Week of November 16 (Tuesday to Thursday)

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

Name _____

☑ Checklist

Check the box when you finish each lesson.

Done	#	Date	Subject	Lesson	Page
☐	1	Nov 17	Mathematics	Unit rates in a store (catch-up from Oct 26)	3
☐	2	Nov 17	Reading	Reading: The Golden Touch, part 1 (catch-up from Oct 26)	4
☐	3	Nov 17	Grammar	Punctuation that changes meaning	8
☐	4	Nov 17	Spelling	Week list, day two	9
☐	5	Nov 17	Citizenship	Teach the levels of government (catch-up from Oct 26)	11
☐	6	Nov 17	Science	From a cell to an organism (catch-up from Oct 26)	13
☐	7	Nov 18	Mathematics	Fractions as division	17
☐	8	Nov 18	Reading	Primary source, slow: the Texas Declaration of Independence	18
☐	9	Nov 18	Grammar	Subject and verb	20
☐	10	Nov 18	Spelling	Dictation	21
☐	11	Nov 18	Citizenship	Law vs rule vs request	22
☐	12	Nov 18	Science	Complete vs incomplete, drawn	24
☐	13	Nov 19	Mathematics	Which rate is faster (catch-up from Oct 27)	27
☐	14	Nov 19	Reading	Reading: The Golden Touch, part 2 (catch-up from Oct 27)	29
☐	15	Nov 19	Grammar	Subject and object pronouns	33
☐	16	Nov 19	Spelling	Use them in real sentences	34
☐	17	Nov 19	Citizenship	Game, then jobs (catch-up from Oct 27)	35
☐	18	Nov 19	Science	Producer and consumer (catch-up from Oct 27)	37

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

Unit rates in a store

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

Name _____ Date _____

Start here

A store sells 7 cans of beans for 21 dollars.
How much is one can?
Today you find unit rates.

Read this

Price for one

A store often sells things in packs. A pack of 6 juice boxes might cost 3 dollars. A bag of 10 apples might cost 5 dollars. To know what you pay for one, you find the unit rate.

A rate compares two different units, such as dollars and cans. A unit rate is a rate for one unit. The word "per" means "for each one." So "2 dollars per can" means 2 dollars for each can.

To find a unit rate, divide the first amount by the second amount. Then write the units in your answer.

Worked example: 5 notebooks cost 15 dollars. How much is one notebook?

Step 1. Write the rate: 15 dollars for 5 notebooks.

Step 2. Divide the dollars by the notebooks: 15 ÷ 5 = 3.

Step 3. Write the unit: 3 dollars per notebook.

Step 4. Check: 3 dollars times 5 notebooks is 15 dollars. The answer makes sense.

Unit rates are not only about money. A car that goes 120 miles in 2 hours goes 60 miles per hour. A printer that prints 30 pages in 3 minutes prints 10 pages per minute. Each time, you divide so the second number becomes 1.

Keep the unit every time. "3" alone does not tell you much. "3 dollars per notebook" tells you exactly what you pay.

Key words

rate: a ratio that compares two different units. Example: "21 dollars for 7 cans is a rate."
unit rate: a rate for one unit. Example: "3 dollars for 1 can is a unit rate."
per: for each one. Example: "3 dollars per can means 3 dollars for each can."
divide: split into equal groups. Example: "21 divided by 7 is 3."

Learn this

A unit rate tells how much for one.
Divide the first amount by the second amount.
Write the units in the answer, such as dollars per can.

Example

7 cans for 21 dollars. How much for one can?
Divide: 21 divided by 7 is 3.
Answer: 3 dollars per can.

Cans	Dollars
7	21
1	3

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.

Your turn

Stuck? Look at the Example box.

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

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

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

4. What does per mean?
Circle one.

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

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

Check yourself

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

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

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

Reading. Monday, October 26, 2026

Reading: The Golden Touch, part 1

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

Key words

inference: a smart guess that uses clues from the story plus what you already know.
clue: words in the story that help you figure something out.

Word box
fonder: likes something more.
bequeath: to leave something to a person after you die.
dungeon: a dark room under a building, like a jail.
presentiment: a feeling that something is about to happen.
lustrous: shiny and glowing.
transmuted: changed into something else.
spectacles: eyeglasses.
balustrade: the rail that runs along a staircase.
indefatigably: without ever getting tired.
summoned: called to come.

Read this

Read The Golden Touch, part 1, printed below. Stop when Midas goes back to the palace for breakfast.

The Golden Touch, part 1

The Golden Touch, by Nathaniel Hawthorne, from A Wonder-Book for Girls and Boys (1852)

Once upon a time, there lived a very rich man, and a king besides, whose name was Midas. And he had a little daughter, whom nobody but myself ever heard of, and whose name I either never knew, or have entirely forgotten. So, because I love odd names for little girls, I choose to call her Marygold.

This King Midas was fonder of gold than of anything else in the world. He valued his royal crown chiefly because it was composed of that precious metal. If he loved anything better, or half so well, it was the one little maiden who played so merrily around her father's footstool. But the more Midas loved his daughter, the more did he desire and seek for wealth. He thought, foolish man! that the best thing he could possibly do for this dear child would be to bequeath her the immensest pile of yellow, glistening coin, that had ever been heaped together since the world was made. Thus, he gave all his thoughts and all his time to this one purpose. If ever he happened to gaze for an instant at the gold-tinted clouds of sunset, he wished that they were real gold, and that they could be squeezed safely into his strong box. When little Marygold ran to meet him, with a bunch of buttercups and dandelions, he used to say, "Poh, poh, child! If these flowers were as golden as they look, they would be worth the plucking!"

And yet, in his earlier days, before he was so entirely possessed of this insane desire for riches, King Midas had shown a great taste for flowers. He had planted a garden, in which grew the biggest and beautifullest and sweetest roses that any mortal ever saw or smelt. These roses were still growing in the garden, as large, as lovely, and as fragrant, as when Midas used to pass whole hours in gazing at them, and inhaling their perfume. But now, if he looked at them at all, it was only to calculate how much the garden would be worth if each of the innumerable rose-petals were a thin plate of gold. And though he once was fond of music (in spite of an idle story about his ears, which were said to resemble those of an ass), the only music for poor Midas, now, was the chink of one coin against another.

At length (as people always grow more and more foolish, unless they take care to grow wiser and wiser), Midas had got to be so exceedingly unreasonable, that he could scarcely bear to see or touch any object that was not gold. He made it his custom, therefore, to pass a large portion of every day in a dark and dreary apartment, under ground, at the basement of his palace. It was here that he kept his wealth. To this dismal hole, for it was little better than a dungeon, Midas betook himself, whenever he wanted to be particularly happy. Here, after carefully locking the door, he would take a bag of gold coin, or a gold cup as big as a washbowl, or a heavy golden bar, or a peck-measure of gold-dust, and bring them from the obscure corners of the room into the one bright and narrow sunbeam that fell from the dungeon-like window. He valued the sunbeam for no other reason but that his treasure would not shine without its help. And then would he reckon over the coins in the bag, toss up the bar, and catch it as it came down, sift the gold-dust through his fingers, look at the funny image of his own face, as reflected in the burnished circumference of the cup, and whisper to himself, "O Midas, rich King Midas, what a happy man art thou!" But it was laughable to see how the image of his face kept grinning at him, out of the polished surface of the cup. It seemed to be aware of his foolish behavior, and to have a naughty inclination to make fun of him.

