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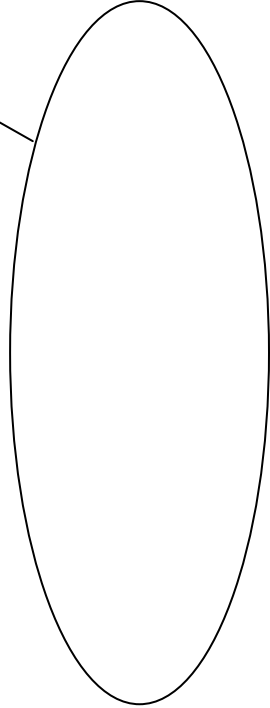
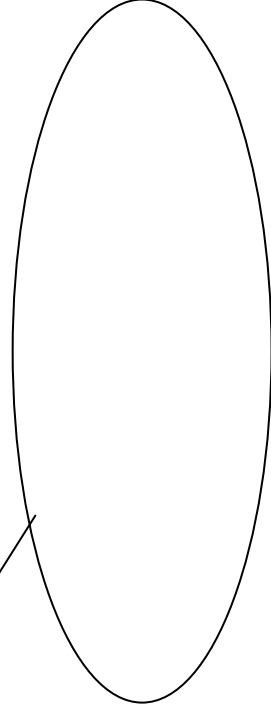
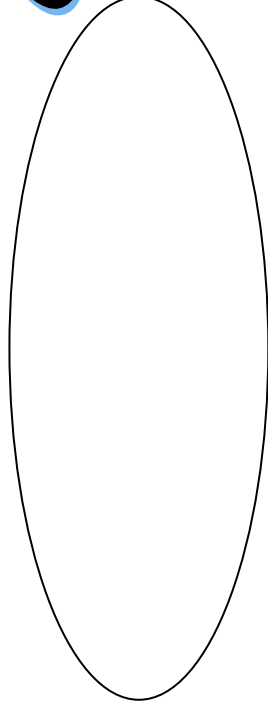
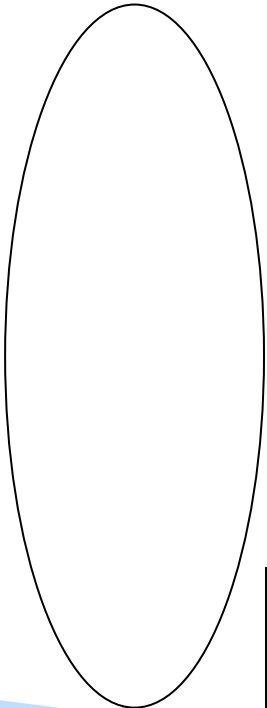
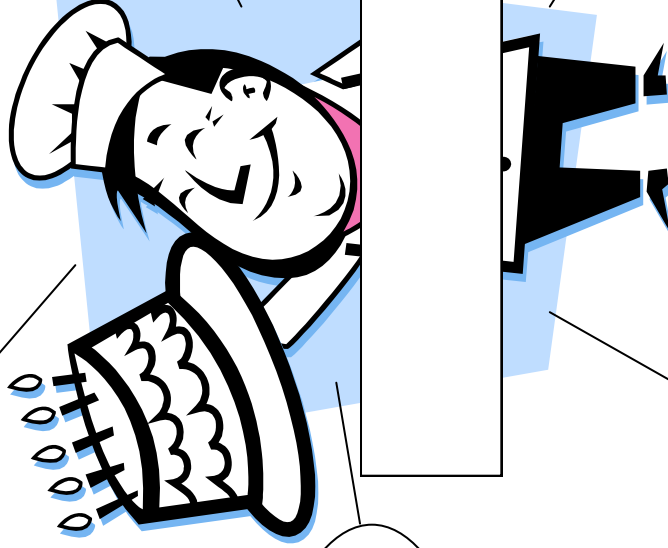
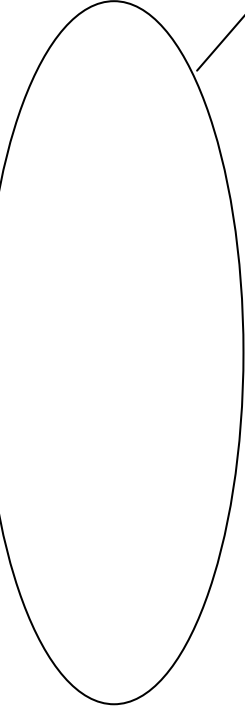
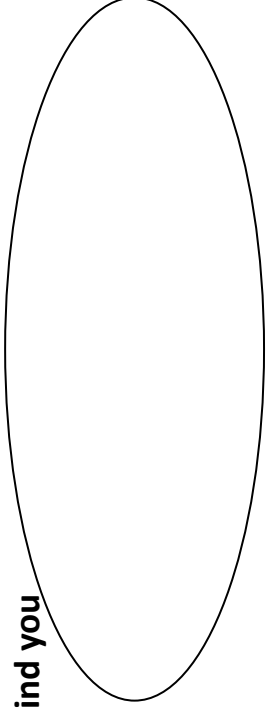


