

2018 CALENDAR

JUNE



Saltillo

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Create Communication Success: Interactive writing experiences

Communication systems can provide access to early writing experiences. Speech sounds are represented by letters which form words and meaning. Over time, students understand that writing represents their words on the page. Many of the Saltillo vocabulary options include a feature to save content from the speech display bar (SDB) to a button. This is an excellent way to save someone's writing and watch it grow.

Save messages from a keyboard or words within the vocabulary.



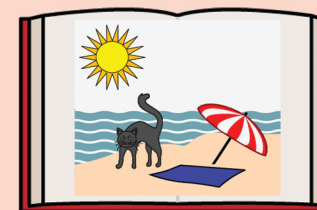
Select a button to save the writing



Check out a tutorial about Stories
and Scripts (Stories & Saved Phrases)

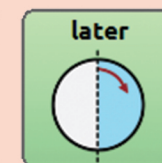


Read **Pete the Cat: Pete at the Beach** by James Dean.

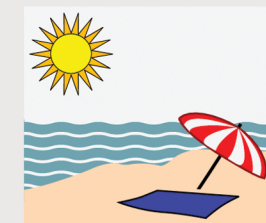


Pete the Cat is having fun at the beach finding seashells and playing in the sand. All the fun in the sun leaves him feeling hot. Maybe a cool dip in the water is just the thing he needs.

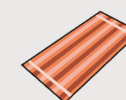
Words to Model:



This is an opportunity to talk about feeling hot and cold. Plan a trip to the beach. What do we need at the beach? Maybe it will be **cool** or **maybe** it will be **hot**!



Pack your bag for the beach.



Beach towel- You might be **cool** if you swim. A towel will help!



Sunglasses- It will be sunny and **hot** at the beach.



Water- The water will help me **feel cool** on a **hot** day!



Snacks- **Maybe** you will **feel** hungry later!

SUN MON TUES WED THU FRI SAT

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Father's Day

24 25 26 27 28 29 30

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

Suggested target words this month:

hot, cool, later, feel, maybe



Let's teach

Let's teach hot

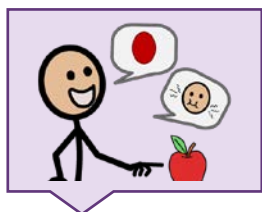
The word **HOT** is a description word that can be easy to teach. Explain and show the word's meaning in certain situations. On a **HOT** day, talk about the **HOT** weather. At bath time, talk about the **HOT** water. During meal time, talk about the **HOT** food. It is also good to explain that **HOT** things can be dangerous too, like the stove or campfire.

You can also use the word **HOT** to describe other items, like a **HOT** dog or **HOT** air balloon.



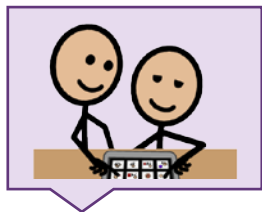
FIND

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



INTRODUCE

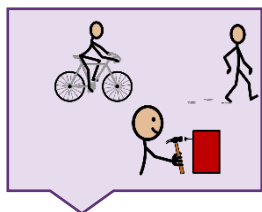
Use **HOT** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**HOT** is when something feels very warm and may be painful to touch. It is the opposite of *cold*."



MODEL

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

"The water feels **HOT**." "Do you want it **HOT** or cold?" "Let's eat the **HOT** dog." "Look at the **HOT** air balloon." "It is **HOT** outside today."



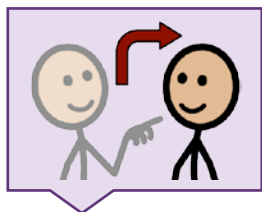
ENCOURAGE

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

Song: **HOT** Cross Buns

Game: **HOT** Potato

Activity: Cooking a **HOT** dish.



EXPECT

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

Add **HOT** to describe current requests and comments.

For *requests*, "Make it **HOT**."

For *comments*, "It's too **HOT**!"

Let's teach cool

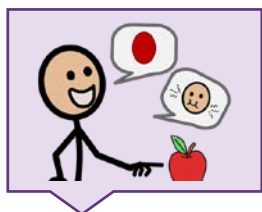
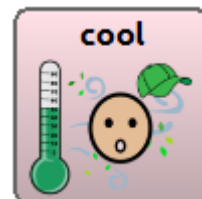
The word **COOL** has many meanings. If something is cold, we could say "The water is **COOL** right now." If we want to remain calm, we could say "You need to remain **COOL** and collected."

