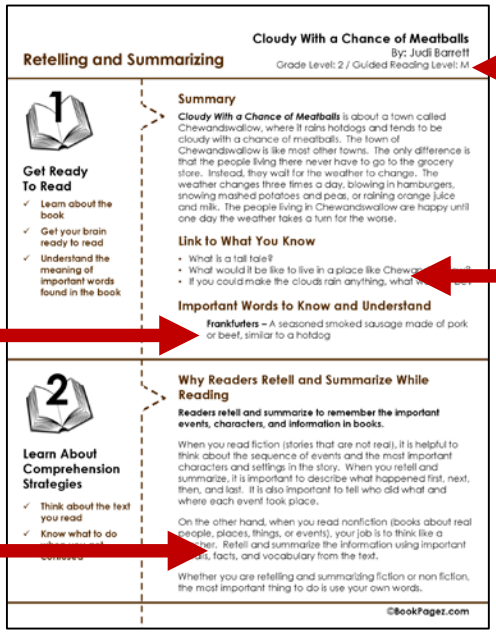
Here's What You'll Get in the Cloudy With a Chance of Meatballs Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan



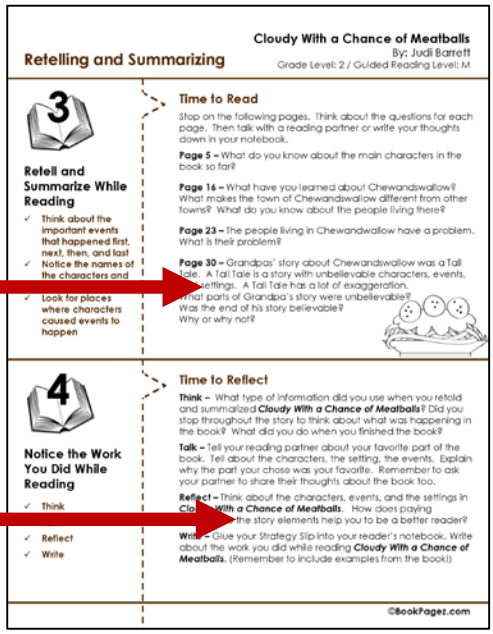
Guided Reading Level

Activate Prior Knowledge

Key Vocabulary

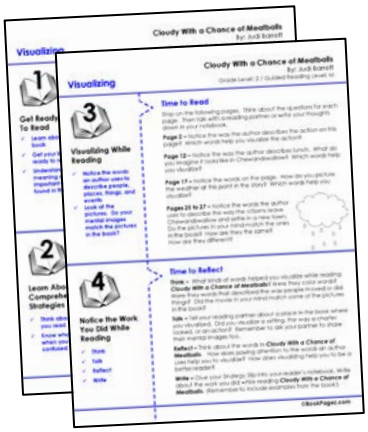
Explanation of Strategy

Retelling and Summarizing Lesson Plan

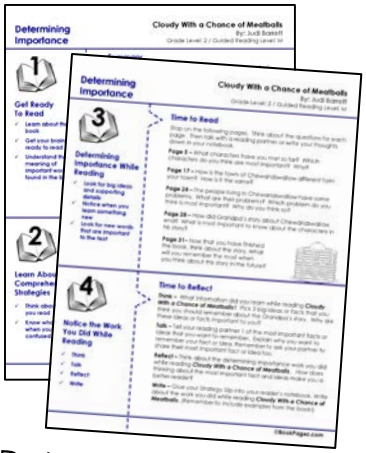


Page by Page Guide and Strategy Questions

