



### **BCGT Board 2010-2011**

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**Visit us at  
[www.BCGT.org](http://www.BCGT.org)**

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### **President's Corner**

We hope you enjoyed your winter break and returned to work with the same enthusiasm and vigor with which the BCGT board greeted their New Year. January 3rd found us at our first board meeting of this calendar year. We reflected upon the first half of our school year, what we have accomplished as a group thus far, and what we hope to achieve in the second half of this school year.

As many of you may know, District 220 offers one of the most all-encompassing extended programs in Illinois. Districts from around the state look to our program as an exemplar to strive for. Unfortunately, Illinois's education system is threatened now more than ever by a shortfall of funds. School districts, including ours, have not received the millions of dollars budgeted to them by the state. Some districts, not as fiscally sound as ours, have already had to make drastic decisions and cuts to remain fiscally solvent. Though District 220, as a result of a disciplined fiscal plan over the last decade, is not in desperate straits yet, our school board has been very forthright about the necessity to cut expenses on an ongoing basis to remain in acceptable fiscal health.

Gifted education, or extended resources, unlike special education, has no funding mandate in Illinois. Zero dollars are presently allocated by our state for extended resources. Now is the time for us, the advocates of gifted education, to remain attentive to the choices our state and our district are making for our children. We must continue to educate ourselves, our neighbors, and our administration that gifted education is not an extra, but a necessity, especially in a district that strives to provide "an exemplary educational system that inspires ALL learners to achieve excellence."

For ideas on how to be a better advocate for gifted education, please refer to the Advocacy section on our website. One way to be a more educated and active advocate for gifted education/extended resources is to attend the IAGC 16<sup>th</sup> Annual Convention, February 6-8 which will be held at the Chicago Marriott, in downtown Chicago. More information and registration forms are available at the IAGC website.

We look forward to seeing you at the BCGT events we have scheduled for the rest of this school year and of course, we always welcome you at our monthly board meetings, held the first Monday of every month. Please refer to the calendar on our website for more details about our upcoming meetings and events.

In closing we would like to make note of the tireless effort of our BCGT board members. Several of us have served on the board for 4, 5, 6 or more years and are feeling the pull of other volunteer activities where we can make a difference. We would like to encourage our members to consider volunteering for a position on next year's board. We cannot overemphasize how rewarding being part of the BCGT board has been for us-the growth we have seen in the organization and the interesting, talented, and inspiring people we have met. Please consider taking a more active role in the education of gifted children in our district and state by holding a position on the BCGT board for 2011-2012. If you are interested, please send an email through the BCGT website. We will happily answer any questions you may have.

Warm Regards,

Katherine Logue and Shalini Parekh  
BCGT Co-presidents

## Ask Julie!

*Julie Luck Jensen*

**Director of  
Extended Services  
Barrington CUSD 220**



Dear Julie,

My daughter Emmy has loved science since she was a tiny child. My husband and I nurtured her passion by taking her to museums, reading books and journals, and signing her up for space camp. In elementary school, Emmy was always the top female science student in her class, but was also a frequent target for teasing as the other students found her interests and strong motivation in science to be “nerdy”.

I thought that her social issues would vanish when, as a 7<sup>th</sup> grader, she was accelerated into a high school science class. Unfortunately, Emmy is now showing concerns about no longer being the top female science student in her class. When another girl won first place in the class science fair, I was shocked to find Emmy writing some very negative things about this girl on her Facebook page. She also made rather bold predictions on how she would beat the student in upcoming science contests. In contrast, we went to a book signing for another female renown for her science expertise, a young woman astronaut, and Emmy seemed in awe, almost intimidated, asking for the woman to sign her book.

I never thought I’d see my mild-mannered child showing unpleasant, almost aggressive signs of jealousy. Is this normal? How do I stop her before she becomes a taunting teen?

Thanks,

Worried my Blue-Eyed Girl will become the Green-eyed Monster

Dear Anxious about Eyes,

It sounds as though your daughter may be experiencing both jealousy and envy. Any individual striving to achieve is vulnerable to the emotions that accompany both these feelings. Her envy is noticeable when she shows awe or desire for something possessed by another (the astronaut) she doesn’t know well, if at all. Her jealousy is directed toward someone she knows who has something (science award) she feels is rightfully hers. In a recent article entitled “Coping with Jealousy” in *The Gifted Education Communicator*, child psychologist Maureen Niehart, addresses this type of issue, explaining that we need to help talented children understand both jealousy and envy and learn coping strategies to deal with them.

It isn’t surprising that bright children like Emmy use their verbal abilities to deal with their jealousy. Dr. Niehart points out that while some people distance themselves from the source of their jealousy, others react differently by exhibiting strong or even aggressive competitiveness. With easy access to modern social networking, even young girls like Emmy can become entangled in cyber aggression. We constantly hear of the tragic consequences triggered by this type of activity. The time is right for you to intervene with Emmy’s recent pattern of behavior.

Emmy needs to realize the cause and possible effect of her jealousy. Is she afraid the other student is somehow “better” than she is? Is she becoming insecure because her former identity as the “best” science student is being threatened? What does she hope to gain by criticizing or slandering this other girl?

## Ask Julie!

Continued ...

