

Come Talk With Me



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USC Caruso Family Center
for Childhood Communication

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From Your Audiologist

- Renew your child's hearing aid warranty before it expires. If you do not do this, your hearing aids will no longer be covered and you will be responsible for the full cost of any needed repairs.
- Consider your child's listening bubble. As you take your child outside to explore the world close the distance between yourself and your child to be sure that they have best access to your voice.
- Check your child's hearing aid/s with a stethoset and/or implant/s with monitor earphones each week.

Words Matter

- March Madness! There is so much going on this month from St. Patrick's Day, to the start of spring, to basketball finals and baseball opening day! Good words to consider are: leprechaun, hide, adventure, season, grow, fertilize, cultivate, basketball, final, stadium, arena, championship, endangered, and threatened
- Target early adjectives such as: hot, cold, dirty, clean, happy, sad and big
- A fun way to support comprehension and vocabulary development is to use semantically absurd statements with your child. For example, you may say: "I am going to brush my teeth with my hairbrush." First see if your child catches your silly statement or help him to do so. Then have your child fix your sentence or help your child to come up with the right word.
- In school, your child will be asked to define new vocabulary words. Support your child's ability to do this by defining words at home. Help your child discuss what the word means by providing a few words that have the same meaning and then use the word correctly in a sentence.



Parent Strategies

- To help your child learn how to effectively use imitation you can imitate your child's vocalizations and actions. Children learn through imitation. If they see that you imitate them, they will soon learn that they too can imitate you. After you imitate your child, pause and wait to see if they imitate your actions. Now you have set the stage for early turn taking.
- Silly sabotage is a great strategy that allows you to create opportunities for your child to use language. For example, give your child a fork to eat cereal, start to put on your child's shoes before socks, give your child his toothbrush without toothpaste, pretend you forget how to turn on a toy, or walk out with your shirt on backwards and see if they notice. After they notice what's wrong, give your child an opportunity to tell you how to correct your actions.
- Ask your child to provide a reason for an action or event in a story. Stating your ideas, wants and need with reasons supports academic success. Your child will be asked to demonstrate this skill as they learn new content in school.



Read On!

- The Gardener by Sarah Stewart
- If You Plant a Seed by Kadir Nelson
- My Garden by Kevin Henkes
- The Good Garden: How One Family Went from Hunger to Having Enough by Katie Smith Silway
- Lily's Victory Garden by Helen L. Wilbur
- If I Ran the Zoo by Dr. Seuss
- 1, 2, 3 to the Zoo by Eric Carle
- Ivan: The True Remarkable Story of the Shopping Mall Gorilla by Katherine Applegate
- Tell Me Why Giraffes Have Long Necks by Katie Marisco



Supporting your child's literacy development

- It's important for children to observe their parents writing to communicate information. Make sure your child sees you writing.
- Take a trip to the zoo. Take a clipboard with you. Suggest stopping to write about your experiences for 30 minutes. Stop, draw and write about what you've seen. Then continue to explore the zoo together.
- Have your child write a sentence that describes something, asks a question, states a fact, and/or expresses excitement about an illustration in one of the books you've read together this month.
- Help your child write a conversation between two characters using correct punctuation, including quotation marks. The conversation could be between two zoo animals, two television characters, or two members of your family.



Let's Chat

- As your child increases their vocabulary to include early adjectives, help them to use these words with nouns in early simple sentences. For example: "I want the **big** ball," "Mommy has a **green** shirt," or "I see the **small** flower."
- As we talk about being silly this month, it is a good time to practice negation. Target words such as: is not/isn't, are not/aren't, won't. For example: "baseballs **aren't** square," "Grass **isn't** blue," "Monkeys aren't reptiles," or "USC **won't** lose in the tournament."
- When asking your older child to elaborate on their request, help them to use the words "rather than" or "instead of." For example: I would like to see the orangutan at the zoo **instead of** the baboon because we just did a report on them in class," or "I would like to go to opening day at Dodger Stadium **rather than** watch it on the TV."

Social Stars

- Between the ages of 3 and 4, children typically include an initiating event, an action and a result that all relate to a central theme in their stories, although there usually is no conclusion to the story or a statement of why. Help your child establish the cause and effect relationship between the events. For example, "It was raining. The boy went outside to jump in the puddles. He didn't wear his boots. His socks and shoes got all wet."
- Use language playfully with your child. Model the use of simple jokes or gentle teasing with your child, being sensitive to your child's responses. Respond positively to attempts to use jokes or teasing as well. This creates opportunity for conversational turn taking between you and your child and will support interactions with peers.
- As the weather improves, take a trip to the zoo or look around your neighborhood and take note of the spring changes that are starting to occur. This will create opportunities for conversation.

