

E-mail mclarke@fcs.org
to receive this
newsletter electronically.

We still have openings for Camp Discovery and Camp World.
These camps are fun and educational! See page 6 for details.

Findlay
Enrichment
Programs, Inc.
May-June, 2016
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MESSAGE FROM THE PRESIDENT...

Dear Parents, Students, Teachers, and Friends,

This July's Camp World has, at the time of writing, eighty students already signed up to participate – a good number. Perhaps Camp World's theme – Countries from A to E: Australia, Bhutan, Croatia, Denmark, Egypt – has stimulated the curiosity and imagination of the students concerned.

The inclusion of Bhutan is an interesting selection. The Kingdom of Bhutan is a landlocked country in South Asia at the eastern end of the Himalayas. It borders China to the north and India to the south, east, and west. To the west, it is separated from Nepal by the Indian state of Sikkim. Further south it is separated from Bangladesh by the Indian states of Assam and West Bengal. Until fairly recently, Bhutan was essentially a closed society only allowing limited, very controlled tourism. Today, however, it has opened up significantly to the outside world.

Recently, CNN's Bill Weir, host of a show called The Wonder List, visited Bhutan to report on its culture and its pursuit of happiness. He writes, "Like Thomas Jefferson, the founding father of modern Bhutan underscored the pursuit of happiness as a God-given right. But as the last independent Buddhist kingdom on Earth, the way they chase happiness is very different from the American way. To preserve their one-of-a-kind culture and pristine nature, they have created a rules-and-manners society unlike any other. There is a national dress code and a Cabinet-level minister of gross national happiness."

In the United States, Thomas Jefferson's words – that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness - were enshrined in the Declaration of Independence and are still cited today. Jefferson did not guarantee happiness or indicate how it might be achieved, simply the right to pursue it. And, unlike Bhutan, there is no Minister or Secretary of State for Happiness in the United States. It is up to each of us. How, then, do we pursue and ultimately achieve happiness? There is no one all-embracing definition of happiness and there are no universal pathways to achieving it. But, there are things we do, goals we strive to accomplish, and states of mind we hope to reach that make us happy – a healthy lifestyle, physical and financial security, family and friends, faith and religion, a successful career, and the accumulation of wealth, to name a few.

I also believe education, as a route or enabler, has an important role to play in the pursuit of happiness. Providing children from a very young age with challenging and interesting material to work with and study at school; providing extra-curricular activities around music, drama, and sports; encouraging voluntary work in the community; and moving students through the school system and on to further education are all factors that help young people ultimately embark on careers that provide a platform towards a fulfilling and happy life.

So, let's reflect on the contribution programs like Camp World and Camp Discovery make to our K-5 and K-6 students and the role these and other programs play as early-stage stepping stones towards the pursuit and achievement of happiness and sign our children up for these great camps.

I wish everyone a happy summer.

Nigel Snelling
FEP Board President
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The STEM Classroom . . .
STEM News from Wilson Vance
Kristin Woodhull

Left Brain, Right Brain

This has been the second year for STEM programs in Findlay City Schools' intermediate grades. It has been an exciting transition. Our society is heading into a more technological era and our students need to have the skills necessary to function at higher levels and understand how all of the STEM areas (Science, Technology, Engineering, and Math) will affect them. Thus, the STEM program for intermediate students.

However, there are educators who don't agree with the STEM premise. Some believe that it is just another "gimmick" and that they have "been there, seen that" as far as new programs coming and going. Statistics show, however, that a majority of our new jobs include a STEM focus and that for every new STEM job created or needing to be filled, another goes unfilled due to the workforce not having the necessary training.

Findlay City Schools' STEM program is working to nurture both the logical left brains and the more creative right brains of our students. Students need to function well in the four STEM areas, which tend to lean toward the left brain, but in order to be successful, students need to be in touch with their creative side as well. A great example is problem solving in the engineering realm. An engineer working through the engineering design process thinks logically through the steps of how to make something work. However, he/she must also depend on the right brain creativeness to be able to dream up possible solutions or creations that will accomplish the goal. This leads us into more of a STEAM program, with the "A" representing the Arts and nurturing our students' creative side. Incorporating all areas of the arts, including dance, drama, music, and the visual arts, allows our students to explore areas of their personalities and talents and learn to apply that creativity in different ways.

By allowing our students to experiment with ideas, as well as create possible solutions, the STEM program hopes to address and nurture many of our students' strengths and help them grow in a well-rounded educational program.

REACH NEWS . . .

