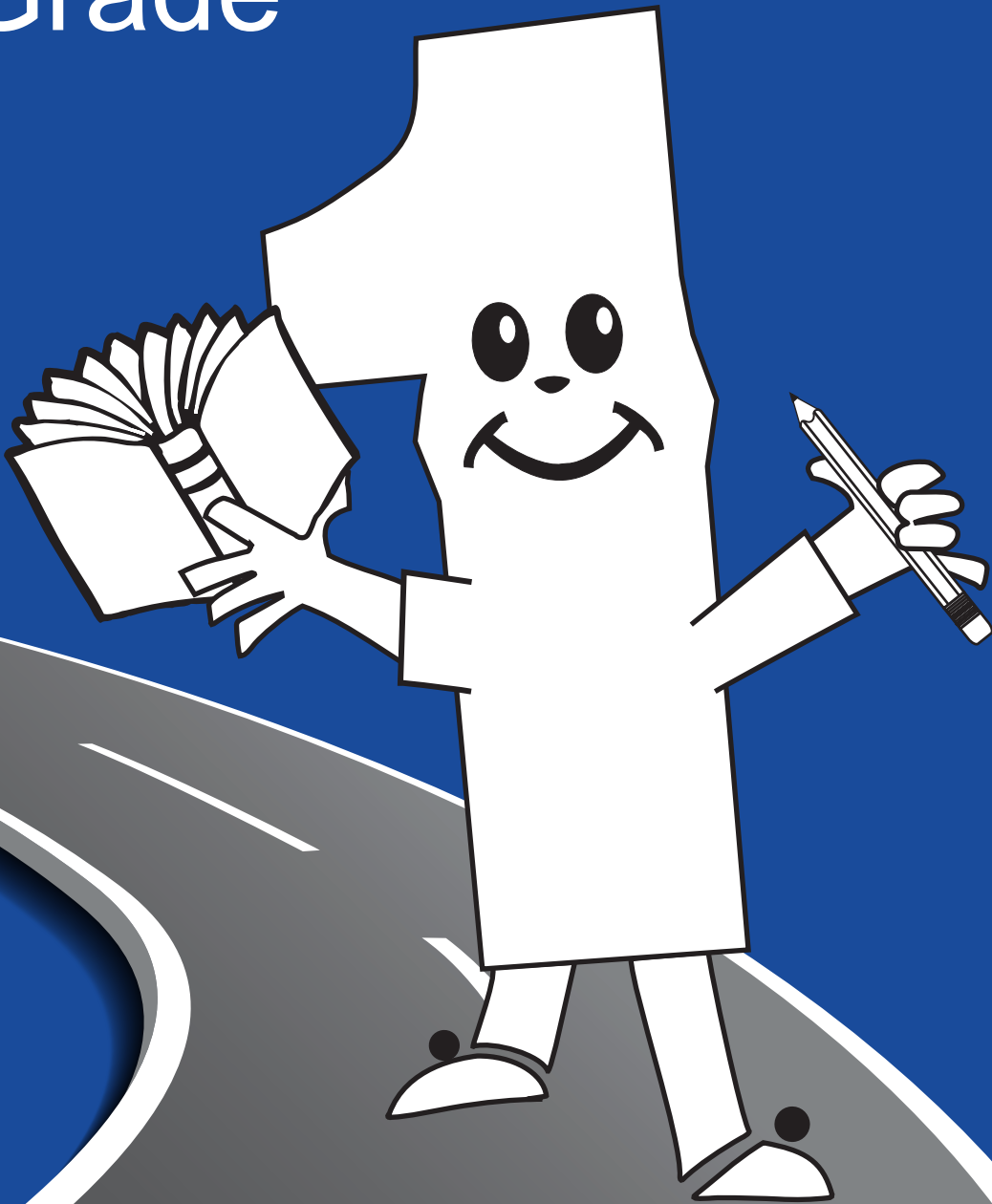


Grade



**First Grade
Roadmap to Success**



Established 1915

BROWARD
County Public Schools



UNDERSTANDING AND USING THE ROADMAP

The First Grade Roadmap lists a sampling of essential skills and concepts which students will be expected to master this year in language arts, mathematics, science, social studies, social emotional learning, physical education, fine arts education, and technology. The rate at which these skills are mastered will vary from student to student, depending upon individual development and learning styles. Although skills and concepts are listed in separate subject areas, they are not taught in isolation. They are integrated throughout the curriculum using a wide variety of methods and technologies. Many concepts and skills are reinforced and expanded from one grade level to the next.

A Standards-Based Curriculum

The School Board of Broward County is dedicated to the implementation of a standards-based curriculum, requiring all students to master standards composed of concepts and skills which are critical to their school success; preparing them for graduation, post-secondary education, and employment. This brochure outlines what students should know and be able to do by the end of First Grade.

