

**Grade 1:** Module 2: 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 contribute to an “Our Sky” class picture book?

##### Explore Lab

How can I explore light and shadow?

##### Imagine Lab

How can I use Imagine Lab materials and my imagination to bring our sky stories to life?

##### Research Lab

How can I use research skills to learn and wonder about our sky?

## Learning Target(s)

**Create Lab**

I can blend colors together to create the colors of the sky at different times of day.

**Explore Lab**

I can explore light and shadow.

**Imagine Lab**

I can collaborate with others to reenact stories about our sky.

**Research Lab**

I can learn new information about the sky using my research materials.

I can ask questions about the sky based on my research materials.

## Ongoing Assessment

**Create Lab**

Create Lab Checklist (SL.1.1a, c; SL.1.4; L.1.1b, c, d, f, i, j)

**Explore Lab**

Explore Lab Checklist (SL.1.1a, c; SL.1.4; L.1.1b, c, d, f, i, j)

**Imagine Lab**

Imagine Lab Checklist (RL.1.2; RL.1.3; RL.1.9; SL.1.1a, c; SL.1.4; L.1.1b, c, d, f, i, j)

**Research Lab**

Research Lab Checklist (W.1.8; SL.1.1a, c; SL.1.2; SL.1.4; L.1.1b, c, d, f, i, j; L.1.2a, b; L.1.4a)

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.
- During the Launch and Practice stages, Storytime should be dedicated to reading, rereading, or retelling narratives about the sky, especially those introduced during the module lessons, but can also include others of the teacher's choice. This supports student work in the Imagine Lab, where they are expected to use materials to collaboratively reenact familiar, content-connected stories.

##### In advance:

- Choose a text from your 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 Imagine Lab. (Examples: “While I read aloud, think about the ways in which you might use Imagine Lab materials to act out this story” or “While I read aloud, think about this question: Who are the important characters and what are the important events that I would want to include in a reenactment of this story?”)
- 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.
- Decide on a system of storage and movement of Labs notebooks. Students will need these during Setting Lab Goals and Reflecting on Learning each day. Students will also need their Labs notebooks when visiting the Research Lab.

### 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 (one per student)
- ✓ Pencils (one per student)

### 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 open their **Labs notebook** to the section titled “Goal Setting.”
- Review the sentence starters at the top of the page.
- Using a total participation technique, ask:  
*“Which Lab will you visit first? What is your goal when you are there?” (Responses will vary, but may include: I am going to the Explore Lab. My goal is to make the longest shadow I can.)*

- Revisit the Labs schedule. Point to the column labeled Lab 2.
- Using a total participation technique, ask:  
*“Which Lab will you visit second? What will your goal be when you are there?”*  
*(Responses will vary, but may include: I will be going to the Research Lab. My goal is to find out how hot the sun is.)*
- Direct students to record their goals for the day in their **Labs notebook** using a **pencil**.
- 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 specific 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 song (one to display)
- ☑ Learning target(s) (one to display for each Lab; see Practice Stage: At-a-Glance for the specific target(s) for each Lab)
- ☑ Labs notebook (one per student)
- ☑ Pencils (one per student)

#### 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.

- Invite them to review the goals they recorded at the beginning of Lab time in their **Labs notebooks**.
- Invite students to open their Labs notebooks to “Reflecting on Learning.”
- Ask a reflection question and direct students to the sentence starters at the top of the page, giving them think time before they respond. This promotes more considerate responses and supports English language learners.
- 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.
- Direct students to use a **pencil** to record one reflection from their labs experience in their Labs notebook.
- 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 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 contribute to an “Our Sky” class picture book?

### Learning Target

- I can blend colors together to create the colors of the sky at different times of day.

### Teaching Notes

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

- Students continue to create various colors of the sky by blending watercolor paints.

