TAG PROGRAM

MRS. HUSACK

Heards Ferry Elementary School
Curriculum Night

County TAG Policies:

- Resource class
- One day per week
- Specialized educational experiences
- Interaction with intellectual peers
- Enrich and expand regular curriculum
- Assignments in general education classes are modified or eliminated on TAG day

Evaluation of Student Performance

- TAG Progress Skills Checklists are sent home at the end of each unit. Satisfactory performance is necessary for continuation.
- If needed, an annual review conference is held with parent(s) to discuss the student's progress (grades K-4).
- Conference held to discuss continuation options, such as **probation** or **dismissal**, as needed if student experiences difficulty in the gifted program.

Fulton County TAG Learning Objectives:

- **ARS:** Directed Study/Advanced Research Skills
- **CPS:** Creative Thinking/Creative Problem Solving Skills
- **HOT:** Higher Order/Critical Thinking Skills
- **ACS:** Advanced Communication Skills

Teaching Strategies

- **Various lessons** – inquiry, creative problem-solving, compare/contrast, decision making, mystery, group work and projects
- **Differentiation** – learning style, preferred products, interests, and ability levels
- **Bloom's Ways of Thinking** – Higher Level Thinking Skills: Analyzing, Evaluating, Creating
- **Creativity** – fluency, flexibility, elaboration, and originality

2016-2017 TAG Units

- 1st and 2nd Grades
  1. **Pilgrims' Challenge**
  2. What's the Matter in the Kitchen?
  3. Rainforest
- 3rd Grade
  1. **Ancient Civilizations**
  2. Freedom Express
  3. Georgia
- 4th Grade
  1. **Qualities of Leadership**
  2. Camp Interdependence
  3. Space
- 5th Grade
  1. **Epidemic**
  2. Pioneers of the 20th Century
  3. Museum

A TAG DAY @ HFE

- Students are pulled one day a week for TAG services.
- Students participate in lunch, recess, and specials with their homeroom classes.
- Current TAG schedule:

Monday	Tuesday	Wednesday	Thursday	Friday (Grothe)
3rd Grade	4th Grade	2nd Grade	5th Grade	5th Grade

Sample Schedule

- 7:40—8:10 TEAM Time
- 8:10—8:30 Math
- 8:30—9:00 Brainteaser and EQ
- 9:00—11:00 Unit Work
- 11:00—11:45 Specials
- 11:50—12:10 Lunch
- 12:10—12:30 Recess
- 12:30—1:50 Unit Work
- 1:50—2:10 Today in TAG

What did my child do all day?

Today in TAG

Name: _____ Date: _____ TAG Unit: _____	Essential Question(s): _____ _____ _____ _____ _____

Evaluate the Day

What did I like best about TAG today? _____ _____ _____	My teacher(s) liked it when I… _____ _____ _____
GLOWING – What IB Learner Profile or Attitude do you feel like you demonstrated the most? Give an example of how this was demonstrated. _____ _____ _____	**GROWING** – What IB Learner Profile or Attitude do you feel like you need to improve? Give an example of how you will become better at this attitude or Learner Profile. _____ _____ _____

Daily Reflection

TAG Work Habits	**Well-Organized & Prepared:** *Student has materials and supplies.* *Student area is clean at day's end.*	**Demonstrates Leadership Ability:** *Student treats others with respect.* *Student helps group achieve goals.*	**Works Well Collaboratively:** *Student listens to the viewpoints of others.* *Student shares responsibility with his/her group for success/failure.*	**Works Well Independently:** *Student listens & follows directions.* *Student functions without frequent help from other students or teacher.*
Student's Opinion				
Teacher's Opinion				
KEY	☺ = Great job! 😐 = Needs improvement ☹ = Unsatisfactory			

Pilgrims' Challenge End of the Day Assessment
Name _____

Today you learned…

_____
_____

How do you feel about your TAG day?

_____
_____

Answer the Essential Question.

_____
_____
_____

Need to know more about……

_____
_____

Keeping a journal of your strengths and weaknesses is important. What did you do well today? What did you NOT do well?

