Week of November 30

Name _____

☑ Checklist

Check the box when you finish each lesson.

Done	#	Date	Subject	Lesson	Page
☐	1	Nov 30	Mathematics	Percent means per hundred (catch-up from Oct 28)	3
☐	2	Nov 30	Reading	Reading: The Miraculous Pitcher, part 1 (catch-up from Oct 28)	5
☐	3	Nov 30	Grammar	Subject and verb	9
☐	4	Nov 30	Spelling	Week list	10
☐	5	Nov 30	Citizenship	Who is a representative? (catch-up from Oct 28)	11
☐	6	Nov 30	Science	Variation (catch-up from Oct 28)	12
☐	7	Dec 1	Mathematics	Compare fractions	17
☐	8	Dec 1	Reading	Two witnesses, one tea party	18
☐	9	Dec 1	Grammar	Subject and object pronouns	20
☐	10	Dec 1	Spelling	Week list, day two	21
☐	11	Dec 1	Citizenship	What courts are for	22
☐	12	Dec 1	Science	Why a pupa	24
☐	13	Dec 2	Mathematics	Percent of a new number (catch-up from Oct 29)	27
☐	14	Dec 2	Reading	Reading: The Miraculous Pitcher, part 2 (catch-up from Oct 29)	28
☐	15	Dec 2	Grammar	Comma splices	32
☐	16	Dec 2	Spelling	Dictation	34
☐	17	Dec 2	Citizenship	Who does this job? (catch-up from Oct 29)	35
☐	18	Dec 2	Science	One cell question (catch-up from Oct 29)	37
☐	19	Dec 3	Mathematics	Decimals on a line	41
☐	20	Dec 3	Reading	Words that changed meaning: The Lady, or the Tiger?	43
☐	21	Dec 3	Grammar	Punctuation that changes meaning	44
☐	22	Dec 3	Spelling	Use them in real sentences	45
☐	23	Dec 3	Citizenship	Evidence in civic life	46
☐	24	Dec 3	Science	Same animal, different job	48

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

Percent means per hundred

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

Name _____ Date _____

Start here

A test has 100 points. You get 35 of them.
That is 35%.
Today you write percents three ways.

Read this

Percent means per hundred

The word percent comes from two old Latin words that mean "by the hundred." So percent means per hundred, or out of 100. The sign for percent is %.

Picture a grid of 100 small squares. If 35 squares are shaded, then 35 out of 100 are shaded. That is 35%.

Because a percent is out of 100, you can write it three ways.

As a fraction: put the percent over 100. 35% is 35/100.

As a ratio: write the percent, a colon, and 100. 35% is 35:100.

In simplest form: divide the top and the bottom of the fraction by the same number until you cannot divide any more.

Worked example: write 35% in simplest form.

Step 1. Write it over 100: 35/100.

Step 2. Find a number that divides both 35 and 100. Try 5. 35 ÷ 5 = 7, and 100 ÷ 5 = 20.

Step 3. Write the new fraction: 7/20.

Step 4. Check: can 7 and 20 both be divided by the same number again, other than 1? No. So 7/20 is in simplest form.

Good numbers to try first are 5, 10, and 20, because they all divide 100. For 40%, try 20. 40/100 becomes 2/5.

A percent, a fraction over 100, and a ratio to 100 all name the same amount. They are three ways to write one idea.

Key words

percent: per hundred. The sign is %. Example: "35% means 35 out of 100."
ratio: a comparison of two numbers, written with a colon. Example: "35:100 is a ratio."
fraction: a number with a top and a bottom. Example: "35/100 is a fraction."
simplest form: a fraction you cannot divide any more. Example: "7/20 is in simplest form."

Learn this

Percent means per hundred.
Write the percent over 100 to make a fraction.
Write the percent, a colon, and 100 to make a ratio.
To simplify, divide the top and the bottom by the same number. Try 5, 10, or 20.

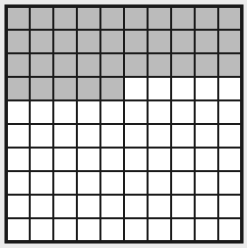
Example

Write 35% as a fraction, a ratio, and in simplest form.

Fraction: 35/100.

Ratio: 35:100.

Divide the top and the bottom by 5: 7/20.

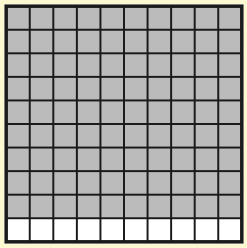


35 of 100 squares is 35%.

Try one together

Write 90% in simplest form.

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



Fraction with 100: _____

Simplest form: _____

Your turn

Stuck? Look at the Example box.

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

2. Write 15% as a ratio.

3. Write 15/100 in simplest form.

4. Which fraction is the same as 80%?

Circle one.

A. 4/5

B. 8/100

C. 1/80

D. 80/10

5. Write 5/100 in simplest form.

☑ Check yourself

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

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

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

---

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

Reading. Wednesday, October 28, 2026

Reading: The Miraculous Pitcher, part 1

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

Name _____ Date _____

🔑 Key words

predict: to make a smart guess about what will happen next, using clues from the story.
clue: words in the story that help you figure something out.

Word box

frugal: small and simple, not costing much.
hospitality: being kind and welcoming to guests.
Providence: God, or a power that takes care of people.
distaff: a stick used to spin wool into thread.
inhabitants: the people who live in a place.
curs: mean dogs.
disdaining: acting as if something is not worth noticing.
amends: making up for something bad.
staff: a long walking stick.
nectar and ambrosia: the drink and food of the gods in Greek myths.

🏳 Read this

Read The Miraculous Pitcher, part 1, printed below. Stop at each Stop and predict box and answer the questions it names.

The Miraculous Pitcher, part 1

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

One evening, in times long ago, old Philemon and his old wife Baucis sat at their cottage-door, enjoying the calm and beautiful sunset. They had already eaten their frugal supper, and intended now to spend a quiet hour or two before bedtime. So they talked together about their garden, and their cow, and their bees, and their grapevine, which clambered over the cottage-wall, and on which the grapes were beginning to turn purple. But the rude shouts of children and the fierce barking of dogs, in the village near at hand, grew louder and louder, until, at last, it was hardly possible for Baucis and Philemon to hear each other speak.

"Ah, wife," cried Philemon, "I fear some poor traveler is seeking hospitality among our neighbors yonder, and, instead of giving him food and lodging, they have set their dogs at him, as their custom is!"

"Well-a-day!" answered old Baucis, "I do wish our neighbors felt a little more kindness for their fellow-creatures. And only think of bringing up their children in this naughty way, and patting them on the head when they fling stones at strangers!"

"Those children will never come to any good," said Philemon, shaking his white head. "To tell you the truth, wife, I should not wonder if some terrible thing were to happen to all the people in the village unless they mend their manners. But, as for you and me, so long as Providence affords us a crust of bread, let us be ready to give half to any poor, homeless stranger that may come along and need it."

"That's right, husband!" said Baucis. "So we will!"

These old folks, you must know, were quite poor, and had to work pretty hard for a living. Old Philemon toiled diligently in his garden, while Baucis was always busy with her distaff, or making a little butter and cheese with their cow's milk, or doing one thing and another about the cottage. Their food was seldom anything but bread, milk, and vegetables, with sometimes a portion of honey from their beehive, and now and then a bunch of grapes, that had ripened against the cottage wall. But they were two of the kindest old people in the world, and would cheerfully have gone without their dinners, any day, rather than refuse a slice of their brown loaf, a cup of new milk, and a spoonful of honey, to the weary traveler who might pause before their door. They felt as if such guests had a sort of holiness, and that they ought, therefore, to treat them better and more bountifully than their own selves.

