



Saltillo

2019 CALENDAR

ABOUT US

Opening up a world of successful communication for individuals and their support teams is the heartbeat of the Saltillo brand. We believe that everyone deserves a voice, and we strive every day to provide the most innovative speech generating devices, apps and vocabularies that are as unique as the children, teens and adults who use them. No matter the individual's physical or cognitive challenges, Saltillo is here to help find the best possible communication solution for a just-right fit. We hope you enjoy the tips and activities in the 2019 Calendar, and as always, our team of compassionate and knowledgeable consultants is here to support you in any way!

AAC SOLUTIONS

NovaChat® Confident Communication

Designed with an active AAC communicator in mind, NovaChat devices are lightweight, portable and feature a built-in amplifier that enables communication in loud environments. The range of sizes provides communicators and support teams the confidence of finding a just-right fit.



ChatFusion™ Accessible Communication

From switch access and ChatPoint™ headpointing to a Touch-to-Wake setting and wireless charging, sleek and sturdy ChatFusion devices are expertly engineered to provide the freedom of independent access to individuals with a wide range of physical abilities.

TouchChat Express™ Familiar Communication

Powered by the iOS operating system, TouchChat Express combines the familiarity of the TouchChat app with powerful hardware, amplifier and protective casing, making it a seamless transition for those who know and love the Apple® line of products.



TouchChat® App/TouchChat with WordPower™

An iOS-based AAC app for iPhone and iPad that provides easy-to-customize features and a wide range of vocabularies, languages, voices and sharing capabilities. TouchChat is the exclusive provider of WordPower on iPad.



WE'RE HERE TO HELP!

Our consultants are here to guide you through learning the variety of device and vocabulary options available, the funding process and the setup and implementation of your Saltillo device.

Don't see a consultant in your state?
Visit salttillo.com/rep for more information



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WHAT WILL I FIND IN THIS 2019 CALENDAR?

This calendar is designed to help support an early communicator using Alternative and Augmentative Communication (AAC). The journey to using AAC requires a team approach. We hope your team finds this resource helpful in your communication journey.

Each month, the calendar presents a tip for success in teaching and using AAC. You'll also find a book selected to provide a context for learning specific core vocabulary words. The target words are found in WordPower vocabulary options on Saltillo and TouchChat with WordPower communication solutions. Most of the selected books are commercially available in libraries and book stores and can also be found as a "read-aloud" on YouTube. Additionally, we've written some new Saltillo books that highlight core words. Connect to the Saltillo books via QR code or follow the links to the Saltillo website.

With each book selection, you'll find ideas to teach and practice the target words in an activity like cooking, games, or crafts. Repetition with variety is key to learning the communication system.

At the bottom of each page, you'll find a link to "Model and Grow Language." If your AAC learner is using single words, this link provides ideas for expanding beyond the one-word level to stretch language learning.

AAC TERMS TO KNOW

Modeling

Modeling with AAC means pointing to or activating key words/symbols in an AAC system when speaking to learners. For example, you might say, "You like playing with dinosaurs." while modeling the words "you" and "like" on the user's device. This allows AAC learners to experience how their AAC system can be used to communicate in meaningful interactions. It supports language understanding and expression and is an essential strategy for teaching use of an AAC system. Modeling with AAC is often referred to as Aided Language Input or Aided Language Stimulation.

Receptive Language

Receptive language is the ability to understand words and language that is spoken or read. It is our language "input" and includes understanding words and sentences, understanding meaning of messages such as questions or directions, and understanding complex grammar ("Her bike was broken by the boy.")

Opportunity for Communication

To encourage learners to use AAC, ensure there are numerous opportunities for communication throughout the day. These opportunities must be meaningful to the learner, appropriate for their age and part of authentic interactions. One of the most powerful ways to create opportunities to communicate is to make a comment about a shared activity and then wait. This expectant pause gives the learner the opportunity to communicate and reduces prompting. While scooping ice cream into your bowl, you might say, "I LOVE chocolate ice cream" and then look and wait. The user may smile, reach, look, vocalize or nod their head, which gives you the opportunity to map language onto their message (YOU LOVE ice cream too!) Other strategies for creating communication opportunities include offering choices (You want to watch Frozen or Lion King?), keeping favorite items in sight but out of reach, giving small amounts to encourage asking for more, and playing with toys like blocks that have pieces that can be given bit by bit (give a couple then wait for them to ask for more).

Scaffolding

Scaffolding means providing support to learners to help them be successful. For example, when learners have difficulty understanding language, we may shorten our sentences, emphasize key words and use gestures, pictures and symbols to support meaning. When helping a learner learn to tell a story, we might use pictures or artifacts (ticket stubs, food wrappers, etc.) to support the sequence or fill in parts of the story ("and then...", and "Carla got a new_____"). These supports reduce frustration and provide a bridge as learners become more competent with new skills. Supports are gradually removed as the learner becomes more independent.