_____
_____

Something you want to share with me is…

_____
_____

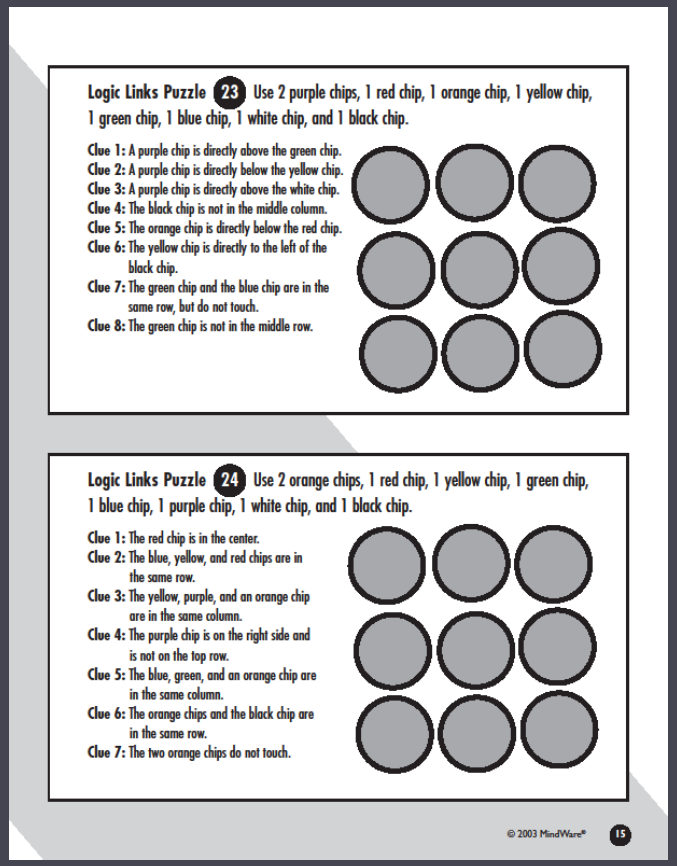
Learner's Log and Portfolio

- **Learner's Log**: Composition book, this is where we keep our daily Essential Questions, completed Brainteasers, notes, and informal assessments
- **Portfolio**: 1-inch binder, formal assessments and independent work throughout the units
- **Note:** Both will be given to the student at the end of the year

Brainteasers

MindWare.com

- Brainteasers are complex and challenging skill-building puzzles that teach logic, reasoning, sequencing, and organization.



Logic Links Puzzle 23 Use 2 purple chips, 1 red chip, 1 orange chip, 1 yellow chip, 1 green chip, 1 blue chip, 1 white chip, and 1 black chip.

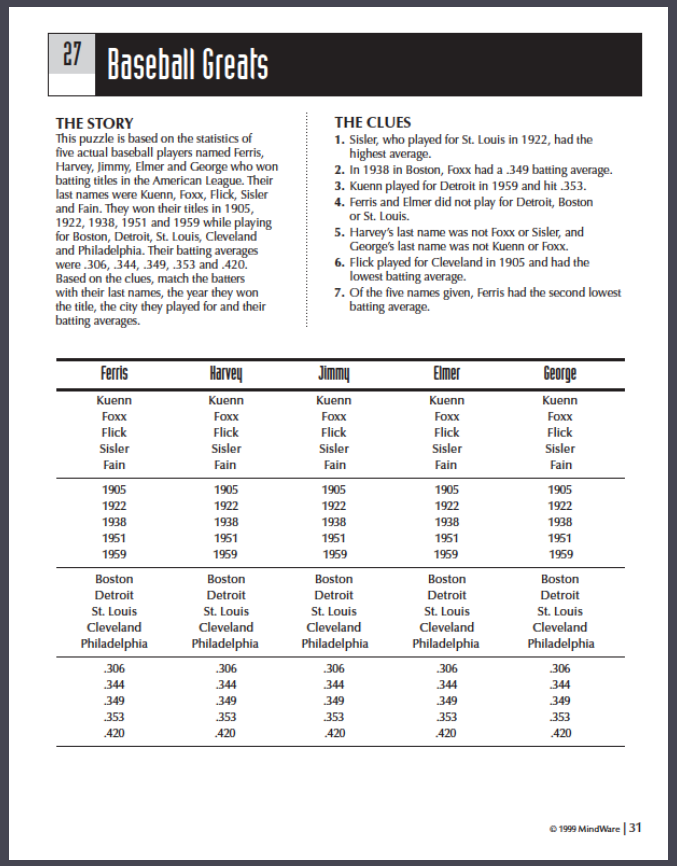
Clue 1: A purple chip is directly above the green chip.
Clue 2: A purple chip is directly below the yellow chip.
Clue 3: A purple chip is directly above the white chip.
Clue 4: The black chip is not in the middle column.
Clue 5: The orange chip is directly below the red chip.
Clue 6: The yellow chip is directly to the left of the black chip.
Clue 7: The green chip and the blue chip are in the same row, but do not touch.
Clue 8: The green chip is not in the middle row.

