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

In the five years our family has been at Mission Hill, I have told many people who have never been within the school walls about the magic of Friday Share. It serves the standard functions of making announcements or checking in on the lost and found but this weekly assembly isn’t like any I ever had in school. There is so much to take from those 30-45 minutes and apply to life beyond. Whenever I sit in the auditorium, surrounded by new and familiar faces, I am reminded of how special Friday Share is.

Friday morning is a time of support. In a world where many people are often not valued as they should be, this is a space to lift and validate each person’s voice. Every student at MHS has the opportunity to be involved in their class shares. When it is not their turn, students are expected to respect the time others have onstage. There is power in being heard, and in listening.

The older students in the school are audience to the youngest learners in what is likely some of their first public presentations. Likewise, the younger students observe their older counterparts as they recite an original poem about civil rights, explain a map they made of the neighborhood, or demonstrate a robot one of them built over the summer. In this way, the students inspire and encourage each other. Sharing is a chance to build confidence and proficiency in public speaking. Standing in front of a crowd is daunting for many adults yet these young people are gaining experience navigating the nerves, projecting, and engaging.

We, the audience, have the honor of learning about the creative ways classes have explored themes and ideas. It reminds us of what the school is really about, what to expect in classes as our children grow, or how small they used to be. You find yourself rooting for your own children but also the other students, and get to witness them all flourish over time.

The gathering begins and ends in song from the MHS songbook. Every week the room acknowledges acts of kindness that have been submitted and praises the work of students who attempted the math challenges. There are art shares and music shares and sometimes the teachers choir even sings, sharing with the students some of their gifts and modelling their own involvement with their peer community. As a community member, you are welcome any Friday starting at 9:45am in the auditorium. I look forward to seeing more from our awesome students.

-Liz Cumberbatch, Parent of Danae and Emerson
K0 Room 108
Quéla, Liana, Donna & Sarah
It was the perfect week to begin our study of wind! The warm and cool air have been in conflict, creating a lot of pressure and the wind really kicked up last week. Wind is such an interesting concept: you can’t actually see it but you can see evidence of it everywhere. The little corner space right outside our back door is situated in a way that often creates tornadic wind activity. The leaves swirl in circles which thrills the children when they see it.

We brought in loads of pinwheels for the students to use inside to explore the concept of moving air with their breath. At recess, we brought them outside. For the first ten minutes, the students enjoyed figuring out where to face the pinwheels so the wind would turn them. Jayce struggled to hold his pinwheel while he steered his trike. That gave the teachers an idea: we taped the pinwheels to the front of each trike so they would turn as the trike gained speed. It was a magical sight, all those colorful pinwheels spinning as the students raced across the playground on their trikes.

-Donna, Liana, Sarah, Quéla, Alton

K1/K2 Room 106
Kathy & June
This week I checked in with the kids, “Did anyone ask their family what saxicolous means? Did anyone do research?” Melina said, “I asked my mom and dad and they didn’t know. We asked Siri. We were speaking clear and she didn’t know.” Selma said, “I ask my family and they didn’t know.” Together in the class we asked Alexa. “I don’t think I know that,” was her response.

Forest came up with a different idea that nobody had mentioned. “We should go to the library and get one of those books that has lots of information.” We put on our coats and headed to Jamaica Plain Library. There we met the children’s librarian. With Forest’s help we headed to the encyclopedias and children’s dictionaries. Saxicolous was not there. “We might have to check our “BIG” dictionary. The children got to feel the heft of this big book.

We looked and found saxicolous! Are you wondering what it means? Ask a student in the Cats’ class or come down and visit to learn more.

K1/K2 Room 107
Jada & Manny
After exploring life on Earth, we have turned much of our attention to space. Following reading the book Midnight on the Moon from the Magic Tree House series, we took a visit to the Hayden Planetarium at the Museum of Science. We then read more about the moon from our encyclopedia about space and other books. Curious about what they were retaining, we asked our students to draw what they knew about the moon.

