✓ Play “WORDS I USE Doodles” with your child. Draw a simple picture that your child can easily recognize. You child then turns to the appropriate page and searches for the corresponding word. If it is not in the book, it can be added. Then your child draws a picture and you search for the word.
✓ Add words related to an after-school activity such as baseball, umpire, coach, stadium, etc.
✓ Play “I Spy WORDS I USE” with your child. One way is to play a regular game of “I Spy” by telling your child “I spy something in the room that is ___” (red, for example). Your child then asks questions which you answer by saying either “hot” or “cold”, until he or she guesses the object or gives up. The name of the object can then be added in the book. Another way to play is to choose a word in the book by saying “I spy a word on this page that ends with a ___” (K sound, for example). Your child then searches for the word. Remember to give your child chances to spy objects and words that you have to search for.
✓ Add interesting words learned at school. For example -- words from lessons, field trips, etc.
✓ Help your child add troublesome words found in homework assignments.
✓ Have your child read through the book and name all the animal words he or she can find in one minute (or any appropriate time limit). This can be done with any category of words -- science words, action words, food words, etc.

Summary

The suggestions and activities found in this Guide are intended to help your child have positive reading and writing experiences together with you. Children have a natural inclination to participate in activities which they believe are important to adults, and for which they are rewarded by adults. If children enjoy their initial efforts to read and write, and you support these efforts, they will be better prepared to hone their skills through repetitive work in later years.

Read and write joyfully with your child at every opportunity. And, use MORE WORDS I USE WHEN I WRITE to help your child enjoy learning our language.

Experts in Intervention for Over 50 Years

For Grades 3 and 4

More
Words I use
when I write

Help At Home Guide

by

Alana Trisler &
Patrice Howe Cardiel

EDUCATORS PUBLISHING SERVICE
You can help your child develop as a reader and a writer. MORE WORDS I USE WHEN I WRITE was selected by your child's teacher to support the learning process at school, and it can provide similar help at home.

Children use MORE WORDS I USE WHEN I WRITE to create a personal spelling guide by writing in words that are important to them. In addition to helping them with their spelling, MORE WORDS I USE WHEN I WRITE is also a useful aid in the development of children's vocabulary, alphabetizing skills, and understanding of phonics (the relationship between written words and the sounds they represent). Although word definitions are not a part of MORE WORDS I USE WHEN I WRITE, the book is a logical step in the understanding and use of dictionaries.

Children become readers and writers gradually, so this booklet includes a brief overview of language development that will help you make the best possible use of MORE WORDS I USE WHEN I WRITE. We also explain why and how to read with your child, because enjoyable reading experiences at home are a vital part of the learning process. The final section of this Guide contains suggestions for helping your child use MORE WORDS I USE WHEN I WRITE at home.

Your child's teacher may have other suggestions for using the book at home, too. And you and your child may discover new ways to use the book together. Remember that MORE WORDS I USE WHEN I WRITE is not a workbook, and learning to read and write should be an enjoyable experience.

When leafing through MORE WORDS I USE WHEN I WRITE, you will see word lists and blank writing lines for adding new words. As your child fills in the blank lines with new words, the book will become a personal record of its owner's development, interests and experiences.

New words children add may come from letters they write or receive, books you read together, a grocery list, or a sign for the bedroom door. Names of friends and family members can be added in a special section near the back of the book.

The only rule for using MORE WORDS I USE WHEN I WRITE is that every word added is to be spelled correctly. This is necessary because your child will be using the book as a reference and should not be given incorrect information. In some cases, you may need to write a new word on a piece of paper, then let your child copy it into the book.

There are no other directions for you or your child to follow. MORE WORDS I USE WHEN I WRITE is not a workbook, so there are no exercises to be done and then graded.

You can, however, use the book as part of activities that will help your child read and write more fluently. We have provided some suggestions that are meant to be fun as well as educational. Remember, if at any time either you or your child feel stressed or pressured by the following activities, it is time to stop and do something else. Return to the activities when you both feel fresh and relaxed. And keep in mind that the main purpose of the book and the related activities is that your child record words that are important to him or to her.

