Week of November 30

Answer key. Not for the student.

Name _____

☑ Checklist

Check the box when you finish each lesson.

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Monday, November 30. Catch-up, in place of October 28

Catch-up lesson. This is the Wednesday, October 28 lesson.

Mathematics. Wednesday, October 28, 2026. **Answer key. Not for the student.**

Percent means per hundred

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

Name _____ Date _____

Try one together

Write 90% in simplest form.

Hint: Both 90 and 100 can be divided by 10.

Fraction with 100: _____

Simplest form: _____

Answer: 90/100

Answer: 9/10

Your turn

Stuck? Look at the Example box.

1. Write 15% as a fraction with 100 on the bottom.

Answer: 15/100

2. Write 15% as a ratio.

Answer: 15:100
Also accept: 15 to 100.

3. Write 15/100 in simplest form.

Answer: 3/20
Checks: simplifying a fraction. Partly right: 15/100 left as is, or 3/20 written with a mistake in one number.

4. Which fraction is the same as 80%?

Circle one.

A. 4/5
B. 8/100
C. 1/80
D. 80/10

Answer: 4/5

5. Write 5/100 in simplest form.

Answer: 1/20

Check yourself

1. In the box, draw a 10 by 10 grid. Shade 40 squares.

Answer: A grid with 40 of 100 squares shaded.

2. Write the shaded part as a percent, a fraction over 100, and a fraction in simplest form.

Answer: 40%, 40/100, 2/5. Partly right: two of the three correct.

Catch-up lesson. This is the Wednesday, October 28 lesson.

Reading. Wednesday, October 28, 2026. **Answer key. Not for the student.**

Reading: The Miraculous Pitcher, part 1

Goal: Read part 1 of The Miraculous Pitcher. Practice making predictions.

Name _____ Date _____

Your turn

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

1. Philemon and Baucis are poor, but they say they will share their bread with strangers. Predict how they will treat the two travelers.

Circle one.

A. They will share their supper with them.
B. They will set their dogs on them.
C. They will ask them for money.
D. They will hide inside the cottage.

Answer: They will share their supper with them.
Making a prediction from a clue. Clue: "let us be ready to give half to any poor, homeless stranger."

2. The story says the valley where the village stands was once the bottom of a lake. The elder stranger says it would be better if the lake covered the village again. Predict what may happen to the village. Write one sentence.

Answer: The village may be flooded and turn back into a lake.
Making a prediction from two clues. Partly right: "Something bad will happen to the village" with no mention of the lake.

3. The young traveler's staff has wings and carved snakes, and it hops up against the wall by itself. What clue does this give about the two travelers?

Circle one.

A. They have magic powers.
B. They are lost children.
C. They are robbers.
D. They live in the village.

Answer: They have magic powers.
Using a clue to predict. Other clues: his feet seem to rise from the ground, and thunder rolls when the elder stranger frowns.

4. Baucis has only a little bread, some cheese, some honey, some grapes, and a pitcher with not much milk. Quicksilver says he has never been hungrier. Predict what will happen at supper. Write one sentence.

Answer: Something magic will happen so there is enough food.
Making a prediction from a clue. Clue: the elder stranger says a hearty welcome "works miracles with the fare." Partly right: "They will run out of food." That fits some clues, so ask her to look for the word miracles.

5. Philemon and Baucis are kind to strangers. The villagers throw stones at strangers. Predict who will be rewarded by the end of the story.

Circle one.

A. Philemon and Baucis
B. The villagers
C. The village dogs
D. No one at all

Answer: Philemon and Baucis
Predicting from a pattern of kind and unkind actions. Clue: the old couple welcome the strangers and the village chases them with dogs and stones.

Check yourself

1. Make one prediction about how The Miraculous Pitcher will end. Write one clue from part 1 that supports it. You will check it when you read The Miraculous Pitcher, part 2.

Answer: Answers vary. The clue must come from part 1, such as the old lake, the stern stranger, or the magic staff. Partly right: a prediction with no clue. Predicting See answer.

Stand-in: old wording. New wording for this lesson is not written yet.

Grammar. Monday, November 30, 2026. **Answer key. Not for the student.**

Subject and verb

Goal: Make subject and verb agree when the subject is not next to the verb.
Name _____ Date _____

Your turn

1. What is a subject?
Circle one.

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

Answer: Who or what the sentence is about

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

Answer: box

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

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

Answer: Box is one thing. Of pencils is only a phrase.

