



IMPORTANT DATES AND REMINDERS

Saturday, October 20, 8:30am-2:30pm
BDL Debate Tournament

Saturday, October 20, 9:30am-12:00pm
MHS Beautification Day

October 24 - October 26
Nakia's Class (grades 5/6) to Farm School

Thursday, October 25, 12:00pm-8:00pm
Early Voting for Boston Residents
(see flier for more info)

October 19, 2018

Volume 22, Issue 06

Competition in a Progressive, Inclusive & Democratic School

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

Progressive and inclusive schools are known for their cooperative games and activities where working together and not against one another is the way to be. As a progressive, inclusive and democratic school, is there a place for competition at MHS? I think so.

Our current annual school-wide competitions have been a lot of fun. Our Four in a Row (Connect Four) tournament yields many players of all ages. The One School One Story event motivates writers, encourages reading, and collaboration among our student judges. Every speller in our community at the spelling bee is applauded for his or her or their courage and effort.

I used to think competition at school was a bad idea. Students spend enough time doubting themselves, comparing themselves to others in harmful ways, and hearing insults. Then I pondered these questions: Was it possible to have healthy school competitions? What could we learn about ourselves and others through participation in a competition? What skills could be learned? What would this look like in a school with a wide range of abilities and disabilities?

Now I think every student benefits from a moment in the spotlight, to be applauded, recognized and publicly encouraged for reaching for a high bar. Every student benefits from an opportunity to work hard at something of his or her choosing, to try and try again, and to be motivated within themselves along with the people around them.

Our first event will be a 50, 100 and 500 yard dash in November. To help students prepare, we will have a practice run. Students can run as many times as they like to prepare for the big day. Good luck, Everyone!

Ayla Gavins

MHS School wide competitions 2018-2019

100 and 500 yard dash- November
Spelling Bee- January
One School, One Story- March
Four in a Row- May

Geography Bee- December
Debate League Tournament- February
Big Cheese Math Facts Master- April
Film Festival- June

KINDERGARTEN

Room 106

Kathy, Liana & June

After our exploration of bubbles and foam last week, we were motivated to try creating other things that foamed. The shaving cream reminded Jayden of whipped cream, so we decided to try to make it. We brainstormed ingredients in whipped cream and decided we needed yogurt, cream, milk, sugar and cake frosting. As we discussed and debated the amounts for each ingredient, we learned about differently-sized cups and spoons.

Once we settled on the measurement of each ingredient, we set to work. We processed the ingredients in three ways: a whisk, an electric mixer and shaking it in a container. Then we evaluated and shared our results. We decided as a class that we had not yet made traditional whipped cream but that we would “claim and name” our new invention, rather than “ditch and switch” it. (Name to come soon!)

We fine-tuned our ingredients (removing the frosting and yogurt) and tried again, this time processing the food with an electric whisk. Our results were much closer to the traditional whipped cream we remember. Next week: more foamy foods!

-Liana



K0 students explore the question, what shape is water?

Room 107

Jada & Manny

Josue: (running onto the playground) I’m going to go play with some solids.

Jada: What did you say?

Josue: I’m going to play with some rocks.

Since learning a song about the different states of matter, our students have been looking at the world with new eyes. I often sporadically ask, “Is this a solid, a liquid or a gas?”, to which they now reply more accurately. Josue has practiced so much that he has begun using the terms interchangeably with various objects.

With this knowledge, we have been taking a closer look at liquids. Last week we made water and oil bottles. Students

noticed that adding the oil to the water produced bubbles and the oil eventually sat on top of the water (which we termed floating). We then spoke about liquids and their densities being the cause of this phenomenon. Later they noticed that the solids (jewels and glitter) that we added to the bottles often collected on the bottom (which we termed sinking). But do all solids sink in liquids?

-Jada

Room 108

Geralyn & Donna

We have been carefully reading our way through the book “I Get Wet” by science author Vicki Cobb. The book contains mini science experiments using water. There are a variety of questions to be answered such as: What shape is water? Does it always get absorbed? We also constructed our own question: What happens if we add various colors to water? During Small Group we have been exploring these questions and experimenting.

