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An introduction to Tapestry

What is Tapestry?

*Tapestry of Grace* is a homeschool curriculum: a plan of study that helps parents provide a Christian, classical education using a guided unit study approach, with the history of the world as the core organizational theme. From Grades K–12, all students cycle through world history every four years, with all ages studying the same slice of history each week, each at their own learning level. Detailed lesson plans and discussion outlines enable parents to be their children’s primary teachers and mentors and shape their students’ biblical worldviews.

*Tapestry* covers the humanities: history, church history, literature, geography, fine arts, government, philosophy, and writing & composition. *Tapestry* does not include a phonics program, science, math, grammar, spelling, or foreign language. To find programs and materials for subjects not covered by *Tapestry*, see our sister site, [www.bookshelfcentral.com](http://www.bookshelfcentral.com)

*Week to week, Tapestry* integrates all subjects: people, events, and movements are studied in the time period in which they were most influential. Lessons are presented from all modalities: visual, auditory, and tactile. For younger children, a variety of hands-on ideas are provided each week. A range of educational options are presented, from which students and parents choose the best content and quantity for their unique families. Although the teacher is in control of the students’ assignments, rich weekly studies are always provided for each individual family.
Philosophy of Education

Tapestry of Grace exists to help parents discern the threads and patterns in the Tapestry of time woven by God in ages past. Through the study and discussion of chronological history, we teach our children the facts, thoughts, and experiences of humankind as they unfolded. This organizational framework encompasses most of what our children need to learn. After all, everything we want to teach them happened in history!

Using components of Classical Education, resources are arranged for learning levels — stages, not ages. This method moves busy teaching parents from solely administering their homeschools to becoming their children’s teachers; the crucial Christian worldview training, for which most parents embark on homeschool journeys, is put back where it always belonged — in their hands!

All subjects are interrelated (since they all come from the hand of God), but they need not all be studied at the same level at all times. God’s story is simultaneously simple and complex.

Parents can successfully teach humanities subjects to all of their children simultaneously because the content has been well organized. Also, remember that content is not the only thing — not even the primary thing — being taught. Parents are primarily seeking to make disciples of their children and secondarily to give them skills that will enable them to succeed at whatever God may call them to do in His service.
4 YEAR-PLANS take your family through the whole of recorded human history in a 4-year cycle, meaning that in a 12-year education, all of history is surveyed 3 times, at higher and higher levels of understanding.

4 UNITS & THE LOOM make up each year-plan of *Tapestry*. Units divide the year’s work into more manageable amounts. The *Loom* is a CD/digital resource which contains materials that apply to the year-plan as a whole, such as the Introduction and forms and resources you’ll find useful all year round.

9 WEEK-PLANS make up most *Tapestry* units (some have 8 or 10). Week-plans are the actual weekly study plans and tools that your family will use to homeschool.
THREADS provide the main emphases of the week at a glance and offer the teacher objective goals so necessary to unit study. Threads also list page numbers for easy reference to Teacher’s Notes within each week-plan.

READING ASSIGNMENT CHARTS are organized on four learning levels so that all students are reading about the same historical topic, but using resources specially chosen for their reading ability and level of comprehension.

WEEKLY OVERVIEW CHARTS show you the week at a glance for all suggested activities except reading. They are written to the students to encourage independent planning, but you are the teacher and will be able to guide the students’ choices each week.

WRITING ASSIGNMENTS are organized into 12 levels to keep your students challenged! Assignments cover a wide range of genres to give you a rich writing program, while remaining tied into the content of each week’s history topic.

STUDENT ACTIVITY PAGES detail assignments mentioned in the Weekly Overviews, activities, discussion questions, geography assignments and more are all spelled out here, and addressed to the student.

PAGEANT OF PHILOSOPHY is the unique way we approach philosophy throughout history ... and have fun doing it! Enjoying a play format, students and parents follow the adventures of Simplicio, the questioner, as he dialogues with the famous minds of the ages.

TEACHER’S NOTES supply detailed information by discipline. You learn in summary what your children are reading about in detail. Because you are “in the know,” you can be the teacher every week while streamlining your preparation time.

SUPPLEMENTS contain bonus information that will benefit your student, and are not included in all week-plans. They can include anything from in-depth articles to extra instructions for extended projects.
What is the **Loom**?

