

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Of Courage Undaunted* is listed as a Joint Read-Aloud selection in *Tapestry* 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) 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.
 - The New Nation*
 - The Story of Napoleon*
 - Trial and Triumph*
 - The Diary of an Early American Boy*
 - NOTE: You will need access to a child’s book telling about American Presidents for this week’s history assignments. We recommend *Look-It-Up Book of Presidents* for upper grammar students. This title is not listed in *Tapestry*, and any “Presidents book” will do.
 - NOTE: You will need access to an atlas for this week’s geography assignments. We recommend *Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
- 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, for the word search: copy of worksheet (if you don’t want your child to write in the book)
 - If you are also working through the two-week plan, and have not started a president card bank: card stock

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 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: OPTIONAL: America (Cumulative Map project found in Unit Introduction)
 - Map(s) for you, the teacher:² OPTIONAL: America (Cumulative Map project found in Unit Introduction)

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 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>The New Nation</i> , chapters 1-4	INDEPENDENT READING <input type="checkbox"/> <i>Presidents Book</i> , read about John Adams	INDEPENDENT READING <input type="checkbox"/> <i>The New Nation</i> , chapters 5-8	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters I-III	
GEOGRAPHY		<input type="checkbox"/> OPTIONAL: Begin a cumulative map project. See SAPs, p. 14, for details.	<input type="checkbox"/> Point out continents and oceans of the world. Use <i>Kingfisher Atlas of World History</i> , p. 140-141.	<input type="checkbox"/> Make a salt dough map of an imaginary place. See SAPs, p. 14, for detailed instructions and features.	
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 36				
LITERATURE			INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapters 1-2	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 3	<input type="checkbox"/> Complete the literature worksheet from 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"/> 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	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Learn (review) about nouns. <input type="checkbox"/> L4-6: Create noun, verb, and adjective pages in notebook, with definitions on each.	<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 in Grammar & Composition notebook. <input type="checkbox"/> L4-6: Create adverb, preposition, and pronoun pages in notebook, with definitions on each.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L4-6: Create interjection and conjunction pages in notebook, with definitions on each.
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"/> Written quiz on memory work
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 12-20	JOINT READ-ALOUD <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 21-31			

*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 New Nation</i> , chapters 1-4	INDEPENDENT READING <input type="checkbox"/> <i>Presidents Book</i> , read about John Adams	INDEPENDENT READING <input type="checkbox"/> <i>The New Nation</i> , chapters 5-8	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters I-III
GEOGRAPHY		<input type="checkbox"/> OPTIONAL: Begin a cumulative map project. See SAPs, p. 14, for details.	<input type="checkbox"/> Point out continents and oceans of the world. Use <i>Kingfisher Atlas of World History</i> , p. 140-141.	<input type="checkbox"/> Make a salt dough map of an imaginary place. See SAPs, p. 14, for detailed instructions and features.
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 36			
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapters 1-2	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 3	<input type="checkbox"/> Complete the literature worksheet from 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: Create noun, verb, and adjective pages in notebook, with definitions on each.	<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: Create adverb, preposition, and pronoun pages in notebook, with definitions on each.	<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 ten more nouns in your notebook. <input type="checkbox"/> L4-6: Create interjection and conjunction pages in notebook, with definitions on each.
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	
OPTIONAL		JOINT READ-ALOUD <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 12-17	JOINT READ-ALOUD <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 18-26	JOINT READ-ALOUD <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 26-31

*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 New Nation</i> , chapters 1-4	INDEPENDENT READING <input type="checkbox"/> <i>Presidents Book</i> , read about John Adams	INDEPENDENT READING <input type="checkbox"/> <i>The New Nation</i> , chapters 5-8	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapter I	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters II-III
GEOGRAPHY		<input type="checkbox"/> OPTIONAL: Begin a cumulative map project. See SAPs, p. 14, for details.	<input type="checkbox"/> Point out continents and oceans of the world. Use <i>Kingfisher Atlas of World History</i> , p. 140-141.	<input type="checkbox"/> Make a Salt dough map of an imaginary place. See SAPs, p. 14, for detailed instructions and features.	
WORLDVIEW	BIBLE SURVEY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 36				
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					

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WEEK 2 OF 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW					
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 1	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 2	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 3	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 16.	
LANGUAGE ARTS	STUDENT WRITING TASKS: <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: Learn (review) about nouns. <input type="checkbox"/> L4-6: Create noun, verb, and adjective pages in notebook, with definitions on each.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Create noun page with definitions in Grammar & Composition notebook <input type="checkbox"/> L4-6: Create adverb, preposition, and pronoun pages in notebook, with definitions on each.	STUDENT WRITING TASKS: <input type="checkbox"/> L4-6: Create interjection and conjunction pages in notebook, with definitions on each.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce new vocabulary words. <input type="checkbox"/> Write out words.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> OPTIONAL: Start a presidents' card bank.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words. <input type="checkbox"/> Written quiz on memory work	<input type="checkbox"/>
OPTIONAL		JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 12-20	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , Part I, p. 21-31		

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This plan is for : _____ Date: _____

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

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Of Courage Undaunted* 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:
 - A Reason for Spelling* (Books C, D, E, or F): Lesson 2
 - 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 Napoleon*
 - Building an Empire: The Louisiana Purchase*
 - The Diary of an Early American Boy*
 - Of Courage Undaunted*
 - NOTE: You will need access to an atlas for this week's geography assignments.¹
- 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, for Napoleonic hike: knapsack
 - If you are also working through the two-week plan, for a collage. See [supporting links](#) from Year 3 Arts/Activities pages for pictures.

