Week of November 16 (Tuesday to Thursday)

Includes catch-up from the week of Oct 26. About 2 hours a day.

Answer key. Not for the student.

Name _____

☑ Checklist

Check the box when you finish each lesson.

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Tuesday, November 17. Catch-up, in place of October 26

Catch-up lesson. This is the Monday, October 26 lesson.

Mathematics. Monday, October 26, 2026. **Answer key. Not for the student.**

Unit rates in a store

Goal: I can find the price or amount for one.

Name _____ Date _____

Try one together

28 cookies in 4 boxes. How many cookies in one box?

Hint: Divide the cookies by the boxes.

28 divided by 4 is _____.

Answer: _____ cookies per box.

Answer: 7

Answer: 7

Your turn

Stuck? Look at the Example box.

1. A store sells 4 notebooks for 8 dollars. How many dollars is one notebook?

Answer: 2 dollars

2. A car goes 36 miles in 4 hours. How many miles does it go in one hour?

Answer: 9 miles per hour

3. You read 15 pages in 5 minutes. How many pages do you read in one minute?

Answer: 3 pages per minute

4. What does per mean?

Circle one.

A. For each one
B. In total
C. Take away
D. About

Answer: For each one

5. 3 granola bars cost 9 dollars. Which is the unit rate?

Circle one.

A. 3 dollars for 1 bar
B. 9 dollars for 3 bars
C. 1 dollar for 9 bars
D. 12 dollars for 3 bars

Answer: 3 dollars for 1 bar

Check yourself

1. Find the price of one item from your kitchen or a store ad. Write the division and the unit rate.

Answer: Sample: 12 eggs for 3 dollars. 3 divided by 12 is 0.25. 0.25 dollars per egg. Partly right: the right division with no unit.

Catch-up lesson. This is the Monday, October 26 lesson.

Reading. Monday, October 26, 2026. **Answer key. Not for the student.**

Reading: The Golden Touch, part 1

Goal: Read part 1 of The Golden Touch. Practice making an inference.

Name _____ Date _____

Your turn

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

1. Midas keeps his gold in a dark room under his palace, and he locks the door. What can you infer about how Midas feels about his gold?

Circle one.

A. He wants to keep it safe and all to himself.
B. He wants to share it with the town.
C. He is tired of looking at it.
D. He wants to give it to the stranger.

Answer: He wants to keep it safe and all to himself.
Making an inference from a clue in the text. Clue: he goes there "whenever he wanted to be particularly happy" and locks the door. Partly right: "He likes it" with no clue about keeping it to himself.

2. Midas locked the door to his treasure room, but a stranger appears inside the room. What can you infer about the stranger?

Circle one.

A. He is a thief who broke the lock.
B. He has magic powers.
C. He is a servant with a key.
D. He is Marygold in a costume.

Answer: He has magic powers.
Making an inference from a clue in the text. Clue: Midas "concluded that his visitor must be something more than mortal." Partly right: "He is a god" with no clue given. Count it right if the clue is there.

3. The stranger asks Midas if he is happy with all his gold. What can you infer that Midas wants? Write one sentence.

Answer: Midas wants even more gold.
Making an inference about what a character wants. Clue: "If one could live a thousand years, he might have time to grow rich!" or his wish that everything he touches turns to gold. Partly right: "He wants to be rich" with no clue.

4. Midas turns his handkerchief to gold, but this "did not quite please" him. Why does it not please him?

Circle one.

A. Gold handkerchiefs are too heavy to carry.
B. Marygold sewed it for him, and now her work is changed.
C. He wanted a silver handkerchief.
D. The gold looked dull and dark.

Answer: Marygold sewed it for him, and now her work is changed.
Making an inference about a character's feelings. Clue: "his little daughter's handiwork" and she had "hemmed" it for him.

5. Marygold likes to bring Midas flowers. At the end of part 1, Midas turns every rose in the garden to gold. How do you think Marygold will feel when she sees the gold roses? Write one sentence.

Answer: She will feel sad or upset.
Making an inference that uses a clue plus what you know. Clue: she runs to meet him "with a bunch of buttercups and dandelions," so she loves real flowers. Partly right: "happy" with a clue about gold being pretty. Talk about why real roses smell and gold ones do not.

