

## *Cloudy with a Chance of ....Meatballs*

**Pillar: Healthy Eating**

**Division I**

**Grade Level(s): 1-3**

**Core Curriculum Connections: Language Arts and Science**

**I. Rationale:** Children will enjoy reading about an imaginary town where odd things fall from the sky. No one in 'Chewandswallow' ever goes hungry because the sky continuously provides food for them. This lesson integrates essential learning outcomes at the grade 2 level in science and language arts, with the value of healthy eating. Various activities are incorporated that focus on nutrition and choosing healthy foods. Students learn about the weather, the water cycle, states of water, as well as everyday and sometimes food choices. This book contains rich description, creative illustrations, and a hilarious story line.

### **II. Activity Objectives:**

*Students will be able to:*

- form opinions about everyday and sometimes foods
- understand the important role that good nutrition plays in growth, development, and the maintenance of vibrant health
- identify the amount of food needed daily from each food group in *Eating Well with Canada's Food Guide* to achieve and maintain good health
- summarize the benefits of healthy eating

### **III. Curriculum Outcomes:**

#### **SCIENCE**

**Grade 2**

**Topic A: Exploring Liquids**

**Specific Outcomes:**

5. Demonstrate an understanding that liquid water can be changed to other states:

- recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before
- recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling
- identify examples in which water is changed from one form to another.

#### **LANGUAGE ARTS**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- contribute relevant ideas and information from personal experiences to group language activities

<ul style="list-style-type: none"> <li>express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts shared by others</li> </ul>
<p><b>1.2 Clarify and Extend</b></p> <p><b>Consider others' ideas</b></p> <ul style="list-style-type: none"> <li>connect own ideas and experiences with those shared by others</li> </ul>
<p><b>2.1 Use Strategies and Cues</b></p> <p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions</li> </ul> <p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning</li> </ul> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>use knowledge of word parts, contractions and compound words to read unfamiliar words in context</li> </ul>
<p><b>2.2 Respond to Texts</b></p> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>connect situations portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>retell the events portrayed in oral, print and other media texts in sequence</li> <li>discuss, represent or write about interesting or important aspects of oral, print and other media texts</li> <li>express thoughts or feelings related to the events and characters in oral, print and other media texts</li> </ul>
<p><b>2.4 Create Original Text</b></p> <p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>use own and respond to others' ideas to create oral, print and other media text</li> </ul>
<p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>categorize related ideas and information using a variety of strategies, such as finding significant details and sequencing events in logical order</li> <li>produce oral, print and other media texts with introductions, middles and conclusions</li> </ul>
<p><b>4.3 Present and Share</b></p> <p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>speak in a clear voice, with appropriate volume, at an understandable pace and with expression</li> <li>show enjoyment and appreciation during listening and viewing activities</li> </ul>
<p><b>5.1 Respect Others and Strengthen Community</b></p> <p><b>Use language to show respect</b></p> <ul style="list-style-type: none"> <li>adjust own language use according to the context, purpose and audience</li> </ul>

#### IV. Materials:

- Book: [Cloudy With a Chance of Meatballs](#) by Judi Barrett and illustrated by Ron Barrett
- KWL chart
- T-chart
- Story web chart
- Story map with the 5 W's
- [Canada's Food Guide](#)

## **Technology resources:**

- Internet access
- [The Watercycle](#) Basic information about the water cycle
- [Drippy the Raindrop](#) Interactive water cycle website for kids

## **V. Procedure:**

### **i). Pre- reading Activities**

1. Preview the cover of book and make predictions after looking at the illustration. Ask: Why is the older man holding a plate and utensils with this umbrella?
2. Review vocabulary: Use KWL similarity (what you think the words means, what the word actually means, illustration) using weather words.
3. Review compound words: What are compounds? (two short words combined to make one word)
4. Read *Cloudy With A Chance of Meatballs*
5. During the reading, pause periodically to see if students are following along with the events and understanding what is happening in the story.

