

Sample Pages from



a division of Teacher Created Materials

Thanks for checking us out. Please call us at 877-777-3450 with questions or feedback, or to order this product. You can also order this product online at www.tcmpub.com/shell-education.

For correlations to State Standards, please visit:

www.tcmpub.com/teachers/correlations

Shell Professional and Strategy Resources:

www.tcmpub.com/teachers/professional-resources/correlations

To Create a World ⁱⁿ which
Children Love to Learn!

877-777-3450 • www.tcmpub.com/shell-education

TIME
FOR KIDS

Practicing for Today's Tests

Level

2

Mathematics



Table of Contents

Introduction

Today's Next Generation Tests	4
Making It Meaningful	10

Practice Exercises

Practice Exercise 1	13
Practice Exercise 2	17
Practice Exercise 3	21
Practice Exercise 4	25
Practice Exercise 5	29
Practice Exercise 6	33
Practice Exercise 7	37
Practice Exercise 8	41
Practice Exercise 9	45
Practice Exercise 10	49
Practice Exercise 11	53
Practice Exercise 12	57
Practice Exercise 13	61
Practice Exercise 14	65
Practice Exercise 15	69
Practice Exercise 16	73
Practice Exercise 17	77
Practice Exercise 18	81
Practice Exercise 19	85
Practice Exercise 20	89
Practice Exercise 21	93
Practice Exercise 22	97
Practice Exercise 23	101
Practice Exercise 24	105
Practice Exercise 25	109

Appendices

Appendix A: References Cited	113
Appendix B: Question Types	114
Appendix C: Top Tips: Preparing for Today's Tests	118
Appendix D: Mathematics Tools	120
Appendix E: Answer Key	122

Today's Next Generation Tests *(cont.)*

What's Different about Today's Standards? *(cont.)*

This overview illustrates key mathematics concepts and thinking skills associated with each of the content strands. It deconstructs the critical understandings of the strands to identify the important “what” (concepts) and “how” (thinking skills) for teachers and students. Notice the repeated use of several higher-level thinking skills in many different content strands.

Strand	Key Concepts	Key Thinking Skills
Operations and Algebraic Thinking	<ul style="list-style-type: none"> • addition • subtraction • multiplication • division • relationship between multiplication and division • multiplication and division facts within 100 	<ul style="list-style-type: none"> • factors • multiples • numerical expressions • patterns • problems with the four operations
Number and Operations in Base Ten	<ul style="list-style-type: none"> • place value system • multi-digit arithmetic 	<ul style="list-style-type: none"> • analyze • explain • generate • identify • interpret • relate • represent • solve • understand • use • write
Number and Operations—Fractions	<ul style="list-style-type: none"> • unit fractions • fraction equivalence • fraction ordering • fraction comparison 	<ul style="list-style-type: none"> • properties of operations • decimals to hundredths • decimal notation for fractions • addition, subtraction, multiplication, and division of fractions
Measurement and Data	<ul style="list-style-type: none"> • time • liquid measures • volume • relationship of volume to multiplication and addition • masses of objects • conversion of measurements • data 	<ul style="list-style-type: none"> • area • relationship of area to multiplication and addition • perimeter • linear vs. area measures • angle measures
Geometry	<ul style="list-style-type: none"> • shapes • attributes/properties • lines • angles • coordinate plane 	<ul style="list-style-type: none"> • generalize • perform • apply • build • compare • convert • distinguish • estimate • interpret • recognize • extend • understand • use • relate • represent • solve • understand

(National Governors Association 2010; Van de Walle, Karp, Lovin, and Bay-Williams 2014)

Making It Meaningful

This section has been included to make this book's test practice more meaningful. The purpose of this section is to provide sample guiding questions framed around a specific practice exercise. This will serve as a meaningful and real-life application of test practice. Each guiding question focuses on strands of mathematics as well as test-taking strategies. The making-it-meaningful questions may be used with students as a teacher-led think aloud or to individually assess how students are approaching and understanding complex mathematical ideas and concepts. The framework used in this model serves as a template for how to approach all the practice exercises in this product. This template supports educators in preparing students for today's tests and helps make meaning of mathematical standards used in classrooms today.

