



SANT BANI SCHOOL  
19 Ashram Road, Sanbornton, NH 03269  
www.santbani.org

Kent Bicknell, Ed.D.  
Principal

Tel. (603) 934-4240  
Fax (603) 934-2970

**SECOND GRADE  
SYLLABI  
SAMPLE**

**MORNING MEETING and CLASS ENVIRONMENT – Carol Dulac**

We are a community of learners in second grade. In our classroom we work both independently and cooperatively in teams, pairs or groups, particularly during Language Arts, Social Studies, Science and Math lessons. We recognize that each of us has different strengths and weaknesses, but we are all striving to challenge ourselves and improve. Each student is responsible to do his/her best, take responsibility for his/her learning, and help a classmate in need. We have three main goals which we live by: Respect Yourself, Respect Others, Respect the Environment.

**Morning Meeting** is a time where we gather as a class to go over the schedule for the day, share exciting news and participate in a short greeting activity. It is a chance for the class to gather as a group and build a group identity as second graders.

**LANGUAGE ARTS - Carol Dulac**

Each day we spend about two class periods on balanced literacy, a term used to describe a well rounded approach to teaching reading, writing, spelling, grammar, speaking and listening skills.

**Reading Workshop**

We use a Reading Workshop approach in second grade which includes Independent Reading, Guided Reading, Shared Reading, Literature Circles and Read Aloud. Students are assessed throughout the year to determine their current instructional reading level. Instruction is then based on books appropriate for that level. Students will be reading a variety of books in many genres, some of which may relate to the other curricular areas. They will read independently (silent reading of self selected books), in small Guided Reading groups where there is direct instruction from the teacher, and in Literature Circles where small groups read the same text and participate in discussions. At other times the teacher reads aloud to the class. Students are expected to spend 15 minutes reading each night.

**Author Studies**— As we study reading and writing we will take a look at the books of several authors. We look closely at the author's style as literature and also as examples of good writing. The authors we will look at may include, but are not limited to Marc Brown, Patricia Polacco, Kevin Henkes, Douglas Florian, Byrd Baylor, James Marshall and Cynthia Rylant.

**Junior Great Books**— During the spring semester the students will be introduced to the *Junior Great Books Series* and will participate in weekly discussions designed to develop discussion and interpretive reasoning skills. Each week students will be guided to read a challenging story at school and again with their parents at home. On Thursdays the children will come to school prepared with a discussion question ready to participate in a class discussion. In the course of the study, students learn how to refer to the text for evidence to support their opinions and ideas.

**Word Study**

The term *Word Study* is used to describe the Spelling, Phonics and Vocabulary activities we use in second grade. Instruction is based on each student's developmental level of spelling and word knowledge. Each student is assessed several times during the year to find his/her current spelling ability and progress. Lessons will focus on spelling strategies, memorizing high-frequency words, word patterns, syllables, affixes, and derivations. Students will learn to use a variety of resources, including spelling dictionaries and an ongoing class Word Wall, to edit and self-correct spelling in their written work. This is supplemented with vocabulary study of subject area key words. Typically, we have a new list

of 5-6 spelling words each week with the exception of weeks shortened by holidays, projects or special events. In addition to traditional spelling “tests” students participate in a wide variety of activities to broaden their awareness of spelling patterns, rhymes and word derivations. The word study program uses a variety of resources from *Rebecca Sitton’s Spelling Program*, *Words Their Way*, and *Phonics Lessons* by Pinnell and Fountas. Each week the class is given a preview of new words for the week. Students will also be responsible for a list of priority words, based on high frequency words, which they will be expected to spell correctly in their written work.

### **Writing Workshop**

We do writing across the curriculum in second grade. In other words, students will be expected to do written work in math, reading, social studies and science in addition to Writing Workshop, our extended writing block. As students develop their independent writing skills, they will be gradually introduced to the writing process and learn how to use it to develop their writing. The writing process consists of the following stages: Prewriting (planning, brainstorming, etc.); Rough draft (getting ideas down on paper - not worrying about mistakes); Revising (changing ideas, making writing more clear, gathering suggestions); Editing (checking the draft for grammar, spelling and other conventions); Publishing (Final copy without mistakes, by hand or computer). We will explore several genres this year including, but not limited to: fiction, nonfiction, personal narrative, poetry and observational writing. Students will also write in a variety of journals and books and will also “make” books where they can write and illustrate simultaneously.

