

**BUCKINGHAM BROWNE & NICHOLS
LOWER SCHOOL**



**CURRICULUM OVERVIEW
GRADE TWO
2020-2021**

Grade Two Teachers

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*** Includes Language Arts, Mathematics and Social Studies instruction**

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GRADE TWO CURRICULUM OVERVIEW

Language Arts

Second grade reading instruction focuses on phonics, fluency, expression, comprehension, and vocabulary development. Second grade writers work towards writing organized, thoughtful pieces strengthened by the revision and editing process. In addition, the Foundations program is used to support phonics, phonological/phonemic awareness and word study.

In Second Grade:

- Children respond to text through whole and small group discussions, writing activities, illustration and dramatization.
- Every day children read material of their choice at their reading levels.
- Teachers read aloud for pleasure, discussion and to expose students to a variety of authors and literary genres.
- Literature focuses on exploring plot, character, setting and theme through a wide variety of books and genres.
- Children experience many forms of writing, through science journals, teacher/child journals, factual social studies writing, short stories and contributions to class books.
- Literature is selected to provide a model for many writing projects, in which students recognize patterns of literature in their reading, then experiment with these patterns in their writing.
- Children participate in the writing process in which they plan, draft, edit, revise, and publish.
- Students review and are introduced to a variety of language and grammar skills including syllable types, parts of speech, plurals, capitalization, punctuation, compound words and prefixes.
- Children gain proficiency in decoding and encoding common sounds, blends and spellings.
- Spelling strategies and vocabulary are integrated through writing activities, with attention to words that appear frequently in children's writing.
- Children review letter formation.
- Evaluation and assessments occur regularly.

Academic Support Services

A reading/language arts specialist works with the second grade team to plan consistent, interconnected lessons and to provide additional support for children who are in need of further help in developing reading and language arts skills.

Social Studies

“Ourselves and Our Work”

Students will begin the year with an exploration of self-identity. Building on this knowledge, students will then expand their view to incorporate the world beyond themselves, studying how the communities of which they are a part (family, classroom, school, world) organize themselves around the concept of work.

Work affects our lives in many ways. Because of this, learning about how work shapes our world and our relationships to others is key to understanding our environment and aids us in our ability to see the world through another’s eyes. Understanding the perspectives of different workers helps us to think critically about social issues, media images, and our own role in society.

This year-long curricular study will help students look through the eyes of different groups of workers both from the present as well as the past. We will start with our students’ own notions and understandings about work and then expand beyond themselves to local, global, and historical examples.

Mathematics

At BB&N we believe that math should be joyful and engaging. Our program grows children’s fluency with numbers and is rich in numbers-based experiences. We provide opportunities at every level for students to engage in mathematical explorations, to reason mathematically, and to express their ideas. We strive to strike a balance between larger conceptual understandings and specific skills and procedural fluency. We believe that all of our students can and will learn math.

Second grade is about the extension and consolidation of addition, subtraction, and place value. Using the physical and visual models introduced in first grade, students solve more complex problems with bigger numbers with an emphasis on explaining and showing their thinking. The concept of multiplication is introduced through skip counting and equal grouping. Students continue their study of measurement working with standard units and refining their precision.

Second grade uses high quality, research based resources including the *Bridges in Mathematics* curriculum. Classes are co-taught by the homeroom teacher and a math specialist using a hands on approach in whole group investigations, small group activities, and individual practice.

In Second Grade students will:

- Add and subtract fluently within 20
- Build and break apart three and four digit numbers by place value
- Solve multi-step addition and subtraction problems
- Represent and solve addition and subtraction problems using equations
- Measure and estimate lengths with standard units
- Tell time to the nearest five minutes
- Represent a given amount using coins
- Count fluently from any starting number by 1s, 2s, 5s, and 10s
- Compose and decompose two dimensional shapes

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Science

Students use a hands-on inquiry based program to study science. This approach allows them to develop and use process skills in order to gain a body of scientific knowledge. Listed below are the units of study and highlights of the content and skills covered:

Water and its Cycle

- Discover how many drops of water fit on a penny to appreciate the attractive nature of water.
- Design and conduct evaporation experiments.
- Observe a mini water cycle and become familiar with the terms evaporation, condensation, and precipitation.

