PARENT/FAMILY RESOURCE HANDBOOK

TITLE I

Elementary
2014-2015

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education
STUDENT INFORMATION

NAME: ______________________________________  PHONE:_________________________

SCHOOL NAME: _______________________________________________________________

HOMEROOM TEACHER:_______________________________  ROOM NUMBER:___________

ATTENDANCE LINE:______________+_____________________________________________

MORNING BELL TIME:___________________  AFTERNOON BELL TIME:_________________

Hillsborough County Public Schools is committed to increase parent and community engagement throughout the district. The district fosters wider and more substantive family and community involvement by identifying and sharing information with schools and community partners about the many different ways parents can get involved in their child’s education. The goal is to strengthen our collaborative network with district and school personnel, parent, community, and faith-based organizations.

In Hillsborough County Public Schools we are embracing new ways to help every child succeed. As the 8th largest school district in the nation, we understand our responsibility to our students and our community and we are proud of what we have accomplished so far by working with teachers, collaborating with stakeholders and engaging with the community to provide excellence in education. The district strives to provide exceptional experiences and opportunities to prepare every student for success in college and/or career.

We must work together to ensure better and brighter days for our students. They are, after all, our future.

Vision: To become the nation’s leader in developing successful students.

Mission: To provide an education that enables each student to excel as a successful and responsible citizen.
Dear Parents:

Student achievement requires a partnership among schools, parents, and children. The degree of your involvement in your child’s education is directly related to his or her success in school.

I encourage you to ask your child questions about his teacher(s), classes, and homework. Review his or her homework assignments together. It’s also important to make sure your child arrives at school on time after a good night’s sleep.

Visit your child’s school, too. We love to see parents at schools, and we especially appreciate it when you can spend some time volunteering. Ask your child’s teacher what you can do to make his or her day easier, and take every opportunity to discuss your child’s progress with school staff.

To help you help your student excel, we have created the Parent/Family Resource Handbook. We provide information about testing, exceptional student education, community resources, and how to help your student succeed, among other topics.

We will do our part to provide every child the knowledge and skills necessary to reach his or her highest potential. I think you will find this resource handbook provides you with some useful tools to help your child excel, as well. If a question arises that we haven’t addressed, call your child’s school, or call the Office of Parent/Family & Community Involvement, at 813-272-4431.

Thank you for being our partners in your child’s education.

Sincerely,

MaryEllen Elia
Superintendent
<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Person</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Adult Education</td>
<td>Marc Hutek</td>
<td>740-7750</td>
</tr>
<tr>
<td>Alternative Education</td>
<td>Walt Shaffner</td>
<td>651-2166</td>
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<td>Area Leadership Directors:</td>
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<tr>
<td>Area 1 Schools</td>
<td>Maribeth Brooks</td>
<td>272-3800</td>
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<tr>
<td>Area 2 Schools</td>
<td>Lisa Yost</td>
<td>631-4050</td>
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<tr>
<td>Area 3 Schools</td>
<td>Brenda Grasso</td>
<td>558-1406</td>
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<tr>
<td>Area 4 Schools</td>
<td>Henry Washington</td>
<td>558-1100</td>
</tr>
<tr>
<td>Area 5 Schools</td>
<td>Sherrie Sikes</td>
<td>744-8630</td>
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<tr>
<td>Area 6 Schools</td>
<td>Jerry Jackson</td>
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<tr>
<td>Area 7 Schools</td>
<td>Owen Young</td>
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<tr>
<td>Area 8 Schools</td>
<td>Marcos Murillo</td>
<td>658-1970</td>
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<tr>
<td>Charter Schools</td>
<td>Jenna Hodgens</td>
<td>272-4438</td>
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<td>Choice Plan</td>
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<td>Choice Helpline</td>
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<td>272-4692</td>
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<tr>
<td>Early Childhood Education</td>
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<tr>
<td>Elementary Education</td>
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</tr>
<tr>
<td>Exceptional Student Education</td>
<td>Maryann Parks</td>
<td>273-7025</td>
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<tr>
<td>Federal Programs - Title 1</td>
<td>Tracey Brown</td>
<td>272-4475</td>
</tr>
<tr>
<td>Full Service Parent Resource Centers</td>
<td>Conchita Canty-Jones</td>
<td>272-0673 / 274-7982</td>
</tr>
<tr>
<td>Magnet Schools</td>
<td>Mathew Romano</td>
<td>272-4811</td>
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<tr>
<td>Middle School Education</td>
<td>Becky Kaskeski</td>
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<tr>
<td>Migrant Title I</td>
<td>Carol Mayo</td>
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<tr>
<td>Out of School Time programs - HOST</td>
<td>Debbie Zenk</td>
<td>744-8941 ext 3</td>
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<tr>
<td>Parent &amp; Community Involvement</td>
<td>MaryLou Whaley</td>
<td>272-4431</td>
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<tr>
<td>Programs for English Language Learners</td>
<td>Sandra Rosario</td>
<td>273-7511</td>
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<td>School Administrative Center</td>
<td>Switchboard</td>
<td>272-4000</td>
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<td>Secondary Education</td>
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<td>272-4451</td>
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<tr>
<td>Security Services Department</td>
<td>John Newman</td>
<td>623-3996</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>Maria Russ</td>
<td>273-7020</td>
</tr>
<tr>
<td>Student Nutrition</td>
<td>Mary Kate Harrison</td>
<td>272-4128</td>
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Public Law 103-382 requires:

Title I schools to develop jointly, with parents of participating children, a school-parent compact (written agreement) that states what parents, students and the school will do together to raise student achievement, and that each Title I school will/must spend no less than one percent of its Title I allocation on parental involvement activities. The Hillsborough County Title I program for parents is designed to:

- inform parents about Title I regulations;
- involve parents in local Title I programs;
- provide literacy training;
- offer parents training in schools and the community on ways to work with their children at home to raise student achievement, and;
- encourage active participation in their children's schools and education.

What is Title I?

Title I of the No Child Left Behind Act of 2001 (formerly known as ECIA, ESEA or Chapter 1) is the largest federally funded educational program. This program, authorized by Congress, provides supplemental funds to school districts to assist schools with the highest student concentrations of poverty to meet school educational goals.

Does Your Child Attend A Title I School?

Title I is a federal program designed to:

- help children do better in school and receive skills to be successful;
- provide resources for children to help them achieve their highest potential;
- encourage parents to be more involved in their children's education;
- provided opportunities for more teachers and aides in the school;
- provide opportunities for smaller class sizes, and;
- help schools facilitate activities designed to promote family involvement.

Have you signed your compact?

The Title I program has established an initiative for a teacher/parent/student compact, which is used in all Title I schools. This compact is an agreement that promotes positive communication and involves the teacher, parent, and student in taking responsibility for certain tasks. It is NOT just another piece of paper! The three parties meet and discuss the compact, take responsibility for the listed tasks, and then sign the compact.
PTA National Parent Standards
for
Parent/Family Involvement Programs

Standard I: Communicating
Communication between home and school is regular, two-way, and meaningful.

Standard II: Parenting
Parenting skills are promoted and supported.

Standard III: Student Learning
Parents play an integral role in assisting student learning.

Standard IV: Volunteering
Parents are welcome in the school; their support and assistance are sought.

Standard V: School Decision Making and Advocacy
Parents are full partners in the decisions that affect children and families.

Standard VI: Collaborating with Community
Community resources are used to strengthen schools, families, and student learning.
Communicating

- Request to review the Parent Information Notebook (PIN). It contains compliance documents and data (available at each Title I school)
- Give positive feedback and show appreciation for teachers and the principal
- Approach interactions with school administration and staff with a positive attitude and an open mind
- Listen to others’ viewpoints when having a discussion
- Share your child’s strengths, talents and interests with teachers
- Share expectations and set goals for your child with his or her teacher
- Attend parent-teacher conferences with specific questions you want to ask
- Decide with your child’s teacher the best way to stay in touch (phone, e-mail, notes, etc.)
- Understand and reinforce school rules and expectations at home
- Participate in informal opportunities to talk with and get to know school administration, teachers and other staff
- Read A Parent’s Guide to Hillsborough County Public Schools (sent home during the first two weeks of school with students)
- Address concerns or questions honestly, openly and early on
- Attend PTA or parent meetings regularly
- Read classroom and/or school newsletters
- Visit your school’s Web page
- Visit the school district’s parent involvement web page at www.sdhc.k12.fl.us/involvement. Click on the word Parent
- Know the names of your child’s teacher(s), school principal and guidance counselor
- Read and know your school’s handbook and the district’s Student Handbook
- Request that information be available in all languages spoken by school families
- Share your family’s practices related to culture, values and parenting with your child’s school
- Communicate your perceptions of how parents are treated and, when necessary, work with school staff to improve perceptions and school climate
- Notify teachers of any significant changes that have taken place in a child’s life (such as death of a pet, family move, loss of income, family member illness, divorce)

Adapted from information prepared by the National PTA.
It Matters!

Two-Way Communication

Believing that you can make a difference

Having at-home discussions of school-related activities

Being Informed

Being a positive role model
NCLB

No Child Left Behind

No Child Left Behind requires schools to develop ways to get parents more involved in their child’s education and in improving the school.

Parents need to become involved early in their children’s education. According to the U.S. Department of Education, by showing interest in their children’s education, parents and families can spark enthusiasm in them and lead them to a very important understanding that learning can be enjoyable as well as rewarding, and is well worth the effort required.

The No Child Left Behind Act mandates that all states implement statewide accountability systems, which will:

- set academic standards in each content area for what students should know and be able to do;
- gather specific objective data through tests aligned with those standards;
- use test data to identify strengths and weakness in the system;
- report school academic achievement to parents and communities;
- allow parents additional choices based on school information;
- recognize schools that meet defined targets, and;
- direct changes in schools that need help.

www.ed.gov
Visit the No Child Left Behind web site for more information.
TERMS AND INFORMATION TO HELP YOU NAVIGATE THE SYSTEM

A Parent’s Guide to Hillsborough County Public Schools – A guide provided to all schools by the district’s Office of Parent/Family & Community Involvement. It is sent home with all students during the first two weeks of school. The publication is also distributed as an insert within one of the major local newspapers. It is one of the documents required of districts by the state’s Family and School Partnership for Student Achievement Act. This publication also contains A Parent’s Checklist, and the District Parent Involvement Rules (Policy), the other documents also required by the Act.

Compact - Title I School-Parent-Student Compact – An agreement that promotes positive communication and involves the teacher, parent and student in taking responsibility for certain tasks. It identifies the activities that the parents, the entire school staff, and the student will undertake to share responsibility for improved student academic achievement. It also outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve the state’s high academic standards.

Highly Qualified Teacher (HQT) – This is the term in the No Child Left Behind Act for a teacher who proves that he or she knows the subjects he or she is teaching. It also means that the teacher has a college degree and is state-certified in the subject area he/she is teaching. No Child Left Behind says that your child has the right to be taught by a highly qualified teacher.

No Child Left Behind (NCLB) – Federal Act (2001) that requires Title I schools, those with high numbers of low income students, to make adequate yearly progress (AYP) in the proficiency level of all students.

MTSS-RtI
Multi-tiered systems of support (MTSS)-Response to intervention (RtI) is a formalized statewide effort to promote school-wide practices that ensure the highest possible success for all children. The MTSS-RtI framework helps schools take a
positive and proactive approach to educating each and every child. It also encourages schools to provide early intervention services to help prevent academic, social-emotional and/or behavioral difficulties early. The district has developed a brochure titled “What Parents Should Know About Multi-Tiered Systems of Support (MTSS).” You may access a copy by logging on to sdhc.k12.fl.us. For additional information, contact your child’s school directly.

**mySPOT**
Have you visited mySPOT?
Visit https://myspot.sdhc.k12.fl.us to connect to the new student-parent online toolkit with connections to HCPS resources: Edsby, the online grade book and much more!

**Parent Information Notebook (PIN)** – Each Title I school has a PIN that contains required compliance information and data such as the school’s School Improvement Plan (SIP), the school’s Title I Parent Involvement Plan, the district’s Parent Involvement Policy, the district’s Title I Parent Involvement Plan, the NCLB School Public Accountability (SPAR) report. This notebook is available at each school site for parents to review upon request.

**ParentLink** – Enables schools to contact parents and staff quickly, usually within minutes, to remind them of school/district events or notify them of emergencies. ParentLink is used for broadcasting personalized messages to multiple communication devices (home phone, cell phone, and work phone) simultaneously via a web-based interface (using your computer).

**School Advisory Council (SAC)** – The purpose of the SAC is to assist the principal and faculty in the development, implementation and monitoring of the School Improvement Plan (SIP). SAC meetings are open to the entire school staff, parents and community. Attendees may participate in the discussion of topics; however, only elected members can vote on issues. Elected members of the SAC must include, but are not limited to the principal, teacher representative, CTA teacher representative, CTA educational support personnel representatives, non-instructional personnel representatives, parents, business/community partners and students.

**Title I** – The largest federally funded educational program. This program provides supplemental funds to school districts to assist schools with the highest student concentrations of poverty to meet school educational goals.

**Virtual Library Resources:**
The Library Media Services department provides and maintains a “virtual collection” of resources to support the curriculum and develop students into effective life-long learners, readers, and users of information. Some of the resources available include: myON Reader digital library, AXIS 360 ebooks, an online encyclopedia, various electronic databases, internet safety resources, and information about various reading programs. Access to these resources begins at: lms.mysdhc.org and they are available at school or at home. To begin choosing from thousands of ebooks available in myON Reader or AXIS 360, go to: lms.mysdhc.org/ebook For all other login information, please contact your child’s school media specialist.
Wellness Integration for Students of Hillsborough – WISH
The Mental Health website http://wish.mysdhc.org now includes a Parent Toolbox! A U.S. Department of Education Grant, “Integrating Schools and Mental Health Systems” made the development of WISH possible. You will find user friendly access to quality mental health services for our students and families by means of effective linkages between the school and mental health systems in Hillsborough County, Florida. The Parent Toolbox website provides information for educators, students, families, community agencies and others who serve children on a regular basis. There are links to:

- **Who Can Help at Your School** which includes School District resources
- **Typical Concerns** which addresses most behavioral issues
- **Local and community Resources** for directories, parenting classes, and agencies by specialties
- **State and National Links** for your questions on current prevention and mental health issues

We hope you will find answers to your questions regarding who, what, where and how to find the help you need when your child faces emotional, behavioral or development challenges that may interfere with learning and good relationships with family and friends.
To Whom It May Concern:

I, ________________________ would like to request a conference, progress report, phone call. (Parent Name) (Circle One)

_________________________  _____________  ______________________
Parent Signature            Date               Contact Number

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I, ________________________ would like to request a conference, progress report, phone call. (Parent Name) (Circle One)

_________________________  _____________  ______________________
Parent Signature            Date               Contact Number

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_________________________  _____________  ______________________
Parent Signature            Date               Contact Number
To Whom It May Concern:

Please excuse ___________________ , from school on ___________________

(Child’s Name) (Date)

he/she was _________________________

(Reason)

__________________________________________________________________________

Parent Signature Date Contact Number

__________________________________________________________________________

To Whom It May Concern:

Please excuse ___________________ , from school on ___________________

(Child’s Name) (Date)

he/she was _________________________

(Reason)

__________________________________________________________________________

Parent Signature Date Contact Number

__________________________________________________________________________

To Whom It May Concern:

Please excuse ___________________ , from school on ___________________

(Child’s Name) (Date)

he/she was _________________________

(Reason)

__________________________________________________________________________

Parent Signature Date Contact Number
Parenting

- Meet your child’s friends and get to know their parents
- Take advantage of family programs and resources offered at the school
- Inquire as to whether a parent resource room is available at the school
- Assist in developing parent support programs/groups
- Arrange to visit your child’s classroom or have lunch with your child at the school
- Seek out classes or information on child development, learning styles, discipline, etc.
- Attend parent education fairs/college nights and other special events at school
- Help create and/or contribute to a school newsletter on parenting
- Build an at-home child I.D. file including items such as medical records, pictures and fingerprints
- Ask teachers or school counselors about how to talk with your children about difficult or challenging topics
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PARENT INVOLVEMENT

Basics for Helping Your Child Succeed in School:

* **Encourage Your Child to Read** - Make sure your home has lots of reading materials.

* **Talk With Your Child** - Your child will pick up language skills.

* **Work With Your Child’s Teacher and School** - Be involved any way that you can; communicate, participate, volunteer.

* **Monitor Homework** - Set a regular time, place and remove distractions.

* **Praise Efforts** - Support your child to do his best; show interest.

* **Monitor TV Viewing and Video Gaming Playing** - Limit the time.

* **Encourage Your Child to Use the Library** - Provide your child with opportunities to become an independent learner.

* **Help Your Child Learn to Use the Internet Properly, Effectively, and Safely** - Monitor and limit the time.

* **Encourage Your Child to be Responsible and Work Independently** - Establish rules. Be consistent.

* **Encourage Active Learning** - Encourage your child to ask and answer questions, solve problems and explore interest.

“*The best thing about the future is that it comes only one day at a time.*”

Abraham Lincoln

16th President of the United States
A Parent Checklist

Are you using good parenting skills?
Answer these questions to see where you might do better.
Do you follow these guidelines always, sometimes or never?

Attendance
✓ I expect my child to go to school every day, be on time, and stay for the entire day.
✓ I call the school’s attendance line to report my child’s absence.

Communication
✓ I attend scheduled conferences.
✓ I ask for a conference with the teacher if I have a concern.
✓ I inform the teacher of anything that may have an effect on my child’s performance or behavior.
✓ I read and act on information sent home about my child’s achievement.
✓ I talk to my child and know what he or she is doing and with whom.
✓ I talk to my child and help him or her set goals.

Health
✓ I schedule visits to the doctor and dentist.
✓ I set a bedtime that lets my child to get nine hours of sleep.
✓ I provide healthy meals and snacks.
✓ I talk with my child about the dangers of abusing alcohol and drugs.

