

The Alphabet — Facilitator Guide

KINDERGARTEN–GRADE 1 • LANGUAGE ARTS •
PRINT READY WORKSHEET

The Alphabet: A to Z wall chart. Use the original one-page worksheet; this reference chart has no numbered tasks.

Quick Start

Learning target: Name every letter of the alphabet in both cases; Give a keyword for each letter sound

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

GUIDING QUESTIONS Point to a letter you know. What is its name?
Find its uppercase and lowercase forms. Name the picture beside it.

Facilitation Sequence

1 Introduce the worksheet

Point out the uppercase and lowercase letters and their keyword pictures. Read familiar letter names together.

Watch for: Check which letter names and pictures are already familiar.

TEACHING TIP • A useful prompt here is: "Find the uppercase and lowercase forms of a letter you know. Name its picture."

2 Explore the chart

Use The Alphabet as a reference. Invite students to point to and name examples on the chart.

Watch for: Point to the uppercase letter, lowercase letter and keyword picture together. Separate the letter name from its sound; revisit unfamiliar picture names before practising.

TEACHING TIP · A useful prompt here is: "Use the chart as a reference, one letter at a time."

3 Review together

Revisit the letters explored together. Ask the student to point to an uppercase letter, its lowercase form and its keyword picture.

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: Name every letter of the alphabet in both cases

Watch for: Record which letters and keyword pictures the student named independently. Revisit less familiar examples together.

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...
Confuse a letter name with its sound.	The distinction between a letter name and its sound may need modelling.	Name the letter, then model its sound using the printed keyword picture.

Students may...	What that might mean...	A helpful next move...
Need more practice with this skill: Name every letter of the alphabet in both cases	The skill may still need modelling or practice.	Point to the uppercase letter, lowercase letter and keyword picture together. Separate the letter name from its sound; revisit unfamiliar picture names before practising.

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.

Point to the uppercase letter, lowercase letter and keyword picture together. Separate the letter name from its sound; revisit unfamiliar picture names before practising.

Cover nearby letters temporarily and explore one letter and its keyword picture 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.

Invite the student to find a less familiar letter and use its keyword picture to rehearse the sound.

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.

Name a letter and its keyword picture aloud while pointing to both.

Allow pointing, oral rehearsal, or picture naming in a familiar language.

Assessment Look-Fors and Next Steps

What to look for

Criterion	What it looks like here	Possible evidence	Helpful next step
Name every letter of the alphabet in both cases	The student points to and names letters or keyword pictures on the chart.	Listen to the student's letter names and keyword sounds while they point to the chart.	Model the part that needed support, then offer another attempt on the same task.
Give a keyword for each letter sound	The student points to and names letters or keyword pictures on the chart.	Listen to the student's letter names and keyword sounds while they point to the chart.	Model the part that needed support, then offer another attempt on the same task.

Reteach signal: If a letter or keyword sound is unfamiliar, model it while pointing to the chart and revisit: Name every letter of the alphabet in both cases