









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"> -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 	<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"> -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 	<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"> -When touching head 	<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"> -When locating red and yellow 	<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"> -When touching nose -When wiggling nose 	<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"> -When roaring like a lion -When growling like a bear -When meowing like a kitten -When barking like a dog 	<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"> -When spinning in a circle -When doing a somersault 	<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"> -When smiling -When frowning -When making a silly face 	<p><u>Motor:</u> Student can trace the tactile faces with their finger or hand</p>

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