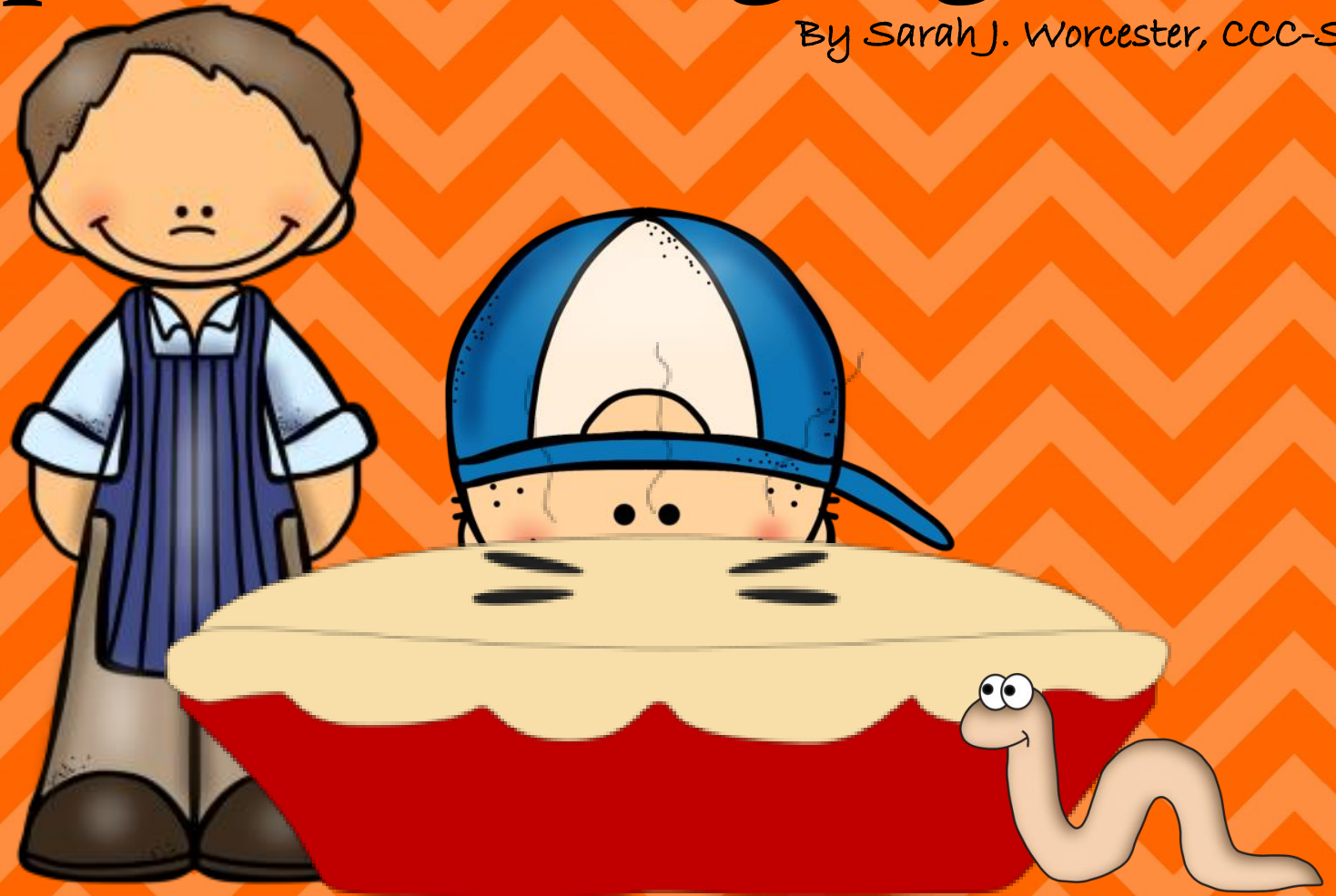


# Enemy Pie

## Companion Activities for Speech & Language

By Sarah J. Worcester, CCC-SLP



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# Companion Activities to go with Enemy Pie

Enemy Pie, by Derek Munson, is just what any kid needs to get rid of their enemy forever! But what the kid has to do might be even worse. While the book is not included in this packet and must be purchased separately, and while I have no affiliation with the author, I have put together a few speech and language activities that go with the story. Have fun!

## **Included in this pack:**

Vocabulary Word Cards and Definitions

Vocabulary Hunt Mats

Sentence fill-in

Character writing activity

Past, Present, Future Tense

Verb Tense Dice Game

Story Sequence Cards

Synonym Sort

Category Description Cards

Comprehension Questions using 1-3<sup>rd</sup> grade High Stakes Question Words

Character Traits cards and activities

Open Ended Game Board

Let's Bake a Pie open ended game

Pie Fight! An Open Ended Card Game

Articulation Cards for /p,b,s,z,f,v,k,g,r,L/, /th,,sh,ch,j/, consonant blends, final sounds, multisyllable words

Articulation Dice Game

Phonological Dice Game

3 Full color background pages, for card backs

Suggested Lesson Plans in case you need more inspiration

# Vocabulary Hunt

Use the predetermined vocabulary, suggested alternatives, or create your own with the blank vocabulary matt. After introducing and preteaching the vocabulary, I use these matts for a vocabulary hunt:

1. Print one mat for each student. As you read through the story, students listen for their vocabulary word, or look for the pictured example of the word. When they see or hear their word, they put a BINGO chip on that word (as many times as they see or here the word). The person who pays the closest attention will win.
2. You can also play this in the reverse, by covering each picture with a marker or treat. When kids here or see their word, they can uncover the word on their matt.

Either way you play, they have to raise their hands, and use the word in a sentence relevant to the story before covering or uncovering.

Also included are Vocabulary Sentence Match pages. One has the predetermined vocabulary with pictures, the other is blank, waiting to be filled in with the vocabulary you choose to work on. Great for home practice and discussion. I print and laminate an extra copy, cut apart the words and sentences, and quiz the students.

Finally, there are suggested vocabulary cards and definitions. Print these back-to-back, flipping on the short side of the page, or print on one side for a memory match game. Laminate and cut apart for durability.

ingredients

neighborhood

invite

pretend

recipe

should

enemy

faded

squinted

wondering

confused

panicked

To ask somebody politely to come or go somewhere, or to do something.

people who live near each other, forming a community.

Spices and other foods needed to make a food dish.

Expected to happen.

A list of ingredients and instructions for making something, especially a food dish.

To make believe that something is real by using your imagination.

To half-close the eyes so as to see better.

Gradually become less bright or loud.

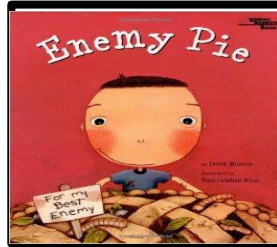
Somebody who hates or seeks to harm somebody.

A sudden feeling of fear or anxiety.

Unable to think or reason clearly.

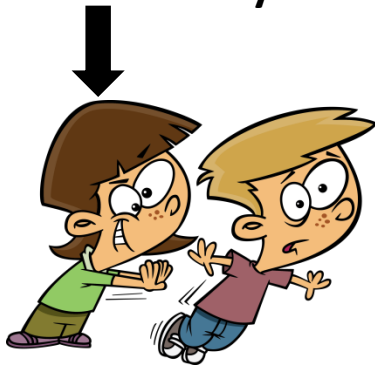
To be curious to know about something.

# Vocabulary Mat



Enemy Pie  
By Derek Munson

enemy



faded



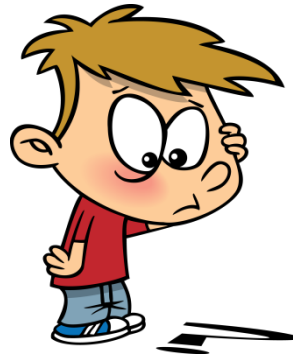
squinted



wondering



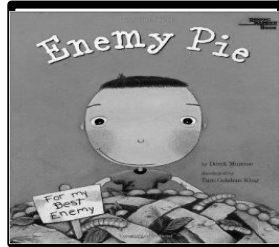
confused



panicked



# Vocabulary Mat



Enemy Pie  
By Derek Munson




# Vocabulary Words

Directions: This week we read **Enemy Pie** by Derek Munson. We learned these six vocabulary words. Read the sentences on the left and draw a line to match the word that completes the sentence. Then write the word in the blank space.

Jack looked up at the sun and \_\_\_\_\_ at its brightness.

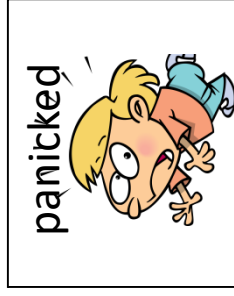
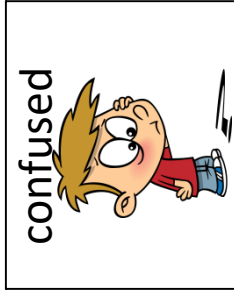
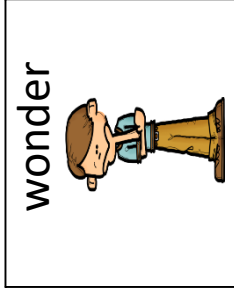
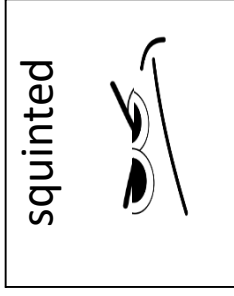
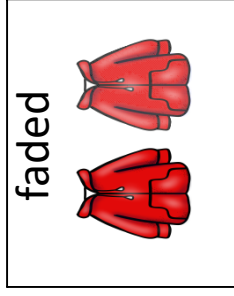
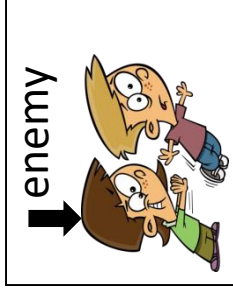
Kianna was \_\_\_\_\_ by the tricky directions the teacher gave.

After bullying me on the playground, I decided Grayson was my \_\_\_\_\_, not my friend.

John stared at the cookie crumbs and thought to himself, "I \_\_\_\_\_ who ate my snack?"

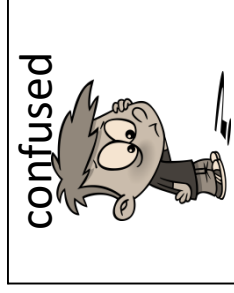
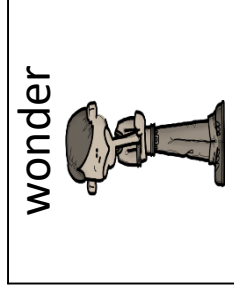
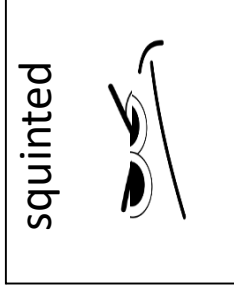
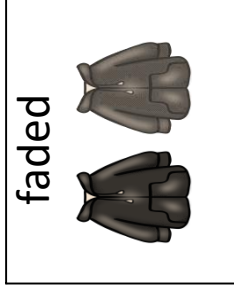
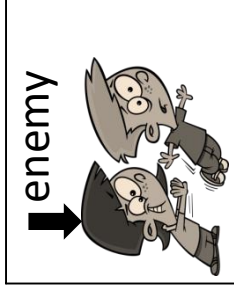
When the teacher asked where my homework was, I \_\_\_\_\_.

After Mom washed my jeans several times, they had \_\_\_\_\_ to a light blue.



# Vocabulary Words

Directions: This week we read **Enemy Pie**, by Derek Munson. We learned these six vocabulary words. Create a sentence in the rectangle on the left for each word.



DIRECTIONS: Pick one character from the story to write about his/her feelings.

Person/Character	Emotion	When/Where	Why
The Narrator		Jeremy laughed at him when he struck out in Baseball  Jeremy invited his best friend Stanley to his trampoline party  While spending the day with Jeremy  When Jeremy was about to eat Enemy Pie	
Jeremy		The Narrator came to his house  While they were playing basketball  In The Narrator's tree house  When The Narrator stopped him from eating Enemy Pie	

Write your sentence:

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DIRECTIONS: Pick one character from the story to write about his/her feelings.

Person/Character	Emotion	When/Where	Why

Write your sentence:

---

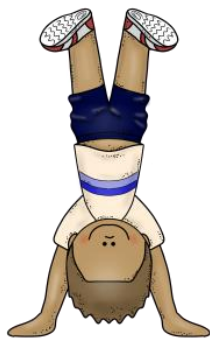
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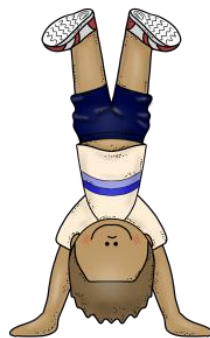
# VERBS

1. Fill in the correct tenses of each verb in the Past, Present, Future tense chart.
2. Home Practice: Pick 5 Verbs. Have students write those verbs in one of the columns of the Past, Present, Future Tense chart. For home practice, they must write the other tenses of that verb in the appropriate columns
3. Past, Present, Future Dice Game: Roll the dice and use the verb in a sentence according to the Dice chart.
4. I Spy: Students pick a number of verbs determined by the teacher. As you read the story, students can raise their hand when they spy or hear one of their words in any verb tense. They have to use the word in a designated tense in a sentence. If they get it right, they can turn the card in. The first student to get rid of their cards wins. This is a great game for vocabulary practice as well.

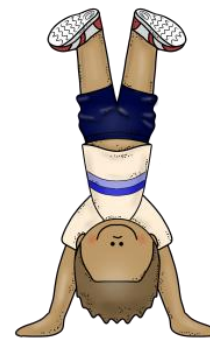
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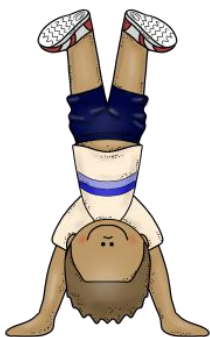
ate



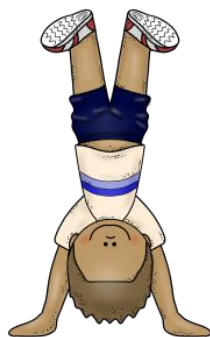
moved



Flipped



laughed



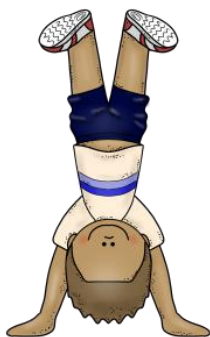
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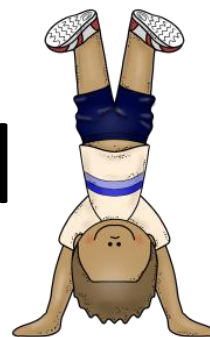
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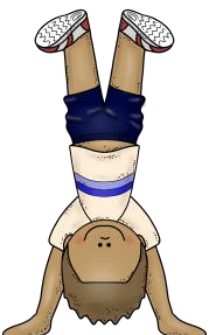
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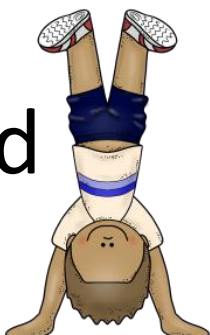
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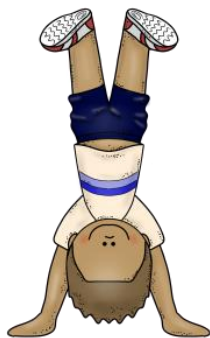
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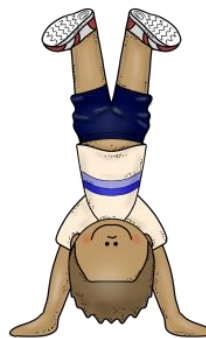
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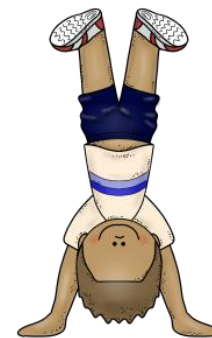
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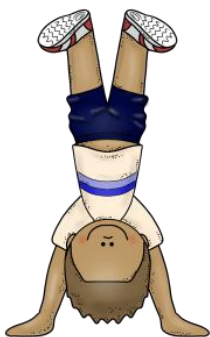
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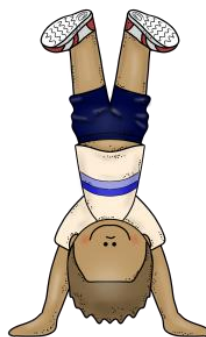
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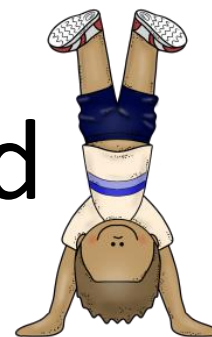
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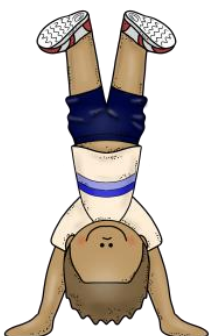
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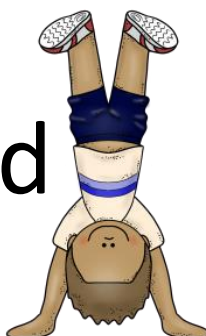
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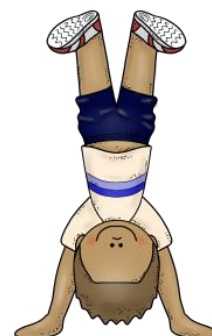
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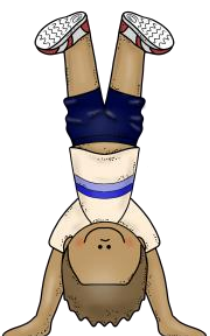
wondered



begged



worked



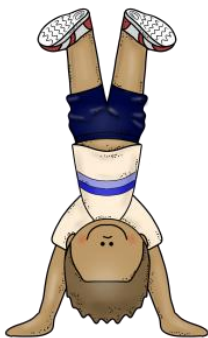
shook



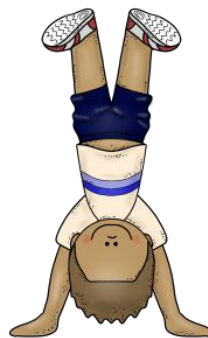
gave



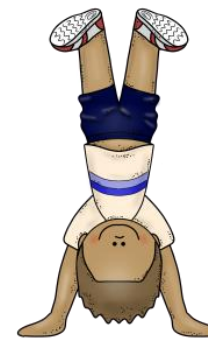
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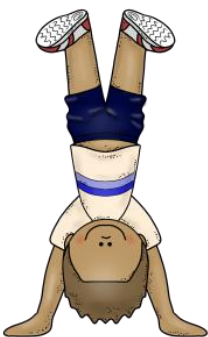
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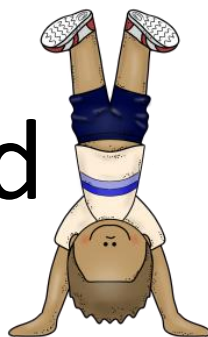
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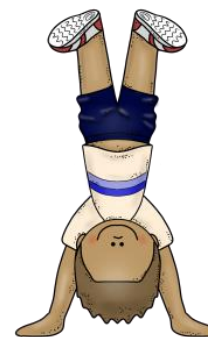
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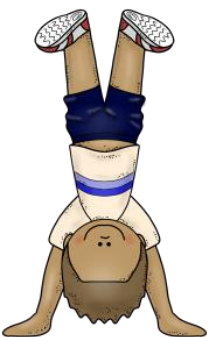
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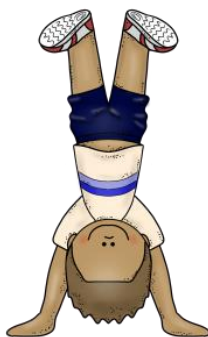
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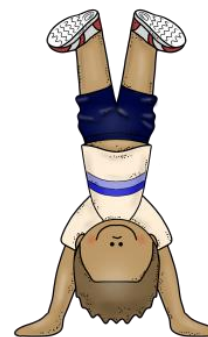
blended



