



THE PARK
SCHOOL

Dear Families Entering Grade 1,

We believe summer reading and math helps children practice the skills they learned during the previous year and prepares them for the school year ahead. While we hope your children spend time reading and doing math this summer, we will meet each student where they are academically in the fall, and begin an exciting learning journey together.

Here are some resources you can use this summer:

- Your child's Distance Learning Materials from this spring on the Lower Division Planner
- [Summer Journal](#)
- [Math Calendar](#)
- [Resource List](#)
- [Summer Reading Challenge](#)
- [Park Reads](#)
- [Library's webpage](#)
- Library Card
 - *graduation-year+lastname+first initial* (example: 26LaneT)
 - Please contact [Tory Lane](#), Library Department Head, if you need help accessing this great resource!

We look forward to celebrating the work that your children complete over the summer. Hearing about the books they read, the math problems they solved, and the unique experiences your family shared will be the starting place for many conversations as your child's teacher builds a classroom community of learners. There is no expectation that you bring materials back to school.

Best wishes for a wonderful summer,

Kimberly Formisano, *Lower Division Head*

Tina Fox, *Lower Division Assistant Head*

Distance Learning in Kindergarten

During Distance Learning the Kindergarten curriculum continued to emphasize community, connection, and play, while prioritizing differentiated instruction to best support each child and family. The children continued to explore concepts of spoken words, syllables, and sounds, while further developing their skills as early readers and writers. We focused on building strong foundational phonics skills (including fluency with the 26 consonant sounds, 5 short vowel sounds, and 5 consonant digraphs), a repertoire of sight words, comprehension strategies, and independence in phonetic writing. The kids explored various means of expression, and continued to develop strong oral language and communication skills. Mathematics investigations focused on building foundational number sense and counting skills, conceptual understanding of two digit numbers, understanding of number composition and decomposition, addition and subtraction strategies for numbers within ten, and visual mathematics approaches. While not what we had envisioned, this spring was an opportunity for rich learning and growth in all areas of development. We are inspired to see the ways that the kindergartners have grown not only as students, but as responsible members of their households, caring members of their neighborhoods, and engaged citizens in our global community.

Music

Kindergarten students continued learning about different areas of music, having fun, and connecting with the teacher through weekly video lessons. Activities included maintaining a steady beat; learning new songs and singing them in an appropriate voice; and remembering facts about music history and culture, in particular Beethoven, the opera, and instruments of the orchestra.

PE

This spring, through a balance of synchronous and asynchronous opportunities, Kindergarten students and their families participated in a program that cultivated joyful, active learning through movement activities. Whether it was through Morning Meetings or weekly instructional videos and additional activities, students reviewed and learned grade-appropriate essential locomotor, non-locomotor, and manipulative motor skills. The skills included: balance beam, rolling and bowling, throwing and catching, foot dribbling, striking, and elements of track and field.

Science

This spring in Kindergarten Science students continued to look at *changes*. This included observing and documenting one bud, stem, or plant awaken and grow as the temperatures climbed and the days lengthened. The incubating, hatching, and observing of chickens and ducks continued as a standard in our curriculum with each class naming a chick and getting to know them in Morning Meeting Zoom gatherings. Pivoting to Force and Motion, students explored pushes and pulls and the ways that a change in force changes the motion of an object. The spring in Kindergarten ended with observing and considering changes in themselves and predictions for changes as they become first graders.