



2018 CALENDAR

JULY



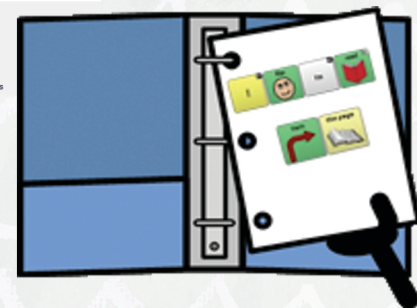
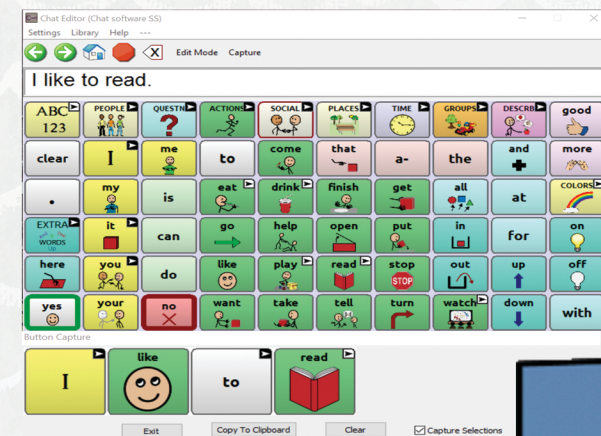
Saltillo

JULY

Create Communication Success: Utilize visual supports to make communication concrete and interactive.

Visual supports help increase receptive and expressive communication and support appropriate behavior. Visual reminders can be used to teach routines (steps to make granola), cue children about expectations (clean up), make choices (choose song at circle) and teach new skills (I need a break). Visuals paired with spoken language or sign-language provide multiple modalities to help children participate and learn.

Try **Chat Editor** and button capture feature to create your own visual supports.



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				

Independence Day

Read **We're All Wonders** by R.J. Palacio.



As kids and adults, we all want a place to fit in. We are all different, but we are all the same, too. This story explores Auggie's thoughts of wishing to belong. A great story for talking about kindness among all people.

Words to Model:

it

my

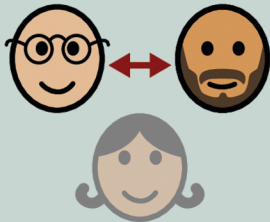
we

diff'nt

see

This is an opportunity to talk about same and **different**.

Answer the questions and determine if your answers are the same or **different** than Auggie's. What do you **see**?



Characteristic	Auggie	same/different
Eye color	Blue	
Wear glasses	None	
Hair color	Black	
Straight or curly hair	Straight	
Like to	Ride a bike	
Like to	Eat ice cream	
Have a	Dog named Daisy	

Let's teach

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

Suggested target words this month:

it, my, we, different, see



Storytime

Writing

Let's teach it

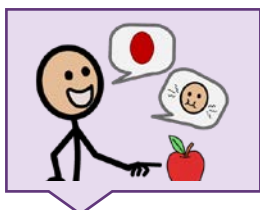
I want **IT**. **IT** is blue. **IT** is time to go. **IT** is a common core word that is used frequently in our communication.

Since **IT** is a pronoun, it can represent a variety of objects, or concepts that are not visually present at the time. **IT** can also begin a sentence to provide more information: "**IT** is over there." "**IT** starts in 30 minutes."



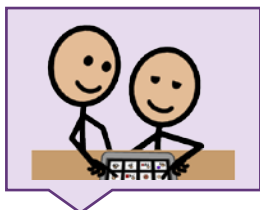
FIND

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



INTRODUCE

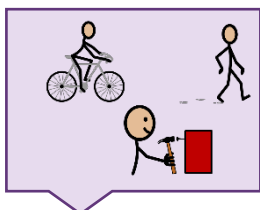
Use **IT** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**IT** could mean an object. **IT** can explain objects in a very general way. **IT** can start a sentence to provide extra information."



MODEL

Model the word throughout the day, touching **IT** on the device anytime you say it.

"**IT** is sunny today" "Where is **IT**?" "Go get **IT**."
"**IT** is mine." "**IT** is round."



ENCOURAGE

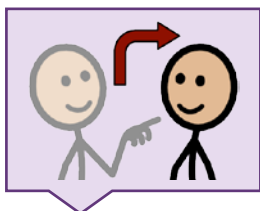
Create activities to provide lots of models and practice with **IT**.

