

# PRACTICE EXAM 10: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

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## LANGUAGE COMPONENT — SESSION 1: READING

Read the following story, then answer questions 1 through 5.

### The Class Hamster

by F. Larsson

Mateo had been waiting all year for his turn. Every weekend, one student in Mrs. Lee's Grade 3 class got to take home Sir Whiskers, the class hamster. Mateo had signed up for the very last weekend in May. Now it was finally his turn.

On Friday afternoon, Mrs. Lee gave him a folder of instructions and a small bag of hamster food. Sir Whiskers sat in his cage on the front desk, washing his tiny face with both paws.

"Remember," Mrs. Lee said. "Keep the cage on a flat surface. Refill the water bottle every day. And do not let anyone else in your house feed him snacks."

Mateo nodded. He carried the cage carefully out to the parking lot, where his father was waiting in the car.

At home, Mateo set the cage on his bedroom dresser. He filled the water bottle. He sprinkled a small handful of food into the dish, exactly as Mrs. Lee had shown him. Sir Whiskers came out of his little wooden house and started eating.

On Saturday morning, Mateo cleaned the cage. He laid down fresh paper towel and put in a new pile of cedar shavings. Sir Whiskers ran on his wheel for almost an hour. Mateo watched and laughed.

Then, on Saturday afternoon, something happened.

Mateo's little sister, Sofia, came into his bedroom while he was downstairs eating lunch. She wanted to give Sir Whiskers a piece of carrot from her own plate.

She tried to slide the carrot through the bars of the cage. But the bars were too narrow. So Sofia opened the cage door.

Sir Whiskers ran out.

By the time Mateo came back upstairs, Sir Whiskers was nowhere. The cage door hung open. Sofia was crying in the corner of the room.

Mateo did not yell. He took a deep breath. Then he closed his bedroom door so Sir Whiskers could not get into the rest of the house. He got down on his hands and knees and looked under the bed, behind the dresser, inside his shoes.

It took twenty minutes. Mateo finally found Sir Whiskers hiding behind a stack of books in the corner. He picked him up gently and put him back in the cage. He latched the door carefully.

That night, Mateo did not tell his parents what had happened. He helped Sofia wash her face and explained to her, very quietly, why hamsters cannot eat people food. Sofia listened. She said sorry. Mateo gave her a small hug.

On Monday morning, Mateo brought Sir Whiskers back to school. He told Mrs. Lee that everything had gone well over the weekend. He did not lie. Everything had ended well. And he had learned that taking care of a tiny life was a bigger job than he had thought.

1. How often did students in Mrs. Lee's class take Sir Whiskers home?

A. Once every month

- B. Twice during the entire school year
- C. Each weekend
- D. Only during the school holidays

2. What instructions did Mrs. Lee give Mateo about feeding the hamster?

- A. To feed the hamster only fresh fruit and vegetables
- B. To not let anyone else in his house feed Sir Whiskers snacks
- C. To feed Sir Whiskers two large meals each day
- D. To weigh the food on a kitchen scale before each meal

3. Why did Sofia open the hamster's cage?

- A. She wanted to hold Sir Whiskers in her hands
- B. She thought the cage door was already open
- C. She was trying to clean the inside of the cage
- D. She wanted to give Sir Whiskers a piece of her carrot

4. How long did it take Mateo to find Sir Whiskers?

- A. About twenty minutes
- B. Half the whole afternoon
- C. The whole weekend together
- D. About one hour of searching

5. What is the main lesson of this story?

- A. Younger sisters should not be allowed in their older brother's bedroom

- B. Hamsters should never be taken out of school for the weekend
- C. Taking responsibility for something small can teach important lessons
- D. Mistakes should always be reported to parents the moment they happen

**Read the following poem, then answer questions 6 through 10.**

### **The Lake**

**by I. Olsen**

Every July we drive for hours  
To my grandfather's small wooden cabin.  
The road is bumpy and narrow.  
The trees grow close on either side.

When we arrive, I drop my bag  
And run straight down the small grey path.  
And there, between the rocks and pines,  
The lake is waiting.

The lake is colder than I remembered.  
It is colder every single year.  
But once you push past the cold,  
The water holds you up.

We swim till our fingers are wrinkled.  
We swim till our lips are blue.  
We lie on the warm grey rocks

And let the sun dry our skin.

At night, the loons call across the water.

The fire crackles in the iron pit.

My grandfather tells the same old stories.

I have heard them all before.

But I do not mind. The stories

Are part of the lake, like the loons

And the rocks and the cold blue water.

They are how I know I am home.

