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2009-2010**

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President's Corner

The Problem With Praise

“Good job!” We’ve all said it, but in doing so, do we ultimately rob our children of the ability to *continue* to do a “good job”?

When a gifted child is repeatedly praised for their intelligence, “being smart” becomes their identity. Expending effort becomes associated with a lack of giftedness. They achieve things easily without much effort...initially. Then they progress in school and are given more challenging work. When things don’t come as easily to them, they may think they are no longer smart, rather than that their work has become harder. Their method for success no longer works for them and they collapse following failure.

Contrast this with a child who is congratulated for their *effort*. When they meet an obstacle, they have another weapon in their arsenal: trying harder.

Increasing our children’s self-esteem has been a goal of parents since the publication in 1969 of *The Psychology of Self-Esteem* by Nathaniel Branden. Thirty years of “everyone gets a trophy,” however, led some psychologists to question a philosophy in which competition or criticism was replaced with empty praise.

Perhaps you have recently read *Outliers* by

Malcolm Gladwell, *Talent Is Overrated* by Geoff Colvin, or *The Talent Code* by Dan Coyle. These books all highlight research by K. Anders Ericsson regarding the role of “natural talent” in successful performance. In a nutshell: it’s actually all about effort and persistence.

Thus, as our final parent’s book selection for this spring, we will discuss *Mindset* by Carol Dweck. Dweck proposes a fascinating new *mindset* for success, in which we view ourselves as a work in progress with opportunity for growth, rather than having a fixed mindset of limited capabilities in which we must merely seek to avoid failure.

Calvin Coolidge, however, could have saved all these researchers their efforts. The following is attributed to him, more than 75 years ago:

“Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan ‘press on’ has solved and always will solve the problems of the human race.”

Mindy Vlk & Pooja Chatterji
BCGT Co-Presidents

Upcoming Events

- March 1, 6:00 PM - BCGT Children’s book club - *Leviathan* by Scott Westerfeld
- March 9, 6:30 PM - BCGT Family Science Night
- April 14, 9:30 AM - BCGT Parents book club - *Mindset* by Carol Dweck

Visit our web site at www.BCGT.org for updates and registration information.

Ask Julie!

Julie Luck Jensen

Director of
Extended Services
Barrington CUSD 220



Dear Julie,

My third grade daughter has always been a precocious reader. In her former school, we had a problem because the librarian only allowed her to choose books considered appropriate for her grade level. Most of these she had read two or more years earlier. Now she is bringing home some more challenging books, but I wonder about her choices. She also begs me to buy books that seem to be the current fad among pre-teens. Am I wrong to keep those vampire tales away from her? How do I begin to find challenging books that also fit her age?

My fifth grade son seems to have given up on reading altogether. He is bright and his reading test scores are high, but he prefers to track down YouTube videos or play video games rather than read a book. Is he a lost cause?

Help! Help!

Lonely and Confused in the Library

Dear L and C,

The good news is that resources are not far away! The two situations you described are not unusual. You might want to start with your local experts. If there is a gifted teacher in your school, ask him or her for advice and booklist suggestions. Librarians in your local school and in the public library will have lists of great books, and while the lists might not have been created specifically for gifted readers, experienced librarians can offer book choices based on your children's reading level, chronological ages and interests. Ask these helpful experts about book groups for kids or parents and kids.

Turn off the reality TV and turn on your laptop to investigate some helpful websites. www.hoagies.com is a most comprehensive website for information related to gifted kids. Go directly to www.hoagiesgifted.org/reading_lists.htm for a fabulous list of links to sites that give book suggestions specifically for gifted readers, even young reluctant male readers! Another site, www.peggysharp.com provides information on current books as well as former award winners. A fun blog to explore is www.planetesme.blogspot.com. Encourage your children to read some of the reviews as they span a variety of interests and reading levels.

