



ALEXANDRIA INTERNATIONAL ACADEMY

Newsletter

Exciting Events that we Love to Share!



What Not to Miss

- Monday, 19 Feb: Coffee Morning

- Wednesday, 21 Feb & Thursday, 22 Feb: Half-term break

- Thursday, 29 Feb: Science Fair



Dear Parents,

Welcome to the 20th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

Hayah Art Competition!

For the second year, Hayah School hosted the 10th art exhibition with artwork from 65 schools, in partnership with the iconic Grand Egyptian Museum.

The exhibition started this week at 4:00 pm, and will last till February 16th.

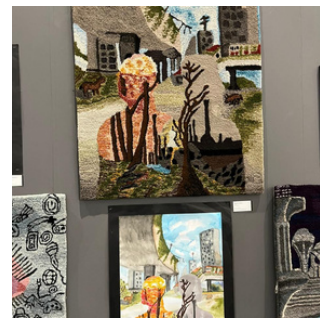
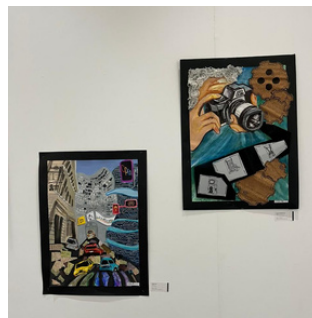
Exhibition Opening Hours: Everyday from 9:00am to 8:00 pm

Hayah Art Competition

Jasmine ElGanainy (Grade 10) won 1st Place in Drawing/Painting Category

Rokaya Zaytoun (Grade 11) won 2nd Place in Collage Category

Congratulations once again to the winners, and to all the participants for their creativity, effort, and artistic talents!



After-School Activity: Teddy Tennis

Early Years students enjoyed their weekly Teddy Tennis sessions, as part of the school's new ASA (after-school activity) offering.

Teddy Tennis is a fantastic sport and education programme for young children, inspiring them to have fun, get active and learn to play tennis.



Open Day, Saturday, 10th February

AIA hosted its second Open Day for prospective parents and students, for the new academic year 2024-25. They got the chance to experience the broad picture of school life, where they learnt more about the IB system, interacted with school's management team, and took a tour of the campus.



AROUND THE CLASSROOMS

PRE-K-K

PRE-K prodigies got crafty with salt, glue, and paint for their masterpiece! They whipped up clay using flour, colors, and cocoa for their adorable figures, and snipped away with scissors to create a mesmerizing mosaic masterpiece.



During their Math session, and through providing multi-sensory learning experiences encompassing visual and kinesthetic interactions, PRE-K students distinguished the sound of the letter “س” by watching its story. Subsequently, they enhanced their visual and kinesthetic skills through various activities aimed at writing the letter.



PRE-K students were introduced to the letter “س” through listening to its sound in a series of words and successfully distinguished it. They then played a fishing game where they identified and extracted words containing the letter “س”

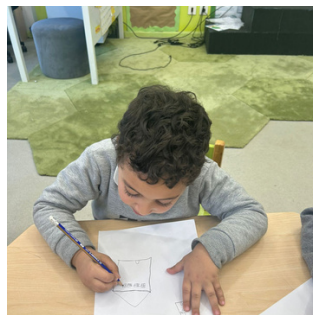


K1-B

K1-B students showcased their comprehension of "The Three Pigs and the Big Bad Wolf" by creating their own houses using chosen materials.

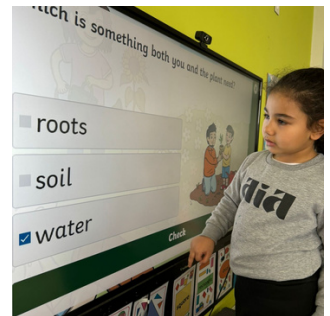
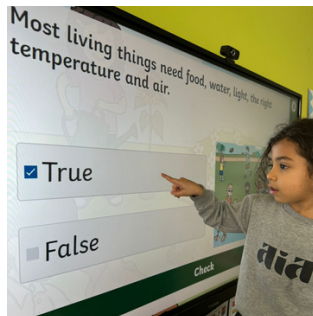
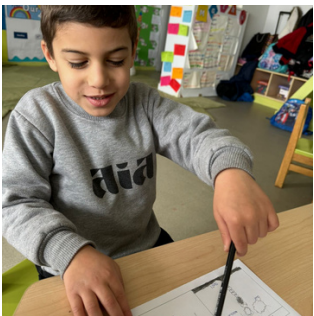
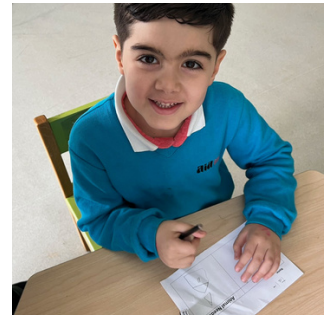
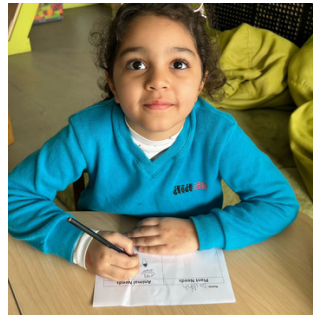


