<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> Spelling Rules and Drawing Conclusions</td>
<td>6-21-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2:</strong> Circle the Simile and Topic Sentence</td>
<td>6-28-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3:</strong> Find the Main Idea (Dolphins and Wizard of Oz)</td>
<td>7-5-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4:</strong> Inference Practice (Who am I and Where am I)</td>
<td>7-12-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5:</strong> Comprehension: The Inner Planets</td>
<td>7-19-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6:</strong> Comprehension: Extreme Weather</td>
<td>7-26-19</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7-9:</strong> Reading!</td>
<td>8-16-19</td>
<td></td>
</tr>
<tr>
<td>Story #1: Lazy Anasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story #2: The Two Travelers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story #3: Cheese for Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story #4: The Sheep and the Pig</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

★ Each assignment is worth 5 points.
★ 5 owl tickets for all of our school values
  Joy * Integrity * Relationships * Leadership * Excellence
Welcome to Alpha: Blanca Alvarado Middle School! I am very excited to get to know you and your family better this upcoming school year. 5th grade ELA (English Language-Arts) will strongly focus on developing your existing skills, while history will push your knowledge to new adventures!

After a long summer break, it is easy to forget important skills that you worked hard over the last year to learn. This packet will help you keep practicing those skills so that you are ready to learn new ones when you start 5th grade. Some skills will be familiar while others may be new to you. **It is so important that you try your best on this packet.** This packet is opportunity for me to see what you are good at and what I will work hard to help you on.

¡Bienvenido a Alpha: Blanca Alvarado Middle School! Estoy muy emocionada de conocerlos mejor a usted y a su familia este próximo año escolar. ELA de 5to grado (Lenguaje y artes en inglés) se enfocará fuertemente en el desarrollo de sus habilidades existentes, ¡mientras que la historia lo llevará a nuevas aventuras!

Después de un largo receso de verano, es fácil olvidar habilidades importantes en que trabajaron duro durante el último año para aprender. Este paquete le ayudará a seguir practicando esas habilidades para que esté listo para aprender otras nuevas cuando comience el 5° grado. Algunas habilidades serán familiares, mientras que otras pueden ser nuevas para usted. **Es muy importante que intentes lo mejor que puedas en este paquete.** Este paquete es una oportunidad para que vea en qué está bien y en qué trabajaré para ayudarlo.

Sincerely / Sinceramente,

**Mr. Castaneda**

5th Grade ELA and History Teacher
lcastaneda@alphapublicschools.org
669-235-7554
Parents Evaluation/Reflection Form

1. How difficult did you feel this summer packet was for your student? Was it too easy or too difficult or somewhere in the middle? ¿Qué tan difícil le pareció que esta tarea de verano fue para su estudiante? ¿Fue demasiado fácil o demasiado difícil o más o menos?

2. How much help did you give your student in completing this challenge? ¿Cuánta ayuda le dio a su estudiante para completar esta tarea?

Student Name:_________________________________________ Preferred Name:____________________________________

Parent/Guardian(s) names: ______________________________________________________________

Parent/Guardian(s) emails: ______________________________________________________________

Parent/Guardian(s) phone numbers: _______________________________________________________
Spelling Rule Exceptions for Adding LY: Words Ending in Y

We often add -ly to a word to change an adjective into an adverb. If the word ends in y, we change the y to i and then add -ly.

Example: happy  happily

Add -ly to each of the following words.

1. angry
2. lazy
3. busy
4. sleepy
5. heavy
6. easy
7. pretty
8. hungry
9. messy
10. easy
11. ordinary
12. cozy
13. noisy
14. hearty
15. handy
16. necessary
17. shaky
18. sneaky
19. weary
20. naughty
Look at the picture carefully, then answer the questions below.

1. The girl with dark hair is decorating a gingerbread house. Is she:
   A. in the backyard?
   B. in the kitchen?
   C. at a birthday party?
   D. at a baking class?

