

Lesson | 2-1

Estimating Length



Your thumb is about 1 inch long. Use your thumb to find three objects that are each about 1 inch long. Draw the objects.

From your elbow to your fingers is about 1 foot long. Use this part of your arm to find three objects that are each about 1 foot long. Draw the objects.

I can ...

estimate the length of an object by relating the length of the object to a measurement I know.

© Content Standard 2.MD.A.3
Mathematical Practices MP.2, MP.5, MP.6



about 1 inch

about 1 foot

You can use the length of objects you know to **estimate** the length of other objects.

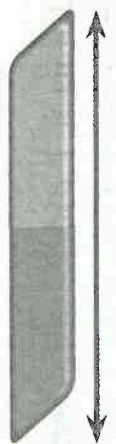
Some small paper clips are 1 inch (1 in.) long.



Do You Understand?

Show Me! Is your height closer to 4 feet or 4 yards? How do you know?

Use a small paperclip to estimate how long the eraser is.




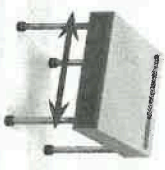
The eraser is about 2 paper clips long. So, it is about 2 inches long.

You can estimate with objects that are about 1 foot (ft) and 1 yard (yd) in length, too.


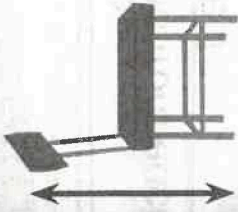


Guided Practice

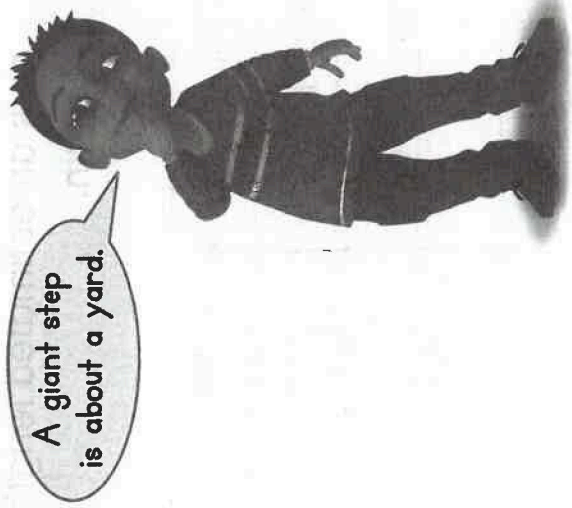
Write the name and length of an object whose length you know. Then use that object to help you estimate the length of the object shown.

Object	Object Whose Length I Know	Estimate
1. 	My paper clip is <u>1 inch</u> long.	My pencil is about _____ long.
2. 	My <u>book</u> is _____ long.	My desk is about _____ long.

Independent Practice Write the name and length of an object whose length you know. Then use that object to help you estimate the length of the object shown.

Object	Object Whose Length I Know	Estimate
3. 	My _____ is _____ long.	My hand is about _____ long.
4. 	My _____ is _____ long.	My chair is about _____ high.

5. **Higher Order Thinking** Would you estimate the distance from your classroom to the principal's office in inches, feet or yards? Explain.



6. **AZ Vocabulary** Complete the sentence using one of the words below.

exact **estimated** **inch**

An _____ measurement is a good guess.

7. **MP.2 Reasoning** Joy and Kyle

estimate the height of their classroom. Joy estimates the height to be 10 feet. Kyle estimates the height to be 10 yards. Who has the better estimate? Explain.

8. **Higher Order Thinking** A city wants to build a bridge over a river. Should they plan out an exact length of the bridge or is an estimated length good enough? Explain.

9. **Assessment** Draw a line from each estimate to a matching object.

About 1 inch

About 1 foot

About 3 feet



Homework & Practice | 2-1

Estimating Length

HOME ACTIVITY Have your child identify three objects that are about 1 inch, 1 foot, and 1 yard in length or height.

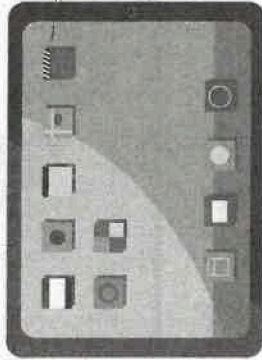
Another Look!

A small paper clip is about 1 inch long. A tablet computer is about 1 foot long.



about 1 inch

There are 12 inches in 1 foot.



about 1 foot

A scarf is about 1 yard long. There are 3 feet in 1 yard.



about 1 yard



About how long or tall is each object? Circle the answer.

1.

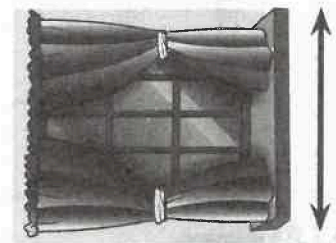


about 1 inch

about 1 foot

about 1 yard

2.

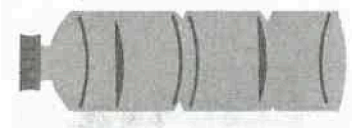


about 1 inch

about 1 foot

about 1 yard

3.



about 1 inch

about 1 foot

about 1 yard

MP.2 Reasoning Choose three objects and estimate their length or height in inches, feet, or yards. Draw a picture and write the name of each object. Write the estimated length or height next to each object.

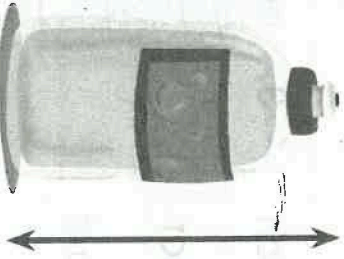
4.

5.

6.

7. Higher Order Thinking Mia has 4 tiles.

Jake has 5 tiles. Each tile is about 1 inch long. They use all of their tiles to measure the height of this water bottle. What is the height of the water bottle?

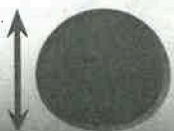
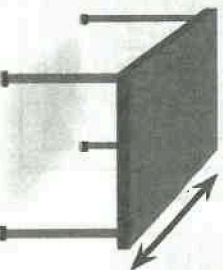
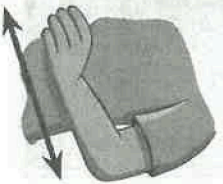


8. Assessment Draw a line from each estimate to a matching object.

About 1 inch

About 1 foot

About 3 feet



Name _____

Solve

LESSON 12-2

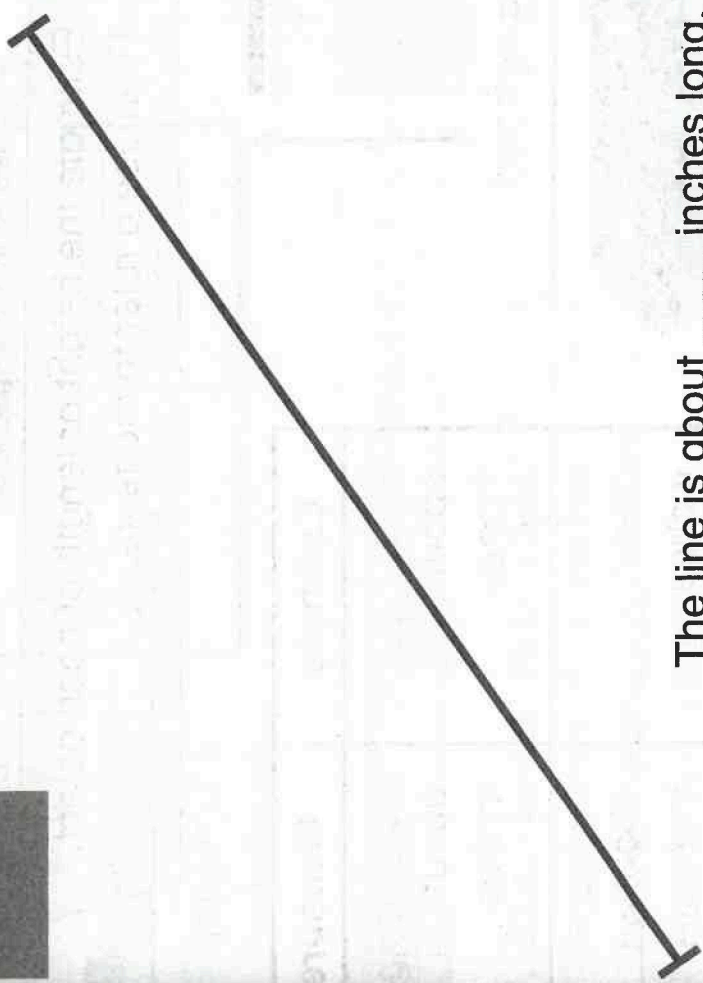
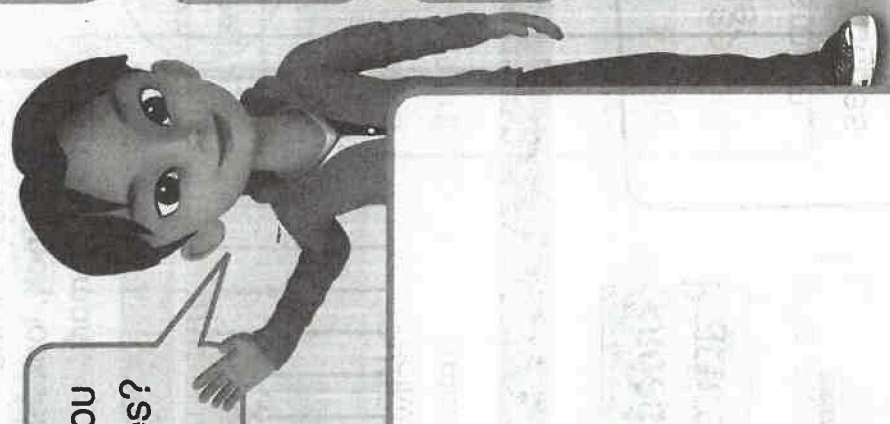
Measure with Inches

Solve & Share

The orange square is 1 inch long. How can you use 1 inch squares to find the length of the line in inches? Measure the line and explain.

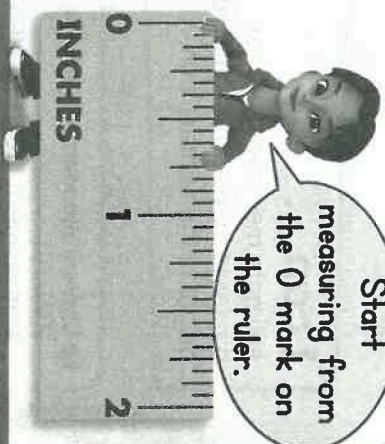
I can ...
 estimate measures and use a ruler to measure length and height to the nearest inch.

Content Standards 2.MD.A.3,
 2.MD.A.1
Mathematical Practices MP.1,
 MP.3, MP.5, MP.6

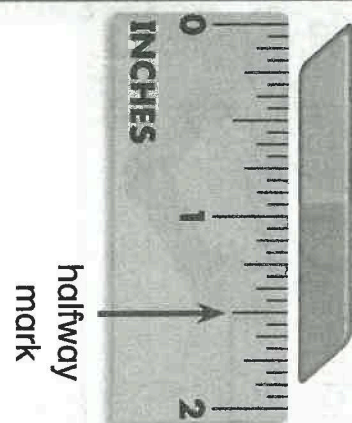


The line is about _____ inches long.

