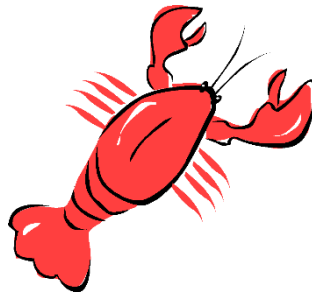
The shark didn't quite like the taste of the board. What do you think sharks do find tasty?

Fill in the blanks with the correct vowels.

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



F\_sh



Cr\_b



\_ce-cream



M\_lk



W\_termelon



V\_getables

## **ANSWER SHEET:**

### **Activity 1:**

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

### **Activity 3:**

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

### **Activity 4:**

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

### **Activity 6:**

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

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

### **Activity 7: Nouns**

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

### **Activity 10:**

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

### **Activity 11:**

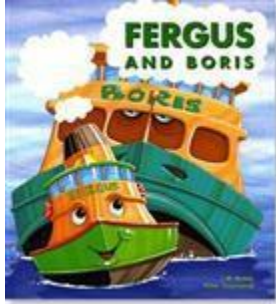
The shark looks scary in the beginning, when it alarms Fergus and scares the girl. Then when it bites the board, thinking it is a turtle, it looks silly. It is scary again, when it looks at the girl. It is scary that Captain Joe manages to pull the girl up just in time. The shark ends up being silly,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



**Activity 12: Reasons**

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

## Book 8 - Fergus and Boris



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

### AIM:

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

### SETTING THE STAGE/INTRODUCTION:

#### Activity 1:

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

### READING THE STORY:

#### Activity 2:

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



**Activity 3:**

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

**Activity 4:**

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

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

**Activity 5:**

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

**Activity 6: Quick recap**

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

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

**Activity 7:**

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

**Activity 8: Positive affirmations**

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

You could include words like:

nice, helpful, cheerful, brave, strong, amazing, gentle, cool, great, perfect, caring, honest, smart, fast, friendly, understanding, good, kind, neat, polite, quiet, funny.

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

Get them to share what nice things they find written on their slips. Tell them that those are their strengths.

### **Activity 9:**

On the board, write the names of all the learners and the words 'Thank you'. Next get them to acknowledge the compliments. Let the children write the notes themselves.

Ask them to decorate their notes. This activity serves as a practice session for using the magic words.

### **Activity 10:**

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

Example:

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

Height:

- Nelson Mandela: 6'0"
- Oprah Winfrey: 5'7"
- Mother Teresa: 4'10"

