



### **BCGT Board 2009-2010**

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[www.BCGT.org](http://www.BCGT.org)

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### **President's Corner**

#### **BCGT: What's In It for Me?**

Being involved in gifted education parents' groups has given several "gifts" to me and my family. Long before children are formally identified in schools, most parents of gifted children know there is something different about their child. This is an ideal time to benefit from talking to other parents who have been in your position: "Is this normal? What did you do about this? How did you handle this in your family? What would you do differently?" BCGT offers informal opportunities for parents to share their experiences, whether over a cup of coffee or while discussing an interesting book. Formally, we also host speakers who can enlighten us on various topics pertaining to our kids and sometimes ourselves, as gifted children often have gifted parents.

I also found that helping out with a committee/board position enabled me to get to know other parents who seemed to strike a healthy balance for their families. To this day, I seek out and value their opinions on things ranging from sports coaches to summer school to

good books. Additionally, the involvement of faculty and district personnel within BCGT has afforded a unique opportunity to hear firsthand about the state of gifted education in our district, state, and country. It's reassuring to hear that, despite inadequate outside support, our district is striving to give our kids what they need.

Finally, becoming involved in BCGT can fulfill that need to give back to your community. Illinois and U.S. debt levels leave precious little state or federal funding (if any) for gifted education these days. By directly volunteering in our classrooms, providing grants to help our teachers, nurturing curiosity outside the classroom, and educating ourselves about gifted issues, we can all work together toward a bright future. That's a great gift.

If you would like to join us or be more involved in the BCGT, please send us an email at [bcgt@bcgt.org](mailto:bcgt@bcgt.org).

Pooja Chatterji and Mindy Vlk  
BCGT Co-Presidents

### **Upcoming Events**

- **November 2, 6:00 PM** - BCGT Children's book club - "Catching Fire" by Suzanne Collins (at Barrington Library)
- **November 3, 6:30 PM** - Julie Luck Jensen and Tim Martin will present information about the Extended Programs in CUSD 220 (at BHS)
- **November 6, 5:30 PM** - BCGT Family Game Night (at Barrington Library)

Visit our web site at [www.BCGT.org](http://www.BCGT.org) for updates and registration information.

## Ask Julie!

*Julie Luck Jensen*

Director of  
Extended Services  
Barrington CUSD 220



Dear Julie,

My 9 year old daughter is a gifted, talented child who seems to be calm, mature and in control of her life most of the time. Then, there are other times when she responds like a very young child or seems so intense about the strangest things! For example, I took her to see the musical, Les Miserables, and she sobbed through the whole thing. When I asked her why, she couldn't explain. She also overreacts to little physical things. The other day she became quite agitated and sat down in the middle of the street to pull an "annoying" string out of her sock. I won't even begin to list the times she is devastated by third hand reports about what one of her friends supposedly said about her. Still, other adults are constantly complimenting her on her critical thinking and her amazing problem solving ability.

My lustrous brunette locks are quickly turning gray living with this level of intensity.

Help!

In-Over-My-Head With Intensity

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Dear In,

I think this quote from gifted expert Linda Silverman might shed some light on your daughter's behavior, "The intricate thought processes that mark these individuals as gifted are mirrored in the intricacy of their emotional development.... Their vast emotional range make them appear contradictory: mature and immature, arrogant and compassionate, aggressive and timid. Semblances of composure and self-assurance often mask deep feelings of insecurity. The inner experience of the gifted young person is rich, complex and turbulent." Working and living with these children can be a challenging experience!

In the last decade many in the field of gifted education have referred to the work of a Polish psychiatrist and psychologist, Kazimierz Dabrowski, whose writings on the theory of positive disintegration (1929-1980) is extremely helpful in understanding the intensities or "overexcitabilities" of gifted individuals. Dabrowski outlined 5 areas in which individuals (often gifted) react more strongly than normal to a stimulus that may be very small. Nervous system sensitivity as well as psychological factors can be involved.

