



Oskar's Not-So-Simple Comeback Tongue Twister Time

Students will be able to recite a tongue twister for the class and create one of their own!

Tongue Twister: *a sequence of words or sounds, typically of an alliterative kind, that are difficult to pronounce quickly and correctly, as, for example, tie twine to three tree twigs.*

Alliteration: *the occurrence of the same letter or sound at the beginning of closely connected word*

1. Discuss the emotions that Oskar dealt with in the show - fear, anger and sadness. Brainstorm more emotions that the students experience every day and list on the board.
2. Ask the students if they remember how Oskar overcame the emotions and brainstorm ways they could process the additional emotions you brainstormed as a group.
3. Introduce the power of language and concentration as a process for overcoming emotions such as anxiety, boredom, sadness, depression, loneliness, anger, frustration, fear, etc.
4. Ask if anyone knows a tongue twister, encourage them to come to the front of the class to tell it.
5. Brainstorm with the class what makes a tongue twister so challenging - the alliteration, words that sound alike, the speed etc.



6. Tell the students that they are now going to use the power of concentration to memorize the tongue twister from Oskar, and hand out the Woodchuck tongue twister.
7. Have the students circle or mark the sounds from the tongue twister that make it tricky.
8. Give them 10 minutes to practice and rehearse.
9. Showtime! Create a small performance spot in the class, ask volunteers to come up and say it as many times in a row as they can!
10. Have the students create their own SHORT tongue twister by choosing words that alliterate!
11. Present again!



Woodchuck Tongue Twister

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

He would chuck, he would, as much as he could

and chuck as much wood as a woodchuck would

if a woodchuck could chuck wood.

Now, Write Your Own Tongue Twister