

Pond Patrol Notes

Trace pollution sources, effects, and solutions.

S3L2 "Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each pollution source, circle each effect on living things or habitats, and number the human choices that can reduce pollution to connect actions with effects and solutions.

A Class Investigates Pollution

- ① After a windy day, Maya's class visited a pond near their school. They saw snack wrappers on the ground and oily water near a storm drain. Rain can carry litter and oil from streets into ponds. This water pollution can harm fish, frogs, and the plants that give them food. The class wrote careful notes about what they observed.
- ② At another stop, the students noticed smoke from cars waiting with engines running. The smoke added pollution to the air. Breathing dirty air can make it harder for people and animals to stay healthy. They also found a bare patch where trash had been left. Land pollution can hurt soil and wildlife when animals eat plastic or get tangled in it.
- ③ The class discussed which information was strongest. Their own notes showed litter and oil at the pond, but they did not know where every piece came from. They decided not to blame one person without evidence. To help, they planned a cleanup, used reusable bottles, and asked drivers to turn off engines while waiting. These choices can reduce pollution and protect habitats.

2 ANSWER WITH EVIDENCE Use the passage

1 Which two observations showed possible water pollution at the pond?

2 What is one effect of dirty air named in the passage?

3 How can land pollution harm wildlife?

4 Why did the class decide not to blame one person for the litter and oil?

3 YOUR TURN Your own words

Choose a place near your home or school. Write three sentences: describe one possible pollution problem, name one action people can take, and explain how that action can protect living things or their habitat.

PART 1 • READ AND MARK

Underline each pollution source, circle each effect on living things or habitats, and number the human choices that can reduce pollution to connect actions with effects and solutions. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two observations showed possible water pollution at the pond?	Snack wrappers were on the ground, and oily water was near a storm drain.
2	What is one effect of dirty air named in the passage?	It can make it harder for people and animals to stay healthy.
3	How can land pollution harm wildlife?	Animals can eat plastic or get tangled in it.
4	Why did the class decide not to blame one person for the litter and oil?	Their notes showed litter and oil, but they did not know where every piece came from.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Near our soccer field, plastic bags can blow into a nearby creek. Players can put snack trash in covered bins after practice. This action helps keep the water safer for fish and frogs.

Accept equivalent wording for the passage questions when it includes the stated source, effect, or evidence. For the open response, accept a realistic pollution problem, a related action, and a clear explanation of how the action protects living things or a habitat.