6. When does the speaker's family drive to the cabin?

- A. Every July
- B. Every May during the long weekend
- C. On the first day of summer break
- D. Only when it rains in their city

7. What does the speaker say about the lake's water?

- A. It is warm and gentle on the speaker's skin
- B. It is muddy at the bottom near the rocks
- C. It is full of small fish swimming in circles
- D. It is colder than the speaker remembered

8. Read this line from the poem: The water holds you up. What does the poet mean?

- A. The water freezes the speaker in place
- B. The water lifts swimmers so they float
- C. The water carries the speaker to shore
- D. The water stops the speaker from moving forward

9. What sounds does the speaker hear at night?

- A. Frogs croaking down near the shore
- B. Cars passing on the bumpy road
- C. Music playing inside the cabin
- D. Loons calling across the water

10. What does the speaker mean by the final lines, They are how I know I am home?

- A. The speaker has lived at the cabin all year long
- B. The grandfather's stories help the speaker find the cabin
- C. The familiar things — the loons, the rocks, the stories — make the place feel like home
- D. The speaker plans to live at the cabin when they grow up

## **LANGUAGE COMPONENT — SESSION 2: READING**

**Read the following article, then answer questions 11 through 16.**

### **Canada Geese**

If you live in southern Ontario, you have almost certainly seen a flock of Canada geese. They are large brown-and-grey birds with long black necks and bright white cheeks. They walk slowly across parks and beside ponds. In the air, they fly in a V-shape that you can spot from very far away.

### **A Bird of Many Places**

Canada geese live across most of North America. Some live in southern Canada all year. Others migrate — flying south in autumn to warmer places like Mexico and the southern United States, and then flying back north in the spring. A goose can fly more than a thousand kilometres in a single day during migration.

### **The V-Shape**

When Canada geese fly, they form a V-shape in the sky. There is a clever reason for this. The leading goose has the hardest job, because the air pushes back on it as it flies. The geese behind benefit from the air movement made by the leader. They fly more easily.

When the leading goose gets tired, it drops to the back of the V, and another goose takes the front. In this way, the whole flock can travel a long way without any single goose getting too tired.

### **Family Birds**

Canada geese stay with the same partner their whole lives. Each spring, the female lays four to seven eggs in a nest near water. The eggs hatch about a month later. Baby geese, called goslings, can swim and find their own food within just a few days of hatching. They follow their parents around in a small group called a family.

### **Loud Voices**

Canada geese are loud. They honk — a noise that sounds something like the word "hooooonk." The honks help the geese in a flock keep track of each other. They also use honks to warn each other of danger. A flock can be heard from a kilometre away on a still afternoon.

Canada geese are common — sometimes too common — in city parks. But they are still amazing birds. The V in the sky, the long migrations, and the loud honking voices have all been part of life in Ontario for thousands of years.

11. What do Canada geese look like?

- A. Large brown-and-grey birds with long black necks and bright white cheeks
- B. Small black-and-white birds with short orange beaks and tails
- C. Round grey birds with bright red feet and short brown tails
- D. Tall white birds with yellow feet and long pointed wings

12. Where do some Canada geese fly to in autumn?

- A. To the far north of Canada near Hudson Bay
- B. To the mountain forests in central Quebec
- C. To islands in the cold Atlantic Ocean
- D. To Mexico and the southern United States

13. Why do Canada geese fly in a V-shape?

- A. To follow the curves of the rivers below them
- B. So the geese behind the leader can fly more easily
- C. To form a sharp arrow that scares away predators
- D. To copy the shape of the V on the Canadian flag

14. What are baby geese called?

- A. Chicks
- B. Cubs
- C. Goslings
- D. Ducklings

15. What does the honking of Canada geese DO?

- A. It helps the geese find food underground in soft mud
- B. It calls down the rain on dry summer days
- C. It makes the geese fly faster across the morning sky
- D. It helps the geese keep track of each other and warn of danger

16. What does the article say about Canada geese being common in city parks?

- A. Sometimes they are too common
- B. They never visit city parks during the winter months
- C. They are protected from being approached by people in parks
- D. They cannot find enough food in most city parks

**Read the following two short passages. Then answer questions 17 through 20.**

**Passage 1: My Trip to the Dentist**

I was nervous the first time I went to the dentist. I was seven years old. My mother had told me there would be a big chair that goes up and down, and a small mirror, and a bright lamp. She had told me it would not hurt. But I was still nervous.

The dentist was a kind woman named Dr. Park. She showed me all the tools before she used them. She let me hold the small mirror and look at my own teeth. She counted my teeth out loud — twenty in all — and told me they all looked healthy.

