

# 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

**Cloudy With a Chance of Meatballs**  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Retelling and Summarizing**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**Summary**  
**Cloudy With a Chance of Meatballs** is about a town called Chewandaville, where it rains holidays and tends to be cloudy with a chance of meatballs. The town of Chewandaville is like most other towns. The only difference is that the people living there never have to go to the grocery store. Instead, they wait for the weather to change. The weather changes three times a day, blowing in hamburgers, snowing mashed potatoes and peas, or raining orange juice and milk. The people living in Chewandaville are happy until one day the weather takes a turn for the worse.

**Link to What You Know**  
What is a tall tale?  
What would it be like to live in a place like Chewandaville?  
If you could make the clouds rain anything, what would you want to rain?

**Important Words to Know and Understand**  
**Frankfurter** - A seasoned smoked sausage made of pork or beef, similar to a hotdog

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.  
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reporter. Retell and summarize the information using important facts, facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

©BookPages.com

Guided Reading Level

Key Vocabulary

Explanation of Strategy

### Retelling and Summarizing Lesson Plan

**Cloudy With a Chance of Meatballs**  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
Think about the important events that happened first, next, then, and last  
Notice the names of the characters and  
Look for places where characters caused events to happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 5** - What do you know about the main characters in the book so far?  
**Page 16** - What have you learned about Chewandaville? What makes the town of Chewandaville different from other towns? What do you know about the people living there?  
**Page 23** - The people living in Chewandaville have a problem. What is their problem?  
**Page 30** - Grandpa's story about Chewandaville was a tall tale. A tall tale is a story with unbelievable characters, events, and settings. A tall tale has a lot of exaggeration. What parts of Grandpa's story were unbelievable? Was the end of his story believable? Why or why not?

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized **Cloudy With a Chance of Meatballs**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the characters, events, and the settings in **Cloudy With a Chance of Meatballs**. How does playing **Cloudy With a Chance of Meatballs** help you to be a better reader? What advice from your strategy slip into your reader's notebook. Write about the work you did while reading **Cloudy With a Chance of Meatballs**. (Remember to include examples from the book!)

©BookPages.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Visualizing**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Visualizing While Reading**  
Notice the words the author uses to describe the action in the story.  
Look at the pictures. Do they help you understand the action in the story?  
**Page 8** - Notice the words the author describes Lunch. What do you imagine it looks like?  
**Pages 10 to 17** - Notice the words the author uses to describe the weather of the day in the story. What do you think the weather is like?

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

©BookPages.com

**Determining Importance**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Determining Importance While Reading**  
Look for the most important parts of the story.  
Think about the most important events, characters, and information in the story.  
**Page 16** - How did Grandpa's story about Chewandaville help you to be a better reader?  
**Page 23** - How did Grandpa's story about Chewandaville help you to be a better reader?  
**Page 30** - How did Grandpa's story about Chewandaville help you to be a better reader?

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

©BookPages.com

**Answer Key for Retelling and Summarizing with Cloudy With a Chance of Meatballs**

**Your Turn to Practice Retelling and Summarizing with Cloudy With a Chance of Meatballs**

**Page 5:** What do you know about the main characters in the book so far?  
**Page 16:** What have you learned about Chewandaville? What makes the town of Chewandaville different from other towns? How is it the same?  
**Page 23:** The people living in Chewandaville have a problem. What is their problem?  
**Page 30:** How did Grandpa's story about Chewandaville end? What was most important to know about the characters in his story?  
**Page 31:** How did Grandpa's story about Chewandaville end? What was most important to know about the characters in his story?  
Name: \_\_\_\_\_

**Answer Key for Visualizing with Cloudy With a Chance of Meatballs**

**Your Turn to Practice Visualizing with Cloudy With a Chance of Meatballs**

**Page 2:** Notice the words the author describes the action on the page? Which words help you visualize the action?  
**Page 8:** Notice the words the author describes Lunch. What do you imagine it looks like?  
**Page 10:** Notice the words the author describes the weather of the day in the story. What do you think the weather is like?  
**Page 17:** Notice the words the author describes the weather of the day in the story. What do you think the weather is like?  
**Page 23:** Notice the words the author describes the weather of the day in the story. What do you think the weather is like?  
**Page 30:** Notice the words the author describes the weather of the day in the story. What do you think the weather is like?  
Name: \_\_\_\_\_