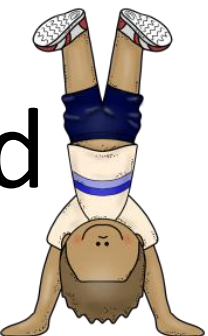
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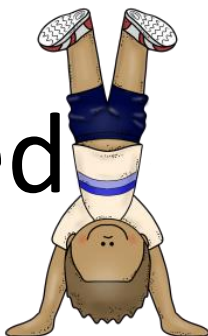
tried



imagined



smelled



tasted





# Past, Present, and Future Tense

Past Tense	Present Tense	Future Tense

Cut on the Line; tape the two pages (pg. 9-10) together

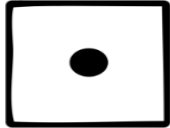
# Past, Present, and Future Tense

HOME PRACTICE: Write 5 present tense verbs. Fill in the Past Tense and the Future Tense of each verb. Use each verb in a sentence.

Past Tense	Present Tense	Future Tense

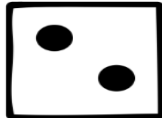
# Verb Tense Practice

You will need one 6 sided die, and a list of verbs or deck of verb pictures appropriate for the student(s) language learning level to use with the tasks below



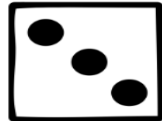
Is Happening Now

(The student is hopping)



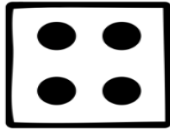
Two or More are Happening Now

(The students are hopping)



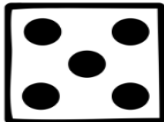
Happened Yesterday

(The student is hopped)



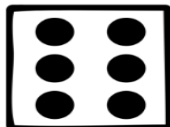
Will Happen Tomorrow

(The student will hop)



One Does all the time

(The student hops)



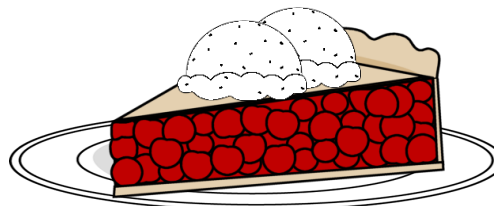
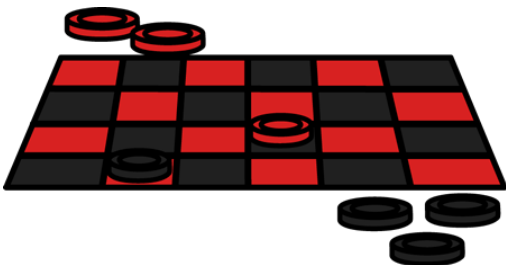
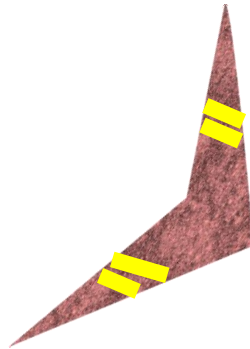
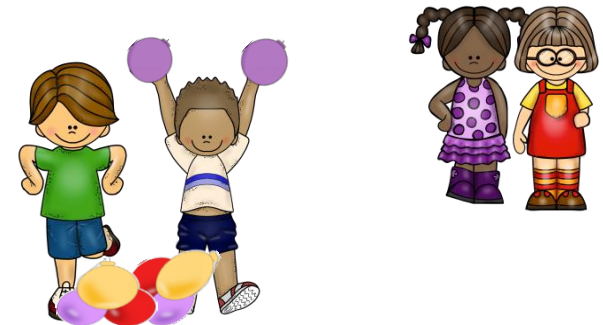
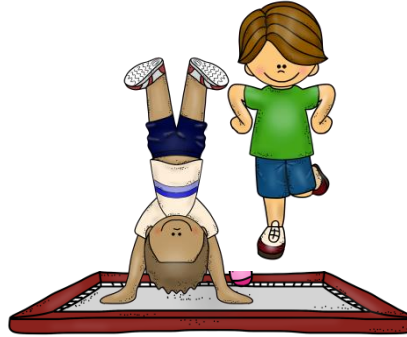
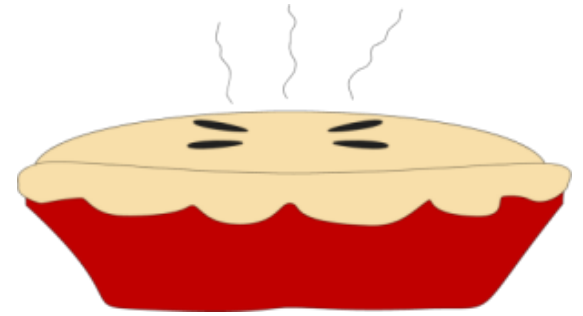
Two or More Do all the time

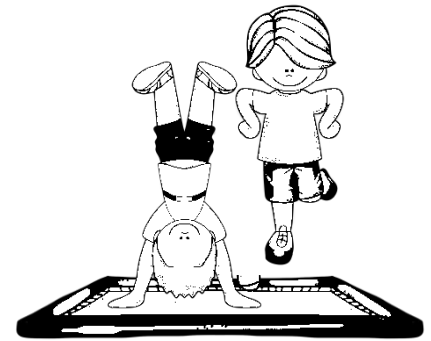
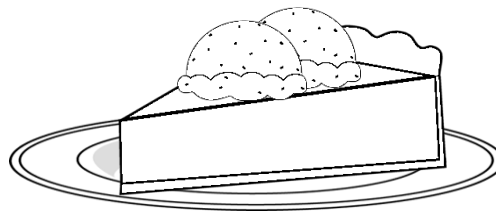
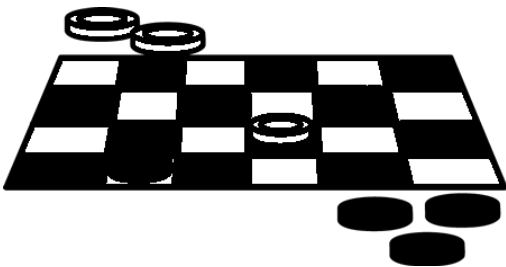
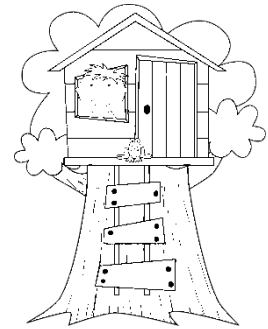
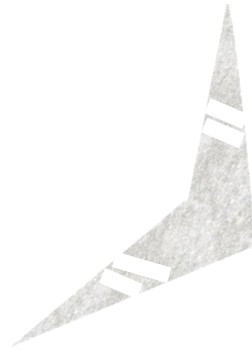
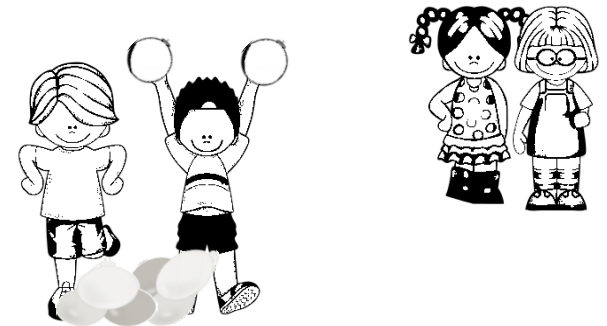
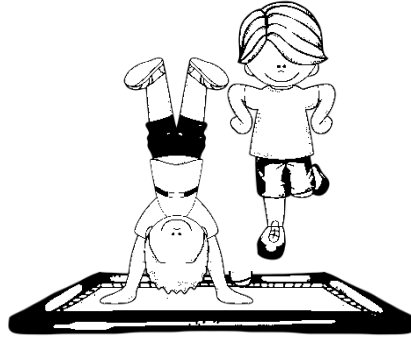
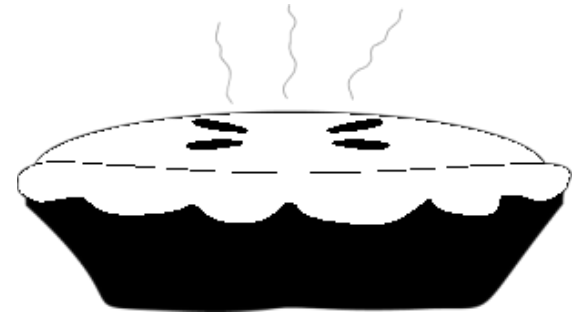
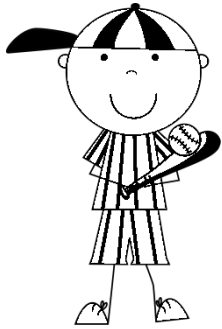
(The students hop)

# Other Activities

1. Story Sequence Cards: Print, laminate, and cut apart story sequence cards. Use the cards to help students retell the. Use the black and white story sequence card page for home practice.
2. Synonym Sort: Print, laminate, and cut apart category cards for durability. Place the cards face down on the table. The teacher or students take turns flipping over each card from the pile. Students discuss and decide whether the word is a synonym for *mean* or *nice*. Students should use each word in a sentence. The activity is done when all the cards are sorted. Can your students think of more synonyms for these two words?
3. Synonym Home Practice: The student writes as many words as he/she can think of for each word given. They can use a Thesaurus or a Dictionary if they wish, because that is good practice too.
4. Category Sort: Print, laminate, and cut apart category members cards for durability. Place the cards face down on the table. The teacher or students take turns flipping over each card from the pile. Students take turns picking a card and telling what the category of the 2 objects is. Then they name 2 more. If the student is correct, he/she keeps the card. If not, the card goes back into the pile for the next student's turn. The student with the most cards at the end wins (or when students have gathered a predetermined amount, the game is over). Can also play with the open-ended board game or "Bake a Pie" game.
5. Category Describing: Print, laminate, and cut apart category cards for durability. Place the cards face down on the table. The teacher or students take turns flipping over each card from the pile. Students must describe the item on the card using category, function, and parts. If the student can describe the item, he/she keeps the card. If not, the card goes back into the pile for the next student's turn. The student with the most cards at the end wins (or when students have gathered a predetermined amount, the game is over). Can also play with the open-ended board game or "Bake a Pie" game.
6. Comprehension Cards: Print, laminate and cut apart for durability. Use the comprehension cards with the open ended board game. Print, laminate, and cut out for durability. Place the cards in a pile, face down on the table. Students take turns picking a card and answering the question in a complete sentence. If they answer correctly, they can flip a coin or roll a dice to determine how many spaces to move. If they are incorrect, the next student can have a chance to steal the turn. The player that gets to the finish first wins.
7. Character Traits: Print and laminate one copy of the character mats. Print, laminate, and cut apart the character trait cards with their definitions on the back, and place in a pile face down, or scatter face up. Give each student a character mat. If there are more than 3 students in the group, have students team up, or print extra copies of the character mats and trait cards. Students take turns picking a character trait card and assigning it to a character. Once a student fills his/her character mat, they must describe their character using the traits in complete sentences. This is also a good activity for a large group discussion.
8. Board Game: Use the open ended board game with any of the cards in this pack.

9. Let's Bake Enemy Pie: Print one copy of the ingredients list mat and as many copies of the Enemy and Friend pie plates as you need for each student or group of students. Laminate for durability. Print, laminate, and cut out one copy of the pie trouble cards and two copies (or more if needed) of the ingredients cards. Place all the cards face down in a pile. Display the ingredients list for both Enemy and Friend pies where all students can see. Give each student or group of students one Enemy Pie and one Friend Pie plate. Students take turns drawing an ingredient card from the pile and placing it in the correct pie plate. The first to fill the Friend Pie with Friend Pie ingredients wins. If the Enemy Pie is filled with Enemy Pie ingredients before the Friend Pie is filled, that student or group of students is out. Watch out for the pie trouble cards, they will move ingredients all around!
  
10. Pie Fight! An open ended card game: The rules for this game are simple. Print 2 copies of the pie slice cards, and one copy of the special pie fight cards. Laminate for durability and cut apart. Place all the cards in the center of the table, face down. Students take turns drawing a card. Some have one pie slice on them, some have 2. The student with the most pie slices at the end wins. Watch out for the special pie fight cards. They could earn you extra cards, or they could take cards away.







nice



considerate



pleasant



kind



friendly



caring



mean



unkind



rude



bossy



pushy



aggressive



**Synonym Home Practice:** Write as many synonyms (at least 5) as you can think of under each word.

Nice

Mean

Grass

Dandelions

*(Name 2 more plants)*



Cherry

Apple

*(Name 2 more pies)*



Mac & Cheese

Hot Dogs

*(Name 2 more main dishes)*



Trampoline

Swing

*(Name 2 more outside activities)*



Baseball

Basketball

*(Name 2 more sports)*



Sneakers

Boots

*(Name 2 more shoes)*



Bike

Scooter

*(Name 2 more vehicles)*



Boomerang

Baseball

*(Name 2 more things you can throw)*



Strawberry

Raspberry

*(Name 2 more flavors of ice cream)*



Worms

Snails

*(Name 2 more garden critters)*



Peas

Beans

*(Name 2 more garden plants)*



Strawberry

Raspberry

*(Name 2 more berries)*



Butterfly

Ladybug

*(Name 2 more insects)*



Pie

Cake

*(Name 2 more desserts)*



Jump rope

Water Balloons

*(Name 2 more toys)*



Apron

Pants

*(Name 2 more clothing items)*



Orange

Apple

*(Name 2 more fruits)*



Knife

Fork

*(Name 2 more table items)*



Checkers

Go Fish

*(Name 2 more games)*



bike



strawberry



worm



pie



Mac &  
Cheese



boomerang



baseball



bike helmet



house



tree house



water balloon



apple



trampoline



enemy



friend



sneakers



paper



door



lunch



checkers



playing cards



oven



fork



plate



Describe your own enemy pie.

Explain how Jeremy and the Narrator went from being enemies to being friends.

At the end of the story, the Narrator says “I just lost my best enemy.” Explain what he meant.

Why did the Narrator view Jeremy as his enemy?

Explain what an *enemy* is in your own words.

Explain the Dad’s reasoning for making enemy pie smell so good.

The Narrator said that the pie “looked good enough to eat.” and that he was “catching on.” Explain what he meant by this.

Name and describe one important character.

Name and describe one important character.

Name and describe one important character.

Explain why Jeremy’s mom is not an important character.

All of these are important characters EXCEPT:

- a. Jeremy
- b. Stanley
- c. Dad
- d. The Narrator



“Inside was a warn-out scrap of paper with *faded* writing.” Explain what *faded* means.

What is the opposite/antonym of friend?

What is the opposite/antonym of enemy?

Who do you think wrote the recipe for enemy pie? Explain your reasoning.

List the steps for getting rid of an enemy.

Predict what would have happened if the Narrator didn't take the “Enemy List” down in his tree house when he did.

Was enemy pie really magical? Explain your answer.

Describe the setting of the story.

What do you think was the author's inspiration for Enemy Pie?



courageous

confident

caring

daring

friendly

creative

determined

successful

intelligent

considerate

helpful

responsible

Showing concern  
for the needs of  
others.

Certain of having the  
ability needed to  
succeed.

The ability to face  
uncertainty  
without being  
overcome by fear.

Using the  
imagination to  
make new ideas or  
things.

Pleasant and  
welcoming; on the  
same side.

risky

smart

Turning out well.

Showing a fixed  
purpose.

Able to be counted  
on.

Giving or willing to  
give assistance or  
help.

