

# Enemy Pie

120+  
Pages

CCSS &  
TEKS  
Aligned



Lesson Plans \* Assessments \* Activities

# 3 Reasons to Love This Resource Set

1

## PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *Enemy Pie* by Derek Munson.

2

## SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

## CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.

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

**3**

**Understand Text Structure While Reading**

- ✓ Notice the words an author uses – does the author describe things or explain events?
- ✓ Look at the pictures. Sometimes pictures give you clues about text structure

**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.

**Pages 1 to 4** – Notice how the author uses cause and effect text structure on these pages. What caused the narrator to put Jeremy Ross on his enemy list?

**Page 17** – The author uses sequence to tell what the boys did together. What did they do first, second, and third?

**Page 20** – The author uses cause and effect text structure on this page. What caused Jeremy to notice the narrator's treehouse?

**Page 25** – Compare and contrast how the narrator felt about Jeremy at the beginning of the book and how he feels about him now. How does this help you to understand the story?

**Page 31** – How did Dad help the narrator to solve his problem?

**4**

**Notice the Work You Did While Reading**

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

**Time to Reflect**

**Think** – How did the different text structures help you to better understand *Enemy Pie*? Why do you think authors use more than one text structure when they tell stories?

**Talk** – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

**Reflect** – Think about the text structures in *Enemy Pie*. How does paying attention to the way the author organizes text help you to be a better reader?

**Write** – Glue 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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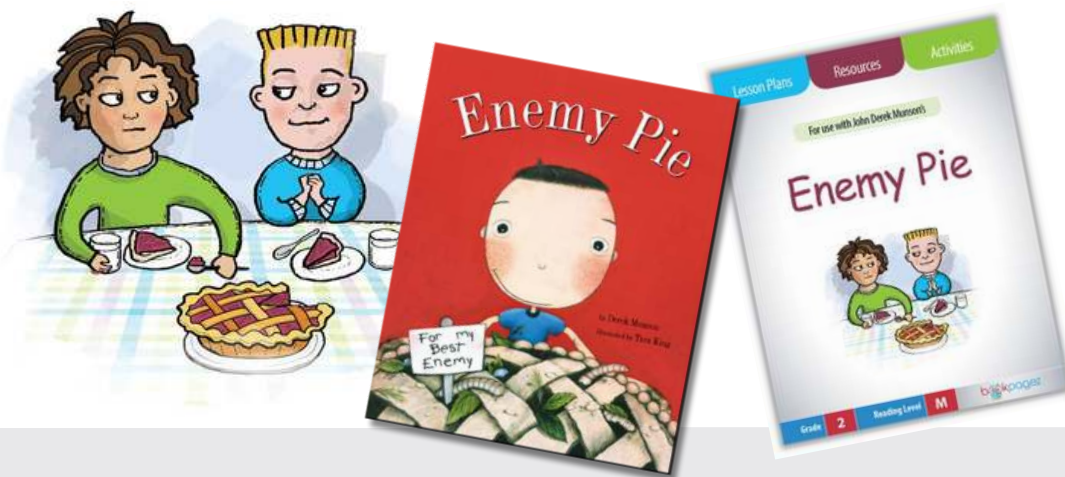


# What You'll Get in this Resource Set

## 5 COMPREHENSION STRATEGY RESOURCE SET

Use Enemy Pie and the step-by-step lesson plans included in this resource to teach:

- Determining Importance
- Identifying the Author's Purpose
- Making Predictions
- Synthesizing
- Understanding Text Structure



**Making Predictions**

**Enemy Pie**  
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

**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 make 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

**2**

**Learn About Comprehension Strategies**

**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, in order to make predictions you think about the story.

**4 STEP LESSON PLAN**

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

**Page 6:**  
The narrator goes to his dad for help with his problem. What does the author want you to know about the narrator and his dad?

\_\_\_\_\_

\_\_\_\_\_

**Page 14:**  
Why do you think that the author makes **Enemy Pie** work only if you spend the day with your enemy first?

\_\_\_\_\_

\_\_\_\_\_

**Page 18:**  
The narrator lets Jeremy win a game of basketball, "just to be nice". What is the author trying to show the reader?

\_\_\_\_\_


\_\_\_\_\_

**STUDENT PRACTICE PAGES**


**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 \_\_\_\_\_ 

**GRAPHIC ORGANIZERS**

**Enemy Pie: Synthesizing**

The narrator's feelings for Jeremy changed throughout the book. What was the narrator's problem at the beginning of the book? How did Dad help him solve his problem?

I can describe how a story is written including the important parts of a beginning and ending. CCSS: RL.2.5

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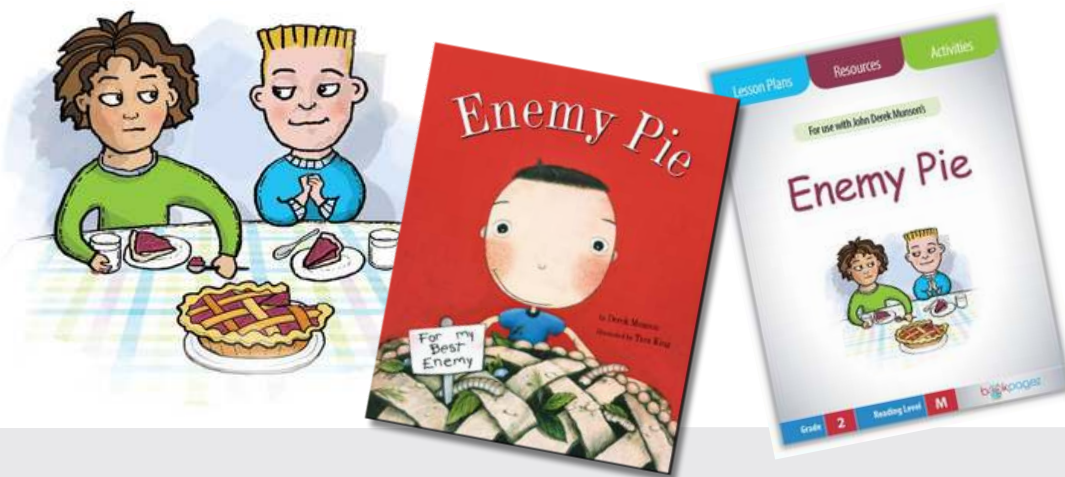
**READER'S NOTEBOOK PROMPT**

