



## Letter from the Superintendent, Greg Hughes

Dear Parents,

As a boy growing up in Australia, I was the same as many other young boys in that we all shared a very unlikely childhood hero. A visiting scientist from the United States, Professor Julius Sumner Miller, appeared every afternoon on our TV screens and challenged the nation with all manner of questions, and then went on to explain the answers using the laws of physics and science in general. He was famous for raising his bushy eyebrows and asking the simple question, "Why is it so?"

Even as I type this article, two of his memorable questions come to mind;

- A juggler with four balls comes across an old bridge that can take only take the weight of the juggler and one ball. By juggling the balls as he walks across the bridge, so that only one ball is in his hand at any one time would it be possible to for him cross the bridge?
- A man just pours his coffee and there is a knock on the door which he has to answer. He does not know how long it will take to get back to drink his coffee, so should he pour his milk and sugar in now or when he returns to make sure that his coffee is still at its hottest?

So with these thoughts in my mind, I arrived last evening at the annual Science Fair hoping to be challenged, surprised, and educated by all manner of scientific problems and explanations. In short, I was not disappointed. Among the scores of projects, there was a vast assortment of creative ideas that all had a sound scientific foundation, from fire that changes color, through to pepsi/coke taste tests, frog dissections, and thoughtful research on our rainforests. I left the fair feeling invigorated, amazed and, most importantly, proud of our students and their achievements.

Congratulations to our students, and special thanks to Mr. Khalifa, Mrs. Muhyeddin and Ms. Boutros for their fantastic effort in putting together such a wonderful fair.

In our busy little school, the next event takes place this evening with the Opening Ceremony of our KAS MUN taking place tonight, I hope to see many parents in attendance.

As always have a great weekend.

*(By the way:*

*A ball that has been thrown and is landing in someone's hand weighs more than a stationary ball, therefore, the juggler cannot cross the river. Liquids that are dense cool down slower than liquids that are not, therefore, adding milk and sugar will slow down the rate of cooling of the coffee.)*

### Swimming Pool Update

Unfortunately, our deadline for the completion of the pool has come and past. Unexpected delays in the final stages have meant that we still have a small wait ahead of us before we get to finally enjoy this wonderful facility. I thank everyone for their support and patience.

## Letter from the Elementary School Principle, Ben Voborsky

We are fortunate to be able to put one of the current best practices in education in place at KAS; a one-to-one laptop program. The upper elementary grades (G 3-5) are the ideal time to integrate one-to-one technology into the classroom. Students in these grade levels spend most of the school day with one homeroom teacher, so integrating technology smoothly across multiple subjects is easier. Despite this advantage, there will be issues that arise as we begin to integrate KAS Macbooks into the daily life of our Grade 3-5 classrooms.

There are four areas that KAS teachers will focus on when beginning to integrate one-to-one laptops in our Grade 3-5 classrooms.

- **Teaching Safe, Effective, Technology use.** The goal for the KAS one-to-one program is for technology to become a tool that the students use when needed to accomplish a specific educational goal. At the start of the school year, KAS will spend time specifically teaching students how to use the technology safely and effectively. Topics will include: how to use search engines effectively, staying safe while online, and keyboard shortcuts.
- **Understanding KAS Filtering Restrictions.** KAS and The Sudan have a series of filters in place designed to limit access to inappropriate internet-based content and allocating bandwidth to keep the KAS Internet connection functioning. Unless you have one installed, the KAS filtering system will be in place at school but not on your home Internet connection. Parents will need to monitor their students' Internet usage at home, just as you would with your regular home computer.
- **Classroom Homepages.** Over the 2011-2012 school year, KAS has been utilizing Moodle to set up our classroom homepages. Grades 3-5 all have classroom homepages and you can expect them to be bigger, better, and utilized more frequently next year. These classroom pages will include links to sites that we want our student to use, both at home and at school. It can also serve as a way to display student work. A wide variety of media, such as photos, documents, videos, and other forms of presentations, will be included to showcase student work and extend learning at home.
- **Teach Students to Use Technology to Teach Themselves.** One benefit to having one-to-one computers at KAS is to assist our students in becoming more independent in their learning. One example is; as a student is reading and they come to a word with an unclear meaning, the student can simply search for the definition of the word in Google or Dictionary.com rather than relying on the teacher or a classmate to provide a definition for them. During writing tasks, the computer can help students figure out the spelling of difficult words, and the thesaurus tool can help students vary their word choice.

## One -To-One Laptop Program - Frequently Asked Questions (Part 2)

- **If my student already has a laptop, do I still need to buy the school laptop?**

Yes, as part of the KAS Fee structure students are required to pay all the KAS Fees, including Technology Fee. By providing students with computers, KAS has the ability to better monitor our network, bandwidth, and customize the laptops to better suit the KAS learning environment. Additional software will be installed by the KAS IT department.

- **Can you please tell me more about technical specification?**

The Macbook Pro that will be provided to the student at KAS will have the following specifications.

13-inch: 2.4 GHz  
2.4GHz dual-core  
Intel Core i5  
4GB 1333MHz  
500GB 5400-rpm1  
Intel HD Graphics 3000  
Built-in battery (7 hours)2

- **Where to buy covers and accessories, which ones are compatible?**

All covers and accessories for 13-inch Macbook Pro's are compatible with the KAS laptops. Our students and parents will be able to customize the look of their computers as they wish. Our local Apple distributor has opened a Mac store in Khartoum and will be available through KAS.

- **Will students be able to take th laptop with them during the breaks?**

KAS students will be able to take their laptops home with them after school, on weekends, and on breaks. Students will be responsible for their laptops at home just as they are at KAS.