Interest
✓ I set aside time each day for my child to share with me what he or she has done in school.
✓ I review my child’s report card and help him or her set goals for doing better.
✓ I read with my child every day.

Expectations
✓ I set high expectations for my child’s behavior and achievement at school.
✓ I expect my child to ask for help when he or she needs it.
✓ I expect my child to finish all class and homework assignments.
✓ I expect my child to respect others.
✓ I expect my child to obtain a high school diploma and seek additional education.

Volunteerism
✓ I set a good example for my child by volunteering at my child’s school and in the community.

Encouragement
✓ I praise my child for his or her good behavior and effort.
✓ I display my child’s schoolwork on a wall, refrigerator, or bulletin board.
PARENT INVOLVEMENT

A Parent’s Quick Guide to Student Success

READING:
· Read to or with your child daily.
· Make listening to a story a regular part of your child’s routine.
· Ask your child to retell a story (beginning, middle, end.)
· Model good reading habits. Let your child see you reading.
· Get a library card. Make regular trips to the library with your child.

WRITING:
· Read, read, and then read some more.
· Talk about the books your child reads.
· Talk about interesting great sentences in books and about ideas that stimulate the reader’s interest.
· Keep a variety of pencils, pens and papers available for your child to use.
· Encourage your child to write letters to friends and relatives, invitations, journals, lists of things to do, and messages to friends and family members.
· If you have access to a computer, save the writing in your child’s special file.

MATH:
· Ask you child questions about his or her math work such as, “Can you show me another way to solve this problem?” or “How did you solve that problem?”
· Let your child see the importance of mathematics in all daily activities such as cooking, shopping, paying bills, creating time schedules, etc.

SCIENCE:
· Talk about school science with your child. Ask your child’s teacher for activities that you can do at home. Check the internet and go to the public library for books with additional activities.
· Ask your child to explain science homework.
· Let your child make daily observations about the weather. Chart the amount of rain, and daily temperatures. Compare data over time.
· Take walks and talk about the plants or animals you see. Encourage questioning at all times.
· Visit a science museum, zoo, aquarium, recycling plant, farm or planetarium. Help your child feel the excitement of observation and discovery!
REPORTING YOUR CHILD'S ABSENCE

It is the responsibility of the student's parent or guardian to explain a student's absence to the designated office in person or by telephone. Parents are expected to notify the school the day of the absence. Schools may require additional documentation upon a student's return.

Parents must provide school personnel with accurate telephone contact numbers (home, cell, and work for parents or legal guardians) and ensure the number(s) are correct if there is a change during the school year. This information must be given on the Emergency Contact Card provided by the school at the beginning of the school year and updated as changes occur.

The school shall make an effort to contact the parent or guardian on the day of the absence whenever a student's absence has not been explained. Records of telephone calls or parent contacts shall be retained by the school for future references.

Students in attendance for any part of the day are counted present for the day but shall be counted absent for any class missed.

Students in grades 6-12 not in class at least one half of the class period shall be counted absent from that class.

EXCUSED ABSENCES

Examples include:
- an illness of the student or a medical or dental appointment; six (6) or more absences, may require a doctor's statement by school officials;
- an accident resulting in injury to the student;
- a death in the immediate family of the student;
- an observance of an established religious holiday; documentation of the religious affiliation of the student may be required by school officials; if the religious holiday observance cannot be identified as a traditionally well-known day, school officials should require a note from the parent and a letter from the leader of the faith organization stating that the day, if celebrated, would result in an absence. If the letters are submitted, the absence should be excused and also recognized as an established religious holiday that does not impact any attendance incentives including exam exemptions;
- pre-planned absence for a personal reason that is acceptable to the principal or designee. A parent must make the request in writing to the principal or designee at least three (3) days prior to the date of the absence. The parent will be notified of the decision. Vacations, other than on non-student days, must be approved.
- a subpoena by a law enforcement agency or a required court appearance

See the Student Handbook for additional information.

STANDARD II

PARENTING

ATTENDANCE

Students have the right to:
- physically attend a public school within their attendance area;
- attend a technical or special education center when they qualify and are accepted for enrollment;
- participate in one of the other choice options-Magnet, Choice, Charter, etc.;
- receive information concerning attendance policies at their school to include excused and unexcused absences and tardies;
- make up any work missed because of excused absences;
- request a transfer to another school outside their attendance areas when they experience severe hardships. All appeals must be submitted to the Office of Student Planning and Placement;
- homebound instruction if not attending school due to extended illness (longer than thirty days).

Students have the responsibility to:
- attend classes daily and on time unless circumstances beyond their control prohibit;
- request make-up work from their teachers after the absences have been adequately explained;
- attend school until the age of sixteen. Students aged 16-18 who desire to leave school prior to graduation may do so only upon completion and filing with school an “Intent to Terminate Enrollment” (must complete the electronic exit interview with the office of student affairs and guidance personnel);
- abide by School Board attendance policies;
- make an application for services with the Exceptional Student Education Office if they are eligible for homebound instruction.

Parents have the responsibility to:
- notify school personnel about their child’s absence from school on the day of the absence;
- notify the school of any change of address, phone numbers and emergency contact numbers;
- make application to the Exceptional Student Education Office if a student is eligible for homebound instruction;
- notify school personnel if the family is moving out of town or out of the school’s attendance boundary;
- be aware of school district calendar and coordinate trips, vacations and personal business to support attendance on school days.
Reporting Your Child’s Absence
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- a death in the immediate family of the student;
- an observance of an established religious holiday; documentation of the religious affiliation of the student may be required by school officials; if the religious holiday observance cannot be identified as a traditionally well-known day, school officials should require a note from the parent and a letter from the leader of the faith organization stating that the day, if celebrated, would result in an absence. If the letters are submitted, the absence should be excused and also recognized as an established religious holiday that does not impact any attendance incentives including exam exemptions;
- pre-planned absence for a personal reason that is acceptable to the principal or designee. A parent must make the request in writing to the principal or designee at least three (3) days prior to the date of the absence. The parent will be notified of the decision. Vacations, other than on non-student days, must be approved.
- a subpoena by a law enforcement agency or a required court appearance

See the Student Handbook for additional information.
SAFETY TIPS

WHAT PARENTS CAN DO:

- Talk openly with your child and encourage your child to talk to adults (administrator, teacher, guidance counselor, or social worker) at school.
- Discuss the consequences of using violence to resolve conflict.
- Work with your school PTSA and/or School Advisory Council.
- **KEEP YOUR CHILD’S EMERGENCY CARD UPDATED.**
- Know your school’s emergency reunification plan.
- Have a system for checking your child’s papers from school.
- Know your child’s school’s code of conduct.

See the *Student Handbook* for additional information.

DISTRICT POLICY/RULES AGAINST BULLYING AND HARASSMENT

It is the policy of Hillsborough County Public Schools that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

Hillsborough County Public Schools expects students and school employees to conduct themselves appropriately for their levels of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment.

Bullying includes cyber bullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal or physical behavior, including any threatening, insulting or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve, but is not limited to, teasing; social exclusion; threats; intimidation; stalking; cyber stalking; physical violence; theft; sexual, religious or racial harassment; public humiliation; and destruction of property.
The school district upholds that school-related bullying or harassment of any student or school employee is prohibited during any education program or activity conducted by a school or the district, during any school-related or school-sponsored program or activity, on a school bus, or through the use of data or computer software that is accessed through a computer, computer system or computer network within the scope of the district or through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the district or school, if the bullying substantially interferes with or limits the victim’s ability to participate in or benefit from the services, activities, or opportunities offered by the district or school or substantially disrupts the education process or orderly operation of a school. This subpart does not require a school to staff or monitor any non-school related activity, function, or program.

Students and/or parents may report acts of bullying on our district website, in person, or bully reporting forms available at every school or by calling Crime Stoppers. All reports go directly to the principal or assistant principal of the respective school to investigate and resolve.

For additional information, please visit sdhc.k12.fl.us.

**WHAT STUDENTS AND/OR PARENTS CAN DO:**

Students and/or parents may report acts of bullying on our district website, in person, on bully reporting forms available at every school or by calling Crime Stoppers at 1-800-873-8477. All reports go directly to the principal/assistant principal of the respective school to investigate and resolve.

If you are the victim of bullying:

- Clearly tell the “bully(ies)” to stop.
- Don’t ignore the incident. Immediately report the incident to someone at school or seek peer mediation at school. Tell your parent(s)/guardian(s).
- If the bullying continues after you have clearly told the bully(ies) to stop, make a written record of the incident including date, time, witness or witnesses and parties involved in the incident.
- Report the incident immediately to an adult who has the authority over the bully(ies); for example: teacher, guidance counselor, assistant principal, or principal.
- Avoid being alone with the person(s) who have attempted to bully you in the past.
- If you are the victim of bullying or you feel uncomfortable reporting this fact to adult personnel at your school, contact someone on the following list:
  - Report a bully at [www.sdhc.k12.fl.us](http://www.sdhc.k12.fl.us)
  - Guidance Services, 273-7074;
  - School Social Work Services, 273-7090;
  - Area Leadership Director for your school. The phone number is available at your school;
  - Assistant Superintendent of Administration, 272-4000

For additional information, please visit [www.sdhc.k12.fl.us](http://www.sdhc.k12.fl.us).

*Source: Student Handbook*
INTERNET SAFETY TIPS
FOR PARENTS

1. Monitor your child’s Internet use consistently. This is not a violation of your child’s privacy; this is a safeguarding measure and part of your responsibility as a parent.

2. If your child belongs to a social networking site (MySpace, Facebook, Tagged, Xanga, etc.), look closely at what information they have posted in their member profiles and blogs, including photos and videos. Predators, bullies, profanity, and threats often occur in these types of sites.

3. Find out what other websites your child’s social networking site is linked to. Sometimes your child’s web pages may be safe but they may be linked to a site which could endanger them (a pornographic site, a site in which a friend mentions your child’s phone number, a site slandering school administrators).

4. Talk to your child about your Internet safety concerns in a positive way and give them the opportunity to make safety resolutions that you can both live with (example, how much time can be spent online? Are chat rooms permitted?)

5. Explain that you kids should: NEVER give out personal information (name, address, phone, school name), NEVER meet anyone from online without permission, NEVER open e-mails from unknown senders, and NEVER share their photo with strangers over the Internet. Shared photos are an easy way for a predator to find a child or modify your child’s image for pornographic use.

6. Encourage your children to bring anything strange or upsetting to your attention and don’t overreact when they do (fear of losing Internet privileges is why kids don’t tell parents about problems-and why they may start surfing the web somewhere else).

7. Stay in touch with your child’s online activities. Know who their online friends are (and who is on his/her buddy list), just as you would their other friends.

8. Learn how filtering and monitoring software can assist you in protecting your children (check with your Internet service provider to find out if filtering or monitoring is available for free with your provider). However, don’t rely completely on software to protect your children. Education and parental involvement are the primary methods of prevention.

9. Internet accounts should always be in the parent’s name. The parent should maintain the primary e-mail account and be in charge of all passwords and parental controls. Children should never share their passwords with anyone other than their parents.

10. Notify the police if someone your child met online starts calling him/her, sending gifts, or trying to lure your child from home.

11. Check your credit card statements each month for unusual charges that may indicate that a stranger or your child is making unauthorized purchases.

12. Don’t think of the Internet as a babysitter. Kids on the Internet need adult supervision. Keep the computer in a public area of the house.

Student Learning

- Discuss your child’s school day and homework daily
- Know your child’s academic strengths and weaknesses
- Provide a quiet, well-lighted place with basic school supplies for studying/homework
- Help your children break down big homework projects into smaller, more manageable steps
- Develop a consistent daily routine and time for studying and homework
- Provide encouragement and praise for your child’s efforts
- Share your interests, hobbies and talents with your children
- Provide children with books, magazines, newspapers and other materials, and encourage regular reading
- View selected TV programs together and then discuss them
- Make family trips to the library, zoo, museum, or park a fun learning experience
- Talk with your child’s teacher about creating home learning games and activities
- Assist with homework, but avoid doing it for your child
- Become familiar with the school’s Title I School-Parent-Student Compact
- Attend school meetings on learning expectations, assessment and grading procedures
- Help set goals and develop a personalized education plan for your child
- Participate in activities that help you understand school technology
- Help plan and attend family nights on improving study habits, doing homework, etc.
- Help develop, visit, or offer services to your school’s study/tutor center
- Participate in academic fairs as a family

Adapted from information prepared by the National PTA.
Help Your Child ACHIEVE!

Attendance – Regular attendance is very important and closely related to success at school.
- Arriving on time and remaining for the entire day helps your child receive maximum instruction time and develop good work habits.
- If it is necessary for your child to be absent, call the school’s attendance line.

Communication – Communication is the key to being involved and informed.
- Attend scheduled conferences.
- Request a conference with the teacher if you have a concern.

Health – Good physical and mental health contribute to school achievement.
- Establish a bedtime routine that allows your child to get a sufficient amount of sleep.
- Provide nutritious meals and snacks.
- Schedule timely visits to the doctor for immunizations and physicals.

Interest – Your child needs to know that his or her progress in school is important to you.
- Ask your child questions about his or her day. Ask questions in a manner that encourages them to answer without a simple yes or no. (Tell me about your day...Tell me about what you learned in...reading, math, science, ect.)
- Show your interest by discussing your child’s progress on his or her report card and set goals for improvement.
- Discuss and review homework assignments. Provide support - if it is needed.

Expectations – Expect the best from your child. Expect your child to use the “ABC” rule. Expect them to:
- Ask questions and ask for assistance when help is needed.
- Behave in a manner that allows him/her and others to learn.
- Complete class and homework assignments.

Volunteer – Show your interest and support by volunteering to assist in some capacity.
- Contact your child’s school or PTA to express your interest in helping.
- Volunteer for one event or activity to show your child that you want to help the school.

Encourage – Encourage and recognize your child’s effort.
- Express your confidence in your child daily.
- Display your child’s work.
- Celebrate and recognize your child’s effort.
The MTSS-RtI Tiered Framework

**Tier 1** is what “ALL” students get in the form of instruction (academic, behavior and attendance) and school-wide student supports. Tier 1 focuses on the implementation of the district’s Core Curriculum and is aligned with grade level standards/expectations.

**Tier 2** is what “some” students receive in addition to Tier 1 instruction/support. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or ESE teachers, behavior specialists, etc.) and for a variety of reasons, academics, behavior, and/or attendance.

**Tier 3** is what “few” students receive and are the most intense support levels a school can provide to a student. Typically, Tier 3 supports are provided to very small groups and/or individual students. The purpose of Tier 3 supports is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 supports require more time and a more narrow focus of instruction/intervention than Tier 2 supports.

Tiers describe the **intensity** of support students may receive to improve learning, attendance and behavior. Student supports are fluid within the tiered model. This means that the intensity of supports students receive should be transitioned up or down within the tiers based on student performance over a set amount of time compared to predetermined decision points and SMART goals. Students do not leave Tier 1 to receive intervention in Tier 2 or 3. Likewise, a student should not receive Tier 3 intervention prior to receiving Tier 2.
MTSS-RtI Problem-Solving Process

Throughout the delivery of instruction and interventions, the 4-step problem solving process is used to match instructional and intervention resources to students educational need. School teams continue to engage in data review and the 4 step problem solving process to ensure that student success is being achieved and maintained.

The 4-step problem-solving process involves:

**Step 1:** Problem Identification: Define, in objective and measurable terms, the goal(s) to be attained. Identify if there is there a gap between the grade level expectations and the student’s performance.

**Step 2:** Problem Analysis: Identify possible reasons why the desired goal(s) is not being attained.

**Step 3:** Instructional/Intervention Plan: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

**Step 4:** Review of Effectiveness: Evaluate the effectiveness of the plan in relation to stated goals.

Parental Involvement with MTSS-RtI

Parents should be made aware of the support that their child is receiving across all three tiers of support for academics, behavior and/or attendance. At Tiers 1 & 2, the teacher informs the parent in writing and during parent-teacher conferences of the students’ support and progress. At Tier 3, the parent is invited to participate in the Tier 3 meeting and subsequent meetings to assist in planning for intense support and be informed of the students’ progress over time.

It is important for parents to ask when the school will update them on the results of the interventions. When possible, schools should make suggestions about strategies and interventions that parents can also support at home. Additionally, parents should praise their children for any improvement in the area of concern and continue to communicate with school staff to ensure progress is maintained. For myths and truths about MTSS-RtI, parents should visit the following link: [http://www.florida-rti.org/parentResources/index.htm](http://www.florida-rti.org/parentResources/index.htm)
Use the following pages to play several fun and easy learning games with your child(ren).

Cut out the letters and numbers and use them to create fun and easy games.

Examples:

1. Use the letters to spell out words.
2. Play the Memory Game.
4. Learn a phone number or address.

Enjoy!
Match Up Game
To play the Match Up Game, cut out the letters and numbers.
Separate them and place them into two piles.
Place one set face up on the table.
Place the other set in a bowl or bag and mix them.
Draw one letter or number out at a time. Place it on the
matching letter or number on the table.

Memory Game
To play the Memory Game, cut out the letters and numbers.
Place letters and numbers in a bowl or bag and mix.
Take them from the bowl or bag one at a time and place face
down on the table.
Turn one card over, and then another, to try and find a
match.
If you find the match, then pick up the cards, and place them
in a pile next to you.
If they don’t match, turn them back over in their place and
try again. If you are playing with other people, then it is the
next person’s turn.
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Reading/Language Development

The Language Arts Florida Standards (LAFS) are a set of clearly defined end of year goals that will prepare students for success in college and career. Hillsborough County Public Schools will fully implement the standards in all grade levels during the 2014-2015 school year.

The standards are important because they help ensure that all students, no matter where they live, are prepared for success in the workforce. The standards set clear and consistent expectations for students and focus on the development of critical thinking and language skills. To learn more about the Language Arts Florida Standards, visit http://www.fldoe.org/pdf/lafs.pdf.

