

# NEWS LETTER



## WHAT NOT TO MISS

- **Thursday, 23 October: PD Day**  
– no students
- **Sunday, 26 October –**  
**Thursday, 30 October: Holiday**  
– Half Term Break
- **Friday, 31 October –**  
**Alexandria Marathon**
- **Saturday, 8 November – AIA**  
**Annual Carnival**

## AIA Book Day: Thursday, 16 October

As part of the National Book Month, AIA students participated in a series of reading activities, including storytelling, buddy reading activity, writing their own short stories, guess the character, and library scavenger hunt.

It was a great opportunity to invite Mr. Peter Falatyn, the author of "Another Latte for the American". Mr. Peters book offers a rare and beautiful insight into Alexandria through the eyes of an American author who immersed himself in the local culture eventually choosing to write his book in Arabic.

Stay tuned for a special coverage on Book Day next week!

## BASKETBALL SESSION WITH RESHAPE

AIA had a unique opportunity, courtesy of Reshape. Three basketball coaches visiting from the USA for clinics, camps and trainings were able to come to AIA for a special session with our students.



## YOGA SESSION WITH MAY SAKR

As part of 'Who We Are' unit of inquiry, Grade 5/P5 students participated in a yoga session led by Mrs May Sakr. The session focused on developing self-regulation strategies, promoting emotional well-being, and encouraging a growth mindset. Students learned how mindfulness and movement can help them manage emotions and approach challenges with balance and perseverance.





# AROUND THE CLASSROOMS

## PRE-K

### Look how we've grown!

PRE-K B learners looked at their baby pictures and talked about how much they've changed and grown.



PRE-K A learners are exploring how they've grown and changed! They looked in the mirror, compared their baby photos to how they look now, and described their features. To complete the reflection, they drew self-portraits in their 'All About Me' booklets—celebrating who they are today!"



# K1

K1 A learners had a p-erfectly fun week exploring the sound P. We started by painting a huge letter P together, everyone had so much fun while saying the /p/ sound and naming words that start with P, like pig, pin, peg, and pet. Then, they rolled play-dough to form the sound P and created words with it. They played “I Spy with My Eye” to find and color all the P sounds, practiced writing the letter P on their whiteboards. Some even got creative and built the letter P with blocks.



K1 A learners had fun exploring the sound 'i'! They fed the iguana pictures that start with the 'i' sound, formed the letter with playdough, and practiced writing it on their whiteboards. Learning through play makes phonics so exciting!



K1 B little learners had fun exploring the 't' and 's' sound in different ways—rolling playdough, tracing on sheets, and writing on the board.



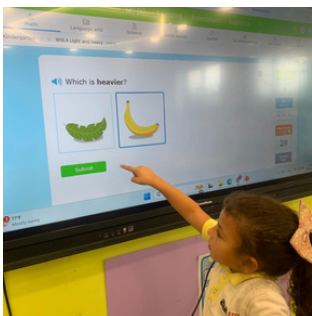
As part of the Transdisciplinary Unit “Who We Are”, our school psychologist led an engaging session with K1B learners about emotions. Students discussed what makes them feel happy or sad and explored how kind and unkind behaviors can affect their own and others' feelings. Through stories and open discussions, children learned how to express their emotions respectfully and understand the importance of being kind to everyone.





## K2

K2 A and K2 B learners had a wonderful time discovering the difference between heavy and light through fun, hands-on activities. They explored, compared, and experimented with different objects — learning through play and observation!

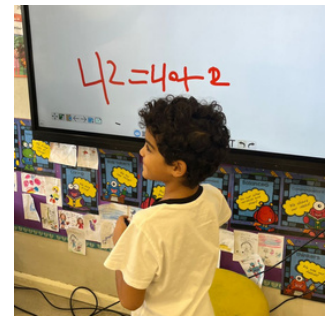


# Grade 1

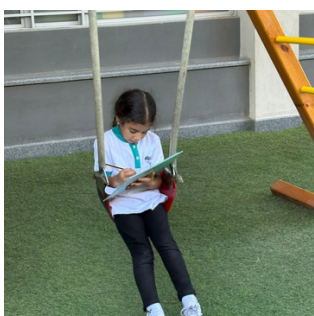
Grade 1 A learners were excited to explore nouns! They discovered that nouns are people, places, and things, and worked in groups to sort them into categories. Each group drew and labeled examples from their category, then took their learning further by exploring around the school, identifying and recording the people, places, and things they could see! A fun and active way to make grammar come alive!



