

2018 CALENDAR

DECEMBER



Salttilo

DECEMBER

Create Communication Success: Use voice assist to control the environment

Voice assistants create opportunities to control the environment. With a voice assistant (e.g. Alexa, Siri, Cortana, Google Home, etc) and an AAC device, you can control lights, fans, music and other “smart home” devices. Voice assistants offer fun ways to ask questions about the world. (example: “Alexa, what is an eclipse?”) WordPower and MultiChat files include basic commands for some of the voice assistants.



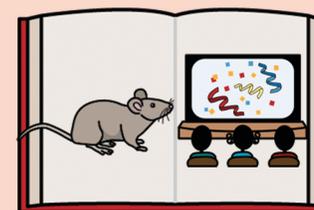
In WordPower



In MultiChat 15

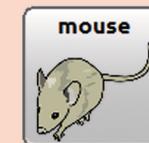
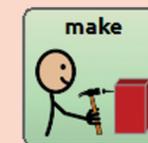


Read **If You Take a Mouse to the Movies** written by Laura Joffe Numeroff and illustrated by Felicia Bond.



What happens if you take a mouse to the movies? He will ask for popcorn of course! When you give him the popcorn, he will want to make a popcorn string to hang on the Christmas tree. Have fun reading about the mouse!

Words to Model:



This is an opportunity to practice target words in the community. Let's go to the movies!

Take a trip to a movie theater.



Ask for a ticket.



Give your money for the ticket.



Take the ticket to the usher.



Ask for popcorn!



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 Christmas Eve	25	26	27	28	29
30	New Year's Eve 31	Christmas Day				

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

Suggested target words this month:

take, give, ask, make



Let's teach

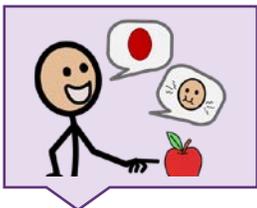
Let's teach take

Defining the word **TAKE** maybe a little tricky, but you will quickly realize that we use the word in a lot of common sayings: "It **TAKES** two, **TAKE** your pick. **TAKE** a look. **TAKE** action. **TAKE** after someone. **TAKE** apart. **TAKE** away. **TAKE** back. **TAKE** down." The list continues. In fact, a quick dictionary search will provide 40 different possible meanings of the word **TAKE**. What should this tell us? **TAKE** is a very important and frequently used word. When do we use the word **TAKE** with the learner. Which use will make most sense to him/her?



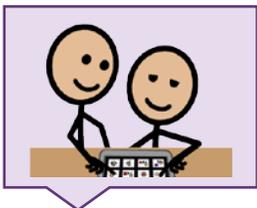
FIND

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



INTRODUCE

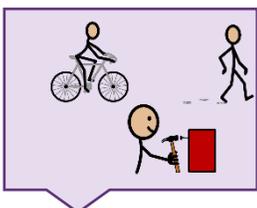
Use **TAKE** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**TAKE** means to grab or get something. You can **TAKE** one of these candies. You can also **TAKE** a turn."



MODEL

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

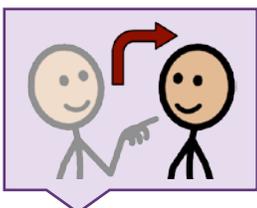
- "**TAKE** out the trash."
- "**TAKE** a seat."
- "**TAKE** a turn."
- "**TAKE** whichever one you want."
- "**TAKE** my picture."



ENCOURAGE

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

- Book: *Don't **TAKE** your Snake for a Stroll* by Karin Ireland
- Activity: Go on a scavenger hunt or nature walk and **TAKE** pictures of everything you see. **TAKE** one of things you see.
- Song: **TAKE** me out to the Ballgame.



EXPECT

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

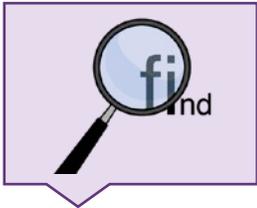
- Have the learner pass out supplies. He/she can direct others to "**TAKE** one" or "**TAKE** it"
- When adding pictures to the device, have learner ask others, "May I **TAKE** your picture?"

Let's teach give

What will you **GIVE** today?

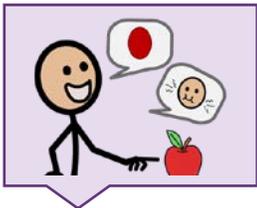
The word **GIVE** is an action word with several different meanings. You can **GIVE** lots of things: *objects* "**GIVE** me a cracker," *information* "**GIVE** me the facts", or even a *helping hand* "She is **GIVING** her time to help today".

We may also combine the word **GIVE** to other words to **GIVE** it different meanings: "**GIVE** chase, **GIVE** in, **GIVE** me a break, or **GIVE** back."



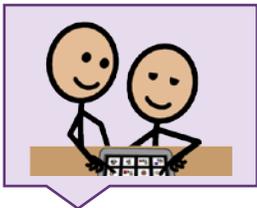
FIND

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



INTRODUCE

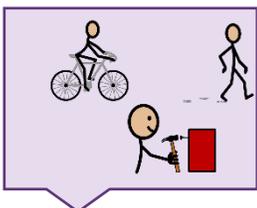
Use **GIVE** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**GIVE** means when someone provides something to someone else, like a gift or hug."



