



ALEXANDRIA INTERNATIONAL ACADEMY

# Newsletter

Exciting Events that we Love to Share!



## What Not to Miss

- > Monday, 20 Nov: World Children's Day

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- > Wednesday, 22 Nov: PD Day- Day off for students

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- > Thursday, 23 Nov: Holiday - Thanksgiving

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- > Saturday, 25 Nov: Open Day for new parents

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- > Sunday, 26 Nov-Thursday, 30 Nov: Book Week

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- > Sunday, 26 Nov-Thursday, 30 Nov: Winter Blanket Drive

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- > Tuesday, 28 Nov: Coffee Morning



Dear Parents,

Welcome to the 10th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

### Parent Survey

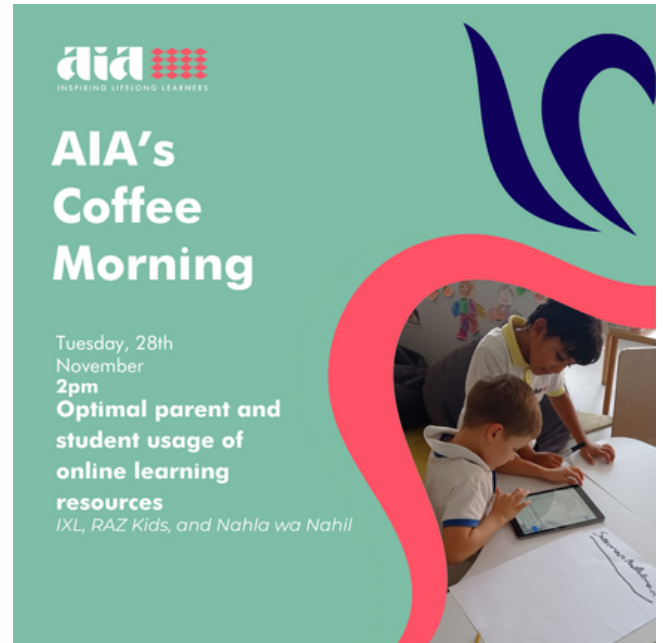
Thanks to your valuable feedback received from our previous Parent Surveys, we have introduced a number of enhancements to our schools. We are delighted that our survey is helping to make such a positive difference.

We invite you to participate in the upcoming Parent Survey, which will be emailed to you soon. As always, this is an opportunity for you to tell us where you think we are on track and where we can still make improvements. You can be sure that your comments and recommendations will all be noted, carefully reviewed, and acted upon as necessary.

The survey takes a couple of minutes to complete. To complete the survey, please follow the link provided in the email that will be sent to you soon.

## Coffee Morning: Tuesday, 28th November

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 Tuesday, 28th of November 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.



## Hayah Annual Art Competition



There is great excitement in the school at the moment as PYP, Grade 9, Grade 10 and DP classes are actively preparing their work for Hayah Art competition on the theme of "Preservation versus Innovation".

Three works per grade level will be selected by our AIA jury on 26th November and will then travel to Cairo to participate in the final national selection. The results of the top winners of the competition will be announced in February.

# SPECIAL COVERAGE: Early Years Learning Engagements

## PRE-K

Harmony in education, where melodies of learning resonate, PRE-K students invited their parents to join them in a singing showcase then they showed their parents around their classroom.



## K1-A

K1A students invited their parents for a learning showcase in class. Parents were introduced to their children's learning experiences, and the day ended with the beautiful heart-touching song "I love my family".



# SPECIAL COVERAGE: Early Years Learning Engagements

## K1-B

Parents at a K1 B classroom, captivated by their children's singing of the "let's be friends" song. They delighted in observing students' work and joined in fun activities with their little ones.



## K2

K2 had a delightful learning showcase, singing a heartwarming song about gratitude. In addition to their musical performance, they actively involved their parents in an interactive activity, asking them what they are thankful for. It was a wonderful moment of connection and shared appreciation.



# AROUND THE CLASSROOMS

## PRE-K

During their English lesson, PRE-K learners matched the sounds together. Moreover, they hunted the sounds they heard, then they traced them. Last but not least, they recognized the words said and chose the sound related to the word.