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 work page offered on page 15 of *Tapestry*, Week 2. Print/photocopy it.
- Also, print the following from *Map Aids*:
 - Map(s) for the student: World, Europe
 - Map(s) for you, the teacher: World, Europe

¹ We recommend *Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters IV-V	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters VI-VII	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters VII-IX	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapter X	INDEPENDENT READING <input type="checkbox"/> <i>Building an Empire: The Louisiana Purchase</i> , chapters 1-2
GEOGRAPHY		<input type="checkbox"/> Use <i>Kingsfisher Atlas of World History</i> , p. 144-145 and supporting links to find the places listed in the SAPs, p. 14.	<input type="checkbox"/> On a blank map of the world from <i>Map Aids</i> , label the continents and oceans of the world.	<input type="checkbox"/> Finish your salt map.	
WORLDVIEW					
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 4	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 5	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 6	<input type="checkbox"/> Complete the literature worksheet from 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"/> *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"/> L4-6: Learn (or review) sentence writing skills. Answer questions in <i>Tapestry</i> p. 8-9 about sentences.	<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 information about sentences.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Answer questions about sentences listed in <i>Tapestry</i> , p. 8. <input type="checkbox"/> L4-6: Review ways that sentences can be combined using conjunctions, key words, and commas.	<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: Review ways that shorter sentences can be combined.
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"/> Go on a hike. See more information in SAPs, p. 14.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
OPTIONAL			JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part II p. 32-48 (top)	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part II p. 48-61	

*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 Napoleon</i> , chapters IV-V	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters VII-VIII	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters IX-X	INDEPENDENT READING <input type="checkbox"/> <i>Building an Empire: The Louisiana Purchase</i> , chapters 1-2
GEOGRAPHY		<input type="checkbox"/> Use <i>Kingsfisher Atlas of World History</i> , p. 144-145 and supporting links to find the places listed in the SAPs, p. 14.	<input type="checkbox"/> On a blank map of the world, printed from <i>Map Aids</i> , label the continents and oceans of the world.	<input type="checkbox"/> Finish your salt map.
WORLDVIEW				
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 4	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 5	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 6	<input type="checkbox"/> Complete the literature worksheet from 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"/> L3: 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 information about sentences. <input type="checkbox"/> L4-6: Learn (or review) sentence writing skills. Answer questions in <i>Tapestry</i> p. 8-9 about sentences.	<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: Answer questions listed in <i>Tapestry</i> , p. 8.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Review ways that shorter sentences can be combined. <input type="checkbox"/> L4-6: Review ways that sentences can be combined using conjunctions, key words, and commas.
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"/> Go on a hike. See more information in SAPs, p. 14.
OPTIONAL			JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part II, p. 32-48 (top)	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part II, p. 48-61

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WEEK 1 OF 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters IV-V	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters VI-VII	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapters VII-IX	INDEPENDENT READING <input type="checkbox"/> <i>The Story of Napoleon</i> , chapter X	INDEPENDENT READING <input type="checkbox"/> <i>Building an Empire: The Louisiana Purchase</i> , chapters 1-2
GEOGRAPHY		<input type="checkbox"/> Use <i>Kingsfisher Atlas of World History</i> , p. 144-145 and supporting links to find the places listed in the SAPs, p. 14.	<input type="checkbox"/> On a blank map of the world, printed from <i>Map Aids</i> , label the continents and oceans of the world.	<input type="checkbox"/> Finish your salt map.	
WORLDVIEW					
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					

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WEEK 2 OF 2						
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY						
GEOGRAPHY						
WORLDVIEW						
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 4	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 5	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 6	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 15.		
LANGUAGE ARTS	STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Learn to take dictation.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Also add a pronouns page to your notebook. <input type="checkbox"/> L4-6: Learn (or review) sentence writing skills. Answer questions in <i>Tapestry</i> p. 8-9 about sentences.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-5: Take dictation. <input type="checkbox"/> L3: Review information about sentences.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Answer questions about sentences listed in <i>Tapestry</i> , p. 8. <input type="checkbox"/> L4-6: Review ways that sentences can be combined using conjunctions, key words, and commas.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation. <input type="checkbox"/> L3: Review ways that shorter sentences can be combined.	
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce new vocabulary words. <input type="checkbox"/> Write out words.	HANDS-ON ACTIVITY <input type="checkbox"/> Go on a hike. See more information in SAPs, p. 14.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make a collage displaying pictures of the flora and fauna of France.	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>Of Courage Undaunted</i> , part II, p. 32-48 (top)	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part II, p. 48-61		

