



www.liveoakmedia.com

# Activity Guide

800-788-1121

## Cloudy With A Chance of Meatballs

Copyright © 1985 by Live Oak Media. The components in Live Oak Readalongs may not be reproduced in any form by any means without prior written permission from Live Oak Media.

### ABOUT THE STORY

One worry the residents of the tiny town of Chewandswallow do not have is a concern for food. Three times a day, seven days a week, the skies sprinkle and shower down all their dietary needs—juice, soup, hamburgers...and all the delicious trimmings. Life is ideal in Chewandswallow—until the weather takes a turn for the worse and the daily showers turn into violent storms.

### ABOUT THE AUTHOR

Judi Barrett has written many award-winning books including *Old MacDonald Had an Apartment House* and *Animals Should Definitely Not Wear Clothing*. Ron Barrett was formerly an advertising art director and consultant to the Children's Television Workshop before turning to children's book illustration. In addition to *Cloudy with a Chance of Meatballs*, he has illustrated the books mentioned above.

### INTRODUCING THE STORY

Explain the meaning of "tall tale" and identify the story as such a tale. Ask the group to imagine what life would be like if the skies provided food for each day's meals. Discuss the advantages and disadvantages of such an arrangement.

### READING ACTIVITIES

#### Comprehension/Thinking Skills

- "What inspired Grandpa to tell the tale of Chewandswallow?"
- "Where was the town of Chewandswallow located?"
- "Why did the residents of Chewandswallow always carry eating utensils when they went outside?"
- "Why was the job of the Sanitation Department of Chewandswallow an unusual one?"
- "How did the residents of Chewandswallow solve the problem of continuous storms of food?"
- "What problems not mentioned in the book might arise from storms food?"  
(Draw conclusions)
- "Would you like to live in Chewandswallow? Why or why not (Express opinions)

### Vocabulary

Review the meaning of each of these words with the group. Then ask volunteers to use the words in sentences.

incident	assorted	prediction	occasional
gradual	surrounding	Gorgonzola	abandon

### CROSS-CURRICULAR ACTIVITIES

#### Health: Chewandswallow Diet

Discuss the diet of Chewandswallow's residents before and after the weather changes. Point out the good points of the town's "normal weather (e.g. tasty, balanced meals served regularly) and the bad points of the bad weather (e.g. a steady serving of oversized portions and odd combinations of food) Have the group use the school's resources to create a bulletin board project illustrating in words and drawings the essentials an importance of nutrition

#### Language Arts: Left Out

Have the group match the words in two columns below to create compound words found in the story

meat	yards
break	cake
pan	time
bed	walks
north	fast
side	west
back	balls
out	side

#### Science: Weather Prediction

Create a chart on the chalkboard with two columns, one labeled "Predictions" and one labeled "Weather". Have the group follow the weather predictions in the local newspaper for a week, writing the predictions on the chart and then describing the actual weather for the day. At the end, children can draw conclusions about the accuracy of the science of weather predictions.

#### Art: Raining Food

Have children create pictures that show their favorite food raining down the their own community. Encourage them to show how people might react to this event. Have each child write a caption for his or her illustration, and display them in the classroom

### INTERNET ACTIVITY

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

#### World Weather

Children can use the keyword *weather* to look on the Internet for a weather prediction for a city in another country. Have children read the predictions they found to the group.