Week of December 7

Name _____

☑ Checklist

Check the box when you finish each lesson.

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Monday, December 7. Catch-up, in place of November 2

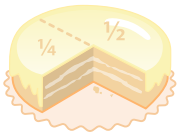
Catch-up lesson. This is the Monday, November 2 lesson.

Mathematics. Monday, November 2, 2026

Fraction, decimal, and percent

Goal: I can write the same amount as a fraction, a decimal, and a percent.

Name _____ Date _____



Cake fractions by Acdx, public domain.

Start here

A cake is cut into 4 equal pieces. You eat 1 piece.

How much of the cake did you eat?

You can write the answer three ways: 1/4, 0.25, or 25%.

Read this

One amount, three names

Think of one dollar. A quarter is one fourth of a dollar. You can write that amount three ways. As a fraction, it is 1/4. As a decimal, it is 0.25, because a quarter is 25 cents out of 100 cents. As a percent, it is 25%, because 25 out of 100 is 25%.

All three name the same amount. They are three names for one amount.

A fraction has a top number and a bottom number, such as 3/5. A decimal is written with a point, such as 0.6. The first digit after the point is tenths. The second digit is hundredths. A percent is a number out of 100, such as 60%.

Worked example: write 3/5 as a decimal and as a percent.

Step 1. Make the bottom number 100. 5 times 20 is 100. So multiply the top by 20 too. 3 times 20 is 60. Now 3/5 = 60/100.

Step 2. 60/100 means 60 hundredths. As a decimal, that is 0.60, or 0.6.

Step 3. 60 out of 100 is 60%.

So 3/5, 0.6, and 60% are the same amount.

To go from a decimal to a percent, move the decimal point two places to the right. 0.25 becomes 25%. To go from a percent to a decimal, move it two places to the left. 75% becomes 0.75.

Some pairs are good to know by heart. 1/2 = 0.5 = 50%. 1/4 = 0.25 = 25%. 3/4 = 0.75 = 75%. 1/10 = 0.1 = 10%.

Key words

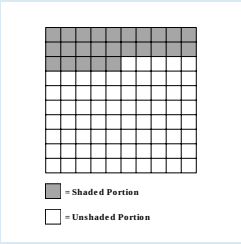
fraction: a number with a top number and a bottom number, such as 1/4. Example: "I ate 1/4 of the cake."

decimal: a number written with a point, such as 0.25. The digits after the point show tenths and hundredths. Example: "One half is 0.5 as a decimal."

percent: a number out of 100. The sign is %. Example: "25% means 25 out of 100."

hundredth: one of 100 equal parts. Example: "0.25 is 25 hundredths."

Learn this

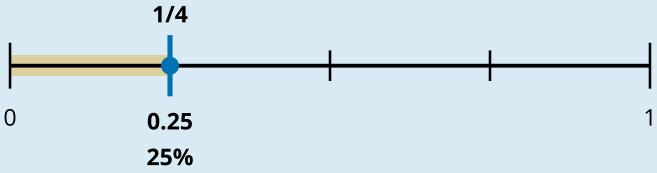


100 percent grid with 25 shaded by Infinitehoax, CC0.

This grid has 100 equal squares.
25 of the 100 squares are shaded.
25 out of 100 is 25/100.
25/100 = 1/4 = 0.25 = 25%.

A fraction, a decimal, and a percent can show the same amount.

1/2 = 0.5 = 50%
1/4 = 0.25 = 25%
1/10 = 0.1 = 10%



1/4, 0.25, and 25% are at the same point on the number line.

Example

Write 3/5 as a decimal and as a percent.

3 divided by 5 is 0.6.
0.6 is 6 tenths. 6 tenths is 60 hundredths.
60 hundredths is 60%.
So 3/5 = 0.6 = 60%.

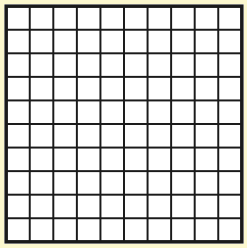


6 of 10 equal parts are shaded. 6 tenths = 0.6 = 60%.

Try one together

Write 2/5 as a decimal and as a percent.

Hint: Make the bottom number 10 first. 2/5 = 4/10.



4/10 as a decimal is _____.
That is 40 hundredths. Shade 40 squares on the grid.
So 2/5 = _____ = _____%.

Your turn

Stuck? Look at the Example box.

1. Write 1/2 as a decimal and as a percent.

2. Write 1/4 as a decimal and as a percent.

3. Write 0.2 as a percent.

4. Which three name the same amount?
Circle one.

A. 1/4, 0.25, 25%
B. 1/4, 0.4, 40%
C. 1/2, 0.2, 20%
D. 1/10, 0.5, 5%

5. Write 75% as a decimal.

Check yourself

1. Write 1/5 as a fraction, a decimal, and a percent.

2. Write one sentence that tells why 0.5 and 50% are the same amount.

I did: ☐ Start here ☐ Learn this ☐ Example ☐ Try one together ☐ Your turn ☐ Check yourself

Catch-up lesson. This is the Monday, November 2 lesson.

Reading. Monday, November 2, 2026

Reading: How Theseus Lifted the Stone

Goal: Read How Theseus Lifted the Stone. Practice finding a problem and its solution.

Name _____ Date _____

Key words

problem: something hard a character has to deal with.
solution: what the character does to fix the problem.

Word box

Trœzene: a small land in old Greece. Say it TREE zeen.
lad: a boy.
thicket: a thick group of bushes.
plane tree: a tall tree with wide leaves.
bade: told someone to do something.
coursing: chasing.
Attica: the land around the city of Athens.
pledge: something left behind as a promise.
Ægeus: the king of Athens. Say it EE jee us.
Gods: the gods of the Greek myths.

Read this

Read How Theseus Lifted the Stone, printed below.

How Theseus Lifted the Stone

How Theseus Lifted the Stone, by Charles Kingsley, from The Heroes, or Greek Fairy Tales for My Children (1856)

Once upon a time there was a princess in Trœzene, Aithra, the daughter of Pittheus the king. She had one fair son, named Theseus, the bravest lad in all the land. And Aithra never smiled but when she looked at him, for her husband had forgotten her, and lived far away. And she used to go up to the mountain above Troezene, to the temple of Poseidon and sit there all day looking out across the bay, over Methana, to the purple peaks of Ægina and the Attic shore beyond. And when Theseus was full fifteen years old she took him up with her to the temple, and into the thickets of the grove which grew in the temple-yard. And she led him to a tall plane-tree, beneath whose shade grew arbutus, and lentisk, and purple heather-bushes. And there she sighed, and said, 'Theseus, my son, go into that thicket and you will find at the plane-tree foot a great flat stone. Lift it, and bring me what lies underneath.'

Then Theseus pushed his way in through the thick bushes, and saw that they had not been moved for many a year. And searching among their roots he found a great flat stone, all overgrown with ivy, and acanthus, and moss. He tried to lift it, but he could not. And he tried till the sweat ran down his brow from heat, and the tears from his eyes for shame. But all was of no avail. And at last he came back to his mother, and said, 'I have found the stone, but I cannot lift it. Nor do I think that any man could in all Troezene.'

Then she sighed, and said, 'The Gods wait long. But they are just at last. Let it be for another year. The day may come when you will be a stronger man than lives in all Troezene.'

Then she took him by the hand, and went into the temple and prayed, and came down again with Theseus to her home.

And when a full year was past she led Theseus up again to the temple, and bade him lift the stone. But he could not.

Then she sighed, and said the same words again, and went down, and came again the next year. But Theseus could not lift the stone then, nor the year after. And he longed to ask his mother the meaning of that stone, and what might lie underneath it. But her face was so sad that he had not the heart to ask.

So he said to himself, 'The day shall surely come when I will lift that stone, though no man in Troezene can.' And in order to grow strong he spent all his days in wrestling, and boxing, and hurling, and taming horses, and hunting the boar and the bull, and coursing goats and deer among the rocks, till upon all the mountains there was no hunter so swift as Theseus. And he killed Phaia the wild sow of Crommyon, which wasted all the land, till all the people said, 'Surely the Gods are with the lad.'

And when his eighteenth year was past, Aithra led him up again to the temple, and said, 'Theseus, lift the stone this day, or never know who you are.' And Theseus went into the thicket, and stood over the stone, and tugged at it. And it moved. Then his spirit swelled within him, and he said, 'If I break my heart in my body, it shall up.' And he tugged at it once more, and lifted it, and rolled it over with a shout.

And when he looked beneath it, on the ground lay a sword of bronze, with a hilt of glittering gold, and by it a pair of golden sandals. And he caught them up, and burst through the bushes like a wild boar, and leapt to his mother, holding them high above his head.

But when she saw them she wept long in silence, hiding her fair face in her shawl. And Theseus stood by her wondering, and wept also, he knew not why. And when she was tired of weeping, she lifted up her head, and laid her finger on her lips, and said, 'Hide them in your bosom, Theseus my son, and come with me where we can look down upon the sea.'

Then they went outside the sacred wall, and looked down over the bright blue sea. And Aithra said,

'Do you see this land at our feet?'

And he said, 'Yes, this is Troezene, where I was born and bred.'

And she said, 'It is but a little land, barren and rocky, and looks towards the bleak north-east. Do you see that land beyond?'

'Yes, that is Attica, where the Athenian people dwell.'

