

# Speech and Language Homework Calendars



## Outer Space

Language Level 1

Language Level 2

Articulation

Fluency

Pragmatics

Phonology



# Language Level 1 Speech Homework

# Outer Space



Name: \_\_\_\_\_

Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

## Week 1

Describing	Compare/Contrast	Rhyming words	Wh- Questions	Regular Past Tense
<b>Function:</b> what do we do with these? what do they do? <ul style="list-style-type: none"> <li>Sun</li> <li>Earth</li> <li>Moon</li> </ul>	Tell 2 ways each pair is alike:  Star – Planet Sun – Moon	Circle the rhyming pairs. Star – Stand Shine – Fine Sun – Fun Black – Bam	Listen and answer. <b>Ben wants to be the first astronaut to fly to Mars.</b> Who wants to be an astronaut? Where does he want to go? Does he want to be first or last?	Make them past tense! The stars will <b>twinkle</b> and <b>shine</b> once it gets dark; last night the stars ____ and ____ in the dark.

## Week 2

<b>Appearance:</b> what do these look, feel, sound, smell or taste like? Give at least 2 details. <ul style="list-style-type: none"> <li>Sun</li> <li>Earth</li> <li>Moon</li> </ul>	Tell 2 ways each pair is different:  Star – Planet Sun – Moon	Circle the rhyming pairs. Rocket – Pocket Dark – Park Sky – Pie Comet – Come	Listen and answer. <b>The tiny green alien used his 3 eyes to look around the farm he landed on.</b> What color was the alien? How many eyes? Where did he land?	Make them past tense! The rocket will <b>soar</b> through the sky then <b>rotate</b> around the moon; the rocket ____ through the sky then ____ around the moon.
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## Week 3

<b>Habitat:</b> where can these things be found or used? <ul style="list-style-type: none"> <li>Sun</li> <li>Earth</li> <li>Moon</li> </ul>	Tell 2 ways each pair is alike:  Spaceship – Space Station Telescope – Microscope	Circle the rhyming pairs. Ray – Pay Space – Speed Globe – Glow Sphere – Stay	Listen and answer. <b>The meteor landed in the desert and made a crater 5 feet wide.</b> What landed? Where did it land? What did it make? How wide?	Make them past tense! The moon will <b>glow</b> and <b>revolve</b> around the Earth; the moon ____ as it ____ around the Earth.
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## Week 4

Put it all together! Describe a <b>Spaceship</b> : <b>Category:</b> <b>Function:</b> <b>Appearance:</b> <b>Habitat:</b>	Tell 2 ways each pair is different:  Spaceship – Space Station Telescope – Microscope	Name a rhyming word for each word below: Star Sky Space Sun	Listen and answer. <b>A dust storm on Mars made the rocket fall over.</b> What happened to the rocket? Why did it fall over? Where was the rocket?	Make them past tense! The moon will <b>turn</b> . Its gravity will <b>pull</b> on the ocean; The moon ____ . Its gravity ____ on the ocean.
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## Related Word Bank

/k, q/	/f, v/	/sh, ch, t/	/l/	/l-blends/	/s, z/	/s-blends/	/r, r-blends/	vocallic /r/	/th/
Comet	Force	Shine	Lens	Black	Sun	Star	Ray	Orbit	Theory
Twinkle	Air Force	Motion	Lightyear	Cluster	Solar	Sky	Radiant	Uranus	Thrust
Rocket	Blast Off	Vanish	Lunar	Planet	Zoom	Space	Red	Supernova	Hypothesis
Docking	Dwarf	Challenger	Falling	Glow	Zenith	Stellar	Rocket	Mercury	Weather
Dark	Vacuum	Achieve	Galaxy	Cloud	Zodiac	Sphere	Crater	Mars	Methane
Gas	Venus	Research	Full Moon	Globe	Horizon	Sunspot	Gravity	Saturn	Northern Lights
Degree	Heavens	Jupiter	Satellite	Eclipse	Pulsar	Telescope	Probe	Soar	North Star
Big	Observe	Giant	Pull	Pluto	Universe	Astronaut	Bright	Meteor	Earth
Bang	Revolve	Gorge	Shuttle	Twinkling	Science	Asteroid	Neutron	Flare	Path



# Language Level 2 Speech Homework

# Outer Space



Name: \_\_\_\_\_

Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

Synonyms - Antonyms		Multiple-meaning words		Irregular Past Tense		Compare/contrast		Figurative language			
Week 1		Circle the antonym:  Shine Gleam Dull Glow Radiate		Circle whether each <b>bold</b> word is a noun-N or verb-V: <b>N or V</b> The <b>rocket</b> zooms at 4.9 miles per second. <b>N or V</b> The shuttle will <b>rocket</b> to the moon in 3 days.		Make the <b>bold</b> verbs past tense! The shuttle will <b>shoot</b> upwards and <b>fly</b> by the moon; the shuttle ___ upwards and ___ by the moon.		Tell 2 ways each pair is alike:  Star – Planet Sun – Moon		What do I mean?  Wow, this cake is delicious! Your mom's baking is <b>out of this world!</b>	
Week 2		Circle the antonym:  Flutter Walk Fly Soar Glide Zoom		Circle whether each <b>bold</b> word is a noun-N or verb-V: <b>N or V</b> The rover will <b>probe</b> for life on Mars. <b>N or V</b> The <b>probe</b> will get to Mars in 39 days.		Make the <b>bold</b> verbs past tense! The stars will <b>shine</b> brightly before the sun will <b>rise</b> at dawn; the stars ___ brightly before the sun ___ at dawn.		Tell 2 ways each pair is different:  Star – Planet Sun – Moon		What do I mean?  When her parents gave her a puppy, Kaitlyn was <b>over the moon.</b>	
Week 3		Circle the antonym:  Small Big Giant Enormous Immense		Circle whether each <b>bold</b> word is a noun-N or verb-V: <b>N or V</b> The dust storm will <b>cloud</b> the astronauts vision. <b>N or V</b> The <b>cloud</b> looks like spilled milk.		Make the <b>bold</b> verbs past tense! I hope the model planet will <b>spin</b> around the sun and not <b>fall</b> ; the model planet ___ once then ___ to the floor.		Tell 2ways each pair is alike:  Spaceship – Space Station Telescope – Microscope		What do I mean?  Missy gets <b>starry-eyed</b> every time she talks about becoming an author.	
Week 4		Circle the antonym:  Fall Dive Tumble Drop Rise		Circle whether each <b>bold</b> word is a noun-N or verb-V: <b>N or V</b> The <b>sun</b> is nearly 93 million miles from Earth. <b>N or V</b> The lizard likes to <b>sun</b> itself on the rock.		Make the <b>bold</b> verbs past tense! The solar wind may <b>blow</b> and may <b>break</b> the lunar probe; the solar wind ___ and ___ the lunar probe.		Tell 2 ways each pair is different:  Spaceship – Space Station Telescope – Microscope		What do I mean?  Anyone can learn to ride a bike; <b>it's not rocket science!</b>	
Related Word Bank		Comet Twinkle Rocket Docking Dark Gas Degree Big Bang	Force Air Force Blast Off Dwarf Vacuum Venus Heavens Observe Revolve	Shine Motion Vanish Challenger Achieve Research Jupiter Giant Gorge	Lens Lightyear Lunar Falling Galaxy Full Moon Satellite Pull Shuttle	Black Cluster Planet Glow Cloud Globe Eclipse Pluto Twinkling	Sun Solar Zoom Zenith Zodiac Horizon Pulsar Universe Science	Star Sky Space Stellar Sphere Sunspot Telescope Astronaut Asteroid	Ray Radiant Red Rocket Crater Gravity Probe Bright Neutron	Orbit Uranus Supernova Mercury Mars Saturn Soar Meteor Flare	Theory Thrust Hypothesis Weather Methane Northern Lights North Star Earth Path



