MTTC EARLY CHILDHOOD EDUCATION (GENERAL AND SPECIAL EDUCATION) (106) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://mttc106.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 9
Explanations 11
Next Steps 17

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.

SAMPLE

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!

SAMPLE

Questions

SAMPLE

1. **Which strategy would best help preschoolers gain knowledge about living and nonliving things?**

   A. holding ongoing discussions with children about what living things can do that nonliving things cannot do

   B. pointing out illustrations of living and nonliving things during Big Books read-alouds

   C. asking children to bring examples of living and nonliving things to show during morning meeting

   D. coloring the living things on a worksheet that has pictures of living and nonliving things

2. **To design an assessment for a second-grade student to measure a lesson objective, the teacher's initial step should be to...**

   A. determine whether the assessment should take place in the classroom or in a testing room.

   B. identify the most appropriate staff member to administer the assessment.

   C. review the learning standard to which the assessment should be linked.

   D. investigate whether a standardized assessment exists that could be used for this purpose.

3. **Which approach is most developmentally appropriate for teaching four-year-olds the distinction between wants and needs?**

   A. Having the children cut pictures from a magazine of one thing they want and one thing they need

   B. Reading a favorite story aloud and emphasizing the words want and need when they appear in the text

   C. Talking with the children about what they want and what they need to go outside to play in the winter

   D. Hanging posters showing different food groups and asking the children to identify foods they want and foods they need

SAMPLE

4. After systematic observations in a preschool outdoor play area, which strategy best addresses concerns about limited large motor engagement?

A. planning noncompetitive physical games and activities in response to the data obtained

B. having children run once around the play area at the beginning of outdoor play time

C. assigning children to teams and awarding points based on each team's performance

D. removing any toys in the outdoor play area that encourage sedentary or solitary play

5. Present levels of performance in an IEP describe a student's current skills and abilities in which areas?

A. Academic achievement

B. Behavior and social interactions

C. Functional performance

D. All of the above

6. When organizing the classroom to accommodate a mobility-impaired student, which principle should guide the setup?

A. The daily schedule should be modified to allow extra time for transitions.

B. Frequently used materials and supplies should be stored where the student can access them independently.

C. Textbooks and other reading materials should be provided in an audio format to allow access through multiple modalities.

D. The student's desk should be located near the teacher's desk so that the student can request assistance as often as needed.

7. Which statement best describes early numeracy?

A. Early numeracy includes counting, comparing quantities, and recognizing patterns; e.g., counting shapes.

B. Early numeracy is only about learning to count to ten.

C. Early numeracy relies on advanced mathematics.

D. Early numeracy is not taught in preschool.

SAMPLE

8. What is number sense, and how might you develop it in a preschool activity?

A. Understanding quantities, one-to-one correspondence, and counting; example: students count blocks and compare group sizes.

B. The ability to memorize number names without counting.

C. The concept of place value using base ten blocks.

D. The idea that numbers have fixed values but cannot be compared in preschool.

9. Describe inquiry-based science in the early childhood classroom.

A. Teacher-led lectures with scripted steps.

B. Students memorize facts without exploration.

C. Children investigate questions through hands-on exploration, observations, and reasoning with teacher guidance.

D. Science is taught only through worksheets.

10. Which practice would most effectively help preschoolers distinguish living from nonliving things?

A. holding ongoing discussions about living vs nonliving capabilities

B. reading Big Books with illustrations

C. bringing living things to school to show during morning meeting

D. coloring living things on a worksheet

SAMPLE

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which strategy would best help preschoolers gain knowledge about living and nonliving things?

A. holding ongoing discussions with children about what living things can do that nonliving things cannot do

B. pointing out illustrations of living and nonliving things during Big Books read-alouds

C. asking children to bring examples of living and nonliving things to show during morning meeting

D. coloring the living things on a worksheet that has pictures of living and nonliving things

Engaging in ongoing discussions about what living things can do that nonliving things cannot do helps preschoolers develop a clear, comparative understanding of living versus nonliving. By asking questions, prompting children to explain their thinking, and then listening to classmates' ideas, the teacher helps kids articulate key attributes (growth, need for energy, reproduction, response to stimuli, movement) and contrast them with features of nonliving things. This active sense-making supports vocabulary development, reasoning, and the ability to categorize objects based on essential properties, while also addressing common misconceptions (for example, thinking anything that moves is alive). The other strategies offer exposure or practice, but they don't foster the same level of conceptual discussion. Pointing out pictures during a read-aloud is helpful for awareness but remains largely observational. Having children bring examples can be useful, yet without guided discussion, kids may focus on concrete instances without grasping the underlying criteria. Coloring a worksheet reinforces recognition without encouraging reasoning about what makes something living or nonliving. A conversation-focused approach combines explanation, evidence, and peer input to build a solid foundation for future science learning.