Check yourself

1. Midas cannot see through his gold spectacles, but he says it is "no great matter." Make one inference about what Midas cares about most. Write the clue from The Golden Touch.

Answer: He cares about gold more than his eyes or his comfort. Clue: "The Golden Touch is worth the sacrifice of a pair of spectacles." Partly right: an inference with no clue. Making an inference See answer.

Grammar. Tuesday, November 17, 2026. **Answer key. Not for the student.**

Punctuation that changes meaning

Goal: I can tell how a comma changes who is spoken to or what is listed.
Name _____ Date _____

Your turn

1. Let's eat Kim. With no comma, what does the sentence say?
Circle one.

A. That Kim is the food
B. That you are talking to Kim

Answer: That Kim is the food

2. Add a comma so this sentence talks to Dad: Let's eat Dad.

Answer: Let's eat, Dad

3. Which sentence talks to Mom?
Circle one.

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

Answer: Call me, Mom.

4. Add commas so the sentence lists three things: I like baking my friends and my cat.

Answer: I like baking, my friends, and my cat

5. The dog said Lily is hungry. Who is talking?
Circle one.

A. The dog
B. Lily

Answer: The dog

Check yourself

1. Write one pair of sentences where a comma changes who is spoken to.

Answer: Sample: Let's call, Mom. Let's call Mom.

2. Under the pair, write who is spoken to in each.

Answer: Partly right: a correct pair with no explanation.

Spelling. Tuesday, November 17, 2026. **Answer key. Not for the student.**

Week list, day two

Goal: I can split a word into syllables and find a part that carries meaning.
Name _____ Date _____

Your turn

This week's words: Texas, governor, legislature, county, municipal.

1. Split governor into syllables. Draw a line between them.

Answer: gov/er/nor

2. Split municipal into syllables. Draw a line between them.

Answer: mu/nic/i/pal

3. Governor ends in or. What does or mean at the end of governor?
Circle one.

A. A person who does something
B. More than one
C. In the past
D. Not

Answer: A person who does something

4. Which word is inside governor?
Circle one.

A. govern
B. over
C. go
D. nor

Answer: govern

5. Your adult reads the word county. Write it without looking.

Answer: county

☑ Check yourself

1. Mark the syllables in all five words.

Answer: Tex/as, gov/er/nor, leg/is/la/ture, coun/ty, mu/nic/i/pal. Partly right: four of five.

2. Cover the list and write all five.

Answer: All five right.

Catch-up lesson. This is the Monday, October 26 lesson.

Citizenship. Monday, October 26, 2026. **Answer key. Not for the student.**

Teach the levels of government

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

Try one together

Name the level: a county sheriff runs the county jail.
Hint: A county is a part of Texas with its own local government.
Level: _____

Answer: local

Your turn

Stuck? Look at the Example box.

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

Answer: Local, Texas, United States
Checks: the three levels in order. Partly right: right levels in the wrong order.

2. Who leads the Texas executive branch?
Circle one.

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

Answer: The governor

3. A city runs the public library. Which level is that?
Circle one.

A. Local
B. Texas
C. United States

Answer: Local

4. Giving driver licenses is a job for which level?
Circle one.

A. Texas
B. Local
C. United States

Answer: Texas

5. Delivering the mail is a job for which level?
Circle one.

A. United States
B. Texas
C. Local

Answer: United States

☑ Check yourself

1. Teach the three levels to someone at home. Write the three levels and one job for each in the box.

Answer: Local: library, parks, or jail. Texas: driver licenses. United States: mail or defense. Any true job counts. Partly right: right levels, one job at the wrong level.

Catch-up lesson. This is the Monday, October 26 lesson.

Science. Monday, October 26, 2026. **Answer key. Not for the student.**

From a cell to an organism

Goal: I can put cell, tissue, organ, and organism in order from small to large.
Name _____ Date _____

Try one together

Fill in the blank: bone cell, bone tissue, _____, person.

Hint: A bone is made of bone tissue and other tissues.

Answer: _____

Answer: a bone (an organ)

Your turn

Stuck? Look at the Example box.

