

**Kindergarten:** Module 1: Labs

## 3 – Extend Stage

## Labs: Extend Stage

### Days 11–18

Each of the Labs unfolds across an entire module and takes place in four stages: Launch, Practice, Extend, and Choice and Challenge.

At this point in the Labs, students have had several days in each Lab to become acquainted with purpose, tasks, and the materials of each Lab, as well as Labs routines.

3. The Extend stage serves two purposes:

- To push students' thinking and skills further by adding new materials and introducing greater complexity to each task (e.g., in the Create Lab, students learn how to add details to their toy drawings).
- To learn and practice habits of character, such as collaboration and perseverance (e.g., in the Engineer Lab, students work with a partner to design and build a shared toy).

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

- During the Extend stage, the guiding questions remain the same as in previous stages.
- During the Extend stage, students continue to visit two Labs per day.

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

- The Extend stage begins with two “transition days.” These days—described briefly at the beginning of each In the Lab section—give teachers time with their whole class to introduce new materials, introduce new layers of complexity to the task, model various Lab skills and behaviors, and clear up any confusion before students return to a more independent Lab experience.
- During the Extend stage, the learning targets change to reflect students' work in the Labs.
- During the Extend stage, students are given a greater variety of materials.

The chart below shows the guiding question, learning target(s), and ongoing assessment for each Lab during this specific stage:

*(Note: The guiding question for a given Lab remains the same for the entire module. By contrast, the learning target(s) become more refined and precise from stage to stage.)*



## Extend Stage: At-a-Glance

Guiding Question	<p><b>Create Lab</b></p> <p>How can I use shapes, details, and size to draw a toy?</p> <p><b>Engineer Lab</b></p> <p>How can I use everyday materials and my imagination to create a toy?</p> <p><b>Explore Lab</b></p> <p>How are toys the same and different?</p> <p><b>Imagine Lab</b></p> <p>How can I use my imagination to create a world of play for myself and others?</p>
Learning Target(s)	<p><b>Create Lab</b></p> <p>I can identify details in a toy.</p> <p><b>Engineer Lab</b></p> <p>I can include details in my drawing of a toy.</p> <p>I can collaborate with a partner to design and build a toy.</p> <p><b>Explore Lab</b></p> <p>I can sort toys using their different attributes.</p> <p><b>Imagine Lab</b></p> <p>I can show respect for Lab materials and my peers.</p>
Ongoing Assessment	<p><b>Create Lab</b></p> <p>Create Lab Checklist (<b>SL.K.1a, SL.K.1b, SL.K.3, SL.K.5, SL.K.6</b>)</p> <p><b>Engineer Lab</b></p> <p>Engineer Lab Checklist (<b>SL.K.1a, SL.K.1b, SL.K.3, SL.K.6</b>)</p> <p><b>Explore Lab</b></p> <p>Explore Lab Checklist (<b>SL.K.1a, SL.K.1b, SL.K.3, SL.K.6</b>)</p> <p><b>Imagine Lab</b></p> <p>Imagine Lab Checklist (<b>SL.K.1a, SL.K.1b, SL.K.3, SL.K.6</b>)</p>

Labs are one hour long in all four stages. During the Extend stage, this hour is divided as follows:

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

### Extend Stage: Storytime

#### Teaching Notes

##### Purpose:

- Review the Storytime Teaching Notes in the Launch stage document as needed.
- During the Extend stage, choose texts that meet the following criteria:
  - Allow students to recognize various types of details within the text or illustrations.
  - Highlight a character who is learning about or demonstrating strong collaboration skills.
  - Illustrate ways that imagination and perseverance can transform something ordinary (materials, spaces, etc.) into something extraordinary.

##### In advance:

- Choose a text from your classroom library or the Recommended Texts and Other Resources list (stand-alone document).
- Consider creating a focus question for Storytime (see example in the Experience section below).
- Post: Focus question (optional).

#### Materials

- ☒ Text for Storytime (chosen by teacher; see Teaching Notes)
- ☒ Labs song (see supporting materials)

#### Experience

- Gather students whole group by singing the (start of the) **Labs song**.
- Introduce the text for Storytime.

