

Game: Lip Reading

Objective:

To identify front vowel sounds by observing **mouth position** instead of relying on sound alone.

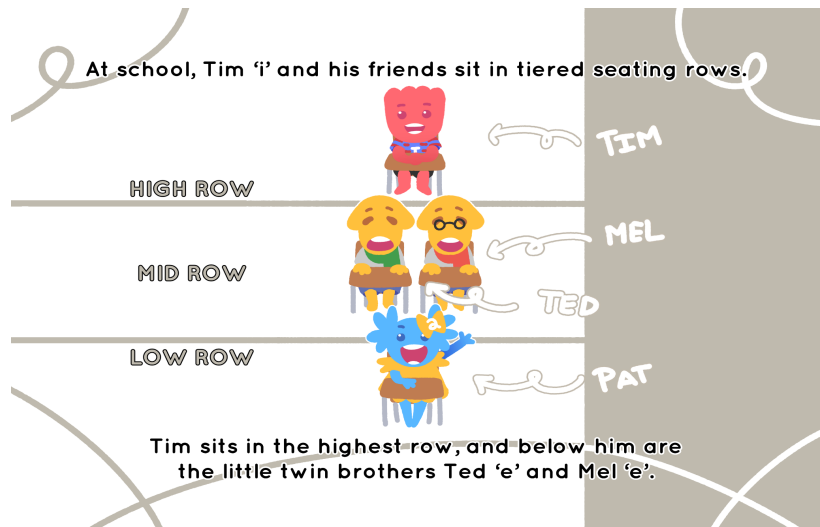
Materials:

- A **hat** with vowel character cards (Tim, Pat, Ted, etc.)
- A **timer**
- A **tiered classroom seating chart** from Vowel Land

Procedure:

1. Divide the class into groups.
2. One student from each group comes to the front and **puts on the hat**.
3. The teacher pins a character card on the hat.
4. The rest of the group silently **shows the mouth position** of the vowel in the character's name to help the student guess.

- **Tim (I)** → lips **high**, mouth nearly closed
- **Ted (E)** → mouth **mid-open**
- **Pat (A)** → mouth **wide open**



5. The student wearing the hat must **guess the vowel character** within the time limit.
 6. The overall winner is the group that guesses **three characters first**.
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Why It Works

Children who struggle with abstract “listen and repeat” drills can **see and feel** the sound through clear **visual cues** and **facial movements**.

The game reinforces the **Vowel Land** metaphor, helping learners connect the **position of the vowel in the mouth** with its **place on the classroom stand**.

Learning becomes a **multisensory experience** — visual, physical, and social — transforming practice into something **memorable and meaningful**, and **supportive of neurodivergent learners** who benefit from concrete, embodied learning approaches.