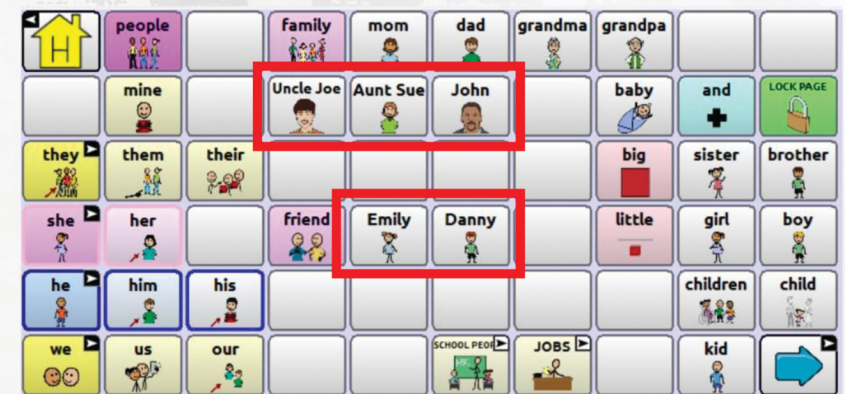# 2018 CALENDAR
SEPTEMBER

Saltillo

SEPTEMBER

Create Communication Success: Personalize the communication system

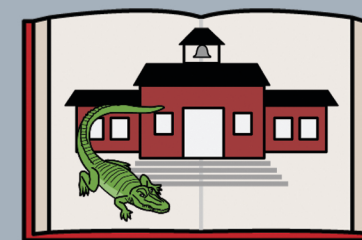A few simple changes to an AAC system create ownership.

Here are some ideas:

- add favorite people, activities, social comments (greetings, jokes, slang)
- match the voice to the person
- adjust speech display font size (bold type for print awareness)

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

Let's teach

Suggested target words this month:

bring, don't, tell, show, trouble

Read **If You Ever Want to Bring an Alligator to School, Don't** by Elise Parsley.

It's show-and-tell time at school. Magnolia wants to bring in a show-and-tell that everyone will remember. Will an alligator be trouble? She doesn't think so. She knows how to handle an alligator!

Words to Model:

bring | don't | tell | show | trouble
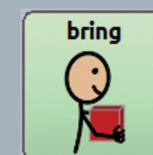
* Trouble is a word to add to the system. One option is to add it to the Social page.

This is an opportunity to **show** and **tell** someone special what you made. **Bring** them a taste of a delicious pie. It was no **trouble** to make! **Don't** eat too much or you will have **trouble**.

Let's make Alligator Pie!

Ingredients

1 box vanilla instant pudding mix (large)

Milk - amount called for on pudding

Green Food Coloring

Cool Whip

Graham Cracker Crust

Decorate with Chocolate Chips and White Chocolate Chips

Directions

1. Pour milk and pudding mix in large bowl.
2. Whisk for 2 minutes.
3. Pour into a graham cracker crust.
4. Freeze for several hours.
5. When ready to serve, cut into slices and decorate to make alligator faces.
6. **Bring** some to a friend to **show**.

Eat the alligator! And **don't** let the alligator eat you! **Trouble**!

Let's teach bring

BRING is an action word, therefore it can be a very visual concept to teach and model throughout the day. We **BRING** things with us all the time, such as our bag, keys, etc.

The word **BRING** involves taking something or someone to somewhere else, "They will **BRING** the cake" or "Can I **BRING** a friend?" It could also means causing something to happen, "Summer **BRING**s the sun."

FIND

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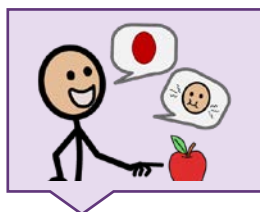
INTRODUCE

Use **BRING** 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: "**BRING** means you take something from one place to another or make something happen."
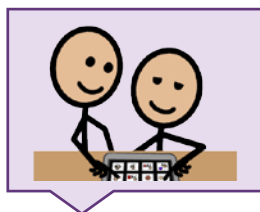
MODEL

Model the word throughout the day, touching **BRING** in the vocabulary anytime you say it.
"They will **BRING** a pie." "Please **BRING** me a hammer." "I am **BRING**ing my dog to school." "Who is **BRING**ing the game?" "**BRING** the water to a boil."
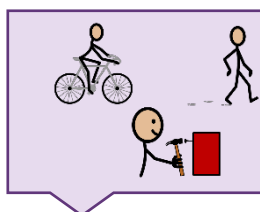
ENCOURAGE

Create activities to provide lots of models and practice with **BRING**.
Book: "If You Ever Want to **BRING**…" books by Elise Parsley
Song: Bumble bee - "I'm **BRING**ing home a baby bumble bee."
Activity: Scavenger Hunt. "**BRING** me something blue"
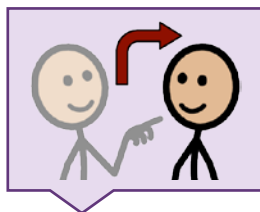
EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
For *requests*, substitute **BRING** for 'want' or 'need'.
"**BRING** me the ____"
For *comments*, "That **BRING**s me joy."

