Week of December 14

Name _____

☑ Checklist

Check the box when you finish each lesson.

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Monday, December 14. Catch-up, in place of November 5 (last missed content day)

Catch-up lesson. This is the Thursday, November 5 lesson.

Mathematics. Thursday, November 5, 2026

Rate and percent together

Goal: I can find a unit rate and a percent of a number.

Name _____ Date _____

Start here

Rates and percents in one trip

A family plans a car trip to a state park. On the way, they use two kinds of math you know: unit rates and percents.

First, the drive. The car goes 180 miles in 3 hours. How far does it go in one hour? That is a unit rate. Divide the miles by the hours. 180 ÷ 3 = 60. The car goes 60 miles per hour.

Next, the snacks. A box of 8 granola bars costs 4 dollars. What does one bar cost? Divide the dollars by the bars. 4 ÷ 8 = 0.5. One bar costs half a dollar, or 50 cents.

Then the park ticket. A ticket costs 20 dollars. The park gives 10% off for families who bring their own water bottles. 10% of 20 is 20 ÷ 10 = 2. The family saves 2 dollars, so the ticket costs 20 minus 2, which is 18 dollars.

Worked example that uses both: the family drives 60 miles per hour. The park is 240 miles away. At the halfway point, they stop. How far have they gone?

Step 1. Halfway means 50%. 50% is one half.

Step 2. Half of 240 is 240 ÷ 2 = 120 miles.

Step 3. How long did that take? 120 miles ÷ 60 miles per hour = 2 hours.

Step 4. Check: 60 miles in each hour, for 2 hours, is 120 miles. That matches.

To choose the right tool, read the question. "For one" or "per" asks for a unit rate. "Percent" or "%" asks you to find a part out of 100.

Key words

unit rate: an amount for one.

percent: per hundred. The sign is %.

divide: split a number into equal groups.

halfway: at the middle point. Half is 50%.

per: for each one.

Learn this

I can find a unit rate and a percent of a number.

Today uses both skills. A unit rate divides to one. A percent is per hundred.

Use this on the questions

Step 1: Divide to find the unit rate.

Step 2: Find the percent of the new number.

Step 3: Keep the unit with your answer.

Your turn

1. A car goes 28 miles in 4 hours. How many miles does it go in one hour?

2. 9 bars cost 45 dollars. How many dollars is one bar?

3. What is 20% of 110?

4. Which is a unit rate?
Circle one.

A. 6 miles in 1 hour
B. 18 miles in 3 hours
C. 20% of 40
D. 12 miles in 2 hours

5. Write 1/5 as a percent.

☑ Check yourself

1. Write one unit rate from your day. Show the division.

2. Write one percent from your day. Show the fraction.

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

Catch-up lesson. This is the Thursday, November 5 lesson.

Reading. Thursday, November 5, 2026

Reading: Phaeton

Goal: Read the myth of Phaeton. Practice finding a choice and its result.

Name _____ Date _____

Key words

choice: a decision a character makes.
result: what happens after the choice.

Word box

Phoebus: the god of the Sun, Phaeton's father. Say it FEE bus.
Jupiter: the king of the gods, also called Jove.
boasting: bragging.
beseech: to beg.
disowned: told you are not part of the family.
repented: felt sorry he did something.
boon: a gift or a favor.
mortal: a person who will die someday, not a god.
chariot: a cart with two wheels pulled by horses.
admonition: a warning.
unguent: an oily cream.
reins: the straps used to steer horses.
hapless: unlucky.
the Scorpion: a group of stars that people say looks like a scorpion.
Naiads: water spirits.
aspire: to try for something great.

Read this

Read the myth of Phaeton, printed below. The words are old and hard. Use the word box as you read.

Phaeton

Phaeton, by Thomas Bulfinch, from The Age of Fable (1855.)

Epaphus was the son of Jupiter and Io. Phaeton, child of the Sun, was one day boasting to him of his high descent and of his father Phoebus. Epaphus could not bear it. "Foolish fellow," said he "you believe your mother in all things, and you are puffed up by your pride in a false father." Phaeton went in rage and shame and reported this to his mother, Clymene. "If," said he, "I am indeed of heavenly birth, give me, mother, some proof of it, and establish my claim to the honor." Clymene stretched forth her hands towards the skies, and said, "I call to witness the Sun which looks down upon us, that I have told you the truth. If I speak falsely, let this be the last time I behold his light. But it needs not much labor to go and inquire for yourself. The land whence the sun rises lies next to ours. Go and demand of him whether he will own you as a son" Phaeton

heard with delight. He travelled to India, which lies directly in the regions of sunrise, and, full of hope and pride, approached the goal whence the Sun begins his course.

[Left out here: one paragraph. It describes the Sun's palace, with its gold columns, ivory ceilings, and silver doors.]

Clymene's son advanced up the steep ascent, and entered the halls of his disputed father. He approached the paternal presence, but stopped at a distance, for the light was more than he could bear. Phoebus, arrayed in a purple vesture, sat on a throne which glittered as with diamonds. On his right hand and his left stood the Day, the Month, and the Year, and, at regular intervals, the Hours. Spring stood with her head crowned with flowers, and Summer, with garment cast aside, and a garland formed of spears of ripened grain, and Autumn, with his feet stained with grape juice, and icy Winter, with his hair stiffened with hoar frost. Surrounded by these attendants, the Sun, with the eye that sees every thing, beheld the youth dazzled with the novelty and splendor of the scene, and inquired the purpose of his errand. The youth replied, "Oh, light of the boundless world, Phoebus, my father, if you permit me to use that name, give me some proof, I beseech you, by which I may be known as yours." He ceased. And his father, laying aside the beams that shone all around his head, bade him approach, and embracing him, said, "My son, you deserve not to be disowned, and I confirm what your mother has told you. To put an end to your doubts, ask what you will, the gift shall be yours. I call to witness that dreadful lake, which I never saw, but which we gods swear by in our most solemn engagements." Phaeton immediately asked to be permitted for one day to drive the chariot of the sun. The father repented of his promise. Thrice and four times he shook his radiant head in warning. "I have spoken rashly," said he. "Only this request I would fain deny. I beg you to withdraw it. It is not a safe boon, nor one, my Phaeton, suited to your youth and strength. Your lot is mortal, and you ask what is beyond a mortal's power. In your ignorance you aspire to do that which not even the gods themselves may do. None but myself may drive the flaming car of day, not even Jupiter, whose terrible right arm hurls the thunder bolts. The first part of the way is steep, and such as the horses when fresh in the morning can hardly climb. The middle is high up in the heavens, whence I myself can scarcely, without alarm, look down and behold the earth and sea stretched beneath me. The last part of the road descends rapidly, and requires most careful driving. Tethys, who is waiting to receive me, often trembles for me lest I should fall headlong. Add to all this, the heaven is all the time turning round and carrying the stars with it. I have to be perpetually on my guard lest that movement, which sweeps everything else along, should hurry me also away. Suppose I should lend you the chariot, what would you do? Could you keep your course while the sphere was revolving under you? Perhaps you think that there are forests and cities, the abodes of gods, and palaces and temples on the way. On the contrary, the road is through the midst of frightful monsters. You pass by the horns of the Bull, in front of the Archer, and near the Lion's jaws, and where the Scorpion stretches its arms in one direction and the Crab in another. Nor will you find it easy to guide those horses, with their breasts full of fire which they breathe forth from their mouths and nostrils. I can scarcely govern them myself, when they are unruly and resist the reins. Beware, my son, lest I should give you a fatal gift. Recall your request while yet you may. Do you ask me for proof that you are sprung from my blood? I give you a proof in my fears for you. Look at my face. I would that you could look into my breast, you would there see all a father's anxiety. Finally," he continued, "look round the world and choose whatever you will of what earth or sea contains most precious, ask it and fear no refusal. This only I pray you not to urge. It is not honor, but destruction you seek. Why do you hang round my neck and still entreat me? You shall have it if you persist, the oath is sworn and must be kept, but I beg you to choose more wisely."

He ended. But the youth rejected all admonition, and held to his demand. So, having resisted as long as he could, Phoebus at last led the way to where stood the lofty chariot.

It was of gold, the gift of Vulcan. The axle was of gold, the pole and wheels of gold, the spokes of silver. Along the seat were rows of chrysolites and diamonds, which reflected all around the brightness of the sun. While the daring youth gazed in admiration, the early Dawn threw open the purple doors of the east, and showed the pathway strewn with roses. The stars withdrew, marshalled by the Daystar, which last of all retired also. The father, when he saw the earth beginning to glow, and the Moon preparing to retire, ordered the Hours to harness up the horses. They obeyed, and led forth from the lofty stalls the steeds full fed with ambrosia, and attached the reins. Then the father bathed the face of his son with a powerful unguent, and made him capable of enduring the brightness of the flame. He set the rays on his head, and, with a foreboding sigh, said, "If, my son, you will in this at least heed my advice, spare the whip and hold tight the reins. They go fast enough of their own accord. The labor is to hold them in. You are not to take the straight road directly between the five circles, but turn off to the left. Keep within the limit of the middle zone, and avoid the northern and the southern alike. You will see the marks of the wheels, and they will serve to guide you. And, that the skies and the earth may each receive their due share of heat, go not too high, or you will burn the heavenly dwellings, nor too low, or you will set the earth on fire. The middle course is safest and best. And now I leave you to your chance, which I hope will plan better for you than you have done for yourself. Night is passing out of the western gates and we can delay no longer. Take the reins. But if at last your heart fails you, and you will benefit by my advice, stay where you are in safety, and suffer me to light and warm the earth." The agile youth sprang into the chariot, stood erect and grasped the reins with delight, pouring out thanks to his reluctant parent.