Logic Links Puzzle 24 Use 2 orange chips, 1 red chip, 1 yellow chip, 1 green chip, 1 blue chip, 1 purple chip, 1 white chip, and 1 black chip.

Clue 1: The red chip is in the center.
Clue 2: The blue, yellow, and red chips are in the same row.
Clue 3: The yellow, purple, and an orange chip are in the same column.
Clue 4: The purple chip is on the right side and is not on the top row.
Clue 5: The blue, green, and an orange chip are in the same column.
Clue 6: The orange chips and the black chip are in the same row.
Clue 7: The two orange chips do not touch.

© 2003 MindWare® 15

Logic Links



27 Baseball Greats

THE STORY
This puzzle is based on the statistics of five actual baseball players named Ferris, Harvey, Jimmy, Elmer and George who won batting titles in the American League. Their last names were Kuenn, Foxx, Flick, Sisler and Fain. They won their titles in 1905, 1922, 1938, 1951 and 1959 while playing for Boston, Detroit, St. Louis, Cleveland and Philadelphia. Their batting averages were .306, .344, .349, .353 and .420. Based on the clues, match the batters with their last names, the year they won the title, the city they played for and their batting averages.

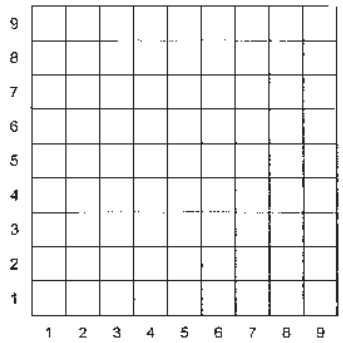
THE CLUES
1. Sisler, who played for St. Louis in 1922, had the highest average.
2. In 1938 in Boston, Foxx had a .349 batting average.
3. Kuenn played for Detroit in 1959 and hit .353.
4. Ferris and Elmer did not play for Detroit, Boston or St. Louis.
5. Harvey's last name was not Foxx or Sisler, and George's last name was not Kuenn or Foxx.
6. Flick played for Cleveland in 1905 and had the lowest batting average.
7. Of the five names given, Ferris had the second lowest batting average.

Ferris	Harvey	Jimmy	Elmer	George
Kuenn	Kuenn	Kuenn	Kuenn	Kuenn
Foxx	Foxx	Foxx	Foxx	Foxx
Flick	Flick	Flick	Flick	Flick
Sisler	Sisler	Sisler	Sisler	Sisler
Fain	Fain	Fain	Fain	Fain
1905	1905	1905	1905	1905
1922	1922	1922	1922	1922
1938	1938	1938	1938	1938
1951	1951	1951	1951	1951
1959	1959	1959	1959	1959
Boston	Boston	Boston	Boston	Boston
Detroit	Detroit	Detroit	Detroit	Detroit
St. Louis	St. Louis	St. Louis	St. Louis	St. Louis
Cleveland	Cleveland	Cleveland	Cleveland	Cleveland
Philadelphia	Philadelphia	Philadelphia	Philadelphia	Philadelphia
.306	.306	.306	.306	.306
.344	.344	.344	.344	.344
.349	.349	.349	.349	.349
.353	.353	.353	.353	.353
.420	.420	.420	.420	.420

© 1999 MindWare | 31

Perplexors

MULTIPLICATION MOSAIC #19



Work all the problems. Then take one problem at a time—the first factor tells how many columns to move toward the right on the grid; the second factor tells how many rows to move upward. Where the row and column intersect, fill in the square with the given color.

