



IMPORTANT DATES AND REMINDERS

Saturday, March 16, 10:00am
BCYF Spelling Bee

Monday, March 18, 6:00pm - 7:30pm
Family Council Meeting

Monday, March 25 - Friday, March 29
One School, One Story

March 15, 2019

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Love and Encouragement

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

Last week I had the honor and privilege of visiting Wickliffe Progressive School in Columbus, Ohio. Similar to Mission Hill, Wickliffe is a progressive public inclusion school. The principal of Wickliffe Progressive School is a beloved colleague named Christopher Collaros. Chris and I serve together on the Progressive Education Network Board. The Board met in Columbus, Ohio for our annual meeting. Because Chris fell ill and was not able to travel, his health prohibited our seeing him during our stay and we learned that Chris will not return to his school for medical reasons.

I've heard that a school takes on the personality of its leader. When I went to visit Chris's school, I saw and felt love and encouragement from the student work, the interactions with children and adults, and the songs that were sung. I heard the students sing the song, Circle of Friends (see below) at their town meeting. It is one of the many things I will bring back to Mission Hill from my visit at Wickliffe Progressive School. If we can show even half the love toward one another that I felt there, and give even half the encouragement to be our best selves at Mission Hill, we'll be alright.

Circle of Friends

*Come join us in our circle of friends.
There's always room for one more.
A circle that never ends,
All you do is open up the door.*

*Have you ever been left out?
Have you felt alone?
Have you ever needed a friend to call your own?
There is someone out there, who's feeling just
like you.
Open up your circle, that's all you've got to do.*

*CHORUS Come join us in our circle of friends.
There's always room for one more.
A circle that never ends,
All you do is open up the door.*

*When you're on the outside, and you're looking
in.
Life can seem so heavy, when you don't fit in.
There is someone out there, who's feeling just
like you,
Open up your circle, that's all you have to do.*

CHORUS X2

With love, admiration, and peace to Chris Collaros and the Wickliffe Progressive School community,

Ayla Gavins

KINDERGARTEN

Room 106

Kathy, Liana & June

The Peregrine Falcons have been working hard on their long-term projects related to our theme. One group was building a time machine. Here's a conversation that happened while they were painting it:

Liana- How many times can this time machine be used? Is it a one-time use or more?

Manny- Ask Benjamin- he's the captain.

Ben- It can be used as many times as we want.

Elijah- I don't think we should go to the time of the dinosaurs. We could get attacked by a T-Rex.

Liana- What if you arrived there and when you opened the doors there was a T-Rex standing there and it munched on the machine? Could you fix it at the time of the dinosaurs?

Manny- We are bringing back-up tools with us so we can fix it anywhere. Drills and extra shovels.

Elijah- And two nail guns.

Ben- And we will bring an ax, a saw, a hammer, a screwdriver, an extra screwdriver, some stinky cheese perfume that gets ANYTHING away and three nose clips so we can't smell the stinky cheese perfume.

-Liana



Ezra working on a pattern block lion puzzle

like mummies, hands crossed and eyes closed.

We have also noticed that there are often wall paintings inside the pyramids. Many of our students got to work making pictures to hang inside. After reading a Magic Tree House book about ancient Egypt, we learned that the paintings often included the king (or queen) and the hieroglyphics (their way of writing) gave instructions for how to successfully make it to the afterlife. We have also learned that hieroglyphics were written on papyrus scrolls, which served as their books. However, not everyone knew how to read and write.

-Jada

Room 107

Jada & Manny

Jonathan R: Are there mummies there? Ebi: How do they write?

Adin: How did they read books?

Over the last few weeks we have answered these questions. We have confirmed that there were indeed mummies in Nubia and Egypt. We've learned that many mummies we know about were pharaohs (kings) and kandakes (queens). Busy with building a life-sized pyramid for our dramatic play area, the moment it went up the Dragon Kitties couldn't help but to lay down

Room 108

Geralyn & Donna

Counting syllables has been a terrific way to extend our exploration of animals of the Nile River. Being able to isolate syllables is a powerful early literacy skill that helps young readers and writers break down words effectively. Plus, for our three and four year olds it is great fun. We've been clapping out long animal names such as rhi/no/cer/us and hip/po/po/ta/mus as well shorter names such as li/on and ca/mel. Try clapping out syllables at home and see how it goes. Have fun discovering how

many syllables are in everyone's name or other important words.

CLASSROOM NEWS

Compare words. Which names are longer? Shorter? The same? If your child has a nickname and a full name, you can also compare the two. Have fun and let us know how it goes.

