

# MTTC Lower Elementary (PK-3) Education - Mathematics (119) Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

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1. How do you round the number 67 to the nearest ten?
  - A. 60
  - B. 70
  - C. 80
  - D. 65
  
2. What is the sum of the angles in a triangle?
  - A. 90 degrees
  - B. 180 degrees
  - C. 270 degrees
  - D. 360 degrees
  
3. If  $3 + x = 10$ , what is  $x$ ?
  - A. 6
  - B. 7
  - C. 8
  - D. 9
  
4. How many sides does a pentagon have?
  - A. 3
  - B. 4
  - C. 5
  - D. 6
  
5. What is the result of the calculation  $9 - 4 + 2$ ?
  - A. 5
  - B. 6
  - C. 7
  - D. 8
  
6. What is the place value of 7 in the number 572?
  - A. 7
  - B. 70
  - C. 700
  - D. 7000

- 7. What task helps students understand subtraction as an unknown-addend problem?**
- A. Decomposing numbers from 11 to 20 using place value**
  - B. Counting on a number line for distance between numbers**
  - C. Checking if addition or subtraction equations are true**
  - D. Simplifying differences with easier numbers**
- 8. How many continents are there on Earth?**
- A. 5**
  - B. 6**
  - C. 7**
  - D. 8**
- 9. Which activity is appropriate for first graders learning to compare number values?**
- A. Students form multiple-digit numbers using index cards labeled with digits.**
  - B. Students measure their classmates' shoes and sort them from smallest to largest.**
  - C. Students discuss values of different piles of coins.**
  - D. Students stand between two quantities and form greater-than or less-than symbols with their arms.**
- 10. Which student would benefit most from additional instruction for counting on?**
- A. A. Student A**
  - B. B. Student B**
  - C. C. Student C**
  - D. D. Student D**

## Answers

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1. B
2. B
3. B
4. C
5. C
6. B
7. B
8. C
9. D
10. B

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## **Explanations**

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**1. How do you round the number 67 to the nearest ten?**

- A. 60
- B. 70**
- C. 80
- D. 65

To round the number 67 to the nearest ten, you first identify the two tens that it falls between, which are 60 and 70. Next, you look at the digit in the ones place of the number, which is 7 in this case. The rule for rounding is that if this digit is 5 or greater, you round up to the next ten. Since 7 is greater than 5, you round 67 up to 70. Therefore, the correct choice is 70, as it is the nearest ten to 67. Rounding helps simplify numbers, making them easier to work with, especially in estimation or mental calculations.

**2. What is the sum of the angles in a triangle?**

- A. 90 degrees
- B. 180 degrees**
- C. 270 degrees
- D. 360 degrees

The sum of the angles in a triangle is 180 degrees. This property is foundational in geometry and applies to all triangles, regardless of their type (whether they are scalene, isosceles, or equilateral). The reason behind this can be explained through various methods, including geometric proofs. One common proof involves drawing a line parallel to one side of the triangle. When this line is drawn, it creates alternate interior angles with the angles of the triangle, and by the properties of parallel lines, the sum of these angles equals 180 degrees. Understanding that all triangles have this angle sum property helps students apply it to various problems in geometry, such as finding missing angles when given the other two angles in a triangle, or in more complex polygons by decomposing them into triangles.

**3. If  $3 + x = 10$ , what is  $x$ ?**

- A. 6
- B. 7**
- C. 8
- D. 9

To find the value of  $x$  in the equation  $3 + x = 10$ , we start by isolating  $x$ . This can be done by subtracting 3 from both sides of the equation. When we execute this step, our equation becomes:  $x = 10 - 3$ . Now we perform the subtraction on the right side:  $x = 7$ . Thus, the correct answer is that  $x$  equals 7. This solution illustrates the fundamental concept of balancing equations—what you do to one side must also be done to the other. This is a key principle in solving for unknowns in algebra, which is foundational for mathematical understanding in early education.

**4. How many sides does a pentagon have?**

- A. 3
- B. 4
- C. 5**
- D. 6

A pentagon is defined as a polygon that has exactly five sides. The term "pentagon" comes from the Greek word "pente," which means five. Therefore, when identifying the characteristics of different polygons, it is important to remember that the number of sides is a key aspect of their definition. In the context of polygons, a triangle has three sides, a quadrilateral has four sides, and a hexagon has six sides. None of these shapes meet the criteria of having five sides, which is the defining feature of a pentagon. By recognizing this, it becomes clear that the correct answer is indeed five.

