Homework Packet for Eleventh Grade

Week 36

Name _____

Week Starts on / Due on _____]____]__

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 45 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

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Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Reading Time: Hours _____ Minutes _____

Student Signature: _____

Date: _____

Parents Signature: _____

Date: _____

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READING

Passage I

PROSE FICTION: This passage is adapted from the short story "American History" by Judith Ortiz-Cofer (©1992 by Judith Ortiz-Cofer). The story appeared in the anthology *Iguana Dreams: New Latino Fiction.*

There was only one source of beauty and light for me my ninth grade year. The only thing I had anticipated at the start of the semester. That was seeing Eugene. In August, Eugene and his family had moved into the only house on the block that had a yard and trees. I could see his place from my bedroom window in El Building. In fact, if I sat on the fire escape I was literally suspended above Eugene's backyard. It was my favorite spot to read my library books in the summer. Until that August the house had been occupied by an old couple. Over the years I had become part of their family, without their knowing it, of course. I had a view of their kitchen and their backyard, and though I could not hear what they said, I knew when they were arguing, when one of them was sick, and many other things. I knew all this by watching them at mealtimes. I could see their kitchen table, the sink, and the stove. During good times, he sat at the table and read his newspapers while she fixed the meals. If they argued, he would leave and the old woman would sit and stare at nothing for a long time. When one of them was sick, the other would come and get things from the kitchen and carry them out on a tray. The old man had died in June. The house had stood empty for weeks. I had had to resist the temptation to climb down into the yard and water the flowers the old lady had taken such good care of.

By the time Eugene's family moved in, the yard was a tangled mass of weeds. The father had spent several days mowing, and when he finished, from where I sat, I didn't see the red, yellow, and purple clusters that meant flowers to me. I didn't see this family sit down at the kitchen table together. It was just the mother, a red-headed tall woman who wore a white uniform; the father was gone before I got up in the morning and was never there at dinner time. I only saw him on weekends when they sometimes sat on lawn-chairs under the oak tree, each hidden behind a section of the newspaper; and there was Eugene. He was tall and blond, and he wore glasses. I liked him right away because he sat at the kitchen table and read books for hours. That summer, before we had even spoken one word to each other, I kept him company on my fire escape.

Once school started I looked for him in all my classes, but P. S. 13 was a huge place and it took me days and many discreet questions to discover Eugene. After much maneuvering I managed "to run into him" in the hallway where his locker was—on the other side of the building from mine—and in study hall at the library where he first seemed to notice me, but did not speak; and finally, on the way home after school one day when I decided to approach him directly, though my stomach was doing somersaults.

I was ready for rejection, snobbery, the worst. But when I came up to him and blurted out: "You're Eugene. Right?" he smiled, pushed his glasses up on his nose, and nodded. I saw then that he was blushing deeply. Eugene liked me, but he was shy. I did most of the talking that day. He nodded and smiled a lot. In the weeks that followed, we walked home together. He would linger at the corner of El Building for a few minutes then walk down to his house.

I did not tell Eugene that I could see inside his kitchen from my bedroom. I felt dishonest, but I liked my secret sharing of his evenings, especially now that I knew what he was reading since we chose our books together at the school library.

I also knew my mother was unhappy in Paterson, New Jersey, but my father had a good job at the blue-jeans factory in Passaic and soon, he kept assuring us, we would be moving to our own house there. I had learned to listen to my parents' dreams, which were spoken in Spanish, as fairy tales, like the stories about life in Puerto Rico before I was born. I had been to the island once as a little girl. We had not been back there since then, though my parents talked constantly about buying a house on the beach someday, retiring on the island—that was a common topic among the residents of El Building. As for me, I was going to go to college and become a teacher.

But after meeting Eugene I began to think of the present more than of the future. What I wanted now was to enter that house I had watched for so many years. I wanted to see the other rooms where the old people had lived, and where the boy spent his time. Most of all, I wanted to sit at the kitchen table with Eugene like two adults, like the old man and his wife had done, maybe drink some coffee and talk about books.

GO ON TO THE NEXT PAGE.

1. The main theme of this passage concerns the:
   - **A.** difficulty of first starting and then maintaining a friendship.
   - **B.** process of making a new friend and how the friendship changes the narrator.
   - **C.** problems the narrator has dealing with the loss of her former neighbors.
   - **D.** differences in the lives led by two pairs of adults who at different times lived in the same house.

2. Which of the following questions is NOT answered by information in the passage?
   - **F.** Has the narrator ever walked around inside Eugene's house?
   - **G.** What hobby or interest do Eugene and the narrator share?
   - **H.** What makes Eugene's house different from other houses on the block?
   - **J.** What careers other than teaching has the narrator considered pursuing?

3. The narrator draws which of the following comparisons between the old couple and Eugene's parents?
   - **A.** The old couple were more socially outgoing and had many more friends than Eugene's parents.
   - **B.** Eugene's parents are just as interested in tending the lawn and flowers as the old couple were.
   - **C.** Eugene's parents are less nurturing of each other and spend less time together than the old couple did.
   - **D.** Just like the old man and old woman, both of Eugene's parents appear to have jobs outside the home.