Expressive Language

Expressive language is the ability to use words and put words together to express yourself. It is our language "output" and includes understanding the grammatical rules to put words together into sentences, using the correct form of words (caught rather than catch), and using words to communicate a variety of messages (e.g., greet others, request objects and activities, and

Robust Vocabulary

A robust vocabulary is one that allows AAC users to say what they want to say, using grammatically correct utterances. According to Carole Zangari, an expert in AAC, some features of a robust vocabulary include at least 300+ core words, a wide range of word classes (verbs, pronouns, modifiers, etc.) and the ability to use word endings, like "s" for plural or "ing" to indicate present tense. Other features include text-to-speech (type a word to 'say' it), word prediction (when "th" is typed, common words beginning with "th" are suggested) and a system that supports motor planning but allows for growth. These features ensure that a vocabulary system can support and expand the understanding and expression of language over time.

praacticalaac.org/praactical/linguistically-robust-aac-systems

WE'RE BETTER TOGETHER!

Assemble your Team

Pull together your partners to build an effective team with the people involved with the AAC learner.

Identify all the important members of your team and be sure to include friends, family and anyone who interacts with the learner. Build consensus and establish priorities that are important to everyone.

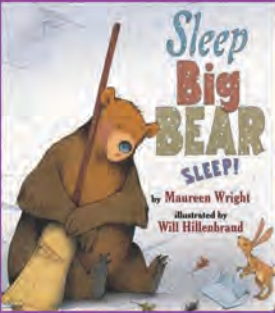


JANUARY



SUN	MON	TUES	WED	THU	FRI	SAT
		1 New Year's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Martin Luther King, Jr	22	23	24	25	26
27	28	29	30	31	Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 	

Read **Sleep, Big Bear, Sleep!** written by Maureen Wright, illustrated by Will Hillenbrand.



Winter is here! It's time for Big Bear to hibernate. Old Man Winter tells him "Sleep, Big Bear, Sleep!", but his hearing is not good. Big Bear hears that he should drive a jeep, sweep and to leap. Finally, Old Man Winter gets his attention. Learn how Big Bear hears the message.

Words to Model:

sleep

big

tired

could

hear

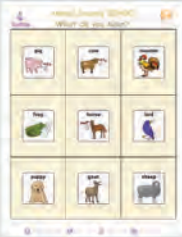
bear

A Fun Opportunity to practice listening!

Download and play Animal Sound Bingo!



"What do you **hear**?"



Use animal sounds and animals available in WordPower™.



Model "I **hear** a _____."

I

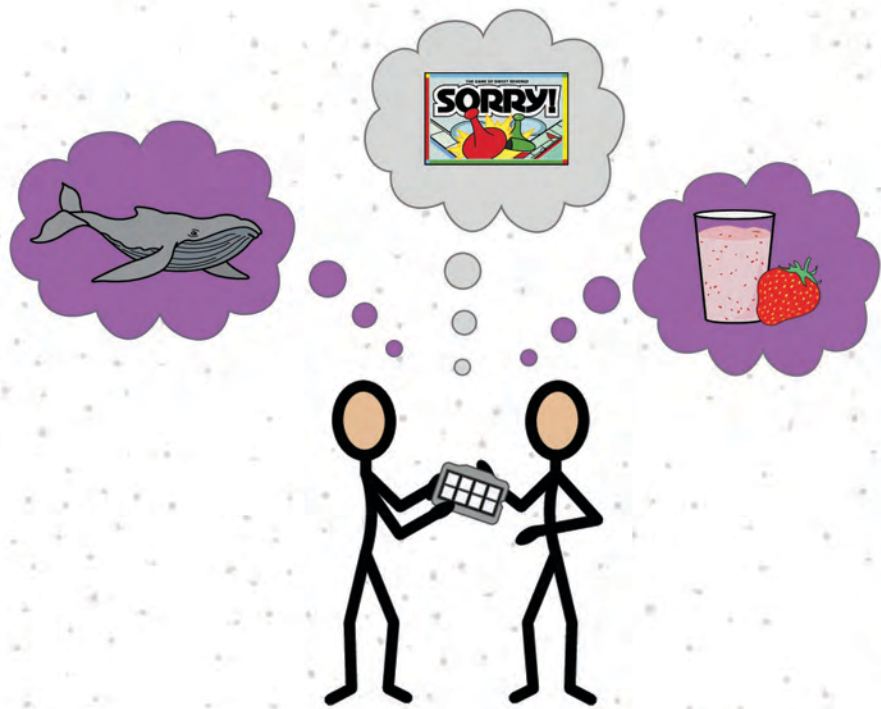
hear

a

BUILD INTERACTIONS WITH AAC LEARNERS

Start with Favorite Activities

Our most powerful teaching tool is our relationships. Making interactions fun and enjoyable for all will increase the desire to participate and communicate. Start with favorite activities and routines to build success with interactions. Reagan loves whales. Tio wants to play another game of 'Sorry'. Sierra loves to have smoothies with her friends. Start there and build in opportunities to model, respond and share ideas, thoughts and feelings.



FEBRUARY



SUN	MON	TUES	WED	THU	FRI	SAT
					1	2
						Groundhog Day
3	4	5	6	7	8	9
10	11	12	13	14	15	16
				Valentine's Day		
17	18	19	20	21	22	23
	President's Day					
24	25	26	27	28	Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 	



Read **Over and Under the Snow** by Kate Messner, illustrated by Christopher Silas Neal.

The ground is covered with snow!
Discover who is hiding under the snow as you travel over the snow.