ELEVEN

By: Sandra Cisneros

Narrative/Sabella

Fill in ovals with memories, or events that remind you



ELEVEN

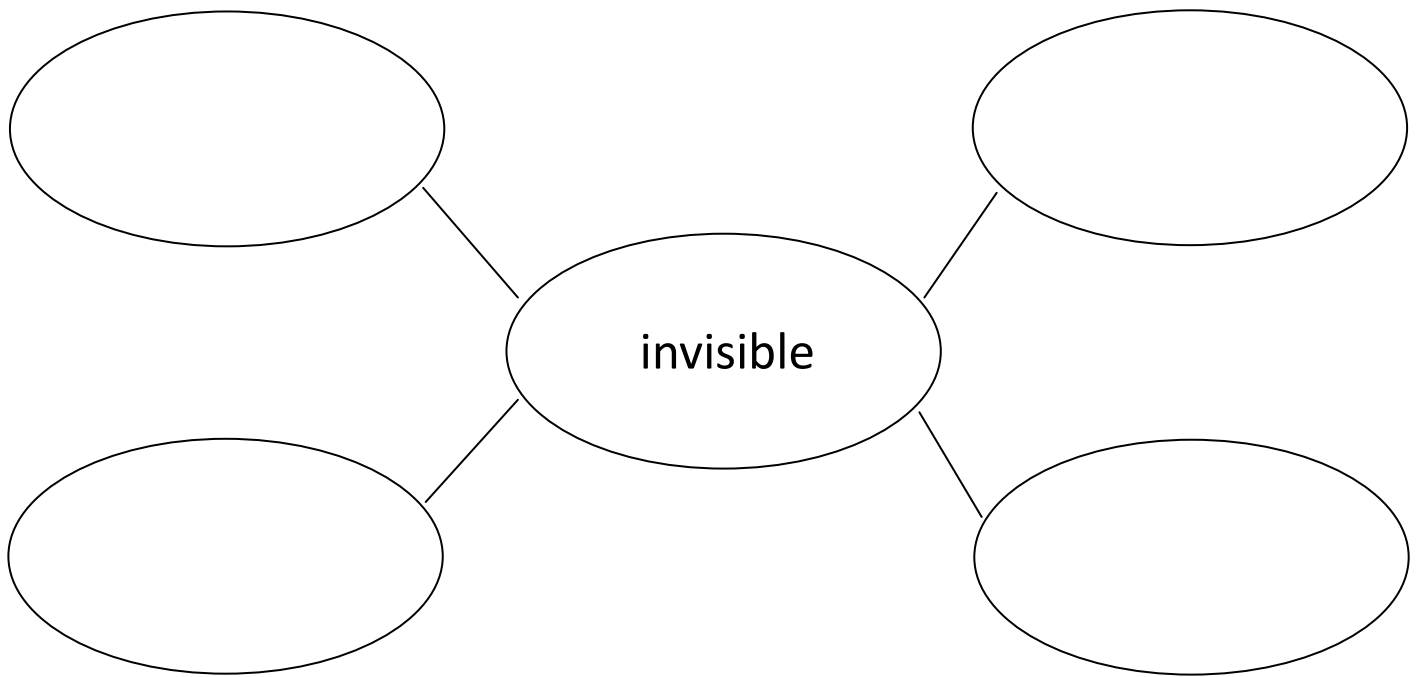
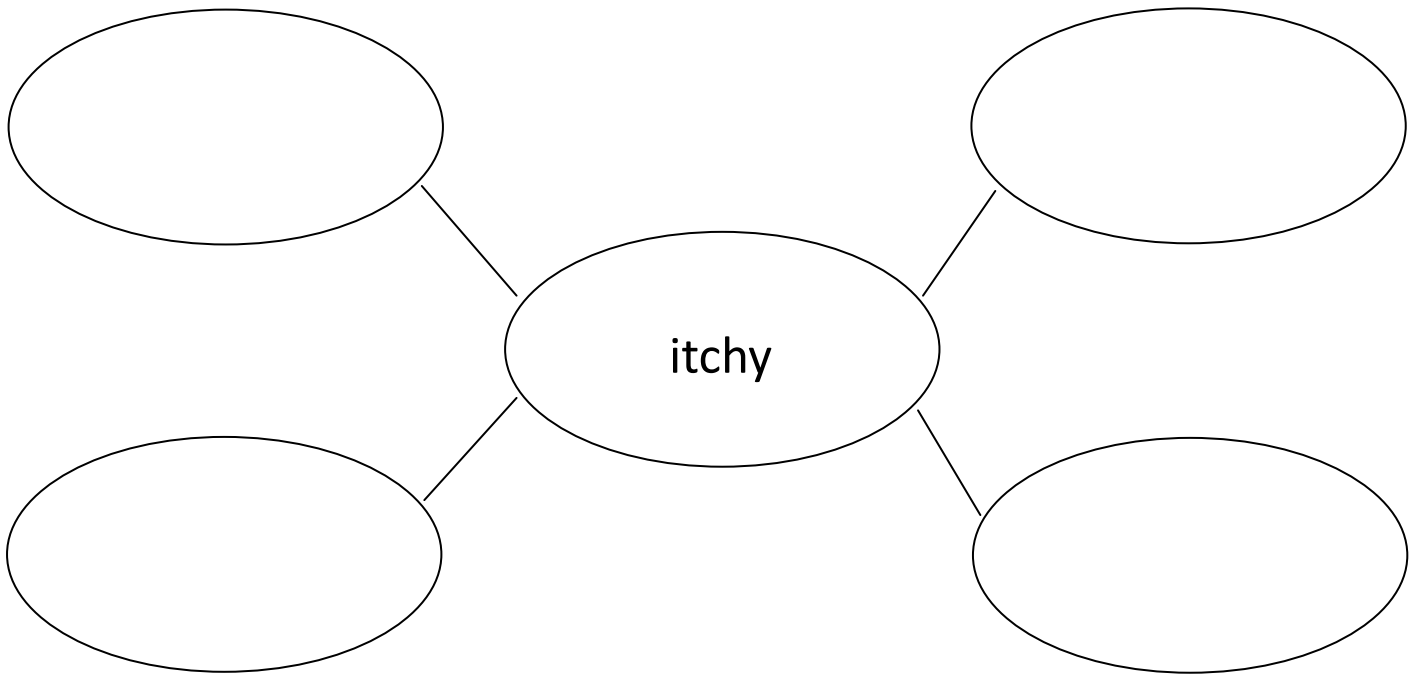
VOCAB STUDY

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from “Eleven” : *raggedy, itchy, invisible*.

Example





Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the concept of each vocabulary word.

1. invisible

- A) People hardly noticed the tiny scar on Li's forehead from her bike accident.
- B) You could feel a little bump, but nothing else indicated that Li's arm had been broken.

2. raggedy

- A) Although the old woman's coat kept her warm, the seams were ripping and the collar was torn.
- B) The old woman's clothes were from the second-hand store and clearly out of date.

3. itchy

- A) The mosquito bite on Keisha's ankle bothered her all afternoon.
- B) The strong-smelling perfume caused Keisha to sneeze.

4. rattling

- A) The mechanic found the problem, which was a loose muffler under the car.
- B) The wind chimes on the porch were tinkling in the soft breeze.

Activity 3: Changing Context

Each vocabulary word from "Eleven" is used at least once in the following paragraph. Fill in each word where it best fits the context.

