

 SCHOLASTIC

Grades 1-3

Wild Weather

Lessons and Worksheets

Aligns with
National
Standards

Includes:
Classroom
Weather
Vocabulary
Poster



CLOUDY
with a chance of
MEAT BALLS
IN 3D

In Theaters September 18, 2009
www.cloudywithachanceofmeatballs.com

For Group Sales:
Please call 877-683-2791 or email
SPE_group_sales@spe.sony.com.

SONY PICTURES
animation

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The Weather Channel
kids!

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Dear Teacher,









Grab your umbrella! Inside you'll find **Wild Weather**, lessons and worksheets inspired by *Cloudy with a Chance of Meatballs*, the mouthwatering 3D animated film coming to theaters September 18th and inspired by the beloved children's classic. Facts about wild weather, including tornadoes, hurricanes, and blizzards, are an exciting way to build skills and hook students' interest in science and current events.

"Wild Weather" includes:

- A fold-out weather vocabulary poster
- Lesson plans and worksheets for grades 1–3 aligned with national standards in science, language arts, and health
- A discussion guide for reading *Cloudy with a Chance of Meatballs*
- A family take-home activity

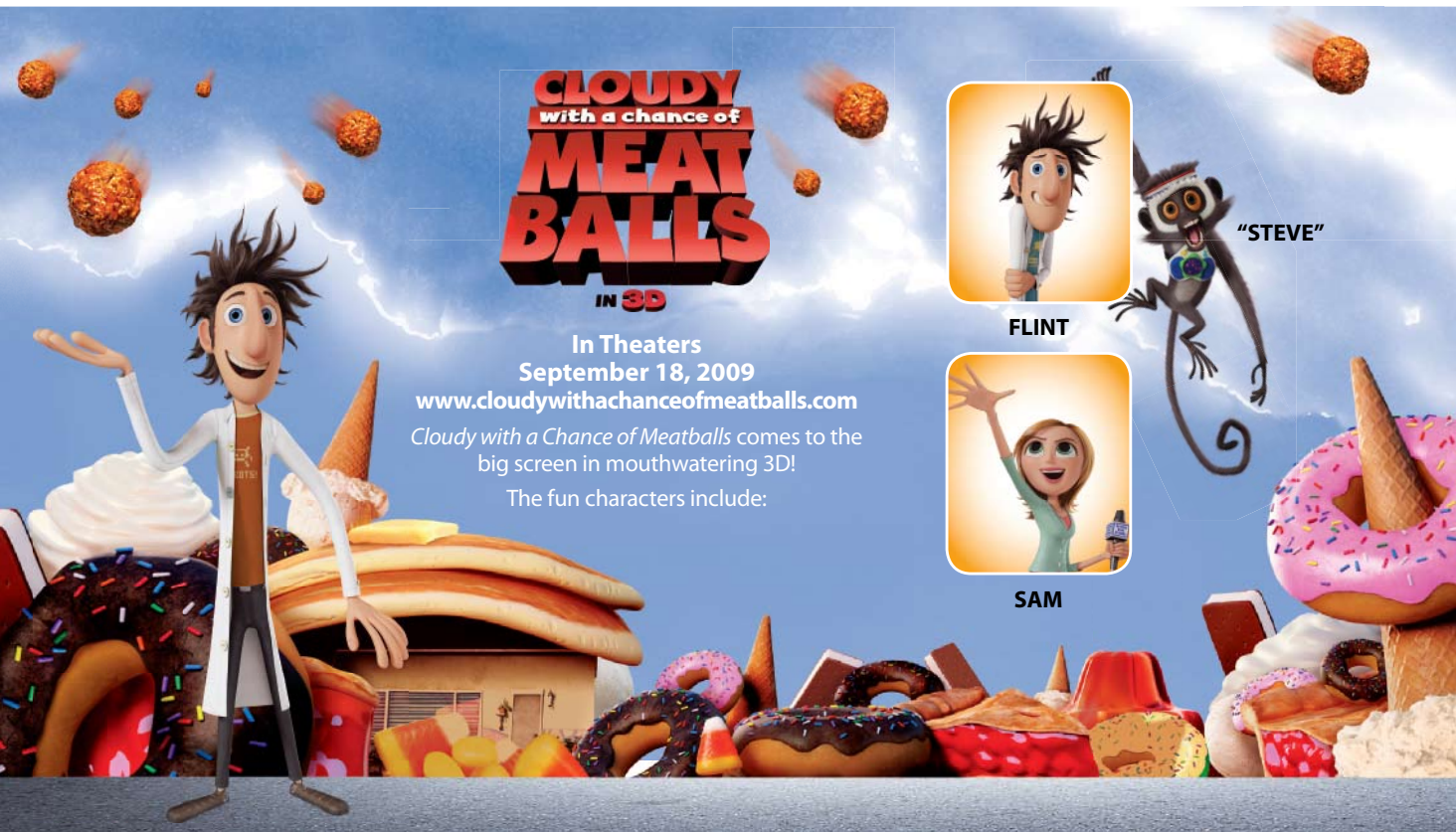
Please visit www.scholastic.com/wildweather for free printable copies of this great new program.