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

Answer: The pack of cards is on the table.

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

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

Answer: Number

Check yourself

1. Write three original sentences with a phrase between subject and verb. Label S and V in each.
2. Teach the interrupting phrase in one sentence, using the box of pencils.

Stand-in: old wording. New wording for this lesson is not written yet.

Spelling. Monday, November 30, 2026. **Answer key. Not for the student.**

Week list

Goal: Learn these five words: similar, different, analogy, category, contrast.
Name _____ Date _____

Your turn

1. Write similar from memory.

Answer: similar

2. Write analogy from memory.

Answer: analogy

3. Covered writing means...
Circle one.

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

Answer: Write with the list hidden

4. How many letters are in similar?

Answer: 7

5. How many letters are in different?

Answer: 9

☑ Check yourself

1. Say each in syllables, then write looking, then covered: similar, different, analogy, category, contrast.
2. One original sentence each, about today, using similar, different, analogy, category, and contrast.

Catch-up lesson. This is the Wednesday, October 28 lesson.

Citizenship. Wednesday, October 28, 2026. **Answer key. Not for the student.**

Who is a representative?

Goal: I can tell what a representative is and who a representative works for.

Name _____ Date _____

Try one together

Who does a Texas state representative speak for?

Hint: A representative is chosen by the voters of one area.

Answer: _____

Answer: the people of their district

Your turn

Stuck? Look at the Example box.

1. What is a representative?

Answer: A person chosen to speak and act for a group

2. A class picks one student to speak for it at a student council meeting. What is that student?
Circle one.

A. A representative of the class
B. The teacher
C. A district
D. An election

Answer: A representative of the class

3. Who does a Texas state representative speak for?

Answer: The people of one district
Also accept: the voters of a district. Checks: who a representative works for. Partly right: the state of Texas, with no mention of a district.

4. What is a district?
Circle one.

A. An area whose people choose one representative
B. A meeting of the legislature
C. A law about voting
D. A kind of election

Answer: An area whose people choose one representative

5. A representative must work for...
Circle one.

A. The people of the group that chose them
B. Only themselves
C. Whoever talks the loudest
D. Only the governor

Answer: The people of the group that chose them

☑ Check yourself

1. Write the name of a group you belong to.

Answer: Any group: a family, a team, a class, a club.

2. Write what a representative of that group would do.

Answer: Speak or act for the group. Sample: speak for the team at a meeting. Partly right: names a leader but not what they do for the group.

Catch-up lesson. This is the Wednesday, October 28 lesson.

Science. Wednesday, October 28, 2026. **Answer key. Not for the student.**

Variation

Goal: I can find a difference among living things of the same kind and tell if it could help.

Name _____ Date _____

Try one together

Two beetles of the same kind live on brown tree bark. One is brown. One is bright green.

Hint: Which beetle is harder for a bird to see?

Difference: _____

Which one could it help? _____

Answer: color

Answer: the brown beetle, because birds see it less easily on brown bark

✎ Your turn

Stuck? Look at the Example box.

1. A difference among living things of the same kind is called...
Circle one.

A. Variation
B. Population
C. Producer
D. Tissue

Answer: Variation

2. A feature of a living thing, such as size, color, or shape, is a...
Circle one.

A. Trait
B. Population
C. Organ
D. Cell

Answer: Trait

3. Two oak leaves are different lengths. This is...
Circle one.

A. Variation
B. Two different kinds of tree

Answer: Variation

4. Two rabbits live in a cold field. One has thicker fur. Could the thick fur help it?
Circle one.

A. Yes, it keeps the rabbit warm
B. No, fur does not matter

Answer: Yes, it keeps the rabbit warm

5. Two moths of the same kind rest on a white wall. One moth is white. One moth is dark. Which one is harder for a bird to see?

Answer: The white moth

Hands-on activity

Variation pair with a ruler

Goal: Show one difference among living things of the same kind, and say whether it could help or hurt.
Ties to: Science
Time: 20 minutes
Key words
population: many living things of the same kind
variation: living things of the same kind are not all the same. One leaf can be longer than another leaf on the same kind of plant.
From home: 2 leaves from the same kind of plant (fallen leaves, or ask a grownup before you pick), a ruler, pencil and paper
Steps
1. Find two leaves from the same kind of plant.
2. Lay them side by side. Look for one difference you can see.
3. Measure each leaf. Write both lengths in centimeters.
4. Draw both leaves in a box. Mark the difference with an arrow.
5. Write variation next to the arrow.
6. Write one sentence: This difference could help or hurt because ___. The lesson example: a taller plant may get more light.
7. Wash your hands when you finish.

