

ALEXANDRIA INTERNATIONAL ACADEMY

# Newsletter

Exciting Events that we Love to Share!



## What Not to Miss

- > Wednesday, 13 Dec - Sunday, 17 Dec: MY/DP Term 1 exams

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- > Monday, 18 Dec: UN Arabic Language Day

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- > Wednesday, 20 Dec: Term 1 reports sent home

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- > Wednesday, 20 Dec: Christmas Celebrations

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- > Thursday, 21 Dec: Parent Teacher Conferences

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- > Sunday, 24 Dec - Sunday, 7 Jan: Winter Break



Dear Parents,

Welcome to the 13th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

### Christmas is almost here!

The Christmas vibes are in full swing at AIA! Only 2 weeks left until the most magical time of the year! The air is filled with excitement as students started decorating their classrooms.



# Hayah Annual Art Competition



AIA finalists were chosen to represent AIA at the Hayah Annual Art Competition were celebrated in a short program. The selected art works were displayed and their creators recognized. Our students are proud of their peers and excited to know the final results in February 2024.



# Hayah Annual Art Competition: PYP Creations



Lana Ibrahim



Khadija Zein



Asahi Ikemori



Youssef Amr



Abdallah Mazen



Celia Wael



Mostafa Shehab



Laurence Van Dongen



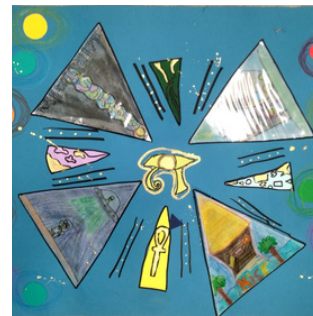
Mirai Ahmed



Tia Nour Eldeen



Tia Marwan



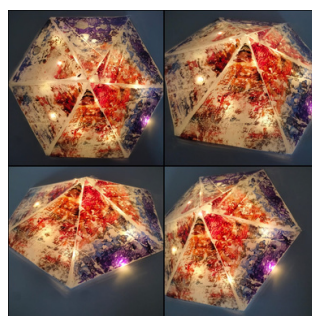
Fairouz Amr



Sofia Ibrahim



Jady Ayman



Ezz Nour Eldeen

# MUN Conference

MUN is not just an extra curriculum activity but much more than that, it's a community and whole new world.

It is the chance to create a sense of responsibility and build important character traits.

AIA MUN would like to congratulate its students and young delegates on their remarkable performance in this year's LFAMUN conference, where they showed incredible finesse and great competition, even though it was their first conference but that didn't stop them from passing their resolutions with overwhelming majority, giving accurate points of information and having the most interesting debates.

Looking forward to their great work in the upcoming conferences. This is only the beginning!



# AROUND THE CLASSROOMS

## PRE-K-K

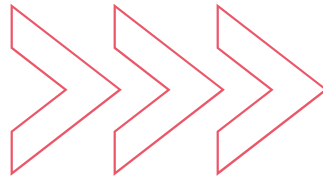
PRE-K learners worked in groups to interpret Kandinsky's work and present it to the whole class. They modeled the knowledgeable and risk-taker learner profile attributes.



Students did a great job recognizing some 2D shapes. They used playdough to trace them and practiced some pre-writing skills.



PRE-K learners sculpted letters with playdough, blending sounds s,a,t and building literacy skills.

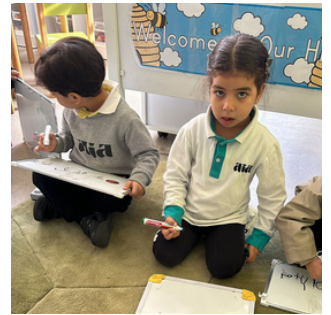


Selena learned about the Creation story in the Christian religion class from the book of Genesis. Then, she applied what she learned by arranging pictures illustrating the various stages of creation.



# K1-A

K1-A learners recapped their sounds during morning circle time.



Students played a fun game to find what has the sound 'r' around them in class. They found "girl, watermelon, circle, red, grapes, stairs, etc."



## K1-B

After reading "Jack and the Beanstalk," K1B students transformed into thinkers, communicators, and inquisitive minds. They worked together, engaging in conversations, and demonstrated time management skills by completing a castle, where the giant lived in the story. They were thrilled with their accomplishment.



