

Grade 1: Module 3: Labs

1 – Launch Stage

Labs: Launch Stage

Days 1–4

Labs continue to take place in four stages, and the purposes of each remain the same (see Module 2 Launch Stage).

1. The Launch stage serves four purposes:
 - To introduce and practice the Lab schedule and routines and lay the groundwork for the habits of character that students will practice in each Lab.
 - To orient students to the purpose, guiding questions, and materials of each of the Labs for this module.
 - To establish expectations for each Lab.
 - To build a sense of wonder and excitement around each Lab. Students should be filled with anticipation, questions, and ideas as they continue on to the following, more independent stages of the Labs.



Launch Stage: At-a-Glance

Guiding Question

Create Lab

How can I create a sculpture of a bird that shows the form and function of its body parts?

Engineer Lab

How can I use my knowledge of birds to design a solution to a human problem?

Explore Lab

How can I learn more about birds by exploring the properties of different bird parts?

Imagine Lab

How can I use poetry and movement to learn more about birds?

Learning Target(s)

Create Lab

I can sculpt the beak, wings, and feet of a mallard duck.

Engineer Lab

I can match human inventions to different animal forms and functions.

Explore Lab

I can learn about birds' bones by building with hollow materials.

Imagine Lab

I can build knowledge about birds through poetry.

I can improve my reading fluency by reading poetry aloud.

I can create movement to match poetry about birds.

Create Lab

Create Lab Checklist (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

Engineer Lab

Engineer Lab Checklist (SL.1.1, SL.1.5, SL.1.6)

Explore Lab

Explore Lab Checklist (SL.1.1, SL.1.4, SL.1.6)

Imagine Lab

Imagine Lab Checklist (RL.1.4, RF.1.4b, SL.1.1, SL.1.6)

Launch Stage: Daily Schedule

Lab Component	Time
Storytime	10 minutes
Setting Lab Goals	5 minutes
In the Lab	40 minutes
Reflecting on Learning	5 minutes

Launch Stage: Storytime**10 MINUTES****Teaching Notes****Purpose:**

- Recall that the purpose and structure of Storytime is identical across all four stages of the Labs and can include a read-aloud of a text or an oral storytelling experience.
- During the Launch and Practice stages, Storytime should be dedicated to reading, rereading, or retelling narratives about a variety of living things, 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 Grade 1: Labs Recommended Storytime and Research Book List (in the Labs Teacher Guide)
- Consider creating a focus question for Storytime (see example in the Experience section below).
- Create four heterogeneous Lab groups.
- 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)

- Follow the routine established in Modules 1–2 to engage students with the **Labs song** and **text for Storytime**.

Launch Stage: Setting Lab Goals

5 MINUTES

Teaching Notes

Purpose:

- Recall that Setting Lab Goals is a time to activate and reinforce students' executive functioning skills: focusing their attention, making a plan for their time, exhibiting self-regulation, and following instructions.
- Continue to consider using visual displays (anchor charts, a Labs schedule, a daily agenda, etc.) to support students in understanding and remembering where they are going that day and what is expected of them.

In advance:

- Post: Guiding question and learning target(s) for the Lab students will be launching that day.

Materials

- ✓ Labs notebook (new; one per student and one for teacher modeling)
- ✓ Pencils (one per student)
- ✓ Learning target(s) (one to display for each Lab; see Launch Stage: At-a-Glance for the specific targets for each Lab)

Experience

- Gather students in the whole group meeting area.
- Distribute **Labs notebooks** and **pencils**.
- Invite students to sit in specified places so they will be close to their Lab group.
- Briefly introduce the Lab that the class will launch today.
- Think-Pair-Share:

“What do you already know about the Lab based on your experiences in Modules 1 and 2?” (Responses will vary.)

- Share the **learning target(s)** for the Lab the class is focused on today.

- Turn and Talk:

“What do you think you will be doing in today’s Lab?”

“How can you show respect for materials?”

“How can you show respect for other students in your group?”

- Tell students that their most important goals for the day are to think about the learning target, show respect for materials, show respect for other students in their group, and have fun!
- Remind students of the importance of setting goals and follow the routine established in Modules 1–2 to guide students through setting goals:
 - Invite students to think of a goal.
 - Invite students to turn and talk about their goal.
 - Direct students to write their goal in their Labs notebook.
- Invite students to take out their imaginary bow and arrow and then stand up and take aim at the target.
- Invite students to put on their imaginary lab coats and goggles to show they are ready for learning and fun!

