Duck, Duck, Goose Word Play

Purpose

Spoken language can be separated into units of sound. As children play this version of "Duck, Duck, Goose," they separate sentences into words, compound words into smaller words, words into syllables, and words into individual sounds.

What You Do

1. Invite children to sit with you in a circle.
2. Play a few rounds of the game "Duck, Duck, Goose" if children are unfamiliar with it. "Duck, Duck, Goose" is also called "Quack, Quack, Honk," "Duck, Duck, Grey Duck," or "Pato, Pato, Ganso."
3. Tell the children that they will play the game in a different way.
4. Use one of the variations depending on the skill level of the children in the group.

Assessing All Children

- Allow a classmate to move around the circle and tap heads as a child says words, syllables, and sentences, or have a child tap heads as a partner says words, etc.
- Record words or syllables into a child's communication device.
- Provide a soft wand for tapping children.
- Provide objects or pictures representing compound words and other two-syllable words (for Level 4 variation).

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated. Under the Documentation tab, add documentation by first selecting the appropriate Assessment Opportunity Card from the drop down box. This activity's related objectives and dimensions will be highlighted for you to record your ratings.

15c. Notices and discriminates smaller and smaller units of sound

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- Level 2: Hears and shows awareness of separate words in sentences
  - Say a four-word sentence related to the topic you are studying, e.g., "I have brown shoes."
  - Model being "it" and gently tap a different child as you say each word of the sentence, e.g., "I...have...brown...shoes."
  - Continue around the circle and select a "goose" by saying the complete sentence as you tap the child.

- Level 4: Hears and shows awareness of separate syllables in words
  - Say a child's name or a familiar word.
  - Model being "it" and gently tap a different child as you break the name or word into syllables, e.g., "Ton...ya...Ton...ya..."
  - Select the "goose" by saying the whole name or the whole word, e.g., "Tonya."
  - Play the game using compound words, e.g., "Foot...ball...foot...ball...football!"

- Level 6: Verbally separates and blends onset and rime
  - Refer to "Around and Around" Assessment Opportunity Card for children at these levels.

Questions to Guide Your Observations

Related Objectives

- Was the child able to follow limits and to control his or her actions? Did the child run and then sit in the appropriate place? (Objective 1)
- How did the child participate in the experience? (Objective 3)
- How was the child's coordination while running? (Objective 4)
- Was the child able to follow directions? (Objective 8)
- How was the child able to attend during the activity? (Objective 11)