

## Upper Grammar Sample Lesson Plan for Week 21 of Year 2 Redesigned

On the following pages, you will find two sets of sample lesson plans for Week 21. If you have a copy of Year 2 Redesigned, we recommend that you print out this lesson plan and compare it with the Reading Assignment Chart (page 4) and the Weekly Overview Charts (pages 6-7). If you don't own Year 2 yet, you can access this week-plan's pages through the Sail to the New World CD or webpage and either print them out or look at them digitally.

For Week 21, we have taken the weekly assignments from *Tapestry* week-plan pages 4, 6, and 7 and broken them down into daily assignments. This is to show you how you might distribute assignments in a given week. Please note carefully the following:

- » Each family is different! You can always pick and choose, and tailor each week-plan to your family's individual needs.
- » We have only planned *Tapestry* subjects. You would need to add Handwriting, Math, and Science lessons to your weekly schedule, if desired.
- » We have listed *all possible* disciplines, but your family may not want to do many of them. *Tapestry* plans are educational buffets from which one fills a plate each week. NO ONE FAMILY DOES ALL THE POSSIBLE ACTIVITIES LISTED in our plans.

### Layout

The sample lesson plans are written for you, the teacher, to read. We have left blank any squares where there is no *Tapestry* work given. Work that students can do independently is shown in **black ink**. Work that requires your direct supervision or participation is shown in **dark blue** ink. Since Upper Grammar students are fluent readers and there is minimal discussion of reading assignments required, teacher involvement is, generally speaking, lighter on this learning level than on any other. Your main involvement is in keeping students on track, reviewing when necessary, and providing writing instruction and corrections weekly.

### Pacing

*Tapestry* plans are written such that a family with high school students can complete all of world history, geography, literature, church history, fine arts, etc. in one four-year rotation. Many families who do not yet have a high school student choose to slow the pace of *Tapestry* week-plans down to half-pace. In this set of weekly lesson plans, you'll find two charts for Week 21 for Upper Grammar students. The first chart is an example of how you can do this week-plan at "regular pace," i.e. one week-plan in one school week. The next set of charts gives you two charts per week that show an example of how you can split each week-plan into two "half pace" weeks: You are doing one week-plan in two school weeks.

Please note that we suggest that you plan to go at the pace of your oldest student. Therefore, if you have a Rhetoric student that needs to earn a credit, he will need to go at regular pace, so we suggest that your younger students also proceed at regular pace. This will keep the whole family studying together, which is a major benefit of *Tapestry of Grace*.

	Monday	Tuesday	Wednesday	Thursday	Friday
History Reading	<input type="checkbox"/> Read <i>The Awakening of Europe</i> , ch. 27 & 30	<input type="checkbox"/> Read <i>The Awakening of Europe</i> , ch. 31-33	<input type="checkbox"/> Read <i>The Plymouth Colony</i>	<input type="checkbox"/> Read <i>Exploration and Conquest</i> , p. 38-43	
History Activities	<input type="checkbox"/> Learn the meanings of vocabulary words	<input type="checkbox"/> Find places in New England <input type="checkbox"/> Study climate of New England	<input type="checkbox"/> Read <i>Colonial Living</i> , p. 22 – middle of 24, 64-76	<input type="checkbox"/> Study crops of New England in Pilgrim times	<input type="checkbox"/> Identify people from Overview page
Literature	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 92-119	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 120-138	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 139-164	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 365-192	<input type="checkbox"/> Complete literature worksheet for <i>William Bradford, Pilgrim Boy</i> <input type="checkbox"/> Discuss as necessary
Writing		<input type="checkbox"/> Grade 3 & 6: Begin drafting lines for actors <input type="checkbox"/> Grade 4: Begin rough draft of historical fiction, researching as needed <input type="checkbox"/> Grade 5: Begin draft of personal narrative	<input type="checkbox"/> Grade 3 & 6: Continue drafting lines for actors <input type="checkbox"/> Grade 4: Continue rough draft of historical fiction <input type="checkbox"/> Grade 5: Continue draft of personal narrative	<input type="checkbox"/> Grade 4: Extra time for research	<input type="checkbox"/> Grade 3 & 6: Finish drafting lines for actors <input type="checkbox"/> Grade 4: Finish rough draft of historical fiction <input type="checkbox"/> Grade 5: Finish rough draft of personal narrative
Arts/Activities	<input type="checkbox"/> Read <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , sections 1-2, 1-5 through 1-10, 1-12 through 1-15 and choose worksheets to complete this week.		<input type="checkbox"/> Do worksheets and activities from <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i>		<input type="checkbox"/> Look ahead to next week's activities and buy supplies over weekend
Worldview					<input type="checkbox"/> Read <i>Trial and Triumph</i> , ch. 27
Optional			<input type="checkbox"/> Lapbook	<input type="checkbox"/> Lapbook	<input type="checkbox"/> Evaluation