When multiple choice questions have only one correct response, guide students in the following way:

“After reading the problem, can you use logical reasoning to eliminate any responses that do not make sense? How do you know they cannot be correct? Cross them out. Finally, reread and solve the problem, and select the best answer.”

Name: _____ Date: _____

Practice Exercise 1

Read and solve each problem carefully.

1. Jayden and Jayden are bringing muffins to share with their class. Jayden will bring 15 muffins. There are 30 students in their class. How many muffins should Jayden bring?
 10 15 20 30

2. Which expression shows 748 written in expanded form?
 $740 + 8$ $7 + 4 + 8$
 $740 + 18$ $700 + 40 + 8$

3. Layla asked the students in her class to name their favorite foods. Make a bar graph to show this information. Include a title, labels, and a scale.

Food	Number of Students
Chicken nuggets	12
Pizza	15
Burgers	10
Ice cream	8

When problems include specific math vocabulary terms, help students in the following way:

“What math terms appear in the problem? Circle them. How can understanding the meanings of the terms help you solve the problem?”

If students need to complete a table, chart, or graph, support them with the following guiding questions:

“What type of table, chart, or graph do you need to make? What information will it show? Do any components already appear? Which components do you need to add or include? Do you need to add any labels or titles to make your work complete and understandable to others?”

Practice Exercise 1

Directions: Read and solve each problem carefully.

1. Mia and Jayden are bringing muffins to share with their class. Mia will bring 15 muffins. There are 30 students in their class. How many muffins should Jayden bring?

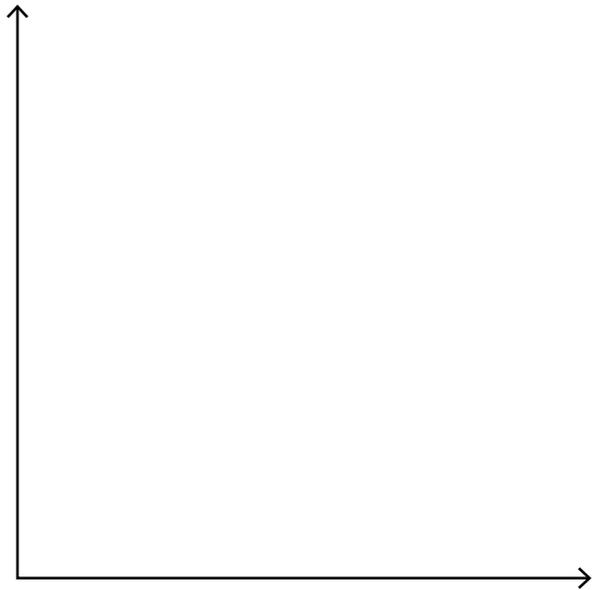
(A) 10 (B) 15 (C) 20 (D) 30

2. Which expression shows 748 written in expanded form?

(A) $740 + 8$ (C) $7 + 4 + 8$
(B) $740 + 18$ (D) $700 + 40 + 8$

3. Layla asked the students in her class to name their favorite foods. Make a bar graph to show this information. Include a title, labels, and a scale.

Foods	Votes
chicken nuggets	
pizza	
burgers	
tacos	



Practice Exercise 1 *(cont.)*

Directions: Read and solve each problem carefully.

