Title/Author: *Cloudy With a Chance of Meatballs* by Judi Barrett

Suggested Time to Spend: 8 Days (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.7; W.2.2, W.2.7, W.2.8; SL.2.1, SL.2.2, SL.2.4, SL.2.6; L.2.1, L.2.2, L.2.4

Lesson Objective:

Students will listen to an illustrated narrative story read aloud and use literacy skills (reading, writing, discussion, listening, and research) to understand the big idea and create a product to show real-world application.

Teacher Instructions:

Before the Lesson

1. Read the Big Ideas and Key Understandings and the Synopsis below. Please do not read this to the students. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Weather can be unpredictable and can happen at any time. Adaptations need to be made to prepare for the impacts that severe weather can have on human environment.

The people of the town deal with weather challenges and then have to make adaptations due to the severity of the conditions.

Focusing Question: How does the severe weather affect the people of Chewandswallow?

Synopsis

The story begins with Grandpa reliving an old tall-tale. Chewandswallow was a town like no other…where the townspeople’s food supply fell from the sky! As the weather becomes unmanageable, the people abandon the town and adapt to a new way of life.

1. Go to the last page of the lesson and review “What makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Cloudy With A Chance of Meatballs* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2594/cloudy-with-a-chance-of-meatballs-with-companion-text-set-grade-2-version)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response** |
| **FIRST READING**:  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  If possible, display the book on an overhead projector, or document camera, while reading the story. This way, students can look at the illustrations, which help to enhance the story.  **Questions for Students:**   1. ***What is the genre of this story? How do you know?*** 2. ***In the story, the author said, “Grandpa told us the best tall-tale that he’d ever told (p. 4).” What is a tall-tale?*** 3. ***Who is telling the story at the beginning and at the end? Who is telling the story in the middle? How do you know? Use evidence from the text to support your answer* (Students can answer with the prompt, “I know this because…” or “On page \_\_\_\_ it says….”)*.*** | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.  The genre of this story is fiction. This is a fictional story because the events in the story could not really happen, the setting is not a real place, and the author’s illustrations show things that cannot really happen.  A tall-tale is a story that has unbelievable events that are sometimes exaggerated from true events. Grandpa’s story was a tall-tale because it told of food falling from the sky, as weather, which we know cannot happen.  At the beginning (pg. 1-3) and the end of the story (pg. 28-29), the children are telling the story. In the middle of the book (pg. 4-27), Grandpa is telling the story (his tall-tale). I know this because on certain pages the illustrations are black-and-white when the children are telling the story, and they are in color when Grandpa is telling his story. There is a “story within a story” structure. |
| **SECOND READING**:  Post the headings from the vocabulary word page in a location that students can access to create a weather chart (*rain, snow, tornado, & hurricane)*. Make sure each student has a “weather word” from the vocabulary word page.  Have the story projected through a document camera. Read the story, aloud, to the students. Before you begin reading, ask for students to listen and look for clues that help them understand where to categorize their weather word.    Students will categorize their weather words by placing it under the correct heading without teacher support. Students will need to refer back to the pages in the text to help support their rationale for categorizing their word. They can use the words in the text or the illustrations for support.  **Question for Students: *How did the author use text and illustrations to help you decide how to categorize your weather words?*** | Students will refer back to the text to find evidence to support their decision.  For example, a child may choose to put the word “drift” under “snow.” They can use the text “fifteen-inch” to determine that it is something that needs to be measured and they can use the illustrations to see that shovels are needed when snow is on the ground for removal.  For example, the illustrations show that “drizzle” refers to what looks like rain when the author shows the boy collecting orange juice in his cup underneath the tree. |
