

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 rote memory work is always optional, since children at this learning level naturally retain many facts that they learn. (When doing memory work, we suggest that students learn vocabulary words listed for *both* lower and upper grammar levels, but you may want your student to memorize only *some* listed terms.)
- Language Arts assignments:²
 - With *A Reason for Spelling* (Books C, D, E, or F) student should do: Lesson 1
 - With *A Reason for Handwriting* (Books C, D, E, or F) we recommend that your student accomplish Lesson 1.
 - Easy Grammar* series:
 - Grade 3 Student Workbook*: p. 1-6
 - Grade 4 Student Workbook*: p. 1-7
 - Grade 5 Student Workbook*: p. 1-7
 - Grade 6 Student Workbook*: p. 1-10
 - 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.
 - An Age of Extremes*
 - Albert Einstein: A Photographic Story of a Life*
 - The Wonderful Wizard of Oz*
 - Kids at Work*
 - Trial and Triumph*
- 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.
- 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, for drawing a model T: you’ll need the picture in SAPs, p. 16 and regular supplies.

PREPARATION FOR WEEK 1: TEACHER’S CHECK LIST

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

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

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

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

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>Presidents Book</i> : read about Theodore Roosevelt's first term in office	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 27-29	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 33-34	INDEPENDENT READING <input type="checkbox"/> <i>Albert Einstein: A Photographic Story of a Life</i> , chapters 1-7	INDEPENDENT READING <input type="checkbox"/> <i>Albert Einstein: A Photographic Story of a Life</i> , p. chapters 8-17
GEOGRAPHY		<input type="checkbox"/> As a review, see how many continents and oceans you can label on a blank map printed from <i>Map Aids</i> .	<input type="checkbox"/> Point out locations of major world geographic features listed in SAPs, p. 16.	<input type="checkbox"/> Begin a salt map of an imaginary land. See SAPs, p. 16.	
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 40				
LITERATURE			INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters I-IV	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters V-VIII	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 17.
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 STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Set up a Grammar & Composition notebook.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Learn about (or review) Steps in the Writing Process. <input type="checkbox"/> L4-6: Create eight separate pages for each of eight parts of speech.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Write out the Steps in the Writing process and file in notebook. <input type="checkbox"/> L4-6: Fill in definitions for four of the parts of speech.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L4-6: Fill in definitions for four of the parts of speech.
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 for the year and decorate its cover.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
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	

*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>Presidents Book</i> : read about Theodore Roosevelt's first term in office	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 27-29	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 33-34 <input type="checkbox"/> <i>Albert Einstein: A Photographic Story of a Life</i> , chapters 1-4	INDEPENDENT READING <input type="checkbox"/> <i>Albert Einstein: A Photographic Story of a Life</i> , chapters 5-17
GEOGRAPHY		<input type="checkbox"/> As a review, see how many continents and oceans you can label on a blank map printed from <i>Map Aids</i> .	<input type="checkbox"/> Point out locations of major world geographic features listed in SAPs, p. 16.	<input type="checkbox"/> Begin a salt map of an imaginary land. See SAPs, p. 16.
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 40			
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters I-IV	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters V-VIII	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 17.	
LANGUAGE ARTS	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Set up a Grammar & Composition notebook.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Learn about (or review) Steps in the Writing Process. <input type="checkbox"/> L4-6: Create eight separate pages for each of eight parts of speech.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Write out the Steps in the Writing process and file in notebook. <input type="checkbox"/> L4-6: Fill in definitions for four of the parts of speech.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L4-6: Fill in definitions for four of the parts of speech.
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 for the year and decorate its cover.
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

