

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

LANGUAGE COMPONENT — SESSION 1: READING

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

The Empty Plot

by S. Okafor

Behind the apartment building where Jasmin lived, there was a small empty lot. It had been empty for as long as Jasmin could remember. Tall weeds grew in it. People sometimes left old cans and paper cups there. Her mother called it "the eyesore."

One Saturday morning in May, Jasmin's grandmother came to visit. She looked out the kitchen window at the empty lot and said, "What a waste. That patch of dirt could grow tomatoes for the whole building."

Jasmin had never thought about it that way. To her, the lot had always just been there — ugly, weedy, ignored. But for the rest of the day, she kept thinking about her grandmother's words.

That evening, Jasmin asked her mother if they could clean up the lot and plant a garden. Her mother laughed. "It's not even our land, Jasmin. It belongs to the building. And nobody else will help."

Jasmin asked the building manager the next morning. To her surprise, he said yes — but only if she found enough people to help take care of it.

Jasmin printed twenty small notes. She wrote: "We are starting a community garden. Anyone who wants to help, meet on Saturday at ten." She slipped a note under every apartment door.

That Saturday, three people came. Mrs. Lopez from the second floor brought a shovel. A boy named Tomasz from down the hall brought a rake. An older man named Mr. Patel brought two folding chairs and a thermos of tea.

They worked all morning. By noon, most of the trash was gone and a small section of dirt was cleared. Mrs. Lopez had brought tomato seedlings from her own kitchen windowsill.

The four of them planted six tomato plants that day. It was not much. But when Jasmin walked past the lot the next morning, she did not see weeds and cans anymore. She saw the beginning of something.

By August, the garden had grown to thirty plants. Six families helped tend it. And when the first ripe tomato was picked, Jasmin's grandmother was the one who got to eat it.

1. What did Jasmin's grandmother say about the empty lot?

- A. That the city should clean it up
- B. That it would make a good playground
- C. That children should not play there
- D. That it could grow tomatoes for the whole building

2. Why did Jasmin's mother laugh when Jasmin first suggested the garden?

- A. She did not think Jasmin would be able to make it happen
- B. She thought tomatoes were a funny thing to grow
- C. She had already planned to plant a garden herself
- D. She wanted Jasmin to focus on her schoolwork

3. How many people came to help on the FIRST Saturday?

- A. Six families
- B. Twenty neighbours
- C. Three other people, plus Jasmin
- D. Just Jasmin and her mother

4. Which word BEST describes Jasmin in this story?

- A. Worried
- B. Determined
- C. Forgetful
- D. Selfish

5. What is the main lesson, or theme, of this story?

- A. One person's idea can grow into something many people share
- B. Empty lots in cities should be turned into parking
- C. Tomatoes are the best vegetable to grow in a garden
- D. Children should not bother building managers

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

The Old Backyard Swing

by K. Donovan

It hung from the same thick branch
For longer than I'd been alive.

Two ropes, one wooden seat,
And a knot my father once tied.

I used to pump my legs so hard
The whole sky tilted and swung.
The clouds slid past like sailing ships
And I was small and young.

This summer when I went home
I sat there one more time.
My feet now touched the ground —
The ropes no longer climbed.

The swing was just as I'd left it.
The yard was just the same.
I was the thing that had changed,
But the swing still knew my name.

6. What does the speaker remember doing as a child on the swing?

- A. Sleeping in the afternoon
- B. Reading books
- C. Talking to friends
- D. Pumping their legs hard

7. Read this line from the poem: The clouds slid past like sailing ships. What is the poet doing with this line?

- A. Describing the weather on that day

- B. Telling a true story about sailors
- C. Comparing the clouds to ships using like
- D. Saying that ships fly in the sky

8. Why do the speaker's feet now touch the ground when they sit on the swing?

- A. The ropes have stretched out from too much use
- B. The speaker has grown taller since they were a child
- C. The branch the swing hangs from has bent lower
- D. The swing has been lowered on purpose

9. Read this line from the poem: I was the thing that had changed, but the swing still knew my name. What does this line suggest?

