What to print

- **Once, for yourself:** run.pdf, 1 page. Hold it while you run the session.
- **One copy per girl:** sheets.pdf, 2 pages. Sheet A and Sheet B. That is 2 pages per girl.
- **You do not need:** pages 6 to 9 of this guide, the key. The session runs without it.

Guide, Clap the Parts

Group 4 to 30 · Materials: paper, pencil · SDG 4, 5 · EN edition · Released · Nameet Potnis, author and English editor

Before you enter the room

- **Hands stop when the word stops. One clap per part, never a song beat.**
- Say four of your girls' names aloud before the session and decide where the parts fall the way their families say them. Never correct a name.
- The eight Sheet B words and their clap counts are on the run sheet. Hold it while you read the rows aloud.
- Leave floor space for stamping, and watch the stamping on a hard floor with shoes off.

Read this once at home. In the room you only need the run sheet. Where this says "you", it means whoever is running the session: a teacher, a volunteer, an older sister.

Who it is for

- **For ages 4 to 7.** Girls who can clap and can say their own name. No reading, no writing and no letter knowledge are needed anywhere in this session.
- **Reading and writing.** This sits one rung above hearing the first sound in a word and one rung below letter work. A word arrives in a child's ear as one lump of noise. Breaking that lump into parts is what lets her later break it into letters, and she does it with her hands long before she does it with her eyes.
- **Group size.** 4 to 30 girls.
- **Different levels in one room.** A four-year-old and a seven-year-old do the same activity with the same sheets. The stretch sits inside it: the youngest works with two-part words and her own name, and it is enough if she claps it with you rather than alone. A girl who is ahead moves to three-part words, then to a four-part name, then claps a word and says the number before she claps it, which is much harder. Nobody gets a different sheet.

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What you need

- One learner sheet A and one learner sheet B per girl, which is two pages each
- One pencil per girl, or one shared between two
- Floor space to stamp and take three steps, which can be a room, a yard or swept ground
- **Free and optional:** a wall or board to write the numbers 1, 2, 3 and 4 on, large
- **Nothing here costs money.**

Why the session is shaped this way

Start with her own name. A girl hears her own name more clearly than any other word, because she has heard it thousands of times and she cares about it. Some names split neatly and some do not, so say each one aloud yourself before the session and decide where the parts fall in the way your girls actually say it. Then say it back to her the way her family says it, never a corrected version.

Hands and feet are the material. Paper is only the record. Two thirds of this session happens standing up or clapping. If you find yourself explaining, stop and clap instead. The sheets exist so that the girl and you both have something to look at afterwards, not because the learning is on them.

Hands stop when the word stops. This is the whole technique, and it is the thing that goes wrong. Clapping is already something children do to a steady beat, in songs and games, so a room will fall into four claps on almost any word you give it. One clap per part means the hands land on the pieces of the word and then stop. Model it slowly. Break the word apart in your mouth with a real gap, clap into each gap, and let the silence afterwards be obvious.

Say the number, do not count on fingers. After she claps, you say the number for her. She will pick it up and start saying it herself within a few turns. Counting fingers while clapping splits her attention and slows the whole thing down, so keep the number as something said, not something counted.

Two parts first, then three, then a long name. Two-part words are where almost every girl can get in. Three-part words are the working middle of the session. A four-part name is the stretch, and it is a name rather than a word on purpose, because a long name in the room is more interesting than a long word from nowhere.

One-part words are harder than they look. A word with a single part gives one clap, and for a child who has just learned that words have parts inside them, one feels like none. Keep one-part words out of the sheets and use them only when a girl has three-part words firmly, as a puzzle rather than a test.

Say the words, never show them. Everything in this session is spoken aloud by you, twice, before anybody marks anything. No girl in the room is disadvantaged by not reading, because there is nothing to read.

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Do not name the idea in technical words. Say "parts" or "beats" or "claps". Those three words are enough for this pack and for every pack that builds on it, and they are what the girls will say back to you.