Midas called himself a happy man, but felt that he was not yet quite so happy as he might be. The very tiptop of enjoyment would never be reached, unless the whole world were to become his treasure-room, and be filled with yellow metal which should be all his own.

Now, I need hardly remind such wise little people as you are, that in the old, old times, when King Midas was alive, a great many things came to pass, which we should consider wonderful if they were to happen in our own day and country. And, on the other hand, a great many things take place nowadays, which seem not only wonderful to us, but at which the people of old times would have stared their eyes out. On the whole, I regard our own times as the strangest of the two. But, however that may be, I must go on with my story.

Midas was enjoying himself in his treasure-room, one day, as usual, when he perceived a shadow fall over the heaps of gold. And, looking suddenly up, what should he behold but the figure of a stranger, standing in the bright and narrow sunbeam! It was a young man, with a cheerful and ruddy face. Whether it was that the imagination of King Midas threw a yellow tinge over everything, or whatever the cause might be, he could not help fancying that the smile with which the stranger regarded him had a kind of golden radiance in it. Certainly, although his figure intercepted the sunshine, there was now a brighter gleam upon all the piled-up treasures than before. Even the remotest corners had their share of it, and were lighted up, when the stranger smiled, as with tips of flame and sparkles of fire.

As Midas knew that he had carefully turned the key in the lock, and that no mortal strength could possibly break into his treasure-room, he, of course, concluded that his visitor must be something more than mortal. It is no matter about telling you who he was. In those days, when the earth was comparatively a new affair, it was supposed to be often the resort of beings endowed with supernatural power, and who used to interest themselves in the joys and sorrows of men, women, and children, half playfully and half seriously. Midas had met such beings before now, and was not sorry to meet one of them again. The stranger's aspect, indeed, was so good-humored and kindly, if not beneficent, that it would have been unreasonable to suspect him of intending any mischief. It was far more probable that he came to do Midas a favor. And what could that favor be, unless to multiply his heaps of treasure?

The stranger gazed about the room. And when his lustrous smile had glistened upon all the golden objects that were there, he turned again to Midas.

"You are a wealthy man, friend Midas!" he observed. "I doubt whether any other four walls, on earth, contain so much gold as you have contrived to pile up in this room."

"I have done pretty well, pretty well," answered Midas, in a discontented tone. "But, after all, it is but a trifle, when you consider that it has taken me my whole life to get it together. If one could live a thousand years, he might have time to grow rich!"

"What!" exclaimed the stranger. "Then you are not satisfied?"

Midas shook his head.

"And pray what would satisfy you?" asked the stranger. "Merely for the curiosity of the thing, I should be glad to know."

Midas paused and meditated. He felt a presentiment that this stranger, with such a golden lustre in his good-humored smile, had come hither with both the power and the purpose of gratifying his utmost wishes. Now, therefore, was the fortunate moment, when he had but to speak, and obtain whatever possible, or seemingly impossible thing, it might come into his head to ask. So he thought, and thought, and thought, and heaped up one golden mountain upon another, in his imagination, without being able to imagine them big enough. At last, a bright idea occurred to King Midas. It seemed really as bright as the glistening metal which he loved so much.

Raising his head, he looked the lustrous stranger in the face.

"Well, Midas," observed his visitor, "I see that you have at length hit upon something that will satisfy you. Tell me your wish."

"It is only this," replied Midas. "I am weary of collecting my treasures with so much trouble, and beholding the heap so diminutive, after I have done my best. I wish everything that I touch to be changed to gold!"

The stranger's smile grew so very broad, that it seemed to fill the room like an outburst of the sun, gleaming into a shadowy dell, where the yellow autumnal leaves, for so looked the lumps and particles of gold, lie strewn in the glow of light.

"The Golden Touch!" exclaimed he. "You certainly deserve credit, friend Midas, for striking out so brilliant a conception. But are you quite sure that this will satisfy you?"

"How could it fail?" said Midas.

"And will you never regret the possession of it?"

"What could induce me?" asked Midas. "I ask nothing else, to render me perfectly happy."

"Be it as you wish, then," replied the stranger, waving his hand in token of farewell. "To-morrow, at sunrise, you will find yourself gifted with the Golden Touch."

The figure of the stranger then became exceedingly bright, and Midas involuntarily closed his eyes. On opening them again, he beheld only one yellow sunbeam in the room, and, all around him, the glistening of the precious metal which he had spent his life in hoarding up.

Whether Midas slept as usual that night, the story does not say. Asleep or awake, however, his mind was probably in the state of a child's, to whom a beautiful new plaything has been promised in the morning. At any rate, day had hardly peeped over the hills, when King Midas was broad awake, and, stretching his arms out of bed, began to touch the objects that were within reach. He was anxious to prove whether the Golden Touch had really come, according to the stranger's promise. So he laid his finger on a chair by the bedside, and on various other things, but was grievously disappointed to perceive that they remained of exactly the same substance as before. Indeed, he felt very much afraid that he had only dreamed about the lustrous stranger, or else that the latter had been making game of him. And what a miserable affair would it be, if, after all his hopes, Midas must content himself with what little gold he could scrape together by ordinary means, instead of creating it by a touch!

All this while, it was only the gray of the morning, with but a streak of brightness along the edge of the sky, where Midas could not see it. He lay in a very disconsolate mood, regretting the downfall of his hopes, and kept growing sadder and sadder, until the earliest sunbeam shone through the window, and gilded the ceiling over his head. It seemed to Midas that this bright yellow sunbeam was reflected in rather a singular way on the white covering of the bed. Looking more closely, what was his astonishment and delight, when he found that this linen fabric had been transmuted to what seemed a woven texture of the purest and brightest gold! The Golden Touch had come to him with the first sunbeam!

Midas started up, in a kind of joyful frenzy, and ran about the room, grasping at everything that happened to be in his way. He seized one of the bed-posts, and it became immediately a fluted golden pillar. He pulled aside a window-curtain, in order to admit a clear spectacle of the wonders which he was performing. And the tassel grew heavy in his hand, a mass of gold. He took up a book from the table. At his first touch, it assumed the appearance of such a splendidly bound and gilt-edged volume as one often meets with, nowadays. But, on running his fingers through the leaves, behold! it was a bundle of thin golden plates, in which all the wisdom of the book had grown illegible. He hurriedly put on his clothes, and was enraptured to see himself in a magnificent suit of gold cloth, which retained its flexibility and softness, although it burdened him a little with its weight. He drew out his handkerchief, which little Marygold had hemmed for him. That was likewise gold, with the dear child's neat and pretty stitches running all along the border, in gold thread!

Somehow or other, this last transformation did not quite please King Midas. He would rather that his little daughter's handiwork should have remained just the same as when she climbed his knee and put it into his hand.

But it was not worth while to vex himself about a trifle. Midas now took his spectacles from his pocket, and put them on his nose, in order that he might see more distinctly what he was about. In those days, spectacles for common people had not been invented, but were already worn by kings. Else, how could Midas have had any? To his great perplexity, however, excellent as the glasses were, he discovered that he could not possibly see through them. But this was the most natural thing in the world. For, on taking them off, the transparent crystal turned out to be plates of yellow metal, and, of course, were worthless as spectacles, though valuable as gold. It struck Midas as rather inconvenient that, with all his wealth, he could never again be rich enough to own a pair of serviceable spectacles.

"It is no great matter, nevertheless," said he to himself, very philosophically. "We cannot expect any great good, without its being accompanied with some small inconvenience. The Golden Touch is worth the sacrifice of a pair of spectacles, at least, if not of one's very eyesight. My own eyes will serve for ordinary purposes, and little Marygold will soon be old enough to read to me."

