



ALEXANDRIA INTERNATIONAL ACADEMY

Newsletter

Exciting Events that we Love to Share!



What Not to Miss

- > Friday, 13 Oct:
Breast Cancer Awareness Day

- > Friday, 20 Oct:
Alexandria Marathon

- > Tuesday, 24 Oct: Early dismissal for students

- > Wednesday 25 Oct -
Thursday 26 Oct:
Half-term break

- > Monday, 30 Oct:
Coffee Morning

Dear Parents,

Welcome to the 4th edition of our 2023-2024 school year. We hope you enjoy this week's read!

Teachers Professional Development Session

AIA teachers workshopped ideas and practical strategies to implement the IB Learner Profile attributes into their lessons. They worked in groups to brainstorm ideas and then shared and reviewed those ideas with their other colleagues.

AIA teachers work together to have stronger teaching practices.



During their Arabic session, and as part of the October victory celebration, K1, K2, Grade 1, Grade 2 and Grade 3 students watched a puppet show, which showed the causes of the October War, where Sinai is located, and the importance of the great victory.

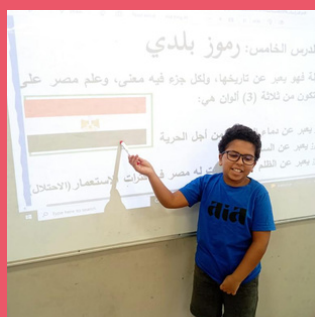


ARMED FORCES DAY: 6TH OCTOBER VICTORY CELEBRATIONS



During their Arabic session, Grade 4, Grade 8 and Grade 9 students presented a theatrical performance to Grade 5, Grade 6 and Grade 7 students about the October Victory, explaining the responsibility of the Egyptian people towards their country, and the plan for the Barlev Line. A discussion that linked the presentation to the IB learner took place, where students noticed how the Egyptians were thinkers and risk-takers.

As part of the 6th of October celebrations, during their National Studies session, Grade 4 learners watched a documentary film about the October War and the great victory. They discussed and expressed their opinions about what they saw and linked the victory to the colors of the Egyptian flag. في الوحدة الدراسية



AROUND THE CLASSROOMS

PRE-K

During their English session, PRE-K students recognized the sounds 'a' and 's' by picking out different objects and choosing the correct sound.



As part of their unit of inquiry “Who We Are”, students named their family members and were able to recognize their different stages of growth.



Students did a great job taking their own attendance. They recognized the home and school pictures on the cups and added their names in the correct category.



As students discussed the different emotions and explored the various feelings, they solved the emotions puzzle successfully and named each emotion.



During their math session, students measured their feet with blocks and made long and short snakes using playdough. They were able to count the blocks after measuring their feet, and they made a tower as a group work afterwards.





Students also made 'long' and 'short' snakes using playdough during their session.



During their Arabic session, PRE-K students learned the letter "أ" by listening to a story and trying to realize its sound. Then through different learning engagements, they practiced writing it and finding words that started with it.



K1-A

During their phonics session, K1 learners were individually assessed for the set of sounds 's - a - t' according to jolly phonics.



Students practiced the sounds during circle time using their white boards.



Students counted within 10 during circle time using mini dinosaurs.



K1-B

K1 students enjoyed listening and expressing emotions during story time with 'The Color Monster' and 'Stand in My Shoes.' They learned about different feelings and how to understand others by putting themselves in their shoes and reflecting on their emotions in a fun way.



K1 learners worked in pairs to create their own feelings jars. The activity was inspired by the story 'The Color Monster' and followed a discussion about different emotions



K2

To understand our responsibilities as friends and learn how to maintain friendships, K2 learners discussed together their friendship essential agreements.

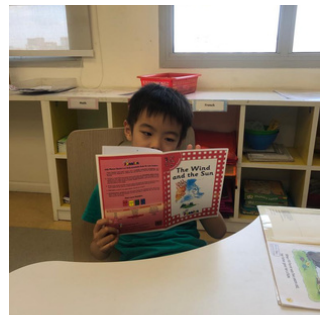


Grade 1

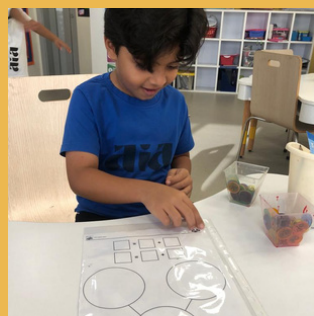
Grade 1 students demonstrated their understanding of the story 'The Three Billy Goats Gruff' by engaging in a role-playing activity, where they acted out and retold the sequence of events and the characters in the story.



