



IMPORTANT DATES AND REMINDERS

Wednesday, November 21
Curriculum Breakfast (9:15am-10:15am)
Early Dismissal (1:30pm)

Thursday & Friday, November 22 & 23
NO SCHOOL

Thursday, November 29, 5:30pm-7:30pm
An Evening with Deborah Meier & Brenda Engel

November 16, 2018

Volume 22, Issue 10

Mark Your Calendar for November 21, 2018, 9:15-10:15am, Mission Hill School

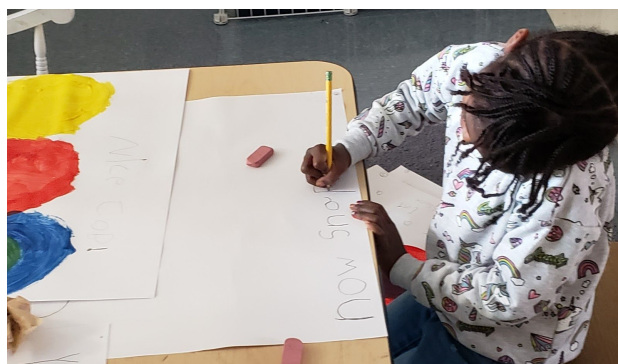
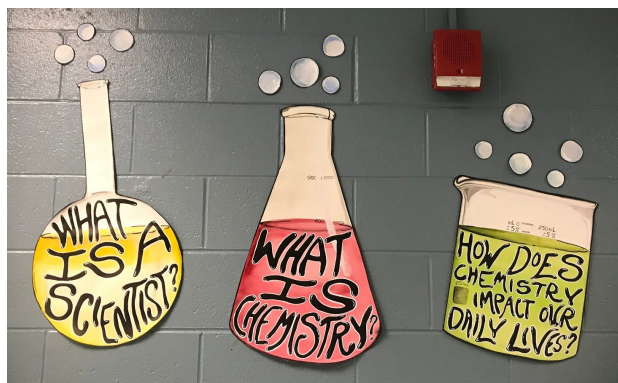
Dear Mission Hill School Friends, Families, Students and Staff,

The focus on science education has grown over the years at Mission Hill. Last spring Danny, grades 1 and 2 teacher, proposed that our school shift from two science themes to four different science themes. Our staff discussed this idea and enthusiastically voted to move forward with the new plan. Here is the proposal we voted to support:

Proposal: *The current rotation of two themes (Life Science and Physical Science) would be expanded to a rotation of four themes (Life Science, Physical Science, Earth and Space Science, and Chemistry).*

Rationale:

1. Scientific study is usually divided into three branches: Life Science, which includes biology and ecology; Earth Science, which includes geoscience and astronomy; and Physical Science, which includes physics and chemistry. Due to the high level of distinction between physics and chemistry, the prevalence of chemistry as its own subject in high school, and the current rotation of 4 themes for “Long Ago, Far Away and Struggle for Justice”, we thought the four science themes should be Earth and Space Science, Life Science, Physical Science, and Chemistry.
2. The MA Science, Technology and Engineering Curriculum Frameworks are supportive of our theme model, with recurring ideas and concepts every few years, so expanding to four themes would help both retain our thematic approach while ensuring effective instruction in science.
3. Conceptual Knowledge- there are many scientific concepts which, like in mathematics, can serve as entry



points to deeper (and often more exciting) scientific inquiry. Being able to access these concepts will help students feel confident as scientists and appreciate the importance of science as a discipline.

4. Preparation for High School- most high schools in Boston require at least three of the four courses: Earth and Space Science, Biology (Life Science), Chemistry, and Physics (Physical Science). Ensuring all students have exposure to these domains of science before graduation will help them feel familiar and confident in their science classes after Mission Hill, and will give them the foundational skills to be successful in their work.



Teaching chemistry would be new to all of us. We built in time to plan together and to present curriculum to each other for feedback. As our teachers typically do, they took this challenge and ran with it. The result for students has been a wonderful season of exploration, wonder, investigation and asking great questions. Come see and hear what they have been working on so far at the first curriculum breakfast of the year, Chemistry Works in Progress on November 21, 9:15-10:15AM.

