



*We believe in  
"Children need the freedom to  
appreciate the infinite resources of  
their hands, their eyes and their ears,  
the resources of FORMS, MATERIALS,  
sounds and COLORS"  
&  
"Children must be taught  
HOW TO THINK not  
WHAT TO THINK*

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## Sharing the Planet



## Notes to Parents

\*Together everyone achieves more. We finished a successful fifth theme (**Sharing the planet**), with many enjoyable events, and we will be having summative assessment for fifth theme (**Sharing the planet**). A lot of curiosity is the fuel for discovery, inquiry, and learning. During the fifth unit, students learned about the living things sharing the planet earth, how living things (plant, animal, and human) share planet resources. Learner Profile Focus: Open-minded, Principled. Attitudes Focus: Communicator Balanced.

As a part of the tuning in stage of our Theme (Sharing the planet) Rand International School- KG section had a visit to the Qatif Zoo to demonstrate the interaction between human and other living things in sharing natural resources



Children had been very excited to see different kind of animals and the distinctive characteristics for each animal

Students had been divided into four groups; each had a task to answer one of the following questions:

- What things is living or non-living?
- How can you know living things?
- How do they act and move?
- Who is taking care of them?

Each group had worn a wrist band question with different color





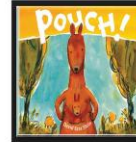
What we learnt in disciplines for the unit

## English



“Pine tree story”, It focused on different types of living things (plant, animal, human) (pine tree, sparrows, wood cutter). Teacher prepared a puzzle of these three types of living things in finding out stage ,kids fixed the puzzle in small groups ,then they had reflection according to their needs.

“Pouch story”, during Pouch Story, kids were able to recognize the needs of living things.



## SCIENCE

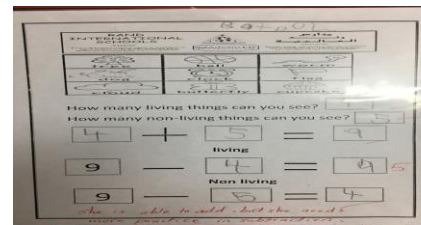
**Planting**, kids focused on plant’s needs; water, sun, soil, and they observed plants growing day by day while they are taking care of it

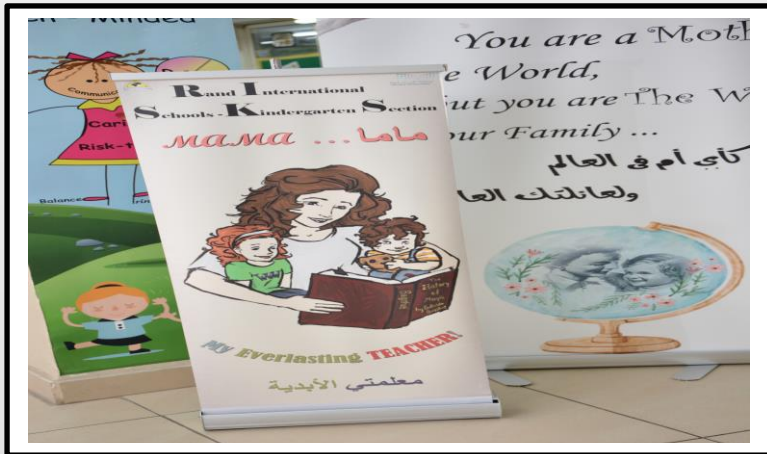


## Math

The kids count how many living things are there and how many non-living things. Then, they add and subtract the two numbers.

Also having an activity where the kids are classifying animals according to their habitats (water – jungle- desert –farm)

