



CAMPUS COLUMNS

2ND NATURE ACADEMY CAMPUS NEWSLETTER

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TURNING A CORNER

BY KERRY GLEESON (PRESIDENT, TNOT GROUP)

When you live in New England, it is always difficult to believe we officially welcome spring back to the northern hemisphere in March. Considering it can snow into late April with few questions asked by locals, even though a few curses may be hurled in the weather's general direction, it feels like we only experience "spring" for a few odd weeks in May each year. Nevertheless, March 20th marks the spring equinox and, dare we say, we are beginning to feel some buoyant reassurance that a sort of literal *and* figurative "spring" is on the horizon?

Vaccines are being rolled out in Massachusetts and New Hampshire and, although the process has felt slow and frustrating at times, both states are managing well compared to many others. We commend and applaud our healthcare workers who have gone above and beyond this year and pray they are beginning to feel some relief. We are comforted to know that our own industry—the teachers and child care workers who have carried our children through this pandemic with resilience, compassion, and grit—is up next on the eligibility list for vaccination. Our administration strongly believes in the efficacy of the available vaccines. However, there has yet to be any communication from NH DHHS regarding timelines, access, or scheduling for child care or school staff. As soon as this information becomes available, we will make accommodations to support our staff in receiving theirs, should they wish to.

Although we know the long road doesn't end here, we are optimistic that this spring and summer will be seasons for renewal, hope, and something a bit more akin to "normal." We're thrilled to be here with your children along the way.

WE'RE HIRING



With vaccination rates rising and infection rates dropping, we are preparing to welcome more families to campus and have our sights set on creating more jobs for the local economy. We are beginning the hiring process for many positions, including full-time teachers and other part-time positions. We encourage our community of staff and families to spread the word.

[LEARN MORE >>](#)

CAMPUS UPDATES

SPECIAL EVENTS & SPIRIT DAYS

READ ACROSS AMERICA DAY

Tuesday, March 2

DAYLIGHT SAVINGS TIME ENDS

Sunday, March 14

ST. PATRICK'S DAY

Wednesday, March 17



SPRING EQUINOX

Saturday, March 20

ACADEMIC CALENDAR (2ND NATURE ACADEMY)

100TH DAY OF SCHOOL

March 2

3RD TRIMESTER BEGINS: GRADES K-8

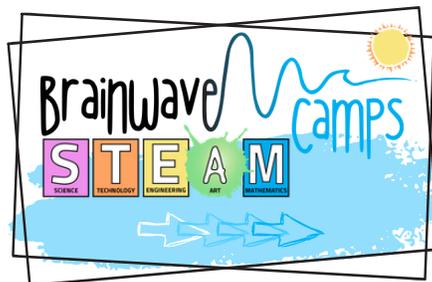
March 15

EARLY RELEASE

March 17

SUMMER CAMP REGISTRATION

EARLY REGISTRATION DISCOUNT DEADLINE
MARCH 31ST



CLICK ON A CAMP OPTION TO LEARN MORE!

COMING SOON: FARM CAMP

STAFF FEATURE: MARIONA OCA JORDAN

- > SPANISH LANGUAGE TEACHER, 2ND NATURE ACADEMY
- > AFTER SCHOOL LEADER, 2ND NATURE ACADEMY

Profe Mariona is a familiar face all around 2nd Nature Academy campus. You may see her smiling at carpool each morning this year, teaching all levels of Spanish from kindergarten up through high school, assisting with lunch service, or working with our 2nd Nature Academy students in the after school program. Mariona originally hails from Barcelona, Spain and moved to New Hampshire with her family in 2015. She is trilingual, speaking Spanish, Catalan, and English fluently. Mariona is energetic and passionate about her students, her subject area, and collaborating with her fellow teachers. Mariona takes every opportunity she can to expand her knowledge and improve her craft. This year, even with all of its unique challenges, is no exception. Mariona has gone above and beyond to collaborate with teachers at every grade level, finding and creating opportunities to create interdisciplinary learning experiences. She actively seeks out professional development around [project based learning](#), [place based learning](#), anti-racism, and perspective taking. Mariona is a true asset to our school community and we appreciate all she does for 2nd Nature Academy.



Fresh Perspective

BY KAITLIN QUINN-STEARNES, DEPUTY HEAD OF SCHOOL & MEGHAN AYER, HEAD OF SCHOOL

February is a short month, but wow, have we been busy at 2nd Nature Academy! We are so excited to share about our Chinese New Year celebrations. Our Mandarin teachers, Long Laoshi (Serena Chen) and Nini Wu, along with our high school students, organized a wonderful school-wide celebration of Lunar New Year, which you can read more about on page 5. This year's annual 2nd Nature Academy Chinese Culture Day event was an enormous success. Thank you to all who participated!