Remember that, although your children are bright, they may not have the maturity or life experience to handle some of the "teen topics" found in some popular books. A good reference for age-appropriate, yet engaging reading is a book called *Gentle Reads: Great Books to Warm Hearts and Lift Spirits* by Deanna J. McDaniel. The book is geared for grades 5-9, but the topics should be fine for your precocious 3rd grader. Another resource is the third edition of Judith Wynn Halsted's *Some of My Best Friends Are Books* (Guiding Gifted Readers).

Don't forget that children enjoy many sources of reading: comic books, graphic novels - even video game manuals. They also often enjoy shared reading with an adult or a great read-aloud. They're NEVER too old for that! I hope these resources will start you and children to an awakening of the many fabulous reading opportunities awaiting them. Don't forget that one of the best ways to help them become the readers you hope they will be is to let the laundry and dishes sit, while you model how to sit down with a great book!

Good luck!

Julie

Congratulations to the Hough School team of students from the self-contained, extended 3rd, 4th and 5th grades who took 1st place out of 223 teams worldwide competing at the 5th grade level in the Knowledge Master Open!

Also, Congratulations to BMS Station team who took 10th place worldwide among 577 teams competing at the 6th grade level in the Knowledge Master Open!

BCGT Happenings



BCGT Family Game Night

We had a great turnout for our annual Family Game Night on November 6th. Parents and children of all ages from Pre-K through middle school came to socialize, play games and enjoy pizza, drinks and cookies!



We played games like Chess, Set, Scattergories, Scrabble, Othello, Mastermind and Mancala. BCGT also raffled off some games for the extended classrooms. It was a fun night!



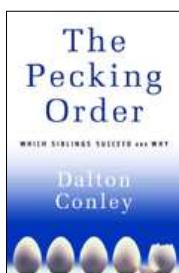
BCGT Parent Book Club Notes

By Pooja Chatterji

The BCGT Parents book club met at Pair Chocolates in Barrington in January to discuss the book *The Pecking Order: Which Siblings Succeed and Why* by Dalton Conley.

The title of this book suggests an intriguing topic and probable answers as to why some individuals have been successful with birth order being a contributing factor to their success. On the contrary, the author insists that birth order has absolutely no role in a person's achievements or material success. According to Conley, variables like economic stability, divorce, death of a parent, gender, immigration and any number of other variables affect the success of an individual. The only time birth order might determine an individual's prosperity is if the family size is small. If the family size were large, the spacing between the births of the children would determine their success. He does not define what constitutes as a small or large family or provide specific information about the spacing of children in clear terms. However, he gives examples to support his conclusion that the oldest and youngest child are usually the ones to "make it" in life.

The author does not offer any other definitive conclusions or recommendations for the reader. As a parent, except for recommending a small family - Conley does not suggest much that is not common knowledge. The book presents information from an extensive amount of research and personal interviews. Each chapter takes up a different variable that might affect the success of siblings differently. In addition, he writes about how gender might influence inheritance or caretaker issues. He seems to be a strong proponent for nurturing and loving your children and spending time with them. Although he views that as being an important factor in their success, he thinks that sometimes a working mother may outweigh the benefit of time spent with your children, if it brings



BCGT Happenings

Continued ...

more economic stability into the family.

Conley uses personal anecdotes and examples of real families (based on personal interviews) to illustrate his points. However, every time he gives forth an argument for birth order affecting success, he uses another to disprove it.

The book was not well written and often tedious to read. We did not enjoy this book and would not recommend it.

Please join us for our last book club meeting of the year. We will be reading *Mindset: The New Psychology of Success* by Carol Dweck.

BCGT Children's Book Club - a Book Club to Make your Mouth Water!

By Georgia Nelson (Self Contained Extended 5th grade teacher, Hough School)

This year, BCGT started the BCGT Kids Book Club for 4th through 6th Graders, with help from Ms. Nelson!

The club has met twice in November and January at the Barrington Area Library for some incredible discussion about some of the best new fiction. About 15 bibliophiles met each time to share their views with other passionate readers. In November, we read and talked about *Hunger Games* (soon to be made into a movie) and *Catching Fire* (the second in what is to be a trilogy) by Suzanne Collins. We had delicious conversation and delicious cookies courtesy of BCGT.



