

Dialectic Sample Lesson Plan for Week 1 of Year 1 Redesigned

On the following pages, you will find one set of sample lesson plans for Week 1. If you have a copy of Year 1 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 1 yet, you can access these week-plan pages through the Go To Egypt CD or webpage and either print them out or look at them digitally.

For Week 1, 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 Math, Science, Logic, and Foreign Language lessons to your week, 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. Well trained and diligent Dialectic students are fluent readers, and can do many hands-on activities independently. Teacher involvement mainly consists of helping the student plan his weekly schedule, providing appropriate resources and accountability, and holding a few periodic classes each week. As with all learning levels, weekly instruction in Writing and correction of papers is also an essential role for you with *Tapestry* studies.

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. Because Dialectic students are preparing to enter high school, we do not recommend a half-pace approach for this learning level, so there is only a set of "regular pace" lesson plans. If, for the sake of younger students or because of disabilities you wish to slow the pace, it is easy to do. Compare these lesson plans with the half-pace ones for Upper Grammar students, and you'll quickly see how easily it's done.

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 Ancient Egyptians</i> , ch. I and VI	<input type="checkbox"/> Read <i>Science in Ancient Egypt</i> ch. 1 and 4	<input type="checkbox"/> Discussion	<input type="checkbox"/> Read <i>The Ancient Egyptians</i> ch. III and IV	<input type="checkbox"/> Read <i>The Ancient Egyptians</i> ch. V and VII
History Activities	<input type="checkbox"/> Answer any thinking/accountability questions possible	<input type="checkbox"/> Finish thinking/accountability questions	<input type="checkbox"/> Set up base maps <input type="checkbox"/> Review major geographic terms	<input type="checkbox"/> Learn or review major features of Africa and Egypt <input type="checkbox"/> Study for quiz	<input type="checkbox"/> Answer any Week 2 thinking/accountability questions possible from <i>The Ancient Egyptians</i> <input type="checkbox"/> Quiz
Literature	<input type="checkbox"/> Read <i>The Golden Goblet</i> , ch. I-II	<input type="checkbox"/> Read <i>The Golden Goblet</i> , ch. III-IV	<input type="checkbox"/> Read <i>The Golden Goblet</i> , ch. V-VI	<input type="checkbox"/> Read <i>The Golden Goblet</i> , ch. VII-VIII	<input type="checkbox"/> Answer literature questions for <i>The Golden Goblet</i> <input type="checkbox"/> Talk about literature assignment
Writing	<input type="checkbox"/> Create Grammar & Composition Notebook and initial pages	<input type="checkbox"/> Review and record definition of eight parts of speech			<input type="checkbox"/> Review steps in writing process; record goals for improvement
Arts/Activities	<input type="checkbox"/> Set up yearly notebook <input type="checkbox"/> Shop for school supplies <input type="checkbox"/> Set up your timeline	<input type="checkbox"/> Read <i>Ancient Egyptians and Their Neighbors</i> for instructions and a supply list for this week's projects (p. 9-11, 18-19, 27-33) <input type="checkbox"/> Choose project for the week and gather supplies	<input type="checkbox"/> Work on chosen project	<input type="checkbox"/> Work on chosen project	<input type="checkbox"/> Finish your hands-on project <input type="checkbox"/> Look ahead to next week's activities and buy supplies over weekend
Worldview	<input type="checkbox"/> Bible Survey: Think about Moses and his parents			<input type="checkbox"/> Read Luke 24:13-25	<input type="checkbox"/> Read <i>How the Bible Came to Us</i>