   Explain your answer using details from the picture.

   __________________________________________
   __________________________________________
   __________________________________________

2. Has the girl with dark hair:
   A. just started decorating the house?
   B. just finished decorating the house?
   C. in the middle of decorating the house?
   D. watching someone else decorate?

   Explain your answer using details from the picture.

   __________________________________________
   __________________________________________
   __________________________________________

3. What time of year is it?
   A. Spring
   B. Summer
   C. Fall
   D. Winter

   Explain your answer using details from the picture.

   __________________________________________
   __________________________________________
   __________________________________________
Figurative language includes special forms that writers use to help readers make a strong connection to their words. A simile is one kind of figurative language. It makes a comparison of two unlike things using the words “like” or “as”.

Circle the simile in each sentence. On the line, explain what is being compared to what.

1. Andrew is as sly as a fox.
   __________________________ is being compared to __________________________.

2. He was as nervous as a cat around a room full of rocking chairs.
   __________________________ is being compared to __________________________.

3. Annastasia had a smile as sweet as sugar.
   __________________________ is being compared to __________________________.

4. After he finished playing the basketball game, his hair was oily like fried chicken.
   __________________________ is being compared to __________________________.

5. Sylvia’s new lotion made her face as smooth as a baby’s skin.
   __________________________ is being compared to __________________________.

6. My two-year-old cousin was as bouncy as a bunny when she got outside.
   __________________________ is being compared to __________________________.

7. The new science book is as heavy as an elephant!
   __________________________ is being compared to __________________________.

8. The extra glue was as sticky as syrup on their fingers.
   __________________________ is being compared to __________________________.

9. Mr. Hanson, the P.E. teacher, is as strong as an Olympic athlete.
   __________________________ is being compared to __________________________.

10. My mom’s tea is as hot as the sun!
    __________________________ is being compared to __________________________.
Topic: Are life jackets important?

Example: Everyone should wear a life jacket when they are on a boat. Life jackets have been proven to save lives. No one can predict when an accident might happen. There may not be enough time to put on a life jacket, but if you are already wearing it, it may save your life.

The topic sentence in the example is underlined. The rest of the sentences in the paragraph support the topic sentences.

Student's answers will vary. Examples of correct answers:
Below are topic sentences. Write what you think the topic is for each one.

1. Having friends and being a good friend can sometimes be work.
   **Is it easy to be a friend?**

2. Reading is the most important subject in school because reading is necessary in order to learn all the other subjects.
   **What is the most important subject in school?**

3. Cell phones should be turned off during class time because if they ring, they can distract all the students in the class.
   **Should students be allowed to have cell phones in class?**

4. You can save water by turning off the faucet when you brush your teeth, fixing any leaks in the pipes, and taking a shower instead of a bath.
   **What are ways to save water?**

5. After-school art programs are a good way for students to have fun, stay out of trouble, and learn about art.
   **Should there be more after-school art programs at school?**

6. A field trip should be interesting to all the students and go someplace the students usually don't go.
   **What is a good field trip?**

7. I would like to play drums in a band because they keep the rhythm for the rest of band members.
   **What instrument in a band would you like to play?**

8. A pet can teach you responsibility, give you love, and be there when you need a friend.
   **What are the advantages of owning a pet?**
Dolphins are mammals that live in the ocean. Mammals are different than fish, reptiles or birds. As a mammal, dolphins breathe oxygen, even though they live in water. Because they are mammals, a dolphin mother gives birth to a live baby, unlike reptiles and birds who lay eggs. A dolphin mother also feeds her baby milk like other mammals.

A bottlenose dolphin

A common dolphin

Write the main idea of the paragraph in your own words.

_____________________________________________________________________

_____________________________________________________________________

Write two supporting ideas for the main idea.

