



LEARNING IS SWEET IN 2ND GRADE



UPCOMING EVENTS

- 10/21- Unity Day- Wear orange
- 10/22- Wear Astros Gear
- 10/22- Trunk or Treat 6-7pm
- 10/23- No School for Students
- 10/26-10/30- Red Ribbon Week
- 10/30- Book character Parade

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.

OCTOBER 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				 Dragon Times Meeting 3:30 - 4:30 1	2	3
4	World Bully Prevention Day Chess ♞ 5	Soccer Stars Of Katy Choir ♫ 6 Read Deed Run 6	Walk/Bike to School Student Council Meeting Dragon Times Tutoring 7:45AM 7	 Wear Red for Dyslexia Awareness Mother Daughter event 6:00 - 8:00 PM 8	 Fall Break 9	10
11	 Fall Break 12	 Fall Break 13	Second Grading Cycle Begins 14	 Dragon Times Meeting 3:30 - 4:30 15	16	17
18	Chess ♞ 19	Soccer Stars Of Katy Choir ♫ 20 Read Deed Run 20	Unity Day Wear Orange Dragon Times Tutoring 7:45AM 21	Trunk or Treat 6:00 - 7:00 PM 22	 Campus PD Day 23	24
25	Red Ribbon Week Chess ♞ 26	Red Ribbon Week Soccer Stars Of Katy Challenge Picnic @ School playground 5-6pm Choir 27	Red Ribbon Week 50th Day of School 28	Red Ribbon Week Dragon Times Meeting 3:30 - 4:30 29	Red Ribbon Week Book Character Parade 30	31

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

OCTOBER 2026



SUN	MON	TUE	WED	THU	FRI	SAT
				1 PK/K: DAY 4 1-5: DAY 2	2 PK/K: DAY 1 1-5: DAY 3	3
4	5 PK/K: DAY 2 1-5: DAY 4	6 PK/K: DAY 3 1-5: DAY 5	7 PK/K: DAY 4 1-5: DAY 6	8 PK/K: DAY 1 1-5: DAY 1	9 FALL BREAK	10
11	12 FALL BREAK	13 FALL BREAK	14 PK/K: DAY 2 1-5: DAY 2	15 PK/K: DAY 3 1-5: DAY 3	16 PK/K: DAY 4 1-5: DAY 4	17
18	19 PK/K: DAY 1 1-5: DAY 5	20 PK/K: DAY 2 1-5: DAY 6	21 PK/K: DAY 3 1-5: DAY 1	22 PK/K: DAY 4 1-5: DAY 2	23 NO SCHOOL PD DAY	24
25	26 PK/K: DAY 1 1-5: DAY 3	27 PK/K: DAY 2 1-5: DAY 4	28 PK/K: DAY 3 1-5: DAY 5	29 PK/K: DAY 4 1-5: DAY 6	30 PK/K: DAY 1 1-5: DAY 1	31



WEAR
ORANGE

- AND -

SHARE
KINDNESS

UNITY DAY

WEDNESDAY,
OCTOBER 21ST



WEAR YOUR



ASTROS



GEAR



THURSDAY,
OCTOBER 22ND



JOIN US



**OCTOBER
28TH**



**DRESS LIKE
THE 50'S**

*In celebration
Of the 50th day of school!*





RED RIBBON WEEK

Choose Healthy, Be Happy!

Oct. 26 - 30

Join us for a week of fun dress-up days while celebrating healthy choices and a bright future!



MONDAY - Give Bad Choices the Boot!

Western Wear Day

Wear boots, hats, jeans, plaid shirts, or bandanas. Let's kick bad choices to the curb!



TUESDAY - Live the Aloha Way

Tropical Day

Wear Hawaiian shirts, leis, floral prints, and bright colors.



WEDNESDAY - Rockin' Our Healthy Choices!

50s Day

Dress in your coolest retro 50s style and make positive choices.



THURSDAY - Healthy Habits From Head to Toe!

Crazy Hair & Crazy Socks Day

Show off wild hair and fun socks.



FRIDAY - Write Your Best Chapter!

Book Character Day

Dress as a favorite book character and bring the book.



Reminder

Costumes must be school appropriate.
No weapons, masks, or scary makeup.

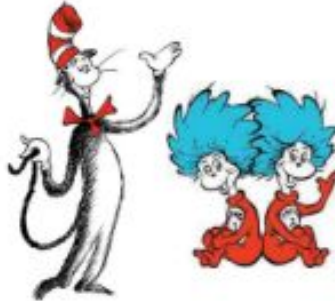


Healthy Choices Today, Bright Futures Tomorrow!