Wise King Midas was so exalted by his good fortune, that the palace seemed not sufficiently spacious to contain him. He therefore went downstairs, and smiled, on observing that the balustrade of the staircase became a bar of burnished gold, as his hand passed over it, in his descent. He lifted the door-latch (it was brass only a moment ago, but golden when his fingers quitted it), and emerged into the garden. Here, as it happened, he found a great number of beautiful roses in full bloom, and others in all the stages of lovely bud and blossom. Very delicious was their fragrance in the morning breeze. Their delicate blush was one of the fairest sights in the world. So gentle, so modest, and so full of sweet tranquillity, did these roses seem to be.

But Midas knew a way to make them far more precious, according to his way of thinking, than roses had ever been before. So he took great pains in going from bush to bush, and exercised his magic touch most indefatigably, until every individual flower and bud, and even the worms at the heart of some of them, were changed to gold. By the time this good work was completed, King Midas was summoned to breakfast. And as the morning air had given him an excellent appetite, he made haste back to the palace.

Adapted lightly from Nathaniel Hawthorne, 1852.

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.

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.

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

_____

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.

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.

_____

☑ 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.

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

Grammar. Tuesday, November 17, 2026

Punctuation that changes meaning

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

A comma can change what a sentence means.
1. A comma before a name shows you are talking to that person. Let's eat, Grandma. You are talking to Grandma. With no comma, Let's eat Grandma says Grandma is the food!
2. Commas in a list keep things apart. I like painting, my dog, and pizza. That is three things. With no commas, I like painting my dog and pizza sounds like you paint your dog.
3. Commas can show who is talking. Sam, said Mia, is late. Mia is talking. Sam said Mia is late. Now Sam is talking.
Worked example: Help, Jo. You are asking Jo for help. Help Jo. You are telling someone else to help Jo.
Key words. Punctuation: marks such as a comma or a period that show how to read a sentence. Comma: a mark that tells the reader to pause or keep things apart.

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. 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

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

---

3. Which sentence talks to Mom?
Circle one.

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

4. Add commas so the sentence lists three things: 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

☑ Check yourself

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

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

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

Spelling. Tuesday, November 17, 2026

Week list, day two

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

🔑 Key words

root: the main part of a word that carries meaning. The root of governor is govern.
suffix: a part added to the end of a word. The or in governor is a suffix that means a person who does something.

💡 Learn this

I can split a word into syllables and find a part that carries meaning.
Use this on the questions
Look back at Learn this before you answer.
Mark syllables on each: Texas, governor, legislature, county, municipal.
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

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

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

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

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

4. Which word is inside governor?
Circle one.

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

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

☑ Check yourself

1. Mark the syllables in all five words.

2. Cover the list and write all five.

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

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

Citizenship. Monday, October 26, 2026

Teach the levels of government

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

Name _____ Date _____

Start here

Today you are the teacher.
You explain the three levels of government to someone else.
Use one job for each level.

Read this

Three levels of government, three sets of jobs

You live under three levels of government at the same time. From small to large, they are local, Texas, and the United States. Each level has its own jobs.

Local. The Texas Constitution, Article 11, Section 1, says:

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

In plain words: Texas is divided into counties. Each county is an official part of the state. Texas has 254 counties, more than any other state. Cities are local governments too. Local governments take care of nearby jobs, such as parks, trash pickup, libraries, and speed limits on small streets. A mayor leads many cities. A county judge leads each county's commissioners court.

Texas. The State of Texas makes laws for the whole state. It runs public schools, gives driver licenses, builds state highways, and keeps birth records for Texans. The governor leads this level. The Texas Legislature, which meets in the Capitol in Austin, makes the state's laws.

The United States. The national government does jobs for the whole country, such as making money, running the mail, and leading the armed forces. The president leads this level.

How do Texas and the country fit together? Article 1, Section 1, of the Texas Constitution says:

"Texas is a free and independent State, subject only to the Constitution of the United States,"

In plain words: Texas runs its own state government, but it is part of the United States.

One way to remember: the closer the job is to your street, the smaller the level that usually does it.

Key words

level: one of the three sizes of government: local, Texas, and United States. Example: "Texas is one level."
local government: the government of a city or a county. Example: "Local government runs the city library."
governor: the person who leads the Texas executive branch. Example: "The governor of Texas works in Austin."
president: the person who leads the United States executive branch. Example: "The president works in Washington, D.C."
county: one of the 254 parts Texas is divided into.
commissioners court: the group of elected leaders who run a Texas county.

Learn this

The three levels, from small to large, are local, Texas, and United States.
Local government runs cities and counties.
Texas government makes and carries out Texas laws.
The United States government does national jobs, such as defense and the mail.
Teach each level with one real job.

Example

Teach one job for each level.

Local: the city runs the public library.
Texas: the state gives driver licenses.
United States: the federal government delivers the mail.

Level	One job
Local	Runs the public library
Texas	Gives driver licenses
United States	Delivers the mail

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: _____

Your turn

Stuck? Look at the Example box.

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

_____

_____

_____

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

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

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

A. Local
B. Texas
C. United States

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

A. Texas
B. Local
C. United States

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

A. United States
B. Texas
C. Local

☑ Check yourself

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

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

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

Science. Monday, October 26, 2026

From a cell to an organism

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

⚐ Start here

Last week you studied cells.
Cells do not work alone in a large living thing.
Today you see how cells build a whole living thing.

⚐ Read this

How cells make a whole living thing

A cell is the smallest part of a living thing that carries out life processes. Some living things are only one cell. A large living thing, like you or a dog, is made of trillions of cells. These cells do not all do the same work.

Cells of one kind group together. A group of cells of one kind that do one job is called a tissue. Muscle cells group together to make muscle tissue. Muscle tissue can shorten and pull. That is how you lift your arm.

Different tissues work together to make an organ. Your heart is an organ. It has muscle tissue that squeezes. It also has other tissues, such as tissue that lines the inside and tissue that carries signals. Together these tissues pump blood.

All the organs together, plus everything else in the body, make one whole living thing. A whole living thing is called an organism. A dog is an organism. An oak tree is an organism. You are an organism.

So the order from small to large is cell, tissue, organ, organism.

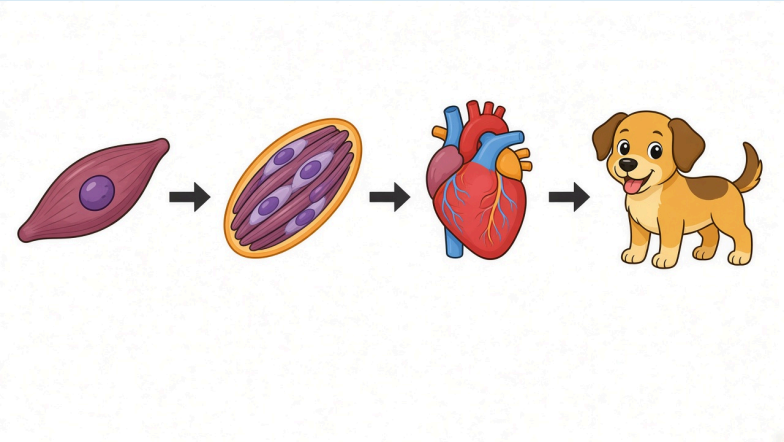
Here is the order for a person and a bone. A bone cell is the smallest part. Many bone cells make bone tissue. Bone tissue and other tissues make one bone, such as the thigh bone. The thigh bone is an organ. The person is the organism.

