

# MATHEMATICS AND READING TESTING PRACTICE FOR “GRADE 0”

Each year in Hawaii, tens of thousands of public and private school students take standardized tests as part of school-wide and statewide assessments as well as academic ability tests for admission to private school. These standardized tests may include the **ISEE** (Independent School Entrance Exam), **SSAT Elementary**, **CTP-4** (Comprehensive Testing Program distributed by the **ERB**), the **CTBS** (Comprehensive Tests of Basic Skills), the **TerraNova**, the **Stanford Achievement Test** and the **ITBS** (Iowa Tests of Basic Skills).

This foundational test preparation study guide is mainly for “**progressing**” **kindergarteners** (and “emerging” first graders) just learning how to identify Sight Words and do the most basic arithmetic / math. Though it begins with preschool & kindergarten **DOLCH Sight Words**, it evolves to include first and second vocabulary.

Intensely difficult and lengthy (2½ to 4 hours) academic ability tests await your child in third grade as part of the admissions process for entrance to Hawaii’s top private schools. These standardized “entrance exams” may be administered in conjunction with a **writing sample**, an **admissions interview** and/or a **group observational session**.

A pervasive characteristic of academic ability tests is that they are challenging, oftentimes featuring Mathematics and Reading test questions months, quarters or even semesters ahead of your child’s current public or private school curriculum. Standardized tests used for the admission process target a smaller, more competitive group of students applying for top private schools across the nation.

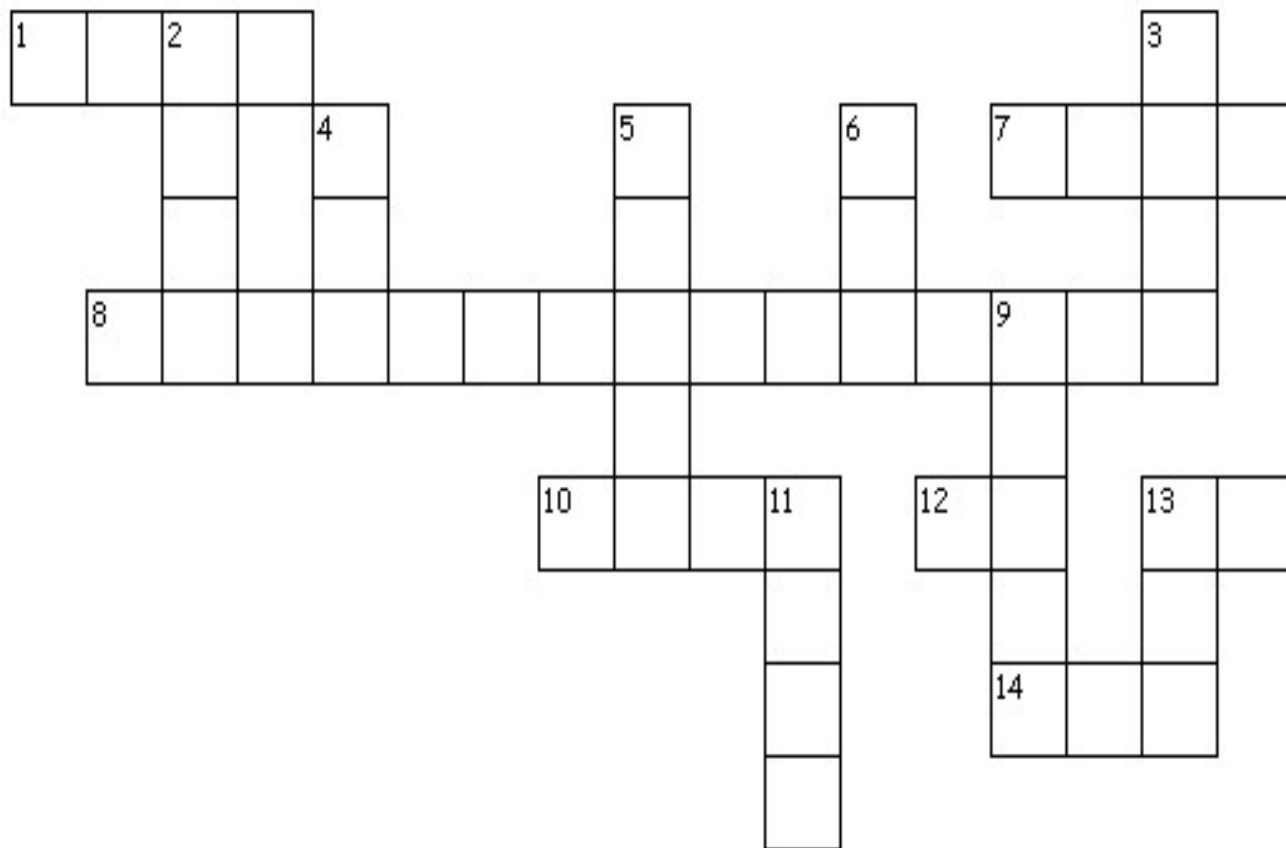
Arguably the most important factor in standardized test preparation is the usage of **relevant study materials**. While it is reasonably simple to find intelligent and enthusiastic test preparation instructors, it is relatively difficult to obtain study materials that systematically and proactively prepare a five or six-year-old for future intensive and multifaceted private school academic ability tests. This study aid provides hundreds and hundreds of opportunities for children and their parents to collaborate on the building blocks of quantitative, cognitive and language development.