Show at the end: A drawing box with two leaves, one marked difference, two measurements, and one help or hurt sentence.

Check yourself

1. Find two living things of the same kind. Draw them in the box.

Answer: Two of the same kind. If you find only one, write not seen for the second.

2. Write one difference you see and whether it could help or hurt.

Answer: One difference you can see, plus help or hurt with a reason. Partly right: a difference with no help or hurt.

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

Compare fractions

Goal: I can tell which fraction is larger and give a reason.
Name _____ Date _____

Your turn

1. Which is larger, 3/8 or 5/8?
Circle one.

A. 5/8
B. 3/8
C. They are the same

Answer: 5/8

2. Which is larger, 2/5 or 2/7?
Circle one.

A. 2/5
B. 2/7
C. They are the same

Answer: 2/5

3. Is 3/8 more or less than 1/2?
Circle one.

A. Less
B. More
C. Equal

Answer: Less

4. 2/5 and 2/7 have the same top number. Why is 2/5 larger?

Answer: Fifths are bigger pieces than sevenths, and you have 2 of each
Checks: reasoning about the size of pieces. Partly right: says 5 is less than 7, with no word about pieces.

5. Which is larger, 4/6 or 1/2?
Circle one.

A. 4/6
B. 1/2
C. They are the same

Answer: 4/6

Check yourself

1. Compare 3/8 and 5/8. Write which is larger and why.

Answer: 5/8. Same size pieces, and 5 is more than 3.

2. Compare 2/5 to 1/2. Write which is larger and why.

Answer: 1/2 is larger. Half of 5 fifths is 2 and a half fifths, and 2 fifths is less than that. Partly right: right answer, no reason.

Reading. Tuesday, December 1, 2026. **Answer key. Not for the student.**

Two witnesses, one tea party

Goal: I can compare what two characters say about the same moment and use their words as evidence.
Name _____ Date _____

Your turn

1. When the March Hare and the Hatter see Alice coming, what do they cry out?

Answer: 'No room! No room!'
Checks: finding what one side says. Partly right: no room, with the words not copied.

2. What does Alice say back?

Answer: 'There's plenty of room!'

3. Copy the narrator's words that show who is right about the room.

Answer: The table was a large one, but the three were all crowded together at one corner of it
Checks: using the narrator to check two witnesses. Partly right: Alice is right, with no words copied.

4. The March Hare says Alice was not civil to sit down without being invited. What reason does Alice give?
Circle one.

A. She did not know it was their table, and it is laid for many more than three.
B. She was tired from walking.
C. The Hatter invited her.
D. She wanted to hear a riddle.

Answer: She did not know it was their table, and it is laid for many more than three.

5. Copy the words that show the Hatter does not know the answer to his own riddle.

Answer: 'I haven't the slightest idea,' said the Hatter

☑ Check yourself

1. Pick one thing at the tea party that two characters see in different ways. Write what each one says. Copy one line for each.

Answer: Sample: The room at the table. The March Hare and the Hatter say 'No room! No room!' Alice says 'There's plenty of room!' Partly right: both sides named, with no copied lines.

Stand-in: old wording. New wording for this lesson is not written yet.

Grammar. Tuesday, December 1, 2026. **Answer key. Not for the student.**

Subject and object pronouns

Goal: Choose the pronoun that matches the noun in number and in job: subject or object.
Name _____ Date _____

✎ Your turn

1. Repair: me and her seen it.

Answer: She and I saw it.

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

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

Answer: When it is the subject

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

Answer: The gift is for him and me.

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

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

Answer: He and I went to the river

5. Repair: them students is ready.

Answer: Those students are ready.

☑ Check yourself

1. Rewrite this sentence: me and her seen it. Then write two more correct sentences: She and I saw the river. The gift is for him and me.
2. Write the saw and seen rule with both examples: I saw the river. I have seen the river.

Stand-in: old wording. New wording for this lesson is not written yet.

Spelling. Tuesday, December 1, 2026. **Answer key. Not for the student.**

Week list, day two

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

Your turn

1. Write analogy from memory.

Answer: analogy

2. Write contrast from memory.

Answer: contrast

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

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

Answer: It shows a part of the word's meaning

4. What is the first letter of similar?

Answer: s

5. What is the first letter of different?

Answer: d

Check yourself

1. Mark syllables on each word: similar, different, analogy, category, contrast. Name one root or prefix you can guess.
2. Covered write all five.
3. One miss becomes a drawing of the meaning. Describe the drawing if you cannot paste it.

