



## What Not to Miss

- Monday, 11 Mar: Ramadan

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- Wednesday, 13 Mar: MY/DP Progress Reports

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- Thursday, 21 Mar: Mother's Day

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- Wednesday, 27 Mar: MY/DP Term 2 exams start



Dear Parents,

Welcome to the 24th edition of our 2023-2024 school year. We hope you enjoy this week's read!

### Ramadan Greetings!

AIA is wishing our parents and students a month full of blessings, good deeds, peace and happiness during this Holy month!

### Ramadan Hours:

**9:00 am - 2:00 pm for all students**

Students will still follow the same basic schedule; only lesson and break timings will be shortened.

Also, after-school activities are cancelled this week. They will resume following the Eid holiday.

رمضان مبارك ، تقبل الله منا ومنكم  
الصيام و القيام و صالح الأعمال... كل عام و  
أنتم بخير...



## Health and Nutrition Week 2

During the second week of the health and nutrition challenge, Grade 10 students took proactive steps to promote well-being within the school community. They orchestrated a vibrant basketball tournament for MY students during break time, fostering not only physical activity but also camaraderie and teamwork. Moreover, they dedicated efforts to engage KG classes in enjoyable activities aimed at imparting the importance of sports and healthy eating habits. This initiative not only exemplifies Grade 10's leadership but also underscores their commitment to nurturing a culture of health and wellness among students of all ages.



## Pajama Day

To commemorate the final day before Ramadan, the Student Council orchestrated a memorable event: a school-wide Pajama Party coupled with a delightful dish party. This festive occasion provided an opportunity for students to unwind and enjoy each other's company in a cozy and relaxed setting. By bringing together the entire school community in pajamas and indulging in a variety of delicious dishes, the student council fostered a sense of camaraderie and celebration, creating cherished memories for all participants on the eve of Ramadan.

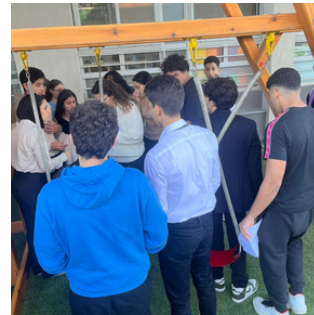




# IB Schools Math Competition

AIA buzzed with energy over the weekend, as students dived into the thrilling math competition event!

Pairs of students from AIA, NDSA and Future IB put their math skills to the test in the problem-solving session. Teams from different schools rached against each other in the scavenger hunt to uncover the elusive “key word”!



Congratulations to all participants from AIA, NDSA, and FIB for showcasing their remarkable math skills and sportsmanship throughout the event! While winners received well-deserved trophies, every participant emerged as a champion in their own right, embodying the spirit of collaboration and dedication! Thank you to everyone who made this event a resounding success! Here’s to many more inspiring math adventures ahead!

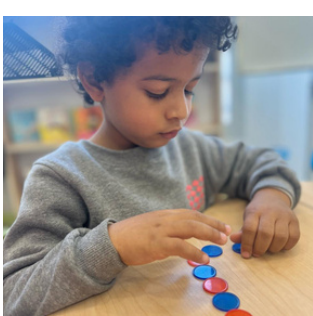
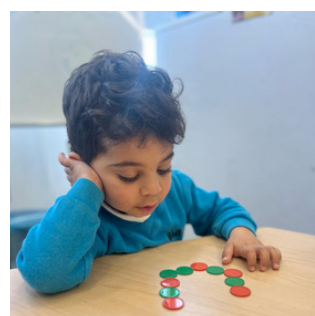
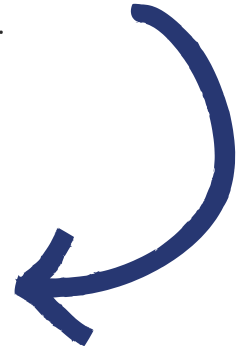




# AROUND THE CLASSROOMS

## PRE-K

Exploring the world through patterns! PRE-K minds were busy discovering shapes, colors, and rhythms, creating their own vibrant tapestry of learning.





