

Kindergarten: Module 2: Labs

Teacher Guide

Kindergarten: Module 2:

Labs Overview

This is your big-picture overview of Labs for Grade K, Module 2. Specifically, the table below outlines the guiding question and targets for each Lab, describes how that Lab connects to students' learning in the module lessons, and explains how each Lab evolves through the four stages (from Launch all the way 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 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 1 hour long and support the module lessons. These 2 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 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 writing more narratives in the Imagine 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 Day-by-Day Schedule at the end of this overview. 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
CREATE LAB	Learning Target	Learning Target	Learning Target	Learning Target
Guiding Question: How can I create a scene that shows how weather affects people?	I can create detailed weather landscapes and cityscapes.	I can create detailed weather scenes.	I can draw pictures of people with weather-related details.	I can create a paper puppet theater with multiple weather details.
Summary of Lab: In the Create Lab, students continue to hone their drawing skills as they create a variety of detailed weather scenes. Their work culminates in the creation of a puppet theater background, which they can use to tell stories about different weather scenarios.	Purpose of Launch Stage: <ul style="list-style-type: none"> • Students build a shared list of different types of weather they can use for their landscapes. • Students build a shared list of a variety of settings they can use in their landscapes. • Students identify weather-related details they can include in their landscapes. 	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. • Students have the option of adding color to their landscapes or cityscapes. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students draw people instead of landscapes and cityscapes. • The details in students' pictures show how weather affects people, specifically in their clothing and accessories. 	New in This Stage of the Lab: <ul style="list-style-type: none"> • Students use all they have learned about creating a weather scene to create their best final product to share with an audience. In this stage, the weather scene serves as the backdrop for their Puppet Theater. • Students continue to create realistic drawings of people dressed for the weather. However, in this stage, students cut out their drawings and mount them on a craft stick to create a paper puppet. • Students use a Puppet Theater Criteria List, anchor chart, and peer feedback to complete a final product.
Connection to Module Lessons: Students use their knowledge about different kinds of weather to create drawings of weather scenes that include a variety of weather details. In the Module 2 performance task, students write and illustrate an imaginary narrative about a character's experience with weather.				

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	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
ENGINEER LAB	Learning Target	Learning Target	Learning Target	Learning Target
Guiding Question: How can I design and build a weatherproof shelter?	I can use a variety of materials to build a shelter.	I can use a variety of materials to build a shelter.	I can use a variety of materials to build a windproof shelter.	I can create a windproof, waterproof shelter.
Summary of Lab: In the Engineer Lab, students use what they know about how weather affects people to design and build shelters that can withstand wind and water.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students build background knowledge about the idea of weatherproof shelters. Students explore materials they will use to build their own model weatherproof shelter. 	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' shelters are tested for "wind resistance." This is done using a hair dryer or simply by blowing forcefully on the shelter. 	New in This Stage of the Lab: <ul style="list-style-type: none"> In addition to being "windproof," students' shelters will now have the added element of being waterproof.
Connection to Module Lessons: Students use their knowledge of how weather affects people in different places around the world as they think strategically to engineer weatherproof shelters.				
RESEARCH LAB	Learning Target	Learning Target	Learning Target	Learning Target
Guiding Question: What kind of weather is the most powerful? How can I use photographs to research extreme weather events?	I can notice details in photographs of extreme weather events.	I can notice details in photographs of extreme weather events.	I can ask questions about photographs of extreme weather events.	The Research Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Research Lab, students learn about extreme weather by studying photographs and asking and answering questions about the extreme weather events.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students are given time to explore and discuss the various photographs and pictures they will use in the Research Lab. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students now have access to all of the photographs of extreme weather events. Students use single words, phrases, or images to capture notes about what they learn from the images. 	New in This Stage of the Lab: <ul style="list-style-type: none"> Students are encouraged to wonder about the images they are studying and ask specific questions about the photographs and the extreme weather events being depicted. 	
Connection to Module Lessons: Students further their understanding of the science of weather and how weather affects people as they learn about extreme weather events and the impact these events can have. Students could connect their learning about extreme weather to the Module 2 performance task when they write a narrative about a character's experience with weather.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	Learning Targets	Learning Targets	Learning Targets	Learning Targets
Guiding Question: How can I use my imagination to create a world of play for myself and others?	<p>I can show respect for Lab materials and my peers.</p> <p>I can collaborate with my Lab group to imagine exciting weather stories.</p>	<p>I can show respect for Lab materials and my peers.</p> <p>I can collaborate with my Lab group to imagine exciting weather stories.</p>	<p>I can show respect for Lab materials and my peers.</p> <p>I can collaborate with my Lab group to imagine exciting weather stories.</p>	<p>I can show respect for Lab materials and my peers.</p> <p>I can collaborate with my Lab group to imagine exciting weather stories.</p>
Summary of Lab: In the Imagine Lab, students use a variety of new and continued materials to imagine and act out weather stories.	Purpose of Launch Stage: <ul style="list-style-type: none"> Students are introduced to new module-specific materials for the Imagine Lab. 	New in This Stage of the Lab: <ul style="list-style-type: none"> All Imagine Lab materials are now in one space. Students are able to choose which materials they use as they participate in the Imagine Lab. 	New in This Stage of the Lab: <ul style="list-style-type: none"> N/A 	New in This Stage of the Lab: <ul style="list-style-type: none"> The Imagine Lab intentionally remains unchanged to promote student independence and allow teachers to strategically focus their attention on the Engineer and Create Labs.
Connection to Module Lessons: Students use their knowledge of how weather affects people and how people prepare for and experience weather to imagine and act out weather stories using a variety of materials. Stories that students act out in the Imagine Lab could serve as inspiration for the Module 2 performance task as students write a narrative about a character's experience with weather. Students may also be inspired by the stories they read in the module lessons as they create their own weather stories.				

Suggested Day-by-Day Schedule for Grade K, Module 2

Please note that this is a *recommended* schedule for implementing Labs in Module 2. 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	Imagine Lab	Research 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

Day	Rotation	Create Lab	Engineer Lab	Imagine Lab	Research 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 Choice/Challenge Transition	In the Lab, Part I	Create Lab Students		Engineer Lab Students	
	In the Lab, Part II		Engineer Lab Students	Create Lab Students	
Day 20 Choice/Challenge	In the Lab, Part I	Create Lab Students		Engineer Lab Students	
	In the Lab, Part II		Engineer Lab Students	Create Lab Students	
Day 21 Choice/Challenge	In the Lab, Part I	Create Lab Students		Engineer Lab Students	
	In the Lab, Part II		Engineer Lab Students	Create Lab Students	
Day 22 Choice/Challenge Feedback Day	In the Lab, Part I	Create Lab Students		Engineer Lab Students	
	In the Lab, Part II		Engineer Lab Students	Create Lab Students	
Day 23 Choice/Challenge Addressing Feedback	In the Lab, Part I	Create Lab Students		Engineer Lab Students	
	In the Lab, Part II		Engineer Lab Students	Create Lab Students	
Day 24 Choice/Challenge Prepare to Share	In the Lab, Part I	Create Lab Students		Engineer Lab Students	
	In the Lab, Part II		Engineer Lab Students	Create Lab Students	
Day 25 Choice/Challenge Celebrate	All Students				