

2018 CALENDAR

APRIL



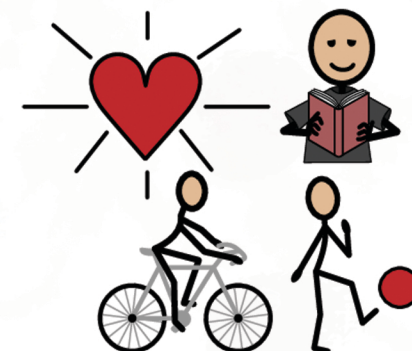
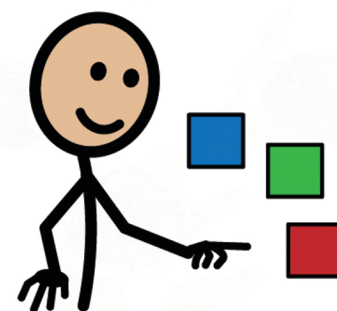
Salttilo

APRIL

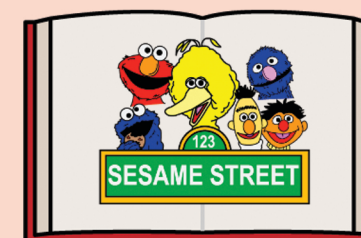


Create Communication Success:
Maximize the power of communication by providing many opportunities throughout the day.

We communicate for many reasons; to comment, make choices, request, get information and repair messages when misunderstood. For example, during recess, a child could select a favorite friend to play with or choose a favorite tricycle. Or during a storm, a child may communicate feeling “scared”.



Read **Celebrate You! Celebrate Me!** By Leslie Kimmelman.



The folks at Sesame Street are having some fun. This story celebrates how everyone is similar and different. It's an interactive book with flaps to lift and textures to feel.

Words to Model:



This is an opportunity to practice writing with a sentence starter.

- Provide cards with target words and icons.
- Read the book.
- Use sentence strips.
- Fill in the blank with target words.

I like _____



Let's teach

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

Suggested target words this month:

me, play, help, you, fun



Let's teach fun

Who likes to have **FUN**? I like to have **FUN**! Kids and adults like to do things that are **FUN**! We can describe an activity as **FUN** and add to the excitement of the event. Adding describing words to our vocabulary increases opportunities to tell someone what you think about the activity. It's more than telling someone you like it, you can tell them "it was **FUN**!" Birthday parties are **FUN**! The playground is **FUN**! Talking to my friends is **FUN**! Let's have some **FUN**!



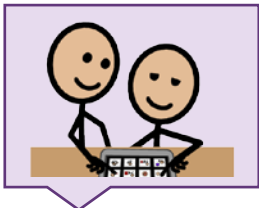
FIND

Find **FUN** in the vocabulary. **FUN** is often used as an adjective. It is often located on the DESCRIBE page of many vocabularies. If you can't find **FUN**, 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 **FUN** 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: "FUN could mean something is enjoyable. "The game was **FUN**."



MODEL

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

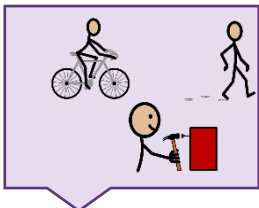
"He had a lot of **FUN** swimming."

"The buckets are **FUN** to play with at the beach."

"Did you have **FUN** on vacation?"

"I had so much **FUN**!"

"She is **FUN** to talk to."



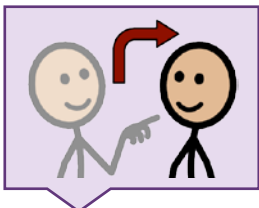
ENCOURAGE

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

Book: *My New Friend Is So FUN!* By Mo Willems

Game: Have **FUN** - play *Pie Face!* Game

Activity: Make a **FUN**ny face flip book. Lots of **FUN** times together!



EXPECT

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

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

For *questions*, "Will it be work or **FUN**?"

For *requests*, "Can we do something **FUN**?"

For *comments*, "That was so much **FUN**!" or "It was **FUN**"

Let's teach help

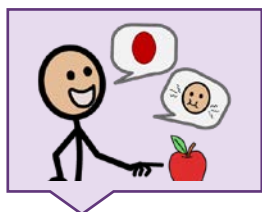
HELP!

Can I **HELP** you? Can you **HELP** me? I need **HELP**! Everyday we may offer **HELP** or we may need **HELP**. **HELP** me up, please. **HELP** getting dressed. **HELP** with homework. I want to **HELP** make cookies. Let's **HELP** clean up! We use **HELP** a lot! **HELP** is powerful. Let's **HELP** each other use **HELP** all day, everyday!