Is Emmy truly a monster in the making? Her feelings of jealousy are not unusual for one who feels she herself has worked diligently and is deserving of the honor bestowed upon another. What can you do? The following five steps to help Emmy manage her feelings of jealousy are adapted from Dr. Neihart's article:

1. Help her shift her focus. Explain to Emmy that the only person she can control is herself. Instead of focusing on what she doesn't have, she could seek constructive criticism from a teacher or others to help her continue to set goals to continuously improve her own work.
2. Help her target one change to make. The simple act of changing even one thing to improve ourselves can often change how we feel. Taking a class in dealing with others positively, signing up to be a science tutor for younger students, or even making a change in routine might be possibilities to help Emmy.
3. Help her do an honest appraisal. Have Emmy make a list of the reasons she resents the prize-winning girl. What does she have that Emmy doesn't? Give some objective feedback and refocus Emmy on her goals. Help her find one thing she could do to improve.
4. Set strong limits on aggressive behavior. Make it clear to Emmy that retaliation or bullying of any kind will not be tolerated. Set clear guidelines regarding forms of any kind of aggression, including electronic forms. If Emmy persists after experiencing consequences for such behavior, enforce stricter consequences and seek counseling.
5. Help her to build her own confidence. Jealousy can indicate underlying insecurities or feelings of inadequacy. Perhaps Emmy needs an opportunity to experience success. Since she is currently competing against older children in the science class, give her a chance to compete, at times, with children her own age.

Emmy needs to know that jealousy and envy will probably be part of her journey as a talented young woman striving for success. However, she will find that they can be managed if she anticipates and plans for dealing with them.

## BCGT Happenings



BCGT has many great events coming up:

- **Thursday, Jan. 27, 7-8:30 p.m. – BCGT presents Going Global – Around the world in 90 mins.**  
A panel of District 220 families will present photos and share stories and information about how they incorporated a more global perspective into their children's education by travelling abroad extensively. Presented at the Barrington Area Library.
- **Thursday, Feb. 24, 10-11 a.m. – Coffee and conversation about Best Practices**  
District 220 teachers Alan Sanders and Maggie Oberg will share the highlights from the NAGC convention at Barrington High School.
- **Thursday, Mar. 3, 6-7 p.m. – BCGT Children's Book Club**  
Self Contained teacher, Georgia Nelson, will be facilitating a discussion of Laurie Halse Anderson's historical fiction novel, *Chains* at the Barrington Area Library. Advance registration required.
- **Tuesday, Mar. 8, 6:30-8 p.m. – BCGT Science Night and Bonus parent session**  
An evening of fun science experiments and activities run by science consultant Susan Lenz. Noted science expert Anne Reichel will talk to parents about how to incorporate science into their children's everyday lives.

Visit our web site at [www.bcgt.org](http://www.bcgt.org) for more information on our programs.

## BCGT Happenings

*Continued ...*

*In November, BCGT presented Tim Martin and Julie Luck Jensen talking about “Challenging the Academically Talented: Understanding Dist. 220 Opportunities for High Ability Students”*

*Slides from the presentation are available on our website at <http://bcgt.org/OverviewwCUSD220ExtendedServices.pdf>*

### Student Eligibility for Honors and AP classes at BHS

*By: Tim Martin, BHS Counselor/Gifted Program Liaison and Julie Luck Jensen, Director of Extended Services*

“How will my child ever qualify for AP classes or a good college if he is not in the gifted program in elementary school?”



This concern is frequently expressed by Barrington parents who hope their children will have access to challenging coursework, especially before applying to college.

Fortunately, there are many options for high school students to register for high level classes, whether they have been in Extended classes in elementary school or not.

Students who are successful in pre-requisite classes in high school are eligible to take any AP class. For example, a sophomore who received a B or an A in Freshman Global Studies Honors or an A in an average Global Studies class and has a 3.5 cumulative GPA is eligible to take AP Human Geography his sophomore year. A student interested in taking AP chemistry needs a B or better in both semesters of Chemistry Honors and the completion of or concurrent enrollment in Algebra II. BHS even offers some Honors classes such as Chemistry Honors in summer school for those who prefer to take the course outside the regular school year.

While the scenarios above may sound somewhat complicated, students and their parents do not have to navigate the system alone. Each BHS student is assigned a counselor who can advise them on all requirements for course eligibility. In considering courses, students and parents can access the complete Program of Studies on the BHS homepage under “quick links”.

Most colleges look to see if students have taken the most rigorous coursework possible that still allows them to be successful. Barrington High School has a wide range of classes available that provide students the opportunities to enroll in challenging courses that will best prepare them for any of the over 3,000 colleges in the United States.

BHS also has two excellent college counselors who meet with Juniors and Seniors to assist them in their search for the right “fit” in a college or university. They are very knowledgeable about the courses offered at BHS as well as the requirements for various college programs.

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### Family Game Night

BCGT’s annual Family Game Night, held in November, had a great turnout this year. Over 120 parents and children came to socialize and play games like Othello, Mastermind and Quirkle. Chess Grandmaster Yury Shulman also joined us and played chess with several of our students. A great time was had by all. We had families from

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## BCGT Happenings

Continued ...

every elementary school in the district and the prizes for most attendance went to Hough Street School and Lines School.



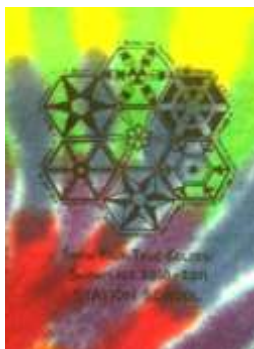
### BCGT Children's Book Club

Fifth grade self-contained extended teacher Georgia Nelson again graciously hosted our Children's book club this year. Our student bibliophiles first met in November when they discussed the book *Incarceron* by Catherine Fisher and the graphic novel *The Unsinkable Walker Bean* by Aaron Renier. Mrs. Nelson had some great activities to spark the discussions and children enjoyed cookies and milk while talking about these books. The second meeting, held earlier this month, had the club reading *Mockingbird* by Kathryn Erskine and the short story *Flowers for Algernon* by Daniel Keyes. There was some great discussion about the meaning of intelligence by the students who attended. Please read the book reviews by some of our students in the Kids Corner section of this newsletter.

