



IMPORTANT DATES AND REMINDERS

- Monday, May 29, 2017
Memorial Day: NO SCHOOL
- Thursday, June 1, 2017
Governance Board Meeting, 5-7pm (see flyer)
- Monday, June 5, 2017
Grade 8 Portfolios Begin
- Thursday, June 8, 2017
Grades 1/2 to Farm School

May 26, 2017

Volume 20, Issue 28

One School, One Story

Dear Mission Hill School Friends, Families, Students, and Staff,

In celebration of our student authors, please give some applause to the young writers in your life. More than 50 stories were submitted to a team of MHS student judges to determine what story our entire school community would read. The judges decided to have four categories in our One School, One Story contest. They selected a young author, a Greek Myth, a short story and a novel. Below is a segment of each story selected by our judges. Enjoy!

Untitled

Once there was a girl and a boy. They built a tiny house together. They moved into it and put all their stuff in it. They had a vase and a present. They gave it to their mom. Their mom gave them a rose. Then they went to the park. Then they went to New York City. They looked around and they said it looked really beautiful.

-Angelina (Young author)

Adventure to Bermuda

He ran home as fast as possible, but when he got home he was too late. He looked for his dad, but all he found was a puddle of tears around his mom.

“Where’s dad?”

“He left for the docks a few minutes ago.”

FIVE MINUTES EARLIER

Alex and Fred (short for Frederick) played football as they do after school, every day. But today Alex’s dad cut it short.

“Boys!” he cried in a strong voice, “Come meet Jon Smith. Fred’s dad and I are going to THE NEW WORLD! with him.” he said with excitement. “But not to any of the Spanish colonies”.

“My dad is going!?! He didn’t tell me! I have to go!” shouted Fred.

-Henry (Novel)

The Greedy Goose

One day in late spring a swan was hunting but that swan was kind of slow so the fish would tease her. After that happened for a while, she got a little mad so she whined what’s happening to her father and all his answer was “be patient honey”. But she did not want to be patient! So she set up a plan. She put up a net when the fish were near chased them towards it but then she saw a fish wiggling but it was not moving she darted for it and ate it but then there was a hook in her mouth and she got pulled up to the surface a man with a long rod stood there confused then suddenly he took her right off the hook and threw her into the water.

-Soley (Myth)

Subject 42 (//System=Online//Cause=Manual Activation//)

Log: Dr. John Phillips Date: 5/12/REDACTED Location: Uland Waytani Branch 14

A new subject was brought in today. Something seems strange about it. No one knows where it’s from or why it’s here, but the higher-ups are excited. If they’re excited we should probably be worried.

Log: Dr. John Phillips Date: 5/13/REDACTED Location: Uland Waytani Branch 14

Preliminary tests have begun today. The test subject, codenamed “Subject 42” seems to be in some state of dormancy. This is probably for the better. Judging by the tests it seems to be radiating an extreme amount of energy, and whenever I go near it the air gets cold. Special thick protective suits are now required to be worn when entering the testing space.

-Zack McLaughlin (short story)

KINDERGARTEN

Room 108

In our K0 classroom, math experiences are embedded throughout each day – our routines, experiences and materials are intentionally chosen and designed to support each child's development. We are supporting the students' math development in a range of areas: solving math problems; curiosity around numbers and counting; sorting objects; geometry and spatial relations (this includes using positional words such as "over", "under" and "next to") and beginning measurement (this includes using words to describe size, such as "bigger", "little", "short", "long", "taller", etc).

When we gather together each morning, we use our home/school chart to count how many children are here and how many are missing. The students take turns leading the class in counting and writing the numerals. Teachers often use the hand-over-hand technique to support the student who is at the board model one-to-one correspondence, pointing and counting, as well as number writing.

When a student is passing out napkins at lunch, she is practicing one-to-one correspondence in a practical and meaningful way. When a teacher asks a child, "Do you want a whole apple or half an apple?" the child is beginning to understand parts and whole and fractions. "Can you cut my hamburger?" a child will ask. "Do you want halves or quarters?" a teacher might ask. (...more on math next week!).

-Geralyn and Donna

Room 106

Last week The Butterflies class went



Counting doing attendance in room 108.

to The Lego Discovery Center in Somerville. It is a wonderful place to visit during our physical science unit. On our way we were able to witness all the construction happening in this area. We noticed what people were wearing and the tools they were using.

We arrived and had a little time to look around before we started our special program. Spinning tops was the class designed for us. We used Lego Simple Machines kits to build our tops. Children build two different types of tops. They had large and small gears and made predictions as to which top would spin longer.

Children later had time exploring the discovery center. Children built race cars and tested their speed and durability. They also had a chance in

multiple locations to build from their imagination. We had a wonderful time exploring and learning. Thank you to all the chaperones that helped us on our trip.

