

Fergus Ferry

Lesson Plans

Third Fleet

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Overview - Meet Fergus Ferry

Fergus Ferry is the star of 24 best-selling children's books and he has a great 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,



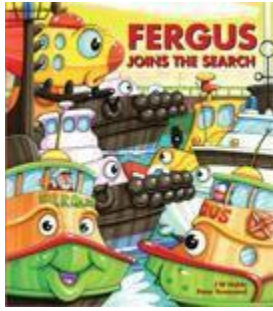
in four classic box sets ...



 **FERGUS FERRY**

A promotional graphic for the Fergus Ferry book series. It features a red background. At the top, it says 'Twenty four heart-stopping adventures,'. Below this is a grid of 24 small book covers, numbered 1 through 24. At the bottom, it says 'in four classic box sets ...' and shows four larger box set covers labeled 'FIRST FLEET', 'SECOND FLEET', 'THIRD FLEET', and 'FOURTH FLEET'. At the very bottom is the 'FERGUS FERRY' logo, which consists of a blue life preserver icon and the text 'FERGUS FERRY' in yellow.

Book 13 - Fergus Joins the Search



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

AIM:

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

SETTING THE STAGE/INTRODUCTION:

Activity 1:

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

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

Now look at the book cover

Who do you think is missing?

Who do you see on the cover?

Now who do you think is missing?

(This is a prediction exercise.)

READING THE STORY:

Activity 2:

Select the correct option from the brackets. (Activity sheet attached)

Activity 3:

Circle the things that you can see around the Inner Harbour. Colour your favourite heart in red. (Activity sheet attached)

Activity 4:

Circle the odd one out. (Activity sheet attached)

Activity 5:

Each time the teacher says the signature sound of one of the main characters; the children need to say who it is. (Activity sheet attached)

Activity 6: Word meanings

Give the children a word- meaning exercise. Give them sentence cards (sheet attached) and word cards (sheet attached). They need to make the correct word-sentence pairs. They need to guess the meaning from the context. This activity could be done in groups or on the board. Then ask them to say what the words on the word cards mean.

Activity 7:

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

Lines for the teacher to read out:

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

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

Activity 8:

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

Activity 9: Know your strengths

Angus is the youngest and the smallest of the ferries, but he did a great job.

What are you good at, that grown-ups aren't? This is meant to be a class discussion, which makes the children, feel good about being young.

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

Activity 10: Know your vowels

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

Activity 11:

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

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

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

*"Proud people breed sorrows for themselves."
- Emily Bronte*

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

Relating the quote to the story:

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

ACTIVITY SHEET:

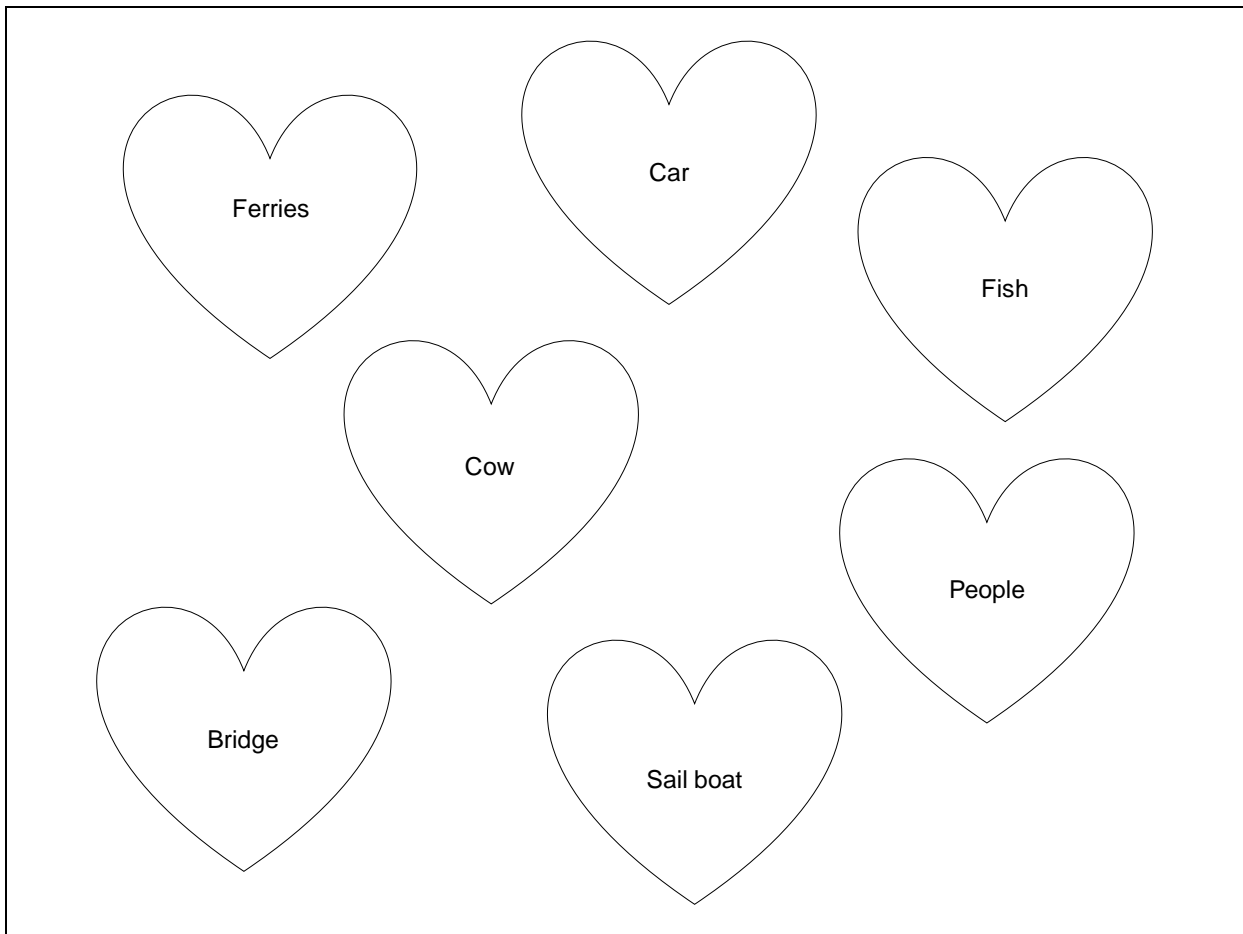
Activity 2:

Select the correct option from the brackets.

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

Activity 3:

Circle the things that you can see around the Inner Harbour. Colour your favourite heart in red.



Activity 4:

Circle the odd one out.

1. Jimmy	Jock	George	(Hint: fire boat)
2. Tess	Boris	Kate	(Hint: Manly ferry)
3. Fergus	Angus	Horace	(Hint: Manly ferry)

Activity 5:

"Chug, chug, chug"

"Chocka, chocka, chocka"

"Barp, barp"

"Onto it!"

Activity 6: Word meanings

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

Sentence Cards

1.	Going up to the Harbour will be a
2.	Boris is in a
3.	The bridge swings around and shuts with a
4.	Horace feels that Boris into thin air.
5.	Angus is

6.	Angus lets out a
7.	Boris was
8.	One thing was Joe.

Word Cards

Puzzling	Yell
Frustrated	Lying low
Fluster	Vanished
Slam	Breeze

Activity 8:

Circle the word that does not rhyme with the rest.

1.	Way	Say	Play	Sit
2.	Ferry	Merry	Cheer	Cherry
3.	Did	You	Do	Two
4.	Hip	Ship	Shop	Lip
5.	We	He	Me	Why

Activity 10: Know your vowels

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

Fergus



A	E	I	K	T	S	V	W	X	Z
B	G	O	F	I	A	Y	L	M	T
M	F	U	E	O	F	E	D	G	H
H	D	S	L	P	I	A	N	H	N
N	T	Y	O	A	Y	F	P	Q	T
G	F	U	P	N	F	V	Z	H	S
S	V	E	U	A	E	I	O	U	Y



Boris

ANSWER SHEET:

Activity 2:

Select the correct option from the brackets.

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

Activity 3:

Circle the things that you can see around the Inner harbour. Colour your favourite heart in red.

Circle:

1. Ferries
2. People
3. Bridge
4. Fish
5. Sail boats

Activity 4:

1. George
2. Boris
3. Horace

Activity 5:

"Chug, chug, chug" - Fergus

"Chocka, Chocka, Chocka" - Tess

"Barp, barp" - Boris

"Onto it" - Jock

Activity 6: Word meanings

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

1. Going up the Harbour will be a breeze - An easy thing to do.
2. Boris is in a fluster - Upset.
3. The bridge swings round and shuts with a slam - A loud noise.
4. Horace feels that Boris vanished into thin air - Disappeared.
5. Angus is frustrated - Disappointed or upset.
6. Angus lets out a yell - Shout.
7. Boris was lying low - Waiting quietly.
8. One thing was puzzling Joe - Confusing.

Activity 8:

Circle the word that does not rhyme with the rest.

