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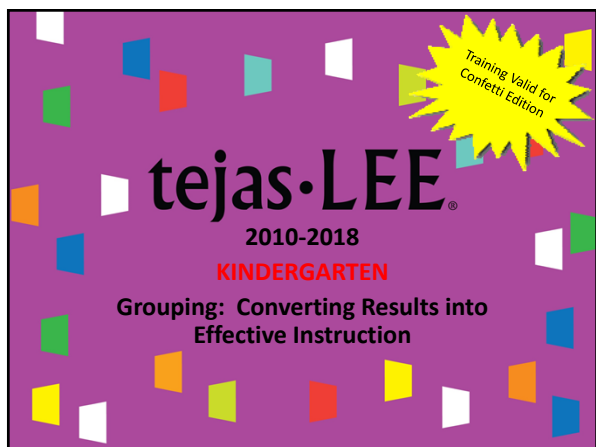
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## Copyright Notification

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## Module Contents

3

- Why Group Students?
- Class Summary Sheet Features
- Automated Class Summary Sheets
- Grouping for Individualized Instruction
- The Tejas LEE Grouping Charts
- The Tejas LEE Grouping Mats

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## Tejas LEE Website

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## Tejas LEE Grouping Materials

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## Think-Turn-Talk

### Why Group Students?

The Tejas LEE is intended to drive classroom instruction.

Grouping allows you to focus your instruction on those skills that each student or group of students need in order to read successfully.

Grouping allows you to make efficient use of instructional time.

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## Class Summary Sheet

7

Principio del año

tejas•LEE Resumen de la clase - Kindergarten

Maestro(a) \_\_\_\_\_

Escuela \_\_\_\_\_

Conocimiento de la letra impresa	Conocimiento de los grafonemas			Conocimiento de los sonidos			Conocimiento de rimas		
	Sección 1	Sección 2	Sección 3	Sección 1	Sección 2	Sección 3	Sección 1	Sección 2	Sección 3
Conocimiento de la letra impresa	Conocimiento de los grafonemas	Conocimiento de los sonidos	Conocimiento de rimas	Conocimiento de la letra impresa	Conocimiento de los grafonemas	Conocimiento de los sonidos	Conocimiento de rimas	Conocimiento de la letra impresa	Conocimiento de los grafonemas
D: 8-10 NE: 6-7 NI: 0-5	D: 26-30 NE: 10-25 NI: 0-9	D: 26-30 NE: 10-25 NI: 0-9	D: 4-5 NE: 0-3	D: 8-10 NE: 6-7 NI: 0-5	D: 26-30 NE: 10-25 NI: 0-9	D: 26-30 NE: 10-25 NI: 0-9	D: 4-5 NE: 0-3	D: 8-10 NE: 6-7 NI: 0-5	D: 26-30 NE: 10-25 NI: 0-9
Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI

Número de estudiantes NI \_\_\_\_\_

Porcentaje de estudiantes NI \_\_\_\_\_

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## Class Summary Sheet

8

Opcional		Conocimiento de los grafonemas		Conocimiento de los sonidos		Conocimiento de rimas	
Conocimiento de la letra impresa		Identificación de las letras		Conocimiento de los sonidos		Conocimiento de rimas	
D: 8-10 NE: 6-7 NI: 0-5	D: 26-30 NE: 10-25 NI: 0-9	D: 26-30 NE: 10-25 NI: 0-9	D: 4-5 NE: 0-3	D: 8-10 NE: 6-7 NI: 0-5	D: 26-30 NE: 10-25 NI: 0-9	D: 26-30 NE: 10-25 NI: 0-9	D: 4-5 NE: 0-3
Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI

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## 9

$$\frac{\text{Number of students NI}}{\text{Total of students in your class}} \times 100$$
[illegible]

## 10

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grs.  
adu

- Si el estudiante no tomó la administración previa, sea a la primera hilera en blanco y ejela Sijabdo de (Administrado lidad (Final) del año "para" abrir" las células. Luego, ingrese el nombre y los datos.
- Si necesita agregar un estudiante nuevo en MOI o EDV, siempre use una línea nueva. Nunca utilice la línea de un estudiante que se ha retirado de su clase debido a que esto causará errores en los datos.

