

Sample Family Homeschool Plan

Pendragon Family — a home-centered classical week

Our recommendation: prepare a home-centered classical and literature-rich week, with a gradual start to academic work and targeted help where needed. Keep Arthur's baseball, protect Grace's calm reading time, and choose a complete curriculum only after samples and placement. Begin when you have agreed the practical plan and a safe transition date.

Prepared for Lily and Uther Pendragon | Katy / West Houston | September 9, 2026

Your three first actions

- 1 Agree what needs to be in place before starting.** Together describe the adults you hope your children become, which needs matter most now, and what family time you want to protect. Choose a realistic start date, a spending ceiling, and a time to finish each day. Agree the work each parent can take on and a backup. Review any current safety concern now.
- 2 Check learning before buying.** Gather recent work and teacher observations. Review Memoria Press samples and one reading-placement route (Logic of English or All About Reading). Use Neuhaus Family Support promptly if Grace's baseline is unclear or distress continues.
- 3 Map the actual first week.** Include school, work, preparation, lessons, meals, church, baseball, travel, and rest. Agree who prepares materials, handles messages, and steps in when help is needed. Ask each child what they will miss and what they want to keep. Set the first review date together. Identify the school withdrawal contact, check TEA guidance, and retain correspondence. Trial KACH only if it fills an unmet need.

This is a proposed plan, awaiting your decision. It does not mean you have chosen to withdraw either child from school. Arthur and Grace are still enrolled. A current safety concern does not wait for the plan to be finished.

What a good month looks like

The week you chose is actually happening. Arthur is doing work that asks something of him. Grace can take part in reading without the day turning into distress. Preparation, teaching, and reset are shared enough that both of you can keep going. A hard day does not leave a pile of catch-up behind it. You still have ordinary time as a couple outside school logistics.

Why this fits your family

You are considering a move from school to home for Arthur (12, grade 6) and Grace (9, grade 4) in Katy / West Houston. You want Christian formation, a literature-rich classical approach, baseball for Arthur, and a safer, calmer reading plan for Grace. Lily's daily teaching role and hours are still yours to agree together. Together choose the work Uther can take on within his availability, such as a review or logistics task with a clear endpoint. Count preparation, correcting, meals, transport, recovery, and couple time before adding commitments.

A home-centered week fits because Christian formation can shape ordinary family life as well as lessons; a short shared reading and conversation can connect belief to action. Arthur needs worthwhile challenge and real relationships. Home learning should preserve both, with purposeful writing, math reasoning, baseball, and a carefully vetted adult connection. Grace needs safety and instruction matched to actual skills. A quieter home setting may help participation, but neither the setting nor a curriculum proves the cause of her reading difficulty. A single core and limited outside commitments can reduce coordination. That benefit depends on Lily's real preparation and teaching load and on a parent-agreed contribution from Uther.

Why we are not recommending more right now

- A larger academic program may eventually be useful, but its homework, fees, and driving can reshape the week before you know what home learning requires.
- A split school/home arrangement keeps two calendars running.
- Buying a complete curriculum before samples, placement, and a workable first week turns a candidate into a shopping cart.
- Start with the home plan only when its basic responsibilities are workable. More detail on the other choices is in the Walkthrough.

Your first week

The first week means the first learning week after your decision and school process. Preparation can begin now.

When	What to do
Before transition	Agree safety and timing. Explain what is changing and what will stay familiar. Gather recent work, review placement and samples, and prepare the next essential materials. Complete school communication after you decide. Ask each child what they will miss or want to keep. Map work, preparation, lessons, meals, travel, and rest alongside existing commitments. Agree who prepares, handles messages, and steps in when help is needed. Choose one early improvement to notice and place the first review on the calendar. A current safety concern does not wait for the plan to be finished.
The first learning days	Start shared reading, individual math and literacy, and movement. Record what adult help each task takes. Lily usually leads; Uther's part is agreed in advance.
End of the first week	Review actual load, each child's response, and comparable work. Remove one unnecessary task before adding a provider. Ask each child privately what helped.

What a normal week looks like

What	Who	When	The smallest version that still counts	On a hard day
Shared beginning	Available parent	The agreed start of the learning day	Read a short passage or story, pray, and name one way to practice a virtue	Keep one brief conversation. Reconnect after tension; resume together without adding missed devotions to the next day.