Trees Through the Seasons

- Visit trees in Longfellow Park four times during the school year and observe their seasonal changes.

Bulbs

- Observe and measure the growth of paper white narcissus bulbs.

Magnets

- Test various classroom items to discover which materials are magnetic.
- Use bar magnets to discover the forces of attraction and repulsion.
- Discover which is stronger, the poles or the middle of the magnet.
- Make compasses using a magnet, piece of cork, pin and a bucket of water.
- Build a maglev train out of a piece of Styrofoam and magnets that float over a magnetic train track

Snow and Ice

- Use a Celsius thermometer.
- Study the effect of salt on the melting point of ice.
- Apply the above information to make ice cream.

Insects

- Observe the life cycle of painted lady and monarch butterflies.
- Learn about the physical characteristics of insects.

Eggs and Chicks

- Study the development of chicks from fertilized eggs.
- Observe chicks during the first week and one-half of life.

Lower School World Languages

The World Language Department has been working with an exciting new approach teaching languages over the past two years that focuses on proficiency and communication in a fun and low stress environment. This approach, Teaching with Comprehensible Input, is based on the theories of language acquisition by Dr. Stephen Krashen, and prioritizes the delivery of understandable messages that are personalized,

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Lower School World Languages (continued)

meaningful, interesting and relevant to our students. The goal of our classes is for students to acquire Spanish or French through communication. Acquiring a language happens organically through active participation, as opposed to learning a language through explicit instruction. This is akin to the way that babies learn to speak a language, by listening to it rather than formally studying it. Therefore, we aim to spend at least 90% of our classes in the target language focusing on listening and reading (when age appropriate).

Our classes are lively and personalized to the students' interests. Lessons are based on unique and engaging stories that capture the interests of students. As part of these lessons we play games, read stories, act, create books and cook to fully immerse ourselves in the language. A variety of brain breaks are incorporated into class in order maximize attention, focus, and optimal energy levels.

Spanish

Second Graders explore Spanish twice a week for 45 minutes. The class is divided in half groups, which allows for an active participation in class. Second graders continue to build upon the program from first grade and are expected to speak in Spanish in class as much as possible. Much of our work is story based, utilizing both student and teacher created content that targets high frequency structures and words that are personalized, compelling, and repetitive by design.

Classwork is focused around these stories and is varied, including combinations of reading, writing, acting games, movement, story listening, and drawing, in order to increase students' exposure to and use of the Spanish language. Students also spend time every class discussing the date, the weather, personal interests, and daily activities. Students create a book to showcase their class stories that goes home with them at year's end.

The skills to be acquired include:

- Sound recognition and pronunciation
- Greater command of basic greetings and conversational phrases
- Read short stories
- Respond to a variety of questions, both personal and about classroom content
- Write sentences connected to classroom content

Topics to be covered include, but are not limited to:

- Greetings and Introductions
- Feelings
- Calendar and Weather
- Numbers to 100
- Body parts
- Action words
- High frequency words and structures
- Describe people, places, and things
- Colors

Lower School World Languages (continued)

- Interrogative words (asking and answering questions)
- Describe daily activities and hobbies
- Express needs, wants, likes, dislikes for everyday activities and situations
- Transportation and different places in the community

Music

Second graders attend music class twice weekly, in both half and whole-class groups. Music activities center on the children's experience of music through singing, moving, listening, and playing instruments. Second graders become more familiar with the composition process, and work on a variety of group projects to interpret and create their own sound pieces. The overall objective is for students to use a variety of tools to communicate music made by self and others.

Rhythm:

- Demonstrate and label half note, whole note, quarter and eighth notes as well as rests
- Recognize time signature (2, 3, 4)
- Experience body percussion

Melody:

- Demonstrate contour
- Demonstrate proper vocal technique
- Improvise and compose original melodies on pitched instruments
- Read and write B-A-G melodies on the recorder

Harmony:

- Develop proper mallet technique
- Demonstrate ostinato and simple bordun chords
- Experience major/minor
- Sing songs in round form

Form:

- Demonstrate phrase
- Identify Coda, repeats, ABC, Rondo, Variations, and Call-and-Response
- Identify bar line/double bar/measure

Timbre:

- Identify instrument families in the orchestra
- Become familiar with a diverse range of instruments from around the world
- Work in groups to create original compositions that blend sound, rhythm, and style in relation to specific contextual frameworks

Integrated Arts

The goal of integrated arts in second grade is to help students develop an appreciation of different materials and to begin thinking, seeing and working both two-dimensionally and three-dimensionally.

