

Special events this month include our Parent Coffee meeting on Thursday 27th January at 2.00 pm, and an evening lecture on Wednesday February 9th.

On the 27th January we will be showing a video clip, "How am I behaving?" from the BBC series "Growing Up." Don't miss this opportunity to see one of the videos we use with our students and to participate in a lively discussion on how to support your child through his/her early adolescence. Your invitation to our evening lecture is included in this bulletin. This lecture will be followed by the Parent Association Pita Cutting. We look forward to seeing you at all these special events.

Meet us in the Library at 2 pm!

Special Parent Events

It was wonderful to welcome all our students safely back to school, full of news of their vacations, their travels and their family reunions. Our Kindergarten has now settled in their new classroom and our schedule has been altered to accommodate separate recesses for Early Years and Intermediate students. After School Activities and Enrichment begin next week. We have already had a practice evacuation from the new classroom locations and all students were out of the building in record time. Their cooperation was impressive. Bravo to them!

Sadly, by contrast, we have been watching harrowing scenes of schools in Asia attempting to re-open their doors in the wake of utter devastation. I am confident that through our "Giving Week" we will be able to contribute towards the relief work and rebuilding of so many shattered lives. All donations of medical supplies can be dropped off to the office. According to our contact at the Ministry of Foreign Affairs the most important thing is to check the expiry date on any canned goods you may be donating as the international relief efforts will have to continue for months - if not years. Our fifth graders and Student Council will be assisting with the special events we have planned and will be taking our school donation directly to the Ministry at the end of the month.

Our Resource article this month summarizes the reactions we may expect from children following a natural disaster and how we can help them cope with their feelings.

Many thanks to all families who bought stars for the Wishing Tree foundation. This year we were able to send our donation of 58 euros.

ISA Primary School *Newsletter*

Principal's Column
Special Dates to

Remember

Thursday 27th January: Tag Day and Parent Coffee meeting at 2 pm.

**No classes on Friday 28th
January, due to
Semester Break.**

Monday 7th February: Grade 5 visit the new Planetarium .

**Wednesday 9th February
Evening lecture by the Center for Counseling and Career Services
followed by the Parent Association Pita Cutting.**

Wednesday 16th February: High School and Middle School parent teacher conferences

February 21st — UNESCO Day of Mother Tongue, details later.

Tuesday 22nd February, Karagiorzis Greek Puppet show will be staged at the school.

January 2004

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

This story can fit 150-200 words.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies, and reports.

While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find "filler" articles by accessing the World Wide Web. You can write about a

variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

ISA Primary School Newsletter

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JPre K— Pre Kindergarten.....Ms Ploutou

The JPre-K and Pre-K students have been learning about the people who work in their school. They can recognize and remember all the names of teachers, they know where all the classrooms are and who works in each room.

The Jolly Phonics Program has guided the learning of 14 letter sounds. We are now starting to identify sounds in the beginning, middle and end of words.

Learning to count objects to 10 has been great fun in the JPre-K and Pre-K class. We can count and identify shapes, sort and match objects as well. The children especially enjoy playing memory games.

Singing nursery rhymes like 'Mary Mary', 'Doctor Foster' and '3 Blind Mice' is a great way to start the day. Role playing fairy tales such as the 'Enormous Turnip' and 'Little Red Riding

Hood' has also helped with their oral language skills. We use puppets to retell stories as well.

These are just a few of the many things we have been doing in JPre-K and Pre-K...aren't we a busy bunch!

Kindergarten.....Ms

Elena

Our new classroom has turned into a small KinderGARDEN. We are exploring the magical world of seeds and we are learning all about plants and what they need to grow and germinate. We planted lentils and bean seeds and we are observing their growth and becoming familiar with all the steps a seed needs to go through as it grows into a plant.

Moreover, children use seeds to explore addition. They are adding up seeds in order to solve small math problems and complete simple addition sentences.

Finally, children are introduced to new letter sounds that facilitate their reading development. They are becoming familiar with -oa, -ie sounds, which enable them to read more words and feel confident during their reading process.

Children are also introduced to the concept of word families. They have started to recognize the sounds and patterns of words that rhyme, such as hat, cat, mat etc. and they are attempting to create their own words.

Grade 1.....Mrs

Barry

Matter is all that matters in First Grade. After inquiring into the three states of matter and their properties, we are now investigating the physical changes of matter. We are counting on some cold winter weather to relate concepts like freezing, melting, evaporation and condensation with the water cycle. At the end of this unit, we will celebrate our learning with a visit to the Science Lab in the High School where we will see a real scientist at work.