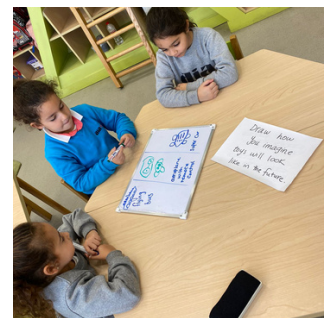
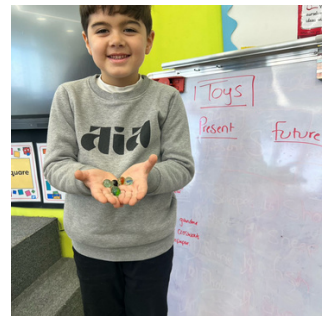
Students explored patterns and put their learning into practice by creating their own patterns using shapes, colors, or both fostering creativity and critical thinking skills. They also engaged in a fun pattern game on the interactive board, embracing the use of technology to enhance their learning experience.





## K2

To explore the evolution of toys across time, K2 engaged in a fascinating project. They brought in their current toys and interviewed parents and grandparents about the toys they played with. Some even had the chance to bring in old toys from their parents. The students participated in multiple centers, sorting old and new toys, drawing futuristic toy designs, and engaging in games that highlighted the past and present. This hands-on exploration provided a rich understanding of how toys have changed over generations.



# Grade 1

Grade 1 students identified the different characteristics of Alexandria, including its transportation, buildings, and landmarks.



Students compared the map of Alexandria with other cities.



During their Arabic session, students researched some landmarks in Alexandria, listened to the teacher's explanation about them, and creatively represented them through shaping on paper using clay as part of the inquiry unit 'Where We Are in Place and Time'.



## Grade 3/P3

G3 and P3 students researched the importance of sports in human life, various types of sports, and each explained their preferred type of sport, discussing how it impacts their lives.



## Grade 4

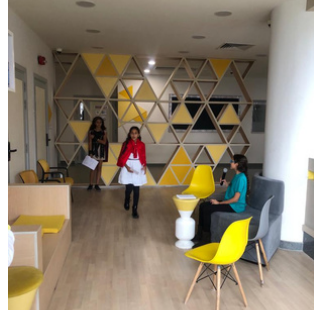
Grade 4 students applied what they learned about grammar rules (المبتدأ والخبر)

through games. The students competed to deduce the correct answers from the given sentences, wrote down their notes, and identified the required elements.

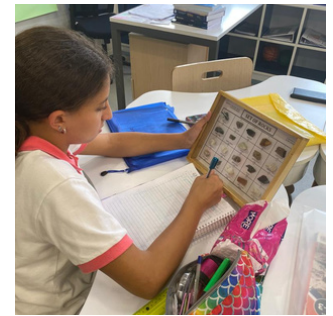


## Grade 6

Grade 6 students worked on their I&S term projects; they collaborated together using their individual talents to create a joint product that illustrates their historical points of views.

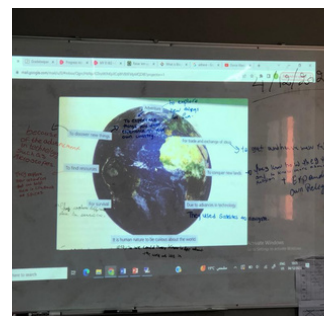
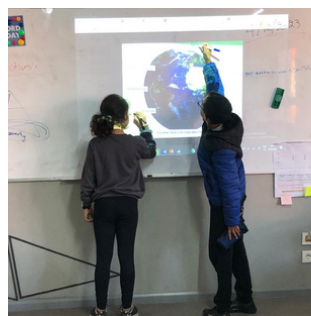
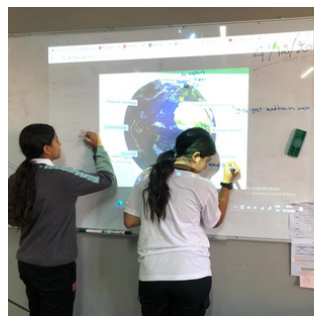


Students collaborated in groups to categorize different types of rocks based on their physical properties.



## Grade 7

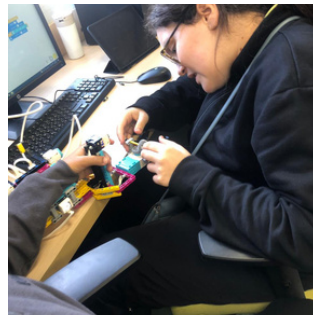
Grade 7 students analyzed all the different motives and causes for both historical and contemporary explorations.