Meanwhile the horses fill the air with their snortings and fiery breath, and stamp the ground impatient. Now the bars are let down, and the boundless plain of the universe lies open before them. They dart forward and cleave the opposing clouds, and outrun the morning breezes which started from the same eastern goal. The steeds soon perceived that the load they drew was lighter than usual. And as a ship without ballast is tossed hither and thither on the sea, so the chariot, without its accustomed weight, was dashed about as if empty. They rush headlong and leave the travelled road. He is alarmed, and knows not how to guide them. Nor, if he knew, has he the power. Then, for the first time, the Great and Little Bear were scorched with heat, and would fain, if it were possible, have plunged into the water. And the Serpent which lies coiled up

round the north pole, torpid and harmless, grew warm, and with warmth felt its rage revive. Bootes, they say, fled away, though encumbered with his plough, and all unused to rapid motion.

When hapless Phaeton looked down upon the earth, now spreading in vast extent beneath him, he grew pale and his knees shook with terror. In spite of the glare all around him, the sight of his eyes grew dim. He wished he had never touched his father's horses, never learned his parentage, never prevailed in his request. He is borne along like a vessel that flies before a tempest, when the pilot can do no more and betakes himself to his prayers. What shall he do? Much of the heavenly road is left behind, but more remains before. He turns his eyes from one direction to the other, now to the goal whence he began his course, now to the realms of sunset which he is not destined to reach. He loses his self-command, and knows not what to do, whether to draw tight the reins or throw them loose. He forgets the names of the horses. He sees with terror the monstrous forms scattered over the surface of heaven. Here the Scorpion extended his two great arms, with his tail and crooked claws stretching over two signs of the zodiac. When the boy beheld him, reeking with poison and menacing with his fangs, his courage failed, and the reins fell from his hands. The horses, feeling the reins loose on their backs, dashed headlong, and unrestrained went off into unknown regions of the sky, in among the stars, hurling the chariot over pathless places, now up in high heaven, now down almost to the earth. The moon saw with astonishment her brother's chariot running beneath her own. The clouds begin to smoke, and the mountain tops take fire. The fields are parched with heat, the plants wither, the trees with their leafy branches burn, the harvest is ablaze! But these are small things. Great cities perished, with their walls and towers. Whole nations with their people were consumed to ashes! The forest-clad mountains burned, Athos and Taurus and Tmolus and OEte, Ida, once celebrated for fountains, but now all dry, the Muses' mountain Helicon, and Haemus, AEtna, with fires within and without, and Parnassus, with his two peaks, and Rhodope, forced at last to part with his snowy crown. Her cold climate was no protection to Scythia, Caucasus burned, and Ossa and Pindus, and, greater than both, Olympus, the Alps high in air, and the Apennines crowned with clouds.

[Left out here: two paragraphs. The fire spreads over the whole earth. Rivers dry up and the sea shrinks. Earth calls out to Jupiter, the king of the gods, and begs him to save her.]

Thus spoke Earth, and overcome with heat and thirst, could say no more. Then Jupiter Omnipotent, calling to witness all the gods, including him who had lent the chariot, and showing them that all was lost unless some speedy remedy were applied, mounted the lofty tower from whence he diffuses clouds over the earth, and hurls the forked lightnings. But at that time not a cloud was to be found to interpose for a screen to earth, nor was a shower remaining unexhausted. He thundered, and brandishing a lightning-bolt in his right hand launched it against the charioteer, and struck him at the same moment from his seat and from existence! Phaeton, with his hair on fire, fell headlong, like a shooting star which marks the heavens with its brightness as it falls, and Eridanus, the great river, received him and cooled his burning frame. The Italian Naiads reared a tomb for him, and inscribed these words upon the stone:

"Driver of Phoebus' chariot, Phaeton, Struck by Jove's thunder, rests beneath this stone. He could not rule his father's car of fire, Yet was it much so nobly to aspire."

Adapted lightly from Thomas Bulfinch, 1855.

Your turn

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

1. Phaeton's father says Phaeton can ask for any gift. What does Phaeton choose?
Circle one.

A. To drive the chariot of the Sun for one day.
B. To live in the Sun's palace.
C. To get a gold crown.
D. To meet Jupiter.

2. Phaeton's father warns him not to drive the chariot. Copy one sentence in which he warns Phaeton.

3. Phaeton's father swore an oath. What does he choose to do in the end?
Circle one.

A. He lets Phaeton drive the chariot.
B. He drives the chariot with Phaeton.
C. He hides the horses.
D. He sends Phaeton home.

4. Phaeton is scared by the Scorpion and drops the reins. What is the result? Write one sentence.

5. What does Jupiter choose to do to save the earth?
Circle one.

A. Strike Phaeton with a lightning bolt.
B. Send a long rain.
C. Take the reins himself.
D. Call the Sun back home.

Check yourself

1. Write one choice Phaeton makes in the myth of Phaeton. Then write one result of that choice.

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

Grammar. Monday, December 14, 2026

Punctuation that changes meaning

Goal: 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

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. Monday, December 14, 2026

Week list

Goal: Learn these five words: guitar, string, fret, chord, scale.
Name _____ Date _____

Learn this

Learn these five words: guitar, string, fret, chord, scale.
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 guitar from memory.

2. Write fret 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 guitar?

5. How many letters are in string?

☑ Check yourself

1. Say each in syllables, then write looking, then covered: guitar, string, fret, chord, scale.

2. One original sentence each, about today, using guitar, string, fret, chord, and scale.

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

Catch-up lesson. This is the Thursday, November 5 lesson.

Citizenship. Thursday, November 5, 2026

Game, then jobs

Goal: I can name the government job in an action: make, carry out, or judge.

Name _____ Date _____

⚐ Start here

How a Texas bill becomes a law

A Texas law passes through all three departments of Texas government. Following one law from start to finish shows each job.

Make. A bill is an idea for a law that is written down. A member of the Texas House or Senate files it. Committees study it and hold hearings, where citizens may speak. Then the House and the Senate each vote. Making the law is the legislative job.

Carry out. The Texas Constitution, Article 4, Section 14, says:

"Every bill which shall have passed both houses of the Legislature shall be presented to the Governor for his approval."

The next sentence begins "If he approve he shall sign it". In plain words: if the governor agrees, the governor signs the bill, and it becomes a law. Then the governor and state agencies put the law into action. This is the executive job.

Judge. Sometimes people disagree about what a law means, or whether someone broke it. Then a Texas court decides the case. This is the judicial job. The Texas Constitution, Article 1, Section 15, says "The right of trial by jury shall remain inviolate." In plain words: the right to a jury trial may not be taken away. "Inviolate" means not to be broken.

A citizen duty. A duty is an action a person must do. Serving on a jury when called is one citizen duty. Obeying the law is another. Speaking at a hearing is not a duty, but it is a way citizens take part.

In a sorting game, ask: is this card about writing and passing a law, putting it into action, or deciding a case?

Optional game. Play a make, carry out, or judge card game with a grownup.

🔑 Key words

limit: a rule that says what an office may not do.
duty: an action a person or an office must perform.
power: legal authority to act.
bill: an idea for a law that is written down.
committee: a small group of lawmakers who study bills.
hearing: a meeting where people may speak about a bill.
inviolate: not to be broken.

💡 Learn this

I can name the government job in an action: make, carry out, or judge.

Name one limit you hit.

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: Underline the government job in the question. Name the level of government. Name the office or branch. Use the order from the reading.
Step 2: Name one limit you hit in the game or from the reading. A limit is a rule that says what an office may not do.

Your turn

1. Congress votes to pass a law. Is that make, carry out, or judge?
Circle one.
A. Make
B. Carry out
C. Judge

2. The governor puts a Texas law into action. Is that make, carry out, or judge?
Circle one.
A. Carry out
B. Make
C. Judge

3. A Texas court decides a case under Texas law. Is that make, carry out, or judge?
Circle one.
A. Judge
B. Make
C. Carry out

4. A witness must tell the truth in court. Is that a duty or a right?
Circle one.
A. A duty
B. A right

5. What is a limit?

_____

Check yourself

1. Write one government action. Then write make, carry out, or judge.

_____

2. Write one limit, a rule that says what an office may not do.

_____

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

Catch-up lesson. This is the Thursday, November 5 lesson.

Science. Thursday, November 5, 2026

Cell unit check

Goal: I can use the cell unit words on new examples.
Name _____ Date _____

Start here

The big ideas about cells

Over the last weeks you learned many words about cells. Here they are in one place.
Three big ideas. Scientists agree on three big ideas, called the cell theory. All living things are made of one or more cells. The cell is the smallest part of a living thing that carries out life processes. New cells come only from cells that already exist. A rock is not made of cells, so a rock is not living.
Cell parts. Most cells have three parts you can label. The cell membrane is the thin outer covering. It controls what goes in and out. The cytoplasm is the jelly-like material inside the membrane. The nucleus holds the cell's instructions. Plant cells also have a cell wall, a stiff layer outside the membrane, and chloroplasts, where food is made.

Getting food. A producer, or autotroph, makes its own food. A consumer, or heterotroph, eats other living things. A decomposer breaks down dead plants and animals. Mushrooms and many bacteria are decomposers. They return materials to the soil, where plants can use them again.
Levels. From small to large: cell, tissue, organ, organ system, organism.
Variation. Living things of the same kind are not exactly alike. A difference among the same kind is variation.
Here is a new example. A mushroom grows on a dead log. Its cells have a nucleus. It is not a plant, so it has no chloroplasts. It breaks down the dead log for food. So a mushroom is a decomposer.