-Geraldyn

Room 109

Katie & Mary

During family conferences, a number of caregivers asked about children's social and emotional development. What an important question! There are a number of ways that we work to develop social and emotional skills in K1 and K2. Here are a few:

1. Proactively teach skills for greeting: Children are encouraged to use a smile, a big voice, look at the person's face, and say the person's name.
2. Use a problem-solving approach to social challenges: validate children's feelings, state the problem, ask children for ideas to solve the problem, and support children in choosing a solution.
3. Role play challenging social situations with puppets: ask children how they think each puppet is feeling, and what they could do to help the puppet feel better.

Books offer a rich way to engage in empathy building and to see models of collaboration. Here are some favorites:

We're All Wonders RJ Palacio
Amazing Grace Mary Hoffman
Chrysanthemum Kevin Henkes
One Kathryn Otoshi
Last Stop on Market Street Matt de la Peña
The Lion and the Mouse Jerry Pinkney

-Katie

GRADES 1 & 2

Room 205

Ashleigh & Alana

The Museum of Ancient Nubia opened in Room 205 this week! We have been preparing for this moment for over 2 months. Back when we started learning about the Kingdoms of the Nile, we thought about how we could share our learning with others. Olivia commented, "We could make a museum." Ever since then students have been learning about selected topics, creating replicas of artifacts and learning about museum culture and museum jobs. Once all of our

Anish and other students from 216 at the Museum of Fine Arts!

artifacts were created, students decided what role they would play in our museum project. The greeters (Clementine & Joziana) created a welcome sign, description of the museum, and rule sign. The curators (Ada, Emma, Ayan, Shona) gathered the artifacts and arranged them into exhibits. They decided how to display the artifacts. The ticket collectors (Angelina & Darwin) created flyers for the museum, designed tickets, invited classes and then organized the tickets for each class. The information booth workers (Xander, Olivia, Jonathan) created a visitors guide and map of the museum. The tour guides (G'Mauree, Danae, Rex, Azaiah, Ella, Misael, Hannah) practiced learning about all the artifacts and projecting their voices as they shared their knowledge about Nubia and Egypt. We are so proud of our museum!

-Ashleigh

Room 216

Danny & Felicia

As we walked into the John Sargent exhibit at the MFA, Anish exclaimed "This room is so beautiful! Look at that! Look at that! Tommy you picked the best room!" Recently we took our first trip of the year to the



from the MFA to students before we visited. This was accomplished through Visual Thinking Strategies, where we would show 4-5 photos of art in class and students would answer the questions "What do you see?" and "What is going on in this picture?" Little did they know, almost all of the art we looked at in class came from the MFA. When we entered the Egyptian wing at the MFA, The Dragons were shocked to see so many familiar pieces! "Woah, that's 'Woman Baking Bread!'" Violet cried out excitedly. Janee frequently would say "Danny, I have something I want to share about this artifact." In the mummy exhibit Simeon asked a friend "Look at this, do you see the resemblance?" We then split into small groups after visiting the Egypt wing and each student got to pick an exhibit to visit. Exhibits chosen included Ancient China, South Asian Art, Native American art, and Jewelry. We look forward to returning the MFA next week for a guided tour of Ancient Egyptian art!

-Danny

Room 217

Kate & Stephanie

Last Thursday our class had a field trip to the Museum of Fine Arts. We went to see the



Egyptian exhibit. The class was



so excited to see the mummies,



*Ms. Kate's mom, Janet, working with
Yeuri at the MFA
Levi, Antonio and Ms. Mayra working
on a house!
Wren's Egyptian House!*

sarcophagus, canopic jars, statues and other pieces of art. Noah said "I liked everything, especially the little statues that they buried in the tomb." Parker said "I liked when I saw the mummy out of the coffin, you saw the mummy, the two coffins and sarcophagus. You could see all the pieces." Alyssa said "I saw real canopic jars. So cool!" Oscar said "The canopic jars were creepy but it was cool to see them". Vidania said "I liked seeing the jewelry they gave to the mummies. And the golden things they put on their nails." Kayared said she "saw the things that the mummies go in even though they are so old." My personal favorite part was that my mom, Ms. Janet came along to chaperone!

-Kate

GRADES 3 & 4

Room 203

Jenerra & Mayra

As our Kingdoms of the Nile theme comes to a close, the Ninjas have been working hard on final projects. Below are pictures of some of the work being completed. Enjoy and we invite you to come by and see all the finished products in

person and talk with students about their work!

