



LEARNING IS SWEET IN 2ND GRADE



UPCOMING EVENTS

- 9/4- 1st House Pep Rally
- 9/7- No School for Labor Day
- 9/8-Book Fair Family Night
- 9/9 - 9/11 Book Fair
- 9/11- Picture Day
- 9/14- Boosterthon Kick-off

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 CLOSES GENERAL MEETING AND VOLUNTEER ORIENTATION BOOK FAIR FAMILY NIGHT	9 BOOK FAIR	10 CHOIR PARENT MEETING BOOK FAIR	11 Picture Day 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			



SIGN UP FOR **FREE** HOUSE SHIRT

Please complete
this form for our
new House shirt



[Link to free shirt form.](#)



LEARNING IS SWEET



MATH

Students will use mental math, hundred chart, and number line to add and subtract up to 100.

A You can add on a hundred chart. Find $54 + 18$.

One Way

Add the tens first.

74	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60

Start at 54. Add 18. Move up 1 row to add 1 **ten**. Then move ahead 8 to add 8 **ones**. $54 + 18 = 72$



B **Another Way**

Add the ones first. Start at 54. Add 18. Move ahead 8 to add 8 ones. Then move up 1 row to add 1 ten.

$$54 + 18 = 72$$

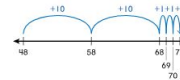
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60

I get the same sum both ways!



A Find $48 + 23$. Use an **open number line**.

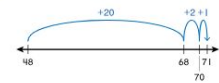
One Way



You can place 48 on the number line. Then count on 2 tens and 3 ones to add 23.



B **Another Way**



$$\text{So, } 48 + 23 = 71.$$

There are many ways to do it. This way shows a jump of 20, then 2, then 1 to add 23. Both ways land on 71.



Science

Students will work through and engineering process. They will also explore how scientist understand relationships, how things are made, understand a topic, and to find answers.

Engineering Design Process

Messy Backpack

Engineering is when people design solutions to problems using appropriate tools and models. The solution often must meet criteria. **Criteria** are guidelines for the solution.

Research and Communication

Scientists gather information, or research, to find answers. A scientist communicates the results of their investigation. Then, other scientists research those results.

Research can be done using websites, books, and articles. These are written by colleges, museums, and science groups. Ask your teacher to help you find research materials. The materials should be safe and reliable.



Collaboration is when scientists work together to solve a problem.

How has collaboration helped you?

Communication is important in science. We can communicate by speaking, writing, drawing, and making models. Sharing information and listening respectfully can help us all learn.

Descriptive Investigations, continued

A **descriptive investigation** is a set of procedures that scientists and engineers follow to answer a question and make a claim. These types of investigations collect data and make observations.

Science Skills

Ask: What is the question you want to answer?

Plan: What materials and tools do you need?

Conduct: What steps will you follow?

Observe: What is the best way to make observations during the investigation?

Record: How will you record data and observations during the investigation?

Communicate: How will you communicate the results of your investigation?



SOCIAL STUDIES

Students will learn about people who helped change their communities.

People Who Helped Shape Their Communities

Thurgood Marshall

Thurgood Marshall was born in Maryland on July 2, 1908. At that time, African Americans were not treated fairly in the United States. They were not allowed to go to the same schools as white students.

In 1930, Marshall wanted to attend law school at the University of Maryland. He was denied admission because of his skin color. He did not give up. Instead, he went to Howard University and became a lawyer. He wanted to change how people of color were treated.



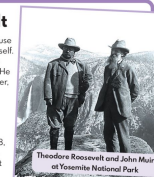
In 1954, a case about education went to the Supreme Court. It was called "Brown vs. Board of Education." Thurgood Marshall was the lawyer. He argued that having separate schools was wrong. The Supreme Court agreed with him. As a result, all children of the United States can attend the same schools.

Marshall continued to work for equality. On August 30, 1967, he became a justice in the Supreme Court. He was the first African American Supreme Court justice.

Theodore Roosevelt

President Roosevelt wanted people to use land wisely. He loved the outdoors himself. He had outlawed so he exercised a lot to control it. He loved hiking and hunting. He wanted people to use the land. However, he did not want all the land to be used at once.

Theodore Roosevelt knew that some places are important in history. He wanted to save those places. On June 8, 1906, he signed the Antiquities Act. The Antiquities Act allowed the government to create national parks.