#### 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.
- As opposed to open exploration of blending colors on a large piece of watercolor paper, students now create a color palette of sky colors. The color palette will be a series of small, labeled squares, each representing a unique sky color (such as “sunrise pink,” “noon blue,” and “evening yellow”), and bound by a metal book ring.

#### Habits of character:

- During the Practice stage of the Create Lab, students practice their perseverance. Similar to the Launch stage, students may have difficulty in achieving a “perfect” result right away, leading to a sense of frustration or failure. On the other hand, some students will need to be pushed in their craftsmanship and encouraged to attempt multiple drafts or work carefully and slowly to achieve their personal best.

### 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 paintings as they continue to work on them in future labs.

### In advance:

- Create a palette of sky colors using several square pieces of watercolor paper, each painted with a unique sky color, bound together with a book ring. This will help students to envision the product they are creating.
- Cut watercolor paper into 3- by 3-inch squares.
- Prepare the Create Lab by placing photographs, paper, paints, brushes, and water in the Lab space.
- Consider whether the storage system previously established for storing student work is working and change, as necessary.

### Materials

- ☑ Photographs of the sky (several in the Create Lab)
- ☑ Watercolor paints (one set per student)
- ☑ Paintbrushes (one per student)
- ☑ Cup of water (one per student)

### Additional materials:

- ☑ Model palette of sky colors (one for teacher modeling)
- ☑ Watercolor paper (blank; several squares for teacher modeling and several pieces per student; see Teaching Notes)
- ☑ Black pen or marker (one per student or a cup of pens or markers per workstation)
- ☑ Metal book rings (one per student)

### Experience

- Welcome students to the Create Lab!
- Remind students that in the Create Lab, they are blending watercolors to create the many colors of the sky.
- Tell students that they will now use the skill of blending that they added to their Artist's Toolbelt to create an entire palette of sky colors.
- Define *palette* (the range of colors used by an artist).
- Display the **model palette of sky colors**. Show students several squares to help them notice the similarities and differences between them.
- Using a total participation technique, invite responses from the group:

***“What do notice about this palette of sky colors? What is similar, or the same, about the squares? What is different?” (Responses will vary, but may include: The squares are all colors of the sky. The squares are all labeled with a color and time of day. Each square is a different color.)***



- Remind students that the colors of each square are based on a **photograph of the sky**, of which there are several available in the Create Lab.
- Remind students that these colors were not part of the provided watercolor paints, but were the result of blending multiple colors together to achieve a color similar to one found in a photograph.
- Using a total participation technique, invite responses from the group:
 

*“What might be difficult about creating this palette? How might you overcome this difficulty?” (Responses will vary, but may include: It will be hard to match the colors exactly. It will be hard to work on a small square. I can try more than once to figure out which colors to blend.)*
- Show students the **watercolor paper** they will be working with during the Practice stage.
- Remind them of the materials they already explored during the Launch stage: photographs of the sky, **watercolor paints**, **paintbrushes**, and **cups of water**.
- 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. Reinforce the habit of perseverance as needed.
- As they work, remind students that they do not need to finish their project today. They will return to the Create Lab many times over the coming days and weeks.
- As students complete each square, they can label it using a **black pen or marker** (e.g., sunrise pink or midday blue).
- As students complete a full palette of colors, they can be bound together using a **metal book ring**.
- 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 back to the whole group area for Reflecting on Learning.



### Practice Stage: In the Explore Lab

#### Guiding Question

- How can I explore light and shadow?

#### Learning Target

- I can explore light and shadow.

## Teaching Notes

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

- Students continue to explore light and shadow.

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

- During the Practice stage, students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.

### Habits of character:

- Responsibility is key to the success of this Lab, as students are working independently with a variety of materials that need to be cared for and properly organized. Additionally, these materials are easily used as toys, so students need to show responsibility (and, perhaps, be given gentle reminders) to remained focused on the goals of the Lab.

### Logistics:

- During the Practice stage, students have only 20 minutes in the Explore Lab.