# What You'll Get in this Resource Set

## VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark



**Enemy Pie**  
By: Derek Munson  
Grade Level: 2 / Guided Reading Level: M

**Vocabulary Connections**

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 you

**Pretender**  
Made to look like something it is not

**WORD LIST**

**Enemy Pie**  
By: Derek Munson  
Grade Level: 2 / Guided Reading Level: M

**Vocabulary Connections**

<b>Allowed</b>	<b>Attention</b>	<b>Chopping</b>
<b>Corner</b>	<b>Enemy</b>	<b>Giant</b>

**FLASH CARDS**

**Enemy Pie**  
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Grade Level: 2 / Guided Reading Level: M

**Vocabulary Connections**

Allowed is a/an	Attention is a/an	Chopping is a/an
noun verb	noun verb	noun verb
adverb adjective	adverb adjective	adverb adjective
Definition of <b>Allowed</b> :	Definition of <b>Attention</b> :	Definition of <b>Chopping</b> :
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Allowed</b> looks like this:	<b>Attention</b> looks like this:	<b>Chopping</b> looks like this:
_____	_____	_____
<b>Allowed</b> reminds me of _____	<b>Attention</b> reminds me of _____	<b>Chopping</b> reminds me of _____

**NOTEBOOK CARDS**

**Word Games with Words from Enemy Pie**

**Directions:** Color the slices of the pie using the code below:

2-Syllable Word = Red  
3-Syllable Word = Pink

**Directions:** Complete each sentence using the vocabulary words in the pie above.

1. I am \_\_\_\_\_.

2. \_\_\_\_\_

**WORD GAMES**

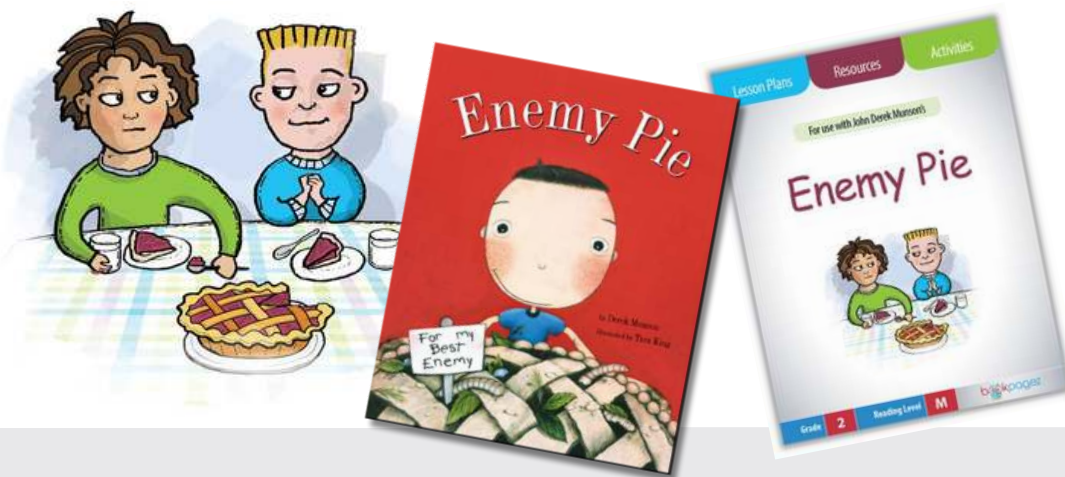


# What You'll Get in this Resource Set

## PHONICS AND WORD WORK RESOURCE SET

Improve word recognition, and spelling by anchoring your word study instruction to the books you use for whole group and small group instruction. The word study resources in this bundle include:

- Lesson Plan
- Independent practice page
- Guided practice page
- Word detective activity



**Word Work**  
By: Derek Munson  
Grade Level: 2 / Guided Reading Level: M

**Step 1: Introduce the Focus of Word Work**

**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 "h" 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 vowel 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. Ask 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.

**Sample Anchor Chart**

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

**Step 2: Connect Word Work to Reading**

**-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.
- Remind the students to identify the -er words in the book.

**Extend Engagement Activity**

- Give each student 3 sticky notes.
- Challenge them to find at least 3 -er words as they read through the book.
- Have the students write the words on their sticky notes.
- At the end of the book, have the students share their words.

**6 STEP LESSON PLAN**

**Missing -er Words**  
Word Work Practice Page

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

**Word Bank**

herself 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 \_\_\_\_\_ was done.
- I was \_\_\_\_\_ of the \_\_\_\_\_.
- \_\_\_\_\_
- \_\_\_\_\_

**INDEPENDENT PRACTICE**

**4-in-a-Row**  
Interactive Activity

summer	herself	enter	dinner	wonder
feather	batter	anger	corner	ladder
perfect	buzzer	baker	nervous	water
chatter	checkers	over	sister	

**GUIDED PRACTICE**

**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

**WORD DETECTIVE**

# What You'll Get in this Resource Set

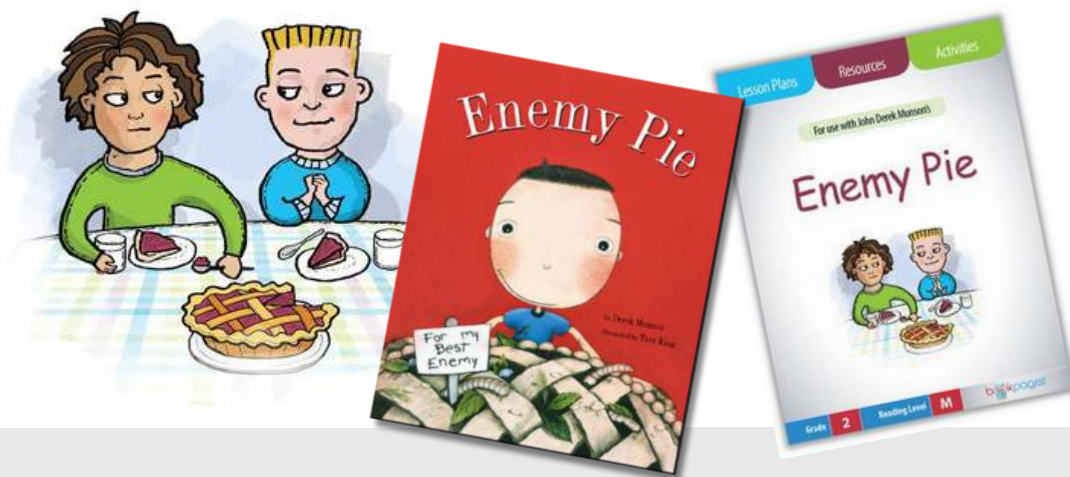


## ADDITIONAL RESOURCES



In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment



Enemy Pie  
CCSS Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
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?  
(A) Summer  
(B) Winter  
(C) Spring  
(D) Fall

2. What is the narrator's problem in the story?  
(A) He is trying to get back his best friend, Starley.  
(B) He is trying to learn how to make a pie.  
(C) He is trying to get along with his dad.  
(D) He is trying to get rid of his enemy.

