

## Pre-K Asynchronous Instruction Day TASKS: MARCH

**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.

### MARCH: Task Choices for Inclement Weather Asynchronous Day

	Option 1	Option 2	Option 3
<b>Learning Time 1</b>	<p><b>Beginning Letter Sort:</b> Place 2-3 letter cards on the table. Have your child go on a scavenger hunt through the house to find items that match the beginning letter sounds. Have your child draw and label pictures of other items that have the same beginning sound.</p> <p><b>Modification 1:</b> Reduce to 1 letter sound such as the first letter in their name. Expand to the ending letter in your child's name or M for Mom. Put objects starting with the specific letter sound into a bag or box for your child to take out and identify.</p> <p><b>Modification 2:</b> Complete the activity with ending sounds, such as /g/ in pig.</p>	<p><b>Blending Bag Surprise:</b> Gather a bag and a collection of small toys or items such as pen, cup, doll, etc.</p> <ul style="list-style-type: none"> <li>Say, "the blending bag is filled with things that have different beginning and endings. I want you to help me guess what the things are by listening to the clues that I give you!"</li> <li>Distinctly say the name of one item from your bag as the beginning sound and ending part two times, leaving about one second between.</li> <li>Say the word aloud again with your child. For example, say, "/p/ -en, /p/ -en." Now, you say it with me: "/p/ -en /p/ -en."</li> <li>What is the item? Pull out the item when your child shares a correct response.</li> </ul>	<p><b>Get Set!:</b> Tell your child that today you are going to work together to come up with words that end with -et, such as pet.</p> <ul style="list-style-type: none"> <li>Tell your child that you will give clues that have the beginning and the ending parts of the word and they will blend the two parts together to say the word. Remind your child that blending involves putting the two parts together to make the new word.</li> <li>Say, /b/ -et and have your child blend the sounds together. (bet)</li> <li>Repeat using the following beginning and ending parts: /m/ -et, /s/ -et, /v/ -et, /w/ -et, /y/ -et.</li> <li>Provide time for your child to think of other words that end with -et. Repeat with other word families such as -at, -op, or -ug.</li> </ul>

<p><b>Learning Time 2</b></p>	<p><b>Shape Counting Jump:</b> Tell your child you will show a shape, and they must see how many sides the shape has and jump that number of times.</p> <ul style="list-style-type: none"> <li>• Show a large triangle.</li> <li>• Watch as your child jumps.</li> <li>• Ask, “How did you know how many jumps to do?”</li> <li>• Show additional shapes, watching to see if your child is able to count the sides and jump that many times.</li> <li>• For fun, show a circle! What does your child do? No sides equals zero jumps.</li> <li>• Remind your child that the “side” of shapes is always straight.</li> </ul>	<p><b>Shape Mat Hop:</b> Cut out large assorted shapes (circle, square, trapezoid, and rectangle).</p> <ul style="list-style-type: none"> <li>• Show the shapes to your child.</li> <li>• Name the shapes as you place them on the floor and tell your child that when they land on a shape, they have to say its name. For example, “When you land on a trapezoid, say, ‘Trapezoid!’”</li> <li>• Have your child start on the circle and hop from one shape to another shape. Your child can hop with one foot on each shape piece or with two feet on each shape piece—whichever they choose. Have your child name each shape as they land.</li> </ul>	<p><b>Shape Pictures:</b> Cut out several simple shapes like circles, triangles, and squares, or help your child draw, trace, or cut out the shapes.</p> <ul style="list-style-type: none"> <li>• Ask your child to find the shape you name or find a matching shape to the one you are holding.</li> <li>• Discuss how many sides and corners each shape has and sort by shape.</li> <li>• Have your child explore what other shapes they can make by putting two or more shapes together.</li> <li>• Allow your child to glue the shapes on a piece of paper or make a picture with their shapes.</li> </ul>
<p><b>Learning Centers</b> <i>NOTE: The creation of a Museum 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 create items for their own museum at home.</i></p>	<p><b>Collections at Home:</b> Help your child create their own collection of objects. Make a list of things your child would like to have in the collection. Set a timer for one minute and tell your child to go through the house and find as many of the items as they can. Once your child has found the items, have your child sort into groups according to size, color, shape, or any way they like. Have your child draw a picture of their sort. Encourage your child to sort the collection in a different way.</p>	<p><b>Mosaic Castles:</b> Have your child cut and tear construction paper, magazine pages, or store fliers into small pieces. Help your child draw an outline of a castle or tower and cover it with the paper pieces to make a mosaic. Once the mosaic is complete, encourage details such as knights, dragons, etc.</p>	<p><b>Design a Dinosaur:</b> If available, help your child find images of dinosaurs online or in books. Discuss with your child the difference they may notice between the dinosaurs. Point out that some dinosaurs have armor (a protective shell like a turtle, crab, and snail). Guide your child in noticing other attributes. Draw or print out an outline of a dinosaur for your child to decorate and encourage adding recyclable materials such as bottle caps or crumbled foil for armor.</p>