

Here's What You'll Get in the Enemy Pie Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about how you read
✓ Know what to do when you get confused

Summary
When Jeremy Ross moves into the neighborhood, the narrator's perfect summer comes to an end. Jeremy becomes the one and only person on the narrator's enemy list, but Dad has the perfect recipe for getting rid of enemies, **Enemy Pie**. Unfortunately, for it to work, the narrator must spend the day with Jeremy, from basketball to boomerang and the trampoline to the tree house, the boys share the day and get to know each other. What will happen when it is time to eat **Enemy Pie**?

Link to What You Know
• Have you ever had an enemy? How did that person or you feel? What did you do about it?
• Read the title of the book. What things would you put in **Enemy Pie**?

Important Words to Know and Understand
Chopping - Cutting into small pieces
Imagine - Form a picture in one's mind

Why Readers Make Predictions While Reading
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions.

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

Making Predictions Lesson Plan

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3
Make Predictions While Reading
✓ Look for clues that tell you what a character might do next
✓ Look for clues that tell you about big events that might happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 - Dad says, "Enemy Pie is the fastest known way to get rid of enemies." Predict how **Enemy Pie** might get rid of the narrator's enemy.

Page 14 - The narrator has to spend the day playing with Jeremy. Make a prediction of how Jeremy will react when the narrator knocks on his door. Tell why your prediction makes sense.

Page 22 - The narrator is going to let Jeremy come up to his treehouse, but makes him wait. Predict why the narrator wants to go up first.

Page 25 - Do you think Dad will serve **Enemy Pie** to Jeremy? Tell why you made this prediction.

Page 28 - Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Time to Reflect
Think - What types of predictions did you make while reading **Enemy Pie**? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Enemy Pie**. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Determining Importance
By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

3
Determine Importance While Reading
✓ Look for big ideas
✓ Notice when you learn something new
✓ Look for new words that are important to the text

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 - What do you think the narrator's biggest problem will be?

Page 13 - Even though the tree is scary, the narrator goes to Jeremy's house. What does this tell you about the narrator?

Page 23 - The narrator doesn't want Jeremy to see his enemy list. Why is this important detail?

Time to Reflect
Think - How did you know when you were reading **Enemy Pie** that some things were more important than others? What clues did you use to help you decide what was important to the story?

Talk - Tell your reading partner about the most important parts of the story. Explain why you think they were important. Remember to ask your partner to share their thoughts about the book too.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Enemy Pie**. (Remember to include examples from the book!)

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Understanding Text Structure
By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

3
Understand Text Structure While Reading
✓ Notice the words an author uses to show how the text is organized
✓ Notice the words an author uses to show how the text is organized
✓ Notice the words an author uses to show how the text is organized

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 14 - Notice how the author uses words to show how the text is organized. What clues do you have to help you decide what the author is trying to tell you?

Page 20 - The author uses words to show how the text is organized. What clues do you have to help you decide what the author is trying to tell you?

Page 28 - Compare and contrast the narrator's feelings about Jeremy at the beginning of the book and how they change by the end. How does the author use words to show this?

Page 31 - How did the narrator feel about Jeremy at the end of the book? What clues do you have to help you decide?

Time to Reflect
Think - How did you know when you were reading **Enemy Pie** that some things were more important than others? What clues did you use to help you decide what was important to the story?

Talk - Tell your reading partner about the most important parts of the story. Explain why you think they were important. Remember to ask your partner to share their thoughts about the book too.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Enemy Pie**. (Remember to include examples from the book!)

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Determining Importance

Understanding Text Structure

Synthesizing
By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

3
Synthesize While Reading
✓ Look for big ideas
✓ Notice when you learn something new
✓ Look for new words that are important to the text

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 - What do you think the narrator's biggest problem will be?

Page 13 - Even though the tree is scary, the narrator goes to Jeremy's house. What does this tell you about the narrator?

Page 23 - The narrator doesn't want Jeremy to see his enemy list. Why is this important detail?