What	Who	When	The smallest version that still counts	On a hard day
Individual lessons	Lily, usually	After the shared beginning	Protect Grace's short reading session while Arthur works on a known independent task; then check Arthur's reasoning and writing	Reduce breadth or task size. Keep workable essential lessons and ask for help with persistent difficulty.
Movement and practical work	Parents choose who leads	After a work block or meal	Outdoor movement, an age-appropriate household contribution, and the actual baseball calendar	A walk or simple shared job is enough. No new paid activity is required.
Close the day	Lily, with a parent-agreed backup	The time you chose to stop	Record completed learning and one question for tomorrow; prepare the next essential materials	Stop expanding the task list when preparation crowds out rest. Park unfinished optional work.
Parent and marriage time	Lily and Uther	A weekly time you both agree on	The weekly parent review, plus ordinary couple connection outside that agenda	Reschedule a smaller conversation. Focus on what each person needs and which part of the week to adjust.

If it suits your child's current ability, begin with one small responsibility: after the last task, put one used item back in its agreed place. A parent first shows how and helps as needed. Notice the care taken and explain how it prepares for next time. If it is missed, try again at the next suitable moment. Add responsibility when the child is ready, not simply because of age.

All timing and detailed roles above are proposals. Try a representative lesson and count preparation and correcting as well as teaching time. For the week you choose, agree who starts each part, what finishes it, about how long it takes, what can be smaller on a hard day, and who can help. Choose times that fit work, travel, meals, and rest. If the week does not fit, reduce commitments before adding more. Look back at this once a week. Look at the whole picture at 30 days.

What each child needs right now

Child	What this season looks like
Arthur age 12, grade 6	Keep intellectual challenge visible: explain a math solution, write for a real audience, and discuss meaningful books. Use his existing baseball relationships while observing conduct and recovery. Invite his views without making him responsible for choosing the whole family plan. Ask your church for an introduction and vet the person before arranging a meeting; no mentor is assigned. For a responsibility you agree together, show the expected result, let him try an appropriate method, and agree when to ask for help. Reduce checking as he demonstrates readiness. Keep adult decisions and responsibility for Grace with the parents. Use a Memoria Press curriculum sample to test meaningful challenge. If work is too easy or he feels isolated, change the task or strengthen a specific relationship before adding a whole program.
Grace age 9, grade 4	Pair emotional safety with honest reading placement. Share rich stories through read-alouds while working on reading skills separately. Keep written output manageable and note fatigue or discomfort. Ask what makes an activity feel welcoming. You can contact Neuhaus Family Support for guidance without waiting for a fixed trial period. Choose a small practical task she can do with help, show the result, and let her choose an appropriate way to try. Agree how she can ask for help, and reduce checking as she shows readiness. This responsibility need not depend on reading independently. Try Logic of English placement or All About Reading placement as alternatives. Replace overlapping work in Memoria Press. Ask Grace what activity she would enjoy, then ask your church or KACH for an introduction, with a trial before enrollment.

Use the school review to make one practical adjustment together. Keep a separate moment for ordinary connection, prayer, or enjoyment. Keep the focus on what is working, what needs to change, and what each of you needs.

Resources

Start with the church you already attend, Arthur's baseball, TEA guidance, samples and placement, and the weekly parent review. Add a purchase, a group, or a mentor meeting only after those pieces are clear. Prices and details were checked on September 9, 2026, so check them again before you buy or sign up. Full costs and confirmation notes are also in your Family Resource Decision Report.

People and groups

Start here

Your existing church contact

Why: Build on an existing relationship. Ask for an age-appropriate connection for each child and a mentor lead for Arthur.

Before you ask: Confirm the actual pastor or children/youth ministry leader at the church you currently attend. Ask about ages, recurring opportunities, and adult supervision. Visit together before treating a group as part of the weekly plan.

Worth knowing: Church membership does not establish that every group is a good match. Supervision and travel still take time. The actual church identity, group openings, and each child's comfort are unconfirmed. Ask about activity fees and transport.

Worth a look if a need remains

Katy Association of Christian Homeschoolers (KACH)

Why: A named local social group can help both children meet homeschool peers without handing over the academic plan.

Before you join: Ask which current activities suit ages 9 and 12. Confirm membership terms, event fees, and required parent participation. Try one suitable activity and ask each child how it felt. Trial it only if it fills an unmet need.

Worth knowing: KACH describes itself as social, not an educational co-op. Events may add transport and volunteer work. The page lists \$25 per family per year; confirm activity charges and membership year. No seat, schedule, activity availability, or child fit is confirmed.

kachconnect.com

Use if a specific need remains

THSC Local Group Finder

Why: Use if your church and existing activities leave a specific belonging need unmet. Narrow to Katy/West Houston, child ages, and a workable meeting time.

Before you search: Name the missing need first. Ask one relevant group for its current calendar, cost, and parent workload. Trial an actual meeting before committing.

