

**Name:** \_\_\_\_\_

## **Primary Block Q3W4 - Feb 26th-Mar 4th**



### **HISTORICAL THEATER & MUSIC - Katie Meinzinger**

- Keep practicing your parts with someone reading your cues and you saying the lines, or describing the actions. Just 2 weeks left til we perform!
- Make sure you've got our performance dates for "Strength in the Sword" on your calendar:
  - March 12 - 2:30pm (after school) and March 13 - 7:00pm (students arrive at 6:30)

### **SCIENCE – ANATOMY & PHYSIOLOGY - Rebecca Mailand**

#### **Chapter 9: The Nervous System**

- **Read p 154-159** Focus: Sensory and Motor Neurons
- **Worksheet: How Fast Can You React?**
- **Activity: Do the "Try This" on p156.** What happened? Was it hard or easy? Talk about what happened with your partner. Try it again a little later and see if it gets easier with time.
- **Weekly Wrap Up (Optional)**

### **MEDIEVAL HISTORY - Rebecca Mailand**

- **Read Chap 29: "African Kingdoms"**
- **Complete the Map Work** - Map attached. Some questions may require parent or sibling help.
- **Answer the Comprehension Questions** Students can work independently or with a sibling/parent for support. Please check their work for understanding and grade their work at home for your records.

### **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
<b>Theater &amp; Music</b>		Memorize/Practice lines	Memorize/Practice lines	Memorize/Practice lines	Memorize/Practice lines
<b>Science - Anatomy &amp; Physiology</b>		Read p154-156	Complete "How Fast Can You React?"  Do Try This on p156	Read p156-159  Do the optional "Wrap Up"	Repeat Try This on p156 and reflect on whether it got easier or not.
<b>Medieval History</b>		Read Chap 29	Answer Questions	Do Map Work	
<b>Math</b> <i>Aim for one lesson per day or 3-5 lessons per week</i>		Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:
<b>Language Arts</b> <i>Including: Reading Writing Grammar Vocabulary Spelling</i>					
<b>Additional Learning:</b>					
<b>Additional Learning:</b>					
<b>Additional Learning:</b>					

**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 29 “African Kingdoms”

1. Name the three kingdoms existing in western Africa.

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2. Describe life in Ghana during the middle ages.

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3. Why the Europeans called Ghana the Land of Gold even though there was not much gold in Ghana.

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4. What did Arab's trade for gold? Why?

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5. Describe life in the kingdom of Mali.

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6. Describe the kingdom of Songhay.

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7. How did Europeans learn about the kingdoms in Africa during this time?

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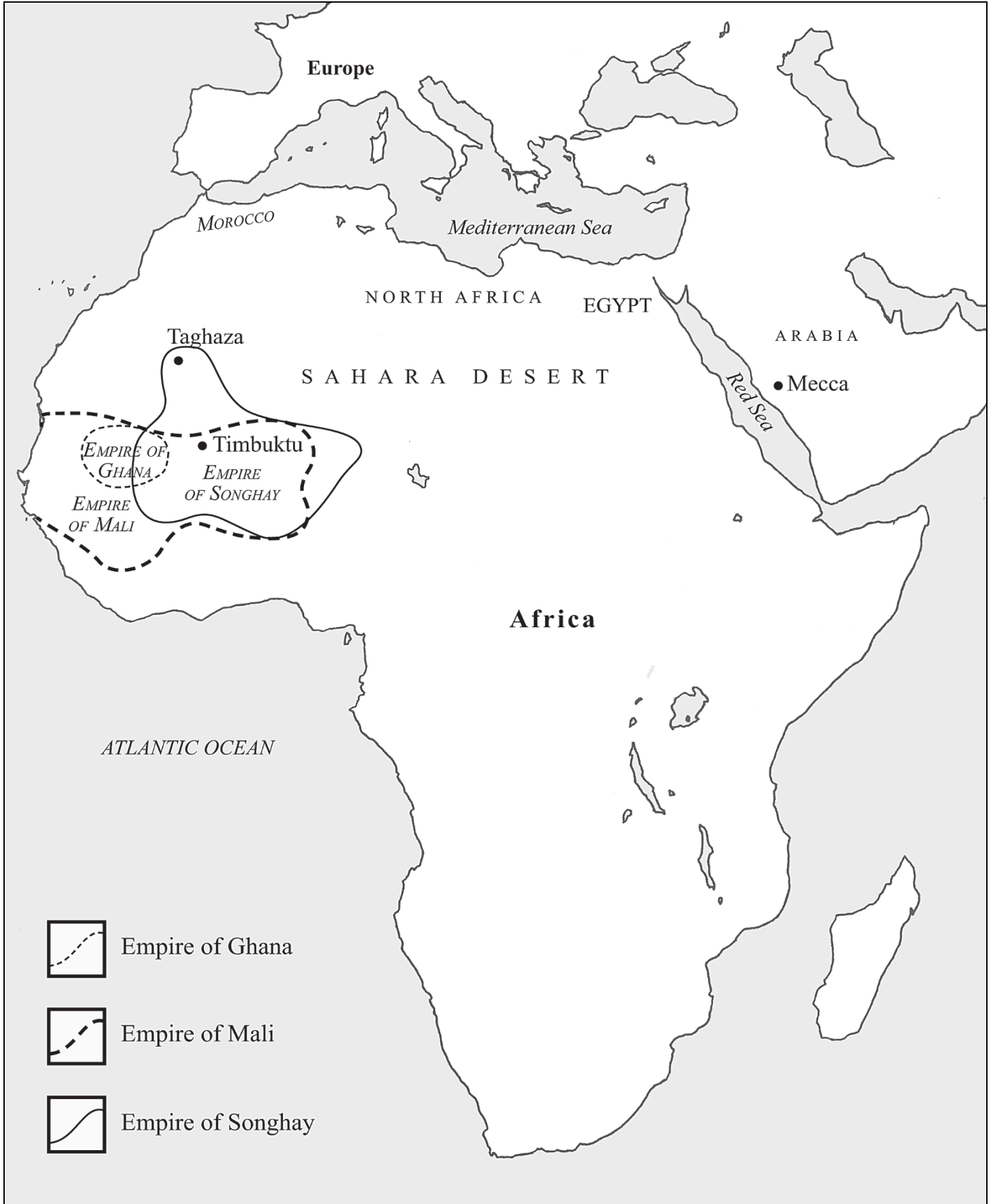
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## Map Work: African Kingdoms in the Middle Ages

The three African kingdoms all occupied the same land, one after another. Outline the border of each kingdom:

1. Using the key, find the empire of Ghana. Now outline the border of the empire of Ghana in red.
2. Using the key, find the empire of Mali. Now outline the border of the Mali empire in green.
3. Using the key, find the Songhay empire.
4. Now outline the border of the Songhay empire in blue.
5. For the rest of the map work, you may need an adult or older sibling to help you find an atlas or map.
  - a. Find modern day Ghana on a map and draw an outline on your map of where it is today. Color Ghana red.
  - b. Shade the Sahara Desert in light brown
  - c. Find modern day Mali on a map and draw an outline on your map of where it is today. Color Mali green.
  - d. Find Mt. Kilimanjaro on a map. This is Africa's highest point. Draw a mountain on your map.

# African Kingdoms in the Middle Ages



## Science Wrap Up (Optional, but worth it!)

Draw a picture of a nerve and label the different parts. Draw another nerve near it and connect with an interneuron. (p152 & p155)

What is the endocrine system? (p158)

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How is it similar to the nervous system?

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How is it different from the nervous system?

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