Page 25 - Do you think Dad will serve **Enemy Pie** to Jeremy? Tell why you made this prediction.

Page 28 - Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Time to Reflect
Think - How did you know when you were reading **Enemy Pie** that some things were more important than others? What clues did you use to help you decide what was important to the story?

Talk - Tell your reading partner about the most important parts of the story. Explain why you think they were important. Remember to ask your partner to share their thoughts about the book too.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Enemy Pie**. (Remember to include examples from the book!)

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Synthesizing

Identifying the Author's Purpose
By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

3
Identify the Author's Purpose While Reading
✓ Look for big ideas
✓ Notice when you learn something new
✓ Look for new words that are important to the text

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 - What do you think the narrator's biggest problem will be?

Page 13 - Even though the tree is scary, the narrator goes to Jeremy's house. What does this tell you about the narrator?

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Page 28 - Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Time to Reflect
Think - How did you know when you were reading **Enemy Pie** that some things were more important than others? What clues did you use to help you decide what was important to the story?

Talk - Tell your reading partner about the most important parts of the story. Explain why you think they were important. Remember to ask your partner to share their thoughts about the book too.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Enemy Pie**. (Remember to include examples from the book!)

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Author's Purpose

Answer Key for Making Predictions with Enemy Pie

Your Turn to Practice Making Predictions with Enemy Pie

Page 6: Dad says, "Enemy Pie is the fastest known way to get rid of enemies." Predict how **Enemy Pie** might get rid of the narrator's enemy.

Page 14: The narrator has to spend the day playing with Jeremy. Make a prediction of how Jeremy will react when the narrator knocks on his door.

Page 22: The narrator is going to let Jeremy come up to his treehouse, but makes him wait. Predict why the narrator wants to go up first.

Page 25: Do you think Dad will serve **Enemy Pie** to Jeremy? Tell why you made this prediction.

Page 28: Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Answer Key for Identifying the Author's Purpose with Enemy Pie

Your Turn to Practice Identifying the Author's Purpose with Enemy Pie

Page 1: The first page contains a lot of information about the narrator. What do you already know about him?

Page 4: What do you think the narrator's biggest problem will be?

Page 13: Even though the tree is scary, the narrator goes to Jeremy's house. What does this tell you about the narrator?

Page 23: The narrator doesn't want Jeremy to see his enemy list. Why is this important detail?

Page 25: Do you think Dad will serve **Enemy Pie** to Jeremy? Tell why you made this prediction.

Page 28: Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Answer Key for Determining Importance with Enemy Pie

Your Turn to Practice Determining Importance with Enemy Pie

Page 4: What do you think the narrator's biggest problem will be?

Page 13: Even though the tree is scary, the narrator goes to Jeremy's house. What does this tell you about the narrator?

Page 23: The narrator doesn't want Jeremy to see his enemy list. Why is this important detail?

Page 25: Do you think Dad will serve **Enemy Pie** to Jeremy? Tell why you made this prediction.

Page 28: Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Answer Key for Understanding Text Structure with Enemy Pie

Your Turn to Practice Understanding Text Structure with Enemy Pie

Page 14: Notice how the author uses words to show how the text is organized. What clues do you have to help you decide what the author is trying to tell you?

Page 20: The author uses words to show how the text is organized. What clues do you have to help you decide what the author is trying to tell you?

Page 28: Compare and contrast the narrator's feelings about Jeremy at the beginning of the book and how they change by the end. How does the author use words to show this?

Page 31: How did the narrator feel about Jeremy at the end of the book? What clues do you have to help you decide?

Answer Key for Synthesizing with Enemy Pie

Your Turn to Practice Synthesizing with Enemy Pie

Page 1: The first page contains a lot of information about the narrator. What do you already know about him?

Page 4: What do you think the narrator's biggest problem will be?

Page 13: Even though the tree is scary, the narrator goes to Jeremy's house. What does this tell you about the narrator?

