



Smelly Fish Island

Activity Book



Written by
Claire Stockbridge and Hybré van Rensburg



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Dear parent, caregiver, guardian and teacher

What a task we have on our hands!

Moulding creative minds and enriching little lives is a never-ending job. Every little thing we say or do in front of our children is shaping their future in one way or another. Helping them learn a new language that can take them to far-off places, help them achieve their dreams and ensure they lead happy, fulfilled lives is a huge task!

Thank you for your commitment to this incredibly important job.

The English language can be daunting and it takes years to master, however:

“Speak a new language and the world will become a new world” – Rumi.

In this activity book, we have tried to touch on the most basic and manageable elements in English. Feel free to build on the basics given – the sky is the limit. This might be hard for some of your children, but don't let them despair; this is a second language for them. What the world needs to remember is...

Never make fun of someone who speaks broken English. It means they know another language.

With that being said, we hope you enjoy the content in the book and that we spark an interest in a handful of young minds to continue and explore the wonders of another language.

All our best wishes,

Claire and Hybré



LEARNER ACTIVITIES

Learner activity 1: Greetings and translations

Hello everyone, it's me, Tipti Mara. I am going to help you learn English, but before we start, let's first learn how to greet and welcome visitors to our island!



Look at the basic greetings below. Write the translation for the greeting in Column A (English) in your language in Column B. Where the text in Column A ends in "... " you can add your own information such as your name, your town or your village.

English	Your language
Hello.	
Good morning.	
Good afternoon.	
Good evening.	
Goodbye.	
How are you?	
Are you okay?	
Welcome to...	
Welcome to my home.	
My name is ...	
How long are you visiting for?	
Where are you going?	
How can I help?	
Do you need help?	
I am the local...	

Learner activity 2: Short vowel sounds

To learn the sounds from the alphabet, we need to learn about vowels and consonants.

Let's look at our vowels first! A vowel is a sound which can be made that is not blocked by the lips, tongue or teeth. It is one of the most prominent sounds in a syllable.

We have six short vowels, and they are:

a	e	i	o	u	oo / u
can	net	will	on	rugby	cooker
dad	them	this	not	until	use

Now look through the book and see if you can find examples of the different vowel sounds. Were you able to find them in the book?

On the next page are some more examples of the six vowel sounds. Practice saying them out loud when you underline the sounds in the examples below taken from my story and other examples:

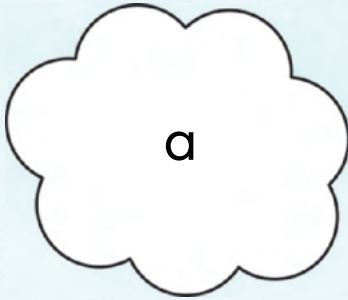


mad

am

page 5

page 5



cat

mat

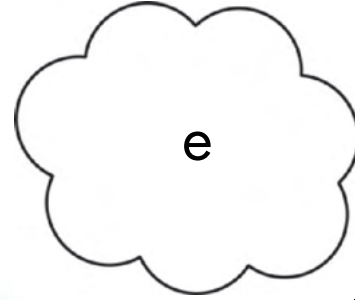


when

stepped

page 3

page 6



egg

legs



Tipti

little

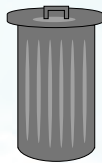
page 5

page 6



fin

bin

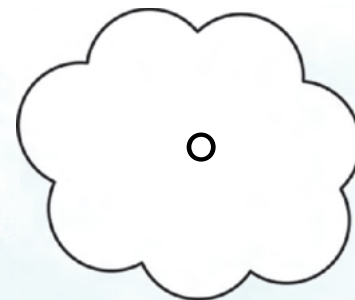


dog's

orange

page 7

page 7



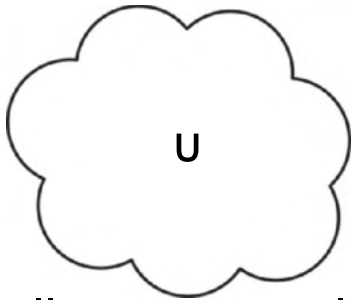
log

hop



hundred

page 1



umbrella



cut

page 6

vulture



use

page 2



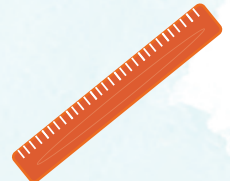
bug



cupid

page 6

ruler



books

page 2



foot



good

page 8

moon



Can you find more words from the book or think of your own with these sounds? Write them in the columns below.

a	e	i	o




u	u / oo

Learner activity 3: Magic -e sounds

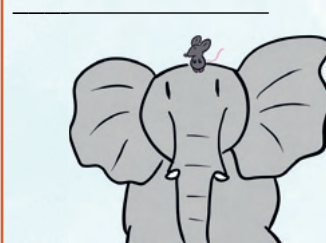
When we add the magic -e, it changes the sound that we hear. We do not add the magic -e to words that already contain an "e" at the end.

For example: mat becomes mate, cut becomes cute.

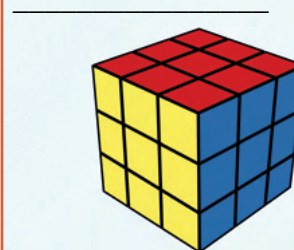
Looking at the example in the magic -e column, change the words in Column A by adding the magic -e to the word and write the answer in Column B.

