



## IMPORTANT DATES AND REMINDERS

- Wednesday, October 21, 5:45-7:15 pm  
*Outside the Lines Meeting (see flyer)*
- Thursday, October 22, 6:00pm – 7:30pm  
*Teaching in Themes: An Evening with the Authors @ Wheelock College (see pg 6)*
- Friday, October 23, 2014 at 9:45 am  
*Friday Share: Abdi, Cleata, Kathy, and GERALYN*
- Saturday, October 31, 11 am-3 pm  
*Mission Hill HS Community Meeting (see flyer)*

October 16, 2015

Volume 19, Issue 4

## *Everyday Heroes*

Dear Mission Hill Friends, Family, Students, and Staff,

She took us on a tour of a food pantry, the West Side Campaign Against Hunger Food Pantry. I didn't catch her name, but I stood in awe of her. As she explained how the grocery store style set up allowed people to select their food, she explained other things happening on the site. There was fitness guidance happening while people waited their turn for food selection. A social worker was on site along with a tax preparation person and a financial counselor. Two staff members run the pantry, one day and one night. All others are volunteers.

Watching the many volunteers and clients work together, I thought about my own community. What are the needs of people in Boston or in your community? Who is addressing them? Who are the heroes among us? How do they find the capacity to lead full lives and assist others? I think part of the answer is that living a full and joyful life comes from helping others.

Lama Surya Das summed up my reflection on this. He wrote, *The Everyday Hero: What does it take? How do we overcome and even rise above the many struggles we encounter each day in order to sustain heroic effort? How do we go about making that key change in our lives—from being worriers to warriors, mere survivors to active champions?* He continues to write, *It is the recalling of my own values, goals and ideals that keep me going, take things more lightly and have a joyous heart, even when the going gets tough.*

I bring this to you as something to consider as we navigate life as caregivers and educators, but also as a lesson to the young people in our lives. There are heroes among us. When we pass a stranger on the street or elsewhere, we don't know about the contributions they've made or have the capacity to make. Therefore, we cannot make assumptions about people. Knowing oneself and taking time to reflect on values, goals and ideals will help us manage difficult times. This can help us move from survivor to champion. Consider this no matter where the starting point of reflection, defining one's values or helping others.



*Sunflower, by Zayna*

A handwritten signature in cursive script, appearing to read "Lama Surya Das".

## CLASSROOM NEWS

### KINDERGARTEN

#### Room 108

"I can see the slimy trail."

"I can see the head coming out of the shell."

"Where is the mommy snail?"

Snails have become the newest living phenomena in our classroom. A few of our classroom books, including *Garden Friends* have close-up pictures of garden snails. Many of our students have been intrigued by these photos. On a recent wet morning, we decided to set out on a walk in search of some snails. We looked closely as we walked - trying to keep "sharp eyes" on the stone walls, plants and trees that we encountered. Finally, as we made the last turn up Child Street, we spied two snails on a low rock wall. We have brought those two snails into our classroom for close observation and care.

-Geraldyn B. McLaughlin

#### Room 106

As we continue to focus on birds in classroom 106, we explore avenues as to how we are able to learn more about these wonderful flying creatures and at the same time make this a fun experience for the children as well as the adults in the room. Hence we invented a game called the Bird Memory Game.

Ten pictures of different state birds were duplicated from *State Birds* by Arthur and Alan Singer. The bird's names and the states they represented are on the front and the back of each is covered with gift paper. We laminated the pictures so that they would stay intact even with constant use.

On Thursday when we introduced the game to students as a project



June plays the Bird Memory Game with children in room 106.

time activity, two children signed up to participate. After a few minutes, about six other students gathered around and wanted to take part. They had fun playing the game and at the same time were learning the names of the birds and the states they represented.

-June Meyers, Paraprofessional

#### Room 107

A few weeks ago, several students and I drew at the back table as others comfortably slept in our dimly lit classroom. We engaged in conversation that soon revealed that Emma, Avian and I all had cats named Oreo. Eventually, our drawing turned into a shared storytelling moment that included details of our personal experiences mixed with some great imagination. Here is our story.

