

Speech and Language Homework Calendars



Outer Space

Language Level 1
Language Level 2
Articulation
Fluency
Pragmatics
Phonology

	Mondays		Tuesdays		Wednesdays		Thursdays		Fridays	
Week 1	Describing		Compare/Contrast		Rhyming words		Wh- Questions		Regular Past Tense	
	Function: what do we do with these? what do they do? <ul style="list-style-type: none"> Sun Earth Moon 		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. Ben wants to be the first astronaut to fly to Mars. 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 twinkle and shine once it gets dark; last night the stars ___ and ___ in the dark.	
Week 2	Appearance: what do these look, feel, sound, smell or taste like? Give at least 2 details. <ul style="list-style-type: none"> Sun Earth Moon 		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. The tiny green alien used his 3 eyes to look around the farm he landed on. What color was the alien? How many eyes? Where did he land?		Make them past tense! The rocket will soar through the sky then rotate around the moon; the rocket ___ through the sky then ___ around the moon.	
	Week 3	Habitat: where can these things be found or used? <ul style="list-style-type: none"> Sun Earth Moon 		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. The meteor landed in the desert and made a crater 5 feet wide. What landed? Where did it land? What did it make? How wide?		Make them past tense! The moon will glow and revolve around the Earth; the moon ___ as it ___ around the Earth.
Week 4		Put it all together! Describe a Spaceship : Category: Function: Appearance: Habitat:		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. A dust storm on Mars made the rocket fall over. What happened to the rocket? Why did it fall over? Where was the rocket?		Make them past tense! The moon will turn . Its gravity will pull on the ocean; The moon ___. Its gravity ___ on the ocean.
	Related Word Bank	/k, g/	/f, v/	/sh, ch, j/	/L/	/L-blends/	/s, z/	/s-blends/	/r, r-blends/	vocalic /r/
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



	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 bold word is a noun-N or verb-V: N or V The rocket zooms at 4.9 miles per second. N or V The shuttle will rocket to the moon in 3 days.		Make the bold verbs past tense! The shuttle will shoot upwards and fly 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 out of this world!	
	(Circle) the antonym: Flutter Walk Fly Soar Glide Zoom		Circle whether each bold word is a noun-N or verb-V: N or V The rover will probe for life on Mars. N or V The probe will get to Mars in 39 days.		Make the bold verbs past tense! The stars will shine brightly before the sun will rise 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 over the moon.	
	(Circle) the antonym: Small Big Giant Enormous Immense		Circle whether each bold word is a noun-N or verb-V: N or V The dust storm will cloud the astronaut’s vision. N or V The cloud looks like spilled milk.		Make the bold verbs past tense! I hope the model planet will spin around the sun and not fall ; the model planet ___ once then ___ to the floor.		Tell 2 ways each pair is alike: Spaceship – Space Station Telescope – Microscope		What do I mean? Missy gets starry-eyed every time she talks about becoming an author.	
	(Circle) the antonym: Fall Dive Tumble Drop Rise		Circle whether each bold word is a noun-N or verb-V: N or V The sun is nearly 93 million miles from Earth. N or V The lizard likes to sun itself on the rock.		Make the bold verbs past tense! The solar wind may blow and may break 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; it’s not rocket science!	
Related Word Bank	/k, g/	/f, v/	/sh, ch, j/	/l/	/L-blends/	/s, z/	/s-blends/	/r, r-blends/	vocalic /r/	/th/
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	Twinkle	Air Force	Motion	Lightyear	Cluster	Solar	Sky	Radiant	Uranus	Thrust
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	Docking	Dwarf	Challenger	Falling	Glow	Zenith	Stellar	Rocket	Mercury	Weather
	Dark	Vacuum	Achieve	Galaxy	Cloud	Zodiac	Sphere	Crater	Mars	Methane
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	Big	Observe	Giant	Pull	Pluto	Universe	Astronaut	Bright	Meteor	Earth
	Bang	Revolve	Gorge	Shuttle	Twinkling	Science	Asteroid	Neutron	Flare	Path



