



ENEMY PIE

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Jewish Value: Friendship—*Chaverut* חֲבֵרוּת

Additional Values: Make Peace—*Shalom* שְׁלוֹמ

Act with Loving Kindness—*G'milut Chasadim* גְּמִלוּת חֶסֶדִים

Enduring Understandings

- We have the choice as to whether our enemies remain enemies or become our friends.
- To make a friend, be a friend.
- Judaism teaches us to pursue peace in our daily lives and the lives of others.

Book Summary

It was going to be a great summer! At least that's what he thought until Jeremy Ross moved into the neighborhood and became Enemy # 1. Since he never had an enemy before, he turned to his father for help. His father had the perfect remedy: "enemy pie," an old secret recipe that helps eliminate enemies. Jeremy ultimately discovers that the true recipe for getting rid of an enemy is to turn him into a friend!

Be Inspired: Consider the ideas included as starting points, as you and your students explore, discover, and live the values. Be sure to elicit and encourage student and parent participation, consistently reinforcing the value being addressed. Allow lessons to authentically develop and change based on engagement and interests.



For the Educator Jewish Thought, Text, and Traditions

(For more information on Jewish values, visit www.jewishlearningmatters.com.)

Chaverut—friendship is highly valued in Judaism. We are taught that our friendships can be like a relationship with G-d. A *chaver*, a friend, has many connotations: comrade, associate, partner, companion, and colleague. As Jacob Neusner in *Fellowship in Judaism* notes, “Friendship must be understood as a tentative ... step towards a meaningful and creative use of the space between birth and death that each person knows as life.” Our friendships are what define much of our lives, and these relationships enable us to encounter G-d every day. Philosopher Martin Buber argued that every encounter we have is as if it were an encounter with G-d. As such, friendship is a holy and sacred task. Friends offer each other help, loyalty, protection, support, unselfish love, and moral guidance.

Judaism also teaches that we should strive to make friends out of our enemies. In fact, it is our own conduct that results in us becoming enemies with others. As such, our actions can determine whether we are friend or foe. Tradition stresses that we should treat others with *kavod*—respect, and should refrain from insulting others, talking negatively about others, or deceiving others. As such, we should strive for *shalom ben adam l’chavero*—peace between people. While *shalom* frequently refers to peace for the world, it can also connote peaceful relations between people. This is achieved by acting with loving kindness—*g’milut chasadim* and showing compassion for others.

Therefore, as we learn from *Avot d’Rabbi Natan* 23:1, a selection from our rabbinic literature, the greatest leader is the person that makes an enemy his friend. If we honor our friend as dearly as we honor ourselves, and if we show compassion for every relationship we have, trust can form and common ground can emerge.

QUESTIONS FOR REFLECTION

1. How is talking to G-d like talking to a friend?
2. How do friends help make life experiences more meaningful?
3. What does it mean to act with loving kindness?
4. How can you strive to have peaceful relationships? What actions of *g’milut chasadim* can help you maintain *shalom ben adam l’chavero* (peace between you and others)?
5. How can you incorporate the value of *chaverut* in your life and within the classroom?



Jewish Every Day Incorporate Jewish Values

End each school day with the song “*Shalom Chaverim*.” Additionally, sing this song in moments of tension or conflict to help children remember that when disagreements arise, we are still friends and can use our words to restore peace.

Kind Words of the Day: At the end of each school day, a student is selected and classmates are to provide one compliment or kind word about him or her.



Materials and Resources

MATERIALS

- Copy of *Enemy Pie*
- Pictures of children playing together and displaying qualities of friendship, and images of children that are in conflict or frustrated
- Ingredients for “friendship pies”

TECHNOLOGY

- After the Story: Barney Friendship song: <http://youtu.be/z6VlaZ-eCQQ>
- Animation of the story: <http://www.youtube.com/watch?v=MKK1QTkYO9Q>



Sharing the Story

INTRODUCING THE STORY

For strategies for teaching vocabulary, see Appendix, Vocabulary Strategies.

Introduce the word *shalom* and ask students to tell you what they know about it. To help foster an understanding of the concept of peace, show students pictures of children playing together and being friends. Talk about how friends should treat one another. Then show images of children who look like they are fighting or in conflict. Try to choose images that are rich with cues that display emotion. Ask children to identify what the children might be experiencing and imagine scenarios that might cause those feelings. Then brainstorm ideas that would help the children in the image feel better. Ask them to categorize the images as pictures with *shalom* and without *shalom*.

Show the front cover of the book *Enemy Pie* and read the title. Ask the students, “What is an enemy? How is an enemy different from a friend?” Can students think of “enemies” in others’ stories they have read? Can students think of “friends” in other stories they have read?

