



ALEXANDRIA INTERNATIONAL ACADEMY  
**Newsletter**  
Exciting Events that we Love to Share!



### What Not to Miss

- **Thursday, 28 Sept:**  
**Day Off (Prophet Mohamed PBUH birthday)**

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

Dear Parents,

Welcome to the 2nd edition of our 2023-2024 school year. We hope you enjoy this week's read!

### Charity Drive: School Supplies



# AROUND THE CLASSROOMS

## PRE-K

During their English lesson, PRE-K students learnt some words that have 's' sound. They listened to a story and were able to describe the pictures. They were also able to trace 's' sound.

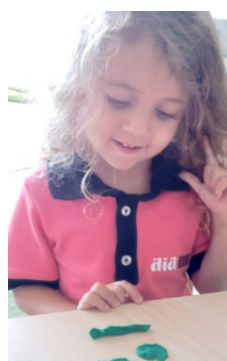
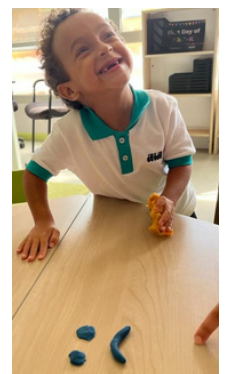
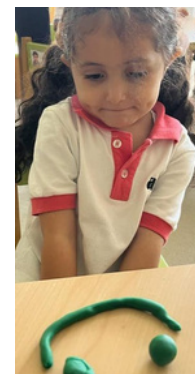
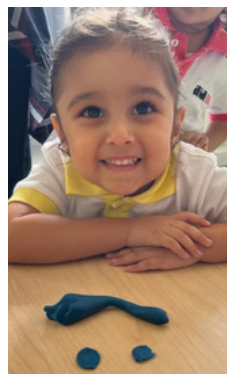




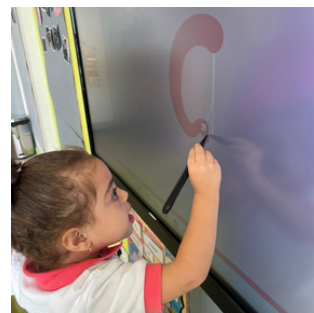
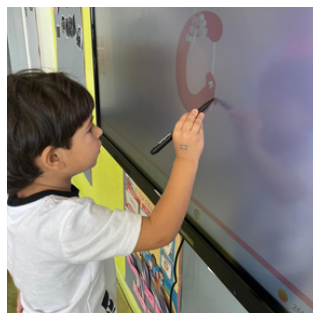
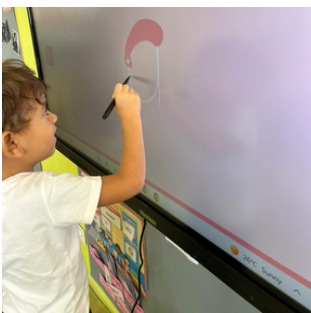
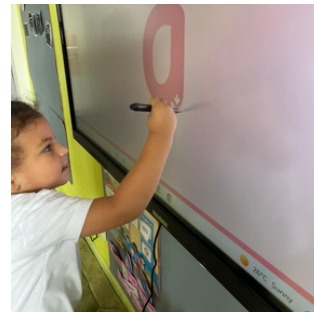
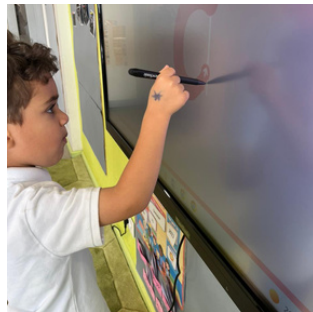
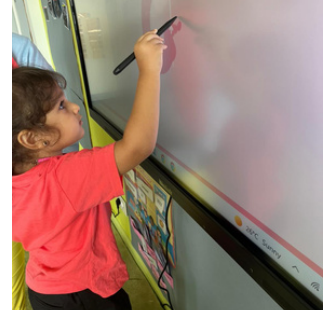
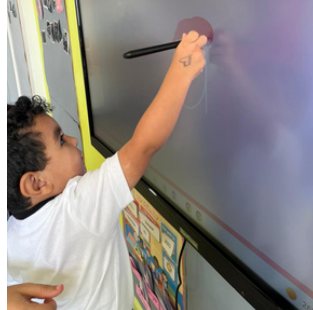
During their math lesson, they recognized the numbers and added the correct amount of bands. They also named the color of each band used.