The first question we found the answer to was ‘What shape is water?’ The instruments we used for our experiment were pitchers of water and various shaped clear containers such as beakers, square bowls, shallow circular bowls and cups. We poured our water into these containers then observed each one. We noticed that the water

took on the shape of whatever container it was poured in. We concluded that water does not have a specific shape but is always the shape of the container holding it.

In the future we will share our observations and conclusions of the other two questions. For now, our scientists remain very excited to continue experimenting with water. These experiments are easy and fun to try, even at home.

-Donna

Room 109

Katie & Mary

Our chemistry study of bubbles and foam continues. Children told us “to make bubbles you need soap and water.” We wondered if these were the *only* ingredients, and if any other ingredients could be used to make a bubble. To explore this question we used milk, air, and heat. We poured cold milk into a bowl and used a whisk to add air. We whisked until hundreds of tiny bubbles formed on the edges of the bowl. We looked at the milk bubbles and noticed how similar they look to soap. “Did we add any soap?” I asked. Next we poured cold milk into an electric milk frother. The frother has a tiny whisk built in, and adds heat and air at the same time. When the milk frother had finished, children observed the “smooth” foam that had formed. We compared the frothed milk to

the cold whisked milk and noticed that almost all of the bubbles in the cold milk had popped. Children then tasted both experiments. “Mmmm, hot cocoa!” they decided.

-Katie

GRADES 1 & 2

Room 205

Ashleigh & Alana

This week in room 205, The Cocoa Kids worked on a science experiment with paint colors. Each student got to create their own experiment with their own group. Some children got to mix two colors and determine what color it will turn into. They discussed as a group what they thought was going to happen. They tried to predict what was going to happen when two colors combined into one. Other children did shades of colors. They saw what would happen when you add white paint to the colors to make different shades of one color.

During math the Cocoa Kids worked on our math challenge in the hallway. All the kids in whole the school were trying hard to figure out this weeks math challenge. We have also been discussing shapes and fractions. We learned about quadrilaterals and that a square is a special kind of rectangle. We played games like *What Shape am I Describing?* and the kids would guess the shape based on the

clues. We also learned about splitting our shapes in half, in thirds and in fourths.

We had a great outside day this week. Ask your kids about their outside time! Maybe their story will be about how it began to rain and we all ran inside. Everyone was laughing and being silly.

-Alana

Room 216

Danny & Felicia

As we wrapped up listening conferences last week, we were so heartened by the connections we were able to make with families and the new understandings we gained about our students. We shared stories with Yaniel’s family of how calm and relaxed he is in the classroom, and heard that he also loves to get to places early so he can do his best. We saw how much Nikaye loves her baby sister when she arrived and Nikaye gave her a big hug with a huge smile on her face. We shared a video with Isaac’s mom of him dancing at the Coffee House last year. Simeon, Elian, Adelaide, and Lola’s families all shared how much they are talking about the bubbles theme at home. Greta’s mom told us about how she has been practicing the ukulele at home. We learned that Heaven wants to bake cupcakes this year, and Anish wants to take a field trip to 7-Eleven to get slushies. All of

these conferences strengthened our bond with our students and will help us maintain connections with families as we move through the year. We look forward to future curriculum breakfasts and Family Conferences so that we can continue to build these connections!

-Danny

Room 217

Kate & Kat

The teddy bears are back! Ashleigh, Danny and I were inspired by a school in New York using the *Bears, Bears Everywhere* book about the benefits of teddy bears in the classroom for social emotional development. Our classroom is using teddy bears to help us learn and feel our best. Each child has been given a teddy bear of their own. We use the bears to help us feel better when we are in the blue zone. We keep them by us when we are happy in the green zone. We use them to cuddle when we are in the yellow zone. We use them to help us get out of the red zone. Students teach their bears how to sit at meeting. They use them to act out conflicts that happen on the playground. The bears add a joy to our classroom like few other materials can. The rules with teddy bears are simple: You can have your bear any time you feel like it will help you. You can't bring the bears out of the classroom. If your bear



Oscar & his bear!

isn't in your lap or by you, put it away in it's cubby in the "teddy bear apartment building" shelf. If your bear is distracting you, someone else or someone else's bear it needs to take a nap in its cubby. Come by room 217 to meet our bears!

