

ALEXANDRIA INTERNATIONAL ACADEMY

Newsletter

Exciting Events that we Love to Share!



What Not to Miss

> **Wednesday, 4 Oct:**
After-school activities start

> **Thursday, 5 Oct:**
Day Off (Armed Forces Day)



Dear Parents,

Welcome to the 3rd edition of our 2023-2024 school year. We hope you enjoy this week's read!

Student Elections

MY and Grade 5 students voted for the Student Council President. The candidates Jana Wael and Amina Hamouly presented their plans, visions and missions in their speeches. Students also voted for a representative for each class in the Student Council. Jana is now the President of the Student Council and Amina is the Vice President.



COFFEE MORNING:
Tuesday, 26th September

This info session for parents focused the procedures and policies that AIA undertakes to ensure child safeguarding within campus. Parents were engaged during the session, and had the opportunity to ask pertinent questions.



During storytelling time, PRE-K, K1 and K2 students learned about the life story of Prophet Mohammed PBUH.



PROPHET MOHAMMED PBUH BIRTHDAY

AIA Early Years, PYP and MY students learned about the life of the Prophet Mohammed PBUH from partaking in activities, on the occasion of His birthday.

Grade 2 students learning engagement with Prophet Mohammed PBUH birthday celebrations.



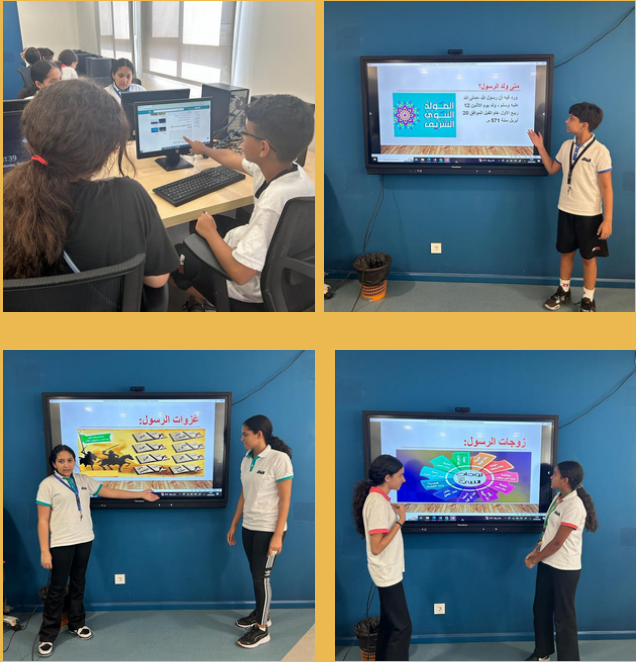
Grade 6 and Grade 4 students' learning engagement with Prophet Mohammed's birthday celebrations.



Grade 1 students learned about the birth and family of Prophet Mohammed PBUH, through a series of Egyptian Knowledge Bank games.



Grade 7 students researched about the Prophet's life (his children, attributes, conquests, etc). They collaborated to collect information, presented Prophet Mohammed's biography in a PowerPoint presentation, and discussed how principled he was.



As part of Prophet Mohammed PBUH birthday celebrations, Grade 10 students invited Grade 5 learners to explain more of his family's history through a presentation. They held an open discussion as they shared knowledge and gained some principles.



As part of Prophet Mohammed PBUH birthday celebrations, Grade 8 students invited Grade 3/P3 learners to explain Prophet's family tree, aspects of his morals, his relationship with people, and how he was an open-minded person who accepted others' perspectives.



AROUND THE CLASSROOMS

PRE-K-K

During their English session, PRE-K learners made the letter 's' with play dough and revised the words that have 's' sound in them.

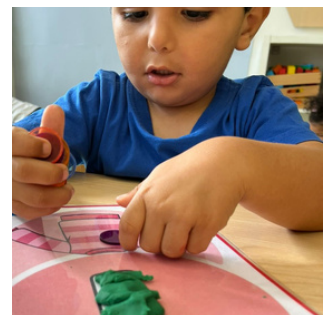



As part of their unit of inquiry “Who We Are”, PRE-K students drew their family and did a great job naming their family members.





