

Grade 1: Module 4: Labs Overview

Purpose of this document

This document provides a big-picture overview of *Labs* for Grade 1, Module 4. Specifically, the tables on the following pages outline the guiding questions and targets for each Lab, describe how that Lab connects to students' learning in the module lessons, and explain how each Lab evolves through the four stages (from Launch 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 Language Arts 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 one hour long and support the module lessons. These two 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 the 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 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 the 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 ¹
CREATE LAB	Learning Target:	Learning Target:	Learning Target:	Learning Target:
Guiding Question: How can I create a collage puppet of my story bird?	I can create and sort colored collage paper squares to use to create my puppet.	I can create colored collage paper to use to create my puppet.	I can use my colored collage paper to create my expert bird puppet.	I can create a collaged puppet for one other character in my bird story.
Summary of Lab: In the Create Lab, students create expert bird collage puppets to use when they act out the bird stories they write in the Imagine Lab. Students learn to make collage paper, trace or draw the shapes of birds, and cut them out of the collage paper, and then turn them into puppets.	Purpose of Launch Stage: <ul style="list-style-type: none"> • 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. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time. • Students create a variety of collage papers. They may choose to create collage papers with various shades of one color. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students apply their knowledge of their expert bird as they look specifically at the colors and shapes they will need to form their bird puppet. • Students consider what kind of beak it has, the type of feet, wings, and body, as well as the colors of those body parts. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • 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.
Connection to Module Lessons: Students use their knowledge of their expert bird's body parts (from Module 3) to help design and create their puppets.				

¹ 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. This was an intentional choice made for multiple reasons:

- 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 be given the opportunity to bring their narrative writing through all stages of the writing process, including revision and publication.
- The Imagine Lab and Create Lab were designed to work in tandem with each other. 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, dynamic way and strengthen their speaking and listening skills.

Grade 1: Module 4: Labs Overview

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
ENGINEER LAB	Learning Target:	Learning Target:	Learning Target:	Learning Target:
Guiding Question: How can I design and build a bird's nest that holds together and supports weight?	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can identify several different types of bird's nests in the real world. • I can use multiple materials to build my own bird's nest. 	The Engineer Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Engineer Lab, students first work with a partner to design and build a bird's nest using a variety of materials. Students then use their knowledge and skills to design and create their own bird's nest.	Purpose of Launch Stage: <ul style="list-style-type: none"> • 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? 	New in This Stage of the Lab: <ul style="list-style-type: none"> • During the Practice stage, students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students work individually on their bird's nest, as opposed to collaborating with a partner. • Students engage in a more formal design process than in the previous stage. They make a couple of drawings of the nest they plan to build and identify the materials they will need. Students also reflect on their nest's ability to meet the criteria for success. 	
Connection to Module Lessons: In Unit 2 of the Module Lessons, students engage in an in-depth study of birds' nests when they study Pale Male, a famous red-tailed hawk who built its nest in the middle of New York City.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
RESEARCH LAB	Learning Target:	Learning Target:	Learning Target:	Learning Target:
Guiding Question: How can I discover more about the birds near me?	Learning Target: <ul style="list-style-type: none"> I can use a variety of resources and research reading strategies to research our local birds. 	Learning Target: <ul style="list-style-type: none"> I can use a variety of resources and research reading strategies to research our local birds. 	Learning Targets: <ul style="list-style-type: none"> I can create a survey to learn more about the birds in my local area. I can make conclusions about my community and birds based on the data. 	The Research Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Research Lab, students apply their research skills and use a variety of resources (images, texts, and technology) to learn more about local birds. After researching the birds, students create surveys to learn more about how the people in their school community interact with those birds. Students then analyze the data from the local bird surveys.	Purpose of Launch Stage: <ul style="list-style-type: none"> 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. 	New in This Stage of the Lab: <ul style="list-style-type: none"> During the Practice stage, students build upon their understanding of the body parts of local birds and research other facts about the bird they have chosen to research: <ul style="list-style-type: none"> What does it eat? Where does it live? What is special about the bird? 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students engage in an “original research” model to learn more about how people in their community interact with and feel about their local birds. They develop questions, create data collection tools, collect data, and then reflect on that data. 	
Connection to Module Lessons: In the module lessons, students research birds in a broad way. Students extend their learning about birds and apply it by studying birds specific to their local context.				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	Learning Target:	Learning Target:	Learning Target:	Learning Target:
Guiding Question: How can I write a story using my knowledge of birds?	Learning Target: <ul style="list-style-type: none"> I can plan a story about my expert bird using story elements and my knowledge about birds. 	Learning Target: <ul style="list-style-type: none"> I can write a story about my expert bird using story elements and my knowledge about birds. 	Learning Targets: <ul style="list-style-type: none"> I can plan a new story about my expert bird using story elements and my knowledge about birds. I can write a new story about my expert bird using story elements and my knowledge about birds. 	Learning Target: <ul style="list-style-type: none"> I can revise my story about a bird to include words that tell about time. I can use puppets to act out my story.
Summary of Lab: In the Imagine Lab, students write a story with their expert bird as the main character. Students analyze a model narrative to determine criteria. They then use these criteria to plan, draft, and revise their own narratives. Students present their stories using the puppets they create in the Imagine Lab.	Purpose of Launch Stage: <ul style="list-style-type: none"> Becomes a more guided experience, as students use a 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. 	New in This Stage of the Lab: <ul style="list-style-type: none"> During the Practice stage, students use the Story Writing pages of their Labs notebook to craft their narrative. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students plan and write a new story about their expert bird. Encourage them to challenge themselves by changing at least two story elements. As students write their second story, they also work to add more details in their illustrations. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students select one of their stories to revise. They also present their stories using the puppets they created in the Imagine Lab.
Connection to Module Lessons: Students use their knowledge of their expert bird and story elements to develop their own narrative.				