-Kate

GRADES 3 & 4

Room 203

Jenerra & Mayra

In 1869, a Russian chemist by the name of Dmitri Mendeleev worked to further organize the elements. He "saw a pattern in the list. The valence, or combining power, of hydrogen is one - its atom can combine with just one other atom. As elements go heavier their valence went up, too. However, periodically the valence went back to one, and

the pattern started again. Mendeleev organized elements in rows according to this pattern" - the periodic table! He got the idea for the table while playing the card game solitaire!

In 203 we have been learning about the periodic table, elements, atoms, matter, etc. We too are discovering how everyday things, can lead to scientific discoveries! Peroxide, yeast, food coloring, cornstarch, water, dish soap are all ingredients that can lead to a physical or chemical change! I asked 203 what are some other everyday items that might help us learn more about chemistry and chemical reactions? Here is what they had to say:

Levi - vinegar
Darby - gummy candy
Geneva - flour
Wren - soap
Kaia - salt
Gabriel - baking soda
Arianni - paint and vegetables
-Jenerra

Room 207

Amanda & Amina

Last week, students in room 207 worked on building sturdy bridges. This is a connection to one of our favorite songs at Mission Hill- Building Bridges. The lyrics are below:

*Building bridges between our
divisions*

*I reach out to you, will you
reach out to me?
With all of our voices and all of
our visions
Friends, we can make such
sweet harmony*

Room 212

Cleata & Ayan

One of our weekly routines is our work on words. For our science theme we have been studying terms like “science” and “Scientific Method.” This week’s word study was the scientific term, “physical change.” When asked to share their own definitions, Freyja wrote, “A physical change is something that can be reversed, for example, breaking a cake.” Raymond worked diligently to form his own meaning of physical change, “If you cut wood it is still wood. It is a physical change.” He also drew a very detailed picture labeled, “This is a kid cutting a wood. It is still wood” and another that was labeled, “It is a broken cookie but it is still a cookie.” As a follow-up, during their theme and project time students investigated a variety of objects with physical changes. Some of their investigations included observing ice in a cup of hot water and ice in a cup of room temperature water. Another group worked with sand and water, while another group explored cutting and folding papers to make a variety of



*One of the bridges that students made in
room 207*



*Jeremy, in room 212, doing his Word of
the Week*

objects including flower petals,
fortune tellers, boats and planes.
-Cleata

GRADES 5 & 6

Room 210

Nakia & Kendall

No news, check back next week.

Room 215

Abdi & Courtney M.

Students came back energized and optimistic about Math Passport on Wednesday. “I like

that it is small.” “I like that I get to work on things that make math hard for me.” “I really like this whole Math Passports thing. I like it because it does not hold us back.” The 5/6 Team, including Ayla, have decided to focus on key grade-level standards. On Wednesday afternoons, 2:30-3:15, students are working on how to use the four operations to solve whole number problems, or applying previously learned multiplication and division facts, or writing numerical expressions. At the end of October, the team will reconvene to create new groups and identify new standards to learn, review or extend.

This coming week, we introduce computers to our 5th graders and students new to our classroom. Each student will have an assigned computer for academic use only in the classroom. Ayanna will help us set up protocols for safe use and care for the technology. Please be sure to sign BPS/MHS forms, and reinforce classroom agreements at home.

-Abdi

GRADES 7 & 8

Room 213

Jenna & Natel

This week 8th graders tested their math skills by practicing

CLASSROOM NEWS

solving various pythagorean theorem problems. The pythagorean theorem prepares students for more advanced geometry and allows them to identify missing sides of a right triangle. Also, 7th graders continued to improve their skills in adding and subtracting negative numbers. We continued to test the student's skills by including larger numbers for them to problem solve. This created a little resistance from

the 7th graders because they were encouraged to solve the problems without calculators. However, they continued to develop methods that could substitute for the calculator such as a number line or drawing coins to represent numbers. For chemistry, our students observed how molecules react in solid and liquid substances. For example, we had students work with thermometers to see how they reacted to hot and cold

water. Students were required to figure out how a thermometer works and how the temperature impacts the molecules. Our experiment provided an opportunity for students to build hypotheses, test them, and work in teams.

-Jenna

Room 214

Reginald & Frances

No news, check back next week.

