



## IMPORTANT DATES AND REMINDERS

Friday, March 1  
***Bertucci's Fundraiser Event***

Wednesday, March 6 & Thursday, March 8  
***Mix it Up!***

Saturday, March 8, 9:00am - 2:00pm  
***Boston Debate League (final tournament)***

Sunday, March 9, 12:00pm - 1:00pm  
***Spin Class Fundraiser***

March 1, 2019

Volume 22, Issue 19

## News to Keep You in the Loop

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

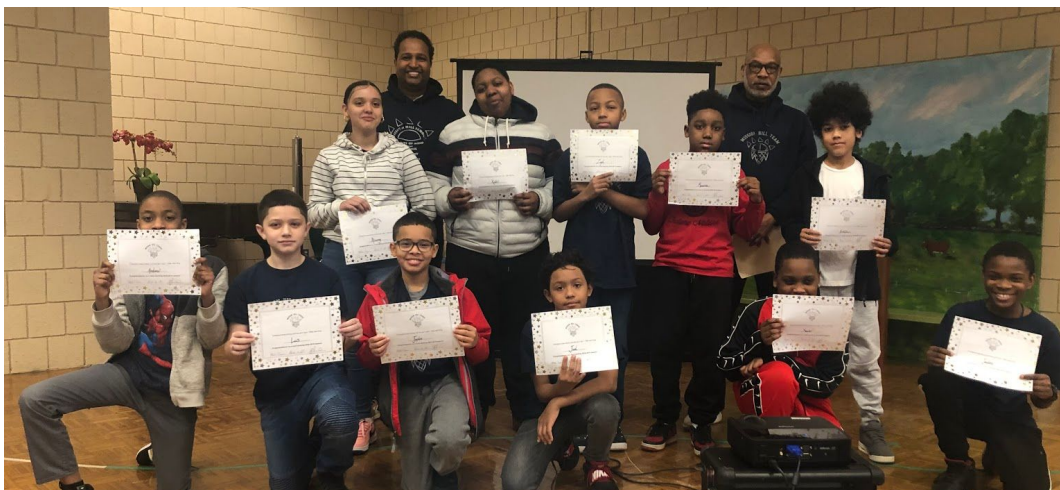
### Welcoming Schools

Mission Hill staff recently completed Welcoming Schools training series. The training included the following: Preventing bias-based bullying in our school, helping transgender and non-binary students to thrive and creating classrooms that welcome all families.

Next year we will begin working toward the Welcoming Schools Seal of Excellencel. A list of benchmarks and the protocol for reaching this status will be shared soon. We are excited to engage in this work in the spring of this year and the fall of next year. For more information about Welcoming Schools click here <http://www.welcomingschools.org/>).

### MHS Geography Bee Winner

Congratulations to Amos! He won our first Mission Hill School Geography Bee. Amos took the state qualifier test last a couple Fridays ago. We will find out in March if he is able to move on to the next



round. We are very proud of him no matter what. Congratulations to his younger brother, Simeon, too. He came in second place!

### The Mission Hill School Basketball Team Completed Its Season

Our basketball team season ended with a game in the playoffs. This team deserves a round of applause. Some of the players had never played basketball before joining the team. Many thanks to Abdi Ali and Steven Techgue the

organiser and coach for this team. They moved this team from individuals playing a game to a team of young people working together. That's what it's all about.

### **MHS Co-Teacher Leader Hiring**

The positions for our new school leaders have been posted on the Boston Public Schools website. You are welcome to come in to review resumes and provide feedback by scoring them. Your feedback is helpful to our process. You can find the resumes on the office counter near the staff mailboxes.

### **Budget Reduction Impact for Next Year**

Our final numbers are still not in. However, there are a few Cuts we've had to make that seem unlikely to be restored. Our partnership with City Connects is ending. For many of you Courtney Bruno has been an invaluable resource. As we adjust to having a new person or team manage the many things that Courtney does it will be helpful to hear your feedback. We do not want this change to affect service delivery or support for you or your family. The budget reduction also affects our theatre teaching position in the fall. Paul Sedgwick has added performance as an element to our school program in a way that we've never had before. Of course we will miss having theater classes, but we will miss all the different things that Paul brought to students just as much. his musical contributions match what he offered students through theater.

### **New Music Teacher**

Welcome Cara Campanelli. She formally began music instruction last week. Billy came by for a visit and passed the baton to her. Because Cara is coming to us as a long-term substitute, the music position will be posted again in March. We will go through the hiring process again then.