Students put their creative skills to use as they drew their own houses and explained the materials they would use to make them strong and sturdy, inspired by "The Three Pigs and the Big Bad Wolf."



K2

k2 students explored animal needs. First, was a drawing center where they differentiated between plants and animal needs. In the second center, they worked on multiple worksheets. The last center was a cool game on the screen where they pointed out pictures showing animal and plant needs. These activities helped them learn about the essentials needs for animals in a hands-on and enjoyable way.

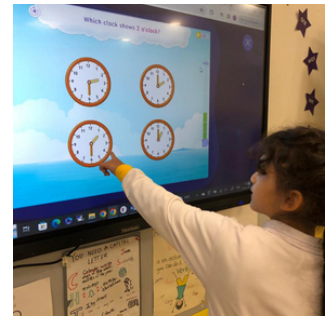
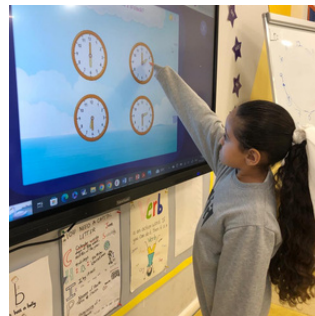
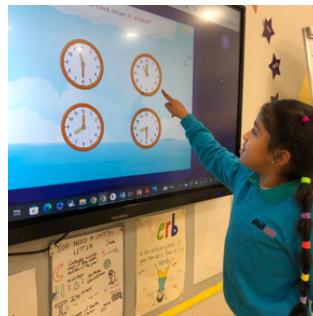
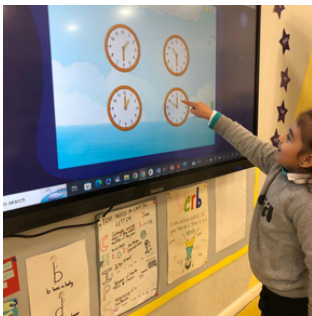


Grade 1

Grade 1 students transplanted seeds from cotton pads to soil upon root emergence to observe and understand the life cycle of plants, as they demonstrated knowledge of germination, growth stages, and proper care.



Students learned about telling time using analog clock.



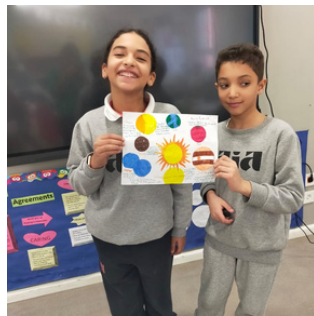
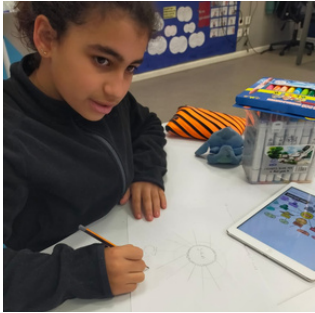
Primaire 3

P3 students identified the sequence of a story, using story elements for better understanding of its events. Therefore, they started sequencing the story events of a story they had read in groups. Then, they had their own story to sequence. Finally, they wrote one simple sentence to describe the pictures as a first step of writing a whole story.