Column A	Magic -e	Column B
e.g can 		cane 

1. hug



2. cub



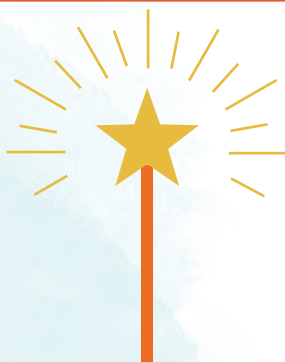
3. tap



4. not



5. pin



Learner activity 4: Long vowel sounds

We are continuing to learn about vowels. This time they are long vowels which are made up of two letters, sometimes even three. Look at the sounds and say them out loud. Those with page numbers can be found in the story. Fill in the missing sounds in the words listed below.

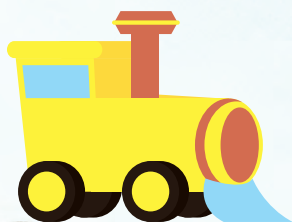
p_ _ nted

page 7

t_ _ ls

page 7

t r_ _ n



pl_ _

page 2

d_ _

page 3

p r_ _

ai and ay



k _ _ p

page 3

n _ _ d

page 8

b _ _



cl _ _ n

page 1

_ _ t

page 1

l _ _ f



ee and ea

p _ _ s

page 6

t _ _

page 8

c r _ _ d



m _ _ _ t

page 33

r _ _ _ t

page 34

l _ _ _ t

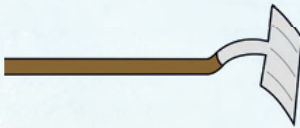


ie and igh

t _ _ s



h _ _



oe and ow

g r _ _

page 1

_ _ n

page 2

a r r _ _



c _ _ k e r

page 1

l _ _ k

page 1

oo and ue

g l _ _



a r g _ _



b a l l _ _ n




t i s s _ _



When we read poems, we sometimes have lines that end on words that sound the same. These words are not necessarily spelt the same. Read the poem below and fill in some rhyming words in the spaces provided. Use the pictures to guide you.

My lost shoe


I woke up feeling blue,

I felt like this as I lost my  _____ .

I walked around on my tippy toe,

crying in my white  _____ .


I checked my cupboard way up high,

but all I could find was my striped church  _____ .

At dinner that night, I looked down at my feet,

And sadly wondering, took a bite of my  _____ .

The next morning while staring at the rain,

Mom found my shoe, and made my  _____ .

Learner activity 5: R-controlled vowel sounds

These are sounds where we have used our five short (one lettered) vowels and added -r to the sound. For example:

c a r d



h e r d



b i r d



h u r t



f o r k



See if you can make your own words (using the pictures or clues to guide you) by adding letters in the blocks on either side of the sound.

1. Clue: The area around my house is called what?

	a	r	
--	---	---	--

2. Clue:



		a	r	
--	--	---	---	--

3. Clue: Place where we buy and sell produce.



	a	r			
--	---	---	--	--	--

4. Clue:



				e	r
--	--	--	--	---	---

5. Clue:



				e	r
--	--	--	--	---	---

6. Clue:



				e	r
--	--	--	--	---	---

7. Clue:



	i	r			
--	---	---	--	--	--

8. Clue:



		i	r	
--	--	---	---	--

9. Clue:



	i	r	
--	---	---	--

10. Clue:



	u	r		
--	---	---	--	--

11. Clue:



	u	r			
--	---	---	--	--	--

12. Clue:



	u	r			
--	---	---	--	--	--

13. Clue:



	o	r	
--	---	---	--

14. Clue:



	o	r		
--	---	---	--	--

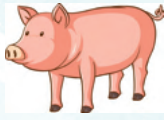













15. Clue:



	o	r		
--	---	---	--	--

Learner activity 6: Air stopped consonant sounds

Consonants are the other letter sounds excluding the vowel sounds. This means consonants are the sounds that are made by blocking the lips, tongue or teeth. Below are some examples where the consonant has been underlined.

p	b	t	d	k	c	g
<u>p</u> ig	<u>b</u> ear	<u>t</u> iger	<u>d</u> uck	<u>k</u> oala	<u>c</u> at	go <u>o</u> se
						
pan <u>d</u> a	<u>b</u> ull	<u>t</u> urkey	<u>d</u> og	<u>k</u> udu	<u>c</u> amel	goat
						



Complete the sentences below using the word bank to assist you. Put the names (the ones that start with capital letters) on the squiggly lines and the other two words (nouns = naming words) in the straight lines.

For example:

A			
Alfred	Anna	apples 	avocados 



Alfred and Anna adore apples and avocados.

1.

P			
<u>P</u> eter	<u>P</u> aula	peaches 	pears 



_____ and _____ pay for _____ and _____

2.

B			
<u>B</u> illy	<u>B</u> onnie	<u>b</u> lue 	<u>b</u> all 



_____ and _____ bounce the _____

3.

T			
<u>T</u> ipti	<u>T</u> ony	<u>t</u> urtle 	<u>t</u> ree 

_____ and _____ tickle the _____ under the _____

4.

D			
<u>D</u> anny	<u>D</u> ana	<u>d</u> oll 	<u>d</u> inosaur 



_____ and _____ draw a _____ and _____

5.

