

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Kids at Work* is listed as a Joint Read-Aloud selection in *Tapestry* for LG, UG, and D levels (page 4).¹
- A focus on memory work is always optional. (You may also choose to introduce *some* listed terms, but not all.)
- If you do not like the craft activity that we have chosen, see page 14 of *Tapestry*, Week 1, which lists more than one option. Always feel free to select others, or to not do any craft this week!
- Language Arts assignments:²
 - A Reason for Spelling* (Books A, B, or C): Lesson 1
 - A Reason for Handwriting* (Books A, B, or C): Lesson 1
 - Easy Grammar* series:
 - Grade 2 Daily Guided Teaching and Review Student Workbook*: Choose whether your child will do it orally or in written form. (This may change as the year progresses.) Either way, do Days 1-5.
 - Grade 3 Student Workbook*, assign p. 1-6

PREPARATION FOR WEEK 1: INGREDIENTS

- Here is a list of all possible Week 1 books:
 - First Flight: Story of the Wright Brothers*
 - Henry Ford: Father of the Auto Industry*
 - Amy Carmichael: Rescuing the Children*
 - 20th Century Children's Book Treasury*: "The Story of Little Babaji"
 - Kids at Work*
- NOTE: You will need access to a child's book telling about American Presidents for this week's history assignments. We recommend *Presidents of the United States* for lower grammar students. This title is not listed in *Tapestry*, and any "Presidents book" will do.
- 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.
- If you are working through the two-week plan: *Tapestry Primer Activity Book*, Mini-Unit 11
- In addition to your regular supplies³ the hands-on activity we have selected for you will need these ingredients:
 - If you are working through any of the plans and collecting supplies for the year, involve your youngsters in collecting "regular supplies" that may be used each week in the future.
 - Gather such items as scissors, paper, glue, markers, crayons, and colored pencils.
 - Your student will need a binder and coloring supplies to create his binder cover.
 - If you are also working through the two-week plan, see the [supporting links](#) on the *Tapestry* website for making the mobile.

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 page 8 of *Tapestry*, choose the Writing level you will follow (Level 1, 2, or 3). Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3) when using *Planning Aids* charts.
- There is a Literature work page offered on page 15 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:⁴ World

1 As stated in the *Planning Aids* Introduction, because you do so much reading aloud to lower grammar students, we do not recommend that you do this assignment unless this child is listening with upper grammar siblings, or you want to have additional related materials to read aloud to your child.

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 This week, you will want to involve your student in collecting and organizing "regular supplies" that may be used each week in the future. Gather such items as scissors, paper, glue, markers, crayons, acrylic paints, and colored pencils.

4 You can look at answer key maps on your digital *Map Aids*, or you can print them and your student can use them as simplified atlases.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	READ-ALOUD <input type="checkbox"/> <i>First Flight: Story of the Wright Brothers</i> , p. 4-23	READ-ALOUD <input type="checkbox"/> <i>First Flight: Story of the Wright Brothers</i> , p. 24-47	READ-ALOUD <input type="checkbox"/> <i>Henry Ford: Father of the Auto Industry</i> , p. 6-22	READ-ALOUD <input type="checkbox"/> <i>Henry Ford: Father of the Auto Industry</i> , p. 23-43	READ-ALOUD <input type="checkbox"/> <i>Presidents Book</i> : read about Theodore Roosevelt's first term
GEOGRAPHY		<input type="checkbox"/> Learn (or review) the continents and oceans using <i>Kingfisher Atlas of World History</i> , p. 8-9.	<input type="checkbox"/> Begin a salt map of an imaginary country so that you can learn geographic terms. See SAPs, p. 14, for instructions.		
WORLDVIEW	CHURCH HISTORY ALOUD <input type="checkbox"/> <i>Amy Charmichael: Rescuing the Children</i>				
LITERATURE				READ-ALOUD <input type="checkbox"/> <i>20th Century Children's Book Treasury</i> : "The Story of Little Babaji"	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 15.
LANGUAGE ARTS	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about nouns from your teacher. <input type="checkbox"/> L2: Learn (or review) about nouns. Start a Grammar & Composition notebook. <input type="checkbox"/> L3: Start a Grammar & Composition notebook.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Start a Word Bank: make ten noun cards. <input type="checkbox"/> L2: Create a nouns page for your notebook. <input type="checkbox"/> L3: Learn about (or review) Steps in the Writing Process.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about Draw & Caption. Add five more noun cards to Word Bank. <input type="checkbox"/> L2: List twenty-five nouns in notebook. <input type="checkbox"/> L3: Write out the Steps in the Writing process and file in notebook.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption Theodore Roosevelt and start (or add to) a Presidents Book as a cumulative project. <input type="checkbox"/> L2: List twenty nouns in notebook.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add ten more noun cards to Word Bank. <input type="checkbox"/> L2: List ten nouns in notebook.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Set up the student's notebook; see p. 14 of the SAPs.	MEMORY WORK <input type="checkbox"/> OPTIONAL: oral quiz of vocabulary words
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 1	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 2	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 3	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 4	