During their Math lesson, PRE-K learners recognized the numbers. They traced them with play dough and counted the objects and matched them with the correct number.



PRE-K students did a great job while baking a cake. They understood the recipe and named each ingredient and counted the eggs needed to make this cake. They added flour, butter, eggs, cake mix, and milk. They smelled it and distinguished the difference between powder (flour and cake mix) and liquid (milk). 



During their Arabic session, and as part of their unit of inquiry “Who We Are, PRE-K-K students learned about the four seasons of the year, distinguished between the seasons, and learned the signs of each season and its relevant clothing items. Students showed their understanding by classifying the appropriate clothes for each season.

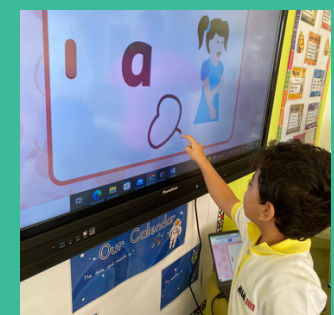
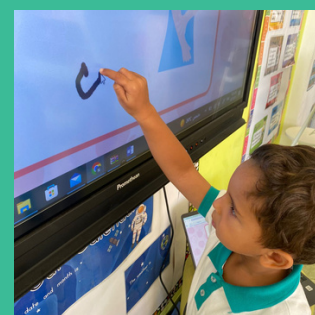


K1-A

During story telling time, K1 learners engaged in five different centers to help them understand the concept of friendship and how to make new friends.



K1 learners practiced the sound 'a' on the smart board.



K1-B

K1 students were attentive to the Rainbow Fish story, discussed the fish's qualities, and explored 'caring, open-minded, and principled' learner profile attributes.



K1 students further explored their creative side by painting the rainbow fish with their hands.

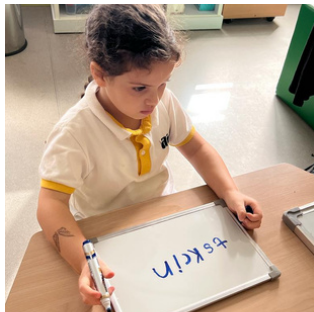


K1 students were inspired by the Rainbow Fish story. Each student drew a situation where they were being a good friend by sharing or acting kindly. Their fish scales were a visual reminder of the valuable lessons they learned about friendship and generosity.



K2

K2 learners engaged in different phonics activities.

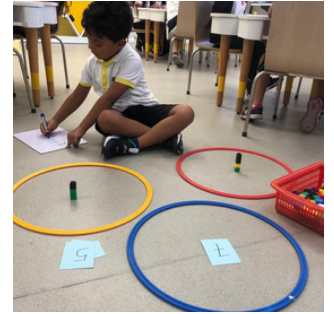


During her Christian Religion session, Natalie learned how Prophet Daniel was protected from lions in the jail by God's grace.



Grade 1

Grade 1 students recognized the concept of number bonds and were able to explain addition equations.



Grade 1 students identified their preferred learning styles and engaged in activities that cater to various types of learners.



During their Arabic session, and as part of developing their motor skills, Grade 1 learners formed words that include the letters م - أ

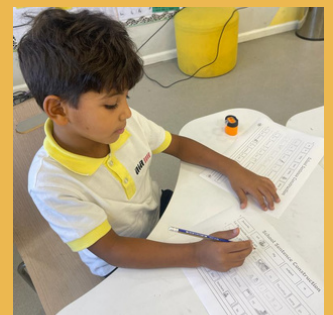


Grade 2

Grade 2 students used the Frayer model strategy to help them define what is a choice and a consequence.



Grade 2 students learned how to write a complete sentence and were able to identify the subject and the predicate in simple sentences.



Grade 2 students reflected on their choices in a range of situations daily and the appropriate consequences for their choices. They were able to identify who or what was affected by their choices.