Launch Stage: In the Labs **40 MINUTES**

- Refer to the In the Lab section below for detailed plans on each specific Lab.

Launch Stage: Reflecting on Learning **5 MINUTES**

Teaching Notes

Purpose:

- Similar to Modules 1–2, the cycle of goal-setting and reflecting is meant to increase student ownership and intentionality. Continue to support students with predictable structures of reflection and 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)
- ✓ Labs notebook (one per student and one for teacher modeling)

Experience

- Gather students back together whole group by singing the (conclusion of) the **Labs song**.

- Remind students of the guiding question for the specific Lab the class focused on today and guide them through their reflection:
 - Invite students to review their goal in their **Labs notebook**.
 - Ask a reflective question and remind students of the sentence starters at the top of the page.
 - Invite students to signal and share with a partner when they are ready.
 - Invite students to record their reflection in their Labs notebook.
- 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.



Launch Stage: In the Create Lab

Guiding Question

- How can I create a sculpture of a bird that shows the form and function of its body parts?

Learning Target

- I can sculpt the beak, wings, and feet of a mallard duck.

Teaching Notes

Purpose:

- In the Create Lab, the Launch stage serves three purposes:
 - Students examine pictures of the parts of a mallard duck, working together to identify the various shapes and details that make these parts. (Students may name 2-D or 3-D shapes, depending on their own background knowledge.)
 - Students explore with clay, attempting to sculpt the various shapes and add details of mallard duck parts.

Habits of character:

- The Create Lab requires perseverance and collaboration from students. This is students' first exposure to 3-D art and first use of sculpture materials. Some may have little experience with sculpting material, making this Lab an opportunity and a challenge in fine motor skills and handling of the materials. Other students may have more experience, making this a good opportunity for them to collaborate with their peers and serve as a resource in strategies for working with clay and other sculpting materials.

Logistics:

- During the Launch stage of the Create Lab, the teacher and students work together to examine photographs of various parts of a mallard duck.
- The teacher models how the parts of a mallard duck can be made using clay.
- Students explore forming clay into the shapes of mallard duck body parts.

In advance:

- Based on classroom setup and available technology, determine the best way to display photographs of mallard duck parts and model shaping clay into various shapes necessary to make mallard duck body parts.
- Prepare four workstations by covering each of them with paper or plastic and supplying them with several pictures of mallard duck parts, about 2.5 pounds of clay, a cup of water, toothpicks, and plastic utensils.
- Choose a picture of a mallard duck part to use for modeling (see supporting materials).
- Gather 15 pounds of white air-dry clay. Typically, this material can be found in 2.5- or 5-pound containers. The same clay can be reused through the Launch, Practice, and Extend stages. Five pounds of new clay will be provided for students who choose the Create Lab for the Choice and Challenge stage.
- Determine:
 - A storage option for clay between uses. The clay needs to be moistened (not soaked) at the end of each day and then placed in an airtight container or plastic bag.
 - The signal (e.g., bell, word, silent signal) you will use throughout Labs to let students know when it is time to clean up their station.

Materials

- ☑ Photographs of mallard duck parts (several per workstation and one for teacher modeling)
- ☑ Air-dry clay (class set; 2.5 pounds per workstation and .5 pound for teacher modeling)
- ☑ Cup of water (one per workstation and one for teacher modeling)
- ☑ Plastic forks (several per workstation and one for teacher modeling)
- ☑ Plastic knives (several per workstation and one for teacher modeling)
- ☑ Toothpicks (several per workstation and one for teacher modeling)

Experience

- Gather students in the whole group meeting area.
- Welcome students to the Create Lab, a space where they will now be sculptors!
- Tell students that in the Create Lab, they will add exciting new skills to their Artist's Toolbelt.
 - Pretend to put on an imaginary toolbelt and invite students to dramatically do the same with you.
 - Pretend to hold the idea of “shapes” in your hand and add it to your toolbelt. Invite students to do the same.
- Say:

“Like our bodies, the body parts of mallard ducks are made up of different shapes. Let’s look closely at the beak of a mallard duck and identify its shape.”
- Display a **photograph of a mallard duck part** that focuses on its beak.
- Using a total participation technique, invite responses from the group:

“How would you describe the shape of the mallard duck’s beak?” (The beak looks rounded at one end. It is more square where it attaches to the face. The beak looks flat where it is round. It is thicker by the face.)