# Articulation Speech Homework

# Outer Space



Name: \_\_\_\_\_

Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

## Words

Find 3 words that have your target sound(s) in the beginning. Say them 10 times each.

Find 3 words that have your target sound(s) at the end. Say them 10 times each.

Find 3 words that have your target sound(s) in the middle. Say them 10 times each.

Find 3 words that have your target sound(s) in any position. Say them 10 times each.

Flip a coin. If it lands on heads, say your 12 target words from earlier in the week 3 times each; if it lands on tails, say them 5 times each.

## Phrases

Find 3 words that have your target sound(s) in the beginning. Say them in a short phrase 10 times each.

Find 3 words that have your target sound(s) at the end. Say them in a short phrase 10 times each.

Find 3 words that have your target sound(s) in the middle. Say them in a short phrase 10 times each.

Find 3 words that have your target sound(s) in any position. Say them in a short phrase 10 times each.

Flip a coin. If it lands on heads, say your target phrases from earlier in the week 3 times each; if it lands on tails, say them 5 times each.

## Sentences

Find 3 words that have your target sound(s) in the beginning. Say them each in 10 carrier sentences: "The \_\_\_\_ is in a rocket."

Find 3 words that have your target sound(s) at the end. Say them each in 10 carrier sentences: "There is a \_\_\_\_ on the moon."

Find 3 words that have your target sound(s) in the middle. Say them each in 10 carrier sentences: "I will fly on a \_\_\_\_."

Find 3 words that have your target sound(s) in any position. Say them each in 10 carrier sentences: "The \_\_\_\_ is shining."

Flip a coin. If it lands on heads, say your target sentences from earlier in the week 3 times each; if it lands on tails, say them 5 times each.

## Conversation

Would you rather always wear an astronaut helmet outside your house, or astronaut gloves inside your house? Discuss with a friend or family member.

Would you rather have stars in your eyes or Saturn's rings around your waist? Discuss with a friend or family member.

Would you rather ride an asteroid to Pluto, or ride a comet to Mercury? Discuss with a friend or family member.

Would you rather have to eat soup or peas in zero-gravity space? Discuss with a friend or family member.

Have a conversation with a friend about why it would be impossible to visit the sun.

## Target Sounds in Words

/k, q/	/f, v/	/sh, ch, j/	/l/	/l-blends/	/s, z/	/s-blends/	/r, r-blends/	vocalic /r/	/th/
Comet	Force	Shine	Lens	Black	Sun	Star	Ray	Orbit	Theory
Twinkle	Air Force	Motion	Lightyear	Cluster	Solar	Sky	Radiant	Uranus	Thrust
Rocket	Blast Off	Vanish	Lunar	Planet	Zoom	Space	Red	Supernova	Hypothesis
Docking	Dwarf	Challenger	Falling	Glow	Zenith	Stellar	Rocket	Mercury	Weather
Dark	Vacuum	Achieve	Galaxy	Cloud	Zodiac	Sphere	Crater	Mars	Methane
Gas	Venus	Research	Full Moon	Globe	Horizon	Sunspot	Gravity	Saturn	Northern Lights
Degree	Heavens	Jupiter	Satellite	Eclipse	Pulsar	Telescope	Probe	Soar	North Star
Big	Observe	Giant	Pull	Pluto	Universe	Astronaut	Bright	Meteor	Earth
Bang	Revolve	Gorge	Shuttle	Twinkling	Science	Asteroid	Neutron	Flare	Path





## Fluency Strategies

### Belly Breathing

Practice deep breathing by moving your belly (diaphragm) in-and-out; not just your chest.

### Easy Speech

Let out a little air (ex: A--pples) before starting to speak; stretch sounds to help air flow.

### Chunking

Pause at natural breaks to get a brief breath so you have enough air to finish speaking.

### Wait Time

Waiting a second or two before responding helps you to not feel rushed. Pause, then answer.

### Eye Contact

Be sure to look at the person to whom you are speaking in conversation.

### Mondays

Count to 2 to inhale, and to 4 to exhale; do this 3 times.

### Tuesdays

Use easy speech to tell 2 ways each pair is alike:  
Star – Planet  
Sun – Moon

### Wednesdays

Describe the sun.  
Pause for air at breaks.

### Thursdays

Would you rather always wear an astronaut helmet outside your house, or astronaut gloves inside your house? Wait; tell why.

### Fridays

Have a conversation with a friend about what it would be like to be an astronaut. Look at the person when you speak.

## Week 1

Count to 3 to inhale, and to 6 to exhale; do this 3 times.

Use easy speech to tell 2 ways each pair is different:  
Star – Planet  
Sun – Moon

Describe an astronaut.  
Pause for air at breaks.

Would you rather have stars in your eyes or Saturn's rings around your waist? Wait, then explain why.

Have a conversation with a friend about what it would be like to live on Saturn. Be sure to look at the person when you speak.

## Week 2

Count to 4 to inhale, and to 8 to exhale; do this 3 times.

Use easy speech to tell 2 ways each pair is alike:  
Spaceship – Space Station  
Telescope – Microscope

Describe the moon.  
Pause for air at breaks.

Would you rather ride an asteroid to Pluto, or ride a comet to Mercury? Wait, then explain why.

Have a conversation with a friend about why it would be impossible to visit the sun. Be sure to look at the person when you speak.

