

**Grade 2:** Module 4: Labs

## 2 – Practice Stage

## Labs: Practice Stage

### Days 5–10

Labs continue to take place in four stages, and the purposes of each remain the same (see Module 2 Practice stage).

#### What stays the same from previous stage(s):

- During the Practice stage, the materials, tasks, and guiding questions remain similar to those of the Launch stage.

#### What is different from previous stage(s):

- During the Practice stage, students visit two Labs per day.



### Practice Stage: At-a-Glance

#### Guiding Question

##### Create Lab

How can I create pollinator puppets and a setting for my pollinator fable?

##### Engineer Lab

How can I design an ideal pollinator garden for my school or classroom?

##### Imagine Lab

How can I write an original fable about pollinators?

##### Research Lab

How can I use research skills to learn and teach about our local pollinators?

#### Learning Target(s)

##### Create Lab

I can create a marionette-style puppet of a pollinator for my fable.

##### Engineer Lab

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.

##### Imagine Lab

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.

##### Research Lab

I can create a survey to learn about my community's attitudes toward unusual pollinators.

I can use my research skills to learn about unusual pollinators.

**Create Lab**

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

**Engineer Lab**

Engineer Lab Checklist (SL.2.1, SL.2.6)

**Imagine Lab**

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

**Research Lab**

Research Lab Checklist (RI.2.5, RI.2.7, W.2.7, W.2.8)

**Practice Stage: Daily Schedule**

Lab Component	Time
Storytime	10 minutes
Setting Lab Goals	5 minutes
In the Lab, Part I	20 minutes
In the Lab, Part II	20 minutes
Reflecting on Learning	5 minutes

**Practice 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 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 (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**.

### Practice Stage: Setting Lab Goals

5 MINUTES

#### Teaching Notes

##### Purpose:

- Students continue to use this time to reinforce executive functioning skills by focusing their attention, making a plan for their time, exhibiting self-regulation, and following instructions.

##### Logistics:

- During the Practice stage, Lab groups visit two workstations for 20 minutes each.

##### In advance:

- Decide on a system of storage and movement of Labs notebooks.
- Post:
  - Guiding question for each Lab, learning target(s) for each Lab, and Labs schedule.
  - Labs schedule for students to review as they transition to their second Lab.

#### Materials

- ☒ Learning target(s) (one to display for each Lab; see Practice 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**.
- 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!
- Invite students to put on their imaginary lab coats and goggles to show they are ready for learning and fun!

**Practice Stage: In the Labs****40 MINUTES**

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

**Practice Stage: Reflecting on Learning****5 MINUTES****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 Practice Stage: At-a-Glance for the specific target(s) for each Lab)

**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.).



## Practice Stage: In the Create Lab

### Guiding Question

- How can I create pollinator puppets and a setting for my pollinator fable?

### Learning Target

- I can create a marionette-style puppet of a pollinator for my fable.

### Teaching Notes

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

- Students continue to make a marionette-style puppet.

#### What is new about this stage of this Lab:

- Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.
- Students have access to a variety of new materials (e.g. feathers, googly eyes, tissue paper) to add details to their puppets.

#### Habits of character:

- During the Practice stage of the Create Lab, students continue to practice their perseverance. Similar to the Launch stage, students may have difficulty in achieving a “perfect” result right away, leading to a sense of frustration or failure. On the other hand, some students will need to be pushed in their craftsmanship and encouraged to attempt multiple drafts or work carefully and slowly to achieve their personal best.

#### Logistics:

- During the Practice stage, Lab groups spend 20 minutes in the Create Lab. Since students have limited time, they will need a system and space to store their puppets as they continue to work on them.
- Consider having a folder for each student’s work in progress and leftover materials.

#### In advance:

- Prepare the Create Lab with materials for making pollinator puppets, including (if possible) new materials for adding details (e.g., colored paper, feathers, tissue paper, googly eyes, etc.).
- Post the Steps for Creating a Pollinator Puppet anchor chart in the Create Lab for student reference.

### Materials

#### Continued materials:

- ✓ Steps for Creating a Pollinator Puppet anchor chart (begun in Launch stage)
- ✓ Pollinator Parts templates (one set per student)
- ✓ Colored pencils (variety of colors; a cup to share)

- ✓ Scissors (one pair per student)
- ✓ Tape (clear; one roll to share)
- ✓ Glue (one bottle to share)
- ✓ Craft sticks (two per student)
- ✓ String (8 inches long; four pieces per student)

#### **Additional materials:**

- ✓ Colored paper (optional; variety of colors)
- ✓ Feathers (optional; variety of colors)
- ✓ Tissue paper (optional; variety of colors)
- ✓ Googly eyes (optional; variety of sizes)

### **Experience**

- Welcome students to the Create Lab!
- Remind students that in the Create Lab, they are creating pollinator puppets to accompany their fables.
- Tell students that they will continue to make their pollinator puppet. They can continue to work with the one they started during the Launch stage, or they can choose to make a new one.
- Remind students of the **continued materials** and introduce them to the **additional materials**.
- Tell students that these materials are there for adding details to their puppets: eyes, legs, feathers on wings, etc.
- Transition students to their Lab spaces.
- Circulate and support students as they work, reinforcing the habit of perseverance and referring students to the **Steps for Creating a Pollinator Puppet anchor chart** as needed.
- Remind students that they do not need to finish their puppets today. They will return to the Create Lab many times over the coming days.
- 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.