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4-DAY PLAN FOR LOWER 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	READ-ALOUD <input type="checkbox"/> <i>Presidents Book</i> : read about Theodore Roosevelt's first term <input type="checkbox"/> <i>First Flight: Story of the Wright Brothers</i> , p. 4-23	READ-ALOUD <input type="checkbox"/> <i>First Flight: Story of the Wright Brothers</i> , p. 24-47	READ-ALOUD <input type="checkbox"/> <i>Henry Ford: Father of the Auto Industry</i> , p. 6-22	READ-ALOUD <input type="checkbox"/> <i>Henry Ford: Father of the Auto Industry</i> , p. 23-43
GEOGRAPHY		<input type="checkbox"/> Learn (or review) the continents and oceans using <i>Kingfisher Atlas of World History</i> , p. 8-9.	<input type="checkbox"/> Begin a salt map of an imaginary country so that you can learn geographic terms. See SAPs, p. 14, for instructions.	
WORLDVIEW				CHURCH HISTORY ALOUD <input type="checkbox"/> <i>Amy Charmichael: Rescuing the Children</i>
LITERATURE			READ-ALOUD <input type="checkbox"/> <i>20th Century Children's Book Treasury: "The Story of Little Babaji"</i>	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 15.
LANGUAGE ARTS	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about nouns from your teacher. <input type="checkbox"/> L2: Learn (or review) about nouns. Start a Grammar & Composition notebook. <input type="checkbox"/> L3: Start a Grammar & Composition notebook.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Start a Word Bank: make fifteen noun cards. <input type="checkbox"/> L2: Create a nouns page for your notebook and list twenty-five nouns there. <input type="checkbox"/> L3: Learn about (or review) Steps in the Writing Process.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about Draw & Caption. Add ten more noun cards to Word Bank. <input type="checkbox"/> L2: List twenty nouns in notebook. <input type="checkbox"/> L3: Write out the Steps in the Writing process and file in notebook.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption Theodore Roosevelt and start (or add to) a Presidents' Book as a cumulative project. <input type="checkbox"/> L2: List ten nouns in notebook.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> OPTIONAL: Oral quiz	HANDS-ON ACTIVITY <input type="checkbox"/> Set up the student's notebook; see p. 14 of the SAPs.
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 1	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 2	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 3	JOINT READ-ALOUD <input type="checkbox"/> <i>Kids at Work</i> , chapter 4