## Week 3

Count to 5 to inhale, and to 10 to exhale; do this 3 times.

Use easy speech to tell 2 ways each pair is different:  
Spaceship – Space Station  
Telescope – Microscope

Describe Earth.  
Pause for air at breaks.

Would you rather have to eat soup or peas in zero-gravity space? Wait, then explain why.

Have a conversation with a friend about what would happen if you tried to eat soup in a spaceship. Be sure to look at your friend.

## Week 4

/k, g/	/f, v/	/sh, ch, y/	/l/	/l-blends/	/s, z/	/s-blends/	/r, r-blends/	vocalic /r/	/th/
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## Related Word Bank

Comet	Force	Shine	Lens	Black	Sun	Star	Ray	Orbit	Theory
Twinkle	Air Force	Motion	Lightyear	Cluster	Solar	Sky	Radiant	Uranus	Thrust
Rocket	Blast Off	Vanish	Lunar	Planet	Zoom	Space	Red	Supernova	Hypothesis
Docking	Dwarf	Challenger	Falling	Glow	Zenith	Stellar	Rocket	Mercury	Weather
Dark	Vacuum	Achieve	Galaxy	Cloud	Zodiac	Sphere	Crater	Mars	Methane
Gas	Venus	Research	Full Moon	Globe	Horizon	Sunspot	Gravity	Saturn	Northern Lights
Degree	Heavens	Jupiter	Satellite	Eclipse	Pulsar	Telescope	Probe	Soar	North Star
Big	Observe	Giant	Pull	Pluto	Universe	Astronaut	Bright	Meteor	Earth
Bang	Revolve	Gorge	Shuttle	Twinkling	Science	Asteroid	Neutron	Flare	Path



# Pragmatics Speech Homework

# Outer Space



Name: \_\_\_\_\_

Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

Problem-Solving

Perspective-Taking

Asking Questions

Having a Conversation

Figurative Language

Week 1

You get lost from your class at the air and space museum. What do you do?

You could discuss for hours whether or not Pluto is a planet, but your pal said he saw the new Avengers movie. What does he want to discuss?

You want to stay up until midnight to watch a meteor shower. What do you ask your parents?

Have a conversation with a friend about what it would be like to be an astronaut. Look at the person when speaking, and take turns.

**What do I mean?**  
Wow, this cake is delicious! Your mom's baking is out of this world!

Week 2

The balloon for you air-powered rocket experiment burst before you could see it fly. What do you do?

You got the cool telescope you wanted for your birthday, but your friend didn't get one for her birthday. How does your friend feel?

You want to tell your class about the cool meteor shower you saw. What do you ask your teacher?

Have a conversation with a friend about what it would be like to live on Saturn. Be sure to look at the person when you speak, and take turns talking.

**What do I mean?**  
When her parents gave her a puppy, Katilyn was over the moon.

Week 3

You let Nina borrow your science book and she took it home by accident. What do you do?

You brought your telescope to look at the stars during a sleepover, but your friends picked out a movie. What do they want to do?

You want to invite your friend to see the new alien movie. What do you ask him or her?

Have a conversation with a friend about why it would be impossible to visit the sun. Be sure to look at the person when you speak, and take turns talking.

**What do I mean?**  
Missy gets starry-eyed every time she talks about becoming an author.

Week 4

You spilled an entire beaker of vinegar during a science class experiment. What do you do?

Your teacher asked you to wait before pouring the vinegar for an experiment, but you were too excited and spilled it all over. How does your teacher feel?

You didn't hear what your teacher said about the phases of the moon. What do you ask your teacher?

Have a conversation with a friend about what would happen if you tried to eat soup in a spaceship. Be sure to look at your friend and take turns.

**What do I mean?**  
Anyone can learn to ride a bike; it's not rocket science!

## Related Word Bank

/k, q/	/f, v/	/sh, ch, j/	/l/	/l-blends/	/s, z/	/s-blends/	/r, r-blends/	vocalic /r/	/th/
Comet	Force	Shine	Lens	Black	Sun	Star	Ray	Orbit	Theory
Twinkle	Air Force	Motion	Lightyear	Cluster	Solar	Sky	Radiant	Uranus	Thrust
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Dark	Vacuum	Achieve	Galaxy	Cloud	Zodiac	Sphere	Crater	Mars	Methane
Gas	Venus	Research	Full Moon	Globe	Horizon	Sunspot	Gravity	Saturn	Northern Lights
Degree	Heavens	Jupiter	Satellite	Eclipse	Pulsar	Telescope	Probe	Soar	North Star
Big	Observe	Giant	Pull	Pluto	Universe	Astronaut	Bright	Meteor	Earth
Bang	Revolve	Gorge	Shuttle	Twinkling	Science	Asteroid	Neutron	Flare	Path

\*For Articulation, practice Word Bank words that have your sound at this level: ☐ Word ☐ Phrase ☐ Sentence ☐ Conversation ©Michelle P. Jordan 2016





Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

## Activity Instructions

<p><b>Same or Different?</b> Say each target word in a pair – either the correct word 2x (ex: maze – maze) or 1 correct word &amp; 1 error word, using the error pattern your child usually would make (ex: “zoo” – “zoom” - Final Consonant Deletion, “go” for “glow” - Cluster Reduction). Have the child identify if they are the same word or different words. Give your child a token (ex: penny, M&amp;M, etc.) for every 5 correct answers. Feel free to add more words that fit the pattern. Aim for 50 – 100 productions each week.</p>	<p><b>Student is the Teacher!</b> Have your child listen to you saying the list of target words, and let them “catch” you saying some incorrectly! This works on auditory discrimination and listening skills, as well as provides correct productions for your child to hear. Say 1 of every 5 or so words “wrong,” using your child’s typical error pattern (ex: “doom” for “zoom” – Stopping). Give your child a token every time they correctly “catch” you! Feel free to add more words that fit the pattern. Aim for 50-100 productions each week.</p>	<p><b>Say it!</b> Have your child say each word on the target list at least 5 times each. Give your child a token (penny, cracker, etc.) for every five correct productions. Aim for 50-100 correct productions each week. If it is too difficult, reduce the number correct necessary to get a token. Offer verbal or visual models that the child may imitate. Also, the child can use a brief pause, if needed, between the target sound and the rest of the word, but try to quickly move away from this accommodation.</p>	<p><b>Find it!</b> Hide a small token in one hand. One at a time, slowly present each closed hand to your child as you say a target word and an error word (using the child’s typical error pattern ex: “bid” for “big” – Fronting). Have your child choose which hand was the correct word – that hand should have the “prize” hidden inside. Be sure to switch up the order of the words. For instance, don’t always say the correct word first. Aim for 30-50 productions. <b>Role Reversal!</b> – if able, have your CHILD say the words &amp; hide the prize for YOU!</p>	<p><b>Make it longer!</b> If your child is ready, have him or her say each target word in a short two-word phrase, such as “my _____” or “one ____.” Use two tokens for a visual if it helps. Ex: put one penny down for “my” and slide another penny next to it for the target word. You may need to model it for your child to imitate. If this is too hard, stick to single words. If this is too easy, add more words to make a longer phrase or a short sentence, ex: “I see a rocket,” or “It is a globe.” Aim for 25-50 productions each week.</p>
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## Tracking