**5. What is the result of the calculation  $9 - 4 + 2$ ?**

- A. 5
- B. 6
- C. 7**
- D. 8

To find the result of the calculation  $9 - 4 + 2$ , one must follow the order of operations, which dictates that calculations be performed from left to right when there are only addition and subtraction involved. First, start with the initial number: 9. Then, perform the subtraction of 4 from 9:  $9 - 4 = 5$ . Next, take this result of 5 and add 2:  $5 + 2 = 7$ . Thus, the final result of the calculation  $9 - 4 + 2$  is 7. It's important to follow the sequence strictly to arrive at the correct solution. This step-by-step approach reinforces understanding of basic arithmetic operations, including how addition and subtraction interact within an expression.

**6. What is the place value of 7 in the number 572?**

- A. 7
- B. 70**
- C. 700
- D. 7000

In the number 572, the digit 7 is in the tens place. Place value refers to the value of a digit based on its position within a number. Each position in a number represents a power of ten. In the case of 572, the digit on the far right (2) is in the ones place, which corresponds to  $(2 \times 1)$ , or just 2. The middle digit (7) is in the tens place, which corresponds to  $(7 \times 10)$ , or 70. The leftmost digit (5) is in the hundreds place, representing  $(5 \times 100)$ , or 500. Thus, the correct place value of the digit 7 in 572 is 70.

**7. What task helps students understand subtraction as an unknown-addend problem?**

- A. Decomposing numbers from 11 to 20 using place value**
- B. Counting on a number line for distance between numbers**
- C. Checking if addition or subtraction equations are true**
- D. Simplifying differences with easier numbers**

The task that effectively helps students understand subtraction as an unknown-addend problem involves using a number line to count on and find the distance between numbers. This approach emphasizes the relationship between addition and subtraction. When students visualize subtraction as "how much more" is needed to reach a certain number, they can solve unknown-addend situations by identifying how many more units must be added to get to the total. For instance, if students are trying to find out how many more they need to add to 7 to reach 10, they can start at 7 on the number line and count forward to 10. The steps they take to reach the number reveal that 3 is the unknown addend, thereby reinforcing their understanding of subtraction as the process of finding an unknown component of an addition equation. This method fosters a conceptual grasp of subtraction, positioning it within the context of addition, which is crucial for early mathematical learning.

**8. How many continents are there on Earth?**

- A. 5**
- B. 6**
- C. 7**
- D. 8**

The correct answer is based on widely accepted geographical education, which identifies seven continents on Earth: Africa, Antarctica, Asia, Europe, North America, Australia, and South America. This classification is based on both cultural and physical geographical boundaries. Recognizing seven continents allows students to understand global geography more effectively, including appreciation for the diversity, ecosystems, and cultures found in each region. Although some might refer to fewer continents or use different classifications, such as merging Europe and Asia into a single continent referred to as Eurasia, the seven-continent model is the most commonly taught in elementary education. Thus, the identification of seven continents serves as a foundational knowledge in geography for young learners, supporting their understanding of the world.

**9. Which activity is appropriate for first graders learning to compare number values?**

- A. Students form multiple-digit numbers using index cards labeled with digits.**
- B. Students measure their classmates' shoes and sort them from smallest to largest.**
- C. Students discuss values of different piles of coins.**
- D. Students stand between two quantities and form greater-than or less-than symbols with their arms.**

The choice of having students stand between two quantities and use their arms to form greater-than or less-than symbols is particularly effective for first graders learning to compare number values because it combines physical activity with visual and conceptual understanding. This method allows students to engage actively, which can make learning more memorable and enjoyable. When students physically position themselves to represent the relationship between two quantities, they are reinforcing their understanding of numerical comparisons in a way that's intuitive and clear. Furthermore, using their arms to create symbols for greater-than or less-than directly correlates to mathematical concepts, making abstract numbers more concrete through a visual and kinesthetic approach. Such an activity also encourages collaborative learning, as students can discuss their reasoning with peers about which quantity is larger or smaller, promoting deeper understanding and communication skills. This learning strategy is particularly suitable for first graders, who benefit from interactive and multisensory experiences to grasp foundational math concepts.

**10. Which student would benefit most from additional instruction for counting on?**

- A. A. Student A**
- B. B. Student B**
- C. C. Student C**
- D. D. Student D**

For a student to benefit from additional instruction in counting on, the key factor is their current understanding of the counting sequence and their ability to use it in mathematical situations. Counting on is a strategy that helps students add numbers efficiently by starting from one number and counting up to an additional amount. When a student displays difficulty in recognizing numbers or struggles with the concept of sequential counting, they are likely the one who would gain the most from focused practice on counting on. This method not only reinforces numeracy skills but also builds a foundation for more complex mathematical concepts later on, such as addition and subtraction. If a student like Student B is having trouble with these foundational aspects of counting, they require more direct and tailored instruction to help them grasp counting on, thus enhancing their overall number sense and mathematical fluency. Providing them with additional instructional support would help bridge the gap in their understanding and improve their problem-solving skills in mathematics.

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://mttc119.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

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