

Grade 2: 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:
 - 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.
 - 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 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 Labs 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 pollinator puppets and a setting for my pollinator fable?

Imagine Lab

How can I write an original fable about pollinators?

Learning Target(s)

Create Lab

I can make a puppet for a secondary character in my pollinator fable.

Imagine Lab

I can read my fable fluently.

I can perform my fable using the puppets and setting from the Create Lab.

Ongoing Assessment

Create Lab

Create Lab Checklist (SL.2.1, SL.2.5, SL.2.6)

Imagine Lab

Imagine Lab Checklist (W.2.3, SL.2.4, SL.2.5, SL.2.6)

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 2: 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 become more specific because they are working on a single project over the course of multiple days. Help students focus 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

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

Choice and Challenge 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)
- ✓ 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 pollinator puppets and a setting for my pollinator fable?

Learning Target

- I can make a puppet for a secondary character in my pollinator fable.

Teaching Notes

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

- Students continue to use the same materials and technique to create another marionette-style puppet.

What is new about this stage of this Lab:

- Students use all they have learned about making a marionette puppet with paper, as well as their fables about flying pollinators from the Imagine Lab, to create another puppet for another character in their story.
- Students use all of the puppet-making tools, the Marionette Puppet Criteria List anchor chart, and peer feedback to complete a new puppet.

Habits of character:

- During the Choice and Challenge stage, students complete a new 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 puppet-making 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:
 - All materials necessary for creating a marionette-style puppet (see materials list)
 - Model butterfly puppet (from Launch stage)
 - Steps for Creating a Pollinator Puppet anchor chart (begun in Launch stage)
- Consider:
 - Establishing a system for keeping “scraps” of unused materials.
 - Establishing a system for storing unfinished work.
 - Gathering images of common characters in students’ fables.

Materials**Continued materials:**

- ✓ Model butterfly puppet (from Launch stage; one to display)
- ✓ Steps for Creating a Pollinator Puppet anchor chart (begun in Launch stage)
- ✓ Pollinator Parts templates (one set per student)
- ✓ Coloring materials (variety of colors; multiple cups to share in Create Lab)
- ✓ Scissors (one pair per student)
- ✓ Tape (clear; one roll per workstation)
- ✓ Glue (multiple bottles to share in Create Lab)
- ✓ Craft sticks (two per student)
- ✓ String (8 inches long; four pieces per student)
- ✓ Colored paper (optional; variety of colors in Create Lab)
- ✓ Feathers (optional; variety of colors in Create Lab)
- ✓ Tissue paper (optional; variety of colors in Create Lab)
- ✓ Googly eyes (optional; variety of sizes in Create Lab)

Additional materials:

- ✓ Marionette Puppet Criteria List anchor chart (new; co-created with students; see supporting materials)
- ✓ Images of common characters (optional; a variety in Create Lab)

Experience**Transitioning to the Choice and Challenge Stage (Whole Class) Day 23:**

- Tell students that now that they have had the experience of creating a marionette-style puppet of the flying pollinator in their fable, during the Choice and Challenge stage they will have the opportunity to create a puppet of another character from their fable.
- Display the **model butterfly puppet**.
- Think-Pair-Share:

“What did the artist do to make this puppet accurate?” (The artist tried to make the shapes and colors of the butterfly realistic. The artist showed craftsmanship with cutting, gluing and attaching the string.)

- As students share out, capture their responses on the **Marionette 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. Refer to the **Marionette Puppet Criteria List anchor chart (example, for teacher reference)** as necessary.
- Tell students that now they will create a new marionette puppet for a different character in their fable. Provide an example as necessary. (In the butterfly story, the other character is a bee.)
- Remind students of the **continued materials** available to them in the Create Lab. Point out that they may not see the templates they need for a secondary character. If this is the case, they will need to draw it and cut it out themselves.
- Think-Pair-Share:

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

- Tell students they will use these puppets to act out the story they have written in the Imagine Lab in a couple of days.
- Share the purpose of the **images of common characters** as necessary.
- Invite students to begin working. Circulate to support them and refer them to the **Steps for Creating a Pollinator Puppet anchor chart** as necessary.
- During days 24-26, students continue to work on the pollinator puppet, using the model and Steps for Creating a Pollinator Puppet anchor chart to support their work.

Giving and Receiving Feedback (Day 27):

- Similar to Transitioning to the Choice and Challenge Lab Stage, 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 marionette puppets to the whole group meeting area.
- Guide students through giving and receiving feedback about their new puppet using the routine established in Module 2:
 - Review the Marionette 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 puppets with an elbow partner.
- As students give and receive feedback, use the Create Lab Checklist to track their progress toward the Speaking and Listening standards for this Lab.
- Invite students to verbally name or write a concrete next step they will take based on the feedback they received.

Responding to Feedback (Day 28):

- Tell students that today they will use the feedback they received about their puppets to revise them. Emphasize that they should not create a new puppet; rather, they should revise their current puppets by adding more details or adjusting the parts to make it move better.
- 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 pollinator fables can be told using the marionette 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 an original fable about pollinators?

Learning Targets

- I can read my fable fluently.
- I can perform my fable using the puppets and setting from the Create Lab.

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

- During the Choice and Challenge stage, students continue to work with the pollinator fables they have been writing since the Launch stage.
- Students incorporate their work from the Extend stage of Create Lab by practicing and performing their fables in front of the settings they created.