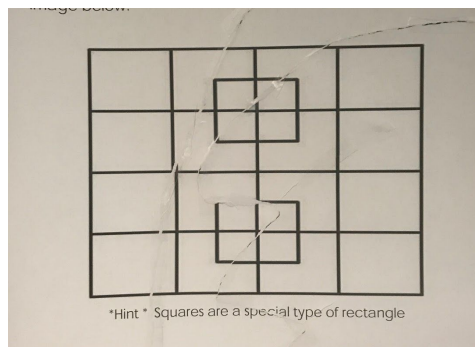
SCHOOL-WIDE NEWS

Beautification Day

MHS Beautification Day, **Saturday, October 20th** from 9:30 am to 12 pm. Please come help us clean up and plant our school grounds. If you can, bring the kids, tools, gloves or flowers/bulbs. Meet at the front entrance. Feel free to drop-in or stay the whole time. Let us know if you can make it by emailing: familycouncil@missionhillschool.org
We look forward to seeing you then!

MHS Weekly Math Challenge

Every week, there is a new math challenge posted in the hallway at the top of stairwell B. This weeks math challenge is posted below. How many rectangles do you see?



MHS Bake Sale

The Friend of Mission Hill will be hosting a bake sale during Early Voting on October 25, from 12:00pm-8:00pm and again during Election Day on Tuesday, November 6th from 7:00am to 8:00pm.

If you would like to volunteer to staff the table or to bake some goods, please contact Rachel Goldsmith at rachelgo@mindspring.com

Ayla Gavins, Principal

Deborah Meier, Founder

Laura Perille, Interim Superintendent

Mission Hill K-8 School

A Boston Public Pilot School

WWW.MISSIONHILLSCHOOL.ORG

20 Child Street

Jamaica Plain, MA 02130

T 617-365-6384

F 617-635-6419

Mission Hill School Illness Policy 2018-2019

Children should stay home with a parent/guardian if the child:

- Has a **Temperature over 100 degrees**. Students should be without fever, and without the use of medication such as Tylenol or Motrin, for 24 hours.
- Has **Conjunctivitis**, which is an eye infection commonly referred to as **Pink Eye**. The eye is generally red with some burning and there is thick yellow drainage. Students can return to school 24 hours after treatment has begun.
- Has **Bronchitis and/or Croup**, which may occur together, but more often separately. These can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful, and it becomes more productive. In croup, there is a loud noise as the child breathes in and there may be increased difficulty in breathing. May return to school when cleared medically.
- Has a **Severe Cold** with fever, sneezing, and nose drainage. Students should stay home until symptoms have resolved.
- Has the **Flu**. A student should not return to school until 48 hours after his/her temperature has returned to normal without the use of Motrin or Tylenol and other flu symptoms have ceased.
- Has **Diarrhea**. A student should not return to school until the diarrhea has ceased for 24 hours since the last episode.
- Has **Vomiting**. A student should not return to school until the vomiting has ceased for 24 hours since the last episode.
- Has an **Earache**. The student should see their health care provider.
- Has strep throat. Students can return to school 24 hours after treatment begins, and 24 hours without a fever.
- Has a **Rash** that has not been diagnosed by a health care provider. Students should have rashes diagnosed. If a rash is diagnosed as a result of any infection, students must be no longer contagious before they can return to school.
- Has **Impetigo/Staph/Strep infection**. Students can return to school 24 hours after treatment is begun.
- Has **Pertussis/Whooping cough**. Students can return to school 5 days after antibiotics were begun.
- Has **Ringworm**. Students need to remain home until treatment has begun.
- Has **Rubella/German Measles**. Students can return to school 7 days after the rash appears.
- Has **Scabies**. Students can return to school after treatment has been completed.
- Has **Lice**. Students can return to school after treatment has been completed.
- Has a **Toothache**. Call the dentist and ask to have the student seen as soon as possible.
- Has **Varicells/Chicken Pox**. Students must remain home until 5 days after the onset of the rash or when all lesions are dry.

The school nurse is required to dismiss any child who may expose others to infection.



**SATURDAY
NOV 17
9AM-1PM**

Boston City Hall
1 City Hall Square
Boston

MBTA: Government Center, Haymarket,
State Street

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 617-635-9010

WANT TO VOTE EARLY?

