



**Tortoise and Hare's  
Amazing Race  
Teaching Activity  
Guide**

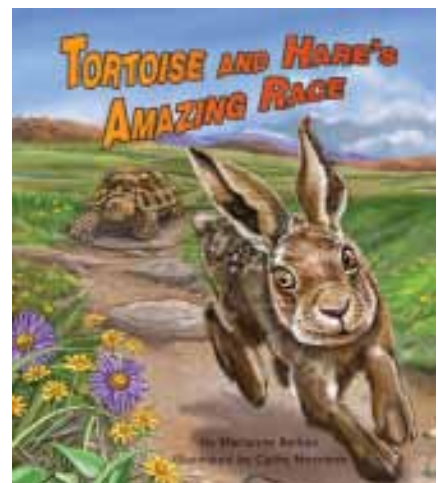
# Table of Contents

---

3	How to Use This Activity Guide (General)
4	What Do Children Already Know?
4	Pre-Reading Questions
5	Comprehension Questions & Writing Prompts
6	Cross-Curricular Vocabulary Activities
7	Word Bank
8	Cross-Curricular: Silly Sentences
9	Language Arts: Sequence Sentence Strips
11	Word Search
12	True or False?
13	Vertebrate Classes
14	Dichotomous (Yes/No) Key
15	Math: Measuring (compare & contrast)
17	Math Cards
19	Longer and Shorter
20	Coloring pages
22	Answers
24	Appendix A—"What Children Know" Cards
25	Appendix B—Vocabulary Cards

Copyright 2015 © Arbordale Publishing  
These activities may be copied for  
personal and non-commercial use in  
educational settings.  
[www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)

Arbordale Publishing  
Mt. Pleasant, SC 29464



by Marianne Berkes  
illustrated by Cathy Morrison

# How to Use This Activity Guide (General)

---

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

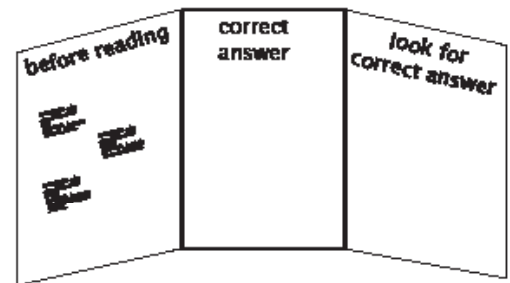
---

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

## Pre-Reading Questions

---

1. What do you think the saying “slow and steady wins the race” means?
2. How many feet are in a mile?
3. Think about your surroundings. What do you estimate is a mile away from you right now?
4. Why are some animals faster than others?

# Comprehension Questions & Writing Prompts

---

*Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)*

*Identify basic similarities in and differences between two texts on the same topic. (story versus For Creative Minds non-fiction component)*

*Compare and contrast the most important points presented by two texts on the same topic. (story versus For Creative Minds non-fiction component)*

*With prompting and support, identify basic similarities in and differences between two texts on the same topic.*

*Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

1. Oliver and Freddy tell Tess it's a whole mile, or 1,760 yards, to the top of the hill. Henry then adds how far that is in feet.

1 mile = 1,760 yards = \_\_\_\_\_ feet.

2. Since the race will take all day, what time does Oliver set for the race to begin? Are owls usually up during the day?

3. Name the animals that are at the starting line when the race begins.

4. How far had Henry run when he sprinted off the track to chase butterflies. Can you figure out how far that would be in yards?

5. What kind of animal has put the 1/2 mile marker up? How many yards has Henry run at the 1/2 mile marker? (880). How many feet? (2,640)

6. What does Tess say to herself as she sees Henry go off the track at the half-mile post?

7. How many yards did Henry go from the 1/2 mile post to the 3/4 mile post?

8. When Henry checked his GPS, he had run 3,960 feet. How much would that be in yards? Why is Freddy fanning Henry?

9. What was Henry doing when Tess passed him?

10. What time did the one-mile amazing race end?

# Cross-Curricular Vocabulary Activities

---

## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck). Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Word Bank

See Glossary for words in Spanish and the definition in English.

Adjective	Noun		Verb
fast		Hare	brag
wise		Tortoise	run
far		track	plan
annoyed		hill	stay
ridiculous		top	sprint
slow		yard	boast
many		mile	race
amazing		feet	prove
ahead		challenge	accept
one-eighth		animal	chase
tired		butterflies	play
surprised		lunch	look
hungry		lettuce	want
nearby		farm	stretch
exhausted		sun	pass
hot		house	snore
full		shade	dream
big		nap	cheer
shady		victory	dash
friendly		race	admit
steady		morning	won
		tree	see