Resource Websites for Parents/Caregivers

BCPS Elementary Grade Level Information (K-2)

browardschools.com/Page/39958

Supporting Young Learners (Pre-K – 5th)

bit.ly/SupportingYoungLearners

Read-At-Home Plan

browardschools.com/Page/39958

BCPS Literacy Field Guide

bcps-literacyguide.com

Learning Never Closes

browardschools.com/Page/50590

ESOL Resources for Parents

browardschools.com/Page/38588

BCPS Information for Parents

browardschools.instructure.com/courses/411

browardschools.com/Page/34695

Florida Department of Education

fldoe.org/academics/standards/just-read-fl/parents.shtml

floridastudents.org/

cpalms.org/Public/

fldoe.org/academics/standards/

Math Resources for Parents

floridastudents.org/

pbs.org/parents/learn-grow/all-ages/math

yocubed.org/

mathgoodies.com/parents

nea.org/home/59862.htm

Social and Emotional Parent Resources:

parenttoolkit.com

Florida Department of Education

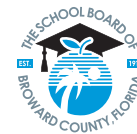
justreadflorida.com/parents.asp

Read Charlotte Home Reading Helper

homereadinghelper.org/

To learn more about policies related to your child's curriculum and instruction, please visit:

browardschools.com/domain/12441



Dr. Rosalind Osgood, Chair
Laurie Rich Levinson, Vice Chair

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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

browardschools.com



LANGUAGE ARTS/LITERACY

Broward County Public Schools is committed to preparing all of our students for a 21st century world through high quality instruction. The implementation of a rigorous and relevant curriculum that embraces the major instructional shifts can provide students with the skills necessary to be successful in college and careers. This year, your child's instruction will include a balance of informational and literary texts, a deep understanding of disciplines, and the use of academic vocabulary in speaking and writing. Your child will be expected to write from sources and support their answers with text-based evidence. Below you will find what your child will learn for each area of Language Arts.

The First Grade Student:

In Foundational Skills,

- Decodes (reads) words that have a final -e or vowel team to make long vowel sounds (e.g. kite, line, heat, main, feet)
- Decodes (reads) words with inflectional endings (e.g. -s, -ing, -ed)
- Locates the title, table of contents, names of author(s) and illustrator(s) and glossary of books
- Segments spoken words into beginning, middle and ending phonemes (Students identify phonemes as words are pronounced or heard. The first sound in "smile" is /s/.) including words with digraphs (two letters which work together to make a single sound like sh in shell or fish) blends (e.g. br, dr, fl, gr) or trigraphs (e.g. ore as in "bore" ear as in "dear)
- Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs
- Blends and breaks apart single-syllable spoken words with at least five phonemes.
- Segments and blends phonemes in multi-syllable spoke words
- Decodes (reads) words using knowledge of spelling-sound connections for common consonant digraphs, trigraphs, and blends.
- Decodes (reads) simple words with r-controlled vowels (e.g. her, dirt, first)
- Decode(reads) and encodes (determining the spelling of a word based on the sounds in the word) regularly spelled one-syllable words.
- Decodes (reads) two-syllable words with regular patterns by breaking the words into syllables
- Recognizes and reads grade-level texts automatically with accuracy, and appropriate expression

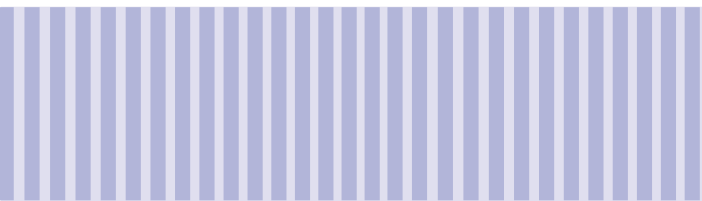
In Reading,

- Identifies and explains descriptive words and phrases in a text
- Compares and contrasts two texts on the same topic
- Identifies and describes the main elements in a story
- Identifies and explains the moral of a story
- Explains who is telling the story using context clues, or hints the author gives within the story
- Identifies stanzas and line breaks in poems
- Uses text features including titles, headings, captions, graphs, maps, glossaries and illustrations to demonstrate understanding of text
- Explains similarities and differences between information provided in visuals and words in an informational text
- Identifies the author(s) opinion about the topic
- Retells a text in oral or written form to enhance comprehension, using main story elements at the beginning, middle and end for a literary text and the topic and important details for an informational text

In Communication (including Writing),

- Writes expository texts about a topic using a source providing facts and provides a sense of closure
- Writes an opinion statement about a topic/text alongwith at least a one supporting reason from the source and provides a sense of closure
- Prints all upper and lower-case letters
- Writes narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure
- With guidance and support from adults, improve writing, as needed, by planning, revising, and editing
- Follows the rules of standard grade level appropriate English grammar, punctuation, capitalization and spelling
- Presents information orally using complete sentences and appropriate volume
- Participates in research to gather information to answer a question about a single topic
- Uses a multimedia element (e.g., apps, Power Point, artifacts, video, etc.) to enhance oral or written tasks
- Identifies and use digital tools to produce and publish writing individually or with peers and with support from adults
- Recognizes and appropriately uses grade-level academic vocabulary in speaking and writing