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

**Activity 11:**

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

**Activity 12:**

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

**ALIGNMENT WITH THE CURRICULUM:**

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

**QUOTE:**

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

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

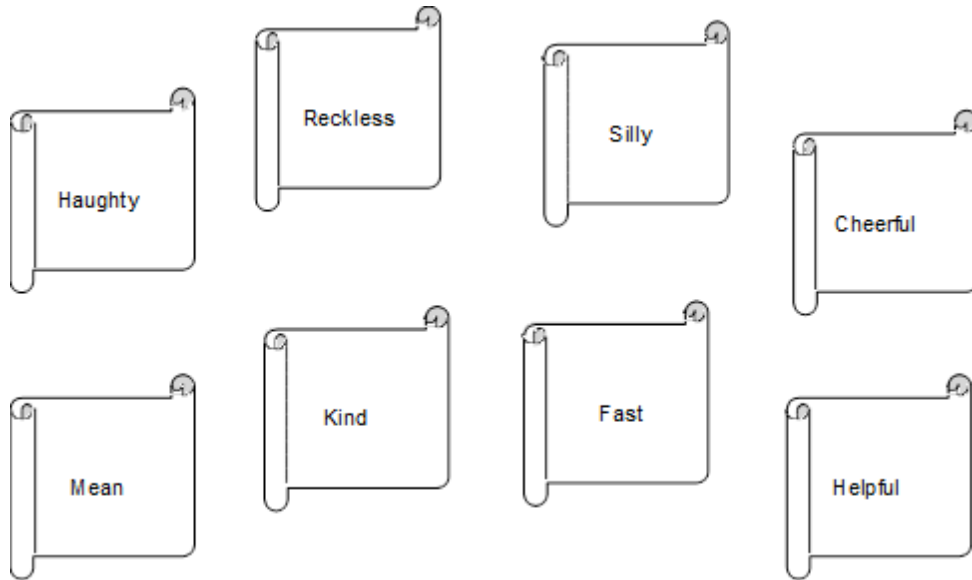
**Relating the quote to the story:**

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

**ACTIVITY SHEET:**

**Activity 7:**

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



**Activity 11:**

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

- |        |                  |
|--------|------------------|
| George | Orange and white |
| Tess   | Red and yellow   |
| Fergus | Green and yellow |
| Jock   | Black and white  |

## ANSWER SHEET:

### Activity 3:

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

### Activity 6:

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

### Activity 7:

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

Fast: He is a fast ferry.

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

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

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

### Activity 11:

George: Red and yellow.

Jimmy and Jock: White and black/orange.

Fergus: Green and yellow.

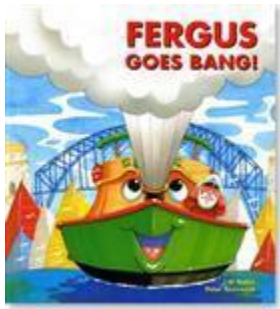
George is a fireboat and so he has the colours red and yellow, almost like the fire trucks.

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

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

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

## Book 9 - Fergus goes Bang!



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

### AIM:

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

### SETTING THE STAGE/INTRODUCTION:

#### Activity 1:

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

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

### READING THE STORY:

#### Activity 2:

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

Then tell them what it means in different countries.

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



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

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

**Activity 3:**

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

**Activity 4:**

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

**Activity 5:**

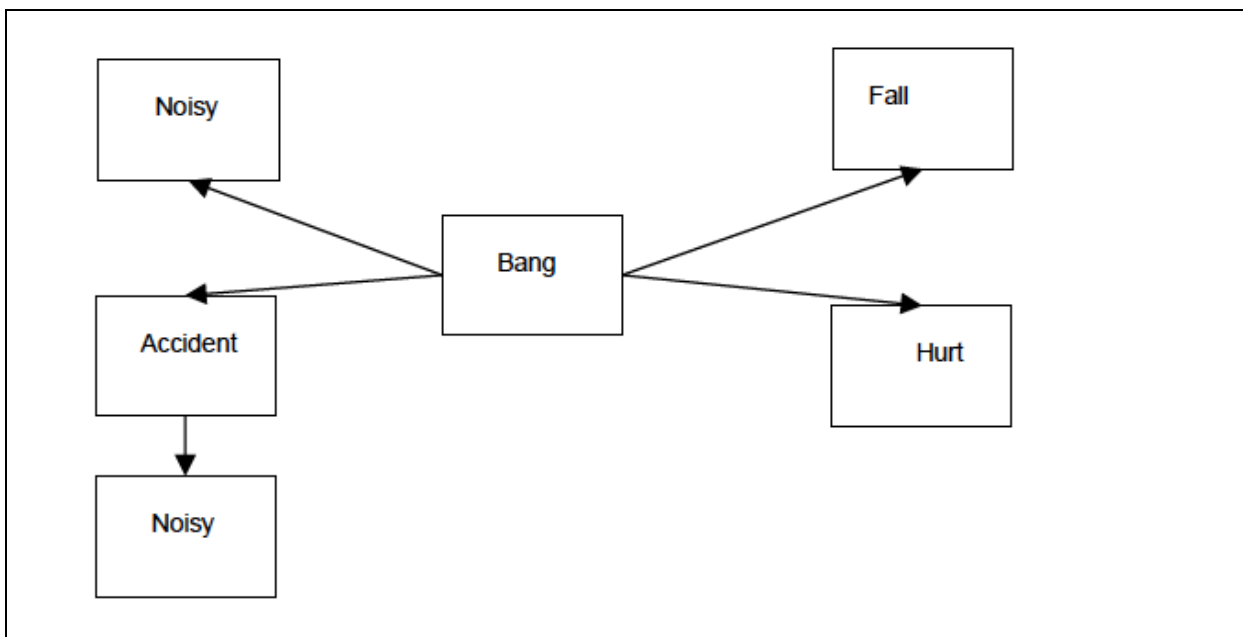
There are lots of action or movement words in this story. Try and identify as many as you can. (Activity sheet attached).

