



TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Cloudy With a Chance of Meatballs

Judi Barrett

READ, WRITE, THINK, DISCUSS AND CONNECT

Cloudy With a Chance of Meatballs

Judi Barrett

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-689-6

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Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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Note to the Teacher

Selected activities and quizzes in this Novel Units® Teacher Guide are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Summary

Henry and his sister listen as their Grandpa tells them a very strange bedtime story about a town named Chewandswallow. Grandpa describes the town as normal except for one thing—the weather. Every day, food fell from the sky during breakfast, lunch, and dinner, and the “menu” was always different and always delicious. Soon, however, the food that fell from the sky became extremely large, covering the streets and destroying the town. The people were forced to sail away to safety on boats made of bread, and no one ever returned to Chewandswallow.

About the Author

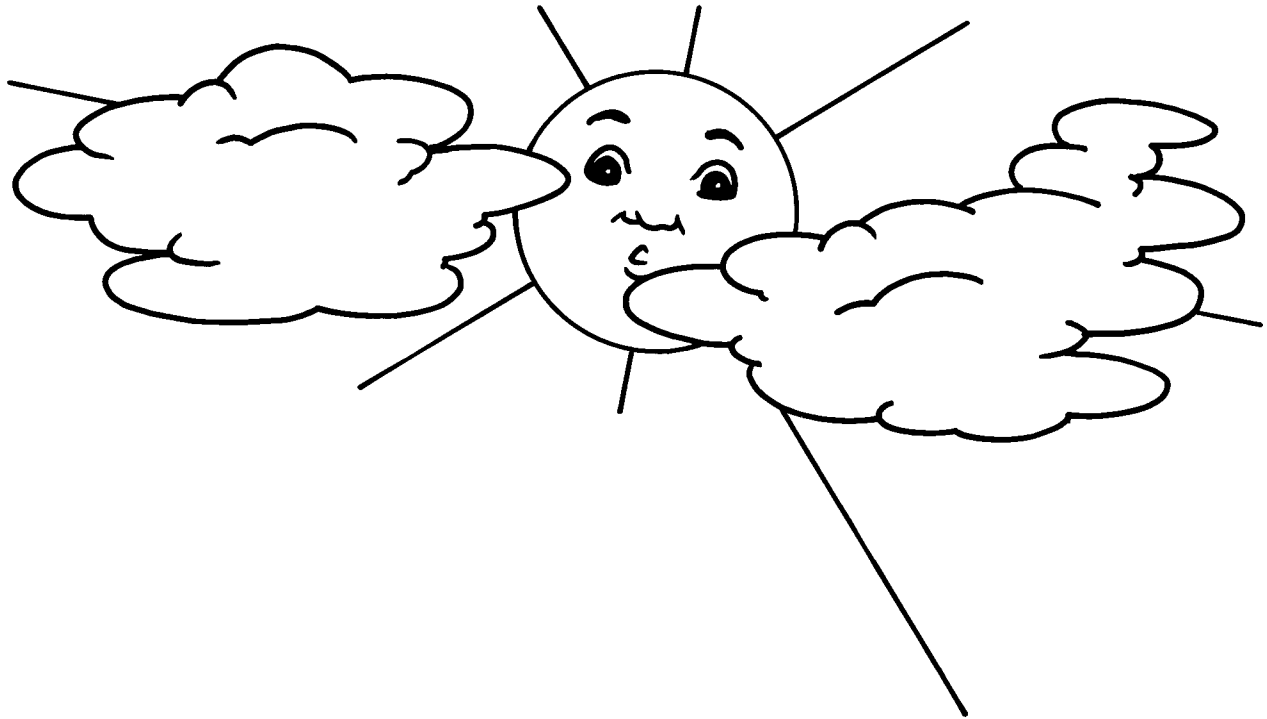
Judi Barrett is the author of many well-loved children’s books. She has written stories for most of her life, but she never tried to get published until after graduating from college. She usually bases her stories on simple things she sees each day. When asked where she got the idea for *Cloudy With a Chance of Meatballs*, Barrett replied, “[From] my love of food and silliness. And I thought of the sentence, ‘Henry walked outside and got hit in the head with a meatball.’ The rest is history.” In 1997, she wrote *Pickles to Pittsburgh*, the sequel to *Cloudy With a Chance of Meatballs*. Barrett lives in Brooklyn, New York, where she teaches art to kindergarten students.

Bulletin Board Activities

1. Cover a large bulletin board with white paper. Have students use crayons or colored pencils to draw their favorite foods on the paper. Hold a class discussion about whether the students would enjoy eating their favorite food(s) if it fell from the sky.
2. Display a classroom chart entitled “Wacky Weather.” Have students create their own illustrations or cut pictures from a magazine to represent extreme weather conditions (e.g., hurricanes, tornadoes, floods). Fill the chart with students’ pictures.

Food Rain

Directions: In the space below, draw a picture of your favorite food falling from the sky.



Section 1, pp. 3–9

Vocabulary

betting (3)
headed (4)
realized (5)
uneventfully (5)
incident (6)
tall-tale (6)
deserts (6)
assorted (8)
supplied (9)
possibly (9)
different (9)

Discussion Questions

1. Why does the storyteller call Saturday “Pancake morning”?
(*The family probably eats pancakes for breakfast every Saturday.*)
2. Who is telling the story? How do you know? (*Henry’s sister; The storyteller says, “Henry and I” [p. 3], and the picture shows a boy [Henry] and a girl [his sister] at the kitchen table.*)
3. Why does Grandpa flip the pancake through the air? How do you know? (*He is startled by the pets running under his legs; The picture shows the dog chasing the cat through the kitchen and Grandpa trying to get out of the way.*)
4. What do Henry and his sister do before going to bed that night?
(*They listen to Grandpa tell a bedtime story.*)
5. Is the town of Chewandswallow close to Henry and his sister’s home? How do you know? (*No; Grandpa describes the town as being “Across an ocean, over lots of huge bumpy mountains, across three hot deserts, and one smaller ocean” [p. 6].*)
6. Look at the picture on page 8 of the book. What funny things do you notice? (*Answers will vary. Examples: People are carrying large items across the street, such as a couch and a cello; The movie theater is only playing movies with foods in the titles; The “S” has fallen off the dress shop sign and is lying in the middle of the sidewalk.*)
7. Why aren’t there any food stores in Chewandswallow? (*Food falls from the sky, so people do not need to buy it.*)

Supplementary Activities

1. Brainstorming: Make a class list of the different kinds of pancakes (e.g., blueberry, chocolate chip, banana nut). Write a sentence about which kind is your favorite and why.
2. Art/Writing: Draw a picture of Main Street, or some other busy street, in your town. Then write a sentence to describe your picture.