

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Famous Men of the Middle Ages* is listed as a Joint Read-Aloud selection for LG, UG, and D levels (page 4). While many parents enjoy reading aloud as a family, and children on multiple levels will enjoy our selections, we choose this resource to add depth and texture to each week-plan, this is a truly optional assignment.
- 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 some listed terms, but not all.)
- Language Arts assignments:¹
 - With *A Reason for Spelling* (Books C, D, E, or F): Lesson 1
 - With *A Reason for Handwriting* (Books C, D, E, or F): Lesson 1
 - Easy Grammar* series:
 - Grade 3 Student Workbook*: p. 1-6
 - Grade 4 Student Workbook*: p. 1-7
 - Grade 5 Student Workbook*: p. 1-8
 - Grade 6 Student Workbook*: p. 1-9
 - Our prompt for handwriting embraces upper grammar students who are still learning cursive handwriting and those who need to learn touch-typing/keyboarding. Please plan in 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.
 - The Story of the Middle Ages*
 - The Story of King Arthur and His Knights*
 - Great Medieval Projects You Can Build Yourself*
 - Trial and Triumph*
 - Famous Men of the Middle Ages*
- 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.
- In addition to the regular supplies², 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 (notebook). Ideally, it should be one that takes a student-created cover.
 - If you are also working through the two-week plan and doing the salt map:
 - flour
 - extra salt
 - 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 the week-plan, 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.)
- There is a Literature worksheet offered on page 16 of *Tapestry*, Week 1. Print/photocopy it.
- Also, print the following from *Map Aids*:
 - Map(s) for the student: World
 - Map(s) for you, the teacher: World

1 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.

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 4-21	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 22-39	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 53-66		
GEOGRAPHY				<input type="checkbox"/> Use <i>Kingfisher Atlas of World History</i> , p. 52-53 to label the continents and oceans on a blank map of the world. See SAPs, p. 15.	<input type="checkbox"/> Use <i>The Kingfisher Atlas of World History</i> , p. 56-59 and supporting links to review major features of Europe. See SAPs, p. 15.
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 6				
LITERATURE			INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 1-28	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 29-41	<input type="checkbox"/> Complete the Literature worksheet in the SAPs, 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.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Create noun page with definitions. <input type="checkbox"/> L4-6: Set up Grammar & Composition Notebook. See <i>Tapestry</i> p. 8-9 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: Write definitions for noun and verb 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: Review and discuss Steps in the Writing Process with your teacher.	<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: With your teacher's help, write out goals for improvement and file these in your notebook when completed.
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 and decorate a cover for it.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Alaric the Visigoth	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Attila the Hun	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Genseric the Vandal	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Theodoric the Ostrogoth	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Clovis

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

4-DAY PLAN FOR UPPER GRAMMAR

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>The Story of the Middle Ages</i> , p. 4-21	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 22-39	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 53-66	
GEOGRAPHY		<input type="checkbox"/> Use <i>Kingfisher Atlas of World History</i> , p. 52-53 to label the continents and oceans on a blank map of the world. See SAPs, p. 15.	<input type="checkbox"/> Use <i>The Kingfisher Atlas of World History</i> , p. 56-59 and supporting links to review major features of Europe. See SAPs, p. 15.	
WORLDVIEW				CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 6
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 1-28	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 29-41	<input type="checkbox"/> Complete the Literature worksheet in the SAPs, 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. <input type="checkbox"/> L4-6: Set up Grammar & Composition Notebook. See <i>Tapestry</i> p. 8-9 for details.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Create noun page with definitions. <input type="checkbox"/> L4-6: Write definitions for noun and verb pages.	<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: Review and discuss Steps in the Writing Process with your teacher.	<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, plan for improvements, and list 10 more nouns in your notebook. <input type="checkbox"/> L4-6: With your teacher's help, write out goals for improvement and file these in your notebook when completed.
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 and decorate a cover for it.
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Alaric the Visigoth and Attila the Hun	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Genseric the Vandal	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Theodoric the Ostrogoth	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Clovis

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

2-WEEK PLAN FOR UPPER GRAMMAR (WEEK 1 OF 2)

WEEK 1 OF 2						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 4-21	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 22-39	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 53-66			
GEOGRAPHY				<input type="checkbox"/> Use <i>Kingfisher Atlas of World History</i> , p. 52-53 to label the continents and oceans on a blank map of the world. See SAPs, p. 15.	<input type="checkbox"/> Use <i>The Kingfisher Atlas of World History</i> , p. 56-59 and supporting links to review major features of Europe. See SAPs, p. 15.	
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 6					
LITERATURE						
LANGUAGE ARTS	<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	<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	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar	
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"/> Written quiz on memory work	
OPTIONAL						