CLASSROOM NEWS

-Jenerra

Room 207

Amanda & Amina

In the fall, students had the opportunity to participate in several races outdoors. During prep for the races, Reginald and I became involved in a friendly debate of who could win a race between the two of us. For several days we bantered back and forth. On race day, we met at the starting line ready to RUN.

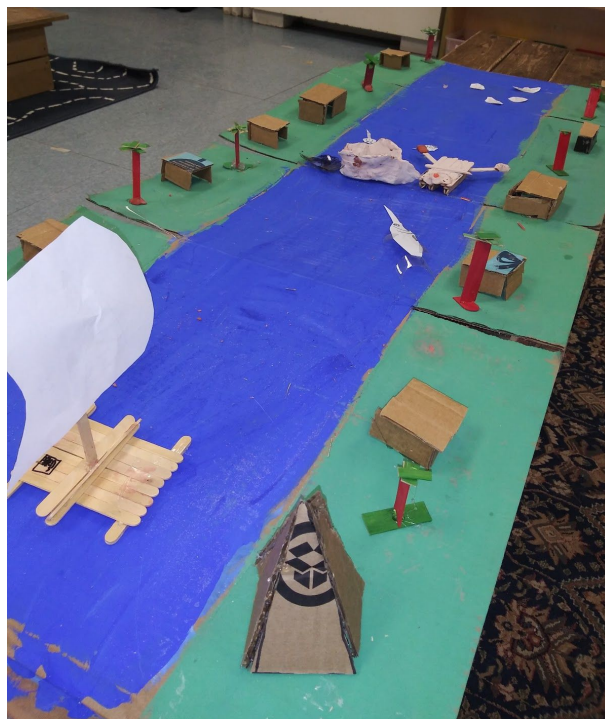
Unfortunately, that day, my best effort wasn't good enough and I lost.

I hate losing and I have been able to turn my defeat into a learning lesson for many students in our school. I publicly congratulated Reginald, at Friday Share as he beat me fair and square. I have been able to share that I tried my best and while I didn't win the race I feel like a winner because I did my ABSOLUTE BEST! I am proud of myself and what I accomplished. I hope I can be an example for others when an outcome to a competitive moment doesn't result in a win. You can lose a race/game and still be a winner at heart, just like Ms. Amina!

-Amina

Room 212

Cleata & Ayan



The Panthers have been hard at work exploring our current

Jediah's Pyramid

Fabian, Gabriel and G'Kharee made the Nile River!

theme, Kingdoms of the Nile. For the past couple of weeks the students have joined expert groups, researching topics that they want to further explore and present at the curriculum breakfast. Some of our expert groups are mummies/tombs, daily life/culture and food, buildings/structures, and gods and goddesses. Neli and Freyaja were very intrigued about Egyptians daily life/culture where they explored more of the food such as, how is it made what do they eat. Raymond and Warlin are enjoying learning more about mummies and the process of being mummified. William and Nathaniel are exploring the building and structure of the tombs and how the tombs were designed to protect the buried Pharaoh's body and belongings. Madison is learning and gaining more information on the Nile River and how is it one of the longest rivers in the world. It has been such an amazing experience to see each student explore their curiosity.

-Ayan

GRADES 5 & 6

Room 210

Nakia & Kat

Here are a few End of the Week Reflections from Evolve. Enjoy.

CLASSROOM NEWS

"Something I want to get better at is not talking back to the teacher. Even when it's hard not to talk back Something I also want to work on is my independents and how of being alone is sometimes good. I want to work on tis because there the right thing to do."

"Next week I want to get better at my fractions where it doesn't take as long for me to figure it out. Another part of fractions I want to work on which I'm figuring out Is how to show my work when I'm doing equivalent fractions."

Something that went well this week was...

"Something that went well this week was that I found a really fun spot to climb which is the monkey bars in the gym. something that made it even more fun was that__got to visit for a couple recesses and she is fun to climb with. I also found some really cool ways to get up and down."

"Something that went well is the new game the we played at recess it's called everyone is it tag and that is something that went well this week and I liked this week it well."

Room 215

Abdi & Courtney M.

Something I want to get better at is....

"My hand writing brainstorming. So I can get used to doing things

As we close out the second semester of the year, I find many examples of growth, of kindness and of learning. In our messy, one-step-forward-two-steps-back, we move toward each other and not apart. Our anti-bullying lunch group is slowly expanding. It started out to address subtle forms of put-downs, and it has grown into an exploration of friendship: what does it look like to be a friend vs. a fake friend? When and how should you tell a friend that what they are doing is hurtful? Students want to have casual talks about heavy issues; there is so much they experience that they wonder if others share these experiences, and, more importantly, how they've made sense of their experience. I am working on how to help them talk to one another, without seeking my confirmation but confident that I support them. Kids want to talk, to talk without being judged, and to have the support of adults who will guide them to their own answers. Michelle regularly reminds me to make time: "we are having our lunch group today, right?" Yes, make time to talk.