The following is a very brief, basic summary of the five areas of overexcitabilities:

1. **Psychomotor:** Heightened physical activity, surplus of energy, rapid speech, lots of gestures, nervous habits. Examples: difficulty calming mind to go to sleep, nail biting, competitiveness, excessive organizing
  2. **Sensual:** Heightened experience of sensual pleasure or displeasure, outlets for emotional tension, aesthetic pleasures. Examples: sensitivity to loud sounds or bright lights, frenzy over the feel of a shirt label, breathlessness and awe reacting to a beautiful painting, overeating.
  3. **Intellectual:** Heightened need to seek understanding and truth, gain knowledge, analyze and synthesize, penchant for probing questions, preoccupation with logic and theoretical thinking, development of new concepts. Examples: sustained concentration and intellectual effort, detailed visual recall, moral thinking, extreme curiosity, thinking about thinking, love of brain teasers and puzzles.
  4. **Imaginational:** Heightened play of imagination, rich association of images and
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## Ask Julie!

Continued...

impressions(real and imagined), imagery as an expression of emotional tension, capacity for living in a world of fantasy Examples: Daydreaming, strong visual thinking, use of metaphorical speech, elaborate details of night dreams, mix of truth and fiction, creation of private worlds and imaginary companions

5. **Emotional:** Heightened, intense positive and negative feelings, strong affective expressions, somatic expressions, strong attachments and deep relationships, well differentiated feelings toward self. Examples: Extremes of emotions, identification with others' feelings, tense stomach, blushing, feelings of fear, anxiety, concern with death, depression.

(Adapted from Piechowski and Tolan from the work of Dabrowski)

Most gifted individuals exhibit some of the overexcitabilities, while some highly gifted people may demonstrate characteristics in all five areas. While many of these traits can manifest themselves in negative ways, others can be seen as extremely positive.

How does the intense child navigate the complex world in which she lives? Will her high moral development keep her struggling with issues of social justice? Will her sensitivity to peers keep her from enjoying school and social events? Will her concerns regarding world events and problems be exacerbated by her lack of emotional maturity? The good news is that Dabrowski's theory has been studied by many modern scholars, psychologists, and educators and much has now been written regarding strategies for working with intense children. If you are interested in further details, check your local library, the internet or contact me.

Please keep in mind that, as your daughter enters adolescence, some of her intensities might seem heightened as she struggles to discover her own identity. Even if you are not yet well versed in the specific strategies developed to deal with overexcitabilities, rely on your parenting skills of being a non-judgmental listener, a partner in setting realistic goals, and a source of support for her dreams. Please do not assume that just because your daughter is gifted that she may not need assistance from a trained mental health professional. Be sure she has the tools she needs for her mental health as well as her academic life.

Now go touch up that grey hair and consider yourself privileged to be part of your daughter's exciting, intensive life!

Sincerely,  
Julie

## BCGT Happenings



### BCGT Book Club Notes

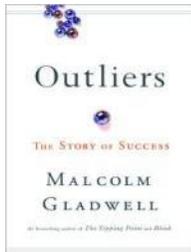
By Pooja Chatterji

The book we picked for our first parents book club meeting this year has enjoyed a position on several "bestseller lists" since its first publication in November 2008. We discussed the book "Outliers" by Malcolm Gladwell.

An "outlier" is someone outside the norm. Gladwell is specifically referring to highly successful people in different fields as outliers. He uses examples like Bill Gates, the Beatles, Oppenheimer, etc. to illustrate his premise that their success is not due to their meritocracy. In his view, outliers are a product of several different factors, which include their birth year, social environment, cultural biases and opportunities presented at the right place and the right time.

## BCGT Happenings

Continued ...



The book is divided into several chapters, each dealing with a particular reason for an individual's rise to fortune, fame or prominence. His initial example of hockey players and their birthdates (specifically their birth month) determining their success on the hockey team, is an attractive and easy illustration to follow. Gladwell's use of birthdates being a key factor in the emergence of computer gurus, Jewish lawyers and contemporary billionaires permeates throughout the book.

