

Speech/Language
Packet
HIGH SCHOOL

Dear Parents

Here are some activities and materials to work on speech and/or language skills over this extended break. There is also a list of some fun websites and apps that are great for finding additional pictures or games that target your child's communication goals (as listed in your copy of their current IEP).

Please work with your child to complete as many of these activities as you can. They are all very quick, and should be able to be completed in 20 minutes or less. You can complete the activities as your schedule permits. Most of all, try to have fun and stay safe!

Thank you for helping your child continue their speech/language progress during this extended break!

The Speech/Language Team (Kathy Fazekas and Kelly Ferrick)

"Communication is a skill that you can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life."

- Brian Tracy

Internet Resources

For Language/Vocabulary:

www.babysignlanguage.com/dictionary/

(online sign language dictionary)

www.quia.com/pages/worldowords.html

teacher.scholastic.com/activities/scholasticnews/index.html

(current events articles)

www.quia.com/pages/havefun.html

www.vocabulary.co.il/

www.spellingcity.com

(great for vocabulary and spelling lists)

www.magickeys.com/books/

www.funbrain.com/words.html

(links to other word games: spelling, grammar, etc.)

For General Info:

slp123.blogspot.com

<http://www.asha.org>

www.starfall.com

www.enchantedlearning.com

www.scholastic.com/parents/

www.abcteach.com/

www.funbrain.com/index.html

www.brainpop.com

familyfun.go.com/

pbskids.org

funschool.kaboose.com/

iPad/Smartphone Apps

(Current as of 2016. Schoolhouse Talk has no control over app content, price, or availability.)



Lego Juniors Create and Cruise



Story Pals



Phonics Studio (FREE speech sound pictures)



Preschool Eduplay Life



Things That Go Together



Action Words (Innovative Mobile Apps)



Little Stars – Toddler Games



ABA – Problem Solving – What Does Not Belong



World's Worst Pet



Easy Bake Treats



Let's Name Things Interactive Fun Deck



Beginning Sounds Interactive Game (by Lakeshore Learning)



Little Finder



ANY TOCABOCA APP (there are several!)



Clean Up: Category Sorting



Fisher-Price (many options – counting, animal sounds, body parts, shapes and colors, and more)



Bitsboard



Story Wheel



Sock Puppets



Phonics Tic-Tac-Toe Interactive Game



Ocean Swimmer (Sago mini)



Furry Friend Lenord



Hungry, Hungry Hippos



Fancy Mess



Guess the Dress



Bamba Ice Cream



Swapsies Jobs



Make a Scene (farmyard, fairy tales, outer space, dinosaurs)



Bluster!



Classify It!



Articulation Station (GREAT for speech sounds; can purchase individual sounds)

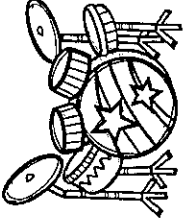
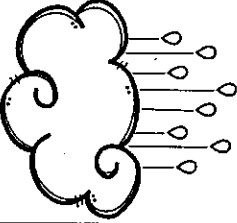
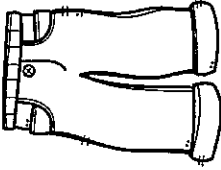
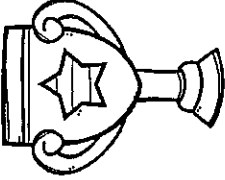
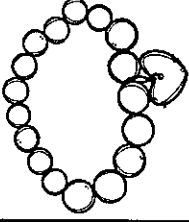

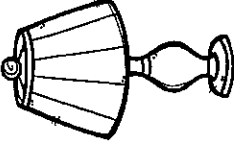

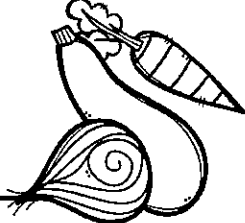
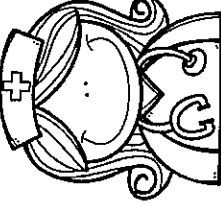
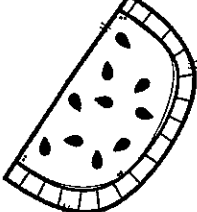
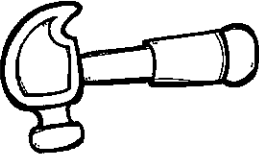
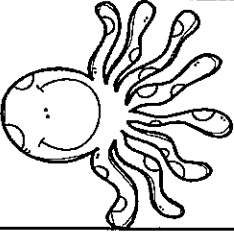