1. What is a cell?

Answer: The smallest part of a living thing that carries out life processes
Also accept: the smallest living part. Checks: defining a cell. Partly right: the smallest part, with no word about living.

2. Many cells of one kind that do one job make a...
Circle one.

A. Tissue
B. Organ
C. Organism
D. Cell

Answer: Tissue

3. Which list goes from small to large?
Circle one.

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

Answer: Cell, tissue, organ, organism
A. Cell, tissue, organ, organism

4. What is an organ?

Answer: A group of tissues that work together
Also accept: a body part made of different tissues that work together. Checks: defining organ. Partly right: a body part, with no mention of tissues.

5. Write the four levels in order from small to large.

Answer: Cell, tissue, organ, organism

Hands-on activity

Cell to organism paper stack

Goal: Show the levels in order: cell, tissue, organ, organism. Label the three cell parts.

Ties to: Science

Time: 20 minutes

Key words

cell: the smallest part of a living thing that carries out life processes
tissue: many cells of one kind, doing one job
organ: tissues working together
organism: the whole living thing
cell membrane: the thin outer covering of a cell
cytoplasm: the material inside the membrane
nucleus: the part that holds the cell's instructions

From home: 4 sheets of paper, folded or cut to 4 sizes: small, medium, large, full, kid scissors, pencil, tape

Steps

1. Fold or cut four papers so each one is bigger than the last.
2. Smallest paper: draw one cell in a box. Label the cell membrane, the cytoplasm, and the nucleus.
3. Next paper: draw many of the same cell side by side in a box. Write tissue.
4. Next paper: write organ. Write: tissues working together. The heart is an organ.
5. Biggest paper: write organism. Draw the whole living thing, a person or a dog, in a box.
6. Stack the papers from small to big. Tape the left edges like a book.
7. Flip the pages and say each level out loud in order.

Show at the end: A four page stack book: cell, tissue, organ, organism, with the three cell parts labeled.

Note for the grownup: Keep the stack. The Dec 7 activity (sc-u1-w7-mon) adds an organ system page to it.

Check yourself

1. In the box, draw four squares in a row labeled cell, tissue, organ, organism.

Answer: Four squares, labeled in that order.

2. Write the four levels for one living thing you pick.

Answer: Sample: muscle cell, muscle tissue, heart, person. Any living thing works if the order is cell, tissue, organ, organism. Partly right: the right words in the wrong order.

Mathematics. Monday, November 16, 2026. **Answer key. Not for the student.**

Fractions as division

Goal: I can write a division as a fraction and as a decimal.
Name _____ Date _____

Your turn

1. Is 3/4 the same as 3 divided by 4?
Circle one.

A. Yes
B. No

Answer: Yes

2. Write 1 divided by 5 as a fraction.

Answer: 1/5

3. Write 3/4 as a decimal.

Answer: 0.75
Checks: fraction to decimal. Partly right: 0.34, writing the digits side by side.

4. Write 0.5 as a fraction in simplest form.

Answer: 1/2

5. 4 friends share 3 pizzas equally. How much pizza does each friend get? Write it as a fraction.

Answer: 3/4 of a pizza

Check yourself

1. Write 2 divided by 5 as a fraction and as a decimal.

Answer: 2/5 and 0.4.

2. Write one sharing word problem. Show how you solved it.

Answer: Sample: 2 friends share 1 sandwich. 1 divided by 2 is 1/2. Partly right: a problem with no work shown.

Reading. Wednesday, November 18, 2026. **Answer key. Not for the student.**

Primary source, slow: the Texas Declaration of Independence

Goal: I can read part of a primary source and tell who wrote it, when, and what it says.
Name _____ Date _____

Your turn

1. Who wrote this declaration?
Circle one.

A. The delegates of the people of Texas
B. The government of Mexico
C. The president of the United States
D. A newspaper in Austin

Answer: The delegates of the people of Texas
Checks: finding the writer in the text. Partly right: the people of Texas, with no mention of the delegates.