He attributes hard work, practice and persistence to the success of outliers. The "10,000-Hour Rule", or the idea of practice and not plain talent, is necessary for the success of most people. This applies whether they are musicians, sportsmen or in other fields.

Persistence and hard work is the theme for another chapter that uses cultural bias to describe the success of Asians in mathematics.

In the last chapter, Gladwell explains how he has benefitted from a series of events, before he was born, to bring him to his current state of being a bestselling author.

We felt that Gladwell had taken a common observation and picked specific examples to support his view and there are still cases of outliers that escape his simplistic hypothesis. However, his examples are well written and relatively unique.

One major criticism is his idea that the older you are, the better off you are among your peers. We thought this depended a lot on the individuals and their self-esteem.

His chapter on children with "gifted" or higher IQ's is similar to the current literature in support of gifted education to nurture giftedness and have positive results.

In conclusion, we felt he was trying to send the message that we, as a community, influence each other and our children with our value systems. It is a misconception that some people just happen to be exceptional. Many factors go into making someone successful.

## BCGT Guest Speaker - Janet Gore

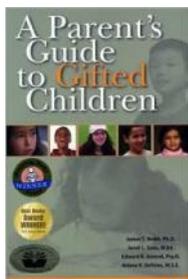
We asked Janet Gore to write a short summary of her talk to Barrington parents the evening of Sept. 24. Here are some of the key points from her talk:

### "Some Interesting Things to Know about Gifted Children"

By Janet Gore

Common traits of gifted children include curiosity, long attention span, rapid learning, good memory, usually with an IQ of 130 or above. Some say the term "gifted" is elitist – because if some are gifted, it means others are not gifted. When we substitute the term 'rapid learner' or 'advanced learner' we emphasize the learning differences like rapid processing and good memory, and it seems easier to request differentiated curriculum with more challenge. Regardless of the term we use, gifted children should not have to "sit and wait" or learn material or skills they have already mastered.

The social and emotional aspects of the child are as important as their intellectual traits. Gifted children often show INTENSITY in areas such as their emotions, their imaginations, intellectual curiosity, physical sensing (touch, sound, environmental stimulus), and psychomotor responses (needing to be active physically). Not all gifted



Janet Gore is co-author of *A Parent's Guide to Gifted Children* (2007), published by Great Potential Press. [www.giftedbooks.com](http://www.giftedbooks.com)

## BCGT Happenings

Continued ...

children have intensities in all these areas, but some do. The more highly gifted children have more of the intensities. And many gifted children are quite passionate about their ideas, interests and opinions.

Gifted children show ASYNCHRONY. This means one area may be developed more than another. Sometimes these children show intellectual growth that is far ahead of their emotional growth. Parents will have a challenge here as they may need to help the child find peers for different areas. A 3rd grader may want to ride bikes with others his own age but may need to play chess with older children or adults. The more highly gifted, the more asynchronous a child is likely to be. Asynchrony is a challenge as the child acts different ages at different times.

There are different levels of gifted, from moderately gifted to exceptionally and profoundly gifted. And some children are twice exceptional, as in ADHD and gifted. A book titled *Five Levels of Gifted* describes the different levels and what each needs.

Parents should monitor and advocate for their children's learning, and be on the lookout for children who may decide to hide their giftedness, or go "camouflage" to "blend in." Children who don't find challenge in school or who hide their gifts to 'fit in' learn to underachieve, and fail to develop work habits.

What kind of gifted child do you have? Are gifted children easy to parent? Not always. But we believe parents are the most important factor in a child's future success. Parents have more influence than any teacher or summer camp or music teacher. Parents of gifted children should learn all they can about gifted children, develop the relationship within the family, nurture resilience and the development of values, accept and appreciate the child's uniqueness, help the child to like himself, and teach the child self-motivation, self-management and self-discipline.