# Cross-Curricular: Silly Sentences

1. "I can \_\_\_\_\_er than anybody, especially Tess \_\_\_\_\_."  
verb adjective noun
2. It is 1,760 \_\_\_\_\_s to the \_\_\_\_\_ of the hill.  
noun noun
3. "Ha! That's \_\_\_\_\_! Tomorrow \_\_\_\_\_ I'll \_\_\_\_\_ Tess to the top to \_\_\_\_\_ it."  
adjective noun verb
4. \_\_\_\_\_ forest animals came to \_\_\_\_\_ the \_\_\_\_\_ race.  
adjective verb adjective
5. At \_\_\_\_\_ of a mile, he \_\_\_\_\_ed off the track to \_\_\_\_\_ butterflies.  
adjective verb verb
6. "Time for some \_\_\_\_\_," said Henry. He \_\_\_\_\_ed off the track to find \_\_\_\_\_ and carrots at a \_\_\_\_\_ farm.  
noun verb noun adjective
7. Henry had \_\_\_\_\_ 3,960 \_\_\_\_\_ on the track, in the \_\_\_\_\_ sun.  
verb noun adjective
8. Feeling very \_\_\_\_\_ and still full from his \_\_\_\_\_ meal, Henry \_\_\_\_\_ed himself out under a shady \_\_\_\_\_.  
adjective adjective adjective verb noun
9. Henry \_\_\_\_\_ed in disgrace that \_\_\_\_\_ and \_\_\_\_\_ won the \_\_\_\_\_!  
verb adjective adjective noun



# Language Arts: Sequence Sentence Strips

Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

One day, Henry Hare challenged Tess Tortoise to a race.

The next morning, all the forest animals came to see the race.

When the race began, Henry was in the lead.

After one-eighth of a mile, Henry stopped to chase butterflies.

At a half-mile, Henry decided to eat lunch.

After three-fourths of a mile, Henry took a nap.

While Henry was sleeping, Tess passed him.

By the time Henry woke up, it was too late.

Tess crossed the finish line first and won the race!

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	c	x	e	r	f	i	n	i	s	h
2	h	l	a	g	a	d	h	q	l	a
3	a	z	c	b	s	m	f	r	o	r
4	l	t	o	r	t	o	i	s	e	e
5	l	p	j	a	f	k	x	l	a	q
6	e	s	k	c	o	v	r	o	j	y
7	n	t	a	e	z	h	b	w	l	a
8	g	a	x	s	q	m	h	z	k	r
9	e	r	s	p	r	i	n	t	e	d
10	r	t	s	t	e	a	d	y	q	s

tortoise  
hare  
race  
fast  
slow  
steady  
yards  
challenge  
sprinted  
start  
finish

# True or False?

---

*Objective: Critical thinking skills*

Circle whether you think the statement is true or false:

1. T/F A hare can run faster than a tortoise.
2. T/F There are 2,000 yards in a mile.
3. T/F There are 5,280 feet in a mile.
4. T/F One-eighth of a mile is less than half of a mile.
5. T/F Three-quarters of a mile is less than half of a mile.
6. T/F Tortoises use their shell for shelter.
7. T/F A human is five inches tall.
8. T/F A human is five feet tall.
9. T/F A human is five yards tall.
10. T/F You can measure a tortoise's length using a ruler.

# Vertebrate Classes

*Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes*

## Mammals:

hair, fur, whiskers, or quills at some point during their lives  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
lungs to breathe  
most give birth to live young  
produce milk to feed young  
warm-blooded

## Birds:

feathers  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
lungs to breathe  
hatch from hard-shelled eggs  
warm-blooded

## Reptiles:

dry scales or plates  
backbone (vertebrate)  
inside skeleton (endoskeleton); most turtles also have a hard outer shell  
lungs to breathe  
most hatch from leathery eggs  
cold-blooded

*Warm-blooded animals make their own heat and have a constant body temperature*

*Cold-blooded animals' body temperature comes from their surroundings*

## Fish:

most have scales covered with a thin layer of slime  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
gills to breathe  
babies are either born alive or hatch from jellylike eggs  
cold-blooded

## Amphibians:

soft, moist skin  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe  
as they grow, they develop legs and lungs and move onto land  
cold-blooded

Using the sorting cards, sort the animals into their class.

