Mrs. Triangle and parent volunteers took her group of five year old learners to visit the Flea Market at the Square on Friday morning. They traveled by bus. Mrs. Triangle was interested in the variety of stalls and the items sold at each stall which she knew would be a great experience for the children. As they strolled around the Flea Market, they were fascinated by the things they saw. They were allowed to "buy" things they liked with the assistance of Mrs. Triangle and the parent volunteers who were assigned to each group of children.

Fancy shoes of various sizes, styles and colours were for sale for ladies, gents and children. They were greeted by a magician who waved his long wand at the wide selection of sweets, chocolates and ice-creams for sale. Generating a smell that made the learners' tummies rumble was another stall selling doughnuts of all varieties.
Next to this stall was a display consisting of rows and rows of finely decorated biscuits and iced cakes with mouth-watering marshmallows coated in fine coconut.

Games were played in another stall with teddy bears of all sizes and colours which were used as prizes for anyone who guessed correctly each time the number of marbles that were contained in a glass jar. Some of the children attempted this game. They had to pay R2.00 to play the game. A wide selection of flowering plants and shrubs was arranged in one corner with water features demonstrating its effects of the water flowing in different directions.

Patterned duvet cover sets, pillows and bath towels were spread over a high fence to show its beauty. Large price tags were attached to each item. The last stall at the end had a display of beautiful paintings of all sizes and shapes. The paintings were framed with different types of materials such as cardboard, wood, steel, Perspex and brass. The learners were sad to leave the Flea Market so soon.

Critically evaluate this case study and give a detailed description of every activity at the Flea Market that would enable the children to develop their mathematical understanding of numeracy concepts, knowledge and skills. Your responses must be presented under the various categories of numeracy development that five year old children are exposed to.

QUESTION 2

Describe how learners engage in problem-solving activities. Your answer must include the teacher’s role in facilitating problem-solving situations.

Use practical examples to illustrate your answer.

QUESTION 3

Explain how you would use the following resources to develop children’s understanding of counting:

3.1 A box of shells
3.2 A variety of leaves
3.3 A simple board game
3.4 An abacus frame
3.5 A tray of threading beads
QUESTION 4

Identify the four learning theories, which reflect on the learners' development of mathematical thinking and discuss each theorist's view about young children's ability to represent mathematics. [30]

QUESTION 5

2.1 Explain your understanding of the term “emergent numeracy”. [5]

2.2 Critically evaluate the taxonomy which highlights the different stages of development of early written number and counting. Give examples where necessary. [25] [30]