

# PRACTICE EXAM 14: 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 Snow Day

by N. Ashraf

When Yusra woke up on Tuesday morning, the world outside her bedroom window was white. Snow was still falling. The cars in the street had become long white shapes. The neighbour's garbage cans were almost buried.

Yusra came down the stairs in her pyjamas. Her father was at the kitchen table with a cup of coffee, looking at his phone.

"School is cancelled," he said. "The buses cannot run in this snow."

Yusra blinked. She had never had a snow day before. Her family had only moved to Canada from Egypt last August. In Cairo, the schools never closed for snow, because it never snowed.

"What do we do?" Yusra asked.

Her father smiled. "Anything you like. It is a free day."

Yusra finished her breakfast quickly. She put on her thick blue snowsuit. She put on her two pairs of mittens, one inside the other. She tied her grandmother's red scarf around her face. Only her eyes peeked out.

The front yard was deeper than she had thought. The snow came up past her knees. She lifted each leg high and stomped forward. Each step made a soft crunch.

First, she built a small snow fort by piling snow against the side of the porch. Then she tried to make a snowman, but the snow was too dry and would not stick into a ball. She tried three times. Each time, the snow fell apart in her mittens.

Yusra sat down in the snow. She felt a little disappointed. She had seen so many snowmen in books and movies. Now her own snow would not become a snowman.

Then she heard a voice from across the street.

"It is too cold for a snowman today," said her neighbour, Mr. Friesen. He was shovelling his front walk. "When the air gets warmer, the snow sticks better. Today the snow is dry."

Yusra had not known that. She thought all snow was the same.

"You can come help me shovel if you like," said Mr. Friesen. "I have a small shovel by the garage."

Yusra walked across the white street. Mr. Friesen handed her a small red shovel. She pushed it through the snow. The snow lifted easily because it was so dry. By lunchtime, they had cleared his whole walk.

That night, Yusra wrote about her day in her notebook. She wrote about the snow that would not stick. She wrote about the small red shovel. She wrote about what Mr. Friesen had taught her — that not all snow is the same.

She decided she would try to build a snowman another day, when the air was warmer.

1. Why was school cancelled on Tuesday?
  - A. The school's heating system had broken down overnight
  - B. The school buses could not run in the heavy snow

- C. The school had a teachers' meeting that morning
- D. The school had been closed for a holiday weekend

2. Why was a snow day new to Yusra?

- A. Her family had only moved to Canada from Egypt last August
- B. Her old school had stayed open in all kinds of weather
- C. She had never been a student before this school year
- D. She always travelled with her family during the winter

3. Why did Yusra's snowman fall apart?

- A. She was using mittens that were too thick to shape the snow
- B. She did not start the snowman in the right corner of the yard
- C. Her two pairs of mittens were the wrong size for her hands
- D. The snow was too dry and would not stick together

4. What did Yusra and Mr. Friesen do together?

- A. They tried to build a snowman in his front yard
- B. They walked together to the corner store for hot chocolate
- C. They cleared the snow from his front walk
- D. They built a snow fort at the side of his porch

5. What did Yusra LEARN from Mr. Friesen?

- A. Snow can be different — sticky on warmer days, dry on colder days
- B. Snowmen should always be built early in the morning

- C. Garbage cans need to be moved before a heavy snowfall
- D. Small red shovels are better than larger blue shovels

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

### **The Bookshelf**

**by H. Reinhart**

Beside my bedroom door  
There stands a wooden case.  
Four shelves of weathered pine,  
Crammed in every space.

The top shelf holds the picture books  
From when I was very small —  
The bear who lost his colour,  
The mouse who climbed the wall.

The second shelf has chapter books.  
The pages have small bends.  
I read them late at bedtime  
And again at weekends.

The third shelf is for poetry.  
The covers are bright and thin.  
I take one down on rainy days  
And let the wet world spin.

The bottom shelf is for facts —  
For maps and stars and seas,  
For dinosaurs and turtles  
And honey-making bees.

When I am old and grown,  
I think the books will stay.  
The shelf will hold them all  
Until I take them away.

6. Where is the bookshelf in the speaker's room?

- A. Above the speaker's wooden bed
- B. Near the speaker's bedroom window
- C. Across from the speaker's small desk
- D. Beside the speaker's bedroom door

7. How many shelves does the bookshelf have?

- A. Three shelves
- B. Four shelves
- C. Five shelves
- D. Six shelves

8. Which kind of book is on the SECOND shelf?

- A. Picture books

- B. Poetry books
- C. Chapter books
- D. Books of facts

9. What does the speaker do with the books on the third shelf?

- A. The speaker reads them on rainy days
- B. The speaker reads them late at bedtime
- C. The speaker reads them at weekends
- D. The speaker keeps them for younger cousins

10. Read these lines from the poem: When I am old and grown, / I think the books will stay. / The shelf will hold them all / Until I take them away. What do these lines mean?