Here’s what they said:

Beck: I draw a moon with circles in it and I make stars. The moon does not have air, food and water.
Jonathan: The moon looks creepy during a solar eclipse.
Maeve: The moon has big mountains and has solar eclipses.
Josue: I know that meteors made the holes on the moon.
Gio: It (the moon) looks awesome! I saw it before.
August: I made a colorful moon. The moon is dark and it’s outside
of the Earth and it’s not letting it come in.
-Jada Brown and Emmanuel St. Vil

K1/K2 Room 109
Katie & Courtney M.
This past week, the Rainbow Elephants visited the Aquarium! We explored many exhibits such as the Amazon Rainforest, Edge of the Sea Touch Tank and lastly the Shark and Ray Touch Tank! The Edge of the Sea Touch Tank contained cold water with many live starfishes among other small sea creatures. The starfish felt bumpy and a bit rough! We were very careful about being gentle and handled them carefully. In the Shark and Ray Touch Tank we learned about sting rays and how to place our hands in the water so they could swim by. The sting rays felt smooth! As we observed the life in the Amazon Rainforest, we drew our observations and wrote about our findings. We were thoughtful about what we would like to explore deeper. This was such an exciting trip as this was the first time experiencing these exhibits for some students! At the end of our adventure when we discussed our experiences back at school, many of us liked the touch tanks the most! We hope to visit again next year!
-Courtney

GRADES 1 & 2

Room 210
Ashleigh, Alana & Stephanie
As we continue to learn more about the water cycle and landforms of the earth, we also introduced new topics for students to think about. Our topic conversation this week was erosion, it got students thinking about familiar things they know (hurricanes, tornadoes, landslides). This week Coco Kindness were able to experiment on models of landforms. The students were able to create landforms with sand in an aluminum pan, all while using tools like a styrofoam cup with holes to drip water on their landforms, to discover if erosion would happen to the land.

While observing they were also able to strategize and brainstorm with partners on tools to help stop erosion. We used sponges as a form of roots and popsicle sticks as fences to help prevent erosion. Coco Kindness were amazed at how landforms can be washed down with lots of rain.

Also, we spent our time at the Waterworks Museum this week where students got to learn more about the first water system in Boston. Students participated in learning about how the water system works and how the water gets cleaned and pumped back into pipes.

We also got to see the huge pipes in the basement that push water out into Boston! Students learned how water was brought back from ponds to Boston before the water system was made. Coco Kindness learned so much this week and are eager to learn so much more!
-Stephanie
Room 216  
Danny, Felicia, Destiny & Yuliza  
Students in 216 have been studying their Earth and Space Science unit. Last Tuesday, students participated in a VTS with Ms. Yuliza and I. VTS is an acronym for Visual Thinking Strategies. Ms. Yuliza and I had prepared three photos to display on the board for the students to observe. During the VTS, we asked students questions that prompted them to make observations about each photo. About seven minutes were allotted to each. First, students shared their observations: what were they seeing in each photo. Next, they had to share how they came to their observations: how did they know their observation was true? For example, if a student shared that they had seen grass in the photo, they were expected to share how they knew it was grass that they were seeing. The VTS was very interesting. Students were making connections to other things. One student mentioned tectonic plates, other students were comparing natural disasters, some students made predictions, and students were also using prior knowledge they had on natural disasters. Overall, students were amazed by each photo and were very engaged in the activity.  
-Destiny

GRADES 3 & 4  
Room 207  
Amanda & Amina  
How does the topography of the land impact the water flow? One project that helped us think about this question was creating a topographic map of the arboretum. We worked in small groups to read/learn about topography and create a three dimensional topographic map of the Arnold Arboretum. We then predicted where water would be located based on the topography of the land. Of course we had to go to the arboretum to discover if our prediction was correct! While we hiked up hills we thought about elevation and noticed water in small ponds at the bottom of hills. When we hit the spot of our prediction, we were surprised to find a paved road. Lola excitedly shared, “there is water over here!” She led the group to a small stream along a path in the woods. She continued to explain that there was a sewer pipe that went under the road to the other side. On the other side, there was a marsh with a small amount of water. As we listened to the water flow out of the sewer pipe into the stream, a student asked, “what if the road or sewer wasn’t here?” This led us to our next question, how do humans impact topography and water flow?

