

# Title: Cloudy with a Chance

**Subject:** Language arts

**Skills:** reading, descriptive writing, comparing, contrasting

**Grade Level:** 2-4

**Length of Lesson:** 60 minutes

**Overview:** Students will listen to the story of Cloudy with a Chance of Meatballs, which is the tall tale of a town that experiences weather which yields food instead of precipitation. The class will then brainstorm a list of other things that could take the place of precipitation, (sports equipment, crayons, paint, candy, different forms of chocolate, etc.). Each student will then write their own version of Cloudy with a Chance.

**Background information:** You may wish to review some of the weather terms used in Cloudy with a Chance of Meatballs, so that children are familiar with the weather vocabulary for their own stories.

## **Materials:**

Book, Cloudy with a Chance of Meatballs or multiple copies for small group reading

Pre-made books for children to write and illustrate their stories

Pencils and crayons

## **Teaching the Lesson:**

1. Discuss the current weather of the day. Have students name as many different types of weather that they can. This list will be used to help them in writing their stories.
2. Ask them to think about what would happen if food fell instead of rain. What would that kind of weather look like?
3. Read Cloudy with a Chance of Meatballs to the class. Be sure to point out all the weather terms and discuss their meanings.
4. Discuss the genre of the book (fantasy), and compare that to realistic fiction. This story could not happen. Students are now going to create their own fantasy stories using weather as the theme. Have students brainstorm a list of other items that could fall from the sky that would be considered fantasy, and not realistic fiction.
5. Students will now use that list, as well as the list of weather terms to create their own stories.
6. Depending on age and ability of students, they can follow the same outline as the book, just change the theme of the objects that fell from the sky, or they can change the entire story.
7. Be sure and have students go through the entire writing process, by writing a rough draft, editing alone or with a friend, and writing a final copy.

**Evaluation:**

Final copies of students' books will be used for evaluations.