



IMPORTANT DATES AND REMINDERS

Thursday, September 27, 5:30-7:00pm
Back to School Night

Friday, September 28, 9:45-10:15am
Friday Share (open to all)

Monday, October 1 - Friday, October 12
Listening Conferences

September 21

Volume 22, Issue 02

Getting to Know You, Getting to Know All About You

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

Last week at our first Friday share we sang the song *Make New Friends*. Here are the words.

*Make new friends but keep the old one is silver and the other gold.
A circle is round it has no end. That's how long I'm going to be your friend.
I have a friend and you have another. Let's get together and we'll have each other.
(The song came from a poem written by Joseph Parry)*

I asked a few students how the first day and week of school went. *Make New Friends* is the perfect summary of what they had to say.

Gerson: First felt day felt good. Learning some new stuff.

Thatcher: What I liked about the first day is that I got to meet some new kids in my class and I became friends with them.

GKharee-: I saw my friend that used to go to the same school as me.

Student: I think it was fun because I met a lot of new people that I hadn't known and became friends with, and people I knew but didn't hang out with them.

Josiah: Good, no highlights. I met new people.

At Mission Hill we spend the first six weeks of school getting to know one another establishing routines, expectations, and agreements. We'll share those with you at Back to School Night on September 27, in a future newsletter, and in the Mission Hill Community Handbook. It's helpful for you to know what those routines expectations and agreements are so we can work together better.

In these weeks of sharing about one another there are times we expect to see you in the coming weeks. Someone from your family should be present for back to school night on September 27th. October 1st Listening Conferences will begin. If your child's teacher made a visit to your home this summer that will be considered your Listening Conference. If you have not been visited by your child's teacher you will be contacted for a conference time. The listening conference is an opportunity for you to talk to your child's teacher or teaching team about your child. How do you see them most successful? What things challenge them the most? What are your hopes and dreams for your child during the school year? In what ways would you like to see your child grow as a leader? Do you have artistic or musical or athletic goals for your child? Does your child have a medical condition we should know about? The information you give to your child's teacher is a wonderful resource for the teacher to do their best job of educating your child.

Ayla Gavins

KINDERGARTEN

Kathy, June & Liana Room 106

It is good to be back at The Mission Hill School. In February of last year I went on maternity leave. I was overjoyed by our new addition and often found myself thinking of my MHS family. I missed MHS and am so happy to return.

One tradition that we start the year with is looking closely at the book *The First Six Weeks*, by Responsive Classrooms. This book reminds us how important it is to help young children establish routines. We take things slower at the start of school. There are less items out in our classroom. We usually do not have a tool or material out until we have done a guided discovery. These discoveries help us to understand what a tool is, how to use it, and where it goes.

There were some new creatures on the science table. The children were looking closely at what they saw. McKenna asked, "Kathy, where are the magnifying glasses?" I shared with her that we had not brought them out yet. I knew that had to be out next guided discovery.

Please come by. The children can teach you what magnifying glasses are, how to use them, and where they go.

-Kathy D.

Jada & Manny Room 107

We ended last year enjoying the hot weather by playing in the sprinklers on our kindergarten playground. Who would have thought that we would begin the school year in just

the same way? Though a little unorthodox, on the first day of school our students came ready with their bathing suits and towels. As they ran through the sprinklers, both Manny and I were happy that we chose to pull them out. Their smiles were from ear to ear, giggles filled the air, sporadically made games ensued and as they individually planned their jumps through the sprinklers, the pride and elation on their face as they made it to the other side was priceless.

In the last few days we have learned how to walk down the hallways and stairs, danced and sang songs at meetings, listened to stories, attended our first official Friday Share, had our first Art class with Jeanne and Meg, had Wellness with Mr. Rice and chatted with our theater teacher Paul. We've built, became ladybugs and butterflies, made play-dough, popped popcorn and got a chance to bake some chocolate chip cookies and biscuits. Yum! Welcome back everyone!

-Jada

Geralyn & Donna Room 108

In K0 we sing everyday. It is a wonderful way to build community. We sit on our circular rug and face each other - so that we can see how everyone is doing, hear what everyone is saying, and connect. At the beginning of the year, we sing songs that help us learn each other's names - and take turns/share. Two such songs that we have learned are *Shake the Maraca* and *The Hat Song*. Ask your child to sing one (or both) for you at home. The words are simple: Shake, shake the maraca, Oh (insert name) you can play! Shake, shake the

maraca and pass it too... (child with the maraca names the person next to them). The songs continues as each child gets a turn to shake the maraca. For *The Hat Song* we pass along a plastic firefighter hat and sing: (Insert name) has the hat!/What do you think of that?/ She takes off the hat and gives it to... (child with the hat names the child next to them). Have fun singing these songs at home!

-Geralyn

Katie & Mary Room 109

Carefully, Katie showed the children how to hold the tiny containers and take a close look. The children passed them around, peering inside.

"I already know they're monarchs because I have nature school" one child stated.