-Kathy D'Andrea

Room 107

"It's ok cow." - Jack (said while petting a cow)

It's hard to imagine that we visited the farm on Tuesday. That is generally the signifier that the school year is coming quickly to an end. As usual, our students were very excited to visit. It is amazing that in my 14 years of bringing kindergartners to the farm, I have never had the same experience twice. Somehow the farmers continue to make farm life extremely exciting and engaging.

This year, some students were able to hold chicken and duck eggs while others visited the garden. Other groups brushed the cows and met the calf. We petted and fed baby goats, stepped in cow poop and students in my group were able to use a drill to help make a feeding tray for the baby goats. While reflecting on our amazing time on the farm, students said the following:

Tyrell: I saw a cow.

G'Mauree: I liked the cows. I wanted to pet the baby. It was hard.

Xander: We got to take our pictures and we get to come back.

Emily: We get to come back. We got to feed the baby, mom and daddy goats.

Yarian: I liked the cows, the chickens and holding the eggs.

-Jada Brown & Kenisha Epps

Room 109

Chickens, goats, and pigs oh my!

This week we had a wonderful trip to the Farm School. Students explored the farm in small groups with a farmer. They chased chickens, fed baby goats, gently petted cows, found duck eggs, and heard a story in the horse barn. They also had time to run through fields and visit the garden. A wonderful time was had by all and we returned to school on time and exhausted. There was lots of talk about our trip the next day. And many students wrote in their journals about the pigs and the goats especially. While chatting with one of the farmers about the number years a Mission Hill student might visit the Farm School, she was surprised and happy to learn that K1-8th it will be ten years! The farmers took photos of all of the children and it will be so wonderful to see these when they are



Visiting the Lego Discovery Center.

visiting the farm in 8th grade! And in all the years in between.

-Deborah & Stephanie

GRADES 1 & 2

Room 205

As we prepare for our trip to Farm School, I asked the class what they liked most about Farm School and what makes it a special place. Here is what they said. "We get to go out in nature and learn about animals." "You see animals you haven't seen before." "It's special because we only get to go once a year." "You get to go into the pens with the animals." "We get to collect eggs!" "They have an enchanted forest." "I love the dog, Gus. He's so cute and fluffy." "You can bring your family, too!" "I like to see the baby animals." "Since we saw them last year, we can see how they grow up." We're looking forward to our trip on Thursday, June 8th.

-Ashleigh L'Heureux

Room 216

This week, Room 216 became more restaurant test-kitchen than classroom. With a four-course menu planned for our final project, and each of those courses having four to five components, cooking was non-stop this week! Theodore, Antonio, and Gabriel are preparing a yogurt panna cotta with candied mint leaf, grapefruit foam, toasted granola and cocoa cream. Abel, Théo, and William D. are cooking scrambled eggs, sauteed mussels and scallions, peas, and a red pepper gel. Their dish originally had mashed potatoes, but upon tasting it they decided to switch to peas (though William ate the extra three cups of mashed potatoes on his own!) Josie, Jack Ozro, William A., Nico, and Neli are making braised chicken and potatoes, honey roasted carrots, a lime sauce, and freshly baked bread. Finally, Ava, Darby, Moxie, Milan, and Natalia are serv-

ing raspberry ice cream, caramelized raspberries, a lemon vanilla whipped cream, chocolate truffles, and strawberry shortcake, all served in a chocolate bowl. All of these ideas came from our student chefs- we know, we have a classy bunch! As we write and refine our recipes we will continue to move closer to our goal of opening up a restaurant for a service (or two) in mid-June! Stay tuned!

-Danny & JoAnn

Room 217

In math this week, we are starting to study measurement. It is our last math unit of the year. I started the unit by asking what we measure in our every day lives. Answers varied widely. Some students at home have a wall that they mark how tall they are. Some students have dads in construction that measure wood to cut. All kids had had someone measure their feet when they got new shoes.

Gerson said his mom had to measure a room when he got new furniture. Jordan had gotten measured when he got a new bike, he needed one smaller than his older brother Brian's, but bigger than his little sister Paris. Kids had used rulers, tape measures, cut paper, and comparisons to measure before. I'm excited to continuing exploring measurement with the students. It is one of those topics that they all have real world connections to and that makes for meaningful connections to the work.

-Kate Needham

GRADES 3 & 4

Room 203

J & J's Geniuses are deep into the science of cooking. We have made rock candy to learn about evaporation. We've made butter to understand emulsions and how they separate. We've taken food science challenges

to see how our scientific thinking can help us solve problems. For example, make eggs look like shaving cream. We've done observational drawings and gotten a lot of practice saying what we notice and what we wonder about things.