Key words

nucleus: the part of the cell that contains DNA, the cell's instructions.
producer: an organism that makes its own food.
consumer: an organism that eats other organisms for food.
decomposer: an organism that breaks down dead things.
variation: differences among living things of the same kind.
multicellular: made of many cells.
unicellular: made of one cell.
cell theory: the three big ideas scientists agree on about cells.
cell membrane: the thin outer covering of a cell.
cytoplasm: the jelly-like material inside the cell membrane.
cell wall: a stiff layer outside the membrane of a plant cell.

Learn this

I can use the cell unit words on new examples.
Check. Use the cell words on new examples.
A decomposer breaks down dead things. A mushroom is a heterotroph. It is also a decomposer, because it breaks down dead logs and leaves.
Use this on the questions
Step 1. Read each question carefully.
Step 2. Find the exact word the question asks for from the cell words.
Step 3. Write a new example that uses the word correctly.

Your turn

1. Which part of a cell holds the cell's instructions?
Circle one.
A. The nucleus
B. The cell wall
C. The chloroplast
D. The cytoplasm

2. A rabbit eats clover. Is the rabbit a producer or a consumer?
Circle one.
A. Consumer
B. Producer

3. A mushroom grows on a dead log and breaks it down. What is the mushroom?
Circle one.
A. A decomposer
B. A producer
C. A chloroplast
D. A nucleus

4. A person is made of many cells. A person is...
Circle one.
A. Multicellular
B. Unicellular

5. Two cats are the same kind. One has long fur and one has short fur. What is this difference called?

Hands-on activity

Zip bag cell model

Goal: Use the cell words on a model you can hold, and name a producer, a consumer, and a decomposer.

Ties to: Science

Time: 20 minutes

Key words

cell membrane: the thin outer covering of a cell
cytoplasm: the material inside the membrane
nucleus: the part that holds the cell's instructions
decomposer: a living thing that breaks down dead material

From home: 1 zip bag, about a cup of water, 1 bottle cap, 3 sticky notes or paper scraps and tape, a tray or the sink

Steps

1. Safety: work over a tray or the sink. Wipe up spills right away.
2. Pour water into the bag until it is about half full. This is the cytoplasm.
3. Drop in the bottle cap. This is the nucleus.
4. Seal the bag tight. The bag is the cell membrane.
5. Label the three parts with sticky notes.
6. Write one producer, one consumer, and one decomposer. Use the printed reading or write not sure.
7. Write one sentence: My model cannot show ___.
8. Pour the water out in the sink. Wash your hands when you finish.

Show at the end: A labeled bag cell, three food job names, and one sentence about what the model cannot show.

Check yourself

1. In the box, draw one cell. Label membrane, cytoplasm, and nucleus.

2. Write one producer, one consumer, and one decomposer.

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

Tuesday, December 15. Unit 3 close, trimmed

Mathematics. Tuesday, December 15, 2026

Review day (no new lesson page)

Name _____ Date _____

Today

Short mixed review of rates, percent, and the three forms. This is warm-up for the check, not a new unit.

Reading. Tuesday, December 15, 2026

Review day (no new lesson page)

Name _____ Date _____

Today

Finish any thin Unit 3 reading (for example a short source-card close).

Grammar. Tuesday, December 15, 2026

Subject and verb

Goal: 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

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. Tuesday, December 15, 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: guitar, string, fret, chord, scale.
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 fret from memory.

2. Write scale 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 guitar?

5. What is the first letter of string?

☑ Check yourself

1. Mark syllables on each word: guitar, string, fret, chord, scale. 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 15, 2026

Review day (no new lesson page)

Name _____ Date _____

Today

Finish one leftover Unit 3 citizenship idea if needed, or a short review.

Science. Tuesday, December 15, 2026

Review day (no new lesson page)

Name _____ Date _____

Today

Finish the life-cycle page if needed.

Wednesday, December 16. Compact Unit 2 check, day 1 of 2 (the November 9 and 10 test pieces)

Catch-up lesson. This is the Monday, November 9 lesson.

Mathematics. Monday, November 9, 2026

Test, unit rates

Goal: I can change a rate into a unit rate and keep the unit.

Name _____ Date _____

Start here

The small price on the shelf tag

Next time you are in a grocery store, look at the tag on the shelf under a product. Most tags show two prices. The big number is the price of the whole item. A smaller number is the unit price. The unit price tells you the cost for one unit, such as one ounce or one count.

A store figures out the unit price the same way you do. It divides the price by the amount.

Worked example: a jar of peanut butter costs 6 dollars and holds 12 ounces. What is the price per ounce?

Step 1. Write the rate: 6 dollars for 12 ounces.

Step 2. Divide the dollars by the ounces: 6 ÷ 12 = 0.5.

Step 3. Write the unit: 0.5 dollars per ounce, or 50 cents per ounce.

Step 4. Check: 50 cents times 12 is 600 cents, which is 6 dollars. That matches.

Unit prices help shoppers compare. A big jar and a small jar have different total prices, but the unit price shows the cost of one ounce for each jar. Then you can compare them.

Keep the unit every time. A unit price of "0.5" alone could mean dollars per ounce or dollars per pound. The unit tells you which.

Key words

unit price: the cost for one unit, such as one ounce.

ounce: a small unit of weight. 16 ounces make 1 pound.

rate: a comparison of two amounts with different units.

Learn this

I can change a rate into a unit rate and keep the unit.

Test. No notes. A unit rate is an amount for one.

Use this on the questions

Step 1: Write the rate as a fraction.

Step 2: Divide the numerator and the denominator by the denominator.

Step 3: Write the new number with the correct unit.

Your turn

1. 7 pencils cost 14 dollars. How many dollars is one pencil?

2. A train goes 48 miles in 6 hours. How many miles does it go in one hour?

3. What does per mean?

Circle one.

A. For each one

B. In total

C. Take away

D. About

4. 2 books cost 18 dollars. How many dollars is one book?

5. 3 boxes cost 21 dollars. Which is the unit rate?
Circle one.

A. 7 dollars for 1 box
B. 21 dollars for 3 boxes
C. 1 dollar for 21 boxes
D. 24 dollars for 3 boxes

Check yourself

1. Pick one question above. Show the division.

2. Write the unit beside your answer.

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

Catch-up lesson. This is the Tuesday, November 10 lesson.

Mathematics. Tuesday, November 10, 2026

Test, which rate

Goal: I can compare two rates by finding each unit rate.

Name _____ Date _____

Start here

Is the bigger box the better buy?

Many people think the biggest box is always the cheapest way to buy something. Often that is true. Sometimes it is not. The only way to know is to compare unit rates.

Worked example: Box A has 20 crackers for 4 dollars. Box B has 30 crackers for 9 dollars. Which is the better buy?

Step 1. Box A: 4 dollars ÷ 20 crackers = 0.20 dollars per cracker. That is 20 cents per cracker.

Step 2. Box B: 9 dollars ÷ 30 crackers = 0.30 dollars per cracker. That is 30 cents per cracker.

Step 3. Compare: 20 cents is less than 30 cents. Box A costs less for each cracker. Box A is the better buy, even though Box B is bigger.

The better buy is the one with the smaller price for one item.

Sometimes the better buy is still not the best choice. If you only need 10 crackers, a big box might go stale before you finish it. Unit rates tell you the price for one. You still decide what makes sense for you.

Key words

better buy: the choice that costs less for each item.

unit rate: a rate for one unit, such as dollars for one cracker.

stale: no longer fresh.

Learn this

I can compare two rates by finding each unit rate.

Test. No notes. Compare the per-one amounts.

Use this on the questions

Step 1. Do not use notes.

Step 2. Write both unit rates.

Step 3. Name the faster or cheaper one.

Your turn

1. Van A goes 90 miles in 2 hours. How many miles per hour is that?

2. Van B goes 120 miles in 4 hours. How many miles per hour is that?

3. Van A goes 45 miles per hour. Van B goes 30 miles per hour. Which van is faster?
Circle one.

A. Van A
B. Van B
C. They are the same

4. Store A sells 5 hats for 15 dollars. Store B sells 4 hats for 16 dollars. Which store is cheaper per hat?
Circle one.

A. Store A
B. Store B
C. They are the same

5. Why do you find the unit rate before you compare two rates?

_____

_____

☑ Check yourself

1. Write both van unit rates.

_____

_____

2. Write one sentence that names the faster van and its unit rate.

_____

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

Catch-up lesson. This is the Monday, November 9 lesson.

Reading. Monday, November 9, 2026

Reading: The Paradise of Children, part 1

Goal: Read part 1 of The Paradise of Children. Practice comparing two characters.
Name _____ Date _____

🔑 Key words

compare: tell how two things are alike.
contrast: tell how two things are different.
character trait: a word that tells what a character is like, such as kind, curious, or careful.

Word box

infancy: the time when something is a baby.
threshold: the doorway of a house.
provoking: annoying.
pettishly: in a grumpy, cross way.
whence: from where.
confided: given to someone to keep safe.
enterprise: being bold and ready to try things.
intricate: with many twisty parts.
ingenious: very clever.
resolved: decided.
mischievous: liking to cause small trouble.

🏳 Read this

Read The Paradise of Children, part 1, printed below. Stop when Pandora decides to take one peep.

The Paradise of Children, part 1

The Paradise of Children, by Nathaniel Hawthorne, from A Wonder-Book for Girls and Boys (1852)

Long, long ago, when this old world was in its tender infancy, there was a child, named Epimetheus, who never had either father or mother. And, that he might not be lonely, another child, fatherless and motherless like himself, was sent from a far country, to live with him, and be his playfellow and helpmate. Her name was Pandora.

The first thing that Pandora saw, when she entered the cottage where Epimetheus dwelt, was a great box. And almost the first question which she put to him, after crossing the threshold, was this,

"Epimetheus, what have you in that box?"

