

Grade 1: Module 4: 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 Labs schedule and routines and lay the groundwork for the habits of character that students 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 collage puppet of my story bird?

Engineer Lab

How can I design and build a bird's nest that holds together and supports weight?

Imagine Lab

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

Research Lab

How can I discover more about the birds near me?

Learning Target(s)**Create Lab**

I can create and sort colored collage paper squares to use to create my puppet.

Engineer Lab

I can describe the materials and methods birds use to build nests.

I can work with a partner to make multiple plans for my bird's nest.

I can work with a partner to explore multiple materials to build a bird's nest.

Imagine Lab

I can plan a story about my expert bird using story elements and my knowledge about birds.

Research Lab

I can use a variety of resources and research reading strategies to research our local birds.

Create Lab

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

Engineer Lab

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

Imagine Lab

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

Research Lab

Research Lab Checklist (RI.1.5, RI.1.7, W.1.7, W.1.8)

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 birds, especially those introduced during the module lessons, but it 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 plan and write a story based on their knowledge about birds.

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 examples in Modules 1–3).
- 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 1–3 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 launch that day.

Materials

- ✓ 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.
- Invite students to sit in specified places so that 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, 2, and 3?” (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 1–3 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 put on their imaginary lab coats and goggles to show they are ready for learning and fun!

Launch Stage: In the Labs

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

Launch Stage: Reflecting on Learning

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)

Experience

- Gather students 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:
 - Ask a reflective question.
 - 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.
- As appropriate, use the corresponding Lab checklist to track student progress toward the targeted literacy standards for this Lab.
- 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.).



Launch Stage: In the Create Lab

Guiding Question

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

Learning Target

- I can create and sort colored collage paper squares to use to create my puppet.

Teaching Notes

Purpose:

- In the Create Lab, the Launch stage continues to serve two purposes:
 - Students create the collage paper they will use in the Extend stage to collage their expert bird from Module 3.
 - Students explore how to create the collage paper by tearing and cutting paper into squares and sorting the squares by colors into bins.

Habits of character:

- Similar to Modules 1–3, the Create Lab requires perseverance from students in different ways. For some, the process can be frustrating when their artwork does not match the model or does not meet their own expectations. Guide these students toward the understanding that mastery of skills and materials is a long-term process and that making multiple attempts is a productive and natural part of the process. Other students will feel “done” with their first attempt. Perseverance will be necessary for these students when provided with descriptive feedback and encouraged to make additional drafts to improve their work.

Logistics:

- During the Launch stage of the Create Lab, the teacher and students work together to examine an example paper collage bird. They discuss what is unique about collage as an art form and define it. They discuss the collage paper from which the cardinal collage was created. Students then explore how to create their own collage squares by tearing, cutting, and sorting the paper squares into bins. Students will use these paper squares to create collage paper during the Practice stage. During the Extend stage, they will create their bird collage.
- The teacher models for students how construction paper can be cut or torn into small squares and sorted into bins.
- Students then explore cutting, tearing, and sorting paper squares to create bins with shades of each color.

In advance:

- Create collage squares of paper to connect with the cardinal collage during teacher modeling.
- Use the Collage Process, Steps 1–3 and Collage Process, Steps 4–7 to support modeling and understanding of the process.
- Based on classroom setup and available technology, determine the best way to display the collage models and how to model cutting, tearing, and sorting so that all students can observe the process.
- Prepare four workstations by placing construction paper, scissors, and small bins at each.
- Consider:
 - Providing additional types of paper from magazines, etc., to enhance visual interest in collages.
 - Showing illustrations created by collage from various children’s books as alternative models.
 - Forming new Lab groups based on students’ progress, strengths, and needs as exhibited in the Module 3 Labs.
 - Forming new Lab groups based on students’ interest expressed by the expert bird on which they choose to focus.