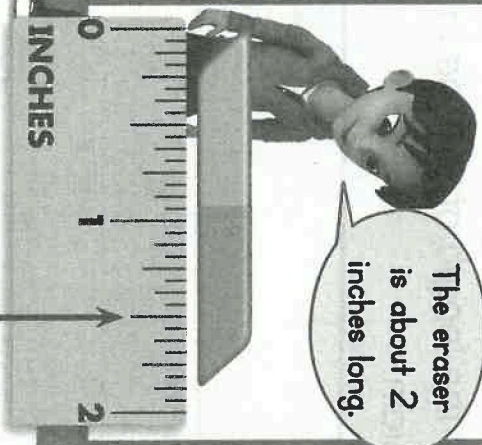
You can measure the length and height of an object in inches (in.).



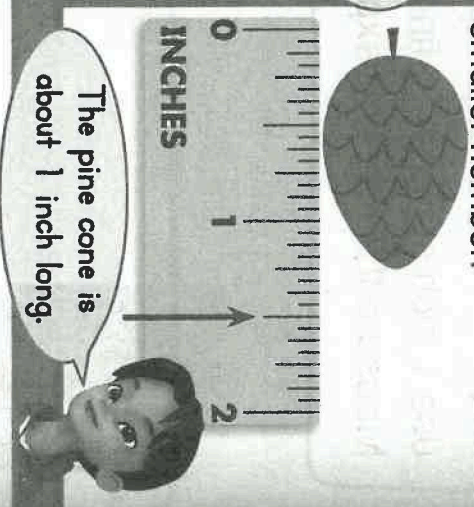
To measure to the nearest inch, look for the halfway mark.



If the object is longer than the halfway mark, use the greater number.



If the object is shorter than the halfway mark, use the smaller number.

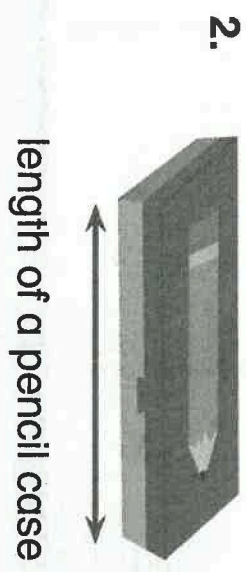
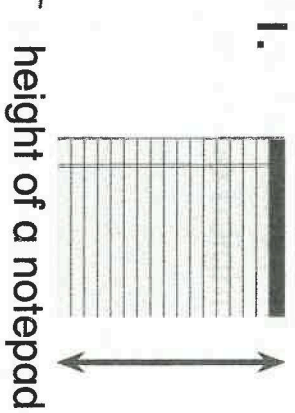


Do You Understand?

Show Me! Use a ruler to measure. What classroom objects are about 12 inches long?


★ Guided Practice

Estimate the height or length of each object. Then use a ruler to measure.




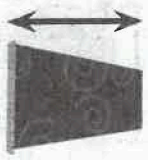
Estimate	Measure
about <u>12</u> inches	about <u>11</u> inches
about _____ inches	about _____ inches

Independent Practice Estimate the height or length of each object. Then use a ruler to measure.


3.  length of a book bag

Estimate	Measure
about _____ inches	about _____ inches
about _____ inches	about _____ inches

4.  length of a paintbrush

5.  height of a cup

Estimate	Measure
about _____ inches	about _____ inches
about _____ inches	about _____ inches

6.  length of a crayon box

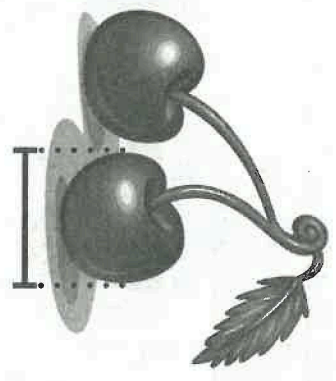
Higher Order Thinking Think about how to use a ruler to solve each problem.

7. Jason measures an object. The object is just shorter than the halfway mark between 8 and 9 on his inch ruler. How long is the object?
about _____ inches

8. Gina measures an object. The object is just longer than the halfway mark between 9 and 10 on her inch ruler. How long is the object?
about _____ inches

9. **MP.3 Explain**

Pam says that each cherry is about 1 inch wide. Is she correct? Explain.



Blank lines for writing an explanation.

10. **AZ Vocabulary** Find an object in the classroom that measures about 6 inches.

Write a sentence to describe the object. Use these words.

estimate inches

Blank lines for writing a sentence.

11. **Higher Order Thinking** Explain how to use an inch ruler to measure the length of an object.

Blank lines for writing an explanation.

12. **Assessment** Use a ruler.

About how many inches long are the two stamps together?

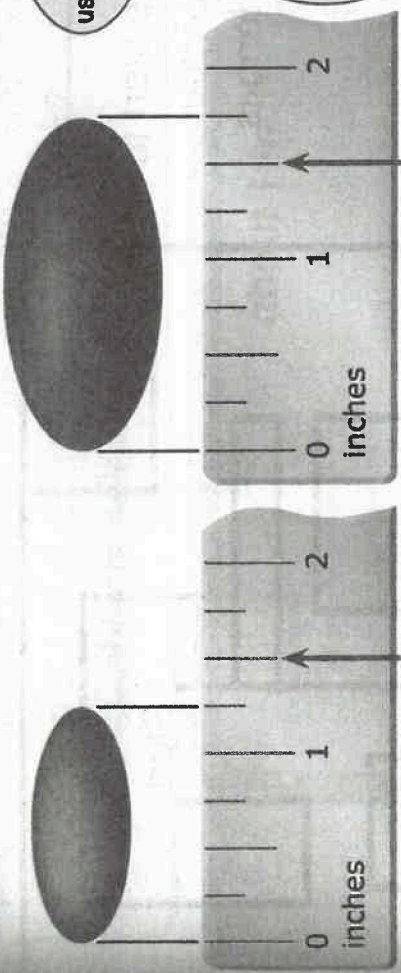


- A 4 inches B 3 inches C 2 inches D 1 inch

Review & Practice 12-2

Measure with Inches

Another Look! You can use a ruler to measure inches.



Remember to use the 0 line of the ruler to start.

To measure to the nearest inch, compare the length to the halfway mark between inches.

This bead is about _____ inch long.

This bead is about 2 inches long.

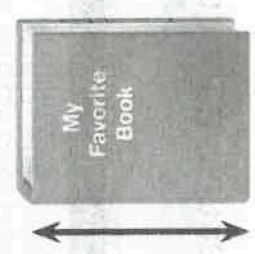


HOME ACTIVITY Ask your child to find items at home that are about 1 inch, about 6 inches, and about 12 inches long.



Estimate the height or length. Then use a ruler to measure.

1. height of a book



2. length of a pencil



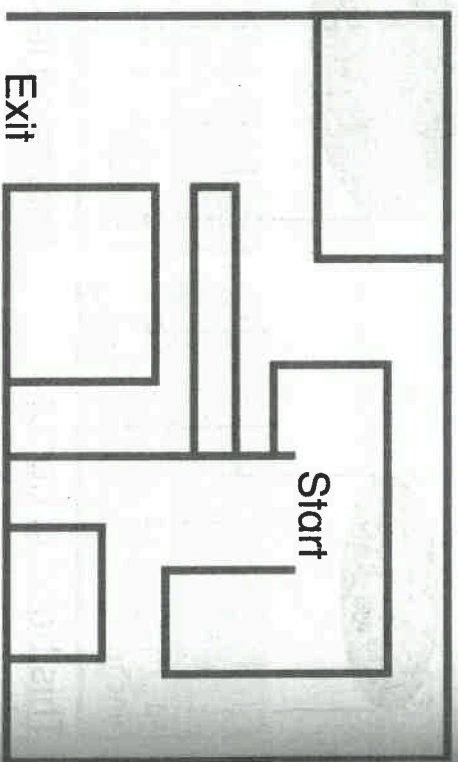
Estimate	Measure
about _____ inches	about _____ inches
about _____ inches	about _____ inches

3. **Number Sense** Estimate how long the path is to get out of this maze.

about _____ inches

4. **MP.1 Make Sense** Draw a path from the start to the exit. Use a ruler to measure each part of your path. Add the lengths together. About how long is the path?

about _____ inches



5. How close to the answer was your estimate?

6. **Higher Order Thinking** Gina says this straw is about 2 inches long. Sal says it is about 3 inches long. Who is correct? Explain.



7. **Assessment** Use a ruler. Measure the length of the pencil in inches. Which is the correct measurement?



- A about 2 inches
- B about 3 inches
- C about 4 inches
- D about 5 inches

Name _____

Solve & Share

Which objects in the classroom are about 1 inch, about 1 foot, and about 1 yard long? Show these objects below.

about 1 inch

about 1 foot

about 1 yard



I can ...

estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard.

© **Content Standards** 2.MD.A.1, 2.MD.A.3
Mathematical Practices MP.2, MP.5, MP.6, MP.8

LESSON 12-3

Inches, Feet, and Yards

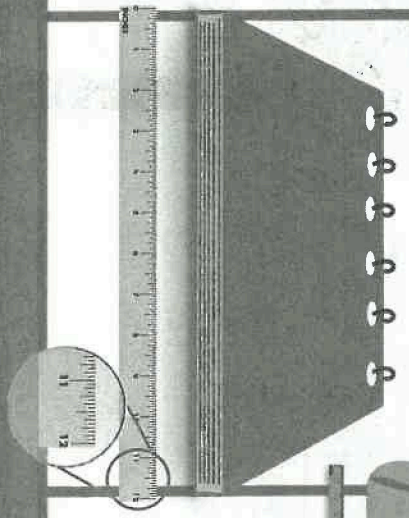


You can use a ruler to measure length.



The paper clip is about 1 inch (in.).

The book is about 1 foot (ft). 1 foot is 12 inches long.



You can use a yardstick to measure length, too!



The bat is about 1 yard (yd). A yardstick is 3 feet or 36 inches long.



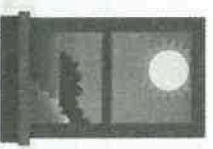
You can use a measuring tape to measure inches, feet, or yards.



Do You Understand?

Show Me! Would you measure the length of a school building in inches or yards? Why?

☆ Guided Practice ☆ Match each object with a reasonable estimate of its length.

- 1. 
- 2. 
- 3. 

about 1 yard

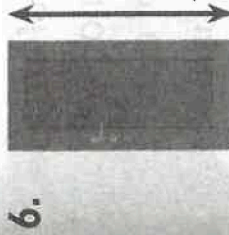
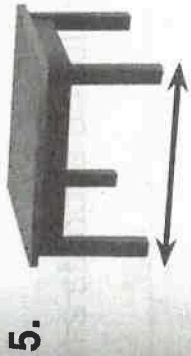
about 1 inch

about 1 foot

Be ready to tell which tool you would use to measure each object.



