

Grade 4 – Week 1

Reading 1: The Mystery of the Locked Shed

One Saturday morning, Theo and his cousin Clara decided to explore his grandparents' backyard. Behind the garden, they found an old shed with a rusty padlock. "I've never seen this open," Theo said. They asked Grandpa, who smiled and handed over a small, tarnished key. "Why don't you find out what's inside?" Inside the shed were jars of nails, gardening tools, and a dusty wooden chest. Inside the chest, they discovered old black-and-white photographs, maps, and letters from their great-grandparents. "It's like a time capsule," Clara whispered. That evening, the family gathered around to look through the treasures.

Questions:

1. What did Theo and Clara find in the backyard?
2. Who gave them permission to open the shed?
3. What was inside the chest?
4. How did Clara describe their discovery?
5. What did the family do after the find?

Reading 2: The First Presentation

Maya had never spoken in front of a class before. So when her teacher assigned everyone a short presentation on a favorite hobby, she felt nervous. She decided to talk about her shell collection and brought a few to show. Her voice shook a little at the start, but as she described how she found them, her face lit up. By the end, the class was asking questions, and Maya was smiling. "That wasn't so bad," she told herself afterward. She even stayed after class to help another student plan their topic.

Questions:

1. What assignment did Maya's teacher give?
2. Why was Maya nervous?
3. What helped her feel more confident during her presentation?
4. How did the class respond?
5. What did Maya do after class?

Grade 4 – Week 2

Reading 1: The Library Map

In the school library, Ben noticed a laminated map pinned to the wall. It showed different sections of books with symbols and arrows. “I never noticed this before,” he said. Curious, he followed the map to a section marked with a compass symbol. It turned out to be a shelf of books on exploration and geography. That week, Ben read about ocean voyages, ancient civilizations, and mountain ranges. The librarian saw his interest and helped him sign up for a reading challenge. “Every map leads somewhere,” she said. Ben nodded. “And I’m just getting started.”

Questions:

1. What caught Ben’s attention at the library?
2. What section did the compass symbol lead to?
3. What kinds of books did Ben read?
4. How did the librarian support his interest?
5. What message does this story share about curiosity?

Reading 2: The Forgotten Project

Dylan had completely forgotten about the science project due on Monday. On Sunday night, panic hit. "What do I do?" he asked his older sister. She helped him brainstorm something simple using things they had at home. They created a mini water cycle with a ziplock bag, water, and tape. On Monday, Dylan explained condensation and evaporation to the class using his window experiment. The teacher was impressed. "Nice recovery," she said. Dylan grinned. "Next time, I won't wait until the last minute."

Questions:

1. What did Dylan forget about?
2. Who helped him solve the problem?
3. What experiment did they create?
4. How did Dylan present it to the class?
5. What lesson did he learn?

Grade 4 – Week 3

Reading 1: The Backyard Business

Sisters Naomi and Elise decided to start a backyard business over the summer. They created handmade bookmarks and friendship bracelets, then set up a small stand near their mailbox. At first, they only had a few customers, mostly neighbors. But one of them told a teacher at the local school, and soon they had orders from all over town. Naomi kept track of money and supplies, while Elise handled designs. At the end of summer, they donated half their earnings to the library. “That’s what success looks like,” their dad said.

Questions:

1. What kind of business did Naomi and Elise start?
2. How did they attract more customers?
3. What roles did each sister take on?
4. What did they do with their earnings?
5. What message did their dad share?

Reading 2: The Tallest Stack

During a class challenge, students were asked to build the tallest structure they could using only paper and tape. Olivia's team rushed and created a wide base. Theo's group folded tubes for height. Liam's group used triangles for strength. At the end of 30 minutes, Liam's tower stood tall while the others leaned or fell. "It's not just about height," their teacher said. "It's about structure." Liam nodded, realizing that being careful and thoughtful had paid off.

Questions:

1. What was the challenge?
2. What materials were used?
3. What made Liam's team successful?
4. What happened to the other towers?
5. What did the teacher say about the results?

Grade 4 – Week 4

Reading 1: The Missing Piece

After school, Talia was working on a puzzle with over 1,000 pieces. It had taken her a week to get near the end. But now, the final piece was missing. She searched the floor, her desk, and even the box again. “Maybe the dog took it,” she joked. She decided to clean her whole room just in case. Hours later, she found the piece stuck under a stack of books. Placing it in the center, she smiled with satisfaction. “Every piece matters,” she said to herself, feeling proud of her effort and patience.

Questions:

1. What was Talia working on?
2. What problem did she face?
3. What did she do to solve it?
4. Where did she find the missing piece?
5. What did she say at the end?

Reading 2: The Friendly Debate

Marcus and Ella disagreed about whether cats or dogs made better pets. Instead of arguing, their teacher suggested they hold a friendly debate. Marcus listed reasons dogs were more loyal and could be trained. Ella explained how cats were independent and calm. The class voted afterward—not on who was right, but on who presented their ideas the clearest. It was a tie. Both students shook hands and agreed that animals are great in different ways. “We’re better listeners now,” Ella said.

Questions:

1. What topic did Marcus and Ella disagree about?
2. How did their teacher help?
3. What arguments did they each make?
4. How was the winner decided?
5. What did they learn from the debate?

Grade 4 – Week 5

Reading 1: The Mystery Message

During recess, Ari found a folded note tucked inside his lunchbox. It read: “Check the red swing after school. From, a Friend.” Curious, he waited until dismissal, then walked to the playground. Hanging on the swing was a small paper crane made from notebook paper. Inside, someone had written, “Thanks for being kind to my brother.” Ari remembered helping a younger boy who had fallen during a game last week. He smiled, folded the note carefully, and placed it in his pocket. Sometimes, kindness travels further than you expect.