Materials

- ☑ Cardinal collage (one per workstation and one for teacher modeling)
- ☑ Collage Process, Steps 1–3.
- ☑ Collage paper: teacher model #1 (new; teacher-created; see Teaching Notes)
- ☑ Cardinal photograph (one to display)
- ☑ Construction paper, Set 1 (shades of red; for teacher modeling)
- ☑ Scissors (one pair per student and one pair for teacher modeling)
- ☑ Expert bird photographs (from Module 3: woodpecker, wood duck, blue jay, penguin, hummingbird, and pelican; one to display and a different photo at each workstation)
- ☑ Construction paper, Set 2 (a variety of colors and shades of each color at each workstation)
- ☑ Bins (several per workstation, one for each color of collage paper squares)

Experience

- Gather students in the whole group meeting area.
- Welcome students to the Create Lab, where they will now be paper collage artists!
- Display the **cardinal collage**.
- Invite students to engage in a small group conversation about the following questions:
 - “What do you notice about this piece of art?” (It is made of different pieces of paper. It has layers.)*
 - “How do you think the artist made it?” (by gluing lots of pieces of paper on top of each other)*

“What is shown in this paper collage? How do you know?” (a cardinal; because it is red and I can see that the edges form the shape of a bird)

- After students have had a chance to discuss in small groups, use a total participation technique to solicit thinking from the group.
- Confirm that a *collage* is a type of artwork in which different kinds of materials are pasted onto a surface to make a picture. In a *paper collage*, the material that is pasted, or glued down, is paper.
- Tell students that in a paper collage, the artist uses many small pieces of cut or torn paper to cover all the white space underneath.
- Display the **collage paper: teacher model #1**. Share that the cardinal collage was cut out from collage paper like this.
- Direct students’ attention back to the collage paper and invite them to look carefully at the layers of paper. Point out how each piece of paper is cut or torn very small and how you cannot see any white space between or underneath because the squares are layered.
- Ask:

“What do you think layered means?” (Some parts of the paper squares are covering each other.)

- Invite students to show layering with their hands.
- Tell students that in the Create Lab, they will create their own collage paper squares by tearing or cutting small pieces of paper about the size of a quarter and sorting them by color into the bins.
- Share that they will glue the collage paper onto cardstock in the Practice stage, and today they are getting ready to do that.
- Show **Collage Process, Steps 1–3** to help students understand the process.
- Display the **cardinal photograph**.
- Show students **construction paper, Set 1**. Using a total participation technique, invite responses from the group:

“Let’s take a closer look at the body of the cardinal. What shades of red did I use to make the body of the cardinal?” (light red, medium red, and dark red)

- Confirm that the colors on the body are different shades of red. This means the colors are light red, medium red, and dark red.
- Also confirm that the colors you selected were as close to the cardinal photograph as possible.
- Demonstrate how to create small pieces of collage paper by tearing and using **scissors**.
- Ask:

“When is it better to cut the paper? When is it better to tear the paper?” (Responses will vary, but may include: Cut it if you need an exact shape for an edge or corner, but tear it if you plan to simply layer it and fill in a space.)

- Tell students that the skill they are going to be working on is *sorting*. That means to put things together that are the same or similar. They will sort the paper squares into bins according to color.
- Invite students to create a gesture or signal for the word *sorting* (e.g., making a cup with one hand and putting your other hand into it, then taking out an imaginary paper square and putting it in an imaginary bin).

- Colors of light, medium, and dark shades should be sorted together in the same bin (e.g., light, medium, and dark red should all be in the same bin; light, medium, and dark brown should be in the same bin).
- Tell students that today their job is to experiment with tearing, cutting, and sorting.
- Briefly explain the collage steps students should follow in this Lab session:
 1. Study the colors on the **expert bird photograph** at their workstation.
 2. Look at **construction paper, Set 2**. Select a variety of colors they need (based on the color of their expert bird) to cut or tear into squares about the size of a quarter.
 3. Sort the paper collage squares into **bins**. Each bin contains squares that are shades of the same color.
- Assign each Lab group a workspace and invite them to get started.
- Circulate and support students as they work. Encourage them in the process of tearing, cutting, and sorting paper squares, of respectfully sharing materials with their Lab group, and of showing perseverance when they are having difficulty.
- If time
- At the conclusion of In the Lab time, signal students to clean up their Lab space. Cleaning up scraps of paper and storing materials may need to be modeled the first time they do this.
- 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 Engineer Lab

Guiding Question

- How can I design and build a bird's nest that holds together and supports weight?

Learning Targets

- I can describe the materials and methods birds use to build nests.
- I can work with a partner to make multiple plans for a bird's nest.
- I can work with a partner to explore multiple materials to build a bird's nest.