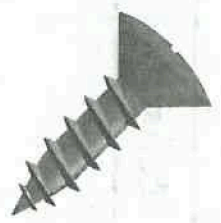
Independent Practice Estimate the length of each object. Choose a ruler, yardstick, or measuring tape to measure. Write the tool you used.



Estimate	Measure	Tool
about ___ inches	about ___ inches	_____
about ___ feet	about ___ feet	_____
about ___ yards	about ___ yards	_____

7. Higher Order Thinking Explain how you could use a foot ruler to measure the length of a room in feet.

8. **MP.8 Generalize** Circle the real object that is about 4 feet in length.



9. **Number Sense** Explain how to use a yardstick to measure the length of an object.

10. **Higher Order Thinking** Find an object in the classroom that you estimate measures about 2 feet. Draw the object.

What tool would you use to measure it? Explain why you chose the tool you did.

11. **Assessment** Jon sets two of the same real objects next to each other. Together, they have a length of about 4 feet. Which is the object Jon uses?

(A)



(C)



(B)



(D)



Homework & Practice 12-3

Inches, Feet, and Yards

Another Look! You can use a yardstick to measure objects to the nearest foot.

Remember, 1 foot is 12 inches long.
So 2 feet are 24 inches long.
1 yard is 36 inches long or 3 feet long.



This string is about 2 feet long.

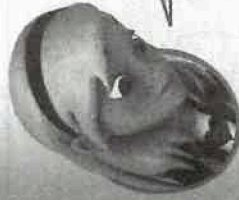
Think: Is the string closer to 2 feet long or closer to 3 feet long?



This string is about 3 feet long.



HOME ACTIVITY Have your child identify three objects at home that are about 1 inch, 1 foot, and 1 yard in length.



Estimate the height or length of each object. Then measure.

- the height of the doorway
Estimate: about ___ feet
Measure: about ___ feet
- the height of a chair
Estimate: about ___ feet
Measure: about ___ feet
- the width of a window
Estimate: about ___ feet
Measure: about ___ feet

4. **MP.2 Reasoning** Draw a picture of and name objects that have these lengths.

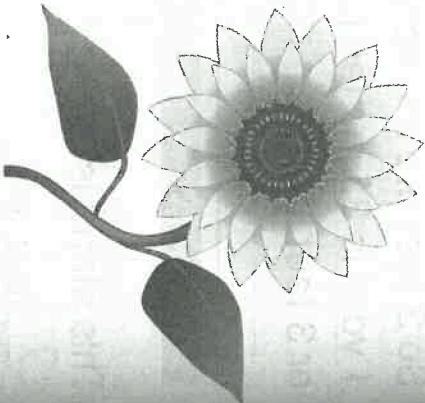
more than 6 inches but less than 1 foot

more than 1 foot but less than 2 feet

more than 2 feet but less than 1 yard

5. **Math and Science** Jay planted

sunflowers in a sunny spot. He gave them water and watched them grow to be taller than he is. He measured the heights of the plants when they were full-grown. Were they 8 inches or 8 feet tall? Explain.



7. **Assessment** Use a ruler.

About how long is the crayon?

- A about 1 inch
- B about 2 inches
- C about 4 inches
- D about 6 inches



6. **Higher Order Thinking** Which tool would

you choose to measure the number of inches around your waist? Explain.

Home Letter

Dear Family,

This week we will explore the question “How is art connected to the past?” It definitely takes a long time to make a rug, as we will find out when we read the narrative nonfiction **The Goat in the Rug**. It also takes a long time to make a basket, which we will know more about after reading the informational text **Basket Weaving**. What else takes a long time to make?

This week’s...

Target Vocabulary: sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious

Phonics Skills: Suffixes *-y, -ly, -ful*; final stable syllables *-tion, -ture*

Vocabulary Strategy: Compound words

Comprehension Skill: Conclusions—use details to figure out more about the text

Comprehension Strategy: Summarize—stop to tell important ideas as you read

Writing Focus: Informative/explanatory writing—informational paragraph

Activities to Do Together

Vocabulary

Use the **Target Vocabulary** words in this week’s list to create a description of a rug you have in your home or in a friend’s home.

Time to Talk About Time

Look around your home for things that took a long time to make. Discuss them with your child. Talk about the process and materials used in making each item.

Step by Step

Think about something you and your child like to make together. Work together to write an informational paragraph explaining how to make it.






Go to the *eBook* to read and listen to this week’s selection.

Name _____ Date _____

Weekly To-Do List

Put an X in each box when you finish the activity.

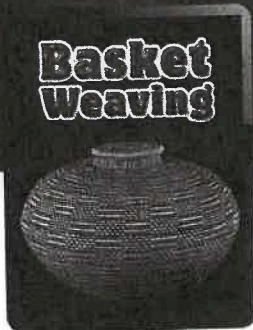
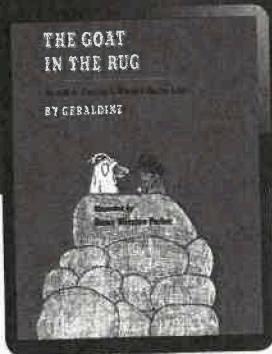
Must Do	May Do
<input type="checkbox"/> Practice pages <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Literacy Center	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Literacy Center	<input type="checkbox"/> Spelling
<input type="checkbox"/>  Think and Write Literacy Center	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	

I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Lesson

23



Q LANGUAGE DETECTIVE

Talk About Words
Work with a partner.
Use the Vocabulary words in new sentences that tell about the photos.
Write the sentences.

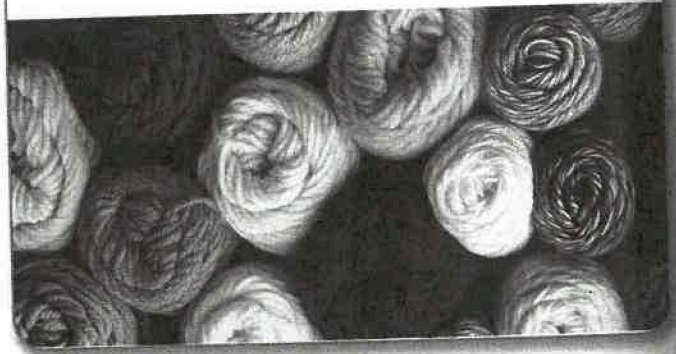
Vocabulary in Context

- ▶ Read each Context Card.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.

1

yarn

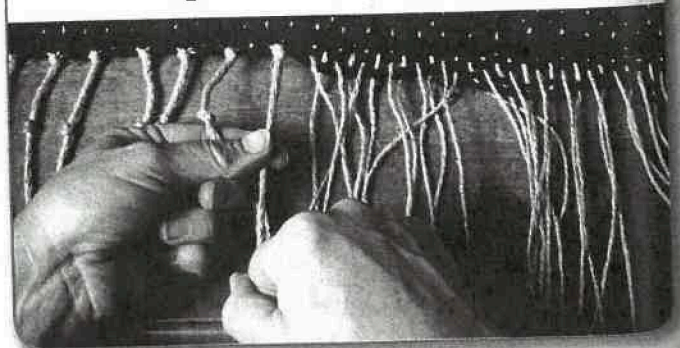
People use yarn to knit sweaters, hats, and mittens.



2

strands

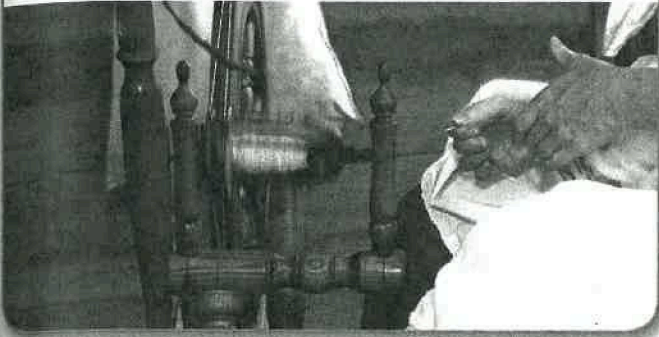
The strands of yarn are tied into knots at the bottom of this rug.



3

spinning

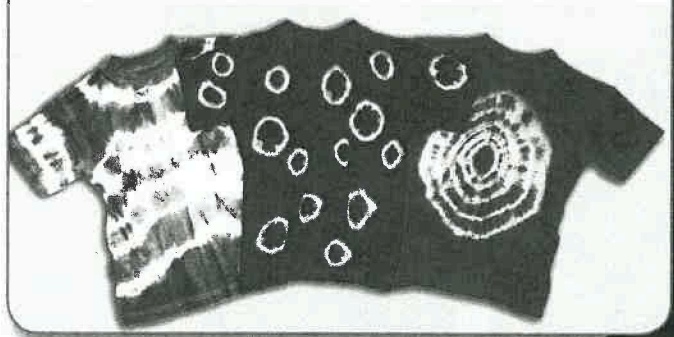
It takes a lot of practice spinning chunks of wool into thin yarn.



4

dye

These shirts are soaked in dye to make them colorful.



5

weave

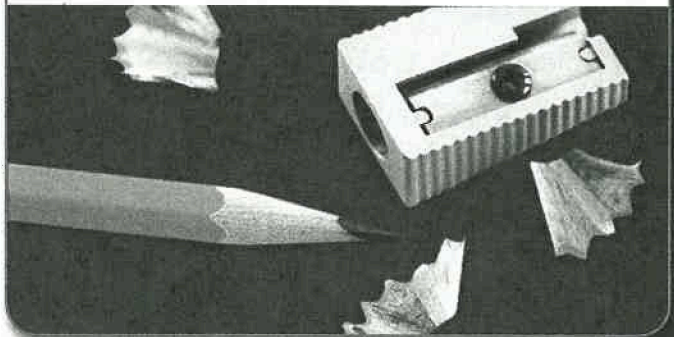
This woman will weave dried grasses into baskets.



6

sharpening

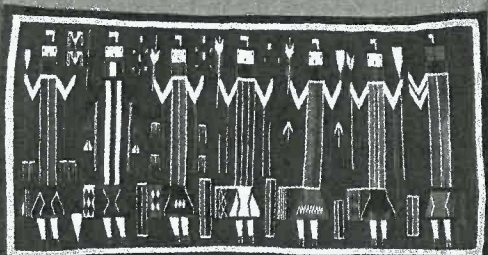
This pencil does not need sharpening anymore!



7

duplicated

Some colors on this rug are duplicated. They appear again and again.

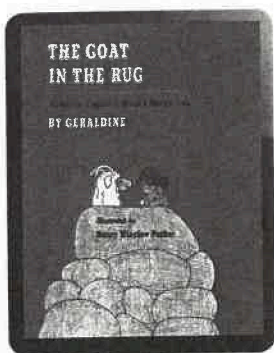


8

delicious

This baker makes delicious cakes. They are very tasty!