## Classroom News



### *A Visit from Author Priscilla Cummings*

By Kaitlyn Lee and Brandon Nye, 6E BMS Prairie

It isn't everyday that sixth graders get to meet an outstanding writer who is known around the country.

On Tuesday, October 6<sup>th</sup>, the Prairie 6-E Team met with Priscilla Cummings, author of Red Kayak.

All of the Prairie 6<sup>th</sup> grade students were required to read the Red Kayak over summer break. It was a remarkable book



and Principal Mr. Fessler, Librarian Mrs. Stec, and the PTO thought it would be brilliant if the author could come to our school. Given that the E-Team had created a lot of projects having to do with the Red Kayak, we had the opportunity to meet with

## Classroom News

*Continued ...*

Ms. Cummings in the 6th grade E-Team room for a short presentation. We showed her the symbol projects we created based on the Red Kayak and presented some of our book reviews. She signed our books, told us about herself, and talked about the book's background. Ms. Cummings then gave a group presentation to 6th and 7th grade students later that day. We were surprised by the amount of research she did for the book! It was an experience that will be treasured by all students involved!

*The extended self-contained classes at Hough street school went on a field trip to Richardson Corn Maze to learn about navigation using a map.*

### **The Biggest Corn Maze in the World**

*By Anne Tokarski, 3<sup>rd</sup> grade, Hough Street School*

The Richardson Corn Maze was one of my all-time favorite experiences. The navigation was hard, but I learned so much! You have to work together to find your way around.



If you don't, well then you will probably get lost. I think more teachers should share this experience with the kids they teach. I had a wonderful time in Sugar Grove (that is where the maze is). Another reason to visit is that it's the biggest corn maze in the world!!!! There is go-cart racing, a fifty foot tower and a fifty foot long slide too. There is so much to learn at the Richardson Corn Maze.

If you go, I hope you enjoy your visit!!!

*Mrs. Gruber and Mrs. Nelson's classrooms are studying about flight. They went on a field trip to O'Hare Airport to get the "insider's" view on how things work.*

### **The Trip to O'Hare**

*By Nicholas Huang, 3<sup>rd</sup> grade, Hough Street School*

One sunny day, the extended self-contained students went on a field trip to O'Hare International Airport. The ride took about 35 minutes. When we approached the airport, everyone cheered. "Look!", said Charles Lafon. At the same time Mark Nicoletti said, "Whoa!! The United Terminal!".

When we got off the bus, we walked to the United Terminal. Inside, an employee gave us a little speech. Afterwards, we went by the metal detector, then entered the terminal.

Holy Guacamole!!! The place is Huge! We walked and walked all over! We went to the conference room, to the ramp tower that controls the planes around the airport, and (drum roll, please) we got to see the airplane that's going to Beijing!!!

Then we got to go on the Airport Transit. When the transit started moving, everyone lurched back. "Auuuuggghhhhh!!!!" When we got to the International Terminal, we got off and went to the Air France terminal and went to get on an A340. We didn't go anywhere though. The plane's engines hadn't started yet! So, we went all over the thing, including

## Classroom News

Continued ...

down below the cockpit where all the computers are and the gigantic baggage compartment. What a great day!

### ***Our Trip to O'Hare with the Nicolettis***

*By: Grant Bernero, 5<sup>th</sup> grade, Hough Street School*

Although we have learned about numerous things in science so far, we've learned most about flight. The Nicolettis came in and gave us a demonstration on how flight happens and works. I learned a lot from that, like that air that goes above a wing has to go faster than air that goes under the wing. Then we made very cool planes and flew them! Mine went the farthest of all!



Next we went to O'Hare with the Nicolettis as our host to learn how planes and people work and help the plane to fly. To start it off we split up into three groups. We took turns going to three different stations.