Grade 1 students wrote a book review after reading books to improve comprehension, critical thinking skills and expressed their personal opinions about the book.

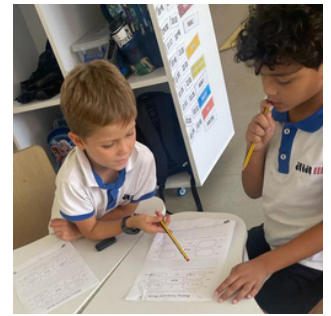


Grade 1 used different manipulatives to explore and understand the concept of numbers through hands-on activities.



Grade 2

During their language lesson, Grade 2 students were able to understand how to form a compound noun and how to use compound nouns correctly in sentences.



Grade 2 students were able to distinguish between collective identity and individual identity and were able to come up with what collective identity and individual identity refer to.



Grade 2 students were able to understand how their personal choices shaped them and they reflected on that by drawing their inner self and their outer self.



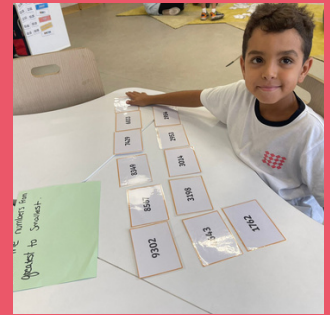
Grade 2 students worked on how to compare numbers to 1000 and beyond, based on meanings of the hundreds, tens and ones digits, and used symbols to record the results of comparisons.



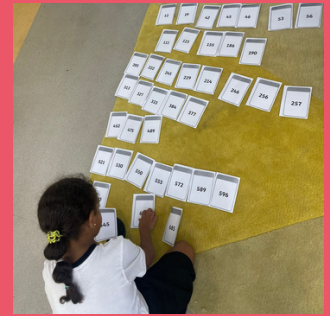
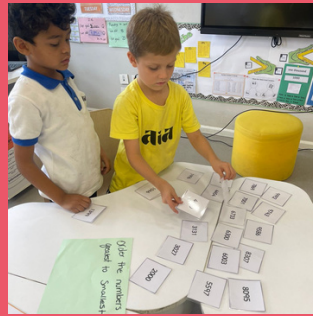
Students worked on how to count in 50s till 1000 and beyond.



They worked on how to order numbers to 1000 and beyond.

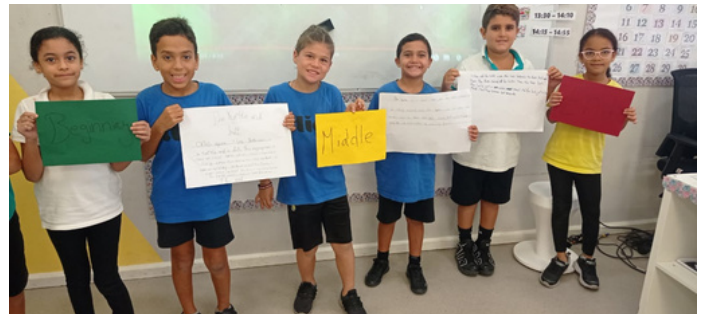
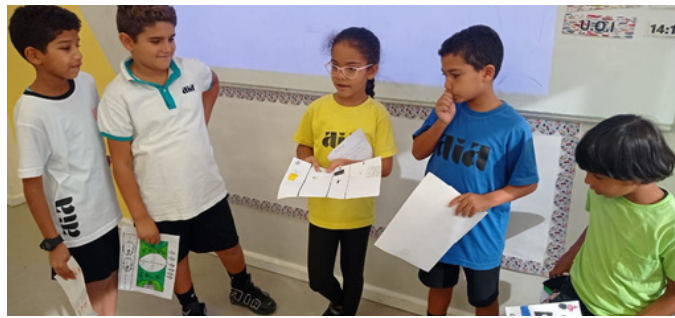


Students were able understand how to solve flexible partitioning of numbers till 1000.