Ayla Gavins

KINDERGARTEN

Room 106

Kathy, Liana & June

Two weeks ago, we perfected our ice cream base by using advice from June, combined with tips from a book about ice cream. We filled a small ziploc bag with milk, cream, sugar and vanilla. Then we filled half of a larger bag with ice and salt. The students were confused... salt? June explained that the salt helped to bring the cold out of the ice quicker so it would cool down the ice cream ingredients. We placed the bag containing the ice cream ingredients into the bag with the ice and salt and shook them up! After about 10 minutes of shaking, we opened the bags and we were delighted to see that the contents of the smaller bag looked like ice cream. A taste test confirmed that we had made ice cream base.

This week, we made the base again, this time in a ice cream maker. We used a recipe by Ben and Jerry's that used beaten eggs as an ingredient. The students were stunned... eggs in ice cream? But the results again confirmed that sometimes you have to trust the recipe. The ice cream was delicious. Next up: flavors and toppings.

-Liana



(Above) K0 students perfecting puzzle jumps.

(below) K0 students dropping rocks into water below!



Room 107

Jada & Manny

We have learned that a solid can change to a liquid and that a liquid can change to a solid. However, can a solid change to a liquid and then back to a solid? In extension of our applesauce experiment, Joy had a great idea. "We can put the apple sauce in the freezer to make it solid! So,

we tried it. I got the popsicle stick while Joy filled the paper cup with our applesauce. She placed the cup into our freezer and when Joy came the next morning, she was excited to check on her experiment. As she took the applesauce out of the freezer, she immediately held the popsicle stick, stirred it and said, "It's not frozen." But why? She observed a few other juice popsicles that we made a week ago still frozen.

"What should we do?", I asked. As we pondered this applesauce conundrum, Eddy seemed to

reminisce on our tasty frozen treat. "We should make ice cream. We know how to make it because we made it last year. It's a solid and it changes to a liquid." Agreed!

-Jada

Room 108

Geralyn & Donna

"Muddy puddles! Muddy puddles!"

"Big splash!"

"Watch out! It's so fast - it's wet!" (the slide)
"Can you catch me?!" (As child bravely embarks on the slippery slide - asking a teacher to catch them at the bottom of the ride.)

Outdoor time affords our students many natural ways to extend our explorations and experiments with water. On the days where there are puddles,

this group loves to put on boots and splash away! They have discovered that jumping down from the curb results in an especially big splash. Dropping rocks through the drain into the water below has been a favored activity - as students experiment with finding rocks that are big enough to make a sizeable splash, yet small enough to fit through the drain grate. And on a recent morning, when we walked to the playground on the corner of Boynton and Hall Streets, we found the twisty slides covered in droplets from rain. Woosh! Those were very slick rides down the slippery slide. In what ways can you and your child find ways to explore water throughout your day together?

-Geralyn

Room 109 Katie & Mary

As I was getting to know families during summer home visits, a family requested, "We know that Mission Hill takes children outside more than most schools. If you can get outside with the kids even more, we would love that!" A small chain of emails later we had arranged for an introductory visit with educators from the Arnold Arboretum! The educators brought a story (Explorers of the Wild, by Cale Atkinson)



One of the 109 students doing an observational drawing!



(above and below) Students from 205 during Think Outside Thursday!



and a bag filled with containers, magnifying glasses, crayons, and clipboards.

Our class discussed expectations for exploring: stay together as a group, respect nature, and listen. We exited the building to "practice" exploring in our schoolyard. Our practice went well so we decided to visit the Arboretum. We designated an exploring area and let the children lead. Leaf piles amassed and some children lay down to touch as many leaves as possible. Children collected wonders, and documented their observations with drawing. Their joy exploring has inspired more opportunities to use this resource. Next trip: Arboretum Math on November 26. Join if you can!

-Katie

GRADES 1 & 2

Room 205

Ashleigh & Alana

Last week The Cocoa Kids continued experimenting with different kinds of paint and colors. During our Think Outside Thursday we took a trip to the Arboretum and immersed ourselves in nature. Ms. Chelsea, from Mass Art, taught us about Land Art. We learned about the amazing use of nature's natural colors as art. Some students created

“lions eating mango off a tree”, “flaming pine cones” and a homemade board game.

During our project time, we created our own little books inspired by the books, *Mix It Up* and *Press Here* by Hervé Tullet. A few of us had the chance to share and read our own books with Ms. Katie's kindergarten class. Then we had the chance to create a larger book to read at Friday Share. We want to say thank you to the Mission Hill School community for being an amazing interactive audience as we read our story last Friday.

-Brianna

Room 216

Danny & Felicia

No news. Check back next week!

Room 217

Kate & Kat

No news. Check back next week!