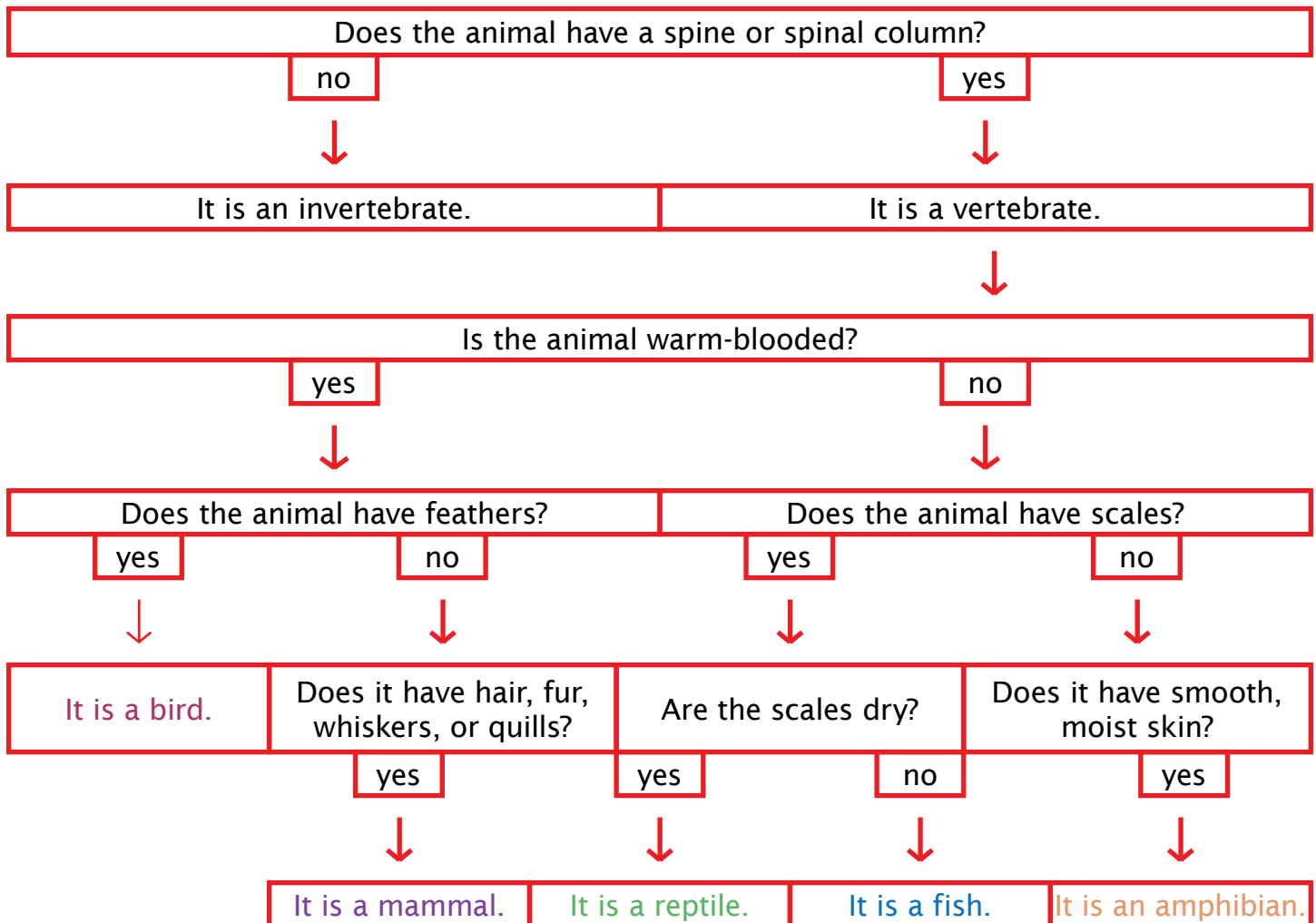
# Dichotomous (Yes/No) Key

A dichotomous key helps to sort (classify) animals. These keys work by asking yes or no questions. Each answer leads to another yes or no question, until the animal class is identified. There are five classes of animals with backbones (vertebrates): fish, reptiles, amphibians, birds, and mammals. Use the information found in the book to match the animal to its classification.

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*



What kind of animal is Tess Tortoise? What kind of animal is Henry Hare?

Can you classify these other characters?: Oliver Owl; Freddy Frog; Sally Squirrel

# Math: Measuring (compare & contrast)

*Objective Core Mathematics Measurement:*

*Order three objects by length; compare the lengths of two objects indirectly by using a third object.*

*Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length*

*Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.*

*Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.*

*Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.*

*Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.*

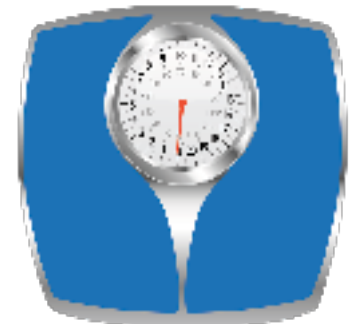
What else about an object can you measure besides its length?

What standard measuring tool would you use to measure something in:

Inches or centimeters

Feet or meters

Pounds or kilograms



Try to imagine how big or small something is compared to something you know.

What are some other things about the same size?

What is something that weighs about the same?

How big is it?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big something is on the playground, sidewalk, or driveway.

If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size?

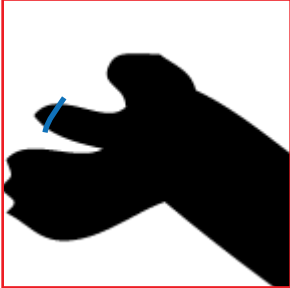


---

## Metric Measurements

---

There are two main systems of measurement: metric and US Standard. The US Standard system measures length or distance in inches, feet, yards, and miles. The metric system uses centimeters, meters, and kilometers.