Any voter registered in Boston can vote at any early voting location. You don't need an excuse or reason to vote early. This year's Early Voting period begins **Monday, October 22, and runs through Friday, November 2**. During that time, voters registered in Boston will be able to cast their ballots in person before the state election on Tuesday, November 6.

VOTE EARLY BOSTON - 2018

MON. OCT 22, 9 a.m. – 5 p.m.

Boston City Hall
One City Hall Plaza Boston, MA 02201

TUES. OCT. 23, 12 p.m. – 8 p.m.

Boston City Hall (9a.m. – 8p.m.)
One City Hall Plaza Boston, MA 02201
Holy Name Parish Hall (Vote in Gymnasium)
435 West Roxbury PKWY Boston, MA 02132
Dot House Health (Vote in Cafeteria)
1353 Dorchester Ave. Dorchester, MA 02122
Tobin Community Center (Vote in Downstairs Community Room)
1481 Tremont ST. Boston, MA 02120

WED. OCT. 24, 9a.m. – 5p.m.

Boston City Hall
One City Hall Plaza Boston, MA 02201

THUR. OCT 25, 12p.m. – 8p.m.

Boston City Hall (9a.m. – 8p.m.)
One City Hall Plaza Boston, MA 02201
All Saints' Church
209 Ashmont St. Dorchester, MA 02124
Honan-Allston Library (Vote in Community Room)
300 North Harvard St. Allston, MA 02134
Margarita Muniz Academy (Vote in Gymnasium)
(Formerly Louis Agassiz Elementary School)
20 Child St. Boston, MA 02130

FRI OCT. 26, 9a.m. – 5p.m.

Boston City Hall
One City Hall Plaza Boston, MA 02201

SAT & SUN. OCT. 27 & 28 10a.m. – 6p.m.

Paris St. Community Center (Vote in Gymnasium)
112 Paris St. Boston, MA 02128
James F. Condon Elementary School (Vote In Cafeteria)
200 D St. South Boston, MA 02127
Saint John Paul II Catholic Academy Neponset Campus (Formerly Known as St. Ann's School)
239 Neponset Ave. Boston, MA 02124
Perkins Community Center / Joseph Lee School (Vote in Auditorium)
155 Talbot Ave. Dorchester, MA 02127

MON. OCT. 29, 9a.m. – 5p.m.

Boston City Hall
One City Hall Plaza Boston, MA 02201

TUES. OCT. 30, 12p.m. – 8p.m.

Boston City Hall (9a.m. – 8p.m.)
One City Hall Plaza Boston, MA 02201
Harvard-Kent School (Vote in Gymnasium)
50 Bunker Hill St. Charlestown, MA 02129
Benjamin Franklin Institute of Technology (Vote in Auditorium)
41 Berkeley St. Boston, MA 02116
Wang YMCA of Chinatown (Vote in Gymnasium)
8 Oak St. West. Boston, MA 02116

WED. OCT, 31, 9a.m. – 5p.m.

Boston City Hall
One City Hall Plaza Boston, MA 02201

THUR. NOV. 1, 12p.m. – 8p.m.

Boston City Hall (9a.m. – 8p.m.)
One City Hall Plaza Boston, MA 02201
The Salvation Army Ray & Joan Kroc Community Ctr. (Vote in Room W-101, Village Hall 1 and 2)
650 Dudley St. Boston, MA 02125
ABCD Thelma D. Burns Building
575 Warren St. Boston, MA 02121
The Blue Hills Collaborative
20 Como Rd. Hyde Park, MA02136

FRI. NOV. 2, 9a.m. – 5p.m.

Boston City Hall
One City Hall Plaza Boston, MA 02201

Mildred Ave. Community Ctr. (Vote in Gymnasium)
1-5 Mildred Ave. Mattapan, MA 02126
Roche Community Center (Vote in Gymnasium)
1716 Centre St. West Roxbury, MA 02132
Bruce C. Bolling Municipal Building (Vote in Lobby)
2300 Washington St. Roxbury, MA 02119
Copley Square Library (Voters enter from main entrance)
700 Boylston St. Boston, MA 02120
Jackson Mann School (Vote in Auditorium)
500 Cambridge St. Allston, MA 02134