

ACADEMICALLY GIFTED

OAK RIDGE ELEMENTARY



MEET YOUR TEACHERS

Ms. Boggess -
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Mrs. Tuggle -
tuggleh@gcsnc.com

ARE YOU READY?
AG Supplies List

READING	MATH
<input type="checkbox"/> 1-inch binder	<input type="checkbox"/> 1-inch binder
<input type="checkbox"/> Notebook paper	<input type="checkbox"/> Notebook paper
<input type="checkbox"/> Dividers	<input type="checkbox"/> Pencil pouch w/ pencils
<input type="checkbox"/> Pencil pouch w/ pencils	

AG Parent Meeting
September 10, 2024
5 pm in the cafeteria



- Meet the Teachers
- Curriculum
- Schedule
- Supplies
- Q & A



Guilford Gifted, formerly known as Guilford County PAGE, supports our community's brightest young minds with strong advocacy for the advancement of gifted education.

Get Involved!

volunteer, represent, socialize and more

Join Today

We offer free membership, access to other AG families, and educational events for students and parents.

Connect with us:

- www.guilfordgifted.org
- facebook.com/GuilfordCoPAGE
- guilfordgifted@gmail.com

JOIN TODAY

Guilford Gifted
Newsletter:



NCAGT's Podcast:



GCS AG Website

CURRICULUM

QUARTER 1

	QUARTER 1
3RD GRADE ELA	Explaining the Unexplainable: The concepts of culture and power are explored through a comparative analysis of myths and stories from Greece & Rome, Norse mythology, and Native American cultures.
3RD GRADE MATH	Algebra into the Unknown: Students learn to use variables to represent unknown numbers. They solve one and two-step algebraic equations using pattern blocks, dominoes, and other hands-on materials. Students also strengthen their ability to think and communicate mathematically by creating and solving their own algebraic equations.
3RD GRADE AIG	Let's Build Up Some STEAM: This unit explores science and math topics and relates to language arts through writing. Force and Motion, Matter: Properties and Change, Energy: Conservation and Change, Structures and Function of Living Organisms, and Ecosystem standards are covered.
4TH GRADE ELA	The Hero Within: In this unit students will explore what it takes to be a hero. They will compare both fiction and non-fiction persons and examine everyday heroes around the world. Students will create their own comics using what they have learned about plot elements including a variety of past and present heroes.
4TH GRADE MATH	Math Quest: Students are introduced to problem-solving strategies as student teams embark upon the Math Quest in search of treasure. Students work both independently and collaboratively to create and solve word problems. Students also use and refine team decision-making skills as they encounter obstacles and opportunities on their journey.
4TH GRADE AIG	Best of thinkLaw - thinkSpace! This unit encourages and challenges students to explore and investigate situations occurring outside of our planet. Think Law's theme in this unit is thinkSpace. Students will explore topics such as owning a meteorite, surviving a lunar mission, applying to become an astronaut on Mars and more!
5TH GRADE ELA	Convince Me! The Art of Persuasion : In this unit, AG students will learn about classic persuasive appeals including ethos (ethical appeal), logos (logical appeal), and pathos (emotional appeal). Additionally, they will use and identify common persuasive techniques, including direct address, anecdotes, facts, statistics, repetition, rhetorical questions, and expert opinions. Students will explore careers and real-world scenarios in which persuasion is important, including law, advertising, government policy, politics, and advocacy. At the conclusion of the unit, students will present a persuasive project (such as a TedTalk) in which they put these persuasive techniques into practice to convince an audience to support a cause or make a change that is important to them.
5TH GRADE MATH	Beyond Base Ten: The Beyond Base 10 Unit works to deepen the understanding of our number system by comparing it to other historical number systems, as well as systems that are not widely understood. Students will be able to explain why our decimal system is the most widely used today, the importance of a numeral representing a value of zero, and how specific patterns found in systems with positional notation can be used to develop other systems with varying radices.

SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3RD GRADE ELA	7:45 - 9:15 RASCH PINE	7:45 - 9:15 PETRELLA MURRAY	7:45 - 9:15 PRICE STREET BIRINDELLI		
3RD GRADE MATH	12:25 - 1:55 PETRELLA PRICE	9:15 - 10:00 PINE (PT. 1) 12:25 - 1:55 STREET BIRINDELLI	9:15 - 10:00 PINE (PT. 2) 12:25 - 1:55 RASCH MURRAY		
3RD GRADE AIG				1:15 - 2:00 PINE PRICE PETRELLA	1:15 - 2:00 BIRINDELLI MURRAY RASCH STREET
4TH GRADE ELA	9:45 - 11:15 MIGLIACCIO LAWSON	9:45 - 11:15 THOMPSON	9:45 - 11:45 WEST	9:45 - 11:15 BERRY	
4TH GRADE MATH	8:30 - 10:00 BERRY	8:30 - 10:00 LAWSON	8:30 - 10:00 MIGLIACCIO	8:30 - 10:00 THOMPSON	8:30 - 10:00 WEST
4TH GRADE AIG					9:45 - 10 :30 BERRY THOMPSON 10:30 - 11:15 WEST LAWSON MIGLIACCIO
5TH GRADE ELA	8:00 - 9:30 CHURCH	8:00 - 9:30 DIXON	8:00 - 9:30 PHILLIPS	8:00 - 9:30 ADKINS	8:00 - 9:30 CHANEY
5TH GRADE MATH	10:05 - 11:35 ADKINS	10:05 - 11:35 CHANEY	10:05 - 11:35 CHURCH	10:05 - 11:35 DIXON	10:05 - 11:35 PHILLIPS

2ND GRADE COGAT PRACTICE

The Cognitive Abilities Test, (CogAT), is a test to help determine your child's aptitude. This test is a nationally normed test that will compare your child's performance with performances of other students of the same age. The CogAT is broken down into 9 sections. Below are some videos and activities to help your child better understand what to expect in each section.

Verbal Classification: Students examine three words and think of ways in which they are

alike. Then they select the answer choice that belongs in the same group.

[Review of categories](#) [Thinking About Categorizing Verbal Classification Practice](#)

Sentence Completion: Students read an incomplete sentence and then select the answer choice that best completes the sentence.

[Sentence Worksheet 1](#) [Sentence Worksheets](#)

Verbal Analogies: Students examine a pair of words and think of ways in which they are related. Then they apply this relationship to a third word to generate a new pair of words related to each other in the same way as the first pair.

[Intro to Analogies](#) [Virtual Analogies](#) [Video Analogy Test](#) [Analogy Jeopardy](#)

Number Series: Each question contains a series of numbers that follows a pattern.

First

students identify the rule the numbers follow. Then they apply the rule to find the next number in the series.

[Intro to Number Patterns](#) [Number Series Quiz](#) [Number Series Quiz 2](#)

Number Puzzles: Each question presents an equation in which elements are missing. The students must substitute numbers for the missing elements and solve the equation.

[Understanding Number Puzzles](#) [Equal Song](#) [Balance Subtraction](#) [Balance Addition](#)

Paper Folding: Each question shows a piece of paper being folded and holes being punched in the folded paper. Students must choose the answer that shows how the paper looks when it is unfolded.

[Intro to Symmetry](#) [Hole punching and paper cutting video](#) [Paper Folding Quiz](#)

Figure Matrices: Each question presents a matrix in which one figure is missing. Students determine the rule(s) that the existing figures follow. They then apply the rule(s) to choose the figure that completes the matrix.

[Matrix Brain Teasers](#) [Figure Matrix Quiz](#)

Figure Classification: For each question, students must determine how three figures are similar and the select the answer choice that is most like the first three figures.

[Figure Grouping](#)

Number Analogies: Students examine two pairs of numbers and determine the rule both pairs follow. Then they apply the rule to a given number and choose the answer that generates a third pair of numbers that follows the same rule. The test questions require the same processes as the Verbal Analogies test, but uses quantitative concepts rather than verbal concepts.