MORE WORDS I USE WHEN I WRITE
Activities

✓ Become familiar with the words in the book. Have your child pick a letter of the alphabet, then read the word list for that letter.
✓ When your child asks how to spell a word, suggest that he or she look it up in the book. If it is not there, add it.
✓ Suggest that your child add new words which the two of you discuss when reading together.
✓ List birthday or holiday presents in the book.
✓ Play "WORDS I USE Riddles" with your child. Say "I'm thinking of a word that begins with A and means someone is not in school. What is it?" Your child can turn to the A page and read the words to find "absent". Be sure to let your child give you some riddles, too.
✓ Add names of friends and family members to the book.
While you read:
✓ "What do you think is going to happen next?"
✓ "What would you do if you were ___?" (character in story)

After you read:
✓ "What did (didn't) you like about the story?"
✓ "Did you like ___?" (character in story) "Why (not)?"
✓ "What would you have done if you were ___?" (character) "Why?"
✓ "What do you think the illustrator used to make the pictures in this book?"
✓ "Did you like the pictures?" "Why (not)?"
✓ "How do you think the author came up with the idea for this book?"

CAUTION: Asking the same questions at every reading becomes boring, and asking too many questions becomes frustrating for a child. You need to decide what is appropriate and fun!

<table>
<thead>
<tr>
<th>What To Do When Reading Isn’t Fun</th>
<th>For A Struggling Reader</th>
</tr>
</thead>
</table>

Young readers usually possess a willingness to read. But, if reading is a struggle for your child, he or she may not want to read to you or with you. No one likes to keep repeating a difficult task.

The preceding DOs and DON'Ts in the How To Read With Your Child section are basic guidelines that meet any reader's needs. A struggling reader will probably need extra encouragement and support. As he or she may find little reward in poring over the printed page, a parent needs to work carefully with such a child. Here are some guidelines for working with struggling readers:

✓ Read to a struggling reader instead of asking that he or she read to you.
✓ Allow your child to choose material that he or she finds interesting. Yes, even comic books!
✓ Expose the struggling reader to all levels of reading difficulty, all types of literature, and all types of books (picture books, chapter books, easy-to-read books, etc.). Be sure to include some material that is near your child’s reading level, so your child can later give it a try without you.
✓ Suggest that a struggling reader read a well-known picture book to a younger, non-reading child. This is much less threatening than reading to an adult or a peer.
✓ Remember that the most important task of any reader is to create meaning for printed text. Don’t get too caught up in sounding out words. Encourage educated guesses about unknown words from the context and/or picture clues.

A Note About Language --
And Reading And Writing Development

Language is our basic form of communication. Newborn infants immediately respond to their parents’ voices, and many children are responding to the meaning of words by the end of their first year.

As children grow and develop, the power of their own words becomes more evident to them. When you stop what you are doing, make eye contact with children, and listen to what they are saying, you are supporting the development of their thought processes and their ability to express themselves.

At age three, children have a speaking vocabulary of about 900 words. By this time they are also beginning to realize that the printed word is part of communication. Once they reach pre-school age, children are experimenting with reading and writing simultaneously. It is at this time that most children begin to ask “What does this say?”, scribble their own grocery lists, and pretend to read.

As a parent, you support their efforts when you look at and discuss their scribbles and artwork. Reading and discussing books with children are also very important, as early reading activities occur spontaneously when children see reading material in the home. Writing on walls, floors and refrigerators is part of this process, too, and parents will want to switch children from these surfaces to paper without dampening the children’s enthusiasm for the writing process.

To further encourage children to read and write, parents should praise children’s initial efforts and try to make such efforts enjoyable. When young children are told that their spelling is incorrect, or that their letters are not properly formed, their natural enthusiasm diminishes. Developing penmanship and spelling skills comes after children have started to enjoy writing. The same holds true for learning what each word means and how it is pronounced. These skills should follow the enjoyment of reading.

Young children want to communicate, and school-age children are eager to become proficient at reading and writing. Nurturing this enthusiasm is one of the most important ways to help a child learn to read and write.