Integrated Arts (continued)

Half of the year will be devoted to learning the basics of drawing and color theory. We will explore nonrepresentational painting. Students in second grade will also have woodworking. Through this process students discover and develop their visual and sculptural skills.

The skills and techniques introduced in developed include:

- Developing a creative approach to design by generating many visual images for each project.
- Understanding more deeply that there are many different solutions to any problem.
- Problem solving simple functional design challenges.
- The experience of following a visual image from an idea, to a working drawing, to a piece of wood and to a finished project.
- Using basic hand tools safely and with a sense of self- confidence.
- Using rasps to follow Contours and shape three-dimensional forms, skill controlling a coping saw and finishing wood with sandpaper and oil.

Information Science/Library

Students visit the library for information science, book selection, storytelling, and book talks.

Topics covered include:

- Locating fiction and picture books by using the visual online catalog.
- Locating nonfiction by using a given Dewey call number.
- Practice locating fiction by author's last name.
- Checking out books independently.
- Evaluating a book for ease or difficulty.
- Using an encyclopedia (book and online).
- Using a table of contents and index to locate material in a book.
- Sharing thoughts and opinions about books and recommending to others.
- Using the school library website.
- Using a teacher selected website.

Technology

At the BB&N Lower School, it is our intention to integrate technology into the classroom in meaningful ways, and our goal is to teach students the skills necessary to be successful throughout the school year as well as to prepare them for future years. Through technological integration we give our students an introduction to word processing, spreadsheets and graphing, presentation software, three-dimensional design, internet safety and digital citizenship, online research, robotics, and programming. Our teachers create academic environments that facilitate student creativity, innovation, communication, and collaboration with others, while developing students into critical thinkers, problem solvers, and decision makers.

Physical Education

In the second grade, students begin to concentrate on developing specific sports skills used in team and individual sports. Group participation, individual effort, and doing one's best are emphasized throughout the year.

- Movement exploration: Learn how the body moves through animal imitations, moving to music, imitating sports movements, and moving while changing shape, level, direction, force, and time.
- Manipulative skills: Develop hand eye coordination by tossing, throwing, and catching a variety of balls (bean bags, yarn balls, playground balls, soft baseballs, and wiffle balls).
- Locomotor skills: There is increased concentration on skipping, galloping, and sliding. Jumping and hopping are also increased as the students use the long and short jump ropes and hula hoops to perform specific movement patterns. Kicking, passing, shooting and dribbling a soccer ball are covered. Goal tending skills including punting are introduced.
- Non-Locomotor skills: Continue throughout the gymnastics unit.
- Rhythmic activities: Square dancing, aerobics, exercise to music, and creative movement to various music styles are covered.
- Gymnastics: Tumbling on the mats includes forward and backward rolls, cartwheels, balance stunts, and animal walks. Work continues on the high and low beams, vault, ropes, and cargo net.
- Group games: Active participation in large group games is encouraged. Following directions, playing by the rules, working towards a specified objective, and performing movement skills to achieve the objective are stressed.
- Team sports: Lead up games: soccer, basketball, kickball (as a lead-up to T-ball), T-ball, and wiffle ball are played, newcomb lead up to volleyball, and pilo polo lead up to floor hockey. Skills/concepts taught followed by their use in lead-up games.
- Mindfulness: This practice helps to reduce stress, anxiety, and negative emotions, cool down when temper flares, and sharpen concentration skills.

Responsive Classroom

Responsive Classroom is a school wide program that promotes character development, interpersonal relationships and responsibility to the broader school community. In Second Grade, we focus on the following skills.

- Become a more active participant in morning meeting, supporting others' turn to speak and speaking assertively and respectfully in morning meetings.
- Show caring and concern for peers through words and actions. Develop an understanding of how to create class rules and why community members try to follow rules that are set.
- Continue to work on making positive academic and social decisions.
- Be inclusive and flexible.
- Practice positive self-control.

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Homework

Children will read at least 15-20 minutes a night. Teachers may also provide optional, supplemental resources.

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