



BAES BUZZ

October 16, 2015

Volume 9

Issue 7

Mission Statement

The Banjul American Embassy School is an international community providing a high quality, accredited American-Style education for students. In partnership with our community, we empower students to become enthusiastic, creative, lifelong learners who value integrity, cultural diversity and global responsibility.

Today is World Food Day: "World Food Day is a day of action against hunger. On October 16, people around the world come together to declare their commitment to eradicate hunger in our lifetime. Because when it comes to hunger, the only acceptable number in the world is zero.

World Food Day celebrates the creation of the *Food and Agriculture Organization of the United Nations (FAO)* on October 16, 1945 in Quebec, Canada. First established in 1979, World Food Day has since then been observed in almost every country by millions of people." Taken from UN

Ms. Amal's brother died in the UK and so she will be leaving on Tuesday and will be gone for one week. I have someone to cover the math classes. However Ms. Amal is MAP coordinator so we will be putting MAP testing off until November 2nd. MAP testing runs for about two weeks.

Special Thanks: I just want our parent community to know how caring BAES teachers are. Ms. Jen was out for several days this week. Although I substituted almost every BAES teacher gave up a preparation period or extended their specials class times so I could get some work done as the BAES Director. Thanks BAES Teachers!!!!

Many Thanks: Special thanks to the five parents who have sent in candy however we do need some more.



HALLOWEEN with the MARINES: Tickets are on sale at the BAES office. The tickets will not be sold at the door for security reasons. **Tickets will be sold only until October 22nd at 3:30. Final ticket sales will be at the door at BAES on the 22nd at 3:15.** Prizes for children and a Marine Ball Ticket for the most dressed up adult will be given.

- Children's Tickets D150
- Adults Tickets D200

The price of the ticket includes entrance to the hunted house, costume parade, one drink (soft) only, and a plate of food. In addition there will be games. The cost of these games will be: D25/D50 depending on the activity. A parent or guardian must accompany all children. Please remember this is for BAES families only so do not try and buy tickets for cousins or friends as I have to record all names. You may send the money in to your child's class teacher in an envelope (tickets will come back in the same envelope), Please put on the envelope:

- Number of student tickets, name of students (first and last name)
- Number of adult tickets name of adults (first and last name)
- Amount of money enclosed
- PLEASE PRINT



PTO: Thanks to all the parents who attended the PTO meeting. Thanks to everyone who made food for the Bake Sale. A small school like ours depends on an active involved community. Middle States will be looking carefully at BAES in the spring, they will look at all aspects of the School and Community. This is why we are the only accredited school in The Gambia. The MSA team will look at Governance, Finance, Student Life and Activities, Staff, Curriculum and yes parent involvement. Please get involved!

Note from the PTO:

Thank you to everyone who donated to the bake sale on Tuesday it was a huge success. Special thanks to our wonderful bakers:

Cassie Banna
Muna Morrill
Siam Bougi-Farage
Jen Greathouse
Sandra Amalfi
Sandra Wang Harris
Mary Visser
Sharon Sperry

Thank you to all the parents who have already donated candy and look forward to receiving from everyone else. Halloween decorations and volunteers for games and decorating still required. Please let Sandra Wang-Harris or Jen Greathouse know if you are interested.

Reminder: AGM is on the 21st at 6:00pm. The class with the largest % of parent participation as figured by the MS math class will win a pizza party (and yes if you have a child in grade 1 and 3 you count for both grades and yes if both parents come you get credit for two parents). So please come out and hear what the BAES board has to say and vote for your new representatives.

During the AGM you will hear from the Board Acting Chair, Finance Chair, PTO President and the Director. We urge every parent to attend this very important meeting .

BIOS of candidates interested in the BAES BOARD:

Thank you for considering my candidacy for the Board of the Banjul American Embassy School. I would welcome the opportunity to become more involved in the school and to contribute to making it a better place (though it is pretty terrific already!) As a BAES Board Member, I would bring forth my prior experience serving on the Boards of the State Department's Diplotots childcare centers in Washington, DC and the American School in Lome, Togo to ensure we provide our children the best education and environment to grow. My top priority would be to ensure we recruit a strong candidate and facilitate a smooth transition to a new Director for the 2016-17 school year. I would also advocate for robust parent involvement in our school, as I have seen firsthand how that can make such an important difference in the quality of education for our kids. Last, but not least, I would engage with parents, teachers, and the administration to learn what issues are important to you and work in collaboration to address them.



