

# Come Talk With Me



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**USC Caruso Family Center**  
for Childhood Communication

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## From Your Audiologist

- For cochlear implant users, look for any signs of irritation surrounding the implant site, redness or tenderness to the touch. Please contact your treating audiologist if you have any concerns.
- If you are planning a great California adventure, have all necessary accessories charged, so they can be used when needed. Charge the Mini Mic overnight so it can be ready for use, especially if a long car ride is planned the next day.

## Words Matter

Lights, camera, and action! This April, we are taking the time to appreciate our beautiful state of California and all of its wonders. Vocabulary to target may include: moviemaker, Mission San Juan Capistrano, traffic jam, freeway, Dodger Stadium, Disneyland, Pacific Ocean, gold rush, earthquake, Los Angeles, coastal, sea breeze, Santa Ana winds, flip flops, sunscreen, wetsuit, surfboard, Griffith Park, Knott's Berry Farm, Sacramento, and San Gabriel mountains.

Support vocabulary development in young children by looking through books about California. Stop and discuss unknown words in books. When possible use pictures or context to help figure out the meaning. Refer to our book list for ideas on books to get.

For older kids, focus on multiple meanings and multiple functions words. For example, the word "jam" can define the traffic or a food spread. "Surf" can mean riding a board in the ocean or looking at the internet. "Flop" can mean an hard fall or a type of shoe.



## Parent Strategies

- For early listeners, take listening walks. Walk along the beach together. Point out sounds you hear; the crashing of waves, the call of the gulls overheard, pouring sand into a bucket. Also draw your child's attention to familiar phrases heard at the beach, e.g. "Do you want to sit here?" "Did you put on sunscreen?" or "I've got sand everywhere."
- Create an "All about Me" book with your child based on your special California adventure! Don't forget to use simple sentences and emphasize vocabulary and key concepts. For example, if you go to Disneyland, take pictures of your child enjoying the food, characters, rides, and parades. Put these pictures in an experience book in the order they happened then talk about each picture with your child. After talking about it several times, encourage your child to share the book and tell the story to other people.



# Read On!

- A is for Acorn by Analisa Tripp
- C is for California: A Golden State Primer by David Miles
- Larry Gets Lost in Los Angeles by Michael Mullin
- Good Night California by Adam Gamble and Cooper Kelly
- Esperanza Rising by Pam Munoz Ryan
- By the Great Horn Spoon! by Sid Fleischman
- Bandit's Moon by Sid Fleischman



## Supporting your child's literacy development

- Encourage your child to list what he sees in California. Using Google, search and find California on a U.S. map. Using a blank piece of construction paper, cut out the shape of the state of California. Compare the shape that you've cut together to the state's shape on the map you found. Take the list of words describing what is seen in California and write the words on the cut out state. Post your word art at home. Add words to your state throughout the month of April.
- For upper elementary and middle school age children, ask your child to write a response to the following prompt: Why do you think so many people came to California to look for gold? If you were alive then, do you think you would have come to California? Discuss your child's answers to the writing prompts.



## Let's Chat

- Encourage your child to initiate a thought or idea by asking "How about" questions. Following this month's theme, here are some ideas: "How about we eat at In-N-Out?" "How about we wear our flip flops?" and "How about we go to Disneyland?"
- While talking to your child about California, practice uses sentences with a **direct object + a relative clause**. For example, "I like **the pier that has an amusement park.**" "I like **the ride that has the pirates and ships.**" "I like walking on **the hill that has the Hollywood sign.**"
- For older kids, practice using clauses using "**unless**" and "**if only (then), if not.**" For example, "We can't go see the Dodgers play **unless** we have tickets," and "**If** the 710 freeway has no traffic, **then** we will **not** have to take the 605 freeway."

## Social Stars

- For children who are using their first words, encourage your child to use new words to indicate possession, to direct the actions of another person, and to state problems. To direct actions of another, encourage your child to use the word, "out" to indicate their desire to play outside. Help your child express possession, by indicating that a familiar item or toy is "mine." To state a problem, encourage your child to begin to use the phrase, "uh-oh" to indicate when something falls on the floor.
- For older children, begin using language for fantasies and jokes. For example, "Let's swim to Catalina and look for treasure." "I'm going to become the king/queen of Hearst Castle!" "What did zero say to eight? Nice belt!" "What did one ocean say to the other? Nothing—it just waved."