This week we had a chocolate chip cookie challenge. After exploring the different ingredients in chocolate chip cookies with their five senses and watching a video that talked about the scientific reactions happening between those ingredients, each group decoded how much of each ingredient they should use, mixed the batch up and baked them! Some groups used more baking soda to make them "fluffier". Some groups predicted using more butter would make them "gooeyier". Each batch was very unique in appearance and taste! Ask your Genius to tell you about the process!

-Jenerra Williams

Room 204

Stay tuned next week!

-Cleata & Mayra

Room 207

As the end of the school year quickly approaches, we start to reflect in preparation for exhibitions. The members of the Be Kind Work Hard Squad are writing speeches to share their reflections. As a prewriting exercise we created a thought map. I started the map by writing "our school year 2016-2017," in the middle of the board and circled it. I then handed the marker to another community member. They went to the board and carefully attached a straight line from the circle to a new bubble. In the new bubble they wrote, "making new friends." They



Baking bread in room 216.

then handed the maker to another person. As this process continued, the map of our school year grew. Reflections such as, theme, who counts, everyone is different, your voice counts, electives and much more were represented on the board. Students then created individual thought maps of their school year to identify the most important topics they wanted to share in the speeches. Come to exhibitions on June 9th to hear more.

-Amanda & Amina

GRADES 5&6

Room 210

A month and a half ago the 5th and 6th teachers decided to assign seating in the cafeteria during lunch. Their reasoning for this being that things had gotten out of hand, and it had become hard to keep track of kids who were leaving the cafeteria. Nakia told our class and Abdi told his, one monday morning during meeting. Well, most kids were not pleased to hear the news at all, and we gave our opinions. The teachers listened, but said that until things got better, we would be separated and assigned seats.

That was when I started a protest movement against our assigned seats. I recruited 20 people who joined me in protest, and we sat where we wanted rather than in our assigned seats. The teachers, who obviously were against us sitting where we wanted to, respected our right to protest but told us there might be consequences, which we had said we were willing to take. After our first protest lunch, I had conversations with Manny and Nakia, who said that though they respected my right to protest, I should be careful about being too

insubordinate, because then I could face serious punishment and people wouldn't want to listen to my opinions anymore.

I took that seriously, and decided to suspend protest measures until we could have a meeting to discuss the situation. We sat in the assigned seats, but we made it very clear we were not happy with them. I started a document only accessible by people involved in the protest, where we could share our ideas freely. I scheduled a meeting with the 5th and 6th teachers and invited everyone in the 5th and 6th grade to join. I spent a long time brainstorming ideas and preparing talking points for the meeting, which I also shared. After a few weeks we finally had the meeting. A good amount of people came, and we gave space for everybody to share their ideas. Some concerns people had with free seating were diversity, table cleanliness, and fights breaking out. Concerns people had with assigned seating were not enough time to hang out, people turning on each other, and a lot more.

Eventually, Abdi and I had a proposition. We could have free seating on Monday and Friday, and on the rest of the days, varied table assignments chosen by a different teacher each day. We had a fist of five vote, and though not all of us loved the proposition, everyone was willing to go along with it. I feel like the whole process was very interesting, and I am pleased with the outcome of it. I am glad that I took action and helped stop what I did not feel was right.

-Amishai, Grade 6

Room 215

It is that time of the year to take stock, reflect, assess how the Drag-

onFlies have grown. Here are the DragonFlies in their own words:

Jada: I read more books than last year.

Richelle: I did more homework than I did last year.

Justin: I can do math better.

Chrisvely: I have grown in my reading.

Mekhai: I grew pretty well. It was fun this year because all the stuff I did was very interesting and fun to do. I made some new friends, and that's it.

Aahmonyea: I have grown as a math student. I am also reading longer books.

Laylah: I have grown in my confidence and courage. I am more involved in class. I initiated the cheerleading squad.

Janira: My vocabulary has gotten better. And I drew a lot with Carlos's help.

Rafael: When I first came into this classroom, the first month or two it was hard. Now it has gotten better because Abdi talked me through it.

Amber: I can write better now.

Daniel: I feel like I have focused more, and worked slower.

Nevaeh: I have been writing more, and I am talking more.

Jahzara: I have grown in how I learn. I am working more

Andrew: Now I am better in math and stuff like that. I used to be terrible at math. I'm better at writing too. Overall, I have grown a lot.

Zuhri: I have been writing more, and reading better and better handwriting and spell better, and better at math.

Jack: I am learning about science, and I am getting to write a lot more.

Melissa: My writing improved, like my spelling. I am also reading more.

Jovanni: I have been more efficient with my work, and writing more.

Max: I have gotten a lot better at

CLASSROOM NEWS

math, and I am reading a lot more, finished a lot of books.