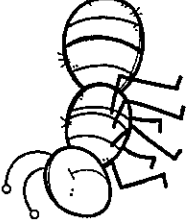
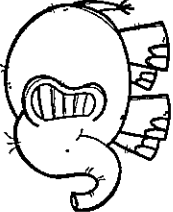
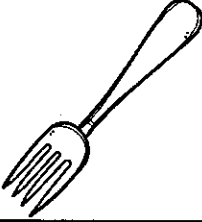
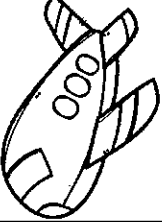
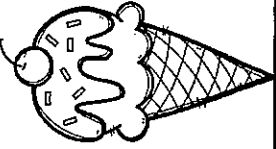
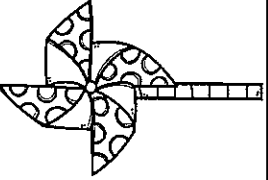


My Play Home (free lite version; also a My Play Stores app)



Multiple Choice Articulation (great for speech sounds, answering questions, and reasoning skills)

Weeks 1-4

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
					<i>Free Day! Play outside and use your imagination.</i>
					<i>Free Day! Play outside and use your imagination.</i>
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					<i>Free Day! Play outside and use your imagination.</i>

Expressive & Receptive Language

Answer as many questions as you can for each picture:

- *What is it?
- *What does it do?
- *Where do you see it?
- *What is it made of?
- *What category is it in?
- *Name another item from that same category.
- *Make a sentence using that word.

Color in a square each time you practice your skills. Try to practice at least 4 TIMES every week!

Expressive
&
Receptive
Language

*Spend a morning at
the zoo,
Have a picnic on the
beach.
No matter what you
choose to do,
Always remember to
use good speech!*

*Color in a square
each time you
practice your skills.
Try to practice at
least 4 TIMES
every week!*

Weeks 5-8

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
What category? summer, winter, autumn Name another category item.	What is it? -Wear this on your face. -It blocks the sun. -It has dark lenses.	What doesn't belong? fire, sun, oven, milk	tent/camper How are they they same? How are they different?	Tell two definitions for the word DARK	<i>Free Day!</i> Tell someone a story about a super hero.
What are these? watermelon, pineapple, grapes Name another category item.	What is it? -It is a vehicle. -It can hold lots of people. -It travels in the water.	What doesn't belong? perfume, flowers, paper, skunk	sneakers/sandals How are they they same? How are they different?	Tell two definitions for the word WAVE.	<i>Free Day!</i> Tell someone a story about an underwater adventure.
What are these? river, ocean, lake Name another category item.	What is it? -It can fly. -It is an insect. -It comes out of a cocoon.	What doesn't belong? sun, ketchup, banana, lemon	ice cream/lollipop How are they they same? How are they different?	Tell two definitions for the word SLIDE.	<i>Free Day!</i> Tell someone a story about the jungle.
What are these? fridge, stove, microwave Name another category item.	What is it? -It is a personal item. -It has a handle and a dome. -It keeps you dry in the rain.	What doesn't belong? shark, seagull, shrimp, lobster	book/movie How are they they same? How are they different?	Tell two definitions for the word FLOAT.	<i>Free Day!</i> Tell someone a story about a cowboy.

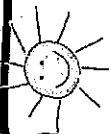
Expressive & Receptive Language

Color in a square each time you practice your communication skills.
Try to practice at least 4 TIMES every week!

