



## "Sound of the Week" Activities

1. **Sing songs** with the sound of the week (i.e.: use their names by singing: "Hello Bennifer...hello Bark...hello Bohnny...and how are you today?"). After using the sound of the week in a song, review previous sounds learned by asking a child to pick a card from a pile that has pictures of words with sounds that have been previously learned (see "Note" below).
2. **Parent note:** Send parents home a note to remind them to practice the action of the sound of the week, and how to say the sound without adding an "uh" sound at the end of the sound.
3. **Beads in a Bucket:** Play this game with buckets, hoops, stickers on fingers, sticky notes, sock puppets, etc. **Speak slowly and leave spaces between sounds!**
4. **I Hear with my Little Ear:** Help your children practice blending skills by asking: "I hear with my little ear, something that sounds like "f-i-sh", or "c-oa-t". **Speak slowly and leave spaces between your sounds!**
5. **Pack a suitcase:** Get an old suitcase and tell the children that you are going on a trip. Tell them what you are packing, but do not tell them that everything begins with the sound /b/. (i.e.: I'm going on a trip, and I'm packing a ball, broom, bag, etc.).
6. **Magazine cutouts:** Set up a table full of magazines and see if your children can find pictures with the Sound of the Week (the sound could be at the beginning, middle, or ending of the word).
7. **Snap it, Clap it, or Tap it:** Read a list of words that contain the sound of the week. Ask your children to snap their fingers (or clap, or tap their shoulders) if they hear the sound in the word.
8. **Make a chart** with the sound of the week at the top in the "first sound position", and in the "last sound position". Pick some objects/pictures with words that begin or end with the sound. Ask the children where they hear the sound:

<b>B</b> .....	..... <b>B</b>
ball	cub
bean	tube

9. **Sound Bags:** Send home a little plastic baggie every week with an object or picture that starts with the sound of the week. Ask parents to help their children find other objects or pictures that begin with the sound, and ask them to put them in the baggie and send it to share with the class.
10. **Make a Sound Tree:** Make a large tree and add pictures and objects that contain the sound of the week on the branches. You could even have pictures that begin with the sound at the bottom of the trunk, pictures that end with the sound on the branches, and pictures that contain the sound in the middle on the middle of the trunk.

The following is a sample of one way to introduce the sounds, one week at a time, according to their frequency of use in our language:

e→	m	s	t	p	f	sh
a→	r	l	b	c/k	h	th
o→	d	n	w	y	g	ch
i→	j	ar	ing	ou/ow		qu
u→	v	oo	x	z		oy/oi

**NOTE:** Each week, be sure to include activities that play with the previous sounds of the week, or else children may quickly forget what they have learned throughout the year.

For example, if we only discuss the sound /m/ in September, children will surely forget what they have learned by April.

If, however, we introduce /m/ in September, and then /s/, /t/, and /e/, we must still continue to review and play games with these sounds when introducing the new sound of the week: /p/.