

# 2018 CALENDAR

## MAY



**Salttilo**



# MAY

## Create Communication Success: Share experiences through reading

Reading with a child creates a shared experience to talk about. Whether the characters are off on a great adventure, learning to cope with difficult events in their day, or trying new things with friends, reading together provides an opportunity to learn new words and share ideas. Reading aloud with children is one of the most important activities for reading success.

Communication systems provide exposure to letters and text, words, and pictures. Beginning readers and writers require many opportunities in order to learn to read. Each month of this calendar includes a book that is commercially available and often found on YouTube. Remember to model the targeted core words while reading and engage the child in the activity.





SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13 Mother's Day	14	15	16	17	18	19
20	21	22	23	24	25	26
27 Memorial Day	28	29	30	31		

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

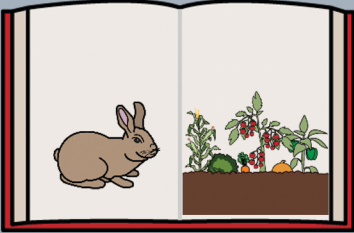
Suggested target words this month:

first, eat, then, he



**Let's teach**

Read **The Tale of Peter Rabbit**, A Story Board Book based on the original tale by Beatrix Potter.



What trouble will Peter Rabbit get into? Mr. McGregor's gardens are too much temptation for Peter Rabbit. What garden will he eat first? Then, what does his mother do? This is a colorful classic story of adventure.

**Words to Model:**

first

mom

eat

then

he

This is an opportunity to teach concepts of **first** and **then**. Make a trail mix together.

**First** you need the ingredients. 1 cup of each

- M&Ms
- Mini Marshmallows
- Golden Graham cereal
- Honey Nut Cheerio cereal
- 1 box of raisins

**Then** you mix them together with **Mom**.  
**Then** you **eat** them!

Storytime

Cooking

# Let's teach first

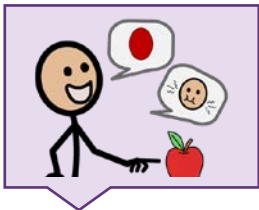
What comes **FIRST**?

The word **FIRST** indicates an order of something, specifically the beginning. Children start using the word **FIRST** by 5-6 years of age. You can start teaching the word **FIRST** by talking about the steps involved in everyday things, like making dinner or fixing an item. "**FIRST**, we need to..."



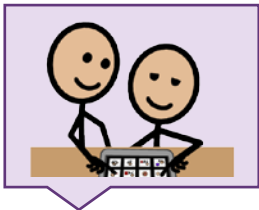
## FIND

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



## INTRODUCE

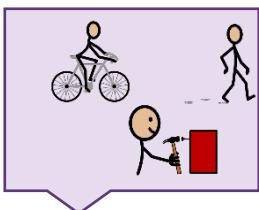
Use **FIRST** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**FIRST** is the beginning of something. When you are **FIRST** in line, you are at the front."



## MODEL

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

"He is **FIRST** in line." "Who should go **FIRST**?" "That's the **FIRST** one." "You go **FIRST**." "**FIRST**, we need to put our shoes on."



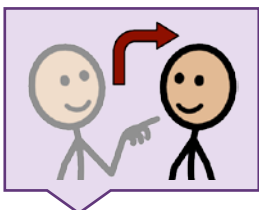
## ENCOURAGE

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

Book: *Me **FIRST*** by Helen Lester

Game: Pick a new person to go **FIRST** each time.

Activity: Have a race. Who was **FIRST**?



## EXPECT

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

When playing a game, encourage your child to say if they want to "go **FIRST**."

Tell a story in order, start with the word **FIRST**. "**FIRST**, we went to the zoo."



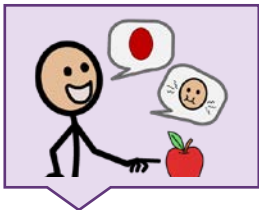
## Let's teach eat

As long as the learner is able to **EAT**, it is typically considered among the top activities that he/she enjoys. **EAT**ing is a part of everyone's life and it typically happens multiple times through the day. We start the day by **EAT**ing breakfast, sneak in a snack, **EAT** lunch, sneak in a snack, and then **EAT** dinner. We also have things we like to **EAT** and things we do not. As such, there are endless ways to practice using and learning about the word **EAT**. Here are a few ideas below.



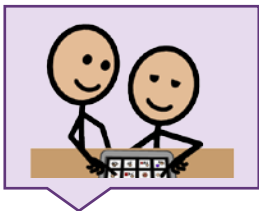
### FIND

Find the word in the vocabulary. **EAT** is 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 **EAT**, 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 **EAT** 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: "**EAT** is what we do with food. We **EAT** when we feel hungry. I like to **EAT** bananas. You like to **EAT** popcorn."



### MODEL

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

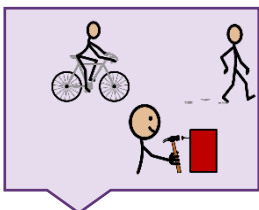
"Time to **EAT**."

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

"Let's **EAT** first and then we can play."

"Where do you want to **EAT**?"

"You'll feel better after you **EAT** something."



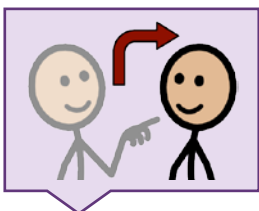
### ENCOURAGE

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

Book: *The Very Hungry Caterpillar*, by Eric Carle. Introduce the past tense **ATE**, or change it to the present tense **EAT**.

