

# Grade 2: Module 2: Labs Overview

This is your big-picture overview of Labs for Grade 2, Module 2. 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 Targets	Learning Targets
<b>Guiding Question:</b> How can I create a sculpture of my favorite dinosaur?	<p>I can identify the shapes that make a dinosaur.</p> <p>I can sculpt the shapes of a dinosaur.</p>	<p>I can identify the shapes that make a dinosaur.</p> <p>I can sculpt the shapes of a dinosaur.</p>	<p>I can add details to my dinosaur sculpture using my hands and other tools.</p>	<p>I can create a final sculpture of my favorite dinosaur.</p> <p>I can add beautiful details to my dinosaur sculpture using small found or recycled objects.</p>
<b>Summary of Lab:</b> In the Create Lab, students create dinosaur sculptures as they learn how to use artistic skills and concepts such as shape and detail.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>• Students examine a picture of a dinosaur, working together to identify the various shapes that make the dinosaur.</li> <li>• Students explore with clay, attempting to sculpt the various shapes of a dinosaur.</li> <li>• Students explore with toothpicks or skewers, attempting to attach the parts of a dinosaur together.</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 multiple ways to make their clay sculptures more detailed.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>• Students learn that sculptors add both realistic and non-realistic details to their sculptures, using a variety of materials to make their sculptures beautiful and to highlight different areas of their sculpture.</li> <li>• Students use all the art skills and concepts they have learned, the Dinosaur Sculpture Criteria List anchor chart, and peer feedback to complete a final sculpture.</li> </ul>
<b>Connection to Module Lessons:</b> Students build on their knowledge of paleontology and fossils as they learn different sculpting techniques to create dinosaur sculptures. In the Module 2 performance task, they write a narrative describing a paleontologist who just discovered a fossil, so the dinosaur sculpture could be a companion to this writing piece as students present at the End of Module Celebration.				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
EXPLORE LAB	Learning Targets	Learning Targets	Learning Targets	Learning Target
<b>Guiding Question:</b> What can I learn about paleontology by exploring the tools of a paleontologist?	I can learn about paleontology by exploring the tools of a paleontologist.  I can show respect when using the tools of a paleontologist.	I can learn about paleontology by exploring the tools of a paleontologist.  I can show respect when using the tools of a paleontologist.	I can learn about paleontology by exploring the tools of a paleontologist.  I can show respect when using the tools of a paleontologist.  I can create my own paleontologist dig (optional).	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 become paleontologists as they use paleontology tools to explore a simulated dig site.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>Students explore what it means to be a paleontologist in a simulated dig site.</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 have the option to create their own simulated paleontological dig, using the same or similar materials as those used in the Practice and Launch stages.</li> </ul>	
<b>Connection to Module Lessons:</b> Students build on their knowledge of paleontology and fossils as they explore how to use different paleontological tools in a simulated dig. The key module texts, <i>Stone Girl</i> , <i>Bone Girl</i> , <i>Fossils</i> , and <i>The Big Dinosaur Dig</i> , serve as inspiration and information for this Explore Lab.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	Learning Targets	Learning Targets	Learning Targets	Learning Targets
<b>Guiding Question:</b> How can I use Imagine Lab materials and my imagination to bring paleontology stories to life?	I can reenact paleontology stories using my imagination and materials of the Imagine Lab.  I can collaborate with others to reenact paleontology stories.	I can reenact paleontology stories using my imagination and materials of the Imagine Lab.  I can collaborate with others to reenact paleontology stories.	I can create paleontology stories using my imagination and materials of the Imagine Lab.  I can collaborate with others to act out paleontology stories.	I can create paleontology stories using my imagination and materials of the Imagine Lab.  I can collaborate with others to act out paleontology stories.
<b>Summary of Lab:</b> In the Imagine Lab, students create a world of play as they reenact, and later create, paleontology stories.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>Students continue to create a world of imaginative play in a guided experience as students retell familiar stories from the module lessons.</li> <li>The Imagine Lab becomes a more guided experience as students retell familiar stories from the module lessons through dramatization and reenactment.</li> <li>Although the teacher is central in establishing the purpose and expectations, and in monitoring student progress in the Imagine Lab, the students have autonomy to design and regulate their Imagine Lab.</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 invited to create their paleontology, fossil, or dinosaur-related stories.</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 Research and Create Labs.</li> </ul>
<b>Connection to Module Lessons:</b> Students explore the art of writing a narrative during the module lessons, and this same narrative process continues to be used with imaginative play as students reenact, and later create, paleontology stories using their imaginations and the materials from the Imagine Lab.				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
RESEARCH LAB	Learning Targets	Learning Targets	Learning Targets	Learning Targets
<b>Guiding Question:</b> How can I use research skills to learn and wonder about dinosaurs?	<p>I can learn new information about dinosaurs using my research materials.</p> <p>I can ask questions about dinosaurs based on my research materials.</p>	<p>I can learn new information about dinosaurs using my research materials.</p> <p>I can ask questions about dinosaurs based on my research materials.</p>	<p>I can learn new information about dinosaurs using my research materials.</p> <p>I can ask questions about dinosaurs based on my research materials.</p>	<p>I can use facts I have learned to create dinosaur trading cards.</p>
<b>Summary of Lab:</b> Students use research skills to learn new information about and ask questions about dinosaurs. The Research Lab culminates with the creation of dinosaur trading cards that share facts about different dinosaurs.	<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 Research Lab and begin to formulate ideas about their individual research interests and 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 Research Lab materials are now in one space. Students are able to choose which dinosaur topic they would like to research.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>Students focus their line of inquiry and research into a specific area of expertise: carnivores, herbivores, swimmers, or fliers.</li> <li>Facts that students learn about their specific area of expertise will be used in their final product during the Choice and Challenge stage.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>Students no longer collect new facts or generate new questions, unless it is necessary for the completion of their dinosaur trading card.</li> <li>Students use the information they collected in the Research Lab, the Dinosaur Trading Card Criteria List anchor chart, and peer feedback to complete their dinosaur trading cards.</li> </ul>
<b>Connection to Module Lessons:</b> Students build upon their understanding of paleontology and fossils as they research facts and ask questions about different dinosaurs. The final dinosaur trading cards could be companions to the performance task writing piece as students present at the End of Module Celebration.				

## Suggested Day-by-Day Schedule for Grade 2, Module 2

Please note that this is a *recommended* schedule for implementing Labs in Module 2. 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	Explore Lab	Imagine Lab	Research Lab
<b>Day 1 Launch</b>		All Students			
<b>Day 2 Launch</b>			All Students		
<b>Day 3 Launch</b>				All Students	
<b>Day 4 Launch</b>					All Students
<b>Day 5 Practice</b>	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
<b>Day 6 Practice</b>	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
<b>Day 7 Practice</b>	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
<b>Day 8 Practice</b>	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
<b>Day 9 Practice</b>	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
<b>Day 10 Practice</b>	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
<b>Day 11 Extend Transition</b>		All Students			All Students
<b>Day 12 Extend Transition</b>			All Students	All Students	
<b>Day 13 Extend</b>	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

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Day	Rotation	Create Lab	Explore Lab	Imagine Lab	Research 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		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 20 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 21 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 22 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 23 Choice/Challenge Prepare to Share	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 24 Choice/Challenge Addressing Feedback	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 25 Choice/Challenge Addressing Feedback	All Students				