

Grade 1: Module 4: Labs

4 – Choice and Challenge Stage

Labs: Choice and Challenge Stage

Days 23–30

Labs continue to take place in four stages, and the purposes of each remain the same (see Module 3 Choice and Challenge stage).

What stays the same from previous stage(s):

- During the Choice and Challenge stage, the guiding questions remain the same as in previous stages.

What is different from previous stage(s):

- Module 4 differs from previous modules in the logistics of the Choice and Challenge stage of the Labs. As opposed to having three Lab spaces operating each day, there are only two: the Create Lab and the Imagine Lab. Furthermore, all students participate in both of these Labs (Create and Imagine). This was an intentional choice made for multiple reasons. First, the Imagine Lab of this module serves to give students a greater opportunity to practice and work toward mastery of the narrative writing standards. For this reason, it is important that all students are given the opportunity to bring their narrative writing through all stages of the writing process, including revision and publication. Second, the Imagine Lab and Create Lab were designed to work in tandem with one another. In the Create Lab, students create puppets of the characters written into their Imagine Lab stories. This integration of art into the writing process allows students to both bring their writing to life in a creative and dynamic way, while also helping them strengthen their speaking and listening skills.
- During the Choice and Challenge stage, a few specific tasks are also given their own separate days of Lab time: transition to Choice and Challenge stage, giving and receiving feedback, preparing to share, and celebrating. (Refer to the In the Labs section below for more detailed information on which days these tasks occur.)



Choice and Challenge Stage: At-a-Glance

Guiding Question

Create Lab

How can I create a collage puppet of my story bird?

Imagine Lab

How can I write a story using my knowledge of birds?

Learning Target (s)

Create Lab

I can create a collaged puppet for one other character in my bird story.

Imagine Lab

I can revise my story about a bird to include words that tell about time.

I can use puppets to act out my story.

Ongoing Assessment

Create Lab

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

Imagine Lab

Imagine Lab Checklist (W.1.3, SL.1.5)



Choice and Challenge Stage: Daily Schedule

Lab Component	Time
Storytime	10 minutes
Setting Lab Goals	5 minutes
In the Lab: Create Lab	20 minutes
In the Lab: Imagine Lab	20 minutes
Reflecting on Learning	5 minutes

Choice and Challenge Stage: Storytime

10 MINUTES

Teaching Notes

Purpose:

- Review the Storytime Teaching Notes in the Launch stage document as needed.

In advance:

- Choose a text from your own 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.
- Post: Focus question (optional).

Materials

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

Experience

- Follow the routine established in Modules 1–3 to engage students with the **Labs song** and **text for Storytime**.

Choice and Challenge Stage: Setting Lab Goals

5 MINUTES

Teaching Notes

Purpose:

- Students' goals during the Choice and Challenge stage should become more specific, because they are working on a single project over the course of multiple days. Support students in focusing their goals on a specific aspect of their Lab work that they want to finish or improve, or a particular obstacle they hope to overcome.

Habits of character:

- Some students may need additional support with perseverance and collaboration as they prepare their products for feedback and an audience. Consider providing students with supportive Lab partners to problem-solve and give continual feedback.

Logistics:

- During the Choice and Challenge stage, students visit two Labs, the Create Lab and the Imagine Lab, each for 20 minutes.

In advance:

- Consider setting up two workspaces for each Lab to accommodate Lab groups.
- Create a system for students to choose which Lab they will visit for the Choice and Challenge stage.
- 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 Choice and Challenge 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)** and **Labs schedule** with students.
- Invite students to open their **Labs notebook** and follow the routine established in Modules 1–3 to guide them through setting goals:
 - Review the sentence starters at the top of the page.
 - Invite students to notice what Lab they will visit first and second and to make a goal for each Lab.
 - 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!

Choice and Challenge Stage: In the Labs

40 MINUTES

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

Choice and Challenge Stage: Reflecting on Learning

5 MINUTES

Teaching Notes

Purpose:

- Similar to Modules 1–3, 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)
- ✓ Learning target(s) (one to display for each Lab; see Choice and Challenge Stage: At-a-Glance for the specific target(s) for each Lab)
- ✓ Labs notebook (one per student)
- ✓ Pencil (one per student)

Experience

- Gather students whole group by singing the conclusion of the **Labs song**.
- Remind students of the **learning target(s)** for their Labs 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 using a **pencil**.
- 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.



Choice and Challenge Stage: In the Create Lab

Guiding Question

- How can I create a collage puppet of my story bird?

Learning Targets

- I can create a collaged puppet for one other character in my bird story.

Teaching Notes

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

- Students continue to use the same materials and collaging technique to create another collage puppet.

What is new about this stage of this Lab:

- Students use all they have learned about collaging with paper, as well as their bird narrative from the Imagine Lab, to create a collage puppet for another character in their story.
- Students use all of the collage tools, the Collage Puppet Criteria List anchor chart, and peer feedback to complete a new collage puppet.