Indeed, his nature school had prepared him well. The monarchs had arrived and our curriculum begun! Discussion continued, with the K2 returners excitedly teaching:

"Me and Ms. Deborah brought big caterpillars. And then they turned to raccoons and then they pop out and turn to butterfly."

"You should give them a bigger one so when they turn into a butterfly they have space."

This is the opportunity we hoped for - the chance to make connections and build excitement for our big year ahead. We use monarchs to teach about materials, scientific inquiry and observation, documenting our thinking, and our connections to the earth and each other. The wonder of the

monarch metamorphosis and migration brings richness and meaning to our work in the classroom. And so fitting for kindergarten, it begins with someone so tiny.

-Katie

GRADES1 & 2

Ashleigh & Alana Room 205

This week we unpacked our school expectations. We know the Mission Hill Way: Be Kind and Work Hard, but what does that really mean? What does that look and sound like? We spent time as a community thinking and talking about examples of each of the expectations. Here are our initial ideas of how we can work to meet these expectations.

Be Kind to Yourself

- Take a deep breath when you're mad
- Don't tell yourself you're not going to win a game
- Say "I can do it"
- Think happy thoughts
- Don't call yourself names

Be Kind to Others

- Say "good game"
- Say if you do something by accident, don't blame someone else
- If someone is alone, join them
- Let other people play with you
- Share ideas
- No teasing, use nice words
- Say sorry

Be Kind to Materials

- Turn the pages of a book gently
- Draw with crayons gently
- Put things back where you found it
- Clean up your stuff and help others

Be Kind to our School

- Walk on the stairs
- Keep the bathroom clean
- Don't peel the paint off the wall

- Pick up trash
- Don't flood the toilet

What are other examples of ways we can meet these expectations? What can this look like at home or out in your community?

-Ashleigh

Danny & Felicia Room 216

It is so wonderful to be back! For the first time the majority of Room 216 has been here before, and we welcome some first graders from downstairs, new 2nd grader Raya, and our new teacher Ms. Felicia! As always we begin the year with classroom agreements, and this year we made them through the frame of our *Be Kind* expectations:

Be Kind to Yourself

- Try to eat healthy
- Go to sleep at a good time
- Say how you're feeling

Be Kind to Others

- Be friendly
- Help people out when they get hurt
- Treat others the way that you want to be treated

Be Kind to Our Materials

- Use the materials the way they're supposed to be used
- Put things back where you found them
- Help clean up a mess even if you didn't make it

Be Kind to Our School

- Do what you're supposed to do in the bathroom
- Put stuff on the walls carefully
- Throw trash in the trash can

We hope everyone in our school community can help to hold us to

these agreements, and we would love for you to come by and share how you're being kind.

-Danny

Kate & Kat Room 217

The first few days of school have been wonderful. Our group is coming together nicely and children are making new friends. Students have been exploring class materials and practicing routines. As part of a whole school initiative, we have been talking about the Zones of Regulation. Children learned about the blue, green, yellow, and red zone. We sorted words and pictures of facial expressions into the four zones on a chart. Children did a wonderful job choosing what zone the word or picture belonged to and their reasoning. We were able to talk about emotions that would be in different zones based on the situation. Should worried go in blue or yellow? Well are you worried about something at home and feel sad? Or are you worried that something is about to fall on your head and have to run out of the way? Those "worried" situations could fit into the blue or yellow zone.

-Kate

GRADES3 & 4

Jenerra & Mayra Room 203

Hello Families! We've been having a wonderful time. Last week we focused on our word of the week: community. We talked a lot about how we build the community we want. We said that we needed to "make friends, be kind, work hard, get stuff done, understand each other, help each other, listen to each other and appreciate each other". We

did lots of activities connected to this work. Below is one bio poem, a few

CLASSROOM NEWS

hopes and dreams and the title of one of the books we enjoyed:

Antonio

Fun, funny, barely serious, serious with work.

Sibling of Esidro and Jaiden.

Lover of the word "pickle", my classroom, my teacher.

Who feels warm and fuzzy when I'm reading.

Who gives joy, laughter and rules.

Who fears books, math and my big brother when he's mean to me.

Who would like to see my best friend

James, Puerto Rico, and home.

Who lives in Mattapan.

Rodriguez.

Make something amazing. - Soléy

Learn more new stuff. - Arianni

The Day You Begin by Jacqueline Woodson

-Jenerra

Amanda & Amina Room 207

The first weeks of school are one of my favorite times in the school year. It is a time when I feel excited, anxious and more! When I think of all the emotions I feel during this transitional time, I can only imagine the many emotions students and families feel. In our classroom, we have been discussing the Zones of Regulation. The Zones of Regulation is a system that helps people share what they are feeling and identify strategies that help regulate emotions. There are four different zones- Blue, Green, Yellow and Red. Each zone has emotions that might be associated. In the Blue Zone someone might feel sleepy, sick or sad. In the Red Zone someone might feel angry, aggressive or very silly. Throughout the week, students and

teacher participated in centers that helped us talk about our emotions, think about what zones we would be in and come up with strategies to regulate those emotions. Some great strategies have been go for a walk, ask for a hug, take a body break and take a deep breath.