KDE Book Character Day!

Friday, October 30, 2026



Dear Parents,

We are excited for Book Character Dress-Up Day & the Book Character Parade. Book Character Dress-up Day and Parade is **Friday, October 30, 2026**. Students may come to school dressed up as a character from a favorite book. The Book Character Parade will begin at **9:00 a.m.** in the circle drive at the front of the school.

Parents are invited to view the parade in designated areas in front of the school. Raptor badges are not required for parents coming only to watch the parade. Parents will be able to view all classes as the students parade in their costumes through the circle drive.

Costume Guidelines

- Select a book character from a book read independently or with an adult.
- Costumes may be purchased; however, students are encouraged to use items already at home to create their character costume. Have fun & be creative!
- All costumes must be school dress appropriate and comply with dress code guidelines.
 - *Please do not bring toy weapons.
 - *No scary makeup or masks.
- Bring the book with the character to school on **October 30th** to carry in the parade.

We are looking forward to an exciting day celebrating our favorite books and characters!

Thank you!

James and Keiko Davidson Elementary Staff



LEARNING IS SWEET



MATH

Students will learn subtraction strategies for numbers to 100 including: using an using partial differences (break apart) and place value.

A $43 - 18 = ?$

You can use compensation to make numbers that are easier to subtract.

It is easier to subtract 20 than 18.



B **One Way**

Change both numbers by adding or subtracting the same amount. Then subtract using mental math.

$$43 - 18 = ?$$

$$\downarrow +2 \quad \downarrow +2$$

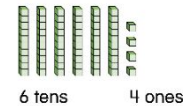
$$45 - 20 = 25$$

$$\text{So, } 43 - 18 = 25.$$

A Find $64 - 36$.

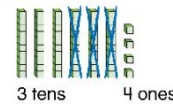
You can use place-value blocks to subtract and record **partial differences**.

What You Show



6 tens 4 ones

B You can subtract 3 tens from 6 tens.



$$\begin{array}{r} 64 \\ - 30 \\ \hline 34 \end{array}$$

I can record partial differences as I subtract.

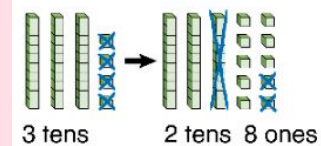


Subtract 6 ones.

First, subtract 4 ones to make a 10.

Regroup 1 ten as 10 ones.

Then subtract 2 ones.



3 tens 2 tens 8 ones

$$\text{So, } 64 - 36 = 28.$$

$$\begin{array}{r} 64 \\ - 30 \\ \hline 34 \\ - 4 \\ \hline 30 \\ - 2 \\ \hline 28 \end{array}$$

Science

Students will investigate and discuss vibration and sound.

Interactive Word Wall

sound
vibrate

Making Sound

Claim, Evidence, Reasoning

What did you observe when the rubber band was making a sound? Check your claim. Can you back it up? Keep reading and underline evidence.

Listen! What do you hear right now? You hear sounds. A **sound** is made by objects vibrating. To **vibrate** is to move back and forth very quickly.

Sometimes you can see the vibrations that make a sound. You also can feel them! You can feel vibrations when you use your voice.

Talk about a time when you have felt a sound with a partner.



tuning fork



Caption It!

Have you ever felt the ground shake during a thunderstorm? A sound makes matter vibrate. Sounds make parts of our ears vibrate, too. This makes you hear sound.



Would you believe that sounds can shatter glass? Sounds can make glass vibrate, sometimes so much that the glass breaks.

You can control your voice to make all sorts of sounds.



SOCIAL STUDIES

Students will learn digital citizenship and safety.



DIGITAL CITIZENSHIP UNIT 4 - TEACHER ANSWER KEY 2ND GRADE



1 Day 1

AUP (Acceptable Use Policy)

Watch: Katy (SD) Responsible Use Guidelines

Respond: Class Discussion - Create a "Digital Norms" poster

ANSWER:
Students' posters will vary, but should include rules such as:
✓ Keep devices safe.
✓ Use devices for learning.
✓ Be kind and respectful online.
✓ Ask for permission before sharing.
✓ Follow directions and ask for permission.
✓ Protect others' privacy.
✓ Log off when you are finished.
✓ Log off when you are finished.

