

**Grade 2:** Module 1: Labs

## 2 – Practice Stage

## Labs: Practice Stage

### Days 5–10

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

2. The Practice stage serves three purposes:

- To practice using materials and navigating the Labs before introducing new materials and an additional layer of complexity in the Extend stage.
- To build independence in meeting Lab goals and transitioning between various components of the Labs schedule.
- To continue applying the habits of character in each Lab.

#### What stays the same from previous stage(s):

- During the Practice stage, the materials, tasks, and guiding questions remain identical to those of the Launch stage.

#### What is different from previous stage(s):

- During the Practice stage, students visit two Labs per day.

The chart below 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 target(s) become more refined and precise from stage to stage.)*



### Practice 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?

##### Research Lab

How can I use research skills to learn about my classroom community?

## Learning Target(s)

**Create Lab**

I can draw a self-portrait.

I can identify the features of a face, including the number of each feature.

**Engineer Lab**

I can draw an open-wall picture of my classroom.

I can use straightedges to create a more precise drawing.

**Imagine Lab**

I can show respect for Lab materials and my peers.

**Research Lab**

I can work collaboratively to collect data about my classroom community.

## 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**)

**Research Lab**

Research Lab Checklist (**SL.2.1, SL.2.6, W.2.8**)

Labs are one hour long in all four stages. During the Practice 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	40 minutes
Reflecting on Learning	5 minutes

## Practice Stage: Storytime

10 MINUTES

### Teaching Notes

#### Purpose:

- Review the Storytime Teaching Notes in the Launch stage document as needed.
- Similar to the Launch stage, choose texts that meet the following criteria:
  - Introduce students to various members of a school community
  - Show students or other community members being active, productive members of their community
  - Help students learn and discuss how to be an active, productive part of a new classroom community

#### 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).
- Review the Labs song.
- Post: Focus question (optional).

### Materials

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

### Experience (identical during all four stages of Labs)

- 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 ways in which the characters collaborate, or work together.”
- Read aloud the text for Storytime slowly, fluently, and without interruption.

**Practice Stage: Setting Lab Goals****5 MINUTES****Teaching Notes****Purpose:**

- Students continue to use this time to reinforce executive functioning skills by focusing their attention, making a plan for their time, exhibiting self-regulation, and following instructions. All students, but especially primary learners, need to learn and practice the behaviors associated with executive functioning.
- Students may need additional support remembering the second Lab they will be visiting on any given day. Consider posting the Labs schedule in a clearly visible location and pause to review it before students transition to their second Lab.

**Logistics:**

- During the Practice stage, Lab groups visit two workstations for 20 minutes each.

**In advance:**

- Post: Guiding question for each Lab, learning target(s) for each Lab, and Labs schedule.

**Materials**

- ✓ Learning target(s) (one to display for each Lab; see Practice Stage: At-a-Glance for the specific target(s) for each Lab)
- ✓ Labs schedule (one to display)
- ✓ Labs notebook (from Launch stage; one per student)
- ✓ Pencil (one per student)
- ✓ Clipboard (one per student; optional)

**Experience**

- Tell students that today they will visit two Labs.
- Review the learning target(s) for each Lab.
- Review the Labs schedule with students.
- Invite students to turn and talk with an elbow partner, providing a sentence frame as needed (example: “Today I will visit the \_\_\_\_ Lab first. When I’m there, my goal is to \_\_\_\_.”):
  - \* ***“Which Lab will you visit first? What will your goal be when you are there?” (Responses will vary, but may include: Today I will visit the Research Lab first. When I’m there, my goal is to ask questions of all my classmates.)***
- Revisit the Labs schedule. Point to the column labeled Lab 2.
- Invite students to turn and talk with an elbow partner, providing a sentence frame as needed:
  - \* ***“Which Lab will you visit second? What will your goal be when you are there?” (Responses will vary, but may include: Today I will visit the Engineer Lab second. When I’m there, my goal is to draw our classroom from the wall with the window.)***

- 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!

### Practice Stage: In the Labs

40 MINUTES

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

### Practice 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 both invite students to recall how they spent their time in the Labs and reflect on their experience in the Labs.
- 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 (optional).