The *Loom* is a crucial digital resource which contains documents that don’t fit in a particular week-plan and are useful throughout the entire year-plan. The *Loom* is a built-in part of the Digital Edition (see page 22) or delivered as a CD for print customers. On the *Loom*, you’ll find...

- **Summer reading list**: assignments for students to complete before starting the first unit of each year-plan
- **Important Year-Plan Introduction** documents, with in-depth information about our philosophy of education and many useful tips for getting started and set up with your new curriculum
- Digital resources provide important helps for teaching rhetoric level *Literature*
- Extra **hands-on project helps** for some activities
- **Writing Level Overview**: a helpful tool for placing your students in the proper writing level at the start of the year
- Detailed information for figuring out how to give **high school credits** for *Tapestry* work
- **People and Vocabulary Glossaries** give teachers the definitions of these words that appear in the Weekly Overview pages.
- Copies of **Workbook Content** (all Student Activity Pages), which allow customers to reproduce these consumable pages easily, or in order to copy and paste from these pages
What is a week-plan? It’s a plan of study for one typical school week, based on the pace that a high school student must keep in order to cover all of world history, literature, church history, government, philosophy, and arts in a four-year time frame.

Remember, you are the teacher! Tapestry is your tool, not your master. Each week-plan presents a veritable educational buffet of options: reading assignments, activities, questions to answer, writing assignments, and more! What does all this mean? As with any buffet, you simply can’t eat it all. You must customize this curriculum to your unique family. No one student will do all the suggested reading and activities.

How do you choose? This is a question that many teachers ask. The answer is, “you just have to try it.” While reviewing this Simple Start Guide will give you confidence to begin, you’ll gain far more expertise at customizing Tapestry by simply starting school with your first week-plan and learning to tweak as you go! Be patient with yourself and your students. It takes time to learn new ways of doing school. But the rewards are worth the effort!

Colors have meanings! Look at the top of each page to check the section of the week-plan:

- Threads
- Overview/Reading Assignments
- Writing Assignments
- Student Activity Pages
- Pageant of Philosophy
- Teacher’s Notes
- Supplements

Look at the bottom of charts and Student Activity Pages to see learning level indicators:
Most *Tapestry* assignments are divided into four distinct learning levels. These levels roughly correspond with certain age ranges, but are broad enough that you can adjust your student up and down as suits his individual development.

**LOWER GRAMMAR**
- Non-fluent reader
- Approximately grades K–3
- Enjoys learning basic facts

**UPPER GRAMMAR**
- Independent reader
- Approximately grades 3–6
- Enjoys memorizing concrete, sequential facts

**DIALECTIC**
- Reads to learn
- Approximately grades 6–9
- Enjoys making connections and learning to debate

**RHETORIC**
- Reads the Great Books
- Approximately grades 9–12
- Enjoys analyzing and synthesizing ideas and arguments

The overlap of grade levels is intentional. Students develop at different rates, even though traditional grade levels are tied to chronological ages. Remember, *Tapestry* is designed for stages, not ages.
The week-plan

Threads

The first two or three pages of each week-plan are designed to provide teachers with the main emphases. Threads offer objective goals for the week so that you are assured that you’ve covered the right amount of information for the week.

Note these key features:
1. The week-plan title and number are found here.
2. These colored page edges make quick reference tabs, so finding your place is easy once you learn the color codes (purple for Threads, yellow for Overview pages, etc!)
3. Threads are divided by subject, so you can quickly see your goals for each discipline.
4. Colors on the left show learning levels: red for lower grammar, gold for upper grammar, green for dialectic, and blue for rhetoric!
5. Quick lookup page numbers function as a Table of Contents for the Teacher’s Notes in each week-plan. They mean you never need to go hunting for helps for teaching the week — we tell you just where to find them.
All students are reading about the same historical topic, but using resources specially chosen for their reading ability and level of comprehension. The **Primary Resources** provide families with all they will need for that week’s reading assignments.

### Reading Charts

Reading charts are divided horizontally by subject. You only need to assign books in disciplines that your student is covering!

### Read-alouds

Read-alouds add interest and more information to your week. Designed for grammar and dialectic levels to hear together, these book choices do not answer questions found in the Student Activity Pages. They simply promote “couch time” and provide a bigger glimpse into the time frame at hand.