### **MATH – Carol Dulac**

Grade 2 uses the *Investigations in Number, Data and Space* math program developed by TERC of Cambridge MA. This highly respected program takes a hands-on approach that encourages exploration, questioning and sharing. The children are frequently asked to share their thinking and strategies. Students participate in classroom routines such as *How Many Pockets?* and *How many Days in School?;* and use materials like snap cubes, pattern blocks, geoblocks, connecting cubes and counters to help them in their problem solving. Through playing a variety of math games, both at school and at home, students apply and strengthen many of the concepts introduced during the math class. Some of the topics we will study are: numbers and routines, addition and subtraction facts, place value, money, 2D and 3D shapes, geometry, patterns and rules, fractions, measurement, problem solving skills and mental math. Units of study include: *Mathematical Thinking at Grade 2* (Introduction), *Coins, Coupons, and Combinations* (The Number System), *Does it Walk, Crawl, or Swim?* (Sorting and Classifying Data), *Shapes, Halves, and Symmetry* (Geometry and Fractions) and *Putting Together and Taking Apart* (Addition and Subtraction). Whenever possible, we introduce children’s literature that helps to highlight the math topic.

### **SOCIAL STUDIES AND SCIENCE – Carol Dulac**

Students in second grade will learn about a number of topics including: Rocks and Minerals and Animals; the Wampanoag People, and Communities as they study Science and Social Studies this year. The curriculum provides hands-on, heads-on and hearts-on learning and emphasizes activities that engage students in inquiry and problem solving about important issues in the world. Students will be introduced to research skills including reading for information, note-taking, and organizing and presenting information. Students will learn to write about what they learn in Science and Social Studies as they learn to record observations, draw sketches, attach samples, and take notes.

#### **Science with Todd Schongalla**

During the unit *Rock, Minerals, Soil and Sand*, students will explore the local environment observing and collecting specimens. The children will collect samples, record observations, do rubbings and conduct experiments and investigations. We will take a class field trip to Ruggles Mine in Grafton, New Hampshire. In connection with this study, the students will set up and maintain a composting program in the lower building.

During the winter term students’ science study will focus on Animal Research. Each child will choose an animal, collect a variety of resources, and investigate to find out important information to complete a research project. In the process the class will learn how to read non-fiction as students focus on note taking and research skills. Each child will create a poster and present it to parents and faculty members.

We are fortunate to have Todd Schongalla visit our science class once each week. An experienced scientist, he will enhance the students’ science learning in our classroom.

#### **Social Studies**

Second Grade Social Studies begins with a unit on building a classroom community. Students participate in activities that help them get to know and respect each other, develop class goals (rules), and take responsibility for the classroom by performing class jobs. By the end of October, the focus shifts to the Wampanoag Native Americans. The students learn about the first people in our region and the Thanksgiving story through the eyes of the native peoples. During this multi-discipline unit, using a *Storybook* curriculum, students recreate family groups and become Native

American characters. They create a mural of a winter scene depicting their environment, write poetry, learn songs, hear and read many stories about the Wampanoag, their culture, and their relationships with the Pilgrims.

During the second half of the year students will learn about group work and cooperation through a study of either Communities or the Pioneers.

### **KINDERGARTEN, FIRST, AND SECOND GRADE WORKTIME – Tina Busch, Carol Dulac, Hillary Martin, and Sue Lewellen**

Worktime is a period of time allotted during the day for the children to make their own academic choices in a variety of areas throughout the kindergarten, first and second grade classrooms. Art, science, computers, books, math challenge, writing, painting, blocks, drama, and cooking are many of the subjects available for the children. Along with these areas, children will also be developing their social skills and problem solving techniques. Each area will have activities that will encourage children to explore their natural environment in a meaningful, hands-on atmosphere. The students will be asked to plan ahead for their worktime period and reflect on the work they have done through journal writing and art.