PRE-K students excelled during their morning routine activity with smiles and enthusiasm!





## K1-A

K1-A students relished exploring various class materials to determine their buoyancy, engaging in collaborative discussions to share the reasons behind sinking or floating.



During their Math session, students revised numbers from 1-10.



Students discussed the "Bear Hunt" story, focusing on family struggles and natural elements.

They decorated bear faces with nature materials, enhancing their imagination and connection to the story.



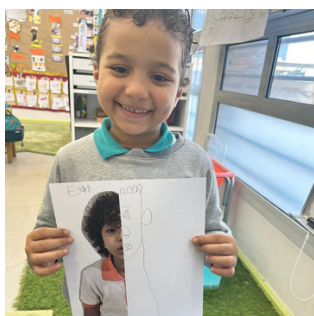
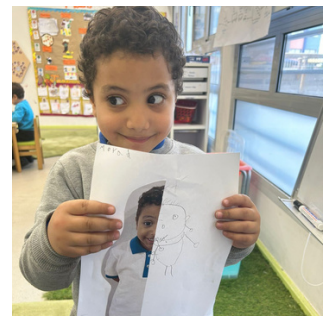
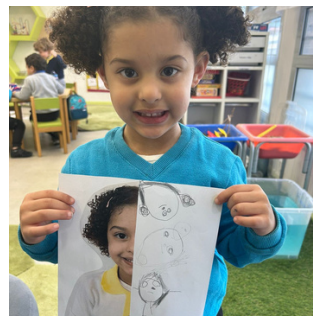
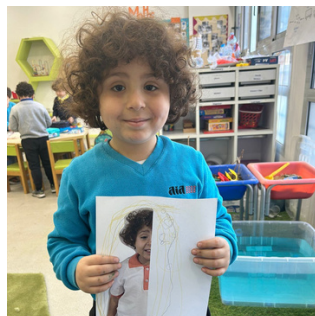
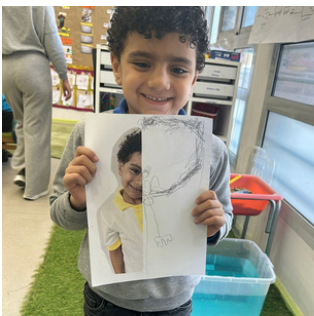


# K1-B

K1-B students embarked on a number hunt, where they were tasked with discovering a number between 1 and 20. Once they found their respective numbers, they share with their teachers.



Students were taught the concept of symmetry through an engaging activity. They were asked to draw half of their face, and then they had to create the other half in a symmetrical manner, ensuring it mirrored the initial side accurately.





## K2

K2 students explored how living things were connected through their habitats, by engaging in three interactive centers to deepen their understanding. Their journey started with a screen game, where they skillfully placed each animal in its appropriate habitat, testing their comprehension. Next, they delved into a creative center, selecting a specific habitat and illustrating the animals that inhabit it, fostering both artistic expression and habitat knowledge. Finally, they tackled various habitats in a sorting activity, placing animals into their rightful habitat. Through these centers, students not only learned about how animals and habitats are connected but also had a great time learning!







# Grade 3/Primaire 3

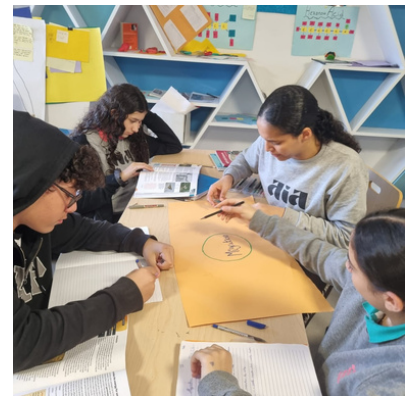
Each Grade 3/P3 student brought some ingredients to put one part or two from the whole pizza, connecting with the fractions.