Alignment with National Standards

Skill	Standard	Lesson 1	Lesson 2	Lesson 3	Take-Home Activity
Science	1.1 Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the seasons				
	1.3 Knows that air is a substance that surrounds us, takes up space, and moves around us as wind				
	12.1 Knows that learning can come from careful observations and simple experiments				
Language Arts	6.1 Uses reading skills and strategies to understand a variety of familiar literary passages and texts				
Health	5.2 Knows precautions that should be taken in special conditions (e.g., bad weather)				

Source: Mid-continent Research for Education and Learning (McREL), www.mcrel.org

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Lesson Plans for Teachers

For younger students, you can teach the lessons and worksheets as a whole class. For all grades, use the poster to launch a “wild weather” word wall.

Lesson 1: Wild Weather Word Match

Objective: Through reading *Cloudy with a Chance of Meatballs* or another weather-themed storybook or article, students will understand different weather vocabulary and that weather conditions can change on a short-term and seasonal basis.

Time Required: 30 minutes

Materials: A copy of *Cloudy with a Chance of Meatballs* or another weather-themed storybook or article; Student Worksheet #1; classroom poster; chart paper

Steps:

1. Read *Cloudy with a Chance of Meatballs* or another weather-themed storybook or article to the class. As you read, ask students to pay attention to any weather-related words they hear.
2. After the story, have students share the weather words they heard. List these on chart paper. Have students heard these words in real life? When? What other weather words do they know? Add these to the list.
3. Invite students to gather around the classroom poster. What “wild weather” words listed on the poster have they heard of? Add any new weather words to the class chart.
4. Next, have the students describe what they know about each of the weather conditions listed on the chart. Add the descriptions to the words listed on the chart paper.
5. Distribute Student Worksheet #1. Together, read the definitions of “wild weather” provided. For lower grades, have the class work together to match the word or picture to the definitions. For older grades, have students work separately or in pairs. (Worksheet answers: 1. hurricane; 2. tornado; 3. blizzard; 4. thunderstorm; 5. drought; 6. flood.)

Extension: Have students complete the Family Take-Home Activity as homework. Add additional weather words students found at home to the class list.

Lesson 2: Tornado Lab Report

Objective: Students will understand that air moves around us as wind, and that learning can come from simple experiments.

Time required: 30 minutes

Materials: Student Worksheet #2; narrow, clear container, such as a bottle or narrow jar, with a secure top; water; clear liquid soap; vinegar; teaspoon measure

Steps:

1. Explain to students that some scientists called “storm chasers” try to get very close to tornadoes and hurricanes in order to conduct experiments. This is a dangerous job because of the violent winds, lightning, and thunder that accompany these storms. Ask students if they want to pretend to be storm chasers and create their own tornado in the classroom.
2. Distribute Student Worksheet #2 to each student. (At this point, the teacher can conduct the experiment with the whole class, or prepare individual supplies so that students can do the experiment themselves.) As a class, read through the procedure on the worksheet. Have students answer the first question before the experiment.
3. Fill an empty container 3/4 full of water. Add 1 teaspoon of vinegar and 1 teaspoon of liquid soap to the water. Secure the top on the bottle and shake. Next, vigorously rotate the bottle in a circular motion to create a funnel (vortex). Have students answer questions 2 and 3 on the worksheet. Students should see a vortex form when the container is rotated. A vortex is a spiral, circular motion that occurs in a tornado.
4. As a class, discuss students’ responses to question 3. Their classroom tornadoes are like real tornadoes in terms of shape and movement, but unlike a real tornado, students’ tornadoes are liquid rather than air.