Questions:

1. What unusual thing did Ari find at recess?
2. Where did the note tell him to go?
3. What did he find on the swing?
4. Who likely wrote the message?
5. What did Ari learn from the experience?

Reading 2: The Train Ride

Zara had never ridden a train before. Her family planned a weekend trip, and the ride would take two hours. As the train pulled out of the station, Zara pressed her face to the window, watching buildings shrink into hills and trees. She noticed small towns, cows in fields, and rivers winding through the land. Her dad handed her a notebook to write about what she saw. By the time they arrived, she had written five pages and drawn two pictures. "That went fast," she said. Her mom replied, "It always does when you're paying attention."

Questions:

1. What new experience did Zara have?
2. What did she see during the ride?
3. What did her dad give her?
4. What did she do with it?
5. What lesson did her mom share?

Grade 4 – Week 6

Reading 1: The Compost Club

At lunch, Jackson noticed how many kids threw away apple cores and sandwich crusts. He had read about composting in science class, so he asked the principal if they could start a compost club. With help from the janitor and science teacher, they set up a compost bin behind the school. Every day, volunteers sorted fruit scraps, eggshells, and veggie leftovers. Months later, the soil they made was used in the school garden. “We turned trash into something that grows,” Jackson told his classmates. “Pretty cool, right?”

Questions:

1. What problem did Jackson notice?
2. What did he ask to start?
3. Who helped him?
4. What happened to the food scraps?
5. What did Jackson say to the class?

Reading 2: The Longest Paragraph

At writing time, Nora’s teacher challenged the class to write the longest paragraph they could—without losing clarity. Some students added words just to make theirs longer, but Nora chose each sentence carefully. Her story about her mischievous dog was full of action, description, and humor. When she read it aloud, the class laughed and clapped. Her paragraph wasn’t the longest, but it made the most sense. “You balanced detail and focus,” her teacher said. Nora grinned. “That’s harder than it looks.”

Questions:

1. What was the class writing challenge?
2. How did some students approach it?
3. What topic did Nora write about?
4. How did the class respond?
5. What made Nora’s paragraph successful?

Grade 4 – Week 7

Reading 1: The Community Mural

A wall behind the community center had been plain and gray for years. Then, a local artist invited kids to help create a mural. Mateo and his friends joined in, helping paint trees, people, birds, and buildings in bright colors. Each student added something personal—a soccer ball, a rainbow, a musical note. When it was finished, the wall felt alive. People walking by stopped to admire the details. “It tells our story,” the artist said. Mateo beamed. “And we told it together.”

Questions:

1. What change happened at the community center?
2. Who helped paint the mural?
3. What kinds of things did the students paint?
4. How did people respond to the mural?
5. What did the artist say it represented?

Reading 2: The Third Try

Mila wanted to learn how to skateboard. Her first try ended with a scraped elbow. The second try ended with a bruised knee. "Maybe I'm just not meant to ride," she muttered. Her older cousin handed her a helmet. "Or maybe you haven't tried enough times yet." On the third try, Mila wobbled but stayed on her board. By the end of the afternoon, she could glide down the sidewalk without falling. That night, she whispered, "I'm glad I didn't quit."

Questions:

1. What was Mila trying to learn?
2. What happened the first two times?
3. Who encouraged her to try again?
4. What changed on the third try?
5. What did Mila realize in the end?

Grade 4 – Week 8

Reading 1: The Lost Earring

During a school field trip, Lily realized one of her earrings was gone. It wasn't expensive, but it had belonged to her aunt. She retraced her steps—through the hallway, the lunchroom, and the science lab. Her classmates helped search too. Just when she was about to give up, someone shouted, "Found it!" The earring had fallen near the aquarium. Lily thanked her friends and promised to be more careful next time. "Things matter most because of who gave them to us," she told her teacher.

Questions:

1. What item did Lily lose?
2. Why was it important to her?
3. How did she search for it?
4. Where was it found?
5. What did she say about the item's meaning?

Reading 2: The After-School Job

Andre started helping his neighbor Mrs. Gomez after school. He brought in her mail, watered her plants, and walked her small dog. She paid him a few dollars each week, but more than that, she shared stories about her life. Andre learned about her favorite recipes, childhood games, and the country she moved from years ago. "Helping is good," Andre told his mom, "but listening makes it even better."

Questions:

1. Who did Andre help after school?
2. What jobs did he do for her?
3. What did Mrs. Gomez share with him?
4. What did Andre learn from listening?
5. What lesson does this story share?

Grade 4 – Week 9

Reading 1: The Puzzle Club

Once a week during lunch, a group of students met to work on puzzles. At first, only a few came, but soon the group grew. Each week brought a new challenge—jigsaws, crosswords, word searches, and logic puzzles. They kept a record of completed puzzles and celebrated small victories. When one puzzle took two weeks to finish, they hung it on the classroom door. “Puzzles are just problems waiting to be solved,” said their teacher. The club agreed—they were learning to solve together.

Questions:

1. What kind of club did the students form?
2. What types of puzzles did they complete?
3. How did the group change over time?
4. What did they do with a long, tough puzzle?
5. What did their teacher say about puzzles?

Reading 2: The Recipe Fail

Tariq wanted to bake cookies on his own. He followed the recipe—or so he thought. But he forgot to add sugar. When the cookies came out, they looked perfect but tasted plain. He laughed and said, “Maybe I invented a new kind of cracker!” His sister helped him try again, double-checking each step. The second batch was warm, sweet, and chewy. “Now those are cookies,” he said proudly.