Kindergarten students are learning to…

In Kindergarten, your child will learn and practice foundational skills that will enable him or her to develop as a reader and writer. Such foundational skills are necessary and important elements of reading and writing proficiency. Your child will practice rules for recognizing the sounds that make up words and will be able to sound out and write simple two or three letter words. Students will learn to think about what they read and talk about what they have read using supporting information from the text.

- Name uppercase and lower-case letters and match the letters with their sounds
- Understand the difference between letters and words
- Blend and pronounce sounds in three letter words (c-a-t is cat)
- Count, pronounce, and blend syllables in spoken words (eg. monkey has 2 syllables: mon-key)
- Identify words that rhyme or start with the same sound
- Read and write first and last name as well as many familiar words
- Use knowledge of letters and letter-sound correspondences to spell words as they sound
- Enjoy reading and listening to a wide variety of books including fiction and non-fiction
- Retell important events and details in familiar stories
- Compare the adventures and experiences of characters in familiar stories, such as fairy tales and folk-tales
- Write an opinion about a topic or book (e.g., “My favorite book is . . .”)
- Speak clearly to express thoughts and descriptions and take part in conversations and follow rules for discussions (e.g., learning to listen to others and taking turns when speaking)

First grade students are learning to…

In first grade, your child will become a more independent reader and writer. Further, your child will continue to learn and practice rules for recognizing the sounds that form words and will develop necessary skills to be able to figure out more challenging words. Such foundational skills are necessary for capable readers to read
Second grade students are learning to…

In second grade, learning to read with fluency and confidence will serve as a foundation for greater reading demands in the latter grades. By reading a wide variety of books, your child will learn about many topics, develop vocabulary knowledge, and improve word solving skills. This will establish a solid foundation for your child to read, discuss, and write about increasingly challenging books and topics.

- Use phonics (matching letters and sounds), word analysis skills, and knowledge of common prefixes, suffixes (e.g., unhappy, teaching) and vowel teams (e.g., ea makes the long e sound in team, ay makes the long a sound in play) to figure out unfamiliar words when reading and writing
- Determine the meaning of new words or phrases encountered in Science or Social Studies by using context and picture clues
- Accurately read on-level text with understanding and speaking in a different voice for each character
- Draw on details in stories and books, including illustrations and graphics, in order to answer who, what, where, when, why, and how questions
- Determine the lesson or moral of stories, fables, and folktales
- Use text features (e.g., captions, bold print, indices) to locate key facts or information
Third grade students are learning to…

In third grade, your child will continue to build stamina and the necessary skills to read challenging fiction and non-fiction. Third graders will continue to develop vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history, science, art, and music. Third grade students will make important strides in their ability to explain plainly, both orally and in writing, the key ideas an author presents. Below is a list of some of the things that your student will focus on in third grade.

- Determine the meaning of new words or phrases in grade appropriate Science or Social Studies text by using multiple clues
- Read stories and poems aloud with fluency and with expression
- Read a wide variety of stories from different cultures (e.g., myths, fables, and folktales) and explain how the details in the story are connected with the moral or lesson
- Describe how sentences and paragraphs are connected in stories (e.g., first, second, third; cause and effect)
- Compare and contrast stories written by the same author
- Compare the most important points and key details presented in two books on the same topic
- Conduct short research projects by reading several books or articles on one topic and then summarizing the key ideas
- Use text features and search tools (e.g., key words, hyperlinks) to locate key facts or information about a topic
- Ask and answer questions about information learned from a speaker, or while participating in classroom discussions, and offer appropriate comments and details that build on what others have said

Fourth grade students are learning to…

Your child will continue to develop the necessary skills to read increasingly challenging fiction and non-fiction books and articles. Fourth graders will continue to learn about the world as well as build vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history and science. Your child will also conduct research by reading multiple books and articles on a particular topic and summarize the authors’ key ideas.
• Determine the meaning of new words or phrases in grade appropriate Science or Social Studies text by using multiple clues
• Use key features of informational books and articles to summarize and support important points
• Identify the theme of a story, drama, or poem
• Compare ideas, characters, events, and settings in stories and myths from different cultures
• Write summaries or opinions about topics supported with facts, details, and examples from books and articles
• Independently conduct short research projects on a topic using evidence from several books and credible internet sites
• Paraphrase and review information presented in discussions and respond by explaining ideas and understanding of the topic
• Report orally on a topic or tell a story including facts and details
• Relate words that are common in reading to words with similar meanings (synonyms) and their opposites (antonyms)

Fifth grade students are learning to…

In 5th grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and non-fiction from many cultures and time periods. Building knowledge about subjects through research projects and presenting information both orally and in writing will be important to your child’s continuing success.

• Summarize the key details of stories, dramas, poems, and non-fiction materials including themes and main ideas
• Judge evidence that supports particular ideas in an author’s argument to change a reader’s point of view
• Use information from several print and digital sources to answer questions and solve problems
• Form and write opinions that offer reasonable arguments and provide evidence based on information gathered from a variety of sources including books, articles, and credible Internet sites
• Analyze multiple accounts of the same event or topic and identify similarities and differences
• Compare and contrast stories in the same genre (e.g., mysteries, adventure stories) and their themes
• Build knowledge of academic words especially those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
• Engage in thoughtful discussions with others by contributing accurate, information, elaborating on the remarks of others and summarizing key ideas

Page 33
Kindergarten Foundational Reading Activities

**Vocabulary:** Teach your child to recognize color words, number words, high frequency words, and words in the environment (example: crayons, grocery store signs, road signs).

- **blue**  **green**  **red**  **brown**
- **orange**  **purple**  **yellow**  **black**
- **one**  **two**  **three**  **four**  **five**
- **six**  **seven**  **eight**  **nine**  **ten**
- **and**  **a**  **of**  **the**  **to**
- **in**  **is**  **you**  **that**  **it**
- **he**  **was**  **for**  **on**  **are**

**Phonics:** Teach your child to match letters with sounds and words that begin with those sounds.

- Select one of the letter cards from the Appendix.
- Say the sound and ask your child to say it with you. Ask your child to identify things in your home that begin with that letter and/or sound.
  - **Example:** C – cans, coat, corn, counter, couch
- This activity can also take place during a car or bus ride.
- Make it more challenging by having your child write the letter and draw one or two of the items that they see that begins with that letter.

**Phonemic Awareness:** Teach your child to recite nursery rhymes or sing songs with rhymes. This will help your child develop the ability to hear rhyming patterns.

Ask your child to tell you the words that rhyme. You may need to practice several times first.

- **Examples:** Jack and Jill,
  Ran up the hill
  To fetch a pail of water.

  Jack fell down,
  And broke his crown.
  And Jill came tumbling after.

- **Songs:** The Itsy, Bitsy Spider
  Row, Row, Row Your Boat
**Concepts of Print:** Help your child learn to recognize that words tell the story in a book.

As you are reading a book to your child, point to certain words. Ask questions about the words.

**Example:** This is the word “dog”. How many letters are in the word dog? What letter does the word “dog” begin with? What letter does “dog” end with?

As your child reads, encourage your child to point to the words. Be sure the voice and pointing match. Ask, “Did that match?”

**Kindergarten Reading Activities**

**Comprehension:** Read a variety of books with your child including both fiction and non-fiction.

While you are reading with your child, ask one or two of the following questions:

**Fiction:**
- What do you think is happening in the picture?
- Who are the characters in the story?
- Why do you think the character did _________ (action of the character)? What makes you think that?
- Would you like to be like ____________ (character)? Why or why not?
- What is the setting of the story? How do you know?
- What do you think will happen next?
- What are the most important things that happened in the story? Why do you think it is important?
- After reading the story, ask, “Tell me what happened in the story using your own words.”

**Non-fiction:**
- What is this book mostly about?
- What are some things that you learned about __________ (topic)?
- What did you learn from the pictures in the book?
- Would you like to learn more about ____? What would you like to know?
First and Second Grade Reading Activities

High Frequency Words: Teach your child to recognize the 100 sight words included in the Appendix. These words make up 50 percent of all words read and students who are able to recognize them quickly and easily read more fluently and have better comprehension.

Helpful Tips for Learning High Frequency Words

- Write the words on flash cards and play memory games such as Concentration, Go Fish, or Bingo
- Focus on helping your student learn five words at a time
- Once they have mastered five words, add five more words but continue to practice the ones previously learned
- Help your student practice recognizing the words in books and in the environment (e.g., signs and advertisements).
- Ask your student to sort the words using criteria such as shape or number of letters
- Ask your student to practice putting the words together to form phrases and then practice reading the phrases

Phonics: Teach your child to form many new words from a selection of letters. This will help your child develop a deeper awareness of language and sounds.

- Using the letter cards in this book, ask your child to select 5 or 6 consonants and 2 vowels.
  **Example:** b, d, m, p, s, t, a, i
- Have your child arrange the letters to make as many two letter words, three letter words, and four letter words as he/she can. When your child is successful with four letter words, move onto five or six letter words.
  **Example:** it, is, sit, pad, damp, spam
- Ask your child to read and write the words as he/she creates them.
- Challenge your child to create the biggest word possible using these letters.

Assist your child in learning to build new words following familiar spelling patterns.

- Work with your child as a partner.
- Draw a vertical line down the middle of a folded sheet of paper forming two columns. Choose two spelling patterns and write one spelling pattern at the top of each column.
  **Example:** i-e: bike, hike on one side
                  u-e: clue, blue on the other
• Take turns writing appropriate words in columns until no more words can be formed. Give hints as needed. Explain the meanings of unfamiliar words and use them in sentences.

**Fluency:** Assist your child in developing fluency and expression using the following strategies:

• **Echo Reading:** Read the words on the page of a book with expression and then have your child repeat the reading of the words using similar expression.

• **Partner Reading:** Choose a book that you and your child can read together. When your child is ready to read alone, he or she will use a signal, such as a finger snap, to turn you “off”. When your child needs help again, he or she will use the same signal to turn you back on.

**Comprehension:** Help your child think about why an author has written a story or book. While you are reading with your child, ask one or two of the following questions:

Why do you think the author wrote this book? What makes you think that? Is there a lesson the author is trying to teach? Why do you think so? What is the most important thing you think that the author wants us to remember? Why do you think that? After reading, ask your child to retell the story in their own words.

Read two or more non-fiction books or articles on the same topic.

• Have your child compare how the books are similar and provide examples.

• Ask your student to locate important information or details about the topic from the captions, indices, or glossaries.

Provide your student with opportunities to read, listen to, and explore poetry. Choose books on poetry and read the poems aloud with your child.

• Discuss where each line begins and ends and how it creates rhythm.

• Sing a favorite song together and write down the lyrics. Ask your child to write a poem that he or she could sing to the melody of the song. Use the structure of the original song as a guide.
Third - Fifth Grade Reading Activities

**Vocabulary:** Assist your child in developing a deeper understanding of the meanings of words.

- Make a Four-Square Vocabulary Map like the one shown below.
- Fold a sheet of paper into four sections.
- Have your child select two or three words from a book they are reading and fill in the information for the vocabulary map.
- Remember to talk to your child about the words that he/she has written.
- Answer questions and clear up any confusion.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture can be added</th>
<th>What are some examples?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Ask your child to select an informational book to read.
- Remember, your child may read it over a period of several days.
- Allow your child to identify words he/she does not know and write them down.
- Have a discussion and talk about how the words are used in the text. Discuss synonyms and examples.
- Your child can form his/her own definition of the word and write it down or draw a picture.
- Check your child’s definition with the dictionary definition if a dictionary is available. Compare your child’s definition and the dictionary’s. Discuss differences and similarities.

**Fluency:** Support your child in developing fluency and expression which will also improve reading comprehension.

- **Read a story as a duet:** Read a story with your child that he/she has already read. At first, your voice should be slightly louder than your child’s, but as your child shows confidence with the story, lower your voice to allow him/her to take the lead. If your child needs more support, slow the speed of your reading.
Persuasive Argument Research
Have your child use the *Persuasion Strategy Definitions* page in the Appendix to guide them as they research and create a persuasive argument.

- Ask your child to think about a time that they were trying to get an adult to let him/her do something, such as go for a bike ride.
- Using the *Persuasive Strategy Definitions* as a guide, have your student brainstorm and research his/her argument. You may need to help your child locate the right book or navigate the internet for answers.
- Your child may want to take notes as they read and after the research has been completed, fill in the right side of the *Persuasive Strategy Definitions* chart.
- Once the chart has been completed, your student is ready to orally share or write a persuasive argument.

Advertisement Summary
Encourage your child to write a brief advertisement for a recently read book using the strategy of summarization.

- Have your child select a book that he/she has recently read.
- As your child rereads, ask him/her to think about the most important ideas.
- Draw attention to the fact that a television or radio commercial is brief and includes only important information.
- Assist your child in developing an advertisement for the book. Your child should include only the most important information.

Comparing Two Books on One Topic
Read two or more non-fiction books or articles on the same topic and compare the information presented in the books.

- Ask your child to read two books on the same topic or person.
- Have your child compare the information that the authors present and identify the most important points or information that is emphasized in more than one resource.
- Ask your student to include important information or details about the topic from charts, graphs, diagrams, or timelines.
Provide your students with opportunities to read, listen to, and explore poetry. Choose books on poetry and read the poems aloud with your child.

- Discuss where each line begins and ends and how it creates rhythm and affects the meaning of the poem.
- Use the lyrics of a favorite song to discuss how the author uses words to create a mood and then have your student identify the words associated with the mood (e.g., suspense or excitement).
Fifth Grade Reading Activities

**Vocabulary:** Assist your child in developing a broader vocabulary using informational text.

- Have your child select a book to read on an interesting topic.
- Remember, your child may read it over a period of several days.
- Allow your child to identify words he/she does not know and write them down.
- Have a discussion with him/her and talk about how the words are used in the text. Discuss synonyms and examples.
- Your child can formulate his/her own definition of the word and write it down or draw a picture.
- Check your child’s definition with the dictionary definition if a dictionary is available. Compare your child’s definition and the dictionary’s. Discuss differences and similarities.
- Use a notebook or composition books to create a personal word journal.
- Encourage your child to add these words to his/her vocabulary.

**Phonics:** Help your child improve his/her phonics skills by writing words that follow certain spelling patterns.

- Select a spelling pattern that you observe your child having difficulty with in his/her writing. *Example: a long vowel, short vowel or silent letter spelling pattern.*
- Dictate words and have your child write them on a sheet of paper. Provide support as needed.
- Follow by using the word in a sentence and having him/her write the sentence down.
- When your child has finished, reread the words and sentences for him/her so that your child can self-correct the paper.

**Phonemic Awareness:** Help your child learn to listen for the same sounds in words.

- Look for words that your child may be misspelling in their writing.
- Say three words with a common or problem sound at the beginning, middle, or end of the word.
- Ask your child to identify the common sound in the group of words. *Example: ship, pig, and chick share the same middle sound of /i/.*
- Ask your child to write the words or tell you the letter or letters that make that sound.
Fifth Grade Reading Activities (Continued)

**Fluency:** Support your child in developing fluency and expression by having him/her reread a short story or a portion of a story over a period of a week.

- Have your child select a book that is fairly easy for him or her to read.
- On the first night, read the book with your child.
- On the second night, ask your child to read the book to you and select a favorite part.
- On the third night, have your child pretend that he/she is a radio announcer and ask him/her to read their favorite passage alone. If possible, tape the reading and play it back to him/her.
- On the fourth night, ask your child to pretend that he/she is a radio announcer and have him/her read a favorite part to you or to an audience. Audio- or video-tape the reading.
- Following the reading, a member of the audience should compliment your child. **Example:** “I like how you sounded like the character when you read...”

**Comprehension:** Help your child determine the important information in a story.

- Have your child select a book that they have recently read. As your child reads, ask him/her to think about the most important ideas.
- Ask your child to think about the fact that a television or radio commercial is brief and includes only important information.
- Either orally or in writing, assist your child in developing an advertisement about the book. This could be a poster project, or script.
- Your child should include only the information that is important.
## Suggested Author’s List for Kindergarten Students

These authors may have written other books that are appropriate for emerging readers.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Bennet, Jill and dePaola, Tomie</td>
<td>Teeny Tiny</td>
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<tr>
<td>Brett, Jan</td>
<td>The Gingerbread Boy</td>
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<tr>
<td>Cronin, Doreen and Lewin, Betsy</td>
<td>Click, Clack, Moo: Cows that Type</td>
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<td>Galdone, Paul</td>
<td>The Teeny Tiny Woman</td>
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<td>Galdone, Paul</td>
<td>The Three Bears</td>
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<td>Hawkins, Colin and Jacqui</td>
<td>I Know an Old Lady Who Swallowed a Fly</td>
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<tr>
<td>Lionni, Lio</td>
<td>Swimmy</td>
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<tr>
<td>Marshall, James</td>
<td>The Three Pigs</td>
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<tr>
<td>Martin, Bill Jr.</td>
<td>Polar Bear, Polar Bear</td>
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<tr>
<td>McPhail, David</td>
<td>Little Red Riding Hood</td>
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<tr>
<td>Shannon, David</td>
<td>Alice the Fairy</td>
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<tr>
<td>Stevens, Janet</td>
<td>Three Billy Goats</td>
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<td>Williams, Sue</td>
<td>I Went Walking</td>
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### Poetry and Rhyme

<table>
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<th>Author</th>
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<tr>
<td>Carle, Eric</td>
<td>Animals, Animals (Carle)</td>
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<td>Cole, Joanna, Tiegreen, Alan, and</td>
<td>Miss Mary Mack and Other Children’s Street</td>
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<tr>
<td>Calmenson, Stephanie</td>
<td>Rhymes</td>
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<tr>
<td>dePaola, Tomie</td>
<td>Tomie dePaola’s Book of Poems</td>
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<tr>
<td>Hopkins, Lee Bennett and Root, Barry</td>
<td>April, Bubbles, Chocolate</td>
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<tr>
<td>Martin, Bill Jr.</td>
<td>Chicka Chicka Boom Boom</td>
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### Informational Books

<table>
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<tr>
<th>Author</th>
<th>Title</th>
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<tr>
<td>Aliki</td>
<td>My Five Senses</td>
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<td>Calmenson, Stephanie</td>
<td>My Book of the Seasons</td>
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<tr>
<td>Carle, Eric</td>
<td>The Tiny Seed</td>
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<td>Demarest, Chris</td>
<td>Firefighters from A to Z</td>
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<tr>
<td>Ernst, Lisa Campbell</td>
<td>Wake Up Spring</td>
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<tr>
<td>Gibbon, Gail</td>
<td>The Post Office Book</td>
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<td>Hoban, Tana</td>
<td>Look Again</td>
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<td>Liebman, Daniel</td>
<td>I Want to Be a Librarian</td>
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<td>Perkins, Al and Mathieu, Joe</td>
<td>The Nose Book</td>
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<td>Rockwell, Anne and Harlow</td>
<td>Apples and Pumpkins</td>
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<td>Rockwell, Anne and Harlow</td>
<td>My Barber</td>
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<td>Schaefer, Lola M.</td>
<td>This is the Sunflower</td>
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<tr>
<td>Showers, Paul and Kelley, True</td>
<td>Look at Your Eyes</td>
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</table>

Page 43
## Suggested Author’s List for First Grade Students

These authors may have written other books that are appropriate for emerging readers.