"I love going to these book club discussions because they are really fun and they give me an opportunity to talk to other kids my age about books. *The Declaration* is now one of my favorite all-time books. I'm glad Mrs. Nelson suggested it for us, and I can't wait for the next one.", said 5th grader, Grant

Bernero. "I read some great books that I probably would never have read. It was fun talking about and hearing everyone's opinion on the books", said another 5th grader, Christopher Winkler. Parker Bach, a 6th grade participant said, "I love the BCGT Book Club because it's a great way to discuss literature more deeply with like-minded bibliophiles."

We will meet one more time this year - on March 1, to talk about the Steam Punk phenomenon in the form of Leviathan by popular YA (Young Adult) author Scott Westerfeld. I hope you can join us!

In January, we read two books with the same theme: eternal life. *Tuck Everlasting* (Natalie Babbitt) weighed in on the subject from the past, and *The Declaration* (Gemma Malley) from a dystopic future. Would you choose to live forever? What are the pluses? What are the minuses? We discussed these questions and more - and everyone got to choose! And . . . more delish cookies!



CUSD 220 Programs

Understanding Dist. 220's Opportunities for High Ability Students

On November 3, 2009 Julie Luck Jensen, Director of Barrington's Extended Program for high ability students, hosted a parent orientation at Barrington High School. She was joined in presenting by BHS counselor Tim Martin who shared information regarding high school opportunities available for accelerated students. For further details about the event, contact Julie Luck Jensen at jluckjensen@barrington220.org.

Barrington 220's Extended Program

The goals of the program focus on addressing the unique learning needs of academically gifted students. They also include support for staff members in providing opportunities for learners to attain optimum levels of learning. A "snapshot of services" includes the following:

- **Grades 3-5:** *Replacement services (pull-out) program for Math &/or Reading*
- **Grades 3-5:** *Self-contained classroom for general intellectual ability*
- **Grades 6-12:** *Classes in mathematics including Honors, Extended and AP*
- **Grades 6-12:** *Classes in English including Honors, Extended English, and AP*
- **Grades 7-12:** *Classes in Extended Science*
- **Grades 6-8:** *Extended Art classes*

Parent Orientation:

Challenging the Academically Talented

Identification of Students for the CUSD 220 Extended Programs:

Hough Street School Self-Contained Extended Program

The Hough Street School Self-contained Extended Program is made up of students performing in the top 1-2% of grades 3, 4 and 5. It was developed for those students whose needs cannot be met by each school's Extended Resource replacement (pull-out) program. Screening for third graders begins in the spring as second grade teachers review information regarding the characteristics of highly gifted children as well as other guidelines to help them identify potential candidates for the Hough program. The Director of Extended Services then meets with a child study team at each elementary school consisting of second grade teachers, the principal and the Extended Resource teacher. The team reviews the ability and performance of second grade students and submits names of those to be individually tested by a psychologist. The psychologist's test results and other gathered information are reviewed by the Extended Program Director and Extended Resource teachers, and third graders are identified for the program. Throughout the year, 3rd, 4th and 5th grade students may be nominated for the individual testing and, if found to be eligible; they are added to the Hough Self-Contained Extended Program.

Extended Resource Identification (Grades 3-5)

In the fall of each year, students in grades 3-5 are given MAP assessments in math and reading to assess their achievement in these subjects. They also take the Cognitive Abilities Test (CogAT) which provides measures of aptitude in verbal, quantitative and non-verbal areas. Teacher recommendation is obtained from third grade teachers as well as from the input gathered in the spring child study team meetings. Eligibility for the extended resource program is based on a student profile composed of CogAT and MAP scores and teacher recommendation. Curriculum and instruction in the program is designed to meet the needs of students capable of performing two years above grade level.

