

## Speech and Language Home Practice

### 3-5 Language Students

Dear Parent(s):

During this time while students are out of school, it is important to keep up their current speech and language skills. Please spend 15-30 minutes daily working with your student.

One of the best ways to support your students' language learning is to make sure there is time for them to talk with adults, and peers. Try to limit the amount of screen time and set aside time for you to play and read with your students. These are great opportunities to model good language skills.

- Mommyspeechtherapy.com
- Speechandlanguagekids.com
- Teacherspayteachers.com (search "free speech therapy")

The above resources are a good place to start if you would like additional language resources.

While working on their language, students can:

- I can demonstrate understanding of age appropriate vocabulary and words.
- I can use my vocabulary words in sentences and conversation.

If you have any questions or concerns about the materials provided, different ways you can support your students' language, or need any more materials please feel free to contact me at [devon.whitt@richlandone.org](mailto:devon.whitt@richlandone.org). Office hours will be from 9:00-11:30 am and 1:00-2:30pm.

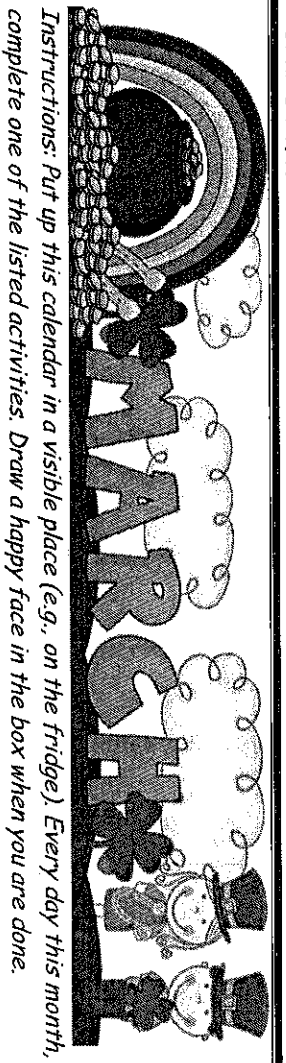
Additional resources will also be provided on the school E Learning website.

I hope your family stays safe and healthy during this time,







Devon Whitt, MSP CCC-SLP

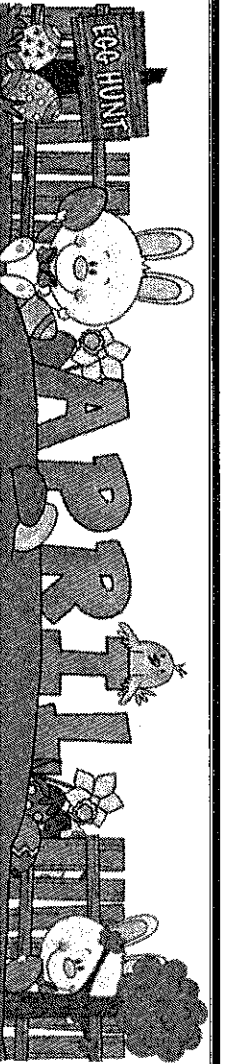
Speech Language Pathologist



Instructions: Put up this calendar in a visible place (e.g., on the fridge). Every day this month, complete one of the listed activities. Draw a happy face in the box when you are done.

