Speech and Language Homework Calendars

Pampered Pets

K – 2nd Language
3rd – 5th Language
Articulation
Fluency
### Pampered Pets!

**Name: _____________________________**

<table>
<thead>
<tr>
<th><strong>MONDAYS</strong></th>
<th><strong>TUESDAYS</strong></th>
<th><strong>WEDNESDAYS</strong></th>
<th><strong>THURSDAYS</strong></th>
<th><strong>FRIDAYS</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>DESCRIBING</strong></td>
<td><strong>COMPARE/CONTRAST</strong></td>
<td><strong>MULTIPLE-MEANING WORDS</strong></td>
<td><strong>VOCABULARY/CONTEXT CLUES</strong></td>
<td><strong>IRREGULAR PAST TENSE</strong></td>
</tr>
</tbody>
</table>
| Use at least 3 features to describe each of these:  
  - Canine (dog)  
  - Feline (cat) | Tell 2 ways each pair is alike:  
  - Canine – Feline  
  - Aquarium – Cage  
  - Collar – Leash | Give at least 2 meanings of these words: (Hint – think nouns AND verbs)  
  - Shed  
  - Watch  
  - Bark | The **agile** cat always lands on her feet when she jumps.  
  What does agile mean? Use it in another sentence. | Fill in the blank with the correct verb form:  
  Today the dog will **run** in the yard; yesterday he **ran** in the yard. |
| Use at least 3 features to describe each of these:  
  - Mouse  
  - Parakeet  
  - Fish | Tell 2 ways each pair is different:  
  - Canine – Feline  
  - Aquarium – Cage  
  - Collar – Leash | Give at least 2 meanings of these words: (Hint – think nouns AND verbs)  
  - Groom  
  - Roll  
  - Train  
  - Litter | The puppies **romp** in the backyard chasing and tackling each other.  
  What does romp mean? Use it in another sentence. | Fill in the blank with the correct verb form:  
  Today the cat will **catch** the mouse; yesterday he **caught** the mouse. |
| Use at least 3 features to describe each of these:  
  - Aquarium  
  - Doghouse  
  - Cage | Tell 2 ways each pair is alike, 2 ways they are different:  
  - Veterinarian – Doctor  
  - Watchdog – Lap dog | Give at least 2 meanings of these words: (Hint – think nouns AND verbs)  
  - Pack  
  - Vet  
  - Fish  
  - Lap | As soon as he sees the mouse, the cat will **pounce** on it.  
  What does pounce mean? Use it in another sentence. | Fill in the blank with the correct verb form:  
  Today the fish will **swim** in the bowl; yesterday it **swam** in the bowl. |
| Play the attached board game with a friend or family member! | Use the word bank below to make up a story about taking a pet to the park. Tell it to a buddy. | Play the attached board game with a friend or family member! | To **defend** his territory, the puppy growled at the strange dog.  
  What does territory mean? Bonus: what does defend mean? Use it in a sentence. | Fill in the blank with the correct verb form:  
  Today I will **feed** the bird; yesterday I **fed** the bird. |

**Related Word Bank**

<table>
<thead>
<tr>
<th>/SH, CH, J/</th>
<th>/TH/</th>
<th>/T/, VOCALIC /T/</th>
<th>/T-BLENDS/</th>
<th>/L/</th>
<th>/L-BLENDS/</th>
<th>/S/</th>
<th>/S-BLENDS/</th>
<th>/K, G/</th>
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<td>Breed</td>
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<td>Claws</td>
<td>Sit</td>
<td>Swim</td>
<td>Cat</td>
<td>Fish</td>
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<td>Play</td>
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<td>Treat</td>
<td>Pal</td>
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<td>Wag</td>
<td>Lovable</td>
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<td>Story</td>
<td>Beast</td>
<td></td>
<td>Love</td>
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</table>
### Week 1

**Mondays**
- Name at least 3 items that belong in each group:
  - Pets
  - Where pets live
  - Zoo animals
  - Things a dog does

**Tuesdays**
- Compare/Contrast:
- Tell 1 way each pair is alike:
  - Cat – Dog
  - Leash – Collar
  - Brush – Comb

**Wednesdays**
- Describing:
- Use at least 2 details to describe each of these:
  - Cat
  - Dog

**Thursdays**
- WH-Questions:
- Answer these: “Who . . .
  - lives in an aquarium?
  - lives in a doghouse?
  - lives in a cage?
  - chases mice?”