**Activity 6:**

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

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

Example:



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

**Activity 7:**

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

**Activity 8:**

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

**Activity 9: Quick recap**

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

**Activity 10:**

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

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

**Activity 11:**

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

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

**Activity 12: The 5 W's**

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

**ALIGNMENT WITH THE CURRICULUM:**

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

**QUOTE:**

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

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

**Relating the quote to the story:**

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

## ACTIVITY SHEET:

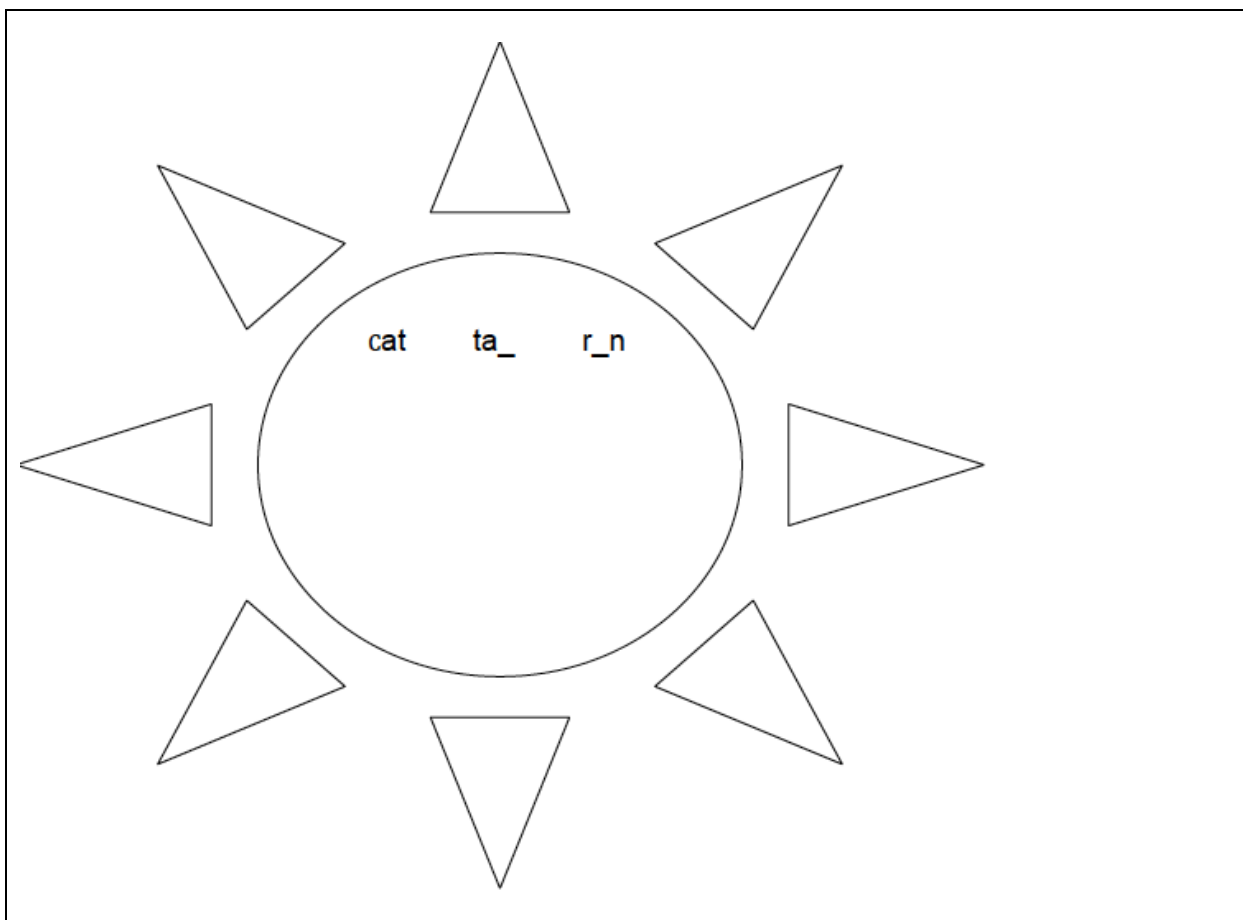
### Activity 3:

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

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

### Activity 4:

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



**Activity 5:**

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

Wh_zz_ng	Slam	R_ce
Mov_	Sw_ng	
T_rn	Wh__sh	Turn__g

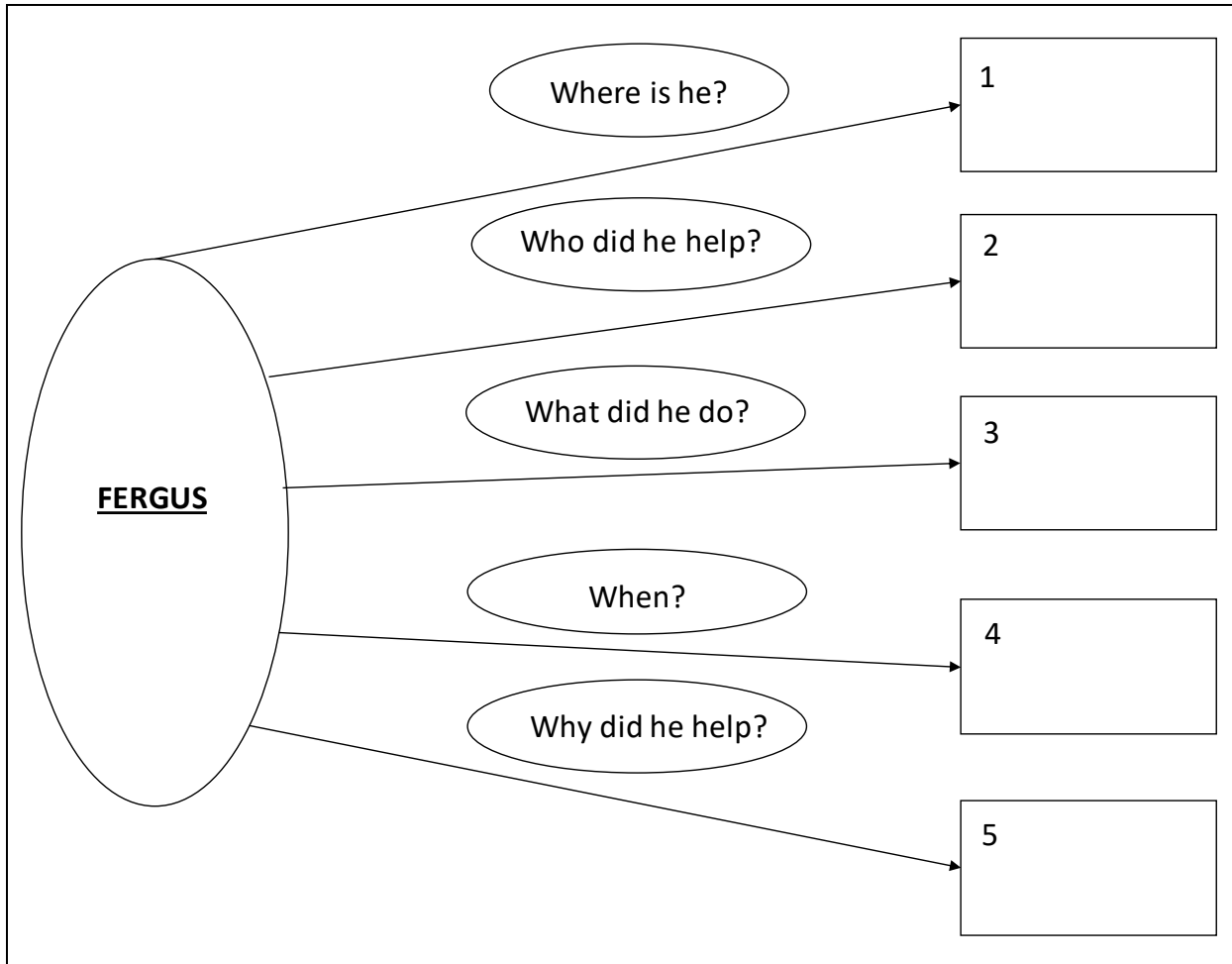
**Activity 9: Quick recap**

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

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

**Activity 12:**

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



## ANSWER SHEET:

### Activity 3:

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

### Activity 4:

Cat mat rat

Can man ran tan

Car tar mar

Cam ram

### Activity 5:

Whizzing slam

Swing turning

Race move

Turn whoosh

### Activity 7:

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

**Activity 8:**

A gun

A canon

A starting pistol

A bell

A whistle

A clap

A flag

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

**Activity 9: Quick recap**

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

**Activity 10:**

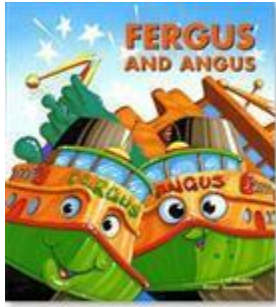
There are many types of boats in the story, but only the yachts are allowed in the race. Jimmy and Jock are tug boats, who are around to help a boat in trouble. Oscar One is a catamaran who has been given the job of mounting the canon for the race. Fergus was there to watch the race, just as Flash was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

**Activity 12:**

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



## Book 10 - Fergus and Angus



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

### AIM:

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

### SETTING THE STAGE/INTRODUCTION:

#### **Activity 1:**

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

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

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

Bottom line: Learning is so much fun!

### READING THE STORY:

#### **Activity 2:**

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