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

<input type="checkbox"/> Name 7 things that you see at a park. Which ones can you play with?	<input type="checkbox"/> List as many things that are crunchy as you can. Which one do you like to eat?	<input type="checkbox"/> Collect gold objects and make a pot of gold. What did you find?	<input type="checkbox"/> Think of 5 things that are noisy. Where do you hear them? Can you draw one of them?	<input type="checkbox"/> List as many things related to St. Patrick's Day as you can think of.	<input type="checkbox"/> Play I Spy with your helper. Make sure to take turns!	<input type="checkbox"/> Tell your helper what you would do with a pot of gold. Use full sentences!
<input type="checkbox"/>  What is it? Where do you see it? What does it do? What does it look like? It rhymes with ____	<input type="checkbox"/> Think of 5 people you know. What color hair do they have? Do they wear glasses?	<input type="checkbox"/> Think of another word for: <ul style="list-style-type: none"> <li>cold</li> <li>thin</li> <li>construct</li> </ul>	<input type="checkbox"/> Find 4 things in your house that you can open and close.	<input type="checkbox"/> How does this person feel?  When do you feel this way?	<input type="checkbox"/> Think of 5 things you see at a birthday party. Which ones did you have on your birthday? Can you draw them?	<input type="checkbox"/> Think of 5 action words and pretend to do the action.
<input type="checkbox"/> List the colors of a rainbow. Then think of something with each color.	<input type="checkbox"/> Find 3 things in your house that match: <ul style="list-style-type: none"> <li>round</li> <li>black</li> <li>made of wood</li> </ul>	<input type="checkbox"/>  What is it? What do you do with it? What is it made of? What does it look like?	<input type="checkbox"/> How much does everyone in your family weigh? Who is the heaviest? Who is the lightest?	<input type="checkbox"/> Name 5 body parts that are below your chin. Point to each of them!	<input type="checkbox"/> Think of 4 animals you see in the jungle. What sounds do they make?	<input type="checkbox"/> Play a board game with your helper. Make sure to take turns.
<input type="checkbox"/> Open the refrigerator and find 3 things that you can drink. Which one do you like best?	<input type="checkbox"/> Tell your helper how to make a PB&J sandwich. What do you do first? Next? Last?	<input type="checkbox"/> Think of 5 things that have wheels. What category are they in? Say, "A ____ has wheels."	<input type="checkbox"/> What is the opposite of: <ul style="list-style-type: none"> <li>up</li> <li>night</li> <li>sweet</li> </ul>	<input type="checkbox"/> What am I? <ul style="list-style-type: none"> <li>I am a food.</li> <li>I am yellow.</li> <li>I taste sour.</li> </ul>	<input type="checkbox"/> How does this person feel?  When do you feel this way?	<input type="checkbox"/> Name 5 things you can see on a playground. Which one do you like to play with?



Instructions: Put up this calendar in a visible place (e.g., on the fridge). Every day this month, complete one of the listed activities. Draw a happy face in the box when you are done.

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

<input type="checkbox"/> Pretend you are the Easter bunny. Where would you hide eggs? Find 3 tricky hiding places!	<input type="checkbox"/> Play a board game with your helper. Make sure to take turns!	<input type="checkbox"/> Name 4 things that are shaped like a square. Say, "A ___ is square."	<input type="checkbox"/> Think of another word for: <ul style="list-style-type: none"> <li>• afraid</li> <li>• yummy</li> <li>• chilly</li> </ul>	<input type="checkbox"/> Name 4 things that are yellow. Say, "A ___ is yellow." Which ones can you draw or write?	<input type="checkbox"/> Think of 3 things that are fast. Then think of 3 things that are slow.	<input type="checkbox"/> Think of 5 things related to weather. What is the weather like today?
<input type="checkbox"/> Go outside and find 3 different types of spring flowers. What do they look like? Can you draw them?	<input type="checkbox"/> Play "Simon Says" with your helper. Take turns!	<input type="checkbox"/> How are a skirt and pants the same? How are they different?	<input type="checkbox"/> Get messy! Have your helper help you make Oobleck: mix 1 part water with 1.5-2 parts corn starch. What does it look like? Feel like?	<input type="checkbox"/> How does this person feel? When do you feel this way?	<input type="checkbox"/> Name as many things related to Spring as you can think of. Can you draw or write 3 of them?	<input type="checkbox"/> What is the opposite of: <ul style="list-style-type: none"> <li>• wet</li> <li>• loud</li> <li>• sick</li> </ul>
<input type="checkbox"/> What is it? Where do you see it? What does it look like? What is it made of?	<input type="checkbox"/> Think of 3 things that are sticky. What do you do with each of them?	<input type="checkbox"/> Think of 5 things that you see on a farm. Say, "A farm has ___."	<input type="checkbox"/> How does this person feel? When do you feel this way?	<input type="checkbox"/> Think of 5 community helpers. Then say what each one does. Use full sentences!	<input type="checkbox"/> Tell your helper what you need to do when you brush your teeth. What step is first/next/last? Why is it important?	<input type="checkbox"/> Think of 6 things that fly. How many of them can you draw or write?
<input type="checkbox"/> Think of another word for: <ul style="list-style-type: none"> <li>• hop</li> <li>• silly</li> <li>• many</li> </ul>	<input type="checkbox"/> Describe to your helper what the American flag looks like. Use full sentences. Can you draw it?	<input type="checkbox"/> Think of 5 things that you can turn on or off. Do you have them in your house?	<input type="checkbox"/> Think of 3 people that are taller than you. Then think of 3 people that are shorter than you.	<input type="checkbox"/> Play a board game with your helper. Make sure to take turns.	<input type="checkbox"/> What is it? Where do you see it? What does it look like? What is it made of? It rhymes with ___.	

