



IMPORTANT DATES AND REMINDERS

Friday, January 31, 9:45-10:15am
Friday Share (open to all)

February 3rd - 7th
Black Lives Matter at School - Week of Action

February 5-7th
7th-8th Graders to the Farm School

Wednesday, February 5th, 9:30am
Friends of Mission Hill School (open to all)

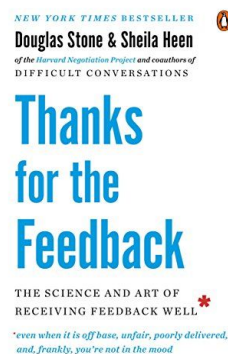
January 24, 2020

Volume 23, Issue 18

Thanks for the Feedback

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

The title of this week's newsletter is also the title of a book that Ayla, our former principal, shared with the staff a few years ago. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*, by Douglas Stone and Sheila Heen, is a book that helps the reader see feedback as a time for active listening that promotes learning and growth, as opposed to solely seeing it as judgment, critique and criticism. Whether we are the giver or the receiver, this can be hard for all of us and the book does a great job of explaining why on many different levels. I highly recommend it no matter who you are or what your profession is. As hard as feedback can be, it is such a necessary and integral part of growth - for everyone.



I've seen feedback play out in many different ways this week. Here are a few examples.

Many classrooms (3rd-8th) were taking the second round of Interim assessments. These assessments are a gauge to give teachers information on what students have learned in particular areas of literacy and math. They are also feedback for teachers on their instruction; the things that need to change to help students continue to move forward.

Students in the 7th and 8th grade were doing another round of presentations this week. This time it was on the geography of Ancient China. They gave each other feedback, that included not only comments about what went well and what needed to be improved, but they also gave their peers points that counted toward their grade. They took their job seriously and honored the feedback they received from their peers.

Our Academic Superintendent, Marjorie Soto, and Transformation Plan Program Manager, Marguerite Vichier-Guerre, were at the school this week. Geralyn and I visited a few classrooms with them as they coached us on how to do classroom observations and give feedback to staff. On the flip side, Geralyn and I received a summary of the staff evaluations of us as Co-Teacher Leaders this week as well. The feedback was thoughtful, honest, instructive, and encouraging.

These examples are just a few of so many ways that the Mission Hill Community, is engaged in learning how to give and receive feedback in ways that help us grow as individuals and build our capacity to thrive as a community. So whoever you are reading this - a student, family member, staff person, educational colleague or supporter - thanks for the feedback...and keep it coming. We are ready to listen, receive, change and grow.

-Jenerrra Williams

KINDERGARTEN

K0 Room 108

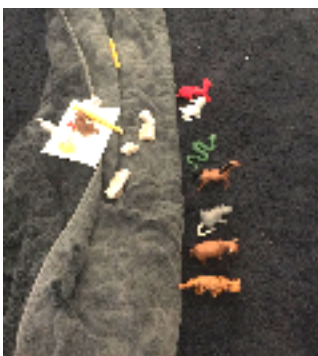
Quéla, Liana, Donna & Sarah

We've been learning the story of The Great Race, which is a legend about the 12 animals of the Chinese zodiac calendar. It involves the animals crossing a river in a race to see who will be included in the calendar. After we read it, the Burgers acted it out with animal models for three days. They selected a piece of blue fabric for the river and then each of them took an animal to act it out.

At the beginning of the story, the rat climbs on top of the ox's back. At first, it was tricky for the Burgers to understand the positional term "on top of." But using the model animals helped them understand it better.

When we got to the part about the rabbit — who hopped on stones to cross — Kai said, "I have some rocks we can use!" Raevonii made a paper "raft" for the rooster to use and Anais got a pencil to use as a log. It's amazing how a story comes to life when it's acted out! Give it a try at home sometime.