Questions:

1. What mistake did Tariq make while baking?
2. What did the cookies look and taste like?
3. How did he react to his mistake?
4. Who helped him try again?
5. What happened on the second try?

Grade 4 – Week 10

Reading 1: The Seed Jar Experiment

In science class, Nora’s group placed dried beans in glass jars lined with wet paper towels. “We’ll observe what happens this week,” the teacher said. Each day, they recorded changes: first the bean swelled, then a tiny root appeared. By Friday, there were green shoots. “This is like watching life happen,” Nora said. The class compared which jars grew the fastest and why. Some placed theirs in sunlight; others were kept cooler. Nora liked knowing a simple jar could teach so much. “Science doesn’t always need fancy tools,” she told her parents at dinner.

Questions:

1. What experiment did Nora’s class do?
2. What changes did they observe?
3. How did students compare results?
4. What did Nora realize about learning?
5. What does this story say about discovery?

Reading 2: The Town Museum

Leo had lived in the same town his whole life but had never visited the local museum. One rainy weekend, his aunt took him there. Inside were old photos, antique tools, and even a bell from the original schoolhouse. Leo read stories of floods, train arrivals, and people who helped build the town. "I never knew all this happened right here," he said. On the way home, he decided to write about his town for a history project. "Sometimes," his aunt said, "you have to look back to understand where you live now."

Questions:

1. Where did Leo go for the first time?
2. What did he see and learn there?
3. How did the visit change his view of his town?
4. What project did Leo decide to do?
5. What did his aunt say about looking back?

Grade 4 – Week 11

Reading 1: The Wrong Bus

After a busy field trip, Clara accidentally got on the wrong school bus. She didn't realize it until the bus began heading the opposite direction from her neighborhood. She quickly told the driver, who pulled over and called the school. "It happens sometimes," he said kindly. Clara waited on a bench while a teacher came to get her. Later, her classmates joked, "Clara took the scenic route!" She laughed too. "Next time, I'll read the sign before I get on." Everyone agreed it was a memorable end to the trip.

Questions:

1. What mistake did Clara make?
2. When did she notice something was wrong?
3. How did the driver help her?
4. What did her classmates say later?
5. What lesson did Clara learn?

Reading 2: The Invention Fair

Liam built a mini hand-crank fan for the school invention fair. He used a plastic cup, wires, and a toy motor. It didn't win first place, but people stopped to see how it worked. One teacher even asked if he'd show it to next year's class. Liam felt proud not because he won, but because he created something useful. "The best part," he said, "was figuring it out on my own." His invention now sits on his desk at home, a small reminder that trying matters more than trophies.

Questions:

1. What did Liam build for the invention fair?
2. What materials did he use?
3. Did he win? How did he feel anyway?
4. What did a teacher ask him to do?
5. What lesson did Liam take from the experience?

Grade 4 – Week 12

Reading 1: The Piano Practice

Eva loved playing the piano—except for the part where she had to practice. Some days, she rushed through her songs. One evening, her younger brother sat beside her and asked her to play slowly so he could sing along. As she played, Eva realized she liked taking her time. The music sounded clearer, and she didn't feel rushed. From then on, she practiced as if she had an audience—even if it was just her brother. "You make it sound easy," he said one night. Eva smiled. "It wasn't at first, but now I enjoy every note."

Questions:

1. What part of piano playing did Eva struggle with?
2. What changed during one practice?
3. How did playing slowly help her?
4. What did her brother say?
5. What did Eva realize about practice?

Reading 2: The Park Cleanup

One Saturday morning, Sam noticed trash around the playground. Instead of ignoring it, he brought gloves and a garbage bag the next day. Soon, other kids joined in. By the end of the week, the park looked cleaner than ever. A sign appeared that said, "Thank you, Sam and friends." Sam didn't need a reward. "I just wanted to play in a place we all respect," he said. His classmates started picking up after themselves without being told. Sometimes, leadership begins with one small action.

Questions:

1. What problem did Sam notice at the park?
2. What did he do about it?
3. Who joined him?
4. What message appeared at the park?
5. What does this story show about leadership?

Grade 4 – Week 13

Reading 1: The Forgotten Lunchbox

Aiden was halfway through math class when his stomach rumbled. That’s when he realized—he had left his lunchbox on the counter at home. His mom usually double-checked, but this morning had been rushed. At lunch, he sat quietly with only a water bottle. Then his friend Caleb slid over a small brown bag. “I asked my mom to pack extra today. Want half a sandwich?” Aiden accepted gratefully. “You saved my day,” he said. Later, he wrote Caleb a thank-you note and brought him a snack the next day. Kindness, he realized, goes in both directions.

Questions:

1. What did Aiden forget?
2. Why was this day different from usual?
3. How did Caleb help him?
4. What did Aiden do to show gratitude?
5. What does the story say about kindness?

Reading 2: The Puzzle Mystery

Sienna's family loved doing jigsaw puzzles. They were working on a 1,000-piece mountain scene when Sienna noticed something odd. A corner piece was missing, and one piece on the sky looked like it didn't belong. She examined it closely. "This isn't from this puzzle!" she declared. They searched their puzzle drawer and found an old box missing its cover. Inside was the missing piece—and many others. "You're like a detective," her brother joked. Sienna beamed. "Even puzzles have secrets to uncover."

Questions:

1. What problem did Sienna notice during the puzzle?
2. What clue helped her figure it out?
3. Where did they find the missing piece?
4. What did her brother say?
5. What skill did Sienna use to solve the mystery?

Grade 4 – Week 14

Reading 1: The Weather Watchers

In science class, Ms. Lin asked her students to track the weather for a week. Carlos created a chart and checked the forecast each morning. He recorded temperature, wind speed, and sky conditions. On Friday, he noticed a pattern—every time the wind was from the west, it rained the next day. “That’s a smart observation,” Ms. Lin said. Carlos felt proud. He hadn’t just followed the chart; he had discovered something new.

