

**Kindergarten:** Module 1: Labs

## 2 – Practice Stage

## Labs: Practice Stage

### Days 5–10

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

2. The Practice stage serves three purposes:

- To practice using materials and navigating the Labs before introducing new materials and an additional layer of complexity in the Extend stage.
- To build independence in meeting Lab goals and transitioning between various components of the Labs schedule.
- To continue applying the habits of character in each Lab.

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

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

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

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

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.)*



### Practice Stage: At-a-Glance

#### Guiding Question

##### Create Lab

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

##### Engineer Lab

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

##### Explore Lab

How are toys the same and different?

##### Imagine Lab

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

## Learning Target(s)

**Create Lab**

I can identify shapes in a toy.  
I can use shapes to draw a toy.

**Engineer Lab**

I can use everyday materials and my imagination to create a toy.

**Explore Lab**

I can ask questions about toy attributes to discover the “mystery toy.”

**Imagine Lab**

I can show respect for Lab materials and my peers.

## Ongoing Assessment

**Create Lab**

Create Lab Checklist (**SL.K.1a, SL.K.1b, SL.K.3, SL.K.5, SL.K.6**)

**Engineer Lab**

Engineer Lab Checklist (**SL.K.1a, SL.K.1b, SL.K.3, SL.K.6**)

**Explore Lab**

Explore Lab Checklist (**SL.K.1a, SL.K.1b, SL.K.3, SL.K.6**)

**Imagine Lab**

Imagine Lab Checklist (**SL.K.1a, SL.K.1b, SL.K.3, SL.K.6**)

Labs are one hour long in all four stages. During the Practice 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

**Practice Stage: Storytime****10 MINUTES****Teaching Notes****Purpose:**

- Review the Storytime Teaching Notes in the Launch stage document as needed.
- Similar to the Launch stage, choose texts that meet the following criteria:
  - Support students' understanding of shapes.
  - Illustrate ways that imagination and perseverance can transform something ordinary (materials, spaces, etc.) into something extraordinary.
  - Include a character (fictional or real) who is learning about or demonstrating responsibility.

**In advance:**

- Choose a text from your own 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**

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

**Experience (identical during all four stages of Labs)**

- 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.

**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. 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 Practice stage, Lab groups visit two different workstations 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 Practice Stage: At-a-Glance for the specific target(s) for each Lab)
- ✓ Labs schedule (one to display)

**Experience**

- Tell students that today they will visit two Labs.
- Review the **learning target(s)** for each Lab.
- Review the **Labs schedule** with students.
- Invite students to turn and talk with an elbow partner:  
*“Which Lab will you visit first? What will your goal be when you are there?” (Responses will vary, but may include: I am going to the Explore Lab. My goal is to finish my drawing of the toy train.)*
- Provide students with a sentence frame as needed. (Example: “Today I will be visiting the \_\_\_\_ Lab first. When I’m there, my goal is to \_\_\_\_.”)
- Revisit the Labs schedule. Point to the column labeled Lab 2.
- Invite students to turn and talk with an elbow partner:  
*“Which Lab will you visit second? What will your goal be when you are there?” (Responses will vary, but may include: I will be going to the Engineer Lab. My goal is to build a toy car.)*
- Provide students with a sentence frame as needed. (Example: “Today I will be visiting the \_\_\_\_ Lab second. When I’m there, my goal is to \_\_\_\_.”)

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

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

**Practice Stage: Reflecting on Learning****5 MINUTES****Teaching Notes****Purpose:**

- Recall that the Reflecting on Learning 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:

*“What is something you did really well in the Labs today to meet the learning target(s)?” (Responses will vary, but may include: I showed respect for materials. I helped clean up.)*

*“What is something you struggled with in the Labs today?” (Responses will vary, but may include: I had a hard time drawing circles for my toy.)*

*“How did you get past a difficult obstacle?” (Responses will vary, but may include: I tried a few times before I found the mystery toy.)*

*“What is something you want to do better in Lab time tomorrow?” (Responses will vary, but may include: I want to draw a different toy tomorrow.)*

*“What was your favorite part of the Labs today? Why?” (Responses will vary, but may include: Today, I liked building with blocks.)*

- 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.)