Activity: Scavenger hunt. Ask "Where is **IT**?"

Activity: Show and Tell. Ask "What is **IT**?"

Game: Tag. Say "You are **IT**"

Game: I Spy. Say "I spy something. **IT** is yellow and round."



EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected. Add **IT** to current requests, questions, and comments.

For *missing objects*, encourage questions "Where is **IT**?"

For *requests*, "I want **IT**"

For *comments*, "I like **IT**" or "**IT** is blue"

Let's teach my

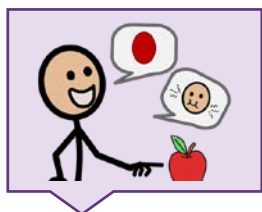
This is **MY** toy! It's **MY** turn!

The word **MY** is a powerful term to indicate possession. Children starting using the word **MY** by 27-30 months of age. We typically use the word **MY** when describing our own things, like "**MY** keys" or "**MY** shoes", but could describing anything familiar to us, like "**MY** family" or "**MY** birthday party."



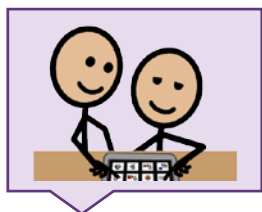
FIND

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



INTRODUCE

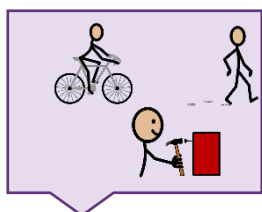
Use **MY** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**MY** means it belongs to us. It's **MY** house or **MY** snack."



MODEL

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

"**MY** turn." "This is **MY** drink." "**MY**, you are excited." "Where's **MY** keys?" "Why do you have **MY** hat?"



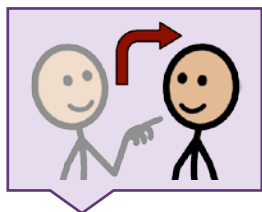
ENCOURAGE

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

Book: *Are You **MY** Mother?* By Dr. Seuss

Game: Any with turn taking, "**MY** turn."

Activity: Show and Tell. "This is **MY**..."



EXPECT

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

Introduce yourself to new people, "**MY** name is.."

Add **MY** for clarification, "**MY** turn" or "**MY** cracker."

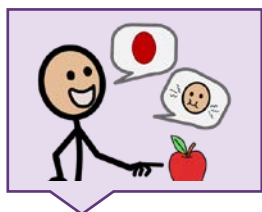
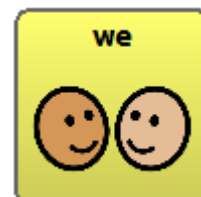
Let's teach **we**

A pronoun, such as **WE**, takes the place of another word. Typically, the use of the pronouns "I, you, me, **WE**, they" occur around 3-4 years of age. **WE** already use the word **WE** a lot when speaking to the learner, so the next step is teaching him/her how to use it. Think about times when the learner enjoys doing something with another person. That might be a good opportunity to teach that **WE** can do something, as opposed to the learner by him or herself.



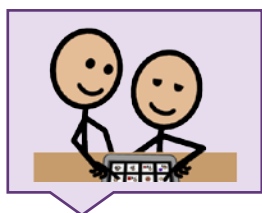
FIND

Find the word in the vocabulary. **WE** is a pronoun, so it will typically be a yellow word. It is often located on the "Pronouns" page of many vocabularies. If you can't find **WE**, 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 **WE** 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** means you and me. **WE** can also mean a bigger group of people. It can mean all of us."



MODEL

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

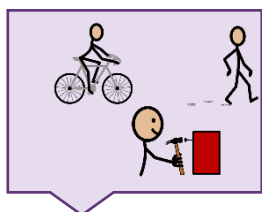
"**WE** need to go to the store."

"**WE** can do that when you are ready."

"What are **WE** having for snack?"

"When **WE** are all quiet, **WE** can go outside."

"**WE** can work together."



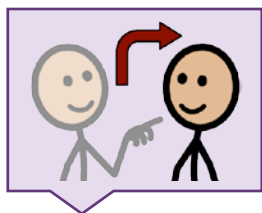
ENCOURAGE

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

Book: **WE're going on a Bear Hunt**, by Michael Rosen

Game: Red Rover, "**WE** want Sally right over."

Activity: extend the book above and do a scavenger hunt around the room/house. "**WE** found..."