Mindful of the  
needs, wishes, and  
feelings of others.

rude

generous

mean

dainty

selfish

shy

bold

witty

Willing to give money, help, or time freely.

Disagreeable in manner or action.

delicate and pretty

unkind; bad tempered.

Uncomfortable with others.

Concerned with your own interests, needs, and wishes while ignoring those of others.

Using words in a clever and amusing way.

Willing and eager to face danger or adventure with a sense of confidence and fearlessness.

Empty rectangular box for character traits.

Empty rectangular box for character traits.

Jeremy

Ross



Empty rectangular box for character traits.

Empty rectangular box for character traits.

Empty rectangular box for character traits.

Empty rectangular box for character traits.



# The Narrator

Empty rectangular box for character traits.

Empty rectangular box for character traits.

Empty rectangular box for character traits.

Empty rectangular box for character traits.

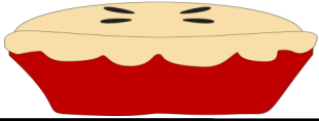


The Dad

Empty rectangular box for character traits.

Empty rectangular box for character traits.

Jeremy Ross is  
Enemy #1!



Enemy?  
Or.....



Water Balloons  
hit their mark.  
Go ahead 2  
spaces.

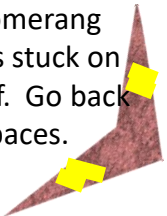


Let Jeremy win  
at Checkers.  
Go ahead 2  
spaces.



.....Friend?

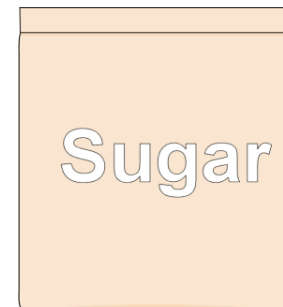
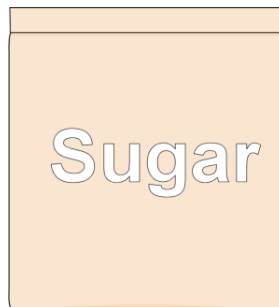
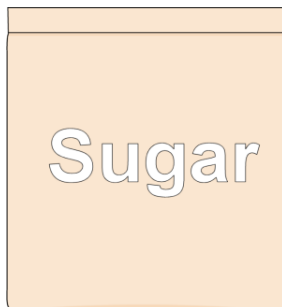
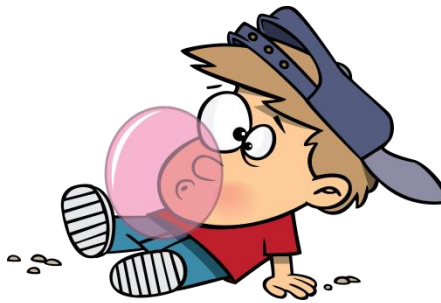
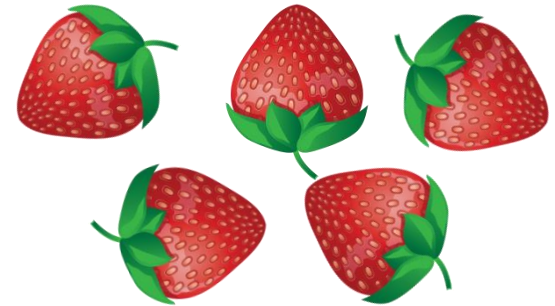
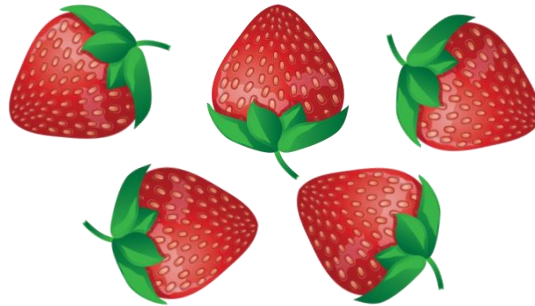
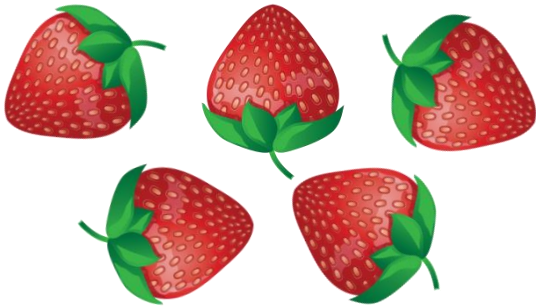
Boomerang  
gets stuck on  
roof. Go back  
2 spaces.

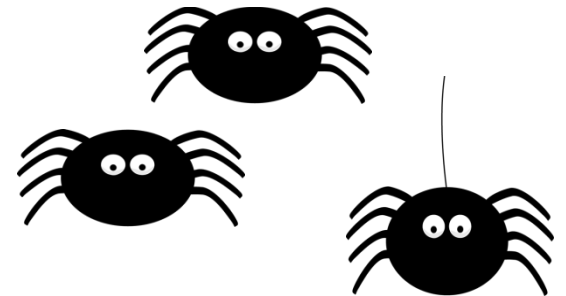
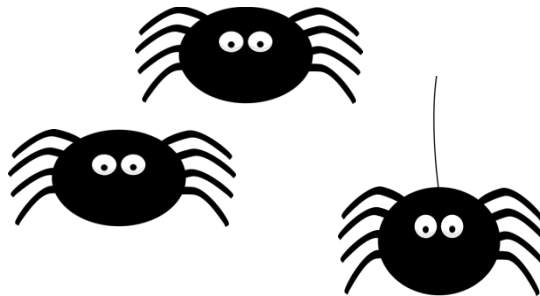
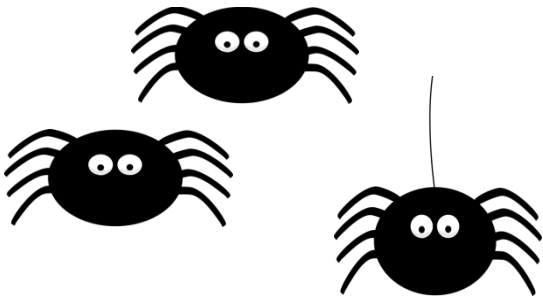
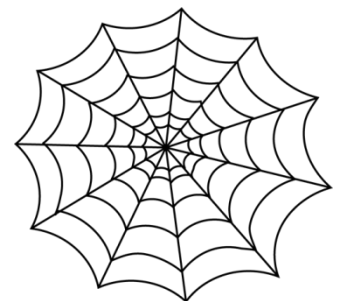
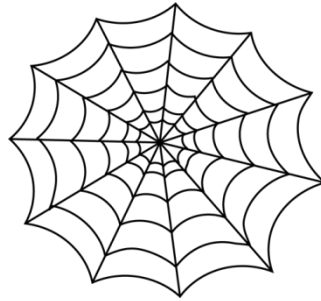
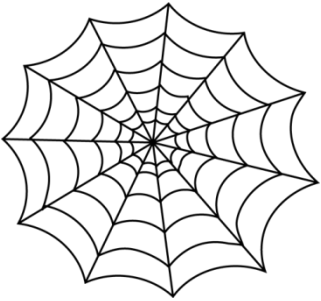
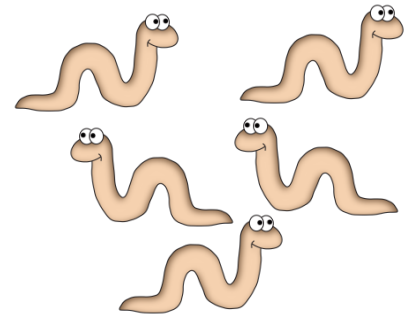
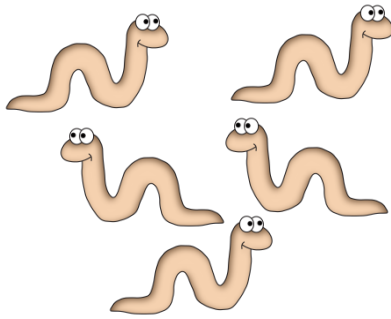
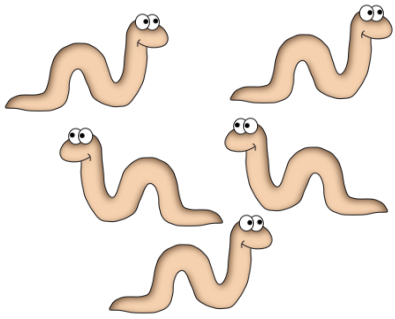


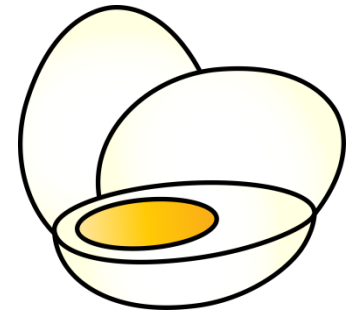
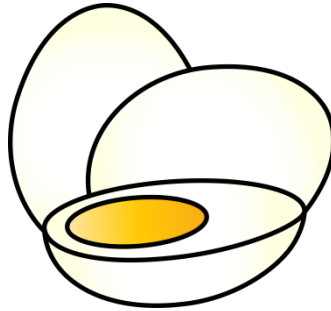
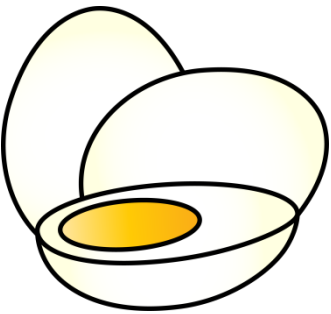
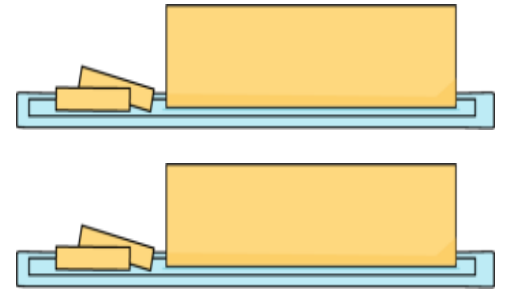
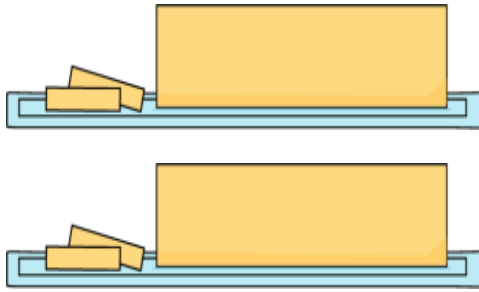
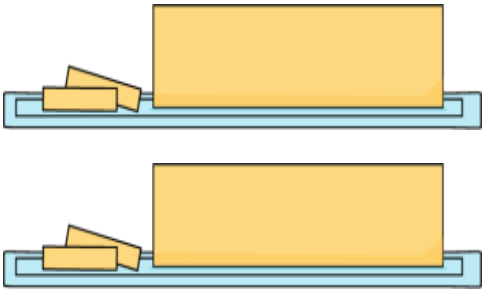
Jeremy Ross is  
My New Friend!







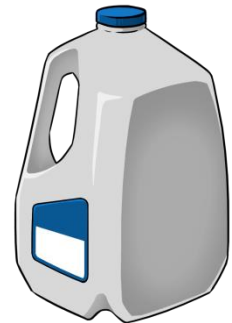
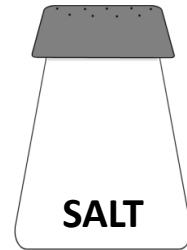
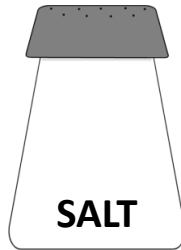
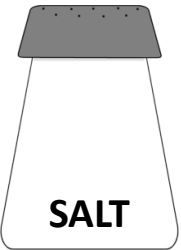
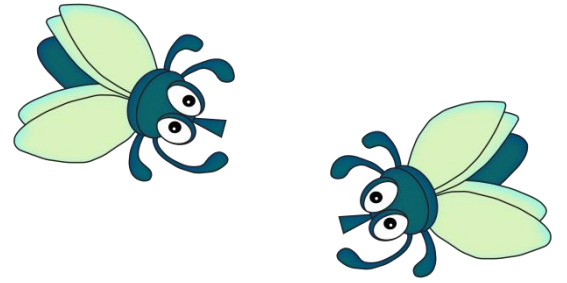
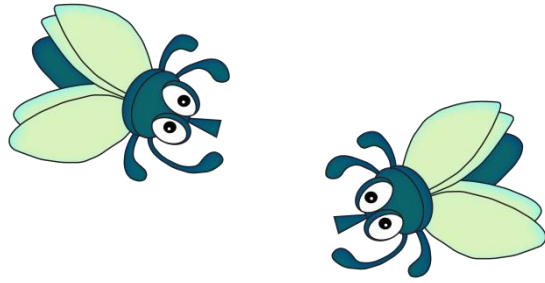
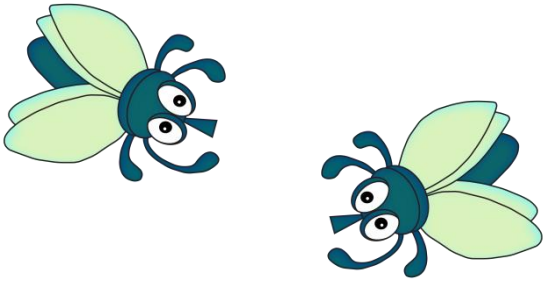




FLO  
UR

FLO  
UR

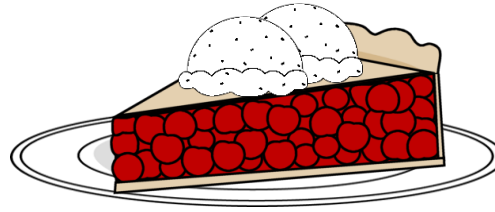
FLO  
UR



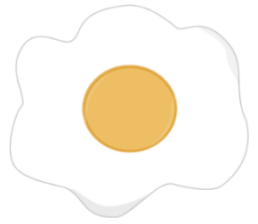
Got too hungry!  
Snacked on a  
strawberry. Lose  
1 ingredient cards  
from **Friend Pie**.



Gave an extra scoop of ice cream  
to your enemy. Draw 2 cards.



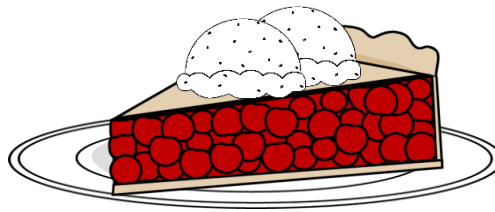
Broken egg on the  
floor. Give 1 **Friend  
Pie** ingredient to the  
player on your  
RIGHT.



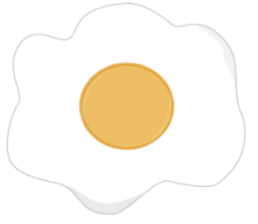
Got too hungry!  
Snacked on a  
strawberry. Lose  
1 ingredient cards  
from **Friend Pie**.



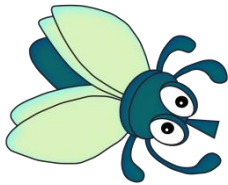
Gave an extra scoop of ice cream  
to your enemy. Draw 2 cards.



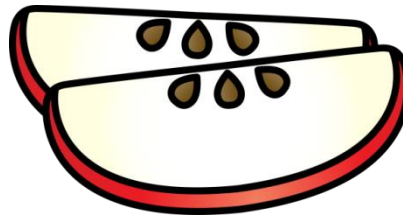
Broken egg on the  
floor. Give 1 **Friend  
Pie** ingredient to the  
player on your  
RIGHT.



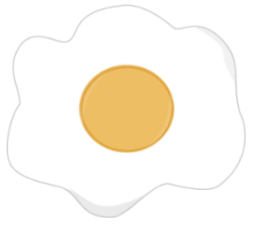
Let a fly get away.  
Lose 1 ingredient  
card from **Enemy  
Pie**.



Added applesauce for extra flavor. Very  
creative! Draw 2 cards.



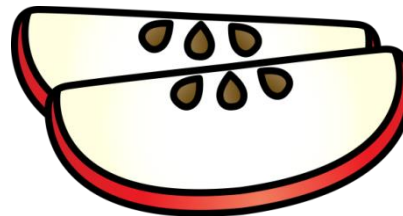
Broken egg on the  
floor. Give 1 **Friend  
Pie** ingredient to the  
player on your  
RIGHT.



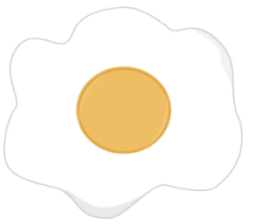
Let a fly get away.  
Lose 1 ingredient  
card from **Enemy  
Pie**.



Added applesauce for extra flavor. Very  
creative! Draw 2 cards.



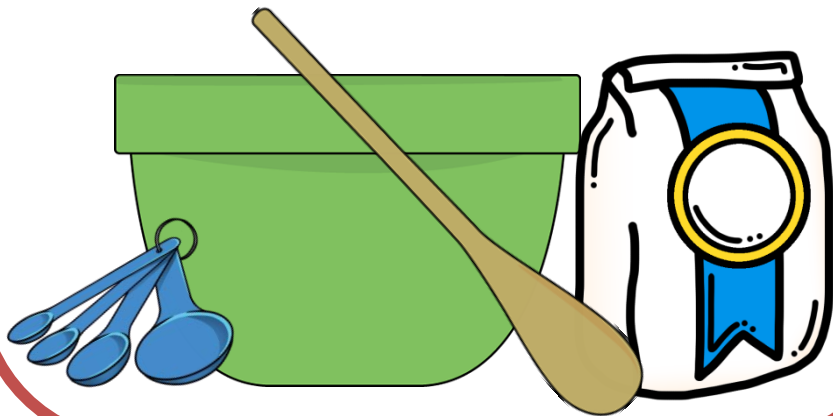
Broken egg on the  
floor. Lose 1 **Friend  
Pie** ingredient to the  
player on your LEFT.