| **THIRD READING**:  Reread pages 12-15.  In collaborative groups of 3 or 4, have students discuss breakfast, lunch and dinner and how the weather affected the people in the town of Chewandswallow. Come together as a whole class and have group leaders report back on their conversations.  **Questions for Students:**   1. ***How did people handle the weather on a daily basis? What are the effects of the weather on the town up to this point in the story (positive or negative)?* Create a list on chart paper for students to visualize.** 2. ***What does “sprinkled” mean? How do you know? (p.12)*** 3. ***How does the author help you understand what “drizzle” means? Demonstrate using your fingers. (p. 13)*** 4. ***What’s the difference between a downpour and a drizzle?*** 5. ***How does the author help you understand what “gradual clearing” is? Demonstrate using your hands. (p.14)*** | The events that occurred on pages 12-15 describe everyday “normal” life for the people of Chewandswallow. The citizens were able to use the weather for their daily meals. The depiction of breakfast, lunch, and dinner was positive in this part of the story.  1. Discuss the sanitation workers on page 14 and how they were used to help as well. The effects of the extra food allowed fish, turtles, and whales to eat. Extra food was also put back into the soil to help enrich the soil for better gardens.  2. Sprinkled means a light rainfall. The illustrations show small bits of butter and jelly falling from the sky and landing on the tree and ground.  3. “A drizzle of soda finished off the meal” indicates that it will be liquid (since soda is a liquid). “Drizzle” can be another word for a light, misty type of rain. Students can use their fingers to show how drizzle may appear to look when it falls from the sky (slow movements).  4. A downpour is a heavy rain, much heavier than a drizzle. Students can use their fingers to show how rain can change from light (drizzle) to heavy (downpour).  5.The illustrations on page 13 show clouds moving away and a “setting sun” of Jell-O in the background. Therefore, a gradual clearing happens when the clouds slowly move away and the sun reappears.  One student can represent the sun, and two students can symbolize the clouds. The “clouds” will block the “sun” and then slowly move away to show the sun reappearing to the other students. |
| FOURTH AND BEYOND:  Reread pages 16 through the end of the story.  In collaborative groups of 3 or 4, have students discuss breakfast, lunch and dinner and how the weather affected the people in the town of Chewandswallow. Come together as a whole class and have group leaders report back on their conversations. Continue list from previous lesson on chart paper for students to visualize.  **Questions for Students:**   1. ***How did the weather change from the beginning of the story?*** 2. ***Give specific examples of the impact that the weather had on the people of Chewandswallow.*** 3. ***What decision did the townspeople have to make?*** 4. ***Why did they have to adapt to a new way of life? What were those adaptations?*** 5. ***Does the text, or illustration, help you understand what “accompanied” means?*** | These questions can be assigned to students working in small groups, or can be a whole group activity. If working in small groups, multiple copies of the book will be required. If a whole group activity is chosen, the story should be projected through a document camera or overhead projector.  1. The weather changed for the worse throughout the events in the story. At the beginning, the townspeople relied on the weather for their food and it had a positive impact. Leftover food was used to feed animals and to help enrich the soil for gardening. The waste also provided jobs for sanitation workers in the town. At the end of the story, the weather became too severe for the people of the town. The weather was creating damage to the town and preventing children from attending school. The citizens had to abandon the town.  2. For example, a storm of pancakes, with a downpour of maple syrup, nearly flooded the town and blocked the entrance to the school. The school had to be closed.  3. The townspeople decided to abandon the town and find a new place to live due to the severe weather conditions. They built modes of transportation, out of extra food, and sought new land.  4. The townspeople had to adapt to a new way of life because the weather no longer provided their food for them. The citizens had to buy their food from the supermarket and they needed to use refrigerators.  5. “There was an awful salt and pepper wind accompanied by an even worse tomato tornado.” The illustration shows the two weather forces joining as one force, which created a lot of damage. |

FINAL DAY WITH THE BOOK - Culminating Task (this can be broken up into multiple days):

Students will be working in small groups (four total groups). Each group will be assigned a different type of weather:

1. Rain
2. Snow
3. Hurricane
4. Tornado

Using books from the library, computer search engines, iPads, etc. students will complete the following tasks:

* Research what factors comprise each weather pattern.
* What adaptations would you have to make to prepare for possible effects from this weather event?
* Write an informative paragraph about the specified weather.
* Each group will provide a presentation to the class about their findings.
* Optional activity: Illustrate (poster, digitally, dramatic representation) chosen weather.