Middle School Extended Class Identification

In the spring of each school year, Extended teachers meet with the parents of 5th grade

BCGT Happenings

Continued ...

students who have been enrolled in Extended classes to recommend placement in middle school classes. Sixth grade students also take the CogAT and MAP assessments in the fall. Those who have not been previously identified can be nominated for placement in Extended classes based on their scores and teacher recommendations. Seventh grade students take the MAP test in the fall as well and can be considered for placement change through the review process described below. Testing is offered in the summer to assist in the placement of high ability students entering CUSD220 from outside the district.

Review Committee Procedures

If teachers or parents feel that a student's scores are not indicative of his or her ability or achievement levels, they may request that a student be reviewed for placement in the Extended Program. A student portfolio which would include samples of student work, teacher recommendations, an optional parent letter, and any other documentation of higher level work (classes from Northwestern's summer program, for example) is submitted to the Director of teachers and the Director of Extended Services meets several times a year to review individual student cases and determine appropriate placement.

Updates and Parenting Tips

After Julie shared the program information and Tim Martin explained the sequences of accelerated courses at Barrington High School, Julie briefly reviewed the current status of gifted legislation and funding at the state and federal level and listed a variety of gifted education organizations and resources for parents.

Finally, Julie shared some parenting tips based on the work of two well-known individuals. The first, Polish psychiatrist and psychologist, Kazimierz Dabrowski's (1929-1980) writings on the theory of positive disintegration (1929-1980) are extremely helpful in understanding the intensities or "overexcitabilities" of gifted individuals. Dabrowski outlined 5 areas in which individuals (often gifted) react more strongly than normal to a stimulus that may be very small. Another area of interest to parents is Stanford University psychologist Carol Dweck's research on achievement and success which has led to a theory on fixed and growth mindsets. This theory has definite applications in guiding parents away from praising children and into strategies for helping them develop the skills and resilience to pursue challenge and reach greater accomplishments.

Classroom News



NAGC Conference - Literature and Top Ten Books

By Michelle Miller (Extended Resource teacher, Countryside School)

I had the pleasure of hearing a presentation by Dr. Bob Seney, Professor Emeritus of Gifted Studies at Mississippi University for Women in Mancos, Colorado. He shared his enthusiasm for young adult literature, a passion we both share. Gifted students are often highly motivated, voracious readers. The genre of young adult literature provides novels that have a high level of vocabulary and language. Characters are often complex, seeking to resolve conflicts that are of consequence to themselves and the world. Minor characters create not only texture, but help to advance the actions of the stories and serve as meaningful foils and allies for protagonists. Plots hold the reader through deft pacing and experiment with various points of view. Thematic issues matter to us all, dealing with such issues as the quest for justice and the struggle for understanding and acceptance. Authors often delight in their use of language and use of literary devices.

Dr. Seney shared some quality lists to help us as we guide our children towards positive reading experiences.

Classroom News

Continued ...

His Top Ten List of All Time favorites includes:

- *What Child is This* (Caroline Cooney)
- *Fade* (Robert Cormier)
- *Salamandastron* (Brian Jacques)
- *Gathering Blue* (Lois Lowery)
- *Dogsong* (Gary Paulsen)
- *Bridge to Terabithia* (Katherine Patterson)
- *The Van Gogh Café* (Cynthia Rylant)
- *Interstellar Pig* (William Sleator)
- *Welcome to the Ark* (Stephanie Tolan)
- *A Solitary Blue* (Cynthia Voigt)

Enjoy these many gems by some of the best authors writing for our children!

NAGC Conference - Sister School Program

By Sydney Nedelcu, 5th grade - North Barrington School

This year the North Barrington Elementary School extended reading program is taking part in a Sister School Program. The Sister School Program is operated through Opportunity Education (Founder and Benefactor - Joe Ricketts). North Barrington Extended Resources teacher Mrs. Check learned about this program at the NAGC conference she attended.

The Sister School Program is when schools get assigned to another school in a developing nation. The students write letters to the students in their assigned school and those students write back.

There are a lot of benefits to the North Barrington School students. Students will learn different cultures, they will learn to become interactive members of a global society, and lastly they will learn about the needs of students in these developing countries.

There are also benefits to the other school. The school that we are writing to is called St. Anthony Boys Primary School. Although its name is Boys Primary School, there are girls in the school also. The benefits for the school are the exposure to the English language, expanding student's perspective and understanding of cultural similarities and differences. They also realize that children in other parts of the country care about their well-being.

The students at North Barrington are very excited about this opportunity. They are just finishing their first letters. They are very anxious to hear from their new friends in Uganda!

Field Trip to the Adler Planetarium

By Aman Asija, 5th grade - Hough Street School

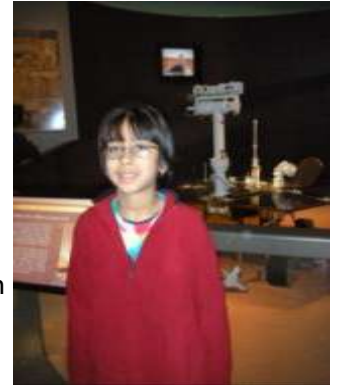
The students in the 5th grade self-contained class at Hough school are studying astronomy! As part of the unit, they went on a field trip to the Adler planetarium and had a presentation by the Aucters who are Astronomy enthusiasts.

"The field trip to the Adler Planetarium was AWESOME!" I exclaimed to my friend as we were coming back to Hough from the Adler Planetarium. I learned quite a few constellations from one of the shows that we watched where a person spoke to us about the constellations. We also saw an IMAX movie called "Cosmic Collisions". As you can tell, it

Classroom News

Continued ...

was about Cosmic Collisions. **CRASH! BANG! BOOM!** These were the sounds that were contained in the movie as stars and other galactic stuff crashed into each other. This IMAX movie contained AMAZING photos. We also visited several other exhibits. There was one exhibit where you could see how it would feel to jump on the moon. I went on it and my legs hurt after I left the exhibit and I felt how long I would stay in the air if I were to jump on the moon. We also ate lunch at the Planetarium. Then the fieldtrip sadly came to an end and we had to come back to school. Overall, I learned a TON from the Adler Planetarium.



Astronomy presentation by the Aucters

By Albert Wen, 5th grade - Hough Street School

This school year we had an astronomy unit. Twice, the Aucters came over with a demonstration. The first time they came, they talked about telescopes. We learned about how people started out with a refracting telescope, then used reflectors, and finally ended up modifying the reflector into a "better" model. We also learned about how gigantic lenses were made. In their second visit, we learned about nebulae and some more about telescopes. This time we learned about imagery. We also saw a bunch of cool images of nebulae, coming in three colors: blue, red, and black. All in all, the visits from the Aucters were great learning experiences and I will not forget the lessons. After all, you never know when there might be a quiz.

Kentucky Phried Pharaohs?

by Millen Srivastava, 6E BMS Prairie

Most people know that the Ancient Egyptians mummified their pharaohs in natron and sealed them in tombs. What most do not know is the actual feeling of mummifying a deceased creature. We, 6E teamers, at Prairie Middle School got the chance to actually mummify a Cornish hen in Mrs. Malsom's Social Studies class. Although the liquid and organs were already removed from the small chicken, the process was still fascinating. First, we had to dry out the small amount of liquid that was still stuck inside. Then, we put the hen in a Ziploc bag with salt all around it. Meanwhile, the other half of the group decorated the sarcophagus in which the chicken will be placed for 70 days, before being wrapped in linen, and then opened in 6 months. We have also named our hens, and we will say a spell before we 'lay them to rest.' This project also has to do with science, so we will work with Mrs. Freeman, our other E-team teacher, and collect data on the hen every week

Classroom News

Continued ...

for 10 weeks. This will show us if the process really works! Here is a spell, written in rap form, by Tommy Derken and his group for their hen, Henusert, named after the great pharaoh, Senusert.