## Grade 7

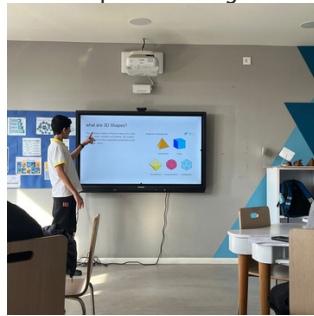
During their science session on the introductory lesson on migration, "Statement of Inquiry", Grade 7 students emphasized that evidence can be employed to discern changes in spatial patterns of migrating birds. To engage students, by encouraging them to mind mapping the concept of migration, exploring its facets in humans, animals, and plants. This activity not only fostered understanding but also enhanced language skills as students delved into reading materials related to migration. By integrating Approaches to Learning (ATLs), research, communication, and thinking skills were promoted. This lesson aligns with the IB learner profile, nurturing inquisitiveness and communicative competence among your students.





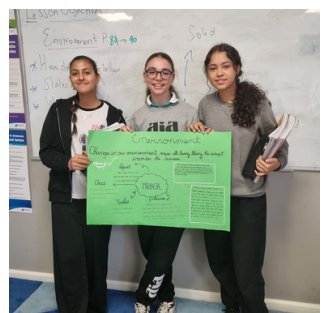
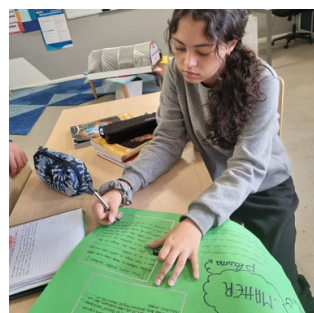
## Grade 8

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, Grade 8 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 9

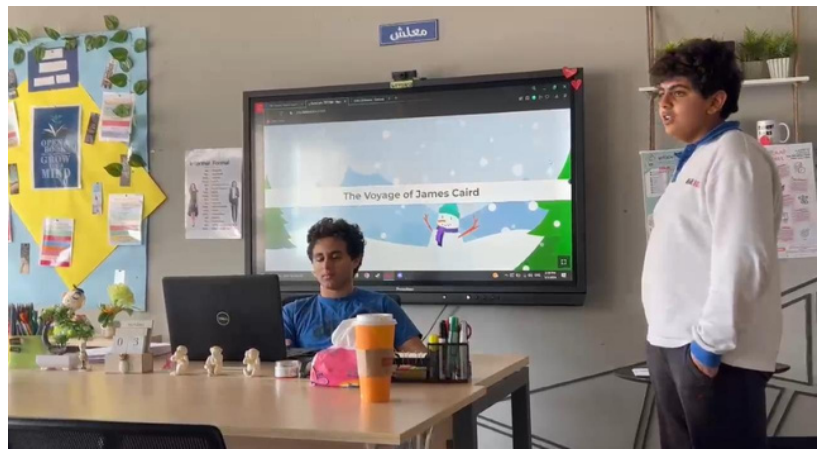
During their science lesson as part of the introductory lesson on the environment "Statement of Inquiry", Grade 9 students emphasized that changes in the environment necessitate adaptation for survival among all living things. To bolster language skills, we integrated reading activities that explored the dynamics of adaptation in response to environmental changes. By incorporating Approaches to Learning (ATLs), we promoted research, communication, and critical thinking skills. The lesson also aligned with the IB learner profile, fostering attributes like being reflective and open-minded. Furthermore, students were engaged in mind mapping to understand the different states of matter, exploring their behaviors and the underlying reasons for variations in states, linking the lesson to broader scientific principles.