# Let's Bake an Enemy Pie

## Ingredients You Need:

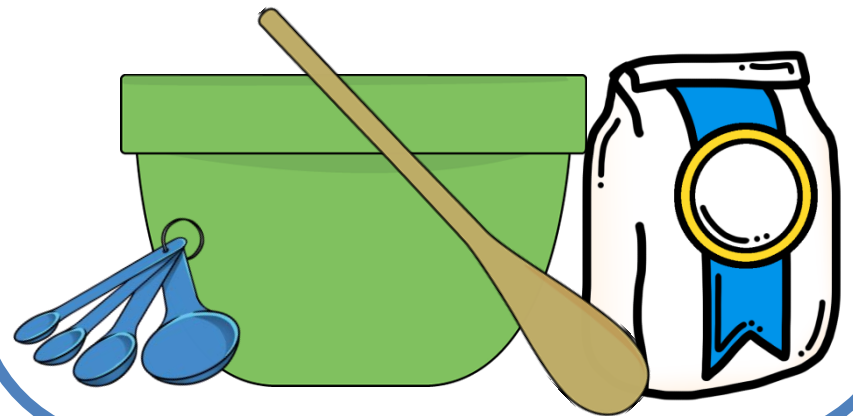
- 3 Rocks**
- 5 Earthworms**
- 1 Pile of Dirt**
- 1 Piece of Gum, chewed**
- 4 Dandelions**
- 2 Flies**
- 3 Spiders**
- 1 Spider Web**



# Let's Bake a Friend Pie

## Ingredients You Need:

- 3 eggs**
- Milk**
- 2 Sticks of Butter**
- Sugar**
- Flour**
- Baking Powder**
- Salt**
- 5 Strawberries**



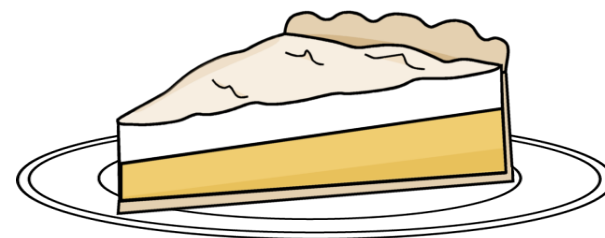
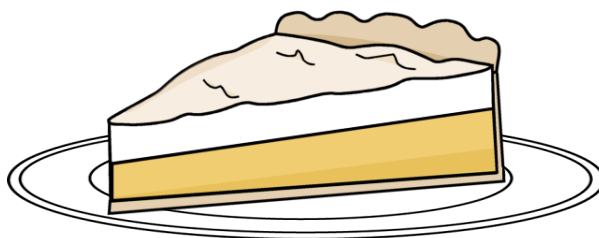
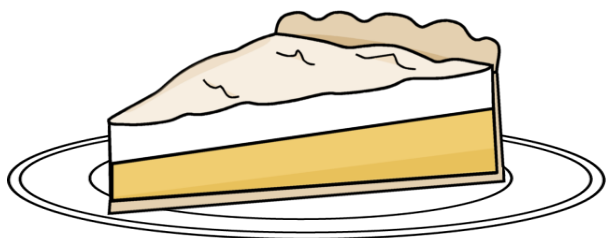
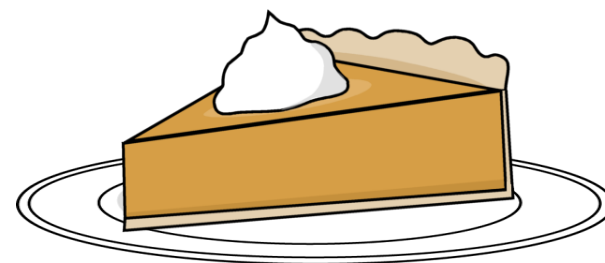
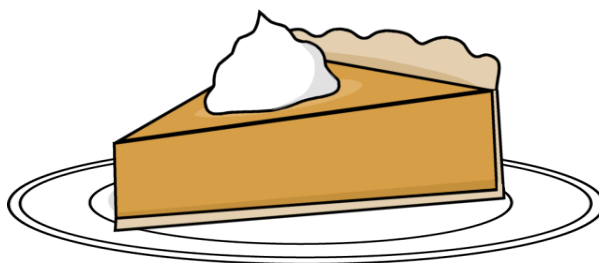
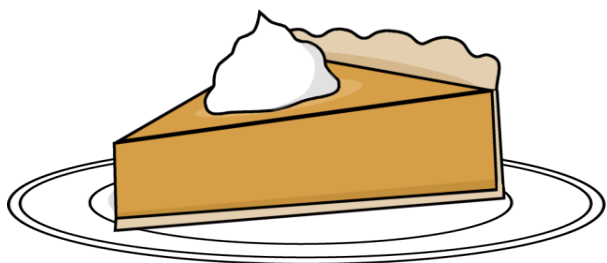
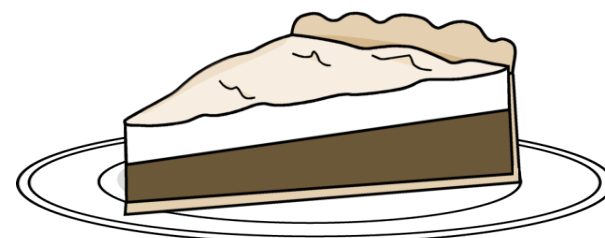
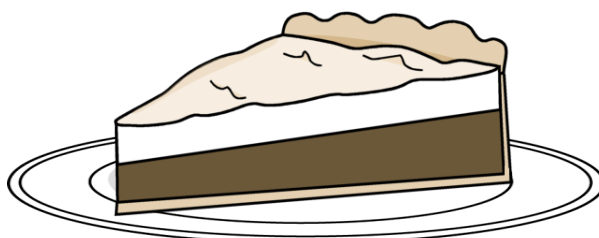
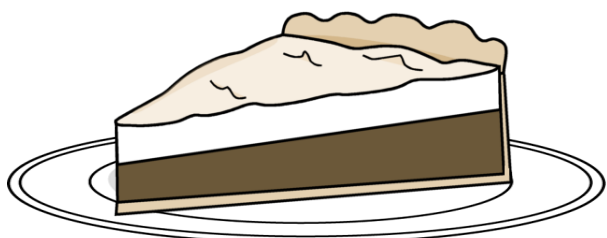
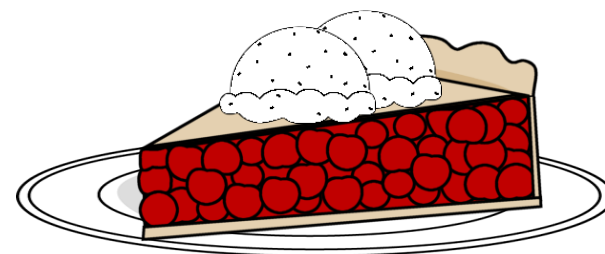
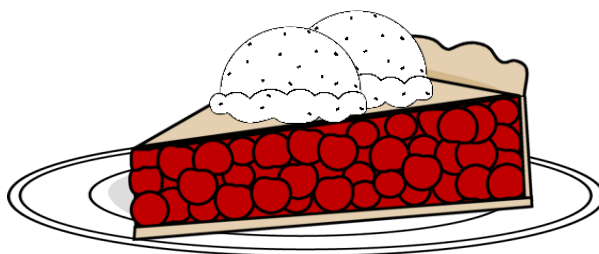
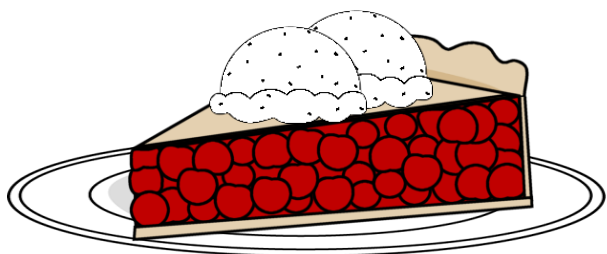


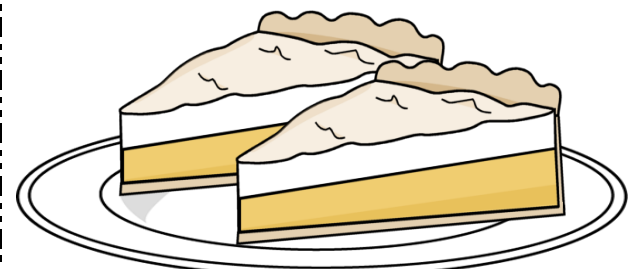
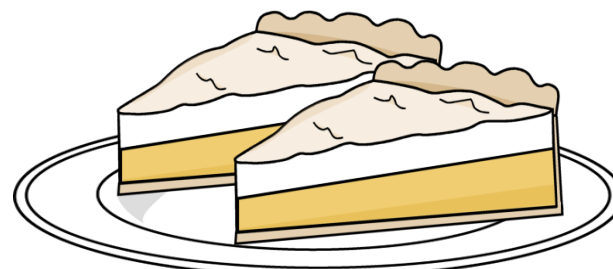
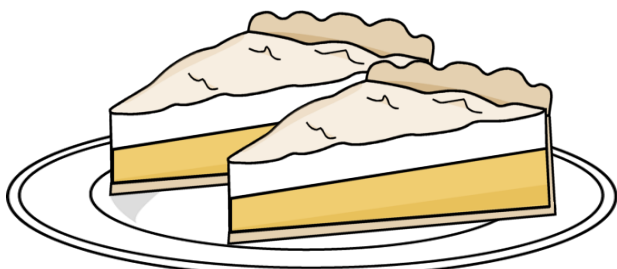
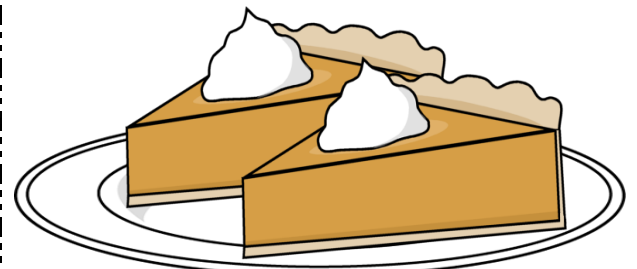
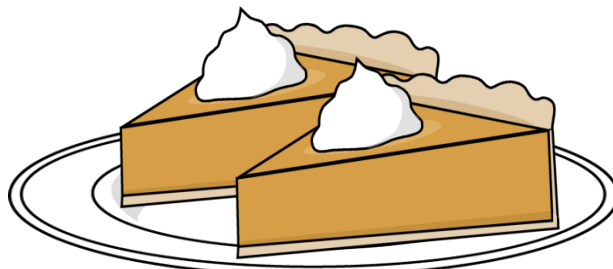
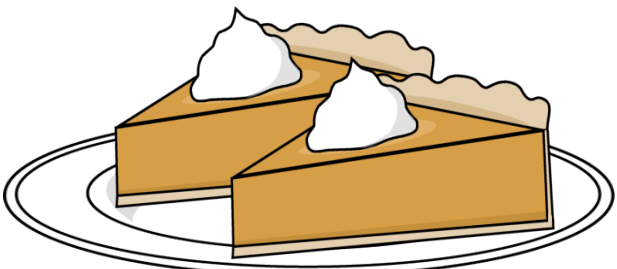
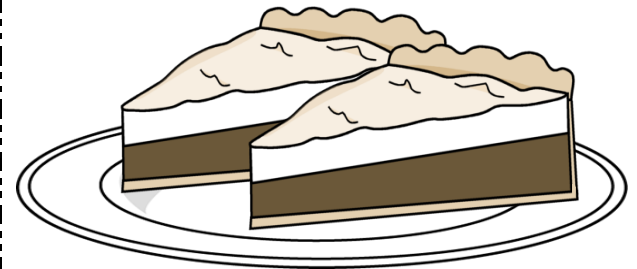
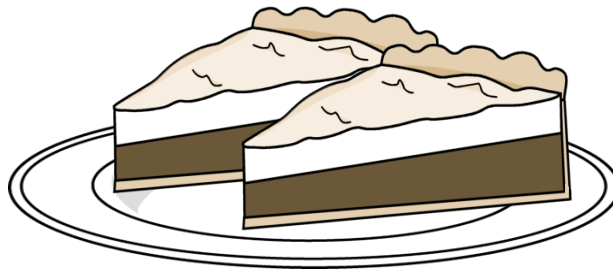
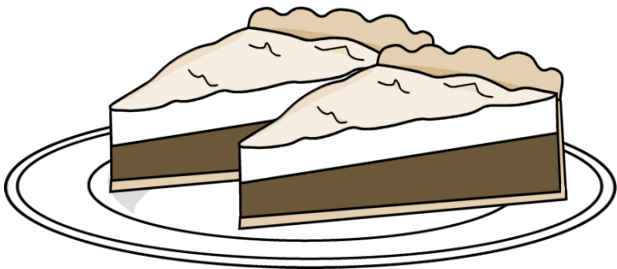
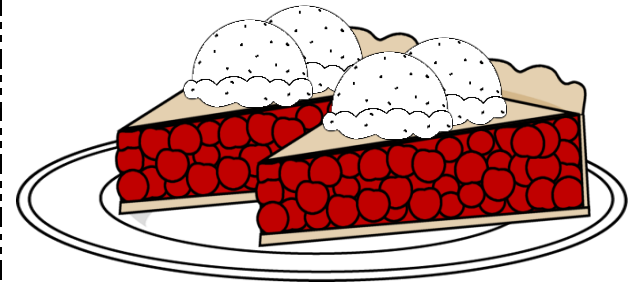
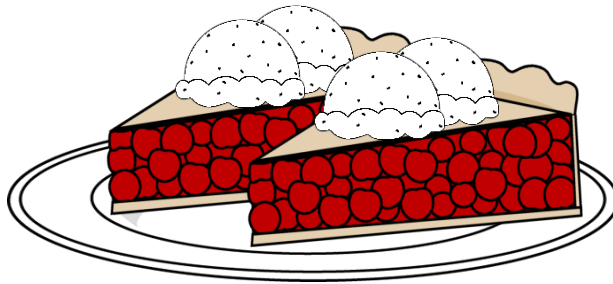
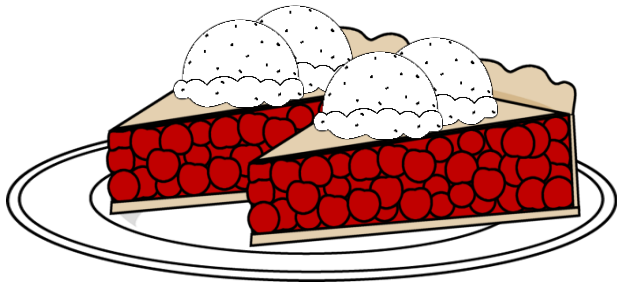
**ENEMY PIE**

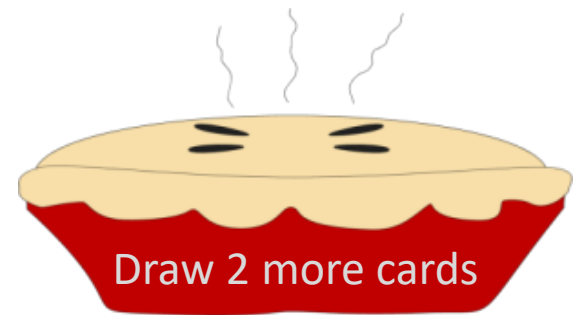
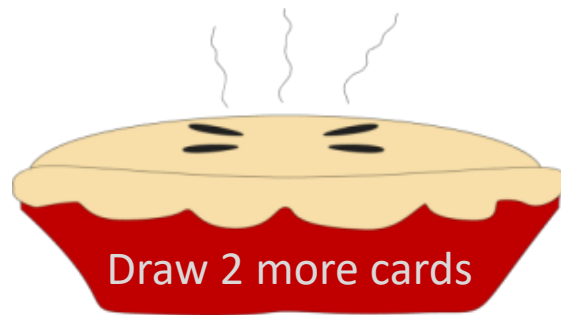
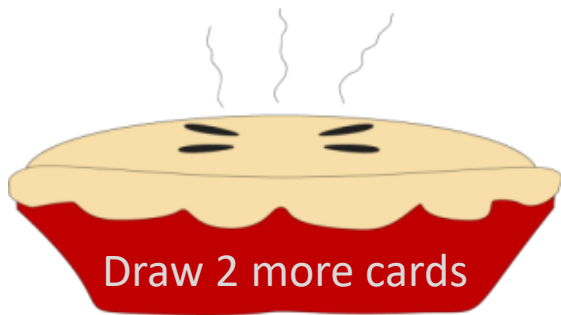
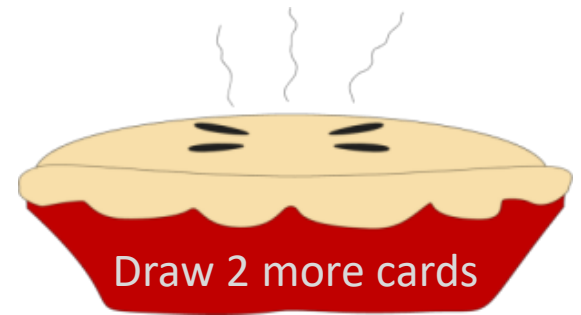
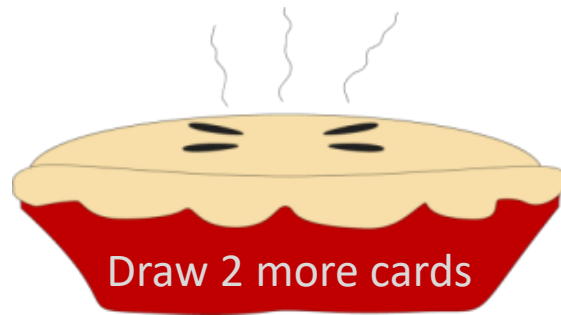
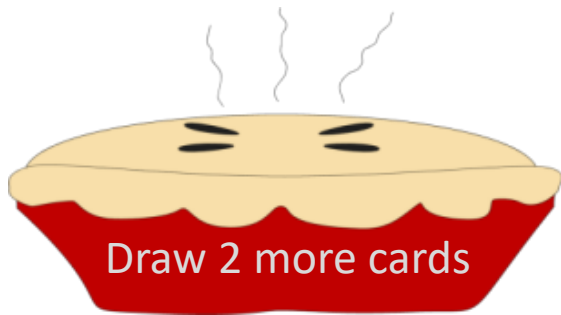