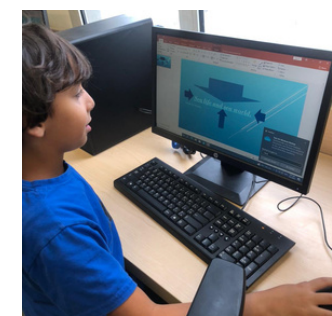
Grade 3

Grade 3 students drew their own stories so that they can reflect on the main components of the story. They illustrated them while telling their stories to the whole class then they created their story in groups.



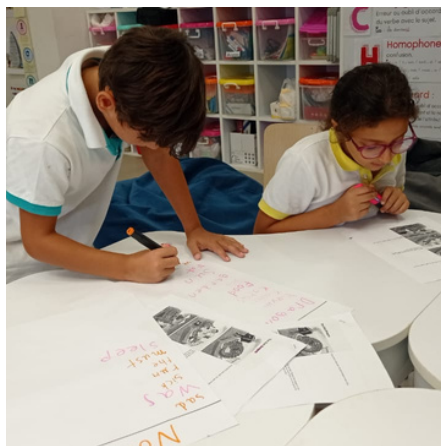
Grade 3/Primaire 3

Grade 3/P3 students got to be great inquirers as they explored the powerpoint by themselves. After learning how to insert an image into the slide, they learned how to make their powerpoint interesting using different fonts, colors, transitions, and animations.



Primaire 3

P3 students illustrated nouns and differentiated between nouns and other parts of speech.



P3, Jeu de Bingo en mathématiques, les nombres allant jusqu'à 10000 Laurence, vainqueur, maitresse Carole 2ème, Mirai 3ème pas de chance pour Mariam qui n'a pas eu de chance en ne tirant pas les bonnes cartes.

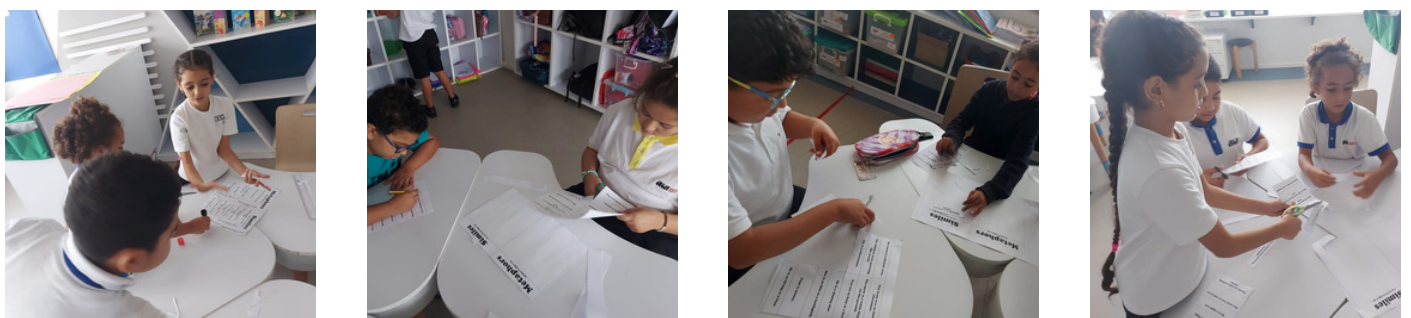


Grade 4

During their Maths session, Grade 4 students used different addition strategies.

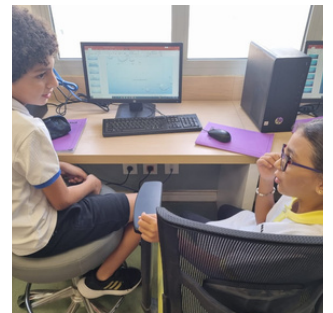
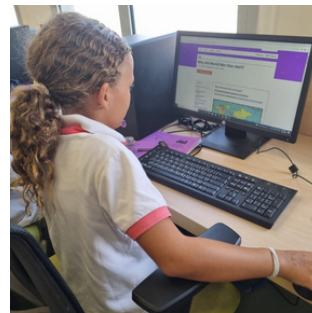
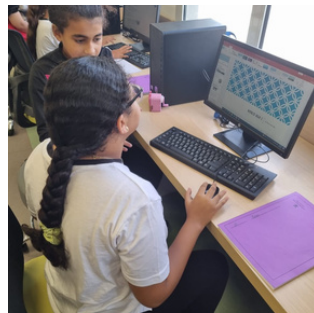


Grade 4 students engaged in simile and metaphor sorting activity.