This school year, we have focused on the theme of perspective across all grade levels and content areas. The ability to understand another person's point of view is an important skill, one that is necessary in order to effectively communicate, collaborate, problem solve, and show genuine empathy and understanding. At 2nd Nature Academy, we value diversity, equality, inclusion, and acceptance; they are instilled in our daily life. By placing emphasis on learning about and understanding diverse perspectives, we remain committed to strengthening these core values.

ELEMENTARY SCHOOL

SUBMITTED BY: ELIZABETH SWETT (KINDERGARTEN), KARLA VASQUEZ (LOWER ELEMENTARY), AND BERNADETTE CHICCINO (UPPER ELEMENTARY)

In **kindergarten**, we have taken a strong interest in some animal tracks we observed in the snow around the playground. We have been learning about different types of animals in the area and conducted investigations, both in the classroom and outside. We have had so much fun practicing our animal walks! We have also practiced using our different senses to make observations (e.g., listening for animal sounds, looking for fur, etc.).

In **lower elementary**, we are continuing our study of animal tracks with some help from NH Fish and Game! After vacation, we will get to use a Track Kit, which contains rubber tracks and signs of many wildlife species. We also have a Fur Kit that will allow us the opportunity to examine the pelts of 14 common species up close. These kits will help us identify animals around school.

In **upper elementary**, we are learning about daily life in colonial America. We are currently researching different topics and creating unique ways to teach our classmates about a day in colonial life!

HONORING BLACK HISTORY

SUBMITTED BY: ALI PEARSON (LOWER MIDDLE SCHOOL)

As many of you are aware, February is celebrated as Black History Month in the United States. [History.com](https://www.history.com) describes the month as, "an annual celebration of achievements by African Americans and a time for recognizing their central role in U.S. history." Here at 2nd Nature Academy, however, we don't focus on black history solely during the month of February. Why not? Because black history is history. History is a chronicle of all peoples and it makes sense to teach it as part of our year long curriculum, rather than as a standalone, one month experience. This year's overarching theme of perspective is ideal for this, as it allows our teachers to provide our students with opportunities to explore views of the world from a myriad of different viewpoints. Students in upper middle school, for example, have been reading *Brown Girl Dreaming*, the memoir of Jacqueline Woodson, a well known author of color who was born during the Civil Rights Movement. This led to us holding an equality party in class where students researched a significant civil rights figure and we then mingled to learn about each other. By grasping opportunities as they arise, we can give our students a more authentic, real way into learning and thinking about these important issues. To truly promote inclusivity, it is essential to teach a diverse history year round.

BOOK NOOK

WHAT WE'RE READING



KINDERGARTEN

In the Snow: Who's Been Here? by Lindsay Barrett George
Big Tracks, Little Tracks: Following Animal Prints by Millicent E. Selsam

LOWER ELEMENTARY

Happy-Sad Today by Lory Britain

UPPER ELEMENTARY

The Tale of Despereaux by Kate Di Camillo

LOWER MIDDLE

Echo by Pam Munoz Ryan

UPPER MIDDLE

Brown Girl Dreaming by Jacqueline Woodson

HIGH SCHOOL

Things Fall Apart by Chinua Achebe
Last Witnesses by Svetlana Alexievich (excerpts)

ART HIGHLIGHT

SUBMITTED BY: SARAH THOMPSON (ART TEACHER)

This month, the kindergarten and lower elementary students joined me in bravely diving into the Arctic Ocean to discuss climate change. We specifically took a look at the effects shrinking glaciers have on polar bears' habitats. We also learned about some primary causes of climate change, such as the burning of fossil fuels, deforestation, and an abundance of livestock for food production. We welcomed the Arctic into our art room and created landscapes using monochromatic blue, torn construction paper. And, of course, we learned how to draw a polar bear!



