

Teacher's Notes



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Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Cloudy With a Chance of Meatballs Popcorn ELT Reader.

Level 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

Cloudy With a Chance of Meatballs has a total story wordcount of 563 words.

Cloudy With a Chance of Meatballs – synopsis

Flint Lockwood is an inventor who lives in Swallow Falls. But Flint's inventions don't always work. The people of Swallow Falls laugh at Flint and his inventions, like his spray-on shoes that don't come off.

There's not much to do in Swallow Falls. The once famous sardine factory has closed and the people have to eat all the sardines. Now Flint has an idea – a Food Machine! But the Food Machine is too powerful and flies off into the clouds.

Then it starts to rain burgers. The Food Machine is making food from the clouds! From his computer, Flint can order food from the Machine and it rains breakfast, ice cream, hot dogs ... At last the people of Swallow Falls are happy and Flint is popular.

The mayor arranges tourist trips to Swallow Falls, but he is greedy. He asks Flint for more and more food. One day, when it rains giant hot dogs, Flint realises there is a problem with the Food Machine and he tries to stop it. But when the computer breaks and a terrible spaghetti storm starts, Flint must fly into the clouds and stop the machine himself. He uses his spray-on shoes to stop the machine and when Flint returns to Swallow Falls, he is a hero.

Cloudy With a Chance of Meatballs – the film

Released: 2009

Genre: animated comedy

Suitable for: all children

Other *Cloudy With a Chance of Meatballs* films: *Cloudy With a Chance of Meatballs 2* (2013)

Why not try the other *Cloudy With a Chance of Meatballs* Popcorn ELT Reader?

- *Cloudy With a Chance of Meatballs 2* (level 2)

For ideas on watching extracts from the DVD in class, see pages 3, 5 and 6 of these notes.



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Meet ... everyone from <i>Cloudy With a Chance of Meatballs</i> (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Chapter Quizzes (S)	page 7
Real World (T)	page 8
Real World Project: Weather (S)	page 9
Answer Key (T)	page 10
Imagine ... / Chant (T)	page 11
New Words flashcards	pages 12–17

(T) Teacher's notes

(S) Student activities (photocopiable)





Meet ... everyone from *Cloudy With a Chance of Meatballs*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- 1 Before looking at the book, ask students *Do you know the film Cloudy With a Chance of Meatballs?* If anyone knows and likes the film, talk briefly in L1 about why they like it.
- 2 Look together at the front cover of the book. Ask *Is it raining?* In L1, talk about what is happening in the picture. (It's raining meatballs.) Ask students what they would do if it started raining food. What food would they like it to rain?
- 3 Look at the 'Meet ...' page with your class. Ask questions about the characters, e.g. *Who's Flint?* Students point to the pictures. Now point to the pictures of the food and ask, e.g. *Do you like burgers? Do you like sardines?*
- 4 Pre-teach *invent*, *tourist* and *weather*. (These words also appear on the 'New Words' page.)
- 5 Read the page out loud to the class or play the CD.
- 6 Students close their books. Play a game of Who Am I? For example, say *I'm a weather girl*. Students say *You're Sam*. Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 7 Read the 'Before you read' question with your class. Ask any students who haven't seen the film to imagine what Flint invents. Don't give the answer at this stage as students will read the story to find out.



New Words



This page is recorded on the CD.



The words on this page are available as flashcards, see pages 12–17 of these notes.

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.

New Words			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p>food</p> <p>There is a lot of food.</p>	<p>snow</p> <p>It's snowing!</p>	<p>tourist</p> <p>A lot of tourists come here.</p>
<p>cloud / cloudy</p> <p>It's cloudy!</p> <p>There are a lot of clouds.</p>	<p>invent / invention</p> <p>He loves to invent. This is his new invention.</p>	<p>spray-on</p> <p>He has spray-on blue hair.</p>	<p>weather</p> <p>The weather is good!</p>
<p>fly</p> <p>They can fly.</p>	<p>people</p> <p>There are four people.</p>	<p>storm</p> <p>It is a bad storm.</p>	<p>'What's for dinner?'</p> <p>What's for dinner?</p>

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *invent*, *tourist* and *weather* from the 'Meet ...' page.
- 2 Play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 The conversational language on this page is *What's for dinner?* We use this when we want to know what we are eating for our dinner. Say it several times and ask students to repeat.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).


