

Grade 2: Module 1: Labs

4 – Choice and Challenge Stage

Labs: Choice and Challenge Stage

Days 19–25

Each of the Labs unfolds across an entire module and takes place in four stages: Launch, Practice, Extend, and Choice and Challenge.

At this point in the Labs, students have had several days in each Lab to become acquainted with purpose, tasks, and the materials of each Lab, as well as Labs routines.

The Choice and Challenge stage serves three purposes:

- To help students gain greater ownership through their choice of one of two Labs (Create Lab or Engineer Lab).
- To provide students the time and materials to engage in the task with greater depth, as well as the sense of purpose that accompanies creating a final product.
- To challenge students to a higher sense of craftsmanship through the co-construction of criteria, the giving and receiving of feedback, and the preparation for, and sharing with, an audience.

What stays the same from previous stage(s):

- During the Choice and Challenge stage, the guiding questions remain the same as in previous stages.

What is different from previous stage(s):

- Within a single Lab session during the Choice and Challenge stage, students spend half of the time in the Lab space of their choice and the other half in the Imagine Lab. This is done to meet the needs of our youngest learners, giving them the time and space for play. It also gives teachers more capacity in addressing students' needs in the Engineer and Create Labs.
- During the Choice and Challenge stage, a few specific tasks are also given their own separate days of Lab time: transition to Choice and Challenge stage, giving and receiving feedback, preparing to share, and celebrating. (Refer to the In the Labs section on the following pages for more detailed information on which days these tasks occur.)
- The Research Lab does not continue into the Choice and Challenge stage. This allows teachers and students to focus on high-quality products in a more supported, limited number of Lab spaces.

The chart that follows shows the guiding question, learning target(s), and ongoing assessment for each Lab during this specific stage.

(Note: The guiding question for a given Lab remains the same for the entire module. By contrast, the learning targets become more refined and precise from stage to stage.)



Choice and Challenge Stage: At-a-Glance

Guiding Question

Create Lab

How can I create a portrait of a person who is important to our school?

Engineer Lab

How can I design an ideal space for my school?

Imagine Lab

How can I use my imagination to create a world of play for myself and others?

Learning Target

Create Lab

I can create a portrait of an important school community member.

Engineer Lab

I can create a final draft design for an ideal space for my school.

Imagine Lab

I can show respect for Lab materials and my peers.

Ongoing Assessment

Create Lab

Create Lab Checklist (**SL.2.1, SL.2.6**)

Engineer Lab

Engineer Lab Checklist (**SL.2.1, SL.2.6**)

Imagine Lab

Imagine Lab Checklist (**SL.2.1, SL.2.6**)

Labs are one hour long in all four stages. During the Choice and Challenge stage, this hour is divided as follows:

Practice Stage: Daily Schedule

Lab Component	Time
Storytime	10 minutes
Setting Lab Goals	5 minutes
In the Lab: Choice Lab	40 minutes
Reflecting on Learning	5 minutes

Choice and Challenge Stage: Storytime

10 MINUTES

Teaching Notes

Purpose:

- Review the Storytime Teaching Notes in the Launch stage document, as needed.
- During the Choice and Challenge stage, choose texts that meet the following criteria:
 - Introduce students to various members of a school community
 - Allow students to recognize and celebrate the differences in the way people look: face shape, facial features, skin tones, body types, etc.
 - Highlight a character “finding his or her voice” in a performance or theater setting

In advance:

- Choose a text from your own classroom library or the K–5 Recommended Text List (stand-alone document).
- Consider creating a focus question for Storytime (see example in the Experience section below).
- Post: Focus question (optional).
- Consider:
 - A system for having individual students choose which Lab they would like to participate in during the Choice and Challenge stage.
 - Seating students in groups according to their chosen Lab to promote more focused discussion, goal setting, and reflection.

