



IMPORTANT DATES AND REMINDERS

Friday, September 27, 9:45-10:15am
Friday Share (open to all)

September 30 - October 11
Listening Conferences - Please check your classroom schedule for your family's time.

Tuesday, October 8
Dr. Brenda Cassellius, Superintendent visits MHS

September 27, 2019

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Learning From You

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

Starting Monday, October 30th our school will begin a two-week window for the fall "Listening Conferences." This is our annual opportunity for classroom teachers to hear from families and learn about your children. We call these meetings *Listening Conferences* as they are a chance for us to learn from you - the experts on your child(ren). Students attend the Listening Conferences, and together the team will talk about expectations and set goals for the year. If you are not sure when your Listening Conference is, please contact your child's teacher as soon as possible.

Jenerra and I have been having Listening Conferences as well. Ours have been with Mission Hill School staff members. As new leaders, we are spending time listening and learning from the educators we work with. Each conference is unique, and we set the stage by making sure each person can use the time as they need. We offer prompts and questions such as: Tell us about what is going well... What challenges are you working through? How can we support you? What questions do you have for us?

For new leaders, these conferences are an investment in our partnership with our colleagues and are key to our democratic school - a place where everyone's viewpoint is important and every voice matters. And with that, we'd like to offer Listening Conferences to caregivers as well. If you want to set up a time to meet with Geralyn and Jenerra (or "Jeneralyn" as we've been coined), please call the office at 617-635-6384. Please offer us a few times that work with your schedule and we will work hard to coordinate ours. Also let us know if you want to meet in person or by phone - your choice.

You may have also heard that Superintendent Dr. Brenda Cassellius is also in the midst of a Community Engagement Tour. This includes school visits, community conversations, and more. She is looking to hear feedback from the community - especially historically marginalized populations. You can find her schedule on the Boston Public Schools website. She'll be visiting Mission Hill School on the morning of Tuesday, October 8th.



7th & 8th graders at the Waterworks Museum trip on Monday. Read about the trip in this week's column by the Room 214 team.

Geralyn Bywater McLaughlin

KINDERGARTEN

K0 Room 108

Quéla, Liana, Donna & Sarah

Our classroom was percolating with excitement last week! We have been exploring the different areas of the classroom space and getting to know the routines, songs and rituals that will help frame our class community this year.

The beautiful weather has allowed us to really enjoy our time outside. We're cooking delicious food with dirt, leaves and dishes, racing around the driveway on tricycles and creating beautiful masterpieces with chalk. Inside, we've been learning about the tools that scientists use to do their work. We're using magnifying glasses to make little things appear bigger and we're sorting shells and using rich math vocabulary with attribute words like "big," "tiny," "bumpy," and "smooth." Lastly, we took our first trip to visit the JP Library! Everyone was very safe as we walked along the sidewalk and peeked into the windows of nearby shops as we passed them. We snuck like little mice through the library and selected one book each to bring back to the classroom. We will go back every other Friday.

-Liana, Donna, Quéla and Sarah



K1/K2 Room 106

Kathy & June

Last week we spent time looking closely at our reflections. We read *The Colors of Us* by Karen Katz. We then took our time thinking about what to include in the self-portraits we made. Children sat at the tables in the art studio in our classroom. They sat holding an oval mirror in one hand and a pencil or black pen in the other. Their eyes glanced to the mirror and then back to the paper and then back to the mirror again. For many children, making the first mark on the paper was the hardest part.

Children reflected on their portraits.

Xander: I drew me.

Melina: I like that I put my sneakers that I already have. I like that I remembered to do my bangs.

Jayden: This is my nose, my eyeballs, my teeth. They are

sharp. They can cut hard chicken and gold.

Jaelle: I like that my aunt put beads in my hair.

Jayna: So I made a mistake on my first try. I turned the page over and I made the head big so I covered the whole part. I elevated my chin. I made the nose a triangle shape because that is the shape and the nostrils.

I made only the top bun and a little spikes coming out of it.

-Kathy & June

K1/K2 Room 107

Jada & Manny

While we have been busily crafting our classroom agreements/expectations, following routines and caring for each other, we have discovered our students deep love for painting and sharing their stories. Here are just a few.

Beck: Once upon a time there was a bird, a very black bird. There was a very big book that was ripped. The end.

Maeve: Once there was a really black rainbow. It turned into dirt then lots of worms started to live in it.

August: I made a big giant mummy. The big orange one is the mummy. The green one is almost next to the mummy and he can sink down there. There is a big sun.

Abubakar: It is dark outside today.

Will: I made a lot of purple and a little red and some blue to show love to Jack and Rowan.

Gio: I made a storm. This is my house the red one. The black one is the storm.

-Jada Brown & Emmanuel St. Vil



K1/K2 Room 109

Katie & Courtney M.

