

Class News

KDE 1st Grade
9/4/26



LITERACY

Reading:

We will be learning about nonfiction and text features.

Structured Literacy:-

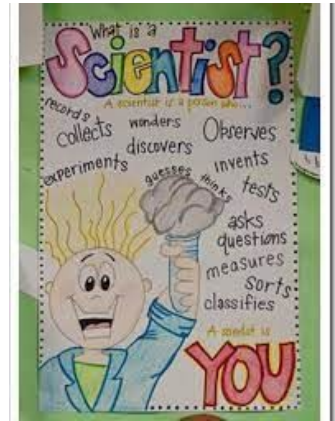
We will be learning about blends and digraphs.

Writing:

We will be working on descriptive writing.



SCIENCE



MATH

We will be working on addition and subtraction within word problems.

SOCIAL STUDIES

We will be learning about our community and community helpers.



GENTLE REMINDERS:
Upcoming week reminders:

Monday 9/7- No school

9/7-9/11 Book Fair- library will be closed for lessons and check out.

Friday, 9/11- Picture Day: have your student wear their best smile.

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!

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			

 Edit


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  CHOIR	18 No school Campus PD Day	19	20
21 WOD 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 2: My Family, My Community

In Module 1, your child reviewed short vowel sounds for a, e, i, o, and u. We met the Alphafriends that help us remember the letters of the alphabet and we practiced reading words with short vowel sounds. In Module 2, your child will be learning about two different graphemes and one digraph that help build fluency as a reader.

Structured Literacy Academic Vocabulary

Grapheme:

a letter or combination of letters that represent a corresponding single sound

Digraph:

a two-letter combination that represents one phoneme

Phoneme:

an individual speech sound that can be combined with others to make words

Rime:

follows the onset of a word and includes the vowel and letters that follow (hat, cat)

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

Grapheme	Rule	Keyword
ck	The digraph ck makes the /k/ sound. When a one-syllable word has the /k/ sound immediately after a short vowel, we spell the final /k/ sound with the digraph ck.	/k/ as in kick



Module 2: Focus Words

In Module 2, your child will continue learning several irregular and decodable words. In each Module letter you will find practice strategies and tips so support you in helping your child practice at home. Below you will find the focus words that will be taught during Module 2: My Family, My Community.

Irregular Words (Heart Words)

my	by	why
walk	talk	into
see	the	and
then	the	

- 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:

Play Three-in-a-Row with your child. Use the Three-in-a-Row game board and take turns reading words and then writing words in the spaces on the game board. Play until someone gets three-in-a-row or all of the spaces are used on the board.

Decodable High Frequency Words

can	Mom	not
in	get	pet

- 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/)

Multisensory Practice

Practice sounding out words using a variety of hands-on materials. Make several ball shapes or use multiple of one item. (Ideas: playdough, clay, paper balls, shaving cream, pom poms, cotton balls).

Try this routine:

- Pick a word.
- Say the sounds as you flatten or touch each item.
- Then write the words on a piece of paper or index card to keep practicing.

Practice Strategy:

Practice spelling the words by writing the graphemes in Elkonin boxes to build the words. We often call these sound boxes and when we use them, we write one sound in each box.

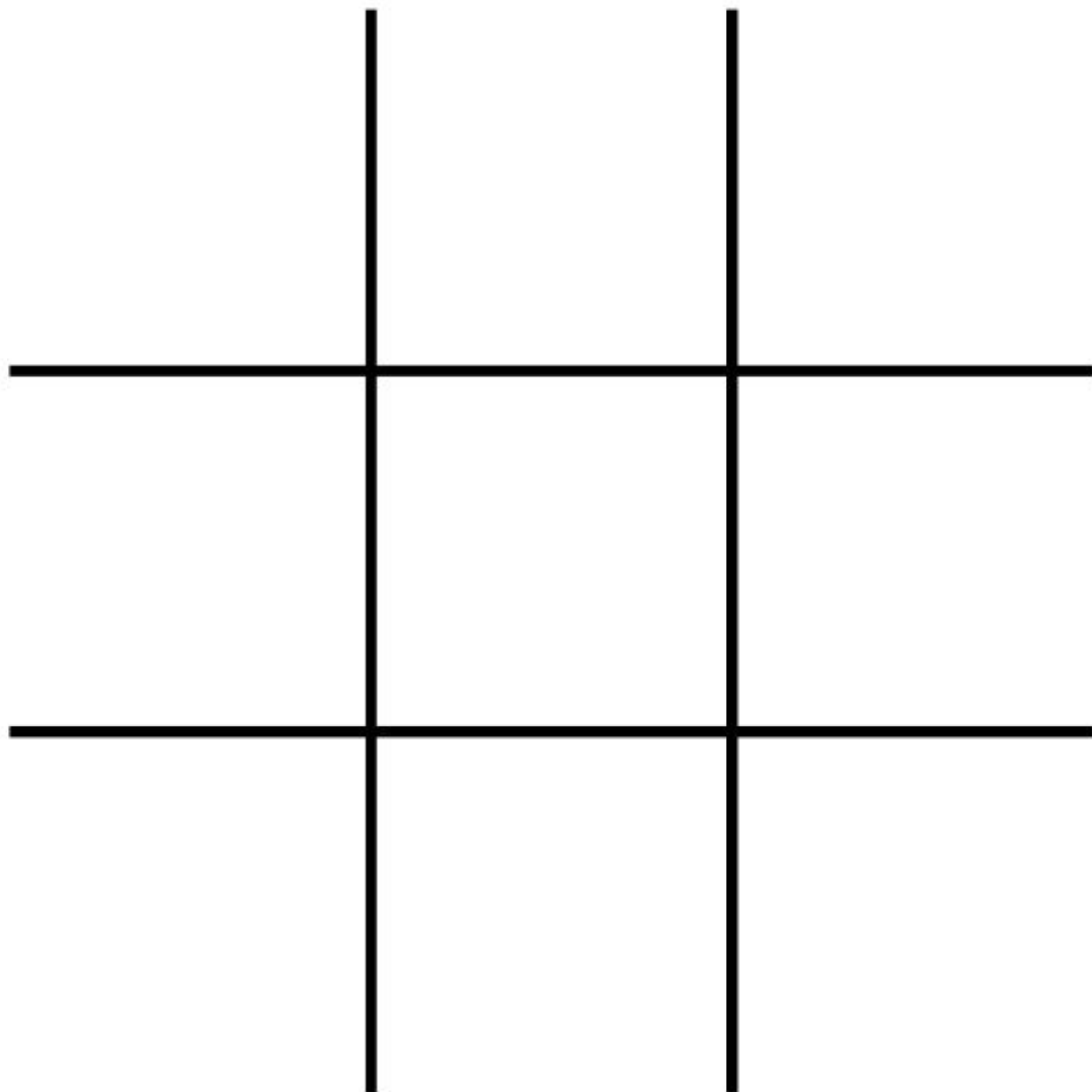
Example:



