



Lab 1



The Bears' first Lab that day is the Create Lab. Anna and her Lab group head to the Create Lab space, which Ms. Sanchez has already prepared with paper, pencils, colored pencils, magnifying glasses, a variety of tools (or photographs of tools), a laminated card with different types of lines, and an anchor chart about drawing different textures. Anna and her group get to work drawing, or revising, realistic pictures of tools, many of which they have encountered in the module lessons.

Create  
Lab



Birds

Lab Description	Launch Stage	Practice Stage	Extend Stage
<p><b>Guiding Question:</b></p> <p>How can I create a realistic drawing of a tool?</p> <p><b>Summary of Lab:</b></p> <p>In the Create Lab, students create tool drawings that become more realistic as they learn how to use artistic skills and concepts such as shape, lines, texture, and size.</p> <p><b>Connection to Module Lessons:</b></p> <p>Students build on their knowledge of tools and work as they draw a realistic tool using artistic skills and concepts such as line, shapes, details, and textures.</p>	<p><b>Learning Target:</b></p> <p>I can use different kinds of lines to draw tools.</p> <p><b>Purpose of Launch Stage:</b></p> <p>Students recognize the various types of lines that make a tool. Students become familiar with the materials they will use in the Create Lab.</p>	<p><b>Learning Target:</b></p> <p>I can use different kinds of lines to draw tools.</p> <p><b>New in This Stage of the Lab:</b></p> <p>Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.</p>	<p><b>Learning Target:</b></p> <p>I can use lines and texture to create detailed drawings of tools.</p> <p><b>New in This Stage of the Lab:</b></p> <p>Students learn the skill of adding texture to a drawing to create detailed drawings of tools.</p> <p>Students have access to colored pencils, crayons, or markers to use color to create more detailed drawings.</p>

## Create Lab Checklist

First Grade Module 1 Create Lab Checklist							
Student Name	Participates in collaborative conversations	Asks and answers questions about what a speaker says	Describes things with relevant details, expressing ideas clearly	Adds drawings to descriptions to clarify ideas and thoughts	Produces complete sentences when appropriate to task and situation	Shows perseverance when facing challenges	Comments



The Butterflies begin in the Imagine Lab today. Omar wants to use the puppets. He set a goal of re-creating one of the stories the class is studying in a close read-aloud. Another student in Omar's Lab group wants to use the puppets as well. At first, the two students cannot resolve who will use puppets first. However, Ms. Sanchez, who is checking in with the Butterflies, reminds the students of their conversations about respect of materials and peers, as well as their practice with collaboration. Omar and the other student decide to work together: They will first use the blocks to build a small stage and then create a puppet show together.

Imagine  
Lab



Bees

Lab Description	Launch Stage	Practice Stage	Extend Stage
<p>Guiding Question:</p> <p>How can I use my imagination to create a world of play for myself and others?</p> <p>Summary of Lab:</p> <p>Students create a world of play as they explore the different materials available in the Imagine Lab.</p> <p>Connection to Module Lessons:</p> <p>Students are encouraged to reenact stories or incorporate characters and ideas from the module lesson texts as they engage in a shared world of play.</p>	<p>Learning Target:</p> <p>I can show respect for Lab materials and my peers.</p> <p>Purpose of Launch Stage:</p> <ul style="list-style-type: none"> <li>• Students are given time to explore the various materials they will use in the Imagine Lab and begin to formulate ideas on how they might use these materials in the future.</li> </ul>	<p>Learning Target:</p> <p>I can show respect for Lab materials and my peers.</p> <p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Learning Target:</p> <p>I can show respect for Lab materials and my peers.</p> <p>New in This Stage of the Lab:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Imagine Lab Checklist

First Grade Module 1 Imagine Lab Checklist						
Student Name	Participates in collaborative conversations	Asks and answers questions about what a speaker says	Describes things with relevant details, expressing ideas clearly	Produces complete sentences when appropriate to task and situation	Collaborates well with peers	Comments



Elvin and the Birds Lab group go to the Engineer Lab space, which is filled with a variety of building materials: cardboard, paper bags, paper, pipe cleaners, string, tape, and scissors. There are also real-world objects (or photographs of objects) that serve as models: boxes with hinges and clasps, picture frames, a matchbox car organizer. Elvin is working with his Lab partner today. They need to collaborate in a design process that Ms. Sanchez showed them in the previous Lab sessions. Their design challenge: Use the materials of the Engineer Lab to re-create one of these real-world objects. Elvin and his partner get to work talking together to decide which object they are going to build, and then they begin choosing the materials they will need to build it.