Words to Model:



A Fun Opportunity to conduct a science experiment and use target words to talk about it!



Materials needed:

1. Volcano made with material of choice. Check out Pinterest for many volcano making ideas.

2. Small container for volcano's center

4. Baking soda



6. Red & yellow food coloring



3. Vinegar



5. Liquid dish soap



7. Tray to catch lava mess



Experiment - Add ingredients to the center container

- Two spoonful of baking soda
- One spoonful of dish soap
- A few drops of each food coloring
- For the eruption - add about an ounce of vinegar

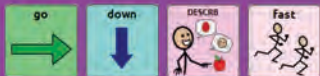
What words naturally are used to describe the event?

Model one word or put words together!

The lava is **going over** the top.



The lava **goes down fast**.



Listen to the lava **go**.

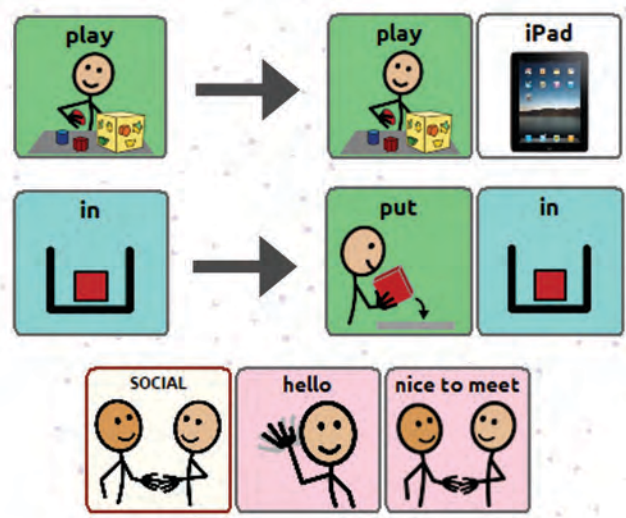
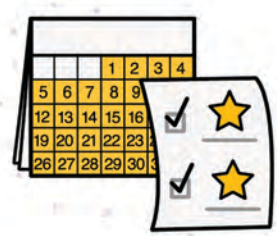


Check out sciencebob.com/make-your-own-volcano/

SHARE YOUR HOPES AND DREAMS

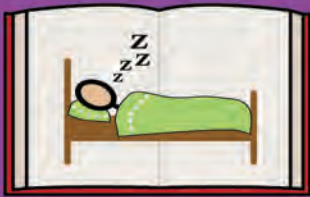
Take Time to Agree on Goals

Spend some time developing and sharing your hopes, dreams, and goals with your team. Start with the big picture and work backwards to the specific goals for this week or this month. When supporting an individual who is learning to communicate, it's best to keep in mind 1-2 goals that you can work into your daily activities. Are you trying to expand single words to two-word phrases, use communication to comment or describe, or set up situations to allow a child to initiate more communication with friends?



SUN	MON	TUES	WED	THU	FRI	SAT
Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 					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 **Everybody Sleeps** by Saltillo Corporation.



Every critter has a favorite spot to lay down a weary head. Where do you like to sleep?

Words to Model:



A Fun Opportunity to explore animal homes!



Learn **where** animals live.



Draw a line to match each animal with it's appropriate home.

A dog  lives 

a 

Birds  live 

the 

Fish  live 

a 

Cows  live 

the 

Snakes  live 

the 

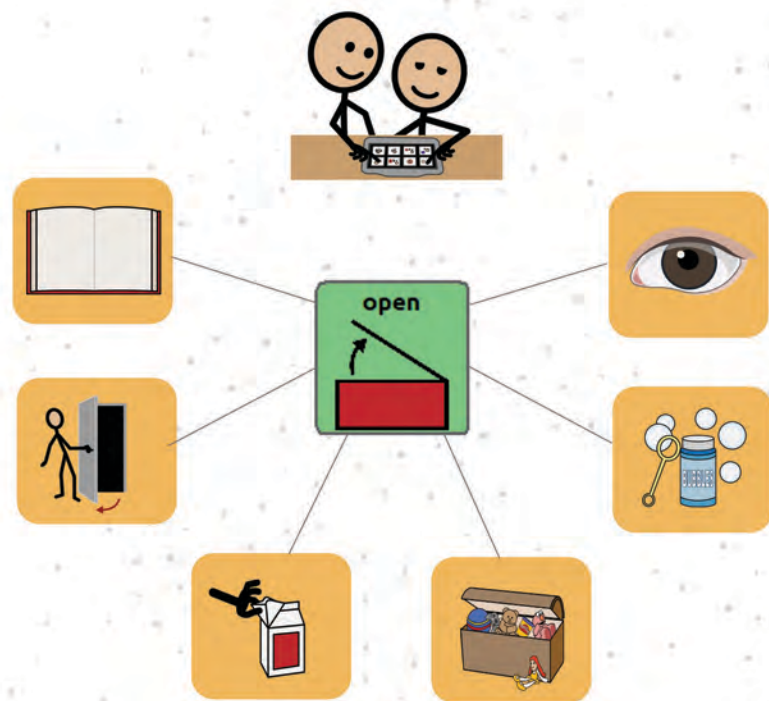
Deer  live 

a 

IMMERSE LEARNERS IN AAC

Speak AAC All Day, Every Day

Surround users with people modeling the language system you want them to use. Frequent and consistent modeling of their language system throughout the day is the key to building the user's vocabulary and normalizing the use of the device. Our goal is lots of repetition - with variety. We can "open" a milk carton, a door, a jar of bubbles, a book, our eyes or a toy bin.