If something is really neat, we could say "That musician is so **COOL**!" Each of us have different interests and things we think are **COOL**. You can talk about this and share what you think throughout the day.



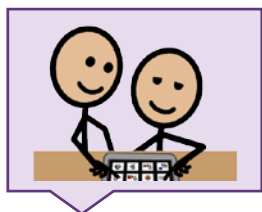
FIND

Find the word in the vocabulary. **COOL** 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 **COOL**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



INTRODUCE

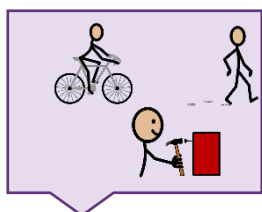
Use **COOL** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**COOL** could mean something is slightly cold or that it is really awesome."



MODEL

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

"That looks **COOL**." "Is it **COOL** outside?" "He stayed **COOL** during the argument." "She is a **COOL** person." "Time to change into something **COOLER**."



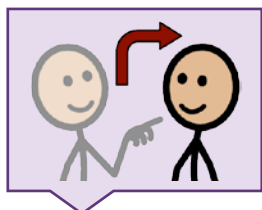
ENCOURAGE

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

Book: A book about seasons. Talk about when it gets **COOL** in the fall.

Snack: **COOL** off hot foods by blowing on it.

Activity: Pack a **COOLER** for a trip. Talk about how food will stay **COOL** in there.



EXPECT

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

Encourage commenting on things that are highly preferred by saying "That is **COOL**!"

If food is too hot, encourage the use of "**COOL** off."

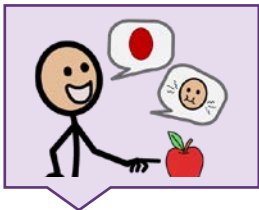
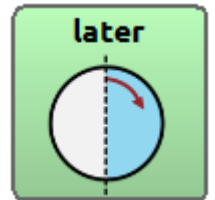
Let's teach later

"See you **LATER** alligator" or even shortened "See you **LATER**" are expressions that almost everyone knows and uses. Why? It may be because **LATER** helps us indicate some point in the future. It is general enough, so if we are sure on the exact day or time, we can just use **LATER**. We might also use it to put off an unpreferred task until **LATER**, like our chores or homework. When do you catch yourself saying the word **LATER**?



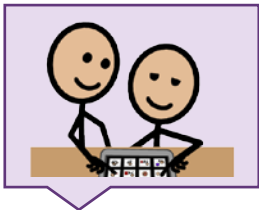
FIND

Find the word in the vocabulary. **LATER** relates to time, so it is often located on the "Time" page of many vocabularies. If you can't find **LATER**, 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 **LATER** 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: "**LATER** means not now. **LATER** might mean after lunch or tomorrow. We often say 'See you **LATER**.'"



MODEL

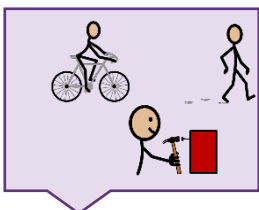
Model the word throughout the day, touching **LATER** in the vocabulary anytime you say it.

"Can we talk **LATER**?"

"Check you **LATER**."

"I will do it **LATER**."

"See you **LATER** alligator."



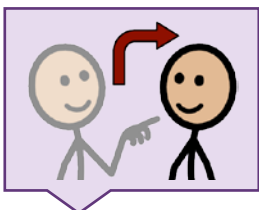
ENCOURAGE

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

Song: Search for "See you **LATER** Alligator" song on YouTube

Writing: Brainstorm different ways to say bye using **LATER**.

Planner: Help learner organize tasks into "do now" vs "do **LATER**"



EXPECT

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

Give learner the choice to do it "now or **LATER**."

Add "See you **LATER**" as a social comment & teach its use.

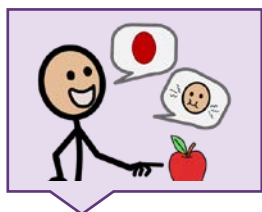
Let's teach feel

The word **FEEL** has two common meanings: one related to touching something to see what it is like, and one used to describe your state of being. As such, it is a doubly important word to teach **FEEL** so that the learner can explore his/her environment, and share information about how he/she is **FEEL**ing. Most families would love to know more about how someone is **FEEL**ing. One of the best ways to start to teach **FEEL** related to state of being, is by modeling how we **FEEL**, how others **FEEL**, and how we think the learner might be **FEEL**ing.