### Assignments

Sometimes a chart block will have no assignment in certain subjects. This is fine!

Here on the **Primary Resources** we have tried to assign a reasonable amount for an average student on that learning level to read in a week. But, you are the teacher! Assign as much or as little as is right for your student.

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<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Description of Significant Events in Ancient China (Week 1)</td>
</tr>
<tr>
<td>2</td>
<td>Description of Significant Events in Ancient China (Week 2)</td>
</tr>
<tr>
<td>3</td>
<td>Description of Significant Events in Ancient China (Week 3)</td>
</tr>
<tr>
<td>4</td>
<td>Description of Significant Events in Ancient China (Week 4)</td>
</tr>
</tbody>
</table>

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**Primary Resources**

- [Link](#)
On the **Alternate or Extra Resources** we list additional titles that may or may not be in print, in case you have trouble finding a recommended book or want to dig deeper into the subject matter. All of these books should be regarded as totally optional.

Many **old favorites** are listed here: take a look in your public library if you wish to supplement the primary resources we list. You may also want to check your own home bookshelves — many titles listed here are popular among homeschooling families.

The **history supplement** row lists optional books that are not guaranteed to answer questions from the Student Activity Pages. Enjoy these optional books if you are expanding your week.

There are no worksheets or helps available for these titles, but they do provide **excellent alternatives** if you have already read the primary suggestions.

These **activity books** are easily substituted for those listed on the primary page.

**Supplemental worldview assignments** offer greater depth and help with church history studies or praying for unreached peoples.
### Overview

Weekly, these two charts show the student all of his options (except reading and writing assignments) at a glance. They are written to the students to encourage independent planning, but you are the teacher and will be able to guide the student’s choices each week.

---

<table>
<thead>
<tr>
<th><strong>Student Threads</strong> are the weekly Threads rephrased for the benefit of your student.</th>
<th>**Older students are encouraged to add this short, weekly list of dates to a cumulative **time line project. This four-year activity can be started with any year-plan. This work will aid students in making connections between simultaneous events occurring across oceans.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People</strong> introduces students to important historical figures they may encounter in the week’s reading.</td>
<td><strong>Younger students are given a set of words that may appear</strong> in the week’s reading, and which may be used for vocabulary memorization, spelling words, or just as an easy way for you to familiarize them with words of the period.</td>
</tr>
</tbody>
</table>

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### Student Threads

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>Weekly Threads rephrased for the benefit of your student.</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>Introduces students to important historical figures they may encounter in the week’s reading.</td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Provides a set of words that may appear in the week’s reading, which can be used for vocabulary memorization, spelling, or familiarization.</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>Encourages older students to add this weekly list of dates to a cumulative timeline project.</td>
</tr>
</tbody>
</table>

---

### People

<table>
<thead>
<tr>
<th>Historical Figure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>William</strong></td>
<td><em>Introduces students to important historical figures they may encounter in the week’s reading.</em></td>
</tr>
<tr>
<td><strong>James</strong></td>
<td><em>Introduces students to important historical figures they may encounter in the week’s reading.</em></td>
</tr>
<tr>
<td><strong>Sarah</strong></td>
<td><em>Introduces students to important historical figures they may encounter in the week’s reading.</em></td>
</tr>
<tr>
<td><strong>David</strong></td>
<td><em>Introduces students to important historical figures they may encounter in the week’s reading.</em></td>
</tr>
</tbody>
</table>

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### Words

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
<td>Provides a set of words that may appear in the week’s reading, which can be used for vocabulary memorization, spelling, or familiarization.</td>
</tr>
</tbody>
</table>

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### Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dates</strong></td>
<td>Encourages older students to add this weekly list of dates to a cumulative timeline project.</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>This four-year activity can be started with any year-plan. This work will aid students in making connections between simultaneous events occurring across oceans.</td>
</tr>
</tbody>
</table>
This first Activities row is designed to give students ideas for individual projects. Details are provided in related resources or the Student Activity Pages.

The Group Activities row gives co-ops or families the opportunity to engage in team building or group interaction while enhancing learning.