Suggested Day-by-Day Schedule for Grade 1, Module 4

Please note that this is a *recommended* schedule for implementing Labs in Module 4. 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	Engineer Lab	Research Lab	Imagine 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	Engineer Lab	Research Lab	Imagine 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 Extend		Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
		Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 20 Extend		Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
		Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 21 Extend		Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
		Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 22 Extend		Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
		Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 23 Choice/Challenge Transition	In the Lab, Part I	All students			
	In the Lab, Part II				All students
Day 24 Choice/Challenge	In the Lab, Part I	Choice and Challenge Group 1			Choice and Challenge Group 2
	In the Lab, Part II	Choice and Challenge Group 2			Choice and Challenge Group 1
Day 25 Choice/Challenge	In the Lab, Part I	Choice and Challenge Group 1			Choice and Challenge Group 2
	In the Lab, Part II	Choice and Challenge Group 2			Choice and Challenge Group 1

Day	Rotation	Create Lab	Engineer Lab	Research Lab	Imagine Lab
Day 26 Choice/Challenge		Choice and Challenge Group 1			Choice and Challenge Group 2
		Choice and Challenge Group 2			Choice and Challenge Group 1
Day 27 Choice/Challenge Feedback Day	In the Lab, Part I	Choice and Challenge Group 1			Choice and Challenge Group 2
	In the Lab, Part II	Choice and Challenge Group 2			Choice and Challenge Group 1
Day 28 Choice/Challenge Addressing Feedback	In the Lab, Part I	Choice and Challenge Group 1			Choice and Challenge Group 2
	In the Lab, Part II	Choice and Challenge Group 2			Choice and Challenge Group 1
Day 29 Choice/Challenge Prepare to Share	In the Lab, Part I	Choice and Challenge Group 1			Choice and Challenge Group 2
	In the Lab, Part II	Choice and Challenge Group 2			Choice and Challenge Group 1
Day 30 Choice/Challenge Celebrate	All Students				