5 X ____ = 30 (brown)	6 X ____ = 48 (black)	7 X ____ = 42 (red)
9 X ____ = 9 (black)	4 X ____ = 24 (brown)	4 X ____ = 8 (black)
4 X ____ = 12 (brown)	7 X ____ = 35 (red)	8 X ____ = 48 (brown)
6 X ____ = 36 (red)	9 X ____ = 18 (black)	4 X ____ = 28 (brown)
5 X ____ = 20 (brown)	6 X ____ = 42 (brown)	9 X ____ = 54 (brown)
7 X ____ = 14 (brown)	8 X ____ = 72 (black)	7 X ____ = 56 (black)
6 X ____ = 24 (red)	7 X ____ = 28 (red)	6 X ____ = 30 (red)
7 X ____ = 49 (black)	3 X ____ = 6 (black)	7 X ____ = 21 (brown)
8 X ____ = 16 (brown)	9 X ____ = 45 (brown)	4 X ____ = 16 (brown)

 © 2003 MindWare®

Math Mosaics

1
- _____ Pertaining to the Pope
- _____ A hardwood tree
- _____ A wire fastener

2
- _____ To establish permanently
- _____ A part of a flower
- _____ Steel

3
- _____ A type of cherry
- _____ A brief romance
- _____ Dance music made popular in the 1950s

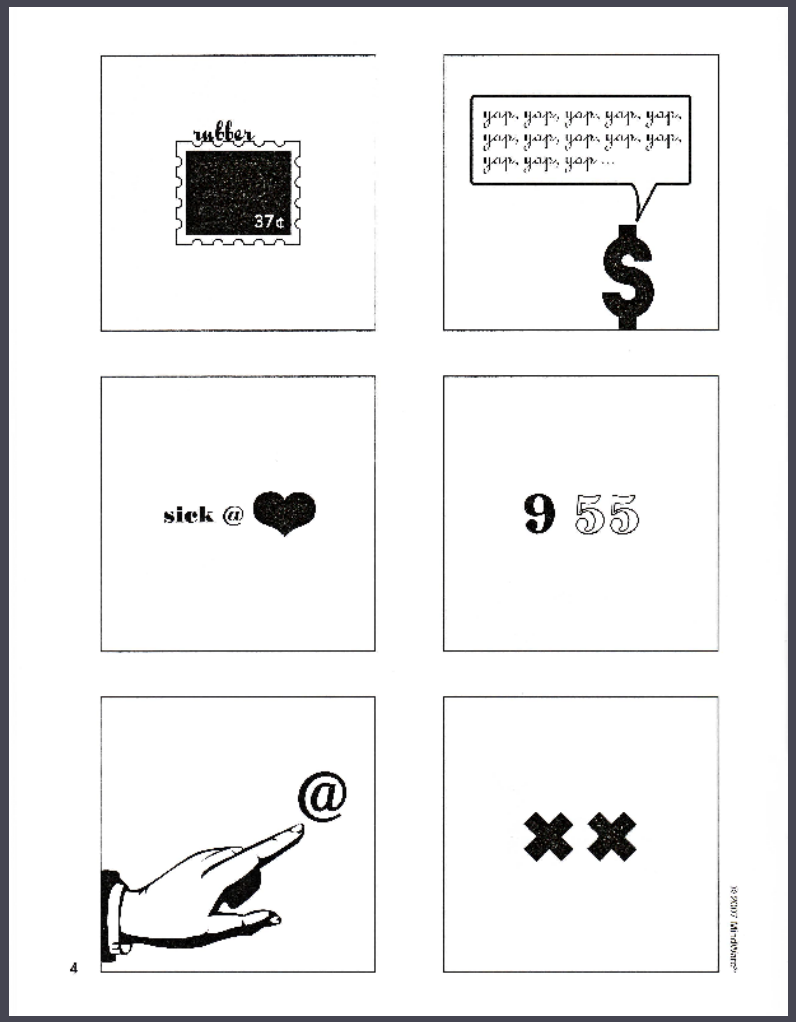
4
- _____ A sled
- _____ A spring month
- _____ To place on a scale

5
- _____ An upper limit
- _____ A sense or awareness
- _____ Removing a fruit's covering