As part of the unit of inquiry “Who We Are”, PRE-K learners talked about emotions and modeled happy and sad faces using playdough.



During their English lesson, they recognized pictures that have 'a' sound in them, listened to a story, sang 'Ants on my Arm' song and traced 'a' sound.





During their circle time, they talked about the weather, season and date.





PRE-K students were great at measuring several items around class, during their math lesson. They also wrote their measurements using their white boards.





# K1-A

K1 students learned the sound 's' through different centres.



K1 students learned about emotions.





## K1-B

Look at our city! K1 students rolled the dice to choose numbers, and built different buildings with fun blocks.



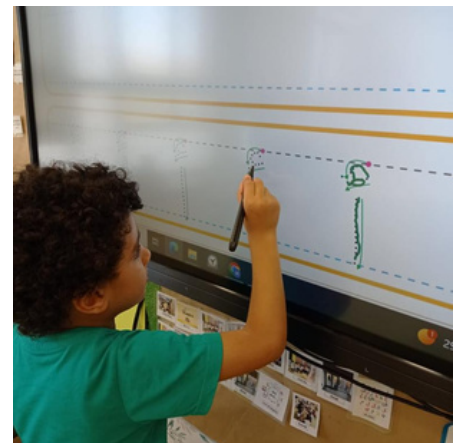
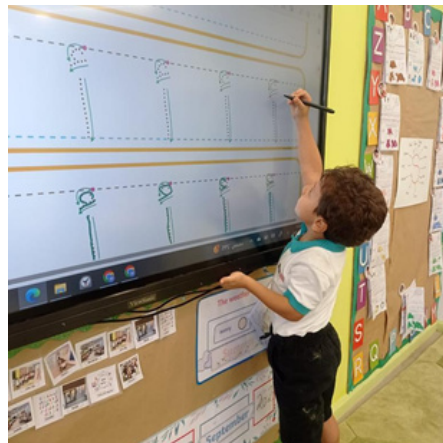
K1 learners read books related to the unit of inquiry "Who We Are".





## K1-A and B

During their Arabic session, through different learning engagements, K1 A/B students started to practice writing the letter **إ**



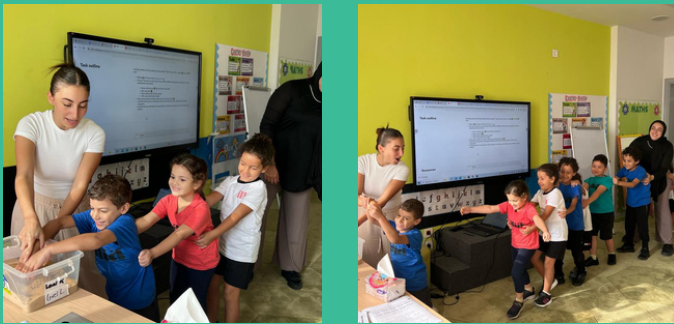
During their Christian religion session, K1 students learned about Prophet Noah's life. They built a ship model that expressed the story, represented the events, arranged the animals on the ship, and narrated the events of the story.





# K2

As part of the unit of inquiry “Who We Are”, and to identify different members in a family, K2 learners watched the 'Enormous Turnip' story, and, just like the story, they engaged in role play and took turns being different family members. They understood the importance of working together to achieve their goals.



To identify different members in a family and that each family is special, students drew their family and discussed how each family is different and unique.