Our Digital Norms

- Keep devices safe.
- Use devices for learning.
- Be kind and respectful online.
- Ask for permission before sharing.
- Follow directions and ask for permission.
- Protect others' privacy.
- Log off when you are finished.
- Log off when you are finished.

2 Day 2

Digital Footprint

Watch: Digital Trails

Respond: Class Activity - Follow the Digital Trails Student Handout

ANSWER:
Students follow the trails and find information Heart and Arms shared online.

Digital Footprint

Name _____ **Age** _____

School _____ **Grade** _____

Favorite Game _____ **Favorite Color** _____

Hobby _____ **City** _____

Photo _____ **Picture of Heart and Arms** _____

Digital footprints are created every time we share something online!

3 Day 3

Online Safety

Watch: Private & Personal Information

Respond: Class Activity - Thumbs Up/Down & Songtube "Keep It Private!" Student Handout

ANSWER:
THUMBS UP - OK TO SHARE
✓ Favorite ice cream flavor
✓ A fun hobby
✓ A pet's name
✓ A favorite book
✓ A picture of your dog
THUMBS DOWN - NOT OK TO SHARE
✗ Full name
✗ Home address
✗ Phone number
✗ School name and class
✗ Passwords

Private means keeping personal information to yourself and trusted adults.

Private means keeping personal information to yourself and trusted adults.

4 Day 4

Cyber Kindness

Watch: The Power of Words

Respond: Class Activity - Crossing the Line

ANSWER:
KIND & RESPECTFUL (Safe to Say or Do Online)
✓ Compliment a classmate
✓ Thank someone
✓ Share an encouraging message
✓ Include others
✓ Use kind words
NOT KIND (Crosses the Line)
✗ Send mean messages
✗ Make fun of someone
✗ Share embarrassing pictures
✗ Leave someone out
✗ Spread rumors



Always think before you type. Kind words make the internet a better place!



Be Safe. Be Respectful. Be Responsible. Make Smart Choices Online!



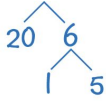
MATH - FAMILY ENGAGEMENT

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Break apart the number you are subtracting to find the difference. Use the open number line to show your work.

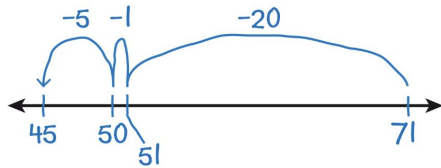
$$71 - 26 = \underline{45}$$



$$71 - 20 = 51$$

$$51 - 1 = 50$$

$$50 - 5 = 45$$



Break apart the 26 into 20 and 6. Then break apart the 6 into 1 and 5. First subtract the 20: $71 - 20 = 51$. Then subtract the 1: $51 - 1 = 50$. Next, subtract the 5: $50 - 5 = 45$. So, $71 - 26 = 45$. The jumps on an open number line show each step of the subtraction.

HOME ACTIVITY

Break Apart and Subtract

ACTIVITY

Ask your child to show how to break apart the 37 in $91 - 37$ to find the difference.

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Use compensation to make numbers that are easier to subtract mentally. Then solve. Show your thinking.

$$96 - 37 = \underline{59}$$

$$96 - 37 = ?$$

$$+ 3$$

$$96 - 40 = 56 \rightarrow 59$$
$$+ 3$$

Compensation is a method that makes problems easier to do in your head. It is easy to subtract 40 mentally. So, instead of subtracting 37, subtract 40. Add 3 to change the 37 to 40. Now subtract $96 - 40 = 56$. But you subtracted 3 more than 37. So, you need to add 3 to 56 to get the final answer: $56 + 3 = 59$. So, $96 - 37 = 59$.

HOME ACTIVITY

Use Compensation and Subtract

ACTIVITY

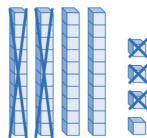
Ask your child to show you how to use compensation to find $82 - 49$.

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Think about whether you would trade a 10 for ones. Then solve any way you choose.

$$44 - 23 = \underline{21}$$



You do not need to trade a 10 for ones.

Draw 4 tens and 4 ones for 44. 23 is 2 tens and 3 ones. No regrouping is needed because there are enough ones. So, mark Xs on 3 ones. Then subtract the 2 tens by marking an X on two tens. 2 tens rods and 1 ones block remain. The difference is 21.

HOME ACTIVITY

What's the Difference?