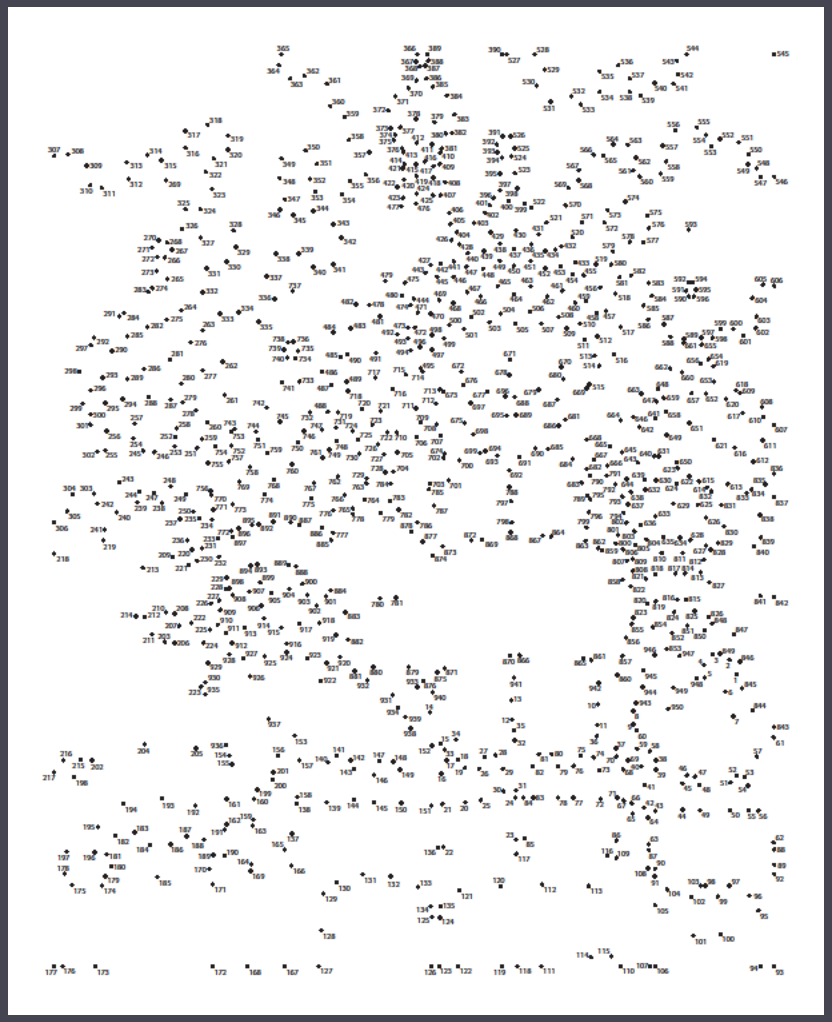
6
- _____ Shaggy
- _____ Frightening
- _____ Joyful

2 • © 2010 Mindware

Link Winks



Word Winks



Extreme Dot to Dot

Choice Boards

- Choice Boards enhance student motivation and engagement in the classroom while using differentiated instruction to promote learning.

Pilgrims' Challenge

MY PREFERRED PRODUCT STYLE IS _____.

1. Create a comic strip from the Native American's point of view of the colonists at the first Thanksgiving. Make sure to include at least five frames. *Audio-Visual/Display, Artistic*	**2.** Write a mini research paper on the history of the first Thanksgiving. Present your paper to the class. *Written, Oral*	**3.** Create a grocery list of all the things that you will need to make Thanksgiving dinner for your family. Then use a grocery store ad to make a budget. *Service, Audio-Visual/Display*
4. Make a schedule of what you plan to do with your family during your Thanksgiving vacation. Make an advertisement and invite others to join you. *Commercial, Service*	**5.** FREE CHOICE Create and propose a project that would represent Thanksgiving. Make sure you get approval from Mrs. Husack before you begin.	**6.** Create a mini-book about what it might have been like to be at the first Thanksgiving. Record yourself reading the story to share with others. *Technological, Commercial*
7. Create an illustration, poster, or diorama of how a turkey might disguise itself to hide from becoming Thanksgiving dinner. *Artistic, Hands-On*	**8.** Write a reader's theater script about the first Thanksgiving that you and friends can perform in class. *Dramatic, Oral*	**9.** Write a short song about something memorable that has happened to you or your family on Thanksgiving. *Musical, Written*

I/we chose activities # _____, #_____, and #_____.