## Practice Stage: In the Engineer Lab

### Guiding Question

- How can I design an ideal pollinator garden for my school or classroom?

### Learning Targets

- 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.

### Teaching Notes

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

- Students continue to work with a partner to design the ideal pollinator garden for their class or school community.

#### What is new about this stage of this Lab:

- 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.

#### Habits of character:

- Responsibility continues to be a key to the success of this Lab, as students are working with a partner with a variety of materials that need to be cared for and properly organized.

#### Logistics:

- During the Practice stage, students have only 20 minutes in the Engineer Lab.

#### In advance:

- Pre-determine partners within Lab groups, as students work cooperatively in this Lab.
- Prepare workstations by placing a set of pollinator garden design materials (per pair of students) at each one.

### Materials

#### Continued materials:

- ✓ Local Pollinators and Pollinator-Friendly Plants anchor chart (begun in Launch stage)
- ✓ Model design of a pollinator garden (one per pair)
- ✓ Pollinator Garden Checklist (one per pair)
- ✓ Photographs of local pollinator-friendly plants (one per pair)
- ✓ Paper (legal size; one piece per student)
- ✓ Pencil (one per student)
- ✓ Colored pencils (variety of colors; one cup to share per pair)



## Experience

- Welcome students back to the Engineer Lab!
- Using a total participation technique, invite responses from the group:
  - “What are we exploring in the Engineer Lab?” (designing the ideal pollinator garden for our community)*
  - “What materials are you using, or referencing, to ensure that your garden is ideal for our local pollinators?” (Local Pollinators and Pollinator-Friendly Plants anchor chart, model design of a pollinator garden, Pollinator Garden Checklist, and photographs of local pollinator-friendly plants)*
  - “What are you doing to ensure that you are collaborating, or working well together, with your design partner?” (We are discussing ideas before we add them to our design. We are sharing the materials. We are taking turns adding new drawings or words.)*
- Remind students to collaborate by negotiating with their partner on whose ideas to use or how to combine thinking, taking turns with materials, talking about how the plan is working, and adjusting accordingly.
- Move students into pre-determined pairs and Turn and Talk:
  - “What do you plan to do today to complete your design or make your design better?”*
- Select a few pairs to share out.
- Tell students that if they finish, they should add details to their design, fill it with color, labels, etc. Alternatively, they could make a second draft of their design.
- Invite students to begin working on their pollinator garden designs. Circulate and support them as they work. Reinforce the habit of collaboration and responsibility as students navigate the sharing of materials.
- Use the Engineer Lab Checklist to track student progress toward the targeted literacy standards for this Lab.
- 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.



## Practice Stage: In the Imagine Lab

### Guiding Question

- How can I write an original fable about pollinators?

### Learning Targets

- 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.

## Teaching Notes

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

- Students continue to:
  - Refer to the Fable Elements anchor chart to ensure that their stories contain all the parts of a fable.
  - Use the Fable Elements planner in their Labs notebook to plan their narrative as they show that they have carefully planned all the parts of a quality story.

### What is new about this stage of this Lab:

- During the Practice stage, students use the fable writing pages in their Labs notebook to craft their narrative.

### Habits of character:

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

### Logistics:

- Similar to the Launch stage, students visit the Imagine Lab and use the Fable Elements planner and fable writing pages in their Labs notebook to write an original fable.

### In advance:

- Prepare the Imagine Lab space by posting the Fable Elements anchor chart and the Shared Moral and Common Problems anchor chart and by distributing students' Labs notebooks.

## Materials

### Continued materials:

- ☒ Fable Elements anchor chart (begun in Launch stage)
- ☒ Labs notebook (one per student and one to display)
  - Fable Elements planner
  - Fable writing pages
- ☒ Butterfly model fable (one to display)
- ☒ Shared Moral and Common Problems anchor chart (begun in Launch stage)

## Experience

- Welcome students to the Imagine Lab!
- Remind students of the primary goal of the Imagine Lab: to plan and write a fable that uses a flying pollinator (a bat, a bee, a bird, or a butterfly) as the main character and teaches the lesson: "Every member of a community, despite size or difference, can play an important part."
- Using a total participation technique, invite responses from the group:
 

***"What problem might you choose for your pollinator to teach the common moral?"***  
***(Responses will vary based on which pollinator students began planning for during the Launch stage.)***
- Direct students' attention to the **Fable Elements anchor chart** and invite them to think about the various elements of their story. Remind them that the elements they choose must make sense for the pollinator they are writing about.