**Fridays**
- Object relationships:
- Tell how they go together:
  - Cat – Whiskers
  - Fish – Aquarium
  - Dog – Collar

### Week 2

**Mondays**
- Name the group into which these items belong:
  - Bark, wag, growl, sleep
  - Dog, cat, fish, bird
  - Elephant, tiger, zebra
  - Aquarium, doghouse, cage

**Tuesdays**
- Compare/Contrast:
- Tell 1 way each pair is different:
  - Cat – Dog
  - Leash – Collar
  - Brush – Comb

**Wednesdays**
- Describing:
- Use at least 2 features to describe each of these:
  - Fish
  - Bird

**Thursdays**
- WH-Questions:
- Answer these: “What . . .
  - covers a cat’s skin?
  - covers a bird?
  - covers a fish?”

**Fridays**
- Object relationships:
- Tell how they go together:
  - Dog – Leash
  - Cat – Mouse
  - Parakeet – Cage

### Week 3

**Mondays**
- Which 1 does not belong to each group? Why?
  - Dog, cat, bird, giraffe
  - Igloo, doghouse, cage
  - Tiger, grandpa, zebra, lion

**Tuesdays**
- Compare/Contrast:
- Tell 1 way each pair is alike and 1 way they are different:
  - Aquarium – Doghouse
  - Feather – Fins
  - Bark – Growl

**Wednesdays**
- Describing:
- Use at least 2 features to describe each of these:
  - Claw
  - Whiskers

**Thursdays**
- WH-Questions:
- Answer these: “Where . . .
  - does a dog live?
  - does a fish live?
  - does a bird live?
  - does a cat live?”

**Fridays**
- Object relationships:
- Tell how they go together:
  - Bone – Dog
  - Feather – Bird
  - Veterinarian – Pet

### Week 4

**Mondays**
- Play the attached board game with a friend or family member!

**Tuesdays**
- Use the word bank below to make up a story about taking a pet to the park.
  - Tell it to a buddy.

**Wednesdays**
- Play the attached board game with a friend or family member!

**Thursdays**
- Illustrate (draw) your made-up story. Tell it to a friend.

**Fridays**
- Play the attached board game with a friend or family member!
### Articulation Homework: Pampered Pets!

<table>
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#### Target Sounds

- /sh, ch, j/
- /th/
- /t/, vocalic /t/  
- /t/-blends/
- /l/  
- /l/-blends/
- /s/  
- /s/-blends/
- /k, g/  
- /f, v/  

#### Words

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<td>Find 5 words that have your target sound(s) in the beginning. Say them 10 times each.</td>
<td>Find 5 words that have your target sound(s) at the end. Say them 10 times each.</td>
<td>Find 5 words that have your target sound(s) in the middle. Say them 10 times each.</td>
<td>Play the attached “Help Harry Get Home” board game using your 15 target words from earlier in the week.</td>
<td>Look for your target sounds as you ride in the car. Write down 3 words you find and say them 5 times.</td>
</tr>
<tr>
<td>Find 5 words that have your target sound(s) in the beginning. Say them in a two-word phrase 10 times each. Ex: “furry ________”</td>
<td>Find 5 words that have your target sound(s) at the end. Say them in a two-word phrase 10 times each. Ex: “feed the ________”</td>
<td>Find 5 words that have your target sound(s) in the middle. Say them in a two-word phrase 10 times each. Ex: “______ in pack”</td>
<td>Play the attached “Help Harry Get Home” board game using your 15 target phrases from earlier in the week.</td>
<td>Look for your target sounds as you ride in the car. Write down 3 words you find and say them in a short phrase 10 times each. Ex: “pounce on a ________”</td>
</tr>
<tr>
<td>Find 5 words that have your target sound(s) in the beginning. Describe them to a friend or family member.</td>
<td>Find 5 words that have your target sound(s) at the end. Describe them to a friend or family member.</td>
<td>Find 5 words that have your target sound(s) in the middle. Describe them to a friend or family member.</td>
<td>Play the attached “Help Harry Get Home” board game using at least 15 target words and describing them.</td>
<td>Look for your target sounds as you ride in the car. Using your good sounds, tell a buddy about the signs you saw.</td>
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#### Target Sounds In Words

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<td>©Michelle P. Jordan 2014</td>
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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-apples) 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.