Page 23: The narrator doesn't want Jeremy to see his enemy list. Why is this important detail?

Page 25: Do you think Dad will serve **Enemy Pie** to Jeremy? Tell why you made this prediction.

Page 28: Jeremy has a forkful of **Enemy Pie** almost to his mouth. Predict what will happen if Jeremy eats the pie. Tell why your prediction makes sense.

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Explain whether or not your prediction was right.
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
1. Answer each of the questions.
2. Circle out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Circle out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starters

Question	Answer
How does...?	How does...?
Why don't...?	Why don't...?
How come...?	How come...?
How did...?	How did...?
How will...?	How will...?

Directions:
1. Answer each of the questions.
2. Circle out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures: You might see them reading!

Description	Sequence	Problem and Solution	Cause and Effect
Compare and Contrast			

Directions:
1. Answer each of the questions.
2. Circle out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

At First I was Thinking...	My new Thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new Thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
Because...	Because...	Because...

Directions:
1. Answer each of the questions.
2. Circle out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com


Synthesizing







Vocabulary Connections Resources

←

Vocabulary Connections	
	Enemy Pie By: Derek Munson Grade Level: 2 / Guided Reading Level: M
Important Words to Know and Understand in "Enemy Pie"	
Allowed	Given the okay to do something
Attention	Careful listening or watching
Chopping	Cutting into small pieces
Corner	Place where two walls meet
Enemy	One that tries to hurt another in some way
Giant	Very large
Imagine	Form a picture in one's mind
List	A written record of names or things
Neighborhood	The people living near one another
Pretended	Made believe

Enemy
By: Denise Munnion
Grade Level: 2 / Guided Reading Level: M




 2. **Directions:**
 The illustration 2. Find on this slide the "Enemy" (Enemy or Strongest) of each CARD to "Draw"

Allowed	Attention	Chopping
		
Corner	Enemy	Giant
		

Vocabulary Connections			Enemy By: Derek Munroe Grade Level: 2 / Guided Reading Level: M
Allowed Given the okay to do something	Attention Careful listening or watching	Chopping Cutting into small pieces	Read by: Jada Definition: 1. Cut on the side line 2. Read on the solid line
Corner Place where two walls meet	Enemy One that tries to hurt another in some way	Giant Very large	Read by: Jada Definition: 1. Giant, Titan or Titan is the title of Giant Giant is a Giant

Vocabulary Connections		
By: Denise Munson Grade Level: 2 / Guided Reading Level: M		
<p>Allowed is a/an noun verb adverb adjective</p> <p>Definition of Allowed:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Attention is a/an noun verb adverb adjective</p> <p>Definition of Attention:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Chopping is a/an noun verb adverb adjective</p> <p>Definition of Chopping:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Allowed looks like this:</p> <hr/> <hr/> <hr/>	<p>Attention looks like this:</p> <hr/> <hr/> <hr/>	<p>Chopping looks like this:</p> <hr/> <hr/> <hr/>
<p>Allowed reminds me of:</p> <hr/> <hr/> <hr/>	<p>Attention reminds me of:</p> <hr/> <hr/> <hr/>	<p>Chopping reminds me of:</p> <hr/> <hr/> <hr/>
<p>I saw this word in _____</p>	<p>I saw this word in _____</p>	<p>I saw this word in _____</p>

Interactive Vocabulary Notebook Cards


Word Games with Words from Enemy Pie	Answer Key from Enemy Pie
<p>Directions: Color the slices of the pie using the code below:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> 2 – Syllable Word = Red 3 – Syllable Word = Pink </div> <div style="text-align: center; margin: 20px 0;">  </div> <p>Directions: Complete the sentence below using the vocabulary words in the pie above.</p> <p>1. I am paying _____ to the class discussion.</p> <p>2. Mr. Smith's house is the biggest in the _____.</p> <p>3. His father _____ him to cycle on weekends.</p>	<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> 2 – Syllable Word = Red 3 – Syllable Word = Pink </div> <div style="text-align: center; margin: 20px 0;">  </div> <p>g the code below:</p> <p>2 – Syllable Word = Red 3 – Syllable Word = Pink</p> <p>ow using the vocabulary words in the _____ to the class discussion.</p> <p>g the _____ neighborhood _____.</p>
Name: _____	©BookPages.com
3. His father <u>allowed</u> him to cycle on weekends.	Answer Key 1 ©BookPinner.com