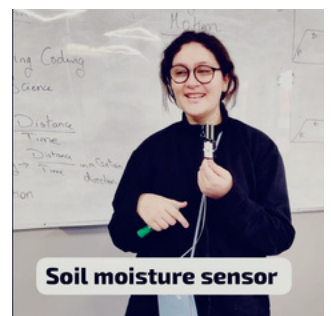
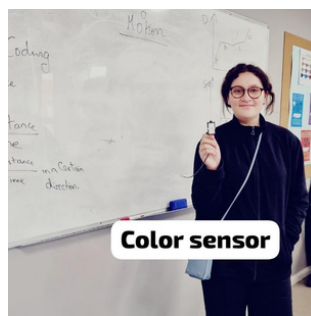
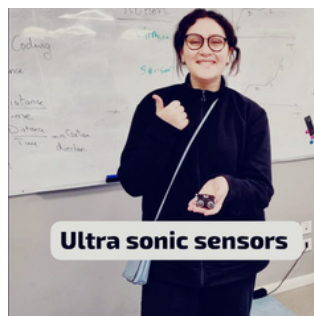
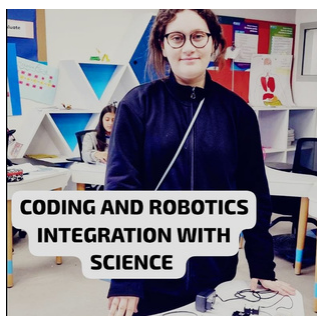
Grade 7 started their Physics study this year with the motion lesson in the field where they started to take different measurements for distance and to calculate time taken to run this distance. They applied their mathematical knowledge in plotting the points on graph then they started to deduce a rule to calculate their speeds and explain the graph.



Grade 7 students coded their prosthetic arms to get it to hold and carry objects. Mariam was very knowledgeable in coding using the code blocks logically and guided her group into forming a sequential code. Amina was a great thinker being able to tackle a problem her group was facing with their design.



Students were excited to be introduced to Coding and Robotics in their science curriculum during a young teacher lesson conducted by Mariam, where they started to establish the link between the engineering process and science. Their projects will be integrated between Science, Design and Arts; they are excited to start working on their Robots next semester as part of their STEAM projects at AIA.



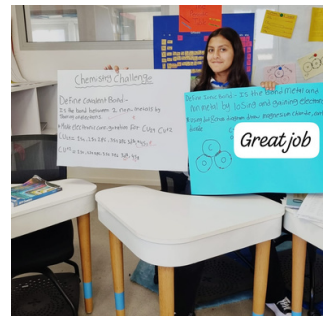
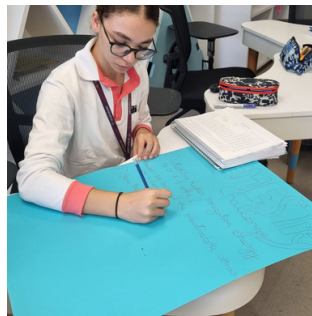
## Grade 8

Grade 8 students investigated the relationship between force and acceleration. They followed the inquiring and designing criteria, which involved formulating a testable hypothesis, providing an explanation, and designing a method to carry out their experiment. They then evaluated the validity of their hypothesis and method based on the outcome of the scientific investigation.



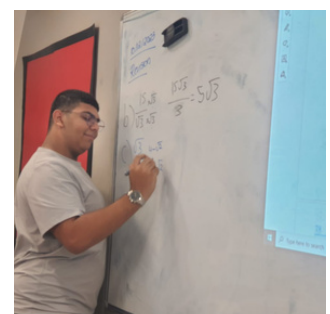
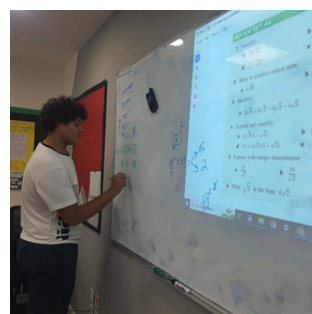
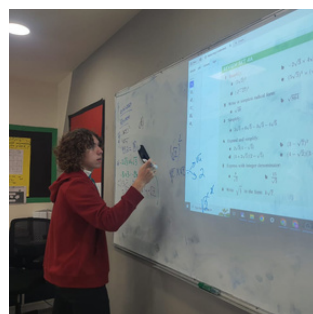
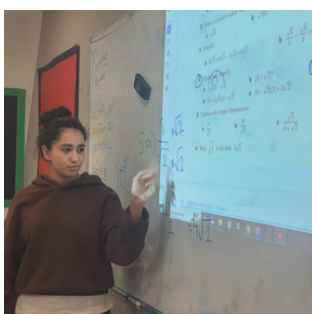
## Grade 9

Grade 9 Chemistry students participated in a chemistry challenge as a form of revision for their upcoming exam. They all know that chemistry grades is a reflection on how you practice it and they are all motivated for more challenges.