	Monday	Tuesday	Wednesday	Thursday	Friday
History Reading	<input type="checkbox"/> Read <i>The Awakening of Europe</i> , ch. 27 & 30	<input type="checkbox"/> Read <i>The Awakening of Europe</i> , ch. 31	<input type="checkbox"/> Read <i>The Awakening of Europe</i> , ch. 32	<input type="checkbox"/> Read <i>The Awakening of Europe</i> , ch. 33	<input type="checkbox"/> If you need more time to finish reading, do it today.
History Activities	<input type="checkbox"/> Make sure you know the meanings of vocabulary words.	<input type="checkbox"/> Read <i>Colonial Living</i> , p. 22 – middle of 24, 64-76			
Literature	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 92-100	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 101-119	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 120-138	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 139-149	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 150-164
Writing					
Arts/ Activities	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-2	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-5 and 1-6	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-7 and 1-8	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-9	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-10
Worldview					
Optional			<input type="checkbox"/> Lapbook	<input type="checkbox"/> Lapbook	

	Monday	Tuesday	Wednesday	Thursday	Friday
History Reading	<input type="checkbox"/> Read <i>The Plymouth Colony</i>	<input type="checkbox"/> Read <i>Exploration and Conquest</i> , p. 38-43	<input type="checkbox"/> If you need more time to finish reading, do it today.		
History Activities		<input type="checkbox"/> Find places in New England	<input type="checkbox"/> Study climate of New England	<input type="checkbox"/> Study crops of New England in Pilgrim times	<input type="checkbox"/> Identify people from Overview page
Literature	<input type="checkbox"/> Read <i>William Bradford, Pilgrim Boy</i> , p. 165-192	<input type="checkbox"/> Complete literature worksheet for <i>William Bradford, Pilgrim Boy</i>	<input type="checkbox"/> Discuss anything necessary with your teacher.		
Writing		<input type="checkbox"/> Grade 3 & 6: Begin drafting lines for actors <input type="checkbox"/> Grade 4: Begin rough draft of historical fiction, researching as needed <input type="checkbox"/> Grade 5: Begin draft of personal narrative	<input type="checkbox"/> Grade 3 & 6: Continue drafting lines for actors <input type="checkbox"/> Grade 4: Continue rough draft of historical fiction <input type="checkbox"/> Grade 5: Continue draft of personal narrative	<input type="checkbox"/> Grade 4: Extra time for research	<input type="checkbox"/> Grade 3 & 6: Finish drafting lines for actors <input type="checkbox"/> Grade 4: Finish rough draft of historical fiction <input type="checkbox"/> Grade 5: Finish rough draft of personal narrative
Arts/ Activities	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-12	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-13 and 1-14	<input type="checkbox"/> Read and complete <i>America: Ready-To-Use Interdisciplinary Lessons &amp; Activities</i> , section 1-15		<input type="checkbox"/> Look ahead to next week's activities and buy supplies over weekend
Worldview				<input type="checkbox"/> Read <i>Trial and Triumph</i> , ch. 27	
Optional		<input type="checkbox"/> Lapbook			<input type="checkbox"/> Evaluation