The citizens of Chewandswallow need never worry about the origins of their next meal. That’s because each day brings delicious foods including pancakes, bagels, and hotdogs, straight from the sky! But after awhile, the benevolent (and delicious) weather starts getting unpredictable, and the town’s citizens learn that indeed, there can be too much of a good thing!

**Lesson I**

**Productive Resources in Chewandswallow**

**Introduction:** In the imaginary town of Chewandswallow, the availability of food is dependent on climatic conditions. But that doesn’t mean that the town’s citizens are not dependent on productive resources to supply their other goods and services.

**Time Required:** 20–25 minutes

**Suggested Grade Level:** 2–5

**Objective:**
- Students will describe the differences between human resources (people at work; labor), natural resources (water, wood, coal), and capital resources (tools, machines, buildings)

**Materials:**
- Resource Posters (pages 4–6)
- Student Resource cards, cut up, from page 7 (Resource cards hold up best when run off on card stock.)
- Tape
- Copy of *Cloudy with a Chance of Meatballs*

**Procedure:**
1. Prepare Materials prior to class.
2. Read *Cloudy with a Chance of Meatballs* aloud. (This takes ten to twelve minutes.)
3. Introduce the lesson by explaining that the town of Chewandswallow was just like any other small town with a few exceptions. Ask them what those exceptions were. (Possible answers: Weird weather; too much food; no grocery stores, etc.)
4. Tell your students that while there are a few differences between Chewandswallow and the towns we are accustomed to, the people living there still had to be able to provide certain goods and services in the community. In other words, in order to do take care of the citizens’ wants, specific productive resources were needed. Hold up each student resource card and ask the students to define what each productive resource might include by using the pictures as clues.
- **Human Resources:** people who work
- **Natural Resources:** resources from nature
- **Capital Resources:** tools, buildings and machines.
Library Lessons

5. Take each of the resource posters and tape them in various sections of the classroom.
6. Distribute a resource card to each student. Ask them to think about what productive resource their card represents.
7. Instruct the students to move to the displayed poster that best defines the resource on their card. Once there, they may consult with the other students gathering there to make sure they are in the right place. If they are in the wrong group, they should relocate.
8. Inform the students that once each group is confident that the cards in their area are correct, they may say “productive resources” as a group and sit down near the poster.
9. Instruct each student to tell the class about the image on his or her card. Based on the illustrations in the book, would this resource be needed in Chewandswallow?

Procedure:
1. Prepare and collect materials prior to class.
2. Introduce the lesson by reading *Cloudy with a Chance of Meatballs* to the students. Emphasize the illustrations by noting the detail and how food items are placed throughout. (This takes between ten and twelve minutes.)
3. Display Visual I. Read the information to the students.
4. Display Visual II. Read the information to the students. This visual may be displayed for student reference the entirety of the activity.
5. Allow each student to choose an idiom from the list on Visual II.
6. Distribute the activity sheets and art materials. Read over the directions with the students. Encourage students to be creative. Allow students who are unable to complete the assignment to finish it at home and return it the next day.
7. Display the students’ work on a bulletin board.

Lesson II

Illustrating Idioms

Introduction: Ron Barrett’s illustrations are remarkable in their detail and humor, and Judi Barrett’s text is full of wordplay. This lesson allows the students the opportunity to take on roles of both the artist and writer.

Time Required: 20–25 minutes

Suggested Grade Level: 2–5

Objectives:
• The student will learn that an idiom is a non-literal expression.
• The student will demonstrate an understanding of idioms by illustrating one literally and then defining its meaning.

Materials:
• Visuals I and II (see pages 8–9)
• Activity sheet (see page 10)
• Assortment of drawing materials; markers, crayons, colored pencils
• Copy of *Cloudy with a Chance of Meatballs*

Lesson III

The Chewandswallow Digest

Introduction: *Cloudy with a Chance of Meatballs* readers learn more about the dire and unpredictable “food fall” that befalls Chewandswallow when the illustrator shows the front page of *The Chewandswallow Digest* displaying the shocking headline, “SPAGHETTI TIES UP TOWN.”