K					
<u>K</u> en	<u>K</u> elly	<u>k</u> ettle		<u>k</u> ey	

~~~~~ and ~~~~~ keep a \_\_\_\_\_ and a \_\_\_\_\_

6.

| C             |                 |                 |                                                                                     |                     |                                                                                     |
|---------------|-----------------|-----------------|-------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------|
| <u>C</u> asey | <u>C</u> harlie | <u>c</u> abbage |  | <u>c</u> auliflower |  |

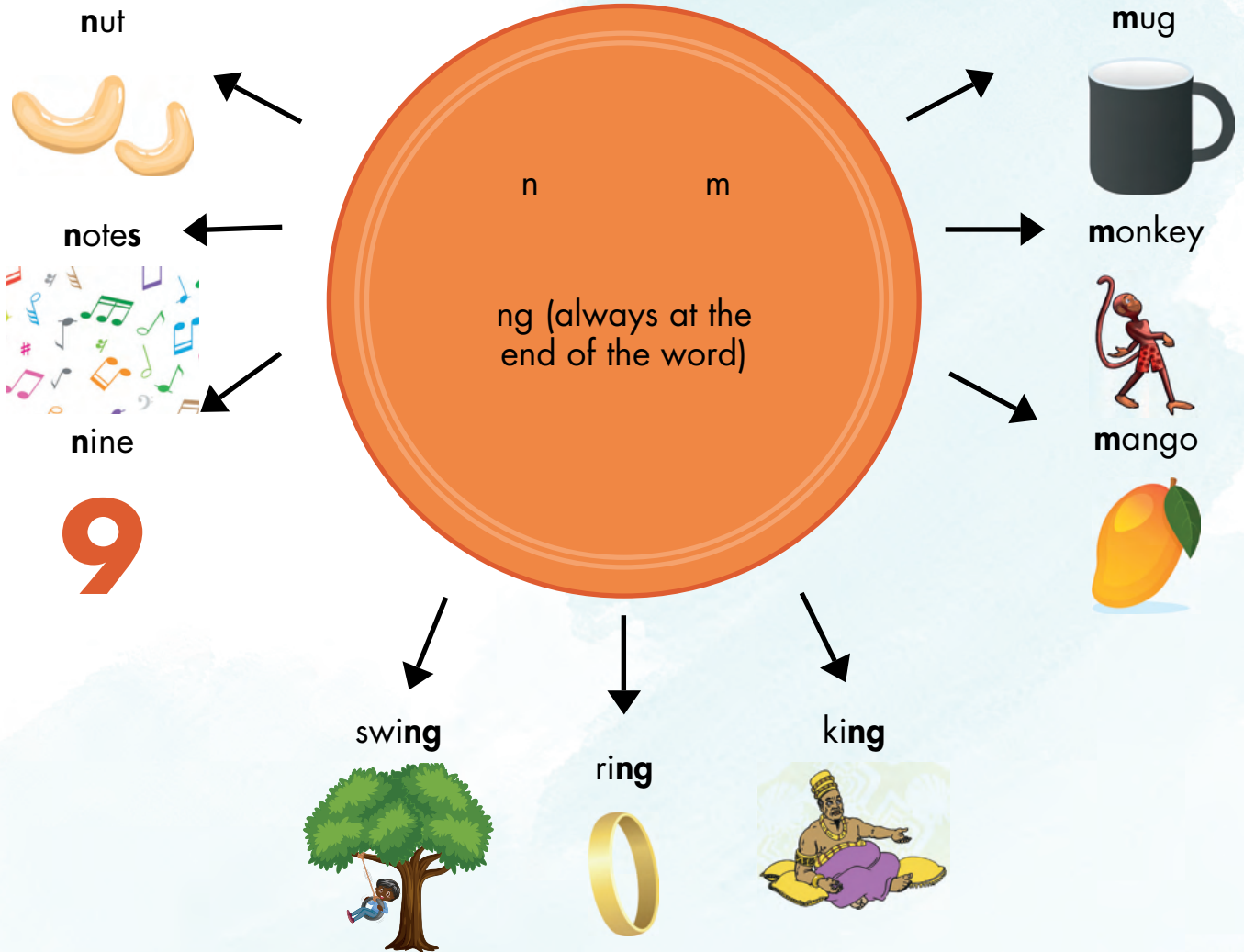
~~~~~ and ~~~~~ cut \_\_\_\_\_ and \_\_\_\_\_

7.

