

# Grade 1: Module 1: Labs Overview

This is your big-picture overview of Labs for Grade 1, 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 Target:	Learning Target:	Learning Target:	Learning Target:
<b>Guiding Question:</b> How can I create a realistic drawing of a tool?	I can use different kinds of lines to draw tools.	I can use different kinds of lines to draw tools.	I can use lines and texture to create detailed drawings of tools.	I can create a final drawing of a “tool I use” in my life as a first-grader.
<b>Summary of Lab:</b> In the Create Lab, students create tool drawings that become more realistic as they learn how to use artistic skills and concepts such as shape, lines, texture, and size.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>• Students recognize the various types of lines that make a tool.</li> <li>• Students become familiar with the materials they will use in the Create Lab.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students learn the skill of adding texture to a drawing to create detailed drawings of tools.</li> <li>• Students have access to colored pencils, crayons, or markers to use color to create more detailed drawings.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students use all they have learned about drawing a tool to create their best final product to share with an audience.</li> <li>• Students learn the concept of size and use size in their tool drawings.</li> <li>• Students use all the art skills and concepts they have learned (lines, textures, and size), the Tool Drawing Criteria List anchor chart, and peer feedback to complete a final drawing.</li> </ul>
<b>Connection to Module Lessons:</b> Students build on their knowledge of tools and work as they draw a realistic tool using artistic skills and concepts such as line, shapes, details, and textures.				
ENGINEER LAB	Learning Target:	Learning Target:	Learning Target:	Learning Target:
<b>Guiding Question:</b> How can I use classroom tools to create my own magnificent thing?	I can use classroom tools and materials responsibly.	I can use classroom tools and materials responsibly.	I can use classroom tools to re-create a magnificent thing from a picture.	I can create a magnificent thing to be used in my own life.
<b>Summary of Lab:</b> In the Engineer Lab, students use a variety of classroom tools and materials to design and create a magnificent thing that fills a need or want.  <b>Connection to Module Lessons:</b> Students build on their knowledge of tools and work collaboratively to create a magnificent think that fills a want or need. The module text, <i>The Most Magnificent Thing</i> , serves as the inspiration for this Engineer Lab.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>• Students explore “found” or everyday materials they will use to build their own magnificent thing.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students work to create, or re-create, various everyday objects based on pictures. This pushes students to think about the components of objects that they may not consider on their own (e.g., hinges on a box).</li> <li>• Students work with a partner to design and build an object.</li> <li>• Students have access to a greater range of materials.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students use their imagination to create something magnificent of their own.</li> <li>• Students think of an authentic need or want from their life, and then use classroom tools and materials to build it.</li> <li>• Students use all they know about building with classroom tools and materials, the Magnificent Thing Criteria anchor chart, and peer feedback to complete a final object.</li> </ul>

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
EXPLORE LAB	Learning Targets:	Learning Targets:	Learning Target:	Learning Target:
<b>Guiding Question:</b> What's the best tool for the job?	I can build a boat that floats and holds pennies.  I can collaborate with a partner in the design and building process.	I can build a boat that floats and holds pennies.  I can collaborate with a partner in the design and building process.	I can choose the best tool to complete a job.	The Explore Lab does not go to the Choice and Challenge stage in this module.
<b>Summary of Lab:</b> In the Explore Lab, students engage in a variety of activities in which they explore how different tools are used. The Explore Lab culminates in a design challenge in which students select the best tool for the job.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>Students are immersed in a design challenge that encourages them to work collaboratively and think creatively.</li> <li>Students are prepared for future Explore Lab experiences in which they must collaboratively solve design challenges.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>Students are challenged to build a boat that can hold as many pennies as possible.</li> <li>Students engage in a multiday design process of “plan, do, review” with a partner.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>Students complete a design challenge to transfer a substance between two containers.</li> <li>Students have a variety of tools to choose from and must reason about which tool is best for the job.</li> </ul>	
<b>Connection to Module Lessons:</b> Students build on their knowledge of tools and work as they explore how different tools can be used to solve a design challenge and determine the best tool for the job.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	Learning Target:	Learning Target:	Learning Target:	Learning Target:
<b>Guiding Question:</b> 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.
<b>Summary of Lab:</b> Students create a world of play as they explore the different materials available in the Imagine Lab.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>Students are given time to explore the various materials they will use in the Imagine Lab and begin to formulate ideas on how they might use these materials in the future.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>The Imagine Lab intentionally remains unchanged to promote student independence and allow teachers to strategically focus their attention on the Engineer and Create Labs.</li> </ul>
<b>Connection to Module Lessons:</b> Students are encouraged to reenact stories or incorporate characters and ideas from the module lesson texts as the engage in a shared world of play.				

## Suggested Day-by-Day Schedule for Grade 1, 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	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	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 Feedback Day	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 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 24 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 25 Choice/Challenge Celebrate	All Students				