Questions:

1. What assignment did Ms. Lin give?
2. How did Carlos organize his data?
3. What pattern did he notice?
4. How did his teacher respond?
5. What made Carlos feel proud?

Reading 2: The Pet-Sitting Job

When her neighbor went on vacation, Priya agreed to watch their parrot, Mango. Mango could say a few words like “Hello!” and “Treat!” Priya wrote down everything she needed to do—feed him, clean the cage, and talk to him for 10 minutes a day. She stuck to the schedule carefully. On the last day, Mango surprised her by saying, “Good job, Priya!” Her eyes widened. “Did he just say my name?” she laughed. When the neighbor returned, Priya shared the story. “Looks like you’re a bird trainer now,” they joked.

Questions:

1. What kind of pet did Priya care for?
2. What tasks did she have?
3. How did she stay organized?
4. What funny thing did Mango say?
5. What compliment did her neighbor give?

Grade 4 – Week 15

Reading 1: The Paper Plane Challenge

During indoor recess, Marcus challenged his class to a paper airplane distance contest. Everyone folded their planes in different ways. Some were narrow and sharp, others wide and flat. Marcus's flew the farthest, but Ava's had the smoothest glide. Their teacher suggested they combine their styles. Together, they built a new plane that was fast and graceful. "Engineering is better with teamwork," the teacher said. Marcus and Ava high-fived. "Next time—airplane art show," Marcus joked.

Questions:

1. What challenge did Marcus start?
2. What were the different plane styles like?
3. What made Ava's plane special?
4. What did they do together?
5. What did their teacher say about teamwork?

Reading 2: The Missing Skate

Talia loved skating at the roller rink. One weekend, she arrived and opened her bag—only one skate! She had grabbed her brother’s bag by mistake. Feeling defeated, she sat on the bench, but the rink owner noticed. “We have extra skates in lost and found,” she said. Talia borrowed a pair and joined her friends. “It’s not about having the best skates,” she told them later. “It’s about not missing the fun.”

Questions:

1. What mistake did Talia make?
2. How did she feel at first?
3. Who helped her find a solution?
4. What did she do with the borrowed skates?
5. What lesson did she learn?

Grade 4 – Week 16

Reading 1: The Debate Team

Luca signed up for the school's new debate club. The first topic: Should homework be required every day? Luca was nervous, but he made a list of reasons for his side and practiced speaking clearly. On debate day, he listened to the other team and responded calmly. Afterward, the teacher said, "You asked strong questions and stayed respectful. That's real debate." Luca grinned. "Turns out, arguing with rules can be fun."

Questions:

1. What club did Luca join?
2. What was the first topic?
3. How did Luca prepare?
4. What did the teacher say about his performance?
5. What did Luca learn about debating?

Reading 2: The Soap Carving

Maya's grandpa gave her a small pocketknife and taught her how to carve soap. She practiced by making shapes—a fish, a heart, a tiny shoe. At first, her carvings broke easily. "Go slow and steady," Grandpa said. After a few weeks, she carved a hummingbird with spread wings. "That's your best yet," he said. Maya held it up proudly, amazed at what a simple bar of soap could become with patience and care.

Questions:

1. What new skill did Maya learn?
2. What tools and materials did she use?
3. What advice did Grandpa give?
4. What did she create after lots of practice?
5. What does this story say about patience?

Grade 4 – Week 17

Reading 1: The Backyard Stargazers

Landon and his sister Grace were studying space as part of their science this month. Their mom suggested setting up a blanket in the backyard one night to watch the stars. They brought a flashlight, their constellation chart, and a notebook. Grace spotted Orion's Belt first, and Landon found the Big Dipper. "I wish we had a telescope," Landon said. "Our eyes are learning just fine," Grace replied. They sketched what they saw and added notes for their nature journals. The next day, they researched meteors and discovered there would be a meteor shower next weekend. "We're camping in the yard again," they agreed.

Questions:

1. What subject were Landon and Grace studying?
2. How did they explore it at home?
3. What constellations did they find?
4. What did they do with their observations?
5. How did this experience make them excited for next weekend?

Reading 2: The Baking Math Lesson

While making banana bread, Jonah's mom asked him to help double the recipe. "We need two loaves instead of one," she said. Jonah grabbed a pencil and paper and began multiplying the ingredients: 1 $\frac{1}{2}$ cups of flour became 3, and $\frac{3}{4}$ cup of sugar became 1 $\frac{1}{2}$ cups. When they finished, Jonah said, "This is more fun than my workbook." His mom smiled. "That's because you're learning with your hands, too." The bread came out golden brown, and Jonah added the recipe to his homeschool recipe binder.

Questions:

1. What kind of lesson did Jonah do while baking?
2. Why did they need to double the recipe?
3. How did Jonah figure out the new amounts?
4. What did he say about this kind of math?
5. What was the result of their lesson?

Grade 4 – Week 18

Reading 1: The History Storytime

Samantha was learning about pioneer life in the 1800s. Instead of just reading from her history book, her dad suggested acting out part of a story. Samantha braided her hair, dressed in an old apron, and read aloud from a pioneer journal entry while sitting by the fireplace. Her little brother pretended to drive a wagon using couch cushions. They laughed as they imagined life on the trail. Later, Samantha wrote a short journal entry of her own in pioneer style. “Dear journal,” she wrote, “today I churned imaginary butter.”

Questions:

1. What was Samantha learning about?
2. How did her dad make it more fun?
3. What did her brother pretend to do?
4. What kind of writing did Samantha create?
5. Why is this a great example of homeschool learning?

