	Speech & Language Homework Level 1—March: Week 1	
Student:	Date:	
Today I worked on:	My behavior was:	
Please do these activities alou	d practice his/her speech and langua d. You do not need to write your ans ties as you can this week. Check wha	swers.
☐ I. Associations Think of as many things that ar	e <b>green</b> as you can. Use complete sen	itences, " is green."
☐ 2. Basic concepts  Learn what the word several me (for example: "Give me several	eans. Practice giving and following dir chocolate chips.").	rections with the word <i>severa</i> l
☐ 3. Grammar Use describing words (adjective nice, smart)." Make up at least	es) to talk about your mom/sister/gra 3 sentences.	andmother: "She is (short, tall
☐ 4. Describing What does a leaf look, smell, ta in 3 or more sentences.	ste (think of leaves that you eat like l	ettuce), and feel like? Describe i
	ollowing words and sentence frame: site of	
□ 6. Story Comprehension Read a story with an adult, then 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:	

	Date:	
Today I worked on:	My behavior was:	
Please do these activities al	child practice his/her speech and langua  loud. You do not need to write your an  ctivities as you can this week. Check who	swers.
☐ I. Associations Think of things that are <b>colo</b>	rful. Describe them in complete sentenc	es: "is colorful."
☐ 2. Basic concepts What does <b>center</b> mean? Pra "Put the penny in the cente	actice giving and following directions wi r of the paper.").	th the word <b>center</b> (for exampl
☐ 3. Grammar Use describing words (adject nice, smart)." Make up at le	ctives) to talk about your dad/brother/grast 3 sentences.	randfather: "He is (short, tall
☐ 4. Describing Describe a <b>rainbow</b> . What do	es it look like? Describe it in 3 or more s	sentences.
	e following words and sentence frame: e of	
☐ 6. Story Comprehension	then retell it and answer:	
Read a story with an adult, t Who was the story about?		

Date:	4
	(
My behavior was:	
nild practice his/her speech and languag ud. You do not need to write your answivities as you can this week. Check what	wers.
an. Use complete sentences, "A is a	ı plant."
e giving and following directions with th	າe word <b>last</b> (for example: "Brin
ves) to talk about your teacher: "S/he is	s (short, tall, nice, smart)."
ook, smell, and feel like? Describe it in 3	3 or more sentences.
i .	ivities as you can this week. Check what is invities as you can this week. Check what an. Use complete sentences, "A is a giving and following directions with the ves) to talk about your teacher: "S/he is .

Student:	Date:	
Today I worked on:	My behavior was:	
Please do these activities aloud	d practice his/her speech and langu I. You do not need to write your a ties as you can this week. Check wl	nswers.
□ I. Associations Name as many things that <i>gro</i> w	as you can. Use complete sentence	es, "Agrows."
■ 2. Basic concepts What does <b>past</b> mean? Practice "Drive the car past the cup.").	giving and following directions wit	h the word <b>past</b> (for example:
3. Grammar Use describing words (adjective up at least 3 sentences.	s) to talk about a friend: "S/he is	. (short, tall, nice, smart)." Mak
□ 4. Describing Describe a <b>bed</b> . What does it loc	ok, smell, and feel like? Describe it	in 3 or more sentences.
	llowing words and sentence frame site of	
□ 6. Story Comprehension Read a story with an adult, ther Who was the story about? Where did the story take place?		
What happened? Why did it happen? How did the story end?		

Student:	Date:	
Today I worked on:	My behavior was:	
Thank you for helping your child practice his <b>Please do these activities aloud. You do no</b> Practice as many of these activities as you contact the second s	t need to write your ans	swers.
☐ I. Describing  Describe a 4-leaf clover with as many adjective? Describe it in 3 or more complete sent	•	loes it feel like and look
□ 2. Vocabulary Learn a new word and use it in 2 different s The word I learned was: Can you think of a synonym (word that mea	(arrive	c, dive, luxury)
☐ 3. Grammar Some words (verbs) are <b>irregular</b> in the past the following words in the past tense: "Yest		
☐ 4. Think about and explain  Sometimes we say that we are lucky when a thought that you were lucky and describe were		s. Name a time you
☐ 5. Asking questions Ask an adult about the luckiest thing that had questions about what they said to explain, a "How old were you when this luck happene	add details, or clarify. Fo	
□ 6. Story Comprehension Read a story with an adult, then retell it and 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:	

