

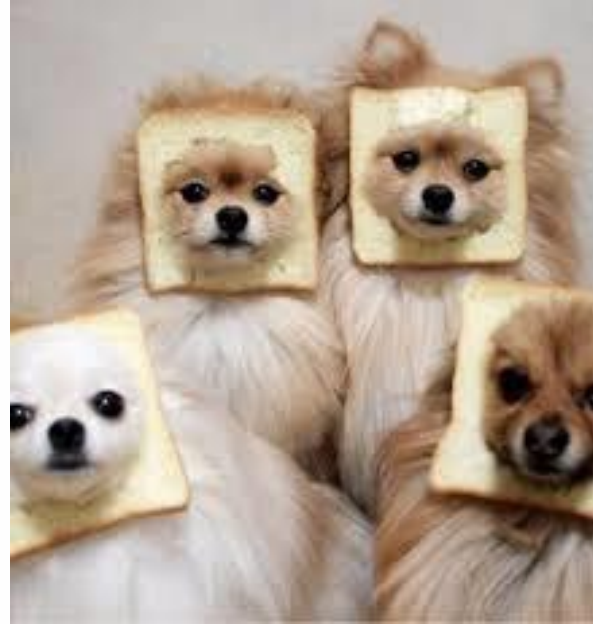


Open **HOUSE**

2025– 2026 School Year

Meet the 2nd Grade **TEAM**

Ms. Hanley
Ms. Hartman
Mr. Santos
Mrs. Vaughn



Classroom EXPECTATIONS

1. Come to class on time and ready to learn.
2. Follow directions the first time given.
3. Be respectful.
4. Actively listen when others are speaking.
5. Use kind and polite words and gestures.
6. Participate in class and ask questions.
7. Help keep our classroom clean.
8. Give your best effort in all that you do.
9. Challenge yourself – mistakes are part of learning!
10. Work hard and have fun!