- A. The speaker has grown and changed, but the swing reminds them of who they used to be
- B. The swing can actually speak the speaker's name out loud
- C. The speaker forgot their own name while sitting on the swing
- D. The swing has been replaced with a new one

10. Which feeling BEST describes the mood of this poem?

- A. Excited and joyful
- B. Angry and frustrated
- C. Quiet and thoughtful
- D. Scared and worried

LANGUAGE COMPONENT — SESSION 2: READING

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

The Story of Clouds

Look up at the sky on a clear summer afternoon. The white shapes drifting overhead may look soft and solid, but clouds are actually made of something very ordinary: tiny droplets of water and crystals of ice.

Where Clouds Come From

Clouds begin on the ground, in oceans, lakes, rivers, and even puddles. When the sun heats water, some of the water turns into a gas called water vapour and rises into the air. As the water vapour goes higher, it cools down. When it cools enough, it changes back into tiny water droplets — too small to see one by one, but visible together as a cloud.

Three Kinds of Clouds

There are many kinds of clouds, but most fit into three main groups.

Cirrus clouds are thin and wispy. They are made of ice crystals and form very high in the sky — sometimes more than ten kilometres above the ground. They often look like white feathers or strands of hair.

Cumulus clouds are the fluffy, white, cotton-ball clouds most people picture when they think of a cloud. They form lower in the sky and are usually a sign of fair weather. If a cumulus cloud grows very tall and dark on a hot day, however, it can turn into a thunderstorm.

Stratus clouds are flat and grey and stretch across the entire sky like a sheet. They often bring steady, light rain or drizzle.

Why Clouds Matter

Clouds are not just pretty things to look at. They are part of the water cycle, the way water moves between the ground, the sky, and back again. Without clouds, rain would not fall, lakes would dry up, and plants and animals would have no fresh water to drink.

The next time you see a cloud, take a closer look. You might be looking at the start of tomorrow's rain.

11. What is the main idea of this article?

- A. Cirrus clouds are the most beautiful clouds in the sky
- B. Clouds always look the same no matter what kind they are
- C. Rain falls from cumulus clouds more than any other kind

D. Clouds are part of the water cycle and come in different types

12. According to the article, what happens to water when the sun heats it?

A. Some of it turns into water vapour and rises into the air

B. It freezes immediately into ice

C. It sinks deeper into the ground

D. It changes colour but stays in place

13. Which kind of cloud is described as "thin and wispy"?

A. Cumulus

B. Cirrus

C. Stratus

D. Thunderhead

14. Why might the author have included the heading "Three Kinds of Clouds"?

A. To make the article look more colourful

B. To name the people who study clouds

C. To tell the reader what the next section will explain

D. To describe how clouds form

15. According to the article, what often happens when stratus clouds spread across the sky?

A. Steady, light rain or drizzle falls

B. The temperature rises quickly

C. A thunderstorm forms within minutes

D. The wind stops completely

16. What is the BEST one-sentence summary of "Why Clouds Matter"?

A. Clouds are the prettiest part of any landscape

B. Without clouds, the water cycle could not work and nothing on land would have fresh water

C. Clouds are dangerous and often bring bad weather to cities

D. Clouds only matter to scientists who study the weather

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

Passage 1: Helping Grandma

Every Sunday afternoon, I go to my grandmother's apartment to help her in the garden on her balcony. We water her tomato plants, pick the ripe ones together, and pull out any weeds. Grandma teaches me which leaves mean a plant is healthy and which leaves mean it is sick. Last Sunday, she let me pick the very first ripe tomato of the summer. I ate half and gave her the other half. It was the best tomato I have ever tasted.

Passage 2: How to Tell if a Tomato is Ripe

1. Look at the colour. A ripe tomato is a deep, even red. If it still has green or yellow patches, it needs more time.

2. Feel it gently with your fingers. A ripe tomato is firm but gives a little when you press it. A hard tomato is not ready yet.