Grade 1 A learners explored numbers through tens and ones! They represented numbers using base-ten blocks and ones, then showed their understanding by writing each number in its expanded form on the screen. A fun, hands-on way to build strong number sense and understand place value!



Grade 1 B students are learning about nouns in an exciting and hands-on way! They collaborated in groups to create creative noun posters and then went on a fun noun hunt around the school. They demonstrated being Inquirers as they explored and discovered different nouns in their environment.





## Grade 2

During their literature circle, each student in Grade 2 read a different text about helping others, sharing unique stories that explored why people lend a hand. After discussing their insights, they read a unifying text and reflected as a group on the question: "Why do people help each other?" They showcased how they can be communicators, thinkers, and reflectors while working together.



## Grade 3

### Grade 3's First LEGO Experience!

The day was full of excitement and creativity! Students had their very first hands-on experience with LEGO, building models by following instructions on their computer screens. They learned how to assemble, innovate, and collaborate in a fun and engaging learning environment.



## Grade 4

### Building, Coding, Creating!

Grade 4 young innovators explored the world of LEGO robotics — combining creativity, teamwork, and technology. Through hands-on building and coding, they discovered that art and design can live in every model, every idea, and every collaboration.



## Grade 6

### Is Seeing Always Believing?

Grade 6 class was excited to host Adham Zaalouk, a talented cinematographer who has worked on various Egyptian movies and series.

He shared his expertise in cinematic techniques, especially those used in documentary filmmaking

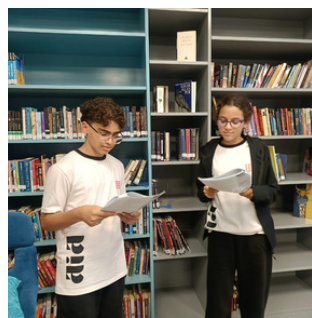
Students collaborated in groups to apply what they learned — experimenting with camera angles, shot types, and interview styles to bring their creative visions to life.

This experience beautifully reflected our students as inquirers, communicators, and risk-takers while exploring the art of visual storytelling.

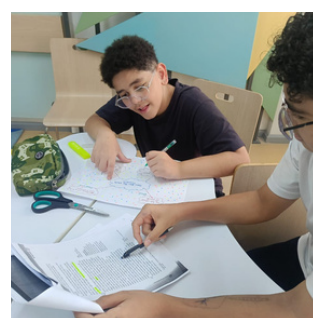


## Grade 8

Nothing brings literature to life like a bit of flair reading! Grade 8 students stepped into the eerie world of *The Landlady*, acting out the dialogue with chilling tone and suspense. Not only did they analyze the story's twists and themes, but they also turned reading into a thrilling, horror-movie-like experience!



Grade 8 students turned into literary detectives this week! They teamed up to uncover how Poe keeps readers on edge in *The Tell-Tale Heart*; analyzing imagery, diction, and syntax that make every heartbeat feel louder!

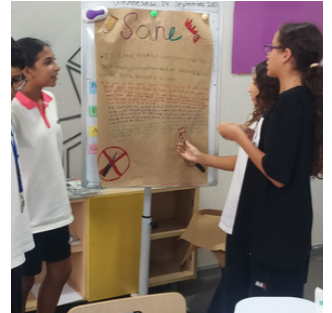




## Grade 8

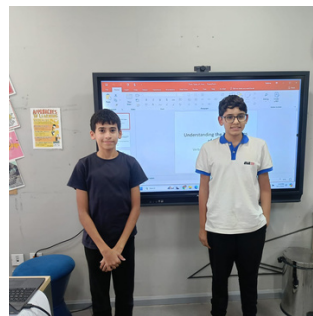
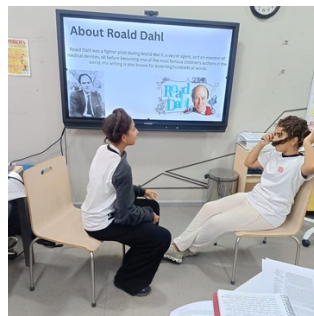
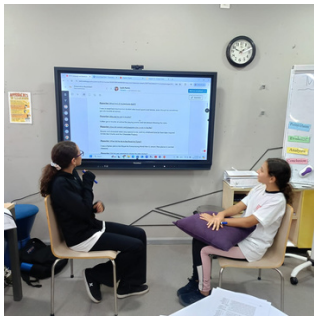
### Writing workshops are always fruitful!