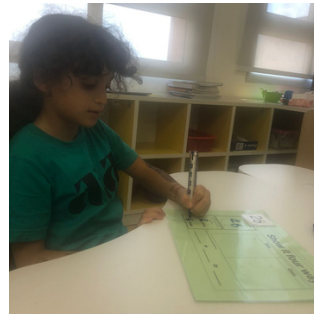
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# Grade 1

Grade 1 students understood and applied the concept of tens and ones in place value through engaging activities that reinforced their understanding, and allowed them to practice with hands-on activities, games and real-life examples.



Grade 1 students engaged in interactive activities to identify and read sight words.



# Grade 2

Grade 2 students worked on identifying nouns and how to use them in a sentence.



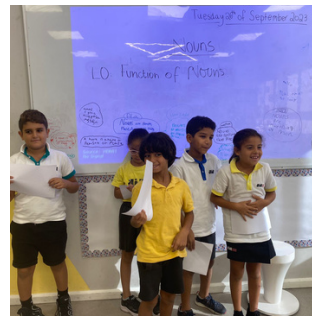
Through creating a collage, Grade 2 learners explored their preferences, showcasing their likes and dislikes that make each of them one-of-a-kind.





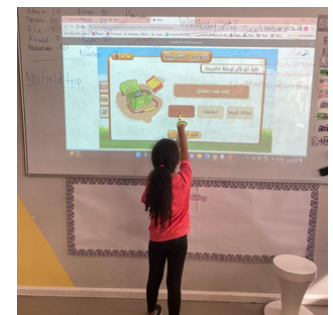
## Grade 3

Grade 3 students worked around different stations with different activities of Nouns - focusing on common and proper nouns.



## Grade 3 / P3

As part of their transdisciplinary unit “Who We Are”, Grade 3 and P3 learners discussed the factors that affect human health and linked them to the topic. أدواتي الشخصية. They learned how to use their personal items and the necessity of not sharing them with others to prevent spread of infections and diseases





# Primaire 3

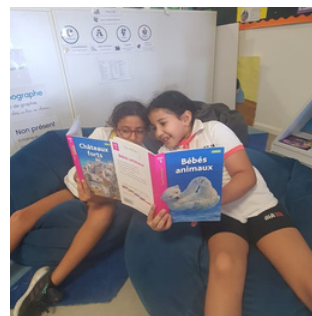
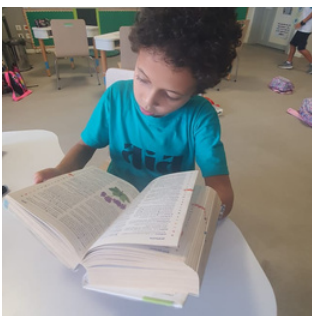
Les concepts; qu'est-ce que c'est? A quoi ça sert? Déjà on répond à ces questions avec la FORME et la FONCTION. Les élèves en groupes de 2 doivent choisir un des concepts proposés et le relier à un sujet de leur choix sur la liste. Démonstration du profil "Sensé". Cette approche en IB s'est déroulée avec de la coopération, une prise de décision en groupes et un réel partage de responsabilités.

The concepts: What is this? What's the point? P3 students answered these questions with FORM and FUNCTION. Students in groups of 2 chose one of the concepts proposed and linked it to a subject of their choice on the list. Demonstration of the "Sensé" profile. This IB approach took place with cooperation, group decision-making and real sharing of responsibilities.



Les élèves de P3 miment différentes scènes de profils de l'apprenant: Audacieux, Chercheur, Altruiste, Informé.

P3 students mime different learner profile scenes: Risk taker, Inquirers, Caring, Knowledgeable.





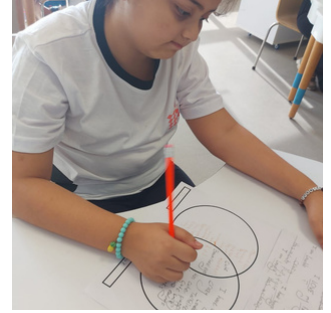
Miss Mirna a fait une leçon d'anglais très interactive sur leur manière de se présenter et sur celle dont le but était de démontrer leurs connaissances sur la ville où ils sont nés.. Elle a su les motiver dans leur expression orale puis leur a demandé d'illustrer un élément en relation avec la présentation de la ville et de sa culture. Les élèves timides ont eu l'occasion de se montrer Audacieux dans leur présentation et tres Informés. Miss Mirna gave a very interactive English lesson on their way of presenting themselves and on the one whose aim was to demonstrate their knowledge about the city where they were born. She knew how to motivate them in their oral expression and then asked them to illustrate an element in relation to the presentation of the city and its culture. The shy students had the opportunity to be bold in their presentation and very informed.



