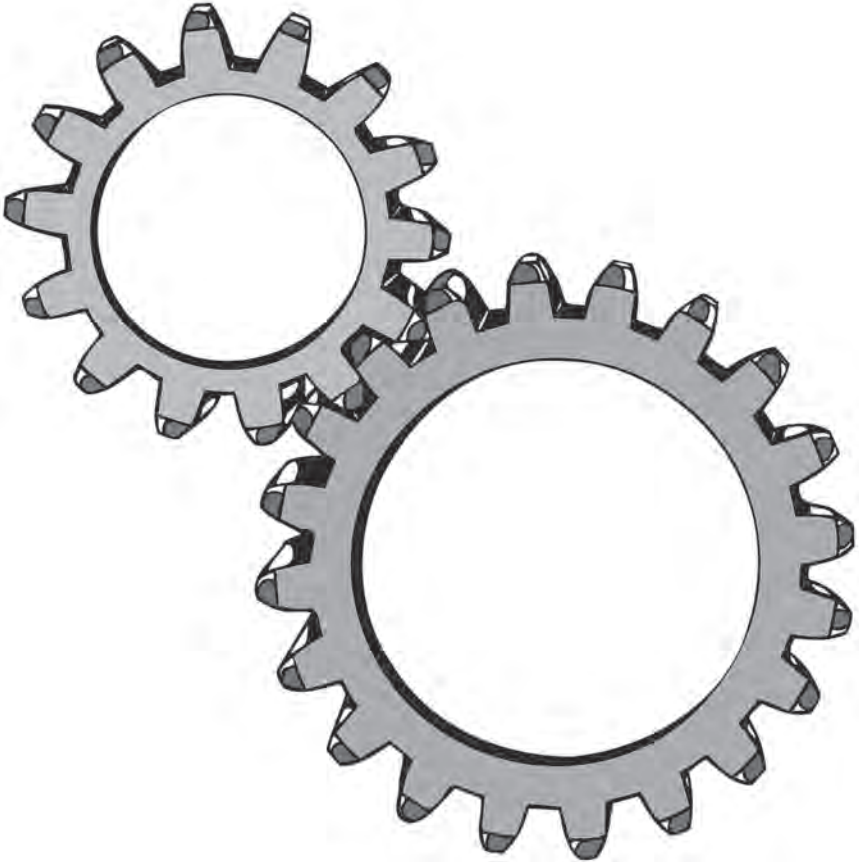


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# *Gifts and Gadgets*



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## **ANSWER KEY**

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# Contents

Introduction .....	v
So Many Gifts .....	1
The Gift of a Gadget .....	1
Dan Drake’s First Patient.....	1
Louis Pasteur: Battle with Death .....	2
Skate.....	2
The Stealthy Skate .....	3
Perfectly Designed .....	3
Do All That You Can.....	4
Charles Roman: Doctor and Teacher .....	4
The Eagle Eye: Calling All Scientists .....	5
Thingamajig Jamie .....	5
Tools for Swimming .....	6
The Ways of Living Things .....	7
A Dragon-Fly .....	7
Seal .....	7
Build On It: Point of View .....	8
We Invent the Franklin Stove.....	8
Samuel Morse: Talking across Space.....	9
Alexander Graham Bell: How the Telephone Was Invented .....	10
How Does Sound Travel? .....	10
John Gutenberg: The First Printer.....	11
Build On It: Problem and Solution Text Structure.....	12
Christmas Cheer .....	13
The Snowflake .....	13
The Emperor Penguin .....	14
God’s Gift of Knowledge.....	14

Captain Cook .....15

Experiment 13 .....16

Knowledge .....17

Balloon in a Bottle.....17

The Thinking Cap .....18

Measurement.....19

Many Moons .....19

I Stood Alone .....19

Lift Off .....19

Reaching for the Moon .....20

The Will and the Way .....21

A Reason to Trust .....21

God Is in Every Tomorrow.....22

# Introduction

This answer key for *Gifts and Gadgets* (copyright 2020, 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 model responses to the questions and exercises in the textbook, with occasional notes to the teacher in *italics*. The student does not have to use the same wording in his or her responses, but should give the same information. The phrase *Answers will vary* refers to exercises for which there are no explicit answers, although the student should follow the directions found in the text. These are usually creative writing exercises or questions that are soliciting the student's opinion. 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.

- The words in the poem that relate to the seal's movements are as follows: dives, zoom, darts, swims, swerve, twist, flip, flick, quicksilver-quick, plunges, sweeps, and plops.

### **Build On It—Page 201**

The shape of the poem “The Grasshopper” represents the movement of a grasshopper. It sits in place for a while, then jumps around, then sits again.

*The following rhyming words should be boxed in red:* long, song; grass, pass; feet, eat; *possibly* dew, do; spring, sing

*The following simile should be circled in green:* like rusty fiddles

*The following metaphors should be circled in blue:* scraping summer song, blink of dew, sing

*The following repetitions should be underlined in yellow:* Grasshopper, grasshopper; such funny legs, such funny feet

### **Build On It: Point of View**

#### **Think It Through—Page 71**

- Clues that tell you a story is written in the first person are that the narrator includes himself in the story and uses pronouns such as *I*, *me*, and *we*.
- Clues that tell you a story is written in the third person are that the narrator does not refer to himself in the story and only uses pronouns such as *he*, *she*, and *they*.

### **We Invent the Franklin Stove**

#### **Think About It!—Page 77**

- Answers may vary.* “We Invent the Franklin Stove” is a *fiction* narrative, since mice do not talk. However, it is also *informative* because it describes how Franklin may have thought through the idea of heating the room more efficiently; it was *sequential* due to the step-by-step development of the stove.
- A little mouse named Amos is the narrator of the story.