

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- A Cry from Egypt* is listed as a Joint Read-Aloud selection in *Tapestry* for LG, UG, and D levels (page 4).¹
- A focus on rote memory work is always optional, since children at this learning level naturally retain many facts that they learn. (When doing memory work, we suggest that students learn vocabulary words listed for *both* lower and upper grammar levels, but you may want your student to memorize only *some* listed terms.)
- Language Arts assignments:²
 - With *A Reason for Spelling* (Books C, D, E, or F) student should do: Lesson 1
 - With *A Reason for Handwriting* (Books C, D, E, or F) we recommend that your student accomplish Lesson 1.
 - Easy Grammar* series:
 - Grade 3 Student Workbook*: p. 1-6
 - Grade 4 Student Workbook*: p. 1-7
 - Grade 5 Student Workbook*: p. 1-7
 - Grade 6 Student Workbook*: p. 1-10
 - The chart prompt for handwriting embraces upper grammar students who are still learning cursive handwriting and those who need to learn touch-typing/keyboarding. Plan these lessons from a program that you purchase separately.
- As your children do more and more independent work, you may want to conflate “classes” to twice or three times per week. See the *Planning Aids* Introduction for more on this idea.

PREPARATION FOR WEEK 1: INGREDIENTS

- Here is a list of this week’s recommended books.
 - DK Eyewitness: Ancient Egypt*
 - Peeps at Many Lands: Ancient Egypt*
 - Ancient Egypt (Make it Work)*
 - NOTE: You will need access to a child’s atlas for this week’s geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
 - DK Illustrated Family Bible*
 - What the Bible is All About: Bible Handbook for Kids*
 - The Student Bible Atlas*
- In addition to the regular supplies³, the hands-on activities we have selected for you will need the following items:
 - If you are working through any of the plans, have on hand a three-ring binder. Ideally, it should be one that takes a student-created cover.
 - If you are also working through the two-week plan and making the beaded collar:
 - compass (to draw circles)
 - cardboard
 - rolling pin
 - modeling clay
 - plaster of paris
 - paints

PREPARATION FOR WEEK 1: TEACHER’S CHECK LIST

- Read the introduction to *Planning Aids* before you start to use them.
- Choose your plan(s) for the next week (or two) and print them if desired.
- Read the introduction to Week 1, on page 11 of *Tapestry*, Week 1.
- Gather books and supplies needed for assignments that your children will do. These are listed above.
- From pages 8-9 of *Tapestry*, choose the Writing level you will follow (Level 3, 4, 5, or 6). Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow the directions for your chosen level (L3, L4, L5, or L6) when using *Planning Aids* charts. (Some levels are combined, so be alert.⁴)
- There is a Literature work page offered on page 16 of *Tapestry*, Week 1. Print/photocopy it.
- Also, print the following from *Map Aids*:
 - Map(s) for the student: Ancient Egypt, Ancient Africa, World
 - Map(s) for you, the teacher:⁵ Ancient Africa, Ancient Egypt, World

1 Many families enjoy reading aloud together. Children on multiple levels will enjoy our selections, which add depth and texture to each week-plan. However, week to week, this is a truly optional assignment.

2 As noted in the *Planning Aids* Introduction, we have included assignment prompts and chart rows (but not details) for complementary Language Arts programs in the *Planning Aids* charts. Please re-read the Introduction for more details on these optional assignments.

3 Regular supplies are such items as: scissors, paper, glue, markers, crayons, colored pencils, paints, and other common household items.