- A. The bookshelf will be moved when the speaker grows up
- B. The speaker plans to throw out the books one day
- C. The bookshelf will be replaced with a bigger one
- D. The books will wait on the shelf until the speaker is ready to keep them

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

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

### **Honeybees**

If you have ever been on a picnic, you may have seen a honeybee buzzing around your sandwich or your glass of juice. Honeybees can seem like a small bother. But they are some of the most important insects on Earth.

## **Bees and Flowers**

Honeybees fly from flower to flower all day, collecting a sweet liquid called nectar. As they move from flower to flower, tiny yellow grains called pollen stick to their bodies. The pollen falls off on the next flower they visit. This is called pollination. Without pollination, many plants cannot make seeds or fruit. Apples, strawberries, almonds, and cucumbers all depend on bees.

## **The Hive**

Honeybees live together in a group called a hive. A single hive can hold more than 30,000 bees. The bees build their home from a yellow wax that comes from their own bodies. They shape the wax into rows of small six-sided boxes called cells. The cells hold honey, pollen, and baby bees.

## **The Queen Bee**

Every hive has one queen bee. The queen is larger than the other bees. She is the only bee in the hive that lays eggs — sometimes more than a thousand eggs in a single day. The other bees feed her and clean her. Without the queen, the whole hive would slowly die.

## **Worker Bees and Drones**

The other bees in the hive are workers and drones. Worker bees are all female. They collect the nectar, build the wax cells, take care of the baby bees, and guard the hive. Drones are male bees. Their only job is to mate with a queen from another hive.

A worker bee lives for only about six weeks. In that short life, she flies enough to visit thousands of flowers. To make a single small jar of honey, a hive may need to visit over two million flowers.

So the next time a honeybee flies near your picnic, try not to wave it away. That small busy insect is helping to grow much of the food on your table.

11. What is nectar?

- A. A yellow grain that sticks to a bee's body
- B. The wax that bees use to build their cells
- C. A sweet liquid that bees collect from flowers
- D. The food that worker bees give to the queen

12. What happens during pollination?

- A. Pollen falls off a bee's body onto the next flower it visits
- B. Bees turn nectar into honey inside the hive
- C. Worker bees feed pollen to the queen and her babies
- D. Flowers send out their nectar to attract more bees

13. How many bees can live in a single hive?

- A. About 1,000 bees
- B. More than 30,000 bees
- C. About 200 bees
- D. More than 100,000 bees

14. What is special about the queen bee?

- A. She is smaller than all the other bees in the hive
- B. She collects the most nectar of any bee in the hive
- C. She builds all the six-sided cells inside the hive
- D. She is the only bee in the hive that lays eggs

15. What is the only job of a drone bee?

- A. To mate with a queen from another hive
- B. To collect nectar from flowers near the hive
- C. To build new cells of wax inside the hive
- D. To guard the hive from outside enemies

16. Which sentence BEST describes the main idea of the article?

- A. Honeybees can sometimes bother people on picnics
- B. The queen bee is the most important bee in the hive
- C. Honeybees do important work that helps plants and people
- D. A single jar of honey requires visits to millions of flowers

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

**Passage 1: My First Time at a Hockey Game**

My uncle took me to my first hockey game when I was eight years old. The game was at the Scotiabank Arena in downtown Toronto. The Maple Leafs were playing the Montreal Canadiens. The seats were so high up that the players looked tiny on the ice below.

The arena was the loudest place I had ever been. When the home team scored a goal, everyone stood up and cheered. Some people banged their hands on the seats in front of them. Music played from the big speakers. A bright spotlight shone down on the player who had scored. My uncle and I jumped up too. He gave me a high-five.

We ate hot dogs at our seats. We drank cold pop from paper cups. Between the second and third periods, a special machine called the Zamboni drove slowly around the rink, making the ice smooth again. I had never seen anything like it. The Maple Leafs won that game. On the way home, I told my uncle it was the best day I had ever had.

**Passage 2: How Hockey Is Played**

Hockey is played on a sheet of ice between two teams of six players. Each team has one goalie, two defenders, and three forwards. The goalie wears extra padding and a special mask. The other players wear skates, helmets, gloves, and a lighter set of pads.