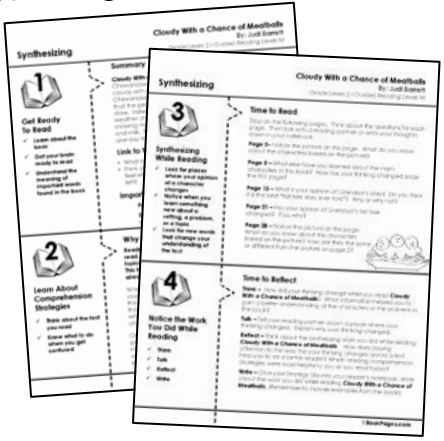
Turn, Talk, and Reflect



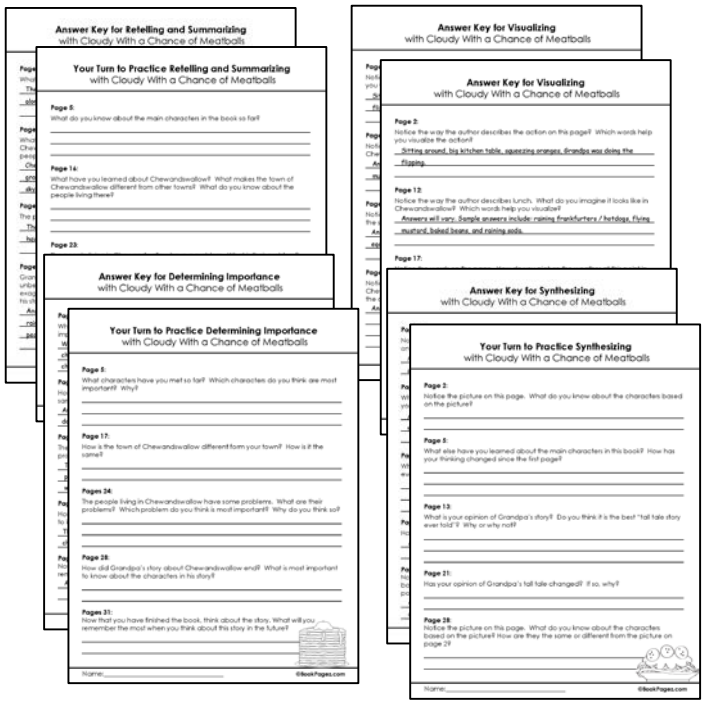
Visualizing



Determining Importance

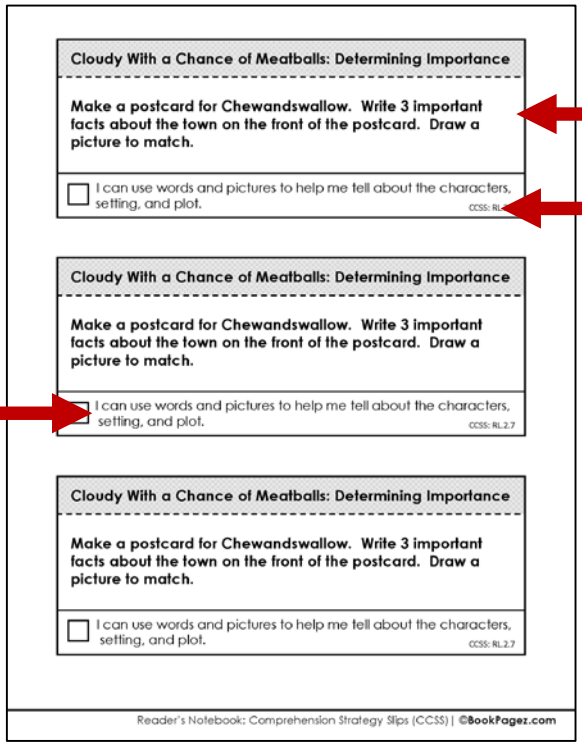


Synthesizing



Practice Pages and Answer Keys

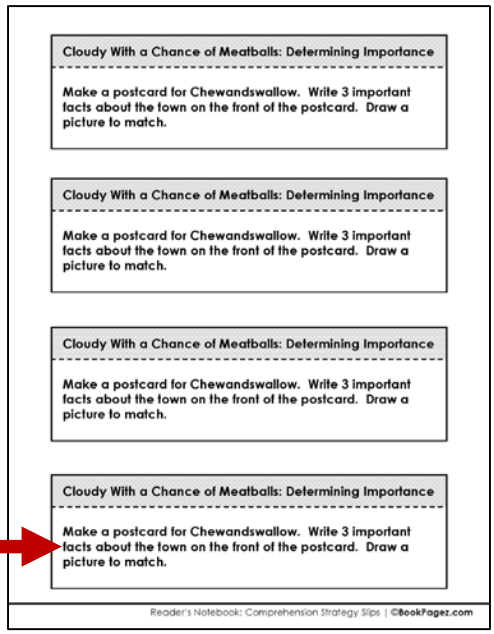
Writing About Reading with Optional CCSS Alignment



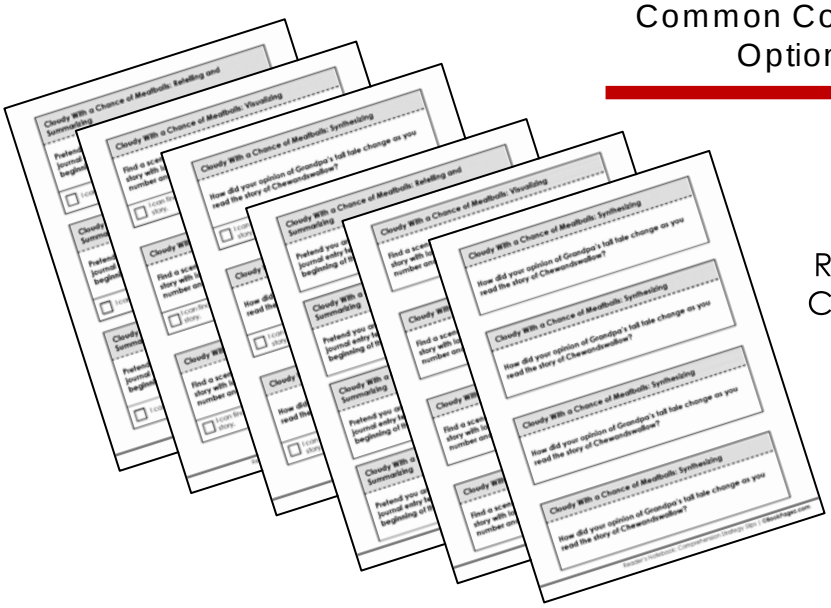
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