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	READ-ALOUD <input type="checkbox"/> <i>First Flight: Story of the Wright Brothers</i> , p. 4-23	READ-ALOUD <input type="checkbox"/> <i>First Flight: Story of the Wright Brothers</i> , p. 24-47	READ-ALOUD <input type="checkbox"/> <i>Henry Ford: Father of the Auto Industry</i> , p. 6-22	READ-ALOUD <input type="checkbox"/> <i>Henry Ford: Father of the Auto Industry</i> , p. 23-43	READ-ALOUD <input type="checkbox"/> <i>Presidents Book</i> : read about Theodore Roosevelt's first term
GEOGRAPHY		<input type="checkbox"/> Learn (or review) the continents and oceans using <i>Kingfisher Atlas of World History</i> , p. 8-9.	<input type="checkbox"/> Begin a salt map of an imaginary country so that you can learn geographic terms. See SAPs, p. 14, for instructions.		
WORLDVIEW					
LITERATURE					
LANGUAGE ARTS	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about nouns from your teacher. <input type="checkbox"/> L2: Learn about (or review) nouns. Start a Grammar & Composition notebook. <input type="checkbox"/> L3: Start a Grammar & Composition notebook.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Start a Word Bank: make ten noun cards. <input type="checkbox"/> L2: Create a nouns page for your notebook. <input type="checkbox"/> L3: Learn about (or review) Steps in the Writing Process.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about Draw & Caption. Add 5 more noun cards to Word Bank. <input type="checkbox"/> L2: List twenty-five nouns in notebook. <input type="checkbox"/> L3: Write out the Steps in the Writing process and file in notebook.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce half listed vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review the first listed vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review the first half of listed vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Set up the student's notebook; see p. 14 of the SAPs.	MEMORY WORK <input type="checkbox"/> OPTIONAL: oral quiz of vocabulary words
OPTIONAL	PRIMER ACTIVITY BOOK <input type="checkbox"/> Color Wilbur & Orville Wright who are in Mini-Unit 11, Topic 3.	PRIMER ACTIVITY BOOK <input type="checkbox"/> Complete the dot-to-dot about the Wright brothers in Mini-Unit 11, Topic 3.	PRIMER ACTIVITY BOOK <input type="checkbox"/> Color Henry Ford who is in Mini-Unit 11, Topic 3.	PRIMER ACTIVITY BOOK <input type="checkbox"/> Complete the "automobile for everyone" activity in Mini-Unit 11, Topic 3.	PRIMER ACTIVITY BOOK <input type="checkbox"/> Color Theodore Roosevelt who is in Mini-Unit 11, Topic 2.

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW	CHURCH HISTORY ALOUD <input type="checkbox"/> <i>Amy Charmichael: Rescuing the Children</i>				
LITERATURE		READ-ALoud <input type="checkbox"/> <i>20th Century Children's Book Treasury: "The Story of Little Babaji"</i>	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 15.		
LANGUAGE ARTS	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption Theodore Roosevelt and start (or add to) a Presidents Book as a cumulative project. <input type="checkbox"/> L2: List twenty nouns in notebook.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add ten more noun cards to Word Bank. <input type="checkbox"/> L2: List ten nouns in notebook.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce second half of listed vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review new vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make a mobile. See SAPs, p. 14.	MEMORY WORK <input type="checkbox"/> OPTIONAL: oral quiz of all vocabulary words
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 1	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 2	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 3	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 4	PRIMER ACTIVITY BOOK <input type="checkbox"/> Complete the journal activity about riding in an automobile in Mini-Unit 11, Topic 3.

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This plan is for : _____ Date: _____

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

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Kids at Work* is listed as a Joint Read-Aloud selection.
- A focus on memory work is always optional. (You may also choose to introduce *some* listed terms, but not all.)
- If you do not like the craft activity that we have chosen, see page 12 of *Tapestry*, Week 2, which lists more than one option. Always feel free to select others, or to not do any craft this week!
- Language Arts assignments:
 - A Reason for Spelling (Books A, B, or C): Lesson 2*
 - A Reason for Handwriting (Books A, B, or C): Lesson 2*
 - Easy Grammar* series:
 - Grade 2 Daily Guided Teaching and Review Student Workbook*: orally or written, assign Days 6-10
 - Grade 3 Student Workbook*, assign p. 7-12

PREPARATION FOR WEEK 2: INGREDIENTS

- Here is a list of all possible Week 2 books:
 - What was the Great San Francisco Earthquake?*
 - Panama Canal: The Story of How a Jungle was Conquered and the World Made Smaller*
 - The Legend of the Teddy Bear*
 - Kids at Work*
 - NOTE: You will need access to a child's book telling about American Presidents for this week's history assignments.¹
 - NOTE: You will need access to a child's atlas for this week's geography assignments.²
 - If you are working through the two-week plan: *Tapestry Primer Activity Book*, Mini-Unit 11
- 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 building houses: two different building materials, e.g. legos, blocks, etc.
 - If you are also working through the two-week plan, see Invention Project instructions in *Tapestry*, Week 1, p. 13.

