“The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat”
by Isaac Bashevis Singer

Build Vocabulary

Using the Prefix pro-

In “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat,” a character has teeth that protruded. The word protruded is formed by adding the prefix pro-, which means “forward,” “before,” or “in front of,” to the word part trude, which means “jut out.” Therefore, protruded means “jutted out in front of.”

A. DIRECTIONS: Read the definition of each word. Then, write a sentence using the word.

1. progress: move forward

2. prognosis: prediction of the future course of an illness

3. propel: drive or push forward or ahead

4. proceed: advance; move ahead

Using the Word Bank

| protruded | enthralled | anguish |
| console   | afflicted  | vanity  |

B. DIRECTIONS: Use a word from the Word Bank to complete each of the following sentences.

1. Someone with ________________ cares too much about his or her appearance.

2. A mirror ________________ from the peddler’s sack.

3. After purchasing the mirror, the family acted strangely, as if ________________ by an odd kind of disease.

4. When they first sighted the mirror among the peddler’s items for sale, the family was ________________ by it.

5. After purchasing the mirror, the Skiba family felt ________________ rather than joy.

6. To ________________ his suffering wife and daughters, Jan returned the mirror.

C. DIRECTIONS: Circle the letter of the word that is closest in meaning to the word in CAPITAL LETTERS.

1. COVER:
   a. project
   b. promise
   c. protect
   d. profit

2. DRIVE:
   a. proclaim
   b. propel
   c. profess
   d. program
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Build Spelling Skills: The gw Sound Spelled -gu-

Spelling Strategy  In Isaac Bashevis Singer's folk tale, the Skiba family members were in anguish after seeing their reflections. Notice that the gw sound you hear in anguish is spelled gu.
• The gw sound is often spelled gu: language. This sound often appears after n, as in language or anguish.

A. Practice: Complete each of the defined words by adding gu in the blank. Then, use the words to complete the sentences that follow. Write each word on the line.

______acamole, a dip made with mashed avocado

lin______ist, one who studies languages

lin______ine, pasta noodles in narrow, flat strips

La______ardia, last name of a former mayor of New York City

lan______ish, to lose health; to become weak

______ava, a small, yellowish tropical fruit

Uru______ay, a South American country south of Brazil

1. The small child seemed to _____________________________ from the flu.
2. The _____________________________ speaks eight languages.
3. _____________________________ Airport was named after a mayor of New York City.
4. I prefer _____________________________ to spaghetti.
5. The _____________________________ dip tastes great with corn chips.
7. _____________________________ juice is sweet and refreshing.

B. Practice: Use the following word parts to complete each unfinished word in the sentences below. Word parts may be used more than once. The first sentence is done for you.

-tinguished -lingual -uana -guished

1. Isaac Bashevis Singer grew up bilingual, speaking Yiddish and Polish.

2. Learning English made him tri _____________________________.

3. A dis_____________________________ writer, Singer won a Nobel prize.

4. In Singer’s story, the cat, never having seen her reflection, would not have known if she had been an ig ____________________________ .

5. So discouraged were the women by their reflections in the mirror that they lan _____________________________ and stopped doing chores.

6. The Skiba’s happiness vanished from their home like a flame ex _____________________________ by water.
Build Grammar Skills: Nouns

**Nouns** are words that name people, animals, places, things, feelings, and ideas. “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat” includes many different kinds of nouns.

Examples of nouns: In their anguish, both the dog and cat stopped eating.

Noun naming feelings: anguish

Nouns naming animals: dog, cat

**A. Practice:** On the lines provided, write all of the nouns in each of the following sentences and indicate whether each noun names a person, animal, place, thing, idea, or feeling. Be careful not to include pronouns, such as he, she, him, her, they. The first one has been done for you.

1. They asked the peddler his price and he said a half gulden, which was a lot of money.
   peddler (person), price (idea), gulden (thing), money (thing)

2. The dog chased rabbits and the cat hunted mice.

3. From his sack the peddler drew yellow beads, false pearls, tin earrings, brooches, rings, colored kerchiefs, and other trinkets.