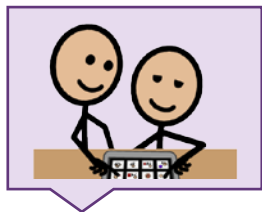
FIND

Find the word in the vocabulary. **FEEL** is a verb, so it will typically be a green word. It is often located on the home page or "Actions" page of many vocabularies. If you can't find **FEEL**, 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 **FEEL** 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 **FEEL** to talk about how we are. We may **FEEL** happy, **FEEL** sad, or **FEEL** hungry. **FEEL** also means to touch something, or do this (show how to **FEEL**)."



MODEL

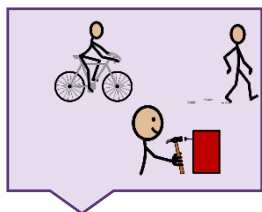
Model the word throughout the day, touching **FEEL** in the vocabulary anytime you say it.

"How do you **FEEL**?"

"I **FEEL** tired today."

"It **FEEL**s soft."

"**FEEL** it. What do you think?"



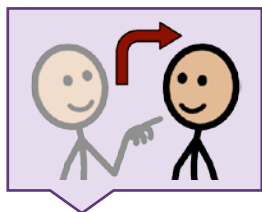
ENCOURAGE

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

Book: *The FEELings Book*, by Todd Parr

Activity: **FEEL** different textures, talk about how things **FEEL**.

Song: Find a children's song about **FEEL**ings (check YouTube)



EXPECT

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

Use the "Save Message" feature and "Stories & Scripts" pages in the vocabulary to write a story "I **FEEL** ____ when ____."

Read the *I FEEL* book on Saltillo's Chat Corner

<https://saltillo.com/chatcorner/content/30>

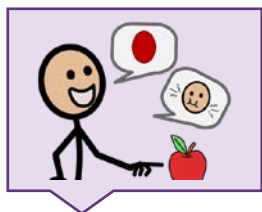
Let's teach maybe

MAYBE can be a difficult word to understand and teach. It will likely be better understood if the learner already knows and uses the words "yes" and "no." People use **MAYBE** when they are talking about something that has a chance of happening in the future, or that something is possibly correct. Even though the learner may not understand the word, chances are people say it to him/her anyway. Start exposing the learner to the word **MAYBE** by touching the word on the device everytime you say it.



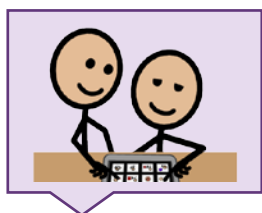
FIND

Find the word in the vocabulary. **MAYBE** is often located on the "SOCIAL" page of many vocabularies, along with "yes" and "no." If you can't find **MAYBE**, 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 **MAYBE** 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: "**MAYBE** means not for sure. If you ask today something, I mau say "**MAYBE**." That doesn't mean "yes" or "no," but we will see."



MODEL

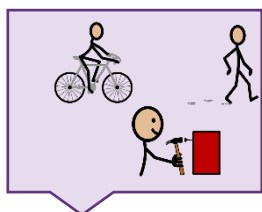
Model the word throughout the day, touching **MAYBE** in the vocabulary anytime you say it.

"**MAYBE** you can do that later."

"**MAYBE** you need some help."

"**MAYBE**, we will see."

"Can you do that? **MAYBE**, ask your mom."



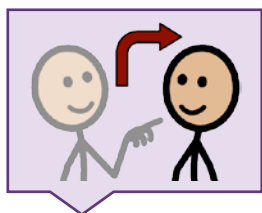
ENCOURAGE

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

Game: "Ned's Head;" take turns feeling inside and guessing what you think you feel. "**MAYBE** it is a _____."

Song: *Call me MAYBE*, Carly Rae Jepsen

Art: make "blob" paintings. Decide what it is, **MAYBE** it's a...



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 things the learner might do when he/she grows up. Use the sentence starter "**MAYBE**, I will..." Use the "Save Message" feature on the "Stories & Scripts" pages. When offering the learner choices, if it is unclear whether he/she wants something, help him/her indicate **MAYBE**.