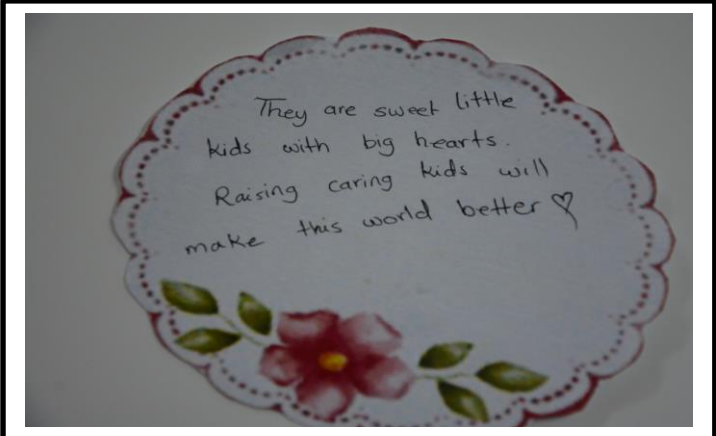
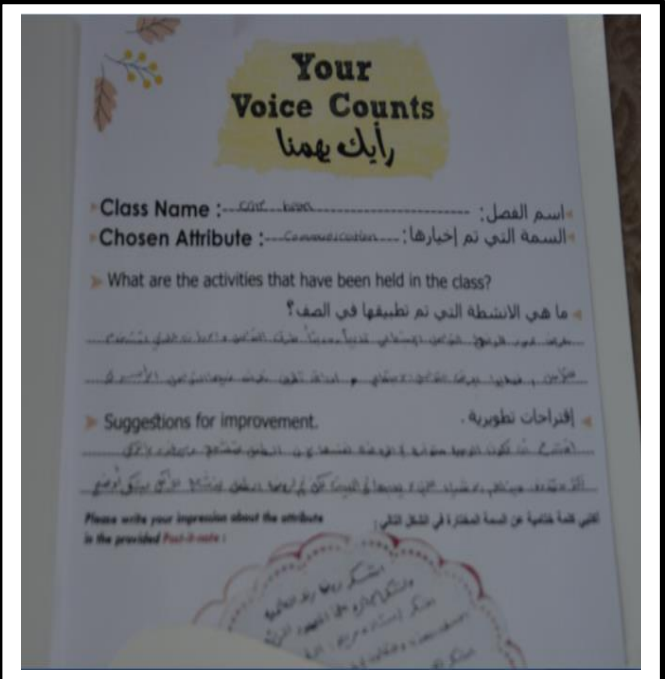




For more implementation of IB attributes, we had an activity for more connections and involvement of homes. We had an event “Mama .... My ever-lasting teacher!” where mothers were asked to be teachers in the class presenting the attributes to the children in the class. Schedules were assigned to mothers with each attributes for effective organization and implementation of the event.



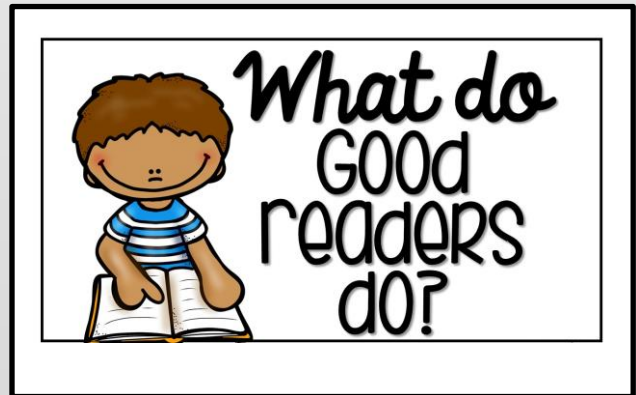
The mothers who had come to the school had really admired the idea and saw a new experience that brought them and the children very closer. The IB Attributes had shown very clearly in the children as they used to apply in their learnings.



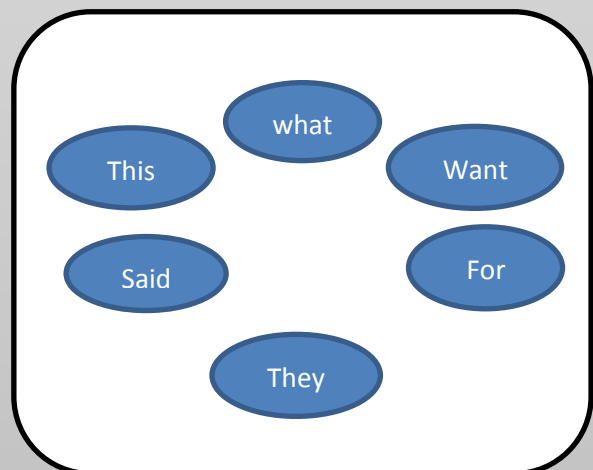
We are working on enabling our children become good readers. To be able to make our children **fast and fluent** readers we need more school-home connections, more cooperation from parents, having parents work with the child spend at least 15 minutes