Their cottage stood on a rising ground, at some short distance from a village, which lay in a hollow valley, that was about half a mile in breadth. This valley, in past ages, when the world was new, had probably been the bed of a lake. There, fishes had glided to and fro in the depths, and water-weeds had grown along the margin, and trees and hills had seen their reflected images in the broad and peaceful mirror. But, as the waters subsided, men had cultivated the soil, and built houses on it, so that it was now a fertile spot, and bore no traces of the ancient lake, except a very small brook, which meandered through the midst of the village, and supplied the inhabitants with water. The valley had been dry land so long, that oaks had sprung up, and grown great and high, and perished with old age, and been succeeded by others, as tall and stately as the first. Never was there a prettier or more fruitful valley. The very sight of the plenty around them should have made the inhabitants kind and gentle, and ready to show their gratitude to Providence by doing good to their fellow-creatures.

But, we are sorry to say, the people of this lovely village were not worthy to dwell in a spot on which Heaven had smiled so beneficently. They were a very selfish and hard-hearted people, and had no pity for the poor, nor sympathy with the homeless. They would only have laughed, had anybody told them that human beings owe a debt of love to one another, because there is no other method of paying the debt of love and care which all of us owe to Providence. You will hardly believe what I am going to tell you. These naughty people taught their children to be no better than themselves, and used to clap their hands, by way of encouragement, when they saw the little boys and girls run after some poor stranger, shouting at his heels and pelting him with stones. They kept large and fierce dogs, and whenever a traveler ventured to show himself in the village street, this pack of disagreeable curs scampered to meet him, barking, snarling, and showing their teeth. Then they would seize him by his leg, or by his clothes, just as it happened. And if he were ragged when he came, he was generally a pitiable object before he had time to run away. This was a very terrible thing to poor travelers, as you may suppose, especially when they chanced to be sick, or feeble, or lame, or old. Such persons (if they once knew how badly these unkind people, and their unkind children and curs, were in the habit of behaving) would go miles and miles out of their way, rather than try to pass through the village again.

[Left out here: one paragraph. The villagers are polite to rich travelers and cruel only to poor ones.]

So now you can understand why old Philemon spoke so sorrowfully, when he heard the shouts of the children and the barking of the dogs, at the farther extremity of the village street. There was a confused din, which lasted a good while, and seemed to pass quite through the breadth of the valley.

"I never heard the dogs so loud!" observed the good old man.

"Nor the children so rude!" answered his good old wife.

They sat shaking their heads, one to another, while the noise came nearer and nearer, until, at the foot of the little eminence on which their cottage stood, they saw two travelers approaching on foot. Close behind them came the fierce dogs, snarling at their very heels. A little farther off, ran a crowd of children, who sent up shrill cries, and flung stones at the two strangers, with all their might. Once or twice, the younger of the two men (he was a slender and very active figure) turned about and drove back the dogs with a staff which he carried in his hand. His companion, who was a very tall person, walked calmly along, as if disdaining to notice either the naughty children, or the pack of curs, whose manners the children seemed to imitate.

Both of the travelers were very humbly clad, and looked as if they might not have money enough in their pockets to pay for a night's lodging. And this, I am afraid, was the reason why the villagers had allowed their children and dogs to treat them so rudely.

"Come, wife," said Philemon to Baucis, "let us go and meet these poor people. No doubt, they feel almost too heavy-hearted to climb the hill."

"Go you and meet them," answered Baucis, "while I make haste within doors, and see whether we can get them anything for supper. A comfortable bowl of bread and milk would do wonders towards raising their spirits."

Accordingly, she hastened into the cottage. Philemon, on his part, went forward, and extended his hand with so hospitable an aspect that there was no need of saying what nevertheless he did say, in the heartiest tone imaginable,

"Welcome, strangers! welcome!"

"Thank you!" replied the younger of the two, in a lively kind of way, notwithstanding his weariness and trouble. "This is quite another greeting than we have met with yonder in the village. Pray, why do you live in such a bad neighborhood?"

"Ah!" observed old Philemon, with a quiet and benign smile, "Providence put me here, I hope, among other reasons, in order that I may make you what amends I can for the inhospitality of my neighbors."

"Well said, old father!" cried the traveler, laughing. "And, if the truth must be told, my companion and myself need some amends. Those children (the little rascals!) have bespattered us finely with their mud-balls. And one of the curs has torn my cloak, which was ragged enough already. But I took him across the muzzle with my staff. And I think you may have heard him yelp, even thus far off."

Philemon was glad to see him in such good spirits. Nor, indeed, would you have fancied, by the traveler's look and manner, that he was weary with a long day's journey, besides being disheartened by rough treatment at the end of it. He was dressed in rather an odd way, with a sort of cap on his head, the brim of which stuck out over both ears. Though it was a summer evening, he wore a cloak, which he kept wrapt closely about him, perhaps because his under garments were shabby. Philemon perceived, too, that he had on a singular pair of shoes. But, as it was now growing dusk, and as the old man's eyesight was none the sharpest, he could not precisely tell in what the strangeness consisted. One thing, certainly, seemed queer. The traveler was so wonderfully light and active, that it appeared as if his feet sometimes rose from the ground of their own accord, or could only be kept down by an effort.

"I used to be light-footed, in my youth," said Philemon to the traveler. "But I always found my feet grow heavier towards nightfall."

"There is nothing like a good staff to help one along," answered the stranger. "And I happen to have an excellent one, as you see."

This staff, in fact, was the oddest-looking staff that Philemon had ever beheld. It was made of olive-wood, and had something like a little pair of wings near the top. Two snakes, carved in the wood, were represented as twining themselves about the staff, and were so very skillfully executed that old Philemon (whose eyes, you know, were getting rather dim) almost thought them alive, and that he could see them wriggling and twisting.

"A curious piece of work, sure enough!" said he. "A staff with wings! It would be an excellent kind of stick for a little boy to ride astride of!"

By this time, Philemon and his two guests had reached the cottage door.

"Friends," said the old man, "sit down and rest yourselves here on this bench. My good wife Baucis has gone to see what you can have for supper. We are poor folks. But you shall be welcome to whatever we have in the cupboard."

The younger stranger threw himself carelessly on the bench, letting his staff fall, as he did so. And here happened something rather marvelous, though trifling enough, too. The staff seemed to get up from the ground of its own accord, and, spreading its little pair of wings, it half hopped, half flew, and leaned itself against the wall of the cottage. There it stood quite still, except that the snakes continued to wriggle. But, in my private opinion, old Philemon's eyesight had been playing him tricks again.

Before he could ask any questions, the elder stranger drew his attention from the wonderful staff, by speaking to him.

"Was there not," asked the stranger, in a remarkably deep tone of voice, "a lake, in very ancient times, covering the spot where now stands yonder village?"

"Not in my day, friend," answered Philemon. "And yet I am an old man, as you see. There were always the fields and meadows, just as they are now, and the old trees, and the little stream murmuring through the midst of the valley. My father, nor his father before him, ever saw it otherwise, so far as I know. And doubtless it will still be the same, when old Philemon shall be gone and forgotten!"

"That is more than can be safely foretold," observed the stranger. And there was something very stern in his deep voice. He shook his head, too, so that his dark and heavy curls were shaken with the movement. "Since the inhabitants of yonder village have forgotten the affections and sympathies of their nature, it were better that the lake should be rippling over their dwellings again!"

The traveler looked so stern that Philemon was really almost frightened, the more so, that, at his frown, the twilight seemed suddenly to grow darker, and that, when he shook his head, there was a roll as of thunder in the air.

Stop and predict box 1

[Left out here: eleven paragraphs. The elder stranger looks kind again. The younger stranger jokes with Philemon and tells him his name is Quicksilver. Philemon tells the elder stranger about his life with Baucis. Philemon says they both wish to live together and die at the same time. The elder stranger says, "It is fit that your wish be granted."]

Baucis had now got supper ready, and, coming to the door, began to make apologies for the poor fare which she was forced to set before her guests.

"Had we known you were coming," said she, "my good man and myself would have gone without a morsel, rather than you should lack a better supper. But I took the most part of to-day's milk to make cheese. And our last loaf is already half eaten. Ah me! I never feel the sorrow of being poor, save when a poor traveler knocks at our door."

"All will be very well. Do not trouble yourself, my good dame," replied the elder stranger, kindly. "An honest, hearty welcome to a guest works miracles with the fare, and is capable of turning the coarsest food to nectar and ambrosia."