*The last Children's Book Club meeting of this year will be held on March 3<sup>rd</sup> and the book selection is critically acclaimed historical novel *Chains* by Laurie Halse Anderson. Registration is available on our website.*



## Classroom News



### Snowflake Program

*By Janani Sivakumar, 7<sup>th</sup> grade, Station Middle School*

I have had a wonderful experience with Snowflake for the past two years at Station middle school. Approximately 400 middle school students gather for a fun-filled, drug free, evening. High school volunteers return to their middle schools for the evening to take part in the activities. Along with staff volunteers, they lead small teams of students in group activities on the theme of cherishing one's uniqueness and remaining drug-free and resistant to peer pressure all through life.

During large group activities, a well-known guest speaker (Comedian Ty Sells in 2010) talks to all participants about the importance of being drug free through stories and his or her past experiences. High-schoolers give small presentations and some talk to the parent gathering that evening about their life experiences. At the closing session, students and parents gather together and the middle-schoolers show the parents what they learned at Snowflake. Of everything we learn there, the most important is that we can have fun without drugs or alcohol. I have thoroughly enjoyed Snowflake and highly recommend it!

*The design on the left was the winning Snowflake design by Janani, as chosen by the students at Station Middle School.*

## Classroom News

*Continued ...*

### Egypt Day

*By Aman Asija and Declan Brown, 6E, Station Middle School*

Egypt day took place at BMS Station on December 15, 2010. At the beginning of the day, there was a sixth grade mummy wrap competition where three students were chosen to wrap up one of two team teachers. The students had about three minutes to wrap their teacher up. Mr. Chall's team ended up winning the competition. Next was the costume contest. Each team had one winner. On the 6E team, the winner was Annie Beaubien. There were many interesting costumes such as one by Patrick Lindh who drew Egyptian hieroglyphs all over a blank grey shirt in an attempt to make it look like the Rosetta stone. After the contest, there were Egyptian scale drawings where students put grids over small sheets of paper to make small boxes which they translated onto a giant piece of brown paper. This process took a very long time and took the students the rest of the day to complete. The students then colored the drawing in with oil pastels. There were various drawings such as an archer, a king, and a gardener. All in all, Egypt day was a whole lot of fun.



Added note from 6E teachers Mrs. Hunter & Mrs. Schumacher: We are so pleased with the attention and quality work the students exhibited in this project. Special thanks to our art teacher Val Pientka for teaching the kids scale drawings and helping them with the math involved. The beauty and complexity of the drawings prompted school wide appreciation and several other 6<sup>th</sup> grade teams elected to undertake some form of the project!

### 'Mummies for Dummies'

*By Nika Steffen, 6E, Prairie Middle School*



How do you bring ancient Egypt into the present? By mummifying chickens of course! Mrs. Malsom's 6th grade social studies class at Prairie took a trip into the past when each group, or Nome, received a chicken to mummify. Not only did 6E get to embalm our feathered friends but we also completed our Raiders of the Lost Tomb project. 6E had a great time doing these fun projects because it was like being in ancient Egypt.

In the first project, the class had a chance to reenact the mummification process, but lacking any volunteers, we used chickens instead! Combining science with social studies, we lab tested how light each chicken got after adding salt every week. As the salt soaked up the moisture, the chickens got progressively lighter and drier. This process, which recreated Egyptian mummification, helped to preserve our chickens and prevent them from rotting.

## Classroom News

*Continued ...*

To get the true Egyptian experience, we created a shoe box sarcophagus so that our chickens could enter the afterlife in the great tradition of the pharaohs. Finally the Nomes provided the chickens with royal and comedic names such as Cluck Norris, The Divine Chicken, Henzilla, and Elvis Poultry!

In our Raiders of the Lost Tomb project, each Nome selected a pharaoh to research. If we had traveled into an lost tomb of a famous pharaoh, what would we have found? Individual students brought two artifacts from the "tomb" to represent their pharaoh and wrote a description of how each item related to the pharaoh they had chosen. When the day came, all the artifacts were put on display to create a museum exhibit for the class to observe. Other teams were invited to see the exhibits, too. The artifacts included the bust of Nefertiti, Egyptian pottery, and the book of The Divine Cow. We used unusual household items such as coconut cream lotion and a martini glass filled with gold spray-painted play-doh to represent the Egyptian items. All in all, the class had a 'blast from the past' and used imagination and creativity to recreate history.

Why did the mummy go to the doctors? Because he had a sarCOUGHagus 😊

### Penny for a Guy?

*By Daniel Chia, 5<sup>th</sup> grade, Hough School*

On November fifth, 2010, we made little Guys. Yeah, you read right. Guys. We made a dozen Guy Fawkes. He was this guy, who along with some friends tried to blow up Parliament on November 5, 1605. Then he got caught, but when he didn't talk, he was tortured. They tortured him by strapping his feet down, tying his wrists up, and then stretching him on something called "the Rack." Mrs. Nelson said that under torture anyone will tell the torturers anything they want to hear, even if what they say is totally false. Well, Guy cracked under the torture, and admitted to Gunpowder Treason. He was hanged, and while he was dying they stabbed him, groped around his insides, then took out his liver, and shoved it up his throat. Pleasant, right? Okay, get this. On November 5th all of the people in England build a bunch of flammable dolls (or effigies), which they call Guys, after Guy Fawkes. Then they go around houses and saying "Penny for a Guy? Penny for a Guy?" (The rest is – "if you haven't got a penny, a half penny will do, if you haven't got a half penny, then God bless you.) Then when the sun sets, they make a bonfire and burn their guys. We made guys, but they were only makeshift. I was pretty proud of mine. It was one of the best. I took two sticks and lashed them together. Then I took a bunch of leaves and tied them together in the fashion of a head. I stuck the head on my Guy, and then I was done. Unfortunately I didn't know how to lash the head to body, so his head kept falling off. At home my mom wouldn't let me burn him, so I lashed him to a chair. He was there for around a week, until my brother ripped his head



*Remember, remember the fifth  
of November,  
Gunpowder, treason, and plot.  
I see no reason, the fifth  
of November,  
Should ever be forgot!*

### Becoming an Artist

*By: Danny Perille, 3<sup>rd</sup> grade, Hough School*

Flip! Turn! Our class was reading books for our artist reports. We were reading about different artist's lives to determine which artist would be most interesting to research. The third graders had to read 15 biographies, the fourth graders 20, and the fifth graders

## Classroom News

Continued ...