*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*					

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Of Courage Undaunted* 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:
 - A Reason for Spelling (Books C, D, E, or F):* Lesson 3.
 - A Reason for Handwriting (Books C, D, E, or F):* Lesson 3.
 - Easy Grammar* series:
 - Grade 3 Student Workbook:* p. 13-18
 - Grade 4 Student Workbook:* p. 14-19
 - Grade 5 Student Workbook:* p. 17-23
 - Grade 6 Student Workbook:* p. 19-30
 - 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 3: INGREDIENTS

- Here is a list of this week's recommended books.
 - The New Nation*
 - The Life and Work of Robert Fulton*
 - The Diary of an Early American Boy*
 - Of Courage Undaunted*
- There are no additional supplies needed other than your regular ones for the hands-on activity we have selected.

PREPARATION FOR WEEK 3: 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 3.
- 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 work page offered on page 15 of *Tapestry*, Week 3. 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 New Nation</i> , chapter 21	INDEPENDENT READING <input type="checkbox"/> <i>The Life and Work of Robert Fulton</i> , p. 4-13	INDEPENDENT READING <input type="checkbox"/> <i>The Life and Work of Robert Fulton</i> , p. 14-25		
GEOGRAPHY					
WORLDVIEW					
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 7	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 8	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 9	<input type="checkbox"/> Complete the literature worksheet from 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: Take dictation. <input type="checkbox"/> L3: Learn about sentences. Add a page on verbs to your notebook. <input type="checkbox"/> L4-6: Learn (or review) the 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: Take dictation, combining sentences. List ten verbs in 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, combining sentences. <input type="checkbox"/> L3: Write three sentences from last week's graphic organizers. <input type="checkbox"/> L4-6: Write down the 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: Take dictation, combining sentences. <input type="checkbox"/> L3: Write three sentences from last week's graphic organizers. <input type="checkbox"/> L4-6: Review paragraph construction.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation, combining sentences. <input type="checkbox"/> L3: List ten verbs in your 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"/> Make a detailed drawing of an invention you read about this week.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
OPTIONAL				JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part III p. 62-84	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part III p. 85-98

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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 New Nation</i> , chapter 21	INDEPENDENT READING <input type="checkbox"/> <i>The Life and Work of Robert Fulton</i> , p. 4-13	INDEPENDENT READING <input type="checkbox"/> <i>The Life and Work of Robert Fulton</i> , p. 14-25	
GEOGRAPHY				
WORLDVIEW				
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 7	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 8	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 9	<input type="checkbox"/> Complete the literature worksheet from 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: Take dictation. <input type="checkbox"/> L3: Learn about sentences. Add a verb page to your notebook. <input type="checkbox"/> L4-6: Learn (or review) the 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: Take dictation, combining sentences. List twenty verbs in 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, combining sentences. Write three sentences from last week's graphic organizers. <input type="checkbox"/> L4-6: Write down the Steps in the Writing Process.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation, combining sentences. <input type="checkbox"/> L3: Write three sentences from last week's graphic organizers. <input type="checkbox"/> L4-6: Review paragraph construction.
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 a detailed drawing of an invention you read about this week.
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part III p. 62-84	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part III p. 85-98		

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WEEK 1 OF 2						
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>The New Nation</i> , chapter 21	INDEPENDENT READING <input type="checkbox"/> <i>The Life and Work of Robert Fulton</i> , p. 4-13	INDEPENDENT READING <input type="checkbox"/> <i>The Life and Work of Robert Fulton</i> , p. 14-25			
GEOGRAPHY						
WORLDVIEW						
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						

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WEEK 2 OF 2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW					
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 7	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 8	INDEPENDENT READING <input type="checkbox"/> <i>The Diary of an Early American Boy</i> , chapter 9	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 15.	
LANGUAGE ARTS	STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Take dictation. <input type="checkbox"/> L3: Learn about sentences. Add a page on verbs to your notebook. <input type="checkbox"/> L4-6: Learn (or review) the Steps in the Writing Process.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation, combining sentences. List ten verbs in your notebook.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-5: Take dictation, combining sentences. <input type="checkbox"/> L3: Write three sentences from last week's graphic organizers. <input type="checkbox"/> L4-6: Write down the Steps in the Writing Process.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation, combining sentences. Write three sentences from last week's graphic organizers. <input type="checkbox"/> L4-6: Review paragraph construction.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation, combining sentences. <input type="checkbox"/> L3: List ten verbs in your notebook.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce new vocabulary words. <input type="checkbox"/> Write out words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make a detailed drawing of an invention you read about this week.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Pretend you are a steamboat captain and keep a log.	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>Of Courage Undaunted</i> , part III p. 62-84	JOINT READ-ALoud <input type="checkbox"/> <i>Of Courage Undaunted</i> , part III p. 85-98

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