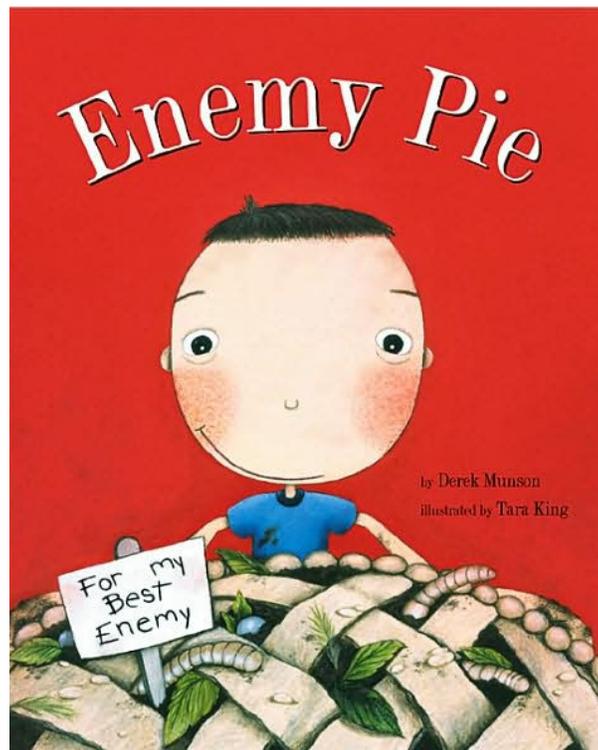




# A TEACHER'S GUIDE

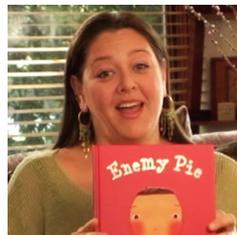
SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 3<sup>RD</sup>



# ENEMY PIE

WRITTEN BY DEREK MUNSON  
ILLUSTRATED BY TARA KING

Watch the video of actor  
**Camryn Manheim**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

It was the perfect summer. That is, until Jeremy Ross moved into the house down the street and became neighborhood enemy number one. Luckily Dad had a surefire way to get rid of enemies: Enemy Pie. But part of the secret recipe is spending an entire day playing with the enemy! In this funny yet endearing story, one little boy learns an effective recipe for turning your best enemy into your best friend. Accompanied by charming illustrations, *Enemy Pie* serves up a sweet lesson in the difficulties and ultimate rewards of making new friends.

## THEMES IN THE STORY

Acceptance, Choices, Friendship, Conflict Resolution, Differences, Perspectives, Relationships

# READING AND WRITING

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 3<sup>RD</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for second and third grades, but can be adapted to first grade standards.*

## BEFORE VIEWING

**Standards:** CCSS.SL.2.1, CCSS.SL.3.1

**Objective:** Tap knowledge and build background to prepare for viewing the video.

### Procedure:

- Step 1:** Build background for students by discussing the following points with students:  
Ask students to describe an enemy. How do people act when they are your enemy?  
What would the opposite of enemy be?  
How is being someone's enemy different than being someone's friend?
- Step 2:** Introduce the title: ***Enemy Pie***.
- Step 3:** Discuss what ingredients might be included in enemy pie.
- Step 4:** Ask students to predict what the story might be about.

## DURING VIEWING

**Focus:** Problem-Solution

**Standards:** CCSS.SL.2.2, CCSS.RL.2.3, CCSS.SL.3.2, CCSS.RL.3.3

**Objective:** Students will listen to the story to identify the problem and solution.

### Procedure:

- Step 1:** Explain to students that in this story the main character has a problem. Ask them to listen to identify the problem and how the character solved the problem.
- Step 2:** You might want to stop the story to discuss the following questions:  
Why does the main character dislike Jeremy Ross?  
Can you make a connection to the main character or Jeremy Ross?  
Why do you think the dad doesn't tell his son what's in the pie?  
Why do you think the enemy pie smells so good?  
Why does Jeremy feel confused when the main character asks him to play?  
Why doesn't the main character want Jeremy to eat the pie?  
What do you think will happen to Jeremy when he eats the pie?  
Was there anything nasty about the pie? Why do you think the dad called it enemy pie?
- Step 3:** At the end of the story, have students explain the problem and solution to their partner/group.

## AFTER VIEWING

- Standards:** CCSS.RL.2.2, CCSS.RL.2.3, CCSS.RL.3.2, CCSS.RL.3.3
- Objective:** Students will explain the **THEME** of the story by examining the character's actions.
- Materials:** Chart paper/whiteboard  
Copy paper
- Teacher Prep:** Create the charts below.  
Create a worksheet for students to use during the activity – Find **THE MESSAGE** by asking good questions!

