

Grade 2: Module 1: Labs Overview

This is your big-picture overview of Labs for Grade 2, Module 1. Specifically, the table below outlines the guiding question and targets for each Lab, describes how that Lab connects to students' learning in the module lessons, and explains how each Lab evolves through the four stages (from Launch all the way through Choice and Challenge). A Suggested Day-by-Day Schedule is also included to show how the Labs can unfold over the course of the module.

A brief reminder about the purpose of Labs within EL Education's K–2 Curriculum

Labs are an important feature of the K–2 curriculum because they support and extend student learning from the module lessons. They are designed to help teachers ensure that all of their students get the time to build content knowledge, become immersed in oral language, play and explore, and practice skills and habits of character they need—both to live joyfully and to be fully successful and proficient.

Labs are 1 hour long and support the module lessons. These 2 hours of content-based literacy instruction are complementary, working together to accelerate the achievement of all students.

A few considerations when planning Labs for any given module

- You don't necessarily have to run all four Labs. Ask yourself:
 - Is the work in a particular Lab critical scaffolding for the module performance task (in terms of either a literacy standard such as narrative writing or developing skills such as scientific drawing)? If so, don't omit this Lab!
 - Would students be more successful with more limited choices?
 - Are students already doing something similar in a STEM or art class?
 - Can you access or modify all of the required materials? (See Labs Supplemental Materials List in the front matter.)
- You can modify Labs to incorporate more writing. Ask yourself:
 - Would students benefit from formally writing up their learning and notes from the Research Lab?
 - Would students benefit from writing more narratives in the Imagine Lab?
 - Would students benefit from more formal written reflection, particularly during the Choice and Challenge stage?
- You can flex your weekly or daily schedule based on student needs, accessibility of materials, and time available. See Day-by-Day Schedule at the end of this overview. Ask yourself:

Do students need more or less time in a given Lab based on evidence I have gathered in previous Labs or in the module lessons?

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
CREATE LAB	Learning Targets:	Learning Targets:	Learning Target:	Learning Target:
Guiding Question: How can I create a portrait of a person who is important to our school?	I can draw a self-portrait. I can identify the features of a face, including the number of each feature.	I can draw a self-portrait. I can identify the features of a face, including the number of each feature.	I can draw a portrait of my Lab partner.	I can create a portrait of an important school community member.
Summary of Lab: In the Create Lab, students draw portraits of important school community members as they learn how to use artistic skills and concepts such as features of a face, shapes, and details.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students identify the various features that make a face. Students become familiar with the different numbers of features on their own face. 	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 can use watercolors, colored pencils, or crayons to add color to their self-portraits. Students take part in a discussion of skin tone and mix colors to approximate skin tone to use in their self-portraits. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students move from drawing self-portraits to drawing portraits of a partner. Students consider the various shapes and other details they can use to describe a face. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students use all they have learned about drawing a portrait to create a portrait of a person important to their school community. Students use all the art skills and concepts they have learned (facial features, number of facial features, skin tone, and shapes of a face), the Portrait Drawing Criteria List anchor chart, and peer feedback to complete a final drawing.
Connection to Module Lessons: Students build on their knowledge of schools around the world as they create various portraits of people who are important to their school. In the Module 1 performance task, students write an informational book about the most important thing in a school, which could be a person they created a portrait of (e.g., the principal, the teachers, the students).				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
ENGINEER LAB	Learning Targets:	Learning Targets:	Learning Target:	Learning Target:
Guiding Question: How can I design an ideal space for my school?	I can draw an open-wall picture of my classroom. I can use straightedges to create a more precise drawing.	I can draw an open-wall picture of my classroom. I can use straightedges to create a more precise drawing.	I can create a design of an ideal space for my school.	I can create a final draft design for an ideal space for my school.
Summary of Lab: In the Engineer Lab, students design an ideal space for their school as they learn about artistic skills and tools such as using straightedges, considering different perspectives, and adding details.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students draw an open-side drawing of a physical space. 	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 are encouraged to draw the room from multiple perspectives. Students have the option of adding color to the drawings as they complete them. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students move from drawing a space they see in front of them (their classroom) to designing a space they imagine, or “see” in their mind. Students learn the concept of relative scale to help make their designs more realistic. Students consider what would make a specific school space “ideal” for students. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students either use an earlier draft or begin a new design to create a final draft design for an ideal space in their school. Students use all they know about drawing like an engineer, the Ideal Space Criteria List anchor chart, and peer feedback to complete a final design.
Connection to Module Lessons: Students build on their knowledge of different schools around the world as they think creatively to design an ideal space for their school. As students learn about what makes schools important in the module lessons, they can apply that learning to their reasons for designing their school space.				

