

**M**ission:

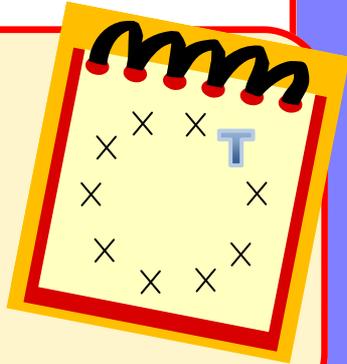
## 37. Standing Duck Goose

### ORGANIZATION:

**Materials:** No materials needed

**Books:** *Have You Seen Duck* by Janet Holmes; *10 Little Rubber Ducks* by Eric Carle; *Is There Really a Human Race* by Jamie Lee Curtis

**Set up:** Arrange children in a large circle in a large open space; children remain standing.



This is the original “Duck, Duck, Goose” game but children remain standing and marching in place. One child is “it” and begins walking around the outside of the circle touching each child’s head while saying “duck, duck, duck”. When the child touches a head and says “goose!” that child must chase the child who is “it” all the way around the circle and back to the open space vacated by the second child. The second child then becomes “it” and the game continues.

### VARIATIONS:

Depending on the unit you are studying, the chant “duck, duck, goose” could be changed to

something like “drip, drop, splash” for a weather unit and when one child says “splash!” while touching another child’s head in the circle, then that child must chase the tagger around the circle.

### EXTRA TIPS:

To limit the amount of time children must stand in place and march you can divide the group into two groups and one plays the traditional version and the other the new version; then switch.

## Standing Duck Goose

**C**HOOOSE:

Children have a choice of who they tag when playing the game. Emphasize the value of playing all together instead of winning/losing and who is tagged.

**A**SSESS:

### Development and Learning Objectives:

- TSG 2c - Peer Interaction
  - Early Learning Standard 10.4 - Relationships with Children, Benchmark 1
- Physical:*
- TSG 4b - Runs
  - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

**R**ELATE:

Children can be reminded we want everyone to have a turn and be successful, so we will encourage both the tagger and the runner. Also, when tagging a child, the child can only choose someone who has not been tagged.

**E**NERGIZE THE BRAIN (EF):

Children must remember that chant and where they need to run to when being chased. Children must also use working memory to remember if they are doing the “duck, duck, goose” version or the “drip, drop, splash” version of the game. Use a variety of chants by adding different animals and reversing the rules (e.g., instead of chasing with the splash we chase with the drop).