"A welcome you shall have," cried Baucis, "and likewise a little honey that we happen to have left, and a bunch of purple grapes besides."

"Why, Mother Baucis, it is a feast!" exclaimed Quicksilver, laughing, "an absolute feast! and you shall see how bravely I will play my part at it! I think I never felt hungrier in my life."

"Mercy on us!" whispered Baucis to her husband. "If the young man has such a terrible appetite, I am afraid there will not be half enough supper!"

They all went into the cottage.

Stop and predict box 2

Adapted lightly from Nathaniel Hawthorne, 1852.

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.

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.

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.

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.

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

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.

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

Subject and verb

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

Key words

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

Learn this

Make subject and verb agree when the subject is not next to the verb.
Use this on the questions
Look back at Learn this before you answer.
Khan: subject-verb agreement skill.
Write three of your own sentences with a phrase between S and V.
Label S and V.
The questions use this page.

Your turn

1. What is a subject?
Circle one.

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

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

_____

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

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

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

_____

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

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

Check yourself

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

_____

_____

_____

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

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

Spelling. Monday, November 30, 2026

Week list

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

Learn this

Learn these five words: similar, different, analogy, category, contrast.

Use this on the questions

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

Your turn

1. Write similar from memory.

2. Write analogy from memory.

3. Covered writing means...
Circle one.

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

4. How many letters are in similar?

5. How many letters are in different?

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.

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

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

Citizenship. Wednesday, October 28, 2026

Who is a representative?

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

Name _____ Date _____

Start here

Not every person can go to every meeting.
So a group picks one person to speak for it.
Today you learn about representatives.

Read this

Who represents you in Austin?

A representative is a person chosen to speak and act for a group. Texas has millions of people. They cannot all meet in Austin to write laws. So voters choose representatives to do that work for them.

The Texas Constitution, Article 3, Section 2, says:

"The Senate shall consist of thirty-one members. The House of Representatives shall consist of 150 members."

In plain words: the Texas Legislature has two parts. The Texas Senate has 31 members. The Texas House has 150 members. Texas is divided into areas called districts. The voters of each district choose one member.

Article 3, Section 4, says House members "shall be chosen by the qualified voters for the term of two years." In plain words: voters choose Texas House members every two years. Texas senators serve four year terms.

Who does a representative work for? A representative works for all the people of the district, not only the people who voted for them. If you live in a district, your representative speaks for you, even though you are not old enough to vote yet.

Here is a small example. A class picks one student to speak at a student council meeting. That student owes the job to the whole class.

If voters think a representative did a poor job, they can choose someone else at the next election. That is one way citizens keep power over their government.

Key words

representative: a person chosen to speak and act for a group. Example: "A state representative speaks for the people of a district."
district: an area whose people choose one representative. Example: "Each district in Texas chooses one state representative."
election: a time when people vote to choose leaders. Example: "Texas has an election for state representatives every two years."
legislature: the group that makes laws for a state. Example: "The Texas Legislature meets in Austin."
term: the length of time a person holds an office.

Learn this

A representative is chosen to speak for a group.
A representative must work for the people of that group.
The Texas House of Representatives has 150 members. Each one is chosen by the voters of one district.
Texas voters also choose 38 members of the United States House of Representatives.

Example

A class picks one student to speak for it at a student council meeting. What is that student?
The class chose the student.
The student speaks for the class.
The student is a representative of the class.

Try one together

Who does a Texas state representative speak for?
Hint: A representative is chosen by the voters of one area.
Answer: _____

Your turn

Stuck? Look at the Example box.

1. What is a representative?

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

3. Who does a Texas state representative speak for?

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

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

Check yourself

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

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

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

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

Science. Wednesday, October 28, 2026

Variation

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

Start here

Look at two dogs of the same breed.
They are not exactly the same.
Today you look for differences.

Read this

No two are exactly alike

Look at two oak leaves from the same tree. One is longer. One has more lobes, or rounded edges. Both are oak leaves, but they are not exactly the same. Living things of the same kind almost always have small differences.

A feature of a living thing, such as size, shape, or fur thickness, is called a trait. A difference in a trait among living things of the same kind is called variation. Two dogs with different ear shapes show variation. Two sunflowers of different heights show variation.

Many living things of the same kind in one place are called a population. All the rabbits in one field are a population. Variation happens inside a population.

Some differences can help a living thing. Picture two rabbits in a cold, snowy field. One rabbit has thick fur. The other has thin fur. The rabbit with thick fur stays warmer in winter. That trait could help it live longer and have more babies.

Some differences can hurt. A plant that grows shorter than the plants around it may get less sunlight. Less sunlight means it can make less food.

Some differences make no clear difference at all. Two ladybugs might have a slightly different number of spots. That may not help or hurt.

Variation does not turn a living thing into a new kind in one day. A rabbit with thick fur is still a rabbit. Variation is only a difference among the same kind.

When you look for variation, use what you can see. Compare two of the same kind, side by side.

Key words

population: many living things of the same kind in one place. Example: "The rabbits in a field are a population."
variation: a difference among living things of the same kind. Example: "One rabbit has thicker fur than another."
trait: a feature of a living thing, such as size, color, or shape. Example: "Fur color is a trait."
lobe: a rounded part on the edge of a leaf.

Learn this

Pick two living things of the same kind.
Find one difference you can see.
Say whether the difference could help or hurt the living thing.
If you can see only one, write not seen for the second.

Example

Two rabbits live in a cold field. One has thicker fur. Could that help?
Same kind: two rabbits.
Difference: thicker fur.
Help or hurt: it can help, because thick fur keeps the rabbit warm in winter.

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? _____

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

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

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

A. Variation
B. Two different kinds of tree

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

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?

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.

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

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

Mathematics. Tuesday, November 17, 2026

Compare fractions

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

Start here

Which fraction is larger?

You can compare many fractions without doing any hard math. There are three quick ways. Each one gives you a reason, not just a guess.

Way 1: same denominator. The denominator is the bottom number. It tells how many equal pieces make one whole. The numerator is the top number. It tells how many pieces you have. If two fractions have the same denominator, the pieces are the same size. So the one with more pieces is larger. 5/8 is larger than 3/8, because 5 pieces is more than 3 pieces of the same size.

Way 2: same numerator. If two fractions have the same numerator, you have the same number of pieces. Now look at the size of the pieces. A bigger denominator means the whole is cut into more pieces, so each piece is smaller. Fifths are bigger than sevenths. So 2/5 is larger than 2/7.

Way 3: compare to one half. A benchmark is a number you know well and use to compare. One half is a good benchmark. To check if a fraction is more or less than 1/2, double the top number. If the double is less than the bottom number, the fraction is less than 1/2. For 3/8, double 3 is 6. 6 is less than 8. So 3/8 is less than 1/2.

Worked example: which is larger, 3/8 or 4/7?

Step 1. The denominators are different, and the numerators are different. Try the benchmark.

Step 2. 3/8: double 3 is 6, which is less than 8. So 3/8 is less than 1/2.

Step 3. 4/7: double 4 is 8, which is more than 7. So 4/7 is more than 1/2.

Step 4. 4/7 is larger, because it is more than one half and 3/8 is less than one half.

Key words

numerator: the top number of a fraction. It tells how many pieces you have.
denominator: the bottom number of a fraction. It tells how many equal pieces make one whole.
benchmark: a number you know well and use to compare, such as 1/2.
compare: look at two things to see which is more or less.

Learn this

Here are three ways to tell which fraction is larger.

1. Same bottom number. The pieces are the same size, so the bigger top number is larger. 6/9 is larger than 2/9.
2. Same top number. A bigger bottom number cuts the whole into more pieces, so each piece is smaller. Thirds are bigger than fourths. 2/3 is larger than 2/4, because you have 2 of each and thirds are bigger.
3. Compare to 1/2. Half of eighths is 4/8. Half of sixths is 3/6. Half of fifths is 2 and a half fifths. A fraction above the half mark is more than 1/2.