Visualizing

Determining Importance

**Synthesizing**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Synthesizing While Reading**  
Look for places where characters caused events to happen  
Notice when you hear something that is new or different  
Look for new words that change your understanding of  
**Page 5** - What do you know about the main characters in the book so far?  
**Page 16** - What have you learned about Chewandaville? What makes the town of Chewandaville different from other towns? How is it the same?  
**Page 23** - The people living in Chewandaville have a problem. What is their problem?  
**Page 30** - How did Grandpa's story about Chewandaville end? What was most important to know about the characters in his story?  
**Page 31:** How did Grandpa's story about Chewandaville end? What was most important to know about the characters in his story?  
Name: \_\_\_\_\_

Synthesizing

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between different types of reading response prompts. On the left, a stack of 'I Can' statements is shown, with an arrow pointing to a 'Strategy and Text Based Reader's Response Prompt' that includes a CCSS-aligned task and a corresponding CCSS standard (RI.2.7). An arrow from this prompt points to a 'Common Core State Standard'. Another arrow from the 'I Can' statements points to a 'Common Core Free Option' prompt, which is a simplified version of the task without the CCSS alignment. A final arrow points from the 'Common Core Free Option' to a 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan'.

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
**Title:** \_\_\_\_\_  
 What is this book about?  
 Is it fiction or non-fiction?  
 Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Retelling and Summarizing

**Visualizing**  
**Title:** \_\_\_\_\_  
 What picture did you use to practice visualizing?  
 Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Visualizing

**Determining Importance**  
**Title:** \_\_\_\_\_  
 Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Determining Importance

**Synthesizing**  
**Title:** \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
Because...	Because...	Because...

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Synthesizing

# Vocabulary Connections Resources

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

**Vocabulary Connections** Cloudy With a Chance of Meatballs  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Important Words to Know and Understand in "Cloudy With a Chance of Meatballs"**

**Afloat**  
Floating

**Frankfurters**  
A seasoned smoked sausage made of pork or beef, similar to a hotdog

**Gorgonzola**  
A rich, strong flavored Italian cheese

**Pulp**  
The soft, meaty part of a fruit or vegetable

**Sanitation**  
To make something clean

**Survival**  
To live or continue longer than someone or something else

**Temporary**  
Not permanent, lasting for a short time

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections** Cloudy With a Chance of Meatballs  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

Afloat	Frankfurters	Gorgonzola
		
Pulp	Sanitation	Survival
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

**Vocabulary Connections** Cloudy With a Chance of Meatballs  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

Afloat	Frankfurters	Gorgonzola
Floating	A seasoned smoked sausage made of pork or beef, similar to a hotdog	A rich, strong flavored Italian cheese
Pulp	Sanitation	Survival
The soft, meaty part of a fruit or vegetable	To make something clean	To live or continue longer than someone or something else

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

**Vocabulary Connections** Cloudy With a Chance of Meatballs  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

<b>Afloat</b> is a/an noun verb adverb adjective Definition of Afloat:	<b>Frankfurters</b> are a/an noun verb adverb adjective Definition of Frankfurters:	<b>Gorgonzola</b> is a/an noun verb adverb adjective Definition of Gorgonzola:
Afloat looks like this:	Frankfurters look like this:	Gorgonzola looks like this:
Afloat reminds me of:	Frankfurters remind me of:	Gorgonzola reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

**Word Games** with Words from Cloudy With a Chance of Meatballs

It's raining nouns! Read each of the words in the cloud.

Circle in the nouns.

FRANKFURTERS  
PULP  
SURVIVAL  
TEMPORARY  
GORGONZOLA  
SANITATION

Make a word search using the words in the word bank. Give it to a friend to solve.

