



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

- > Monday, 18 Dec: UN Arabic Language Day

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

- > Thursday, 21 Dec: Parent Teacher Conferences

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



Dear Parents,

Welcome to the 12th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

Coffee Mornings - An opportunity for collaborative learning

AIA hosts monthly Coffee Morning meetings for parents to find out more about school life and how they can support their child. These sessions cover a range of various topics that will undoubtedly enrich their understanding of the IB system. Parents get the chance to meet with educators.

Coffee morning meetings are a great opportunity for our school community to come together as they socialize and catch up with one another, make new friends and engage together in collaborative learning.



Hayah Annual Art Competition

Last week at AIA, the jury composed of Mrs Rania Elsabban and Mr Jonathan Barford came together to select the works which will go to Cairo for the Hayah's Art competition. They analyzed the most revealing work about the theme "Preservation versus Innovation" as well as the criteria imposed by the Hayah School concerning creativity, composition, expression, technique and use of materials. This week, we are waiting for the PYP classes and the relevant classes in MY and DP to attend the ceremony where we will unveil the works and their artists which have been selected to participate in the final selection in Cairo at the Hayah School. We will have to be patient because the final results of the competition will be communicated to us only in February 2023.





As our PRE-K learners gathered around with wide eyes and eager smiles, their teacher embarked on a storytelling adventure through the pages of the big book "In the Tall, Tall Grass" by Denise Fleming. With thoughtful questions, playful gestures, and animated expressions, she invited them to share their thoughts, predictions, and emotions, fostering a sense of connection and involvement in the narrative. It was a truly interactive and engaging experience that kept our learners fully immersed in the tale.



BOOK WEEK: 26 - 30 November

This week-long celebration aims to promote reading and bring learners closer to the enchanting world of books. Activities range from storytelling adventures, to reading buddies sessions, to book talks to reading challenges and more!

Through the storytelling session with K1-B students, their teacher explored few interesting tales that captured the students' attention and showed their love for books. Students engaged with the stories "Joone" and "Jack and Jill Play on the Hill" as they expressed their joy of tales.



Grade 2, 3 and Premiere 3 students participated in an exciting and collaborative Arabic Reading Buddies session. Students were grouped into four reading groups, creating a supportive and engaging environment for everyone involved. The activity not only enhanced the students' reading abilities but also promoted a sense of community and shared learning.



Our K2 learners gathered around their teacher as they embarked on a storytelling adventure through one of the library's interesting big stories "Barney Bunny". They shared some questions, brilliant ideas, and expressions.



Grade 2 learners joined Grade 6 students in the Reading Buddies activity, as the classes paired for reading sessions and book discussions. This activity promotes mentorship for older students and strengthens the reading skills for younger ones.



Creating a supportive reading environment, Grade 4 joined P3 students for a heartwarming Reading Buddies session. They shared the joy of reading with their peers as they explored fascinating tales together. At the end, they individually posted on the Learner Profile Board reflecting on their experience and specifying the learner profile attribute they demonstrated.



As part of the Book Week activities, Grade 1 students selected books that spiked their interest during an Open Reading adventure, and found cosy corners to read individually or in pairs. Then, they shared their favourite parts of the stories they read and posted their reflections on the Learner Profile board.



As part of a reading challenge activity, one of the many Book Week activities scheduled throughout this week, Grade 5 students were divided into 3 groups with the help of the Reading Ambassador. The groups showed a dedication to their reading and reflecting, while inspiring storytelling skills and captivating students' imagination.



During the Book Talk with Grade 4 learners, their teacher guided them through "How the Body Works", a non-fiction book. The session showed interesting engagement from the students.



During a book talk activity, Grade 9 students shared their Literary Inspirations!

Each student had the opportunity to showcase their favorite book or a movie adaptation of a beloved literary work, igniting a spark of inspiration among their peers. From fantasy realms to exciting thrillers and historical dramas, their diverse choices captivated everyone's attention, fostering a love for literature and film alike.



Grade 10 students joined a Book Talk with their Language and Literature teacher as they discussed two amazing novels. The session generated engagement about the books, highlighting exciting plot lines, and excitement to finish reading the books.



Grade 9 students had a captivating Arabic book talk session, highlighting the significance of autobiographies for self-reflection and sharing unique perspectives with the world. Focusing on Taha Hussein's autobiography as an example, students delved into the benefits of reading autobiographies, expanding their understanding of the world and fostering empathy.