## Practice Stage: In the Create Lab

### Guiding Question

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

### Learning Targets

- I can identify shapes in a toy.
- I can use shapes to draw a toy.

### Teaching Notes

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

- Students continue to draw toys, focusing primarily on the shapes that compose each toy.

#### 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.
- Some students may need additional support with this drawing process, as their drawings may not look exactly like the toy in front of them. As a result, students may want to begin their drawing multiple times or habitually erase. Remind students that drawing is a learned skill that comes with practice and perseverance.

#### Habits of character:

- During the Practice stage of Create Lab, perseverance continues to be an important habit of character. Often students become frustrated in the drawing process or in the creating of multiple drafts.

#### 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 drawings as they continue to work on them in future Labs.

#### In advance:

- Prepare the Create Lab by placing paper, pencils, a variety of toys (for students to use as models to draw), and shapes cards in the Lab space (see materials).
- 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.)
- Consider whether the storage system previously established for storing student work is working and change as necessary.

### Materials

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

### Experience

- Remind students that in the Create Lab, they are drawing toys.
- Point out that previously they were given a toy to draw, but today they get to choose a toy to draw.
- Tell them that they may begin a new drawing or continue a drawing from a previous session.
- Remind students that they will follow the same basic drawing process they used previously:
  1. Choose a toy to examine.
  2. Identify as many shapes as you can in the toy. (Examples: “I see a circle for the wheels” or “The eyes look like a little bit like crescents.”)
  3. Use the shapes to draw the toy.
- Encourage students to use the **shapes cards** to help them both identify and draw shapes.
- Remind students of the materials of the Create Lab: **paper, pencils, shapes cards**, and **toys**. Remind them that the toys are serving as their model for drawing and are not to be played with during this time.
- If students feel they are finished with one drawing, they may put it away in the designated storage space and begin a new one.
- It will be helpful for students to have a range of drawings to return to as they choose which ones to revise or create new drafts of during the Choice and Challenge stage.
- Invite students to begin working.
- Circulate and support students as they work, identifying shapes and including those shapes in their drawings.
- 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 of responsible and respectful cleanup behaviors. (Example: “Thank you for separating each material you used and putting each where it belongs.”)
- As Lab groups are ready, transition them back to the whole group for Reflecting on Learning.





## Practice Stage: In the Engineer Lab

### Guiding Question

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

### Learning Target

- I can use everyday materials and my imagination to create 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:

- 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 is an important habit of character to be learned and practiced in the Engineer Lab, as students are working independently 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. They will need a system and space to store their projects as they continue to work on them.

#### In advance:

- Recall that some students may need additional support or feel stuck for ideas as they begin working in the Engineer Lab. Consider hanging pictures in the Engineer Lab space of real toys that students may try to emulate using their everyday materials.
- Prepare the Lab space by placing paper, tape, string, and scissors for students to design and build a toy of their own (see materials).
- Provide a copy of *Toys Galore* for students to share and reference while they are designing and creating toys.
- Consider:
  - Providing tape dispensers for easier student use.
  - Whether the system previously established for storing student work is working and change as necessary.

### Materials

- ☑ Cardboard (various sizes; two or three pieces per student)
- ☑ Paper (blank; various types, colors, and sizes; several 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:

- ☑ *Toys Galore* (optional; one to share in the Lab space)

### Experience

- Review the proper handling and storage of the materials students will be using in the Engineer Lab.
- Remind students of the size limitations, if you placed any, so they can store their toy between Lab sessions.
- Remind students of the materials they already explored at the Engineer Lab: **cardboard, paper, tape, string, and scissors.**
- Direct students' attention to the additional materials: the text *Toys Galore*. Tell students this familiar text is here to help them with ideas about toys they might build in the Engineer Lab.
- If students feel they are finished with one toy, they may put it away in the designated storage space and begin a new one.
- Invite students to begin working.
- As they work, remind students that they do not need to finish their toy today. They will return to the Engineer Lab many times over the coming days and weeks.
- Circulate and support students 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.



