

Speech & Language Homework

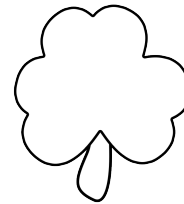
Level 1—March: Week 1

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 things that are *green* as you can. Use complete sentences, "... is green."

☐ 2. Basic concepts

Learn what the word *several* means. Practice giving and following directions with the word *several* (for example: "Give me several chocolate chips.").

☐ 3. Grammar

Use describing words (adjectives) to talk about your mom/sister/grandmother: "She is.... (short, tall, nice, smart)." Make up at least 3 sentences.

☐ 4. Describing

What does a *leaf* look, smell, taste (think of leaves that you eat like lettuce), and feel like? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Lucky, Small, Over) 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

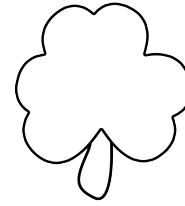
Level 1—March: Week 2

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 that are **colorful**. Describe them in complete sentences: “....is colorful.”

☐ 2. Basic concepts

What does **center** mean? Practice giving and following directions with the word **center** (for example: “Put the penny in the center of the paper.”).

☐ 3. Grammar

Use describing words (adjectives) to talk about your dad/brother/grandfather: “He is.... (short, tall, nice, smart).” Make up at least 3 sentences.

☐ 4. Describing

Describe a **rainbow**. What does it look like? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Tall, Find, In) 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: _____

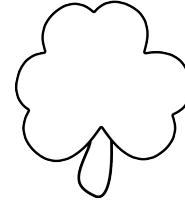
Speech & Language Homework
Level 1—March: Week 3

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 plants as you can. Use complete sentences, "A..... is a plant."

☐ 2. Basic concepts

What does last mean? Practice giving and following directions with the word last (for example: "Bring my plate to the sink last.").

☐ 3. Grammar

Use describing words (adjectives) to talk about your teacher: "S/he is.... (short, tall, nice, smart)."
Make up at least 3 sentences.

☐ 4. Describing

Describe a car. What does it look, smell, and feel like? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Fast, Grow, Stop) 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: _____

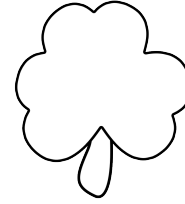
Speech & Language Homework
Level 1—March: Week 4

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 things that **grow** as you can. Use complete sentences, "A.....grows."

☐ 2. Basic concepts

What does **past** mean? Practice giving and following directions with the word **past** (for example: "Drive the car past the cup.").

☐ 3. Grammar

Use describing words (adjectives) to talk about a friend: "S/he is.... (short, tall, nice, smart)." Make up at least 3 sentences.

☐ 4. Describing

Describe a **bed**. What does it look, smell, and feel like? Describe it in 3 or more sentences.

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Thick, Wide, Smart) 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

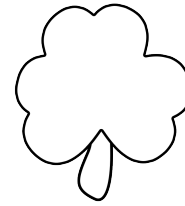
Level 2—March: Week 1

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 ~~4-leaf~~ clover with as many adjectives as you can. What does it feel like and look like? Describe it in 3 or more complete sentences.

☐ 2. Vocabulary

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

The word I learned was: _____ (arrive, dive, luxury)

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

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

☐ 3. Grammar

Some words (verbs) are **irregular** in the past tense. This means they do not end with -ed. Use the following words in the past tense: "Yesterday I ...(write, draw, say)."

☐ 4. Think about and explain

Sometimes we say that we are lucky when good things happen to us. Name a time you thought that you were lucky and describe what happened.

☐ 5. Asking questions

Ask an adult about the luckiest thing that has ever happened to them. 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 this luck happened?"

☐ 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

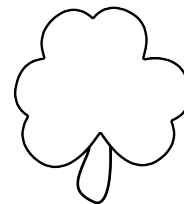
Level 2—March: Week 2

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

Describe **grass**. How does it feel, look, and smell? Describe it in 3 or more complete sentences.

☐ 2. Vocabulary

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

The word I learned was: _____ (cheer, fold, search)

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

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

☐ 3. Grammar

Some words (verbs) are **irregular** in the past tense. This means they do not end with -ed. Use the following words in the past tense: "Yesterday I ...(hear, feel, begin)."

4. Think about and explain

Some people say that finding a 4-leaf clover is lucky. What are some other things that might be lucky? When do you feel lucky? Use complete sentences.

☐ 5. Asking questions

Ask an adult what makes them feel lucky. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "Do you ever carry a good luck charm?"

☐ 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?

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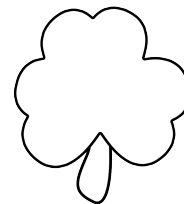
Level 2—March: Week 3

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 **rainbow** with as many adjectives as you can: think of it's colors, shape, when you see it, etc. Describe it in 3 or more complete sentences.

