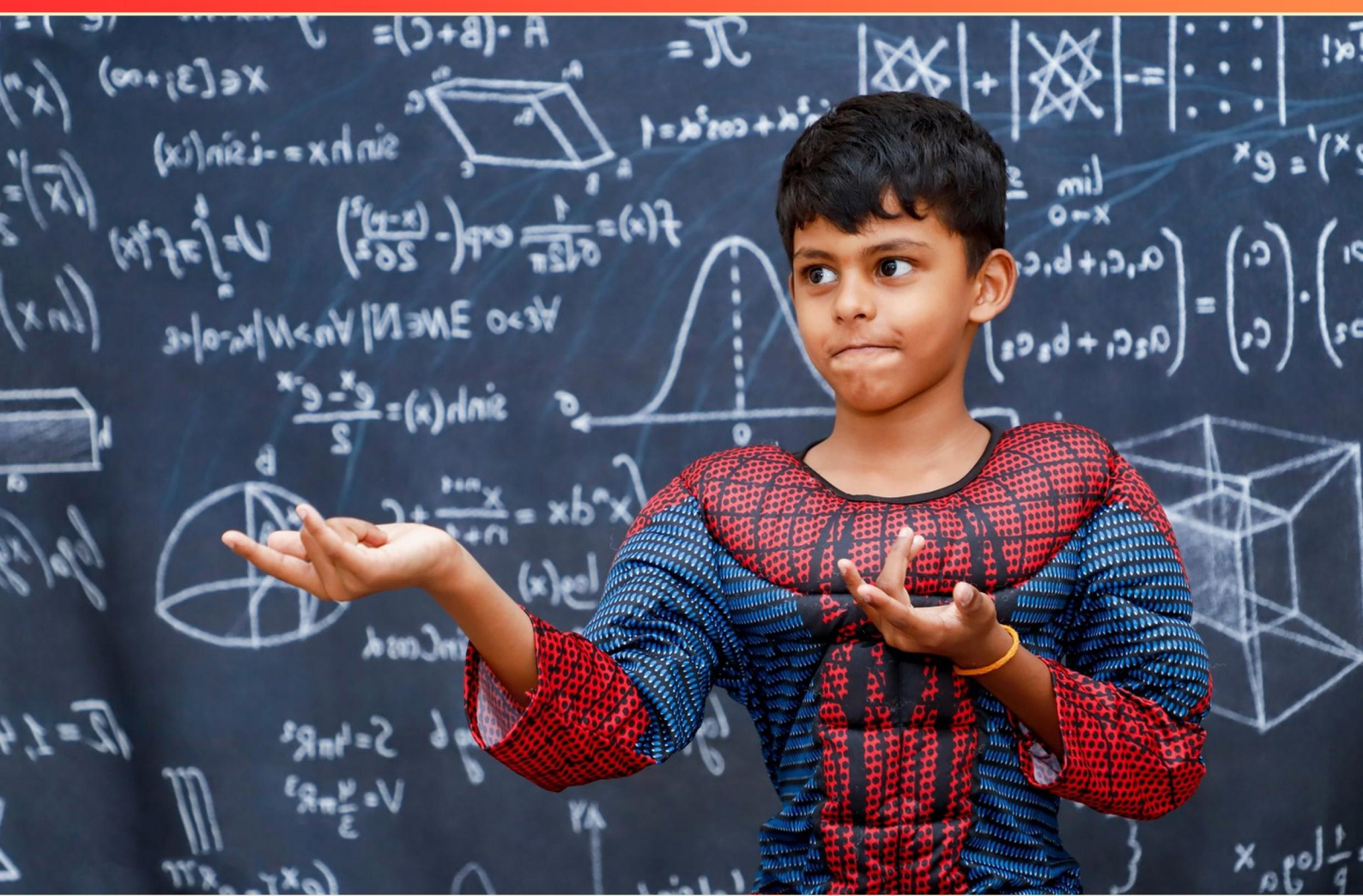


MTTC LOWER ELEMENTARY (PK–3) EDUCATION – MATHEMATICS (119) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://mttc119.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

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

SAMPLE

1. How do you round the number 67 to the nearest ten?
 - A. 60
 - B. 70
 - C. 80
 - D. 65
2. Which of the following methods would best allow students to participate equitably in solving multiplication problems?
 - A. Solo testing to see who works fastest.
 - B. Using group-based quizzes to compare answers.
 - C. Encouraging discussion about different strategies used.
 - D. Instructing students to copy solutions from peers.
3. When a student uses a number line to add $57 + 34$, what strategy are they employing?
 - A. Hops of ten along the number line to get to an anchor number
 - B. The standard algorithm to combine the ones and tens separately
 - C. Adding the tens first and then using the ones to finalize the answer
 - D. A counting strategy to jump to each tick mark on the number line
4. What modification would promote participation in the composite shape activity?
 - A. Tracing plastic tangrams with glue cutouts.
 - B. Designating students to work independently.
 - C. Offering alternative activities for uninterested students.
 - D. Assigning roles within the groups for collaboration.
5. What is the mode of the following set of numbers: 1, 2, 2, 3, 4?
 - A. 1
 - B. 2
 - C. 3
 - D. 4