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

Activity 10: Know your vowels

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

Fergus

↓

A	E	I	K	T	S	V	W	X	Z
B	G	O	F	I	A	Y	L	M	T
M	F	U	E	O	F	E	D	G	H
H	D	S	L	P	I	A	N	H	N
N	T	Y	O	A	Y	F	P	Q	T
G	F	U	P	N	F	V	Z	H	S
S	V	E	U	A	E	I	O	U	Y

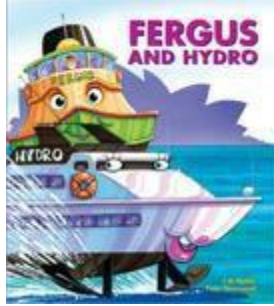
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Boris

Activity 11:

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

Book 14 - Fergus and Hydro



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

AIM:

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

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have ever had a problem.

What do they do?

Do they ask for help?

Who helps them?

What do they say when someone has helped them?

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

READING THE STORY:

Activity 2:

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

the ferries drop out of the race one by one.

Activity 3:

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

Activity 4: Go Fish! Rhyme game

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

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

Activity 5: Magic words

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

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

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

Activity 6: “Tell me why” basket

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

1. Why are Boris and Horace worried?
Because they have just seen Hydro, who is a very fast boat.
Because they think Angus will win.
Because they are both tired.
2. Why doesn't Horace help Boris?
Because Boris does not need help.
Because Horace does not want to waste time helping Boris.
Because he only helps small ferries.
3. Why does Fergus turn around?
To take a short cut.
To help Hydro.
To see how Boris is doing.
4. Why are all the ferries at the line?
Because they like to be at the line.
Because they are picking up passengers.
Because they are having a race.
5. Why don't Jimmy and Jock come to help Hydro?
Because they have a holiday.
Because they are taking Boris to the docks.
Because they are not helpful boats.
6. Why does Hydro get worried?
Because she can't see anyone around to help her out.
Because she wants to win the race.
Because she is a fast boat.
7. Why does Fergus think it is important to help Hydro?
Because friends mean a lot to him.
Because he wants to win the race.
Because he needs help himself.

8. Why did Hydro not win the race?

Because she wanted Horace to win.

Because her propeller broke and she was stuck.

Because she was slow.

Activity 7: Important words

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

Activity 8: Positions

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

Activity 9: Class discussion

Ask the children to vote: How many of them liked the story? How many of them felt sad for Fergus? Why?

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

Activity 10: Prioritising

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

Activity 11:

Have the kids pretend to be ferries. Organize a race with a difference. The one who walks the slowest wins. But they can't stand still.

Activity 12:

Which one is the funniest?

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

Why do you feel so?

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

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

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

Relating the quote to the story:

True friends are the ones whom you can call up at 4:00 am in the middle of the night. They will be willing to give up their sleep to hear you out. Similarly, Fergus is a true friend. He was prepared to give up the chance of winning the race to help Hydro, when she needed it the most.

ACTIVITY SHEET:

Activity 2:

Names of Ferries	Who will win (Write 1, 2, 3...)
Boris	
Hydro	
Fergus	
Horace	
Angus	
George	
Jimmy	
Jock	
Tess	

Activity 6: "Tell me why basket"

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

1. Why are Boris and Horace worried?

Because they have just seen Hydro, who is a very fast boat.
Because they think Angus will win.
Because they are both tired.

2. Why doesn't Horace help Boris?

Because Boris does not need help.
Because Horace does not want to waste time helping Boris.
Because he only helps small ferries.

3. Why does Fergus turn around?

To take a short cut.
To help Hydro.
To see how Boris is doing.

4. Why are all the ferries at the line?

Because they like to be at the line.
Because they are picking up passengers.
Because they are having a race.

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

Because they have a holiday.
Because they are taking Boris to the docks.
Because they are not helpful boats.

6. Why does Hydro get worried?

Because she can't see anyone around to help her out.
Because she wants to win the race.
Because she is a fast boat.

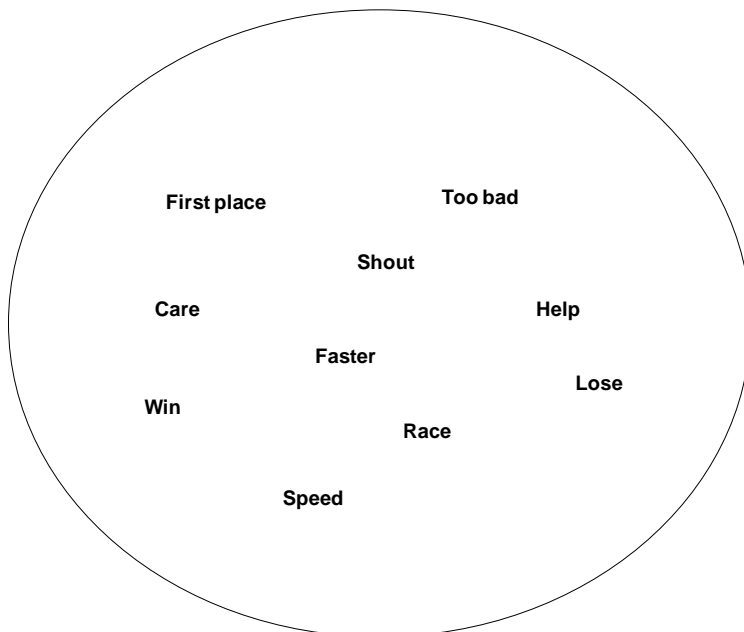
7. Why does Fergus think it is important to help Hydro?

