



LEARNING IS SWEET IN 2ND GRADE



UPCOMING EVENTS

- 8/27- Back to School Parent Sessions 4:30 and 5:30 in person
- 9/7- No School for Labor Day
- 9/8-Book Fair Family Night
- 9/9 - 9/11 Book Fair

Reminders

- ❖ Please send a water bottle and a **nut free** snack to school each day.
- ❖ Please have an extra pair of clothing in your child's backpack.
- ❖ Please check your child's Dragon folder daily.

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 DEADLINE FOR RDR APPLICATIONS	12	13
14 BOOSTERTHON KICKOFF DURING SPECIALS LUNCH VISITOR START	15 CHOIR SOCCER STARS OF KATY	16	17 Cook learn grow CHOIR	18	19	20
21 WDD START CHESS	22 CHOIR SOCCER STARS OF KATY RDR	23	24 CHOIR Cook learn grow	25 GLOW RUN	26	27
28 CHESS	29 SOCCER STARS OF KATY	30				

SPECIALS

2nd Grade TEAM (5)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Art	Hernandez	Stacy	Hildebrandt		Hoffman	Mulligan
Library	Hoffman	Mulligan	Hernandez	Stacy	Hildebrandt	
Music	Hildebrandt		Hoffman	Mulligan	Hernandez	Stacy
PE	Stacy	Hernandez		Hildebrandt	Mulligan	Hoffman
PE	Mulligan	Hoffman	Stacy	Hernandez		Hildebrandt
PE		Hildebrandt	Mulligan	Hoffman	Stacy	Hernandez



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			



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LEARNING IS SWEET



MATH

Students will show what they have learning in unit 1- addition and subtraction to 20 by choosing a strategy to solve word problems.

- A** 17 books are on a table. 8 books are on a shelf. How many fewer books are on the shelf than on the table?

You can use a **strip diagram** and an equation to model the problem.



- B** The shelf has fewer books.

books on table	
17	
8	?
books on shelf	fewer books on shelf

The strip diagram shows what you know and what you need to find.



- C** You can write an addition or subtraction equation for the problem.

17	
8	9

$$17 - 8 = 9$$

$$8 + 9 = 17$$

So, there are 9 fewer books on the shelf.

Talk About Math Ideas

Why can you use addition or subtraction to solve the problem above?

Science

Students will investigate tools, safety and phenomena.

Recurring Themes and Concepts

Science has themes and concepts that appear in many places. Look for these recurring themes throughout the book.

Patterns

A pattern is something that repeats. There are many patterns in nature.

Ask: Observe the ripples on the water in the photo.

- What is the pattern?
- Can you find a pattern in the pattern?



Cause and Effect

A cause makes something else happen. An effect is what a cause makes happen.

Ask: Observe the boy swinging in the photo.

- What happened?
- Why did it happen?



Scale, Proportion, and Quantity

Scientists measure to find the size and quantity, or number, of things.

Ask: Observe the size of the object in the photo.

- How big is the object?
- How many objects are there?



Tools and Safety

Scientists and engineers use tools to conduct their investigations and to tell you. They use different tools depending on the questions they are trying to answer. Using tools properly is important. This keeps everyone safe and makes sure your investigations get the best data. Listen to your teacher for safety rules.



Scientists and engineers also conduct investigations out in the field. It is important to listen to your teacher and follow safety rules when outside the classroom. Wearing proper clothing and not looking directly at the Sun are important safety tips. Taking a first aid kit outdoors is a good idea, too.

Systems and System Models

A system is many parts working together as a whole. Scientists make models of systems.

Ask: Observe the students creating a model of the solar system in the photo.

- What parts are in the system?
- How do the parts work together?



Energy and Matter

Energy is the ability to cause change. Matter is what objects are made of.

Ask: Observe the bowling ball and bowling pins in the photo.

- What kind of energy is used?
- What kind of matter is it made of?



Structure and Function

Parts of a system are made of structures. Each structure has a function.

Ask: Observe the hawk in the photo.

- What are the properties of the structure?
- How do the properties help the structure function?



Stability and Change

Stability is when a system stays the same. Some events change a system.

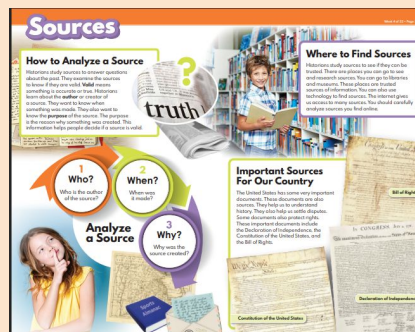
Ask: Observe the piece of paper being cut in the photo.

- What changed?
- What stayed the same?



SOCIAL STUDIES

Students will learn about different types of sources and how to find and use a variety of sources properly.