### **ii). Directed Reading**

1. Give students [Questions for Discussion](#) to think about while reading. After reading, students will be asked to answer the following questions:
  - Where is Chewandswallow located? (across an ocean, over lots of huge bumpy mountains, across three hot deserts, and one smaller ocean)
  - What did the people do with the leftovers? Why? (took them home and put them in their refrigerators in case they got hungry between meals)
  - Discuss the different things that came out of the sky. (soup, juice, mashed potatoes, green peas, hamburgers, brussels sprouts, peanut butter, broccoli, cheese, tomatoes, and meatballs)
  - What actually falls from the sky? Explain the different forms of precipitation.
2. Briefly explain to students that water that falls from the sky can change from a liquid to a solid:
  - sleet: water droplets that fall from the atmosphere and freeze into ice pellets before hitting the earth
  - hail: frozen water droplets that grow larger while being held inside a cloud by strong updrafts
  - rain: water droplets that fall from the atmosphere to the earth
  - freezing rain: water droplets that come from the atmosphere to the earth
  - snow: ice crystals that leave the cloud and do not melt before hitting the earth
  - atmosphere: the layer of air that surrounds the earth
  - precipitation: any form of water that falls to the earth from the atmosphere
3. Explain the water cycle: the process of melting, precipitation, evaporation, condensation, and erosion. If you have access to the [BrainPop](#) website, in the science section there is a movie on the water cycle you can watch with students.
4. Play the [Droplet and the Water Cycle](#) game on NASA's *For Kids Only Earth Science Enterprise* website.

5. In the book, a reference is made to the Sanitation Department cleaning up after meals. Ask the students, what do they think the author is saying about people's responsibility toward their environment?

### iii). Comprehension Activities

1. Cause and effect (use a T-chart). Have students identify cause and effect with examples from the story. First one is modeled by the teacher:
  - **Cause:** A big pancake fell on the school
  - **Effect:** School was closed
  - **Cause:** Too much spaghetti fell on the town.
  - **Effect:** ?
  - **Cause:** The townspeople ate too much cream cheese and jelly sandwiches.
  - **Effect:** ?
  - **Cause:** There was a pepper storm.
  - **Effect:** ?
2. In the concluding discussion, ask:
  - What caused the people of Chewandswallow to leave the town? (stomach aches, sneezing, the town was a mess)
  - Is the story fiction or non-fiction? (fiction)
  - Are there any parts that stuck out in your mind as something you really liked or would like to change? Any parts you did not like how would you change to make them more to your likely?
3. Complete a story map using the *Inspiration Software* template for Language Arts-Literacy Web to answer the five W's (Who, What, When, Where, and Why).

### iv). Nutrition activity

1. In the town of Chewandswallow, the people did not have to decide what to eat for their meals. All of their food came from the sky and they had to eat what the weather brought to them. You have to make choices many times a day about what to eat. Do you know what kinds of food to choose to keep your body healthy? Download a copy of Canada's Food Guide to use as a class reference for discussion. Tell students the object of a food guide is to show the guidelines of what foods are healthy everyday foods.
2. Have students compare using a Venn-diagram to compare healthy foods to the foods that were eaten in *Cloudy With A Chance of Meatballs*. Ask:
  - Which one is the better example of how we should eat? Why?
  - What is the story pyramid lacking that is essential to a good diet?
  - When the townspeople traveled to the other town, do you think that they will eat better foods, or will continue to eat the same things that fell from their sky? Why or Why not?

### v). Writing Activity Prompt:

Reread the part of the book where people carried cutlery and dinnerware whenever they went out. Have students write about an imaginary town where odd things rain from the sky. See the [Writing Prompt](#).

## VI. Extensions and Variations:

- Plan your ideal weather for a day in the town of Chewandswallow and make a forecast for a meal. Write as if you are a professional weather forecaster. You might want to watch the news for the weather report on television to get some ideas for your writing. Example:

“Weather Forecast For October 15, 2002 by Meteorologist BJ Larson

Today we will be seeing some strong weather systems from the South bringing us a 90% chance of spaghetti and meatballs. Expect some accumulation of the meatballs. The high should be around 25 degrees with a low of 15 degrees.”

- Closure questions:
  - Could it ever rain meatballs? How about pancakes?
  - Is this story fiction or non-fiction? Is it fact or opinion?
  - What is the theme of the story?
  - Why do we do story-mapping?
  - What foods do you need to eat every day?
  - Would you want your friends to read this book? Why or Why not?

## VI. Assessment Ideas:

- [Writing rubric](#) that you may wish to use for evaluation of the writing prompt

## VII. Source:

- lesson idea adapted from the web site [Learn NC](#).