The goal of the game is to get a small black rubber disc — called a puck — into the other team's net. Players use long wooden sticks to push or hit the puck across the ice. Each time a team gets the puck into the net, they score one point, called a goal.

A hockey game is divided into three time sections, called periods. Each period lasts twenty minutes. Between the periods, the players rest, and a machine smooths the rough ice. The team with the most goals at the end of the third period wins. If both teams have the same number of goals, the game goes into a short extra period called overtime.

17. What is one topic both passages discuss?

- A. Players who skate for the Toronto Maple Leafs
- B. Hockey or hockey games
- C. Famous arenas in the city of Toronto
- D. Eating snacks at a sports game

18. What is the main purpose of Passage 1?

- A. To explain the basic rules of a hockey game
- B. To list the foods sold inside the Scotiabank Arena
- C. To convince readers to watch more hockey games
- D. To share a personal memory of a first hockey game

19. According to Passage 2, what is a puck?

- A. A small black rubber disc players try to get into the net
- B. A long wooden stick that players use on the ice
- C. A heavy padded mask worn by the goalie of the team
- D. A machine that smooths the ice between two periods

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

- A. Hockey is played in three periods of twenty minutes
- B. A personal memory of seeing the Zamboni for the first time
- C. Each team has six players, including one goalie
- D. The team with the most goals wins the game

**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. Driving down the busy street toward the corner
- B. Because the rain had finally stopped falling
- C. Four girls from the neighbouring classroom across
- D. The dog jumped over the small wooden fence.

22. Which sentence uses CAPITAL LETTERS correctly?

- A. last december, my family spent christmas in halifax
- B. last December, My Family spent Christmas in Halifax
- C. Last December, my family spent Christmas in Halifax.
- D. Last december, my family spent christmas in halifax

23. Choose the sentence that is punctuated correctly.

- A. The store closes at eight o'clock every evening.

- B. Did the package arrive on time
- C. What a sunny day it has been today,
- D. Stop pushing the door open,

24. Read this sentence: The clever fox quickly hid the bone behind the small bush. Which word is a VERB?

- A. Clever
- B. Quickly
- C. Small
- D. Hid

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The two birds sings on the high wire every evening.
- B. The two birds sing on the high wire every evening.
- C. The two bird sing on the high wire every evening.
- D. The two birds singing on the high wire every evening.

26. Read this sentence: Tomorrow afternoon, we \_\_\_ to the science centre with our class. Which word BEST fills in the blank?

- A. Went
- B. Are going
- C. Will go
- D. Go

27. Which word means about the SAME as big?

- A. Large

- B. Tiny
- C. Quiet
- D. Soft

28. Which sentence correctly shows that ONE girl owns the umbrella?

- A. The girls umbrella was on the bench.
- B. The girls' umbrella was on the bench.
- C. The girl' umbrella was on the bench.
- D. The girl's umbrella was on the bench.

29. Which sentence uses a COMMA correctly?

- A. When the door opened the cat ran inside
- B. We bought eggs milk and bread at the store
- C. When the door opened, the cat ran inside.
- D. The bird, flew across, the sky, this morning

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

- A. We play soccer in the schoolyard each lunch hour.
- B. We played soccer in the schoolyard last lunch hour.
- C. We are playing soccer in the schoolyard right now.
- D. We will play soccer in the schoolyard tomorrow.

**LANGUAGE COMPONENT — SESSION 4: WRITING**

**For questions 31 through 40, choose the best answer.**

31. Read the topic sentence: Drinking water throughout the day is good for your body. Which sentence would be the BEST supporting reason?

- A. Some children prefer juice or milk over plain water.
- B. Many homes in Canada have clean tap water from the kitchen.
- C. Water helps the body's organs work properly and prevents tiredness.
- D. Bottled water is often more expensive than tap water.

32. Which sentence would BEST begin a personal narrative about bringing home a new pet?

- A. New pets are a fun part of many families in Ontario.
- B. Children often ask their parents for pets like dogs or cats.
- C. Adopting a pet is a big responsibility for any family.
- D. The afternoon we brought home our new puppy, I could barely sit still.

33. Which sentence uses STRONGER, more specific verbs?

- A. The river went down the valley and was at the bridge.
- B. The river rushed down the valley and tumbled under the bridge.
- C. The river moved down the valley and got to the bridge fast.
- D. The river did things in the valley and was near the bridge.

34. Read the sentence: You can finish your homework now, \_\_\_ you can finish it after dinner. Which word BEST fills in the blank?

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

35. Which would be the BEST closing for an opinion paragraph arguing that every classroom should have a comfortable reading corner?