3. Look at the stem. The leaves around the stem of a ripe tomato are dry and dark green, not bright green.

If all three signs are right, the tomato is ready to pick.

17. What is one thing both passages talk about?

A. Watering plants on a balcony

- B. Growing tomatoes from seeds
- C. Pulling weeds out of a garden
- D. Tomatoes and how to know they are ripe

18. Which sentence describes Passage 1?

- A. It is a personal story about helping a grandmother
- B. It is a list of step-by-step instructions
- C. It is a science article about how tomatoes grow
- D. It is a poem about summer fruit

19. Based on Passage 2, which sign means a tomato is NOT yet ripe?

- A. It has a deep, even red colour
- B. It is firm but gives a little when pressed
- C. It still has green or yellow patches
- D. The leaves at the stem are dry and dark green

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

- A. The colour of a ripe tomato
- B. A personal memory of eating a tomato with someone
- C. How to feel a tomato to test if it is ripe
- D. What the leaves around the stem look like

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. Running through the dark forest at midnight
- B. Because the rain had finally stopped
- C. The old red barn near the corner
- D. The lights in the neighbour's window flickered all night

22. Which sentence uses CAPITAL LETTERS correctly?

- A. Last December, my family visited my Uncle Daniel in Halifax.
- B. last december, my family visited my uncle daniel in halifax.
- C. Last december, my family visited my Uncle daniel in Halifax.
- D. Last December, my family visited my uncle Daniel in halifax.

23. Choose the sentence that is punctuated correctly.

- A. Wow that was an amazing show
- B. Please pass me the salt?
- C. What a wonderful sunset!
- D. Did you finish your homework.

24. Read the sentence: The young girl carefully painted a picture of a sunflower. Which word in this sentence is an ADJECTIVE?

- A. Painted
- B. Young
- C. Picture
- D. Sunflower

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The three rabbits hops across the lawn each morning.
- B. The three rabbit hop across the lawn each morning.
- C. The three rabbits hopping across the lawn each morning.
- D. The three rabbits hop across the lawn each morning.

26. Read the sentence: Tomorrow, my class ____ a field trip to the science centre. Which word BEST fills in the blank?

- A. Will take
- B. Took
- C. Taking
- D. Has taken

27. Which word means about the SAME as brave?

- A. Tired
- B. Quiet
- C. Courageous
- D. Curious

28. Which sentence uses the APOSTROPHE correctly?

- A. Mayas backpack is on the table.
- B. Maya's backpack is on the table.
- C. Mayas' backpack is on the table.
- D. Maya's' backpack is on the table.

29. Which sentence uses a COMMA correctly?

- A. After the movie ended we went home
- B. I packed sandwiches juice and apples
- C. The dog wagged its tail and barked
- D. After the movie ended, we walked home together.

30. Which sentence is in the PAST tense?

- A. She walks to school every morning.
- B. She is walking to school right now.
- C. She walked to school yesterday morning.
- D. She will walk to school tomorrow.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read this topic sentence: Schools should serve healthy snacks at recess. Which sentence would be the BEST supporting reason?

- A. Recess is at ten thirty in most schools.
- B. I usually bring my own snack from home.
- C. Healthy snacks help students focus and have energy for the rest of the morning.
- D. Some students do not eat breakfast.

32. Which sentence would BEST begin a personal narrative about a memorable family trip?

- A. The morning we drove to Algonquin Park, the sky was still pink with sunrise.

- B. Algonquin Park is located in Ontario.
- C. Many people enjoy camping in the summer.
- D. Family trips are a common activity in Canada.

33. Which sentence uses STRONGER, more specific verbs?

- A. The boy walked into the kitchen and got a glass of water.
- B. The boy went into the kitchen and had a glass of water.
- C. The boy did things in the kitchen with a glass of water.
- D. The boy tiptoed into the kitchen and gulped a glass of water.

