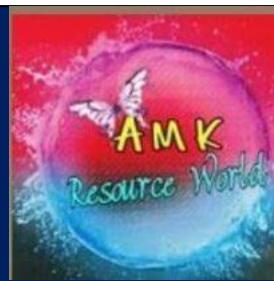


AMK Resource World

Competition Cosmos



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CDP – Daily Practice Questions (Part 5)

1. Which of the following scenarios is not involved in the Word problems related to addition and Subtraction?
 - a) **Classification of objects**
 - b) Combination of two or more objects
 - c) increase or decrease of same quantity
 - d) Comparison of objects

2. Which of the following is not a correct way of assessment
 - a) **A test based on memorisation**
 - b) A subjective test according to the learning levels of children
 - c) Use of self-assessment
 - d) Use of audio-visual tool for assessment

3. Numbers are used to communicate the size of a group of objects.
 - a) Ordinal numbers
 - b) **Cardinal numbers**
 - c) Nominal numbers
 - d) All of the above

4. Which of the following does not involve the ordering a collection of objects according to the given rule.
 - a) Seriation
 - b) Arrangement
 - c) **Classification**
 - d) Patterning

5. How many times should we add 4 to get 16
- Sixty four times
 - Twenty times
 - Sixteen times
 - Four times**
6. Which of the following is not a type and utility of numbers;
- Nominal Numbers
 - Ordinal Numbers
 - Aesthetic Numbers**
 - Cardinal Numbers
7. Essential requirement to classify objects is to:
- Read the names of the shapes
 - Identify the objects by their characteristics**
 - Know the name of the objects
 - Recite the name of the objects
8. For building upon the understanding of one-to-one correspondence, children do not need to understand the meaning of
- many and few
 - as many as
 - numeration**
 - more than/ less than
9. Which of the following is not an objective of making a child proficient in numeracy in the foundational years?
- It helps in achieving learning outcomes in later stages
 - It helps in developing logical thinking and reasoning in daily life
 - It helps them in dealing with numbers
 - It helps them to do fast calculations**
10. Which of the following is not a component of foundational numeracy:
- Data Handling
 - Memorizing number names**
 - Patterns
 - Mathematical Communications

11. The ability to immediately perceive the cardinality of a collection, usually not more than four or five elements without counting is called as

- a) Classification
- b) Conservation
- c) Seriation
- d) **Subitization**

12. What is the right sequence to teach numbers:

1. Opportunities for Counting
 2. Writing numerals
 3. Reading numerals
 4. Developing number sense
-
- a) 1,2,3,4
 - b) **1,4,3,2**
 - c) 1,4,2,3
 - d) 2,1,3,4

13. What is subitising?

- a) Ability to recite number names up to ten
- b) Ability to count
- c) Ability to discriminate between objects
- d) **Ability to identify the number of objects by simply looking at them and without actually counting each object.**

14. Which of the following is not a component of Data Handling?

- a) Representation of Data
- b) Interpretation of Data
- c) **Construction of Data**
- d) Collection of Data

15. What are numerals?

- a) Value of numbers
- b) Size of numbers
- c) Number names
- d) **Symbols for numbers**

16. _____ Number are used to describe the position of an object when they are arranged in a specific order.

- a) **Ordinal Number**
- b) Cardinal Number
- c) Aesthetic Number
- d) Nominal Number

17. When does a child is said not to acquire understanding of shapes and space?

- a) **When he/she crams the names of shapes like cube, cuboid, sphere, etc. without understanding**
- b) When he/she explores and communicates association between an object and its shape
- c) When he/she observes the objects in the environment and their geometrical attributes
- d) When he/she uses own vocabulary to describe space and the shapes

18. Which of the following is the most appropriate strategy to teach shapes at a foundational stage?

- a) Shapes at foundational stage should be limited to the recognition of simple basic shapes
- b) Development of extensive vocabulary of shapes need to be the primary objective at foundational stage
- c) **Children should be given ample opportunities to develop intuitive understanding of shapes**
- d) Teacher should introduce by giving clear definition of simple shapes

19. Which of the following pairs are not complementary to each other?

- a) Multiplication and Division
- b) Addition and Multiplication
- c) Addition and Subtraction
- d) **Subtraction and Multiplication**