FRIEND PIE









**PIE FIGHT!**

**Hit by a pie!  
Put 2 cards  
back!**



**PIE FIGHT!**

**Hit by a pie!  
Put 2 cards  
back!**



**PIE FIGHT!**

**Hit by a pie!  
Put 2 cards  
back!**



**PIE FIGHT!**

**Hit by a pie!  
Put 2 cards  
back!**



**PIE FIGHT!**

**Hit by a pie!  
Put 2 cards  
back!**



**PIE FIGHT!**

**Hit by a pie!  
Put 2 cards  
back!**



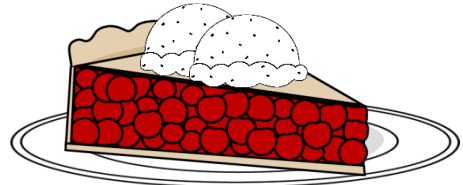
# Articulation Practice

1. **Artic Dice Game:** Place the artic cards in a pile or puddle in the middle so all students can reach. Have a student pick a card. Roll the dice to determine how you will practice the word.
2. **Phonological Awareness Dice Game:** Roll the dice to determine which phonemic awareness skill you will practice. With multiple copies of cards (3) and enough copies of the blank BINGO board for each student, you can combine this game with the BINGO game.
3. **Artic BINGO:** Make as many copies as you need of the blank BINGO board (pg. 47). Make 2 copies of the BINGO card sounds you wish to work with, laminate, cut out, and lay face down in a pile. Have students pick enough cards to fill their BINGO board. They can place each card anywhere on their BINGO board (or kids can write their words on the BINGO board instead). Now the game is set. Retell the story and have students listen for their word. When they hear their word, or see it pictured in the story, they have to say the word (or use it in a sentence, or whatever). First one to cover (or uncover if you play with treats like I do) all their words wins. You can also combine this with the Artic Dice Game above. You might need a third set of cards just for calling.
4. **I Spy:** Students draw a number of cards determined by the teacher. As you read the story, students can raise their hand when they spy or hear one of their words. They have to say the word (a number of times, or use it in a sentence....). If they get it right, they can turn the card in. The first student to get rid of their cards wins. This is a great game for vocabulary practice as well.

# BINGO

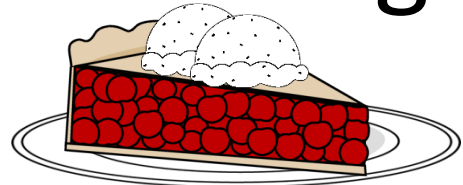

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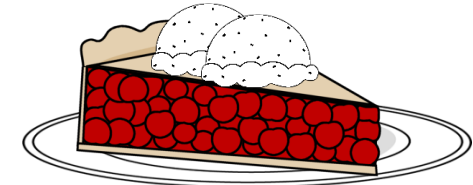
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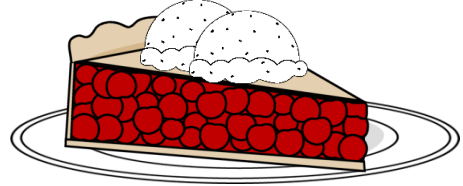
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turns



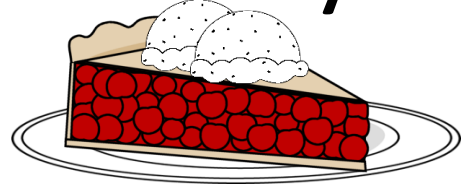
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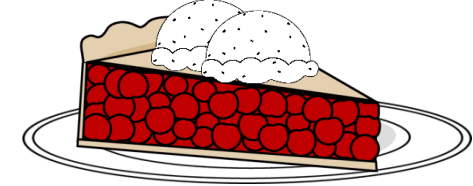
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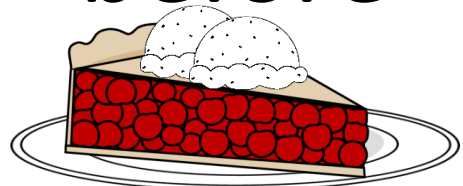
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answer



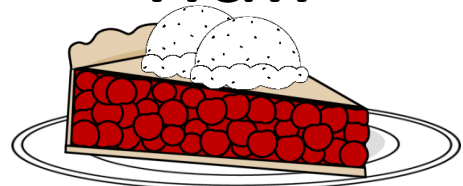
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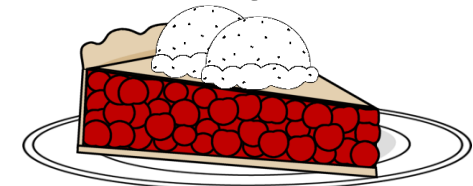
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hair



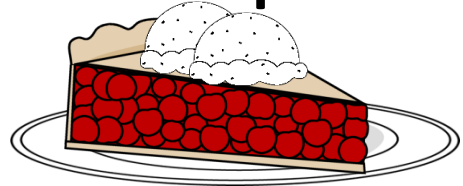
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Jeremy Ross



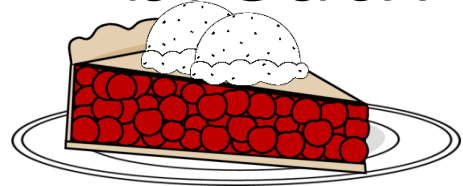
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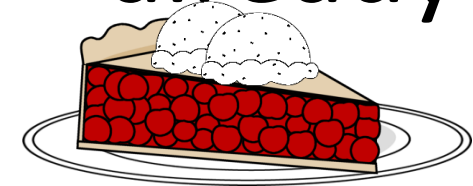
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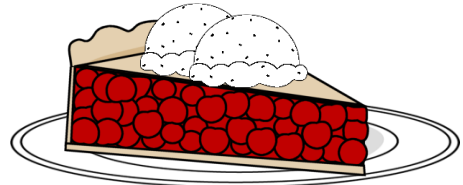
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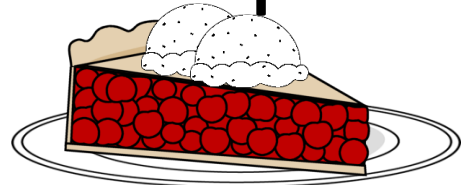
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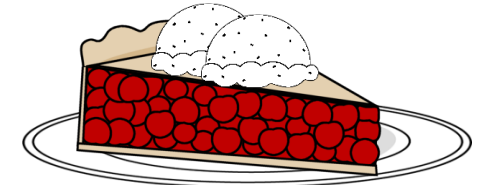
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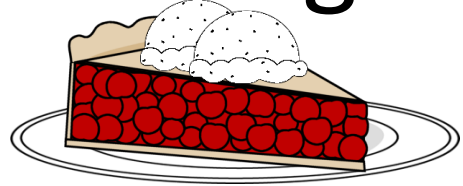
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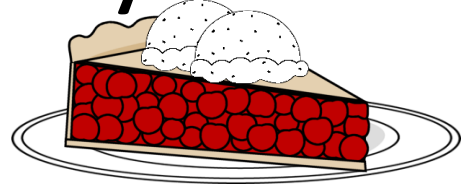
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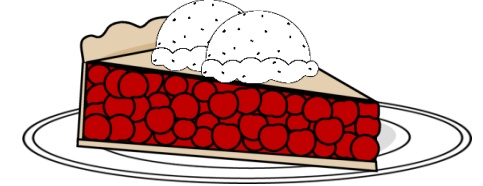
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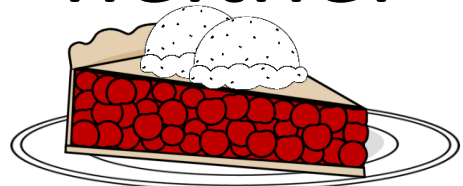
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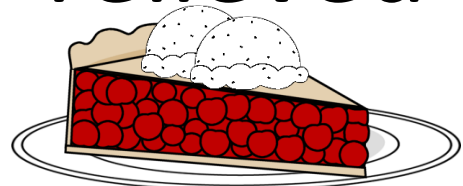
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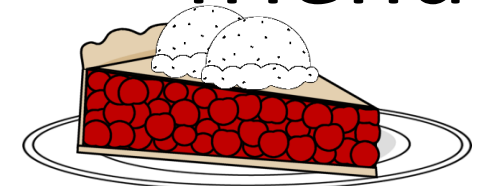
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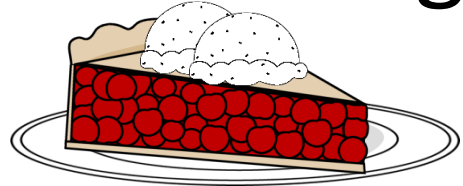
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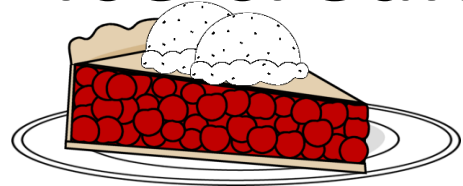
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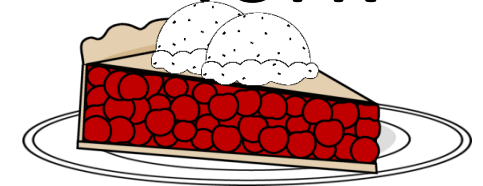
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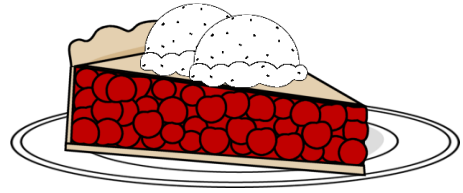
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fork



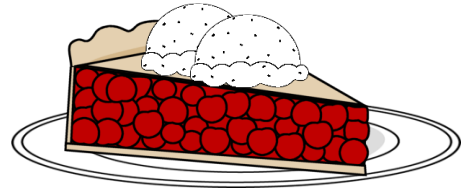
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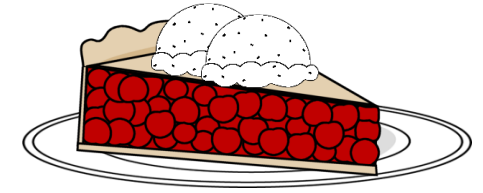
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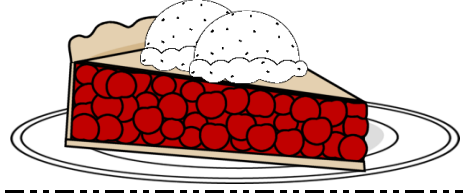
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/r/

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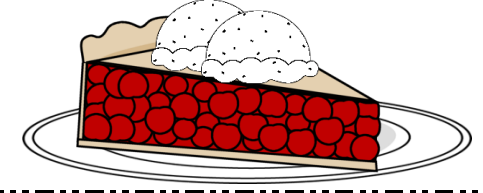
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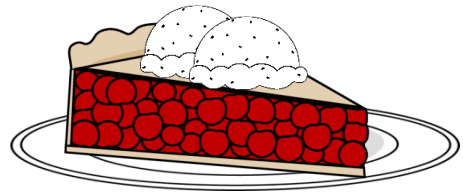
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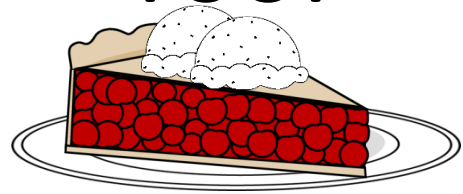
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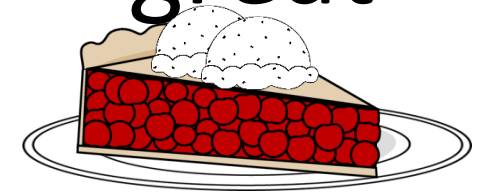
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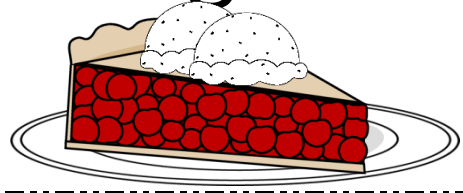
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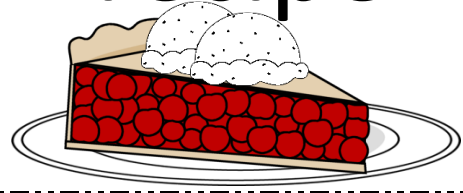
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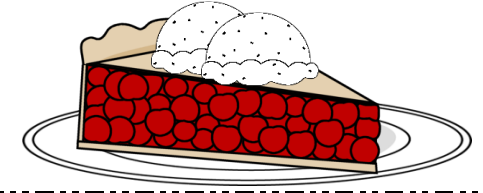


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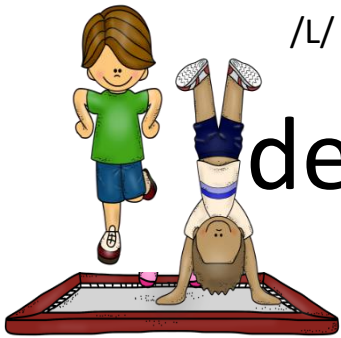
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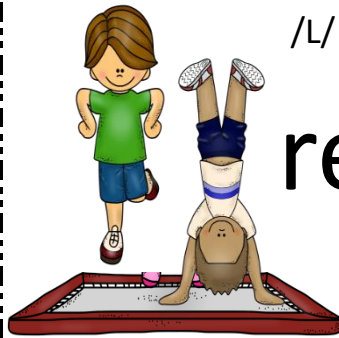
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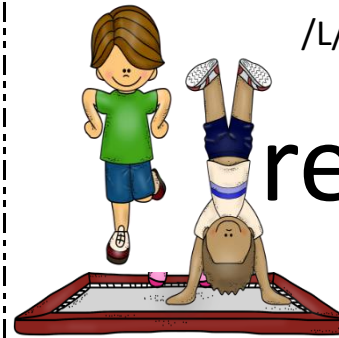




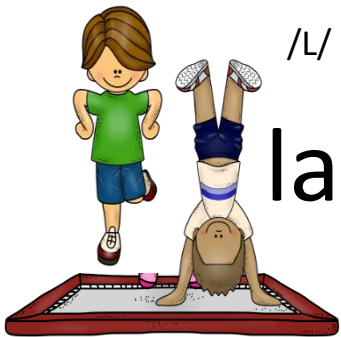
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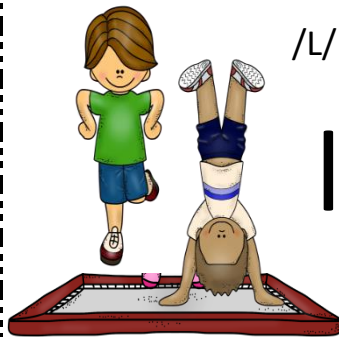
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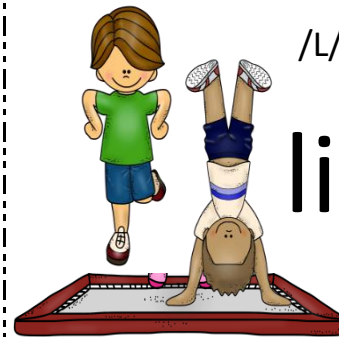
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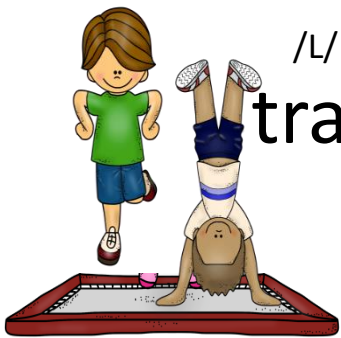
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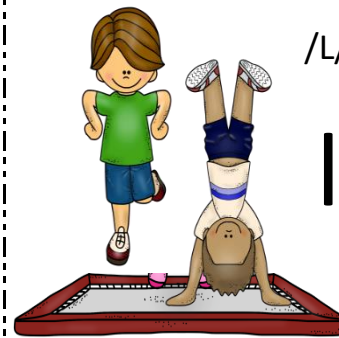
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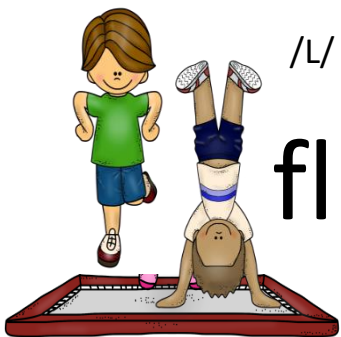
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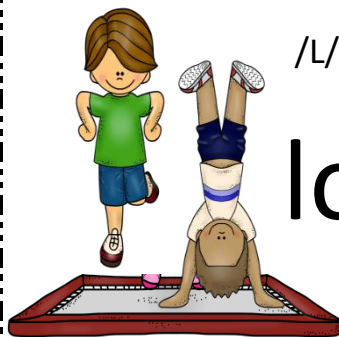
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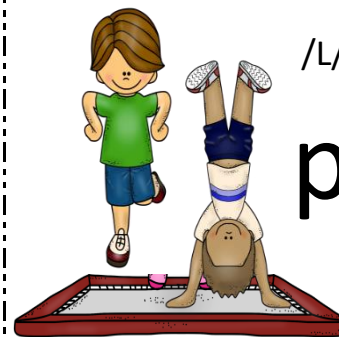
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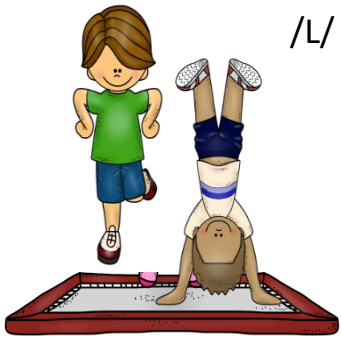
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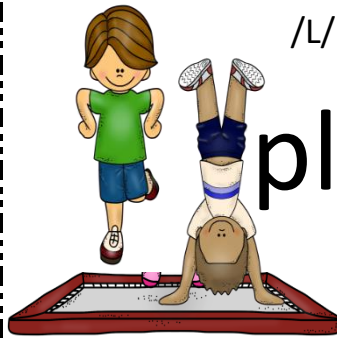