Room 212  
Cleata & Ayan  
As we continue “Hey Water, Where Have You Been,” we asked the Black Warriors what they have learned so far about how water moves around the earth. Here are some responses:  

Naki: Watershed is a phase when water goes down hill through streets.  
Adan: The watershed is when it precipitates, it travels to the factory then it goes to the ocean.  
Nikaye: When water freezes to ice it expands and spreads and spilt rocks.  
Angel: Weather is lightning, thunder, wind, hail, rain, clouds and snow.  
Clementine: When big waves crash against large rocks they
break pieces off making them smaller and smaller.
Jeremy: The earth’s surface breaks up because of weathering.
Mohamed: Weathering is breaking up like when moving water is chipping off those rocks.
Raymond: When water heats from the sun it becomes gas which makes a cloud.
Tyrell: Water turns to ice when it freezes to cold.
-Ayan and Cleata

One of the incredible things about the Mission Hill School is how staff learn from one another. We have professional development meetings together every week, and nearly every session is led by staff members. This week, I was excited to learn from four Mission Hill teachers who took their professional learning a step further. Meg, Danny, Cleata, and Jenna spent their summer traveling to the other side of the globe to learn about Ancient China and bring artifacts and lessons back to the rest of the staff. They taught us about historic landmarks like the Forbidden City and the Great Wall, art forms including calligraphy and ink painting, and traditions including tea preparation and dumpling cooking. We worked together to begin planning based on grade-level standards, Mission Hill expectations, and essential components of Ancient Chinese history. Planning like this reminds me that our school is a special place where the curriculum is anything but ordinary, and both staff and students are eager to learn.

Room 213
Jenna & Courtney D.
A major focus in both 7th and 8th grade math is geometry. In 7th grade, we study angle measures, review area, perimeter and volume and learn how to create scale drawings using ratios between side lengths. In 8th grade, students investigate the Pythagorean Theorem and experiment with transforming shapes on the coordinate grid. 8th graders will begin this work after the Thanksgiving break but 7th graders are in the thick of this work right now. Over the past two weeks, 7th graders have been studying how to find the measure of missing angles in a diagram using our knowledge of supplementary, complementary, and vertical angles as well as the angle sums of triangles, quadrilaterals and circles. Students demonstrated their understanding through a poster project in which they needed to explain how they found missing angles in a diagram using academic language. See page six for an example of one of the posters.

Room 205
Nakia & David
Please email nkeizer@missionhillschool.org for an update about the great work that is happening in 205.
Room 214
Kathy B. & Ayanna
In theme we've come to one of the best times of year for teachers -- students doing an inquiry project to answer a burning question they have about Earth Science. In Humanities, we discussed the difference between asking a closed question, when the answer is a word or phrase, as opposed to an open question, when the answer is longer and more thoughtful. Student groups brainstormed their questions ranging from “Can you sweat in space?”, “What happens when you get sucked into a black hole?” to “Can you walk on the rings of Saturn?”. Students decided whether they were open or closed questions, then chose an open question to shape into a problem statement. They conducted their research and will write the first draft of their research paper this week. After this project is successfully completed, students will have produced a second Portfolio piece. Be sure to put MH Curriculum Breakfast on your calendar for Wednesday, Nov. 27th, 9:15-10:15 a.m. so that you can listen to and view students’ projects!

SCHOOL-WIDE NEWS

Early Dismissal on November 27th - 1:00 PM
In observance of the Thanksgiving Holiday, all Boston Public Schools will have an early dismissal on Wednesday, November 27th, 2019. Students will be dismissed two and a half hours before the school’s regularly scheduled dismissal time. Students with approved alternative PM drop-offs will be dropped off at these bus stops. If the student’s alternative program is closed that day, families must make arrangements for the child(ren) to be picked up from the alternate location. Transportation will not be taking such students to their home stop, as changes like this can cause ripple effects across the system, leading to potential delays in service and increasing the risk of a student left at an incorrect stop.