The Geography row summarizes the student assignments that are expanded in the Student Activity Pages. Families will need age-appropriate atlases in order to complete the geography assignments.

Lampstand Press sells a supplemental geography studies product called Map Aids. Print off as many custom-drawn, learning-level specific outline maps as you need each week. Then, your students can check his answers with the provided teacher’s maps!
## Writing Assignments

Writing assignments are found on pages 8–10 each week. There are 12 learning levels that correlate with normal grade levels. You are the teacher! You can mix and match, jumping between levels, weeks, and units. More choices mean total flexibility!

### Writing Assignments

1. **Writing Assignments are summarized by genre**, so you know at a glance what your student is working on this week.

2. **Instructions and topics** give specific, weekly direction for your student.

3. While roughly correlated to grade levels, we know that many students need **customized training**. Thus, you should feel free to adjust your student lower or higher depending on his skill level.

You will need a handbook to implement our Writing program. We highly recommend **Writing Aids**, our companion guide for students and teachers! This book/CD/digital combination product offers teacher summaries, teaching, and grading tools for all students, K–12, for the entire life of your homeschool. Writing samples are also included.

### Table: Writing Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Instructions and Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>Story Writing (Week 1 &amp; 2)</td>
<td>- Use the “story map” worksheets to help rewrite stories. - Use the “story map” worksheets to help rewrite stories.</td>
</tr>
<tr>
<td>10</td>
<td>Biography (Week 1 &amp; 2)</td>
<td>- Write a simple biography. - Write a simple biography.</td>
</tr>
<tr>
<td>11</td>
<td>Debate of Calculations</td>
<td>- Discuss the “debate” format. - Discuss the “debate” format.</td>
</tr>
<tr>
<td>12</td>
<td>Chaps. 4 &amp; 5 (Week 1 &amp; 2)</td>
<td>- Keep the guidelines for this book. - Keep the guidelines for this book.</td>
</tr>
</tbody>
</table>

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Writing Assignments are summarized by genre, so you know at a glance what your student is working on this week. Instructions and topics give specific, weekly direction for your student. While roughly correlated to grade levels, we know that many students need customized training. Thus, you should feel free to adjust your student lower or higher depending on his skill level.

You will need a handbook to implement our Writing program. We highly recommend Writing Aids, our companion guide for students and teachers! This book/CD/digital combination product offers teacher summaries, teaching, and grading tools for all students, K–12, for the entire life of your homeschool. Writing samples are also included.
Student Activity Pages

Weekly, these pages provide worksheets, questions, or other assignments for students. The information is written to the student, but you will help him choose wisely so that he can learn through a variety of modalities — visual, tactile, or auditory.

For grammar and dialectic students, colorful worksheets provide reinforcement activities for the Literature selection students read.

Weekly, a colored quarter circle in the lower corner tells your student which pages are meant for him.

Additionally, grammar and dialectic Student Activity Pages contain ideas for activities and hands-on projects and geography assignments that make learning come alive for many young students.

For more great grammar-level activities, be sure to check out the Lampstand Press Lapbooks — and watch history unfold in your child’s hands!
Pages for older students (dialectic and rhetoric levels) include questions that prepare them for discussions. These are divided into Accountability and Thinking Questions each week. Be sure to read the Loom supplement so you get the most out of these resources!

**Accountability Questions (AQs)** help students find and focus on the main ideas for each weekly history topic. Answers to AQs are found in books listed on the Primary Reading Assignment Chart.

**Thinking Questions (TQs)** are not typically factual in nature. Students must often extrapolate answers from their readings. They may not reach the full answer before discussion time, when you, the teacher, will help them connect the dots. The purpose for these questions is to “prime the pump” for discussion time, where you lead your child by Socratic questioning to form his own Christian worldview.

**Weekly, rhetoric Literature directions** lead older students through detailed analyses of the Great Books.
Pageant of Philosophy

Tapestry helps you prepare your students to engage intelligently with other worldviews as they move out into the world. Over the four years of rhetoric level studies, our Pageant of Philosophy uses a play format to survey major philosophies throughout history.

