

YOUR GUIDE TO IMPROVING ACADEMIC
PERFORMANCE THROUGH ACTIVE PLAY

SAMPLE GUIDE



TAGG-ED[®]

OVER 100 LESSIONS!

Brought to you by TAGGTIME.com



TAGGTIME
Teaching through Active Play

“Whether you teach math, science, reading, or yes, even physical education, there is one goal that is universal — we want all our students to use literacy skills in our content area. Content literacy and the traditional idea of literacy are not mutually exclusive. In fact, the common notion of educating the whole child should probably be updated to reflect attaining the total literacies of the child” (Daggart 2010).

Every physical educator (PE) has fought the stigma of being the “gym coach” and viewed as the keeper of students during planning periods for what the classroom teacher may regard as “fancy recess”. What PE teachers do is so far beyond what is often an inaccurate perception. As a professor that prepares candidates to be great teachers of physical education, I strongly encourage them to see the whole picture and reach beyond their own content standards and support the academics of the school. There is a growing expectation in elementary schools for more cross-curricular teaching strategies and implementation. Physical education teachers can easily embed various subjects into the PE curriculum to enhance content from all subjects within the school curricula (Caputo 2023). By implementing academic content into the PE lesson, the PE teacher can contribute to the over-arching goals of the school. “Engaging in positive social interactions, generalizing and transferring new information, and solving tasks are essential for the developing learner, and all of these are strengthened through physical literacy. By collaborating with classroom teachers, physical educators can address the key components to learning

by creating fun opportunities that reinforce classroom content through hands-on activities and by focusing on physical literacy skills” (Wachob 2014).

When my college PE candidates were first introduced to the TAGG-ED® concepts, one student looked at the group after participating in numerous cross-curricular activities and said, “This is a total game changer as to how we are perceived in the school!”. Upon that first introduction to TAGG-ED®, these concepts and teaching strategies became a part of our PE teacher preparation program immediately. We emphasize the “whole child” approach and how TAGG-ED® can be a part of that and support the academic missions of the school.

TAGG-ED® supports ELA, math, science, SEL, and social studies, while providing a system of delivery that supports fitness and movement concepts in the PE setting. With numbers, letters, and symbols on each TAGG-ED® ball, teachers can apply numerous cross-curricular concepts within the PE classroom. This TAGG-ED® manual provides numerous teaching strategies to assist the PE teacher in applying cross-curricular lessons by providing clear and easy to understand lessons.

Efforts to teach great PE with cross-curricular strategies will better develop the whole student. TAGG-ED® is a tool to implement academics in the PE classroom while fulfilling PE goals and standards. As a PE teacher, I encourage you to be seen connecting academics in your PE lessons, and I believe you will gain a new level of respect from teachers and administrators.

About the foreword author:

Warren Caputo is a tenured assistant professor at the University of North Georgia (UNG) and coordinator of the Health and Physical Education program. He has been awarded the “Teaching Excellence Award” at UNG, been nominated for “US Professor of the Year” by the university, and the Health and Physical Education program won the university “Program of the Year Award” for 2020-2021. Caputo, W. (2023) Silencing the Whispers: Making PE More than PE. Strategies (note: this citation not complete)

Daggart, S. (2010) Physical education and literacy – The odd couple or a match made in heaven? Educator’s Voice, 2, 42-49, DOI: 10.1080/08924562.2016.1160474 Wachob, D. A. (2014). USING PHYSICAL EDUCATION to Improve Literacy Skills in Struggling Students. Strategies, 25(5), 12-17. <https://www.proquest.com/scholarly-journals/using-physical-education-improve-literacy-skills/docview/1655549379/se-2>



TAGGTIME
Teaching through Active Play

What is TAGG-ED®?