25. After reading, we would write down the three most important and interesting facts about each artist's life, and the style(s) each artist painted in. The books were short, so it didn't take a long time to read, and we had about a week to finish.

After this was done we got a list of a lot of famous artists. Then it was time to choose our artists, and begin our research. Sticks with everyone's name on them were sorted into grade level and put into separate containers. They were then picked at random and whoever's name was picked, would get their choice of an available artist. Many people were let down when someone else chose the artist *they* really wanted first. But in the end people were pleased with their choice.

Our assignment was to research our artist and produce a work of art similar to one the artist had made or in the style of that artist. Then we needed to dress up and become the artist for a big Art Fair that would be held in a month.

We were given a page with ten questions we needed to research, because the people attending could ask them at the Art Fair. Then we were supposed to take notes on books about our artist. After we had enough info to answer each question, we would organize our facts into groups by figuring out which question they answered. Then we would find a costume to wear. We had to study our facts A LOT so we seemed to actually be the artist. At home, I was feeling nervous about making mistakes on my painting and having to start over again, but once I got over my fears, I found it to be quite fun. I chose Grant Wood and painted American Gothic with oil paints on canvas.

Then, the final event came... all we had been practicing for: The Art Fair! I could see everybody was feeling nervous.

*The Hough self-contained classrooms held their annual art fair in the fall. This year Sherman Hospital bought their paintings to frame and display in their new Cancer Care Center. Last December, the students attended a reception there to see their artwork hanging and be appreciated by the staff. The class will be donating the money to help a little girl named Meher in India. Meher is recovering from an unfortunate accident and the money raised will help pay for her schooling. The Hough Chess Club is also hosting a chess tournament to raise more funds for Meher.*



# Barrington Council for the Gifted and Talented

*invites all parents for*

## Coffee and Conversation

At Barrington High School  
Administrative Conference Room – 1<sup>st</sup> Floor  
**Thursday, February 24<sup>th</sup>, 2011**  
**10 – 11:00 am**



## Best Practices in Gifted Education

Julie Luck Jensen, Director of Extended Services  
and

BHS Honors English Teachers Maggie Oberg & Alan Sanders  
will share highlights and ideas  
from their recent participation in the 57<sup>th</sup> annual

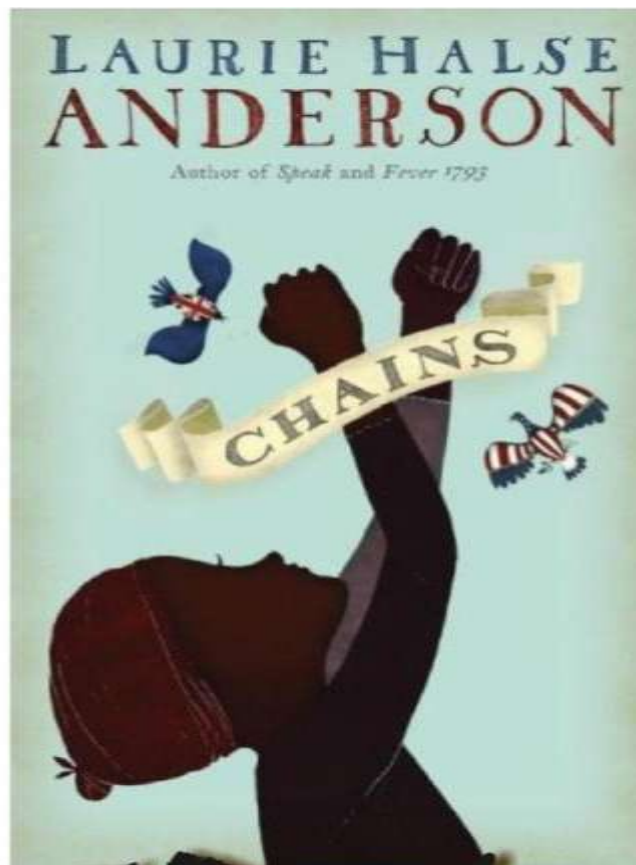
National Association for Gifted Children (NAGC) convention

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**The War of Independence - but whose?**

Explore the themes of power, freedom and trust in this highly acclaimed novel about one slave determined to win her freedom during the Revolutionary War.

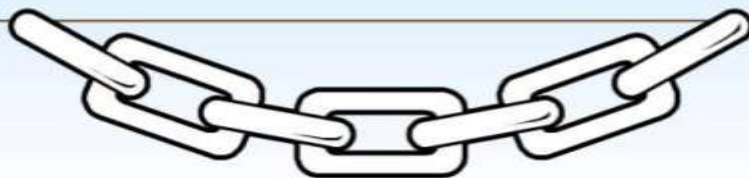


Here's a bookclub that will make your mouth water - there will be cookies to go with the conversation. And the conversation? It will be fantastic. This is the chance you've been waiting for to talk about great books and fantastic ideas with like-minded bibliophiles.