Three-in-a-Row

Directions: (The steps to this game are similar to the classic game, Tic-Tac-Toe.)

- Take turns reading irregular or decodable high frequency words out loud.
- After reading a word, write the word in a blank space on the game board.
- Keep playing until someone gets three words in a row or all spaces of the board are used.



Elkonin Boxes

Directions:

- Pick a word to practice spelling.
- Sound out the word and touch a box for each sound.
- Write the graphemes in the Elkonin, sound, boxes to build the words.
 - One grapheme (or sound) will go in each box.
- Write the word on the line.

Example:



--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

First Grade Heart Words: Module 2

my

by

why

walk

talk

into

my



by



why



walk



talk



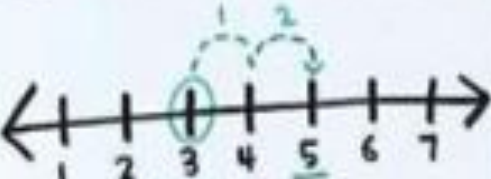
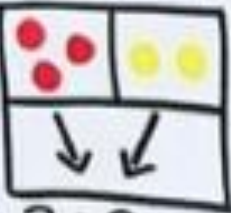
into



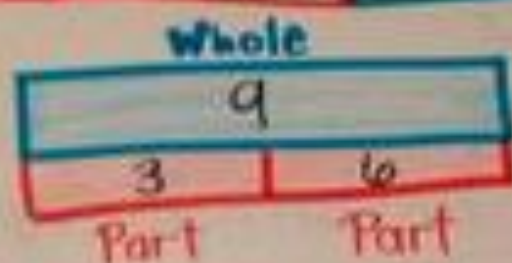
Math Resources

Addition Strategies

joining together

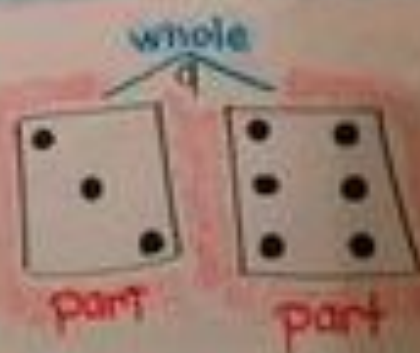
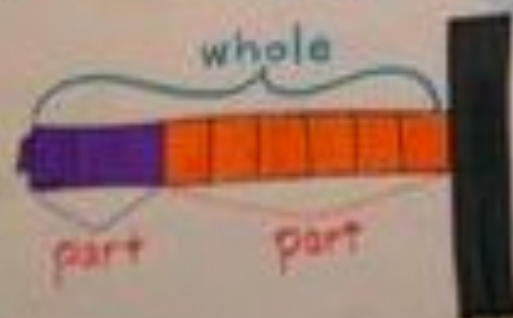
I can use a ten frame  $3 + 2 = 5$	I can use a picture  $3 + 2 = 5$
I can use counters  $3 + 2 = 5$	I can use my brain  $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$
I can use a number line  $3 + 2 = 5$	I can use part-part-whole  $3 + 2 = 5$

Part Part Whole



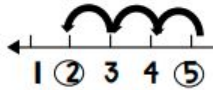
$$\begin{array}{r} 3 + 6 = 9 \\ \text{part} \quad \text{part} \quad \text{whole} \end{array}$$

$$\begin{array}{r} 9 - 3 = 6 \\ \text{whole} \quad \text{part} \quad \text{part} \end{array}$$



SUBTRACTION STRATEGIES

HOP BACK
ON A
NUMBER
LINE



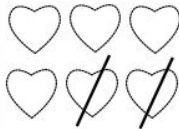
$$5-3=2$$

CROSSING
OUT



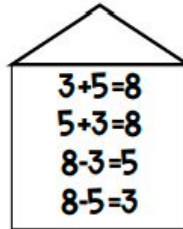
$$6-2=4$$

PICTURES



$$6-2=4$$

FACT
FAMILIES



$$3+5=8$$

$$5+3=8$$

$$8-3=5$$

$$8-5=3$$

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.

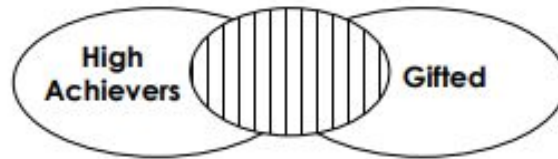


Director of Gifted/Talented and Advanced Academic Studies

Advanced Academics@katyisd.org



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"