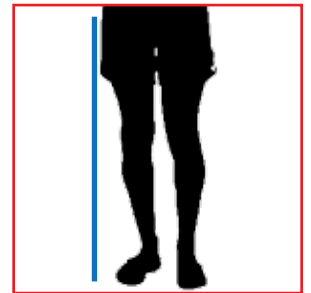


A centimeter is a small unit of measurements. Your finger is about one centimeter wide.

1 inch = 2.54 centimeters (cm)

A meter is 100 centimeters long. An adult's legs can be a meter long.

1 yard (3 feet) = .914 meters (m)



A kilometer is 1,000 meters long. That is about 550 grown men stacked on top of each other!

1 mile = 1.6 kilometers (km)

---

## Measure it!

---



Use a measurement tool—like a ruler, yardstick, or tape measure—to find the length of objects around you. How tall are you? How long is your arm? How long is your index finger? How wide is the room you are in?

*Think about it:* What measurement tool works best for small lengths? Which are easier for measuring large lengths? To measure a racetrack, would you rather use a ruler or a tape measure? Would you use a ruler or a yardstick to measure the width of a hare's paws? Why?



# Math Cards

---

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

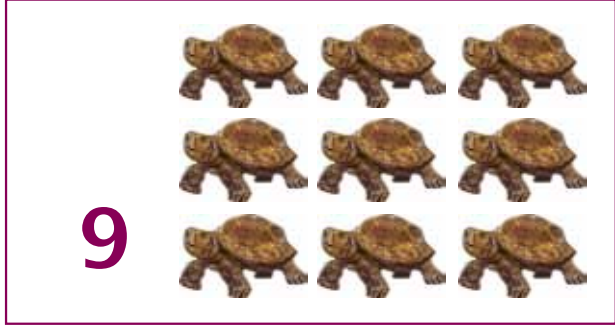
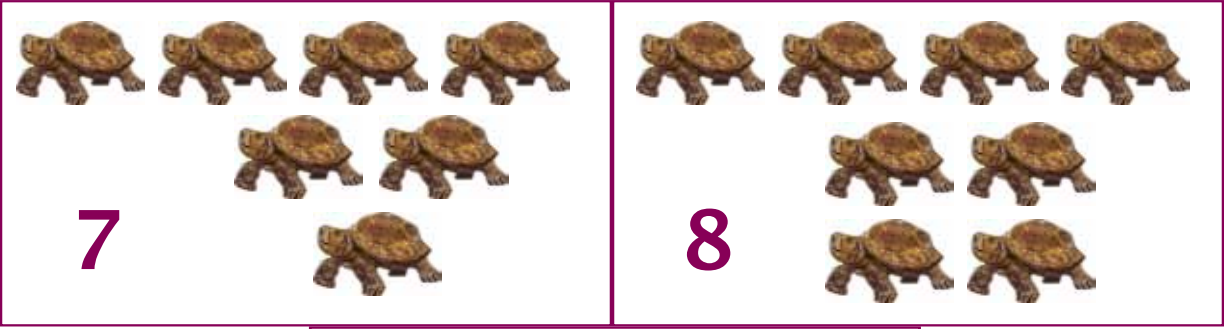
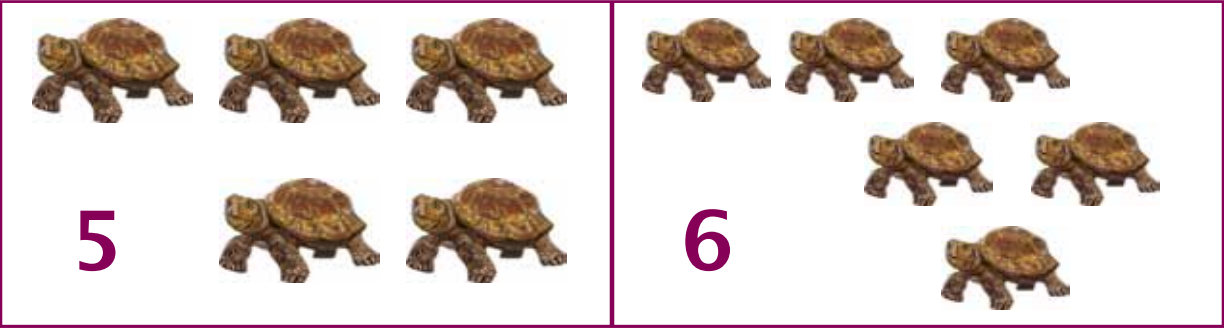
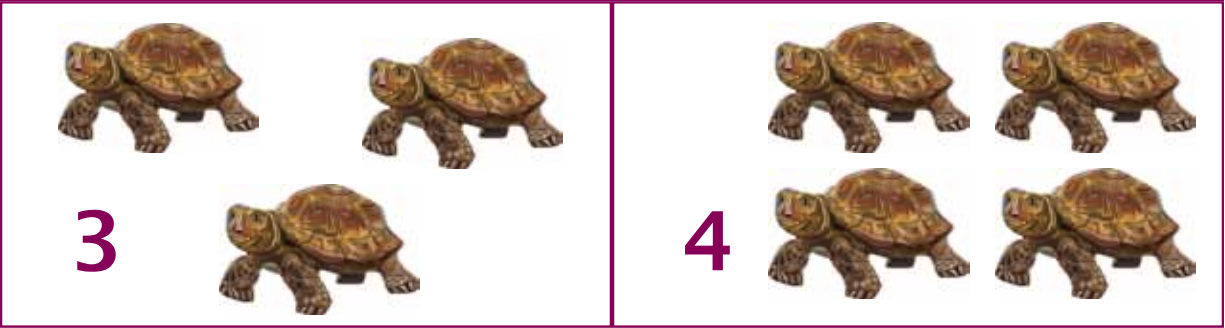
(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.