"Communication is the ability to affect other people with words."
- Jim Rohn

Weeks 9-12

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
<i>I Spy!</i> Think of 5 things that are used at a picnic and make a sentence about each one.	<i>Arts & Crafts!</i> Cut out 10 pictures from a magazine and think of a word to describe each one.	<i>Play Time!</i> Toss a paper airplane onto pictures and make a sentence about each picture.	<i>Book Worm!</i> Read a book and tell someone about the characters.	<i>Action!</i> Use good sentences while you tell about your favorite activity.	<i>Free Day!</i> Tell someone a funny joke.
<i>I Spy!</i> Think of 4 things that are found at the beach and make a sentence about each one.	<i>Arts & Crafts!</i> Use complete sentences to describe objects you draw with sidewalk chalk.	<i>Play Time!</i> Use complete sentences to ask for a turn when playing catch. Tell a partner where to throw the ball next.	<i>Book Worm!</i> Read a book and tell someone about the setting.	<i>Action!</i> Use good sentences while you talk about your favorite book.	<i>Free Day!</i> Tell someone a funny joke.
<i>I Spy!</i> Think of 5 things that are at a parade and make a sentence about each one.	<i>Arts & Crafts!</i> Draw a picture with your eyes closed, then use complete sentences to describe it.	<i>Play Time!</i> Draw pictures on a tic-tac-toe game and describe each picture on your turn.	<i>Book Worm!</i> Read a book and tell someone about the problem and the solution.	<i>Action!</i> Use good sentences while you tell about your favorite movie.	<i>Free Day!</i> Tell someone a funny joke.
<i>I Spy!</i> Think of 4 things at a zoo and make a sentence about each one.	<i>Arts & Crafts!</i> Draw a comic strip and tell someone what happened in the comic.	<i>Play Time!</i> Play a memory game. When you make a match, use that word in a complete sentence.	<i>Book Worm!</i> Read a book and tell someone three things that happened.	<i>Action!</i> Use good sentences while you tell how to plant a flower.	<i>Free Day!</i> Tell someone a funny joke.



Language calendar

Sun	Mon	Tue	Wed	Thur	Fri	Sat
Tip: Model good sentences	Say five things you do to celebrate a holiday	List 5 things in your toy box	Name 5 things in a category at the grocery store	Tell one thing you did today	Color a picture then describe it	Word of the Day! Pick a word and use it throughout the day
Tip: Listen to what your child has to say	Ready and story and say what you liked	Name 3 things in your bedroom	Act out in order: Jump, hop, wink... Create your own	Have your child tell you the steps to make dinner	Read directions on a cake mix box, then follow the steps to make it	Word of the Day! Pick a word and use it throughout the day
Tip: Name things you see when in the car	Take a walk outside, what do you see	Share part of your day at dinner	Name three things you like about summer	Learn a riddle or rhyme	List 5 things in the refrigerator	Word of the Day! Pick a word and use it throughout the day
Tip: Make up a joke	Play 20 questions	List 3 things you find in the bathroom	Learn a new song	Name all the people you can in a minute	List 3 animal at the zoo	Word of the Day! Pick a word and use it throughout the day
Tip: Ask questions to promote carryover	Name two things you had for lunch	List your favorite foods	Talk about the steps to make a pizza	Make a collage of pictures in a category	Make/write a story	Word of the Day! Pick a word and use it throughout the day