- A. For all these reasons, every classroom should have a reading corner.
- B. Some classrooms already have small bookshelves in them.
- C. Reading corners need cushions and good lighting to work well.
- D. Many children enjoy reading their books in different places.

36. Which sentence uses dialogue punctuation correctly?

- A. "I forgot my lunch box." said Hiroshi.
- B. "I forgot my lunch box," said Hiroshi.
- C. "I forgot my lunch box" said Hiroshi.
- D. I forgot my lunch box, said Hiroshi.

37. Which word is spelled CORRECTLY?

- A. Becauz
- B. Becuz
- C. Becaus
- D. Because

38. Read the paragraph:

Anika loves dancing at her after-school studio. She has been training in ballet for four years. \_\_\_ Anika hopes to perform in a recital this summer.

Which sentence BEST fills in the blank?

- A. Many cities in Canada have ballet schools for children.
- B. Her younger sister prefers football to dancing every day.
- C. She practises her steps for nearly an hour every afternoon.
- D. Ballet shoes can sometimes be expensive for growing children.

39. Which sentence is the BEST example of DIALOGUE?

- A. Tariq asked his neighbour to lend him a ladder for the day.
- B. "Could I borrow your ladder?" Tariq asked his neighbour.
- C. Tariq wanted his neighbour to lend him a tall ladder.
- D. The ladder was borrowed by Tariq from his neighbour.

40. Read this sentence: The salty wind whipped my hair sideways as the cold ocean spray hit my cheeks and the gulls screamed above the docks. What is this sentence MAINLY doing?

- A. Using sensory details to bring a seashore scene to life
- B. Listing the things that can be found near the docks
- C. Explaining how to walk safely along the docks
- D. Telling the reader where the speaker is standing exactly

**MATHEMATICS COMPONENT — STAGE 1: NUMBER**

41. Which number is the same as six hundred forty-one?

- A. 6,041
- B. 614
- C. 416
- D. 641

42. Round 263 to the nearest TEN.

- A. 270
- B. 260
- C. 200
- D. 300

43. What is the value of the digit 5 in the number 853?

- A. 5
- B. 5,000
- C. 50
- D. 500

44. What is  $175 + 268$ ?

- A. 443
- B. 533
- C. 343
- D. 433

45. A community centre had 805 books in their collection. Then 247 books were lent out to families. How many books are LEFT in the collection?

- A. 1,052
- B. 642
- C. 648
- D. 558

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

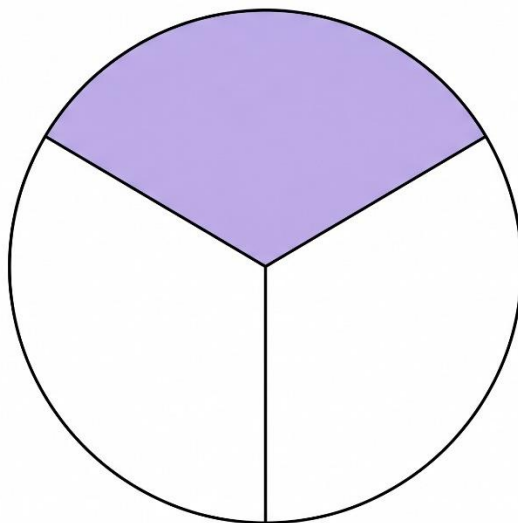
A. 283, 491, 627, 854

B. 854, 627, 491, 283

C. 854, 283, 491, 627

D. 283, 854, 491, 627

47. Look at the figure below.



What fraction of the figure is shaded?