1. ___________________________________________________________________

2. ___________________________________________________________________
L. Frank Baum wrote *The Wonderful Wizard of Oz* in 1900. The story tells of Dorothy, a girl from Kansas, who gets taken by a tornado to Oz, a magical land. In this passage, Dorothy wants to return home to Kansas, so she has gone to the Emerald City to ask the Wizard of Oz for help.

11. The Wonderful City of Oz

Even with eyes protected by the green spectacles, Dorothy and her friends were at first dazzled by the brilliancy of the wonderful City. The streets were lined with beautiful houses all built of green marble and studded everywhere with sparkling emeralds. They walked over a pavement of the same green marble, and where the blocks were joined together were rows of emeralds, set closely, and glittering in the brightness of the sun. The window panes were of green glass; even the sky above the City had a green tint, and the rays of the sun were green.

Write the main idea of the paragraph in the large oval below. Write the supporting ideas in the small ovals.
Inference Practice:  
Who Am I?

Read each passage below. Write who the person is in the passage and explain your answer.

1. I had finally gotten used to being weightless. It became a comfortable feeling. I especially liked floating by the window to see the planet Earth below.

2. My father did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation.

3. The crowd began to roar as I made a few practice swings with the bat. The umpire called to me sharply to hurry. I was not in any hurry to face the most famous pitcher in history.

4. I often work in the early morning when the light is best. The canvas has had time to dry over night. When I start, I make sure all of my brushes are clean.

5. I liked walking next to the covered wagon more than riding in it with my sisters. If I got tired, sometimes my father would let me ride horseback behind him. In the evening, Pa, my brothers and I would sleep under the wagon, while Ma and my sisters slept in the wagon. I hoped we would reach the West soon.
Inference Practice: 
Where Am I?

Read each passage below. Write where you think the passage is happening and explain your answer.

1. As I walked in the door, I was amazed at the beautiful colors and smells. I knew it would be hard to decide what I would buy with my $3. The chocolate truffles looked delicious, but they were expensive. The jelly beans were not only cheaper, but so colorful! With so much to choose from, I knew I would be here a long time.

2. The water felt so good on such a hot day. I heard the other children laughing and yelling across the way. The concrete was wet from a group of teenagers splashing each other in the corner. The lifeguard watched closely to keep children from running.

3. I was allowed to push the cart. The front left wheel was broken, so the cart wobbled down each aisle. Mother put various packages and boxes in the cart, but I didn’t notice. I was trying to keep the cart going straight as it got heavier and heavier.

4. As we entered, a large blast of water hit the windshield. Huge flopping sponges began to slap at the hood as we slowly moved forward. Soon, there were suds spilling over the sides. I was glad the windows were rolled up!

5. It felt wonderful to be outside, even if only for a little while! All the swings were already taken, and a group was playing softball on the diamond. Casey and I decided use the monkey bars until the teacher called us.
The Inner Planets
Cross-Curricular Focus: Earth Science

Earth is just one of the planets in our solar system. Planets are large bodies that rotate around the sun. They reflect its light and warmth. The planets that are located closest to the sun are made out of rocky material. They are relatively small and heavy. In contrast, the planets that are farther away from the sun are much larger. They are formed of light gases. All planets follow a certain path around the sun. They are held a specific distance from the sun by the sun’s strong gravitational force.

The inner planets, or those closest to the sun, are Mercury, Venus, Earth and Mars. Even though these planets are all small and rocky, they have more differences than they have things in common.

Because Mercury is the closest to the sun, the side that faces the sun gets as hot as 427° Celsius. At the same time, the side that faces away from the sun is a freezing -173° Celsius. Mercury also has a slower rate of rotation than Earth. Days and nights on Mercury are much longer than ours. The extreme temperatures alone make it a very unlikely place for life. With an atmosphere too thin for human breathing, it’s obvious that people won’t be living on Mercury any time soon.

