

NEWS FROM THE TRUNK

THURSDAY, NOVEMBER 20 2014

The Children Are Our Future!



KAS

PTA BANDANA TIE-ON DAY! TUESDAY NOVEMBER 25TH

Letter from the Superintendent, Dr. Robert Beck

Dear Parents,

I have been asked from time to time what it means when I say that we offer a “comprehensive” educational program at KAS. By a comprehensive program what is intended is: to offer a challenging and exciting curriculum of studies that is developmentally appropriate for children in the Early Childhood, Elementary and Secondary divisions; to offer enjoyable sports and activities programs; to offer cultural activities that are available to parents and students done in conjunction with the PTA, teachers and principals; to offer specialist services such as Learning Center support services, English As Second Language support services, and Counseling support services for students; to offer healthy food options for students; to offer leadership and service opportunities for students through such activities as the student Model United Nations (MUN) program, student Global Initiatives Network (GIN) program, and student and class government organizations.

What is implied in saying we offer a comprehensive educational program is that every day at KAS a student's life is filled with quality learning experiences and opportunities that foster their academic, social, emotional and physical development. While some schools claim they offer a comprehensive program, too often they fall short in delivering on that promise. KAS daily delivers on its promise to provide a quality educational experience. And we do this with a mission and vision of being an inclusive international school that places emphasis on care and concern for all the children and families who are members of our school community.

We as a staff are proud to be a part of the KAS Family and the KAS “comprehensive” school experience!

Have a pleasant evening and weekend.

Letter from the Middle/High School Principal, Susan Boutros

Dear Parents,

As a parent, it's difficult not to become invested in our child's academic life because we know how important it is for their future. From our perspective, it makes no sense that our kids would put things like friends or electronics before their work. The truth is, most kids are motivated, but not by what we think should motivate them. Look at it this way: your child is probably highly motivated when it comes to things that excite her/him, like video games, music, Facebook and what cool new jeans to buy. One thing for certain is that if you pressure your child in order to motivate him, it almost always makes things worse. Understand that kids need to buy into the value of doing well.

When you think about it, not every kid asks teachers for help, does all their homework on time all the time, reviews the material they learned each night and puts aside all the other distractions to get down to their studies. The ones who do are typically the kids who have what is called “good executive functioning,” because the

front part of their brain is more developed. This plays a significant role in school achievement. It helps the regulation of emotions, attention span, perseverance, and flexibility. For many, many kids their executive functioning often does not develop until much later in the adolescent years. This is particularly tough if you are a parent who was responsible at an early age, but you now have a child lagging behind.

Here are some tips to keep your child motivated.

1. Keep a relationship with your kids that is open, respectful and positive. This will allow you to be most influential with them, which is your most important parenting tool. Punishing, preaching, threatening and manipulating will get you nowhere and will be detrimental to your relationship and to their ultimate motivation.
2. Incorporate the “when you” rule. One of life's lessons is that we get the goodies after we do the work. You get paid after you work at your job. So start saying things like, “When you finish studying you are welcome to go to your friend's house.” Or “When your homework is completed, we can discuss watching that movie you wanted”. Enforce this rule and stick to it.
3. When you are invited in. If your child is not studying and his grades are dropping, you're invited in whether he wants you there or not. Again, you're there to help set up a structure that he is not able to create for himself. The structure might include scheduled study times, having the computer out in a public place in your home, and saying, “No video games or TV until after homework is done.” Help your child understand that this is not meant as punishment; rather, this is helping him develop a good work ethic and to focus on his schoolwork.
4. Ask the teacher. If your child's grades and work habits are not up to par, you can set up a plan by sitting down with him and his teachers.
5. Identify a study spot. You may need to sit with your child while she's doing her work or at least be nearby to help her stay on track. She may need a quiet location away from brothers and sisters or she may do better in a room near others.
6. Break it down. Decide together whether or not it will be helpful to your child for you to help him break down his assignments into small pieces and organize on a calendar what he should get done each day. Your child's teacher can help with this.
7. Be kind but firm. Try your best to be a parent who is kind, helpful, consistent and firm. Try to put the focus on supporting and encouraging your child instead of worrying and blaming him.
8. Lack of motivation or anxiety? Most people have anxiety about doing certain things and avoid them like the plague. While a little anxiety can motivate, too much blocks your child's ability to think and to have access to the part of the brain that helps him with motivation. Help your child by talking to him about his feelings.
I am sure that we as a school and you as parents will do our best to meet our children where they are and help them where they need help.

Adapted from “10 Ways to Motivate Your Child to Do Better in School” by Debbie Pincus MS LMHC

LIBRARY NEWS



Letter from the Early Childhood Center & Elementary School Principal, Phil Centers

Dear Parents and Friends of KAS,

Last week I explored the first of several major questions facing education in our or any time, namely: Why do we teach children? If we think about it, it really is a kind of strange thing that all over the world at every moment of the day countless children are learning countless lessons from their teachers. A vast body of knowledge is continuously being conveyed to students for them to consume and assimilate into their own minds and hearts. Much of what children are taught passes through them hardly leaving an indication that learning has taken place. But a few things children learn stay with them their whole lives, and influence the way they look at the world and the way they live. Those are powerful lessons to learn as children, and to teach if we are educators. It would seem that as educators of young people, including parents, we would want to teach the kinds of lessons that would stay with a person her or his whole life rather than one that s/he will learn one day and forget the next day.

This consideration leads us to the next major question facing education in our or any time, namely: What do we teach children? In relation to this question and the next one (how do we teach children?), I've often used a paraphrase of the famous words of Charles Dickens to describe our situation in education today: "It is the best of times and the worst of times." While the answer to the question of why we teach children hasn't changed in thousands of years, and is unlikely to change anytime soon, the question of what we teach children is extremely complicated, and perhaps more difficult to answer now than it ever has been. Why is this so?

In former times life was much simpler, and the list of essential things that a male or female child needed to learn to be successful in life as an adult accordingly was also fairly simple. One needed to learn a trade or how to maintain a household. One needed to be able to barter for the few items that one didn't produce oneself. One needed to know how to fit into the natural order and the social structure so that one was not harmed by these systems but got along all right. And almost everyone developed a sense of something beyond this world that they believed in and that gave them hope and courage in facing the daily challenges of survival.

In our time life is infinitely more complex than in earlier times, and accordingly the list of things that a child, male or female, needs to learn to be successful in life has increased exponentially. In fact with the knowledge explosion of the last 500 years, the last 300 years, the last 100 years, the last 50 years, and the last 10 years, there is far too much knowledge for anyone to ever learn or even scratch the surface of. So how do we decide what children need to learn out of this immense universe of knowledge, which doubles every few years at this point? This is a daunting question that many educators are grappling with. I will explore this further in part 2 of probing this question.

Did you know that the KAS Library has "Newbery" and "Caldecott" Medal winning books?! What are the Newbery and Caldecott Medals? In a word, these medals are awarded to the best American book of the year in children's literature (Newbery) and illustration (Caldecott), after a careful selection process by a committee of the American Library Association. Each year the new Newbery winning book and the new Caldecott winning book join a prestigious group of former winners. Children and young adults, teachers, and parents can count on these award winning books to be among the best available in the English language. Many libraries and bookstores in the U.S. have Newbery and Caldecott sections; popular TV shows interview the year's winners; lists of Newbery and Caldecott winners are known by many people; the Newbery winning books are used as reading material by countless teachers across the U.S. and around the world, and master's and doctoral theses are even written about these books.

The Newbery Medal is named for John Newbery, an 18th-century English publisher of children's books. It was first awarded in 1922 (for the book "The Story of Mankind" by Hendrik Willem van Loon), making it the first children's book award in the world. Every book considered for the award must be written by a U.S. citizen or resident and must be published first, or at least simultaneously, in the U.S. in English during the year preceding when the medal is awarded.

What about the Caldecott Medal? It is named for Randolph J. Caldecott, who was an influential 19th century English children's illustrator. After the Newbery Medal had been awarded for several years, people began to feel that the artists and illustrators who create picture books for children deserved to be honored and encouraged with a prestigious award like the authors of children's books had in the Newbery award. In 1937 the establishment of a second annual American book medal became a reality, and since that time the Caldecott Medal has been given annually to the artist who has created the most distinguished picture book of the year in the U.S.

Alia Mahmoud
Librarian

English Saying

To **Beat A Hasty Retreat** means to abandon something, to leave quickly and avoid the consequences of remaining in the same position. This term dates back to the time when a marching army would take its orders from the drummer. Positioned next to the commanding officer, the drummer boy would beat the orders to an army on a battlefield. At night time, or during a battle when things were not going well, the drummer would be ordered to beat a 'retreat' and on hearing the signal a fighting army would immediately cease battle and return to company lines as quickly as they could.

From the Arabic Language Class

ELEMENTARY SCHOOL MATH PROBLEMS:

- KG** COMPLETE THE PATTERN:

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- GRADE 1** 1ST GRADE STUDENTS LINED UP IN THIS ORDER: SHOROQ, JASON, DANIEL, MAIES, AHMED, YOUTIAN, ABDULRAHMAN, TIMON, DAVID.
 Q: WHO IS FIRST IN LINE? WHO IS NEXT IN LINE? WHO IS LAST IN LINE?
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- GRADE 2** HOW MANY HOURS ARE THERE IN 2 DAYS?

I like this Arabic class because the teacher, Mr. Abdelrazig, is so fun and funny. He takes it seriously when it comes to working. Since the early part of the year, we learned about greetings, how to properly read and we also learned new words. We also learned how to put sentences together and writing in paragraph and answering questions in Arabic. Now Arabic is easier for us because we are using our laptop for Flying with Arabic.

Qistina Norriza
 Qiestina Merican
 Grade 6

Abdelrazig Ibrahim
 Arabic Teacher



Last weeks solutions:

KG: (bear) G1. (7), G2. (Quarter till 7:00)

Last weeks WINNERS are!



KG. Leila
 G1. Shatakshi
 G2. Joyce

KAS SPORTS

KAS PE

Physical education focuses on physical development while also integrating the emotional, social and intellectual components that develop the whole student. That is why PE is so important

This week in KAS Sports news, the basketball squads have their final games vs. KICS, and we are looking forward to the showdown. All participants have worked incredibly hard, and deserve a strong recognition for their dedication. GO KAS BASKETBALL!

In other news, swimming for elementary has come to a close, and a new section of PE has begun with an introduction to Badminton.

KAS Community

We would like to encourage our parents to join the morning walks from 7:00am to 7:45am and ladies aerobics from 8:30am to 9:00am with Mrs. Sara Gadalla Gubara.

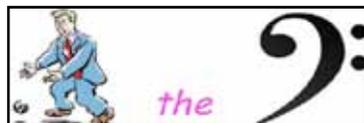
Hanro
 Athletic Director

Ross's Rebus

LOOKING FOR OUR ANSWERS!

Elementary Rebus

Middle & High Rebus



Faculty Rebus



Last week's solutions:

Elem: Harry Potter

MS/HS: Wanna Dance?

Teachers: Sunshine Committee

Last week's WINNERS are!

Elementary: Aayaan gr. 5

MsHs: Rida gr. 12

Faculty: Maie Hassan