"My dear little Pandora," answered Epimetheus, "that is a secret, and you must be kind enough not to ask any questions about it. The box was left here to be kept safely, and I do not myself know what it contains."

"But who gave it to you?" asked Pandora. "And where did it come from?"

"That is a secret, too," replied Epimetheus.

"How provoking!" exclaimed Pandora, pouting her lip. "I wish the great ugly box were out of the way!"

"Oh come, don't think of it any more," cried Epimetheus. "Let us run out of doors, and have some nice play with the other children."

It is thousands of years since Epimetheus and Pandora were alive. And the world, nowadays, is a very different sort of thing from what it was in their time. Then, everybody was a child. There needed no fathers and mothers to take care of the children, because there was no danger, nor trouble of any kind, and no clothes to be mended, and there was always plenty to eat and drink. Whenever a child wanted his dinner, he found it growing on a tree. And, if he looked at the tree in the morning, he could see the expanding blossom of that night's supper. Or, at eventide, he saw the tender bud of to-morrow's breakfast. It was a very pleasant life indeed. No labor to be done, no tasks to be studied, nothing but sports and dances, and sweet voices of children talking, or carolling like birds, or gushing out in merry laughter, throughout the livelong day.

What was most wonderful of all, the children never quarreled among themselves. Neither had they any crying fits. Nor, since time first began, had a single one of these little mortals ever gone apart into a corner, and sulked. Oh, what a good time was that to be alive in! The truth is, those ugly little winged monsters, called Troubles, which are now almost as numerous as mosquitoes, had never yet been seen on the earth. It is probable that the very greatest disquietude which a child had ever experienced was Pandora's vexation at not being able to discover the secret of the mysterious box.

This was at first only the faint shadow of a Trouble. But, every day, it grew more and more substantial, until, before a great while, the cottage of Epimetheus and Pandora was less sunshiny than those of the other children.

"Whence can the box have come?" Pandora continually kept saying to herself and to Epimetheus. "And what in the world can be inside of it?"

"Always talking about this box!" said Epimetheus, at last. For he had grown extremely tired of the subject. "I wish, dear Pandora, you would try to talk of something else. Come, let us go and gather some ripe figs, and eat them under the trees, for our supper. And I know a vine that has the sweetest and juiciest grapes you ever tasted."

"Always talking about grapes and figs!" cried Pandora, pettishly.

"Well, then," said Epimetheus, who was a very good-tempered child, like a multitude of children in those days, "let us run out and have a merry time with our playmates."

"I am tired of merry times, and don't care if I never have any more!" answered our pettish little Pandora. "And, besides, I never do have any. This ugly box! I am so taken up with thinking about it all the time. I insist upon your telling me what is inside of it."

"As I have already said, fifty times over, I do not know!" replied Epimetheus, getting a little vexed. "How, then, can I tell you what is inside?"

"You might open it," said Pandora, looking sideways at Epimetheus, "and then we could see for ourselves."

"Pandora, what are you thinking of?" exclaimed Epimetheus.

And his face expressed so much horror at the idea of looking into a box, which had been confided to him on the condition of his never opening it, that Pandora thought it best not to suggest it any more. Still, however, she could not help thinking and talking about the box.

"At least," said she, "you can tell me how it came here."

"It was just left at the door," replied Epimetheus, "just before you came, by a person who looked very smiling and intelligent, and who could hardly forbear laughing as he put it down. He was dressed in an odd kind of a cloak, and had on a cap that seemed to be made partly of feathers, so that it looked almost as if it had wings."

"What sort of a staff had he?" asked Pandora.

"Oh, the most curious staff you ever saw!" cried Epimetheus. "It was like two serpents twisting around a stick, and was carved so naturally that I, at first, thought the serpents were alive."

"I know him," said Pandora, thoughtfully. "Nobody else has such a staff. It was Quicksilver. And he brought me hither, as well as the box. No doubt he intended it for me. And, most probably, it contains pretty dresses for me to wear, or toys for you and me to play with, or something very nice for us both to eat!"

"Perhaps so," answered Epimetheus, turning away. "But until Quicksilver comes back and tells us so, we have neither of us any right to lift the lid of the box."

"What a dull boy he is!" muttered Pandora, as Epimetheus left the cottage. "I do wish he had a little more enterprise!"

For the first time since her arrival, Epimetheus had gone out without asking Pandora to accompany him. He went to gather figs and grapes by himself, or to seek whatever amusement he could find, in other society than his little playfellow's. He was tired to death of hearing about the box, and heartily wished that Quicksilver, or whatever was the messenger's name, had left it at some other child's door, where Pandora would never have set eyes on it. So perseveringly as she did babble about this one thing! The box, the box, and nothing but the box! It seemed as if the box were bewitched, and as if the cottage were not big enough to hold it, without Pandora's continually stumbling over it, and making Epimetheus stumble over it likewise, and bruising all four of their shins.

[Left out here: six paragraphs. The storyteller describes the box. It is made of shiny dark wood with carved faces and flowers. In the middle of the lid is a carved face that seems to smile. Pandora imagines the face telling her to open the box.]

The box, I had almost forgotten to say, was fastened, not by a lock, nor by any other such contrivance, but by a very intricate knot of gold cord. There appeared to be no end to this knot, and no beginning. Never was a knot so cunningly twisted, nor with so many ins and outs, which roguishly defied the skillfullest fingers to disentangle them. And yet, by the very difficulty that there was in it, Pandora was the more tempted to examine the knot, and just see how it was made. Two or three times, already, she had stooped over the box, and taken the knot between her thumb and forefinger, but without positively trying to undo it.

"I really believe," said she to herself, "that I begin to see how it was done. Nay, perhaps I could tie it up again, after undoing it. There would be no harm in that, surely. Even Epimetheus would not blame me for that. I need not open the box, and should not, of course, without the foolish boy's consent, even if the knot were untied."

[Left out here: three paragraphs. The storyteller says Pandora had too little work to do, so she thought about the box all day.]

On this particular day, however, which we have so long been talking about, her curiosity grew so much greater than it usually was, that, at last, she approached the box. She was more than half determined to open it, if she could. Ah, naughty Pandora!

First, however, she tried to lift it. It was heavy, quite too heavy for the slender strength of a child, like Pandora. She raised one end of the box a few inches from the floor, and let it fall again, with a pretty loud thump. A moment afterwards, she almost fancied that she heard something stir inside of the box. She applied her ear as closely as possible, and listened. Positively, there did seem to be a kind of stifled murmur, within! Or was it merely the singing in Pandora's ears? Or could it be the beating of her heart? The child could not quite satisfy herself whether she had heard anything or no. But, at all events, her curiosity was stronger than ever.

As she drew back her head, her eyes fell upon the knot of gold cord.

"It must have been a very ingenious person who tied this knot," said Pandora to herself. "But I think I could untie it nevertheless. I am resolved, at least, to find the two ends of the cord."

So she took the golden knot in her fingers, and pried into its intricacies as sharply as she could. Almost without intending it, or quite knowing what she was about, she was soon busily engaged in attempting to undo it. Meanwhile, the bright sunshine came through the open window, as did likewise the merry voices of the children, playing at a distance, and perhaps the voice of Epimetheus among them. Pandora stopped to listen. What a beautiful day it was! Would it not be wiser, if she were to let the troublesome knot alone, and think no more about the box, but run and join her little playfellows, and be happy?

All this time, however, her fingers were half unconsciously busy with the knot. And happening to glance at the flower-wreathed face on the lid of the enchanted box, she seemed to perceive it slyly grinning at her.

"That face looks very mischievous," thought Pandora. "I wonder whether it smiles because I am doing wrong! I have the greatest mind in the world to run away!"

But just then, by the merest accident, she gave the knot a kind of a twist, which produced a wonderful result. The gold cord untwined itself, as if by magic, and left the box without a fastening.

"This is the strangest thing I ever knew!" said Pandora. "What will Epimetheus say? And how can I possibly tie it up again?"

She made one or two attempts to restore the knot, but soon found it quite beyond her skill. It had disentangled itself so suddenly that she could not in the least remember how the strings had been doubled into one another. And when she tried to recollect the shape and appearance of the knot, it seemed to have gone entirely out of her mind. Nothing was to be done, therefore, but to let the box remain as it was until Epimetheus should come in.

"But," said Pandora, "when he finds the knot untied, he will know that I have done it. How shall I make him believe that I have not looked into the box?"

And then the thought came into her naughty little heart, that, since she would be suspected of having looked into the box, she might just as well do so at once. Oh, very naughty and very foolish Pandora! You should have thought only of doing what was right, and of leaving undone what was wrong, and not of what your playfellow Epimetheus would have said or believed. And so perhaps she might, if the enchanted face on the lid of the box had not looked so bewitchingly persuasive at her, and if she had not seemed to hear, more distinctly than before, the murmur of small voices within. She could not tell whether it was fancy or no. But there was quite a little tumult of whispers in her ear, or else it was her curiosity that whispered,

"Let us out, dear Pandora, pray let us out! We will be such nice pretty playfellows for you! Only let us out!"

"What can it be?" thought Pandora. "Is there something alive in the box? Well! Yes! I am resolved to take just one peep! Only one peep. And then the lid shall be shut down as safely as ever! There cannot possibly be any harm in just one little peep!"

Adapted lightly from Nathaniel Hawthorne, 1852.

Your turn

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

1. Which word best describes Pandora in The Paradise of Children, part 1?
Circle one.

A. curious
B. lazy
C. shy
D. sleepy

2. Which words best describe Epimetheus in The Paradise of Children, part 1?
Circle one.

A. careful about rules
B. sneaky and sly
C. mean to others
D. greedy for food

3. How are Pandora and Epimetheus alike?
Circle one.

A. Neither one has a father or a mother.
B. Both are grown up.
C. Both carried the box to the cottage.
D. Both want to open the box right away.