The session also emphasized the importance of selecting books based on their content and evaluating their core leading to transformative growth.



Grade 7 students participated in an engaging book talk activity led by their English Language teacher. The chosen nonfiction book explored various art pieces where students began envisioning them as objects and started sharing their diverse perspectives. Students appreciated each other's viewpoints, fostering a culture of respect and open-mindedness.



During the Book Week event, learners from all grades have expressed their creative side by creating their own bookmarks. This activity not only helps encourage reading, but also supports their creativity and encourages ownership. Some students personalized their bookmarks by adding their own essence of illustrations, drawings, and details that reflect their personality or interests.



From the beginning of the school's Book Fair, excitement filled the air as students from different grade levels eagerly explored the colorful array of books on display. They were intrigued to discover books by their favorite authors or featuring their beloved characters. The Fair fostered a love for books and a celebration of imagination, knowledge, and the power of storytelling.



As we come to an end to our Book Week event last week, not only learners, but also educators dressed up as different book characters while holding their favorite book.

This event encourages creativity, imagination, and a love for books by allowing all of AIA's participants to embody their favorite characters. It's a fun way to engage with literature, fostering a sense of community and excitement around reading.



AROUND THE CLASSROOMS

PRE-K-K

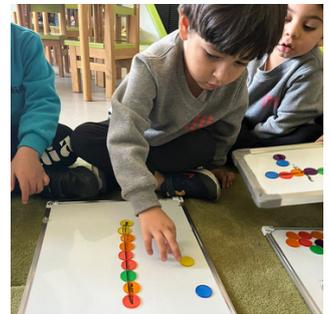
PRE-K students diving into math by tracing shapes and revising them.



Unleashing the power of sounds! Little learners on a letter quest, exploring 's,' 'a,' 't,' and 'i' to unlock the world of words.



During their English session, PRE-K learners used colorful objects to form the sounds /s/, /a/, /t/, and /i/. They modeled the knowledgeable learner profile attributes.



After learning about the letter 'ع' and its sound, PRE-K learners participated in different activities related to this letter. They collected candies featuring 'ع' and placed them in a basket. Additionally, they searched for and colored words containing the letter 'ع'. Lastly, they used glitter to decorate words featuring this letter.



K1-A

K1A learners were introduced to story element. They read “The 3 Little Pigs; after telling the story and introducing ‘character, setting, problem and solution’, each student decided to draw one of these four elements according to the story. They then glued their drawings under the icon of each element.



K1-A & K1-B

During their Arabic session, as part of their transdisciplinary unit “How We Express Ourselves”, K1 students listened to a story and identified its elements such as setting, time, and characters. They then began selecting their favorite characters and then proceeded to draw and illustrate these characters' roles within the story.



K1-B

During Book Week, K1B students transformed their costumes into a captivating story. Each student had the freedom to choose their own characters, settings, problems, and solutions. The students eagerly shared their stories in front of their peers. This activity allowed them to develop their creativity, storytelling skills, and confidence in public speaking. They enjoyed creating and sharing their unique stories.



During our morning routine, K1B students were thrilled to see a rainbow on their way to school, and they eagerly shared their excitement with their classmates. As an impromptu learning activity, each student was given a piece of paper to draw the rainbow they saw. Afterward, they shared their artwork and narrated the story of the rainbow, introducing us to the characters they imagined in their story. This activity not only allowed the students to express themselves creatively but also encouraged them to think critically and use their imaginations to create a unique story based on a real-life experience.

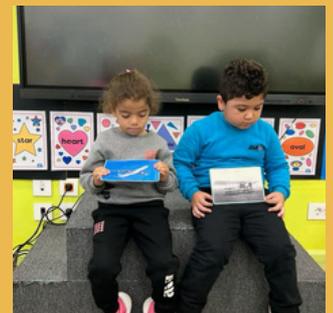


K2

Exploring the evolution of transportation, K2 students expressed their creativity by drawing how they believe people used to travel to school in the past and how they travel today. This engaging activity allows them to understand the changes in transportation over time.



To gain a deeper understanding of transportation across different eras, students organized pictures, placing them in the appropriate categories to compare transportation from the past and present.