- 6. What is $5 + 5 - 3$?**
- A. 5
 - B. 7
 - C. 8
 - D. 10
- 7. What concept should a teacher review with students who incorrectly state that an equation is not valid?**
- A. The meaning and function of the equal sign.
 - B. How addition and subtraction are related.
 - C. The use of benchmark equations to find answers.
 - D. The concepts of "greater than," "less than," and "equal to."
- 8. To best assess students' understanding of subtraction, which activity should the teacher assign?**
- A. Solving a multi-number subtraction word problem.
 - B. Creating equations where the unknown is the difference.
 - C. Representing equations through pictures and word problems.
 - D. Solving a word problem with unnecessary information.
- 9. What is the value of $10 \div 2$?**
- A. 2
 - B. 5
 - C. 10
 - D. 20
- 10. Which activity best promotes collaborative problem-solving in math?**
- A. Individual worksheets on subtraction.
 - B. Group games focusing on accuracy.
 - C. Discussion-based learning on shape attributes.
 - D. Practice with technology tools.

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

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. Which of the following methods would best allow students to participate equitably in solving multiplication problems?

- A. Solo testing to see who works fastest.
- B. Using group-based quizzes to compare answers.
- C. Encouraging discussion about different strategies used.**
- D. Instructing students to copy solutions from peers.

Encouraging discussion about different strategies used fosters an inclusive and collaborative classroom environment where all students can actively participate. This approach allows students to share their thought processes and methods for solving multiplication problems, which can enhance their understanding and help them learn from one another. By facilitating discussions, teachers can address various levels of comprehension and support students who may struggle, while also allowing more advanced students to refine their understanding by explaining concepts to their peers. This method acknowledges that there are multiple ways to approach a problem and values each student's contribution, promoting equity in participation. The other methods do not provide the same level of equitable participation. For instance, solo testing emphasizes speed over understanding, potentially alienating slower learners. Group-based quizzes might lead to competition rather than collaboration, while instructing students to copy solutions undermines the learning process and does not encourage students to engage with the material meaningfully.

3. When a student uses a number line to add $57 + 34$, what strategy are they employing?

- A. Hops of ten along the number line to get to an anchor number
- B. The standard algorithm to combine the ones and tens separately
- C. Adding the tens first and then using the ones to finalize the answer**
- D. A counting strategy to jump to each tick mark on the number line

When a student uses a number line to add $57 + 34$, they are employing a strategy that involves breaking the numbers down into tens and ones. In this particular case, by adding the tens first (30 from 34) to 57, the student might jump from 57 to 87 ($57 + 30$), and then add the ones (4 from 34) to 87, resulting in a final answer of 91. This method effectively uses the number line to represent the addition in a structured way, making it easier for students to visualize the process and see how the numbers are combined. This strategy reinforces the understanding of place value, enabling students to approach addition in a more manageable way without getting overwhelmed by larger numbers.

4. What modification would promote participation in the composite shape activity?

- A. Tracing plastic tangrams with glue cutouts.
- B. Designating students to work independently.
- C. Offering alternative activities for uninterested students.

D. Assigning roles within the groups for collaboration.

Assigning roles within the groups for collaboration is an effective modification to promote participation in a composite shape activity because it encourages teamwork and allows students to engage actively in their learning. When each student has a specific role, such as a leader, recorder, or shape collector, they are more likely to take ownership of their part in the task. This structure helps to build a sense of responsibility and can enhance interpersonal skills as students learn to communicate and cooperate with one another. Encouraging collaboration in this way can lead to more diverse input and can motivate students who might otherwise be reluctant to participate. It brings clarity to the activity by ensuring that every student has a clear function, which can make them feel more engaged and valued in the learning process.

5. What is the mode of the following set of numbers: 1, 2, 2, 3, 4?

- A. 1
- B. 2**
- C. 3
- D. 4

The mode of a set of numbers is the value that appears most frequently within that set. In the provided list of numbers—1, 2, 2, 3, 4—each number's frequency can be assessed. The number 1 appears once, the number 2 appears twice, the number 3 appears once, and the number 4 appears once. Since 2 appears more often than any of the other numbers, it is identified as the mode of the set. Understanding the concept of mode is crucial in data analysis as it helps in identifying common or popular values within a dataset. In this case, because 2 occurs more frequently than the others, it is the mode, making it the correct answer.