Citizenship. Tuesday, December 1, 2026. **Answer key. Not for the student.**

What courts are for

Goal: I can tell what Texas courts do, and I can use the words evidence, judge, jury, and municipal court.
Name _____ Date _____

Your turn

1. What is the main job of a court?
Circle one.

A. Decide disagreements using the law
B. Make every Texas law
C. Carry out every Texas law
D. Lead the state

Answer: Decide disagreements using the law
Checks: the main job of a court. Partly right: says only that courts punish people.

2. A driver gets a ticket for speeding on a city street in Texas. Which court most likely hears the case?
Circle one.

A. A municipal court
B. The Texas Legislature
C. The governor's office
D. A court that only hears disagreements about land

Answer: A municipal court
Checks: matching a city traffic case to a municipal court. Partly right: names a court but not a municipal court.

3. Evidence in a court is...
Circle one.

A. A fact that can be shown
B. The loudest claim
C. What most people think
D. A guess

Answer: A fact that can be shown
Checks: the meaning of evidence.

4. In Article 1, Section 15, what does inviolate mean?

Answer: Not to be broken
Checks: the meaning of inviolate in Article 1, Section 15. Partly right: says the jury right is important but does not give the meaning.

5. Two neighbors disagree about a fence line. No one is charged with a crime. Is this a criminal case or a civil case?

Answer: A civil case
Checks: telling a civil case from a criminal case. Partly right: says it is a disagreement but does not name civil.

☑ Check yourself

1. In a box, write one criminal case in your own words and one civil case in your own words.

Answer: The criminal case has the government saying a person broke a law. The civil case is a disagreement between people or groups, with no crime charged. Partly right: only one of the two is clear.

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

Why a pupa

Goal: I can test the idea that a pupa is resting and use the reading as evidence.
Name _____ Date _____

Your turn

1. A pupa looks still. Is it idle?
Circle one.

A. No
B. Yes

Answer: No

2. What does the reading say happens inside a pupa?

Answer: The body is being rebuilt
Checks: using the reading as evidence. Partly right: it changes, with no detail.

3. Write the order of complete metamorphosis.

Answer: Egg, larva, pupa, adult

4. Does incomplete metamorphosis use a pupa?
Circle one.

A. No
B. Yes

Answer: No

5. A hypothesis is a guess you can test. Sam's hypothesis is: A pupa is resting. Should Sam keep or change it?
Circle one.

A. Change it. The body is being rebuilt, so it is not resting.
B. Keep it. A pupa does not move.

Answer: Change it. The body is being rebuilt, so it is not resting.

Hands-on activity

Wrapped pupa model
Goal: Test the guess that a pupa is resting. A pupa looks still, but it is not idle. The body is being rebuilt.
Ties to: Science
Time: 15 minutes

Key words
hypothesis: a guess you can test
pupa: the stage in complete metamorphosis that looks still but is not idle
model: a thing you make to show an idea. A model cannot show everything.
From home: 2 small pieces of paper, a paper towel or tissue, pencil, tape
Steps
1. Draw a caterpillar (larva) on one paper. Draw a butterfly (adult) on the other.
2. Fold the butterfly paper small. Wrap it inside the paper towel. Tape it shut. This is the pupa case.
3. Lay the caterpillar paper next to the case. Write your guess: The pupa is resting.
4. Read the lesson line again: the body is being rebuilt.
5. Open the case. A different body comes out.
6. Write the fate of your guess: keep, change, or split (looks still, is not idle). Write one thing the model cannot show.
Show at the end: A wrapped and opened model and two lines: the fate of the guess and what the model cannot show.

☑ Check yourself

1. Write the resting guess in one line.

Answer: A pupa is resting.

2. Write what the reading says happens inside, and keep or change the guess.

Answer: The body is being rebuilt. Change. Partly right: one of the two.

Wednesday, December 2. Catch-up, in place of October 29

Catch-up lesson. This is the Thursday, October 29 lesson.

Mathematics. Thursday, October 29, 2026. **Answer key. Not for the student.**

Percent of a new number

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

Name _____ Date _____

Try one together

Find 10% and 20% of 110.

Hint: Start with 10%.