2. To design an assessment for a second-grade student to measure a lesson objective, the teacher's initial step should be to...

A. determine whether the assessment should take place in the classroom or in a testing room.

B. identify the most appropriate staff member to administer the assessment.

C. review the learning standard to which the assessment should be linked.

D. investigate whether a standardized assessment exists that could be used for this purpose.

The key idea here is to start with alignment to the learning standard the lesson is targeting. When you design an assessment, you want to define exactly what the student should know or be able to do and link that to the standard or objective. This alignment ensures the tasks you include actually measure the intended outcome and provide valid, interpretable evidence of learning. It also helps you set the right level of complexity and the specific criteria for success, so the assessment will accurately reflect whether the student has met the objective. Only after you've established that standard-based target do you consider logistics like where the assessment will take place, who will administer it, or whether a standardized option already exists. Jumping straight to logistics or prechecking for a ready-made test can lead to measuring something other than the lesson's objective or missing the needs of the specific objective you're evaluating.

SAMPLE

3. Which approach is most developmentally appropriate for teaching four-year-olds the distinction between wants and needs?

A. Having the children cut pictures from a magazine of one thing they want and one thing they need

B. Reading a favorite story aloud and emphasizing the words want and need when they appear in the text

C. Talking with the children about what they want and what they need to go outside to play in the winter

D. Hanging posters showing different food groups and asking the children to identify foods they want and foods they need

Engaging four-year-olds in a real, everyday moment helps them grasp the difference between wants and needs. When you talk with the children about what they want and what they need to go outside to play in the winter, you place the concept in a concrete, relevant situation. They can identify needs such as a coat, hat, gloves, and boots for warmth and safety, and distinguish those from wants, like a favorite toy to bring along. This kind of guided discussion supports language development, helps them classify items, and connects learning to their daily routines and safety. The other approaches can contribute in useful ways—reading a story with emphasis on want and need builds vocabulary, and activities with pictures or posters can introduce the terms—but they don't provide the same immediate, practical opportunity for children to apply the distinction to a real, personal situation, which is most developmentally appropriate at this age.

4. After systematic observations in a preschool outdoor play area, which strategy best addresses concerns about limited large motor engagement?

A. planning noncompetitive physical games and activities in response to the data obtained

B. having children run once around the play area at the beginning of outdoor play time

C. assigning children to teams and awarding points based on each team's performance

D. removing any toys in the outdoor play area that encourage sedentary or solitary play

When trying to boost large-motor engagement, using what the observations show to design inclusive, movement-rich activities is most effective. Planning noncompetitive physical games and activities in response to the data directly creates more opportunities for running, jumping, climbing, and other big movements, while inviting all children to participate without the pressure of competing. This approach supports broad participation and ongoing development of gross motor skills in a developmentally appropriate way. A one-time run around the area is unlikely to sustain engagement over time. Introducing competition by organizing teams and awarding points can deter some children and may not improve overall active movement. Simply removing toys that encourage sedentary or solitary play doesn't guarantee more active engagement unless those removals are paired with well-planned, movement-focused options that meet children's interests and needs.

SAMPLE

5. Present levels of performance in an IEP describe a student's current skills and abilities in which areas?

A. Academic achievement

B. Behavior and social interactions

C. Functional performance

D. All of the above

Present levels of performance capture a student's current skills and abilities across the areas that affect learning and daily functioning. They document academic achievement, behavior and social interactions, and functional performance, because a disability can influence both how a student learns and how they carry out daily tasks or interact with others. By including all these domains, the PLOP provides a comprehensive baseline for setting goals and selecting services in the IEP and shows how the student participates in the general education curriculum. Data from assessments, classroom work, observations, and input from teachers and families support this picture. Therefore, present levels describe current performance in all of these areas.

6. When organizing the classroom to accommodate a mobility-impaired student, which principle should guide the setup?

A. The daily schedule should be modified to allow extra time for transitions.

B. Frequently used materials and supplies should be stored where the student can access them independently.

C. Textbooks and other reading materials should be provided in an audio format to allow access through multiple modalities.

D. The student's desk should be located near the teacher's desk so that the student can request assistance as often as needed.