We are beginning our theme study of weather and data! To start, we asked the children, what do you know about weather? Below are some of their thoughts:

- I like to jump in muddy puddles
- Snowy
- When you have pollen allergies
- The best weather is snowy
- Rain
- Dark and sunny
- Storm
- Sunny and rainy
- Snowy
- Snowy can make us go inside and watch a movie
- I ate popcorn and watched a movie when it was rainy
- I love snow
- Foggy
- You can skate on ice

Next we asked them what they wonder about weather. Their questions helped us get excited about our study this theme!

- How are raindrops made?
- When will there be more lightning?
- How does the sky turn many colors at sunset?
- How does thunder get made?
- When is there more thunder?
- How do clouds turn black?

Stay tuned to learn about weather with us!

-Katie & Courtney M.

GRADES 1 & 2

Room 210

Ashleigh, Alana & Stephanie

It's a tradition at Mission Hill School for everyone to write hopes and dreams at the beginning of each school year. We spend time reflecting on what we enjoy about school, what we're proud of and what feels challenging. After reflecting, each child creates a goal for the year. Many students said they want to learn how to read this year. Hannah wants to work on not getting distracted when doing her work. Jayden and Danae want to help people. Others want to get better at drawing and learn multiplication and division. Some want to be better listeners and other kids want to learn to spell more words. Manny wants to learn

about supernovas. Once everyone has shared their hopes and dreams with the class we use those goals to create class agreements. We talk about how we will help each other reach our goals. Stop by Room 210 to read our Hopes and Dreams class book!

-Ashleigh, Alana & Stephanie

Room 216

Danny, Felicia & Destiny

"While I'm reading this book, I'd like you all to practice visualizing. Who can remind me what visualizing means?" Emily said, "Making a picture in your head of what's happening." As we read through the book *On the Same Day in March*, our class visualized different weather around the globe. "I saw polar bears!" said Yaniel as we read about the Arctic. "The snow must be melting!" said Wyatt as we read about spring in Alberta, Canada. "I see a fair where people are buying stuff," said Joy as we read about Paris, France. Practicing our comprehension strategies in connection with our science theme helps students to develop a variety of skills in an interdisciplinary way. As we moved on to writing about this reading, everyone practiced drawing what they imagined the page about New York City would look like. Anish used his background knowledge to guide him in drawing a skyline of buildings. Vania drew rain and gray skies with many frowning faces. Mira drew basketball players in the schoolyard, just as it was described in the text. We

look forward to continuing the connections between science, reading, and writing to deepen our understanding!
-Danny Flannery, Felicia Haynes, and Destiny Montrond

GRADES 3 & 4

Room 207

Amanda & Amina

This week we introduced the title of our Earth and Space Curriculum, "Hey Water, Where Have You Been?" We then asked the students, "Based on the title of our curriculum, what do you predict we'll be learning about?" Students shared the following answers:

- Water
- Where water came from
- How water disappears from the earth into space
- How water comes from the clouds
- Where water goes
- The water cycle
- If water is on other planets
- How water is used

Many of the comments were correct! All of the topics we will be studying connect to the flow of water around our earth. Some initial questions were about how people use water and where water can be found. A student shared, "I have never really thought about those questions before." Have you?
-Amanda & Amina

Room 212

Cleata & Ayan

As we continue thinking about science in Room 212, we asked

our students, "Who is a scientist?" Here are some of their answers:

Emeric: A scientist is a person who asks questions.

Neli: Someone who wants to create

Misael: Someone who helps nature

Adelaide: Someone who tries to find answers.

Mohamed: Someone who stays safe.

Freyja: Someone who uses the Scientific Method.

Angel: Someone who experiments and identifies, uses evidence, asks questions and experiments.

These responses led us into another discussion about what is the Scientific Method and what are the steps of the Scientific Method. After laying the foundation as scientists, we started to look at our topic, "Hey Water, Where Have You Been?" We are researching the water cycle, looking for answers to our questions:

Where does water come from?

What are the three forms of water?

Where do we find water?

What is water made of?

How do we use water?

-Cleata Brown and Ayan Osman

Room 215

Leila & Kat

In 215, we have been practicing scientific observation. We began by observing different areas of our school's play yard. Students

recorded the date, time, and location. After observing and drawing what they saw, they listed their questions. Here are a few samples:

- Why is this rock here?
Who put it here? When did it arrive here?
- Why does the tree have bumps? Why is a tree made out of wood?
- Why do we have trees?
How can we breathe from trees?
- Why is the bark white?
Why are some parts not white? How is it growing in the sand?
- Can food grow from this tree? How many leaves are there?
- What happens if it snows? Will the tree still grow?
- If the apples die, will they regrow in the summer?
- Why is it so pointy?
- Who takes care of the flower: nature or people?
Will it die or will it live?
- How old is the tree?
What type of tree is it?
How big will it grow?
How long was it here?

We are learning that scientists often have more questions than answers!

-Leila & Kat

GRADES 5 & 6

Room 203

Ms. Coleman & Frances

Earth is everyone's responsibility. Room 203 is in the process of learning about the eight common types of waste:

food; water; energy; electronics; deforestation; hazardous waste; packaging; cars; and tires. The challenge for the students is to create new ideas to reduce, reuse, and recycle. Students have studied the earth cycle and how we can reduce waste. The 5th and 6th grade students are preparing to design their solar system in a few days. They have gathered all the information about each planet these past few weeks, so they can start building their planets by using their own blueprints which they designed two weeks ago.