'That is a fair land and large, Theseus my son. And it looks toward the sunny south, a land of olive-oil and honey, the joy of Gods and men. For the Gods have girdled it with mountains, whose veins are of pure silver, and their bones of marble white as snow. And there the hills are sweet with thyme and basil, and the meadows with violet and asphodel, and the nightingales sing all day in the thickets, by the side of ever-flowing streams. There are twelve towns well peopled, the homes of an ancient race, the children of Kekrops the serpent king, the son of Mother Earth, who wear gold cicalas among the tresses of their golden hair. For like the cicalas they sprang from the earth, and like the cicalas they sing all day, rejoicing in the genial sun. What would you do, son Theseus, if you were king of such a land?'

Then Theseus stood astonished, as he looked across the broad bright sea, and saw the fair Attic shore, from Sunium to Hymettus and Pentelicus, and all the mountain peaks which girdle Athens round. But Athens itself he could not see, for purple Ægina stood before it, midway across the sea.

Then his heart grew great within him, and he said, 'If I were king of such a land I would rule it wisely and well in wisdom and in might, that when I died all men might weep over my tomb, and cry, "Alas for the shepherd of his people!"'

And Aithra smiled, and said, 'Take, then, the sword and the sandals, and go to Ægeus, king of Athens, who lives on Pallas' hill. And say to him, "The stone is lifted, but whose is the pledge beneath it?" Then show him the sword and the sandals, and take what the Gods shall send.'

But Theseus wept, 'Shall I leave you, O my mother?'

[Left out here: one long paragraph. Aithra tells about the sad things in her past and the sad things she sees coming in her future. She tells Theseus not to cry for her.]

Then she kissed Theseus, and wept over him, and went into the temple, and Theseus saw her no more.

Adapted lightly from Charles Kingsley, 1856.

Your turn

Stuck? Look back at the story and the word box.

1. What problem does Theseus have the first time he finds the stone?
Circle one.

A. He cannot lift it.
B. He cannot find it.
C. His mother takes it away.
D. It breaks into pieces.

2. What does Theseus do to solve his problem with the stone? Write one sentence.

_____

3. How old is Theseus when he finally lifts the stone?
Circle one.

A. fifteen
B. sixteen
C. past eighteen
D. twelve

4. What two things does Theseus find under the stone? Write both.

5. Aithra tells Theseus to take the sword and sandals to someone. Who is it?
Circle one.

A. Ægeus, the king of Athens
B. Pittheus, the king of Trœzene
C. Poseidon, the god of the sea
D. the hunters of Trœzene

☑ Check yourself

1. Write the problem in How Theseus Lifted the Stone in one sentence. Then write what Theseus does about it in a second sentence.

I did: ☐ Read this ☐ Your turn ☐ Check yourself

Grammar. Monday, December 7, 2026

Test, Subject and object pronouns

Goal: No notes. Choose the pronoun that matches the noun in number and in job: subject or object.
Name _____ Date _____

⚐ Start here

Subject and object pronouns

A pronoun takes the place of a noun.
Subject pronouns do the action: I, you, he, she, it, we, they.
Object pronouns receive the action or come after a word such as for, to, or with: me, you, him, her, it, us, them.
Example passage: Maria and I walked to the park. She threw the ball to me. I threw it back to her. Then we gave the ball to them.
In that passage, I, She, and we are subject pronouns. They do the action. Me, her, and them are object pronouns. Each one comes after to. It is also an object pronoun. It receives the action of threw.
Test: take out the other person. Maria and I walked becomes I walked. Me walked is not correct.

🔑 Key words

pronoun: a word that takes the place of a noun.
noun: a word that names a person, place, or thing.
subject pronoun: a pronoun that does the action: I, you, he, she, it, we, they.
object pronoun: a pronoun that receives the action or comes after a word such as for, to, or with: me, you, him, her, it, us, them.

💡 Learn this

No notes. Choose the pronoun that matches the noun in number and in job: subject or object.
Use this on the questions
Look back at Learn this before you answer.
Read the pronoun examples on the page.
Rewrite: me and her seen it.
Write: She and I saw the river. The gift is for him and me. I saw the river. I have seen the river.
The questions use this page.

✎ Your turn

1. Repair: me and her seen it.

2. When do you use I instead of me?
Circle one.

A. When it is the subject
B. When it comes second
C. Always
D. Never in a pair

3. Repair: the gift is for he and I.

4. Which pair is standard written English?
Circle one.

A. Me and her went to the river
B. He and I went to the river
C. Him and me went to the river
D. Her and I seen the river

5. Repair: them students is ready.

☑ Check yourself

1. Rewrite this sentence: me and her seen it. Then write two more correct sentences: She and I saw the river. The gift is for him and me.

2. Write the saw and seen rule with both examples: I saw the river. I have seen the river.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Spelling. Monday, December 7, 2026

Week list

Goal: Learn these five words: electric, guitar, pickup, amplifier, tuning.
Name _____ Date _____

Learn this

Learn these five words: electric, guitar, pickup, amplifier, tuning.

Use this on the questions

Look back at Learn this before you answer.
Say each in syllables.
Write looking, then covered.
One sentence each, about today.
The questions use this page.

Your turn

1. Write electric from memory.

2. Write pickup from memory.

3. Covered writing means...
Circle one.

A. Copy while looking
B. Write with the list hidden
C. Type it once
D. Skip the hard ones

4. How many letters are in electric?

5. How many letters are in guitar?

☑ Check yourself

1. Say each in syllables, then write looking, then covered: electric, guitar, pickup, amplifier, tuning.

2. One original sentence each, about today, using electric, guitar, pickup, amplifier, and tuning.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Catch-up lesson. This is the Monday, November 2 lesson.

Citizenship. Monday, November 2, 2026

Local government

Goal: I can name the three levels of government and one job a city or county decides.
Name _____ Date _____

Start here

What a city or county decides

Local government is the government of a city or a county. It is the level closest to your home. It handles the jobs you see on your own street.

The Texas Constitution sets up local government. Article 11, Section 1, says:

"The several Counties of this State are hereby recognized as legal subdivisions of the State."

In plain words: Texas is divided into counties, and each county is an official part of the state. Texas has 254 counties. Each county has a commissioners court. That is a group of elected leaders who run the county. It is called a court, but its main job is running the county, not deciding trials.

Article 11, Section 2, says:

"The construction of jails, court-houses and bridges and the laying out, construction and repairing of county roads shall be provided for by general laws."

In plain words: Texas laws set the rules for how counties build jails, courthouses, bridges, and county roads.

Cities are local governments too. Article 11, Section 5, says larger cities "may, by a majority vote of the qualified voters of said city, at an election held for that purpose, adopt or amend their charters." A charter is a city's own plan of government. In plain words: the voters of a large city can vote on their city's charter.

What do local governments usually decide? Here are common local jobs: - trash and recycling pickup - city parks and pools - speed limits on small neighborhood streets - the public library - fire stations and the local police

The State of Texas and the United States usually do not decide these. A local job is close to home and changes from city to city.

Key words

local government: the government of a city or a county.
county: one of the 254 parts Texas is divided into.
commissioners court: the group of elected leaders who run a Texas county.
charter: a city's own written plan of government.
majority: more than half.

Learn this

I can name the three levels of government and one job a city or county decides.

three levels of government: local (city or county), Texas, United States.
A city may decide trash, parks, speed on a small street. Texas may decide school structure and many roads. The Union does jobs the Constitution delegated.
Guess first. Then check. Keep or change. The miss is data.
Use these meanings while you read.
Power is legal authority to act.
A limit is a rule that says what an office may not do.
A duty is an action a person or an office must perform.
A right is a claim a person may make.
A constitution is a written rule for the people who govern.
Federal means the United States: Congress makes federal laws, and the president carries them out.
State, in this course, means Texas: the Texas Legislature makes Texas laws, and the governor carries them out.
Local means a city or county, such as the office that manages a city park.
Do not mix the governor with the president.

Use this on the questions

Step 1: Read the question and guess one thing a city or county decides that Texas and the U.S. usually do not.
Pick one from trash, parks, schools, or speed on a small street.
Step 2: Check your guess with a grownup.
Step 3: Keep your guess if it is right or change it if it is wrong.

Your turn

1. The three levels of government are...
Circle one.

A. Local, Texas, and United States
B. House, street, Texas, and United States
C. City, county, and Texas
D. Texas, United States, and the world

2. Which is usually a local job, not a United States job?
Circle one.

A. Trash pickup or a city park
B. Declaring war
C. Printing money
D. Making a treaty

3. Texas may decide school structure and many roads. Which level is that?
Circle one.

A. Texas
B. Local
C. United States

4. Who carries out Texas laws?
Circle one.

A. The governor
B. The president
C. Congress
D. The mayor

5. Name one thing a city or county decides.

Check yourself

1. Guess one thing a city or county decides that Texas and the United States usually do not. Pick from trash, parks, or speed on a small street.

2. Check with a grownup. Write keep or change, and one because sentence.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Catch-up lesson. This is the Monday, November 2 lesson.

Science. Monday, November 2, 2026

Organ and organ system

Goal: I can put the five levels in order: cell, tissue, organ, organ system, organism.

Name _____ Date _____

Start here

Organs that work together

You already know four levels: cell, tissue, organ, and organism. There is one more level between organ and organism. It is called an organ system.

An organ system is a group of organs that work together to do one big job. No single organ can keep you alive by itself. Organs work together.

Here are three organ systems in your body.