☐ 2. Vocabulary

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

The word I learned was: _____ (bright, fuel, shy)

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

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

☐ 3. Grammar

Some words (verbs) are **irregular** in the past tense. This means they do not end with -ed. Use the following words in the past tense: "Yesterday I ...(take, choose, become)."

☐ 4. Think about and explain

Talk about spring break. What would be a perfect spring break to you? What will you actually be doing during spring break? Use complete sentences.

☐ 5. Asking questions

Ask an adult about their favorite spring break. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "Did you go anywhere special?"

☐ 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: _____

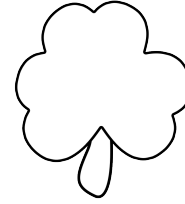
Speech + Language Homework
Level 2—March: Week 4

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 **spring**. What does it look, smell, and feel like? How does it make you feel? Describe it in 3 or more complete sentences.

☐ 2. Vocabulary

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

The word I learned was: _____ (squash, yearly, clear)

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

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

☐ 3. Grammar

Some words (verbs) are **irregular** in the past tense. This means they do not end with -ed. Use the following words in the past tense: "Yesterday I ...(begin, lay, sing)."

☐ 4. Think about and explain

Explain the changes that occur in spring. What do you like about spring? What do you dislike? Use complete sentences.

☐ 5. Asking questions

Ask an adult about what they like and dislike about spring. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "Is spring your favorite season?"

☐ 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

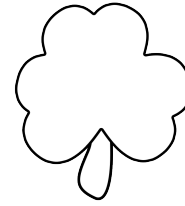
Level 3—March: Week 1

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 “**break a leg**” mean in the following sentence: “Before my big test, dad told me to “Break a leg!”.” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (confess, journey, perform)

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

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

☐ 3. Grammar

A complex sentence is a combination of an independent clause with at least one dependent clause. Think of 3 complex sentences using the word “**although**” (for example: “Although the car was almost out of gas, I drove to the game.”).

☐ 4. Think about it and explain

What would you do with a pot of gold? How would you use it? Would you share it or use it all for yourself? Use complete sentences to explain.

☐ 5. Asking questions and summarizing

Ask an adult what they would do with a pot of gold. 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?

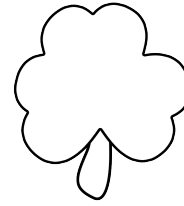
Then explain why the story was interesting or what could have made it better.

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

Speech & Language Homework
Level 3—March: 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 “thank your lucky stars” mean in the following sentence: “Thank your lucky stars that the teacher didn’t call on you today!” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (convince, moisture, thrill)

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

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

☐ 3. Grammar

A complex sentence is a combination of an independent clause with at least one dependent clause. Think of 3 complex sentences using the words “as soon as” (for example: “I put the new shirt on as soon as I had bought it.”).

☐ 4. Think about it and explain

If you could have dinner with a famous person, who would it be? Why would you choose that person? What would you ask him/her? Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask an adult who they would eat with if they could choose anyone. 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?

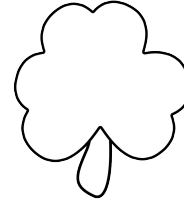
Then explain why the story was interesting or what could have made it better.

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

Speech & Language Homework
Level 3—March: 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 “**pure luck**” mean in the following sentences: “It was pure luck that I won the Bingo game.” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (arrange, coward, nursery)

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

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

☐ 3. Grammar

A complex sentence is a combination of an independent clause with at least one dependent clause. Think of 3 complex sentences using the word “**otherwise**” (for example: “You have to eat fast, otherwise someone else will take the cookies.”).

☐ 4. Think about it and explain

What is the luckiest thing that has ever happened to you? When and how did it happen? Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask another student about the luckiest thing that has ever happened to them. 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: _____

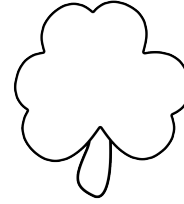
Speech & Language Homework
Level 3—March: Week 4

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 “**lucky streak**” mean in the following sentences: “She had a lucky streak and won every game she played!” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (uneven, boulder, energetic)

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

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

☐ 3. Grammar

A complex sentence is a combination of an independent clause with at least one dependent clause. Think of 3 complex sentences using the word “**wherever**” (for example: “His dog follows him wherever he goes.”).

☐ 4. Think about it and explain

Do you feel that it is important to have breakfast every day? Why or why not? Answer in complete sentences.

☐ 5. Asking questions and summarizing

Ask an adult if they feel that breakfast is important to have every day. 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: _____