## Letters and Numbers in Preschool

Preschool children learn best through play. We try to keep our activities as fun as possible for them because we want them to enjoy their time here as they and learn. We spread activities throughout the day to prevent the children from becoming bored, and alternate active and calm activities. Art activities are open ended to encourage creativity. Letters and Numbers are taught through play by counting the number of blocks the child is using to make a tower or by writing the letters in their name in sidewalk chalk.



## Art Class in Grade 5



On Sunday Grade 5 had a special guest in art class. Local Sudanese artist Suha Abbas Khalil joined us and demonstrated her skills in painting. The students were fantastic representatives of KAS,

asked great questions, and were good listeners. They discussed the ways artists can express themselves through color, brushstrokes, and subject matter. Ms. Jamie is very proud of Grade 5 and is impressed by the growth of their knowledge in art.

## Science Fair at KAS

The science fair evening on the 25th of April gave the students an opportunity to research and present scientific concept of their choice. Students made thoughtful observations to their proposed hypothesis and they managed to design and perform professional experiments. Besides traditional sources such as library books, the students researched current periodicals, journals, Internet sources and interviewed professionals who are working within the same field of study. The students involvement was obvious when judges took a walk around the venue to look at the displays before they started interviewing the students and judging. It was an overwhelming feeling to see teachers, parents, guests, and students contributing to the success of the science fair evening by helping and organizing. Judging will continue next week. Congratulations on the great success.





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# Learning Center Corner

In the past, the Learning Center wrote about parent-child conversations. Recently we came across an article about this same topic and decided to share some of the ideas...

- If you have a 'conversational clam' in your family try talking over a snack, or while doing an activity. Boys, in particular, tend to open up more while their hands are busy. Relax, go for a walk and watch how their tongues loosen up.
- If 'nah' or 'yep' are the only responses you get from your children consider asking questions that begin with What, Where, How or Why. Ask interesting questions that will spark more than a one-word response.
- Talk with children on their turf. Many children will open up in the privacy of their own bedroom, particularly when they are relaxed and feel secure.
- Respect children's boundaries. There are times when a good listener will know when to keep quiet. Children will often divulge information when they are ready.

## Talking Turn – Offs

1. Lecturing children: 'When I was young...'
2. Shouting: Using a quiet voice is a more effective way to get a point across than a raised voice.
3. Put-downs: They lower children's self-confidence and they turn children off listening to you.

From a collection of articles found at:

<http://www.stgeorgesdet.nsw.edu.au/showcase/articles/articles.htm>

**COME ONE, COME ALL!**

**JOIN US TO CELEBRATE EARTH DAY!**

**WHAT TO BRING:**

- BLANKETS, TOWELS AND EXTRA CLOTHES (WATER SPRINKLERS WILL BE TURNED ON!).
- PLAY EQUIPMENT (BALLS, KITES, ETC.).
- FOOD (BBQ GRILLS WILL BE AVAILABLE FOR COOKING YOUR MEATS).
- COOKING AND EATING UTENSILS.
- KIOSK WILL BE OPEN TO SELL DRINKS.

**EARTH DAY FAMILY PICNIC AT KAS**

SATURDAY, APRIL 28, 2012 FROM 2:00 PM TO 7:00 PM



## Winners:

Imnet-KG,  
Elli-G1,  
Layann-G2,  
Hamadelnil-G3,  
Rafiza-G4,  
Justin-G5.

## Elementary School Math problem:

**Kindergarten:** I wake up at \_\_\_ : \_\_\_. Show this time on the clock below.



**Grade 1:** Three Grade 1 students picked up M&M candies from a bowl without looking. How many times did Marion pick up a BLUE M&M candy from the bowl? Count the tallies.

	Red	White	Blue
Lakeia	###	///	######
Brock	###	###	###
Marion		###	######

**Grade 2:** 36 children. 9 in each row. Draw a picture. How many rows?

**Grade 3:** Put the following decimals in order from greatest to least: 0.09, 0.9, 0.009, 0.199

**Grade 4:** Amy was 127 days older than Bob. How many weeks older is Amy. Use the partial-quotients algorithm to solve this division problem. Show your work.

**Grade 5:** Shelly got 90% on her spelling post-test. She spelled 18 words correctly. How many total words were on the spelling post-test?  
c.  $\frac{\quad}{\quad} = \frac{\quad}{\quad} = 100\%$   
d.  $\frac{4}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}\%$

## Middle School Math problem:

Counting pigs, hens, and cows in a farmyard picture, Stella counted 17 heads and 56 legs. How many hens were in the picture?

## High School Math problem:

Simplify:  $\frac{x^2-9}{x+2} + \frac{x^2+4x+3}{x^2+6x+8}$

**Solutions from the last week:** Kindergarten: 6; Grade 1: 100; Grade 2: 98 (\*Must show work using correct method\*); Grade 3: a) 5.63 b) 21.6 c) 3.40 d) 1.023; Grade 4: (62 R4) 63 tables are needed to seat 500 people; Grade 5: a) 25% b) 1/2, 50% c) 1/1, 1.0 d) 0.8, 80%; Middle School: 100 miles; High School:  $x=-2$ ,  $x=-3$

Circle one:

High School      Middle School      Elementary School

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Answer: \_\_\_\_\_

Positions Available at KAS for School Year 2012/2013:

- Kindergarten Teacher
- Arabic Teacher
- Special Education Assistant

Please send a covering letter and CV to [ghughes@krtams.org](mailto:ghughes@krtams.org)