Because friends mean a lot to him.
Because he wants to win the race.
Because he needs help himself.

8. Why did Hydro not win the race?

Because she wanted Horace to win.
Because her propeller broke and she was stuck.
Because she was slow.

Activity 7: Important words



Activity 8: Positions

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

1 - First

Horace

2 - Second

Angus

3 - Third

Boris

4 - Fourth

Hydro

5 - Fifth

Fergus

Activity 10: Prioritising

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

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

ANSWER SHEET:

Activity 2:

This is a prediction activity. All responses are acceptable.

Activity 3:

Possible responses:

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

Angus: small, good at racing, friendly

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

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

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

Activity 6: "Tell me why" basket

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

Activity 8: Positions

Fergus should be first and Horace and Boris fourth and fifth.

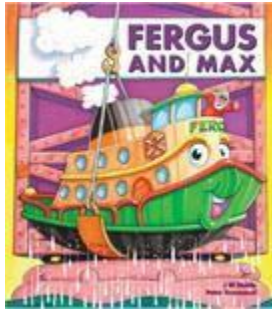
Activity 10: Prioritising

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

Activity 12:

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

Book 15 - Fergus and Max



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

AIM:

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

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Ask the children if they have ever been upset with anyone- family or friends? How does it feel to be upset with a friend? (Not nice).

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

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

READING THE STORY:

Activity 2:

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

Activity 3: Speaking activity

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

1. Page 4: the big ferries **collide** with terrible force.
2. Page 11: With a cracking sound they **drift apart.**
3. Page 11: Water's coming in - it's starting to **gush.**
4. Page13: ... it's Max **the crane.**

Activity 4:

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

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

Activity 5:

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

Activity 6:

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

Activity 7:

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

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

Activity 9: Passing the parcel role play game

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

Activity 10:

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

Which picture do you like better? Why?

Activity 11:

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

Activity 12: Pretend Play

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

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

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

*"There are no short cuts to any place worth going."
-Beverley Sills*

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

Relating the quote to the story:

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

ACTIVITY SHEET:

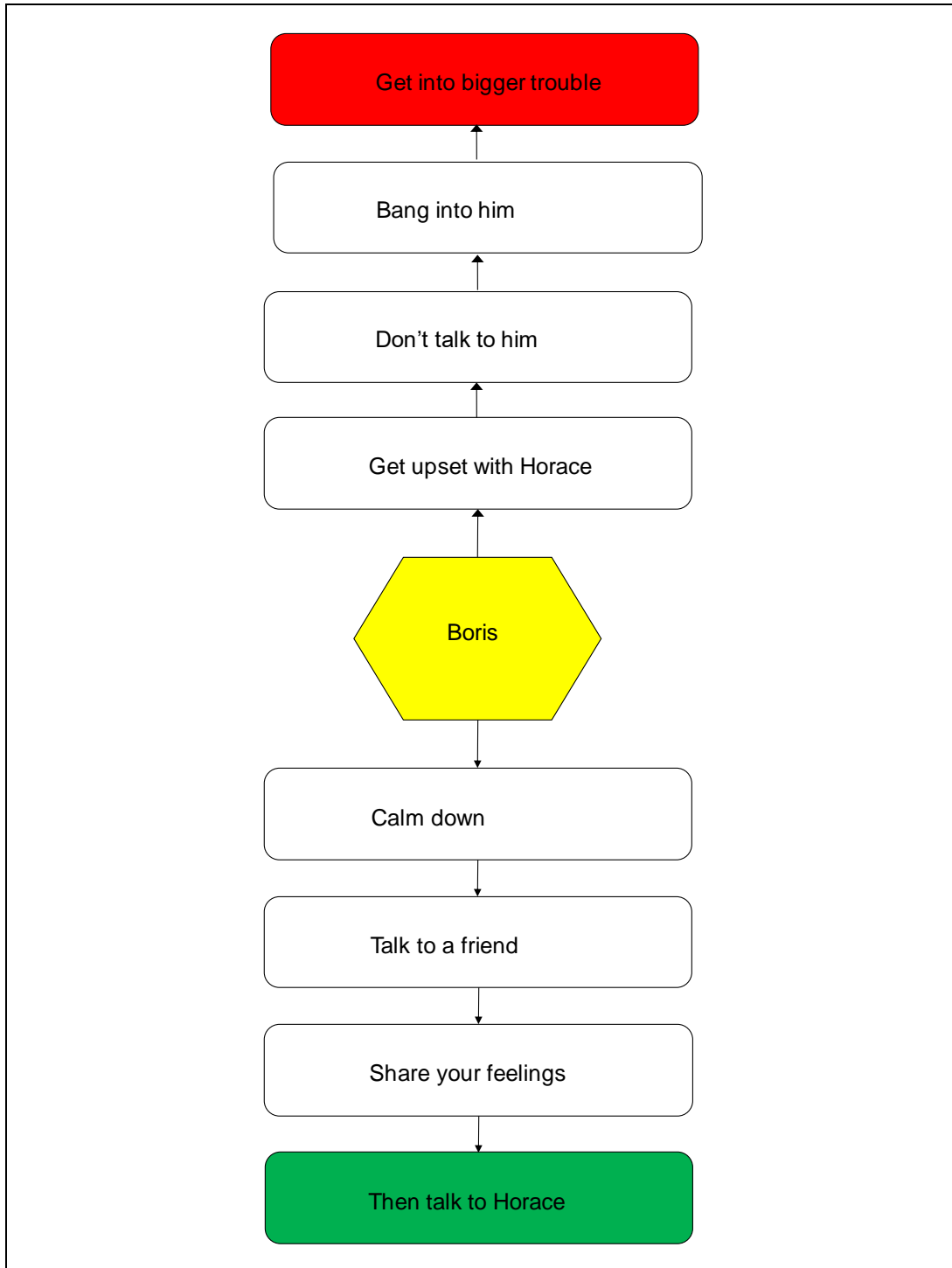
Activity 5:

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

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

Activity 11:

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



ANSWER SHEET

Activity 2:

Other problems include:

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

Activity 3:

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

Activity 4:

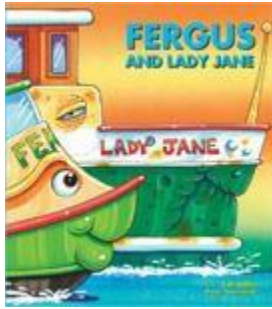
1. Fergus first sends an SOS. He tells George to come to Boris too. Then he tells everyone about the hole in Boris' hold. He also gets Max to save Boris from sinking.
2. Tess gives directions to Jimmy and Jock.
3. Jimmy throws his rope to Horace.
4. Jock helps Boris.
5. Max lifts Boris and gets the water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

Activity 5:

1. Pushed
2. Jumped
3. Picked
4. Brushed

5. Cleaned
6. Washed
7. Played
8. Pulled
9. Helped
10. Thanked
11. Talked
12. Walked

Book 16 - Fergus and Lady Jane



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

AIM:

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

SETTING THE STAGE/INTRODUCTION:

Activity 1:

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

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

READING THE STORY:

Activity 2:

Ask the children why their grandparents are special. What is it that their grandparents can do better than anyone else? (They can love and pamper like no one else! Grandparents have lots of patience and lots of stories to share.)

Activity 3:

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

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

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

Activity 4:

This story is full of friends helping each other out. Can you draw arrows from the helper to the vessel they helped? (Activity sheet attached)

Activity 5:

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

Activity 6:

Different perspectives: What do each of Boris, Fergus, Hydro and Lady Jane think? (Activity sheet attached)

Activity 7:

Questionnaire: Write Yes or No. (Activity sheet attached)

Activity 8: Character Traits

Give the children slips of paper with character traits written on them. Call out a trait. Ask the child who the trait describes.

For example, "Fergus is helpful."

Activity 9:

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

Activity 10:

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

Activity 11: Star of the day activity

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

Activity 12: Plan a fun class

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

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

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

Relating the quote to the story:

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

ACTIVITY SHEET:

Activity 3:

Angry

Calm

Jealous

Cheerful

Upset

Scared

Worried

Hopeful

Thoughtful
(Thinks)