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Let's teach don't

DON'T is a contraction for do not. We use **DON'T** when we wish to express that something that is unwanted.   It is used to express refusal, negation or refusal.

- I **DON'T** like it.
- **DON'T** touch me. **DON'T** touch that!
- **DON'T** go!
- These shoes **DON'T** feel good.

FIND

Find **DON'T** in the vocabulary. **DON'T** is a contraction. Because it expresses negation, it will typically be a red word. It is often located on the EXTRA WORDS page of many vocabularies. If you can't find **DON'T**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.
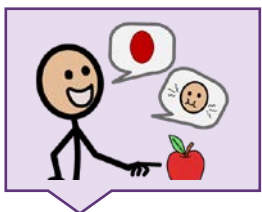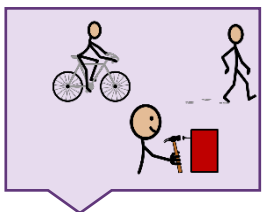
don't

INTRODUCE

Use **DON'T** 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: "**DON'T** could mean something you are not interested in something or not to do something.
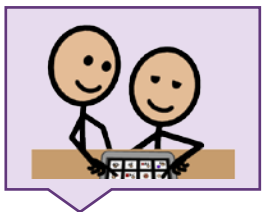
MODEL

Model the word throughout the day, touching **DON'T** in the vocabulary anytime you say it.
   "I **DON'T** want to go to bed."
   "**DON'T** you want this?"
   "I **DON'T** know."
   "**DON'T** forget your backpack."
   "**DON'T** feed the animals."

ENCOURAGE

Create activities to provide lots of models and practice with DON'T. [provide at least 3, trying to at least include a book]
   Book: *"I **DON'T** Want to be a Frog"* by Devorah Petty
   Game: **DON'T** Spill the Beans
   Song: *Shoo Fly, **DON'T** Bother Me*
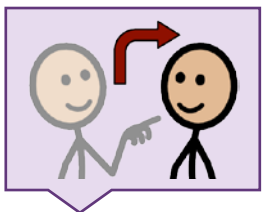
EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
   Add **DON'T** to current requests, questions, and comments.
   For a *reminder statement*, "**DON'T** forget your homework."
   For *proquest*, "I **DON'T** want it"
   For *comments*, "I **DON'T** like it"

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Let's teach tell

We all **TELL** people things every day. We **TELL** things by talking, drawing, texting, making facial expressions or gestures. We **TELL** people everything: stories, information about ourselves, how to do things, what happened, what's wrong, secrets, and the list goes on. Chances are we **TELL** the learner to **TELL** us things. There are also likely times when the learner gets our attention or drags us over to something. In these moments, he/she is likely trying to **TELL** us something.

FIND

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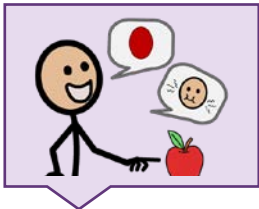
INTRODUCE

Use **TELL** 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: "**TELL** means to say something or talk. I **TELL** you that I love you. I can **TELL** you a story."
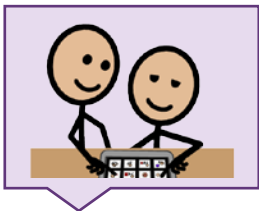
MODEL

Model the word throughout the day, touching **TELL** in the vocabulary anytime you say it.
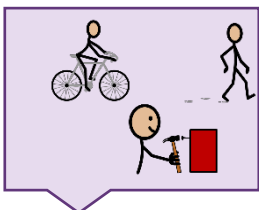   "Let's **TELL** a story."
   "**TELL** me about your weekend."
   "Don't **TELL** on me."
   "**TELL** me what's wrong."
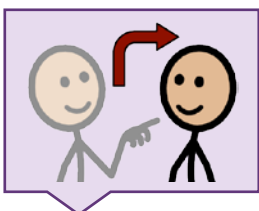   "I'm **TELLING** Mom."

