



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JANUARY SUPPLEMENTARY EXAMINATION
2017

PROGRAMME: B. Ed Foundation Phase Programme
MODULE: Teaching Methodology and Practicum 3B (3rd Year)
CODE: MPR20B3
TIME: 2 hours
MARKS: 100 marks
EXAMINER: Mrs. H. Van der Haar-Lockie
MODERATOR: Dr. P Naidoo

(This paper consists of 3 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of two (2) questions and three (3) pages.
2. Please answer **ALL** the questions.
3. Please write in black ink.
4. Please include your name, surname and student number on your answer script.

QUESTION 1

Practical classroom Mathematics

- 1.1 In one (1) paragraph, clearly explain your own understanding of perceptual counting, and provide three(3) examples of perceptual counting activities that you would utilize. (5)
- 1.2 Describe five (5) Grade 2 appropriate strategies that you would use to support a learner who is struggling with the concept of one-to-one correspondence. (10)
- 1.3 Design three (3) activities that would engage with before introducing Grade 2 learners to a standardised algorithm (procedure) for addition. (6)
- 1.4 Summarise in four (4) sentences, how you would teach the concept of equivalent fractions to Grade two learners. (4)
- 1.5 Use a five (5) step plan to explain how you would teach place value in Grade two. (5)

1.6 Which five (5) activities would you use to teach 2D shapes and 3D objects in Grade Two? (5)

1.7 What are the five (5) skills that learner should develop when engaging in Mathematical measurement activities? (5)

1.8 Explain five (5) guidelines a teacher should follow when teaching the concept of 'time' in the foundation phase. (5)

TOTAL FOR QUESTION 1: 45 marks

QUESTION 2

Assessment in Mathematics

2.1 How would you as a Foundation Phase teacher, differentiate between assessment for learning and assessment of learning in Mathematics? (10)

2.2 As a teacher in Foundation Phase you are expected to plan assessment activities. What would you consider to be the important principles of assessment to remember when planning these activities? (6)

2.3 In your opinion as a teacher-in-training, what is the purpose of assessment? (10)

TOTAL FOR QUESTION 2: 26 marks

QUESTION 3

Problem solving in Foundation Phase

3.1 Schroeder and Lester (1989) identified three (3) types of problem solving. Name and discuss the features of these three (3) types of problems. (9)

Teaching Aids in a Mathematics class

3.2.1 Read the citation below and then answer the questions that follows:

Teaching aids/materials are an integral component in any classroom. The many benefits of teaching aids include... illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized for when supplementing a lesson. (Roberson-date-unknown).

Make a selection of two (2) Mathematics teaching aids that you would use to teach two (2) Mathematics skills in Grade 2. Justify your choice of teaching aids by clarifying in which of the skills areas you would use the two (2) teaching aids.

3.2.2 Briefly explain how you would utilize each of the two (2) teaching aids when teaching the skills you have selected. (10)

Lesson Planning

3.3 List the ten (10) steps you would integrate in a lesson to ensure that the three phases of lesson development is completed.

TOTAL FOR QUESTION 2: 29 marks

TOTAL FOR EXAMINATION: 100 Marks

