

2018 CALENDAR

OCTOBER



Salttilo

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Create Communication Success:
Provide low-tech options as tools to back-up dedicated AAC systems.

Personal manual core communication boards are wonderful for modeling language and literacy all day, every day. Low-tech options should match the communicator's vocabulary file. The personal size are transportable and create individual opportunities for modeling and authentic communication opportunities (in the bathtub, pool, horseback riding). Poster size core boards makes a great classroom support.



what	when	where	ABC 123	PEOPLE	QUESTN	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRB
I	me	who	again	please	thank you	now	today	time	problem	happy	sad
my/mine	am	to	be	really	feel	give	listen	okay	tired	bad	good
it	is	are	will	come	hurt	hear	know	that	a	the	and
you	can	eat	drink	finish	get	love	make	need	all	at	some
your	do	go	help	open	put	say	see/look	show	of	for	on
here	have	like	play	read	stop	talk	walk	wish	in	up	off
yes	no/don't	want	take	tell	turn	watch	wear	work	out	down	with

WordPower 60 Basic with Categories

Find additional tips
for low-tech use here



Low-tech communication options are available on
the Saltillo website <https://salttillo.com/chatcorner>

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

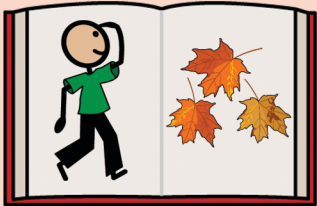
Let’s teach

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

Suggested target words this month:
under, over, let’s, go, come



Read **We’re going on a Leaf Hunt** written by Steve Metzger and illustrated by Miki Sakamoto.



The season is fall and there are all sorts of beautiful leaves to find. Three friends go on adventure to collect leaves of different colors and sizes. What do you think they will do with all the leaves at the end? Jump in! Come join them for the adventure!

Words to Model:

under

over

Let’s

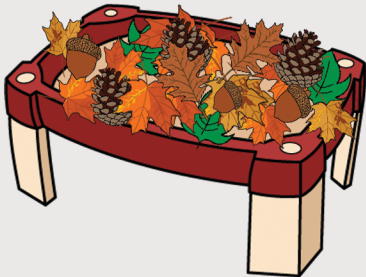
go

come

This is an opportunity to think and reflect on the story. **Let’s go** on a walk. Explore the environment looking **under** and **over** nature.

Look **under**.
Look **over**.
Come explore!

Create a sensory bin with items you found.



Let's teach under

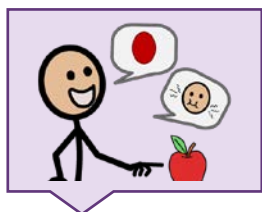
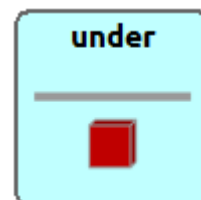
Children start using the word **UNDER** between 1-2 years old. **UNDER** is a positional word that is very visual to teach. Take a favorite animal for an adventure and put it **UNDER** things in the house, talking about how it's "**UNDER** the bed" or "**UNDER** the table."

You can get creative with the word **UNDER** too. Go **UNDER** cover and be a detective or pretend you are an **UNDER** water animal, like a whale or turtle.



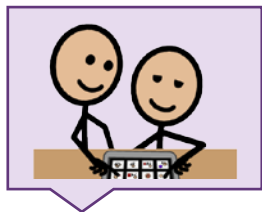
FIND

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



INTRODUCE

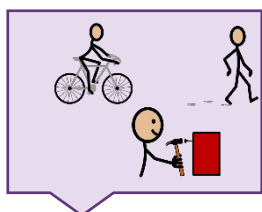
Use **UNDER** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**UNDER** is when something is lower or below something."



MODEL

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

"It's **UNDER** the table." "Can you put it **UNDER** here?" "The store is **UNDER** new management." "I'm **UNDER** a lot of pressure." "The ride is for children **UNDER** five years old."



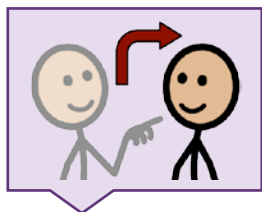
ENCOURAGE

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

Book: *Over and **UNDER** the Snow* by Kate Messner

Activity: Hide 'n Seek. Hide **UNDER** things.