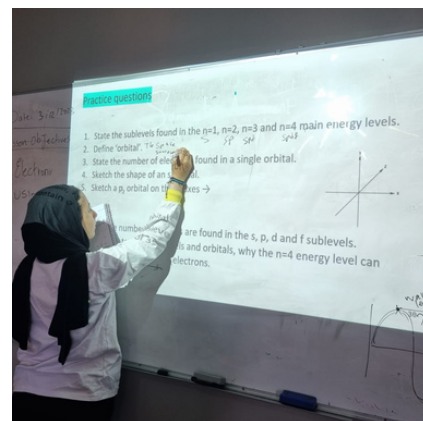
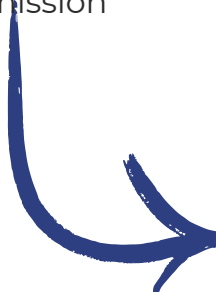
## Grade 10

During their Math Revision, each Grade 10 student was assigned a question to solve and to explain to their peers. This reinforces their understanding and promotes communication skills.



## Grade 11

Grade 11 Chemistry students practiced HL exam questions on electronic configuration and emission spectrum.



Grade 11 students applied their report writing skills during their IBDP Arabic-B HL session. They detailed their observations about the student council's activities and presented the report to Mr. Jonathan for discussion. Additionally, they sought his support in implementing potential improvements.



# BEYOND THE CLASSROOMS

## ART

PRE-K students continued their research on art by analyzing the works of Wassily Kandinsky, the shapes and colors of his paintings. Then the students continued their book texture creation with the page about hard textures, selecting and gluing hard and rigid material.





K1 students discovered the story “The dot” told in the form of a short movie. They worked on the notion of positive and negative by creating a painting using their finger.



Grade 1 learners played the role of architect of the city of Alexandria by creating, in a small group, the different monuments from our city. First, we compared Alexandria and Tokyo using Google street view to travel. Then they added some monuments specific to our city to our list of known monuments. Next they visited the Corniche of Alexandria before stopping in front of the Abou El Abaas Mosque. They then compared the 3D shapes that compose it before starting to try to reproduce the monument chosen collectively.



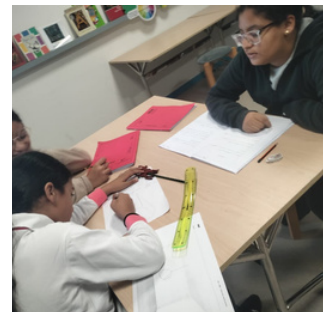
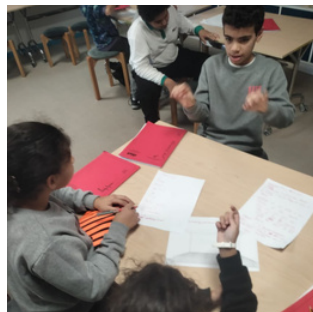
As part of their unit of inquiry "Where We Are in Place and Time" about Ancient Egypt, Grade 2 learners made predictions about the writing techniques of the ancient Egyptians. They had the opportunity to verify their prediction by observing the manufacturing technique of a reed pen, an ancient writing implement made by cutting and shaping a length of bamboo. They observed, compared and analysed hieroglyphs, made a game using hieroglyphs then they drew them in the form of cartridges to write their name.



As part of their unit of inquiry "How the World Works", Grade 5 students, in a small group of three, used their research about a specific biosphere done in class to plan a display to present their research in order to create meaning and engagement for the visitor.

Thus, they went through the first stages of planning such as listing the elements to present and the materials necessary to make them.

Then they brainstorm about the element's size, location, proportions and way of displaying (on the floor, on the wall, hanging...) regarding to the exhibition space available. At the end of the lesson, they made a sketch of their gallery to represents all their element in the gallery.



# BEYOND THE CLASSROOMS

## TRIPS

Grade 1 field trip to Qaitbay Citadel and The Roman Theater where students can explore the famous landmarks of Alexandria.



# BEYOND THE CLASSROOMS

## PE

PRE-K students enjoyed some Teddy Tennis session!



K2 enjoyed a session too!

