



Barrington Council for the Gifted and Talented

SPRING 2011

BCGT Board 2010-2011

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President's Corner

As we plunge into our last Newsletter for this year, this is a time to dwell not just on all that BCGT has accomplished this year, but even more to count our blessings. Having just returned from author Wendy Mogel's district wide presentation tonight, I am tempted to borrow from her book title, *The Blessings of the Skinned Knee*, to point toward the extended resource community's skirmish this year with budget cuts.

Faced with potentially debilitating cuts amounting to over \$400,000, we were eventually able to tide over that crisis with some skinning, the most significant impacting professional development for extended resource services. However, we are at this time gratefully counting our blessings, as the majority of extended programs escaped relatively unscathed. We appreciate your unflinching support at district Board of Education meetings, where many of you spoke out and represented the gifted/extended community.

Among our significant blessings this year, has been the addition of many new members to the BCGT family. You have supported us with your presence at our programs and with your membership. Along with our other lifetime members, you make BCGT a vibrant and significant organization which supports education in our district in many meaningful ways. In these economic times, your membership dollars have supported the cause of education in the larger sense through grants made to teachers and classrooms.

Both of us, as co-presidents this year, have felt incredibly blessed to work with a group of Board members who have brought BCGT a visibility and strength which you have probably noticed. Whether it is our website updated with information and important links, the Newsletter that has become an important forum, our programs which have resonated with a variety of flavors, and the publicity and emails we strive to keep you informed. Many of you have commented on BCGT's expanded presence and energy, for all this we are grateful.

Our programs for this year will end in April with two unique events, the Debate Night and the Art Night, and we will culminate our activities for this year with an invitation to all of you, our members and others who have supported BCGT, to come out, for our first ever adult social at the Wool Street Grill on April 29th. Please do consider joining us, to make a difference by supporting BCGT's efforts and meeting like minded families.

As we pause and reflect on this year, we are truly overwhelmed with immense gratitude for the opportunities in education our children have and how close we were to losing some of that. Our blessings are many and the journey has been rewarding.

Katherine Logue and Shalini Parekh



FAMILY SCIENCE NIGHT

Upcoming Events

April 11 - Art Night

April 13 - Debate Night

April 29 - Wool Street Adult Social

Ask Julie!



by Julie Luck Jensen

*Director of Extended Services
Barrington CUSD 220*

...

Dear Julie,

My son Bertie has been excelling in his math work at the Zoom On Math Academy. He has accumulated 10 trophies and is their top student. I'm concerned that next year, when he enters public school kindergarten, he will be bored with the math curriculum. I doubt if other kindergarteners will be able to multiply and divide like Bertie. There will be nothing new for Bertie to be taught, and I heard they don't give out many awards. Do I need to home school him?

Concerned about Curriculum

Dear Concerned,

In answer to your question I'd like to share some thoughts on three big Cs: Computation, Concepts and Common Core Standards.

Your son sounds like a bright little boy who is excited about learning. High ability young children can often learn to manipulate numbers if they are taught formulas and patterns. I have encountered quite a few primary school aged children who can perform many types of computations. However, we need to be sure that, along with the procedural math skills, our children have a thorough understanding of the underlying math concepts.

"Making sense is at the heart of mathematics and so it must also be at the heart of the mathematics we do with young children." This quote by Kathy Richardson introduces a recent book, *Math Misconceptions: From Misunderstanding to Deep Understanding* by Bamberger, Oberdorf, and Schultz-Ferrell. The authors list the common math misconceptions of American elementary students and analyze the causes. They frequently found that students did not know the "why" or the sense behind the procedures and rules they had memorized. In sincere attempts to help children recall the steps needed in various operations, parents and teachers teach them shortcuts and mnemonic tricks.. Unfortunately, these tips can do more harm than good. Telling a child to "just add a zero" every time he wants to multiply a number by ten, is confusing and inaccurate. Many other errors stem from the mislabeling of geometric figures: a rhombus is often called a diamond; an ellipse might be called an oval.

It is likely that Bertie, in his rapid accelerated instruction through many operations, could use much more time manipulating materials, exploring, and actually discovering the conceptual foundations underlying the skills. If he is not given a chance to do this, Bertie's ability to apply what he has learned to higher level mathematics later will be compromised.

Has Bertie had an opportunity to problem solve, investigate geometry, and experiment with measurement? Has he been asked to explain his thinking as he works through a problem? Has he been offered a chance to apply his math knowledge to real life situations? These are all areas for new learning for Bernie both at home and in school.

You may have heard that Illinois is one of the states that has adopted what I called the third C, Common Core Standards for Mathematics. The following information is from the Common Core Standards website

(www.corestandards.org/the-standards/mathematics):

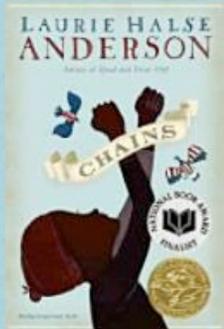
"The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. "

"The math standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year."

"These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms."

As a parent and a partner in Bertie's education, you may want to read more about the Common Core Math Standards. I think you will realize that Bertie and his future classmates will all have many areas in which they will be able to solidify and extend their math knowledge. Bertie's teachers may have suggestions for games or websites to help you in working with him on important math concepts. One more area in which your help is crucial is helping Bertie to understand the math is not only computation. He may come home from school upset that he is not learning any "new" math as teachers try to broaden his understandings. Your positive attitude and excitement over his efforts in these other areas will make him more open to successful experiences. You may also gain some deeper math understandings yourself!

Julie



On March 3 the BCGT Kids Book Club met to discuss *Chains* by Laurie Halse Anderson.

Review by **Meg Sherman**
Lines - 4th Grade
4/5 stars

Chains starts out slowly, but soon develops into an action packed page turner. *Chains* is a sad story with a happy ending. The story begins when the mother of two slaves dies. Their lawyer doesn't show up to bring them to a nice home. Instead, these people called the Locktons buy them. They are both treated terribly. They do all the chores and try to behave, but later on the Locktons decide to sell Isabel's sister Ruth.