- Show students a piece of **air-dry clay**.
- Tell them that this is a special tool for sculptors and one that they will explore in the Create Lab.
- Say:

“Many of you noticed that the beak looks flat and rounded. I’m going to try to make the beak of a mallard duck now. I will begin by pulling off a small ball of clay and rounding it in my hands.”
- Model pulling off a piece of clay and using the palms of your hands to round it into a ball (approximately 2–3 inches in circumference).
- Say:

“Now I will pinch the tips of my fingers to try and form the flat, rounded shape at one end, and a more squared, thick shape at the other.”
- Using the piece of clay and your hands, form the shape of the mallard duck’s beak.
- Display the beginning shape of the beak so all students can see. Ask:

“How is this? Does this shape match what you see here?” (Responses will vary.)
- As you model forming various shapes, tell students that this clay is special for many reasons. One reason is that it dries into a hard substance, like rock. This is great for saving and displaying a finished sculpture, but not good for the creation stages.
- Tell students that if their clay begins to dry, get hard, or crack, they simply need to add some “lotion,” just like we do to our skin. The lotion for the clay, however, is just a bit of water.
- Using a **cup of water**, model for students how they can dip their fingertips into the water and gently massage it into the clay as they work with it. Be clear that students should not submerge the clay in the water.
- Once the shape of the mallard duck beak has been achieved, direct students’ attention back to the photograph of the mallard duck beak.
- Invite students to look closely, trying to see all the little lines, ridges, textures, and additional shapes that make the beak of a mallard duck.
- Using a total participation technique, invite responses from the group:

“Now that we have the shape of the beak, what other details could we add to make our sculpture more realistic?” (Responses will vary, but may include: There is a line where the beak opens and closes. There are many little lines that come down next to the “lip” of the beak. There are two holes on the top of the beak.)
- Tell students that is important to always refer back to the photographs of the mallard duck part that they are sculpting, asking:

“What details can I add to make this more accurate and realistic?”
- Display a **plastic fork**, **plastic knife**, and **toothpick**.
- Tell students that these are all tools for them to make their sculptures more detailed.
- Model the use of the detail tool. For example:
 - Use the knife to create the line of the mallard duck beak, where it opens and closes.
 - Drag the fork to create the small lines of texture extending downward from the lip line.
 - Use the toothpick to create the holes on the top of the beak.

- Tell students that over the next several days, they will be working on three different mallard duck parts: the beak, the wings, and the feet.
- Show students that each workstation, and later the Create Lab, has photographs of mallard duck parts.
- They may choose which body part to work on, but it is important that they experiment with them all.
- Remind students that at the end of their time in the Create Lab, they will not be keeping their mallard duck part, but instead will start each day new. This is important in order to share materials with other students.
- Direct students toward their workstation for the day.
- Invite students to begin working.
- Circulate and support them as they work, specifically in the handling and care of the materials, manipulating the clay with their fingers, using details tools, and referring back to photographs for accuracy.
- 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.



Launch Stage : In the Engineer Lab

Guiding Question

- How can I use my knowledge of birds to design a solution to a human problem?

Learning Target

- I can match human inventions to different animal forms and functions.

Teaching Notes

Purpose:

- In the Engineer Lab, the Launch stage serves two purposes:
 - To help students understand the connection between natural phenomenon and human invention.
 - To build background knowledge around various examples of biomimicry.
- The Engineer Lab connects to Next Generation Science Standard 1-LS1-1. Students focus on the following science and engineering practice: Use materials to design a device that solves a specific problem or a solution to a specific problem. Students focus on the following cross-cutting concept: Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

Habits of character:

- Similar to Modules 1–2, the Engineer Lab helps students build their skills of goal-setting and reflection. The Engineer Lab has a clearly shared goal by the time students reach the Choice and Challenge stage: to design a solution to a human problem by drawing inspiration from the natural world. This clearly defined end goal will help students reflect on their own progress and set benchmark goals for their work along the way.

Logistics:

- Teacher and students begin by building background knowledge of biomimicry, the practice in which scientists and engineers use naturally occurring phenomenon as the inspiration for human invention and problem solving.
- Students work in partnerships to play a memory game in which they match natural elements with the human invention they inspired.