\*See the next several pages for supports for completing this culminating task.

The Culminating Task Rubric is intended for teacher and student use together for guiding and planning each step of the culminating task. A Presentation Rubric is also included so teacher and students are clear about the expectations for the presentation.

Culminating Task Rubric

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WEATHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAMES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Categories | 3 | 2 | 1 |
| FACTORS | FACTORS- Answers 3/3  What is it?  How does it occur?  What are the possible effects? | FACTORS- Answers 2 of 3  What is it?  How does it occur?  What are the possible effects? | FACTORS- Answers 1 of 3  What is it?  How does it occur?  What are the possible effects? |
| ADAPTATIONS | ADAPTATIONS- Demonstrates understanding of  adaptations needed to prepare for specified weather event are clear all of the time | ADAPTATIONS- Demonstrates understanding of  adaptations needed to prepare for specified weather event are clear most of the time. | ADAPTATIONS- Demonstrates understanding of  adaptations needed to prepare for specified weather event is somewhat clear. |
| INFORMATIVE PARAGRAPH | INFORMATIVE PARAGRAPH 4/4 Components  Topic Sentence, 3 Factors, 3 Adaptations, Concluding Sentence | INFORMATIVE PARAGRAPH 3/4 Components  Topic Sentence, 3 Factors, 3 Adaptations, Concluding Sentence | INFORMATIVE PARAGRAPH 2 or less/4 Components  Topic Sentence, 3 Factors, 3 Adaptations, Concluding Sentence |

Presentation Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Category | 3 | 2 | 1 |
| Eye Contact/Speak Clearly | Always maintains eye contact. Speaks very clearly. | Sometimes maintains eye contact. Speaks clearly most of the time. | Maintains little eye contact. Sometimes speaks clearly. |
| Prepared | Very prepared throughout presentation. | Most of the time prepared throughout presentation. | Somewhat prepared throughout the presentation. |
| Content | Demonstrates understanding of factors and adaptations for selected weather. | Understanding of factors and adaptations for selected weather is clear most of the time. | Understanding of factors and adaptations for selected weather is somewhat clear. |

Culminating Task: Note-Taking Sheet

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WEATHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| FACTORS   1. What is \_\_\_\_\_\_\_\_\_\_\_\_? 2. How does it happen? 3. What are the effects? |
| ADAPTATIONS  What are the possible effects of this weather event? What adaptations would you make? |

Culminating Task: Written Plan

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Topic Sentence: |
| Details: Factors, Adaptations |
| Concluding Sentence: |

Culminating Task: Note-Tasking Sheet (Example)

NAME\_\_\_\_\_\_\_\_\_\_Jim, Joe, Susie, Sally\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_January 21, 2014\_\_\_\_\_\_\_\_\_

WEATHER\_\_\_\_\_\_\_\_\_\_TORNADOES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| FACTORS   1. **What is a tornado?** A tornado is made up of strong winds that spin. 2. **How does it happen?** They come from thunderstorms. Warm air and cool air meet, wind speed increases, and a tornado can form. 3. **What are the effects?** Tornadoes can be very dangerous. They can damage trees, houses, cars, and other buildings. |
| ADAPTATIONS  You need to have a plan for a tornado so you know what to do. Have an emergency kit with food and water. You can take cover in a basement, inside room, or under a table. |

Culminating Task: Written Plan (Example)

NAMES Jim, Joe, Susie, Sally DATE January 21, 2014

WEATHER Tornadoes

|  |
| --- |
| 1. Topic Sentence:   Tornadoes can happen at any time and you need to be prepared. |
| 1. Details: Factors, Adaptations   A tornado is made of strong winds that spin. Tornadoes form from thunderstorms. Warm moist air and cool dry air meet and as wind speed increases a tornado can form. Tornadoes can damage trees, houses, and cars. You should have a plan for a tornado. Have a kit with food and water. Take cover in a basement, inside a room, or under a table. |
| 1. Concluding Sentence:   Have a plan and know what to do because a tornado can happen any time. |