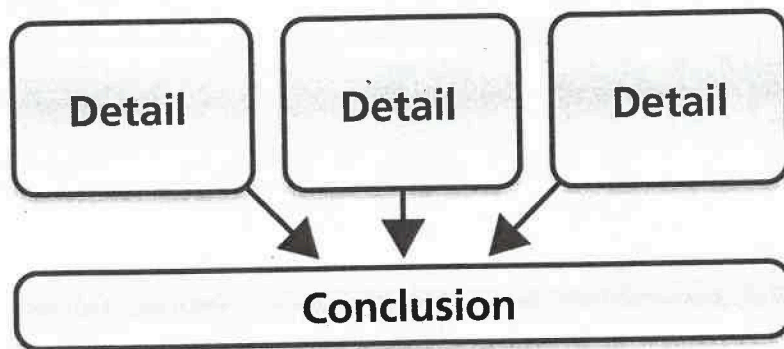


Read and Comprehend

✓ TARGET SKILL

Conclusions In *The Goat in the Rug*, the authors do not tell you everything you need to know. Ask questions about details in the words and pictures. Looking for text evidence will help you make a smart guess about what is happening. Making a smart guess is called drawing a **conclusion**.

A chart like this can help you record details and conclusions:



✓ TARGET STRATEGY

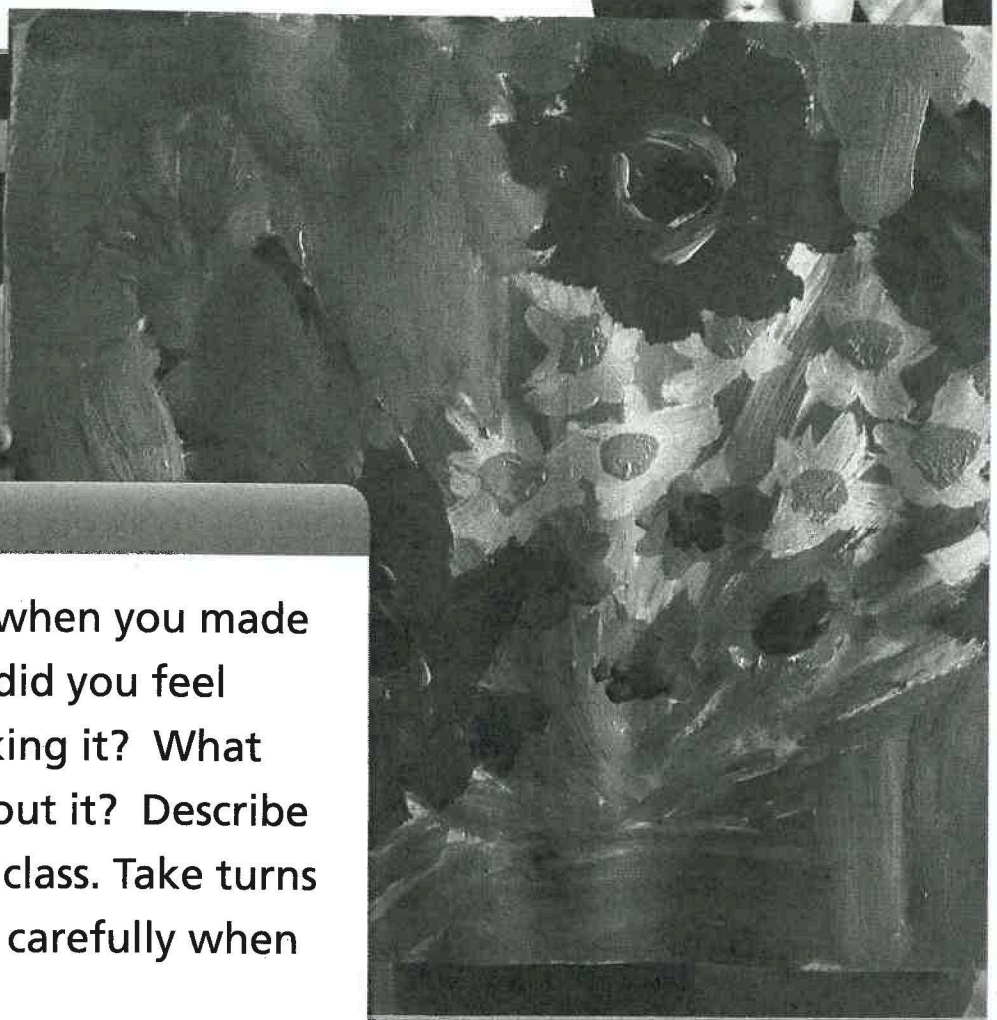
Summarize As you read, stop to tell the most important ideas in your own words.

PREVIEW THE TOPIC

Visual Arts

Visual art is art that you look at, like a drawing or a sculpture. Artists use different things to make visual art. Some use paint to create their art. Others use metal, wood, or clay. Even yarn can be used to create art.

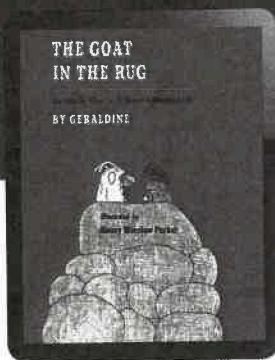
In *The Goat in the Rug*, you will learn about the art of weaving a rug. The artist in the selection uses yarn to make colorful patterns in her rugs.



Talk About It

Think about a time when you made a piece of art. How did you feel when you were making it? What did you like best about it? Describe your feelings to the class. Take turns speaking, and listen carefully when others are speaking.

ANCHOR TEXT



✓ GENRE

Narrative nonfiction tells a true story about a topic. As you read, look for:

- ▶ a setting that is real
- ▶ events in time order
- ▶ facts and information

MEET THE AUTHORS
Charles L. Blood
and Martin Link
These two authors



wrote *The Goat in the Rug* from the point of view of Geraldine, the goat. Charles L. Blood also wrote a book about Native American crafts and games. Martin Link was once a ranger with the National Park Service in Arizona.

MEET THE ILLUSTRATOR

Nancy Winslow Parker
When Nancy Winslow Parker
was a kid, she looked

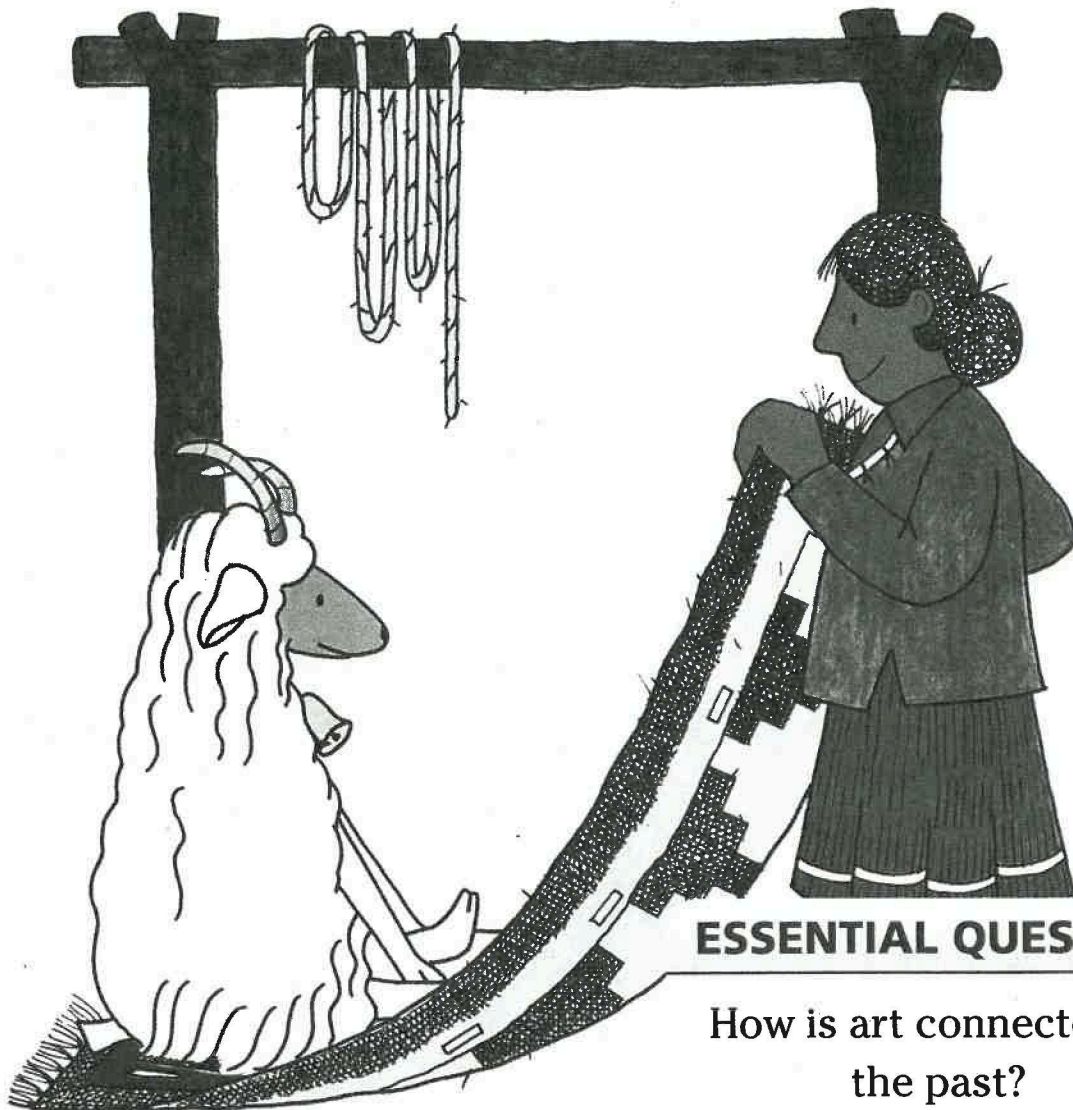


forward to spring cleaning. That was when her mom put new shelf paper in the kitchen cabinets and dresser drawers. The lucky young artist was given all the old paper to draw on!

THE GOAT IN THE RUG

BY GERALDINE

as told to Charles L. Blood and Martin Link
illustrated by Nancy Winslow Parker



ESSENTIAL QUESTION

How is art connected to
the past?

My name is Geraldine and I live near a place called Window Rock with my Navajo friend, Glenmae. It's called Window Rock because it has a big round hole in it that looks like a window open to the sky.

Glenmae is called Glenmae most of the time because it's easier to say than her Indian name: Glee 'Nasbah. In English that means something like female warrior, but she's really a Navajo weaver. I guess that's why, one day, she decided to weave me into a rug.