In advance:

- Prepare:
 - Nature's Inventions Memory Game by cutting apart the cards (see supporting materials).
 - Workstations by placing multiple sets of "Nature's Inventions Memory Game."
- Consider:
 - Creating supporting partnerships within Lab groups for students to play Nature's Inventions Memory Game.
 - Forming new Lab groups based on students' progress, strengths, and needs as exhibited in the Module 2 Labs.

Materials

- ☑ Photographs of examples of biomimicry (to display; see Supporting Materials)
- ☑ Nature's Inventions Memory Game (one set per partnership at workstations and one for teacher modeling)

Experience

- Gather students in the whole group meeting area.
- Welcome students to the Engineer Lab.
- Display two **photographs of examples of biomimicry**: one photograph of the natural phenomenon and one photograph of the human invention it inspired.
- Turn and Talk:

"What do you notice about these photographs?" (Responses will vary based on photographs being observed.)

"What do you wonder about these photographs?" (Responses will vary based on photographs being observed.)

"What is similar about the subjects of these photographs?" (Responses will vary based on photographs being observed.)

“What is different about the subjects of these photographs?” (Responses will vary based on photographs being observed.)

- Share that the pictures show examples of biomimicry.
- Define *biomimicry* (the design of products based on the natural world). Tell students that often, humans are inspired to design and build solutions to problems by looking at animals, plants, or other naturally occurring functions.)
- Repeat this process two or three times, showing sets of photographs of examples of biomimicry.
- With each set of photographs, discuss the way in which the animal, plant, or natural process led to a human design of a product or process.
- Tell students that in the Engineer Lab, they will be using nature, specifically birds, to design their own products or solutions to problems.
- In the Launch and Practice Stages, they will first play a memory game to become better acquainted with examples of designs that already exist.
- Display a set of cards for **Nature’s Inventions Memory Game**.
- Invite a student volunteer to model, with you, how to play this game.
- Post and review the rules for play:
 1. Shuffle the cards.
 2. Place them face down in equal rows of four.
 3. One player turns over two cards. Both players study the pictures and read the description underneath.
 4. If the cards match (the animal, plant, or natural process to the human invention), the cards stay face up and the player goes again.
 5. If the cards do not match, the player turns the cards face down again and the next player takes a turn.
 6. Play continues until all cards are face up.
 7. The player who made the most matches wins.
- With the student volunteer, model with a couple of turns.
- Answer clarifying questions.
- Tell students they will be working with their partner on this game, so they need to collaborate and show respect.
- Direct each Lab group to their workstation for the day.
- Invite students to begin playing.
- Circulate and support students as they play.
- 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.
- As Lab groups are ready, transition them back to the whole group area for Reflecting on Learning.



Launch Stage: In the Explore Lab

Guiding Question

- How can I learn more about birds by exploring the properties of different bird parts?

Learning Target

- I can learn about birds' bones by building with hollow materials.

Teaching Notes

Purpose:

- In the Explore Lab, the Launch stage continues to serve two purposes:
 - Students are introduced to the purpose and materials of the Explore Lab.
 - Students work together to answer the question “Can hollow materials be both light and strong?”

Habits of character:

- Similar to Modules 1–2, the Explore Lab makes use of a variety of materials, so respect will be central to students' success in multiple ways. First, students must learn and exhibit respect for materials as learning tools.
- Students will have a central role in designing this scientific inquiry process. They will also have a high level of independence in carrying out the scientific process. This will require students to show initiative while working in this Lab. It will be important to name and reinforce this habit of character continually through this process, reminding them that they are scientists, and scientists are always seeking ways to make their work better and learn more about their topic.

Logistics:

- Teacher and students begin by examining some of the materials that will be available in the Explore Lab and setting the purpose for the Lab.
- Students work with their Lab group to complete a single building challenge during the Launch stage. Students have new, additional challenges to complete during the Practice stage.

In advance:

- Gather materials necessary for the challenge and display them (see materials list).
 - Cardboard tubes can be purchased or recycled (paper towel, toilet paper, etc.).
 - Students may need more pennies available, depending on the strength of their structures.
- Consider forming new Lab groups based on students' progress, strengths, and needs as exhibited in the Module 2 Labs.

