



## Read to Be Ready plans for: Enemy Pie - (Rules/Manners Week 3) 1<sup>st</sup> Grade

**ELA Standards:**

- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f) Write many common, frequently used words and some irregular words. g) Print all upper and lowercase letters.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. k) End sentences with correct punctuation.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. iii) Identify real-life connections between words and their use.
- 1.RL.KID.1 Ask and answer questions about key details in a text.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

**Government and Civics:** 1.17 Distinguish the differences between rules and laws, and give examples of each.

1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.

**Comprehension skill:** Characters, Words and Sentences Make Sense      **Phonics:** short a , final ck      **Phonemic Awareness:** blend and segment phonemes, isolate final sounds

**Grammar/Writing:** Sentences      **Unit Focus:** Manners/friendship/rules

**Culminating Task:**

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures. <https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>

**\_R2BR-Enemy Pie, Shared Reading-Sam, Come Back, Decodable Readers 1, 2, Leveled Books- Mack the Cat, Sam the Duck, Carlos Picks a Pet**

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/CenterS/Resources
<b>MONDAY</b>	Read through <u>Enemy Pie</u> without interruptions.	<ul style="list-style-type: none"> <li>Enemy</li> <li>Confused</li> <li>Bully</li> <li>Boomerang</li> <li>Pretend</li> </ul>	Who is the main character in the story? Why wasn't he named in the story? (the boy is writing the story) What happened over the summer? Why was Jeremy his enemy? What did the boy think was in the enemy pie? Where did he hang his enemy list? What did dad serve for dinner? Who ate the enemy pie first?	Why wasn't it the perfect summer for the main character?	Ideas for centers:  Make character retelling sticks Design a treehouse. Sort good friend ideas from enemy ideas.

TUESDAY	<p>Reread p. 1-to the balloon page by showing the story on the screen.</p> <p><a href="https://www.childrensbook.co.za/sites/default/files/article-documents/enemy-pie.pdf">https://www.childrensbook.co.za/sites/default/files/article-documents/enemy-pie.pdf</a></p>		<p>Who is the story about?</p> <p>Where does it take place?</p> <p>What happens at the beginning of the story?</p> <p>What is the big problem in the story?</p> <p>How does Dad help?</p> <p>What ingredients did the boy think should go in the pie?</p> <p>What does he think will happen to someone who eats enemy pie?</p> <p>Why didn't Dad use those ingredients?</p> <p>What did Dad say the boy's job would be?</p> <p>How did the boy spend the day with Jeremy?</p> <p>What happens at the end of the story?</p> <p>What is the lesson that the book teaches?</p>	<p>What must the boy do to help make enemy pie work?</p>	
WEDNESDAY	<p>Reread from balloon page to the end of the book by showing the story on the screen.</p> <p><a href="https://www.childrensbook.co.za/sites/default/files/article-documents/enemy-pie.pdf">https://www.childrensbook.co.za/sites/default/files/article-documents/enemy-pie.pdf</a></p>		<p>When does the boy begin to decide he was having fun with Jeremy?</p> <p>What is something Jeremy can do that the boy cannot do?</p> <p>Why did the boy go into the treehouse first?</p> <p>Look back into the book and decide all the activities the two boys do together.</p>	<p>Make a list of the activities the main character and Jeremy did together.</p>	
THURSDAY	<p>Reread the story "Enemy Pie."</p>		<p>Discuss again what Dad did to help his son.</p> <p>List on a class chart.</p> <p>Discuss what dad said the boy's job would be in order for enemy pie to work.</p> <p>List on a class chart.</p> <p>Discuss all the things the boys did together.</p> <p>List on a class chart.</p> <p>Why did the boy panic when Jeremy started to take a bite of the enemy pie?</p>	<p>Name one thing Dad did to help his son.</p> <p>Name one thing the boy would need to do to make enemy pie work.</p> <p>Name one thing the boys did together.</p>	
FRIDAY	<p>Picture walk back through the story "Enemy Pie."</p> <p>Review the details.</p>		<p>Make a list together, as a class, describing what a good friend is like.</p>	<p>What would you put in a "Friendship Pie?"</p> <p>Write down what you think makes a good friend.</p>	