Kindergarten: Module 1: Labs Overview

This is your big-picture overview of Labs for Grade K, Module 1. Specifically, the table below outlines the guiding question and targets for each Lab, describes how that Lab connects to students' learning in the module lessons, and explains how each Lab evolves through the four stages (from Launch all the way through Choice and Challenge). A Suggested Day-by-Day Schedule is also included to show how the Labs can unfold over the course of the module.

A brief reminder about the purpose of Labs within EL Education's K–2 Curriculum

Labs are an important feature of the K–2 curriculum because they support and extend student learning from the module lessons. They are designed to help teachers ensure that *all* of their students get the time to build content knowledge, become immersed in oral language, play and explore, and practice skills and habits of character they need—both to live joyfully and to be fully successful and proficient.

Labs are 1 hour long and support the module lessons. These 2 hours of content-based literacy instruction are complementary, working together to accelerate the achievement of all students.

A few considerations when planning Labs for any given module

- You don't necessarily have to run all four Labs. Ask yourself:
  - Is the work in a particular Lab critical scaffolding for the module performance task (in terms of either a literacy standard such as narrative writing or developing skills such as scientific drawing)? If so, don't omit this Lab!
  - Would students be more successful with more limited choices?
  - Are students already doing something similar in a STEM or art class?
  - Can you access or modify all of the required materials? (See Labs Supplemental Materials List in the front matter.)
- You can modify Labs to incorporate more writing. Ask yourself:
  - Would students benefit from formally writing up their learning and notes from the Research Lab?
  - Would students benefit from writing more narratives in the Imagine Lab?
  - Would students benefit from more formal written reflection, particularly during the Choice and Challenge stage?
- You can flex your weekly or daily schedule based on student needs, accessibility of materials, and time available. See Day-by-Day Schedule at the end of this overview. Ask yourself:

Do students need more or less time in a given Lab based on evidence I have gathered in previous Labs or in the module lessons?

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
CREATE LAB	**Learning Targets**	**Learning Targets**	**Learning Target**	**Learning Targets**
Guiding Question: How can I use shapes, details, and sizes to draw a toy?	I can identify shapes in a toy. I can use shapes to draw a toy.	I can identify shapes in a toy. I can use shapes to draw a toy.	I can identify details in a toy.	I can use size to make a more realistic drawing of a toy. I can show perseverance in creating a final drawing of a toy.
Summary of Lab: In the Create Lab, students create toy drawings that become more realistic as they learn how to use artistic skills and concepts such as shape, detail, and size. Students learn about the skill, time, and perseverance it takes to create beautiful and realistic drawings.	**Purpose of Launch Stage:** • Students recognize the various shapes that make a toy. • Students become familiar with the materials they will use in the Create Lab.	**New in This Stage of the Lab:** • Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.	**New in This Stage of the Lab:** • Students learn the skill of adding details to a drawing and use details in their toy drawings. • Students have access to colored pencils, crayons, or markers to use color to create more detailed drawings.	**New in This Stage of the Lab:** • Students use all they have learned about drawing a toy to create their best final product to share with an audience. • Students learn the concept of size and use size in their toy drawings. • Students use all the art skills and concepts they have learned (shape, details, and size), the Toy Drawing Criteria List anchor chart, and peer feedback to complete a final drawing.
Connection to Module Lessons: Students build on their knowledge of toys as they observe toys closely and create realistic drawings of those toys. In the Module 1 performance task, students apply their drawing skills to draw a classmate's preferred toy.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
ENGINEER LAB	**Learning Target**	**Learning Target**	**Learning Targets**	**Learning Targets**
Guiding Question: How can I use everyday materials and my imagination to create a toy?	I can use everyday materials and my imagination to create a toy.	I can use everyday materials and my imagination to create a toy.	I can include details in my drawing of a toy. I can collaborate with a partner to design and build a toy.	I can use everyday materials and my imagination to create a toy. I can show perseverance in creating a final toy.
Summary of Lab: In the Engineer Lab, students use "found" materials and their imaginations to create a toy.	**Purpose of Launch Stage:** • Students explore "found" or everyday materials they will use to create their own toy.	**New in This Stage of the Lab:** • Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.	**New in This Stage of the Lab:** • In the Extend stage there is an additional layer of collaboration. This was an intentional choice to create space to teach and support this important habit of character. • Students have access to a greater range of materials during the Extend stage. Therefore, it is important to reinforce routines of proper storage and care of Lab materials.	**New in This Stage of the Lab:** • Students return to working individually. • Students use all they know about toys, the Toy Criteria List anchor chart, and peer feedback to complete a final toy.
Connection to Module Lessons: Students build on their knowledge of toys and play as they think creatively to create a toy using "found" materials. Molly Lou Mellon, the main character in one of the close read-aloud texts for the module, is the inspiration for this engineering task.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
EXPLORE LAB	**Learning Target**	**Learning Target**	**Learning Target**	**Learning Target**
Guiding Question: How are toys the same and different?	I can ask questions about toy attributes to discover the "mystery toy."	I can ask questions about toy attributes to discover the "mystery toy."	I can sort toys using their different attributes.	The Explore Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Explore Lab, students engage in a variety of activities in which they explore different attributes of toys from the classroom.	**Purpose of Launch Stage:** • Students build or reinforce a conceptual understanding of toy attributes and the vocabulary of the various attributes of toys.	**New in This Stage of the Lab:** • Students create their own set of toys to play the Mystery Toy game. Students can create more advanced sets by choosing toys with varying levels of similarity or difference.	**New in This Stage of the Lab:** • Students sort toys (in a large four-square organizer) based on their various attributes (colors, shapes, wheels, movement, texture, etc.).	
Connection to Module Lessons: Students build on their knowledge of toys and their understanding of sorting by attribute as they play a Mystery Toy game and engage in a sorting activity. These activities build on similar experiences as those in the module lessons.				
IMAGINE LAB	**Learning Target**	**Learning Target**	**Learning Target**	**Learning Target**
Guiding Question: How can I use my imagination to create a world of play for myself and others?	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.
Summary of Lab: Students create a world of play as they explore the different materials available in the Imagine Lab.	**Purpose of Launch Stage:** • Students are given time to explore the various materials they will use in the Imagine Lab and begin to formulate ideas about how they might use these materials in the future.	**New in This Stage of the Lab:** • All Imagine Lab materials are now in one space. Students are able to choose which materials they use as they participate in the Imagine Lab.	**New in This Stage of the Lab:** • Students are encouraged to use the Imagine Lab as space to reenact or incorporate characters and ideas they have encountered in the module lesson texts.	**New in This Stage of the Lab:** • The Imagine Lab intentionally remains unchanged to promote student independence and allow teachers to strategically focus their attention on the Engineer and Create Labs.
Connection to Module Lessons: Students explore the available classroom toys during the module lessons, and some of those toys continue to be used with imaginative play in the Imagine Lab as students create a world of play. The Imagine Lab also gives students an opportunity to practice the "Play Commitments" they developed in the module lessons.				