4. Which symbol makes the comparison true?

$$142 \square 124$$

- (A) >
- (B) =
- (C) <
- (D) ×

5. Which number makes the number sentence true?

$$4 + 5 = \square + 4$$

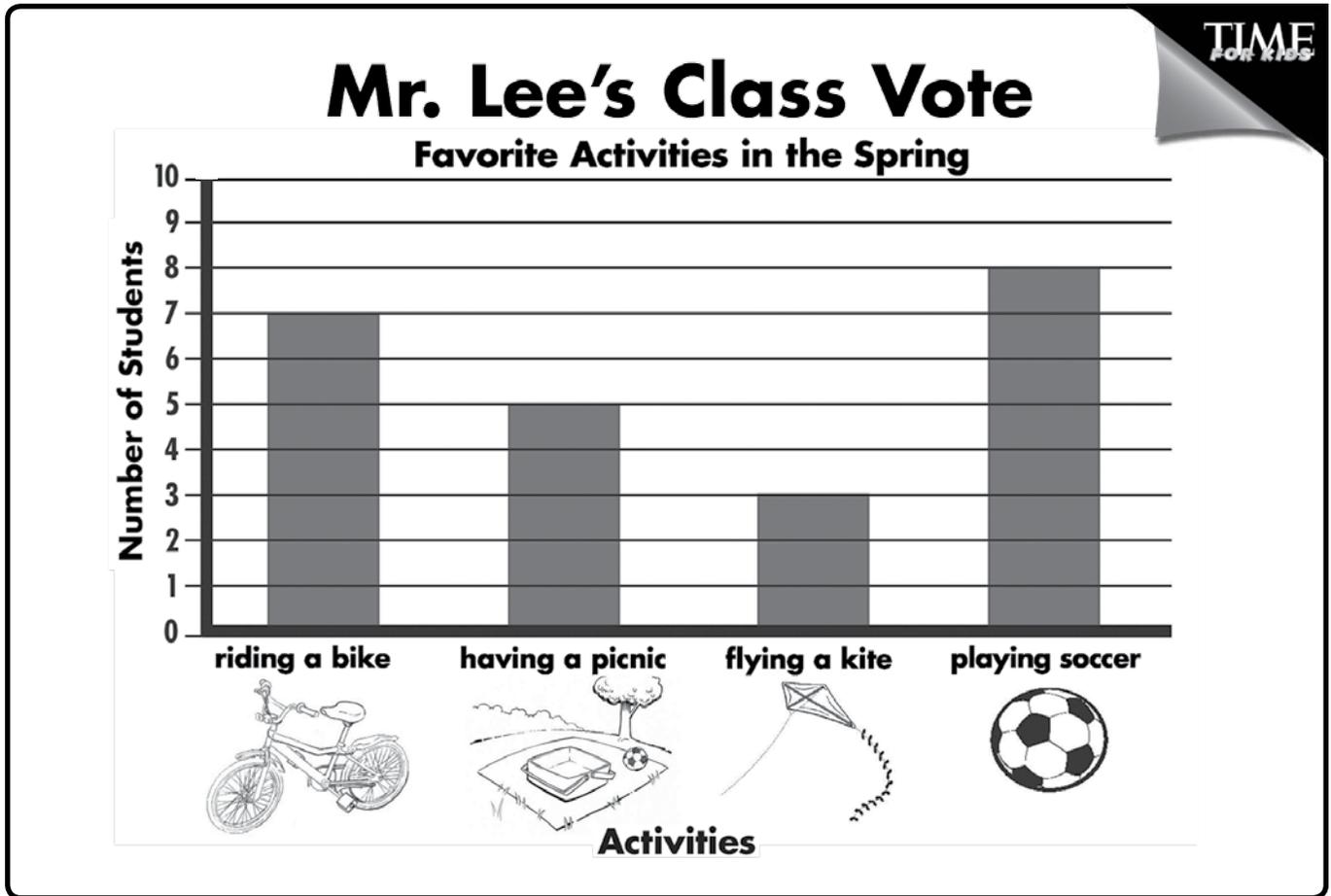
- (A) 0
- (B) 1
- (C) 5
- (D) 9

6. Amir thinks this flag is divided in half. Is he correct? Why or why not? Use words or numbers to explain your thinking.



Practice Exercise 1 *(cont.)*

Directions: Read and solve each problem carefully.



Source: TIME For Kids

7. How many more students prefer playing soccer to flying kites?

- (A) 3
- (B) 5
- (C) 8
- (D) 11

8. How many students are in Mr. Lee's class?

- (E) 20
- (F) 23
- (G) 25
- (H) 27

Practice Exercise 1 *(cont.)*

Directions: Read and solve each problem carefully.

9. Next year, Mr. Lee will have 30 students in his class. He likes to group his students' desks in even rows. Draw **two** different ways Mr. Lee can set up the desks in his classroom.



10. Mr. Lee is planning the science experiment groups for next year. He wants students to work in groups of 3. How many groups should he have?

11. Mr. Lee is planning some field trips for his class next year. He will need 6 chaperones for each trip. Mr. Lee will not have a group. How many students will be in each group?