During the Revolutionary War, the Locktons are supposedly rebels, but in reality they are against the rebels. Isabel tries to rescue the rebels. But will she succeed? If you want to know what happens, read *Chains*.

A special thanks to Hough Extended Teachers Georgia Nelson and Patti Haney for coordinating our final Book Club session for the year!

BCGT Happenings

Family Science Night



More than 80 students and 50 parents participated in BCGT's Science Night on March 8. While the students were busy creating marble roller coasters and participating in other hands-on science activities, the parents attended a special session with Dr. Anne Grall Reichel, author of *Expect More: Children Can Do Remarkable Things*.

Reichel challenged her audience to consider the way scientists are represented in the popular dialogue. She drew a stark comparison between the way athletes and scientists are portrayed in the media. Parents were encouraged to model their own passion for learning and to make transparent their admiration of scientists. She believes that we need to refocus the popular lens magnifying the importance of the critical role scientists and engineers play in our society.

Throughout her presentation Anne encouraged parents to be conscious of the ways in which we keep "dumbing-down" our young thinkers, explorers, and readers because over and over - even without meaning to do so, they hear adults say they are "unusual". They learn that to fit in they should be less passionate about learning.

Reichel highlighted the importance of challenging children rather than enabling them, which is essential to personal growth and a sense of accomplishment. She believes that as children work their way through challenges they build the confidence and habits of mind needed to embrace the next challenge that comes along.

Anne offered many practical strategies that parents can use to create stimulating home environments where the entire family is engaged in learning. She provided concrete examples of ways for parents to engage children in meaningful conversation and problem solving.

THE LINK TO DR. REICHEL'S PRESENTATION - EXPECT MORE - CAN BE FOUND AT WWW.BCGT.ORG

Monday, April 11, 7-8:30 p.m. – BCGT Art Night

Art Teacher Kate Claassen will share a short presentation on the history of frescoes, then each student will make his or her own fresco. Free to BCGT members or \$2 per student for non-members. Advance registration required. Held at Prairie Middle School.

Wednesday, April 13, 6:30-8 p.m. – BCGT Debate Night

Join us to learn the basics of debating and participate in a discussion in small groups. The questions to be debated are: "Should the United States ban the death penalty?" and "Is peer pressure more beneficial than harmful?" Held at the Barrington Area Library.

Friday, April 29, 6-8 p.m. – BCGT Adult Night Out

Drop by Wool Street Grill and Sports Bar for an informal get-together for parents before the end-of-the-year crunch starts. Visit with old friends or make some new ones over Friday night appetizers. This is a great opportunity to meet some of our Extended teachers who have received BCGT grants to energize their classrooms and engage their students. \$10 pp includes an appetizer buffet. Cash bar and dinner menu available.

Visit our web site at www.bcgt.org for more information and to register for any of these programs.

Teachers Share Findings from NAGC

by Katherine Logue

BCGT Co-President

On February 24th, Barrington High School Honors English teachers, Maggie Oberg and Alan Sanders, presented to a crowded conference room. Cold temperatures and sparse parking did not hamper the enthusiasm of the parents, many of whom were parents of middle-school students, who came to hear these teachers speak about their experiences at this year's National Association for Gifted and Talented (NAGC) Convention.

Maggie Oberg, the freshmen Honors English teacher, spent her time talking about the session that she found the most informative. The title of the session, presented by Dr. Melinda Meszaros, was Exploring NICE. What Neuroscience tells us about Intelligence and Creativity and the Implications for Education. The basic premise is that the cortex becomes steadily thinner, as a result of the selective elimination of connections and better insulation, between the ages of 8 - 20. However, this is not the case in the brain of children with high IQs. The brains of children whose IQs range between 121-150 tend not to start thinning until age 12. This reality results in both positive and negative consequences, including a longer "critical period" for the development of high-level cortical circuits but also a greater risk for misdiagnosis for AD/HD, LD, ASD, and SID. Dr. Meszaros' conclusion is that children of higher IQ, because of a different time-line in brain development, learn very differently from those students with average IQs. Of course, this means that more than an accelerated approach to learning is needed for gifted children--a different and unique approach is essential.

Ms. Oberg told us that this presentation finally gave her scientific explanations for the observations she has been making for many years about her gifted students.

Alan Sanders reviewed several sessions he attended, but the parents seemed most interested in his review

of the Honors and AP English paths at BHS. These parents in particular, with children entering BHS in the next year or two, had many questions about what the future holds in the area of English and Literature for their children. They appreciated Mr. Sanders explanation of the nomenclature and options for each year of high school and how APs fit in with and conclude the Honors program.

BCGT was very pleased with its first attempt at hosting a coffee at the high school, with high school teachers, and targeted at parents of middle-school aged children. We look forward to including this type of event in future school years.

2010-2011 GRANTS

We are very proud to announce that the BCGT Board has approved seven grants this year, totaling nearly \$2000 in support of our Extended Services teachers and programs!

- **Countryside Extended Resource Teacher Michelle Miller** for a variety of fiction and nonfiction selections for the Extended classroom library.
- **Lines Extended Resource Teacher Sarah Giunchedi** for materials to add a Personal Finance unit to the 5th grade Extended Math class, as well as Science Fiction and Adventure reading materials.
- **Prairie 6E Teacher Kipp Freeman** for problem-solving books and materials to augment the math curriculum.
- **Prairie 6E Teacher Diane Malsom** for 24 books from the To Be a Hero anthology to support the reading curriculum.
- **Rose Extended Resource Teacher Ron Metcalf** for tournament materials and awards for the First Annual District 220 Extended Math Invitational to be held in May.
- **Station MS Scholastic Bowl Sponsor Jeff Price** to help support the Station team's participation in the Middle School Quizbowl National Championship Tournament.
- **Sunny Hill Enrichment Specialist Lori Ford** for Science and Social Studies books to be used in the 1st and 2nd grade Enrichment Program at Sunny Hill.

A big thanks to our Lifetime and Annual members - without your membership dollars these grants would not be possible!