### Theme is **THE MESSAGE** in a story

#### Common Themes found in stories:

- Overcoming challenges
- Always tell the truth
- Always be kind
- Believe in yourself
- Accepting others' differences
- Use teamwork to solve a problem
- Friendship
- Be happy with what you have

#### Find **THE MESSAGE** by asking good questions:

- How did the character react to a problem?
- What important decisions did the character make?
- How did the character grow and change from the beginning of the story?
- What did the character learn from his/her experience?

#### Procedure:

- Step 1: Display chart: Theme is **THE MESSAGE** in a story.
- Step 2: Discuss the difference between the main idea and theme. *Theme is a broad idea that can be applied to our life. The main idea is what the story is about.*
- Step 3: Go over common themes on chart.
- Step 4: Explain how to find the theme in a story. In most stories, the theme is not stated. It must be inferred by using context clues from the story. Explain that readers can identify the theme of a story by thinking about how characters respond in various situations and how that character changes throughout the story. Theme is usually found through the main character's actions.
- Step 5: Tell the students that good readers can find the theme in a story by asking themselves good questions about the story. Post the question chart and discuss.
- Step 6: Tell students that they will use these questions to find the theme of *Enemy Pie*. (Remember theme is subjective. There can be more than one theme in a story.) Allow time for discussion about possible themes.
- Step 7: Complete the activity using the teacher-made worksheet. (Partners/Groups)
- Step 8: Bring the class together and discuss findings. List themes on chart paper.
- Step 9: Make a connection: Theme is **THE MESSAGE** that the author is trying to give readers to apply to their own life. Allow time for students to discuss their personal connections to the theme.

## READING RESPONSE

**Standards:** CCSS.RL.2.1, CCSS.RL.3.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Reading Prompt:** How did the main character's feelings about Jeremy change from the beginning to the end of the story? Use at least 2 details to support your response.

## WRITING - JOURNAL ENTRY

**Standards:** CCSS.W.2.3, CCSS.W.3.3

**Objective:** Students will write a journal entry using grade appropriate grammar, sentence structure, and spelling.

**Materials:** Writing Tools

**Procedure:**

**Step 1:** Review/explain a journal.

**Step 2:** Have students write a journal entry pretending to be the main character in *Enemy Pie*. Remind students to include feelings in their entry.

# ACROSS THE CURRICULUM ACTIVITIES

## SOCIAL STUDIES - FRIENDSHIP

### MATERIALS —

Chart paper/marker  
Paper plates  
Construction paper  
Markers/crayons

### PROCEDURE —

- Step 1:** Discuss the plot of *Enemy Pie* using the following questions:
- How did the main character change as he spent his day with his neighbor, Jeremy? *He started seeing that Jeremy wasn't really an enemy.*
- What did he discover about his enemy? *He discovered that his enemy enjoyed the same activities he did and that he was fun to be around.*
- What message or lesson is there for us? *Before we make a judgment about someone we should get to know them first.*
- Did you ever have a similar problem? Allow students to share stories.
- Step 2:** Brainstorm with the class ways kids can be more accepting of each other. Make a list on chart paper.
- Step 3:** Have students make a Friendship Pie.
- Give each student a paper plate. Have them choose 3 – 4 ideas from the chart and write them on the outer rim of the plate.  
*Example be a good listener, don't make fun of someone*
- Next, ask them cut strips from construction paper. Write a positive trait on each strip  
*Example: kind words, smile, help*
- Glue the ingredient strips in the middle of the plate to create the Friendship Pie.

### EXTENSION ACTIVITY —

Have students use a Venn Diagram to compare and contrast themselves with a classmate.  
Hold a class discussion on findings. (🔍 [Google It!](#): Friendship Venn Diagram)

## TECHNOLOGY - WORD WEB

Create a Friendship Word Web using wordle.net

### **MATERIALS —**

Computers and internet access

### **PROCEDURE —**

**Step 1:** Have students use the computer to find friendship words.

**Step 2:** Use an online thesaurus (thesaurus.com) to find interesting words for common words like *kind* and *caring*. Have students keep a list using a word document. Ask them to add some friendship phrases to their word doc, like *don't judge*, *accept differences*, etc.

**Step 3:** Go to Wordle.net  
Teach/model activity to students  
Have them use their compiled lists to complete a Wordle.

## MATH - MEASUREMENT

### **STANDARD —**

CCSS.MATH.CONTENT.3.MD.A.2

### **PROCEDURE —**

 **Google It!:** Search “Friendship Cake”. Students use standard measurement tools to make a Friendship Cake. This cake requires no baking and can be done as a cooperative activity.

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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