**Word Bank**  
AFLOAT  
FRANKFURTERS  
GORGONZOLA  
PULP  
SANITATION  
SURVIVAL  
TEMPORARY

Friend's Name: \_\_\_\_\_

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

©BookPages.com

Word Games and Answer Key

**Vocabulary Connections** Cloudy With a Chance of Meatballs  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Cloudy With a Chance of Meatballs**  
By: Judi Barrett

A new word that I learned in this book is: \_\_\_\_\_

It means: \_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

**Vocabulary Connections**

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

**Vocabulary Connections**

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in this list.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Read Definition	✓

Independent Word Exploration | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Cloudy With a Chance of Meatballs**  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Two - Syllable Words

**Background:**  
Word that contains two-syllables, where each syllable has a short vowel sound.

**Examples:**

catnap
dental
eggnog
endless
gumdrop
habit
handcuff

**Materials and Preparation:**

- A Copy of Cloudy With a Chance of Meatballs
- Chart Paper and Markers
- Word Card Pages (1 set advance)
- Two - Syllable Word Cards
- Optional - Word Detective Worksheet
- Optional - 2 Colors of Paper

**Word Work**

**Cloudy With a Chance of Meatballs**  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Step 1: Introduce the Focus of Word Work**

**Introduce Two - Syllable Words**

- Explain that some words have two syllables, such as the word cloudy or meatball.
- Show children how to clap the number of syllables in a word. Practice clapping syllables for other two-syllable words (party, paper, marker, notebook, and classroom).
- Explain that some two-syllable words have short vowel sounds and some have long vowel sounds, and some have a mix of short and long vowel sounds. Today you will be focusing on the two-syllable words with short vowel sounds in each syllable.
- Write the word "magnet" on the chart paper. Draw a line between the letters g and n to show the syllables. Remind children that the word "magnet" has a short a sound. Repeat the short a sound in the syllable "mag". Remind children the word "magnet" also has the short e sound. Repeat the short e sound in the syllable "net".
- Ask students to think of other words that follow the pattern.
- If children require a prompt, provide the first syllable. For example, you might say: back, cat, mug, hand, sun, hot, or gum.

**Step 2: Connect Word Work to Reading**

**Two - Syllable Words in the Text**

- Tell the students that the book they will be reading today has many two-syllable words.
- Show them page 1 of *Cloudy with a Chance of Meatballs*. Tell the students to listen carefully and look at the words while you read. Ask the students to put two fingers up when they see or hear a two-syllable word that follows the pattern.
- After reading page 1, ask the students to identify several two-syllable words from the story (e.g., sitting, kitchen, betting, flipping). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Cloudy with a Chance of Meatballs*.

**Examples of Two - Syllable Words Found in the Text:**

bedtime	dinner	marker
northwest	napkin	big
backyard	pepper	flipping
flipping	butter	ring
sitting	artize	richer
betting	matter	sliding
kitchen	biggest	sandwich
landed	garden	ketchup

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

**Word Work**

**Cloudy With a Chance of Meatballs**  
By: Judi Barrett  
Grade Level: 2 / Guided Reading Level: M

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into groups of 2.
- Provide each student pair with a set of syllable cards (print the cards in advance).
- Provide each pair with a recording sheet.
- Show children how to place two syllable cards next to each other to build a two-syllable word.
- Explain that some words are real words (flipping) and some words are nonsense words (riching).
- Their task, as a two-person team, is to build as many real words possible with the syllable cards. They can mix, move, rearrange, and combine the syllables in different ways. When they identify a real word, they should write it on their recording sheet.
- Set a timer for the activity (15-20 minutes).
- Collect the recording sheets and identify the partners with the most real words.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of two - Syllable Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for two - syllable words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word in lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

**2 Syllable Word Match Up**  
Interactive Activity

**Directions:**  
Cut out the word cards below. Use the cards for the 2 Syllable Word Match Up.

bed	time
north	west
back	yard
flip	ping
sit	ting

Guided Word Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: Two - Syllable Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for two - syllable words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com

**Two - Syllable**  
Word Work Practice Page

**Directions:**  
Write a two - syllable word from the word bank to complete each sentence.

**Word Bank**  
bedtime northwest backyard flipping sliding running  
dinner napkins butter pepper sitting richer  
betting kitchen landed gardens artize sandwich