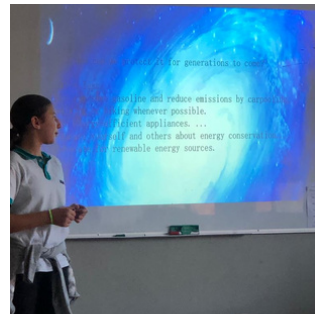
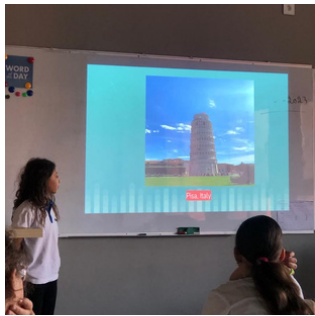
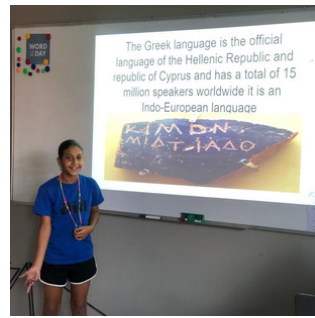
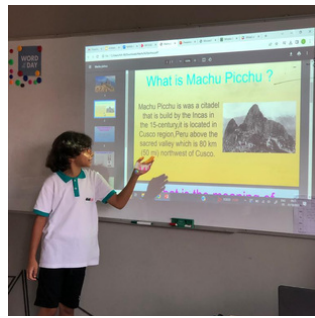
Grade 5

In their unit of inquiry "Sharing the Planet," Grade 5 students focused on conflict and peaceful resolution. Looking into conflicts in history, they started to inquire into the causes and impact of WWI and how it ended. With collaboration between subjects, in their ICT lesson, students made a PowerPoint presentation to record and present their findings.



Grade 6

Grade 6 students presented their famous ancient monument of choice, explaining which civilization it belonged to, what was its purpose and how could we keep it safe for future generations to see.



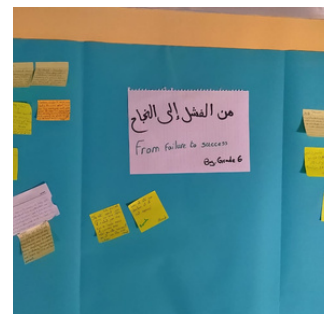
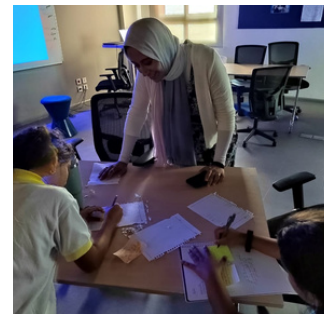
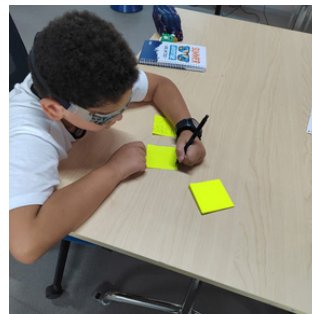
Grade 6 learners practiced the concept of interpretation through the ATL Activity to understand how historians learnt about the past. Students interpreted different primary sources and made their own assumptions of its historical origin.



