Enemy Pie

How do you turn an enemy into a friend? Try serving him a slice of Enemy Pie.

About the Story
Levels
Lexile Range: 500L-600L
Guided Reading Level: M
DRA Level: 24

Learning Objective
Students will make inferences about the meaning of friendship as the narrator of this realistic story loses his best enemy but gains a friend instead.

Content-Area Connections
Social-emotional learning:
Social awareness (identifying emotions); relationship skills (communication, social engagement, relationship building)

Key Skills
Making inferences, key details, problem and solution, main idea, text features, character traits, expressing an opinion

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at StoryworksJr.scholastic.com:

Skill Builders to print or project
- Pause and Think Questions
- Vocabulary
- Close-Reading and Critical-Thinking Questions
- Quiz (2 levels)
- Fiction Reading Kit: This will help build key reading skills, including how a character changes and our featured skill, making inferences.

Audio
- NEW! Hear the story read aloud, or play it using Text-to-Speech.

Slideshow
- Vocabulary Slideshow
### 1. Preparing to Read
#### Preview Text Features
(10 minutes)
- Ask students to look at the title, subtitle, and illustration on pages 14 and 15. What makes the dessert in this illustration look so strange? Have students predict why the boy is going to serve the pie to his enemy. Remind them to think about their predictions as they read.
- Direct students to the illustrations on pages 16-19. Do the boys appear to be friends or enemies? Ask students to explain their answers.
- How do the characters appear to feel about the pie they’re eating on page 19? How is this pie different from the one on page 14? Explain that they’ll find out more about Enemy Pie as they read the story.

#### Introduce Vocabulary
(15 minutes, Skill Builder online)
- We have highlighted in bold six words and defined them on the page. Discuss the meaning of each word, focusing on its use in the story.
- Preview these words with our Vocabulary Skill Builder or play our Vocabulary Slideshow.
- Highlighted words: squinted, satisfied, boomerang, panicked, crumpled, relieved

#### Set a Purpose for Reading
(5 minutes)
- Call on volunteers to read aloud the Think and Read and Think and Write boxes on pages 15 and 19.
- As they read, remind students to look for details that describe how the narrator’s feelings about Jeremy change because of his father’s Enemy Pie.

### 2. Close Reading
#### Reading and Unpacking the Text
- **First read:** Read the story as a class. Have students identify story details or vocabulary they don’t understand. Ask them to think about what makes Dad’s Enemy Pie so special.
- **Use the Pause and Think question at the end of each section to check comprehension.**
- **Second read:** Distribute the Close-Reading and Critical-Thinking Questions to the class. Preview them together. Ask students to read the story again and answer the questions as a class or in small groups.

#### Close-Reading Questions
(30 minutes, Skill Builder online)
- **Read the first section. Why does the narrator start an enemy list?** (key details) He needs one because he considers Jeremy Ross to be his enemy—his only one. Jeremy laughed when he struck the narrator out and didn’t invite him to his trampoline party.
- **What is Dad’s solution for getting rid of enemies?** (problem and solution) He gets out his old recipe for Enemy Pie.
- **Read “What’s in It?” Why won’t Dad give the narrator his secret recipe for Enemy Pie?** (making inferences) He says the recipe is a secret, but he really wants his son to figure out the meaning of Enemy Pie by himself.
- **Read “No Enemies Allowed!” Why does Jeremy seem surprised when he sees the boy at his front door?** (making inferences) He’s surprised because he and the boy aren’t really friends.
- **Why is the narrator nervous when he sees Jeremy?** (making inferences) He’s about to ask Jeremy, his enemy, to play with him.
- **What does the narrator mean when he says that Jeremy “wasn’t being a very good enemy”?** (main idea) He and Jeremy are having such a good time playing together that he can no longer consider Jeremy an enemy.
- **How does the picture on pages 16 and 17 help you understand this part of the story?** (text features)

**Turn the page for differentiation and more!**
The picture shows Jeremy and the narrator playing together in the narrator’s tree house when his dad calls them down to dinner. It helps you imagine the scene that is described in this section of the story.

- **Read “Losing a Best Enemy.”** What do you learn about the narrator’s character when he warns Jeremy not to eat the pie? (character traits) He now considers Jeremy to be his friend and doesn’t want him hurt. He’s kind and wants to protect his friend.

- **Why doesn’t Dad, Jeremy, or the narrator feel sick after eating Enemy Pie?** (making inferences) There’s nothing harmful in the pie that Dad bakes. He baked it so his son would learn how to become friends with Jeremy.

- **At the end of the story, the narrator says, “I still don’t know how to make Enemy Pie.”** Do you think that’s true? Explain. (expressing an opinion) Answers will vary. Students may say that Enemy Pie isn’t a real pie that you bake. It’s a way to become friends with someone you once considered your enemy by getting to know him. The narrator learned this lesson as his relationship with Jeremy changed.

### Critical-Thinking Question

(10 minutes, Skill Builder online)

- **Why does Dad say that “Enemy Pie is the fastest known way to get rid of enemies”?** What lesson is he trying to teach his son? (making inferences) Baking the Enemy Pie is really a way to get his son to spend time with Jeremy. Dad wants to teach him that getting to know the person you think is your enemy will change how you feel about him. Instead of considering him an enemy, you might find out that he’s really a friend.

### 3. Skill Building

**Making Inferences**

- Distribute our Making Inferences Skill Builder. Ask students to work in small groups to complete it.
- Discuss the writing assignment in the Think and Write box with students. Have them discuss their letters in small groups.

### Differentiate and Customize

**For Small Groups**

Have students read the story together. As they read, ask them to look for details that explain why the narrator thought Jeremy was his enemy. How did the boys become friends? Based on their answers, have students write a step-by-step “recipe” for Enemy Pie. Groups can discuss their recipes in class.

**For Reading Partners**

Ask students to read the story silently. As they read, have them look for details that describe how the narrator’s feelings toward Jeremy change from the beginning to the end of the story. What causes this change? Why does he end the story by saying “I just lost my best enemy”?

**For Advanced Readers**

Ask students to reread the story and identify their favorite scene. Then have them rewrite the scene from either Dad’s or Jeremy’s point of view. Students can share their scenes in small groups.

**For Struggling Readers**

Have students listen to the story. Ask them to find the important events in each section. List the events in chronological order. Have students identify the events that show when the narrator considers Jeremy his enemy and when he considers Jeremy his friend. When do the narrator’s feelings change?