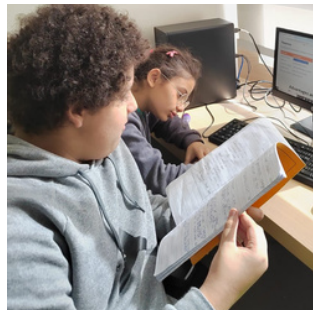


Grade 5

As part of their transdisciplinary unit "Where We Are in Place and Time", Grade 5 students gathered information about the first line of inquiry, Earth's position in the solar system, and displayed the in a poster

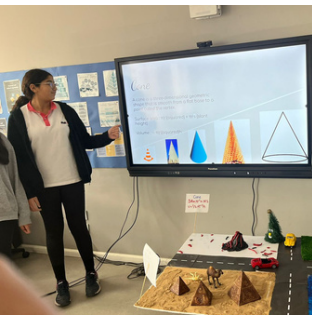
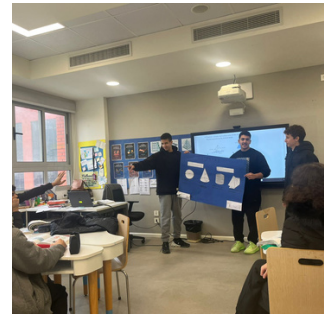
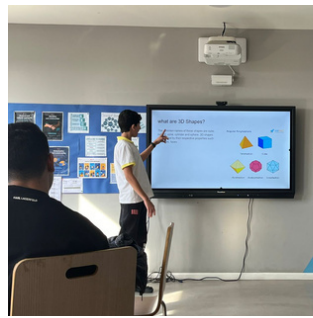
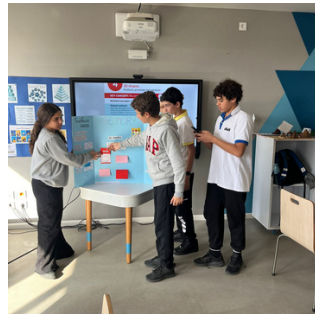


In their transdisciplinary unit of inquiry "How We Organize Ourselves", students worked in groups to research and collect data about a specific type of government. They found out how decisions are made in that system such as who makes them , how they are made and the level of citizen participation.



Grade 8

During their 3D shapes unit, Grade 8 students embarked on an immersive journey of learning through collaboration. Working in groups, they meticulously crafted presentations that showcased their understanding of 3D shapes, drawing upon their research skills to deliver comprehensive explanations. Through engaging activities and thought-provoking questions, they not only shared their knowledge but also made learning fun and interactive for their peers. As they presented, their teacher observed attentively, ensuring comprehension and encouraging deeper understanding, while their peers were able to take notes and give feedback. Throughout the process, students demonstrated their prowess as communicators, fearlessly embracing challenges as risk-takers, and fostering an environment of open-mindedness for vibrant discussions. Their dedication to learning and collaborative spirit truly shone bright during this enriching experience.

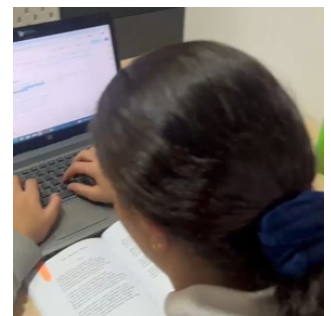
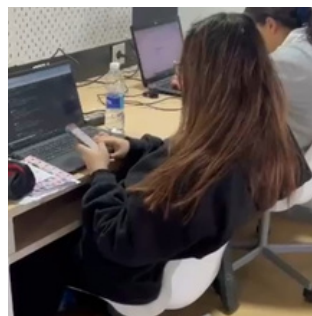
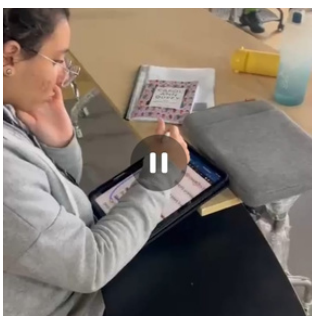


Grade 11

As part of the students' preparation for the oral exam, Grade 11 students analyzed a literary excerpt from the novel "لن أعيش في جلباب أبي" and delivered a presentation illustrating evidence of their analysis of events and characters. Moreover, the students demonstrated significant progress in their use of the Arabic language and presentation skills.



