

# NEWSLETTER

## JUNE 2022

### *Dates to Remember*

**Sunday June 12th**

Performance (Drama Club)

**Monday June 13th**

SAFE Visit (All grades)

**Tuesday June 14th**

Earth Day

**Wednesday June 15th**

PYP Exhibition Gala Night  
(Grade 5)

**Thursday June 16th**

PYP Exhibition (Grade 5)

**Sunday June 26th**

Science Fair

### Exciting Announcements in This Issue

Last Day of School

TOK Exhibition

New Bus Arrival

World Environment Day

### **Dear Parents,**

As we approach the end of another busy year, we would like to take this opportunity to thank you for the unwavering support you have given both to your child and to AIA.

Despite this year being a challenge, we still believe we all managed to pull through as a team, thanks to our passionate educators, helpful staff and supportive parents like yourselves; and, most importantly, our students who have persevered and learnt to adapt during a pandemic. They have demonstrated open-mindedness and collaboration, were principled, continued to inquire and seek knowledge, and took risks to be able to thrive within the rapidly-changing environment. This has been enabled by the dynamism and flexibility of the IB curriculum.

We would like to inform that the last day of school for Academic Year 2021-22 is as follows:

**Early Years (PRE-K, K1 and K2): Thursday, 23rd June 2022**  
**PYP (Grade 1 - Grade 5) and MY (Grade 6 - Grade 9):**

**Monday, 27th June 2022**

**DP (Grade 11): Wednesday, 29th June 2022**



**TOK Exhibition: 9 June 2022**



**New Bus Arrival**

We are so excited to share with you the brand new AIA school bus! Our first bus is here, stationed in the school's parking lot, so you can see it for yourself. We would love to hear your feedback!

**World Environment Day: 5 June 2022**

In celebration of World Environment Day, AIA learners and staff were dressed in green, and happily displayed their water flasks instead of plastic water bottles!



# AROUND THE CLASSROOMS

Pre-K/ KG students using the materials of their choice to write the sound "y."



To begin their inquiry about life cycles, KG2 learners read 'The Very Hungry Caterpillar' and 'The Cautious Caterpillar.' They were asked to think about how the caterpillar changes in the stories which provided the context for questions and wonderings.



As KG2 students have been inquiring about life cycles, they will be observing how chicks change to hens as they show awareness of how to be responsible for living things.





During the first line of inquiry of the new Unit "Sharing the Planet", Grade 1 students have researched the different habitats and the living things there. They inquired about the food chains-connections between the different organisms living together in one ecosystem.

During their Art class, Grade 1/P1 students developed their fine motor skills through working with paper and learned the vocabulary terms of fold, crease, tear, roll and curl.



Les G1 et P1, pendant les leçons d'art ont développé leur compétence pour travailler à partir du papier en développant leur motricité fine et le vocabulaire en relation comme plier, déchirer, rouler, boucler.



As part of the Unit "Sharing The Planet," Grade 2 students used their thinking skills to find ways to reuse paper to reduce cutting down trees, which has a significant impact on climate change and global warming.

Exploring the line of inquiry about ways to make our Earth a better place to live in, human responsibility in dealing with climate change and saving trees and forests, **Grade 2 students** researched ways to recycle, reduce and reuse. They used their research skills to find ways to plant their own seeds and make the world greener around them.



Tuning into the line of inquiry "How simple machines work," **Grade 2 students** used the thinking routine strategy. They saw pictures of simple machine and wrote their observations in the 'See, Think and Wonder sheet.'



**Grade 2 learners** initiated action by reusing plastic bottles and cards boards to form decorative pieces.



As part of the Unit "Sharing the Planet," **Grade 2 students** continued to explore cast shadow art inspired by *Christian Boltanski* through sketches to show the impact of water pollution on the sea animals.



## Grade 4 & National Studies

In their unit of inquiry "Sharing the Planet," **Grade 4/P4 students** learned about finite and infinite natural resources. They researched their locations in Egypt and put them on a plain map as a reflection on their learning.



Inspiré par les mobiles et stables de l'artiste Alexander et dans le cadre de leur module Comment nous nous situons dans l'espace et le temps à propos des énergies, les élèves de G4 et P4 ont montré de l'audace pour suivre le processus de création artistique afin de créer une pièce artistique suspendue ou en équilibre sur le sol que vous aurez la chance de découvrir lors de l'exposition d'art des PYP en fin d'année scolaire.

Inspired by Alexander Calder's model of Mobiles and Stables, and as part of their transdisciplinary unit of inquiry "Where We are in Space and Time," Grade 4/P4 learners created their own art pieces using suspension and balancing techniques. Their works will be displayed at the PYP Art Exhibition at the end of the school year.



Tuning in on the human migrations, **Grade 4/P4 students** turned to thinkers following a projection of photos of migrants, using Edward de Bono's Thinking Hats technique.



Grade 5 students working on their individual art project for their Exhibition...  
Work in progress...



Grade 5 students practicing with Mireilli for the PYP Exhibition performance.



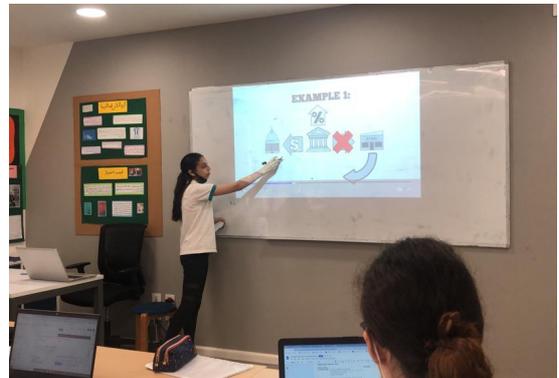
As part of their Exhibition unit on pollution, Grade 5 students wanted to take action and raise awareness about plastic pollution. They organized a bake sale. They designed flyers and distributed them around the school. They informed students to bring their own lunch boxes because they will not be serving on any plastic plates. Students have decided that all profits will be donated to the organization "Banlastic Egypt" to support them. Banlastic aims to ban single-use plastic through developing alternative products. Students were inspired by their work and wanted to follow the same goal at AIA.



Grade 8 students working on the practical part of the Science Unit “Chemical Reactions.” Students performed a number of experiments as stations, for 10 minutes for each experiment. Experiments included: the reaction of copper sulfate solution with nails, causing them to rust; reaction between potassium iodide and lead nitrate which forms lead iodide; decomposition of water by electrolysis; exothermic and endothermic reactions.



Grade 11 student, Mariam Tamer, presented one of the Economics theories “Crowding-out.” The objective of this presentation is to enhance student ability to deliver core knowledge and also to exhibit presentation skills with an engaging audience.



# BEYOND THE CLASSROOMS

As part of the exhibition unit on pollution, Grade 5 students, Adam and Kenzie, took action and wanted to make a change. They made a petition and visited Salah Eldin International School to meet the school board. They presented their ideas and persuaded the School Academic Principal, Mr. Mostafa Atash, to sign the petition. They will send the petition with a persuasive letter to the Minister of Education to fix the problem of trash around the school facilities. They also met the science teachers and discussed the negative effects of land and water pollution on human health and on the environment.