The next planet from the sun is Venus. Below clouds of sulfuric gas lies its 96% carbon dioxide atmosphere. That might be nice for a plant, since a plant “breathes” carbon dioxide, but not for a person. If you managed to survive the atmosphere, the surface of the planet is hot enough to melt solid metal. In addition, the pressure of the air would be strong enough to crush you.

You are probably most familiar with Earth because it is your home planet. It has the perfect conditions for life. Earth’s atmosphere and oceans help control the trickiest part of making a planet life-friendly: temperature. Earth is the only planet known to have liquid water.

Mars is the fourth farthest from the sun. Mars has been studied and photographed more than any other planet besides Earth. Some people think it may be possible for life to exist there. Although scientists have not been able to find actual water on Mars, there seems to be evidence of water erosion on its surface. Its canyons and mountains are very similar to those found on Earth. The main difference is that there is no plant life. Some scientists believe that Mars may have been very much like Earth until something happened that made the water supply evaporate.

Name: ____________________________

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) What keeps planets rotating a specific distance from the sun? ____________________________

_____________________________________

2) Earth is the only know planet to have what important feature?

_____________________________________

3) Why is the atmosphere of Venus more friendly to plants than humans?

_____________________________________

4) Why is there such a huge difference in temperature between the two sides of the planet Mercury?

_____________________________________

_____________________________________

5) Do you think that people will ever be able to colonize other planets in the future? Why or why not?

_____________________________________

_____________________________________

_____________________________________

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Extreme Weather
Cross-Curricular Focus: Earth Science

Severe storms happen in low-pressure weather systems. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapor in the air forms drops. This process is called condensation. The drops join together to form clouds. Precipitation in the form of rain, sleet, snow or hail falls down to Earth’s surface.

Conditions must be very specific for a thunderstorm to develop. Even so, thunderstorms remain the most common kind of extreme weather. Before a thunderstorm can develop, there have to be three conditions present. First, the air has to be full of moisture. Next, there must be either an approaching cold front or an intensely heated piece of Earth’s surface sending warm air up quickly. Finally, the warm air that rises must be warm enough to stay warmer than the air it passes through. When these conditions are met, the moisture in the rising air condenses. Clouds form, and a storm begins.

A cold front happens when cold air is moving near the surface of Earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Opposite electrical charges inside storm clouds separate. This causes lightning to flash towards Earth. Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder.

Thunderstorms often bring disasters with them. This can be in the form of floods, fires caused by lightning, damage from hailstones or strong winds, and even tornadoes. A tornado is a spinning mass of air over land that can destroy virtually everything in its path.

A blizzard is a combination of strong winds and extremely low temperatures. Snowfall increases until it is so heavy it is difficult or impossible to see. People can become lost in the snow and freeze to death. Homes can be covered over with snow, trapping people indoors.

A hurricane is the most powerful storm known on Earth. It forms over warm ocean waters off the coast of the tropics, becoming a gigantic swirling mixture of air and water. It can grow to between 100 and 900 miles wide. Wind speeds can average 75 miles per hour or more. Hurricanes do the most damage to coastal cities because they quickly lose their strength as they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What kind of weather system encourages a thunderstorm to develop?

2) Why does thunder usually occur during storms that have lightning?

3) What is one of the conditions necessary for a thunderstorm to develop?

4) Name one danger associated with blizzards.

5) Which kind of extreme weather do you think would be the most difficult to face? Why?

Name: ____________________________
There was a spider called Anansi. Anansi was too lazy to cook his own food. Instead, he used to visit his friends and eat the delicious food they had cooked.

One day, Anansi was passing Rabbit's house when he smelled green vegetables cooking. He was very excited. Rabbit said to Anansi, "They're not quite ready yet. You can help me to wash up while we wait." Anansi replied, "Sorry, I have things to do. I'll come back later."

"How will I call you when they're ready?" asked Rabbit. Anansi thought for a minute. "I'll spin a web," he said. "I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away." So Anansi tied the web to the pot, and walked on.