*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>Presidents Book</i> : read about Theodore Roosevelt's first term in office	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 27-29	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 33-34	INDEPENDENT READING <input type="checkbox"/> <i>Albert Einstein: A Photographic Story of a Life</i> , chapters 1-7	INDEPENDENT READING <input type="checkbox"/> <i>Albert Einstein: A Photographic Story of a Life</i> , chapters 8-17	
GEOGRAPHY		<input type="checkbox"/> As a review, see how many continents and oceans you can label on a blank map printed from <i>Map Aids</i> .	<input type="checkbox"/> Point out locations of major world geographic features listed in SAPs, p. 16.	<input type="checkbox"/> Begin a salt map of an imaginary land. See SAPs, p. 16.		
OPTIONAL	CHURCH HISTORY <input type="checkbox"/> <i>Trial and Triumph</i> , chapter 40					
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				<input type="checkbox"/> Complete the salt map you started last week when it's completely dried.	
OPTIONAL					
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters I-II	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters III-IV	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters V-VI	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters VII-VIII	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 17.
LANGUAGE ARTS		STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Set up a Grammar & Composition notebook.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Learn about (or review) Steps in the Writing Process. <input type="checkbox"/> L4-6: Create eight separate pages for each of eight parts of speech.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Write out the Steps in the Writing process and file in notebook. <input type="checkbox"/> L4-6: Fill in definitions for four of the parts of speech.	STUDENT WRITING TASKS: <input type="checkbox"/> L4-6: Fill in definitions for four of the parts of speech.
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 for the year and decorate its cover.	MEMORY WORK <input type="checkbox"/> Orally review all vocabulary words.	HANDS-ON ACTIVITY <input type="checkbox"/> Make a detailed drawing of a Model T and a Model A. See SAPs, p. 16.	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>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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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?

- Kids at Work* 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.
 - Age of Extremes*
 - Titanic*
 - The Wizard of Oz*
 - Kids at Work*
 - NOTE: You will need access to a child's book telling about American Presidents for this week's history 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 drawing the Titanic: a picture of the Titanic
 - 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

- Read the introduction to the week-plan, on page 11 of *Tapestry*, Week 2.
- Choose your plan(s) for the next week (or two) and print them if desired.
- 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: United States
 - Map(s) for you, the teacher:² United States

¹ 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.

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>Presidents Book: Theodore Roosevelt's second term and William Howard Taft</i>	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 31-32, 35	INDEPENDENT READING <input type="checkbox"/> <i>Titanic</i> , p. 8-38	INDEPENDENT READING <input type="checkbox"/> <i>Titanic</i> , p. 39-69	
GEOGRAPHY		<input type="checkbox"/> On an outline map of the U.S. printed from <i>Map Aids</i> , label major geographical features.	<input type="checkbox"/> On an outline map of the U.S. printed from <i>Map Aids</i> , see how many states you can fill in from memory.	<input type="checkbox"/> Complete the salt map you started last week when it's completely dried.	<input type="checkbox"/> Add Oklahoma, Arizona, and New Mexico to your cumulative project.
WORLDVIEW					
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters IX-XI	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters XII-XIV	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters XV-XVI	<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 (or review) how to take dictation. Also learn about (or review) sentence structures.	<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 sentences can be combined. Create a pronouns page in notebook, noting different kinds of pronouns.	<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"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation, combining sentences.	<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.
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"/> Draw a cut-away picture of the Titanic. Label as many rooms and parts of the ship as you can.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
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		