WE WANT YOU!!!

Consider becoming more involved in BCGT.

Volunteer opportunities are available in the following areas:

- **School Representative**
- **Event Chairs**
- **One time assistance with events**
- **Board Member**

If interested, please contact BCGT@BCGT.org

Calling All Volunteers!!

BCGT Needs You.

History shows that in school districts across the country, where parent-advocate groups have dissolved or become inactive, gifted programs are gone within an average of two years. In District 220, we have been told we should expect a yearly budget-cut process for at least the next four years. We will need to be seen, heard, and counted, if we hope to maintain a viable extended program in District 220. This is where you come in.

Please consider sharing your passion and expertise by actively working for BCGT.

For the 2011-2012 school year we need:

Event Chairs--You can chair an event that we have had in years past, such as Family Game Night, Science Night, or the BCGT coffees, or you can bring your own event idea to the board and work on that. You can chair an event alone or with a friend or two. You will work with the board's Programs Coordinator and will be supported by the other BCGT Board Chairs such as Publicity, Membership, and Website.

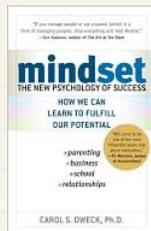
School reps--You will act as the liaison between your home school and BCGT. You will help spread the word about our events, give the board feedback from your parents and teachers and utilize a working relationship with your school's extended teacher(s). You will report to the board's School Rep Coordinator. We are presently

looking for reps from all eight elementary schools and the two middle schools.

Helper--If you want to be involved, but can't commit to the positions above, please consider submitting your name as a helper. You may be asked to help the kids at Science Night, bake cookies for Game Night, help at the check-in table at an event, etc. You can help once during the year or as often as your time and interest allows.

If you are interested in any of these positions or have any questions, or suggestions, please email bcbt@bcbt.org and you can expect a prompt response. We look forward to working together next year.

CHECK IT OUT!



Dr. Carol Dweck, author of the best-selling *Mindset*, is coming to Quest Academy on Sunday, May 1 at 3pm. Her message is powerful - "she shows how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area."

Carol S. Dweck, Ph.D. is one of the world's leading researchers in the

field of motivation and is the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Her research has focused on why people succeed and how to foster success. She has held professorships at Columbia and Harvard Universities, has lectured all over the world, and has been elected to the American Academy of Arts and Sciences. Her work has been featured in such publications as *The New Yorker*, *Time*, *The New York Times*, *The Washington Post*, and *The Boston Globe*, and she has appeared on *Today* and *20/20*.

Tickets can be purchased for \$15 (plus service fee) at:
<http://www.eventbrite.com/event/1176509973>

***A limited number of discounted tickets are available at a rate of \$10 through April 18 by contacting BCGT@BCGT.org

1st Annual Barrington Math Invitational

by **Ron Metcalf**

Extended Teacher - Rose Elementary School

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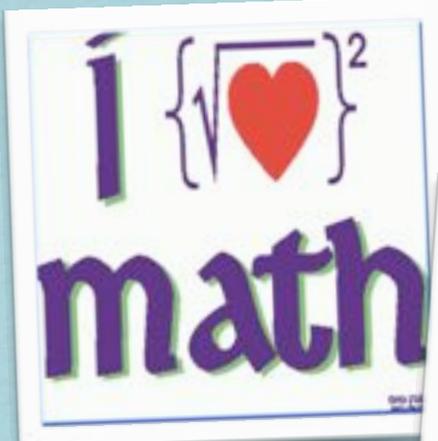
The Barrington Gifted Programs are pleased to announce a new district-wide math competition to be held this year on May 14. The competition, sponsored by District 220 and the BCGT, will be held this year at Rose School.

Each elementary school may send up to two teams: one fourth grade team and one fifth grade team, or if necessary only one combination team to compete at the fifth grade level. Each Middle School can send two sixth grade teams. Teams will consist of 5 members each.

Selection to a team will be based on criteria developed by the teachers of the gifted program along with Mrs. Luck Jensen, Director of Extended Services in CUSD 220.

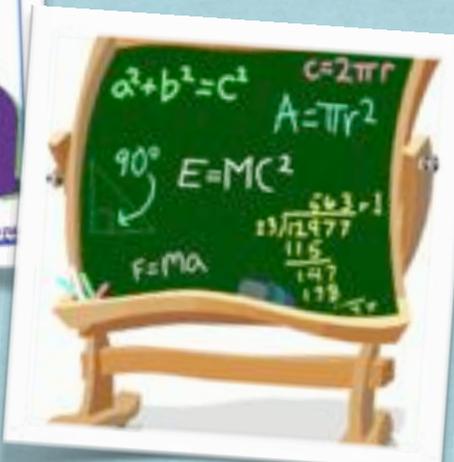
On the day of the competition three rounds will be held. Students will first compete in Round One as individuals and earn individual scores which will be added to the

DO YOU LOVE MATH?



Question - What do you get if you divide the circumference of a jack-o-lantern by its diameter?

Answer - Pumpkin Pi



* Sign up for the Math Competition and see your picture here when you win!!!

team total. After the review of these individual problems teams will then compete in Round Two to earn team points. Again there will be a review of these problems, time for lunch, and finally a final round of problems as a tie-breaker round. An awards ceremony will be held with awards/ trophies presented to the top individuals at each grade level, top

teams at each grade level, and finally the 1st place trophy to the top school.

Watch for more news about this exciting upcoming event!

SCHOLASTIC BOWL

The Station Scholastic Bowl Team is off to a fabulous start to their season with tournament championships in all three tournaments they've entered; the Normal Metcalf Sweetheart Tournament, The Northwestern Junior Wildcat, and the Barrington Invitational. Pranav Sivakumar, Duncan Nyland, Omar Hafiz, Matthew Lehmann and Brock Calamari have earned tournament All Star Honors at the various tournaments where they've played. The team entered Spring Break with an overall match record of 33-1

The Prairie Campus team has been hot, too, taking third place in both tournaments they've entered. Prairie's record stands at 27-4, with two of those losses coming in championship pool play to Station at both the Junior Wildcat and Barrington Invitational. Hayley Gray finished the Barrington Invitational with the highest point total (560) of any of the 322 players at the tournament.

