

# Come Talk With Me



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**USC Caruso Family Center**  
for Childhood Communication

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## From Your Audiologist

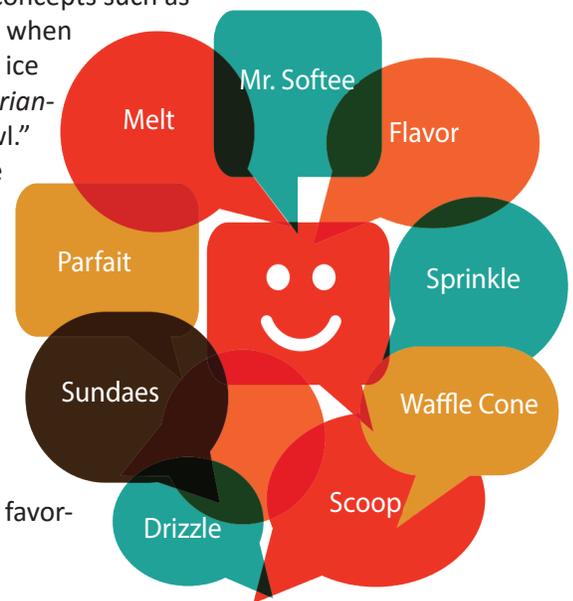
- Change your child's microphone covers on his/her cochlear implant. Make sure you change the mic covers every 3 months.
- Check your child's cochlear implant cables and rechargeable batteries. When was the last time you replaced the batteries?
- Create new listening experiences at home and in your community. Listen to different types of music, attend an outdoor concert, take a listening walk and point out what you and your child hear.

## Words Matter

In the hot month of July, let's cool down and have something cold, sweet, and creamy...ice cream! Vocabulary to target for this month's theme includes: sherbet, sweet, lick, flavor, freeze, melt, whipped cream, bowl, drizzle, parfait, tasty, garnish, toppings, sundaes, dessert, spoon, Mr. Softee, swirl, sprinkle, add-ons, indulge, Neapolitan, rocky road, cone, gelato, frozen yogurt, waffle cone, fill, scoop, and shakes.

For younger kids, work on basic concepts such as shapes, colors, location and sizes when eating ice cream. "The chocolate ice cream is *brown*." "The cone is a *triangle*." "The ice cream is *in* the bowl." "A scoop of ice cream is *big* circle and the cherry is *small* circle."

For older kids, sequence the steps to assemble an ice cream sundae to help build vocabulary and narrative skills. For example, "First get a bowl, spoon, and ice cream scooper. Then scoop the ice cream into the bowl. Finally, garnish your ice cream with your favorite toppings."



## Parent Strategies

For younger kids, introduce opposite concepts such as "hot" and "cold." This can be achieved by talking about the hot weather (i.e. "It's hot outside" and "I feel hot" paired with a fanning hand gesture).

Transition inside to eat and talk about a cold and sweet treat (i.e. "The ice cream is cold" paired with a shiver gesture).

On your next outing to the ice cream parlor, take the opportunity to work on letter-sound awareness. Have your child identify all ice cream flavors beginning with the "s" sound (i.e. strawberry, sorbet, snickerdoodle, s'more, and sea salt).

For older kids, work on increasing their auditory memory. On your way to get ice cream, have everyone state what kind of ice cream treat they desire and have your child try to remember as many orders as they can. And, for an extra challenge, have your child place the orders upon arrival to the ice cream shop.



# Read On!

- Ice Cream: The Full Scoop by Gail Gibbons
- Wemberley's Ice Cream Star by Kevin Henkes
- Should I Share My Ice Cream? by Mo Willems
- Ice Cream Cones for Sale by Elaine Greenstein
- Ice Cream Soup by Ann Ingalls
- Gorilla Loves Vanilla by Nicola O'Byrne



## Supporting your child's literacy development

Encourage your summer reader this month by completing the following activities:

1. Choose books that are slightly above your child's oral language abilities. Use books to develop your child's awareness of new words. Select picture books, which incorporate the use of pictures, that help your child understand what is happening in the story.
2. Be careful not to 'turn off' your child to reading. Make reading interactive, fun, and a shared experience. By using different voices, adding sound effects, and playing with the language used by the author, you will increase your child's interest and motivation to continue reading with you. When reading aloud the story, Ice Cream Larry, use a gruff voice when Larry makes a statement. Add a prop, such as a sign, "I don't feel sick," and encourage your child to use the sign when retelling the story.



## Let's Chat

- Introduce your child to verbs such as – "**put on**" and "**take off**." "**Put on** the sprinkles." "**Put on** the chocolate sauce." "**Take off** the wrapper." "**Take off** the cherry." "**Take off** the cap."
- Target using nouns as modifiers or adjectives when talking about your favorite ice cream flavors. Examples include: **cookie** dough, **rainbow** sherbet, **Oreo** cookie, **peppermint** stick, **cherry** cheesecake, **peanut butter** cup, **caramel** apple, and **cake** batter.
- For older kids, practice using indefinite pronouns such as "anybody" and "one." "Does **anybody** want to go to Yougurtland?" "Does **anybody** like hot fudge?" "Which **one** of us has sprinkles?" "**One** of us has a waffle cone and **one** of us has a sugar cone."

## Social Stars

- Encourage your child to join in singing "I scream, you scream, we all scream for ice cream." Have fun using different voices (i.e. hum, whisper, and shout the tune).
- After going to the ice cream shop, have fun with your child and invent your own ice cream flavors. For added fun, create silly ice cream combinations such as – "pepperoni pizza ice cream" and talk about which sweet ingredients could use to replace the savory ingredients. For example, you could use coconut flakes to replace cheese and cherries to replace pepperonis.