# Longer and Shorter

When you know how long something is, you can compare it to other objects' lengths. You can tell which things are longer or shorter than others. You can put a group of things in order based on their length.

short		long
shorter		longer
shortest		longest



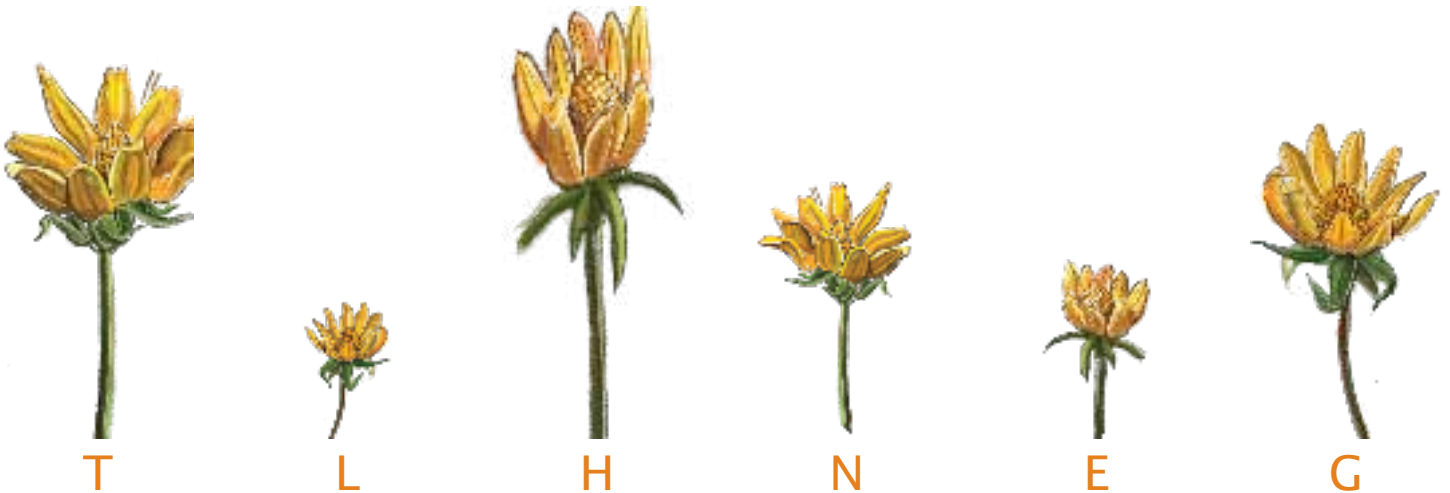
1 When Henry ate the carrot, did he make it longer or shorter?