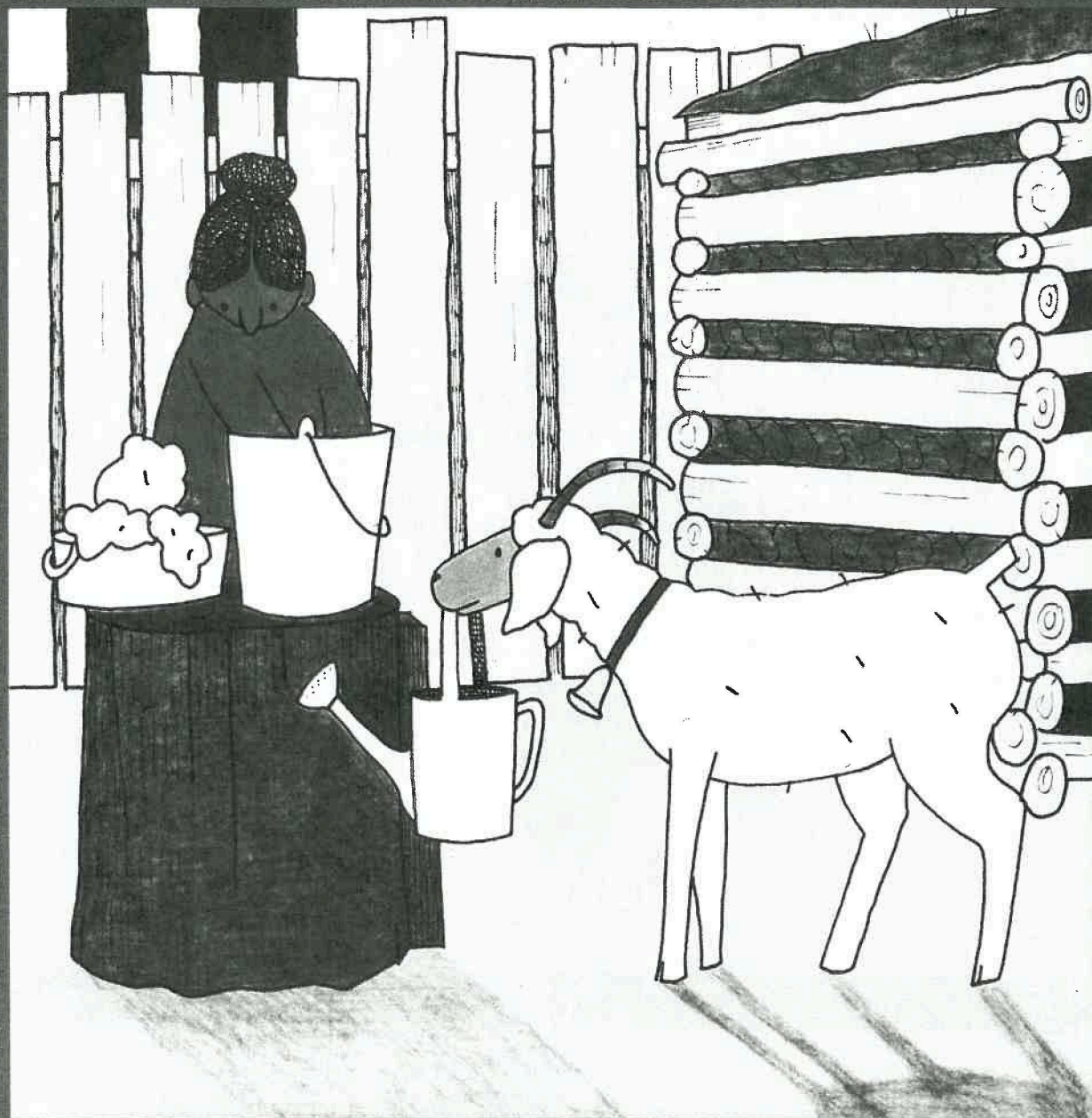
I remember it was a warm, sunny afternoon.
Glenmae had spent most of the morning sharpening a
large pair of scissors. I had no idea what she was going
to use them for, but it didn't take me long to find out.





Before I knew what was happening, I was on the ground and Glenmae was clipping off my wool in great long strands. (It's called mohair, really.) It didn't hurt at all, but I admit I kicked up my heels some. I'm very ticklish for a goat.

I might have looked a little naked and silly afterwards, but my, did I feel nice and cool! So I decided to stick around and see what would happen next.

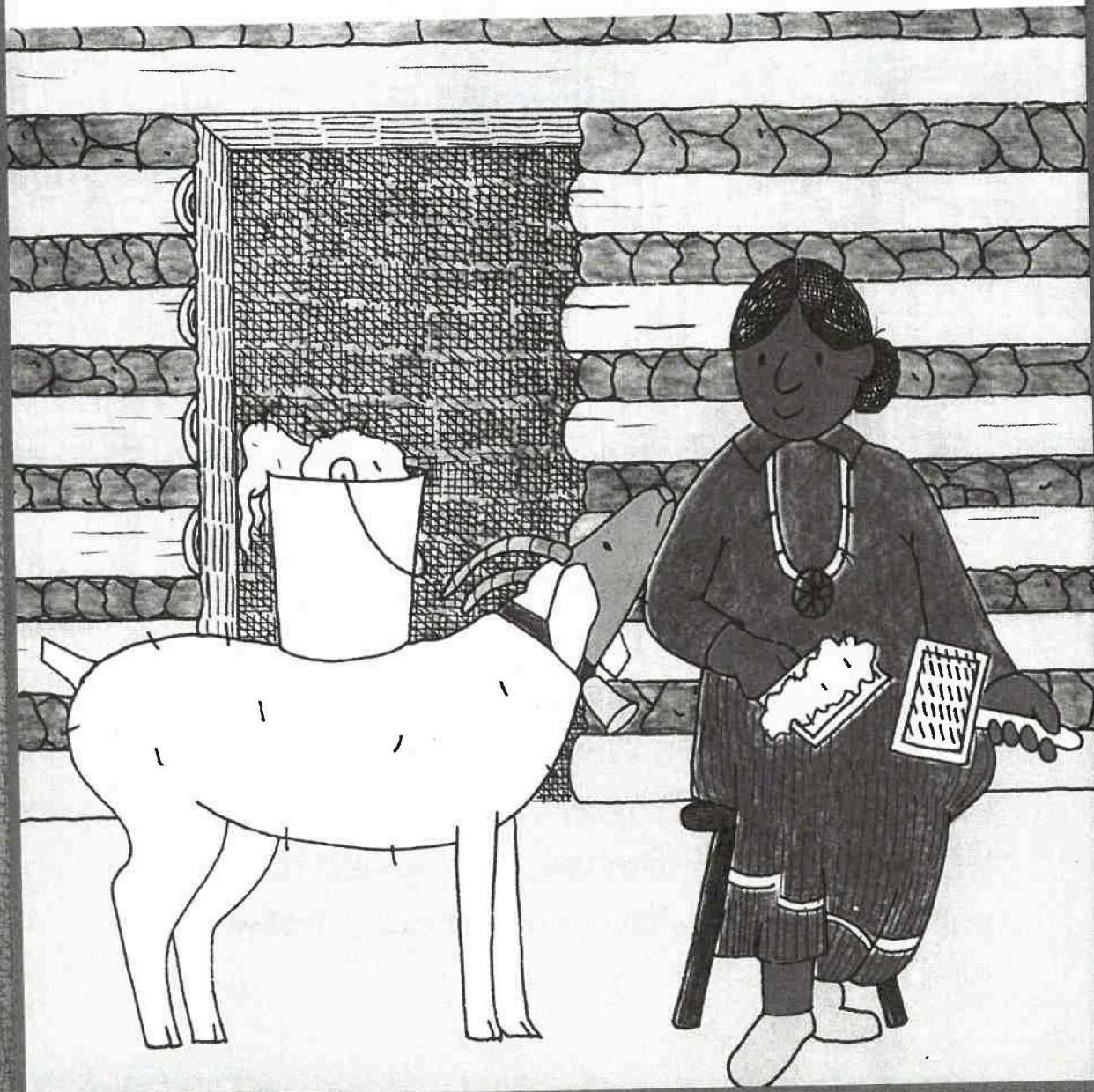


The first thing Glenmae did was chop up roots from a yucca plant. The roots made a soapy, rich lather when she mixed them with water.

She washed my wool in the suds until it was clean and white.

After that, a little bit of me (you might say) was hung up in the sun to dry. When my wool was dry, Glenmae took out two large square combs with many teeth.

By combing my wool between these carding combs, as they're called, she removed any bits of twigs or burrs and straightened out the fibers. She told me it helped make a smoother yarn for spinning.



ANALYZE THE TEXT

Sequence of Events Retell what Glenmae has done so far to make the rug.



Then, Glenmae carefully started to spin my wool—one small bundle at a time—into yarn. I was beginning to find out it takes a long while to make a Navajo rug.

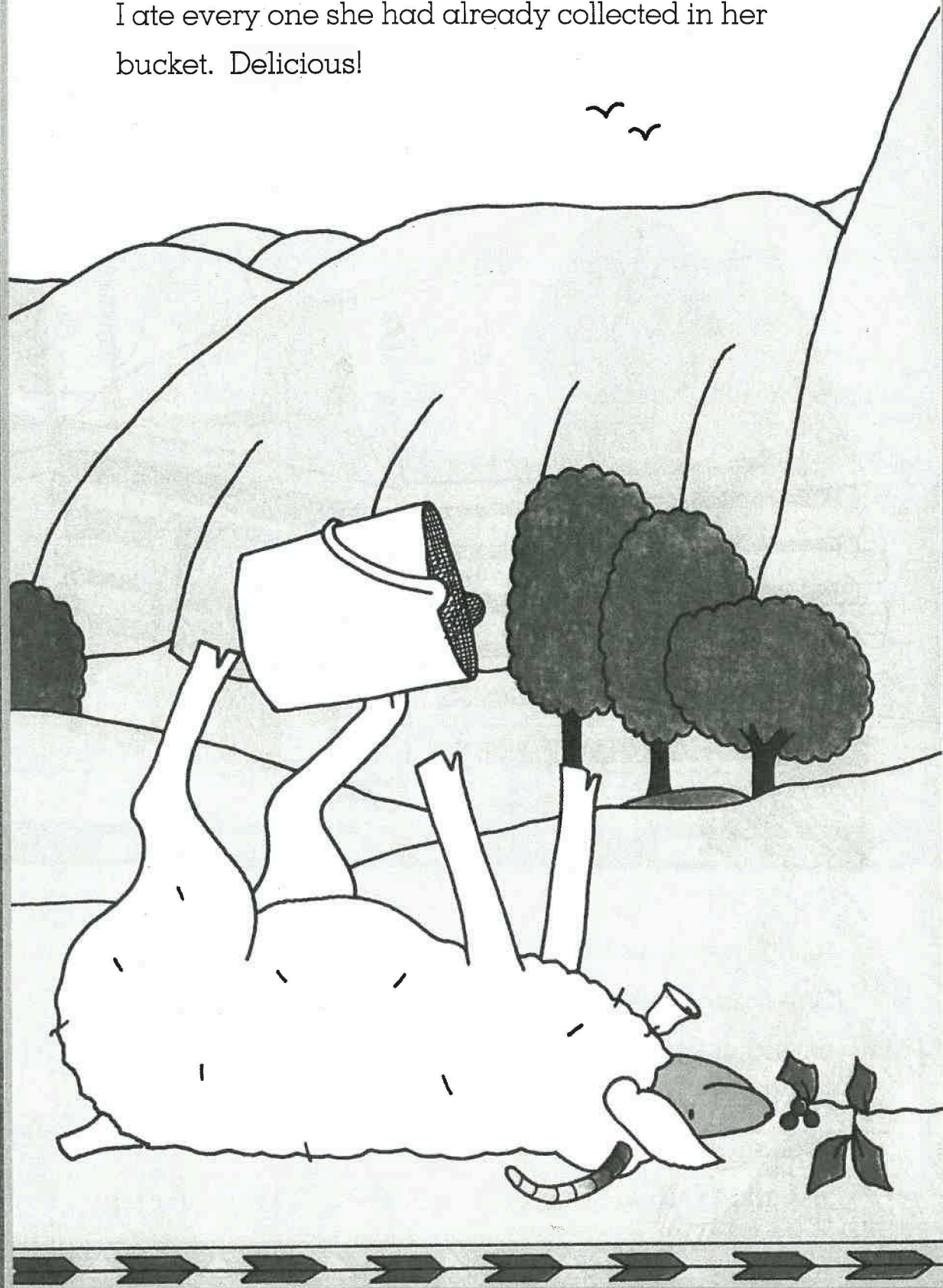
Again and again, Glenmae twisted and pulled, twisted and pulled the wool. Then she spun it around a long, thin stick she called a spindle. As she twisted and pulled and spun, the finer, stronger and smoother the yarn became.