plates



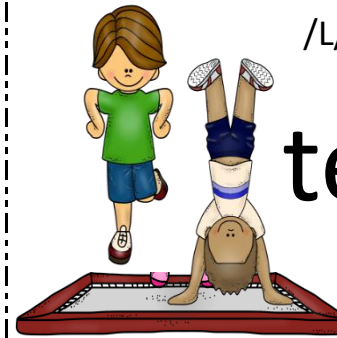
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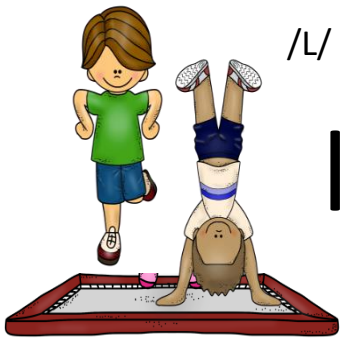
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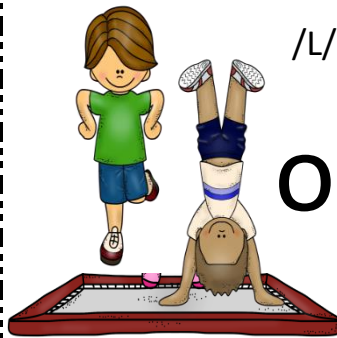
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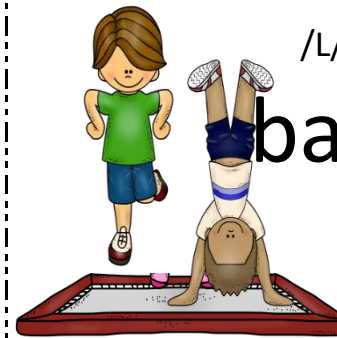
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longer



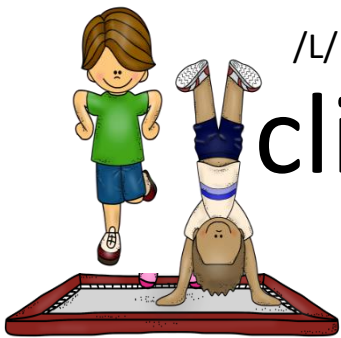
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only



/L/

basketball  
hoop



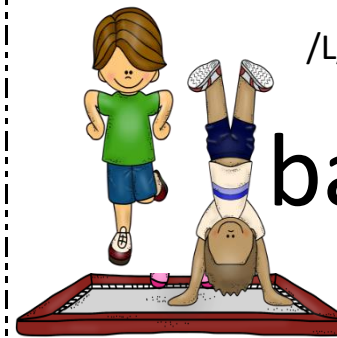
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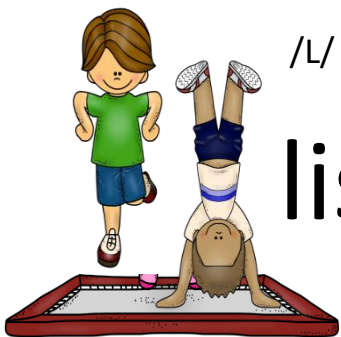
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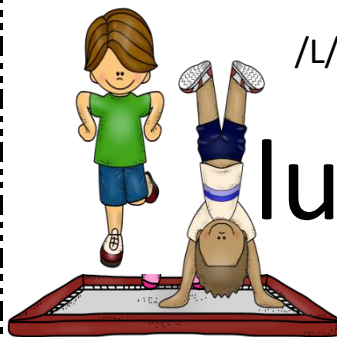
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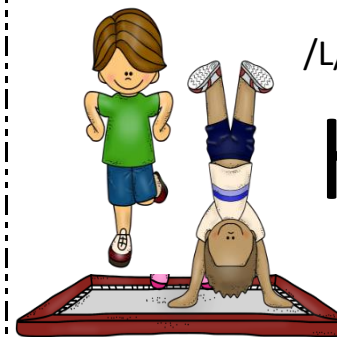
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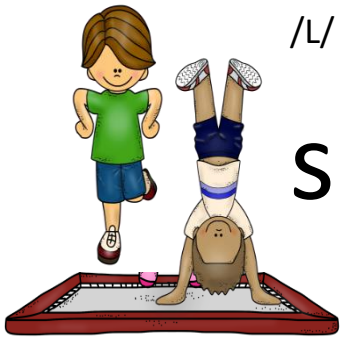
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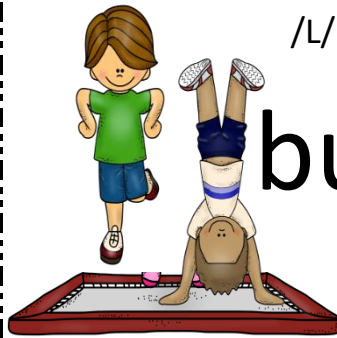
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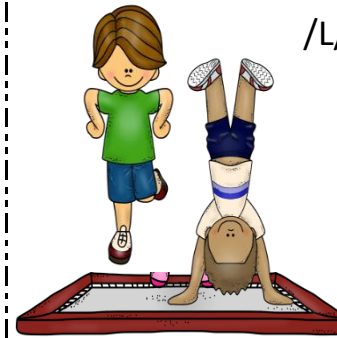
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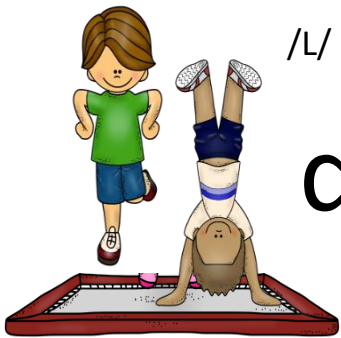


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bullies



/L/



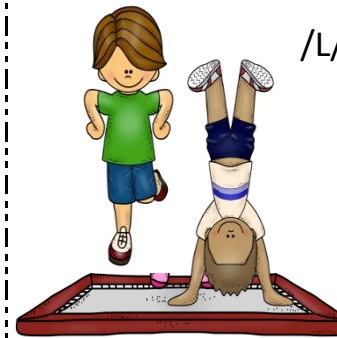
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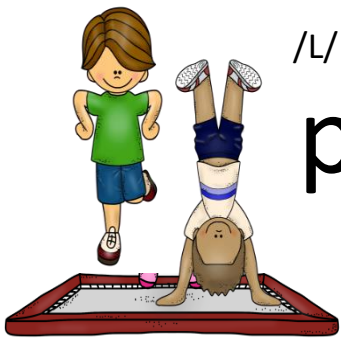


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listened

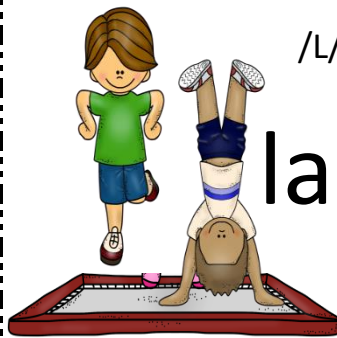


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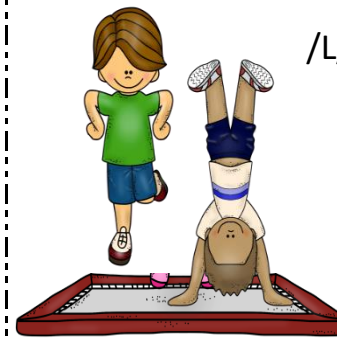
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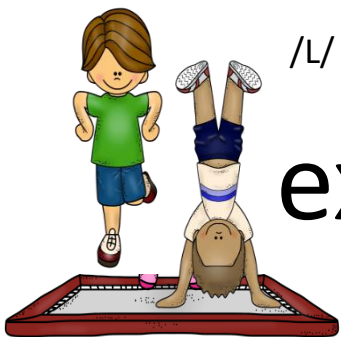


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ladybugs

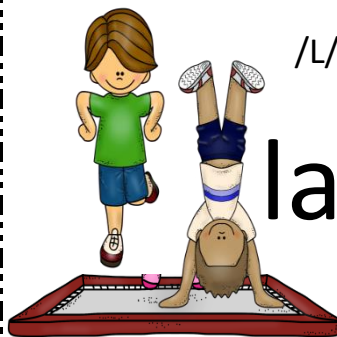


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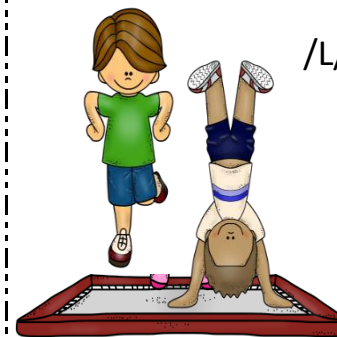
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exactly



/L/

laughed



/L/

/multiple syllable/

enemy



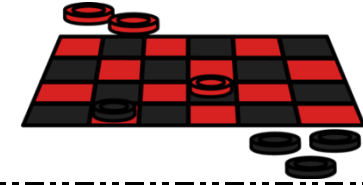
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invited



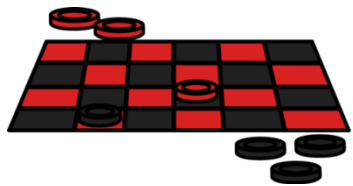
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ingredients



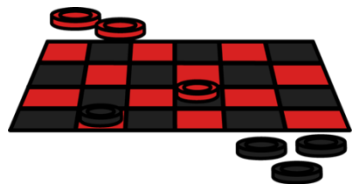
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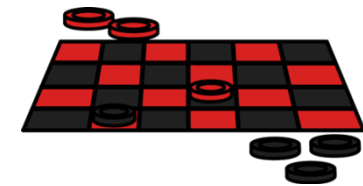
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neighborhood



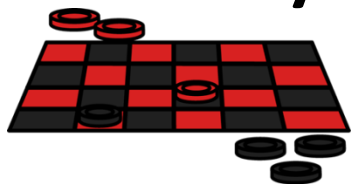
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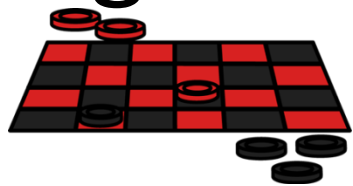
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exactly



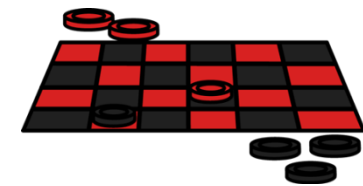
/multiple syllable/

disgusting



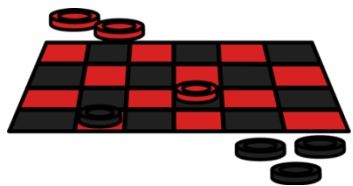
/multiple syllable/

horrible



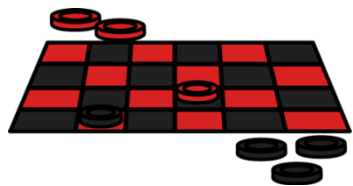
/multiple syllable/

understood



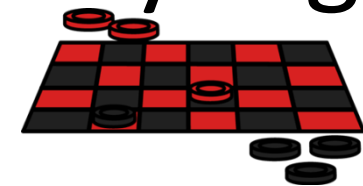
/multiple syllable/

boomerang

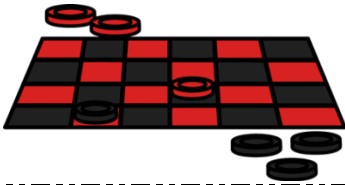


/multiple syllable/

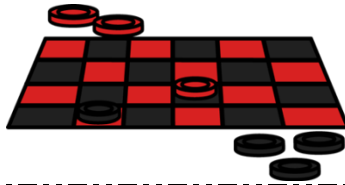
ladybugs



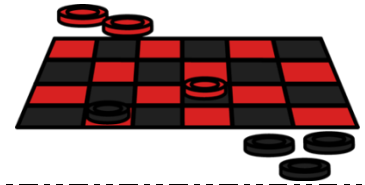
/multiple syllable/  
**delicious**



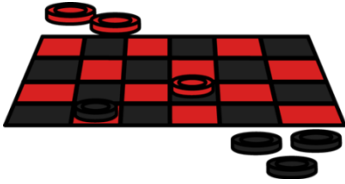
/multiple syllable/  
**pretending**



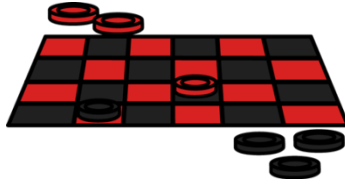
/multiple syllable/  
**happily**



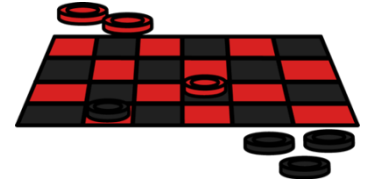
/multiple syllable/  
**quietly**



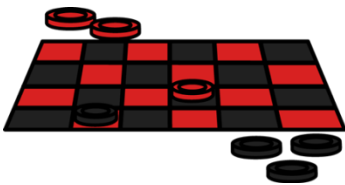
/multiple syllable/  
**macaroni**



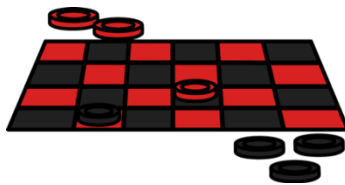
/multiple syllable/  
**happily**



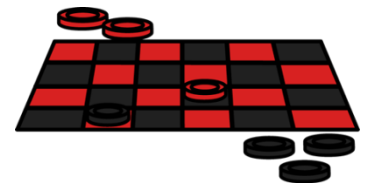
/multiple syllable/  
**Water balloons**



