



Third Grade
MSTEP Homework Packet # 8

Sent home on _____

Return by _____

Student's Name

Name _____ Date _____

Reading and Analyzing Text

Read the story “Cody and Friends Make a Difference” before answering Numbers 1 through 18.

Cody and Friends Make a Difference

“Mom! Please don’t throw away that bottle!” Cody called to his mother. He was seated at the kitchen table, writing on sheets of paper.

“What should I do with it, then?” Mom asked Cody.

“You should recycle it,” said Cody. “That way it can be used again. If you throw it away, it’ll become more trash.”

“How did you become so wise about these things?” Cody’s mom asked, taking a seat beside him at the table.

“We’re learning about recycling at school,” he answered. “The less we throw away, the less trash ends up in landfills or in the environment. Trash and pollution are global problems, and solving these problems begins with each one of us.”

Cody continued, “We can reuse a lot of what we throw away. Used plastics can be made into all sorts of things such as rope and toys. Glass bottles and jars can be cleaned and used again, or they can be crushed and used in other products. Old newspapers can be made into cartons and bags.”

“You’re right,” said Mom. “All of that is true.”

“Then why were you going to throw away the bottle?” Cody asked.

“Our town doesn’t have a recycling program,” said Mom. “The city council doesn’t think enough people would take advantage of it.”

“I’ll bet that a *lot* of people would recycle if we had a program. Someone ought to convince the city council to start one,” said Cody. “I can’t do it, though, because I’m just a kid,” he said with a note of disappointment in his voice. He returned to his writing.

Name _____ Date _____

“What are you working on?” asked Mom.

“I’m writing a book report on *Charlotte’s Web*,” said Cody.

Cody’s mother smiled. “Charlotte the spider saves Wilbur the pig,” she said. “That is a great book whose story shows that even a small creature can make a huge difference.”

Cody looked up from his writing. “Wait! Who says I can’t make a difference just because I’m a kid? If a spider can save a pig’s life, maybe anything’s possible. There might be a way for me to start a recycling program after all. I could get my friends to help with the project.”

“That’s a great idea, Cody!” said Mom. “The next town meeting is in three weeks. You and your friends could make a presentation there. You could have your friends meet at our house this Saturday to make a plan.”

On Saturday, twelve of Cody’s friends met at his house. They discussed ways to make a presentation. There would be a lot of work, so they divided it into groups. Cody and some friends would write a letter asking the council to start a recycling program. Then, they would ask the town’s residents to sign the letter. Others would prepare pictures, charts, and graphs to use during the presentation. Another group would gather things made from recycled materials to show what recycling could do. Finally, everyone would try to get neighbors and family members to come to the meeting.

When the night of the town meeting arrived, the friends were a little nervous. “Now we will hear a presentation from some of the town’s younger residents,” announced the mayor. Cody presented the letter he and his friends had written along with several pages of signatures. The other children explained their pictures, charts, and graphs and showed examples of objects made from recycled materials.

A month later, there was another town meeting. After the meeting, the mayor announced that the council had voted to start a recycling program. No one was more excited than Cody. The children’s parents had a pizza party to celebrate. Cody gave a speech in which he thanked his friends for their help. At the end of his speech, he said,

Name _____ Date _____

“Now I know that even a kid can make a difference, and twelve kids can make a *big* difference!”

Now answer Numbers 1 through 18. Base your answers on the story “Cody and Friends Make a Difference.”

- 1 How is Cody’s mom throwing away a bottle important to the story’s plot?
- (A) It shows that Cody’s mom doesn’t know what it means to recycle.
 - (B) It starts a conversation between Cody and his mom about recycling.
 - (C) It leads to an argument between Cody and his mom about recycling.
 - (D) It shows how much trash winds up in landfills and the environment.
- 2 How does Cody FIRST learn that the town doesn’t have a recycling program?
- (F) from the mayor, while at a town council meeting
 - (G) from his teacher, while learning about recycling at school
 - (H) from his friends, who have started recycling programs in other towns
 - (I) from his mom, who explains why she was going to throw the bottle away

Name _____ Date _____

- 3 Read this sentence from the story.

“Trash and pollution are global problems, and solving these problems begins with each one of us.”

What does the word *pollution* mean in the sentence above?

- Ⓐ new ways to use trash
- Ⓑ trash that was put in landfills
- Ⓒ people who work to make a better world
- Ⓓ waste that makes air, land, or water dirty

- 4 Read this sentence from the story.

“Trash and pollution are global problems, and solving these problems begins with each one of us.”

What does the word *global* mean in the sentence above?

- Ⓕ difficult
- Ⓖ modern
- Ⓗ serious
- Ⓘ worldwide

- 5 Read this sentence from the story.

“We can reuse a lot of what we throw away.”

What does the word *reuse* mean in the sentence above?

- Ⓐ use up
- Ⓑ use again
- Ⓒ use before
- Ⓓ use one time

Name _____ Date _____

- 6 Read this sentence from the story.

Old newspapers can be made into cartons and bags.

Which word has the same sound as the underlined part of the word *newspapers*?

- F blueberry
 - G daughter
 - H powerful
 - I unlawful
- 7 Read this sentence from the story.

“The city council doesn’t think enough people would take advantage of it.”

Which word has the same sound as the underlined part of the word *council*?

- A bucket
 - B candle
 - C chicken
 - D simple
- 8 How does Cody and his mom’s conversation about *Charlotte’s Web* help develop the story’s plot?
- F It helps Cody realize that he should reach out to his friends for help.
 - G It gives background on Cody and his mother’s shared love of reading.
 - H It helps Cody realize that he can try to start a recycling program in his town.
 - I It gives Cody’s mom the idea that they should start a recycling program.