MODEL

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

"**GIVE** me a cookie, please." "What did you **GIVE** him?" "She **GIVES** hugs to all her grandchildren." "Please **GIVE** to our fundraiser." "Should we **GIVE** him more time?"



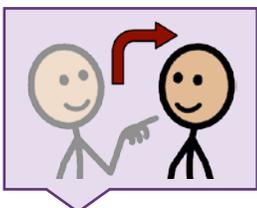
ENCOURAGE

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

Book: *If You **GIVE** a Mouse a Cookie*

Activity: **GIVE** materials out during class (e.g., pencils, paper)

Activity: Practice **GIVING** money to cashiers at the store.



EXPECT

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

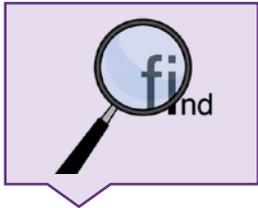
For *requests*, add **GIVE**, "**GIVE** me the cookie."

Take a break in the day to **GIVE** high-fives to classmates or family. "Time to **GIVE** high-fives!"

Let's teach ask

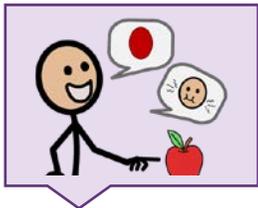
Do you have a question? Go ahead and **ASK** someone.

The word **ASK** is when we have a question and need to gather more information. We **ASK** several questions throughout the day to different people. Children start **ASKing** questions soon after they start talking, even if in simple, one-word utterances, like "Dad?" ("Where is Dad?") Start teaching the word **ASK** each time you **ASK** someone a question.



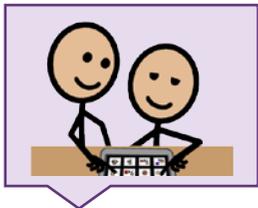
FIND

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



INTRODUCE

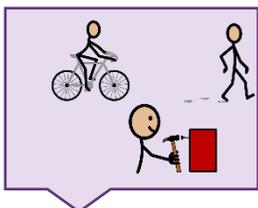
Use **ASK** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**ASK** is what we do when we have a question."



MODEL

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

"**ASK** me a question." "Can I **ASK** you something?" "He **ASKs** the teacher what time lunch is." "I won't **ASK** you again." "I'm not sure, let's go **ASK** someone."



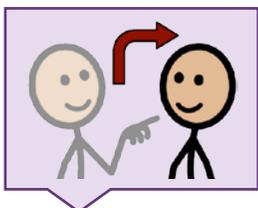
ENCOURAGE

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

Book: **ASK Me** by Bernard Waber

Game: 20 Questions. "Your turn to **ASK** a question."

Activity: Interview a family member or friend. "I want to **ASK** you something."



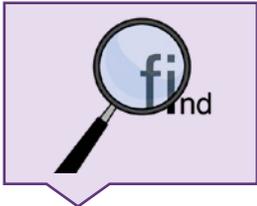
EXPECT

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

Learn something new from a friend. Start a conversation by **ASKing** a question. "I have something to **ASK** you." **ASK** about favorite foods, activities, or places to visit.

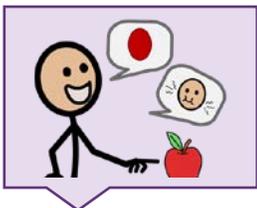
Let's teach make

The word **MAKE** is such a powerful word because it is a vehicle for creation. Every person is likely to **MAKE** several things in any given day, **MAK**ing it even easier to expose the learner to how to use this word. Whether we **MAKE** a phone call, the bed, dinner, an art project, or a tower, we engage in an active process. Start to think about those things that you **MAKE** for the learner or that the learner enjoys **MAKING** with or for you.



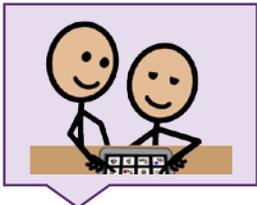
FIND

Find the word in the vocabulary. **MAKE** 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 **MAKE**, 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 **MAKE** 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: "**MAKE** means to build, to put (together), or to create. We can **MAKE** lots of things. You like to **MAKE**..."



MODEL

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

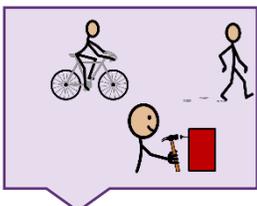
"**MAKE** your bed."

"I need to **MAKE** lunch."

"Now we will **MAKE**..."

"What do you want to **MAKE**?"

"**MAKE** a circle."



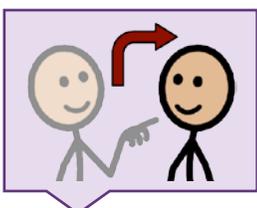
ENCOURAGE

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

Art: talk about what you will **MAKE**, how you will **MAKE** it...

Activity: Play-doh; talk about what you **MAKE**, what the learner **MAKES**, offer to help **MAKE**, **MAKE** more of something...

Snack: **MAKE** trail mix, talk about what you need to **MAKE** it, how to **MAKE** it, who will **MAKE** it...



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 **MAK**ing something have the learner choose what he/she wants to **MAKE**, "(I want to) **MAKE** + _____."

After creating something (play-doh, drawing, magnetic tiles, etc.), talk about what you **MAKE** (made). Help the learner say "(I) **MAKE** (made) + _____."