Amy Walla is the Management Officer at the U.S. Embassy in Banjul. She arrived in August 2015 to serve a three-year tour. Previously, Amy was posted to the U.S. State Department in Washington, DC. Her other overseas assignments have included Québec, Canada; Warsaw, Poland; and Lomé, Togo.

Since 2013, Amy has been an Assistant Teacher in Colorado State University's (CSU) online Professional MBA program. From 1995 to 2004, she was a product and business development specialist in the electrical equipment industry, working for multinational corporations Siemens and Square D/Schneider Electric.

Amy has an International MBA from the University of Denver (DU), an M.A. in Global Studies with a concentration in International Security from DU, and a B.S. in Mechanical Engineering from CSU. She speaks French and Polish, and has a basic comprehension of Russian. Amy has two children who live with her in The Gambia and attend the Banjul American Embassy School.

LALY DIAB

My name is Laly Diab. I am Adham's mother. Adham is in grade 1. I am interested in running for the board because I want to participate in the decisions regarding my child's education and I also want to contribute to the BAES community.

I have a BA in political science from Mount Holyoke College in Massachusetts. I am also the managing director of Emporium on Kairaba Avenue (our family business). I am involved in several businesses including construction and home furnishings.

My family has been a part of BAES for two generations. My siblings Fady and Farah Ghanim attended BAES. My first son Kalito also attended BAES. Some of the teachers at BAES also taught me in high school.

I previously served on the BAES board for one year, and served as chair person for the board, until I ultimately resigned.

I would like to serve on the board so that I can contribute to the development of the school and the student body. I have extensive knowledge of the school history and the challenges over the years.

I would like the opportunity to engage once again in various aspects of the school decision making process with regards to academics, financial management, school development, social integration and the growth of the student body.

I look forward to joining the board with your support.

**Marc London Shaw
Deputy Chief of Mission**

Marc L. Shaw assumed his duties in Banjul on August 19, 2015. Immediately prior to his current assignment, Mr. Shaw served as the Counselor for Political Affairs at the U.S. Embassy in Caracas, Venezuela. His other overseas postings include tours at U.S. embassies in Tegucigalpa, Honduras; Tokyo, Japan; Baghdad, Iraq; Rangoon, Burma; and Islamabad, Pakistan. In Washington, DC, Marc served in the Executive Secretariat on the staff of former secretary of state, Dr. Condoleezza Rice.

Prior to entering the Foreign Service, Marc worked at the Department of State for one year in the Office of South Central European Affairs and the Office of Bosnia Implementation. He also worked for one year as Executive Assistant to the Director of the World Health Organization Collaborating Center in Tokyo, Japan. Marc graduated from the Johns Hopkins University School of Advanced International Studies with an M.A. in international economics and international relations. He completed his undergraduate work in economics at Emory University, and finished high school at Phillips Academy (Andover).

Marc is a native of Kansas City, Missouri, although he and his wifenow call Tampa, Florida home. Marc and his wife have one son, Connor.

Statement for Board

I seek a position on the BAES Board of Directors because I am excited by the prospect of playing my part to carry out the school's vision for the next three years. As one of The Gambia's most respected, private educational institutions, which several children of United States Embassy employees attend, I have a particular interest in seeing that the institution maintains its high educational standard. I plan to enroll my son, who will turn three next year, into BAES' pre-school in 2016.

Long Weekend: If you recall last year we had a week off in October, when I sent the survey around at the beginning of last year no one wanted a week in October so we have several long weekends throughout the year the next one is October 22, 23, 24, 25. Enjoy this time with your children.

MAP TESTING:

Dear Parent:

During the weeks of your child will take tests called Measures of Academic Progress® (MAP®). We give students MAP tests to determine your child's instructional level and to measure academic growth throughout the school year, and from year to year in the Your child will take the tests on a computer.

MAP tests are unique in that they adapt to be appropriate for your child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child's growth. Each school year, students in grades K-9 take the tests in **October (Now November) and in May**, Following each testing period, you will receive a report showing your child's growth, this will be given to you are the Parent Conference in December and the Student led conference in June..