2 Is the tree on the left longer or shorter than the stump on the right?



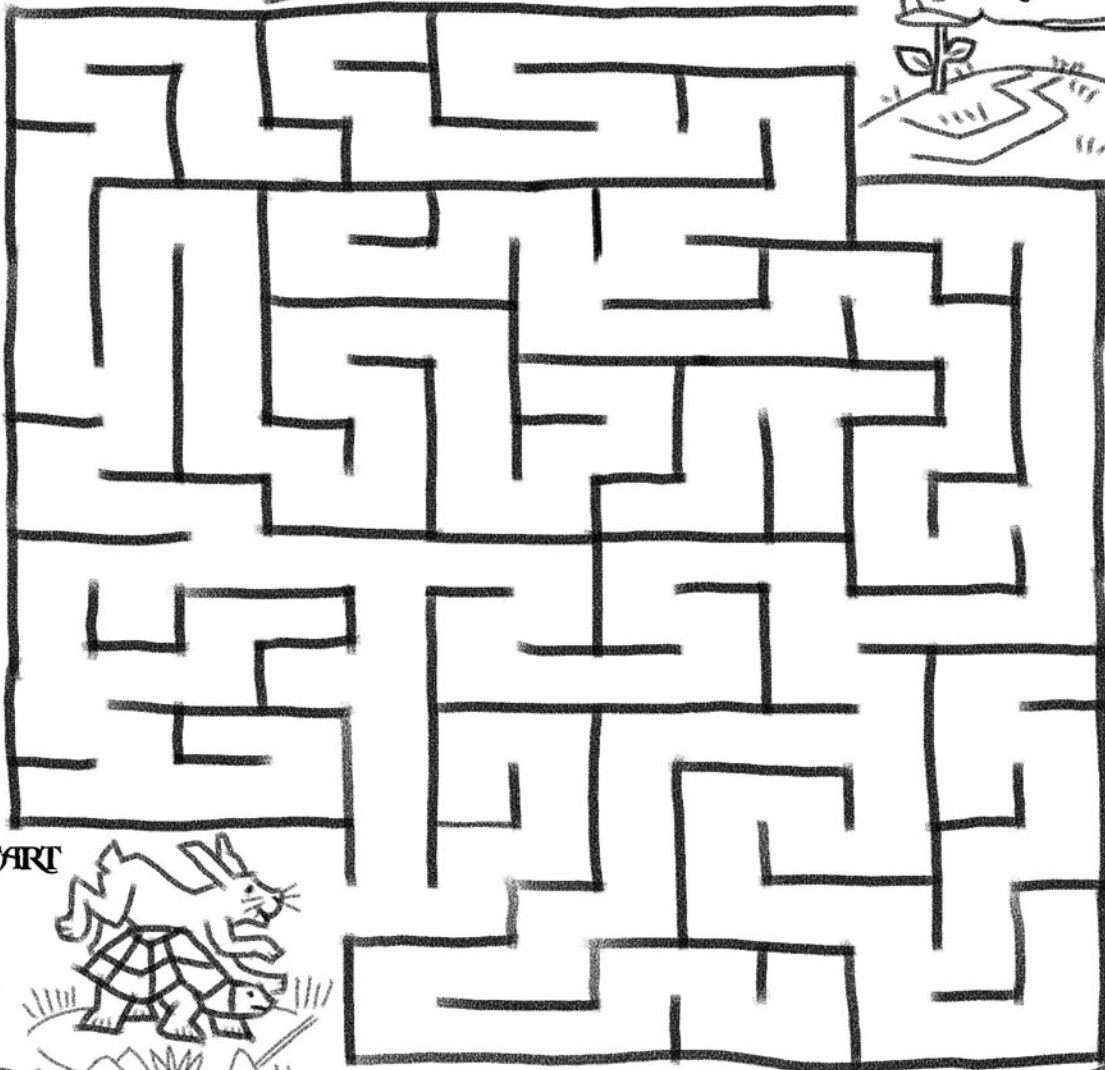
3 Unscramble the word by putting the flowers below in order from shortest to longest.