4. Pandora calls Epimetheus "a dull boy." Write one way Pandora is different from Epimetheus. Write one sentence.

_____

5. Who does Pandora think left the box at the door?
Circle one.

A. Quicksilver
B. Epimetheus
C. her mother
D. the other children

Check yourself

1. Compare Pandora and Epimetheus. Write one way they are alike and one way they are different. Use words from The Paradise of Children, part 1.

_____

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

Catch-up lesson. This is the Tuesday, November 10 lesson.

Reading. Tuesday, November 10, 2026

Reading: The Paradise of Children, part 2

Goal: Read part 2 of The Paradise of Children. Practice finding what a character learns and the lesson of the story.
Name _____ Date _____

Story so far

Pandora and Epimetheus are two children who live in a world with no trouble or sadness. A box was left at their cottage, and they were told never to open it. Pandora wants very much to know what is inside. Epimetheus tells her to leave it shut and goes out to play. While he is gone, Pandora unties the gold knot and decides to take one peep.

Key words

lesson: something a character comes to understand.
theme: the big idea a story teaches about life.

Word box
partake: to join in.
mirth: happiness and laughter.
obscurity: darkness.
intent: paying close attention.
lamentable: very sad.
Troubles: in this story, small winged creatures with stings that bring pain and sadness.
calamity: a terrible event.
sullenly: in a grumpy, silent way.
commend: to praise.
arch: playful and teasing.
despair: to lose all hope.
venomous: poisonous.

Read this

Read The Paradise of Children, part 2, printed below. Read the Story so far box first.

The Paradise of Children, part 2

The Paradise of Children, by Nathaniel Hawthorne, from A Wonder-Book for Girls and Boys (1852)

But it is now time for us to see what Epimetheus was doing.

This was the first time, since his little playmate had come to dwell with him, that he had attempted to enjoy any pleasure in which she did not partake. But nothing went right. Nor was he nearly so happy as on other days. He could not find a sweet grape or a ripe fig (if Epimetheus had a fault, it was a little too much fondness for figs). Or, if ripe at all, they were over-ripe, and so sweet as to be cloying. There was no mirth in his heart, such as usually made his voice gush out, of its own accord, and swell the merriment of his companions. In short, he grew so uneasy and discontented, that the other children could not imagine what was the matter with Epimetheus. Neither did he himself know what ailed him, any better than they did. For you must recollect that, at the time we are speaking of, it was everybody's nature, and constant habit, to be happy. The world had not yet learned to be otherwise. Not a single soul or body, since these children were first sent to enjoy themselves on the beautiful earth, had ever been sick or out of sorts.

At length, discovering that, somehow or other, he put a stop to all the play, Epimetheus judged it best to go back to Pandora, who was in a humor better suited to his own. But, with a hope of giving her pleasure, he gathered some flowers, and made them into a wreath, which he meant to put upon her head. The flowers were very lovely, roses, and lilies, and orange-blossoms, and a great many more, which left a trail of fragrance behind, as Epimetheus carried them along. And the wreath was put together with as much skill as could reasonably be expected of a boy. The fingers of little girls, it has always appeared to me, are the fittest to twine flower-wreaths. But boys could do it, in those days, rather better than they can now.

And here I must mention that a great black cloud had been gathering in the sky, for some time past, although it had not yet overspread the sun. But, just as Epimetheus reached the cottage door, this cloud began to intercept the sunshine, and thus to make a sudden and sad obscurity.

He entered softly. For he meant, if possible, to steal behind Pandora, and fling the wreath of flowers over her head, before she should be aware of his approach. But, as it happened, there was no need of his treading so very lightly. He might have trod as heavily as he pleased, as heavily as a grown man, as heavily, I was going to say, as an elephant, without much probability of Pandora's hearing his footsteps. She was too intent upon her purpose. At the moment of his entering the cottage, the naughty child had put her hand to the lid, and was on the point of opening the mysterious box. Epimetheus beheld her. If he had cried out, Pandora would probably have withdrawn her hand, and the fatal mystery of the box might never have been known.

But Epimetheus himself, although he said very little about it, had his own share of curiosity to know what was inside. Perceiving that Pandora was resolved to find out the secret, he determined that his playfellow should not be the only wise person in the cottage. And if there were anything pretty or valuable in the box, he meant to take half of it to himself. Thus, after all his sage speeches to Pandora about restraining her curiosity, Epimetheus turned out to be quite as foolish, and nearly as much in fault, as she. So, whenever we blame Pandora for what happened, we must not forget to shake our heads at Epimetheus likewise.

As Pandora raised the lid, the cottage grew very dark and dismal. For the black cloud had now swept quite over the sun, and seemed to have buried it alive. There had, for a little while past, been a low growling and muttering, which all at once broke into a heavy peal of thunder. But Pandora, heeding nothing of all this, lifted the lid nearly upright, and looked inside. It seemed as if a sudden swarm of winged creatures brushed past her, taking flight out of the box, while, at the same instant, she heard the voice of Epimetheus, with a lamentable tone, as if he were in pain.

"Oh, I am stung!" cried he. "I am stung! Naughty Pandora! why have you opened this wicked box?"

Pandora let fall the lid, and, starting up, looked about her, to see what had befallen Epimetheus. The thunder-cloud had so darkened the room that she could not very clearly discern what was in it. But she heard a disagreeable buzzing, as if a great many huge flies, or gigantic mosquitoes, or those insects which we call dor-bugs, and pinching-dogs, were darting about.

And, as her eyes grew more accustomed to the imperfect light, she saw a crowd of ugly little shapes, with bats' wings, looking abominably spiteful, and armed with terribly long stings in their tails. It was one of these that had stung Epimetheus. Nor was it a great while before Pandora herself began to scream, in no less pain and affright than her playfellow, and making a vast deal more hubbub about it. An odious little monster had settled on her forehead, and would have stung her I know not how deeply, if Epimetheus had not run and brushed it away.

Now, if you wish to know what these ugly things might be, which had made their escape out of the box, I must tell you that they were the whole family of earthly Troubles. There were evil Passions. There were a great many species of Cares. There were more than a hundred and fifty Sorrows. There were Diseases, in a vast number of miserable and painful shapes. There were more kinds of Naughtiness than it would be of any use to talk about. In short, everything that has since afflicted the souls and bodies of mankind had been shut up in the mysterious box, and given to Epimetheus and Pandora to be kept safely, in order that the happy children of the world might never be molested by them. Had they been faithful to their trust, all would have gone well. No grown person would ever have been sad, nor any child have had cause to shed a single tear, from that hour until this moment.

But, and you may see by this how a wrong act of any one mortal is a calamity to the whole world, by Pandora's lifting the lid of that miserable box, and by the fault of Epimetheus, too, in not preventing her, these Troubles have obtained a foothold among us, and do not seem very likely to be driven away in a hurry. For it was impossible, as you will easily guess, that the two children should keep the ugly swarm in their own little cottage. On the contrary, the first thing that they did was to fling open the doors and windows, in hopes of getting rid of them. And, sure enough, away flew the winged Troubles all abroad, and so pestered and tormented the small people, everywhere about, that none of them so much as smiled for many days afterwards. And, what was very singular, all the flowers and dewy blossoms on earth, not one of which had hitherto faded, now began to droop and shed their leaves, after a day or two. The children, moreover, who before seemed immortal in their childhood, now grew older, day by day, and came soon to be youths and maidens, and men and women by and by, and aged people, before they dreamed of such a thing.

Meanwhile, the naughty Pandora, and hardly less naughty Epimetheus, remained in their cottage. Both of them had been grievously stung, and were in a good deal of pain, which seemed the more intolerable to them, because it was the very first pain that had ever been felt since the world began. Of course, they were entirely unaccustomed to it, and could have no idea what it meant. Besides all this, they were in exceedingly bad humor, both with themselves and with one another. In order to indulge it to the utmost, Epimetheus sat down sullenly in a corner with his back towards Pandora, while Pandora flung herself upon the floor and rested her head on the fatal and abominable box. She was crying bitterly, and sobbing as if her heart would break.

Suddenly there was a gentle little tap on the inside of the lid.

"What can that be?" cried Pandora, lifting her head.

But either Epimetheus had not heard the tap, or was too much out of humor to notice it. At any rate, he made no answer.

"You are very unkind," said Pandora, sobbing anew, "not to speak to me!"

Again the tap! It sounded like the tiny knuckles of a fairy's hand, knocking lightly and playfully on the inside of the box.

"Who are you?" asked Pandora, with a little of her former curiosity. "Who are you, inside of this naughty box?"

A sweet little voice spoke from within,

"Only lift the lid, and you shall see."

"No, no," answered Pandora, again beginning to sob, "I have had enough of lifting the lid! You are inside of the box, naughty creature, and there you shall stay! There are plenty of your ugly brothers and sisters already flying about the world. You need never think that I shall be so foolish as to let you out!"

She looked towards Epimetheus, as she spoke, perhaps expecting that he would commend her for her wisdom. But the sullen boy only muttered that she was wise a little too late.

"Ah," said the sweet little voice again, "you had much better let me out. I am not like those naughty creatures that have stings in their tails. They are no brothers and sisters of mine, as you would see at once, if you were only to get a glimpse of me. Come, come, my pretty Pandora! I am sure you will let me out!"

And, indeed, there was a kind of cheerful witchery in the tone, that made it almost impossible to refuse anything which this little voice asked. Pandora's heart had insensibly grown lighter at every word that came from within the box. Epimetheus, too, though still in the corner, had turned half round, and seemed to be in rather better spirits than before.