#### 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 of the learning target(s) for their Labs and invite them to think about the goals they made at the beginning of Lab time.
- 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.
- Ask a reflection question, giving students think time before they respond. This promotes more considerate responses and supports English language learners. Examples:
  - \* *“What is something you did really well in the Labs today to meet the learning target(s)?” (Responses will vary, but may include: I showed respect for materials. I helped clean up.)*
  - \* *“What is something you struggled with in the Labs today?” (Responses will vary, but may include: I had a hard time drawing my nose!)*
  - \* *“How did you get past a difficult obstacle?” (Responses will vary, but may include: I used a ruler to help make straight lines in my drawing.)*
  - \* *“What is something you want to do better in Lab time tomorrow?” (Responses will vary, but may include: I want to draw from a different side of the room tomorrow.)*
  - \* *“What was your favorite part of the Labs today? Why?” (Responses will vary, but may include: I liked building with blocks the best today.)*
- Invite students to use a silent signal to indicate when they are ready to share.
- Invite students to share with a partner, a small group, or the whole class, as time permits.
- Continue to reinforce specificity in students’ responses (e.g., referring back to their goal, referring back to the learning target(s), giving concrete examples, etc.).
- 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.



## Practice 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 draw a self-portrait.*

*I can identify the features of a face, including the number of each feature.*

### Teaching Notes

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

- Students continue to draw self-portraits, focusing on the features of their face and the number of facial features.

**What is new about this stage of this Lab:**

- Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.

- Students can use watercolors, colored pencils, or crayons to add color to their self-portraits.
- Be aware of the variety of skin tones among your students and make these colors available to them. A discussion of skin tone and mixing colors to try to approximate skin tone is an important transition between the Launch stage and Practice stage of the Create Lab.
- Some students may need additional support with this drawing process, as their drawings may not look exactly like their face. As a result, students may want to begin their drawing multiple times or habitually erase. Remind students that drawing is a learned skill that comes with practice and perseverance.

### **Habits of character:**

- During the Practice stage of the Create Lab, perseverance continues to be an important habit of character. Often students become frustrated in the drawing process or in the creating of multiple drafts.

### **Logistics:**

- During the Practice stage, Lab groups spend 20 minutes in the Create Lab. Since students have limited time, they will need a system and space to store their drawings as they continue to work on them in future Labs.

### **In advance:**

- Prepare the Create Lab by placing mirrors, paper, pencils, outlining tools (black marker, black crayon, charcoal, or black pastel) and coloring tools (watercolors/colored pencils/crayons) in the Lab space.
- Consider whether the system previously established for storing student work is working and change as necessary.
- Post: What Makes a Face? anchor chart.

## **Materials**

### **Continued materials:**

- ✓ What Makes a Face? anchor chart (begun in the Launch stage)
- ✓ Mirror (one per student)
- ✓ Paper (blank; one piece per student)
- ✓ Pencils (one per student or a cup of pencils per workstation)

### **Additional materials:**

- ✓ Outlining tool (black crayon, black charcoal, black pastel, or black marker; one per student)
- ✓ Coloring tools (watercolors, colored pencils, or crayons; one set per student)

## **Experience**

- Remind students that in the Create Lab, they are drawing self-portraits.
- Tell them that they may begin a new drawing or continue the drawing from the Launch stage.
- Tell students that during the Practice stage, they will use outlining and coloring tools to better define and add color to their self-portraits.