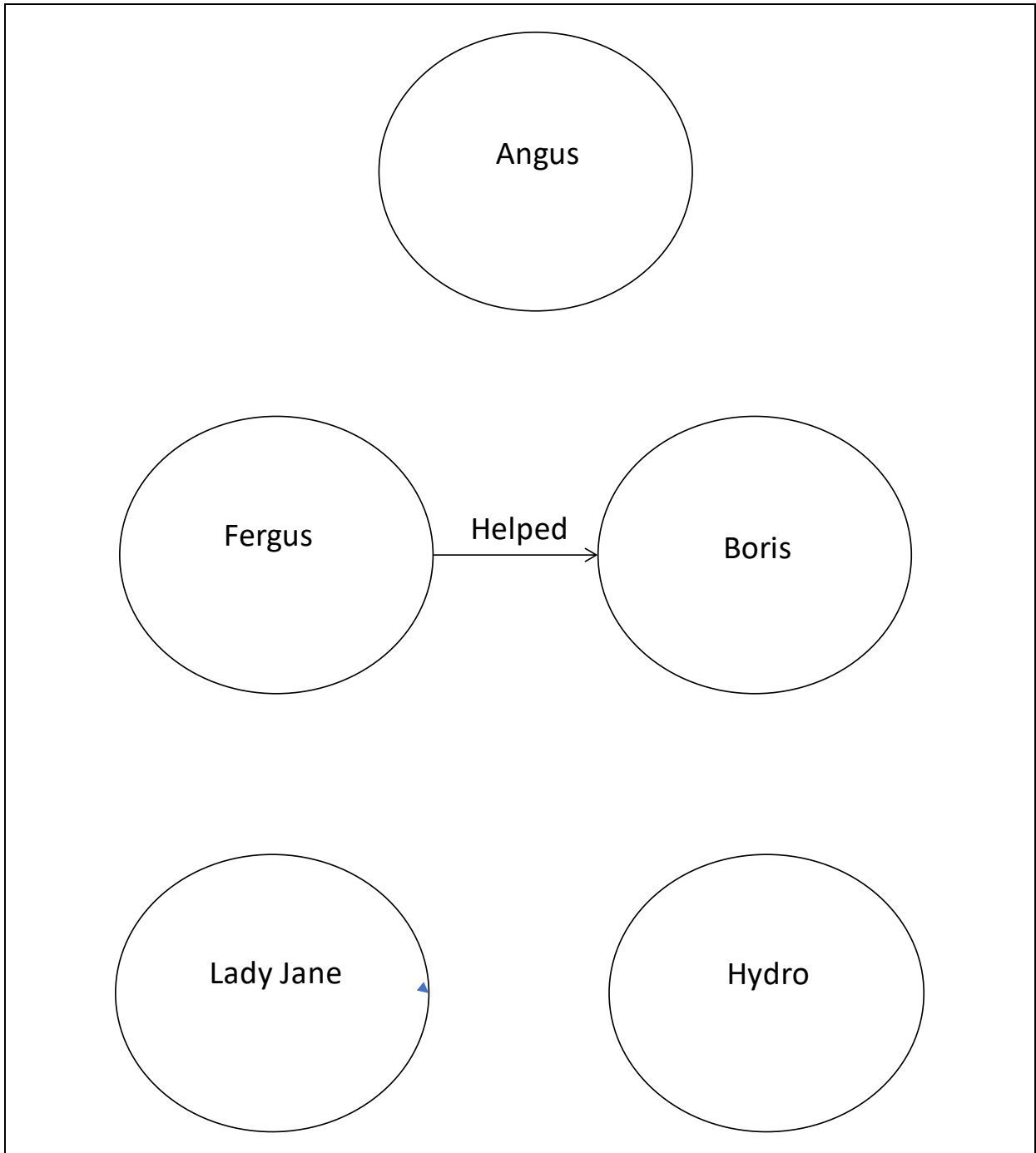
Confident

Honest

Patient

Activity 4:

This story is full of friends helping each other out. Draw arrows from the helper to the vessel they helped. For example, Fergus helped Boris.



Activity 5:

Look at the pictures. Talk about how Lady Jane looks. Choose three words from below to describe her before and after the story:



Old

Helpful

Strong

Rusty

Confident

Slow

Activity 6:

1. What does Boris think?
2. What does Fergus think?
3. What does Hydro think?
4. What does Lady Jane think?

Activity 7:

1. Boris is being fixed.
2. Fergus is on the Manly run.
3. Fergus is late.
4. Hydro works the Manly run all day.
5. Lady Jane is a steam ferry.

Activity 8: Complete the sentences

Fergus is

Boris is.....