##### *Oreo The Cat*

Once upon a time there was a cat named Oreo. Oreo lived in a red house and she loved it there (Jada). Oreo lived with a zombie named Jada. They were driving a car and then Oreo jumped out (Avian). Oreo ran away. She jumped out of the

car because she was feeling scared (Wren). Then she came back in the backyard and Jada the zombie opened the door and she noticed the kitty Oreo went inside and had a baby. They were very happy (Ava). The kitty never did that again. She just took care of her babies because she needed to learn them so they don't throw food (Emma). The mommy cat went to sleep and the babies were sleeping too (Jonathan). The End

-Jada Brown, Jo-Ann Hawkesworth, & Cristina Noonan

#### Room 109

In Room 109 we continue to study seasonal change. It is especially interesting now as our surroundings begin to reflect so many changes. Trees on the playground turn brilliant red and apples ripen and fall to the ground. Inside our classroom our caterpillars have grown fat on milkweed and will soon cocoon themselves to get ready for change.

This week we will go apple picking. In the midst of the excitement about buses, joining other classes, and

## CLASSROOM NEWS

having a full day away from school, we also look for signs of change in the orchard. Our books talk about the apple life cycle culminating in the drop from the tree of the plump seed carrier that we call an apple but there is nothing like the beauty of a fall day in the orchard. Crisp air, fresh apples, grass, trees, and friends!

*-Deborah & Stephanie*

### GRADES 1 & 2

#### Room 205

“Is that sad for the ants?” Gimar asked as Marietje opened a container of ants she had collected to feed to the newest member of our classroom: a praying mantis. “It’s just part of the food chain,” Kaia responded. Many wonderful conversations like

this have begun as we have started to look at how living things in a garden interact and depend on one another. Geneva’s grammy found a praying mantis in her backyard and gave it to the class. I was somewhat hesitant to keep it at first, because I did not know how to properly take care of it. Eamon quickly contributed, “They eat other insects!” More children started sharing what they knew about this unique creature, and it wasn’t long before I was convinced to keep the praying mantis. Students have been carefully observing and looking closely at the different parts of this insect. We soon learned that our praying mantis, who we thought was a boy, is actually a girl because she has 6 segments on her abdomen. Stop by room 205 for a closer look at Emma, the praying mantis.

*-Ashleigh L’Heureux*

#### Room 212

Hello Room 212 Families! Last Friday the students went on their first field trip to the Boston Nature Center. The children learned to look for living creatures in the field with nets and played relay races to figure out the difference between living and non-living things. They had a picnic outside and played in the Nature Center Play Nook. Enjoy the photos.

*-Suzanne Brown*

#### Room 217

The newly named Pizza Ninjago Dragons (formerly the “students of 217”) had a great field trip to the Boston Nature Center last Friday. We went for the day with Ashleigh L’Heureux’ and Suzanne Brown’s classes. Rob toured us around the beehives, the community garden, and the meadow. The Pizza Ninjago Dragons tasted cherry tomatoes, chives, and mint from the BNC



*Damarian picks a beet at the Boston Nature Center*

community garden plot. We also got to pull up our own radishes to bring home to taste. There is little sweeter than seeing a child pull up a vegetable with wonder and curiosity.

Students were amazed that we were still in Boston. The Boston Nature Center is such a beautiful place and great resource for the city. Students were inspired by all of the gardens. In the coming weeks we will be exploring more gardens around Boston to better understand our theme of urban gardening. We will continue to discuss what makes a garden a garden and how plants grow.

*-Kate Needham*

### GRADES 3 & 4

#### Room 203

As a part of our theme this fall we are growing plants! We began our growing by building a classroom terrarium. A succulent, clover, and nasturtiums are among the things we planted, along with earthworms



*Room 212 at the Boston Nature Center.*

## CLASSROOM NEWS

we introduced to the terrarium. How do things grow together? How do different plants grow? What do plants need to grow? We will be thinking about these questions over and over as we go through the theme.