3. Which event happened first in the story?  
(A) The narrator asked Jeremy to play.  
(B) Jeremy taught the narrator how to throw a boomerang.  
(C) Dad made Enemy Pie.  
(D) The narrator learned how to make a pie.

4. Which of the following is true?  
(A) \_\_\_\_\_  
(B) \_\_\_\_\_  
(C) \_\_\_\_\_

**ASSESSMENT**

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:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SKILL WORKSHEET**

**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 Pastel Enemigo podría deshacerse del enemigo del narrador.  
**Las respuestas varían. Podrían incluir: Puede que sepa tan mal que Jeremy nunca querrá volver a tener nada que ver con el narrador.**

**Página 14:**  
El narrador tiene que pasar el día jugando con Jeremy. Haga una predicción de cómo reaccionará Jeremy cuando el narrador toque a su puerta.  
**Las respuestas varían. Podrían incluir: Predigo que Jeremy no querrá jugar con el narrador.**

Explica por qué tu predicción tiene sentido.  
**Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque Jeremy se rió de él en el béisbol y no lo incluyó en su fiesta de trampoline.**

**Página 22:**  
El narrador va a \_\_\_\_\_ a hacer \_\_\_\_\_.  
**Las respuestas varían. Podrían incluir: Jeremy. Él quiere \_\_\_\_\_.**

**RESOURCES IN SPANISH**

**Common Core State Standards Correlation**  
Enemy Pie Lesson Plans, Resources, and Activities

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.

**Identifying the Author's Purpose Lesson Plan and Resources**

Reading: Literature  
**RL.2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**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.  
**RL.2.10** – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills  
**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

Writing  
**W.2.8** – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening  
**SL.2.1b** – Build on others' talk in conversations by linking their comments to the remarks of others.  
**SL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
**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.

Language  
**L.2.4** – Use words and phrases to describe people, objects, and actions being read to, and responding to them. Use words and phrases to describe people, objects, and actions that kids are happy that \_\_\_\_\_.

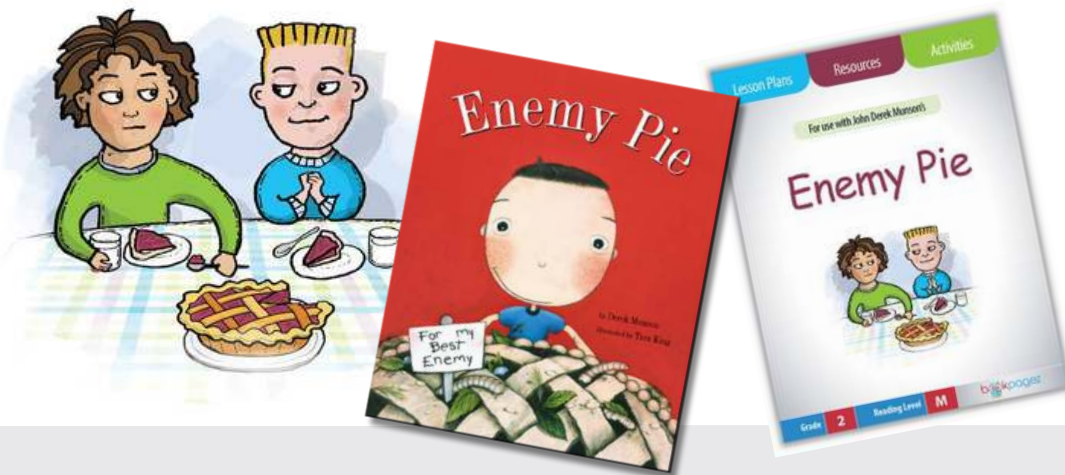
**STANDARDS ALIGNMENT**



# Take a Closer Look at the Comprehension Strategy Resources

## PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension



### Understanding Text Structure

### Enemy Pie

By: Derek Munson

Grade Level: 2 / Guided Reading Level: M



#### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

#### 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

- Describe what you think makes someone a good friend.
- Tell about a time when you had a problem. What steps did you take to solve your problem?

#### Important Words to Know and Understand

**Pretended** – Made believe

**Attention** – Careful listening or watching

# Take a Closer Look at the Comprehension Strategy Resources

## PART TWO:

Student Friendly Explanation of the Comprehension Strategy

This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the [BookPagez Comprehension Strategy Posters](#) with these lessons!



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

### Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:

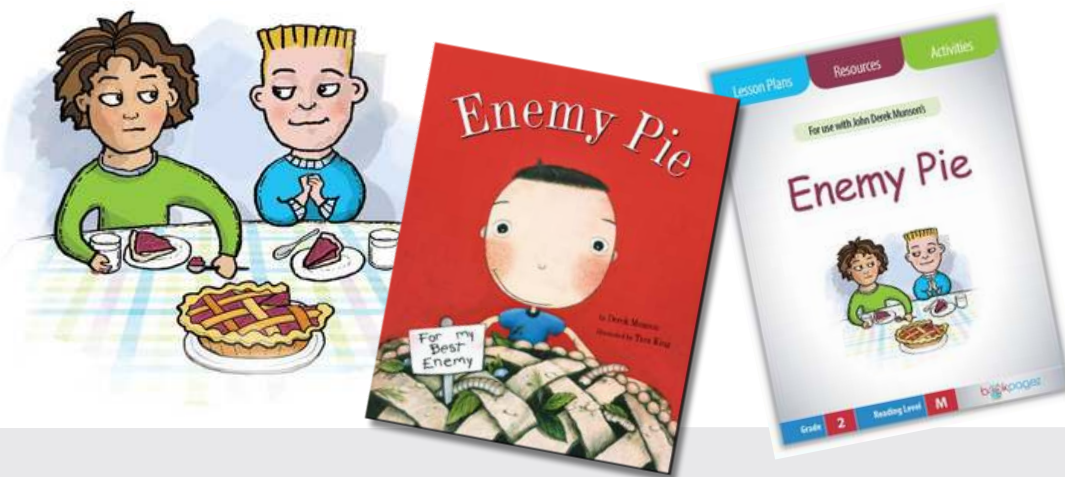
**Description** – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does

**Sequence** – when information is given in chronological order (first, next, then, last / morning, afternoon, night)

**Problem and Solution** – when a problem is explained and a solution is discovered

**Compare and Contrast** – when an author writes about the ways two or more people, places, or things are alike and different