- Consider giving students a focus question with which you would like them to listen, especially as it supports their work in the Labs. (Examples: “While I read this story aloud, think about the ways in which the characters collaborate, or work together” or “While I read this story aloud, think about this question: How does the main character turn an ordinary object into a toy of his/her own?”)
- Read aloud the text for Storytime slowly, fluently, and without interruption.

## Extend 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. All students, especially primary learners, need to learn and practice the behaviors associated with executive functioning.
- Students may need additional support remembering the second Lab they will be visiting on any given day. Consider posting the Labs schedule in a clearly visible location and pause to review it before students transition to their second Lab.

#### Logistics:

- During the Extend stage, Lab groups visit two different Labs for 20 minutes each.

#### In advance:

- 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 Extend Stage: At-a-Glance for the specific target(s) for each Lab)
- ✓ Labs schedule (one to display; see supporting materials)

### Experience

- Students continue to follow a similar routine for setting Lab goals as they have in the Launch and Practice stages. They will:
  - Review the **learning target(s)** for each Lab.
  - Review the **Labs schedule** with the teacher.
  - Turn and talk with an elbow partner to identify the first Lab they will visit today.
  - Make a goal using a sentence frame. (Example: “Today I will be visiting the \_\_\_\_ Lab first. When I’m there, I want to \_\_\_\_.”)
  - Repeat this process to identify the second Lab they will visit today.

## Extend Stage: In the Labs

40 MINUTES

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

## Extend Stage: Reflecting on Learning

5 MINUTES

### Teaching Notes

#### Purpose:

- Recall that the Reflection portion of Labs serves as a bookend to Setting Lab Goals. This time should both invite students to recall how they spent their time in the Labs and to reflect on their experience in the Labs.
- Continue to support students with predictable structures of reflection (such as repeated protocols), as well as familiar sentence frames.

#### In advance:

- Post: Sentence frames or picture clues for any reflection questions you will use regularly (optional).

### Experience

- Gather students back together whole group by singing the (conclusion of the) **Labs song**.
- Remind students of the learning target(s) for their Labs and invite them to think about the goals they made at the beginning of Lab time.
- Ask a reflection question, giving students think time before they respond. This promotes more considerate responses and supports English language learners. Examples:

*“Did you meet a goal for today?” (Responses will vary, but may include: I finished my toy drawing. I used shapes and details.)*

*“How did you work well with a partner in the Labs today? How could you work better with your partner in the Labs tomorrow?” (Responses will vary, but may include: My partner and I planned a toy together today. We did not agree at first, but then we decided on something we both like. Next time we will start building our toy.)*

*“What did you do to care for classroom materials in the Labs today?” (Responses will vary, but may include: In the Imagine Lab, I put away all the blocks before I played with the puppets.)*

*“What is something you want to do better in the Labs tomorrow?” (Responses will vary, but may include: Tomorrow, I want to add more details to my drawing.)*

*“What was your favorite part of Labs today? Why?” (Responses will vary, but may include: My favorite part of Labs was sorting toys with my friends.)*

- 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.
- 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.).



## Extend Stage: In the Create Lab

### Guiding Question

- How can I use shapes, details, and size to draw a toy?

### Learning Targets

- I can identify details in a toy.
- I can include details in my drawing.

### Teaching Notes

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

- Students continue to identify and use shapes to draw toys.

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

- Students add the concept of details to their Artist's Toolbelt and use details in their toy drawings.
- Students have access to colored pencils, crayons, or markers to use color to create more detailed drawings.

#### Logistics:

- On the first day of the Extend stage, students work as a whole class to make the transition to this stage of the Labs.
- During the remaining days of the Extend stage, students divide into Lab groups and spend 20 minutes each in two different Labs.

#### In advance:

- Prepare the Drawing Details anchor chart to help students remember the types of details they can look for in a toy (e.g., facial features, textures, colors, etc.).
- Gather a variety of toys such as stuffed animals, cars, and building toys. (Consider using toys already available from module lessons or toys that contain shapes included on the shapes card.)
- Prepare the Create Lab by placing paper, pencils, colored pencils, magnifying glasses, markers, shapes cards, and a variety of toys (to use as models for student drawings; see materials).