- Grandpa was \_\_\_\_\_ pancakes.
- We ate breakfast in the \_\_\_\_\_.
- We were \_\_\_\_\_ on how many pancakes we could eat.
- A big pancake \_\_\_\_\_ right on Henry's head.
- \_\_\_\_\_ and jelly sprinkled down for our toast.
- Grandpa told us a \_\_\_\_\_ story.
- We were all \_\_\_\_\_ around the kitchen table.
- Breakfast, lunch and \_\_\_\_\_ fell from the sky.
- The sat and \_\_\_\_\_ winds made people sneeze.
- The people were \_\_\_\_\_ to avoid the tomatoes.
- The winds blew in from the \_\_\_\_\_.
- People carried their \_\_\_\_\_ outside with them.
- The houses in the town had trees and \_\_\_\_\_ around them.
- People put extra food into the soil so it would be \_\_\_\_\_.
- The people piled up stale bread in their \_\_\_\_\_.
- The people glued bread together to make a \_\_\_\_\_ boat.
- In the morning, we wanted to go \_\_\_\_\_ with Grandpa.

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com

# Assessments

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



Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors		SC = Self-Correction		M = Meaning	
		S = Structure/syntax		V = Visual	
Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	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
<p><b>Directions:</b> Use what you know about <i>Cloudy With a Chance of Meatballs</i> to answer each of the following questions.</p>	
<p>1. Where does Grandpa's bedtime story take place?</p> <p><input type="radio"/> A In the snow</p> <p><input type="radio"/> B Around the big kitchen table</p> <p><input type="radio"/> C In the huge bumpy mountains</p> <p><input type="radio"/> D In the tiny town of Chewandswallow</p>	
<p>2. What problem do the townspeople have in <i>Cloudy With a Chance of Meatballs</i>?</p> <p><input type="radio"/> A They were having bad food storms that were destroying the town.</p> <p><input type="radio"/> B They were not getting enough food.</p> <p><input type="radio"/> C They didn't have a place to put their leftovers.</p> <p><input type="radio"/> D They did not have a school for the children.</p>	
<p>3. Why do the townspeople decide to leave Chewandswallow?</p> <p><input type="radio"/> A They wanted to shop for their food.</p> <p><input type="radio"/> B It was the only way for them to survive.</p> <p><input type="radio"/> C The townspeople were mad at the Sanitation Department.</p> <p><input type="radio"/> D They only had to leave until the weather calmed down.</p>	
<p>4. Which of these is an example of alliteration?</p> <p><input type="radio"/> A smell of mashed potatoes</p> <p><input type="radio"/> B storms of hamburgers</p> <p><input type="radio"/> C drizzle of soda</p> <p><input type="radio"/> D tomato tornado</p>	
<p>CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literature</p>	

Cloudy With a Chance of Meatballs CCSS Assessment Answer Key
<p><b>Directions:</b> Use what you know about <i>Cloudy With a Chance of Meatballs</i> to answer each of the following questions.</p>
<p>1. Where does Grandpa's bedtime story take place? (RI.2.1)</p> <p><input type="radio"/> A In the snow</p> <p><input type="radio"/> B Around the big kitchen table</p> <p><input type="radio"/> C In the huge bumpy mountains</p> <p><input checked="" type="radio"/> D In the tiny town of Chewandswallow</p>
<p>2. What problem do the townspeople have in <i>Cloudy With a Chance of Meatballs</i>? (RI.2.2)</p> <p><input checked="" type="radio"/> A They were having bad food storms that were destroying the town.</p> <p><input type="radio"/> B They were not getting enough food.</p> <p><input type="radio"/> C They didn't have a place to put their leftovers.</p> <p><input type="radio"/> D They did not have a school for the children.</p>
<p>3. Why do the townspeople decide to leave Chewandswallow? (RI.2.3)</p> <p><input type="radio"/> A They wanted to shop for their food.</p> <p><input checked="" type="radio"/> B It was the only way for them to survive.</p> <p><input type="radio"/> C The townspeople were mad at the Sanitation Department.</p> <p><input type="radio"/> D They only had to leave until the weather calmed down.</p>
<p>4. Which of these is an example of alliteration? (RI.2.4)</p> <p><input type="radio"/> A smell of mashed potatoes</p> <p><input type="radio"/> B storms of hamburgers</p> <p><input type="radio"/> C drizzle of soda</p> <p><input checked="" type="radio"/> D tomato tornado</p>
<p>CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literature   BookPagez.com</p>