Habits of character:

- During the Choice and Challenge stage, students complete a new collage puppet. Many will feel they are “done” early in the process. Encourage students to push their craftsmanship further, using details and all they know about the collaging process. Using peer and teacher feedback, students may add more details or revise specific aspects of their puppet.

Logistics:

- During the Choice and Challenge stage, students spend 20 minutes in the Create Lab and 20 minutes in the Imagine Lab.

In advance:

- Prepare:
 - The Create Lab by placing a variety of colors of collage paper, pencils, scissors, and glue sticks in the Lab space.
 - A model collage puppet (or use the bird collage puppet from the Create Lab in the Extend stage) to help students create a criteria list of high-quality work.
 - A piece of blank chart paper for the Collage Puppet Criteria List anchor chart.
- Consider:
 - Establishing a system for keeping “scraps” of unused collage paper. Students who need new colors may first use this before making more of their own.
 - Gathering images of common characters in students’ stories, particularly if students have written about animals that are less familiar to them.

Materials

Continued materials:

- ☑ Bird collage puppet model (from Extend stage; one to display)
- ☑ Collage paper (from Launch and Practice stages; various per student)
- ☑ Glue sticks (one per student)
- ☑ Scissors (one pair per student)
- ☑ Pencils (one per student)
- ☑ Bird decorations (variety per workstation)

Additional Materials:

- ☑ Chart paper (one sheet)
- ☑ Construction paper (a variety of colors and shades of each color in the Create Lab)
- ☑ Cardstock (a variety of colors and sizes in the Create Lab)
- ☑ Images of common characters (optional; a variety in the Create Lab)

Experience

Transitioning to the Choice and Challenge Stage (Day 23):

- Tell students that now that they have had the experience of creating a collage puppet of their expert bird, during the Choice and Challenge stage they will have the opportunity to create a collage puppet of another character from their story.
- Display the **bird collage puppet model**.
- Invite students to Think-Pair-Share:

“What did the artist do to make this collage puppet accurate?” (The artist tried to make the colors of the bird puppet realistic. The artist layered the pieces of construction paper. The artist ensured that placement of the body parts was accurate.)

- As students share out, capture their responses on the **Collage Puppet Criteria List anchor chart**. This anchor chart will be referenced throughout the creation process, but most importantly during the Choice and Challenge Giving and Receiving Feedback Day.
- Remind students they will now have the opportunity to create a new collage puppet for a different character. Provide an example as necessary. (In the cardinal story, the other character is an owl.)
- Point out that students may not have another bird in their story, so they may choose to create a collage puppet of a different animal. If so, they will not have templates for these animal body parts, so they will have to draw the parts on their own.
- Remind students of the continued materials available to them in the Create Lab, including **collage paper**. Point out that they may not see the color they need for their new puppet.
- Using a total participation technique, invite responses from the group:

“What might you do if you don’t see the collage paper you need?” (Responses will vary, but may include: create new collage paper or use scraps of collage paper that match the color I need.)

- Point out the **construction paper** and **cardstock** and explain that students may use these if they need to create new collage paper.

- Think-Pair-Share:

“What is another character in your story that you will now make a collage puppet for?”
(Responses will vary.)

- Tell students they will use these puppet collages to act out the story they have written in the Imagine Lab in a couple of days.
- During Days 24–26, students continue creating their collage puppets, using the Collage Puppet Criteria List as needed to support quality work.
- Share the purpose of the **images of common characters** as necessary.

Giving and Receiving Feedback (Day 27):

- Consider dividing students into their two groups during Giving and Receiving Feedback. One group will work on giving and receiving feedback while the other group works in the Imagine Lab. Then, the groups will switch.
- Invite students in the Create Lab to bring their paper collage puppets to the whole group meeting area.
- Guide students through giving and receiving feedback about their new collage puppet using the routine established in Module 2:
 - Review the Collage Puppet Criteria List anchor chart.
 - Remind students that their star and step should come from this list.
- Invite students to give and receive feedback about their collage puppets with an elbow partner.
- As students give and receive feedback, use the Create Lab Checklist to track their progress toward the targeted standards for this Lab.
- Invite students to verbally name, or to write, a concrete next step they will take based on the feedback they received.

Responding to Feedback (Day 28):

- Today students will use the feedback they received about their collage puppets to revise them. Students should not create a new puppet; rather, they should revise their current puppets by adding more layers of color or other details to bring their character puppet to life.
- Circulate and support students as needed.

Preparing to Share (Day 29):

- At this point, students should have a final product that they are ready to share with an audience (internal or external).
- Similar to Modules 1–3, students can use this preparation time to label their final product, present it to a partner, or write and draw a reflection.

Celebrating (Day 30):

- There are multiple ways in which students may celebrate and share their final product. Consider:
 - Setting up puppet show stations around the room where the expert bird stories can be told using the collage puppets.
 - Displaying student work in the school library or local library.