Materials

- ✓ Cardboard tubes (four per workstation and one to display)

- ☑ Paper plates (one per workstation and one to display)
- ☑ Pennies (20 per workstation and one to display)
- ☑ Tape (one roll per workstation and one to display)
- ☑ Paper (blank; one piece per workstation and one to display)
- ☑ Scissors (one pair per workstation and one to display)
- ☑ Labs notebooks (one per student and one for teacher modeling)

Experience

- Welcome students to the Explore Lab.
- Using a total participation technique, invite responses from the group:

“Of all the things you have done in the Explore Lab, what has been your favorite so far?” (Responses will vary.)
- Give students specific, positive feedback about the time they have spent in the Explore Lab already this year.
- Tell students that in the Explore Lab they will be completing a couple of different challenges. The purpose of these challenges will be to help them better understand some of the parts of birds’ bodies.
- Tell students that the first challenge they complete will be all about birds’ bones.
- Using a total participation technique, invite responses from the group:

“What do you know about birds’ bones?” (Responses will vary based on background knowledge.)
- If students do not share the idea that most birds have hollow bones, share this fact with them.
- Using a total participation technique, invite responses from the group:

“What does hollow mean?” (Guide students to define hollow as having a hole or empty space inside.)

“How would something being hollow affect it?” (It would make it lighter. It could make it weaker.)

“Why do you think it is important for birds to have hollow bones?” (Responses will vary.)
- Guide students toward the understanding that birds’ bones are hollow to make them lighter, which, in turn, makes it easier for birds to fly without using as much energy.
- Tell students that the challenge they are completing today, and in their next few visits in the Explore Lab, will help them explore the question “Can hollow materials be both light and strong?”
- Direct students’ attention to the displayed materials:
 - **Cardboard tubes**
 - **Paper plates**
 - **Pennies**
 - **Tape**
 - **Paper**
 - **Scissors**

- Tell students that their challenge today is to work, collaboratively, with their Lab groups to build a freestanding tower that can hold as many pennies as possible.
- Hold up a cardboard tube for all students to see. Ask:
“What do you notice about this tube?” (It is hollow.)
- Tell students that their group has four hollow tubes. These tubes should be the “legs” of the tower. They may use as many, or as few, of the tubes as they want.
- Hold up the paper plate for all students to see.
- Tell students that the plate will serve as the penny holder at the top of their structure.
- All of the other materials are there to help them build their structure, and can be used, or not used, as their group agrees.
- Display the “Hollow Bones Penny Challenge” page of the **Labs notebook**.
 - Tell students that this page is for them to plan their design for their structure.
 - Point out the space where they can estimate how many pennies they think their structure will hold.
- Transition students to their workstations.
- After a few minutes, signal students to rotate to the next workstation.
- Circulate and support students as they work, focusing on their collecting of data.
- 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 showing initiative, respecting materials, and showing respectful cleanup behaviors.
- As Lab groups are ready, transition them back to the whole group area for Reflecting on Learning.



Launch Stage: In the Imagine Lab

Guiding Question

- How can I use poetry and movement to learn more about birds?

Learning Targets

- I can build knowledge about birds through poetry.
- I can improve my reading fluency by reading poetry aloud.
- I can create movement to match poetry about birds.

Teaching Notes

Purpose:

- Similar to Modules 1–2, the Imagine Lab continues to provide students the time, space, and materials to create a world of imaginative play. Recall that guided play is most successful when students have greater ownership over the experience after the teacher has established the purpose and expectations.

- In this module, the Imagine Lab begins as a more guided experience, as students use poetry and movement to represent what they learn about birds, their parts, and how those parts work. As the module progresses, students are more independent in this process.
- The learning targets across the stages remain purposefully consistent to allow students to build mastery and independence, while also allowing the teacher to focus on other Labs that require more scaffolding and support.
- The Imagine Lab serves three purposes:
 - Gives students an additional genre through which they can build understanding of the topic.
 - Gives students the space and opportunity to incorporate movement in their learning, an important practice in engaging primary learners and helping all learners to access the curriculum.
 - Builds reading fluency through the practice of reading poetry, reading aloud, and repeating readings of an increasingly familiar text.

Habits of character:

- Similar to Modules 1–2, students continue to collaborate to create imaginative scenes. As needed, remind students of specific strategies and rationale for planning and executing a fair, shared experience.

