

Pre-K Asynchronous Instruction Day TASKS: DECEMBER

Directions: For each asynchronous inclement weather day, students should complete a total of three tasks from the choices below and on back: (1) Learning Time 1, (1) Learning Time 2, (1) Learning Center. Students should circle the completed tasks on this document or make a list of completed tasks on a piece of paper and submit this document or the completed tasks list to their teacher at the end of the month to get marked for asynchronous day attendance. For asynchronous days occurring less than nine days before the end of the month, tasks completion lists will be collected at the end of the *next* month. Attendance for asynchronous days will be updated monthly.

DECEMBER: Task Choices for Inclement Weather Asynchronous Day

	Option 1	Option 2	Option 3
Learning Time 1	<p>Grab Bag Syllables: Place 4-5 items in a bag. Tell your child you two are going to play a guessing game. Explain to your child when they think they know the answer, to touch their nose.</p> <ol style="list-style-type: none"> 1. Put your hand in the bag and slowly say the syllables of the item you plan to pull out of the bag first. Example: pret-zel, pa-per, can-dle, can-dy, base-ball. 2. Ask your child to identify the word. 3. Pull out the item to see if they were correct. 4. Play again emphasizing the syllables. 5. Take turns! 	<p>Letter cards: Make two letter cards: Ss and Tt.</p> <ol style="list-style-type: none"> 1. Show one card at a time to your child. 2. Have your child name each letter and make the letter sound. 3. Next, place both cards face-up. 4. Slowly say different words that begin with the /s/ or /t/ sound. <i>For example: Table, sun, sat, top, turtle, set, teeth, sing, time, ten.</i> 5. Have your child point to the card for the beginning sound they hear after each word. 6. Think of other words that start with S or T and have your child point to the correct beginning sounds. 7. Take turns being the word caller and the guesser. 	<p>Sorting It Out: Make three cards with the headings: <i>Animals, Plants, and Things Made by People.</i></p> <ol style="list-style-type: none"> 1. Have your child draw or cut out pictures of things they can find outside in their environment (e.g., trees, leaves, squirrels, house, swings, sun, stars, grass, flowers, slides). 2. Lay the card headers out on a flat surface. Have your child sort the pictures they cut out/drew under the headings. 3. Challenge your child to explain why they placed each picture under each heading.

<p>Learning Time 2</p>	<p>Move and Count 2: Have your child check their surroundings before starting the game to make sure there is enough space around them.</p> <ol style="list-style-type: none"> 1. Use your voice and body to count to five. 2. Tap your head and say the number each time you tap your head until you get to the number five. 3. When you get to five say, "I tapped five times!" 4. Count again, encouraging your child to clap their hands as you count. 5. Repeat again but this time have your child stomp their feet. 6. Repeat with different numbers and movements. 	<p>Body Numbers: Say: "Show me with your fingers how old you are." Write the number.</p> <ol style="list-style-type: none"> 1. Tell your child to put that many fingers on their head, knees, and shoulders. 2. Next, have your child put two fingers on their head and two fingers on their knee. 3. Ask, "How many fingers are there in all?" 4. Work with your child to count the total. 5. Continue with other combinations up to 5 then 10. 	<p>Take a Picture: Explain to your child that sometimes to tell how many, we do not need to count. Tell your child that they will use their eyes and mind like a camera to subitize.</p> <ol style="list-style-type: none"> 1. Gather 3-5 small items, and a placemat or a towel. 2. Have your child cover their eyes and place several items on the placemat or towel. 3. Have your child open their eyes and look for 3 seconds, then cover the items. 4. Ask your child to say how many items they saw. 5. Uncover, count, and check. 6. Repeat the activity using a different number.
<p>Learning Centers</p>	<p>Nature Walk and Discovery: Take your child on a nature walk to collect objects from outside. During the walk, have your child describe what they see around them (e.g., trees, leaves, rocks, cars, people). Share that an environment is a place where people or animals live. Brainstorm other environments where people and animals may live (e.g., ocean, forest, city). Have your child record (drawings and/or labels) what they observed and collected during the nature walk.</p>	<p>Build a Recycled Town: Provide an open space for your child to build a town using recyclable materials, scrap paper, and toys. If you have the space, leave the construction up for your child to continue to work on throughout the week. Ask your child to describe what they included in the environment. Take a picture of your child's masterpiece.</p>	<p>Environment Rubbing: Have your child select an object from outside (a leaf, a rock, pinecone, etc) and cover it with a piece of paper. Have your child peel the paper from the crayon. Rub the side of the crayon back and forth over the object. Help your child label the object. Create an "environmental rubbing collection" of different natural items.</p> <p><i>*Broken crayons are great to use for this activity.</i></p>