-Abdi

like theme, goformative and writing things."

GRADES 7 & 8

Room 213

Jenna & Natel

This week we have been preparing for our Kingdoms of the Ancient Nile Curriculum Breakfast which was showcased on March 14th. Students have been hard at work on various projects in which they will be showcasing their mathematical, research and artistic skills and are excited to share their learning with the MHS community. In math class, 7th graders have been putting their proportional reasoning skills to use and have been working on scaling different geographical features of the Nile, including the Great Pyramid and the Sphinx; they had the choice of geographical feature and needed to create scale drawings and then actual replicas of the feature, using a variety of materials including clay, cardboard and construction paper. 8th graders have created graphical displays of a symbol or image that represents Ancient Egypt or Nubia and then identified the parts of their image that are linear and

nonlinear. We will share pictures
of our final projects next week!

-Jenna

Room 214
Reginald & Frances

No news. Check back next week!

From the Nurse's Office: Measles Outbreak

As you probably have heard in the news measles cases have been breaking out in the United States. Boston Public School nurses have been actively checking all student immunization records. Should we have a suspected case of measles in the schools any students not fully immunized will not be allowed to attend school until the incubation period is over. Enclosed is some updated information on measles from the Mass. Dept. of Public Health.

What is Measles?

Measles is a disease caused by a virus that spreads very easily from person to person. It usually lasts a week or two. Measles looks and feels like a cold or the flu at first. A cough, high fever, runny nose and red, watery eyes are common. A few days later, a red, blotchy rash starts on the face, then spreads to the rest of the body.

Is Measles Dangerous?

Yes. Measles often causes diarrhea, ear infections and pneumonia. Deafness, blindness, seizure disorders and other brain diseases with measles are less common. Measles can also cause swelling of the brain and death, although this is rare in the United States. Measles is most dangerous for children under 5 years of age, adults over 20 years of age, pregnant women, and people with weakened immune systems.

How is measles spread?

Measles is more easily spread than almost any other disease. The virus that causes measles lives in the nose and throat and is sprayed into the air when an infected person sneezes, coughs or talks. It can stay in the air for up to 2 hours. Other people nearby can then inhale the virus. Touching tissues or sharing a cup used by someone who has measles can also spread the virus. People with measles can spread the disease 4 days before the rash begins until 4 days after rash onset. The first symptoms appear 10 - 14 days after a person is exposed.

Who gets measles?

- Anyone who never had measles and has never been vaccinated.
- Babies younger than 12 months old, because they are too young to be vaccinated.
- Adults who were vaccinated before 1968, because some early vaccines did not give lasting protection.
- A very small percentage of vaccinated children and adults who may not have responded well to the vaccine.

How is measles diagnosed?

Because measles can look like other diseases that cause a rash, the only sure way to know if you have measles is to get a blood test. Sometimes tests will also be done on urine or a swab from your nose or throat.

How can you prevent measles?

- The vaccine is usually given in a shot called MMR, which protects against measles, mumps and rubella. Children are usually vaccinated when they are 12 - 15 months old, and again when they are about to enter kindergarten.
- State regulations require certain groups to be vaccinated against measles. Some health care workers and all children in kindergarten – 12th grade and college need to have 2 doses of MMR vaccine for school entry. Children in child care and preschool need 1 dose of MMR and childcare workers also need to have 1 or 2 doses of measles containing vaccine, depending on their age and other factors.
- Adults born in or after 1957 should have at least 1 dose of MMR.
- People in high risk groups such as health care workers (paid, unpaid and volunteer), health science students and international travelers should have 2 doses of MMR, regardless of year of birth.
- Women who plan to have children and are not immune should get MMR at least 4 weeks before getting pregnant.

SCHOOL-WIDE NEWS

- People with measles should be kept away from people who are not immune until they are well again. State regulations require anyone who catches measles to be isolated for 4 days after the rash appears. That means they must be kept away from public places like day care centers, school and work.

Where can I Get more information?

- The Massachusetts Department of Public Health, Immunization Program (617) 983-6800 or toll-free at (888) 658-2850 or on the [MDPH Website](#).
- Boston providers and residents may also call the Boston Public Health Commission at (617) 534-5611.
- CDC National Immunization Information Hotline:
 - o English: (800) 232-2522
 - o Spanish: (800) 232-0233 (Mon – Fri, 8am – 11pm)

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