GRADES 3 & 4

Room 203

Jenerra & Mayra

Rusting is a single displacement reaction. This is one of the many different chemical reactions we (The Ninjas! – our new class name) have been learning during our Chemistry theme. In a rusting experiment, we tested iron nails with five different



(above) Students from room 212 making butter!

(below) Students from room 212 making lava lamps!



solutions to see which solutions would rust the nails. Below are our solutions and predictions:

Solution #1 – water

Prediction – The water will rust it.

Solution #2 – baking soda and water

Prediction – The baking soda will rust it.

Solution #3 – apple juice

Prediction – The apple juice will not rust the nail. (Gabriel) It won't. (Jediah)

Solution #4 – copper sulfate and water

Prediction – The copper sulfate will rust the nail.

Solution #5 – peroxide

Prediction – The peroxide will not rust the nail.

Stay tuned for our results!

-Jenerra & Mayra

Room 207

Amanda & Amina

No news. Check back next week!

Room 212

Cleata & Ayan

This week the Panthers learned and discussed about decomposition reaction. A decomposition reaction is where a complex substance breaks down to form two separate substances.

Decomposition reaction can be shown in an equation such as $AB \rightarrow A + B$. Not only did we discuss what a decomposition reaction is, we also got to see

what happens during a decomposition reaction. The Panthers participated in exciting experiments such as making butter. The students put $\frac{3}{4}$ of cream into a mason jar and put the lid on tight and shook it for about 5-7 minutes. We also did other experiments such as making our very own lava lamp. We filled a cup up about $\frac{1}{2}$ with water, then we poured vegetable oil into the same cup. Next, the students added a few drops of food coloring. Finally, the

students broke up Alka-Seltzer tablets into fourths and dropped $\frac{1}{4}$ into the water and oil mixture. We watched as the Alka-Seltzer reacted with the water to produce carbon dioxide gas bubbles. We love being scientists, and cannot wait to show you some of our favorite experiment at the curriculum breakfast.

-Ayan

GRADES 5 & 6

Room 210

Nakia & Kendall

Once a week we write End of the Week Reflections. Students are given several prompts they can respond from. Once a month I will post a few examples of these reflections without students names.

Here is our first instalment. Enjoy.

Something I am really excited about is...

"Our three day weekend! I'm going to a birthday party!

"I am really excited to work more on my personal narrative writing because i am writing about my trip to Canada"

"To learn more division,because I really liked doing the division poster it got a little hard when we had to solve it and we messed up with writing it down for the word problem part so that was tricky and it ended up

taking about 4 to 3 day,we finish on Friday and i'm looking forward to more."

Something that went well this week was...

"Doing the race today."

"I finally got a graphic novel I ordered from Amazon that I bought with a gift card I got for my birthday."

"One thing that went really well for me this week was my writing because I finished both my personal narrative and my farm school story. "

"Something that went well this week was the 50 dash yard and 100 yard dash and after we played football and are team won the game and the one thing that sucked was that i didn't get lunch because i was worry about football."

"Was playing football it was super fun and nobody was trash talking and we all were being good supporters to the other team like if they made a touchdowns"

"My bullet journal because I put all these things that I normally do in my household.And I think that if I continue more I will get more better in my writing."

I would feel more comfortable if...

"Abdi was back because its hard getting used to Kathy and Kat doing math with us because im really not used to it"

"if there was more pillows more relaxing spaces on the meeting area."

Something I learned this week was...

"Exponents in math."

"something I learned this week is how to do division"

Room 215

Abdi & Courtney M.

This week we have been reading books that we chose. So we decided to interview some our classmates about how they like their book. Ashton's book choice was Star Wars: The Last Jedi and his response is that, "it's confusing but cool." Xavier R.'s book choice was The Flying Beaver Brothers, Coles' was "Kensulke's Kingdom, while Shonnie's book choice was Diary of a Wimpy Kid: Hard Luck. All three responded that their books are ok. Noah's book choice was Lord of the Rings: Book 1 and he thinks it's great and fantastic. Charlie's book choice was Flush and he says that it's a good book. Adam's book choice was Plants versus Zombies and he reports that it's fun with action. Eva's book choice was In the Time of the Butterflies and she says it's happy and sad at the same time. Ares is reading The End of Harry Potter and he loves it! Michelle is reading Enrique's Journey which she thinks is cool but kind of gross, and Chani is reading A Wrinkle In Time which is mysterious.