In math, we have begun discussing estimation and measurement with standard and non-standard units. Thanks to our daily practice with flash cards, most students are now able to recall addition and related subtraction facts through 10 automatically.

Journal writing, creative writing, spelling, reflecting on our learning, handwriting, reading and dictionary skills keep the first graders extremely busy during our Language Arts periods. Congratulations to those who have started to use their personal wordbook to help them improve their writing!

Grade 2.....Mrs

Kalokerinou

We've had a wonderful four months of school in our new building and are looking forward to the rest of this year together. From learning to map our school grounds to searching for ways to express our ideas, moods and the world through art, the second graders have been buzzing with curiosity, enthusiasm and an eagerness to do well!

After the Holiday break, the second graders switched gears and continued to further examine simple machines by inquiring into how objects can be lifted, pushed or pulled without expending much physical energy. The students were bursting with ideas when asked to think of ways to move objects using inclined planes, levers and pulleys. An investigation of forces and friction through a variety of experiments had us all reflecting like scientists. We were constantly involved with measuring distances and making predictions to work out problems discussed through lessons. We will finish our unit by looking at wheels and gears and a surprise guest speaker will share his knowledge in this area.

I would like to take this opportunity to wish everyone a Healthy, Peaceful New Year 2005! As 2005 begins, ISA third graders have accepted an invitation to participate in an email exchange. Several third grade classes in a town outside New York City are looking for classes worldwide. They will soon begin units studying the lifestyle, society and culture of different countries.

As part of these units, they will be corresponding with us, generating their own questions and learning first-hand about life in other countries. They will focus on general social categories, including climate, food, clothing, shelter and geography. I am confident that the students in our third grade will contribute valuable information as we have at least 12 different cultures represented in our classroom. We look forward to this exchange and are thinking of ways to share our new information with the entire school community.

Grade 3.....Mrs
Julie

Grade 4.....Ms
Kassimis

The fourth grade has been learning about what is "Beneath Our Feet". They have been collecting different types of rocks. Soon they will be testing them out to determine what type of rocks they have. Check our bulletin board next week to see our results!

In December we visited the Koutouki Caves in Paianeia, where we saw stalactites and stalagmites that were made from limestone. The cave was over 2 million years old. The cave was discovered by a herdsman who lost his goat; the goat had fallen in a hole. When they went to search for the goat they discovered that the hole was not a hole but in fact a cave.

On Thursday January 13, 2005 Mr. Bochaty (ISA code name: Papa Joe) visited our class

and explained the process of drilling for oil and gas. It was very interesting and we learned a lot of information.

A special thank you also for the wonderful binders of facts and reference sites he gave each student.

Grade 5.....Mrs Tagas

The 5th graders have now settled into their new room and have adjusted to their new surroundings and to our new, revised schedule. They have been working diligently on their current unit *Money Makes the World Go Round* under the theme *How We Organize Ourselves*. This unit focuses on researching skills and how to organize and interpret information from various resources. The students will follow the writing process and write a report about how produce and tourism helps the economic organization of Greece, which is our case study. To enhance this unit, the 5th graders went on three field trips. Our first field trip was to the beautiful Lalaounis Museum. We then visited the Katselis Bakery Factory and finally, we went to the Cultural and Civilization Museum.

The students learned a great deal about geography and how to locate places on a map. Continuing this idea, in math, they have been learning about coordinates and plotting points on a grid. They have made exciting designs using coordinate pairs, such as various sailboats and a turtle!

Natural disasters such as tornadoes, or man-made tragedies such as the terrorist attacks of September 11, 2001, can leave children feeling frightened, confused, and insecure. How can you help children deal with these difficult feelings? Get some ideas here.

Reaction to trauma

Whether a child has personally experienced trauma or has merely seen the event on television or heard it discussed by adults, it is important for parents and teachers to be informed and ready to help if reactions to stress begin to occur.

Children respond to trauma in many different ways. Some may have reactions very soon after the event; others may seem to be doing fine for weeks or months, then begin to show worrisome behavior. Knowing the signs that are common at different ages can help parents and teachers to recognize problems and respond appropriately.

Preschool Age

Children from one to five years in age find it particularly hard to adjust to change and loss. In addition, these youngsters have not yet developed their own coping skills, so they must depend on parents, family members, and teachers to help them through difficult times.

