

Preschool Asynchronous Instruction Day TASKS: DECEMBER

Directions: For each inclement weather asynchronous 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 Days

	Option 1	Option 2	Option 3
Learning Time 1	<p>Grab Bag Syllables: Place 4-5 items in a bag. Tell your child you are going to play a guessing game. Tell 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>The First Letter in My Name: Draw the first letter of your child's name on a piece of paper.</p> <ol style="list-style-type: none"> 1. See if your child can identify the letter. 2. Can you say the sound of the letter together? 3. Walk around the house or look at a book and see if you can locate other things that start with the same first letter. 	<p>Sorting It Out: Make cards with the headings: <i>Nature</i> and <i>Made by People</i>.</p> <ol style="list-style-type: none"> 1. Help your child locate objects that come from nature (sticks, leaves, dirt, acorns, grass, flowers, pebbles) and pictures or objects that are made by humans (toys, paper, crayons, books). 2. Help your child sort the pictures under one of the headings. 3. Challenge your child to explain why they placed the picture under each heading.

<p>Learning Time 2</p>	<p>Move and Count 2: Have your child check their surroundings before starting this 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. 	<p>Two Arms: Review the parts of your body that you have two of, with your child. Have your child point to their elbows and arms. Say, "When you have two of something it is called a pair." Talk about all the parts of the body that come in pairs. For example, hands, feet, ears are all pairs. Encourage your child to ask you some "How many" questions, such as:</p> <ul style="list-style-type: none"> ● How many eyes do you have? ● How many knees do you have? ● How many chins do you have? 	<p>How Many?: Gather objects and count them out loud as you place them under a cloth (no more than five). Then ask your child how many are hidden under the cloth. Have your child check if they are right by moving the cloth and counting the objects under the cloth.</p>
<p>Learning Centers</p>	<p>Play In Your Favorite Environment: Take your child on a nature walk to collect objects from outside. 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. Have your child think of other environments where people and animals may live (e.g., ocean, forest, city).</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 items.</p> <p><i>*Broken crayons are great for this activity.</i></p>