Extension: Invite students to brainstorm a wild weather invention. What would the invention do and why? Have students illustrate their inventions and write a one-paragraph description of them.

Lesson 3: Wild Weather Safety Checklist

Objective: Students will understand precautions to take in the event of bad weather.

Time required: 30 minutes

Materials: Various weather-related picture books, such as *Cloudy with a Chance of Meatballs*, or weather-themed news articles; Student Worksheet #3; chart paper; poster board; markers

Steps:

1. Invite small groups of students to browse the picture books or articles and look for three pictures of people outdoors. Have each group make a T-chart. On one side of the chart, students should record the weather in each picture. Is it sunny, snowy, rainy, or windy? On the other side of the chart, have students describe what people are doing because of the weather. For example, are they wearing special clothes? Shoveling snow, using umbrellas, etc.?
2. Next, make a whole-class T-chart using input from each group. Be sure to include any “wild weather” students found, such as tornadoes, hurricanes, blizzards, and floods. Discuss the safety precautions we take in each of these situations, such as keeping away from windows in a tornado or drinking plenty of water when it is hot.
3. Distribute Student Worksheet #3. Read the sentences to the class and have them fill in the correct words from the word bank. For older students, invite pairs or small groups to complete the worksheet together. Once students are finished, compare answers as a class. (Worksheet answers, top to bottom: shelter; windows and doors; warm clothing; sidewalks and driveways; water; cool, comfortable clothing; the swimming pool; weather alerts.)

Extension: Invite small groups to create posters listing safety tips for various wild weather situations based on the worksheet. Display the posters in the hallway so the entire school can learn from them.

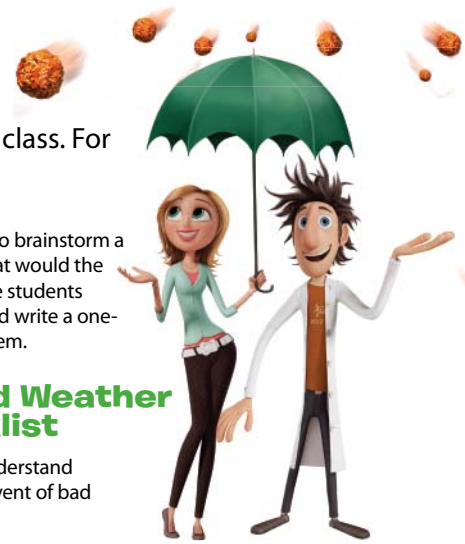
Wild Weather Resources

Books

- *Cloudy with a Chance of Meatballs*, by Judi Barrett, illustrated by Ron Barrett (Atheneum, 1978; Aladdin Paperbacks, 1982)
- *Wild Weather*, by Warren Faidley and Caroline Harris (Kingfisher, 2005)
- *Wild Weather Days*, by Katie Marsico (Scholastic, 2006)

Web sites

- The Weather Channel Kids, www.theweatherchannelkids.com. Play weather games, find your local forecast, watch videos, and research weather terms and safety tips.
- Al Roker’s “Wild Weather” Book Picks, www.scholastic.com/wildweatherbooks. Book lists for grades 1–2 and 3–4.
- Hurricane Hunters, www.hurricanehunters.com. Learn about the special Air Force Reserve Squadron that flies into the world’s biggest storms.
- The National Weather Service, “Play Time for Kids.” www.nws.noaa.gov/om/reachout/kidspage.shtml.



Wild Weather Word Match

Match the description in Column 1 to Column 2
by drawing a line to the correct word.

Column 1

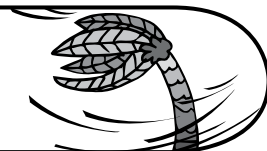
1. A storm that forms over the ocean with high winds, rain, thunder, and lightning
2. A violent, swirling wind shaped like a funnel
3. A heavy snowstorm
4. A storm with lightning and thunder
5. A long period of dry heat
6. A great flow of water that rises and spreads over land

Column 2

thunderstorm



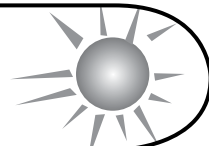
hurricane



flood



drought



blizzard



tornado



Tornado Lab Report

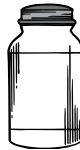


Can you make a tornado? This experiment will let you in on the answer. Read the procedure first. Then answer the questions.

