

## CLASS PROJECTS

### The Thinking Train

This unique series, available at six levels A–F, focuses on the development of thinking skills through the use of beautifully illustrated stories. Before and after reading activities offer language practice and exam preparation. Plus, on-page activities in graded English encourage learners to think about the story and activate social-emotional learning.

This guide includes a tailored class project that ties together each Bubbles level with its accompanying graded reader from *The Thinking Train* series.

Each story is recommended as a close fit with the topics, vocabulary and language featured in *Bubbles*.

**THINK**

Find a ruler.  
What colour is it?

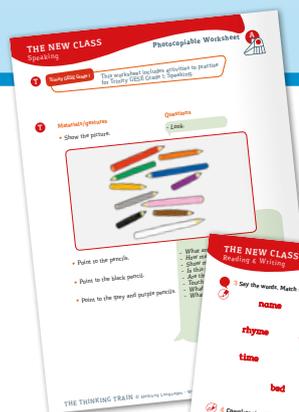


#### For teachers

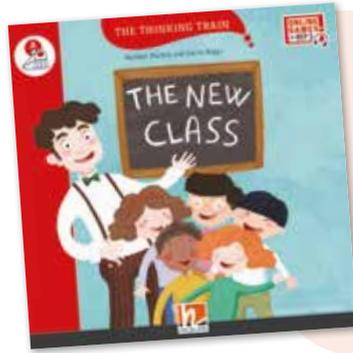
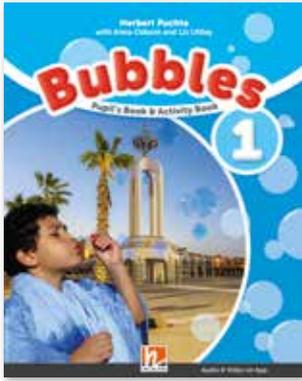
- Answer Keys
- Flashcards
- Worksheets
- Teacher's Guide
- Flashcards Guide
- Big Books Guide

#### For students

- Online games
- Audio (story and activities)
- Extra downloads (project templates)



# CLASS PROJECTS



## The new class

**Authors:** Herbert Puchta & Gavin Biggs

It's the first day of school. All the students are ready, but where is the teacher? When Mr Evans arrives, he can't remember the students' names. How can the children help him? Find out in this fun story about the first day in a new class.

While reading the story, the children will practise language they've learnt in **Bubbles 1**:

- Counting 1-10
- Colours
- School things
- Introducing yourself: *What's your name? My name is... Where are you from? I'm from...*
- Asking about things: *What colour is it? It's...*

# CLASS PROJECT

## A school flag

Tell the children that they are going to design a new flag for the school. They must each choose two colours and an animal or object for their flags, for example: *flower, robot, teddy, book, bird, rabbit, cat.*

When they have finished, ask some of the children to tell you about their flags:

**Teacher:** *What colour is your flag?*

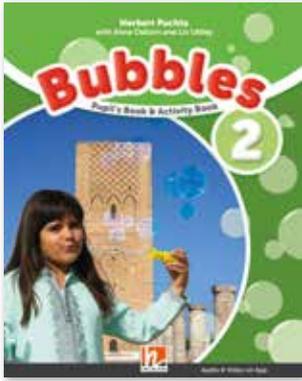
**Pupil:** *It's yellow and purple.*

**Teacher:** *What's on your flag?*

**Pupil:** *A big white flower.*



At the end of the lesson, pin the flags on the board and ask the children to choose their favourite flag.



## At the zoo

**Authors:** Herbert Puchta & Günter Gerngross

When Lizzie and her mum go to the zoo, they see lots of different animals. Lizzie loves looking at the animals as they show her what they can do. That night when Lizzie goes to bed, she thinks about her day. And she realises she can do lots of special things, too!

While reading the story, the children will practise language they've learnt in **Bubbles 1 & 2**:

- Wild animals
- Abilities: *fly, climb, run, jump, swim*
- *I can climb. I can...*
- *There is/are...*

# CLASS PROJECT

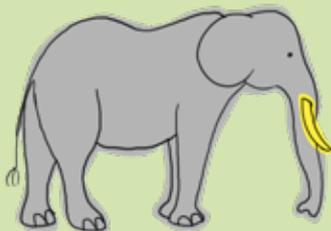
## Our animals & birds book

Tell the children that they are going to make a book about animals and birds.

Give each child a piece of paper to draw and write on. Tell them to choose an animal or bird and draw and write about it.

Collect their drawings and talk about some of them with the class. Then staple them together as a simple book. Keep it somewhere where the children can come and look at it.