Student:	Date:	
Today I worked on:	My behavior was:	
Thank you for helping your child practice helping your child your child helping your child helpi	ot need to write your	answers.
□ I. Describing Describe <b>grass</b> . How does it feel, look, and sentences.	smell? Describe it in 3	3 or more complete
☐ 2. Vocabulary  Learn a new word and use it in 2 different  The word I learned was:  Can you think of a synonym (word that me  Can you think of an antonym (word that me	(Cleans the same)?	neer, fold, search)
☐ 3. Grammar  Some words (verbs) are <b>irregular</b> in the pathe following words in the past tense: "Yes		
4. Think about and explain  Some people say that finding a 4-leaf clove be lucky? When do you feel lucky? Use cor	•	ome other things that might
☐ 5. Asking questions Ask an adult what makes them feel lucky. to explain, add details, or clarify. For exam charm?"	<u>-</u>	
Read a story with an adult, then retell it and 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 d	o these activities:	

Student:	Date:	
Today I worked on:	My behavior was:	
		v
Thank you for helping your child practice his <b>Please do these activities aloud. You do no</b> Practice as many of these activities as you c	t need to write your answe	ers.
Describing Describe a <b>rainbow</b> with as many adjectives see it, etc. Describe it in 3 or more complete		lors, shape, when you
☐ 2. Vocabulary  Learn a new word and use it in 2 different so  The word I learned was:  Can you think of a synonym (word that mean  Can you think of an antonym (word that mean	(bright, fins the same)?	uel, shy)
☐ 3. Grammar  Some words (verbs) are <b>irregular</b> in the past the following words in the past tense: "Yest		
☐ 4. Think about and explain  Talk about spring break. What would be a p be doing during spring break? Use complete		What will you actually
☐ 5. Asking questions Ask an adult about their favorite spring breasaid to explain, add details, or clarify. For exspecial?"		
□ 6. Story Comprehension Read a story with an adult, then retell it and 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:	

Student:	Date:	
Today I worked on:	My behavior was:	
Please do these activities aloud.	practice his/her speech and languag You do not need to write your answies as you can this week. Check what	wers.
☐ I. Describing  Describe <b>spring.</b> What does it look it in 3 or more complete sentences.	ok, smell, and feel like? How does it i	make you feel? Describe
☐ 2. Vocabulary  Learn a new word and use it in 2  The word I learned was:  Can you think of a synonym (word and you think of an antonym (word)	(squashed that means the same)?	n, yearly, clear)
	r in the past tense. This means they ( ense: "Yesterday I(begin, lay, sing).	
☐ 4. Think about and explain Explain the changes that occur in Use complete sentences.	n spring. What do you like about spri	ng? What do you dislike?
•	e and dislike about spring. Then ask and details, or clarify. For example,	•
□ b. Story Comprehension Read a story with an adult, then Who are the characters? Where and when does the story What is the main problem? What are all the major events of How is the problem solved?	take place?	
Parent sign that you listened to yo	our child do these activities:	

•	Speech & Language Homework Level 3—March: Week 1	
Student:	Date:	
oday I worked on:	My behavior was:	
Please do these activities aloud.	practice his/her speech and langua • You do not need to write your an ies as you can this week. Check wha	swers.
□ l. ldioms/Expressions What does " <b>break a leg</b> " mean ii 'Break a leg!'." Make up your ow	n the following sentence: "Before r vn sentence.	my big test, dad told me to
□ 2. Vocabulary Learn a new word and use it in 2 The word I learned was: Can you think of a synonym (wo Can you think of an antonym (wo	(conferred that means the same)?	ess, journey, perform)
•	ation of an independent clause witl nces using the word "although" (for o the game.").	·
□ 4. Think about it and explain What would you do with a pot o yourself? Use complete sentence	f gold? How would you use it? Woເ es to explain.	uld you share it or use it all for
<del>-</del>	orizing with a pot of gold. Summarize wh they said to explain, add details, or	-
☐ 6. Story Comprehension  Read a story with an adult, then  Who are the characters? Compa  Where and when does the story  What are the problems in the sto	re/contrast the characters with tho take place?	ose from other books.
What are all the major events of How are the problems solved? <i>F</i>	•	de it better.