A.  $\frac{1}{3}$

B.  $\frac{3}{1}$

C.  $\frac{2}{3}$

D.  $\frac{1}{2}$

48. Which fraction is EQUAL to  $\frac{2}{4}$ ?

- A.  $\frac{1}{4}$
- B.  $\frac{3}{4}$
- C.  $\frac{1}{2}$
- D.  $\frac{4}{2}$

49. What is the missing number in this pattern? 9, 18, 27, \_\_\_\_, 45, 54

- A. 30
- B. 32
- C. 34
- D. 36

50. Which number is ODD?

- A. 248
- B. 537
- C. 460
- D. 374

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

51. What is  $4 \times 6$ ?

- A. 24
- B. 18
- C. 30

D. 28

52. A teacher has 32 markers. They are shared equally among 4 art tables. How many markers does each table get?

A. 4

B. 28

C. 8

D. 12

53. What is the missing number?  $\square + 27 = 60$

A. 87

B. 43

C. 37

D. 33

54. A pattern follows the rule add 6. If the first term is 4, what is the FIFTH term in the pattern?

A. 28

B. 22

C. 34

D. 24

55. A character starts at position (3, 2) on a grid. The instructions are:

1. Move 3 spaces up.

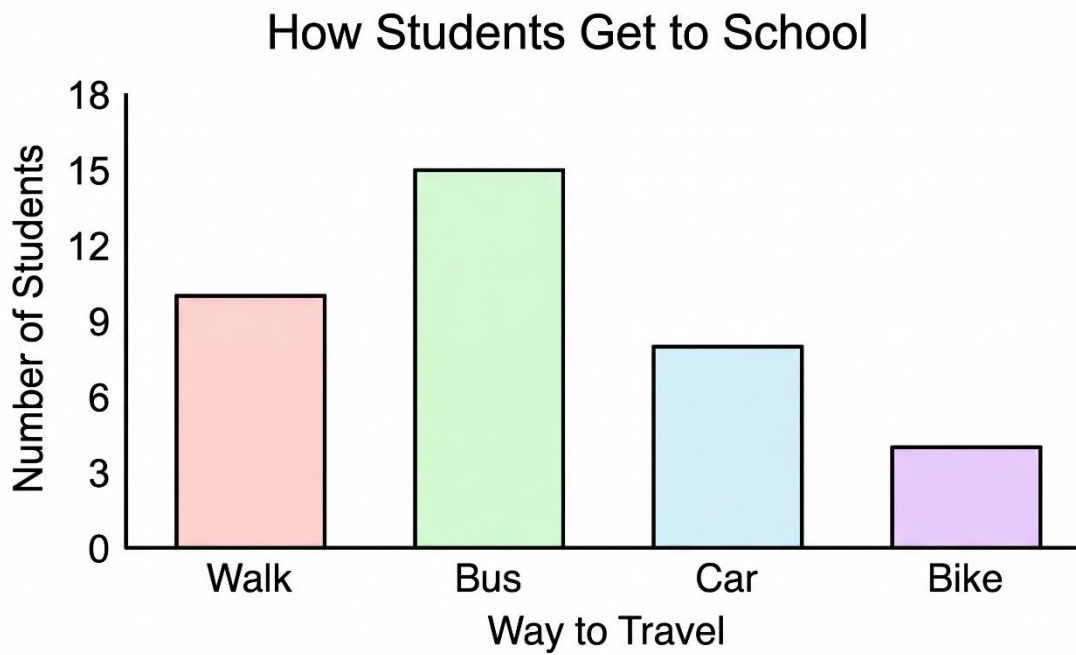
2. Move 1 space left.

3. Move 2 spaces up.

Where does the character end up?

- A. (3, 7)
- B. (2, 5)
- C. (2, 7)
- D. (4, 7)

56. Look at the bar graph below.

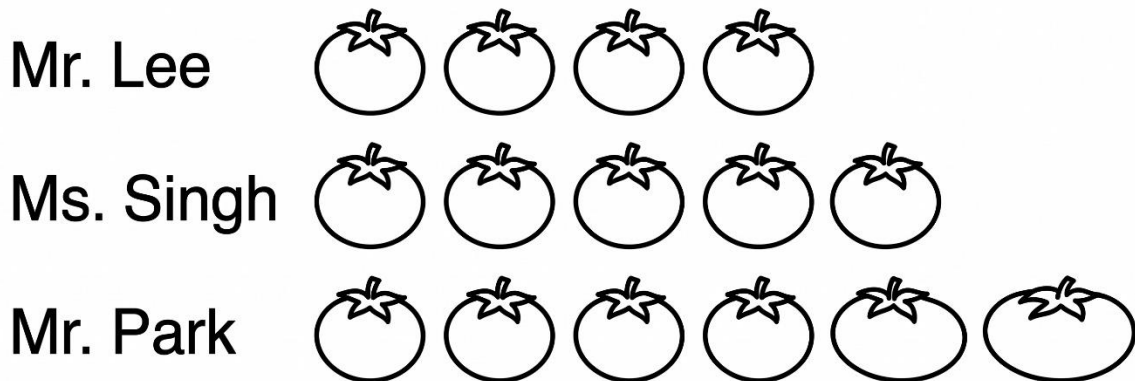


Which way of getting to school is chosen by the MOST students?

- A. Walk
- B. Bus
- C. Car
- D. Bike

57. Look at the pictograph below.

### Tomatoes Grown in the School Garden



Each tomato = 7 tomatoes grown.