Plants follow the same order. A leaf is a plant organ. It is made of tissues, and those tissues are made of plant cells.

🔑 Key words

cell: the smallest part of a living thing that carries out life processes. Example: "A muscle cell can shorten and pull."
tissue: a group of cells of one kind that do one job. Example: "Muscle tissue is made of muscle cells."
organ: a group of tissues that work together. Example: "The heart is an organ."
organism: a whole living thing. Example: "A dog is an organism."
trillion: a million millions. It is a very large number.

Learn this



Cell **Tissue** **Organ** **Organism**

Cells of one kind form a tissue.
Tissues work together to form an organ.
Organs work together in an organism.
The order from small to large is cell, tissue, organ, organism.

Example

Put these in order for a dog: heart, muscle cell, dog, muscle tissue.
Smallest: muscle cell.
Many muscle cells: muscle tissue.
Tissues working together: heart.
Whole living thing: dog.

Try one together

Fill in the blank: bone cell, bone tissue, _____, person.
Hint: A bone is made of bone tissue and other tissues.
Answer: _____

Your turn

Stuck? Look at the Example box.

1. What is a cell?

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

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

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

4. What is an organ?

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

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.

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

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

Mathematics. Monday, November 16, 2026

Fractions as division

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

Start here

A fraction is a division

Four friends share 3 small pizzas equally. How much pizza does each friend get? You can write this as a division: 3 ÷ 4. You can also write it as a fraction: 3/4. The fraction bar means "divided by." So a fraction is a division.

That means 3/4 and 3 ÷ 4 are the same number. Each friend gets three fourths of a pizza.

You can also finish the division to get a decimal. 3 ÷ 4 = 0.75. So 3 ÷ 4, 3/4, and 0.75 are three ways to write the same number.

Worked example: write 2 ÷ 5 as a fraction and as a decimal.

Step 1. The first number goes on top, and the second number goes on the bottom. 2 ÷ 5 = 2/5.

Step 2. To get a decimal, make the bottom number 10 or 100. 5 times 2 is 10. So multiply the top by 2 too. 2/5 = 4/10.

Step 3. 4/10 is four tenths. As a decimal, that is 0.4.

Step 4. Check on a number line from 0 to 1. 0.4 is a little less than halfway, which is 0.5. Two fifths is a little less than half. The answer makes sense.

A number line helps you see size. Draw a line from 0 to 1. Halfway is 1/2, or 0.5. Three fourths, or 0.75, sits between 0.5 and 1. When the top number is smaller than the bottom number, the fraction is always between 0 and 1.

Key words

fraction: a number with a top and a bottom, such as 3/4. The bar means "divided by."
division: splitting into equal groups. The sign is ÷.
decimal: a number written with a point, such as 0.75.
number line: a line with numbers marked in order, used to show size.

Learn this

A fraction is a division. The top number is divided by the bottom number. 3/4 means 3 divided by 4. 1 divided by 3 is 1/3.

To get a decimal, do the division. 1 divided by 4 is 0.25. 3 divided by 5 is 0.6.

To change a decimal to a fraction, read it out loud. 0.5 is five tenths, or 5/10. Then write it in simplest form. Divide the top and the bottom by 5. 5/10 becomes 1/2.

Worked example: 2 friends share 3 cookies equally. Each friend gets 3 divided by 2. That is 3/2 cookies, or 1 and 1/2 cookies.

Key words. Fraction: a number like 3/4 that shows parts of a whole. Decimal: a number with a point, like 0.75. Simplest form: a fraction you cannot divide any more, like 1/2.

Use this on the questions

Look back at Learn this before you answer.
Write five divisions as fractions.
Place them on a number line 0 to 1.
Khan: fractions as division.
One word problem (sharing measures, strings, pages).
The questions use this page.

Your turn

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

A. Yes
B. No

2. Write 1 divided by 5 as a fraction.

_____

3. Write 3/4 as a decimal.

_____

4. Write 0.5 as a fraction in simplest form.

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

☑ Check yourself

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

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

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

Reading. Wednesday, November 18, 2026

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 _____

⚐ Start here

Primary source, slow: the Texas Declaration of Independence

From the Texas Declaration of Independence, written by the delegates of the people of Texas at Washington-on-the-Brazos, March 2, 1836. Some paragraphs are left out. In this part, It means the government of Mexico.

It has failed and refused to secure, on a firm basis, the right of trial by jury, that palladium of civil liberty, and only safe guarantee for the life, liberty, and property of the citizen.

It has failed to establish any public system of education, although possessed of almost boundless resources, (the public domain,) and although it is an axiom in political science, that unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty, or the capacity for self government.

These, and other grievances, were patiently borne by the people of Texas, untill they reached that point at which forbearance ceases to be a virtue. We then took up arms in defence of the national constitution. We appealed to our Mexican brethren for assistance. Our appeal has been made in vain. Though months have elapsed, no sympathetic response has yet been heard from the Interior.

The necessity of self-preservation, therefore, now decrees our eternal political separation.

We, therefore, the delegates with plenary powers of the people of Texas, in solemn convention assembled, appealing to a candid world for the necessities of our condition, do hereby resolve and declare, that our political connection with the Mexican nation has forever ended, and that the people of Texas do now constitute a free, Sovereign, and independent republic, and are fully invested with all the rights and attributes which properly belong to independent nations; and, conscious of the rectitude of our intentions, we fearlessly and confidently commit the issue to the decision of the Supreme arbiter of the destinies of nations.

🔑 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.
delegate: a person chosen to speak and vote for a group.
grievance: a complaint about something unfair.
trial by jury: a trial where a group of citizens hears the evidence and decides.
palladium: a strong protection.
axiom: an idea most people accept as true.
idle (old meaning): useless.
enlightened: knowing and understanding a lot.
forbearance: patience.
sympathetic response: an answer that shows someone cares and will help.
the Interior: the middle part of Mexico, where its government was.
brethren: brothers. Here it means the Mexican people.

self-preservation: keeping yourself safe and alive.
plenary powers: full power to act for others.
resolve: to decide.
civil liberty: the freedom people have as citizens.
decrees: orders or decides.
candid world: honest people everywhere.
rectitude: being right and honest.
Supreme arbiter of the destinies of nations: God, as the judge of what happens to nations.
sovereign: ruling itself, with no other country over it.
republic: a country where the people choose their leaders.
independent: free, not ruled by another country.

Learn this

Character: the person or animal the passage is about.
Setting: the place and the time.
Plot: what happens, in order. Beginning, middle, then end.
Narrator: first person uses I or we outside quotation marks. Third person uses a name or he, she, or they.
Author's purpose: to tell a story, to teach, to persuade, or to describe. Copy one sentence that matches.
Text evidence: words copied from the passage. A guess is not evidence.
Summary: three sentences. Name the character, what happens, and how it ends.
I can read part of a primary source and tell who wrote it, when, and what it says.
Answer from the passage on this page. Copy the words from that passage.
Setting: the place and the time the page gives. If there is no year, write the time of day or the season.
Plot: what happens, in order, in three sentences: beginning, middle, then end.
Narrator: first person uses I, we, my, or our outside quotation marks.
Third person uses a name or he, she, or they outside quotation marks.
A word inside quotation marks is a character speaking.
Author's purpose. Copy one sentence from the passage that matches your choice.
to tell a story
to teach
to persuade
to describe
Summary: three sentences. Name the character, what happens, and how the passage ends.
A primary source is a text written by a person who took part in the events, or by a person writing at that time.
It was not written as a school worksheet.
Example: the Texas Declaration of Independence, written by the delegates on March 2, 1836.
In 1836, Texas was part of Mexico. The delegates listed their complaints about the Mexican government and declared Texas independent.
On today's page, copy who wrote it, when it was written, and who it was written for.
Use the author line and the passage.
Use this on the questions
Look back at Learn this before you answer.
The questions use this page.