I hope you had a wonderful February break!

*Ayla Gavins*

**KINDERGARTEN****Room 106****Kathy, Liana & June**

This week we continued our study of how the Egyptians mummified their people. The students recalled many facts from the books they've read and their visits to the Museum of Fine Arts: that they remove all the organs (except for the heart) and that the organs are stored in canopic jars; that the bodies are stored in a sarcophagus and that they carefully prepare the body with a drying agent called natron so it will be preserved. We talked more this week about the preservation process and the science behind why it works. We discussed decomposition and how moisture plays a part in how things decompose. To replicate the mummification process, we immersed two hot dogs in baking soda in sealed containers. Before putting them in the containers, we measured the hot dogs' length and circumference as well as describing the color, shape and smell. We will unearth the hot dogs in a week and record new measurements and descriptions, then repeat the process after break.

-Liana

**Room 107****Jada & Manny**

"Come quick Miss Jada. We found something!"

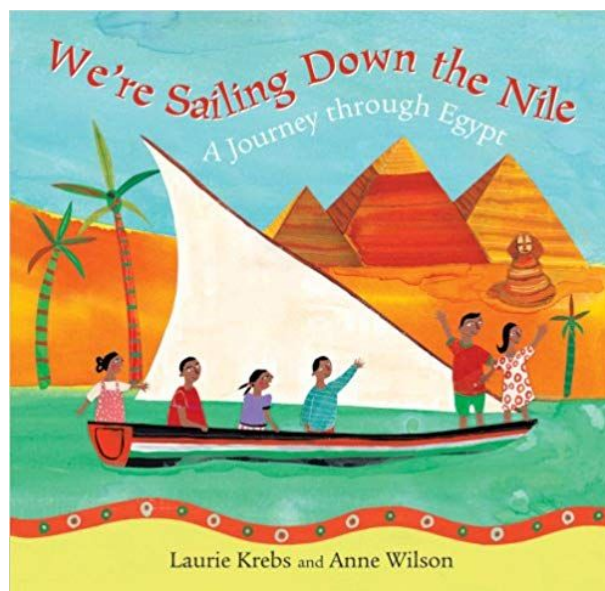
Last week as we explored how we know what we know about ancient Nubia, we read a book titled *Digging up Dinosaurs* by Aliki. The book helped us to understand how archaeologists go about excavating various sites of interest and how what they uncover tell a story. As we spoke a little more about what was inside the pyramids and who they were for, our students interests were piqued even more. One day as we played on the playground with the structures, Joy and Ebi ran over to me excitedly proclaiming they had discovered something. Not completely sure of what they were talking about, I followed them to their site. As they dug through the wood chips, they had seemingly uncovered what they termed a "trapdoor". They

dug around the large metal square and conversed as they worked. Their imagination took over and the question of what they had uncovered led them to make the statement, "This must be where the mummies are." It is always exciting to watch our students apply what they are learning in the classroom to their play elsewhere. Now the real question is, what did they find?

-Jada

**Room 108****Geralyn & Donna**

*We're Sailing Down the Nile* - this book has become very important to our class. The book helped us to connect to a place very far away. The illustrations and the information are accessible to our young students. After reading the book, we were very fortunate to have a guest visit our class. Loay Abdelkarim is Sarah and Maryam's father. He grew up in Sudan along the Nile River. He shared stories of crossing the Nile to go to school each day; sleeping outside because it was very warm; and seeing animals such as hippos, camels, donkeys and more. Loay brought in some authentic items for us to see - including a beautifully designed dress that can keep you cool and can be reversed when one side gets dirty. He also had animal statues for us to hold. Talk to your student at home and see if you can help



*We're Sailing down the Nile is a very popular book in room 108!*

them find Boston, the Charles River, Africa, and the Nile River on any maps or globes you have.

*-Geraldyn*

### **Room 109**

#### **Katie & Mary**

Rainbow Butterflies have been busy not only learning but singing too! February 1<sup>st</sup> was our classroom's turn for Friday share and the Rainbow Butterflies did a creative version of one of their favorite tunes, "Down by the Bay". The author of our adaptation graciously granted permission to use "Down by the Nile" to integrate the Egyptian/Nubian focus of our classroom work. The students rhymed their way through the song as the Mission Hill School student body clapped along.

