



ALEXANDRIA INTERNATIONAL ACADEMY

Newsletter

Exciting Events that we Love to Share!



What Not to Miss

- Tuesday, 24 Oct: Early dismissal for students

- Tuesday, 24 Oct: Student Council Bake Sale & Pink Day

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

- Sunday, 29 Oct - Monday 30 Oct: Class Photos

- Sunday, 29 Oct: Misr El Kheir donation collection

- Monday, 30 Oct: Coffee Morning

Dear Parents,

Welcome to the 6th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

Student Council Bake Sale and Pink Day

In an effort to raise breast cancer awareness and support Baheya Women's Hospital, our Student Council will be holding a pink day and bake sale on Tuesday. A guest program from Baheya Women's Hospital will also be held for students.





Gaza Relief

AIA Community is deeply saddened and appalled by the recent events in Gaza, the loss of innocent lives, and the suffering experienced by the people of Palestine.

In our attempt to support and take action, we have partnered with the Misr El Kheir Foundation.

Our goal is to donate between 100 – 150 boxes of basic food necessities.

Each box, valued at 350 EGP, will contain:

- **Rice – 2 kg**
- **Pasta – 2 kg**
- **Flour – 2 kg**
- **Chee – 350 g**
- **Tomato paste – 300 g**
- **Tea – 80 g**
- **Salt – 450 g**
- **Tuna – 2 tins**
- **Package white Cheese – 375 g**
- **Corn beef – 1 can**

Kindly send the contents of one box, or more. Food only please, monetary donations cannot be accepted. Deadline for collection is **Sunday, 29th October**.

Misr El Kheir Foundation will come to AIA school, and with the active help of our students who will participate in packing boxes, the Foundation will deliver these boxes to Palestinian families.

Coffee Morning: Monday, 30th October

We at AIA emphasize the importance of community learning, allowing parents to grow in the school's understanding of the IB program. We'd like to invite all parents to our Coffee Morning on Monday, 30th of October at 2 PM to ask and interact. Our parents are the valuable part of AIA's growth. We look forward to welcoming you! You may bring a friend too. To register and confirm your attendance, please visit AIA social media pages.



AROUND THE CLASSROOMS

PRE-K

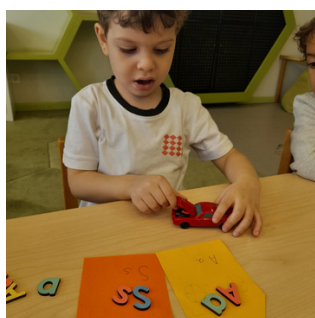
During their Maths session, PRE-K learners recognized shapes and compared between their sizes. They also formed shapes using playdough and wooden blocks. They modeled the 'Open-minded' and 'Principled' learner profile attributes.



During their Math session, PRE-K learners matched the correct amount of fingerprints with the number in the box.



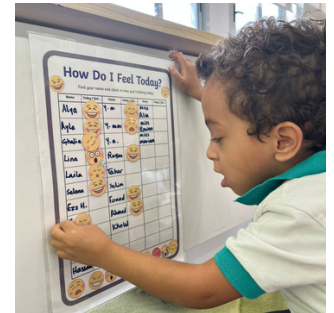
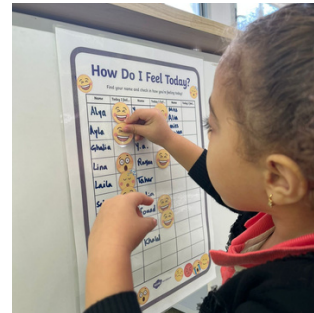
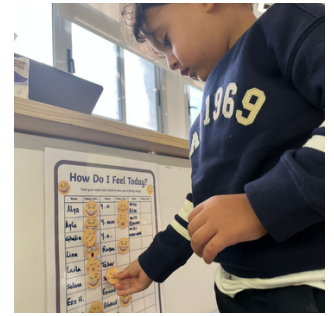
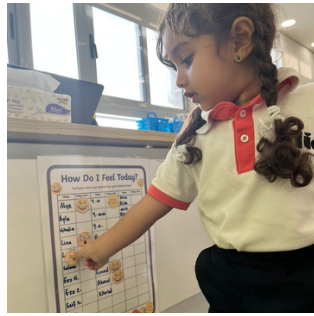
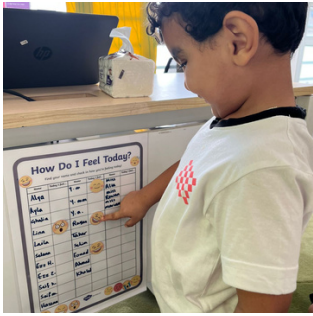
During their English session, PRE-K students drove the sounds to their correct house. They also used a clip to match the correct sound with the picture.