Reading 2: The Rainy Day Bird Count

Rain was falling outside, and the park trip was canceled. "Let's do a bird count from the window," Elijah's mom suggested. They set up chairs and binoculars and made tally marks on a paper for each bird they saw. Two cardinals, five sparrows, one blue jay. Elijah even spotted a robin hopping through puddles. He looked up a bird app and found out robins love worms after rain. They stayed dry indoors and still got their nature study done. "We'll call this our rainy-day science lab," Elijah said with a grin.

Questions:

1. What happened to Elijah's original plans?
2. What did his mom suggest instead?
3. What tools did they use for their activity?
4. What interesting fact did Elijah learn?
5. What did they name their indoor nature study?

Grade 4 – Week 19

Reading 1: The Nature Scavenger Hunt

Sophie’s mom gave her and her brother a list of things to find outside: something round, something soft, something that moves. With clipboards and pencils in hand, they wandered the backyard and wooded trail nearby. Sophie found a snail on a wet leaf and drew a picture of it. Her brother found a soft moss patch by the creek. After an hour, they came home with muddy shoes and pages full of discoveries. That afternoon, they wrote nature poems based on what they found. “Way better than just reading about nature,” Sophie said.

Questions:

1. What kind of list did Sophie receive?
2. Where did she and her brother go to complete the activity?
3. What did they find and record?
4. What did they create after the scavenger hunt?
5. Why did Sophie enjoy this kind of learning?

Reading 2: The Broken Clock Fix

Zane found an old clock in the garage while helping clean with his dad. It didn't work, but he was curious. His dad let him take it apart at the kitchen table. They found a small gear had popped loose. Using a tiny screwdriver and some patience, they fixed it together. When the clock started ticking again, Zane beamed. "That's hands-on history," his dad said, explaining how people used clocks like this for decades. Zane wrote a short report about how gears work and added it to his science folder.

Questions:

1. What did Zane find in the garage?
2. What was wrong with it?
3. How did they fix it?
4. What did Zane learn from the experience?
5. How did he turn it into a homeschool project?

Grade 4 – Week 20

Reading 1: The Blanket Fort School Day

One chilly morning, Ava and her brothers set up a blanket fort in the living room. Their mom said, “If you keep your work neat, you can do school in there today.” They brought flashlights, their books, and a snack tray. Ava read her history aloud while her younger brother colored a map. They took turns answering math questions from inside the fort. At the end of the day, their mom peeked in and said, “This might be your coziest school day yet.”

Questions:

1. What did Ava and her brothers build?
2. What rule did their mom give them?
3. How did they do their work in the fort?
4. What subjects did they work on?
5. What made this school day different?

Reading 2: The Homemade Compass

For geography, Eli's dad showed him how to make a simple compass using a bowl of water, a leaf, and a needle. They rubbed the needle with a magnet, set it on the leaf, and watched it turn to face north. Eli tested it in different rooms and outside. Then he drew a map of his backyard and marked where north pointed. "I didn't know direction could float," he said, amazed. His dad laughed. "There's science in your backyard if you know where to look."

Questions:

1. What was Eli learning about?
2. What materials did he use to make a compass?
3. What happened to the needle?
4. How did Eli test his compass?
5. What did his dad say about learning?

Grade 4 – Week 21

Reading 1: The Backyard Business

Olivia and her twin brother started a backyard stand—not for lemonade, but to sell their handmade bookmarks and drawings. Their mom helped them make a little sign and set up a table near the sidewalk. Neighbors walking by stopped to admire the art. Some even placed orders for custom bookmarks. Olivia kept track of sales and materials in a notebook. “This is like math and art in real life,” she said.

Questions:

1. What kind of stand did Olivia and her brother create?
2. Who helped them set it up?
3. What did the neighbors do?
4. How did Olivia use math in this activity?
5. What does this story teach about creativity and learning?

Reading 2: The Book Basket Switch

As part of their reading time, Nolan’s family used book baskets—each child had their own. One day, Nolan accidentally grabbed his sister’s basket. The books looked too easy, but he read one anyway. It was about a bear learning to fish. He laughed more than he expected and even learned a few things about bears. “Reading outside your level can still teach you something,” his mom said. Nolan nodded. “And it’s fun, too.”

Questions:

1. What happened with the book baskets?
2. What kind of book did Nolan read?
3. What did he think of the story?
4. What did his mom say?
5. What lesson did Nolan learn?

Grade 4 – Week 22

Reading 1: The Lemonade Chemistry Lab

Instead of using a science kit, Mila’s mom let her turn the kitchen into a “chemistry lab.” They made lemonade and tested different ingredients—sugar, honey, lemon juice, and even a pinch of salt. Mila recorded the results in a chart: too sour, too sweet, just right. “This is acid and base work,” her mom said. Mila laughed, “It’s also a taste test!” At the end, she made a recipe card for her favorite mix.

Questions:

1. What kind of science lesson did Mila do?
2. What did she test and measure?
3. What did her chart show?
4. What did she create at the end?
5. What made this lesson fun?

Reading 2: The Quiet Hour Routine

Each afternoon, after lunch and outside play, Caleb had quiet hour. His mom said it was a time to read, draw, or rest without screens. At first, Caleb didn't like it. But soon he started using the time to write comic stories about a flying lizard named "Zip." After a few weeks, he had a whole notebook full. One day, his mom surprised him by printing out his first comic as a mini book. Caleb realized quiet hour wasn't boring—it was his creative time.

Questions:

1. What was quiet hour for in Caleb's house?
2. What did he do during that time?
3. What character did he create?
4. What did his mom do to encourage him?
5. What did Caleb discover about quiet time?