Partnering to help all students learn, parents and teachers can have a profound positive effect on the lives of our children.

For more information on resources for parents, download the **Parent Toolkit**:

https://www.nwea.org/content/uploads/2014/07/ParentToolkit_0.pdf

Report Card Meeting: As many of you are aware BAES is an AERO school, but until last year that did not really translate into educational practice. Last year you noted that standards were mentioned in the narrative reports. This year we are moving toward a fully-developed standards based report card. For those parents not familiar with standards this report may be confusing. You are invited to attend a meeting where I will explain this card to you on November 5th at 5:30pm in the library. I hope that many of you will attend this meeting however if you cannot please come to the meeting go to: <http://www.projectaero.org/> to learn more about the AERO standards.

Holiday Program: This year because we are doing "ANNIE", we are not doing a holiday program. We are proposing that families who wish prepare a short song, poem, dance etc. Perhaps members of the Indian Community would like to get together and share a song or dance about Diwali (the Festival of Lights), perhaps our Chinese family wants to do a Lion Dance, or some of the American families might want to sing "Grandma Got Run over by a Reindeer. We will also sing a few carols, have hot chocolate and enjoy being together before we begin our holidays. So Save December 10th from 6:00-7:00. Who knows there might even be a special performance. Talk to friends and try and get something together.

Have a wonderful weekend:

Sharon

And Now a Word from the Teachers

Pre-K!

Greetings from the Pre -K room! This month has been a very busy time. We began by learning each other's names by using name tags with our photos on them. Now, in circle time, we can all greet one another without name tags. We use our name tags to find our seat in the circle. Speaking of circles, we are learning all of our shapes this month. We have been combining names of shapes with colors and patterns, too, in during Math time.

We still love working on our garden. We began by observing the daily growth of our basil plants. When the plants were big enough, we transplanted them from individual pots to the big garden. Students are learning how sun, soil, and water affect growth rates. Each day, students tell me which plants are the biggest, smallest, tallest, and shortest. In this way we are beginning to learn about comparing items using comparatives and superlatives. Students are learning pre-writing skills by tracing curves and lines on dotted lines, and practicing knowing left from right and top from bottom. Following our social studies theme of "Me, myself, and I" we traced life sized drawings of ourselves on butcher paper. Then we decorated ourselves over several days! In this way, we learned names of body parts, and how to draw a face symmetrically. For the decorations, we used yarn and fabric and other types of textures to learn all about different textures and how to describe them.

Finally, we are looking forward to Halloween. We are decorating our class with ghosts and spiders made of paper and pipe cleaners. The students continue to come to class each day well-rested and eager to learn. Thanks, families, for making sure your little ones are getting proper rest at home.

Kindergarten

Ms. Jen has been sick this week but that has not hampered lessons from rolling on. All the BAES teachers have pitched in so no learning was interrupted although we all heard many times "Ms. Jen does not do it like that". We are continuing with the fabric unit (if anyone has an interest in sewing this would be a great unit for you to volunteer in). The students are doing a super job using the words they are learning. In math concepts like inside/outside, on/under, above/below and right/left are all being taught. You can help by using the words at home:" Please put the fork to the right of the plate". Please put on your left shoe first. Please put the bag under the table". Please reinforce these new concepts at home. In the meantime lest cough in our elbows, use a tissue and wash out hands. We hope to have Ms. Jen back on Monday.

Grade One

Wow, wow, wow!! Grade one rocked it out with our first ever writing tests! Students were asked to write a narrative about an animal that lives at their house or stops by for a visit from time to time. I was given some great stories. Well done grade one!

Wow, wow! A big Thank you to Laly Diab (and Emporium) and Sharon for making our reading couch and chair look Beautiful!! The students have been reading in style. Feel free to stop by and see how grade one reads.

Wow! Thank you to the parents who have come in during our library time to be a guest reader. We have enjoyed hearing new readers and new books. We look forward to hearing from all our parents before the end of this year!

POW (person of the week), WOW (work of the week) and AOW (athlete of the week) have begun! Students are working hard each week to receive one of these awards. Keep an eye out on Fridays to see when your child brings his/hers home. Worth getting excited for.