- Choose one toy to use for teacher modeling about how to identify and draw details.
- Consider whether the system previously established for storing student work is working and change as necessary.

### Materials

- ☑ Paper (various types, colors, and sizes; several blank pieces per student)
- ☑ Pencils (two per student)
- ☑ Toys (variety; for students to use as a model to draw; see Teaching Notes)
- ☑ Shapes card (one per pair; see supporting materials)

### Additional Materials:

- ☑ Magnifying glass (one per student)
- ☑ Toy (one; for teacher modeling)
- ☑ Drawing Details anchor chart (new; teacher-created; see Teaching Notes)
- ☑ Colored pencils, crayons, or markers (one set per pair)

### Experience

#### Transitioning to the Extend Stage (Whole Class):

- Gather students whole group and give them specific, positive feedback regarding their drawing of toys. (Example: “You have all done wonderful work in identifying and using shapes in your drawings!”)
- Tell students that you are going to introduce them to a new tool that artists keep in their “Artist’s Toolbelt.” This tool will help them draw toys even more beautifully and accurately. This tool is details.
- Act out with students putting on their Artist’s Toolbelt. Say the word *details*, holding it up in your hand like a treasured object, as students do this with you. Add “details” into a new pocket of your toolbelt. Invite students to do the same.
- Using a total participation technique, invite responses from the group:  
*“What do you know about the word details?” (Responses will vary, but may include: It’s the little things.)*
- Guide students to understand that details are all the small parts of a person or object that make it unique and interesting.
- Show students a **magnifying glass** and explain that this tool will help them to notice all the details they should try to include in their drawings. (Magnifying glasses are also a great motivation for students.)
- Model the drawing process with a **toy** using the **Drawing Details anchor chart**. (Begin by drawing all of the shapes.)
- Invite students to help you find all the little details you should include in your drawing (color, texture, objects, emblems, words, etc.).
- As you add details to this anchor chart, label the details (color, texture, objects, emblems, words, etc.).
- Students continue to have access to materials provided in the Launch and Practice stages. Refer to the materials list for continued materials.



- Show students how they can use their additional materials (**colored pencils, crayons, and markers**) to help add details to their drawing.
- Again, remind students that their drawings do not have to look exactly like the toy. Emphasize that they are trying to capture the shapes and the details of the toy in their drawing. Being an artist is about perseverance: continuing to practice and get better, even when it feels difficult.
- Direct students' attention to the workstations around the room.
- Direct students' attention to the materials at each workstation: **paper, pencils, and toys**. Remind students that the toys are serving as their model for drawing and are not to be played with during this time.
- Encourage students to use the **shapes cards** to help them identify and draw shapes.
- If students feel they are finished with one drawing, they may put it away in the designated storage space and begin a new one.
- Invite students to begin working.
- Circulate and support students as they work, identifying details and including those details in their drawings.
- At the conclusion of In the Lab time, signal students to clean up their Lab space.
- As Lab groups are ready, transition them back to the whole group for Reflecting on Learning.



## Extend Stage: In the Engineer Lab

### Guiding Question

- How can I use everyday materials and my imagination to create a toy?

### Learning Target

- I can collaborate with a partner to design and build a toy.

### Teaching Notes

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

- Students continue to create their own toys using everyday, found, or recycled materials.

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

- The primary difference during the Extend stage of the Engineer Lab is the additional layer of collaboration. This was an intentional choice to create a space to teach and support this important habit of character.
- Students have access to a greater range of materials during the Extend stage. Therefore, it is important to reinforce routines of proper storage and care of Lab materials.

### Habits of character:

- Some students may need additional support with the collaborative design process in the Lab, especially in regard to “compromising” their vision for a toy. Model the design process to show positive collaboration for these students.

### Logistics:

- On the first day of the Extend stage, students work as a whole class to make the transition to this stage of the Labs.
- During the remaining days of the Extend stage, students divide into Lab groups and spend 20 minutes each in two different Labs.
- Consider forming partnerships within Lab groups to create a smaller, more supportive experience.

