

Class News

KDE 1st Grade
8/28/26

LITERACY

Reading:

We will be learning story structure, author's purpose, and elements of poetry.

Structured Literacy:-

We will be working on short vowel sounds and reading CVC words.

Writing:

We will be working on personal narratives stories.

SCIENCE



MATH

We will be reviewing addition and subtraction strategies.

SUBTRACTION STRATEGIES

HOP BACK ON A NUMBER LINE	CROSSING OUT	FACT FAMILIES
 5-3=2	 6-2=4	3+5=8 5+3=8 8-3=5 8-5=3
	PICTURES	
	 6-2=4	

SOCIAL STUDIES

We will be learning about our community and community helpers.



GENTLE REMINDERS:
Upcoming week reminders:

Blue Folder- Please help your child remember to bring his/her Take-Home Folder to and from school each day. This is how we will communicate throughout the year!

-Headphones - **Headphones** - Headphones with a microphone are needed. They will need a prong to be connected to our classroom Chromebooks. No Bluetooth headphones, please. The headphones will remain in the classroom for the year. You may purchase the headphones at Five Below, Walmart, or Amazon. See below for the picture. Also, here's a link to a pair on Amazon.



<https://a.co/d/04eCQeuE>

ID/Lanyards - Your child was given an ID and lanyard. ID/Lanyards are **required** to be worn at all times on campus. This is for safety, checking out library books, and the cafeteria. Please encourage your student to be responsible with their ID/lanyard.

Extra Clothes --Please pack your child an 'Oopsie Daisy' bag of extra clothes in his or her backpack.

-Please send all future changes of transportation directly to kdetransportation@katyisd.org. Please also include a picture of your driver's license when emailing kdetransportation@katyisd.org.

SPECIALS ROTATION SCHEDULE

1st Grade TEAM (4)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Art	Bradley		Day	Krempa		Terry
Library	Day	Krempa		Terry	Bradley	
Music		Terry	Bradley		Day	Krempa
PE	Krempa	Bradley	Krempa	Bradley	Krempa	Bradley
PE	Terry	Day	Terry	Day	Terry	Day



SEPTEMBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1 PK/K: DAY 2 1-5: DAY 2	2 PK/K: DAY 3 1-5: DAY 3	3 PK/K: DAY 4 1-5: DAY 4	4 PK/K: DAY 1 1-5: DAY 5	5
6	7 No School Labor Day	8 PK/K: DAY 2 1-5: DAY 6	9 PK/K: DAY 3 1-5: DAY 1	10 PK/K: DAY 4 1-5: DAY 2	11 PK/K: DAY 1 1-5: DAY 3	12
13	14 PK/K: DAY 2 1-5: DAY 4	15 PK/K: DAY 3 1-5: DAY 5	16 PK/K: DAY 4 1-5: DAY 6	17 PK/K: DAY 1 1-5: DAY 1	18 NO SCHOOL STAFF PD	19
20	21 PK/K: DAY 2 1-5: DAY 2	22 PK/K: DAY 3 1-5: DAY 3	23 PK/K: DAY 4 1-5: DAY 4	24 PK/K: DAY 1 1-5: DAY 5	25 NON- ROTATION DAY GLOW RUN!	26
27	28 PK/K: DAY 2 1-5: DAY 6	29 PK/K: DAY 3 1-5: DAY 1	30 PK/K: DAY 4 1-5: DAY 2			

SEPTEMBER

2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 SOCCER STARS OF KATY 	2	3	4 KDE PEP RALLY	5	6
7 NO SCHOOL LABOR DAY	8 SOCCER STARS OF KATY  CHOIR SIGN UP CLOSING GENERAL MEETING AND VOLUNTEER ORIENTATION BOOK FAIR FAMILY NIGHT 	9 BOOK FAIR	10 CHOIR PARENT MEETING BOOK FAIR	11  BOOK FAIR Book Fair DEADLINE FOR RDR APPLICATIONS	12	13
14 BOOSTERTHON KICKOFF DURING SPECIALS LUNCH VISITOR START	15 CHOIR SOCCER STARS OF KATY 	16	17  CHOIR	18	19	20
21 WDD START CHESS 	22 CHOIR SOCCER STARS OF KATY  RDR	23	24 CHOIR 	25 GLOW RUN	26	27
28 CHESS 	29 SOCCER STARS OF KATY 	30				

Module 1: Nice to Meet You!

During each module of Into Reading, students will be introduced to specific letters, sounds, and phonics patterns. In Module 1, students will begin with a quick review of short vowel sounds that they learned in Kindergarten. Your child will also learn about different types of syllables that will help them as they start to decode words and read fluently.