<p><b>Check the box for each day you practiced.</b></p> <p>Week 1 <input type="checkbox"/></p> <p>Week 2 <input type="checkbox"/></p> <p>Week 3 <input type="checkbox"/></p> <p>Week 4 <input type="checkbox"/></p>	<p><b>Check the box for each day you practiced.</b></p> <p>Week 1 <input type="checkbox"/></p> <p>Week 2 <input type="checkbox"/></p> <p>Week 3 <input type="checkbox"/></p> <p>Week 4 <input type="checkbox"/></p>	<p><b>Check the box for each day you practiced.</b></p> <p>Week 1 <input type="checkbox"/></p> <p>Week 2 <input type="checkbox"/></p> <p>Week 3 <input type="checkbox"/></p> <p>Week 4 <input type="checkbox"/></p>	<p><b>Check the box for each day you practiced.</b></p> <p>Week 1 <input type="checkbox"/></p> <p>Week 2 <input type="checkbox"/></p> <p>Week 3 <input type="checkbox"/></p> <p>Week 4 <input type="checkbox"/></p>	<p><b>Check the box for each day you practiced.</b></p> <p>Week 1 <input type="checkbox"/></p> <p>Week 2 <input type="checkbox"/></p> <p>Week 3 <input type="checkbox"/></p> <p>Week 4 <input type="checkbox"/></p>
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## Target Processes

Fronting of /k, q/	Stopping /t, v/	Stopping /s, z/	Cluster Reduction /s-blends/ /l-blends/	Backing of /t, d/	FCD*	Depalatalization of /sh, ch, j/	Gilding of /l/	Syllable Deletion
Comet	Force	Sun	Star	Black	Space	Shine	Lens	Astronaut
Twinkle	Air Force	Solar	Sky	Cluster	Zoom	Motion	Lightyear	Horizon
Rocket	Blast Off	Zoom	Space	Planet	Sun	Vanish	Lunar	Zodiac
Docking	Dwarf	Zenith	Stellar	Glow	Gas	Challenger	Falling	Universe
Dark	Vacuum	Zodiac	Sphere	Cloud	Big	Achieve	Galaxy	Satellite
Gas	Venus	Horizon	Sunspot	Globe	Dark	Research	Full Moon	Jupiter
Degree	Heavens	Pulsar	Telescope	Eclipse	Globe	Jupiter	Satellite	Galaxy
Big	Observe	Universe	Astronaut	Pluto	Earth	Giant	Pull	Telescope
Bang	Revolve	Science	Asteroid	Twinkling	Red	Gorge	Shuttle	Hypothesis



# Speech & Language Homework Calendars – Letter Home

## Aw, do I have to practice?

Yes! When it comes to speech and language, repetition and practice is the key! Research shows that when we practice a skill multiple times, we have a much better chance of that skill becoming stored in our long-term memory. Once committed to long-term memory, a skill or knowledge is easily accessible, without a lot of effort or struggle – and that's the goal! To get there, aim to practice at least 3 days per week for around 10 minutes a day (but 5 days is better!).

## How the homework calendars work

The homework calendars being sent home are designed to be a one-stop place to practice speech and/or language skills for an entire month! Keep it on your fridge or in another handy place as a reminder to practice every day! Some ideas for practice times are: before bedtime, when doing other homework, or during commercials of a half-hour television show.

☐ Return the completed calendar SIGNED BY A PARENT/ADULT at the end of the month

☐ Keep calendar at home for extra practice

## Articulation Practice

When practicing speech sounds, repetition is key! That's why you will use the same tasks and words each week to continue practicing your sounds at your current level until you can say them with 80% mastery; then move on to the next level. For example, if you are at word level, say your words until you can do them correctly 8 out of 10 times, then say them in two-word phrases until you can do that correctly 8 out of 10 times, and so on. The order of practice, from easiest to hardest, is: words, phrases, short carrier sentences (only one word changes each time), novel sentences (you make up a sentence that is different each time), and structured conversation about a given topic. Feel free to use the word banks provided or come up with your own words!

## Students will need help – that's okay! (& preferred)

Parents and older helpers are critical to helping students make speech-and-language progress! The 10 minutes you invest daily in your child's progress will be invaluable! Don't forget that I'm here to help, so let me know if you have any questions!


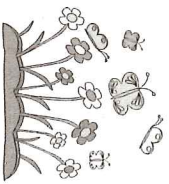
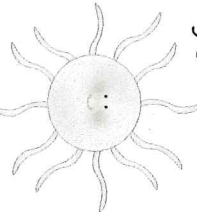



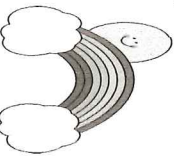
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Therapist Name:

Email Address:

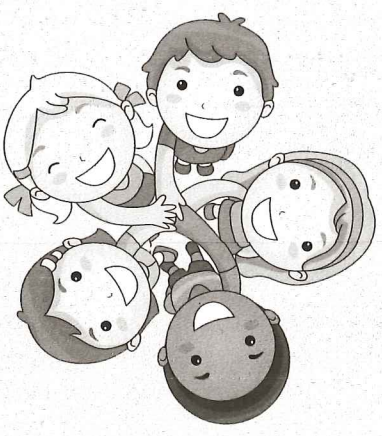


# HOME PRACTICE - Language Level 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Sunday
<p>What is it? What is used for? What goes with it What category does it belong to?</p> 	<p>Answer these questions</p> <ul style="list-style-type: none"> <li>• Who bakes cakes?</li> <li>• What tells time?</li> <li>• Where do astronauts go?</li> <li>• When do you rake leaves?</li> <li>• Why do some people wear glasses?</li> <li>• How do you make popcorn?</li> </ul>	<p>Follow these directions</p> <ul style="list-style-type: none"> <li>• Frown then make a silly face</li> <li>• Say your last name then clap your hands 3 times</li> <li>• Count to 5 then stick out your tongue</li> </ul>	<p>How many can you name?</p> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Zoo animals</li> <li>• Sea creatures</li> <li>• Forest animals</li> <li>• Farm animals</li> <li>• Bugs</li> </ul>	<p>Are these sentences correct? If it's not correct, try to fix it.</p> <ul style="list-style-type: none"> <li>• Them are having fun.</li> <li>• Me see a robin.</li> <li>• The boy plays soccer.</li> <li>• She have braces.</li> </ul>	<p>Enjoy the weekend!</p> 
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## Language