Song: "Apples & Bananas"

Activity: Help Cookie Monster **EAT** cookies



### EXPECT

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

Meal Time: Introduce "Today we will **EAT**...," ask "What do you want to **EAT**?" Expect, "I (want) **EAT** \_\_\_\_"

Write: Using the sentence starter "I like to **EAT**...," write a story about the learner's preferences. Use the Save Message feature.



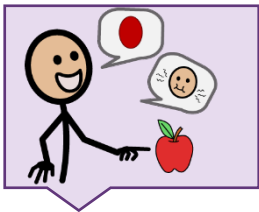
# Let's teach then

**THEN** might be a challenging word to teach, but we use **THEN** a lot. First, we need to do our work, **THEN** we can play. We use **THEN** to determine the order of events or tasks. The more we use **THEN**, the more opportunity for the learner to understand and use **THEN** too! First, we teach, **THEN** they understand and **THEN** we can use it. We say things like "It was raining cats and dogs, **THEN** the sun came out and **THEN** we saw a beautiful rainbow."



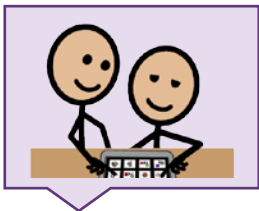
## FIND

Find the word in the vocabulary. **THEN** is an adverb, so it will typically be located on the "Extra Words" page of many vocabularies. If you can't find **THEN**, 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 **THEN** 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: **THEN** indicates a certain time or order in which you can do something. "Finish your dinner, **THEN** you can have dessert."



## MODEL

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

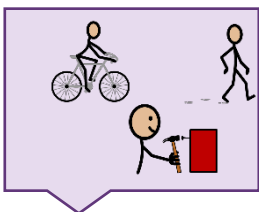
"I'll go first, **THEN** you can go."

"That was **THEN**, this is now!"

"**THEN**, what will you do?!"

"Tell me what you saw first, **THEN** what was second."

"He talked to Jim, Charlie, **THEN** me."



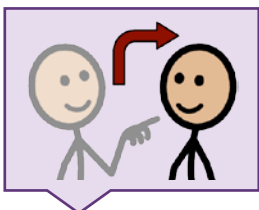
## ENCOURAGE

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

Book: *Then and Now* by Tracy Sato

Song/Nursery Rhyme: Who stole the cookie from the cookie jar? "not me!" "**THEN** who?"

Activity: Sequence story cards. What happened first, **THEN** what happened, **THEN** what happened. etc



## EXPECT

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

Review the daily schedule: First-**THEN**

Tell the order of game players. First Don, **THEN**...

Write a story about growing a plant. First you plant a seed, **THEN** you water it, etc.



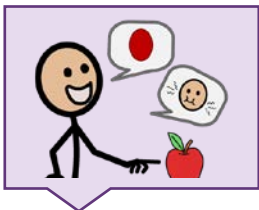
# Let's teach he

Pronouns, such as “I, you, **HE**, she” can be difficult to learn and use correctly. In fact, as part of typical language development, children may confuse the various pronouns.” The reason we learn to use pronouns is to be more efficient. Saying “**HE**/she” is typically faster than saying “the boy/the girl” or the person’s name. It is also very important in reading and writing, as pronouns often replace people’s names in print. Start introducing the concept of **HE** by narrating your day. People do things all around you.



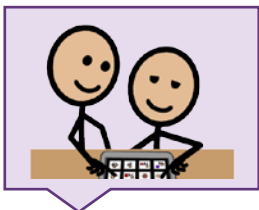
## FIND

Find the word in the vocabulary. **HE** is a pronoun. It is often located on the “PEOPLE” page of many vocabularies. If you can’t find **HE**, 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 **HE** 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: “**HE** is the word (pronoun) we use when we talk about boys. **HE** is a boy (point to a person or picture). When can use the word **HE** instead of using someones name. **HE** is your Dad. **HE** is your brother (pointing to people or pictures).



## MODEL

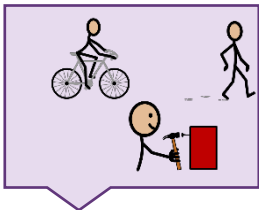
Model the word throughout the day, touching **HE** in the vocabulary anytime you say it.

“**HE** is your friend.”

“**HE** is in front of you.”

“**HE** is not home, can I take a message.”

“Joey is the helper today. **HE** will pass out the plates.”

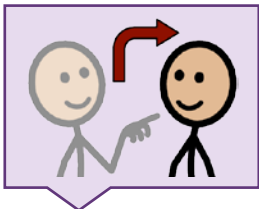


## ENCOURAGE

Create activities to provide lots of models and practice with **HE**.  
Book: Pick one with your favorite male character. There is sure to be lots of uses of the pronoun **HE**.

Activity: “I spy” colors that people are wearing (e.g., I spy something red). Once the item is guessed, point out “**HE** is wearing red shoes!”

Game: “Guess Who?” Only use the boys. Help the learner ask “Does **HE** have...?”



## EXPECT

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

Write a book about a male in the learner’s life. First gather pictures of this person. Then write simple sentences about what **HE** does or is doing. Use the “Save Message” feature on the “STORIES & SCRIPTS” pages to save them for retell.