As children progress through the elementary grades, they become more adept at applying skills and rules they have learned. This does not mean, however, that reading no longer needs to be fun. Enjoyment and encouragement are important for older children, and so is reading together with parents.
"Mommy, will you read me a story?"

As a parent, you may often hear this request, or you may long to hear it. Either way, you realize the importance of a child's quest for information and enjoyment through the printed page. You want your child to be stimulated by colorful pictures and the language of stories, and to grow into an adult who reads for sheer pleasure, as well as out of necessity. How can you cultivate this kind of reader?

First of all, you must read. Children are acutely aware of what the significant adults in their lives value. If your child sees you sit down daily to read, he or she will realize that reading is an important activity worthy of your time. The same holds true for writing -- whether letters, notes, lists or anything else.

You should also read to your child every day. By doing so, you communicate to your child that reading is a social activity you value, and that you want to share this important activity with a very important person! When you then discuss what you have read together, your child comes to the realization that readers form opinions about books, and that not every book is loved equally.

In addition, your child needs opportunities to choose some of the books you read together. This allows your child to participate fully in the reading process. Not every choice will be a good one, but children learn to choose books by trial and error, so a few abandoned books are to be expected.

Children will only do what they have time to do. If your child is allowed to watch several hours of television every day, there will be relatively little time left for reading together. We suggest turning off the television set and cuddling up to read a good story together.

---

How To Read With Your Child

**DOs**
- Do enjoy the time spent reading together.
- Do read to your child at least once a day. (More if you can manage it!)
- Do pick a time when your child has your undivided attention.
- Do allow your child to select the book, but also feel free to make your own selections occasionally. This lets your child know that you have favorites, too!

**DON'Ts**
- Don't continue reading when your child loses interest.
- Don't go overboard with questioning. A discussion at home should not be a test.
- Don't refuse to re-read an old favorite. Young children begin to understand print by memorizing a book they hear repeatedly, and older children gain confidence in their ability to read a book independently as they hear it over and over.

---

Some Questions To Ask When Discussing A Book

**Before you read:**
- "What do you already know about ___?" (the book or its theme)
- Children benefit when they recall previous knowledge about a book's subject matter. This helps them make more appropriate guesses about unfamiliar words, and it helps them make predictions about the story.

**While you read:**
- "What do you think is going to happen next?"
- "What would you do if you were ___?" (character in story)

**After you read:**
- "What did (didn't) you like about the story?"
- "Did you like ___?" (character in story) "Why (not)?"
- "What would you have done if you were ___?" (character) "Why?"
- "How do you think the pictures in the book were made?"
- "Did you like the pictures?" "Why (not)?"
- "How do you think the author came up with the idea for this book?"

CAUTION: Asking the same questions at every reading becomes boring, and asking too many questions becomes frustrating for a child. You need to decide what is appropriate and fun!
The Importance Of Reading With Your Child

"Mommy, will you read me a story?"

As a parent, you may often hear this request, or you may long to hear it. Either way, you realize the importance of a child’s quest for information and enjoyment through the printed page. You want your child to be stimulated by colorful pictures and the language of stories, and to grow into an adult who reads for sheer pleasure, as well as out of necessity. How can you cultivate this kind of reader?

First of all, you must read. Children are acutely aware of what the significant adults in their lives value. If your child sees you sit down daily to read, he or she will realize that reading is an important activity worthy of your time. The same holds true for writing -- whether letters, notes, lists or anything else.

You should also read to your child every day. By doing so, you communicate to your child that reading is a social activity you value, and that you want to share this important activity with a very important person! When you then discuss what you have read together, your child comes to the realization that readers form opinions about books, and that not every book is loved equally.

In addition, your child needs opportunities to choose some of the books you read together. This allows your child to participate fully in the reading process. Not every choice will be a good one, but children learn to choose books by trial and error, so a few abandoned books are to be expected.

Children will only do what they have time to do. If your child is allowed to watch several hours of television every day, there will be relatively little time left for reading together. We suggest turning off the television set and cuddling up to read a good story together.

| How To Read With Your Child |

**DOs**
- Do enjoy the time spent reading together.
- Do read to your child at least once a day, (More if you can manage it!)
- Do pick a time when your child has your undivided attention.
- Do allow your child to select the book, but also feel free to make your own selections occasionally. This lets your child know that you have favorites, too!