From a large classroom terrarium our next step was to make smaller, individual terrariums. With a partner, each student gathered materials from outside to put in their terrarium. Before building they drew a design of their terrarium and predicted what would happen. "Whoa! How did that grow so fast?" Typrese asked as he observed the terrariums after the long weekend. They are growing quickly!

Our next steps are to research plants, persuade and defend their choice and grow them, with continued focus on what they need to do as gardeners and botanists to help their plants thrive.

*-Jenerra, Danny, & Nelly*

### Room 204

For the past two weeks the Bee Squad has been conducting their scientific study of the plants in their terrariums. Recently we began to think about what plants we could grow indoors. We have discussed some plants which we think are suitable to grow in our classroom garden. Our conversations have led to the idea of persuasion in both writing and speaking. When asked where do you normally see or hear persuasion, one student shared that in court people who are going to jail usually have a lawyer who tries to convince the other side that their people are innocent. Another students shared that in debating people try to defend themselves. As we continue our science observations and research



*Terrarium studies in room 203.*

about different plants and how they survive, students will also incorporate what they know about the skill of persuasion to write a persuasive essay about what plants they think will thrive best in our classroom and outdoor school environments.

*-Cleata & Shaina*

### Room 207

Room 207 is practicing the Mission Hill way, "be kind and work hard." A new classroom routine we have adopted is called, Apologies and Appreciations. This routine will take place at closing meeting. It is a time for students and teachers to reflect on the day, appreciate each other's hard work or kindness and apologize to the class or an individual. Some appreciations have been, "thank you for helping me after I fell," "thank you for giving me a hug after someone hurt me" and "I appreciate this classroom." Some apologies have been, "I am sorry if I have ever hurt your feelings," and "I am sorry for not listening to you." This routine reminds us that many positive and negative things happen throughout the day. The process of acknowledging each other's kindness and feelings helps

build and mend relationships. As we continue to practice the Mission Hill way, we watch our classroom community grow stronger.

*-Amanda & Amina*

### GRADES 5&6

#### Room 210

Every Friday afternoon the students in room 210 do what we call the "End of the Week Reflections." Students are free to write about what is on their minds, but also have a list of prompts in their notebooks that they can use if they need to. The prompts include: "Something that went well this week was...", "Something that I think would improve the class is..." and, "Something I learned this week..." My hope is to dedicate one newsletter a month to sharing students voices through excerpts of their reflections.

"Something I learned this week was doing the assessment for math is  $74 \times 48$  to solve my problem"

"One great suggestion for the class is we should not have Ballroom Dancing because its weird for boys and girls to dance together at a young age. So my suggestion is no more

ballroom dancing”

“I am looking forward to going to New York this weekend. The reason we are going there is my family does a woman’s weekend where all of the women in the family rent a house. Me, my brother and dad are going to drop mom off..”

Something that went well this week is....I have recess with my friend \_\_\_\_\_. We played dodgeball. Next Week I am going to play games at recess instead of reading.”

“Something I learned this week is don’t make fun of people because nobody is perfect”

“I am really excited because on Tuesday, or next Tuesday I am finally getting my guitar and it will be so awesome. I think Billy is my guitar teacher for the next year so it is cool...”

-*Nakia, Manny, Elsa & Alanna*

### Room 215

“Try hard. Aim high. And don’t be surprised if the boogie-man of racism is there waiting for you,” was what Harvard Law Professor Lani Guinier’s Panamanian-born father said to her as a girl. She recounted at a church in Roxbury on Tuesday night how her father was admitted to Harvard College in 1929 and then denied admission when he arrived on campus because of his skin color. He would return 20 years later as a professor of the College. “We live in a society of competitive individualism, where you worry about making things better for you and not making things better for everyone,” she continued, arguing that it is not competition but collaborative problem solving that safeguards democracy. “The point of collaboration is not to show off, rather it is to work

on challenging problems that benefit from diverse perspectives. We have to engage the democratizing power of diversity... If you don’t understand something, it is not because you are lazy; it means you need to work with someone who does understand, with the understanding that s/he will need your help in return. We need to help children figure out how to work with people who are very different than they are.”