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: take pictures of the learner and other people doing things. Write the captions to the pictures, starting each sentence with "**WE**..."

Let's teach different

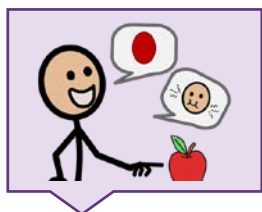
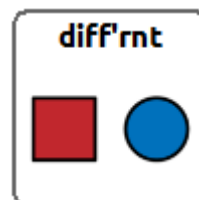
DIFFERENT one. **DIFFERENT** color. **DIFFERENT** pants. **DIFFERENT** pants. **DIFFERENT** cookie. **DIFFERENT** game. **DIFFERENT** TV show. **DIFFERENT** person.

As you can see the word **DIFFERENT** is very powerful. It allows you to control what you want, or do not want. It is also a fun word to use as you explore your world and all the opposites you find along the way.



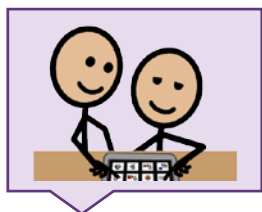
FIND

Find the word in the vocabulary. **DIFFERENT** is an adjective, so it will typically be located on the DESCRIBE page of many vocabularies. If you can't find **DIFFERENT**, 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 **DIFFERENT** 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: "**DIFFERENT** could mean not the same. **DIFFERENT** means something else. "I want a **DIFFERENT** one."



MODEL

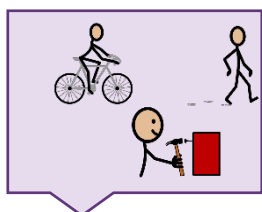
Model the word throughout the day, touching **DIFFERENT** in the vocabulary anytime you say it.

"Do you want a **DIFFERENT** one?"

"I'm looking for something **DIFFERENT**."

"I want a **DIFFERENT** color."

"Try something **DIFFERENT**."



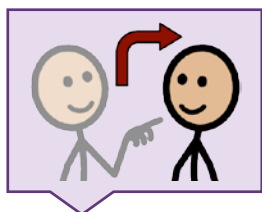
ENCOURAGE

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

Book: *I like **DIFFERENT** Books with **DIFFERENT** Looks* by Susan McDonald

Snack: Decorate cookies and see how they are **DIFFERENT**.

Activity: Make **DIFFERENT** fun faces out of paper plates. Talk about how they are **DIFFERENT**.



EXPECT

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

When offering a drink or snack, especially a non preferred item, ask if they want something **DIFFERENT**.

Talk about **DIFFERENT** weather.

What do we do for **DIFFERENT** weather? Sunscreen, umbrella?

Let's teach see

Did you **SEE** that?

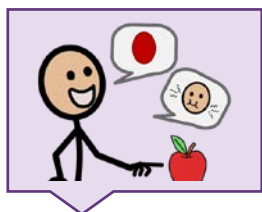
We **SEE** things all the time! Sometimes they are familiar, like family members or old toys. But sometimes we **SEE** new things and want to talk about them.

Next time you **SEE** something new, talk to your child about it!



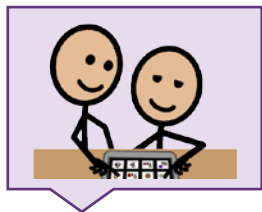
FIND

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



INTRODUCE

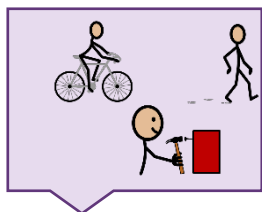
Use **SEE** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**SEE** is what we do with our eyes. Just like we hear with our ears."



MODEL

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

"What do you **SEE**?" "I **SEE** what you're saying." "**SEE** what I'm doing?" "Can you **SEE** from over there?" "They cannot **SEE** through the fog."



ENCOURAGE

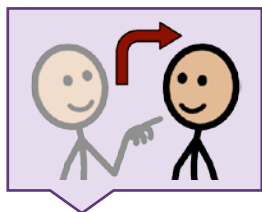
Create activities to provide lots of models and practice with **SEE**.

Book: *Brown bear, brown bear, what do you **SEE**?*

By Bill Martin Jr/ Eric Carle

Game: **SEE** n' Say toys

Activity: Play on the **SEE**-saw.



EXPECT

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

While reading a book, take turns talking about what you **SEE**. "I **SEE** a goat." Or ask questions, "What do you **SEE**?"