## 11

### Conocimiento de los grafonemas

\_\_\_\_\_

Opcional	Sección 1		Sección 2		
Conocimiento de la letra impresa	Identificación de las letras		Conocimiento de los sonidos		
D=8.10 NE=6.7	D=26.30 NE=10.25 N=0.9		D=26.30 NE=10.25 N=0.9		
Puntaje	D/NE/N	Puntaje	D/NE/N	Puntaje	D/NE/N
8	D	20	NE	19	NE
6	NE	10	NE	8	N
9	D	28	D	27	D

12

## MOY View

tejas LEE - Kindergarten - Mitad del año

		Conocimiento de los grafonemas					
		Opcional		Sección 1		Sección 2	
		Conocimiento de la letra impresa		Identificación de las letras		Conocimiento de los sonidos	
		D-6-10 NE-6-7 NH-6-7		D-26-30 NE-19-25 NH-6-18		D-26-30 NE-19-25 NH-6-18	
(Administrado mitad del año?)	Maestro(a): Ms. Friesas						
	Escuela: Futas Elementary						
	Fecha:						
	Nombre del estudiante						
SI	Avila, Alberto	Puntaje	DNE	Puntaje	DNE	Puntaje	DNE
SI	Baltan, Betty	10	0	20	10	18	18
SI	Cabrera, Celia	10	0	20	0	18	0

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13

## Additional Features

tejas LEE - Kindergarten - Principio del año

**Instrucciones**

Principio

Mitad

Final

Para imprimir

Tejas

		Opcional	
		Conocimiento de la letra impresa	
		D-6-10 NE-6-7 NH-6-5	
Maestro(a):			
Escuela:			
Fecha:			
Nombre del estudiante		Puntaje	DNE

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14

## Printable View

Para imprimir

tejas LEE - Kindergarten - Principio del año

		Conocimiento de los grafonemas					
		Opcional		Sección 1		Sección 2	
		Conocimiento de la letra impresa		Identificación de las letras		Conocimiento de los sonidos	
		D-6-10 NE-6-7 NH-6-5		D-26-30 NE-10-25 NH-6-9		D-26-30 NE-10-25 NH-6-9	
Maestro(a): Ms. Friesas							
Escuela: Futas Elementary							
Fecha: 9/7/2019							
Nombre del estudiante		Puntaje	DNE	Puntaje	DNE	Puntaje	DNE
Avila, Alberto		8	0	20	10	19	10
Baltan, Betty		6	NE	10	NE	8	18
Cabrera, Celia		9	0	28	0	27	0

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Branching Features

15

Secciones 4 y 5		Sección 6		Sección 7		Sección 8		Sección 9		Sección 10	
Unión y segmentación de las sílabas		Identificación del sonido inicial		Identificación del sonido final		Unión de los sonidos		Reconocimiento de las palabras		Comprensión auditiva	
D-10-12 NE-5-9 NE-0-4		D-7-8 NE-0-6		D-7-8 NE-0-6		D-7-8 NE-0-6		D-9-10 NE-0-8		D-5-6 NE-0-4	
Puntaje	DNE	Puntaje	DNE	Puntaje	DNE	Puntaje	DNE	Puntaje	DNE	Puntaje	DNE
4	NE		NE		NE		NE		NE		

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Graphing Features

16

Number of Students NI

Kindergarten – Número de estudiantes NI

□ Principio del año   ■ Mitad del año   ■ Final del año

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Graphing Features

17

Percentage of Students NI

Kindergarten – Porcentaje de estudiantes NI

□ Principio del año   ■ Mitad del año   ■ Final del año

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18

## Grouping: Converting Results into Effective Instruction

- General Ability Grouping
- Skill Specific Grouping

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19

## General Ability Grouping

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20

## Using Tejas LEE Data to Group Students

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- ☒ Prepare the Tejas LEE data for grouping.
- ☒ Follow the guidelines for differentiated instructional grouping.
- ☐ Plan Instruction based on needs.

