

2018 CALENDAR

MARCH



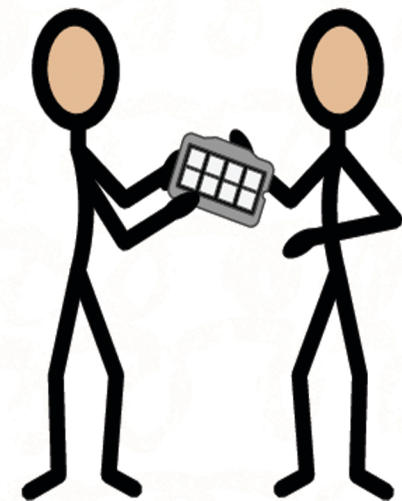
Saltillo

MARCH

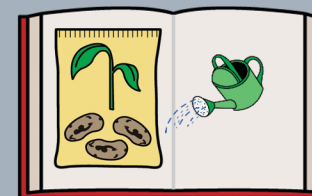
Create Communication Success:
Learn to be a great communication partner.

Parents, family members, friends, teachers, and therapists are the MOST IMPORTANT SUPPORT for our augmented communicators.

Communication partners interact, listen to, attribute meaning, and connect with beginning communicators to lay the foundation for life-long communication skills that will continue to grow and develop.

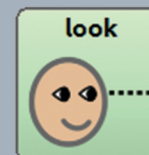


Read **Plant the Tiny Seed** by Christie Matheson



The weather may begin to change about now. We might start thinking about and planning a garden. Learn about the magic of a tiny seed. What happens when you start the magic?

Words to Model:



This activity creates an opportunity to grow a garden and make choices. Make a paper flower garden using a variety of colors and sizes.

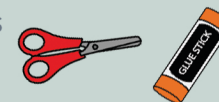
Let's **look** for the petals to make a pretty flower. Glue the pieces **down** to create flowers. Do you need **more** petals? Is it **good**? Or do we need **more**? **Find** the prettiest flower in your garden.



Create a paper garden.

Materials:

- Construction paper- different colors
- Glue stick -Scissors



Instruction:

Cut out shapes to make flowers, place in piles. Reserve one full sheet for the background of the garden. Assemble pieces to make a flower garden.

Shapes needed:

- Long, skinny rectangles (stems)
- Triangles (leaves)
- Circles (flower centers)
- Ovals (petals)



SUN MON TUES WED THU FRI SAT

1 2 3

4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28 29 30 31

Explore Saltillo Implementation resources for expanded tips on teaching core words.

Suggested target words this month:

down, more, look, good, find



Let's teach

Let's teach down

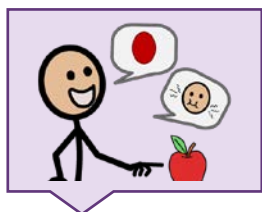
It's **DOWN** there. Get **DOWN** please. The word **DOWN** is very visual, providing you many opportunities to teach this word. Between 3-4 years of age, children begin using the words up and **DOWN** in their communication spontaneously.

The word **DOWN** generally means going from higher to lower, whether physically, "Climb **DOWN** the ladder," or something less visual, "Turn **DOWN** the volume." **DOWN** could also describe the soft feathers of a baby bird.



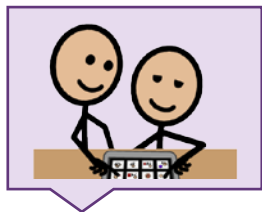
FIND

Find the word in the vocabulary. **DOWN** is an adverb or adjective. It will typically be a blue word. It is often located on the EXTRA page of many vocabularies. If you can't find **DOWN**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



INTRODUCE

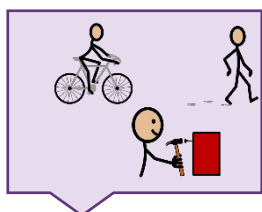
Use **DOWN** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**DOWN** is a location or direction someone or something can go."



MODEL

Model the word throughout the day, touching **DOWN** in the vocabulary anytime you say it.

"It's **DOWN** the hall." "Sit **DOWN**." "We drove **DOWN** to Florida." "Did you write that **DOWN**?" "Slow **DOWN**."



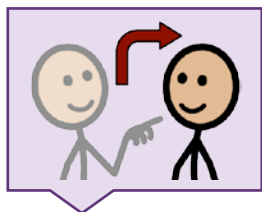
ENCOURAGE

Create activities to provide lots of models and practice with **DOWN**.

Book: **DOWN** by the Bay, by Raffi

Activity: Playground. Jump **DOWN** from different surfaces and swings.

Activity: Listen to music. Turn the volume up and **DOWN**.



EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.