Have children focus on the cover illustration using the questions from the Visual Thinking Strategy. (See Appendix.) Ask the following questions: What do you think is happening? What makes you say that? What else can we find? (Guide them in looking at the ingredients in the pie as well as ask questions to determine why someone might want to create an “enemy pie.”) Then read the story to find out!

READING THE STORY

*Read the story aloud, stopping when appropriate to explore illustrations, address comments, clarify, predict, and guide students’ understanding of the story and the values of **friendship**—**chaverut**, to **make peace**—**shalom**, and to **act with loving kindness**—**g’milut chasadim**.*

Ask the following questions:

- Why was the narrator angry with Jeremy Ross?
- What would you add to an “enemy pie”?
- Why do you think spending the day playing together helped them to become friends?
- When did you know that the two boys were becoming friends?
- What acts of kindness did the father show the children?
- What if someone did mean things to you—what would you do?



Sharing the Story

continued

AFTER THE STORY

Do a “whip-around.” Go around the circle and ask each student to respond to the following “What if...?”:

- What if the little boy hadn’t spent the day with Jeremy Ross? How might the story have been different?
- What if a classmate doesn’t want to play with you—what could you do? How can you solve this challenge? (As appropriate, reinforce the following concepts: “To make a friend, be a friend,” “Turn an enemy into a friend,” “Show acts of kindness” etc.)

Work together to make an edible “friendship pie.”

- List the qualities that make a good friend. Next to each quality list an ingredient that could be used to represent each quality in the making of an edible “friendship pie.”
- Send home a list of items asking parents to bring in the ingredients mentioned in class (for example, marshmallows, candy kisses and hugs, fresh fruit, or other decorations).
- On the day your class will be creating friendship pies, bring in several small pies. (This can be as simple as using instant pudding and ready-made pie crusts.)
- Allow students to decorate their pies in small groups.
- Allow each group to sample each of the friendship pies.
- Share friendship pie with students in another class to demonstrate an act of loving kindness.
- Watch the video of *Enemy Pie*:
<http://www.youtube.com/watch?v=MKK1QTKYO9Q>. Do a whip-around, asking “What is one thing you remember from the story?” (As appropriate, remind them of the values of friendship, peace, and acts of loving kindness.)



Explore, Discover, and More

Extension and Reinforcement Activities

FRIENDSHIP BRACELETS

FINE MOTOR SKILLS AND ART

Set up a station to create friendship bracelets or friendship necklaces. Provide items such as yarn, lanyard string, large plastic shaped hearts, and beads (sufficiently large enough so students can't "eat" them). Once bracelets or necklaces are completed, put them in a special box from which each student (eyes closed) can select one and proudly wear to remind them of how special friendship is.

FRIENDSHIP SONG

MUSIC AND MOVEMENT

Play one of the friendship songs below, encouraging students to sing along and dance to the tune. On a large piece of paper, draw a picture of a whole pie. Ask students, "What makes a good friend?" (Remind them to think about the song they just sang and the book, *Enemy Pie*, that they just read.) Write responses into the pie. After all the children have had a chance to answer the question, cut up the pie and make sure each student gets a piece of it.

"Barney Friendship Song": <http://youtu.be/z6VlaZ-eCQQ>

"The More We Get Together": <http://www.youtube.com/watch?v=lldmkrJXQ-E>
<http://www.youtube.com/watch?v=wyJ-M7v-UcE>

PLAY IT AGAIN

GAMES

In the story *Enemy Pie*, spending a day playing together helped forge a friendship. Have students bring a favorite board or card game to class. At different times throughout the year, allow students to play these games, which may include Candy Land, Chutes and Ladders, Go Fish, checkers, etc. Encourage students to teach their "buddies" a game they may not have played before and pair accordingly. (Great for those rainy days!)

The following websites offer additional game suggestions for young children:

<http://everydaylife.globalpost.com/friendship-games-kids-play-11803.html>

http://www.ehow.com/way_5512570_friendship-games-kids-play.html

FRIENDSHIP PUZZLE

ART, COMMUNITY

Pair children with students in the class who they socialize with the least. Take a picture of the two "friends." Print up the photograph to an 8x10 size. Glue the picture on sturdy cardstock. Make sure the picture lies flat. When the glue dries, create your own puzzle pieces on the back of the cardboard. Use a sharp pair of scissors or a blade to cut out the puzzle pieces. Place each puzzle in a plastic bag. Give the puzzle to the pairs of students and have them work as friends to put the puzzle pieces back together.



Explore, Discover, and More

Extension and Reinforcement Activities

continued

FRIENDSHIP DANCE

MUSIC, MOVEMENT

Play any music that has a friendship theme (see MUSIC section) or you can use songs with a friendship theme. Have students hold hands to form a circle. Select two students to be in the circle. These students will dance to the music holding hands. When the music stops, each student will invite another student to be their “friend” to dance with. Continue until all students are paired up and dancing together.