Word Games and Answer Key

Vocabulary Connections

Grade Level: 2 / Guided Readings Level: M

Enemy Pie
By: Derek Munson




Enemy Pie

By
Derek Munson

It took me a long time to read this book. I learned that I should read and read and read. A

.....(My Name).....

.....(My Name).....



Name: _____

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
-er Sound

Background:
When a syllable has a syllable. The letter "r" is longer short.

Examples:

her
bother
water
longer

Materials and Prep:

- A Copy of
- 4-in-a-Row
- Plastic Bing
- each pers
- Missing -er
- Chart Paper
- Colored M
- Flashcards
- Optional -
- Activity in 3
- Optional -

Word Work

By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

-er words (The Bossy R)

her	baker
summer	herself
sister	otter
perfect	feather
ladder	person
anger	dinner
wonder	

Step 2: Connect Word Work to Reading

Extend Engagement Activity

- Give each student 3 sticky notes.
- Challenge them to find at least 3 -er words as they read throughout the day.
- Have them add their sticky notes to the word chart.
- At the end of the day, go over the new words with the group, taking down words that are not -er words.

Introduce -er Sounds

- Write the word "her" on the chart paper, in large lettering. Ask students to say the word out loud.
- Ask students to tell you what sound the "e" makes in that word. Ask students to raise their hands to answer. Keep taking answers until someone comes to the conclusion that it really doesn't make a sound. It is neither long nor short.
- Tell students about the "Bossy R" - When a syllable has one followed by an "r", it is called an r-controlled syllable. The "Bossy R" is so strong that it changes the vowel sounds so that it is no longer short. All you really hear is the "r" sound.
- Hold up the -er flashcards one by one. Have students hold thumbs up or thumbs down, according to whether the word is real or not. Add real -er words to the chart.

-er Sounds in the Text

- Tell the students that the book they will be reading today will have a lot of examples of -er words.
- Show page 1 of Enemy Pie. Ask the students to look at the words as you read the page. Instruct them to nod their heads every time they hear an -er word.
- Read the first page. Then ask the students to identify the -er words on that page (perfect, summer, sister, perfect and summer are repeated). Add the words to the -er word chart.
- Tell the students that you are going to read the whole book. Ask them to be listening and looking for -er words.

List of words in the text that are examples of -er sounds:

summer	perfect	never	buzzer
sister	person	wondering	nervous
corner	water	her	over
dinner	longer	answer	

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

By: Derek Munson
Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs. Give each pair a 4-in-a-row card. Give each student in the pair a different colored set of plastic markers.
- Explain that the words on the card are -er words that were used in the book Enemy Pie.
- Rules of the game: Decide who will go first. The first person chooses any word on the card. If he reads it correctly, he puts his plastic marker on that spot. If he reads it incorrectly, he loses his turn. The next person chooses a word, and follows the same rule. The winner of the game is the one who gets 4 markers in a row, up and down or across. Set a timer for 10 minutes.
- Monitor students to make sure they are saying the words correctly and following the rules of the game. Pairs who finish before the timer runs out can start a new game.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the Missing -er Words Practice Page.
- Read the directions with the class.
- Go over the example with the class.
- Tell students to complete the rest of the page practice page.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for -er sounds in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPages.com

Interactive Activity

Independent Practice Page

4-in-a-Row Interactive Activity				
summer	herself	enter	dinner	wonder
feather	batter	anger	corner	ladder
perfect	buzzer	baker	nervous	water
chatter	checkers	answer	over	sister
never	person	litter	butterfly	longer

Guided Word Work Practice | @BookPages.com

Extension Activity

Word Detective: -er sounds Extension Activity

Directions:
Be a word detective!
Be on the lookout for -er sounds while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Independent Word Work Practice | @BookPages.com

Missing -er Words Word Work Practice Page

Directions: Fill in the blanks with the correct -er word.