# BCGT Book Club

March 3 at the Barrington Area Library from 6:00 - 7:00.  
Register on the BCGT Website - for 4th - 7th graders only.

Check out Anderson's website - with video at: <http://madwomanintheforest.com/>  
There are lots of great sites on the internet if you want to learn more about the Revolutionary War. Here's one with a game to test your knowledge:  
<http://www.pbs.org/ktca/liberty/road.html>



I look forward to talking about this great book with you. If you have any questions, contact me at [gnelson@barrington220.org](mailto:gnelson@barrington220.org)  
Mrs. Nelson

# 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



## “Building Real World Connections to Science”

At the Barrington Area Library  
Tuesday, March 8th, 2011  
6:30 – 8:00 PM

Bring your imaginations, creativity and scientific knowledge  
for this fun family evening.

*Presented by:*  
Susan Lenz, Science Consultant

*FREE to BCGT members or \$2 per family for non-members.*

**This is a popular event, so advance registration is encouraged  
at [www.bcgt.org](http://www.bcgt.org)**

**\*\* Parents, please note: Dr. Anne Grall Reichel, author and noted science expert,  
will be offering a Parent Talk concurrently with Science Night. Please see the next  
page for details**

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# Barrington Council for the Gifted and Talented

Proudly Presents

**Dr. Anne Grall Reichel,**  
author of

***Expect More: Children Can Do Remarkable Things***



**At the Barrington Area Library  
Tuesday, March 8th, 2011  
6:45 PM**

Author and Educator Anne Grall Reichel will invite parents to consider ways in which they can promote scientific thinking and problem-solving skills in their children. She will highlight the skills needed to compete in a highly competitive global economy, including systems-thinking, scientific inquiry, and the importance of supporting “claims” with “evidence.”

Reichel believes that adults must model their own curiosity and sense of wonder. She will share ideas for how to encourage critical thinking and an “entrepreneurial spirit” in your children.

*Dr. Reichel is an adjunct faculty member at Lake Forest College and worked closely with Dr. Becky Gill-Schulz to help develop District 220's elementary science curriculum.*

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## As I See It



*Mrs. Michelle Miller*

*Extended Teacher  
Countryside School*

### ***How long have you been teaching?***

I have been teaching for about 30 years. This is my 21<sup>st</sup> year at Countryside school. I taught in the Wheeling and Glenview school districts prior to coming to Countryside. I have been the extended teacher at Countryside for the entire time I have been there. I currently teach the extended Math and Reading classes for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades and also provide some enrichment material for 2<sup>nd</sup> graders. In addition to teaching, I am involved with the District Speech Tournament also. I am also on the Math steering committee which is working on updating the Math curriculum for our school district.

### ***What do you cover in your extended classes?***

I have a large collection of materials that I have gathered over the years that I can pull things from. Reading is my passion. I try to bring some of my enthusiasm to my students. I want my students to be exposed to a variety of literature styles. My goal is to vary the literature and to try to bring them something they wouldn't normally pick out themselves. My 5<sup>th</sup> graders are currently reading a historical novel by Katherine Patterson called *Bread and Roses, Too*, which takes place during the historic Bread and Roses labor strike. My hope is that when they study that period in their history class, having read this book will make that period come alive. My 4<sup>th</sup> grade class is currently reading *The Westing Game* by Ellen Raskin, which is a very well written mystery. The 3<sup>rd</sup> grade class is reading *The Mysterious Benedict Society* by Trenton Lee Stewart, which is a great book with gifted kids as the main characters. We have a lot of great discussions in the classes since the same novel comes across differently and brings up many different ideas from each student. The Math curriculum is set by the textbook we use. I also have some of my 5<sup>th</sup> grade students mentoring the 2<sup>nd</sup> graders. It gives them a great opportunity to work with the younger students and both parties seem to really get a lot out of it.

### ***How has your job as extended teacher changed over the years?***

The main thing I notice now from what my classes were like 20 years ago is that the curriculum demands are greater. Technology is a big part of the change and we try to embrace as much of that as possible. Students are expected to excel at everything. There seem to be more demands made of them and their days seem to be more structured and planned. In addition, gifted children often have to deal with perfectionism issues. I believe that children need more time to be children and think and act freely. Too much structure can impact their thinking and creativity. I try to create an environment with free dialog, where others opinions are respected and effort is valued.

### ***Do you have any expectations for your extended students?***

I expect my students to take advantage of this opportunity and come prepared to be curious learners. They need to be prepared to take risks with ideas and know that making mistakes is where the greatest opportunity for learning exists. Students should be willing to explore ideas in depth and breadth with humor and hard work. I expect them to work as a team with respectful dialog. My job is to provide the materials and environment to allow them to succeed. I really enjoy my work and I believe that the excellent team of teachers and support from the school district has allowed us to create a program that values the growth of our students.