They also used a clip to match the correct sound with the picture.



During circle time, students chose how they feel today and recognized their names and added their feeling beside it!

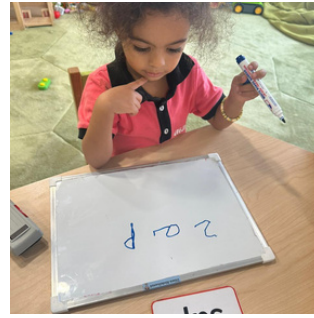


During their circle time, students made a connection by holding their hands. They formed a heart with their hands. Last but not least, they gave examples on their different growth stages that show change. They did great job recognizing the key concepts (form, change and connection).



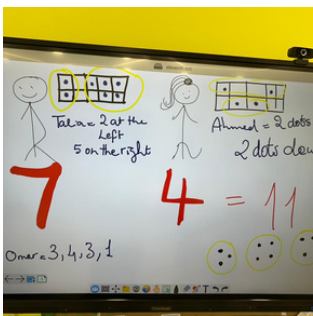
K1-A

K1 students learned two sets of sounds through different centers.



K1-B

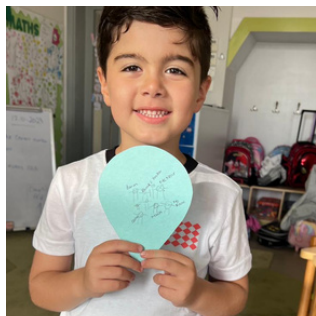
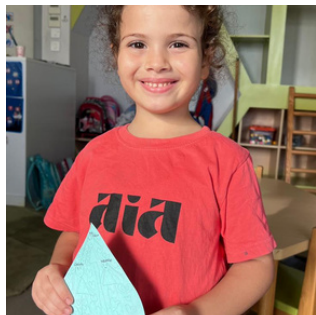
K1 learners played a phonics game in their outdoor garden!



K1 students learned counting and developed important skills such as number sense, spatial awareness, communication, and logical reasoning.

K2

K2 learners embarked on a journey of gratitude and thankfulness, as they were encouraged to reflect upon and appreciate the people who hold a special place in their lives. As part of this heartwarming exploration, K2 students have expressed their appreciation by drawing the people they are thankful for.



K2 learners inquired the captivating world of numbers, extending their knowledge beyond the basics. They enthusiastically explored numbers from 11 to 15, and as always, through their favorite way, color paint.



Grade 1

Grade 1 students compared objects using tens and ones, specifically identifying which object has more or less.



Grade 1 students explored and engaged with various aspects of the Alexandria Library, fostering a deeper understanding of who they are as learners, while also recognizing and nurturing their unique interests and abilities.



Grade 2

During their Arabic session, Grade 2 learners classified some words in groups to show their understanding of their first grammar lesson أقسام الكلمة.



Grade 3

Grade 3 students found out the differences between having healthy and unhealthy lifestyles.