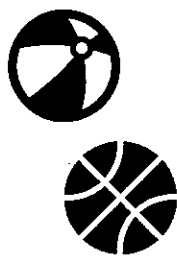


Favorite Speech-Language Activities Calendar



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Play Detective Find & name "target sound" pictures that are inside hidden colored envelopes	2 Fun Sport Game Do & name actions using a ball / beanbag to toss, bounce, score, upside down or shoot	3 Bath time Play Name fun actions using bath toys, i.e. crash, rescue, float, clink, tumble, sink, etc.	4 Board Game Fun Describe board game actions your child loves to do, i.e. "push a button", "spin a top", "go faster" or "knock it down"	5 Hungry Toys Call out the names of puppets, figurines, stuffed animals or toy characters as you feed these hungry toys, i.e. "Here you go, Ellie."	6 Dig & Discover Search for & name objects or toys with "speech targets" in a container filled with rice, seeds, beans	7 Scavenger Hunt Describe what you see while searching for exciting Treasure in many places using a halpful map, i.e. "I see a..."
8 Picture Hop Name each picture while hopping & jumping from picture to picture - play follow the leader	9 Play Dough Fun Describe fun direction steps using Play Dough. Talk about & praise your creations.	10 Fishing Fun Catch & name sound pictures using a toy or a homemade fishing rod with a ruler, string and a magnet - Feed the pictures to a puppet who then tossed these into a net	11 Surprise Box Place small objects that have "target sounds" in a box or bag to feel & guess the identity	12 Block Designs Name a word and earn a domino to add onto a domino trail and later delight in watching the grand fall	13 Kid's Choice Offer choice from your child's most preferred toys or games for a rewarding practice activity to do together	14 Fun with Art Include a repetitive art activity using art materials your child loves to use. Your child names "speech targets" between art activities, i.e. stamps, pastel crayons, punch stamper
15 Outdoor Fun Reward your child with bubbles, splashing in a pool or sidewalk chalk for "speech target" turns	16 Invite a Friend It's more fun to take turns playing and practicing speech games & activities together	17 Move & Say Say an action word while doing fun actions that get each other laughing. Add "Simon Says" to your turns	18 Glow Hunt Use a flashlight to find hidden speech or vocabulary cards or objects in a dimly lit room	19 Rap Music Make up a Rap or cool song to chant while moving to a beat - using your child's "speech targets" or each name a word association or category item	20 Yummy Snack Think of speech targets to name while creating a yummy snack - add in foods your child chooses	21 Laugh & Read Take turns knocking first and then lifting up flaps to find funny pictures in a humorous book
22 Vehicle Fun Build a road out of books, including towers & tunnels and name "speech targets" you see as you drive over, up and down the books	23 Speech Karaoke Chant or sing speech targets into a toy or pretend microphone - use a banana, water bottle or a tube of toothpaste	24 Combine Art & Toy Cars Swirl a toy car around in brown paint and push it down paper while pretending to drive it down a muddy road - Name "speech targets" you could drive past	25 Pretend Play Come up with fun things to do, see & go to using toy characters plus naming cool props with sound targets	26 Science Magic Add 2 cups of vinegar into the bottom of a large clear pitcher. Add small scoops of baking soda after naming "speech targets" and enjoy the magic fizzle - add pretend fish to feed	27 Mailman Fun Name a sound picture & put it in a vehicle to be delivered to a soft toy pal. Say it again to the toy pal	28 Online Games Hold up a tablet so you child can watch each other's mouth movements as you name "speech targets" and take turns playing online speech games
29 Join In & Build Build & describe Lego or puzzle creations between speech turns. It's more fun when you join in too.	30 Sensory Play Name "speech targets" while engaging in sensory play using water, shaving cream, foamy soap, play dough, slime or sand, etc.	31 Joyful Stories Find speech targets in your child's favorite stories. Then act out the stories using puppets to tell these "speech" targets				

SPEECH & LANGUAGE HOMEWORK

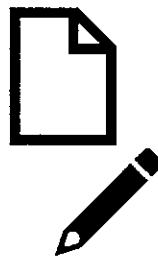


Name: _____

These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 1	Assignment: Find a ball to toss or play catch.	Goal Areas Targeted
<input type="checkbox"/> Early Language	<p>Toss or roll the ball back and forth.</p> <p>As you do, model, "I have the ball." "You have the ball. Can I have the ball?" Encourage your child to use those words as well. Include other family members where possible! (ex: "She has the ball now.")</p> <p>Extension: add an adjective to your sentence (such as color, shape, or size). Example: "I have the <u>big red</u> ball."</p> <p>Work on following directions, too! Example: "Toss the ball in the corner." "Toss the ball up, then pass it to me."</p>	<ul style="list-style-type: none"> • Turn taking • Expanding sentences • Pronouns • Asking questions and requesting • Subject/verb agreement • Following directions
<input type="checkbox"/> Older Language	<p>Look at the ball before tossing it back and forth.</p> <p>Ask your child to describe it, using full sentences and prompt with the following questions if necessary: What kind of thing is this? [toy] What does it look like? [color, shape, size]? Where do we find it? [location]</p> <p>Compare the ball to something else near you. Ask: What is the same about these? What is different?</p> <p>Model correct grammar as needed. Say, "I am throwing the ball. I just threw the ball."</p>	<ul style="list-style-type: none"> • Describing • Similarities • Differences • Expanding sentences • Subject/verb agreement • Irregular past tense verbs
<input type="checkbox"/> Speech Sounds	<p>Have your child say his/her target word five times (or target phrase/sentence twice) before tossing the ball.</p>	<ul style="list-style-type: none"> • Articulation - all sounds • Phonology - all patterns
<input type="checkbox"/> Fluency (Stuttering)	<p>Have your child practice his/her fluency enhancing strategies before tossing the ball.</p> <p>Ex: easy onset: "I----- am tossing the ball." chunking/phrasing: "I am tossing (pause) the ball."</p>	<ul style="list-style-type: none"> • Fluency enhancing strategies