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

WEEK 2 OF 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW					
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 1-28	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 29-41	<input type="checkbox"/> Complete the literature worksheet in the SAPs, p. 16.		
LANGUAGE ARTS	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Go over nouns and Steps in the Writing Process.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Create noun page with definitions. <input type="checkbox"/> L4-6: Set up Grammar & Composition Notebook. See <i>Tapestry</i> p. 8-9 for details.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: List ten nouns on noun page. <input type="checkbox"/> L4-6: Write definitions for noun and verb pages.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Identify weak areas in writing process and plan for improvements. <input type="checkbox"/> L4-6: Review and discuss Steps in the Writing Process with your teacher.	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: With your teacher's help, write out goals for improvement and file these in your notebook when completed.
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 and decorate a cover for it.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make a salt map of an imaginary country. See SAPs, p. 15 for details.	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>Famous Men of the Middle Ages</i> , read about Alaric the Visigoth	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Attila the Hun	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Genseric the Vandal	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Theodoric the Ostrogoth	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Clovis

*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					
WORLDVIEW					
LITERATURE					
LANGUAGE ARTS					
ACTIVITIES					
MATH*					
SCIENCE*					

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Famous Men of the Middle Ages* is listed as a Joint Read-Aloud selection.
- Rote memory work is always optional. (You may choose some lower or upper grammar words, or all.)
- Language Arts assignments:
 - With *A Reason for Spelling (Books C, D, E, or F)*: Lesson 2
 - With *A Reason for Handwriting (Books C, D, E, or F)*: Lesson 2
 - Easy Grammar* series:
 - Grade 3 Student Workbook*: p. 7-12
 - Grade 4 Student Workbook*: p. 8-13
 - Grade 5 Student Workbook*: p. 8-16
 - Grade 6 Student Workbook*: p. 11-18
 - Plan your student's handwriting and/or touch-typing/keyboarding 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 2: INGREDIENTS

- Here is a list of this week's recommended books.
 - The Story of the Middle Ages*
 - Illuminated Manuscripts Coloring Book*
 - Medieval Life*
 - The Story of King Arthur and His Knights*
 - Great Medieval Projects You Can Build Yourself*
 - Trial and Triumph*
 - Famous Men of the Middle Ages*
- In addition to your regular supplies the hands-on activity we have selected for you will need these ingredients:
 - If you are working through any of the plans and making an illuminated letter:
 - white cardstock
 - fine glitter or a metallic pen
 - newspaper
 - If you are also working through the two-week plan and making stained glass:
 - clear plastic page protector
 - extra all-purpose glue
 - food coloring

PREPARATION FOR WEEK 2: TEACHER'S CHECK LIST

- Choose your plan(s) for the next week (or two) and print them if desired.
- Read the introduction to the week-plan, on page 11 of *Tapestry*, Week 2.
- 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.)
- There is a Literature worksheet offered on page 15 of *Tapestry*, Week 2. Print/photocopy it.
- There are no maps to print this week from *Map Aids*.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle ages</i> , p. 40-52	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle ages</i> , p. 166-176	INDEPENDENT READING <input type="checkbox"/> <i>The Illuminated Manuscript Coloring Book</i> , p. 1-8, 12-23	INDEPENDENT READING <input type="checkbox"/> <i>Medieval Life</i> , p. 6, 38-44	
GEOGRAPHY		<input type="checkbox"/> Complete your review of world landforms, oceans, and geographic terms.	<input type="checkbox"/> Complete your study (review) of geographic features of Europe.		
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 7			CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 8	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 9
LITERATURE			INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 42-59	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 60-70	<input type="checkbox"/> Complete the literature worksheet in the SAPs, p. 15.
LANGUAGE ARTS	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Learn to take dictation. <input type="checkbox"/> L4-6: Review the Steps in the Writing Process, focusing on prewriting and the use of graphic organizers.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Also add a pronouns page to your notebook.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-5: Take dictation. <input type="checkbox"/> L3: Review Steps in the Writing Process focusing on graphic organizers. <input type="checkbox"/> L4-6: From <i>Tapestry</i> pages 8-9, choose a topic and the proper graphic organizer, then begin prewriting.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Fill in graphic organizer on selected topic from p. 8 of <i>Tapestry</i> . <input type="checkbox"/> L4-6: Complete your first graphic organizer, and begin doing a second one.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation. <input type="checkbox"/> L3: Fill in a second graphic organizer on selected topic from p. 8 of <i>Tapestry</i> . <input type="checkbox"/> L4-6: Complete your second graphic organizer, and file your work to use in later weeks.
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"/> Make an illuminated letter. See <i>Great Medieval Projects</i> , p. 113. <input type="checkbox"/> Read p. 91-93 as well.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
OPTIONAL		JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Justinian the Great	JOINT READ-ALOUD <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Benedict and Gregory		