- First, they will use an **outlining tool** to outline their facial features. This will ensure that their facial features are clearly visible once the picture is colored. (If using watercolors, it is best to choose the crayon, as the wax is resistant to the water.)
- Then, they will use **coloring tools** to add the color of their skin tone and hair.
  - Acknowledge that finding the right color for their skin tone can be a tricky process, as everyone’s skin is different and there are not always the right colors available.
  - Tell students that one way to do this is by first examining their skin closely, identifying the color they think their skin is. (It is light brown. It is dark brown. It is cream-colored with some pink in it.) Then, students should look at the colors available to them. (Is there a color already available that matches my skin tone? Can I mix a couple of the colors available to make my skin tone?)
  - Model this process on the **What Makes a Face? anchor chart**.
  - Encourage students to do their best to make the best match.
- Remind students that they will follow the same basic drawing process they used previously, with the addition of color:
  1. Use your **mirror** to examine your face.
  2. Identify your facial features and the number of each. (Examples: “I see one nose” or “I see five freckles.”)
  3. Approximate the size of a facial feature before drawing it. (Use your index finger and thumb like pinchers to approximate the size of a facial feature, beginning on your face and carrying the size directly onto the page.)
  4. Draw your self-portrait on **paper** with a **pencil**.
  5. Outline your facial features using an outlining tool.
  6. Study the tone of your skin. (What color do you see? How can you make this color with the coloring tools available?) Use coloring tools to add color to the face and hair in your self-portrait.
- Direct students’ attention to the 4 workstations around the room and the materials at each workstation: mirror, paper, pencils, outlining tools, and coloring tools.
- Invite students to put on their imaginary Artist’s Toolbelt begun in the Launch stage.
- Invite students to begin working.
- Circulate and support them as they work, especially with including all facial features, accuracy in drawing the size of facial features, and identifying and using the right color for skin tone.
- At the conclusion of In the Lab time, signal students to clean up their Lab space.
- Give Lab groups or individual students specific positive feedback for responsible and respectful cleanup behaviors. (Example: “Thank you for separating each material you used and putting each where it belongs.”)
- As Lab groups are ready, transition them to their next Lab or back to the whole group area for Reflecting on Learning.



## Practice Stage: In the Engineer Lab

### Guiding question

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

### Learning target

*I can draw an open-wall picture of my classroom.*

*I can use straightedges to create a more precise drawing.*

### Teaching Notes

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

- Students continue to draw pictures of their classroom with an emphasis on the “open-side” style of drawing and the use of straight lines, where appropriate.

#### What is new about this stage of this Lab:

- Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.
- Students are encouraged to draw the room from multiple perspectives.
- Students have the option of adding color to the drawings as they complete them.

#### Habits of character:

- Goal setting and reflection continue to be important habits of character learned and practiced in the Engineer Lab as students are working like “engineers,” and, therefore, trying to make their drawings as precise as possible. Students are encouraged to set goals regarding this precision and to reflect honestly on their own progress.

#### Logistics:

- During the Practice stage, students have only 20 minutes in the Engineer Lab. They will need a system and space to store their projects as they continue to work on them.

#### In advance:

- Prepare the Lab space by placing paper, pencils, colored pencils or crayons, rulers, and clipboards for students to draw the classroom.
- Consider whether the system previously established for storing student work is working and change as necessary.

### Materials

#### Continued materials:

- ✓ Model drawing (begun in the Launch 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)
- ✓ Clipboards (one per student)

**Additional materials:**

- ☑ Colored pencils or crayons (one set per student)

**Experience**

- Remind students that they are working to create an open-side drawing of their classroom.
- If necessary, review the **model drawing** to remind them of what an open-side drawing looks like.
- Remind students they are drawing “like engineers” to make their drawings as accurate and precise as possible. This means:
  - They should include all the details they can see from their perspective.
  - They should use a straightedge (ruler) to make precise lines where appropriate.
- Remind students of the materials they have available to them: **paper, pencils, rulers, and clipboards.**
- Tell students that once they have drawn the room from one perspective, they now have the option of adding color to their drawings, using **colored pencils** or **crayons.**
- If students feel they are finished with one project, they may put it away in the designated storage space and begin a new one, looking at the room from a different perspective, or “open wall.”
- Invite students to begin working.
- As they work, remind students that they do not need to finish their project today. They will return to the Engineer Lab many times over the coming days and weeks.
- Circulate and support students as they work.
- At the conclusion of In the Lab time, signal students to clean up their Lab space.
- As Lab groups are ready, transition them back to the whole group area for Reflecting on Learning.

**Practice 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):**

- Students continue to use a variety of imaginative play materials to create their own imaginative play scenarios.
- Students continue to show respect for materials and one another.

### What is new about this stage of this Lab:

- All Imagine Lab materials will now be in one space, giving students the option of what they want to do during this time.

### Habits of character:

- The Imagine Lab continues to incorporate multiple types of materials to allow students to create a world of play for themselves and others. Respect for these materials and respect for peers is necessary for the success of the Imagine Lab.

### Logistics:

- Because students now have access to all Imagine Lab materials, it is important that they set a clear goal for how they want to spend their time in the Imagine Lab.

### In advance:

- Prepare the Imagine Lab space by placing building blocks, white boards and dry erase markers, hand or finger puppets, dress-up materials, and other possible materials for students to create a variety of imaginative play scenarios.