— Jeffrey Price, Extended Teacher - Station Middle School

ALL STAR HONORS

Pranav Sivakumar

Duncan Nyland

Omar Hafiz

Matthew Lehmann

Brock Calamari

BARRINGTON INVITATIONAL HIGHEST POINT TOTAL (560)

Hayley Gray

“Vituperative” Wins It for Barrington Spelling Bee Champ



Congratulations to Station 6E student Pranav Sivakumar, who took first place at the Lake County spelling bee in March and will go to Washington D.C. in June to participate in the 2011 Scripps National Spelling Bee.

Pranav won after 12 rounds with the correct spelling of the word “vituperative,” which is the adjective form of the verb vituperate - to use harsh language. He says he felt fairly confident because he had been the runner-up last year. “I had been

there before, so I wasn’t really nervous, except on the winning word.”

“We are all so excited and proud of Pranav,” said Heather Schumacher, Station 6E teacher. “He worked really hard to earn this achievement. The entire class has been extremely supportive and encouraging. They are planning a spelling bee send-off party and suggest words for him to spell as extra practice during passing periods. He is the first student to make it to the National Spelling Bee from Station.”

Pranav started preparing in the fall by studying standard word lists for about one hour each day. He notes that one of the keys to his success is that he reads the dictionary every day.

Looking ahead, Pranav plans to study two to three hours each weekend to

prepare for the National Spelling Bee, where he’ll compete against 274 of the top spellers from across the U.S. “This has always been my goal,” Pranav says. “I’m really hoping to make the semifinals.”

When asked what suggestions he’d give to other Extended students who might be participating in a spelling bee, Pranav says: “The advice I would give is to prepare hard. Study all kinds of words - whatever you can get your hands on.”

Pranav also expressed his gratitude to all of his teachers, especially Ms. Gruber, Ms. Nelson, Ms. Schumacher and Ms. Freese, for supporting him over the last four years.

Best wishes to Pranav and his family as they head to Washington D.C.!

How to Spell S-U-C-C-E-S-S?

10 Tips to Spelling Superstardom

1. For inspiration, watch the documentary [Spellbound](#) on family movie night.
2. Keep a “great words” journal for every new and interesting word that you find.
3. Designate a spelling wall in your home. Post new words to the wall each day.
4. For family game night, conduct an impromptu themed spelling bee. Use a newspaper for a current events bee or a cookbook for a cuisine bee.
5. Scour the dictionary in search of words to stump your parents and teachers.
6. Read great books. You’ll be entertained while you effortlessly improve your spelling and increase your vocabulary.
7. Ask friends and neighbors to challenge you with tough spelling words.
8. Read [How to Study for a Spelling Bee](#) by Jacques Bailey, the official pronouncer for the Scripps National Spelling Bee.
9. Take advantage of [Spell It](#) the Scripps National Spelling Bee study site which includes word lists divided by language of origin.
10. Expand your skill set by playing the fun word games at Merriam-Webster’s [Word Central](#).

Source: 2011 Scripps National Spelling Bee program

An Opportunity for Our Creative Thinkers: Extended Art at Barrington Middle Schools

by Dawn Stanislawski

Barrington Middle Schools

Station and Prairie Extended Art Students

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"Extended Art lets me do what I love most- draw. I can pour my sketchy, eraser- smudge thoughts onto paper in the form of half-finished drawings and splatters of glue, paint, and glitter. I can express myself freely without fear of being judged. I know that I'm special and Extended Art makes it okay to be." - **Lindsay Green**, 7th grade Station Campus

The Extended Art program is a program for artistically talented middle school students who strive to explore and develop their art skills. In this class students are able to explore a wide range of materials beyond the limits of a typical middle school classroom.

"When a picture begins it is blank. As materials and mediums are added, the picture becomes something, to the point where even white space left is no longer blank." -**James Cook**, 7th grade Prairie Campus

Students are encouraged to use various types of reasoning to think and reflect critically. These artists also learn to problem solve in both conventional and innovative ways. By the end of three years, students should be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. They are able to investigate new processes, implement creative ideas and revisit traditional ideas to create new and reinterpret existing works of art.

6th Grade Extended and Station's Middle School Art Educator, **Valerie Pientka** believes that, "Extended art allows our next generation of visionaries to begin to realize their own potential within a supportive, enriched environment. It is no different than when mensa members gather. These students realize not only their personal gift but also their collective capacity to communicate ideas to others via imagery. In this time of instantaneous

communication, it is critical that we foster this capacity within our children, and allow those with the gift to express."

Students in extended art feel very connected to their purpose as an expressive person. When asked to explain what extended art means to Barrington Middle School Station's 7th grade class, they agree that this is a place that they are able to freely express themselves without judgment amongst peers. They find the class fun and many times don't want to leave, or look forward to the next day when they will return. It allows them to find a path and a safe place to be able to express their inner emotions, thoughts, and interests that drives their learning.

Griffin Claes, 8th grade Prairie Campus feels that, "The Extended Art room is a sanctuary. I can execute my wildest thoughts and ideas."

Samantha Gorman 7th grader at Station states, ". With this class, I am able to realize what talents I have. This class has given me confidence beyond anything I would have imagined. I have accomplished so many things and I have made masterpieces that I can keep as a memory of this class for my entire life."

This program allows students a place to connect to the school, district and community. Extended Art students have participated and used their talents to better the Barrington Community. Many extended art students have participated in a wide range of art shows including Art In the Park and their own school exhibits. They are commonly asked to create designs for school publications, t-shirts and other school needs. Many participated in the opportunity to paint a horse to display around the community during the community's initiative in the Parade of Horses. Yearly these students have their artwork hanging in the Barrington Administration Building for all to enjoy.