ENCOURAGE

Create activities to provide lots of models and practice with **TELL**.
   Book: *TELL Me Again About the Night I Was Born,* Jamie Lee Curtis
   Activity: The Telephone Game, Each person has to **TELL** the person next to him/her the message. "**TELL** + Name."

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
   Let the learner be the one to lead the group during morning meeting and say "**TELL** me the weather. **TELL** me..."
   Find times when the learner wants to know more information and have him/her say "Can you **TELL** me?"
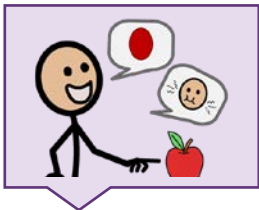
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Let's teach
show

Can I **SHOW** you something?

When something is interesting, we like to **SHOW** it to others. The word **SHOW** can have many meanings, though. In school, students may have a '**SHOW** and Tell' event and **SHOW** their favorite item. Others may like to go see a **SHOW** for entertainment. Some may **SHOW** their emotions, like happiness or frustration.
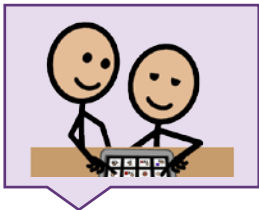
FIND

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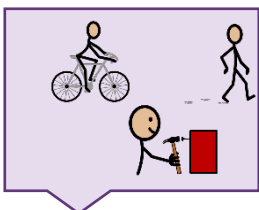
INTRODUCE

Use **SHOW** 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: "**SHOW** is when you want someone to look at something important to you."

MODEL

Model the word throughout the day, touching **SHOW** in the vocabulary anytime you say it.
"**SHOW** me." "What are you **SHOW**ing today?" "Time for **SHOW** and tell." "He likes to **SHOW** people his new toy." "We are going to a **SHOW** tonight."
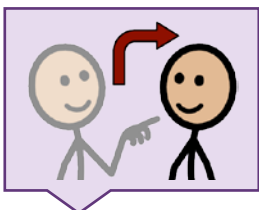
ENCOURAGE

Create activities to provide lots of models and practice with **SHOW**.
Game: Watch or create a game **SHOW** and ask fun questions!
Activity: Coordinate a "**SHOW** and Tell" for students.
Activity: Go see a **SHOW**.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
Show something new to friends and family. Encourage the use of "I want to **SHOW** you something."
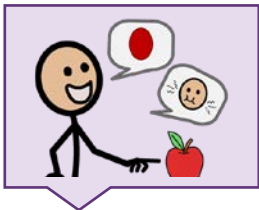
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Let's teach trouble

Don't get into **TROUBLE**!

All of us are bound to get into **TROUBLE** at some point. While it may be a good teaching moment to introduce the word **TROUBLE**, it may also be good to teach this word in other contexts. For example, using books or movies where people get into **TROUBLE** would be great to introduce this common word.
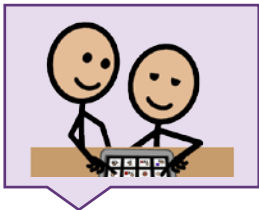
FIND

Find the word in the vocabulary. **TROUBLE** may be a noun or a verb depending on how it is used. If you can't find **TROUBLE**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.
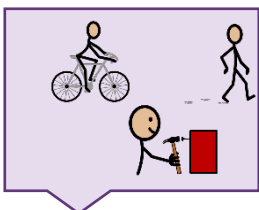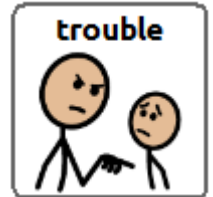
INTRODUCE

Use **TROUBLE** 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: "**TROUBLE** is when there's a problem. You can get in **TROUBLE** when you do something wrong."

MODEL

Model the word throughout the day, touching **TROUBLE** in the vocabulary anytime you say it.
"She is in **TROUBLE** for pulling the cat's tail." "Mom had car **TROUBLE** in the morning." "What **TROUBLE** did they cause now?" "We are having **TROUBLE** getting help." "He's having stomach **TROUBLE**s today."
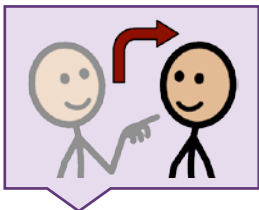
ENCOURAGE

Create activities to provide lots of models and practice with **TROUBLE**.
Book: *Always in TROUBLE* by Corinne Demas
Game: **TROUBLE** board game
Activity: Pretend play. Role play different situations where you may get into **TROUBLE**.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
When events happen at school or at home, explain why someone is in **TROUBLE**. "He pulled the cat's tail, so he's in **TROUBLE**."

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