Grade 2/3

Grade 2/3 have been investigating the TRASH TRAIL! Did you know BAES has 34 trash cans and all that trash gets collected twice a week and taken to the SOS dump site?! (Site for our next field trip soon!) We researched the effects of global warming on polar bears far away and are now discovering that we may be partly responsible for global warming.

In a recent assignment, "What Would YOU Do?", students were asked what they would do if they were responsible for the trash at BAES. Here are some of the imaginative responses:

If I were responsible for all that trash each week, I would recycle. I would have a trash can for recycling separate from other trash cans. – Kelechi

At my house, everything like banana peels or orange peels, we compost it! – Batiste

I think reuse and recycle. I would ban people from putting trash in fires. Maybe you could use a "gasy" fire that could turn plastic into fuel. – Cian

I would dig a hole and put the trash inside, but there is more than one solution like recycling, selling it, not throwing it in the ocean, use less packaging. Burning the trash could hurt the environment. In my opinion, selling the trash is the best, so we can gain money and use it to improve other things in our country. – Raef

In my opinion, the best thing we can do is recycle some things we can use. – Julia

With our field trip coming up, as well as a special guest speaker, maybe we can find some solutions.

Grade 4/5

A lovely and lively group we have and for now all members are actively engaged and appear happy to be here and to be learning!

The boys are vastly outnumbered this year but are being very dignified about it. Many students are very excited about our the book we are reading, Number the Stars, which concerns a ten year old Danish girl confronted with German occupation of her country and who has a Jewish friend of her age. We are learning

about Germany's occupation of Denmark and neighboring European countries and how some ordinary people were active in Resistance movements. Students are asking pertinent questions and some are making relevant contributions about their own experiences of difficult times or of personal loss.

After their first written piece of work, students have begun to review or learn about sentence structure and some basic grammar: subject, direct and indirect object. All are now comfortable with these terms and we have touched upon verbs transitive and intransitive, as well as verb tenses.

We have had to spend some time intensely practicing the multiplication tables of 2-3-4, even though some students know them. We have used quizzes, rote learning, and especially games to reinforce them, as well as short equations and divisions, to help solidify the tables. We have looked at whole and decimal numbers and seen that they can also be represented as fractions or percentages.

In science we have begun a FOSS unit on nutrition and many here too appear concerned, interested and engaged. We will be bringing in 2 guest speakers, Mrs. McKay and Mrs. Greathouse in the near future, so that they may share their expertise in nutrition. Seaweed is the current snack in vogue!

BAES 4/5 REPORT BAES BUZZ

This group has been very busy. We have been pushing writing skills and have worked on analyzing our first shared novel Number the Stars and have found much to research and discuss from this book. We are better able to understand key words, which convey an aspect of a character, or of an aspect of history, such as the persecution of Jews by the German occupying forces. We understand the notion of bravery of common people and can find evidence of these in the text. From this text we branched off onto a diary-form short work, Blitz, written in the form of a diary, about a young girl in London before and during the Blitz period in England and have been learning key concepts and terminology, along with some background. This week students are writing the first of three writing prompts that will be administered to them throughout the school year and we should see progress through time there. Students have also become familiar with some of the basics of grammar: we have worked extensively with sentences that had indirect and direct objects, we have touched upon verb tense, but will return there. We have today touched upon clauses, main, and subordinate.

We are continuing with our Nutrition Unit in Science and will be with it for some time, students are still very keen on this unit and we have welcomed Mary Visser to talk to the class about the digestive system, tomorrow we will have Jen Greathouse and Rupert Leighton as well to share their expert knowledge of certain health issues related to nutrition. Students experimented with fats in our first investigation and will soon be carrying out a second. We are now looking at sugars and vitamins and their role in our diet.

Math has seen the need to equip all with the multiplication tables and we have finally reached the 9th table! We have been simultaneously using these with simple divisions and students can now better see the relation between these two operations and the applicability of the tables. We understand division and multiplication by 10 or multiples of 10. We have also done some work with longer additions and subtractions. Students have worked alone, in pairs and in small groups. Students have reviewed the use of numbers, exponents, with stress on numbers squared and cubed. We have learned about and used measurement in centimeters and millimeters, as well as inches and fractions of inches. Students have reviewed prim, odd and even numbers.