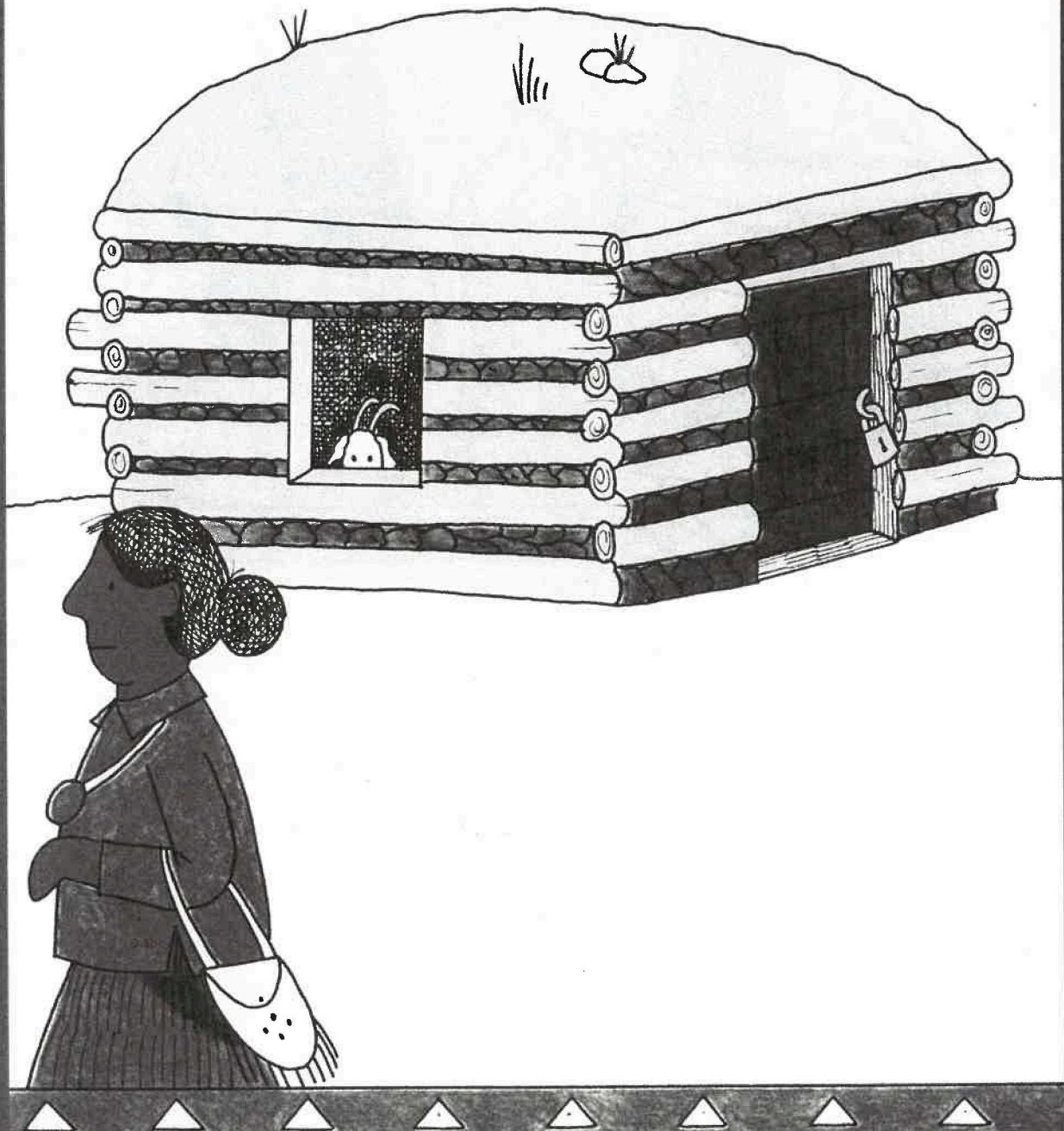
A few days later, Glenmae and I went for a walk. She said we were going to find some special plants she would use to make dye.

I didn't know what "dye" meant, but it sounded like a picnic to me. I do love to eat plants. That's what got me into trouble.

While Glenmae was out looking for more plants,
I ate every one she had already collected in her
bucket. Delicious!



The next day, Glenmae made me stay home while she walked miles to a store. She said the dye she could buy wasn't the same as the kind she makes from plants, but since I'd made such a pig of myself, it would have to do.





I was really worried that she would still be angry with me when she got back. She wasn't, though, and pretty soon she had three big potfuls of dye boiling over a fire.

Then I saw what Glenmae had meant by dyeing. She dipped my white wool into one pot . . . and it turned pink! She dipped it in again. It turned a darker pink! By the time she'd finished dipping it in and out and hung it up to dry, it was a beautiful deep red.



After that, she dyed some of my wool brown, and some of it black. I couldn't help wondering if those plants I'd eaten would turn all of me the same colors.

ANALYZE THE TEXT

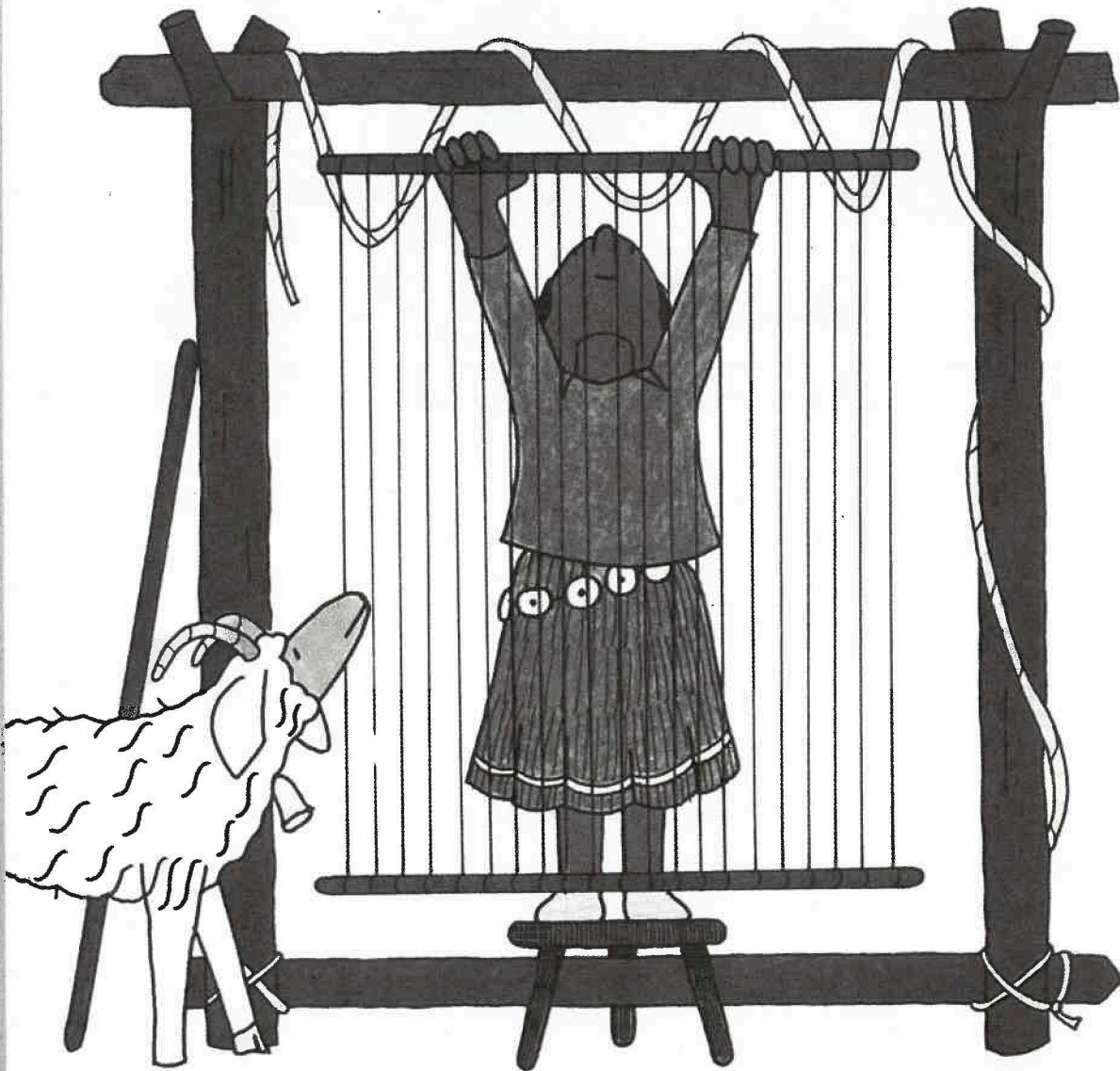
Conclusions Why does Geraldine think she'll turn red, brown, and black?