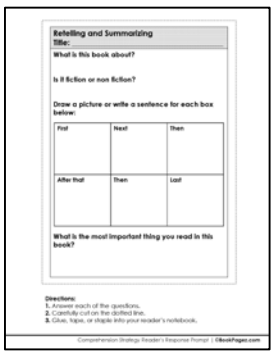


Common Core Free Option



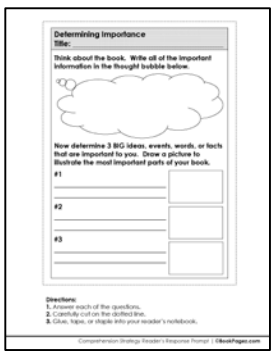
Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

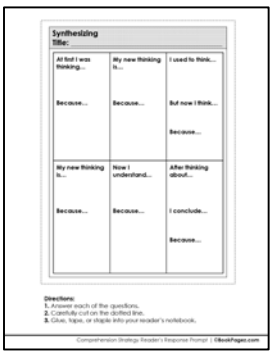


Retelling and Summarizing

Visualizing

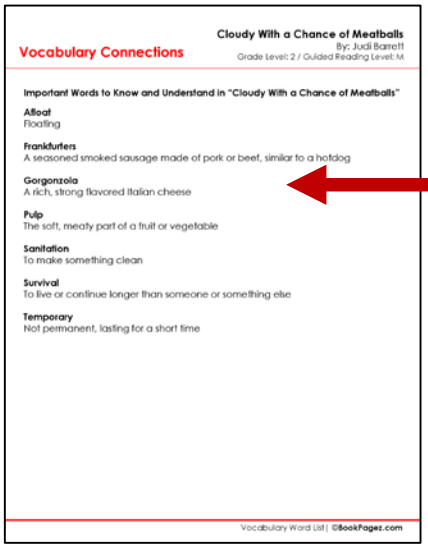


Determining Importance



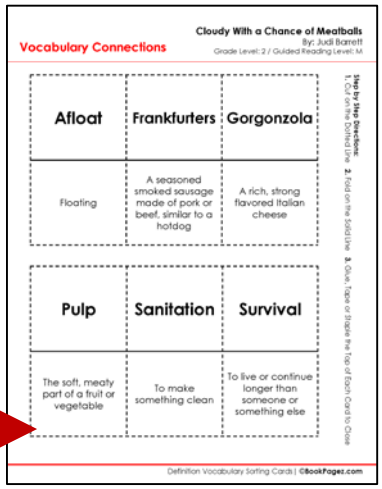
Synthesizing

Vocabulary Connections Resources

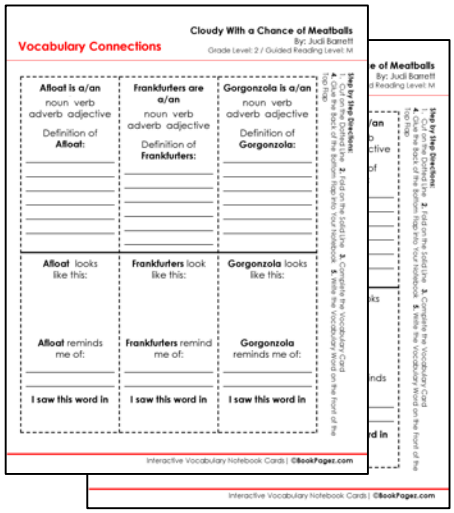


Important Words to Know and Understand in Cloudy With a Chance of Meatballs Word List