The students have also been sharing their research from home regarding the inhabitants of the Egyptian temples. Didi informed us that cats were considered sacred and resided in their very own temple. Because of their sacred status, servants were required to take care of all their needs and desires. To further illustrate this theme, Didi sculpted a water and food bowl from clay to place in the dramatic play temple. It was a lovely shade of bronze which blended well with the temple walls. Creativity abounds in 109!

*-Mary*

## **GRADES 1 & 2**

### **Room 205**

#### **Ashleigh & Alana**

With a smile on his face, Noah commented, "I get it now," as he solved a complicated subtraction word problem. "Yes, you do. That is what passport is all about." I replied to him. Every Tuesday, all the first and second graders work in small groups on a particular math skill they are still learning. Our group is learning how to subtract two-digit numbers with regrouping. For example, 53-29. Through teacher modeling, partner work, and games we have practiced this skill. Last week was our 4th session with this group. Students were working to solve word problems with these types of numbers. In previous weeks, Noah would work hard and often needed frequent feedback and modeling from me. This week, he solved the word problems independently and shared that the strategy we had been using finally clicked for him when he commented, "I get it now." One of the reasons I love teaching is because it is so exciting for me when I see a student learn to do something for the first time and become more independent.

*-Ashleigh*

### **Room 216**

#### **Danny & Felicia**

This week I'm flying down to Mississippi with Jenerra, Amina, and Ayanna for the annual North Dakota Study Group conference. The group began in the effort to push back against standardized testing, and the mission has since progressed to look at racial inequity in education. Attending the conference in Jackson last year had a big impact on how I view my role as an educator, specifically how being a white male impacts the work that I do and my biases which I need to recognize and address. Over the past year I have been thinking a lot about whose voice is heard in my classroom and what unconscious messages I send that result in some students feeling more or less likely to contribute. I also am thinking about our students who are most in need of support, and how we can go beyond our structures and routines to craft a learning environment which supports students who are struggling in their growth. As we go down to Jackson I am hopeful that in our second visit I can continue to see new perspectives, make concrete steps towards developing greater racial equity in my classroom, and help support the Jackson Public Schools in improving education for their students.

*-Danny*

### **Room 217**

#### **Kate & Stephanie**



What happens to a mummified body? Students in room 217

## CLASSROOM NEWS

have been trying to find out.  
Ancient

Egyptians used natron, a natural salt found in that region of Africa, to dry out the body to prevent decay. It was very important that the body did not decay. They wanted Pharaoh to resemble himself as he went to the afterlife. We used apple slices, salt, and baking soda to mimic the drying qualities of natron salt on a human body. The goal is to see how small and shriveled an apple slice will be when it is totally dried out. Students worked in groups to prepare apple slices. They will be checking back in on their apple slices to see how the salt is working.

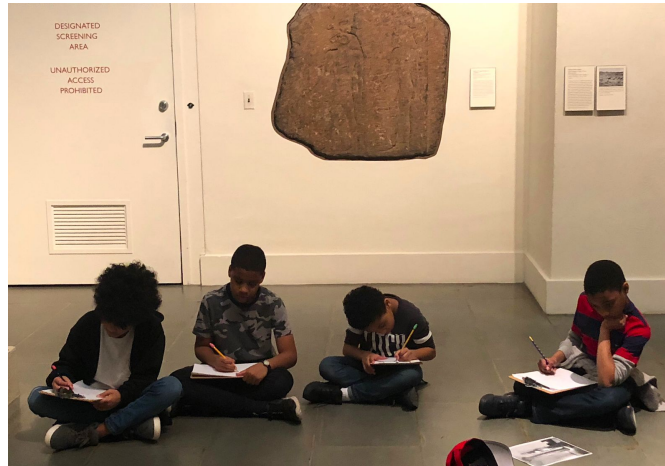
-Kate

## GRADES 3 & 4

### Room 203

#### Jenerra & Mayra

All last week, the Ninjas got busy in the kitchen...well in our classroom...and we mixed up some tasty Egyptian treats! On Monday we made mummy hot dogs! Tuesday we made our own hummus and enjoyed it with pita bread. Wednesday was a sweet treat with dates, almonds and spices. Yum! Thursday's dish was a salad with oranges, olives, red onion and cumin. Lots of Ninjas didn't think they would like it but they did! Finally, on Friday we made a yogurt and



cucumber dip with baked pita chips. All these yummy treats were fun to  
*Students from room 210 during their trip to the Museum of Fine Arts!*

make and we learned a lot about Egyptian ingredients. For instance, cumin was one of their favorite spices and they didn't have olives until the Greeks took over. They used sesame oil and dates were not only enjoyed as a fruit but were used to sweeten their food. Every Ninja got a turn helping with the kitchen and we all enjoyed the "fruits" of their labor! Ask us about the recipes and we'll be happy to share!