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## 21

## 22

- Small Group: 66% or less**

## 23



## 24

[illegible]

## 25

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## 26

Continúa planeando con la Guía de actividades de intervención							
M3	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafismos	Fluidez	Comprensión	Vocabulario	Escritura
	p. 3	p. 9	p. 33	p. 87	p. 97	p. 139	p. 165

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## Guidelines for differentiated instructional grouping

27

2. Group student names into the High and Low categories for each skill (do not fill in the Final or Enfoque de instrucción columns). Using the *Resumen de la clase*, identify students who score as High or Low on each skill. Place their names into the appropriate box. All other names should be placed in the Middle group (this group will eventually be broken into Middle High and Middle Low).

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## The Low Group

28

K	Conocimiento de la letra impresa (opcional)
BAJO	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)

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## The High Group

29

ALTO	Jennifer (8) Kevin (8) Margarita (8) Eloy (8) Jason (8) José (9) Adriana (10)
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## 30

MIDIO

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## 31

## tejas·LEE®

		Conocimiento de los grafoprogramas											
		Sección I				Sección II				Sección III			
		Original		Reproducido		Original		Reproducido		Original		Reproducido	
		Conocimiento de los símbolos matemáticos		Conocimiento de los símbolos matemáticos		Conocimiento de los símbolos matemáticos		Conocimiento de los símbolos matemáticos		Conocimiento de los símbolos matemáticos		Conocimiento de los símbolos matemáticos	
		30-35	36-45	46-55	56-65	30-35	36-45	46-55	56-65	30-35	36-45	46-55	56-65
Muestra (a) Escuela _____	Desempeño Total Exprimido Número de conocimientos	Puntaje		Puntaje		Puntaje		Puntaje		Puntaje		Puntaje	
		5	NI	7	NI	5	NI	7	NI	5	NI	7	NI
	Aguila, Luis	5	NI	7	NI	5	NI	7	NI	5	NI	7	NI
	Calles, Ismael	5	NI	7	NI	5	NI	7	NI	5	NI	7	NI
	Carpenter, Allen	6	NI	11	NI	5	NI	7	NI	5	NI	7	NI
	Coronado, Eduardo	5	NI	13	NI	5	NI	7	NI	5	NI	7	NI
	Cruz, Juan	5	NI	7	NI	5	NI	7	NI	5	NI	7	NI
	Conzalez, Oscar	5	NI	7	NI	5	NI	7	NI	5	NI	7	NI
	Chen, Eddie	4	NI	5	NI	5	NI	7	NI	5	NI	7	NI
	Chen, Barbara	8	NI	26	NI	5	NI	7	NI	5	NI	7	NI
	Marinetti, Camila	6	NI	12	NI	5	NI	7	NI	5	NI	7	NI
	Marinetti, Adeline	10	NI	27	NI	5	NI	7	NI	5	NI	7	NI
	Nelson, Margaret	4	NI	5	NI	5	NI	7	NI	5	NI	7	NI
	Pardo, Eric	8	NI	27	NI	5	NI	7	NI	5	NI	7	NI
	Pardo, Juan	5	NI	13	NI	5	NI	7	NI	5	NI	7	NI
Luciani, Gertrudis	4	NI	8	NI	5	NI	7	NI	5	NI	7	NI	
Luciani, Juan	4	NI	8	NI	5	NI	7	NI	5	NI	7	NI	
Torres, Jaime	8	NI	26	NI	5	NI	7	NI	5	NI	7	NI	