CLASSROOM NEWS

Written by Chani and Michelle,
Grade 6 (with assistance from
Kathy B. and Kat)

GRADES 7 & 8

Room 213

Jenna & Natel

This week we started our
"Choose Your Own Experiment"

project in Chemistry class, in
which students researched
chemical reactions they wanted
to explore and conducted their
own experiments to study these
reactions in class. Projects will
be shared at the upcoming

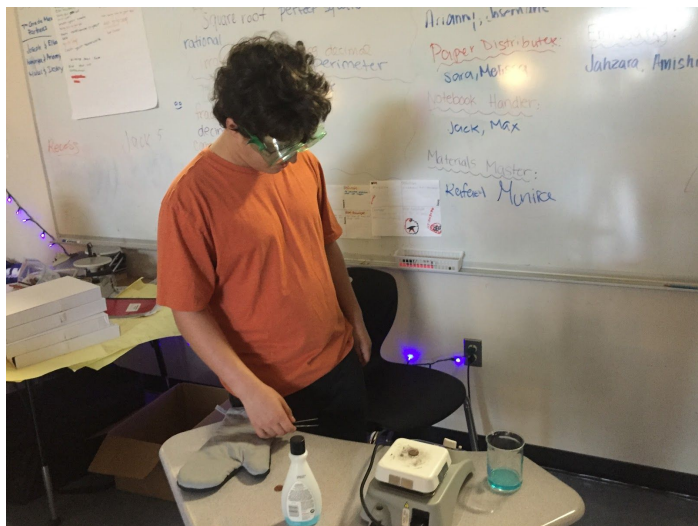
Curriculum Breakfast and in
Friday share this week. Until

then, enjoy these pictures of
chemists in action!

Room 214

Reginald & Frances

No news. Check back next week!



(above) Amishai is exploring the reaction between acetone, copper and oxygen. He has so far conducted his experiment three times, testing out different variables each time, and is hoping to see a reaction that will cause the copper penny to glow.

(below) Jhayden used the reaction between baking soda and vinegar to blow up a balloon



Save the Date

November 29, 2018

For an evening with
Deborah Meier

Nurturing the Habits of a Democratic Society in Our Schools

6:00pm - 7:30pm MHS Auditorium

DOORS OPEN AT 5:30PM

Arrive early to enjoy light refreshments for sale and meet faculty before the event. Please note that a ticket is required for this event, seating is limited. Tickets are available at www.eventbrite.com with a suggested donation of \$20

Questions? Contact Friends of Mission Hill
FOMHS@missionhillschool.org

Please join the Mission Hill School faculty and community for a conversation moderated by Ms. Ayla Gavins, principal of the Mission Hill School. The evening will feature a discussion with Ms. Deborah Meier, pioneer in progressive education, MacArthur 'Genius Grant' Fellow, founder of the modern small schools movement, and founding principal of the Mission Hill School. Ms. Meier will be joined by Ms. Brenda Engel, associate professor at Lesley College (ret.), consultant on open education, renowned author, and also a founder of Mission Hill School.

"A passion for learning...isn't something you have to inspire with; it's something you have to keep from extinguishing."

-Deborah Meier

Caretakers Corner

There are so many ways for caretakers to be involved at Mission Hill and we always appreciate the energy you share with us. If you're a caretaker of a child who has an Individual Education Plan (IEPs) you are part of the team which meets together to develop goals for your child once a year. An IEP is created to support children to meet the academic goals based on grade-level standards set by state and federal education boards. IEPs include different types of goals. There are academic, speech and language, occupational therapy, physical therapy, executive functioning, and social emotional goals. Each of these areas provide students with strategies they can utilize throughout their academic career to access curriculum and make progress.

Each year the team strives to help each learner reach their goals and progress is reported to caregivers 3 times a year along with the Mission Hill classroom progress reports. To set new standards, teachers have access to a resource called "GoalBook" which guides users through a series of grade related standards to help develop and set goals. We invite you to join your child's teacher and other team members to create and adjust goals with your children before and during their IEP meetings.

Please feel free to contact Kathleen McCarthy, our new Special Education Coordinator, or your child's teacher for more information.