Logistics:

- Similar to Modules 1–2, the teacher and students discuss how the new Imagine Lab material—poetry—might be used. They practice a few possibilities in a whole group setting. Students then transition to their workstation to explore the material with their Lab group.
- While poetry and movement is the focus of the Imagine Lab in this module, the Imagine Lab continues to be a place in which students can use multiple means of expression to express their learning and interact with one another. Therefore, students may choose to spend some of their Lab time engaging in other imaginative play activities, using a variety of materials.

In advance:

- Obtain a copy of *National Geographic Book of Animal Poetry*. (Dickinson, Emily, Robert Frost, Rudyard Kipling, and J P. Lewis. *National Geographic Book of Animal Poetry: 200 Poems That Squeak, Soar, and Roar! With Favorites from Robert Frost, Jack Prelutsky, Emily Dickinson, and More*. Washington, DC: National Geographic, 2012. Print.)
- Select four or five poems (from *National Geographic Book of Animal Poetry* or another appropriate source) that are about birds and best meet the needs of students in regard to text complexity, language, and content (see supporting materials).
- Place one poem each at each of the four workstations.
- Consider forming new Lab groups based on students' progress, strengths, and needs as exhibited in the Module 2 Labs.

Materials

- ☑ Poems about birds (one per workstation and one to display; see Teaching Notes)

Experience

- Welcome students to the Imagine Lab.
- Using a total participation technique, invite responses from the group:
“Of all the things you have done in the Imagine Lab, what has been your favorite so far?” (Responses will vary.)
- Give students specific, positive feedback about the time they have spent in the Imagine Lab already this year.
- Tell them that they will be continuing to use all those great Imagine Lab materials, including their imaginations.
- Say:
“I think that, because you have been so successful in the Imagine Lab, it is time for a new challenge! Do you agree? I have loved learning about our science topics together. In fact, I have even been finding and reading poetry about our science topics. Would you like to hear?”
- Display a **poem about birds**.
- Read the poem aloud slowly, fluently, and without interruption.
- Using a total participation technique, invite responses from the group:
“What is this poem about? How do you know?” (Responses will vary depending on poem selected.)
- Say:
“Sometimes when I hear poetry, it sounds a lot like music. It makes me want to use my body, and movement, to dance or act out what is happening in the poem. Should we try to read this poem again, this time moving our bodies to really try to show what is happening?”
- Invite students to stand up and circle up with their Lab group.
- Read one small section of the poem.
- Using a total participation technique, invite responses from the group:
“How could we use our bodies to show what is happening in just this small section of the poem?” (Responses will vary depending on poem selected.)
- Give students time to work with their Lab group to decide a movement, or small series of movements, to accompany that section of the poem.
- Choose one or two groups to share whole group.
- Give specific, positive feedback to those groups, allowing other groups to notice what kinds of matching movements they are working toward.
- Continue this process with the remainder of the poem, one small section at a time.
- Once Lab groups have decided movements for each section, say:
“Now that we have decided our movements, let’s try to go through the whole poem from beginning to end!”
- Read the poem from the beginning to the end while students move to the poetry in the Lab groups.
- Give students specific, positive feedback on their imaginative work with this poem.

- Tell students that they are now going to try this again, but with a new poem, and more independently.
- Assign each Lab group a workstation.
- Tell students that at their workstation, they will find a new poem to work with.
- Remind students of the steps they took with the whole group experience:
 1. Read the poem all the way through (they can take turns reading, or let one volunteer read it out loud).
 2. Discuss and decide what they think the poem is about.
 3. Read the poem, one small section at a time, choosing movements to match that section.
 4. Read the poem all the way through with movements.
- Transition students to their workstations.
- Circulate and support students as they work, focusing on having collaborative conversations, reading the poem fluently, and choosing movements.
- As you visit workstations, guide students toward other challenges they might try while moving like birds (e.g., “What other parts of your body could you use? Could some of you do one movement, while other students do another? This would show multiple things happening.”).
- At the conclusion of In the Lab time, signal students to return whole group, bringing their poems with them.
- Give all Lab groups the opportunity to act out their poem for the whole group.
- Give Lab groups or individual students specific, positive feedback for responsible and respectful behaviors as they worked today.
- Transition the whole group into Reflecting on Learning.