Name \_\_\_\_\_ Date \_\_\_\_\_

**CLASSIFYING**

Read the words in each row. Three of the words belong in a group. Print the word that does not belong.

1. jump, gift, leap, hop 1. \_\_\_\_\_
2. finger, hut, leg, head 2. \_\_\_\_\_
3. owl, crow, eagle, time 3. \_\_\_\_\_
4. corn, guard, oats, wheat 4. \_\_\_\_\_
5. lunch, supper, dinner, l 5. \_\_\_\_\_
6. milk, tea, juice, drum 6. \_\_\_\_\_
7. cup, door, roof, ceiling 7. \_\_\_\_\_
8. snow, hail, sand, sleet 8. \_\_\_\_\_
9. stream, river, road, sea 9. \_\_\_\_\_
10. windy, gusty, breezy, sail 10. \_\_\_\_\_
11. bear, lion, door, cow 11. \_\_\_\_\_
12. pen, pencil, chalk, tan 12. \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

**CLASSIFYING**

Read the words in each row. Three of the words belong in a group. Print the word that does not belong.

1. mat, pat, rat, tin 1. \_\_\_\_\_
2. rain, train, pull, pain 2. \_\_\_\_\_
3. bunny, funny, tall, sunny 3. \_\_\_\_\_
4. bake, rake, take, top 4. \_\_\_\_\_
5. pet, tan, pan, man 5. \_\_\_\_\_
6. top, mop, tip, hop 6. \_\_\_\_\_
7. pin, fog, big, bag 7. \_\_\_\_\_
8. cot, dot, hot, too 8. \_\_\_\_\_
9. pin, tan, fat, fun 9. \_\_\_\_\_
10. fan, glad, fit, fair 10. \_\_\_\_\_
11. fox, fax, ton, tax 11. \_\_\_\_\_
12. cure, tune, sure, pure 12. \_\_\_\_\_

This worksheet is available on a Computer Graded program, download almost 400  
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# Kite Trouble

Directions: Encourage the children to listen carefully as you read the story below. After

you read the story, ask the children the questions listed at the bottom of the page.



It was a warm, windy day in March. Brennan thought it was good weather to fly a kite. He had a brand new kite he wanted to fly. It was purple with a big, pretty butterfly on it.

Brennan took his kite outside. He started to run with the kite as fast as he could. It went up into the air for a few seconds, then suddenly came crashing to the ground. Oh, that made Brennan sad. His brand new kite was ruined.

The next day, Brennan's dad bought a new kite for him. He told Brennan that maybe this kite would fly better. It was green with a huge black spider in the center of it. Brennan took his new kite outside. It went up into the air very easily and stayed there for a few minutes. Then, it started to swoop down, and the next thing he knew — it was caught in a tree.

Brennan climbed the tree to get the kite down. When he reached the kite, he could see that it was ruined. Brennan was very sad. His first kite wouldn't fly and neither would his next kite.

Again, Brennan's dad bought a new kite for him. This one was red with a large ice cream cone on it. Brennan took it outside. It went high up into the air. After a few minutes, Brennan thought that this kite was a good flier. Then, the kite started to swoop just like the others had. It landed in the neighbor's pond. The kite was ruined!

Brennan said, "My first kite crashed, my next kite got tangled up in a tree, and my last kite landed in a pond. I think I'll give up kite flying. March might be good weather for flying kites, but it's also good weather for riding bikes."

So, Brennan hopped on his bike and went for a long ride. "What good weather for riding bikes!" he thought.

## Questions:

1. What was the weather like?
2. Tell what Brennan's first kite looked like.
3. What did Brennan's next kite look like?
4. Tell what Brennan's last kite looked like.
5. What happened the first time Brennan tried to fly a kite?
6. Tell what happened the next time Brennan tried to fly a kite.
7. What happened the last time Brennan tried to fly a kite?
8. What did Brennan decide to do at the end of the story?
9. Name some other things you can play with outside.
10. If you could make your own design on a kite, what would it look like?

# Kites for Everyone: Instructions

Give each child a copy of *Kites for Everyone*. Have the children listen carefully and follow your directions. Remind them to listen for the words *first*, *next*, and *last*. Also, tell the

children to count from the left. (The first kite is the one farthest to the left, the second kite is second from the left, etc.)