Tip Try to consolidate the new language introduced in the Popcorn ELT Reader by using it in other activities in your English lessons.

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard. Alternatively, for a more energetic version of the activity, they could run to the flashcard.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.



Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size, age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

Teacher-led reading

This can work well with younger students. Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.


Autonomous reading

It is important that students learn to read autonomously. Decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time. Younger students can take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story.

Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are familiar with the story.


Before reading a section of the story you could:

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them to guess in L1 what is happening.
- Copy several pictures from the next part of the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.
-  Play students a short section of the film, showing an event that they are going to read about. For example, play the scene where Flint is ordering breakfast on the computer (during scene 10 on the DVD). Then ask, e.g. *What food does he want? What comes next in the story?*

Tip Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.





After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is he good or bad? What does he do?*
- Give students one of the chapter quizzes on pages 7 of these notes.
- Ask students to write quiz questions about the story. Give them examples, e.g. *It's a town. No one goes there. What's its name? (Swallow Falls). You eat this. It's very cold. What is it? (Ice cream).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the film extract that corresponds with the section of the story that students have just read. For example, play the scenes where there is lots of food weather (starting DVD scene 10). After watching, ask students to tell you how many different types of food they saw and can remember. Make a list on the board, then show the extract again to see how well they did.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to write a short review of the reader. Write on the board:
I think the story of Cloudy With a Chance of Meatballs is ...
My favourite character is ... because ...
Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.

-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.
-  Play a section of the story from the CD which corresponds to one page in the book. Divide students into small groups. Ask students to listen carefully with their books closed. When they have finished listening, ask them to find the relevant story page in their books. The first group to find the page wins a point. With stronger groups, the winning group could take a turn at reading a page out loud.
- Ask students to look at some of the pictures in the reader, e.g. on pages 14 and 15. Can they write speech or thought bubbles for the characters?
- Ask students to create a tourist poster advertising Swallow Falls. They should draw and label a picture of the town showing some of the food or food weather tourists can see. Ask them to include a slogan, e.g. *Are you hungry? Come to Swallow Falls!*



Using film extracts in class

- Use short extracts (two to three minutes maximum).
- Give students something to do or think about as they watch.
- Ask them questions about the extract they have just seen.
- Allow them time to talk about what they have just seen.



Chapter Quizzes (Answer key, page 10)

Chapter 1

Circle the words.

- 1 Flint loves / *doesn't like* to invent.
- 2 There is *always* / *never* a problem with Flint's inventions.
- 3 His flying car *flies* / *doesn't fly*.
- 4 His new invention is a *Food* / *Shoe Machine*.
- 5 The Machine flies into *the clouds* / *factory*.

Chapter 2

Who says this? Who do they say it to?

1 Your food weather is cool!

..... **Sam** says this to **Flint**

2 Breakfast, please!

..... says this to

3 What's for dinner?

..... says this to

4 Stop the Food Machine!

..... says this to

Chapter 3

Put the sentences in the correct order.

- a There is a spaghetti storm.
- b There is a problem with the computer.
- c Flint stops the Food Machine.
- d It rains hot dogs.
- e Flint and Sam fly into the clouds.



Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

Real World

SUNNY DAYS AND RAINY DAYS

Sam Sparks is a weather girl. She likes sunny days, rainy days and food weather! How about you?

rain
This plant drinks a lot of water. It likes the rain! Do you like the rain?

sun
Do you like the sun? Go outside and look at your shadow. Is your shadow behind you or in front of you? Where is the sun?

shadow

clouds
Look at the clouds and find out about the weather. Do you see these clouds on a sunny or rainy day?

tornado
Do you like to go outside on a windy day? Of course! But sometimes wind is dangerous. This is a tornado. There are 1,000 tornadoes in the USA in a year.

wind

snow
Do you like the snow? Look at these snowflakes. All snowflakes have six sides.

snowflake

FUN FACT
sun + rain = a rainbow!