Culminating Task: Final Product (Example)

|  |
| --- |
| All About Tornadoes By Jim, Joe, Susie, Sally  Tornadoes can happen at any time and you need to be prepared. A tornado is made of strong winds that spin. Tornadoes form from thunderstorms. Warm moist air and cool dry air meet and as wind speed increases a tornado can form. Tornadoes can damage trees, houses, and cars. You should have a plan for a tornado. Have a kit with food and water. Take cover in a basement, inside a room, or under a table. Have a plan and know what to do because a tornado can happen any time.  C:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9Q7MDIMV\MC900335182[1].wmf |

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students.) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 3 – **uneventfully** – happening without anything out of the ordinary occurring  Page 11 - **prepared** – to get ready for something to happen  Page 14 - **gradual** – changes slowly over time  Page 14 – **occasional** – happening sometimes, not consistently  Page 15 – **richer** - soil that is full of nutrients and minerals  Page 15 - **sanitation**– process of maintaining cleanliness  Page 17 – **portions** – the amount of food served  Page 20 – **accompanied** – go together with another person or thing  Page 21 – **pulp** – the juicy part of a fruit or vegetable; the inside part  Page 23 – **survival** – continuing to live despite bad conditions  Page 26 – **coastal town** – a town that is located near the sea or the ocean  Page 26 – **temporary –** not permanent | Page 4 – **touched off** – to cause something else to happen; initiate  Page 12 – **varied** – having many different items  Page 12 - **sprinkle** – a light rainfall  Page 13 - **drizzle** – rain that falls very lightly or as a mist  Page 18 - **downpour** – a very hard rainfall  Page 19 – **drift** – a pile of snow blown together by the wind  Page 22- **abandon** – to leave something behind |

Extension learning activities for this book and other useful resources

* Students can create daily weather journals for their city/town for a week. They can write about how they prepared for the day (clothing, footwear, recess plans, etc.). They can also discuss if the weather has impacted their town or not (school cancellations, no electricity, etc.). *Note: This is particularly supportive of English Language Learners.*
* Students can pretend that they are meteorologists for Chewandswallow. They will be videotaped doing a “weather report” for the town. They can make predictions for the weather and discuss how the townspeople should prepare.
* Students can compare and contrast the book to the movie! <http://www.sonypictures.com/movies/cloudywithachanceofmeatballs/>

Note to Teacher: Example of Weather Vocabulary Chart

|  |  |  |  |
| --- | --- | --- | --- |
| C:\Users\Krista\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VGW7F7HF\MC900389350[1].wmf  **Rain** | C:\Users\Krista\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0EQ47JKB\MC900331453[1].wmf  **Snow** | C:\Users\Krista\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VGW7F7HF\MC900160558[1].wmf**Tornado** | C:\Users\Krista\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\G2ALZEX9\MC900160560[1].wmf**Hurricane** |
| **clouds** | **clouds** | **clouds** | **clouds** |
| **drizzle** |  |  |  |
| **flood** | **flood** | **flood** | **flood** |
| **storm** | **storm** | **storm** | **storm** |
|  | **drift** |  |  |
| **downpour** |  | **downpour** | **downpour** |

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

**\_\_\_\_730 L\_\_\_**

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Weather and human environment:

* Weather changes constantly and people depend on their environment to live and survive.
* Narrative
* Events occur in chronological order
* Illustrations
* Inference
* Story transitions from a story into a tall-tale “story within a story” structure
* Figurative (“storm of pancakes”)
* Moderately complex
* Phrases take the form of actual weather forecast
* Contains everyday experiences (weather) portrayed as fantastical situations.
* Prove genre
* Weather concepts
* Could this really happen? Why or why not?

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

***-Weather-specific vocabulary***

***-Discuss/research weather patterns with supplemental materials.***

***-“Story within a story” structure where story transitions into Grandpa’s tall-tale. Illustrations help depict the difference (black and white vs. color).***

How will this text help my students build knowledge about the world?

-***Introduces/elaborates on weather terms and concepts***

***-Illustrations depict severity of possible impact***

1. **Grade level** What grade does this book best belong in? ***2nd Grade***

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