

Pre-K Asynchronous Instruction Day TASKS: FEBRUARY

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.

FEBRUARY: Task Choices for Inclement Weather Asynchronous Day

	Option 1	Option 2	Option 3
Learning Time 1	<p>The Letter Nn: Tell your child that you will be talking about the letter N.</p> <ol style="list-style-type: none"> 1. On top of a piece of paper, record an upper and lowercase Nn. 2. Ask your child to trace the letters and say the letter name. 3. Say, "This is the letter N. It makes the sound we hear at the beginning of the word, nose: /n/ /n/ nose." 4. Draw a picture of a nose. Have your child point to their nose and make the /n/ sound. 5. Ask your child to think of some words that start with the /n/ sound like /n/ /n/ nest and /n/ /n/ nine. 6. Help your child draw and label pictures under the letter Nn. 	<p>The Letter Pp: Tell your child that you will be talking about the letter P.</p> <ol style="list-style-type: none"> 1. Draw the uppercase and lowercase letter Pp on a piece of paper. 2. Say, "This is the letter P. It makes the sound we hear at the beginning of the word, pool. /p/ /p/ pool." 3. Draw a picture of a pool. Have your child point to the pool and make the /p/ sound. 4. Ask your child to think of some words that start with the /p/ sound like /p/ /p/ pink and /p/ /p/ pear. 5. Help your child draw and label pictures under the letter Pp. 	<p>Nn or Pp?: Make or use Nn and Pp letter cards.</p> <ol style="list-style-type: none"> 1. Have your child name each letter and make the letter sound. 2. Place both cards face-up. Slowly say different words that begin with the /n/ or /p/ sound. <i>pie, nose, neck, pear, pig, pink, nut, nest, purple, no</i> 3. Have your child point to or pick up the card for the beginning sound they hear after each word. 4. Think of other words that start with N or P and have your child point to the correct beginning sounds. 5. Take turns being the word caller and the guesser.

<p>Learning Time 2</p>	<p>Building Towers: Discuss different towers and structures (e.g., stores, towers, skyscrapers). Talk about the different heights of these structures.</p> <ol style="list-style-type: none"> 1. Have your child use blocks, cubes, legos, or empty boxes to build towers of different heights. Make sure to use terms like short and tall. 2. Count the number of objects used to build each tower and compare the quantities. 3. As an extension, draw each tower. 	<p>What Number Now?: Gather 10 pennies and a cloth, pillowcase, or towel.</p> <ol style="list-style-type: none"> 1. Lay out three pennies and have your child count them. 2. Cover the pennies and add one additional penny before removing the cloth again. 3. Reveal the pennies and ask your child to identify how many pennies they see. 4. Continue to play the game a few times, first 1-5, then up to 10. 5. Once your child is comfortable, try taking a penny away. 	<p>Plus One Counting: On a piece of paper, draw a number line starting with 1-5. Provide your child with small objects (e.g., pennies, beads) to count.</p> <ol style="list-style-type: none"> 1. Cover the numeral 2. Point to the numeral 1 and ask your child, “What is the next numeral?” 2. Have your child use their objects to show what number comes next. 3. Uncover the numeral 2 and celebrate with your child if they identify it correctly. 4. Continue covering numerals on the number line and have your child create a matching set for each numeral. 5. Help your child recognize the plus-one pattern.
<p>Learning Centers <i>The creation of a Toy Store is one of the hallmarks of this unit. It’s a fun way to help children celebrate all they have learned. Work with your child to select toys for the store and create a catalog, label, or banner.</i></p>	<p>Toy Store Catalog: Use construction paper, paint, crayons, markers, store fliers, and other print materials to create a Toy Catalog of things to sell at the store. Encourage your child to cut-out, draw, and label the pictures. Don’t forget to include the prices!</p>	<p>Toy Store Labels: Help your child create labels for the toys in the pretend Toy Store. Sticky notes are great for labeling objects and pricing. Use pictures, letters, and words to create the labels.</p>	<p>Toy Store Banner: Use construction paper, paint, crayons, markers, and other materials to make and decorate a big banner for the pretend Toy Store.</p>