During their Arabic lesson, students participated in different language centers to explore the letter “ح”



During their unit of inquiry 'Characteristics of materials and tools that artists use', PRE-K students explored different materials, described and classified them as well. They modeled the Inquirer and Knowledgeable learner profile attributes.



For their Math session, students went on a scavenger hunt and collected all the shapes. They put them in the correct category. They also stamped the shapes using paint and traced lines to enhance their pencil grip.

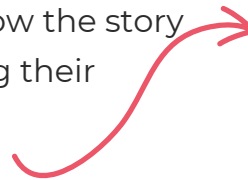


# K1-B

K1 students engaged in their new unit, "How We Express Ourselves." They attentively listened to the story of "The Very Hungry Caterpillar" and tried to figure out what the story wants to teach them and they identified the days of the week through its sequence. Also the differences between healthy and unhealthy food, and understanding the consequences of consuming the latter.



K1 students actively participated in a discussion, expressing their thoughts about the story. They described how the story sounded, what it looked like, and how it felt, using their imaginative skills and creativity.



K1 students enthusiastically created a mini map for the story, utilizing their imagination and memory skills to recall the sequence of events. This activity helped them to visualize the story and deepen their understanding of the plot.



## K2

As they arranged family members from the past to the present, K2 learners skillfully crafted family trees, showcasing their understanding of chronological order.

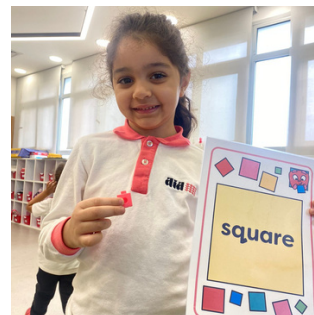


K2 students had fun while learning to count accurately using building blocks. This hands-on activity helps improve counting skills, and fine motor abilities.



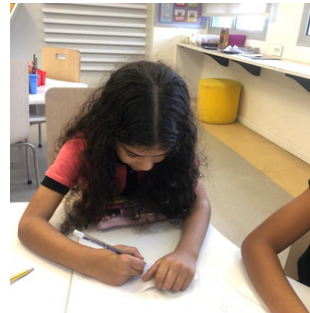
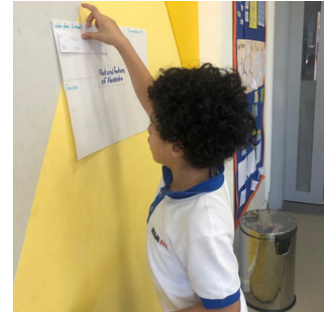


K2 learners discovered the world of 2D shapes, as they engaged in an interactive classroom-wide exploration. This hands-on experience ensures a solid understanding of what 2D shapes are, making learning both meaningful and enjoyable for their young minds.

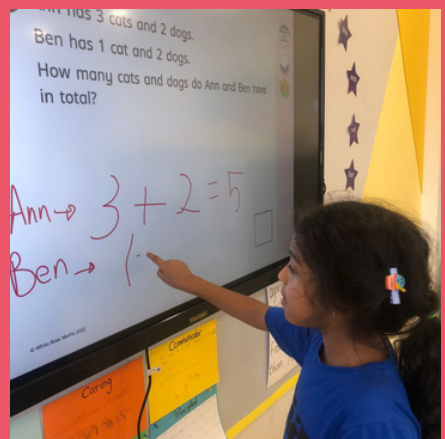
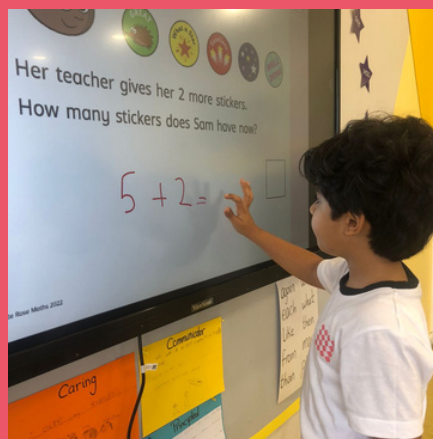
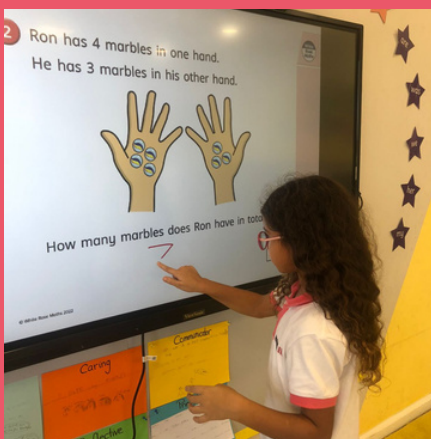


# Grade 1

Grade 1 students identified the natural features of Alexandria.



