

4th Grade Newsletter

Week of 9/7 - 9/11

What we are learning:

Math: Multiply by 1 Digit Numbers

Science: Properties of Matter

Social Studies: Texas Culture

Elar: Analyzing Literary Elements

Writing: Narrative Writing

Important Dates:

9/7 No School

9/8 Book Fair Family Night

9/8 Morphology Quiz

9/9 Science HW Due

9/10 Culture Project Due

9/11 Picture Day

Important Times:

11:40 - 12:10 Lunch

12:10 - 12:40 Recess

12:45 Switch

Reminders:

- Please enroll in the KISD Elementary C&I parent portal: [click here](#)
- Please make sure your child brings their Chromebook daily!

Math & Science

Name _____

Multiply by 1-Digit Numbers

Home-School
Connection
Topic 3

Math Padlet

Dear Family,

Your child is learning strategies to multiply two-, three-, and four-digit numbers by one-digit numbers. He or she is applying strategies involving partial products, including place-value arrays, and area models.

These patterns also help your child estimate products. For example, to estimate 4×32 , round 32 to the nearest ten (30) and then multiply ($4 \times 30 = 120$). To find the actual product, your child can use the Distributive Property.

Break apart 32 into 30 and 2. Think of 4×32 as $(4 \times 30) + (4 \times 2)$.
So, $120 + 8 = 128$.

Your child can compare the product to the estimate to see if his or her answer is reasonable.

Multiplying Greater Numbers

Materials paper and pencil

Give your child a two-digit by one-digit multiplication problem, such as 5×49 . Ask your child to estimate the product and then solve. He or she can use the Distributive Property to find the product.

Our Math & Science Padlet has additional resources for students & parents to use at home! We will upload copies of reviews once we send them home! They will be updated throughout the year, so please check back!

Science Padlet

Our Science Padlet will have the vocabulary words we are currently studying!

Science Homework

Letter to Home

Chapter: Properties of Matter

Dear Parent or Guardian,

Our class is learning how to classify and describe the physical properties of matter. Over the course of this chapter, students will have the opportunity to:

- **4.6A:** Classify and describe matter using observable physical properties, including temperature, mass, magnetism, density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Thank you for your continued interest and involvement in your child's schoolwork. I hope this letter helps you stay informed about what your child is studying. If you are looking for a way to connect with your child about their school day, use the conversation starters. You can continue to explore this subject by completing the following family activity. As always, please feel free to contact me if you have any questions.

ELA

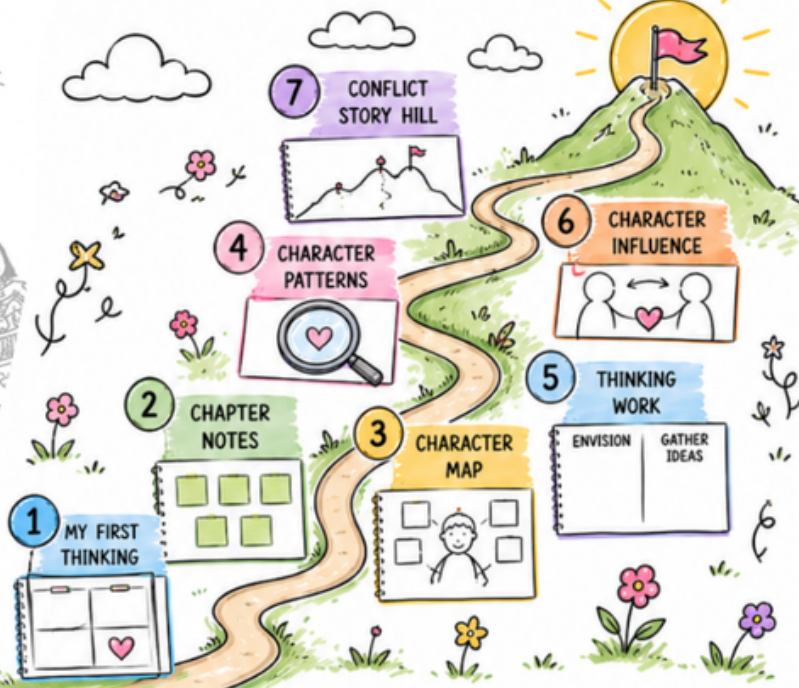


BIG READER QUESTION

How do thoughtful readers look back across a story to see how important moments connect?



OUR READING JOURNEY



Character Traits

Words that describe and help us understand a character.



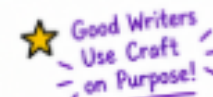
- respectful
- responsible
- cooperative
- creative
- imagination
- loving
- bossy
- shy
- athletic
- smart
- nice
- caring
- kind
- friendly
- talented
- funny
- playful
- careful
- thankful

Writing



CRAFT MOVES

Move the Story Forward



Good Writers Use Craft on Purpose!