For requests, "Get me (or it) **DOWN**."

For comments, "It's **DOWN** there."

Let's teach more

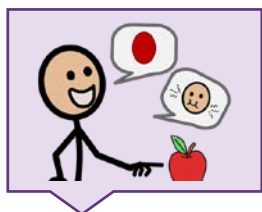
MORE juice please. **MORE** tickles! We need **MORE** help. I'd like a little **MORE** coffee, please.

We use the word **MORE** to express a desire for a little extra of something. It's often taught as a beginning sign in sign language. It might be used to request an activity continue or to get additional cookies or other items.



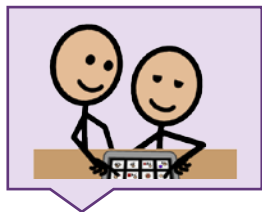
FIND

Find the word in the vocabulary. **MORE** is an adjective, so it will typically be a pink word. It is often located on the home page of many vocabularies. If you can't find **MORE**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



INTRODUCE

Use **MORE** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**MORE** could mean you want another cookie, additional juice or other item. You might use **MORE** to keep an activity going, like music"



MODEL

Model the word throughout the day, touching **MORE** in the vocabulary anytime you say it.

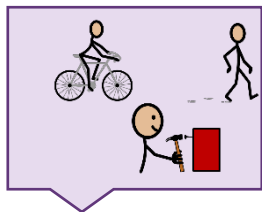
Do **MORE**!

MORE pretzels, please

Do you have **MORE** glue?

Is there **MORE** to see?

Let's read **MORE** of this book.



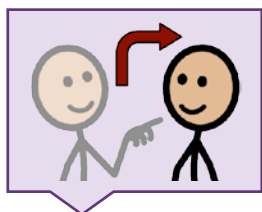
ENCOURAGE

Create activities to provide lots of models and practice with **MORE**.

Book: *I Wish You **MORE*** by Amy Krouse Rosenthal & Tom Lichtenheld

Game: Which cup has **MORE**?

Snack: Build an ice cream sundae to share with **MORE** toppings.



EXPECT

Create opportunities for the learner to say **MORE**. Make sure to wait, and look so they know it is expected.

Add **MORE** to current requests, questions, and comments.

For *expressing an additional need*, "Do you need **MORE**?"

For *requests*, "**MORE** bubbles."

For *comments*, "I have **MORE** candy."

Let's teach look

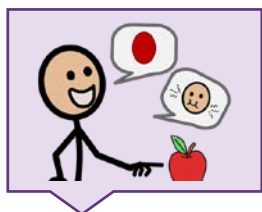
Hey, **LOOK** at that!

The word **LOOK** helps us to direct our attention to something. We typically like to show people things by telling them to **LOOK** at it. We may be **LOOK**ing at something new, funny or important. Regardless of what we **LOOK** at, it is a word that can be introduced early to share attention to something.



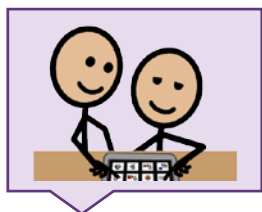
FIND

Find the word in the vocabulary. **LOOK** is a verb, so it will typically be a green word. It is often located on the ACTIONS page of many vocabularies. If you can't find **LOOK**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



INTRODUCE

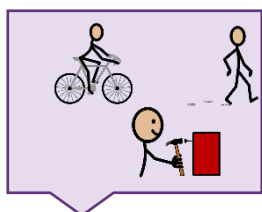
Use **LOOK** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**LOOK** is when you see something and direct your head and eyes to it."



MODEL

Model the word throughout the day, touching **LOOK** in the vocabulary anytime you say it.

"**LOOK** at me." "Where should I **LOOK**?" "**LOOK** both ways before you cross the road." "That meal **LOOKS** delicious." "I really like his **LOOK** today."



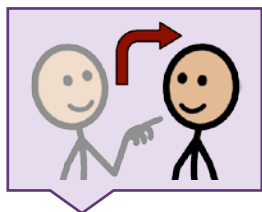
ENCOURAGE

Create activities to provide lots of models and practice with **LOOK**.

Book: **LOOK** by Jeff Mack

Game: Scavenger Hunt. **LOOK** for specific items.

Activity: Go for a walk. Point out new things. "**LOOK**, it's a ..."



EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and **LOOK** so they know it is expected.

To gain someone's attention at home and school, encourage the use of "**LOOK**."

Let's teach good

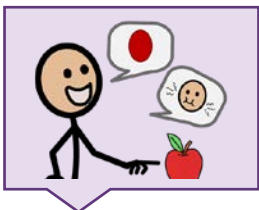
GOOD job. **GOOD** work. **GOOD** idea. **GOOD** one. **GOOD** thing.