Use your crayons to color the kites.

1. Color the first kite red and black.
2. Color the next kite green and blue.
3. Color the last kite purple and yellow.
4. Color the third kite blue and orange.
5. Color the next kite orange and green.
6. Color the fifth kite yellow and red.

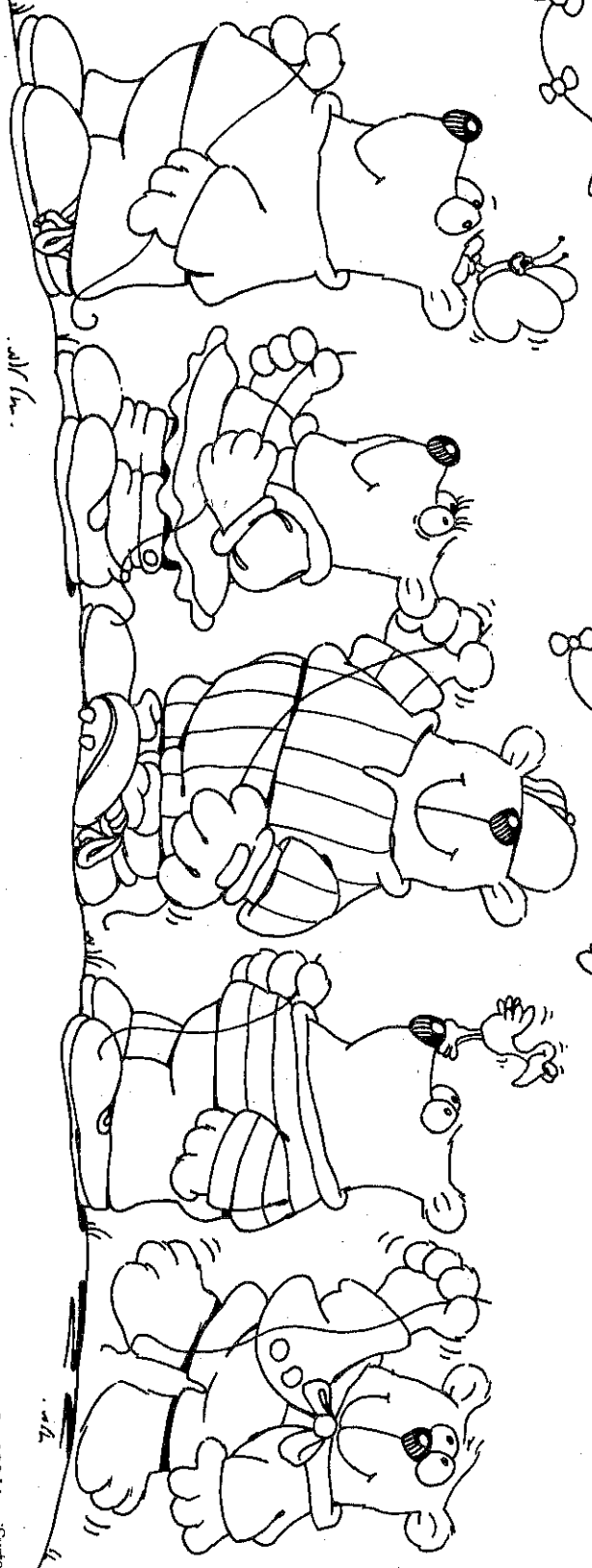
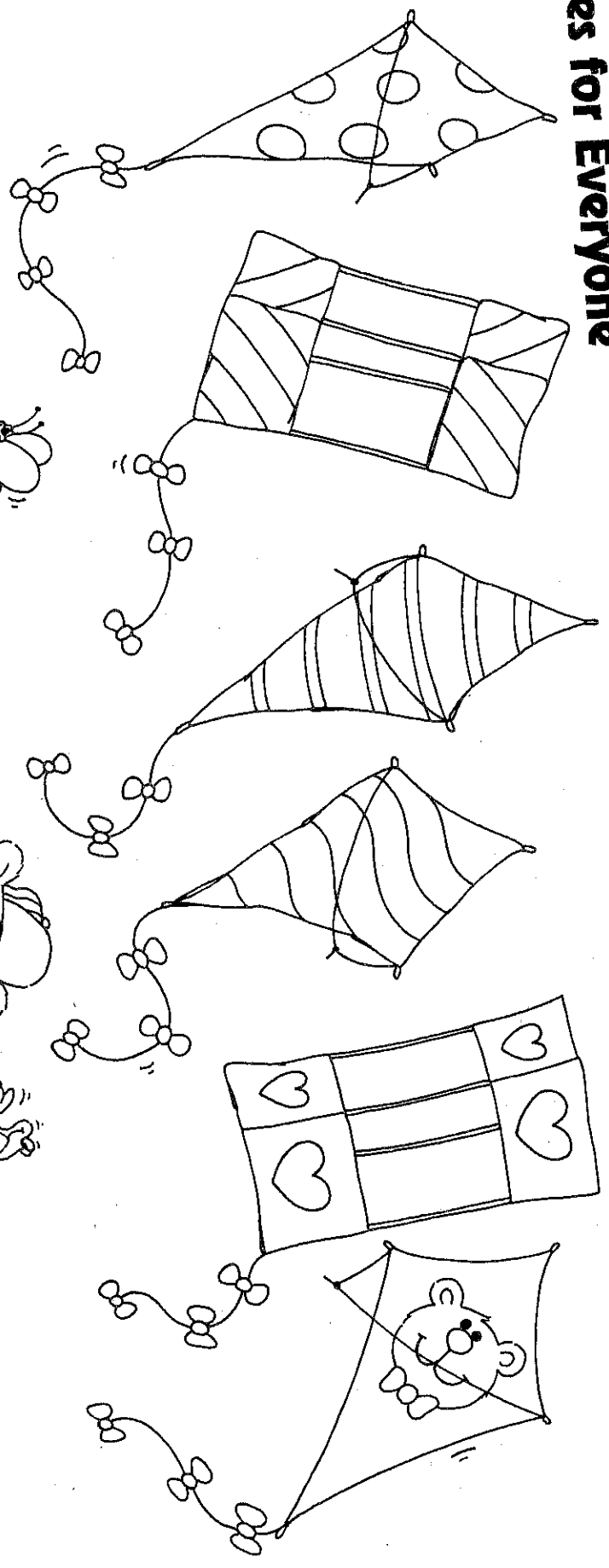
Let's find out who these kites belong to. Use your pencil for this part.