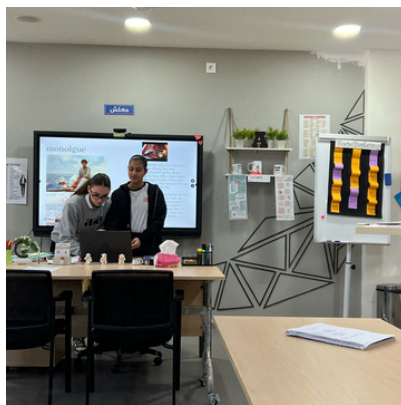
Grade 9 students concluded their Survival unit by implementing conceptual learning, through teaching. Students were paired in groups, and given different text types (Excerpt, Narrative-nonfiction & Media, and Argumentative), all of which incorporate the survival theme. Students received only the reading and were asked to create an interactive lesson for their peers in which they can emphasize how the theme connects.

Teachers Adam and Omar took on the challenging task of teaching the Narrative-Nonfiction, *The Voyage of the James Caird*- from *The Endurance* by Caroline Alexander. Adam and Omar utilized a new platform (Prezi), and started of the lesson with a summer of key points their reading made. Student teachers connected the theme of their reading with the readings done prior in this unit, and how they relate. Students also created their own close read questions, giving students paragraphs from the reading, and asking them to annotate certain words, and then followed up by asking a question that is meant to emphasize an important aspect of the reading. Students were assessed based on their ability to conclude how the annotations relate to the question being asked. Students closed off the lesson with an interactive game of kahoot which they used as an exit ticket, to assess the understanding of their peers.





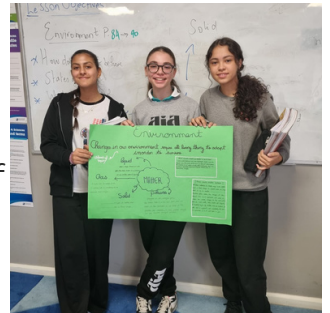
Grade 9 students, Khadija and Mariam, analyzed an excerpt from the novel, *Life of Pi*, in which they identified the text type and purpose, in order form connections between their reading and the unit theme of "Survival"- Teacher Students pointed out the aspect of both physical and mental means of survival. Khadija and Mariam conducted an interactive lesson for their peers in which they emphasized ATL skills of communication, critical thinking, and social through their session; as well as incorporated different types of teaching methods for different learning approaches. Mariam and Khadija used visual, auditory, and kinesthetic techniques to ensure all student engagement and understanding. Students created a vocabulary game which allows for students to infer contextual evidence to find synonyms and definitions. Students concluded the lesson by pairing their peers and assigning them a set amount of time to solve comprehensive and analytical questions. If frustrated, students could look for clues around the classroom to help them solve the questions. Finally, Khadija and Mariam checked their peers understanding, and gave individual feedback to each student.



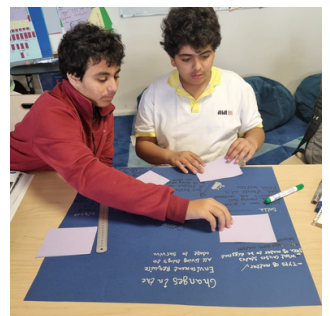


# Grade 10

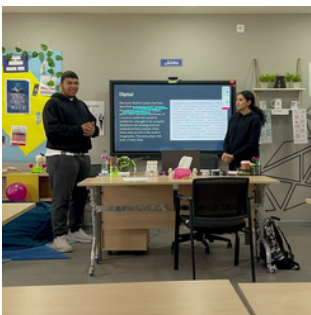
Grade 10 students concluded their “Outsiders and Outcasts” unit by creating an entire lesson for their peers. Each group of students received a distinguished type of text which they have shown mastery over throughout the year. Students then worked outside of school to create a presentation in which they create an interactive lesson for their peers.



Amin and Jasmine emphasized the concept of the theme "Outsiders and Outcasts" by dividing the class at the start of the lesson. Students were given different treatment, and additional resources (packet, rather than expected to read off the tiny print on the board" based on the "class" they represented. By the end of the lesson, and despite frustration, students were finally able to identify the division of the class in relation to the short story "The Doll House" and made connections of class systems, through the activities (close reads, analysis, vocab game) student teachers created for them.