APRIL



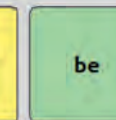
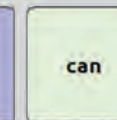
SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 Easter	22	23	24	25	26	27
28	29	30	Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 			

Read **Mouse's First Spring** by Lauren Thompson, illustrated by Buket Erdogan.



Mom and mouse head outside to play. As the wind blew, they discovered signs of spring. What did they discover?

Words to Model:



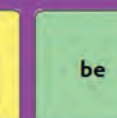
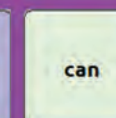
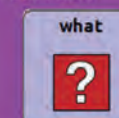
A Fun Opportunity to practice using our sense of touch and memory!

Ask **"What can it be?"**

Explore a sense of touch and object recognition with a mystery box activity. Fun for all ages. Vary the mystery items to match age and familiarity levels.



- Create a **mystery box** (or boxes). Use a shoe box, tissue box or another opaque container. Your mystery box will need a hole cut in it large enough for the participant's hand and the objects you select.
- Select 3-6 objects. Create flashcards of selected objects. Ideas might be items from:
 - **Mouse's First Spring** (butterfly, bird, frog, flower, mouse).
 - Nature (pinecone, flower, stick, leaf)
 - Hygiene (toothbrush, toothpaste, hairbrush, comb, soap)
- Put one item in the box. If you have multiple boxes, one item per box.
- Have participants reach in the box, eyes closed, and feel the object.
- I feel **something**.
- Everyone can ask



- Use the flashcards to help participants guess **what** is in the box!

I DO, YOU DO

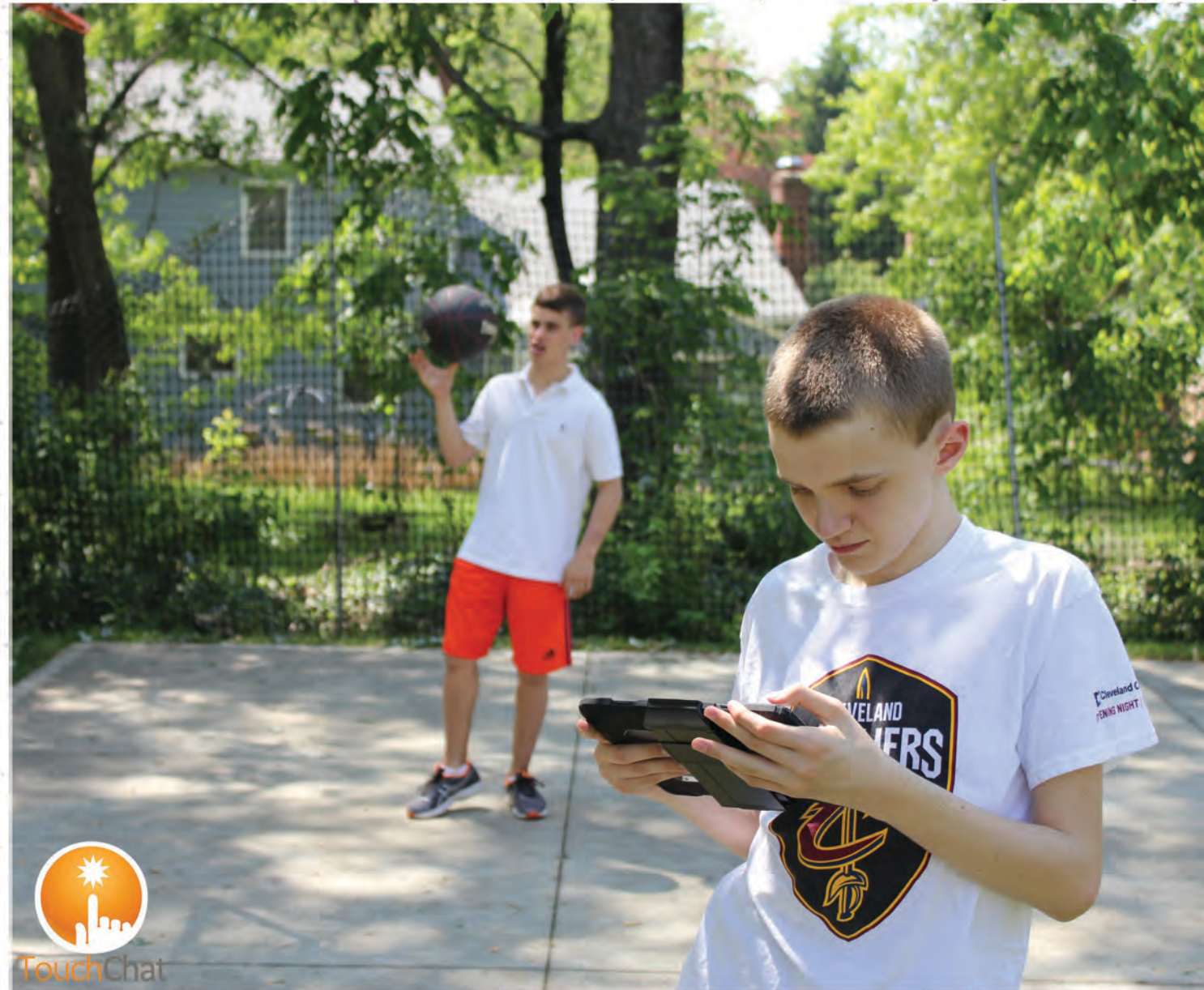
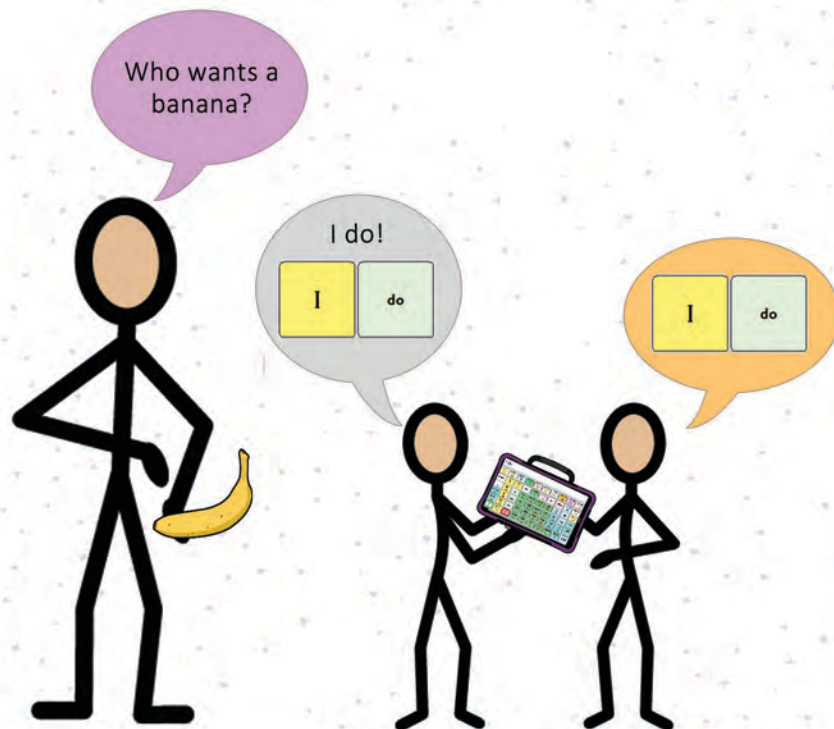
Empower Family & Friends to Model AAC