*“One day Mrs. Malsom was at the Aldi store,
Looking for great prices on chickens, galore!
She took you home with her, you lucky guy.
To Prairie Middle School to be mummified.
We delicately measured you, all around,
And all the while, you didn’t make a sound!
We covered you in salt till you could see no more,
If you could speak you would agree, this is better than
the store.”*

Not long ago, our class took a field trip to the Field Museum, where we learned about wonderful Ancient Egypt. Seeing actual Egyptian pharaoh mummies and encountering a few of their inventions was an exhilarating experience!

Our main focus in Social Studies on ancient civilizations is learning about what we call ‘GRAPES’. G stands for geography, R, religion, A, achievements, P, politics, E, economy and S for social systems. In Egypt, the leaders (pharaohs) and religion were most important.

Before winter break, we each researched a pharaoh. Then, we identified or created artifacts that they may have wanted in their tomb, based upon their life. After ‘opening the tomb’, we created a museum exhibit of artifacts for that pharaoh.

We also researched an Egyptian god and created a scale drawing. We folded an 8 by 11 page that had the god printed on it into 64 squares. Then, we had to fold a large blank easel-sized paper into 64 squares and transferred the god onto it. For the final copy, we traced the god onto another large blank page. We created an acrostic poem about the god. The posters turned out beautifully!

So, what happened to a pharaoh after he or she died? This is where the mummification came in! With more knowledge about Egypt, we truly mummified small chickens. This helped us understand the process and hardships the priests faced when doing this. Just keep in mind; we didn’t have the stench the priests had from these little bodies! Our study of Ancient Egypt was very fun because we actually go to create artifacts, art, and mummies. We had a fantastic time learning about the mummification process and Egypt!

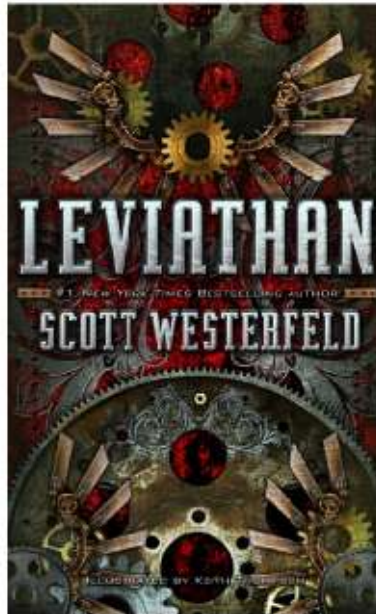


BCGT BOOKCLUB

The novel you've been waiting for by the author you love. It's the latest in sci.fi. - STEAM PUNK!

We'll talk about the book and make a STEAM PUNK pin.

What is STEAM PUNK? It's going back in time and forward in time at the *same time!* Back in time to the Victorian Era - but accelerate the technology to the extreme.



Here's a bookclub that will make your mouth water - there will be cookies to go with the conversation. And the conversation? It will be fantastic.

This is the chance you've been waiting for to talk about great books and fantastic ideas with like-minded bibliophiles.

MARCH 1, 2010
BAL: 6:00 - 7:00

SEE THE TRAILER - FIND OUT MORE
[HTTP://SCOTTWESTERFELD.COM/BLOG/](http://scottwesterfeld.com/blog/)

REGISTER ON THE BCGT WEBSITE.
4TH - 6TH GRADERS ONLY

World War I with a wild twist!



Nonstop action and adventure!



Once you register for the coolest book club in town, I'll email you some additional info. so that you get the most out of the book. Please email with any questions:

gnelson@barrington220.org

Mrs. Nelson - Hough Street School

As I See It



Mr. William Bentley

*Extended English teacher
Prairie Middle School*

How long have you been teaching?

I have been teaching for six years. This is my second year in the Barrington School District. Before moving to Illinois and CUSD 220, I taught Honors English at the high school level in Loveland, Colorado. Last year I taught 9th grade Honors English at BHS and, this is my first year at Prairie Middle School teaching 7th and 8th grade Extended English.