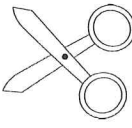
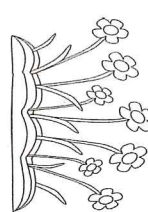
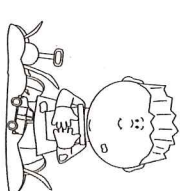

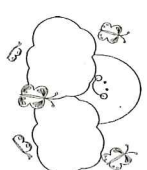

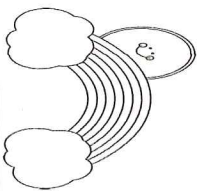
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Practice 3-4 times weekly to help maintain your language skills!

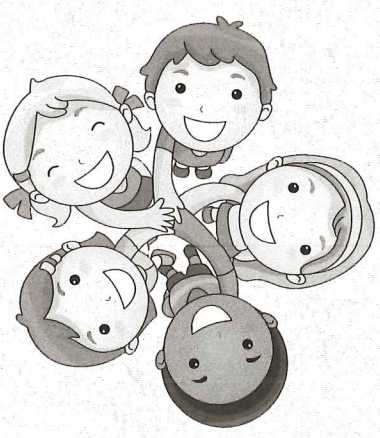


# HOME PRACTICE – Language Level 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Sunday
<p>What is it ? What is used for ? What goes with it What category does it belong to?</p> 	<p>Answer these questions</p> <ul style="list-style-type: none"> <li>• Who bakes cakes?</li> <li>• What tells time?</li> <li>• Where do astronauts go?</li> <li>• When do you rake leaves?</li> <li>• Why do some people wear glasses?</li> <li>• How do you make popcorn?</li> </ul>	<p>Follow these directions</p> <ul style="list-style-type: none"> <li>• Frown then make a silly face</li> <li>• Say your last name then clap your hands 3 times</li> <li>• Count to 5 then stick out your tongue</li> </ul>	<p>How many can you name?</p> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Zoo animals</li> <li>• Sea creatures</li> <li>• Forest animals</li> <li>• Farm animals</li> <li>• Bugs</li> </ul>	<p>Are these sentences correct? If it's not correct, try to fix it.</p> <ul style="list-style-type: none"> <li>• Them are having fun.</li> <li>• We see a robin.</li> <li>• The boy plays soccer.</li> <li>• She have braces.</li> </ul>	<p>Enjoy the weekend!</p> 
<p>Antonyms are words that are opposite. What are the opposites of these words?</p> <ul style="list-style-type: none"> <li>• Big</li> <li>• Hot</li> <li>• Pretty</li> <li>• Nice</li> <li>• Sweet</li> </ul>	<p>Listen for people asking questions today? Did you hear anyone ask a WHO, WHAT, WHERE, WHEN, WHY or HOW question.?</p>	<p>If you like pickles, say the months of the year. If you don't like pickles, say the days of the week.</p>	<p>How many can you name?</p> <ul style="list-style-type: none"> <li>• Summer clothes</li> <li>• Fall clothes</li> <li>• Winter clothes</li> <li>• Spring clothes</li> <li>• Land transportation</li> <li>• Air transportation</li> </ul>	<p>Pick the correct word for each sentence.</p> <ul style="list-style-type: none"> <li>• She (ruined – ran) in the race.</li> <li>• Put the socks on your (feet – feel).</li> <li>• I (blew – blowed) bubbles.</li> </ul>	<p>Enjoy the weekend!</p> 
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## Language

A little practice  
everyday helps  
your  
communication  
skills stay!



Practice 3-4 times  
weekly to help  
maintain your  
language skills!



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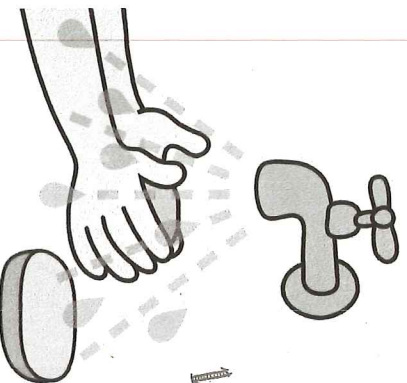
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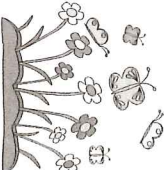
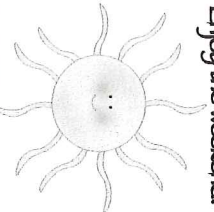

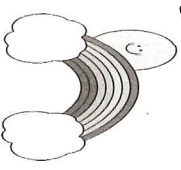
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# HOME PRACTICE - SOUND PRODUCTION

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Sunday
Read a book while using your best speech sounds.	Draw a picture with at least 2 things that have your speech sounds. Describe your picture to someone.	Practicing using your best speech sounds during breakfast.	THINK IT THURSDAY How many boy names can you think of that have your speech sounds?	Find it Friday Look through a magazine or book. Make a list of things can you find with your speech sounds? Say each word 5x each.	Enjoy the weekend! 
Play a game today. Use your best speech sounds during the game.	You Choose! Choose a 5-10 minute time period today to practice using your best speech sounds!	Practice using your best speech sounds during lunch.	THINK IT THURSDAY How many animals can you think of that have your speech sounds?	Find it Friday Look around your bedroom. How many things can you find with your speech sounds? Use each word in a sentence	Enjoy the weekend! 
Say 3 words with your speech sounds every time you open a door today.	Tell somebody about your favorite movie today. Make sure you use your best speech sounds.	Practice using your best speech sounds during dinner.	THINK IT THURSDAY How many foods can you think of that have your speech sounds?	Find it Friday Watch TV for 5-10 minutes, make a list of things see that have your speech sound? Use each word in a sentence.	Enjoy the weekend! 
Listening Day! How many times did you hear your speech sounds today?	Say 3 words with your speech sounds every time you turn on or off something today.	Practice using your best speech sounds while you are in the kitchen today.	THINK IT THURSDAY How many places can you think of that have your speech sounds?	Find it Friday Take a walk through the rooms of your house. Make a list of things that you find with your speech sound. Use each word in a sentence.	Enjoy the weekend! 