Respect - Responsibility - Kindness

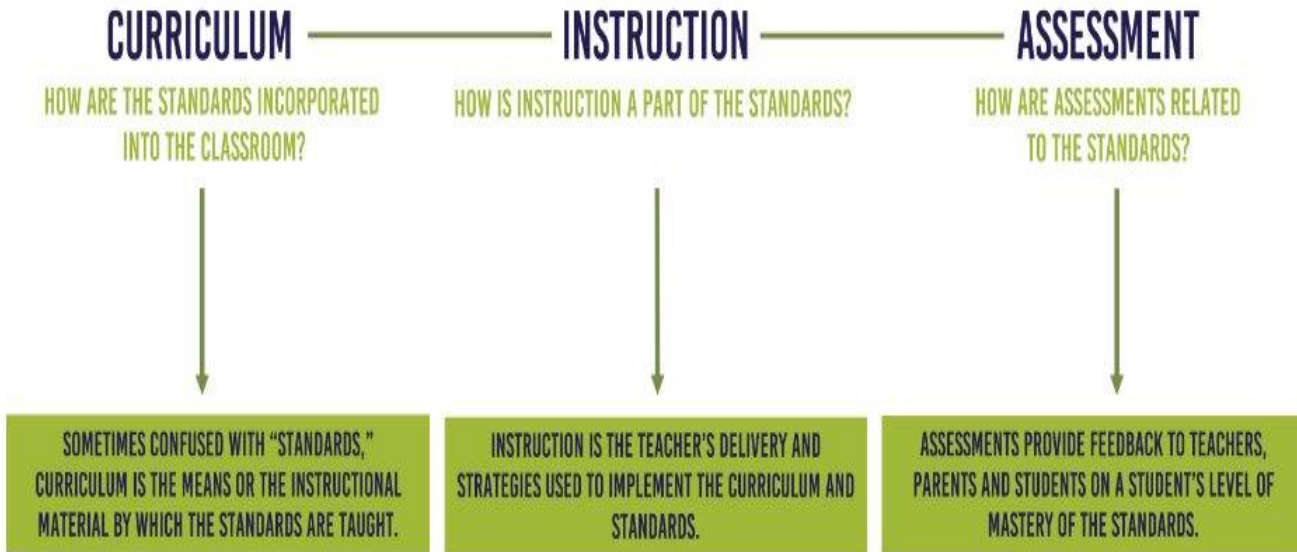
Daily SCHEDULE



8:00-8:10	Arrival/Agenda/WHBD
8:10-8:40	Phonics – UFLI
8:40 – 9:00	Phonics Intervention/Tech Time
9:00-10:00	Reading (Social Studies/Science Integration)
10:00-10:25	Language Arts/Writing
10:25-10:55	Specials – Science, Art/PE, Music, Spanish
10:55-11:25	Recess
11:25-11:40	Math
11:40-12:10	Lunch
12:10-1:05	Math
1:05-1:35	What I Need (WIN) Intervention/Enrichment
1:35-1:50	Science/Social Studies
1:50-2:15	Dismissal

Florida STANDARDS

- Provide clear academic guidelines for grade-level skills and content.
- Emphasize critical thinking, problem-solving, and literacy for real-world readiness.



Florida STANDARDS

English Language Arts & Math

B.E.S.T. = Benchmarks for Excellent Student Thinking

- ✓ Clear goals for each grade
- 🎓 Prepares students for future success
- 🧠 Builds thinking and reading skills

Science

NGSS - Next Generation Sunshine State Standards

- 🔍 Learning by exploring and asking questions
- 📚 Lessons match your child's age and stage
- 🚀 Builds skills for school and future careers

Florida STANDARDS

Social Studies

NGSS - Next Generation Sunshine State Standards

 Explores Florida's geography, history, and communities through inquiry and discovery

 Lessons connect to your child's everyday experiences and developmental level

 Builds civic understanding, map skills, and cultural awareness for lifelong learning

Florida Mandates

Life Skills and Wellness

Science of **READING**

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Bealberg, et al. 2006. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 17-32 In L. B. Rescorla & D.A. Dickerson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The Simple View of Reading

Word Recognition \times Language Comprehension = Reading Comprehension

THE DAILY ALPHABET

Florida's READING INSTRUCTION

Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3




6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

University of Florida UFLI

Foundational Reading - Phonics

UFLI – University of Florida Literacy Institute

-  Teaches essential reading and spelling skills step by step
-  Follows a clear scope and sequence for success
-  Builds confidence and automaticity in reading

Step 1 	Phonemic Awareness
Step 2 	Visual Drill
Step 3 	Auditory Drill
Step 4 s-a-t	Blending Drill




© - Resource Packs

Step 5 	New Concept Review
Step 6 	Word Work
Step 7 said 	Irregular Words
Step 8 	Connected Text

© - Resource Packs

Benchmark Advance

Reading Curriculum - Benchmark Advance

-  Aligned to Florida B.E.S.T. ELA Standards & Science of Reading research
-  Designed in both print and digital formats
-  Teaches vocabulary and background knowledge through structured lessons



Benchmark
Education...

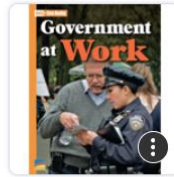
District



✔ Unit 1 Plants and Animals in Their Habitats (Gr...



✔ Unit 2 Characters Facing Challenges (Gr. 2)



✔ Unit 3 Government at Work (Gr. 2)



✔ Unit 4 Many Characters, Many Points of View (Gr...



✔ Unit 5 Solving Problems through Technology (Gr. 2)



✔ Unit 6 Tales to Live By (Gr. 2)



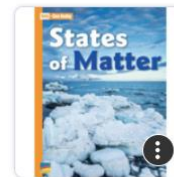
✔ Unit 7 Investigating the Past (Gr. 2)



✔ Unit 8 Wind and Water Change Earth (Gr. 2)



✔ Unit 9 Buyers and Sellers (Gr. 2)





✔ Unit 10 States of Matter (Gr. 2)

Accelerated Reader



Renaissance

District




Accelerated Reader[®]

School-to-Home
Connection

- Make essential reading practice more effective for every student.
- Personalize reading practice to each student's current level.
- Manage all reading activities including read to, read with, and independent reading.
- Assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Skills, and Textbook Quizzes.
- Build a lifelong love of reading and learning.

