

# Reading Roundup

## Enemy Pie

Written by Derek Munson

Illustrated by Tara Calahan King

Reading Roundup  
Partners



### Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Enemy Pie, written by Derek Munson and illustrated by Tara Calahan King.

### Before Reading

*One of the things authors do to make stories interesting is to introduce us to characters who have a problem. Enemy Pie tells a story about a young boy who's having the greatest summer ever – until Jeremy Ross moves to town. Let's read to see what Jeremy Ross does to ruin summer and what the boy does to solve his "enemy problem".*



## During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 7.
- **Page 7** - *Jeremy Ross has hurt the boy's feelings and made him really mad. He decided that Jeremy Ross was Enemy #1. T/T – Dad says that he knows how to get rid of enemies. He'll make an enemy pie. What do you think might be in an enemy pie?* Turn back to the front cover if needed. (Enemy pie would be made with nasty things like worms and mud and rocks, and bugs.) Continue reading through page 11.
- **Page 11 P** -*Why would the boy be confused? How do the words on this page help us know why the boy is confused?* (The boy gets a little mixed-up because he's imagining how awful the enemy pie will be, but the smell from the kitchen is really good.) Continue reading through page 17.
- **Page 17** - **T/T** - *Now Jeremy Ross is confused. Turn and talk to your partner about why Jeremy might be confused when the boy asks him to play.* (Jeremy Ross knows he and the boy aren't friends. He doesn't understand why the boy would ask him to play.)
- **Enemy Pie** is a text heavy piece. Continue reading the rest of the story making sure students have time to “read” the illustrations.

## After Reading

*The main character in this story was living a wonderful life until something terrible happened. Jeremy Ross moved to town! Now that we know a lot about the character in this book (the boy), let's talk about what he did and said to help us understand him.*

- **Pages 2-3** *What do we know about the boy from the beginning of the book?* (The boy was looking forward to his best summer ever. Everything was going his way.)
- **Pages 4-5** *Before he knew it, his life suddenly changed. What happened to change things?* (The boy wasn't invited to Jeremy's party and he lost his best friend to Jeremy. Jeremy became Enemy #1.)
- **Pages 6-7** *With Dad's help, a plan was launched to get rid of Jeremy Ross. The boy was given a job to do. What did the boy have to do before feeding him the enemy pie?* (The boy had to spend an entire day with Jeremy Ross. YUCK!)
- **Pages 18-19** *The boy begins to change while spending time with Jeremy Ross. How does this begin to solve the boy's problem, Enemy #1?* (The boy started to have fun and was invited to play with Jeremy again the next day.)
- **Pages 28-29** *I love the scene when the boy thinks Jeremy Ross is going to eat the nasty enemy pie. T/T – Turn and talk to your partner about what happened at the kitchen table. How did the boy's behavior change and how was his problem solved?* (The pie turned out to be a delicious pie, not a disgusting, smelly enemy pie. Much to his surprise, he actually liked Jeremy Ross and didn't want him to be hurt by eating gross pie.)

**Remember**, sometimes the reason we have “enemies” is because we haven't tried to get to know them. Try doing something nice for someone you don't like. Who knows? You might just make a new friend.

## Vocabulary

**Enemy** – someone you really don't like (multiple pages and title)

**Faded** – hard to see p. 7

**Squinted** – almost close eyes to maybe see better – p. 7

**Confused** – not understanding what's going on p. 11, 16

**WORD  
WAGON**

