f is for Firefighter — Facilitator Guide

KINDERGARTEN–GRADE 1 · LANGUAGE ARTS · PRINT READY WORKSHEET

f is for Firefighter: Find it, circle it, write it. Use the original one-page worksheet; the numbered directions below reproduce the printed task.

Quick Start

Learning target: Recognise the letter f among letters that look like it; Print the letter f on a line; Name a community helper and the sound their name starts with

Time	Grouping	Materials
Teacher-paced; adjust to the student	Individual work with adult support as needed	Printed worksheet · Pencil

GUIDING QUESTIONS

Which letter are you finding? Point to the target and compare it with each letter in the row.

Show me how you checked your work on f is for Firefighter.

Facilitation Sequence

1 Introduce the worksheet

Look at f is for Firefighter. Read the title and printed directions aloud together.

Watch for: Check that students can locate the first task before starting.

TEACHING TIP · A useful prompt here is: "Which letter are you finding? Point to the target and compare it with each letter in the row."

2 Work through the printed tasks

1. Find and circle every f. 2. Write f on each line.

Watch for: Name the community helper and the target letter shown on the page. Compare each printed letter with the target before circling it, then model writing that letter on the line.

TEACHING TIP · A useful prompt here is: "Complete the tasks in the order printed on the page."

3 Review together

Revisit the completed parts of f is for Firefighter. Ask the student to point to their work and explain or demonstrate one choice.

Watch for: Use the actual printed examples when checking a response; do not infer an answer from the worksheet title.

4 Choose a next step

Review progress towards: Recognise the letter f among letters that look like it

Watch for: Record which task was completed independently and which needed modelling. Revisit the same printed task with support if needed.

Likely Student Responses, Misconceptions, and Helpful Teacher Moves

Anticipate these — and the response that moves thinking forward.

Students may…	What that might mean…	A helpful next move…
Begin f is for Firefighter without following the printed direction.	The task language or order may need clarification.	Read the direction aloud and ask the student to point to where they will begin.

Students may…	What that might mean…	A helpful next move…
Need more practice with this skill: Recognise the letter f among letters that look like it	The skill may still need modelling or practice.	Name the community helper and the target letter shown on the page. Compare each printed letter with the target before circling it, then model writing that letter on the line.

Equity, SEL, and Trauma-Informed Prompts

Equity

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Offer oral directions and time to become familiar with the worksheet pictures. Do not assume that every pictured object is familiar.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Use specific feedback about a strategy or effort. Allow a pause and another attempt when the task becomes frustrating.

Trauma-Informed

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Keep the task sequence predictable. Offer private sharing and do not require personal or family disclosures about the pictures.

UDL, Differentiation, and Language Supports

If students need more support

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

Name the community helper and the target letter shown on the page. Compare each printed letter with the target before circling it, then model writing that letter on the line.

Cover later tasks temporarily and work through one printed direction at a time.

If students are ready for more

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.

Ask the student to explain how they checked a completed task on f is for Firefighter.

Invite another example orally; treat this as an optional extension, not an extra printed question.

Language supports

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.

Read each printed instruction aloud and pair the action word with a demonstration.

Allow pointing, oral rehearsal, or a response in a familiar language before a written response.

Assessment Look-Fors and Next Steps

What to look for

Criterion	What it looks like here	Possible evidence	Helpful next step
Recognise the letter f among letters that look like it	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.
Print the letter f on a line	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Criterion	What it looks like here	Possible evidence	Helpful next step
Name a community helper and the sound their name starts with	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Reteach signal: If the student cannot explain or demonstrate the printed task, model one example and revisit: Recognise the letter f among letters that look like it