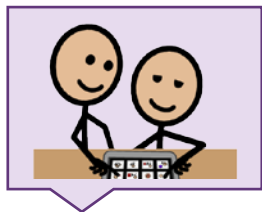
FIND

Find the word in the vocabulary. **HELP** is a verb, so it will typically be a green word. It is often located on the home and ACTIONS page of many vocabularies. If you can't find **HELP**, 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 **HELP** 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: "**HELP** could mean giving or receiving assistance with something that might be difficult. "Let me **HELP** you with that, it looks heavy!"



MODEL

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

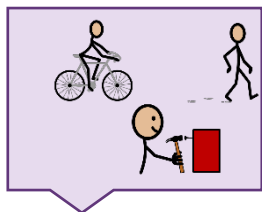
"Can I **HELP** you make cookies?"

"We can **HELP** him build a fort!"

"Ask her for **HELP**."

"**HELP** yourself to some food."

"Every bit will **HELP** us."



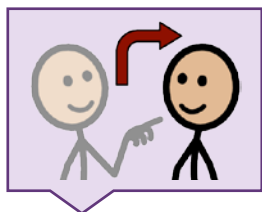
ENCOURAGE

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

Book: *I Can **HELP*** by David Hyde Costello

Snack: **HELP** make a trail mix

Activity: **HELP** each other build a city with LEGOS®



EXPECT

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

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

For *missing objects*, encourage questions "Can you **HELP** me find it?"

For *requests*, "I want **HELP** with this"

For *comments*, "I can **HELP** you" or "You **HELPed** clean up"

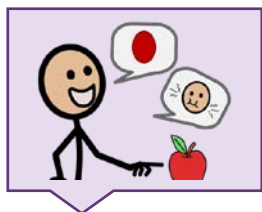
Let's teach me

"ME, myself, and I" are three personal pronouns, that, although we use all the time, can be difficult to teach. **ME** is usually used as the object of an action or preposition (as opposed to the subject of the action). That means it will usually come after a verb (give **ME** a high five) or after a preposition (come with **ME**). You could introduce the word **ME** by helping learner request items using the phrase "give **ME**," ask for help saying "help **ME**," or answering the question "Who's there? Or Who wants to?" with the word **ME**.



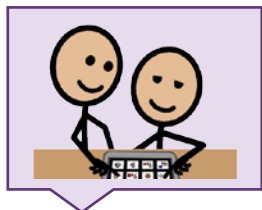
FIND

Find the word in the vocabulary. **ME** is a pronoun, so it will typically be a yellow word. It is often located on the home page or "PEOPLE" page of many vocabularies. If you can't find **ME**, 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 **ME** 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: "We use **ME** to talk about ourself. I could say 'Give **ME** (pointing to self) the book (help learner hand you the book). If you want it, you could say '(give it to) **ME**.'"



MODEL

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

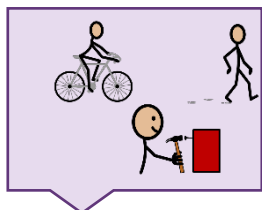
"Give it to **ME**."

"Take **ME** home."

"Are you talking to **ME**?"

"Please come with **ME**."

"Not **ME**!" or "It wasn't **ME**."



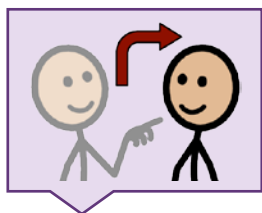
ENCOURAGE

Create activities to provide lots of models and practice with **WORD**. [provide at least 3, trying to at least include a book]

Book: *I Like **ME***, by Nancy Carlson

Activity: *Who Stole the Cookie?* "Who **ME**? Couldn't be!"

Song: *Take **ME** out to the Ball Game*.



EXPECT

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

Ask the question, "Who wants...?" Help the learner answer "**ME**!" whenever it is something he/she wants.

Using the above story, help learner write a book about why he/she likes **ME**. Use the sentence starter "I like **ME** because..."

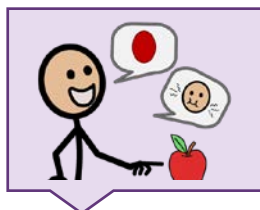
Let's teach play

We learn through **PLAY**, especially how to engage and interact with others. As Fred Rogers said "**PLAY** is often talked about as if it were a relief from serious learning. But, for children, **PLAY** is serious learning. **PLAY** is really the work of childhood." Therefore, it is an important word that all people should be able to use. Whether you want to **PLAY** with toys or **PLAY** your favorite game on the iPad, **PLAY** with someone or **PLAY** by yourself, **PLAY**ing is part of who we are.



