Week of May 11-15 ***This is an example of suggested pacing. Feel free to adjust daily work to meet the needs of your family each week.***

Monday	Tuesday	Wednesday	Thursday	Friday
iReady Reading • Green Teacher Assigned Lesson	iReady Reading • Blue Pathway Lesson	iReady Reading • Green Teacher Assigned Lesson	iReady Reading • Blue Pathway Lesson	Options: • Catch up on work • Read an Epic book
iReady Math • Green Teacher Assigned Lesson	iReady Math • Blue Pathway Lesson	iReady Math Green Teacher Assigned Lesson	iReady Math • Blue Pathway Lesson	• Look at the specials Google Classrooms
Science • **Discovery Education Techbook:** Flowering Plants	Social Studies Bread Baking Now and Then Article Read. Choose 5 questions to answer. Number and send to your teacher (email, Dojo, google classroom)	Science • **Discovery Education Techbook:** Flowering Plants	Social Studies Choose 1 Epic to Read: China France Germany Australia Think: How are the lives of people similar and different in global communities?	Science • **Discovery Education Techbook:** Flowering Plants
Optional Activities 1. Writing Prompt: If you were in charge of managing the zoo, which animals would you spend the most of your time with? 2. Practice writing different words in cursive. 3. Be active for 30-60 minutes	Optional Activities: 1. Writing Prompt: Are you more like your mom or your dad? How so? 2. Practice writing different words in cursive. 3. Be active for 30-60 minutes	Optional Activities 1. Writing Prompt: What is your favorite book? Why? 2. Practice writing different words in cursive. 3. Be active for 30-60 minutes	Optional Activities 1. Writing Prompt: If you could be any book or TV character, who would you choose? 2. Practice writing different words in cursive. 3. Be active for 30-60 minutes	Optional Activities 1. Writing Prompt: Write about a crazy dream you had. Where did you go? What did you do? 2. Practice writing different words in cursive. 3. Be active for 30-60 minutes

Science Experiment: Have students pull-up a plant (weed) from outside. Be sure to get the roots. Have students observe the plant using a hand lens and document their observations in their science blog. They should draw a picture of their plant and label the parts of

the plant. As you continue through this unit students can return back to this drawing to place what the function is for each of the plant parts.