Worked example: Is 3/10 more or less than 1/2? Half of tenths is 5/10. 3 is less than 5, so 3/10 is less than 1/2.

Key words. Numerator: the top number. Denominator: the bottom number. It tells how many equal pieces make one whole.

Use this on the questions

Look back at Learn this before you answer.
Compare 3/8 and 5/8.
Compare 2/5 and 2/7.
Compare each to 1/2.
Khan compare fractions.
The questions use this page.

Your turn

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

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

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

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

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

A. Less
B. More
C. Equal

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

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

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

☑ Check yourself

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

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

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

Reading. Tuesday, December 1, 2026

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 _____

Start here

Two witnesses, one tea party

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head.

The table was a large one, but the three were all crowded together at one corner of it: 'No room! No room!' they cried out when they saw Alice coming.

'There's plenty of room!' said Alice indignantly, and she sat down in a large arm-chair at one end of the table.

'It wasn't very civil of you to sit down without being invited,' said the March Hare.

'I didn't know it was your table,' said Alice; 'it's laid for a great many more than three.'

'Your hair wants cutting,' said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

'You should learn not to make personal remarks,' Alice said with some severity: 'it's very rude.'

The Hatter opened his eyes very wide on hearing this; but all he said was, 'Why is a raven like a writing-desk?'

'Have you guessed the riddle yet?' the Hatter said, turning to Alice again.

'No, I give it up,' Alice replied: 'what's the answer?'

'I haven't the slightest idea,' said the Hatter.

'Nor I,' said the March Hare.

Alice sighed wearily. 'I think you might do something better with the time,' she said, 'than wasting it in asking riddles that have no answers.'

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.
witness: a person who sees something happen and tells about it.
narrator: the one telling the story.
civil: polite.
indignantly: in an upset way, because something seems unfair.
personal remarks: comments about how someone looks.
severity: a stern, serious way.
laid: set with plates and cups.

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 compare what two characters say about the same moment and use their words as evidence.
Answer from the passage on this page. Copy the words from that passage.
Setting: the place and the time the page gives. If there is no year, write the time of day or the season.
Plot: what happens, in order, in three sentences: beginning, middle, then end.
Narrator: first person uses I, we, my, or our outside quotation marks.
Third person uses a name or he, she, or they outside quotation marks.
A word inside quotation marks is a character speaking.
Author's purpose. Copy one sentence from the passage that matches your choice.
to tell a story
to teach
to persuade
to describe
Summary: three sentences. Name the character, what happens, and how the passage ends.
Use this on the questions
Answer from the passage. Copy the words that prove it.

Your turn

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

_____

2. What does Alice say back?

_____

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

_____

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.

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

_____

☑ 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.

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

Grammar. Tuesday, December 1, 2026

Subject and object pronouns

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

Name _____ Date _____

Start here

Subject and object pronouns

A pronoun takes the place of a noun.

Subject pronouns do the action: I, you, he, she, it, we, they.

Object pronouns receive the action or come after a word such as for, to, or with: me, you, him, her, it, us, them.

Example passage: Maria and I walked to the park. She threw the ball to me. I threw it back to her. Then we gave the ball to them.

In that passage, I, She, and we are subject pronouns. They do the action. Me, her, and them are object pronouns. Each one comes after to. It is also an object pronoun. It receives the action of threw.

Test: take out the other person. Maria and I walked becomes I walked. Me walked is not correct.

Key words

pronoun: a word that takes the place of a noun.

noun: a word that names a person, place, or thing.

subject pronoun: a pronoun that does the action: I, you, he, she, it, we, they.

object pronoun: a pronoun that receives the action or comes after a word such as for, to, or with: me, you, him, her, it, us, them.

Learn this

Choose the pronoun that matches the noun in number and in job: subject or object.

Use this on the questions

Look back at Learn this before you answer.

Read the pronoun examples on the page.

Rewrite: me and her seen it.

Write: She and I saw the river. The gift is for him and me. I saw the river. I have seen the river.

The questions use this page.

Your turn

1. Repair: me and her seen it.

---

2. When do you use I instead of me?

Circle one.

A. When it is the subject

B. When it comes second

C. Always

D. Never in a pair

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

---

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

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

5. Repair: them students is ready.

☑ Check yourself

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

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

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

Spelling. Tuesday, December 1, 2026

Week list, day two

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

⚐ Start here

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

💡 Learn this

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

✎ Your turn

1. Write analogy from memory.

2. Write contrast from memory.

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

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

4. What is the first letter of similar?

5. What is the first letter of different?

☑ 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.

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

Citizenship. Tuesday, December 1, 2026

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 _____

⚐ Start here

What Texas courts are for

Many people think courts are only for punishing people. Punishment is one thing that can happen in a court. The main job of a court is bigger. A court applies rules to disagreements.

The Texas Constitution, Article 5, Section 1, begins:

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

Some lines are left out. In plain words: Texas has many courts, from local courts up to two highest courts. Most cases start in a lower court. If a side thinks the decision was wrong, it can ask a higher court to look again. That is called an appeal.

Courts hear two big kinds of cases. In a criminal case, the government says a person broke a law. In a civil case, two people or groups disagree, such as neighbors who disagree about a fence. The court looks at evidence, such as a map, and settles the disagreement.

The Texas Constitution, Article 1, Section 15, begins: "The right of trial by jury shall remain inviolate." Inviolate means not to be broken. The rest of that section, added later, is left out.

🔑 Key words

court: a place where a judge, and sometimes a jury, decides disagreements by applying the law.
appeal: asking a higher court to look at a decision again.
criminal case: a case where the government says a person broke a law.
civil case: a disagreement between people or groups, where no one is charged with a crime.
evidence: a fact that can be shown, such as a map, a receipt, or what a witness saw.

judge: the person who runs a court and decides what the law means.
jury: a group of citizens who listen in a trial and decide what is true.
municipal court: a court run by a city. In Texas it hears cases about city rules and traffic tickets.
inviolate: not to be broken.

Learn this

Courts decide disagreements using the law. They do more than punish people. They hear both sides, look at evidence, and decide what the law says.

Evidence is a fact that can be shown. A louder voice is not evidence.

A judge runs the court and decides what the law means. A jury is a group of citizens who listen in a trial and decide what is true.

Texas cities can have a municipal court. It hears cases about city rules and traffic tickets.

Use this on the questions

Look back at Learn this before you answer.

iCivics court game or reading.

Two sentences: what a court is for / what it is not for.

One fair-trial word (evidence, jury, judge) used correctly.

The questions use this page.

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

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

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

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

_____

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

_____

Check yourself

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

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

Science. Tuesday, November 17, 2026

Why a pupa

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

Name _____ Date _____

Start here

Is a pupa resting?

Look at a butterfly chrysalis hanging from a twig. It does not move. It does not eat. It may hang there for one to two weeks. A good first guess might be, "The pupa is resting." That guess is a hypothesis. A hypothesis is a guess that you can test.

To test a hypothesis, you compare it with evidence. Here is what scientists have found by studying pupae for a very long time.

Inside the pupa, the caterpillar's body is changing. Much of the larva's body breaks down. Groups of cells that were waiting inside the caterpillar start to grow. They build the adult parts: wings, long legs, antennae, and a long mouthpart for drinking nectar. The caterpillar had chewing jaws. The adult butterfly has a mouthpart shaped like a straw. Those parts are built during the pupa stage.

So is the pupa resting? It looks still from the outside. But inside, it is very busy. The body is being rebuilt.

This means the hypothesis has to change. A better statement splits it into two parts. On the outside, the pupa looks still. On the inside, the pupa is not idle. It is rebuilding the body.

This is how science works. You make a guess. You check it against evidence. Then you keep it, change it, or split it into a better idea.

Key words

hypothesis: a guess you can test.
pupa: the stage where an insect's body is rebuilt into the adult form. More than one are pupae.
chrysalis: the pupa of a butterfly.
idle: doing nothing.
nectar: a sweet liquid made by flowers.