34. Read this sentence: Maria worked hard ____ she finished her project on time. Which word BEST fills in the blank?

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

35. Which would be the BEST closing sentence for an opinion paragraph arguing that students should have more time to read in class?

- A. For all these reasons, I believe extra reading time would help every student in our school.
- B. Reading is something people do.
- C. The library is open from nine to three.
- D. My favourite book is about dragons.

36. Read the sentence: Mr. Singh said, ____ Please line up at the door. Which punctuation BEST fills in the blank?

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

37. Which word is spelled CORRECTLY?

- A. Becuase
- B. Because
- C. Becase
- D. Becouse

38. Read the paragraph:

Lin loves playing the piano. She practises for thirty minutes every day. Last year, she performed in her first concert. ___ One day, Lin hopes to play in a real concert hall.

Which sentence BEST fills in the blank?

- A. Her brother takes guitar lessons on Saturdays.
- B. The piano was invented hundreds of years ago.
- C. Many famous pianists studied for many years.
- D. This year, she has already learned three new songs.

39. Which sentence is the BEST example of DIALOGUE in a story?

- A. "Where are you going?" Maya asked her sister.
- B. Maya asked where her sister was going somewhere.
- C. Maya wondered where her sister was going.

D. The sister was going somewhere away from Maya.

40. Read this sentence from a story: The kitchen smelled of cinnamon, warm bread, and butter on the stove. What is this sentence MAINLY doing?

- A. Telling the reader what time it is
- B. Explaining why the character is hungry
- C. Using sensory details to set the scene
- D. Listing the ingredients of a recipe

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as four hundred nine?

- A. 4,009
- B. 490
- C. 49
- D. 409

42. What is the value of the digit 7 in the number 271?

- A. 7
- B. 70
- C. 700
- D. 271

43. Round 286 to the nearest HUNDRED.

- A. 300

- B. 200
- C. 290
- D. 280

44. What is $425 + 168$?

- A. 503
- B. 583
- C. 593
- D. 693

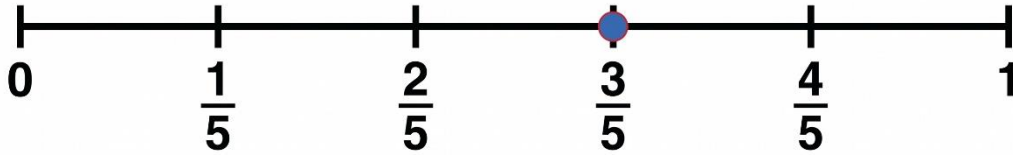
45. A school had 612 students. Then 47 students moved away. How many students attend the school now?

- A. 659
- B. 645
- C. 575
- D. 565

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

- A. 287, 359, 198, 416
- B. 198, 287, 359, 416
- C. 416, 359, 287, 198
- D. 198, 416, 287, 359

47. Look at the number line below.



Which fraction does the dot show?