**Figure PQ-3**

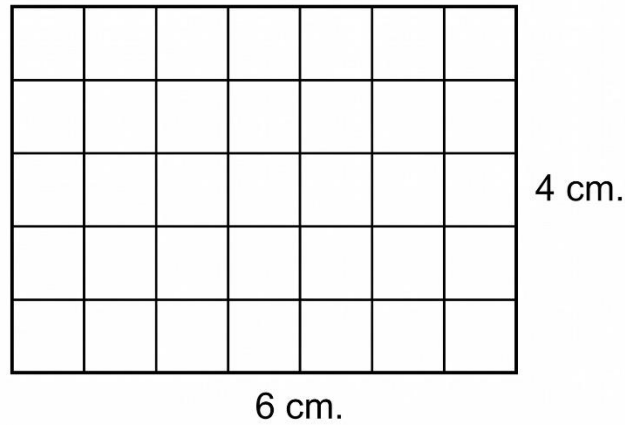
How many tomatoes did Mr. Park grow?

- A. 6
- B. 13
- C. 18
- D. 42

58. Which 3D solid has ONLY one curved surface and no flat faces?

- A. Sphere
- B. Cone
- C. Cylinder
- D. Cube

59. Look at the rectangle below.



What is the AREA of this rectangle?

- A. 10 square centimetres
- B. 20 square centimetres
- C. 24 square centimetres
- D. 30 square centimetres

60. Bagels cost \$3 and muffins cost \$2. Layla has \$30 and buys 3 bagels and 5 muffins. How much money does she have LEFT?

- A. \$21
- B. \$11
- C. \$19
- D. \$5

## Practice Exam 14: Answer Key and Explanations

- 1. B** — The school buses could not run in the heavy snow. The story states this directly through Yusra's father: *"School is cancelled. The buses cannot run in this snow."* In Ontario, bus cancellations are the most common reason rural and suburban schools close for snow days.
- 2. A** — Her family had only moved to Canada from Egypt last August. The story states this directly: *"Her family had only moved to Canada from Egypt last August. In Cairo, the schools never closed for snow, because it never snowed."* Cairo's climate is part of why a snow day was new.
- 3. D** — The snow was too dry and would not stick together. The story states this through Mr. Friesen: *"It is too cold for a snowman today... Today the snow is dry."* Dry, powdery snow does not pack well, which is why the ball fell apart each time.
- 4. C** — They cleared the snow from his front walk. The story states this directly: *"By lunchtime, they had cleared his whole walk."* The shovelling was a different way to enjoy the snow once the snowman failed.
- 5. A** — Snow can be different — sticky on warmer days, dry on colder days. The story closes with this lesson: *"that not all snow is the same"* and Mr. Friesen's earlier line about the snow sticking better in warmer air. Themes in EQAO reading questions are usually broader life lessons rather than specific events.
- 6. D** — Beside the speaker's bedroom door. The poem opens with this exact line: *"Beside my bedroom door / There stands a wooden case."* The bookshelf's placement is part of the opening image.
- 7. B** — Four shelves. The poem states this directly: *"Four shelves of weathered pine, / Crammed in every space."* Each of the four shelves holds a different kind of book.
- 8. C** — Chapter books. The poem states this directly: *"The second shelf has chapter books. / The pages have small bends."* The bent pages show how often these chapter books have been read.
- 9. A** — The speaker reads them on rainy days. The poem states this directly about the third shelf of poetry: *"I take one down on rainy days / And let the wet world spin."* Rainy-day reading is the speaker's choice for poetry.
- 10. D** — The books will wait on the shelf until the speaker is ready to keep them. The phrase *"Until I take them away"* shows the books are not being thrown out but kept ready for the future. This kind of question asks readers to interpret a closing image, not take it literally.
- 11. C** — A sweet liquid that bees collect from flowers. The article states this directly: *"a sweet liquid called nectar."* Nectar is the raw material that worker bees gather from flowers.
- 12. A** — Pollen falls off a bee's body onto the next flower it visits. The article states this directly: *"The pollen falls off on the next flower they visit. This is called pollination."* Pollination is what allows many plants to make seeds and fruit.

**13. B** — More than 30,000 bees. The article states this directly: "*A single hive can hold more than 30,000 bees.*" That large population is what gives a hive its power.

**14. D** — She is the only bee in the hive that lays eggs. The article states this directly: "*She is the only bee in the hive that lays eggs.*" The queen's egg-laying is the reason the whole hive depends on her.

**15. A** — To mate with a queen from another hive. The article states this directly about drones: "*Their only job is to mate with a queen from another hive.*" Drones do not collect food, build cells, or guard the hive.