- Every day have your child review recognition of the letters Aa-Zz with their sounds.
- Recognizing the letters' sounds and names of the letters should go at the same time.
- As you see the child recognizing the sounds of the letters without any help, have him /her blend the sounds of the words. Begin with their books and have them try to read the words in their books.
- Every day have your child start reading fluency passages once in a week. Then have him/her practice reading the word as many times as he gets to read by practicing.
- Begin to read leveled stories.
- We Start using I love reading book, with pictures for information
- Use fingers at points to the reading words
- Start reading stories out of the curriculum.

Sight words are the words that are frequently in our reading and writing. When your child acquires a sight word that means he does not need to sound out each letter or phoneme in the word.



This semester, we continue on what we have learned on high frequency words and covered some high frequency words such as:



As a part of our theme (Sharing the planet) we had a trip to Sayhat Park to explore living things (plants, animals, humans) and how we share the same resources together; the air, the sun, water, and also the same earth They were curious to see different homes of living things such as ants hives, people houses, birds nest , and soile of plants.



To apply the understanding of balancing in our life: food, feelings, playing and studying, our children presented an acting scene for 3 days during the assembly which talked about a boy who plays with video games all the time and his sister who advises him and also his parents and teacher who instruct him to organize his time

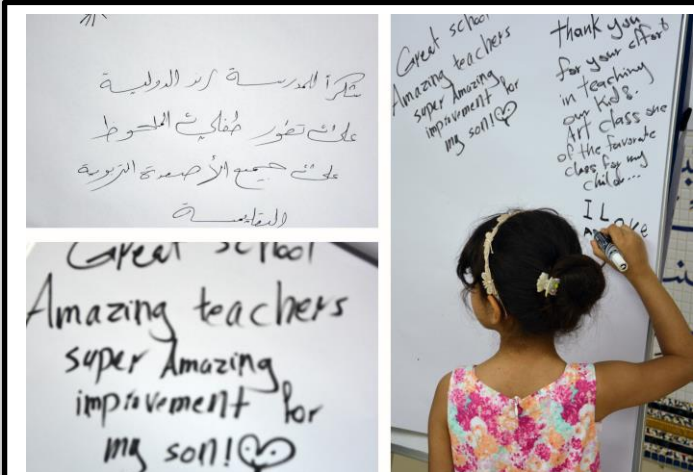




31 March 2017 Student Led Conference  
 The reflection of teaching is shown when students express their learning.



SLCs are the opportunities for students where they take the lead on sharing the examples of their work and take pride of their learning. SLCs create a partnership between the teacher, student and parents to act as a support network in the success of the student learning



Mothers interacted with their children very nicely. Our little angels took their mothers to a tour around the KG section and their classes, and also surprised them with a message filled with innocent feelings. Finally, they shared their thoughts and opinions on the flip chart



# I Can Read!™

Where the story Begins

In the beginning of March, we had our celebration **Reading Week** at our KG section, with an assigned day for each class, having our children get explored to variety of books. Our goal is to encourage our early learners love for reading. and to enhance the reading skills



Students enjoyed the reading festival with many activities with their friends having a lot of fun with variety of activities. Children loved reading by fun.



Children took their favorite corners in the class to start their journey in reading, they read their favorite book at home and the teacher chose any part of the book and ask them to read aloud, students choose one of their fellows randomly to read some sentences



## Summative Assessment



As a conclusion of the theme and to apply the understanding of sharing the planet, children worked on informative class magazine; the magazine had to grab the reader's attention. They needed punchy headlines and gripping first few lines to make sure that you read on. Children focused on the given information during the planner: non-living, living things characteristics, the needs of living things, animal's habitat, and responsibilities.

They took a part in preparing it, each student had been given a specific task to work on it, and then all the students' work gathered and displayed as one magazine.

Material: Crayon, color, stickers, photos, newspaper, scissors, glue, and white paper