With the *new* Home Connect, we can link the school and home to make reading practice even more effective. By logging on from your home computer students and parents can:

- See progress toward reading goals.
- Conduct book searches.
- Review quiz results.
- View number of books read, words read, and quizzes passed.
- And much, much more.



Wonderful Writing

Narrative Writing: The Lost Puppy

One sunny day, Mia found a puppy in her backyard. It was small, fluffy, and had no collar. Mia gave it water and called her mom. They took the puppy to the animal sheiter. A few days later the puppy's owner came and was so happy! Mia felt proud she helped.

Informational Writing All About Dolphins

Dolphins are smart animals that live in ocean. They breathe air through a blowhole on top of their heads. Dolphins eat fish and swim in groups called pods. They use sounds to talk to each other. Dolphins are fun to learn about!

Opinion Writing Why Recess Is the Best Part of School

I think recess is the best part of the school day. You get to play with friends and run around. It helps kids feel happy and ready to learn. Everyone should have recess every day because it's fun and good for your body.

Poetry

Rainy Day

Drip, drop, the rain
comes down,
Splashing puddles on
the ground.

Clouds are gray, the
sky is dim,
But I jump and laugh
with him!

Rainy days can be so fun
Dancing drops until
it's done.



 **Students Will Write using :**

- **Narrative Stories** – Writing to tell a story
- **Informational Essay**– Writing to teach or share facts
- **Opinion Essay** – Writing to share an opinion and supporting reasons
- **Poetry** – Writing with rhythm, feelings, and creative language

Savvas MATH

SAVVAS

SAVVAS
EasyBridge

Savvas
EasyBridge

District



Use models to find $328 - 133$. First, subtract the ones.

Hundreds	Tens	Ones
3	2	8
-1	3	3
5		

Regroup 1 hundred as 10 tens.

Hundreds	Tens	Ones
2	12	8
-1	3	3
5		

Subtract the tens and the hundreds.

Hundreds	Tens	Ones
2	12	8
-1	3	3
9		

So, $328 - 133 = 195$.

11-5
Use models to subtract.

"I can use models to subtract 3-digit numbers."

Guided Practice Subtract. Draw place-value blocks to show your work. Regroup if needed.

1.

Hundreds	Tens	Ones
2	12	6
-1	4	3
3		

2.

Hundreds	Tens	Ones
3	6	3
-1	2	7
5		

3.

Hundreds	Tens	Ones
5	4	6
-2	7	1
3		

Hundreds	Tens	Ones
<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>

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Saras MATH

Grade 2

Topic 6 Lesson 6

Name: _____

Directions: Solve the 1 and 2 step word problems below. Show your work.

1 Lucy planted 24 flowers. She then planted 12 more flowers. The next week she picked 13 flowers. How many flowers does she have left?

Step 1: _____ ○ _____ = _____

Step 2: _____ ○ _____ = _____

2 Brayden needs to write 78 words. He writes 45 so far. How many more words does Brayden have to write?

_____ ○ _____ = _____

3 Victoria puts 53 candies in a jar. She then takes out 36 candies. The next day, she adds 25 candies into the jar. How many candies does she have now?


Step 1: _____ ○ _____ = _____

Step 2: _____ ○ _____ = _____

4 Jonathan has 84 cotton balls. He uses 57 for a craft. How many cotton balls does he have left?

_____ ○ _____ = _____

 Understanding place value and number operations

 Measuring length, time, and money using real-world examples

 Reading and creating graphs to solve problems

 Exploring shapes, fractions, and spatial reasoning

 Developing problem-solving strategies and math reasoning

Reflex MATH



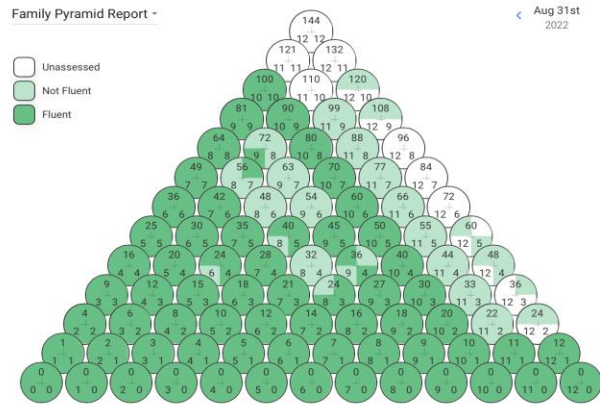
Math Fluency Practice

Reflex Math

- 🎮 *Game-based program that keeps students engaged*
- 🎯 *Adapts to each child's skill level for personalized learning*
- + *Builds fluency in addition, subtraction, multiplication, and division*



