

Grade 2: Module 4: Labs Overview

Purpose of this document

This document provides a big-picture overview of *Labs* for Grade 2, 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 pollinator puppets and a setting for my pollinator fable?	I can create a marionette-style puppet of a pollinator for my fable.	I can create a marionette-style puppet of a pollinator for my fable.	I can create the setting for my pollinator fable.	I can make a puppet for a secondary character in my pollinator fable.
Summary of Lab: In the first part of the Create Lab, students learn to create marionette puppets for flying pollinator characters from the fables they write in the Imagine Lab. fly. During the later Lab stages, students create background settings, in front of which students can act out their fables.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students are introduced to the purpose, materials, and model of the style of puppet they will be creating during the Launch, Practice, and Choice and Challenge stages. Students create a marionette-style puppet for the main character of their pollinator fable they are writing in the Imagine Lab. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students have access to new materials such as feathers, tissue paper, and googly eyes. They may use these to add more detail to their puppets. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students shift from creating puppets for their fable's character to creating a background that represents their fable's setting. 	New in This Stage of the Lab: <ul style="list-style-type: none"> 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 tools as puppet makers, the Marionette Puppet Criteria List anchor chart, and peer feedback to complete a new puppet.
Connection to Module Lessons: Students use their knowledge of plant needs, the process of pollination, and the relationship between plants and specific insect pollinators (from their work in Module 3 lessons) to design and create their puppets. The Module 3 performance task invites students to create a museum display that reveals a pollinator that aids in the pollination process of a specific plant.				

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.

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
ENGINEER LAB	Learning Targets:	Learning Targets:	Learning Target:	
Guiding Question: How can I design an ideal pollinator garden for my school or classroom?	I can identify the elements of an ideal pollinator garden for my classroom or school. I can design an ideal pollinator garden for my classroom or school.	I can identify the elements of an ideal pollinator garden for my classroom or school. I can design an ideal pollinator garden for my classroom or school.	I can create a pollinator garden for my school or classroom based on a shared design.	The Engineer Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Engineer Lab, students first learn about the important pollinator plants in their region. Then they design an ideal pollinator garden for their classroom or school. Students then bring their garden designs to life by planting regionally appropriate pollinator-friendly plants, and creating pollinator friendly-elements.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students are introduced to the purpose, materials, and task of the Engineer Lab. Students are introduced to the common pollinators and pollinator plants of their geographic region. 	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. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students progress from the design of an ideal pollinator garden to the implementation and creation of a pollinator garden for their class or school community. 	
Connection to Module Lessons: Students deepen their understanding of the ways they can contribute to a better world through applying their learning to help their school or community. Students learned about the relationship between plants and pollinators in Module 3, so the Engineering Lab fits hand-in-glove with the Module 4 performance task: the creation of wildflower seed packets for distribution to members of the community.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
RESEARCH LAB	Learning Targets:	Learning Targets:	Learning Target:	
<p>Guiding Question: How can I use research skills to learn and teach about our local pollinators?</p>	<p>I can create a survey to learn about my community's attitudes toward unusual pollinators.</p> <p>I can use my research skills to learn about unusual pollinators.</p>	<p>I can create a survey to learn about my community's attitudes toward unusual pollinators.</p> <p>I can use my research skills to learn about unusual pollinators.</p>	<p>I can create signs to help educate my community about unusual pollinators.</p>	<p>The Research Lab does not go to the Choice and Challenge stage in this module.</p>
<p>Summary of Lab: In the Research Lab, students learn about and teach their community about the idea of “pesky pollinators,” or pollinators that may not be valued for the important role they play. During the initial stages of the Lab, students launch a survey to begin to collect their community's attitudes toward these pollinators. While this data is being collected, they will begin to read a central text and some supporting materials and answer text-dependent questions to learn more about these pollinators.</p> <p>Students then reflect on the survey data they collected, and take steps to “re-educate” their community based on their perceptions.</p>	<p>Purpose of Launch Stage:</p> <ul style="list-style-type: none"> • Students are introduced to the purpose and materials they will use in the Lab. • Students create an interactive survey to post in a public area of the school. 	<p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> • During the Practice stage, students use provided research materials, note-catchers, text-dependent questions, and perhaps some additional research materials, to add to their own understanding of the three unusual pollinators: bats, opossums, and lizards. • Students will use their research to educate their community, and perhaps dispel some misperceptions about these unusual pollinators. 	<p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> • Students use the creation of informational posters to try to correct their community's misunderstandings or dispel any misperceptions they discovered about bats, lizards, and opossums. 	
<p>Connection to Module Lessons: Student learning about common insect pollinators in Module 3, and bats as pollinators in Module 4, is the basis for original research into perspectives within the school community about different pollinators.</p>				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	Learning Targets:	Learning Targets:	Learning Target:	Learning Targets:
Guiding Question: How can I write an original fable about pollinators?	I can plan a pollinator fable based on shared criteria, a pollinator character, and a common moral. I can write a first draft of my pollinator fable.	I can plan a pollinator fable based on shared criteria, a pollinator character, and a common moral. I can write a first draft of my pollinator fable.	I can add details to my pollinator fable.	I can read my fable fluently. I can perform my fable using puppets and setting from the Create Lab.
Summary of Lab: In the Imagine Lab, students write a fable with a familiar pollinator as the main character. All fables will center around the central message, or lesson, of “Even the smallest among us can do their part.” Students analyze a model fable to determine criteria. They then use these criteria to plan, draft, and revise their own narratives. Students present their fables using the puppets they create in the Imagine Lab.	Purpose of Launch Stage: <ul style="list-style-type: none"> • Students are able to access, and show, their knowledge of pollinators in a new and creative way. • Provides an additional opportunity to make progress toward W.2.3, SL.2.4, SL.2.5, and SL.2.6 as students write an original fable. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students use the Fable Writing Pages in their Labs notebook to craft their narrative. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students add details to their drafts, specifically actions, feelings, and temporal words. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • 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 the Create Lab by practicing and performing their fables in front of the settings they created.
Connection to Module Lessons: Students use their knowledge of common story elements in fables and folktales to develop their own story based on a common central message. This Lab links student learning about literature to habits of character and civics standards with the idea that any member of a community can make a positive impact.				

Suggested Day-by-Day Schedule for Grade 2, 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	Explore 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	Explore 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

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Day	Rotation	Create Lab	Engineer Lab	Explore 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				