Número de estudiantes NI  
Porcentaje de estudiantes NI

3	30%
5	50%

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## 32

	K	Conocimiento de la lista impresa	Conocimiento gráfico
BAJO		<p>Eddie (4)</p> <p>Fernando (4)</p> <p>Josue (4)</p> <p>Luis (5)</p> <p>Eduardo (5)</p> <p>Omar (5)</p>	<p>Latras</p> <p>Eddie (5)</p> <p>Omar (6)</p> <p>Luis (7)</p> <p>Josue (7)</p> <p>Fernando (8)</p>
MEDIO		<p>Addn (6)</p> <p>Camila (6)</p> <p>Graciela (6)</p>	<p>Addn (11)</p> <p>Eduardo (12)</p> <p>Camila (11)</p> <p>Graciela (13)</p>
ALTO		<p>Jennifer (8)</p> <p>Kevin (8)</p> <p>Margarita (8)</p> <p>Eloy (8)</p> <p>José (9)</p> <p>Adriana (10)</p>	<p>Jennifer (26)</p> <p>Kevin (25)</p> <p>Jason (26)</p> <p>José (27)</p> <p>Margarita (27)</p> <p>Eloy (27)</p> <p>Adriana (29)</p>

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## Helpful Hints

33

- When making grouping decisions, look at the raw (numerical) score as well as the performance level.
- It is often helpful to record the student accuracy score and the actual fluency score to assist with grouping and instruction.

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## Your Turn

34

- Complete Section 2 (GK Sonido), Section 3 (PA Rhyming) and Sections 4-5 (PA Syllable Tasks).
- Skip the PA Sonido Column and the Reconocimiento de las palabras columns
- DO NOT yet complete the Comprehension, Final, or Instructional Focus columns.

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## Sample Class Summary Sheet

35

Sección 1B

Comprehension activities

Dr. Ed McNeil

Puntaje	Dr/NI/Do
2	NI
4	NI
4	NI
3	NI
2	NI
6	DI
3	NI
0	NI
5	DI
3	NI
6	DI
4	NI
5	DI
3	NI
1	NI
4	NI
5	DI

11

68%

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## Grouping for Comprehension 36

Comprensión auditiva	
Eddie (0)	
Fernando (1)	
Luis (2)	
Josue (2)	
Eduardo (3)	
Omar (3)	
Camila (3)	
Graciela (3)	
Jennifer (4)	
Adán (4)	
Margarita (4)	
Kevin (5)	
Eloy (5)	
Jason (5)	
José (6)	
Adriana (6)	

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## Final BOY Skill Grouping 37

Nivel	Conocimiento de la letra impresa	Conocimiento de los grafismos				Conciencia fonológica				Recuento de las palabras	Comprensión auditiva	Final	Enfoque de instrucción
		Letras	Sonidos	Rimas	Aliteración	Sonidos	Rimas	Aliteración					
Bajo	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)	Eddie (5) Omar (6) Luis (7) Josue (7) Fernando (8)	Eddie (3) Luis (4) Omar (5) Josue (7) Fernando (8)	Eddie (2) José (0) Fernando (2) Luis (3) Omar (3) Josue (3) Josue (0)					Eddie (0) Fernando (1) Luis (2) Josue (2)				
	Adán (4) Camila (4) Graciela (4)	Adán (11) Eduardo (11) Camila (12) Graciela (13)	Adán (9) Eduardo (9) Camila (9) Graciela (10)	Adán (1) Eduardo (1) Camila (1) Graciela (1) Jennifer (2) Kevin (2) Margarita (2) Eloy (2)	Adán (4) Eduardo (4) Camila (4) Graciela (4)				Eduardo (3) Omar (3) Camila (3) Graciela (3)				
Medio			Jennifer (25) Eloy (25)	Jason (3)	Margarita (9) Eloy (9)				Adán (4) Margarita (4) Jennifer (4)				
	Jennifer (8) Kevin (8) Margarita (8) Eloy (8) Jason (8) José (9) Adriana (10)	Jennifer (26) Kevin (26) Margarita (26) Jose (27) Jason (27) Margarita (27) Adriana (28) Jose (27) Adriana (29)	Kevin (26) Margarita (26) Jose (27) Jason (27) Margarita (27) Adriana (28) Jose (27) Adriana (29)	Adriana (4) Jennifer (10) Jose (10) Kevin (10) Jason (11) Adriana (12)					Kevin (5) Eloy (5) Jason (5) José (6) Adriana (6)				