20. In order to ensure strong FLN the children should be assessed-

- a) through question paper which have more questions from the textbooks
- b) through weekly and monthly tests
- c) **continuously through formative/adaptive methods**
- d) Annually by state/district authority

21. Which of the following is the most crucial aspect of learning multiplication?

- a) **Understanding multiplication as finding “how many times”**
- b) Recall of tables and their recitation
- c) Memorization of multiplication facts
- d) learning the multiplication algorithm and solving sums

22. Child should be able to seriate objects before learning numbers, because seriation is:

- a) not related to counting
- b) **related with ordination or placing numbers in order**
- c) needed for operations on numbers
- d) about reciting number names

23. Which of the following is not a dimension of assessments of mathematics learning?

- a) Communication
- b) **Procedural knowledge**
- c) Disposition towards mathematics
- d) Mathematical reasoning

24. What should be the appropriate sequence in earning/understanding multiplication?

- i. Applying distributive law of multiplication w.r.t. addition
 - ii. Understanding the meaning of multiplication
 - iii. Learning the algorithm of multiplication
 - iv. Understanding and using the language of multiplication
- a) ii, iv, i, iii
 - b) iv, ii, iii, i
 - c) iv, iii, i, ii
 - d) i. ii, iii, iv

25. ‘Seema has 12 roses. Shifa has 15 roses. Who has more and by how much?’ What subtraction context has been used in the above word problem?

- a) What left
- b) Complementary addition
- c) Take away
- d) **Comparison**

26. Which of the following is not true:

- a) All squares are rectangles
- b) All squares are parallelograms
- c) All rectangles are parallelograms
- d) **All rectangles are squares**

27. Which of the following pre- school teachers should avoid?

- a) Include items in the classroom and at home that promote mathematical thinking
- b) **Ask children to write numbers before number sense**
- c) Building on everyday activities of children
- d) Use language focused on mathematical concepts

28. The concept of 'zero' can be introduced best through which of the following operations?

- a) **Subtraction**
- b) Division
- c) Multiplication
- d) Addition

29. During the learning of Mathematics at early stages, a child is not expected to-

- a) Use the vocabulary for understanding of space and shapes
- b) Learn Counting before number sense
- c) **Learn Conventions needed for Mathematical techniques**
- d) Think mathematically and taking decisions with reasoning

30. Which of the following is not a pedagogical process to enhance foundational Numeracy skill:

- a) Using poems, rhymes, stories, riddles in mathematics
- b) Use of manipulative
- c) Instruction in home language
- d) **Giving lots of practise questions**

31. Which of the following does not involve one to one correspondence?

- a) Matching
- b) Mapping
- c) **Grouping**
- d) Pairing

32. The process by which information is exchanged between individuals through mathematical symbols, signs, diagrams, graphs is known as

- a) first language learning
- b) language acquisition
- c) mathematical Language
- d) **mathematical communication**

33. Which of the following is not a mathematical process?

- a) Visualization
- b) Estimation
- c) Spatial understanding
- d) **Rote Memorization**

34. Which of the following is not a key skill to develop under Number sense

- a) **Recitation of number names**
- b) Applications of basic operations in daily life
- c) Comparison of numbers like bigger than/smaller than
- d) Fundamental operations like addition/subtraction

35. Which of the following is not a pre number skill:

- a) **knowing numerals**
- b) seriation
- c) classification
- d) one to one correspondence

36. Activities on matching or pairing of objects will help in the development of which pre-number skill

- a) Classification
- b) Counting on
- c) Seriation
- d) **One to one correspondence**

37. Putting together things that have some characteristics in common enhances the competence of

- a) mathematical communication
- b) number sense
- c) **classification**
- d) seriation

38. Which of the following should not be an approach for teaching measurement?

- a) **Directly introducing standard units of measurements by the teacher and their conversions**
- b) Let children figure out their own units for measurement
- c) Provide opportunities to use language of comparison
- d) Children in activities and other experiences that involve measurement

39. During the process of counting, a child

- a) classifies into two groups
- b) recites number names in order
- c) **writes number names**
- d) points object one at a time

40. Which of the following activities is best suited for the development of spatial understanding among children?

- a) Drawing numbers on a number line
- b) Noting the time of sunset
- c) **Drawing the front view of a bottle**
- d) Memorizing definitions for each basic shape

