



THE PARK  
SCHOOL

Dear Families Entering Grade 4,

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 3**

Since the start of Distance Learning on March 30th, third graders covered a tremendous amount of content and learned and practiced important skills. In literacy, third graders focused on building the skills of interpretation, inferring, and determining importance through a variety of literature, including *The Indian School*, poetry, and nonfiction information texts. In writing, students immersed themselves in authoring different genres, such as persuasive, narrative, and poetry pieces. In Word Work, students began by learning about homophones and contractions. They then reviewed the 6 different syllable types and practiced adding vowel suffixes to base words. Lastly, they reviewed open syllable prefixes and the soft sounds of c and g. In math, we covered the final units of the Investigations curriculum. These units introduced and extended students' knowledge of and facility with multiplication, fractions, multi-digit addition, multi-digit subtraction, volumetric measurement, and word problems. In social studies, third graders drew upon prior material and synthesized year-long learning. The spring's units solidified students' understanding of how climate and environment impact people's lives. Students compared Indigenous peoples' experiences geographically and examined historical events through a variety of perspectives. Finally, this spring provided third graders with unexpected opportunities to build their social-emotional skills. They demonstrated patience, creative problem-solving, empathy, compassion, and good humor on a daily basis. They also practiced reflecting on and expressing their hopes and worries with thoughtfulness and increasing sophistication. We are proud of the flexibility third graders showed, the effort they put in, and the resiliency they demonstrated during Distance Learning.

### **Art**

This spring students focused on the study of contemporary and historical art makers and movements through asynchronous Art lessons. Weekly assignments focused on an artist or art movement, and provided questions, resources and examples geared toward independent exploration. Students strategized ways to develop their project ideas, and made use of supplies they had at their disposal. Finished work was uploaded to shared image albums where faculty and peers provided feedback. Many students participated in weekly Zoom drop-in sessions to ask questions about their work and take part in cooperative drawing exercises.

### **Music**

Third graders continued voice conditioning through voice warm-ups, and through a variety of technology tools were able to learn new songs with choreography. Students also continued to fine tune their rhythm skills, focusing on syncopated rhythms, and practicing movement through music, building repertoire and rhythm studies.

## **PE**

This spring, through a balance of synchronous and asynchronous opportunities, third graders 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: dynamics, agility, and balance, step aerobics and dance, throwing and catching, striking, and elements of track and field.

## **Science**

In Grade 3 Science, students studied the world's biomes, focusing on the relationship between environment and the features that living things have developed to live in a specific environment. Students took trips to the tundra, the rainforest, the temperate forests, the desert, and the ocean, and learned about climate and the plants and animals that inhabit each biome.