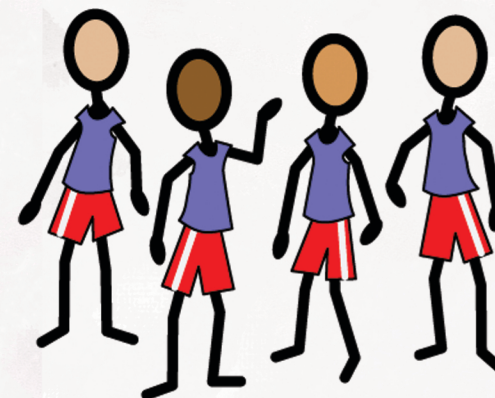# 2018 CALENDAR
AUGUST

Saltillo

AUGUST

Create Communication Success: Build a team!

Success with AAC means interacting and communicating ideas and interests with people at home, school, and the community. Assemble a team that includes the primary players: family members, teaching staff and school supports, private therapists, etc. and decide on an easy way to share information (e.g., blog, app). When we all participate, we have ownership of learning to use the system and facilitating communication across settings.

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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	

Read **Pete the Cat: Rocking in My School Shoes** written by Eric Litwin and illustrated by James Dean.
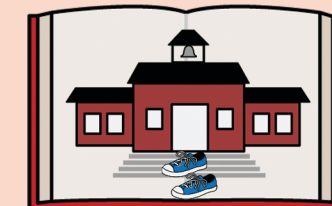
Pete is back at school and he is rocking his school shoes! Pete explores all the cool places in school: the library, lunch room, and playground. No matter where he goes, he doesn't worry and keeps on singing his song.

Words to Model:

sing · school · where · read · worry

This is an opportunity to use **where** to find things in the environment.

Play an "I Spy" game locating things around **school**. Expand the game to play outside or at home. You could **sing** a song like Pete when you find out **where** am I!

Here are a few examples.

I spy something to **read** (a book). **Where** am I? (library)

I spy something with chains and a seat (a swing). **Where** am I? (playground)

I spy something to eat (food). **Where** am I? (cafeteria)

I spy something to play music (piano). **Where** am I? (music room)

Let's teach

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

Suggested target words this month:

sing, where, read, worry

Let's teach sing

Do you like to **SING**?

Not everyone enjoys **SING**ing, but it is a wonderful opportunity to interact and have fun! We most likely hear **SING**ing on a daily basis, either on the radio or from each other. Be sure to create opportunities for individuals using AAC to participate in **SING**ing, either with their own voice or via their speech-generating device.

FIND

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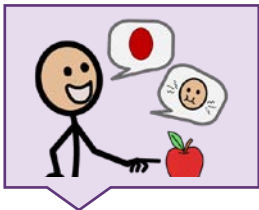
INTRODUCE

Use **SING** 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: "**SING** is when you use your voice to make sound for a musical song or tune." lalalalalala
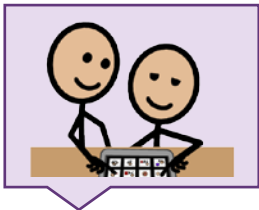
MODEL

Model the word throughout the day, touching **Sing** in the vocabulary anytime you say it.
"Let's **SING** a song." "What are you **SING**ing?" "He **SING**s very well!" "She loves to **SING** with the radio." "The puppy likes her **SING**ing."
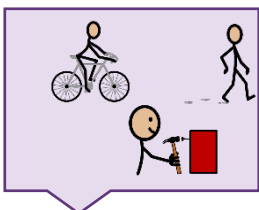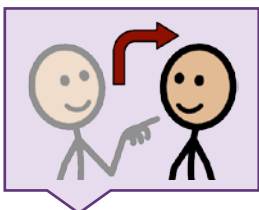
ENCOURAGE

Create activities to provide lots of models and practice with **SING**.
Movie: **SING** (2016)
Song: Any! **SING** a new song each day.
Activity: Have a clean up song to **SING** after every activity.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
When **SING**ing a familiar song, ask who should **SING** first.
Encourage the use of "I **SING**" or "you **SING**."

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Let's teach where

According to typical language development, children start asking questions using question words (e.g., what, who, **WHERE**) around 2-3 years of age. Asking questions is how we get information about the world around us.

- **WHERE** are you?
- **WHERE** is mommy?
- **WHERE** are we going?

