

# Categorising and Sorting

## DAIRY FOODS

### ESSENTIAL QUESTION

## What are dairy products?

#### WHAT ARE WE LEARNING?

- To identify which foods are dairy products
- Where dairy products come from
- Which dairy products NZ produces
- How to sort and categorise.

#### TRY THIS WITH

- Years 1-3
- Students who have an interest in grouping items
- Students who love hands on activities

### FIND

- Choose
- Trace
- Show
- Observe
- Classify
- Summarise

Discuss what is food? What food have you had today?

Record the class answers into a Google Doc.

Introduce the term 'dairy'.

Ask what is a dairy product? What does this mean? Where do you think a dairy product comes from? What types of dairy products do you like best? Why?

How can all these dairy products come from the same place?

Record the students' answers.

Group the answers into appropriate themes in the Google Doc. How many different groupings are there?



### APPLY

- Analyse
- Apply
- Relate
- Categorise
- List
- Distinguish

Using the list of foods in the Google Doc, have students either bring in food, or alternatively use images from a Google Image search to make a 'pile' of food.

Place the food items (or images) for discussion in a pile on the floor. Sit in a circle around the food items.

Use hula hoops as your 'sets' and place like items in the same hoop.

Sort and re-sort the different foods into groups. Model categories for sorting e.g. sort all the foods by shapes (round, square, squidgy).

Sort all the foods by how healthy they are (eat a little, eat some, eat a lot).

Sort all the foods by where they came from (NZ or overseas).



### PRODUCE

- Change
- Evaluate
- Recommend
- Discover
- Test
- Compare

Using the images and food items, ask students to come up with their own categories for sorting.

After each sorting, ask individual students to choose an item and explain to the class why they placed it in the category they did.

Take photos then re-sort until you are sure the students are familiar with each product.

Use a digital camera(s) and record the student's facial expressions while trying the new or different foods.

Have students include a digital photo in their explanation, and describe what it is that they see.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Sorting the foods into different categories
- Correctly explaining the differences in the various sets of food
- Describing in clear detail what a dairy product is

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
High expectations Learning to learn	Innovation, inquiry and curiosity Integrity Diversity	Thinking Managing self Participating and contributing	Science Technology CREST	Necessity Nutrition Calcium Categorising	Items of food or images of food for discussion