Primaire 3

P3 students played "Simon says" game to get the meaning of the verb, in addition to watching a video that introduced them to the form and function of verbs. Then, they reflected on it giving some examples of verbs and of simple sentences on their own. Finally, they played the "verb hunt". They had to find the verbs and match them to list they had.

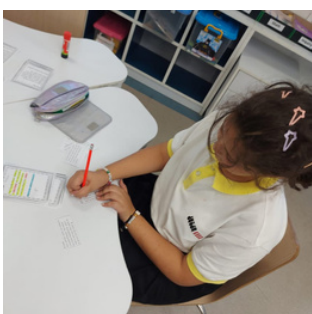


P3 students identified and illustrated the form and function of verbs through an activity as they had different scrambled sentences and they had to put them in the right form, extracting the verbs. Then, they created full and meaningful sentences through a game where they had to match the verbs to the right pictures so that they visualize the meaning of the verbs. Then, they had to write a sentence under each picture, using the verb.



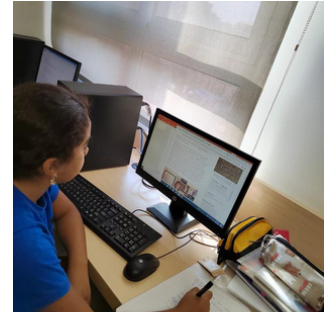
Grade 4

Grade 4 students identified and classified the author's purpose.

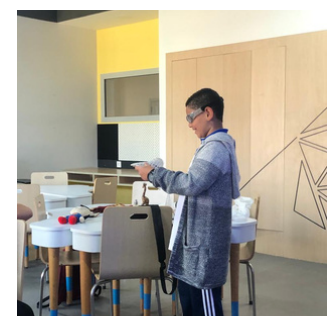
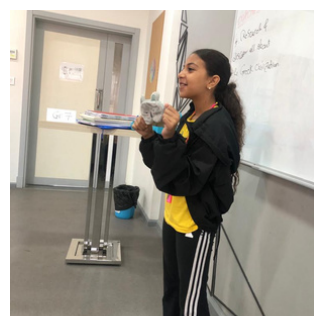
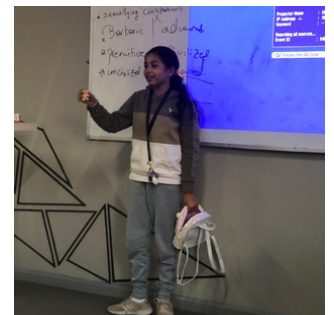


Grade 6

Grade 6 students conducted their own individual research to deduce the difference between democracy and philosophy in the ancient Greek civilization. This was done through the collaboration between both I&S (for content) and Library (for research structure and reflection), to ensure the students are well on point while performing this research or gathering data and forming a debatable argument.



Grade 6 students got the opportunity to apply their “thinker” learner profile, as they were asked to put their lives into perspective of what really matters to them. Students brought in items that symbolized something to them, and each student created a time capsule to represent what they would want future generations to about life in the twenty-first century. While some students were able to share their thought process and ideas, other students were challenged by viewing items in a capsule and interpreting, then analysing the items that their classmates chose.



Grade 7

Grade 7 students were placed into small groups where each group was given a mixture of six ideas/innovation names, six pictures, and their corresponding six definitions. Students were then given 20 minutes of engagement and collaborative working time to match each Idea or innovation with its proper image and definition. Each group was then asked to become “communicators” and facilitate their learning process about the content / topic (Enlightenment era).