-Jenerra

### Room 207

#### Amanda & Amina

No news. Check back next week!

### Room 212

#### Cleata & Ayan

As we approach the 100th day of school, I am reminded that time

is fleeting. So many things to do but not enough time in the school year to get them done. It is empowering to see the progress the Panthers are making and how they are striving to succeed as scholars. Recently I asked students the question, "What do you do when you are faced with an academic challenge?"

Some responses from

students were:

"I keep persevering or try something a different way."

"I just don't talk and somehow I get through it."

"I stop reading and ask a teacher for help."

"I use what I learned before."

"By doing my best or reading the question 2 or 3 times."

I breathed a sigh of relief when I read those responses, knowing the Panthers are learning and acquiring problem solving strategies to help them reach their academic potential. I can declare they are succeeding regardless of how the time flies!

-Cleata

## GRADES 5 & 6

### Room 210 & Room 215

#### Nakia, Kat, Abdi & Courtney M.

"Here's Nubia-I found Nubia and there's the Nile and Egypt..Here's work from Sudan-that's where

Nubia was. “ “These are the mummies...are there real people in there?, Where’s the skulls?”

## CLASSROOM NEWS

noses off the statues? Why are the toes so long?”

All these exclamations and more were heard from Major Skillz and Evolve students as small groups entered the Egyptian Galleries at the MFA each day last week. Our mission was to find and closely examine the Nubian art and artifacts on display in the Ancient World Collection. Students followed 4 steps to utilize visual literacy skills in their investigation. Pairs asked and answered questions orally to examine the attributes (characteristics) of various pieces then discussed the uniqueness of the piece. This discussion supported students to write and sketch about a piece that was interesting to them. They answered questions about the artist’s purpose and connections they had with their chosen piece. Students had a choice to sketch either the whole piece or a part of it since many of the pieces include intricate drawings and designs.

Students who had time after that walked around the gallery counting the labelled Nubian work leading to the comment and question, “There aren’t many pieces of

“Where’s the Rosetta Stone? I know how to read these hieroglyphics-this one means

water, this one is the first letter of my name.” “Why are all the



Nubian work out. There are so many Egyptian ones, why?” This question leads us into our next step to find why the MFA, which has a huge collection *Students from room 215 during their trip to the Museum of Fine Arts!*

of Nubian art, has so many pieces in storage or out on tour, not in the gallery. Each student will write a letter to the Executive Director of the MFA to persuade them to bring out more Nubian artwork and artifacts for public view. These next weeks will find students learning how



to organize and write persuasive letters using evidence, numbers and vocabulary from their MFA *Students from room 214 during their trip to the Farm School!* trip to support their claim. Ask your student what their thoughts are about our MFA visit and this assignment.

*-Kathy B., 5-8 Learning Coach*

## GRADES 7 & 8

### Room 213

#### Jenna & Natel

Last week the 7th and 8th graders spent two nights at Farm School. It was a great bonding experience for our homeroom! We completed farm chores (milking cows, feeding the animals, cleaning the barn, walking goats, etc.), played board games, shared good food and conversations and spent a lot of quality time together. It was interesting for me to see students in a different capacity and for the students to spend time together, without the pressures that school can sometimes cause. On the second night, Jorge said to me, “Jenna, what do you notice that’s different about when we are at Farm School?” I responded, “Everyone is getting along and talking to people they

don't always talk to. There's no drama and everyone is having fun together". As a class, we

**CLASSROOM NEWS**

reflected on this conversation and committed ourselves to bring this kindness back to

Mission Hill and keep the "Farm School Spirit" alive in our daily

interactions with each other. I hope that this experience will be a springboard for more positive connections between all of the members of our community and that Farm School will remain a

cherished part of our students' time at Mission Hill.

-Jenna

**Room 214**  
**Reginald & Frances**  
This week. We visited the Farm School. Whether it's our 9th trip (Daniel) or our first (Henessy) we appreciated what the experiences the farm offers.



*More photos of students from 214 during their trip to the Farm School!*

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