

Kei te Moana — Down at the Sea

Approach: Station

Focus: Using tally marks and creating a bar graph.

Resources: Picture of people gathering kai moana (sea food).

Questions/instructions:

On Saturday some children went down to the sea to gather sea food. When they had finished they counted the sea food.

I te Hatarei ka haere ētahi tamariki ki te kohikohi kaimoana. Ka mutu tā rātou kohikohi ka tatauria ngā kaimoana.



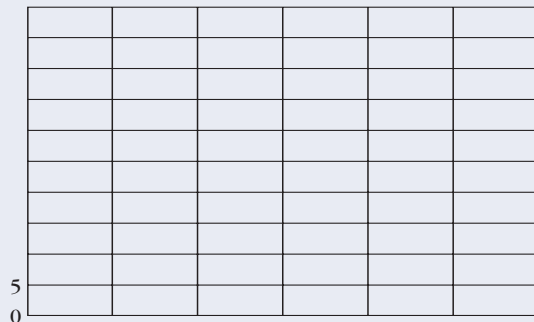
1. Tally marks have been made for sea eggs and for mussels. Make the tally marks for the other sea foods.

1. Kua tohua ngā tatau [tally] mō ngā kina me ngā kuku. Tohua ngā tatau mō ētahi atu o ngā kaimoana.

| SEAFOOD | TALLY |
|--------------------|------------------------------------|
| 28 sea eggs (kina) | ### ### ### ### ### /// |
| 40 mussels | ### ### ### ### ### ### ### ### |
| 6 crayfish | ### / |
| 5 crabs | ### |
| 20 paua | ### ### ### ### |
| 2 octopus | // |

| NGĀ KAIMOANA | NGĀ TATUA |
|----------------|------------------------------------|
| e 28 ngā kina | ### ### ### ### ### /// |
| e 40 ngā kuku | ### ### ### ### ### ### ### ### |
| e 6 ngā koura | ### / |
| e 5 ngā pāpaka | ### |
| e 20 ngā pāua | ### ### ### ### |
| e 2 ngā wheke | // |

| % responses | |
|-------------|----|
| GEd | MI |
| 92 | 90 |
| 92 | 96 |
| 93 | 96 |
| 96 | 96 |



2. Show the information on a bar graph.

Whakaaturia mai ēnei pārongo ki tētahi kauwhata pou [bar graph].

| correct bar height: | | % responses | |
|---------------------|----|-------------|----|
| | | GEd | MI |
| sea eggs | 64 | 52 | |
| mussels | 84 | 81 | |
| crayfish | 73 | 58 | |
| crabs | 82 | 83 | |
| paua | 80 | 88 | |
| octopus | 76 | 54 | |

3. Write a name for your graph in the best place.

Tuhia he ingoa ki te wāhi tino pai mō tō kauwhata.

| % responses | |
|----------------------|-------|
| GEd | MI |
| suitable title given | 47 56 |
| title above graph | 79 71 |

4. Write a label on the vertical side or left side of the graph.

Tuhia he tapanga ki te taha poutū [vertical side], ki te taha mauī rānei o tō kauwhata.

| % responses | |
|------------------------------|-------|
| GEd | MI |
| Y axis: title & value labels | 45 44 |
| value labels only | 43 46 |

5. Write a label on the horizontal line or bottom of the graph.

Tuhia he tapanga ki runga i te huapae [horizontal line] ki raro rānei i tō kauwhata.

| % responses | |
|---------------------------|-------|
| GEd | MI |
| X axis: appropriate title | 55 56 |

Commentary:

Overall, the results obtained by MI (Māori Immersion) and GEd (General Education) students were not statistically significantly different.

Exemplars: Year 4: colour pencils or labelled; year 8: black pencils.

