

ALEXANDRIA INTERNATIONAL ACADEMY

Newsletter

Exciting Events that we Love to Share!



What Not to Miss

- > **Wednesday, 8 Nov:**
Misr El Kheir packing for Gaza

- > **Saturday, 11 Nov:**
AIA Annual Carnival

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

- > **Thursday, 23 Nov:**
Holiday - Thanksgiving

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



Dear Parents,

Welcome to the 8th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

A word of thanks to our community

Thank you to our parents, staff and community members for your generous donations towards Gaza Relief. Thanks to your collective efforts, we exceeded the minimum requirement of collecting contents of 100 boxes!

Misr El Kheir Foundation will be visiting AIA this Wednesday and, along with the help of our students, will pack aid boxes for Gaza and deliver them to Palestinian families. We appreciate you all. Let's unite in our prayers for the people of Gaza.



SAVE
THE
DATE

AIA Annual Carnival: Saturday, 11th November

As part of our solidarity efforts to support the children of Gaza, we are excited to announce that AIA's Annual Carnival will take place next Saturday Nov 11th and that all proceeds will go to our sisters and brothers in Palestine.

The Carnival will be held from 12 pm to 6 pm at the AIA campus. Join our community of parents, students, and staff for a good cause.

You will also get the chance to donate directly to the Egyptian Red Crescent booth, as they will be present on the day.

Waiting for you all!



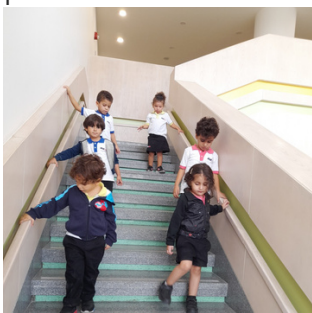
AROUND THE CLASSROOMS

PRE-K

During their math session, PRE-K learners recognized the numbers and counted different objects and matched them with the correct number. They modeled the communicator and principled learner profile attributes.



For their unit of inquiry, PRE-K learners explored the first and second lines of inquiry (What I can Do) and (Feelings, Likes and Dislikes). They went on a tour around the school and used their senses (sight, hearing, smell, touch). Then, they reflected about their experience using the materials they preferred. They modeled the Communicator, Thinker and Principled learner profile attributes.



For their Math session, PRE-K students drew and colored faces, glued hair and cut it according to the length they prefer. They also made tall and short towers and measured them using the firetruck ladder. Last but not least, they made long and short trains with different objects. They modeled the Principled learner profile attribute.



K1-A

K1 learners had fun wearing their pajamas and enjoyed popcorn over movie time.



K1 students learned phonics and blending through different centres.



K1-B

K1 students took turns and participated in the "squiggle while you wiggle" activity. The focus was to improve their motor skills and coordination as they used their fingers to manipulate the playdough into different shapes and sizes. They also learnt new vocabulary words such as pinch, roll, cut, squeeze, and splat.

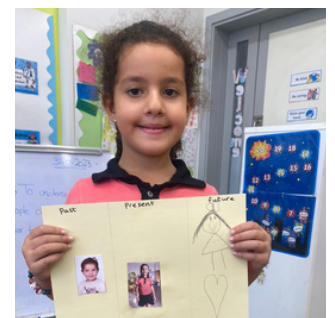
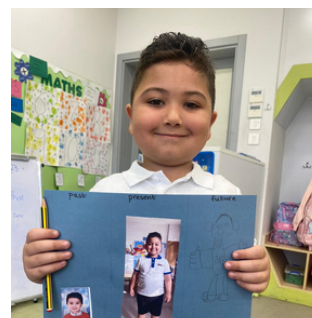
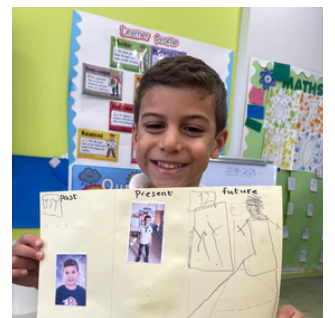
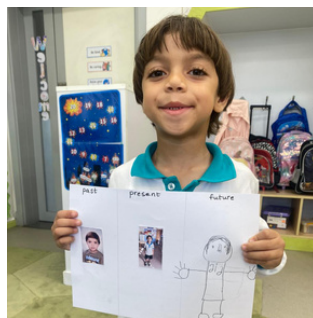
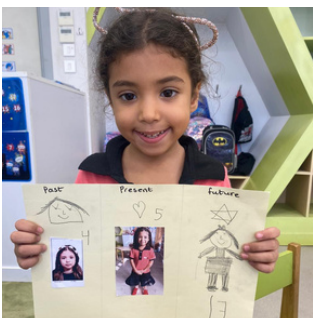


K1 students ordered themselves by number and displayed team work to order the numbers they have - showcasing personalities and their skills, using number cards and a timer.