COME AND GO WITH SHALOM!

ART, COMMUNITY

With the help of your students, create a mosaic sign or a doormat for your classroom with the word *Shalom*—Peace, in both Hebrew and English. Remind students when they enter and leave the classroom of the importance of *shalom*. Encourage students to add illustrations and photographs that represent ways they are “living” the value.

FRIENDSHIP DAY

COMMUNITY BUILDING

As a class, plan a special celebratory day called “Friendship Day.” Create comfortable spaces, participate in fun games, have a show and tell, or even have students invite a special friend to the celebration. An added Jewish element could be greeting students with special blessings or have a festive meal and recite the *motzi* (blessing for bread) and *kiddush* (blessing for wine).

Check out the following website for additional appropriate preschool activities that emphasize *chaverut*: <http://www.everythingpreschool.com/themes/friendship/art.htm>.



Music

(Access all songs at www.jewishlearningmatters.com/music.)

“Be Kind” by “Miss” Emily Aronoff Teck
Track # 12 from Good Choices, Volume 1

INSPIRATION TEXT

“Meet every person with graciousness.” -*Pirke Avot* 1:15

“BE KIND” ACTIVITY

This song highlights how acts of kindness make people feel. Ask children to high-five their friends throughout the day as they see them perform acts of loving kindness. Incorporate this as a classroom custom. When acts of kindness are performed, encourage both the recipient and the performer of that deed to talk about how the act of kindness makes them feel.

Brainstorm ways to show kindness. Collect students’ ideas in a central, visible location and place a star or sticker next to each act of kindness when a community member performs that act of kindness.

LYRICS

CHORUS

I’ll be kind to you and you’ll be kind to me
“Soooo” we can all be happy (x 2)

If I see you need some help, I’ll come real quick
I’ll care for you if you get hurt or you are sick
I will share my smile and my toys
I’ll be a good friend to girls and boys

CHORUS

If I found something you lost, I’ll bring it back to you
I’ll listen to ideas, and try things that are new
I’ll take deep breaths before I speak when I get mad
Share kind words and hugs if someone is feeling sad

CHORUS



Music

continued

ADDITIONAL MUSIC CONNECTIONS

To access additional Jewish and secular songs from a variety of traditional and contemporary artists that reinforce and teach these values, visit www.jewishlearningmatters.com/music.



Evidence of Learning

Children are able to verbalize the importance of friendship.

Children demonstrate acts of friendship during interactions at school.

Children use words to help bring peace between friends who are in disagreement.



Home and Community Connections

Encourage families to learn more about the values and reinforce the concepts with their children through video and song by visiting www.jewishlearningmatters.com.

RECIPE FOR FRIENDSHIP

Create a take-home story bag with journal book. In the bag include the story *Enemy Pie* and directions for filling in the journal. In the journal, ask each family to include a recipe for a “friendship pie” to share with the class.

LOVING KINDNESS HOMEWORK

Give children a “homework” assignment of performing an extra act of loving kindness for a family member. Brainstorm with the class examples that might be appropriate, and check in with the class the following day to discover what they did, how it made them feel, and how their family member reacted.



Literature Connections

Title	Author(s) and Illustrator(s)	Summary
<i>Will I Have a Friend?</i>	Miriam Cohen	This is a classic picture book about the first day of kindergarten and a little boy's concern about making new friends in school.
<i>The Best Friends Book</i>	Todd Parr	This picture book by well-loved writer and illustrator Todd Parr describes the interactions of friends and the importance of friendship.
<i>Little Blue and Little Yellow</i>	Leo Lionni	Students learn about the influence of friendship and the positive effect friends can have on each other's lives. Differences add a richer experience.
<i>You're Not My Best Friend Anymore</i>	Charlotte Pomerantz	When a conflict arises, two best friends, who wear identical shirts and celebrate their birthdays together, become very angry and no longer speak to each other for several days. Eventually, the conflict is resolved.
<i>A Rainbow of Friends</i>	P. K. Hallinan	Students from ages 3-5 learn that friends come in all colors and sizes and each brings a special uniqueness and talent.
<i>Little Red Hen and The Passover Matzah*</i>	Leslie Kimmelman Paul Meisel	Little Red Hen must make <i>matzah</i> for Passover. She asks her friends for help planting grains. "Sorry, bub," neighs Horse. "Think again," barks Dog. Of course, the Little Red Hen does it all herself. A classic tale gets a Jewish twist in this hilarious story.

*PJ Library Book



Thematic Connections

Friendship
Making peace
Kindness
Cooking / baking
Passover (reaching out to strangers)

LESSON CONTRIBUTOR

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