

Enemy Pie

A RIF GUIDE FOR EDUCATORS

Themes: Friendship, Acceptance, Jealousy

Grade Level: 1st to 3rd grade

Book Brief: With the help of his father's secret recipe, a young boy learns about friendship.

Author:

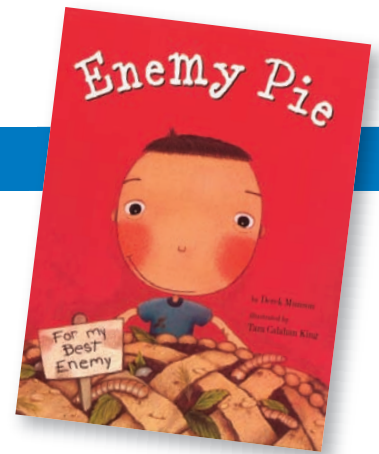
Derek Munson

Illustrator:

Tara Calahan King

Content Connections:

Math



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Have students make predictions about the text based on the front cover illustration. What's in the pie? Why would you put worms in a *pie*? What does "For My Best Enemy" mean? Has anyone heard that expression?

The Pictures: For younger students, take a brief picture walk. Based on the pictures, do the two boys in the story look like enemies? Does the pie in the story look like the pie on the front cover? Have students guess how they think the story will end based on the illustrations.

Prior Knowledge: Ask students if they have any friends they didn't like at first. Why didn't they? Were they jealous? Did these other children look or act "weird"? How can you decide not to like someone before you really get to know that person?

Vocabulary: enemy, jealousy, recipe, poisonous

Purpose for Reading: Students can synthesize by setting the following purpose: "As we read today, I want you to think about how and why the main character changes his mind from the beginning of the story to the end."

WHILE WE READ



MONITORING COMPREHENSION

- ◆ Why doesn't the boy like Jeremy Ross? Does he have a good reason?
- ◆ What do you think is in the dad's secret recipe for enemy pie?

- ◆ Why does the dad say his son has to spend a day with Jeremy?
- ◆ Why does the boy let Jeremy into his treehouse?
- ◆ Is Jeremy Ross really as bad as the boy thought he was? How do you know?
- ◆ What's the real secret of enemy pie? Why didn't the dad put anything gross in it?

LET'S THINK ABOUT

Our Purpose: Revisit the purpose: "How did the main character change his mind? Why do you think he changed it?" Encourage students to think about and give you evidence from the text that can help support their ideas.

Extending Our Thinking: Ask students to think about their own friends. What makes someone a good friend? Jeremy Ross can throw a boomerang, but is that what makes him a good friend? Ask students their favorite things about their best friends. Do your students think *they* themselves are good friends? Have each student identify a good friendship quality they see in themselves.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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