

# Long Vowel City

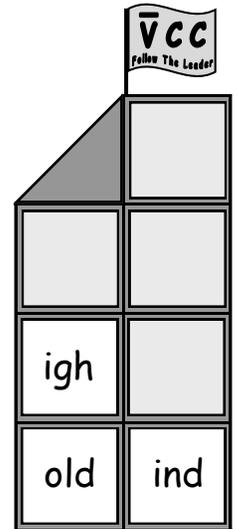
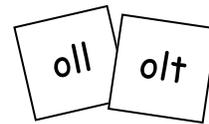
In this activity, students sort long vowel cards onto buildings in a "Vowel City." They must decide which category of vowel they have selected, so that they can place it on the correct building. Students must be able to say the correct sound for the pattern before placing it. This activity can be done by one student or a small group of students working together, under the supervision of the teacher.

Use this game with *Phonetic Words And Stories, Book 2, Book 3, Book 6* and/or *Basic Phonics Patterns, Book 2, Book 3, Book 5-6* and/or *Know The Phonetic Code, Volumes 1, 2, 3*

There are three main categories of long vowel patterns in this game.

1. VV Vowel-Vowel Patterns: ee, ei, ey, ea, ai, ay, ie, oa, oe, ue, ui
2. V\_E Vowel-Consonant-E Patterns: a\_e, e\_e, i\_e, o\_e, u\_e
3. VCC Vowel-Consonant-Consonant Patterns: ind, ild, igh, old, olt, oll, olk

There are also two rule-breaker patterns: ew, eu.



## To Prepare The Activity

Print the game pages on white letter sized card stock. Laminate the city pages and letter piece page, if desired, for extra wear. Tape the two halves of the city pages together. Cut the letter pieces apart. Place the pieces in a manila envelope or small clear plastic bag. Put the game description card into the clear bag or tape it to the front of the envelope. Note: There are four description cards on the page. The extra ones can be used if you are making more than one game.

## Setting Up The Game

Place the "Vowel City" on a table. Place the pieces face down on the table. As students work through Books 2 and 3, choose only the letter pieces that have been taught each time they play the game. Continue to play over a period of time, adding new pieces after students have been introduced to them.

## To Do The Activity

Students take turns selecting a piece, saying the sound, and placing it on the correct building. Students must think carefully to decide where each piece goes. Does the card show a vowel-vowel pattern, a vowel-consonant-e pattern, or a vowel-consonant-consonant pattern? If it is a rule breaker pattern (ew or eu) the piece should be placed on the sun or the cloud. Model the sounds and help students decide where to place the cards, as needed. The teacher (but not the students) can use the

pronunciation chart on the next page as a reminder of how to pronounce the sounds. You can also listen to the sounds on the sound charts from various books at [www.soundcityreading.net](http://www.soundcityreading.net). If students are unsure of a sound, tell them the correct sound and point out the pattern on the sound chart on the wall or in a student book.

The game is over when all of the pieces have been placed correctly.

### Notes

- In these patterns, the letters y and w are acting as vowels.
- Being able to classify the vowel sounds is very helpful for students. Thinking about how to sort the patterns will help students recognize them when they see them in words.
- You can remind students "If two vowels go walking, the first one does the talking, and it says its name. The second vowel has to be quiet." This applies to the vowel-vowel and the vowel-consonant-e split vowel patterns (even if one consonant is between the vowels).
- For the vowel-consonant-consonant patterns, you can explain that most patterns like this have the short vowel sound, but these particular patterns are playing "follow the leader," so the vowel gets to say its name (long vowel sound).
- The vowels printed on the game pieces are color coded as follows:

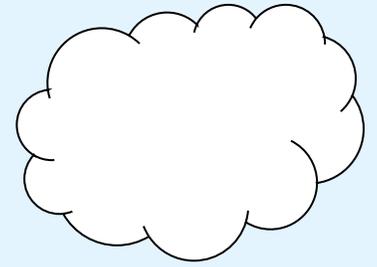
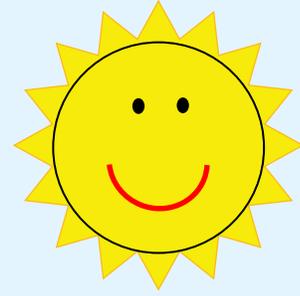
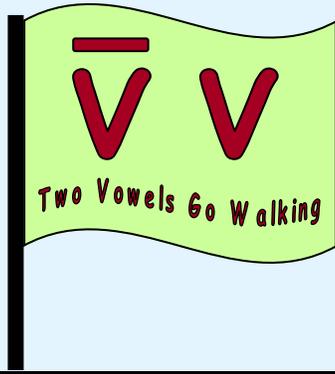
Long A Sound	Dark Red
Long E Sound	Dark Green
Long I Sound	Dark Violet
Long O Sound	Dark Orange
Long U Sound	Royal Blue