Julia Beatty has worked at Barrington High School for four years and has taught for the Extended Art

program for two years. "I feel privileged to be a part of this program. The enthusiasm and creativity of my middle school students inspires me every day. They are eager to learn and fearless when it comes to experimenting with new materials and ideas. It has been wonderful to see the growth students experience artistically from sixth to eighth grade. The rich and varied curriculum the Extended Art program offers exposes them to a wide range of materials and ways of working which gives them a taste of what they can expect when they begin taking classes at the high school. Many of them continue on with art classes at BHS and a large number of them apply and are accepted into the Advanced Placement art classes. In addition to fostering creativity the Extended Art Program also provides the students with a valuable social experience. Strong friendships develop over the three years students participate in the program."

As the 7th and 8th Grade Station Extended Art Educator for the past four years, I am constantly impressed by the quality and hard work of these talented individual exhibit. This program is a true testament of the elementary and middle school teachers abilities to offer a very valuable art curriculum that cultivates students that are well-rounded, 21st century problem solvers that can always find a creative solution. Words can not describe what these students are capable of. Art allows them endless possibilities for self expression. Many extended art students are not only artistically intelligent, but also are very dedicated to their academics and participate in many extra curricular activities. Everyday as I teach these students, I learn something new from them. They are my inspiration and they make my life as an educator a very fulfilling one.

"Art is a great way to express oneself, without art our lives would be dull and colorless." **Lily O'Leary**, 8th grade Prairie Campus

EXTENDED ART - STATION AND PRAIRIE



Jonathan Zu



Kelly Hasselbein



Brittany Glowacki & Elizabeth Streiff



Isabel Grazian, Anna-Terese Losurdo,
Katherine Fox



Shareef SanJuan



Teresa Yang

NaNoWriMo

Aman Asija and Spencer Lehmann

Station 6E

...

NaNoWriMo is a 30 day writing frenzy in November where students have to write a novel within a month. Students first set a goal for

themselves. Goals varied from 3,000-30,000. We had two periods each Friday to work on NaNoWriMo along with spending time at home. Many people accomplished their word goals despite the fact that they were behind schedule originally. Some people adjusted their goals; either higher or lower depending on what they thought about NaNoWriMo after a week or so. The whole experience of writing was really fun and was free choice. The students did not have a

given topic to write about. Topics varied from astronauts with piranha aliens to a confused boy who ended up in a military force. One additional motivator was that if students accomplished their word goals, they could publish their book from the national website for NaNoWriMo where students could also publish their progress online. All in all, NaNoWriMo was a very fun and challenging experience for everybody.

Pie! O good, O
crazy, wonderful in eighty
types! Art pi-ful, numerals
wonderful wonders!
Happiness art in awe,
freedom's love,
Pie-ful!

Fiona Nyland

Wow! I love π - value amazingly pi.
Simple, adore for extra terrific,
awesomely eternal repeating - for it has
numerals that parade on random line
and not finished 1 How we worship
diameters, radii - as fraction relative
with a circle-ish meaning! I defend
wondrous arc particles coagulant pi's
brother round!

Daniel Chia

Pie! O good! O crazy,
fantastic, PI, Cannot
relate two whole
numerals. Diameters
couldn't interpret the
so fab, giggling, cool
pieful!

Samantha Schmitz

Poems written by Hough Street School 5th Grade Extended Students in honor of Pi day.

A Hero's Quest: Water Droplet on the Move

by Spencer Lehmann

Station 6E

...

Let me get this straight. I am only doing this because I won the annual chess tournament. I won 3000 tiers (water droplet currency). Let's get to the point. I am a water droplet. A very accomplished water droplet. My reward for bravely playing in the chess tournament was a journey through the water cycle.

I left first thing in the morning (after all I had tons of tiers to spend). I told my mom goodbye and left for the ocean. The fact is that the only reason I hesitated about the trip was my mom. She was getting frail because she was old. "Don't worry," my mom assured me, "I'll be okay." She added that the trip would be "very educational." So I started off on my adventure.

The first step (we had already done when I started writing) was to travel to the ocean to be evaporated into water vapor and rise to the sun. Evaporation is very weird by the way. You are warm when you go up and then you cool off as you hit cooler air. It feels like the sun is still trying to fight the cold off. At least that's what I think. I don't know what the other guys thought because no one said anything. I could only conclude they were silent for one of two reasons. Either they had done this before or they were too stupid (no offense meant) to observe anything at all. I am keeping a journal (this is it by the way) about me (somehow) being a hero in the water cycle.

Anyway, as it got colder, we were forced to bundle together, closer and closer, because otherwise we would

freeze. We are lucky I am taking such careful notes because once again, everybody did not notice what was happening (refer to reasons I mentioned earlier). We were with hundreds of other groups in our cloud that got evaporated just like us. I only saw three droplets even close to my age, and one was just born. Ugh! We were bunched uncomfortably in with the other groups. You just moved in with whoever was next to you. There was no real order to things.

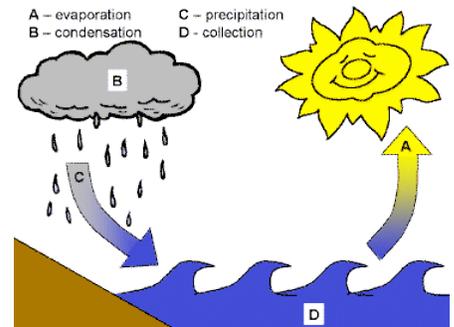
One thing I did know, I did not like the distance to the ground. Everything looked so small and far away (a long way to fall and splatter). Then a jet plane whizzed by warming us from a snowy cloud to a rainy cloud. I felt the pull of the jet engine, dragging me to certain doom. I watched in horror as several droplets were whisked away toward the jet engines. I had to do something, and fast! All the other droplets were too old, or too dumb (offense meant there) to take charge. Fortunately I had an idea.

"Everyone, start circling me," I said. Everyone was buzzing around me, like bees in a hive. I got their energy and I could swoop in to save the helpless droplets. I was able to save all but one droplet. But then, just as I thought that last droplet was lost, another cloud absorbed it on its way to absorb us. What a relief! We were so tired we went to sleep.