- A. $\frac{3}{4}$
- B. $\frac{2}{5}$
- C. $\frac{5}{3}$
- D. $\frac{3}{5}$

48. Which fraction is GREATER than $\frac{4}{8}$?

- A. $\frac{6}{8}$
- B. $\frac{2}{8}$
- C. $\frac{1}{8}$
- D. $\frac{3}{8}$

49. What number is missing in this pattern? 36, 32, 28, ____, 20, 16

- A. 26

- B. 22
- C. 24
- D. 30

50. Which number is EVEN?

- A. 137
- B. 526
- C. 249
- D. 815

MATHEMATICS COMPONENT — STAGE 2: NUMBER, ALGEBRA, AND DATA

51. What is 7×8 ?

- A. 49
- B. 54
- C. 63
- D. 56

52. A teacher has 45 markers to share equally among 9 students. How many markers does each student get?

- A. 5
- B. 36
- C. 6
- D. 54

53. What is the missing number? $\square + 16 = 41$

- A. 57
- B. 27
- C. 25
- D. 26

54. A pattern follows the rule "add 9." If the FIRST term is 4, what is the FIFTH term?

- A. 36
- B. 45
- C. 49
- D. 40

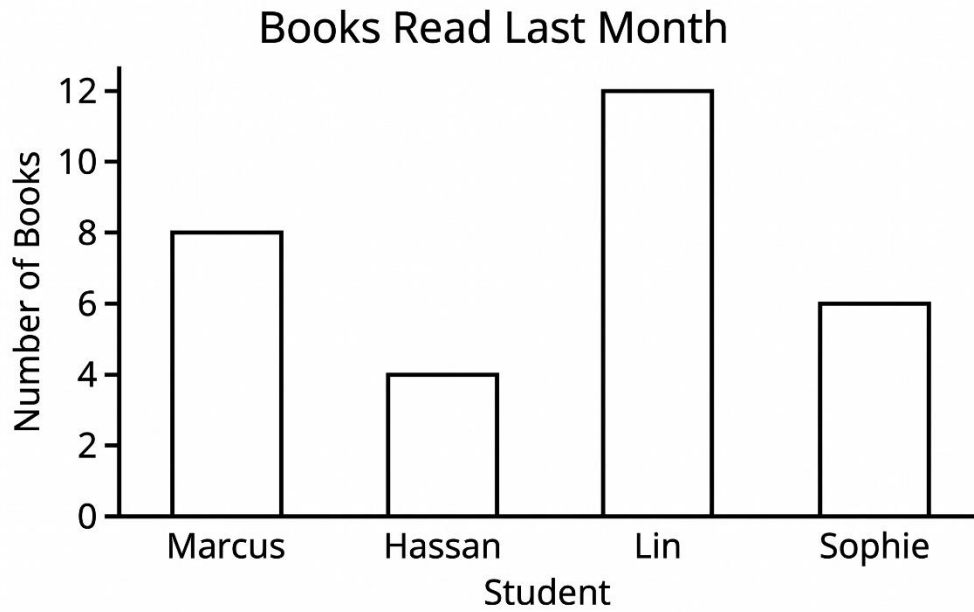
55. A character starts at position (2, 3). The instructions are:

1. Move 3 spaces right.
2. Move 2 spaces down.
3. Move 1 space right.

Where does the character end up?

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

56. Look at the bar graph below showing how many books four students read last month.




How many MORE books did Lin read than Hassan?

- A. 8
- B. 16
- C. 4
- D. 6

57. Look at the pictograph below.

Stickers Collected



Each  = 4 stickers.

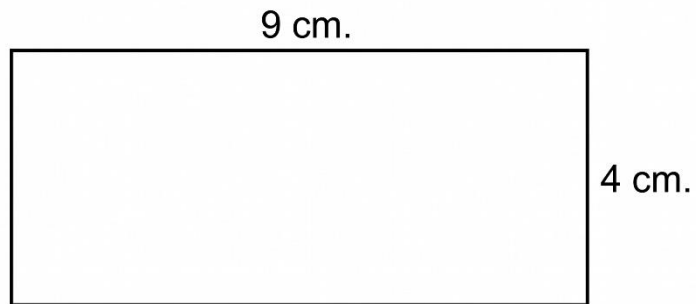
How many stickers did Anika collect?

- A. 5
- B. 9
- C. 16
- D. 20

58. Which 3D solid has 2 circular faces and 1 curved surface?

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

59. Look at the rectangle below.



What is the PERIMETER of this rectangle?