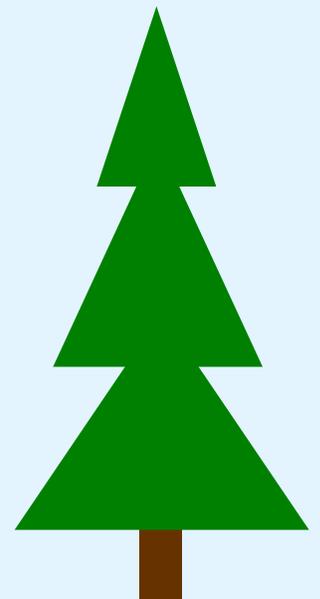
## Pronunciation Guide For Parents And Teachers

Use the key words to help you learn to pronounce the sounds. Say the word, then say just the vowel sound. The long u sound can be pronounced in two slightly different ways: the ö/to sound and the ū/uniform sound, as heard in the words tulip and music. Some other patterns can represent two or more completely different sounds. In these cases, say the first sound, pause, and then say the second sound. Some of the patterns and extra sounds are not taught until Book 6. Wait until students have been introduced to those sounds before including them.

VV	Key Words	What To Say
ee	feet	ē
ei	weird, veil	ē, ā, in the middle
ey	key, they	ē, ā, at the end
ea	eat, head, steak	ē, e, ā
ai	rain	ā in the middle
ay	play	ā at the end
ie	pie, shield	ī, ē
oa	boat	ō in the middle
oe	toe	ō at the end
ue	glue, cue	ö, ū, at the end
ui	fruit	ö in the middle
V_E	Key Words	What To Say
a_e	safe	split ā
e_e	these	split ē
i_e	pine	split ī
o_e	home	split ō
u_e	flute, cube	split ö, ū
VCC	Key Words	What To Say
ind	find	īnd
ild	child	īld
igh	night	ī
old	gold	ōld
olt	bolt	ōlt
oll	troll	ōl
olk	yolk	ōk
Rule Breakers	Key Words	What To Say
ew	flew, few	ö, ū
eu	neutron, Europe	ö, ū

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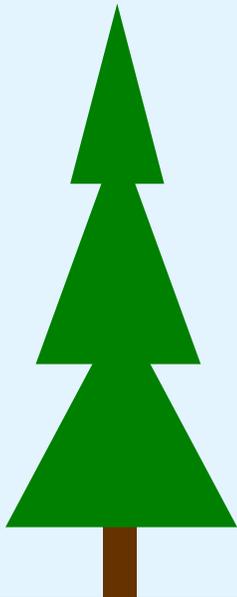


**V \_ E**  
Split Vowels  
Two Vowels Go Walking

**V C C**  
Follow The Leader





ee	e_e	ei	ey	ea	ai
ay	a_e	i_e	ie	igh	ind
ild	oa	oe	o_e	old	olt
oll	olk	ui	ue	u_e	Game Pieces For Long Vowel City
 ew	 eu	The ew and eu cards are ruler breakers. They won't go on a building. Put them on the sun and the cloud. Wait until Book 6 to use the eu pattern.			

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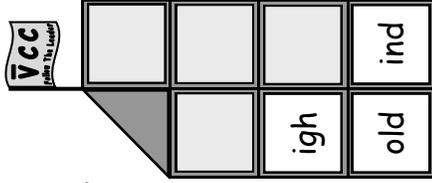


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or *Know The Phonetic Code, Vol. 1-3*

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Rule Breakers: ew, eu

Say the sound for each vowel card  
and place it on the correct building.



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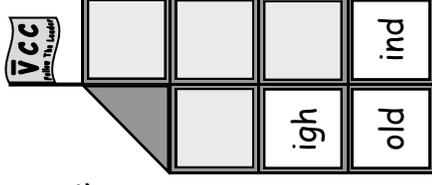


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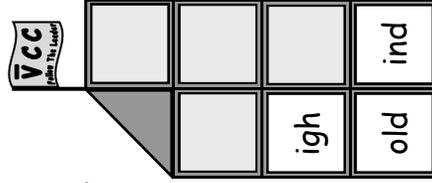


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