LEARNING IS SWEET



WRITING

Students will continue working on writing their personal narrative. Students will focus on revise and editing and then publishing their personal narrative.



READING

Students will be reading both realistic fiction and fantasy texts. Students will focus on characters and creating mental images.



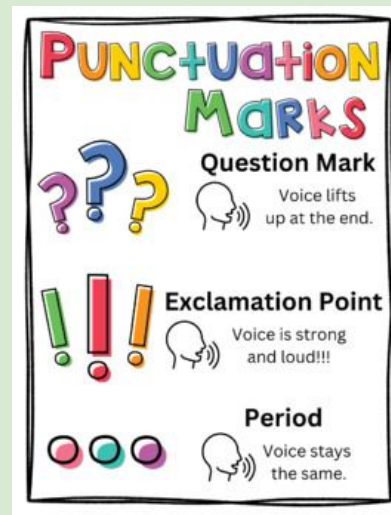
STRUCTURED LITERACY

Students will focus on words with digraphs /sh/, /wh/, /th/, /ch/, and /ck/.



GRAMMAR

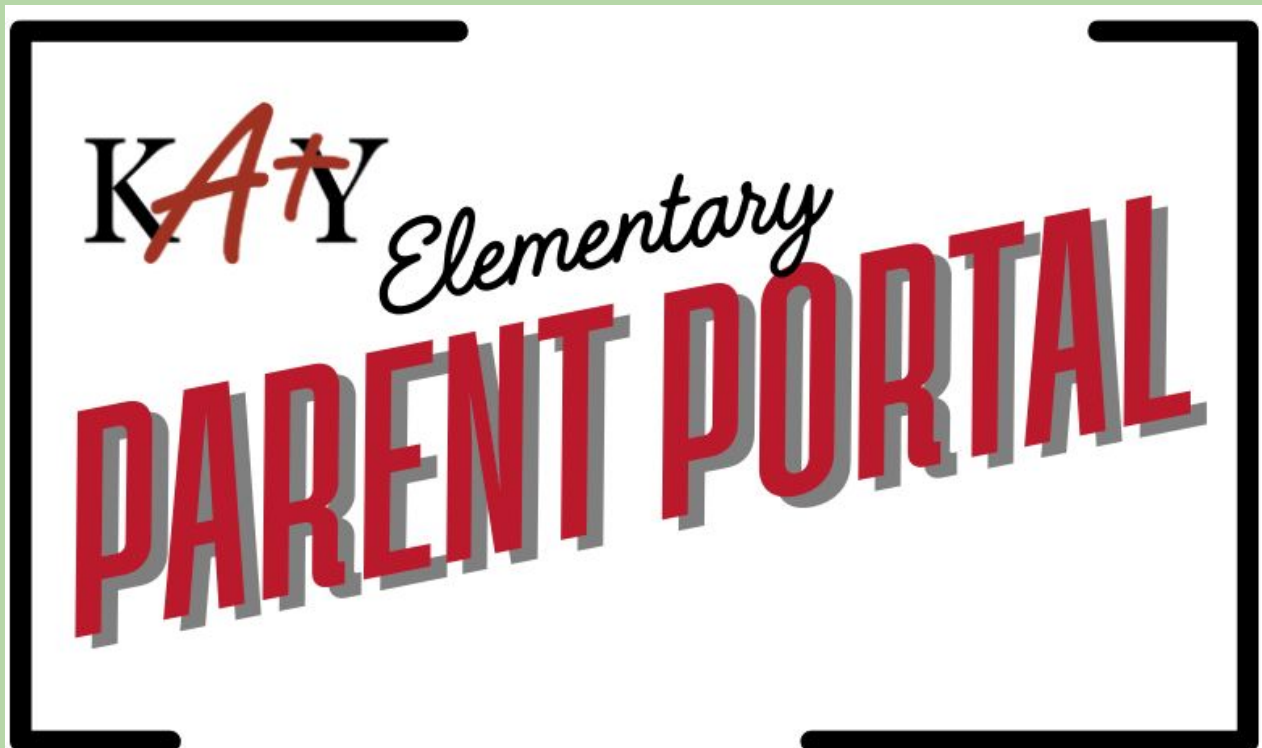
Students will focus on punctuation for statements, commands, questions, and exclamations.





[Click here to view the 2nd Grade Katy Elementary Parent Portal](#)

The link contains useful information and videos to help you review with your child.



MATH - FAMILY ENGAGEMENT

HOME ACTIVITY



Addition and Subtraction Word Problems

MATERIALS

Paper Clips or Pennies, Paper, Pencil

ACTIVITY

Make up addition and subtraction word problems. Ask your child to use small objects, such as paper clips or pennies, to solve the problems. For each problem, have your child write an equation to show how to solve.