My group, number two started off going to the control tower. I thought it was so amazing up there because you could see most of O'Hare. As soon as I got to the top of the control tower (It took a little while because there were many flights of stairs) I thought it was really extraordinary because four

different people were up there one for each direction to monitor. There was one man who showed us everything while the others kept content on their jobs. When he told us he monitors the surrounding and makes things happen like telling an ambulance to come to a certain plane, I thought that job would be really cool to have. He also told us how you can tell different types of planes from others. He made different companies different colors to recognize who they were. Then we got to look around and ask questions, I didn't have any I had learned enough.



Next our group went to the back offices and we watched a man do his work. I thought this was cool because I got to see what the people running O'Hare really do. There was also a place where the pilots and workers grabbed their mail. Mrs. Nicoletti thought I should put a note in but we forgot.

Next our group went inside a plane. We got to sit and try out First Class. We got to go in the cockpit and sit

in the chairs for the pilot and co-pilot and get our picture taken. We also got to go in the belly of the plane, I thought that this was so special because no one else I know has gotten to do that. We saw all the computers that manage the plane and we got to see the luggage compartment, it was a lot bigger than I thought it would be.

I thought this field trip was like a bone for a dog, it was the best field trip I have ever been on and a total success!

# BCGT BOOKCLUB

Here's a bookclub that you can really sink your teeth into! That's right- there will be cookies to go along with the conversation. And the conversation? It will be fantastic. This is the chance you've been waiting for to talk about books you love with like-minded bibliophiles.



*First Meeting*

*November 2*

*Barrington Library*

*6:00 - 7:00 p.m.*

*4th - 6th graders only*

*Discussion Leader*

*Mrs. Nelson*

*Hough School*

*Register on the BCGT Website*

*Don't miss out - only the first 20 to sign up will get in.*

We will meet 3 times this year - in November, January, and March to talk about the latest and greatest YA to hit the shelves. Our first book will be *Catching Fire* by Suzanne Collins the second book in the trilogy beginning with *The Hunger Games* (Read this first, if you haven't yet. Trust me. You'll love it. Read the reviews - but watch out for spoilers.)

At the meeting in November, we will decide on our next book, so bring some suggestions! If you have questions etc. email: [gnelson@barrington220.org](mailto:gnelson@barrington220.org)

## As I See It



*Mrs. Patti Haney*

*Extended Resource teacher  
Hough Street School*

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

This is my 12<sup>th</sup> year of teaching. I taught for 6 years at Hough Street School in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. I also taught for 5 years as the gifted resource teacher in North Barrington School. I took some time off to raise my four children, and now I'm back "home" at Hough Street School as the extended learning teacher!

My children are all in District 220 schools, with the youngest in 1<sup>st</sup> grade and the oldest at BHS. I feel that I bring a unique perspective to this job in that I am the parent of a child who went through the gifted program in this district as well as an extended learning resource teacher.

### *What can students expect in your class?*

Students can expect to find a positive, encouraging teacher and classmates with varied interests that they love to share. I try to provide a comfortable, active environment where we can learn, laugh, debate and make mistakes together. I expect my students to come to class ready to learn and to hang in there when things get challenging. I try to teach them lots of strategies that will help them to be realistic, successful learners who can balance their schoolwork, outside activities, and free time without undue stress.

This is a rigorous program. We work 2 years above grade level and incorporate critical and creative thinking into our daily work. The students learn that language and math are real parts of our everyday lives and that they are both exciting to play with and necessary to use. Reading classes are studying the concepts of Power (grade 5), Truth (grade 4) and Justice (grade 3) this year. We are looking at essential concepts such as: "What is power?" and "How is power given, taken or earned?" in each area. We relate daily learning to these concepts in order to build understanding throughout the year.

### *What advice can you give to gifted students and their parents?*

I view parents as partners in education. It is very important to keep the lines of communication open, and to address any issues that come up directly and quickly. I use email, weekly newsletters and my webpage to let parents know what is going on in our class on an ongoing basis. As a parent, I find that talking to my children's teachers with the mindset of working with them as partners, enables us to quickly address issues and reach effective outcomes 100% of the time.