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<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Beck, Ian</td>
<td>The Enormous Turnip</td>
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<td>Brett, Jan</td>
<td>Goldilocks and the Three Bears</td>
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<tr>
<td>Clements, Andrew</td>
<td>Big Al</td>
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<td>Eastman, P.D.</td>
<td>Are You My Mother?</td>
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<td>Kent, Jack</td>
<td>The Fat Cat</td>
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<tr>
<td>Llewellyn, Clare</td>
<td>And Everyone Shouted Pull</td>
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<tr>
<td>Lobel, Arnold</td>
<td>Frog and Toad</td>
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<tr>
<td>Long, Melinda</td>
<td>How I Became a Pirate</td>
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<tr>
<td>Martin, Bill Jr.</td>
<td>Knots on a Counting Rope</td>
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<td>Pinkney, Jerry</td>
<td>The Ugly Duckling</td>
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<td>Dr. Seuss</td>
<td>Green Eggs and Ham</td>
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<td>Stevens, Janet</td>
<td>Tops and Bottoms</td>
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<td>Stobbos, William</td>
<td>The House that Jack Built</td>
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<td>Wood, Audrey and Don</td>
<td>The Napping House</td>
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### Poetry and Rhyme

<table>
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<tr>
<th>Author</th>
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<tr>
<td>Crawley, Dave and Petrosino, Tamara</td>
<td>Dog Poems</td>
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<td>dePaola, Tomie</td>
<td>Hey Diddle Diddle and Other Mother Goose Rhymes</td>
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<td>Polacco, Patricia</td>
<td>Babushka’s Mother Goose</td>
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<td>Prelutsky, Jack</td>
<td>Beneath a Blue Umbrella</td>
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<td>White, Mary Michaels</td>
<td>Sing a Song of Popcorn: Every Child’s Book of Poems</td>
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### Informational

<table>
<thead>
<tr>
<th>Author</th>
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<tr>
<td>Aliki</td>
<td>A Weed is a Flower: The Life of George</td>
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<td>Estes, Eleanor</td>
<td>Washington Carver</td>
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<td>Geter, Tyrone</td>
<td>100 Dresses</td>
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<td>Gibbons, Gail</td>
<td>White Socks Only</td>
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<tr>
<td>Hewett, Joan</td>
<td>From Cow to Milk</td>
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<tr>
<td>Knight, Bertram</td>
<td>A Tiger Cub Grows Up</td>
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<tr>
<td>Loomis, Christine</td>
<td>Working at a Zoo</td>
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<tr>
<td>Maestro, Betsy</td>
<td>Across America I Love You</td>
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<tr>
<td>Parks, Rosa</td>
<td>A Fruit is a Suitcase for Seeds</td>
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<tr>
<td>Prelutsky, Jack</td>
<td>Why Do Leaves Change Color?</td>
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<tr>
<td>Richards, Jean</td>
<td>I Am Rosa Parks</td>
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<tr>
<td>Rockwell, Anne and Harlow</td>
<td>The Frogs Wore Red Suspenders</td>
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<td>Sneed, Collard</td>
<td>At the Beach</td>
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<tr>
<td>Willow, Diane</td>
<td>Animal Dads</td>
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<td>STANDART III</td>
<td>At Home in the Rainforest</td>
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<tr>
<td>STUDENT LEARNING</td>
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Page 44
Suggested Author's List for Second Grade Students
These authors may have written other books that are appropriate for emerging readers.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Aardema, Verna</td>
<td>Why Mosquitoes Buzz in People’s Ears</td>
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<tr>
<td>Ailiki</td>
<td>The Story of Johnny Appleseed</td>
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<td>Brown, Jeff</td>
<td>Flat Stanley</td>
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<tr>
<td>Cannon, Jannell</td>
<td>Stellaluna</td>
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<tr>
<td>Daly, Niki</td>
<td>Why the Sun and the Moon Live in the Sky</td>
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<tr>
<td>de Paola, Tomie</td>
<td>Legend of the Bluebonnet</td>
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<tr>
<td>Fox, Mem</td>
<td>Koala Lou</td>
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<tr>
<td>Gardiner, John Reynolds</td>
<td>Stone Fox</td>
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<tr>
<td>Goble, Paul</td>
<td>The Great Race</td>
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<tr>
<td>Osborne, Mary Pope</td>
<td>Magic Tree House Series</td>
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<tr>
<td>Park, Barbara</td>
<td>Junie B. Jones Series</td>
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<tr>
<td>Polacco, Patricia</td>
<td>My Rotten Redheaded Older Brother</td>
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<tr>
<td>Wells, Rosemary</td>
<td>The Fisherman and His Wife</td>
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<tr>
<td>Young, Edward</td>
<td>Lon Po-Po, A Red Riding Hood Story</td>
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<tr>
<td>Zemach, Margot</td>
<td>The Three Wishes</td>
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<table>
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<tr>
<th>Poetry</th>
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<tbody>
<tr>
<td>Bennet, Jill and Sharratt, Nick</td>
<td>People Poems</td>
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<td>Bennet, Jill and Sharratt, Nick</td>
<td>Noisy Poems</td>
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<tr>
<td>Huck, Charlotte S.</td>
<td>Secret Places</td>
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<tr>
<td>Livingston, Myra Cohn</td>
<td>Cat Poems</td>
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<tr>
<td>White, Mary Michaels</td>
<td>Sing a Song of Popcorn: Every Child’s Book of Poems</td>
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<th>Informational</th>
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<tbody>
<tr>
<td>Cherry, Lynne</td>
<td>Great Kapok Tree: A Tale of the Amazon</td>
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<tr>
<td>Gibbons, Gail</td>
<td>The Planets</td>
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<tr>
<td>Gibbons, Gail</td>
<td>Sea Turtles</td>
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<tr>
<td>Heller, Ruth</td>
<td>Animals Born Alive and Well</td>
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<tr>
<td>Parker, Nancy and Wright, Joan</td>
<td>Bugs</td>
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<tr>
<td>Pallotta, Jerry</td>
<td>The Ocean Alphabet Book</td>
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<tr>
<td>Rylant, Cynthia</td>
<td>The Whales</td>
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<tr>
<td>Selsam, Millicent Ellis</td>
<td>How Kittens Grow</td>
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<td>Selsam, Millicent Ellis</td>
<td>A First Look at Rocks</td>
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<td>Seymour, Peter</td>
<td>What Lives in the Sea</td>
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<td>Simon, Norman and Lasker, Joe</td>
<td>All Kinds of Families</td>
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<td>Theodorou, Rod</td>
<td>Florida Manatee</td>
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<td>Turner, Pamela</td>
<td>Hachiko The True Story of a Loyal Dog</td>
</tr>
<tr>
<td>Young, Ed</td>
<td>Night Visitors</td>
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Suggested Author’s List for Third Grade Students
These authors may have written other books that are appropriate for emerging readers.

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<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Adler, David</td>
<td>Cam Jansen Series</td>
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<td>Clements, Andrew</td>
<td>A Week in the Woods</td>
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<td>Creach , Sharon</td>
<td>Granny Tortelli Makes Soup</td>
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<td>DiCamillo, Kate</td>
<td>The Tiger Rising</td>
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<tr>
<td>Duffy, Betsy</td>
<td>How to be Cool in Third Grade</td>
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<tr>
<td>Fogelin, Adrian</td>
<td>Crossing Jordan</td>
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<tr>
<td>Holt, Kimberly Willis</td>
<td>Mister and Me</td>
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<tr>
<td>Kehret, Peg</td>
<td>Stranger Next Door</td>
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<tr>
<td>Martin, Rafe</td>
<td>The Rough-Faced Girl</td>
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<tr>
<td>San Souci, Robert</td>
<td>The Talking Eggs</td>
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<tr>
<td>Steptoe, John</td>
<td>Mufaro’s Beautiful Daughters</td>
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<tr>
<td>White, E. B.</td>
<td>Charlotte’s Web</td>
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<tr>
<td>Wilder , Laura Ingalls</td>
<td>Little House on the Prairie Series</td>
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<td>Winter, Jeanette</td>
<td>Follow the Drinking Gourd</td>
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Poetry

<table>
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<tr>
<th>Author</th>
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<tr>
<td>Hughes, Langston, Pinkney, Brian</td>
<td>The Dream Keeper</td>
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<tr>
<td>Katz, Bobbi</td>
<td>Pocket Poems</td>
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<td>Singer, Marilyn</td>
<td>Footprints on the Roof</td>
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<td>Stepanek, Mattie</td>
<td>Heartsongs</td>
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<td>Yolen, Jane</td>
<td>Street Rhymes Around the World</td>
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Informational Text

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<tr>
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<tr>
<td>Ackerman, Diane</td>
<td>Animal Sense</td>
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<td>Arnosky, Jim</td>
<td>All About Turtles</td>
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<td>Berger, Melvin</td>
<td>Do Tarantulas Have Teeth?</td>
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<tr>
<td>Cherry, Lynne</td>
<td>A River Ran Wild</td>
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<tr>
<td>Cole, Joanna</td>
<td>Magic School Bus Series</td>
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<td>Esbensen, Barbara Juster</td>
<td>Baby Whales Drink Milk</td>
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<td>Gehrig, Lou</td>
<td>Lou Gehrig: The Luckiest Man</td>
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<td>Jenkins, Martin</td>
<td>The Emperor’s Egg</td>
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<td>Kalman, Bobbi and Langille, Jacqueline</td>
<td>What is an Amphibian</td>
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<td>Krull, Kathleen and Diaz, David</td>
<td>Wilma Unlimited</td>
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<tr>
<td>Lawrence, Jacob</td>
<td>The Great Migration</td>
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<tr>
<td>Provensen, Alice and Martin</td>
<td>The Glorious Flight</td>
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<tr>
<td>Wangberg, James K.</td>
<td>Do Bees Sneeze?</td>
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<tr>
<td>Wiles, Deborah</td>
<td>Freedom Summer</td>
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Suggested Author’s List for Fourth Grade Students

These authors may have written other books that are appropriate for emerging readers.

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<tr>
<th>Author</th>
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<tr>
<td>Alvarez, Julia</td>
<td>How Tia Lola Came to Stay</td>
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<td>Boyd, Dawson</td>
<td>Circle of Gold</td>
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<tr>
<td>Byars, Betsy</td>
<td>Summer of the Swan</td>
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<tr>
<td>Cleaver, Bill</td>
<td>Kissimmee Kid</td>
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<tr>
<td>Clements, Andrew</td>
<td>Extra Credit</td>
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<tr>
<td>Dahl, Roald</td>
<td>James and the Giant Peach</td>
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<tr>
<td>DiCamillo, Kate</td>
<td>Because of Winn Dixie</td>
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<tr>
<td>Draper, Sharon M.</td>
<td>Out of My Mind</td>
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<tr>
<td>Haddix, Magaret Peterson</td>
<td>Found</td>
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<tr>
<td>Kehret, Peg</td>
<td>The Ghost’s Grave</td>
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<tr>
<td>Lin, Grace</td>
<td>Where the Mountain Meets the Moon</td>
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<td>Mathis, Sharon Bell</td>
<td>Hundred Penny Box</td>
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**Poetry**

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<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Bryan, Ashley</td>
<td>Ashley Bryan’s ABC of African American Poetry</td>
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<tr>
<td>Delacre, Lulu</td>
<td>Arroz con Leche: Popular Songs and Rhymes from Latin America</td>
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<tr>
<td>Hollander, John and Comport, Sally</td>
<td>American Poetry: Poetry for Young People</td>
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<tr>
<td>Lewis, Patrick J.</td>
<td>Earth Verses and Water Rhymes</td>
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<tr>
<td>Worth, Valerie</td>
<td>All the Small Poems</td>
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**Informational**

<table>
<thead>
<tr>
<th>Author</th>
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<tr>
<td>Cline-Ransome, Lesa</td>
<td>Satchel Paige</td>
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<td>Hurwicz, Claude</td>
<td>Juan Ponce De Leon</td>
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<tr>
<td>Kudinski, Kathleen V.</td>
<td>Night Bird – A Story of the Seminole Indian</td>
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<tr>
<td>Lawrence, Jacob</td>
<td>The Great Migration: An American Story</td>
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<tr>
<td>Lewin, Ted</td>
<td>Tooth and Claw: Animal Adventures in the Wild</td>
</tr>
<tr>
<td>Pringle, Laurence</td>
<td>Sharks Strange and Wonderful</td>
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<tr>
<td>Pringle, Laurence</td>
<td>Wolfman: Exploring the World of Wolves</td>
</tr>
<tr>
<td>Riehecky, Janet</td>
<td>Cinco de Mayo</td>
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<tr>
<td>Rockwell, Anne</td>
<td>Only Passing Through: The Story of Sojourner Truth</td>
</tr>
<tr>
<td>Ross, Wilma S.</td>
<td>Fabulous Facts About the 50 States</td>
</tr>
<tr>
<td>Seymour Simon</td>
<td>Icebergs and Glaciers</td>
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<tr>
<td>Strasser, Todd</td>
<td>Kids’ Book of Gross Facts and Feats</td>
</tr>
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</table>
### Suggested Author’s List for Fifth Grade Students

These authors may have written other books that are appropriate for emerging readers.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Armstrong, William H.</td>
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<tr>
<td>Berleth, Richard</td>
<td>Samuel’s Choice</td>
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<td>Bunting, Eve</td>
<td>SOS Titanic</td>
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<tr>
<td>Haskins and Benson</td>
<td>Building a New Land</td>
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<tr>
<td>Levy, Elizabeth</td>
<td>If You Were There When They Signed the Constitution</td>
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<tr>
<td>MacLachlan, Patricia</td>
<td>Sarah, Plain and Tall</td>
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<tr>
<td>McGill, Alice</td>
<td>Molly Bannaky</td>
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<tr>
<td>McGovern, Ann</td>
<td>If You Sailed on the Mayflower</td>
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<tr>
<td>Paterson, Katherine</td>
<td>Bridge to Terabithia</td>
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<tr>
<td>Paulsen, Gary</td>
<td>Hatchet</td>
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<tr>
<td>Pinkney, Jerry</td>
<td>Dear Benjamin Banneker</td>
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<tr>
<td>Rawlings, Margaret</td>
<td>The Yearling</td>
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<tr>
<td>Ryan, Pam Munoz</td>
<td>Esperanza Rising</td>
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<tr>
<td>Spinelli, Jerry</td>
<td>Loser</td>
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<td>Veclana-Suarez, Ana</td>
<td>Flight to Freedom</td>
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### Poetry

<table>
<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Bryan, Ashley</td>
<td>Ashley Bryan’s ABC of African American Poetry</td>
</tr>
<tr>
<td>Delacre, Lulu</td>
<td>Arroz con Leche: Popular Songs and Rhymes from Latin America</td>
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<tr>
<td>Hollander, John and Comport, Sally</td>
<td>American Poetry: Poetry for Young People</td>
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<tr>
<td>Katz, Susan</td>
<td>A Revolutionary Field Trip: Poems of Colonial America</td>
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<tr>
<td>Worth, Valerie</td>
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### Informational

<table>
<thead>
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<tr>
<td>Ochoa, George</td>
<td>Amazing Hispanic American History</td>
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<tr>
<td>Kirkpatrick, Katherine</td>
<td>Redcoats and Petticoats</td>
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<tr>
<td>Fritz, Jean and de Paola, Tomie</td>
<td>Shh! We’re Writing the Constitution</td>
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<tr>
<td>Kroll, Steven</td>
<td>The Boston Tea Party</td>
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<td>Jenkins, Steve</td>
<td>The Top of the World: Climbing Mount Everest</td>
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<td>Montgomery, Sy</td>
<td>The Snake Scientist</td>
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<tr>
<td>Mochizuki, Ken</td>
<td>Passage to Freedom: The Sugihara Story</td>
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<tr>
<td>Simon, Seymour</td>
<td>The Brain: Our Nervous System</td>
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<tr>
<td>Bowen, Betsy</td>
<td>Tracks in the Wild</td>
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<td>Burns, Cherie</td>
<td>The Great Hurricane: 1938</td>
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<tr>
<td>Branley, Franklin</td>
<td>The International Space Station</td>
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<tr>
<td>Sandberg, Carl</td>
<td>Abe Lincoln Grows Up</td>
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<tr>
<td>Jackson, Kate</td>
<td>Mean and Lowly Things: Snakes, Science, and Survival in the Congo</td>
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</table>
Sunshine State Young Readers Award
Elementary Battle of the Books Titles

Grades 3-5

Fake Mustache... by Tom Angleberger

The One and Only Ivan by Katherine Applegate

Mousenet by Prudence Breitrose

Floors by Patrick Carman

The Year of the Book by Andrea Cheng

Thomas and the Dragon Queen by Shutta Crum

Double Dog Dare by Lisa Graff

Melonhead by Katy Kelly

Touch Blue by Cynthia Lord

Waiting for the Magic by Patricia MacLachlan

The Candymakers by Wendy Mass

The Five Lives of Our Cat Zook by Joanne Rocklin

Glory Be by Augusta Scattergood

The Wish Stealers by Tracy Trivas

Janitors by Tyler Whitesides
Fry’s First 100 Instant Words children need to know
for reading, writing, and spelling fluency.
If children can read these words, they know about 50% of all words in any book.

<table>
<thead>
<tr>
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<th>Group 1c</th>
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<td>will</td>
<td>number</td>
</tr>
<tr>
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<td>up</td>
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<td>way</td>
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<td>a</td>
<td>by</td>
<td>about</td>
<td>could</td>
</tr>
<tr>
<td>to</td>
<td>word</td>
<td>out</td>
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<td>in</td>
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<td>many</td>
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<tr>
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<td>first</td>
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<tr>
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<tr>
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<td>so</td>
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<tr>
<td>he</td>
<td>we</td>
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<td>her</td>
<td>who</td>
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<td>would</td>
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<td>can</td>
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<td>there</td>
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<tr>
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<tr>
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<td>an</td>
<td>has</td>
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<tr>
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<td>day</td>
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<td>which</td>
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<td>did</td>
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<tr>
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<td>more</td>
<td>get</td>
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<tr>
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<td>do</td>
<td>write</td>
<td>come</td>
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<td>go</td>
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<td>their</td>
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<td>from</td>
<td>if</td>
<td></td>
<td>part</td>
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www.MakeReadingFirst.com - Helping Parents and Teachers Create Better Readers
### Fry’s Second 100 Instant Words

**children need**
to know for reading, writing, and spelling fluency.

<table>
<thead>
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<td>set</td>
<td>try</td>
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<td>put</td>
<td>kind</td>
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<tr>
<td>sound</td>
<td>where</td>
<td>end</td>
<td>hand</td>
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<tr>
<td>take</td>
<td>help</td>
<td>does</td>
<td>picture</td>
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<tr>
<td>only</td>
<td>through</td>
<td>another</td>
<td>again</td>
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<td>much</td>
<td>well</td>
<td>change</td>
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<td>work</td>
<td>before</td>
<td>large</td>
<td>off</td>
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<tr>
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<td>line</td>
<td>must</td>
<td>play</td>
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<tr>
<td>place</td>
<td>right</td>
<td>big</td>
<td>spell</td>
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<td>too</td>
<td>even</td>
<td>air</td>
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<td>mean</td>
<td>such</td>
<td>away</td>
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<td>turn</td>
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<td>point</td>
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<td>men</td>
<td>answer</td>
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<td>need</td>
<td>study</td>
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<td>form</td>
<td>home</td>
<td>should</td>
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<td>man</td>
<td>three</td>
<td>us</td>
<td>America</td>
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<tr>
<td>think</td>
<td>small</td>
<td>move</td>
<td>world</td>
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</tbody>
</table>

**www.MakeReadingFirst.com** - Helping Parents and Teachers Create Better Readers
**Fry’s Third 100 Instant Words** children need to know for reading, writing, and spelling fluency.
If children can read all 300 words, he/she knows about 65% of all words in any book.

<table>
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<th>Group 3a</th>
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<td>don’t</td>
<td>children</td>
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<td>few</td>
<td>side</td>
<td>eat</td>
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<td>feet</td>
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<td>might</td>
<td>mile</td>
<td>far</td>
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<td>below</td>
<td>close</td>
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<td>Indian</td>
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<tr>
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<td>nest</td>
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<td>hard</td>
<td>began</td>
<td>above</td>
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<td>grow</td>
<td>girl</td>
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<td>example</td>
<td>took</td>
<td>sometimes</td>
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<td>life</td>
<td>four</td>
<td>cut</td>
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<td>start</td>
<td>always</td>
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<td>young</td>
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<td>state</td>
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<td>soon</td>
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<td>book</td>
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<td>got</td>
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<td>often</td>
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<tr>
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<td>run</td>
<td>later</td>
<td>it’s</td>
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</tbody>
</table>

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Instant Word Lists created by Dr. Edward Fry.
For more lists see Spelling Book by Edward Fry, Laguna Beach Educational Books, 245 Grandview, Laguna Beach, CA 92651
Additional Online Resources

1. Hillsborough County Public Schools has partnered with Capstone myOn Reader to provide students with a personalized online library based on students’ interests and abilities. The program provides students access to hundreds of online books and monitors student reading progress. Directions for accessing your child’s myOn account are included in the Appendix.

   www.myON.com

2. Read Write Think is a website that provides additional ideas, resources, websites links, and tools that support kindergarten through fifth grade students in developing the necessary skills to become thoughtful and proficient readers.

   http://www.readwritethink.org/parent-afterschool-resources

3. Be sure to apply for a free library card and take advantage of the resources and books that Hillsborough County Public Libraries have to offer.

   http://www.hcplc.org/

4. Hillsborough County Public Schools Library and Media Services website offers information and links to a wide variety of media resources including recommended book lists, e-books and virtual libraries, and reading incentive programs.

   http://lms.mysdhc.org/

5. PTA has partnered with educational experts and authors of the Florida Standards to create A Parent’s Guide to Student Success which provides information regarding what children should be learning at each grade and additional activities that parents can do at home to support their child’s academic success.

   http://www.pta.org

6. Additional information regarding the Florida Standards can be found at the website link provided below.

   http://www.flstandards.org/
Effective writing is focused on a topic, organized logically with details to support the ideas, and uses the conventions of standard written English (capitalization, punctuation, spelling, and correct sentence structure). The following information is offered to assist you as you work with your child to help him/her learn to communicate in writing.

**Focus Ideas**

- Encourage your child to stay on topic when talking together.
- Brainstorm ideas with your child so he/she can tell, draw, or write about such as memories, family outings, and special events.
- Help your child choose one idea to tell, draw, or write about after brainstorming ideas.

**Organization Ideas**

- When your child is telling a story or having a discussion with you, guide him/her to keep thoughts in order (beginning, middle, end).
- Share the writing experience with the child. Write his/her ideas while the story is told.
- Encourage your child to write down ideas as a plan for writing. Your child could plan writing with a sketch (simple drawing), a sketch with labels (drawing with key words written next to people, objects, places, etc.), or lists.

**Support Ideas**

- After your child has chosen a subject, ask him/her to choose the two most important or memorable parts to sketch and write.
- When having a conversation with your child, ask questions to gather more information (What do you mean? What else happened? What was your favorite part?)
- Talk with your child about his/her selected topic (school, trips to the store, going to a park, etc.). Ask him/her to tell you some specific details. For instance: Who was there? What did you see, hear, smell, or taste? What did you do? How did you feel?

---

**Online Tools and Resources**

**mySPOT - Student Parent Online Toolkit**

Staying connected to HCPS is easy when you know where to look. Let mySPOT lead the way. mySPOT, the (S)tudent (P)arent (O)nline (T)oolkit is a web based, central location for useful HCPS resources. Edsby, myPaymentPlus and the annual school calendar are just some of the links you’ll find when connected to the mySPOT portal. If you are an Edsby user, your username and password will also log you in to mySPOT. If you do not have an account, registration is simple.

**Edsby Online Gradebook**

Communication is the key to ensure a student’s success and Edsby provides the perfect way to facilitate that communication. Edsby, the district’s online gradebook, keeps parents engaged by connecting them to teachers, classroom assignments and grades.

**Guidmii**

Curious about academic options? Hillsborough County Public Schools engages students, parents, teachers and school counselors to ensure student success with Guidmii (Pronounced Guide Me). This web-based academic planning tool, available for middle and high school students, enables secondary students and parents to develop a roadmap to college and career readiness.

**Math Homework Hotline**

Every Thursday your child can get math help for free! Math Homework Hotline is a math help show geared primarily for middle school students. District math teachers answer phone lines from 5:30 p.m. to 7:00 p.m. assisting students with math questions at all levels. At 6 p.m. the live show begins and the hosts work math problems related to the theme for the night. Students can also agree to have their math question answered live during the hour-long show. Math? Not a Problem! Just call 813-840-7260 Thursdays beginning at 5:30 p.m.
Effective writing is focused on a topic, organized logically with details to support the ideas, and uses the conventions of standard written English (capitalization, punctuation, spelling, and correct sentence structure). The following information is offered to assist you as you work with your child to help him/her learn to communicate in writing.

Focus Ideas
- Encourage your child to stay on topic when talking together.
- Brainstorm ideas with your child so he/she can tell, draw, or write about such as memories, family outings, and special events.
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Support Ideas
- After your child has chosen a subject, ask him/her to choose the two most important or memorable parts to sketch and write.
- When having a conversation with your child, ask questions to gather more information (What do you mean? What else happened? What was your favorite part?)
- Talk with your child about his/her selected topic (school, trips to the store, going to a park, etc.). Ask him/her to tell you some specific details. For instance: Who was there? What did you see, hear, smell, or taste? What did you do? How did you feel?
Convention Ideas

- Encourage your child to read what he/she wrote. Praise your child for his/her writing (even if letters are not formed correctly or your child used “invented” spelling). Help your child with one convention need at a time. For instance, focus on capital letters one time and periods as ending punctuation another time.
- Model how you write using capitalization, punctuation, and spelling through daily tasks around the house such as shopping lists, envelopes, letters, etc. Talk about how you use capital letters at the beginning of a name and how you end a sentence with punctuation.
- Use magnetic letters on the refrigerator to help your child spell various words. Accept “sound spelling” such as kat=cat, luv=love, or hape=happy.

Ideas to Make Writing a Meaningful Experience

- Provide paper and pencils so your child can write any time and at any place.
- Provide opportunities for your child to help you write a letter to a relative, write a grocery list, send a greeting card, or write a message.
- Be a writer yourself and show the many purposes for writing. Write a note to place in a lunch box, label his/her backpack and supplies, create notes for scrapbooks, etc.
- Provide opportunities for your child to participate in activities such as stringing beads, putting puzzles together, and making things from play dough. These activities develop the small muscles in fingers that help when holding a pencil.
- Encourage your child to write every day.
- Praise your child’s writing by displaying it and sharing it with family members. Focus on the message or meaning of the writing.
Effective writing is focused on a topic, organized logically with details to support the ideas, and uses the conventions of standard written English (capitalization, punctuation, spelling, and correct sentence structure). The following information is offered to assist you as you work with your child to help him/her learn to communicate in writing.

**Focus Ideas**
- Encourage your child to stay on topic when talking together.
- Provide a spiral notebook where your child can keep a list of ideas for writing: trips, events, stories, facts, special people in his/her life, etc.
- Write notes to your child and encourage him/her to write notes to you for a specific purpose. Notes can include reminders, good luck wishes, “great job” notes, and thank you notes.
- Provide time for your child to read his/her writing to you followed by a conversation about the topic. Ask questions such as: What is the topic of your writing? Where did you write extra information that is not on topic?

**Organization Ideas**
- After your child has chosen a topic to write about, ask him/her to choose the two most important or memorable parts.
- Help your child organize the writing so that it includes a beginning, middle, middle, and end. (The two middle sections are the two ideas mentioned in the previous bullet.)
- Talk with your child about how he/she plans before writing. Students are encouraged to use a B,M,M,E (Beginning, Middle, Middle, End) plan taught across our district.

**Support Ideas**
- When having a conversation with your child ask questions to get more information (What do you mean? What else happened? What was your favorite part?)
- Talk with your child about any subject (school, trips to the store, going to a park, etc.). Ask him/her to tell you some specific details. For instance: Who
was there? What did you see, hear, smell, or taste? What did you do? How did you feel?

- Ask your child to show where he/she elaborated in his/her writing. (Authors achieve elaboration when they stay on an idea to provide more details and help the reader feel a part of the action, setting, or moment.)
- Encourage your child to locate and add elaboration in his/her writing.

**Convention Ideas**

- Encourage your child to read what he/she wrote. Praise your child for his/her writing (even if words are not always spelled correctly or punctuation is sometimes missing).
- Focus on just one convention at a time and coach your child to improve.
- Encourage your child to find areas of conventions to improve.
- Provide a dictionary and thesaurus to use as resources.
- Model how you write using capitalization, punctuation, and spelling through daily tasks around the house such as shopping lists, envelopes, letters, etc. Talk about how you use capital letters at the beginning of a name and how you end a sentence with punctuation.

**Ideas to Make Writing a Meaningful Experience**

- Encourage your child to write every day.
- Provide paper and pencils so your child can write any time and at any place.
- Encourage your child to write for a variety of purposes such as letters to friends and relatives, invitations, journals, lists of things to do, messages to friends and family members, etc.
- Be a writer yourself and show the many purposes for writing. Write a note to place in a lunch box, label his/her backpack and supplies, create notes for scrapbooks, etc. Discuss your writing with your child.
- Praise your child’s writing by displaying it and sharing it with family members. Focus on the message or meaning of the writing.
Transitioning to Mathematics Florida Standards

This information is designed to offer parents ideas for reinforcing and extending thinking outside of school. Everyday experiences provide outstanding opportunities to apply mathematics skills and to deepen understanding. This guide complements Parents’ Guide to Student Success found at www.pta.org. The Mathematics Florida Standards (MAFS) include the K-5 grade level standards, which can be found at http://www.fldoe.org/pdf/mathfs.pdf and the Standards for Mathematical Practice, found at http://www.corestandards.org/Math/Practice/. The activities included in this section are organized by grade level and are based on the standards taught.
Winning Strategies for Helping Your Child in Math

There are helpful strategies parents can use that are applicable to children of all ages. These are some of the same strategies teachers are using to build communication, reasoning, and problem solving skills. Keep these in mind as you explore the activities for each grade level.

- **Talk with your child.**
  Open communication is important. Ask your child questions such as, “What did you learn about in math today?” “Can you show me how you solved the problem?” “What is another way to solve the problem?” “Does your answer make sense?” “How do you know you have the correct answer?” Talk about the math you see around you when you see it. As you see math being used, point it out and ask questions to get a discussion going.

- **Talk with your child’s teacher.**
  Keep communication flowing by talking with your child’s teacher regularly, not just at parent-teacher conferences. By asking the teacher questions and becoming involved in what and how your child is learning mathematics concepts and skills, you can determine how to best help at home to solidify or extend learning. Ask to see samples of your child’s work. Discuss how your child is being assessed and how you can help at home.

- **Model a positive attitude toward mathematics.**
  It is important for you to have a good attitude about mathematics and to encourage your child to do his/her best. Teaching methods, materials, grade level content, and even mathematical terms may seem new and different than when you learned mathematics. Embrace changes by learning more about them yourself and modeling curiosity through questioning why and how mathematics works. Students often see mathematics as a magical, mystical subject that some get and others do not. Understanding why procedures work and asking questions help children to build confidence in their own mathematical thinking.

- **See wrong answers as an opportunity to learn more.**
  Mistakes can actually be very helpful in learning mathematics. Resist the temptation to correct your child as soon as an incorrect answer is shared. Ask your child to restate what the problem is asking in their own words. Use this as an opportunity to ask your child questions like, “How do you think you might go about solving this problem?” “How did you get that answer?” and “Can you show me how you solved the problem?” Encourage your child to talk through their solution strategy. Often this reveals an incorrect use of a procedure or a larger misunderstanding of the mathematics concept. With multiple choice situations, look at each possible answer and talk about why the other options are incorrect. Examine different ways to solve a problem to deepen understanding.
In Kindergarten, students will focus heavily using numbers to represent quantities, counting objects, and solving addition and subtraction word problems by modeling the situations with sets of objects. Students will also learn about shapes. They will identify, name, and describe basic two-dimensional and three-dimensional shapes.

- **Count objects.** As you count objects at home, work with your child on saying the number name.
  - As your child gets dressed, count shoes and socks. “How many shoes will you put on?” Point to each shoe, saying the number name, and then ask how many shoes there are in all.
  - As the year progresses, count more and more objects. Make experiences as normal and practical as possible. Count toys, pieces of cereal, or books. Watch for skipping of objects and counting more than one object at a time.
- **Put together and take away objects.** Talk about simple situations of adding and subtracting objects.
  - Use objects like a pack of crayons and tell your child a short story such as, “You have one red crayon and one blue crayon. How many crayons do you have?” Watch as your child models the story by takes one red crayon and one blue crayon, puts them together, and shares the answer as two crayons. Change the situation with different amounts of objects. Let your child do the thinking and modeling as you ask questions and talk about the way he or she solved the problem.
  - Place ten pieces of cereal or buttons in a clear plastic zip-lock bag. Use a permanent marker to draw a line on the bag to split the bag in half. Tell your child to move the contents of the bag from side to side to talk about how many objects are on each side of the bag. Ask questions like, “How can you show a different number of buttons on each side?” Talk about the different ways to show the number of buttons in the bag. This will help with breaking apart numbers, which then helps with addition and subtraction.
- **Go on a shape hunt!** Identify shapes around you.
  - Use vocabulary at home to describe where objects are. Talk about things that are *above, below, beside, in front of, behind, and next to*. For example, look for a book that is in front of the toy or a flower that is next to a tree.
  - Name two-dimensional shape representations you see in your environment. Look for squares, circles, triangles, rectangles, and hexagons. Ask your child where they see things that look like triangles. Ask them to tell you how they know it is a triangle and not a circle or a square.
  - Name three-dimensional shapes you see in your environment. Look for cubes, cones, cylinders, and spheres. Ask your child to tell you where he or she sees a sphere in the room. Play with clay and build shapes.
First Grade

In first grade, students will develop understanding of addition and subtraction within 20 using models to match problem situations. First graders will use place value understanding and properties of operations to add and subtract. In first grade, students develop an understanding of the meaning of measurement by comparing lengths and telling time. Reasoning with shapes builds upon what was learned in kindergarten.

- **Solve addition and subtraction word problems.**
  - Make up addition and subtraction problems about objects and events around you. Use objects as counters, like buttons or cereal, to represent the people and things in the story. Watch and listen as your child selects the number of objects to use and decides how to solve the problem. Ask clarifying questions like, “What does this counter represent?” or “Why did you put this group with the other group?”
  - Sample problems:
    - There are three players practicing on the baseball field. After a whistle sounds, some more players run onto the field. Now there are eleven players on the field. How many players ran onto the field after the whistle sounded?
    - 16 party bags were made. 12 children each took a party bag. How many party bags are left?
    - Some party bags were made. 12 children each took a party bag. There are 4 party bags left. How many party bags were made?

- **Compare the length of objects.**
  - Find three objects and talk about which is longest. Help your child to compare the length of the objects by looking at two at a time and comparing them. In your travels around town, talk about which building is taller or shorter, tallest and shortest.
  - Use blocks, paper clips, or small pieces of paper to measure the length of an object. Watch and listen as your child decides how to use copies of the same small object to measure the length of the longer object.
Second Grade

In second grade, students focus heavily on place value with number through four digits, and understanding addition and subtraction with 2 and 3-digit numbers. Second graders also focus on measuring length with customary units (inches, feet and yards) and metric units (centimeters and meters).

- **Use measuring tapes for house projects and for learning!**
  - Use measuring tapes as a number line to add and subtract on a number line. As you are preparing to measure length for any remodeling or gardening project, invite your child to help out by estimating and calculating when possible. Using the measuring tape is excellent application for use of the number line to add and subtract.
  - Before you try to fit furniture through a doorway or prepare to rearrange furniture in a room, involve your child in the process to make it a meaningful application of mathematics skills.

- **Hit the road!**
  - When you are on the road, use this as an opportunity to add or subtract miles using road signs. For example, if you are at mile marker 261 and heading 8 miles north, ask your child to use mental math to calculate what mile marker you will be at after 8 miles.
  - Teach your child about how an odometer works. Focus on the last two or three digits and note the starting mileage and the ending mileage after a short trip. Have your child estimate first then calculate the distance traveled.
  - Note the minimum speed on the speed limit sign on the highway. Have your child read the speedometer to note how fast you are traveling and find the difference between the minimum speed and your speed. Watch out! This is a great learning experience and it may make you more aware of your speed.
Third Grade

In third grade, students build on what was learned in second grade by using place value with addition and subtraction. Third graders focus heavily on understanding multiplication and division in the context of word problems. Students use a variety of strategies to solve problems involving multiplication and division. Students develop an understanding of fractions using different models including number lines. Students measure length and perimeter and learn more about shapes and their attributes.

- **Bake and make multiplication and fractions happen at home!**
  - Baking muffins or cupcakes? Look for multiplication and divisions situations in the kitchen! This is a prime opportunity for discovering arrays. Ask questions like “When you look at the muffin tin, do you see how this is like multiplication? How many groups of muffins did we bake?” Help your child to see if that a 3 x 4 muffin pan is three rows of four muffins or four rows of three muffins when you turn the muffin tin.
  - Using measuring tools while cooking is a valuable experience for students. Follow a recipe together and let your child choose the tools to measure ingredients. As a challenge, tell your child you need to double or halve a recipe and talk about how this impacts the amount of ingredients used. To find half of \( \frac{3}{4} \), use a number line and break the fourths in half. Visuals with a number line combined with measuring pitchers create a terrific learning experience.
  - Invite your child to help out in baking a casserole or sheet cake. Before you slice it, talk about how many equal parts you plan to end up with.
    - What will the array look like?
    - If you plan to make 24 equal pieces, will the array be a 2 x 12, a 3 x 8, or 4 x 6?
    - What is the perimeter of your pan?
    - If you cut the cake or casserole in half and cut it in half again, how many pieces will you have?
    - If you have 24 pieces and each person gets 2 pieces, what equation can you write to match the situation?

- **Get outside and do math!**
  - Before you start that garden project, make sure your child is involved in the planning process. Since third graders learn about perimeter and measuring length in metric and customary units, talk with your child about which units will work best and have him or her apply knowledge of measuring perimeter. Talk about the use of division and fractions in sectioning off the vegetables or flowers you are planting. Set up a data table to record the growth of plants and the time schedule for watering.
  - Calculating the amount of water in a swimming pool could require use of an advanced formula, but that doesn’t mean third graders cannot help out by measuring the length and width of the pool for you. Take those measurements and your water sample to the pool store and talk about the math used to calculate the amount of gallons in the pool.
Fourth Grade

In fourth grade, students focus on algebraic reasoning with expressions, equations, and patterns. The understanding of multiplication and division developed in third grade is built upon with multiplying 2-and 3-digit whole numbers and dividing by 1-digit and 2-digit divisors through the use of place value and models. In fourth grade, students also focus on understanding decimal place value, area, and angles in two-dimensional shapes.

- **Create a budget and save cash!**
  - Your child’s understanding of decimals, multiplication, and division will really come in handy in creating a budget and shopping at stores. Before going grocery shopping, decide on a spending limit, make a list, and gather coupons. As you shop together, have your child keep a running total by estimating. Bargain shop by comparing two or three products and finding the difference in cost. If you are purchasing multiple items, use multiplication with the rounded cost per item to find the estimated total. When you get home, use the grocery list to make up word problems that require reading and comparing decimals or adding and subtracting whole number amounts.

- **Use cash instead of credit when shopping with your child.**
  - Why? Using cash provides you the opportunity to use mathematics much more than swiping your debit/credit card. While at a sporting event or movie, budget for food, estimate and calculate the cost, and calculate the change before the cashier gives it back. Make it a game to beat the cashier at saying the change before he or she does. Using mental math regularly builds number sense.

- **Watch and learn through sports!**
  - Sports events offer unique opportunities to compare and calculate with decimals. Watching finishing race times sets the stage for great conversations about how much faster one team or individual was than another. As you watch football, talk about the possible scores should each team get a certain number of touchdowns, field goals, and extra points. Set up scenarios for basketball teams for getting 2-point shots, 3-point shots, or free throws. As you watch baseball, talk about what some of the statistics mean such as RBI or ERA and compare player’s averages by comparing the decimals. You can estimate the area a baseball player covers in his position.
Fifth Grade

In fifth grade, students focus on interpreting graphs and data, understanding division with 1 and 2-digit divisors, adding and subtracting fractions, adding and subtracting decimals, and measuring volume and capacity. Application of math concepts through real world problem solving, especially in science, is critical for a successful year in fifth grade.

- **Search for data!**
  - Each week look through the newspaper or Internet for graphs and charts about current news. Challenge each other to find a graph that is interesting and impacts your family. Graphs showing gas prices or corn crop production open up a dialogue for the severe impact changes can have on different people. Ask your child questions that require him or her to analyze the graphs and interpret information. Look carefully at the title, labels, scale and format used in the graph.

- **Start cooking!**
  - Cooking and fractions go hand in hand. Have your child select a recipe and cook something together. Let him or her take the lead but ask math questions throughout the process. As dry ingredients are being incorporated, ask how much flour and sugar has been combined. Pause to have your child estimate about how much of the dry ingredients are in the bowl then calculate the sum by adding the fractions together. Before following the recipe, you can decide to double the recipe and double fractions. Encourage your child to draw a number line in addition to using the measuring pitcher to show the relationship between these tools.
  - When you have finished baking a cake or a casserole, divide it into equal parts and discuss the fractions as you take out slices. Ask questions like, “If you give a slice to each of our family members, what fraction of the cake will be left? What fraction of the cake will be eaten?”

- **Shop and save!**
  - Clip those coupons before you head out to the store. Use this as an opportunity to talk about how much the discounted price will be. Read and interpret coupons and advertisements inside the store. When your child wants a new pair of pants, have him or her justify why it is a good deal.
  - Don’t be fooled by advertised deals. Encourage your child to be a smart shopper who compares price per pound or price per quantity over the look, size, and shape of the box. A smart shopper will look beyond the cover of the package and analyze the cost. When you are shopping, ask your child questions like, “If an item is 50% off the regular price and you have a coupon for an additional 50% off, will the item be free? Why or why not?”
Parents are a vital part of a child's educational process and educational experience. Even in the age of technology, there is no substitute for parental involvement in the education of a child. The process of absorbing, processing, and comprehending knowledge does not have to take place in the formal classroom. With an inquisitive mind, a walk through your yard or neighborhood park can open a new world of experiences. “Look at this…”

One of the most important things a parent can do is encourage and build upon their child's natural sense of curiosity. Children find out about the world around them by asking questions, testing and manipulating objects around them, and developing ideas about how their world works. As parents, you can foster this “sense of wonder” by having a positive attitude and encouraging their questions. Ask, “What are you wondering about…” Try keeping a family notebook of questions. This will validate your child's curiosity and encourage him or her to keep wondering. Select one or two questions from the notebook to find the answers.

Parents do not have to worry about being the expert. You do not have to have all the answers. Encourage your child to find the answer; don’t give it to her or him. Your attitude towards your child’s questions is more important than your scientific knowledge. Say, “Let’s find out about…” Then use the library, the internet (some sites are listed), or conduct an investigation to find the answer. It is important to ask your child to tell you what they have learned – make them your “teacher”– it will help them clarify what they have discovered, as well as let you know how much they understood.

The key to learning science is to develop a scientific attitude toward science. Scientists are objective. They collect data and then base their conclusions on the data. This means they don’t jump to conclusions, but make observations and take notes. We know about our world through the notes of all the scientists who have come before us. We know about the skies from Copernicus, about gravity from Isaac Newton, about nature from Audubon. These scientists formulated their ideas from observations, notes, and careful reflection on their data. You don’t have to be as learned as these scientists. The most important thing is for you to be a role model for your children and share your enthusiasm and sense of wonder about science.

Learning science does not need to be expensive. You can foster observation with a pair of binoculars and a magnifying glass. Make a collection of objects – leaves, flowers pressed between paper towels, shells, rocks, seeds. Display them in a special place or make a scrap book. Take outings to parks, the beach, or the zoo. Keep a notebook of interesting things you and your child see. Take pictures and have your child write captions about the picture. Go to the library to find books about the
plants, trees, birds, and shells that you find and try to identify them. Go outside after dark and look at the stars. Use the internet to find out the names of the stars and planets you see. When you cook, involve your child. Ask questions about how they think the heat goes from the stove to the food. Talk about how food changes when it is cooked – can it be reversed? There is science all around us – in our houses, our cars, even on the way to the supermarket. If we think about it, everything around us has been invented by scientists and engineers to serve a purpose. Children can learn science by taking apart and putting together simple every day items such a pens. How do they work?

Science is a way of doing. It is a process that we use to find out about the world. We have listed these process skills and ways you can help your child develop them to become scientists. These skills are: Observing, Measuring, Predicting, Classifying, Inferring, Investigating, Communicating, Making Models, and Defining Operationally. Here are some ideas you can use to help your child with these skills.

**Observing:**
We use our senses when we observe to take in information. Make sure to incorporate as many of the 5 senses as possible when observing.

**Sight**
- Bug boxes and hand lenses are available at the dollar store.
- Go to a local park. Observe how many different animals they see in an area.
- Go on a walk in the neighborhood and observe how many different plants/flowers they see.
- Start a rock collection. Use a hand lens to observe the colors and crystals in the rock.

**Scent**
- Collect different scented oils. Dip a cotton ball in each scent and put in a sealed container. Have child smell the container and try to identify the scent.
- Get scratch and sniff stickers. Have your child cover their eyes and identify the scent of the sticker.
- When cooking, ask your child to describe what they smell.
- Cut a fruit or onion in half and using only sense of smell identify what the fruit or vegetable is.
Taste
- Put different fruits in a container. Without looking in the container, identify the fruit by taste.
- Without looking, spoon feed child different ice cream flavors and identify the flavor by taste.

Hearing
- Play a game like “Marco Polo” either in the yard or in the pool. The person who is Marco calls out “Marco”, other members call out “Polo.” Marco tries to find the other children only using sense of hearing.
- Try to count/estimate how many kernels have popped in a bag of microwave popcorn by hearing.
- Sit in a park or yard and listen for different animal sounds. How many different kinds of bird songs, insects, frogs do you hear?
- What is the last sound you hear at night just before you fall asleep?

Touch
- Create feeling bags. Put different objects in a paper bag and have child reach in and identify object by feeling it. (cotton balls, grapes, macaroni, yarn, etc)
- Go to the fabric section of a department store or craft store and feel the different fabrics and describe how they feel.
- Feel different fruits and vegetables in the store to test for ripeness.

Communicating:
We communicate in science when we share information. We use charts, graphs, lab reports, written, and oral communication. We can help our children with this skill by asking questions and having discussions while finding the answers. When someone watches an interesting program about science, or finds something on the internet, have them share what they learned with the family. Ask your child to give you the directions for a simple recipe (peanut butter and jelly sandwich, for example). Follow those directions exactly – then discuss how it turned out! When the child says, “put the peanut butter on the bread”, don’t open the jar, **put the jar on the bread**! Discuss how to improve the directions and look at some recipes, then follow them when you and your child cook them.
Keep a Family Science Notebook:

- Write in a daily notebook about the places you visit; include observations of sounds and smells of science on your trip.
- Write in your notebook when you work in your garden. Draw pictures and label the plants, insects, and objects found in the garden.
- Cut pictures out of magazines or a newspaper about scientists or science in the news.
- Write the ABC’s of science. Write science words for each letter of the alphabet and draw pictures for the meaning of each.
- Make a notebook of observations of animals in your yard or park near your home. Watch birds building a nest, ants building a mound, clouds moving across the sky or pictures of the moon every night for a month.
- Make a list of things you want to learn about in science.
- Collect a group of leaves and make a set of leaf rubbings by placing the leaf under the page of the journal and rubbing lightly over the leaf with a pencil or crayon.

Communicating about Science at School:

Find ways to discuss and extend school Science lessons at home. Ask your child about what he/she is learning in science and look for opportunities to extend that learning at home. Some questions that might open a dialog between you and your child about their science instruction might be:

- What long term investigation is your class working on now?
- What did you observe in science class today?
- Did you collect any data in science today?
- What did you record? How did you record it?
- Were you able to make any discoveries today?
- Did you draw any conclusions about what you did in science?

Investigating:

Do family Science experiments and projects at home. Explore the world around you! You can use household items to conduct science experiments, make observations, record change, and ask questions.
Simple Investigations:
- Do all objects float? Find objects, predict and test if they will float, use different containers. (sink, bucket, bathtub)
- How do objects change? What happens when you freeze water in a container? Can the change be reversed? Try pancakes, ice, cut fruit, eggs, cereal or milk.
- What’s inside fruits and vegetables? What happens when you plant the seed?
- What family traits does your child have? Hair color, eye color, shape, can anyone roll their tongue? Which hand does everyone use? How about grandparents and aunts or uncles?
- Find a toy or calculator that uses solar energy to run. Predict how much of the solar panel can be covered before it stops working, then try out your predictions.

In an experiment, children are testing a hypothesis by using the Scientific Method. The steps to the method used for projects in the Hillsborough Regional Science, Technology, Engineering, and Math (STEM) Fair are as follows:
- Research
- Purpose
- Hypothesis
- Procedure:
  - Materials
  - Variables
  - Step-by-step Directions
- Data
- Graph
- Conclusion

Listed below are web sites with suggestions for easy science investigations to do at home:

http://www.familieswithpurpose.com/scienceprojects.html

http://www.stevespanglerscience.com/experiments/

http://www.sciencekids.com

http://sciencebuddies.org

You can do full experiments at home or just try out some demonstrations and investigations. You might want to keep a family list of science questions that you think of when you are observing the world around you.

The public library is a great resource for project ideas and background research. Your local librarian may be able to further assist you.
Classifying:

- Put on a white adult sock over each shoe and take a walk through a safe weedy area. Collect seeds and classify according to similarities and differences.

- Sort and classify buttons, assorted beans, shells, and other objects. Try sorting by different attributes such as texture, color, shape, and size. Have your child try to come up with new ways to sort or classify objects.

- When going for a walk in the park pick up different kinds of leaves and have your child classify them by size, shape, texture, and color.

Measuring:

- Measurement tools such as rulers and even the bathroom scale can help a child learn to identify quantitative attributes (texture, color, shape, general size) of household objects.

- Have your child help you to measure produce on the scales at the grocery store. Compare different items from the produce department.

- Keep a chart of your child’s growth and measure it with both inches, feet, and in metric with centimeters and meters. You can do this with a sewing measuring tape.

Making Models:

A model is a representation of an object or an idea. Children make models when they play with blocks, Legos, or anything that they can find. We typically think of science models as a volcano or the Solar System.

- Make Play Dough out of salt, flour and water. Mix 1 cup flour, 1 cup of boiling water, 2 tablespoons of cream of tarter, 1 half cup of salt, and 1 tablespoon of cooking oil. Mix all of the ingredients together. Be careful as they will be hot. Use when it cools. Food coloring can be added if desired.

- Create models of animals to make a miniature farm or zoo.

- Create houses or buildings out of any available materials (boxes, blocks, paper, etc.) See how well your house stands up to the “hurricane” of a hair dryer set on high. Keep building until it survives and figure out what had to be done to make it stronger.

- Make paper airplane models and see how well they fly. Keep a chart of how far they fly. Compare designs to find the best one. Try different kinds of paper and compare how well they fly.
Defining Operationally:

As we learn about the world around us, we form definitions based on our experiences. We know what an object is by the way we use it or what it does. We do not need to look up many words in a dictionary – we have a working definition of what the words we use mean by how they are used. In science, we form definitions of words that we learn the same way. They are based on our observations of how we use the word when we do the science. You can help your child with words they are learning by asking questions such as, “What do you think that means?” or “How do you know that?”

Predicting:

We predict when we state what we think will happen. It is an educated guess. In reading we use prediction to tell what we think will happen before we read a book based on the cover, pictures, and the blurb in front of the book. In mathematics, we predict when we estimate how much we have spent in the grocery store. In science we predict what we think will happen when we experiment. We can help our children with this skill by asking them to predict throughout the day and then checking to see how well they did. Ask, “What do you think will happen if…”

- Predict how hot it will be at noon, at supper time, in the morning-keep a record to check your prediction.
- Predict how long it will take to drive to a destination such as the store. Use the timer function on a cell phone to check.
- Predict what will happen when cooking.
- Predict what the weather will be, keep a chart for a few weeks and look for patterns to help your predictions.
- Predict how fast the car is moving, and ask “How do you know?” They have to use visual cues and think when we challenge them with such questions.

Inferring:

We are inferring when we make statements based on our observations. We have observed that when the sun comes out, it warms up as the day goes on. We infer that the sun is what makes it warm because our skin is warm when we hold our arm out in the sun. The inference is based on our observation of the way the sun’s energy warms us, so it must help warm the air, too. Parents can help their children with inferring by asking questions that get them thinking. Why do you think...? How do you know?
Family Resources/Family Field Trips:

Busch Gardens:

Visit the Animal Care Center and observe new baby animals. Get a different perspective by going through the Tree Top Trails. Visit the Bird Gardens and learn about exotic birds. Keep a journal of all the new species you see. Investigate forces on the roller coasters.

MOSI: The Museum of Science and Industry

Learn about butterflies in their Butterfly Garden. Explore the Backwoods Trail and see Florida wetland and upland habitats. Learn about the human body in The Amazing You. Explore physical science in Kids in Charge.

Florida Aquarium:

Take a trip through the Floridan Aquifer and learn the importance of water to Florida’s plants and animals. Learn about the species of fish that live in the bays and oceans around Florida. Touch star fish and anemones. Keep a journal of the things you observe.

Lowry Park Zoo:

Visit Florida animals in their habitats. Observe primates from around the world. See baby animals and interact with many kinds of animals.

Kennedy Space Center:

Tour the Space Center to learn about the history of space flight. Tour the Astronaut Hall of Fame. Special arrangements can be made to have lunch with an astronaut.

Sea World:

When you tour the various exhibits, you can compare how mammals differ from fish when they swim and interact in the water.

Hillsborough County Cooperative Extension Office in Seffner:

This resource is available to the public free of charge. You can have them help you identify plants, pests, and have soil analyzed. They have classes on food, nutrition and health, Compost workshops, and teach how to make Solar Cookers. There are Rain Barrel workshops and the Betty Walker Discovery Garden.
MyOn:

MyOn is the world’s largest interactive digital library with over 4,000 books geared for Pre-K through 12.
To log on to the site you must go to: http://myon.com

The student should type in their school’s name.
   Login – is the student’s lunch number.
   Password- is the student’s birth month and year.
   (August 2004 would be 082004)

The site has many books to choose from. Here is a sample of the books you can find under the Science section:

**Physical Science**
- Max Axiom Books
- Comparing Properties
- How to Make a Liquid Rainbow
- How to Make Slime

**Earth Science**
- Anatomy of a Tornado
- Cave Crawlers
- Canyons
- Crystals
- Erosion

**Life Science**
- Animals with No Eyes
- Tour of Our Circulatory System
- An Ocean of Animals

Websites for Science Family Fun:

1. NASA
   http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html
   Explore various Science Activities of varying difficulty and ability levels to engage and entertain your child while reinforcing or extending science concepts learned at school.

   http://www.nasa.gov/audience/forstudents/k-4/index.html
   NASA designed activities and resources targeting students in grades K-4. Students can read stories that are engaging and tie into science curriculum, play interactive games, increase vocabulary through use of a picture dictionary, and a quick search engine for kids to research some of their “wonderings.”
2. **Busch Gardens/Sea World**  
   [http://seaworld.org/](http://seaworld.org/)  
   Find information on different animals, their behavior, adaptations, etc. There are fun games for children to play, as well as information about camps and other informational information.

3. **The Happy Scientist**  
   [http://www.krampf.com](http://www.krampf.com)  
   Renowned Florida scientist, Robert Krampf, has a great website where you can access a free experiment of the week and a weekly newsletter. There are more videos and activities available with a subscription.

4. **Britannica Online**  
   [http://www.sdhc.k12.fl.us](http://www.sdhc.k12.fl.us)  
   All Hillsborough county students can access Britannica (Encyclopedia) online. Access Britannica online through the above Hillsborough County website. Select the yellow button that says "library media" (from the main site) then choose Britannica Online Elementary (on the right).  
   **Username:** books  
   **Password:** books

5. **National Geographic**  
   [http://www.myNGconnect.com](http://www.myNGconnect.com)  
   Student log in information:  
   **Username:** Student lunch number  
   **Password:** 2 digit month and 4 digit year of birthday  
   If your child has trouble accessing this site, contact your child's teacher.

6. **National Geographic Kids**  
   Find more activities and resources on National Geographic Kids website. There are games and reading activities on several science topics. If your child has a wondering they can search for it on the site to find more information.

7. **Florida State Parks**  
   [http://www.floridastateparks.org](http://www.floridastateparks.org)  
   Explore the state park system and find locations for making observations outdoors.
8. South West Florida Water Management District (SWFMD)
http://www.swfwmd.state.fl.us/education/
Find educational activities, Splash activities, and virtual tours of the watershed on this site, as well as ways for families to work together to help conserve water.

9. Stellarium
http://stellarium.org
Use this site to identify stars and planets in the night sky. You can turn off the daylight filter, add constellation lines and pictures, and see what planets are in the sky.

Family Experiments and Investigations:

Grow Salt Crystals!

Crystals are a very special structure. They grow in a pattern that is organized and three dimensional, without any help from us. Most crystals take years to form under pressure and heat, and they have strong attractions that draw them together into their patterns. In this activity, we are going to grow salt crystals!

Materials:

- Small baby food jar
- Tap water
- 2 tablespoons of Epsom salts
- Spoon
- Scissors
- Sheet of dark construction paper
- Saucer

Procedure:

1. Fill your jar half full of water and add the Epsom salts. Stir.
2. Cut a circle out of the construction paper to fit the inside of the saucer.
3. Pour a thin layer of the salt solution over the paper but do not pour the undissolved salt onto the paper.
4. Place the saucer in a warm place and let it sit for several days.

Parent Tip: Have your child predict what will happen to the liquid, and give a reason why they made that prediction. Foster curiosity by saying, “Let’s see what happens!” and then have your child tell you about their observations. You can even write them down in the family notebook.
(Grow Salt Crystals! Cont.)

What Happened?

The results will be needle shaped crystals that form from the salts. These are the natural shape of Epsom salts. The reason they don't look like this in the box is because they have been crushed. As the water evaporates the crystals start to stack up together, and the longer it evaporates the more crystals you will have!

Oobleck

Materials:
About 2 ounces cornstarch
Short clear plastic cup
Food Coloring

Put cornstarch in a short cup. Add a tiny bit of water and mix them together. Add more water bit by bit until something interesting begins to happen. Play with it, stir it, hit it, squeeze it, pick it up, pour it. You can also add food coloring.

Extension:
- What two states of matter does Oobleck show? Is it a liquid or a solid? How do you know?
- What happens when you apply pressure to Oobleck?
- What happens when you release the pressure on the Oobleck?
- Can you throw a ball of Oobleck?

Dancing Raisins

Raisins may be dehydrated grapes, but when you add a little liquid to them they don’t become grapes again--they become hip-hoppin’ dancers. Of course, if you want to show your child how raisins can get their groove on, you can’t use just any liquid.

That’s because in order to truly show your child the principles of density and buoyancy, you’ll need a little carbon dioxide gas to get those raisins dancing. There are a couple of different ways you can get that effect--with the old standard of baking soda and vinegar or with a less messy (and less predictable) clear, carbonated soda.
(Dancing Raisins Cont.)

Materials:

- 2 to 3 clear glasses (depending on how many versions of the experiment you want to run at the same time)
- A box of raisins
- Clear, well-carbonated soda (tonic water, club soda and Sprite all work)
  OR
- Baking soda, vinegar and water
- Dance music

Experiment:

*Note: For the baking soda and vinegar version of the experiment, you’ll need to fill the glass halfway with water. Add 1 tablespoon of baking soda, stirring to make sure it dissolves completely. Add enough vinegar to make the glass about three-quarters full, then proceed to Step 4.*

1. Decide whether you want to use soda or baking soda and vinegar to conduct the experiment or if you want to compare what happens in both versions of the experiment.

2. Put out one clear glass for every different type of soda you’ll be testing. Make sure your soda hasn’t gone flat and then fill each glass to the halfway mark.

3. Plop a couple of raisins into each glass. Don’t be alarmed if they sink to the bottom--that’s supposed to happen.

4. Turn on some dance music and observe the raisins. Soon they should begin dancing their way to the top of the glass.

Observations to Make /Questions to Ask:

- What happened when you first dropped the raisins in the glass?
- Why did they sink?
- Once they started "dancing" did the raisins stay at the top?
- What else did you notice happening to the raisins? Did they look different?
- Do you think the same thing would have happened if you put raisins in water?
- What other objects do you think would "dance" in soda?
**Make a Soda Bottle Terrarium**

Making a soda bottle terrarium is a project that is easy and enjoyable. You can create an environment that your child can observe.

**Materials:**
- Empty 2 Liter soda bottle with the cap
- Scissors
- Marker
- Potting soil
- Potting stones or gravel
- Seeds or a small plant
- About 18 inches of clear wide tape such as packing tape

**Instructions:**
- Mark a line around the soda bottle about 6 inches from the base of the container.
- Cut the bottle in half following the line.
- Place the stones in the bottom half of the bottle.
- Cover the stones with about 4 inches of potting soil.
- Place the plant in the soil. If using seeds, plant the seeds according to the directions on the packet.
- Moisten the soil with tap water, being careful not to form puddles.
- Place the top half of the bottle into the bottom by squeezing the bottle until it fits.
- Wrap the tape around the seam to secure it.

**Parent tip:** A utility knife works well to cut the bottle. Children should not cut the bottle with either the scissors or knife. If there seems to be too much moisture in the terrarium, open the top for a few days. Add water sparingly.

**Observations to Make:**
Chart the growth of the plant, especially if you start with seeds. Keep a journal of observations. Predict how tall the plant will grow. Observe how the moisture collects on the sides. Investigate the water cycle and relate it to your terrarium.

**Gardening Activities**

Even if you don’t have much space, you can garden with your child. Containers such as large pots, gallon milk jugs, Earth Boxes, and even old sneakers can be used. Put potting soil in them, making sure there is some drainage. If not, use some stones or gravel under the soil. Seeds can be purchased inexpensively at discount stores. Keep the soil moist until you see the plants start to sprout. You can plant vegetables or flowers. Some vegetables may take up more space.
(Gardening Activities Cont.)
What to do with your “garden”:
Keep a journal, starting when you plant the seeds. Predict and then keep track of how long it takes the different seeds to sprout. Measure how tall the plants grow and record the measurements in the journal. Measure and record how much water your plants need, and how often you need to water. Compare the rates of growth between different plants. Make a graph of the data you collect and use it to predict how tall the plants will grow. Observe the parts of the plant with a magnifying glass. Draw what you see in your journal.

STEM: Science, Technology, Engineering, Math:

You may have heard this term in the news lately. Our students have been working with STEM for the past year every Monday and when they took part in the Science Olympics. What is it?

The National Research Council defines the components of STEM as:

**Science** is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.

**Technology** comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

**Engineering** is a body of knowledge about the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.

**Mathematics** is the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.

If you think about all the inventions that have ever been invented, the principles of STEM have been used. Engineers use Math and Science to develop their inventions which help solve a problem or meet a human need. Technology, such as today’s
computers, helps in the design of the invention. Our students experience STEM when they are given a scenario that requires them to solve a problem by planning a design for something, building it, testing it, and then analyzing how well it worked to solve the problem. Then they have to revise their plans, and retest to see how well it solved the problem. Here are a few projects that you can do at home that use the same design process that your children use at school.

**Acoustical Engineering:**

**Keep the Quiet**

Scenario:
You are having all of your best friends over for a sleepover. You know that you are going to stay up later than your parents would like you to, and you will all be playing your favorite video games and watching movies. You know that if you wake up your parents you are going to be in trouble, so you want to find a way to sound proof your room to keep everyone happy.

Purpose: To determine how to make a room quieter.

Materials:
- Ticking timer
- Shoe box
- Pencils
- Cotton balls
- A measuring device (ruler, meter stick, tape measure, etc)
- Any other material to try to line the shoebox with to sound proof it

Procedures:
1. Set up an area of a room that has no background noise. (turn off radio, etc)
2. Place the shoe box on a table or flat surface.
3. Turn on the timer and place it in the box and place the lid on the box.
4. Draw and label a diagram in your at home science journal. Predict how far you will be able to walk away from the timer before you are no longer able to hear it.
5. Walk in a straight line away from the timer until you can no longer hear the timer. Mark the spot by placing a pencil on the ground.
6. Create a data table in your at home science journal. Record the distance from the timer you were able to go.
7. Line the shoe box with cotton balls.
8. Repeat steps 3-6.
9. Repeat with as many different materials as you would like to test.
10. Reflect on your findings in your at home science notebook.
Solar Engineering:

Making Tea with Solar Energy

Scenario:
Your neighborhood has decided to have a block party for 4th of July. The adults will be cooking and grilling delicious food items, and the children in the neighborhood will be setting up lemonade stands. Well, every kid in the neighborhood is going to sell lemonade, so you decide you want to sell something else so decide to set up a sweet tea stand. You aren’t sure the best way to make the tea, so you need to set up an experiment to find the best way to use the sun’s energy to make your tea.

Purpose: To demonstrate the best way to use visible light from the sun to make tea.

Materials:
- 1 cup measuring cup
- Cold tap water
- 2 identical quart glass jars with lids
- 2 tea bags
- Aluminum foil
- Timer

Procedure:
1. Pour 1 cup of cold tap water in each jar (try to ensure that the temperature of the water in each jar begins at the same temperature)
2. Place 1 tea bag in each jar, and close the jar with a lid
3. Wrap one of the jars completely with aluminum foil, leaving only the lid exposed, do not wrap the second jar.
4. Place the two jars in the sun.
5. In an at home science notebook, draw and label a diagram of your set up, and predict which jar will heat up more using only the solar energy.
6. After 15 minutes, gently shake each jar to mix the contents.
7. Remove the lids from each jar and the aluminum foil. Then compare the color of the liquid in each jar.
8. Parent tip: The jar with the darker color has more tea dissolved into it and therefore would be the stronger tea.
9. Draw, color, and label your set up at the end of the investigation.
10. Reflect on your investigation, was your prediction accurate? Why do you think you got the results you did, is there anything that happened that you did not expect to?
Structural Engineering:

Save the Ski Lodge

Scenario:
You are hired to design a ski lodge in Aspen, Colorado. They have had several engineers submit ideas for their ski lodge. The problem is that it snows a lot in Aspen, and every time it snows the roof to the ski lodge caves in. We need you to find the shape of a roof that will be the strongest, so it will not cave in on the ski lodge every time it snows.

Purpose:
To determine if the shape of a roof, when using the same materials, can make the roof stronger.

Materials:
- 2 books of equal thickness
- 1 sheet of copy paper
- Ruler
- 15 or more pencils
- Notebook to make sketches, record data, and reflect

Procedure
1. Lay the books on a flat surface so that they are 15 cm apart. (represents the ski lodge)
2. The piece of paper represents the roof that you need to design.
3. Sketch a blueprint of your roof design in a blueprint book.
4. Create a model of what you sketched in your blueprint.
5. Place your roof on the books with an equal amount of the roof on each book.
6. One at a time place a pencil on the roof. Record how many pencils the roof will hold before it caves in.
7. Create a data table to record the shape of your roof and how many pencils your roof held.
8. Reflect on the strength of your roof.
9. Repeat Steps 1-8, 3 or 4 times to test different shaped roofs to determine the best one for the ski lodge in Aspen.
10. Explain the “best” roof design and explain why that design is the strongest.
STANDARD III
STUDENT LEARNING

Structural Engineering: Save the Ski Lodge

Scenario:
You are hired to design a ski lodge in Aspen, Colorado. They have had several engineers submit ideas for their ski lodge. The problem is that it snows a lot in Aspen, and every time it snows the roof to the ski lodge caves in. We need you to find the shape of a roof that will be the strongest, so it will not cave in on the ski lodge every time it snows.

Purpose:
To determine if the shape of a roof, when using the same materials, can make the roof stronger.

Materials:
- 2 books of equal thickness
- 1 sheet of copy paper
- Ruler
- 15 or more pencils
- Notebook to make sketches, record data, and reflect on learning

Procedure
1. Lay the books on a flat surface so that they are 15 cm apart. (represents the ski lodge)
2. The piece of paper represents the roof that you need to design.
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10. Explain the “best” roof design and explain why that design is the strongest.

5 Things you Need to Register for mySPOT
- Student Number
- Student’s School
- Student’s Date of Birth
- Last 4 Digits of the Student’s Social Security Number
- Valid Parent/Guardian Email Address

Take advantage of the ease and flexibility of mySPOT and access it wherever you go using any web-enabled device.

Visit www.sdhc.k12.fl.us and type “go mySPOT” in the search box.

Scan Me! View the mySPOT Parent Registration Tour with a Smart Phone or call 813-840-7055 for customer support.
# Books I have Read

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My Child’s Goals Are.... (For the First 9 weeks.)

My Child’s Goals Are.... (For the Second 9 weeks.)
My Child’s Goals Are....  (For the Third 9 weeks.)

My Child’s Goals Are....  (For the Fourth 9 weeks.)
My Goals Are.... (For the Summer.)

“WOW” Look What I Learned: (Write or Draw)
When I Grow up I Want To... (Draw or Write Below)
Volunteering

- Promote and volunteer for before-and after-school programs
- Respond to school surveys on your interests, talents and skills
- Let school staff know your availability to volunteer (days, times and how often)
- Coordinate and participate in evening and weekend volunteer activities at school
- Assist your child’s teacher in the classroom or on field trips when you are able
- Work with school staff and educators to develop volunteer activities you can do from home
- Assist school staff and educators in creating a warm and welcoming atmosphere for parents
- Help provide child care and/or transportation for volunteering parents
- Collaborate to develop creative ways to use volunteers at school
- Work with others to develop volunteer job descriptions and evaluations
- Assist school staff in recruiting parents and community members as volunteers
- Attend training and orientation on how to be an effective volunteer
- Learn and uphold school discipline, confidentiality and other policies as a volunteer
- Set a time to talk regularly with school staff and educators with whom you are working
- Participate in organizing and planning ways to recognize and appreciate volunteers
- Respond to school surveys/questionnaires on the effectiveness of volunteer programs
- Help develop and distribute a volunteer directory to parents, school staff and teachers
- Volunteer your consulting services in your areas of expertise to school staff or educators

Adapted from information prepared by the National PTA.
NOTES
PTA/PTSA Information
Parent, Teacher Association / Parent, Teacher, Student Association

Ways for Parents to be Involved in their Child’s Education

1. Give positive feedback and show appreciation for teachers and the principals.
2. Approach interactions with a positive attitude and an open mind.
3. Listen to other’s viewpoint.
4. Share your child’s strengths, talents, and interest with your child’s teachers.
5. Share expectations and set goals together for your child.
6. Make appointments as needed to discuss your child’s progress and concerns.
7. Attend parent-teacher conferences with specific questions you want to ask.
8. Indicate the best way to give you information (phone, e-mail, notes, etc.)
9. Understand and reinforce school rules and expectations at home.
10. Participate in informal opportunities to talk with and get to know school staff and educators.
11. Address concerns or question honestly, openly, and early.
12. Attend PTA or parent meetings regularly.
13. Read classroom and/or school newsletters.
14. Visit your school’s web site.
15. Know school staff’s extension and office hours.
16. Read and know your school’s handbook.
17. Request that information be available in all relevant languages.
18. Share your family’s culture, values, and parenting practices with your child’s school.
19. Share your perceptions with educators and school staff of how parents are treated.
20. Work with school staff and educators to revise and improve perceptions and school climate.
21. Meet your child’s friends and get to know their parents.
22. Contact your school for information on family programs, and resources.
23. Help establish a parent center at the school and use it regularly.
24. Help create a toy/book lending library and visit it regularly.
25. Assist in developing parent support programs/groups and attend them.
26. Make an effort to volunteer in some capacity at least once a year.

Please contact your school PTA/PTSA President
contact the National PTA at www.pta.org or 1-800-307-4PTA(4782).
Hillsborough County Council PTA/PTSA at http://hccpta.mysdhc.org
PTA/PTSA Information

Making Time for Parent Involvement
Tips for Busy Parents

Long hours on the job, long commute times, long family to-do list, and a short amount of time to accomplish it. Sound familiar? The fact is today’s parents are working more than ever before.

Schools with strong parent involvement programs experience profound benefits for students, parents, teachers, and administrators. Research shows that when parents are involved in students' education those students generally have higher grades and the best test scores, better attendance, and more consistently complete homework.

Ways to Stay Involved in Your Child’s Education:
• Talking to teachers/attending school conferences;
• Stressing the importance of your child’s school attendance;
• Reading school material (flyer’s, weekly folders, progress reports, parent/student handbook, school climate survey, etc.);
• Keeping a list of all teachers, guidance, principal, bus drivers, lunch room manager, nurse names, phone numbers and email addresses;
• Attending child’s school for concerts, open-house, school visitation, kindergarten round-up, field trips, festivals and spirits nights;
• Assisting as homeroom mom/dad, making phone calls, or sending in items to your child’s class/school, tutoring on your time schedule, soliciting for donations from community partners;
• Serving on different school committees, School Advisory Council (SAC), Parent Teacher/Student Association (PTSA), media assistant, booster club, etc.;
• Getting to know your child’s principal;
• Checking for your child’s assignments daily, class, homework, projects etc.;
• Establishing a contact relationship with your child’s teacher through email or phone but don’t over use.

Hillsborough County Council PTA/PTSA
Advocating for your child

- Learn of school and district policies and practices that affect children:
  - District Parent Involvement Policy
  - School Improvement Plan (S.I.P.) – contains school’s Parent Involvement Plan, Title I
  - District Parent Involvement Plan, Title I

- Voice your support or concerns on any issue that will affect your family

- Serve on school task forces that examine such things as school dress codes or bully prevention policies

- You have the right to know if your child is being taught by a highly qualified teacher

- Participate in meetings to determine special educational need and services

- Attend workshops on problem solving, conflict resolution and public speaking to develop your advocacy skills

- Request to review the Community Resources Notebook (1 copy at each school) to find information about available programs and services in the community

- Serve on school advisory councils or committees on curriculum, discipline and so forth

- Become part of a school-based management team with teachers and the principal

- Encourage and support children to serve in student leadership positions

- Help your school create a student’s rights and responsibilities guide for families

- Attend PTA, school board and/or town meetings and speak to issues of concern

- Learn candidates’ positions and participate in school board elections

- Work with teachers and school administrators to develop a parent involvement policy

- Write, call or visit local state decision makers to support or oppose proposed education legislation

- Participate in petition drives or letter-writing campaigns to Congress on legislation affecting public schools and other child-related issues

- Title I schools are required to expend a specific amount of money on parent involvement. Contact your school administrator or School Advisory Council (SAC) to inquire about the current budget or to provide suggestions for future expenditures

- Give testimony at public hearings in support of or in opposition to proposed education legislation

- Vote in local, state and federal elections for public officials who support education

Adapted from information prepared by the National PTA.
HOW TO ADVOCATE FOR YOUR CHILD

The most effective way to resolve concerns regarding your child is to follow these steps. We can’t solve every problem, but we pledge to try to reach an acceptable outcome.

Step 1. Your child’s teacher
Step 2. Assistant Principal
Step 3. Principal
Step 4. Area Leadership Director*
Step 5. Assistant Superintendent for Administration (813-272-4070)
Step 6. Deputy Superintendent (813-272-4101)
Step 7. Superintendent (813-272-4050)
Step 8. School Board Member (813-272-4045)

*Area Leadership Director Contact Information

**Area 1**
South, West, Central Tampa
813-272-3800

**Area 3**
New Tampa, Northern Hillsborough
Temple Terrace
813-558-1406

**Area 5**
Southeast Hillsborough
813-744-8630

**Area 7**
Northeast Tampa, Brandon
813-740-3710

**Area 2**
Town & Country, Northwest Hillsborough
813-631-4050

**Area 4**
Central & North Tampa
813-558-1100

**Area 6**
Plant City, East Hillsborough
813-707-7050

**Area 8**
Southeast Hillsborough
813-658-1970
**Students with Disabilities**

**Service and Supports for Families of Students in Exceptional Student Education**

Hillsborough County Public Schools offers support and information to families of students who receive services in Exceptional Student Education (ESE). Florida Diagnostic & Learning Resources Systems (FDLRS) services are available free of charge to families of students receiving part-time or full-time services, or those students who are in the process of being evaluated for services.

Florida Diagnostic and Learning Resources Systems (FDLRS):
FDLRS provides support to the school district in the following areas: human resource development, parent services, Child Find and instructional technology. Services are available to teachers, administrators, parents, public/non-public schools, agencies, organizations, universities, community colleges, and others involved in the education of at-risk and exceptional education students.

**Contact information:** FDLRS is located at 4210 West Bay Vila Ave., Tampa, FL 33611
Phone: (813) 837-7777, FAX: (813) 837-7702
Website: [www.sdhc.k12.fl.us](http://www.sdhc.k12.fl.us) Link to FDLRS from Quick Links menu.

FDLRS Parent Services:
FDLRS Parent Services offers assistance to families through the Parent Liaison Project.
Parent Liaisons, who are specially trained parents of children with special needs, provide information on school services, policies and procedures, as well as linkages to community resources. Liaisons attend educational planning meeting, arrange classroom visits, assist in transition activities, and provide workshops, informational meetings, and printed materials.

One Liaison is assigned to each of the seven geographic regions of the school district.

**Contact information:** Parent Services or Parent Liaisons: (813) 837-7732
Project Coordinator: Debbie Valdes, (813) 837-7733
Email: debbie.valdes@sdhc.k12.fl.us

Developmental screening for infants, toddlers and preschoolers ages: Birth to five by appointment only
Call (813) 837-7723. Areas screened: vision, hearing, motor, speech, language, cognitive, behavior, growth

Communication between home and school is especially important for families of children with disabilities or special needs. FDLRS Parent Services publishes the Parent Press Newsletter, disseminated bimonthly via US Mail to all families of students receiving ESE services (excluding Gifted). In addition to school district supports and services, the Parent Press offers information on community agencies and groups that serve persons with disabilities.

Electronic communications include a Listserv, allowing flexibility to provide time sensitive information in a simple, easy to access format, and the Parent E-Press Brief, a weekly overview of information, events and activities.

**To receive electronic communications login at:**
[http://apps.sdhc.k12.fl.us/sdhc2/mail/](http://apps.sdhc.k12.fl.us/sdhc2/mail/)

Visit the Exceptional Student Education (ESE) website for more information:
We want to hear from you!

If you have any comments about this publication, or recommendations for information that should be included in future editions, please write them below.

1. Did you find this information useful?
   __________________________________________

2. What information would you suggest be included in the future?
   __________________________________________

3. Which section is most helpful?
   __________________________________________

4. Additional Comments:
   __________________________________________
   __________________________________________
   __________________________________________

Return Options
Please return completed page to:
Your child’s school
or
School Administrative Center
Office of Parent /Family & Community Involvement
901 E. Kennedy Blvd.
Tampa, FL 33602

Thank you for your response.
Collaborating with the community

- Find out about and use information on community resources and organizations
- Help your school develop a directory of social and community services
- Make local agencies and businesses aware of what’s happening at your school
- Help coordinate and participate in events that support community groups
- Talk with employers about holding parent meetings or parenting workshops on-site
- Encourage employers to adopt flexible work schedules and time off so that employees might attend school functions
- Ask employers and local businesses to make donations and support school programs
- Help organize and/or participate in community health fairs
- Recruit community members (seniors, business people) to volunteer at school
- Become active in community groups such as YMCA and Boy and Girl Scouts
- Serve on local community advisory councils and committees
- Work with local authorities and public officials to sponsor community events
- Help organize and/or participate in a community “clean up” or “beautification” project
- Encourage and help facilitate your child’s participation in community service
- Be a role model; be active in community service yourself or together with your child

Adapted from information prepared by the National PTA.
WEB LINKS AND INFORMATION

American Red Cross - www.redcrosstbc.org
Florida Department of Education - www.fldoe.org
Florida Diagnostic and Learning Resource System - fdlrsmysdhc.org
Hillsborough County Public Library Cooperative - www.hcplc.org
Hillsborough County Public Schools - Parent & Community Involvement - www.sdhc.k12.fl.us/Involvement
Hillsborough County Public Schools - www.sdhc.k12.fl.us
Hillsborough County Sheriff’s Office - www.hcso.tampa.fl.us
Just Read Families - www.justreadfamilies.org
Just Read, Florida - justreadflorida.com
Khan Academy - www.khanacademy.org
Know How 2 Go - www.knowhow2go.org
myOn reader - www.myon.com
No Child Left Behind - fldoe.org/nclb
Project Appleseed - http://www.projectappleseed.org/parents.html
Safe Florida - wwwSafeFlorida.net
Wellness Integration for Students of Hillsborough WISH - http://wish.mysdhc.org

PTA/PTSA Program Resources

Hillsborough County Council PTA/PTSA - http://hccptaptsa.mysdhc.org
National PTA Office - www.pta.org
Florida PTA - www.Floridapta.org
The Family Support & Resource Centers are regionally located throughout Hillsborough County to encourage families to become happier, healthier and stronger. Each location is a warm, inviting place designed for families in the neighborhood to come and participate in programs and activities on a day-to-day basis. All families are welcome!

Each Center offers its own set of programs and activities. Families provide input to help plan which programs will support and meet particular needs in a community. For specific dates and times of individual programs, please contact the Family Support & Resource Center nearest you. The following are a sampling of programs offered in various Centers throughout Hillsborough County:

**After-school Tutoring** – For students of all ages, help is available with Reading, Writing, Math and Science. One-on-one time is spent to assist students in working on homework assignments and honing in on particular necessary skills.

**General Equivalency Diploma (GED) Classes** – Join other adults, as children are engaged in play and activities, to be taught by Hillsborough County Certified Teachers, in a homelike environment. This is a unique opportunity!

**English for Speakers of Other Languages (ESOL) Classes** – Hone your skills, working with adults from beginning to advanced, to sharpen your skills to read, write and speak effectively in English.

**Car Seat Safety Programs** – Learn the proper installation and maintenance of child safety car seats and its importance in protecting our children.

**Bike Safety Programs** – Children of all ages have the opportunity to learn important traffic safety laws to protect them as they ride bikes throughout our County. Emphasis is placed on the wearing of and proper fitting of bike helmets.

**Computer Classes** – Learn basic computer skills to enable creating and saving documents, communicating via email, researching the Internet, and more.

**Infant & Toddler Development Play Groups** – A variety of opportunities are provided for children including Infant Massage, as well as Mother and Baby exercise and play programs.

**Parenting Education Classes** – Programs are offered for new parents, as well as veterans!
The Family Support & Resource Centers function as a strong, collaborative partnership between the following agencies committed to families in our community: Children’s Board of Hillsborough County, Healthy Start Coalition of Hillsborough County, Inc., Bright Beginnings, The Children’s Home, Inc., Champions for Children, REACHUP, Inc., and St. Joseph’s Children’s Advocacy Center.

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<tr>
<th>Brandon FSRC</th>
<th>North Tampa FSRC</th>
<th>South County FSRC</th>
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<tr>
<td>1271 Kingsway Road</td>
<td>1401-A E. Fowler Ave.</td>
<td>3030 E. College Ave.</td>
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<tr>
<td>Brandon, FL 33510</td>
<td>Tampa, FL 33612</td>
<td>Ruskin, FL 33570</td>
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<tr>
<td>(813) 740-4634</td>
<td>(813) 558-1877</td>
<td>(813) 641-5600</td>
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<tr>
<th>Central Tampa FSRC</th>
<th>Town ‘N Country FSRC</th>
<th>East County FSRC</th>
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<td>1002 E. Palm Ave.</td>
<td>7520 W. Waters Ave., #8</td>
<td>39 E. Alexander St.</td>
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<tr>
<td>Tampa, FL 33605</td>
<td>Tampa, FL 33615</td>
<td>Plant City, FL 33563</td>
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<td>(813) 204-1741</td>
<td>(813) 356-1703</td>
<td>(813) 752-8700</td>
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The Family Support & Resource Centers are regionally located throughout Hillsborough County (Brandon, Central Tampa, East County, North Tampa, South County and Town ‘N Country) to meet the needs of families from all walks of life. All programs and services are at no cost to any family or individual.
Hillsborough County Public Schools
Volunteer Application
Please complete application fully, and return to:

*STANDARD VI

**COLLABORATING WITH THE COMMUNITY**

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<th>Middle Name (Not initial)</th>
<th>Maiden Name</th>
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<th>Previous address if less than 5 years</th>
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<th>Date of Birth (required)</th>
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<th>Marital Status</th>
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<th>Married</th>
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I understand that I am offering my services to the Hillsborough County Public School System without compensation. I certify that all information given on this application is true and complete. Any misrepresentation, omission or incorrect statement of facts called for in this application is cause for immediate dismissal of me as a volunteer. I agree, if I am a volunteer, to abide by all school board rules, regulations and policies, either published or in effect by usage and all rules, regulations and laws of the State of Florida as may be required by Florida Statutes and the School Board of Hillsborough County.

Have you ever been convicted, pled no contest, or had adjudication withheld in a criminal offense, felony, misdemeanor or are there any criminal charges now pending against you other than a minor traffic violation? Yes | No If Yes, Please provide a brief explanation on a separate sheet of paper.

Would you agree to an employer/criminal background check? Yes | No

**SIGNATURE OF VOLUNTEER APPLICANT:** ___________________________ **DATE** ___________________________
STANDARD VI
COLLABORATING WITH THE COMMUNITY

Hillsborough County Schools Volunteer Application
Page 2

LEGAL Name

Last First Middle Name (Not initial) Maiden Name

Social Security Number

References: Please list four persons who know you well and would be in a position to evaluate your qualifications and ability to be a mentor. Do not list relatives, significant others or those you have known less than two years. One of the references should have known you for at least five years and the others for at least two years. If you have been employed at your current place of employment for at least six months, list your supervisor as one of your references.

1. Name
   Address
   Telephone: Home Work Fax Years known

2. Name
   Address
   Telephone: Home Work Fax Years known

3. Name
   Address
   Telephone: Home Work Fax Years known

4. Name
   Address
   Telephone: Home Work Fax Years known

List previous work with youth or other volunteer activities:

Have you ever applied to become a mentor before? If yes, When? ______________
Where? __________________________ With whom? __________________________

FOR OFFICE USE ONLY: ______ New Volunteer ______ Returning Volunteer

Background Check: □ N/A □ Record Found □ No Record

□ Approved □ Denied

School # ________ Name ________

Interview by ________________

Was this a district office referral? Yes ______ No ______

Volunteer placed? Yes ______ No ______ Date ________________

Training provided by: ________________

Volunteer withdraw/Termination Date ________________

Reason: ________________

SERVE volunteer application Revised June 2012
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School Board Members

Doretha W. Edgecomb
April Griffin
Sally A. Harris
Carol W. Kurdell
Melissa Snively
Cindy Stuart
Susan L. Valdes

MaryEllen Elia
Superintendent of Schools

Larry Sykes, Ed.D.
Assistant Superintendent
Division of Academic Support

Tracye Brown
General Director of Federal Programs

MaryLou Whaley
Director
Parent & Community Involvement

Ame Silverstein
District Resource Teacher
Parent & Community Involvement