Finally there is a way to include Academics in Physical Education without losing any physical activity. TAGG-ED® is the perfect solution to help students improve their Math & Literacy through Active Play in Physical Education, Adapted Physical Education, Afterschool Programs, and Classrooms while also improving Gross motor skills, Social Emotional Learning, Teamwork, Strategy, and Individual Play. TAGG-ED® also helps bilingual students improve vocabulary and basic understanding. Balls are 4" in diameter, constructed of a high quality PVC Foamed vinyl and have a "tacky" grip making them easier to toss and catch. **Note:** these are not a foam ball and are inflated with a standard inflation needle. 120 balls have 1 Capital Letter, 1 Lowercase Letter, and 1 Number. 24 balls have traditional math & literacy symbols. 8 Balls are solid black and are used as a "Wildcard" or substitute when an extra letter or number is needed.

Ask us how to get a free 45 minute virtual training or a paid 2 hour "In-Person" training by the leading expert in the United States.

TAGG-ED® includes:

150 Balls

- 40 Red with Letters & Numbers
- 40 Orange with Letters & Numbers
- 40 Blue with Letters & Numbers
- 8 Yellow with symbols
- 8 Green with symbols
- 8 Purple with symbols
- 6 Black

1 TAGG-ED® 50 page Manual with over 100 lessons

2 TAGG-ED® mesh equipment bags with shoulder straps



Sample Math TAGG-ED® Lesson



FASTEST MATH IN THE WEST

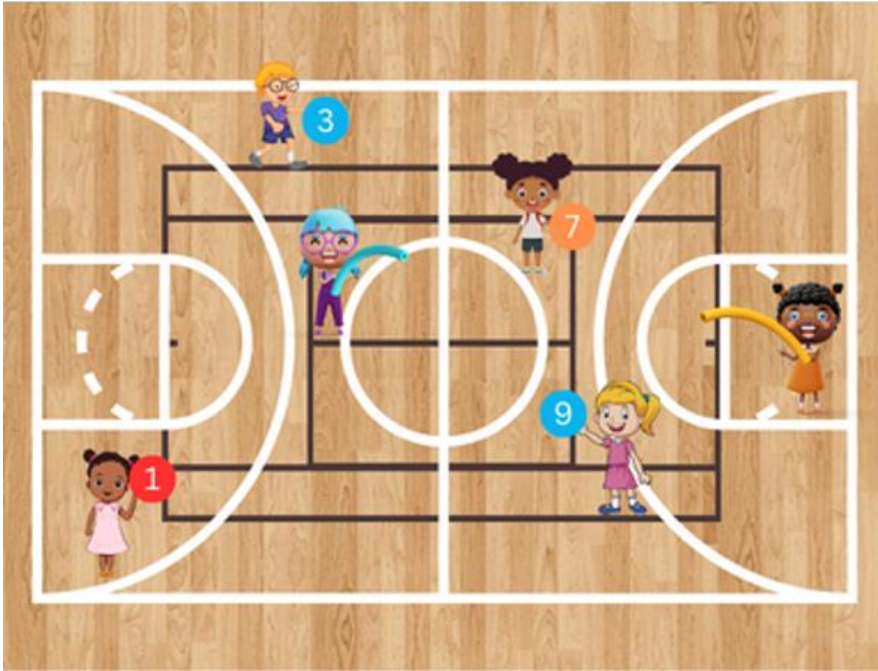
Learning Objective: develop the ability to do simple math equations quickly without using your fingers and toes to count. Improve gross motor skills, work together in teams and improve Social, Emotional, Learning by putting the needs of others in front of your own.