"My dear Epimetheus," cried Pandora, "have you heard this little voice?"

"Yes, to be sure I have," answered he, but in no very good humor as yet. "And what of it?"

"Shall I lift the lid again?" asked Pandora.

"Just as you please," said Epimetheus. "You have done so much mischief already, that perhaps you may as well do a little more. One other Trouble, in such a swarm as you have set adrift about the world, can make no very great difference."

"You might speak a little more kindly!" murmured Pandora, wiping her eyes.

"Ah, naughty boy!" cried the little voice within the box, in an arch and laughing tone. "He knows he is longing to see me. Come, my dear Pandora, lift up the lid. I am in a great hurry to comfort you. Only let me have some fresh air, and you shall soon see that matters are not quite so dismal as you think them!"

"Epimetheus," exclaimed Pandora, "come what may, I am resolved to open the box!"

"And as the lid seems very heavy," cried Epimetheus, running across the room, "I will help you!"

So, with one consent, the two children again lifted the lid. Out flew a sunny and smiling little personage, and hovered about the room, throwing a light wherever she went. Have you never made the sunshine dance into dark corners, by reflecting it from a bit of looking-glass? Well, so looked the winged cheerfulness of this fairy-like stranger, amid the gloom of the cottage. She flew to Epimetheus, and laid the least touch of her finger on the inflamed spot where the Trouble had stung him, and immediately the anguish of it was gone. Then she kissed Pandora on the forehead, and her hurt was cured likewise.

After performing these good offices, the bright stranger fluttered sportively over the children's heads, and looked so sweetly at them, that they both began to think it not so very much amiss to have opened the box, since, otherwise, their cheery guest must have been kept a prisoner among those naughty imps with stings in their tails.

"Pray, who are you, beautiful creature?" inquired Pandora.

"I am to be called Hope!" answered the sunshiny figure. "And because I am such a cheery little body, I was packed into the box, to make amends to the human race for that swarm of ugly Troubles, which was destined to be let loose among them. Never fear! we shall do pretty well in spite of them all."

"Your wings are colored like the rainbow!" exclaimed Pandora. "How very beautiful!"

"Yes, they are like the rainbow," said Hope, "because, glad as my nature is, I am partly made of tears as well as smiles."

"And will you stay with us," asked Epimetheus, "forever and ever?"

"As long as you need me," said Hope, with her pleasant smile, "and that will be as long as you live in the world, I promise never to desert you. There may come times and seasons, now and then, when you will think that I have utterly vanished. But again, and again, and again, when perhaps you least dream of it, you shall see the glimmer of my wings on the ceiling of your cottage. Yes, my dear children, and I know something very good and beautiful that is to be given you hereafter!"

"Oh, tell us," they exclaimed, "tell us what it is!"

"Do not ask me," replied Hope, putting her finger on her rosy mouth. "But do not despair, even if it should never happen while you live on this earth. Trust in my promise, for it is true."

"We do trust you!" cried Epimetheus and Pandora, both in one breath.

And so they did. And not only they, but so has everybody trusted Hope, that has since been alive. And to tell you the truth, I cannot help being glad (though, to be sure, it was an uncommonly naughty thing for her to do), but I cannot help being glad that our foolish Pandora peeped into the box. No doubt, no doubt, the Troubles are still flying about the world, and have increased in multitude, rather than lessened, and are a very ugly set of imps, and carry most venomous stings in their tails. I have felt them already, and expect to feel them more, as I grow older. But then that lovely and lightsome little figure of Hope! What in the world could we do without her? Hope spiritualizes the earth. Hope makes it always new. And, even in the earth's best and brightest aspect, Hope shows it to be only the shadow of an infinite bliss hereafter.

Adapted lightly from Nathaniel Hawthorne, 1852.

Your turn

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

1. What flies out of the box the first time Pandora lifts the lid?
Circle one.

A. Troubles with stings in their tails
B. butterflies
C. songbirds
D. toys and dresses

2. Epimetheus sees Pandora about to open the box. Why does he not stop her?
Circle one.

A. He wants to see what is inside too.
B. He is too far away to call out.
C. He is asleep in the corner.
D. He thinks the box is empty.

3. Who comes out of the box the second time it is opened? Write the name.

4. What does Hope do for the children's stings? Write one sentence.

5. At first, Pandora will not lift the lid again. What has she learned?
Circle one.

A. Opening the box let bad things out into the world.
B. The box is full of toys.
C. Epimetheus opened the box first.
D. Boxes are always safe to open.

☑ Check yourself

1. What is one lesson The Paradise of Children teaches? Write it in one sentence. Then copy one sentence from part 2 that shows it.

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

Grammar. Wednesday, December 16, 2026

Subject and object pronouns

Goal: 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

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. Wednesday, December 16, 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 (guitar, string, fret, chord, scale), write.
Score.
Misses: write three times and in a new sentence.
The questions use this page.

Your turn

1. Write scale from memory now.

2. Write guitar from memory.

3. Write string from memory.

4. What is the last letter of guitar?

5. What is the last letter of string?

Check yourself

1. Grownup or audio: hear each word once (guitar, string, fret, chord, scale), 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

Stands in for the November 9 and 10 citizenship test pieces (one Texas check, citizenship-swaps).

Citizenship. Wednesday, December 16, 2026

Check of Texas departments and local jobs

Goal: I can match make, carry out, and judge to Texas offices, and I can name one local job.

Name _____ Date _____

Start here

The three departments of Texas, and local jobs

Texas has three departments of government.

Make. Article 3, Section 1, says:

"The Legislative power of this State shall be vested in a Senate and House of Representatives, which together shall be styled "The Legislature of the State of Texas.""

In plain words: the Texas Legislature has two parts, the Senate and the House. Together they make Texas laws. Styled means named.

Carry out. Article 4, Section 1, says the executive department includes "a Governor, who shall be the Chief Executive Officer of the State". In plain words: the governor leads the department that carries out Texas laws.

Judge. Article 5, Section 1, begins:

"The judicial power of this State shall be vested in one Supreme Court, in one Court of Criminal Appeals, in Courts of Appeals, in District Courts, in County Courts,"

Some lines are left out. In plain words: Texas courts decide cases under Texas law. Texas has two highest courts. The Supreme Court of Texas hears cases that are not about crimes. The Court of Criminal Appeals hears crime cases.

Local jobs are different. A city park, a local street, trash collection, and a municipal court are city jobs. Property records and a sheriff are county jobs.

Key words

department: the Texas Constitution's word for a branch of government.
legislature: the group that makes laws for a state.
styled: named.

Court of Criminal Appeals: the highest Texas court for crime cases.
municipal court: a court run by a city.
sheriff: a county officer who helps keep the peace and serve court papers.

Learn this

Texas government has three departments. The Texas Constitution uses the word department for a branch of government.
Make: the Texas Legislature writes Texas laws. It has a Senate and a House of Representatives.
Carry out: the governor leads the work of putting Texas laws into action.
Judge: Texas courts decide cases under Texas law.
Local government is a city or a county. It works under Texas law. A city may run a park, care for local streets, collect trash, or run a municipal court. A county may keep property records, care for some roads, and support a sheriff.

Use this on the questions

Step 1: Read the question and underline the government job.
Step 2: Name the level of government. Use federal for United States, state for Texas, or local for city or county.
Step 3: Name the office or branch that does the job.
Use Congress for federal laws, Texas Legislature for Texas laws, president for federal carry out, governor for Texas carry out, and courts for judge.
Step 4: Match the job to the correct title without mixing U.S. and Texas names.

Your turn

1. Which two parts make up the Texas Legislature?

_____

2. Who leads the department that carries out Texas laws?

_____

3. In Article 3, Section 1, what does styled mean?

_____

4. Texas has two highest courts. Which one hears crime cases?
Circle one.

A. The Supreme Court of Texas
B. The Court of Criminal Appeals

5. Name one city job and one county job from the reading.

_____

Check yourself

1. Draw two boxes. In one box, write one Texas job and the office that does it (Legislature, governor, or a Texas court). In the other box, write one local job and whether it is a city job or a county job.

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

Catch-up lesson. This is the Monday, November 9 lesson.

Science. Monday, November 9, 2026

Test, the cell

Goal: I can label a cell and say what a cell is.

Name _____ Date _____

Start here

Seeing what is too small to see

Most cells are too small to see with your eyes alone. To study them, scientists use a microscope. A microscope is a tool that makes very small things look bigger.

A simple light microscope uses lenses. A lens is a curved piece of glass. Light passes through a thin slice of something, such as an onion skin. Then it passes through the lenses. The lenses bend the light so the image looks larger. Many school microscopes can make things look 40 to 400 times bigger than they are.

To see cells clearly, scientists often add a stain. A stain is a dye that colors some cell parts more than others. In an onion skin with stain, the nucleus of each cell shows up as a dark dot. The cell wall shows as a thin line around each cell.

Cheek cells look different. They are animal cells, so they have no cell wall. Each one is a flat, rounded shape with a dark nucleus near the middle. The cell membrane is the thin edge around it.

Microscopes helped scientists learn the cell theory. All living things are made of cells, and new cells come from cells that already exist.

Key words

microscope: a tool that makes very small things look bigger.
lens: a curved piece of glass that bends light.
stain: a dye that makes some cell parts easier to see.
cell wall: a stiff layer outside the membrane of a plant cell.

Learn this

I can label a cell and say what a cell is.

Test. No notes. A cell is the smallest living part.

Use this on the questions

Step 1: Do not use notes.

Step 2: Name the three parts: membrane, cytoplasm, nucleus.

Step 3: Say where new cells come from: new cells come from cells.

Your turn

1. What is a cell?

_____

2. Which part holds the cell's instructions?

Circle one.

