

Praxis Early Education 5025 Questions and Answers

Section: 5025 Early Childhood Education Exams • Total Questions: 10 • Format: Verified Q&A

1. A second-grade teacher is beginning a unit on maps and instructs students to draw a map of the classroom using pictures. Which of the following features would be most developmentally appropriate to have the students include in the construction of their maps?

- (A) Contour lines
 - (B) A scale line
 - (C) A map key
 - (D) Grid coordinates
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2. Which of the following musical activities best helps students develop basic skills in pattern recognition before being exposed to the concept of patterns in mathematics?

- (A) Listening to songs with steady beats and repeated rhythms
 - (B) Playing a variety of musical instruments
 - (C) Singing songs with lyrics that include numbers
 - (D) Participating in free-movement activities to favorite songs
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3. A student makes concept web flash cards to review common word parts. Which of the following best describes the word part shown?

- (A) Root
 - (B) Base
 - (C) Suffix
 - (D) Prefix
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4. Before students begin locating online resources for a research project, a teacher provides students with the list of questions shown on how to evaluate Web sites. The teacher is primarily focusing on which of the following aspects of evaluating the quality of online resources?

- (A) Relevance
 - (B) Timeliness
 - (C) Objectivity
 - (D) Authenticity
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5. Which of the following uses visual elements to create tone with the primary purpose of entertaining the reader?

- (A) Print advertisements
 - (B) Persuasive essays
 - (C) Informational text
 - (D) Graphic novels
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6. Which of the following activities would encourage a 6-year-old child's interest in experimenting with different textures?

*Papa had promised to meet her in the garden and he never disappointed her. She bent over to pick a red bloom, fully opened, and pricked her finger on a vicious thorn. Big pearls of blood pulsed from the tip of her thumb and she automatically thought, "bad luck." She quickly wrapped her hand in the corner of her apron and dismissed the premonition. Then she cautiously clipped the blown rose that had wounded her. Looking toward the horizon, she saw the last of the sun disappear behind the Sierra Madre. Darkness would settle quickly and a feeling of uneasiness and worry nagged at her. - Pam Muñoz Ryan, from **Esperanza Rising***

- (A) A teacher sets up a class workshop, with hand looms, yarn, buttons, ribbon, fabrics, scissors and glue.
 - (B) A teacher keeps a 'Helpers' pocketboard, with student photos matching a variety of classroom jobs.
 - (C) A teacher arranges visits with school personnel so that the students can create a yearbook.
 - (D) A teacher asks students to bring in objects that can be recycled.
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7. A table is presented with input and output values that need to be analyzed to determine the mathematical rule governing the relationship. The table includes the following pairs: input 2 with output 18, input 5 with output 30, input 7 with output 38, and input 8 with output 42. The task is to identify which rule correctly computes the output based on the given input values. Which of the following rules is used to compute the output given the input in the table shown?

- (A) The output is $9 \times$ the input.
 - (B) The output is $5 \times$ the input, plus 5.
 - (C) The output is $4 \times$ the input, plus 10.
 - (D) The output is $6 \times$ the input, minus 6.
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8. The activity can best support students' understanding of which of the following principles of art?

- (A) Balance
 - (B) Contrast
 - (C) Movement
 - (D) Unity
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9. Which of the following lists contains examples of homophones?

- (A) Anti-, con-, pre-, un-
 - (B) Big, small, early, late
 - (C) Flower, flour, beat, beet
 - (D) Happy, joyful, elated, delighted
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10. A third-grade teacher asks students to write the fraction $\frac{3}{4}$ in their math journals and to write the fraction as a sum. Several students write the number sentence $\frac{3}{1} + \frac{3}{1} + \frac{3}{1} = \frac{3}{4}$ in their journals. For which of the following fraction topics is the teacher most likely to provide additional instruction?

- (A) Rewriting an improper fraction as a mixed number
- (B) Using area models to represent unit fractions
- (C) Finding the decimal equivalent of a proper fraction
- (D) Dividing a fraction's numerator by its denominator