



n e w s

news from the trunk

Thursday, October 29th 2015



**HALLOWEEN
FUN!**

The Trunk

KAS School Store

IS OPEN!

Dear Parents,

This has been a week marked by celebrations and recognitions. Top international schools plan for celebrations and recognition assemblies throughout the school year. This week, for example, the Secondary School (grades 6-12) recognized the success of students who were selected by their teachers for exemplary demonstration of the KAS 4 Cs of: Character, Curriculum, Community, and Citizenship (descriptions of the 4 Cs are in the Student-Community Handbook under the Elementary and Secondary School drop downs on the KAS Home Page). We are proud of the students who were selected for this quarter's 4 Cs awards. We know that they are models of excellence for all students at KAS.

This week we also had fun preparing for and conducting the Halloween Parade. This annual school event brought the whole school community together to share in the fun of celebrating Halloween (students, teachers, support staff and parents). A good time was had by all. In the months to come we will continue to have achievement assemblies and fun events. These events and assemblies are designed to build school spirit and underscore that we are a cooperative and caring community of life-long learners.

I would also like to remind you that we are excited about the opening of the KAS School Store, THE TRUNK. It is located at the corner of the entrance to the on-campus parking lot. Students and parents can purchase KAS memorabilia (shirts, phone holders, etc.) and supplies at the store. Next week teachers will take the children to the store to show them where it is. I hope you visit the store as well!

**SUPERINTENDENT'S PARENT INFORMATION SEMINARS.
PLEASE BRING YOUR FRIENDS AND COLLEAGUES FROM KAS
AND FROM OUTSIDE OF KAS:**

**THURSDAY, NOVEMBER 12- 8:30-9:30 AM, KAS LIBRARY
"THE IMPORTANCE OF THE KAS INTERNATIONAL SCHOOL
EXPERIENCE-BUILDING RESILIENCE IN YOUR CHILD"
- PRESENTER, DR. ROB BECK**

**THURSDAY, NOVEMBER 26- 8:30-9:30 AM, KAS LIBRARY
"MATHEMATICS AND THE EARLY ELEMENTARY SCHOOL
YEARS"
- PRESENTER, MRS. ANDURETTE VAN DER MERWE**

I wish you a pleasant and enjoyable weekend with your family.

Sincerely,

**DR. ROB BECK
SUPERINTENDENT**

Dear Parents,

Last April, Khartoum American School began the process of assessing our students twice a year using the Measures of Academic Progress (MAP) assessment tool. MAP assessments are computer-based and are unique in that they adapt with every question answered to be appropriate for each student's specific level of learning. This provides us with a more precise measurement of student academic progress over the course of several assessment periods.

Each school year in the autumn and spring, students in grades 2 to 11 will take the MAP assessment in the areas of Mathematics, Reading, and Language Usage. The autumn assessment results will provide your child's teachers with valuable information regarding the current instructional levels in the class. The spring assessment results will provide parents, teachers, and school administration with a measure of each student's academic growth as compared to the previous years' assessments. Following this year's spring MAP assessment, you will receive a report showing your child's academic growth. Please be advised that the results of the MAP assessment do not influence school grades. Our autumn MAP assessment session will take place from November 1st through the 19th this year (please see the enclosed MAP testing schedule). Students are being given practice assessments this week in order to familiarize them with the technical aspects of the assessment process. Attendance during MAP assessments is imperative. Below is a list of tips to help your child do well on the three MAP assessments they will be taking in the next few weeks:

- Make sure your child gets a good night's sleep.
- Make sure your child has a good breakfast prior to school on the day of the assessments.
- Encourage your child to do his/her best.
- Make sure that your child is at school on time.
- Ask your child about the assessment each day he/she takes it. Let your child know that the assessment is important and that you care about the results.

We are truly excited about the MAP assessment that focuses on every child's individual growth and achievement.

Sincerely,

**SUSAN BOUTROS
MAP COORDINATOR
MIDDLE AND HIGH SCHOOL PRINCIPAL**



Point Blank range means very close to and is usually used in relation to gunfire, as in 'shot at point blank range'. The origin is a military one and stems from the French word 'point blanc' which means centre, or bullseye. It was used to describe the flight of an arrow that flies directly at its target. In other words, you are close enough to the target for no arcing to take place. To tell someone point blank, as in 'I told him point blank the answer was no' also suggests the conversation was held at very close range, face to face.