1. This is an elective component, and does not appear in every week-plan.
2. The play format is a fun way to explore complex philosophical concepts. Students read the role of a youth looking for truth. Parents can read the role of the week’s philosopher, and then use a discussion outline in the Teacher’s Notes to help students biblically analyze the philosopher’s views.
3. Weekly, statements from the Pageant script are highlighted in blue. The discussion outline in the Teacher’s Notes helps you to expand on these three points.
4. Creative dialogue makes philosophers approachable to the student. Direct quotations from the philosophers are in bold text, so there’s no confusion as to what’s real and what’s been creatively written to help your student understand.
5. Footnotes reference the source of any original quotation, making an interesting remark the perfect jumping-in point for a curious student who wants to read a philosopher’s thoughts in context.
Teacher’s Notes

The heart of our week-plans are your “cheat sheets” where we supply detailed information by subject. You learn in summary what your children read about in detail. Because you are “in the know,” you truly can teach every week with minimum preparation time.

1. We pull background information together for you in the form of articles from World Book encyclopedia (indicated by cream-colored backgrounds behind the text) and also add our own commentary. Each discipline has its own section each week. This is one place that you can find answers to the Accountability Questions listed for dialectic and rhetoric students.

2. Weekly Socratic discussion outlines are offered so that you can help your dialectic and rhetoric students make crucial connections and/or analyses of the history, church history, literature, government, and philosophy readings that they may have done. There is a helpful overview of Socratic discussion methods on the Loom.

3. Often, sidebars contain scripture references that help parents bring biblical perspective to historical topics.

4. The Glance Ahead (at the end of each Teacher’s Notes section) offers helpful information for preparing for the week ahead and warnings if there is questionable content in upcoming assignments.
What’s the difference between Accountability Questions (AQs) and Thinking Questions (TQs)?

Answering AQs in written form can keep students focused on the lesson and train them to find the main ideas so that students are not at a loss when discussion time comes. Some AQ sections include instructions for filling in provided charts and other study aids.

The TQs help the student prepare to discuss the pith of the week’s lesson, offering a chance to “limber up” for mental wrestling with profound issues during upcoming Socratic discussions.

Unlike AQs, TQs do not focus on factual information or the main ideas. Rather, these questions ask the student to begin on his own a process of either connecting facts (dialectic) or analyzing them (rhetoric) before class. As a result, many of the TQs won’t be fully answered independently. Instruct your student to do his best at preparing to discuss them and anticipate that, during the Socratic discussion process, his comprehension of the material will increase.

AQs and TQs work towards the Socratic discussion. Rather than a more traditional Q&A parroting session, or a dull game of educational ping-pong, our discussion outlines attempt to enable your individual experiences to infuse your discussion with vitality, producing memorable learning. As a result, you will not find a quick “answer key” to the AQs and TQs in our discussion outlines, and your goal is not to “check your student’s answers.” Our Teacher’s Notes taken as a whole constitute each week’s “answer key.” The goal of each week’s discussion is to help your student to reach that “Ohhhhh!” moment, which indicates that the student has worked his way through worldview issues and come to a satisfying conclusion.

Supplements

Supplements contain bonus information. They can contain anything from in-depth articles to extended project instructions and are not included in every week-plan.
Choose your format

*Tapestry of Grace* is available in three formats. The content is the same for all, but the difference is in the delivery and copyright agreements.

**Digital Edition (DE)**
*Tapestry of Grace* DE is a program that is installed on your computer. It can be installed from a download available on our website (for high-speed internet) or from an Installation CD (for dial-up users). You need an internet connection at least once to install it, but once it’s installed, it runs directly from your hard drive. *Tapestry* DE is searchable, safe, inexpensive, and fully updatable. It is sold under a family license, which means that the family who purchases it is entitled to access and updates forever on one device, but that it cannot be transferred or resold. (You can purchase additional licenses in order to access your products on more devices.)

**Print Only**
The Print Only format delivers *Tapestry* in printed units, hole-punched and binder ready, with the *Loom* on CD. It can be resold.

**DE + Print Copy**
This format combines the best of both the DE and Print options, and at only a small amount more than Print Only, it’s a great deal. You get all the benefits of *Tapestry* DE, but we’ve printed the pages for you! In this option, your printed units are purchased under the same license agreements as the DE, so they cannot be resold, gifted to someone else, or transferred.