★ Look outside! Is it a rainy day or a windy day? Can you draw it? ★

What do these words mean? Find out.
outside plant rainbow dangerous side

- 1 Draw weather symbols for *sunny*, *rainy*, *cloudy*, *windy* and *snowy* on the board. Elicit or tell students the weather words in English. Ask a question about the day's weather, e.g. *Is it a rainy day?* (*No, it isn't.*) *Is it a windy day?* (*Yes, it is.*)
- 2 Tell students to open their books at page 26. Students read and listen to the CD for each section. Stop the recording after each section for students to point to the relevant weather symbol on the board.
- 3 Write *sun + rain* on the board. Elicit from students that *sun + rain = a rainbow*. Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- 4 Play the recording again. Students read and listen. Stop the recording after each section for students to tell you their answers to the questions.
- 5 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Students think about what they do when the weather is sunny. They draw a picture of themselves and answer the question. Then students think of a different kind of day. They draw a picture and complete the question and answer.
- 6 Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

❄️☀️❄️☀️❄️☀️❄️☀️ Weather ❄️☀️❄️☀️

Cross-curricular
content area:
Science

It's a sunny day!

What do you do on a sunny day?

I

.....

It's

What do you do on a day?

I

.....



Answer Key

After you read (page 28)

1 a ii b iv c i d v e iii

2 a ✓ b X c ✓ d X e X f ✓ g X



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 31)

Multiple intelligence activities (pages 29–32)

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

Puzzle time! (pages 29–30)

1

Spatial intelligence

- | | |
|-------------|-----------|
| a sardine | d hot dog |
| b ice cream | e burger |
| c spaghetti | |

2

Intra-personal intelligence

Students' own answers.

3a

Linguistic intelligence

- | | |
|-----------------|-----------------|
| a It's sunny. | c It's cloudy. |
| b It's a storm. | d It's snowing. |

3b

Logical intelligence

- a 4
- b 3
- c 1
- d 2

4

Spatial intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, pages 7)

Chapter 1

- 1 loves
- 2 always
- 3 doesn't fly
- 4 food
- 5 clouds

Chapter 2

- 1 Sam, Flint
- 2 Flint, the Food Machine
- 3 The mayor, Flint
- 4 Flint's dad, Flint

Chapter 3

- a 3
- b 2
- c 5
- d 1
- e 4






Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in small groups of four or five. Ask each student to choose a food from the words on the page.
- 2 Students take it in turns to mime the food. Their classmates ask them questions, e.g. *What's for dinner? Is it a burger?* Students can only answer *Yes, it is* or *No, it isn't*.
- 3 Groups play the game again, this time thinking of some different food. Give students help with any new vocabulary.

Chant

Musical intelligence

-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Divide the class into two groups. Ask group A to say lines one to three of each verse, and group B to say the last line of each verse. Play the CD or say the chant yourself. Students say it at the same time. Practise several times. Encourage group B to say their line loudly. Swap groups and practise the chant again.
 - 3 Ask students to say the chant without the CD. Encourage them to say it at the same speed as they heard on the CD.



Flashcards



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fold

fold

cloud / cloudy

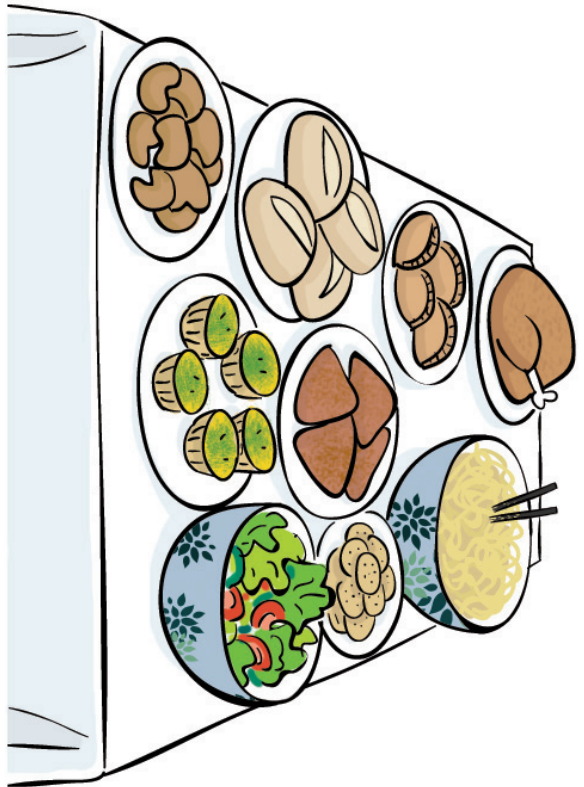
There are a lot of
clouds.

