

# Speech & Language Homework

Level 1—April: Week 1

**Student:**

**Date:**

**Today I worked on:**

**My behavior was:**

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Associations

Think of as many words as you can that have to do with weather. Use complete sentences, "... is a type of weather."

☐ 2. Basic concepts

Learn what the word pair means. Practice giving and following directions with the word pair (for example: "Find a pair of socks.").

☐ 3. Grammar

We add "s" to the ends of most words when there are more than one of them. Practice counting items, while using plural "s" on everything that is more than one (for example: "One jelly bean. Two jelly beans. Three jelly beans").

☐ 4. Describing

How does an egg look, smell, taste, and feel? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Break, Sunny, Dark) is the opposite of \_\_\_\_\_.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who was the story about?

Where did the story take place?

What happened?

Why did it happen?

How did the story end?

Parent sign that you listened to your child do these activities: \_\_\_\_\_

# Speech + Language Homework

Level 1—April: Week 2

Student:

Date:

Today I worked on:

My behavior was:

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Associations

Think of things you find at the park. Use complete sentences, "You find a .....at the park."

☐ 2. Basic concepts

What does together mean? Practice giving and following directions with the word together (for example: "Move the cars together.").

☐ 3. Grammar

We add "s" to the ends of most words when there are more than one of them. Practice using plural "s": "I see three... (rabbit, egg, candy). Make up at least 3 sentences.

☐ 4. Describing

What does a chicken look, smell, taste, move, and sound like? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Loud, Low, Sweet) is the opposite of \_\_\_\_\_.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who was the story about?

Where did the story take place?

What happened?

Why did it happen?

How did the story end?

Parent sign that you listened to your child do these activities: \_\_\_\_\_

# Speech & Language Homework

Level 1—April: Week 3

Student:

Date:

Today I worked on:

My behavior was:

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Associations

Name as many flowers as you can. Use complete sentences, "A..... is a flower."

☐ 2. Basic concepts

What does different mean? Practice giving and following directions with the word different (for example: "Find a cup that is different than this one.").

☐ 3. Grammar

We add "s" to the ends of most words when there are more than one of them. Practice labeling groups of things you see outside (for example: "I see ten trees.").

☐ 4. Describing

How does a rabbit look, smell, feel, move, and act? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Soft, Quick, Small) is the opposite of \_\_\_\_\_.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who was the story about?

Where did the story take place?

What happened?

Why did it happen?

How did the story end?

Parent sign that you listened to your child do these activities: \_\_\_\_\_

Speech & Language Homework  
Level 1—April: Week 4

Student:

Date:

Today I worked on:

My behavior was:

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Associations

Name as many ~~pets~~ as you can. Use complete sentences, "A..... is a pet."

☐ 2. Basic concepts

What does ~~forward~~ mean? Practice giving and following directions with the word ~~forward~~ (for example: "Move the airplane forward.").

☐ 3. Grammar

We add "~~s~~" to the ends of most words when there are more than one of them. Practice labeling groups of things in your bedroom (for example: "I see two pillows.").

☐ 4. Describing

What does a ~~cat~~ look, smell, feel, move, and act like? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

~~(Noisy, Heavy, Busy)~~ is the opposite of \_\_\_\_\_.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who was the story about?

Where did the story take place?

What happened?

Why did it happen?

How did the story end?

Parent sign that you listened to your child do these activities: \_\_\_\_\_

# Speech + Language Homework

Level 2—April: Week 1

**Student:**

**Date:**

**Today I worked on:**

**My behavior was:**

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Describing

Describe a rainy day. What does it look, sound, and smell like? Use 3 or more complete sentences.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (agree, clear, harm)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

We add the "s" sound to the end of verbs when using "he" or "she" (for example: "He goes. She goes."). Use these words in sentences to ask and answer these questions: "Who goes to the store? Who goes home?"