Grade 1

Grade 1 students proudly showcased their knowledge of 'Where We Are: Place and Time' to their captivated parents, delivering a memorable presentation on their journey of exploration and discovery.



During their Arabic lesson, learners revised the pronouns with differentiation in centers.



Grade 2

During their Arabic session, G2 students demonstrated their understanding of (أدوات الاستفهام)

by playing with dice. Each of them asked a colleague a question using the question words with different meanings, and their answers showed the children's understanding of what was required.



During their Arabic session, Grade 2 learners planted bean seeds. By applying what they learned about this topic, they discussed and explained the planting steps in classic Arabic.



Primaire 3

During their formative assessment on their iPad, P3 students chose their location and worked on topics they have chosen for their assessment. They presented their knowledge on one of the following subjects: (a) ecosystems (b) the living and the non-living (c) vertebrates and invertebrates.

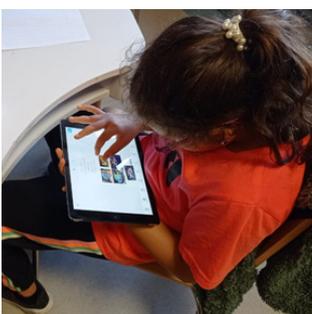


Les élèves présentent leur savoir sur pic collage en anglais et commencent leur premier power point en français.

Students presented their knowledge on a pic collage in English, and developed their first power point in French.



Students watched a video and collected as much information as they could, and they answered a listening sheet to demonstrate their understanding of the video. Then, they reflected on what they learned by designing a poster where they listed, organized and added the information. They also practiced research skills as they were to find more information about the topic. In addition, they practiced self-management skills in the process of designing the poster.



Grade 3

As part of their unit of inquiry 'Sharing the Planet', Grade 3 students have created their own ecosystem: the terrarium. This enclosed, transparent environment is a window into the intricate cycle of matter within an ecosystem, revealing the captivating interactions between living plants and the soil's decomposers.



Grade 4

Grade 4 students participated in an informative, hands-on lesson about plant adaptation.



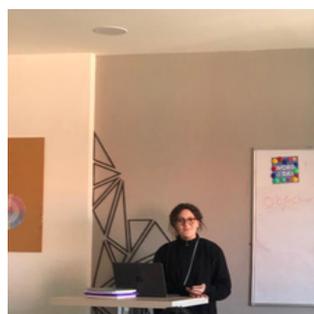
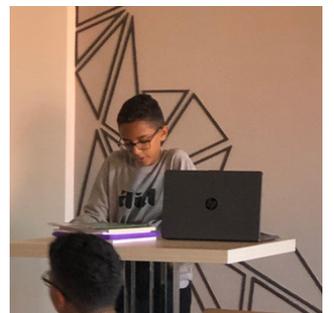
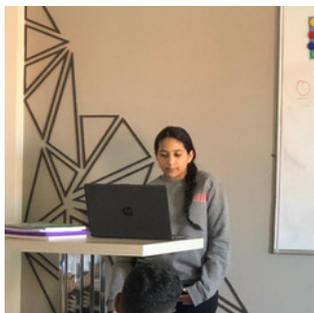
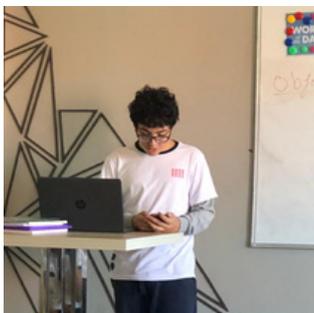
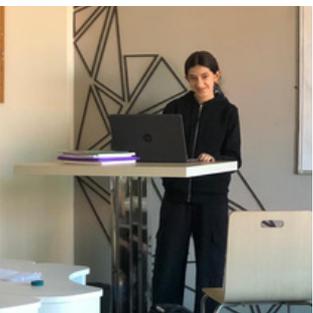
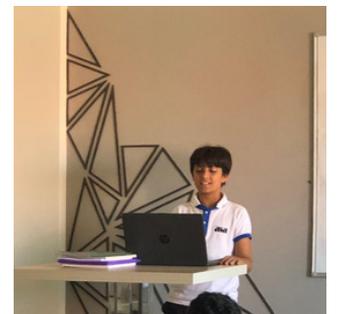
Grade 6

Grade 6 students searched and gathered information about the layers of the Earth, then created their own models to present their ideas.



