Homework Packet for 9th & 10th Grade

Week 3

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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GRADES 9-10

VOCABULARY BUILDER
WEEK 3
Daily Activity

Monday : Write out the definition of the vocabulary word and the source where you found it. (*note do not use wikipedia*) and break the word down in Syllables.
Example: ABSTRUSE: 2 Syllables , **ab-struse and it sounds like ab-stroos.**

Tuesday : Write a sentence with the vocabulary word (different than the definition of the vocabulary word).

Wednesday : Write a paragraph with the vocabulary word (different than the definition and the sentence with the vocabulary word).

Thursday : Write a 3 to 5 paragraph essay with all the vocabulary words (different than the definition, and sentences you used with the vocabulary word)

Friday : **Turn in all of your work.**

This week's vocabulary words are:

ASTUTE	BANAL	BENEVOLENT
ATROPHY	BANE	BENIGN
AUDACITY	BELIE	BERATE
AUGMENT	BELITTLE	BOISTEROUS
AUSPICIOUS	BELLIGERENT	BOLSTER

TURN THE PAGE

PASSAGE III

The Pottery of Mata Ortiz

In the early 1950s, a twelve-year-old boy named, Juan Quezada, gathered firewood in the mountains near the village of Mata Ortiz in Chihuahua, Mexico. Though he dreamed of becoming an artist, Quezada spent all of his free time selling firewood to help support his family.

31. **A.** NO CHANGE
B. boy named Juan Quezada
C. boy, named Juan Quezada
D. boy named Juan Quezada,

In the mountains, Quezada found shards of pots, and an occasional complete pot, painted with intricate red and black designs. These were artifacts from his ancestors, the Paquimé (or Casas Grandes) Indians, who lived in the area from about AD 1000 to AD 1400. Fascinated by the geometric designs, Quezada wondered, if he could make pots like these?

32. Which of the following alternatives to the underlined portion would NOT be acceptable?

- **F.** pots—along with an occasional complete pot—
- **G.** pots, along with an occasional complete pot,
- **H.** pots, (and an occasional complete pot)
- **J.** pots (and an occasional complete pot)

33.
- **A.** NO CHANGE
- **B.** wondered if he could make pots like these.
- **C.** wondered, if he could make pots like these.
- **D.** wondered if he could make pots like these?

[34] He dug the clay, soaked it, and tried to shape it into a pot. In time, he figured out how his ancestors had mixed the clay with volcanic ash to keep it from cracking and had used minerals found nearby to create paints. When it was time to paint his pots, Quezada designed his own complex geometric patterns.

34. Which of the following true statements would provide the best transition from the preceding paragraph to this paragraph?

- **F.** The village of Mata Ortiz is only three streets wide but stretches for a mile between the Casas Grandes River and the railroad tracks.
- **G.** The patterns on Mata Ortiz pottery that Quezada admired are based on the techniques of the ancient Paquimé.
- **H.** Quezada began working with clay from the mountains.
- **J.** Quezada's painted designs became increasingly complex.

As an adult, Quezada found a job with the railroad, but he always made time for his art. By 1976 he was selling pots to travelers and had taught several members of his family how to make pots. Three of Quezada's pots were discovered in a junk shop in New Mexico by anthropologist Spencer MacCallum, who at first thought they were prehistoric. [36]

35.
- **A.** NO CHANGE
- **B.** a dedication to teaching
- **C.** a teacher of
- **D.** has taught

36. In the preceding sentence, the clause "who at first thought they were prehistoric" primarily serves to indicate:

- **F.** how closely Quezada had created his pots within the Paquimé tradition.
- **G.** that Quezada's technique as a potter wasn't very well developed yet.
- **H.** how strikingly simple Quezada's pots were in shape and design.
- **J.** that the style of Quezada's pots was outmoded.

His search for their creator led him to Mata

37.
- **A.** NO CHANGE
- **B.** lead himself
- **C.** led himself
- **D.** lead him

Ortiz and an eventual partnership with Quezada.

38. Which choice most strongly suggests that Quezada's partnership with MacCallum was not formed right away upon MacCallum's arrival in Mata Ortiz?

- **F.** NO CHANGE
- **G.** a circumstantial
- **H.** a momentary
- **J.** a timely

MacCallum showed Quezada's pots to art dealers in the United States, the places in which (39) art galleries were soon offering Quezada thousands of dollars for them.

[1] Quezada helped his village with the money he earned selling pottery, but he wanted to do more so. (40) [2] So he taught people from Mata Ortiz to make pots. [3] Today there are more than four hundred potters around, (41) all of which (42) make their pots by hand, following the traditions of the Paquimé Indians. [4] The village is thriving, and many museums proudly display the pottery of Mata Ortiz. [5] Each artist brought something unique to they're (43) creations. [44]

39. **A.** NO CHANGE
B. and it would happen there that
C. where
D. DELETE the underlined portion.

40. **F.** NO CHANGE
G. more then that.
H. more of them.
J. more.

41. **A.** NO CHANGE
B. people creating art now,
C. potters in Mata Ortiz,
D. DELETE the underlined portion and place a comma after the word *hundred*.

42. **F.** NO CHANGE
G. whom
H. them
J. who

43. **A.** NO CHANGE
B. his or herselves
C. hers or his
D. his or her

44. For the sake of the logic and coherence of this paragraph, Sentence 5 should be placed:

F. where it is now.
G. before Sentence 1.
H. after Sentence 1.
J. after Sentence 2.

Question 45 asks about the preceding passage as a whole.

45. Suppose the writer's primary purpose had been to write an essay summarizing the history of pottery making in Mexico. Would this essay accomplish that purpose?

A. Yes, because it discusses ancient pottery shards and complete pots from the Paquimé Indians and compares that pottery to modern designs.
B. Yes, because it demonstrates the quality of the ancient pottery of the Mata Ortiz area.
C. No, because it focuses instead on how one artist based his creations on ancient pottery techniques and shared those techniques with other artists.
D. No, because it focuses instead on describing the Casas Grandes culture in ancient Mexico.

3-Digit by 1-Digit Division (C)

Name: _____ Date: _____

Calculate each quotient.

$4\overline{)588}$	$2\overline{)732}$	$2\overline{)515}$	$2\overline{)216}$
$3\overline{)788}$	$3\overline{)778}$	$4\overline{)628}$	$4\overline{)476}$

GRADES 9-10

WEEK 3
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. Peanuts are selling for $2 per pound and walnuts are selling for $5 per pound. How much of each type of nut would be needed to create 20 pounds of a mixture that would sell for $2.75 per pound?

2. At Marie's Specialty Shop premium grade coffee sells for $11 a pound and a standard grade coffee sells for $5 a pound. Marie decides to make an 18 pound mixture of the premium grade and standard grade and sell it for $6 a pound. How many pounds of premium grade and how many pounds of standard grade does the mix contain?

3. A recipe that makes 10 loaves of bread requires 24 cups of flour and 4 tablespoons of baking powder. Alexander wants to make just 3 loaves of bread using this recipe. How many cups of flour will Alexander use?

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.