In Vocabulary,

- Recognizes and appropriately uses grade-level academic vocabulary in speaking and writing.
 - Identifies and uses frequently occurring base words and their common inflections (e.g. look, looks, looked, looking) in grade-level content.
 - Identifies and uses picture clues, context clues (hints from the author in the text), word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words
- 

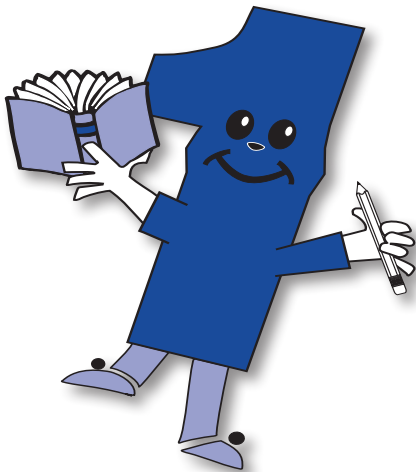
SOCIAL STUDIES

Social Studies centers around understanding how the world works on a social level. Students in the elementary grades are taught how to interact with the community, society, and the world around them. Social Studies instruction includes fundamental concepts of history, culture, economics, and political skills to produce responsible and productive citizens, and allows your child to develop critical thinking, research, and writing skills. Below you will find what your child will learn for each area of Social Studies.

The First Grade Student:

In History,

- Develops an understanding of a primary source
- Understands how to use the media center/other sources to find answer to questions about a historical topic
- Understands history tells the story of people and events of other times and places
- Identifies celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage
- Identifies people from the past who have shown character ideals and principles
- Distinguishes between historical fact and fiction using various materials
- Uses terms related to time to sequentially order events that have occurred
- Creates a timeline based on the student's life or school events, using primary sources



In Geography,

- Uses physical and political/cultural maps to locate places in Florida
- Identifies key elements of maps and globes
- Constructs a basic map using key elements
- Identifies a variety of physical features using a map and globe
- Locates the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico on maps and globes
- Describes how location, weather, and physical environment affect the way people live in our community

In Economics,

- Recognizes that money is a method of exchanging goods and services
- Defines opportunity costs as giving up on thing for another
- Distinguishes between goods and services
- Distinguishes people as buyers, sellers, and producers of goods and services
- Recognizes the importance of saving money for future purchases
- Identifies that people need to make choices because of scarce resources

In Civics and Government,

- Explains the purpose of rules and laws in the school and community
- Gives examples of people who have the power and authority to make and enforce rules and laws in the school and community
- Explains the rights and responsibility students' have in the school community
- Describes the characteristics of a responsible citizenship in the school community
- Identifies ways students can participate in the betterment of their school community
- Explains how decisions can be made or how conflicts might be resolved in fair and just ways
- Recognizes symbols and individuals that represent American constitutional democracy



MATHEMATICS

First grade marks an important milestone in your child's academic career in mathematics. Your student will begin to grasp more abstract mathematical concepts by an increased focus on several critical areas:

- Algebraic Reasoning
- Number Sense and Operations
- Measurement
- Geometric Reasoning
- Mathematical Thinking and Reasoning

Below you will find what your child will learn for each area of Mathematics.

The First Grade Student:

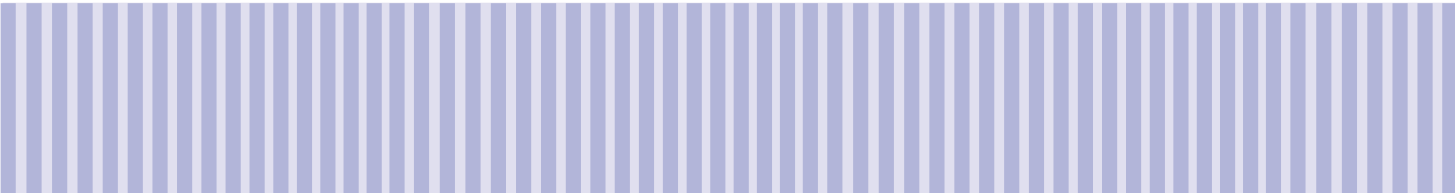
- Models addition (2 or 3 addends) and subtraction within 20 in a variety of ways to solve word problems using the concepts “adding to”, “taking from”, “putting together”, and “comparing” with unknowns in all positions.
- Applies properties of operations such as the Commutative and Associative Properties as strategies to add and subtract. (Example, $2 + 7 = 9$ and $7 + 2 = 9$)
- Understands subtraction as an unknown-addend problem.
- Relates counting to addition and subtraction (count on, counting back).
- Recalls addition and subtraction facts within 10 with automaticity.
- Understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false and determines unknown whole numbers in equations.
- Counts forward and backwards by ones to 120 starting at a given number and skip counts by 2s to 20 and 5s to 100.
- Reads numbers 0 to 100 in standard, expanded, and word form and writes numbers 0 to 100 in standard and expanded form.
- Composes and decomposes two-digit numbers in multiple ways using tens and ones.
- Plots, orders, and compares whole numbers up to 100 using $>$, $<$, or $=$.
- Explores addition of a two-digit number and a one-digit number with sums to 100.
- Explores subtraction of a one-digit number from a two-digit number.
- Calculates mentally 1 more, 1 less, 10 more, or 10 less than a given two-digit number.