What is new about this stage of this Lab:

- During the Choice and Challenge stage, the Imagine Lab challenges students to fluently read their own fables.

Logistics:

- Students develop an understanding of what it means to read their fable fluently using a shared fluency criteria list (e.g., Reading My Fable Fluently anchor chart).
- Students work in triads to practice reading their fables aloud and giving and receiving fluency feedback from their partners.

- Triads work together by having two partners act out the fable with puppets in front of the setting while the fable's author reads it aloud.
- During the Choice and Challenge stage, students spend 20 minutes in the Create Lab and 20 minutes in the Imagine Lab.

In advance:

- Create supportive triads. In these groups of three, students practice fluently reading their fables while their partners act them out using the author's puppets and setting from the Create Lab.
- Determine the best way to hang students' setting from the Create Lab. Students will need to be able to hang and manipulate their marionette puppets in front of this setting. Consider:
 - Using trifold boards, onto which students could fasten their settings with paperclips and easily interchange them.
 - Hang a length of string between two chairs. Attach settings with clips to the length of string.
 - Taping settings to the front of a desk or table.
- Determine an authentic outside audience (e.g., a kindergarten or first-grade class or family members) for whom students can perform the puppet shows of their original fables.

Materials

Continued materials:

- ☑ Butterfly model fable (from Launch stage; one to display)
- ☑ Pollinator puppets (one or two per student; from the Create Lab)
- ☑ Settings (one per student; from the Create Lab)

Additional materials:

- ☑ Reading My Fable Fluently anchor chart (new; teacher-created; see supporting materials)
- ☑ Reading My Fable Fluently anchor chart (example, for teacher reference)

Experience

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

- Welcome students to the Imagine Lab!
- Move students into pre-determined triads.
- Tell students that today is a day of great excitement in the Imagine Lab: Their stories are coming to life!
- Tell students that during the Choice and Challenge stage, they will work toward two main goals:
 - To become fluent readers of their own fables
 - To work with partners to bring their fables to life through puppetry

- Using a total participation technique, invite responses from the group:
“What does it mean to be a fluent reader of a text?” (to read smoothly, to read with feeling, to read at the right pace)
- Display the **butterfly model fable**.
- Provide a weak model of reading a story fluently by reading a section of the text, including a part with dialogue between characters, with a monotone voice, ignoring punctuation, and pausing for difficult words.
- Using a total participation technique, invite responses from the group:
“What did you notice about my reading of this part of the story?” (Responses will vary, but may include: You did not have expression. You had trouble with words.)
- Remind students that it is important to be specific when giving feedback. One familiar way to do that is by using a criteria list.
- Direct students’ attention to the **Reading My Fable Fluently anchor chart** and read it aloud.
- Think-Pair-Share:
“If you were giving a star and a step based on this criteria list, what feedback would you offer me?” (Responses will vary.)
- Highlight for students the additional fluency criterion that is specific to reading a story or fable aloud: giving characters voice and emotion.
- After students have given feedback based on the Reading My Fable Fluently criteria, reread the same section with improved fluency.
- Discuss how this fluency is important for both understanding and for the engagement of the listener. It’s not just more understandable, it is more fun when read with expression and voice!
- Tell students that for the first couple of days in the Choice and Challenge stage of the Imagine Lab, they will work with their triad toward the first goal:
 — “To become fluent readers of their own fables.”
- They will take turns reading their fables aloud and getting feedback from their partners to read it with greater fluency.
- After they have all improved their reading fluency, they will add in the **pollinator puppets** and the **setting**.
- Introduce students to the system decided upon for hanging settings to create puppet theaters.
- Tell students that their partners will be the ones to work their puppets so that they can concentrate on reading their fable fluently and loudly. This will take a lot of practice, because they will need to know each other’s fables very well to act them out. This will be the time to work toward the second goal of “bringing their fables to life through puppetry.”
- Given time, students may begin working toward their fluency goals with their triads.

Giving and Receiving Feedback (Day 27):

- Tell students that because they have been working in small groups, they will also give and receive feedback in small groups.
- Two triads will pair up to create a group of six students. The giving and receiving of feedback will work as follows:
 1. One triad will be the audience while the other performs all three of their fables.
 2. After each fable, the audience triad will offer feedback about the fluency of the reading and puppetry using the Reading My Fable Fluently anchor chart.
 3. Once the first triad has completed performing all three of its fables, the groups will switch.
 4. The process repeats, with the second triad now receiving the feedback about their fluency and puppetry.
- 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.

Responding to Feedback (Day 28):

- Tell students that today they will use the feedback (stars and steps) from Day 27 to revise the reading and performing of their puppet shows.
- Circulate and support students as they revise and practice.

Preparing to Share (Day 29):

- With excitement, share with students that soon they will have a chance to celebrate and perform their puppet shows.
- Remind students of the way in which they will be sharing, and with whom.
- Discuss any final preparations needed.
- Invite students to practice one last time before the celebration.

Celebrating (Day 30):

- There are many ways these puppet shows may be celebrated. It is important that students have an outside audience for whom they can perform.
 - Students may spread out and perform their puppet shows around the school.
 - Family members may be invited in to watch the puppet shows.
 - The puppet shows could be recorded and shared digitally with a wider audience.