Time Required: Three 30-minute class periods

Suggested Grade Level: 3–5

Objectives:
• Students will review the features of a printed newspaper.
• Students will participate in the writing of a class newspaper based on the plot, settings and characters in the book *Cloudy With a Chance of Meatballs* written by Judi Barrett and illustrated by Ron Barrett
Materials:
- Visual: The Chewandswallow Digest (see page 11)
- Copies of current newspapers for student inspection (local, state, and national, if possible)
- Writing Materials (using the computer to create the newspaper is an option)
- Cloudy With a Chance of Meatballs (multiple copies if available)

Procedure:
1. Introduce the lesson by explaining that this activity is threefold. Students will be reviewing the plot, setting, and characters in Cloudy With a Chance of Meatballs; studying the parts of a newspaper, and helping with the creation on a classroom newspaper.
2. Show the class the illustration for the front page of The Chewandswallow Digest. If time allows, read Cloudy With a Chance of Meatballs to the students. (This takes ten to twelve minutes.)
3. Display examples of various types of newspapers. A good collection would include local, state and national publications. (A school newsletter and a supermarket “tabloid” are fun additions to the collection.)
4. Discuss the focus and functions of the newspapers available. Point out that each paper has similar features such as news stories, feature stories, editorials, sports reports, information of community interest, and advertising. Point out the headlines of the news stories, and note how they serve to alert the reader to what the article is all about.
5. Inform the students of the newspapers available in the school’s library.
6. Display the Chewandswallow Digest visual. Read and discuss it with the students. Ask students if the characters, plot and setting of the story are revealed in the titles of the newspaper articles and features.
7. Explain that you, as a class, will be creating your own newspaper. The visual contains suggested pieces in the newspaper; have students either select an article that they would like to contribute to the newspaper from the visual ideas, or have them create their own. (The actual article writing could be assigned as homework.)
8. Encourage students to share their work with the class. Then, collect all the articles and display them together as a single newspaper.

Suggested Pacing:
Session I—Introduce the students to the concept of a class newspaper based on the picture book Cloudy With a Chance of Meatballs. Allow students to investigate available newspapers.

Session II—View and discuss visual. Students select, or are assigned, what they will contribute to the class newspaper. Students may start to work on the project.

Session III—Allow students to complete their work. They may share their work with the class. Finished work may be displayed on a bulletin board with the title, “The Chewandswallow”. (This is probably the easiest method to display the class newspaper.) Or, the students could select an editor and staff then cut and paste the paper together. (This method is time consuming, but rewarding.)

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An *idiom* is a phrase or expression that means something different from the literal meaning. For example, when you say someone “spilled the beans,” you mean that he let slip some information, not that he knocked over a pot of vegetables!

**Activity Example:**

*Idiom:* Brownie Points

**Illustration:**

**Meaning:**
To do or say things to make people like you better

**Sentence:**
She earned brownie points by loaning her sister five dollars.
Idioms are expressions that are not to be taken literally. For example, when a boy says “my sister is a tough cookie,” this does not mean he thinks his sister is an unpalatable dessert. It means that she has strength of character.

**List of Food Idioms**

1) Bite off more than you can chew  
2) Bring home the bacon  
3) Cream of the crop  
4) Cry over spilled milk  
5) Don’t count your chickens before they hatch  
6) Don’t put your all eggs in one basket  
7) That was a cakewalk  
8) Everything from soup to nuts  
9) Go bananas  
10) Grab a bite to eat  
11) Have a lot on your plate  
12) Have egg on your face  
13) Icing on the cake  
14) In a nut shell  
15) In a pickle  
16) It is raining cats and dogs  
17) It was a piece of cake  
18) They are peas in a pod  
19) They are peas and carrots  
20) Sharp cookie
Illustrating Idioms Activity

Idiom: _____________________________________________________________

Illustration: _______________________________________________________

Idiom Meaning: _______________________________________________________

Sentence: ____________________________________________________________
Content Ideas

News Stories
School Closes Due to Giant Pancake
Emergency Town Council Meeting Tonight
Giant Pickle Crashes through Roof

Editorial
What Was Once a Wonderful Thing is Now an Awful Thing

Help Wanted
Roof Repairman Needed

Ads
Sanitation Department now hiring extra workers for both first and second shifts

Weather
Tomato Tornado Warning Issued

Entertainment
At the Movies—Chicken Run
In the Book Stores—Green Eggs and Ham by Dr. Seuss
Now Onstage at the Chewandswallow Theater—Spamalot

Financial Page
Businesses Losing Money as Shoppers Stay Home

Horoscope
Your house is no longer in balance. Seek harmony elsewhere.

Sports
All Outdoor Games Cancelled due to Unpredictable Weather

Comics
Dagwood finally finds a sandwich too big for him to eat.

Advice Column
How to Host a Successful Birthday Party with Broccoli and Onions

Food Section
Making a Meal out of Oversized Leftovers
101 Things to do With Stale Bread