6. What is $5 + 5 - 3$?

- A. 5
- B. 7**
- C. 8
- D. 10

To solve the expression $5 + 5 - 3$, start by performing the addition first. When you add 5 and 5 together, you get 10. Then, you subtract 3 from that result. So, $10 - 3$ equals 7. Therefore, the correct answer is 7. This calculation demonstrates the order of operations in basic arithmetic, where addition is performed before subtraction in straightforward problems like this.

7. What concept should a teacher review with students who incorrectly state that an equation is not valid?

- A. The meaning and function of the equal sign.**
- B. How addition and subtraction are related.
- C. The use of benchmark equations to find answers.
- D. The concepts of "greater than," "less than," and "equal to."

Focusing on the meaning and function of the equal sign is crucial for students who misinterpret the validity of an equation. The equal sign serves as a critical symbol that signifies balance between both sides of an equation, indicating that the values presented are equivalent. This understanding is foundational in arithmetic and algebra, as it lays the groundwork for solving equations accurately. When students fail to recognize that an equation reflects a true statement about equality, they may not see the relationships between numbers and operations properly. For instance, if a student views an equation as a directive to compute rather than a statement of balance, they might wrongly assert that it is not valid. By emphasizing the role of the equal sign, students can develop a clearer comprehension of how equations function and why they must maintain balance through operations. Reviewing the other concepts may be important for overall mathematical understanding; however, they do not directly address the confusion surrounding the equal sign. Understanding greater than, less than, and equal to is relevant but is secondary to grasping the fundamental role of the equal sign in equations. Thus, reinforcing the concept of the equal sign is the most effective way to assist students in recognizing valid equations.

8. To best assess students' understanding of subtraction, which activity should the teacher assign?

- A. Solving a multi-number subtraction word problem.
- B. Creating equations where the unknown is the difference.
- C. Representing equations through pictures and word problems.**
- D. Solving a word problem with unnecessary information.

Assigning the activity that involves representing equations through pictures and word problems is particularly effective in assessing students' understanding of subtraction because it engages multiple learning styles and reinforces conceptual understanding. This approach allows students to visualize the subtraction process, which can help them grasp the concept of "taking away" or finding the difference in a more tangible way. By connecting mathematical symbols to visual representations and narrative contexts, students can better understand how subtraction operates in real-world scenarios. This method also encourages critical thinking as students must interpret the pictures and construct the related equations, deepening their comprehension of the relationship between numerical operations and their meanings. Furthermore, visual representations can help students who might struggle with abstract numerical concepts, making subtraction accessible to a wider variety of learners. This multifaceted activity supports not just rote learning but also deep cognitive engagement with the material.

9. What is the value of $10 \div 2$?

- A. 2
- B. 5**
- C. 10
- D. 20

When dividing 10 by 2, you are essentially determining how many times 2 can be subtracted from 10 until you reach zero. By performing the division, you find that 2 can be taken out of 10 a total of 5 times (since $2 + 2 + 2 + 2 + 2 = 10$). This means that 10 divided by 2 equals 5, which is the principle behind division as an operation that breaks a number into equal parts or groups. Thus, the computation demonstrates that $10 \div 2$ results in 5, confirming the answer. Understanding this fundamental concept of division is essential in mathematics, especially in early education, as it lays the groundwork for more complex arithmetic operations.

10. Which activity best promotes collaborative problem-solving in math?

- A. Individual worksheets on subtraction.
- B. Group games focusing on accuracy.
- C. Discussion-based learning on shape attributes.**
- D. Practice with technology tools.

Engaging students in discussion-based learning on shape attributes effectively promotes collaborative problem-solving in math because it encourages interaction, communication, and collective reasoning among peers. In this setting, students can share their observations, ask questions, and build on each other's ideas, leading to deeper understanding and enhanced critical thinking skills. When students engage in discussions, they must articulate their thoughts and reasoning, which helps clarify concepts for both themselves and their peers. By exploring how different shapes relate to one another, students learn to work together to solve problems, fostering a sense of teamwork and collaboration. While the other activities have their merits, they do not facilitate the same level of dialogue and cooperative learning. Individual worksheets emphasize solitary work, while group games focusing on accuracy might prioritize competition over collaboration. Technology tools can provide useful practice, but they may not inherently encourage students to communicate and solve problems together. Thus, a discussion-based approach around shape attributes stands out as the most effective option for fostering collaborative problem-solving 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.

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!

SAMPLE