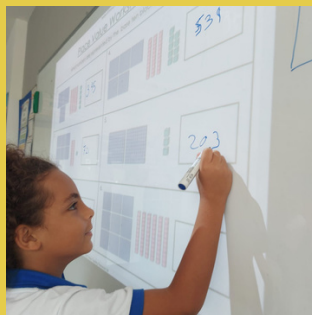


# Grade 4

Grade 4 students learned that understanding our differences can bring us together.



Grade 4 students using the base 10 blocks during their math lesson.





# Grade 6

Grade 6 students worked in groups to investigate the flow of thermal energy.



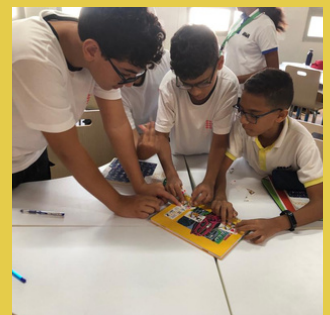


# Grade 7

Grade 7 students investigated the decomposition reaction of calcium carbonate by heating, and observed the mass changes. They calculated and measured masses before and after heating new products, and wrote their scientific enquiry procedure in the observation sheet.



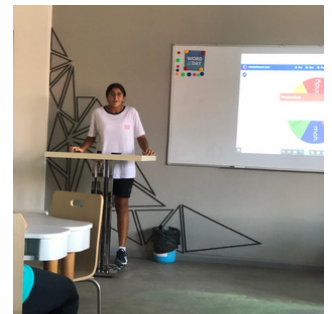
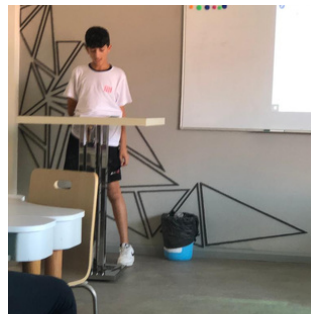
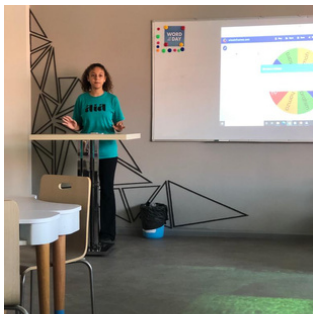
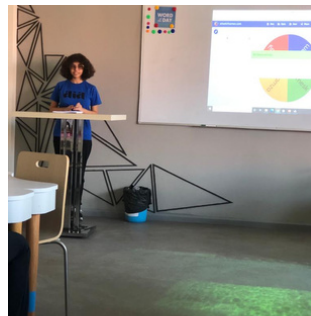
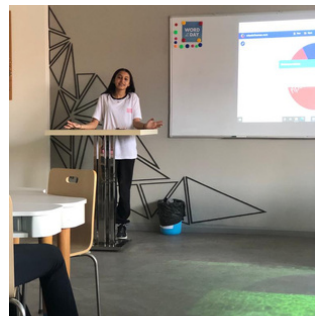
As a small community, Grade 7 students learned to barter and trade their way to win the card pieces game. They had to find the missing pieces and barter with other groups to complete their cards and accomplish their goal. This game helps students hone their negotiation skills, and also helps with accepting loss and figuring out what could have been improved.





# Grade 8

Grade 8 students presented their speeches to raise awareness about human rights. They determined the roots of different governments and the rights people did or did not have in them, such as democracy and dictatorship. While also learning the right way to give a speech, they received feedback on their body language and how to address an audience.



Grade 8 students worked together to investigate the properties of the magnet and the magnetic field.