Grade 1 learners were able to write equations to represent word problems.



## Grade 2

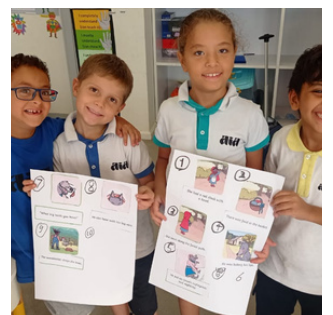
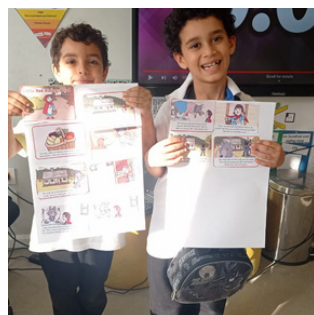
Grade 2 students created a giant map of Egypt. They used this map to guess where the cities, seas and rivers are located, as well as the border countries.



Students utilized the cardinal points and the knowledge gained from making the giant map to create their own individual maps of Egypt.



Grade 2 students engaged in various activities to explore and discuss the elements of a story. They drew their own stories in groups, reflected on them during discussions, narrated them to the whole class, and then analyzed the elements of their stories. Additionally, they participated in an activity where they ordered story events.



They identified important elements of the story like characters, setting, problem, and solution. Then, they worked together to figure out the beginning, middle, and end of different stories, placing events in the right order. This activity helped them understand how stories are structured and how to tell a story in a clear and logical way.



## Primaire 3

P3 students identified simple present by extracting the verbs from a nonfiction reading text. Then, they engaged in an activity where they shared their prior knowledge about verb to be in the simple present. Finally, they had a fun activity where they used the correct form of verb to be in full sentences.



P3 utilized their in observation, interpretation, communication and social skills in the discovery of an informative text through a fact sheet on a living being from the library. In groups of two, students chose one being living in the book and read it. They presented it in pairs to the other group and, after they have observed and listed all the particularities of this kind of text, they tried to create a fact sheet on the same model.



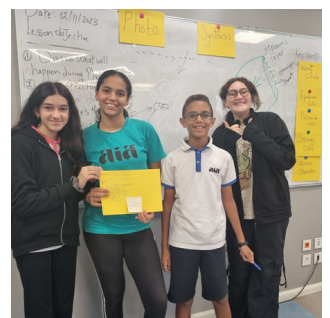
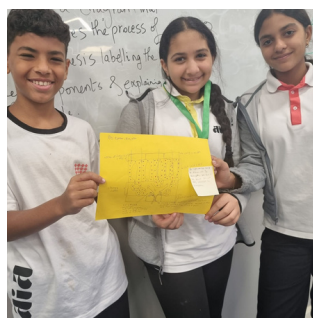
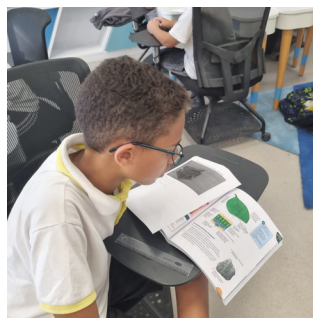
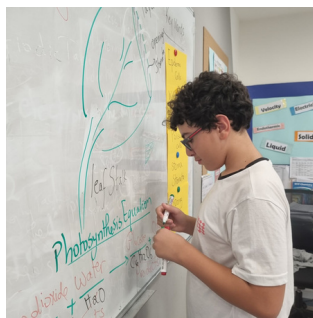
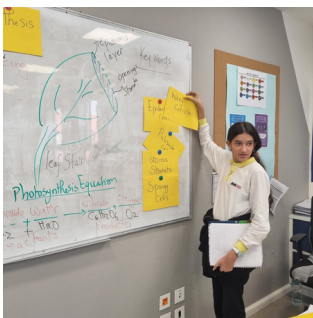
## Grade 4

Grade 4 students worked on a KWL chart about plants.