- Finds the sum of three or more whole numbers.
- Estimates the length of an object to the nearest inch or centimeter.
- Orders and compares three objects by length.
- Understands how to use a ruler to measure length to the nearest inch.
- Tells and writes time in hours and half-hours using analog and digital clocks.
- Identifies values of coins and finds the value of combinations of and cents up to \$1 and dollars up to \$100
- Organizes, represents, interprets, and answers questions about data with up to three categories.
- Distinguishes between defining versus non-defining attributes of shapes and builds or draws shapes to possess defining attributes.
- Composes two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional (cubes, rectangular prisms, cones, and cylinders) to create composite shapes.
- Partitions circles and rectangles into two and four equal shares and describes the shares using the words “halves”, “fourths”, and “quarters”.

In the Practice of Mathematics:

In learning and understanding mathematics, students need to develop “habits of mind” so they can utilize math strategies, talk about the math they are learning and solve problems. These mathematical standards will help your student learn content and apply mathematics to real world situations.

The First Grade Student:

- Uses words and numbers to make sense of mathematical problems.
 - Explains how he/she solved a problem and actively listen and make sense of others' solutions
 - Shows his/her mathematical thinking using pictures, objects, drawings or symbols.
 - Chooses and uses mathematical tools to explore and understand mathematics.
 - Shares his/her ideas and thinking using accurate math vocabulary and computations.
 - Identifies a pattern or structure in the number system or shapes.
 - Notices when calculations are repeated then finds more general methods and short cuts.
- 



SCIENCE

Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond. In First Grade, students are learning about concepts related to the vast number of stars, the heat, and light of the Sun; the Law of Gravity; the effects of pushes and pulls; understandings related to soil and water; and the study of living things. They learn to ask questions, explore the world around them, draw conclusions, and share their thinking with others. Below you will find what your child will learn for each area of Science.

The First Grade Student:

In The Practice of Science,

- Raises questions about the natural world, investigates them in teams through free exploration, and generates appropriate explanations based on those explorations.
- Using the five senses as tools, makes careful observations, describes objects in terms of number, shape, texture, size, weight, color, and motion, and compares their observations with others.
- Keeps records as appropriate, such as pictorial and written records, of investigations conducted.
- Asks, "How do you know?" in appropriate situations.

In Earth in Space and Time,

- Observes and discusses that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.
- Explores the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.
- Investigates how magnifiers make things appear bigger and help people see things they could not see without them.
- Identifies the beneficial and harmful properties of the Sun.

In Properties of Matter,

- Sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

In Earth Structures,

- Recognizes that water, rocks, soil, and living organisms are found on Earth's surface.
- Describes the needs for water and how to be safe around water.
- Recognizes that some things in the world around us happen fast and some happen slowly.

In Properties of Matter,

- Sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

In Motion of Objects,

- Demonstrates and describes the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

In Forces and Changes in Motion,

- Demonstrates that the way to change the motion of an object is by applying a push or a pull.

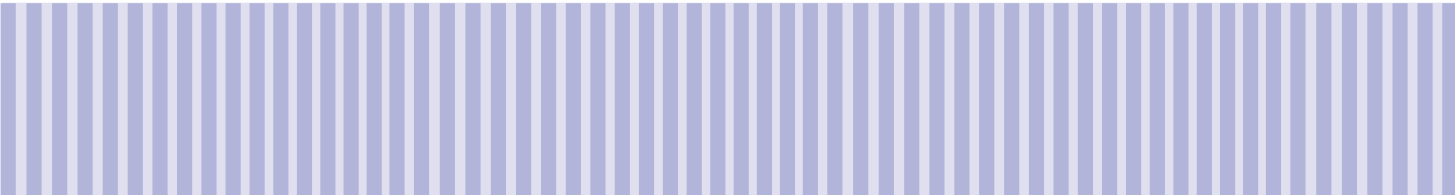
In Organization and Development of Living Organisms,

- Makes observations of living things and their environment using the five senses.
- Identifies the major parts of plants, including stem, roots, leaves, and flowers.
- Differentiates between living and nonliving things.

