



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

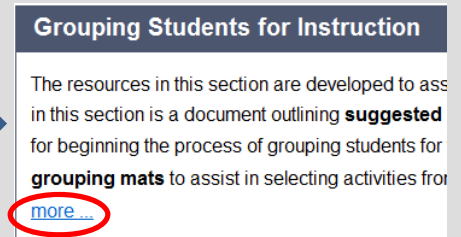
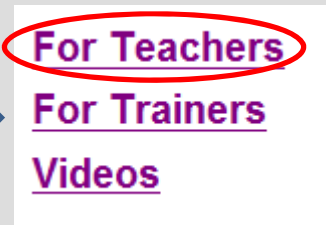
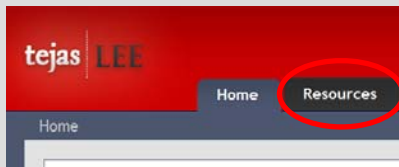
Participant Packet

Proper Administration Procedures, Grouping

Slide 5: **Tejas LEE Grouping Materials**



All the Tejas LEE grouping tools can be downloaded from our website, www.tejaslee.org.
To locate, click on:



Slide 6: **Why Group Students?**



Think, Turn and Talk with a partner about the following questions:

- Why group students?

Slide 20: **General Ability Grouping and Skill Specific Grouping**



Think, Turn and Talk with a partner about the following questions:

- What is the difference between General Ability and Skill Specific Grouping?

Resumen de la clase - Primer grado

Principio del año

[illegible]

BOY ____ MOY ____ EOY ____

Grade 1 Grouping Chart

	Conciencia fonológica			Conocimiento de los grafofonemas		Exactitud	Fluidez	Comprensión	Final		Enfoque de instrucción
	Iden. del sonido inicial y final	Unión y seg. de los sonidos	Omisión del sonido inicial y final	Reconocimiento de las palabras	Dictado						
BAJO											
MEDIO											
ALTO											

Continúe planeando con la Guía de actividades de intervención							
IAG	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafofonemas	Fluidez	Comprensión	Vocabulario	Escritura
	p. 3	p. 9	p. 33	p. 87	p. 97	p. 139	p. 165



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Slide 66: Using the Grouping Mat



Practice: Refer to the sample Class Summary Sheet. Using the results for Section 7, Reconocimiento de las palabras, place the appropriate students in the Grouping Mat column below. If possible, look in the Intervention Activities Guide and pick 2 or 3 activities that you would do with this group of students.

1.7- Reconocimiento de las palabras BOY MOY EOY	
Activity	Selected
GRA-8	
GRA-11	
GRA-27	
GRA-31	
GRA-35	
GRA-36	
GRA-37	
GRA-39	
GRA-40	
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	
Student Names	