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| TumbleTA   REGIONAL STANDARDS<br>EDITION Enemy Pie - How His Response<br>Changes |        |
| Nevada   Grade 2                                                                 |        |
| TEACHES                                                                          | RL.2.3 |

## CURRENT FRAMEWORK

Nevada Academic Content Standards for English Language Arts & Literacy

## STANDARD

Describe how characters in a story respond to major events and challenges.

## WHY THIS FROZEN LESSON EARNS TEACHES

Students trace the narrator response before, during, and after key events and explain the change with story details.

## INTEGRITY RULE

The regional standard is additive. The two lesson pages that follow are the frozen V5 lesson and have not been rewritten to obtain this standards match.

Standards-first production package | final 60-region audit | September 9, 2026

TumbleTA · Standards-First Short Lesson · Grade 2

# Enemy Pie How His Response Changes

## 20 MINUTES

## TARGET

Describe how a character responds to major events or challenges.

## STUDENT PRODUCT

Three fixed evidence moments + one change sentence.

## LESSON SEQUENCE

1. Start with the enemy Use the opening enemy-list moment: Jeremy is the named enemy and the boy wants Dad's pie plan to get rid of him.
2. Use the removed list After the boys ride bikes, play, eat lunch, and use the tree house, record the moment when the boy removes the enemy list before Jeremy sees it.
3. Use the pie panic At the table, record the boy's panic because he no longer wants Jeremy harmed.

4. Finish with the last line Use 'lost my best enemy' as the final evidence. Students explain how the line shows that Jeremy has become a friend.

**ASSESSMENT · LOOK FOR**

- Uses the removed list, pie panic, and final line.
- Shows a change in what the narrator wants, not just his feelings.
- Explains why 'best enemy' signals friendship.

Standards-first rule: freeze the lesson after QA. Add a regional code only when the complete local expectation is actually satisfied.

TumbleTA · Student Evidence · Grade 2

**Enemy Pie**

**How His Response Changes**

Name \_\_\_\_\_ Date \_\_\_\_\_

1 · ENEMY LIST — what does he want at the beginning?

2 · REMOVED LIST — what does taking it down show?

3 · PIE PANIC — what does he want now?

'Lost my best enemy' means...

This student page is part of the frozen standards-first lesson. Complete the evidence shown here; do not substitute a different task to fit a standard.