Family Pyramid Report -



Super SCIENCE



Discovery
Education

District

The logo for Progress Learning, featuring the words 'Progress Learning' in a blue, sans-serif font with a stylized graphic of three lines above the word 'Progress'.

Progress
Learning

Progress
Learning

District



- New Generation Standards
- Hands-on experimental kits
- Science lab materials
- Digital Science Labs
- Science journals
- Videos on science topics

Social STUDIES



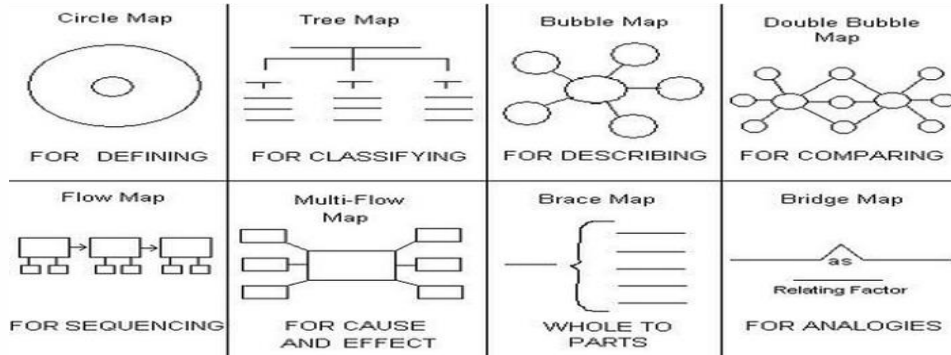
Gallopade
Online (GO!)

District



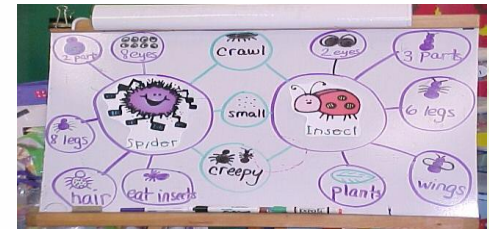
Thinking MAPS

Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking.



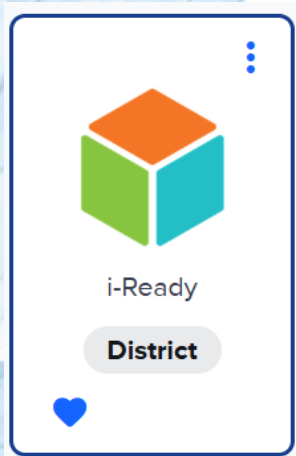
Time Order Words

before	first	next	last	Sometimes
earlier	at first	after	afterward	at times
formerly	at the beginning	as soon as	at last	from time to time
in the past	at the outset	consequently	eventually	gradually
not long ago	before	not long after	finally	occasionally
once	commence	momentarily	hereafter	periodically
preceding	embark	soon after	in conclusion	rarely
previously	from this point	shortly	in the end	seldom
prior to	in the first place	henceforth	lost of all	some of the time
prior to	starting with	right after	ultimately	
yesterday	to begin	ultimately		



i-Ready

- i-Ready is an online program for reading and mathematics that will help your student's teacher determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: **Diagnostic** and **Personalized Instruction**.



