

**Lesson 13-1**      **Reading in the Content Area****Main Idea**

1. **Mark the *main idea* with an *M*.**  
**Mark the statement that is *too broad* with a *B*.**  
**Mark the statement that is *too narrow* with an *N*.**  
\_\_\_\_ A protractor is used to measure angles.  
\_\_\_\_ Types of angles and pairs of angles can be classified according to their measure.  
\_\_\_\_ Many objects contain angles.

**Subject Matter**

2. This lesson is mainly about \_\_\_\_
  - a. classifying and measuring angles.
  - b. drawing angles.
  - c. defining and using right angles.
  - d. constructing circles.

**Supporting Details**

3. The most common unit of measure for angles is the \_\_\_\_
  - a. circle.
  - b. inch.
  - c. degree.
  - d. meter.

**Conclusion**

4. If the measure of angle  $Y$  is  $40^\circ$  and angles  $X$  and  $Y$  are complementary, you could determine the measure of angle  $X$  by \_\_\_\_
  - a. subtracting 40 from 90.
  - b. adding 40 and 90.
  - c. subtracting 40 from 180.
  - d. adding 40 and 180.

**Clarifying Details**

5. The Key Concept box shows \_\_\_\_
  - a. that the measure of a right angle is less than  $90^\circ$ .
  - b. the measure of an acute angle is less than  $90^\circ$ .
  - c. the measure of an obtuse angle is less than  $90^\circ$ .
  - d. the measure of a straight angle is less than  $90^\circ$ .

**Vocabulary in Context**

6. To *measure* means \_\_\_\_
  - a. to find the size or amount of something.
  - b. to average.
  - c. to classify.
  - d. to find the shape of something