Worth knowing: A listing does not prove current activity, space, or family fit. Searching widely can become another job. Dynamic results were not tested; no particular listing is verified. Each group sets its own dues and activity fees.

thsc.org/find-a-local-home-school-group

Books and materials

Check samples first

Memoria Press classical core

Why: A complete curriculum may reduce the work of stitching together many subjects. Inspect age-appropriate samples for Arthur and new-user materials for Grace before choosing.

Before you buy: Open current samples and ask about placement for a new family. Try a representative lesson with each child and note Lily's preparation and correction time. Confirm exact items and remove duplicated reading or spelling before buying.

Worth knowing: A preference for classical education does not establish that a full grade bundle fits either child. Language arts may overlap with targeted reading support. No current complete cart was verified; include manuals, consumables, shipping, and any literacy replacement. This is a candidate, not an approved shopping cart.

memoriapress.com/curriculum/classical-core-curriculum/fourth-grade-complete-curriculum-package-for-new-memoria-press-users

Only if you choose a larger program

Katy Classical Academy

Why: Consider only if you intentionally choose a larger academic program to share instruction and community.

Before you enroll: Ask about grade placement, actual meeting days, parent teaching, and homework. Confirm admissions, openings, full cost, and refund terms. Compare the complete week with Lily's capacity before enrollment.

Worth knowing: A program calendar, homework, and transport can reshape the week; it is more than an extra activity. Listed Lower/Dialectic tuition is \$3,500 per student; application \$250 and registration \$300 for each of the first two children, plus supply/facility charges. Fees are stated non-refundable. Obtain a full quote. No placement, admission, seat, weekly workload, or worldview match is confirmed.

katyclassicalacademy.org/tuitionandfees

Mentors and trusted adults

Ask for an introduction

A church-sourced mentor for Arthur

Why: Arthur may respond to purposeful work and a respected adult who takes his interests seriously. This complements his parents and baseball.

Before you arrange a meeting: Ask your actual pastor or youth leader for a trusted adult who can meet with Arthur with parental visibility. Check experience, references, and safeguarding arrangements. Agree a first meeting with clear supervision and agreed start and end times; seek Arthur's feedback.

Worth knowing: No person is selected. A mentor cannot be assumed safe, available, or responsible for correcting all peer influence. You must confirm lived Christian example and appropriate boundaries. Check suitability and availability before arranging an appointment.

Movement and activities

Keep this

Arthur's current baseball team

Why: Keep a valued place for movement, challenge, and friendships during the transition.

Before you lock the week: Ask your current coach or team administrator for the current practice and game calendar. Agree which commitments fit the home week. Review sleep, recovery, attitude, and peer relationships together.

Worth knowing: Travel, late nights, and competition can crowd out recovery or shared family time. Use the actual upcoming season invoice and travel calendar. Current season obligations and total costs still need confirmation.

Ask her first

An inviting movement activity for Grace

Why: Grace deserves enjoyable movement and belonging that are hers, rather than only accompanying Arthur.

Before you enroll: Ask which activity she would actually like to try. Then ask your church leader or the KACH contact for one age-appropriate trial. Observe one session and ask about comfort, supervision, and travel.

Worth knowing: Adding an activity before understanding her interest can create cost and another stressful obligation. No named provider is endorsed. Hold recurring enrollment until a positive trial and calendar check.

Official Texas information and practical help

Save the link

Texas Education Agency homeschool guidance

Why: This is the official baseline for planning a school transition and distinguishing requirements from optional record habits.

What to do: Read the official guidance together. Identify the actual campus withdrawal recipient and agree a start date. Retain your correspondence and organize useful learning records.

Worth knowing: TEA does not approve or register homeschool programs. It does not choose a curriculum or resolve every individual school dispute. No withdrawal has occurred. District re-entry placement may require review of learning.

tea.texas.gov/families-and-students/finding-school-your-child/home-schooling

[TEA withdrawal/placement policy letter](#)

Optional

THSC membership and coaching

Why: An optional source of practical guidance may help a new homeschool parent ask focused questions.

Before you pay: Identify the specific question you need answered. Confirm which tier provides that service and its current total. Review renewal and cancellation terms before paying.

Worth knowing: Membership is not a Texas homeschooling requirement. A service tier is not a promise of individual clinical or legal representation. The page displays inconsistent Premium prices (\$99 and \$149); confirm checkout, tier, renewal, and service scope.

thsc.org/join-us

Reading placement and specialist guidance

Check placement first

Logic of English Essentials

Why: A candidate for Grace if placement shows the need for foundational language work at an older-reader pace. It replaces overlapping work in the core.