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## Guidelines for differentiated instructional grouping 38

3. Identify students who consistently fall into the Low group across skills. These students' names should be placed in the Final column for the Low group. Define the instructional needs for this group and write them in the **Enfoque de instrucción** column.

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## Guidelines for differentiated instructional grouping

39

4. Identify students who consistently fall into the High group across skills. These students' names should be placed in the Final column for the High group. Define the instructional needs for this group and write these in the *Enfoque de instrucción* column.

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## Guidelines for differentiated instructional grouping

40

5. Begin to separate students in the Middle group by those who fall into the Middle group across most skills and the Low group on some; and those who fall into the Middle group across most skills and the High group on some skills. These two groups most likely will be the base for your Middle Low and Middle High groups. List the names of these students in the Middle Low or Middle High Final columns. Determine the instructional needs of the Middle Low and Middle High groups and write them in the *Enfoque de instrucción* column.

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## Guidelines for differentiated instructional grouping

41

6. Some students will not follow the specific patterns discussed above and at this step, you might have some students who have yet to be placed into a Final group. To place these students, examine the instructional focus of your groups and place students into the group their skill levels are most closely aligned with and where the instructional focus will be most beneficial to the student.

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## Guidelines for differentiated instructional grouping

42

7. Once all of students have been placed into Final groups, re-examine your grouping and instructional goals to ensure all student needs are being addressed. You may need to regroup a few students at this stage.

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## Final BOY Ability Grouping

43

Nivel	Conseguimiento de la meta lingüística anual	Conseguimiento de los grupos		Conseguimiento temático			Recursos de las pulseras	Conseguimiento matemático	Final	Reflexión de instrucción
		Lectura	Escritura	Historia	Matemáticas	Ciencia				
Nivel 1	Eddie (4) Fernando (4) Josue (4) Luis (5) Eduardo (5) Omar (5)	Eddie (5) Omar (6) Luis (7) Josue (7) Fernando (8)	Eddie (3) Luis (4) Omar (5) Josue (7) Fernando (8)	Luis (0) José (0) Fernando (2) Luis (3) Omar (3) Josue (0)	Eddie (2) Fernando (2) Luis (3) Omar (3) Josue (3) Josue (0)			Eddie (0) Fernando (1) Luis (2) Josue (2)		
	Adán (6) Camila (6) Graciela (6)	Adán (11) Eduardo (11) Camila (12) Graciela (13)	Adán (9) Eduardo (9) Camila (9) Graciela (10)	Adán (1) Eduardo (1) Camila (1) Graciela (1)	Adán (4) Eduardo (4) Camila (4) Graciela (4)			Eduardo (3) Omar (3) Camila (3) Graciela (3)		
Nivel 2	Jennifer (8) Kevin (8) Margarita (8) Eloy (8) Jason (8) José (9) Adriana (10)	Jennifer (26) Kevin (26) Margarita (26) Jose (27) Jason (27) Margarita (27) Adriana (28)	Kevin (26) Margarita (26) Jose (27) Jason (27) Adriana (28)	Adriana (4) Jennifer (10) Jose (10) Kevin (10) Jason (11) Adriana (12)	Jennifer (10) Jose (10) Kevin (10) Jason (11) Adriana (12)			Kevin (5) Eloy (5) Jason (5) José (6) Adriana (6)		
			Jennifer (25) Eloy (25)	Jason (3)	Margarita (9) Eloy (9)			Adán (4) Margarita (4) Jennifer (4)		