MS: Science

The students will continue to study waves, concentrating on electromagnetic waves. Electromagnetic waves will be covered in depth, and regions of the electromagnetic spectrum will be identified, along with the uses of electromagnetic waves at different frequencies. Students will discover how luminous objects produce light and investigate the question of whether light is a particle, a wave, or both.

No matter where you are, you are surrounded by electromagnetic waves. They enable you to see, and they make your skin feel warm. They carry cell phone, radio, and television signals, and they allow popcorn to be prepared in a microwave oven.

The students will therefore study how beam of light travels and make models of electromagnetic waves. They will demonstrate the waves of the electromagnetic spectrum and determine what white light is, and then compare how water, corn oil, and sugar absorb microwaves. The students will also be looking at radio waves, infrared rays, ultraviolet rays, x-rays and gamma rays.

Middle School Science:

During this period, the students will be involved in cooperative learning. This helps to improve students' achievement and fosters intergroup relationships among gender and ethnic groups, as well as helping some of the students with Limited English Proficiency.

The integration of technology into our science classroom provides students with new tools for exploration, discovery, and learning. With a technologically enriched science classroom, the students are now exposed to skills such as problem solving, creative thinking, and a sense of open inquiry. This exposure will encourage

and empower our students to become lifelong learners and problem solvers. The students use an LCD projector hooked up to their laptop to show their data and images to the class, after their research work. In addition, they present a written report as well as make an oral presentation of findings to the class, in their respective groups.

Students are also introduced to “science writing”. The main goal is to enable students to understand, remember, and apply science concepts, which helps them to improve not only science vocabulary, but also performance in reading and thinking in the discipline. Science writing offers many opportunities to compare, classify, synthesize, and process information.

Finally, the students use concept maps in pre-instruction, presenting ideas which helps them to keep track of the main ideas, visualize how things change as they pass through natural cycles and explain cause and effect of relationship.

Humanities

Humanities is rolling along this year—both classes are able to keep up a steady pace and have continued to work well together when necessary. They fully enjoy Pastoral Care class on Wednesdays. The first section was taught by Ms. Amal and Ms. Leen, who taught the students about the Habits of Successful Teens. This was very popular! Next up is Study skills taught by Madame Joof and Mr. Jain.

A new teaching technique that I began this month was that I began reading aloud to both classes, to improve oral comprehension and to give the more auditory learners a chance to shine. In the 6/7 class I am reading aloud *Ask me No Questions*—a compelling tale about religious tolerance in the US. We have been having fifteen minute discussions each day which deal with how the author presents the issue of tolerance, as well as how the author creates a main character who is flawed, yet still causes the reader to feel sympathy for her. In the 8/9 class I am reading aloud the WWI novel, *All Quiet on the Western Front*. This is the quintessential war novel, written from the first person perspective of a soldier in the trenches. The students are learning about the “Great War” through the vivid prose of this book. In the 6/7 class, teams synthesized what they have been learning about belief systems and geography in South Asia, and came up with essential questions which deal with modern day problems the region is facing. Two problems the student teams will take a stab at solving are overpopulation and pollution of rivers. I believe that the students are equipped with enough knowledge of the regional geography and cultural factors, as well as having worked very hard on their research skills, so that they can find reasonably applicable solutions. The 8/9 class began short research projects on creative giants of the years between the wars—and before the stock market crash of 1929—who had a huge impact on creativity in the 20th century. The people chosen were: James Joyce, Andre Breton, T.S. Eliot and Franz Kafka. Concerning economics, the 8/9 class was very eager to explore the causes and effects of the stock market crash in 1929, and the ensuing Great Depression. They have begun learning about market economies, risk, investment, tariffs, and speculation. In preparation for the upcoming MAP tests, all classes have been reviewing grammar, Latin word roots, and figurative language terminology. Retention of these terms over the summer was better than I had expected! I am continually delighted by how much each middle school child loves to read at home. Way to go parents for creating avid readers!

The Student Council has met several times this month—they are planning tricks and games for the younger students at the school’s Halloween party. Additionally, in after school activities, the student newspaper has been re-named the BAES Broadcast. Kyla Jallow, an eighth grader, has again been elected as our Editor in Chief. It looks like the students will have their first issue out before Halloween! We will keep you posted.