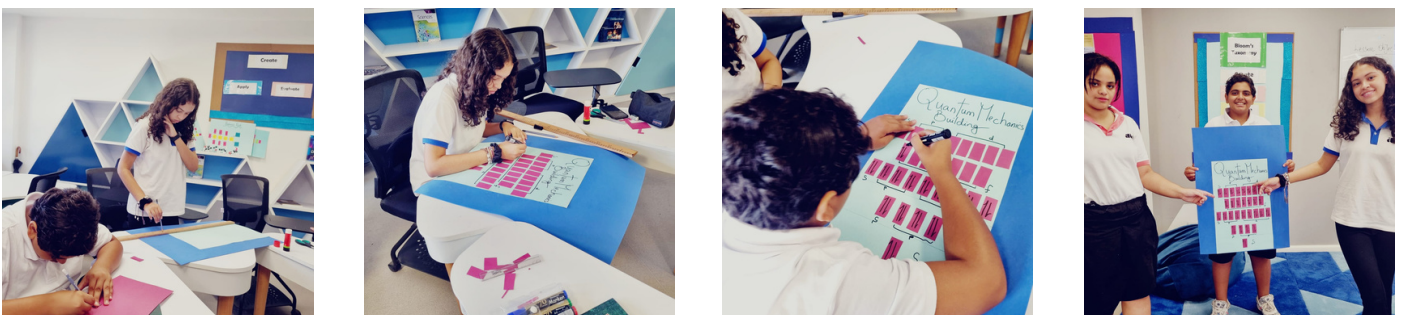


## Grade 9

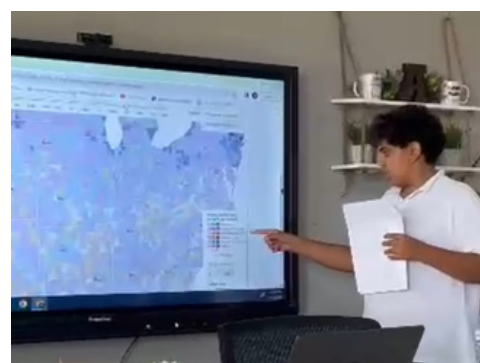
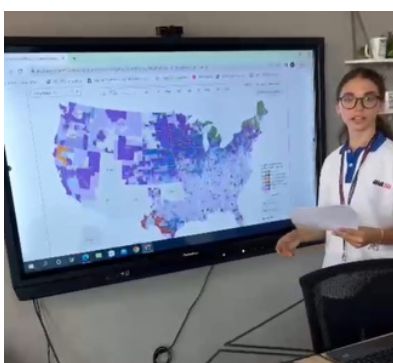
Grade 9 students made compounds from different atoms and related it to their daily life.



Grade 9 students started quantum mechanics with visualizing the electronic configuration using sub orbitals using their critical thinking skills. They did well by finding the correct electrons distribution.

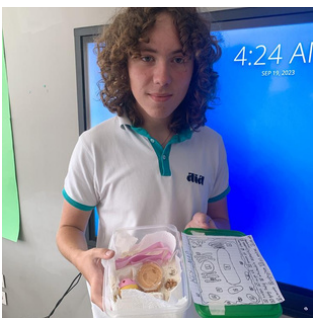


Grade 9 students used an interactive immigration tracking chart from the New York Times, to determine the origins of different waves of migration over Americans history. They then used the color coded key to analyze the different regions which waves of immigrants were coming from. Next, learners will research each of those waves and determine cause behind regional migration during each period of time to understand cause and effect of global issues.



# Grade 10

Grade 10 students implemented their learning of cells, by creating 3D modules. They created their projects based on their own creative skill sets and resources at home. While some used their cooking skills to create pancakes, others used their artistic abilities to create Styrofoam modules. They were able to differentiate their own projects based on their abilities, and their unique set of skills. During the lesson, students displayed their projects, while presenting the different organelles inside the cells, and what they used to represent each one.