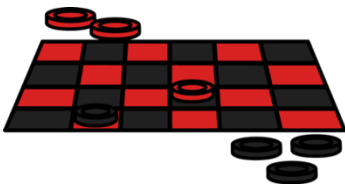
/multiple syllable/  
**attention**



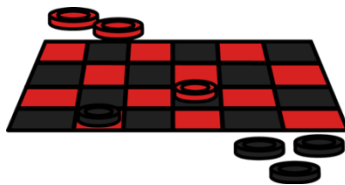
/multiple syllable/  
**happily**



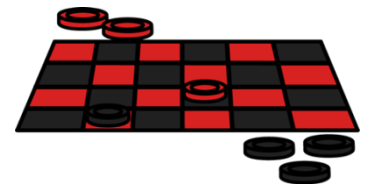
/multiple syllable/  
**checkerboard**



/multiple syllable/  
**poisonous**



/multiple syllable/  
**happily**



/k,g/

camp



/k,g/

struck



/k,g/

scrap



/k,g/

back



/k,g/

like



/k,g/

squinted



/k,g/

weeks



/k,g/

cry



/k,g/

secret



/k,g/

good



/k,g/

kitchen



/k,g/

could



/k,g/

begged



/k,g/

cooled



/k,g/

disgusting



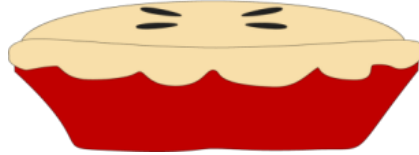
/k,g/

magic



/k,g/

of course



/k,g/

garden



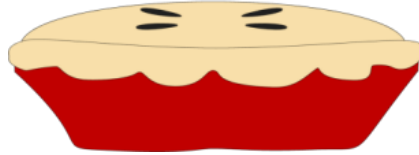
/k,g/

get



/k,g/

working



/k,g/

shook



/k,g/

knocked



/k,g/

kinds



/k,g/

rocks



/k,g/

think



/k,g/

gum



/k,g/

good



/k,g/

gave



/k,g/

ingredients



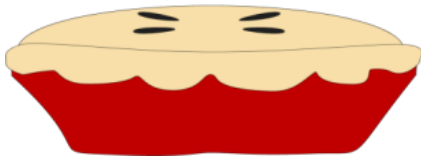
/k,g/

confused



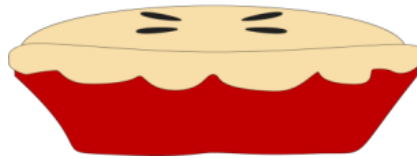
/k,g/

bike



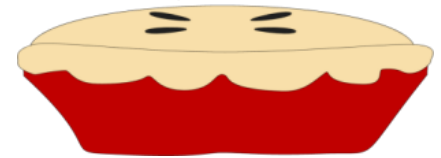
/k,g/

great



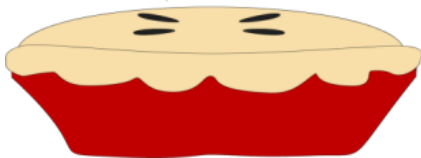
/k,g/

catching



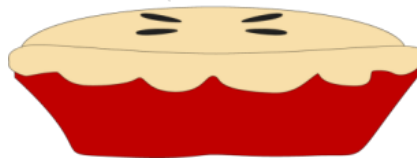
/k,g/

quietly



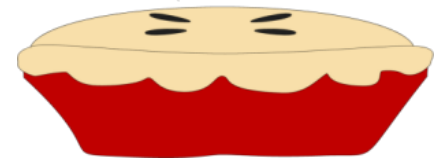
/k,g/

looking



/k,g/

stinky





/f,v/

have



/f,v/

laughed



/f,v/

stuff



/f,v/

perfect



/f,v/

even



/f,v/

off



/f,v/

friend



/f,v/

never



/f,v/

shelf



/f,v/

invited



/f,v/

moved



/f,v/

faded



/f,v/

satisfied



/f,v/

after



/f,v/

from



/f,v/

fastest



/f,v/

awful



/f,v/

if



/f,v/

of course



/f,v/

far



/f,v/

oven



/f,v/

gave



/f,v/

confused



/f,v/

enough



/f,v/

fall



/f,v/



/f,v/



/f,v/

filled



/f,v/



/f,v/



/f,v/

life



/f,v/



/f,v/



/f,v/

nervous



/f,v/



/f,v/



/s,z/

summer



/s,z/

baseball



/s,z/

soon



/s,z/

house



/s,z/

his



/s,z/

as



/s,z/

sister



/s,z/

was



/s,z/

enemies



/s,z/

Jeremy  
Ross



/s,z/

person



/s,z/

said



/s,z/

satisfied



/s,z/

poisonous



/s,z/

something



/s,z/

exactly



/s,z/

decided



/s,z/

losing



/s,z/

secret



/s,z/

recipe



/s,z/

sounded



/s,z/

Macaroni  
& cheese



/s,z/

inside



/s,z/

some



/s,z/

boss



/s,z/

bullies



/s,z/

seemed



/s,z/

those



/s,z/

nice



/s,z/

surprised



/s,z/

confused



/s,z/

easy



/s,z/

side



/s,z/

buzzer



/s,z/

of course



/s,z/

nervous



/s blend/

sister



/s blend/

stuck



/s blend/

stuff



/s blend/

best



/s blend/

struck



/s blend/

ask



/s blend/

next



/s blend/

list



/s blend/

scrap



/s blend/

Stanley



/s blend/

understood



/s blend/

squinted





/s blend/

must



/s blend/

stirring



/s blend/

stinky



/s blend/

disgusting



/s blend/

smell



/s blend/

spend



/s blend/

just



/s blend/

smart



/s blend/

scary



/s blend/

baskets



/s blend/

still



/s blend/

rest





/s blend/

stood



/s blend/

missed



/s blend/

fence



/s blend/

screen



/s blend/

strange



/s blend/

noticed



/s blend/

stay



/s blend/

almost



/s blend/

slices



/s blend/

smiling



/s blend/

first



/s blend/

ice cream



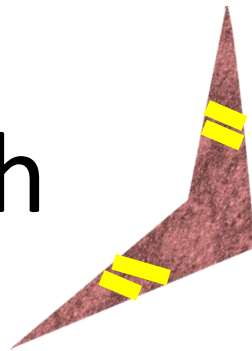
/th/

breath



/th/

with



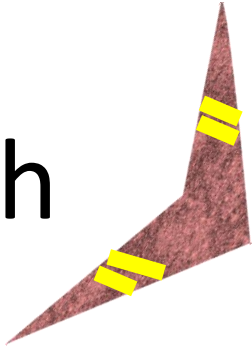
/th/

other



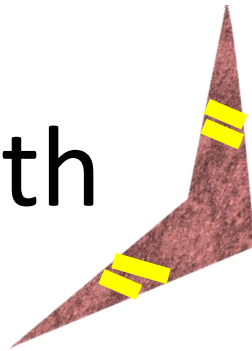
/th/

through



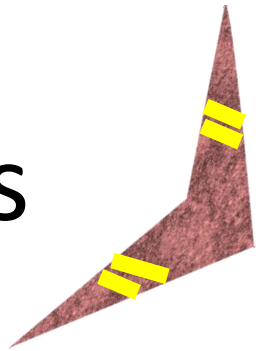
/th/

mouth



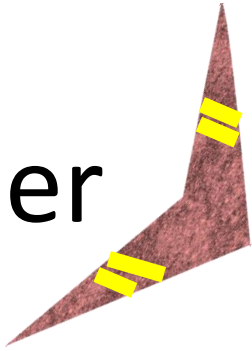
/th/

this



/th/

neither



/th/

threw



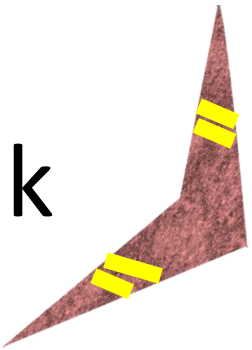
/th/

something



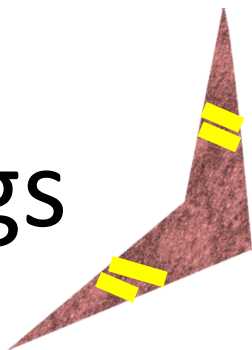
/th/

think



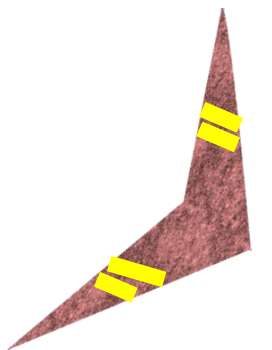
/th/

things



/th/

that

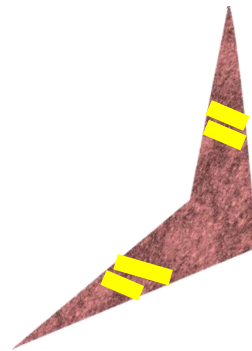


/th/

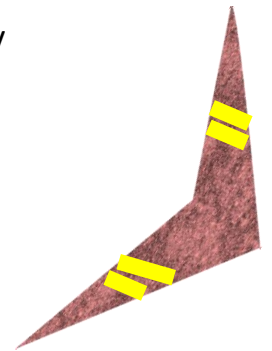
there



/th/



/th/

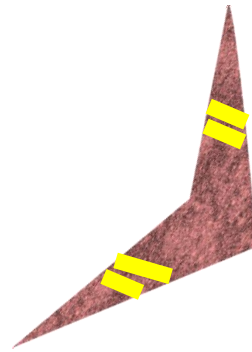


/th/

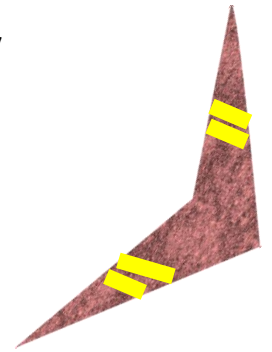
their



/th/

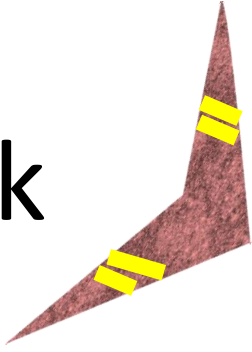


/th/

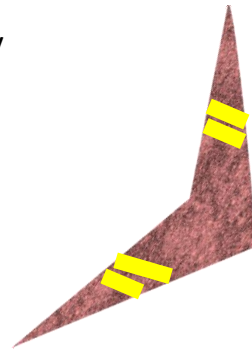


/th/

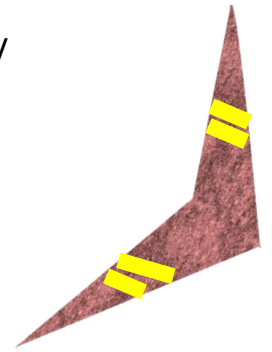
thick



/th/

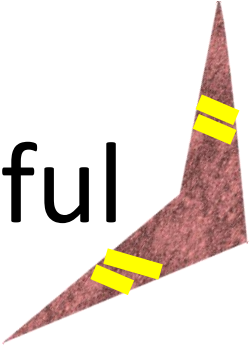


/th/

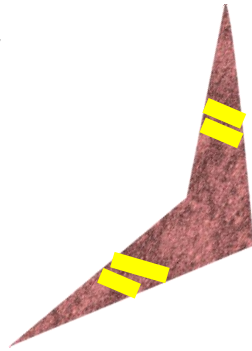


/th/

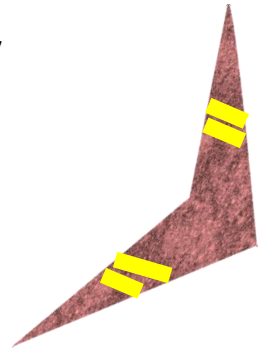
mouthful



/th/



/th/



/ch,sh,j/

Jeremy



/ch,sh,j/

delicious



/ch,sh,j/

dished



/ch,sh,j/

teach



/ch,sh,j/

sure



/ch,sh,j/

giant



/ch,sh,j/

just



/ch,sh,j/

watching



/ch,sh,j/

macaroni  
& cheese



/ch,sh,j/

magic



/ch,sh,j/

reaching



/ch,sh,j/

attention



/ch,sh,j/

checkerboard



/ch,sh,j/

shoes



/ch,sh,j/

imagine



/ch,sh,j/

lunch



/ch,sh,j/

should



/ch,sh,j/

kitchen



/ch,sh,j/

strange



/ch,sh,j/

catching



/ch,sh,j/

shook



/ch,sh,j/

wished



/ch,sh,j/

chopping



/ch,sh,j/

chewing



/ch,sh,j/

show



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/

shelf



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/



/ch,sh,j/



/b,p/

perfect



/b,p/

build



/b,p/

blending



/b,p/

pie



/b,p/

backyard



/b,p/

be



/b,p/

baseball



/b,p/

chopping



/b,p/

panicked



/b,p/

basketball



/b,p/

point



/b,p/

opened



/b,p/

been



/b,p/

ladybugs



/b,p/

recipe



/b,p/

but



/b,p/

bit



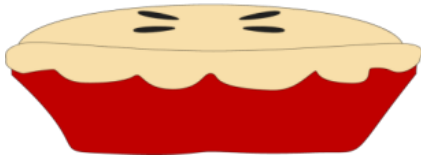
/b,p/

book



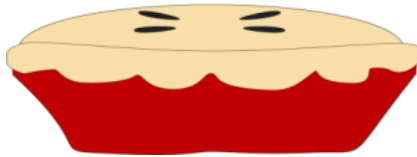
/b,p/

neighborhood



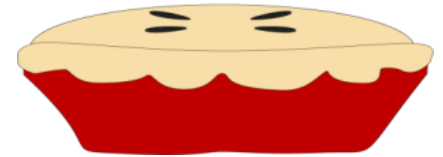
/b,p/

bad



/b,p/

paper



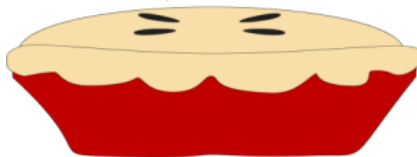
/b,p/

pulled



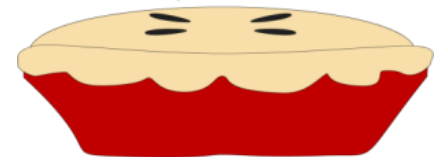
/b,p/

poison



/b,p/

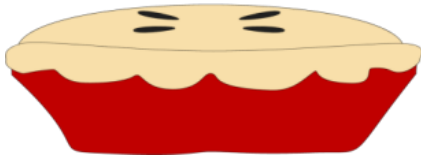
scrap





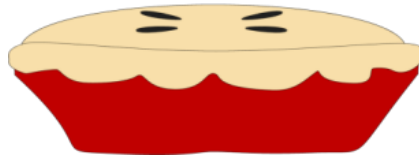
/b,p/

put



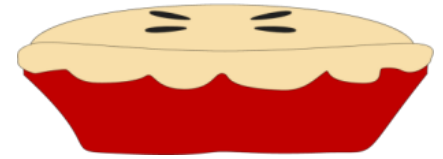
/b,p/

part



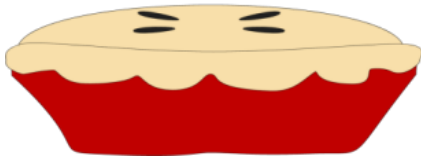
/b,p/

boomerang



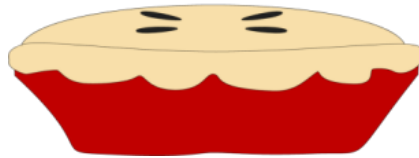
/b,p/

before



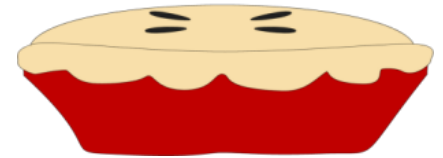
/b,p/

back



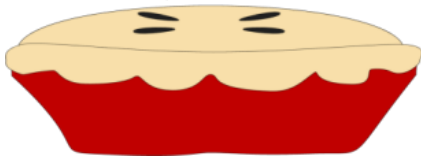
/b,p/

baskets



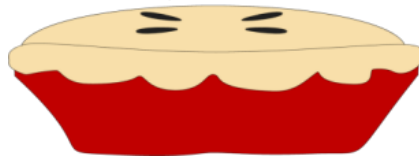
/b,p/

buzzer



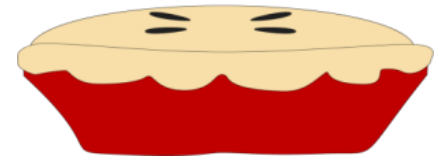
/b,p/

play



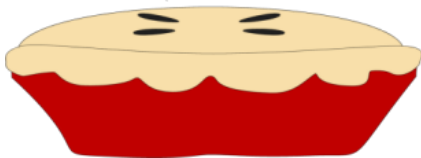
/b,p/

breath



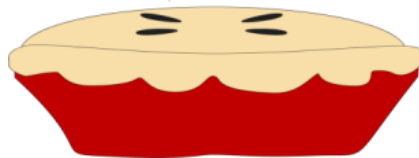
/b,p/

plain



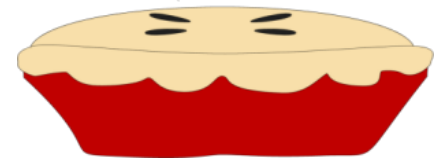
/b,p/

ball



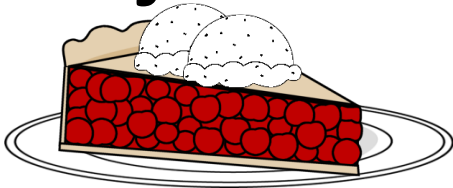
/b,p/

bullies



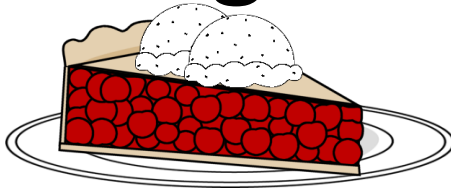
/final sound/

just



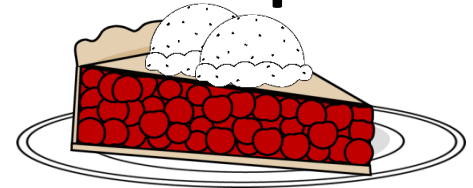
/final sound/

imagine



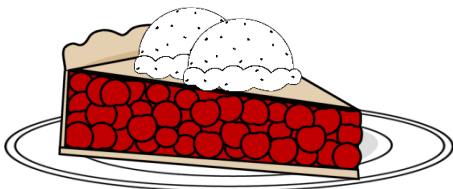
/final sound/

flip



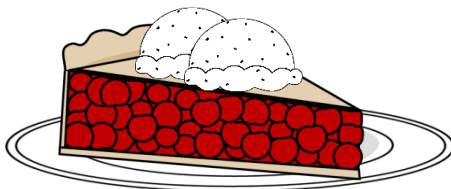
/final sound/

dished



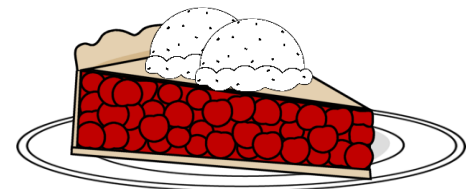
/final sound/

shook



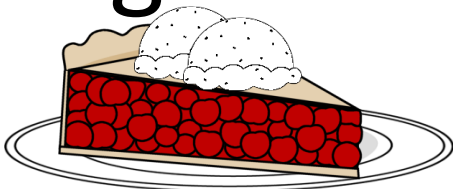
/final sound/

look



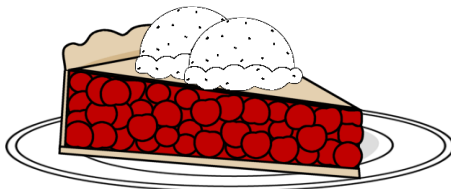
/final sound/

giant



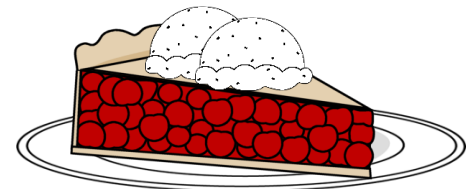
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shelf



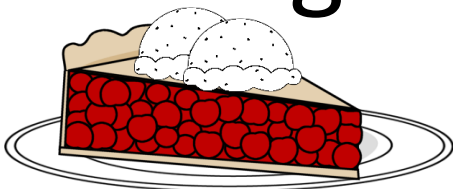
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like



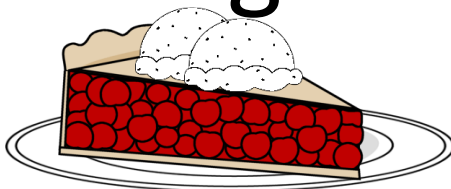
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strange