10% of 110: _____

20% of 110: _____

Answer: 11

Answer: 22

Your turn

Stuck? Look at the Example box.

1. What is 10% of 70?

Answer: 7

2. What is 20% of 70?

Answer: 14

3. What is 5% of 40?

Answer: 2

4. 20% is the same as...

Circle one.

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

Answer: 2 tenths

5. A coat costs 120 dollars. It is 20% off. How many dollars do you save?

Answer: 24 dollars

Check yourself

1. Find 5% of 80. Show the 10% step first.

Answer: 10% of 80 is 8. Half of 8 is 4. 5% of 80 is 4. Partly right: 4 with no 10% step.

Catch-up lesson. This is the Thursday, October 29 lesson.

Reading. Thursday, October 29, 2026. **Answer key. Not for the student.**

Reading: The Miraculous Pitcher, part 2

Goal: Read part 2 of The Miraculous Pitcher. Practice writing a summary.

Name _____ Date _____

Your turn

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

1. Which event happens first in The Miraculous Pitcher, part 2?

Circle one.

A. The milk pitcher fills itself again and again.
B. The village turns into a lake.
C. The cottage becomes a marble palace.
D. Philemon and Baucis become two trees.

Answer: The milk pitcher fills itself again and again.
Putting events in sequence. None.

2. Put these events from The Miraculous Pitcher, part 2 in order. Write 1, 2, 3, and 4 on the lines. ___ The old couple walk the strangers to the road. ___ Quicksilver asks for more milk. ___ The cottage turns into a palace. ___ The old couple see a lake where the village was.

Answer: 2, 1, 4, 3
Putting events in sequence. Partly right: two or three in the right place.

3. What happens to the cruel villagers?
Circle one.

A. They are turned into fish in the lake.
B. They move to a new town.
C. They say sorry to the strangers.
D. They become an oak and a linden tree.

Answer: They are turned into fish in the lake.
Picking out an important event. Text: "they are all transformed to fishes."

4. What wish do Philemon and Baucis ask for? Write one sentence.

Answer: They wish to live together and to die at the same moment.
Picking out an important event. Partly right: "to stay together" without the part about dying at the same time.

5. Which sentence is the best summary of The Miraculous Pitcher, part 2?
Circle one.

A. The old couple share their small supper, the food never runs out, the cruel village becomes a lake, and the couple are rewarded.
B. Quicksilver plays tricks on the old couple, so they send him away and keep his magic staff and pitcher.
C. The villagers are kind to the strangers, so the gods reward the whole valley with a lake and a palace.
D. Baucis and Philemon argue about the milk, and the strangers leave the cottage without any supper.

Answer: The old couple share their small supper, the food never runs out, the cruel village becomes a lake, and the couple are rewarded.
Choosing the best summary. B, C, and D each get a main event wrong.

☑ Check yourself

1. Write a three sentence summary of The Miraculous Pitcher, part 2. Write one sentence for the beginning, one for the middle, and one for the end.

Answer: Beginning: at supper the milk pitcher keeps filling up and the food tastes wonderful. Middle: in the morning the village is gone, a lake is there, and the villagers are fish. End: the cottage becomes a palace, the couple get their wish, and they become an oak and a linden tree. Partly right: three true sentences that skip the lake or the ending. Summary See answer.

Stand-in: old wording. New wording for this lesson is not written yet.

Grammar. Wednesday, December 2, 2026. **Answer key. Not for the student.**

Comma splices

Goal: Combine two short sentences without a comma splice.
Name _____ Date _____

Your turn

1. What is a comma splice?
Circle one.

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

Answer: Two complete sentences with only a comma between them

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

Answer: The river rose. We stayed on the bank.

3. Which sentence is correct?
Circle one.

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

Answer: We watched. The ant carried a seed.

4. Which sentence uses because correctly?
Circle one.

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

Answer: We stayed on the bank because the river rose.

5. A comma splice is…
Circle one.

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

Answer: Two sentences joined by only a comma

☑ Check yourself

1. Write two complete sentences about today. Then write one correct sentence that uses because, although, or when. Example of the form: We stayed on the bank because the river rose.
2. Write the comma-splice error for those same two sentences, and label it an error. Example of the error: The river rose, we stayed on the bank.

Stand-in: old wording. New wording for this lesson is not written yet.

