

Time has come for the 20th Olympic Winter Games, and beginning February 13, we are starting a themed unit in speech that will run concurrent with the Winter Games. We are calling it the

"Speech Winter Olympics."



The analogy I am using and hope to impress upon my students is that athletes work hard, practice endlessly, and sacrifice greatly in order to compete in the Olympics, however, no matter how much training and practice they undergo, what matters most and makes them successful is how they perform out on the "field." In the same way, no matter how much training and practice speech students undergo with me, their successfulness is measured based on how they "perform" in the classroom and at home.

Students will be "competing" in the following:

SPEECH WINTER OLYMPIC EVENTS	
Articulation Students	Language Students
MASS in Class! (Making Awesome Speech Sounds in Class)	A to Z in 1-2-3! (categorization skills)
Reading With Clarity (correct sound production when reading aloud)	Awesome Adjectives (describing skills)
Speedy Spilling Out Sounds (sound drills with speed and accuracy)	Compare Contrastadon (compare/contrast skills)
Target Practice (continuous sound practice)	Elements of Fiction Frenzy (story elements/narrative skills)
Target Sound Scavenger Hunt (correct sound production in everyday settings)	Kansan Faces of the Olympics (gathering relevant information skills)
Tongue-Twister Madness (with target sounds)	Thinking Caps On! (reading/listening comprehension skills)

Students will choose an Olympic winter sport and country they would like to represent. They will receive paper medals for each successful event they complete in and out of the classroom, which will be displayed in the hallway by their name/sport cards. At the end of this unit, which will run through the end of February (possibly early March), real (plastic, of course!) gold, silver and bronze medals will be awarded to students based on the number of paper medals earned.

What do YOU have to do with all of this?

YOU are the most important part in measuring how students are doing out of my classroom. Are you asking yourself right now, "*What am I to look for to know how they're doing?*" Well, here are some things to listen for and note. For students struggling with specific sounds, I would like for you to carefully listen to them as they're telling you a story, as they're reading aloud, as they're answering a question, etc., noting whether or not their sounds are produced correctly. All of my students in speech this year either struggle with the /r/ sound or the /s/ sound. They have been taught **strategies that work** to enable them to make these sounds correctly, and **they can ALL do it** in my classroom - they just need occasional reminders. *We're now looking for the transfer of these skills in class and at home.*



For students struggling with language skills, I would like for you to listen for and note in their speaking and writing the times you see evidence of better describing skills, listening/reading comprehension skills, following directions, improved vocabulary use, communicating events in sequence, etc. They have also been taught strategies to help them improve these skills.

You will receive an "Olympic News from the Speech Room" note each week with information such as: ways to report student successes to me, brief explanations of strategies taught and used, suggestions on how you can effectively remind students to use these strategies, etc.!

Much more to come!!!

Citius, Altius, Fortius...Swifter, Higher, Stronger!

(Olympic Motto)