Learn this

I can test the idea that a pupa is resting and use the reading as evidence.
Hypothesis: the pupa is 'resting.' Test it against the lesson reading.
If the note says rebuilding, the resting story dies. Or it splits: looks still / is not idle.
Write the fate of the guess. Keep, change, or split.

Use this on the questions

Look back at Learn this before you answer.
Write the resting guess.
Read Ask A Biologist or CK-12.
Keep, change, or split (looks still / is not idle).
The questions use this page.

Your turn

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

A. No
B. Yes

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

3. Write the order of complete metamorphosis.

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

A. No
B. Yes

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.

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.

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

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

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

Percent of a new number

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

Name _____ Date _____

Start here

A bike costs 140 dollars.
It is 20% off. How much do you save?
Today you find percents by starting with 10%.

Read this

Start with 10 percent

Finding a percent of a number can feel hard. There is a short way that works for many numbers. Start with 10%.

10% means 10 out of 100. That is the same as one tenth. To find one tenth of a number, divide the number by 10.

Once you know 10%, you can find other percents fast.

20% is two tenths. So 20% is double the 10% answer.

5% is half of 10%. So 5% is half the 10% answer.

Worked example: find 10%, 20%, and 5% of 140.

Step 1. 10% of 140: 140 ÷ 10 = 14.

Step 2. 20% of 140: double 14. 14 + 14 = 28.

Step 3. 5% of 140: half of 14. 14 ÷ 2 = 7.

Step 4. Check: 7 + 7 = 14, and 14 + 14 = 28. Each answer fits with the others.

Here is a store example. A jacket costs 60 dollars. A sign says 20% off. 10% of 60 is 6 dollars. 20% is double that, 12 dollars. You save 12 dollars.

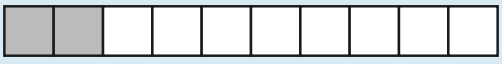
You can also find 30% by tripling 10%, or 15% by adding 10% and 5%. For 60 dollars, 15% is 6 + 3 = 9 dollars.

Always find 10% first. The other parts come from it.

Key words

10%: one tenth. Divide by 10. Example: "10% of 140 is 14."
20%: two tenths. Double 10%. Example: "20% of 140 is 28."
5%: half of 10%. Example: "5% of 140 is 7."
tenth: one of 10 equal parts. Example: "One tenth of 140 is 14."
percent: out of 100. The sign is %.
double: add a number to itself, or multiply by 2.
half: one of 2 equal parts, or divide by 2.

Learn this



2 of 10 parts is 20%.
Find 10% first. Divide the number by 10.
For 20%, double the 10% answer.
For 5%, take half of the 10% answer.

Example

Find 10%, 20%, and 5% of 140.
10%: 140 divided by 10 is 14.
20%: double 14 is 28.
5%: half of 14 is 7.

Try one together

Find 10% and 20% of 110.

Hint: Start with 10%.

10% of 110: _____

20% of 110: _____

Your turn

Stuck? Look at the Example box.

1. What is 10% of 70?

2. What is 20% of 70?

3. What is 5% of 40?

4. 20% is the same as...

Circle one.

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

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

Check yourself

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

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

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

Reading. Thursday, October 29, 2026

Reading: The Miraculous Pitcher, part 2

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

Name _____ Date _____

Story so far

Philemon and Baucis are a kind, poor old couple. People in the village below are cruel to poor travelers. Two strangers come up the hill. The young one is quick and funny and says his name is Quicksilver. He has a staff with wings that moves by itself. The elder one is tall and serious. He says it might be better if the old lake covered the village again. Baucis has only a little food for supper.

Key words

summary: a short retelling of the most important events, in order. It leaves out small details.

sequence: the order in which things happen.

Word box

auditors: listeners.

scanty: too small.
quaffing: drinking in big gulps.
abundant: more than enough.
fragrance: a sweet smell.
wayfarer: a traveler on foot.
reverently: with deep respect.
edifice: a big building.
portal: a big doorway.
linden: a kind of tree with heart shaped leaves.
curmudgeon: a grumpy person.

Read this

Read The Miraculous Pitcher, part 2, printed below. Read the Story so far box first.

The Miraculous Pitcher, part 2

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

And now, my little auditors, shall I tell you something that will make you open your eyes very wide? It is really one of the oddest circumstances in the whole story. Quicksilver's staff, you recollect, had set itself up against the wall of the cottage. Well, when its master entered the door, leaving this wonderful staff behind, what should it do but immediately spread its little wings, and go hopping and fluttering up the door-steps! Tap, tap, went the staff, on the kitchen floor. Nor did it rest until it had stood itself on end, with the greatest gravity and decorum, beside Quicksilver's chair. Old Philemon, however, as well as his wife, was so taken up in attending to their guests, that no notice was given to what the staff had been about.

As Baucis had said, there was but a scanty supper for two hungry travelers. In the middle of the table was the remnant of a brown loaf, with a piece of cheese on one side of it, and a dish of honeycomb on the other. There was a pretty good bunch of grapes for each of the guests. A moderately sized earthen pitcher, nearly full of milk, stood at a corner of the board. And when Baucis had filled two bowls, and set them before the strangers, only a little milk remained in the bottom of the pitcher. Alas! it is a very sad business, when a bountiful heart finds itself pinched and squeezed among narrow circumstances. Poor Baucis kept wishing that she might starve for a week to come, if it were possible, by so doing, to provide these hungry folks a more plentiful supper.

And, since the supper was so exceedingly small, she could not help wishing that their appetites had not been quite so large. Why, at their very first sitting down, the travelers both drank off all the milk in their two bowls, at a draught.

"A little more milk, kind Mother Baucis, if you please," said Quicksilver. "The day has been hot, and I am very much athirst."

"Now, my dear people," answered Baucis, in great confusion, "I am so sorry and ashamed! But the truth is, there is hardly a drop more milk in the pitcher. O husband! husband! why didn't we go without our supper?"

"Why, it appears to me," cried Quicksilver, starting up from table and taking the pitcher by the handle, "it really appears to me that matters are not quite so bad as you represent them. Here is certainly more milk in the pitcher."

So saying, and to the vast astonishment of Baucis, he proceeded to fill, not only his own bowl, but his companion's likewise, from the pitcher, that was supposed to be almost empty. The good woman could scarcely believe her eyes. She had certainly poured out nearly all the milk, and had peeped in afterwards, and seen the bottom of the pitcher, as she set it down upon the table.

"But I am old," thought Baucis to herself, "and apt to be forgetful. I suppose I must have made a mistake. At all events, the pitcher cannot help being empty now, after filling the bowls twice over."

"What excellent milk!" observed Quicksilver, after quaffing the contents of the second bowl. "Excuse me, my kind hostess, but I must really ask you for a little more."

Now Baucis had seen, as plainly as she could see anything, that Quicksilver had turned the pitcher upside down, and consequently had poured out every drop of milk, in filling the last bowl. Of course, there could not possibly be any left. However, in order to let him know precisely how the case was, she lifted the pitcher, and made a gesture as if pouring milk into Quicksilver's bowl, but without the remotest idea that any milk would stream forth. What was her surprise, therefore, when such an abundant cascade fell bubbling into the bowl, that it was immediately filled to the brim, and overflowed upon the table! The two snakes that were twisted about Quicksilver's staff (but neither Baucis nor Philemon happened to observe this circumstance) stretched out their heads, and began to lap up the spilt milk.

And then what a delicious fragrance the milk had! It seemed as if Philemon's only cow must have pastured, that day, on the richest herbage that could be found anywhere in the world. I only wish that each of you, my beloved little souls, could have a bowl of such nice milk, at supper-time!

"And now a slice of your brown loaf, Mother Baucis," said Quicksilver, "and a little of that honey!"

Baucis cut him a slice, accordingly. And though the loaf, when she and her husband ate of it, had been rather too dry and crusty to be palatable, it was now as light and moist as if but a few hours out of the oven. Tasting a crumb, which had fallen on the table, she found it more delicious than bread ever was before, and could hardly believe that it was a loaf of her own kneading and baking. Yet, what other loaf could it possibly be?

