

**CHUKA**



**UNIVERSITY**

**UNIVERSITY EXAMINATIONS**

**THARAKA AND EMBU CAMPUSES**

**EXAMINATION FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION**

**ECDE 133: MATHEMATICS ACTIVITIES**

**STREAMS: B.ED ECDE (SB)**

**TIME: 2 HOURS**

**DAY/DATE: TUESDAY 06/08/2019**

**2.30 P.M. – 4.30 P.M.**

**INSTRUCTIONS:**

- **Answer question ONE and any other TWO**
- **Do not write anything on the question paper**

- Q1. (a) Describe any three things the ECDE teacher should consider when preparing math activities for young children. (6 marks)
- (b) Give two points that demonstrate mathematics as a way of thinking. (2 marks)
- (c) Outline five importance of planning for mathematics activities in pre-primary school. (5 marks)
- (d) Briefly explain the ECDE teachers role during mathematics lessons. (6 marks)
- (e) Giving examples, mention how an ECDE teacher can assist children develop investigation and problem solving skills. (5 marks)
- (f) Briefly describe how the three groups in activities for classification can be divided into. (6 marks)
- Q2. (a) Establish the four important principles on which the counting process rests. (12 marks)

(b) Demonstrate the four categories of materials for teaching mathematics in ECDE. (8 marks)

Q3. (a) Using appropriate examples, explain six principles of teaching mathematics. (12 marks)

(b) Explain four factors to consider when designing and developing materials for teaching mathematics activities in ECDE. (8 marks)

Q4. (a) With appropriate examples, describe five activities in which an ECDE teacher can engage children in to help build abstract thinking skills. (10 marks)

(b) Outline the purpose of assessment in mathematics activities in ECDE. (4 marks)

(c) Describe the three types of informal assessment in ECDE mathematics activities (6 marks)

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