### In advance:

- Prepare the Engineer Lab space by placing all materials to design and build a toy of their own (see materials).
- Monitor the various materials students are choosing to use in their building of toys. Some materials may be more popular than others and will need to be replenished.
- Consider:
  - Providing tape dispensers for easier student use.
  - Forming partnerships within Lab groups to create a smaller, more supportive experience (optional).

### Materials

- ☑ Cardboard (various sizes; two or three pieces per student)
- ☑ Paper (various types, colors, and sizes; several blank pieces per student)
- ☑ Tape (one roll or pre-cut 6-inch strips)
- ☑ String (one roll or pre-cut 12-inch strips)
- ☑ Scissors (one per pair)

### Additional Materials:

- ☑ Paper (one piece per pair)
- ☑ Pencils (one per student)
- ☑ Cardboard tubes (make several available; not all students will use for their toy design)
- ☑ Paper bags (make several available; not all students will use for their toy design)
- ☑ Small milk cartons (make several available; not all students will use for their toy design)
- ☑ Craft sticks (five or six per student)
- ☑ Pipe cleaners (five or six per student)
- ☑ Tin cans (make several available; not all students will use for their toy design)
- ☑ Small cardboard boxes (make several available; not all students will use for their toy design)
- ☑ Items from the natural world (e.g., nuts, leaves, pinecones, rocks, beans; make several available; not all students will use for their toy design)

- ☑ Brads (make several available; not all students will use for their toy design)
- ☑ Rubber bands (make several available; not all students will use for their toy design)

## Experience

### Transitioning to the Extend Stage (Whole Class):

- Explain to students that the biggest difference between the Practice stage and Extend stage for the Engineer Lab is collaboration, which means they will be working together.
- Students continue to have access to materials provided in the Launch and Practice stages. Refer to the materials list for continued materials.
- Show students all the exciting additional materials they have to use as they work with their partner to build a toy today (in addition to the previously used materials: **cardboard, paper, tape, string, and scissors**).
- Invite students to turn and talk with an elbow partner:
 

***“What might be difficult when creating and building a toy with a partner?” (deciding on a toy to build, sharing materials, etc.)***
- Tell students that a design process that might help them to be better partners, and one that real engineers use, is to:
  - Talk (share their ideas).
  - Compromise (be flexible).
  - Draw (make a design plan before they begin building).
- Consider modeling this design process with a student volunteer or another teacher. Students will benefit from seeing what these different steps look like and sound like.
- Consider also modeling situations in which the design process is not working, so students can offer suggestions on how to solve common collaboration “breakdowns.”
- Make clear to students where they are going with this process. Their goal is to create a single toy from a collaborative process. If they finish, they might create a shared game they can play with their toy.
- Circulate and support students as they work in pairs.
- At the conclusion of In the Lab time, signal students to clean up their Lab space.
- As Lab groups are ready, transition them back to the whole group for Reflecting on Learning.



## Extend Stage: In the Explore Lab

### Guiding Question

- How are toys the same and different?

### Learning Target

- I can sort toys using their different attributes.

## Teaching Notes

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

- Students continue to use the attributes of toys to differentiate them from one another.

### What is new about this stage:

- During the Extend stage, students sort toys (in a large four-square organizer) based on their various attributes (colors, shapes, wheels, movement, texture, etc.).

### Logistics:

- On the first day of the Extend stage, students work as a whole class to make the transition to this stage of the Labs.
  - During the remaining days of the Extend stage, students divide into Lab groups and spend 20 minutes each in two different Labs.

### In advance:

- Create a large four-square organizer on the floor in the Explore Lab space using masking tape. The organizer should be approximately 3 feet by 3 feet; the size may change depending on the size of toys).