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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 use a world of play for myself and others?	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.
<p>Summary of Lab: In the Imagine Lab, students create a world of play as they explore the different materials available in the Imagine Lab.</p> <p>Connection to Module Lessons: As students learn about the similarities and differences among schools around the world, they may use the Imagine Lab to act out and build an understanding of the important parts of schools around the world.</p>	<p>Purpose of Launch Stage:</p> <ul style="list-style-type: none"> Students are given time to explore the various materials they will use in the Imagine Lab and begin to formulate ideas on how they might use these materials in the future. 	<p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> All Imagine Lab materials are now in one space. Students are able to choose which materials they use as they participate in the Imagine Lab. 	<p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> Readers Theater scripts from the module lessons are added as an additional material to the Imagine Lab. Students consider multiple ways they can bring these scripts to life through the use of Imagine Lab materials. Students are encouraged to use the Imagine Lab as space to reenact or incorporate characters and ideas they have encountered in the module lesson texts. 	<p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> The Imagine Lab intentionally remains unchanged to promote student independence and allow teachers to strategically focus their attention on the Engineer and Create Labs.

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
RESEARCH LAB	Learning Targets:	Learning Target:	Learning Target:	Learning Target:
Guiding Question: How can I use research skills to learn about my classroom community?	I can work collaboratively to create survey questions to learn about my classroom community. I can work collaboratively to create a research plan.	I can work collaboratively to collect data about my classroom community.	I can create a graph to show my learning about my classroom community.	The Research Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Research Lab, students use research skills to learn about their classroom community by conducting surveys and analyzing the results.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students learn to formulate questions to learn about their classroom community. Students become familiar with the process of conducting a survey as a tool for original research. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students conduct a survey of their classmates. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students learn to display the data they have collected visually in the form of a bar graph. 	
Connection to Module Lessons: Students learn about schools around the world during the module lessons. The Research Lab gives students the opportunity to learn more about their school community by conducting surveys of the people in their schools.				

Suggested Day-by-Day Schedule for Grade 2, Module 1

Please note that this is a *recommended* schedule for implementing Labs in Module 1. 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	Imagine Lab	Research Lab
Day 1 Launch		All Students			
Day 2 Launch			All Students		
Day 3 Launch				All Students	
Day 4 Launch					All Students
Day 5 Practice	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 6 Practice	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 7 Practice	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 8 Practice	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 9 Practice	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 10 Practice	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 11 Extend Transition		All Students			All Students
Day 12 Extend Transition			All Students	All Students	

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Day	Rotation	Create Lab	Engineer Lab	Imagine Lab	Research Lab
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
Day 14 Extend	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 15 Extend	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 16 Extend	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 17 Extend	In the Lab, Part I	Lab Group 1	Lab Group 2	Lab Group 3	Lab Group 4
	In the Lab, Part II	Lab Group 4	Lab Group 3	Lab Group 2	Lab Group 1
Day 18 Extend	In the Lab, Part I	Lab Group 2	Lab Group 1	Lab Group 4	Lab Group 3
	In the Lab, Part II	Lab Group 3	Lab Group 4	Lab Group 1	Lab Group 2
Day 19 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 20 Choice/Challenge	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 21 Choice/Challenge	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 22 Choice/Challenge Feedback Day	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 23 Choice/Challenge Addressing Feedback	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 24 Choice/Challenge Prepare to Share	In the Lab, Part I	Create Lab Students		Research Lab Students	
	In the Lab, Part II			Create Lab Students	Research Lab Students
Day 25 Choice/Challenge Celebrate	All Students				