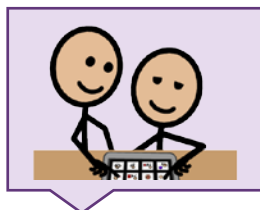
FIND

Find the word in the vocabulary. **PLAY** is most often a verb, so it will typically be a green word. It is often located on the home page of many vocabularies. If you can't find **PLAY**, 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 **PLAY** 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: **PLAY** means to do something for fun. We like to **PLAY**. We **PLAY** games, **PLAY** on the iPad, **PLAY** with blocks..."



MODEL

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

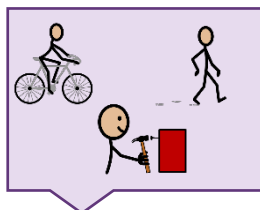
"What do you want to **PLAY**?"

"I **PLAY** soccer."

"Let's **PLAY** a game."

"I am going to a **PLAY**."

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

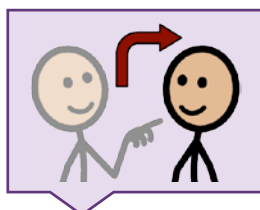


ENCOURAGE

Book: *Let's **PLAY*** by Herve Tulley

Writing: Engage in Predictable Chart Writing with "I **PLAY**" as the sentence starter.

Activity: Have a box of different toys/activities. The learner chooses something to **PLAY**. When the timer goes off he/she can choose to **PLAY** more, **PLAY** something different, or **PLAY** with someone.



EXPECT

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

Instead of "I want + toy" encourage use of "I **PLAY** + toy."

Modify the environment: If there is a place in the home or at school where most **PLAY**ing happens. Add visual supports and scripts to facilitate the interaction. "Can we **PLAY**?" "I want to **PLAY**..." "Show me how to **PLAY**."

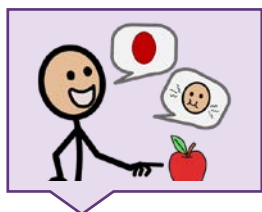
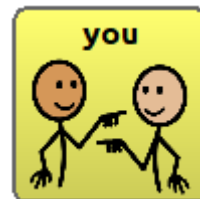
Let's teach you

We use **YOU** to describe the other person in our conversation. **YOU** did it. I saw **YOU** playing in the backyard. I see **YOU** need some help with that. We use it to refer to the other party we are talking to. Someone might point to the person standing in front of them and say "**YOU** are the one." Or "**YOU** can do it!" Use body language (pointing) to identify the **YOU** and me in a game. Who should take a turn? **YOU** should take a turn or should I take a turn.



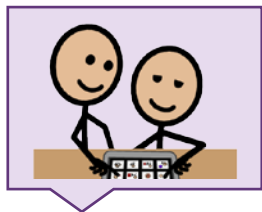
FIND

Find the word in the vocabulary. **YOU** is a pronoun, so it will typically be a yellow word. It is often located on the home page of many vocabularies. If you can't find **YOU**, 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 **YOU** 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: "**YOU** is used to talk reference a person. Who is being addressed? Who are we talking about? **YOU**. Looking in a mirror with the learner, "I see **YOU**?" while pointing to the learner in the mirror.



MODEL

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

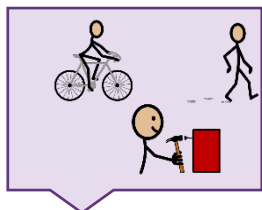
"I love **YOU**."

"**YOU** are funny!"

"Do **YOU** have your bookbag?"

"**YOU** are amazing!"

"Are **YOU** ready?"

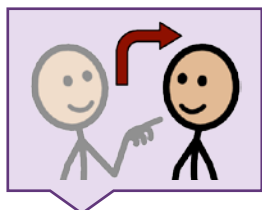


ENCOURAGE

Create activities to provide lots of models and practice with **YOU**. Book: *Brown Bear, Brown Bear, What Do **YOU** See?* By Bill Martin Jr and Eric Carle.

Book: *Are **YOU** My Mother?* By P.D. Eastman

Game: Go Fish! Do **YOU** have....?



EXPECT

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

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

For *questions/ requests*, "What do **YOU** want to do?"

For *comments*, "I like **YOU**" or "**YOU** should look now"