Before you buy: Use the provider's placement guidance and existing work samples. Try an appropriate sample with a calm, short session. Choose one literacy sequence.

Worth knowing: Essentials placement identifies levels within the program; it does not by itself diagnose the cause of reading difficulty. No current materials quote was obtained. Appropriate starting point, daily response, and total cost remain unconfirmed.

logicofenglish.com/pages/where-to-start

Use promptly if needed

Neuhaus Education Center Family Support

Why: Use promptly when Grace's skill baseline is unclear, reading distress continues, or progress stalls. A family-support conversation can clarify what sort of help to seek.

What to do: Use the Family Support form or call 713-664-7676. Describe observations and ask which professional scope fits the question. Verify qualifications, location, fees, and availability directly with any referral. You do not have to wait for a fixed trial period.

Worth knowing: A referral is not a diagnosis, an available appointment, or an assurance that a particular professional is the right fit. No specialist, assessment result, therapy plan, or waiting period is prescribed.

neuhaus.org/pages/family-resources

Alternative

All About Reading

Why: A placement-dependent alternative if Logic of English's samples do not suit Grace or qualified guidance points elsewhere.

Before you buy: Review official placement and a sample. Compare adult workload and Grace's response with the other candidate. Select one plan and track comparable work.

Worth knowing: Do not stack two complete reading systems. No clinical guarantee or comparative superiority is established. Current kit and consumable total were not verified. We cannot promise a particular rate of reading progress.

allaboutlearningpress.com/reading-placement

For Lily and Uther

Start now

Your weekly parent review

Why: A brief review makes the work of planning, preparing, teaching and resetting visible and gives both parents a way to adjust the week. Pair it with ordinary couple connection beyond school logistics.

What to do: Agree a recurring private time and a short agenda: children, work, load, next change. Together choose a responsibility that fits Uther's available time and agree who can step in if needed. Make one change at a time and keep a simple note.

Worth knowing: This is a proposed family practice, not a commercial program or a tested guarantee. Exact ownership and time remain yours to choose. Neither parent has yet confirmed the schedule or role assignment.

Check in at 30 days

- Does the chosen curriculum match actual skills?
- Is Grace engaging with less distress?
- Is Arthur challenged?
- Can the adults sustain the week?
- Simplify duplicated work or change support where the week itself points to a change.

- Count planning, correcting, and transport, not just lesson time, before adding anything new.

Check in at 90 days

- Retain, revise, or switch based on learning, Christian formation in practice, relationships, and capacity.
- A calm house alone is not evidence of academic progress; completed pages alone are not evidence of understanding.
- At the next school-year planning point, or a major change in work, health, or family life, revisit what you want for your children, what each person can take responsibility for, and which parts of the week should change.

Signs it's working

- The shared beginning and essential lessons happen most days, with a smaller version on a hard day.
- Arthur can explain a math solution, write for a real audience, and talk about a meaningful book.
- Grace takes part in read-alouds, and her reading work stays short enough that distress does not take over the day.
- Baseball still fits recovery and family time.
- Uther's agreed part is clear and happening. Preparation is not landing only on Lily by default.
- You still have ordinary connection outside the school review.

Signs to simplify, or to ask for help

- Simplify when optional work regularly crowds out the essentials, rest, or relationships.
- Seek help when distress, pain, safety concerns, or persistent learning difficulty call for a more specific response. There is no required waiting period.
- After a hard day, pause and ask whether the task was unclear, too difficult, poorly prepared, or crowded by tiredness or other demands. Put right any unfair treatment and help each other begin again with a smaller appropriate step. Keep the learning purpose while changing what made the task unworkable.
- A weekly meeting does not delay a needed safety or specialist response.
- Contact Neuhaus Family Support, or another qualified professional, if Grace's reading baseline stays unclear or distress continues.

A note about Texas

This is planning guidance, not legal advice. Texas's official guidance describes genuine home instruction using a written curriculum covering reading, spelling, grammar, mathematics, and good citizenship. TEA does not approve or register homeschool programs. Its linked policy letter describes written school withdrawal notice. Keep correspondence and useful work samples; proposed weekly records are a practical habit, not a blanket list of state mandates. Ask about district placement procedures if re-entry later becomes relevant.

TEA homeschool guidance • TEA withdrawal/placement policy letter

Where this comes from

We built this from what you told us about your family, from the experience of homeschooling practitioners, from current information published by the providers themselves, and from official Texas sources. Anything we say about Texas law or process comes from Texas authorities. Where we could not confirm something — current openings, prices, schedules, or how a group actually runs — we have said so on the resource itself rather than leaving you to find out later.