When she was finished, she gave me a small toothbrush in a paper bag, and a bright blue sticker. I have not been afraid of the dentist since that day.

**Passage 2: How Our Teeth Grow**

Humans grow teeth two times in their lives. The first set is called baby teeth or milk teeth. Most babies start to grow their first teeth at about six months old. By the time a child is about three, they usually have all twenty baby teeth.

Baby teeth do not stay forever. Starting at about age six, baby teeth begin to fall out, one by one. Underneath each baby tooth, a new larger tooth is growing. This new tooth slowly pushes the baby tooth out of the gum.

The second set is called adult teeth. There are usually thirty-two adult teeth — twelve more than the number of baby teeth. Adult teeth need to last a person's whole life. That is why brushing them twice a day, and visiting the dentist, are so important.

17. What is one thing both passages discuss?

- A. Different sizes of toothbrushes for children
- B. Teeth or visits to the dentist
- C. The age when children should brush their own teeth
- D. The colours of stickers given out at the dentist

18. What is the main purpose of Passage 1?

- A. To list the tools a dentist uses on patients
- B. To explain how teeth grow inside the human mouth
- C. To share a personal memory of a first dentist visit
- D. To convince readers to visit the dentist twice a year

19. According to Passage 2, how many baby teeth do most children have by age three?

- A. Twenty
- B. Thirty-two
- C. Six
- D. Twelve

20. Which idea is found in Passage 1 but NOT in Passage 2?

- A. There are usually twenty baby teeth in a child's mouth
- B. A specific memory of a kind dentist named Dr. Park
- C. Brushing teeth twice a day helps keep them healthy
- D. Children should visit the dentist when they are young

## LANGUAGE COMPONENT — SESSION 3: WRITING

For questions 21 through 30, read each item carefully and choose the best answer.

21. Which group of words is a COMPLETE SENTENCE?

- A. Reading her book in the cozy living room chair
- B. Because the park was closed early today
- C. Three close friends from down the street
- D. The bus arrived ten minutes late this morning.

22. Which sentence uses CAPITAL LETTERS correctly?

- A. last march, my family drove to ottawa for the weekend
- B. Last march, my family drove to Ottawa for the weekend
- C. Last March, my family drove to Ottawa for the weekend.
- D. last March, My Family drove to Ottawa for the Weekend

23. Choose the sentence that is punctuated correctly.

- A. The library closes at six o'clock today.
- B. Did you find your missing scarf
- C. What a fast runner she is,
- D. Watch out for the wet floor,

24. Read the sentence: The young girl sketched a colourful picture of her grandmother's garden. Which word in this sentence is a VERB?

- A. Young
- B. Sketched
- C. Colourful
- D. Garden

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The three rabbits hops through the grass every morning.
- B. The three rabbit hop through the grass every morning.
- C. The three rabbits hop through the grass every morning.
- D. The three rabbits hopping through the grass every morning.

26. Read the sentence: Last winter, we \_\_\_\_ a snowman in our backyard. Which word BEST fills in the blank?

- A. Build
- B. Will build
- C. Are building
- D. Built

27. Which word means about the SAME as small?

- A. Tall
- B. Tiny
- C. Loud
- D. Round

28. Which sentence correctly shows that ONE child owns the toy?

- A. The child's toy is on the table.
- B. The childs toy is on the table.
- C. The childs' toy is on the table.
- D. The child' toy is on the table.

29. Which sentence uses a COMMA correctly?

- A. After dinner ended, we went for a walk in the park.
- B. After dinner ended we went for a walk in the park
- C. We packed plates cups and napkins for the picnic
- D. The bird, sat on the fence, and sang, loudly

30. Which of the following sentences is in the PRESENT tense?

- A. We baked cookies last Saturday afternoon together.
- B. We will bake cookies next Saturday afternoon together.
- C. We bake cookies every Saturday afternoon together.
- D. We were baking cookies earlier on Saturday afternoon.

#### **LANGUAGE COMPONENT — SESSION 4: WRITING**

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Playing outside every day is important for children. Which sentence would be the BEST supporting reason?

- A. Many neighbourhoods have parks within walking distance.
- B. Some children prefer playing inside instead of outside in the cold.
- C. The weather can be very cold in Canada during the winter months.
- D. Outdoor play helps children stay healthy and gives their brains a rest from school.

32. Which sentence would BEST begin a personal narrative about losing a tooth?

- A. The afternoon I lost my front tooth, I was biting into a crisp apple at recess.
- B. Children lose teeth all through their younger years.
- C. Most people grow two sets of teeth in their lives.
- D. Tooth-losing happens at different ages for different children.