-Amanda

Cleata & Ayan Room 212

On week two of school, In 212 we focused on our community. We talked a lot about what is a community, and how we build the community we want. We said that a community is "A group of people who treat each other like family", A group of people who are kind and work hard, and most importantly "a place to be kind". We did lots of activities connected to this work such as making a board explaining what a community is to us and gave examples of what is a community. Students explain how a community works. As a first-time teacher in the Mission Hill community I am very excited and love how closely are the teacher-student, teacher-teacher relationship, and most of all teacher-parent relationship. This week as a class we choose our classroom name and we are now the Panthers! Stop by anytime for a visit to see all the wonderful activities the Panthers are doing.

-Cleata

GRADES 5 & 6

Room 210 Grades 5 & 6

One of the things we begin the school year with is generating a list of

individual hopes and dreams. Once we are done, we share, and begin to think about what classroom agreements we can come up with to help support our goals for the year.

Here are a few we generated:

"Learn long division"

"Avoid getting kept back"

"Less work avoidance"

"Get into an exam school"

"Write longer essays"

"Getting to know new people"

"Better at times tables"

"Skyrocket to the top"

"Help people not get in trouble"

-Nakia

Room 215 Grades 5 & 6

On Friday, September 14, Ms. Fernadina Chan, retired Artistic Director of Boston Arts Academy and modern choreographer led all our 5th and 6th graders through warm ups and movement vocabulary that will lead to a student choreography of chemistry concepts by November. Yes, chemistry, the science of matter, and choreography, the art of movement, are coming together. Is it possible to communicate complex ideas about matter through dance? Ms. Chan certainly thinks so, and we are eager for our students to find out. To prepare for this work, students read about the history of chemistry and these were the vocabulary words of the week: communication, collaboration, perseverance and viewpoint. These words are useful to chemists and dancers. Chemchoreography - is that a thing? Enjoy the pictures.

-Abdi

GRADES 7 & 8

This week we learned about the science behind having a growth mindset and students had the

opportunity to put their learning into practice, as well as to think about different problem solving strategies that they can use when having difficulty with a problem. We worked on this problem as a class. Can you solve it? What strategies will you use?

Cross the River Problem

A farmer needs to bring a wolf, a goat, and a cabbage across the river. The boat is tiny and can only carry one passenger at a time. If he leaves the wolf and the goat alone together, the wolf will eat the goat. If he leaves the goat and the cabbage alone together, the goat will eat the cabbage. How can he bring all three safely across the

river? How many trips will it take? What is the least amount of trips it will take?

-Jenna

Room 214 **Grades 7 & 8**

In room 214, we're settling into another school year. In many ways things look and feel like any other beginning of school year, excitement, with new materials, fresh hairdos and lots of hugs in the hallway. There are also some ways that this start of school feels different. Most notably, there is a sense of familiarity. Which makes sense, given that of the 15 students in

the class, only one is new to Mission Hill School. We also seem more mature than other classes I've worked with.

As always, one of my main goals is to have a close-knit class. We do not need to be all best friends, but need to look for each other, be ready to pick each other up when need. In 180 school days, there will be days when we need someone in our corner. We're more likely to find that person if we are in a supportive class. It remains to be seen if this sense of familiarity and maturity will result in a close-knit class but I am hopeful that it does.

-Reginald

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

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It's



Night!

Hello Mission Hill Families!

*Come meet members of our staff, your child's teacher
and find out more about what's in store for your child
this year
(curriculum, schedule, etc.)*

As this event will be a conversation between adults, please RSVP for childcare at 617-635-6384. This is not a potluck, but light refreshments will be provided. ☺



When: Thursday, September 27, 2018

5:30-6:00 p.m. K0-K2 families meet in K-quad

6:00-6:15 p.m. - Everyone meets in downtown area

**6:15-7:00 p.m. - Grade 1-8 families meet on 2nd floor in
classrooms**

Arts will be available for drop in

See you there!

Es noche de



la regresa a la escuela!

¡Hola familias de Mission Hill!

Ven a conocer los miembros de nuestro personal, el maestro de su hijo y saber más acerca de lo que está reservado para su hijo este año

(plan de estudios, horario, etc.)

Como este evento será una conversación entre adultos, por favor RSVP para puericultura al 617-635-6384.

Esto no es una comida, pero el refrigerio ligero se proporcionará. ☺



Cuando: Jueves, el 27 de septiembre de 2018

5:30-6:00 p.m. familias K0-K2 se reúnen en K-quad

6:00-6:15 p.m. - Todo el mundo se reúne en el centro de la escuela

6:15-7:00 p.m. - familias de grados 1-8 se reúnen en el segundo piso aulas

***Los Artes estarán disponibles para visitar ***

¡Le ver allí!



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