Diagnostic

Administered 3 times per year

Taken at school

Personalized Instruction

Personalized lessons based off diagnostic score or teacher assignment

Students in grades 1-5 must complete 2 lessons per week in math and reading

Can be done at home

30 MIN
1 LESSON
PASSED IN
BOTH
READING &
MATH weekly

HOMWORK Policy

- Homework will be given Monday through Thursday. Turn in on Friday.
- Students record homework in agenda from 8-8:10 AM.
- Parent + Teacher initials agenda Mon-Thurs.
- School board policy 10 minutes per grade level
 - Packet + math workbook pages – 20 minutes
 - Reading time is additional (work up to 20 min of independent reading)
- Make-up Work: For every absence, the student is allowed 2 school days

Name: _____

Second Grade
homework

High Frequency Words

a - and - are - big - can
come - fore - go - has - I

Sounding Words

1. box
2. this
3. chest
4. wet
5. flag
6. hin
7. jump
8. run
9. shop
10. stand

Phonics Word Study

cut	red	flip	grab
step	help	left	chop
ship	match	that	graph




Read a minimum of 20 minutes daily. Circle or write about what you read.

DATE	TIME	DATE	TIME

Parent Signature _____



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

Osney and Brennan, 1992.

WANT TO BE A BETTER READER? SIMPLY READ.

Florida Assessment of Student Thinking (FAST)

Understanding FLORIDA'S ASSESSMENT OF STUDENT THINKING



Florida Standards Assessment (FSA)



Common Core Standards



F.A.S.T.