-Kathy Brucker, 5-8 grade Learning Coach

Ayla Gavins, Principal

Deborah Meier, Founder

Laura Perille, Interim Superintendent

Mission Hill K-8 School

A Boston Public Pilot School

WWW.MISSIONHILLSCHOOL.ORG

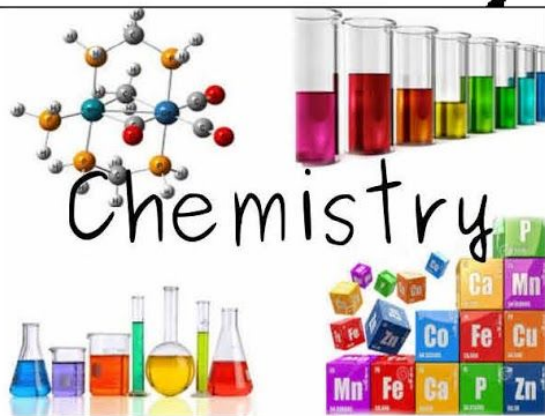
20 Child Street

Jamaica Plain, MA 02130

T 617-365-6384

F 617-635-6419

Chemistry



Fall Curriculum Breakfast

*Hello Mission Hill Families!
Come hear about and see what we have been learning
about over the past few months.*

*It's a **potluck**, so bring a dish to share with our
community.*



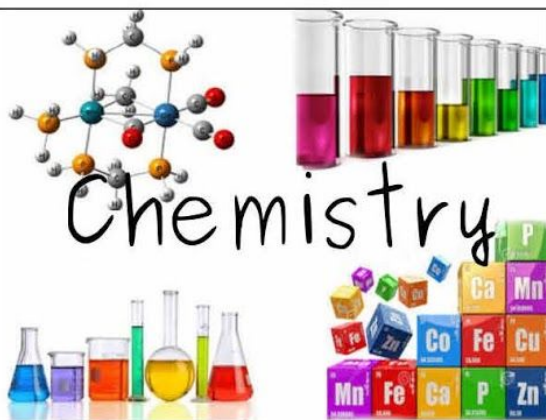
When: November 21, 2018

Where: K-Quad and 2nd Floor

Time: 9:15-10:15

See you there!

Química



Desayuno de Currículo de Otoño

Hola familias de Misión Hill!

Venga a escuchar y ver lo que hemos estado aprendiendo en los últimos meses.

Es una comida, así traiga un plato para compartir con nuestra comunidad.



Cuando: El 21 de noviembre del 2018

Donde: K-cuatrillizo y 2do piso

Tiempo: 9:15-10:15

¡Los veremos allí!



Real Talk Conversations:

Special Ed in BPS + Parent2Parent Planning

Join the BTU, SPED Advocate Partner organizations, and parent/family leaders for an open conversation on Special Education in BPS today.

What are some struggles to achieve true equity in SPED today? How can families and educators advocate together?

+

Resources from advocate partner organizations to navigate the SPED system!

We will also use this time to help inform our workshops and program planning for our annual Parent2Parent conference!

Join us!

Date: Tuesday, November 27th

Time: 4:30-7PM

**Location: Boston Teachers Union
(180 Mt. Vernon St., 02125)**

**RSVPs greatly appreciated at
btu.org/realtalk**

Childcare and Light Dinner Provided.
Spanish Interpretation present, other
languages upon request. E-mail Jonathan at
jrodrigues@btu.org for questions and
requests!



SAVE THE DATE

Learning Conferences 2018-2019



**Dec
8**

STEM Conference

This hands-on conference is designed for parents and children to learn about the amazing world of science, technology, engineering, and math and the many ways we are affected by it in our daily lives and the careers associated with it.

**9:00 AM – 1:00 PM
Northeastern University
Curry Student Center
360 Huntington Ave, Boston**

**Mar
16**

Parent Leadership Conference

This highly engaging conference is geared toward parent leaders wanting to take their leadership skills and family engagement efforts to the next level.

**8:00 AM – 2:00 PM
Bruce C Bolling Municipal Building
2300 Washington Street, Roxbury**

**May
4**

Spring Learning Conference

This session will include a plethora of topics from supporting your child at home, to BPS district policy and advocacy on the school level.

**8:00 AM – 3:00 PM
Northeastern University
Curry Student Center
360 Huntington Ave, Boston**

Fall catalog coming soon!

For more information, please contact Parent University at 617-635-9747 or visit our website at <http://www.bostonpublicschools.org/parentuniversity>



DiscoverBPS

2018
BPS K-12
SCHOOL
SHOWCASE

SATURDAY
NOV 17
9AM-1PM

Boston City Hall
1 City Hall Square
Boston

MBTA: Government Center, Haymarket,
State Street

EXPLORE YOUR BOSTON PUBLIC SCHOOLS OPTIONS

Meet with Headmasters, Teachers, and Specialists from all BPS schools
Discover which schools require a special application
Learn about each school's academic and extracurricular programs

For more information visit or call
 bostonpublicschools.org/register
 **617-635-9010**