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: \_\_\_\_\_

<p><b>Belly Filling Breakfasts</b></p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p><b>Luscious Lunches</b></p> <p>_____</p> <p>_____</p> <p>_____</p> 
<p><b>Drinkable Drinks</b></p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p><b>Delicious Dinners</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Divine Desserts</b></p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p><b>Super Good Sides</b></p> <p>_____</p> <p>_____</p> <p>_____</p> 

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Writing and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p><b>RI.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.3</b> - Describe how characters in a story respond to major events and challenges.</p> <p><b>RI.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.5</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.10</b> - 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.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.2.1</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b></p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
Cloudy With a Chance of Meatballs CCSS Alignment   @BookPagez.com

Common Core State Standards Correlation
<p>Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.3</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.10</b> - 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.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.2.1</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b></p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
Cloudy With a Chance of Meatballs CCSS Alignment   @BookPagez.com

Common Core State Standards Correlation
<p>Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Delivering Importance Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.3</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.10</b> - 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.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.2.1</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b></p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
Cloudy With a Chance of Meatballs CCSS Alignment   @BookPagez.com

Common Core State Standards Correlation
<p>Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Synthesizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p><b>RI.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.3</b> - Describe how characters in a story respond to major events and challenges.</p> <p><b>RI.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.5</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.10</b> - 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.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.2.1</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b></p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
Cloudy With a Chance of Meatballs CCSS Alignment   @BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
Cloudy With a Chance of Meatballs CCSS Alignment   @BookPagez.com

Common Core State Standards Correlation
<p>Cloudy With a Chance of Meatballs Lesson Plans, Resources, and Activities</p> <p>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.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p>
Cloudy With a Chance of Meatballs CCSS Alignment   @BookPagez.com

Vocabulary Connections  
Common Core Alignment

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

**Tu turno para practicar: Volver a contar y resumir**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Página 5:**  
¿Qué sabes sobre los personajes principales en el libro hasta ahora?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 16:**  
¿Qué has aprendido sobre Chewandswallow? ¿Qué hace que la ciudad de Chewandswallow sea diferente de otras ciudades? ¿Qué sabes sobre las personas que viven allí?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 23:**  
Las personas que viven en Chewandswallow tienen un problema. ¿Cuál es su problema?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



Page by Page  
Guided  
Questions

### Answer Key


**Volver a contar y resumir**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Página 5:**  
¿Qué sabes sobre los personajes principales en el libro hasta ahora?  
**Los personajes principales son una familia. Hay un hermano y una hermana que no se llevan muy bien, una madre y un abuelo torito que arroja panqueques y cuenta historias.**

**Página 16:**  
¿Qué has aprendido sobre Chewandswallow? ¿Qué hace que la ciudad de Chewandswallow sea diferente de otras ciudades? ¿Qué sabes sobre las personas que viven allí?  
**Chewandswallow es diferente de otras ciudades porque no tiene ninguna tienda de comestibles. En cambio, las personas que viven allí obtienen toda su comida del cielo.**

**Página 23:**  
Las personas que viven en Chewandswallow tienen un problema. ¿Cuál es su problema?  
**Las personas que viven en Chewandswallow han tenido un cambio en su clima. Tienen comida que es demasiado grande y demasiada de la misma comida.**

Nombre: \_\_\_\_\_ Answer Key | ©BookPagez.com



Sample answers  
written in Spanish

**Visualizar**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Tu turno para practicar: Visualizar**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Página 2:**  
¿Nota la forma en que el autor describe la acción en esta página? ¿Qué palabras te ayudan a visualizar la acción?

abuelo es \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 12:**  
Observa la forma en que el autor describe el almuerzo. ¿Cómo te imaginas que se ve en Chewandswallow? ¿Qué palabras te ayudan a visualizar?

Observa la forma en que el autor describe el almuerzo. ¿Cómo te imaginas que se ve en Chewandswallow? ¿Qué palabras te ayudan a visualizar?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 17:**  
Observa las palabras en la página. ¿Cómo te imaginas el clima en este punto de la historia? ¿Qué palabras te ayudan a visualizar?