The circulatory system moves blood around your body. Its main organ is the heart. Blood vessels are tubes that carry the blood. The blood carries food and oxygen to every cell.

The digestive system breaks food down into tiny pieces your cells can use. Its organs include the mouth, the stomach, and the intestines.

The respiratory system brings air into your body and lets air out. Its main organs are the lungs.

These systems also work with each other. The respiratory system takes in oxygen. The circulatory system carries that oxygen to your cells. The digestive system gives the blood food to carry.

Now the full order from small to large has five levels.

cell, then tissue, then organ, then organ system, then organism

Here is one example from small to large. A muscle cell is the smallest part. Many muscle cells make muscle tissue. Muscle tissue and other tissues make the heart, which is an organ. The heart and the blood vessels make the circulatory system, which is an organ system. The whole person is the organism.

Key words

tissue: many cells of one kind doing one job.

organ: a body part made of different tissues that work together to do one job. The heart is an organ.

organ system: a group of organs that do one job together.

organism: the whole living thing.

circulatory system: the organ system that moves blood around the body.

digestive system: the organ system that breaks food down.

respiratory system: the organ system that brings air in and lets air out.

blood vessel: a tube that carries blood.

Learn this

I can put the five levels in order: cell, tissue, organ, organ system, organism.

Cell, tissue, organ, organ system, organism.

An organ system is a group of organs that do one job together. The heart is an organ. The circulatory system is an organ system.

Use this on the questions

Step 1: Write the five words in order from small to big.

Your turn

1. Write the five levels from small to large.

2. What comes right after an organ?
Circle one.

A. An organ system
B. A tissue
C. A cell
D. An organism

3. The heart is...
Circle one.

A. An organ
B. A tissue
C. An organ system
D. An organism

4. The circulatory system is...
Circle one.

A. An organ system
B. An organ
C. A tissue
D. A cell

5. Which list of five levels goes from small to large?
Circle one.

A. Cell, tissue, organ, organ system, organism
B. Cell, organ, tissue, organ system, organism
C. Tissue, cell, organ, organism, organ system
D. Organism, organ system, organ, tissue, cell

Hands-on activity

Add the organ system page
Goal: Add organ system between organ and organism. Name one organ and its organ system.
Ties to: Science
Time: 15 minutes
Key words
organ system: a group of organs that do one job together
example: the heart is an organ. The circulatory system is an organ system.
From home: the cell to organism stack from Nov 17, 1 sheet of paper, pencil, tape
Steps
1. Open your stack between the organ page and the organism page.
2. On the new paper, write organ system and its meaning.
3. Draw a box. Inside, write heart and circulatory system, or another organ and organ system from the printed reading.
4. Tape the new page in place.
5. Flip the stack and say all five levels in order: cell, tissue, organ, organ system, organism.
Show at the end: A five page stack and the five levels said in order.

Note for the grownup: If the stack from Nov 17 is lost, make five papers in a row instead.

Check yourself

1. Write the five levels in order.

2. Name one organ and the organ system it belongs to.

I did: ☐ Learn this ☐ Your turn ☐ Hands-on activity ☐ Check yourself

Mathematics. Thursday, December 3, 2026

Practice missed conversions

Goal: Practice only the conversions you missed on Friday.
Name _____ Date _____

Start here

Fixing the most common mix ups

When you change between fractions, decimals, and percents, a few mistakes happen again and again. If you know them, you can catch them.

Mix up 1: 0.5 and 5%. 0.5 means five tenths, which is half. Half is 50%, not 5%. To change a decimal to a percent, move the point two places to the right. 0.5 becomes 0.50, which is 50%.

Mix up 2: 0.05 and 0.5. 0.05 is five hundredths. It is ten times smaller than 0.5. The zero right after the point holds the tenths place empty. So 0.05 = 5%, but 0.5 = 50%.

Mix up 3: 1/5 and 0.5. Some people see the 5 in 1/5 and write 0.5. But 1/5 means 1 ÷ 5, which is 0.2. Check with money: one fifth of a dollar is 20 cents.

Mix up 4: 1/4 and 0.4. The same thing happens. 1/4 = 1 ÷ 4 = 0.25, not 0.4. One fourth of a dollar is a quarter, 25 cents.

Worked example: is 1/5 the same as 0.5?

Step 1. Divide: 1 ÷ 5 = 0.2.

Step 2. Compare: 0.2 is not 0.5.

Step 3. Check with money: one fifth of a dollar is 20 cents, and 0.5 of a dollar is 50 cents. They are not the same.

The money check works for almost every problem. Ask yourself, "How many cents out of a dollar is this?"

Key words

tenths: the first place after the decimal point.
hundredths: the second place after the decimal point.
money check: thinking of an amount as cents out of 100 cents in a dollar.

Learn this

Practice only the conversions you missed on Friday.

Only the conversions that wobbled on Friday. Practice the miss, not the whole map.

Use this on the questions

Look back at Learn this before you answer.

List the conversions you missed.

Ten focused items.

Five in a row or a stop reason.

The questions use this page.

Your turn

1. 1/4 as a decimal.

_____

2. 1/5 as a decimal.

_____

3. 3/4 as a decimal.

_____

4. 1/10 as a percent.

_____

5. Write 5:7 as a simplified fraction.

_____

☑ Check yourself

1. List Friday's wobbles.

2. Five in a row on those wobbles, or a stop reason.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Reading. Wednesday, December 2, 2026

Source card

Goal: Make one page you can use later.
Name _____ Date _____

⚐ Start here

The Monkey's Paw

Without, the night was cold and wet, but in the small parlour of Laburnum Villa the blinds were drawn and the fire burned brightly.

Father and son were at chess; the former, who possessed ideas about the game involving radical changes, putting his king into such sharp and unnecessary perils that it even provoked comment from the white-haired old lady knitting placidly by the fire.

'What was that you started telling me the other day about a monkey's paw or something, Morris?' 'Nothing,' said the soldier hastily. 'Leastways, nothing worth hearing.'

'It had a spell put on it by an old fakir,' said the sergeant-major, 'a very holy man.

He wanted to show that fate ruled people's lives, and that those who interfered with it did so to their sorrow.

He put a spell on it so that three separate men could each have three wishes from it.'

'If you don't want it, Morris,' said the other, 'give it to me.' 'I won't,' said his friend doggedly. 'I threw it on the fire.

If you keep it, don't blame me for what happens.

Wish for something sensible.'

🔑 Key words

character: the person or animal the passage is about.
setting: the place and the time.
plot: what happens, in order. Beginning, middle, then end.
narrator: the one telling the story. First person uses I or we. Third person uses a name or he, she, or they.
text evidence: words or details from the passage that support an answer. A guess is not evidence.

💡 Learn this

Character: the person or animal the passage is about.
Setting: the place and the time.
Plot: what happens, in order. Beginning, middle, then end.
Narrator: first person uses I or we outside quotation marks. Third person uses a name or he, she, or they.
Author's purpose: to tell a story, to teach, to persuade, or to describe. Copy one sentence that matches.
Text evidence: words copied from the passage. A guess is not evidence.
Summary: three sentences. Name the character, what happens, and how it ends.
Make one page you can use later.
Answer from the passage on this page. Copy the words from that passage.
Setting: the place and the time the page gives. If there is no year, write the time of day or the season.
Plot: what happens, in order, in three sentences: beginning, middle, then end.
Narrator: first person uses I, we, my, or our outside quotation marks.
Third person uses a name or he, she, or they outside quotation marks.
A word inside quotation marks is a character speaking.
Author's purpose. Copy one sentence from the passage that matches your choice.
to tell a story
to teach
to persuade
to describe
Summary: three sentences. Name the character, what happens, and how the passage ends.

Use this on the questions
Look back at Learn this before you answer.
Write the source card.
Copy one copy exactly.
One question still open.
The questions use this page.

Your turn

1. What is the title of today's reading?
Circle one.

A. The Monkey's Paw
B. The Fox and the Grapes
C. The Wind and the Sun
D. The Lion and the Mouse

2. Whose name is on the byline? Copy the name.

3. Copy the first four words of the first paragraph.

4. Text evidence for an answer about this page is...
Circle one.

A. A guess
B. Words copied from this page that prove the answer
C. The title only
D. How you feel

5. Copy the last sentence on the page.

Check yourself

1. Name the character. Who is this text about?

2. Name the setting. Where and when does it happen?

3. Tell the plot in order: beginning, middle, end.

4. Who is the narrator? First person (I, we) or third person (he, she, they)? Copy one word from outside the quotation marks.

5. Author's purpose: to tell a story, to teach, to persuade, or to describe? Copy one sentence from today's passage that matches your choice.

6. Write a three-sentence summary: character, what happens, how it ends.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Grammar. Tuesday, December 8, 2026

Test, Comma splices

Goal: No notes. Combine two short sentences without a comma splice.
Name _____ Date _____

Start here

Comma splices
A complete sentence has a subject and a verb and can stand by itself.
A comma splice is two complete sentences with only a comma between them.
Error: The bell rang, the students left.
Repair 1, a period: The bell rang. The students left.
Repair 2, a comma plus a joining word such as and, but, or so: The bell rang, so the students left.
Example passage: The dog barked. Sam opened the door, and the dog ran outside.
That passage has no comma splice. The first sentence ends with a period. The second uses a comma plus and.

Key words

sentence: a group of words with a subject and a verb that can stand by itself.
subject: who or what the sentence is about.
verb: what the subject does or is.
comma splice: two complete sentences with only a comma between them.
period: the dot that ends a sentence.

