

Name: _____

Primary Block Q2W5 - Dec 18

Class resumes January 8, 2025



HISTORICAL THEATER & MUSIC - Katie Meininger

- “Strength in the Sword” auditions were today. The cast list will be emailed to families in the next couple of days.
- Students need to read through the script and highlight the cues, lines and actions for their part(s).

SCIENCE – ANATOMY & PHYSIOLOGY - Rebecca Mailand

Chapter 6: The Respiratory System

- **Read p103-109** Focus: What are the major parts of the Respiratory System?
- **Worksheets:** “You Take My Breath Away” and “The Respiratory System”
- **Try This:** There are a LOT of “Try this” activities in this section of the text. I would encourage you to try one per day (you can pick ones that match your time, supplies at home, and interest of your child).

MEDIEVAL HISTORY - Rebecca Mailand

- **Read Chap 20: The Jewish Diaspora**
- **Complete the Map Work** - Map attached
- **Answer the Comprehension Questions** Questions can be answered on the attached paper or discussed with a parent or older sibling at home. If answering the questions through discussion, please write their answers on the lines so I can check for understanding.

LANGUAGE ARTS

Families should choose a curriculum that covers the following areas: Reading/Literature, Spelling, Grammar, Writing, and Vocabulary. For the Assignment Sheet, write down page numbers, novel/story titles, and other assignments to check off.

MATH

A lesson a day is about the right pace for most math texts. Correct the math lesson soon after it is completed to give the student effective feedback. Write the lessons completed on the assignment sheet.

ADDITIONAL LEARNING

These boxes can include anything else your student does on a regular basis to enhance their learning: additional school subjects, music/instrument lessons, sports activities, world language studies, chores, 4H, FFA, church groups, scouts... etc.

Assignment Calendar - Suggested Pacing

Name: _____

Parents - Put a check mark beside the assignments completed. Some listings ask you to tell which lessons, pages or chapters were completed. Sign at the bottom of this sheet and send it along with completed Homelink assignments for check-in Wed at 8:45am.

	Wed	Thursday	Friday	Monday	Tuesday
Theater & Music		Read your entire script	Read your script, highlight your lines	Read your script, highlight your actions	Read your script, highlight your cues
Science - Anatomy & Physiology		Read 103-105 Complete a "Try This"	Read 105-107 Complete a "Try this"	Read 107-109 Complete a "Try this"	Complete Both Worksheets
Medieval History		Read Chap 20	Complete Chap 20 Questions	Complete Chap 20 Map Work	
Math <i>Aim for one lesson per day or 3-5 lessons per week</i>		Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:
Language Arts <i>Including: Reading Writing Grammar Vocabulary Spelling</i>					
Additional Learning:					
Additional Learning:					
Additional Learning:					

ADDITIONAL LEARNING – These boxes can include anything else your student does on a regular basis to enhance their learning: music/instrument lessons, sports activities, world language studies, chores, 4H, FFA, church groups, cub scouts... etc.

My student has completed all listed assignments on this planner.

Parent Signature: _____ Date: _____

Chapter 20: The Diaspora

“The Scattering of the Jews”

1. How did the Roman Empire treat the Jews?
2. Because the Roman Empire was treating them unfairly, what did the Jews of Jerusalem decide to do?
3. What did the Romans do when they broke into Jerusalem?
4. After the Romans squashed the revolt, what did they force the Jews to do to make sure a revolt would never happen again?
5. Why was it particularly upsetting for the Jews to leave the city of Jerusalem?
6. How did the Jewish scholar Yohanan escape the city of Jerusalem?
7. How did Yohanan think the Jews could remain Jews without worshipping in the Temple?
8. What were “rabbis”?
9. Why did other countries often view the Jews with suspicion?
10. What is the Diaspora?