Activity Description: the players are separated into three teams red, orange, and blue. Each player has one ball making sure nobody has the number “zero.” Create a large circle in the center of the playing area with a minimum diameter of 15 feet. This circle will be called the “quicksand.” Players start spread out and must hold their TAGG-ED® balls with the numbers clearly showing. Any player caught covering their number must go into the quicksand immediately. When the teacher starts play, the players tag players with other colored balls. Then the two players must add the numbers showing on their TAGG-ED® balls and the player who gets the correct answer first is the winner and is free to run and tag other players. It does not matter which player tagged who, the player who does the “Fastest math in the West” is always the winner. The player who was slower or said an incorrect answer ex: “ $1+2=4$ ” goes into the quicksand. Players in quicksand can be rescued by a teammate if the teammate runs up to them and holds their ball out allowing the player in the quicksand to hold out their ball and touch it to the teammate's ball. The player in the quicksand must subtract the lower number from the higher number and state the correct answer to get out of the quicksand. For example, if the balls are “4” & “5”, they would subtract “ $5-4=1$ ” and their teammate will confirm that is correct. Players must say the math equation aloud for their teammate or the teacher to be able to hear. The game is over when one team is completely trapped in the quicksand. The two remaining teams count their players and the team with the most players is the winner. Remember, any player can tag another team. The best strategy is to see what number another player has on their ball and to do the math in your head while you are chasing them. That way, when you tag them, you can quickly call out the correct answer.

Adaptation: The choice is up to the teacher to allow players to be tagged and trapped into the quicksand while they are helping a teammate get out of the quicksand. TAGG-ED® recommends not allowing the players to be tagged when they are first learning the game, but once they know how to play, they should be allowed to be tagged. This is a great SEL moment where the student in the quicksand should warn their teammates to run and give them a heads up if another player is coming to tag them. This puts your teammate ahead of you and teaches players to put others first.

Adaptation: Change the math during tagging from adding to subtraction, multiplication, or division (note: if using division, make sure everyone has an even numbered ball).

Sample Social Emotional Learning TAGG-ED® Lesson



PAC PERSON

Learning Objective: Demonstrate basic pathways while dribbling, bouncing, a ball and displaying math and word skills while improving motor skills.

Activity Description: This game is best played when you have a basketball court with volleyball lines also painted on it. If you do not have this available, use sidewalk chalk or floor tape to mark out a court with multiple connecting lines. Taggers will need pool noodles cut in 15-20" lengths. Players start with a red, orange, blue ball, or pool noodle (note: class size of 30 should have a maximum of 4-6 taggers). Students start spread out on the lines. Play begins when the teacher signals and players must move along the lines (depending on grade level, they should dribble while moving). Players with a pool noodle tag other players while also staying on the lines. Players are not allowed to pass each other and any player caught leaving the line must run one lap around the playing area. When a player is tagged, they must move to the side of the line and do 5 jumping exercises.

Adaptation: Play with no pool noodles and call out numbers or letters to signify who is a tagger for 5 seconds. Players use their ball to tag other players when their number or letter is called. Then go back to normal dribbling at normal or fast walk.

Adaptation: If tagged, player must add/multiply/subtract by a number the instructor call out. Example: Instructor calls out "2" and a student with a ball #5 must say "7", "10" or "3" depending on if adding, multiplying, or subtracting.

Adaptation: No taggers but when two players cross paths or players catch another player, they bump balls together and add the two numbers together. The player who is slower at getting the correct answer must do 3 jumping exercises before continuing on the lines. Extra adaptation, the player who wins can also choose to switch balls with the other player.

Adaptation: No taggers but when two players cross paths or players catch another player, they must come up with a word using the letter on the other players balls. The player who is faster gets to continue moving along the line and the slower player must do 3 exercises before continuing on the lines. Extra adaptation, the player who wins can also choose to switch balls with the other player.

Did you know using TAGG-ED® has the following benefits?

- Improved color, letter, number, and math symbol recognition
- Improved mathematical understanding
- Improved reading and writing comprehension
- Improved gross motor skill development
- Improved communication skills
- Improved lesson retention
- Improved test scores
- Improved Eye/Hand/Foot coordination
- Improved Spatial Awareness
- Improved Spelling and Sight Word test scores
- Improved words read per minute and understanding in students with Dyslexia.
- Improved concentration and retention with ADHD students
- Changes the perception of Physical Education and benefits "whole child education" both physically and mentally.
- **TAGG-ED® is FUN!!!!**



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Contact us at taggtimellc@gmail.com
Or visit TAGGTIME.com to request a
FREE Virtual training and/or ask about
our In-Person training options



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TAGGTIME.com

email: taggtimellc@gmail.com