K2

To understand the concept of growth and change, K2 students participated in an activity, whereby they identified themselves as babies and as they are now. They also expressed their expectations of how they envision themselves in the future.

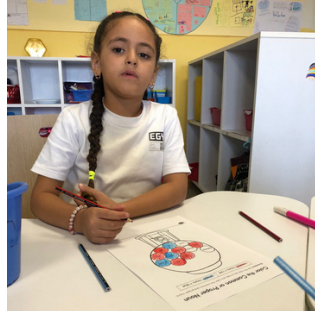


During their Arabic session, different groups of papers containing the letter (ر) in its various forms was displayed to K2 students. They freely chose what they wanted to do to show their understanding.



Grade 1

Grade 1 students were able to identify, use and explain the difference between common nouns and proper nouns.



Grade 1 learners were able to find 10 more or less than a given number.

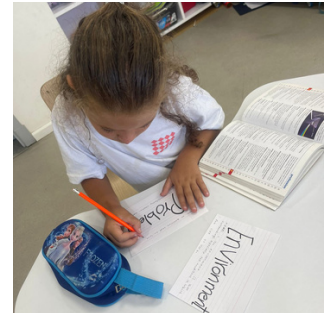
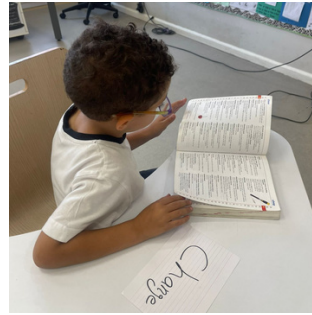
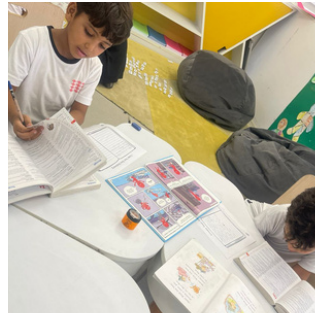
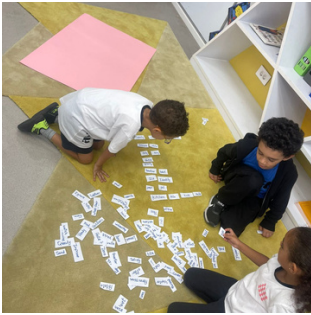


Grade 1 students named and identified the seven continents of the world.

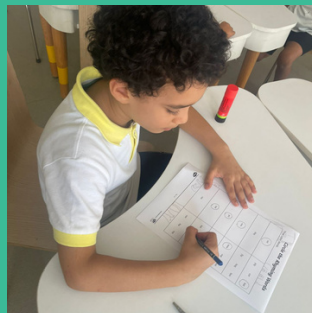
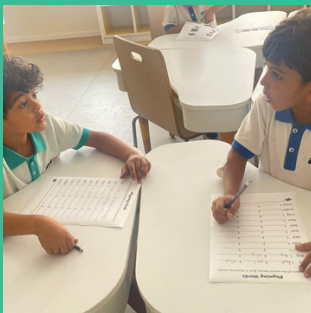


Grade 2

Grade 2 students worked on understanding the purpose and the use of dictionaries. They also learned how to locate and navigate entries in a dictionary.



During their language session, Grade 2 students worked on understanding what rhyming words are and how to apply their knowledge of rhyming words in a variety of activities.



Grade 3

In an outdoor lesson, and as part of a cross curricular topic, Grade 3 students taught their younger classmates in Grade 2 how to write الارشادات اللافتة



Primaire 3

La classe de P3 a fait sa presentation d'unite sur le bien-etre aux classes de K1 et G2.
P3 students delivered a presentation on well-being to K1 and G2 classes.



P3 students played a game where they had to identify the genre of random books by their titles. Then, they read different texts in groups and identified the genre of the texts in addition to justifying the reason why they chose it. They also had to check each others' answers whether they were right or wrong, supporting their answers with reasons.