**DON'Ts**
- Don't continue reading when your child loses interest.
- Don't go overboard with questioning. A discussion at home should not be a test.
- Don't refuse to re-read an old favorite. Young children begin to understand print by memorizing a book they hear repeatedly, and older children gain confidence in their ability to read a book independently as they hear it over and over.

Some Questions To Ask When Discussing A Book

Before you read:
- "What do you already know about ___?" (the book or its theme)
- Children benefit when they recall previous knowledge about a book’s subject matter. This helps them make more appropriate guesses about unfamiliar words, and it helps them make predictions about the story.

While you read:
- "What do you think is going to happen next?"
- "What would you do if you were ___?" (character in story)

After you read:
- "What did (didn't) you like about the story?"
- "Did you like ___?" (character in story) "Why (not)?"
- "What would you have done if you were ___?" (character) "Why?"
- "How do you think the pictures in the book were made?"
- "Did you like the pictures?" "Why (not)?"
- "How do you think the author came up with the idea for this book?"

CAUTION: Asking the same questions at every reading becomes boring, and asking too many questions becomes frustrating for a child. You need to decide what is appropriate and fun!
While you read:
✓ "What do you think is going to happen next?"
✓ "What would you do if you were ___?" (character in story)

After you read:
✓ "What did (didn't) you like about the story?"
✓ "Did you like ___?" (character in story) "Why (not)?"
✓ "What would you have done if you were ___?" (character) "Why?"
✓ "What do you think the illustrator used to make the pictures in this book?"
✓ "Did you like the pictures?" "Why (not)?"
✓ "How do you think the author came up with the idea for this book?"

CAUTION: Asking the same questions at every reading becomes boring, and asking too many questions becomes frustrating for a child. You need to decide what is appropriate and fun!

---

**What To Do When Reading Isn't Fun**

For A Struggling Reader

Young readers usually possess a willingness to read. But, if reading is a struggle for your child, he or she may not want to read to you or with you. No one likes to keep repeating a difficult task.

The preceding DOs and DON'Ts in the How To Read With Your Child section are basic guidelines that meet any reader's needs. A struggling reader will probably need extra encouragement and support. As he or she may find little reward in poring over the printed page, a parent needs to work carefully with such a child. Here are some guidelines for working with struggling readers:

✓ Read to a struggling reader instead of asking that he or she read to you.
✓ Allow your child to choose material that he or she finds interesting. Yes, even comic books!
✓ Expose the struggling reader to all levels of reading difficulty, all types of literature, and all types of books (picture books, chapter books, easy-to-read books, etc.). Be sure to include some material that is near your child's reading level, so your child can later give it a try without you.
✓ Suggest that a struggling reader read a well-known picture book to a younger, non-reading child. This is much less threatening than reading to an adult or a peer.
✓ Remember that the most important task of any reader is to create meaning for printed text. Don't get too caught up in sounding out words. Encourage educated guesses about unknown words from the context and/or picture clues.
Using MORE WORDS I USE WHEN I WRITE Together

When leafing through MORE WORDS I USE WHEN I WRITE, you will see word lists and blank writing lines for adding new words. As your child fills in the blank lines with new words, the book will become a personal record of its owner's development, interests and experiences.

New words children add may come from letters they write or receive, books you read together, a grocery list, or a sign for the bedroom door. Names of friends and family members can be added in a special section near the back of the book.

The only rule for using MORE WORDS I USE WHEN I WRITE is that every word added is to be spelled correctly. This is necessary because your child will be using the book as a reference and should not be given incorrect information. In some cases, you may need to write a new word on a piece of paper, then let your child copy it into the book.

There are no other directions for you or your child to follow. MORE WORDS I USE WHEN I WRITE is not a workbook, so there are no exercises to be done and then graded.