-Abdi & *The Fireflies*

GRADES 7&8

Room 213

“Wait – that means there are less than two weeks until my portfolio!” Lynka continued, “I’m gonna be busy!” Portfolio dates and times have been sent to students and families. With a time and date in hand, kids are realizing that we are not just talking about portfolios, they are really happening.

You may have heard your child talking about worktags. The worktag is a reflective document that accompanies pieces selected to share at portfolio. First, students state the title of the piece, the original date, and the assignment. Then they explain the purpose of the piece and why they chose to share it. Students identify the habits of mind and work they used in the assignment, and also note strengths and areas for improvement. By reflecting on each piece in this way, students are in a better position to talk about their work and answer questions from their portfolio committees.

Your child has a checklist of portfolio requirements. Please talk with your child about their progress. Have they finished the ten required books? Have they reviewed their work and completed worktags? Are they close to completing major pieces? Now is the time that everyone should be busy!

-Ann, *Elsa & Letta*

Room 214

At the end of the 7th grade, students present a qualifying portfolio. One of the goals of the qualifying portfolio is to prepare students for their 8th grade graduating portfolio. However, students begin preparing for their 8th grade portfolio presentations much earlier than 7th grade. As students go through Mission Hill K-6 they have many opportunities to present their work to an audience.

As students begin preparing their presentations. One of the things that is clear is that they feel prepared. When I asked Nataliah how she feels about her upcoming presentation, she said, “It’s going good, the help I’m getting is not making it so hard.” Students are also drawing on their experience with recollections as a framework for their presentations. Many students I spoke to said the process they went through last year, reviewing their work and presenting it to people, reminds them of recollections. Chantal said, “Recollections helped me practice talking about my work to other people.”

It’s reassuring to know that by time students get through 7th grade, the practice of making our work public is ingrained in the work that we do with our students.

-Reginald Toussaint

SCHOOLWIDE NEWS

Governance Board Meeting

You are and have always been welcome to attend our Governance Board Meetings. Please consider

this your official invitation to meet our board members, have important conversations about education, and learn about ways to support our school. Dinner and childcare will be provided. Please RSVP with Tiffany for childcare at 617-635-6384. We hope to see you there!

When: Thursday, June 1, 2017

Where: Art Room (Room 211)

Time: 5:00-7:00 p.m.

From Nurse Georgie

When bringing out your child’s summer clothes and putting away the winter, please donate any outgrown sweat pants to the nurse’s office. Thank You.

Family Council Meeting

Next family Council meeting will be hosted at Mission Hill on Wednesday, June 7th from 5:45 - 7:30 p.m. Babysitting and dinner will be provided. Please RSVP to familycouncil@missionhillschool.org.

Mission Get Down!

Please come out for a night of music to support MHS! The evening will feature Billy Buss Trio, the Teachers’ Choir, and Louder Than Milk! Light refreshments will be served and drink tickets will be available for purchase. All proceeds go to support the Mission Hill School.

Date: Fri, June 23, 2017

Time: 7:00 PM – 11:00 PM EDT

Location: Spontaneous Celebrations
45 Danforth Street
Boston, MA 02130

Ayla Gavins, *Principal*
Deborah Meier, *Founder*
Tommy Chang, *Superintendent*

Mission Hill K-8 School
A Boston Public Pilot School
WWW.MISSIONHILLSCHOOL.ORG

20 Child Street
Jamaica Plain, MA 02130
T 617-635-6384
F 617-635-6419

It's Dinner and a Board Meeting!



It's our last one of the year...

Hello Mission Hill families!
You are and have always been welcome to attend our Board Meetings. Please consider this your official invitation to come out and meet our board members, hear a little about important conversations in education, learn about ways to support our school and hopefully consider being a member in the near future. We consider your presence valuable so both dinner and childcare will be provided. Please **RSVP with Tiffany for childcare at 617-635-6384.**

We hope to see you there!

When: June 1, 2017

Where: Art Room (2nd Floor)

Time: 5:00-7:00 p.m.



¡Es comida y una reunión de la junta directiva del consejo de la administracion!



Es nuestro último del año

¡Hola familias de Mission Hill!

Ustedes serán siempre a sido bienvenidos a asistir a nuestras Reuniones de la junta directiva. Por favor tengan en mente que esta es su invitación oficial para que conozca a nuestros miembros del consejo, escuchar conversaciones importantes de la educación, aprende sobre modos de apoyar nuestra escuela y considerar ser un miembro del consejo en el futuro. Consideramos su presencia valiosa por lo tanto se proporcionarán comida y cuidado de niño. Por favor

RSVP con Tiffany para puericultura en 617-635-6384.

¡Esperamos verle allí

Cuando: El 1 de junio de 2017
Donde: Cuarto de arte (2do piso)
Hora: 5:00-7:00 p. m.