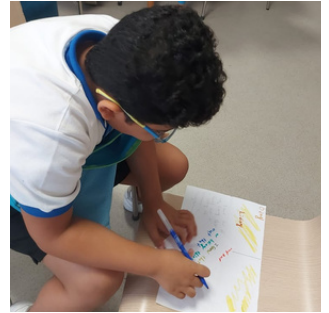
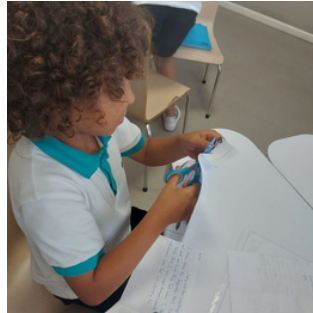


As a formative assessment, P3 students classified different texts as fiction or nonfiction by their titles. Then, they read a text in groups and held a discussion where they had to decide the genre of the text in addition to extracting its features.



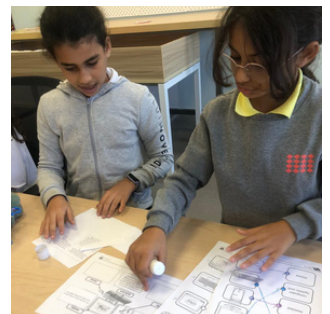
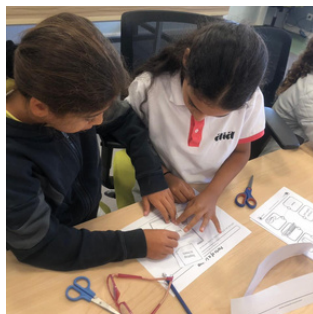
Grade 4

Grade 4 students reflected on what they learned about the difference between living and nonliving things.



Grade 3, 4 and 5

Grade 3, 4 and 5 students worked in pairs to better understand the computers' parts and the functions of each part.

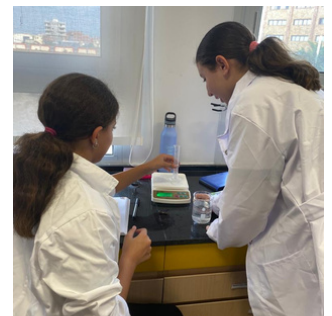


Grade 6

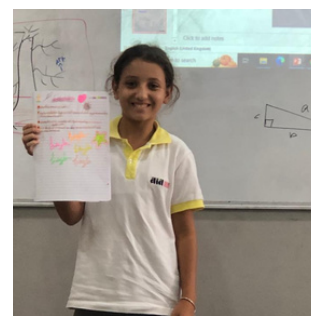
Grade 6 students were divided into two groups; one group learned about the spike kit and its parts, the other group worked on their research topic, ergonomics and then explained it to the other group.



Grade 6 students worked in groups to measure the density of regular and irregular shapes.



After analysing book texts, choosing a specific scientist and forming their own notes, Grade 6 students presented their finding about significant individuals of Ancient Greece and illustrated their scientific work. They deduced that this aligns with learner profile attributes of both Knowledgeable and Communicator.



During their Arabic session, students studied how people differ in their ways of thinking and succeeding, categorizing situations into those that express a fixed and growth mindset, and learning about the benefits of a growth mindset and how to change minds to lead by example.

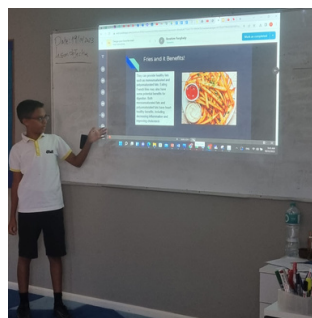
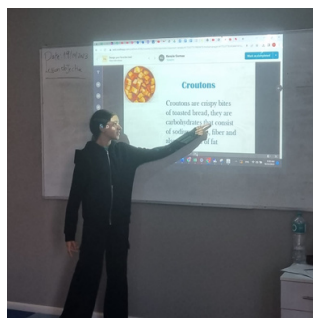


Grade 7

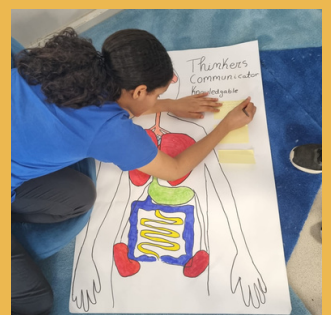
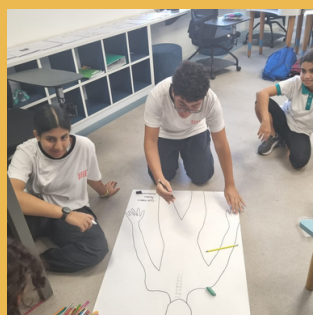
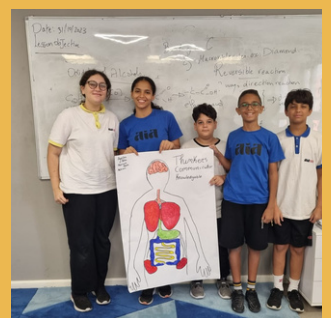
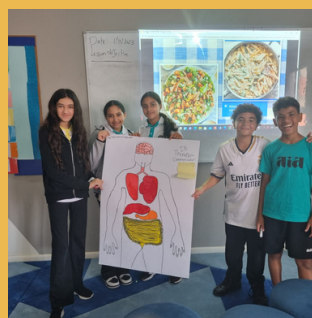
Grade 7 students started their bionic arm prototype using lego spike prime. They were challenged to complete the design of the arm by themselves with research based on the needs of people with disabilities.