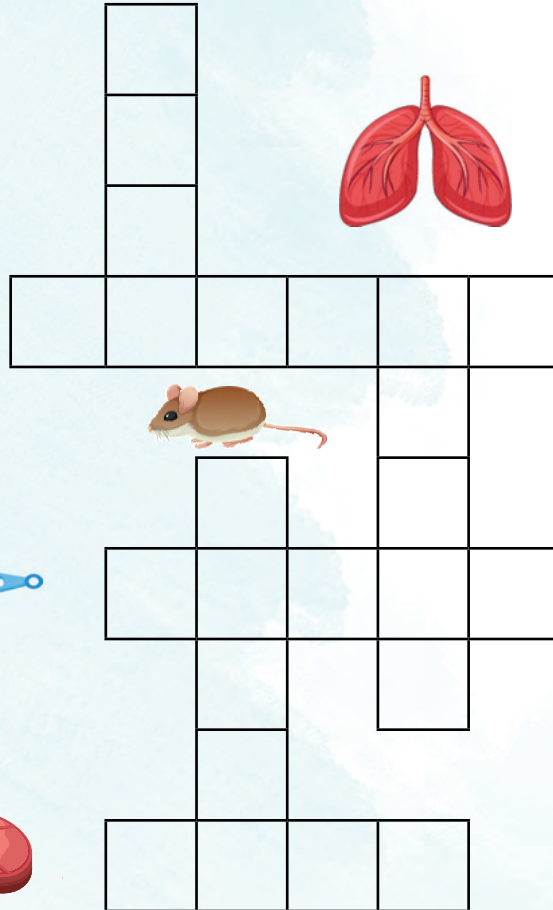
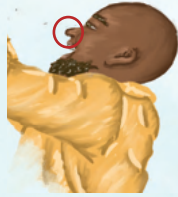
| G | | | | | |
|--------------|--------------|----------------|---|----------------|---|
| <u>G</u> ary | <u>G</u> ugu | <u>g</u> arlic |  | <u>g</u> rapes |  |

~~~~~ and ~~~~~ grow \_\_\_\_\_ and \_\_\_\_\_

## Learner activity 7: Nasal consonant sounds

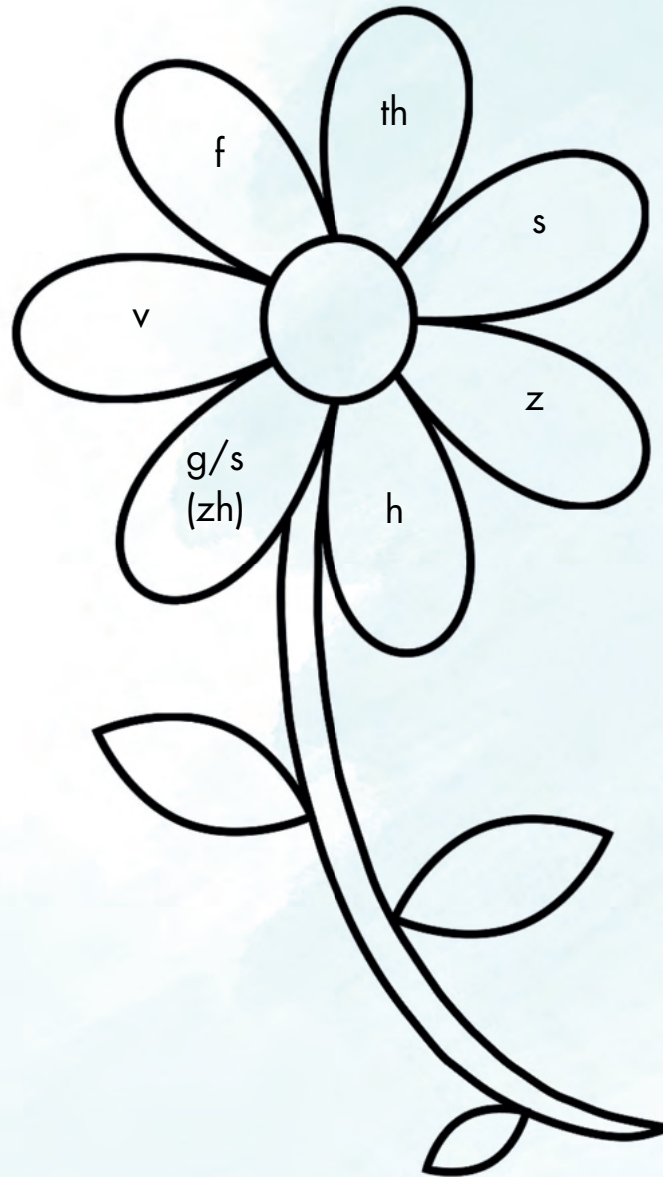


Complete the crossword with n, m and ng words. Use the pictures to guide you. Your teacher will assist you.















Learner activity 8: Fricative or high air pressure consonant sounds

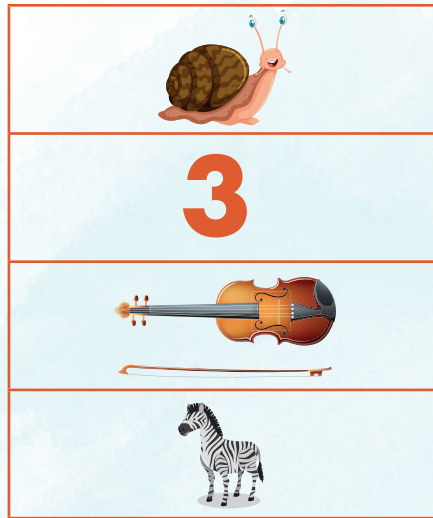


See if you can match the words to the pictures by drawing a line to connect them. Read the words aloud and practice the sound in each word.

|                       |
|-----------------------|
| <u>f</u> an           |
| meas <u>u</u> re (zh) |
| <u>v</u> olcano       |
| <u>th</u> umb         |
| <u>s</u> pider        |
| <u>z</u> ero          |
| <u>h</u> elicopter    |
| feath <u>er</u>       |
| garag <u>e</u> (zh)   |
| fath <u>er</u>        |
| <u>f</u> our          |
| <u>h</u> at           |

|                                                                                      |
|--------------------------------------------------------------------------------------|
|    |
|    |
|    |
|    |
|    |
|   |
|  |
|  |
| 0                                                                                    |
|  |
|  |
| 4                                                                                    |

|        |
|--------|
| zebra  |
| three  |
| snail  |
| violin |



### Learner activity 9: Homonyms

**Homonyms:** These are words that are spelt and sound the same but have DIFFERENT MEANINGS.

Look at the two words below and then say them out loud.

*Book* and *Book*

These two words look and sound the same but they have two different meanings. Read the sentences below to see what we mean.

I love to read a book when I have no other chores to do, it helps me learn.





We need to book an appointment at the doctor for a check-up.



Here are another two examples:

### *Bark and Bark*

When the man came to the gate the dog started to bark loudly.



The bark of the tree was used to start a fire.



In the sentences below are a set (two) of homonyms. Underline the words that are the homonyms and draw a picture for each of the words in the space provided.



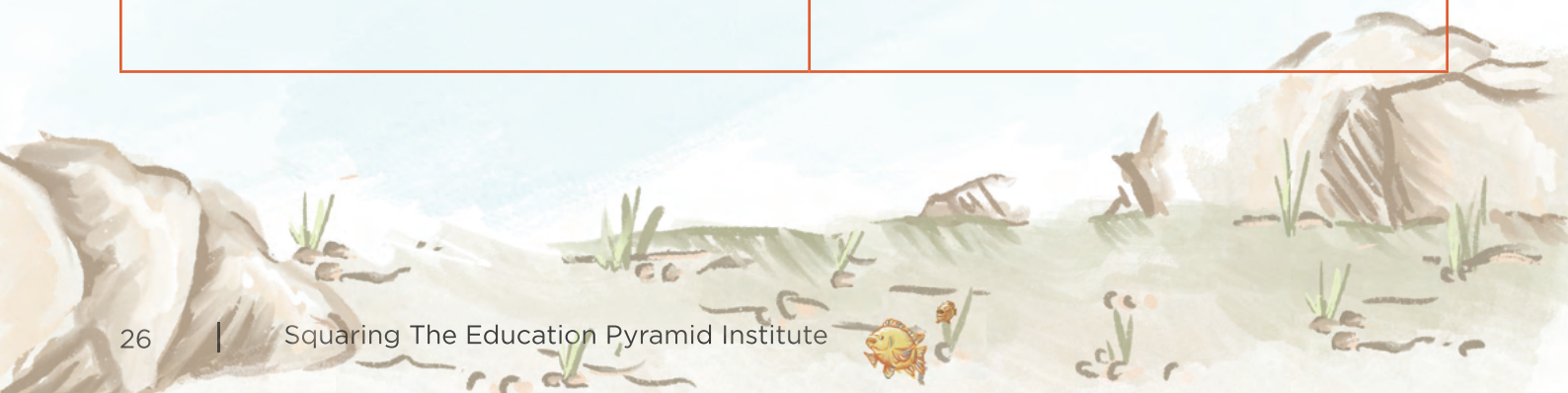
1. I do not like winter because it is too cold and people always catch a cold. Then they are always coughing and sneezing.



2. My grandmother needs her glasses when she reads her book, and she takes two glasses of water for her and my grandfather to drink before bed.



3. The cricket makes a loud sound outside my bedroom window at night but I do not hear it when I play cricket outside during the day.



4. At the end of the day I need to put my cricket bat away because it cost a lot of money, it has a picture of a big bat on the side.

|  |  |
|--|--|
|  |  |
|--|--|

5. When we go into town at the end of the month there is always a traffic jam, but my mom is determined to go buy her favourite peach jam for her Sunday treat.

|  |  |
|--|--|
|  |  |
|--|--|

### Learner activity 10: Rhyming words

When words rhyme, they have a similar sound but will not necessarily start with the same letter. Rhyming words are used in poetry and songs to help the poem or lyrics flow and create rhythm.

Look at the examples below to help you understand rhyming words

glow and blow





When you say these two words, they rhyme. They do not start with the same letter but have the same sound in them which is "ow".

Here is another example:

*Flower* and *power*