Teach siblings, friends and family members to model language and use of AAC. Ask peers to model a response using the child's AAC system so the child can imitate.

Adult: "Who wants a banana?"

Peer: "I do!"

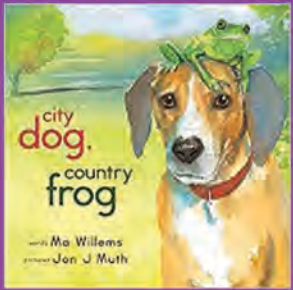
Learner: "I do."



MAY

SUN	MON	TUES	WED	THU	FRI	SAT
Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
Mother's Day						
19	20	21	22	23	24	25
26	27	28	29	30	31	
	Memorial Day					

Read **City Dog, Country Frog**, by Mo Willems illustrated by Jon Muth.



One spring day, City Dog runs freely in the country. He finds Country Frog sitting on a rock. Friendship blossoms and changes through the seasons. Explore city and country games with City Dog and Country Frog.

Words to Model:



A Fun Opportunity to play a game with a friend!

Let's **play stop - and- go** games!

Materials:

stop and go signs
friends



Game ideas:

Large group: One **friend** is the sign director. Other **friends** are assigned to be a frog or dog and line up a specified distance away. The director stands at one end and uses the signs to direct the line friends - **STOP** or GO. Frogs hop. Dogs walk. First one to the director wins and becomes the next director.

Small group: **Play** with cars, trucks, trains. Create a city with roads.

Friends take turns controlling traffic with **STOP** and GO signs. Friends **remember** to **wait** for traffic to pass when they are stopped. Please do not **run** in the street!

Classroom:

Use the signs during singing activities - indicate when to **STOP** singing or go to start singing.



STAY CONNECTED

Plan for Team Communication

Use communication tools and resources to stay connected and facilitate communication between team members. Find a system to discuss what's been going on and plan strategies for the next month or so.



Ways to Stay Connected!

- Realize Language™



- Team management app
- Coordinate efforts on Social Media



JUNE



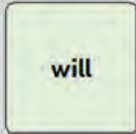
SUN	MON	TUES	WED	THU	FRI	SAT
Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
Father's Day						
23	24	25	26	27	28	29
30	31					

Read **Bernie's Journey** by Saltillo Corporation.



A tiny turtle breaks out of an egg in the sand and begins his journey to becoming a full-grown sea turtle. Come along on Bernie's journey!

Words to Model:



A Fun Opportunity to learn more about the life of a sea **turtle**!