### In advance:

- Prepare the Lab space by placing flashlights, 3-D blocks, paper, and Light and Shadow task cards.
- Prepare the Lab space by choosing a surface (desk, wall, blank chart paper, etc.) on which students can cast shadows.

## Materials

- ☑ Flashlights (one per pair)
- ☑ 3-D blocks (various shapes and sizes)
- ☑ Paper (blank; various types, colors, and levels of translucence; several pieces per workstation)

### Additional materials:

- ☑ Light and Shadow task cards (one container for teacher modeling and one container per pair)

## Experience

- Welcome students to the Explore Lab!
- Using a total participation technique, invite responses from the group:
  - “What are we exploring in the Explore Lab?” (Guide students toward the understanding that they are exploring light and shadow.)*
  - “What tools are we using to explore light and shadow?” (flashlights, 3-D blocks, different types of paper)*
- Tell students that during the Practice stage, there is one more material that will guide their explorations: **Light and Shadow task cards.**
- Display a container of Light and Shadow task cards.

- Dramatically draw a card from the container.
- Before showing it to students, tell them that each card contains a mini challenge that they must complete with their partner before moving on to a new card.
- To build anticipation, invite students to give a signal of affirmation if they are ready to hear the first challenge.
- Read the first card to students or invite a volunteer to read it aloud to the whole group.
- Using a total participation technique, invite responses from the group:
 

***“How might you try and solve this challenge with your partner?” (Responses will vary, based on the task card chosen.)***

***“How can you be sure to work cooperatively with your partner?” (Responses will vary, but may include: Take turns with the flashlight. Talk first to make a plan.)***
- Review the other task cards so students are familiar with them when encountering them independently.
- Invite students to begin working.
- Circulate and support them as they work, identifying lines and including those lines in their drawings. Reinforce the habit of perseverance as needed.
- 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 turning off all flashlights before storing them in their proper place.”)
- 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 Imagine Lab materials and my imagination to bring our sky stories to life?

#### Learning Target

- I can collaborate with others to reenact stories about our sky.

#### Teaching Notes

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

- Students continue to use a variety of engaging and malleable materials to create an imaginative world of play for themselves and their peers.
- Students continue to use imaginative play materials to retell or reenact familiar, content-connected narratives.

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

- During the Practice stage, students have access to all the various materials in one space. This allows them greater choice in what materials they would like to use or decide are the most effective to use in retelling or reenacting familiar, content-connected stories.

### Habits of character:

- Collaboration and respect are key to the success of this Lab. Collaboration is required for students to successfully work with others in planning and executing a retelling, or reenactment, of a familiar narrative. Students will need to productively negotiate with one another as they decide which story to reenact, which parts each student will play, and which materials they will use. Respect is central to the way in which students make decisions productively and fairly, as well as the way in which they handle and organize materials of the Imagine Lab.

### Logistics:

- Similar to the Launch stage, students visit the Imagine Lab with their Lab group. While there, they should decide on a story they would like to reenact (they will have ample time to reenact multiple narratives), which Imagine Lab materials they would like to use in their reenactment, and which students will be responsible for the various roles available.

### In advance:

- Prepare the Imagine Lab space with a variety of imaginative play materials (other possible materials might include modeling clay or felt or magnet boards).

### 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)

### Experience

- Welcome students to the Imagine Lab!
- Remind students of the primary goal of the Imagine Lab: to work together and use materials of the Imagine Lab to bring beautiful stories to life.
- Using a total participation technique, invite responses from the group:

***“What sky stories that we have read might you retell or reenact today?” (Responses will vary, based on which texts students have encountered at this point.)***

- Choose one of the stories that students offered as an example. Using a total participation technique, invite responses from the group:

***“What characters from this story would you include in your reenactment in the Imagine Lab?” (Responses will vary, based on which text is chosen.)***

***“What are the important events of this story that you would need to include, from beginning to end?” (Responses will vary, based on which text is chosen.)***