2. The writers say the government failed to secure one right in court. Which right?

Answer: The right of trial by jury

3. Why do the writers say a public system of education matters?
Circle one.

A. People must be educated to keep their liberty
B. Schools bring in money
C. Every town wanted a school building
D. Mexico asked for schools

Answer: People must be educated to keep their liberty
Checks: reading a reason in old wording. Partly right: schools are good, with no link to liberty.

4. A grievance is a complaint. The list of grievances shows...
Circle one.

A. How the delegates saw the government
B. How the Mexican government saw itself
C. What every person in Texas thought

Answer: How the delegates saw the government

5. Copy the words that tell what the delegates say the people of Texas now are.

Answer: a free, Sovereign, and independent republic
Checks: copying text evidence. Partly right: free and independent, with Sovereign or republic left out.

☑ Check yourself

1. Write two sentences in your own words: one thing the writers said was wrong, and what they decided to do. Copy one short phrase from the excerpt as evidence.

Answer: Sample: They said the government did not set up public schools. They decided Texas would be its own republic. Evidence: our political connection with the Mexican nation has forever ended. Partly right: two sentences with no copied evidence.

Grammar. Wednesday, November 18, 2026. **Answer key. Not for the student.**

Subject and verb

Goal: I can make the subject and verb agree when a phrase sits between them.
Name _____ Date _____

Your turn

1. In The jar of cookies is empty, what is the subject?

Answer: Jar

2. Why is the verb is in The jar of cookies is empty?
Circle one.

A. Jar is one thing. Of cookies is only a phrase.
B. Cookies is one thing.
C. Empty always takes is.
D. Every sentence uses is.

Answer: Jar is one thing. Of cookies is only a phrase.

3. Fix the verb: The pack of cards are on the table.

Answer: The pack of cards is on the table

4. Pick the verb: The leaves on the porch ____ wet. (is or are)

Answer: are

5. Pick the verb: The basket of apples ____ full. (is or are)

Answer: is

☑ Check yourself

1. Write one sentence with a phrase between the subject and the verb.

Answer: Sample: The books on the desk are mine.

2. Circle the subject and underline the verb.

Answer: They agree in number. Partly right: the noun in the phrase marked as the subject.

Spelling. Wednesday, November 18, 2026. **Answer key. Not for the student.**

Dictation

Goal: I can write each word when I hear it, then check and fix it.
Name _____ Date _____

Your turn

Read each sentence once.

1. Your adult reads: The governor works in Austin. Write the word governor.

Answer: governor

2. Your adult reads: Each county has a sheriff. Write the word county.

Answer: county

3. You wrote legislachur. Write the correct spelling.

Answer: legislature

4. You wrote municiple. Write the correct spelling.

Answer: municipal

5. What should you do when a word is wrong?
Circle one.

A. Write it three times and use it in a new sentence
B. Skip it
C. Erase the whole list
D. Copy the next word

Answer: Write it three times and use it in a new sentence

Check yourself

1. Your adult reads each word once. Write all five. Check against the list and write your score out of 5.

Answer: A score out of 5.

2. Write each missed word three times and use it in a new sentence.

Answer: Three correct spellings and a sentence for each miss.

Citizenship. Monday, November 16, 2026. **Answer key. Not for the student.**

Law vs rule vs request

Goal: I can sort a you-should into a law, a house rule, or a request.
Name _____ Date _____

Your turn

1. A posted speed limit on a Texas road is...
Circle one.

A. A law
B. A house rule
C. A request

Answer: A law

2. Shoes off in this house is...
Circle one.

A. A house rule
B. A law
C. A request

Answer: A house rule

3. Please set the table is...
Circle one.

A. A request
B. A law
C. A house rule

Answer: A request

4. What does a law have that a request does not?
Circle one.

A. A public maker and a public consequence
B. A polite word
C. A grownup who asks
D. A rule about a house

Answer: A public maker and a public consequence

5. Your coach says, Please bring water. Is that a law?
Circle one.

A. No. It is a request.
B. Yes. It is a law.

Answer: No. It is a request.

☑ Check yourself

1. Write nine you-shoulds: three laws, three house rules, three requests. Label each L, H, or R.

Answer: Nine items, each labeled right. Partly right: seven or eight right.

2. Name one you moved to a different pile, and why.

Answer: Any honest move with a reason.