1. Draw a line from the third kite to the girl bear.
2. Draw a line from the first kite to the bear who's ready to play baseball.
3. Draw a line from the next kite to the bear with a butterfly on his head.
4. Draw a line from the fourth kite to the bear with a bird.
5. Draw a line from the next kite to the bear wearing shorts.
6. Draw yourself beside the first bear. Draw a line from the last kite to you.

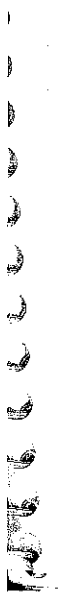
You're flying a kite with the best of the bears!

# Flags for Everyone

Name \_\_\_\_\_



March: first, next, last





# Before and After Questions

Directions: Ask the children the following questions. Ask them to listen carefully for the words *before* and *after*. When you're done,

have the children make up *before* and *after* questions for each other.

1. What do you do before you go to bed?
2. What do you do before you go outside on a snowy day?
3. What do you do after you get home from school?
4. How do you feel after you go to a circus?
5. What do you put on after your socks?
6. What should you do before you eat supper?
7. What do you do after you spill a glass of milk?
8. How do you look after you get a haircut?
9. What do you do before you go swimming?
10. What do you do before you go down a slide?
11. What should you do after you cut your finger?
12. What do you say after someone says "Hi"?
13. How would you feel after running in a race?
14. What do you do before you drink a glass of orange juice?
15. What do you do before you draw a picture?
16. What do you do after your mom lights all the candles on your birthday cake?
17. What do you do before you go to school?
18. What happens before there's a rainbow?
19. What happens after you jump off a diving board?
20. What should you do before you cross a street?

Note: These questions may have more than one correct answer.

March: *before*, *after*

# Brennan Goes to the Grocery Store

Directions: Encourage the children to listen carefully as you read the story below. Remind the children to listen for the word *several*.

After you read the story, ask the children the questions listed at the bottom of the page.



Brennan's mom always fixed healthy meals for their family. Brennan liked to go to the grocery store to get the food she needed. His mom helped Brennan by dividing the shopping list into the four food groups — fruits and vegetables, milk and cheese, meat and fish, and breads and cereals. Brennan was all ready to go the grocery store.