Grade 8 students collaborated in groups to craft insightful PEEL paragraphs, analyzing the author's style and unpacking authorial choices with precision and depth; a true reflection of IB learners' analytical and critical thinking skills.

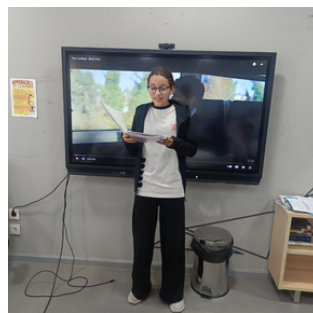
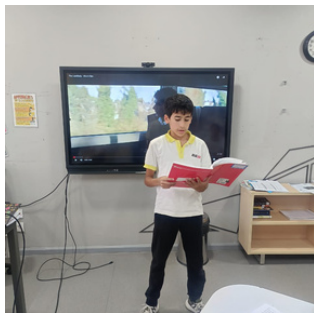


### Differentiation of Product in Action!

Grade 8 students showcased their research on Roald Dahl through a range of creative formats — from interview role-plays and posters to PowerPoint presentations. Presenting their findings not only highlighted their understanding but also deepened their learning through active engagement and collaboration.

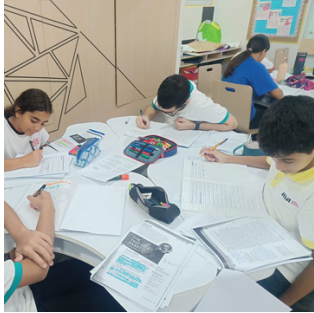


After reading Roald Dahl's *The Landlady*, Grade 8 students couldn't let the story end there! They wrote and excitedly presented their own alternative endings; some creepy, some surprising; all showing deep engagement with Dahl's distinctive style and suspenseful tone.



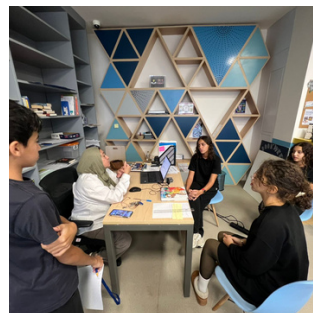
## Grade 8

Informed by their previous assessments, Grade 8 students are now writing argumentative essays, applying the skills they've developed in constructing logical, well-supported arguments. The process is followed by peer assessment using the IB assessment criteria, encouraging reflection, collaboration, and growth as thoughtful writers.



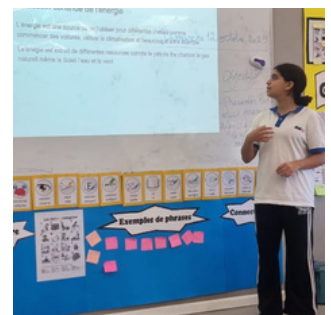
During their French lesson about the imperative form of verbs, Grade 8 students interviewed Ms. Nehal, about the library rules, Ms. Carole about the art classroom rules, and Ms. Claire about the rules in the theater. They then wrote the rules and instructions for these classes using the imperative form in French.

During this activity, students were Communicators and Inquirers as they asked thoughtful questions and expressed their understanding clearly in another language.



## Grade 9

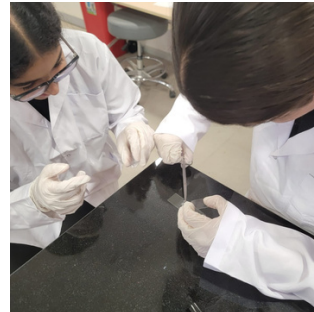
During her French HL session, and after reading a book about energy sources assigned on Raz-Kids, Grade 9 student presented a PowerPoint summarizing the main points of an excerpt she had read, illustrating them with concrete examples from everyday life.