What do you know about sea **turtles** like Bernie? **How** can you learn more about them? Where do they **swim**? What do they eat? **How** much **will** they **grow**?

Here are few ways to learn more and be involved:

1. Sponsor or adopt a sea **turtle**. There are many non-profit organizations that need help with the mission of saving sea **turtle** life. You can help a sea **turtle** to **eat**, **swim** and **grow**.
2. Watch live sea **turtles** on a **turtle** cam at marinelife.org/seaturtles/rehab/turtlecam



3. Track a **turtle**'s journey. See **how** far a sea **turtle** **swims** each day. These **turtles** are tagged with GPS tracking. Visit marinelife.org/seaturtles/research/track

BUILD RECEPTIVE AND EXPRESSIVE LANGUAGE

Provide Access to Robust Vocabulary

A robust vocabulary allows learners to understand and use language to communicate a variety of messages for a variety of reasons (say hello, ask when Mom is coming home, talk about your favorite book). Having more words available can make it easier to communicate rather than more difficult.

ABC 123	PEOPLE	QUESTN ?	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRB	good
clear	I	me	to	come	that	a-	the	and	more
.	my	is	eat	drink	finish	get	all	at	COLORS
EXTRA	it	can	go	help	open	put	in	for	on
here	you	do	like	play	read	stop	out	up	off
yes	your	no	want	take	tell	turn	watch	down	with

WordPower 60 Basic SS

SOCIAL 	hello 			
I 	love 	to 	read 	. 
QUESTN 	what 	time 		



SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
				Independence Day		
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	Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 		

Read **This and That** by Mem Fox, illustrated by Judy Horacek.



Join an adventure with two mice who will tell you all about this and that, making it a wonderful bedtime story full of rhyme and sequencing.

Words to Model:

I

tell

this

and

then

that

A Fun Opportunity to practice **telling** stories!

Have fun with technology and storytelling and AAC.

Toontastic, available in Google Play Store and the Apple App Store, is a 3D storytelling app with built-in scaffolding that helps the writer map out a story. You can **tell** your own story about **this** **and** **that** using built-in scenes, characters, music and the ability to record.

Use the AAC system to record the narration of the story. Try out the stories and scripts pages in WordPower to write the story. Play the saved messages to record the story in **Toontastic**.

GROUPS

STORIES & SCRIPTS

Home

Stories & Saved Phrases 1

Stories & Saved Phrases 2

Stories & Saved Phrases 3

Stories & Saved Phrases 4

Stories & Saved Phrases 5

Stories & Saved Phrases 6

Stories & Saved Phrases 7

Stories & Saved Phrases 8

Stories & Saved Phrases 9

Learn more about stories and scripts:
toontastic.withgoogle.com/tips



BUILD ON WHAT YOU GET

Repeat and Expand

Repeat and expand on the AAC user's words or ideas during activities. We communicate for a variety of reasons. For example, we comment, label, describe, expand, imitate and ask open-ended questions. Repeating the words and expanding provides opportunities to learn more vocabulary and how words go together to create phrases and sentences.

AAC learner says:

"like"



"drink"



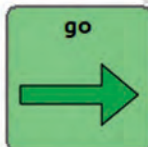
"up"



"finish"



"go"



Communication Partner says:

"You like Legos."

"You're drinking chocolate milk."

"Pick you up?"

"Yes, we are finished."

"Let's go fast!"



AUGUST

SUN

MON

TUES

WED

THU

FRI

SAT

Model & Grow Language

For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning!



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 and His Magic Sunglasses** written by Kimberly and James Dean.



Pete the Cat feels grumpy. Nothing is going his way. Maybe some magic sunglasses will help. His cool new magic sunglasses teach him a good mood is always inside him.

Words to Model:



A Fun Opportunity to make and wear **cool new** magic sunglasses!

Materials:



Card stock



Markers



Scissors



Tape

Directions:

1. Draw a sunglass pattern or download one from Pinterest (search “sunglass pattern”).
2. Draw the pattern on card stock
3. Color the sunglasses
4. Cut out the sunglasses
5. Assemble the **cool new** sunglasses
6. Wear the **cool new** sunglasses.
7. Look around with your **cool new** sunglasses. I bet you are **not grumpy**!
8. Tell everyone how you **feel**!



EMBRACE FAMILIAR ACTIVITIES

Predictable Opportunities Happen

Take advantage of the repeated opportunities inherent in handwashing, getting dressed, setting the table and getting ready for bed. These routines happen at least daily and are very predictable.

Think about how you can work core vocabulary into these activities to model and provide opportunities for practice. "Good morning! It's time to wake up. When you are up, we can eat breakfast, get dressed and brush teeth. Let's look at our schedule."

Morning Routine Goals	Target word(s)
 Wake up	
 Get out of bed	
 Eat breakfast	
 Get dressed	 
 Brush teeth	

SEPTEMBER



SUN MON TUES WED THU FRI SAT

1	2	3	4	5	6	7
	Labor Day					

8	9	10	11	12	13	14

15	16	17	18	19	20	21

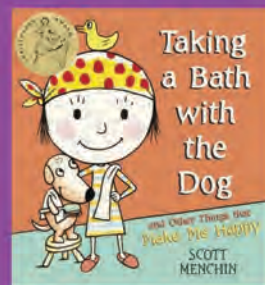
22	23	24	25	26	27	28

29	30					

Model & Grow Language
 For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning!