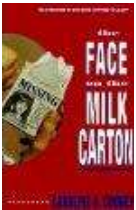
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## Kids' Corner



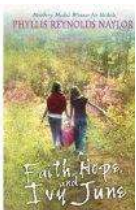
### The Lost Hero by Rick Riordan

Reviewed by  
Samuel Woo  
5<sup>th</sup> grade, Hough School



### The Face on the Milk Carton by Caroline Cooney

Reviewed by  
Maddie Lunn  
4<sup>th</sup> grade,  
Countryside School



### Faith, Hope and Ivy June by Phyllis Reynolds

Reviewed by  
Kara Ingram  
5<sup>th</sup> grade, Lines School

## Book Reviews from our students

Imagine if you woke up on a bus, sitting by one of your best friends, only to realize that your memory is missing. That's what happened to Jason Grace. *The Lost Hero*, by Rick Riordan, is an amazing novel about 3 demigods, Jason, Piper, and Leo, who find out that they are half-bloods. They are flown in a chariot to Camp Half-Blood, the only safe place for half-bloods, where they go on a quest to rescue Hera. This story is filled with mystery and Greek mythology, and a story of friendship that will capture a reader's heart. I loved this book so much that I couldn't take my eyes off this page-turner. I think the author did a great job including lots of details in this book to keep readers interested. The moment you start reading, you get a taste of the novel. Jason reminds me of my brother, Enoch, who is energetic and a leader amongst his friends. Enoch also reminded me of Clovis, because my brother is lazy sometimes and Clovis almost always sleeps. My favorite part of this book is when the characters fight or duel, like when they fight the giant, Enceladus. This page-turner is an awesome novel that you should read.

If you like stories that are part a series and connect to *Percy Jackson and the Olympians*, you should read this phenomenal novel. I highly recommend this wonderful book to you.

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I would like to recommend the book *The Face on the Milk Carton* by Caroline Cooney because I thought it was a great novel. It is about a girl named Janie who has a normal family and a completely normal life until one day she is drinking milk and recognizes a picture of herself on the milk carton! She suddenly has memories of the same dress she is wearing in the photo! She looks in the attic and what does she find? Well, I'm not going to tell you that surprise! She gets very emotional when she notices that she doesn't have the same hair as her parents. She gets very overwhelmed and scared. To find out what happens to Janie, be sure to read this amazing, fun-loving novel.

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*Faith, Hope, and Ivy June* by Phyllis Reynolds Naylor is a phenomenal, intriguing piece of literature. The reasons I liked this novel is because the plot is exhilarating, the characters are engaging, and the novel is a "cliff hanger."

The first reason I cherish this book is because the plot is very fascinating. For example, this novel is about an exchange program. Two girls named Ivy June Mosley and Catherine Combs go live with each other for two weeks. Ivy June lives in the mountains of Kentucky, and Catherine lives in Lexington, Kentucky. Ivy June thinks that Catherine will be a stuck up girl and Catherine thinks that Ivy June will be a girl who she'll have to share clothes with. Then they learn that the stereotypes were wrong. The second reason I loved this piece of literature is because the characters are alluring. For example, Ivy June's Papaw and Mammaw always tell interesting stories about when they were younger. One story was when Papaw was a boy they would go to a gully and make a new kid go snipe-catching with a wool bag. They never saw a snipe before and left the boy there. They played a trick on him. Then the new boy would do it with the others to the

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## Kids' Corner

*Continued ...*



### Incarceron by Catherine Fisher

Reviewed by  
Anna Walker  
5<sup>th</sup> grade, Hough School

next new kid. The last reason why I have so much enthusiasm for this book is because it's a "cliff hanger." For example, when the mine floods with water and they say Ivy June's Papaw is one of the five that are missing it leaves you wanting to know what will happen. These are the few reasons why I have such admiration for this book.

I really recommend this novel to people who like realistic fiction, and a "page turner." I hope you adore this piece of literature as much as I did.

Incarceron is the mother of all prisons. It has inmates that each have an oath-brother, who is someone they will stick to always. Incarceron has forests made of metal and beetles made out of metal. It has masters and slaves.

Finn is an inmate of Incarceron. He can't remember any part of his childhood. He's seventeen, and all his memories involve Incarceron. But, one day, he meets a mysterious woman. Everyone calls her the Maestra. She is ransomed by one of the prison's cruel leaders, Jormanic. Part of the payment is a crystal key. The Maestra is lost in a large, endless crack through Incarceron. Jormanic takes the ransom anyway. But Finn and his oath-brother, Keiro, keep the key. The reason they do so is because the hologram on the key—an eagle—looks exactly the same as a tattoo on Finn's wrist. Incarceron's inmates have stories. They say that the prison is endless, and that only one person has ever escaped. His name is Sapphique. Finn and Keiro know an old man named Gildas. He is one of the Sapienti. He believes that Sapphique is a real person, and that he really did escape. So he decides to escape, and Keiro and Finn decide to go with him. Along with Jormanic's slave, Attia, they encounter many dangers. But along the way, Finn realizes that there is something odd about this key. And then, one day, it speaks. Claudia, a girl who claims to live *outside* the prison, has a key that is exactly the same as the one Finn and his companions have. She believes that Finn is not who he thinks he is. She believes that there is a way in and a way out of Incarceron. She believes this because her own father is the Warden.

I give this book five out of five stars. If you love adventure and fantasy, I guarantee you will love this book!



### The Unsinkable Walker Bean by Aaron Renier

Reviewed by  
Grant Bernero  
6E,  
Prairie Middle School

If you like suspense, excitement, and adventure, then you should definitely read *The Unsinkable Walker Bean*!

This is a great graphic novel with very cool illustrations that 4<sup>th</sup> – 8<sup>th</sup> graders will enjoy. Even the author of *The Invention of Hugo Cabret* said it was amazing. So here's the story: Walker and his grandpa are the best of friends. When his grandpa becomes deathly ill, he tells Walker the story of a cursed skull that has magical powers to make anyone who lays their eyes on it as sick as can be. The grandfather says he bought this skull from a man who was shipwrecked by some freaky, giant lobster women! Is this tale true? Or is it just a figment of grandpa's imagination? Walker goes on a quest to find out if the lobster women are actually real. Will he find them? Will he make it out alive? And will he save his grandpa? Find out what happens to Walker by reading *The Unsinkable Walker Bean* by Aaron Renier!