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## Group Activity

44



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## Final BOY Ability Grouping 45

Low	Eddie Josue Luis Fernando Omar	Middle High	Jennifer Margarita Eloy
	Eduardo Camila Graciela Adán		Jason Adriana José Kevin
Middle Low		High	

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## Using Tejas LEE Data to Group Students 46

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- ✓ Prepare the Tejas LEE data for grouping.
- ✓ Follow the guidelines for differentiated instructional grouping.
- ✓ Plan Instruction based on needs.

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## Possible Intervention Activities 47

Low	<b>Enfoque de Instrucción</b> 1. Conocimiento de la letra impresa <b>IMP-5, IMP-6</b> 2. Conciencia fonológica Unión y segment. de sílabas letras <b>FON-29, FON-33</b>	Middle High	<b>Enfoque de Instrucción</b> 1. Conciencia fonológica Conocimiento de rima <b>FON-7, FON-8</b> 2. Conciencia fonológica Ident. sonido inicial y final <b>FON-34, FON-39</b>
	1. Conciencia fonológica unión y segment. de sílabas <b>FON-31, FON-33</b> 2. Conocimiento de los grafofonemas-Nombres y sonidos de letras <b>GRA-5, GRA-13</b>		1. Conciencia fonológica Conocimiento de rima <b>FON-8, FON-18</b> 2. Conciencia fonológica Ident. sonido final <b>FON-36, FON-39</b>
Middle Low		High	

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48



## Skill Specific Grouping

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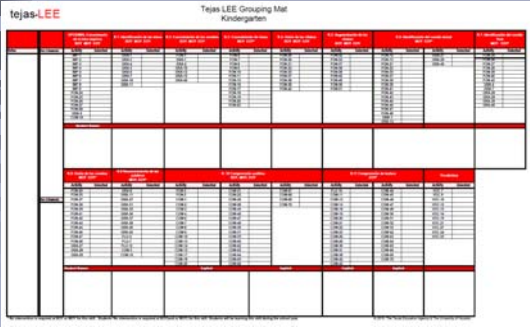
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49



## Grouping Mat-Kindergarten

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50



## Tejas LEE Grouping Mats

### Purpose

- The Tejas LEE Grouping Mats allow teachers to quickly identify appropriate activities for their small group or whole class intervention for every skill assessed on the Tejas LEE.
- Grouping Mats have room to list students needing help on each skill and allow teachers to check off the activities they use with their students.

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Features of the Grouping Mats

51

tejas-LEE

Tejas LEE Grouping Mat

Kindergarten

Notes

Tier 2 Students

Activity

IMP-1

IMP-2

IMP-3

IMP-4

IMP-5

OPCIONAL-C de la letra BOY MO

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Features of the Grouping Mats

52

tejas-LEE

Tejas LEE Grouping Mat

Kindergarten

K.1- Identificación de las letras  
BOY MOY EOY

K.2- Conocimiento de los sonidos  
BOY MOY EOY

K.3- Conocimiento de rimas  
MOY EOY\*

Activity

Selected

Activity

Selected

Activity

Selected

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Features of the Grouping Mats

52

tejas-LEE

Tejas LEE Grouping Mat

Kindergarten

K.1- Identificación de las letras  
BOY MOY EOY

K.2- Conocimiento de los sonidos  
BOY MOY EOY

K.3- Conocimiento de rimas  
MOY EOY\*

Activity

Selected

Activity

Selected

Activity

Selected

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## 54

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## OPTIONAL

Make your own grouping mat.

Materials needed:

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## Step 6: Implement

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## Questions & Answers

If you have any further questions:

- contact the Tejas LEE team at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)
- check for an answer online at [www.tejaslee.org](http://www.tejaslee.org)

62

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