

Salute to Courage

Second Edition



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ANSWER KEY

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Introduction

This answer key for *Salute to Courage* (Second Edition, Abeka® Book reading program) was developed to help you be as successful and efficient as possible as you teach reading to your student. In addition to providing suggestions for developing a good overall approach to reading, this answer key provides you with model responses to the “Thinking It Through” questions. The student does not have to use the same wording in his or her responses, but should give the same information. The phrase *Answers may vary* refers to situations for which there are more than one possible answer. We have attempted to provide helpful information in these cases.

Obviously, a good reading teacher will constantly work to improve a student’s reading skills. The four fundamental reading skills are:

1. Reading Comprehension/Retention
2. Vocabulary Recognition
3. Articulation
4. Reading Speed

The best way to improve a student’s **reading comprehension** is to discuss with the student the major points of his reading lesson until you are sure that he understands its meaning, purpose, and moral implications. Students should be encouraged to read and study the reading lessons until they fully understand the *who*, *what*, *when*, *where*, and *why* of the stories they have read.

Vocabulary recognition must also be developed so that students can read with increasing speed and accuracy. To develop proper vocabulary growth, instructors must insist that their students look up in the dictionary and, if possible, write out the definitions of new vocabulary words they encounter in their reading lessons.

Articulation is the ability to correctly pronounce vocabulary words. The basis for articulation is a thorough knowledge of phonics concepts and rules. Students who struggle with articulation do so because they cannot break down a particular word into its phonetic parts. You should encourage your student to read aloud on a regular basis so that you can determine whether his articulation reflects proper style and familiarity with phonics rules. If your student struggles with articulation, we recommend holding a few review sessions covering phonics rules.

A student's **reading speed** will improve as his vocabulary recognition and articulation skills increase. Perhaps the best way to develop the ability to read quickly is to read frequently. Students should be taught to compete with themselves so that they can concentrate on developing reading potential. The old saying "practice makes perfect" applies to the discipline of reading. The more your student reads, providing he understands the fundamentals, the better he will read.

To help your student excel in reading, we suggest that you establish a tradition in your home in which he spends time each evening reading a good book. Consider establishing a daily quiet time when your child reads alone for a half hour or more. People who grow up in homes where reading is cherished are seldom poor readers. If you do these things, as well as limit the time your student spends watching television or various forms of electronic media, you will have the joy of seeing a child who excels in reading.

Answer Key

Unit 1—It Takes Courage

Ronny, the Rope Climber, Page 7

Thinking It Through

1. The school record for climbing 15 feet from a standing start was 2.1 seconds.
2. It was so important to Ronny to beat the record because he was not the best student, but he could climb the rope and wanted to bring honor to the school he loved so much.
3. Ronny confessed to Mr. Skinner that he did not touch the marker, missing it by a half inch.
4. Mr. Skinner gave Ronny another chance because of Ronny's honesty.
5. When Ronny confessed to not touching the marker, the other boys thought that it was a shame and that Ronny should have kept his mouth shut.
6. If Ronny had kept quiet about missing the marker, he would not have felt as proud about "breaking the record" as he did when he actually did break the record.

Answers will vary, but here is an example: He may have felt guilty for not being honest and not truly honoring the school.

Rosina's Chickens, Page 17

Thinking It Through

1. Rosina had eighty-four chickens.
2. Rosina planned to use the money she would get when she sold her chickens to pay for her Easter trip to the St. Louis zoo.
3. Mrs. Fontini was going to the grape-juice factory in Springdale to find work for the summer.