Ensuring independence through accessible organization is key for mobility-impaired students. When frequently used materials and supplies are stored where the student can reach them without help, they can participate more fully in activities, switch between tasks smoothly, and stay engaged with peers and lessons. This reduces barriers and supports equal access to learning. Other approaches don't address the core barrier here. Modifying the daily schedule helps with transitions but doesn't change the physical setup for access. Providing texts in an audio format aids other forms of accessibility but isn't about the classroom layout. Placing the desk near the teacher's desk might increase dependence and limit the student's autonomy.

SAMPLE

7. Which statement best describes early numeracy?

A. Early numeracy includes counting, comparing quantities, and recognizing patterns; e.g., counting shapes.

B. Early numeracy is only about learning to count to ten.

C. Early numeracy relies on advanced mathematics.

D. Early numeracy is not taught in preschool.

Early numeracy is the set of foundational math skills that children begin to develop in the preschool years. It involves counting with one-to-one correspondence, understanding that the last number name equals the quantity (cardinality), comparing two groups to see which is larger, and recognizing patterns in sequences or in objects and designs. This blend of counting, comparing quantities, and spotting patterns reflects how kids make sense of numbers through concrete, hands-on experiences in everyday play and routines. For example, they might count blocks as they line them up, notice that a color pattern repeats, or sort items by size. These activities build the early sense of numbers that comes before formal math. In contrast, counting to ten alone is only a narrow piece of early numeracy, and it's not about advanced mathematics; preschool curricula routinely weave these concepts into daily activities to support young learners.

8. What is number sense, and how might you develop it in a preschool activity?

A. Understanding quantities, one-to-one correspondence, and counting; example: students count blocks and compare group sizes.

B. The ability to memorize number names without counting.

C. The concept of place value using base ten blocks.

D. The idea that numbers have fixed values but cannot be compared in preschool.

Number sense in preschool means understanding quantities, recognizing how many objects are in a set, and linking counting to real-world amounts. It grows best through concrete, hands-on experiences that connect what you say with what children see. An effective activity is having children count blocks and then compare the sizes of different groups. As they count one by one, they practice saying the number names while matching each item to a number, which reinforces one-to-one correspondence. Comparing group sizes helps them discover more, fewer, and the same amount, building intuition about quantity and order. This kind of practice lays a solid foundation for later skills like addition and estimation. Other options miss this core idea. Memorizing number names without counting doesn't teach children about quantities or how numbers relate to amounts. Place value with base ten blocks is a later concept that extends beyond typical preschool goals. And the notion that numbers have fixed values but cannot be compared contradicts the basic preschool experience, where children naturally compare quantities to determine which group is larger, smaller, or equal.

SAMPLE

9. Describe inquiry-based science in the early childhood classroom.

A. Teacher-led lectures with scripted steps.

B. Students memorize facts without exploration.

C. Children investigate questions through hands-on exploration, observations, and reasoning with teacher guidance.

D. Science is taught only through worksheets.

Inquiry-based science in the early childhood classroom centers on children actively investigating questions through hands-on exploration, making observations, and using reasoning with teacher guidance. This approach supports young learners by sparking curiosity, building observation and questioning skills, and developing foundational scientific thinking as they test ideas and discuss what they notice. The teacher acts as a facilitator, offering safe materials, asking open-ended questions, prompting predictions, and scaffolding explanations as ideas emerge. This emphasis on active, collaborative inquiry with guided support best captures how young children learn science, rather than relying on lectures, memorization, or worksheets.

10. Which practice would most effectively help preschoolers distinguish living from nonliving things?

A. holding ongoing discussions about living vs nonliving capabilities

B. reading Big Books with illustrations

C. bringing living things to school to show during morning meeting

D. coloring living things on a worksheet

Distinguishing living from nonliving things hinges on understanding what living things do—grow, move on their own, need air and water, reproduce, and respond to the environment. For preschoolers, the most effective way to build that understanding is through ongoing, collaborative discussions about living vs nonliving capabilities. When children talk with a teacher and peers, they articulate criteria, compare real-world examples, and adjust their ideas as new situations come up. This kind of talking turns observation into reasoning, helps kids learn the vocabulary for life processes, and lets them test ideas by considering whether objects like rocks, plants, or toys show growth, movement, or needs that only living things have. Because the discussions happen regularly and connect to everyday experiences, kids build a deeper, transferable understanding. Reading Big Books with illustrations can support language and context, but it's often more passive and doesn't consistently invite kids to reason through criteria across different examples. Bringing living things to school provides concrete exposure, which is valuable, yet it can be limited in scope and doesn't by itself encourage students to articulate and refine their thinking across varied situations. Coloring a worksheet focuses on recognizing and labeling rather than exploring the criteria of life or engaging in reasoning about living versus nonliving.

SAMPLE

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://mttc106.examzify.com

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

SAMPLE