In Heredity and Reproduction,

- Makes observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

In Interdependence,

- Through observation, recognizes that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- 



FINE ARTS EDUCATION

Fine Arts education refers to education of the disciplines of music, dance, theater and visual arts. Education and student engagement in the fine arts plays an integral part of the school curriculum. The Next Generation Sunshine State Standards for fine arts education are organized by grade level for elementary grades. The following five bullets are the Big Ideas identified in arts education and provide an overview of what students should know and be able to do:

- **Critical Thinking and Reflection:** Critical and creative thinking, self-expression and communication with others are central to the arts.
- **Historical and Global Connections:** Through dance, music, theatre and visual arts, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
- **Innovations, Technology and the Future:** Works in dance, music, theatre, and visual arts are organized by elements and principles that guide creators, interpreters and responders
- **Organizational Structure:** Experiences in the arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time.
- **Skills, Techniques and Processes:** Experiences in arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time.



PHYSICAL EDUCATION

Broward County Public Schools elementary students receive 150 minutes of physical education each week as required by state statute. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided. Florida's physical education standards are organized around four strands. These strands carry throughout all grade levels and are centered around developing a physically literate individual. These strands include Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values. For more information about the physical education standards, visit fldoe.org.



SOCIAL EMOTIONAL LEARNING

Broward County Public Schools strive to provide all students with a college and career ready education characterized by safe, caring and well-managed learning environments. Instruction in social and emotional skills will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives.

In the Elementary grades, students will:

- Identify one's likes and dislikes, needs and wants, strengths and challenges, as well as family, peer, school and community strengths.
- Describe why school is important, and identify personal, academic and behavior goals for student success.
- Recognize that others may experience situations differently by using listening skills to identify the feelings and perspective of others.
- Describe the ways that people are similar and different, and describe the positive qualities in others.
- Identify ways to work and play well with others, and demonstrate appropriate social and classroom behavior.
- Identify problems and conflicts commonly experienced by peers, and approaches to resolving these conflicts constructively.
- Identify social norms and safety considerations that guide behavior, and explain why unprovoked acts that hurt others are wrong.
- Identify a range of decisions that students make, while making positive choices when interacting with classmates.
- Identify and perform roles that contribute to one's classroom and family.



GIFTED EDUCATION

Each Broward County Public School must develop and implement a comprehensive plan to meet the needs of their gifted students. All BCPS universally screen all second grade students for gifted with the CogAT. Services for gifted students are provided in the content areas depending on the students' needs. These services are not limited to the curriculum and learning environment. Curriculum differentiation is incorporated to provide flexibility in instruction. Strategies used may include:

- In depth study
- A high degree of complexity
- Advanced content
- Variety in content, process and/or product
- Acceleration of instruction

Teachers of Gifted students must be appropriately endorsed by the State of Florida or working towards endorsement. For additional information about the Gifted learner, please visit sbbc-gifted.com/



TECHNOLOGY INTEGRATION

The integration of technology in education will prepare students for future college and career paths. Being fluent in technology is essential in order to be successful in a digital world. Broward County Public Schools uses the ISTE Student Standards (iste.org/standards/standards/for-students-2016). The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating the following attributes throughout a student's academic career:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Broward County is a Microsoft district, and all students have accounts for Office 365, which gives them access to online applications such as OneDrive, Word, PowerPoint, Excel, and more. Students have the ability to download and install Office products (using an active student number) on up to five personal devices. This can be done from the Office 365 Broward home page after signing in. Students can access Office 365 from their Single Sign On account. Directions for access can be found here:

- [English](#)
- [Spanish](#)
- [Haitian-Creole](#)
- [Portuguese](#)

When signing in for the first time, students will need to answer three security questions, in case they ever need to retrieve their password. Parent assistance would be helpful. This Single Sign On portal gives students access to other resources, as well.



LEARNING NEVER CLOSES

Broward County Public Schools (BCPS) is committed to supporting students and families in making sure that learning never closes. When the school buildings are closed for any reason (vacation, weekends, or even unexpected closures), BCPS encourages families and caregivers to have students engage in academic activities. As such, options to ensure that in Broward County, learning never closes, can be accessed at: browardschools.com/Page/50590.

ACTIVITIES TO PRACTICE WITH YOUR FIRST GRADER

Parents and caregivers play an integral role in their child's academic performance. Children thrive when parents are committed to actively participate in their child's education. Consistent parental involvement yields greater academic success, improved self-esteem, a positive attitude, and higher levels of intrinsic motivation. Below are some simple activities you can do with your child to support their love of learning at home.

