

Run sheet, Clap the Parts

Goal. Every girl claps a spoken word once for each part she hears in it, starting with her own name.

Before you start

- Clap four of your girls' names now, one clap per part. **Say them the way their families do.**
- At each place: Sheet A, Sheet B, a pencil or one between two.
- Stand where every girl can see your hands, and leave floor space for stamping. Nobody reads anything today.

The clock, 45 minutes

- 0 to 5 min: clap your own name
- 5 to 15 min: two beats or three
- 15 to 24 min: stamp it and step it
- 24 to 38 min: mark it on paper
- 38 to 45 min: close

Run 45 if you can. Same five steps, shorter or longer. In 30 minutes: 0 to 4, 4 to 11, 11 to 16, 16 to 26, 26 to 30. In 60 minutes: 0 to 6, 6 to 16, 16 to 27, 27 to 42, 42 to 60, where the paper stretch adds a four-beat name each. With mostly four-year-olds, shorten the middle, never the close.

What you do

1. Say your own name broken apart, clapping on each part. Twice. Then: "My name has three claps."
2. Go round the circle. Each girl says her name, then you clap it beside her, one clap per part.
3. Go round again. This time she claps her own name alone, and you say the number back: "Two claps."
4. Say: "Every word has parts in it. Your hands can hear them." Clap a long word slowly.
5. Say these one at a time and clap with the room: water, banana, pencil, bucket, umbrella, elephant.
Hands stop when the word stops.
6. Stand up. Two claps, stamp twice. Three claps, take three steps. Call words and let them move.
7. Sit. Hand out Sheet A. Each girl claps her own name and marks one dot for each clap.
8. Then Sheet B. Read each word aloud twice and clap it with the room before anyone marks.
Sheet B, claps: 1 water (2), 2 banana (3), 3 pencil (2), 4 bucket (2), 5 umbrella (3), 6 elephant (3), 7 window (2), 8 butterfly (3).
9. Ask three girls quietly: "Clap it again for me. How many?" That is your real check.
10. Close. Each girl claps any word she likes and says the number. Repeating somebody else is fine.

Watch for

1. Her hands stop when the word stops, instead of carrying on in a steady beat.
2. She claps a word again more slowly and changes her own number, with nobody telling her to.
3. She claps something nobody gave her, a name or a thing in the room, and says how many.

What goes wrong most. The room claps a song beat, so every word gets four claps. Say one word on its own, break it apart in your mouth, and clap only on the pieces.

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