*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>Presidents Book</i> : Theodore Roosevelt's second term and William Howard Taft	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapters 31-32, 35	INDEPENDENT READING <input type="checkbox"/> <i>Titanic</i> , p. 8-38	INDEPENDENT READING <input type="checkbox"/> <i>Titanic</i> , p. 39-69
GEOGRAPHY	<input type="checkbox"/> On an outline map of the U.S. printed from <i>Map Aids</i> , label major geographical features.	<input type="checkbox"/> On an outline map of the U.S. printed from <i>Map Aids</i> , see how many states you can fill in from memory.	<input type="checkbox"/> Complete the salt map you started last week when it's completely dried.	<input type="checkbox"/> Add Oklahoma, Arizona, and New Mexico to your cumulative project.
WORDVIEW				
LITERATURE	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters IX-XI	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters XII-XIV	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters XV-XVI	<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 (or review) how to take dictation. Also learn about (or review) sentence structures.	<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 sentences can be combined. Create a pronouns page in notebook, noting different kinds of pronouns.	<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"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation, combining sentences.
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"/> Draw a cut-away picture of the Titanic. Label as many rooms and parts of the ship as you can.
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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WEEK 1 OF 2						
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HISTORY	INDEPENDENT READING <input type="checkbox"/> <i>Presidents Book: Theodore Roosevelt's second term and William Howard Taft</i>	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes, chapters 31-32</i>	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes, chapter 35</i>	INDEPENDENT READING <input type="checkbox"/> <i>Titanic, p. 8-38</i>	INDEPENDENT READING <input type="checkbox"/> <i>Titanic, p. 39-69</i>	
GEOGRAPHY		<input type="checkbox"/> On an outline map of the U.S. printed from <i>Map Aids</i> , label major geographical features.	<input type="checkbox"/> On an outline map of the U.S. printed from <i>Map Aids</i> , see how many states you can fill in from memory.	<input type="checkbox"/> Add Oklahoma, Arizona, and New Mexico to your cumulative project.		
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					
OPTIONAL					
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters IX-XI	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters XII-XIV	INDEPENDENT READING <input type="checkbox"/> <i>The Wizard of Oz</i> , chapters XV-XVI	<input type="checkbox"/> Complete the literature worksheet from the SAPs, p. 15.
LANGUAGE ARTS	STUDENT WRITING TASKS: <input type="checkbox"/> L3-6: Learn to (or review) how to take dictation. Also learn about (or review) sentence structures.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation. Review ways that sentences can be combined. Create a pronouns page in notebook, noting different kinds of pronouns.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-5: Take dictation, combining sentences.	STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation, combining sentences.	STUDENT WRITING TASKS: <input type="checkbox"/> L3-4: Take dictation, combining sentences.
ACTIVITIES	MEMORY WORK <input type="checkbox"/> Orally introduce new vocabulary words. <input type="checkbox"/> Write out words.	HANDS-ON ACTIVITY <input type="checkbox"/> Draw a cut-away picture of the Titanic. Label as many rooms and parts of the ship as you can.	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. 14.	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>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		

*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?

- Kids at Work* 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.)
- If you do not like the craft activity that we have chosen, see page 14 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:
 - 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
 - A Reason for Spelling (Books C, D, E, or F)*: Lesson 3
 - A Reason for Handwriting (Books C, D, E, or F)*: Lesson 3
 - 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.
 - World War I*
 - Age of Extremes*
 - Where Poppies Grow: A World War I Companion*
 - Fanny Crosby: Queen of Gospel Songs*
 - The Wonderful Wizard of Oz*
 - Pollyanna*
 - NOTE: You will need access to a child's book telling about American Presidents for this week's history 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 recruiting poster:
 - poster board
 - poster board paint

PREPARATION FOR WEEK 3: TEACHER'S CHECK LIST

- Read the introduction to the week-plan, on page 11 of *Tapestry*, Week 3.
- Choose your plan(s) for the next week (or two) and print them if desired.
- 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.
- Also, print the following from *Map Aids*:
 - Map(s) for the student: Europe Before WWI
 - Map(s) for you, the teacher:² Europe Before WWI

¹ 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.