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 page 8 of *Tapestry*, choose the Writing level you will follow (Level 1, 2, or 3). Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3) when using *Planning Aids* charts.
- There is a Literature work page offered on page on page 13 of *Tapestry*, Week 2. Print/photocopy it.
- Also, print the following from *Map Aids*:
 - Map(s) for the student: United States
 - Map(s) for you, the teacher:³ United States

1 We recommend *Presidents of the United States* for lower grammar students. This title is not listed in *Tapestry*, and any "Presidents book" will do.

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

3 You can look at answer key maps on your digital *Map Aids*, or you can print them and your student can use them as simplified atlases.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What was the Time of the Great San Francisco Earthquake?</i> p. 1-45 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What was the Time of the Great San Francisco Earthquake?</i> p. 46-103 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Panama Canal: The Story of How a Jungle was Conquered and the World Made Smaller</i>, p. 4-25 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Panama Canal: The Story of How a Jungle was Conquered and the World Made Smaller</i>, p. 26-47 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Presidents Book:</i> read about Theodore Roosevelt's 2nd term and William Howard Taft
GEOGRAPHY		<ul style="list-style-type: none"> <input type="checkbox"/> Using <i>The Kingfisher Atlas of World History</i>, p. 168-169 and supporting links, label geographic features of the US on a blank map printed from <i>Map Aids</i>. See SAPs, p. 12. 	<ul style="list-style-type: none"> <input type="checkbox"/> Using <i>The Kingfisher Atlas of World History</i>, p. 168-169 and supporting links, answer questions listed in SAPs, p. 12. 	<ul style="list-style-type: none"> <input type="checkbox"/> Finish salt map by painting it when it is fully dried. 	<ul style="list-style-type: none"> <input type="checkbox"/> Add Oklahoma, Arizona, and New Mexico to cumulative project.
WORLDVIEW					
LITERATURE				<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Legend of the Teddy Bear</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 13.
LANGUAGE ARTS	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Learn more about different kinds of nouns. <input type="checkbox"/> L2: Learn about (review) pronouns. <input type="checkbox"/> L3: Learn to take dictation. Learn about (review) sentence structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add fifteen noun cards to Word Bank. <input type="checkbox"/> L2: Create a pronouns page in notebook. <input type="checkbox"/> L3: Take dictation. Review ways that sentences can be combined. Create a pronouns page in notebook. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add fifteen noun cards to Word Bank. <input type="checkbox"/> L2: List twenty pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Draw & Caption President Taft. <input type="checkbox"/> L2: List ten pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add ten noun cards to Word Bank. <input type="checkbox"/> L2: List nine pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences.
ACTIVITIES	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally introduce vocabulary words. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally review vocabulary words. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally review vocabulary words. 	<p>HANDS-ON ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build two houses and see which one stands. See SAPs, p. 12 for details. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: oral quiz of vocabulary words
OPTIONAL	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Kids at Work</i>, chapter 5 	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Kids at Work</i>, chapter 6 	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Kids at Work</i>, chapter 7 		

