Literacy
In Daily 5, we are working on building our reading stamina. The Foundation students now have a reading stamina of 5-10 minutes! When reading to someone, the Foundation students have been working on Listening with Understanding and being a good coach.

Listening with Understanding
When listening to a story, many times children hear the words being read but do not understand. They are too busy looking at the pictures or thinking other thoughts, and forget to take the time to think about what is being read. If they continue to do this, they will lose the desire to read because they will be unaware that text holds meaning. As children advance as readers, they can develop the habit of reading through text without monitoring their understanding of the story being told.

Listen with understanding is a comprehension strategy that teaches children to stop frequently to think about if they understand what is being read. Knowing a story is written to tell us or teach us something, helps a beginning reader to think about the text as they listen to a story. Emergent readers should stop often when being read to, and answer ‘who’ the story is about and ‘what’ is happening.

How can you help your child with this strategy at home?
1. When reading to your child, stop periodically and say “We are going to check and see if we remember what was just read. Think about who the story was about and what happened. What do you remember?” Do this 3 or 4 times throughout the story.

2. When reading to your child, stop and have them check their listening skills by saying “I heard you read...” You may want to provide your child with a question before reading a selection so they can tune in to find the answer.

3. Ask your child the following questions:
   - Do you understand what is going on in the story?
   - Who is the story about?
   - What just happened?
   - Was your brain talking to you while you listened? What were you thinking?
   - Do you have any questions about what is going on?
   - What do you do if you don’t remember?
Mathematics
Over the last few weeks the Foundation students have been exploring ordinal numbers and statistics.
We have used practical and everyday situations to investigate positions such as first, last, second, third, fourth and fifth, etc. The students have run races, lined up and compared toys in rows, identifying and describing the ordinal number to match a position.

Last week the students collected and presented simple data based on Yes or No questions, such as ‘Do you like bananas?’, ‘Do you like playing sport?’ and ‘Do you like spiders?’ After each child’s response was given and recorded, we discussed what the data might mean. For example, just because not many people in the grade liked bananas, did that mean they weren’t tasty? Surprisingly, everyone in Foundation A said they liked spiders! Mr Aldred will remember that next time he finds one in the book corner...

Integrated
This term we have had a focus on our local community, with the students looking at what a community is, who and what are in a community and having a closer look at our own special community. We have had a local walk looking at the main aspects of a community as well as a big visit to Bicentennial Park. Students have begun work on our own three dimensional community and have created roads, a park and some houses. In coming weeks we will be finishing off our communities with signs, the beach, shops and even our own mini police and fire stations. Make sure you visit us on Thursday the 23rd of June for the unveiling of each grade’s 3D map. It has been an engaging and enjoyable unit, full of learning and fun!

Science
As our unit on weather continues, we have investigated cloud cover and learned words like cloudy, clear and overcast. We made pictures using cotton wool to show the different types of clouds. We have also been talking about the different temperatures (hot, warm, cold, freezing) and the types of clothing we would wear for each temperature.

Thank you for your continued support and we wish you a safe holiday break. Luke Aldred (FA), Paris Hargreaves (FB), Natalie Peacock (FC) and Kim Milana (FD).