Materials

- ☒ Labs song (one to display)
- ☒ Text for Storytime (chosen by teacher; see Teaching Notes)

Experience

- Gather students whole group by singing the (start of the) **Labs song**.
- Introduce the **text for Storytime**.
- Consider giving students a focus question with which you would like them to listen, especially as it supports their work in the Labs. (Example: “While I read this story aloud, think about the question: ‘How do characters in this story add to the community they are a part of?’” or “While I read this story aloud, think about the question ‘How do characters in this story collaborate to get something done?’”)
- Read aloud the text for Storytime slowly, fluently, and without interruption.

Choice and Challenge Stage: Setting Lab Goals

5 MINUTES

Teaching Notes

Purpose:

- Students' goals during the Choice and Challenge stage should become more specific in nature, as they are working on a single project over the course of multiple days. Support students in focusing their goals on a specific aspect of their Lab work that they want to finish or improve, or a particular obstacle they hope to overcome. Consider providing a sentence frame to help students formulate meaningful goals. (Example: "Today I will work on ____" or "Today I will show perseverance by ____.")

Habits of character:

- Some students may need additional support with perseverance and collaboration as they prepare their products for feedback and an audience. Consider providing students with supportive Lab partners to problem-solve and give continual feedback.

Logistics:

- During the Choice and Challenge stage, students visit two Labs, their Choice Lab and the Imagine Lab, each for 20 minutes.

In advance:

- Allow students to choose which Choice and Challenge Lab they will attend. Prepare materials accordingly.
- Gather sticky notes for students to sketch or write their goal for Lab time today (optional).
- Post: Guiding question for each Lab, learning target(s) for each Lab, and Labs schedule.

Materials

- ✓ Labs schedule (one to display)
- ✓ Labs notebook (from Launch stage; one per student)

Experience

- Orient students to the **Lab schedule** and the learning target for each Lab.
- Remind students that they will visit two Labs each day during the Choice and Challenge stage: their Choice and Challenge Lab and the Imagine Lab.
- Identify which Lab group will visit each Lab first. Invite students to share, through a silent signal, which Lab they are visiting first.
- Tell students that in their Choice and Challenge Lab, it is important to think of specific and achievable goals.
- Model for students concrete examples of goals they might set for their Choice and Challenge Lab.

- Invite students to turn and talk with an elbow partner to identify their goal for Lab time today, providing a sentence frame as necessary: “Today my goal is to ____.” Ask:

* *“What is your goal for Lab time today?” (Responses will vary, but may include: Today my goal is to make the scale of my design more accurate.)*

- Invite students to open their **Labs notebook** to the Goal Setting and Reflecting on Learning pages.
- Remind students of which day of the Labs it is. (For example: Today is Day 3 of Labs.)
- Invite students to use their **pencil** and **clipboard** to record their goal for one (or more) of the Labs they will be visiting today.
- Invite students to put on their imaginary lab coats and goggles to show they are ready for learning and fun!

Choice and Challenge Stage: In the Labs

40 MINUTES

- Refer to the In the Labs section on the following pages for detailed plans on each specific Lab.

Choice and Challenge Stage: Reflecting on Learning

5 MINUTES

Teaching Notes

Purpose:

- Recall that the Reflecting on Learning portion of Labs serves as a bookend to Setting Lab Goals. This time should invite students to recall how they spent their time in the Labs and to reflect on their experience in the Labs. Students entered the Choice and Challenge Lab with a specific goal for the day. During this time, they should reflect on their progress toward that goal.
- Continue to support students with predictable structures of reflection (such as repeated protocols) as well as familiar sentence frames.

In advance:

- Post: Sentence frames or picture clues for any reflection questions you will use regularly.