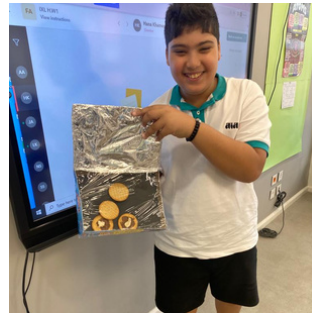
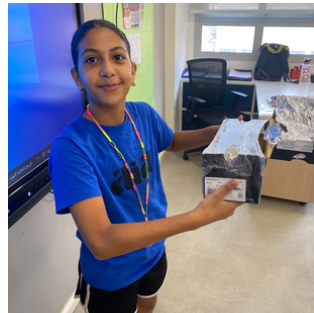
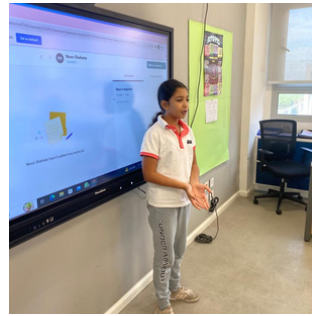
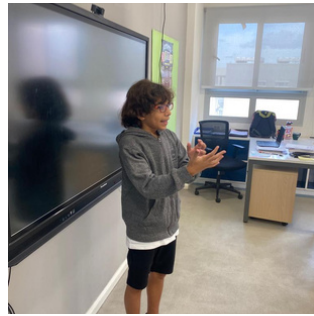
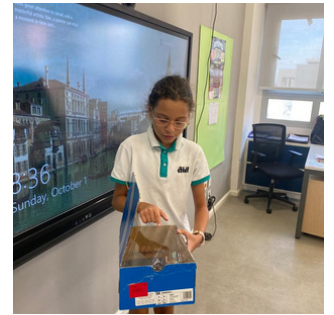
Grade 6 applied their media literacy skills to reflect on a source of information (video in the Arabic language) at the Multimedia room. First, they identified the key elements of the source structure; title, author and publisher. Then they discussed how to evaluate the source of information, collect key points and facts, and analyze the information.



After watching the video, they reflected on it by stating the message they received, the main idea of the story on sticky notes and displayed them on a chart. They wrote their reflections in Arabic, English, and French languages.



Grade 6 students designed an experiment to investigate the conservation of energy. They created solar ovens, tested them, and explained how they worked.

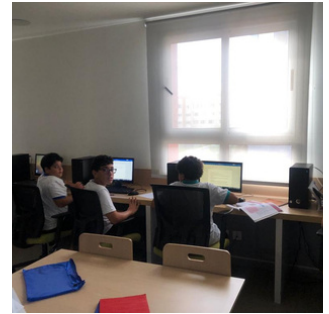
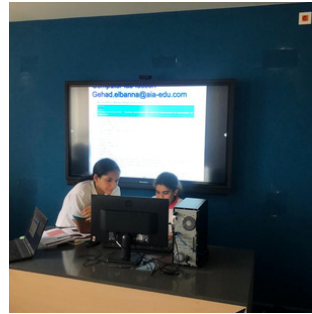


After a math lesson of simplifying and converting between different forms of numbers, as well as simplifying numerical expressions using the order of operations, and lots of practice, Grade 6 students were given the opportunity to apply their knowledge through a game of Kahoot! Grade 10 students were on standby to aid Grade 6 in the explanation of how to play the game, and remained on standby for assistance and one-on-one aid. As Grade 6 students gained more and more confidence with expressing their understanding, both introverted and extroverted learners became fully engaged!

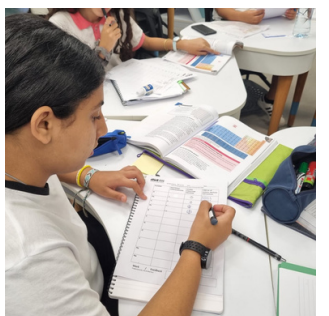
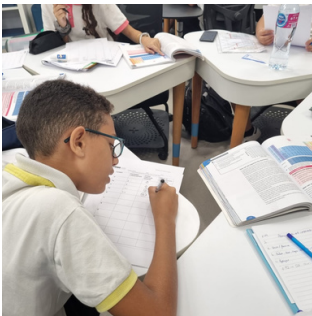


Grade 7

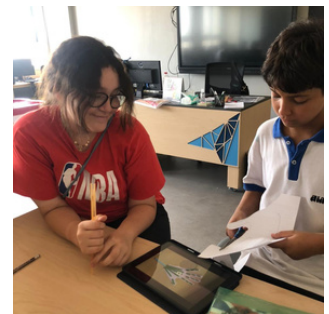
Grade 7 students worked on their research skills and learned about Professor of Philosophy at the University of Cambridge- Tim Crane's 10 greatest ideas that changed the world. Students will choose one of those ideas to research it thoroughly, categorize it and later explain it to their classmates.



Grade 7 students practiced on atomic structures and plotting graphs.