A. The nucleus
B. The cell membrane
C. The cytoplasm
D. The cell wall

3. What is the thin outer covering of a cell called?

_____

4. Which part is only on the plant cell?
Circle one.

A. Cell wall
B. Nucleus
C. Cytoplasm
D. Cell membrane

5. New cells come from...
Circle one.

A. Cells that already exist
B. Food
C. Water
D. Air

☑ Check yourself

1. In the box, draw one cell. Label membrane, cytoplasm, and nucleus.

2. Write one sentence that says living things are made of cells.

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

Catch-up lesson. This is the Tuesday, November 10 lesson.

Science. Tuesday, November 10, 2026

Test, nucleus or no nucleus

Goal: I can sort cells as prokaryotic or eukaryotic, and living things as one cell or many cells.
Name _____ Date _____

⚐ Start here

Bacteria are everywhere

Bacteria are tiny living things. Each bacterium is one cell. That makes it unicellular. A bacterium's cell has no nucleus. Its instructions float loose inside the cell. That makes it prokaryotic.

Bacteria live almost everywhere on Earth. They live in soil, in water, on your skin, and inside your body. Most of them are too small to see without a microscope.

Many people think all bacteria cause sickness. Some do. But many bacteria are helpful. Bacteria in your intestines help break down food. Bacteria in soil break down dead leaves, which returns materials to the soil for plants. People use bacteria to make yogurt and some kinds of cheese.

Your own cells are different. Each of your cells has a nucleus, so you are eukaryotic. You are made of trillions of cells, so you are multicellular.

Here is the difference in one chart.

Living thing	Nucleus?	Number of cells
Bacterium	No (prokaryotic)	One (unicellular)
Person	Yes (eukaryotic)	Many (multicellular)

Washing your hands with soap and water removes many of the bacteria that can make you sick.

🔑 Key words

bacterium: a tiny living thing made of one prokaryotic cell. More than one are bacteria.
prokaryotic: having cells with no nucleus.
eukaryotic: having cells with a nucleus.
unicellular: made of one cell.
multicellular: made of many cells.

Learn this

I can sort cells as prokaryotic or eukaryotic, and living things as one cell or many cells.
Test. No notes. Nucleus or no nucleus. One cell or many cells.

Use this on the questions

Step 1. Do not use notes.
Step 2. Look for a nucleus or no nucleus.
Step 3. Look for one cell or many cells.
Step 4. Sort the cell into the right group.

Your turn

1. A cell with a nucleus is...
Circle one.

A. Eukaryotic
B. Prokaryotic

2. A bacterium is...
Circle one.

A. Prokaryotic
B. Eukaryotic

3. What does unicellular mean?

---

4. A person is...
Circle one.

A. Eukaryotic and multicellular
B. Prokaryotic and unicellular
C. Eukaryotic and unicellular
D. Prokaryotic and multicellular

5. Does a prokaryotic cell have a nucleus?
Circle one.

A. No
B. Yes

Hands-on activity

Nucleus tag and cell count sort (after the check)
Goal: Sort cells as nucleus or no nucleus, and living things as one cell or many cells.
Ties to: Science
Time: 10 minutes
Key words
eukaryotic: a cell that has a nucleus. Plant and animal cells are eukaryotic.
prokaryotic: a cell that has no nucleus. Bacteria are prokaryotic.
unicellular: the living thing is one cell
multicellular: the living thing is many cells
From home: the zip bag cell from Dec 14 (or a drawing of a cell in a box), 4 paper cards, pencil
Steps
1. Do the check first. Do this after.
2. Add a tag to your bag cell: eukaryotic, because it has a nucleus.
3. Write bacterium and person on two cards.
4. Write unicellular and multicellular on two cards.
5. Match each living thing to its card. Say why.

Show at the end: A tagged model and two matched pairs: bacterium with unicellular, person with multicellular.

☑ Check yourself

1. In the box, draw one cell with a nucleus. Label it eukaryotic.

2. Write unicellular or multicellular for a bacterium and for a person.

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

Thursday, December 17. Compact Unit 2 check, day 2 of 2 (the November 11 and 12 test pieces). Catch-up complete

Catch-up lesson. This is the Wednesday, November 11 lesson.

Mathematics. Wednesday, November 11, 2026

Test, percent

Goal: I can write a percent as a fraction, a ratio, and a fraction in simplest form.

Name _____ Date _____

Start here

Percents in a game

Sports fans use percents all the time. A basketball player's free throw percent tells how many shots go in out of 100.

Say a player takes 100 free throws and makes 70. That is 70 out of 100. As a fraction, it is 70/100. As a ratio, it is 70:100. As a percent, it is 70%.

Most players do not take exactly 100 shots. Say a player makes 9 out of 10. To write that as a percent, make the bottom number 100. 10 times 10 is 100, so multiply the top by 10 too. 9 times 10 is 90. So 9/10 = 90/100 = 90%.

Worked example: a soccer goalie stops 3 out of 5 shots. What percent is that?

Step 1. Write the fraction: 3/5.

Step 2. Make the bottom 100. 5 times 20 is 100. 3 times 20 is 60. So 3/5 = 60/100.

Step 3. Write it as a percent: 60%.

Step 4. Simplify 60/100 to check. Divide top and bottom by 20. 60 ÷ 20 = 3, and 100 ÷ 20 = 5. You are back to 3/5. The answer checks.

Key words

percent: out of 100. The sign is %.

free throw: a basketball shot taken from a line with no one guarding.

ratio: a comparison of two numbers, written with a colon.

Learn this

I can write a percent as a fraction, a ratio, and a fraction in simplest form.

Test. No notes. Percent means per hundred.

Use this on the questions

Do not use notes.

Write the percent as a fraction over 100.

Simplify the fraction if you can.

Write the percent as a ratio with 100 in the second part.

Your turn

1. Write 35% as a fraction with 100 on the bottom.

_____

2. Write 35% as a ratio.

_____

3. Write 35/100 in simplest form.

_____

4. Which fraction is the same as 20%?

Circle one.

A. 1/5

B. 1/2

C. 1/4

D. 20/10

5. Write 80/100 in simplest form.

_____

☑ Check yourself

1. In the box, draw a 10 by 10 grid. Shade 20 squares.

2. Write the shaded part as a percent and as a fraction in simplest form.

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

Catch-up lesson. This is the Thursday, November 12 lesson.

Mathematics. Thursday, November 12, 2026

Test, percent of a number

Goal: I can find 10%, 20%, and 5% of a number.

Name _____ Date _____

⚐ Start here

Percents in a garden

A family plants 40 bean seeds in a garden bed. Not every seed will sprout. Gardeners often use percents to plan.

The seed packet says about 90% of the seeds sprout. That means about 10% do not. How many seeds is 10% of 40? Divide by 10. 40 ÷ 10 = 4. About 4 seeds may not sprout. So about 36 seeds sprout.

The family wants to give 20% of the bean plants to a neighbor. 10% of 40 is 4. 20% is double that, so 8 plants.

Worked example: a tomato plant grows 60 tomatoes this summer. Birds peck 5% of them. How many tomatoes do the birds peck?

Step 1. Find 10% of 60. 60 ÷ 10 = 6.

Step 2. 5% is half of 10%. Half of 6 is 3.

Step 3. The birds peck 3 tomatoes.

Step 4. Check: 3 tomatoes out of 60 is small. That fits, because 5% is a small part.

Percents help gardeners plan how many seeds to plant, how much to share, and how much they might lose.

🔑 Key words

percent: out of 100. The sign is %.

sprout: begin to grow from a seed.

double: multiply by 2.

💡 Learn this

I can find 10%, 20%, and 5% of a number.

Test. No notes. 10% is the number divided by 10. 20% is twice that.

Use this on the questions

Step 1: Do not use any notes on the test.

Step 2: Find 10% by dividing the number by 10.

Step 3: Find 20% by doubling the 10% amount.

Step 4: Write your answers clearly.

✎ Your turn

1. What is 10% of 90?

2. What is 20% of 90?

3. What is 5% of 60?

4. 20% is the same as...
Circle one.

A. 2 tenths
B. 2 hundredths
C. 2 wholes
D. 20 tenths

5. A bike costs 200 dollars. It is 20% off. How many dollars do you save?

☑ Check yourself

1. Find 10% of 70, then 20% of 70. Show both steps.

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

Stands in for the November 11 and 12 reading test pieces (plan.md: a short public-domain civic text).

Reading. Thursday, December 17, 2026

Travis's letter from the Alamo

Goal: I can read a primary source and tell who wrote it, when, where, and what the writer asks.
Name _____ Date _____

⚐ Start here

Travis's letter from the Alamo

From William Barret Travis, letter from the Alamo, February 24, 1836. Courier notes added later by other people are left out.

Commandancy of the Alamo— Bejar, Fby. 24th 1836— To the People of Texas & all Americans in the world—

Fellow citizens & compatriots— I am besieged, by a thousand or more of the Mexicans under Santa Anna—I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man—The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken—I have answered the demand with a cannon shot, & our flag still waves proudly from the walls—I shall never surrender or retreat Then, I call on you in the name of Liberty, of patriotism & every thing dear to the American character, to come to our aid, with all dispatch—The enemy is receiving reinforcements daily & will no doubt increase to three or four thousand in four or five days. If this call is neglected, I am determined to sustain myself as long as possible & die like a soldier who never forgets what is due to his own honor & that of his country— Victory or Death

William Barret Travis

Lt. Col. comdt

P.S. The Lord is on our side— When the enemy appeared in sight we had not three bushels of corn— We have since found in deserted houses 80 or 90 bushels & got into the walls 20 or 30 head of Beeves— Travis

🔑 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.
primary source: a text written by a person who took part in the events, or by a person writing at that time.
commandancy: the headquarters of a commander.
Bejar: the name Travis used for San Antonio.
besieged: surrounded by an enemy and cut off.
surrender at discretion: give up and accept whatever terms the other side sets.
garrison: the soldiers inside a fort.
dispatch: speed. "With all dispatch" means as quickly as you can.

reinforcements: more soldiers sent to help.
beeves: cattle.