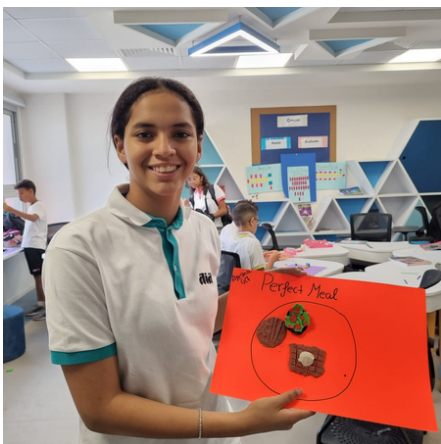
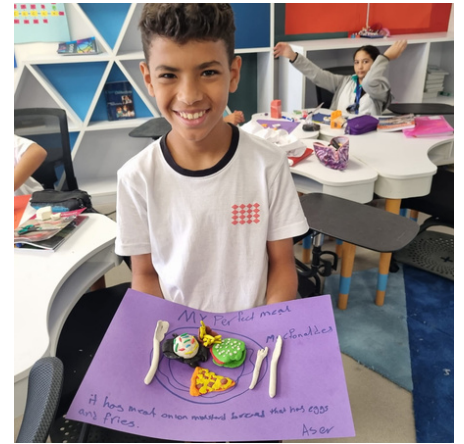
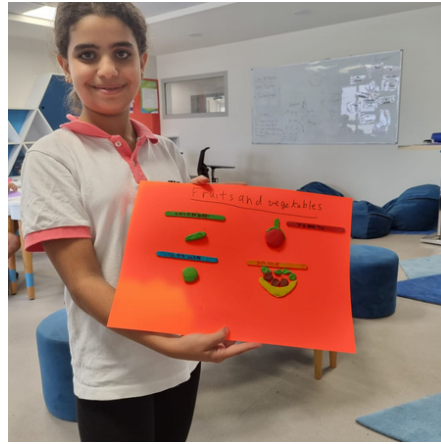


Grade 7 students analysed a range of sources/data such as secondary sources, in terms of origin and purpose, recognizing value and limitations, this enables students to evaluate evidence and arguments as well as discover scientists and innovations of the enlightenment era.

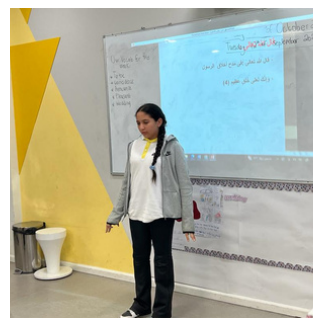


Grade 7 learners started their Food Unit with designing their perfect meal. They will apply their knowledge in explaining the benefits of their meals components and how can we replace unhealthy fast food options with smart healthy choices.

Grade 7 learners started their Food Unit with designing their perfect meal. They will apply their knowledge in explaining the benefits of their meals components and how can we replace unhealthy fast food options with smart healthy choices.

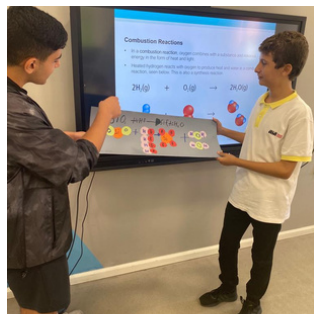
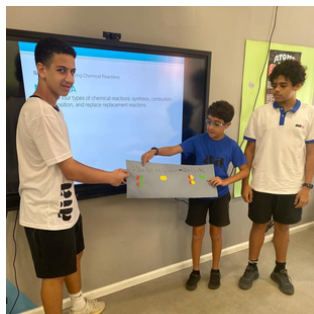


Grade 7 learners started their Food Unit with designing their perfect meal. They will apply their knowledge in explaining the benefits of their meals components and how can we replace unhealthy fast food options with smart healthy choices.



Grade 8

Grade 8 students worked in groups to apply the law of conservation of mass and balance chemical equations.



Grade 9

Grade 9 students had a lesson on how interdisciplinary units are applied, since their English and I&S is an interdisciplinary unit. To make students an active part of their learning, students were able to identify how their English and I&S lessons are integrated due to applying conceptual understanding, and how they can distinguish what objectives are being addressed.

To further encourage student agency, students were asked to reflect on their previous lesson, and those with an advanced level of understanding were given an opportunity to aid their fellow classmates with the assignments purpose, and success criteria. Finally, after displaying understanding, students were asked to apply understanding by creating their own interdisciplinary lesson.

