**Book Title:** Clap Your Hands  
**Author:** Lorinda Bryan Cauley  
**Grade Level:** PK-2  
**Brief Plot Synopsis:** An active learning book that develops direction following skills, body part identification, body awareness, and more.

<table>
<thead>
<tr>
<th>Object to Be Used</th>
<th>What part/page of the story does it apply to?</th>
<th>What are possible learning objectives?</th>
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</table>
| Glove or hand clapper | -When clapping hands  
-When shaking arms  
-When reaching up high  
-When wiggling fingers  
-When flapping like a bird  
-When crawling like a baby  
-When counting fingers  
-When “flying” in the sky  
-When waving goodbye | **Motor:** Student can shake clapper, feel the glove, or complete the corresponding actions.  
**Academic/Communication:** Teacher can use this opportunity to work on body part identification and have student locate or identify the body part that corresponds with each action. Ex: “Find hands, find arm, find fingers” or “what body part is this?”. Student can work on 1:1 counting body parts.  
**Auditory:** Student can listen to the hand clapper being shaken |
| Shoe sneaker | -When stomping feet  
-When wiggling toes  
-When spreading feet and looking upside down  
-When hopping like a bunny  
-When jumping like a frog  
-When counting toes  
-When standing on one foot | **Motor:** Student can reach for/feel the shoe and complete the corresponding actions. Student can stomp the shoe.  
**Academic/communication:** Teacher can use this opportunity to work on body part identification and have the student locate or identify the proper body part for each action. Student can work on 1:1 counting body parts.  
**Auditory:** Student can listen to the shoe stomping |
| Doll Hair | -When touching head | **Motor:** Student can reach for/feel the doll hair and then reach for their own hair.  
**Academic:** Teacher can use this opportunity to work on body part location/identification. |
| Red & yellow objects | -When locating red and yellow | **Motor:** Student can touch/reach for each colored object.  
**Academic/communication:** Student can locate or identify the colors of the objects.  
**Visual:** Student can view each colored object on a black background. |
| Tissue box or tissue | -When touching nose  
-When wiggling nose | **Motor:** Student can reach for/feel the box/tissues. Student can act out the corresponding movements.  
**Academic:** Student can locate the parts of the body associated with each movement. |
<table>
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<tr>
<th>Activity</th>
<th>Actions</th>
<th>Motor:</th>
<th>Auditory:</th>
<th>Communication:</th>
</tr>
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</table>
| Switch with recordings         | - When roaring like a lion  
- When growling like a bear  
- When meowing like a kitten  
- When barking like a dog | Student can activate switch.  
Student can listen to the animal sounds recorded on the switch.  
Student can vocalize the animal sounds being heard | Student can listen to the animal sounds recorded on the switch.  
Student can vocalize the animal sounds being heard | Student can vocalize the animal sounds being heard |
| Tactile swirl                  | - When spinning in a circle  
- When doing a somersault | Student can trace the tactile swirl with their finger or hand | Student can trace the tactile swirl with their finger or hand | Student can trace the tactile swirl with their finger or hand |
| Tactile faces                  | - When smiling  
- When frowning  
- When making a silly face | Student can trace the tactile faces with their finger or hand | Student can trace the tactile faces with their finger or hand | Student can trace the tactile faces with their finger or hand |