Learn this

A primary source is a text written by a person who took part in the events, or by a person writing at that time.
William Barret Travis wrote this letter from the Alamo, in San Antonio, then called Bejar, on February 24, 1836. He was asking for help during a siege. A siege is when an army surrounds a place and tries to force the people inside to give up.
Read the letter slowly. Old spelling and punctuation are kept. Beeves means cattle.

Use this on the questions

Find or write the counter to this week's thesis.
How does the writer reply or fail to.
One sentence fair or not because.

Your turn

1. Who wrote this letter, and what date did he put on it?

_____

2. From where did he write, as the letter names the place?

_____

3. What did Travis say the enemy had demanded?

_____

4. What two things did Travis say he would never do? Circle one pair.
Circle one.

A. Surrender or retreat
B. Write or send help
C. Wait or eat
D. Vote or speak

5. What did Travis ask the people of Texas and all Americans in the world to do?

_____

Check yourself

1. Write three short sentences. Sentence 1: who wrote the letter. Sentence 2: when and where. Sentence 3: what the writer asked for, using a phrase from the letter.

_____

_____

_____

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

Grammar. Thursday, December 17, 2026

Comma splices

Goal: 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

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. Thursday, December 17, 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 guitar and fret together.
One with chord and scale.
One with string.
The questions use this page.

✎ Your turn

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

A. I learned the word fret.
B. She pressed the string behind the second fret to play a higher note.
C. fret is my spelling word.

2. Write chord from memory.

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

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

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

☑ Check yourself

1. One sentence with guitar and fret together.

2. One sentence with chord and scale together.

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

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

Stands in for the November 11 and 12 citizenship test pieces (one Texas check, citizenship-swaps).

Citizenship. Thursday, December 17, 2026

Texas-only jobs and a limit on majority

Goal: I can name jobs Texas decides, and I can point to a written limit in the Texas Constitution that a majority may not break.
Name _____ Date _____

⚐ Start here

Jobs Texas decides, and a limit a majority may not break

The Texas Constitution gives the Texas Legislature a duty to provide public free schools. Article 7, Section 1, says:
"A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools."
In plain words: the Texas Legislature must set up and support a good system of free public schools. Diffusion means spreading out. Essential means very much needed. Efficient here means working well. Duty means an action an office must do.
Other jobs Texas decides include driver licenses, birth records for Texans, and many state taxes. Passports and making money are jobs of the United States, not Texas-only jobs.
A majority of lawmakers still has limits. Article 1, Section 2, says:
"All political power is inherent in the people, and all free governments are founded on their authority, and instituted for their benefit."
Article 1, Section 29, says:
"To guard against transgressions of the high powers herein delegated, we declare that every thing in this "Bill of Rights" is excepted out of the general powers of government, and shall forever remain inviolate, and all laws contrary thereto, or to the following provisions, shall be void."
In plain words: power belongs to the people. The rights in Article I are kept out of the government's general powers. A law that goes against those rights is void. Void means the law cannot be enforced. Inviolate means not to be broken.

🔑 Key words

diffusion: spreading out.
essential: very much needed.
efficient: working well.
duty: an action a person or an office must do.
inherent: belonging to someone as part of who they are. In Section 2, power is inherent in the people.
inviolate: not to be broken.
void: not in force. A void law cannot be enforced.

💡 Learn this

Some jobs belong to Texas. Some jobs belong to a city or a county. Some jobs belong to the United States. Name the level when you name the job.
A majority can decide many things. A written constitution can still limit what a majority may do. In Texas, Article I lists rights that are kept out of the general powers of government.

Use this on the questions

Step 1: Use the list of school structure many roads hunting rules and state taxes to name three things Texas decides.
Step 2: Write one sentence that says levels of government exist to divide power so each level handles its own tasks.

Your turn

1. Article 7, Section 1, gives the duty to set up public schools to which group?

2. Which of these is a Texas job?
Circle one.

A. Giving United States passports
B. Driver licenses
C. Making United States money

3. In Article 1, Section 2, in whom is political power inherent?

4. In Article 1, Section 29, what does void mean?

5. A majority in the Texas Legislature passes a law that goes against a right in Article I. What does Section 29 say about that law?

Check yourself

1. Write two short sentences. Sentence 1: name one Texas-only job from the reading. Sentence 2: point to Article 1, Section 2, or Article 1, Section 29, and tell in your own words what limit it sets.

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

Catch-up lesson. This is the Wednesday, November 11 lesson.

Science. Wednesday, November 11, 2026

Test, how it gets food

Goal: I can sort living things as producers, consumers, and decomposers.
Name _____ Date _____

Start here

A food chain in a backyard

A food chain shows who eats whom. Energy passes from one living thing to the next. Here is a food chain you might find in a Texas backyard.

Grass grows in the sunlight. Grass is a producer. It makes its own food.

A grasshopper eats the grass. The grasshopper is a consumer. It eats another living thing.

A bird eats the grasshopper. The bird is a consumer too.

Then one day the bird dies. Its body falls to the ground. Now a third group does its job. Decomposers break down the dead body. Fungi, such as mushrooms, and many kinds of bacteria are decomposers. Some worms help break down dead material too.

As decomposers break things down, they return materials to the soil. The grass uses those materials to grow. So the materials go back to the start of the chain.

Here is the chain written with arrows. An arrow means "is eaten by."

grass → grasshopper → bird → decomposers

Every food chain starts with a producer. Without producers, consumers would have no food. Without decomposers, dead plants and animals would pile up, and the soil would lose materials that plants need.

Key words

food chain: a list that shows who eats whom.
producer: a living thing that makes its own food.
consumer: a living thing that eats other living things.
decomposer: a living thing that breaks down dead plants and animals.

fungi: living things such as mushrooms. One is called a fungus.

Learn this

I can sort living things as producers, consumers, and decomposers.
Test. No notes. Producer, consumer, decomposer.
Use this on the questions
Do not use notes.
Match the job to the food.
Do not use legs as the reason.

Your turn

1. Another name for an autotroph is a...
Circle one.

A. Producer
B. Consumer
C. Decomposer

2. What does a decomposer do?

_____

3. A hawk eats mice. A hawk is a...
Circle one.

A. Consumer
B. Producer
C. Decomposer

4. A mushroom grows on a dead log and breaks it down. A mushroom is a...
Circle one.

A. Decomposer
B. Producer
C. Consumer

5. Name the three ways living things get food that you learned.

_____

_____

_____

Hands-on activity

Food job hunt (after the check)
Goal: Name one producer, one consumer, and one decomposer, and how each gets food or breaks material down.
Ties to: Science
Time: 10 minutes
Key words
producer: makes its own food
consumer: eats food
decomposer: breaks down dead material
From home: paper folded into 3 boxes, pencil, a window or yard
Steps
1. Do the check first. Do this after.
2. Find one producer at home or outside, like a houseplant. Draw it in box 1.
3. Find one consumer, like a pet or a person. Draw it in box 2.
4. Look for a decomposer on dead leaves or old wood outside. Draw it in box 3, or write not seen.
5. Under each box, write how it gets food or breaks material down.
6. Flip your cell to organism stack once and say the five levels.

Show at the end: Three labeled boxes with one line each, and the five levels said in order.

_____

☑ Check yourself

1. Name one producer, one consumer, and one decomposer.

2. Write how each one gets food or breaks things down.

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

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Catch-up lesson. This is the Thursday, November 12 lesson.

Science. Thursday, November 12, 2026

Test, from cell to organism

Goal: I can put the five levels in order and name one variation.

Name _____ Date _____

⚐ Start here

The levels in a plant

Plants have the same levels as animals. A plant is an organism made of cells, tissues, organs, and organ systems.

Start small. A root cell is one cell in a root. Many root cells of one kind make root tissue. Root tissue and other tissues make a root, which is an organ. All the roots together make the root system, which is an organ system. The root system holds the plant in the soil and takes in water.

Above the ground is the shoot system. It includes the stem, the leaves, and the flowers. Leaves are organs where most of the plant's food is made.

So for a plant, from small to large: root cell, root tissue, root, root system, plant.

Now look at two plants of the same kind, such as two sunflowers in a row. One may be taller. One may have a bigger flower head. These are differences among the same kind. That is variation. A taller sunflower might reach more sunlight. A different kind of plant, such as a rose next to a sunflower, is not variation. Variation is only among the same kind.

🔑 Key words

root system: all the roots of a plant. It is an organ system.

shoot system: the parts of a plant above the ground, such as the stem, leaves, and flowers.

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

variation: a difference among living things of the same kind.

💡 Learn this

I can put the five levels in order and name one variation.

Test. No notes. Order the levels. Variation is one difference among the same kind.

Use this on the questions

Do not use notes.

Write the five levels in order.

Name one difference among the same kind.

✎ Your turn

1. Write the five levels from small to large.

2. A group of organs that work together is...
Circle one.

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

3. What is variation?

_____

4. Two dogs have different ear shapes. This shows...
Circle one.

A. Variation
B. Two kinds of animal
C. A new organ
D. A missing nucleus

5. A dog and a cat are different. Is that variation?
Circle one.

A. No. Variation is a difference among the same kind.
B. Yes. They are different.

☑ Check yourself

1. Write the five levels in order.

_____

_____

_____

_____

_____

2. In the box, draw two living things of the same kind. Mark one variation, or write not seen.

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