## Materials

- ☑ Toy Attribute cards (one set to share)
- ☑ Variety of toys (five to ten; for students to sort))

### Additional Materials:

- ☑ Four-square organizer (new; teacher-created; see Teaching Notes)
- ☑ Masking tape (used by the teacher to create the four-square organizer)

## Experience

### Launching the Extend stage (whole class):

- Tell students they will continue to explore the various ways that toys are similar or different. To do this, they will sort toys, or put them into different groups.
- Show students the **four-square organizer** constructed of **masking tape** on the floor of the Explore Lab. Tell them that this is where they will work with their Lab group to sort the toys based on their attributes.
- Review with students the **Toy Attribute cards**. Tell them that these familiar cards will be used in a new way. Today, they will use them to understand some of the different ways they can sort toys.
- Choose the Toy Attribute card with wheels to model. Tell students that if they pull this card, they are sorting the toys based on the number of wheels it has. One box could be for toys with no wheels, another box could be for toys with two wheels, etc.
- Invite students to help you decide how they would label the various boxes of the four-square organizer if they pulled the “wheels” card.
- Sort the toys into the appropriate boxes with students.

- Some toys may fit into multiple boxes, or no boxes, in the four-square organizer. (Example: A toy may have multiple colors, or none of the colors, defined in the squares.) Help think this problem through with students as they encounter it: finding a place for toys that do not fit, creating broader categories that include more toys, or choosing dominant attributes (“This toy is mostly....”).
- Remind students of the importance of showing respect for the materials in this Lab, as many students will be using these materials to help them learn.
- Using a total participation technique, invite responses from the group:
  - “What are some ways you can show respect for classroom materials in this Lab?” (Responses will vary, but may include: I will handle the toys gently.)*
  - “What are some ways you can show respect for one another in this Lab?” (Responses will vary, but may include: I will take turns.)*
  - “How will you be sharing during this Lab?” (taking turns choosing Toy Attribute cards and placing a toy in the correct box, etc.)*
- Invite pairs to begin working.
- Circulate and support pairs as they work.
- At the conclusion of In the Lab time, signal students to clean up their Lab space.
- As Lab groups are ready, transition them back to the whole group for Reflecting on Learning.



## Extend Stage: In the Imagine Lab

### Guiding Question

- How can I use my imagination to create a world of play for myself and others?

### Learning Target

- I can show respect for Lab materials and my peers.

### Teaching Notes

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

- Students continue to use a variety of imaginative play materials to create their own imaginative play scenarios.
- Students continue to show respect for materials and one another.
- What is new about this stage of this Lab:
- 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.

#### Logistics:

- Because students now have access to all Imagine Lab materials, it is important that they set a clear goal for how they want to spend their time in the Imagine Lab.

- On the first day of the Extend stage, students work as a whole class to make the transition to this stage of the Labs.
- During the remaining days of the Extend stage, students divide into Lab groups and spend 20 minutes each in two different Labs.

### Materials

- ☑ Building blocks (one set of wood or linking blocks)
- ☑ White board (one large to share or several small) and dry erase markers (one per student)
- ☑ Hand or finger puppets (several to share)
- ☑ Dress-up materials (several to share)
- ☑ Other possible materials might include modeling clay, common kitchen materials and safe cooking utensils, felt or magnet boards

### Experience

#### Launching the Extend Stage (Whole Class):

- Give students specific, positive feedback for behaviors you have noticed in the Imagine Lab during previous stages. (Example: “I have seen students sharing materials with one another, I have heard very kind and respectful words like ‘please’ and ‘thank you,’ and I have noticed students inviting each other to play when someone needs a partner.”)
- Reinforce behaviors involving habits of character, especially respect for materials and peers.
- Tell students that the Imagine Lab is a place for them to use their powers of imagination, engaging in fun, creative play with one another.
- Tell them that the Imagine Lab is also a place they can act out or re-create some of their favorite characters or scenes from the books they have been reading in the module lessons.
- Invite students to share some of their favorite characters and parts of stories that you have read together during the module lessons. Using a total participation technique, invite responses from the group:

***“How could we invite some of our favorite characters into the Imagine Lab with us?”  
(Responses will vary, but may include using puppets to re-create scenes, using clay to create favorite settings, using dress-up clothes to become characters.)***

- Tell students they will have 20 minutes in the Imagine Lab. Invite them to begin exploring materials and imagining.
- Circulate to support students, specifically in the area of respect toward materials and peers.
- At the conclusion of In 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.