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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	READ-ALoud <input type="checkbox"/> <i>What was the Time of the Great San Francisco Earthquake?</i> p. 1-45	READ-ALoud <input type="checkbox"/> <i>What was the Time of the Great San Francisco Earthquake?</i> p. 46-103	READ-ALoud <input type="checkbox"/> <i>Panama Canal: The Story of How a Jungle was Conquered and the World Made Smaller</i>	READ-ALoud <input type="checkbox"/> <i>Presidents Book</i> : read about Theodore Roosevelt's 2 nd term and William Howard Taft
GEOGRAPHY	<input type="checkbox"/> Using <i>The Kingfisher Atlas of World History</i> , p. 168-169 and supporting links , label geographic features of the US on a blank map printed from <i>Map Aids</i> . See SAPs, p. 12.	<input type="checkbox"/> Using <i>The Kingfisher Atlas of World History</i> , p. 168-169 and supporting links , answer questions listed in SAPs, p. 12.	<input type="checkbox"/> Finish salt map by painting it when it is fully dried.	<input type="checkbox"/> Add Oklahoma, Arizona, and New Mexico to cumulative project.
WORLDVIEW				
LITERATURE			READ-ALoud <input type="checkbox"/> <i>The Legend of the Teddy Bear</i>	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 13.
LANGUAGE ARTS	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn more about different kinds of nouns. <input type="checkbox"/> L2: Learn about (review) pronouns. <input type="checkbox"/> L3: Learn to take dictation. Learn about (review) sentence structures.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add twenty noun cards to Word Bank. <input type="checkbox"/> L2: Create a pronouns page in notebook. <input type="checkbox"/> L3: Take dictation. Review ways that sentences can be combined. Create a pronouns page in notebook, noting different kinds of pronouns.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add twenty noun cards to Word Bank. <input type="checkbox"/> L2: List twelve pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption President Taft and add to Presidents Book. <input type="checkbox"/> L2: List ten pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> OPTIONAL: Oral quiz	HANDS-ON ACTIVITY <input type="checkbox"/> Build two houses and see which one stands. See SAPs, p. 12 for details.
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 5	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 6	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 7	

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the Time of the Great San Francisco Earthquake? p. 1-45 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the Time of the Great San Francisco Earthquake? p. 46-103 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Panama Canal: The Story of How a Jungle was Conquered and the World Made Smaller, p. 4-25 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Panama Canal: The Story of How a Jungle was Conquered and the World Made Smaller, p. 26-47 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presidents Book: read about Theodore Roosevelt's 2nd term and William Howard Taft
GEOGRAPHY		<ul style="list-style-type: none"> <input type="checkbox"/> Using <i>The Kingfisher Atlas of World History</i>, p. 168-169 and supporting links, label features of the US on a blank map printed from <i>Map Aids</i>. See SAPs, p. 12. 	<ul style="list-style-type: none"> <input type="checkbox"/> Using <i>The Kingfisher Atlas of World History</i>, p. 168-169 and supporting links, answer questions listed in SAPs, p. 12. 	<ul style="list-style-type: none"> <input type="checkbox"/> Finish salt map by painting it when it is fully dried. 	<ul style="list-style-type: none"> <input type="checkbox"/> Add Oklahoma, Arizona, and New Mexico to cumulative project.
WORLDVIEW					
LITERATURE					
LANGUAGE ARTS	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Learn more about different kinds of nouns. <input type="checkbox"/> L2: Learn about (review) pronouns. <input type="checkbox"/> L3: Learn to take dictation. Learn about (review) sentence structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add fifteen noun cards to Word Bank. <input type="checkbox"/> L2: Create a pronouns page in notebook. <input type="checkbox"/> L3: Take dictation. Review ways that sentences can be combined. Create a pronouns page in notebook, noting different kinds of pronouns. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add fifteen noun cards to Word Bank. <input type="checkbox"/> L2: List twelve pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences.
ACTIVITIES	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally introduce half listed vocabulary words. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally review the first listed vocabulary words. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally review the first half of listed vocabulary words. 	<p>HANDS-ON ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build two houses and see which one stands. See SAPs, p. 12 for details. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: oral quiz of vocabulary words
OPTIONAL					

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW					
LITERATURE	READ-ALoud <input type="checkbox"/> <i>The Legend of the Teddy Bear</i>	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 13.			
LANGUAGE ARTS	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption President Taft and add to Presidents Book. <input type="checkbox"/> L2: List ten pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add ten noun cards to Word Bank. <input type="checkbox"/> L2: List nine pronouns in notebook. <input type="checkbox"/> L3: Take dictation, combining sentences.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce second half of listed vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review new vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Begin your invention project. See suggestions in the SAPs, p. 12.	MEMORY WORK <input type="checkbox"/> OPTIONAL: oral quiz of all vocabulary words
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 5	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 6	JOINT READ-ALoud <input type="checkbox"/> <i>Kids at Work</i> , chapter 7	PRIMER ACTIVITY BOOK <input type="checkbox"/> Complete the dot-to-dot about teddy bears in Mini-Unit 11, Topic 2.	