Learn this

No notes. Combine two short sentences without a comma splice.
Use this on the questions
Look back at Learn this before you answer.
Read the three repairs: a period; a comma plus so; because, although, or when.
Write two complete sentences about today.
Write one correct sentence and label the comma-splice sentence as an error.
The questions use this page.

Your turn

1. What is a comma splice?
Circle one.

A. A comma between items in a list
B. Two complete sentences with only a comma between them
C. A missing subject
D. A semicolon between two sentences

2. Repair the error: The river rose, we stayed on the bank.

3. Which sentence is correct?
Circle one.

A. We watched. The ant carried a seed.
B. We watched, the ant carried a seed.
C. We watched the ant carried a seed
D. Watched, ant, seed

4. Which sentence uses because correctly?
Circle one.

A. The river rose, we stayed on the bank.
B. We stayed on the bank because the river rose.
C. Because the river rose we stayed
D. The river rose because, we stayed on the bank.

5. A comma splice is...
Circle one.

A. Two sentences joined by only a comma
B. A comma in a list
C. A period
D. A question mark

☑ Check yourself

1. Write two complete sentences about today. Then write one correct sentence that uses because, although, or when.
Example of the form: We stayed on the bank because the river rose.

2. Write the comma-splice error for those same two sentences, and label it an error. Example of the error: The river rose, we stayed on the bank.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Spelling. Tuesday, December 8, 2026

Week list, day two

Goal: Divide each word into syllables. Then name one root or prefix.
Name _____ Date _____

⚐ Start here

Syllables, roots, and prefixes
A syllable is one beat in a word. Gov ern ment has three syllables.
A prefix is a part added to the front of a word. Re in retell means again.
A root is the main part of a word. Tell is the root of retell.
Say each spelling word slowly. Clap once for each syllable.
Then write the word with a small space between syllables.

💡 Learn this

Divide each word into syllables. Then name one root or prefix.
Use this on the questions
Look back at Learn this before you answer.
Mark syllables on each: electric, guitar, pickup, amplifier, tuning.
One root or prefix you can guess.
Covered write all five.
If you miss a word, draw what it means.
The questions use this page.

✎ Your turn

1. Write pickup from memory.

2. Write tuning from memory.

3. A root or prefix is useful because...
Circle one.

A. It makes the page look neat
B. It shows a part of the word's meaning
C. It replaces spelling the word
D. It is a Texas rule

4. What is the first letter of electric?

5. What is the first letter of guitar?

☑ Check yourself

1. Mark syllables on each word: electric, guitar, pickup, amplifier, tuning. Name one root or prefix you can guess.

2. Covered write all five.

3. One miss becomes a drawing of the meaning. Describe the drawing if you cannot paste it.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Citizenship. Tuesday, December 8, 2026

Teach law vs rule

Goal: I can sort a rule into one of three piles: law, house rule, or request.
Name _____ Date _____

⚐ Start here

Whose rule is it?

Rules come from different makers. A good way to teach the difference is to ask who made the rule and who it applies to.

A law is made by a government and applies to the public. Cities make laws too. A city law is called an ordinance. But a city cannot make any ordinance it wants. The Texas Constitution, Article 11, Section 5, says that for larger cities:

"no charter or any ordinance passed under said charter shall contain any provision inconsistent with the Constitution of the State, or of the general laws enacted by the Legislature of this State."

In plain words: a city's rules may not go against the Texas Constitution or Texas laws. The word "inconsistent" means not in agreement. So a city law must fit inside state law. In the same way, a state law must fit inside the United States Constitution.

A house rule is made by a family for its own home. It applies only to the people in that home. "No phones at dinner" is a house rule. Your neighbors do not have to follow it.

A request asks for help, and it can be turned down without a penalty. "Could you hand me that book?" is a request.

Here is a 60 second way to teach the three. Hold up three fingers. Law: a government made it, and it applies to the public. House rule: a family made it, and it applies to that home. Request: anyone can ask, and the answer can be no.

🔑 Key words

ordinance: a law made by a city.
charter: a city's own written plan of government.
inconsistent: not in agreement.
house rule: a rule made by a family for its own home.

request: asking for help. It can be turned down without a penalty.

Learn this

Every rule goes in one of three piles: law, house rule, or request.

A request asks you to do something. Please set the table is a request. You can say no without a public penalty.

A house rule is set by the people in your home. Shoes off in this house is a house rule.

A law has a public maker and a public consequence. The Texas Legislature makes Texas laws. For example, Texas law says a person must have a driver license to drive on a highway in Texas. A city can make laws too. A city law is called an ordinance. The city is the public maker. A fine is a public consequence. Each Texas city has a municipal court that hears ordinance cases.

To sort a rule, ask two questions. Who made it? What happens if someone breaks it?

Key words. Request: asking someone to do something. House rule: a rule set by the people in a home. Law: a rule with a public maker and a public consequence. Ordinance: a law made by a city. Municipal court: a city court that hears cases about city ordinances.

Use this on the questions

Look back at Learn this before you answer.

No notes.

Repair.

Deliver with one example each.

The questions use this page.

Your turn

1. A law has a public maker and what else?

Circle one.

A. A public consequence
B. A private reason
C. No consequence

2. Please set the table. Which pile does this belong in?

Circle one.

A. Request
B. House rule
C. Law

3. Shoes off in this house. Which pile does this belong in?

Circle one.

A. House rule
B. Law
C. Request

4. Suppose a city ordinance says dogs in city parks must be on a leash. Breaking it can mean a fine. Which pile does this ordinance belong in?

Circle one.

A. Law
B. House rule
C. Request

5. Write one example for each pile: law, house rule, and request. For the law, use a Texas law or a city ordinance.

_____

Check yourself

1. No notes. Write a sixty-second script with one example each: law, house rule, request.

_____

2. Check. REPAIR or KEEP.

_____

3. Deliver. Grownup question and your answer.

_____

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Life-cycle page

Goal: One insect, both stage names and an unanswered question.
Name _____ Date _____

Start here

The monarch life cycle

The monarch butterfly is the state insect of Texas. It grows by complete metamorphosis, so its life has four stages.

Egg. A female monarch lays one tiny egg at a time on a milkweed leaf. The egg is about the size of a pinhead. It hatches in about four days.

Larva. The caterpillar that hatches first eats its own eggshell. Then it eats milkweed leaves. Over about two weeks, it grows and molts several times. Its skin has bold stripes.

Pupa. The caterpillar hangs upside down from a leaf or stem and sheds its skin one last time. Underneath is the chrysalis. Inside, the body is rebuilt for about ten days to two weeks.

Adult. The butterfly comes out, pumps fluid into its wings, and waits for them to dry. Then it can fly. Adults drink nectar from flowers. They mate and lay eggs, and the cycle starts again.

Some questions about monarchs are still open. In the fall, monarchs from Texas and other places fly to forests in Mexico. No single monarch makes the round trip. The butterflies that come back north in spring are the children and grandchildren of the ones that left. How do monarchs that have never made the trip find the same forests? Scientists know they use the sun to help steer. They are still studying the rest.

A good life cycle page shows all four stages and ends with one question you still have.

Key words

life cycle: the stages a living thing goes through in its life.
state insect: an insect a state picks to stand for it.
milkweed: a plant that monarch caterpillars eat.
chrysalis: the pupa of a butterfly.
open question: a question scientists have not fully answered yet.

Learn this

One insect, both stage names and an unanswered question.

One insect, a life-cycle page for the file: name (or unknown+description), stage strip, one behavior note, unanswered question.

Say complete or incomplete out loud before you write the strip.

Deletion plus keep. Four parts. Stop.

Use this on the questions

Look back at Learn this before you answer.

Name.

Strip.

One behavior note.

Question.

The questions use this page.

Your turn

1. Complete or incomplete. Which has a pupa?
Circle one.

A. Complete
B. Incomplete

2. Incomplete stages?
Circle one.

A. Egg, nymph, adult
B. Egg, larva, pupa, adult
C. Larva, adult
D. Pupa, nymph

3. Unknown + description on a life-cycle page is...
Circle one.

A. Not allowed
B. Legal science
C. Only for moths
D. A Friday skip

4. An unanswered question belongs here?
Circle one.

A. No
B. Yes

5. Is an ant an insect?
Circle one.

A. Yes
B. No

Hands-on activity

Life cycle flap book
Goal: Make one page for one insect with its stage names and one question you cannot answer yet.
Ties to: Science
Time: 15 minutes
Key words
larva: the young stage in complete metamorphosis. A caterpillar is a larva.
pupa: the stage that looks still but is not idle. The body is being rebuilt.
nymph: the young stage in incomplete metamorphosis. A grasshopper young is a nymph.
From home: 1 sheet of paper, kid scissors, pencil
Steps
1. Fold the paper in half the long way.
2. Cut the top layer into 4 flaps. Do not cut the bottom layer.
3. Pick one insect from the lessons, like a butterfly.
4. On the front of each flap, write a stage: egg, larva, pupa, adult.
5. Under each flap, draw the stage in a box.
6. On the back, write one question about this insect you cannot answer yet.
Show at the end: A four flap book for one insect and one unanswered question on the back.

Note for the grownup: For an insect with incomplete metamorphosis, cut 3 flaps: egg, nymph, adult.