Example The broken wheel on David's skateboard was not invisible, but he didn't see it until it was too late.

rattling

raggedy

itchy

invisible

Daniel wished he had paid attention to the 5) _____ noise of the

wheel on his skateboard. Now he was feeling miserable with his arm in a hot and

6) _____ cast while his friends were swimming at the lake. With

nothing to do, Daniel offered to help his mother sort through some

7) _____ old photos she was putting in an album. Daniel was sur-

prised by a photo of a boy his age wearing old-fashioned clothes that looked

8) _____ and uncomfortable. One arm was held by a

9) _____ piece of cloth used as a sling. Daniel felt an

10) _____ bond with this ancient relative. Soon ideas started

11) _____ around in his head, and Daniel decided to find out who

the boy in the photo was and how he broke *his* arm!

MAKING INFERENCES Use the It Says-I Say-And So strategy and the chart below to make inferences about characters and events in “Eleven.”

It Says ... (in the story)	I Say ... (what you know)	And So ... (inference)

AFTER YOU READ Review the chart and use the information you wrote to make inferences about these questions: How do you think Rachel gets along with other students? How does Rachel feel about herself? Answer these questions in your head.

Comprehension Questions

1. If you were Rachel, what would you have done when Mrs. Price said, “You put that sweater on right now”?

If I were Rachel, I would have _____

2. What does Rachel mean when she says “when you’re eleven, you’re also ten, and nine” and so on? (page 328)

Rachel means _____

3. What assumptions does Mrs. Price seem to make about Rachel?

The assumptions Mrs. Price makes about Rachel are _____

4. What inference can you make about the kind of person Rachel is when she says “everybody will sing Happy birthday...only it’s too late”? (page330)

I can infer that Rachel _____

5. How did you react to the scene where Rachel begins to cry in class? (page 330)

When Rachel began to cry in class I _____

b. If you had been in her class, would you have done anything? Why or why not?

If I had been in her class, I would _____

_____ because _____

6. Would you be embarrassed if you were in Rachel's situation?

If I were in Rachel's situation I would _____.

b. Which situations did you find the most embarrassing in the story?

The most embarrassing situations were _____

7. Do you think the incident like the one described in this story would ruin your birthday celebration?

Explain.

The incident would _____

because _____

8. Think about the different images and metaphors that Cisneros uses to describe getting older – rings on a tree, layers of an onion, pennies in a Band-Aid box, wooden dolls fitting inside one another.

a. Which are the most interesting or accurate descriptions of growing up?

The most interesting or accurate descriptions of growing up are _____

b. Are any of these images not effective?

The images that I didn't think were effective were _____

_____ because

Point-of-View Questionnaire **Point of view** is the vantage point from which the story is told. Realizing the point of view from which a story is told can help you better understand the story.

Answer the point-of-view questionnaire below using the story “Eleven.”

Who is the narrator of this story?

What does the narrator tell you about the main characters?

Does the narrator tell you what the characters think and feel?

From which point of view is this story told?

Which pronoun is used by the narrator to tell the story?

What do you think is the relationship between the narrator and the writer of this story?

This story is an example of _____ writing.

(circle one)

biographical

autobiographical

Study Guide for “Eleven”

What is the author trying to communicate with the following comparisons?

“eleven years rattling inside me like pennies in a tin Band-Aid box”

“the red sweater’s still sitting there like a big red mountain”

What does Rachel think that people don’t understand about birthdays?

Who is the narrator?

What are things that a narrator, as the first-person, can know and talk about?

What does Rachel have a hard time with in this story?

How does this story tie into our theme of INJUSTICE?

What behavior is expected from an eleven year old? Is it the same for boys and girls? Does Rachel meet these expectations?

What words would describe Rachel’s reaction to the red sweater?

What is your opinion of Mrs. Price and how she treats Rachel? Be specific and use support from the text.

How did you feel toward Rachel at the end of the story? Again, be specific and use support from the text.

Pretend you are an author writing about what’s it’s like to be 11 years old. List ideas and feelings you would like to communicate to a reader.

Written responses MUST have complete sentences. **Without capitalization and punctuation I WILL NOT GRADE THEM!!!** Check for COPS – capitalization, organization, punctuation, spelling.

It’s better to study for short periods of time over several days! Don’t ever CRAM!

Test Date - _____