SPEECH & LANGUAGE HOMEWORK



Name: _____

These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Week 2	Assignment: Find some paper and crayons/pencil/markers.	Goal Areas Targeted
<input type="checkbox"/> Early Language	<p>Put the paper on the table, but place the drawing tools out of reach. When your child reaches for one, model, "Can I have a (blue) crayon?" Encourage your child to ask a full question each time he/she wants to switch colors, and model as needed. Take turns sharing the crayons.</p> <p>Have your child follow one and two step directions. Ex: "Draw a blue circle." "Draw a face on the circle, then make a hat."</p> <p>Have your child draw a picture, then describe it, using full sentences. Draw one yourself and model! "Look, I drew a cat. The cat is chasing a mouse. They are in a house." Expand on what your child says as needed to model (ex: "I make cat." "Yes, you <u>made</u> a cat!").</p>	<ul style="list-style-type: none"> • Asking questions and requesting • Turn taking • Following directions • Basic concepts • Expanding sentences • Pronouns • Subject/verb agreement
<input type="checkbox"/> Older Language	<p>Have your child draw a picture of a location of his/her choice. (This can be a real place or an imaginary one!)</p> <p>Ask your child to describe the picture, using full sentences and prompt with the following questions if necessary: "What kind of place is this? Where do we find it? How would it be used? Who would be there? What other things could we see there? How could we get there? How or when was it made or created?"</p> <p>Make up a short story together about this place. (It can be silly if you want!) Compare it to places you have been in real life.</p>	<ul style="list-style-type: none"> • Describing • Similarities • Differences • Expanding sentences • Subject/verb agreement • Irregular past tense verbs • Answering questions
<input type="checkbox"/> Speech Sounds	<p>Have your child draw at least three things with his/her target speech sounds on the page. Practice saying them at least 5 times each.</p>	<ul style="list-style-type: none"> • Articulation - all sounds • Phonology - all patterns
<input type="checkbox"/> Fluency (Stuttering)	<p>Have your child draw a picture of his/her choice, then describe it to you, using his/her fluency enhancing strategies.</p> <p>Ex: easy onset: "I----- drew a cat." chunking/phrasing: "The cat is (pause) chasing a mouse."</p>	<ul style="list-style-type: none"> • Fluency enhancing strategies

SPEECH & LANGUAGE HOMEWORK



These simple activities will help you reinforce skills that your child is working on in speech-language therapy at home!

Name: _____

Week 3	Assignment: Find some play dough or clay.	Goal Areas Targeted
<input type="checkbox"/> Early Language	<p>Put the play dough out of reach; when your child reaches for it, model, "Can I have the play dough?" and encourage your child to repeat the request. Continue the conversation with something like: "Yes, you can have the play dough, and I like how you asked! What color is this play dough?"</p> <p>Ask your child to follow basic directions while you play with the play dough. Ex: "Can you make a big ball? Now let's make a long snake." Then, have him/her give you directions!</p> <p>See how many different foods you can think of to make together, and take turns requesting a "bite" with a full sentence. Ex: "Can I have a small cookie?"</p>	<ul style="list-style-type: none"> • Asking questions and requesting • Following directions • Basic concepts • Categories • Expanding sentences • Pronouns • Subject/verb agreement
<input type="checkbox"/> Older Language	<p>Have your child make an animal of his/her choice out of the play dough. (This can be a real animal or an imaginary one!)</p> <p>Have him/her describe their animal to you, using complete sentences, and including details about where they live, what they eat, if it is extinct or imaginary, and if it has any strengths or weaknesses. Compare it to other animals - how is it the same or different? If it is a real animal, you can look up more information together. Talk about what more you might want to know first! (Ex: "When did this dinosaur live?" "What do pandas eat?")</p>	<ul style="list-style-type: none"> • Describing • Similarities • Differences • Expanding sentences • Subject/verb agreement • Irregular past tense verbs • Asking questions
<input type="checkbox"/> Speech Sounds	<p>Have your child make at least three things with his/her target speech sounds out of play dough. Practice saying them at least 5 times each.</p>	<ul style="list-style-type: none"> • Articulation - all sounds • Phonology - all patterns
<input type="checkbox"/> Fluency (Stuttering)	<p>Have your child make anything of his/her choice from the play dough, then describe it to you, using his/her fluency enhancing strategies.</p> <p>Ex: easy onset: "I----- made cookies." chunking/phrasing: "I made (pause) some cookies."</p>	<ul style="list-style-type: none"> • Fluency enhancing strategies