Students need to accept that disequilibrium is a sign of new learning, and to embrace that feeling instead of fearing it. My goal is to make learning fun for my students! I always strive to relate the material we study to real life, and to provide students with opportunities to stretch their thinking. If they are tenacious, students will learn to see multiple solutions to life's many problems!

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## Kids' Corner



### Mini-Mystery by

Grace Mitchell  
7<sup>th</sup> Grade  
Station Middle School

### Mini-Mystery

"What happened here?" asked Gaylord.

"My husband... he's been killed by that terrible man!" sobbed a disgruntled woman pointing at an unshaven man in a cook's apron.

"Martha, I wouldn't kill my brother!"

"Slow down! Martha and Sir, who are you and describe your relationship to the victim," directed Gaylord.

"I'm Martha and I am his wife. Today was our 32nd wedding anniversary so we were out on a yacht trip."

"I'm Lesley. I am the cook and the brother."

"Where is our corpse?" Gaylord asked.

"Below deck," they chimed in unison.

Gaylord went down. Took a glance at the stiff, cold lifeless body with a smile in death.

He returned with one question, "Lesley and Martha how did the victim feel towards you?"

"He loved me passionately and cooed over me," told Martha proudly.

"He always resented me telling what a disappointment I am to the family," explained Lesley.

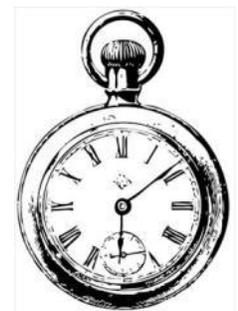
"You'll be coming with me," said Gaylord.

### Who did Gaylord suspect and why?

(You will find the answer later in the newsletter)

### Tick Tock

Tomorrow is soon to be today,  
While our backs are turned time slips away.  
Achieve what you want before it is too late,  
Otherwise, you'll waste your time waiting for fate.  
Slippery as soap days, weeks, months hurry past,  
Time vanishes dangerously fast.  
When you have hordes of things to do,  
Be warned time will not set it's self aside for you.  
Cherish any repose especially sleep.  
For time constantly commands the alarm to BEEP,  
Like a teacher with absolute control,  
Time presides over the universe as a whole.



### Poetry by

Grace Mitchell  
7<sup>th</sup> Grade  
Station Middle School

## Kids' Corner

Continued ...

Pourquoi story by

Christopher Winkler  
5<sup>th</sup> Grade  
Hough Street School

Students in Mrs. Nelson's extended self-contained class are writing *Pourquoi* (French for why?) stories as part of their study of folktales. These stories are tales told to "explain" why something happened.

### How Bee Got His Stinger

When the Earth was young, Bee was angry. He was angry, because he was not able to fight off the animals that tried to steal his honey, for he had no claws or paws or teeth or anything that he could use to defend himself.

One day, when Bee flew buzzing through the woods, he saw Mosquito. Mosquito was bragging about his proboscis, as usual. Bee stared at Mosquito's proboscis and an idea popped into his head. He would steal Mosquito's proboscis! Mosquito didn't need it because he was already hated by all of the other animals because of his thirst of blood. Nobody wanted to take from Mosquito! After nightfall, Bee slowly crept onto where Mosquito was sleeping. He reached his legs out to the proboscis and . . .

Mosquito woke up! "Why are you so close to my proboscis, Bee?" demanded Mosquito.

"I was just admiring how effective it was." lied Bee shakily.

"It is, isn't it?" buzzed Mosquito proudly. Mosquito went back to sleep and Bee realized he could not get Mosquito's proboscis. He slept and he wept.

The next day, while Bee was buzzing through the woods, he spied Ant slowly ambling along. Bee noticed Ant's pincers and he had an idea. He would steal Ant's Pincers! Ant didn't need them because nobody wanted to hurt Ant! So after nightfall, Bee slowly crept onto where Ant was sleeping. He reached out his front legs to the pincers and . . .

Ant woke up! "Why are you so close to my pincers, Bee?" demanded Ant.

"I was just admiring how sharp they are!" fibbed Bee shakily.