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

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

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

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

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

_____

☑ 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.

_____

_____

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

Grammar. Wednesday, November 18, 2026

Subject and verb

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

The subject is who or what the sentence is about. The subject and the verb must agree, or match. One thing takes is. More than one thing takes are.
A phrase can sit between the subject and the verb. It does not change the subject. In The box of pencils is heavy, the subject is box, not pencils. Box is one thing, so the verb is is.
To find the subject, cover the phrase with your finger. The cups on the shelf are clean. Cover on the shelf. The cups are clean.
Worked example: The bag of marbles ___ full. Cover of marbles. The bag is full.
Key words. Subject: who or what the sentence is about. Verb: the word for the action or for being, such as runs or is. Phrase: a small group of words that has no subject and verb of its own.
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. In The jar of cookies is empty, what is the subject?

_____

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.

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

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

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

☑ Check yourself

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

2. Circle the subject and underline the verb.

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

Spelling. Wednesday, November 18, 2026

Dictation

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

I can write each word when I hear it, then check and fix it.
Use this on the questions
Look back at Learn this before you answer.
Grownup or audio: hear each word once (Texas, governor, legislature, county, municipal), write.
Score.
Misses: write three times and in a new sentence.
The questions use this page.

Your turn

Read each sentence once.
1. Your adult reads: The governor works in Austin. Write the word governor.

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

3. You wrote legislachur. Write the correct spelling.

4. You wrote municiple. Write the correct spelling.

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

☑ Check yourself

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

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

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

Citizenship. Monday, November 16, 2026

Law vs rule vs request

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

⚐ Start here

A law, a rule, or a request?

Every day, people tell you what to do. "Please pass the salt." "Shoes off in the house." "Speed limit 30." These sound alike, but they are three different things.

A law is made by a government and applies to the public. It has a public maker and a public consequence. A posted speed limit on a Texas road is a law. A police officer can give a ticket for breaking it.

In Texas, laws come from more than one maker. The Texas Legislature makes laws for the whole state. A city council makes laws for one city, called ordinances. A county commissioners court can make some rules for its county. A city's rules must fit inside state law. The Texas Constitution, Article 11, Section 5, says no city ordinance "shall contain any provision inconsistent with the Constitution of the State, or of the general laws enacted by the Legislature of this State." In plain words: a city law may not go against Texas law.

A house rule is made by a family for its own home. "Shoes off in the house" is a house rule. A parent makes it, and a parent decides the consequence. It only applies to that home.

A request asks someone to do something, but it can be turned down with no penalty. "Please set the table" is a request. There is no public consequence if you say no.

To sort a statement, ask two questions. Who made it? What happens if someone does not follow it?

🔑 Key words

consequence: what happens because of something, such as a fine for breaking a law.
penalty: a punishment for breaking a rule.

law: a rule made by a government that applies to the public, with a public consequence.
ordinance: a law made by a city council.
house rule: a rule made by a family for its own home.
request: asking someone to do something. It can be turned down without a penalty.
inconsistent: not in agreement.

Learn this

I can sort a you-should into a law, a house rule, or a request.
Sort three kinds of 'you should': law, house rule, request.
A law has a public maker and a public consequence. A house rule has a household maker. A request can be refused without a public penalty.
'Please set the table' is a request, not a law.
Use these meanings while you read.
Power is legal authority to act.
A limit is a rule that says what an office may not do.
A duty is an action a person or an office must perform.
A right is a claim a person may make.
A constitution is a written rule for the people who govern.
Federal means the United States: Congress makes federal laws, and the president carries them out.
State, in this course, means Texas: the Texas Legislature makes Texas laws, and the governor carries them out.
Local means a city or county, such as the office that manages a city park.
Do not mix the governor with the president.

Use this on the questions

Look back at Learn this before you answer.
Nine slips: 3 law, 3 house rule, 3 request. Sort.
One that was in the wrong pile at first. Why.
The questions use this page.

Your turn

1. A posted speed limit on a Texas road is...
Circle one.
- A. A law
- B. A house rule
- C. A request

2. Shoes off in this house is...
Circle one.
- A. A house rule
- B. A law
- C. A request

3. Please set the table is...
Circle one.
- A. A request
- B. A law
- C. A house rule

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

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.

☑ Check yourself

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

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

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

Science. Monday, November 16, 2026

Complete vs incomplete, drawn

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

⚐ Start here

Two ways insects grow up

An insect has a body with three main parts: the head, the thorax, and the abdomen. It has six legs, all joined to the thorax. Most adult insects have wings. Spiders have eight legs and two main body parts, so spiders are not insects.

Many insects change shape as they grow. This change is called metamorphosis. There are two kinds.

Complete metamorphosis has four stages: egg, larva, pupa, adult. A larva is a young insect that looks very different from the adult. A caterpillar is the larva of a butterfly. A grub is the larva of a beetle. The larva eats and grows. Then it becomes a pupa. A pupa is the stage where the body is rebuilt into the adult form. A butterfly pupa is called a chrysalis. Finally, the adult comes out. Butterflies, beetles, ants, bees, and flies grow this way.

Incomplete metamorphosis has three stages: egg, nymph, adult. A nymph is a young insect that looks like a small adult with no full wings. There is no pupa. The nymph grows by molting. To molt means to shed the old outer skin and grow a bigger one. Each time, it looks more like the adult. Grasshoppers, crickets, and dragonflies grow this way.

The quickest way to tell them apart: complete has a pupa, and incomplete does not.

You can show each kind as a strip of boxes. A complete strip has four boxes. An incomplete strip has three boxes.

🔑 Key words

metamorphosis: the big body changes an insect goes through as it grows.
larva: the young stage that looks very different from the adult, such as a caterpillar.
pupa: the still stage between larva and adult. Its body is being rebuilt.
nymph: a young insect that looks like a small adult without full wings.
molt: to shed the old outer skin and grow a bigger one.
thorax: the middle body part of an insect, where the legs join.

💡 Learn this

I can tell complete metamorphosis from incomplete metamorphosis.
Two strips, labeled. No paragraph substitute.
Complete has a pupa. Incomplete does not. Butterfly or beetle versus grasshopper or true bug.
Four stages versus three. Which strip matches a real find?

Use this on the questions

Look back at Learn this before you answer.
Butterfly or beetle vs grasshopper or true bug.
Four vs three stages.
Which matches a real find?
The questions use this page.

✎ Your turn

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

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

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

A. No
B. Yes

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

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

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).

2. Write one example insect under each strip.

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

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

Which rate is faster

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

Name _____ Date _____

Start here

Two friends run laps.
One runs more laps, but takes longer.
Who is faster? Unit rates tell you.

Read this

Which is faster, which is cheaper

Two friends ride bikes. Sam rides 12 miles in 3 hours. Lee rides 10 miles in 2 hours. Who is faster? Sam rode more miles, but Sam also rode for more hours. The two rates do not use the same time, so you cannot compare them yet.

To compare two rates, find the unit rate for each one first. A unit rate is a rate for one unit, such as miles in one hour. When both rates are "per one," you can compare them fairly.

