# Sorting 5 — Facilitator Guide

KINDERGARTEN–GRADE 1 · LANGUAGE ARTS · PRINT READY WORKSHEET

*Sorting 5: Things You Wear. Use the original one-page worksheet; the numbered directions below reproduce the printed task.*

## Quick Start

**Learning target: Sort pictures into groups by what kind of thing they are; Name a group and say why something belongs in it**

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

**GUIDING QUESTIONS**

Which printed category fits this item? Explain your choice.

Show me how you checked your work on Sorting 5.

## Facilitation Sequence

### 1 Introduce the worksheet

**Look at Sorting 5. 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 printed category fits this item? Explain your choice."**

### 2 Work through the printed tasks

1. Colour everything you can wear. 2. Write C for piece of clothing. Write W for kind of weather.

Watch for: Name the pictured items together, then restate the categories printed on the page. Use the worksheet categories when discussing a choice and accept a reasonable explanation for an ambiguous item.

**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 Sorting 5. 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: Sort pictures into groups by what kind of thing they are

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 Sorting 5 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: Sort pictures into groups by what kind of thing they are | The skill may still need modelling or practice. | Name the pictured items together, then restate the categories printed on the page. Use the worksheet categories when discussing a choice and accept a reasonable explanation for an ambiguous item. |

# 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 pictured items together, then restate the categories printed on the page. Use the worksheet categories when discussing a choice and accept a reasonable explanation for an ambiguous item.

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 Sorting 5.

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 |
|---|---|---|---|
| Sort pictures into groups by what kind of thing they are | 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. |
| Name a group and say why something belongs in 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. |

**Reteach signal: If the student cannot explain or demonstrate the printed task, model one example and revisit: Sort pictures into groups by what kind of thing they are**