Engineer  
Lab



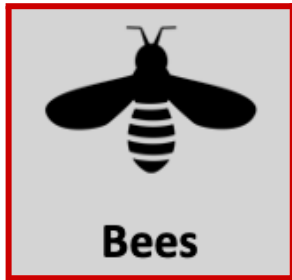
Bears

Lab Description	Launch Stage	Practice Stage	Extend Stage
<p>Guiding Question:</p> <p>How can I use classroom tools to create my own magnificent thing?</p> <p>Summary of Lab:</p> <p>In the Engineer Lab, students use a variety of classroom tools and materials to design and create a magnificent thing that fills a need or want.</p> <p>Connection to Module Lessons:</p> <p>Students build on their knowledge of tools and work collaboratively to create a magnificent thing that fills a want or need. The module text, <i>The Most Magnificent Thing</i>, serves as the inspiration for this Engineer Lab.</p>	<p>Learning Target:</p> <p>I can use classroom tools and materials responsibly.</p> <p>Purpose of Launch Stage:</p> <p>Students explore “found” or everyday materials they will use to build their own magnificent thing.</p>	<p>Learning Target:</p> <p>I can use classroom tools and materials responsibly.</p> <p>New in This Stage of the Lab:</p> <p>Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.</p>	<p>Learning Target:</p> <p>I can use classroom tools to re-create a magnificent thing from a picture.</p> <p>New in This Stage of the Lab:</p> <p>Students work to create, or re-create, various everyday objects based on pictures. This pushes students to think about the components of objects that they may not consider on their own (e.g., hinges on a box). Students work with a partner to design and build an object.</p> <p>Students have access to a greater range of materials.</p>



# Engineer Lab Checklist

First Grade Module 1 Engineer Lab Checklist							
Student Name	Participates in collaborative conversations	Asks and answers questions about what a speaker says	Describes things with relevant details, expressing ideas clearly	Adds drawings to descriptions to clarify ideas and thoughts	Produces complete sentences when appropriate to task and situation	Shows perseverance when facing challenges	Comments



Meanwhile, the Bees are visiting the Explore Lab first. Kristina and her team are exploring a variety of tools that help move materials. Ms. Sanchez has set up this space with two large bowls, one filled with beans, a funnel, measuring cups, spoons, tweezers, and a stopwatch. Kristina and her Lab partner are trying to discover the fastest way to move the beans from one bowl to another and determine the best tools for the job. One student serves as the timer while Kristina uses the measuring cup to start moving the rice. After they have finished, recorded their results, and talked about the process, they decide to try again. They decide that the funnel may help them get the rice in faster, so they try it again.

Explore  
Lab

Butterflies

Lab Description	Launch Stage	Practice Stage	Extend Stage
<p>Guiding Question:</p> <p>What's the best tool for the job?</p> <p>Summary of Lab:</p> <p>In the Explore Lab, students engage in a variety of activities in which they explore how different tools are used. The Explore Lab culminates in a design challenge in which students select the best tool for the job.</p> <p>Connection to Module Lessons:</p> <p>Students build on their knowledge of tools and work as they explore how different tools can be used to solve a design challenge and determine the best tool for the job.</p>	<p>Learning Targets:</p> <p>I can build a boat that floats and holds pennies.</p> <p>I can collaborate with a partner in the design and building process.</p> <p>Purpose of Launch Stage:</p> <p>Students are immersed in a design challenge that encourages them to work collaboratively and think creatively.</p> <p>Students are prepared for future Explore Lab experiences in which they must collaboratively solve design challenges.</p>	<p>Learning Targets:</p> <p>I can build a boat that floats and holds pennies.</p> <p>I can collaborate with a partner in the design and building process.</p> <p>New in This Stage of the Lab:</p> <p>Students are challenged to build a boat that can hold as many pennies as possible.</p> <p>Students engage in a multiday design process of "plan, do, review" with a partner.</p>	<p>Learning Target:</p> <p>I can choose the best tool to complete a job.</p> <p>New in This Stage of the Lab:</p> <p>Students complete a design challenge to transfer a substance between two containers.</p> <p>Students have a variety of tools to choose from and must reason about which tool is best for the job.</p>

## Explore Lab Checklist

First Grade Module 1 Explore Lab Checklist						
Student Name	Participates in collaborative conversations	Asks and answers questions about what a speaker says	Describes things with relevant details, expressing ideas clearly	Produces complete sentences when appropriate to task and situation	Collaborates well with peers	Comments