33. Which sentence uses STRONGER, more specific verbs?

- A. The boy went down the street and was at his friend's house.
- B. The boy zoomed down the street and burst into his friend's yard.
- C. The boy moved down the street and was in the yard quickly.
- D. The boy did things on the street and got to his friend's place.

34. Read the sentence: The bus arrived late \_\_\_\_ we still made it to school on time. Which word BEST fills in the blank?

- A. So
- B. Because
- C. But
- D. Or

35. Which would be the BEST closing for an opinion paragraph arguing that schools should have music class every day?

- A. Music class can be fun for some students.
- B. There are many instruments to choose from at school.
- C. Some teachers play music in their classrooms already.
- D. For all these reasons, music class should be part of every school day.

36. Read the sentence: \_\_\_\_ "Where is my schoolbag?" asked Sofia. Which punctuation BEST fills in the blank?

- A. , (comma)
- B. " (open quotation mark)
- C. ! (exclamation mark)
- D. . (period)

37. Which word is spelled CORRECTLY?

- A. Together
- B. Togethr
- C. Togather
- D. Togethor

38. Read the paragraph:

Hassan loves playing soccer. He has been on his school team for three years. \_\_\_\_ Hassan hopes to play for a city team next year.

Which sentence BEST fills in the blank?

- A. Many different sports are popular at his school.
- B. His sister prefers basketball over soccer.
- C. He practises with his team three days a week.

D. Soccer is played in many countries around the world.

39. Which sentence is the BEST example of DIALOGUE?

A. Maya wanted her brother to be quiet during the movie.

B. "Be quiet, please," Maya whispered to her brother.

C. Maya asked her brother to stop making so much noise.

D. The brother was asked by Maya to keep quiet during the movie.

40. Read this sentence: The warm soup steamed in the bowl, smelling sweetly of carrots, ginger, and onion. What is this sentence MAINLY doing?

A. Listing all the ingredients of a homemade soup

B. Telling the reader where the kitchen is in the house

C. Explaining how to cook a vegetable soup

D. Using sensory details to set the scene

### **MATHEMATICS COMPONENT — STAGE 1: NUMBER**

41. Which number is the same as five hundred sixty-two?

A. 562

B. 5,062

C. 526

D. 56

42. Round 654 to the nearest TEN.

- A. 600
- B. 660
- C. 700
- D. 650

43. What is the value of the digit 3 in the number 539?

- A. 3
- B. 3,000
- C. 30
- D. 300

44. What is  $367 + 245$ ?

- A. 612
- B. 502
- C. 522
- D. 602

45. A pet store had 425 fish in the tanks. Then 187 fish were sold to customers this month. How many fish are LEFT in the store?

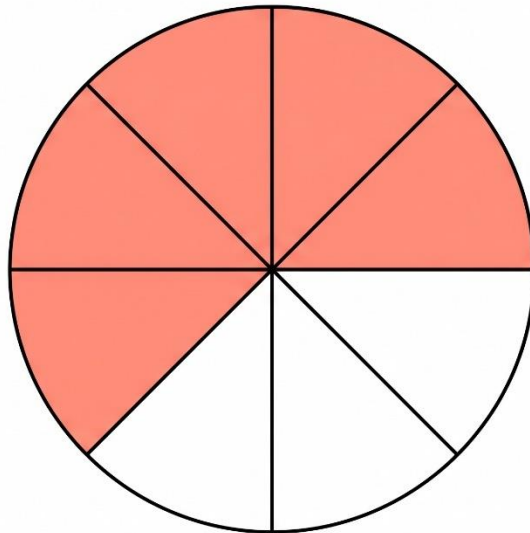
- A. 612
- B. 342
- C. 248
- D. 238

46. Which list shows these numbers ordered from LEAST to GREATEST?

- A. 718, 542, 369, 184
- B. 184, 369, 542, 718
- C. 184, 542, 369, 718
- D. 718, 184, 369, 542

47. Look at the figure below.

Figure PQ-1



What fraction of the figure is shaded?