Word Bank

self	summer	baker	ladder	sister
over	buzzer	never	feather	nervous

- I found an eagle _____ on the ground.
- _____ is my favorite season of the year.
- Angela is having the _____ make the wedding cake.
- She fell out of the tree and hurt _____.
- The ball flew clear _____ the roof.
- The boys climbed the _____ to the tree house.
- When the _____ sounded, we knew the pie was done.
- I was _____ when I had to give a speech in front of the class.
- Sarah has _____ been to Florida.
- April and her _____ look exactly alike.

Name: _____ Independent Word Work Practice | @BookPages.com

Assessments

Running Record
Assessment:
Use the first 100 words
from the text to assess
oral reading fluency



Running Record					
Title: Enemy Pie		Guided Reading Text Level: M		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
	It should have been a perfect summer. My dad helped me build a tree house in our backyard. My sister was at camp for three whole weeks. And I was on the best baseball team in town. It should have been a perfect summer. But it wasn't.				
	It was all good until Jeremy Ross moved into the neighborhood, right next door to my best friend Stanley. I did not like Jeremy Ross. He laughed at me when he struck me out in a baseball game. He had a party on his trampoline, and I wasn't even invited. But my best				
Tested By: _____				©BookPagez.com	

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Enemy Pie CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Enemy Pie to answer each of the following questions.	
1. During what season of the year did the story take place? <input type="radio"/> A Summer <input type="radio"/> B Winter <input type="radio"/> C Spring <input type="radio"/> D Fall	
2. What is the narrator's problem in the story? <input type="radio"/> A He is trying to get back his best friend, Stanley. <input type="radio"/> B He is trying to learn how to make a pie. <input type="radio"/> C He is trying to get along with his dad. <input type="radio"/> D He is trying to get rid of his enemy.	
3. Which event happened first in the story? <input type="radio"/> A The narrator asked Jeremy to play. <input type="radio"/> B Jeremy taught the narrator how to throw a boomerang. <input type="radio"/> C Dad made Enemy Pie. <input type="radio"/> D The narrator let Jeremy into his tree house.	
4. Which of these words rhyme? <input type="radio"/> A hung, struck <input type="radio"/> B over, clover <input type="radio"/> C best, list <input type="radio"/> D scary, party	

5. What happens at the end of the story? (RL.2.5) <input type="radio"/> A The narrator and Stanley become enemies. <input checked="" type="radio"/> B The narrator and Jeremy become friends. <input type="radio"/> C Everyone loses their hair from eating Enemy Pie. <input type="radio"/> D Jeremy builds a tree house in his backyard.
6. How is Jeremy different from the narrator? (RL.2.6) <input type="radio"/> A Jeremy likes macaroni and cheese. <input checked="" type="radio"/> B Jeremy plays baseball. <input type="radio"/> C Jeremy knows how to throw a boomerang. <input type="radio"/> D Jeremy likes girls.
7. How do the illustrations help you to know when the narrator changes his mind about his enemy? (RL.2.7) <input type="radio"/> A The illustrations show the narrator playing by himself. <input type="radio"/> B The illustrations show them all eating Enemy Pie. <input type="radio"/> C The illustrations show the narrator putting an enemy sign on his tree house. <input checked="" type="radio"/> D The illustrations show the narrator and Jeremy playing together and smiling.
8. How is this story like other stories you've read about enemies? (RL.2.9) <input type="radio"/> A The enemies go their separate ways. <input checked="" type="radio"/> B The enemies learn how to get along and become friends. <input type="radio"/> C The enemies try to poison each other. <input type="radio"/> D The enemies never talk to each other.
9. The narrator and Jeremy are going to play on the trampoline in the morning. What do you think will happen if Stanley comes outside while they are playing? (RL.2.10) <input type="radio"/> A Jeremy will tell the narrator to go home, so he and Stanley can play alone. <input checked="" type="radio"/> B The narrator, Jeremy, and Stanley will all play together on the trampoline. <input type="radio"/> C The narrator will invite Stanley into his tree house, but not invite Jeremy. <input type="radio"/> D Stanley will get mad and put the narrator and Jeremy on his enemy list.