Lady Jane is

Hydro is

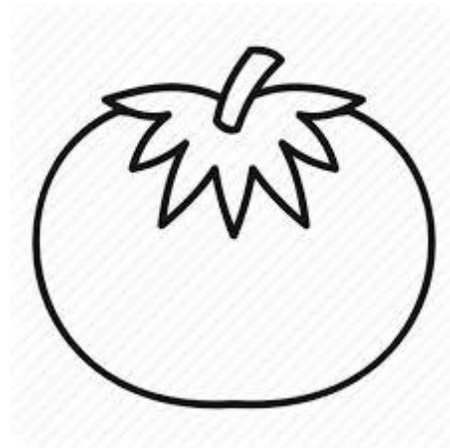
Very strong Helpful Mean Tired

Activity 10:

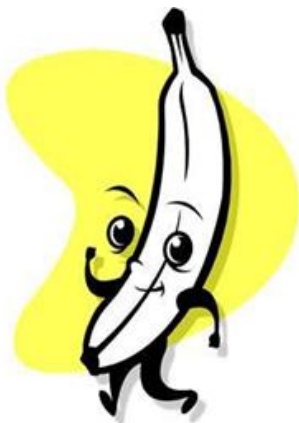
These vegetables and fruits do not look hard. But they make us STRONG. Colour them.



Broccoli



Tomato



Banana



Nectarine

Activity 11: Stars of the Day

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

Lady Jane

Fergus

ANSWER SHEET:

Activity 3:

Fergus shows all positive emotions/feelings.

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

Activity 4:

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

Activity 5:

Looks:

1. Old
2. Rusty
3. Slow

Reality after story:

1. Confident
2. Strong
3. Helpful

Activity 6:

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

Activity 7:

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

Activity 8:

1. Fergus is helpful.
2. Boris is mean.
3. Lady Jane is very strong.
4. Hydro is tired

Activity 11:

Lady Jane

Examples:

Animal

Yacht

Ant

Engine

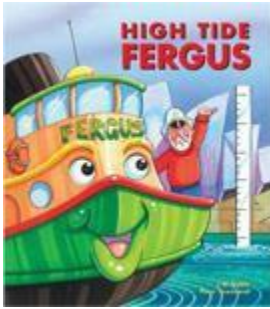
Fergus

Examples:

Emu

Umbrella

Book 17- High Tide Fergus



High Tide Fergus Intro: Boris is beached. Can Fergus find a way to save him?

AIM:

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

SETTING THE STAGE/INTRODUCTION:

Activity 1:

Think about the vessels on the Harbour. How are they different? How are they similar? Picture sheet attached.

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

READING THE STORY:

Activity 2:

Look at Fergus' expressions when he is with Lady Jane - Pages 1 and 2.

Then look at him when Boris joins in on page 3. What do you think happened?

Activity 3:

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

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

Activity 4: Who is faster?

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

Activity 5:

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

Activity 6: High tide experiment

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

Activity 7:

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

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

Activity 8:

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

Activity 9:

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

Activity 10:

Can you label the bridge, stern and bow of a ferry? (Activity sheet attached.)

Activity 11:

Play a recording of any children's song like "Who's that?" by Laurie Berkner . As soon as the music stops, the children need to stop dancing or doing whatever they are doing. They need to stay as still as a statue until the music is played again.

Increase the 'statue time' gradually. This exercise can be used to demonstrate how uncomfortable Boris feels when he is stuck on the beach. Yet, he does not thank Fergus for freeing him.

Activity 12:

Lady Jane has lots of lovely memories. What are your favourite memories? (Activity sheet attached.)

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

*"The strongest of all warriors are...time and patience."
- Leo Tolstoy*

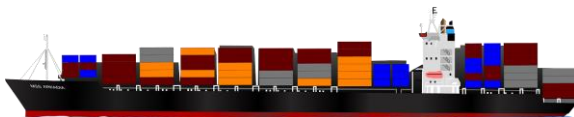
Leo Tolstoy was a Russian thinker, novelist and short story writer. He was influenced by personalities like Victor Hugo and Pierre-Joseph Proudhon. He is best known for his book 'War and Peace' as well as his thoughts on non-violence, which in turn influenced the likes of Mahatma Gandhi and Martin Luther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

Relating the quote to the story:

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

ACTIVITY SHEET:

Activity 1:



Activity 2:

Look at the illustrations on pages 1, 2 and 3 in the book to answer this question.

Activity 4:

Who is faster?

1. Tortoise You
2. You Horse
3. Car Horse
4. Bicycle You
5. Car Speedboat

Activity 5:

Mark "F" for fair and "U" for unfair for all the races below:

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

Activity 8:

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

- | | | |
|------|----------|------------|
| Help | Disgrace | Laugh |
| Joke | Gloat | Move aside |

Activity 10:

Can you label the parts of a ferry?