Conjunctions

Make two sentences into one by using a conjunction from the box.

and
until

before
after

because
while

whenever
although

so
if

Example: Pat pushed the button. The garage door opened.

Pat pushed the button and the garage door opened.

1. I wore a coat. I was cold anyway.

2. You can walk there. You can ride your bike.

3. The horse jumped the fence. It ran away.

4. Please take the picture. The baby cries.

5. Her hair was cut. It was shampooed.

6. I'll do the work. You pay me.

7. He walked home. He needed the exercise.

8. We eat ice cream. The weather is hot.

Conjunctions

Rewrite each pair of sentences as one sentence. Use one of the conjunctions from the box.

or

and

but



Example: Jane lost weight. She looks great.

Jane lost weight and she looks great.

1. The baby needs to be fed. He will cry.

2. Mom went to the market. She bought food.

3. I would go to the dance. I am tired.

4. You turn yourself in. I'll go to the police.

5. I forgot my lunch. Joe will share his.

6. Jason likes football. Jeff plays softball.

7. He would like to surf. He doesn't have a board.

8. The cat is getting fat. It is going to have kittens.

Choose one of the conjunction words below to combine the following sentences:
and but because or so

- 1.) My mother went to the store to buy apples.
She forgot her wallet at home and had no money.
- 2.) Billy needed to get candles for the cake.
It was his birthday.
- 3.) We wanted to play baseball outside.
We waited until the storm was over.
- 4.) Tom likes pepperoni on his pizza.
Tom likes sausage on his pizza.
Tom likes extra cheese on his pizza.
- 5.) Should we go to dinner at 4:00?
Should we go to dinner at 5:00?
- 6.) My sister burned her finger when she was making breakfast.
I put some medicine on it to make it feel better.
- 7.) Do you want to see the new movie?
Do you want to go shopping?
- 8.) Grandma ran out of cereal for breakfast.
We had oatmeal with blueberries instead.

Multiple Meaning Words

Directions: Underline the multiple meaning word that is used twice in each sentence. Then discuss each of its meanings.

Example: His foot was one foot long.

The first foot means the body part, and the second foot means twelve inches.

1. The boy in back scratched his back.
2. He chased the bat with a bat.
3. The duck put the bill in his bill.
4. We carried the block around the block.
5. The girl wearing blue feels blue.
6. Half of the show's cast had a cast.
7. Please check that the check is right.
8. You can't bring a club into the club.
9. The money counter stood behind the counter.
10. I have a date on that date.

Multiple Meaning Words

Directions: Write two sentences that show two different meanings for each word.

story	
straw	
spell	
speaker	
yard	

Multiple Meaning Words

Directions: Draw a line between the word and its meanings.

- | | |
|---------|---|
| ball | 1. a metal coil
the season that follows winter |
| pen | 2. a coin worth 25 cents
one fourth of something |
| quarter | 3. an ink-filled writing device
an enclosure on a farm for pigs |
| ring | 4. a round object used in games
a formal dance |
| spring | 5. a circular piece of jewelry
the sound made by a phone or bell |

Multiple Meaning Words

Directions: Mark the meaning that does not go with the word.

ruler

- ☐ the person who governs an area
- ☐ a written note
- ☐ an instrument used for measuring length

sink

- ☐ to go under water
- ☐ a basin for washing
- ☐ to smell really bad

note

- ☐ to refuse to do something
- ☐ a short letter
- ☐ a specific musical sound

bark

- ☐ the sound a dog makes
- ☐ a stick used in baseball
- ☐ the outside covering of a tree

Multiple Meaning Words

Directions: Mark the meaning that does not go with the word.

bat

- ☐ a stick used in baseball
- ☐ something you wear on your head
- ☐ a flying, nocturnal animal

batter

- ☐ a baking mix before it is baked
- ☐ the baseball player whose turn it is to hit
- ☐ having no money

court

- ☐ a rolling tray
- ☐ a place where a judge works
- ☐ a place for playing basketball or volleyball

left

- ☐ opposite side from right
- ☐ very heavy
- ☐ past tense of leave

Homonym Multiple Choice

Name: _____

Directions: Choose the word that best fits each blank in the sentences below.

