

## Preschool 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 that your child has learned. Have your child go on a scavenger hunt through the house to find items that match the beginning letter sounds. Have your child identify or draw pictures of other items that have the same beginning sound.</p> <p><b>Modification 1:</b> Reduce to one letter such as the first letter in their name. Expand to the ending letter in your child's name or M for Mom or D for Dad.</p>	<p><b>Letter Sounds:</b> Sing the alphabet song together. Practice isolating sounds at the start of words, such as /a/ apple, /b/ball, as well as the beginning sounds in names. As an option, provide your child with a copy of an alphabet chart for reference, pointing to the letters and pictures.</p>	<p><b>Sound Fun:</b> Prepare by finding five items in your home that start with different sounds. For example: a fork, spoon, pants, toy, and lemon. Put one item under a piece of cloth or paper. When you remove the fabric or paper, have your child name the item and practice isolating the beginning sound, such as /f/ for fork. Repeat with other items.</p>

<p><b>Learning Time 2</b></p>	<p><b>Counting Jumps:</b> Tell your child they will do some quick jumping.</p> <ul style="list-style-type: none"> <li>• Name numbers between 1 and 10, and jump and count with your child. Your child can also suggest numbers to you, and you can jump that many times together.</li> <li>• Practice varying your movements (e.g., 8 small jumps, 8 big jumps, 8 quick jumps).</li> <li>• As an optional extension, use number cards. Have your child select a card, read the number, and jump that many times.</li> </ul>	<p><b>Shape Mat Hop:</b> Cut out large assorted shapes (circle, square, triangle, and rectangle).</p> <ul style="list-style-type: none"> <li>• Show the shapes to your child. 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 triangle, say, ‘Triangle!’”</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.</li> <li>• 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>• Allow your child to glue the shapes on a piece of paper or make a picture with their shapes.</li> <li>• You can model making a picture with the shapes and see if they can imitate the design.</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. 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). Have your child draw a dinosaur, or draw one together. As your child asks questions such as, how many legs does your dinosaur have? Is it big or small? Does it have any armor?</p>