

**TEACHERS' GUIDE**

# ***Enemy Pie***

**SUGGESTED GRADE LEVEL: 1<sup>st</sup> - 3<sup>rd</sup>**



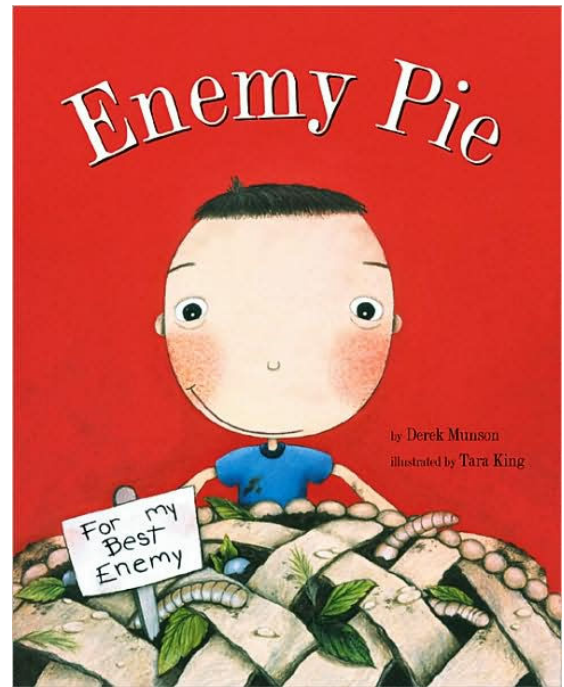
### SYNOPSIS

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 recipes 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



Written by: Derek Munson  
Illustrated by: Tara Calahan King  
Published by: Chronicle Books  
Read by: Camryn Manheim  
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, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 2<sup>nd</sup> and 3<sup>rd</sup> grades, but can be adapted to 1<sup>st</sup> grade standards.

## BEFORE VIEWING

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

**Objective:** Tap into prior knowledge and build background to prepare for viewing the story.

**Procedure:** Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What is an enemy? How do people act when someone is their enemy?
- What would be the opposite of an enemy?
- What is the difference between being someone's enemy and being someone's friend?
- Introduce the title: *Enemy Pie*. What do you think that means?
- If you were going to make a pie for an enemy, what would you put in it?
- What do you think this story might be about?

## DURING VIEWING

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

**Objective:** Watch the story and answer the following questions.

**Procedure:** Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- What is the main character's problem in the story? How do you know?
- Why does the main character dislike Jeremy Ross? (1:09)
- Can you relate to the main character or to Jeremy Ross? How? (1:25)
- Why do you think the dad doesn't tell his son what's in the pie? (2:17)
- Why does the enemy pie smell so good if it's for an enemy? (3:43)
- Why does Jeremy look confused when the main character asks him to play? (5:10)
- Why doesn't the main character want Jeremy to eat the pie? What has changed? (8:17)
- What do you think will happen when Jeremy eats the pie? (8:35)
- Why do you think it was called enemy pie? (9:40)

At the end of the story, ask students to turn and talk with a partner or small group:

- What was the problem, and how was it solved?

## 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 or whiteboard
- Copy paper
- Theme is **THE MESSAGE** in a Story chart (*page 10*)
- Find **THE MESSAGE** by Asking Good Questions worksheet (*page 11*)

**Procedure:**

1. Display the chart *Theme is **THE MESSAGE** in a Story*.
2. Ask students to explain the difference between the main idea and the theme, reminding them that the main idea is what the story is about, while the theme is the big idea or life lesson the author wants readers to learn.
3. Review the theme chart as a class. Explain that most stories don't tell you the theme right away, so you have to figure it out by looking at what the characters do and how they change.
4. Share the *Find **THE MESSAGE** by Asking Good Questions* worksheet with the class. Tell students they'll use these questions to figure out the theme of *Enemy Pie*. Remind them that there can be more than one theme.
5. Have students work with a partner or small group to answer the questions.
6. Come back together as a class. Share ideas and list possible themes on chart paper.
7. Ask students:

Can you make a personal connection to one of these themes?  
How can you apply the message to your own life?

## READING RESPONSE

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

**Objective:** Answer the reading prompt using details from the text to support the response.

**Materials:**

- Reading response journal
- Pencils

## READING RESPONSE – CONTINUED

### Procedure:

1. Give students the following prompt to write about:

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.

2. Allow time for the group to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

## WRITING – JOURNAL ENTRY "MY DAY WITH ENEMY PIE"

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

**Objective:** Students will write a journal entry using grade appropriate grammar, sentence structure, and spelling. Students will pretend to be the main character in *Enemy Pie*. They will describe what happened and how they felt during the day.

### Materials:

- Reading response journal
- Pencils

### Procedure:

1. Introduce the activity and say to students:

"You are going to pretend to be the main character in *Enemy Pie*! You will write a journal entry to tell what happened the day your dad made Enemy Pie and you spent time with Jeremy Ross. Don't forget to write about how you felt!"

2. Have students talk about the story, either as a class or with partners. Ask them:

What happened first?

What happened in the middle?

What happened at the end?

How did the boy feel at the beginning of the day?

How did he feel later, when he played with Jeremy?

How did he feel at the end?

You can write these ideas on chart paper with simple pictures or emojis next to each feeling word.

## **WRITING – CONTINUED**

3. Show sentence starters by write these on the board or chart:

*Dear Journal,*

*This morning, I felt...*

*Then my dad made Enemy Pie.*

*I played with Jeremy Ross, and we...*

*I started to feel...*

*At the end of the day, I...*

*Now I think Jeremy is...*

4. Have students write their responses in their response journals.
5. Optional: Invite a few students to sit in the "Author's Chair" to read their journal out loud. Celebrate how the main character's feelings changed and what they learned.