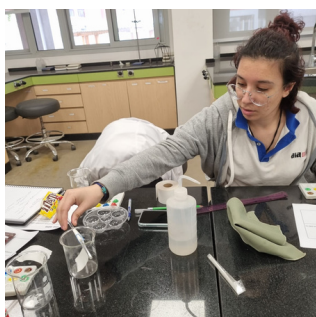
Grade 10 Student Teachers, Ahmed and Mariam, created their interactive lesson plans by creating a class warm up questions which challenged student thinking to make connections between the theme and previously read pieces- then smoothly transitions to explaining different types of poetic structures (sonnet, free verse, prose, enjambed, and end stop lines), then giving samples, and allowing students to identify structure used. Student teachers Mariam and Ahmed, asked their peers follow up questions, and then used these structures to identify the effect different styles utilized by each author has on the purpose and meaning. Students concluded the lesson by asking students to write a free verse poem, and share with the class.





## Grade 11

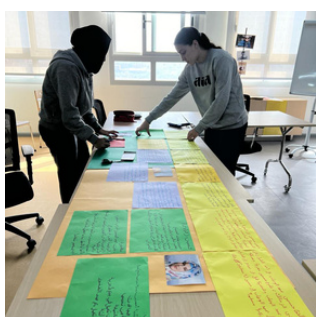
DP Chemistry HL students recently explored chromatography using M&Ms, by calculating retardation factors, they demonstrated analytical skills and experimental design prowess. Inquiring about chromatography, they embodied IB profiles as knowledgeable communicators, collaborating in a reflective, team-oriented environment. This hands-on approach not only deepened their understanding of chromatographic techniques but also exemplified holistic education, emphasizing the significance of the International Baccalaureate program.



As part of an interactive educational activity, DP students have orchestrated an exhibition centered around the literary novel

### لن أعيش في جلباي أبي

This showcase features a vibrant timeline of key events, profound analyses of central characters, personal insights from students on various figures within the story, and envisioned alternative endings favored by the participants. This exhibition is a clear reflection of the students' deep engagement and their profound connection with the literature, bringing the narrative of the novel to life in a compelling and educational format.





# BEYOND THE CLASSROOMS

## ART

To follow their inquiry about the Natural elements, K1-A and K1-B learners used their skills of rolling to make coil, making a sphere with two hands and using the rolling pin and various material to create texture on a flat surface. These young artists used real clay from Aswan to create their masterpiece!



To continue their inquiry about “Characteristics of water”, K1-B students have fun using liquid paint to splash, to drip, to flow..



After describing shapes and texture in the architecture of Siwa's fortress, Grade 5 learners began to shape their own micro-village using clay and specific clay tools.







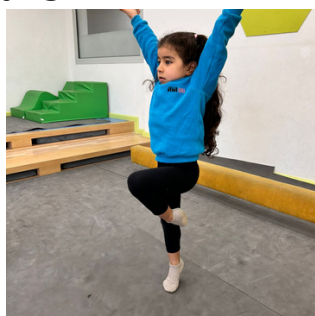
# BEYOND THE CLASSROOMS

## GYMNASTICS

Mini gymnasts: Watch our PRE-K-K partners shine during their fitness routine!



K1-A students elevated their gymnastics skills, finding equilibrium on one leg using the yoga block.



Grade 1 gymnasts mastered single-leg balance on the yoga block.





# BEYOND THE CLASSROOMS

## TRIPS

During their recent trip as part of their unit of inquiry "Sharing the Planet," K2 students had a blast exploring a wide range of animals, from bugs to mammals. They learned about what makes each animal special and figured out which group they belonged to. By doing this, they gained a better understanding of how different animals are connected and why it's important to take care of them and their habitats.





# BEYOND THE CLASSROOMS

Grade 1, Grade 2, Grade 3, P3 and Grade 4 adventurers explored art and nature's wonders at Fagnoon!