Map Work: The Scattering of the Jews

1. The Jews in Jerusalem revolted against the Romans. Underline the city of Jerusalem twice in orange.
2. The Romans forced the Jews to leave Jerusalem. The Jews went to Egypt, North Africa, Spain, Italy, France, Austria, Poland, England, and Russia. Circle each of these places in purple.
3. Draw a purple arrow from Jerusalem to Egypt. Then draw another purple arrow from Jerusalem to North Africa. Repeat this process for all the places that you circled in purple. This scattering of the Jews is called the Diaspora.



Name _____



You Take My Breath Away!

Write the letter of each clue about the respiratory system next to the organ or part it describes.

a. You breathe in through me.

What am I?

b. I am a tube in your throat. I am also called your windpipe.

What am I?

c. I am one of two branches that lead into your lungs.

What am I?

d. I am one of two spongy, sac-like organs that absorb oxygen from the air you breath.

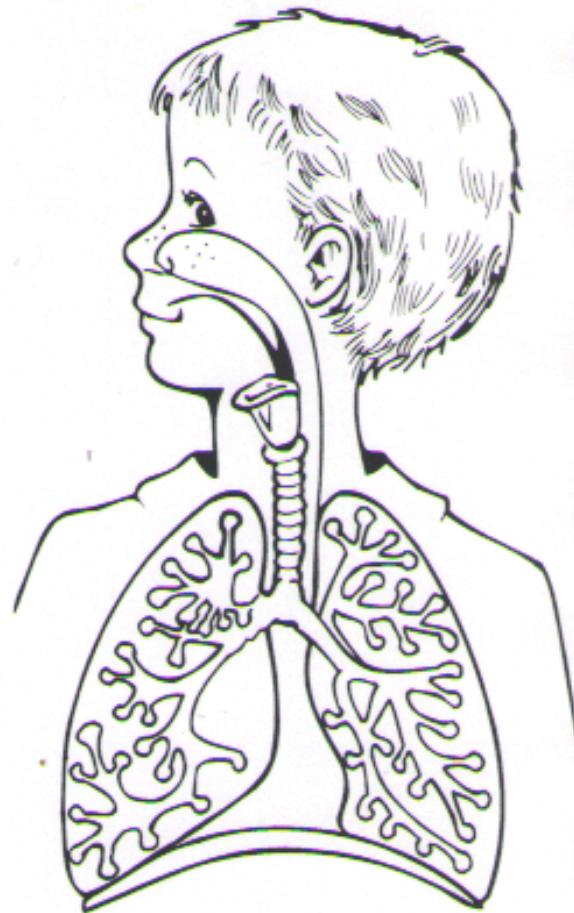
What am I?

e. We are the tiny air sacs in your lungs.

What are we?

f. I am a dome-shaped sheet of muscle under your lungs that controls breathing in and out.

What am I?



1. _____ diaphragm

2. _____ lung

3. _____ nose

4. _____ trachea

5. _____ alveoli

6. _____ bronchial tube



Name _____

The Respiratory System

The respiratory system is the system of the body that brings in oxygen from the air and takes away carbon dioxide. The body needs to have oxygen to stay alive. **Oxygen** is used by all the cells of the body to help burn food for energy. **Carbon dioxide** is given off as a waste product.

Air comes into the body through the nose (or mouth), and travels into the windpipe, or trachea, which is a tube in the throat. As the **trachea** goes into the chest area, it divides into two branches called **bronchial tubes**, which lead to the lungs. The bronchial tubes branch into smaller and smaller tubes as they enter each lung.

Each of the **lungs** is made up of hundreds of millions of tiny air sacs called **alveoli**. Through these air sacs, oxygen passes into the blood, and carbon dioxide passes out of the blood.

A dome-shaped sheet of muscle under the lungs, called the **diaphragm**, controls breathing in and out. When the diaphragm flattens out, air rushes in to fill up the lungs. This is called **inhaling**. When the diaphragm goes back to its dome shape, it pushes the air back out of the lungs. This is called **exhaling**.

Answer each question.

1. What is the purpose of the respiratory system? _____

2. What are the parts of the respiratory system? _____

3. What is the function of the diaphragm? _____

4. What gas is needed by the body to stay alive? Why? _____