*“What materials of the Imagine Lab would you like to use to reenact or retell this story?” (Responses will vary, but may include: I would like to use the white board to draw scenes from the story. I would like to use the dress-up clothes to become the characters and act out different parts of the story. I would like to use blocks to build the set, and then use the puppets to act out the story.)*

- Give students specific, positive feedback on their ideas and offer more if they struggle to think of a variety of stories or ways in which to use the materials of the Imagine Lab. (Consider compiling story titles and ideas of how to use materials on a chart for student reference.)
- Remind students that they will have multiple opportunities to act out stories in the Imagine Lab. This means they should be flexible in the story their group chooses, the materials the group chooses, and the role for which they are responsible.
- Point out the materials in the Imagine Lab space: **building blocks, white boards, hand or finger puppets, dress-up materials.**
- Invite students to begin working.
- When visiting the Imagine Lab, offer students concrete strategies for working positively and collaboratively with others, specifically providing language that creates a collaborative experience. (For example: “What story would you like to do today? We can choose my idea tomorrow” or “I think that we could use white boards to draw the story; do you have a different idea?”)
- 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 Research Lab

### Guiding Question

- How can I use research skills to learn and wonder about our sky?

### Learning Targets

- I can learn new information about the sky using my research materials.
- I can ask questions about the sky based on my research materials.

### Teaching Notes

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

- Students continue to use a variety of research materials to discover new information and answer their questions about the sky.

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

- All Research Lab materials will now be in one space, giving students the option of which sky-related topic they would like to explore during this time.

### Habits of character:

- The Research Lab requires both responsibility and collaboration on the part of students. Students are expected to remain focused on the research materials, recording facts and questions as they read. They are also encouraged to collaborate with their peers, sharing interesting things they learned, and to support one another in solving tricky words or understanding new, complex ideas.

### Logistics:

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

### In advance:

- Prepare baskets, each with a set of research materials on a different sky-related topic:
  - Basket 1: The planets
  - Basket 2: The sun
  - Basket 3: The moon
  - Basket 4: The stars
- Label each basket and each material (with words or pictures) to assist students in the proper storage and organization of research materials.

### Materials

- ☑ Labs notebook (one for teacher modeling and one per student)
- ☑ Baskets of research materials (one basket per sky-related topic; see Teaching Notes)

### Experience

- Welcome students to the Research Lab!
- Invite students to turn and talk with an elbow partner:
  - “What is the important work of a researcher?” (A researcher discovers new and interesting information about a topic. A researcher asks important questions about the materials they are working with.)*
  - “How can we help fellow researchers?” (share new and interesting facts you have learned; help each other with tricky new words)*
- Tell students that today they will have 20 minutes in the Research Lab.
- Display the **Labs notebook** and open to the research section. Invite students to do the same.
- Point out the table at the top, with a variety of icons, which is new to the Practice stage.
- Tell students that because all the research materials are now together, they have a choice about what they want to research. They should choose a topic (sun, moon, stars, or planets) to research for that day in the Research Lab and circle the icon showing which topic they chose.

- While still displaying the Labs notebook, model how to do this.
- Invite students to look back at some of the questions they recorded during the Launch stage (or previous Practice stage sessions).
- Invite students to turn and talk with an elbow partner:
  - “What is a question you recorded but have not yet found an answer to?” (Responses will vary.)*
  - “Do you have any new questions about the sky that you have not recorded yet?” (Responses will vary.)*
  - “What is one interesting thing you have learned by studying the research material?” (Responses will vary.)*
- Invite a few students to share out.
- Give students specific, positive feedback on their great thinking. (Example: “It is great to hear students sharing specific facts they have learned. That shows that you are looking closely at the research materials.”)
- Point out the **baskets of research materials** within the Lab space and invite them to begin exploring the materials, learning exciting new information, and asking important new questions!
- 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.