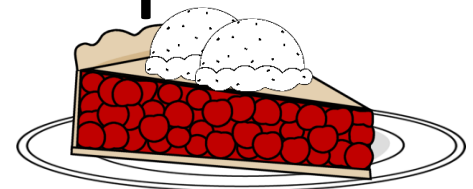
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magic



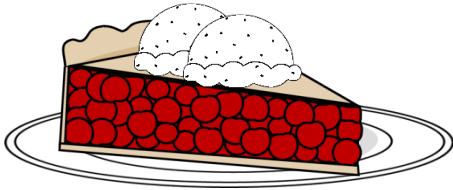
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plain



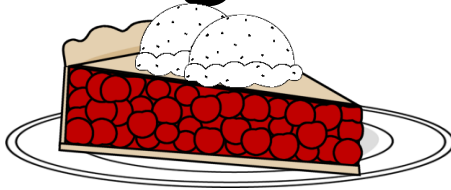
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**rode**



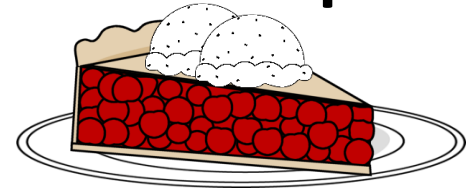
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**right**



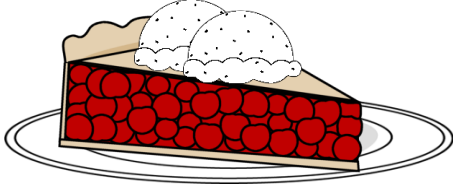
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**scrap**



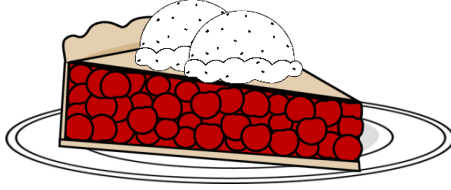
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**breath**



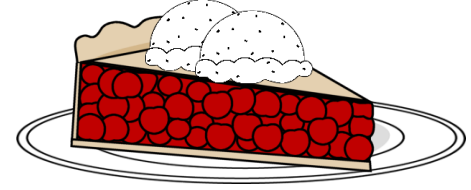
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**room**



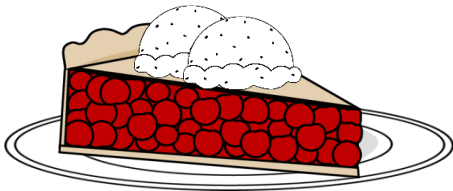
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**stuck**



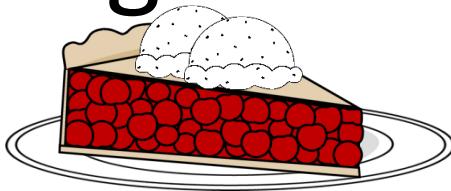
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**fork**



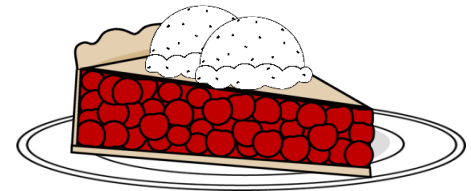
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**great**



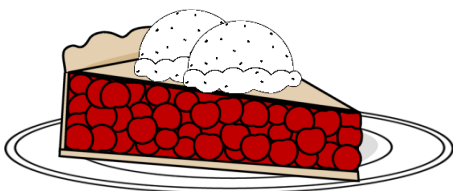
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**stood**



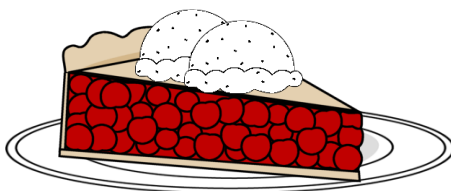
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**friend**



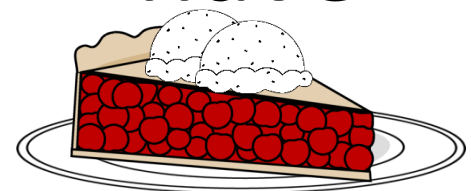
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**smart**



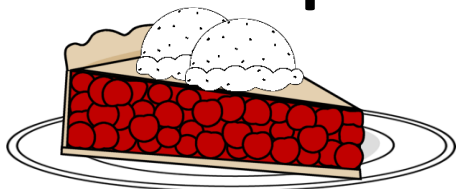
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**have**



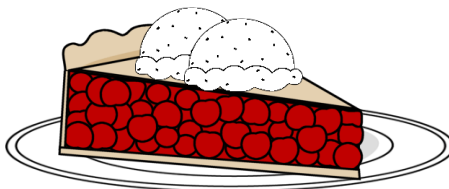
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camp



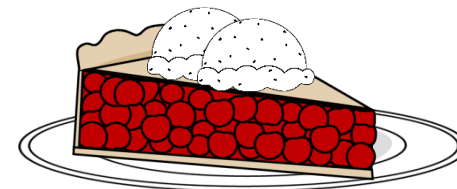
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if



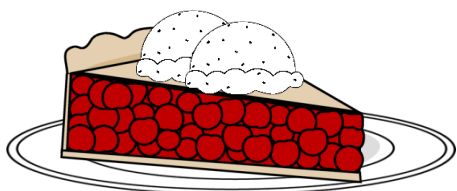
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think



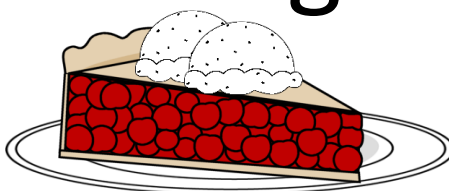
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even



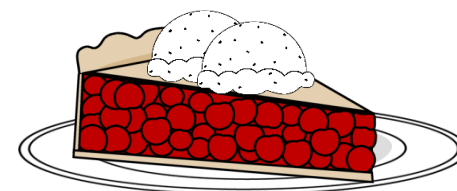
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enough



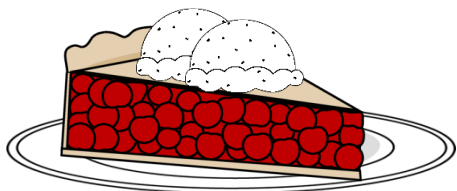
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rock



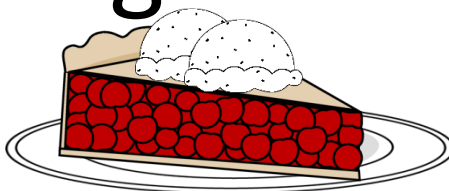
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off



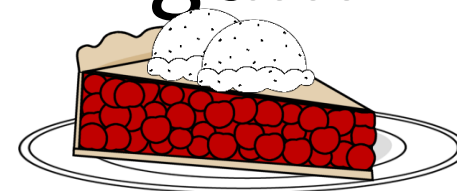
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good



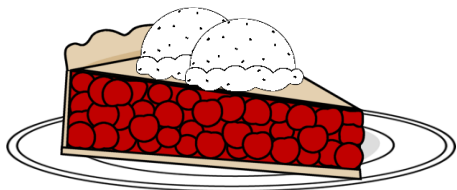
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gum



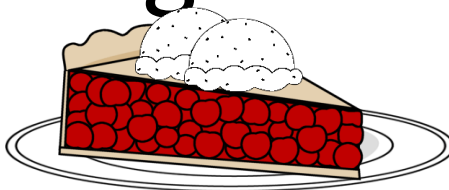
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faded



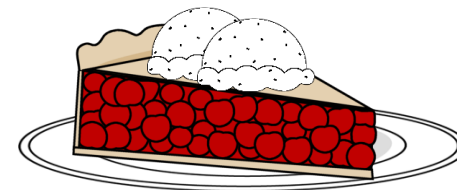
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get



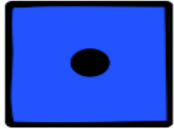
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bike

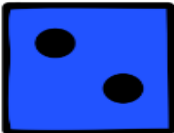


# Articulation Practice

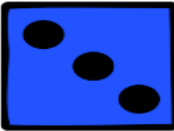
You will need one 6 sided die, and a list of words or deck of pictures focusing on the targeted sound. Role the dice and perform the task that corresponds with the number rolled.



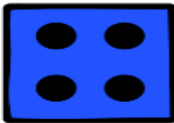
Say the word 5 times



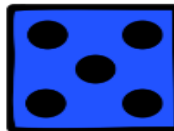
Say the word 10 times



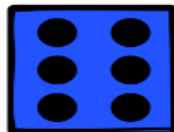
Say "I can see (a) \_\_\_\_\_."



Use the word in a sentence



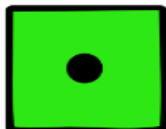
Tell the sounds you hear in the word *OR* Spell the word



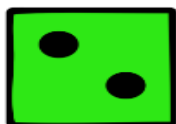
What does the word mean?

# Phonological Awareness

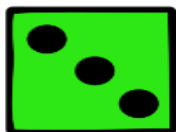
You will need one 6 sided die, and a list of words or deck of pictures. Role the dice and perform the task that corresponds with the number rolled.



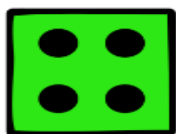
How does the word start?



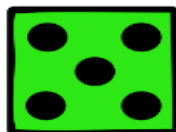
How does the word end?



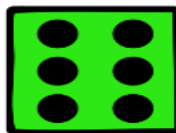
Say the word. Now change the \_\_\_ to a \_\_\_ at the beginning. What is the new word?



Say the word. Now change the \_\_\_ to a \_\_\_ at the end. What is the new word?



Tell the sounds you hear in the word *OR* Tell a word that rhymes.



How many syllables do you hear? Clap them out.













Targeted Skills for November:

1. Learn and use new vocabulary terms in complete sentences
2. State 5 synonyms for 2 words
3. Identify and define character traits
4. Understand and answer High Stakes Question “Explain.”
5. Retell story in sequence for an average grade of 3 on the story retell rubric
6. Convert past tense verbs to present and future tense
7. Ask and answer WH questions related to a story
8. Describe objects using critical attributes of category, function, parts, and examples
9. Accurately produce /b,p,l,r,s,z,f,v,k,g,sh,ch,j/, multisyllable words, and ending sounds in words and phrases

Introduce the following vocabulary words: Discuss these terms and how they are used in everyday language. How might these terms be used in our book, based on the cover picture?

**Enemy** – somebody who hates or seeks to harm somebody.

**Faded** – gradually become less bright or loud.

**Squinted** – o half-close the eyes so as to see better.

**Wondering** – to be curious to know about something.

**Confused** – unable to think or reason clearly.

**Panicked** – a sudden feeling of fear or anxiety.

Additional Vocabulary: Depending on the level of your students, discuss these terms before and/or after the story has been read. Might test prior knowledge and see if any of these terms are familiar to students before reading.

**Recipe** - a list of ingredients and instructions for making something, especially a food dish.

**Ingredients** – spices and other foods needed to make a food dish.

**Invite** - to ask somebody politely to come or go somewhere, or to do something.

**Pretend** - to make believe that something is real by using your imagination.

**Neighborhood** - people who live near each other, forming a community.

**Should** – expected to happen.

**Courageous** – the ability to face uncertainty without being overcome by fear.

**Daring** – risky.

**Determined** – showing a fixed purpose.

**Considerate** – mindful of the needs, wishes, and feelings of others.

**Confident** – certain of having the ability needed to succeed.

**Friendly** – pleasant and welcoming; on the same side.

**Successful** – turning out well.

**Helpful** – giving or willing to give assistance or help.

**Caring** – showing concern for the needs of others.

**Creative** – using the imagination to make new ideas or things.

**Intelligent** – smart.

**Responsible** – able to be counted on.

**Rude** – disagreeable in manner or action.

**Mean** – unkind; bad tempered.

**Selfish** - concerned with your own interests, needs, and wishes while ignoring those of others.

**Bold** - willing and eager to face danger or adventure with a sense of confidence and fearlessness.

**Generous** - willing to give money, help, or time freely.

**Dainty** - delicate and pretty.

**Shy** – uncomfortable with others.

**Witty** - using words in a clever and amusing way.

### Picture Walk:

After discussing the vocabulary, do a quick picture walk through the story. Only a picture walk. See if kids can identify if the story is real or imaginary. This is a good time to discuss fiction and nonfiction. See if the students find pictures that fit with the new vocabulary words. Stop midway through the book. Don't show the end.

### Enemy Pie:

Do a quick review of the vocabulary. Give a definition and have the students identify the vocabulary word. Once it is identified, students cover the vocabulary picture on the vocabulary mat with an M&M or anything else.

Read Enemy Pie all the way through. Try not to ask too many questions while reading. This is when kids listen for their vocabulary words. When they hear a vocabulary word, they raise their hand. When called on, they must tell the word they heard, and how it was used in the story. Or they can state the meaning of the word within the context. Once they have correctly identified a word, they can eat the M&M on that word. If nobody raises their hand for a word, the teacher quietly takes one of her own M&M's and eats it. Go on with the reading if you know the word will appear again. If it won't, you can read the page again and see if they catch the word that was missed. Only then can you reward with their M&M.

At the end of the story, if time allows, ask some reflection questions. This is a good time to do “shades of meaning,” with the words *mean* and *nice*. Write one of these words at the top of a paint chip card, and have students name other words that mean about the same thing. Write these words on the other colors on the card. If it is appropriate, have students put the words in order from strongest to weakest, before adding them to the paint chip card.

Read Enemy Pie a second time: (Might need 2 sessions for this informational section)

Consider some of the following questions as, and after, you read:

SETTING:

Where does this story take place?

When does this story take place?

How much time does this story cover?

What season is it? How do you know? What month could it be?

CHARACTERS: Who are the Characters of this story? Use the question in your answer.

BEGINNING: What is the initiating event? What kicks the story off?

The Boy has decided Jeremy Lewis is his worst enemy

Why does he feel Jeremy is an enemy? Are these reasons to dislike someone?

MIDDLE:

Would you be willing to spend a day with your worst enemy?

Could you be nice to your enemy the whole day?

What do you think is in enemy pie? What will it do?

Why does the Narrator have to go into the tree house ahead of Jeremy?

END:

How does the relationship between the 2 boys change? Why?

WRAP-UP:

How does this story wrap-up?

What does the narrator mean when he says he “just lost his worst enemy?”

Where did the recipe for enemy pie come from?

Expansion Activities:

*Retell the story of Enemy Pie*

*WH questions:* Play “Let’s Bake a Pie” with comprehension questions from the story.

*Articulation and multisyllabic words:* Practice these sounds with any open ended game.

*Phonological Awareness Dice Game.*

*Articulation Dice game.*

*Categories:* Describe items by their category, function, and parts using the category cards.

*Verb Tense:* Using Verbs from the story, convert them from past tense to present and future tense. Use each in a complete sentence.

*Verb Tenses Dice Game:* Use the Dice Game to practice different Verb Tenses. Can play with any open-ended game, play with the Piglet and Fox card game, or play to uncover the dice with treats.

*Character Writing Activity:* Write about the characters’ feelings at different times in the story.

*Character Traits:* Sort the different character trait cards to the correct character. Discuss the meanings of each of the character traits, and evidence for matching a trait to a character.

*Synonym Sort:* Sort synonym cards for the words *mean* and *nice*.

# Where Is Your Thinking? Question Stems

<b>WITHIN the text</b>	<b>BEYOND the text</b>	<b>ABOUT the text</b>
<ul style="list-style-type: none"> <li>• What was the problem in the story?</li> <li>• Talk about how this story ended.</li> <li>• How was the problem solved?</li> <li>• What happened when _____ happened?</li> <li>• What happened after _____ happened?</li> <li>• What was the mystery in this story?</li> <li>• What was the surprise at the end?</li> <li>• What happened FIRST?</li> <li>• What happened NEXT?</li> <li>• What happened THEN?</li> <li>• What happened LAST?</li> <li>• Describe the characters?</li> <li>• Describe the setting?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think _____ really wanted _____?</li> <li>• What do you think _____ was thinking?</li> <li>• Why was _____ important?</li> <li>• What lesson did the character learn?</li> <li>• What kind of person do you think _____ was?</li> <li>• What was the most important idea?</li> <li>• What new information did you learn?</li> <li>• How are _____ and _____ the same? Different?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of the different kinds of text in this book?</li> <li>• Why do you think the author _____?</li> <li>• Why do think this picture was used?</li> <li>• What did the author do to make _____ interesting?</li> <li>• How did the author show you what kind of person _____ was?</li> <li>• In addition to the main text, how did the author give you more information about _____?</li> </ul>

	0	1	2
 <p><b>Character</b></p>	Character not identified	Character identified by pronoun (he, she, it) or generic term (the boy)	Character identified by name or specific relationship (e.g., Jed and his dog)
 <p><b>Setting</b></p>	No Information provided	Provides Location OR Activity OR time	Provides Location, Activity and Time
<b>Kick-Off Event (KO)</b>	None Identified	Incomplete or unclear KO	Complete and Clear Kick-Off Event stated
<p><b>Response (R)</b></p> 	No attempt/action in response to P/IE	General attempt to fix problem/react to KO OR Specific attempt/action by main character to solve/react to KO in 50% of episodes	Specific attempt/action by main character to solve/react to KO in 100% of episodes
<p><b>Outcome (O)</b></p> 	No description of the Outcome of attempts	Incomplete or unclear description of the Outcome of the Responses OR Complete and clear description of the Outcome of 50% of the episodes	Complete and clear description of the direct Outcome of the Responses in 100% of the episodes
<p><b>End (E)</b></p> <div style="border: 2px solid red; padding: 5px; display: inline-block;"> <p>FINAL SOLUTION</p> </div>	No description of the final solution or action/attempt	Incomplete or unclear description of the solution or final action/attempt	Complete and clear description of the solution or final action/attempt

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