

# Categorising and Sorting

## DAIRY FOODS

### ESSENTIAL QUESTION

# Fridge, freezer or pantry. Where's my home?

#### WHAT ARE WE LEARNING?

- To identify which foods are dairy products.
- Where dairy products come from.
- Make statements about data displays.

#### 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?  
 Watch the "[About Milk](#)" video  
 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?  
 Watch the "[Over the Moon](#)" video to watch the process of cheese being made.  
 Create a class definition for the term "dairy product".  
 View the "[We'd do anything for netball](#)" and count the dairy products as they appear.

## APPLY

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

Introduce the term favourite.  
 Discuss the student's favourite classroom object.  
 Ask a student to share their chosen object.  
 Encourage them to describe their object to the rest of the group.  
 Question students : Do any of you have an object that could belong with this one?  
 Continue until all the objects are sorted into categories.  
List the categories.  
 Together count the objects in each group.  
 Record statements, for example, "Five of us have books as our favourite thing."  
 Repeat the process encouraging the students to be more "creative" in their nomination of categories.  
 Reinforce the sorting of the objects by repeating the task using objects from home.

## PRODUCE

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

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.  
 Use hula hoops as your 'sets' and place like items in the same hoop.  
 Sort and re-sort the different foods into groups.  
 Sort all the foods by how healthy they are (eat a little, eat some, eat a lot).  
 Re-sort all the foods by where they came from (NZ or overseas).  
 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 of each of the groupings.  
 Create a thing link of the image.



## 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	KEY CONCEPTS
High expectations Learning to learn	Innovation, inquiry and curiosity Integrity Diversity	Thinking Managing self Participating and contributing	Science Technology CREST	Necessity Nutrition Calcium Categorising	Categorising Sorting Representing Data Justify Groupings