When Brennan got to the grocery store, he wheeled his cart into the fruits and vegetables section. He needed some vegetables for a salad. He needed lettuce, a pepper, and several tomatoes. He picked up two tomatoes, but that wasn't enough. He put a few more into his cart. There, that made several tomatoes.

Next, he had to pick up several apples for a fruit salad. One, two, three, four apples — that made several apples. He also picked out one banana and one pineapple for the fruit salad.

The next section was the dairy section. Brennan knew he could find milk and cheese here. He needed one gallon of milk and several kinds of cheese. He picked out one, two, three, four...several kinds of cheese. He put the milk and cheese in his cart. He also got some chocolate ice cream for dessert.

The third section he went to was the meat and fish section. He had to buy several chicken drumsticks. He picked out three or four that looked delicious. Oops, he almost forgot the hamburger for tomorrow's supper!

The last section Brennan went to was the breads and cereals section. His mom had asked him to get one loaf of wheat bread and several rolls. He also got to pick out a box of his favorite cereal.

Brennan took his cart to the checkout counter and paid the cashier with the money his mom had given him. "Boy," said the cashier. "Your family sure eats healthy foods — something from every food group!"

## Questions:

1. What kind of meals did Brennan's mom fix?
2. How did Brennan's mom divide up the shopping list?
3. What are the four food groups?
4. What did Brennan get in the fruits and vegetables section?
5. Tell what Brennan got in the milk and cheese section.
6. What did Brennan get in the meat and fish section?
7. Tell what Brennan got in the breads and cereals section.
8. Who did Brennan pay for the groceries?
9. Name some other foods in the fruits and vegetables food group.
10. Which food group has yogurt, cottage cheese, and butter?

# Fill 'Em Up: Instructions

Give each child a copy of *Fill 'Em Up*. Have the children listen carefully and follow your directions. Remind them to listen for the

word *several*. Encourage the children to draw small foods inside the bags so there is enough room to draw everything you say to draw.

Look at section one.

1. Draw two red apples inside the top bag and one inside the bottom bag.
2. Draw an orange inside the top bag.
3. Draw two ears of corn inside the top bag and one inside the bottom bag.
4. Circle the bag with several kinds of fruits and vegetables with your green crayon.

Look at section two.

1. Draw three cartons of milk inside the bottom bag with your orange crayon.
2. Draw one yellow piece of cheese inside the bottom bag and several pieces of cheese inside the top bag.
3. Draw one red carton of ice cream inside each bag.
4. Circle the bag with several cartons of milk with your red crayon.

Look at section three.

1. Draw two brown hamburgers inside the top bag.
2. Draw one red hot dog inside the bottom bag and one inside the top bag.
3. Draw two orange pieces of fish inside the top bag.
4. Circle the bag with several kinds of meat and fish with your blue crayon.