The next day, at dawn, I was awakened by an elder droplet. He said, "We are about to start the precipitation stage." I faintly remembered my teacher telling me precipitation is the most fun of the water cyclellllllllleeeeeee! Yikes! I was suddenly dropped out of the

cloud. It was like a freefall ride with no restrictions and a mattress at the end.

We landed in the water with a plop and traveled back home. I was greeted warmly, and I went back to my house, happy to see my mom. As I reflected on my quest, I realized that it meant more to me than the 3000 tiers I won in prize money. So, I donated half my money, got a new home, and taught children. I worked all I could, and donated everything I got after buying necessary things like food. All the money went to the Water Cycle foundation. It made me proud to know that littler kids could now experience the water cycle for themselves. And I could be a group leader. I knew I could teach the water cycle on the way through it because I was now the elder statesman (go figure). My donations helped my town a lot. Of course the water cycle is continuous, so my donation would help for years. I was remembered as a giver, instead of a chess player. I like that.



Student Book Reviews



Book by Anthony Horowitz Review by Ally Ahern

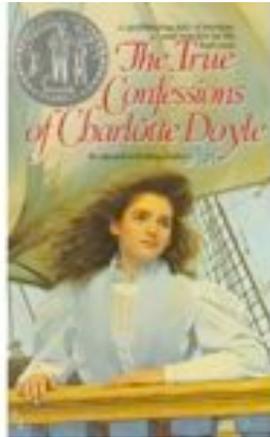
Hough, 5th Grade

...

Alex Rider woke up on a normal day only to find the police knocking on his door. His Uncle Ian had died in a car accident. Alex races to the junkyard to find his Uncle's car and much to his surprise, finds a sea of bullet holes sprayed across the windshield! Feeling the need to investigate the accident, Alex uncovers the top-secret agency his uncle used to work for as a spy. The people who run the agency tell Alex that he has to finish his uncle's mission even though to do so it will require thirteen days of intense training. It's will be up to him to find a way to stop the evil man who is trying to poison all the school children in England.

This book is a fantastic example of determination, hard work, and adventure! Stormbreaker was personally was one of my favorites! I have to be honest though, when I saw the cover of the book I judged it and thought it would one of those "Boy Books"! Although it was action packed, I would recommend this book for 5th or 6th graders due to its mature content. It was a very boyish book but girls, you can read it too!

In the end, Alex ends up uncovering a secret that could save his country. Will he save the country in time, or will the country suffer the epidemic of the century? Read Stormbreaker to find out!



Book by Ruth Avi Review by Eliza Haney

Hough, 5th Grade

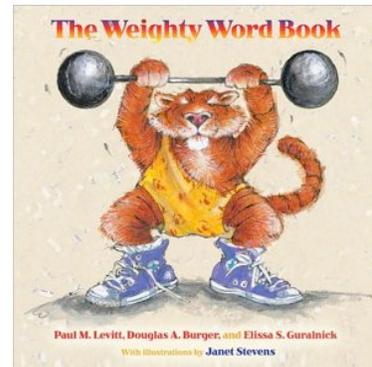
...

"There, jutting up from the hole through which the hold might be reached, was a grinning head, it's eyes fixed on me." Such was the experience of thirteen year-old Charlotte Doyle, on a ship called the Seahawk. Bound for America, on her way home from London after going to a school called "The Barrington School for Better Girls," Charlotte is the only passenger aboard the Seahawk other than the captain and crew. During a riveting adventure, Charlotte is accused of murder and brought to court. After a shocking incident involving the Captain, she is forced to make a life-changing decision.

I loved every word of this engaging story. I could barely peel my eyes from the book. The most special part of this book was that Charlotte was forced to look at her own beliefs and values, and to choose either the expected, or the unusual choices that would lead to adventure. I agreed with Charlotte when she questioned the captain after she witnessed him doing the something unthinkable. I admired her bravery when she stood up for herself again and again. I enjoyed every bit of drama and action in this fantastic mystery.

Avi says, "The more you read, the better your writing will be." She loves to write stories filled with mystery,

action, and adventure. You can find out all of Charlotte's secrets if you read this fantastic novel. I would encourage anyone who loves action to read The True Confessions Of Charlotte Doyle because it is filled with excitement, mystery, and adventure. Read on!



Book by Paul M. Levitt Review by Christine Batliner

North Barrington - 4th Grade

...

Our class is doing a weighty word project where we make our own weighty word book. A weighty word book is a book that we make using our vocabulary words from A to Z. Each word has its own story that relates to the meaning of the word and has a pun too. An example of a weighty word could be the word "bleak" and the story could be about a bad leak. "Bleak" means to be depressed and you're depressed if you have a bad leak so it relates to the story. It's a fun way to learn your vocabulary words.

Student Book Reviews

Weighty Words (continued)

Book by Paul M. Levitt

Review by Lane Roth

North Barrington - 5th Grade

...

In Mrs. Check's reading class, we read The Weighty Word Book. In fact, every time anyone in Mrs. Check's reading class hears the words, "weighty words: their face lights up with excitement. We all loved reading the stories.

After we read each story in the book, we would draw a picture of someone or something describing the meaning of the word. We went all out! Some people even made, what we called, "signature people". Then, we would share them in front of the class and showed them on the Smartboard. Also, we would put them in a folder and take them home for our family to see.

We are currently working on making our own weighty word book. We use our vocabulary words and make stories based on the meaning of the word (like in the original Weighty Word Book). We sort them alphabetically in our book. We make the stories with a partner and at the end of each story, we draw a small picture. We also make cute covers for our books and can title them whatever we want.

Weighty words are a big part of Mrs. Check's reading class. We all have loved them.

Review by Michael Borkon

North Barrington - 4th Grade

...

One day our teacher started to read a book called Weighty Word Book II to the class. It's about stories that help teach vocabulary words such as "yokefellow" and "rusticate". The stories are quite amusing and they always end with a pun.