**Cause and Effect** – when the author explains why something happened (cause) and what happened (effect)



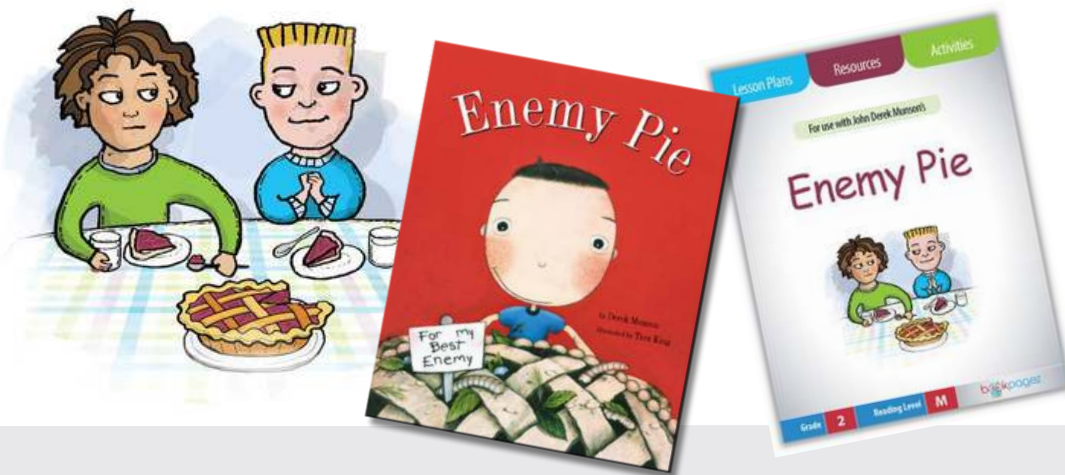


# Take a Closer Look at the Comprehension Strategy Resources

## PART THREE:

Text- dependent questions to help students use the strategy to improve comprehension.

These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.



## Understanding Text Structure

### Enemy Pie

By: Derek Munson

Grade Level: 2 / Guided Reading Level: M



### Understand Text Structure While Reading

- ✓ Notice the words an author uses – does the author describe things or explain events?
- ✓ Look at the pictures. Sometimes pictures give you clues about text structure

### 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.

**Pages 1 to 4** – Notice how the author uses cause and effect text structure on these pages. What caused the narrator to put Jeremy Ross on his enemy list?

**Page 17** – The author uses sequence to tell what the boys did together. What did they do first, second, and third?

**Page 20** – The author uses cause and effect text structure on this page. What caused Jeremy to notice the narrator's treehouse?

**Page 25** – Compare and contrast how the narrator felt about Jeremy at the beginning of the book and how he feels about him now. How does this help you to understand the story?

**Page 31** – How did Dad help the narrator to solve his problem?



# Take a Closer Look at the Comprehension Strategy Resources

## PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

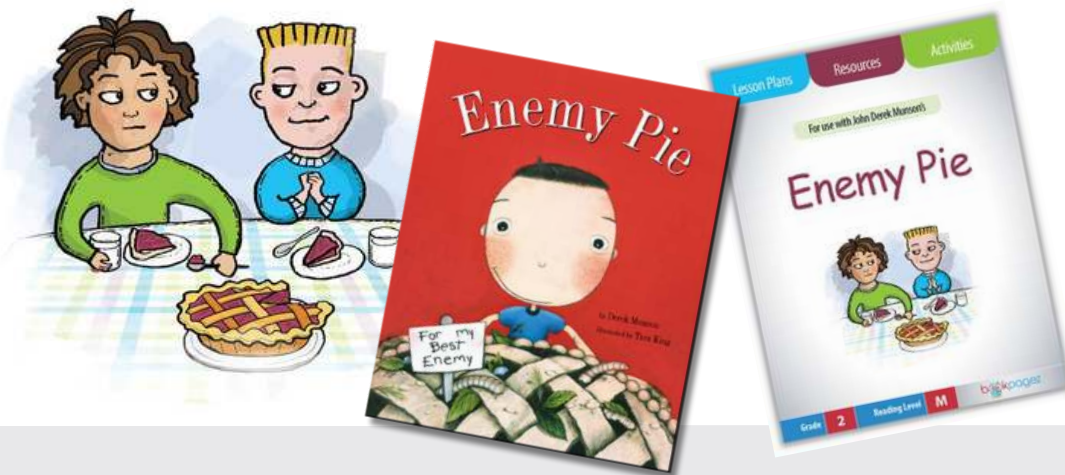
### Time to Reflect

**Think** – How did the different text structures help you to better understand *Enemy Pie*? Why do you think authors use more than one text structure when they tell stories?

**Talk** – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

**Reflect** – Think about the text structures in *Enemy Pie*. How does paying attention to the way the author organizes text help you to be a better reader?

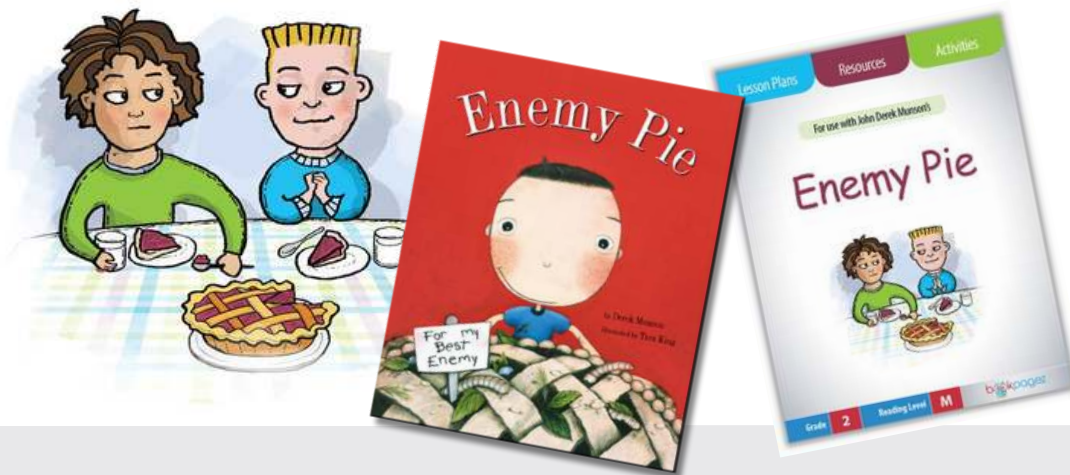
**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Enemy Pie*. (Remember to include examples from the book!)