You can, however, use the book as part of activities that will help your child read and write more fluently. We have provided some suggestions that are meant to be fun as well as educational. Remember, if at any time either you or your child feel stressed or pressured by the following activities, it is time to stop and do something else. Return to the activities when you both feel fresh and relaxed. And keep in mind that the main purpose of the book and the related activities is that your child record words that are important to him or to her.

MORE WORDS I USE WHEN I WRITE Activities

✓ Become familiar with the words in the book. Have your child pick a letter of the alphabet, then read the word list for that letter.
✓ When your child asks how to spell a word, suggest that he or she look it up in the book. If it is not there, add it.
✓ Suggest that your child add new words which the two of you discuss when reading together.
✓ List birthday or holiday presents in the book.
✓ Play "WORDS I USE Riddles" with your child. Say "I'm thinking of a word that begins with A and means someone is not in school. What is it?" Your child can turn to the A page and read the words to find "absent". Be sure to let your child give you some riddles, too.
✓ Add names of friends and family members to the book.

Introduction

You can help your child develop as a reader and a writer. MORE WORDS I USE WHEN I WRITE was selected by your child's teacher to support the learning process at school, and it can provide similar help at home.

Children use MORE WORDS I USE WHEN I WRITE to create a personal spelling guide by writing in words that are important to them. In addition to helping them with their spelling, MORE WORDS I USE WHEN I WRITE is also a useful aid in the development of children's vocabulary, alphabetizing skills, and understanding of phonics (the relationship between written words and the sounds they represent). Although word definitions are not a part of MORE WORDS I USE WHEN I WRITE, the book is a logical step in the understanding and use of dictionaries.

Children become readers and writers gradually, so this booklet includes a brief overview of language development that will help you make the best possible use of MORE WORDS I USE WHEN I WRITE. We also explain why and how to read with your child, because enjoyable reading experiences at home are a vital part of the learning process. The final section of this Guide contains suggestions for helping your child use MORE WORDS I USE WHEN I WRITE at home.

Your child's teacher may have other suggestions for using the book at home, too. And you and your child may discover new ways to use the book together. Remember that MORE WORDS I USE WHEN I WRITE is not a workbook, and learning to read and write should be an enjoyable experience.
✓ Play "WORDS I USE Doodles" with your child. Draw a simple picture that your child can easily recognize. You child then turns to the appropriate page and searches for the corresponding word. If it is not in the book, it can be added. Then your child draws a picture and you search for the word.

✓ Add words related to an after-school activity such as baseball, umpire, coach, stadium, etc.

✓ Play "I Spy WORDS I USE" with your child. One way is to play a regular game of "I Spy" by telling your child "I spy something in the room that is _" (red, for example). Your child then asks questions which you answer by saying either "hot" or "cold," until he or she guesses the object or gives up. The name of the object can then be added in the book. Another way to play is to choose a word in the book by saying "I spy a word on this page that ends with a _" (K sound, for example). Your child then searches for the word. Remember to give your child chances to spy objects and words that you have to search for.

✓ Add interesting words learned at school. For example -- words from lessons, field trips, etc.

✓ Help your child add troublesome words found in homework assignments.

✓ Have your child read through the book and name all the animal words he or she can find in one minute (or any appropriate time limit). This can be done with any category of words -- science words, action words, food words, etc.

---

**Summary**

The suggestions and activities found in this Guide are intended to help your child have positive reading and writing experiences together with you. Children have a natural inclination to participate in activities which they believe are important to adults, and for which they are rewarded by adults. If children enjoy their initial efforts to read and write, and you support these efforts, they will be better prepared to hone their skills through repetitive work in later years.

Read and write joyfully with your child at every opportunity. And, use MORE WORDS I USE WHEN I WRITE to help your child enjoy learning our language.

---

**Experts in Intervention for Over 50 Years**

**For Grades 3 and 4**

**More Words I use when I write**

**Help At Home Guide**

---

by

Alana Trisler &

Patrice Howe Cardiel

---

EDUCATORS PUBLISHING SERVICE

**Ebens**

EDUCATORS PUBLISHING SERVICE

tel 800.225.5750 fax 888.440.2665

www.epbbooks.com