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**MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATIONS**

**2016/2017 ACADEMIC YEAR**

**THIRD YEAR FIRST SEMESTER**

**SCHOOL OF EDUCATION**

**BACHELOR OF EDUCATION (ECDE)**

**COURSE CODE : ECDE 313**

**COURSE TITLE : METHODS OF TEACHING MATHEMATICS IN**

**ECDE**

**DATE: 30TH JANUARY, 2017 TIME: 1100 – 1300HRS**

**INSTRUCTIONS TO CANDIDATES**

1. Answer question **ONE** and any other **TWO** questions
2. Question one carries a total of 30 marks
3. All other carry 20 marks each.

**QUESTION ONE**

1. Define the following terms
2. Teaching method **(2marks)**
3. Assessment **(2marks)**
4. Instructional resources **(2marks)**
5. Describe how a teacher can promote achievement in pre-school mathematics **(6marks)**
6. Provide an argument in favour of use of small groups instruction during a mathematics activity **(5marks)**
7. Explain why its important to teach pre-school children measurement **(6marks)**
8. Justify the inclusion of mathematics in pre-school curriculum **(7marks)**

**QUESTION TWO**

1. Discuss Bruner’s three levels of knowing related to instruction and their implication in a classroom situation **(15marks)**
2. Briefly explain five objectives of teaching mathematics to young children **(5marks)**

**QUESTION THREE**

1. Describe the nature of ECDE mathematics **(5marks)**
2. Teaching/learning mathematics helps in the attainment of the National Goals of Education. Discuss this statement in relation to any three of the National goals of Education **(15marks)**

**QUESTION FOUR**

1. Using examples explain why children may experience difficulties in learning mathematics **(8marks)**
2. Discuss activities that a teacher can use to teach the concepts time, speed and area     **(12marks)**

**QUESTION FIVE**

1. Argue in favour of teaching / learning materials in a mathematics activity **(5marks)**
2. Planning and managing classroom instruction in crucial in supporting children’s understanding in mathematics. Discuss **(15marks)**