Show them an example page for the animal book:

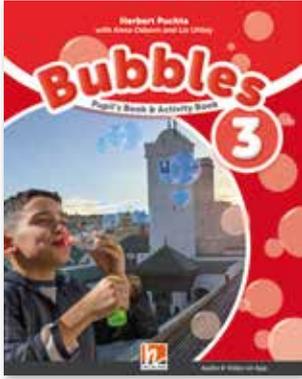


### The elephant

It's grey.  
It's got big ears.  
It can lift heavy things.  
It can't run very fast.

Make a cover for the book. Write the name of the class and the title: *Our Favourite Animals & Birds*. Ask for a volunteer to decorate the cover page.

# CLASS PROJECTS



## What are you doing, Daniel?

**Authors:** Herbert Puchta & Günter Gerngross

Mum, Dad and Ruby want Daniel to help, but he's always busy. He's busy playing games on his computer. One evening, Ruby has an idea. Now when Daniel wants some help, they say that they are all busy. What happens? And can Daniel change and become more helpful?

While reading the story, the children will practise language they've learnt in **Bubbles 3**:

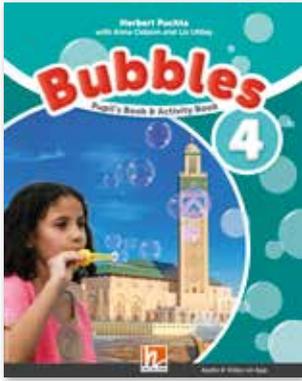
- Rooms of the house & furniture
- Daily activities: *have breakfast, have a shower, watch TV, sleep*
- Prepositions of place: *Where is the... ? It's behind the sofa.*
- Present continuous: *What are they doing? Is he reading a book?*

## CLASS PROJECT

### A new classroom

- Tell the children that they are going to design a new classroom. Tell them they can be imaginative and they can have anything they like in the classroom.
- Give each child a piece of paper and tell them to draw their classroom.
- When they have finished, ask some of the children to come and show their classrooms to the class. They can tell the class about their rooms:  
*There is a ... . There are some ... .*  
*There are some posters on the wall.*  
*My desk is **next to** the window/door. It's **behind** Hamza's desk.*





## Monkey island

**Authors:** Herbert Puchta & Gavin Biggs

Tim is going on holiday with his family, but he isn't happy. He wants to stay at home and play with his friends. The airport is busy, the plane is noisy, even the children at the hotel aren't nice. Tim hates everything! But then he goes to see the monkeys. What happens when Tim meets the big monkey family?

While reading the story, the children will practise language they've learnt in **Bubbles 4**:

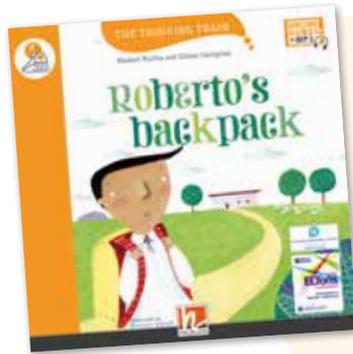
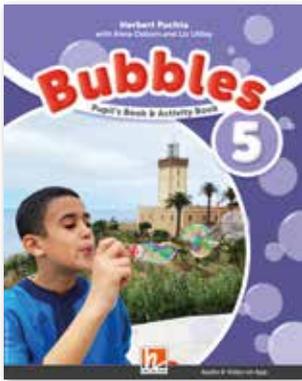
- Wild animals: *monkey*
- Nature: *island, jungle, river*
- Travel: *get on/off a bus/train/plane/boat, meet new people, eat new food, take a trip*
- Present continuous: *What are Tim's friends doing? They're playing outside.*

# CLASS PROJECT

## Island brochure



- Tell the children that they're going to create a holiday brochure for an (imaginary) island.
- Brainstorm as a class:  
*Is it hot or cold on the island? Maybe it's cold and there is snow and ice. Maybe penguins live there.*  
*Is it in a lake or is it in the sea?*  
*What animals live on the island? Are there any bears? Are there any snakes?*  
*What's the island like? Is there a lake? Are there any mountains?*  
*What activities can you do on the island?*
- Write the format for the brochure on the board:  
Come to (name of island)  
Stay in (type of accommodation)  
See the (animals and nature)  
There are lots of fun activities. You can .... (name some activities)
- Then complete the brochure with the children. This can be done either as a whole-class activity on the board or individually on pieces of paper.



## Roberto's backpack

**Authors:** Herbert Puchta & Günter Gerngross

When Roberto is ten years old, he begins to help his dad. After school, he goes to the field and takes Dad's goats home. Roberto likes his new job, but he likes doing other things, too. Soon Roberto's dad is unhappy with him. Then his sister Andrea has an idea.