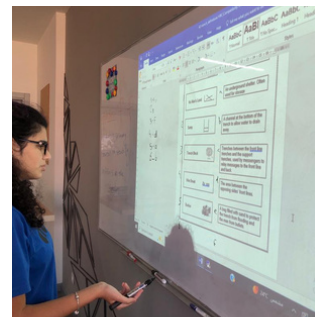
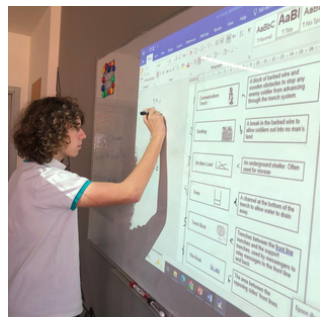


Grade 10

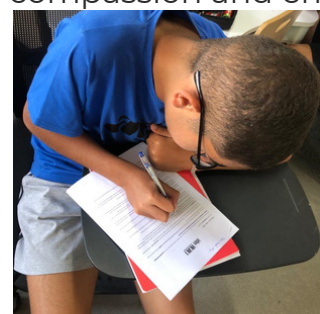
Grade 10 students worked in groups to choose a UN goal to work on. To dig deeper, they will concentrate on one of the targets to try to find sustainable solutions to the goal they picked. Then each group took a minute to explain why they choose that goal. They discussed before and after watching videos explaining the SDGs what they think sustainable means. To feel that they can make a difference to the people in need, they played a game on the freerice.com website (which donates rice through sponsors when you answer multiple general questions).



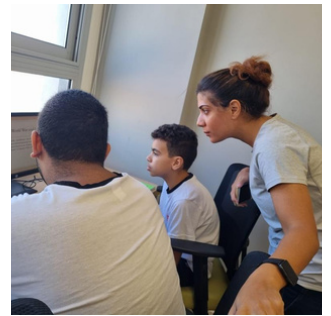
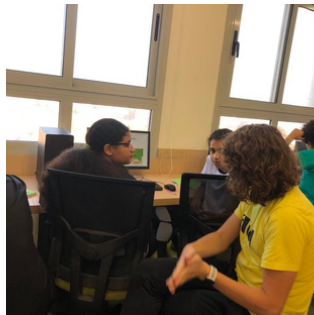
Grade 10 students learned all about the trench warfare in WWI, predicting the impact of such a strategy on the war. They also examined the structure of such trenches and identify the purpose for each of its design items.



Students broke down the primary sources of WWI, taking the part of governments and censoring real soldier letters that were sent back home. This enables the students to evaluate which content should be stricken out as not to cause public uproar back in their home countries, which illustrates a form of propaganda. This also exposes the students to validate the soldiers' feeling and fear, enhancing their sense of compassion and empathy falling right under the IB learner profile of caring.

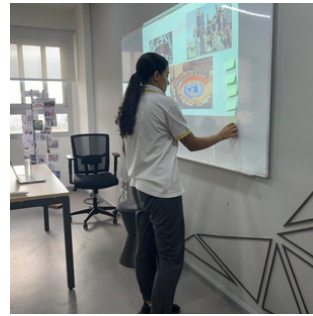
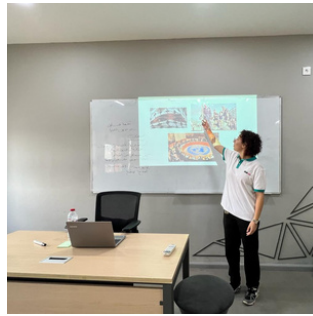


Mentoring is one of the key elements of at AIA; it instills students with the sense of caring, motivating them to positively impact others' lives even in the smallest ways, leaving their print in the world. Grade 10 students guided 5th graders to produce an exemplary presentation, they extended their knowledge about WWI, fact checked the information and gave pointers/feedback about the presentation in total, this contributes to the IB "Reflection" learner profile, enabling students to evaluate their trainees while also evaluating their own strengths or challenges which they can test when communicating with others. The collaboration between I&S and Design ensured that students were both right on target considering content as well as research and presentation design.