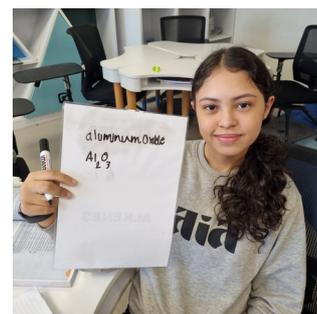
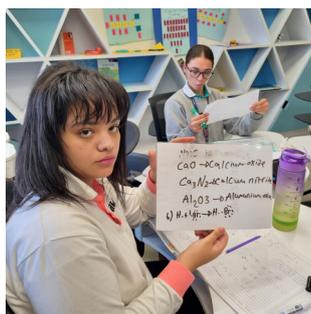
Grade 7

Grade 7 students gave inspiring speeches to raise the people's awareness to the unjust, unfair cruel circumstances of the French monarchy and how they should unite to overthrow such a classiest system and create a free French republic. Students took on the role of leaders and stood up for what's right.



Grade 9

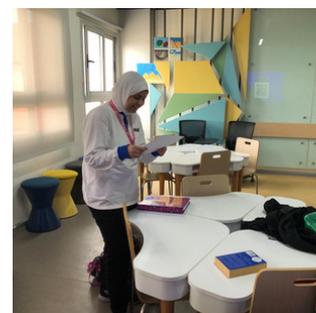
During their Chemistry session, Grade 9 students had a summative assessment challenge on Models unit using mini boards. Students were challenged to give the fastest right answers. They showed hard work and effort and reflected on their work for the previous weeks.



Grade 10

Reflecting is key to evaluating one's work and progress, that is why it is one of the IB learner profile attributes. This allows students to detect points in need of improvement and identify points of strengths.

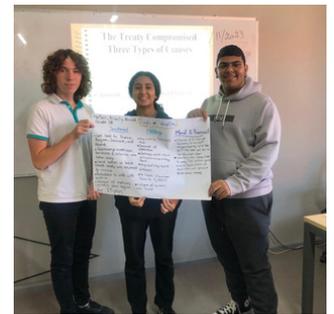
Grade 10 students organised their student portfolios and reflected on their work, reading comments and assessing their mistakes to keep the progress process on going.



Grade 10 language and literature teacher conducted a peer editing session in which each students essay introduction was displayed, and students worked together to give constructive feedback, as the student implemented their peers edits. Students were asked to check for proper formatting, along with transitions, attention getter, a strong thesis, and supporting points.

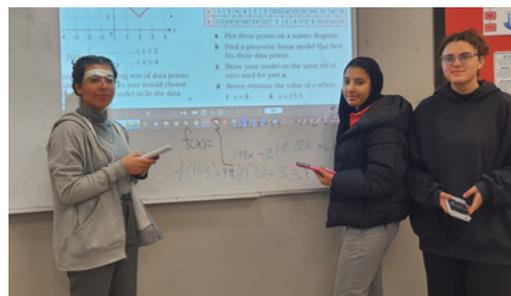


Grade 10 students researched and analysed the process of creating lasting peace. They created the 3 main clauses of the Treaty of Versailles and in doing so understood why it was just the reason for the creation of a future conflict, since it didn't adhere to the main concepts of a peace treaty.

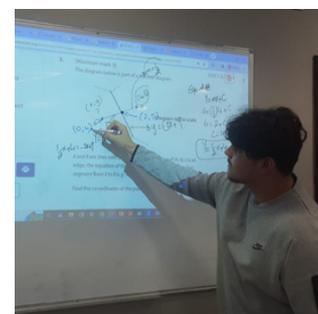
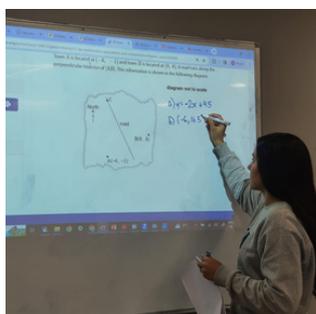


Grade 11

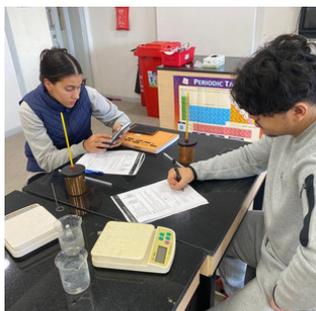
During their Math SL session, Grade 11 students used a piecewise linear model that best fits the data points; they are inquirers, thinkers and communicators reflecting the IB learner profile attributes.