Kate Winger, Donnell
Jenna Potteiger, Glenwood

6th Grade:

Sixth Grade REACH students are "going Greek." Throughout the reading of *The Adventures of Ulysses* by Bernard Evslin students have been learning about ancient Greece. The classroom is divided into five polis, or city-states, for book discussions, researching, and presenting. There is also some friendly competition integrated into the

study. Each polis has chances to prove its skills at trivia and research and, in the end, physical skills during our version of the Greek Olympics. Students will join together with their polis to prove their success with being "**Citius, Altius, Fortius.**" This is the Olympic motto, which is Latin for **Faster, Higher, Stronger.**



Donnell 6th grade students dress the part for "going Greek."

7th Grade:

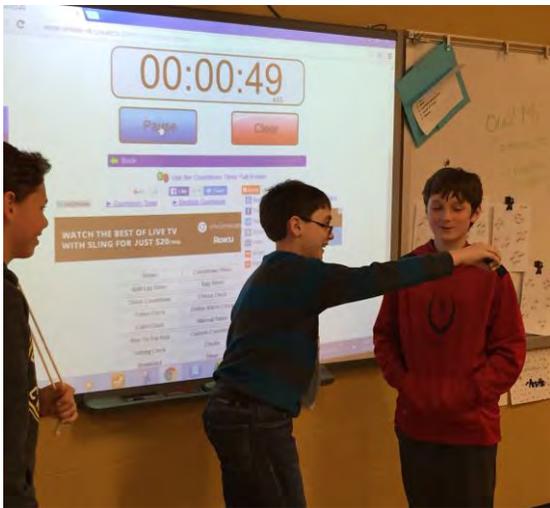
Seventh Grade REACH students spent a great deal of time studying slavery in early America by reading and discussing *Night John* by Gary Paulsen and *Copper Sun* by Sharon Draper. These two books do an amazing job of reeling in the readers and conveying a sense of what slavery was like. Through these books, students gained some insight into this period of history. To culminate their studies of the time period, students traveled to Cincinnati, Ohio and Washington, Kentucky to get a first-hand look at pieces of the history they learned about in order to gain an even deeper understanding of what is known as the Underground Railroad.



Donnell 7th grade REACH students went to the Marathon Center for Performing Arts to experience *Freedom Train*, the story of Harriet Tubman.



Glenwood 7th graders, Sophia Yu and Maren Jones, performing a one-minute book summary skit.



Nate Meier, Jonathan Beck and Levi Edwards summarize Tangerine.



Donnell & Glenwood 7th graders visited the Underground Railroad Museum in Cincinnati.

8th Grade:

Eighth Grade REACH students have been reading to gain clarity on another unfortunate time period in history – World War II. They read *The Book Thief* by Markus Zusak. This book was a spectacular read to prepare them for their trip to Washington D.C. where they visited the Holocaust Museum. Although this is a fictional book, it is based on actual history and, as a result, our discussions covered historical information as well as the author's talented word choice and writing style. Aside from this intense topic of study, students are also working on a stage performance. This gives them an opportunity to be creative, practice public speaking skills, gain some stage experience, and to complete their REACH experience with some fun!



Lily Hodson, Casey Oates, Megan Earhart and Lyndsay Ritzler (upper left) and Moses Gaines, Aiden Copeland, Jordan Bechtol and Steve Wintringham (lower left) show art work representing *The Book Thief*.



Kevin Cordi shared storytelling strategies to promote excellent writing in the Glenwood REACH classroom.

MIDWEST ACADEMIC TALENT SEARCH (EXPLORE)

This year the Center for Talent Development of Northwestern University conducted its twentieth annual search for elementary and middle school students who are academically talented. In January, students took EXPLORE, an out-of-level test specifically developed to accurately assess abilities in talented students.

Twenty-nine 5th and 6th grade students attending Findlay City Schools chose to participate in the Midwest Academic Talent Search: (5th) Arda Dastan, Urmika Ghosh, Hudson Goebel, Chloe Griffith, Reagan Hayward, Emilio Hernandez, Julius Hucke, Alexander Mays, Reid Patterson, Devan Scherf, Wyatt Smith, Avery Stults; (6th) Andrew Allsop, Beau Bibler, Ethan Bodnarik, August Cleary, Sammie Dong, Alexis Hartman, Christina Horn, Nathan Leipheimer, Emily Meier, Jack Metz, Isabella Miller, Alex Post, Genesis Quarles, Trace Robinson, Matthew Searls and Joshua Stone.