■ Think-Pair-Share:

*“Who are the main characters in your fable?”*

*“Where does your fable take place?”*

*“What is your pollinator’s problem?”*

*“Who are the helpers? What do the helpers do?”*

*“What happens to your pollinator?”*

- Listen in as students share with a partner and offer guidance and suggestions as necessary.
- Give students specific, positive feedback on their ideas and offer suggestions if they need additional support to think of engaging and relevant fable elements.
- Display the **Fable Elements planner** in the **Labs notebook** and remind students that they already started to plan their stories. Share that they will finish up their plan and begin writing today.
- Display the **fable writing pages** in the Labs notebook and remind students that they will use these pages to draft their story.
- Transition students to their workstations to finish their plans and begin writing their stories.
- Circulate and support students as they work, referring them to the following materials as needed:
  - Fable Elements anchor chart
  - **Butterfly model fable**
  - **Shared Moral and Common Problems anchor chart**
- As students work, use the Imagine Lab Checklist to track student progress toward the targeted literacy standards for this Lab.
- At the conclusion of the Lab time, signal students to clean up their Lab space.
- As Lab groups are ready, transition them back to the whole group area for Reflecting on Learning.



## Practice Stage: In the Research Lab

### Guiding Question

- How can I use research skills to learn and teach about our local pollinators?

### Learning Targets

- I can create a survey to learn about my community’s attitudes toward unusual pollinators.
- I can use my research skills to learn about unusual pollinators.

### Teaching Notes

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

- Students continue to check in on their surveys to begin to understand the data about what their community already understands about unusual pollinators and how their community feels, or perceives, these local pollinators.

#### What is new about this stage of this Lab:

- During the Practice stage, students use provided research materials, note-catchers, text-dependent questions, and perhaps some additional research material to add to their own understanding of the three unusual pollinators: bats, possums, and lizards.
- Students will use their research to educate their community and perhaps dispel some misperceptions about these unusual pollinators.

#### 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 answering questions as they read. They are also encouraged to collaborate with their peers, sharing interesting things they've learned, and to support one another in solving tricky words or understanding new, complex ideas.

#### Logistics:

- Students are introduced to additional research materials collected by the teacher.
- Students work in small research groups to support one another in reading the texts, answering questions, and recording notes about unusual pollinators.

#### In advance:

- Consider:
  - Gathering additional research materials (e.g., books, articles, photographs) about the three pollinators students are learning about: possums, bats, and lizards.
  - Forming new, small Lab groups based on students' progress, strengths, and needs as exhibited in the Module 3 Labs.

### Materials

#### Continued materials:

- ☑ Labs notebook (one per student and one to display)
  - "Pollinating Possums!" "Beneficial Bats!" and "Leapin' Lizards!" Research Materials

#### Additional materials:

- ☑ Additional research materials (optional; used by students to supplement the research materials in their Labs notebook)

### Experience

- Welcome students to the Research Lab!
- Remind students of their goals in the Research Lab:
  - To find out how their community perceives, or understands and feels about, some unusual pollinators.
  - To learn more themselves, through research, about these unusual pollinators.
  - To educate their community about any misperceptions they may have regarding these unusual pollinators.

- Tell students that their surveys are already hanging in public spaces of their community, and the data that people are adding will help them toward their first goal of finding out how their community perceives, or understands and feels about, some unusual pollinators.
- Share that while their surveys are being conducted, they will now begin working toward their second goal: to learn more themselves, through research, about these unusual pollinators.
- Display the Research Materials pages of the **Labs notebook**.
- Invite students to open up their own Labs notebooks to the same page.
- Point out that the next several pages of their Labs notebook contain articles to read, space for their notes, and questions to be answered, all about the three unusual pollinators.
- Tell students they should work in their small groups (or partnership) to read these articles and complete the research pages.
- Using a total participation technique, invite responses from the group:  
*“How can members of your Lab group work together to understand these articles, take notes, and answer questions?” (They can help each other if they get stuck on tricky words. They can talk about answers before writing them. They can compare notes or take notes together.)*
- Introduce any **additional research materials** that have been provided to help students learn more and better understand bats, possums, and lizards.
- Tell students that if they finish their Labs notebook research pages, they should move on to these other research materials.
- Invite students to begin working and circulate to support them.
- 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.