Teaching Notes

Purpose:

- In the Engineer Lab, the Launch stage continues to serve two purposes:
 - Students become accustomed to the materials that birds would typically use when building a nest (both in terms of knowing the materials and in building the necessary motor skills to work with them).

- Students consider questions such as: How do these pieces fit together? Which ones make the best nests? Which ones will I use in my final design?

Habits of character:

- Similar to Modules 1–3, the Engineer Lab makes use of a variety of materials, so respect is central to students’ success in multiple ways. First, students must learn and exhibit respect for materials as learning tools. Beginning with an “open exploration” time works toward this goal, as it gives students a chance to use the materials more like toys before more prescriptive, guided experiences. Additionally, students must learn and exhibit respect for one another by collaborating and sharing materials and roles equitably.

Logistics:

- Teachers and students begin by examining the various materials that are available in the Engineer Lab and by setting expectations for the respectful care of those materials.
- Teachers set a purpose for the Engineer Lab so students have a clear idea of how they should spend their time.
- Students then work with a partner in an open observation and exploration of materials used to build a bird nest by exploring different workstations around the classroom.

In advance:

- Prepare workstations by placing the following at each one for every pair of students:
 - Nest photographs (see supporting materials).
 - Set of bird nest materials. Recommendations include: sticks, twigs, grass, leaves, strips of yarn and ribbon, paper (either pre-cut into strips and squares or whole for students to cut), pipe cleaners, strips or shreds of newspaper, cotton balls, paper clips, string, tape, glue, small pieces of wire.
- Consider forming new Lab groups based on students’ progress, strengths, and needs as exhibited in the Module 3 Labs.
- Determine student partnerships within each Lab group.

Materials

- ☑ Bird nest materials (one set per pair and one set to display)
- ☑ Nest photographs (three or four per workstation and one to display)

Experience

- Gather students in the whole group meeting area.
- Welcome them to the Engineer Lab!
- Think-Pair-Share:
 - “What is one reason birds build nests?” (to sleep in, to keep eggs safe, to keep their babies safe)
- Tell students that they are going to build a nest, too!
- Display one set of the **bird nest materials**.

- Using a total participation technique, invite responses from the group:
“What do you know about these materials?” (Responses will vary, but may include: Some are found in nature; some are stiff and some are soft; some are bendable; some can be twisted and shaped.)
“What could a bird use these materials to do?” (Responses will vary.)
- Display a **nest photograph**.
- Think-Pair-Share:
“How could we use these materials to build a nest?” (Responses will vary, but may include: tie twigs together using the string; form a nest with the pipe cleaners and fill it in with twigs, etc.)
- Point out that these materials are already at their workstations.
- Tell students that they will work with a partner at their workstation. They will need to share the materials, so being fair and taking turns will be important.
- Tell students that today their job is to be explorers of bird nest materials and to practice using the materials to make a bird nest. Challenge them to discover all they can and be ready to share something they realized when they return to reflect on learning.
- Direct each Lab group to their workstation for the day.
- Invite students to begin working with their partner.
- Circulate and support students as they work, focusing on their sharing and caring for materials. Use the Engineer Lab Checklist to gather evidence of students’ progress toward the targeted SL standards for the Lab.
- When visiting workstations, guide students toward other challenges they might try out with the materials (e.g., preparing them for the Practice stage of the Engineer Lab) by prompting:
“How many eggs could this nest hold?”
“How secure is the nest?”
“What happens if you put something in the nest?”
“What happens if you pick up the nest?”
- 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 Imagine Lab

Guiding Question

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

Learning Target

- I can plan a story about my expert bird using story elements and my knowledge about birds.

Teaching Notes

Purpose:

- In this module, the Imagine Lab:
 - Becomes a more guided experience, as students use narrative to show what they have learned about birds.
 - Provides an additional opportunity to make progress toward W.1.3 and SL 1.5 as students write and illustrate a narrative.

Habits of character:

- Similar to Modules 1–3, students continue to create imaginative scenes, but this time in writing. As needed, remind them of specific strategies and rationale for planning and executing a written piece.

Logistics:

- Similar to Modules 1–3, the teacher and students discuss how the new Imagine Lab material—Story Elements Chart—might be used. Students then transition to their workstation to explore the material with their Lab group.