Anansi saw Monkey and his wife, cooking beans in a large pot. "Come and join us! The beans are nearly ready." Monkey said. Anansi replied, "Sorry, I have things to do. Let me tie one end of this web around my leg and one end to your pot. When the beans are ready, pull on the web string, and I'll come."

As Anansi walked by Warthog's house, he smelled sweet potatoes. Warthog told Anansi, "My pot is full of sweet potatoes and honey! Come and share my food with me. Take this fork and help me to stir it." Anansi replied, "I'll come back later. Let me tie one end of this web around my leg and one end to your pot. When the sweet potatoes are ready, pull on the web string, and I'll come."

By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs. "Rabbit's food is ready!" Anansi thought, licking his lips.

He felt a second pull. And a third. And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time! "Stop! Stop!" he cried in pain, as his legs were stretched thinner and thinner. But no one could hear him.

Finally, the web strings could hold no longer. They snapped, one by one. Anansi rolled into the river to soothe his painful legs. But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day.
Questions for **Lazy Anansi:**

1. **PART A:** What is the main theme of the fable?
   A. People who are lazy don't get to benefit from others' hard work.
   B. Sometimes people take advantage of the kindness of their friends.
   C. Sharing food with others is a good way to show that you care.
   D. People are less likely to share with you if you don't help them in some way.

2. **PART B:** Which detail from the text best supports the answer to Part A?
   A. "I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string, I'll come right away." (Paragraph 3)
   B. "By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs." (Paragraph 6)
   C. "And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time!" (Paragraph 7)
   D. "But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day." (Paragraph 8)

3. Which is the best summary of the fable?
   A. A spider's friends work together to punish their lazy friend who never helps them.
   B. A spider's legs are stretched out when he's too lazy to help his friends prepare food.
   C. A spider doesn't know how to cook for himself, but his friends are there to help him out.
   D. A spider is embarrassed when all of his friends invite him to dinner at once.

4. **How does paragraph 8 provide a conclusion for the fable?**
   A. It reveals that Anansi's friends never planned to let him eat their food without working.
   B. It shows how Anansi suffers consequences for not helping his friends prepare their food.
   C. It stresses how important it is for Anansi to learn how to make or catch his own food.
   D. It shows how Anansi is to blame for why all spiders are ugly.

5. Why do Anansi's friends stretch his legs out? *(Please use COMPLETE Sentences)*
Two friends, Ganem and Salem, were journeying together when they came to a broad stream at the foot of a hill. The woods were near at hand, and the shade was so welcome after the heat of the desert that they halted\(^1\) here to rest. After they had eaten and slept, they arose to go on, when they discovered near at hand a white stone, upon which was written in curious lettering this inscription:\(^2\) —

\[\text{Travelers, we have prepared an excellent banquet}^3\text{ for your refreshment; but you must be bold and deserve it before you can obtain}^4\text{ it. What you are to do is this: throw yourselves braavely into the stream and swim to the other side. You will find there a lion carved from marble. This statue you must lift upon your shoulders and, with one run, carry to the top of yonder mountain, never heeding}^5\text{ the thorns which prick your feet nor the wild beasts that may be lurking in the bushes to devour}^6\text{ you. When once you have gained the top of the mountain, you will find yourselves in possession of great happiness.}\]

Ganem was truly delighted when he read these words. “See, Salem,” he cried, “here lies the road which will lead us to the end of all our travels and labor. Let us start at once, and see if what the stone says be true.”

Salem, however, was of another mind. “Perhaps,” he made answer, “this writing is but the jest\(^7\) of some idle\(^8\) beggar. Perhaps the current of the stream runs too swiftly for any man to swim it. Perhaps the lion is too heavy to carry, even if it be there. It is almost impossible that anyone could reach the top of yonder mountain in one run. Take my word, it is not worthwhile to attempt any such mad venture.\(^9\) I for one will have no part in it.”