Check yourself

1. Name or unknown+description. Complete or incomplete. Stage strip in words. One behavior note.

2. One unanswered question this page cannot finish.

I did: ☐ Learn this ☐ Your turn ☐ Hands-on activity ☐ Check yourself

Wednesday, December 9. Catch-up, in place of November 4

Catch-up lesson. This is the Wednesday, November 4 lesson.

Mathematics. Wednesday, November 4, 2026

Add a percent

Goal: I can find a percent of a price and add it on.

Name _____ Date _____

Start here

Adding a percent to a price

Sometimes a store adds an extra amount to a price. Sales tax is one example. A sales tax is money added to the price of something you buy. The money goes to the government to pay for things like roads and schools. A tip at a restaurant is another amount people often add.

When a percent is added to a price, you do two steps. First find the percent of the price. Then add that amount to the price.

Worked example: a book costs 30 dollars. A 10% tax is added. What is the total?

Step 1. Find 10% of 30. 30 ÷ 10 = 3. The tax is 3 dollars.

Step 2. Add the tax to the price. 30 + 3 = 33.

Step 3. The total is 33 dollars.

Step 4. Check: the total is a little more than the price. That makes sense, because 10% is a small part.

Here is one with 20%. A meal costs 50 dollars, and the family adds a 20% tip. 10% of 50 is 5. 20% is double that, so 10. The total is 50 + 10 = 60 dollars.

Here is one with 5%. A game costs 40 dollars, and a 5% tax is added. 10% of 40 is 4. 5% is half of that, so 2. The total is 40 + 2 = 42 dollars.

Do not stop after step 1. The tax by itself is not the total. The question "What is the total?" asks for the price plus the tax.

Key words

percent: per hundred. The sign is %.

starting number: the amount before you add anything.

add: put two amounts together to get a total.

tax: an amount added to a price that goes to the government.

sales tax: money added to the price of something you buy. It goes to the government.

tip: extra money a customer gives for good service, often at a restaurant.

total: the whole amount, after everything is added.

Learn this

I can find a percent of a price and add it on.

Adding a percent means find the percent, then add it to the starting number.

10% of 30 dollars is 3 dollars. 30 + 3 = 33 dollars.

Use this on the questions

Step 1: Find 10% of the price.

Step 2: Add it to the price.

Step 3: Keep the dollar unit.

Your turn

1. What is 10% of 80 dollars?

2. A game costs 80 dollars. Add 10%. What is the total?

3. A cap costs 40 dollars. Add 5%. What is the total?

4. A coat costs 50 dollars. Add 20%. What is the total?

5. A tax is added to a price. What do you do with the percent?
Circle one.

A. Add it to the price
B. Take it away from the price
C. Divide the price by it
D. Leave the price the same

☑ Check yourself

1. A book costs 20 dollars. Find 10% of 20 dollars.

2. Add it to 20 dollars and write the total.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Catch-up lesson. This is the Wednesday, November 4 lesson.

Reading. Wednesday, November 4, 2026

Reading: Theseus and the Club Bearer

Goal: Read Theseus and the Club Bearer. Practice finding causes and effects.

Name _____ Date _____

⚐ Story so far

Theseus grew strong and lifted a heavy stone. Under it he found a sword and a pair of golden sandals. His mother, Aithra, told him to take them to Ægeus, the king of Athens. Ægeus is his father, but Theseus has never met him.

🔑 Key words

cause: why something happens.
effect: what happens because of the cause.

Word box
renown: fame.
oppresst: an old spelling of oppressed, treated unfairly.
Heracles: a famous strong hero, also called Hercules.
Isthmus: a narrow strip of land with sea on both sides.
glens: narrow valleys.
down: an open, grassy hill.
Hephaistos: the Greek god of fire and metal work.
mantle: a cloak.
sapling: a young tree.
kites: birds that eat dead animals.
nymphs: nature spirits in Greek myths.
warily: carefully.
heir: the one who will be the next king.
sceptre: a rod a king holds.

⚐ Read this

Read Theseus and the Club Bearer, printed below. Read the Story so far box first.

Theseus and the Club Bearer

How Theseus Slew the Devourers of Men, by Charles Kingsley, from The Heroes, or Greek Fairy Tales for My Children (1856)

So Theseus stood there alone, with his mind full of many hopes. And first he thought of going down to the harbour and hiring a swift ship, and sailing across the bay to Athens. But even that seemed too slow for him, and he longed for wings to fly across the sea, and find his father. But after a while his heart began to fail him. And he sighed, and said within himself,

'What if my father have other sons about him whom he loves? What if he will not receive me? And what have I done that he should receive me? He has forgotten me ever since I was born: why should he welcome me now?'

Then he thought a long while sadly. And at the last he cried aloud, 'Yes! I will make him love me. For I will prove myself worthy of his love. I will win honour and renown, and do such deeds that Ægeus shall be proud of me, though he had fifty other sons! Did not Heracles win himself honour, though he was opprest, and the slave of Eurystheus? Did he not kill all robbers and evil beasts, and drain great lakes and marshes, breaking the hills through with his club? Therefore it was that all men honoured him, because he rid them of their miseries, and made life pleasant to them and their children after them. Where can I go, to do as Heracles has done? Where can I find strange adventures, robbers, and monsters, and the children of hell, the enemies of men? I will go by land, and into the mountains, and round by the way of the Isthmus. Perhaps there I may hear of brave adventures, and do something which shall win my father's love.'

So he went by land, and away into the mountains, with his father's sword upon his thigh, till he came to the Spider mountains, which hang over Epidaurus and the sea, where the glens run downward from one peak in the midst, as the rays spread in the spider's web.

And he went up into the gloomy glens, between the furrowed marble walls, till the lowland grew blue beneath his feet and the clouds drove damp about his head.

But he went up and up for ever, through the spider's web of glens, till he could see the narrow gulfs spread below him, north and south, and east and west, black cracks half-choked with mists, and above all a dreary down.

But over that down he must go, for there was no road right or left. So he toiled on through bog and brake, till he came to a pile of stones.

And on the stones a man was sitting, wrapt in a bearskin cloak. The head of the bear served him for a cap, and its teeth grinned white around his brows. And the feet were tied about his throat, and their claws shone white upon his chest. And when he saw Theseus he rose, and laughed till the glens rattled.

'And who art thou, fair fly, who hast walked into the spider's web?' But Theseus walked on steadily, and made no answer. But he thought, 'Is this some robber? and has an adventure come already to me?' But the strange man laughed louder than ever, and said,

'Bold fly, know you not that these glens are the web from which no fly ever finds his way out again, and this down the spider's house, and I the spider who sucks the flies? Come hither, and let me feast upon you. For it is of no use to run away, so cunning a web has my father Hephaistos spread for me when he made these clefts in the mountains, through which no man finds his way home.'

But Theseus came on steadily, and asked,

'And what is your name among men, bold spider? and where are your spider's fangs?'

Then the strange man laughed again,

'My name is Periphetes, the son of Hephaistos and Anticleia the mountain nymph. But men call me Corynetes the club-bearer. And here is my spider's fang.'

And he lifted from off the stones at his side a mighty club of bronze.

'This my father gave me, and forged it himself in the roots of the mountain. And with it I pound all proud flies till they give out their fatness and their sweetness. So give me up that gay sword of yours, and your mantle, and your golden sandals, lest I pound you, and by ill-luck you die.'

But Theseus wrapt his mantle round his left arm quickly, in hard folds, from his shoulder to his hand, and drew his sword, and rushed upon the club-bearer, and the club-bearer rushed on him.

Thrice he struck at Theseus, and made him bend under the blows like a sapling. But Theseus guarded his head with his left arm, and the mantle which was wrapt around it.

And thrice Theseus sprang upright after the blow, like a sapling when the storm is past. And he stabbed at the club-bearer with his sword, but the loose folds of the bearskin saved him.

Then Theseus grew mad, and closed with him, and caught him by the throat, and they fell and rolled over together. But when Theseus rose up from the ground the club-bearer lay still at his feet.

Then Theseus took his club and his bearskin, and left him to the kites and crows, and went upon his journey down the glens on the farther slope, till he came to a broad green valley, and saw flocks and herds sleeping beneath the trees.

And by the side of a pleasant fountain, under the shade of rocks and trees, were nymphs and shepherds dancing. But no one piped to them while they danced.

And when they saw Theseus they shrieked. And the shepherds ran off, and drove away their flocks, while the nymphs dived into the fountain like coots, and vanished.

Theseus wondered and laughed: 'What strange fancies have folks here who run away from strangers, and have no music when they dance!' But he was tired, and dusty, and thirsty. So he thought no more of them, but drank and bathed in the clear pool, and then lay down in the shade under a plane-tree, while the water sang him to sleep, as it tinkled down from stone to stone.

And when he woke he heard a whispering, and saw the nymphs peeping at him across the fountain from the dark mouth of a cave, where they sat on green cushions of moss. And one said, 'Surely he is not Periphetes,' and another, 'He looks like no robber, but a fair and gentle youth.'

Then Theseus smiled, and called them, 'Fair nymphs, I am not Periphetes. He sleeps among the kites and crows. But I have brought away his bearskin and his club.'

Then they leapt across the pool, and came to him, and called the shepherds back. And he told them how he had slain the club-bearer: and the shepherds kissed his feet and sang, 'Now we shall feed our flocks in peace, and not be afraid to have music when we dance. For the cruel club-bearer has met his match, and he will listen for our pipes no more.' Then they brought him kid's flesh and wine, and the nymphs brought him honey from the rocks, and he ate, and drank, and slept again, while the nymphs and shepherds danced and sang. And when he woke, they begged him to stay. But he would not. 'I have a great work to do,' he said. 'I must be away toward the Isthmus, that I may go to Athens.'