Worked example: who is faster, Sam or Lee?

Step 1. Sam: 12 miles ÷ 3 hours = 4 miles per hour.

Step 2. Lee: 10 miles ÷ 2 hours = 5 miles per hour.

Step 3. Compare: 5 is more than 4. Lee goes more miles in each hour. Lee is faster.

For speed, the larger number per one unit of time is faster.

Prices work the other way. Shop A sells 4 pens for 8 dollars. Shop B sells 3 pens for 9 dollars. Shop A: 8 ÷ 4 = 2 dollars per pen. Shop B: 9 ÷ 3 = 3 dollars per pen. Shop A is cheaper, because 2 dollars is less than 3 dollars.

For price, the smaller number per one item is cheaper.

Always divide before you compare. That way both rates are for one, and the comparison is fair.

Key words

unit rate: a rate for one unit. Example: "5 laps per minute is a unit rate."
compare: look at two things to see which is more or less. Example: "Compare 3 laps per minute and 5 laps per minute."
faster: more distance in the same time. Example: "5 laps per minute is faster than 3 laps per minute."
cheaper: costs less for the same amount. Example: "2 dollars per pen is cheaper than 3 dollars per pen."

Learn this

To compare two rates, find the unit rate for each one.
For speed, the larger amount per one unit of time is faster.
For price, the smaller price per one item is cheaper.

Example

Runner A: 12 laps in 4 minutes. Runner B: 10 laps in 2 minutes. Who is faster?
Runner A: 12 divided by 4 is 3 laps per minute.
Runner B: 10 divided by 2 is 5 laps per minute.
5 is more than 3, so Runner B is faster.

Minutes	Laps
2	10
1	5

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: _____

Your turn

Stuck? Look at the Example box.

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

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

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

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

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

Check yourself

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

2. Write which runner is faster and why.

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

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

Reading. Tuesday, October 27, 2026

Reading: The Golden Touch, part 2

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

Name _____ Date _____

Story so far

King Midas loves gold more than anything except his daughter, Marygold. A magic stranger gives him the Golden Touch. Now everything Midas touches turns to gold. In the morning he turns his clothes, his spectacles, and every rose in the garden to gold. Then he goes in to breakfast.

Key words

text evidence: words copied from the story that show your answer is true.
quotation marks: the marks " " that go around words you copy.

Word box
disconsolately: very sadly.
aghast: shocked.
quandary: a hard problem with no easy answer.
dolefully: sadly.
congealing: turning hard.
countenance: face.
sincerely: truly, with all your heart.
avarice: greed for money.
earthen: made of clay.
quoth: said.

Read this

Read The Golden Touch, part 2, printed below. Read the Story so far box first.

The Golden Touch, part 2

The Golden Touch, by Nathaniel Hawthorne, from A Wonder-Book for Girls and Boys (1852)

What was usually a king's breakfast in the days of Midas, I really do not know, and cannot stop now to investigate. To the best of my belief, however, on this particular morning, the breakfast consisted of hot cakes, some nice little brook trout, roasted potatoes, fresh boiled eggs, and coffee, for King Midas himself, and a bowl of bread and milk for his daughter Marygold. At all events, this is a breakfast fit to set before a king. And, whether he had it or not, King Midas could not have had a better.

Little Marygold had not yet made her appearance. Her father ordered her to be called, and, seating himself at table, awaited the child's coming, in order to begin his own breakfast. To do Midas justice, he really loved his daughter, and loved her so much the more this morning, on account of the good fortune which had befallen him. It was not a great while before he heard her coming along the passageway crying bitterly. This circumstance surprised him, because Marygold was one of the cheerfullest little people whom you would see in a summer's day, and hardly shed a thimbleful of tears in a twelvemonth. When Midas heard her sobs, he determined to put little Marygold into better spirits, by an agreeable surprise. So, leaning across the table, he touched his daughter's bowl (which was a China one, with pretty figures all around it), and transmuted it to gleaming gold.

Meanwhile, Marygold slowly and disconsolately opened the door, and showed herself with her apron at her eyes, still sobbing as if her heart would break.

"How now, my little lady!" cried Midas. "Pray what is the matter with you, this bright morning?"

Marygold, without taking the apron from her eyes, held out her hand, in which was one of the roses which Midas had so recently transmuted.

"Beautiful!" exclaimed her father. "And what is there in this magnificent golden rose to make you cry?"

"Ah, dear father!" answered the child, as well as her sobs would let her. "It is not beautiful, but the ugliest flower that ever grew! As soon as I was dressed I ran into the garden to gather some roses for you, because I know you like them, and like them the better when gathered by your little daughter. But, oh dear, dear me! What do you think has happened? Such a misfortune! All the beautiful roses, that smelled so sweetly and had so many lovely blushes, are blighted and spoilt! They are grown quite yellow, as you see this one, and have no longer any fragrance! What can have been the matter with them?"

"Poh, my dear little girl, pray don't cry about it!" said Midas, who was ashamed to confess that he himself had wrought the change which so greatly afflicted her. "Sit down and eat your bread and milk! You will find it easy enough to exchange a golden rose like that (which will last hundreds of years) for an ordinary one which would wither in a day."

"I don't care for such roses as this!" cried Marygold, tossing it contemptuously away. "It has no smell, and the hard petals prick my nose!"

[Left out here: one short paragraph. Marygold is so sad about the roses that she does not notice her bowl has turned to gold.]

Midas, meanwhile, had poured out a cup of coffee, and, as a matter of course, the coffee-pot, whatever metal it may have been when he took it up, was gold when he set it down. He thought to himself, that it was rather an extravagant style of splendor, in a king of his simple habits, to breakfast off a service of gold, and began to be puzzled with the difficulty of keeping his treasures safe. The cupboard and the kitchen would no longer be a secure place of deposit for articles so valuable as golden bowls and coffee-pots.

Amid these thoughts, he lifted a spoonful of coffee to his lips, and, sipping it, was astonished to perceive that, the instant his lips touched the liquid, it became molten gold, and, the next moment, hardened into a lump!

"Ha!" exclaimed Midas, rather aghast.

"What is the matter, father?" asked little Marygold, gazing at him, with the tears still standing in her eyes.

"Nothing, child, nothing!" said Midas. "Eat your milk, before it gets quite cold."

He took one of the nice little trouts on his plate, and, by way of experiment, touched its tail with his finger. To his horror, it was immediately transmuted from an admirably fried brook-trout into a gold-fish, though not one of those gold-fishes which people often keep in glass globes, as ornaments for the parlor. No, but it was really a metallic fish, and looked as if it had been very cunningly made by the nicest goldsmith in the world. Its little bones were now golden wires. Its fins and tail were thin plates of gold. And there were the marks of the fork in it, and all the delicate, frothy appearance of a nicely fried fish, exactly imitated in metal. A very pretty piece of work, as you may suppose, only King Midas, just at that moment, would much rather have had a real trout in his dish than this elaborate and valuable imitation of one.

"I don't quite see," thought he to himself, "how I am to get any breakfast."

He took one of the smoking-hot cakes, and had scarcely broken it, when, to his cruel mortification, though, a moment before, it had been of the whitest wheat, it assumed the yellow hue of Indian meal. To say the truth, if it had really been a hot Indian cake, Midas would have prized it a good deal more than he now did, when its solidity and increased weight made him too bitterly sensible that it was gold. Almost in despair, he helped himself to a boiled egg, which immediately underwent a change similar to those of the trout and the cake. The egg, indeed, might have been mistaken for one of those which the famous goose, in the story-book, was in the habit of laying. But King Midas was the only goose that had anything to do with the matter.