Some of my current extracurricular activities include Lincoln-Douglas and Congressional debate. My involvement with the High School Debate team started last year and I continue to assist with coaching and judging.

What are your classes doing this year?

We are working to align the curriculum at both middle schools. We have a Thematic curriculum at each grade level. Overarching concepts or “Big Ideas” are discussed and then explored by studying multiple pieces of literature. The students keep a reading journal with their thoughts and ideas as they study each piece of literature. We try to maintain a balance between reading, writing, and language arts. Language arts includes grammar and vocabulary.

Different themes are explored at each grade level. For example, at the 7th grade level one of the “Big Ideas” is “Change”. Some of the associated essential questions we explore are: “How is change linked to time?” and “Does change always represent progress?” Students explore these “essential questions” using the text(s) we read and apply their own knowledge to create new, independent thoughts. Personally, I view literature as a record of human experiences, and our class discussions often involve exploring the relevance of a text to our own lives.

What are your expectations for your students?

Students must come to class with an open mind and be prepared to think. I view my role as that of a facilitator. One of my goals as a facilitator is to consistently model the process of discussion as students need to learn how to debate ideas while respecting different perspectives. Clear communication in writing is also another important concept in this class. Students can expect to write in response to literature and practice communicating their ideas in writing. I explain my goals and visions for our projects to the students and parents so that my expectations of their writing is very clear. Ultimately, I want my students to grow personally and academically and to learn the skills necessary for success.

Do you have any advice for your middle school students?

I believe I have a unique perspective because I came from the high school environment where my students are heading. To prepare for high school, one of the most important skills students need to master is organization. As students progress from elementary to middle to high school, this becomes a very important requirement in order to succeed. Other skills they need to master include self-advocacy, time management, and responsibility. Also, don’t be afraid to ask for help. Most people are eager to help if they are made aware that assistance is needed.

Check it out



On our website, we have some interesting links to presentations made by some of our teachers that went to the NAGC conference. You can take a look at them at www.BCGT.org.

Some web sites for summer programs for children:

- **National Louis Center for the Gifted offers Summer Wonders (pre-K - 11th grade):** <http://www.centerforgifted.org>
- **Harper college In-Zone camp:**
<http://goforward.harpercollege.edu>
- **Science and Arts Academy Summer Adventures (pre-K l- 8th grade):**
<http://www.scienceandartsacademy.org/pages/summer.htm>
- **ID Tech Summer Computer camp (ages 7-18):**
<http://www.internaldrive.com>
- **Northwestern Center for Talent Development Summer program (pre-K - 11th grade):** <http://www.ctd.northwestern.edu/summer/>
- **The Hoagies website contains links to other local, national and international summer programs for children:** <http://www.hoagiesgifted.org/summer.htm>

Kids' Corner



Catching Fire By Suzanne Collins

Reviewed by
Morgan Young
5th grade
Countryside School

Book Reviews from our students

Catching Fire is the sequel to the best-selling novel, *The Hunger Games*. In *The Hunger Games*, North America is in ruins and now there is the nation of Panem, with the shining Capital and twelve districts. Seventy-four years ago, these districts had a war with the cruel Capital. The Capital won, and destroyed district 13. Now, every year, they pick one boy and one girl from each district to compete in a battle to the death. It takes place in an unknown wilderness arena and broadcast on live TV. This is called the hunger games, and the last won standing alive is the winner.

Now, Katniss is back with Peeta, Prim, Haymitch, Effie, and the rest of the gang. The Capital isn't too happy with Katniss' little berry trick in the arena. In fact, she is being threatened by the President himself! Now Katniss is under a lot of pressure. There are death threats, arguments, and the upcoming Quarter Quell! Can she handle all of these problems before it is too late and her life is ruined? Read *Catching Fire* to find out this and more!

I give it 4 out of 5 stars.