"I'm lucky I have them, am I not?" clicked Ant thoughtfully. Ant went back to sleep and Bee realized he could not get Ant's pincers. He was sad, but not mad. He slowly fell asleep.

The next day, while he was buzzing through the woods, suddenly he glimpsed Grasshopper hopping lazily along. Bee focused Grasshopper's stinger and suddenly, he had an idea. He would steal Grasshopper's stinger! Grasshopper didn't need it because he could jump away! He was also very kind and was never being hurt. So after nightfall, Bee slowly crept onto where Grasshopper was sleeping. He reached his front legs out to the stinger and . . .

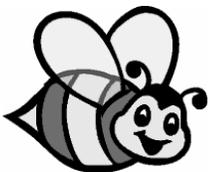
Grasshopper woke up! "Why are you so close to my stinger, Bee?" demanded Grasshopper softly. "Do you want them?"

"Well. . ." Bee mumbled. Suddenly, he made up his mind to tell Grasshopper. "I am defenseless and I need something to defend myself. Please don't be mad at me!"

"Bee," stated Grasshopper firmly, "I will give it to you because I do not need it and you were honest about your greed for a weapon. Take my stinger and a clean conscious with it."

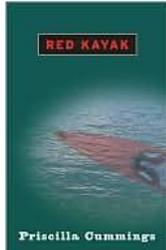
"Thank you, Grasshopper!" said Bee, astonished and happy. "Thank you so much"

And that is how Bee got his stinger and the Grasshopper has no defense at all.



## Kids' Corner

Continued ...



### The Red Kayak By Priscilla Cummings

Reviewed by  
Olivia Fisher  
6E  
Prairie Middle School

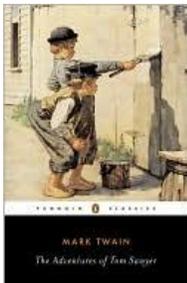
### Book Reviews from our students

*The ice cold wind blew briskly outside on the dock. Brady stood there, his mind overflowing with thoughts and images of Ben, his heart aching.*

Red Kayak is about a boy named Brady whose next-door neighbor dies in a horrendous accident when his kayak sinks on a bitter cold day. Brady is overwhelmed with remorse over Ben's death, and it was just a terrible mistake...or was it? As Brady finds clues that connect with the sinking of the red kayak, he begins to wonder if it really was a mistake. This book is devastating, exciting, thrilling and descriptive. Anyone who reads it can tell what the characters are feeling from the detailed writing. Red Kayak is a deep novel, especially because there is a clear meaning.

Will Brady do what's right? Read and find out!

Hey there! How 'bout a walk in da woods or a floatin' down stream? If you like adventure, well this here's a darn right good story! The Adventures of Tom Sawyer by Mark Twain is a breathtaking page-turner.



### The Adventures of Tom Sawyer By Mark Twain

Reviewed by  
Tucker Priola  
4<sup>th</sup> Grade  
Hough Street School

In this book, Tom feels like he is being treated too poorly, so he runs off with his two friends, Huck and Joe, in a prodigious canoe for about a month. They would have stayed longer, but they just couldn't take being alone any more. Their countenance revealed much lonesomeness. The boys longed to come home, and on the same day they returned to town, Tom and Huck witnessed a murder. Joe did not witness this, because he had to go off with his mom. Now Injun Joe, the murderer, is chasing Huck and Tom through the forest. Can they survive and tell the judge, or will the mad man capture them? When I read this story of adventure, I held my breath at some parts, because it was so intense!

One thing that I really enjoyed in this book was Mark Twain's style of writing which includes the use of slang. Mark Twain grew up in Hannibal, Missouri, and in a recent visit to his childhood home, I learned that he based his characters on people that he grew up with.

I enjoyed this book, because it is actually three stories in one that come together in the end. I was able to relate to the boys' adventures and connect to the characters emotions. I would recommend this book for readers that are willing to be challenged by harder vocabulary. I ain't givin' away no more secrets, but as I said, if ya up for a makin' a raft, this is the book fer you!