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This plan is for : _____ Date: _____

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

WHAT'S OPTIONAL THIS WEEK, AND WHY?

- Pollyanna* is listed as a Joint Read-Aloud selection.
- A focus on memory work is always optional. (You may also choose to introduce *some* listed terms, but not all.)
- If you do not like the craft activity that we have chosen, see page 12 of *Tapestry*, Week 3, which lists more than one option. Always feel free to select others, or to not do any craft this week!
- Language Arts assignments:
 - A Reason for Spelling (Books A, B, or C):* Lesson 3
 - A Reason for Handwriting (Books A, B, or C):* Lesson 3
 - Easy Grammar* series:
 - Grade 2 Daily Guided Teaching and Review Student Workbook:* orally or written, assign Days 11-15
 - Grade 3 Student Workbook,* assign p. 13-18

PREPARATION FOR WEEK 3: INGREDIENTS

- Here is a list of all possible Week 3 books:
 - In Flanders Fields: The Story of the Poem*¹
 - War Game: Village Green to No-Man's-Land*
 - The Classic Tale of Peter Rabbit*
 - NOTE: You will need access to a child's book telling about American Presidents for this week's history assignments.²
 - NOTE: See [supporting links](#) from Year 4 for helps for the geography assignment.
- 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 making a periscope:
 - a long, skinny box
 - two mirrors
 - two pieces of cardboard

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 page 8 of *Tapestry*, choose the Writing level you will follow (Level 1, 2, or 3). Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3) when using *Planning Aids* charts.
- There is a Literature work page offered on page 13 of *Tapestry*, Week 3. Print/photocopy it.
- Also, print the following from *Map Aids*:
 - Map(s) for the student: Europe Before World War I
 - Map(s) for you, the teacher: Europe Before World War I

¹ This unique book is without page numbers, but we list page numbers so that the book may be read in a way coordinated with the history time line. For instructions on using this multi-week book, please refer to the Glance Week 2, p. 76.

² We recommend *Presidents of the United States* for lower grammar students. This title is not listed in *Tapestry*, and any "Presidents book" will do.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Presidents Book</i>: read about Woodrow Wilson's first term 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>In Flanders Fields: The Story of the Poem</i>, p. 8-9, 18-23 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>War Game: Village Green to No-Man's-Land</i>, p. 5-19 		
GEOGRAPHY			<ul style="list-style-type: none"> <input type="checkbox"/> Compare the size of Europe with the US. See SAPs, p. 12. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a blank map from <i>Map Aids</i> and supporting links to label bodies of water and countries. See SAPs, p. 12. 	<ul style="list-style-type: none"> <input type="checkbox"/> If you are using a paper map, shade European countries according to their WWI affiliations. See SAPs, p. 12.
WORLDVIEW					
LITERATURE			<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Classic Tale of Peter Rabbit</i>, p. 12-45 	<p>READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Classic Tale of Peter Rabbit</i>, p. 46-73 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 13.
LANGUAGE ARTS	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Learn about personal pronouns. <input type="checkbox"/> L2: Learn about (or review) verbs. <input type="checkbox"/> L3: Take dictation. Continue to review various ways to combine sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add twelve personal pronoun cards to Word Bank. <input type="checkbox"/> L2: Create a verbs page for notebook and list ten verbs. <input type="checkbox"/> L3: Take dictation. Review (learn about) prewriting and graphic organizers. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add ten proper noun cards. <input type="checkbox"/> L2: List twenty more verbs. <input type="checkbox"/> L3: Take dictation. See <i>Tapestry</i>, p. 8, for topic to practice filling in a graphic organizer this week. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Add ten common noun cards. <input type="checkbox"/> L2: Add more nouns and pronouns to appropriate notebook pages. <input type="checkbox"/> L3: Take dictation, combining sentences. Fill in your graphic organizer. 	<ul style="list-style-type: none"> <input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar <p>STUDENT WRITING TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> L1: Draw & Caption Woodrow Wilson and add to Presidents Book. <input type="checkbox"/> L3: Take dictation, combining sentences.
ACTIVITIES	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally introduce vocabulary words. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally review vocabulary words. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally review vocabulary words. 	<p>HANDS-ON ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make a periscope. see instructions in SAPs p. 12. 	<p>MEMORY WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: oral quiz of vocabulary words
OPTIONAL	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pollyanna</i>, p. 1-23 	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pollyanna</i>, p. 24-43 	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pollyanna</i>, p. 44-56 	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pollyanna</i>, p. 57-77 	<p>JOINT READ-ALOUD</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pollyanna</i>, p. 78-97