Activity: Take a nap. Go **UNDER** the covers.



EXPECT

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

Go swimming. Decide and say if you want to go **UNDER** water.

Let's teach OVER

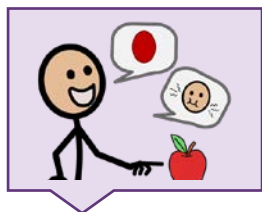
Are you coming **OVER** today?

The word **OVER** has multiple meanings. It can indicate direction ("put it **OVER** there"), moving something ("we sent it **OVER** to you"), inviting someone ("come **OVER** tomorrow"), or something remaining ("please take some left **OVER** food with you"). Developmentally, children start to understand and use simple spatial concepts (like **OVER**) by age three. So time to start teaching this word **OVER** and **OVER**!



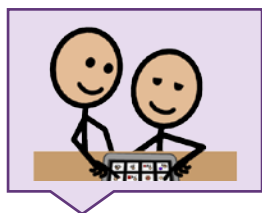
FIND

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



INTRODUCE

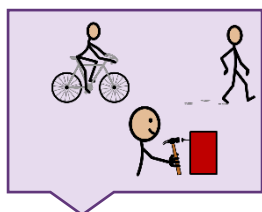
Use **OVER** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**OVER** is a direction when something goes on top of something or to a higher place."



MODEL

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

"We're going **OVER** to grandma's house today." "Turn your cards **OVER**." "He is thinking it **OVER**." "The sun is **OVER** our heads." "She is driving **OVER** the bridge."

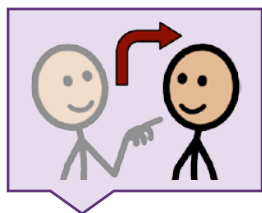


ENCOURAGE

Create activities to provide lots of models and practice with **OVER**. Book: *Yellow Ball* by Molly Bang. Follow the ball **OVER** an adventure.

Song: *Ten in the Bed*. "Roll **OVER**"

Activity: Invite someone **OVER** for dinner or an activity.



EXPECT

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

Create a game of scavenger hunt, allowing your child to direct where to hide favorite stuffed animals around the house. Be sure to put things **OVER** the furniture!

Let's teach let's

LET'S go!

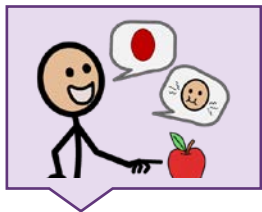
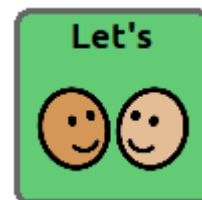
We use the word **LET'S** when we want someone to join us in doing something. It is a quick way of saying "let us." We can say it before most activities, like "**LET'S** eat" or "**LET'S** watch a movie."

Developmentally, children start inviting others to play between 4 -5 years of age, therefore, this social phrase can be taught at a young age to help engage with others.



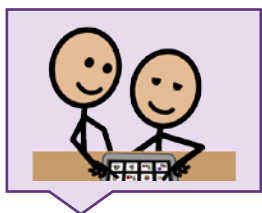
FIND

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



INTRODUCE

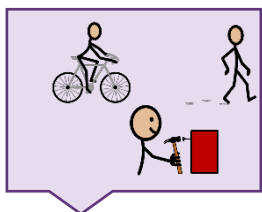
Use **LET'S** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**LET'S** is what we say to invite someone to do something with us."



MODEL

Model the word throughout the day, touching **LET'S** in the vocabulary anytime you say it.

"**LET'S** go to the park." "**LET'S** see what's going on." "**LET'S** take turns." "**LET'S** think about this first." "**LET'S** do something new today."



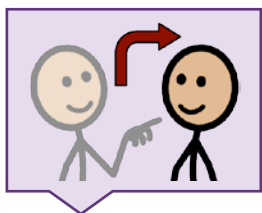
ENCOURAGE

Create activities to provide lots of models and practice with **LET'S**.

Book: *We're Going on a Bear Hunt* by Michael Rosen. Talk about all thing you will do by saying "**LET'S**..."

Game: **LET'S** go fishin'

Activity: Chores around the house. Work together by modeling "**LET'S** clean" or "**LET'S** cook."