- A. 26 cm
- B. 36 cm
- C. 13 cm
- D. 18 cm

60. A toy store sells small cars for \$4 each. Marcus has \$20 and buys 3 small cars. How much money does he have LEFT?

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

Practice Exam 3: Answer Key and Explanations

- 1. D** — That it could grow tomatoes for the whole building. The story states directly: *"That patch of dirt could grow tomatoes for the whole building."* This is the grandmother's observation that becomes the seed of the entire story, and direct-quote details like this are exactly what locate-the-fact questions test.
- 2. A** — She did not think Jasmin would be able to make it happen. The mother's laugh and her comment that *"nobody else will help"* show doubt that Jasmin's idea was realistic. The text clue (her dismissive response) plus brain knowledge (laughing off an idea signals disbelief) supports the inference.
- 3. C** — Three other people, plus Jasmin. The story names them specifically: *"Mrs. Lopez... Tomasz... Mr. Patel."* That gives three helpers in addition to Jasmin — important to read carefully, since "six families" comes later in August, not on the first Saturday.
- 4. B** — Determined. Jasmin keeps thinking about the idea, asks her mother, then the building manager, then writes and distributes twenty notes. Character traits are inferred from actions, and Jasmin's persistence across multiple obstacles is the clearest signal.
- 5. A** — One person's idea can grow into something many people share. The story moves from one girl's idea to a garden tended by six families — a clear theme about how individual action can grow into community. Theme questions ask for the broader lesson, not a specific event.
- 6. D** — Pumping their legs hard. The poem says directly: *"I used to pump my legs so hard / The whole sky tilted and swung."* This is the central childhood memory the speaker is recalling.
- 7. C** — Comparing the clouds to ships using *like*. This is a simile — a comparison using the word *like* or *as*. At the Grade 3 level, students should be able to recognise simile-style figurative language even without naming it.
- 8. B** — The speaker has grown taller since they were a child. The poem states: *"My feet now touched the ground — The ropes no longer climbed."* Combined with the later line *"I was the thing that had changed,"* this confirms the speaker has grown.
- 9. A** — The speaker has grown and changed, but the swing reminds them of who they used to be. The final stanza contrasts what is unchanged (the swing, the yard) with what has changed (the speaker), and the line about the swing knowing the speaker's name suggests an enduring connection to their younger self.
- 10. C** — Quiet and thoughtful. The poem is reflective and gentle in tone — describing memory, change, and connection rather than excitement, anger, or fear. Mood is built through word choice, and words like *"sat there one more time"* and *"the swing still knew my name"* set a contemplative feel.
- 11. D** — Clouds are part of the water cycle and come in different types. The article describes three kinds of clouds, explains how they form, and connects them to the water cycle. The main idea ties together everything the article covers, not just one section.

- 12. A** — Some of it turns into water vapour and rises into the air. The article states this directly: *"When the sun heats water, some of the water turns into a gas called water vapour and rises into the air."* This is the first step of cloud formation.
- 13. B** — Cirrus. The article describes them clearly: *"Cirrus clouds are thin and wispy. They are made of ice crystals and form very high in the sky."* This is a direct-fact question — find the keyword *thin and wispy* in the passage.
- 14. C** — To tell the reader what the next section will explain. Headings act as organisational signposts in informational text, telling the reader exactly what each section covers and making it easier to locate information later.
- 15. A** — Steady, light rain or drizzle falls. The article states: *"They often bring steady, light rain or drizzle."* Stratus clouds spread across the sky as a grey sheet and are associated with this kind of weather.
- 16. B** — Without clouds, the water cycle could not work and nothing on land would have fresh water. The closing section explains that without clouds, rain would not fall and water would not return to lakes — making this the broadest, most accurate summary.
- 17. D** — Tomatoes and how to know they are ripe. Passage 1 mentions picking ripe tomatoes with grandma; Passage 2 is entirely about how to identify a ripe tomato. Two-text comparison questions require finding what appears in *both* passages.
- 18. A** — It is a personal story about helping a grandmother. Passage 1 uses first-person language (*"I go to my grandmother's apartment"*) and describes a real ongoing experience — a personal narrative.
- 19. C** — It still has green or yellow patches. Passage 2 states: *"If it still has green or yellow patches, it needs more time."* This is a direct-fact question; the answer is the only sign the passage links to *not yet ripe*.
- 20. B** — A personal memory of eating a tomato with someone. The eating-with-grandma moment is unique to Passage 1; Passage 2 contains only instructions and no personal experiences. This is the central difference between the two passages.
- 21. D** — The lights in the neighbour's window flickered all night. A complete sentence has a subject (lights), a verb (flickered), and a complete thought. The other options are fragments — missing a verb, beginning with a subordinator that leaves the thought hanging, or lacking any main clause.
- 22. A** — Last December, my family visited my Uncle Daniel in Halifax. Capitals are required on the first word of the sentence, proper nouns (Daniel, Halifax), titles used with a name (Uncle), and months (December). Only option A applies all four rules correctly.
- 23. C** — What a wonderful sunset! Exclamatory sentences end with an exclamation mark. Option D mistakenly ends a question with a period; option A is missing a comma and end punctuation; option B is a request that should end with a period, not a question mark.