Read **Taking a Bath with the Dog** by Scott Menchin.



What makes you happy? One little girl decides it's time to ask others what makes them happy. You will find your smile through character replies.

Storytime

Words to Model:

what


make


you


happy


don't


know


A Fun Opportunity to create a personal book about things that **make you happy!**

Make a HAPPY BOOK

The process of creating the book provides many opportunities to learn and practice core words using family photos, photos of favorite places, activities and more!

Materials needed:


 Construction paper


 Photos


 Pictures from magazines


 An album, rings or string to bind the book


 Glue

Instructions:

Determine how many pages are needed for the book (5-7 is a good start).

Page 1: Write the title **"What makes me happy?"**

Pages 2-5: Write a sentence starter on each page and add pictures to match each sentence. Here are some examples:

My favorite place is _____. I like to _____. I went to the _____.

My favorite food is _____. This is my _____. I like this _____.

Page 6: Write **"These things make me happy."**

Page 7: Write **"What makes you happy?"**



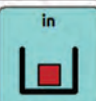
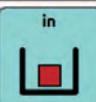
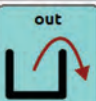
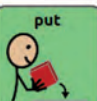
You'll love having this book to introduce kids to their teacher or class, share at show-and-tell or bring to events with family and friends. It is a great way to provide context for conversation about favorite things.

Writing

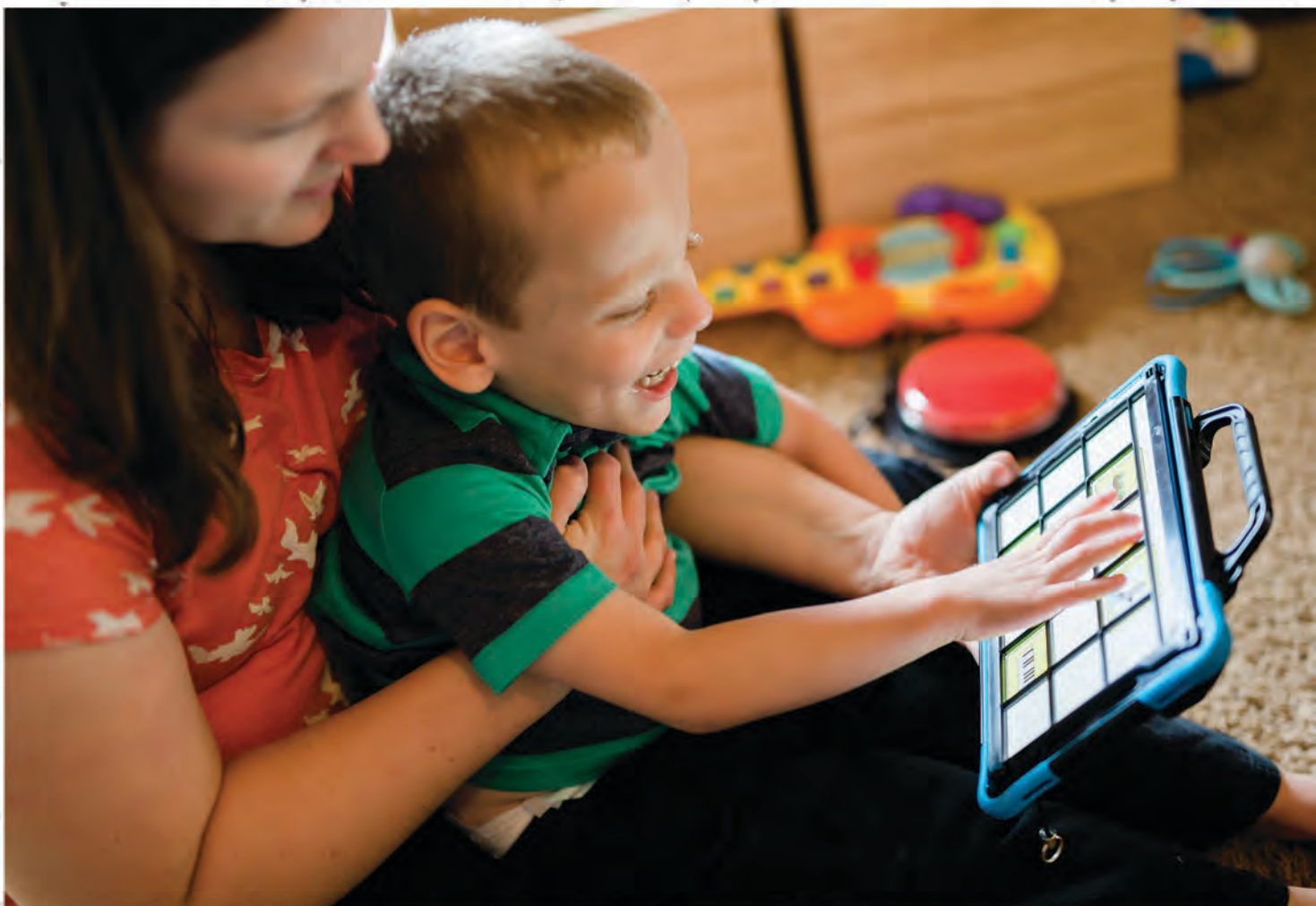
ROUTINES WITHIN ROUTINES
Grow Language within Predictable Routines

To help AAC users participate in routines and activities, build a beginning, middle and end then repeat until they know what is expected. Make activities predictable and repeat the process until the child understands the expectations and can participate.