MIDWEST ACADEMIC TALENT SEARCH (SAT Test)

Students who participated in this year's Midwest Academic Talent Search for grades seven and eight will be honored at their middle school award assemblies at the end of the year.

To qualify for the program, students had to score at or above the 95th percentile on nationally-normed tests. In January, students took the Scholastic Aptitude Test (SAT) which is designed for college-bound seniors. Findlay area students did quite well. This year twenty-two students chose to participate: (7th) Rileigh Adkins, Jonathan Beck, Jordan Bryant, Alexis Coward, Makenzi Cripple, Jack Kenny, Trinity Lee, Caylin Price, Haleigh Qualls, Josiah Spiceland, Alauna Stults, Samantha Vance; (8th) Michael Copeland, Megan Earhart, Frank Keaton, Emma Hellman, Mooskan Singhal, Jessica Tremains and Steven Wintringham.

Findlay HS NEWS . . .

3.75 AWARDS BANQUET

The annual 3.75 Awards Night was held on Thursday, April 14, 2016. In the freshmen class, 109 received first-year recognition. For sophomores, 4 received first-year recognition and 91 received second year. In the junior class, 4 received first-year, 8 received second-year and 83 students received third-year recognition. For our senior class, 2 students received first-year recognition, 4 received second-year, 3 received third-year and 85 students were awarded with fourth-year recognition. We congratulate all these scholars for their hard work and accomplishment.

HONORS CAREER MENTORSHIP PROGRAM (HCMP)

A celebratory breakfast on April 14 honored twenty-one students and their mentors who completed their career mentorships during Session III. The breakfast was held at Millstream Café. The importance of the mentorship experience and specific experiences were shared by each student. The breakfast was sponsored by Findlay City Schools, Findlay Enrichment Programs, and Academic Booster Club.

A very special thank you to **Mrs. Jenne Cairns**, and **Mrs. Stacy Tremains** who served as our medical career mentorship coordinators and **Mrs. Terri Hooper** who helped in the placement of students with their mentors.



Sgt. Hunt spoke to the FHS Junior Statesmen club about his deployment to Afghanistan and his local work such as the water problem in Flint, Michigan.

GLORIOUS & TRIUMPHANT...

Congratulations to 26 of our Wilson Vance STEM students! These students wrote a haiku poem based on their independent study topic. Our winners will have their poem published in the 2106 Young American Poetry Digest. Wilson Vance will receive a copy to keep in the library and Mrs. Woodhull will have a copy available in her room.

Congratulations to our fourth grade authors: Chloe Crawford, Emmy Caton, Eddie Barnhart, Matthew Weber, Austin Sertell, Erin Meier, Melody Chang, Justin Feasel, Casey Leipheimer, Shelby Craig, Seth Russell and Reagan Bruskotter.

Congratulations to our fifth grade authors: Levi Ernst, Ayanna Saam, Elaina Wintringham, Miriam Smith, Caitlin Vollmar, Natalie Copeland, Reagan Hayward, Elena Gerken, Ava Cooper, Maddy Miller, Lindsey Cassata and Arda Dastan.



The team from Findlay City Schools (left to right: Julie Baker, Judy Withrow, Jon Brasfield) won this year's Literacy Spelling Bee.



Of Interest To All. . .

SCIENCE COMMUNITIES STUDY SPACE

Fifth grade Space Club members from all four intermediate schools took a field trip to the Challenger Learning Space Center in Oregon, Ohio on May 20. The students had been preparing for this event since last November. At the Challenger Learning Space Center, the students participated in a simulated space mission to Mars. Students had to save the ship from several emergencies and completed the mission successfully with time to spare.

Thank you to the teachers who gave their time and skills to Space Clubs: Kyle Watts (Bigelow Hill); Tina Gephart (Chamberlin Hill); Lana Roth (Lincoln); and Kerri Harmon (Wilson Vance).

TEACHER RECOGNITION

Teachers and other school staff in grades K-8 received a special surprise the week of May 2. Students wrote them notes about why they were their favorite. Findlay Enrichment Programs recognizes excellent teaching through this project. Thank you FCS staff for all you do to help students learn and develop socially and emotionally.

SUMMER OPPORTUNITIES

Please remember to visit Findlay City Schools' Gifted website www.findlaycityschools.org/gifted.htm to see the Summer Opportunities 2016 available for your child(ren). The website is updated as additional information is received.

PARENT RESOURCES

The Ohio Association of Gifted Children has provided a link to the recorded OAGC Parent Division Google Handout on "You Don't Know What You Don't Know: Navigating the World of Gifted Education." We hope you

can take a few minutes to view this useful resource at <https://www.youtube.com/watch?v=HbL4WWjxtuY>.