- A.  $\frac{5}{3}$
- B.  $\frac{3}{8}$
- C.  $\frac{5}{8}$
- D.  $\frac{8}{5}$

48. Which fraction is LESS than  $\frac{5}{8}$ ?

- A.  $\frac{2}{8}$
- B.  $\frac{7}{8}$
- C.  $\frac{8}{8}$
- D.  $\frac{6}{8}$

49. What is the missing number in this pattern? 7, 14, 21, \_\_\_\_, 35, 42

- A. 25
- B. 28
- C. 30
- D. 27

50. Which number is ODD?

- A. 254
- B. 386
- C. 472
- D. 519

**MATHEMATICS COMPONENT — STAGE 2: ALGEBRA, DATA, AND SPATIAL SENSE**

51. What is  $6 \times 7$ ?

- A. 36
- B. 42
- C. 48
- D. 54

52. A box has 45 stickers. They are shared equally among 9 children. How many stickers does each child get?

- A. 4
- B. 6
- C. 5
- D. 36

53. What is the missing number?  $\square + 18 = 35$

- A. 17
- B. 53
- C. 23
- D. 27

54. A pattern follows the rule add 8. If the first term is 5, what is the FIFTH term in the pattern?

- A. 21
- B. 45
- C. 37
- D. 29

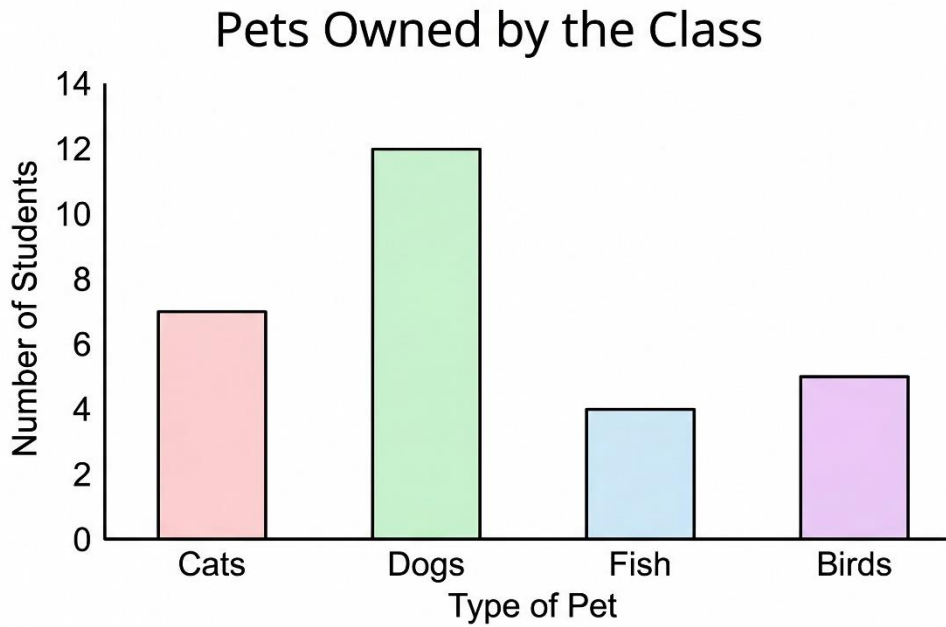
55. A character starts at position (4, 3) on a grid. The instructions are:

1. Move 2 spaces right.
2. Move 4 spaces up.
3. Move 1 space right.

Where does the character end up?

- A. (6, 7)
- B. (7, 7)
- C. (5, 7)
- D. (7, 1)

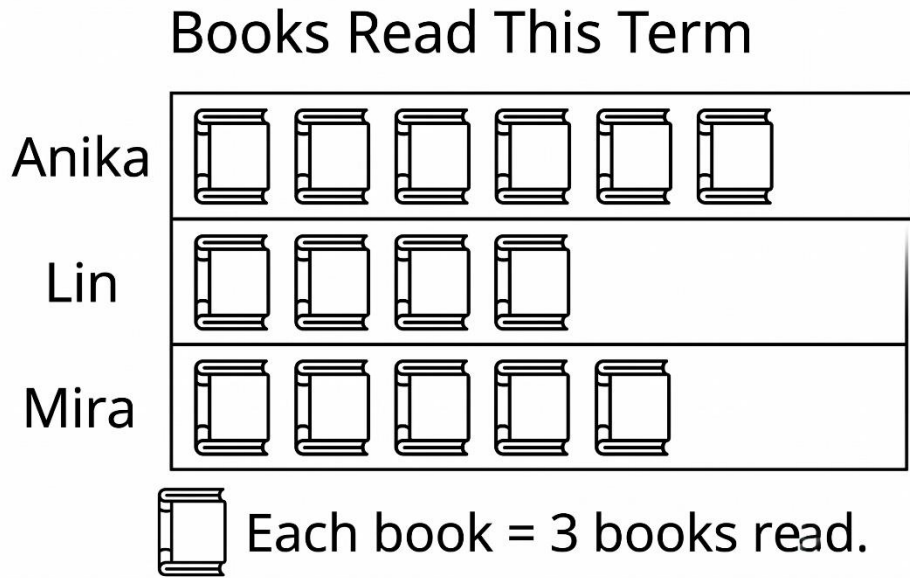
56. Look at the bar graph below.