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
Dad makes **Enemy Pie** to get rid of his son's enemy. The narrator tries to bring him weeds, worms, and other nasty things to put in the pie. He wondered if his enemy's hair would fall out or his breath would get stinky.
On the recipe card below, write a fun recipe for making Friendship Pie. Write a list of things that go in the pie. Include directions for making the pie. Be sure to tell what happens when you eat Friendship Pie.

Friendship Pie

Friendship Pie from the kitchen of _____

Ingredients:

Directions:

What will happen when you eat this pie?

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Enemy Pie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Enemy Pie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature</p> <p>RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RL.2.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>	<p>Enemy Pie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Enemy Pie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RL.2.7 - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Enemy Pie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Enemy Pie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4b - Identify specific connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.4c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
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Common Core State Standards Correlation
<p>Enemy Pie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Enemy Pie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Enemy Pie Super Pack

5 Comprehension Strategy Practice Pages

Author's Purpose Practice Page

Tu turno para practicar: Identifica el propósito del autor con Enemy Pie (Pastel enemigo)

Página 6:
El narrador va a ver a su padre por ayuda con su problema. ¿Qué quiere el autor que sepa sobre el narrador y su padre?

Página 14:
¿Por qué crees que el autor hace que el Pastel Enemigo funcione solo si pasas el día con tu enemigo primero?

Página 18:
El narrador le permite a Jeremy ganar un juego de baloncesto, "solo para ser amable". ¿Qué intenta mostrar el autor al lector?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Identifica el propósito del autor con Enemy Pie (Pastel enemigo)

Página 22:
Jeremy es la persona más importante en la lista de enemigos del narrador, pero lo deja entrar a su casa en el árbol. ¿Qué intenta decir el autor sobre la forma de tratar a las personas?
Las respuestas varían. Podrían incluir: El autor nos dice que es importante tratar a los demás amablemente. Jeremy estaba siendo amable con el narrador, por lo que el narrador era agradable de nuevo.

Página 31:
¿Qué mensaje está tratando de decirle el autor sobre los enemigos?
Las respuestas varían. Podrían incluir: El autor intenta decir que necesitas conocer a alguien antes de decidir si es tu enemigo o tu amigo.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Lo sé porque el narrador pasó el día con Jeremy y ya no es su enemigo.

Nombre: _____

Answer Key | ©BookPages.com

Hacer predicciones con Enemy Pie (Pastel enemigo)

Página 8:
Papá dice: "Pastel Enemigo es la manera más rápida conocida de deshacerse de los enemigos". Predice cómo Papá Enemigo se sentirá.
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Tu turno para practicar: Hacer predicciones con Enemy Pie (Pastel enemigo)

Página 8:
Papá dice: "Pastel Enemigo es la manera más rápida conocida de deshacerse de los enemigos". Predice cómo Papá Enemigo se sentirá.
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 14:
El narrador cómo reacciona cuando juega con su enemigo.
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 14:
El narrador tiene que pasar el día jugando con su enemigo. ¿Cómo reaccionará Jeremy cuando se encuentre con él?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 22:
El narrador espera. ¿Por qué espera?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 22:
El narrador va a dejar que Jeremy suene la alarma. ¿Por qué lo hace?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 22:
El narrador va a dejar que Jeremy suene la alarma. ¿Por qué lo hace?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

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El narrador va a dejar que Jeremy suene la alarma. ¿Por qué lo hace?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Entender la estructura del texto con Enemy Pie (Pastel enemigo)

Páginas 1 a 4:
Observe cómo el autor usa la estructura de texto de causa y efecto en estas páginas. ¿Qué causó que el narrador pusiera a Jeremy Ross en su lista de enemigos?