Procedure:

1. Fill the container $\frac{3}{4}$ full of water.
2. Add the vinegar and liquid soap.
3. **Answer Question 1 below.**
Next, put the lid on the container and shake it.
4. Next, rotate the container in a circular motion. **Answer Questions 2 and 3 below.**

Materials needed:



a narrow,
clear bottle
or jar with
a lid



water



teaspoon
measure



1 teaspoon
of liquid
soap



1 teaspoon
of vinegar

Before the experiment...

Question 1. What do you think will happen in this experiment? Why?

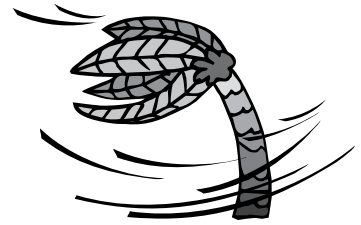
After the experiment...

Question 2. What happened when you rotated the jar in a circular motion?

Question 3. How is what happened like or unlike a real tornado?



Wild Weather Safety Checklist



Wild weather can be scary, but following the tips below can help you stay safe. Complete the tips using the phrases from the Word Bank.

If there is a tornado we...

- Listen for safety announcements.
- Bring pets indoors.
- Find _____.
- Stay inside, away from _____.

If there is a blizzard we...

- Wear _____.
- Shovel _____.
- Avoid icy roads.
- Don't stay out for long periods of time.

If it is really hot we...

- Use sunscreen.
- Drink lots of _____.
- Wear _____.

If there is a thunderstorm we...

- Get out of _____.
- Stay away from bodies of water, tall trees, and high structures.
- Try to go indoors.
- Listen to _____.

Word Bank

- windows and doors
- cool, comfortable clothing
- warm clothing
- the swimming pool
- sidewalks and driveways
- water
- weather alerts
- shelter



Family Take-Home Activity Name: _____ Date: _____

Wild Weather Word Hunt

Dear Family: In school, your child has been studying “wild weather,” such as tornadoes, hurricanes, and blizzards. Learning about weather is a great way to hook your child’s interest in current events, science, and reading.

What to do: Together with your child, search for weather news in your local newspaper, or on the television, radio, or Internet. Write down any weather words you come across in the left column below. Then write down your local forecast in the right column. Is there any “wild weather” on the horizon?

Weather Words Found:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Our Local Forecast:

- Monday:** _____
- Tuesday:** _____
- Wednesday:** _____
- Thursday:** _____
- Friday:** _____
- Saturday:** _____
- Sunday:** _____

Book Lists for Your Child:

Visit “Al Roker’s ‘Wild Weather’ Book Picks”
www.scholastic.com/wildweatherbooks

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animation

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The Weather Channel
kids!

theweatherchannelkids.com



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Cloudy with a Chance of Meatballs

Discussion Guide for Reading the Story

Use the questions below as a way to check comprehension and start conversations if your class is reading *Cloudy with a Chance of Meatballs*, the inspiration for the new film in mouthwatering 3D.

1. Why does Grandpa tell Henry and the narrator the story of Chewandswallow?
(Because of the pancake landing on Henry's head during breakfast.)
2. How is Chewandswallow like other towns? How is it different?
(It's similar because it has stores, houses, a school, people who live and work there; differences include that it has no grocery stores and that food falls from the sky.)
3. What does Chewandswallow do with the leftover food?
(They bring some of it home in case they get hungry between meals; extra food is also given to the dogs and cats.)
4. When do things start to go wrong in Chewandswallow?
(When the weather starts to act strangely; there is a pasta storm and whole days of nothing but the same food.)
5. What do you think are the pros and cons of living in Chewandswallow?
(Answers will vary.)
6. How do the people escape Chewandswallow?
(They build rafts out of sandwiches and sail away.)
7. How do you think life is different for the people of Chewandswallow after they escape?
(Answers will vary; e.g., they have to shop in a grocery store and learn how to cook.)
8. How does hearing the story of Chewandswallow change the narrator and her brother, Henry?
(When they go sledding, they imagine the snow as mashed potatoes.)

More Classroom Ideas

1. Invite students to imagine a town where something unusual falls from the sky. What would they choose and why? Have them write about it.
2. Study all of the compound words in *Cloudy with a Chance of Meatballs* (e.g., meatballs, pancakes, sidewalks, overcooked).
3. Have students write and perform a TV weather report for Chewandswallow.