## SOCIAL STUDIES – FRIENDSHIP

**Objective:** Students will learn what it means to be a good friend by talking about the story *Enemy Pie*. They will think about how the characters changed, share their own ideas, and make a “Friendship Pie” with kind words and actions. Students will also compare themselves to a classmate and learn that it’s okay to be different and still be friends.

**Materials:**

- Chart paper and marker
- Paper plates
- Construction paper (variety of colors)
- Markers and/or crayons
- Scissors and glue

**Procedure:**

1. Talk about the story with the class. Guide the discussion by asking questions such as:

How did the main character change during the story?  
What did he learn about Jeremy Ross?  
What message or lesson can we learn from this story?  
Have you ever had a problem with someone that turned into a friendship?

Allow time for student connections and short story sharing.

2. On the board or using chart paper, make a class list titled: “How to Be a Good Friend” and ask:

What can we do to be more accepting of others?  
What are kind actions or words we can use?

Write student ideas on chart paper. Examples can include: *Be a good listener, Share, Don't laugh at others, Say kind words, and Smile.*

3. Give each student a paper plate and inform them that they will each be making a Friendship Pie. On the outer rim, have them choose 3-4 ideas from the chart and write them around the edge.
4. Then, give them strips of construction paper to create “ingredients” for their pie. On each strip, write a positive trait or kind action (examples: *helping, sharing, kindness, smiling, and including others*).
5. Glue the strips into the center of the plate to build a colorful Friendship Pie!

**Extension Activity:** Use a Venn Diagram to compare and contrast students with a partner. Ask students: *How are you alike?, How are you different?, Can you still be good friends even if you're different?*

Hold a class discussion on what students discovered about each other.

## TECHNOLOGY – FRIENDSHIP WORD WEB

**Objective:** Create a Friendship Word Web using [WordArt.com](https://www.wordart.com)

**Materials:**

- Computers or tablets with internet access
- Word processing software (e.g., Microsoft Word or Google Docs)

**Procedure:**

1. Have students use the internet to research and brainstorm words related to friendship.
2. Encourage use of an online thesaurus (like [thesaurus.com](https://www.thesaurus.com)) to expand basic words such as “kind” or “caring” into more expressive options like “compassionate,” “considerate,” or “generous.”
3. Ask students to keep a running list in a document. They should also include short friendship phrases like:  
“Don’t judge”  
“Accept differences”  
“Be a good listener”  
“Stand up for others”
4. Visit [WordArt.com](https://www.wordart.com) and model how to create a word cloud. Input words, adjust frequency, choose shapes, fonts, and colors.
5. Instruct students to create their own Friendship Word Webs using the words and phrases they've gathered.
6. Allow time for students to share their finished word webs with the class or display them on a bulletin board.

## MATH – MEASUREMENTS FOR A NO-BAKE FRIENDSHIP CAKE

**Standards:** *CCSS.MATH.CONTENT.3.MD.A.2*

**Objective:** Students will work together to create a “Friendship Cake” using standard measurement tools, teamwork, and positive social interaction.

**Materials:**

- Measuring cups and spoons
- Large mixing bowls
- Paper or plastic cups (for serving)
- Ingredients for the no-bake Friendship Cake (see below)
- Printed recipe (or display it on screen)
- Chart paper or whiteboard
- Markers



## **MATH – CONTINUED**

### **Suggested Ingredients (modify for allergies and preferences):**

- Mini marshmallows (kindness)
- Cheerios or oats (inclusion)
- Chocolate chips (sweetness)
- Pretzels (support during tough times)
- Raisins or dried fruit (diversity)
- Coconut flakes or cereal puffs (fun and uniqueness)

### **Procedure:**

1. Kick off a discussion by asking, “What ingredients make a good friend?” Brainstorm words that describe a good friend, such as kind, honest, helpful, and fun. Write these traits on chart paper or the board so everyone can see and refer back to them.
2. Introduce the idea of a “Friendship Cake” and explain that each ingredient represents a different friendship quality. For example, marshmallows might stand for kindness, pretzels for support, and chocolate chips for sweetness. Let students know they’ll be making a no-bake cake together to celebrate these traits.
3. Divide students into small groups and explain that each group will be responsible for measuring and adding one ingredient to the bowl using standard measurement tools. Assign or rotate roles within each group—measurer, pourer, stirrer, and encourager—so everyone has a chance to contribute.
4. Have students take turns mixing the ingredients together, emphasizing teamwork, cooperation, and patience. Encourage them to share positive affirmations with one another as they work, such as “You’re doing great!” or “Thanks for helping!”
5. Scoop the finished mix into small cups so students can enjoy their Friendship Cake. While they eat, invite them to reflect on the experience by answering questions like: *What part of friendship do you bring to the cake? What ingredient surprised you the most? How did your group work as a team?*

**Optional Extension Activity:** Invite each student to write their own “Recipe for a Good Friend” and compile them into a class Friendship Recipe Book to display or send home.

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

Common themes in stories are:

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

Name: \_\_\_\_\_

# FIND **THE MESSAGE** BY ASKING GOOD QUESTIONS WORKSHEET

1. How did the character react to a problem?

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2. What important decisions did the character make?

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3. How did the character grow and change?

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4. What did the character learn from the experience?

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## **ABOUT THIS GUIDE**

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.