Including everyone

A girl who cannot yet read. This session was built around her. Every word is spoken by you and every answer is a clap, a stamp, a dot or a mark. Write her name on both sheets for her as you hand them out, before she has to ask, and let her point at the dot she made when you come round. On Sheet A she may trace her name over the guide line or leave it blank, and either way the sheet is finished, because the clapping is the work.

A girl who joins late. Meet her at the door and say one sentence: "Say your name. Now clap it with me." Do it twice with her, tell her the number, and put her into whatever stretch the room is in. She needs none of the earlier steps, because the whole task is in that one sentence. Do not walk her through what she missed and do not ask her in front of the others where she was.

Boys in the room. Boys do the same activity and the same sheets. Two things keep the session centred on the girls, and neither sends anybody out. The name circle goes round the girls first, so a girl's name is the first name the room claps. And in the stamping stretch, watch that the loudest feet do not set the pace for everybody, because a girl who is still working out where the parts fall will follow the noise rather than the word. Call one round where only the girls move and the rest listen, then swap.

If it goes wrong

The room claps a steady beat, so every word gets four claps. This is the commonest thing that happens and it is not inattention, it is a habit carried in from songs. Stop the group. Take one word, say it broken apart with a real gap between the parts, and clap into the gaps with your hands held high so they are visible. Then say the same word normally and clap it again. Do three words this way, one at a time, with the room silent and watching before anybody joins in. If it comes back later, drop to her own name, which she cannot clap wrongly for long.

A word splits two ways and the room splits with it. Somebody claps two where you expected three, and she is not wrong: plenty of words really are said with a different number of parts by different people, and words from different home languages behave differently again. Do not correct her. Say: "You say it with two. I say it with three. Both are the word." Then choose a different word and carry on. Never let a session about listening turn into a session about whose mouth is correct, and never use a girl's own name as the example of a word said wrongly.

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Adapting it

- Use names from your own room. This pack names no children, and the names in it are the ones in front of you.
- Swap any word on Sheet B for an everyday word your girls use, keeping four two-part words and four three-part words. Say each one aloud first and check it really does split the way you expect in the way your girls speak.
- Avoid words where the count is genuinely arguable, such as fire, flower, our and every, and avoid words your girls only meet in a book. The word has to be one she says.
- Home language is welcome. A girl may clap words in the language she speaks at home, and those claps count exactly the same. Say so out loud to the whole group, once, early.
- No floor space, or a small room? Replace stamping with a knee pat and stepping with a shoulder tap. The body still does the work.
- Very large group? Do the name circle in two halves at once, with an older girl running the second half after she has seen you do four names.

Running it shorter or longer

30 minutes. 0 to 4 clap your own name, 4 to 11 two beats or three, 11 to 16 stamp it and step it, 16 to 26 mark it on paper, 26 to 30 close. This is a real version and nothing in it is cut down. What it gives up is the second trip round the name circle, so every girl claps her name once with you instead of once with you and once alone, and you will finish less sure about the quietest few. If you have a quiet girl, put her early in the circle and go back to her while the others are marking.

45 minutes. The clock on the run sheet.

60 minutes. 0 to 6 clap your own name, 6 to 16 two beats or three, 16 to 27 stamp it and step it, 27 to 42 mark it on paper, 42 to 60 close. Use this length only with a group that already sits for half an hour. The extra time goes on more clapping, not on new content: a third trip round the name circle with the longest names in the room, a four-part name for every girl at the foot of Sheet B, and a closing round where each girl claps a word and the room says the number back together. There is no third sheet, because two pages per girl is what a school can afford to copy.

Closing, in every version. Go round the circle. Each girl claps any word she likes and says the number. Clapping the same word as the girl before is allowed and is not worth a comment. Then clap one word yourself and let the whole room say the number together, so everybody leaves having answered.

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Keeping it safe

Nothing in this session can hurt anyone. Hands, voices, paper and pencils only. Watch the stamping step on a hard floor with shoes off, and keep the circle wide enough that nobody claps into a neighbour.