Mini-Mystery answer: Who did Gaylord suspect and why?

*Martha because the victim was smiling and loved only Martha thus would've smiled at her presence but frowned at the arrival of his despised brother.*

**Barrington Council for the Gifted and Talented**

# Family Game Night



**Friday, November 6, 2009**

**5:30 - 7:30 pm, Barrington Area Library**

So PARENTS, please bring your children.  
**Let's Play!!!**

**Pizza & drinks will be served!**

Not Sponsored by Barrington Community Unit School District 220

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## Kids' Corner

Continued ...

### Puzzles

from [www.thinks.com](http://www.thinks.com)

1. What do the following numbers have in common?  
3 7 10 11 12
2. Rearrange the letters of the following phrase to give the name of a U.S. state:  
VIEWING A STIR
3. Which of these numbers is the odd-one-out?  
43 26 50 37 17 82
4. How much more available capacity is there is in twenty four-gallon cans that are half full than in twenty-four gallon cans that are half empty?
5. What do the following words have in common?  
WORK HOBBY WAR SEA RACE

## Check it out



### **Chicago International Children's Film Festival** - [www.cicff.org](http://www.cicff.org)

This annual film festival is one of the largest film festivals devoted to films for and by kids. It runs from October 22rd to November 1st.

### **Some interesting web sites for gift ideas:**

- "[Some of My Best Friends are Books](#)" by Judith Wynn Halstead  
Provides suggestions of themes and titles as well as summaries of books for gifted children. Published by Great Potential Press - [www.giftedbooks.com](http://www.giftedbooks.com).
- [www.nagc.org/uploadedFiles/PHP/PHP\\_Article\\_Archive/Toy\\_Lists/PHP\\_Sept09ToyList.pdf](http://www.nagc.org/uploadedFiles/PHP/PHP_Article_Archive/Toy_Lists/PHP_Sept09ToyList.pdf) - 2009 Holiday toy list from the National Association for Gifted Children
- [www.hoagiesgifted.org/shopping\\_guide.htm](http://www.hoagiesgifted.org/shopping_guide.htm) - gifts for the gifted, movie, book, toy recommendations
- [www.parents-choice.org](http://www.parents-choice.org) - children's media and toy reviews

## Puzzle Answers

1. The letter "E"
2. West Virginia
3. 43, because all others are a number squared + 1
4. 28 gallons
5. Each can be followed by HORSE to get a new word

## *A Big Thanks to our Lifetime Members*

Evelyn Ackermann  
Shona & Jagbir Ahuja  
Rob and Joanne Aleksick  
Sanjay Asija  
Greg and Beth Bach  
Jim and Gail Bach  
Jeff and Deb Bakal  
Donna Bapst  
Dean and Sue Barsness  
Brian and Kathleen Battle  
Bill and Joan Bowyer  
Dave and Melissa Buckley  
The Cai Family  
Tom and Sharon Casaletto  
Susan Cascino  
Steb and Pam Chandor  
Raja and Pooja Chatterji  
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Judy Kosarek Tyler  
Mike & Kathleen Uhran  
Deborah Varwig  
Manju and Indu Vence  
Robert and Melinda Vlk  
Lei Wang  
Bhama and Richard Winkler  
Ronald and Deborah Workman  
Libby Yang  
Weiming Zhou



# Barrington Council for the Gifted and Talented

## **Please Support Us!**

*BCGT is an 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.*

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

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

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

\_\_\_\_\_

Note: Your email address is kept strictly confidential

### ***Please make your tax deductible contribution payable to BCGT:***

- \$20 Family Membership
- \$100 Lifetime Membership\*
- Donation

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

### ***Send your membership form to:***

Hemali Shah  
7 Cutters Run  
S. Barrington, IL 60010

hemalis@gmail.com

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

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

yes  no

schools:

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

Your comments or suggestions for speakers:

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

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

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