- Donna, Liana, Quéla, Sarah



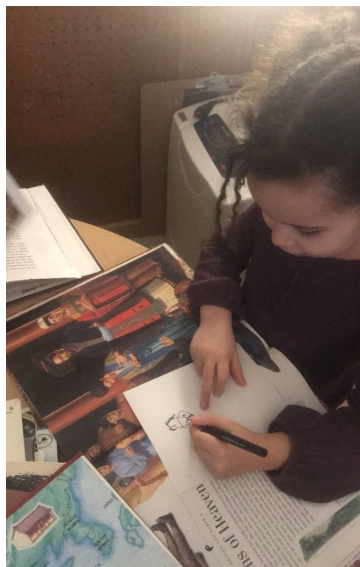
K1/K2 Room 106

Kathy & June

The Cats class has been researching Ancient China. We have been diving into books learning from the pictures and the text. We created a learning wall to make our learning visible to anyone who comes by.

Children found a fact about Ancient China. They then drew a picture of it and we mounted it. Our wall is starting to look like a gallery at the MFA. Forest drew a picture of bronze bells. Selma drew the Terracotta Warriors. Ailey drew a fan. We continue our studies of emperor Qin And our research of daily life.

Please come by and visit our learning wall.



K1/K2 Room 107

Jada & Manny

When asked what they wanted to know about Ancient China, students said: How did they

make the big, big wall? What did they play? What did the house look like? What did they wear? How does their TV look like? How did the big castle get built? How tall is the Great Wall?

As we begin to answer these questions, we have also begun looking at ourselves and what makes the cultures within our classroom special through creating life-sized replicas of ourselves and completing our family culture books. Books like *Everybody Cooks Rice* by Norah Dooley help highlight special differences while shedding light on the overarching similarities. After reading this book, we asked students what kind of rice they ate at home.

I eat...

... pink rice.

... rainbow rice with cake, no sprinkles.

... white rice and vegetables.

... yellow rice.

... rice and carrots.

... orange rice with peanuts in it.

... eat black rice with beans.

How about you?

- Jada Brown and Emmanuel St. Vil

K1/K2 Room 109

Katie & Courtney M.

The Rainbow Elephants had an exciting week this past week as we explored many new math stations, worked hard at solving the math challenge, and sang Rattlin' Bog at Friday Share! Some new math tools we learned

were how to fill a hexagon, sorting attribute blocks, geoblock match up and tangrams. We loved each of these new stations. Throughout the week, many students also worked hard at the math challenge. This was a tricky one for us! We had many ideas. One student found it very helpful to draw what a question mark looks like which helped us as a guide to finding the correct answer! Lastly, our excitement with sharing at Friday Share this past Friday was unreal! We had a blast creating pictures to go with our Rattlin' Bog song that we sang to the MHS community. We loved adding our own creative details to the pictures we held up while singing!

- Courtney

GRADES 1 & 2

Room 210

Amy, Alana & Stephanie

Cocoa Kindness had a busy and fun week exploring storytelling in China and doing our own storytelling. We are reading folktales from Ancient China and preparing shadow puppets to tell these stories. Bonnie Duncan came in and helped us make our first shadow puppets! And Didi's mom and uncle came in and showed us how stories were recorded with Chinese characters.

And we went to 826 Boston to write our own stories! Everyone's story begins with an octopus named Crater who lives on the moon. Similar to Ancient Chinese beliefs, a beautiful lady

and a rabbit also live on the moon. In our story, the lady and rabbit get stuck in glue and scary red eyes appear! Every student's ending was wonderful. Here are two versions of the end:

"The red eyes were actually suction cups and it was Crater. I will save you. The end." - Asa
 "Crater went to the other side of the moon. He bash the moon. They fell out. The end." - Darwin
 - Amy, Stephanie, Alana



Room 216

Danny, Felicia & Usra

Themes at Mission Hill connect to every part of our day. This week we spent a lot of time thinking about the numbers connected to the Forbidden City:

- 1: *"There was one emperor in the Forbidden City."* - Max
- 14: *"It took 14 years to build the Forbidden City."* - Yaniel
- 30: *"The walls were 30 feet tall."* - Elijah
- 980: *"That's how many buildings there were."* - Ebi
- 10,000: *"Ten thousand people lived in the Forbidden City."* - Mira
- 1,000,000: *"Over a million people built the Forbidden City."* - Ethan

Each of these numbers can be further dissected to gain insight into the time. Why did the Forbidden City need walls that were 30 feet high? How did the Chinese build a place with 980 buildings in only 14 years? How did one emperor get over a million people to build his home? As we marvel at the incredible details and enormity of the Forbidden City, we are also working to take the viewpoint of everyone involved in its construction. Stop by our classroom to see our reconstructions of the Forbidden City!

-Danny Flannery, Felicia Haynes, and Usra Ahmed

GRADES 3 & 4

Room 207

Amina & Ms. Hernandez

Recently, we began our "Person of the Week" routine. The person of the week is chosen randomly on Friday afternoon before we leave for the weekend. The following week the entire classroom community thinks of all the kind attributes of the person of the week. Students first add their kind word(s) to the paper for the person of the week. Next we double check the spelling and add our words to a colored paper that has a photo of the person of the week on it. On Fridays, the colored paper goes in a frame. Finally, we share out the kind

words as a community and the person of the week takes their frame home to keep.

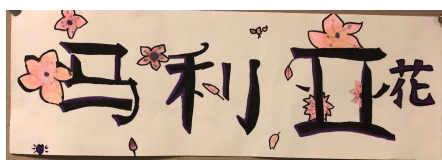
This routine is a wonderful experience for both the person of the week as well as the rest of our classroom community. To focus on one person of the week and share all the ways we think about them as kind is powerful.

Room 212 **Cleata & Ayan**

Each and every week the Black Warriors has a word that we focus on for the week. This week's word is "civilization". We discussed the meaning of civilization and how it applies to Ancient China. Students were asked what is civilization and to explain why is Ancient China a civilization? Students shared that civilization is:

- a country that is organized
- a community
- art
- buildings

After brainstorming their definitions the actual definition was recorded from which students then wrote a definition in their own words. To reinforce the spelling and meaning of civilization students were directed to form sentences and then drew a picture of what civilization means by connecting it to Ancient China. If you can, come by or classroom where you may view some of the work students completed this week while studying the civilization of Ancient China.



Room 215 **Leila & Kat**

This week the Wonders discussed how other people's actions affect our Zones of Regulation. Students shared how frustrated and angry they feel when someone doesn't listen to their side of the story, and how those feelings can put them in the yellow or red zone. Others shared about going to the blue zone and feeling sad when someone says something hurtful to them. Some shared how simple greetings and friendly gestures can help them go to the green zone. We spent a long time talking about how different people have different reactions. Then we began thinking about the things we do, and what zone they might put our friends in. We brainstormed things we might do to help ourselves and our friends get to the green zone. Most importantly, we became more aware of how our actions impact others.

GRADES 5 & 6

Room 203 **Ms. Coleman & Frances**

"Mad Skill" is embarking on reading and research using the resource *National Geographic of the Chinese Empire*.

The Chinese empire was one of the most enduring empires on

Earth. Students will learn about China's long history, its various dynasties -families that ruled the empire across generations, and the rise and fall of several Chinese ruling houses/empires. For several weeks, students will learn about world history "Great Civilizations." On January 17th, 2020 Jack Milstein gave his classmates a wonderful presentation on his visit to Taipei, TAIWAN. After his presentation, Jack taught his peers how to speak some phrases in the language.

Room 205 **Nakia & David**

For an update on the hard work happening in 205 kindly email Nakia Keizer at nkeizer@missionhillschool.org.