Activity 12:

List your favourite memories below:

ANSWER SHEET:

Activity 1:

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

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

Activity 2:

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

Activity 3:

1. Food spoils.
2. Clothes get too small.
3. Toys can get old and too young for you.

Activity 4:

Tortoise	You ✓
You	Horse ✓
Car ✓	Horse
Bicycle ✓	You
Car ✓	Speedboat

Activity 5:

1. Unfair
2. Unfair
3. Unfair
4. Unfair (usually!)
5. Fair

Activity 7:

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

Activity 8:

Circle:

1. disgrace
2. joke
3. move aside
4. Don't make me laugh!
5. gloat

Activity 9:

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

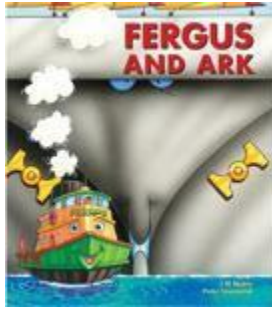
Activity 10:

Left top: Stern

Right top: Bow

Front: cabin

Book 18 - Fergus and Ark



Fergus and Ark Intro: Can Fergus save Horace from being hit by Ark, the giant aircraft carrier?

AIM:

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

SETTING THE STAGE/INTRODUCTION:

Activity 1:

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

Tell them that the stone is an anchor.

READING THE STORY:

Activity 2:

Meaning and importance of an anchor. (Activity sheet attached.)

Activity 3:

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

Activity 4: Speaking activity

There are lots of things that have opposites in this story. Can you say which word is opposite to the other (Sheet attached.)

Activity 5:

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

Activity 6:

Look at Ark and look at Fergus. How are they different? (Activity sheet attached.)

Activity 7:

Quick summary and recap. Put the sentences in the right order to create a summary. (Activity sheet attached)

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

Activity 8: Pin it

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

Activity 9: Class discussion

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

How did Boris feel then?

Do you think Horace and Boris are good friends?

Reach a class consensus on what true friendship really is.

Activity 10:

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

Activity 11:

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

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

ALIGNMENT WITH THE CURRICULUM:

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

QUOTE:

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

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

Relating the quote to the story:

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

ACTIVITY SHEET

Activity 2: Meaning of an anchor

What is an anchor?

What is it used for?

Does it need to be heavy or light?

How does it work?

Activity 3: Colours:

- | | | |
|----|-------------------------|------------------|
| 1. | Ark's eyes are | |
| 2. | Fergus's flag is | Yellow and green |
| 3. | Ark is | Grey |
| 4. | Jake's face turns | Yellow and red |
| 5. | The planes are | Pink |
| 6. | The sailors are | White and blue |
| 7. | Fergus is | Red |

Activity 4: Speaking activity

1. Move
2. Small
3. Stuck
4. Big

Activity 5:

1.	I would love to share my candies with.....
2.	I would love to help
3.	I would love to play with.....

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

Activity 6:

What	Fergus	Ark
Type of boat		
Size		
Colour		
Carrying what		

Huge	Ferry	Carries planes and people	Green and yellow
Carries people	Grey	Small	Carrier

Activity 7: Quick recap

Horace wants to free himself.

Fergus radios Ark to say Horace is blocking the channel.

Horace thinks that it is the end of him.

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

Horace's anchor is jammed and Ark is coming closer.

Fergus watches as Horace's anchor gets stuck.

Activity 8: Pin it sheet

Horace	Boris	Fergus	Ark
Big	Big	Small	Biggest
Mean	Mean	Concerned	Concerned
Scared	Not bothered	Worried	Worried
Not helpful	Needs help	Helpful	Thankful

ANSWER SHEET

Activity 2:

Name: Anchor

Used for: 'parking' boats and ships.

Weight: heavy enough to make sure it can hold the weight of the vessel.

How it works: An anchor gets lodged in the sea bed and holds the boat in place.

Activity 3:

1. blue
2. red
3. grey
4. pink
5. yellow and red
6. white and blue
7. yellow and green

Activity 4: Speaking activity

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

1. Horace says, "Move aside", but later he gets stuck himself.
2. Horace says, "I am big and wide", but later when he sees Ark, he feels so small.

Activity 6:

Fergus:

Type: Ferry

Size: Small

Colour: Green and yellow

Carrying: people

Ark:

Type: Carrier

Size: Huge

Colour: Grey

Carrying: Planes and people

Activity 7:

1. Fergus watches as Horace's anchor gets stuck.
2. Horace wants to free himself.
3. Fergus radios Ark to say Horace is blocking the channel.
4. Horace's anchor is jammed and Ark is coming closer.
5. Horace thinks that it is the end of him.
6. Fergus pushes Horace out of Ark's way and saves him.

Activity 9: Class discussion

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

Boris felt quite bad.

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

Activity 11:

Rammed: banged into, bumped into, like an accident

Room: space, open area

Hacksaw: tool used for cutting

Snagged: caught, entangled

Sliced: cut into slices, into pieces