

Grade



# Second Grade Roadmap to Success



Established 1915  
**BROWARD**  
County Public Schools



# UNDERSTANDING AND USING THIS BROCHURE

The Second 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 Second Grade.

## Website Resources for Parents

### BCPS Elementary Grade Level Information (K-2)

[browardschools.com/Page/39958](http://browardschools.com/Page/39958)

### Supporting Young Learners (Pre-K – 5th)

[bit.ly/SupportingYoungLearners](http://bit.ly/SupportingYoungLearners)

### Read-At-Home Plan

[browardschools.com/Page/39958](http://browardschools.com/Page/39958)

### BCPS Literacy Field Guide

[bcps-literacyguide.com](http://bcps-literacyguide.com)

### Learning Never Closes

[browardschools.com/Page/50590](http://browardschools.com/Page/50590)

### ESOL Resources for Parents

[browardschools.com/Page/38588](http://browardschools.com/Page/38588)

### BCPS Information for Parents

[browardschools.instructure.com/courses/411](http://browardschools.instructure.com/courses/411)

[browardschools.com/Page/34695](http://browardschools.com/Page/34695)

### Florida Department of Education

[fldoe.org/academics/standards/just-read-fl/parents.stm](http://fldoe.org/academics/standards/just-read-fl/parents.stm)

[floridastudents.org/](http://floridastudents.org/)

[cpalms.org/Public/](http://cpalms.org/Public/)

[fldoe.org/academics/standards/](http://fldoe.org/academics/standards/)

### Math Resources for Parents

[floridastudents.org/](http://floridastudents.org/)

[pbs.org/parents/learn-grow/all-ages/math](http://pbs.org/parents/learn-grow/all-ages/math)

[youcubed.org/](http://youcubed.org/)

[mathgoodies.com/parents](http://mathgoodies.com/parents)

[nea.org/home/59862.htm](http://nea.org/home/59862.htm)

### Social and Emotional Parent Resources:

[parenttoolkit.com](http://parenttoolkit.com)

### Florida Department of Education

[justreadflorida.com/parents.asp](http://justreadflorida.com/parents.asp)

### Read Charlotte Home Reading Helper

[homereadinghelper.org/](http://homereadinghelper.org/)

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

[browardschools.com/domain/12441](http://browardschools.com/domain/12441)



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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](http://browardschools.com)



# LANGUAGE ARTS/LITERACY

Broward County 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 ELA curriculum that embraces the six major common core shifts can provide students with the skills necessary to be successful in their 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 Second Grade Student:

### In Foundational Skills,

- Decodes (reads) words with variable vowel teams (e.g., oo, oa, ou) and vowel diphthongs (e.g., oi, oy, ow)
- Decodes (reads) regularly spelled two-syllable words with long and short vowels
- Decodes (reads) words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble)
- Decodes (reads) words with common prefixes and suffixes
- Decodes (reads) words with silent letter combinations (e.g., knight, comb, island, ghost)
- Reads grade-level texts with accuracy, automaticity and appropriate prosody or expression

### In Reading,


- Identifies plot structure and describes main story elements in a literary text
- Identifies and explains a theme of a literary text
- Identifies different characters' perspectives in a literary text
- Identifies rhyme schemes in poems
- Explains how text features – including titles, headings, captions, graphs, maps, glossaries, and/or illustrations – contribute to the meaning of texts
- Identifies the central idea and relevant details in a text
- Explains an author's purpose in an informational text
- Explains an author's opinion(s) and supporting evidence
- Identifies and explains similes, idioms, and alliteration in text(s)

- Retells a text to enhance comprehension using main story elements in a logical sequence for a literary text and the central idea and relevant details for an informational text
- Compares and contrasts important details presented by two texts on the same topic or theme

### In Communication (including Writing),

- Demonstrates legible printing skills
- Writes personal or fictional narratives using a logical sequence of events, transitions, and an ending
- Writes opinions about a topic or text with reasons supported by details from a source, uses transitions and provides a conclusion
- Writes expository texts about a topic, using a source providing an introduction, facts, transitions, and a conclusion
- Improves writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers
- Presents information orally using complete sentences, appropriate volume, and clear pronunciation
- Follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
- Participates in research to gather information to answer a question about a single topic using multiple sources
- Uses one or more multimedia element(s) (e.g., apps, Power Point, artifacts, video, etc.) to enhance oral or written tasks
- Uses digital tools to produce and publish writing individually or with peers and with support from adults

### In Vocabulary,

- Recognizes and appropriately uses grade-level academic vocabulary in speaking and writing
  - Identifies and uses base words and affixes (prefixes and suffixes) to determine the meaning of unfamiliar words in grade-level content
  - Identifies and uses context clues (hints from the author in the text), word relationships, reference materials, and/or background knowledge to determine the meaning on unknown words
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# 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 students to develop critical thinking, research, and writing skills. Below you will find what your child will learn within each domain.