How many MORE dogs are owned than fish?

- A. 16
- B. 12
- C. 4
- D. 8

57. Look at the pictograph below.



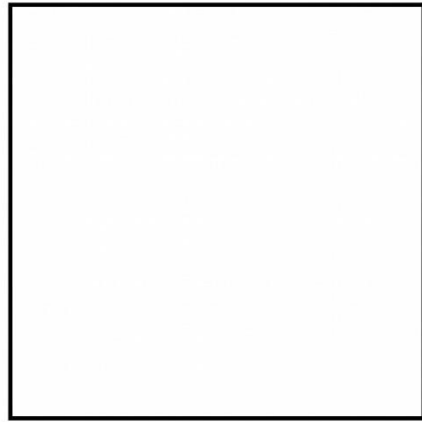
How many books did Anika read?

- A. 18
- B. 6
- C. 9
- D. 24

58. Which 3D solid has 4 triangular faces, including one triangular base?

- A. Cube
- B. Cylinder
- C. Triangle-based pyramid
- D. Cone

59. Look at the square below.



6 cm.

What is the PERIMETER of this square?

- A. 12 cm
- B. 24 cm
- C. 36 cm
- D. 18 cm

60. A bagel costs \$2 and a smoothie costs \$4. Anika has \$30 and buys 5 bagels and 3 smoothies. How much money does she have LEFT?

- A. \$22
- B. \$14
- C. \$4
- D. \$8

## Practice Exam 10: Answer Key and Explanations

- 1. C** — Each weekend. The story states this directly: *"Every weekend, one student in Mrs. Lee's Grade 3 class got to take home Sir Whiskers, the class hamster."* This rotation gave every student a chance over the school year.
- 2. B** — To not let anyone else in his house feed Sir Whiskers snacks. The story states this as Mrs. Lee's final instruction: *"do not let anyone else in your house feed him snacks."* This rule becomes important later when Sofia tries to give the hamster carrot.
- 3. D** — She wanted to give Sir Whiskers a piece of her carrot. The story states this directly: *"She wanted to give Sir Whiskers a piece of carrot from her own plate."* Sofia's good intention led to the cage being opened.
- 4. A** — About twenty minutes. The story states this directly: *"It took twenty minutes. Mateo finally found Sir Whiskers hiding behind a stack of books."* Mateo's careful, calm search paid off.
- 5. C** — Taking responsibility for something small can teach important lessons. The story's closing line — *"he had learned that taking care of a tiny life was a bigger job than he had thought"* — points directly to this theme. Themes in EQAO stories are usually broader life lessons, not specific events.
- 6. A** — Every July. The poem opens with this exact line: *"Every July we drive for hours / To my grandfather's small wooden cabin."* The yearly tradition is part of what makes the lake feel like home.
- 7. D** — It is colder than the speaker remembered. The poem states: *"The lake is colder than I remembered. / It is colder every single year."* This contrast between memory and the cold reality is part of returning each summer.
- 8. B** — The water lifts swimmers so they float. The line *"The water holds you up"* uses figurative language to describe buoyancy — water's ability to support a swimmer's body. Once the speaker pushes past the cold, the water carries them.
- 9. D** — Loons calling across the water. The poem states: *"At night, the loons call across the water."* The loon's call is a familiar sound on Canadian lakes and part of the cabin's nighttime soundscape.
- 10. C** — The familiar things — the loons, the rocks, the stories — make the place feel like home. The poem lists these as parts of the lake the speaker recognises and returns to each year. Inference questions ask readers to look behind the line to its larger meaning.
- 11. A** — Large brown-and-grey birds with long black necks and bright white cheeks. The article opens with this exact description in the first paragraph. These features make Canada geese easy to spot in parks and ponds.
- 12. D** — To Mexico and the southern United States. The article states: *"Others migrate — flying south in autumn to warmer places like Mexico and the southern United States."* The migration covers thousands of kilometres each year.