FIND

Find the word in the vocabulary. **WHERE** is a question. It is often located on the QUESTION page of many vocabularies. If you can't find **WHERE**, 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 **WHERE** 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: "**WHERE** is a question word. We use it to find out about locations or directions."
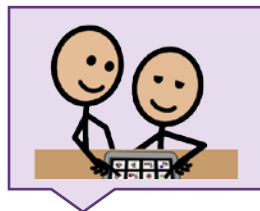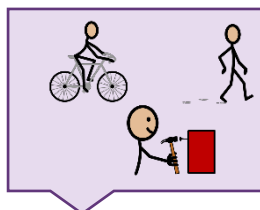
MODEL

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

"**WHERE** are we now?" "**WHERE** did the (object) go?"
"**WHERE** should we go today?" "Tell me **WHERE** you went today." "She went **WHERE** it's sunny and warm."
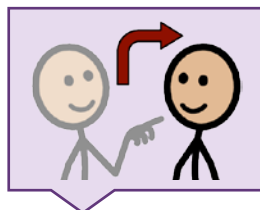
ENCOURAGE

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

Book**:** *"WHERE is the Green Sheep?"* by Mem Fox, Judy Horacek
Game: Hide and Go Seek. "**WHERE** are you?"
Activity: Ask each day "**WHERE** do we go next?"
Activity: Treasure hunt. Ask "**WHERE** is (object)?"

EXPECT

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

For *missing objects*: "**WHERE** is it?"
For *new locations*: Wait to say the place until asked "**WHERE** are we going?"

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Let's teach
read

Let's **READ** a book! Reading is a rich and engaging activity that can take you and your child on a new adventure during each story.

Reading a structured activity that many families already have in their daily routines. **READ** as a verb has two forms: present "I like to **READ** books" or past tense "I **READ** that book yesterday." In addition to printed words, we can also READ someone's emotions, like "I can **READ** your face today – you look tired."

FIND

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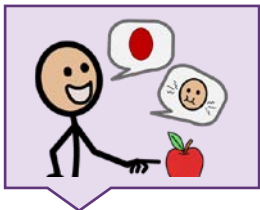
INTRODUCE

Use **READ** 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: "**READ** is something you do with books and printed words."
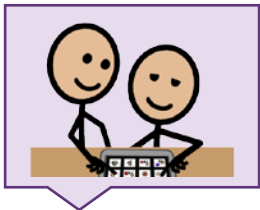
MODEL

Model the word throughout the day, touching **READ** in the vocabulary anytime you say it.
"Can you **READ** the words here?" "Tell me what you **READ** about in school today." "**READ** me a story." "I can't **READ** his face right now." "She **READ** five books last week."
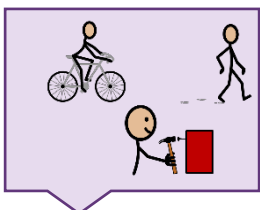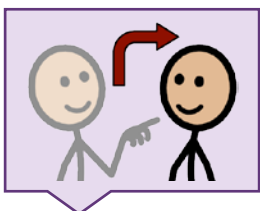
EXPERIENCE IT:

Create activities to provide lots of models and practice with **READ**.
Book: ANY to **READ**
Activity: Walk outside. **READ** signs along the way.
Activity: Go to the library. Pick a new book to **READ**.

EXPECT IT:

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
For *requests*, "Let's start to **READ**."
For *comments*, "I like to **READ**."

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Let's teach worry

Each of us **WORRY** about something at some point. It's okay to **WORRY** and some of us **WORRY** more than others. The word **WORRY** in an emotion that can be taught at a young age.

Feeling **WORRIED** is different than feeling sad or scared. Recognizing when our children feel **WORRIED** will help teach this common emotion.

FIND

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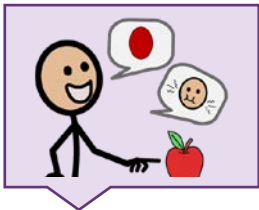
INTRODUCE

Use **WORRY** 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: "**WORRY** is when you think something bad happened."
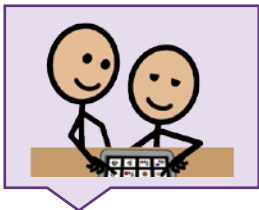
MODEL

Model the word throughout the day, touching **WORRY** in the vocabulary anytime you say it.
"What are you **WORRYING** about?" "She is **WORRIED** about her friend." "Don't **WORRY**." "They **WORRY** about her health." "His greatest **WORRY** is that the dog will get lost."
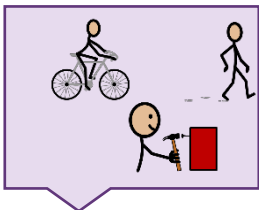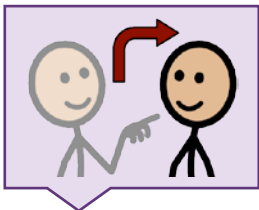
ENCOURAGE

Create activities to provide lots of models and practice with WORRY.
Book: *Wilma Jean the **WORRY** Machine* by Julia Cook
Activity: Draw faces with different emotions, including **WORRY**.
Song: "Don't **WORRY**, Be Happy"

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
Recognize when someone feels **WORRIED**. Encourage expression of this emotion, "I'm **WORRIED**."

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