Página 17:
El autor usa la estructura de texto de causa y efecto en esta página. ¿Qué causó que Jeremy notara la casa del árbol del narrador?

Nombre: _____

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Tu turno para practicar: Entender la estructura del texto con Enemy Pie (Pastel enemigo)

Páginas 1 a 4:
Observe cómo el autor usa la estructura de texto de causa y efecto en estas páginas. ¿Qué causó que el narrador pusiera a Jeremy Ross en su lista de enemigos?

Página 17:
El autor usa la estructura de texto de causa y efecto en esta página. ¿Qué causó que Jeremy notara la casa del árbol del narrador?

Nombre: _____

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Página 17:
El autor usa la estructura de texto de causa y efecto en esta página. ¿Qué causó que Jeremy notara la casa del árbol del narrador?

Página 20:
El autor utiliza la estructura de texto de causa y efecto en esta página. ¿Qué causó que Jeremy notara la casa del árbol del narrador?

Página 20:
El autor utiliza la estructura de texto de causa y efecto en esta página. ¿Qué causó que Jeremy notara la casa del árbol del narrador?

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El autor utiliza la estructura de texto de causa y efecto en esta página. ¿Qué causó que Jeremy notara la casa del árbol del narrador?

Sintetizar con Enemy Pie (Pastel enemigo)

Página 11:
Papá arregla todo con su Pastel Enemigo secreto. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Tu turno para practicar: Sintetizar con Enemy Pie (Pastel enemigo)

Página 11:
Papá arregla todo con su Pastel Enemigo secreto. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 22:
El narrador ha estado pasando tiempo con Jeremy. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 11:
¿Sus sentimientos acerca de querer ser amigo de Jeremy cambian al final?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 11:
¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 11:
¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 11:
¿Por qué o por qué no?
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Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 11:
¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Determinar la importancia con Enemy Pie (Pastel enemigo)

Página 4:
¿Cuál crees que es el mayor problema del narrador con Jeremy Ross?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Tu turno para practicar: Determinar la importancia con Enemy Pie (Pastel enemigo)

Página 4:
¿Cuál crees que es el mayor problema del narrador con Jeremy Ross?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 7:
Papá no quiere poner todas las cosas desagradables que el narrador trae para el pastel. ¿Por qué es este un detalle importante?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 13:
Aunque cree que da miedo, el narrador va a la casa de Jeremy. ¿Qué dice esto sobre el narrador?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

Página 13:
Aunque cree que da miedo, el narrador va a la casa de Jeremy. ¿Qué dice esto sobre el narrador?
Las respuestas varían. Podrían incluir: Jeremy se sentirá triste.

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Making
Predictions

Understanding
Text Structure

Synthesizing

Determining
Importance

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Predictions

Author's Purpose

Determining Importance

Understanding Text Structure

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Papá hace Enemy Pie para deshacerse del enemigo de su hijo. El narrador intenta traerle malas hierbas, gusanos y otras cosas desagradables para poner en el pastel. Se preguntó si el cabello de su enemigo se caería o si su aliento se pondría mal.

En la tarjeta de recetas a continuación, escribe una receta divertida para hacer la Tarta de la Amistad. Escribe una lista de cosas que van en el pastel. Incluye instrucciones para hacer el pastel. Asegúrate de decir lo que sucede cuando comes pastel de la amistad.

Torta de la Amistad

Torta de la Amistad de la cocina de _____

Ingredientes:

Direcciones:

¿Qué pasará cuando te comas este pastel?