# The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT



[Learn More about the Resources Here!](#)

**Answer Key for Synthesizing with Enemy Pie**

**Page 11:**  
Did a going to fix everything with his secret Enemy Pie. What have you learned about Enemy Pie?  
It doesn't have weeds, earthworms, rocks, or already chewed gum in it.  
It smells really good and looks like ordinary pie.

**Page 22:**  
The narrator has been spending time with Jeremy. How have his feelings toward Jeremy changed?  
The narrator doesn't think of Jeremy as an enemy anymore.

How do you know?  
The two of them are having fun together. The narrator is letting Jeremy into his tree house.

**Page 11:**  
Did your feelings about wanting to be Jeremy's friend change from the beginning of the book to the end?  
Answers will vary. Sample answers include: Yes, now I think I would like to have Jeremy as a friend.

Why or why not?  
Answers will vary. Sample answers include: He seems like a nice kid and he likes to have fun.

Answer Key | @BookPagez.com

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?  
\_\_\_\_\_

What was the author's purpose for writing this book? How do you know?  
 To Persuade  To Inform  To Entertain

I know because...  
\_\_\_\_\_

What do you think the author wanted you to think about while reading this book?  
\_\_\_\_\_

Draw a picture of the most important thing the author made you think about while reading.  
\_\_\_\_\_

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

**Enemy Pie: Making Predictions**

Predict what will happen between the narrator, Jeremy, and Stanley the rest of the summer.

I can describe how characters in a story react to important events in a story. 0303.9.2.3

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

**Common Core State Standards Correlation**

Enemy Pie Lesson Plans, Resources, and Activities

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**Synthesizing Lesson Plan and Resources**

Reading: Literature  
**RL.2.3** - Describe how characters in a story respond to major events and challenges.  
**RL.2.4** - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song.  
**RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  
**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  
**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.

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**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.

Language  
**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).

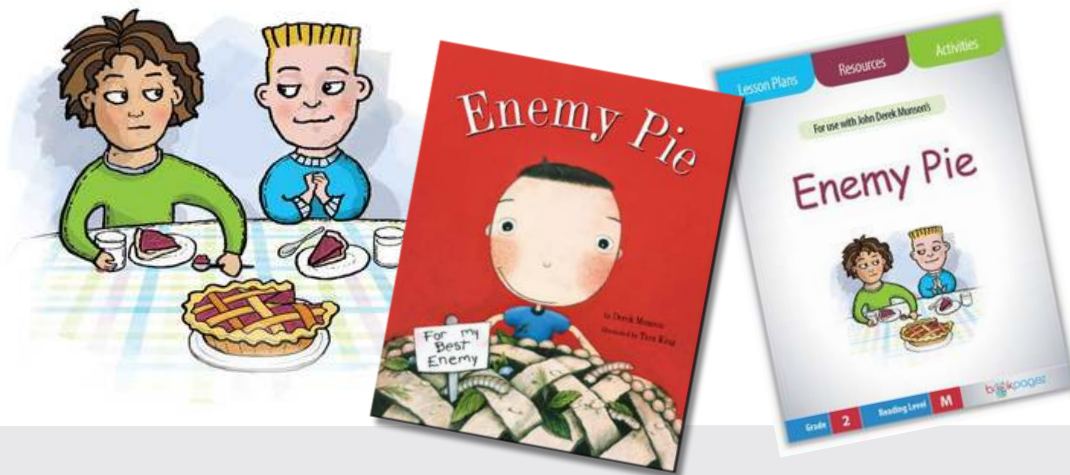
Enemy Pie CCSS Alignment | @BookPagez.com

# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



### 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

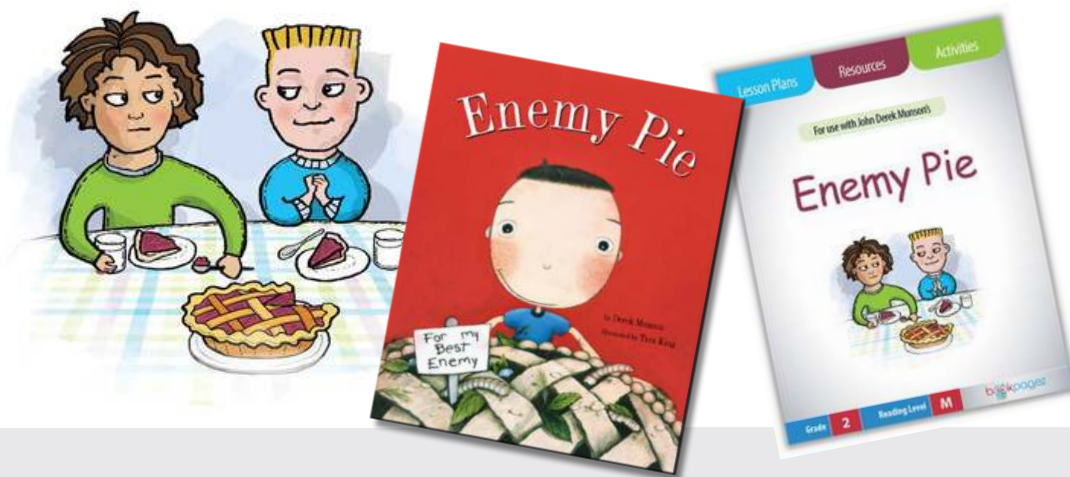


# Take a Closer Look at the Vocabulary Connections Resource Set

## SORTING CARDS

There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.

The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.



Match the words to the definition!

Match the words to the picture!

The image shows two sample sorting cards from the 'Vocabulary Connections' resource set. The top card is titled 'Vocabulary Connections' and 'Enemy Pie' by Derek Munson, with a grade level of 2 and a guided reading level of M. It features a grid with words and their definitions: 'Allowed' (Careful listening or watching), 'Attention' (Cutting into small pieces), 'Chopping' (One that tries to hurt another in some way), 'Enemy' (Very large), and 'Giant' (Very large). The bottom card is titled 'Vocabulary Connections' and 'Picture Vocabulary Sorting Cards' by BookPagez.com. It features a grid with words and their corresponding pictures: 'Allowed' (a man and a child), 'Attention' (a man and a woman), 'Chopping' (a person chopping), 'Corner' (a room corner), 'Enemy' (two men talking), and 'Giant' (hot air balloons). Both cards include instructions for use: 'Step by Step Directions: 1. Cut on the Dotted Line, 2. Fold on the Solid Line, 3. Glue, Tape or Staple the Top of Each Card to Close.'