Science. Monday, November 16, 2026. **Answer key. Not for the student.**

Complete vs incomplete, drawn

Goal: I can tell complete metamorphosis from incomplete metamorphosis.
Name _____ Date _____

Your turn

1. Complete metamorphosis has four stages. Write them in order.

Answer: Egg, larva, pupa, adult
Checks: stages of complete metamorphosis. Partly right: right stages, wrong order.

2. Incomplete metamorphosis has three stages. Write them in order.

Answer: Egg, nymph, adult

3. Does incomplete metamorphosis have a pupa?
Circle one.

A. No
B. Yes

Answer: No

4. A beetle goes from egg to larva to pupa to adult. Which kind of life cycle is that?
Circle one.

A. Complete
B. Incomplete

Answer: Complete

5. What happens inside a pupa?
Circle one.

A. The body is being rebuilt
B. Nothing, it is resting
C. It lays eggs
D. It eats leaves

Answer: The body is being rebuilt

Hands-on activity

Two folded life cycle strips
Goal: Show complete metamorphosis (four stages) and incomplete metamorphosis (three stages) side by side.
Ties to: Science
Time: 15 minutes

Key words
metamorphosis: the change in body form as an insect grows
complete metamorphosis: egg, larva, pupa, adult. It has a pupa. Examples: butterfly, beetle.
incomplete metamorphosis: egg, nymph, adult. It has no pupa. Examples: grasshopper, true bug.
From home: 2 long paper strips, pencil
Steps
1. Fold one strip into 4 boxes. Fold the other strip into 3 boxes.
2. 4 box strip: write egg, larva, pupa, adult. Write complete on the back.
3. 3 box strip: write egg, nymph, adult. Write incomplete on the back.
4. Draw a small sketch in each box.
5. Write one example on each strip: butterfly on complete, grasshopper on incomplete.
6. Lay the strips side by side. Point to the box only one strip has. Say: The pupa is the difference.
Show at the end: Two labeled strips with one example on each.

☑ Check yourself

1. In the box, draw two strips: one for complete metamorphosis (four stages) and one for incomplete (three stages).

Answer: Two labeled strips.

2. Write one example insect under each strip.

Answer: Complete: butterfly or beetle. Incomplete: grasshopper. Partly right: one right.

Thursday, November 19. Catch-up, in place of October 27

Catch-up lesson. This is the Tuesday, October 27 lesson.

Mathematics. Tuesday, October 27, 2026. **Answer key. Not for the student.**

Which rate is faster

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

Name _____ Date _____

Try one together

Store A: 15 dollars for 5 pens. Store B: 8 dollars for 4 pens. Which is cheaper per pen?

Hint: Find the price for one pen at each store.

Store A: _____ dollars per pen.

Store B: _____ dollars per pen.

Cheaper: _____

Answer: 3

Answer: 2

Answer: Store B

Your turn

Stuck? Look at the Example box.

1. Car A goes 100 miles in 2 hours. How many miles per hour is that?

Answer: 50 miles per hour

2. Car B goes 120 miles in 3 hours. How many miles per hour is that?

Answer: 40 miles per hour

3. Car A goes 50 miles per hour. Car B goes 40 miles per hour. Which car is faster?

Circle one.

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

Answer: Car A

4. Printer A prints 8 pages per minute. Printer B prints 6 pages per minute. Which printer is faster?

Circle one.

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

Answer: Printer A

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

Answer: So both rates are for one unit, and you can compare them fairly
Checks: explaining why unit rates make comparison fair. Partly right: so it is easier, with no mention of one unit.

Check yourself

1. Runner C runs 9 laps in 3 minutes. Runner D runs 8 laps in 2 minutes. Write each unit rate.

Answer: Runner C: 3 laps per minute. Runner D: 4 laps per minute.

2. Write which runner is faster and why.

Answer: Runner D, because 4 laps per minute is more than 3. Partly right: Runner D with no reason.

Catch-up lesson. This is the Tuesday, October 27 lesson.

Reading. Tuesday, October 27, 2026. **Answer key. Not for the student.**

Reading: The Golden Touch, part 2

Goal: Read part 2 of The Golden Touch. Practice finding text evidence.