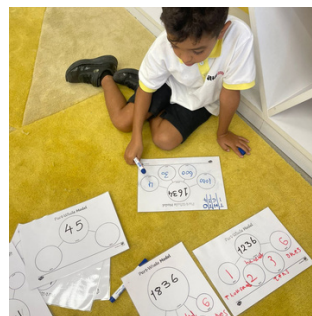
During their language lesson, Grade 2 students were able to inquire and find out the capitalization rules for proper nouns, the beginning of a sentence and titles to apply capitalization rules correctly in their writing



As part of their unity of inquiry “Who We Are”, Grade 2 students inquired about identity. They started brainstorming about what’s identity. Through this learning experience, they explored that it’s who we are and how do we see ourselves . They created a poster to reflect on what they think about themselves.

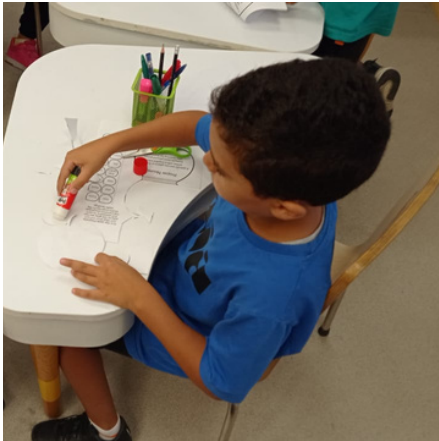


Grade 2 students worked on how to read and write numbers to 1000 and beyond using base ten numerals, number names and expanded form.



Grade 3

Grade 3 students classified proper nouns and common nouns and differentiated between them.



Primaire 3

Evaluation formative a travers un projet de groupe sur la piste de recherche 1 de notre unite "Qui nous sommes" .. Definir le bien-etre.



As a formative assessment, students worked in a group to research well-being, as part of their unit of inquiry "Who We Are".

P3 students identified common nouns and proper nouns.

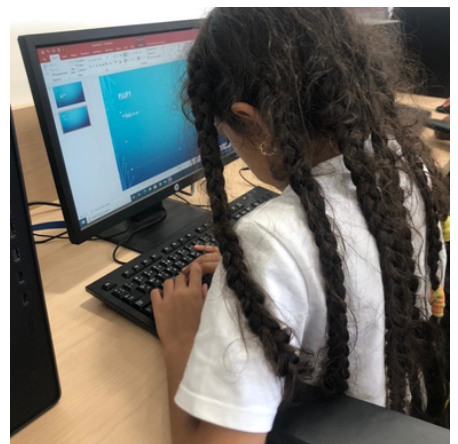
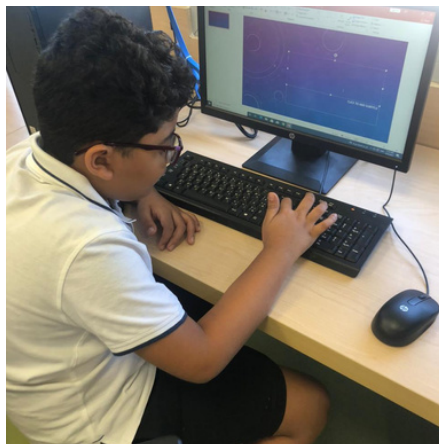
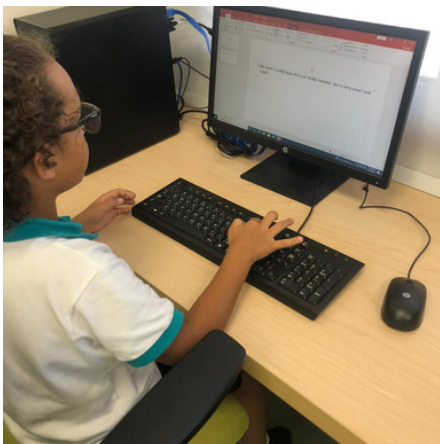
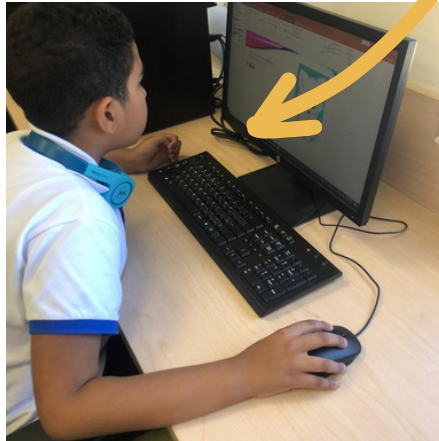
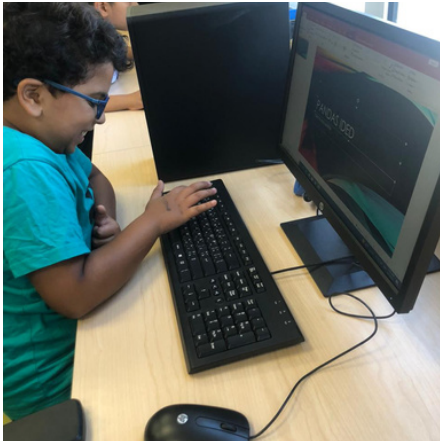