☐ 4. Think about and explain

Some people play April Fools jokes in April. Think of a great way someone could be fooled and how you do would do it. Use complete sentences.

☐ 5. Asking questions

Ask an adult about whether they like to play or receive April Fool's jokes. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "What is the best April Fool's joke you ever played on someone?"

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters?

Where and when does the story take place?

What is the main problem?

What are all the major events of the story?

How is the problem solved?

Parent sign that you listened to your child do these activities: \_\_\_\_\_

# Speech + Language Homework

Level 2—April: Week 2

**Student:**

**Date:**

**Today I worked on:**

**My behavior was:**

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Describing

Talk about spring. What changes occur? What animals are born? Use 3 or more complete sentences.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (career, idea, shelter)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

We add the "s" sound to the end of verbs when using "he" or "she" (for example: "He comes. She comes."). Use these words in sentences to ask and answer these questions: "Who comes to the party? Who comes home?"

☐ 4. Think about and explain

If you could have any job as an adult, what would you choose? Why would you choose this job? What things would you do at this job? Use complete sentences.

☐ 5. Asking questions

Ask an adult about what their perfect job would be. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "What kind of training would you need for this job?"

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters?

Where and when does the story take place?

What is the main problem?

What are all the major events of the story?

How is the problem solved?

Parent sign that you listened to your child do these activities: \_\_\_\_\_



# Speech + Language Homework

Level 2—April: Week 3

**Student:**

**Date:**

**Today I worked on:**

**My behavior was:**

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Describing

Describe a spring flower. What does it look, smell, and feel like? Use 3 or more complete sentences.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (branch, gift, seal)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

We add the "s" sound to the end of verbs when using "he" or "she" (for example: "He has. She has."). Use these words in sentences to ask and answer these questions: "Who has the money? Who has the the keys?"

☐ 4. Think about and explain

Talk about a game you love to play. Describe the equipment it needs, the rules, the players, and how to win. Use complete sentences.

☐ 5. Asking questions

Ask an adult what their favorite game is. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "How do you play the game?"

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters?

Where and when does the story take place?

What is the main problem?

What are all the major events of the story?

How is the problem solved?

Parent sign that you listened to your child do these activities: \_\_\_\_\_

# Speech + Language Homework

Level 2—April: Week 4

**Student:**

**Date:**

**Today I worked on:**

**My behavior was:**

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Describing

Describe a piano. What does it look, sound, and feel like? Use 3 or more complete sentences.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (company, elevate, offer)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

We add the “s” sound to the end of verbs when using “he” or “she” (for example: “He does. She does.”). Use these words in sentences to ask and answer these questions: “Who does the dishes? Who does the laundry?”

☐ 4. Think about and explain

Do you think everyone should play a musical instrument? Why or why not? Use complete sentences.

☐ 5. Asking questions

Ask an adult if they have ever played a musical instrument. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, “How old were you when you started playing?”

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters?

Where and when does the story take place?

What is the main problem?

What are all the major events of the story?

How is the problem solved?

Parent sign that you listened to your child do these activities: \_\_\_\_\_



Speech & Language Homework  
Level 3—April: Week 1

Student:

Date:

Today I worked on:

My behavior was:

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Idioms/Expressions

What does “miss the boat” mean in the following sentence: “If you wait too long to sign up for the class, you’ll miss the boat.” Make up your own sentence.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (climate, intend, opposite)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

Modal verbs change things from possible to necessary and include: can, may, must, will, should. Think of 3 sentences using the modal “can” (for example, “My mom can bake a cake.”).

☐ 4. Think about it and explain

What would be the perfect April Fools joke to play? What would you do to make it work out? Who would you fool? Why do you think it would work? Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask an adult about the best April Fool’s joke ever done/received. Summarize what they told you and then ask at least 3 questions about what they said to explain, add details, or clarify.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters? Compare/contrast the characters with those from other books.

Where and when does the story take place?