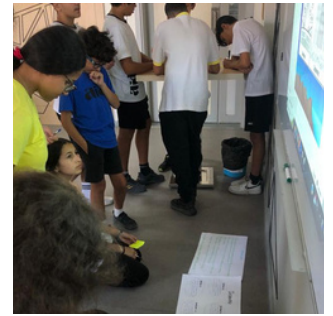


Grade 6 and 7 students worked together to make robotic hands as a prototype to bionic arms/hands. This activity assisted the students to learn and practice skills such as time management, how to divide work amongst themselves, and how each design (hand size) will have different design specifications.

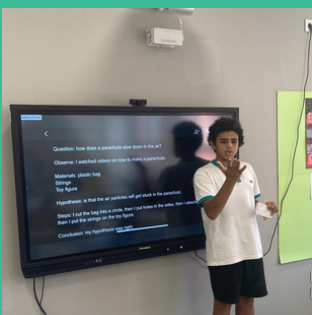
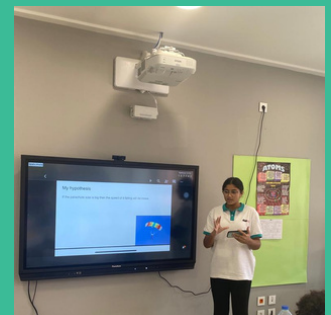
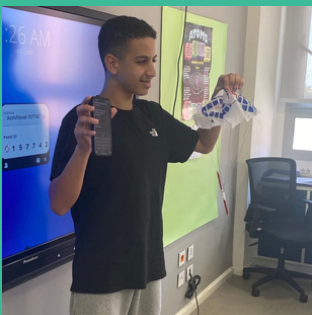


Grade 8

Grade 8 students analyzed pictures and political cartoons to deduce the meaning and characteristics of dictatorship. They then put their findings front and centre (bus stop) to give the chance to other groups to evaluate their interpretation and give feedback on each other's work to achieve the best result.



Grade 8 students designed their own parachutes according to the scientific method steps. They tested the effectiveness and efficiency of the parachutes in the sunken area.

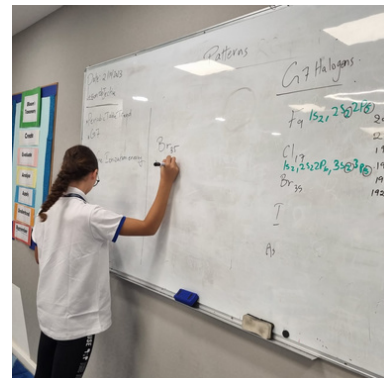
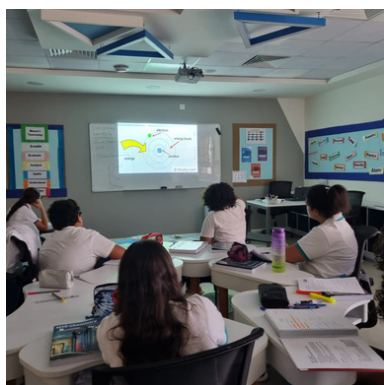


Grade 9

During their English session, Grade 9 students individually read and annotated excerpts from former U.S President John F. Kennedy's book 'A nation of Immigrants'. Students then responded to a set of analysis questions which required them to implement their interpreting, generalizing, deducing, connecting, and inferring skills. They gathered to discuss their responses, and had to defend their response through citing textual evidence.



Grade 9 students worked on ionisation energy; Kenzy showed them how attraction forces decrease as atomic radius increase.



Students created their own periodic table based on their understanding of the last sessions. They divided the task between themselves to be able to finish it on time.