In advance:

- Review and prepare the Cardinal model narrative to study as a mentor text and build criteria for story structure. This should be written on the same paper students will be using, as a built-in scaffold toward students using this paper during the Practice stage.
- Consider:
 - Forming new Lab groups based on students' progress, strengths, and needs as exhibited in the Module 3 Labs.
 - Placing copies of *Little Kids First Big Book of Birds* and *Did You Know?* texts (from Module 3) at workstations to support students as they remember facts about their expert birds.

Materials

- ✓ Story Elements Chart anchor chart (new; teacher-created; see supporting materials)
- ✓ Story Elements Chart anchor chart (example, for teacher reference)
- ✓ Cardinal model narrative (one for teacher modeling)

- ☑ Common Problems of Birds anchor chart (new; co-created with students; see supporting materials)
- ☑ Common Problems of Birds anchor chart (example, for teacher reference)
- ☑ Labs notebook (new; one per student and one to display)
 - Story Elements Planner: Story 1
 - Story Writing Pages: Story 1
- ☑ *Little Kids First Big Book of Birds* (optional; from Module 3; one or two per workstation)
- ☑ *Did You Know?* (optional; from Module 3; one or two per workstation)

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 continue 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 been loving all the different birds we have learned about. It would be fun to imagine and write a story about what we have learned about birds! When you became bird experts, you learned so much about woodpeckers, wood ducks, blue jays, penguins, hummingbirds, and pelicans. Now you will get to write a story about your expert bird!”
- Share with students that they will use their wonderful imaginations to bring to life the story of their expert bird and the different challenges it faces by writing a narrative.
- Remind students that to write a narrative, writers have to include certain elements or pieces. It’s kind of like pieces to a puzzle, and once all of the pieces are in place, a story is born. Remind students that the stories they read have those same pieces.
- Think-Pair-Share:

“What are some pieces of a great story?” (characters, setting, problem, solution, end)
- Direct students’ attention to the **Story Elements Chart anchor chart**.
- Emphasize and review the different story elements necessary to make a good story (characters, setting, problem, solution, end). Every story has these things in common.
- Display the **Cardinal model narrative** and tell students that you have a story to share with them about Cardinal.
- Tell students that as they listen to the story, they should think about the setting, characters, problem, solution, and end.
- While still displaying the Cardinal model narrative, read it aloud.

- Using a total participation technique, invite and record responses from the group. As students share out, capture their responses on the Story Elements Chart anchor chart. Refer to the **Story Elements Chart anchor chart (example, for teacher reference)** as necessary:
 - “Who are the main characters in the story?” (Cardinal and Owl)*
 - “Where does the story take place?” (in the forest)*
 - “What is the bird’s problem?” (His beak is stuck, so he can’t eat the seeds.)*
 - “Who are the helpers? What do the helpers do?” (Owl opens Cardinal’s beak with a stick.)*
 - “What happens to the bird?” (He is able to eat the seeds.)*
- Tell students that in this Lab they will be challenged to use their imagination to include all these story elements in their narrative. With excitement, share that they will begin by thinking of possible problems that a bird story could be about.
- Direct students’ attention to the **Common Problems of Birds anchor chart**.
- Give them think time to decide on a bird problem to share.
- Using a total participation technique, invite and record responses from the group on the anchor chart. Refer to the **Common Problems of Birds anchor chart (example, for teacher reference)** as necessary.
- Once five or six problems have been recorded, give students think time to decide on a first story idea. Invite them to share with a partner and whole group (given time) their idea for their first story.
- Display the **Story Elements Planner: Story 1** in the **Labs notebook** and share that students will plan their story idea using this planner, which looks just like the one on the anchor chart.
- Remind students that they will write their story about their expert bird, so they should think about a setting and problem that might relate to their bird.
- Invite students to refer to the *Little Kids First Big Book of Birds* and *Did You Know?* texts for ideas about setting or problems their expert bird might have.
- Transition students to their workstations and point out the Lab notebooks already there.
- Invite students to take one and begin planning.
- Circulate and support students as they work, focusing on using the Story Elements planner.
- At the conclusion of Lab time, signal students to clean up their Lab space.
- Bring students back to the whole group meeting area to share their plans.
- Display the **Story Writing Pages: Story 1** in the Labs notebook. Tell students that this is where they will draft their story.
- 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 Research Lab

Guiding Question

- How can I discover more about the birds near me?