4 For more on why and when levels are combined, see the *Planning Aids* introduction.

5 You can look at answer key maps on your digital *Map Aids*, or you can print teacher maps that your student can use as simple atlases.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>DK Eyewitness: Ancient Egypt</i> , p. 8-9, 32-35	INDEPENDENT READING <input type="checkbox"/> <i>DK Eyewitness: Ancient Egypt</i> , p. 42-51, 54-59	INDEPENDENT READING <input type="checkbox"/> Use supporting links on the <i>Tapstry</i> website to learn more about Ancient Egypt.	INDEPENDENT READING <input type="checkbox"/> <i>The Student Bible Atlas</i> , p. 4-5	
GEOGRAPHY	<input type="checkbox"/> Label the continents and oceans on a blank world map from <i>Map Aids</i> .	<input type="checkbox"/> Use supporting links on the <i>Tapstry</i> website to learn geographic terms. See SAPs, p. 14.	<input type="checkbox"/> Use supporting links to label the features of Africa. See SAPs, p. 14.	<input type="checkbox"/> Use <i>Kingfisher Atlas of World History</i> , p. 16-17 and 38-39 to label or point out the places listed in #3 of the SAPs, p. 14.	
WORLDVIEW	BIBLE SURVEY READING <input type="checkbox"/> <i>DK Illustrated Family Bible</i> , p. 62-63	BIBLE SURVEY READING <input type="checkbox"/> <i>What the Bible is All About: Bible Handbook for Kids</i> , p. 9-13	BIBLE SURVEY READING <input type="checkbox"/> <i>What the Bible is All About: Bible Handbook for Kids</i> , p. 16-23	BIBLE SURVEY <input type="checkbox"/> Answer questions found in the SAPs, p. 15.	BIBLE SURVEY <input type="checkbox"/> Discuss this week's survey with your teacher.
LITERATURE			INDEPENDENT READING <input type="checkbox"/> <i>Peeps at Many Lands</i> , chapters I-V	INDEPENDENT READING <input type="checkbox"/> <i>Peeps at Many Lands</i> , chapters VI-VIII	<input type="checkbox"/> Complete the SAP worksheet found on p. 16.
LANGUAGE ARTS	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Go over nouns and Steps in the Writing Process. Create noun page with definitions. <input type="checkbox"/> L4-6: Set up G & C notebook. Discuss the Steps in the Writing Process. (See p. 8-9 of <i>Tapestry</i> .)	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page. <input type="checkbox"/> L4-6: In Reference section of your G & C notebook, make 8 parts of speech pages.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Identify weak areas in writing process and plan for improvements. <input type="checkbox"/> L4-6: On noun and verb reference pages in notebook, write definitions.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page, making five common and five proper nouns. <input type="checkbox"/> L4-6: Write out some goals for improvement in Writing and file them in notebook.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> Write out words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> Written pre-quiz	HANDS-ON ACTIVITY <input type="checkbox"/> Set up your notebook; follow instructions on p. 15 of the SAPs.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 1-14 (stop at page break)	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 14-20	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 21-35	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 36-46	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 47-63

NOTE: INSERT YOUR ONE BLANK DAY THIS WEEK BETWEEN ANY OF THE FOUR LISTED BELOW.

	DAY 1	DAY 2	DAY 3	DAY 4
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>DK Eyewitness: Ancient Egypt</i> , p. 8-9, 32-35	INDEPENDENT READING <input type="checkbox"/> <i>DK Eyewitness: Ancient Egypt</i> , p. 42-51, 54-59	INDEPENDENT READING <input type="checkbox"/> Use supporting links on the <i>Tapestry</i> website to learn more about Ancient Egypt.	INDEPENDENT READING <input type="checkbox"/> <i>The Student Bible Atlas</i> , p. 4-5
GEOGRAPHY	<input type="checkbox"/> Label the continents and oceans on a blank world map from <i>Map Aids</i> .	<input type="checkbox"/> Use supporting links on the <i>Tapestry</i> website to learn geographic terms. See SAPs, p. 14.	<input type="checkbox"/> Use supporting links to label the features of Africa. See SAPs, p. 14.	<input type="checkbox"/> Use <i>Kingfisher Atlas of World History</i> , p. 16-17 and 38-39 to label or point out the places listed in #3 of the SAPs, p. 14.
WORLDVIEW	BIBLE SURVEY READING <input type="checkbox"/> <i>DK Illustrated Family Bible</i> , p. 62-63 <input type="checkbox"/> <i>What the Bible is All About: Bible Handbook for Kids</i> , p. 9-13	BIBLE SURVEY READING <input type="checkbox"/> <i>What the Bible is All About: Bible Handbook for Kids</i> , p. 16-23	BIBLE SURVEY <input type="checkbox"/> Answer questions found in the SAPs, p. 15.	BIBLE SURVEY <input type="checkbox"/> Discuss this week's survey with your teacher.
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>Peeps at Many Lands</i> , chapters I-V	INDEPENDENT READING <input type="checkbox"/> <i>Peeps at Many Lands</i> , chapters VI-VIII	<input type="checkbox"/> Complete the SAP worksheet found on p. 16.
LANGUAGE ARTS	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Go over nouns and Steps in the Writing Process. Create noun page with definitions. <input type="checkbox"/> L4-6: Set up G & C notebook. Discuss the Steps in the Writing Process. (See p. 8-9 in <i>Tapestry</i> for details.)	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page. <input type="checkbox"/> L4-6: In Reference section of your G & C notebook, make 8 parts of speech pages. (See p. 8-9 in <i>Tapestry</i> for details.)	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Identify weak areas in writing process and plan for improvements. <input type="checkbox"/> L4-6: On noun and verb reference pages in your notebook, write definitions.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page in your notebook, making five common and five proper nouns. <input type="checkbox"/> L4-6: Write out some goals for improvement in Writing and file them in notebook when done.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> Write out words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> Written quiz on memory work	HANDS-ON ACTIVITY <input type="checkbox"/> Set up your notebook; follow instructions on p. 15 of the SAPs.
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 1-20	JOINT READ-ALoud <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 21-35	JOINT READ-ALoud <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 36-46	JOINT READ-ALoud <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 47-63

*This assignment is from a program purchased separately; not found in *Tapestry of Grace*.