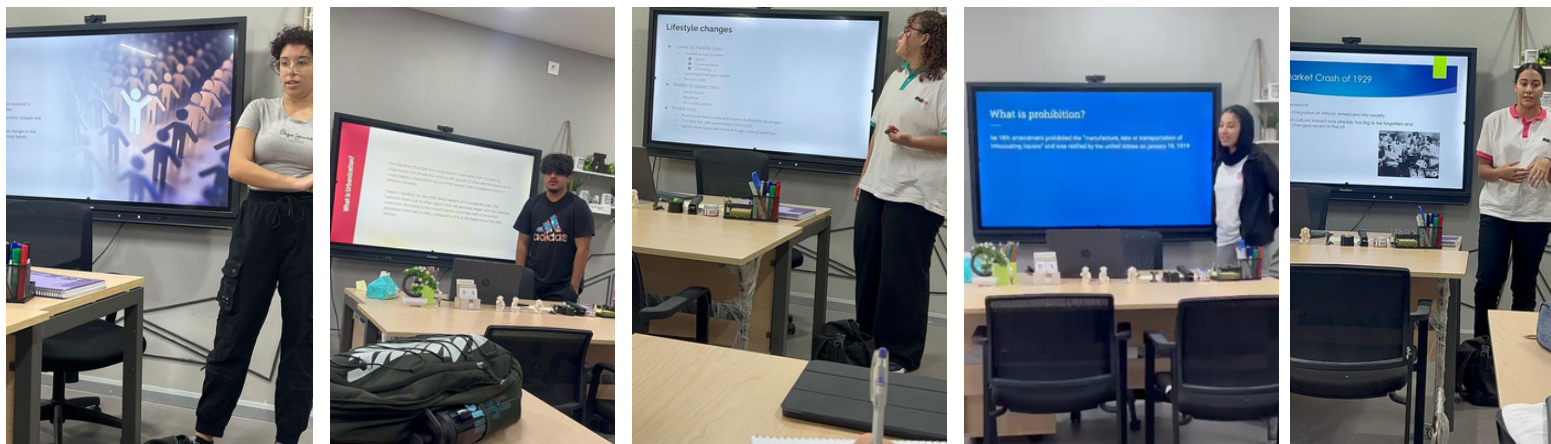
Grade 10

In celebration and to commemorate the 6th of October Victory, Grade 10 students were Generals for the day, taking on the responsibilities of a General at war. Students were required to work in groups and create a strategic military plan of attack that ensures victory with minimum casualties. Students would then reflect and evaluate each other's plan to analyze which plan works best and why, this will help students connect with the topic at hand and better understand the military perspective of WWI.



Grade 11

Before beginning the renowned American Classic, 'The Great Gatsby', by F. Scott Fitzgerald, DP Language and Literature students were each assigned a historical reference/context that is crucial to the understanding of the novel. Using a collaborative learning approach, students then individually researched and used critical thinking skills in order to draw connections for their classmates as to how their assigned topic is linked to the era of 'The Great Gatsby'. Students then presented their findings, while classmates observing each presentation took notes, and got a chance to ask questions.



During their Arabic B HL session, Grade 11 students have been given a text to make it relevant to an audience of 11-year-olds. How would you vary your language to explain these ideas to a much younger audience? How would you change the vocabulary of the text? What changes would you make to the sentence structures? In what other ways could you vary your poster to communicate the same message to this age group? After answering the previous questions, they discussed what they wrote, and then they were able to reach the appropriate language level. Students will then take into consideration the same questions, but in reverse, as they adjust simpler language for an older audience.



BEYOND THE CLASSROOMS

ART

PRE-K learners continued their research about faces! They improved their ability to create facial details with modeling clay. They cut out small pieces of paper to stick them on the clown's face and began to develop their coloring skills.



K1 students continued their work using vertical lines by painting the spaces between the strings. They also learned about the diagonal line and applied their knowledge creating a body using lines.



Inspired by Piet Mondrian's masterpiece, K2 learners worked with horizontal and vertical lines to create a grid using different art forms like modeling and collage!



BEYOND THE CLASSROOMS

ART

Grade 1 learners were enthusiastic about combining all their knowledge acquired since the beginning of the year about line types to create a poster collectively.



Grade 2 students learned how to transfer a drawing from tracing paper. They were captivated by the magic of the transfer offered by tracing paper, so they focused and show enthusiasm to transfer their drawing onto different supports.



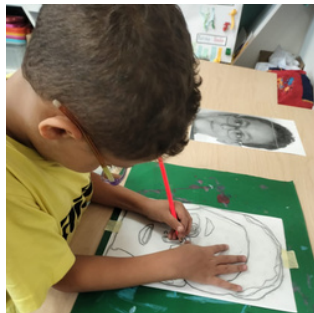
Grade 4 students placed the works of Georges Seurat, famous painter, on the time line. Then they used the pointillism technique in painting to create optical mixtures from primary colors.



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Grade 5 learners used the concept of Connection to develop their Art research in relation to their classroom inquiry about conflict. They analyzed a short cartoon about Frida Kahlo's in order to reflect on their individual inner stain to develop their self-awareness.



BEYOND THE CLASSROOMS

TRIP: Grade 5