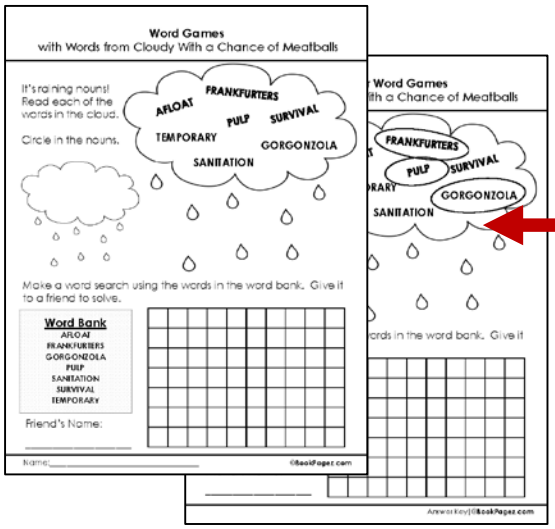
Word and Picture Sorting Cards



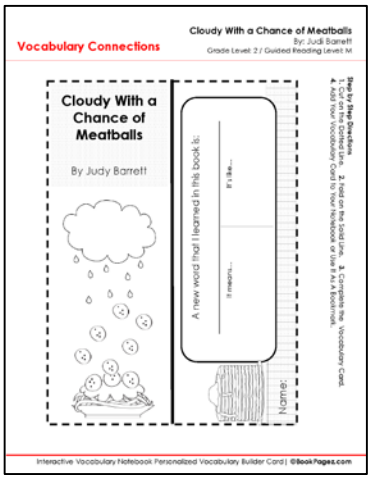
Word and Definition Sorting Cards



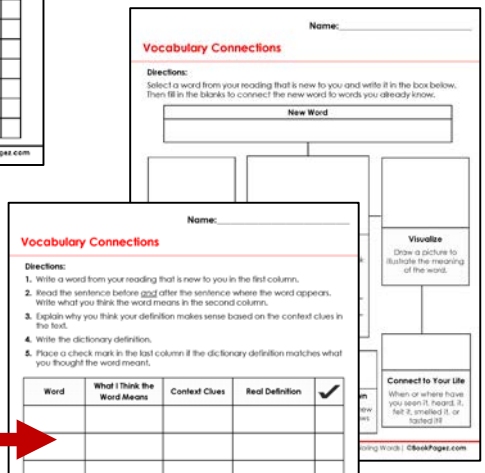
Interactive Vocabulary Notebook Cards

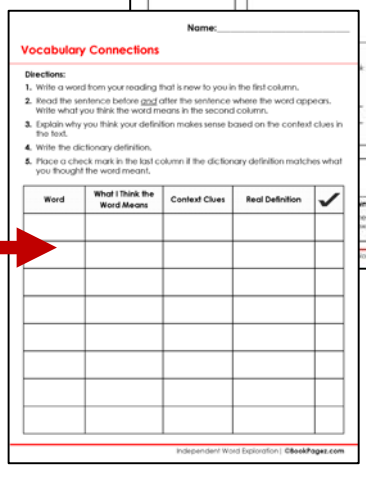


Word Games and Answer Key



Personalized Vocabulary Bookmark

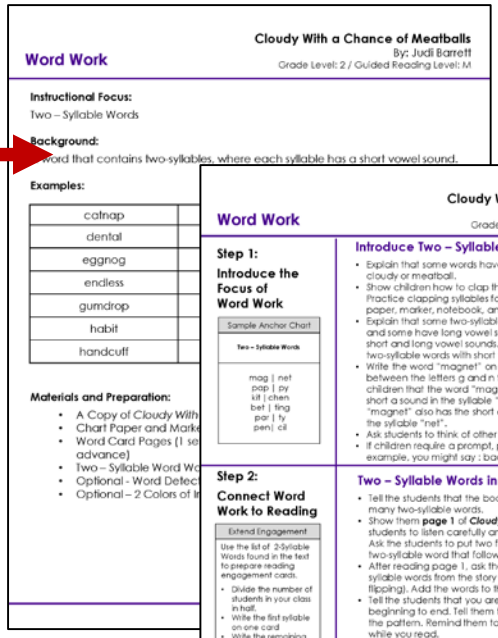




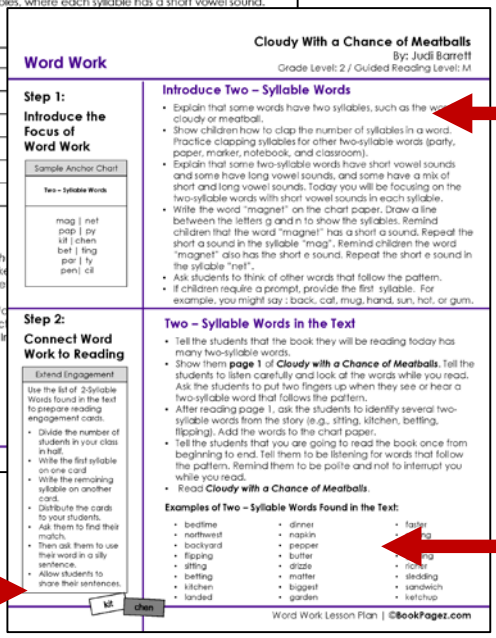
Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