---

1. **Halt (verb):** to come to a sudden stop
2. **words that are written or cut into a surface**
3. **a formal evening meal for many people**
4. **Obtain (verb):** to get something
5. **to take notice of**
6. **Devour (verb):** to consume something quickly and eagerly
7. **Jest (noun):** a joke
8. **Idle (adjective):** without purpose; pointless
9. **a risky or dangerous journey**
Nevertheless, Ganem was not to be discouraged. "My mind is fully made up to try it," he replied, "and if you will not go with me, I must go alone." So the two friends embraced, and Salem rode off on his camel.

He was scarcely out of sight before Ganem had stripped off his clothes and thrown himself into the stream. He soon found that he was in the midst of a whirlpool, but he kept bravely on, and at last reached the other side in safety. When he had rested a few moments on the beach, he lifted the marble lion with one mighty effort, and with one run reached the top of the mountain. Here he saw to his great surprise that he was standing before the gates of a beautiful city. He was gazing at it in admiration, when strange roars came from the inside of the lion on his shoulder. The roaring grew louder and louder, until finally the turrets of the city were trembling and the mountain-sides reechoing with the tumult. Then Ganem saw to his astonishment that great crowds of people were pouring out of the city gates. They did not seem afraid of the noise, for they all wore smiling faces. As they came nearer, Ganem saw that they were led by a group of young noblemen, who held by the rein a prancing black charger. Slowly they advanced and knelt before Ganem, saying, —

"Brave stranger, we beseech thee to put on these regal robes which we are bringing, and, mounted upon this charger, ride back with thy subjects to the city."

Ganem, who could scarcely believe his ears, begged them to explain to him the meaning of these honors, and the noble youths replied, —

"Whenever our king dies, we place upon the stone by the river the inscription which you have read. Then we wait patiently until a traveler passes by who is brave enough to undertake the bold venture. Thus we are always assured that our king is a man who is fearless of heart and dauntless of purpose. We crown you to-day as King over our city."

"The Two Travelers" from The Tortoise and the Gesse by Maud Barrows Dutton (1908) is in the public domain.

10. a small tower on top of a larger tower or at the corner of a building or wall
11. Tumult (noun): a loud, confused noise
12. a battle horse
13. to ask someone urgently to do something
14. Dauntless (adjective): showing fearlessness and determination

Questions for The Two Travelers:
1. **PART A:** Which statement identifies the main theme of the folktale?
   A. Not all risks are worth taking.
   B. Brave actions are often rewarded.
   C. Friends come and go in life.
   D. It's important to think before you act.

2. **PART B:** Which detail from the text best supports the answer to part A?
   A. "Two friends, Ganem and Salem, were journeying together, when they came to a broad stream at the foot of a hill." (Paragraph 1)
   B. "Here lies the road which will lead us to the end of all our travels and labor. Let us start at once, and see if what the stone says be true." (Paragraph 3)
   C. "This writing is but the jest of some idle beggar. Perhaps the current of the stream runs too swiftly for any man to swim it." (Paragraph 4)
   D. "Brave stranger, we beseech thee to put on these regal robes which we are bringing, and, mounted upon this charger, ride back with thy subjects to the city." (Paragraph 7)

3. **How is Ganem's view about the inscription different than Salem's in the story?**
   A. Ganem is eager to complete the inscription's tasks, while Salem believes the inscription might be a joke.
   B. Ganem is too greedy to care about the consequences of the inscription, while Salem is distrustful of the inscription.
   C. Ganem doesn't trust the inscription, why Salem is eager to complete the tasks and gain the rewards.
   D. Ganem is more interested in proving himself by completing the inscription's tasks, while Salem is more interested in the rewards.