Name _____ Date _____

**Reading and
Analyzing Text**

- 9 Read this sentence from the story.

“I could get my friends to help with the project.”

What does the word *project* mean in the sentence above?

- Ⓐ party to celebrate
 - Ⓑ contest on recycling
 - Ⓒ report on what happens
 - Ⓓ plan for work to be done
- 10 What lesson does Cody take away from *Charlotte’s Web* and apply to his own life?
- Ⓕ that he should try to save the lives of animals
 - Ⓖ that friends should always help each other out
 - Ⓗ that even small creatures can have an important impact
 - Ⓘ that spiders are living creatures and should be protected
- 11 What is the **FIRST** thing that Cody and his friends do before they start work on their presentation?
- Ⓐ They divide the work into groups.
 - Ⓑ They write a letter to the town council.
 - Ⓒ They prepare pictures, charts, and graphs.
 - Ⓓ They gather things made from recycled materials.

Name _____ Date _____

- 12 Read this sentence from the story.

Others would prepare pictures, charts, and graphs to use during the presentation.

Which word has the same sound as the underlined part of the word *prepare*?

- Ⓐ card
 - Ⓑ fair
 - Ⓗ hear
 - Ⓘ part
- 13 Read this sentence from the story.

Finally, everyone would try to get neighbors and family members to come to the meeting.

What does the word *finally* mean in the sentence above?

- Ⓐ in the middle
 - Ⓑ as a last thing
 - Ⓒ without change
 - Ⓓ lasting a long time
- 14 Read this sentence from the story.

“Now we will hear a presentation from some of the town’s younger residents,” announced the mayor.

If the word *reside* means “live in a particular place,” what does the word *residents* mean as used in the sentence above?

- Ⓐ people who live in a particular place
- Ⓑ people who live in several different places
- Ⓗ people who do not wish to live in a particular place
- Ⓘ people who live in a particular place for a short time

Name _____ Date _____

Reading and
Analyzing Text

- 15 Read this sentence from the story.

The other children explained their pictures, charts, and graphs, and showed examples of objects made from recycled materials.

Which of these shows the correct way to divide the word *children* into syllables?

- Ⓐ chi • ldren
- Ⓑ ch • ildren
- Ⓒ chil • dren
- Ⓓ childr • en

- 16 Read these sentences from the story.

After the meeting, the mayor announced that the council had voted to start a recycling program. No one was more excited than Cody. The children's parents had a pizza party to celebrate.

Which words from these sentences help the reader know what the word *celebrate* means?

- Ⓕ had voted
- Ⓖ was excited
- Ⓗ the children's parents
- Ⓘ had a pizza party

Name _____ Date _____

- 17 How is the MAIN problem in the story solved?
- (A) The town council votes to start a recycling program.
 - (B) Cody and his friends give a presentation to the town council.
 - (C) Cody reaches out to his friends to help him with a presentation.
 - (D) Cody decides what to write for his book report on *Charlotte's Web*.
- 18 Which line from story BEST conveys the story's central theme, or message?
- (F) "Finally, everyone would try to get neighbors and family members to come to the meeting."
 - (G) "Cody presented the letter he and his friends had written along with several pages of signatures."
 - (H) "Cody gave a speech in which he thanked his friends for their help."
 - (I) "Now I know that even a kid can make a difference, and twelve kids can make a *big* difference!"

Name _____ Date _____

Read the introduction and the story “A Favorite Day at School” before answering Numbers 6 through 10.

Jennifer wrote this story about a favorite experience at school. Read her story and think about the changes she should make.

A Favorite Day at School

(1) We’re learning about Italy in class. (2) Since food is an important part of life in Italy, our teacher invited a chef from an Italian restaurant to come to class. (3) The chef showed us how to make fresh pasta.

(4) The chef began by mixing together flour, salt, and eggs to make pasta dough. (5) She kneaded the dough by folding and pressing firmly it down. (6) She covered the dough in plastic wrap and let it rest for a while. (7) Next, she divided the dough into eight pieces and gave one piece to each pair of students.

(8) Each pair had a metal pasta roller with a hand crank.

(9) We put a piece of dough in one end and cranked it through.

(10) What came out was a strip of dough. (11) It was flat. (12) We could change the roller setting to make the dough thinner and thinner. (13) When the strip were just right, the chef cut it into smaller strips, like ribbons. (14) Then she boiled the ribbons.

(15) I used to think all pasta came from a box. (16) I couldn’t have been more wrong. (17) Welcome to homemade spaghetti!

Name _____ Date _____

Now answer Numbers 6 through 10. Base your answers on the changes Jennifer should make.

- 6 What is the BEST way to revise sentence 5?
- F She kneaded the dough by folding and pressing it down firmly.
 - G She kneaded firmly the dough by folding and pressing it down.
 - H She kneaded the dough by firmly folding it and firmly pressing it down.
 - I She kneaded the dough by, firmly folding it, and then pressing it down, firmly.
- 7 Which transition word could BEST be added to the beginning of sentence 6?
- A After,
 - B Although,
 - C Then,
 - D Sometimes,
- 8 What is the BEST way to combine sentences 10 and 11?
- F What came out was a flat strip of dough.
 - G What came out was a strip of dough, flat.
 - H What came out was a strip of dough, it was flat.
 - I What came out was a strip of dough and a flat dough.
- 9 What change should be made in sentence 13?
- A change *were* to *was*
 - B remove the comma after *right*
 - C change *smaller* to *smallest*
 - D change *ribbons* to *ribons*

Name _____ Date _____

Revising and Editing

- 10 Where is the BEST place in the story to begin a new paragraph?
- F sentence 3
 - G sentence 7
 - H sentence 14
 - I sentence 15