Polar bear pieces by talented kindergarteners

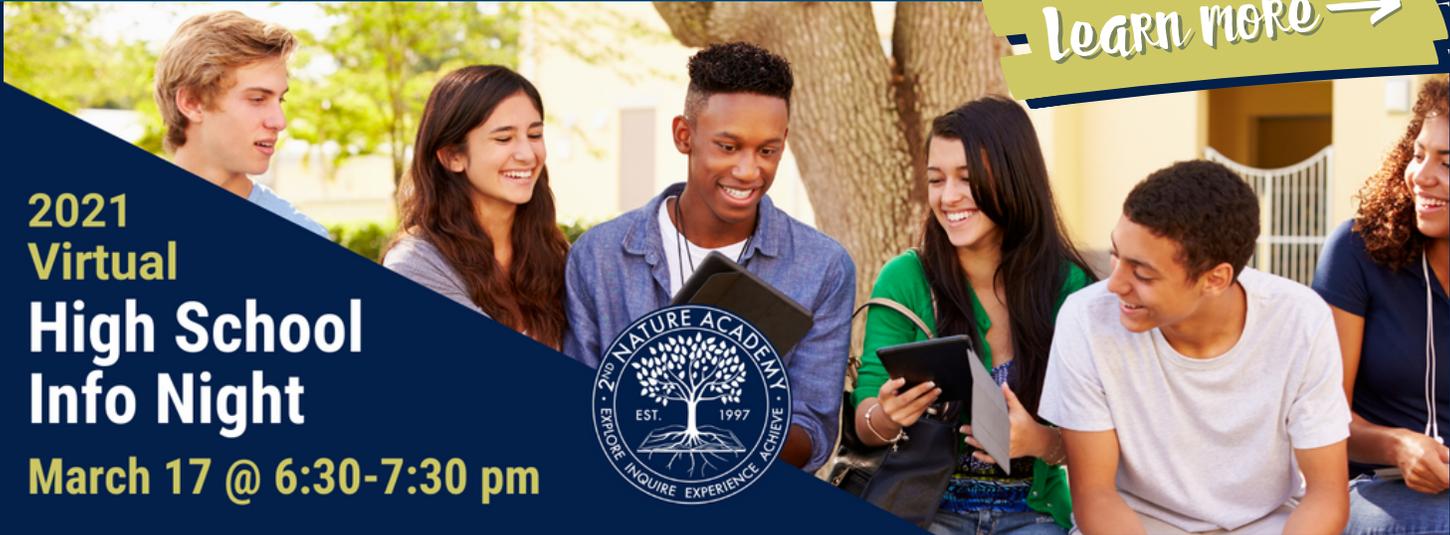
READ ACROSS AMERICA

HATS OFF TO READING DAY

Wear a silly hat on
Thursday, March 4th



Learn more →



2021 Virtual High School Info Night

March 17 @ 6:30-7:30 pm

MIDDLE SCHOOL

SUBMITTED BY: ALI PEARSON (LOWER MIDDLE SCHOOL), BERNADETTE CHICCINO (LOWER MIDDLE SCHOOL ELA), MARIONA OCA (SPANISH), AND MEGHAN AYER (UPPER MIDDLE SCHOOL)

In **upper middle school language arts**, we are getting competitive! We are creating podcasts to enter NPR's Student Podcast Challenge. After listening to some podcasts and thinking about what goes into the production of them, students split into groups based on areas of interest. We are currently in the writing stage and hope to begin recording soon. We have had some advice from the high school students on how to edit the final product, so fingers crossed. Watch this space if you are interested in: "The Pros and Cons of Remote vs In-Person learning", "The Top Ten Pixar Movies," or "An Introduction to Dungeons and Dragons!"

In **middle school Spanish**, we have created new languages! We began with the questions: *Could you imagine trying to communicate with someone who doesn't speak your language? What do we need in order to learn a new language?* After numerous discussions, we split into two groups, and each created their own secret new language. Once we developed these languages, we used them to try and communicate with each other in only these languages. This was a great opportunity for us to understand different perspectives, as well as respect different languages and cultures.

In **middle school math**, we have been taking a slightly different approach to math. We began the school year by asking students what made someone good at math and then challenged those notions. We talked about the positivity of mistakes and the fact that anyone and everyone can be good at math. During the course of the year, we dedicate one or two lessons a week to collaborative math activities. These are challenges that have big, open-ended questions that we don't already have an answer for. The students work with classmates to explore the ideas, find patterns, and possibly, but not necessarily, find a solution. We often share students' thinking as we go to see if we can head off in different directions or recognize different routes to the same answer. This kind of math work really encourages students to think more deeply, persevere, learn from and appreciate different ways of thinking, and be comfortable making mistakes and not focus on the right or wrong of an approach or answer. We love it! Here is an example of a collaborative math activity to try at home: <https://www.youcubed.org/tasks/circle-fever/>.