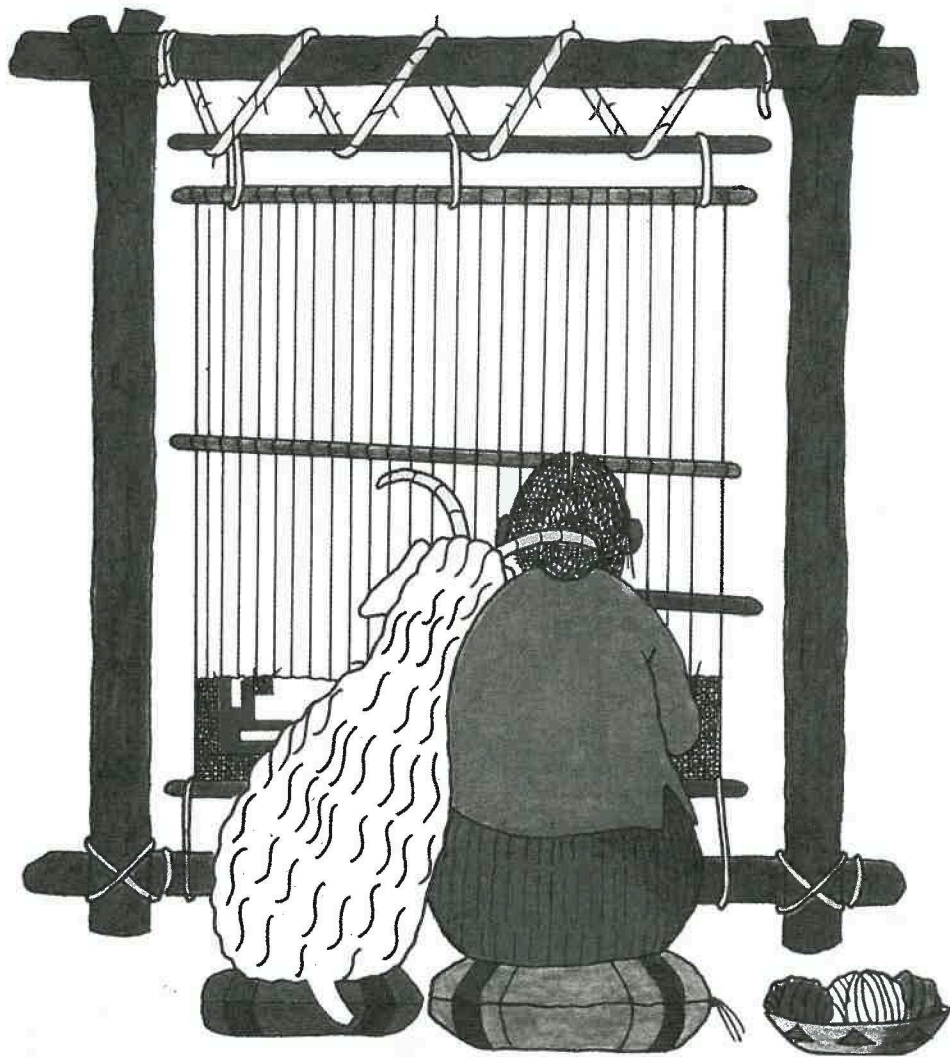
While I was worrying about that, Glenmae started to make our rug. She took a ball of yarn and wrapped it around and around two poles. I lost count when she'd reached three hundred wraps. I guess I was too busy thinking about what it would be like to be the only red, white, black, and brown goat at Window Rock.



It wasn't long before Glenmæ had finished wrapping. Then she hung the poles with the yarn on a big wooden frame. It looked like a picture frame made of logs—she called it a "loom."

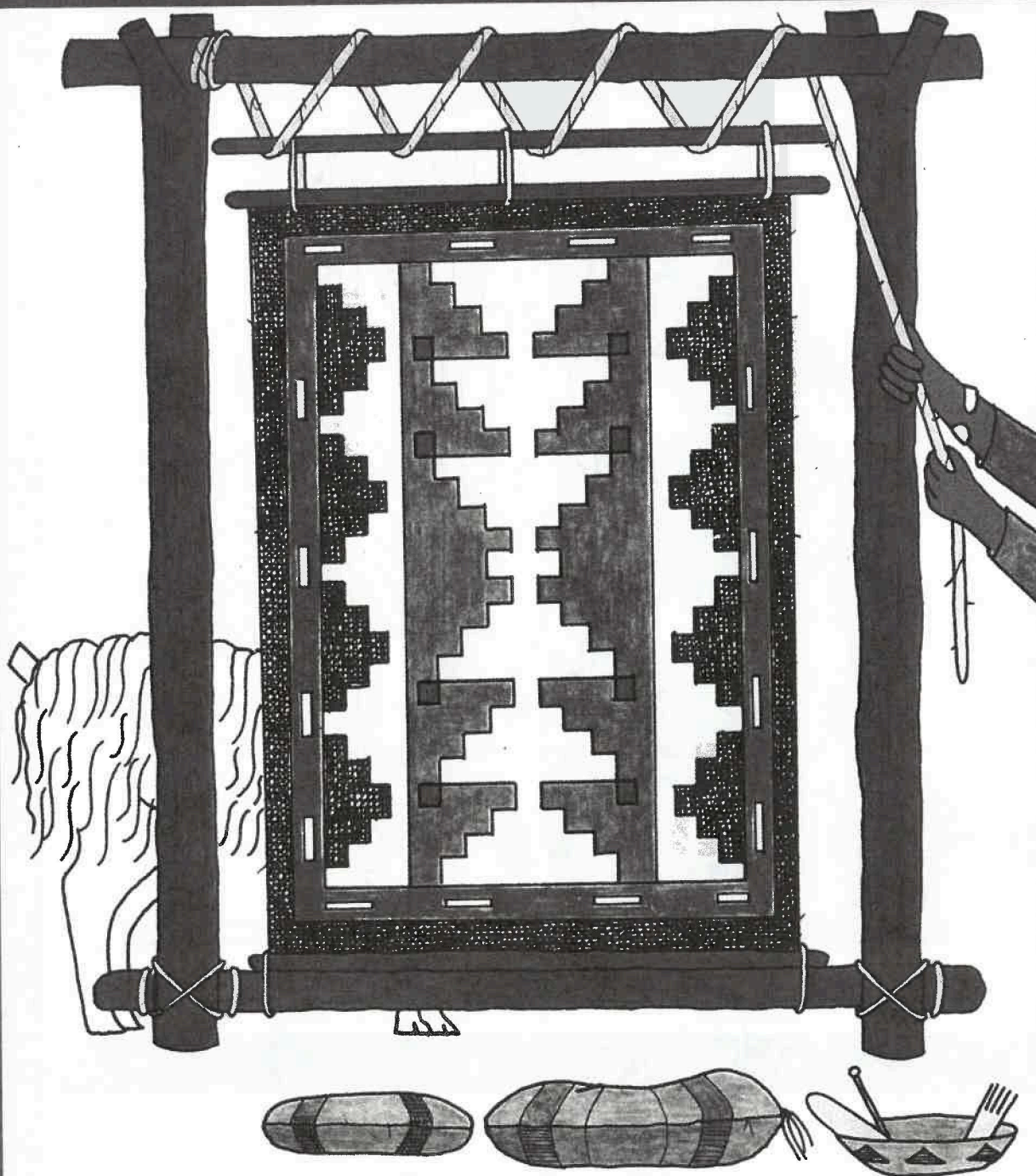
After a whole week of getting ready to weave, Glenmæ started. She began weaving at the bottom of the loom. Then, one strand of yarn at a time, our rug started growing toward the top.





A few strands of black. A few of brown. A few of red. In and out. Back and forth. Until, in a few days, the pattern of our rug was clear to see.

Our rug grew very slowly. Just as every Navajo weaver before her had done for hundreds and hundreds of years, Glenmae formed a design that would never be duplicated.



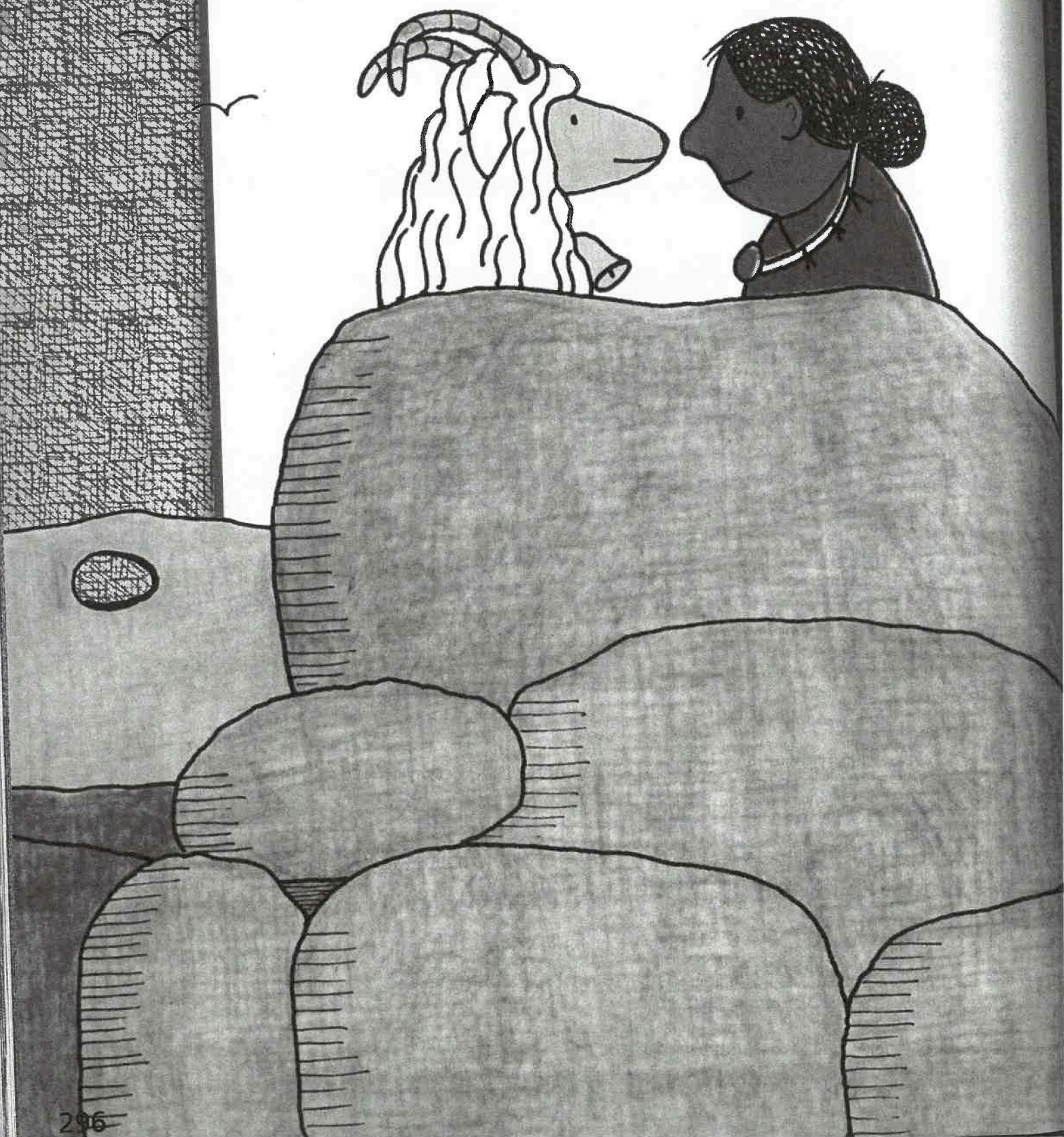
Then, at last, the weaving was finished! But not until I'd checked it quite thoroughly in front and in back, did I let Glenmae take our rug off the loom.