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

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

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

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

**Activity 3:**

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

**Activity 4:**

Circle the names of all the ferries that appear in this story. These are called proper nouns. A proper noun is the name of a particular person or place. Colour your favourite ferry in your favourite colour. (Activity sheet attached).

**Activity 5:**

Make a list of:

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

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

Things you can do could include:

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

Things you want to learn how to do could include:

1. Painting
2. Playing the guitar

3. Ice skating
4. Swimming
5. Whistling

**Activity 6: Who is it?**

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

Example:

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

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

**Activity 7:**

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

Questions:

1. Why is Tess upset with Horace and Boris?
2. What could Boris have done to avoid the crash?
3. Why does Fergus come back to Boris, with Angus?
4. Why are the people on Boris coughing?
5. Why is Fergus upset with Boris?
6. Who do you think should have given way, Boris, Horace or both? Why?
7. What are Boris and Horace proud of?

8. Why is Angus scared of following Fergus?
9. One ferry gets a hole in the bow. Who is it?
10. One ferry starts to burn. Who is it?
11. What is it that Boris needs to learn?

**Activity 8:**

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

**Activity 9: Rhyming words**

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

**Activity 10:**

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

**Activity 11:**

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

**Activity 12:**

Use this activity to celebrate the qualities of some of the meeker children in class. Ask the class to vote for the child:

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

### ALIGNMENT WITH THE CURRICULUM:

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

### QUOTE:

*"In a world of change, the learners shall inherit the earth."  
- Eric Heffer*

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

### **Relating the quote to the story:**

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

**ACTIVITY SHEET:**

**Activity 3: Manners activity sheet**

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

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

**Activity 4: Proper nouns activity sheet**

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

**Hurt**

**Fergus**

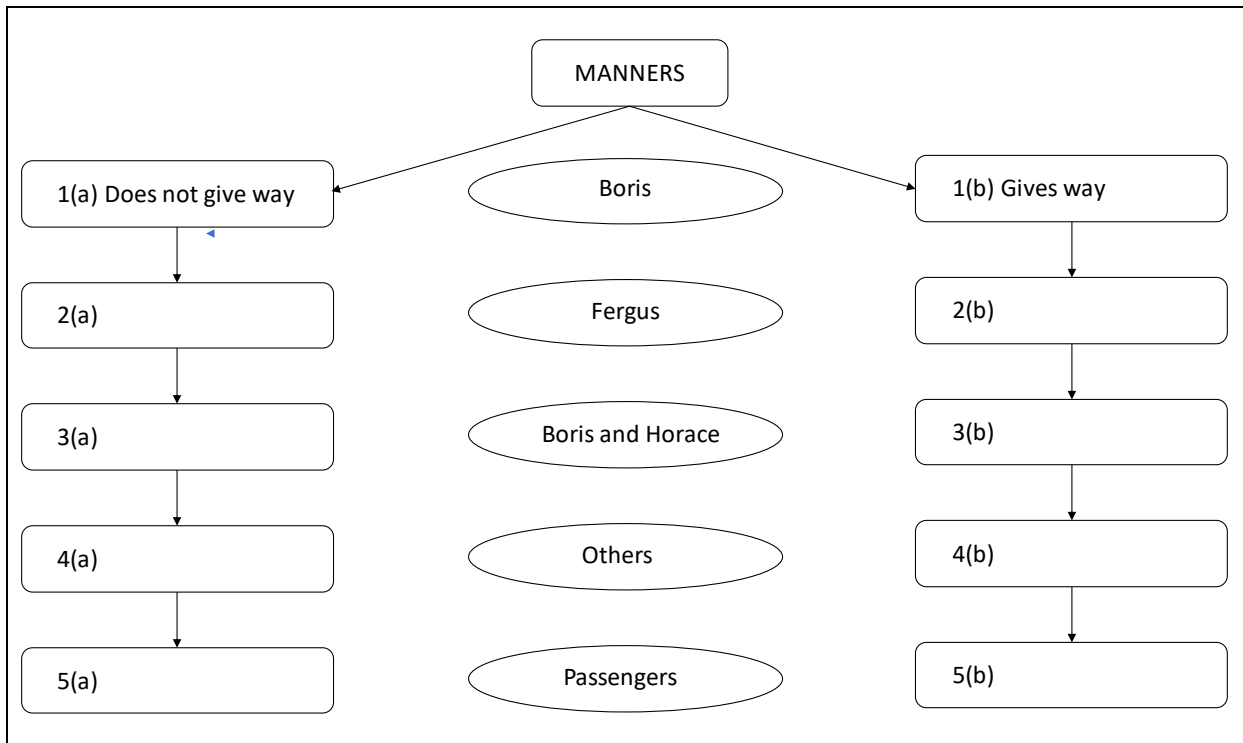
**Happy**

**Angus**

**Boris**

**Activity 8:**

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



**Activity 9: Rhyming words activity sheet**

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

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

His face turns bed.

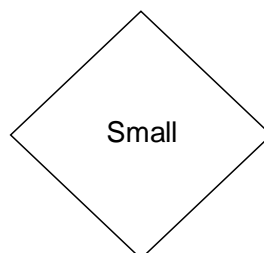
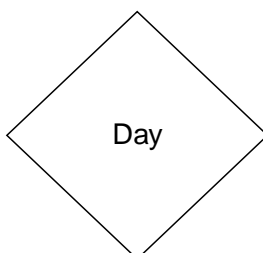
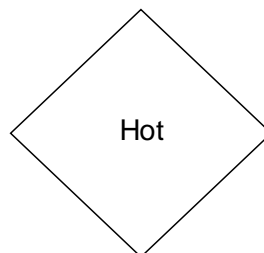
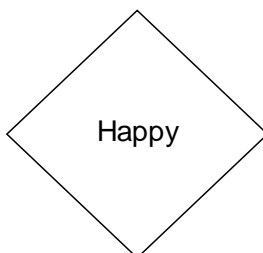
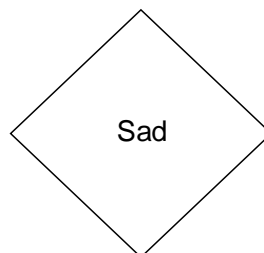
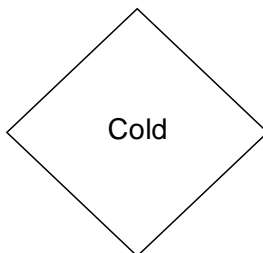
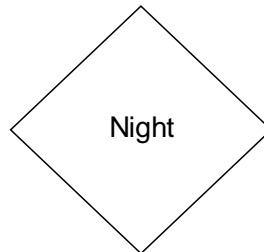
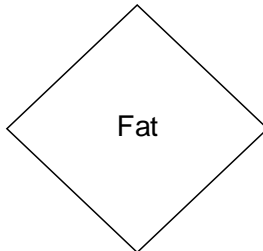
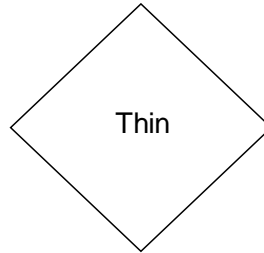
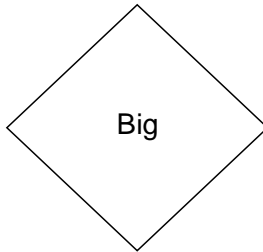
Follow me and I'll show you the may.