During their science session, Grade 7 students started the food unit by research on the nutrients needed for a healthy body. They then represented their work and voted for the winner meal.

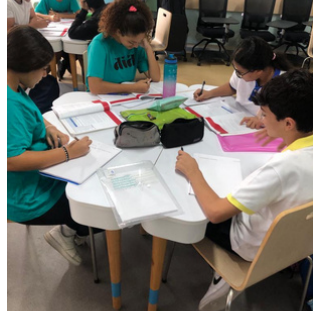


Students continued the food unit by having a unguided group work task to draw the upper part of the human body based on prior knowledge and thinking skills, and reflected on this task showing which IB learner profile was used.

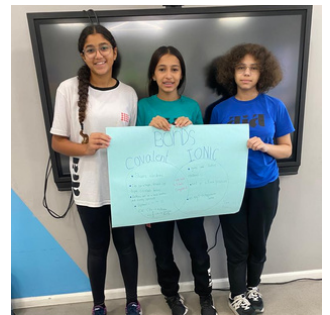
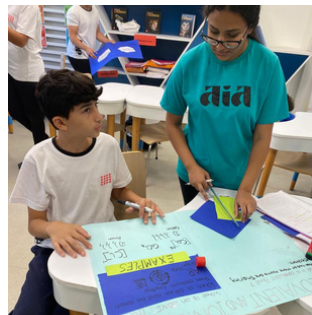


Grade 8

Grade 8 students analyzed different types of democratic governments, such as direct democracy and representative democracy. They also explained the characteristics of each as well as the advantages and disadvantages of the democratic system in total.



Grade 8 students applied their knowledge to differentiate between ionic and covalent bonds in different chemical compounds.

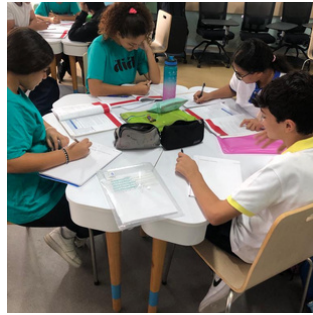


Grade 8 students were introduced to the spike kit, by sorting it out and knowing its parts. They started building their bionic arm base using the legos. They also reflected on the prototype they did earlier- robotic hand.

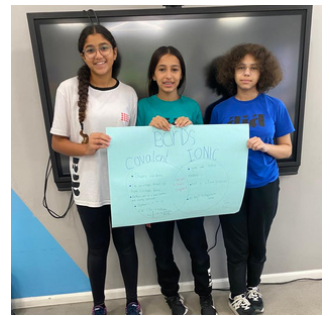
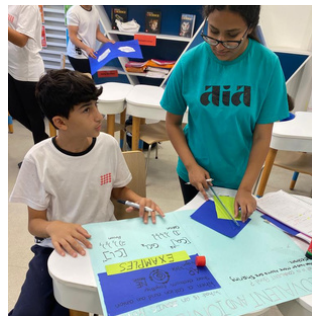


Grade 8

Grade 8 students analyzed different types of democratic governments, such as direct democracy and representative democracy. They also explained the characteristics of each as well as the advantages and disadvantages of the democratic system in total. Students then communicated their understandings in a round of popcorn discussion.



Grade 8 students applied their knowledge to differentiate between ionic and covalent bonds in different chemical compounds.