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<tr>
<td>Count to 2 to inhale, and to 4 to exhale; do this 3 times.</td>
<td>Choose 3 words from the word bank and describe them using easy speech.</td>
<td>Choose 3 words from the word bank and tell what you do with each; pause for air at natural breaks.</td>
<td>Have a partner choose 2 items from the word bank and ask you which you like better. Wait, then tell which one and why.</td>
<td>Have a conversation with a friend about going to the pet store. Be sure to look at the person when you speak.</td>
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<td>Count to 3 to inhale, and to 6 to exhale; do this 3 times.</td>
<td>Choose 3 words from the word bank and describe them using easy speech.</td>
<td>Choose 3 words from the word bank and tell what you do with each; pause for air at natural breaks.</td>
<td>Have a partner choose 2 items from the word bank and ask you which you like better. Wait, then tell which one and why.</td>
<td>Have a conversation with a friend about taking a pet to the park. Be sure to look at the person when you speak.</td>
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<td>Count to 4 to inhale, and to 8 to exhale; do this 3 times.</td>
<td>Choose 3 words from the word bank and describe them using easy speech.</td>
<td>Choose 3 words from the word bank and tell what you do with each; pause for air at natural breaks.</td>
<td>Have a partner choose 2 items from the word bank and ask you which you like better. Wait, then tell which one and why.</td>
<td>Have a conversation with a friend about taking a pet to the vet. Be sure to look at the person when you speak.</td>
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<td>Count to 5 to inhale, and to 10 to exhale; do this 3 times.</td>
<td>Choose 3 words from the word bank and describe them using easy speech.</td>
<td>Choose 3 words from the word bank and tell what you do with each; pause for air at natural breaks.</td>
<td>Have a partner choose 2 items from the word bank and ask you which you like better. Wait, then tell which one and why.</td>
<td>Have a conversation with a friend about your favorite TV pet. Be sure to look at the person when you speak.</td>
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### Related Words Bank

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Help Harry get home – Articulation

Oh, no! Harry is lost! Can you help him get home?

Flip a coin; heads = move 2 spaces; tails = move 3 spaces. Then, on the same turn, roll the Language Cube and complete the task on the side facing up using the word you landed on. Have fun!
Flip a coin; heads = move 2 spaces; tails = move 3 spaces. Then, on the same turn, roll the Fluency Cube and complete the task on the side facing up using the word you landed on. Have fun!
Follow the directions (above) to make the cube (below). To use: Roll the cube with each turn during game board play. Do: make the cube (below). To use:

Game board:

- Describe it!
  - Give at least 2 details telling what the word you landed on is the same as one of the words next to it.
  - Tell one way the word you landed on is different from one of the words next to it.

- Categorize it!
  - Name a category to which the word you landed on belongs.
  - Tell one way the word on which you landed is different from one of the words next to it.

- Compare it!
  - Tell one way the word on which you landed is the same as one of the words next to it.

- Contrast it!
  - Tell one way the word on which you landed is different from one of the words next to it.
  - Tell one way the word on which you landed is the same as one of the words next to it.

- Do it!
  - Use an action word (verb) to tell what the word on which you landed does, or what you can do with it. Act it out!

- Group it!
  - Name three more things that belong in the same category as the word on which you landed.
Follow the directions (above) to make the cube (below). To use:

1. Roll the cube with each turn during game board play; do not use the cube (below).
2. Describe it! Name at least 3 details to tell about the word on which you landed:
   - category, function, appearance, location, or parts/pieces.
3. Do it! Use an action word (verb) to tell what the word on which you landed does, or what you can do with it. Act it out!
4. Compare it! Name three more things that belong in the same category as the word on which you landed.
5. Contrast it! Tell one way the word on which you landed is different from one of the words next to it.
6. Categorize it! Name a category to which the word you landed on belongs.
7. Group it! Tell one way the word on which you landed is the same as one of the words next to it.
8. Contrast it! Tell one way the word on which you landed is different from one of the words next to it.

Game board:

- Use the words on the words next to it.
- What is stated on the side facing you? During game board play, do not use the cube (below).

Cut along solid lines - fold along dotted lines - glue or tape at tabs.
Follow the directions above to make the cube (below). To use:
1. Roll the cube with each turn during game board play. Do not let the words on the side facing up show what is stated on the sides facing down.
2. Use the word you landed on in a sentence.
3. Pause at natural breaks to get a brief breath so you have enough air to finish speaking.
4. Let out a little air (ex: Apples) before saying your word, phrase or sentence.
5. Stretch beginning sounds to help air flow.
6. Practice deep breathing by moving your belly (diaphragm) in-and-out, not just your chest. Inhale 3 counts, exhale 6 counts before moving your token.
7. Wait a second or two to gather your thoughts before using the word you landed on in a sentence.
8. Be silly and use a funny voice to say the word you landed on in a sentence. Whisper, growly, scary, high-pitched, sing-song, breathy, or try any way you want!
9. Pick a game partner and be sure to look at that person while you describe the word you landed on.
10. Follow the directions above (below).
Oh, no! Harry is lost! Can you help him get home?

Flip a coin; heads = move 2 spaces; tails = move 3 spaces. Then, on the same turn, roll the Language Cube and complete the task on the side facing up using the word you landed on. Have fun!