But the shepherds said, 'Will you go alone toward Athens? None travel that way now, except in armed troops.'

'As for arms, I have enough, as you see. And as for troops, an honest man is good enough company for himself. Why should I not go alone toward Athens?'

[Left out here: three paragraphs. The shepherds warn Theseus about three more cruel robbers on the road to Athens.]

Then Theseus frowned, and said, 'This seems indeed an ill-ruled land, and adventures enough in it to be tried. But if I am the heir of it, I will rule it and right it, and here is my royal sceptre.'

And he shook his club of bronze, while the nymphs and shepherds clung round him, and entreated him not to go.

Adapted lightly from Charles Kingsley, 1856.

Your turn

Stuck? Look back at the story and the word box.

1. Theseus is afraid his father will not welcome him. What does he decide to do because of this?
Circle one.

A. Do brave deeds so his father will be proud of him.
B. Stay home with his mother.
C. Sail to Athens on a fast ship.
D. Give the sword away.

2. Theseus chooses to travel by land through the mountains. Who does he meet sitting on a pile of stones? Write the name.

_____

3. Why do the club bearer's blows hurt Theseus less?
Circle one.

A. He wraps his cloak around his left arm.
B. He hides behind a tree.
C. He wears a bronze helmet.
D. The nymphs protect him.

4. Why do the shepherds and nymphs run away when they first see Theseus? Write one sentence.

_____

5. What is one effect of Theseus beating the club bearer?
Circle one.

A. The shepherds can feed their flocks in peace and have music when they dance.
B. The shepherds leave the valley forever.
C. The nymphs move to the sea.
D. Theseus goes home to his mother.

Check yourself

1. Write one cause and its effect from Theseus and the Club Bearer. Use the word because or the word so.

_____

I did: ☐ Read this ☐ Your turn ☐ Check yourself

Test, Punctuation that changes meaning

Goal: No notes. Test how a comma or a period changes who does what.
Name _____ Date _____

Start here

Punctuation that changes meaning

A comma or a period can change who does what in a sentence.
Example 1: Let's eat, Grandma. This sentence talks to Grandma and asks her to eat.
Example 2: Let's eat Grandma. Without the comma, Grandma is the food.
Example 3: The teacher said, Sam is late. The teacher is talking, and Sam is late.
Example 4: The teacher, said Sam, is late. Now Sam is talking, and the teacher is late.
Read the sentence with the mark and without it. Then say who does what each time.

Key words

punctuation: marks such as a comma or a period that show how to read a sentence.
comma: a mark that shows a short pause or separates items.
period: the dot that ends a sentence.
meaning: what a sentence says.

Learn this

No notes. Test how a comma or a period changes who does what.

Use this on the questions

Look back at Learn this before you answer.
Write Let's eat Grandma. vs Let's eat, Grandma.
Make two more pairs where a mark changes the meaning.
Khan punctuation or commonly confused words, one skill.
The questions use this page.

Your turn

1. Why does the grandma comma matter?
Circle one.

A. It looks nicer
B. It changes who is eaten and who is spoken to
C. Commas are extra
D. Grandma is a subject

2. Write the version that talks to Grandma, not about eating her.

3. A period in the middle of a splice does what?
Circle one.

A. Decorates
B. Splits two full sentences so each can stand
C. Makes a wish
D. Removes the subject

4. Which sentence talks to Mom?
Circle one.

A. Call me, Mom.
B. Call me Mom.
C. Call, me Mom.
D. Call me. Mom.

5. Let's eat Grandma. The missing comma means...
Circle one.

A. Grandma is the food
B. You are talking to Grandma
C. A comma splice
D. A spelling word

☑ Check yourself

1. Write Let's eat Grandma. vs Let's eat, Grandma. One sentence on what the comma changes.

2. Make two more original pairs where a comma or a period changes who does what. Explain each shift in one line.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Spelling. Wednesday, December 9, 2026

Dictation

Goal: Listen to each word once. Write it. Then score the list.
Name _____ Date _____

⚐ Start here

How dictation works

Dictation means someone says a word and you write it.
A grownup reads each word on the list one time.
Say the word quietly in syllables. Then write it.
Do not look at the list while you write.
When the list is done, check each word against the list. Mark each word right or wrong.
Write each wrong word correctly three times.

💡 Learn this

Listen to each word once. Write it. Then score the list.

Use this on the questions

Look back at Learn this before you answer.
Grownup or audio: hear each word once (electric, guitar, pickup, amplifier, tuning), write.
Score.
Misses: write three times and in a new sentence.
The questions use this page.

✎ Your turn

1. Write tuning from memory now.

2. Write electric from memory.

3. Write guitar from memory.

4. What is the last letter of electric?

5. What is the last letter of guitar?

☑ Check yourself

1. Grownup or audio: hear each word once (electric, guitar, pickup, amplifier, tuning), write. Score out of five.

2. Misses: write three times each, then one new sentence per miss.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Catch-up lesson. This is the Wednesday, November 4 lesson.

Citizenship. Wednesday, November 4, 2026

Teach the levels of government

Goal: I can teach the three levels of government with one job for each.
Name _____ Date _____

Start here

The governor and the president

Two jobs are easy to mix up. The governor leads the executive branch of Texas. The president leads the executive branch of the United States. Both carry out laws, but at different levels.

The Texas Constitution, Article 4, Section 1, says:

"The Executive Department of the State shall consist of a Governor, who shall be the Chief Executive Officer of the State,"

Article 4, Section 10, says the governor:

"shall cause the laws to be faithfully executed"

In plain words: the governor makes sure the laws of Texas are carried out. The words "faithfully executed" mean carried out honestly and completely. The governor works in Austin, the state capital, and serves a four year term.

The Texas executive department has other elected leaders too, such as the lieutenant governor and the attorney general. Texas voters choose them. This is different from the national government, where the president picks most top helpers.

Local government has leaders too. Many Texas cities have a mayor. Each Texas county has a county judge, who leads the commissioners court.

Here is a way to keep them apart. - Local: a mayor or a county judge. Example job: running the city parks. - Texas: the governor. Example job: carrying out Texas laws, such as rules for driver licenses. - United States: the president. Example job: leading the armed forces of the whole country.

When you teach the levels, say the level first, then the leader, then one job.

Key words

local: having to do with the government of a city or a county.
federal: having to do with the national government of the United States.
Texas Legislature: the group that makes Texas laws.
Congress: the group that makes United States laws.
power: legal authority to act.
executive branch: the part of government that carries out laws.
governor: the leader of the Texas executive branch.
president: the leader of the United States executive branch.
faithfully executed: carried out honestly and completely.
mayor: the leader of a city government.
county judge: the leader of a Texas county's commissioners court.

Learn this

I can teach the three levels of government with one job for each.
Sixty seconds: local, Texas, U.S., one job each. Teach-back is the test.
No notes at first. Repair after you check the lesson reading. Then deliver.
Use these meanings while you read.
Power is legal authority to act.
A limit is a rule that says what an office may not do.
A duty is an action a person or an office must perform.
A right is a claim a person may make.
A constitution is a written rule for the people who govern.
Federal means the United States: Congress makes federal laws, and the president carries them out.

State, in this course, means Texas: the Texas Legislature makes Texas laws, and the governor carries them out.
Local means a city or county, such as the office that manages a city park.
Do not mix the governor with the president.
Local government manages parks, libraries, and city streets. The Texas Legislature makes Texas laws, and the governor carries them out. Congress makes United States laws, and the president carries them out.

Use this on the questions

Step 1: Read the question. Underline the government job in the question.
Step 2: Name the level of government for that job. Use local or Texas or U.S.
Step 3: Name the office or branch that does the job. Use Congress or president or Texas Legislature or governor or local government.
Step 4: Check your answer with the lesson reading. Fix any mistake. Then say the full answer out loud.

Your turn

1. Name the three levels of government from small to large.

_____

_____

_____

2. Who makes Texas laws?
Circle one.

A. The Texas Legislature
B. Congress
C. The governor
D. A city council

3. Who makes United States laws?
Circle one.

A. Congress
B. The president
C. The Texas Legislature
D. Federal courts

4. Who carries out United States laws?
Circle one.

A. The president
B. The governor
C. Congress
D. Federal courts

5. Managing a city park belongs to which level?
Circle one.

A. Local
B. Texas
C. United States

Check yourself

1. With no notes, write a short script: one local job, one Texas job, one United States job.

_____

2. Teach it to a grownup. Write the grownup's question and your answer.

_____

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Catch-up lesson. This is the Wednesday, November 4 lesson.

Science. Wednesday, November 4, 2026

Sort four living things

Goal: I can sort living things by cell type and by how they get food.

Name _____ Date _____

Start here

Sorting living things by their cells

Scientists sort living things in many ways. Two useful ways are by the kind of cells they have and by how they get food.

Sort by cell type. Some cells have a nucleus. The nucleus is the part of a cell that holds its instructions. A cell with a nucleus is called eukaryotic. Plant cells, animal cells, and mushroom cells are eukaryotic. A cell with no nucleus is called prokaryotic. Its instructions float loose inside the cell. Bacteria are prokaryotic.