**Kids' Corner***Continued ...**Poetry by*

*Gabrielle Eckersall*  
*5<sup>th</sup> Grade*  
*Lines School*

**Winter**

The cooling mist of snow  
 Tickles my tongue  
 As the sun sets  
     Fog rising subtly  
     A serene cloud  
 Vivid against the grey sky  
     A fresh blanket of snow  
 White and sparkling against the sunshine  
 Leaving a gorgeous scene  
 In the rising air  
     Glistening snowflakes  
     Placate the dead ground below  
     Leaving vivacious footprints  
     That brings joy to the world

*Poetry by*

*Elizabeth Chapa*  
*5<sup>th</sup> Grade*  
*Countryside School*

**Flowers**

Flowering, blooming  
 Beautiful flowers in spring  
 Bees love their nectar

**Check it out****Station Campus is 1st in the state in the Fall Knowledge Masters**

The Station Campus Scholastic Bowl Team reclaimed the top spot in the state of Illinois in



December in the Fall Knowledge Masters Open, when they scored 1,653 points, 143 points better than the nearest Illinois school. The competition serves as a nice warm-up and team-building exercise for the upcoming scholastic bowl season. 543 schools from 45 schools and 5 overseas locales participated in the 2010 Fall Knowledge Masters Open. The questions asked of the students in this contest

range from history to science to literature and mathematics. A sample of the multiple choice questions that were asked in this Knowledge Masters Open are –

- The senate's expert on the interpretation of its rules and procedures is*
  - chaplain
  - majority whip
  - parliamentarian
  - sergeant at arms
  - president pro tempore
- Which figure with the perimeter of 42 meters has the greatest area?*
  - circle
  - square
  - triangle
  - octagon
  - pentagon

## Check it out

Continued ...

3. Which imaginary land is not paired with the author who created it?
- |                             |                                    |
|-----------------------------|------------------------------------|
| d) Narnia – C.S. Lewis      | d) Earthsea – Ursula K. Le Guin    |
| e) Prydain – L. Frank Baum  | e) Terabithia – Katherine Paterson |
| f) Neverland – James Barrie |                                    |



More information including local showtimes about the film "Race to Nowhere", can be found at the website [www.racetonowhere.com](http://www.racetonowhere.com)

A New York Times article about this film can be found at [http://www.nytimes.com/2010/12/09/education/09nowhere.html?\\_r=1](http://www.nytimes.com/2010/12/09/education/09nowhere.html?_r=1)

## Race to Nowhere - A grass roots film phenomenon

By Shalini Parekh, BCGT

Independent thinking parents and educators everywhere are embracing small budget films like *Waiting for Superman* and *Race to Nowhere*. The rising popularity of these films indicates a growing concern at the grassroots level about the nature of education in our country. Ironically, while the former espouses the value of teacher accountability linked to test scores, the latter targets the test-obsessed culture prevalent in our schools.

This grassroots engagement was dramatically apparent as about 400 parents and educators, many of them from Barrington District 220, showed up on a cold January evening, to see the showing of *Race to Nowhere* at Quest Academy in Palatine. Clearly, the ideas of a mom turned filmmaker resonated at a fundamental level with our community, as it has done across the country. As the documentary comprising of snapshots from the lives of kids across the country progressed, the tension in the packed to capacity room, was palpable.

Included in the dialogue of the film, were observations among others, from Dr. Madeline Levine, Dr. Kenneth Ginsburg and Dr. Denise Pope, speakers that have also visited our schools in recent years. The film highlighted an achievement oriented culture, driven by an overload of homework, advanced placement classes, extracurricular activities and sports and a lack of unstructured time for creative thinking. The climate of stress that our kids are experiencing as early as middle school and its effect on their health and behavior was highlighted in the film by montages of emotional kids, parents and teachers.

In an interesting panel discussion that followed the screening, which was moderated by Mr. Hebebrand, Head of School at Quest Academy, and included Mr. McWilliams, Principal of Barrington High School, these points certainly came up. However, the need to individualize education based on each student's capabilities and interests was also stressed by the panel of educators and counselors. Certainly, these are important conversations, and the fact that *Race to Nowhere* precipitates these discussions, is a measure of its worth.

The answers to societal problems like stress, fear and unrealistic competition cannot be attributed to education alone. In that respect, the documentary funnels real life problems at the feet of an already challenged educational system. Diluting the rigor of our educational system is not the answer. Empowering ourselves with information and creative thinking at a broader level is critical to finding a solution. *Race to Nowhere* is a valuable step in that process of inquiry, rather than a roadmap. It makes an important contribution by inspiring a national dialogue about these issues.

## A Big Thanks to our Lifetime Members

We welcome our new members who joined this year!

Evelyn Ackermann  
Shona & Jagbir Ahuja  
[Allegretti family](#)  
Rob and Joanne Aleksick  
[David and Lisa Appleby](#)  
Sanjay Asija  
Greg and Beth Bach  
Jim and Gail Bach  
Jeff and Deb Bakal  
Donna Bapst  
Dean and Sue Barsness  
Battle family  
[Frank Bernero and June Cramer](#)  
[Bochniak family](#)  
[Manjari Bose](#)  
John and Keri Bowman  
Bill and Joan Bowyer  
Dave and Melissa Buckley  
Cai family  
Casaletto family  
Susan Cascino  
Steb and Pam Chandor  
Raja and Pooja Chatterji  
Ningfang Chen  
[Callanan family](#)  
Canary Chia  
Jeff and Lisa Church  
Civitello family  
Clifford family  
Conrado family  
Pat and Julie Corey  
Kenneth and Kim Corless  
Crandall family  
Joe Davey  
Steve and Linda Divito  
Bill and Teri Doran  
Parag and Dulari Doshi  
Sandy Dowdy  
Laura Durden  
[Edels family](#)  
Naim and Cris Elias  
[Fritz family](#)  
Mark Elliot and Michele Perlis  
Featherstone family  
Fitzpatrick family  
Mukesh and Nita Gangwal