P3 students worked on identifying and illustrating nouns and using them in full and proper sentences.



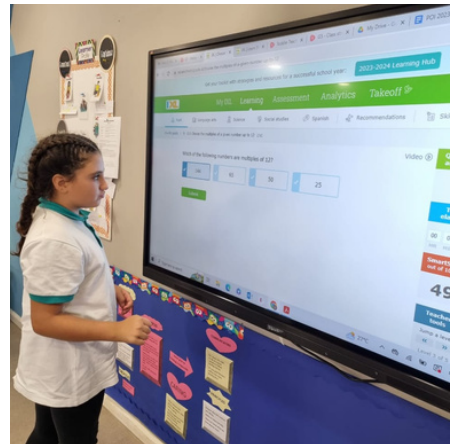
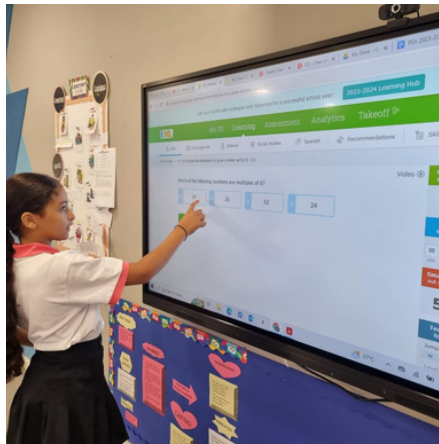
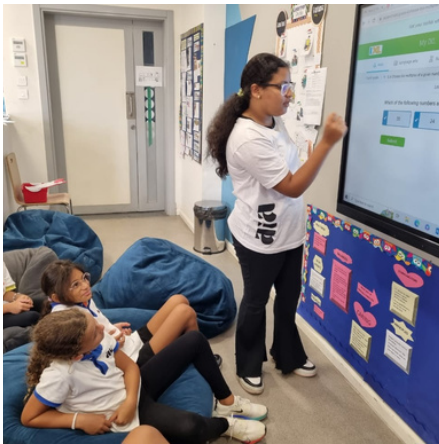
Grade 4

During their ICT session, Grade 4 students learned how to turn on and shut down the computer. They learned how to access the powerpoint, and inquired how to write a title, add a new slide, and change font and color. Hamza was very knowledgeable and helped his classmates.



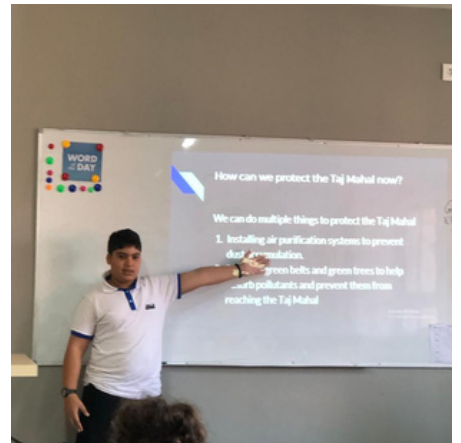
Grade 5

Grade 5 learners practiced multiplication through different learning engagements.