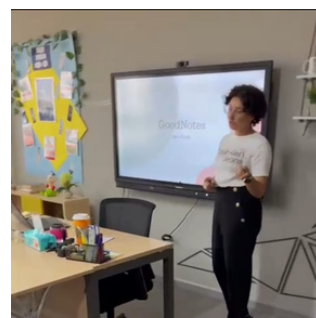
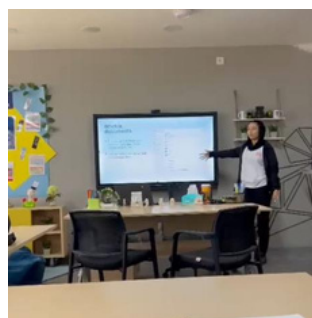
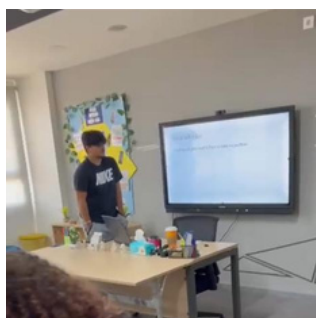
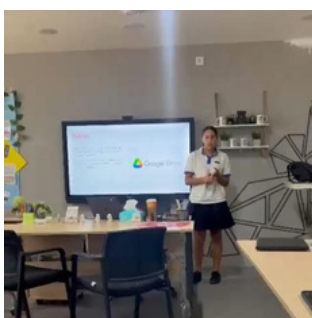
During their Arabic language class introducing literature, Miss Rania visited Grade 10 students to explain the characteristics of the place and environment of the pre-Islamic era. Students wore clothes appropriate to the era and discussed why Arabs wear such clothes. They also learned about some Arab traditions during this era.



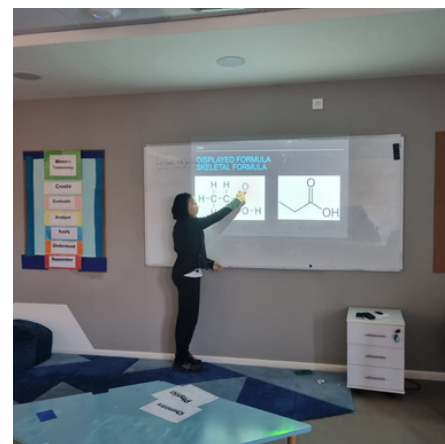
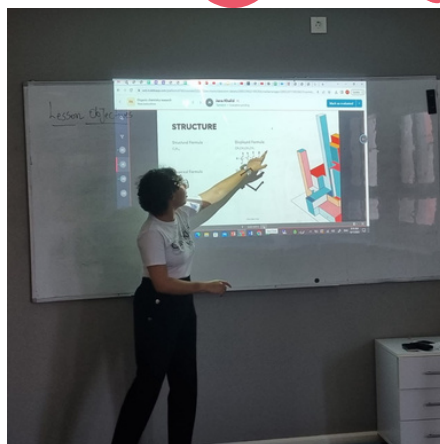
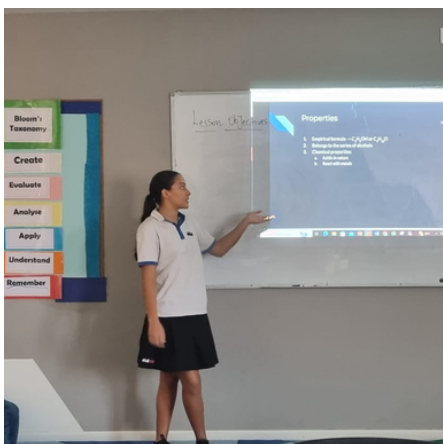


## Grade 11

DP Language and Literature students explored different platforms and used collaborative learning techniques to create a presentation showing different features and aspects of that platform, and how it can be used in creating their learner portfolio. Peers took notes on pros and cons of each platform, in order to later select a personalized platform for their individual use.