Very young children may regress to an earlier behavioral stage after a traumatic event. For example, preschoolers may resume thumb sucking or bedwetting or may become afraid of

strangers, animals, darkness, or "monsters." They may cling to a parent or teacher or become very attached to a place where they feel safe.

Changes in eating and sleeping habits are common, as are unexplainable aches and pains. Other symptoms to watch for are disobedience, hyperactivity, speech difficulties, and aggressive or withdrawn behavior. Preschoolers may tell exaggerated stories about the traumatic event or may speak of it over and over.

Early Childhood

Children aged five to eleven may have some of the same reactions as younger boys and girls. In addition, they may withdraw from play groups and friends, compete more for the attention of parents, fear going to school, allow school performance to drop, become aggressive, or find it hard to concentrate. These children may also return to "more childish" behaviors; for example, they may ask to be fed or dressed.

Adolescence

Children twelve to fourteen are likely to have vague physical complaints when under stress and may abandon chores, school work, and other responsibilities they previously handled. While on the one hand they may compete vigorously for attention from parents and teachers, they may also withdraw, resist authority, become disruptive at home or in the classroom, or even begin to experiment with high-risk behaviors such as drinking or drug abuse. These young people are at a developmental stage in which the opinions of others are very important. They need to be thought of as "normal" by their friends and are less concerned about relating well with adults or participating in recreation or family activities they once enjoyed.

In later adolescence, teens may experience feelings of helplessness and guilt because they are unable to assume full adult responsibilities as the community responds to the disaster. Older teens may also deny the extent of their emotional reactions to the traumatic event.

How to help

Reassurance is the key to helping children through a traumatic time. Very young children need a lot of cuddling, as well as verbal support. Answer questions about the disaster honestly, but don't dwell on frightening details or allow the subject to dominate family or classroom time indefinitely.

Encourage children of all ages to express emotions through conversation, drawing, or painting and to find a way to help others who were affected by the disaster.

Try to maintain a normal household or classroom routine and encourage children to participate in recreational activity. Reduce your expectations temporarily about performance in school or at home, perhaps by substituting less demanding responsibilities for normal chores.

Finally, acknowledge that you, too, may have reactions associated with the traumatic event, and take steps to promote your own physical and emotional healing.

After a disaster: A guide for parents and teachers

QUOTE

Ideal teachers are those who use themselves as bridges over which they invite their students to cross. Then, having facilitated the crossing, joyfully collapse, encouraging them to create bridges of their own.

Nikos Kazantzakis

Library News.....Mrs Psallidas

As we have gone through the stages of set-up and change, the library continues to be an interesting hub of the school, having a variety of purposes- notably for the teaching of library skills, research projects linking with classroom units of inquiry, typing, exchange of books and of course literature!

Mrs.Tara Daskalakis' experience as a volunteer last year has equipped her well in the cataloguing of new and donated books this year. We continue with our current project of consolidating the Fiction Section of the library and I greatly value her assistance. Many thanks to those of you who have donated 'Birthday Books' or books you no longer need- we are the willing recipients of such gifts!

As you may remember we have compiled a list of books suitable for parents, books to help children deal with situations such as divorce and death for example, as well as on more cheerful subjects, such as recipes from various countries. If you are interested in taking the first step, please request a parent list, make your choice and let me know the title(s) you would like to borrow- use your child's passport for communication- and the book will soon be in your hands.

Meanwhile, please keep on reading and enjoying books with your children and ensure they use the library frequently!

About this article: Note: Information based on brochure developed by Project Heartland -- A Project of the Oklahoma Department of Mental Health and Substance Abuse Services in response to the 1995 bombing of the Murrah Federal Building in Oklahoma City. Project Heartland was developed with funds from the Federal Emergency Management Agency in consultation with the Federal Center for Mental Health Services.

After a disaster: *continued*

Welcome to our new Da Cunha family who have just arrived from Brazil. Amanda is in grade 4 and Nickolas is in Grade 1. The children are settling in very well and making friends with their classmates.

A BIG Thank You to All!

Finally, as this bulletin goes "to press" I want to thank all our parents for their outstanding

Generosity, throughout our Giving for Asia week. We've had donations of all kinds — from tents to aspirin!

The popcorn/movie treat on Wednesday was a great success, as was the Bake Sale. The Grade 5 students have just informed me that we do have over 500 Euros in our collection boxes.

With the money raised we will purchase medical supplies to be delivered directly to the Ministry of Foreign Affairs from ISA Primary School.

Thank you to all!

International School of Athens— Primary School Newsletter

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