Humanities newsletter blurbs SY 2014/2015

SEPTEMBER

After a two- day Middle School retreat last week, we are off and running! We know our learning styles better, we know our classmates a bit more, and we know the school rules and policies. A new Student Council for the year was elected, too. So far, Estelle (President), IK (Vice President), Daire (Treasurer), and Georges-William (Secretary) have done a fine job of helping out our new students and setting the tone for the year. In Homerooms this week, students brainstormed and discussed expectations for behavior and came up with the Essential Agreements for the year. Some of them are: “We will not leave anyone out” and “We will show respect to others, including their personal space and their property.”

The Eighth and Ninth grade class is reading George Orwell’s novel *Animal Farm* and discovering the allegorical connections with the Russian Revolution. Students are coming up with other, more modern allegorical parallels as well. The elements of literature that students have learned about so far are author’s point of view and satire. This group is industrious! They have already presented written work on political systems (socialism, communism, totalitarianism and democracy) and written mini-biographies on Stalin, Lenin, Trotsky, and Marx. The Sixth and Seventh grade class has been reading individual choice novels from our new class readers with common themes related to the plight of Asian- Americans during the 20th

Century. Each student is reading a different novel and analyzing the elements of fiction in it. We share the literary elements of our separate novels in class discussions. Several students have finished one novel and moved on to another! Our key vocabulary is from our geographical area of focus, South Asia. Students presented research on crucial geographic features of the region, such as the Khyber Pass and the Hindu Kush mountain range. We learned that one of our students has a parent who has walked through the Khyber Pass. All in all, we have had a full and productive two weeks.

Grades 6-9 Mathematics

As we spend more time together 'doing' and 'learning' math, our imaginary 'Math Toolbox' is gradually getting filled with all the different tools we have been accumulating in our math classes. Number Sense was our focus in the past few weeks of school but as we progress, we start moving up into higher level thinking applications of 'number sense' which also get added to our 'toolbox'.

In grade 6-7, students continue to work on the Numbers & Operations standard. During the past few weeks' students focused on several fraction concepts and properties that prepared them for computations involving fractions which are going to be tackled next. Students learned/reinforced the meaning of prime factorization and prime factors. They worked on greatest common factor (GCF) and least common multiple (LCM) as they find equivalent fractions and simplify fractions, convert mixed numbers and improper fractions and express fractions in simplest form. They also learned to convert decimals to fractions and vice versa. Students learned to visualize parts of wholes and express them in numerical forms. The units to follow will involve operations involving fractions, percentages, ratio and proportion.

Students in grades 8 and 9 continue to build their 'algebra' skills by learning to solve problems using the different strategies from our math Toolbox. As they do that, they continuously review, revisit or reinforce math concepts involving the order of operations (**P**arenthesis **E**xponents **M**ultiplication **D**ivision **A**ddition **S**ubtraction-PEMDAS), which they use almost in every math application or operations involving fractions, decimals and integers. Students learned how to apply formulas in distance rate problems, geometry (perimeter and areas of rectangles, squares and circles), and using the Pythagoras Theorem to find the missing length in a right triangle. Students are encouraged to use critical thinking skills and made to practice problems that can help improve using such skills. They are asked to simulate situations in order to come up with an equation that can help solve some problems. For example, if they are asked to find the lengths of the three sides of a triangular lot whose perimeter is 99m and the three sides have lengths that are consecutive odd integers in which case they will have to know the meaning of consecutive numbers and how to relate them to each other algebraically.

End of chapter assessments and quizzes, in addition to homework assignments are given regularly to check for understanding. Math exploration continues in the middle school as we fine tune our mathematical tools and learn to become better problem solvers.

Mrs. Amal A. Alfa

French

In the French room, all students are trying to ask as many questions as possible to know better their peers and family members.

G6-7 students are learning when to use the pronouns: tu , vous and the correct form of the verb used. They are encouraged to use these pronouns when they ask questions. Comment allez-vous? Tu as quel âge ? Où tu habites? Qu'est ce que vous aimez faire ? De quelle couleur sont les cheveux de Marie ?

G8-9 students are working on conditionnel de politesse (je voudrais faire mon devoir de français), names of countries with the right preposition (Il vient du Brésil et il habite au Sénégal,à Kaolack).