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Key and facilitation cues

Answers and what to say, Clap the Parts

Answers

Almost nothing in this pack has a written answer. The work is in the hands, said aloud and gone a second later, so what follows is what to say and what to offer next rather than a marking scheme. Judge the clapping, never the dots and never the handwriting.

Two things are worth holding on to. Names have no right answer at all: a name has as many claps as the family says it has, and the girl and the people she lives with are the authority on it, not you. And a girl who claps a word correctly but marks the wrong line on the sheet has done the thing this pack teaches. Ask her to clap it again, then let her move her mark.

The eight words on Sheet B are the one place where you need a list, because you are the one saying them aloud.

Row	Say this word	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

Four words have two claps and four have three, and they do not alternate. A sheet marked in a neat zigzag down the page is usually a pattern rather than listening, so clap two of those rows again with her and ask for the number.

Say the swap out loud. Any word here may be replaced with an everyday word your girls actually use, keeping four two-part words and four three-part words. Say each new word aloud yourself first and check where the parts fall in the way your girls speak it. A girl who claps a word in her home language has answered, and it is worth telling the whole group so once, early.

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A sheet is finished when:

Sheet	Finished when
A	Dots in the first box, one number marked, and dots in the second box. The trace line may be empty
B	A mark on one line in most rows. Rows left blank while she was clapping instead are not a gap. The long-name box at the foot is the stretch: every girl does it in the 60 minute version, and in 30 or 45 only a girl who is ahead. Blank there is not a gap

What you might see

What is on the page	What to offer next
Dots in both boxes on Sheet A, and the number she marked matches the claps you heard	Sheet B, then the long-name box at the foot of it. Then ask her to say the number before she claps, which is the real stretch
Four or five dots in every box, whatever the word	Her own name only, clapped with you, hands high, three times. Then one two-part word. Come back to the sheet after
Dots that match her claps, and the wrong number marked	Nothing on the page needs fixing. Clap it with her, say the number, and let her move her mark with no remark from you
The trace line empty and everything else done	She has done the pack. Write her name on the line yourself if she wants it there, and leave it
Almost nothing on either page, and she clapped all session	She has done the pack. Put one dot in a box with her so she leaves holding something of her own

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Sticky points

What happens	What to say or do
She claps four times through every word, like a song	One word on its own. Break it apart in your mouth with a real gap. Clap into the gaps, hands high. Then say it normally and clap again
She claps once for the whole word	Say the word in two pieces with a gap, and clap her hands together with her on each piece, if she is happy to be helped. Then let her do it alone
She counts on her fingers and loses the clap	"Clap it first. I will say the number." Take the number off her until the clapping is steady
She claps a word with a different number than you do	"You say it with two. I say it with three. Both are the word." Then move to another word. Do not correct her
The room splits over one word	Drop that word. Go back to names, which are hers to decide
She claps a name in another language and it does not match your count	Count it correct and say so to the whole group. Her mouth is the one that says her words
She will not clap in front of the group	She taps her knee, or she claps and you say the number for her. Either is her turn taken
Somebody claps another girl's name wrongly to get a laugh	"Her name is hers. She tells us how many." Then let that girl clap her own name, and clap it back with her
She cannot write her name	You write it on both sheets as you hand them out, before she has to ask
She says her dots are messy or wrong	"Those are your claps, and you made them." Then ask her to clap it again, and let that be the answer that counts

Say "clap it again, slower", never "listen properly". Say "your hands stop when the word stops", never "you are clapping too much". Never hold up one girl's sheet as the good one. If the group needs to see something, clap a word yourself, slowly, with your hands where everybody can see them.

After the session

Keep both sheets. The next reading and writing session can open in thirty seconds: everybody claps her own name, and you say the numbers round the circle. Sheet A tells you who to sit beside next time, in

one glance at the boxes where the dots and the marked number disagree, and that girl starts the next session with her own name and nothing else.

Nothing here is graded, counted or reported. The next rung is putting the parts a girl can now hear onto paper as letters, so the clapping is worth repeating for a minute at the start of any session that touches letters.

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