[Left out here: ten paragraphs. The honey and the grapes also taste better than ever. Baucis whispers to Philemon about the milk. Philemon smiles and thinks she made a mistake.]

This time, old Philemon bestirred himself, and took up the pitcher. For he was curious to discover whether there was any reality in the marvels which Baucis had whispered to him. He knew that his good old wife was incapable of falsehood, and that she was seldom mistaken in what she supposed to be true. But this was so very singular a case, that he wanted to see into it with his own eyes. On taking up the pitcher, therefore, he slyly peeped into it, and was fully satisfied that it contained not so much as a single drop. All at once, however, he beheld a little white fountain, which gushed up from the bottom of the pitcher, and speedily filled it to the brim with foaming and deliciously fragrant milk. It was lucky that Philemon, in his surprise, did not drop the miraculous pitcher from his hand.

"Who are ye, wonder-working strangers?" cried he, even more bewildered than his wife had been.

"Your guests, my good Philemon, and your friends," replied the elder traveler, in his mild, deep voice, that had something at once sweet and awe-inspiring in it. "Give me likewise a cup of the milk. And may your pitcher never be empty for kind Baucis and yourself, any more than for the needy wayfarer!"

[Left out here: five paragraphs. The guests sleep in the old couple's bed, and Philemon and Baucis sleep on the floor. In the morning, the four of them walk out together so the old couple can show the guests the road.]

"Ah me! Well-a-day!" exclaimed Philemon, when they had walked a little way from their door. "If our neighbors only knew what a blessed thing it is to show hospitality to strangers, they would tie up all their dogs, and never allow their children to fling another stone."

"It is a sin and shame for them to behave so, that it is!" cried good old Baucis, vehemently. "And I mean to go this very day, and tell some of them what naughty people they are!"

"I fear," remarked Quicksilver, slyly smiling, "that you will find none of them at home."

The elder traveler's brow, just then, assumed such a grave, stern, and awful grandeur, yet serene withal, that neither Baucis nor Philemon dared to speak a word. They gazed reverently into his face, as if they had been gazing at the sky.

"When men do not feel towards the humblest stranger as if he were a brother," said the traveler, in tones so deep that they sounded like those of an organ, "they are unworthy to exist on earth, which was created as the abode of a great human brotherhood!"

"And, by the by, my dear old people," cried Quicksilver, with the liveliest look of fun and mischief in his eyes, "where is this same village that you talk about? On which side of us does it lie? Methinks I do not see it hereabouts."

Philemon and his wife turned towards the valley, where, at sunset, only the day before, they had seen the meadows, the houses, the gardens, the clumps of trees, the wide, green-margined street, with children playing in it, and all the tokens of business, enjoyment, and prosperity. But what was their astonishment! There was no longer any appearance of a village! Even the fertile vale, in the hollow of which it lay, had ceased to have existence. In its stead, they beheld the broad, blue surface of a lake, which filled the great basin of the valley from brim to brim, and reflected the surrounding hills in its bosom with as tranquil an image as if it had been there ever since the creation of the world. For an instant, the lake remained perfectly smooth. Then, a little breeze sprang up, and caused the water to dance, glitter, and sparkle in the early sunbeams, and to dash, with a pleasant rippling murmur, against the hither shore.

The lake seemed so strangely familiar, that the old couple were greatly perplexed, and felt as if they could only have been dreaming about a village having lain there. But, the next moment, they remembered the vanished dwellings, and the faces and characters of the inhabitants, far too distinctly for a dream. The village had been there yesterday, and now was gone!

"Alas!" cried these kind-hearted old people, "what has become of our poor neighbors?"

"They exist no longer as men and women," said the elder traveler, in his grand and deep voice, while a roll of thunder seemed to echo it at a distance. "There was neither use nor beauty in such a life as theirs. For they never softened or sweetened the hard lot of mortality by the exercise of kindly affections between man and man. They retained no image of the better life in their bosoms. Therefore, the lake, that was of old, has spread itself forth again, to reflect the sky!"

"And as for those foolish people," said Quicksilver, with his mischievous smile, "they are all transformed to fishes. There needed but little change, for they were already a scaly set of rascals, and the coldest-blooded beings in existence. So, kind Mother Baucis, whenever you or your husband have an appetite for a dish of broiled trout, he can throw in a line, and pull out half a dozen of your old neighbors!"

"Ah," cried Baucis, shuddering, "I would not, for the world, put one of them on the gridiron!"

"No," added Philemon, making a wry face, "we could never relish them!"

"As for you, good Philemon," continued the elder traveler, "and you, kind Baucis, you, with your scanty means, have mingled so much heartfelt hospitality with your entertainment of the homeless stranger, that the milk became an inexhaustible fount of nectar, and the brown loaf and the honey were ambrosia. Thus, the divinities have feasted, at your board, off the same viands that supply their banquets on Olympus. You have done well, my dear old friends. Wherefore, request whatever favor you have most at heart, and it is granted."

Philemon and Baucis looked at one another, and then, I know not which of the two it was who spoke, but that one uttered the desire of both their hearts.

"Let us live together, while we live, and leave the world at the same instant, when we die! For we have always loved one another!"

"Be it so!" replied the stranger, with majestic kindness. "Now, look towards your cottage!"

They did so. But what was their surprise on beholding a tall edifice of white marble, with a wide-open portal, occupying the spot where their humble residence had so lately stood!

"There is your home," said the stranger, beneficently smiling on them both. "Exercise your hospitality in yonder palace as freely as in the poor hovel to which you welcomed us last evening."

The old folks fell on their knees to thank him. But, behold! neither he nor Quicksilver was there.

So Philemon and Baucis took up their residence in the marble palace, and spent their time, with vast satisfaction to themselves, in making everybody jolly and comfortable who happened to pass that way. The milk-pitcher, I must not forget to say, retained its marvelous quality of being never empty, when it was desirable to have it full. Whenever an honest, good-humored, and free-hearted guest took a draught from this pitcher, he invariably found it the sweetest and most invigorating fluid that ever ran down his throat. But, if a cross and disagreeable curmudgeon happened to sip, he was pretty certain to twist his visage into a hard knot, and pronounce it a pitcher of sour milk!

Thus the old couple lived in their palace a great, great while, and grew older and older, and very old indeed. At length, however, there came a summer morning when Philemon and Baucis failed to make their appearance, as on other mornings, with one hospitable smile overspreading both their pleasant faces, to invite the guests of over-night to breakfast. The guests searched everywhere, from top to bottom of the spacious palace, and all to no purpose. But, after a great deal of perplexity, they espied, in front of the portal, two venerable trees, which nobody could remember to have seen there the day before. Yet there they stood, with their roots fastened deep into the soil, and a huge breadth of foliage overshadowing the whole front of the edifice. One was an oak, and the other a linden-tree. Their boughs, it was strange and beautiful to see, were intertwined together, and embraced one another, so that each tree seemed to live in the other tree's bosom much more than in its own.

While the guests were marveling how these trees, that must have required at least a century to grow, could have come to be so tall and venerable in a single night, a breeze sprang up, and set their intermingled boughs astir. And then there was a deep, broad murmur in the air, as if the two mysterious trees were speaking.

"I am old Philemon!" murmured the oak.

"I am old Baucis!" murmured the linden-tree.

But, as the breeze grew stronger, the trees both spoke at once, "Philemon! Baucis! Baucis! Philemon!" as if one were both and both were one, and talking together in the depths of their mutual heart. It was plain enough to perceive that the good old couple had renewed their age, and were now to spend a quiet and delightful hundred years or so, Philemon as an oak, and Baucis as a linden-tree. And oh, what a hospitable shade did they fling around them. Whenever a wayfarer paused beneath it, he heard a pleasant whisper of the leaves above his head, and wondered how the sound should so much resemble words like these:

"Welcome, welcome, dear traveler, welcome!"

And some kind soul, that knew what would have pleased old Baucis and old Philemon best, built a circular seat around both their trunks, where, for a great while afterwards, the weary, and the hungry, and the thirsty used to repose themselves, and quaff milk abundantly out of the miraculous pitcher.

