What’s Up:
Lisa and Leonie investigating post Child Side Primary School options which we will share at our community conversation—The Journey. We are investigating how we can maintain Year 7 as part of our school cohort (Year 7s are scheduled to become part of ALL secondary schools in 2015—government mandate). We are also investigating post Year 7 within a Child Side School concept (currently a home school group FLA option).

Mountain Bike Development programme up and running again. Thanks to all parents for supporting this by maintaining bikes, transporting them in etc.

Welcome back from up North, to the Wildmans, Alex, Jo and Glen. Welcome to the Child Side community, the Crawfords—Jasmine, Hudson, Asher, Kylie and Dave.

Personal Property: Please help your child clean out their personal bag lockers and work drawers regularly especially the young ones eg: sand from shoes etc that tends to collect in their lockers and piles of odd socks and clothes. Please LABEL hats. Water bottles and hats ESSENTIAL everyday gear!

Broadbrim hats protect more than caps.

Out and about... leaving school to learn. Thank you to all families who enable days like this to happen with transport, food, being positive, + interested, providing food and $. The responsiveness of families is truly inspiring and is why we as educators, care so much about our workplace. We plan another day this term in Bunbury P-6 and a walk through Boyanup K-2. Come along and join us. We all learned a great deal.

Ask your child where are we and what are we doing? (Even if they are not in the photo!)

Mulberry patch—LandShare garden
The Chook Pen is finished thanks to the dedication of a number of families and in particular, the Bakers, with Adam and dog Ollie spending hours creating ‘happiness’ for the chooks. Marlie, Craig and family have collected a pile of bike wheels so that we can re-create a ‘wheel dome’ to grace the Mulberry Patch. Adam has offered to start next week building it (I have nothing else to offer except a photo—but if anyone else can, please see Adam.)

Important Dates: Please check our website calendar and the whiteboard up on the middle building regularly.

Scitech visit at Boyanup primary School—Playgroup, K and PP—Thursday 7th November
Busy Bee—Sunday 10th
Little Day Out—Sunday 24th November
Student Free school development days—Thursday and Friday 14/15th November.
Making sense of numbers:

Children, often from a very young age, can manipulate numbers, adding, subtracting, sharing ... It is easy to assume when children get ‘it’ right, that is, correctly answer lists of isolated number facts eg: 2+5=... that they are competent with maths and have developed Quantitative Reasoning (QR) skills and understandings. We are exploring the concept of division and children can cope easily with the numbers and operations when given eg: 30 divided by 2 =15 as we always use objects to manipulate. However when we reverse the process and children are required to extract the symbols and number sentence from the hands on activity after doing it then it is clear to see that they haven’t fully understood. Most of them when playing a game of “Popstick Pile Up” wrote down the number equation in reverse without even realising. Then, when required to draw what they just wrote, confusion started to dawn (doubt and curiosity are mathematics best friends). A number of the children became quite incensed and only when ‘acting’ it out with objects did they realise what was going on.

Meet Ms Divide from Number Land. She joins Mr Minus in the house where things become less, reduce, shrink.... Her neighbours are Farmer Plus and Tommy Times and they reside in the house where things grow larger, increase, become more... Ms Divide always wears a belt with buttons either side and this becomes her symbol (it takes too long to draw all of her every time she needs to work with numbers). She only comes to work when objects need to be shared out fairly, “I must be fair when I share’. I must be fair when I share. (Equal portions.) If there are any remaining left overs then I put them in my R bag (or I could divide whole numbers into equal smaller sizes—fractions and decimals.)