Name _____ Date _____

Your turn

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

1. In The Golden Touch, Marygold cries about the gold rose. Copy the words Marygold says about how the gold rose smells and feels.

Answer: "It has no smell, and the hard petals prick my nose!"
Finding text evidence. Partly right: she copies a different Marygold line, such as "it is not beautiful, but the ugliest flower that ever grew!" Accept it if quotation marks are used.

2. Midas cannot eat his breakfast. Which sentence from the story is the best evidence?

Circle one.

A. "He found his mouth full, not of mealy potato, but of solid metal."
B. "Little Marygold had not yet made her appearance."
C. "This circumstance surprised him."
D. "Beautiful!" exclaimed her father.

Answer: "He found his mouth full, not of mealy potato, but of solid metal."
Choosing the best text evidence. B, C, and D are real lines, but they do not show that he cannot eat.

3. What happens to Marygold when Midas kisses her? Copy one sentence from the story that shows it.

Answer: "little Marygold was a human child no longer, but a golden statue!" or "Her sweet, rosy face ... assumed a glittering yellow color."
Finding text evidence for an event. Partly right: she writes "She turns to gold" in her own words with no copied sentence.

4. The stranger asks Midas which is worth more, the Golden Touch or a crust of bread. Copy the words Midas says.

Answer: "A piece of bread," answered Midas, "is worth all the gold on earth!"
Finding text evidence for a character's words. Partly right: she copies the line but leaves off the quotation marks.

5. How does Midas undo the Golden Touch?

Circle one.

A. He bathes in the river and sprinkles river water on things.
B. He asks Marygold to kiss him again.
C. He gives all his gold to the poor.
D. He breaks his gold spectacles.

Answer: He bathes in the river and sprinkles river water on things.
Using text evidence to answer a question. Evidence: "plunge into the river" and "sprinkle it over any object."

Check yourself

1. Midas changes by the end of The Golden Touch. Write one sentence that tells how he changes. Then copy one sentence from part 2 as text evidence.

Answer: He now cares more about Marygold and simple things than about gold. Evidence: "Gold is not everything" or "ever since that morning, I have hated the very sight of all other gold, save this!" Partly right: a good change with no copied sentence. Text evidence See answer.

Grammar. Thursday, November 19, 2026. **Answer key. Not for the student.**

Subject and object pronouns

Goal: I can choose subject or object pronouns and use saw and seen.
Name _____ Date _____

Your turn

1. Fix this sentence: Me and her seen it.

Answer: She and I saw it
Also accept: She and I have seen it. Checks: pronouns and saw or seen. Partly right: only one of the two errors fixed.

2. Fix this sentence: The gift is for he and I.

Answer: The gift is for him and me

3. Which sentence is correct?
Circle one.

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

Answer: He and I went to the river.

4. Fix this sentence: Me went to the library.

Answer: I went to the library

5. Which sentence uses seen correctly?
Circle one.

A. She has seen the puzzle.
B. She seen the puzzle.
C. Her seen the puzzle.

Answer: She has seen the puzzle.

Check yourself

1. Fix this sentence: Her and me painted the fence.

Answer: She and I painted the fence.

2. Write the saw and seen rule in your own words.

Answer: Seen needs have, has, or had. Saw does not.

Spelling. Thursday, November 19, 2026. **Answer key. Not for the student.**

Use them in real sentences

Goal: I can write a sentence that shows what a spelling word means.
Name _____ Date _____

Your turn

1. Which sentence shows what legislature means?
Circle one.

A. The Texas Legislature meets in Austin to make Texas laws.
B. I learned the word legislature.
C. Legislature is my spelling word.

Answer: The Texas Legislature meets in Austin to make Texas laws.

2. Is this sentence strong or weak? County is a word.
Circle one.

A. Weak
B. Strong

Answer: Weak

3. Which sentence shows what municipal means?
Circle one.

A. The municipal pool is run by the city.
B. Municipal has nine letters.
C. I wrote municipal twice.

Answer: The municipal pool is run by the city.

4. Write a strong sentence with governor.

Answer: Sample: The governor carries out Texas laws. Checks: using governor with its meaning. Partly right: the word named but not shown.