English Language Arts	Social Studies	Math	Science
<ul style="list-style-type: none"> • Help your child make connections to letters and sounds • Continue reading sight words and have your child identify the words in stories they are reading, or you are reading to them • Read aloud to your child every night with excitement and emotion • Talk with your child about the information in the books you are reading • Frequently visit your local library and choose books together • Have your child write frequently and praise your child's reading/writing skills • Encourage your child to sound out and spell words when writing rather than telling them how to spell words • Be a positive role model for reading • Help build your child's vocabulary by talking to them with a large vocabulary and teach them new words • Help your child extend their oral language by helping them think of words they could add to their sentences • When reading with your child, point out different aspects of grammar and conventions (e.g. punctuation, first word, capital letters) 	<ul style="list-style-type: none"> • Share with your child different cultural or ethnic celebrations • Discuss and compare life in the past to life today • Identify celebrations and national holidays • Share with your child different maps and globes while pointing out the cardinal directions (north, south, east and west) • Discuss with your child different jobs that people hold in your community • Work with your child to identify the different forms of money in America (coins and dollars) • Discuss the difference between buyers, sellers, and producers of goods and services in their communities • Discuss with your child how your family makes fair decisions • Make a list of what makes a good citizen with your child • Discuss the symbols and individuals that represent American democracy. 	<ul style="list-style-type: none"> • Help your child find alternative ways to solve problems • Ask your child to draw a picture or act out problems • Help your child analyze wrong answers • Ask open ended questions (not able to be answered with yes or no) • When your child asks for help, provide guidance, not answers • Practice using mental math with your child • Use computer or smart phone apps to practice math facts while in your car • Praise your child for working through a challenging problem • Have your child explain the mathematics task/problem to you step-by-step • Model problem solving by thinking aloud as you work through a problem • Find ways to practice number operations (addition and subtraction) • Find ways to sort, collect and organize information • Use environmental objects to get your child to think about mathematics (speed/highway signs, grocery stores, menus, license plates, cooking/baking etc.) 	<ul style="list-style-type: none"> • Model curiosity • Encourage your child to ask questions • Ask your child to make observations that focus on their senses • Encourage your child to record their observations • Explore and find answers together • Give your child time and space to explore • Use items you have at home to conduct experiments

Critical Thinking Questions to Ask Your Child While Reading

<ul style="list-style-type: none"> • What do you think about what was written/said? Explain why using evidence. • Would you agree or disagree with this? What made you feel this way? • Does this problem feel familiar? Why? • What could you add to improve the solution that was given? • Explain a different way to solve the problem and convince us that your way is the best way. • What makes this problem something you can solve? • How would you translate this information into a visual form? • What patterns did you find that led you to the answer? • How does this relate to you / your daily life? Be specific. • How does this relate to things going on in the world (current events)? 	<ul style="list-style-type: none"> • How did any of the characters or events remind you of yourself? Why? • If you were this character, how would the story change? • What do you think the author is trying to accomplish with this story? • How did the character's actions affect you? Explain. • Which of the ideas shared make the most sense and why? • How would the story change if it was told from another character's view? • Would you change the end of the story and why? • What evidence or data is given that help make the this easier to understand? • Which set of data or information (evidence) is most relevant or important to your decision? • What's the purpose for this experiment or argument?
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TIPS TO SUPPORT YOUR CHILD'S LEARNING AND SUCCESS

Homework	Struggling Learners	Staying Engaged	Teacher Conferences
<ul style="list-style-type: none"> • Set a specific time and place for homework • Provide a quiet well-lit place for homework • Remove any possible distractions • Stay positive about homework • Stay informed and in communication with teacher • When your child asks for help, provide guidance, not answers • Provide necessary supplies and identify resources • Communicate with teachers regarding homework (challenges and successes) • Reward progress with homework • Monitor homework progress, but let your child work independently 	<ul style="list-style-type: none"> • Focus on your child's strengths while working to improve their weaknesses • Be positive and supportive • Model how to struggle with a task and eventually succeed • Expose your child to reading material that is interesting to them • Make sure your child has opportunities to excel at non-academic activities • Limit electronics, especially during homework time 	<ul style="list-style-type: none"> • Attend Back-to-School Night and Parent-Teacher Conferences • Know the names of your child's teachers and friends • Visit the school and its website • Support homework expectations • Send your child to school ready to learn • Teach organizational skills • Teach study skills • Get involved • Know the disciplinary policies • Take attendance seriously • Tuck a supportive note into your child's backpack each morning • Make time to talk to your child about school (Academics, Social, Homework etc.) <p>Sample questions:</p> <ul style="list-style-type: none"> o What was the best thing that happened at school today? o What was something that was challenging at school today? o Can you show me or describe something that you learned today? o What could you have done to make your day at school even better? 	<ul style="list-style-type: none"> • Arrive on time • Be prepared • Talk to your child about the conference before you attend • Determine the best way to keep in touch with the teacher • Ask specific questions <p>Sample questions:</p> <ul style="list-style-type: none"> • <i>Is my child working up to his/her ability?</i> • <i>How will you evaluate my child's progress?</i> • <i>What can I do at home to support my child?</i> • <i>What is the class/school discipline policy?</i> • <i>What is your homework policy?</i> • <i>What resources are available to assist with homework?</i> • <i>What are my child's strengths, weaknesses, and learning style?</i> • <i>What questions would you recommend that I ask my child about your class each day?</i>



PARENT TIPS FOR ENGLISH LANGUAGE LEARNERS:

Many students in our school came from homes where languages other than English are spoken. Parents are important partners with schools in the education of these youngsters. Below we have provided what to expect as your child acquires a second language as well as ideas on how to help in this process.