WEEK 1 OF 2						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>DK Eyewitness: Ancient Egypt</i> , p. 8-9, 32-35	INDEPENDENT READING <input type="checkbox"/> <i>DK Eyewitness: Ancient Egypt</i> , p. 42-51, 54-59	INDEPENDENT READING <input type="checkbox"/> Use supporting links on the <i>Tapstry</i> website to learn more about Ancient Egypt.	INDEPENDENT READING <input type="checkbox"/> <i>The Student Bible Atlas</i> , p. 4-5		
GEOGRAPHY		<input type="checkbox"/> Label the continents and oceans on a blank world map from <i>Map Aids</i> .	<input type="checkbox"/> Use supporting links on the <i>Tapstry</i> website to learn geographic terms. See SAPs, p. 14.	<input type="checkbox"/> Use supporting links to label the features of Africa. See SAPs, p. 14.	<input type="checkbox"/> Use <i>Kingfisher Atlas of World History</i> , p. 16-17 and 38-39 to label or point out the places listed in #3 of the SAPs, p. 14.	
WORLDVIEW	BIBLE SURVEY READING <input type="checkbox"/> <i>DK Illustrated Family Bible</i> , p. 62-63		BIBLE SURVEY READING <input type="checkbox"/> <i>What the Bible is All About: Bible Handbook for Kids</i> , p. 9-13		BIBLE SURVEY READING <input type="checkbox"/> <i>What the Bible is All About: Bible Handbook for Kids</i> , p. 16-23	
LITERATURE						
LANGUAGE ARTS	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> * <i>Easy Grammar</i>	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> * <i>Easy Grammar</i>	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> * <i>Easy Grammar</i>	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> * <i>Easy Grammar</i>	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> * <i>Easy Grammar</i>	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> * <i>Easy Grammar</i>
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> Write out words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> Written pre-quiz	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.
OPTIONAL						

*This assignment is from a program purchased separately; not found in *Tapstry of Grace*.

WEEK 2 OF 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW		BIBLE SURVEY <input type="checkbox"/> Answer questions found in the SAPs, p. 15.		BIBLE SURVEY <input type="checkbox"/> Discuss this week's survey with your teacher.	
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>Peeps at Many Lands</i> , chapters I-V	INDEPENDENT READING <input type="checkbox"/> <i>Peeps at Many Lands</i> , chapters VI-VIII	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 16.		
LANGUAGE ARTS	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Go over nouns and Steps in the Writing Process. <input type="checkbox"/> L4-6: Set up G & C notebook. (See p. 8-9 of <i>Tapestry</i> .)	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Create noun page with definitions in your G & C notebook. <input type="checkbox"/> L4-6: Discuss the Steps in the Writing Process (See p. 8-9 of <i>Tapestry</i> .)	STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page in your notebook. <input type="checkbox"/> L4-6: In Reference section of your G & C notebook, make eight parts of speech pages.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Identify weak areas in writing process and plan for improvements. <input type="checkbox"/> L4-6: On noun and verb reference pages in your notebook, write definitions.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page, making five common and five proper nouns. <input type="checkbox"/> L4-6: Write out some goals for improvement in Writing and file them in notebook.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce new vocabulary words. <input type="checkbox"/> Write out words.	HANDS-ON ACTIVITY <input type="checkbox"/> Set up your notebook; follow instructions on p. 15 of the SAPs.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make a beaded collar. See <i>Ancient Egypt (Make it Work!)</i> p. 14-15.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words. <input type="checkbox"/> Written quiz on memory work
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 1-14 (stop at page break)	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 14-20	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 21-35	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 36-46	JOINT READ-ALOUD <input type="checkbox"/> <i>A Cry from Egypt</i> , p. 47-63

*This assignment is from a program purchased separately; not found in *Tapestry of Grace*.

This plan is for : _____ Date: _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
OPTIONAL					
LITERATURE					
LANGUAGE ARTS					
ACTIVITIES					
MATH*					
SCIENCE*					