- 24. B** — Young. *Young* describes the noun *girl* — that is the function of an adjective. *Painted* is a verb, while *picture* and *sunflower* are both nouns.
- 25. D** — The three rabbits hop across the lawn each morning. Plural subjects take plural verbs (no -s ending). Option A uses singular *hops* with a plural subject; option B reverses the issue; option C is a fragment because *hopping* alone is not a main verb.
- 26. A** — Will take. The word *tomorrow* signals future tense, which is formed with *will* + base verb. Past, present, and present-perfect forms all conflict with the time word in the sentence.
- 27. C** — Courageous. *Courageous* and *brave* are synonyms — both describe showing courage. The other options describe unrelated traits like tiredness, quietness, or curiosity.
- 28. B** — Maya's backpack is on the table. The apostrophe + s shows singular possession (the backpack belongs to Maya). Option A omits the apostrophe entirely; options C and D place it incorrectly.
- 29. D** — After the movie ended, we walked home together. A comma is required after an introductory dependent clause (*After the movie ended*). Option A omits the comma; option B is missing commas in a list; option C does not require a comma because it joins a single subject to two verbs.
- 30. C** — She walked to school yesterday morning. Past tense uses the *-ed* ending (walked) and is signalled by the time word *yesterday*. The other options are in present, present-continuous, or future tense.
- 31. C** — Healthy snacks help students focus and have energy for the rest of the morning. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options either describe unrelated facts or fail to defend the claim.
- 32. A** — The morning we drove to Algonquin Park, the sky was still pink with sunrise. Strong narrative openings use specific, sensory details that place the reader inside the moment. The other options state generic facts and do not draw the reader into a story.
- 33. D** — The boy tiptoed into the kitchen and gulped a glass of water. Strong verbs like *tiptoed* and *gulped* are specific and create vivid images. Verbs like *went*, *got*, *did*, and *had* are weak because they could describe almost any action.
- 34. B** — So. *So* expresses a result — Maria worked hard, so the result was finishing on time. Words like *or*, *but*, and *yet* would express alternatives or contrasts, neither of which fits the cause-and-effect structure of the sentence.
- 35. A** — For all these reasons, I believe extra reading time would help every student in our school. An opinion-piece closing should restate the position with confidence and refer back to the supporting reasons. The other options drift to unrelated topics.
- 36. C** — Open quotation mark. Dialogue begins with an open quotation mark to mark the speaker's exact words. The other punctuation marks would not introduce a quoted sentence.

37. B — Because. *Because* follows the standard English spelling pattern with the *au* combination. The other spellings are common misspellings often produced by sounding the word out without checking standard form.

38. D — This year, she has already learned three new songs. A supporting sentence in a paragraph about Lin's piano progress should add a related detail about her musical growth. The other options drift to unrelated topics like her brother, piano history, or famous pianists.

39. A — "*Where are you going?*" Maya asked her sister. 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. C — Using sensory details to set the scene. The sentence engages the sense of smell with specific descriptors (cinnamon, warm bread, butter), which builds atmosphere and immerses the reader. Sensory details are one of the techniques the EQAO writing rubric specifically rewards.