Here are two words that rhyme but look different:

*Sunny* and *honey*



Here is another example of two words that rhyme but look different:

*Shoe* and *glue*



Your teacher is going to help you say the words below. Listen carefully and circle all the words that rhyme in the same colour.

|       |       |      |       |       |       |      |       |
|-------|-------|------|-------|-------|-------|------|-------|
| flea  | band  | look | bloat | purse | joy   | fly  | sea   |
| money | man   | car  | stick | sun   | book  | boy  | goat  |
| honey | float | far  | sky   | fun   | nurse | sand | fan   |
| sick  | run   | bee  | took  | toy   | land  | can  | chick |
| tree  | high  | bye  | sunny | van   | shook | tar  | star  |

## Learner activity 11: Syllables

Syllables are parts of one word that can be broken up into pieces. Syllabification is the sounding out and dividing of words to help with reading and spelling. It can be helpful to clap the different parts / pieces of the word and count as you go along. Every “clap” is one syllable.

Each syllable has one vowel sound.

*Beautiful*  
*Beau / ti / ful*

Can you see the three vowel sounds?

“ea”      “i”      “u”

The word beautiful has three syllables.

Double consonants are separated.

*Planning*  
*Plan / ning*

In the word planning we divide it between the double “n”.

The word planning has two syllables.

Below is a little rhyme which you can sing along to. Remember the tune of “Mary had a little lamb”. Use the same tune to sing this little rhyme.

Syllables are parts of words  
Parts of words, parts of words.  
Syllables are parts of words  
Clap them out with me.

Fly has just one syllable  
Syllable, syllable



Fly has just one syllable

Clap it out with me.

Butter has two syllables

Syllables, syllables.

Butter has two syllables

Clap it out with me.

Now, can you think of a word that has three syllables and another with four? Look at some of the pictures to help you. Finish the rhyme by adding in two more verses, one for a three syllable word and one for a four syllable word.



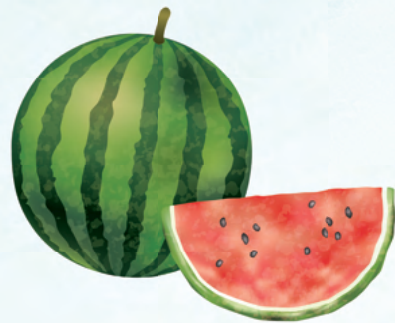
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# TEACHER GUIDE

## Teacher guide activity 1: Greetings and translations

Teacher guides learners through different greetings and helps them fill in the translation in their own language.

## Teacher guide activity 2: Short vowel sounds

Sound each vowel when reading the word. Learners underline the short vowel in each word when saying the word.

|             |   |             |
|-------------|---|-------------|
| ma <u>d</u> |   | am          |
|             | a |             |
| ca <u>t</u> |   | ma <u>t</u> |

|               |   |              |
|---------------|---|--------------|
| wh <u>e</u> n |   | stepped      |
|               | e |              |
| egg <u>s</u>  |   | leg <u>s</u> |

|                |   |                 |
|----------------|---|-----------------|
| Ti <u>p</u> ti |   | litt <u>l</u> e |
|                | i |                 |
| fi <u>n</u>    |   | bi <u>n</u>     |

|               |   |        |
|---------------|---|--------|
| dog' <u>s</u> |   | orange |
|               | o |        |
| log           |   | hop    |

|                   |   |                  |
|-------------------|---|------------------|
| h <u>u</u> ndred  |   | cu <u>t</u>      |
|                   | u |                  |
| u <u>mb</u> rella |   | v <u>u</u> lture |

Guide learners to find their own short vowel words in this book and other books supplied to them. Share ideas with each other and see which learners came up with the same words. Perhaps make a competition to see who has the biggest variety of short vowel words.