## ARTICULATION

A little practice everyday helps your communication skills stay!



Practice 3-4 times weekly to help maintain your speech skills!



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### SPEECH ARTICULATION CARRYOVER



- Student Contract
- Carryover Story
- Parent/Home Rating Form
- Teacher/Student Classroom Rating Form
- Visual reminder
- Teacher/Parent letters
- Diploma

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Spring  
Weekly Homework Sheets  
for Speech Articulation  
With language extension and generalization  
activities  
adaptable for voice & fluency

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# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **speech sounds**...

(what we usually focus on in speech-language therapy is increasing awareness of the target sound in words, and getting a high number of correct productions)

1

First, check your child's IEP or other paperwork to make sure you know which sounds or patterns your child is working on, and what position or level (ex: L in the beginning of words & short sentences, S at the end of words, or final consonants in words). Keep in mind that you will want to practice one sound or pattern at a time.

2

Make (or search online) for a list of words with your child's sound(s) in the right spot. Try to find a list of at least 10-20 words that are fairly common one- or two-syllable words, and write them down. You can have your child draw a picture next to each one - you will use this list to practice later! (You can also use index cards to create your own flashcards.)

Helpful websites for lists:

<https://www.home-speech-home.com/speech-therapy-word-lists.html>

[http://mommyspeechtherapy.com/?page\\_id=55](http://mommyspeechtherapy.com/?page_id=55)

lion

lips

Spending 5 minutes a day (or every other day) practicing your child's sounds can be very effective! You can have your child say each word on your list 5 times each correctly, make up a simple or silly sentence for each word, or incorporate some of the following activities to make it more fun!

Pull out a board game (checkers, Sorry, etc.) or a puzzle, and have your child say a target word 5 times before taking a turn or adding a piece to the puzzle.

Find some dice, and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many "points" - keep a tally and declare a winner at the end!

Read a book together, and listen for words with your child's target sounds. Practice the words on each page.

You may need to remind your child how to make the sound; say, "Look at my mouth! See how I do X to make this sound? Let's look in a mirror together. Now you try!"



# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **language skills**...

(Exact language skills targeted in your child's IEP will vary, but may include things like increasing overall understanding & use of vocabulary words, answering & asking WH questions, understanding how items go together in categories, understanding how two things are similar and different, using correct verb tenses, expanding the length of sentences, describing, and more.)

### PLAY

Many language skills can be targeted through playing together with an adult! Choose an activity such as Lego blocks, Play-doh, catch, dinosaurs, or action figures, and follow your child's lead. Have your characters interact & talk with each other, narrate aloud what you are doing or creating, or sort things into groups that are alike (ex: all the big dinosaurs, or all the red pieces).

**TIP:** Sometimes we might use "communication temptations" in therapy - where we might deliberately leave a tight lid on a container or put something out of reach on purpose - so the child will need to request help.

If you need online book options, try [getepic.com](http://getepic.com) (free 30 day trial) or [storylineonline.com](http://storylineonline.com) (free).

When interacting with each other, model full sentences and expand on what your child says (add 1-2 words).

Child: "Her can fly."

Adult: "Yes, she can fly fast!"

Child: "Here a cookie."

Adult: "That is a big cookie! Can you make a small cookie too?"

Child: "Here!"

Adult: "Thank you! I love chocolate cookies."

Child: "Uh oh! Tower all gone."

Adult: "Oh, the tower fell down! How can we fix it?"

### GAMES

Playing simple games such as Sneaky Snacky Squirrel, Memory, Hi Ho Cherry-o, Go Fish, & Uno can provide great opportunities to practice turn taking skills, following directions, asking and answering questions, using full sentences, understanding concepts such as more/less and next/first/last, and many more skills!

Reading books together is one of the best ways to build language skills!

### BOOKS

Choose a picture book to read together. Read the words, but also talk about the pictures; read books more than once!

- Point out details you notice, and try to guess together what might happen next (ex: "Look, she has a raincoat and rain boots. What kind of weather do you think it is outside? What season is it?").
- Connect details from the book to your life (ex: "Look, they are going to the petting zoo! Remember when we went? What were your favorite animals?").
- Talk about how the characters might be feeling (ex: "Oh, she lost her favorite toy! How would that make you feel?) in the different situations in the story.



# School is not in session...

How can my child work on his/her speech & language skills?

## If your child is working on **language skills**...

(Exact language skills targeted in your child's IEP may vary, but may include things like increasing overall understanding and use of vocabulary, utilizing context clues, understanding how items go together in categories, understanding how two things are similar/different, using correct verb tenses, describing, summarizing, multiple meaning words, understanding main idea, perspective taking, problem solving and more.)

### VIDEOS/MOVIES

Watch short videos (such as Simon's Cat on YouTube) together. Have your child identify the different characters, and retell what happened, using whole sentences (which can target summarizing, main idea, past tense verbs, and sequencing). You can also do this for longer shows or movies!



### BOOKS

Choose a book to read together; consider reading one chapter or section at a time. As you read, or after you finish a section, talk about things like:

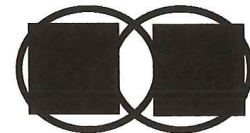
- Who is the main character? How would you describe him/her (appearance, personality, etc.)? Do you have anything in common?
- What problems do the characters face? How did they (or how could you) solve them? How are they feeling?
- What is the setting? (where the story takes place)
- Were there any words you didn't recognize in this part? Let's go back and see if we can figure out what it means using the words around it (or the context).
- Did you notice any multiple meaning words? What do they mean? (Examples: trunk, club, fly, last, check, handle)
- What do you think will happen in the next chapter or section?



### WEATHER

Talk about what the weather is like today, and think about keeping a chart for the week or month. For younger students, you might use more simple terms like rainy or sunny, and compare/contrast the different types of weather with a Venn diagram.

For older students, you can look together at the probability of precipitation (ex" "Is it more likely to be cloudy or sunny at 4:00 pm today?") and look up more complex weather terms (humidity and what it means, cloud types, etc.)



### GAMES

Many board and card games work on valuable language skills like turn taking, using complete sentences, describing, comparing/contrasting, perspective taking, & more. Games such as Scattergories, Apples to Apples, Bubble Talk, Guess Who, Clue, Uno, Catch Phrase, & Catan Junior are all good choices!





Dear SLP/Parent,

I hope you find this useful for your student(s) in case of an emergency or extended school closing for weather, illness, etc. Please note: this is not intended as a substitute for direct speech-language therapy; rather, this is intended to provide you with some suggestions on helping to maintain your student's progress with his/her overall communication skills when school is not able to be in session.