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

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>The Story of the Middle Ages</i> , p. 40-52	INDEPENDENT READING <input type="checkbox"/> <i>The Story of the Middle Ages</i> , p. 166-176	INDEPENDENT READING <input type="checkbox"/> <i>The Illuminated Manuscript Coloring Book</i> , p. 1-8, 12-23	INDEPENDENT READING <input type="checkbox"/> <i>Medieval Life</i> , p. 6, 38-44
GEOGRAPHY		<input type="checkbox"/> Complete your review of world landforms, oceans, and geographic terms.	<input type="checkbox"/> Complete your study (review) of geographic features of Europe.	
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 7		CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 8	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 9
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 42-59	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 60-70	<input type="checkbox"/> Complete the literature worksheet in the SAPs, p. 15.
LANGUAGE ARTS	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Learn to take dictation. <input type="checkbox"/> L4-6: Review the Steps in the Writing Process, focusing on prewriting and the use of graphic organizers.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-5: Take dictation. <input type="checkbox"/> L3: Review Steps in Writing Process focusing on graphic organizers. <input type="checkbox"/> L4-6: From <i>Tapestry</i> pages 8-9, choose a topic and the proper graphic organizer, then begin prewriting.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Fill in graphic organizer on selected topic from p. 8 of <i>Tapestry</i> . <input type="checkbox"/> L4-6: Complete your first graphic organizer, and begin doing a second one.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation. <input type="checkbox"/> L3: Fill in a second graphic organizer on selected topic from p. 8 of <i>Tapestry</i> . <input type="checkbox"/> L4-6: Complete your second graphic organizer, and file your work to use in later weeks.
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"/> Make an illuminated letter. See <i>Great Medieval Projects</i> , p. 113. <input type="checkbox"/> Read p. 91-93 as well.
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Justinian the Great	JOINT READ-ALoud <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Benedict and Gregory		

*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>The Story of the Middle ages</i> , p. 40-52	<input type="checkbox"/> <i>The Story of the Middle ages</i> , p. 166-176	<input type="checkbox"/> <i>The Illuminated Manuscript Coloring Book</i> , p. 1-8, 12-23	<input type="checkbox"/> <i>Medieval Life</i> , p. 6, 38-44	
	GEOGRAPHY		<input type="checkbox"/> Complete your review of world landforms, oceans, and geographic terms.	<input type="checkbox"/> Complete your study (review) of geographic features of Europe.		
WORLDVIEW						CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 7
LITERATURE						
LANGUAGE ARTS		<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	<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	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar
	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"/> Written quiz on memory work
OPTIONAL						

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

WEEK 2 OF 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW				CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 8	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 9
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 42-59	INDEPENDENT READING <input type="checkbox"/> <i>The Story of King Arthur and His Knights</i> , p. 60-70	<input type="checkbox"/> Complete the literature worksheet in the SAPs, p. 15.		
LANGUAGE ARTS	STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Learn to take dictation. <input type="checkbox"/> L4-6: Review the Steps in the Writing Process, focusing on prewriting and the use of graphic organizers.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Also add a pronouns page to your notebook.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-5: Take dictation. <input type="checkbox"/> L3: Review Steps in the Writing Process, focusing on graphic organizers. <input type="checkbox"/> L4-6: From <i>Tapestry</i> pages 8-9, choose a topic and the proper graphic organizer, then begin prewriting.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Fill in graphic organizer on selected topic from p. 8 of <i>Tapestry</i> . <input type="checkbox"/> L4-6: Complete your first graphic organizer, and begin doing a second one.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation. <input type="checkbox"/> L3: Fill in a second graphic organizer on selected topic from p. 8 of <i>Tapestry</i> . <input type="checkbox"/> L4-6: Complete your second graphic organizer, and file your work to use in later weeks.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce new vocabulary words. <input type="checkbox"/> Write out words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make an illuminated letter. See <i>Great Medieval Projects</i> , p. 113. <input type="checkbox"/> Read p. 91-93 as well.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make stained glass! See <i>Great Medieval Projects</i> , p. 114	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>Famous Men of the Middle Ages</i> , read about Justinian the Great	JOINT READ-ALoud <input type="checkbox"/> <i>Famous Men of the Middle Ages</i> , read about Benedict and Gregory		

*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					
WORLDVIEW					
LITERATURE					
LANGUAGE ARTS					
ACTIVITIES					
MATH*					
SCIENCE*					