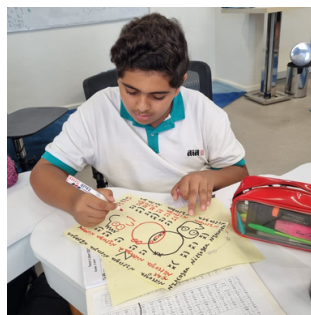
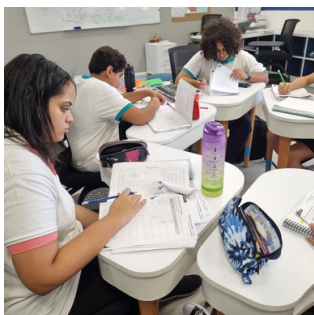


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Grade 9

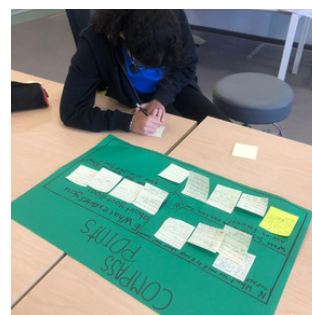
Grade 9 students experienced applying and analyzing levels of blooms taxonomy in the bonding and structure unit. They were able to explain models using deep scientific explanation for covalent bonding. This task also included Thinkers, Risk takers, and Communicators IB profiles.



Grade 10

Grade 10 students worked on their chosen SDGs and applied their understanding by stating, outlining, explaining, and justifying their targets.

They used the compass point chart to organize the data they need to know, what excites them, proposed suggestions, and their worries about the goal they selected.



Grade 11

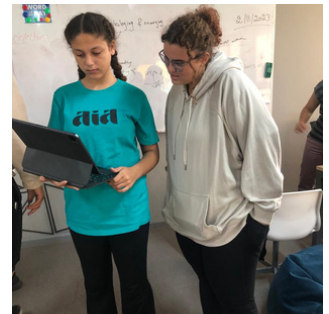
During their IBDP Arabic-B HL session, and as an introduction to the Identities unit, Grade 11 students expressed who they are by writing some of their favorite numbers, phrases they believe in, and many other points that express their identities. Then each of them gave a presentation on the most important thing that distinguishes them.



BEYOND THE CLASSROOMS

MUN

Awareness of Global issues and international conflicts is of the utmost importance, now more than ever with all that is going on worldwide, it is our responsibility to use our MUN platforms to achieve such awareness to have a better understanding of the world we live in. DP and MY students continued their resolution process in the Lobbying and Merging phase (unmoderated caucus), gaining as much support as they can for their resolutions by getting co-submitters and signatories to ensure that their resolutions would be chosen for debate at their next MUN session.



ART

PRE-K learners added multi-colored hair to the top of the head of their artwork. At the end of the lesson, each student reflected, observed and shared their feelings about their completed work: Is it good, average or bad work and how could I improve next time? They were thinkers and risk-takers in putting together the puzzle of their own faces.



GYMNASTICS

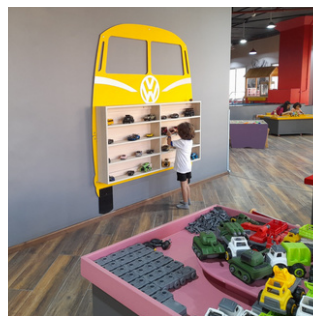
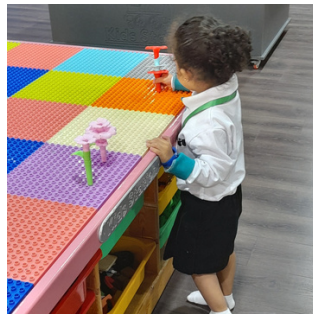
K2 and Grade 1 students wore the "Gymnastics Superstar" medal for unlocking new skills and doing a great job in the gymnastics session.



BEYOND THE CLASSROOMS

TRIPS

For their unit of inquiry, PRE-K students went on a trip to Kids Station to explore what they can do with their bodies. They had a lot of fun and modeled the Principled, Caring, and Communicator learner profile attributes.



Connected to their participation in Hayat Art competition on the theme "Preservation versus Innovation" and to help students develop their artistic perspectives in preparation for their end-of-year exhibition, Grade 5 students had the chance to visit the third edition of the "Art d'Egypte", exhibition on the site of the pyramids of Giza, composed of in-situ installations and sculptures created by international contemporary artists.



Practical knowledge is the ultimate learning tool, which is vital to relate theoretical concepts with real-life engagements. After learning all about the Greek and Roman civilizations through researching and identifying its historical interpretations, Grade 6 students went on a field trip to “The Graeco-Roman Museum” to connect the content and research they have learned and gathered through the collaboration of (I&S and Library) to realistic knowledge about it.



As part of the ongoing series of field trips, Grade 9, Grade 10 and Visual Arts DP students had the opportunity to visit the Art D Egypt Exhibition. This educational artistic experience enabled students to learn about the cultural and historical significance of Egypt, as well as cement a lifelong connection with their civilization and art worldwide. The goal was for students to glean a deeper appreciation of the history of art in the past and connect it to contemporary art nowadays.

