Primary Character Trait:
Responsibility “Choosing to act in a way that takes care of oneself and contributes to the common good”

Basic Need
Survival - The need for food, shelter and safety

OBJECTIVES

The learner will:

- Develop a further understanding of the Character Trait: Responsibility
- Begin to develop an understanding of the 5 Basic Needs: specifically, Survival
- Describe the elements of a tall tale
- Develop a better understanding of compound words

GRADE LEVEL CONTENT EXPECTATIONS

First Grade
R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

Second Grade
R.NT.02.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.CM.02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

R.WS.02.07 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.

R.NT.02.02 Identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.
RESOURCES

Trade Book: *Cloudy With a Chance of Meatballs* by Judi Barrett

Other Trade Books:
- Barrett, J. (2000). *Pickles to Pittsburgh* Atheneum

**ESTIMATED TIME PARAMETERS**

- One day
- More than one day
- Mini-unit

**INTRODUCTION**

Ask students if they have ever heard of a tall tale? Read the definition below to familiarize the students with this type of story. List the elements of a tall tale on the board. Ask the students if they can think of any other stories that have these same story elements, (e.g., Paul Bunyan). Tell the students to watch for elements in this story that would make it a tall tale.

Tall Tale - Throughout history people have told and written stories about their heroes. A tall tale is a special kind of hero story because the heroes of tall tales are 'larger than life'. They are bigger or stronger than real people, even when the tall tale is based on a real person. Tall tale heroes solve problems in funny ways that are hard to believe.

**INSTRUCTION**

Read aloud the book, *Cloudy With a Chance of Meatballs*. As you read the book, tell the students they will be looking for all the compound words in the story. When you finish reading the story, make a list of the words the students found on chart paper, and then discuss why the story in the book is considered a tall tale. Write the story elements on the board.

**ACTIVITY IDEAS**

**Compound Word Activity**

Materials: pre-made cloud-shaped cards, compound words from the story

This activity goes along with the book instruction. Make cards shaped like clouds. Then, break the compound words into their parts. Have partners write each part on a separate card. Play a game like memory. Each player turns over two clouds and tries to make a compound word.

**Class Meeting – Responsibility**

*Define:* What does it mean to be responsible?

*Personalize:* Tell about a time when you made a responsible decision.

*Challenge:* Is it possible to be responsible all the time? Why or why not?

**Survival – Journal Entry**

Discuss with the students that the people in the town of Chewandswallow could not survive once the food started pouring out of the sky without stopping. Talk about the solution the people of the town
had to continue to survive. Have the students respond to one of the following questions in their journals.

- What are some of the things you need to survive? Why are those things important?
- If you lived in Chewandswallow, would you have made the same choice as the people that lived there? Why or why not?
- If you were to get a new pet, what are the things your pet would need to survive? Why did you choose those items?

**Meatball Art**

**Materials:** paper, yarn, crayons, brown pompoms, cotton balls, glue, scissors

Have students make a picture to make it look like it is raining meatballs.

- Have each student draw a picture of his or her house on a piece of paper.
- Have students glue cotton balls to the top of the paper to represent clouds.
- Next, have students cut up pieces of yarn to represent spaghetti and glue those to the page.
- Finally, have students glue the brown pompoms to the page to represent the meatballs. In the end, the students will have a page that looks like it could represent the title of the book.

**Evaluation/Assessment**

1. Survival journal entry can serve as an assessment of whether or not students understand the basic things that they need to survive.
2. Successful completion of the compound word matching game can serve as an assessment of students’ abilities to decode and recognize words in the text.
3. Appropriate responses in the class meeting and in the journal activity can serve as an assessment for students’ understanding of the character trait of responsibility, as well as their abilities to connect to a text.
Compound Word Activity