

THE OPEN UNIVERSITY OF SRI LANKA
M.A. IN TEACHER EDUCATION - PART II
FINAL EXAMINATION 2006
ESP 2465 – TEACHING OF MATHEMATICS AT PRIMARY LEVEL



DURATION: THREE (03) HOURS

DATE: 02nd March 2006

TIME: 10.00 a.m. – 1.00 p.m.

Answer any three Questions. Each answer should be written in a Separate Book.

01.
 - i. With reference to a learning-teaching situation in Primary Mathematics explain what is meant by 'multi grade' and 'multi level'.
 - ii. Give reasons for the need for multi grade and multi level teaching-learning strategies.
 - iii. State four problems faced by teachers when using multi grade teaching.
 - iv. Discuss the role of the teacher in a multi level mono-grade class in a primary school with reference to teaching of Mathematics.
 - v. How can a teacher identify and support children with special educational needs at primary level.
02.
 - i. State the main features of an assessment system currently used in primary classes in Sri Lanka.
 - ii. Briefly explain two formal and two informal methods of assessing learning competencies in primary mathematics.
 - iii. State briefly three major errors that children make in solving mathematical problems.
 - iv. What steps can you take in educating student teachers, to minimize each of the errors mentioned in (iii)
03.
 - i. Explain the significant changes that have been effected in teaching Mathematics under the new Primary Education reforms.
 - ii. Describe the common format that is recommended in the teacher's guides prepared for the teaching mathematics in the primary classes.

- iii. Explain how the teachers guides and text books help a teacher to develop a lesson using the recommended methodology.
 - iv. Analyze how the present primary Mathematics curriculum of the National Colleges of Education is related to the teacher's guides provided for teaching mathematics in the primary grades.
- 04.
- i. State four types of aesthetic aspects related to teaching of mathematics are used in primary classes.
 - ii. Give activities or examples for each of the aspects mentioned above.
 - iii. What are the special measures that have to be taken when using these aesthetic aspects in teaching mathematics.
 - iv. State two problems faced by teachers when using the above mentioned aspect.
- 05.
- i. How do the activities dealing with measuring skills in primary classes lead to the development of concepts.
 - ii. Discuss how the theories of Pieaget, Bruner, Skemp and Dines help in understanding the manner in which children develop Mathematical concepts.
 - iii. Explain how the main principles in these theories are used in teaching mathematics at primary level.
06. Write short notes on any four (04) of the following topics.
- i. Linking mathematics with other subjects.
 - ii. Techniques of effective questioning.
 - iii. The relationship between Piaget's concepts and the design of primary mathematics curriculum.
 - iv. Mental Mathematics at primary level.
 - v. Pre-number concepts and number concepts.

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