Minette van der Bijl



1st Round Basketball Results:

Gr.6-7 Boys	KAS	NVS	KICS	UHS	Points
KAS		23-2	20-22	No game	4
NVS	2-23				
KICS	22-20				
UHS	No game				

Gr.8-9 Girls	KAS	NVS	KICS	UHS	Points
KAS		0-22	16-12	No game	4
NVS	22-0				
KICS	12-16				
UHS	No game				

Gr10-12 Boys	KAS	NVS	KICS	UHS	Points
KAS		25-18	17-37	No game	4
NVS	18-25				
KICS	37-17				
UHS	No game				

Gr10-12 Girls	KAS	NVS	KICS	UHS	Points
KAS		6-8	16-14	No game	4
NVS	8-6				
KICS	14-16				
UHS	No game				

HANRO VAN DER MERWE
 ATHLETIC DIRECTOR
 ATHLETICS DEPT.
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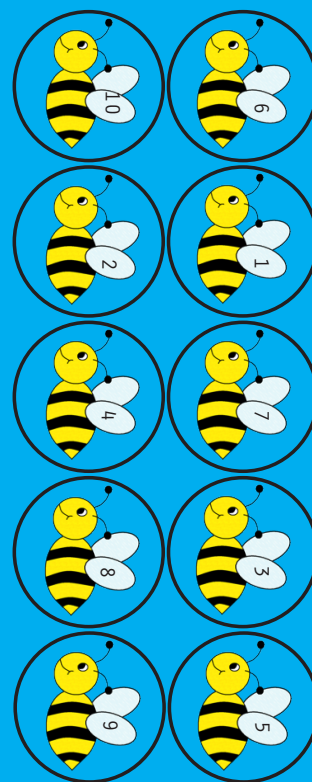


MATH MINUTE QUESTIONS

THURSDAY, OCTOBER 22ND, 2015

Ki n d e r g a r t e n

MATH MINUTE QUESTION: ORDERING NUMBERS 1-10. CUT THE BEE'S ON THE CIRCLE AND PLACE THEM IN ORDER FROM 1-10.



The Trunk KAS School Store IS OPEN!

Come to the new KAS store (in parking lot entrance) and see what is available to you and the children!



SALMA SAEED ESL TEACHER

Did you know that your child needs to encounter a new word 10 to 16 times to effectively "learn" it according to recent research?

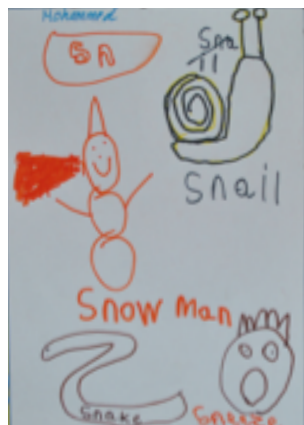
Although we all know that it is essential for students to use correct grammar and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, young students must go through three essential stages:

- Notice and recognize a new word with help;
- Recognize the word on their own,
- Recognize and use the word.

It is important that the teacher makes use of activities that target each of these steps and to give the students the opportunity to put the new words in use.

This was successfully implemented with the ESL students in grade 1 - 2. They were introduced to more than 40 new vocabulary words as part of the initial S- blends phonic lessons.



Step 1: Noticing and understanding new words

Visual aids work best with concrete nouns, but try to go beyond flashcards and illustrations. Try to use real objects whenever possible. For this stage, first and second graders have drawn their own illustrations copy of different words in beautiful posters.

On the other hand, for introducing abstracts, simply we cannot teach them with flashcards. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context.

Step 2: Recognizing new Words

For younger learners, bingo is one of the most adaptable games. We make bingo cards of new vocabulary with illustrations, and call out each word to make the cards with words. Matching is another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word. Fill in the blanks (with options) is another popular activity. Hand out a piece of written text, such as a description, song, letter, or a short story with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.



Matching Activity Grade 1-2

Step 3: Producing vocabulary
Guess what I'm thinking game

In this game model a sentence as a prompt to retrieve the vocabulary that students were introduced to previously. For example: "I'm thinking of a dangerous fish that lives in the oceans all over the world." In this example the expected response would be "Sharks". Ask the students to practice this with their classmates. Students can choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: "It's an animal. It has a very long neck and big brown spots." Or simply state a series of words: "Africa, black and white, stripes".

Descriptions

There are countless things students can describe while putting new vocabulary to good use. Choose a picture from a newspaper or magazine. Remember to give the students some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to sports, weather, etc...

ON A FINAL NOTE, REMEMBER TO ACCOMMODATE YOUR ACTIVITY TO DIFFERENT AGES. USE SONGS AND MUSIC, REAL LIFE OBJECTS, OR PUZZLES, BUT THE MORE YOU MIX THE BETTER.