-*Abdi, Cindy & Carlos*

### GRADES 7&8

#### Room 213

In Room 213, we are reading aloud R.J. Palacio’s book *Wonder*. August Pullman was born with a severe facial deformity. For the first 11 years of his life, Auggie was homeschooled due to frequent hospitalizations. Now, he starts real school and enters middle school at Beecher Prep.

The story is told from multiple points of view. The narrator changes and we hear the same events told by Auggie, his older sister, Via, and his new classmates. It didn’t take very many pages before we were all hooked.

There is so much for us to think about in this story. What makes a person “ordinary”? Who decides? When is it an advantage to be distinctive or unique? Why is difference sometimes used against a person?

Because of his difference, Auggie suffers a series of aggressions every day. How does he deal with this? In many ways, he seems like a typical kid. Students identified how Auggie has the support of his family and a close friend, and how he has developed a self-deprecating sense of humor that aims to put others at ease.

When we finish the book, we’ll share

our literacy projects with you. In the meantime, ask your child what’s happening in *Wonder*.

-*Ann Ruggiero & Letta Neely*

#### Room 214

One student said, “No Reginald, don’t say it!” Four of them covered their ears so as to not hear the next thing I was about to say.

We were learning about talking Dolly the Sheep and other cloned animals. It’s one thing to read about cloning from a science-fiction book but it’s another thing altogether to find out that scientists have been cloning animals for close to two decades. More importantly, cloning is being done in order to conduct research on drugs and organ transplant. Most students found the whole thing to be “weird”.

When the conversation turned to genetically modified foods, some students thought it was too close for comfort. By the time I got to telling them that the U.S. Food and Drug Administration said that it’s safe to eat meat from cloned animals most students were completely grossed out. The conversation turned to the implications of human cloning.

As we continue to read *The House of the Scorpion* we will continue to explore the ethics of cloning and other topics explored in the book.

-*Reginald Toussaint*

### SCHOOLWIDE NEWS

#### Mission Hill High School Update

The planning group for our Mission Hill High School design team met recently and asked how might we organize the ideas from our community design meeting? We went with Ed’s (a community member) suggestion to use a tree as an organizing symbol for our review of the notes and charts



# MISSION HILL HIGH SCHOOL “DEEP DIVE DESIGN” COMMUNITY MEETING

## WHAT'S HAPPENING?

On our journey of designing Mission Hill High School, we've listened to a wealth of ideas from different voices.

Join us for a Deep Dive Design Community Meeting, Saturday, October 31<sup>st</sup>, to **explore and map possibilities for a day in the life of our high school**. How can our visions translate into concrete practices and ways of being? For this second community design meeting, we will play with ideas and create concept maps using all kinds of media. All voices are welcome.



We will be sharing a potluck lunch; please feel free to contribute if you can. Thanks!

## WHAT AND WHERE?

**Date:** Saturday, Oct 31, 2015

**Time:** 11:00am – 3:00pm

**Place:** Mission Hill K-8 School  
(20 Child Street: Carolina  
Avenue Ramp Entrance  
Jamaica Plain, MA 02130)



## RSVP + TALK TO US

**RSVP:** <http://bit.ly/deepdivedesign>

\*Please indicate if you need translation and childcare services.

Questions/ideas? Contact Dani Coleman at

[highschool@missionhillschool.org](mailto:highschool@missionhillschool.org)

# MISSION HILL HIGH SCHOOL “DISEÑO DE DEEP DIVE” REUNIÓN DE LA COMUNIDAD

## LO QUE ESTÁ SUCEDIENDO

En nuestro viaje de diseñar Mission Hill High School, hemos escuchado a una gran cantidad de ideas de diferentes voces.