Irma Rangel

Irma Rangel wanted all children to be able to have a good education. She lived through a period called "The Great Depression." It was a difficult time. She saw that many children wanted to go to school. However, most could not afford it. Irma worked hard. She became a lawyer in Texas. She was the first Mexican-American woman to become a congresswoman. Irma helped to write a law that created the Texas Grant. These grants help students to go to college.



Dr. Kalpana Chawla

Kalpana Chawla was an astronaut. She was born in Kamal, India. Her name "Kalpana" means "imagination." She picked that name herself. She was the last of her parents' four children. Her mother encouraged her to do well in school.

Kalpana studied engineering in college. She was particularly interested in aerospace engineering. She moved to the United States and became a citizen. In the United States, Kalpana earned a doctorate degree. Kalpana Chawla was an astronaut with NASA. She flew 2 space missions. She was good at fixing machines in space. These machines help us with communications and other things on Earth.



On Dr. Chawla's last mission, there was an accident. All the members of the mission died. Chawla has continued to receive many honors. She is an inspiration to many people. There is even a hill on Mars named after her, Chawla hill.



LEARNING IS SWEET



WRITING

Students will publish their writing and share their story with their classmates.



READING

Students will wrap up Module 1.

Great readers look for big idea words that repeat themselves. Read part 1. Underline the BIG IDEA Words that repeat.

Part 1

Animals can help plants spread seeds. Animals eat fruits that have seeds inside them. The animals carry the seeds away. Sometimes seeds stick to an animal's fur. The animals bring the seeds to new places.

Think... why did the author repeat those words? What does the author want you to learn?

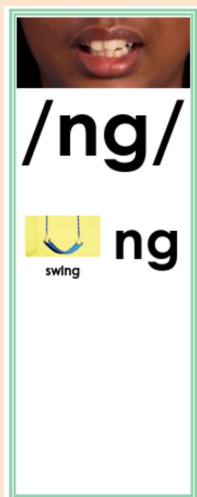
What do you think Part 1 is mostly about?

What is Part 1 mostly about?

- A. Animals eat many different kinds of fruit.
- B. Animals help spread plant seeds.
- C. Seeds often stick to an animal's fur.
- D. Plants give animals places to live.

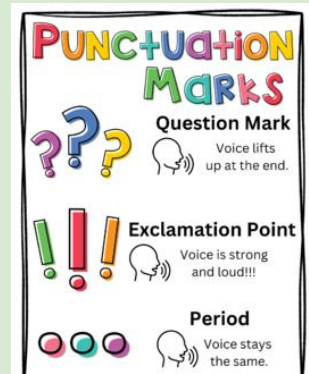
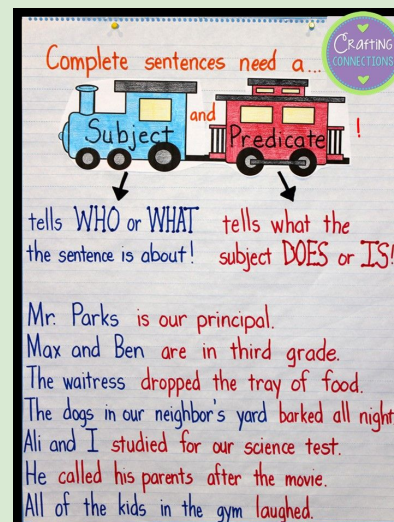
STRUCTURED LITERACY

Students will focus on words with digraphs /ng/ and /ph/.



GRAMMAR

Students will review, subjects, predicates, and punctuation marks.



