

## Maths Pedagogy mega Quiz

**Q1. Ideas and skills related to money at the primary classes include:**

- (a) familiarity with coins and denominations
- (b) familiarity with units related to money, such as rupees and paise, dollars and cents.
- (c) conversion of money units
- (d) All of the above

**Q2. A teacher asked her students the following problem**

**In a bag, there are 450 sweets. Pooja has 120 more sweets. How many sweets does Pooja has?**

**A child's response was:  $450+120$**

**The teacher analyzed the response as:**

- (a) The child is a visual learner and converts each problem visually
- (b) The child needs more practice in making representations
- (c) The answer is right but the expression is wrong
- (d) The child needs practice in writing the correct steps

**Q3. Mathematics is an important school subject as**

- (a) Studying mathematics provide a way of thinking that has its own special place.
- (b) Mathematics is needed for our survival and existence.
- (c) Mathematics is embedded in the culture of our country.
- (d) All of the above

**Q4. In the recent primary textbooks of NCERT of mathematics, the chapters have been titled as 'The Junk Seller', 'Trip to Bhopal', 'The Way the World Looks'. This shift has been done to**

- (a) Know about selling junk and travelling
- (b) Make them understand differently
- (c) Make it interesting by relating it to everyday life
- (d) None of these

**Q5. In the recent primary textbooks, we find lots of footnotes that suggest teachers to carry on discussions in the classrooms. The textbook makers wanted to**

- (a) Convey the idea that young children love to talk so in mathematics classrooms we should have discussions
- (b) With young children, there is no need for paper pencil work as discussions are more than enough
- (c) Through discussions, a teacher can enhance the language of her learners
- (d) Discussions bring multiple perspective

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**Q6. When teaching fractions from a model, the following aspects must be kept in mind:**

- (a) Whole is divided into equal or equivalent units
- (b) Division should be exhaustive and no part of the whole remains
- (c) There is equality or equivalence in the divided parts.
- (d) All of the above

**Q7. Mrs Rimi took her 3-inch by 5-inch photograph and got it enlarged by 150%. Which type of problem is this?**

- (a) Multiplicative type
- (b) Additive type
- (c) Division type
- (d) Rate type

**Q8. Given below are three statements. Which of these are examples of multiplicative reasoning?**

- I. I have more mangoes than him.
  - II. I have three times more mangoes than him.
  - III. For every three mango that I get, he gets one mango.
- (a) I and II
  - (b) II and III
  - (c) III and I
  - (d) all of the above

**Q9. In order to get the overall, at-a-glance impression of the data, the most useful representation is:**

- (a) Frequency distribution
- (b) Measures of central tendency
- (c) Pictorial representation
- (d) Cumulative frequency

**Q10. To know the level of students' under-standing as part of a classroom process, the most appropriate strategy for data analysis is:**

- (a) Survey
- (b) Role Play
- (c) Tests
- (d) Quiz

**Q11. In order to measure an object, we need to:**

- (a) choose an appropriate unit
- (b) Ensure the same unit is repeated
- (c) Place the unit along the path being measured
- (d) All of these

**Q12. Each of the definitions corresponds to a different, though similar idea.**

- (a) 'Turning of a line segment' can clearly be associated to taking a turn, similar to giving directions.
- (b) 'Pairing of rays' can be associated to the intersection context.
- (c) The idea of an angle as being 'region formed by intersection' gives us a hint of corner context.
- (d) All of the above

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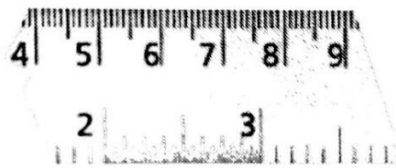
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**Q13. Measuring angles is associated with the idea of rotation of arms counter-clockwise. Three important concepts related to measuring angles are:**

- (a) The idea of moving hands in counterclockwise direction
- (b) The idea of rotation as being related to angles
- (c) Vocabulary related to full-turns and half-turns
- (d) All of the above

**Q14. A teacher showed a broken ruler to her student and asked them to represent 6 cm.**



**Garima pointed at the mark of 6 cm on the ruler. This shows that Garima:**

- (a) Knows that 6 cm is a mark on the ruler
- (b) Has given the correct answer as she pointed at the right mark
- (c) Is incorrect as she is not regarding the distance of 6 cm
- (d) Should have changed the ruler as it is already broken

**Q15. While deducing the area of a parallelogram from a rectangle, the most common transformation that a teacher does to relate the formula of these two shapes is:**

- (a) Flip
- (b) Rotation
- (c) Translation
- (d) None, as this is not possible

## SOLUTIONS

**S1. Ans.(d)**

**S2. Ans.(a)**

**S3. Ans.(d)**

**S4. Ans.(c)**

**S5. Ans.(d)**

**S6. Ans.(d)**

**S7. Ans.(a)**

**S8. Ans.(b)**

**S9. Ans.(c)**

**S10. Ans.(d)**

**S11. Ans.(d)**

**S12. Ans.(d)**

**S13. Ans.(d)**

**S14. Ans.(c)**

**S15. Ans.(c)**

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