EXPECT

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

Add **LET'S** to phrases when going somewhere or starting a new activity. "**LET'S** go home" or "**LET'S** start playing."

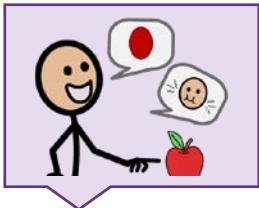
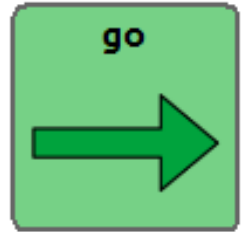
Let's teach go

Who doesn't love to **GO**? Whether you can crawl, walk, or move in a wheelchair, most people enjoy movement. In a given day, think about all the places you **GO**, from the time you wake up until the time you **GO** to bed. We **GO** to the bathroom, **GO** to the kitchen to eat, **GO** to the car to **GO** to work or to school, **GO** inside to the classroom, **GO** to the desk...the list **GO**es on and on. We also use the word **GO** to initiate action and/or activities. What a powerful word to help control your environment. Imagine the possibilities!



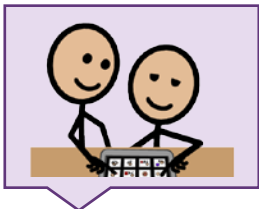
FIND

Find the word in the vocabulary. **GO** is 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 **GO**, 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 **GO** 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: "**GO** means to move to a place. We can **GO** over here. We can **GO** over here (while physically moving with the learner)."



MODEL

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

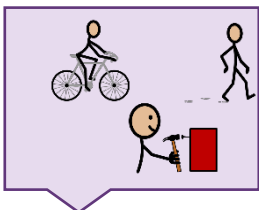
"**GO** away."

"Let's **GO** eat."

"Do you want to **GO** play outside?"

"What time should we **GO**?"

"Are you ready to **GO**."



ENCOURAGE

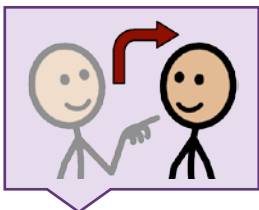
Create activities to provide lots of models and practice with **GO**.

Book: **GO** Away Big Green Monster, by Ed Emberley

GOing on a Bear Hunt, by Michael Rosen & Helen Oxenbury

Song: Let it **GO**! from Disney's Frozen

Activity: Scooter races, take turns telling people when to **GO**!



EXPECT

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

Before any movement activity (swinging, jumping) look and wait for the learner to initiate action by saying **GO**!

Write a story about places the learner likes to **GO**. Use the Save Message feature to store the messages for later retell.

Let's teach come

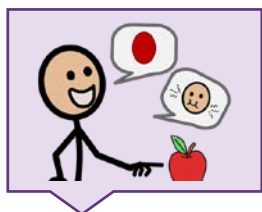
COME is a common verb that we use in daily conversation, whether commenting on something or directing someone.

The word **COME** can mean moving toward something, "**COME** here," traveling to a place, "They have **COME** from Germany," or reaching a specific state or condition, "The screws in the toy are **COMING** loose."



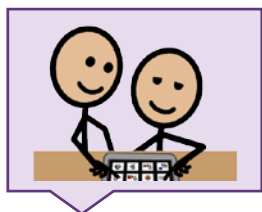
FIND

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



INTRODUCE

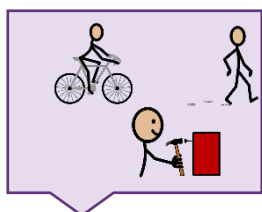
Use **COME** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**COME** is when something moves or goes away."



MODEL

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

"**COME** here." "This shirt **COMES** in different sizes." "**COME** over for dinner." "Has the package **COME**?" "You start school **COME** September."



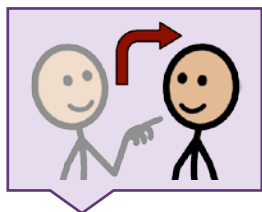
ENCOURAGE

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

Activity: Travel and talk about where you've **COME** from.

Activity: Dinner invites. "**COME** over this weekend."

Activity: Training your dog to **COME** here.



EXPECT

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

For requests, "**COME** here."

For questions, "Did it **COME**?"