

Pre-K Asynchronous Instruction Day TASKS: JANUARY

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.

JANUARY: 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 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>Rhyming with Names: Help your child record the names of their family and friends on strips of paper. Fold the strips and place them in a container. Explain that they will practice identifying words that rhyme with the selected name. Select a name and read it together. Provide two words, and ask your child to decide if the words rhyme with the name. If it rhymes, show a thumbs-up. If it doesn't rhyme, show a thumbs-down. For example, "Mary, berry" (thumbs up). "Mary, book" (thumbs down). Select a new name and repeat.</p>	<p>Sound Sort: Have your child write the letters Gg, Bb, and Oo on index cards or strips of paper.</p> <ol style="list-style-type: none"> 1. Have your child tell you the name of each letter and its sound. 2. Tell your child that you are going to say a word and they need to decide if the word begins with G, B, or O by holding up the corresponding letter. 3. Have your child select the correct letter card to identify the beginning sound of the following words: goat, bat, octopus, ostrich, ball, girl, oval, go, bear, giraffe, owl, book, orange. 4. For an extension, try to find objects in your home that start with G, B, or O.

<p>Learning Time 2</p>	<p>How Many Did You Hear?: Ask your child to use their listening ears as you use your hands and feet to make sounds. Use a whisper voice to remind them to listen carefully. Have your child close their eyes and listen for how many times you complete each motion, stopping after each to ask your child, “How many times did you hear the sound?”</p> <ul style="list-style-type: none"> ● Clap your hands. ● Stomp your feet. ● Pat your thighs. ● Tap a surface. <p>Take turns. Increase the number of sounds as you play.</p>	<p>Shape Walk: Draw a variety of shapes (triangle, square, circle, rectangle) in various sizes on pieces of paper. Work together to label each shape and discuss their attributes. Place the shapes on the floor around the room. Give your child action words and clues for each shape. For example, say, “hop to a square” or “walk slowly to the shape with three sides.” Play this game until your child has stepped on each shape twice. Take turns and repeat.</p>	<p>Simon Shows: Tell your child that you are going to play a game called Simon Shows. Explain that you are going to show a number using your fingers and when you say, “Simon Shows,” they will jump in the air that many times. Share that you may try to trick them by showing your fingers and not saying “Simon Shows.” Start the game by saying, “Simon shows,” and hold up four fingers. Tell your child to jump that number of times and count as they jump. Repeat and show a different number of fingers. As an alternative, show number cards (0-5, then up to 10).</p>
<p>Learning Centers</p>	<p>Emotions Collage: Fold a piece of paper into three sections. Label the sections happy, sad, and lonely. Review what each word means. Look through magazines and find pictures of happy, sad, and lonely faces. Cut and glue the pictures onto the correct section. Continue to add to the collage throughout the week and display it in a special place in the house.</p>	<p>Paper Construction: Provide sheets of construction paper, scraps of paper, and tape for your child to use in their constructions. Place some sheets of paper that are already folded like a fan or some paper that is crumpled up into a ball so that your child can build with the paper. Challenge your child to see how tall they can make a paper structure.</p>	<p>Making Boxes: Gather some flattened boxes for your child. Invite your child to rebuild the boxes back into prisms and use pieces of tape to keep the assembled form. Invite them to use the prisms to build towers of various sizes.</p>