DOLCH Sight Words: **Preschool** Level

This “**preschool** level” DOLCH Sight Word List is a prerequisite for **pages 2 thru 31**. Your child should be able to know and recognize each and every word before an attempt is made to do pages 2 thru 31. Thank you!

a	and	away	big
blue	can	come	down
find	for	funny	go
help	here	I	in
is	it	jump	little
look	make	me	my
not	one	play	red
run	said	see	the
three	to	two	up
we	where	yellow	you

<b>The big red and blue one is for ____.</b> (A) find            (C) look (B) little          (D) me	<b>We ____ to come up here and go in.</b> (A) down          (C) not (B) said            (D) my
<b>See a ____ yellow pet jump away.</b> (A) where          (C) funny (B) help            (D) three	<b>You can make two. I run to find ____.</b> (A) one            (C) where (B) for             (D) come
<b>I look in it ____ see a funny dog play.</b> (A) my             (C) away (B) big             (D) to	<b>The toy we help to make is not ____.</b> (A) go             (C) here (B) jump          (D) said
<b>Come in to ____ a little cup for me.</b> (A) make           (C) run (B) three          (D) down	<b>Find my bag ____ here where it is.</b> (A) two            (C) blue (B) up             (D) one
<b>Can the ____ yellow sun go away?</b> (A) see            (C) not (B) play            (D) big	<b>We said to look in three ____ bags.</b> (A) red            (C) up (B) make          (D) for
<b>Help a little cat run, jump, ____ play.</b> (A) me            (C) and (B) down          (D) funny	<b>Where can ____ two pets come?</b> (A) blue          (C) yellow (B) my            (D) away
<b>Look here to find it. Can you ____ it?</b> (A) big            (C) red (B) three          (D) see	<b>See a yellow one up in a ____ sky.</b> (A) help          (C) play (B) blue          (D) make
<b>You go for two funny ____ blue toys.</b> (A) little          (C) come (B) the            (D) we	<b>My big red car is not ____ I said.</b> (A) run            (C) where (B) look          (D) find
<b>Three funny little dogs go ____ and away to play.</b> (A) said            (C) me (B) one            (D) down	<b>Mom is not down here to ____ you jump and run.</b> (A) can            (C) help (B) yellow        (D) up



brown    but    came    must    new    no    now  
 so    soon    that    went    what    white    who



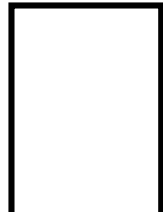
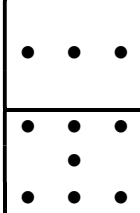

**ACROSS**

- 1. They mu\_\_ all be well.
- 7. Wh\_\_ did they have to eat?
- 8. **u n c o p y r i g h t a b l e**
- 10. They say she will like to ride, so I we\_\_ to get that black car.
- 12. Yes, he was well, s\_\_ he came with all four of us to eat this.
- 13. He went, but saw n\_\_ good food to eat.
- 14. She will want a n\_\_ doll.