Grade 6

Grade 6 students gave their presentations and explained to their peers about different monuments and ancient civilizations.

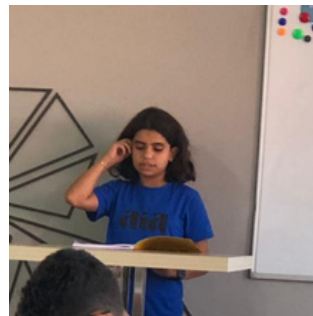
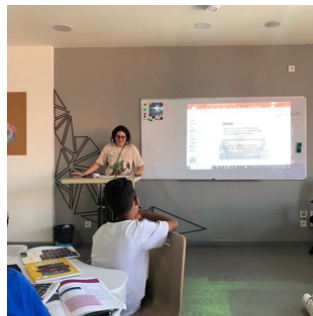
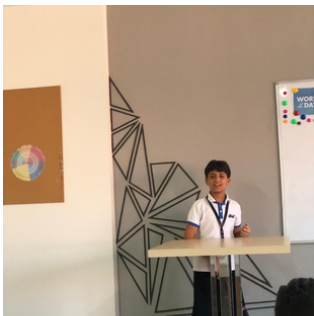


Grade 6 students worked in groups to investigate how much energy does a bouncy ball lose. They recorded the measurements of different heights, analyzed the data, and shared their calculations.

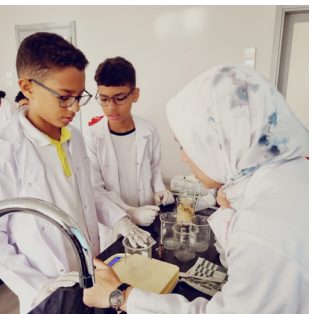


Grade 7

Grade 7 students learned to discover the meaning of ideas and innovations through independent reading, and explored its historical significance specially in the Renaissance and enlightenment eras. Students also learned to structure information and ideas, to then communicate and explain them effectively using an appropriate style for the audience and purpose.



During their lab session, Grade 7 students were able to identify the mixture. They separated sand and salt using many techniques, and they were able to conclude that salt is a soluble substance while sand is insoluble.



Grade 8

Grade 8 students were introduced to the design cycle and discussed how each strand will help them in their design process. They worked together and shared their thoughts about what is mobility and disability. To introduce the unit, students wrote a list of daily activities they do and how a disabled person might feel doing the same activities.

After research on how to help the disabled and how to design affordable bionic arm/leg, as a formative assessment, students finished the KWL chart by writing what they learned from the session.

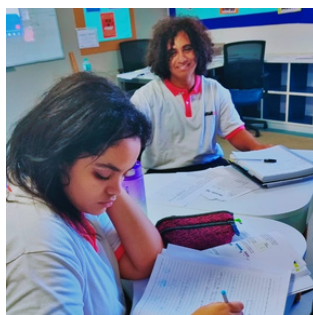
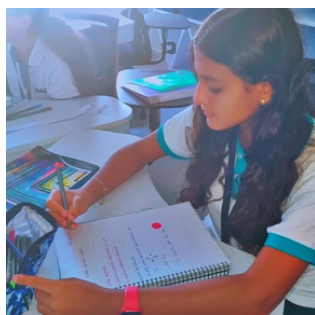


Grade 9

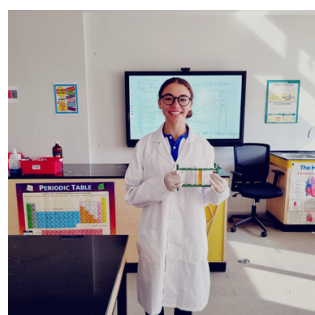
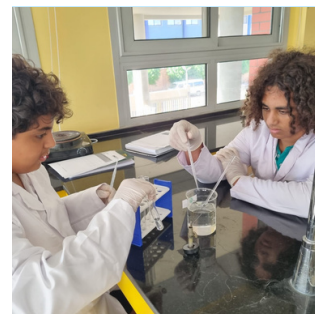
Grade 9 students were introduced to the design cycle and discussed how each strand will help them in their design process. They used the KWL chart to write their knowledge about the UN's global goals. They then learned together using a poster about the 17 SDGs. They decided together which goals they are most passionate about and that would trigger their interest to find solutions and methods to reach these