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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	READ-ALOUD <input type="checkbox"/> <i>Presidents Book</i> : read about Woodrow Wilson's first term	READ-ALOUD <input type="checkbox"/> <i>In Flanders Fields: The Story of the Poem</i> , p. 8-9, 18-23	READ-ALOUD <input type="checkbox"/> <i>War Game: Village Green to No-Man's-Land</i> , p. 5-19	
GEOGRAPHY		<input type="checkbox"/> Compare the size of Europe with America. See SAPs, p. 12.	<input type="checkbox"/> Use a blank map from <i>Map Aids</i> and supporting links to label bodies of water and countries. See SAPs, p. 12.	<input type="checkbox"/> If you are using a paper map, shade European countries according to their WWI affiliations. See SAPs, p. 12.
WORLDVIEW				
LITERATURE		READ-ALOUD <input type="checkbox"/> <i>The Classic Tale of Peter Rabbit</i> , p. 12-45	READ-ALOUD <input type="checkbox"/> <i>The Classic Tale of Peter Rabbit</i> , p. 46-73	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 13.
LANGUAGE ARTS	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Learn about personal pronouns. <input type="checkbox"/> L2: Learn about (or review) verbs. <input type="checkbox"/> L3: Take dictation. Continue to review various ways to combine sentences.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add twelve personal pronoun cards to Word Bank. <input type="checkbox"/> L2: Create a verbs page for notebook and list ten verbs. <input type="checkbox"/> L3: Take dictation. Review (learn about) prewriting and graphic organizers.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add ten proper noun cards and ten common noun cards to Word Bank. <input type="checkbox"/> L2: List twenty more verbs. <input type="checkbox"/> L3: Take dictation. See <i>Tapestry</i> , p. 8, for topic to practice filling in a graphic organizer this week.	<input type="checkbox"/> *Phonics/Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption Woodrow Wilson and add to Presidents Book. <input type="checkbox"/> L2: Add more nouns and pronouns to appropriate notebook pages. <input type="checkbox"/> L3: Take dictation, combining sentences. Fill in your graphic organizer.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review vocabulary words. <input type="checkbox"/> OPTIONAL: Oral quiz	HANDS-ON ACTIVITY <input type="checkbox"/> Make a periscope. see instructions in SAPs p. 12.
OPTIONAL	JOINT READ-ALOUD <input type="checkbox"/> <i>Pollyanna</i> , p. 1-23	JOINT READ-ALOUD <input type="checkbox"/> <i>Pollyanna</i> , p. 24-56	JOINT READ-ALOUD <input type="checkbox"/> <i>Pollyanna</i> , p. 57-77	JOINT READ-ALOUD <input type="checkbox"/> <i>Pollyanna</i> , p. 78-97