We are in the second year of OhioGtchat (#ohiogtchat). This endeavor is sponsored by the Teacher Division of the Ohio Association of Gifted Children and is held each Sunday at 9 p.m. The focus of the group is connecting gifted intervention specialists, advocates, parents, gifted adults, and students on topics of interest to our readership. The group identifies topics of interest and then locates guests who have a strong familiarity with that topic. If you would like to be a featured guest or have a topic that would shine a light on gifted education, please contact Jeff Shoemaker (@jeff_shoemaker) or Heather Cachat (@HeatherCachat). Through these chats, the group wants to give you a way to connect with others and share ideas thereby helping everyone better understand who our gifted children are and how they can better help educate them. (excerpted from an article by Jeff Shoemaker)

"Math is an Adventure" by Raj Shah

I read Paul Lockhart's critique of U.S. Math education, "A Mathematician's Lament" again, and I came across a quote that struck me as embodying exactly what I want kids to feel when they interact with mathematics. "Math is not a language, it's an *adventure*."

No other subject suffers from such bad PR as mathematics. People openly admit that they hate it or aren't good at it. It's clear that the main reason people hate math is because of the way they were taught.

Paul Lockhart uses an analogy with music education to drive this point home. "A musician wakes from a terrible nightmare. In his dream he finds himself in a society where music education has been made mandatory and says, 'We are helping our students become more competitive in an increasingly sound-filled world.'" Educators, school systems, and the state are put in charge of this vital project. Studies are commissioned, committees are formed, and decisions are made—all without the advice or participation of a single working musician or composer.

He goes on to describe the nightmare whereby student standards are created ("In fact it is considered quite shameful if one's third-grader hasn't completely memorized his circle of fifths."), definitions are taught, and students learn to manipulate notes on scales without ever playing a note. Students get tutoring just so they can pass the standardized music tests. No one gets to listen to or play music until college.

It sounds absurd, but this is exactly what has been done to the art of mathematics. The shame is that the system systematically destroys most students' natural interest in mathematics. Sure, some students still love math, but how many more would love math if it was taught more like music?

Help Your Child Learn to Love Math

1. Play games and do puzzles together. This will expose them to situations in which deductive reasoning is necessary. A few simple games you can try are Hex, Sprouts, Bulls & Cows, and Nim.
2. Have mathematical conversations with your child. Pose some open-ended questions during down time and allow your child to tell you what he or she knows. Here are some questions that we've talked about in our house:
 - a. What has more sugar, a 12-oz. Coke or an 8-oz. glass of Hawaiian Punch?
 - b. How much salt or sodium is in a full serving of Ramen noodles?
 - c. What is the best way to share the last two cookies among three kids? (Despite appearances, we talk about more than food in our house.)
 - d. Christopher Danielson writes an excellent blog about talking math with your kids (<http://talkingmathwithkids.com/>). Christopher really understands how to teach math and make it accessible for kids and adults. He has an e-book, too.
3. Ask your kids what they wonder about. You'll be surprised when a math conversation follows. Over time, students come to believe that math is all about right answers. Part of your job is teaching them to wonder and ask questions, even when neither of you knows the answer. Give students the freedom to ask and explore mathematical questions that they care about. If you start doing these three things at least once a week, I guarantee that you'll see your child's natural interest in mathematics grow. Who knows where it will lead? I promise, though, that it will be an adventure.

**Reprinted from the Spring 2016 edition of the OAGC Review.*



Camp Discovery will be held June 13-17, 2016 at Donnell Middle School while Camp World will be held July 18-22, 2016, both at Donnell Middle School. The theme for Discovery is the "Science of Sports" and World will be "Countries from A-E: Australia, Bhutan, Croatia, Denmark and Egypt." Here's an opportunity for students to find out about these five countries' food, music, art, sports, and language.

The camp hours for both camps are from 8:30-3:00 daily with lunch, t-shirt, and all materials included in the cost. To sign up, contact Terri Hooper, Washington Admin. Building, 1100 Broad Ave., Findlay, phone (419) 427-5495. Scholarships are available.