[Number Analogies Quiz](#)

Social Justice and the Gifted Student
Quarter 1 Article Provided by the GCS AG Department



Many academically and/or intellectually gifted students exhibit characteristics that are quite positive but still cause challenges for their families and educators (Ruff, 2009). As we approach Election Day, November 5, 2024, it may be helpful for families and educators to understand one of the commonly accepted characteristics of gifted students, **Strong Empathy and Sense of Justice**. Some academically and/or intellectually gifted students may have a hard time processing real or perceived injustices and feel deeply for those around them (Davidson Institute, 2021). The high reasoning ability of academically and/or intellectually gifted students leads them to an early concern for fairness, justice, and doing what is right. These students are keenly aware of what it means to address needs for the “common good”. The list below provides some behaviors that may be observed in a gifted student who also has a strong sense of justice:

- Strongly offended by any perceived injustice, whether toward themselves or towards others.
- Demonstrate uncomfortableness with any policy/procedure they perceive is not fair/just.
- Demonstrate confidence in their ability to explain situations, specifically bringing light to areas of unfairness.
- Demonstrate kindness towards others by noticing and caring for the pain of others (Ruff, 2009).

Having a strong empathy and sense of justice can be an added stress where students feel like they need to solve the problems facing the world (Graham, 2023). The families and educators of academically and/or intellectually gifted students can help these students cope with this stress in the following ways:

- Have open discussions on current events. Use vetted resources to help students understand arguments for and against a particular stance.
- In community groups, focus on activities that allow students to view all people, even those they disagree with, through a lens of humanity.
- Help your child develop the ability to ask questions and to listen.
- Show your child the value you place in public education.

Of the four recommendations listed above the last one proves to offer the most hope in helping academically and/or intellectually gifted students develop the soft skills needed to balance the stress that may be attributed to their keen awareness of fairness and justice. Although public schools cannot solve all the injustice that impacts our global community, they are a vital piece of the solution (Weissbourd, Manning, & Torres, 2023). Through gifted education programming, public schools cultivate the sensibilities and skills needed to engage constructively with those who may have an opposing position. In Guilford County Schools, the elementary AG Units listed below, provide activities that are standards aligned but also allow students to view their peers as complex individuals. At grades 4 and 5, these units are also available to students enrolled in the Very Strong (VS) Program:

Grade 5:	Grade 3:	Grade 4:
Won't You Be My Neighbor	<ul style="list-style-type: none"> • The Hero Within • It's Revolutionary 	<ul style="list-style-type: none"> • I Have a Voice • Convince Me: The Art of Persuasion

As students transition to secondary (middle and high), the goal is to help your child find community-based opportunities that will allow them to implement the lessons they have learned through service. The Volunteer Center of Greensboro is a great resource for matching students with possible service opportunities. So, as our televisions and radios are bombarded with political ads, please be mindful that your academically and/or intellectually gifted student may experience stress and will require your patience and open communication to help them reconcile what they are hearing with their strong sense of fairness and justice. Listen to them – not for the sake of “fixing” their thoughts; but to simply allow them a safe space to express their view of the world.

References:

Davidson Institute (2021): *10 Characteristics of Profoundly Gifted Students*
 Graham, D. (2023): *A Teacher's Guide to Supporting Gifted Middle School Students*
 Ruff, D. (2009): *5 Levels of Gifted: School Issues and Educational Options*
 Weissbourd, R., Manning, G., & Torres, E. (2023): *Teaching Students to Talk Across Political Difference (ASCD Article)*



**VERY STRONG (VS) PROGRAM
AT
THE ACADEMY AT LINCOLN**

Join the Academically Gifted (AG) Department staff as they share details on the VS Program's eligibility, application, and enrollment process.

**6:00 pm - 7:00 pm
Thursday,
September 19, 2024**

VIRTUAL INFORMATION SESSION

[CLICK HERE TO REGISTER](#)

PARENTACADEMY@GCSNC.COM

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