Spelling. Wednesday, December 2, 2026. **Answer key. Not for the student.**

Dictation

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

✎ Your turn

1. Write contrast from memory now.

Answer: contrast

2. Write similar from memory.

Answer: similar

3. Write different from memory.

Answer: different

4. What is the last letter of similar?

Answer: r

5. What is the last letter of different?

Answer: t

☑ Check yourself

1. Grownup or audio: hear each word once (similar, different, analogy, category, contrast), write. Score out of five.
2. Misses: write three times each, then one new sentence per miss.

Catch-up lesson. This is the Thursday, October 29 lesson.

Citizenship. Wednesday, December 2, 2026. **Answer key. Not for the student.**

Who does this job?

Goal: I can sort a government job into United States, Texas, or local government.

Name _____ Date _____

Use this on the questions

Key for step 1: United States: running the mail, giving passports. Texas: giving driver licenses, running state parks. Local: fixing city streets, keeping county records.

Example

Sort giving passports and giving driver licenses.

The United States government gives passports.

The Texas state government gives driver licenses.

Try one together

Sort running the mail.

Answer: United States

Your turn

1. Which level of government gives passports?

Circle one.

A. The United States government
B. The Texas state government
C. A city
D. A school district

Answer: The United States government

2. Who makes Texas laws?

Circle one.

A. The Texas Legislature
B. Congress
C. The county sheriff
D. The school board

Answer: The Texas Legislature

3. A city street has a big hole in it. Which government most likely fixes it?

Circle one.

A. The city
B. The United States government
C. The Texas Legislature
D. The school board

Answer: The city
Checks: matching a local job to local government. Partly right: the Texas government, because the street is in Texas.

4. Who leads a school district?

Circle one.

A. A school board that voters elect
B. The governor
C. Congress
D. The county sheriff

Answer: A school board that voters elect

5. Write the level of government for each job: giving driver licenses, keeping county records, printing money.

Answer: Texas, local, United States
Checks: sorting jobs into the three levels. Partly right: two of the three right.

☑ Check yourself

1. Make a chart with three columns: United States, Texas, and local. Write two jobs from the reading in each column.

Answer: Sample. United States: passports, the mail. Texas: driver licenses, state parks. Local: city parks, the county sheriff. Partly right: four or five jobs in the right columns.

Catch-up lesson. This is the Thursday, October 29 lesson.

Science. Thursday, October 29, 2026. **Answer key. Not for the student.**

One cell question

Goal: I can write a science question about cells and name evidence for it.

Name _____ Date _____

Try one together

Word: cell wall.

Hint: Look at your cell drawing, or at the plant cell picture.

Question: _____

Evidence: _____

Where next: _____

Answer: Sample: Do cheek cells have a cell wall?

Answer: Sample: My drawing shows only a thin cell membrane.

Answer: Sample: Compare it with my onion cell drawing.

Your turn

Stuck? Look at the Example box.

1. What is evidence?

Circle one.

A. Something you can see or measure that helps answer a question
B. A guess you make before you look
C. A question you cannot answer
D. The name of a cell part

Answer: Something you can see or measure that helps answer a question

2. Which part of a cell holds the cell's instructions?

Answer: The nucleus

3. Which one is a question?

Circle one.

A. Does an onion skin cell have a nucleus?
B. My drawing shows a dark dot in each cell.
C. Look at a stained onion slide under a microscope.

Answer: Does an onion skin cell have a nucleus?
A. Does an onion skin cell have a nucleus?

4. Write one question about a nucleus, a chloroplast, or a producer.

Answer: Any real question that uses one of those words. Sample: Does an onion cell have a nucleus? Checks: writing a testable science question. Partly right: a sentence that uses the word but is not a question.

5. Your question is: Does a leaf cell have chloroplasts? Write one thing you could observe to help answer it.

Answer: Something you can see that fits the question. Sample: small parts inside a leaf cell seen under a microscope. Checks: naming evidence for a question. Partly right: a thing to look at with no link to chloroplasts.

Hands-on activity

Close look and one cell question

Goal: Write one question that uses a cell word, the evidence you would need, and where you will look next.

Ties to: Science

Time: 20 minutes

Key words

cell words: cell, nucleus, chloroplast, producer, or variation

chloroplast: the part of a plant cell that helps the plant make food

evidence: something you can see or measure that helps answer a question

From home: one leaf or a houseplant, a magnifying glass, or a phone camera zoomed in, a timer, paper with a drawing box, pencil

Steps

1. Set the timer for 10 minutes. Look closely at the leaf.
2. Draw what you see in the box. Add lines, spots, or edges you notice.
3. Write one question you cannot answer yet. Use one cell word. Example: Where are the chloroplasts in this leaf?
4. Write the evidence you would need to answer it.
5. Write where you will look next: a book, a grownup, or a closer tool.
6. Wash your hands when you finish.