Adapted lightly from Nathaniel Hawthorne, 1852.

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.

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.

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.

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

_____

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.

☑ 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.

_____

_____

_____

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

Grammar. Wednesday, December 2, 2026

Comma splices

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

⚐ Start here

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

🔑 Key words

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

💡 Learn this

Combine two short sentences without a comma splice.

Use this on the questions
Look back at Learn this before you answer.
Read the three repairs: a period; a comma plus so; because, although, or when.
Write two complete sentences about today.
Write one correct sentence and label the comma-splice sentence as an error.
The questions use this page.

Your turn

1. What is a comma splice?
Circle one.

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

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

3. Which sentence is correct?
Circle one.

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

4. Which sentence uses because correctly?
Circle one.

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

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

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

Check yourself

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

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

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

Dictation

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

Start here

How dictation works

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

Learn this

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

Use this on the questions

Look back at Learn this before you answer.
Grownup or audio: hear each word once (similar, different, analogy, category, contrast), write.
Score.
Misses: write three times and in a new sentence.
The questions use this page.

Your turn

1. Write contrast from memory now.

2. Write similar from memory.

3. Write different from memory.

4. What is the last letter of similar?

5. What is the last letter of different?

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.

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

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

Citizenship. Wednesday, December 2, 2026

Who does this job?

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

Name _____ Date _____

Start here

Three levels of government do different jobs for Texans. Today you sort jobs into United States, Texas, and local.

Jobs Texas does

Three levels of government do jobs for Texans. The United States government does jobs for the whole country. The Texas state government does jobs for the whole state. Local governments, such as cities, counties, and school districts, do jobs close to home. Today you sort jobs into United States jobs and Texas jobs.

So what does Texas decide for itself? The Texas Constitution gives some clear examples.

Public schools. Article 7, Section 1, says "it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools." In plain words: the Texas Legislature must set up and pay for free public schools.

Rights of Texans. The Texas Constitution has its own Bill of Rights in Article 1. For example, Section 8 says "Every person shall be at liberty to speak, write or publish his opinions on any subject". In plain words: Texas protects free speech in its own constitution, not only through the national one.

Texas also runs driver licenses, state highways, state parks, and birth records for babies born in Texas. It sets many of its own taxes. Texas has no state income tax, which is a choice Texas made for itself.

The United States government does other jobs. It gives passports for travel to other countries. It makes coins and paper money. It runs the mail. These are United States jobs, not Texas jobs.

To sort a job, ask: is this a job for the whole country, or a job Texas does for Texans?

Key words

level of government: the United States, the state, or local (a city, county, or school district).

passport: a document that lets a person travel to other countries.

income tax: a tax on the money people earn.

Legislature: the group that makes laws for Texas.

Learn this

The United States government does jobs for the whole country. Congress makes its laws. It prints money, runs the mail, and gives passports for travel to other countries.

The Texas state government does jobs for the whole state. The Texas Legislature makes Texas laws. The governor is the chief executive of Texas. The Texas Department of Public Safety gives driver licenses. Texas builds state highways and runs state parks. The Texas Constitution, Article 7, Section 1, says the Legislature must set up and support free public schools.

Local governments do jobs close to home. A city fixes city streets. A city may also run city parks and have its own police. Texas has 254 counties. Voters in each county elect a sheriff. A county keeps important records and takes care of county roads. A school district runs the public schools in its area. Voters elect a board of trustees, often called the school board, to lead it.

To sort a job, ask who does it: the whole country, the whole state, or your city, county, or school district.

Key words. Level of government: the United States, the state, or local. Legislature: the group that makes laws for Texas. County: a part of the state with its own local government. Sheriff: the officer the voters of each county elect. School district: the local government that runs public schools in an area. Passport: a document that lets a person travel to other countries.

Use this on the questions

1. Make a chart with three columns: United States, Texas, and Local. Sort these six jobs into the chart: running the mail, giving driver licenses, fixing city streets, giving passports, running state parks, keeping county records.

United States	Texas	Local

2. With an adult, find the name of your county and the name of your county sheriff. Write two sentences.

My county is _____.

Our sheriff is _____.

3. Pick one job from your chart. Tell an adult which level of government does it. Use the sorting question to explain how you know: Who does it, the whole country, the whole state, or my city, county, or school district?

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.

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

2. Who makes Texas laws?

Circle one.

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

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

4. Who leads a school district?

Circle one.

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

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

_____

☑ Check yourself

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

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

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

Science. Thursday, October 29, 2026

One cell question

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

Name _____ Date _____

⚐ Start here

Scientists start with a question.
Then they look for evidence.
Today you write one question about cells.

⚐ Read this

How a good science question starts

In 1665, an English scientist named Robert Hooke looked at a thin slice of cork through a microscope. Cork is the bark of a kind of oak tree. Hooke saw rows of tiny empty boxes. He called them cells. The cork cells he saw were dead, so only their walls were left. Later scientists found that all living things are made of cells.

Hooke did not know everything about cells. He started by looking closely. Then he asked questions about what he saw. That is how a lot of science begins.

A good science question has three parts.

First, it is about one thing you can study. "Why do onion skin cells look like bricks?" is about one thing. "What is everything made of?" is too big to answer with what you have.

Second, it comes after you observe. To observe means to look closely and notice details. If you look at a leaf first, you might notice tiny lines and spots. Then your question comes from real details.

Third, you can name evidence. Evidence is something you can see or measure that helps answer a question. A drawing, a count, or a measurement can be evidence.

Here is an example with the word chloroplast. A chloroplast is the part of a plant cell where food is made. Question: Do all parts of a leaf have chloroplasts? Evidence I can see: the green parts of the leaf. Where to look next: a microscope picture of leaf cells, or a library book about plants.

You do not need the final answer right away. A good question tells you where to look next.

🔑 Key words

question: something you want to find out. Example: "Do cheek cells have a cell wall?"
evidence: something you can see or measure that helps answer a question. Example: "The drawing shows no cell wall."
observe: to look closely and notice details. Example: "We observe cells with a microscope."
nucleus: the part of the cell that holds the cell's instructions.
cell wall: a firm covering outside the cell membrane in a plant cell.
chloroplast: the part of a plant cell that captures light to make food.
producer: a living thing that makes its own food.
microscope: a tool that makes very small things look bigger.

💡 Learn this

Pick one word from the cell unit.
Look first. Then write your question.
Write the evidence you see.
Write where you could look next.
You do not need a final answer today.

Example

Word: nucleus.
Question: Does an onion skin cell have a nucleus?
Evidence: My drawing shows a dark dot in each cell.
Where next: Look at a stained onion slide under a microscope.

Try one together

Word: cell wall.
Hint: Look at your cell drawing, or at the plant cell picture.
Question: _____
Evidence: _____
Where next: _____

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

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

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.

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

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

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.

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

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

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

Mathematics. Wednesday, November 18, 2026

Decimals on a line

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

Start here

Tenths and hundredths on a number line

A decimal point splits whole numbers from parts of a whole. The first place after the point is tenths. The second place is hundredths.

0.3 means three tenths. If you cut one whole into 10 equal parts, 0.3 is 3 of those parts. As a fraction, 0.3 = 3/10.

0.03 means three hundredths. If you cut one whole into 100 equal parts, 0.03 is 3 of those tiny parts. As a fraction, 0.03 = 3/100. That is much smaller than 0.3.

The zero in 0.03 matters. It holds the tenths place empty, so the 3 lands in the hundredths place.

A number line from 0 to 1 helps you see size. Mark ten equal spaces. The marks are 0.1, 0.2, 0.3, and so on up to 1. Each space is one tenth.

Worked example: where does 0.35 go?

Step 1. 0.35 is 3 tenths and 5 hundredths.

Step 2. Find 0.3 and 0.4 on the line. 0.35 is between them.

Step 3. 5 hundredths is half of one tenth. So 0.35 sits halfway between 0.3 and 0.4.

Step 4. Check: 0.35 is less than 0.5, so it is on the left half of the line. That fits.