4. **How does paragraph 6 contribute to the overall structure of the story?**
   A. It reveals how close Ganem comes to not completing the tasks.
   B. It provides the conclusion of the story, as Ganem completes the tasks.
   C. It describes Ganem overcoming the tasks outlined in the inscription.
   D. It emphasizes how scared Ganem was while completing the tasks.
Cheese for Dinner
By Judy Goldman
2007

Coyote was hiding behind a boulder near the lake. He licked his chops and stared at Conejo (ko-NEH-ho). The unwary rabbit was gazing at the full moon that lit the cloudless sky.

Coyote lunged at Conejo. The rabbit bounded away, leaping over rocks and around bushes, but Coyote stayed right behind him, snapping at his heels.

Conejo came to a wall of rock. Desperately, he looked for a way to escape. Finding none, he cowered against the wall, thinking of what to do.

Coyote scrambled to a stop and brought his jaws close to Conejo. "Caught you," he said, flashing his pointy white teeth. "I haven't eaten for two days, and I'm hungry."

5. Conejo's mind raced. "You don't want to eat me," he said. "I'm just a scrawny rabbit."

"I know you're not much, but you'll do," Coyote said, opening his mouth wide.

"Wait!" Conejo yelled. "I have a better idea. I know where you can get something delicious to eat. Just before you started to chase me, I saw an enormous wheel of cheese resting on the bottom of the lake."

"Why didn't you get it?" Coyote asked.

"I wanted to, but I can't swim. I was thinking about how to fetch it when you surprised me. A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself."

10. Coyote's mouth watered. "Show me the cheese," he said.

Conejo led the way to the lake, then pointed. "See?"

1. a person or animal's mouth or jaws
2. Unwary (adjective): not aware of possible dangers or problems
3. Gaze (verb): to look steadily and with great interest
4. Cower (verb): to crouch down in fear
5. Scrawny (adjective): thin and bony
Coyote saw something round and yellow in the water. "That’s a big wheel of cheese," he said. "I’m going to get it right now."

Coyote held his breath and dove in. He swam down, down, down. But when he got to the bottom of the lake, he saw no cheese.

Where is it? he thought as he struggled to hold his breath. Then he swam up, up, up. Gasping for air, he heaved himself out of the water. To his surprise, Conejo was nowhere to be found.

[15] Coyote stared at the cheese in the lake. How can I get it? he wondered. Coyote lifted his head to howl in frustration. At that moment, he saw the full moon. He looked again at the lake and saw the moon’s round reflection.

"That sly Conejo tricked me!" Coyote snarled.

For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry.

As for Conejo, he was safe in his cozy burrow. 

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6. Heave (verb): to lift something heavy with great effort
7. Sly (adjective): clever and able to trick someone
8. a hole or tunnel dug by a small animal
Questions for Cheese For Dinner:

1. PART A: What is the theme of “Cheese for Dinner”?
   A. Those with great strengths will always be successful.
   B. You can achieve more with kindness than with threats.
   C. It's better to be happy with what you have than to attempt to get more.
   D. Making judgments about other people or animals can be dangerous.

2. PART B: Which detail from the story best supports the answer to Part A?
   A. “Conejo's mind raced. 'You don't want to eat me,' he said. 'I'm just a scrawny rabbit.'” (Paragraph 5)
   B. “A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself.” (Paragraph 9)
   C. “That sly Conejo tricked me! Coyote snarled.” (Paragraph 16)
   D. “For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry.” (Paragraph 17)

3. PART A: Which statement best describes what Conejo thinks about Coyote?
   A. Conejo is terrified of Coyote.
   B. Conejo wishes to befriend Coyote.
   C. Conejo thinks Coyote can be easily fooled.
   D. Conejo does not think Coyote is a good hunter.

4. PART B: Which detail from the story best supports the answer to Part A?
   A. “Conejo's mind raced. 'You don't want to eat me,' he said. 'I'm just a scrawny rabbit.'” (Paragraph 5)
   B. “I know where you can get something delicious to eat. Just before you started to chase me, I saw an enormous wheel of cheese resting on the bottom of the lake.” (Paragraph 7)
   C. “A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself.” (Paragraph 9)
   D. “Gasping for air, he heaved himself out of the water. To his surprise, Conejo was nowhere to be found.” (Paragraph 14)

5. Why does Coyote go to bed hungry when Conejo leads him to the cheese in the lake? (Please use COMPLETE Sentences)
One morning, bright and early, a sheep and a curly-tailed pig started out through the world to find a home. For the thing they both wanted more than anything was a house of their own.