• A craft move moves the story forward when it helps **something happen**, **change**, or helps the reader **understand** why it matters.



THE 3 WAYS IT MOVES FORWARD:

- 1 Something happens.**
The character does something, says something, or something happens to them.
- 2 Something changes.**
The character's feelings, thinking, decision, relationship, or situation changes.
- 3 Something matters.**
The reader learns something important that helps us understand the character or what happens next.

THE CRAFT MOVES:

- ☒ **Dialogue**
Reveals character and/or causes something to happen.
"I don't want to go," Maya whispered.
- ☒ **Sensory Details**
Helps the reader experience the moment and/or shows why it matters.
The sharp smell of chlorine filled my nose as I stood at the edge of the pool.
- ☒ **Inner Thinking**
Shows what the character thinks/feels and can explain a decision or change.
I wanted to run away, but Dad was already watching me. I took a deep breath and stepped onto the stage.

 **REMEMBER:**
Don't just tell me what craft move you used. Tell me what it did!

★ Craft isn't decoration... **IT HAS A JOB!** ★



Same goal...
Better writing!

THE WRITING PROCESS

Plan ★ Draft ★ Revise ★ Edit ★ Publish

Good writers don't just write... they go through a process!



It's not just about the end... it's about the process!

1 PLAN

Think about your topic, purpose, and audience.



- Choose a topic that matters to you.
- Brainstorm ideas.
- Organize your thoughts (think about a beginning, middle, and end).
- Create a simple plan or graphic organizer.

2 DRAFT

Get your ideas on paper.



- Use your plan to write your first draft.
- Don't worry about perfection.
- Get your ideas, thoughts, and feelings out.
- Use your craft moves (dialogue, sensory details, inner thinking) to make your writing stronger.

3 REVISE

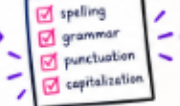
Make your writing better.



- Add, remove, or move ideas.
- Make your story clearer and stronger.
- Check for the right craft moves.
- Ask yourself: Does this help my story make sense? Does it move my story forward?

4 EDIT

Fix the small stuff.



- Check for correct spelling.
- Fix grammar and sentence structure.
- Use correct punctuation.
- Make sure you have your capitals where they belong.

5 PUBLISH

Share your work with the world!



- Type or neatly copy your final draft.
- Add a title.
- Share it with your class, family, or in a writing folder.
- Be proud of your work — you put in the effort!

★ = Each step helps you become a stronger, more confident writer! = ★

Morphology

Prefixes *in-*, *im-*

A **prefix** is a word part added to the beginning of a base word that changes the meaning of the word.

The prefixes *in-* and *im-* mean “in” or “into.”

<i>im-</i>	<i>in-</i>
immigration	inside
impassion	inland

Prefixes *un-*, *in-*, *im-*, *re-*

A **prefix** is a word part added to the beginning of a base word that changes the meaning of the word. For example, the prefix *un-* means “not.” When you add it to the word *happy*, you get *unhappy*—meaning “not happy.” Other prefixes that mean “not” are *in-* and *im-*.

Prefixes help you make new words or figure out the meanings of words you already know. For instance, if you know that *re-* means “again,” you can figure out that *recount* means “to count again.”

<i>un-</i>	<i>in-</i>	<i>im-</i>	<i>re-</i>
uneaten	independent	immature	recount
unlikely	invisible	impatient	reuse

Prefixes *mis-*, *pre-*, *dis-*

A prefix is a word part added to the beginning of a base word that changes the meaning of the word.
The prefix *mis-* means “not” or “badly.”
The prefix *pre-* means “before.”
The prefix *dis-* means “not.”

<i>mis-</i>	<i>pre-</i>	<i>dis-</i>
misread	preschool	disagree
misjudge	prejudice	disbelief
misplace	prehistoric	disappeared

Social Studies

Texas Culture

WEEK 30



Texas

4 Studies Weekly

OUR STATE

What is Culture?

Culture is the beliefs, traditions, and celebrations of a group of people. There are many different characteristics of culture. People with the same culture share traditions and celebrate holidays in similar ways. Governments can also influence culture.

Cultural communities express their heritage through art, stories, music, clothing, and food. They often practice

the same religion and speak the same language. They create places that protect their cultural heritage and preserve their traditions. Museums and religious centers are examples.

