

RE: Ordering Activities and Educator Consent forms

Thank you to everyone who has submitted an educator consent form. If you are yet to do this, please provide your consent to participate in the pilot [here](#). You will not be able to use the apps until you have provided consent to be part of the project.

I have had a couple of queries about how you will know which children have consent to be involved in the pilot. I was originally going to send this information out this week, however I will now send this next week. I will provide a list of which children have consent and what type of consent their parents have allowed.

If for some reason you would like the information earlier, send through an email and I can help out.

By now, many of you will have had a chance to try out some activities based on STEM Practices. If you used any of the Attributes activities from last week, please let us know how you adapted them to suit your local context and to support the interests of the children in your centre. I saw a couple on Twitter using the #ELSAPilot – feel free to join in!

Communicating with families

We're keen to know how your communications with families about the ELSA Pilot is progressing. Have you received questions you feel unsure of how to answer, or need more information to answer fully? If so, we are happy to help. The [For Families](#) page on our website has some useful information so please encourage families to read the page and watch the short video.

Is the consent process for parents, children and guardians progressing well in your centre? This is just a gentle reminder that every child needs a signed consent form before they can participate in the pilot. Please contact us via email or phone if you need extra support with the consent process.

This week's topic – ordering

One of the activities in the first children's app, Patterns and Relationships, focuses on ordering. There are many ways we can order objects or events – by size, colour or time, just to name a few!

Single colour gradient

Children can order a group of objects of the same colour in a number of ways. They can start by ordering by size – some may order by length, width, height or weight. Once children have played

with the idea of size, they can order according to a number of other attributes – including number of sides, texture, or number of moving parts.

Colour and shading can be used to order, for example, from darkest to lightest of the same colour. Children can combine their objects to make a group with others who have the same colour objects, or with another colour and see if they can still sort according to the depth of colour.

Another option might be to collect a range of paint sample cards and see if the children can create a colour chart based on ordering of some kind.

Questions to consider:

- What have we noticed about colour?
- What colours could we combine and still order according to colour depth?
- What colours were difficult to order together?

Books about ordering

We know that stories are a great way to begin to discuss some of these ideas, so here are [some of our favourite books about ordering](#). We'd love to hear from you about your favourites, so please let us know what these are!

Next week

Following on from sorting and ordering, next week we will focus on patterning.

Once again, we look forward to hearing from you. If you have feedback, questions, or need further support, please contact us at team@elsa.edu.au.