What are the problems in the story?

What are all the major events of the story?

How are the problems solved? Are some problems left unsolved?

Then explain why the story was interesting or what could have made it better.

Parent sign that you listened to your child do these activities: \_\_\_\_\_

Speech & Language Homework  
Level 3—April: Week 2

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Today I worked on: \_\_\_\_\_

My behavior was: \_\_\_\_\_

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Idioms/Expressions

What does “raining cats and dogs” mean in the following sentence: “It sure is raining cats and dogs today!” Make up your own sentence.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (accuse, fierce, schedule)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

Modal verbs change things from possible to necessary and include: can, may, must, will, should. Think of 3 sentences using the modal “may” (for example, “My dad said that I may bake cookies after dinner.”).

☐ 4. Think about it and explain

If you could meet anyone in the world, alive or dead, who would it be and why? Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask another person who they would meet if they could meet anyone in the world. Summarize what they told you and then ask at least 3 questions about what they said to explain, add details, or clarify.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters? Compare/contrast the characters with those from other books.

Where and when does the story take place?

What are the problems in the story?

What are all the major events of the story?

How are the problems solved? Are some problems left unsolved?

Then explain why the story was interesting or what could have made it better.

Parent sign that you listened to your child do these activities: \_\_\_\_\_

Speech & Language Homework  
Level 3—April: Week 3

Student:

Date:

Today I worked on:

My behavior was:

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Idioms/Expressions

What does “April showers bring May flowers” mean in the following sentence: “Although we’ve had a rough time at school, April showers bring May flowers.” Make up your own sentence.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (actual, delicate, individual)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

Modal verbs change things from possible to necessary and include: can, may, must, will, should.

Think of 3 sentences using the modal “must” (for example, “I must take out the garbage tonight.”).

☐ 4. Think about it and explain

Explain what Earth Day is and why it is or is not important. Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask an adult if they think Earth Day is important and why. Summarize what they told you and then ask at least 3 questions about what they said to explain, add details, or clarify.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters? Compare/contrast the characters with those from other books.

Where and when does the story take place?

What are the problems in the story?

What are all the major events of the story?

How are the problems solved? Are some problems left unsolved?

Then explain why the story was interesting or what could have made it better.

Parent sign that you listened to your child do these activities: \_\_\_\_\_

Speech & Language Homework  
Level 3—April: Week 4

Student:

Date:

Today I worked on:

My behavior was:

Thank you for helping your child practice his/her speech and language skills.

**Please do these activities aloud. You do not need to write your answers.**

Practice as many of these activities as you can this week. Check what you did, sign and return.

☐ 1. Idioms/Expressions

What does “mind your own business” mean in the following sentence: “Jenny said not to ask questions about other people and to mind your own business.” Make up your own sentence.

☐ 2. Vocabulary

Learn a new word and use it in 2 different sentences.

The word I learned was: \_\_\_\_\_ (remote, precious, century)

Can you think of a synonym (word that means the same)?

Can you think of an antonym (word that means the opposite)?

☐ 3. Grammar

Modal verbs change things from possible to necessary and include: can, may, must, will, should.

Think of 3 sentences using the modal “should” (for example, “My sister should brush her teeth every night.”).

☐ 4. Think about it and explain

If you were given the chance to travel in space, would you? Explain your reasoning and what you would do in space if you did go. Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask another person what they would want to do/see in space if they traveled in a space shuttle.

Summarize what they told you and then ask at least 3 questions about what they said to explain, add details, or clarify.

☐ 6. Story Comprehension

Read a story with an adult, then retell it and answer:

Who are the characters? Compare/contrast the characters with those from other books.

Where and when does the story take place?

What are the problems in the story?

What are all the major events of the story?

How are the problems solved? Are some problems left unsolved?

Then explain why the story was interesting or what could have made it better.

Parent sign that you listened to your child do these activities: \_\_\_\_\_