**DOWN**

- 2. Please get there so\_\_.
- 3. She ca\_\_ to eat too.
- 4. W\_\_ are there with her?
- 5. But all we have are wh\_\_ balls.
- 6. She ran out there, b\_\_ he will ride into it.
- 9. He saw this br\_\_ dog be good.
- 11. Four cows like to have th\_\_.
- 13. To get on this soon, they must ride out n\_\_.

A parent or tutor may need to read questions with harder vocabulary.

<p><b>What is A – B ?</b></p> <p>(A) 3 (B) 2 (C) 1 (D) 0</p> <p><math>1 + 6 = A</math> <math>5 + 2 = B</math></p>	<p>_____ is a number that is bigger than 7.</p> <p>(A) Six (B) Nine (C) Five (D) Seven</p>	<p>One dog can be in a box. We need _____ boxes.</p> <p> </p> <p>(A) 0 (B) 1 (C) 2 (D) 3</p>									
<p><b>What sign can go in the space?</b></p> <p>(A) &gt; (B) &lt; (C) = (D) all of them</p> <p><math>8 \_ 6</math></p>	<p><b>The number _____ is just after "six".</b></p> <p>(A) 8 (B) 4 (C) 9 (D) 7</p> <p><math>5 \ 6 \ \_</math></p>	<p><b>A rectangle has _____ sides.</b></p> <p>(A) four (B) two (C) five (D) three</p> 									
<p><b>What is C + D ?</b></p> <p>(A) 3 (B) 2 (C) 1 (D) 0</p> <p><math>2 - 1 = C</math> <math>7 - 7 = D</math></p>	<p><b>A girl has _____ nose.</b></p> <p>(A) 2 (B) 1 (C) 10 (D) 5</p>	<p><b>A quarter is _____ cents.</b></p> <p>(A) 1 (B) 5 (C) 10 (D) 25</p>									
<p><b>A _____ is the shortest.</b></p> <p>(A) bell (B) seed (C) cake (D) shoe</p>	<p><b>_____ is the next number.</b></p> <p>(A) 4 (B) 6 (C) 7 (D) 8</p> <p><math>1 \ 3 \ 5 \ \_</math></p>	<p><b>_____ is two less than 3.</b></p> <p>(A) One (B) Two (C) Four (D) Five</p>									
<p><b>The picture shows</b></p> <p>(A) <math>2 + 7 = 9</math> (B) <math>3 + 5 = 8</math> (C) <math>3 + 6 = 9</math> (D) <math>3 + 7 = 10</math></p> 	<p><b>The next shape is a _____.</b></p> <p></p> <p>(A) triangle (B) square (C) circle (D) rectangle</p>										
<p><b>X – Y =</b></p> <p>(A) 0 (B) 1 (C) 2 (D) 3</p> <p><math>1 + 7 = X</math> <math>5 + 1 = Y</math></p>	<p><b>What numbers are missing? 9 8 _____ 5 4</b></p> <p>(A) six and four (B) seven and five (C) six and five (D) seven and six</p>	<p><b>Find "A" and "B". B – A is equal to</b></p> <p>(A) one (B) two (C) three (D) four</p> <table border="1" data-bbox="1323 1795 1502 1995"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>A</td> </tr> <tr> <td>7</td> <td>B</td> <td>9</td> </tr> </table>	1	2	3	4	5	A	7	B	9
1	2	3									
4	5	A									
7	B	9									