Grade 4 – Week 23

Reading 1: The Grocery Budget Lesson

As part of home economics, Ivy's mom let her help plan the weekly grocery trip. They made a meal list and checked the pantry first. Ivy wrote out what they needed and checked prices online. At the store, she used a calculator to keep track. "We're at \$88 and we still need milk," she said. "Perfect," her mom smiled. "That's under budget." Ivy felt proud as they unloaded the groceries. "I didn't know math could taste this good."

Questions:

1. What real-life lesson did Ivy help with?
2. How did she prepare before the store?
3. What tool did she use while shopping?
4. How did she stay within the budget?
5. What was her reaction to the experience?

Reading 2: The Bird Nest Discovery

During a nature walk, Callie spotted something tucked inside a bush. Carefully, she looked closer and saw a tiny nest with three speckled eggs. She backed away slowly, excited and respectful. When they got home, her mom pulled out the bird guide and they identified it as a house finch nest. Callie drew the nest in her journal and wrote about how to observe without disturbing. “This is the best kind of science,” she said. “Quiet and full of surprises.”

Questions:

1. What did Callie discover during her walk?
2. What did she do after seeing the nest?
3. How did they identify the bird?
4. What did she draw and write about?
5. What made this science special?

Grade 4 – Week 24

Reading 1: The Surprise Poetry Binder

Zara didn't think she liked poetry—until her mom introduced “poetry tea time” once a week. They lit a candle, made hot chocolate, and read poems aloud. Some were funny, others made her think. Zara started writing her own. She copied her favorites into a purple binder and added doodles. “This is my poem place,” she said proudly. By the end of the month, she had filled ten pages. Her mom wrote one too, just for her.

Questions:

1. What changed Zara's view of poetry?
2. What was special about poetry tea time?
3. What did she do with her favorite poems?
4. How many pages did she fill?
5. What gift did her mom give her?

Reading 2: The Backyard Stargazer Journal

Micah borrowed his cousin's telescope for a week. Every clear night, he went outside with his coat and flashlight, peering into the sky. He saw the moon's craters, a group of stars shaped like a W, and even a bright "star" that didn't twinkle—it was a planet! Each night, he drew what he saw and looked up facts online. "I think I want to study space for real," he told his mom. "Then this is just the beginning," she replied.

Questions:

1. What did Micah borrow?
2. What did he do each night?
3. What kinds of things did he observe?
4. How did he record his observations?
5. What did Micah decide about his future?

Grade 4 – Week 25

Reading 1: The Nature Sound Map

During a quiet morning nature walk, Ezra’s mom gave him a blank piece of paper with a small dot in the center. “Sit here for five minutes and draw what you hear,” she said. Ezra closed his eyes and began to listen. Birds chirped to his left. A breeze rustled the trees behind him. A squirrel chattered somewhere in the distance. Ezra marked the sounds around the dot, creating a “sound map.” When they got home, he colored in the page and added it to his nature journal. “It’s like a picture of what I didn’t see,” he said.

Questions:

1. What did Ezra’s mom give him to start the activity?
2. What was he supposed to draw?
3. What sounds did he hear?
4. What did the map show when it was finished?
5. Why did Ezra find the activity interesting?

Reading 2: The Home Repair Lesson

Nina's bookshelf kept leaning to one side, and books slid off the top shelf. Her dad said, "Let's fix it together." They measured and cut a new support piece, then used a drill to attach it. Nina learned how to check for level using a small tool and how to safely hold the drill. "I didn't know I liked this stuff," she said, smiling. Her dad replied, "Knowing how to fix things is just as important as reading about them."

Questions:

1. What problem did Nina's bookshelf have?
2. What tool did they use to fix it?
3. What skills did Nina learn?
4. What did her dad say about hands-on learning?
5. How did Nina feel about the experience?

Grade 4 – Week 26

Reading 1: The Pet Sitting Planner

Lucy was asked to pet sit for her neighbor’s bunny, Marshmallow, for the weekend. Before the visit, she made a checklist: fresh water, pellets, hay, clean the cage, and give cuddles. She set a timer on her tablet for each chore and made a log to show what time she did each task. On Sunday, the neighbor said, “You’re more organized than I am!” Lucy added the experience to her homeschool log. “That was real responsibility,” she told her mom.

Questions:

1. Who was Lucy taking care of?
2. What did her checklist include?
3. How did she stay organized?
4. What did the neighbor say?
5. Why was this an important learning experience?

Reading 2: The Nature Paintbrushes

Miles was learning about plants and art. His mom gave him an idea: “Let’s make paintbrushes from nature!” They gathered sticks, leaves, pine needles, and even a feather. Using rubber bands, they created brushes with different textures. Miles dipped them into paint and made a picture of a tree—using pieces of trees! “That’s the coolest art project I’ve ever done,” he said. He labeled each brush and saved them in a jar for next time.

Questions:

1. What kind of art project did Miles do?
2. What materials did he use to make brushes?
3. What did he paint a picture of?
4. Why did he enjoy this project?
5. How did he keep the brushes for later use?

Grade 4 – Week 27

Reading 1: The Rain Gauge Project

As part of their homeschool science, Jenna made a rain gauge using a clear jar, a ruler, and a marker. She placed it on a flat spot in the yard and checked it after each storm. After a week, she noticed that light rain barely filled the bottom, but one thunderstorm brought over two inches. Jenna recorded the results in a chart and drew a graph. “This is the kind of math that makes sense,” she said.

Questions:

1. What did Jenna build for her science lesson?
2. How did she measure the rainfall?
3. What did she learn after a thunderstorm?
4. How did she keep track of the data?
5. What did she say about this type of math?