## The Second Grade Student:

### In History,

- Examine primary and secondary sources
- Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic
- Recognize that Native Americans were the first inhabitants in North America
- Compare the cultures of Native American tribes from various geographic regions of the United States
- Describe the impact of immigrants on the Native Americans
- Explore ways the daily life of people living in Colonial America changes over time
- Identify reasons people came to the United States throughout history
- Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954
- Discuss why immigration continues today
- Explain the cultural influences and contributions of immigrants today
- Identify terms and designations of time sequence



### In Geography,

- Use different types of maps to identify map elements
- Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital
- Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole
- Use a map to locate the countries in North America

### In Economics,

- Recognize that people make choices because of limited resources
- Recognize that people supply goods and services based on consumer demands
- Recognize that the United States trades with other nations to exchange goods and services
- Explain the personal benefits and costs involved in saving and spending

### In Civics and Government,

- Explain why people form governments
- Explain the consequences of an absence of rules and laws
- Identify what it means to be a United States citizen either by birth or by naturalization
- Define and apply characteristics of responsible citizenship
- Explain why United States citizens have guaranteed rights and identify right
- Identify ways citizens can make a positive contribution in their community
- Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women
- Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government
- Recognize symbols, individuals, events, and documents that represent the United States



# MATHEMATICS

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

- (1) extending understanding of place value in three-digit numbers;
- (2) building fluency and algebraic reasoning with addition and subtraction;
- (3) extending understanding of measurement of objects, time and the perimeter of geometric figures and
- (4) developing spatial reasoning with number representations and two-dimensional figures.

Below you will find some skills and processes your child will be expected to know and be able to do by the end of the school year.

## The Second Grade Student:

- Determines whether a group of objects up to 20 has an odd or even number of members
- Uses addition to find the total number of objects in rectangular arrays with up to 5 rows and 5 columns
- Understands place value of a three-digit number using hundreds, tens and ones and compares two three-digit numbers using  $>$ ,  $<$ , or  $=$
- Counts, reads, and writes numbers to 1000 using number form, word form, and expanded form
- Counts within 1000 and skip-counts by 5's, 10's, and 100's
- Adds and subtracts fluently within 100 using a variety of strategies and explains why these strategies work
- Adds up to four two-digit numbers using strategies based on place value and properties of operations
- Adds and subtracts within 1000 using models or drawings and a variety of strategies
- Adds and subtracts 10 or 100 mentally to/from a given number (range 100-900)
- Measures and estimates the length of an object to the nearest inch, foot, yard, centimeter, or meter
- Describes the relationship between the size of a unit and number of units needed to measure given objects
- Measures to determine how much longer one object is than another
- Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units using drawings, number lines, and equations with unknown numbers.
- Tells and writes time from analog and digital clocks to the nearest 5 minutes

- Identifies the value of coins and paper currency and solves one- and two-step word problems (addition/subtraction) involving paper currency or coins using the appropriate money symbols
- Draws picture graphs and bar graphs to represent a data set with up to four categories
- Generates measurement data by measuring lengths of several objects to the nearest whole unit and shows the measurement by making a line plot
- Recognizes and draws shapes having specific attributes (triangles, quadrilaterals, pentagons, hexagons, and cubes)
- Partitions a rectangle into rows and columns of same-size squares and counts to find the total number.
- Partitions circles and rectangles into two, three, or four equal shares and describes the shares using the words "halves", "thirds", and "fourths"

## 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 practices will help your student learn content and apply mathematics to real world situations.

## The Second Grade Student:

- Makes sense of the math and does not give up if the problem is unfamiliar or difficult
- Uses words and numbers to make sense of mathematical problems
- Explains how he/she solved a problem and actively listens and makes 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

In our ever-changing world, understanding and internalizing scientific content is critical to success and achievement. Broward County Schools is committed to developing these vital skills through hands-on activities and high-quality instruction that is focused on the Scientific Big Ideas. These Big Ideas are grade specific, however, they flow through all grade levels and build in rigor as students matriculate through each grade. In second grade, your child's science instruction will include opportunities to interact with content associated with the following Big Ideas: The Practice of Science, Earth Structures, Earth Systems and Patterns, Properties of Matter, Changes in Matter, Forces and Changes in Motion, and the Organization and Development of Living, Heredity and Reproduction, and Interdependence of Living Organisms. Below you will find what your child will learn for each Big Idea.

## The Second Grade Student:

### In The Practice of Science,

- Raises questions about the natural world, investigates them in teams through free exploration and systematic observations and generates appropriate explanations based on those explorations
- Compares the observations made by different groups using the same tools
- Asks, "How do you know?" in appropriate situations and attempts reasonable answers when asked the same question by others
- Explains how particular scientific investigations should yield similar conclusions when repeated
- Distinguishes between empirical observations (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think)
- Explains how scientists alone or in groups are always investigating new ways to solve problems

### In Earth Structures,

- Recognizes that Earth is made up of rocks. Rocks come in many sizes and shapes
- Describes how small pieces of rock and dead plant and animal parts can be the basis of soil and explains the process by which soil is formed
- Classifies soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants

### In Earth Systems and Patterns,

- Compares and describes changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season
- Investigates by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air

- Investigates, observes and describes how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate)
- Investigates that air is all around us and that moving air is wind
- States the importance of preparing for severe weather, lightning, and other weather-related events

### In Properties of Matter,

- Observes and measures objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets
- Identifies objects and materials as solid, liquid, or gas
- Recognizes that solids have a definite shape and that liquids and gases take the shape of their container
- Observes and describes water in its solid, liquid, and gaseous states
- Measures and compares temperatures taken every day at the same time
- Measures and compares the volume of liquids using containers of various shapes and sizes

### In Changes in Matter,

- Investigates that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration

### In Forms of Energy,

- Discusses that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars

### In Forces and Changes in Motion,

- Investigates the effect of applying various pushes and pulls on different objects
- Demonstrates that magnets can be used to make some things move without touching them
- Recognizes that objects are pulled toward the ground unless something holds them up
- Demonstrates that the greater the force (push or pull) applied to an object, the greater the change in motion of the object

### In Organization and Development of Living Organisms,

- Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions

### In Heredity and Reproduction,

- Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies

### In Interdependence,

- Compare and contrast the basic needs that all living things, including humans, have for survival
- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs



## 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

For more information regarding fine arts education can be found on [cpalms.org](http://cpalms.org)



## 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](http://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 early 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.



## 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](http://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](http://browardschools.com/Page/50590).

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

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

## TIPS TO SUPPORT YOUR CHILD'S LEARNING AND SUCCESS

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




# 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:

- 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.
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# 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](https://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/](http://familycafe.net/)

### **Florida Diagnostic & Learning Resources System (FDLRS) Media Center**

Free educational resources are 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](http://browardschools.com/Page/41040)

### **Family Network on Disabilities (FND) Online Tutorials**

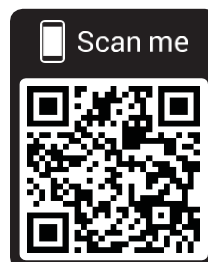
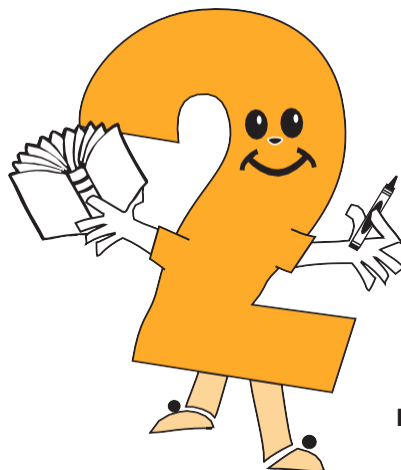
Take advantage of web-based workshops (24 hours per day/7 days per week) on your own computer from the comfort of your own home. Go to the FND of Florida website [www.fndfl.org/Tutorials.asp](http://www.fndfl.org/Tutorials.asp). Viewing each workshop takes about 30 minutes. There are 29 tutorials including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

### **Special Ed Connection®**

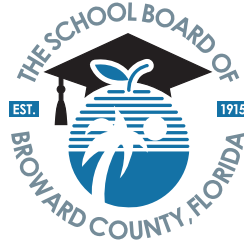
Special Ed Connection® is a web-based resource that parents can use to gain an understanding of what special education is and how it works, as their child enters, progresses through and exits the world of special education requirements. From legal rights to practical application and from student referrals 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](http://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/](http://specialolympicsflorida.org/)



[browardschools.com/Page/39958](http://browardschools.com/Page/39958)



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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](http://browardschools.com)**