MATERIALS

Paper, Pencil

ACTIVITY

Ask your child to show how to solve a subtraction problem, such as $37 - 19$. Ask your child to explain the way he or she chose to solve it and to tell why he or she found that way helpful.



LEARNING IS SWEET



WRITING

Students will continue learning and practicing persuasive/opinion writing.

Writing Prompt: Persuasive Text

Persuasive Text 3.2b

As you plan and draft your persuasive text, be sure to:

- clearly state your issue and where you stand on it
- support your opinion with convincing evidence such as facts, figures, quotes, and examples
- use action verbs and adverbs to create a strong message
- write a conclusion that summarizes your position

Get Started! Identify and gather sources to help support your opinion. Write the source names in your notebook.

Grade 2 | Writing Workshop

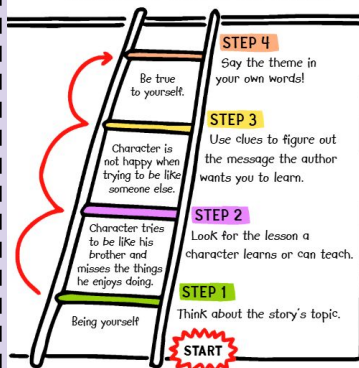
Module 3

READING

Students will read a fantasy, informational text, & biography and focus on theme & text organization.

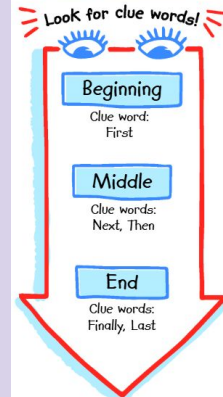
THEME

The **topic** is what a story is mostly about.
The **theme** is the moral or lesson the author wants readers to take away from the story.



Text Organization

Chronological Order



Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

When authors use **chronological order**, they describe events or the steps in a process in order. This helps show how one event is connected to the next.

STRUCTURED LITERACY

Students will focus on words with these trigraphs that make one sound.

TRIGRAPHS

Trigraphs are three letters that make one sound. Trigraphs are found at the end of 1 syllable words following a short vowel.

tch

dge

c a tch

b a dge

crutch

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GRAMMAR

Students will focus on action verbs in sentences.

Grammar 3.1.3a

Action Verbs in Sentences

A **verb** names an action.

Verbs that tell about actions that happen now are called **present-tense verbs**.

Verbs that tell about actions that happened before now are called **past-tense verbs**.

Present-Tense Verbs	Past-Tense Verbs
The wheels roll .	The wheels rolled .
The bread bakes .	The bread baked .

Grade 2 | Grammar Mini-lessons

Verbs = Types of Verbs

HEART WORDS

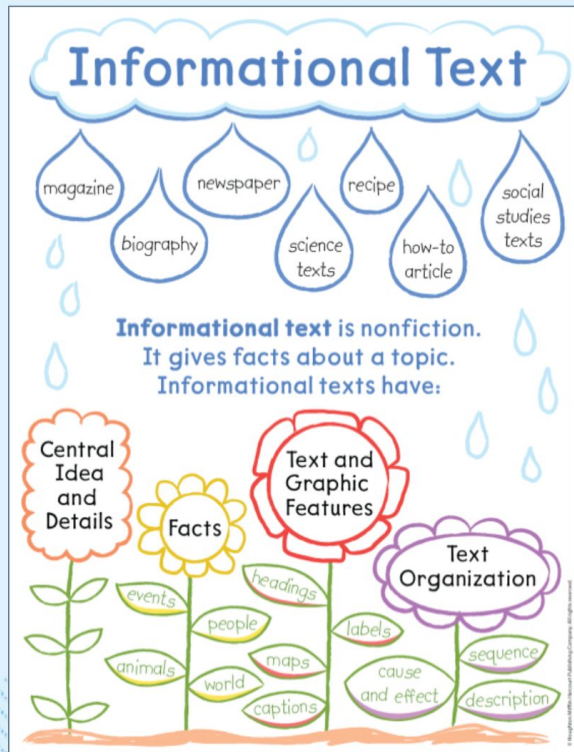
MODULE 3

buy guy

anything

anyone

READING Genres



GENRE STUDY

Informational text is nonfiction. It gives facts about a topic. As you read *Many Kinds of Matter*, look for:

- captions with art or photos
- photographs
- how visuals and words work together to help you understand the text