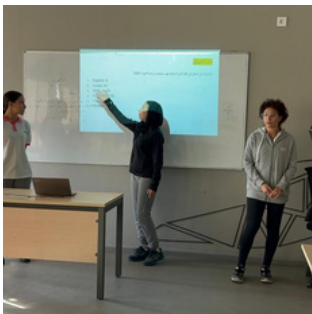


Grade 11

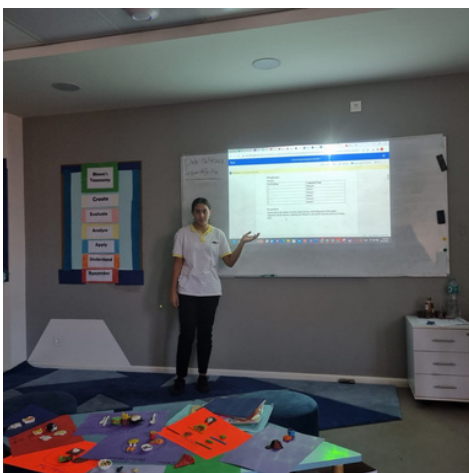
During their IBDP Arabic-B HL session, Grade 11 students researched the role of the members of Arab societies in convincing the world of the Arabs' historical right to the Palestinians to own their land, whether by reference to history or due to man-made laws.



During their IBDP Arabic B -HL session, and as part of their Arabic summative assessment in oratory skills, Grade 11 students invited Grade 10 to present a speech explaining the DP subjects to help their fellow students to choose their IB DP subjects.



Grade 11 students submitted their first technical report assessment on investigating homologous series boiling point. They were able to get the correlation and find coefficient of determination..Integration with HL Math took place.



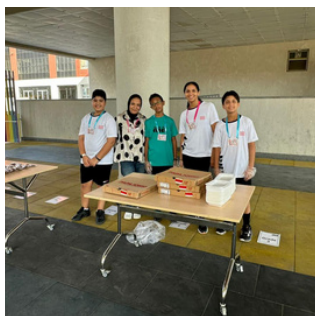
BEYOND THE CLASSROOMS

CAS

For their first CAS project, Grades 10 and 11 students first raised awareness about their cause by going to the classes to talk to younger students about it. Then they organized themselves and packed the school supplies their raised donations provided. And then finally saw the results of their labour come to a great result when they visited the Dr. Naeem Abobakr school and got to share their donations.



For IB youth ambassador program, Grade 7 student, Ebrahim Farghaly, chose the topic of 'poverty and economic growth'. During this program, he wanted to raise money by hosting a bake sale and give the money to a charity organization where they cook ready meals and pass it out to the people in need.



MUN

DP and MY students worked on their resolutions, creating original solutions and taking part in it. They protected their resolutions implementing their writing skills, creating international laws, regulation, organizations and strategies to help solve the global issue at hand, while working collaboratively to achieve their task and become ready for Lobbying (unmoderated caucus) next MUN session.



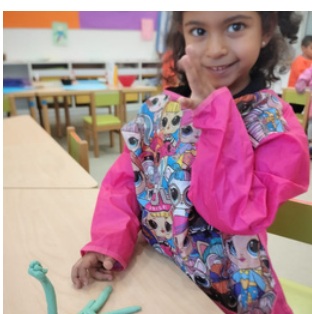
BEYOND THE CLASSROOMS

ART

PRE-K learners were very enthusiastic and bold today about using sponges to dab paint on their face creation.



K1A students reflected about how to improve their work and always try to do better by continuing their work inspired by artist Keith Haring using painting and giant coloring.



Experts in modeling playdough, K1A students learned how to create a body using long coils.