-Saadia Coleman MS.Ed &
Frances Pearce

Room 205

Nakia & David

In continuing with our first theme of Near and Dear, students have discussed and written ideas related to their hopes and dreams for the school year. These hopes and dreams were then turned into a discussion about creating classroom expectations that will help to see these actualized. Here are a few examples of the hopes and dreams.

"One of my dreams is being able to write a paragraph easy."

"I wish my school last year went on more field trips and also they could add more books."

"Last year my favorite thing to do in school was art because I got to draw a bird."

"My hope and dream is to get better at anger."

"I'm a little worried about getting injured during recess."

"I hope to get better on my new scooter."

"I am REALLY looking forward to spending the night at farm school."

"I am a little worried about making friends"

"My hope and dream is to get better at my writing...because I feel like I can do it and I have a lot of good ideas."

"If I could change one thing I would play less and work hard."

-Nakia and David

GRADES 7 & 8

Room 213

Jenna & Courtney D.

Students in 7th and 8th grade have started to dig deep into our first theme, Earth Science. Our essential questions that we are working on addressing through this theme are: "How is life on Earth possible?" (in regard to our place in the Solar System and the resources Earth provides us), "What natural and human processes have changed the Earth?" and "Why should we protect the Earth?" While we have been primarily studying the Solar System so far, we have also been discussing the importance of water as a resource and went on our first field trip this week to the Waterworks Museum. During the field trip, we learned about the history of water distribution in Boston and we got to perform water quality tests on water from a local stream. Students tested the water for its turbidity (clarity),

temperature, PH and dissolved oxygen level. Students originally hypothesized that the water was dirty, due to the appearance of dirt and particles, and were surprised when their test results came out that the water was very clean. See photos below of our scholars in action.

-Jenna & Courtney D.

Room 214

Kathy B. & Ayanna

Monday we took a field trip to the Waterworks Museum. While touring, Aahmonyea and Liam commented that they were impressed with how big and complicated the first filtering machine was. Denise thought that the second filtering machine was better because technology allowed it to be smaller. A new machine was needed because the Boston population was increasing.

Afterwards, Zhuri said he enjoyed learning about how people used to clean and transport water. Skye remembered that they used coal to create steam from the water. Luis added that the steam pressure determined the water pressure. Chani observed that technology has changed how we get water. Rui shared that the turbidity experiment taught him that even though the water test comes out clear, you can't drink the water. It still must be filtered. Justin agreed with Rui and Typrese was happy that his hypotheses about the water turbidity was true.

-Kathy B. & Ayanna

SCHOOL-WIDE NEWS

News from Nurse Georgie

Clothing Donations

As you clean out your closets and try on the winter clothes, I am asking for donations of used sweatpants and t-shirts. We sometimes have a student with a problem (maybe they ripped their pants) or an accident (maybe they fell in mud) and they can use a change of clothing. Sweatpants tend to work out very well.

Flu Shots

Flu shots for adults (18 and over) are happening here at Mission Hill School on Thursday, October 10th from 10 am to noon. They are sponsored by Walgreens Pharmacy. Please bring your insurance card if you would like to drop by for a flu shot. This is usually fast and easy, let me (Nurse Georgie) know if you want a certain time. It is open to all adults 18 and over, staff, friends, family, etc.



7th & 8th graders at the Waterworks Museum trip on Monday. Read about the trip in this week's column by the Room 214 team.

Geralyn Bywater McLaughlin and
Jenerra Williams, Co-Teacher Leaders
Deborah Meier, Founder
Dr. Brenda Cassellius, Superintendent

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Illness Policy 2019-2020**Children should stay home with a parent/guardian if the child:**

1. 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.
2. 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.
3. 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.
4. Has a **Severe Cold** with fever, sneezing, and nose drainage. Students should stay home until symptoms have resolved.
5. 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.
6. Has **Diarrhea**. A student should not return to school until the diarrhea has ceased for 24 hours since the last episode.
7. Has **Vomiting**. A student should not return to school until the vomiting has ceased for 24 hours since the last episode.
8. Has an **Earache**. The student should see their health care provider.
9. Has strep throat. Students can return to school 24 hours after treatment begins, and 24 hours without a fever.
10. 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.
11. Has **Impetigo/Staph/Strep infection**. Students can return to school 24 hours after treatment is begun.
12. Has **Pertussis/Whooping cough**. Students can return to school 5 days after antibiotics were begun.
13. Has **Ringworm**. Students need to remain home until treatment has begun.
14. Has **Rubella/German Measles**. Students can return to school 7 days after the rash appears.
15. Has **Scabies**. Students can return to school after treatment has been completed.
16. Has **Lice**. Students can return to school after treatment has been completed.
17. Has a **Toothache**. Call the dentist and ask to have the student seen as soon as possible.
18. Has **Varicella/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.