4. In terms of developing the narrative, the last two paragraphs (lines 67–87) primarily serve to:
   - **F.** provide background details about the narrator and her family in order to highlight the narrator's unique and shifting perspective.
   - **G.** describe the narrator's family in order to establish a contrast between her parents and Eugene's parents.
   - **H.** portray the narrator's family in order to show how her friendship with Eugene affected the various members of her family.
   - **J.** depict the hopes and dreams of the narrator's parents in order to show how her parents' aspirations changed over time.

5. It can most reasonably be inferred from the passage that when the narrator says, "I didn't see the red, yellow, and purple clusters that meant flowers to me" (lines 30–31), she is most nearly indicating that:
   - **A.** from her current position, she couldn't see the old woman's flowers, which were still growing near the house.
   - **B.** the flowers grown by the old woman had died because the narrator had stopped watering them.
   - **C.** the flowers grown by the old woman had been cut down when Eugene's father mowed the lawn.
   - **D.** the weeds that had grown up in the old couple's lawn had intertwined with the flowers, making the flowers hard to see.

6. According to the narrator, which of the following statements was true about Eugene at the moment when she first talked to him?
   - **F.** Due to the size of the school, he had not even noticed the narrator until she started talking to him.
   - **G.** He had searched unsuccessfully for the narrator's locker several different times and had been too shy to ask someone where it was.
   - **H.** He had first noticed the narrator in study hall but had been uninterested in her until she introduced herself.
   - **J.** He had apparently taken notice of the narrator at school and had come to like her but felt nervous about introducing himself.

7. When the narrator says, "I began to think of the present more than of the future" (lines 80–81), she most likely means that meeting Eugene led her to:
   - **A.** shift some of her attention away from her career plans and onto the developing friendship.
   - **B.** think more about her own work interests than about the career her parents thought she should pursue.
   - **C.** put off her plans of returning to Puerto Rico for a visit in favor of continuing to prepare for college.
   - **D.** want to spend more time with him instead of helping her parents plan a vacation to Puerto Rico.

8. The narrator most nearly portrays her parents' dreams as:
   - **F.** close to being realized because of her father's good job.
   - **G.** somewhat uncommon among the other residents of the family's building.
   - **H.** ones she has heard about many times but that seem far off and remote to her.
   - **J.** ones she shares with her parents and longs to fulfill.

9. The narrator claims that she felt close to the old couple because she had:
   - **A.** listened in on so many of their conversations over the years.
   - **B.** helped take care of the old woman's flowers after the woman's husband had died.
   - **C.** been able to watch them as they moved through their entire house.
   - **D.** regularly observed them during their mealtimes.

10. Which of the following best describes the narrator's feelings about secretly observing Eugene at his home?
    - **F.** Joy tinged with suspicion
    - **G.** Enjoyment mixed with guilt
    - **H.** Happiness overwhelmed by a sense of betrayal
    - **J.** Pleasure lessened by having actually met him

GO ON TO THE NEXT PAGE.

Converting Fractions (F)

Name: _____ Date: _____

Fill in the missing values. Use part-to-**whole** ratios.

	Fraction	Decimal	Percent	Ratio
1.	$\frac{3}{10}$			
2.	$\frac{2}{5}$			
3.	$\frac{1}{20}$			
4.	$\frac{4}{5}$			
5.	$\frac{3}{4}$			
6.	$\frac{1}{4}$			
7.	$\frac{3}{8}$			
8.	$\frac{7}{10}$			
9.	$\frac{5}{8}$			
10.	$\frac{1}{2}$			

WEEK 36
Use R.A.C.E. Strategy for Math

Example:
Joshua has 32 donuts. He organizes them in boxes. Each box holds 12 donuts. How many boxes of donuts will Joshua have?

R (Restate the question) in your own words	Joshua will have ____ boxes of donuts.
A (Answer the question)	Joshua will have 3 boxes of donuts.
C (Cite the evidence)	I will determine how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). If I need part of a box I will round the solution up to the nearest whole number. 32 ÷ 12 = 2.666 Rounded up is 3
E (Explanation)	Joshua will have 3 boxes of donuts. I determined how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). Since I needed slightly more than two boxes, I rounded my solution to the nearest whole number.

WORD PROBLEMS

1. Kevin ran 6.8 miles yesterday and 10.4 miles today. How many more miles did he run today?

2. Jay bought twenty-five $0.37 stamps. How much did he spend?

3. Hanna's sales goal for the week is $5,000. So far she has sold $3,574.38 worth of merchandise. How much more does she need to sell to meet her goal?

TURN THE PAGE



QUESTION 1

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 2

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 3

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

MAKE SURE THAT ALL YOUR WORK IS COMPLETED BEFORE YOU TURN IT IN.