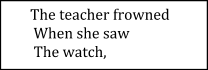
**63. Eraser and School Clock**

By Gary Soto

|  |  |
| --- | --- |
| 1 My eraser  Is pink  And car-shaped.  It skids across  5 my math test,  Which is a mess of numbers,  All wrong, like  When I unscrewed  The back of my watch  10 And the workings  Fell out.  The teacher frowned  When she saw  The watch,  15 Its poor heart  Torn out. Now  I’m working  On my math,  And I think,  20 I think, I think  I know. I look  Up at the school clock  With its hammer like tick.  I could tear  25 Open its back,  And perhaps  The springs and gears  Would jump  And time stop.  30 This test could stop,  And my friends  Freeze, pencils  In their hands,  Erasers, too. | 35 All would freeze  Including my teacher,  And I could blow  On the skid marks  Of my eraser.  40 *I walk out*  *To the playground,*  *My eight fingers*  *And two thumbs*  *Wrapped around*  45 *A baseball bat.*  *The janitor*  *Is frozen*  *To his broom.*  *The gardener*  50 *To his lasso of*  *Hose and sprinkler,*  *And the principal*  *To his walkie-talkie.*  *I hit homer*  55 *After homer,*  *And they stand,*  *Faces frozen*  *And mouths open,*  *Their eyes maybe moving.*  60 *Maybe following*  *The flight*  *Of each sweet homer.*  What a dream.  I shrug  65 And look around  The classroom  Of erasers and pencils,  The clock racing  My answers to the finish. |

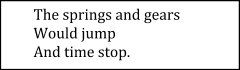
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1. The poem mentions the eraser at the beginning of the poem to show—
2. The main character in the poem likes cars.
3. The boy needs to get rid of some of his answers
4. Pink is the color of most erasers.
5. The boy in the poem is prepared for anything.
6. Read lines 12-14 from the poem.



What does the speaker suggest about the teacher in the lines?

1. She is curious.
2. She is uninterested.
3. She is disapproving.
4. She is understanding.
5. Read lines 27-29.



In these lines, what does time stopping represent?

1. The speaker’s past
2. The speaker’s wish
3. The speaker’s mistake
4. The speaker’s curiosity
5. In the poem, what does *hitting homers* most likely represent to the speaker?
6. Luck
7. Work
8. Wealth
9. Success
10. What is the effect of using italics in lines 40-63?
11. It shows that the speaker is daydreaming.
12. It shows that the speaker is thinking out loud.
13. It shows that the speaker is a different person.
14. It shows that the speaker is remembering the past.
15. Which line in the poem indicates that the boy doesn’t think he is doing so well on the test?  
    a. lines 12-16

b. lines 5-7

c. lines 64-69

d. lines 30-34

1. The poem is mainly about a boy who wants to--

a. take clocks apart.

b. beat the clock and finish his math test.

c. control the school by freezing time

d. hit home runs

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