HEART WORDS

MODULE 1

into



two



been



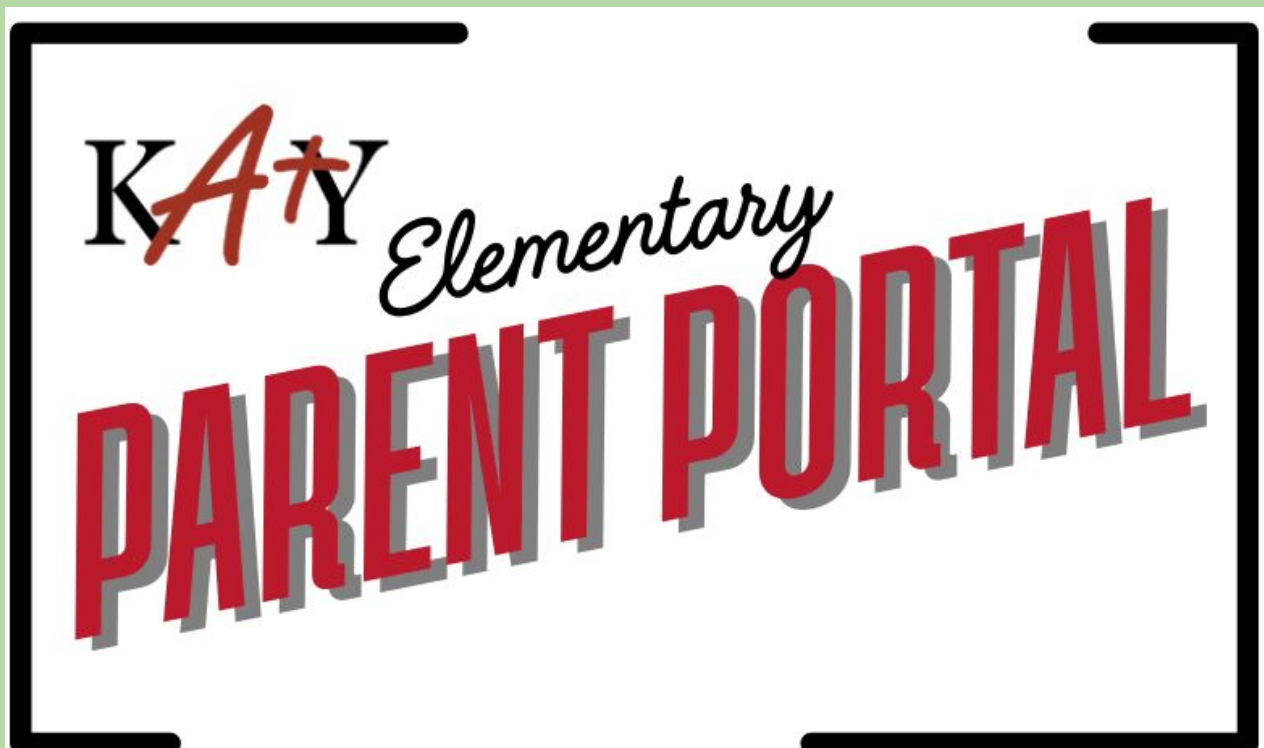
very





[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



Hundred Chart Addition

MATERIALS

Hundred Chart

ACTIVITY

Ask your child to describe how to add 37 and 16 on a hundred chart.

HOME ACTIVITY



Number Line Addition

MATERIALS

Paper, Pencil

ACTIVITY

Ask your child to show how he or she would find $28 + 13$ using an open number line.

HOME ACTIVITY



Addition Strategies

MATERIALS

Paper, Pencil

ACTIVITY

Write two numbers that are each between 10 and 50. Ask your child to explain an easier way to find the sum. Then have him or her show or describe how to use that way to find the sum.

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](#) 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."

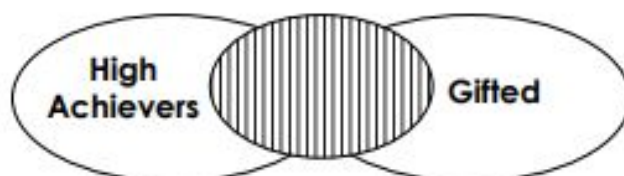
Students screened as transfers this fall are not eligible to be screened again during this testing window since students may only be screened once per year. They may be referred again at the beginning of the 2027-28 school year.

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.

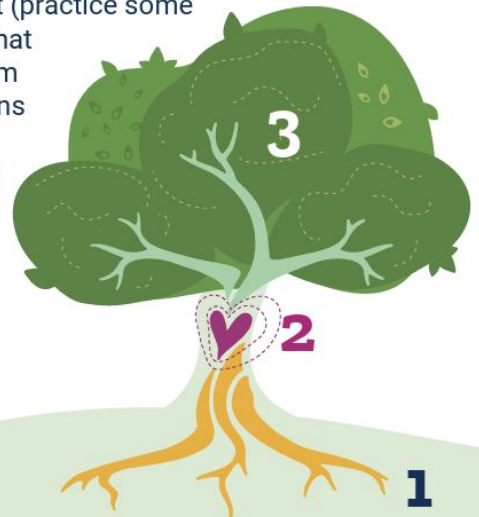
2. The Heart of the Tree:

- 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.

