**SCHEDULE**

* 10:30-10:45 AM Socializing & Warm Up Activity in Docent Room
* 10:45-10:55 AM Introduction/Welcome in Docent Room
* 10:55 – 11:30 AM Gallery Activity
* 11:30 – 11:50 AM Docent Room Activity
* 11:50 – 12:00 PM Share artwork and Good-Bye

**SET UP**

* Welcome table and Registration checklist
* Nametags for participants and instructors (marker)
* Easel with welcome sign outside room and post schedule on easel
* A/V PowerPoint ready & iPad with images and social stories loaded
* Brown paper covering on table (table in U shape open to door)
* White paper/newsprint taped down to mark each student’s stations (student writes name on station)
* Prompt activity on table (worksheet & markers)
* Pass out social story hardcopies (in portfolio)

**LESSON OBJECTIVE**

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| Lesson Plan  | Materials | Accommodation/Modifications |
| Socializing and Structured Play (Image and prompts laid out on table and schedule for parents w/ bathroom info | 15 mins. |  |
| **Welcome** | 10 mins. |  |
| Welcome to the Yale Center for British ArtIntroductions: Introduce talking star. Hi my name is \_\_\_\_\_\_\_, What is your name? (be sure to gesture)Review Images from Social Story including museum rules & schedule.Warm-up: Today we are going to look at insects—bugs! The shapes, colors, and names of different bugs. Do you like or dislike bugs? Why?Transition: Let’s go into the galleries and see what bugs we can find in the exhibition, *Of Green Leaf, Bird, and Flower.* | ScheduleTalking StarSocial Story Part IB & W warm-upWorksheet of bugs andmarkers | Volunteer leads students up to 2nd floor via stairs; another via elevators |
| In the *Artists’ Books and the Natural World* exhibition entry “Bug” book and Sarah Morpeth, *Crow*, cut & foldded paper | 25 mins. |  |
| * Direct students to sit on dots and pair with an adult.
* Look at and describe what we notice what we see.
* What bugs do you see? What colors are the bugs? How many?
* In first two bays, can you match your bug cards to a bug in an artwork? Pick a bug, find it in the artwork, and stand by the artwork with your caregiver.
* Go around taking turns saying which bug is in which artwork. Child or caregiver reads label info.
* Next we’re going to look at special type of artist’s book. It’s an “accordion” book. Does anyone know what an “accordion” is? (Have picture of instrument.) Why is the book named after this instrument.
* How do you think the artist made this book? Can you recognize what supplies the artist used? How do you know what is a page?

Transition: Are you ready to make an accordion book?Let’s return to the docent room and make our artist’s book. | Seating DotsCut, square bug cardsFolded paper & accordion image | Volunteers bring supplies & dots down to DR. |
| **Art-making Activity** | 25 Mins |  |
| Everyone makes an accordion book. Explain the parts of a book: cover, pages, backcover, page numbers…First pass out folded paper—have students re-fold the folds.Student colors and glues the bug cut-outs onto folded paper.Students use stamps to stamp plants/flowers on the pages.Students write a title and “By their name” on the “Front” book cover and … | Folded paper, cut-out bugs, markers, glue sticks, stamps, ink pads | Number pages? Volunteer helps cut out images to glue in book. |
| **Sharing of artwork & Conc.** | **10 mins** |  |
| Each child that wants to, shares finished artist’s book with the group.Next date is June 21. We hope to see you then!  | Thank you and Goodbye!  |  |
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