Phonics Skills

Phonics Skill	Sound	Alphafriend
short a	/a/ as in apple	Al Alligator
short i	/i/ as in itch	Izzy Inchworm
short o	/o/ as in octopus	Ozzie Octopus
short u	/u/ as in up	Umbie Umbrella
short e	/e/ as in echo	Ethel Elephant



Syllable Types

Syllable Type	Syllable Rule	Examples
Open Syllable	Open syllables have one vowel sound that is not "closed up" by a consonant. The vowel is the last letter in the syllable and makes a long vowel sound.	no, me, go
Closed Syllable	Closed syllables have one vowel letter sound followed by a consonant. The vowel sound is "closed up" by the consonant and makes a short vowel sound.	not, met, got
Closed Syllable Exceptions	Sometimes words have closed syllable exceptions. This means they have vowel followed by a consonant, like other closed syllables, but the vowel does not have the short vowel sound as expected. (-ind, -old, -ild, -olt, -ost)	The <u>kind</u> <u>old</u> man led the <u>wild</u> <u>colt</u> to his <u>post</u> .

Module 1: Focus Words

In Module 1, your child will be learning several irregular and decodable high frequency words. In each Module letter you will find practice strategies and tips to support you in helping your child practice at home. Below you will find the focus words that will be taught during Module 1: Nice to Meet You!

Irregular Words (Heart Words)

was	of	you	or
for	put	push	

- Irregular words are words that have some letters and sounds that can not be sounded out. (said = /s/ /e/ /d/)
- Your child will learn to refer to these as "heart" words, because there are parts students will need to learn by heart. They will need to memorize certain parts of the word that do not follow typical phonics patterns. In the example of said, the vowels combined make the sound of /e/.

Practice Strategy:

Rainbow write the words by sound, using a different color for each letter-sound correspondence. Try this routine with your child:

- Read the word.
- Count the number of letters.
- Identify the number of sounds.
- Write the word using one color for each sound.

push

4 letters (p, u, s, h)

3 sounds (/p/, /u/, /sh/)

p u sh

Decodable High Frequency Words

Decodable High Frequency words are the words that students can sound out, using phonics strategies taught during structured literacy routines in class. Ex: (at = /a/ /t/)

at	am	it	sit	not	but	ten
red	get	no	go	got	be	bed
me	him	old	cold	most	mind	find

Practice Strategy:

Write each word down on a piece of paper or index card. Read the word to your child. Tap each letter and make the sound. Ask your child to blend the word together by tapping their finger on each letter while saying the sound. Then have them drag their finger along the whole word to blend it together. Example: s i t = sit

Word Search

Practice reading the decodable texts at home. These will be sent home on Friday each week. Have your child search for the words they learned. Ask them to circle the words and then practice reading them quickly.

Module 1 Heart Words

Heart words are explicitly taught in class during phonics. These are irregular words that are spelled differently than how they sound; therefore, you have to memorize the special parts by heart. First graders are expected to know how to read and write these words. Please check in with your child and practice these words as needed. Students will be assessed on these words at the end of each module. Thank you so much for your help!

You

You are Cici.

Or

Pink or Green?

Put

Put on the shoe.

Was

Cici was nice.

Of

Eat one of them.

Push

Push the door.

For

I will sit for you.

you



or



for



of



was



put



push



Name: _____

Date: _____

Module 1 Heart Word Practice

Read it!

Write it!

Write it!

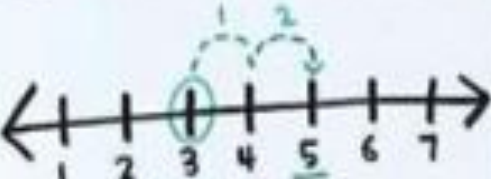
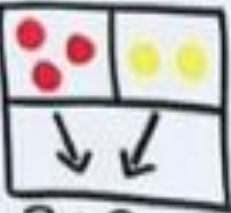
Write it again!

was			
of			
you			
or			
for			
put			
push			

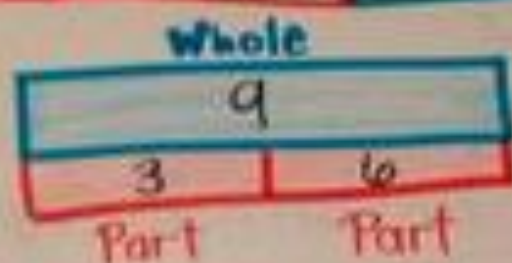
Math Resources

Addition Strategies

joining together

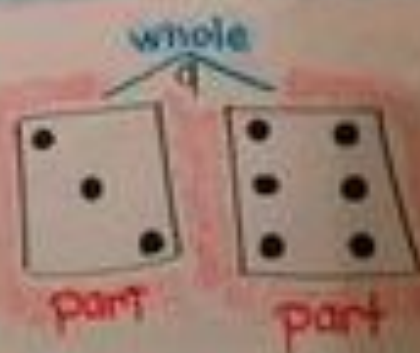
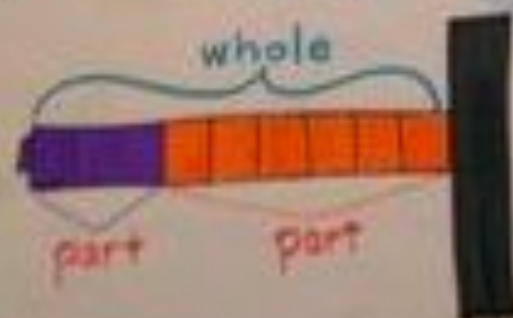
I can use a ten frame  $3 + 2 = 5$	I can use a picture  $3 + 2 = 5$
I can use counters  $3 + 2 = 5$	I can use my brain  $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$
I can use a number line  $3 + 2 = 5$	I can use part-part-whole  $3 + 2 = 5$