Únase a nosotros para una reunión de diseño comunitario Deep Dive, el sábado, 31 de octubre de explorar y mapear posibilidades para **un día en la vida de nuestra escuela secundaria**. ¿Cómo pueden nuestras visiones se traducen en prácticas concretas y formas de ser? Para esta segunda reunión de diseño de la comunidad, vamos a jugar con las ideas y crear mapas conceptuales utilizando todo tipo de medios de comunicación. Todas las voces son bienvenidos.



Estaremos compartiendo un almuerzo a la “potluck”; por favor siéntase libre de contribuir, si puede. ¡Gracias!

## QUÉ Y DÓNDE

**Fecha:** Sábado, 31 de octubre  
2015

**Hora:** 11:00 am - 3:00 pm

**Lugar:** Mission Hill K-8 School  
(20 Child Street: Carolina  
Avenue rampa de entrada,  
Jamaica Plain, MA 02130)



## CONFIRME QUE VIENE + HÁBLANOS

**Confirme que viene en:**

<http://bit.ly/deepdivedesign>

\* Por favor, indique si necesita servicios de traducción y cuidado de los niños.

Preguntas / ideas? Póngase en contacto con Dani Coleman en los [highschool@missionhillschool.org](mailto:highschool@missionhillschool.org)

# Sing It! Chorus

For kids in grades 4-6

**POP, ROCK, JAZZ AND  
WORLD MUSIC**

**NO AUDITIONS**

**ALL ARE WELCOME!**

**THURSDAY  
AFTERNOONS  
IN JAMAICA PLAIN**

Community Music Center of Boston has been a cornerstone of music education in the South End for 105 years. With programming, lessons and classes for babies through seniors, the Music Center has been a pioneer in providing music education to all ages, levels and abilities, transforming lives citywide. We host programs at eight different satellite locations throughout Greater Boston. Sing It! is our Satellite program in Jamaica Plain.

**Rehearsals held at**

**The Mission Hill K-8 School  
20 Child Street  
Boston, MA 02130**

**You don't have to be a student at the  
Mission Hill School to participate.**

**For more information, contact**

**COMMUNITY MUSIC CENTER OF BOSTON**

**[www.cmcb.org](http://www.cmcb.org)**

**(617) 482-7494**

**34 WARREN AVENUE  
BOSTON, MA 02116**





# Sing It! JP Chorus Registration Application

Thursdays, 3:30 – 4:45 pm

Mission Hill K-8 School Auditorium

The cost of the program is \$60 for the entire school year. **Financial Aid and payment plans are available.**

Please include your payment with the completed registration form.

## STUDENT INFORMATION

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

School: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

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

Email: \_\_\_\_\_

Allergies: \_\_\_\_\_

How did you hear about Sing It? \_\_\_\_\_

## DISMISSAL PROCEDURE/ACKNOWLEDGMENT

My child will be picked up by \_\_\_\_\_ Phone: \_\_\_\_\_

Additional authorized pick-up adult \_\_\_\_\_ Phone: \_\_\_\_\_

**\*Children will not be released without the signature of an authorized pick-up adult**

My child has permission to leave on his/her own

**PAYMENT** Select a payment option:  Cash  Check  Credit Card  
Credit Card Number: \_\_\_\_\_ exp. \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## MEDIA RELEASE

Community Music Center of Boston requests permission to use you and/or your child(ren)'s image in publicity and marketing materials. By granting your permission, you understand that you or your child's likeness could be used in various print, video, or online media. Please be assured that names will not be released, and by signing this form, you do not waive the right to privacy and confidentiality.

I understand:

- that use of these images is exclusively intended for the promotion of CMCB;
- that my and/or my child(ren)'s images may appear on the internet for an extended period of time;
- that there will be no financial or other remuneration for use of my or my child(ren)'s images;
- that the Music Center is not responsible for any expense or liability incurred as a result of our participation;
- that I/we may withdraw our consent at any time through written request.

**Signature:** \_\_\_\_\_

Affirmative Action Information (Optional)  Black  Latino  Asian  Caucasian Other \_\_\_\_\_