Reading 2: The Puzzle Trade Box

Levi's family had a tradition—when a puzzle was finished, they put it in a box labeled “trade.” Anyone in their homeschool group could borrow it, finish it, and swap it out with another. Levi recently picked a 500-piece ocean scene. It took him five days and a lot of snack breaks, but he completed it. He added a note in the box: “Watch for the hidden jellyfish in the bottom corner!” A week later, his friend texted a picture of the puzzle finished on their own table. “This is more fun than a library,” Levi said.

Questions:

1. What was the puzzle trade box used for?
2. What puzzle did Levi choose?
3. How long did it take him to complete?
4. What message did he leave in the box?
5. What did he say about the experience?

Grade 4 – Week 28

Reading 1: The Backyard Camping Night

Caleb and his siblings set up a tent in their backyard for a weekend adventure. Their parents gave them flashlights, bug spray, and snacks—but said they'd only come outside if needed. As the sun set, Caleb made a checklist of what they might hear: crickets, wind, maybe even owls. Inside the tent, they played cards and told funny stories by lantern light. In the morning, they wrote about the experience in their journals. "I didn't miss screens once," Caleb said.

Questions:

1. What kind of adventure did Caleb and his siblings plan?
2. What items did their parents provide?
3. How did they spend their time in the tent?
4. What did they do the next morning?
5. What did Caleb say about being unplugged?

Reading 2: The Bread-Making Lesson

As part of her homeschool life skills project, Hannah chose to learn how to make bread from scratch. Her grandmother visited to teach her the old family recipe. They mixed, kneaded, and waited while the dough rose. Hannah asked questions about why the yeast bubbled and what made bread fluffy. The smell filled the kitchen, and when it came out golden and warm, Hannah wrapped it in a towel to cool. "This is better than store-bought," she said, taking her first bite.

Questions:

1. What skill did Hannah choose to learn?
2. Who taught her the recipe?
3. What science question did she ask during baking?
4. What was special about the result?
5. How did Hannah feel about what she made?

Grade 4 – Week 29

Reading 1: The Homestead Binder

Lila loved learning about herbs, gardening, and natural remedies. She started a binder to keep track of her projects. One section held pressed flowers, another had simple recipes for salves and teas, and a third listed what grew in her garden. Her mom helped her research how peppermint helps with digestion, and they made peppermint tea from fresh leaves. Lila labeled her tea jar and smiled. “My science is a little wild—and I love it.”

Questions:

1. What topics did Lila enjoy learning about?
2. What did she keep in her binder?
3. What did she and her mom make together?
4. Why did she label her tea jar?
5. What did Lila say about her type of science?

Reading 2: The Tool Shed Tidy-Up

Micah's dad asked for help organizing the tool shed. Micah made labels for the bins, sorted screws by size, and matched lids to containers. He found tools he never knew existed—and learned their names. "What's this for?" he asked, holding up a level. His dad showed how it helped check if something was straight. When they were done, Micah drew a quick sketch of where everything went. "Now I feel like I work here," he said.

Questions:

1. What job did Micah help with?
2. How did he organize the items?
3. What tool did he learn about?
4. What did he do when the job was done?
5. What did Micah say about the experience?

Grade 4 – Week 30

Reading 1: The Rain Barrel Build

For a unit on conservation, Aria and her mom built a rain barrel system to water the garden. They used a large plastic bin, a screen to keep leaves out, and a hose at the bottom. Aria painted a sun and cloud on the outside. After the first rainstorm, she checked the barrel—it was half full. She measured how much they used each day and wrote the numbers on a chart. “Saving water is kind of satisfying,” she said.

Questions:

1. What was the purpose of the project?
2. What materials did they use to build it?
3. How did Aria decorate the barrel?
4. What did she track afterward?
5. What did Aria say about conservation?

Reading 2: The Poetry Walk

Every Thursday, Sam's mom had them take a "poetry walk." They strolled slowly through the woods or down the neighborhood path and noticed small details—raindrops on leaves, ants on the sidewalk, or the way the sun filtered through trees. Afterward, Sam sat on the porch and wrote a short poem about a caterpillar crossing the sidewalk. "You noticed more because you weren't rushing," his mom said. "That's where poems begin."

Questions:

1. What was the purpose of their poetry walks?
2. What kinds of things did Sam notice?
3. What did he write about afterward?
4. What did his mom say about slowing down?
5. How did this walk help with writing?

Grade 4 – Week 31

Reading 1: The Button Jar Story

Ellie’s great-aunt gave her a large jar of buttons from decades of sewing. Some were shiny, others worn. Ellie decided to sort them by color and shape. Her mom suggested turning them into a math and art project. She graphed the button colors, made patterns, and then glued her favorites onto a cardboard heart. “Each button probably has its own story,” Ellie said. Her mom nodded. “And now they’re part of yours.”

Questions:

1. What special gift did Ellie receive?
2. How did she sort and use the buttons?
3. What subjects did this project connect to?
4. What did she make with her favorite buttons?
5. What did she say about the history of the buttons?

Reading 2: The Homemade Weather Station

As part of his weather unit, Nate created a mini weather station in his backyard. He made a thermometer shelter, a wind vane from a straw and pencil, and a rain gauge. Each day, he recorded the temperature, wind direction, and rainfall in his logbook. After two weeks, he noticed a pattern: warm days had more wind. "I feel like a weather reporter," he said proudly.

Questions:

1. What did Nate build for his science unit?
2. What tools did he include in the station?
3. What did he record each day?
4. What pattern did he observe?
5. How did Nate describe himself at the end?