### Practice Stage: In the Explore Lab

#### Guiding Question

- How are toys the same and different?

#### Learning Target

- I can ask questions about toy attributes to discover the “mystery toy.”

## Teaching Notes

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

- Students continue to use various toy attributes to play the Mystery Toy game.

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

- During the Practice stage, students create their own sets of toys to play the Mystery Toy game. Students can create more advanced sets by choosing toys with varying levels of similarity or difference. Example: Choosing multiple toys that are blue makes it more difficult to determine the mystery toy based solely on color.

### Habits of character:

- Collaboration is key to the success of this Lab, as students are working in partnerships or small groups to play a game.

### Logistics:

- Consider forming partnerships within Lab groups to create a smaller, more supportive experience.

### In advance:

- Gather:
  - Toy Attribute cards (see supporting materials).
  - A variety of toys, such as stuffed animals, cars, and building toys. Place them together for this Lab, allowing students to create their own “sets.” (Consider using toys already available from module lessons.)
- Prepare the Explore Lab space by placing markers, Toy Attribute cards, and a variety of toys for students to play the Mystery Toy game (see materials).
- Consider forming partnerships within Lab groups to create a smaller, more supportive experience (optional).

## Materials

- ✓ Marker (for example, a square of colored paper, used to differentiate the chosen mystery toy)
- ✓ Toy Attribute cards (one set per partnership; see supporting materials)
- ✓ Variety of toys (eight to 10; to play the Mystery Toy game)

## Experience

- Tell students they will continue to play the Mystery Toy game. They will use toy attributes and yes/no questions to try to guess the mystery toy.
- Review how to place the **marker** and how to use the **toy attribute cards**.
- If playing the game in pairs, move students into predetermined partnerships within Lab groups.

- Show students how the **variety of toys** is now placed in a central location in the Explore Lab. They will now create sets of four before they choose one to be the mystery toy.
- Show students varieties of ways they may create sets of toys to make the game more or less challenging for their partners. (Example: If you choose four toys that are all blue, it is more difficult for your partner to guess by color.)
- Remind students that for games to be fun, they must be played fairly (closing their eyes, taking turns, etc.).
- Invite partnerships or Lab groups to begin playing the game.
- Circulate and support students as they play.
- 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.



### Practice 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:

- All Imagine Lab materials will now be in one space, giving students the option of what they want to do during this time.

##### Habits of character:

- The Imagine Lab continues to incorporate multiple types of materials to allow students to create a world of play for themselves and others. Respect for these materials and for peers is necessary for the success of the Imagine Lab.

##### 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.

**In advance:**

- Prepare the Imagine Lab space by placing building blocks, white boards and dry erase markers, hand or finger puppets, dress-up materials, and other possible materials for students to create a variety of imaginative play scenarios (see materials).

**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, and felt or magnet boards

**Experience**

- Remind students of the importance of showing respect for Imagine Lab materials and their peers.
- Invite students to turn and talk with an elbow partner:
  - “In what ways might you show respect for materials?” (put away materials before I move on to new ones; clean up materials at the end of Lab time)*
  - “In what ways might you show respect for one another?” (share materials; use my body safely; include others in my imaginative play)*
- Tell students that today they will have 20 minutes in the Imagine Lab. Invite them to begin exploring materials and imagining.
- As students work, circulate and support them, 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.
  - Give Lab groups or individual students specific, positive feedback of responsible and respectful cleanup behaviors. (Example: “It is great to see students working together to organize materials in the Imagine Lab, even if it is not a material you used.”)
  - As Lab groups are ready, transition them back to the whole group for Reflecting on Learning.