Observa las palabras en la página. ¿Cómo te imaginas el clima en este punto de la historia? ¿Qué palabras te ayudan a visualizar?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



Visualizing

**Determinar la importancia**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Tu turno para practicar: Determinar la importancia**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Página 5:**  
¿Qué personajes has conocido hasta ahora? ¿Qué personajes crees que son más importantes? ¿Por qué?

Los personajes que he conocido hasta ahora son los personajes más importantes. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 17:**  
¿En qué se diferencia la ciudad de Chewandswallow de tu ciudad? ¿Cómo es lo mismo?

Las respuestas son mi pueblo. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Página 24:**  
Las personas que viven en Chewandswallow tienen algunos problemas. ¿Cuáles son sus problemas? ¿Qué problema crees que es más importante? ¿Por qué piensas así?

El clima es el problema más importante. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



Determining Importance

**Sintetizar**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Tu turno para practicar: Sintetizar**  
con Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas)

**Página 2:**  
Observa la imagen en esta página. ¿Qué sabes sobre los personajes basados en la imagen?

Las respuestas son abuelo es \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 5:**  
¿Qué más has aprendido sobre los personajes principales de este libro? ¿Cómo ha cambiado tu forma de pensar desde la primera página?

Las respuestas son historias \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 13:**  
¿Cuál es su opinión sobre la historia del abuelo? ¿Crees que es la mejor historia de cuento jamás contada? ¿Por qué o por qué no?

Las respuestas son \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



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

Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

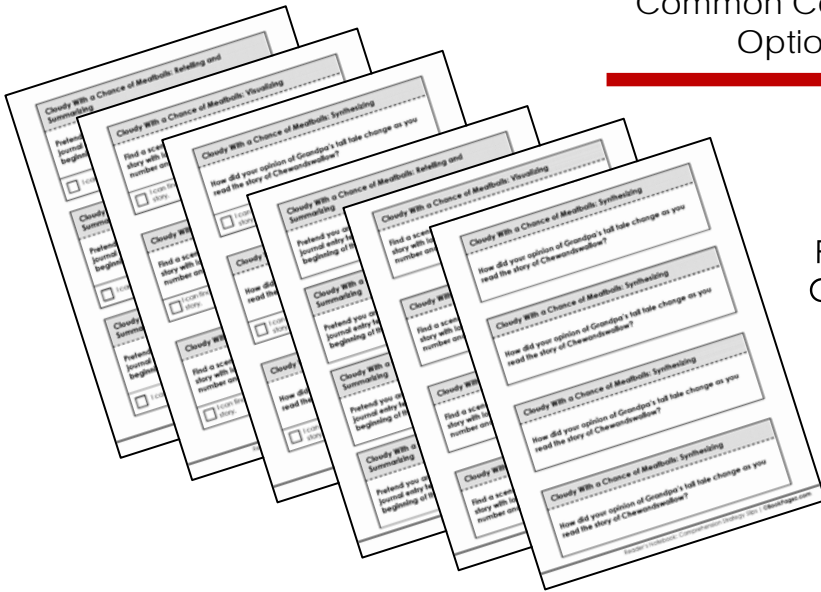
Cloudy With a Chance of Meatballs (Nublado con posibilidad de albóndigas): Sintetizar

¿Cómo cambió tu opinión sobre la gran historia del abuelo al leer la historia de Chewandswallow?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 4 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título: \_\_\_\_\_

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo e escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que trata el libro?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega y engancha hojas en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página usaste para practicar e visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que tu autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Acordarte de haber dibujado todas las palabras que te ayudaron a visualizar.

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega y engancha hojas en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

**Determinar la importancia**  
Título: \_\_\_\_\_

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega y engancha hojas en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

**Sintetizar**  
Título: \_\_\_\_\_

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Parque...	Parque...	Pero ahora pienso...
Me suena familiar de pensar en...	Ahora entiendo...	Después de pensar sobre...
Parque...	Parque...	Puedo concluir que...
		Parque...

**Instrucciones:**  
1. Contesta algunas preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega y engancha hojas en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 