"It's time for your bath. First, let's get your PJs out. Then we'll put water in the tub. Get in. Clean up."
"All clean! You're finished with your bath. Drain the water and let's get dry."

Bath Time  	
 Get PJs ready	 
 Put water in the tub	 
 Get in	 
 Wash up	 
 Get out of bath	 
 Dry off	 
 Put PJs on	 

OCTOBER



MAKE IT PERSONAL

Make it Mine!

Add personal words to manual boards and devices to help AAC users participate and communicate about things that are important to them. Start with favorite people, activities and places. Try adding personal words to the back side of a manual communication board or use a flip board with personal words on the flip pages. You can also try a tri-fold board with the static core in the center and personal words on the sides.



My name	I live at	My b'day	I am _ years old	school	I like to	My pets	Fav TV	email			
mom	dad	Tom		pizza	goldfish		music	game		park	zoo

what	when	where	ABC 123	PEOPLE	QUESTN	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRB
I	me	how	who	why	again	please	thank you	problem	now	bad	good
my/mine	am	to	be	feel	give	listen	happy	sad	tired	okay	cool
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/talk	see/look	first	then	for	on
here	have	like	play	read	stop	walk	show	wait min	in	up	off
yes	no/don't	want	take	tell	turn	watch	wear	work	out	down	with

Find manual boards and posters here
salttillo.com/chatcorner/content/29

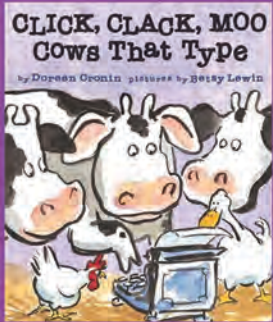
Attend a webinar to learn more about customizing and implementing AAC: salttillo.com/webinars

NOVEMBER



SUN	MON	TUES	WED	THU	FRI	SAT
Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 					1	2
3	4	5	6	7	8	9
10	11 Veteran's Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 Thanksgiving Day	29	30

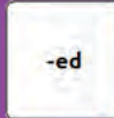
Read **Click, Clack, Moo: Cows That Type** by Doreen Cronin, illustrated by Betsy Lewin



Farmer Brown has a problem. The cows like to type. He hears typing all day long!

Words to Model:






A Fun Opportunity to identify **problems** using examples!

The word **problem** is an abstract term and might be easier to teach through examples. Read the story with each picture below and talk about the **problem**.



First, we **closed** the door. My brother and I had a pillow fight. Now we have a big mess. Mom did not **like** this. We have a **problem**.



The boys played baseball in the yard. John hit the ball through his bedroom window. Dad did not **like** this. **He** has a **problem**. **No** more baseball in the yard!



Mateo has a **problem**. **He** was at a park with his family. **He** wandered away and got lost. **He** did not **like** this! Mateo was happy when **he** found his mom.

SIMPLIFY YOUR LANGUAGE OR RAMP IT UP!
Use Scaffolding Strategies to Hit the Mark

Effective communication occurs when an adult speaks in language a child can understand, yet still challenges learning. Try scaffolding strategies when questions are too easy or too hard.

If questions are too hard, you can model the correct answer, provide a choice or use a carrier phrase like “I see a _____?” or “We all fall _____!” When questions are too easy, ask questions about why something happened, what might happen next, or ask a child to relate an idea to their personal experiences. “What do you think the girl will see?” or “Tell me about a time when you felt scared.”



DECEMBER



SUN MON TUES WED THU FRI SAT

Read **You've got a Friend in Me**,
a story by Saltillo Corporation.



See what these animal friends like to do together. How do you like to spend time with your friends?

Words to Model:



A Fun Opportunity to practice using target words with friends!

Recipes, party invitations and a party plan are writing activities that teach socialization. Try out these ideas:

- Create a recipe with a friend. What ingredients do we need? **Sometimes** we like the **same** things. **Sometimes** something **different**. Offer ingredients you would not typically use to make S'mores.
- Compose a list of **friends** to invite to your birthday party.
- Plan a party with **friends**. Practice **same** and **different** while going through the options. Offer pictures of cake or cupcakes, cheese pizza and pepperoni pizza, Bingo or Twister. **Sometimes** we might want something completely **different** than what is offered. Let's find out!

Please **help** me with a recipe. Let's make S'mores



Tell me what you like:
1. Graham crackers
2. Toast
3. Chocolate square
4. Peanut Butter
5. Marshmallow

Make one for a **friend** with **help**. Tell me if you want the **same** or **different** ingredients.

Let's make a list of **friends** to invite to your party!



Tell me what friends we should invite. Here is my list, **tell** me if your list is the **same** or **different**.

1. Mary
2. Joe
3. Fred
4. Sally

Tell me what we should have at the party.



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