Sort by number of cells. A living thing made of only one cell is unicellular. "Uni" means one. Most bacteria are unicellular. A living thing made of many cells is multicellular. "Multi" means many. A dog, an oak tree, and a person are multicellular.

Sort by how it gets food. A producer makes its own food, usually from sunlight. Plants are producers. Plant cells have chloroplasts, the parts where food is made. A consumer eats other living things. A dog is a consumer. Some bacteria make their own food, and many others take in food from around them.

Here is how four living things sort. - A bacterium: prokaryotic, unicellular. - An oak tree: eukaryotic, multicellular, makes its own food. - A dog: eukaryotic, multicellular, eats food. - A person: eukaryotic, multicellular, eats food.

To sort a living thing, ask two questions. Do its cells have a nucleus? Does it make food or eat food?

A chart with two columns can hold your answers. Label one column "Nucleus?" and the other column "Makes or eats food?"

Key words

nucleus: the part of the cell that contains DNA, the cell's instructions.

prokaryotic: has no nucleus.

eukaryotic: has a nucleus.

autotroph: makes its own food.

heterotroph: cannot make its own food and eats other living things.

unicellular: made of one cell.

multicellular: made of many cells.

bacterium: a tiny living thing made of one prokaryotic cell. More than one are bacteria.

Learn this

I can sort living things by cell type and by how they get food.

Sort by two facts: nucleus or no nucleus, and makes food or eats.

A bacterium has no nucleus. A plant and an animal have a nucleus. A plant makes food. An animal eats.

Use this on the questions

Step 1. Make a chart with four rows. One row for each living thing.

Step 2. Mark if it has a nucleus or no nucleus.

Step 3. Mark if it makes food or eats food.

Step 4. Use the marks to sort the four living things by cell type and by how they get food.

Your turn

1. A bacterium is...

Circle one.

A. Prokaryotic

B. Eukaryotic

2. Which one has no nucleus?

Circle one.

A. A bacterium

B. A plant

C. A dog

D. A person

3. A plant cell is...

Circle one.

A. Eukaryotic

B. Prokaryotic

4. A dog gets food by...
Circle one.

A. Eating
B. Making food with sunlight

5. A plant is an autotroph. What does that mean?

Hands-on activity

Four living things card sort

Goal: Sort four living things by two facts: nucleus or no nucleus, and makes food or eats.
Ties to: Science
Time: 15 minutes

Key words

nucleus: the part of a cell that holds the cell's instructions
producer: makes its own food, like a plant
consumer: eats, like a dog

From home: 4 paper cards, pencil, a sheet with a 2 by 2 chart drawn in boxes

Steps

1. Write one name on each card: bacterium, plant, dog, person.
2. Draw a chart with two rows and two columns. Rows: has a nucleus, no nucleus. Columns: makes food, eats.
3. Use the lesson facts. A bacterium has no nucleus. A plant and an animal have a nucleus. A plant makes food. An animal eats.
4. Place each card where it belongs.
5. Point to each card and say its two facts out loud.
6. Copy the chart onto paper.

Show at the end: A filled chart with all four living things placed.

Note for the grownup: The lesson does not say how a bacterium gets food. Place the bacterium card in the no nucleus row and write not in the lesson for food.

Check yourself

1. In the box, make a chart with four rows: bacterium, plant, dog, person.

2. Mark each row nucleus or no nucleus, and makes food or eats.

I did: ☐ Learn this ☐ Your turn ☐ Hands-on activity ☐ Check yourself

Mathematics. Wednesday, December 2, 2026

Number-form check

Goal: Convert in both directions without looking at your table.
Name _____ Date _____

Start here

Going both ways

You know how to change a fraction into a decimal and a percent. Today you go the other way too. Going both ways is how you know you really understand.

Fraction to percent. Divide the top by the bottom, then multiply by 100. 1/5 = 1 ÷ 5 = 0.2, and 0.2 × 100 = 20. So 1/5 = 20%.

Percent to fraction. Write the percent over 100, then simplify. 20% = 20/100. Divide the top and the bottom by 20. 20 ÷ 20 = 1, and 100 ÷ 20 = 5. So 20% = 1/5.

Percent to decimal. Move the decimal point two places to the left. 75% becomes 0.75.

Decimal to fraction. Read the decimal aloud. 0.75 is "seventy five hundredths," so write 75/100. Then simplify by dividing top and bottom by 25. You get 3/4.

Worked example: change 0.5 to a fraction and a percent.

Step 1. 0.5 is "five tenths." Write 5/10.

Step 2. Simplify: divide top and bottom by 5. 5/10 = 1/2.

Step 3. Move the point two places to the right for the percent. 0.5 becomes 0.50, then 50%.

Step 4. Check: half of 100 is 50. So 1/2 = 50%. That matches.

When you finish, cover your answers and go back the other way. If you land where you started, your work is right.

Key words

simplify: divide the top and bottom of a fraction by the same number to make it smaller.
decimal point: the dot that splits whole numbers from parts of a whole.
percent: out of 100. The sign is %.

Learn this

Convert in both directions without looking at your table.

Closed-map: write decimal and percent for 1/2, 1/4, 3/4, 1/10, 1/5 without the map in front of you. Repair misses.

Use this on the questions

Look back at Learn this before you answer.

With the table covered, write the decimal and percent for those five.

Repair misses.

The hardest conversion is named.

The questions use this page.

Your turn

1. 3/4 three ways: fraction (already given), decimal, percent. Write decimal.

2. 1/5 as a percent.

3. 1/10 as a percent.

4. 1/2 as a percent.

5. Write 5:11 as a simplified fraction.

☑ Check yourself

1. Closed-map: decimal and percent for 1/2, 1/4, 3/4, 1/10, 1/5. Repair any miss in a second color of words.

2. Name the form that still blurs.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Reading. Thursday, December 10, 2026

Trust the storyteller?

Goal: I can decide if a character is a source I can trust and use words from the story as evidence.
Name _____ Date _____

⚐ Start here

Trust the storyteller?

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened on to a lawn.

"Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it."

"Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. ...

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels.

Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat.

"A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her speciality.

🔑 Key words

character: the person or animal the passage is about.
setting: the place and the time.
plot: what happens, in order. Beginning, middle, then end.
narrator: the one telling the story. First person uses I or we. Third person uses a name or he, she, or they.
text evidence: words or details from the passage that support an answer. A guess is not evidence.
niece: the daughter of a person's brother or sister.
self-possessed: calm and sure of herself.
presently: soon.
moor: wide, open, wet land.
bog: soft, wet ground you can sink into.
twilight: the dim light just after sunset.
spaniel: a kind of dog.
romance (in this story): an exciting made-up story.
speciality: the thing a person is best at.
source: a person or text that gives information.

Learn this

Character: the person or animal the passage is about.
Setting: the place and the time.
Plot: what happens, in order. Beginning, middle, then end.
Narrator: first person uses I or we outside quotation marks. Third person uses a name or he, she, or they.
Author's purpose: to tell a story, to teach, to persuade, or to describe. Copy one sentence that matches.
Text evidence: words copied from the passage. A guess is not evidence.
Summary: three sentences. Name the character, what happens, and how it ends.
I can decide if a character is a source I can trust and use words from the story as evidence.
Answer from the passage on this page. Copy the words from that passage.
Setting: the place and the time the page gives. If there is no year, write the time of day or the season.
Plot: what happens, in order, in three sentences: beginning, middle, then end.
Narrator: first person uses I, we, my, or our outside quotation marks.
Third person uses a name or he, she, or they outside quotation marks.
A word inside quotation marks is a character speaking.
Author's purpose. Copy one sentence from the passage that matches your choice.
to tell a story
to teach
to persuade
to describe
Summary: three sentences. Name the character, what happens, and how the passage ends.
Use this on the questions
Answer from the passage. Copy the words that prove it.

Your turn

1. What does the niece tell Framton happened three years ago?

2. Why does the niece say the window is kept open?
Circle one.

A. Her aunt thinks they will come back and walk in at that window.
B. It is a warm October afternoon.
C. The spaniel needs to get out.
D. Framton asked for fresh air.

3. What does the niece say was lost with the three men?

4. Later, three figures walk across the lawn towards the window. What walks with them?
Circle one.

A. A tired brown spaniel.
B. A cyclist.
C. Framton.
D. The aunt.

5. Read: Romance at short notice was her speciality. What does this tell you about the niece?
Circle one.

A. She makes up exciting stories quickly, so she is not a source to trust.
B. She tells the truth even when it is sad.
C. She likes love stories.
D. She is shy around visitors.

Check yourself

1. Is the niece a source you can trust: useful, one-sided, or not to be trusted? Write one sentence. Copy one line from the story as evidence.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Test, Subject and verb

Goal: No notes. Make subject and verb agree when the subject is not next to the verb.
Name _____ Date _____

Key words

subject: who or what the sentence is about.
verb: what the subject does or is.
agree: match in number. A singular subject takes a singular verb: The dog runs. A plural subject takes a plural verb: The dogs run.
phrase: a group of words without its own subject and verb.

Learn this

No notes. Make subject and verb agree when the subject is not next to the verb.
Use this on the questions
Look back at Learn this before you answer.
Khan: subject-verb agreement skill.
Write three of your own sentences with a phrase between S and V.
Label S and V.
The questions use this page.