Materials

- ✓ Labs notebook (from Launch stage; one per student)
- ✓ Pencil (one per student)
- ✓ Clipboard (one per student; optional)

Experience

- Gather students back together whole group by singing the (conclusion of the) **Labs song**.
- Remind students that they set a goal for themselves before they entered their Choice and Challenge Lab today.
- Invite students to open their **Labs notebook** to the Goal Setting and Reflecting on Learning page.
- Ask students to quietly read the goal they set during Goal Setting that day.
- Invite students to turn and talk to a partner:
 - * *“How did you do in reaching your goal today?” “What were you successful at doing?” “What did you find challenging?”*
- After students have a had time to verbally reflect with a partner, invite students to use their **pencil** and **clipboard** to complete the Reflecting on Learning portion of their Lab notebook for that day.
- Invite students to give a neighbor a high-five and take off their imaginary lab coat and goggles to indicate the end of the Lab experience.



Choice and Challenge Stage: In the Create Lab

Guiding question

- How can I create a portrait of a person who is important to our school?

Learning target

I can create a portrait of an important school community member.

Teaching Notes

How this stage of this Lab builds on previous stage(s):

- Students continue to use the tools they have acquired for drawing portraits.

What is new about this stage of this Lab:

- Students use all they have learned about drawing a portrait to create a portrait of a person important to their school community.
- Students use all the tools of their Artist’s Toolbelt (facial features, number of facial features, skin tone, and shapes of a face), the Portrait Drawing Criteria List anchor chart, and peer feedback to complete a final drawing.

Habits of character:

- Students are reaching their final drawing during the Choice and Challenge stage. Many will feel they are “done” early in the process. Encourage students to push their craftsmanship further using details and all they know about the portrait drawing process. Using peer and teacher feedback, students may add more details, revise specific aspects of their drawing, or complete a new draft.

Logistics:

- During the Choice and Challenge stage, students spend 20 minutes in their Choice and Challenge Lab and 20 minutes in the Imagine Lab.

In advance:

- Take and print color photographs of the various community members of which students may draw portraits. (Alternately, community members could “sit” for a portrait, or students could use pictures taken from a website or yearbook.)
- Prepare:
 - Portrait Drawing Criteria anchor chart, by writing the title at the top of a piece of chart paper.
 - Technology necessary to play “Austin’s Butterfly” during Giving and Receiving Feedback (<https://vimeo.com/38247060>).

Materials

Continued materials:

- ✓ What Makes a Face? anchor chart (begun in the Launch stage)
- ✓ Paper (blank; several pieces per student)
- ✓ Pencils (one per student or a cup of pencils per workstation)
- ✓ Outlining tools (black crayon, black charcoal, black pastel or black marker; one per student)
- ✓ Coloring tools (watercolors, colored pencils, or crayons; one set per student)

Additional materials:

- ✓ Portrait Drawing Criteria List anchor chart (new; co-created with students during Transitioning to the Choice and Challenge Stage)
- ✓ Model portrait (one for teacher modeling)
- ✓ Photograph of a person important to the school community (one per student)
- ✓ “Austin’s Butterfly” (video; play in entirety; see Teaching Notes)

Experience

Transitioning to the Choice and Challenge Stage (Day 19):

- Students who chose to work in the Engineer Lab for the Choice and Challenge stage may transition to the Imagine Lab at this time. This will allow for a smaller group discussion specific to the needs of students who chose the Create Lab.
- Display the **model portrait**.
- Tell students that they will now use this portrait, all they know about portrait drawing and the concepts they added to their Artist’s Toolbelts (facial features, number of facial features, skin tone, and shapes of a face) to create a criteria list that names all the important parts of a great portrait.
- Invite students to Think-Pair-Share with an elbow partner:

* *“Look closely at the model portrait. What did the artist do to make it both beautiful and realistic?” (The portrait artist drew a realistic shape of the face, instead of making it a perfect circle. This shows how the artist added details, including all of the facial features. The portrait artist included a lot of detail.)*