To compare decimals, line up the points and compare place by place, starting from the left. Is 0.35 or 0.5 larger? Look at tenths first. 0.35 has 3 tenths. 0.5 has 5 tenths. 5 is more, so 0.5 is larger, even though 35 looks bigger than 5.

Key words

decimal point: the dot that splits whole numbers from parts of a whole.
tenth: one of 10 equal parts of a whole.
hundredth: one of 100 equal parts of a whole.
number line: a line with numbers marked in order, used to show size.

Learn this

Tenths split the space from 0 to 1 into 10 equal parts. 0.1 is one tenth, or 1/10. 0.4 is four tenths, or 4/10.

Hundredths split each tenth into 10 smaller parts. There are 100 hundredths from 0 to 1. 0.06 is six hundredths, or 6/100. 0.45 is 45 hundredths, or 45/100.

To place 0.45 on a number line, find 0.4 and 0.5. 0.45 sits halfway between them.

To compare decimals, compare the tenths first. 0.6 has 6 tenths. 0.25 has 2 tenths. So 0.6 is larger, even though 25 looks bigger than 6.

Worked example: 0.7 is seven tenths, 7/10. 0.07 is seven hundredths, 7/100.

Key words. Tenth: one of 10 equal parts. Hundredth: one of 100 equal parts. Number line: a line with numbers in order and evenly spaced.

Use this on the questions

Look back at Learn this before you answer.

Line from 0 to 1 with tenths marked.

Place 0.3, 0.35, 0.05, 0.8.

Match each to a fraction.

Khan decimals on number line.

The questions use this page.

Your turn

1. Which is larger, 0.35 or 0.5?

Circle one.

A. 0.5

B. 0.35

2. Write 0.3 as a fraction.

3. Write 0.05 as a fraction.

4. 0.8 is...
Circle one.

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

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

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.

2. Write each one as a fraction.

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

Reading. Thursday, December 3, 2026

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 _____

Start here

The Lady, or the Tiger?

In the very olden time there lived a semi-barbaric king, whose ideas, though somewhat polished and sharpened by the progressiveness of distant Latin neighbors, were still large, florid, and untrammeled, as became the half of him which was barbaric.

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.

He could open either door he pleased.

If he opened the one, there came out of it a hungry tiger.

If he opened the other, there came forth from it a lady, and to this lady he was immediately married.

The princess, from her seat, raised her hand and made a slight, quick movement toward the right.

He went to the door on the right and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

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.
subject (old meaning): a person ruled by a king.
fate: what will happen to someone.
forth: out or forward.
accused: said to have done something wrong.
arena: a big open space with seats around it, where people watch.

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 find a word in an old story that means something different now.
Answer from the passage on this page. Copy the words from that passage.
A word inside quotation marks is a character speaking.
Some words meant something different long ago. In this story, a subject is a person ruled by a king. Today, a subject is usually a class at school.

Use this on the questions

Answer from the passage. Copy the words that prove it.

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

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

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

A. forth
B. came
C. lady

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

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

☑ Check yourself

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

_____

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

_____

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

Grammar. Thursday, December 3, 2026

Punctuation that changes meaning

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

⚐ Start here

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

🔑 Key words

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

💡 Learn this

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

Your turn

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

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

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

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

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

4. Which sentence talks to Mom?
Circle one.

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

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

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

Check yourself

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

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

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

Spelling. Thursday, December 3, 2026

Use them in real sentences

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

Start here

Spelling words in real sentences

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

Learn this

Use each word in a sentence about civics, science, or today's work.

Use this on the questions
Look back at Learn this before you answer.
One sentence with similar and analogy together.
One with category and contrast.
One with different.
The questions use this page.

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.

2. Write category from memory.

_____

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

_____

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

_____

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

_____

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

Citizenship. Wednesday, November 18, 2026

Evidence in civic life

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

Start here

Checking a claim about a rule
A claim is a statement that something is true. "There is a law that kids cannot ride bikes on the sidewalk" is a claim. Is it true? You cannot tell by how sure the person sounds. You need evidence.
In science, you check a claim with something you can see or measure. In civic life, you check a claim about a rule the same way. You look for facts that anyone can check.
Here are good questions to ask about any rule.
Who made it? Was it a city council, the Texas Legislature, Congress, a school, or a family?
Where is it written? A real law is written down. City rules are often posted on the city's official site or printed in a city code book. Texas laws are written in the Texas statutes. The Texas Constitution is posted by the Texas Legislature.
What happens if someone breaks it? A law has a public consequence, such as a fine.
Here is an example of a written rule you can check. The Texas Constitution, Article 1, Section 8, says:
"Every person shall be at liberty to speak, write or publish his opinions on any subject, being responsible for the abuse of that privilege"

Claim: "In Texas, people have a right to share their opinions." Evidence: Article 1, Section 8 says every person may speak, write, or publish opinions on any subject. The claim is supported. Notice the words "being responsible for the abuse of that privilege". That means a person can still be held responsible for misusing the right, such as by spreading harmful lies about someone.
After you check the evidence, decide. Keep the claim if the evidence supports it. Change it if the evidence shows something different.

Key words

ordinance: a rule made by a city or town.
claim: a statement that something is true.
evidence: facts that anyone can check.
liberty: freedom.
publish: to print or share writing so the public can read it.
abuse: wrong or harmful use.

Learn this

I can name evidence that would show why a rule exists.
A claim about a rule needs evidence, not volume. You check a claim about a rule the way you check a claim in science. Look for evidence.
A city or town makes local rules called ordinances. A sign or a written rule that names an ordinance is evidence that the city made the rule.
Write: this rule exists because... Then name what would confirm it. Ask or look. Keep or change.
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.
Write a claim about a house or town rule ('this rule exists because...').
What evidence would confirm it?
Ask or look. Keep or change.
The questions use this page.

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

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

A. A duty
B. A right

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

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.

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.

_____

☑ Check yourself

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

_____

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

_____

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

_____

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

Science. Wednesday, November 18, 2026

Same animal, different job

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

Name _____ Date _____

⚐ Start here

Same insect, different jobs

In complete metamorphosis, one insect lives two very different lives. The larva and the adult often look different, eat different food, and do different jobs.

The larva's job is to eat and grow. A monarch caterpillar eats milkweed leaves. It eats almost all the time. In about two weeks, it grows many times larger than when it hatched. It molts several times, shedding its old skin as it grows.

The pupa's job is to rebuild. Inside the chrysalis, the body changes into the adult form.

The adult's job is mostly to mate and lay eggs. An adult monarch does not chew leaves. It drinks nectar from flowers through a long mouthpart. Some adult monarchs also fly a very long way. In the fall, many monarchs fly south through Texas to forests in Mexico for the winter.

Some adult insects do not eat at all. An adult luna moth has no working mouth. It lives only about a week, just long enough to find a mate and lay eggs. All its eating was done as a caterpillar.

Insects with incomplete metamorphosis are different. A grasshopper nymph and an adult grasshopper eat the same kind of food, mostly plants. The nymph's job and the adult's job are much the same, except that only the adult can fly and lay eggs.

So when you study an insect, ask which stage you are looking at. The stage tells you a lot about its job.

🔑 Key words

larva: a young insect that looks very different from the adult, such as a caterpillar.
adult: the last, grown up stage of an insect.
milkweed: a plant that monarch caterpillars eat.
nectar: a sweet liquid made by flowers.
molt: to shed the old outer skin and grow a bigger one.

💡 Learn this

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

Same animal, different job. A larva may eat and grow. An adult may feed, mate, or barely eat at all.

Pick one complete-metamorphosis insect. T-chart: larva job / adult job.

One fact from the reading or a later source. Do not invent a diet.

A larva eats and grows. A pupa rebuilds its body. Some adults eat, and some do not eat at all. Many adults find a mate and lay eggs.

Use this on the questions
Look back at Learn this before you answer.
Pick one complete-metamorphosis insect.
T-chart: larva job / adult job.
One fact from a source.
The questions use this page.

Your turn

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

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

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

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

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

4. Do all adult insects eat?
Circle one.

A. No, not always
B. Yes, always

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

Check yourself

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

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

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