



THE PARK  
SCHOOL

Dear Families Entering Grade 2,

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
- [Reading Log](#)
- [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 Grade 1

During Distance Learning, first graders have reinforced, practiced and gained skills through synchronous lessons, instructional videos, and asynchronous activities. Reading lessons have centered around the study of Characters, which students learned about character traits, how to infer what characters are thinking and feeling, and how characters change throughout a story. They also practiced retelling stories and reading with expression and fluency. In Word Work, students learned the difference between blends and digraphs, the sounds of the r-controlled vowels and vowel teams, and were introduced to the suffixes -ed and -ing. They practiced reading and identifying open, closed and v-e syllables. In writing, students learned about methods of writing as a form of communication by writing letters, thank you notes, and conducting interviews. First graders also learned how to write acrostic poems and had fun rewriting parts of their favorite books. In Math, first graders were introduced to various games and activities to reinforce fluidity with addition and subtraction facts to 10, understand the meaning of various symbols (+, -, =), learn and practice the idea that teen numbers are ten plus a few more, count by 2s, 5s, and 10s, understand the difference between tens and ones digits, and learn to add and subtract two-digit numbers. The Social Studies curriculum centered around Social Emotional Learning (SEL). Students engaged with key SEL focus areas including through activities such as documenting how they've turned lemons into lemonade (Resilience, Creativity), writing and photographing three-word family story selfies (Connection, Agency), and making explanatory videos of positive character traits they recognize in both themselves and others (Gratitude, Self-esteem).

## Art

This spring students explored the *Elements of Art* - line, shape, color, form, pattern, and texture - through asynchronous virtual lessons. Students gained an understanding of specific elements of art through weekly assignments that included step-by-step project instructions, pre-recorded reading of related picture books, and links to on-line resources. Students were able to independently explore concepts through assignments shared in written and video form. Students shared their completed projects through SeeSaw, giving students the opportunity to experience sharing and receiving feedback from teachers and peers.

## Music

First graders continued learning how to use their vocal instrument, practicing vocal warm-ups and standing with good posture for proper placement of the voice. Through recorded audio and video lessons and a variety of technology tools students continued practicing movement through music, building repertoire and rhythm studies.

## PE

This spring, through a balance of synchronous and asynchronous opportunities, first graders 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: dance, rolling and bowling, throwing and catching, striking, throwing and catching with an implement, and elements of track and field.

## Science

In Grade 1 Science students continued their year-long investigation of Water. While considering the amount and quality of clean freshwater on Earth, students were asked to think about Wants and Needs, and scarcity and conservation of this essential component of life. Using the information they learned throughout the unit students made posters and signs to educate their families to become Wise Water Users. Pivoting to an engineering unit on Bridges which span water bodies, students observed, planned, explored and built 4 types of bridges: beam, arch, suspension, and truss. The spring ended with students creating a story, cartoon, or video on the Life of a Water Droplet, incorporating many of the themes covered throughout the year.