As part of their literary text studies, Grade 11 students first read and annotated Carol Ann Duffy's "The Devil's Wife" poem, written to give a new perspective on two infamous characters in society. After being introduced to the colloquial type of writing, students worked together in a group to analyze the poem. Students assigned each other different characteristics of poetry such as: (1) Tone and Mood, (2) Imagery and Symbolism, (3) Characterization, (4) Theme Exploration, (5) Language and Style, (6) Cultural Context and (7) Personal Connection. Students collaborated together to identify each other's strengths and weaknesses in order to determine which feature would be assigned to each of them to analyze. Finally, students created ONE slides document and shared it among each other so that they can simultaneously work together.



BEYOND THE CLASSROOMS

ART

After a virtual and engaging visit to the heart of the Park Güell created by the Spanish artist Anthony Gaudí, PRE-K learners tried the mosaic technique on the columns of the canteen.



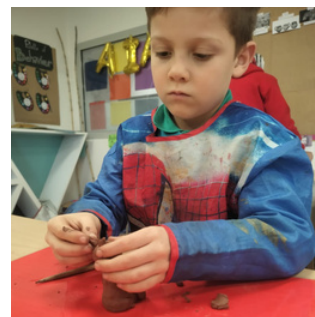
As an introduction to their new unit of inquiry "How the World Works" about natural elements, K1-A learners started an inquiry about water. They participated in an engaging and fun game where they had to sort wet and dry objects. Then the students tried an artistic technique called wet on wet.



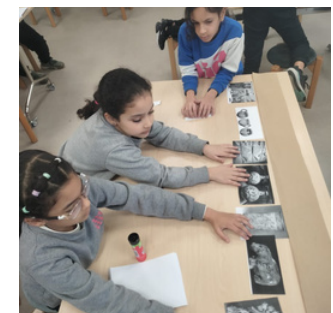
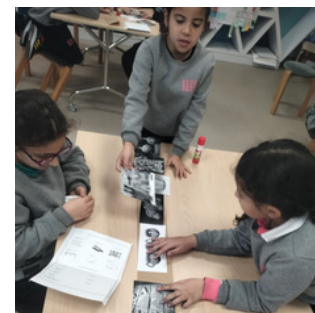
After describing and analyzing the colors from the illustrations in the book "The Tiny Seed", K2 learners choose one page and began to follow the process of Eric Carle, author and illustrator. They painted large area of paper that they will use later to create their collage.



As part of their unit of inquiry "How We Express Ourselves" about different forms of art, Grade 2 students began the realization of a sculpture ordered by the school to show our mascot: a Fox. After sketching and brainstorming last week, they connected 2D shapes with 3D shapes in order to create a 3D representation of a drawing.



As a part of their new unit of inquiry "Where We Are In Place and Time" Grade 3/P3 learners observed photos illustrating works made of clay from the appearance of ceramics to the present day. As students thought in group to organize them on a time line, they tried to identify the original title of the work as well as the date of creation.



Grade 3/P3 students were then introduced to this new material which is the clay from Aswan, through a relaxing and enriching activity allowing students to feel, touch, manipulate and compare (texture, temperature, weight) of various clays' spheres.



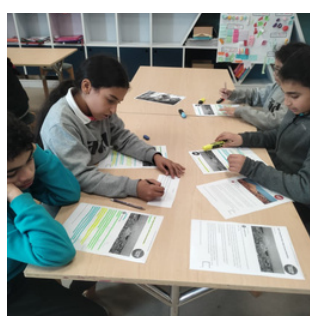
Grade 3/P3 learners were assigned part of the pottery history timeline (title, date or image) to recreate all together the timeline. After describing ancient pottery from Aswan, students started the artistic process by drawing a sketch. Then they discovered and tried coil technique using Clay.



After several weeks of group work, students created a mini gallery in order to display their research and knowledge carried out in the class about a specific biosphere.



As a part of their new unit of inquiry "How We Organize Ourselves" about government, Grade 5 students participated in a game that allowed them to make predictions on the new topic in art.



BEYOND THE CLASSROOMS

LIBRARY

During their library lesson, PRE-K students engaged in a fun library game, learning about library etiquette, proper book handling, and more. This session is part of the Book Care series, designed to create an enjoyable learning experience for little ones.



READ ALOUD

Read Aloud Day, also known as World Read Aloud Day, is an annual event that promotes the importance of reading aloud and sharing stories. PYP students participated by reading aloud to others, to foster literacy and a love for reading.

It has been a fantastic opportunity to encourage literacy skills and a love for reading among young learners. It has allowed them to engage with stories, develop listening skills, and foster a sense of community through shared storytelling experiences.