Grade 4 – Week 32

Reading 1: The Recycling Round-Up

Once a month, Mia’s family hosted a neighborhood recycling round-up. Kids brought paper, cardboard, cans, and plastic. Mia weighed everything and kept track in a notebook. She created bar graphs to compare totals. “We saved over 50 pounds of paper this month!” she announced. The neighborhood clapped. Her mom said, “You’re making change and using math to prove it.”

Questions:

1. What event did Mia’s family host?
2. What did Mia do to track recycling?
3. How did she present the data?
4. What exciting total did she share?
5. What did her mom say about her effort?

Reading 2: The Silly Story Swap

During writing time, Isaiah and his siblings played a game. Each person wrote the beginning of a silly story, then passed it to someone else to continue. By the end, their stories included flying goats, talking backpacks, and a pie that exploded into glitter. They laughed so hard they couldn't breathe. "That's creative writing at its wildest," their dad said. Isaiah added, "Can we do this every Friday?"

Questions:

1. What kind of writing game did the kids play?
2. How did the stories change as they were passed around?
3. What were some silly parts of their stories?
4. What did their dad say about it?
5. What did Isaiah suggest at the end?

Grade 4 – Week 33

Reading 1: The Mini Farm Chores

Samantha's family had a small backyard farm with chickens, two goats, and a garden. Every morning, she collected eggs, checked the goat water, and pulled weeds. Her dad said, "These are lessons that don't come in a workbook." One afternoon, she found a new tomato growing and added a sticker to the garden chart. "Feels good to help things grow," she said.

Questions:

1. What chores did Samantha do on the mini farm?
2. What did her dad say about the lessons?
3. What did she discover growing in the garden?
4. How did she track the garden's progress?
5. What did she say about the experience?

Reading 2: The Cookbook Binder

Logan liked cooking and wanted to collect his favorite recipes. He used a binder to save ones they tried as a family. Each page had a title, ingredient list, and rating. “Ten out of ten, would eat again!” he wrote beside the spaghetti recipe. His mom added a note on one page: “Best pancakes ever—thanks, chef!” Logan grinned and added a new tab: “Logan Originals.”

Questions:

1. What did Logan decide to collect?
2. How did he organize his binder?
3. What special note did his mom leave?
4. What did Logan name his personal tab?
5. Why was this project meaningful?

Grade 4 – Week 34

Reading 1: The Backyard Bug Hunt

For science, Clara’s mom gave her a magnifying glass and bug guide. “Let’s go explore,” she said. They searched under rocks, near the garden, and around the woodpile. Clara found an ant trail, a beetle, and a spider web with dew drops. She drew each one in her notebook and labeled the parts. “Bugs are cooler up close,” she said. That night, she even dreamed about insects building cities underground.

Questions:

1. What tools did Clara use to explore?
2. Where did she look for bugs?
3. What did she find and record?
4. How did she describe what she saw?
5. What did she dream about afterward?

Reading 2: The Local Landmark Visit

As part of their state history unit, Owen's family visited a lighthouse an hour away. They climbed steep stairs and learned about how sailors used the light to avoid rocky shores. Owen asked how the light used to be powered, and the guide showed an old oil lamp. "This was the GPS before GPS," she said. Owen took notes and added a photo to his history timeline. "I learn better when I see it," he told his mom.

Questions:

1. What kind of place did Owen visit?
2. What did he learn about the lighthouse?
3. What question did he ask the guide?
4. How did he add the trip to his schoolwork?
5. What did Owen say about learning from real places?

Grade 4 – Week 35

Reading 1: The Cookie Math Challenge

Lila wanted to bake cookies for her cousins, but she only had half the ingredients. Her mom said, “Let’s halve the recipe.” Lila had to divide all the measurements: 2 cups of flour became 1, and $\frac{3}{4}$ cup of sugar became $\frac{3}{8}$. She double-checked everything, then baked them. “They’re still perfect,” her mom said. “You just did kitchen fractions!”

Questions:

1. What problem did Lila face when baking?
2. How did she adjust the recipe?
3. What math did she use?
4. How did the cookies turn out?
5. What did her mom say?

Reading 2: The Morning Routine Chart

Noah was having a hard time getting started in the mornings. His mom helped him make a chart: make bed, brush teeth, feed dog, and open the blinds. He hung it near his bedroom door. After a week, he was finishing everything before breakfast. "I feel like my brain turns on faster," he said. His mom added a sticker to each day and called it his morning success chart.

Questions:

1. What challenge was Noah facing?
2. What tool helped him get organized?
3. What tasks were on his chart?
4. How did he feel after using it for a week?
5. What did his mom do to encourage him?

Grade 4 – Week 36

Reading 1: The End-of-Year Time Capsule

As their school year ended, Nora and her family made time capsules. Each person wrote down their favorite memory, hardest challenge, and something they were proud of. Nora added a bracelet she made and a drawing of their garden. They buried the capsules near the tree in their yard. “We’ll open them next summer,” her dad said. Nora smiled. “I wonder how much we’ll grow by then.”

Questions:

1. What project did Nora’s family do?
2. What did they include in the capsules?
3. Where did they put the capsules?
4. When will they open them again?
5. What did Nora say at the end?

Reading 2: The Graduation Picnic

To celebrate the end of the homeschool year, Jonah's family had a backyard picnic. They set out sandwiches, watermelon, and homemade lemonade. Jonah wore a paper "graduate" crown and opened a small gift—a journal for next year. "You've worked hard," his mom said. "Now go enjoy summer." Jonah laughed. "After one more slice of cake."

Questions:

1. How did Jonah's family celebrate the end of the year?
2. What special item did Jonah wear?
3. What gift did he receive?
4. What did his mom say?
5. What did Jonah do after?