Spanish answer: GRANDE  
 Answers: 1-shorter, 2-longer, 3-LENGTH

# TORTOISE AND HARE'S AMAZING RACE

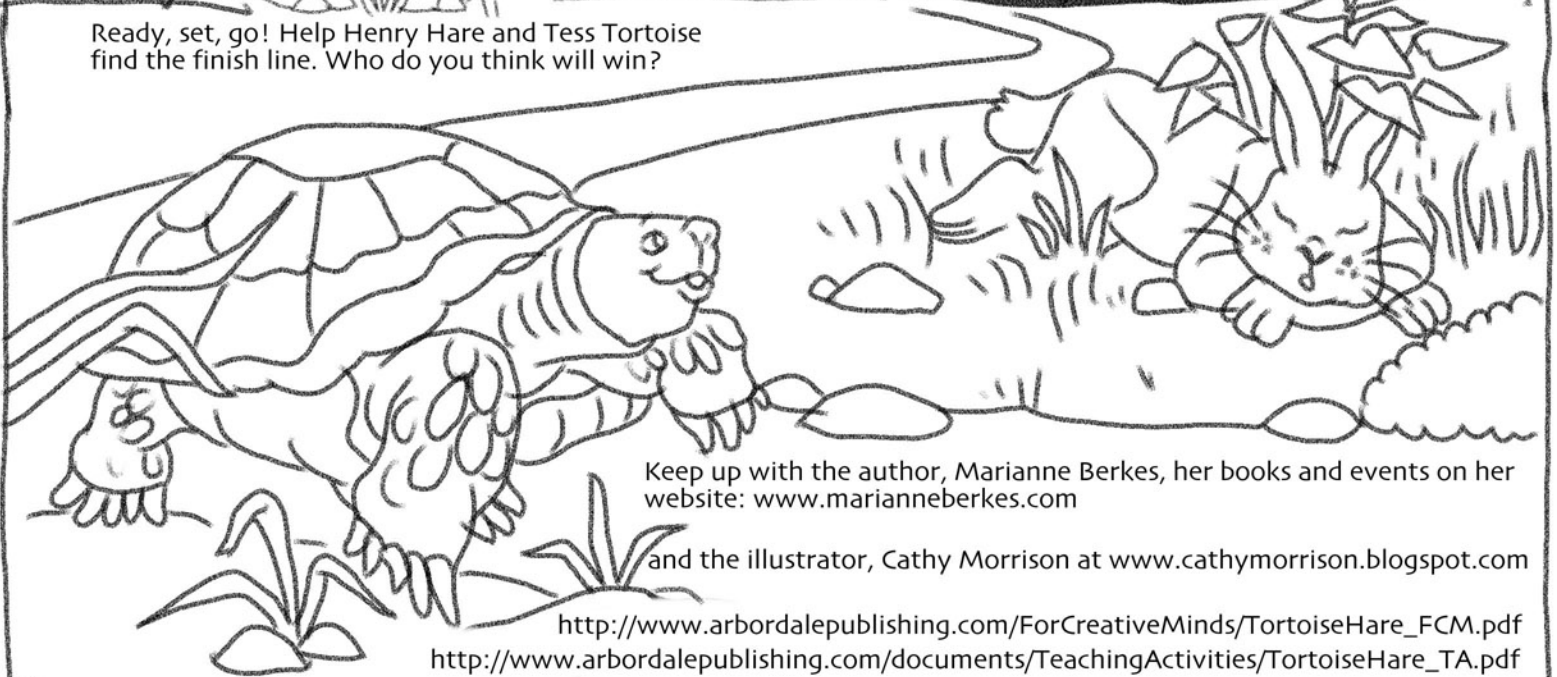
"A math twist to a classic tale."



START



Ready, set, go! Help Henry Hare and Tess Tortoise find the finish line. Who do you think will win?



Keep up with the author, Marianne Berkes, her books and events on her website: [www.marianneberkes.com](http://www.marianneberkes.com)

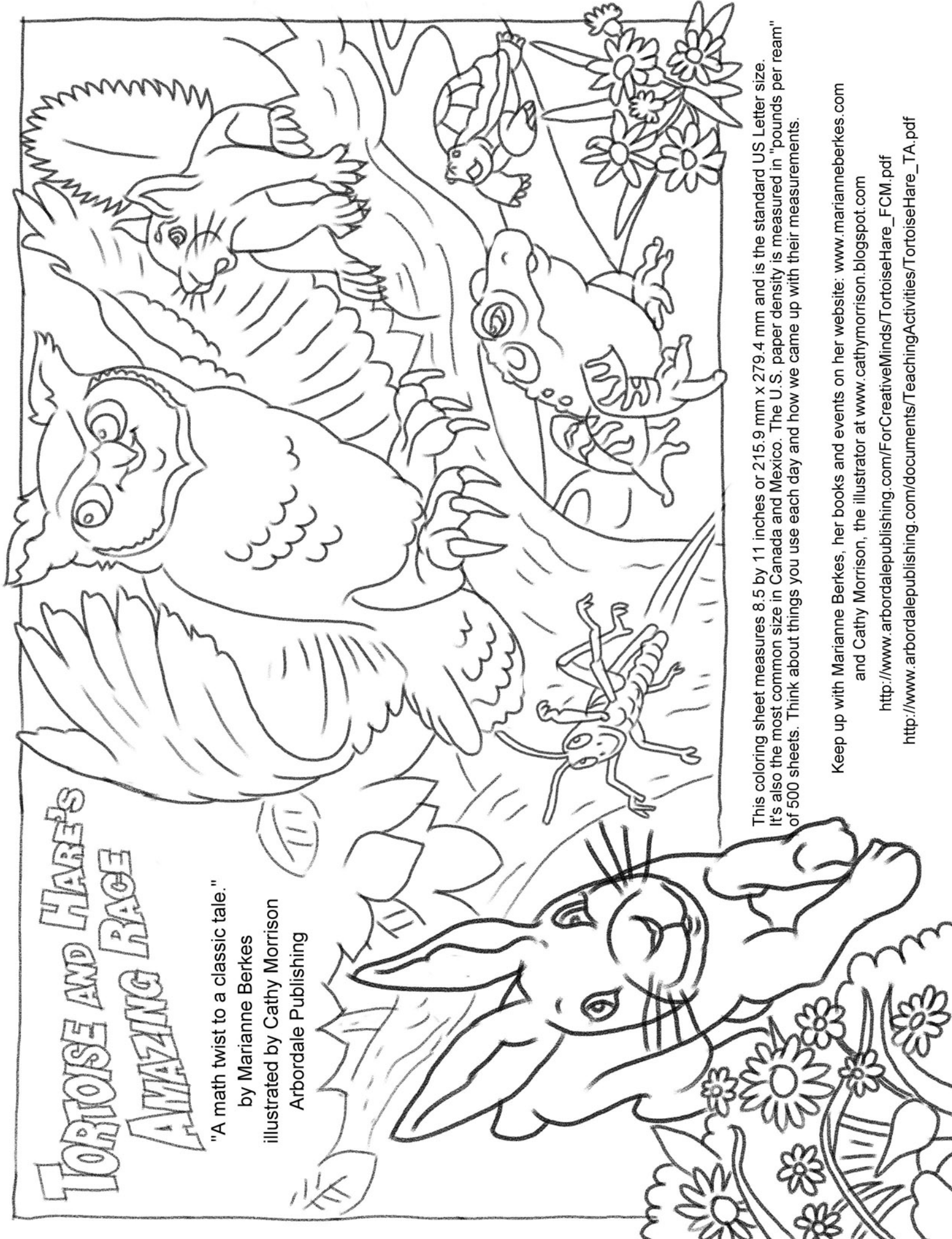
and the illustrator, Cathy Morrison at [www.cathymorrison.blogspot.com](http://www.cathymorrison.blogspot.com)