It's rough and it's hold.

You're doing tell.

**Activity 10: Match the following activity sheet**

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





## ANSWER SHEET:

### Activity 3:

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

### Activity 7:

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

**Activity 8:**

- 1(a) Does not give way
- 2(a) Angry
- 3(a) Hurt
- 4(a) Bothered
- 5(a) Have problems/In trouble

- 1(b) Gives way
- 2(b) Not angry
- 3(b) Not hurt
- 4(b) Not bothered
- 5(b) No problem/no trouble

**Activity 9:**

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

**Activity 10:**

Big: small

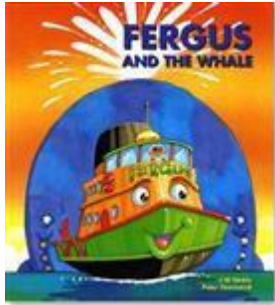
Fat: thin

Happy: sad

Cold: hot

Day: night

## Book 11 - Fergus and the Whale



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

### AIM:

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

### SETTING THE STAGE/INTRODUCTION:

#### Activity 1:

Ask the children how many of them have pets and how many would like to have pets. Having a pet is hard work and a lot of care. How many of them care for their pets?

How? They will come up with suggestions like giving them food, a comfortable pet bag to sleep in, toilet training them and loving them.

### READING THE STORY:

#### Activity 2: Guess who?

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

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

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

**Activity 3:**

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

**Activity 4: Meanings**

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

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

**Activity 5:**

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

**Similar:**

Who is Fergus with?

**Different:**

How big does Fergus look?

Does Fergus look happy?

Does he look friendly?

What time of day is it?

**Activity 6: Quick card recap**

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

Next ask them a question. They need to answer with either a YES card or a NO card. The entire class can answer simultaneously. Since the cards are colour coded, the teacher will be able to see each one's response even from a distance.

Questions:

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

**Activity 7:**

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

Look at his eyes.

Look at his expressions.

Look at his body.

**Activity 8: Pronouns**

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

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

**Activity 9:**

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

**Activity 10: Role play**

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

**Activity 11:**

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

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

**Activity 12:**

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

The children could also make Origami whales.

**ALIGNMENT WITH THE CURRICULUM:**

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

**QUOTE:**

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

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

**Relating the quote to the story:**

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

**ACTIVITY SHEET:**

**Activity 3:**

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

Lost	Does not like triangles	Scared
Wants to scare people	Excited	Not enough space

**Activity 4: Meanings activity sheet**

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

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



**Activity 8: Pronouns activity sheet**

Use he or she to fill in the blanks.

Fergus

..... likes to help everyone.

..... is always happy.

..... docks at the Quay.

Kate

..... is a police boat.

..... wants to help the whale.

..... has flashing lights.

Captain Joe

..... tells Fergus where to go.

..... is a brave man.