4. A mirror set in a wooden frame enthralled the women of the house most.

5. Once there was a poor peasant. Jan Skiba by name.

6. One daughter discovered that her nose was too short and too broad.

7. The young women were afflicted with the vanity of girls who live in the city.

**B. Writing Application:** Write a sentence using each of the following nouns from “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat.”

1. rage ____________________________________________________________________________________

2. week ____________________________________________________________________________________

3. space ____________________________________________________________________________________

4. danger __________________________________________________________________________________
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Reading Strategy: Clarifying Word Meanings

As you read, you will sometimes come across words or phrases that are unfamiliar or that may have more than one meaning. To enhance comprehension, it is best to **clarify**—get a clearer understanding of—word meanings. You can do this by checking the surrounding text for details. You may find a restatement or an explanation of the unfamiliar word. You may also find related examples that can offer a clue to its meaning.

**DIRECTIONS:** Complete the following chart to help you clarify some words from the story. Check the text for restatement or explanation, and cite the useful details you find. Then summarize your clarification of the word.

<table>
<thead>
<tr>
<th>Unfamiliar Word</th>
<th>Restatement or Explanation</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat <strong>lurked</strong> after mice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . bedazzled by all the pretty <strong>doodads</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . he said a half <strong>gulden</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . that they would find <strong>suitors</strong> . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . she became terribly <strong>perplexed</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When the peddler came for his <strong>monthly installment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . bought <strong>kerchiefs</strong> and slippers for the women.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Literary Analysis: The Moral of a Story

Some folk tales, especially fables, end with a moral, or lesson in living. Fables with morals may have originated with Aesop, a slave in ancient Greece. According to legend, Aesop told his famous fables to convey messages and advice to his master. Because it was not a slave’s place to advise his master directly, Aesop’s message or lesson was implied by what happened to the characters in the fable. At the end of his tale, Singer states the moral through the words of the local priest, who is the final authority on morals in the village.

A. DIRECTIONS: Below is a list of morals followed by summaries of three stories. On the lines provided, match each of the morals to one of the summaries. Note that there is one extra moral.

Morals
Don’t judge worth solely by appearance.
There is no honor among thieves.
Don’t put off until tomorrow what you can do today.
Treat others as you would have them treat you.

1. The manager of a business pays his assistant poorly and treats him badly. In time, the assistant inherits a large sum of money and buys the business. He then treats the manager as he was treated.

Moral ___________________________________________________________________________________

2. Two neighbors visit the same horse breeder to buy horses. One neighbor buys a stunning white stallion. The other buys an unattractive, dirt-colored mare who is very spirited. The two neighbors enter their horses in a race. The dirt-colored mare wins the race and a large cash prize.

Moral ___________________________________________________________________________________

3. A cocker spaniel and a boxer see a collie bury some bones. That night, the cocker spaniel and the boxer dig up the collie’s bones. They carry them into the woods and bury them where no one will find them. The next night, the cocker spaniel sneaks to the hiding place to take all the bones for himself. The bones are all gone.

Moral ___________________________________________________________________________________

B. DIRECTIONS: On the lines below, write a moral for the following story.

Ian was thinking about a job interview scheduled the next day with the manager of a local supermarket. The thought of supermarket work didn’t appeal to Ian, but he wanted a part-time job to earn spending money. Suddenly, he heard his neighbor, Mr. Watson, call out: “Ian, would you do me a big favor and finish weeding my flower beds? I think I’ve sprained my wrist.” Ian didn’t feel like working just then, but he decided to help his neighbor. A little later, as Ian pulled out the last stubborn weed, he realized that he really had enjoyed working outdoors, which made the prospect of working at the supermarket seem especially grim. Then, Mr. Watson walked up. “Ian,” he said, “you did a great job. How would you like to take care of my yard over the summer, doing things like weeding, trimming bushes, and mowing the lawn? I’ll pay you by the hour.” Ian replied, “Great! I’d love to!” and his job search was over.