Sort the cards by attribute!

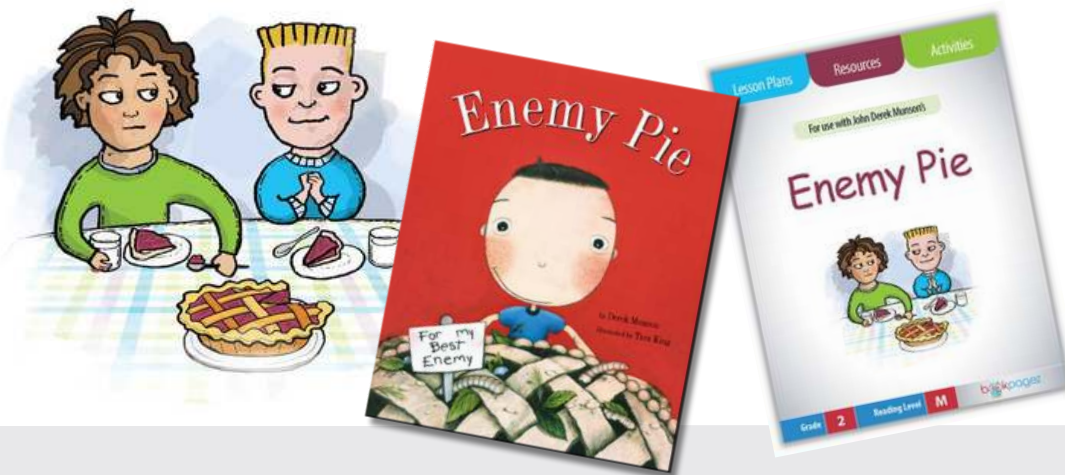
# Take a Closer Look at the Vocabulary Connections Resource Set

## INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



**Enemy Pie**  
By: Derek Munson  
Grade Level: 2 / Guided Reading Level: M

**Vocabulary Connections**

<b>Allowed is a/an</b> noun verb adverb adjective	<b>Attention is a/an</b> noun verb adverb adjective	<b>Chopping is a/an</b> noun verb adverb adjective
Definition of <b>Allowed</b> :	Definition of <b>Attention</b> :	Definition of <b>Chopping</b> :
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Allowed</b> looks like this:	<b>Attention</b> looks like this:	<b>Chopping</b> looks like this:
_____	_____	_____
<b>Allowed</b> reminds me of:	<b>Attention</b> reminds me of:	<b>Chopping</b> reminds me of:
_____	_____	_____
I saw this word in	I saw this word in	I saw this word in
_____	_____	_____

Step by Step Directions: 1. Cut on the Dotted Line. 2. Fold on the Solid Line. 3. Complete the Vocabulary Card. 4. Glue the Back of the Bottom Flap into Your Notebook. 5. Write the Vocabulary Word on the Front of the Top Flap.

Interactive Vocabulary Notebook Cards | ©BookPagez.com

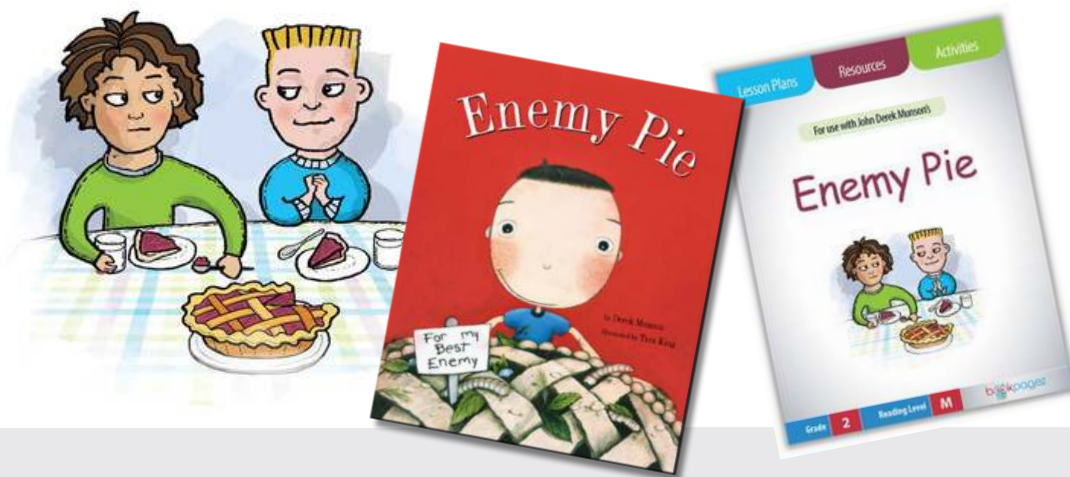


# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.



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

### Vocabulary Connections

**Directions:**  
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word: \_\_\_\_\_

**Word Games with Words from Enemy Pie**

**Directions:** Color the slices of the pie using the code below:  
2-Syllable Word = Red  
3-Syllable Word = Pink

**Original Sentence**  
Copy the sentence in the book where the word appears.  
Book Title: \_\_\_\_\_

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Enemy Pie**  
By: Derek Munson  
Grade Level: 2 / Guided Reading Level: M

**Directions:** Complete each sentence below using pie above.

1. I am paying \_\_\_\_\_ to the \_\_\_\_\_.
2. Mr. Smith's house is the biggest in the \_\_\_\_\_.
3. His father \_\_\_\_\_ him to c) \_\_\_\_\_.

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

**Enemy Pie**  
By Derek Munson

A new word that I learned in this book is: \_\_\_\_\_  
It means: \_\_\_\_\_  
It's like: \_\_\_\_\_

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

**Step by Step Directions:**  
1. Cut on the Dotted Line. 2. Fold on the Solid Line. 3. Complete the Vocabulary Card. 4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.

**ur Life**  
have  
ard it,  
it, or  
ez.com

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPagez.com

# The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT

**Word Games Answer Key with Words from Enemy Pie**

Directions: Color the slices of the pie using the code below:

2 - Syllable Word = Red  
3 - Syllable Word = Pink

Attention	Giant
pink	red
bing	red
red	pink
pink	red
pine	red
red	pink
Corner	Pretended

**Common Core State Standards Correlation**

Enemy Pie Lesson Plans, Resources, and Activities

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.

**Vocabulary Lesson Plan and Resources**

Language

L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.6 - 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).