If you are in need of other speech-language ideas, please check out my blog ([www.slpnataliesnyders.com](http://www.slpnataliesnyders.com)) or other materials ([www.shopnataliesnyders.com](http://www.shopnataliesnyders.com))! Find an overall explanation of speech & language disorders in the school setting at [bit.ly/slphandouts](http://bit.ly/slphandouts).



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**About the Author:**

Natalie Snyders is an ASHA certified speech-language pathologist who has been working in the school setting since graduating from Eastern Illinois University in 2009. You may contact her at [natalie@slpnataliesnyders.com](mailto:natalie@slpnataliesnyders.com) or sign up for her email newsletter at [www.bit.ly/NatalieSnydersNewsletter](http://www.bit.ly/NatalieSnydersNewsletter).





# SUPPORTING SPEECH SOUNDS IN THE HOME

Dear parents/caregivers, use these activities to target speech sounds in the home. Ask your child's speech therapist what sound, what position of the sound, and what level you should be working on at home. Note: This is not a replacement for speech and language services. These activities are to practice and promote carryover of skills and/or if there is a lapse in your child's speech therapy services. Don't forget, activities should be FUN! For questions on how to use these activities at your child's current level, consult with your child's speech therapist.

## activities:

TARGET SOUND: \_\_\_\_\_ POSITION: I / M / F LEVEL: \_\_\_\_\_

### SCAVENGER HUNT

- Walk around the house or outside looking for objects that include target sound. Practice as you go.
- For added fun, take pictures of objects or bring objects to designated spot and see how many objects they can find.

### GAMES

- Print off flashcards (you can find free ones by googling). Use flashcards and play games such as Memory and Go Fish.
- Play any board game that your child loves. He/she must say their target sound/word before taking their turn.

### ART ACTIVITIES

- Use sidewalk chalk, paint, crayons, paint daubers, etc. while practicing sounds. Draw pictures of sounds.
- Go to [bit.ly/freebaseballcraft](http://bit.ly/freebaseballcraft) for a free articulation baseball craft.

### BOOKS

- Read books together and identify target words in the books and pictures.
- Choose books that are sound-loaded with the target sound.

### HIDE AND SEEK

- Make a list of target words and write on sticky notes or print flash cards. You can find free lists and pictures through google.
- Hide around the house for them to find. Use a flashlight for added fun! They practice the words as they find them.

### CARS

- Lay out flashcards or write target words down on sticky notes. Roll car (make a home-made ramp for added fun!) and child says word that the car lands on.

### CHARADES

- Have a list of target words. Take turns choosing words to act out.

### BLOCKS AND PUZZLES

- Withhold blocks and puzzle pieces. Child says target sound/word before receiving piece.

\*Model for your child as needed. Have them look at your mouth as you create the sound. Use a mirror so they can see how they are making it. If your child becomes frustrated, bring it down a level or take a break.



# SUPPORTING LANGUAGE SKILLS IN THE HOME

Dear parents/caregivers, use these activities to target language skills in the home. Ask your child's speech therapist what goals you should be working on at home. Note: This is not a replacement for speech and language services. These activities are to supplement services and/or if there is a lapse in your child's speech therapy services. Below is a list of activities you could do, but not limited to, in the home. These will work for any goal your child has. Don't forget, activities should be FUN!

GOALS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

activities:

## SONGS

- Sing songs such as Old McDonald, If You're Happy and You Know It, Wheels On The Bus, Itsy Bitsy Spider, etc.
- Work on joint attention, gestures, animal noises, and early words.
- Pause throughout the song to give your child an opportunity to fill in the blank (i.e. the horn on the bus goes \_\_\_\_\_ (beep beep beep).

## BOOKS

- Use engaging books to work on joint attention, expressive/receptive vocabulary, WH questions, etc. Books target ALL goals!
- For early learners, focus on the pictures, not just the words. Talk about the pictures, describe the pictures, have your child "read" to you.

## BALL, BLOCKS, BUBBLES, PUZZLE, ETC.

- Work on turn taking, joint attention, gestures, requesting, labeling, identifying, and early words with all age-appropriate toys.
- Withhold item until child requests it through sign/gesture/word.
- Talk about core vocabulary such as up, down, in, out, more, and go by providing models and setting up language opportunities.

## ART

- Use sidewalk chalk, crayons, paint, etc. and talk about what you're doing while you create.
- Describe the picture/craft. Talk about the vocabulary, colors, size, shape, etc.

## DAILY ROUTINES

- Bombard language in all daily activities. Talk with your child as they get dressed, during meal times, during baths, etc.
- Provide language opportunities throughout. For example, give a choice if they want to wear the green or red shirt, if they want water or milk, etc.

Ways to provide language opportunities:

- Fill in the blank: During common phrases or songs, leave it open at the end to give the child an opportunity to say it (i.e. ready, set, \_\_\_\_ (go), the doors on the bus go up and \_\_\_\_ (down).
- Give binary choices: When asking a question, give two choices. This will give way to a verbal response rather than a shake of the head for yes or no (i.e. do you want milk or water?).
- Provide temptations: Withhold items, place items out of reach, or place items in a sealed container. In order for the child to get what they want, they will have to communicate to ask for it.



# SUPPORTING LANGUAGE SKILLS IN THE HOME

Dear parents/caregivers, use these activities to target language skills in the home. Ask your child's speech therapist what goals you should be working on at home. Note: This is not a replacement for speech and language services. These activities are to supplement services and/or if there is a lapse in your child's speech therapy services. Below is a list of activities you could do, but not limited to, in the home. These will work for any goal your child has. Don't forget, activities should be FUN!

GOALS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

activities:

## BOOKS

- Work on vocabulary, sequencing, retelling of the story, WH questions, grammar, predicting/inferencing, auditory and comprehension, etc. ALL goals can be targeted through books!
- Knowing your child's goals, pick out an appropriate book and work together through the book practicing those skills

## BOARD GAMES

- Use board games with any goal. Practice skill before taking a turn.
- Work on turn taking skills, sentence structure, social language goals, WH questions, following directions, and more.

## ART ACTIVITIES

- Work on vocabulary, verbs, following directions, categories, basic concepts (color, size, position), etc.
- Find easy crafts on Pinterest/google to complete together.
- Color, paint, use sidewalk chalk, etc. while discussing throughout.

## COOKING

- Cooking is a language-rich activity. Work on vocabulary, sequencing, following directions, auditory and reading comprehension, and any other goal your child has.