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	<p>READ-ALOUD</p> <input type="checkbox"/> <i>Presidents Book</i> : read about Woodrow Wilson's first term	<p>READ-ALOUD</p> <input type="checkbox"/> <i>In Flanders Fields: The Story of the Poem</i> , p. 8-9	<p>READ-ALOUD</p> <input type="checkbox"/> <i>In Flanders Fields: The Story of the Poem</i> , p. 18-23	<p>READ-ALOUD</p> <input type="checkbox"/> <i>War Game: Village Green to No-Man's-Land</i> , p. 5-19	
GEOGRAPHY			<input type="checkbox"/> Compare the size of Europe with America. See SAPs, p. 12.	<input type="checkbox"/> Use a blank map from <i>Map Aids</i> and supporting links to label bodies of water and countries. See SAPs, p. 12.	<input type="checkbox"/> If you are using a paper map, shade European countries according to their WWI affiliations. See SAPs, p. 12.
WORLDVIEW					
LITERATURE					
LANGUAGE ARTS	<input type="checkbox"/> *Phonics/Spelling <p>STUDENT WRITING TASKS:</p> <input type="checkbox"/> L1: Learn about personal pronouns. <input type="checkbox"/> L2: Learn about (or review) verbs. <input type="checkbox"/> L3: Take dictation. Continue to review various ways to combine sentences.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling <p>STUDENT WRITING TASKS:</p> <input type="checkbox"/> L1: Add twelve personal pronoun cards to Word Bank. <input type="checkbox"/> L2: Create a verbs page for notebook and list ten verbs. <input type="checkbox"/> L3: Take dictation. Review (learn about) prewriting and graphic organizers.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling <p>STUDENT WRITING TASKS:</p> <input type="checkbox"/> L1: Add ten proper noun cards. <input type="checkbox"/> L2: List twenty more verbs. <input type="checkbox"/> L3: Take dictation. See <i>Tapestry</i> , p. 8, for topic to practice filling in a graphic organizer this week.
ACTIVITIES	<p>MEMORY WORK</p> <input type="checkbox"/> Orally introduce half listed vocabulary words.	<p>MEMORY WORK</p> <input type="checkbox"/> Orally review the first listed vocabulary words.	<p>MEMORY WORK</p> <input type="checkbox"/> Orally review the first half of listed vocabulary words.	<p>HANDS-ON ACTIVITY</p> <input type="checkbox"/> Make a periscope. see instructions in SAPs p. 12.	<p>MEMORY WORK</p> <input type="checkbox"/> OPTIONAL: oral quiz of vocabulary words.
OPTIONAL			<p>PRIMER ACTIVITY BOOK</p> <input type="checkbox"/> Complete the flying ace maze. See Mini Unit 11, Topic 3.	<p>PRIMER ACTIVITY BOOK</p> <input type="checkbox"/> Complete the Europe at war map activity. See Mini Unit 11, Topic 3.	

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY					
GEOGRAPHY					
WORLDVIEW					
LITERATURE	READ-ALoud <input type="checkbox"/> <i>The Classic Tale of Peter Rabbit</i> , p. 12-45	READ-ALoud <input type="checkbox"/> <i>The Classic Tale of Peter Rabbit</i> , p. 46-73	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 13.		
LANGUAGE ARTS	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Add ten common noun cards. <input type="checkbox"/> L2: Add more nouns and pronouns to appropriate notebook pages. <input type="checkbox"/> L3: Take dictation, combining sentences. Fill in your graphic organizer.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting	<input type="checkbox"/> *Phonics/Spelling STUDENT WRITING TASKS: <input type="checkbox"/> L1: Draw & Caption Woodrow Wilson and add to Presidents Book. <input type="checkbox"/> L3: Take dictation, combining sentences.	<input type="checkbox"/> *Easy Grammar <input type="checkbox"/> *Handwriting
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce second half of listed vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review new vocabulary words.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Add to your invention project. See suggestions in the SAPs, p. 12.	MEMORY WORK <input type="checkbox"/> OPTIONAL: oral quiz of all vocabulary words
OPTIONAL	JOINT READ-ALoud <input type="checkbox"/> <i>Pollyanna</i> , p. 1-23	JOINT READ-ALoud <input type="checkbox"/> <i>Pollyanna</i> , p. 24-43	JOINT READ-ALoud <input type="checkbox"/> <i>Pollyanna</i> , p. 44-56	JOINT READ-ALoud <input type="checkbox"/> <i>Pollyanna</i> , p. 57-77	JOINT READ-ALoud <input type="checkbox"/> <i>Pollyanna</i> , p. 78-97

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This plan is for : _____ Date: _____

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