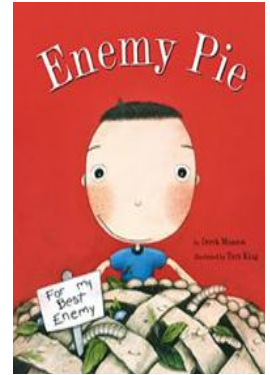


Enemy Pie

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A magnificent summer was in the works. That is, until Jeremy Ross moved into the neighborhood and became Enemy Number One. Fortunately, Dad has the perfect way to get rid of an enemy – make Enemy Pie. The secret ingredient: spending an entire day with the enemy!



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text**
 - Before reading, ask students to tell about experiences they have had making new friends. Prompt students with a question such as, “What did you do to get to know this new friend?” You could also ask students to describe what they feel is an enemy. “How does it feel to have an enemy?” “How does it feel to have a friend?” This could lead to, “Today we are going to read a story about a boy who has one person on his enemy list and how his father helps him get rid of his enemy.” ☺
- **Infer and support with evidence**
 - After page 6, ask students to describe evidence that Dad has made the recipe for Enemy Pie before.
 - After page 8, ask students to explain why the main character is confused.
 - After page 14, ask students why they think Dad is having his son spend an entire day with his enemy.
 - After page 22, ask students what they think the main character is learning about Jeremy Ross.
 - After page 26, ask students to use adjectives to describe how they think main character is feeling and why.
 - After page 28, ask students to share evidence that Jeremy Ross was confused.
 - At the end of the story, ask students what they think Dad wanted to teach his son about enemies.

Accuracy:

- **Trade a word/guess a word that makes sense**
 - Before reading with the class, use a sticky note to cover a word or two within the text, except for the first letter. When these words are reached in the text say, “Look at the first letter or letters: what word would make sense in this sentence that begins with that letter’s sounds? Possible words: squinted (6), disgusting (8), ingredients (10), confused (15), panicked (27), poisonous (28), crumpled (28), relieved (28).

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
 - This text provides many opportunities to model how punctuation changes- the tone of reading. Possible examples:
 - *p. 6 – “Tell you how? I’ll show you how!”
 - *p. 8 – “What kinds of things – disgusting things – would I put into a pie for an enemy?”
 - *p. 10 – But when I was in the backyard, looking for ladybugs, I smelled something really, really, really good.
 - *p. 28 – Jeremy, don’t eat it! It’s bad pie! I think it’s poisonous or something!”
 - *p. 29 – If it’s so bad, then why has your dad already eaten half of it?
- **Read the text as the author would say it, conveying the meaning or feeling:**
 - Work at this strategy is directly connected to being able to recognize how punctuation impacts phrasing and prosody. Select various passages from the text to model intonation when reading. Model the difference between reading monotone and reading with meaning and feeling.

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing**
 - Pull out and discuss interesting words in this text such as: enemy, recipe, faded, squinted, disgusting, boomerang, ingredients, horrible, confused, panicked, crumpled, mumbled.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.