- As students share out, capture their ideas on chart paper to create the **Portrait Drawing Criteria List anchor chart**. This anchor chart will be referenced throughout the creation process, but most importantly, during the Choice and Challenge Giving and Receiving Feedback Day.
- Tell students that they will create a portrait of a person important to the school community (e.g., the custodian, school secretary, principal, counselor, other teachers, etc.) for their final product. These drawings will either be compiled in a book of portraits about the school, or they will be displayed at the entrance of the school so visitors know all of the important people who make up the school community.
- Using a total participation technique, invite responses from the group:
 - * *“Who are some people important to our school community?” (Responses will vary, but may include: custodian, teachers, counselors, principal, secretary, etc.)*
- Assign students a community member for whom they will create a portrait.
- Distribute to each student a photograph of the community member to whom they have been assigned.
- Tell students that they will use all they know about portrait drawing to begin their first draft.
- Students continue to have access to materials provided in the Launch, Practice, and Extend stages. Refer to the materials for a list of **continued materials**.

Giving and Receiving Feedback (Day 22):

- Similar to Transitioning to the Choice and Challenge Lab Stage, consider dividing students into their two groups during Giving and Receiving Feedback. One group will work on giving and receiving feedback while the other works in the Imagine Lab. Then, the groups will switch.
- Invite students in the Create Lab to bring their portrait drawings and the photograph of their community member to the whole group gathering area.
- Tell them they will watch a short video about a boy named Austin and his drawing.
- Show **“Austin’s Butterfly”** uninterrupted.
- Invite students to Think-Pair-Share with an elbow partner:
 - * *“How did Austin’s drawing change from the first draft to the final draft?” (His drawing looks more like the picture of the butterfly.)*
 - * *“What helped Austin improve his drawing?” (The other students gave him feedback, telling him ways to make it better.)*
- Tell students that just like Austin and his friends, they are going to help each other make better drawings. They will do this by:
 - Hearing about their partner’s drawing (Example: “I am drawing a portrait of ____.”)
 - Thinking about all the things that make a great portrait
 - Looking closely at the photograph and comparing it to the portrait
 - Telling their partner one “star” (something he or she did really well) and one “step” (something he or she can do to make it even better)

- Review the Portrait Drawing Criteria List anchor chart that students helped to create on the first day of the Choice and Challenge stage.
- Tell students that their “star” and “step” should come from this list.
- Consider modeling this process of giving and receiving feedback with a student volunteer or another teacher.
- Remind students that feedback is meant to be helpful, not hurtful. When someone tells you something you can do better, he or she is being a good partner.
- Invite students to turn and face an elbow partner with their portrait drawing and the photograph and choose a partner A and a partner B.
- Invite partner As to begin sharing and partner Bs to begin listening and offering feedback.
- After 3 or 4 minutes, invite students to switch roles.
- Ask students to answer the following question in their heads:
 * ***“What will you do now to make your portrait even better?”***
- Invite some, or all, students to share their next steps, as time permits.
- Give students specific positive feedback for the important and difficult work of giving and receiving feedback. (Examples: “Sometimes it is difficult to hear things we need to do to make our work better. But I noticed students receiving feedback with a very positive attitude” or “I heard students using very specific feedback. They did not just say, ‘Your drawing is good.’ They named exactly what the artist did that was good, saying, ‘Your shapes are really accurate’ and ‘You included a lot of great details.’”)

Preparing to Share (Day 24):

- At this point, students should have a final product that they are ready to share with an audience (internal or external).
- Students can use this preparation time in a variety of ways. They might:
 - Label their final product with their name, a title of the product, and labels of the various parts of the drawing
 - Work with a partner to practice presenting their product to another person
 - Write and draw a short reflection that shows their process and what they are proud of about their work

Celebrating (Day 25):

- There are multiple ways in which students may celebrate and share their final product. Consider:
 - Setting up a “museum” of student work for students, families, or other classes to visit
 - Displaying student work in the school entrance



Choice and Challenge Stage: In the Engineer Lab

Guiding Question

- How can I design an ideal space for my school?

Learning Target

I can create a final draft design for an ideal space for my school.