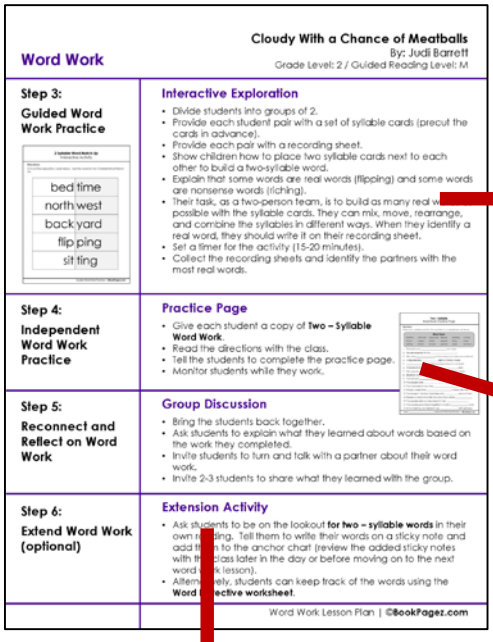


Step by Step Lesson Plan

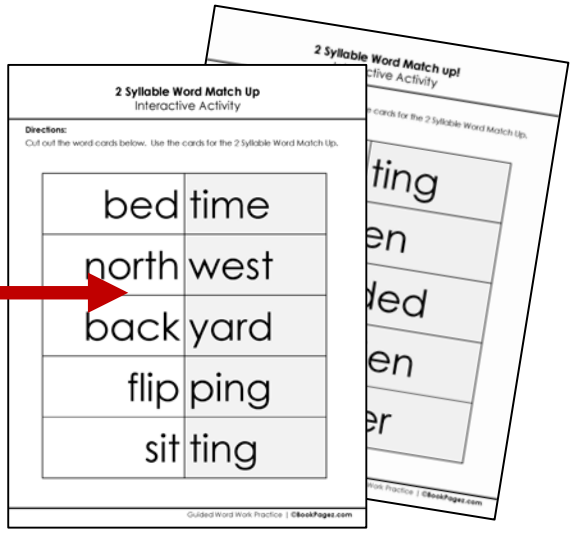


List of words in the book that match the instructional focus

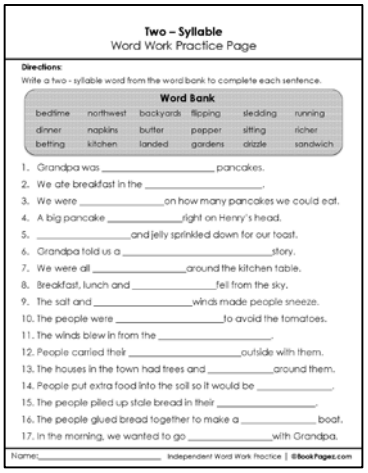
Optional Activity to Extend Engagement



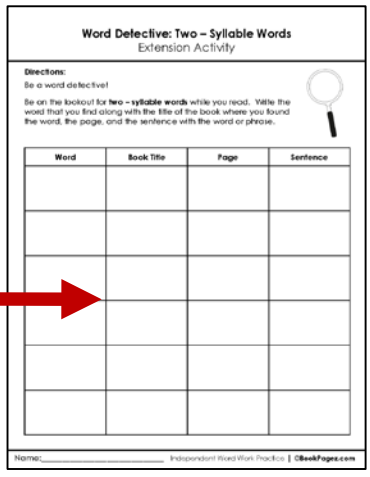
Interactive Activities



Independent Practice Page



Extension Activity



Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency

Running Record

Title: Cloudy With a Chance of Meatballs Guided Reading Text Level: M Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

_____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

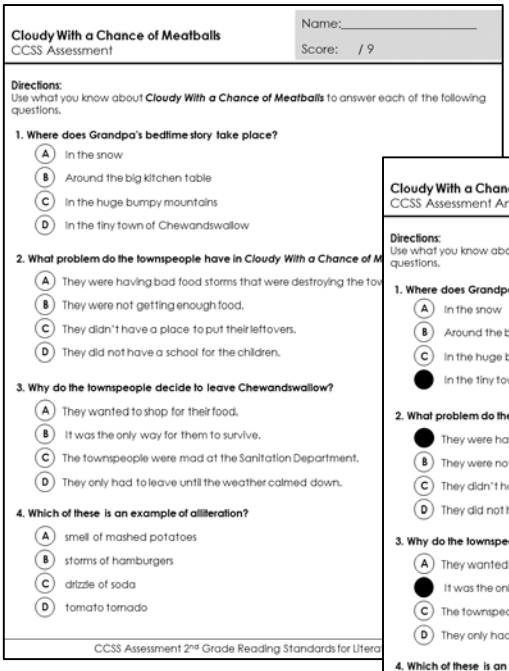
Easy	Instructional	Hard
95 %- 100% Accuracy	90 %- 94% Accuracy	50 %- 89% Accuracy

E = Errors SC = Self-Correction M = Meaning
S = Structure/syntax V = Visual

Page		COUNT E	COUNT SC	INFORMATION USED E MSV	INFORMATION USED SC MSV
1	We were all sitting around				
	the big kitchen table. It was				
	Saturday morning . Pancake				
	Morning. Mom was squeezing				
	oranges for her juice. Henry and I				
	Were betting on how many				
	pancakes we each could eat.				
	and Grandpa was doing the				
	flipping.				
2	Seconds later, something flew through the air headed toward the kitchen ceiling…				
3	… and landed right on Henry,				
	After we realized that the				
	flying object was only a pancake,				
	We all laughed, even Grandpa				

Tested By: _____ ©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



Cloudy With a Chance of Meatballs
CCSS Assessment

Name:_____
Score: / 9

Directions:
Use what you know about ***Cloudy With a Chance of Meatballs*** to answer each of the following questions.

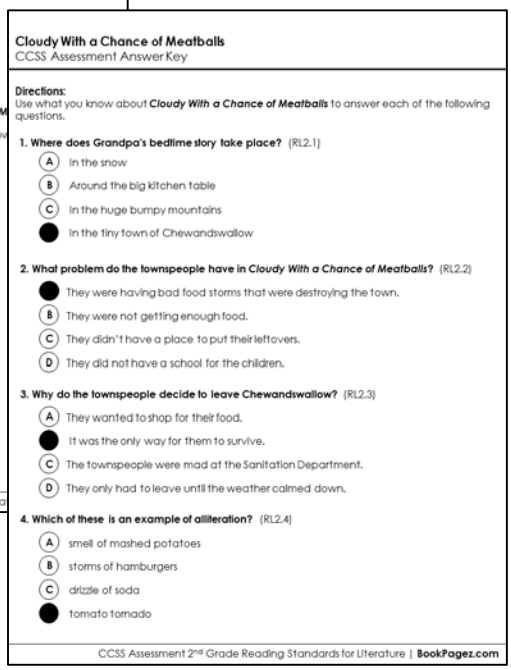
1. Where does Grandpa's bedtime story take place?
- (A) In the snow
- (B) Around the big kitchen table
- (C) In the huge bumpy mountains
- (D) In the tiny town of Chewandswallow

2. What problem do the townspeople have in *Cloudy With a Chance of M*
- (A) They were having bad food storms that were destroying the tow
- (B) They were not getting enough food.
- (C) They didn't have a place to put their leftovers.
- (D) They did not have a school for the children.

