Clapping Out Words

Learning Experience 7

Foundation/Prep – suggestions for teachers:

Children clap out the beats in words from the book. Clapping helps children explicitly segment spoken language into 'beats' or syllables.

Before you begin

- Write the words below on the whiteboard, where every child can see them.
- This works as a class, as a small group, or with just one child at a time if you have a helper in the classroom.
- The words are all taken from 'I wish I'd met you earlier, Nannie', and run from one beat to four.

Words to clap

earlier	**projector**	**colourful**
Nannie	**bunny shadows**	**how**
wish	**phone**	**shimmering**
mini skirt	**record player**	
head band	**hairdresser**	

Running the activity

1. **Clap out each word**
   Say the word, then say it again and clap once on each beat. Children clap along with you.
2. **Count the claps**
   Ask how many claps the word took. Children who need it can count on their fingers as they clap.
3. **Sort by beats**
   Children who are ready can group or match the words by how many claps each one takes.
4. **Put them back together**
   Say a word slowly, one syllable at a time, and ask children to blend it back into the whole word.

What 'at standard' looks like

- **Syllable segmentation (clapping the beat)** — Claps compound words or obvious 2 syllable words with teacher guidance.
- **Syllable clapping** — Correctly states or identifies the total number of syllables after clapping out the word.
- **Auditory discrimination (hearing the structure)** — Demonstrates understanding that spoken words can be broken down into chunks of sound.

Print this off or file it electronically to build a collection for each child – a snapshot of their learning to share with the child or their parent or carer.

Assessment rubric for this activity: nannie-le07-clapping-out-words-assessment.pdf