- 13. B** — So the geese behind the leader can fly more easily. The article states: "*The geese behind benefit from the air movement made by the leader. They fly more easily.*" The V-shape is an efficient way for the whole flock to travel.
- 14. C** — Goslings. The article states directly: "*Baby geese, called goslings, can swim and find their own food within just a few days of hatching.*" Knowing this term is what the question is testing.
- 15. D** — It helps the geese keep track of each other and warn of danger. The article states both purposes: "*The honks help the geese in a flock keep track of each other. They also use honks to warn each other of danger.*" Honking is the geese's main form of communication.
- 16. A** — Sometimes they are too common. The article states directly: "*Canada geese are common — sometimes too common — in city parks.*" The repetition of *common* makes this nuance clear.
- 17. B** — Teeth or visits to the dentist. Passage 1 describes a child's first dentist visit; Passage 2 explains how teeth grow. Two-text comparison questions require finding what appears in both passages.
- 18. C** — To share a personal memory of a first dentist visit. Passage 1 uses first-person language ("*I was nervous the first time I went to the dentist. I was seven years old*") and describes one specific event. This is the defining feature of personal narrative.
- 19. A** — Twenty. Passage 2 states: "*By the time a child is about three, they usually have all twenty baby teeth.*" The full set of baby teeth comes in during the early childhood years.
- 20. B** — A specific memory of a kind dentist named Dr. Park. The name and personal experience appear only in Passage 1. Passage 2 contains only general information about teeth, with no personal stories.
- 21. D** — The bus arrived ten minutes late this morning. A complete sentence has a subject (bus), a verb (arrived), and a complete thought. The other options are fragments — missing a main verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause altogether.
- 22. C** — Last March, my family drove to Ottawa for the weekend. Capitals are required on the first word, months (March), and proper place names (Ottawa). Only option C applies all three rules correctly.
- 23. A** — The library closes at six o'clock today. Statements (declarative sentences) end with a period. The other options pair statements or questions with the wrong punctuation marks.
- 24. B** — Sketched. *Sketched* describes the action the girl performed — that is the function of a verb. *Young* and *colourful* are adjectives, and *garden* is a noun.
- 25. C** — The three rabbits hop through the grass every morning. A plural subject (three rabbits) takes a plural verb without -s (hop). Option A pairs a plural subject with a singular verb; B uses a singular noun with a plural verb; D is a fragment because *hopping* alone is not a main verb.
- 26. D** — Built. The phrase *last winter* signals past tense, formed by the irregular past form *built*. Present, future, and present-continuous forms all conflict with the past time word in the sentence.

- 27. B** — Tiny. *Tiny* and *small* are synonyms — both describe something little in size. The other options describe unrelated qualities like height, sound, or shape.
- 28. A** — The child's toy is on the table. The apostrophe + s shows singular possession (the toy belongs to one child). Option B omits the apostrophe; option C places it incorrectly; option D omits the s.
- 29. A** — After dinner ended, we went for a walk in the park. A comma is required after an introductory dependent clause (*After dinner ended*). Option B omits the comma; option C is missing commas in a list; option D places commas where they break the sentence's flow.
- 30. C** — We bake cookies every Saturday afternoon together. Present tense uses the simple verb form (bake) without -ed for past or *will* for future. The phrase *every Saturday afternoon* signals an ongoing, repeated action.
- 31. D** — Outdoor play helps children stay healthy and gives their brains a rest from school. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts about parks, preferences, or weather.
- 32. A** — The afternoon I lost my front tooth, I was biting into a crisp apple at recess. Strong narrative openings use specific, sensory details that place the reader inside a personal moment. The other options state general facts about tooth-losing rather than entering a story.
- 33. B** — The boy zoomed down the street and burst into his friend's yard. Strong verbs like *zoomed* and *burst* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. C** — But. *But* expresses contrast — the bus arrived late, but the speaker still made it on time despite that. Words like *so*, *because*, and *or* would express result, cause, or alternative, none of which fits the contrast in the sentence.
- 35. D** — For all these reasons, music class should be part of every school day. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons. The other options drift to unrelated facts.
- 36. B** — Open quotation mark. Dialogue begins with an open quotation mark to mark the speaker's exact words. The other punctuation marks would not properly introduce a quoted sentence at the start of dialogue.
- 37. A** — Together. *Together* is spelled with the letters t-o-g-e-t-h-e-r. The other options are common misspellings produced by sounding the word out without checking standard form.
- 38. C** — He practises with his team three days a week. A supporting sentence in a paragraph about Hassan's soccer progress should add a related detail about his playing. The other options drift to unrelated topics like school sports in general, his sister, or soccer around the world.

**39. B** — "Be quiet, please," Maya whispered to her brother. True dialogue uses quotation marks around the speaker's exact words. The other options use indirect speech, which describes what was said without quoting it directly.