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>Presidents Book</i> : read about Woodrow Wilson's first term in office	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapter 36	INDEPENDENT READING <input type="checkbox"/> <i>World War I</i> , p. 6-21	INDEPENDENT READING <input type="checkbox"/> <i>Where Poppies Grow: A World War I Companion</i> , p. 4-11, 34-35	
GEOGRAPHY					<input type="checkbox"/> Make a salt map (or print a blank paper map from <i>Map Aids</i>) of Europe. Use <i>World War I</i> , p. 7 and supporting links to label places listed in SAPs, p. 14.
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapters 1-3	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapters 4-5			
LITERATURE			INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters XVII-XX	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters XXI-XXIV	<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: Continue to review various ways to combine sentences. <input type="checkbox"/> L4-6: Learn about (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. <input type="checkbox"/> L3-5: Review (learn about) prewriting and various graphic organizers. <input type="checkbox"/> L6: Review paragraph construction.	<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"/> L3-5: See <i>Tapestry</i> , p. 8, for topic to practice filling in a graphic organizer this week. <input type="checkbox"/> L6: Learn about transition words and record twenty. File when completed.	<input type="checkbox"/> *Spelling <input type="checkbox"/> *Handwriting <input type="checkbox"/> *Easy Grammar STUDENT WRITING TASKS: <input type="checkbox"/> L3: Take dictation, combining sentences. Fill in your graphic organizer. <input type="checkbox"/> L4-5: Review about descriptive writing. Fill in graphic organizer. <input type="checkbox"/> L6: Review writing genres and how specific graphic organizers relate to specific genres.	<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"/> L6: Fill in a graphic organizer for a descriptive paragraph. See <i>Tapestry</i> , p. 9, for topic.
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 British recruiting poster. See SAPs, p. 14.	MEMORY WORK <input type="checkbox"/> Written quiz on memory work
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

*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>Presidents Book</i> : read about Woodrow Wilson's first term in office	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapter 36	INDEPENDENT READING <input type="checkbox"/> <i>World War I</i> , p. 6-21	INDEPENDENT READING <input type="checkbox"/> <i>Where Poppies Grow: A World War I Companion</i> , p. 4-11, 34-35
GEOGRAPHY				<input type="checkbox"/> Make a salt map (or print a blank paper map from <i>Map Aids</i>) of Europe. Use <i>World War I</i> , p. 7 and supporting links to label places listed in SAPs, p. 14.
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapters 1-3	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapters 4-5		
LITERATURE		INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters XVII-XX	INDEPENDENT READING <input type="checkbox"/> <i>The Wonderful Wizard of Oz</i> , chapters XXI-XXIV	<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: Continue to review various ways to combine sentences. <input type="checkbox"/> L4-6: Learn about (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. <input type="checkbox"/> L3-5: Review (learn about) prewriting and various graphic organizers. <input type="checkbox"/> L6: Review paragraph construction.	<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"/> L3-5: See <i>Tapestry</i> , p. 8, for topic to practice filling in a graphic organizer this week. <input type="checkbox"/> L6: Learn about transition words and record twenty. File when completed.	<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"/> L4-5: Review about descriptive writing. Fill in graphic organizer. <input type="checkbox"/> L6: Review writing genres and how specific graphic organizers relate to specific genres. Fill one in; see topic in <i>Tapestry</i> , p. 9.
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 British recruiting poster. See SAPs, p. 14.
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

*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>Presidents Book</i> : read about Woodrow Wilson's first term in office	INDEPENDENT READING <input type="checkbox"/> <i>An Age of Extremes</i> , chapter 36	INDEPENDENT READING <input type="checkbox"/> <i>World War I</i> , p. 6-21	INDEPENDENT READING <input type="checkbox"/> <i>Where Poppies Grow: A World War I Companion</i> , p. 4-11, 34-35		
GEOGRAPHY					<input type="checkbox"/> Make a salt map (or print a blank paper map from <i>Map Aids</i>) of Europe. Use <i>World War I</i> , p. 7 and supporting links to label places listed in SAPs, p. 14.	
OPTIONAL	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapter 1	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapter 2	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapter 3	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapter 4	CHURCH HISTORY <input type="checkbox"/> <i>Fanny Crosby: Queen of Gospel Songs</i> , chapter 5	
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*.

This plan is for : _____ Date: _____

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