5. Your adult reads the word legislature. Write it without looking.

Answer: legislature

☑ Check yourself

1. Write one sentence that uses county and shows what it means.

Answer: Sample: Our county has its own sheriff and courthouse.

2. Write one sentence that uses Texas and shows what it means.

Answer: Sample: Texas is the state where we live. Partly right: correct spelling but the word is only named.

Catch-up lesson. This is the Tuesday, October 27 lesson.

Citizenship. Tuesday, October 27, 2026. **Answer key. Not for the student.**

Game, then jobs

Goal: I can sort a government action into make a law, carry out a law, or judge a case.

Name _____ Date _____

Try one together

Card: A police officer writes a ticket to a driver who was speeding.

Hint: Is the officer writing a law, or putting a law into action?

Pile: _____

Answer: carry out

Your turn

Stuck? Look at the Example box.

1. The city council votes on a new rule about parks. Is that make, carry out, or judge?

Circle one.

A. Make
B. Carry out
C. Judge

Answer: Make

2. A police officer writes a speeding ticket. Is that make, carry out, or judge?

Circle one.

A. Carry out
B. Make
C. Judge

Answer: Carry out

3. A judge decides a case in court. Is that make, carry out, or judge?

Circle one.

A. Judge
B. Make
C. Carry out

Answer: Judge

4. Who carries out Texas laws?
Circle one.

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

Answer: The governor

5. A jury decides if a person broke the law. Is that make, carry out, or judge?
Circle one.

A. Judge
B. Make
C. Carry out

Answer: Judge

☑ Check yourself

1. Write two more action cards in the box.

Answer: Two real government actions.

2. Next to each card, write make, carry out, or judge.

Answer: Each sort is right. Sample: Mayor signs a city rule, carry out. Partly right: one of two right.

Catch-up lesson. This is the Tuesday, October 27 lesson.

Science. Tuesday, October 27, 2026. **Answer key. Not for the student.**

Producer and consumer

Goal: I can tell whether a living thing is a producer or a consumer.
Name _____ Date _____

Try one together

A rabbit eats clover in a yard. Sort them.

Hint: Which one makes its own food?
Producer: _____
Consumer: _____

Answer: clover

Answer: rabbit

Your turn

Stuck? Look at the Example box.

1. A living thing that makes its own food is a...
Circle one.

A. Producer
B. Consumer
C. Heterotroph
D. Abiotic thing

Answer: Producer

2. Another word for producer is...
Circle one.

A. Autotroph
B. Heterotroph
C. Abiotic
D. Biotic

Answer: Autotroph

3. Another word for consumer is...
Circle one.

A. Heterotroph
B. Autotroph
C. Abiotic
D. Biotic

Answer: Heterotroph

4. A fish eats algae in a pond. The fish is a...
Circle one.

A. Consumer
B. Producer
C. Abiotic thing

Answer: Consumer

5. Is a fish biotic or abiotic?
Circle one.

A. Biotic
B. Abiotic

Answer: Biotic

Hands-on activity

Producer and consumer window watch
Goal: Find one producer and one consumer, and label each with both names.
Ties to: Science
Time: 20 minutes
Key words
producer: a living thing that makes its own food. Another name is autotroph. A plant is a producer.
consumer: a living thing that eats. Another name is heterotroph. A dog is a consumer.
From home: a window, a porch, or a yard with a grownup nearby, a timer, paper folded into 2 boxes, pencil
Steps
1. Set the timer for 10 minutes. Look out the window or sit outside.
2. Look for one plant. That is a producer.
3. Look for one animal that eats: a bird, a squirrel, an insect, a pet, a person. That is a consumer.
4. Draw the producer in box 1. Label it producer and autotroph.
5. Draw the consumer in box 2. Label it consumer and heterotroph. Write what it was doing.
6. If you did not see one, write not seen in that box. That is an honest answer.

Show at the end: Two boxes: one producer and one consumer, each with both names and one line about what it was doing.

Check yourself

1. Go outside or look out a window. Write one producer and one consumer you see. If you do not see one, write not seen.

Answer: Producer: any plant. Consumer: any animal that eats. Not seen is a correct answer when nothing is there.