Beats 1 — Facilitator Guide

KINDERGARTEN–GRADE 1 · LANGUAGE ARTS · PRINT READY WORKSHEET

Beats 1: Clap the Word. Use the original one-page worksheet; the numbered directions below reproduce the printed task.

Quick Start

Learning target: Clap the syllables in a spoken word; Count the syllables and record the number; Group words by how many syllables they have

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

GUIDING QUESTIONS

Say the picture name and tap its beats. How many did you hear?

Show me how you checked your work on Beats 1.

Facilitation Sequence

1 Introduce the worksheet

Look at Beats 1. 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: "Say the picture name and tap its beats. How many did you hear?"

2 Work through the printed tasks

1. Clap the word. Colour one box for each beat. 2. Colour every picture with one beat.

Watch for: Say each picture name naturally, then tap or clap its spoken beats. Count syllables rather than letters; agree on the word being used if a picture has several names.

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 Beats 1. 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: Clap the syllables in a spoken word

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 Beats 1 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: Clap the syllables in a spoken word	The skill may still need modelling or practice.	Say each picture name naturally, then tap or clap its spoken beats. Count syllables rather than letters; agree on the word being used if a picture has several names.

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.

Say each picture name naturally, then tap or clap its spoken beats. Count syllables rather than letters; agree on the word being used if a picture has several names.

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 Beats 1.

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
Clap the syllables in a spoken word	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.
Count the syllables and record the number	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
Group words by how many syllables they have	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: Clap the syllables in a spoken word