## Grade 7

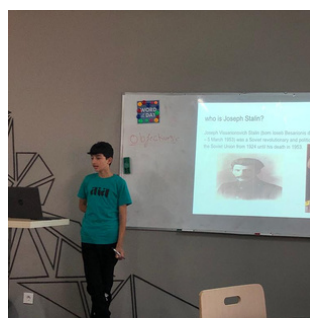
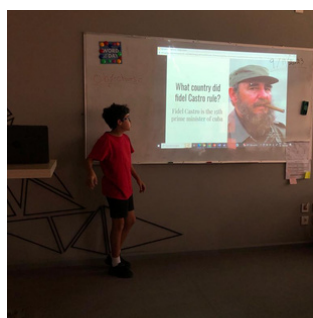
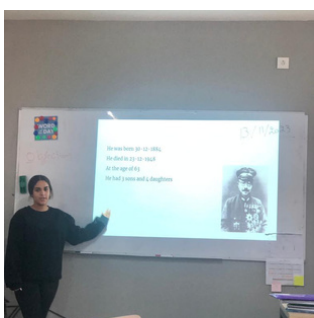
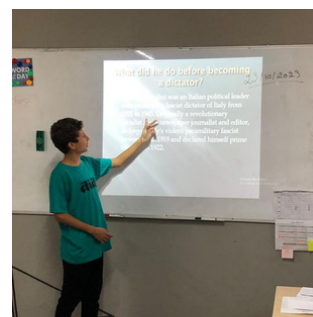
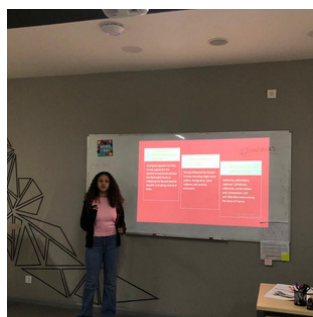
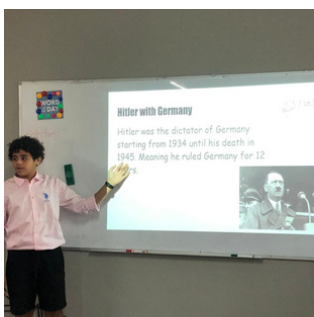
Grade 7 students started their science lesson with a deep question: "Is the leaf perfectly designed ?" They studied the leaf structure, and started guessing the function for every part based on its position in the leaf and shape. Then they all agreed that it is indeed perfectly designed; however, factors such as sunlight, water and air can affect the photosynthesis process. This task reflected the 'Inquirer' IB learner profile.



## Grade 8

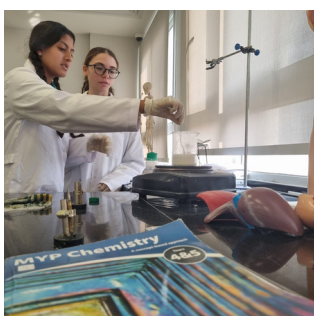
Identifying dictatorships and violations against Human rights is vital to preserve those rights. Grade 8 students demonstrated their knowledge on the topic 'Identifying dictatorships and violations against Human rights is vital to preserve those rights' using presentations on different dictators throughout history, and how they violated basic human rights, how they ended up and what should be done to prevent such crimes again.

Students embraced being 'communicators', by presenting their work and answering questions from their peers to better illustrate their points of views.