Our teacher came up with an idea to do our own weighty word book. We were partnered up by our strengths and weaknesses. So my weakness would be my partner's strength and visa versa. The words we used were from our vocabulary lessons. We picked one word for each letter of the alphabet. Of course, there's a pun at the end of each of our stories as well.

Overall, making your own weighty word book and reading the Weighty Word Book II has been a very worthwhile activity. I highly recommend it to all students.

AROUND THE WORLD

By Audrey Li and Kaley Ruff

Sunny Hill - 5th Grade

...

This is an example of a Story With Holes, based on the series by Nathan Levy.

Allie wanted to travel around the world. She wanted to go to Paris, Mexico, and even the deep jungles of South America. Today was the day she would accomplish her mission. She was off! She saw the Taj Mahal and other historical landmarks. Allie traveled all seven continents and four oceans in exactly 2 minutes.

A Special Thank You to our NEW 2010-2011 Annual Members!

Andriesen Family
Christine and Peter Bedard
Darlene Benito
Henry Borkon
Eric and Elizabeth Chernik
Cris and Ed Chmiel
Lorie Donnelly
Insung Hun
Sarah Khan
Khurana Family
Marty Kozar
Jane Mayer
Robert Mchugh
Pam and Rick Meitzler
Dennis Newkirk
Johnny Palumbo
Heloise and Dave Pechan
O'Toole Family
P. Ryan
Beth Sherman
Shinn Family
Stephanie Song
Bill and Debbie Stone
Douglas Taylor
Nancy Vitacco
Wen Family

**It's not too early to
renew your
membership for next
school year. See the
membership form at
the end of the
newsletter!**

The Tragedy of Macbeth

by Audry Li

Sunny Hill - 5th Grade

...

What makes Duncan a good king? What makes Macbeth a tyrant?

Duncan makes a qualified and loyal king because he was meant to be the rightful king of Scotland. He only wanted what was best for Scotland, and he seldom disobeyed the laws. He was a truthful king, who never allowed unfair things within his providence. While, Macbeth made a brutal tyrant. Macbeth was pronounced Thane of Cawdor just as he had won the harsh battle in the start. He thought he had deserved much more than his place as Thane of Cawdor. After, the three odd witches had told Macbeth they saw in the future he was going to be king. That's when everything struck! Misguided Ambition had come upon him and his wife Lady Macbeth. They desired the crown, and the hunger they had was unexplainable. No matter what, Macbeth knew that he would become King of Scotland someday and that someday was now! Macbeth and Lady Macbeth were never meant to have the crown as king and queen, but unfortunately they would do anything to get it- even if it meant taking the life of another living person. Macbeth and his leading lady are definitely tyrants.

Discuss the role that blood plays in Macbeth, particularly immediately following Duncan's murder and late in the play. What does it symbolize for Macbeth and his wife?

Honestly, Macbeth could have not been done without blood! The role of blood has occurred in many scenes of Macbeth and obviously every time blood is brought up or appeared in the play when somebody was slaughtered. Blood especially appeared when Macbeth and Lady Macbeth killed Duncan, later then feeling rather guilty and acting as if he couldn't believe what had just happened. Although something had gone wrong and Lady Macbeth told him to go back and fix it. He refused to go as to deep inside of him, he felt guilty but he tried to hold it back. Lady Macbeth, went back to fix it herself and returned with blood drenched hands. She tried to wash her bloody hands, but the blood never washed away, and forever remained. Not only did the blood remain, but did the guilt. The blood symbolizes nothing but the guilt of slaughtering an innocent king due to their misguided ambition. Later on in the story of "The Tragedy of Macbeth", their is much more blood. Also, when Macbeth was slaughtered near the end of the story. Basically, blood represents death, guilt, and nothing other than trouble!

Characterize the relationship between Macbeth and Lady Macbeth. If the main theme of Macbeth is ambition, whose ambition is their driving force of the play - Macbeth's, Lady Macbeth's or both?

The relationship between Macbeth and Lady Macbeth is complicated and confusing. From the words within the pages of the book, it seemed that Lady Macbeth only married Macbeth for the matter of him becoming king. She wanted to be queen so much! Ambition is great, but misguided ambition is very different. Again, she wanted to be queen so badly that she would even take the life of an innocent king. I think Lady Macbeth's ambition is driving force of the play because she was so brutal with her words and actions when revolving the death of the king. Also, it was somewhat Macbeth's decision when deciding whether or not to kill the king. He also had misguided ambition. The moment he killed the king, he instantly felt guilty and so that means he still has a good heart inside of him regarding somebody's death. Although, the past will not be changed, and the future will come soon. It was both of their faults, and the result? Is death.

MYSTERY NUMBER

By Joey Foster and Matt Kowalski

Sunny Hill - 5th Grade

Matt and Joey created a mystery number focusing on vocabulary skills for primary students. Using the clues, can you guess what the mystery number is?

- It is a seven digit number
- It is even
- It is divisible by 2, 7, and 8
- It is a whole number
- The digits in numerical order are 1,2,3,4,6,7, and 8
- Each digit is used only once
- The digits are never next to a digit that it is 1 number away from (for example, 3 cannot be next to 4)
- The value of the 4 is four million
- The value of 6 is six
- The value of eight is eight thousand
- Seven is next to four
- Two is next to eight
- One is next to eight



Students: Can We Talk About Stress?

by **Rochelle Schulman**

Barrington Youth and Family Services

As an honors/ extended student, you face many challenges and expectations – usually even more expectations than a typical Barrington student. There are the pressures of school, extra homework, projects, family expectations, extra-curricular activities, and the feeling that being gifted makes you “different”. It’s enough to make anyone’s head whirl! It is important for you to know that people understand you face the pressures that increased ability brings. It is also important for you to know that whatever you’re going through, you don’t need to do it alone. If you are feeling overwhelmed, Barrington Youth & Family Services (BYFS) can help you find techniques to deal with your pressures and stress. Talking about it doesn’t mean you have failed. In fact, recognizing that you need to find methods of coping with stress in your life is one of the smartest things you can do.

How can you tell if you are experiencing stress? There are several key stress indicators to watch.