Choice and Challenge Stage: In the Imagine Lab

Guiding Question

- How can I write a story using my knowledge of birds?

Learning Targets

- I can revise my story about a bird to include words that tell about time.
- I can use puppets to act out my story.

Teaching Notes

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

- During the Choice and Challenge stage, the Imagine Lab challenges students to select one of their stories to revise.

Logistics:

- During the Choice and Challenge stage, students spend 20 minutes in the Create Lab and 20 minutes in the Imagine Lab.

Materials

Continued materials:

- ☒ Cardinal model narrative (from Launch stage; one to display)
- ☒ Labs notebook (one per student)
 - Story Writing Pages: Story 2
- ☒ Story Elements Chart anchor chart (begun in Launch stage)

Additional materials:

- ☒ Words That Tell about Time anchor chart (new; co-created with students; see supporting materials)
- ☒ Words That Tell about Time anchor chart (example, for teacher reference)
- ☒ Cardinal model narrative, Version 2 (one to display)
- ☒ Bird collage puppet model (from Extend stage; one to display)

Experience

Transitioning to the Choice and Challenge Stage (Day 23):

- Display the **Cardinal model narrative** and read it aloud.
- Tell students that this story has all the elements of a narrative and great details to help the reader understand the characters, problem, and solution. But there is a little confusion: You can't tell **WHEN** everything is happening. Does this story take place over the course of one day? One week? One year? What time of day is it?
- Share that writers, and people orally telling stories, use helpful words to tell about time. They answer questions like: What time of day or night is it? How much time has passed?

- Direct students' attention to the **Words That Tell about Time anchor chart**.
- Share that together you will collect words and phrases that tell about time or when something happened and add them to the anchor chart.
- Display the **Cardinal model narrative, Version 2**. Read it aloud and have students put up a silent signal if they hear something that helps them understand WHEN something happened.
- As students show their silent signal, add the words or phrases to the Words That Tell about Time anchor chart. Refer to the **Words That Tell about Time anchor chart (example, for teacher reference)** as necessary.
 - One morning ...
 - A few minutes later ...
 - Immediately
 - That afternoon ...
- Tell students that now they will add these kinds of words to their own expert bird stories on the **Story Writing Pages: Story 2** in their **Labs notebook**.
- Transition students to the Imagine Lab and invite them to:
 - Read their expert bird story silently to themselves.
 - Find places where they could add words that tell about time to make their narrative easier to follow.
 - Add these words to their narrative.
- Circulate to support students as they work. Use the Imagine Lab Checklist to track student progress toward the targeted standards for this Lab.
- Toward the end of their Imagine Lab time, invite students to:
 - Find a partner.
 - Choose one page of their draft narrative to read aloud.
 - Read aloud their chosen page to their partner, emphasizing the words that tell time.
- During days 24–26, students continue drafting their stories, using the Cardinal model narrative, Version 2, to support quality work.

Giving and Receiving Feedback (Day 27):

- Tell students that each time they revisit their story to revise it, they are making it stronger and stronger! Now that they have added words that indicate time, they will review the criteria for what makes a great story to ensure that their stories address these criteria.
- Display the cardinal model narrative, Version 2 and read it aloud.
- Direct students' attention to the **Story Elements Chart anchor chart** and review the criteria listed.
- Using a total participation technique, invite responses from the group:

“What else can we add to this list of elements about what makes a great story?”
(Responses will vary, but may include: words that tell time, detailed pictures.)
- Share that this list will continue to help them revise their story over the next few days. It will also be used as a tool to give and receive feedback.
- Invite students to individually review their Story Writing pages in their Labs notebooks against the Story Elements Chart anchor chart.

- Circulate to support students as they work. Use the Imagine Lab Checklist to track student progress toward the targeted standards for this Lab.
- Invite students in the Imagine Lab to bring their stories to the whole group meeting area.
- Guide students through giving and receiving feedback about their stories using the routine established in Module 2:
 - Review the Story Elements Chart anchor chart.
 - Remind students that their star and step should come from this list.
 - As needed, model giving and receiving feedback with a student volunteer.
- Invite students to give and receive feedback about their stories with an elbow partner.

Responding to Feedback (Day 28):

- Tell students that today they will use the feedback (stars and steps) from Day 27 to revise their bird stories.
- Circulate and support students as they revise. As time permits and students complete their revisions, invite them to add details to the pictures they may have included.

Preparing to Share (Day 29):

- With excitement, share with students that soon they will have a chance to celebrate and tell their bird stories using their collage puppets.
- Point out that using puppets while telling their story requires some practice.
- Using the Cardinal model narrative, Version 2 and **bird collage puppet model**, demonstrate how to tell the story while using the puppet.
- Invite students to begin practicing telling their stories using their puppets.

Celebrating (Day 30):

- There are multiple ways in which students may celebrate and share their final product. Consider:
 - Setting up puppet show stations around the room where the expert bird stories can be told using the collage puppets.
 - Displaying student work in the school library or local library.