

*Cloudy with a Chance of Meatballs*  
Comprehension

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

**Sequence:** Number the following sentences so that they are in order.



\_\_\_\_\_ Grandpa flipped a pancake.

\_\_\_\_\_ The children were discussing how many pancakes they could eat.

\_\_\_\_\_ That night, Grandpa told a story about a town where food comes out of the sky.

\_\_\_\_\_ The pancake flew the air and landed on Henry's head.

**Directions:** Answer the following questions with complete sentences.

1. How is the family shown in the beginning of the book like the people of Chewandswallow? How are they different?

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2. Why do the illustrations show the children listening to their grandfather on one side of the page and the world spread out in a big picture behind them?

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3. Do the children like listening to their grandfather's story? How do you know?

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4. Would it be a good thing or a bad thing to have food come from the sky? Why?

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5. What do you think will happen to the town of Chewandswallow?

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**Directions: Answer the following questions with complete sentences.**

1. Could this story about Chewandswallow be a separate story on its own or do we need the beginning when the children are having breakfast with Grandpa?

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2. How do the details in the illustrations help readers understand the problems the change in weather is causing? What details shown in the pictures present the biggest problems?

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3. How is the food weather made to seem believable?

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**Story within a Story: Fill in the chart to show how the outside story and inside story are different.**

<b>Story Elements</b>	<b>Outside Story</b>	<b>Inside Story</b>
<b>Who is telling the story?</b>		
<b>Setting</b>		
<b>Events</b>		

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**Directions: Answer the following questions with complete sentences.**

1. What do you think is the most surprising thing that happened in this part of the book?

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2. The illustrations of the town becoming covered with food includes the words "Look Out!" spelled out by alphabet soup. What other visual jokes can you find on this page?

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3. Could people really make a raft out of stale bread? What does this tell you about the tall tale Grandpa is telling?

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*Cloudy with a Chance of Meatball*  
Vocabulary

1. prediction: a statement of what will happen in the future
2. varied: changed from one time to another
3. drizzle: light, misty rain
4. occasional: once in a while
5. periods: lengths of time with a definite start and finish
6. gradual: happening slowly
7. drifts: piles made by the wind
8. hurricane: a strong storm in the ocean made up of winds moving  
in a circle
9. downpour: very heavy rain
10. tornado: a tall and destructive column of whirling air

## Spelling List

Name: \_\_\_\_\_

1. cloudy
2. meatballs
3. pancake
4. varied
5. drizzle
6. hurricane
7. downpour
8. drifts
9. seconds
10. periods
11. weather
12. overcooked
13. portions
14. backyards
15. everywhere

### **Bonus Words**

16. prediction
17. townspeople
18. stomachache
19. necessities
20. mashed potatoes

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February 10, 2005

Dear Parents,

Next week in science we are reading *Cloudy with a Chance of Meatballs* by Judi Barrett to go along with our Nutrition Unit. In this story a grandfather tells his grandchildren a tall tale about a city named Chewandswallow. In this town instead of normal weather, it rains food. As part of this science unit I am asking that the students do a project outside of school. This project will be due on Friday, February 18. The students will be receiving a science grade for their project. The students are encouraged to be creative while doing their project. Along with the project, the students need to fill in the attached worksheet that tells what food group each item used belongs too. Below are two choices. Your child only needs to pick **ONE** of these projects. They will present their project during science on Friday, February 18.

Project 1:

Use various foods to create an art project. An art project could be a collage of dried foods such as beans, peas, and cereals. Students could also paint pasta noodles of various shapes and sizes to create a noodle art project. Use your imagination.

Project 2:

Using stale bread, graham crackers, cereal, or pretzels create a model building. Use glue or peanut butter to help you build your house. Use different vegetables, such as broccoli or celery stalks, to create trees and other outside objects. You can attach your model building to a piece of cardboard.

If you should have any questions, please feel free to call me at school (722-5466) or e-mail ([fincherj@lcsc.k12.in.us](mailto:fincherj@lcsc.k12.in.us)). I am looking forward to seeing all the wonderful projects that the students create.

Thank you,

Mrs. Fincher