fly

They can **fly.**



Flashcards



food

There is a lot of **food**.



invent / invention

He loves to **invent**.
This is his new
invention.



Flashcards



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people

There are four
people.



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SNOW

'It's **snowing!**'

fold

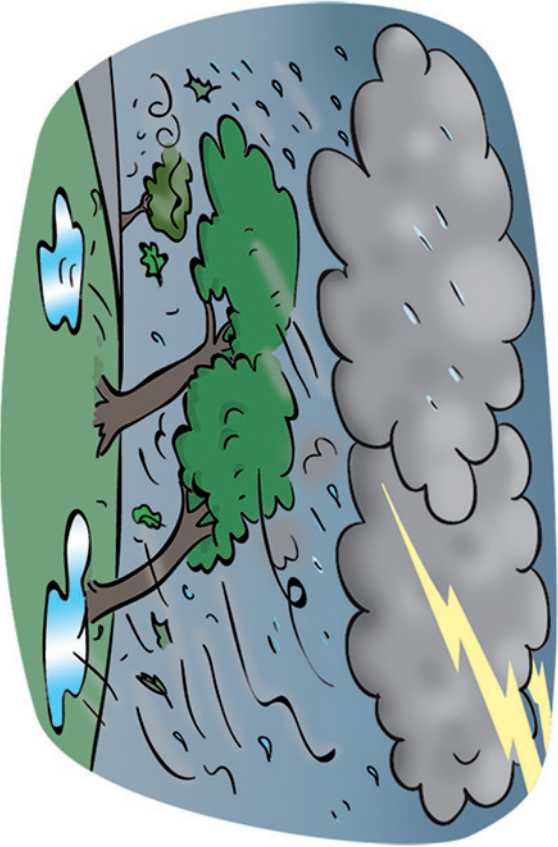
fold



Flashcards



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fold

fold

spray-on

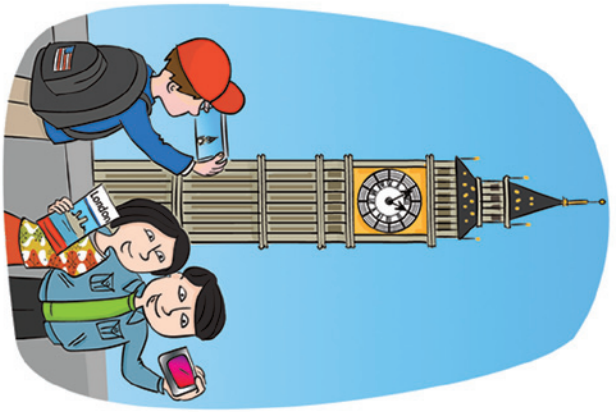
He has **spray-on**
blue hair.

storm

It is a bad **storm**.



Flashcards



tourists

A lot of **tourists**
come here.



weather

'The **weather** is good.'

fold

fold



Flashcards

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fold

'What's for dinner?'

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17

Detailed description: This is a flashcard template. The top half features a cartoon illustration of a boy in a green shirt and blue pants standing in a kitchen, holding a knife and cutting a carrot. A girl in a blue and white polka-dot shirt sits at a table with a knife and fork, looking at the boy. A speech bubble is next to her. The bottom half of the flashcard contains the text "'What's for dinner?'" in a large, bold font. The entire flashcard is enclosed in a dashed border with scissors at the corners and a 'fold' line in the middle. The copyright notice '© Scholastic Ltd' appears on both the left and bottom edges.