**Vocabulary Connections**

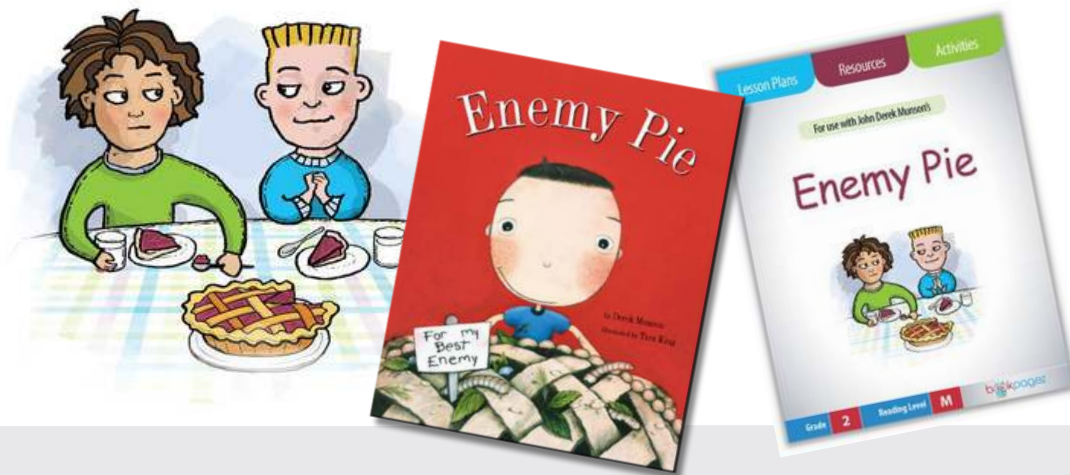
Name: \_\_\_\_\_

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPagez.com





# Take a Closer Look at the Phonics & Word Work Resource Set

## STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for whole-group, small-group, or one-on-one instruction.

PART 1: Introducing the instructional focus

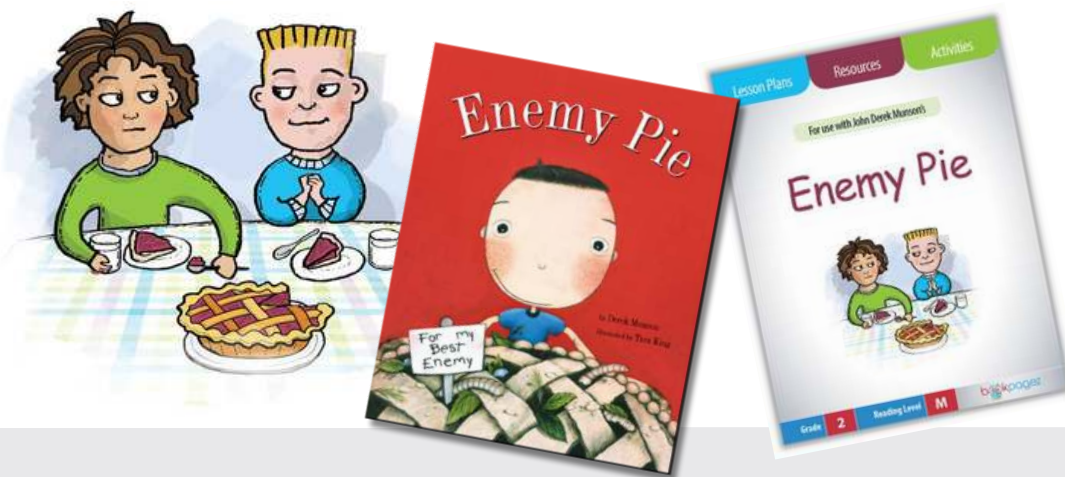
PART 2: Connecting the instructional focus to the text

PART 3: Guided practice

PART 4: Independent practice

PART 5: Reflection

PART 6: Extension activity (optional)



### Word Work

#### Enemy Pie

By: Derek Munson

Grade Level: 2 / Guided Reading Level: M

#### Instructional Focus:

–er Sound

#### Background:

When a syllable has a single vowel followed by an “r”, it is called an r-controlled syllable. The letter “r” is so strong that it changes the vowel sounds so that it is no longer short.

#### Examples:

her	blister	barber	person
bother	buzzer	either	corner
water	feather	over	hammer
longer	manners	wonder	ladder

#### Materials and Preparation:

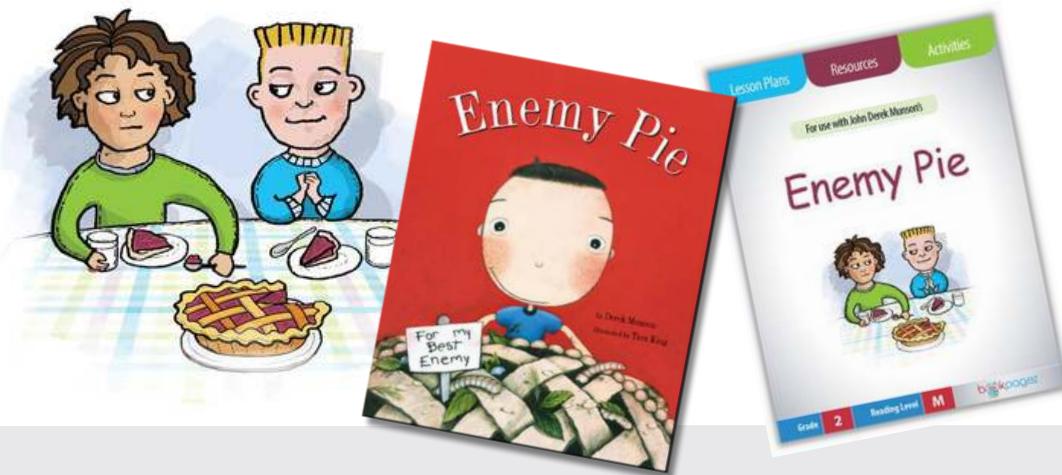
- A Copy of *Enemy Pie* by Derek Munson
- 4-in-a-Row Card (1 for each pair of students)
- Plastic Bingo Markers (a set of 15 for each student; different colors for each person in the pair)
- Missing –er Words Practice Page (1 for each student)
- Chart Paper
- Colored Markers
- Flashcards
- Optional – 3 Sticky Notes for each student (see Extend Engagement Activity in Step 2)
- Optional – Word Detective Extension Worksheet (1 per student)

# Take a Closer Look at the Phonics & Word Work Resource Set

## GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students' specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