HIGH SCHOOL

SUBMITTED BY: BEN HAYNIE (CHEMISTRY), LONG LAOSHI (SERENA CHEN) (MANDARIN), AND NINI WU (MATHEMATICS AND MANDARIN)

In **chemistry**, we've learned about essential nutrients for different stages of plant growth, produced a seedling growth solution, and started our class hydroponics system. We are now designing experiments to optimize and expand this system. We will be learning about how the law of conservation of energy is observed in chemical reactions, how carbon cycles through Earth systems, and the fundamentals of acid/base chemistry.

In **Mandarin**, we were busy decorating and preparing our Chinese Culture Day event on February 12th. Our students worked very hard to create our very first event solely run by high school students. They organized many activities, including lion dances, ox origami, shuttlecock (jiàn zǐ), and holding chopsticks to pick up beans.

In **math**, we have been busy working on rational functions, as well as exponent and logarithmic functions. We also dedicated some time to investing lucky money and learned about the power of interest!

WRITING FOR A PURPOSE

Should the FCC reinstate the Fairness Doctrine?



EXCERPTS FROM OPEN LETTERS TO CONGRESS, AUTHORED BY STUDENTS
SUBMITTED BY: KAITLIN QUINN-STEARN (HUMANITIES)

"Due to the exposure of news in today's day and age with social media and 24/7 news outlets, it would be exceedingly more difficult to enforce a new version of this doctrine. [...] I propose that a new version (is) created, requiring licensed broadcasters to broadcast issues deemed important to the public."

(Joey, grade 10)

"I am writing to you today to urge you to oppose any attempts to reinstate the Fairness Doctrine in 2021. It is an unnecessary and poor attempt at solving an issue..."

(Shane, grade 10)

"I am writing to you to request that you reintroduce a modernized version of the Fairness Doctrine to Congress, and work with your constituents on a bipartisan effort to pass this bill. [...] Reimplementing the Fairness Doctrine with appropriate changes for the 21st century is the best idea for Americans."

(Ella, grade 10)

Follow us!

CAMPUS-WIDE



HIGH SCHOOL



A LOOK AT LUNAR NEW YEAR

Ringling in the Year of the Ox

Celebrating the Lunar (Chinese) New Year is a favorite event on campus each year. After all, an important part of effective and meaningful foreign language instruction is gaining a keener understanding of other cultures. Yes, Mandarin and Spanish are the two foreign languages that are taught at 2nd Nature Academy because they are valuable tools, as the first and second most spoken languages in the world (in that order). However, to speak another language without an understanding of its greater cultural contexts is like building a puzzle without all its pieces. From a utilitarian standpoint, you can study French for 20 years and be useless in a business meeting if you don't understand the nuances of how to *really* communicate in French. From a humanity standpoint, it makes us less understanding of one another. This notion feels especially poignant given increased, violent attacks on Asian-Americans, especially the elderly, during the COVID-19 pandemic. According to [TIME](#), "the NYPD reported that hate crimes motivated by anti-Asian sentiment jumped 1,900% in New York City in 2020." In the words of Ener Chiu of East Bay Asian Local Development Corporation, "It's difficult to racially profile someone if you're not afraid of them, and can see that person as an individual." ([source](#))



At 2nd Nature Academy, we are fortunate to have two wonderful Mandarin teachers at our helm who originally hail from native Mandarin-speaking countries: Long Laoshi (Serena Chen) is from Taiwan, while Nini Wu is from China. Not only is their instruction authentic and meaningful, but they also share their cultures with enthusiasm. We see this across our school community: Profe Mariona imbues her own language instruction with her Spanish and Catalan cultural background, Mrs. Vasquez shares her Mexican heritage with students each Día de los Muertos, and even Mrs. Pearson contributes to our community's diversity with her trademark British *humour*. Exposure to different languages and cultures, from both mentors and peers, is a critical component of a well-rounded education that prepares students with both the tools and the compassion for a diverse world.

In that vein, and although we are very sad that we were unable to welcome our Chinese art master friends who normally visit us from Taiwan, we were still in a celebratory mood as we welcomed in the Year of the Ox on Friday, February 12th. Here's a quick round-up of some of the fun and fortune that we reveled in for the first day of the new year!



The high school students and Mandarin teachers assisted younger students with calligraphy and origami; Ms. Thompson led the students in a fan project in art class



"Lucky" red & reading Lunar New Year books in Nature's Pathways



As stated in our Policies & Procedures handbooks, 2nd Nature Academy is not a religious organization and does not intend to instruct students in religion. We are, however, a multicultural school and believe in the celebration of traditional holidays of our student body in a secular format. We invite and encourage families to share their traditions with us; We are certainly not experts in each holiday or practice, but we welcome the opportunity to both learn and impart.