Mission Hill School on Facebook and Twitter
Did you know that another way to keep in touch with Mission Hill School is to follow us on Twitter @MissionHillK8 or friend us on Facebook at Mission Hill K-8 School? #TeacherPowered #StudentCentered. Thanks for reading this far into the newsletter! Here’s an idea...how about sending Geralyn an email or a high-five to let her know?😊

Book Fair Coming Soon!! December 2nd-6th
Please mark your calendar for special event right after the Thanksgiving Break. We will have our annual book fair in partnership with Porter Square Books. This independent book store has worked with MHS staff to bring high quality books at a reasonable price. Many books will be priced $5.00 or under. On Thursday, December 5th the book fair will be open until 6pm (a full schedule for the week is coming soon). If you would like to volunteer, please email Meg Walker at mwalker@missionhillschool, or leave her a message at 617-635-6384.
**Business Meeting Tuesdays at 8am**

As an important part of our democratic school, we have an open Business Meeting almost every Tuesday at 8am. Families and students are welcome to attend. If you have an agenda item, please send it to Donna Winder at dwinder@missionhillschool.org. Let her know the topic and how many minutes you will need. If you have any questions about the process, you can also talk with your classroom teacher or call the office. 617-635-6384.

**Inclusion Done Right**

All are invited to the next Inclusion Done Right meeting on Tuesday, November 19th, 4:30 – 6:30 pm, at the BTU to plan the next steps in our campaign to advocate for more educators, NOT more licenses, and for the services our students deserve. Families are welcome to join us at this meeting, please help us spread the word and let us know if you need flyers. Also, **please let us know if you have an inclusion story to share** from your classroom or school. We will contact you to follow up. Please **RSVP so we know you are coming and can plan for food and childcare.**
Hello Mission Hill Families!
Come hear about and see what we have been learning about over the past few months.

¡Hola familias de Misión Hill!
Venga a escuchar y ver lo que hemos estado aprendiendo en los últimos meses.

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

Por favor, traiga un plato para compartir con nuestra comunidad.

When: November 27, 2019
Where: K-Quad and 2nd Floor
Time: 9:15-10:15
See you there!

Cuando: El 27 de noviembre del 2019
Donde: K-cuatrillizo y 2do piso
Hora: 9:15-10:15
¡Los veremos allí!
Mission Hill School Book Fair

December 2nd-6th

Open until 6pm on Thursday, December 5th

Made possible with help from Porter Square Books

Mission Hill School Feria de Libro

Diciembre 2 hasta el 6

Abierto hasta la 6pm; Diciembre 5

Echo posible por la ayuda de Porter Square Books
It’s Dinner and a Board Meeting!
¡Es comida y reunión de la Junta Directiva!

Próximas reuniones:
1/9/20, 1/23/20, 3/26/20, 5/28/20

Hello Mission Hill families!
You are and have always been welcome to attend our Board Meetings.
Please consider this your official invitation to come out and meet our
board members, hear a little about important conversations in
education, learn about ways to support our school and hopefully
consider being a member in the near future. We consider your
presence valuable so dinner will be provided.
We hope to see you there!

¡Hola familias de Mission Hill! Ustedes siempre son y han sido bienvenidas en las reuniones de la
Junta Directiva. Por favor considere que ésta es su invitación oficial para venir y conocer a los
miembros de nuestra junta. Venga a escuchar conversaciones importantes sobre educación, a
conocer maneras de apoyar a nuestra escuela y a considerar ser un miembro de la junta en el
futuro. Su presencia es muy valiosa, por lo tanto se proporcionarán comida. ¡Esperamos verle allí!

When: November 21, 2019
Where: Art Room (2nd Floor)
Time: 5:00-7:00 p.m.

Cuando: 21 de noviembre de 2019
Dónde: Cuarto de arte (2do piso)
Hora: 5:00p.m.- 7:00 p.m.