### 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

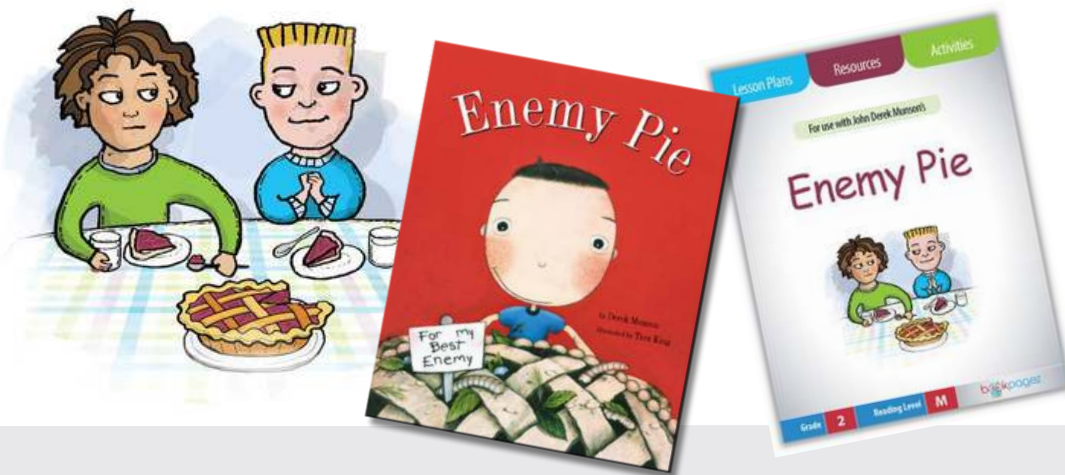


# Take a Closer Look at the Phonics & Word Work Resource Set

## INDEPENDENT PRACTICE

Students have the opportunity to show what they've learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



### Missing -er Words Word Work Practice Page

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

Word Bank				
herself	summer	baker	ladder	sister
over	buzzer	never	feather	nervous

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

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com

# The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT

[Learn More  
about the  
Resources  
Here!](#)

**Missing -er Words Answer Key**  
Word Work Practice Page

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

**Word Bank**  
herself summer baker ladder sister  
over buzzer never feather nervous

1. I found an eagle \_\_\_\_\_ feather \_\_\_\_\_ on the ground.  
2. \_\_\_\_\_ Summer \_\_\_\_\_ is my favorite season of the year.  
3. Angela is having the \_\_\_\_\_ baker \_\_\_\_\_ make the wedding cake.  
4. She fell out of the tree and \_\_\_\_\_  
5. The ball flew clear \_\_\_\_\_  
\_\_\_\_\_ climbed the \_\_\_\_\_  
\_\_\_\_\_ buzzer \_\_\_\_\_

**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

Independent Word Work Practice | @BookPagez.com

**Common Core State Standards Correlation**  
Enemy Pie Lesson Plans, Resources, and Activities

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.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills  
**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Enemy Pie CCSS Alignment | @BookPagez.com





# Assessments and Activities include:



- COMMON CORE COMPREHENSION ASSESSMENT
- RUNNING RECORD ASSESSMENT
- SKILL PRACTICE PAGES
- ANSWER KEYS

The assessments include a Running Record to help you assess oral reading fluency and a standards-aligned comprehension assessment.

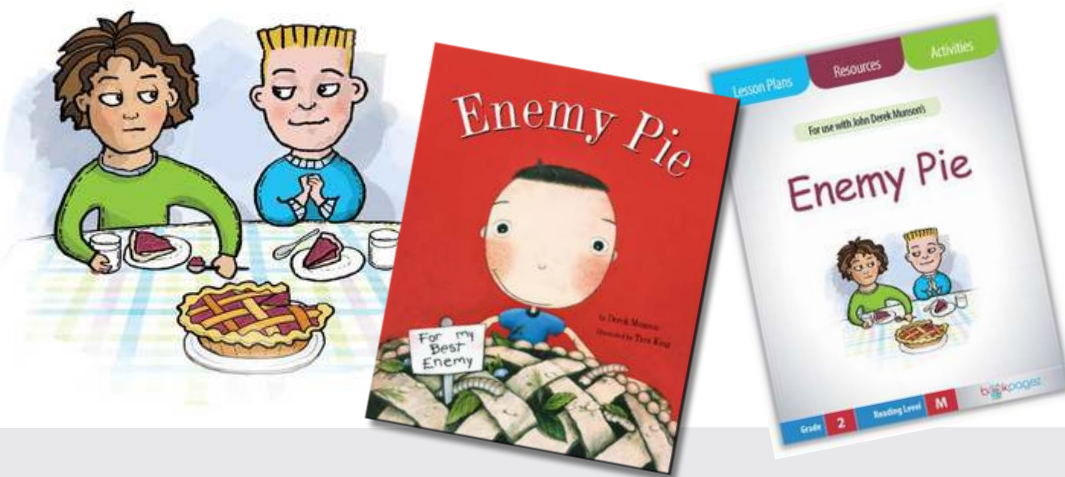


The collage features three main documents:

- Running Record:** A form for tracking reading performance. It includes fields for Name, Date, Accuracy Rate, Error Rate, Self-Correction Rate, Time, and Words Per Minute. It also has a table for accuracy levels (Easy: 95% - 100%, Instructional: 90% - 94%) and a legend for error types (E, SC, M, S, V).
- Enemy Pie CCSS Assessment:** A comprehension assessment for the story 'Enemy Pie'. It includes a title, author (John Dink Johnson), and a set of four multiple-choice questions. The questions are:
  - During what season of the year did the story take place?  
(A) Summer, (B) Winter, (C) Spring, (D) Fall
  - What is the narrator's problem in the story?  
(A) He is trying to get back his best friend, Stanley.  
(B) He is trying to learn how to make a pie.  
(C) He is trying to get along with his dad.  
(D) He is trying to get rid of his enemy.
  - Which event happened first in the story?  
(A) The narrator asked Jeremy to play.  
(B) Jeremy taught the narrator how to throw a boomerang.  
(C) Dad made Enemy Pie.  
(D) The narrator let Jeremy into his tree house.
  - Which of these words rhyme?  
(A) hung, struck  
(B) over, clover  
(C) best, list  
(D) scary, party
- Friendship Pie:** An extension activity page. It includes a title, author, and a set of writing prompts: 'Friendship Pie from the kitchen of \_\_\_\_\_', 'Ingredients: \_\_\_\_\_', 'Directions: \_\_\_\_\_', and 'What will happen when you eat this pie? \_\_\_\_\_'. It also includes a footer: 'Extension Activity | ©BookPagez.com'.



The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.



# LET'S CONNECT!



BookPagez is here to help you make the most of the books in your school and classroom libraries.

With thousands of done-for-you lesson plans and activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while reading the very best books!



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