Teaching Notes

How this stage of this Lab builds on previous stage(s):

- Students continue to think about what would make a space in their school “ideal.”
- Students use their skills and tools of an engineer to design an ideal space for their school.

What is new about this stage of this Lab:

- Students will either use an earlier draft or begin a new design to create a final draft design for an ideal space in their school.
- Students will use all they know about drawing like an engineer, the Ideal Space Criteria List anchor chart, and peer feedback to complete a final design.

Habits of character

- Students are creating a final product during the Choice and Challenge stage. Many will feel they are “done” early in the process. Encourage students to push their craftsmanship further using details and all they know about the design and building process. Using peer and teaching feedback, students may add more details or revise specific aspects of their “magnificent thing.”

Logistics:

- During the Choice and Challenge stage, students spend 20 minutes in their Choice and Challenge Lab and 20 minutes in the Imagine Lab.

In advance:

- Prepare:
 - Ideal Space Criteria List anchor chart, by writing the title at the top of a piece of chart paper.
 - Technology necessary to play “Austin’s Butterfly” during Giving and Receiving Feedback (<https://vimeo.com/38247060>).

Materials

Continued materials:

- ✓ Model drawing of an ideal classroom (from the Extend stage)
- ✓ Paper (blank; several pieces per student)

- ✓ Pencils (one per student or a cup of pencils per workstation)
- ✓ Rulers (one per student or a cup of rulers per workstation)
- ✓ Colored pencils or crayons (one set per student)

Additional materials:

- ✓ Ideal Space Criteria List anchor chart (new; co-created with students during Transitioning to the Choice and Challenge Stage)
- ✓ “Austin’s Butterfly” (video; play in entirety; see Teaching Notes)

Experience

Transitioning to the Choice and Challenge Stage (Day 19):

- Students who chose to work in the Create Lab for the Choice and Challenge stage may transition to the Imagine Lab during this time. This will allow for a smaller group discussion, specific to the needs of students who chose the Engineer Lab.
- Tell students that in the Engineer Lab, they will create a final draft of a design for an ideal school space.
- Display the **Model drawing of an ideal classroom**.
- Tell students that they will now study this familiar picture to create a criteria list that names all the important aspects of an ideal space design.
- Invite students to Think-Pair-Share with an elbow partner:
 - * *“What did the engineer of this ideal space design do to make it detailed and high-quality?” (The engineer used straight lines, included a lot of details, and drew objects to scale compared to other objects.)*
- As students share out, capture their ideas on chart paper to create the **Ideal Space Criteria List anchor chart**. This anchor chart will be referenced throughout the creation process, but most importantly, during the Choice and Challenge Giving and Receiving Feedback Day.
- Tell students that they may choose to make a second draft of a design they already completed during the Extend stage or they may begin a new design of an ideal school space.
- Recall that students continue to have access to materials provided in the Launch, Practice, and Extend stages. Refer to the materials for a list of **continued materials**.

Giving and Receiving Feedback (Day 22):

- Similar to Transitioning to the Choice and Challenge Lab Stage, consider dividing students into two groups during Giving and Receiving Feedback. One group will work on giving and receiving feedback while the other group works in the Imagine Lab. Then, the groups will switch.
- Invite students in the Engineer Lab to bring their magnificent thing to the whole group gathering area.
- Tell students they will watch a short video about a boy named Austin and his drawing.

