

# Clapping, One, Two, Three (Levels A-B)

# PLAY

To encourage early rhythm awareness, imitation, and group connection through simple clapping and tapping movements paired with numbers.



## Learning Intentions

### Explore Rhythm:



Students will explore simple clapping or tapping movements with adult modelling.

### Participate in a Group Routine:

Students will join in with a shared rhythm activity at their own level and pace

### Enjoy Movement:

Students will experience fun, connection, and sensory engagement through sound and movement.



## Success Criteria

Students attempt at least one movement (clap or tap).



Students participate in the rhythm routine with support, looking, listening, copying, or joining in.

Students show enjoyment, smiling, vocalising, moving, or watching with interest.

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**PLAY**



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**Duration:** 5 minutes

## **Objective**

To encourage early rhythm awareness, imitation, and group connection through simple clapping and tapping movements paired with numbers.

## **What You Need**

No materials required

Optional visual cards: "1," "2," "3," and/or visual cards with hands clapping on them. AAC devices with symbols such as "clap," "tap," "one," "two," "three," "go," "stop," "more"

## **Setup**

1. Students sit in a circle or semicircle, either in chairs, on the floor, or in wheelchairs.
2. Teacher models each action slowly:
- **Clap** (once, twice, three times)
- **Tap** knees, table, or wheelchair armrest
3. Ensure AAC devices are prepared with simple action and number vocabulary.
4. Adults sit near students who require hand-over-hand or side-by-side modelling.

## **Gameplay**

### **1. Teach the Movements (Simplified)**

Teacher models:

#### **One**

- Clap once
- Tap once

#### **Two**

- Clap twice
- Tap twice

#### **Three**

- Clap three times
- Tap three times

Students may copy fully, partially, or with support.

Celebrate all attempts:

"Great clapping!"

"Nice tapping!"



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## 2. Practice Together

Teacher calls out slowly:

“One!” → students clap/tap once

“Two!” → two claps/taps

“Three!” → three claps/taps

Repeat several times with simple, predictable pacing.

## 3. Simple Sequences (A-B Adapted)

Use 2-step sequences with visual and verbal cues:

- “One... Two” (one clap, one tap, two claps, two taps)
- “Two... One” (two claps, two taps, one clap, one tap)
- “One... One”

Students copy with support or simply join in with any movement.

## 4. Celebration Clap

End with everyone clapping or tapping together in any way they choose.

### Debrief / Reflection

Use simple visuals and one question at a time:

- “Point to the number you liked: 1, 2, or 3?”
- “Show me your favourite movement.”
- “How do you feel now?” (happy/calm/excited visuals)
- “Do you want more clapping?” (yes/no)

Any response, eye gaze, gesture, AAC sound is valid.

### Sensory-Seeking Learners Variation

#### 1. Add Stronger Movements

- big claps
- loud taps
- tapping the floor or drum
- clapping overhead
- stomping feet for “tap”



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## 2. Add Rhythm Instruments

Provide:

- hand drums
- tapping sticks
- shakers

Students match "1, 2, 3" using sound instead of clapping.

## 3. Incorporate Movement Breaks

Between rounds:

- wiggle
- stretch
- deep-pressure push
- bounce on a cushion

## • AAC-Specific Supports

### 1. Prepare Vocabulary

Include:

- 1
- 2
- 3
- clap
- tap
- go
- stop
- more
- finished
- happy

### 2. Aided Language Input

Teacher taps AAC while speaking:

- “One.”
- “Clap.”
- “Two.”
- “Tap.”
- “More?”



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## 3. AAC Choice-Making

Students choose which number to do next:

“Do you want ONE or TWO?”

They respond with AAC, pointing, or eye gaze.

## 4. AAC Participation

Students can press “clap” or “tap” instead of performing the movement; adults model the action for them.

## 5. AAC Reflection

Students choose:

- “happy”
- “more”
- “finished”
- “I like 1/2/3”