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		Speech & Language Homework Level 3—March: Week 2	
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.  Lidioms/Expressions  What does "fronk your lucky stors" 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:  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 "05 500n 06" (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 all the major events of the story?  How 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?	Student:	Date:	
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.    I.	Today I worked on:	My behavior was:	
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.    I.	Thank you for helping your ch	ild practice his/her speech and langua	ge skills.
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:	Please do these activities alor	ud. You do not need to write your ans	wers.
Learn a new word and use it in 2 different sentences. The word I learned was:	What does "thank your lucky		"Thank your lucky stars that
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 500n 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?	,	n 2 different sentences.	
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 500N 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?	Can you think of a synonym (v	vord that means the same)?	ice, moisture, thrill)
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?	A complex sentence is a comb clause. Think of 3 complex ser	ntences using the words "as soon as"(1	•
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.     b. 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?	If you could have dinner with	a famous person, who would it be? W	
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?	Ask an adult who they would	eat with if they could choose anyone. S	
What are all the major events of the story? How are the problems solved? Are some problems left unsolved?	Read a story with an adult, the Who are the characters? Com	pare/contrast the characters with thos	se from other books.
	What are all the major events How are the problems solved	of the story? ? Are some problems left unsolved?	e it hetter

	Speech & Language Homework Level 3—March: Week 3	
Student:	Date:	
Today I worked on:	My behavior was:	
Please do these activities aloud	I practice his/her speech and langua I. <b>You do not need to write your ans</b> ties as you can this week. Check wha	swers.
☐ I. Idioms/Expressions What does "pure luck" mean in game. " Make up your own sent	the following sentences: "It was pur ence.	e luck that I won the Bingo
☐ 2. Vocabulary  Learn a new word and use it in a  The word I learned was:  Can you think of a synonym (wo  Can you think of an antonym (wo	(arran ord that means the same)?	ge, coward, nursery)
•	ation of an independent clause with ences using the word "o <b>therwise</b> "(for ill take the cookies.").	•
☐ 4. Think about it and explain What is the luckiest thing that hin complete sentences.	as ever happened to you? When and	d how did it happen? Answer
	arizing uckiest thing that has ever happened ast 3 questions about what they said	
Where and when does the story What are the problems in the story What are all the major events of How are the problems solved?	are/contrast the characters with thoson take place? cory?	
	our child do these activities:	e it better.

	Speech & Language Homework Level 3—March: Week 4	
Student:	Date:	
Today I worked on:	My behavior was:	
<del>-</del>		1.00
Please do these activities aloud.	practice his/her speech and langua You do not need to write your and ies as you can this week. Check wha	swers.
□ I. ldioms/Expressions What does " <b>lucky streak</b> " mean i game she played!" Make up you	n the following sentences: "She had rown sentence.	d a lucky streak and won every
□ 2. Vocabulary		
Learn a new word and use it in 2 The word I learned was:		en, boulder, energetic)
Can you think of a synonym (wor Can you think of an antonym (wo	rd that means the same)?	
□ 3. Grammar		
•	ation of an independent clause with nces using the word "Wherever" (for	•
☐ 4. Think about it and explain		
Do you feel that it is important to complete sentences.	o have breakfast every day? Why o	r why not? Answer in
□ 5. Asking questions and summa		
	akfast is important to have every da tions about what they said to expla	
☐ 6. Story Comprehension		
Read a story with an adult, then Who are the characters? Compa	retell it and answer: re/contrast the characters with tho	se from other books.
Where and when does the story	take place?	
What are the problems in the sto What are all the major events of	•	
-	Are some problems left unsolved?	lo it hottor
Then explain why the story was i	nteresting or what could have mad	e π peπer.