NEEDED: 2-liter pop bottles by June 10 (can be dropped off at 1100 Broad Avenue)

FEP BOARD MEETING DATES

7:00 PM

1100 Broad Ave.

Large Conference Room

Findlay, OH 45840

Sept. 12, Oct. 3, Nov. 14 and Dec. 5, 2016; Jan. 9, Feb. 6, Mar. 6, Apr. 3 and May 1, 2017

FEP BOARD

The officers below were elected May 9, 2016 for the 2016-17 school year:

President: **Nigel Snelling**

Vice-President: **Marti Earhart**

Co-Treasurers: **Amanda Brasfield & Lameice Kenny**

Secretary: **Carrie Templin**

Thank you to the following people who have generously donated to FEP this year:

Ball Metal

BP

Matthew Todd Christner & Kati Jo Christner

Cooper Tire & Rubber Company

Findlay Service League

Karen & David Gerardi

Hancock Wood Electric

David Hanson

Matthew and Jennifer Harp

Matt & Amberly Heft

Dennis & Terri Hooper

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Carol & Milt Peters

Betsy Robertson

Bob and Connie Sprague

Don & Carrie Templin

Mike & Angie Tesnow

Time Warner Cable

Whirlpool

Ivan & Judy Withrow



**Thank you
for your
support.
Enjoy your
Summer!**

ENRICHMENT PROGRAMS
Volunteer Opportunities

Each year many volunteers are needed to assist with various programs funded by FEP. Listed below are opportunities available next school year. If you are interested in helping, please check your area of interest, provide the requested contact information and return this form to Judy Withrow, 1100 Broad Avenue, Findlay.

_____ Outback Fundraiser Committee member

(Jan.-Feb.) Assist with the sale of 300 tickets for steak/chicken dinners, collecting money and tracking counts.

_____ Creativity Club Leader Gr. 3-5 (Nov.-Mar.)

Meet 4 to 6 times with small groups of children; materials and training provided by FEP.

_____ Enrichment Cluster Facilitator Gr. K-5

(Oct.-May) Meet with small groups of students at their school once a week for 45 minutes during the school day.

Subject areas are language arts, math and critical thinking with materials and training provided by FEP.

_____ Family Science Night Committee Gr. K-6

(Nov. 1, 6-9 pm) Assist parents and students with a variety of "hands-on" science experiments. Presentation, training and equipment will be provided.

_____ Newsletter mailing preparation (5 times

during the school year) Attach labels for approximately 2-3 hours during the day at the FCS office, 1100 Broad Avenue.

_____ Teacher Recognition Committee

Members (Mar.-April) Assist with assembling, delivery, and pick up of K-8 students' teacher appreciation notes from 10 schools.

_____ Camp Discovery/Camp World (Mar., June/

July) Assist with sign-up day in March; help during lunch times at camps.

_____ Gifted Office help (Aug.-May as needed))

Assist with mailing, run copies, et cetera at FCS office, 1100 Broad Avenue. Must be available during the day on weekdays.

Name _____

Address _____

Email _____

Phone _____

Student's home school _____

(You don't need to have a student to volunteer.)

For more information, contact Judy Withrow at (419) 425-8296 or e-mail jwithrow@fcs.org

FEP CONTRIBUTIONS

IF YOU WOULD LIKE TO SUPPORT FINDLAY'S ACADEMICALLY TALENTED STUDENTS, YOU MAY BECOME A MEMBER OF FEP BY ATTENDING MEETINGS, VOLUNTEERING, AND/OR PROVIDING FINANCIAL SUPPORT!

✂

Name _____

Address _____

City, Zip _____

Daytime Phone _____ Evening Phone _____

Email address _____

I would like to be involved by:

Becoming a supporter of FEP with a tax deductible amount of: (Please circle)

\$100	\$75	\$50
\$25	\$10	\$ _____

Donating time or money for FEP programs

Please return to:
 Judy Withrow
 Findlay Enrichment Program, Inc.
 Findlay City Schools
 1100 Broad Ave.,
 Findlay, OH 45840

Please visit Meijer.com/rewards and Krogercommunityrewards.com to see how you can support FEP just by shopping at these stores.



Findlay City Schools
1100 Broad Ave.
Findlay, OH 45840
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Permit No. 309

Calendar of Events

Friday, May 20	Challenger Space Center field trip, Oregon, Ohio
June 13-17	Camp Discovery, 8:30-3:00, Donnell Middle School
July 18-22	Camp World, 8:30-3:00, Donnell Middle School



Read the FEP Newsletter online at ...

www.findlaycityschools.org/districtinfo/gifted and join FEP! Call Judy Withrow for more details at 419-425-8296.

If you would like to receive our FEP Newsletter by e-mail ...

Please e-mail your request to mclarke@findlaycityschools.org and we will add you to the list.