What to Expect:

- Your child will learn a second language differently from the way he/she learned the first language
- Competence in the first language makes acquiring a second language easier.
- Oral language such as that used in social communication is often learned within the first two years of exposure to a second language.
- It could take 5 to 7 years or longer for your child to acquire the language proficiency needed to be successful with tasks involving abstract reasoning and thinking in the second language.
- Your child may experience some difficulty with grade level academic work in English as he or she is in the process of acquiring English as a second language
- Norms, expectations, school routines and rules differ from culture to culture, and your child may require a period of adjustment. Therefore, your child will benefit from your guidance and reassurance.
- Your child may show signs of frustration and behavior changes while adjusting to a new language and culture.
- Motivation to learn makes acquiring a second language easier.
- Children learning a second language may exhibit a silent period where they listen but are less likely to speak.
- Student's English proficiency levels can vary in listening, speaking, reading, and writing language skills. For example, some students may have stronger listening and speaking skills than reading and writing skills.
- Younger children do not acquire a second language faster and easier than adults or older children, but they are less likely to have an accent.
- Younger children may have more difficulty acquiring a second language because of limited experiences in the first language. Children who learn two languages simultaneously from birth may have an easier time becoming proficient in both languages.

What You Can Do:

- Continue to speak to your child in your native language. Remember a strong first language enhances second language acquisition and being bilingual is an asset.
- Provide a positive and supportive environment for your child to develop a healthy self-concept. Praise your child for his/her efforts in school.
- Encourage your child to share his/her school experiences with you on a daily basis
- Expose your child to many community activities to increase general knowledge and vocabulary. Outings such as trips to the beach and to the park can be great topics of conversation. Check your local newspaper for available activities.
- Allow your child to watch appropriate educational TV programs and videos to enhance skills such as counting, letter recognition, colors and vocabulary. For older children, educational programs may help develop greater general knowledge and academic skills.
- Read and/or tell stories to your child in your native language. Encourage discussion of stories.
- Encourage your child to ask questions about what he/she is reading; such as "who", "what", "where", "when", "why", and "how."
- Ask your child's teacher for a list of high-frequency words and have your child learn them.
- Volunteer to share relevant background information with school personnel such as developmental, medical and educational history.
- Advise school personnel of any changes at home, which may affect your child's functioning. Contact the school if you have questions or concerns about your child's progress or behavior.
- Get involved in the educational process of your child by scheduling conferences with teachers. An interpreter may be requested. Showing a genuine interest in your child's school experience will increase motivation and help prevent behavior problems.
- Get involved in school activities. For example, ask your school about opportunities to volunteer, attend evening activities, or share your cultural heritage with your child's class.
- Check out books from the school or public library at your child's independent reading level for your child to read at home. Books may be available in different languages.



EXCEPTIONAL STUDENT LEARNING SUPPORT:

All children, including those with disabilities, can succeed in school and become productive adults. This section includes information and resources that are important for parents of students who have special learning needs and require specially designed instruction and/or related services, referred to as Exceptional Student Education (ESE). The purpose of ESE is to help each student with a disability progress in school and prepare for college, career and life readiness.

[A Parent's Introduction to Exceptional Student Education in Florida](#)

fldoe.org/ease/pdf/ESEParent.pdf

[504 – A Parent and Teacher Guide to Section 504](#)

Frequently Asked Questions - A short guide to Section 504 with the most frequently asked questions.

fldoe.org/core/fileparse.php/7690/urlt/0070055-504bro.pdf

[Accommodations: Assisting Students with Disabilities Guide](#)

A brief explanation of the process the IEP team should follow to determine which accommodations a student with a disability may need.

fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf

[Developing Individual Education Plan: A Guide for Instructional Personnel and Families](#)

If you are representing a student with a disability, this guide will help you know what to expect during the IEP meeting so that you will feel more comfortable and be able to participate effectively in the process.

fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

[Parent Involvement: Exceptional Student Education in Florida](#)

Learn more about being an involved parent by gaining knowledge of the process, this includes a glossary of terms and development milestones so you can be an informed parent.

forparents.florida-ese.org

[Procedural Safeguards](#)