**40. D** — Using sensory details to set the scene. The sentence engages the sense of sight (*steamed in the bowl*) and smell (*sweetly of carrots, ginger, and onion*). Sensory details build atmosphere — one of the techniques the EQAO writing rubric specifically rewards.

**41. A** — 562. *Five hundred sixty-two* breaks down as  $500 + 60 + 2$ , with five hundreds, six tens, and two ones. Reading number-word questions carefully matters — 5,062 and 526 sound similar but have very different values.

**42. D** — 650. To round 654 to the nearest ten, look at the ones digit (4). Since 4 is less than 5, round down: 654 sits closer to 650 than to 660 on a number line.

**43. C** — 30. The digit 3 sits in the tens place in 539, so its value is  $3 \times 10 = 30$ . Place value determines what each digit is worth, regardless of the digit itself.

**44. A** — 612. Column addition:  $7 + 5 = 12$  (write 2, carry 1);  $6 + 4 + 1 = 11$  (write 1, carry 1);  $3 + 2 + 1 = 6$  (write 6). The total is 612.

**45. D** — 238. Column subtraction:  $425 - 187$  requires regrouping. The ones column borrows from the tens ( $15 - 7 = 8$ ), and the tens column borrows from the hundreds ( $11 - 8 = 3$ ). The hundreds become  $3 - 1 = 2$ , giving 238.

**46. B** — 184, 369, 542, 718. Ordering from least to greatest compares hundreds digits first:  $1 < 3 < 5 < 7$ . Only option B arranges all four numbers in true ascending order.

**47. C** —  $5/8$ . The circle is divided into 8 equal sections (the denominator), and 5 of those sections are shaded (the numerator). The fraction is shaded parts over total parts, giving  $5/8$ .

**48. A** —  $2/8$ . With the same denominator (8), the fraction with the smaller numerator is the smaller fraction.  $2 < 5$ , so  $2/8 < 5/8$ . The other options have numerators of 7, 8, and 6 — all greater than 5.

**49. B** — 28. The pattern adds 7 each step: 7, 14, 21, \_\_\_\_, 35, 42. The missing term is  $21 + 7 = 28$ , which then continues to 35. Confirming both directions verifies the rule.

**50. D** — 519. An odd number ends in 1, 3, 5, 7, or 9. Only 519 ends in an odd digit (9); the others end in 4, 6, and 2 — all even.

**51. B** — 42. The multiplication fact  $6 \times 7 = 42$  is one every Grade 3 student should know. A useful check: skip-counting by 6s seven times gives 6, 12, 18, 24, 30, 36, 42.

**52. C** — 5. Equal sharing:  $45 \text{ stickers} \div 9 \text{ children} = 5 \text{ stickers each}$ . Division undoes multiplication —  $9 \times 5 = 45$  confirms the answer through the fact family.

- 53. A** — 17. To find the missing addend, use the inverse operation:  $35 - 18 = 17$ . Checking:  $17 + 18 = 35$ . The inverse-operation strategy works for every missing-addend question.
- 54. C** — 37. Starting at 5 and adding 8 each step: 5 (1st), 13 (2nd), 21 (3rd), 29 (4th), 37 (5th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (7, 7). Starting at (4, 3): right 2  $\rightarrow$  (6, 3); up 4  $\rightarrow$  (6, 7); right 1  $\rightarrow$  (7, 7). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. D** — 8. The dogs bar reaches 12 students and the fish bar reaches 4 students. The difference is  $12 - 4 = 8$ . Comparison questions on bar graphs require reading both bars carefully against the scale and subtracting.
- 57. A** — 18. Anika's row shows 6 book symbols, and the key states each book equals 3 books read. The total is  $6 \times 3 = 18$ . Always multiply the picture count by the key value rather than counting pictures alone.
- 58. C** — Triangle-based pyramid. A triangle-based pyramid has 4 triangular faces in total — one triangular base on the bottom and three triangular sides rising to meet at a single point. Cubes have square faces, cylinders have circular faces with a curved surface, and cones have one circular base.
- 59. B** — 24 cm. The perimeter of a square equals  $4 \times$  side length:  $4 \times 6 = 24$  cm. All four sides of a square are equal, so adding them is the same as multiplying one side by 4.
- 60. D** — \$8. This is a multi-step problem:  $5 \text{ bagels} \times \$2 = \$10$ ;  $3 \text{ smoothies} \times \$4 = \$12$ ; total cost =  $\$10 + \$12 = \$22$ . Money left:  $\$30 - \$22 = \$8$ . Multi-step money problems require identifying every operation in the right order.