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

**ANSWER SHEET:**

**Activity 3:**

Tick:

Lost

Scared

Not enough space

**Activity 4:**

(a) 2

(b) 1

(c) 2

(d) 2

(e) 1

**Activity 5:**

**Similar:**

He is with sea animals in both the cases.

**Different:**

1. In Book 7 he looks bigger than the shark.  
In Book 11, he looks much smaller than the whale.
2. In Book 7, Fergus does not look happy.  
In Book 11, he does.
3. In Book 7 he does not look friendly.  
In Book 11, he does.
4. What time of the day is it?  
In Book 7, it looks like daytime.  
In Book 11, it looks like evening.

**Activity 6: Quick card recap**

1. No
2. Yes
3. Yes
4. Yes
5. No
6. Yes

**Activity 7:**

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

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

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

**Activity 8:**

Fergus

1. He
2. He
3. He

Kate

1. She
2. She
3. She

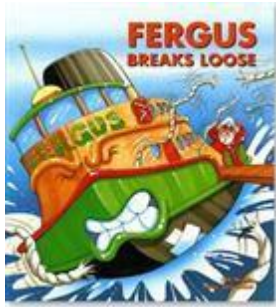
Captain Joe

1. He
2. He
3. He

**Activity 11:**

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

## Book 12 - Fergus breaks loose



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

### AIM:

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

### SETTING THE STAGE/INTRODUCTION:

#### Activity 1:

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

### READING THE STORY:

#### Activity 2:

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

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

**Activity 3:**

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

Follow the hints to ask questions about Fergus:

Where- Fergus?

Why- Fergus- there?

Who- hurt- Fergus?

Why- hurt- Fergus?

When- hurt- Fergus?

**Activity 4: Match the following**

Match the sounds to the ferries. (Activity sheet attached)

**Activity 5: Comparison**

There are two pairs of ferries in this story.

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

**Activity 6: Make sentences**

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

**Activity 7:**

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

**Activity 8:**

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

**Activity 9:**

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

**Activity 10:**

Arrange the events in sequence. (Activity sheet attached)

**Activity 11: Relating real life to the text**

Give the children a situation like, suppose they have lost their favourite blanket or stuffed toy and are going crazy looking for it. Just like Angus, they do not know what to do.

Use the same steps to help the children apply the same situation to themselves. This is essentially a speaking activity (the children would find it hard to cope with so much writing).

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

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

You could use these to fill in the blanks:

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

**Activity 12: What I learnt today**

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

**ALIGNMENT WITH THE CURRICULUM:**

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

**QUOTE:**

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

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

**Relating the quote to the story:**

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



**ACTIVITY SHEET:**

**Activity 4: Match the following**

Match the sounds to the ferries.

Horace	Toot, toot
Fergus	Putt, putt, putt
Boris	Chug, chug, chug
Angus	Barp, barp

**Activity 6: Make sentences**

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

Boris	Is	Big
	Is	Mean
Horace	Is	Kind
	Is	Helpful
Fergus	Is	Proud
	Is	Scared
Angus	Is	Small
	Is	Brave

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

**Activity 8:**

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

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

Boris

Horace

Fergus

**Activity 9:**

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

Steer\_ \_ \_ \_

Leav\_ \_ \_ \_

Pull\_ \_ \_ \_

Turn\_ \_ \_ \_

Com\_ \_ \_ \_

**Activity 10:**

Arrange the events in sequence.

.....Angus loses his rudder

.....Fergus is tied at the docks.

.....Angus is on Fergus' round.

.....Angus starts spinning.

.....And tows him safely back to the Quay.

.....Fergus calms Angus down.

.....Boris and Horace trouble Angus

## **ANSWER SHEET:**

### **Activity 2:**

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

### **Activity 3:**

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

### **Activity 4:**

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

### **Activity 5: Picture comprehension**

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

### **Activity 6: Make sentences**

Boris: big, mean, proud.

Horace: big, mean, proud

Fergus: kind, helpful, small, brave.

Angus: kind, helpful, scared, small, brave.

**Activity 7:**

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

**Activity 9:**

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

**Activity 10:**

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