In the Elementary school, it is all about numbers! In G4-5, students are learning how to express nationalities: je suis polonais, elle est espagnole and also say how old someone is. From Kindergarten to G3, students are working on the correct pronunciation and spelling of numbers .Depending of the grade level, students use numbers for a variety of topics like counting objects in class (kindergarten and G1) saying your age (G1-3) and writing sentences in notebooks.

Art

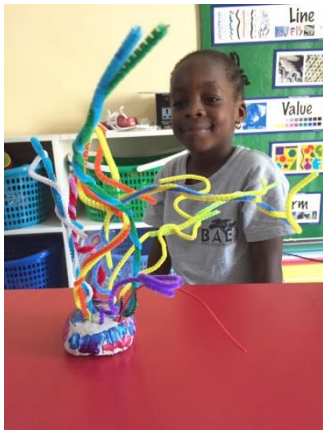


Over the passed couple of weeks the students did a great job expressing themselves as artists. While the younger students explored their preferences as artists, the older students reflected on the question 'What is Art?' All students made a contribution to the 'Art is ... mural' in the reading corner of the Art room.

Liliane

The Kindergartners to 3rd graders have been very busy exploring the first element of art: **line**. In order to get inspired we read the book 'Lines that wiggle' by Candance Whitman. While Kindergarteners explored different ways to draw and sculpt a variety of lines, the first graders learned all about horizontal, vertical and diagonal lines while the second and third graders learned about spirals, parallel, perpendicular lines.

Kindergarten



Ruke



Saydullo



Audrey

Grade 1



Grade 2-3



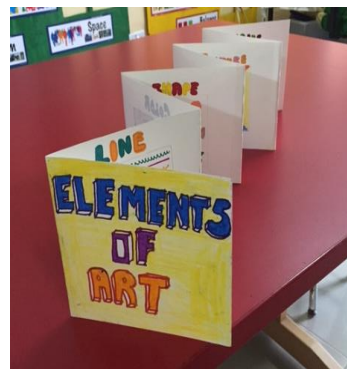
Celine

Grade 4-9

The fourth to ninth grade students revised the elements of art. They watched a video on how great artists use and manipulate the elements of art in their masterpieces. All students created a creative summary of the elements of art.



Grade 4-5



Bintou

We revealed our Mystery Artist of this month! Henri Matisse! For the moment all students from Kindergarten up to grade 9 are exploring Henri Matisse's life and artwork through a variety of books, videos and PowerPoint presentations! The students had a chance to observe and discuss several of his masterpieces. In the next couple of weeks we will be working hard to try to capture some of Matisse's styles in our own artwork. To be continued!

Physical Education:

Pre-K are still working on the Building Blocks unit and on lesson 6- Sharing. They are learning to let someone else take their homes (spot mats) through an activity called switcheroo. It's been a difficult endeavor due to color preferences and ownership conflicts but most are finally getting there. Kindergarten is currently exploring pathways and creative moves. They are learning how to gallop, side-slide and jump through straight, curved and zigzag pathways. Still in Lesson 7 -Overhand throw for distance, students in Grade 1 practice throwing beanbags and balls overhand to improve technique and distance while Grade 2&3 have been pairing and alternately kicking for accuracy and distance through a goal. Middle school has spent this month doing fitness workouts with the aim to build up aerobic capacity, flexibility and muscular endurance.

Proxy Vote

I _____ (please print name)

of _____

being a member of Banjul American Embassy School, hereby appoint _____ (please print name) of _____

as my proxy to vote for me on my behalf at the AGM, to be held on October 21, 2015



Important Dates

October 19th-30th

October 21st

October 22nd-25th

October 30th

October 30th

Nov. 5th

November 9th

November 19th

November 20

November 20th

November 21st

November 26th

November 27th/28th/29th/30th

December 3rd

December 5th

December 10th

December 11th

December 18th

January 11th

MAP Testing (external) K-9

AGM 6:00pm

Long weekend

Grade 1 Assembly

Board Meeting

Report Card Meeting 5:30

Last Monday after school

Last Thursday after school

Grade 2/3 Assembly

Board Meeting

“Best Practices in Education”

Conference

PD Day Noon Dismissal

Long Weekend

Parent Teacher Conference

Holiday Bazaar

Holiday Program 6:00

Board Meeting

½ day Holiday Begins

School resumes at 8:00