School Resource Detectives

Trace how a school gets, uses, and protects Earth resources.

E.3.10.2 "Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline how people get water and natural gas to the school. Circle one use of each resource, then put a star beside one way the school protects each one.

Resources at Riverbend School

1. At Riverbend School, water comes from a nearby reservoir. Rain helps refill the reservoir, so water is a renewable Earth resource. Workers clean the water at a treatment plant, then pipes carry it to school. Students use water to wash their hands. The cooks also use it to rinse fresh apples. The school fixes leaky pipes to keep clean water from being wasted.

2. The school also uses natural gas, which is found deep underground. Workers drill wells to bring the gas to the surface. Pipes carry it to the school, where a heater burns it to warm classrooms on cold days. Natural gas takes millions of years to form, so it is a nonrenewable Earth resource. It cannot be replaced as quickly as people use it.

3. On chilly mornings, the school checks its windows for gaps. Workers seal any gaps so warm air stays inside and the heater needs less natural gas. This helps save a resource that cannot be quickly replaced. Water needs care, too. During dry weeks, the school waters its garden only when the soil feels dry. That leaves more water in the reservoir for other people and living things.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does water get to the school, and what is one way people use it there?

2. Describe one way the school protects its water supply. How does it help?

3. How do workers get natural gas, and how does the school use it?

4. Why is saving natural gas important, and what does the school do to save it?

3 YOUR TURN

Your own words

Write two sentences about new ways your school could protect these resources. In one sentence, name a water-saving action and explain how it helps; in the other, do the same for natural gas. Use actions that are not in the passage.

ANSWER KEY

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GRADE 3 · E.3.10.2

PART 1 · READ AND MARK

Underline how people get water and natural gas to the school. Circle one use of each resource, then put a star beside one way the school protects each one. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does water get to the school, and what is one way people use it there?	**Workers clean reservoir water at a treatment plant, and pipes carry it to school. Students use it to wash their hands.**
2	Describe one way the school protects its water supply. How does it help?	**The school fixes leaky pipes so clean water is not wasted.**
3	How do workers get natural gas, and how does the school use it?	**Workers drill wells to bring natural gas up from underground. The school burns it in a heater to warm classrooms.**
4	Why is saving natural gas important, and what does the school do to save it?	**Natural gas takes millions of years to form, so it cannot be quickly replaced. The school seals gaps around windows so the heater needs less gas.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will turn off the faucet while I scrub my hands so less water is wasted. I will close the classroom door on cold days so the heater burns less natural gas.

For question 1, accept washing hands or rinsing apples. For question 2, also accept watering the garden only when the soil is dry because it leaves more water for others.