



## Doodle Town, Level 2, Unit 9: Rainy Day

### Lesson 1

This lesson plan, based on pp. T84–T85 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video conferencing tool like Skype or Zoom.

**Length:** 45–60 minutes

#### Learning outcomes:

- learn words for talking about the weather; ask and answer about the weather; develop computer skills

Key Language:

- *rainy, windy, sunny, snowy, cloudy*
- *What's the weather like today? It's (cloudy).*

Review:

- *beach, flower, grass, sun, trees, cold, hot*
- *days of the week*

Receptive Language:

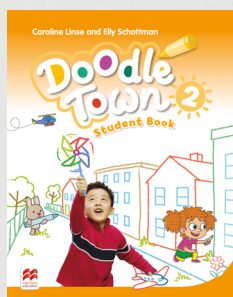
- *What day is it today? What can you see? Is it hot or cold?*

#### Materials:

- Student Book
- Teacher's Edition
- [\(The Student's Book and Teacher's Book pages can be downloaded here\)](#)
- Photo Cards: *rainy, windy, sunny, snowy, cloudy*
- Slide displaying Student Book, Unit 9, Lesson 1
- Slide displaying Activity Book, Unit 9, Lesson 1
- Student Book audio

#### Materials for Pupils

- Student Book
- Activity Book
- pink, black, and blue crayons (one per child)



For further preparation, you could watch these teacher development webinar from the Macmillan 'Teach from Home' webinar series  
<https://www.macmillanenglish.com/us/training-events/webinar-archive>.

### Parents:

To help make the lesson effective, cooperation of parents will be needed.

They will need to make sure any materials required are available. You should include this information in the lesson invitation, but you can remind them at the start of the lesson. You can do this in the local language, or alternatively you can prepare a slide with pictures of what's needed (scissors, glue, crayons, etc.).

### Large Groups:

If you have too many pupils to run this lesson as a live lesson, you could record yourself following the lesson plan below – leaving spaces for students to answer questions at home – and the video file can be sent to parents for playback.

### Age:

Pupils at this age may find it more comfortable to answer questions as a group rather than as individuals.

You may find it easier to mute all students while you are giving instructions and then unmute all when you expect a response.

### Before the Lesson:

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and you have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes from p. T84 onwards in the Teacher's Edition. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
<b>Lesson warm-up</b>	<p>Welcome the children by smiling, waving and saying hello. If possible, try to use their names and encourage children to wave back. For example, "Hello Miguel."</p> <p>Play <i>The Days of the Week</i> song and encourage the children to join in.</p>
Stage 2	
<b>Listen, point, and say.</b>	<p>Display Student Book p. 84 on the class screen. Read the unit title aloud. Ask, "What can you see?" Use the Highlighter tool to point to each of the weather photos.</p> <p>Mime the actions for <i>hot</i> and <i>cold</i> and ask, "Is it hot or cold?" (Some weather conditions can be hot or cold.)</p> <p>Play the audio. Ask the children to listen, point, and say while the audio is playing.</p> <p>For further practice, hold up a weather Photo Card but hide part of the photo with a Post-it note or small piece of paper. Ask, "What's the weather like?" The children guess the correct word. For this you can unmute all microphones as pupils might be more comfortable responding as a group. Once the children have correctly guessed, reveal the full version of the photo card.</p> <p>Repeat the activity with the other photo cards.</p>



Stage 3	
<b>Listen and say the dialog, then role play.</b>	<p>Point to Meg and Dad. Ask, "Who's this?" Establish that Meg is inside and Dad is outside.</p> <p>Play the audio. The children listen. You might decide to mute all microphones while you play the audio.</p> <p>Play it again. Pause after each line and the children repeat. Unmute all microphones for this.</p> <p>Now ask the children to play the role of Dad. For example:</p> <p>(1)</p> <p>Teacher (Meg): <i>What's the weather like today?</i></p> <p>Children (Dad): <i>It's cloudy.</i></p> <p>Then repeat with (2) <i>windy</i> (3) <i>sunny</i> (4) <i>snowy</i> (5) <i>rainy</i>. Use the Photo Cards to support the children. Then switch and ask the children to play the role of Dad and repeat the activity. With small groups this could be done as a class activity.</p> <p>With larger groups, one option is to nominate a specific pupil and role play with them before moving to another pupil. However, some children might not be comfortable doing this online.</p> <p>Have the children look out of the window. Ask, "What's the weather like today?" The children say what the weather is like.</p> <p><b>Early Reading: Captions</b></p> <p>Draw the children's attention back to the Student Book, Lesson 5, displayed on the class screen. Read the vocabulary (<i>rainy, windy, sunny, snowy, and cloudy</i>) with the class.</p> <p>Encourage the children to follow the words with their finger. Use the Highlighter tool to help the children follow the words. Ask, "Which words start with /s/?" (<i>sunny, snowy</i>) "Which word starts with /k/?" (<i>cloudy</i>)</p>
Stage 4	
<b>Listen and check.</b>	<p>The children will need their books for this exercise if they are available.</p> <p>Show the children your pink, black, and blue crayons. Explain that they are going to listen to the audio and use their colors to circle <i>cloudy, windy, and snowy</i>.</p> <p>Play the audio. The children listen and circle <i>cloudy</i> with a pink crayon, <i>windy</i> with a black crayon, and <i>snowy</i> with a blue crayon.</p> <p>If the children do not have access to their books, you can display page 84 on the screen and ask them to point at the correct word with the right color.</p> <p>Use the Pen tool to check answers together.</p> <p><b>Early Reading: Captions</b></p> <p>Read the speech bubbles with the class. Encourage them to follow the words with their finger. Use the Highlighter tool to help the children follow the words. Say, "Point to a word that starts with /t/." (<i>today</i>) "Point to a word that starts with /k/." (<i>cloudy</i>)</p>



Stage 5	
<p><b>Sing <i>What's the Weather Like Today?</i> and do the actions.</b></p>	<p>Play the audio. As the song is playing, do an action:</p> <p><i>What's the weather like today? What's the weather like today?</i> (question gesture)</p> <p><i>Look out the window.</i> (point to window)</p> <p><i>What do you see?</i> (hand up, shading eyes)</p> <p>(1) <i>It's cloudy today!</i> (air-trace cloud shape)</p> <p>(2) <i>windy</i> (wave arms around)</p> <p>(3) <i>sunny</i> (wipe forehead as if hot)</p> <p>(4) <i>snowy</i> (shiver and wrap arms around self)</p> <p>(5) <i>rainy</i> (draw fingers down to indicate raindrops)</p> <p>Play the audio again and repeat the actions. Encourage the children to join in</p>
<p><b>Extra Activity/ Homework</b></p>	<p>You can do the following activity as an extra in class or set it as homework.</p> <p>Display Lesson 1 from the Activity Book on the class screen. Have the children look out the window and ask, "What's the weather like today?" The children circle the appropriate symbol. Encourage the children to share the answers.</p> <p>Draw the children's attention to activity 2. The children trace the rain symbols. The children then complete the sentence below the picture (It's raining.)</p>