	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. Ex: "catch a _____"			Find 3 words that have your target sound(s) at the end. Say them in a short phrase 10 times each. Ex: "see a _____"		Find 3 words that have your target sound(s) in the middle. Say them in a short phrase 10 times each. Ex: "_____ in a rocket"		Find 3 words that have your target sound(s) in any position. Say them in a short phrase 10 times each. Ex: "____ on the moon"		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	
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Fluency Strategies	Belly Breathing			Easy Speech		Chunking		Wait Time		Eye Contact	
	Practice deep breathing by moving your belly (diaphragm) in-and-out; not just your chest.			Let out a little air (ex: A--pples) before starting to speak; stretch sounds to help air flow.		Pause at natural breaks to get a brief breath so you have enough air to finish speaking.		Waiting a second or two before responding helps you to not feel rushed. Pause, then answer.		Be sure to look at the person to whom you are speaking in conversation.	
	Mondays			Tuesdays		Wednesdays		Thursdays		Fridays	
Week 1	Count to 2 to inhale, and to 4 to exhale; do this 3 times.			Use easy speech to tell 2 ways each pair is alike: Star – Planet Sun – Moon		Describe the sun. Pause for air at breaks.		Would you rather always wear an astronaut helmet outside your house, or astronaut gloves inside your house? Wait; tell why.		Have a conversation with a friend about what it would be like to be an astronaut. Look at the person when you speak.	
Week 2	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 3	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 4	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.	
Related Word Bank	/k, g/	/f, v/	/sh, ch, j/	/L/	/L-blends/	/s, z/	/s-blends/	/r, r-blends/	vocalic /r/	/th/	
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	Mondays		Tuesdays		Weaneseays		Thursdays		Fridays		
Week 1	Problem-Solving		Perspective-Taking		Asking Questions		Having a Conversation		Figurative Language		
	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, Kaitlyn was over the moon.		
	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 you 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!		
	/k, g/		/f, v/		/sh, ch, j/		/L/		/L-blends/		/s, z/
Related Word Bank	Comet	Force	Shine	Lens	Black	Sun	Star	Ray	Orbit	Theory	
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Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

Activity Instructions

Same or Different?
Say each target word in a pair – either the correct word 2x (ex: maze – maze) or 1 correct word & 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&M, etc.) for every 5 correct answers. Feel free to add more words that fit the pattern. Aim for 50 – 100 productions each week.

Student is the Teacher!
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.

Say it! 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.

Find it! 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. **Role Reversal!** – if able, have your CHILD say the words & hide the prize for YOU!

Make it longer! 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.

Tracking

Check the box for each day you practiced.
Week 1
Week 2
Week 3
Week 4

Check the box for each day you practiced.
Week 1
Week 2
Week 3
Week 4

Check the box for each day you practiced.
Week 1
Week 2
Week 3
Week 4

Check the box for each day you practiced.
Week 1
Week 2
Week 3
Week 4

Check the box for each day you practiced.
Week 1
Week 2
Week 3
Week 4

Target Processes

Fronting of /k, g/	Stopping /f, v/ /s, z/		Cluster Reduction /s-blends/ /L-blends/		Backing of /t, d/	FCD*	Depalatalization of /sh, ch, j/	Gliding of /L/ /r/		Syllable Deletion
Comet	Force	Sun	Star	Black	Time	Space	Shine	Lens	Ray	Astronaut
Twinkle	Air Force	Solar	Sky	Cluster	Day	Zoom	Motion	Lightyear	Radiant	Horizon
Rocket	Blast Off	Zoom	Space	Planet	Deep	Sun	Vanish	Lunar	Red	Zodiac
Docking	Dwarf	Zenith	Stellar	Glow	Pluto	Gas	Challenger	Falling	Rocket	Universe
Dark	Vacuum	Zodiac	Sphere	Cloud	Jupiter	Big	Achieve	Galaxy	Revolve	Satellite
Gas	Venus	Horizon	Sunspot	Globe	Nadir	Dark	Research	Full Moon	Orbit	Jupiter
Degree	Heavens	Pulsar	Telescope	Eclipse	Orbit	Globe	Jupiter	Satellite	Uranus	Galaxy
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Speech & Language Homework Calendars – Letter Home

Aww, 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!

Best Wishes,

Therapist Name:

Email Address:
