
Fun with Friends



ANSWER KEY

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Introduction

This answer key for *Fun with Friends* (copyright 2017, 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. 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.

Answer Key

Al and Bob

Think About It!—Page 5

1. Buzz was the ref for the race.
 2. Al the Ant won the race.
 3. Big Bob did not finish the race because he wanted to rest his legs.
 4. After the race, Al treated Bob kindly; they were still friends.
-

A Safe Home

Think About It!—Page 11

1. Tell what happened first, next, and last.
2 A mole popped his nose up from the hole.
1 Ted and I ran past the hive until it was safe.
3 “This cave will make a safe home.”
 2. The mole told Ben and Ted about the cave.
-

Fun at the Sea

Think About It!—Page 16

1. Jess tossed the stick into the waves.
2. Jess told Pal not to get too close to the crab because it might snap at him.
3. Sal the seagull tried to grab Pal’s treats.
4. On their next trip to the seaside, Pete and Jess will sail on the boat.