GRADES 7 & 8

Room 213 **Jenna & Courtney D.**

This year in 7th and 8th grade, we have worked to provide students with small group instruction every week. This either helps them close academic gaps or provides opportunities for advancement that they may not get to access in class every day. I teach an extra math block three times a week and these three periods are some of my most rewarding hours of the week. I get to work closely with students as they practice remedial skills or as they work on open-ended and complex problems. My favorite moments are when my students and I solve the same problems but find

out we used different methods. These moments lead to deep conversations about numbers as well as the nature of mathematics and leave us all feeling energized. Check out the problem below:

If $2E + 3H = 21$ and $4M - J = -31$ then what is the value of $8E + 12H - (8M - 2J) + 7$?

My 7th graders and I came up with more than 5 different ways to solve this problem. Give it a try and let us know what you come up with!

Room 214

Kathy B. & Ayanna

Last week, students chose one of their favorite journal entries and

extended it. The extension included incorporating literary techniques. Students then edited their first draft focusing on verb tense, punctuation and grammar. Students experiences are captured in the reflections below:

Skye: "I liked that when I was writing it the ideas were just coming to my head. A challenge was remembering to put the correct punctuation in my story."
Justin: "....having good ideas to add...challenging part was the ending."

Liam: "The narrative was fun because we got to extend a piece

of writing that we started in class. I enjoyed making up a story about myself."

Chani: I already had some writing so it was fun to talk about something I did that was random, that was cool. I hated editing; it was boring and bad.

Keysha: I got to pick my own topic.... putting in ideas to organize the plot was challenging.
(To Be Continued....)

SCHOOL-WIDE NEWS



Friends of Mission Hill School Meeting

The next meeting of FoMHS is Wednesday Feb 5th at 9:30am in the MHS Library. We will be discussing grant writing and event planning and the more voices the better. There will be light refreshments.

Painting Night

Saturday, February 29th from 7-9PM at St. John's Church 1 Roanoke Avenue, Jamaica Plain

Join your friends from Mission Hill School for a night of guided painting. We will create original compositions with instruction from two MHS parents/art teachers.

Survey Reminder ~ Please Participate

Parents/guardians: Please complete the parent/guardian survey (sent via email and available in hard copy at MHS front desk in English, Spanish, Portuguese, and Haitian Creole). It should take only about 10 minutes to complete the 14 multiple choice questions, along with optional comment boxes. This survey is part of the 2019-2020 co-teacher leader evaluation process, as required by Mission Hill School by-laws and by Boston Public Schools. The survey was created by Mission Hill School community members serving on the evaluation committee: we very much appreciate your time and input into the evaluation process. Please note the survey is designed to be anonymous: your email address is NOT attached to responses. Thank you for participating!

After School and Vacation Week Opportunities with Imagine That

Imagine That's After School program is an extended day supplemental educational program for children from K - 5th grade. The goal for all Imagine That After School programs is to support families needing extended school care with a quality enrichment program that complements the students' academic day and enhances creativity utilizing state-of-the-art interactive tools, technology and curriculum. Imagine That understands a child will succeed and work their hardest when he/she is motivated, engaged, felt heard and are in a safe nurturing environment. Imagine That also offers school vacation and summer program. February vacation is right around the corner!

Are you looking for a full day program where your child will get to play, learn and have fun with their friends? Imagine That has you covered. We will be offering a Full Day February vacation program for ages 5 and up. We have only limited slots, so it is first come first serve.

Imagine That is currently enrolling with limited space available for our extended day program as well as February vacation so don't miss out!

**Geralyn Bywater McLaughlin and
Jenerra Williams, Co-Teacher Leaders**

~
**Deborah Meier, Founder
Ayla Gavins, Former Principal
Dr. Brenda Cassellius, Superintendent**



**Mission Hill K-8 School
A Boston Public Pilot School**

WWW.MISSIONHILLSCHOOL.ORG

This newsletter, and an archive of past newsletters, is on our website.



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