Want further details on comparing formats? Visit our website for more information.
Simple 4-step setup

1. **Setup: printed units**
   Open your unit(s) and place them into binders. We recommend one 1.5” to 2” binder per unit (size depends on the unit). Many moms choose to use this binder for their full unit and a smaller binder or folder for the week they’re currently studying. If you bought our custom Tab Set, insert the tabs between the week-plans.

2. **Setup: Digital Edition**
   Go through the steps on our website’s Download Center to get your DE products installed correctly. Decide what you will be accessing on the computer and what you’ll be printing.

3. **Read through introductory materials on the Loom**
   On the Loom you’ll find a number of helpful introductory materials, most notably the year introductions. We suggest reading these and taking note of the other material on the Loom.

4. **Check out your supplementary products**
   If you bought supplementary products, like Writing Aids or MapAids, take time to open and peruse them, so that you will understand references to them in this guide and in your curriculum.

5. **Start gathering resources**
   You will need to purchase and/or borrow books (listed in the Reading Assignment Charts) for your children’s studies. Our sister company, www.bookshelfcentral.com, sells all the primary books you’ll need at competitive prices. You’ll want to consider if it’s better for your family to purchase unit-by-unit or for the whole year. There are very helpful book-buying FAQs on the Bookshelf Central website.
Set Up Student Notebooks

Many newcomers ask us how to set up their student notebooks. As with all things homeschool, it’s a matter of personal preference. Here are some popular options from which you may wish to choose:

- Use Lampstand Tab Sets to divide the student notebook into 36 weeks. Then, have your student file all completed work behind each tab.
- Use dividers purchased at an office supply store to divide up your student’s notebook by subjects. Thus, he would file geography work in a “Geography” section, and class notes in a “Class Notes: History” section. Obviously, you need to determine the subject headings for each individual student.
- Some students have one notebook per subject. We suggest that students make a separate one for Grammar & Composition, and some students prefer to have dedicated time line notebooks, too. See the curriculum directions on the Loom for details on this idea.

Read the Year-Plan Introduction

On the Loom, there is a detailed introduction to your year-plan. It is important to your success that you take time to understand the goals and philosophy behind Tapestry. Though it is not immediately apparent, Tapestry may be truly different than any other program you have yet used, so please do read this introduction.

Look at High School Credits

Many high school students are looking towards college. According to a cohesive four-year plan, determine which credits your high school student needs to earn this year. On the Loom there is information about options for giving students various credits for this year’s Tapestry studies.
Determining the Year’s Content

» Based on the needs of your oldest students, think about which of the subjects offered in Tapestry you plan to teach this year.

» Write out a master plan for each student that lists the subjects he will do this school year (Don’t forget to include math, science, and foreign languages in each plan where age-appropriate.)

» Plan to spend the bulk of your teaching time with your non-readers. They will need you to sit with them in order for lessons to be completed, but their lessons are usually brief: not more than ½ hour each.

» As you are able, work towards teaching your fluent readers to become independent learners. This takes time and training, but yields great dividends.

» With all of your independent readers, plan to have periodic (i.e. not daily) lessons with them. For instance, schedule science lessons for Tu/Th, and math lessons for M, W, and F. Independent readers can work towards class time, often doing two or three published lessons that you can then go over in one sitting.

» Plan where you will fit in read-aloud sessions and weekly discussions with older students.

Rhetoric Electives

If your high school student is earning credits in specific disciplines, you may also need to purchase these:

» Poetics: Used in all four year-plans, your student who is earning either English or Literature credits cannot get by without this product.

» Shorter Works Anthologies: Buy this for your rhetoric Literature students who are working through either Year 2 or Year 3.

» Key Documents in Government Studies: If your student is earning a Government credit in any of the year-plans, this product will save hours in looking for specific original source documents. There is one to purchase for each year plan.
Planning your unit

Browse the entire unit

» Whichever unit you are starting to use, read the Unit Introduction thoroughly to get the big picture of what you are trying to teach.

» Look closely at the Reading Assignment Charts, particularly page 4 of each week-plan (the Primary Reading Assignment Chart) to see how reading assignments work together, and how often specific books are used in each unit.

» Notice that each week-plan has the Glance Ahead which gives you valuable information about combining resources, avoiding troublesome content in some books, and managing your work load.

