

# LOOWIT (2<sup>ND</sup> GRADE)

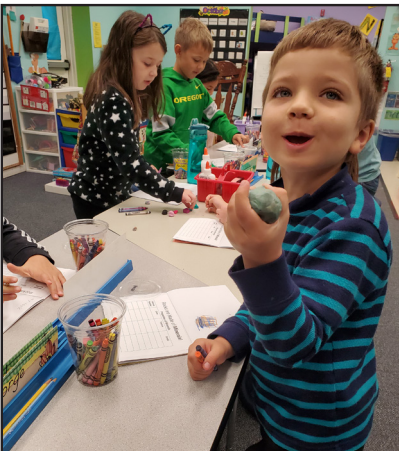
## CURRICULUM OVERVIEW



### CLASS OVERVIEW & OVERARCHING GOALS

Children enter Loowit with a range of abilities. With this range of abilities, children are able to grow at their own rate. The culture of the classroom creates an environment where students help and learn from one another. Students work in various groupings to allow for optimal instruction. The overarching goals of Loowit are to help children become:

- self-directed learners
- critical thinkers
- collaborative workers
- respectful
- producers of quality work
- contributors to the community
- responsible
- kind to themselves and others



### MULTIPLE INTELLIGENCES

In Loowit the intelligences are referred to as “smarts” as a way to help the children understand them. The students spend time at the beginning of the year reviewing and learning in greater detail about the nine intelligences. Throughout the year the lessons incorporate activities using the intelligences. Projects are completed that focus on different approaches to allow students to practice what they have been learning in exciting ways.

### LITERACY

One goal for the Loowit children is to love reading. Reading and writing are embedded into all areas of learning and are a foundation to the thematic approach that is used at Gardner. For the Loowit students, speaking, reading, writing, and listening all cultivate language development. A child’s life experiences influence this growth. Mastery of language is an on-going process, which expands over time and occurs at varying ages depending on maturation, experience, language background, and natural ability. Second graders differ considerably in their rates of language development. Our program bridges the elements of reading readiness to advanced comprehension and vocabulary. This includes learning strategies for figuring out unknown words (starting with phonics), learning to read fluently (using word families, high-frequency words, and sight words), and understanding what is read (from literal in-the-story information to higher level, deeper comprehension).



## MATHEMATICS

Mathematics is an essential part of the Loowit students' daily life at school. Specific experiences are planned to help children understand the underlying structure and concepts of our mathematical system. When introduced to new concepts, children use games and manipulatives, such as cubes, tiles, and pattern blocks, to explore mathematical theory. There is a strong emphasis on helping children see connections between their work in mathematics and real-life situations, and to realize there is more than one way to get the answer to any given problem. Quality time is spent on sharing ideas and understanding how students arrived at the answer to a problem.

Throughout the year, the math program includes experiences in pattern, classification, comparison, geometry, money, time, measurement, graphing, number sense, problem solving, and computation. Projects and lessons often integrate several of these areas at once. Over the course of second grade, topics are revisited, allowing for review and time to extend our knowledge in order to deepen mathematical understanding. Misconceptions help guide learning and discoveries. Calendar time, used to practice our learned skills, is an integral part of math as well.

## THEMATICS

Thematic studies at Gardner are a primary part of the community involving the entire school. The staff selects themes that allow our students to develop a deep level of understanding within a topic. The children give feedback and direction to the projects, allowing for their individual interests to help drive the study. We work to connect units throughout the school, keeping explorations for a topic at developmentally appropriate levels for our students. The themes also carry through to their specialist classes like Music, Art, and Spanish. Thematic topics explored in Loowit have included Native Americans, Volcanoes, Animals, and Celebrations Around the World, and Transportation.

## ASSESSMENT

Assessment in Loowit is a very natural element of the classroom and a part of all components of the curriculum. It is not a stressful experience for students, but rather an opportunity to share their knowledge in realistic and meaningful ways. It is ongoing and done through a combination of teacher comments and self-reflection. Teachers note children trying new things, asking questions or making revelations, using problem-solving strategies, and engaging in social interactions. Teachers also assess the children through more formal evaluations in reading and math.