3. Why do the townspeople decide to leave Chewandswallow?
- (A) They wanted to shop for their food.
- (B) It was the only way for them to survive.
- (C) The townspeople were mad at the Sanitation Department.
- (D) They only had to leave until the weather calmed down.

4. Which of these is an example of alliteration?
- (A) smell of mashed potatoes
- (B) storms of hamburgers
- (C) drizzle of soda
- (D) tomato tornado

CCSS Assessment 2nd Grade Reading Standards for Litera



Cloudy With a Chance of Meatballs
CCSS Assessment Answer Key

Directions:
Use what you know about ***Cloudy With a Chance of Meatballs*** to answer each of the following questions.

1. Where does Grandpa's bedtime story take place? (RL2.1)
- (A) In the snow
- (B) Around the big kitchen table
- (C) In the huge bumpy mountains
- ● In the tiny town of Chewandswallow

2. What problem do the townspeople have in *Cloudy With a Chance of Meatballs*? (RL2.2)
- ● They were having bad food storms that were destroying the town.
- (B) They were not getting enough food.
- (C) They didn't have a place to put their leftovers.
- (D) They did not have a school for the children.

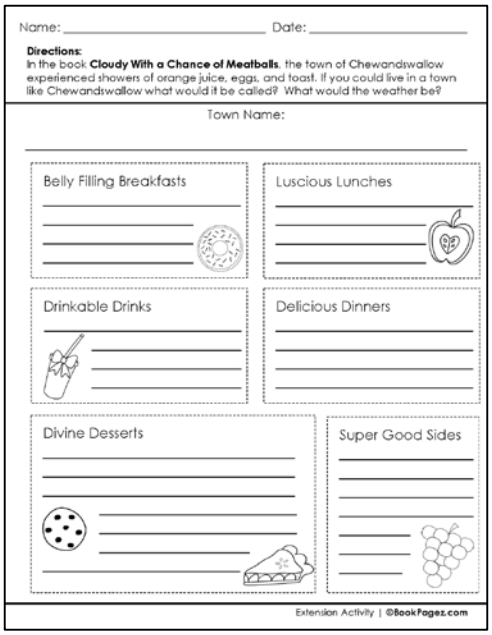
3. Why do the townspeople decide to leave Chewandswallow? (RL2.3)
- (A) They wanted to shop for their food.
- ● It was the only way for them to survive.
- (C) The townspeople were mad at the Sanitation Department.
- (D) They only had to leave until the weather calmed down.

4. Which of these is an example of alliteration? (RL2.4)
- (A) smell of mashed potatoes
- (B) storms of hamburgers
- (C) drizzle of soda
- ● tomato tornado

CCSS Assessment 2nd Grade Reading Standards for Literature | **BookPagez.com**

Answer Key

Extension Activity



Name: _____ Date: _____

Directions:
In the book **Cloudy With a Chance of Meatballs**, the town of Chewandswallow experienced showers of orange juice, eggs, and toast. If you could live in a town like Chewandswallow what would it be called? What would the weather be?

Town Name:

Belly Filling Breakfasts

Luscious Lunches

Drinkable Drinks

Delicious Dinners

Divine Desserts

Super Good Sides

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

Cloudy With a Chance of Meatballs Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Cloudy With a Chance of Meatballs" correlate with the following English Language Arts Common Core State Standards for second grade.

Retelling and Summarizing Lesson Plan and Resources

Reading : Literature
RL.2.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

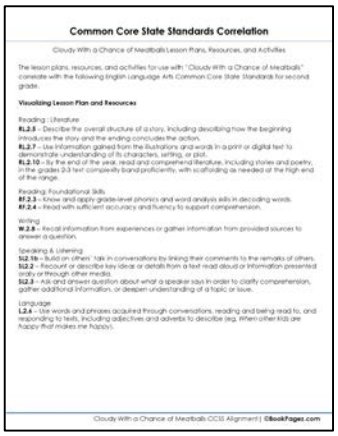
Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. *When other kids are happy that makes me happy*).

Cloudy With a Chance of Meatballs CCSS Alignment | ©BookPagez.com



Common Core State Standards Correlation

Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Cloudy With a Chance of Meatballs" correlate with the following English Language Arts Common Core State Standards for second grade.

Visualizing Lesson Plan and Resources

Reading : Literature
RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. *When other kids are happy that makes me happy*).

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Common Core State Standards Correlation

Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Cloudy With a Chance of Meatballs" correlate with the following English Language Arts Common Core State Standards for second grade.

Determining Importance Lesson Plan and Resources

Reading : Literature
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. *When other kids are happy that makes me happy*).

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Common Core State Standards Correlation

Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Cloudy With a Chance of Meatballs" correlate with the following English Language Arts Common Core State Standards for second grade.

Synthesizing Lesson Plan and Resources

Reading : Literature
RL.2.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.4 – Describe how words and phrases (eg. regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. *When other kids are happy that makes me happy*).

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Cloudy With a Chance of Meatballs" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language
L2.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
L2.5a – Identify real-life connections between words and their use (eg. describe foods that are spicy or salty).
L2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg. because).