[http://www.arbordalepublishing.com/ForCreativeMinds/TortoiseHare\\_FCM.pdf](http://www.arbordalepublishing.com/ForCreativeMinds/TortoiseHare_FCM.pdf)  
[http://www.arbordalepublishing.com/documents/TeachingActivities/TortoiseHare\\_TA.pdf](http://www.arbordalepublishing.com/documents/TeachingActivities/TortoiseHare_TA.pdf)

# TORTOISE AND HARE'S AMAZING RACE

"A math twist to a classic tale."

by Marianne Berkes  
illustrated by Cathy Morrison  
Arbordale Publishing



This coloring sheet measures 8.5 by 11 inches or 215.9 mm x 279.4 mm and is the standard US Letter size. It's also the most common size in Canada and Mexico. The U.S. paper density is measured in "pounds per ream" of 500 sheets. Think about things you use each day and how we came up with their measurements.

Keep up with Marianne Berkes, her books and events on her website: [www.marianneberkes.com](http://www.marianneberkes.com)  
and Cathy Morrison, the illustrator at [www.cathymorrison.blogspot.com](http://www.cathymorrison.blogspot.com)

[http://www.arbordalepublishing.com/ForCreativeMinds/TortoiseHare\\_FCM.pdf](http://www.arbordalepublishing.com/ForCreativeMinds/TortoiseHare_FCM.pdf)

[http://www.arbordalepublishing.com/documents/TeachingActivities/TortoiseHare\\_TA.pdf](http://www.arbordalepublishing.com/documents/TeachingActivities/TortoiseHare_TA.pdf)

# Answers

## Silly Sentences:

1. "I can run faster than anybody, especially Tess Tortoise."
2. It is 1,760 yards to the top of the hill.
3. "Ha! That's ridiculous! Tomorrow morning I'll race Tess to the top to prove it."
4. Many forest animals came to see the amazing race.
5. At one-eighth of a mile, he sprinted off the track to chase butterflies.
6. "Time for some lunch," said Henry. He dashed off the track to find lettuce and carrots at a nearby farm.
7. Henry had run 3,960 feet on the track, in the hot sun.
8. Feeling very tired and still full from his big meal, Henry stretched himself out under a shady tree.
9. Henry admitted in disgrace that slow and steady won the race!

## Word Search:

	A	B	C	D	E	F	G	H	I	J
1	c				f	i	n	i	s	h
2	h				a					a
3	a				s					r
4	l	t	o	r	t	o	i	s	e	e
5	l			a				l		
6	e	s		c				o		y
7	n	t		e				w		a
8	g	a								r
9	e	r	s	p	r	i	n	t	e	d
10		t	s	t	e	a	d	y		s

True or False?:

Circle whether you think the statement is true or false:

1. T/F A hare can run faster than a tortoise.
2. T/F There are 2,000 yards in a mile.  
There are 1,760 yards in a mile.
3. T/F There are 5,280 feet in a mile.
4. T/F One-eighth of a mile is less than half of a mile.
5. T/F Three-quarters of a mile is less than half of a mile.  
Three-quarters of a mile is more than half of a mile.
6. T/F Tortoises use their shell for shelter.
7. T/F A human is five inches tall.  
A human is around sixty inches tall.
8. T/F A human is five feet tall.
9. T/F A human is five yards tall.  
A human is only about two yards tall.
10. T/F You can measure a tortoise's length using a ruler.

# Appendix A—“What Children Know” Cards

---

<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>



## Appendix B—Vocabulary Cards

**brag**

**wise**

**boast**

**sprint**

**dash**

**ridiculous**

**meadow**

**plod**

**satisfied**

**drowsily**

**disgrace**

**inch**

**foot**

**ruler**

**yard**

**tape measure**

**yardstick**