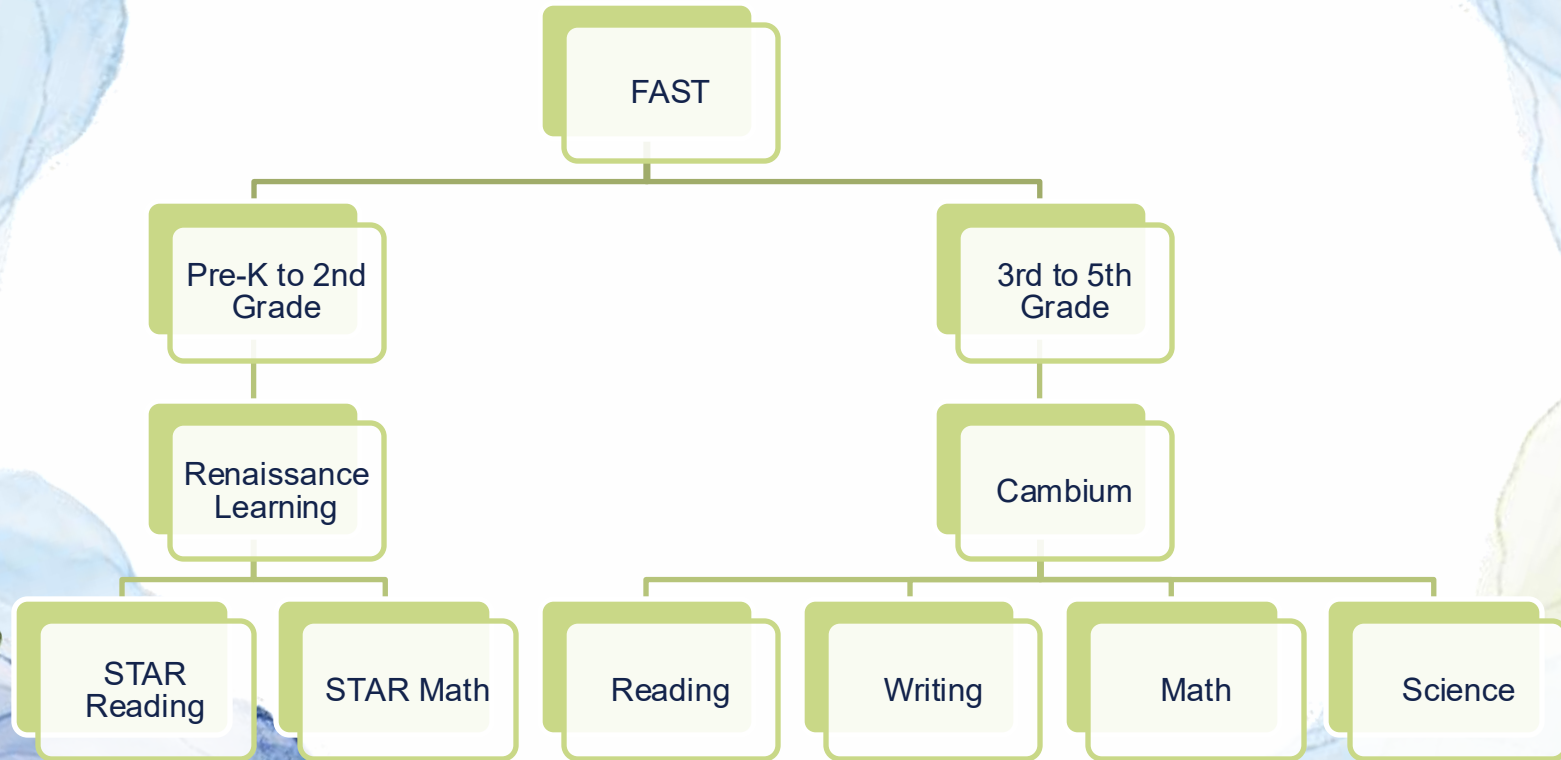
B.E.S.T. Standards



F.A.S.T.

FLORIDA'S ASSESSMENT OF STUDENT THINKING

Florida Assessment of Student Thinking (FAST)



Florida Assessment of Student Thinking (FAST)

Progress Monitoring #1

- August to September



Progress Monitoring #2

- December to January



Progress Monitoring #3

- May to June

CLEVER

Website:

sso.browardschools.com



Login: 10-digit Student Identification Number
06xxxxxxx

Password: mmdd of birthday

Log in with Active Directory



Log in with Clever Badges

Use QR badge taped on agenda cover

Take a picture of your child's desk for login information

Red Folders

- Go home on Tuesday – please review all documents
- Return to School on Wednesday emptied with only papers requiring signatures returned to school
- School Event Flyers
- Student Work/Graded Assignments
- Assessment Reports

Attendance POLICY

- School day starts promptly at 8:00 AM and ends at 2:00 PM

- ♦ Compulsory Attendance

Parents are legally responsible for ensuring their child attends school daily. Absences must be reported to the school with a valid reason.

- ♦ Excused vs. Unexcused Absences

Excused absences include illness (with documentation), medical appointments, religious holidays, and family emergencies. Unexcused absences may lead to interventions if they become frequent.

- ♦ Chronic Absenteeism Warning

A pattern of nonattendance may be developing if a student has:

- 5 unexcused absences in a calendar month, or
- 10 unexcused absences within 90 calendar days

- ♦ Early Sign-Outs & Tardiness

Frequent early sign-outs or tardiness can also count toward nonattendance and may trigger a review by school staff.

- ♦ Field Trips & School Activities

Students participating in approved school activities (like field trips) are considered present.



Lunch PROCEDURES

- Menus are located at browardschools.com under Food and Nutrition Services
- Money may be added to your child's account online
- Breakfast is free and served between **7:30 AM** and **7:50 AM**
- For the health and safety of all students, Broward County School Board policy does **not** permit the distribution of home baked goods to students. This includes cakes, cookies, cupcakes, etc. You may send in food prepared and purchased from a store.



Parent VOLUNTEERS

- We love volunteers! Please fill out the volunteer application online at [browardschools.com/volunteer!](https://www.browardschools.com/volunteer)
- Please allow up to 30 days for your application to be accepted
- As with visitors, volunteers must sign in and receive an ID badge at the office before going into any area of the school.
- **If you plan on helping with class parties, you must be an approved volunteer!**
- Due to liability issues, preschool children are not permitted to accompany volunteers in the classrooms when assisting or on field trips.

Contact **INFO**

Our Support Staff is here to help!

Principal	Mrs. Kashdin	jennifer.kashdin@browardschools.com
Assistant Principal	Ms. Gordon	lauren.gordon@browardschools.com
Literacy Coach	Ms. Wallace	bridget.wallace@browardschools.com
School Counselor	Ms. Bureau	vicky.bureau@browardSchools.com
ESE Specialist	Mrs. Holtel	antonette.holtel@browardschools.com

The background features a watercolor-style illustration of leaves. The leaves are primarily light blue and pale green, with some darker green leaves visible in the corners. The overall effect is soft and artistic.

Thank **YOU!**

**Thank you for coming today.
This presentation will be
available on the
Harbordale Elementary
School website.**