Your turn

1. What is a subject?
Circle one.

A. The longest word
B. Who or what the sentence is about
C. Always the first noun you see
D. The word after of

2. In 'The box of pencils is heavy,' what is the subject?

_____

3. Why is the verb is, not are, in The box of pencils is heavy?
Circle one.

A. Box is one thing. Of pencils is only a phrase.
B. Pencils is one thing.
C. Heavy always takes is.
D. Every sentence uses is.

4. Repair: the pack of cards are on the table.

_____

5. Subject and verb have to agree in...
Circle one.

A. Color
B. Number
C. Syllables
D. Mood

Check yourself

1. Write three original sentences with a phrase between subject and verb. Label S and V in each.

_____

_____

_____

2. Teach the interrupting phrase in one sentence, using the box of pencils.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Spelling. Thursday, December 10, 2026

Use them in real sentences

Goal: Use each word in a sentence about civics, science, or today's work.
Name _____ Date _____

Start here

Spelling words in real sentences
A real sentence uses the word with its correct meaning.
Example with the word habitat: A pond is the habitat of a frog.
Example with the word ratio: The ratio of cats to dogs on our street is 3 to 2.
A weak sentence only says I like the word habitat. It does not show the meaning.
Each sentence needs a subject, a verb, and a period.
Spell the word the same way as on the list.

Learn this

Use each word in a sentence about civics, science, or today's work.
Use this on the questions
Look back at Learn this before you answer.
One sentence with electric and pickup together.
One with amplifier and tuning.
One with guitar.
The questions use this page.

Your turn

1. Which sentence uses pickup to show its meaning?
Circle one.

A. I learned the word pickup.
B. The guitar pickup turns the string's vibration into an electric signal.
C. pickup is my spelling word.

2. Write amplifier from memory.

3. Look once, cover the list, and write electric.

4. Look once, cover the list, and write guitar.

5. Look once, cover the list, and write pickup.

Check yourself

1. One sentence with electric and pickup together.

2. One sentence with amplifier and tuning together.

3. One sentence with guitar. Use it in a civics or science sentence.

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Citizenship. Thursday, November 19, 2026

What a jury of your peers means

Goal: I can tell what a jury does and why serving on one is a duty.

Name _____ Date _____

Start here

Why citizens sit on a jury

A jury is a group of citizens who listen to the evidence in a trial and help decide the case. The people on a jury are called jurors. They are not judges or lawyers. They are ordinary people from the community, such as teachers, nurses, and store workers.

When Texas broke away from Mexico in 1836, the Texas Declaration of Independence listed the jury as one of its reasons. It said the government in Mexico had failed to secure:

"the right of trial by jury, that palladium of civil liberty, and only safe guarantee for the life, liberty, and property of the citizen."

In plain words: the jury is the thing that protects people's freedom, and it is the only safe way to protect a citizen's life, freedom, and property. A "palladium" is something that protects. Texans thought a jury was that important.

Today, the Texas Constitution keeps that promise. Article 1, Section 15, says:

"The right of trial by jury shall remain inviolate."

In plain words: the right to a jury trial in Texas may not be taken away.

Why citizens and not only judges? A jury is a check on government power. A judge works for the government. Jurors come from the community. If the government accuses a person, ordinary citizens get to decide if the evidence is strong enough. "A jury of your peers" means a jury of people like you.

Jury service is a right and a duty. It is a right because an accused person may claim a jury trial. It is a duty because citizens who are called must serve, even when it is not convenient.

Key words

peers: people who are equal to you, such as other citizens.
evidence: a fact that can be shown.
jury: a group of citizens who listen to the evidence in a trial and help decide the case.
juror: one person on a jury.
palladium: something that protects.
inviolate: not to be broken or taken away.

Learn this

I can tell what a jury does and why serving on one is a duty.

A jury is a group of citizens who sit to hear evidence and help decide a disagreement under a rule.

Serving on a jury is a duty. Some people do not want to serve because it takes time. The duty still matters, because every person deserves a fair trial.

A right is a claim. A duty is an owed action. Jury can be both: a claim to a fair hearing, and an owed turn in the box.

Use these meanings while you read.

Power is legal authority to act.

A limit is a rule that says what an office may not do.

A duty is an action a person or an office must perform.

A right is a claim a person may make.

A constitution is a written rule for the people who govern.

Federal means the United States: Congress makes federal laws, and the president carries them out.

State, in this course, means Texas: the Texas Legislature makes Texas laws, and the governor carries them out.

Local means a city or county, such as the office that manages a city park.

Do not mix the governor with the president.

Use this on the questions
Look back at Learn this before you answer.
Read a short iCivics/Texas LRE jury piece.
Two sentences.
One reason someone might not want the duty. And why the duty still stands.
The questions use this page.

Your turn

1. What is a jury?

_____

2. Is serving on a jury a right or a duty?
Circle one.

A. A duty
B. A right
C. A request

3. Courts decide disagreements. What is a jury's job in court?
Circle one.

A. Hear evidence and help decide
B. Make Texas laws
C. Carry out United States laws
D. Choose the judge

4. Who makes federal laws?
Circle one.

A. Congress
B. The president
C. The governor
D. A jury

5. Name one reason someone might not want to serve on a jury.

_____

Check yourself

1. Write two sentences that tell why a group of citizens sits on a jury.

_____

_____

2. Write one reason someone might not want the duty, and why it still matters.

_____

I did: ☐ Learn this ☐ Your turn ☐ Check yourself

Science. Thursday, November 19, 2026

Watch for a stage clue

Goal: I can use a clue to tell which life cycle stage an insect is in.
Name _____ Date _____

Start here

Clues that show an insect's stage
You can often tell an insect's life stage by looking for clues. A clue is a sign you can see that helps you answer a question. Here are four common clues.
A caterpillar or a grub. A soft, worm-shaped body with tiny legs near the front is a larva. Caterpillars become butterflies or moths. Grubs become beetles. Larvae are often found on leaves or in soil, eating.
Stillness inside a case. A still, closed form hanging from a twig or stuck under a leaf is often a pupa. A butterfly pupa is a chrysalis. A moth often spins a silk case called a cocoon around its pupa.
A cast skin. A cast skin is an empty outer skin left behind after an insect molts. It may look like a dry, see-through copy of the insect, with a split down the back. Cicadas leave cast skins on tree trunks. A cast skin means a nymph or a larva grew and

moved on.
Wings. A six-legged insect with three body parts and full wings is usually an adult. Nymphs may have small wing buds, but not full wings.
When you search, follow the kindness rule. The kindness rule has three parts. Watch first. Do not harm the animal or its home. Collect only with a clear, kind reason, and most days there is no reason to collect at all.
Spend ten quiet minutes. Name the clue you see. Then guess the stage. If you see no clue, write "not seen." That is honest science.

Key words

metamorphosis: the big body changes an insect goes through as it grows.
larva: the young stage that looks very different from the adult, such as a caterpillar.
pupa: the still stage between larva and adult. Its body is being rebuilt.
nymph: a young insect that looks like a small adult without full wings.
cast skin: the old outer skin an insect leaves behind when it grows.
clue: a sign you can see that helps you answer a question.
cocoon: a silk case a moth larva spins around itself before it becomes a pupa.
wing bud: a small, short wing on a nymph that is not fully grown.
kindness rule: watch first, do not harm, and collect only with a clear, kind reason.

Learn this

I can use a clue to tell which life cycle stage an insect is in.
Ten minutes looking for a stage clue: cast skin, caterpillar, wings, stillness.
Observe. Do not harm. Collect only with a clear, kind reason. Today that reason is usually none.
Name the clue. Guess the stage.
Use this on the questions
Look back at Learn this before you answer.
Watch or photo-search.
Clue named.
Stage guess.
The questions use this page.

Your turn

1. What should you do before you collect a small animal?
Circle one.

A. Watch it quietly first
B. Catch it in a net
C. Look it up in a book
D. Give it a name

2. A caterpillar is which stage?
Circle one.

A. Larva
B. Pupa
C. Nymph
D. Adult

3. A still, closed case hangs on a branch. Which stage is most likely inside?
Circle one.

A. Pupa
B. Nymph
C. Adult
D. Egg

4. Write the four stages of complete metamorphosis in order.

5. A young grasshopper looks like a small adult, but its wings are not full size yet. Which stage is it?
Circle one.

A. Nymph
B. Larva
C. Pupa
D. Egg

Hands-on activity

Stage clue look
Goal: Look for a stage clue and guess the stage, with the clue as evidence.
Ties to: Science
Time: 15 minutes
Key words
stage clue: a sign of a life stage: a cast skin, a caterpillar, wings, or stillness
observe: look and record. Do not harm.
From home: a yard, a porch, or a window, with a grownup nearby, a timer, paper with a drawing box, pencil
Steps
1. Set the timer for 10 minutes. Look on leaves, walls, and the ground.
2. Do not pick up or harm anything. Watch only.
3. Name one clue you see: cast skin, caterpillar, wings, stillness, or other.
4. Sketch the clue in the box.
5. Write your stage guess and the clue that is your evidence.
6. If you see nothing, write not seen and one place to look next time.
7. Wash your hands when you finish.

Show at the end: A sketch box, one named clue, and a stage guess with evidence (or not seen).

Check yourself

1. Watch outside or look at a clear photo for ten minutes. Draw one stage clue in the box: cast skin, caterpillar, wings, or a still case.

2. Write your stage guess and the clue that supports it.

I did: ☐ Learn this ☐ Your turn ☐ Hands-on activity ☐ Check yourself