




Sonna Jamerson

AIG Specialist: NBPTS &
MA Ed K-6 Comprehensive Education

5th Grade - AIG 1st Nine Weeks

<p>REMIND APP</p>	<p>Some parents still need to log into remind.com and use this join code to join the AIG Class.</p> <div data-bbox="493 554 850 669" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p>5th Grade AIG @dh2bf9d</p> </div>
<p>PERSONAL MISSION STATEMENT</p>	<p>Students analyzed different companies Mission Statements at the beginning of the nine weeks. They used words from these mission statements along with other resources to develop their own personal mission statement for the school year. Check out their work here.</p>
<p>5th GRADE ESSENTIAL QUESTIONS</p>	<ul style="list-style-type: none"> • How do you know when/if you have power? • How does power flow and shift? • How does power or the lack of power affect individuals? • In a culture where we are bombarded with other people trying to define or control us, how does one form an identity that remains true and authentic for her/himself? • How does a society determine necessary or effective controls? • What turning points determine or control our individual pathways to adulthood? • What are the responsibilities of the individual and society in regard to the control or health of the environment? • How does communication affect power and control?
<p>5th GRADE ENDURING UNDERSTANDINGS</p>	<ul style="list-style-type: none"> • Power can be understood physically, metaphorically, scientifically, and relationally. • Power is defined by cultural interpretation. • Societies often develop controls that benefit themselves. • People develop systems to manage conflict and create order. • Conflict resolution can involve aggression, compromise, cooperation, and change.
<p>HUMANITIES & LITERACY: Philosophy for Kids</p>	<ul style="list-style-type: none"> • We have used these resources to understand what “truth” is. We applied the readings to a short story, “The Lottery”. Students made connections to their leadership skills during our Paideia discussion where we discussed strategies for ensuring they and their peers carry a sense of belonging at school.

MATHEMATICAL LOGIC

- Math Push-in
- 3 Act Tasks
- Byrdseed TV

- There are exciting activities occurring in your child’s math class and Mrs. Jamerson pushes in once per week to provide support in the regular education classroom.
- Act Tasks are engaging lessons with three different “acts” for advanced math students. We completed “Got Cubes?” to discover how many unifix cubes would fit inside a larger cube.
- Byrdseed TV is a resource used by our AIG Specialists in BCS to increase problem solving and critical thinking skills for our advanced math students.

CHARACTERISTICS OF GIFTED LEARNERS

GIFTED CHARACTERISTICS	A BRIGHT CHILD VS. A GIFTED CHILD	
PERFECTIONIST	ENJOYS SCHOOL	ENJOYS LEARNING
HEIGHTENED SENSITIVITY	IS INTERESTED	IS HIGHLY CURIOUS
PROBLEM SOLVER	KNOWS THE ANSWER	ASKS THE QUESTIONS
ABSTRACT THINKING	UNDERSTANDS IDEAS	CONSTRUCTS ABSTRACTIONS
OBSERVANT	COPIES ACCURATELY	CREATES NEW DESIGNS
INQUISITIVE	IS A TECHNICIAN	IS AN INVENTOR
EXCELLENT REASONING SKILLS	ANSWERS THE QUESTIONS	DISCUSSES IN DETAIL
LEARNS QUICKLY	IS IN THE TOP GROUP	IS BEYOND THE TOP GROUP
INTENSE INTERESTS	IS RECEPTIVE	IS INTENSE
OVERREACTS	LEARNS WITH EASE	ALREADY KNOWS
CRITICAL OF SELF AND OTHERS	ENJOYS PEERS	PREFERS ADULTS

PROGRESS REPORT

	Developing	Meets	Exceeds
	Expectations		Expectations
Creativity & Innovation	<----- ----- ----- ----->		
Communication & Collaboration	<----- ----- ----- ----->		
Critical Thinking & Problem Solving	<----- ----- ----- ----->		
Initiative & Self Direction	<----- ----- ----- ----->		

NEXT 9 WEEKS

Rube Goldberg Machines:
A comically involved, complicated invention, laboriously contrived to perform a simple operation

Borinson’s Hands On Equations:
A whole brain approach to build algebraic thinking