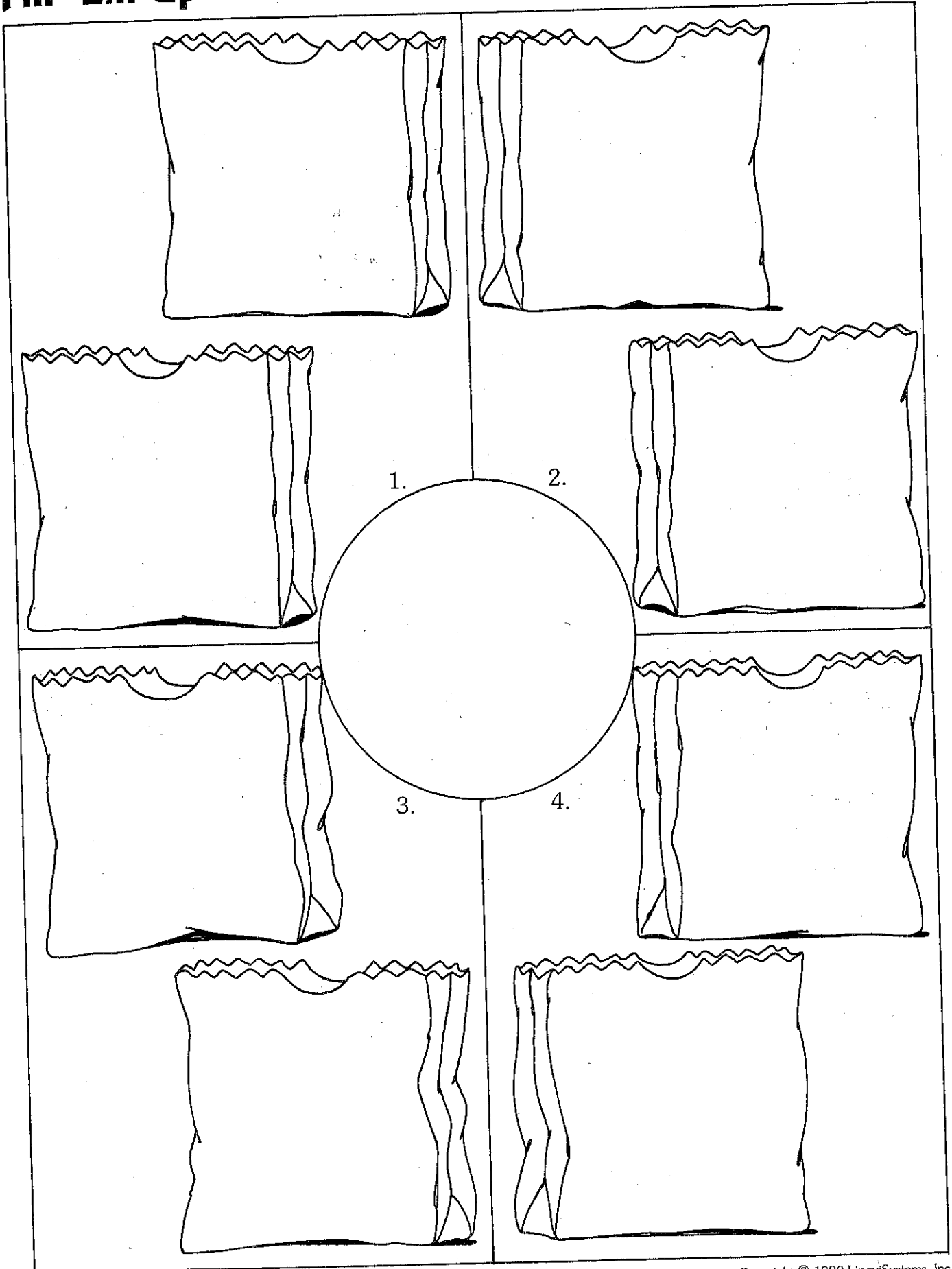
Look at section four.

1. Draw three blue boxes of cereal inside the bottom bag and one inside the top bag.
2. Draw one brown loaf of bread inside the top bag.
3. Draw several yellow rolls inside the bottom bag.
4. Circle the bag with several boxes of cereal with your yellow crayon.

Now, draw a picture of your favorite dessert in the middle of the page. Yum!

# Fill 'Em Up

Name \_\_\_\_\_



# Home Lesson

Dear \_\_\_\_\_,

During the month of March, we have been working on these concepts: *row, other, first, next, last, before, after, and several*. You can help your child review these concepts by giving your child the sheet attached to this

page. Read the directions below and encourage your child to listen carefully and follow your directions. Here are the materials you will need: a box of eight crayons, a table, a chair, and a quiet place to work.

Directions:

Look at row one.

1. Put a green X on the pictures of pots before they're filled with coins.
2. Draw a black circle around the pictures of pots after they're filled with coins.
3. Draw several yellow coins in an empty pot.

Look at row two.

1. Color the first lion and lamb yellow.
2. Color the next lion and lamb blue.
3. Color the last lion and lamb red.

Look at row three.

1. Find the picture of the bear after he shaved his beard. Color the bear's hat purple.
2. Find the picture of the bear before he shaved his beard. Color the bear's hat orange.

Look at row four.

1. If the kites are in a row, color their tails purple. If the kites aren't in a row, color their tails black.
2. Color the first kite on the left yellow and the last kite on the right brown.
3. Color the other kites blue.
4. Circle several kites with your red crayon.

Look at row five.

1. Color the first coin on the left brown.
2. Color the next coin yellow.
3. Put a red X on the other coins.

Have a Happy Spring!