### Teacher guide activity 3: Magic -e sounds

| Column A | Column B |
|----------|----------|
| hug      | huge     |
| cub      | cube     |
| tap      | tape     |
| not      | note     |
| pin      | pine     |

### Teacher guide activity 4: Long vowel sounds

Read the long vowel words on either side of the sound in the middle. When reading the word, complete the missing sounds in each word. Let them repeat each sound by copying the teacher, for example:

Educator: (First point to yourself, then to learners and so on.) I say ay, you say ay. Ay.

Learners: Ay.

Educator: Ai.

Learners: Ai.

#### MEMO

| ai and ay       |  |              |
|-----------------|--|--------------|
| paint <u>ed</u> |  | pl <u>ay</u> |
| tail <u>s</u>   |  | da <u>y</u>  |
| tr <u>ai</u> n  |  | pr <u>ay</u> |

| ee and ea     |  |               |
|---------------|--|---------------|
| kee <u>p</u>  |  | clea <u>n</u> |
| nee <u>d</u>  |  | ea <u>t</u>   |
| bee <u>ee</u> |  | lea <u>f</u>  |

### ie and igh

|       |  |       |
|-------|--|-------|
| pies  |  | might |
| tie   |  | right |
| cried |  | light |

### oe and ow

|      |  |       |
|------|--|-------|
| toes |  | grow  |
| hoe  |  | own   |
|      |  | arrow |

### oo and ue

|         |  |        |
|---------|--|--------|
| cooker  |  | glue   |
| hook    |  | argue  |
| balloon |  | tissue |

Explain when words sound the same that they are called rhyming words. Read and explain the poem and mark the answers that they filled in.

**MEMO:** My lost shoe

I woke up feeling blue,

I felt like this as I lost my shoe.

I walked around on my tippy toe,

crying in my white pillow.

I checked my cupboard way up high,

but all I could find was my striped church tie.

At dinner that night, I looked down at my feet,

And sadly wondering, took a bite of my meat.



The next morning while staring at the rain,  
Mom found my shoe, and made my **d a y**.

### Teacher guide activity 5: R-controlled vowel sounds

Discuss r-controlled vowels and what they sound like when you read them together. Practice saying ir, ir, or, or, ar, ar, ur, ur and so forth.

1.

|   |   |   |   |
|---|---|---|---|
| y | a | r | d |
|---|---|---|---|

2.

|   |   |   |   |
|---|---|---|---|
| s | t | a | r |
|---|---|---|---|

3.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| m | a | r | k | e | t |
|---|---|---|---|---|---|

4.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| f | l | o | w | e | r |
|---|---|---|---|---|---|

5.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| l | a | d | d | e | r |
|---|---|---|---|---|---|

6.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| h | a | m | m | e | r |
|---|---|---|---|---|---|

7.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| c | i | r | c | l | e |
|---|---|---|---|---|---|

8.

|   |   |   |   |   |
|---|---|---|---|---|
| s | k | i | r | t |
|---|---|---|---|---|

9.

|   |   |   |   |
|---|---|---|---|
| g | i | r | l |
|---|---|---|---|

10.

n u r s e

11.

t u r t l e

12.

b u r g e r

13.

c o r n

14.

h o r s e

15.

h o r n

### Teacher guide activity 6: Air stopped consonant sounds

Consonants are the other letter sounds excluding the vowel sounds. This means consonants are the sounds that are made by blocking the lips, tongue or teeth. Below are some examples where the consonant has been underlined.

Introduce these sounds to the learners. Have them repeat them a few times in a row, e.g. pppppppppppppppppp, bbbbbbbbbbbbbbbb etc. Play a game where learners try and act out something that can make that sound, like bubbling food in a pot, a tractor or old motorcycle.

1.

Peter and Paula pay for peaches and pears.

or

Paula and Peter pay for pears and peaches.

2.

Billy and Bonnie bounce the blue ball