41. D — 409. *Four hundred nine* breaks down as $400 + 9$, since there are no tens being named. Reading number-word questions carefully matters — *four hundred ninety* (490) and *four thousand nine* (4,009) sound similar but have very different values.

42. B — 70. The digit 7 sits in the tens place in 271, so its value is $7 \times 10 = 70$. Place value determines what each digit is worth, regardless of the digit itself.

43. A — 300. To round 286 to the nearest hundred, look at the tens digit (8). Since 8 is 5 or greater, round up: 286 sits closer to 300 than to 200 on the number line.

44. C — 593. Column addition: $5 + 8 = 13$ (write 3, carry 1); $2 + 6 + 1 = 9$ (write 9); $4 + 1 = 5$ (write 5). The total is 593.

45. D — 565. Column subtraction: $612 - 47$ requires regrouping in the ones ($12 - 7 = 5$) and the tens (after regrouping, $10 - 4 = 6$). The hundreds become 5, giving 565.

46. B — 198, 287, 359, 416. Ordering from least to greatest compares the hundreds digits first: $1 < 2 < 3 < 4$. Only option B arranges all four numbers in true ascending order.

47. D — $3/5$. The number line divides 0 to 1 into 5 equal segments, making the denominator 5. The dot sits at the third tick from 0, so the numerator is 3. The fraction is $3/5$.

48. A — $6/8$. With the same denominator (8), the fraction with the larger numerator is the larger fraction. $6 > 4$, so $6/8 > 4/8$. The other options all have numerators smaller than 4.

49. C — 24. The pattern subtracts 4 each step: 36, 32, 28, ____, 20, 16. The missing term is $28 - 4 = 24$, which then continues to 20. Confirming both directions verifies the answer.

50. B — 526. An even number ends in 0, 2, 4, 6, or 8. Only 526 ends in an even digit (6); the others end in 7, 9, and 5 — all odd.

- 51. D** — 56. The multiplication fact $7 \times 8 = 56$ is one of the tricky-middle facts every Grade 3 student should know. A useful check: double 7×4 (which is 28), giving 56.
- 52. A** — 5. Equal sharing: $45 \text{ markers} \div 9 \text{ students} = 5 \text{ markers each}$. Division undoes multiplication — $9 \times 5 = 45$ confirms the answer through the fact family.
- 53. C** — 25. To find the missing addend, use the inverse operation: $41 - 16 = 25$. Checking: $25 + 16 = 41$. The inverse-operation strategy works for every missing-addend question.
- 54. D** — 40. Starting at 4 and adding 9 each step: 4 (1st), 13 (2nd), 22 (3rd), 31 (4th), 40 (5th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (6, 1). Starting at (2, 3): right 3 \rightarrow (5, 3); down 2 \rightarrow (5, 1); right 1 \rightarrow (6, 1). Tracking the state after each instruction on scrap paper is the most reliable approach for coding questions.
- 56. A** — 8. Lin's bar reaches 12 books; Hassan's bar reaches 4 books. The difference is $12 - 4 = 8$. Comparison questions on bar graphs require reading both bars carefully against the scale.
- 57. D** — 20. Anika's row shows 5 stars, and the key states each star equals 4 stickers. The total is $5 \times 4 = 20$. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. C** — Cylinder. A cylinder has two circular faces (top and bottom) plus one curved surface wrapping around the side. A cube has six square faces, a cone has only one circular face, and a sphere has no flat faces at all.
- 59. A** — 26 cm. The perimeter of a rectangle equals $2 \times (\text{length} + \text{width})$. For this rectangle: $2 \times (9 + 4) = 2 \times 13 = 26 \text{ cm}$. Perimeter is measured in regular length units, not square units.
- 60. B** — \$8. This is a two-step problem: first multiply ($3 \times \$4 = \12 for the cars), then subtract ($\$20 - \$12 = \$8$ left). Multi-step money problems require identifying both operations and performing them in the correct order.