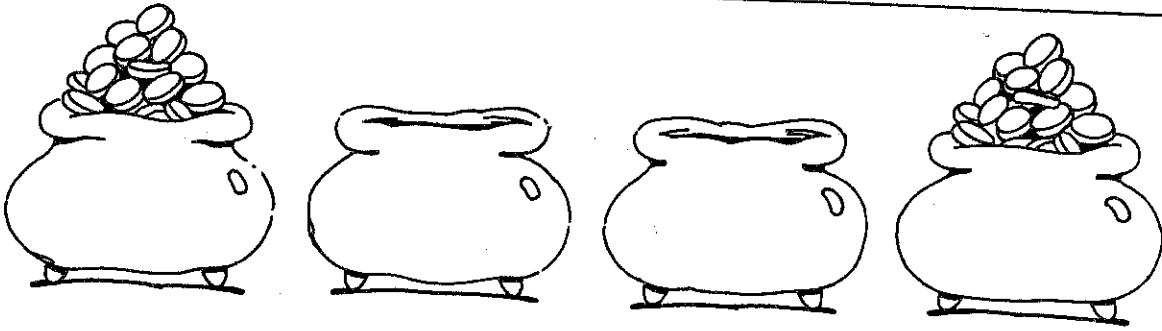
Sincerely,

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Name \_\_\_\_\_

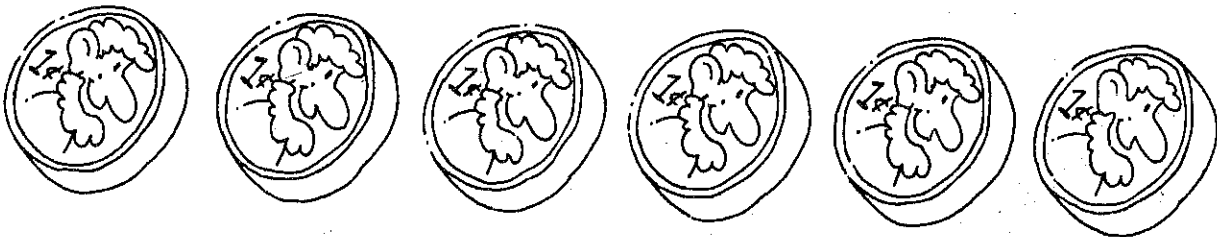
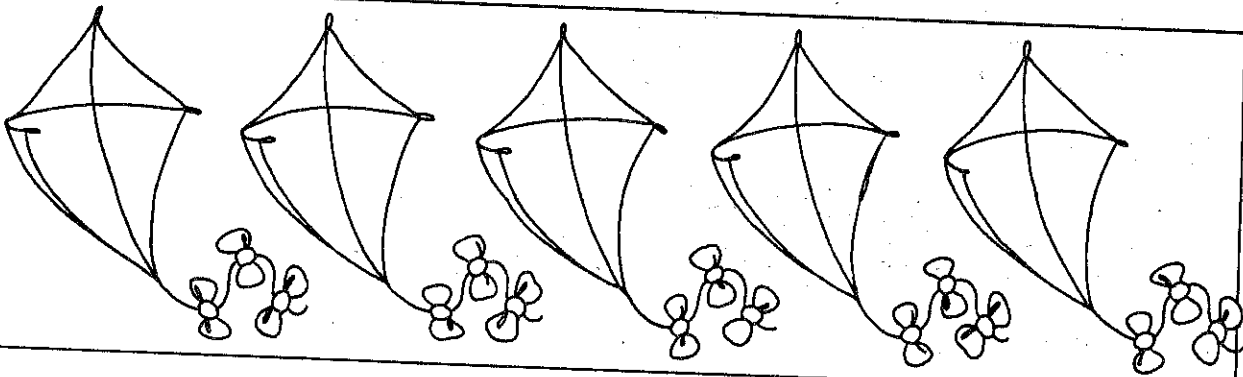
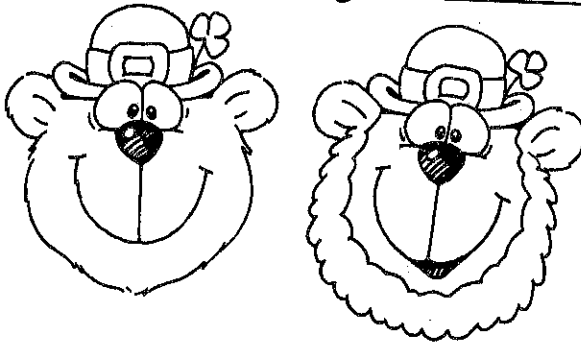
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2.



3.



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