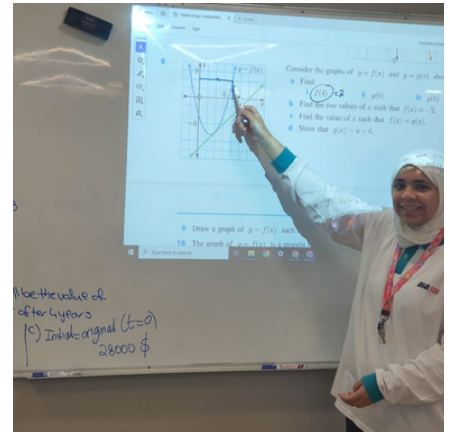
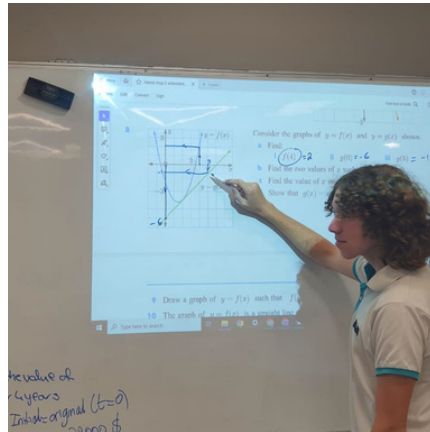
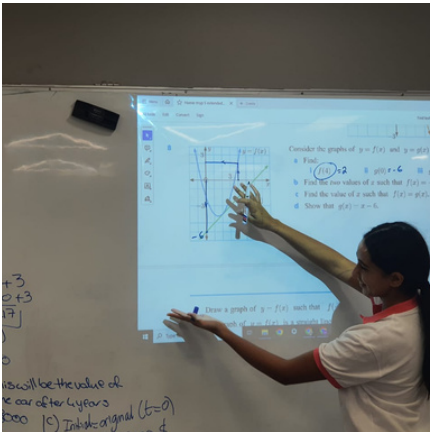
## Grade 9

During their Chemistry session, Grade 9 students investigated the conductivity of ionic and covalent compounds. They also investigated the super saturated solutions. They always find experimental techniques interesting to explore.



# Grade 10

During their Math session, Grade 10 students were encouraged to analyze and interpret the graph of different functions collaboratively. This interactive approach fostered a collaborative learning environment, as students discussed their observations and shared insights, thereby reinforcing the understanding of composite functions.



# Grade 11

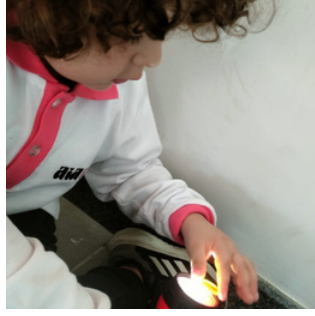
To apply their knowledge on how to write the dialogue and discussion text, Grade 11 students hosted Mr. Mohammad Jomaa and conducted a dialogue about the impact of the Arabic language on his life. The students adhered to the instructions for writing the dialogue and chose an appropriate language that confirms their understanding of what is required.



# BEYOND THE CLASSROOMS

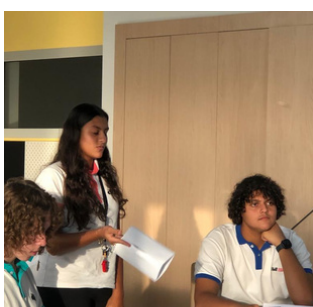
## ART

As an introduction to color theory, K1 learners played with different types of colored plastic using sunlight and a flashlight, then with paint and oil pastel to understand how secondary colors are created from primary colors.



## MUN

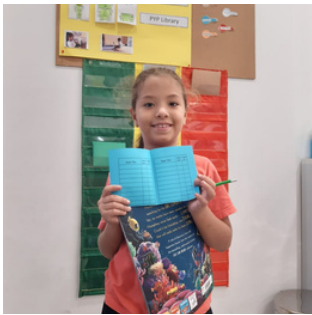
DP and MY students started the next phase of the MUN process “the debate”. This phase is the heart of MUN procedures, as delegates get the chance to debate and defend their resolutions or give several points of information, follow ups, speeches “for” or “against” and making amendments, allowing them to look at global topics through different perspective and strive to defend theirs. This enables students to build an argument and fact check on spot, having witty responses and finding loopholes in different resolutions to finally reach a well-constructed resolution that the delegates think would be practical and makes a difference if put to action globally.





# LIBRARY

Since PYP students have started borrowing books (to home), library cards are available now for them. Photos of Grade 2 taking their library cards for the first time and feeling excited.



Book worms of Grade 4 and Grade 2 reviewed their books among their colleagues. The selection of the books was based on their reading levels, as well as their favorite books of all time.