### **SECOND GRADE MOVEMENT - Karen Gregg**

Songs, games, stories, exercises, dance, and improvisation are used to develop skills and confidence in the areas of self-expression, group work, and performance. Children discover the joy of moving and creating while practicing rhythm, coordination, control, and locomotive movement. This class meets once a week.

### **MULTICULTURAL ARTS – Dana Mark**

**Sculpture:** Second graders become very skillful in sculpting a wide range of figures in colored beeswax, our main medium. Because they are observing the world around them more carefully, many of our themes will be drawn from nature studies with the science teachers, Native American life and other cultures from the Social Studies curriculum, and imagery drawn from literature and world tales. Second graders particularly delight in animals, and beeswax sculpture offers a perfect opportunity for children to express their observations and understanding artistically.

The unusually long day at Sant Bani School thus allows the children to deepen and enrich their academic studies through a wide range of artistic and other experiences.

**Music:** Traditional songs from world cultures, celebrating their stories and festivals, are augmented by songs to act out and ensemble work with chimes, where each individual child becomes part of a larger whole. (“Ensemble” is French for “together.”) Music helps develop social awareness. Our simple listening exercises also enable the children to become more deeply attuned to their own interior spaces.

French songs and poems form part of our twice-weekly singing classes.

### **ART – Tina Busch**

Art is such a vast subject but most children think of it as making pictures to hang on the wall.

I like to start the art experience in second grade using a variety, usually natural materials, many of which we find around the school. I've collected stories about people making art so we can explore and discuss the many approaches and purposes for doing art. Art can be made of anything and the roots of art come from the earth itself.

The earliest of men made art and they had no access to art supplies or stores to buy materials. As an introduction we will look at the art of indigenous peoples who created a living with only the tools or equipment they made themselves with their own hands. In the process of creating with mud, and sticks, rocks, chalk, bark, plaster, string, wire, etc. the children will get a chance to play with many textures and substances and feel how some things work better dry or wet; what material works best with what. They'll discover and develop their own dexterity and the joy in the simple act of creating something by their own hand, something they can play with or give as a gift.

Some of the projects we'll be working on include: chalk paintings on rocks; corn husk dolls; animals created from straws, grass, sticks, feathers, and raphia; drawings on slate; figures and bowls of clay; pictures or creatures on wood hammered in nails; bark masks; plaster and paper mache' w/shells and seed pods painted w/watercolors; we'll make a Wampanoag village of paper wigwams w/a stone fireplace, fake fur bedding, bows and arrows, clay bowls w/beeswax food, and cornhusk families.

### **PHYSICAL EDUCATION - Maya Hardcastle**

The goal of the Physical Education Program at Sant Bani School is to explore as many different sorts of games and physical activities as possible, starting with non-competitive activities in the early grades and working up to more organized and competitive games in the upper grades.

To create an environment where, through cooperation and effort, children will be at ease while learning new physical skills and trying their best to improve those skills and want to be active.

### **HEALTH EDUCATION - Deb Stanton**

The goals of the Health Education program are twofold: to encourage students to make choices that promote physical wellness, personal safety and positive self-esteem and to foster the development of a caring community.

Cooperative games, class challenges and classroom activities will emphasize how common courtesies promote a caring environment. We will pay particular attention to fostering an awareness of physical safety during both class activities and recess. For much of the first semester we will utilize the “*Kids For Character*” character education curriculum to explore more fully the values/impact of responsibility, honesty, fairness, respect, caring, kindness, and citizenship.

In addition, units on “fighting germs”, nutrition, seasonal safety strategies, bus safety and child abuse prevention will be presented.

Students in grade 2 will have weekly class meetings in addition to their Health Education class. This is a time to share experiences and address issues of concern to the group and problem solve together.

Resources will include: *Creative Conflict Resolution: more than 200 activities for keeping peace in the classroom* by Bill Kriedler; *Starting Small-Teaching Tolerance In The Early Grades* by the Teaching Tolerance Project; *Make Someone Smile* by Judy Lalli; *The Learning To Get Along Series* by Cheri Meiners; *Kids For Character*; *Kids & Co.: Together For Safety* a child abuse prevention program.