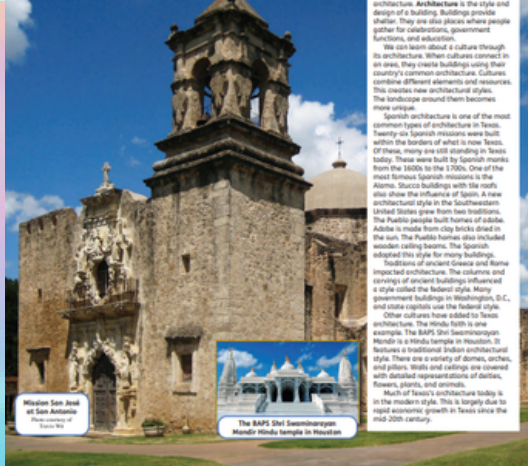
People bring their culture with them when they move from one place to another. Elements of different cultures often combine to create new traditions. People come together because they share

the same interests and cultures. At the same time, we celebrate the differences within and between our cultures.

Today, many people belong to more than one culture. Their heritage represents the beliefs and traditions of various cultural groups. We often describe the human characteristics of places and regions by their cultural traits.



Architecture



Mission San José at San Antonio
Photo: 1911

The BAPS Sri Swaminarayan Mandir Hindu temple in Houston

One of the many ways people can express and preserve their culture is through architecture. Architecture is the style and design of a building. Buildings provide shelter. They are also places where people gather for celebrations, government functions, and education.

We can learn about a culture through its architecture. When cultures connect in one area, they create buildings using their country's common architecture. Cultures combine different elements and resources. This creates new architectural styles. The landscape around them becomes more unique.

Spanish architecture is one of the most common types of architecture in Texas. Twenty-six Spanish missions were built within the borders of what is now Texas. Of these, many are still standing in Texas today. These were built by Spanish monks from the 16th to the 17th century. One of the most famous Spanish missions is the Alamo. These buildings were built in the style of the 16th and 17th centuries. A new architectural style in the southwestern United States grew from these traditions. The Pueblo people built homes of adobe. Adobe is made from city bricks dried in the sun. The Pueblo homes also included rounded, cooling towers. The Spanish adopted this style for many buildings.

Traditions of ancient Greece and Rome impacted architecture. The columns and carvings of ancient buildings influenced a style called the federal style. Many government buildings in Washington, D.C., and state capitals use the federal style. Other cultures have added to Texas architecture. The Hindu faith is one example. The BAPS Sri Swaminarayan Mandir is a temple in Houston. It features a traditional Indian architectural style. There are a variety of domes, arches, and pillars. Walls and ceilings are covered with colorful representations of deities, flowers, plants, and animals.

Much of Texas architecture today is in the modern style. This is largely due to rapid economic growth in Texas since the mid-20th century.

Arts and Literature

We can learn about a culture by studying its art and literature. Artists are important to communities. They help us understand culture through art and artistic celebrations. Their artwork expresses the traditions of different people. Artists help us learn about how different cultures live, work, and think. Sculptures, photographs, paintings, and murals reflect the life of a culture. Artists show the images they see around them. They make images of people, places, traditions, and celebrations from their culture or other cultures. This allows people from around the world to study the culture of different places.

Literature includes the stories people write and share. Reading, telling, and listening to stories lets people express their ideas and beliefs. Stories, like folk tales, myths, and legends, are important to many cultures. These are passed from one generation to another. Shared stories become part of a community's culture. Authors use elements from their own culture in their writings. Stories allow people from around the world to experience different cultural ideas.

Artists' and authors' works continue to shape and change our communities' cultural heritage. Spanish and Mexican culture has had a big impact on Texas art and literature. Mexican influence can be seen in many early Texas murals. Murals are large paintings. They are often painted on public buildings. Mexican artists blend traditional colors into their modern works.

The earliest known written record about Texas was written by explorer Alonso Núñez Cabeza de Vaca. It was titled "La Relación." It was written in Spanish. The record describes Cabeza de Vaca's experiences in the Texas area in the 1500s. One of the first English books about Texas was written in 1832. It was a book titled "Early Times in Texas." The book was written by John Smith. It describes Smith's experiences in Texas during the Civil War. He later wrote fictional books that were based in Texas. Some considered him the father of Texas literature.

Musical is also a form of art. Music is an important part of Texas culture. Many styles of music that are popular in Texas were influenced by Spanish, Mexican, and Latin American music. Tejano, country, and blues music are strong examples. Texas artists helped to popularize this music in other parts of North and South America.



Diego Rivera, 1933

Religion and Beliefs

Religion is another important part of culture. Religion is a system of beliefs that a group shares. There are many different religious beliefs practiced around the world. Some of these are Buddhism, Islam, Judaism, Hinduism, and Christianity.

People from different cultures have different religious beliefs. Religion influences culture. Many celebrations and traditions come from a culture's group's beliefs or religion. The food we eat, the way we dress, and where we live can also be influenced by religion.

