Name: __________________________

1. Why is Saturday called “Pancake Day?”

________________________________________________________________________

2. The town is named Chewandswallow. If you could rename it, what would it be?

________________________________________________________________________

Why did you choose that name?

________________________________________________________________________

________________________________________________________________________

3. Complete the web for what the weather served in Chewandswallow (from page 8).

It rained:

__________________________________________________________

__________________________________________________________

It snowed:

__________________________________________________________

__________________________________________________________

The wind blew in:

__________________________________________________________

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Cloudy With a Chance of Meatballs

4. List three adaptations you think animals would need to survive in Chewandswallow.

a. __________________________________________

b. __________________________________________

c. __________________________________________

5. Compare and contrast how a sanitation worker’s job is different in Chewandswallow than in your town.

_____________                      Chewandswallow
6. List three ways the leftover food was used to benefit the town.
   a. ____________________________________________________
   b. ____________________________________________________
   c. ____________________________________________________

7. Explain why the school had to close.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

8. Name 5 weather words from the story.
   a. _________________________________
   b. _________________________________
   c. _________________________________
   d. _________________________________
   e. _________________________________

9. Do you think the decision to leave Chewandswallow was a good one? Explain.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

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10. At the end of the story, the two children thought they saw a pat of butter and smelled mashed potatoes. What did they really see and smell?

pat of butter: ___________________________________

mashed potatoes: _________________________________

11. Cut out the story events from the next page. Glue them in the correct order below.
<table>
<thead>
<tr>
<th><strong>Cloudy With a Chance of Meatballs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The townspeople made houses from bread.</td>
</tr>
<tr>
<td>Violent foodstorms hit Chewandswallow.</td>
</tr>
<tr>
<td>People ate whatever the weather was.</td>
</tr>
<tr>
<td>The townspeople learned to buy and cook food.</td>
</tr>
<tr>
<td>Pea soup fog covered the town.</td>
</tr>
<tr>
<td>The birds tried to eat all of the bread.</td>
</tr>
<tr>
<td>Fifteen-inch drifts of sandwiches fell from the sky.</td>
</tr>
<tr>
<td>Houses were damaged by giant meatballs.</td>
</tr>
<tr>
<td>People made boats out of bread and peanut butter.</td>
</tr>
<tr>
<td>A pancake landed on Henry’s head.</td>
</tr>
</tbody>
</table>
Cloudy With a Chance of Meatballs

Weather Mapping

In Cloudy With a Chance of Meatballs, the weather patterns get extremely strange. This is a great opportunity to talk about weather trends around your country.

1. Start with a blank map of your country. Discuss the general weather patterns seen throughout a particular season. Have the students cut and paste the weather symbols found on the next page on to their maps. Be sure to make a key to explain the symbols. A great site to go to for examples of weather maps is (teacher information):

   http://weather.about.com/od/forecastingtechniques/ss/mapsymbols_2.htm

2. Hand out another blank map of your country. Tell the students they are to make their own weather maps now using the food symbols, just as in the story. They are to use weather vocabulary on their key (hurricane, fog, tornado, etc). For example, if the icon for cheese is placed on the map, the key could read “cheese tornadoes.”

3. Extend the activity by letting the students be meteorologists for the class. Each student can present his or her weather map – talk like a weather forecaster!

Catch a Cloud

Materials: candle, match, two-liter or two-quart bottle with a narrow neck.
Procedure:

1.) Light the candle.
2.) Turn the bottle upside down and hold the lit candle inside the bottle for a few seconds.
3.) Give the bottle a few minutes to cool. Force air into the bottle by completely covering the opening of the jug with your mouth and blowing hard.
4.) Have the students predict what will happen inside the bottle when you take your mouth away.
5.) Observe the results.
6.) Review with the students how clouds are made. Help them to identify the smoke from the candle as tiny particles and your breath as the water vapor. The air cooled when you took your mouth away from the bottle and a cloud was formed.
7.) Have students draw a picture of what happened.

All of the earth's water sources release water vapor into the air. As the water vapor rises, it combines with tiny particles in the air and forms water droplets. Millions of tiny water droplets combine to make a cloud.

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