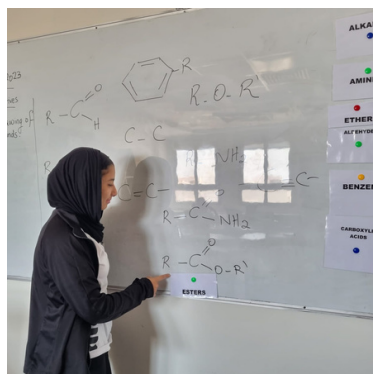
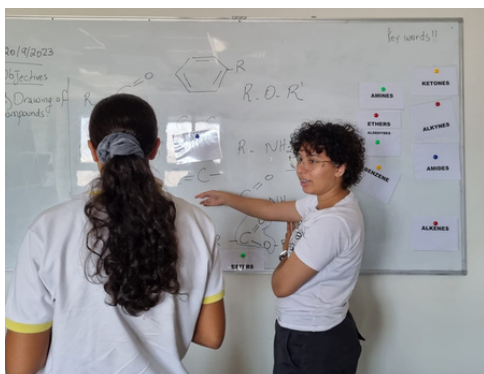
Each DP student chose an Organic compound to research its structure, properties and applications.



DP students worked on different organic structures using organic kits and flash cards. They will prepare one manufacture process for each of them to share with the class.



DP students practiced on organic compounds and functional groups through competitions and organic kits.



DP students designed an experiment to accurately measure the reaction time.





During their Chemistry session, DP students investigated the physical properties (boiling point and solubility) of different organic compounds in the homologous series. They used the scientific enquiry process to find answers for their questions so they made predictions and, through observation, they collected data and recorded it in the data tables given then came up with conclusions.



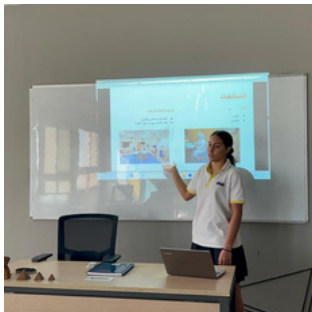
DP students observed onion cells under the microscope. They identified the different parts of the microscope. They then prepared a wet mount on a microscope slide and looked at the cells of the onion membrane magnified by the high power, light microscope.



During their Arabic language B-HL session, Grade 11 students developed their presentation skills by choosing different topics related to the five themes, and made presentations explaining the connection of these topics to the themes.



During their Arabic language B-HL session, students prepared a PowerPoint presentation explaining the difference between the West and the Arab countries in terms of social organization. Each of them explained their point of view to the other, expressing their personal opinion on the information they obtained. Then, each student evaluated their colleague's work, discussed their mistakes and corrected them.

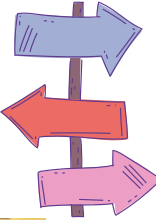




# BEYOND THE CLASSROOMS

## ART

During their Art lesson, PRE-K students had fun learning about direction.



During their Art class, K1-A learners had a lot of fun discovering the horizontal line! They experienced it with their bodies and arms. Then they worked on this line using different materials such as playdough, oil pastel and collage.



K2 students discovered HORIZONTAL LINE! They had fun miming lines with their bodies and singing "Line song". Then they explored the horizontal line using modeling with playdough, tracing with oil pastels and collage of paper strips.



Grade 1 learners visited a mini exhibition made up of various abstract works. They then worked on the element of art of the line by experimenting with oil pastels, different drawing techniques such as with or without pressure, without looking or using the other hand.



Grade 2 students have been working on the art element of color. They learned to recognize primary colors from secondary colors, by participating in a collaborative activity using primary colors dry pastel in order to create secondary colors. They are now knowledgeable about mixing colors!



Grade 4 students connected art to their unit of inquiry about culture and identity, and discovered that artistic movements could be described and identified. They had fun created a time line to show the evolution of the arts over time.





Grade 5 students analyzed individually the proportions of the face. Then they described and analyzed them again all together so that everyone could apply them when creating a realistic portrait.



Grade 6 and 7 students developed a better understanding of movement in artwork, analyzed and sorted types of movements, and experimented some of artists application of motion in art.





# BEYOND THE CLASSROOMS

## MY Trip: Bibliotheca Alexandrina





# BEYOND THE CLASSROOMS

## PE





# BEYOND THE CLASSROOMS

**PE**

Our students have kick-started swimming season!