Eragon By Christopher Paolini

Reviewed by
Michelle Varrige
4th Grade
Lines School

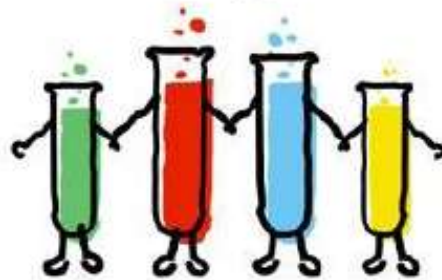
In my opinion, *Eragon* is rich in detail and glides effortlessly through the multilayered plot. This substantial book at 497 pages can get a little dry at times, but can also be very exciting and vibrant. The diversity of the detailed characters brings life to this fantasy set in an alternate reality. I was surprised how much I could relate to *Eragon*, the main character. His obstacles seem like a metaphor for everyday life, as are the supernatural forces in this book, such as elves, magic and dragons are metaphors for power and control in our world. Another outstanding feature of *Eragon* is the descriptions. I can make many connections between our world and this book.

I recommend this novel to all lovers of fantasy and action.

Barrington Council for the Gifted and Talented

Invites you and your child to join us
for an exciting evening of
"Hands On/Minds On" science

at



FAMILY SCIENCE NIGHT

"Building Real World Connections to Science"

At the Barrington Area Library
Tuesday, March 9th, 2010
6:30 – 8:00 PM

- Bring your imaginations, creativity and scientific knowledge for this fun family evening.
- Work side by side with your child to build a structure, race a car and work on a bridge – all with interesting materials!

Presented by:

Susan Lenz, M.A.T.

Limited Space Available.

Children must be accompanied by an adult for the evening.

TO REGISTER: PLEASE VISIT www.bcgt.org

BCGT is an organization of parents and educators whose common purpose is to support gifted education in Dist. 220 by serving as a resource and advocate for gifted students, their families and faculty.

Not Sponsored by Barrington Community Unit School District 220

Kids' Corner

Continued ...

Puzzles

From www.puzzlechoice.com:

Solve these anagrams by re-arranging the letters to get the name of a country:

- ULTRA ASIA
- BIG MULE
- COLD ANTS
- NEAR GYM
- NICE LAD
- SLENDER THAN
- ANY ROW
- A SNIP
- NEAR GIANT
- LIZARDS WENT

11. Carla is married to Edward, Tracy is married to Michael, Barbara is married to Robert, Stella is married to Steven.

Who is married to Christopher - Rosemary or Stephanie and why?

12. A word ladder is a sequence of words formed by changing just one letter each time e.g. CAT - COT - DOT - DOG. Can you find the missing words using the clues?

CHASE
CATCH

Clues:

- Discontinue
- Charter
- Lead
- Percolate
- Fruit
- Roost
- Seer
- Mend

Puzzle Answers

1. AUSTRALIA	11. The third letter of each woman's name is the same as the fifth letter of each man's name, so Rosemary is married to Christopher.
2. BELGIUM	
3. SCOTLAND	
4. GERMANY	
5. ICELAND	
6. NETHERLANDS	
7. NORWAY	
8. SPAIN	
9. ARGENTINA	
10. SWITZERLAND	
12.	
CHASE	
CEASE	
LEASE	
LEASH	
LEACH	
PEACH	
PERCH	
PARCH	
PATCH	
CATCH	

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Barrington Council for the Gifted and Talented

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Name: _____
City, State, Zip: _____

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E-mail (required for us to send advance notice for BCGT events, newsletters and reminders):

Note: Your email address is kept strictly confidential

Please make your tax deductible contribution payable to BCGT:

- \$20 Family Membership
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*" Lifetime Membership" means you will receive BCGT member benefits for as long as your children attend school in District 220.

Send your membership form to:

Hemali Shah
7 Cutters Run
S. Barrington, IL 60010

hemalis@gmail.com

To ensure receipt of our membership benefits, please fill in below:

I currently have children enrolled in District 220 extended services or self-contained programs:

yes no

schools:

Your comments or suggestions for speakers:

Please contact me, I would like to get more involved in BCGT

Please visit us at www.BCGT.org