Name _____

Epidemic Product Choice Board

SELECT ACTIVITIES BASED ON YOUR PREFERRED PRODUCT STYLE.

MY PREFERRED PRODUCT STYLE IS _____.

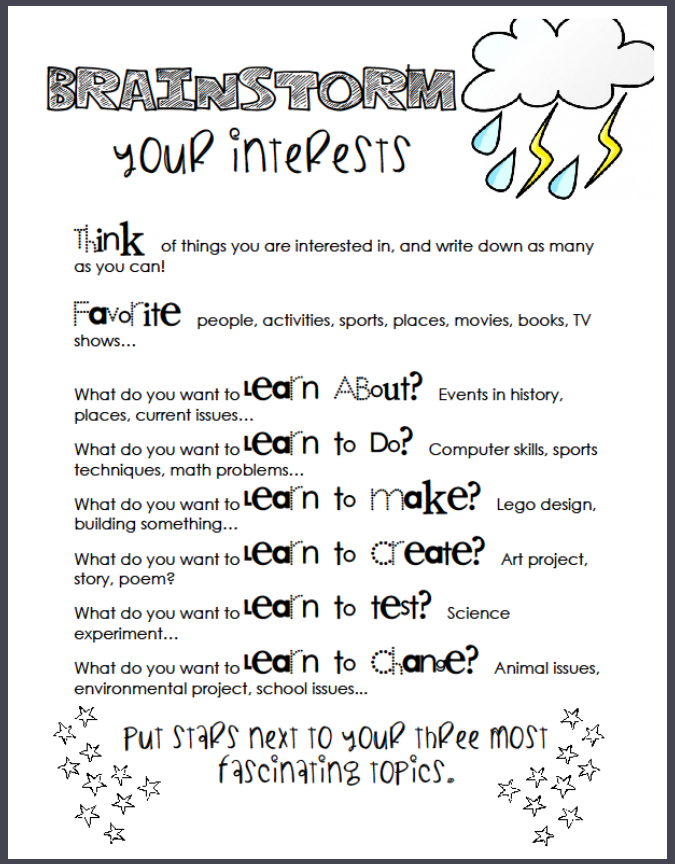
1. After reading Chapter 7 from the book *Fever 1793,* imagine you are Mattie. You are getting ready for tea at the Ogilvy's when suddenly you are transported to the 5th grade graduation dance at HFE. Act out how you would feel as Mattie and then write a journal entry from your perspective. *Dramatic, Written, Oral*	**2.** Write a mini research paper on the history of Yellow Fever or E. coli. Conduct research using the websites on www.portaportal.com and then write 1 to 2 page paper on your findings. Present your paper orally to the class. *Technological, Written, Oral*	**3.** Create a unique virus or bacteria. Design a pamphlet for a doctor's office detailing the signs and symptoms of, treatment, and prevention of your disease. *Audio-Visual/Display, Artistic, Service*
4. Create a unique virus or bacteria. Write a script and record a Public Service Announcement to increase awareness of your virus or bacteria. Include symptoms of, treatment, and prevention of your disease. *Service, Commercial, Written*	**5.** FREE CHOICE Create and propose a project that would represent Epidemic. Make sure you get approval from Mrs. Husack before you begin.	**6.** Based on your readings from the book *Fever 1793* (pages 1 – 53), complete a compare contrast of what life was like in the 1700s and present day. Make a product to display your findings. *Hands-On, Written, Artistic*
7. Write a commercial or jingle about preventing the spread of germs throughout cold and flu season for children at school to watch on the morning announcements. *Musical, Commercial, Service*	**8.** Create a unique virus or bacteria. Make a PowerPoint presentation of your virus or bacteria. Include symptoms of, treatment, and prevention of your disease. Your PPT should contain at least four slides. *Technological, Audio-Visual/Display, Artistic*	**9.** Design an informational poster for restaurants explaining the dangers of E. coli and how to prevent the spread of bacteria. Be sure to include specific knowledge of safe food handling and preparation. *Service, Artistic, Audio-Visual/Display*

I/we chose activities # _____, #_____, and #_____.