Starting at a very young age, we start to teach children the difference between **GOOD** and bad. In fact, "**GOOD** job" is one of the most common, and perhaps overused, praise phrases adults use when providing children with feedback about his/her behavior. We may use the phrase "**GOOD** boy," "**GOOD** girl," "**GOOD** job," or "**GOOD** work." It is important that we not only teach them how to be **GOOD**, but also how to use the word **GOOD**.



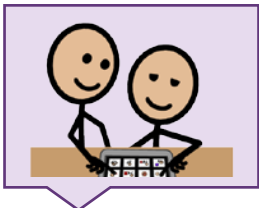
FIND

Find the word on the device. **GOOD** is a describing word so it will typically be a purple word. It is located on the home page of several of the WordPower vocabularies. If not, you will find it under the DESCRIBE page. If needed, use the Word Finder feature to learn where the word is located.



INTRODUCE

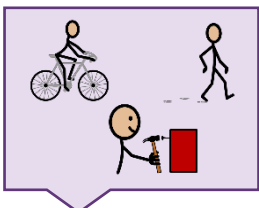
Use **GOOD** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "When you do something **GOOD** it makes me happy." Or "If you are a **GOOD** that means you are nice."



MODEL

Model the word throughout the day, touching **GOOD** in the vocabulary anytime you say it.

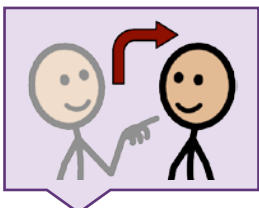
"**GOOD** morning." "Have a **GOOD** day." "**GOOD** thinking."
"You are **GOOD**." "**GOOD** as new." "It's **GOOD** to see you."



ENCOURAGE

Create activities to provide lots of models and practice with **GOOD**.

Read a book: "*The Feel **GOOD** Book*" by Todd Parr.
Sing a song: "For He's a Jolly **GOOD** Fellow"
Do a taste test: determine what is **GOOD** vs bad.



EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.

Hand out "**GOOD** job" tickets when you/they catch someone being **GOOD**.

Make a collage about **GOOD** things. Talk about why each is **GOOD**. "It is **GOOD** because..."

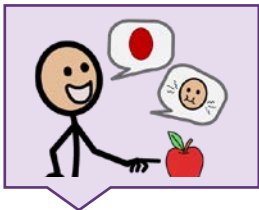
Let's teach find

FIND is an exciting word because it is the act of discovering, and discovery is the foundation of learning. The level of what and how you **FIND** things and information changes based on your age. A young child may **FIND** Mom or Dad while playing "peek-a-boo" or "hide and seek." School age children start to **FIND** out about a lot of things: what things are, how they work, where they come from. Explorers and scientists **FIND** new lands or new discoveries. And of course everyone **FINDS** missing items.



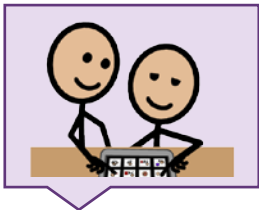
FIND

Find the word in the vocabulary. **FIND** is typically a verb, so it will typically be a green word. It is often located on the "Actions" page of many vocabularies. If you can't locate **FIND**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



INTRODUCE

Use **FIND** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**FIND** means to get, to discover, or to learn. We **FIND** people when we play Hide & Seek. We **FIND** out information we go to school."



MODEL

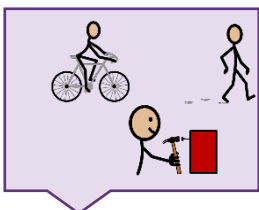
Model the word throughout the day, touching **FIND** in the vocabulary anytime you say it.

"We need to **FIND** out what time it starts."

"I need you to **FIND** your sister."

"Did you **FIND** your shoes?"

"Let's **FIND** out what happened."



ENCOURAGE

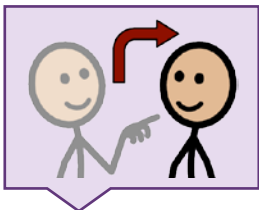
Create activities to provide lots of models and practice with **FIND**.

Life the Flap Book: "Can you **FIND** the..."

Hide & Seek: "You hide and I will **FIND** you."

App: *Hidden Object*: Will you **FIND** them all?

Scavenger Hunt: "I can't **FIND** it. Can you help me **FIND**..."



EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.

Place things out of site. Wait for learner to show awareness and ask or comment "Help **FIND**." or "I can't **FIND** it."

During class lesson ask questions about what people do/did.

"What did Columbus do?" Wait for the answer "**FIND** things."