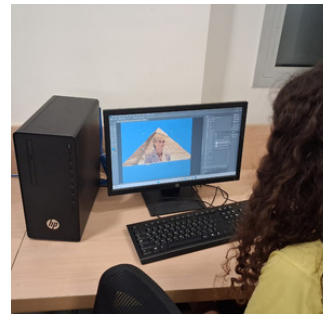
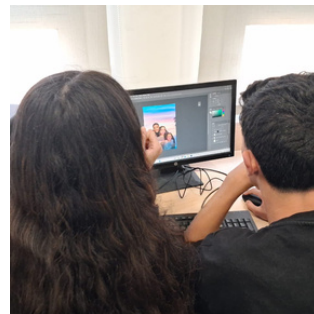
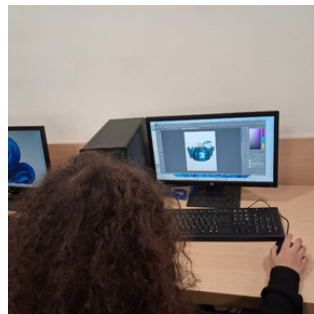
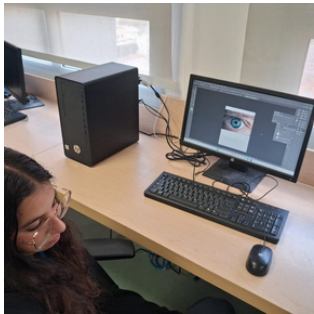


## Grade 10

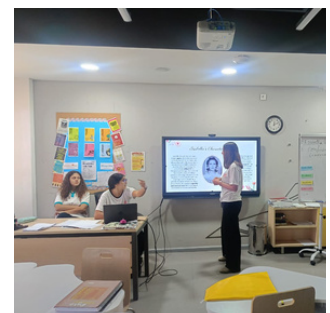
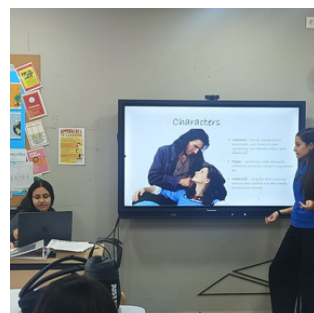
Grade 10 learners sharpened their research skills in biology class—learning how to use the microscope, prepare their own onion mounts, apply stains, and adjust magnification like pros.



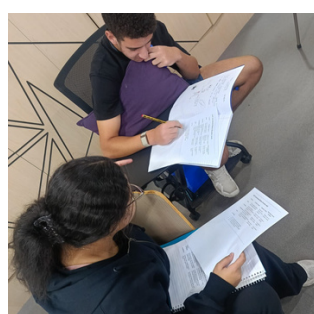
Grade 10 students had their very first Photoshop session today, diving into the world of digital design! They explored the basics of photo manipulation and learned how to blend images like pros. It was a truly eye-opening lesson... and yes, a little tear-jerking too!



Grade 10 students brought their chapters to life through creative and insightful presentations! Their work demonstrated deep engagement with the text, showcasing a strong understanding of its complex characters and themes — and the independent, critical thinking that defines IB learners.



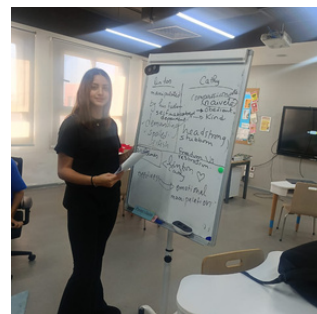
As part of their preparation for final writing, Grade 10 students worked in pairs to compare strong and weak writing samples, analyzing the features that make an argument effective. By discussing and sharing their findings, students developed a clearer understanding of structure, coherence, and authorial intent — strengthening their own writing through thoughtful modeling!



## Grade 10

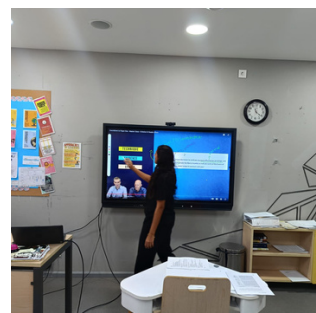
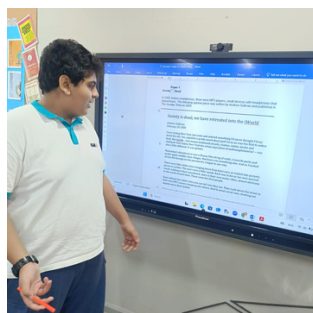
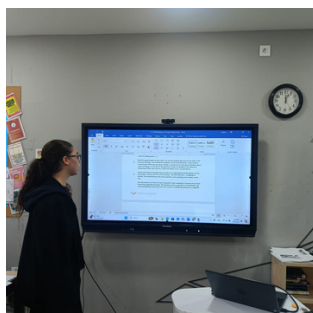
IB education goes beyond academics — it nurtures learners who think critically and communicate with confidence.