Name _____

Genius Hour

- Genius Hour is an inquiry-driven, passion-based classroom strategy designed to excite and engage students through the unrestrained joy of learning.



BRAINSTORM

your interests

Think of things you are interested in, and write down as many as you can!

Favorite people, activities, sports, places, movies, books, TV shows...

What do you want to Learn About? Events in history, places, current issues...

What do you want to Learn to Do? Computer skills, sports techniques, math problems...

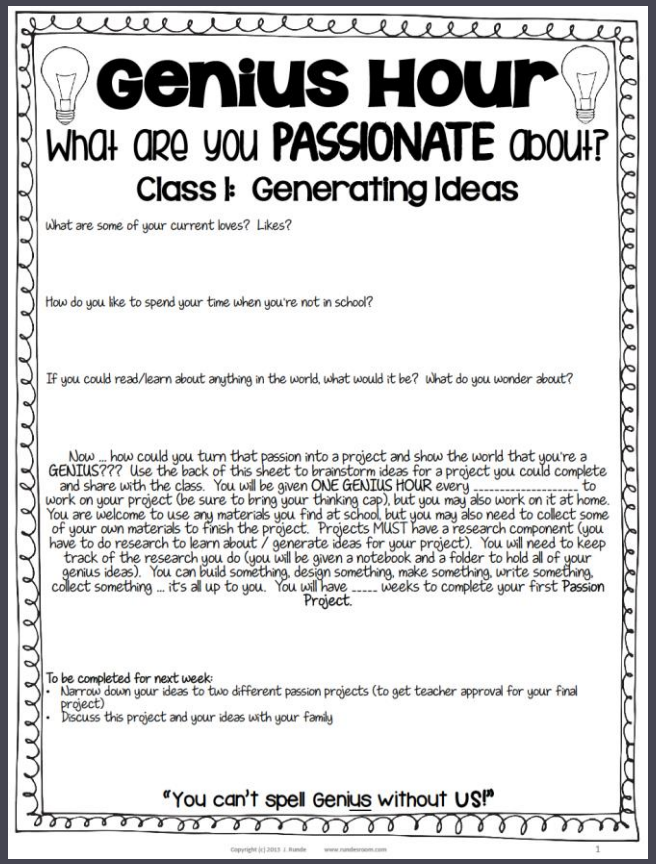
What do you want to Learn to make? Lego design, building something...

What do you want to Learn to Create? Art project, story, poem?

What do you want to Learn to test? Science experiment...

What do you want to Learn to Change? Animal issues, environmental project, school issues...

Put stars next to your three most fascinating topics.



Genius Hour

What are you PASSIONATE about?

Class I: Generating Ideas

What are some of your current loves? Likes?

How do you like to spend your time when you're not in school?

If you could read/learn about anything in the world, what would it be? What do you wonder about?

Now ... how could you turn that passion into a project and show the world that you're a GENIUS??? Use the back of this sheet to brainstorm ideas for a project you could complete and share with the class. You will be given ONE GENIUS HOUR every _____ to work on your project (be sure to bring your thinking cap), but you may also work on it at home. You are welcome to use any materials you find at school, but you may also need to collect some of your own materials to finish the project. Projects MUST have a research component (you have to do research to learn about / generate ideas for your project). You will need to keep track of the research you do (you will be given a notebook and a folder to hold all of your genius ideas). You can build something, design something, make something, write something, collect something ... it's all up to you. You will have _____ weeks to complete your first Passion Project.

To be completed for next week:

- Narrow down your ideas to two different passion projects (to get teacher approval for your final project)
- Discuss this project and your ideas with your family

"You can't spell Genius without US!"

6th Grade TAG Placement

- TAG teachers only place science and social studies (homeroom teachers will place math and language arts)

The Initial placement criteria for a TAG class are:

- **Eligible for TAG services**
- **5th grade ITBS score at or above the 90th percentile in the science and/or social studies (2016 ITBS test dates are: October 24-28)**
- Recommendation of the 5th grade teacher of the content area
- Class average of "80" or better in the content area

Questions?

- husack@fultonschools.org

http://husacktag.weebly.com