HOME ACTIVITY



Writing Number Stories

MATERIALS

Small Objects, Paper, Pencil

ACTIVITY

Tell your child an addition fact, such as $3 + 5$. Have him or her create a number story using that fact. Your child may use small objects or draw a picture to solve. Repeat the activity using a different number of objects.

READING Genres

Fantasy

Fantasy stories have made-up events that could not really happen.



GENRE STUDY

Fantasies are stories with made-up events that could not really happen. As you read *Clark the Shark*, look for:

- animal characters who talk and act like people
- the beginning, middle, and end of the story
- how pictures and words help you understand what happens

Characters



- **People** act and talk like real people.
- **Animals** act like pets or other real animals.

Setting



- The **setting** is a place that could be real in today's world.

Realistic Fiction

stories are made up but could happen in real life.



Events

- The **events** could really happen.
- Characters have **problems** that real people might have.
- The problems get **resolved**.

GENRE STUDY

Realistic fiction stories are made up but could happen in real life. As you read *Picture Day Perfection*, look for:

- the beginning, middle, and end of the story
- characters who act and talk like real people
- problems that real people might have
- ways pictures and words help readers understand the story

Module 1

Be a Super Citizen

HELLO, FAMILY!

Over the next three weeks, our class will be learning about what it means to be a good citizen—at home, at school, and in the community.

We will read about characters and real people who are good citizens, and we will learn how our actions can make a difference to others. Children will also write a personal narrative about something they've done to make the world a better place.

BRING IT HOME! Learning fun for the whole family!

Big Idea Words

Reinforce these important topic words when you read or talk with your child:

citizen
difference
kind

Try to incorporate questions like these into everyday conversations:

- What can you do to show you are a good citizen?
- How can you make a difference in our neighborhood?
- What are some things we could do to be kind to others?

Let's Read Together

Make a special time and place to read with your child every day.

During this module about citizenship, try these activities during your reading time together:

- Find examples of kindness in the texts.
- Clap your hands when a character is giving rather than taking.
- Talk about a character who feels he or she doesn't belong and describe how other characters could help.



Word Play

Play with words to help develop skills that are important for reading.

• Week 1: Make Some Noise

Add sound effects to stories, using sounds from consonants and short vowels *a* and *i*.

• Week 2: I Spy

Play *I Spy* using words with short *o*, *u*, or *e* sounds. For example: I spy something that has a short *u* sound. (*rug*)

• Week 3: Let's Compete

Challenge each other to come up with the most long *a* or *i* words that end in silent *e*. For example: *late*, *bite*.

Module 1: Be a Super Citizen

During each module of Into Reading®, students will be introduced to specific phonics patterns and syllable rules that will help them become fluent readers. In Module 1, students will begin with a quick review of skills that they learned in 1st Grade. Your child will review open and closed syllables, the Floss Rule, words that end in -all, -oll, and -ull, and digraphs (sh, wh, th, and ch).

Syllable Types

Syllable Type	Syllable Rule	Examples
Closed Syllable	A syllable that end in one or more consonants and has a short vowel sound	cab, jet, win, job, bus
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> .
Open Syllable	A syllable that ends with a single vowel that is represented by its long vowel sound	<u>w</u> e, <u>o</u> nut, <u>a</u> corn, <u>u</u> nit

Grapheme Focus

Grapheme	Rule	Keyword
ff ll ss zz	The Floss Rule applies to one syllable words that have a short vowel followed by the sounds /f/, /l/, /s/, and sometimes /z/. When we hear these sounds after a short vowel sound, the final sound is spelled with a double consonant.	/f/ as in cliff /l/ as in bell /s/ as in grass /z/ as in buzz
-all -oll -ull	A word family is a group of words that share the same rime. The word families -all, -oll, and -ull each have a vowel followed by the double consonant ll. When we see the double consonant ll after the vowels a, o, or u, the ll may change the sound of these vowels.	-all as in ball -oll as in roll -ull as in bull



Digraph Focus

Digraph	Keyword
sh	/sh/ as in shark
wh	/wh/ as in whistle
th	/th/ as in bath
th	/TH/ as in feather
ch	/ch/ as in cheetah



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 during the week. Ask your child to circle the words and then practice reading them quickly. You can have your child look for the different types of words they learned in Module 1 and write them down on the Decodable Text Word Search and Sort page.

Module 1: Focus Words

Irregular Words (Heart Words)

into
two
been
very

Decodable Words

him	not	job	most	cold	find	hold
no	be	me	a	we	I	go
he	pass	tell	off	all	ball	pull
full	call	tall	fall	small	wish	shop
shall	when	with	that	this	then	them
much	which	child				

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



Lunch Visitor Sign Up

Please scan the qr code or use the link to
sign up for a lunch spot

Lunch Visitor Sign Up

Click Link

Lunch visitors may only attend **ONCE PER WEEK** to allow everyone an opportunity to have lunch with their child. Due to limited space, visitors are limited to **TWO VISITORS** per student. Each visitor must sign up for their own spot at the table.