Cloudy With a Chance of Meatballs CCSS Alignment | ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Cloudy With a Chance of Meatballs" correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading : Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

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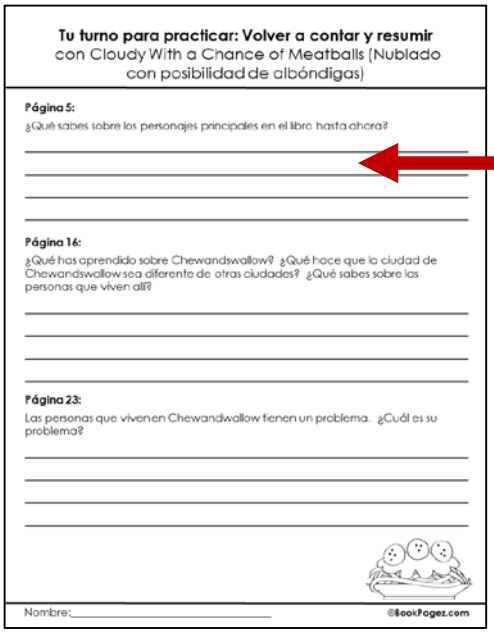
Word Work
Common Core Alignment

Student Facing Resources in Spanish for Cloudy With a Chance of Meatballs Super Pack

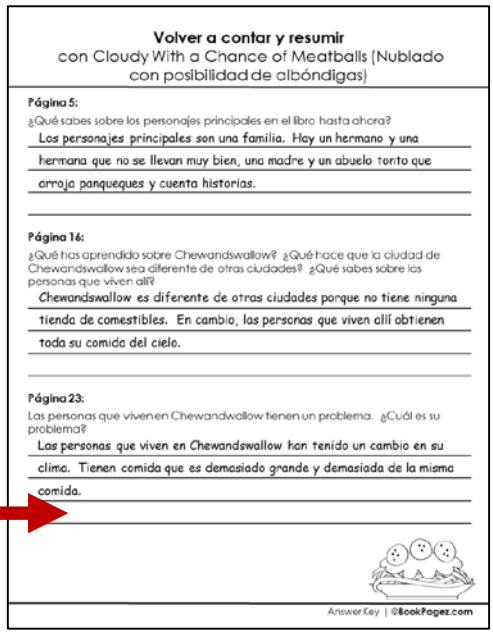
4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

