

# Pond Pollution Detectives

Ask questions and keep records about pollution near living things.

**S3L2.a** “Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline all four questions in the passage. Circle each source of pollution, then write the same number beside that source and the effect it causes.

### A Class Pond Check

- ① Our class studied plants and animals near a school pond. Near the water, reeds gave frogs a place to hide, and a maple tree shaded the bank. We wanted to learn why some living things were changing. We asked, “What trash is near the pond?” and “Where does it come from?” We made a notebook record with the date, place, and what we saw. These questions helped us find sources of pollution.
- ② On Tuesday, we found plastic wrap that wind had blown from the lunch area. A duck was tangled in the wrap near the reeds and could not swim easily. We also saw green algae in the pond after rain washed fertilizer from a lawn into the water. Too much algae can lower oxygen in water, so fish may have trouble living there. We asked, “How does the algae change the pond?”
- ③ On Friday, our notebook helped us compare records. The date and place told us when and where each problem was seen. The class wrote “lunch-area plastic wrap, duck tangled near reeds” and “lawn fertilizer, green algae and fish trouble.” We asked, “What could we check next time to learn more?” Careful records help people look for pollution and protect living things.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** Which question in paragraph 1 helps find a source of pollution? Explain how it helps.

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**2** What three kinds of information did the class put in its notebook record?

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**3** Write a source-and-effect record for the plastic wrap. Include where it came from and what happened to the duck.

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**4** How did writing the date and place make the class record useful?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Make two records about possible pollution near a school. For each row, write a question that could collect information, a pollution source, and an effect on a plant or animal.

| QUESTION TO ASK | PLACE | POLLUTION SOURCE | PLANT OR ANIMAL | EFFECT |
|-----------------|-------|------------------|-----------------|--------|
|                 |       |                  |                 |        |
|                 |       |                  |                 |        |

**PART 1 • READ AND MARK**

Underline all four questions in the passage. Circle each source of pollution, then write the same number beside that source and the effect it causes. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                         | ANSWER                                                                                                                          |
|---|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Which question in paragraph 1 helps find a source of pollution? Explain how it helps.                            | <b>"Where does it come from?" It helps find where the trash came from.</b>                                                      |
| 2 | What three kinds of information did the class put in its notebook record?                                        | <b>The date, the place, and what the class saw.</b>                                                                             |
| 3 | Write a source-and-effect record for the plastic wrap. Include where it came from and what happened to the duck. | <b>Source: plastic wrap from the lunch area.<br/>Effect: a duck was tangled in it near the reeds and could not swim easily.</b> |
| 4 | How did writing the date and place make the class record useful?                                                 | <b>The date and place told when and where each pollution problem was seen.</b>                                                  |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

| QUESTION TO ASK                    | PLACE                  | POLLUTION SOURCE                    | PLANT OR ANIMAL | EFFECT                                    |
|------------------------------------|------------------------|-------------------------------------|-----------------|-------------------------------------------|
| What trash is near the flower bed? | Sidewalk by flower bed | Plastic bag dropped near playground | Bean plant      | The bag can cover leaves and block light. |
| What enters the pond after rain?   | Drain by parking lot   | Motor oil from a leaking car        | Fish            | The oil can harm fish.                    |

Accept reasonable questions that could gather information about a pollution source and accurate source-effect records. In the open task, accept other realistic school-area examples with a clear effect on a plant or animal.