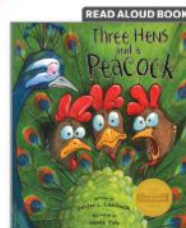


GENRE STUDY

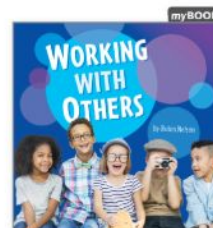
Fantasies are stories with made-up events that could not really happen. As you read *The Great Fuzz Frenzy*, look for:

- animal characters that talk and act like people
- the beginning, middle, and end of the story
- setting, or where the story takes place

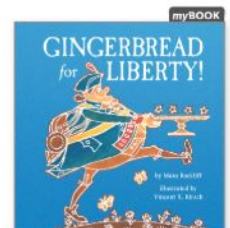
WEEK
2



Genre: Fantasy



Genre: Informational Text

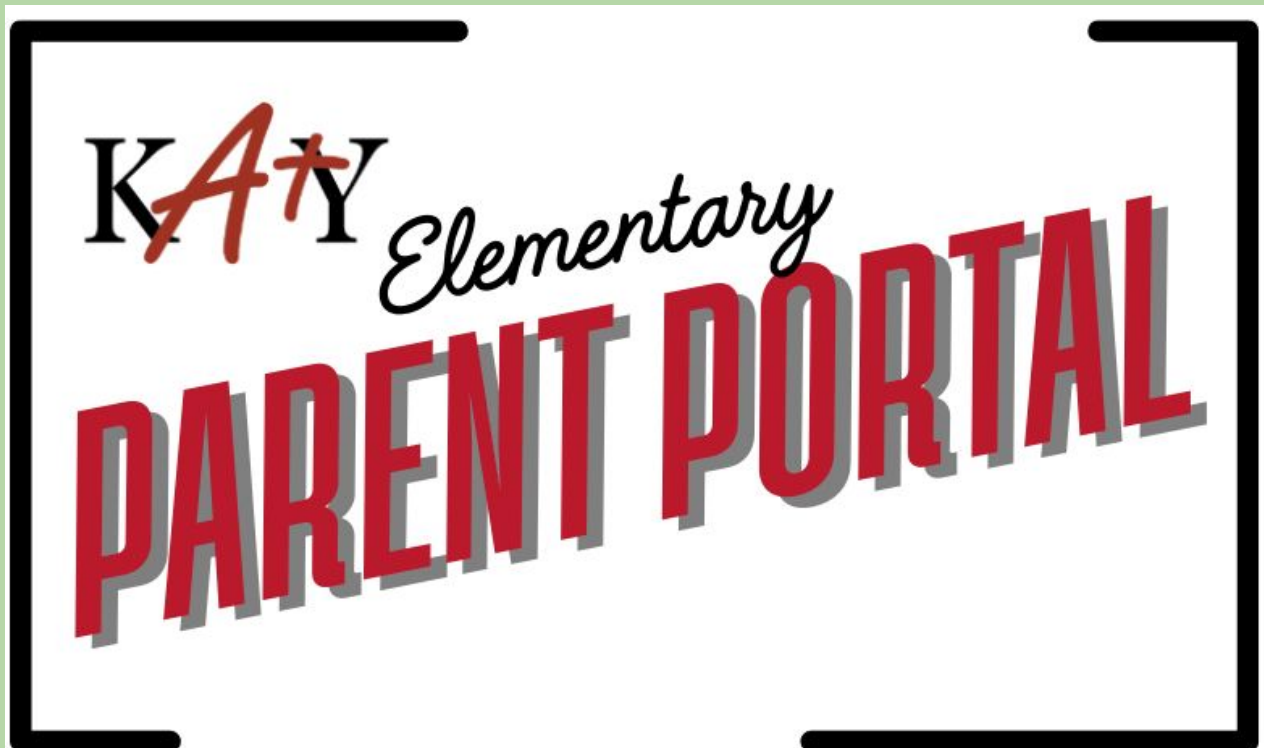


Genre: Biography



[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.



Module 3: Meet in the Middle

In Module 2, we learned about digraphs, consonant blends, contractions, and the schwa sound. As second graders continue to read more challenging words, Module 3 will be focused on long vowel sounds, the soft sounds of c and g, trigraphs, and VCe syllables.