Suggested Day-by-Day Schedule for Grade K, Module 1

Please note that this is a *recommended* schedule for implementing Labs in Module 1. Teachers may modify this schedule based on student needs, accessibility of materials, and time available. (For example, teachers may decide to launch the Labs in a different order, open only two Labs each day of the Practice stage, or add time to a particular stage if students need more time to meet the targets.) As adjustments are made, the key is to keep the overall purpose of Labs in mind.

Labs: Day-by-Day Schedule

Day	Rotation	Create Lab	Engineer Lab	Explore Lab	Imagine Lab
Day 1 Launch		All Students			
Day 2 Launch			All Students		
Day 3 Launch				All Students	
Day 4 Launch					All Students
Day 5 Practice	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 6 Practice	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 7 Practice	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 8 Practice	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 9 Practice	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 10 Practice	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 11 Extend Transition		All Students			All Students
Day 12 Extend Transition			All Students	All Students	
Day 13 Extend	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1

Day	Rotation	Create Lab	Engineer Lab	Explore Lab	Imagine Lab
Day 14 Extend	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 15 Extend	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 16 Extend	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 17 Extend	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 18 Extend	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 19 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students			Engineer Lab Students
	In the Lab, Part II		Engineer Lab Students		Create Lab Students
Day 20 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students			Engineer Lab Students
	In the Lab, Part II		Engineer Lab Students		Create Lab Students
Day 21 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students			Engineer Lab Students
	In the Lab, Part II		Engineer Lab Students		Create Lab Students
Day 22 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students			Engineer Lab Students
	In the Lab, Part II		Engineer Lab Students		Create Lab Students
Day 23 Choice/Challenge Prepare to Share	In the Lab, Part I	Create Lab Students			Engineer Lab Students
	In the Lab, Part II		Engineer Lab Students		Create Lab Students
Day 24 Choice/Challenge Addressing Feedback	In the Lab, Part I	Create Lab Students			Engineer Lab Students
	In the Lab, Part II		Engineer Lab Students		Create Lab Students
Day 25 Choice/Challenge Addressing Feedback	All Students				