During their Math HL session, students solved past paper questions from IBO question bank on Voronoi diagram.



During their physics lesson, students investigated the specific heat capacity of different metals.



Chemistry students experienced the virtual lab simulations on the heating curve and applied their understanding in solving exam questions. Quantum mechanics was introduced to them and they succeeded from first lesson to make electronic configuration using s,p,d,f orbitals.



During their Arabic session, as part of the Identities unit, Grade 11 students had designed a flyer requesting their peers at school to participate in a talent show in their class. At the end of their performance, participants will be explain how their talent affected their identity.



BEYOND THE CLASSROOMS

ART

PRE-K learners learned to differentiate hard and soft textures by first using the reception environment and furniture. Then we continued our research in class by touching, describing and sorting various materials. Finally they used soft textures material to create a collage for the first page of our book about textures.



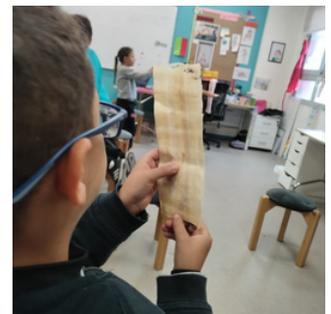
As part of their unit of inquiry "How we express ourselves" K1A and K1B learners in the discovered the story from the book "The dot". They analyzed the character's emotions and described the risk taker learner profile by understanding that, in art, you always have to try before saying "I don't know". They then explored dots using stickers and oil pastel. During our reflection time at the end, students use the open-minded learner profile by accepting and appreciating the dots created by their classmates.



As part of their unit of inquiry "Where We are in Place and Time", Grade 1 learners researched our continent, our country then our city of Alexandria using Google Earth. They described the city from the sky, then used the video projector to trace the contours of the city. They then analyzed the meaning of the colors of the card to be able to reproduce them by creating meaning.



Researching about ancient Egypt as part of their unit of inquiry "Where we are in Place and Time", Grade 2 learners discovered the technique used for millennia to create paper. First they observed, touched and compared real and fake printing papyrus in order to understand the difference. Students observed and analyzed a papyrus plant to predict how paper was made and cut the leaves to make the plant grow up inside the water. Then they watched a video to verify their hypothesis. They finally used the technique of crossing the strips of paper to create their own sheet.



Grade 3/P3 students used Jigsaw strategy to explore culture of African masks as part of their unit of inquiry "Sharing the planet". Each group was responsible of an Art element: Form, texture and color. They then began planning their creation by making a sketch and brainstorming their list of materials needed.



BEYOND THE CLASSROOMS

TRIPS

Embarking on an extraordinary expedition into the heart of the desert! Grade 6 students participated in an extraordinary adventure to Fayoum. The trip unfolds with days of adventure, team-building, and unique activities from exploring the ancient mysteries at the Museum of Valley of the Whales to the thrill of sand surfing, the enchantment of Magic Lake, the serenity of Qaroon Pond, the mystery of caves, and the excitement of a desert safari and even unleashing creativity with pottery. Camp life adds a touch of camaraderie to this unforgettable experience.



BEYOND THE CLASSROOMS

TRIPS

As AIA is fully dedicated to the IB methodology, we believe that students must transcend their four classroom walls, to further develop and apply their learning in the real world. This is why AIA students from Grades 8-11 have ventured out to Marsa Allam, where they got the opportunity to inquire, think, communicate and take risks, while being open-minded, principled, reflective, caring, balanced and knowledgeable. Students were able to do this through a range of activities, including treasure hunts, where they applied subject knowledge combined with risk-taking to find the next clue. They also played capture the flag, and were able to practice critical thinking skills as they utilized their knowledge of one another's personalities and assigned each other roles based on each person's abilities.

Students explored the world underwater and saw different forms of life, which lead them to inquire all about sea habitat's. All in all, AIA students truly embodied the essence of IB learners, as they proved to be not only socially independent and responsible, but also capable holistic learners.

