Maths Week/ Wiki Pāngarau 2025

Survivor Series/Kia Mōrehurehu

Day 4 Set B

For students

WHAT TO DO FOR STUDENTS

1 **You can work with one or two others. Teams can be different each day.**

2 **Do the tasks and write any working you did, along with your answers, in your maths book.**

3 **Your teacher will tell you how you can get the answers to the questions and/or have your work checked.**

4 **When you have finished each day, your teacher will give you a word or words from a proverb. You could ask your teacher to explain what a proverb is.**

5 **At the end of the week, put the words together in the right order and you will be able to find the complete proverb! Your teacher may ask you to explain what the proverb means.**

6 **Good luck.**

SET B - BIRDS AND BUTTERFLIES

BUTTERFLY STATISTICS

Task 1

You will be using the butterfly data cards to answer the following two tasks.

This is an example of a butterfly data card you will be using:

8. Monarch
Danaus plexippus
Main colour:

Dots: Yes or No (Circle)

Wingspan: 100 mm
Egg lifespan: 5 days
Caterpillar lifespan: 14 days
Caterpillar colour: Yellow/black/white strips

a) Use the data card given to you and your buddy and talk together about the information on your data card.

b) Do you notice any information missing? Using either the website or a resource from your teacher, find and write the missing variable information on your data card.

c) Talk about the variables (characteristics) of your butterfly. Share these with the class when asked.

d) As a class we are going to answer this investigative question:

What are the main colours of these NZ butterflies?

e) With your classmates, talk about how you can collect data to answer this investigative question.

f) Record the data on the tally chart below.

Answer

Title: The main colour of these NZ butterflies

Main Colour	Tally	Total Number

g) Talk with your group about different ways you can represent this data visually. Use grid paper or an online tool (e.g., online tool) to create your representation.

h) Write a statement about what your data shows to answer the investigative question: **What are the main colours of these NZ butterflies?**

Answer

i) Share your representation and statement with the whole class. Discuss as a class how your representations or statements are the same or different to those of others in the class.

BUTTERFLY STATISTICS

Task 2

Using the same butterfly data card

You will repeat this activity with another investigative question

a) Write down with your group your wonderings and consider how each of these might be turned into an investigative question you have about NZ butterflies. For example, 'I wonder if all the butterflies have the same size wingspan?' can be made into the investigative question:
What are the wingspans of these NZ butterflies?

Answer

Wonderings

Investigative question

b) PROBLEM: Agree and highlight one investigative question you will answer as part of your statistical enquiry (Problem, Plan, Data, Analysis, Conclusion)

c) PLAN/DATA: Collect data from other class members. Use a tally chart to record data about your group's investigative question.

Answer

Title:

	Tally	Total Number

d) ANALYSIS: Represent this information as a graph to show your results. This could be on grid paper or your teacher will share possible online tools you could use. For example, online tool.

e) ANALYSIS/CONCLUSION: Write a statement about what the graph or findings are showing to help answer the investigative question.

Answer

f) Share your group's findings with the class

SET B - BIRD STATISTICS

Task 3

You will be using the bird data cards for the next two tasks.

This is an example of a bird data card you will be using.

3. New Zealand Bellbird
Anthornis melanura
Main body colour:

Beak colour:

Length: 20 cm
Weight: 34 g
Food: nectar, fruits, insects

Conservation Status: not threatened

a) Use the data card given to you and your buddy and talk together about the information on your data card.

b) Using either the NZ bird website or a resource from your teacher. Find and write the missing variable information on your data card.

c) Talk about the variables of your NZ bird. Share these with the class when asked.

d) As a class we are going to answer this investigative question:

What are the conservation statuses of these NZ birds?

e) With your classmates, talk about what this question means and how you can collect data to answer this question.

f) Record the data onto the tally chart below.

Answer

Title: The conservation statuses of these NZ birds

Conservation Status	Tally	Total number

g) Talk with your group about ways you can represent this information. Use the grid paper or an online tool to complete this. Here is an example of an online tool.

h) Write a statement about what your data shows to answer the investigative question:
What are the conservation statuses of these NZ birds?

Answer

i) Share your representation and statement with the whole class. Discuss as a class how your representations or statements are the same or different to others?

BIRD STATISTICS

Task 4

Using the same bird data card

You will repeat this activity with another investigative question

a) Write down with your group your wonderings and investigative questions you have about your NZ bird? For example, 'I wonder if NZ birds are all about the same weight?' can be turned into an investigative question: **How heavy are these NZ birds?**

Answer

b) PROBLEM: Agree and highlight one investigative question you will answer as part of a statistical enquiry (Problem, Plan, Data, Analysis, Conclusion)

c) PLAN/DATA: Collect data from other class members. Use a tally chart to record data about your group's investigative question.

Answer

Title:

	Tally	Total Number

d) ANALYSIS: Represent this information as a graph to show your results. This could be on grid paper or your teacher

will share possible online tools you could use. For example, online tool.

e) ANALYSIS/CONCLUSION: Write a statement about what the graph or findings are showing to help answer the investigative question.

Answer

f) Share your findings with the class.

g) Discuss with your classmates any new wonderings or noticings you have after listening to others' statements.