Learning Target

- I can use a variety of resources and research reading strategies to research our local birds.

Teaching Notes

Purpose:

- In the Research Lab, the Launch stage serves two purposes:
 - Introduces students to the purpose and materials they will use in the Lab.
 - Helps students use multiple types of resources (photographs, websites, texts) to research the body parts of birds in their local community.

Habits of character:

- Similar to Module 2, the Research Lab helps students build their skills of responsibility and collaboration. 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:

- The teacher and students build background knowledge about local birds, discuss how the body parts of local birds help them survive, and then transition to their workstation to explore the materials with their Lab group.

In advance:

- Determine six or eight birds that live in your area and create a set of research materials for each of these local birds (see below). Consider selecting birds that have interesting physical features and/or behaviors.
 - Refer to the map of North America (page 120) in *Little Kids First Big Book of Birds* from Module 3 for a list of North American birds.
- Identify one local bird and create a set of model local bird research materials to serve as a teacher model throughout the Research Lab.
- Prepare workstations by placing one set of research materials at each to support learning about a local bird. Each workstation should be dedicated to one of the six or eight identified local birds. Consider using the following to create each set of research materials:
 - One or two texts: Field guides of birds in your geographical region; other module texts or texts from the recommended reading list that contain information about local birds.

- One or two devices on which students can access a website: Recommended: Cornell ornithology (https://www.allaboutbirds.org/?gclid=CPz0xsPQptICFYGHfgodk_APEA, <http://www.audubon.org/bird-guide>)
- Three or four photographs: Find images of local birds on Flickr and add simple captions or other text features that contain pertinent information about the bird's body.
- Consider:
 - Forming new Lab groups based on students' progress, strengths, and needs as exhibited in the Module 3 Labs.

Materials

- ✓ Model set of Local Bird research materials (one to display)
- ✓ Sets of Local Bird research materials (one per workstation)
- ✓ Labs notebook (one per student and one for teacher modeling)
 - Local Bird research pages
- ✓ Things Researchers Do anchor chart (begun in Module 3)

Experience

- Welcome students to the Research Lab!
- Tell students that their goal in the Research Lab for the next several weeks is to answer the question: "How can I discover more about the birds near me?"
- Tell students they will be researchers about the birds that live in their community. They will continue to practice the reading skills they used when they were learning about their expert bird.
- Turn and Talk:
 - "What do you know about local birds?" (Responses will vary.)***
- Display **one set of Local Bird model research materials** and ask:
 - "What is the same about all of these things?" (They are all about the same local bird.)***
 - "What is different about all of these things?" (Responses will vary, but may include: There are photographs, websites, and texts.)***
- Point out that each workstation has a set of Local Bird research materials about a specific bird.
- Briefly explain that students will visit one of the workstations during today's session.
- Tell students that their job today is to work as a Lab group at their workstation to learn more about the body parts of the local bird and how they help it survive.
- Display the **Local Bird research pages** in the **Labs notebook** and orient students to the pages. Focus students on the spaces for drawing and recording information.
- Direct students' attention to the **Things Researchers Do anchor chart** and briefly review it.
- Using the Local Bird Model Research materials, model using the various resources to answer the questions:
 - "What does the bird look like?"
 - "How does it use its body parts to survive?"

- Model using text features and thinking aloud to show comprehension of the text.
- Draw and write the information about the local bird model on page 24 of the Labs notebook.
- Remind students that since there is one set of research materials per workstation, they will need to collaborate with their Lab group, be kind, and take turns as they discuss and decide upon ideas.
- Transition students to workstations.
- Circulate and support students as they work, focusing on their sharing and caring for materials. Use the Research Lab Checklist to track students' progress toward the targeted literacy standards for this Lab.
- When visiting workstations, guide students' reasoning and thinking by asking probing questions such as:
 - “What types of feathers does it have?”***
 - “What is the shape of its beak and feet? How might these help the bird survive?”***
 - “What size is the bird?”***
 - “How might the bird's color help it survive?”***
- Consider asking questions related to students' comprehension of the text:
 - “What text features helped you know that?”***
 - “What did you see in the pictures that helped you know that?”***
 - “What did you read in the words that helped you learn?”***
- Also consider reading aloud an excerpt of text and asking students to identify/retell key ideas.
- 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.