

Game: The Vowel Stand

Objective:

To help learners *see* and *feel* where vowel sounds are produced by turning the traditional vowel chart into a fun, familiar classroom scene.

Rationale:

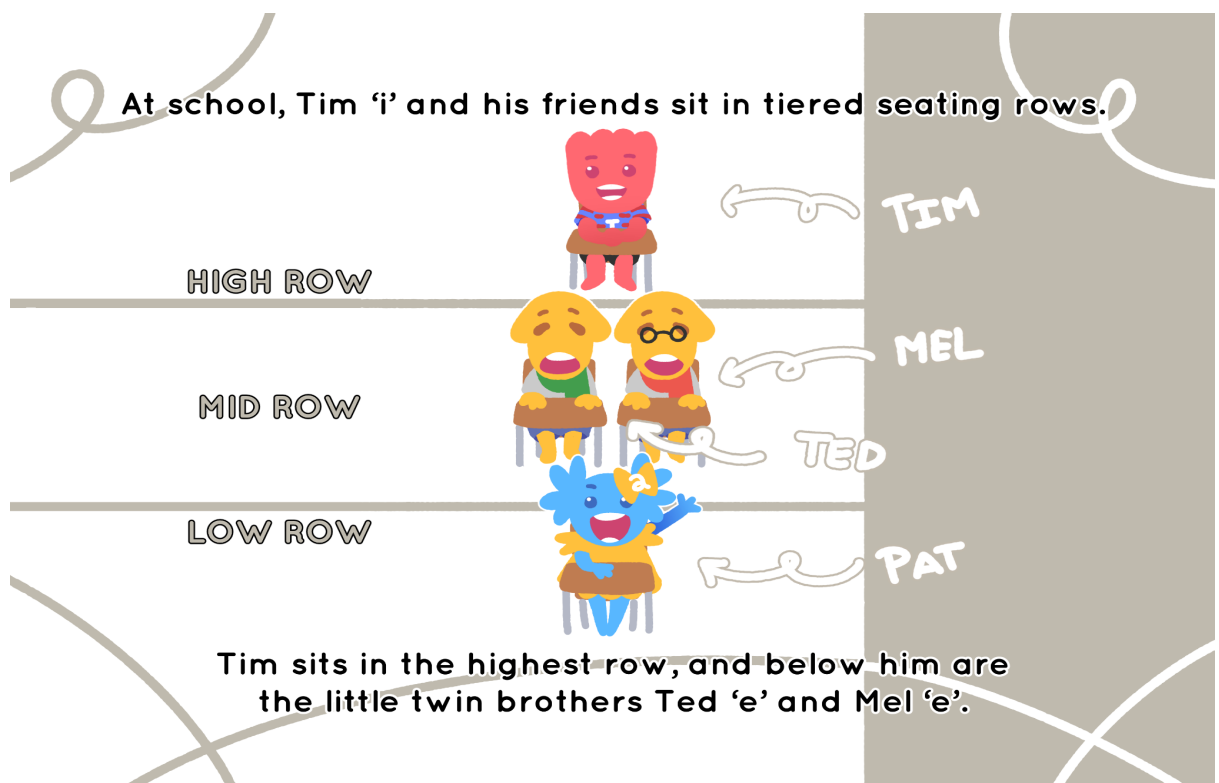
To learn a sound, the first step is to *show* it. The traditional “listen and repeat” approach can be too abstract, especially for visual and kinesthetic learners. On the left, we have Daniel Jones’s vowel quadrilateral, which shows the position of English front vowels. What appears there as a technical diagram comes to life through a **story metaphor**, represented by **classroom seating**.

Materials:

- A simple drawing or poster showing a **tiered classroom stand** (or steps).
- Vowel cards or character badges (Tim, Ted, Mel, Pat).

Procedure:

1. Display the stand from Vowel Land as shown below



2. Place or stick the vowel characters on different levels:
 - **Tim (/I/)** sits at the **very top** of the stand.
 - **Ted and Mel (/e/)** sit **just below** Tim.
 - **Pat (/æ/)** sits **at the bottom** of the stand.
3. Ask students to *imitate the sounds* as they “move” from the bottom to the top — feeling how their **mouth opens less and the sound rises**.
4. Let students rearrange the vowel cards or act out the movement, climbing an imaginary vowel stand and ask Who is this ? Tim I? Pat A ?etc

Learning Outcome:

Through this playful activity, children grasp that:

- The **higher the vowel sits**, the **more closed** the mouth position.
- The **lower the vowel sits**, the **more open** the mouth position.
- The **story of the classroom seating** mirrors how vowels are formed in the mouth like the Daniel Jones Vowel quadrilateral to help production