



Speech & Language Homework

Level 1—October: 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 **fall**. Use complete sentences, “.... is in fall.”

☐ 2. *Basic concepts*

Learn what the word **top** means. Practice giving and following directions with the word **top** (for example: “Put the animal on top of the box.”).

☐ 3. *Grammar*

Talk about things you like to do using “**ing**” verbs (for example: “I like swimming. I like jumping. I like playing.”).

☐ 4. *Describing*

Describe your favorite **toy**. What does it look, feel, and sound like? Describe it in 3 or more sentences.

☐ 5. *Antonyms*

Create 3 sentences using the following words and sentence frame:

(Soft, Good, Young) 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—October: 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

Name as many types of candy as you can. Use complete sentences, “..... Is a candy.”

☐ 2. Basic concepts

What does bottom mean? Practice giving and following directions with the word bottom (for example: “Put the box on the bottom of the pile.”).

☐ 3. Grammar

Look at some pictures and talk about what people are doing using “ing” verbs (for example: “He is walking. She is running. They are eating.”).

☐ 4. Describing

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

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Right, High, Full) 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—October: 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 **orange** items as you can. Use complete sentences, "A.....is orange."

☐ 2. Basic concepts

What does **beside** mean? Practice giving and following directions with the word **beside** (for example: "Put fork beside the plate.").

☐ 3. Grammar

Watch some people outside and describe them using "**ing**" verbs (for example: "She is sliding. He is running.").

☐ 4. Describing

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

☐ 5. Antonyms

Create 3 sentences using the following words and sentence frame:

(Far, Nice, Happy) 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—October: 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 **Halloween** items as you can. Use complete sentences, "A..... is a Halloween item."

☐ 2. *Basic concepts*

What does **between** mean? Practice giving and following directions with the word **between** (for example: "Put the pencil between the books.").

☐ 3. *Grammar*

Look at a picture book and describe it using "**ing**" verbs (for example: "The girl is swinging. The boy is brushing.").

☐ 4. *Describing*

Are you going to wear a **costume** for Halloween? What will it look like? Describe it in 3 or more sentences.

☐ 5. *Antonyms*

Create 3 sentences using the following words and sentence frame:

(Boy, Dark, Night) 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—October: 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 garden. 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: _____ (calm, bounce, wise)

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 things (nouns) are **irregular** in the plural form. This means they do not have an -s ending. Use the following words in the plural: "I see three.... (child, man, woman)."

☐ 4. Think about and explain

Describe some of the changes that occur in fall. How is fall the same as summer? How is it different? Use complete sentences.

☐ 5. Asking questions

Ask an adult about which season they like the best. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "What are some things you like to see in that 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 2—October: 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 a **kitchen**. What does it look, smell, and sound 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: _____ (leap, dawn, greedy)

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 things (nouns) are **irregular** in the plural form. This means they do not have an -s ending. Use the following words in the plural: "I see two.... (goose, deer, mouse)."

☐ 4. Think about and explain

What is the scariest thing that's ever happened to you? Explain why it was so scary in complete sentences.

☐ 5. Asking questions

Ask an adult about the scariest thing that's happened to them. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "Are you still scared by that thing?"

☐ 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—October: 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 your **bedroom**. What does it look like, smell like, 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: _____ (proof, tremble, worry)

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 things (nouns) are **irregular** in the plural form. This means they do not have an -s ending. Use the following words in the plural: "I see three.... (fish, moose, tooth)."

☐ 4. Think about and explain

Explain how to make a jack-o-lantern. Start at the materials needed and then talk through each step of the process. Use complete sentences.

☐ 5. Asking questions

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

☐ 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—October: 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 your ~~street~~. 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: _____ (pleasure, toxic, clip)

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 things (nouns) are **irregular** in the plural form. This means they do not have an -s ending.

Use the following words in the plural: "I see four.... (foot, ox, sheep)."

☐ 4. Think about and explain

Talk about what you usually do for Halloween. Do you celebrate this holiday? What traditions do you have? Use complete sentences.

☐ 5. Asking questions

Ask an adult about their Halloween traditions when they were young. Then ask at least 3 questions about what they said to explain, add details, or clarify. For example, you could ask, "Where did you used to go and with whom?"

☐ 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: _____





Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!



Speech + Language Homework
Level 3—October: 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 “a night owl” mean in the following sentence: “My mom doesn’t go to bed until 2am. She sure is a night owl!” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (active, disease, steer)

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, “She should do her homework.”).

☐ 4. Think about it and explain

Make up the perfect candy. Describe its flavor, shape, size, and color. What would you call the candy and why? Use complete sentences to describe.

☐ 5. Asking questions and summarizing

Ask an adult what they think the perfect candy would be. 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: _____



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Speech + Language Homework
Level 3—October: 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 "scared stiff" mean in the following sentence: "I was scared stiff while watching that horror movie!" Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (cable, gasp, wander)

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, "The boy can jump over two barrels.").

☐ 4. Think about it and explain

How do you carve a pumpkin? Describe tools you need and all the steps in order. Use complete sentences.

☐ 5. Asking questions and summarizing

Ask an adult how they carve a pumpkin. 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: _____



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Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!



Speech + Language Homework
Level 3—October: 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 “ghost town” mean in the following sentences: “After everyone moved away, Smithville was like a ghost town.” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (attitude, fatal, origin)

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, “May I use the bathroom?”).

☐ 4. Think about it and explain

What is the best costume you’ve ever worn? What did it look like? Describe it using complete sentences.

☐ 5. Asking questions and summarizing

Ask an adult about the best costume they’ve ever worn. 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: _____



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Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!



Speech + Language Homework
Level 3—October: 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 “man’s best friend” mean in the following sentences: “My mom likes cats, but I like man’s best friend.” Make up your own sentence.

☐ 2. Vocabulary

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

The word I learned was: _____ (cling, sensitive, purify)

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, “My mom must drive me to school by 8:00 tomorrow.”).

☐ 4. Think about it and explain

Describe the best haunted house that you can imagine. What would it look and sound like?

Describe it using complete sentences.

☐ 5. Asking questions and summarizing

Ask another child to describe the best haunted house that they can imagine. 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: _____



Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!Baaaa!