While reading the story, the children will practise language from **Bubbles 4 & 5**:

- Free-time activities: *play football, swim in the river, climb trees*
- Chores: *wash the dishes, do the shopping*
- Present simple: *He takes his backpack. Roberto goes and plays with the boys.*
- Present continuous: *They are playing football in a field. They are swimming in the river.*

## CLASS PROJECT

### A household chores game chart

Tell the children that they are going to create some activities to make household chores more fun for a younger child.

Ask them to tell you some of the chores that they do at home: tidy their bedroom, wash the dishes, feed the chickens. Write the chores on the board.

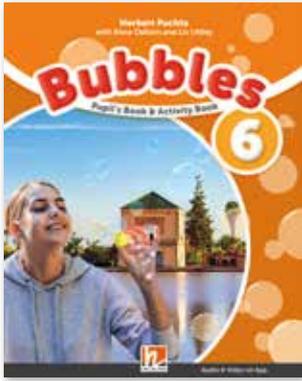
Ask them: *How can we make these chores fun for a younger child? Think of some ideas together as a class or in pairs. For example: How fast can you tidy your bedroom? or How many dishes did you wash last week?*

Decide on a reward scheme for them. Ask them: *What rewards can we give the younger children? Think of some rewards.*

Design a chart with the following headings:

Day	Chore	Time or Quantity	Reward





## The inventors

**Authors:** Herbert Puchta & Gavin Biggs

Goldy and Silvy are robots. On their birthday, they get a very special present. They can invent their own pet robots! They are both very happy, and they promise to look after their pets very carefully. But what happens when they get home, and where are all Silvy's favourite toys?

While reading the story, the children will practise language from **Bubbles 1-6**.

- This story ties in especially well with the theme of Bubbles 6 Unit 6 – Inventions.
- Adverbs of frequency: *I always/often/sometimes/never*

# CLASS PROJECT

## A special pet

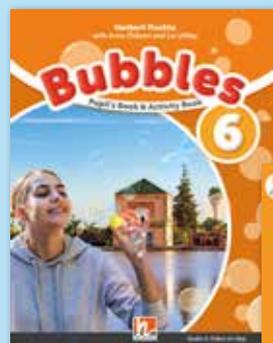
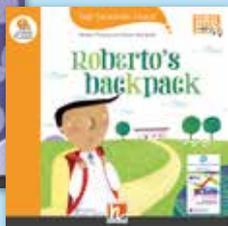
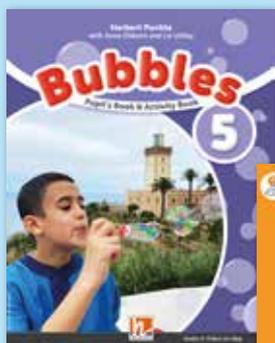
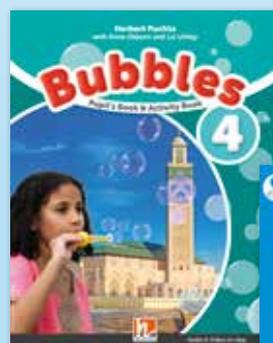
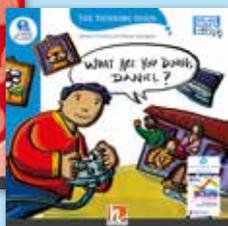
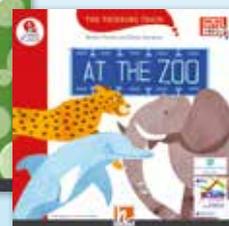
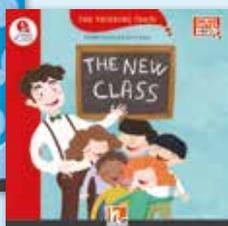
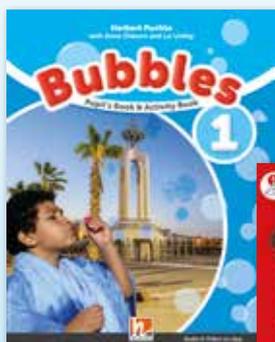
Tell the children that they are going to invent a very special pet.

Encourage them to use language they've learnt in Bubbles 6, for example: comparative and superlative adjectives and adverbs:

*My pet's called Baloo. He looks like a brown bear. But he isn't very big. He's only 10 cm tall. He can swim very fast. He's the fastest swimmer. He can also climb very well. He can climb more easily than a big bear. He can climb the tallest trees. I think he's the best pet.*

Invite some of the children to tell the class about their special pets.

For a full overview of all the titles available in  
*The Thinking Train* series, go to [helbling.com/english](http://helbling.com/english)



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