“We will build us a house,” said the sheep and the curly-tailed pig, “and there we will live together.”

So they traveled a long, long way, over the fields, and down the lanes, and past the orchards, and through the woods, until they came, all at once, upon a rabbit.

“Where are you going?” asked the rabbit of the two.

“We are going to build us a house,” said the sheep and the pig.

“May I live with you?” asked the rabbit.

“What can you do to help?” asked the sheep and the pig.

The rabbit scratched his leg with his left hind foot for a minute, and then he said: “I can gnaw pegs with my sharp teeth; I can put them in with my paws."

“Good!” said the sheep and the pig; “you may come with us.”

So the three went on a long, long way farther, and they came, all at once, upon a gray goose.

“Where are you going?” asked the gray goose of the three.

“We are going to build us a house,” said the sheep, the pig and the rabbit.

“May I live with you?” asked the gray goose.

1. located in the back
2. Gnaw (verb): to bit or nibble something
“What can you do to help?” asked the sheep, the pig and the rabbit.

[15] The gray goose tucked one leg under her wing for a minute, and then she said: “I can pull moss,³ and stuff it in the cracks with my broad⁴ bill.”

“Good!” said the sheep, the pig and the rabbit; “you may come with us.”

So the four went on a long, long way, and, all at once, they came upon a barnyard rooster.

“Where are you going?” asked the rooster of the four.

“We are going to build us a house,” said the sheep, the pig, the rabbit and the goose.


“What can you do to help?” asked the sheep, the pig, the rabbit and the goose.

The rooster preened⁵ his feathers and strutted⁶ about for a minute, and then he said: “I can crow very early in the morning; I can awaken you all.”

“Good!” said the sheep, the pig, the rabbit, and the goose; “you may come with us.”

So the five went on a long, long way until they found a good place for a house. Then the sheep hewed⁷ logs and drew them; the pig made bricks for the cellar,⁸ the rabbit gnawed pegs with his sharp teeth, and hammered them in with his paws; the goose pulled moss, and stuffed it in the cracks with her bill; the rooster crowed early every morning to tell them that it was time to rise, and they all lived happily together in their little house.

“The Sheep and the Pig” from For the Children’s Hour by Carolyn Sherwin Bailey (1906) is in the public domain. This text has been modified.

3. flowerless plants that grow in green clumps or mats
4. Broad (adjective): wide
5. to straighten and clean feathers
6. Strut (verb): to walk proudly
7. to chop or cut
8. a room that is below ground level in a house
1. PART A: What is the main theme of the short story?
   A. Home is where the people you care about are.
   B. If you want something, you have to work for it.
   C. Animals work harder than humans.
   D. Friendships can occur when you least expect it.

2. PART B: Which quote from the text best supports the answer to Part A?
   A. "For the thing they both wanted more than anything was a house of their own."
      (Paragraph 1)
   B. "I can gnaw pegs with my sharp teeth; I can put them in with my paws."
      (Paragraph 8)
   C. "Good!" said the sheep, the pig and the rabbit; 'you may come with us."
      (Paragraph 16)
   D. "What can you do to help?" asked the sheep, the pig, the rabbit and the goose.
      (Paragraph 21)

3. Which of the following describes why the sheep and the pig allow other animals to live with
   them?
   A. The sheep and the pig are lonely.
   B. The sheep and the pig don't know how to build a house.
   C. The other animals promise to help out.
   D. The other animals don't have anywhere else to go.

4. How does the repeated question "What can you do to help?" contribute to the story?