- Headache
- Sleeping poorly
- Difficulty in concentrating
- Upset stomach
- Anxiety
- Short temper, sadness or crying
- Feeling you can’t live up to expectations

Asking for help can be difficult, but it can also change your life. It’s logical to go to a doctor for a sickness or a pain, but when you’re dealing with uncomfortable emotions, feelings, and stress, it isn’t as easy to know where to turn. Whether you think you should be able to “handle it”, or think everyone has the same problems, you may have a hard time asking for help. Barrington Youth & Family Services could be the helping hand you need to tackle your concerns and get back on track. BYFS offers counseling services to help you accomplish your

BARRINGTON YOUTH AND FAMILY SERVICES

*Rochelle Schulman, LCSW, LMFT, BCD,
CRADC - Executive Director*

Rochelle Schulman has served as the Executive Director of Barrington Youth and Family Services since 1991. She has a Masters of Social Work from Loyola University of Chicago and a Bachelors of Arts in Psychology from Northwestern University.

Prior to joining the BYFS staff, Ms. Schulman was employed as the Director of Social Services from 1985 to 1991 at Christopher House, Greenview with casework, supervisory and administrative responsibilities. Her background includes previous employment with the Illinois State Psychiatric Institute, Christopher House, Lakeside, United Charities, Northern Family Services and the North Area Office of the Illinois Department of Children and Family Services.



goals while actually enjoying the process!

What is Professional Counseling?

Professional counseling is an opportunity for you to openly discuss problems and challenges in a supportive and confidential environment, without anyone criticizing you. You’ll work with a counselor to help identify the challenges you’re facing, and determine the best way to deal with them. All of your discussions with your counselor will happen privately at the BYFS offices.

Do I need permission from my parent or guardian? How much does it cost?

Sometimes it can be difficult to talk to your parents about a problem – parents have expectations, hope, dreams and all their own feelings about your success that can be hard to manage. Sometimes the best answer is to have your whole family come together and discuss ways to help you manage all the pressures in your life. And although the support of your family is the best situation, in Illinois if you are a child between 12 and 17 years of age, you can request counseling services from BYFS

without the consent of a parent or guardian. You can attend up to 5 counseling sessions at no cost.

Professional counseling can help you learn strategies to tackle problems head on, you can gain greater control over your feelings and thoughts, make positive changes in your self-esteem, and improve your ability to communicate about your feelings and your needs. Positive outcomes are many: personal growth, tighter relationships with your family, stress reduction, better decision making, and positive movement toward accomplishing your goals.

How do I begin?

Call 847.381.0345. Indicate that you are a student interested in counseling. First, you will be put in touch with a counselor who will collect some basic information over the phone. Next, a counselor will call you to schedule an in-office appointment. If you’d like more information first, you can call us at 847.381.0345 or stop by our office at 110 S. Hager Street – right behind the Barrington Sweet Shop across the street from BHS. You can also check us out online at www.barringtonyouthandfamilyservices.org.

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
[Zihui Huang and Shuhong Lin](#)
Tom and Anna Huber
Richard Hucker
Peter and Linda Jakopin
Robert and Sue Johnson
[Prathik Kandimalla](#)
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
[Venkata Madana](#)
Ajay and Priti Mehta
Ray and Chrisse 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
[Jacqui and Tri Nguyen](#)
Pin Ni and Weidi Lu
Steve & Dianne Nicoletti
Nikolich family
Ken and Jean Nowak

Shane and Lori Nugent
Patrick & Karen O'Brien
[Oettinger 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
[Lauren and Steve Ramel](#)
[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
[Adeline Sun](#)
[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-Tailon](#)
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
- 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



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 _____

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

Comments or Suggestions:

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

Please visit us at www.BCGT.org

Barrington Council for the Gifted and Talented

Invites 5th-8th grade students
to join us for

BCGT Art Night “Journey through a Fresco”

Presented by Art Teacher Kate Claassen

At Prairie Middle School

Monday, April 11th, 2011
7:00 – 8:30 PM



Learn about the role frescoes have played in the **creation of some of the world's most** exquisite art, dating back nearly 2500 years to Greek, Egyptian and European culture.

Join us for a **SHORT** presentation by Art Teacher Kate Claassen
on the history and uses of the medium.

The rest of the workshop will be dedicated to each student
making his or her own fresco.

Kate Claassen is a former Extended Art teacher in District 220 and currently leads the Prairie Middle School Art Club. She studied art and art history at St. Olaf College and has a Masters' in Art Education. Kate is a working artist and has traveled the world, including Europe, South America and Southeast Asia.

FREE to BCGT families or \$2 for non-members. Space is limited to 30 students,
so please register in advance at @ www.bcg.org to reserve your spot.

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



BCGT invites 4th, 5th, 6th and 7th graders to its 2nd Annual....

Debate Night

Come prepared with THREE facts on these TWO topics
We'll teach you the basics of debating and you'll do the rest!

Here are the two debate topics:

- #1: The United States should ban the death penalty
- #2: Peer pressure is more beneficial than harmful

When: Wednesday, April 13

Time: 6:30-8:00pm

Where: The Barrington Area Library

Register online at the Barrington Council for Gifted and Talented website (www.bcgt.org)



Not Sponsored by Barrington Community Unit School District 220

Barrington Council for the Gifted and Talented invites you to

Adult Night Out!

We've sponsored fun and educational activities for kids all year.

Now it's your turn.

Drop by Wool Street Grill and Sports Bar for an informal get-together before the end-of-the-year crunch starts.

Visit with old friends or make some new ones over Friday night appetizers.

Meet CUSD 220 teachers who have received BCGT grants to energize their classrooms and engage their students.

Learn how you can support other BCGT events and activities in the year ahead.



Who knows? We may even throw in a few games for ourselves.

JOIN US!

When: Friday, April 29

Where: Wool Street Grill & Sports Bar

Time: 6-8 p.m.

Cost: \$10 per person, includes an appetizer buffet.
Cash bar and dinner menu available.

RSVP: At BCGT's Web site, www.bcgt.org, by April 26.