In one of the most difficult topics for Grade 9 in chemistry Quantum mechanics 'Atomic Theory' and 'Periodic Table Trends, students showed interest in doing hands-on activities and interactive online simulations. They were given assessments for learning and they showed significant progress.

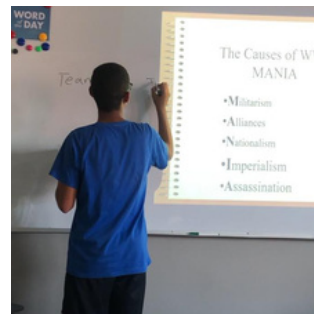
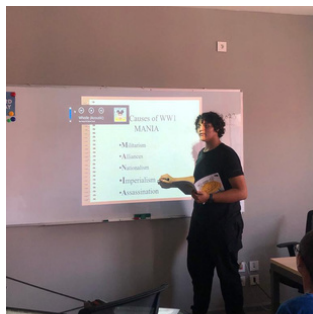
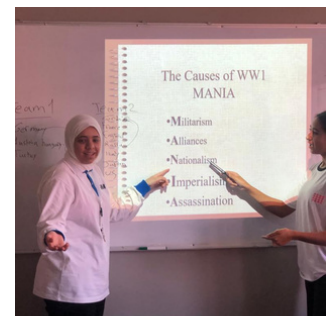
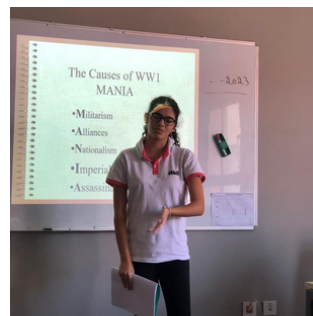
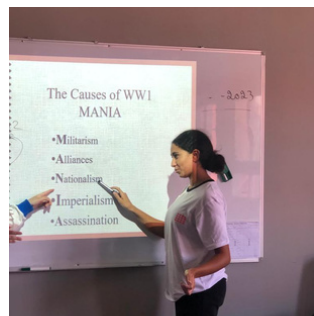


Grade 9 students investigated the halogens reactivity through their chemical reactions with halides. Each student was able to test the reactions of a potassium halide with Cl_2 , Br_2 , I_2 and record their findings on the data table given then coming up with conclusions.



Grade 10

Grade 10 students were researchers, inquirers and their own professors, while achieving the best out of their students-centered learning experience. They discovered the main causes of WWI (MANIA) and its contributions to the conflict. They educated the rest of their peers about it, received questions and asked to repeat the explanation until they can completely understand the causes, while then debating all together which cause had the severest impact.



Grade 11

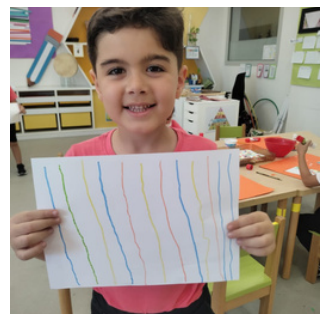
During their Arabic B HL session, and as part of the 'Social Organization' unit, Grade 11 students investigated the nature of work in the future, the digital transformation, and the nature of the work environment. Students compared the opinions they read and recorded the results of their research.



BEYOND THE CLASSROOMS

ART

K2 learners learned how to identify a vertical line using different media as they designed vertical lines from up to down.



BEYOND THE CLASSROOMS

LIBRARY

During their cover session, Grade 6 learners used their communication and thinking skills. They engaged in different activities at the MY open library, such as reading, coloring, crafting and solving puzzles.

