



COURSE CODE: EGM 356
COURSE TITLE: TEACHING AND ASSESSING EARLY GRADE NUMERACY

TIME ALLOWED: 50 MINUTES

VISIT: WWW.COLEMANPUBLICATION.COM FOR MORE

- Answer TWO questions in your answer booklet.
- Each question carries equal marks. You are expected to start each question from a new page.
- You are expected to handover your answer booklet to the invigilator before you leave the examination hall.

SECTION B

- a) Distinguish between number used in the cardinal sense and number used in the ordinal sense, giving suitable examples. (4 marks)
 - b) Explain how you would help Basic 3 learner to solve $57 - 23$ using Dienes Multibase Ten apparatus. (6 marks)
- a) Considering the set of counting numbers, if a sub-set $P = \{\text{the factors of } 30\}$, what would be the elements in P ? (2 marks)
 - b) Describe the main difference between a scalene triangle and an equilateral triangle (2 marks)
 - c) Explain the terms "direct comparison" and "indirect comparison" in the teaching of measurement of length to pupils in primary school. (6 marks)
- a) List the four strands in the early grade standards-based mathematics curriculum. (4 marks)
 - b) Knowledge of data collection and its organization is very important to a classroom teacher. As a student teacher, what four tools can you use in collecting data from your learners? (4 marks)
 - c) Two learners in BS3 held an argument about whether a square is a rectangle or not. As a student teacher, what is your reaction to this statement? (2 marks)
- a) How would you support a learner in BS2 to develop the concept of even and odd numbers (1 - 10) using a concrete material? (8 marks)
 - b) Two learners in your class are arguing about whether all odd numbers are prime numbers or not. As a student teacher, give two examples to show that not all numbers are prime numbers. (2 marks)