"Well, this is a quandary!" thought he, leaning back in his chair, and looking quite enviously at little Marygold, who was now eating her bread and milk with great satisfaction. "Such a costly breakfast before me, and nothing that can be eaten!"

Hoping that, by dint of great dispatch, he might avoid what he now felt to be a considerable inconvenience, King Midas next snatched a hot potato, and attempted to cram it into his mouth, and swallow it in a hurry. But the Golden Touch was too nimble for him. He found his mouth full, not of mealy potato, but of solid metal, which so burnt his tongue that he roared aloud, and, jumping up from the table, began to dance and stamp about the room, both with pain and affright.

"Father, dear father!" cried little Marygold, who was a very affectionate child, "pray what is the matter? Have you burnt your mouth?"

"Ah, dear child," groaned Midas, dolefully, "I don't know what is to become of your poor father!"

[Left out here: three short paragraphs. The storyteller says even a poor worker with bread and water is better off than Midas. Midas still does not want to give up the Golden Touch, even though he is very hungry.]

Nevertheless, so great was his hunger, and the perplexity of his situation, that he again groaned aloud, and very grievously too. Our pretty Marygold could endure it no longer. She sat, a moment, gazing at her father, and trying, with all the might of her little wits, to find out what was the matter with him. Then, with a sweet and sorrowful impulse to comfort him, she started from her chair, and, running to Midas, threw her arms affectionately about his knees. He bent down and kissed her. He felt that his little daughter's love was worth a thousand times more than he had gained by the Golden Touch.

"My precious, precious Marygold!" cried he.

But Marygold made no answer.

Alas, what had he done? How fatal was the gift which the stranger bestowed! The moment the lips of Midas touched Marygold's forehead, a change had taken place. Her sweet, rosy face, so full of affection as it had been, assumed a glittering yellow color, with yellow tear-drops congealing on her cheeks. Her beautiful brown ringlets took the same tint. Her soft and tender little form grew hard and inflexible within her father's encircling arms. Oh, terrible misfortune! The victim of his insatiable desire for wealth, little Marygold was a human child no longer, but a golden statue!

Yes, there she was, with the questioning look of love, grief, and pity, hardened into her face. It was the prettiest and most woeful sight that ever mortal saw. All the features and tokens of Marygold were there. Even the beloved little dimple remained in her golden chin. But the more perfect was the resemblance, the greater was the father's agony at beholding this golden image, which was all that was left him of a daughter. It had been a favorite phrase of Midas, whenever he felt particularly fond of the child, to say that she was worth her weight in gold. And now the phrase had become literally true.

And now, at last, when it was too late, he felt how infinitely a warm and tender heart, that loved him, exceeded in value all the wealth that could be piled up betwixt the earth and sky!

[Left out here: one paragraph. Midas is so sad that he wishes he were the poorest man in the world, if that would bring his daughter back.]

While he was in this tumult of despair, he suddenly beheld a stranger standing near the door. Midas bent down his head, without speaking. For he recognized the same figure which had appeared to him, the day before, in the treasure-room, and had bestowed on him this disastrous faculty of the Golden Touch. The stranger's countenance still wore a smile, which seemed to shed a yellow lustre all about the room, and gleamed on little Marygold's image, and on the other objects that had been transmuted by the touch of Midas.

"Well, friend Midas," said the stranger, "pray how do you succeed with the Golden Touch?"

Midas shook his head.

"I am very miserable," said he.

"Very miserable, indeed!" exclaimed the stranger. "And how happens that? Have I not faithfully kept my promise with you? Have you not everything that your heart desired?"

"Gold is not everything," answered Midas. "And I have lost all that my heart really cared for."

"Ah! So you have made a discovery, since yesterday?" observed the stranger. "Let us see, then. Which of these two things do you think is really worth the most, the gift of the Golden Touch, or one cup of clear cold water?"

"O blessed water!" exclaimed Midas. "It will never moisten my parched throat again!"

"The Golden Touch," continued the stranger, "or a crust of bread?"

"A piece of bread," answered Midas, "is worth all the gold on earth!"

"The Golden Touch," asked the stranger, "or your own little Marygold, warm, soft, and loving as she was an hour ago?"

"Oh, my child, my dear child!" cried poor Midas, wringing his hands. "I would not have given that one small dimple in her chin for the power of changing this whole big earth into a solid lump of gold!"

"You are wiser than you were, King Midas!" said the stranger, looking seriously at him. "Your own heart, I perceive, has not been entirely changed from flesh to gold. Were it so, your case would indeed be desperate. But you appear to be still capable of understanding that the commonest things, such as lie within everybody's grasp, are more valuable than the riches which so many mortals sigh and struggle after. Tell me, now, do you sincerely desire to rid yourself of this Golden Touch?"

"It is hateful to me!" replied Midas.

A fly settled on his nose, but immediately fell to the floor. For it, too, had become gold. Midas shuddered.

"Go, then," said the stranger, "and plunge into the river that glides past the bottom of your garden. Take likewise a vase of the same water, and sprinkle it over any object that you may desire to change back again from gold into its former substance. If you do this in earnestness and sincerity, it may possibly repair the mischief which your avarice has occasioned."

King Midas bowed low. And when he lifted his head, the lustrous stranger had vanished.

You will easily believe that Midas lost no time in snatching up a great earthen pitcher (but, alas me! it was no longer earthen after he touched it), and hastening to the river-side. As he scampered along, and forced his way through the shrubbery, it was positively marvelous to see how the foliage turned yellow behind him, as if the autumn had been there, and nowhere else. On reaching the river's brink, he plunged headlong in, without waiting so much as to pull off his shoes.

"Poof! poof! poof!" snorted King Midas, as his head emerged out of the water. "Well, this is really a refreshing bath, and I think it must have quite washed away the Golden Touch. And now for filling my pitcher!"

As he dipped the pitcher into the water, it gladdened his very heart to see it change from gold into the same good, honest earthen vessel which it had been before he touched it. He was conscious, also, of a change within himself. A cold, hard, and heavy weight seemed to have gone out of his bosom. No doubt, his heart had been gradually losing its human substance, and transmuting itself into insensible metal, but had now softened back again into flesh. Perceiving a violet, that grew on the bank of the river, Midas touched it with his finger, and was overjoyed to find that the delicate flower retained its purple hue, instead of undergoing a yellow blight. The curse of the Golden Touch had, therefore, really been removed from him.

King Midas hastened back to the palace. And, I suppose, the servants knew not what to make of it when they saw their royal master so carefully bringing home an earthen pitcher of water. But that water, which was to undo all the mischief that his folly had wrought, was more precious to Midas than an ocean of molten gold could have been. The first thing he did, as you need hardly be told, was to sprinkle it by handfuls over the golden figure of little Marygold.

No sooner did it fall on her than you would have laughed to see how the rosy color came back to the dear child's cheek! and how she began to sneeze and sputter! and how astonished she was to find herself dripping wet, and her father still throwing more water over her!

"Pray do not, dear father!" cried she. "See how you have wet my nice frock, which I put on only this morning!"

For Marygold did not know that she had been a little golden statue. Nor could she remember anything that had happened since the moment when she ran with outstretched arms to comfort poor King Midas.