Christianity has the largest presence of any religion in the United States. Seventy-seven percent of the population belongs to Christian sects. Catholicism was one of the first sects in Texas. This was largely due to early Spanish monks. They built missions and spread their beliefs. They wanted to convert American Indian tribes and early European settlers who came to Texas. A wave of Protestantism spread in the early 1800s.

Protestantism spread as more and more settlers moved to Texas. Today, people from various parts of Asia, such as India and China, have immigrated to Texas. This has led to an increase in the number of people who practice religions such as Islam, Buddhism, and Hinduism.



An event at Gateway Church in Southlake, Texas
Photo courtesy of David Long

Food

Food is an important element of culture. The food people eat is often based on the natural resources around them. People who live near the ocean tend to eat more fish than people living inland. The climate also dictates what grows well. This is why people around the world eat differently. Common foods in East and Southeast Asia include rice and fish. Europeans eat more wheat and potatoes. Areas with large grasslands rely heavily on farming. People who live there often raise cattle for food. People in different parts of the world also flavor their foods with different spices.

Food can also play an important role in cultural celebrations and holidays. People use special ingredients and recipes to prepare important meals. Many cultures use specific foods for eating and cooking. This helps maintain cultural traditions. When people move to new places, they bring their recipes and food traditions with them. This allows people to enjoy new dishes and types of food.

One type of cuisine you may be familiar with that is unique to Texas is called Tex-Mex. Much of the food in Texas has a Tex-Mex style. This type of cooking is a blend of Mexican, Spanish, and American Indian styles. Many families in Texas enjoy the spicy foods of Hispanic heritage.



Examples of modern Tex-Mex dishes and ingredients: corn, tortillas, chiles, cheese, Texas, salsa, chiles, and beef dishes

Clothing

The way people dress can be affected by the environments they live in. People use different resources to make clothing. These resources can be found where they live. Grasses, palm fronds, peapods, and cloth made from tree bark are some things people use to make clothes. Color dye for cloth is made from local plants. People in tropical and dry climates wear lightweight clothing to keep cool. Those in a continental or polar climate need heavier clothing to stay warm.

Clothing also reflects a community's cultural beliefs and traditions. Many cultures and religious groups wear clothing that reflects their beliefs and history. They use materials from the environment to make traditional clothing.

Many of the hats and clothing used by today's cowboys come from Mexican vaqueros. The words "chaps" and "poncho" first came from the Spanish language. Cowboy hats were first created in 1865 by John B. Stetson.



A Mexican Vaquero painting by Frederic Remington, 1875



John B. Stetson

A Stetson Cowboy hat from 1930

Brown leather cowboy boot
Courtesy of The Metropolitan Museum of Art

Specials Schedule



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			

4th Grade TEAM (7) *Ali Split

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Art	Alston (Ali)	Neel (Ali)	Barnett (Ali)	Miller (Ali)	Churchwell (Ali)	Sladic (Ali)
Library	Barnett (Ali)	Miller (Ali)	Churchwell (Ali)	Sladic (Ali)	Alston (Ali)	Neel (Ali)
Music	Churchwell (Ali)	Sladic (Ali)	Alston (Ali)	Neel (Ali)	Barnett (Ali)	Miller (Ali)
PE	Neel (Ali)	Barnett (Ali)	Miller (Ali)	Churchwell (Ali)	Sladic (Ali)	Alston (Ali)
PE	Miller (Ali)	Churchwell (Ali)	Sladic (Ali)	Alston (Ali)	Neel (Ali)	Barnett (Ali)
PE	Sladic (Ali)	Alston (Ali)	Neel (Ali)	Barnett (Ali)	Miller (Ali)	Churchwell (Ali)

Student Calendar

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 CLOS 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				

Gifted & Talented



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.

A handwritten signature in black ink that reads "Danielle Sanchez".

Director of Gifted/Talented and Advanced Academic Studies



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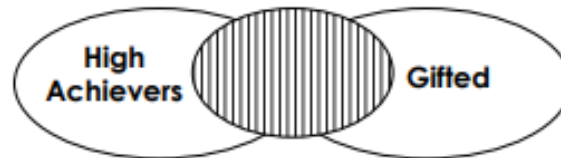
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Director of Gifted/Talented and Advanced Academic Studies



Gifted & Talented

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"

Purposefull People



RESPECT

4th 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.

In The Classroom

We all experience conflict in life. We need tools to help us navigate conflict successfully. This month, 4th graders will practice using the Tree of Choices to practice conflict resolution. The Tree of Choices is a simple tool to help us resolve conflict successfully.

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).



RESPECT

PurposeFull Pursuits

PurposeFULL
People

Conversation Starters



- What does it look like to treat other people with care?
- How can the Tree of Choices help you with conflicts here at home? With friends?

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?