As a parent, you are entitled to information about your rights under the Individuals with Disabilities Education Act (IDEA). These rights, or procedural safeguards, are intended to ensure that you have the opportunity to be a partner in the educational decisions made regarding your child. Available in 11 languages.

fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p

[Early Childhood Technical Assistance Center \(ECTA\)](#)

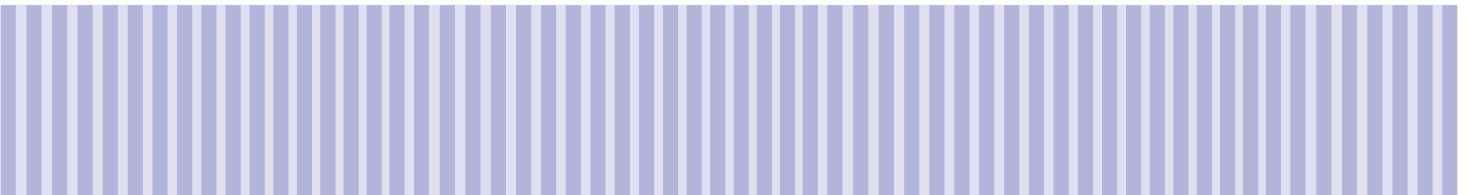
ECTA is designed this to help families understand their rights under the Individuals with Disabilities Education Act (IDEA), connect with other families, and find high-quality resources related to caring for infants, toddlers and young children with disabilities. ECTA Center relies on families to share their views and help us make sure our work and our products are useful to them and reflect their needs and perspectives.

ectacenter.org/families

[Active Parenting Online Video Library: Enhance Your Parenting Skills from The Comfort of Your Home](#)

Active Parenting Now Online Video Library (OLV).

vimeopro.com/activeparenting/broward-county Password BCS121114



Disability History and Awareness Weeks

During the first two weeks of October schools promote awareness of disability history and contributions of individuals with disabilities. Schools are provided with resources to support instructional activities in recognition of this celebration. Information and resources are available, including a bibliography of disability-related children's books, on the website at browardschools.com/esls.

Facilitated Individual Educational Plan (FIEP) Vignettes for Parents

The Bureau of Exceptional Education and Student Services (BEESS) is proud to provide a series of short vignettes to help parents understand the benefits of using the FIEP process to enhance collaboration with IEP teams when communication is not working well. Currently these vignettes are closed captioned in English. To view the vignettes, go to: youtu.be/C-bFi_zUuuA.

Family Cafe

The Family Cafe provides information, networking opportunities, and an annual conference for individuals with disabilities and their families. For information on useful web sites, go to: familycafe.net/

Florida Diagnostic & Learning Resources System (FDLRS) Media Center

Free educational resources available on loan for parents, all in one location. Feel free to make an appointment to preview all parent materials at Wingate Oaks Center, 1211 NW 33rd Terrace, Room 405, Lauderhill, FL 33311.

Phone: 754-321-3428

browardschools.com/Page/41040

Family Network on Disabilities (FND) Online Tutorials

Take advantage of web-based workshop (24 hours per day/7 days per week) on your own computer from the comfort of your own home. Go to the FND of Florida website www.fndfl.org/Tutorials.asp. Viewing each workshop takes about 30 minutes. There are 29 tutorials including a variety of topics. The Family Network on Disabilities (FND) of Broward County may be reached at (754) 321-1705 or fndbroward@hotmail.com.

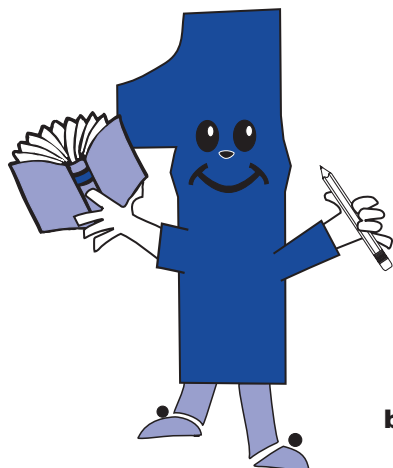
Special Ed Connection®

Special Ed Connection® is a web-based resource that parents can use to gain an understanding of what special education is and how it works, as their child enters, progresses through and exits the world of special education requirements. From legal rights to practical application and from student referrals to IEPs, Special Ed Connection® explains specific procedures and provides real-world application strategies so parents can learn the complexities surrounding special education supports and services. To sign up for this FREE resource, contact the Florida Diagnostic & Learning Resources System (FDLRS) at 754.321.3400.

browardschools.com/Page/41040

Special Olympics Florida

Special Olympics transforms lives through the joy of sport, every day, everywhere. It is the world's largest sports organization for people with intellectual disabilities with over 6 million athletes and Unified partners in 174 countries. specialolympicsflorida.org/



browardschools.com/Page/39958