Her father did not think it necessary to tell his beloved child how very foolish he had been, but contented himself with showing how much wiser he had now grown. For this purpose, he led little Marygold into the garden, where he sprinkled all the remainder of the water over the rose-bushes, and with such good effect that above five thousand roses recovered their beautiful bloom. There were two circumstances, however, which, as long as he lived, used to put King Midas in mind of the Golden Touch. One was, that the sands of the river sparkled like gold, the other, that little Marygold's hair had now a golden tinge, which he had never observed in it before she had been transmuted by the effect of his kiss. This change of hue was really an improvement, and made Marygold's hair richer than in her babyhood.

When King Midas had grown quite an old man, and used to trot Marygold's children on his knee, he was fond of telling them this marvelous story, pretty much as I have now told it to you. And then would he stroke their glossy ringlets, and tell them that their hair, likewise, had a rich shade of gold, which they had inherited from their mother.

"And to tell you the truth, my precious little folks," quoth King Midas, diligently trotting the children all the while, "ever since that morning, I have hated the very sight of all other gold, save this!"

Adapted lightly from Nathaniel Hawthorne, 1852.

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.

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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.

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

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

---

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.

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.

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

Subject and object pronouns

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

Subject pronouns do the action: I, he, she, we, they. Object pronouns get the action or come after words like for, to, and with: me, him, her, us, them.
To test a pair, cover the other person. Him and me fixed it. Cover him and. Me fixed it? No. I fixed it. So write He and I fixed it. Put yourself last.
Saw and seen: seen needs a helper verb. Saw stands alone. I saw the moon. I have seen the moon.
Worked example: The note is for she and I. Cover she and. For I? No. For me. So write The note is for her and me.
Key words. Pronoun: a word that takes the place of a name, such as she or them. Helper verb: a verb such as have, has, or had that comes before another verb.

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. Fix this sentence: Me and her seen it.

_____

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

_____

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.

4. Fix this sentence: Me 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.

Check yourself

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

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

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

Spelling. Thursday, November 19, 2026

Use them in real sentences

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

Key words

Texas: our state.
governor: the person who leads the Texas executive branch.
legislature: a group that makes laws for a state.
county: a part of a state with its own local government.
municipal: having to do with a city or town.

Learn this

I can write a sentence that shows what a spelling word means.
Use this on the questions
Look back at Learn this before you answer.
One sentence with Texas and legislature together.
One with county and municipal.
One with governor.
The questions use this page.

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.

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

A. Weak
B. Strong

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.

4. Write a strong sentence with governor.

_____

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

_____

☑ Check yourself

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

_____

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

_____

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

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

Citizenship. Tuesday, October 27, 2026

Game, then jobs

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

⚐ Start here

Today starts with a sorting game.
Each card names an action.
You sort each card into make, carry out, or judge.

⚐ Read this

Make, carry out, and judge in Texas

Government has three main jobs. One part makes laws. One part carries out laws. One part judges, which means it decides cases by applying the law. Texas gives each job to a different part of its government.

The Texas Constitution, Article 2, Section 1, says the powers of the Government of the State of Texas "shall be divided into three distinct departments". It names them "Legislative", "Executive", and "Judicial". It also says that no one in one department may use the power that belongs to another, except where the Constitution allows it.

Make. Article 3, Section 1, says the lawmaking power is "vested in a Senate and House of Representatives". In plain words: the Texas Legislature, made of the Senate and the House, writes and passes Texas laws. "Vested" means given to.

Carry out. The governor leads the executive department. The governor's offices, along with state agencies, put Texas laws into action. For example, the Texas Department of Public Safety gives driver licenses.

Judge. Texas courts decide cases under Texas law. A judge or a jury listens to both sides and decides.

Why split the jobs? If one person could make a law, carry it out, and judge it, no one could check that person. In 1836, many Texans felt the government in Mexico City had taken too much power for itself. When they wrote their own constitutions, they made sure power was split.

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

🔑 Key words

make: to write and pass a law. This is the legislative job. Example: "The city council makes city rules."
carry out: to put a law into action. This is the executive job. Example: "A police officer carries out a speeding law."

judge: to decide a case by applying the law. This is the job of the courts. Example: "A judge decides a case in court."
legal authority: the right, given by law, to act. Example: "Legal authority can belong to a person, a group, or a written rule."
department: the Texas Constitution's word for a branch of government.
vested: given to.
agency: an office of the government that does one kind of work.

Learn this

Sort each card into one of three piles: make, carry out, or judge.
Then name who does that job.

Optional game. Write each card on a slip of paper. Sort the slips into make, carry out, and judge.

Example

Card: The city council votes on a new rule about parks.
The council writes and passes a rule.
Pile: make.
Who: the city council.

Card	Pile
City council votes on a park rule	Make

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: _____

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

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

A. Carry out
B. Make
C. Judge

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

A. Judge
B. Make
C. Carry out

4. Who carries out Texas laws?
Circle one.

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

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

☑ Check yourself

1. Write two more action cards in the box.

_____

_____

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

_____

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

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

Science. Tuesday, October 27, 2026

Producer and consumer

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

Start here

Last Thursday you learned autotroph and heterotroph.
Today you learn two more words for the same ideas.
Look for one of each outside: one producer and one consumer.

Read this

Who makes food and who eats it

Every living thing needs food for energy. Living things get food in two main ways. Some make their own food. Others eat other living things.

A producer is a living thing that makes its own food. Plants are producers. A plant uses sunlight, water, and air to make food in its leaves. The food making happens inside tiny cell parts called chloroplasts. Grass, trees, and algae in a pond are producers. Another word for producer is autotroph. "Auto" means self, and "troph" means food. An autotroph is a self feeder.

A consumer is a living thing that eats other living things. A rabbit eats grass. A hawk eats the rabbit. You eat plants and animals. All of these are consumers. Another word for consumer is heterotroph. "Hetero" means other. A heterotroph gets food from others.

Some things around a pond or a yard are not living at all. Water, air, sunlight, and rocks are abiotic. Abiotic means not living. Abiotic things are not producers or consumers. A producer needs some of them, though. A plant needs sunlight and water to make food.

Things that are living, or were once living, are biotic. A fallen leaf is biotic because it came from a living tree.

Here is a pond example. Algae grow in the sunlight. A small fish eats the algae. The algae are producers. The fish is a consumer. The sunlight and the water are abiotic.

Key words

producer: a living thing that makes its own food. Another word is autotroph. Example: "Algae in a pond are producers."
consumer: a living thing that eats other living things. Another word is heterotroph. Example: "A fish that eats algae is a consumer."
abiotic: not living. Example: "Water and rocks are abiotic."

biotic: living, or once living. Example: "A fish is biotic."
chloroplast: a tiny part inside a plant cell where food is made.

Learn this

A producer makes its own food, usually from sunlight. It is an autotroph.
A consumer eats food. It is a heterotroph.
Abiotic things, such as water, air, and rocks, are not producers or consumers.
If you do not see something, write not seen.

Example

In a pond, algae grow in the sun. A fish eats the algae. Sort them.
Algae make food from sunlight: producer.
The fish eats the algae: consumer.

Try one together

A rabbit eats clover in a yard. Sort them.
Hint: Which one makes its own food?
Producer: _____
Consumer: _____

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

2. Another word for producer is...
Circle one.
A. Autotroph
B. Heterotroph
C. Abiotic
D. Biotic

3. Another word for consumer is...
Circle one.
A. Heterotroph
B. Autotroph
C. Abiotic
D. Biotic

4. A fish eats algae in a pond. The fish is a...
Circle one.
A. Consumer
B. Producer
C. Abiotic thing

5. Is a fish biotic or abiotic?
Circle one.
A. Biotic
B. Abiotic

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.

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