★1 Sarah didn't mean to ____ her grandmother's favorite vase.

- a) brake b) break

★2 The principal ____ for James and Cassie because they were in trouble.

- a) sent b) cent

★3 A horse's ____ can be many different colors, including red, black, brown, or white.

- a) mane b) main

★4 Nicky ____ the ball too hard, and it flew right over Angie's head.

- a) through b) threw

★5 Little kids get ____ staying inside all day, so you should take them out to play.

- a) bored b) board

★6 Being a ____ student at school is tough, especially if you are shy.

- a) new b) knew

★7 "Will you ____ your little brother another glass of milk?" Grandma asked.

- a) poor b) pour

★8 Some people do not eat ____, just vegetables, fruit, cheese and milk.

- a) meet b) meat

★9 "Who ____ what the capital of Texas is?" Ms. Evans asked.

- a) knows b) nose

★10 When the moon is full, it looks like a ____ circle.

- a) whole b) hole

★11 Grandpa said to Aaron, "I can't believe how tall you have ____!"

- a) groan b) grown

★12 We saw a ____ of cows that were black and white.

- a) heard b) herd

Association by Category

Write the category from the box that tells how each group of words goes together.

weight units	facial features	precipitation
body systems	gems	rocks
cleansers	landforms	school subjects
containers	money	parts of speech
emotions	animal protections	

- | | | | |
|-----------------|-------------|---------------|-------|
| 1. quarter | dime | dollar | _____ |
| 2. ruby | emerald | diamond | _____ |
| 3. fog | rain | snow | _____ |
| 4. peninsula | island | mountain | _____ |
| 5. math | PE | language arts | _____ |
| 6. anxiety | anger | joy | _____ |
| 7. digestive | respiratory | circulatory | _____ |
| 8. claws | fangs | camouflage | _____ |
| 9. pebble | boulder | stone | _____ |
| 10. drawer | barrel | cabinet | _____ |
| 11. forehead | chin | cheek | _____ |
| 12. pound | ton | ounce | _____ |
| 13. preposition | pronoun | verb | _____ |
| 14. shampoo | soap | detergent | _____ |



Pen Pals

The following are letters that Terry received from two of his friends who had gone away over spring vacation. Read the two letters. Answer the questions that follow.

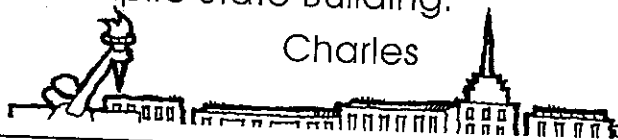
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Dear Terry,



Hi from New York City. So far I have been to two museums. The Metropolitan Museum of Art was great. The American Museum of Natural History took all day. The art museum had over two million works of art! We saw dinosaur bones at the Natural History Museum. We also took a tour of the NBC studios at Rockefeller Center. For lunch we went to Central Park. Monday we are going to take the ferry to see the Statue of Liberty. Then we visit the Empire State Building.

Charles



Dear Terry,



We are having a great time in Los Angeles! Yesterday we went to the Natural History Museum. We saw bones from prehistoric animals. It was so cool! We've also been to Griffith Park. There we visited a butterfly garden. Yesterday, we took a tour of the NBC studios. Tuesday, we are going to Anaheim. That is where Disneyland is! I can't wait! See you in a few days.



Your Buddy,
Aaron

1. Which city has the Empire State Building? _____
2. Which city has a butterfly garden inside a park? _____
3. Which friend saw dinosaur bones in a museum? _____
4. Which friend visited a museum with many paintings? _____
5. What tour were both friends able to take on their different trips? _____
6. In what city is Disneyland? _____
7. In what city is Central Park? _____