**16. C** — Honeybees do important work that helps plants and people. The article covers pollination, the structure of the hive, the queen's role, the worker and drone roles, and closes with how much food bees help grow. The other options describe smaller parts of the article rather than the central idea.

**17. B** — Hockey or hockey games. Passage 1 describes a child's first hockey game at the Scotiabank Arena; Passage 2 explains how hockey is played. Two-text comparison questions require finding the shared topic at the broadest level.

**18. D** — To share a personal memory of a first hockey game. Passage 1 uses first-person language ("*My uncle took me to my first hockey game*") and tells one specific story. This is the defining feature of personal narrative writing.

**19. A** — A small black rubber disc players try to get into the net. Passage 2 states this directly: "*a small black rubber disc — called a puck — into the other team's net.*" Players use sticks to push or hit the puck into the goal.

**20. B** — A personal memory of seeing the Zamboni for the first time. The Zamboni appears only in Passage 1, as part of the narrator's memory. Passage 2 mentions a machine that smooths the ice but does not give a personal account of seeing one.

**21. D** — The dog jumped over the small wooden fence. A complete sentence has a subject (dog), a verb (jumped), and a complete thought. The other options are fragments — either missing a main verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause.

**22. C** — Last December, my family spent Christmas in Halifax. Capitals are required on the first word, months (December), holidays (Christmas), and proper place names (Halifax). The other options either miss a required capital or add extra ones.

**23. A** — The store closes at eight o'clock every evening. Statements (declarative sentences) end with a period. The other options pair statements, questions, or commands with the wrong punctuation marks.

**24. D** — Hid. *Hid* describes the action the fox performed — this is the role of a verb. *Clever* is an adjective, *quickly* is an adverb, and *small* is an adjective describing the bush.

**25. B** — The two birds sing on the high wire every evening. A plural subject (*two birds*) takes a plural verb without -s (*sing*). Option A mismatches; option C uses a singular noun with a plural verb; option D is a fragment because *singing* alone is not a main verb.

- 26. C** — Will go. The word *tomorrow* signals future tense, formed with *will* + base verb. Past and present-continuous forms conflict with the future time word in the sentence.
- 27. A** — Large. *Large* and *big* are synonyms — both describe great size. The other options describe opposite or unrelated qualities like smallness, quietness, or softness.
- 28. D** — The girl's umbrella was on the bench. The apostrophe + s shows singular possession (the umbrella belongs to one girl). Option A omits the apostrophe; option B places it after the s (which shows plural possession); option C omits the s.
- 29. C** — When the door opened, the cat ran inside. A comma is required after an introductory dependent clause (*When the door opened*). Option A omits the comma; option B is missing commas in a list; option D places commas where they break the sentence's flow.
- 30. B** — We played soccer in the schoolyard last lunch hour. Past tense uses the -ed ending on *play*, and *last lunch hour* signals an action that has already happened. The other options describe present, present-continuous, or future actions.
- 31. C** — Water helps the body's organs work properly and prevents tiredness. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts about drink preferences, tap water, or bottled water cost.
- 32. D** — The afternoon we brought home our new puppy, I could barely sit still. Strong narrative openings place the reader inside a specific moment with concrete details (the afternoon, the new puppy, the inability to sit still). The other options state general facts about pets rather than entering a story.
- 33. B** — The river rushed down the valley and tumbled under the bridge. Strong verbs like *rushed* and *tumbled* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. C** — Or. *Or* expresses an alternative — two options the listener can choose between. Words like *and*, *so*, and *but* would express addition, result, or contrast, none of which fits a choice between two times.
- 35. A** — For all these reasons, every classroom should have a reading corner. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons that came before. The other options drift to unrelated facts about other classrooms, the needs of reading corners, or where children read.
- 36. B** — "I forgot my lunch box," said Hiroshi. Correct dialogue punctuation places a comma inside the closing quotation mark before the speaker tag. Option A uses a period instead of a comma; option C omits the comma entirely; option D omits the quotation marks.
- 37. D** — Because. The word is spelled b-e-c-a-u-s-e. The other options are common misspellings produced by sounding the word out without checking standard form.

**38. C** — She practises her steps for nearly an hour every afternoon. A supporting sentence in a paragraph about Anika's ballet should add a related detail about her training. The other options drift to unrelated topics like ballet schools in general, her sister's preferences, or the cost of ballet shoes.

**39. B** — "*Could I borrow your ladder?*" Tariq asked his neighbour. True dialogue uses quotation marks around the speaker's exact words. The other options describe what was said without quoting it directly — that is indirect speech, not dialogue.

**40. A** — Using sensory details to bring a seashore scene to life. The sentence engages the sense of touch (*salty wind whipped my hair, cold ocean spray*) and sound (*gulls screamed*). Sensory details create atmosphere — one of the techniques the EQAO writing rubric specifically rewards.

**41. D** — 641. *Six hundred forty-one* breaks down as  $600 + 40 + 1$ , with six hundreds, four tens, and one one. Reading number-word questions carefully matters — 614, 416, and 6,041 use similar digits but have very different values.

**42. B** — 260. To round 263 to the nearest ten, look at the ones digit (3). Since 3 is less than 5, round down: 263 sits closer to 260 than to 270 on a number line.

**43. C** — 50. The digit 5 sits in the tens place in 853, so its value is  $5 \times 10 = 50$ . Place value determines what each digit is worth, regardless of the digit itself.

**44. A** — 443. Column addition:  $5 + 8 = 13$  (write 3, carry 1);  $7 + 6 + 1 = 14$  (write 4, carry 1);  $1 + 2 + 1 = 4$ . The total is 443.

**45. D** — 558. Column subtraction:  $805 - 247$  requires regrouping across the zero. The ones borrow through the tens (which has nothing) from the hundreds, giving  $15 - 7 = 8$  in the ones,  $9 - 4 = 5$  in the tens, and  $7 - 2 = 5$  in the hundreds — for a total of 558.

**46. B** — 854, 627, 491, 283. Ordering from greatest to least compares hundreds digits first:  $8 > 6 > 4 > 2$ . Only option B arranges all four numbers in true descending order.

**47. A** —  $1/3$ . The circle is divided into 3 equal sections (the denominator), and 1 of those sections is shaded (the numerator). The fraction is shaded parts over total parts, giving  $1/3$ .

**48. C** —  $1/2$ . Half of 4 is 2, so  $2/4$  represents one-half of the whole. The other options ( $1/4$ ,  $3/4$ ,  $4/2$ ) each represent a different amount.

**49. D** — 36. The pattern adds 9 each step: 9, 18, 27, \_\_\_\_, 45, 54. The missing term is  $27 + 9 = 36$ , which then continues to 45 by adding 9 again. Checking both directions confirms the rule.

**50. B** — 537. An odd number ends in 1, 3, 5, 7, or 9. Only 537 ends in an odd digit (7); the others end in 8, 0, and 4 — all even.

**51. A** — 24. The multiplication fact  $4 \times 6 = 24$  is a core Grade 3 times-table fact. A useful check:  $6 \times 4$  gives the same product through the commutative property — both equal 24.

- 52. C** — 8. Equal sharing:  $32 \text{ markers} \div 4 \text{ tables} = 8 \text{ markers each}$ . Division undoes multiplication —  $8 \times 4 = 32$  confirms the answer through the fact family.
- 53. D** — 33. To find the missing addend, use the inverse operation:  $60 - 27 = 33$ . Checking:  $33 + 27 = 60$ . The inverse-operation strategy is the most reliable approach for missing-addend questions.
- 54. A** — 28. Starting at 4 and adding 6 each step: 4 (1st), 10 (2nd), 16 (3rd), 22 (4th), 28 (5th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. C** — (2, 7). Starting at (3, 2): up 3  $\rightarrow$  (3, 5); left 1  $\rightarrow$  (2, 5); up 2  $\rightarrow$  (2, 7). Tracking the position after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. B** — Bus. The Bus bar reaches 15 students, which is taller than Walk (10), Car (8), and Bike (4). The most chosen way is the tallest bar.
- 57. D** — 42. Mr. Park's row shows 6 tomato symbols, and the key states each tomato equals 7 tomatoes grown. The total is  $6 \times 7 = 42$ . Always multiply the picture count by the key value rather than counting pictures alone.
- 58. A** — Sphere. A sphere is a perfectly round shape with only one curved surface and no flat faces at all. Cubes have 6 flat square faces, cones have 1 flat circular base, and cylinders have 2 flat circular faces.
- 59. C** — 24 square centimetres. The area of a rectangle equals length  $\times$  width:  $6 \times 4 = 24$  square centimetres. Counting the unit squares inside the grid (6 across, 4 down) gives the same result.
- 60. B** — \$11. This is a multi-step problem:  $3 \text{ bagels} \times \$3 = \$9$ ;  $5 \text{ muffins} \times \$2 = \$10$ ; total cost =  $\$9 + \$10 = \$19$ . Money left:  $\$30 - \$19 = \$11$ . Multi-step money problems require identifying every operation in the right order.