## 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

## Experience

- Remind students of the importance of showing respect for Imagine Lab materials and their peers.
- Invite students to turn and talk with an elbow partner:
  - \* *“In what ways might you show respect for materials?” (put away materials before I move on to new ones; clean up materials at the end of Lab time)*
  - \* *“In what ways might you show respect for one another?” (share materials; use my body safely; include others in my imaginative play)*
- Tell students that today they will have 20 minutes in the Imagine Lab. Invite them to begin exploring materials and imagining.
- As students work, circulate and support them, specifically in the area of respect toward materials and peers.
- At the conclusion of In the Lab time, signal students to clean up their Lab space.
- Give Lab groups or individual students specific positive feedback for responsible and respectful cleanup behaviors. (Example: “It is great to see students working together to organize materials in the Imagine Lab, even if it is not a material you used.”)
- As Lab groups are ready, transition them back to the whole group area for Reflecting on Learning.



## Practice Stage: In the Research Lab

### Guiding question

- How can I use research skills to learn about my classroom community?

### Learning target

*I can work collaboratively to collect data about my classroom community.*

### Teaching Notes

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

- Students continue to work with the same research partner.
- Students use the research plan created during the Launch stage.

#### What is new about this stage of this Lab:

- During the Practice stage of the Research Lab, students conduct a survey of their classmates (who are working in other Lab spaces).

#### Habits of character:

- The Research Lab continues to rely on strong collaborative skills within research partnerships. As students begin conducting their surveys, briefly check in with each partnership to ensure that each student has a clear sense of his or her responsibilities.
- Look for evidence that each student within a partnership is given equal voice in the design and execution of the research project.

#### Logistics:

- Because students are now collecting survey data, they will be moving independently around the classroom speaking with their classmates. They will need to briefly interrupt students working at other Labs.
- Emphasize with the students of the Research Lab the importance of remaining focused on the survey.
- Emphasize with the students working in other Labs the importance of quickly refocusing on their own task when the survey is complete.

#### In advance:

- Prepare copies of a class list to help students in the Research Lab spell their classmates' names and easily track whom they have surveyed.
- Review students' research plans to ensure they have appropriate questions, as well as appropriate answer choices.

### Materials

#### Continued materials:

- ✓ Labs notebook (from Launch stage; one per student and one for teacher modeling)
- ✓ Pencils (one per student)
- ✓ Clipboard (one per student)

### Additional materials:

- ✓ Class list (one per pair)
- ✓ Colored pencils or crayons (one set per pair)
- ✓ Data Collection Sheet (extra copies as needed)

### Experience

- Gather students working in the Research Lab together.
  - Ensure that each student has a **Labs notebook**, **pencil**, and **clipboard**.
  - Tell them that they will now begin collecting data about their research question.
- Ask:
- \* ***“What is data?” (information, numbers about a topic)***
- Tell students they will move around the room today, asking classmates their research question and recording their responses. This means they will be collecting data.
  - Display the **data collection sheet** within the Labs notebook and focus students on the line: “Our Research Question.”
    - Tell students this is where they will record their research question.
    - Model this with the shared research question from the Launch stage. (Example: “What kind of pet do you have at home?”)
    - Direct students’ attention to the four lines below the grid. Tell them that, on these lines, they should write the four possible answers they are offering in their survey. One of these options should, when needed, allow survey participants to select “other” or “none of these options.”
    - Model this with the shared research question. (Example: dog, cat, fish, none)
    - Direct students’ attention to the grid. Tell students that when a student responds to the survey question, they should write that student’s name in a box above the appropriate answer choice. As more students respond in a particular way, students’ names should stack up on top of one another. (This will help students transition their work to a bar graph in the Extend stage of the Research Lab.)
    - Tell students that they will also have a copy of the **class list**. The class list will serve two purposes:
      - Provides the correct spelling of their classmates’ names
      - Allows them to check off or cross out a name once they have surveyed that student
      - Model asking several students the research question, consulting the class list to check off a name and get the spelling, and adding the names to the grid.
  - Invite students to begin working.
  - Circulate to support students as they collect data and fill out their data collection sheet.
  - If students complete their data collection sheet for one question, encourage them to use an additional **Data Collection Sheet** to conduct a survey for another question from their research plan.