## DAILY ROUTINES

- Daily routines are the perfect way to address language skills such as sequencing, WH questions, following directions, and vocabulary. It is a natural and easy way to include language skill development in your everyday routines.
- Daily routines include getting dressed, meal times, bath times, etc.

## MYSTERY BOX

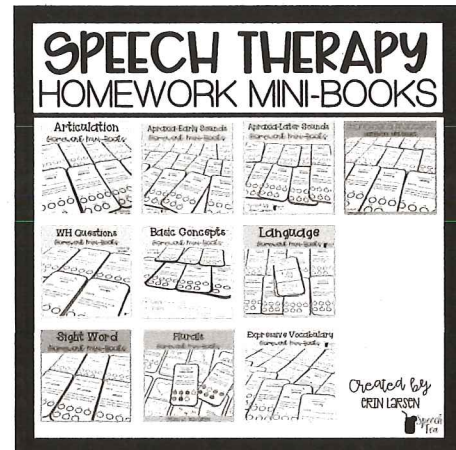
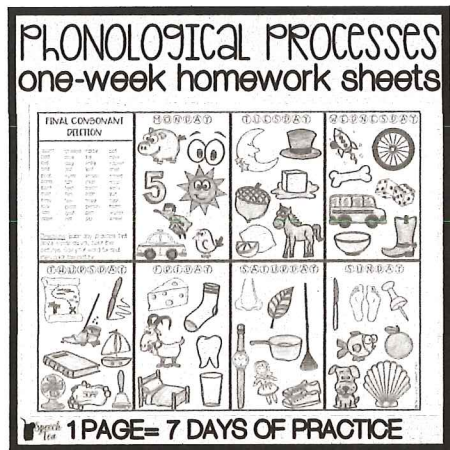
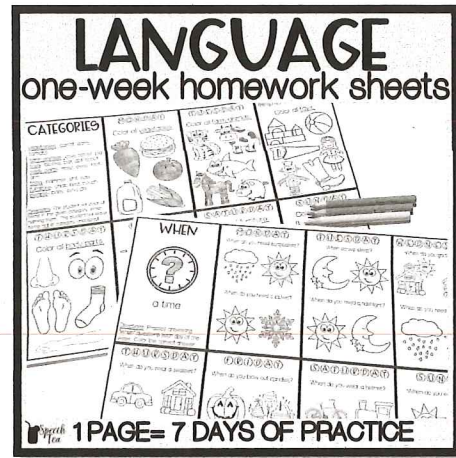
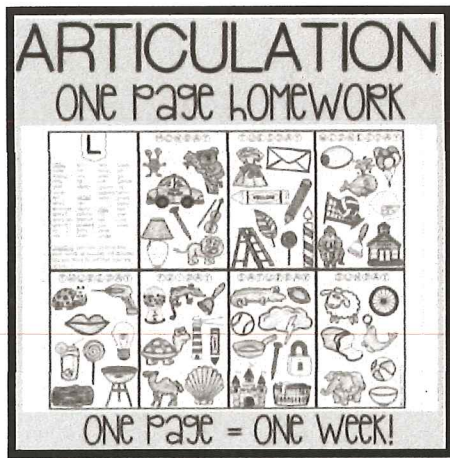
- Hide items in a container, empty tissue box, bag, etc.
- After the child reaches in and pulls out an object, you can target: describing the object, WH questions, increasing sentence length or sentence structure (I see \_\_\_\_, I found \_\_\_\_), vocabulary, turn-taking, predicting, and more!

## PRETEND PLAY

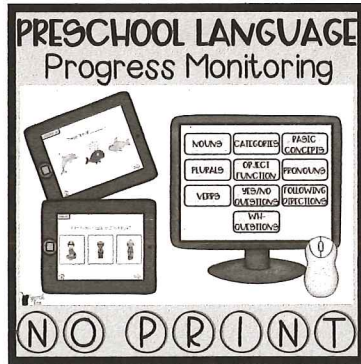
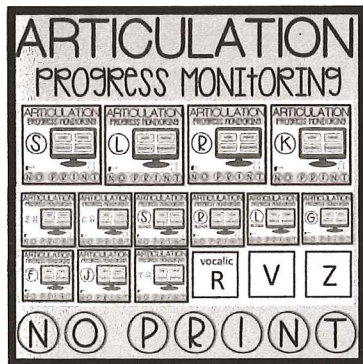
- Play dress-up, grocery store, doctor, house, and other fun pretend play games.
- Pretend play allows natural practice of language skills such as story telling, sequencing, vocabulary,



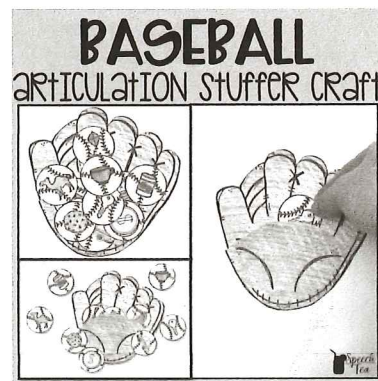
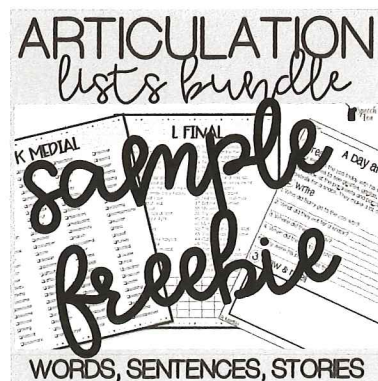
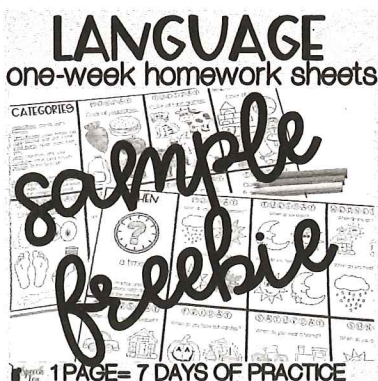
## IF YOU WANT TO SEND HOME TARGET-SPECIFIC RESOURCES...



## IF YOU NEED TARGET-SPECIFIC, DIGITAL RESOURCES...



## ADDITIONAL FREE RESOURCES ON SPEECHTEA.COM...





# WEEKLY FREEBIES!



Dear SLPs,

I hope you find these handouts useful to provide to parents both in case of emergency closures and as a general handout for parent carryover. Please reach out if you have any questions to [erin@speechtea.com](mailto:erin@speechtea.com). If you are in need of additional resources, click the links provided on the previous page to visit my store.

~Erin Larsen

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