- Show “**Austin’s Butterfly**” uninterrupted.
- Invite students to Think-Pair-Share with an elbow partner:
 - * *“How did Austin’s drawing change from the first draft to the final draft?” (His drawing looks more like a real butterfly.)*
 - * *“What helped Austin improve his drawing?” (The other students told him ways to make it better.)*
- Tell students that, just like Austin and his friends did with the drawing, they are going to help each other make better designs. They will do this by:
 - Hearing about their partner’s ideal space design. (Example: “I am making a ____.”)
 - Thinking about all the things that make a great design.
 - Telling their partner one “glow” (something he or she did really well) and one “grow” (something he or she can do to make it even better).
- Review the **Ideal Space Criteria List anchor chart** that students helped to create on the first day of the Choice and Challenge stage.
- Tell students that their “glow” and “grow” should come from this list.
- Consider modeling this process of giving and receiving feedback with a student volunteer or another teacher.
- Remind students that feedback is meant to be helpful, not hurtful. When someone tells you something you can do better, that person is being a good partner.
- Invite students to turn and face an elbow partner with their magnificent thing and choose a partner A and a partner B.
- Invite partner As to begin sharing and partner Bs to begin listening and offering feedback.
- After 3 or 4 minutes, invite students to switch roles.
- Ask students to answer the following question in their heads:
 - * *“What will you do now to make your ideal space design even better?”*
- Invite some, or all, students to share their next steps, as time permits.
- Give students specific positive feedback for the important and difficult work of giving and receiving feedback. (Examples: “Sometimes it is difficult to hear things we need to do to make our work better. But I noticed students receiving feedback with a very positive attitude” or “I heard students using very specific feedback. They did not just say, ‘Your design is good.’ They named exactly what the engineer did that was good, saying, ‘Your magnificent thing uses really great materials and has a lot of details’ and ‘You made it really colorful and beautiful.’”)

Preparing to Share (Day 24):

- At this point, students should have a final product that they are ready to share with an audience (internal or external).
- Students can use this preparation time in a variety of ways. They might:
 - Label their design thing with their name, a title, and various parts of the design
 - Work with a partner to practice presenting their design to another person
 - Write and draw a short reflection that shows their process and what they are proud of about their work

Celebrating (Day 25):

- There are multiple ways students may celebrate and share their final product. Consider:
 - Setting up a “museum” of student work that students, families, or other classes may visit
 - Displaying student work in the school library, a local library, or a museum



Choice and Challenge Stage: In the Imagine Lab

Guiding Question

- How can I use my imagination to create a world of play for myself and others?

Learning Target

I can show respect for Lab materials and my peers.

Teaching Notes

How this stage of this Lab builds on previous stage(s):

- During the Choice and Challenge stage, the Imagine Lab returns to a place of greater flexibility because:
 - Students’ focus is required for multiple changes and tasks in their Choice and Challenge Lab.
 - Teachers need to focus their attention and support on students working toward their final products in the Create and Engineer Labs.
 - It is especially important for students to experience greater freedom and flexibility given the constraints and demands of the Create and Engineer Labs during the Choice and Challenge stage.
- Students continue to use a variety of imaginative play materials to create their own imaginative play scenarios.
- Students continue to be encouraged to use the Imagine Lab as space to reenact or incorporate characters and ideas they have encountered in the module lesson texts.
- Students continue to show respect for materials and one another.

Logistics:

- During the Choice and Challenge stage, students spend 20 minutes in their Choice and Challenge Lab and 20 minutes in the Imagine Lab.
- Students are no longer working in their Lab groups, as each student made an individual choice as to which Choice and Challenge Lab they would take part in.

Materials

Continued materials:

- ✓ Building blocks (one set of wood or linking blocks)
- ✓ White board (one large to share or several small) and dry erase markers (one per student)
- ✓ Hand or finger puppets (several to share)
- ✓ Dress-up materials (several to share)
- ✓ Other materials could include modeling clay, common kitchen materials and safe cooking utensils, felt or magnet boards
- ✓ Readers Theater scripts (several of each script; from Unit 2, Lessons 8 and 9)

Experience

- Remind students that the Imagine Lab is a place for them to:
 - Demonstrate habits of character, especially respect for materials and peers
 - Use their powers of imagination, engaging in fun, creative play with one another
 - Act out or recreate some of their favorite characters or scenes from the books they have been reading in the module lessons
 - Act out the Readers Theater scripts from the module lessons, adding in dramatic movements, costuming, or sets
- Tell students they will have 20 minutes in the Imagine Lab. Invite them to begin exploring materials and imagining.