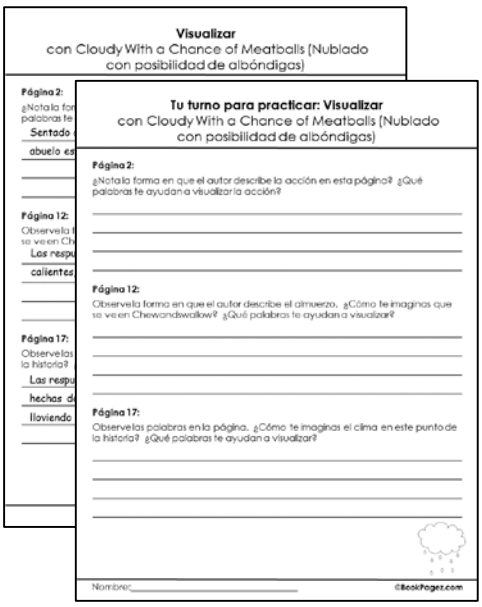


Page by Page Guided Questions

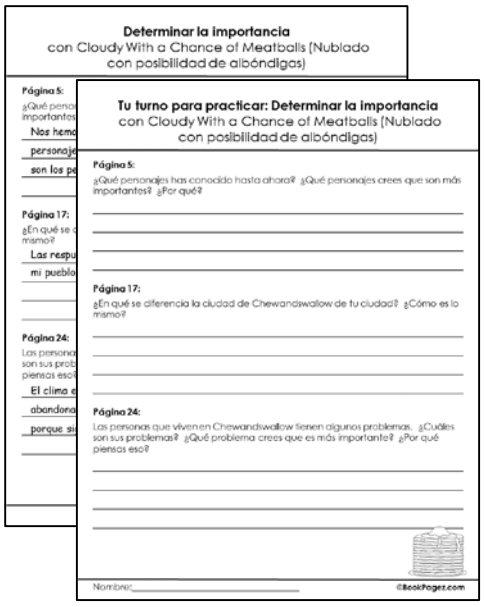
Answer Key



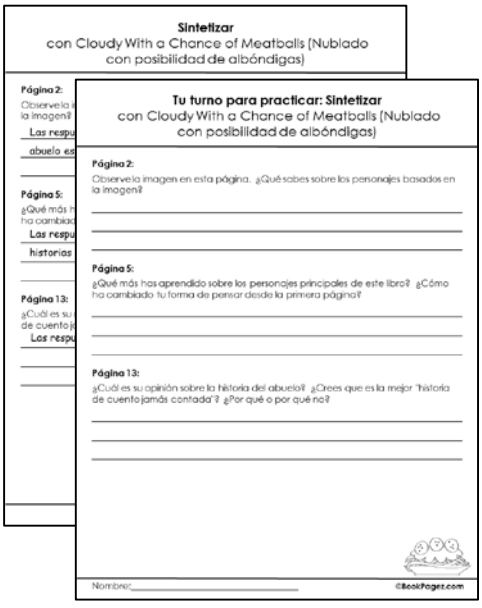
Sample answers written in Spanish



Visualizing

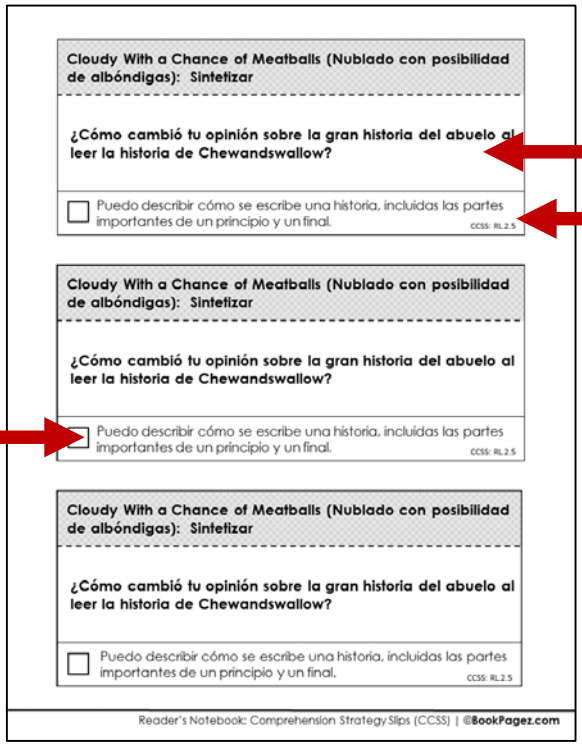


Determining Importance



Synthesizing

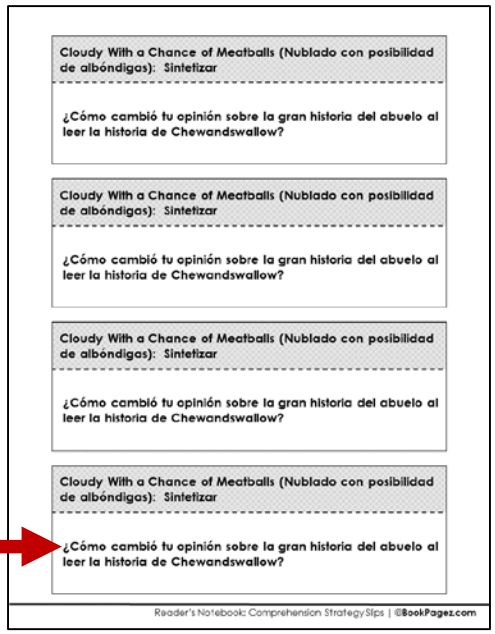
Writing About Reading with Optional CCSS Alignment



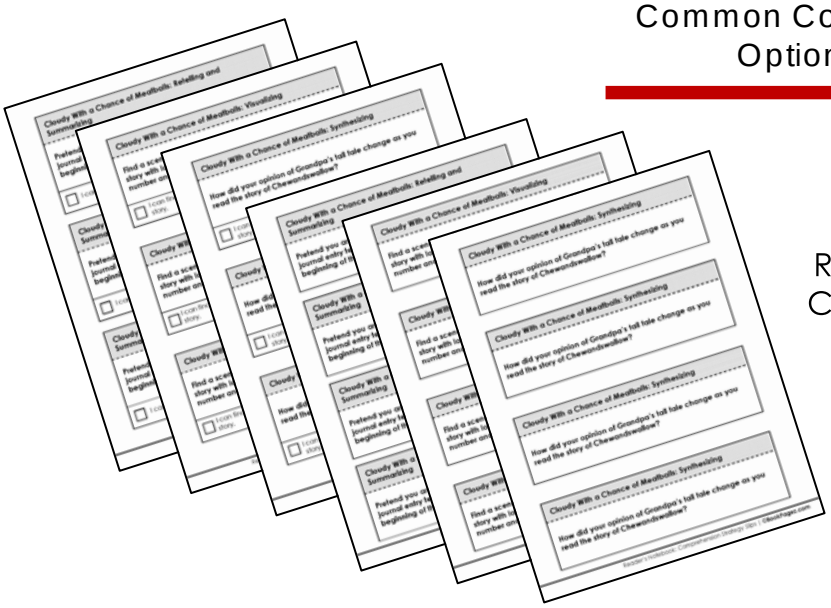
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish



Common Core Free Option

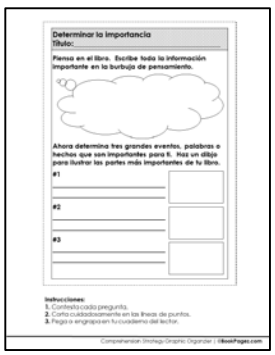


Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Visualizing



Determining Importance

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:
En el libro **Cloudy With a Chance of Meatballs**, la ciudad de Chewandswallow experimentó lluvias de zumo de naranja, huevos y pan tostado. Si pudieras vivir en una ciudad como Chewandswallow, ¿cómo se llamaría? ¿Cuál sería el clima?

El Nombre de la ciudad:

_____

Desayunos de relleno del vientre

Deliciosos almuerzos

Bebidas bebibles

Deliciosas cenas

Postres Divinos

Super bien Guarnición