Phonics Focus

Pattern	Vowel Sound	Keyword
a_e	long a /a/	cape 
i_e	long i /i/	kite 
u_e	long u /u/	tube 
o_e	long o /o/	robe 
e_e	long e /e/	athlete 

VCe Syllables	Examples
A word can have more than one syllable type. We can use patterns we have learned to help us read words with more than one syllable.	<u>cup</u>cake pine<u>cone</u> re<u>duce</u>

Practice Strategy

Practice reading the decodable text at home. These will be sent home on Friday each week. A few activities you can practice with the decodable text include:

- Have your child search for the words they learned. Ask them to circle the words and then practice reading them quickly.
- Make a list of the words you find with a VCe pattern in the decodable text. Sort the words by their vowel sound.
- Practice spelling the words that have a VCe pattern. Remind your child to say the word, tap the sounds, and spell the sounds they hear. Then go back and read the word they spelled.

Multisensory Practice

To practice identifying VCe syllables this week, write VCe words on cards. Try out this routine:

- Say a word that has at least one VCe syllable.
- Have your child repeat the word.
- Clap out the number of syllables in the word.
- Ask your child: Which syllable is the VCe syllable?
- Have your child write the word down or show them the word already written down.
- Ask your child to underline the VCe syllable in the word.

Words you can practice with:

- invite, lifetime, excuse, grapevine, flagpole, pinecone, placemat, reptile

Phonics Focus

Grapheme	Rule	Keyword
soft c	When c is followed by e, i, or y, it makes the soft sound /s/.	mice, circle, pencil   
soft g	When g is followed by e, i, or y, it makes the soft g sound /j/.	cage, giraffe, ingest   
tch	A trigraph is a single sound spelled with three letters. When the letters t-c-h are together, they make the /ch/ sound	catch 
dge	A trigraph is a single sound spelled with three letters. When the letters d-g-e are together, they make the /j/ sound	badge 

Module 3: Focus Words

Irregular Words (Heart Words)

buy	guy
anyone	anything

Practice Strategy

To provide additional practice with irregular heart words, start by writing irregular heart words on index cards, pieces of paper, or sticky notes. Have all of the words facing up on the table or floor. Have your child listen as you say a word. Then have your child find the written word that match the word you said. Questions you can ask your child during this activity:

- How do you know this is a heart word?
- Which parts can you sound out?
- What parts of this heart word do you need to remember by heart?



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

CHARACTER TRAIT FOR OCTOBER



Responsibility

2nd Grade Family Connection

PurposeFULL
People

Overview

This month we are talking about Responsibility. One way to define Responsibility is “taking action and understanding the impact of our choices.” Taking action can mean doing the right thing or completing the tasks you have been assigned. Understanding the impact of our choices means that our actions matter. Positive and responsible actions can help people and irresponsible actions can hurt others.

Responsibility is 1 of 3 traits we will focus on throughout the year that helps students Be Strong.

Throughout the school, students will be developing skills like focusing, organizing, and goal-setting.

In The Classroom

While practicing Responsibility this month, 2nd grade students will be focusing on the idea of engagement. This means being an active participant in school, leading and contributing when collaborating in groups, getting involved in school and community groups, and building positive relationships. When we are actively engaged in our school and community, we demonstrate Responsibility.

Share how you have practiced being engaged in your student’s school, your community, or perhaps your work.

Reflect:

Conversation Starters



- Can you describe the difference between being Responsible and irresponsible?
- What does it mean to you to be engaged in school?

CHARACTER TRAIT FOR OCTOBER



Responsibility

PurposeFull Pursuits

PurposeFULL
People

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

Pursuit #1

As a family, think of ways in which you might make someone's life a little easier by helping a neighbor or family friend with 1 of their Responsibilities. Could you bring the garbage to the chute or out to the curb? Could you carry things in from the grocery store? Could you invite someone over for a meal or a show?

Pursuit #2

Review Responsibility as a family! Responsibility is taking action and understanding how our choices affect others. Choose 1 household chore (or more!) that requires multiple steps. Then have each member of the family select 1 step to complete to help get the job done!

Maybe it is washing the dishes, doing laundry, cleaning the living room, or unloading the groceries - whatever it is, see who can be the quickest or most effective at their task!



Pursuit #3

We have all demonstrated Responsibility in our lives. Many of us have seen people practice Responsibility in ways that have inspired us. Stories are powerful tools for connecting as a family. Protect time this week to share stories about Responsibility with each other (you can use the story prompts to get started). At the end of the conversation, think of 1 way you can practice Responsibility this week.



Story Prompts:

- A time I (or someone else) showed Responsibility was ____.
- An act of Responsibility that changed/challenged me was ____.