When Farida joined last year, she was hesitant to speak and uncertain in analysis, finding Literature a challenging subject. Today, she presents her interpretations of *Wuthering Heights* with passion, clarity, and depth. A true Thinker and Communicator, Farida beautifully embodies the spirit of the IB Learner Profile!



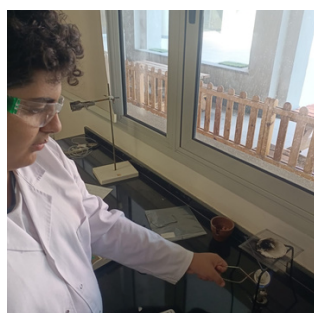
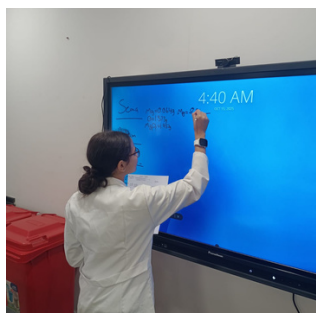
## Grade 11

DPI students dove into the world of op-eds, unpacking powerful arguments and exploring diverse perspectives. With every close reading, they sharpened their analytical skills and built confidence for their upcoming IB assessments.

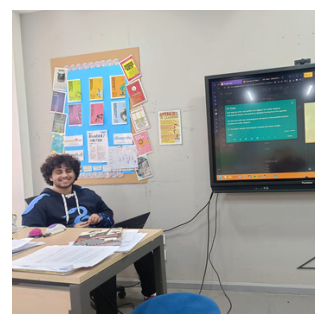


### Chemistry in Action!

DPI students carried out an experimental determination of the empirical formula. They measured, heated, and analyzed their samples to find the simplest ratio of elements in a compound. This hands-on lab helped them connect theoretical chemistry with real experimental data — a great step in developing their practical and analytical skills!



During his Language and Literature HL lesson, Adam in Grade 11 presented an analytical exploration of the cinematography in *Godzilla Minus One*, linking visual techniques to his line of inquiry as part of his preparation for the mock HL essay. The session showcased thoughtful analysis, sustained effort, and meaningful reflection as he received detailed feedback to refine his writing.





## Grade 12

DP2 – FSL – Social Organization –  
Students were thinkers while rotated  
through stations to identify the five  
key concepts from a writing prompt,  
prepare their ideas, select appropriate  
connectors, and organize their text  
plan at the final station.



DP2 Business Management students  
dove into the world of  
entrepreneurship today, Shark Tank  
style! Acting as investors, our students  
critically evaluated, debated, and  
negotiated various business proposals,  
analyzing each offer's potential risks,  
returns, and strategic fit. This  
engaging simulation sharpened their  
critical thinking, communication, and  
decision-making skills while linking  
theory to real-world business dynamic



# BEYOND THE CLASSROOMS

## Library

By working on Research skills, Grades 6,8,9 and 10 avoided plagiarism by learning how to paraphrase using different ways of paraphrasing.



## Art

Situating Meaning Beyond the Canvas , Grade 11 DP Visual Arts students dove deep into the idea of context — discovering how every artwork exists within a rich network of influences, cultures, and personal experiences. Unpack terms including "context" and "situate" through guided research, students explored Frida Kahlo's Las dos Fridas, analyzing how her symbolic use of clothing, personal history, and Mexico's political climate shaped the meaning of her work. They also experimented with Willats' "socially interactive model of practice," role-playing as artists, audiences, and cultural commentators to debate how meaning shifts across time and place. The result? A powerful understanding that art is never created in isolation — it's always situated within personal, local, and global contexts that connect us all through visual storytelling.





# BEYOND THE CLASSROOMS

## Trips

Grade 1 A and Grade 1 B students engaged in an educational field trip to the Bibliotheca Alexandrina, where they participated in a guided tour and viewed a documentary detailing the historical development and evolution of the library. Following their return to school, the students took time to reflect on the experience, articulating what they observed, the knowledge they gained, and the emotions they felt throughout the visit. They then produced written reflections to document their learning.