3.

Tipti and Tony tickle the turtle under the tree

4.

Danny and Dana draw A doll and dinosaur

or

Dana and Danny draw A dinosaur and doll

5.

Ken and Kelly keep a kettle and a key

or

Kelly and Ken keep a key and a kettle

6.

Casey and Charlie cut cabbage and cauliflower

or

Charlie and Casey cut cauliflower and cabbage

7.

Gary and Gugu grow garlic and grapes

### Teacher guide activity 7: Nasal consonant sounds

Explain to the learners that these sounds are what you would use to hum a song. Choose a song the whole class knows. Write the three sounds on the board. They must hum the chosen song with the letter you are pointing at. Every time you move to the letter, they continue humming, just using the knew letter.





### Teacher guide activity 8: Fricative or high air pressure consonant sounds

Introduce the sounds to the learners one by one and have them repeat it twice after you. Play a fun game where instead of clapping a rhythm you make a rhythm with the sounds and see if they can keep up with you and follow you.













For example:

|      |       |      |      |       |      |
|------|-------|------|------|-------|------|
| slow | quick | slow | slow | quick | slow |
| f    | zh    | s    | th   | zh    | f    |

Or

|       |       |      |       |       |      |
|-------|-------|------|-------|-------|------|
| quick | quick | slow | quick | quick | slow |
| zh    | f     | v    | s     | th    | f    |

# MEMO

|                       |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| <u>f</u> an           |     |
| meas <u>u</u> re (zh) |     |
| <u>v</u> olcano       |     |
| <u>th</u> umb         |     |
| <u>s</u> pider        |     |
| <u>z</u> ero          |     |
| <u>h</u> elicopter    |    |
| feath <u>er</u>       |   |
| garag <u>e</u> (zh)   |   |
| fath <u>er</u>        |  |
| <u>f</u> our          |  |
| <u>h</u> at           |   |

|        |  |   |
|--------|--|---|
| zebra  |  |   |
| three  |  | 3 |
| snail  |  |   |
| violin |  |   |

### Teachers guide activity 9: Homonyms

**Homonyms:** These are words that are spelt and sound the same but have DIFFERENT MEANINGS.

Look at the two words below and then say them out loud.

*Book* and **Book**

I love to read a book when I have no other chores to do, it helps me learn.



We need to book an appointment at the doctor for a check-up.





Here are another two examples:

### Bark and Bark

When the man came to the gate the dog started to bark loudly.



The bark of the tree was used to start a fire.



**MEMO** - children can draw their understanding of the words.

1. I do not like winter because it is too **cold** and people always become ill and catch a **cold**. Then they are always coughing and sneezing.
2. My grandmother needs her **glasses** when she reads her book before she goes to sleep, she also takes two **glasses** of water with for her and my grandfather.
3. The **cricket** makes a loud sound outside my bedroom window at night but I do not hear it when I play **cricket** outside during the day.
4. At the end of the day I need to put my cricket **bat** away because it cost a lot of money, it has a picture of a big **bat** on the side.
5. When we go into town at the end of the month there is always a traffic **jam** but my mom is determined to go buy her favourite peach **jam** for her Sunday treat.

### Teachers guide activity 10: Rhyming words

This activity will only work if the learners are able to pronounce the word properly using the correct sounds. It might help if you could point out some of the words that can be found in the story e.g. sea – find a picture in the story of the ocean / sea and reference that when dealing with the word.

