










**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.

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
Glove or hand clapper 	<ul style="list-style-type: none"> <li>-When clapping hands</li> <li>-when shaking arms</li> <li>-when reaching up high</li> <li>-When wiggling fingers</li> <li>-When flapping like a bird</li> <li>-When crawling like a baby</li> <li>-When counting fingers</li> <li>-When “flying” in the sky</li> <li>-When waving goodbye</li> </ul>	<p><u>Motor:</u> Student can shake clapper, feel the glove, or complete the corresponding actions.</p> <p><u>Academic/Communication:</u> 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.</p> <p><u>Auditory:</u> Student can listen to the hand clapper being shaken</p>
Shoe sne 	<ul style="list-style-type: none"> <li>-When stomping feet</li> <li>-When wiggling toes</li> <li>-When spreading feet and looking upside down</li> <li>-When hopping like a bunny</li> <li>-When jumping like a frog</li> <li>-When counting toes</li> <li>-When standing on one foot</li> </ul>	<p><u>Motor:</u> Student can reach for/feel the shoe and complete the corresponding actions. Student can stomp the shoe.</p> <p><u>Academic/communication:</u> 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.</p> <p><u>Auditory:</u> Student can listen to the shoe stomping.</p>
Doll Hair 	<ul style="list-style-type: none"> <li>-When touching head</li> </ul>	<p><u>Motor:</u> Student can reach for/feel the doll hair and then reach for their own hair.</p> <p><u>Academic:</u> Teacher can use this opportunity to work on body part location/identification.</p>
Red & yellow objects 	<ul style="list-style-type: none"> <li>-When locating red and yellow</li> </ul>	<p><u>Motor:</u> Student can touch/reach for each colored object.</p> <p><u>Academic/communication:</u> Student can locate or identify the colors of the objects.</p> <p><u>Visual:</u> Student can view each colored object on a black background.</p>
Tissue box or tissue 	<ul style="list-style-type: none"> <li>-When touching nose</li> <li>-When wiggling nose</li> </ul>	<p><u>Motor:</u> Student can reach for/feel the box/tissues. Student can act out the corresponding movements.</p> <p><u>Academic:</u> Student can locate the parts of the body associated with each movement.</p>

<p>Switch with recordings</p> 	<ul style="list-style-type: none"> <li>-When roaring like a lion</li> <li>-When growling like a bear</li> <li>-When meowing like a kitten</li> <li>-When barking like a dog</li> </ul>	<p><u>Motor:</u> Student can activate switch.</p> <p><u>Auditory:</u> Student can listen to the animal sounds recorded on the switch.</p> <p><u>Communication:</u> Student can vocalize the animal sounds being heard</p>
<p>Tactile swirl</p>  	<ul style="list-style-type: none"> <li>-When spinning in a circle</li> <li>-When doing a somersault</li> </ul>	<p><u>Motor:</u> Student can trace the tactile swirl with their finger or hand</p>
<p>Tactile faces</p> 	<ul style="list-style-type: none"> <li>-When smiling</li> <li>-When frowning</li> <li>-When making a silly face</li> </ul>	<p><u>Motor:</u> Student can trace the tactile faces with their finger or hand</p>