Show at the end: A drawing box, one question with a cell word, the evidence you would need, and where you will look next.
Note for the grownup: This replaces the printed page items #9 and #10 (h9, h10) that asked about the page itself.

☑ Check yourself

1. Look closely at a leaf, a plant, or your cell drawing. Draw what you see in the box.

Answer: A drawing of something real, in the box.

2. Write one question about what you drew. Use a cell word.

Answer: A real question with nucleus, cell wall, chloroplast, or producer.

3. Write your evidence and where you could look next.

Answer: Evidence you can see, plus a place or tool such as a microscope slide or a book. Partly right: evidence with no place to look next.

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

Decimals on a line

Goal: I can place tenths and hundredths on a number line.
Name _____ Date _____

Your turn

1. Which is larger, 0.35 or 0.5?
Circle one.

A. 0.5
B. 0.35

Answer: 0.5
Checks: comparing decimals. Partly right: 0.35, because 35 is more than 5.

2. Write 0.3 as a fraction.

Answer: 3/10

3. Write 0.05 as a fraction.

Answer: 5/100
Also accept: 1/20.

4. 0.8 is...
Circle one.

A. Eight tenths
B. Eight hundredths
C. Eight wholes

Answer: Eight tenths

5. On a number line from 0 to 1, is 0.35 closer to 0.3 or to 0.4?
Circle one.

A. Halfway between them
B. Closer to 0.3
C. Closer to 0.4

Answer: Halfway between them
Also accept: the same distance from both.

Hands-on activity

Floor number line from 0 to 1
Goal: Place tenths and hundredths in the correct spot on a number line.
Ties to: Math
Time: 15 minutes
Key words
tenth: one of 10 equal parts. 0.3 is three tenths.
hundredth: one of 100 equal parts. 0.03 is three hundredths.
From home: masking tape or a long string, a measuring tape or meter stick, 4 small paper cards, pencil
Steps
1. Lay tape on the floor 1 meter long. Write 0 at one end and 1 at the other.
2. Mark every 10 centimeters. Label 0.1, 0.2, and on to 0.9.
3. Write 0.3, 0.35, 0.05, and 0.8 on cards.
4. Place each card on the line. 0.35 goes between 0.3 and 0.4.
5. Stand on each card. Say the number and a fraction for it, like 0.3 is 3/10.
6. Peel the tape up when you finish.

Show at the end: A floor line with four cards placed, and one fraction said for each.

Check yourself

1. In the box, draw a number line from 0 to 1 with tenths. Mark 0.3, 0.35, 0.05, and 0.8.

Answer: All four in the right places.

2. Write each one as a fraction.

Answer: 3/10, 35/100, 5/100, 8/10. Partly right: three of four.

Reading. Thursday, December 3, 2026. **Answer key. Not for the student.**

Words that changed meaning: The Lady, or the Tiger?

Goal: I can find a word in an old story that means something different now.
Name _____ Date _____

Your turn

1. Read: When a subject was accused of a crime. What does subject mean here?
Circle one.

A. A person ruled by the king
B. A class at school
C. Who or what a sentence is about

Answer: A person ruled by the king
Checks: using the story to find an old meaning. Partly right: a class at school.

2. Copy the sentence from the passage that uses the word subject.

Answer: When a subject was accused of a crime of sufficient importance to interest the king, public notice was given that on an appointed day the fate of the accused person would be decided in the king's arena

3. Read: there came forth from it a lady. Which word means out?
Circle one.

A. forth
B. came
C. lady

Answer: forth

4. What does subject usually mean in school today?
Circle one.

A. A class, such as math or science
B. A person ruled by a king

Answer: A class, such as math or science

5. What does fate mean in the fate of the accused person?
Circle one.

A. What will happen to the person
B. The person's name
C. The person's crime

Answer: What will happen to the person

Check yourself

1. Pick one word from the passage that might mean something different now. Write the old meaning and the new meaning.

Answer: Sample: subject. Then: a person ruled by a king. Now: a class at school. Partly right: one meaning only.

2. Write one sentence that uses subject the old way.

Answer: Sample: The king's subjects lived in the city.

