

**Grade 1:** Module 2

# Teacher Guide

# Grade 1: Module 2: Labs Overview

This is your big-picture overview of Labs for Grade 1, 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 document. 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 Targets:	Learning Target:
<b>Guiding Question:</b> How can I contribute to an “Our Sky” class picture book?	I can blend colors together to create the colors of the sky at different times of day.	I can blend colors together to create the colors of the sky at different times of day.	I can paint a watercolor of the sky at a specific time of day.  I can include accurate details, including color and position of the sun, in my sky watercolor.	I can paint a watercolor of the sky at a specific time of day.
<b>Summary of Lab:</b> In the Create Lab, students explore with watercolor paints to blend colors to mimic the sky at different times of day. Students learn about the art concepts and skills of blending—including details, positioning, and horizon—as they work to create a final watercolor painting of the sky to be included in an “Our Sky” class picture book.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>Students closely examine the various colors of the sky, especially as the colors relate to the changing position of the sun.</li> <li>Students explore how to create the various colors of the sky by mixing watercolor paints.</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> <li>Students now create a color palette of sky colors. The color palette is a series of small, labeled squares, each representing a unique sky color.</li> </ul>	<b>New in This Stage of the Lab:</b> <ul style="list-style-type: none"> <li>Students apply their knowledge about the sky and their skill of blending to create watercolor paintings of the sky at various times of day.</li> <li>Students’ paintings go beyond matching and blending a single color; they include the sun at the position matching the time of day they are painting, incorporate multiple sky colors, and use features such as a horizon line and landscape details.</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 creating a watercolor painting to make a final draft painting of the sky and horizon when the sun is at a specified position.</li> <li>Students compile all of their paintings to create a combined “Our Sky” class picture book.</li> <li>Students use all the art skills and concepts they have learned (blending, horizon, landscape details, etc.), the Sky Watercolor Criteria List anchor chart, and peer feedback to complete a final painting.</li> </ul>
<b>Connection to Module Lessons:</b> Students build on their knowledge of patterns in the sky as they observe pictures of the sky at different times closely and create watercolor paintings of the different skies.				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
EXPLORE LAB	Learning Target:	Learning Target:	Learning Target:	The Explore Lab does not go to the Choice and Challenge stage in this module.
<b>Guiding Question:</b> How can I explore light and shadow?	I can explore light and shadow.	I can explore light and shadow.	I can create shadow pictures using my hands and other materials.	
<b>Summary of Lab:</b> In the Explore Lab, students engage in a variety of activities in which they explore light and shadow. The exploration culminates in a challenge to create “shadow pictures” using their hands and other materials.	<b>Purpose of Launch Stage:</b> <ul style="list-style-type: none"> <li>Students engage in an open exploration of light and shadow with a variety of materials.</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 build upon their knowledge of light and shadow to try to create more specific “shadow pictures.”</li> </ul>	
<b>Connection to Module Lessons:</b> Students build on their knowledge of day and night as they explore light and shadow. The science demonstrations from the text <i>What Makes Day and Night?</i> serve as examples of how light and shadow create day and night on Earth.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	Learning Target:	Learning Target:	Learning Targets:	Learning Targets:
<b>Guiding Question:</b> How can I use Imagine Lab materials and my imagination to bring our sky stories to life?	I can collaborate with others to reenact stories about our sky.	I can collaborate with others to reenact stories about our sky.	I can create stories about our sky.  I can act out original stories about the sky.	I can create stories about our sky.  I can act out original stories about the sky.
<b>Summary of Lab:</b> In the Imagine Lab, students continue to create a world of play as they reenact, and later create, stories about the sky.	<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>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 experiences among themselves.</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 own sky-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 role-play to build comprehension of narrative texts throughout the module lessons. The Imagine Lab gives students further opportunity to reenact, and later create, stories about the sky.				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
RESEARCH LAB	Learning Targets:	Learning Targets:	Learning Targets:	Learning Target:
<b>Guiding Question:</b> How can I use research skills to learn and wonder about our sky?	<p>I can learn new information about the sky using my research materials.</p> <p>I can ask questions about the sky based on my research materials.</p>	<p>I can learn new information about the sky using my research materials.</p> <p>I can ask questions about the sky based on my research materials.</p>	<p>I can learn new information about the sky using my research materials.</p> <p>I can ask questions about the sky based on my research materials.</p>	<p>I can use facts I have learned to create a Sky Riddle Book.</p>
<b>Summary of Lab:</b> Students use research skills to learn new information and ask questions about the sky. The Research Lab culminates in a creation of a Sky Riddle Book in which students use the researched facts.	<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 sky-related topic they would like to research during this time.</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 on a specific area of expertise: the sun, the moon, the stars, or the planets.</li> <li>Facts that students learn about will be used in their Sky Riddle Book, created in 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 Sky Riddle Book.</li> <li>Students use the information they collected in the Research Lab, the Sky Riddle Book Criteria List anchor chart, and peer feedback to complete their Sky Riddle Book.</li> </ul>
<b>Connection to Module Lessons:</b> Students build upon their knowledge of the sky and the sun, moon, and stars as they research new information and ask questions about the sky as they collect facts to create a Sky Riddle Book.				

## Suggested Day-by-Day Schedule for Grade 1, 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
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

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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			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				