Butch and Suzi Gavars  
Mary and Jose George  
Ed and Doris Gierlach  
John and Trina Gizel  
Graham family  
Bill and Linda Griffin  
Irfan Hafiz and Nausheen Din  
Hancock family  
Harold and Kelly Henry  
Hap and Susan Hewes  
[Amanda and Kurt Hines](#)  
Ron and Carol Hinkle  
Joe and Kim Holland  
Holmes family  
Bill and Cathy Howes  
[Zhihui Huang and Shuhong Lin](#)  
Tom and Anna Huber  
Richard Hucker  
Peter and Linda Jakopin  
Robert and Sue Johnson  
Vish and Swarup Karande  
Deepa Kartha  
Rich and Kathy Kasiurak  
[Leah and Jeff Kazaglis](#)  
Brian and Jeanne Kelly  
Joe and Mary Klest  
W. John Kolasinski  
Kortendick family  
Jody Kubala  
Kunzman family  
Lafon family  
Jennifer Lagoni  
Jack and Karen Lambert  
Kurt and Carol Laning  
Bill and Juli LaRocque  
[Lebovic family](#)  
June Lee  
[Sue Lenz](#)  
Jonathan Nyland and Katherine Logue  
Terri Longo  
Sonali Majmudar  
[Karen and Dennis Malec](#)  
Massimino family  
Sandy and Jenine Mathias  
May family

[McHugh family](#)  
McKellin family  
John and Sue McVickers  
Ajay and Priti Mehta  
Ray and Chrissy Mena  
Joe and Ann Messer  
Messerschmidt family  
Teri and Tim Meyer  
Pete Miceli  
Paul and Lori Morin  
[Kathy and Scott Moseler](#)  
Leena Nayak  
Nepomuceno family  
Pin Ni and Weidi Lu  
Steve & Dianne Nicoletti  
Nikolich family  
Ken and Jean Nowak  
Shane and Lori Nugent  
Patrick & Karen O'Brien  
[Oetinger family](#)  
Olson family  
Peter and Anne Ordway  
Arthur and Eva Ostrowski  
Palm family  
Shalini Parekh  
Tony and Mary Pecora  
Kathy Pfister  
Priola family  
[Quig family](#)  
Dragana and Val Rajic  
Ramakrishnan family  
[Reddy family](#)  
Robbins family  
Deb Robinson  
Steve and Lisa Rothman  
Amita Sachdev  
Betsy and Norm Scott  
Hemali Shah  
Thomas Silberg and Catherine Klima  
Singh family  
Sivakumar family  
Solberg family  
Randy and Kathy Spiess  
Paul Stahlberg  
Robert and Kecti Steffen  
[Joseph Swanson](#)  
Maria Sweeney

Robert and Paula Thomas  
Thondavadi family  
Thorndyke family  
Ahmed and Nimi Tobaa  
[Lupita Tokarski](#)  
Judy Kosarek Tyler  
Mike & Kathleen Uhran  
Van Marwijk Kooy family  
Deborah Varwig  
Manju and Indu Vence  
Robert and Melinda Vlk  
Michael and Kathy Vu  
[Mitch Walker and Sarah Hoban](#)  
[Janet and Brian Wanca](#)  
Lei Wang  
[Stephanie Wang-Taillon](#)  
Winkler family  
Workman family  
Libby Yang  
[Bradley Yu](#)  
[Jeffrey Zhang](#)  
Weiming Zhou



## *Barrington Council for the Gifted and Talented*

### ***Please Support Us!***

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

Your membership enables BCGT to:

- Host nationally and locally renowned speakers in the field of gifted education
- Provide parent and family networking opportunities such as coffees and family game nights
- Issue classroom grants: In the past, in addition to fulfilling the smaller, specific wishes of teachers, BCGT made the largest single donation ever, \$3,000, to help fund a pilot program at Sunny Hill which helps target gifted students in early elementary school
- Support legislative advocacy for gifted funding
- Publish and maintain BCGT's newsletter and website [www.BCGT.org](http://www.BCGT.org)
- E-mail notification of programs, meetings and special events

*We offer a District 220 Lifetime Membership!* For your \$100 donation, you receive BCGT membership benefits for long as your children attend school in District 220. In addition to reduced membership fees, lifetime members will receive special recognition for their support on the BCGT website and in the newsletter.

## **Join Us Now!**

*Visit us on the web at [www.BCGT.org](http://www.BCGT.org)*



## Barrington Council for the Gifted and Talented

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

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

\_\_\_\_\_  
Your email address will be kept private and will be only be used for communication with you about BCGT related events.

Schools where your children are currently enrolled:

- Countryside Elementary
- Grove Elementary
- Hough Elementary
- Lines Elementary
- North Barrington Elementary
- Rose Elementary
- Roslyn Elementary
- Sunny Hill Elementary
  
- Prairie Middle School
- Station Middle School
  
- Barrington High School
- Other \_\_\_\_\_

Comments or Suggestions:

\_\_\_\_\_  
\_\_\_\_\_

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

***Please select a membership option:***

\$25 Yearly Family Membership

\$100 Lifetime Membership

( You will receive BCGT member benefits for as long as your children attend school in District 220. )

***One time donations also appreciated:***

Donation

***Send your tax-deductible contribution, payable to BCGT, and your membership form to:***

Keri Bowman  
1459 South Shore Ct.  
Barrington, IL 60010

[membership@bcgt.org](mailto:membership@bcgt.org)

Please visit us at [www.BCGT.org](http://www.BCGT.org)