Stand-in: old wording. New wording for this lesson is not written yet.

Grammar. Thursday, December 3, 2026. **Answer key. Not for the student.**

Punctuation that changes meaning

Goal: Test how a comma or a period changes who does what.
Name _____ Date _____

Your turn

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

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

Answer: It changes who is eaten and who is spoken to

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

Answer: Let's eat, Grandma.

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

Circle one.

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

Answer: Splits two full sentences so each can stand

4. Which sentence talks to Mom?

Circle one.

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

Answer: Call me, Mom.

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

Circle one.

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

Answer: Grandma is the food

☑ Check yourself

1. Write Let's eat Grandma. vs Let's eat, Grandma. One sentence on what the comma changes.
2. Make two more original pairs where a comma or a period changes who does what. Explain each shift in one line.

Stand-in: old wording. New wording for this lesson is not written yet.

Spelling. Thursday, December 3, 2026. **Answer key. Not for the student.**

Use them in real sentences

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

✎ Your turn

1. Which sentence uses analogy to show its meaning?

Circle one.

A. I learned the word analogy.
B. Her analogy said a heart is like a pump because both push liquid.
C. analogy is my spelling word.

Answer: Her analogy said a heart is like a pump because both push liquid.

2. Write category from memory.

Answer: category

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

Answer: similar

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

Answer: different

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

Answer: analogy

☑ Check yourself

1. One sentence with similar and analogy together.
2. One sentence with category and contrast together.
3. One sentence with different. Use it in a civics or science sentence.

Evidence in civic life

Goal: I can name evidence that would show why a rule exists.
Name _____ Date _____

Your turn

1. What counts as evidence about a rule?
Circle one.

A. A fact you can check, such as who made the rule, where it is written, or what happens if it is broken
B. Saying the rule louder
C. A guess you never check
D. What most of your friends think

Answer: A fact you can check, such as who made the rule, where it is written, or what happens if it is broken

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

A. A duty
B. A right

Answer: A duty
Checks: telling a right from a duty.

3. You check the evidence for a rule. What do you decide next?
Circle one.

A. Keep or change your claim
B. Talk louder
C. Skip the claim
D. Pick a new rule

Answer: Keep or change your claim

4. A sign in a city park says: Dogs must be on a leash. City Ordinance 12. What does the sign show about who made the rule?
Circle one.

A. The city made it. The sign names a city ordinance.
B. Congress made it.
C. The Texas Legislature made it.
D. You cannot tell who made it.

Answer: The city made it. The sign names a city ordinance.
Checks: using a written rule as evidence of who made it.

5. Claim: My town makes dogs stay on a leash because loose dogs can bite. Name one piece of evidence that could show this reason is true.

Answer: Sample: the written town rule says why, a report of dog bites in the town, or what a city worker tells you. Any fact you can check. Checks: naming checkable evidence for a claim. Partly right: an opinion, such as I think dogs are scary.

Check yourself

1. Write a claim about a house or town rule. Start with: This rule exists because...

Answer: A rule and a reason.

2. Write one piece of evidence that would show your reason is true.

Answer: Who made it, where it is written, or what happens if it is broken.

3. Ask a grownup or look at the written rule. Write keep or change, and what you found.

Answer: Keep or change plus one fact. Partly right: keep or change with nothing found.

Same animal, different job

Goal: I can tell what the larva does and what the adult does in one insect's life.

Name _____ Date _____

Your turn

1. In complete metamorphosis, the young stage is called a...

Circle one.

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

Answer: Larva

2. A grasshopper's young stage is called a...

Circle one.

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

Answer: Nymph

3. What is the pupa's job?

Circle one.

A. Rebuilding the body
B. Eating leaves all day
C. Laying eggs
D. Flying to find food

Answer: Rebuilding the body

4. Do all adult insects eat?

Circle one.

A. No, not always
B. Yes, always

Answer: No, not always

5. A caterpillar eats leaves all day. A butterfly lays eggs. Which stage eats the most?

Answer: The larva
Also accept: the caterpillar. Checks: larva job and adult job. Partly right: the butterfly.

Check yourself

1. For one insect with complete metamorphosis, make a T-chart in the box: larva job and adult job.

Answer: Sample: butterfly. Larva: eats and grows. Adult: finds a mate and lays eggs.

2. Write one fact about whether the adult eats. Write where you found it.

Answer: A true fact and a real source. Partly right: a fact with no source.