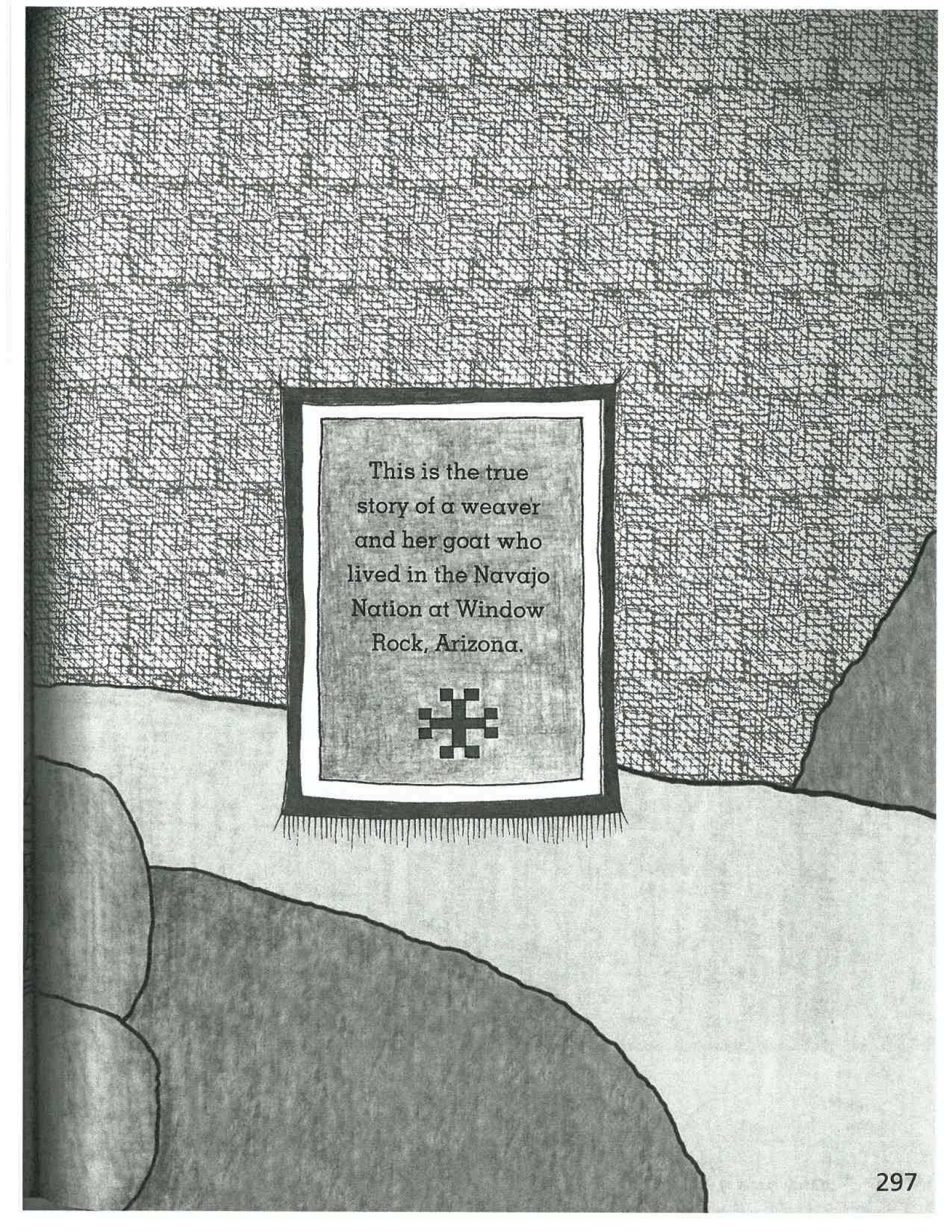


There was a lot of me in that rug. I wanted it to be perfect. And it was.

Since then, my wool has grown almost long enough for Glenmae and me to make another rug. I hope we do very soon. Because, you see, there aren't too many weavers like Glenmae left among the Navajos.

And there's only one goat like me, Geraldine.





This is the true
story of a weaver
and her goat who
lived in the Navajo
Nation at Window
Rock, Arizona.



Background Baskets are made by weaving. A weaver uses long, thin pieces of grass and other materials. Some weavers use the long twigs from willow trees to make baskets.

Setting a Purpose Read to find out how some Native American weavers make baskets.

Basket Weaving

by Becky Manfredini

1 Read Underline three sentences that tell what baskets are used for.

A Native American Tradition

Some Native Americans weave beautiful baskets in many shapes and sizes. Some are for storing delicious foods. Others are to store clothes in. Some baskets are even used for carrying water! Basket makers make baskets for themselves and to sell.

storing:

2 Reread Reread page 107. Why do basket makers make baskets? Write it below.

3 Read Underline two types of materials that basket makers use.

Gathering Materials

Rug weavers have to make the material they use to weave rugs by spinning wool into yarn. Basket makers use **strands** of willow or special grasses to weave their baskets. After sharpening their cutting tools, basket makers go to places where the materials grow and cut off as much as they need.

strands:

Weaving is a tradition.
Mothers teach their
daughters how to weave.

4 Reread Reread page 108. What is the first thing basket makers do before they cut strands of willow or grass? Write it below.

5 Read Underline the text that tells why basket makers soak willow strands in water.

How to Weave a Basket

Basket makers prepare the willow strands by soaking them in water. That makes them soft and easy to bend. It makes the strands much easier to weave. Then they weave the strands into a pattern. Basket makers use dye they make from plants to make their baskets colorful. No basket is just like any other basket. The patterns are never **duplicated**. It takes a lot of skill to weave a beautiful basket.

duplicated:

The weaver holds thin strips of willow tightly as she works on this type of basket.

SHORT RESPONSE

Cite Text Evidence Reread pages 107–109. What steps do Native American basket makers follow to make baskets?

Name _____

Date _____

Target Vocabulary

Weaving
Target Vocabulary

Find the Target Vocabulary word that best matches each clue.
Write the word on the line.

Vocabulary

delicious
duplicated
dye
sharpening
spinning
strands
weave
yarn

1. something that tastes really good

2. something you use to change a color

3. something you use when you knit

4. something that is exactly the same

5. something being done to a knife

6. something you do to make cloth

7. something being done to make yarn

8. something that is a long, thin piece

Name _____

Date _____

Syllables *-tion, -ture*

The Goat in the Rug
Phonics: Syllables *-tion, -ture*

Add *-tion* or *-ture* to build a word. Rewrite the word on the line. Then use the word in a sentence.

1. ac + _____ = _____

2. mix + _____ = _____

3. pic + _____ = _____

4. mo + _____ = _____

5. lo + ca + _____ = _____

6. ad + ven + _____ = _____



A Navajo Rug

Take turns reading the chant with a partner. On a separate sheet of paper, write sentences using the words **uplicated**, **weave**, and **yarn**.

A Navajo rug!

It can't be **uplicated**.

A Navajo rug!

How is it created?

First, get wool from a goat.

Using scissors, cut **strands**.

Then get soapy water
and wash the wool by hand.

When it's dry, comb and smooth it.

Pull and twist it on a spindle.

Spinning wool makes **yarn**
for dipping in the **dye**.

Wrap the yarn on a loom.

Weave one strand at a time.

It takes quite a while,
but it will be one of a kind.



Name _____

Date _____

Suffixes *-y, -ly, -ful*

The Goat in the Rug
Phonics: Suffixes *-y, -ly, -ful*

Add the suffix *-y, -ly, or -ful* to each word. Then use the word in a sentence.

1. rain _____

2. point _____

3. weak _____

4. bright _____

5. success _____

6. forget _____

Name _____ Date _____

Compound Words

The Goat in the Rug
Vocabulary Strategy:
Compound Words

Write down the best word to make a compound word.
Then write a sentence using the compound word.

case light

1. sun + _____ = _____

print boat

2. foot + _____ = _____

made store

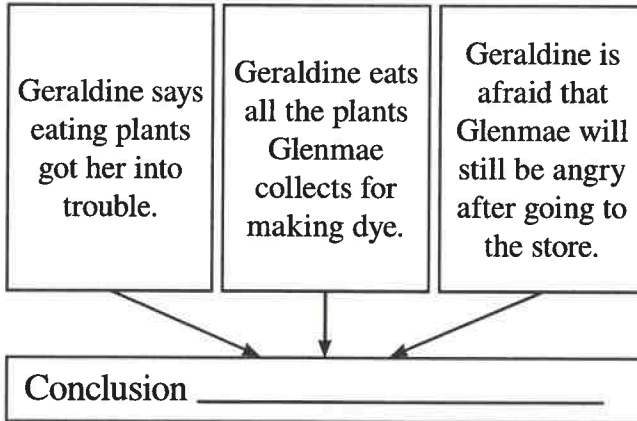
3. book + _____ = _____

Comprehension

Answer Numbers 1 through 10. Base your answers on the story “The Goat in the Rug.”

- 1** What does Geraldine mean when she says that Glenmae decided to weave her into a rug?
- (A) Glenmae would trap the goat by weaving around her.
 - (B) Glenmae would weave a rug with a picture of a goat.
 - (C) Glenmae would weave Geraldine’s name into a rug.
 - (D) Glenmae would use Geraldine’s wool to weave a rug.
- 2** From what Geraldine says, what can you tell about mohair?
- (F) It is a woman’s hair.
 - (G) It is wool from a goat.
 - (H) It is dye made from plants.
 - (I) It is a sharp tool for cutting wool.
- 3** What does Glenmae do to the wool BEFORE she spins it?
- (A) She cuts it, washes it, and combs it.
 - (B) She dyes some of it red, brown, and black.
 - (C) She makes dye out of plants that she picks.
 - (D) She twists it around a stick called a spindle.
- 4** Why does Glenmae comb the wool BEFORE she spins it?
- (F) to remove the twigs and burrs
 - (G) to make longer strands of yarn
 - (H) to help the dye soak into the yarn
 - (I) to make the rug bigger and more colorful

5 Read the diagram below.



Which idea belongs in the empty space?

- (A) Glenmae thinks Geraldine eats too much.
- (B) Shopping always puts Glenmae in a terrible mood.
- (C) Glenmae got angry when Geraldine ate her bucket of plants.
- (D) Geraldine ate all the houseplants while Glenmae was shopping.

6 Why does Glenmae dip the yarn in the dye over and over?

- (F) to make the yarn softer
- (G) to make the yarn lighter
- (H) to make the yarn darker
- (I) to make the yarn stronger

7 What causes Geraldine to wonder what the plants she ate might do to her?

- (A) watching Glenmae dip and dye the wool
- (B) watching Glenmae boil the dye over a fire
- (C) watching Glenmae spin the wool into yarn
- (D) watching Glenmae leave to walk to the store

The Goat in the Rug
Comprehension

Name _____ Date _____

- 8 What must Glenmae do **BEFORE** she is ready to use the loom?
- F form a design
 - G add yarn of each color
 - H weave from the bottom
 - I wrap yarn around two poles
- 9 What will a reader **MOST LIKELY** think **AFTER** reading this story?
- A that the best rugs are made from goat hair
 - B that many people weave Navajo rugs today
 - C that making a Navajo rug takes a lot of work
 - D that most rugs are black, brown, red, and white

- 10 How does Geraldine feel at the end of the story?
- F proud that she is part of Glenmae's rug
 - G worried that her wool will be cut again
 - H disappointed that the rug isn't quite perfect
 - I surprised at how quickly the rug was finished

Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening



