



FEBRAURY 2018 NEWSLETTER

Gentle Reminder

Teacher Conference Day—Saturday February 10th, 2018 -9:00 A.M. to 2:00 A.M.
Professional Development Days—Saturday, February 17 and Sunday, February 18, 2018
(Note—Students do not attend school on Sunday, February 18, 2018)

SPECIAL POINTS OF INTEREST:

*February 10th—
Parents Confer-
ence—9:00 a.m. to
2:00 p.m.*

*February 12th—
Sports Tourna-
ment—Grade 5 & 6*

*February 13th—
Sports Tourna-
ment—Grade 8 & 9*

*February 14—
Tournament Grade
10,11,12*

*February 15—KG
Trips to Children's
Museum*

**February 18th—
Professional De-
velopment Day—
Students do not
attend school**

*February 25—8:00
a.m. Parent Advi-
sory Council*

*February 27th -
Middle School and
High School—
International Day*

*February 28th—
Elementary -
International Day*

Sport Partnership

DAIS has entered into a sports partnership with five other international schools. These schools include Egypt American International School (EAIS), British Rameses School (BRS), B.B.C., Manhattan American International School (MAIS) and Akhenaten American International School (AAIS). Various sports events and tournaments will be organized for boys and girls in middle school and high school over the next two academic years. For this academic year the events will only include boys. Once the protocols of the partnership have been well established, girls will be included in 2018-2019. Examples of sports competitions will include football, basketball, tennis, handball, dodge ball and swimming. The purpose of this partnership is to enhance our athletic skills, sportsmanship and school pride through healthy competition. Events will be organized by the various P.E. heads representing each school. Each school will take a turn hosting competitions. On February 12th, 13th and 14th, EAIS will be hosting a football tournament. In March 2018, DAIS will be hosting a basketball competition. BBC will host a handball tournament in April 2018. More information concerning these upcoming events will be forwarded to parents once details have been finalized. We are looking forward to this 'sports' collaboration between the various international schools in our area.

High School Seniors—Helping to Strengthen DAIS

On Monday, January 15th, the High School Seniors organized an excellent activity day for the Kindergarten. The event included a number of activities that were led by the senior students. These events

included face painting, crafts, pool of balls, character show, puppet show, bubble show and cotton candy. Feedback from the students was excellent. They very much enjoyed the day. Some of the high school students commented that they did not realize how much work it is to be a kindergarten teacher! Learning and enjoyment was experienced for both our younger students and our senior student leaders. Middle School students were also supported our High School Seniors. On Saturday January 20th the senior students organized a Winter Carnival Event that ran from 2:00 P.M. to 7:00 P.M. Various games, inflatables and food was provided.

Report Cards for Semester One

Report cards for grades Pre-K through to grade 12 were distributed during the week of January 21st. The exception to this were grade 9 report cards. Due to Ministry Exams scheduled after the exam period held at the school, grade 9 report cards were distributed during the first week of February 2018.

Parent Advisory Council

The Parent Advisory Council met on Sunday January 21st. Ms. Hasnaa provided a detailed presentation concerning the elementary program. She explained how staff are implementing curriculum with a strong focus on problem solving and critical thinking. Methods concerning student assessment were shared along with how student performance is tracked on a weekly basis. The council also provided feedback to Ms. Suzanne concerning a review of the next (2018-2019) draft school calendar. Discussion focused on the length of each term and timing of school exams and school holidays. Next meeting is February 25, start time 8:00 A.M.

Health and Safety Policy—Students Who have a Fever at School

This time of year is flu and cold season. This is a reminder that it is the school policy for any child who is found at school to have a fever, they must be picked up immediately by a family member. Students who have been sent home with a fever are to be home for three days. When returning to DAIS, they are to be seen by the school clinic before returning to class. These procedures are being put in place to ensure the health safety of all children at DAIS. We extend our thanks for your understanding and support for this procedure.

International Day— Middle School and High School
February 27th, 2018

January came with celebrations of a New Year and winter; the celebrations will continue in February with the “International Day 2018”. On February, 27th, 2018, we will be hosting our annual International Day. The theme this year is DOVER Celebrates. Students will delve into a new cultural experience through research and fun. To prepare for the day students are expected to research the geography, history and culture of their respective countries with a special focus on celebrations. On the day of the event, there will be performances showcasing the celebrations of different events and seasons. Many cultures will be presented on that day: USA to represent modern western culture; Mexico, Latin culture; Italy, European culture; Nigeria, African culture; UAE, the Arabian Gulf culture; Japan, Asian culture; and last but not least, Egypt to represent the local and Middle Eastern culture. We hope to expose our students to a wide variety of cultures so as to instill a sense of acceptance and tolerance of the diverse world we live in and have fun in the process.



International Day—Elementary School
Wednesday February 28th—Theme: Global Citizenship

The aim of the International Day is to promote international mindedness and global citizenship. We would like to invite the children to leave their uniforms behind on this special day and ask to either come to school wearing the distinctive national dress or as a famous person (scientist, writer, artist, musician, football player, royal family, etc.) in the history of the chosen country (teacher’s to assign and send pictures). During the day, the children will be travelling ‘Around the World’ visiting different countries within their phase group; learning about the countries and their cultures. Each child will be given a passport on the day and when they have visited a country they will receive a sticker of that country’s flag to put in their passport. International Day activities will include dance, songs participating in sports/games from different cultures, creating art connected with different regions on the world, and trying different international foods. The students will also be finding out where in the

Grade One

- 1-A: Brazil
- 1-B: China
- 1-C: Lebanon

Grade Two

- 2-A: Greece
- 2-B: Morocco
- 2-C: Turkey

Grade Three

- 3-A: India
- 3-B: Singapore
- 3-C: Hawaii

Grade Four

- 4-A: Mexico
- 4-B: Italy
- 4-C: Japan



Grade Five

- 5-A: Spain
- 5-B: Germany
- 5-C: France

world the countries visited are on a world map, learning to say a few words in the country’s language and listening to some traditional music. We will be busy decorating the school to represent each of the regions, so if you have anything you could lend us for the day we would love to incorporate them in our classrooms. Decorations may be items such as fabrics, artwork, photos or other decor items. We would like to invite you to attend our celebration in the classrooms where the children will talk about and share their experiences. We are inviting parents to contribute ifood from different cultures. The idea for this is so the children can share as a school and enjoy a wide variety of dishes from a wide variety of cultures. Food stations will be set up according to the chosen countries of the world (teachers to send recipes).

Ticket Fees for Parents (9:00 A.M.—12:00 Noon): To wear the country’s traditional dress, dress in the colors of their class country’s flag or to paint flags on your faces. Staff and children are very excited about the upcoming International Day and we believe it will be a fantastic day for our children!

Parent Conference Day

Saturday February 10th, 2018—9:00 A.M. to 2:00 P.M

Parent-Teacher Conference Checklists

Before the conference

- Ask your child how she feels about school.
- Ask your child if there is anything that he wants you to talk about with his teacher.
- Tell your child that you and the teacher are meeting to help her.
- Make a list of topics that you want to talk about with the teacher.
- Prepare a list of questions such as:
 1. What are my child’s strongest and weakest subjects?
 2. Does my child hand homework in on time?
 3. Does my child participate in class?
 4. Does my child seem happy at school?
 5. What can I do at home to help?

During the conference

- Be on time (or early) for the meeting.
- End the meeting on time. Other parents will probably have a conference after yours.
- Relax and be yourself.
- Stay calm during the conference.
- Ask the most important questions first.
- If your child receives special services such as English classes, ask about your child’s progress in those classes.
- Ask for explanations of anything you don’t understand
- Ask your child’s teacher for ways that you can help your child at home.
- Thank the teacher.

After the conference

- Talk about the conference with your child.
- Talk about the positive points, and be direct about problems.
- Tell your child about any plans you and the teacher created.
- Keep in touch with the teacher during the school year.

Research Stories

Raising Strong Readers -Strategies for parents and educators to encourage children to read — from infancy to high school -

By: *Mary Tamer, Bari Walsh* Posted: **March 1, 2016**

In a world full of digital distraction and scheduled enrichment, what can parents and educators do to promote the timeless pleasure of reading a book for fun? Harvard Graduate School of Education faculty members Joe Blatt, Nonie Lesaux, and Catherine Snow distilled a comprehensive body of literacy research into a short guidebook titled *Encouraging Your Child to Read*. Here are their age-appropriate suggestions:

Your Baby (birth–18 months) What to know:

Babies learn language while being held and cared for by adults who repeat words to them; tell them stories; laugh and smile with them; and respond to their noises, smiles, and burps. When you read to your baby, she's learning. Plus, she begins to connect reading with what she loves most — being with you!

How to help: Talk to your baby! Repeat nursery rhymes, sing songs, play peek-a-boo, and respond to her needs with soothing words. Take advantage of everyday moments to talk about the world around you. Tell her stories while she is being changed, in the bath, in her stroller, or being held. She needs to hear your voice and learn about things that she sees. Read board books with faces, animals, and objects that you can talk about with your baby, then add lift-the-flap books when reading with your 1-year-old. When talking to your child, use the language(s) that are most comfortable for you, so that she hears lots of different words and ideas.

Benchmarks: Uses her voice to express her feelings (laughing, crying) Imitates speech by saying things like “na-na, da-da” Understands several simple phrases. At 1 year, can say one or more words. Looks at books

Your Toddler (18 months–3 years) What to know:

Children become “readers” before they learn to read. Enjoying books together now will help them enjoy books later. When children have lots of opportunities to talk and listen, they are building important language skills.

How to help: Listen to your child talk and encourage her to say more. Ask her questions, show interest in what she says, and help her learn new words and ideas. When you are with your child, limit distractions like phone calls and television. Instead, talk, read, and play together. Consider borrowing books from the library. Make books a part of the daily routine. Special reading time might be before bed, during a meal, or while you are riding the bus. Give your child paper and crayons so she can “write.” Ask her to explain what is happening in her picture or story. Help her think of more ideas to add.

Benchmarks: At 2 years, can say 250–350 words At 3 years, can say 800–1000 words Says common rhymes, imitates the tone and sounds of adults speaking, and asks to be read to. Enjoys listening to predictable, familiar books and joins in when it is time to say a repeated phrase in the story.

Your Toddler/Preschooler (3–5 years) -What to know:

Learning lots of words from birth helps to make preschoolers readers for life. Children become “writers” before they learn to write. Children’s scribbles, pictures, and attempts at writing alphabet letters are all important beginnings to strong literacy skills.

How to help: When reading together, encourage your child to talk. Have her “pretend read” the parts she has memorized. Ask her questions and encourage her to say more. Eventually, she might tell more of the story than you do! Point out words on signs and talk about the letters and sounds. Ask your child to find letters she knows on menus or street signs. Link the books you read to people, places, and things your child knows or sees when you’re out. Play with words and sounds by singing, reading, and making up rhymes together. Call attention to words that have similar sounds (“Dad and dance both start with the same sound, d-d-d-d dad, d-d-d-d dance!”) Have your child tell you stories, and write down what she says. Ask questions that will help her complete the story. Then, read the story you wrote together.

Benchmarks: Comfortably uses sentences, plays with words, and learns from conversations and books that are read aloud Recognizes familiar letters and words such as her name — and attempts to write them Identifies words that rhyme or have the same beginning sound. Holds a book right-side-up, turns the pages, and understands that pages are read from left to right and from top to bottom.

Your Early Elementary Student (grades K–2) -What to know:

Positive reading experiences encourage more reading. The more children read, the better they will read. Early readers can build their confidence and abilities by rereading books they are very familiar with. Repetition is good! Reading and talking about non-fiction — not just storybooks — helps younger children learn information and skills that they need for academic success in upper grades.

How to help: Read and reread your child’s favorite books — electronic or print — and, eventually, she will be able to read them to you. Listen to your child read and tell you stories. Then, have a conversation about them. Play board games and card games and talk about what’s happening as you play. Limit and monitor your child’s computer and television time. During screen time, help choose programs that will both interest her and build knowledge. Ask what she has learned, and find books on these subjects at the local library. Expose your child to new things and information by taking her to a museum, the zoo, or a different neighborhood. Encourage her to talk about what she sees.