Visitors should:

- ★ sit with their child at the visitor table.
- ★ only bring in food for their child.
- ★ not have interactions with students other than their own child.
- ★ only photograph/video you and your child.
- ★ only remain in the cafeteria during their child's lunch period.
- ★ If you are signed up for a later lunch please wait in the office reception

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](https://www.katyisd.org/gt) 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."

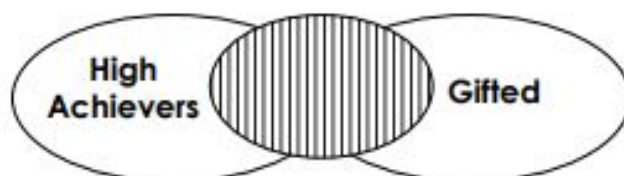
Students screened as transfers this fall are not eligible to be screened again during this testing window since students may only be screened once per year. They may be referred again at the beginning of the 2027-28 school year.

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"

CHARACTER TRAIT FOR SEPTEMBER



RESPECT

2nd Grade Family Connection

PurposeFULL
People

Overview

This month's focus is Respect. One way to think about Respect is "seeing value in all people and things & treating them with care." Many people feel Respected in different ways and we hope this month inspires discussions with your family about what Respect means to you and how you can practice it together!

Respect is 1 of 3 traits we will focus on throughout the year that helps students Be Kind. Throughout the school, students will be developing skills like perspective-taking, conflict resolution, and leadership.

Conversation Starters



- Can you share or show what Respect means?
- Tell me about the Tree of Choices. Which part is easiest for you? Most challenging?

In The Classroom

We all experience conflict in life. Whether we are frustrated with a friend or in an argument with a family member, we need tools to help us navigate conflict successfully. This month's focus for 2nd grade is on understanding conflict resolution through practicing Respect for others. This month, students will practice using the Tree of Choices, which is a simple tool to lead us toward successful conflict resolution.

1. The Roots of the Tree:

- Identifying if the problem is big or small.
- Big problems require assistance from an adult, which usually means someone is being hurt physically or emotionally.
- Small problems can be solved on their own without adult assistance.

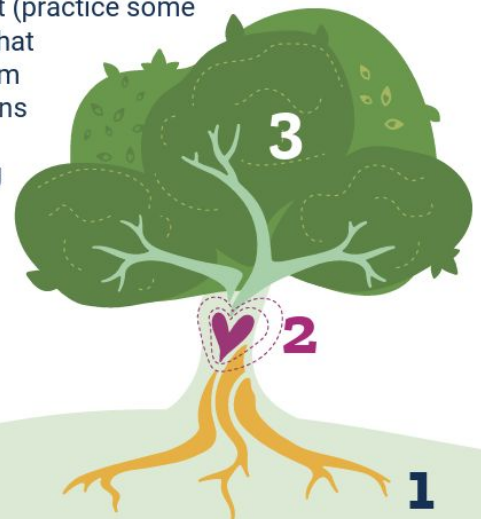
2. The Heart of the Tree:

- Naming the emotions you are feeling.

3. The Branches of the Tree:

Make a choice to:

- Move it out (step away from the problem)
- Talk it out (talk through the issue or connect with a friend/trusted adult)
- Breathe it out (practice some strategies that help us calm our emotions before responding in the heat of the moment.)



CHARACTER TRAIT FOR SEPTEMBER



RESPECT

PurposeFull Pursuits

PurposeFULL
People

Have some fun connecting as a family this month while practicing Respect. Here are 3 "PurposeFull Pursuits" for you to complete together. How many can you do this month?

Pursuit #1

A fun way to remind students to show Respect to others is to create a non-verbal cue. As a family, come up with a non-verbal way to cue your student to remember to show Respect to others. An example of this would be anytime you raise the "Respect Rooster" on your hand by closing the middle 2 fingers and bringing your pointer finger and pinky finger up, your student would be reminded to practice living out Respect.

Pursuit #2

Review Respect as a family! Remember that in our lessons we are teaching that Respect means to see value in people and things and treat them with care. Agree as a family to set aside a certain time each day this week to unplug from devices and plug into family time. It shows Respect to practice being present in the moment without the distractions that can come from technology. Debrief and discuss this challenge afterward and commit to this practice at least 1 day each week!



Pursuit #3

Find a time to sit in a circle together and celebrate all the ways you have seen each other practice Respect. Take turns sharing responses to the following prompts or make up your own! Remember to practice Respect as you listen to each other.

Celebration Prompts:



- What family member(s) do you want to celebrate for their Respect?
- Share about a time when you resolved a conflict while showing care for others.