WHY WE "READ ACROSS AMERICA"

JILLIAN TOWNE, DIRECTOR OF EARLY CHILDHOOD EDUCATION

March is National Reading Month and, with the world still remaining socially distant and winter weather still in full supply, I can think of no better time to hunker down with my family and some books. Raising a lifelong reader starts in the earliest days of infancy, and builds critical cognitive and language skills—not to mention lots of bonding and snuggling! The goal of Read Across America is to create and celebrate a nation of diverse readers. While it seems like creating a diverse collection of quality children's books should be easy, finding books that authentically represent a variety of viewpoints can prove to be challenging.

The independent publishing company Lee & Low books explains that this is "because creating a diverse book collection is about more than just making sure X, Y, and Z are represented. It's not a matter of ticking off check boxes or making sure quotas are filled. For those committed to doing it right, building a diverse book collection requires contemplation, research, and awareness. But the rewards are great: a truly diverse collection of books can turn children into lifelong readers and promote empathy, understanding, and self-confidence." Remember, it is important for young children to see a variety of people represented in books. Children, especially during COVID-19, often live within a pretty small bubble of peers, family members, and caregivers. Exposure to people outside of this "bubble" helps to create a richer life experience. To help families and educators develop a more inclusive book collection, [Lee & Low](#) created a checklist. While this list was created with classroom libraries in mind, I believe that it can be adapted to suit the needs of the home library as well.

8 STEPS TO ALL-INCLUSIVE READING by Lee & Low Books



[SOURCE >>](#)

1. Does your book list or collection include books with characters of color? LGBTQ? Differently-abled?
2. Does it include books with a main character of color? LGBTQ? Differently-abled?
3. Does it include books written or illustrated by a person of color? Of different nationalities, religions or sexual preference?
4. Are there any books with a person of color on the cover? Do the characters on the book covers accurately reflect the characters in the book?
5. Think about your student population. Does your list provide a mix of "mirror" books and "window" books for your students—books in which they can see themselves reflected and books in which they can learn about others?
6. Think about the subject matter of your diverse books. Do all your books featuring black characters focus on slavery? Do all your books about Latino characters focus on immigration? Are all your LGBTQ books coming out stories?
7. Do you have any books featuring diverse characters that are not primarily *about* race or prejudice?
8. Consider your classic books, both fiction and nonfiction. Do any contain hurtful racial or ethnic stereotypes, or images (e.g. *Little House on the Prairie* or *The Indian in the Cupboard*?) If so, how will you address those stereotypes with students? Have you included another book that provides a more accurate depiction of the same culture?

You're Invited

READ TO YOUR CHILD'S CLASS (VIRTUALLY)

Family members are invited to submit a video of themselves reading a book to be viewed by your child's class (due to your teacher by Monday, March 1). You may select your child's favorite book, or even your own favorite when you were younger! We will be sharing these videos throughout the week during read-a-loud time.

While we typically have a very strict policy against using screens in the early childhood program, we thought this would be a great way to get families involved, especially during a year when we cannot physically invite you into the classrooms.

- **TUESDAY (READ ACROSS AMERICA DAY): PAJAMAS/ DROP EVERYTHING & READ**
- **WEDNESDAY (WILD ABOUT READING): ANIMALS/ANIMAL PRINT**
- **THURSDAY (HATS OFF TO READING): WEAR A FUN HAT (2ND NATURE & NP)**



MARCH MADNESS PRE-ORDERS

CAKE OF THE MONTH: HALF & HALF
Half chocolate, half vanilla, entirely delicious!

ALSO AVAILABLE:

- Paddy's Day cookie tray
- March Madness cookie tray
- Brownie tray
- Green & gold half & half cupcakes

All pre-orders must be place one week in advance.

TREAT ORDERS 

CAKE ORDERS 



WE ARE NOW SELLING GRAB N' GO BREAKFAST & LUNCH ITEMS!

- parfaits
- overnight oats
- soups
- salads
- sandwiches
- power bowls
- ...and more!

INTERESTED IN PERIODIC CAFE UPDATES? JOIN THE REMIND MESSAGING GROUP!



DINNER-TO-GO MARCH 1-12

M 3/1	New England clam chowder	M 3/8	coconut soup
T 3/2	lamb-stuffed peppers	T 3/9	bbq baked chicken thighs
W 3/3	beef barbacoa taco bowl	W 3/10	garlic-butter pork chop
Th 3/4	ricotta gnudi w/ wild mushroom	Th 3/11	chicken carbonara
F 3/5	chicken paprikash	F 3/12	grilled peach & blue cheese flatbread