Benchmarks: At 5 years, can say 3000–5000 words, speaks using complex and compound sentences, and starts to match letters with sounds. At 6 years, starts to read words on the page and make predictions while reading, using knowledge, pictures, and text. At 7 years, starts to read words automatically, and expands knowledge by listening to and reading books

Your Upper Elementary Student (grades 3–5) -What to know:

The words we use in conversation are different from the words we see in books. Students need to understand this academic language in order to succeed in school. Starting in grade 4, children are expected to “read to learn” — to gain information from books independently. Children need encouragement, praise, and patience, especially when they are struggling in school.

How to help: Hang maps or other word-filled posters. Hang her schoolwork to show how proud you are and emphasize the importance of working hard at school. Challenge your child by reading aloud books or stories from the newspaper — electronic or print — that she cannot read on her own and by introducing her to new ideas and topics. Keep what your child enjoys reading around the house. Many children enjoy kid-friendly magazines that you can find at your library or order by mail. Talk to your child’s teacher. Learn about classroom work and how you can help at home.

Benchmarks: At 8 years, reads chapter books and is now learning an estimated 3,000 words per year. At 9 years, can read aloud and silently, and understand what is read. At 10 years, begins to identify the themes in a text



Your Young Teen (grades 6-9) -What to know:

Many children lose interest in reading during middle school. Finding reading material every day that captures their interest can help them continue to build knowledge and skills. Vocabulary growth is critical throughout middle school to prepare for understanding high school textbooks. Many children need extra support as reading requirements increase during these years.

How to help: Talk with your child about what is in the news, or what is happening at your workplace or at her school. Like many teens, she values privacy, but appreciates knowing that you are there for her. Put word games, trivia challenges, or light reading materials around the home where she will see them and hopefully pick them up to read. Encourage good study habits, like setting goals, completing assignments on time, and asking for help from a teacher when needed. Establish a space at home for homework. Get your child involved in activities she enjoys such

as sports, volunteering, music, or book clubs. These activities help her explore interests and keep her connected to school. If your older teen has trouble with comprehension, read it yourself and discuss it with her, then encourage her to try again.

Benchmarks: Chooses things to read that she wants to talk and write about. Understands how authors think. Can compare points of view and ideas from different books on the same topic. Learns new information while reading, to develop her ideas and knowledge. Can experience success when reading about subjects that are familiar and interesting to her, even when she struggles with school reading.

Supporting Your Child’s Success

- ◆ Talk to your child about what you are reading. It is key to show your child that you enjoy reading and think that learning is important.
- ◆ Visit the library and borrow books for yourself as well as for your child. Talk to your child about what you are reading. It is key to show your child that you enjoy reading and think that learning is important.
- ◆ Scatter books, magazines, newspapers, and comics in everyday places — the car, her bedroom, or the breakfast table.
- ◆ View websites together with your child, share e-books, even listen to audiobooks. This all counts as reading — every little bit helps!
- ◆ Listen and talk to your child. She is never too young or old to learn from conversation. Talk about things that interest her and encourage her to ask questions.
- ◆ Have conversations with teens about current events and happenings in your community.
- ◆ Stay involved throughout your child’s years in school. Attend parent-teacher conferences and chaperone field trips. Or arrange another time when you can meet with teachers or talk by phone. Show your child that her education is important to you.
- ◆ Remember, reading is social. Talking about what kids and adults are reading is part of academic success!

Professional Development Days

Saturday February 17th and Sunday February 18th, 2018

All teaching staff will be participating in professional development on February 17 and 18. **Students are not to attend school on February 18th.** These professional training days will be led by visiting professors from Sir Wilfrid Laurier University, Faculty of Education, Ontario, Canada. Elementary, Middle School and High School teachers will be receiving professional development that focuses on language literacy. These groups will also be exposed to sessions concerning how to create a “Google” classroom. Our Kindergarten staff will be working with a Kindergarten Program Specialist. Topics for the Kindergarten staff will include student assessment strategies, thinking skills, reading and how to establish more effective student centered activity centers. Teachers will also be provided time to complete program unit planning for term four. We are looking forward to two very productive days.