Secure your books

» Our sister company, www.bookshelfcentral.com, carries all of the Tapestry primary resource books at competitive prices, and recommended options for other subjects.

» Peruse your library, via a visit or online. Many recommended Tapestry resources are found there.

» Some of our primary books may already be on your family bookshelves. Be sure to check there before making purchases.
Print supplemental materials

» Look through each week-plan and print from your supplemental Tapestry products (such as Writing Aids, Map Aids, Lapbooks, and Evaluations) any maps, graphic organizers, rubrics, quizzes, etc. that will be needed for you or your students for the subjects you planned to teach. (Remember that for Print customers, the Loom has digital copies of Student Activity Pages for easy printing.)

» You can place all these materials into your students’ notebooks or file system before the unit begins, and thus get a running start.
Planning your week

Scheduling

There’s so much to do in any given week in a busy homeschooled family! We highly recommend that you take the time to write out individual schedules for each of your students. Though in many cases you will not stick to the schedule you write, drafting one gives you the confidence to feel that—barring unforeseen interruptions—you can fit it all in.

On the *Loom* we offer suggested schedules for families with multiple levels that are too detailed to print here, so be sure to access those as you get time.

If desired, you can also access our online planning video found at http://www.tapestryofgrace.com/plan/.

Involving your kids

We strongly suggest that students be involved in planning their work week-to-week. We offer various blank charts on the *Loom* that help you do this. Plan to have a weekly meeting with your students at your kitchen table. Weekly, help them to understand what you have determined their tasks-to-be and how to record them for themselves in the age-appropriate one-page chart. See more suggestions for this process in your year-plan introduction.
Many newcomers ask, “How do I make choices from the educational buffet that is Tapestry?” Our answer is, “It depends!” Only you can assess your students’ capacity for reading, writing, and discussion. We suggest that you look over the Tapestry lesson plans, make your best guess, and then begin. So many people have written to tell us that, though they planned and planned, they never really got their minds around Tapestry until they had used it for a few weeks. So our best advice is, “Begin!”

Another well-loved strategy is to begin by using only part of the program, and then add elements in after a week or two of gaining momentum into the year. For instance, you might do only History assignments for the first week, then add in Literature readings in the next, then start requiring Geography or Vocabulary work.

You really cannot lose by trying! Tapestry plans offer all levels at all times, which means ultimate flexibility for you. In-flight adjustments are a breeze! If you have questions about where to place your student in reading or writing assignments, again, we recommend, “Try and see!” You can so easily adjust things up or down if you guess wrong.

Note that this is the reason that our Writing assignments start very slowly in the first few week-plans of each Tapestry year-plan. Our goal is to facilitate the start-up process for each year. Taken as a whole, each year-plan’s writing program is very full. Your student loses nothing by working slowly in Unit 1 and then spending more and more time on writing assignments as the year progresses.
More support

We’re here to help!

1-800-705-7487 (M–F, 10–4, Eastern)
custserv@lampstandpress.com
Lampstand Press
1135 N. Eastman Rd.
Kingsport, TN 37664

Online Support
We offer a number of venues for online support for our users. Here are a few places to find one that’s just right for you. Our www.tapestryofgrace.com/community web page is home to our online community. From here, you can access sub-pages with such titles as these:

» **Find a Friend:** offers a national map that helps you quickly and easily find others who are using Tapestry in your area. Don’t see anyone nearby? Try registering yourself and see who contacts you!

» **Email groups:** a listing of the unofficial email groups that you can join to find support for your homeschool.

» **The Forum:** links to our online bulletin board with over fifty separate forums to help you find what you need to know quickly and easily.

» **Facebook:** join one or more of our groups for dialogue and refreshment for your homeschool journey.
Tapestry University (TU)

A support for the network of Tapestry users, which includes Home Academies, Fellowship Groups, and our official online campus (Lampstand Learning Center). As a part of TU, we have trained Advisors around the country, as well as Deans and Master Teachers who can assist you on your homeschooling journey. See www.tapestryofgrace.com/tu for more information.

Phone Support

We answer our phones from 10 AM to 4 PM (Eastern time) every Monday–Friday, except on holidays. Our friendly support staff will be more than happy to help you order curriculum or books, answer questions about the curriculum, or direct you to other means of support.

Monthly Newsletter
