

Come Talk With Me



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From Your Audiologist

- For best listening, check the quality of the cables and the connection between the cables and the processor of your child's implant/s. If needed, contact your CI manufacturer for replacement parts.
- Schedule an appointment with your managing audiologist to review connectivity to FM systems, iPads and/or computers to support listening and language development.

Words Matter

In the month of March, we are celebrating Theodor Seuss Geisel also known as Dr. Seuss for his great contribution to the world of reading. Dr. Seuss authored more than 60 children's books and we couldn't be more grateful for all the characters, stories, and lessons his books gave us. Vocabulary to target for this month's theme include: author, poet, cartoonist, animator, book, publisher, artist, picture, word, title, page, illustrator, design, advertisement, art, pen name, writer, editor, animation, cartoon, imagination, and literature.

- During a shared book reading, have your child point to objects in the illustrations. This will help expand his or her vocabulary. For example, "Let's find the Grinch!" "Where's the Lorax?" and "Show me the fox's socks."
- For older children, discuss the vocabulary terms that describe Dr. Seuss's many talents. For example, "An author writes a book," "A cartoonist draws simple, usually funny pictures," and "An editor determines the final content of a writing."



Parent Strategies

- Make reading time with your child eventful by having them create a crazy hat like the cat's in 'The Cat and the Hat.' Once the hat is made, let your child wear it during reading time. Have an open discussion with your child where you compare and contrast their hat with the cat's hat. Also, talk about other community members that wear hats like chefs, pilots, and train conductors.
- For older children, encourage them to use their artistic talents like Dr. Seuss. Whether it's being a writer or drawing pictures, let your child explore different ways they can communicate a message. If the result is a story, poem, or drawing, have a discussion about their artistic theme and why they chose to make that specific creation.



Read On!

- Green Eggs and Ham by Dr. Seuss
- The Cat in the Hat by Dr. Seuss
- Oh, the Places You'll Go! by Dr. Seuss
- One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss
- Horton Hears a Who! by Dr. Seuss
- It's Fox in Socks by Dr. Seuss
- Ten Apples on Top by Dr. Seuss



Supporting your child's literacy development

1. Go green during the month of March. Plant a tree. Take a lot of pictures with your cell phone as you plant the tree. Print the pictures. Write captions for each of the printed pictures. Take pictures again during the month of June. Compare and contrast your March pictures to your June pictures. How has the tree changed? How is it the same? Write about the differences that you observed.
2. Write like Dr. Seuss. Draw a character. Name your character. Discuss a silly situation for your imaginary character to encounter. Write about the encounter with your child's help. Share your story with another family member. Have your child help retell the story you've created together.



Let's Chat

- For younger children, practice using the word "**and**" to conjoin two verbs. For example, "The two children sat **and** saw The Cat in the Hat!" "The elephant was splashing **and** heard a small noise." "The man opens up the cage **and** the lion leaves it."
- Have your child use **-ly** to form adverbs. For example, "She read the story **carefully**," "The baby held the book **firmly**," and "dad drove **quickly** to the library."
- Practice indefinite pronouns with your child. These terms include words such as – "all, other, another, many, and both." For example, "Dr. Seuss wrote **many** books," "I want to watch **another** cartoon," and "Mom bought **both** of them."

Social Stars

- Read a story together with your child and let him or her be the parent so they have the opportunity to practice using words to ask you the questions.
- Help your child build their narrative discourse skills by having him or her speak about what happened first, in the middle, and last regarding a previous story read, past event, or situation.
- Help your child understand that what you think and what another person thinks may be different. It is important for social skills, emotional understanding, and reading. Connect how we think and feel to what characters in the stories think and feel.