If they are able to, allow the learners to read the word themselves. If they are still struggling, go through the words slowly with them.

You can ask them to match the words that rhyme together and colour the words in the same colour or they can list them next to each other.

## MEMO

|       |       |       |      |
|-------|-------|-------|------|
| money | sunny | honey |      |
| band  | sand  | l     | and  |
| look  | book  | shook |      |
| bloat | float | goat  |      |
| purse | nurse |       |      |
| joy   | boy   | toy   |      |
| fly   | bye   | sky   | high |
| sea   | flea  | bee   | tree |
| man   | can   | fan   | van  |
| car   | star  | Far   | tar  |
| stick | sick  | chick |      |
| sun   | run   | fun   |      |

## Teachers guide activity 11: syllables

Syllables are the parts of a word that can be split into pieces. A fun way to do this is to clap on the syllables of a word.

Look at the example below. The word beautiful has 3 syllables, say the word slowly and clap on the various syllables.

Beau / ti / ful

Fish / ing

Tip / ti Ma / ra

Smell / ly Fish Is / land

## MEMO

Butterfly / Bicycle has three syllables

Syllables, syllables

Butterfly has three syllables

Clap it out with me

Tipti Mara / watermelon has four syllables

Syllables, syllables

Tipti Mara has four syllables

Clap it out with me

Now can you think of a word that has three syllables and another with four? Look at some of the pictures to help you. Finish the rhyme by adding in two more verses, one for a three syllable word and one for a four syllable word.

Butterfly

Bicycle

Tipti Mara

Watermelon





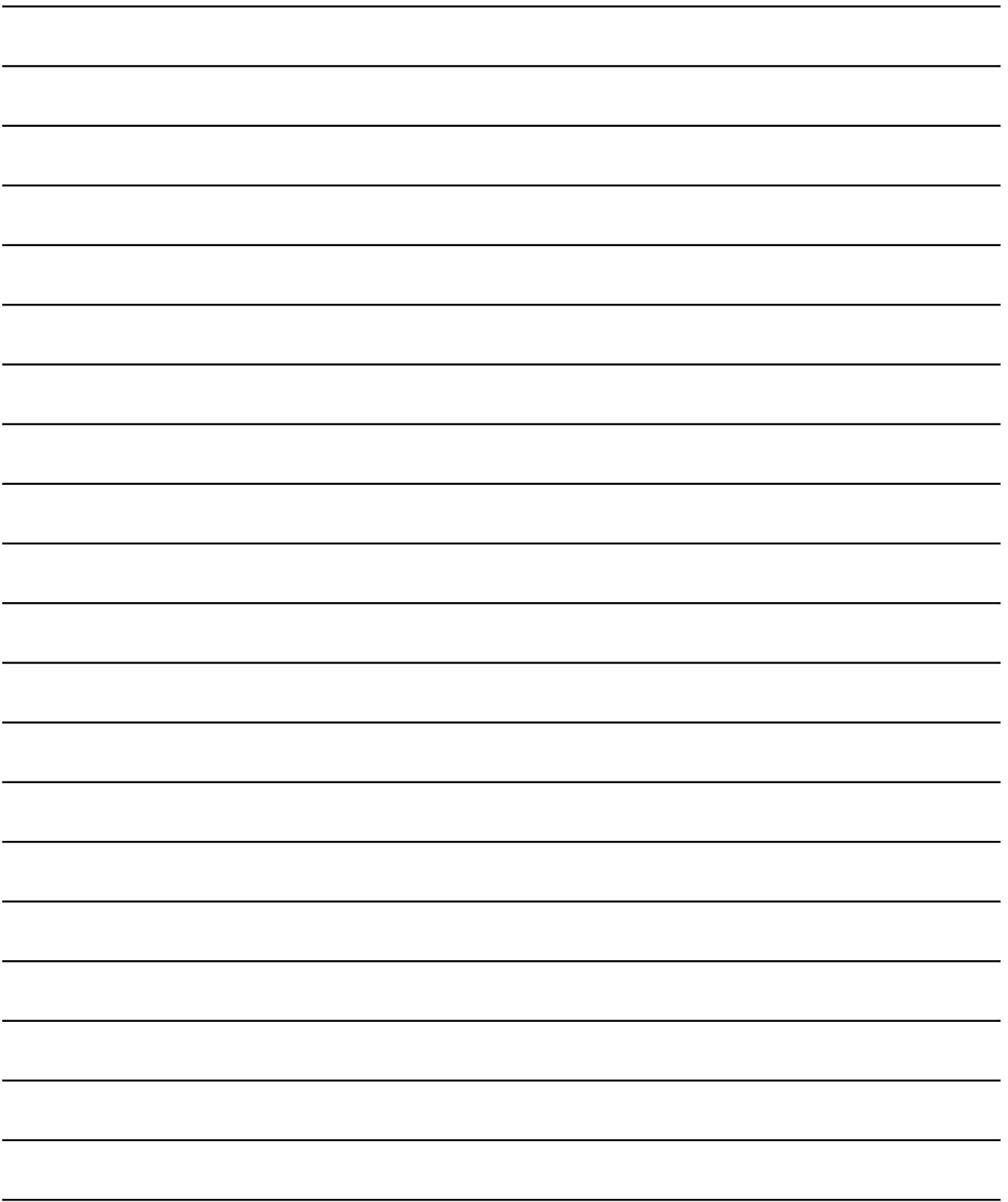
## Dear Teacher

Thank you for being part of the world's most important profession. *Smelly Fish Island*, the story and this teacher guide, were created to help you inspire, excite, motivate, and teach your learners to love books, want to learn to read, write and speak English well and to have fun in the process. Learning can be fun, and happy kids taught by happy, patient, enthusiastic, loving teachers is where the learning magic happens. This teacher guide is to help you use *Smelly Fish Island* as part of your curriculum. It was designed to be flexible, spark ideas, and to save you time. Feel free to print the pages you like as you need them, or copy elements of the guide on the chalk board. There is no right way to use this guide. It is a resource for you to use as you feel best fits your teaching style. If you have ideas on how we can improve this guide or some creative ways you have used *Smelly Fish Island* in your classroom, please share them with us and we can perhaps add them to future versions.

The team at Squaring the Education Pyramid (STEPi) thanks you for taking the time to educate, inspire, love and care for each of the children you have the privilege to have as a student.

PS: You can email me with any questions or feedback you may have at [paul@paulhsutherland.com](mailto:paul@paulhsutherland.com)

Blessings, Paul







This is the companion book to the *Smelly Fish Island* storybook and has been created to be used as a tool for teachers, caregivers and parents. The goal of the *Smelly Fish Island Teacher Guide* is to help kids develop and improve their English language skills with a variety of fun and creative activities.

“This activity book saves a lot of the teacher’s preparation time as it provides printable, engaging and fun activities which include word banks, crossword puzzles, and matching columns which are coupled with stimulating and colourful illustrations.”

- Nobuntu Ntantiso, Lecturer at Nelson Mandela University

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to



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