Part Part Whole



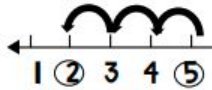
$$\begin{array}{ccc} 3 & + & 6 & = & 9 \\ \text{part} & & \text{part} & & \text{whole} \end{array}$$

$$\begin{array}{ccc} 9 & - & 3 & & 6 \\ \text{whole} & & \text{part} & & \text{part} \end{array}$$



SUBTRACTION STRATEGIES

HOP BACK
ON A
NUMBER
LINE



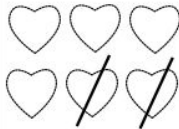
$$5-3=2$$

CROSSING
OUT



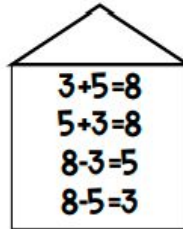
$$6-2=4$$

PICTURES



$$6-2=4$$

FACT
FAMILIES



Dear Parents of Students in **Grades 1-4**:

The district's Gifted and Talented screening opportunity for students in grades 1-4 is open. Your digital signature on the Parent Checklist begins the screening process. It also gives the district permission to test your child and provide services through our "Challenge" program if he/she is identified. Challenge is a rigorous pull-out enrichment program for one day a week that is designed to meet the instructional needs of the gifted. Children identified will miss 20% of instructional time in their regular classroom weekly. Challenge focuses on three high interest units each year, and students who participate will demonstrate self-directed learning, thinking, research, problem solving, and communication skills.

A parent awareness session about screening and GT services will be held online **October 1, 2026**. The TEAMS meeting link will be posted on the [Katy ISD GT/Advanced Academics website](#) along with more information about the screening process.

If you would like to refer your child to be screened for GT services, complete and submit the electronic "Grades 1-4 Parent Checklist" by **October 7, 2026**. You can access the electronic parent checklist through your **Parent My Katy** at <https://launchpad.classlink.com/katyisd> or scan this QR code:



Log in with your parent username and password. Then type "Gifted" in the search bar, and the tile will appear.

Checklists will NOT be accepted after October 7, 2026.

Testing will take place on campus over the course of several days during the months of November-April since multiple measures are required by the Texas Education Agency. Placement decisions for referred students will be sent to parents electronically through the My Katy parent portal at the end of the school year. Identified students will enter the program in the fall of 2027. Parents must exercise great care in determining the appropriate placement for young children. Please note that a bright child is not necessarily a gifted child. As you decide whether or not to refer your child, please consider the attached chart, "High Achieving and Gifted Learners."

Students screened as transfers this fall are not eligible to be screened again during this testing window since students may only be screened once per year. They may be referred again at the beginning of the 2027-28 school year.

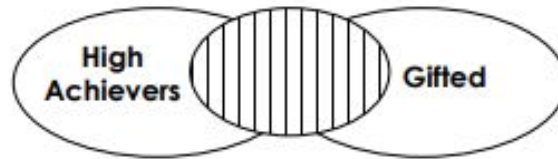
If you have questions, please contact the Challenge teacher at your child's campus.



Director of Gifted/Talented and Advanced Academic Studies



High Achieving and Gifted Learners - Characteristics and Behaviors -



High Achievers

- Knows the answer
- Is receptive to new ideas
- Is interested in Learning
- Copies accurately
- Is attentive in class
- Enjoys school
- "Loves the teacher"
- Absorbs information
- Has good ideas
- Is a technician of ideas
- Answers the questions
- Good memorizer
- Loves to memorize
- Completes assignments
- Enjoys a straightforward, sequential presentation
- Works hard
- Is alert
- A top group student
- Is pleased with his/her own learning
- Listens with interest
- Likes an authority to be in charge
- Loves rules
- Learns with ease
- Learns easily at the knowledge and comprehension level
- 6-8 repetitions for mastery
- Wants the "rules" of the assignment spelled out
- "What do I need to do to get an A?"
- Understands ideas
- Grasps the meaning
- Is focused on the destination or end product

Gifted Learners

- Asks the questions
- Is intense about ideas
- Is highly curious
- Creates a new design or way of doing it
- Is mentally and physically involved
- Enjoys learning
- Loves ideas
- Manipulates information
- Has wild, silly ideas
- Is an inventor of ideas
- Discusses in detail, elaborates
- Good, informed guesser
- Loves to think and ponder
- Initiates projects
- Thrives on complexity
- Loves ambiguity
- Plays around, yet tests well
- Is keenly observant
- Is beyond the group
- Is highly self-critical
- Shows strong feelings and opinions
- Has own idea for how it should be done
- Wants only basic guidelines
- Already knows
- Sees relationships and combines ideas
- Sees the whole picture
- 1-2 repetitions for mastery
- "I want to do it my way."
- Has a better way to do it
- "What is the purpose of this assignment?"
- Constructs abstractions
- Prefers older students or adults
- Draws inferences
- Is focused on the "journey"