Lunch Note Detectives

Research question: How can our school waste less food at lunch?

3W7 "Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories."

NAME _____ DATE _____

HELPS ANSWER	DOES NOT HELP
A KEEP note gives a fact, idea, or observation that helps answer the research question. Keep the source with the note. Cook's note: Serving half cups of peas before offering seconds can leave less food uneaten.	A SKIP note does not help answer the research question. Do not use it as evidence. Town flyer: The pool opens in June.

1 SORT

8 items

Part 1: Circle KEEP or SKIP for each note; Part 2: Choose two notes and explain why each note does or does not help answer the question.

1.	Source, cafeteria worker: Many whole apples are tossed into the trash.	KEEP SKIP
2.	Source, student survey: Some students say they are given more food than they can eat.	KEEP SKIP
3.	Source, school website: The school opened in 1988.	KEEP SKIP
4.	Source, science article: Composting turns food scraps into compost that can improve soil.	KEEP SKIP
5.	Source, my experience: The lunch line is longest on pizza day.	KEEP SKIP
6.	Source, principal interview: The school colors are blue and gold.	KEEP SKIP
7.	Source, my experience: I have seen unopened yogurt cups left on lunch tables.	KEEP SKIP
8.	Source, food rescue group website: Some schools donate safe, unopened food.	KEEP SKIP

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Part 3 MAKE YOUR OWN: Write one new KEEP note and one new SKIP note for the research question. Write a source for each note.

KEEP _____

SKIP _____

CHALLENGE

Challenge: Write three sentences that answer the research question. Use two KEEP notes from different sources and one thing you have noticed at lunch.

ANSWER KEY

Lunch Note Detectives

GRADE 3 · 3W7

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Source, cafeteria worker: Many whole apples are tossed into the trash.	**KEEP**	This shows food that is being wasted at lunch.
2	Source, student survey: Some students say they are given more food than they can eat.	**KEEP**	This suggests that smaller servings could reduce waste.
3	Source, school website: The school opened in 1988.	**SKIP**	The school's opening year does not relate to lunch food waste.
4	Source, science article: Composting turns food scraps into compost that can improve soil.	**KEEP**	This gives one way to handle food scraps instead of throwing them away.
5	Source, my experience: The lunch line is longest on pizza day.	**SKIP**	The length of the lunch line does not explain how to waste less food.
6	Source, principal interview: The school colors are blue and gold.	**SKIP**	School colors do not relate to lunch food waste.
7	Source, my experience: I have seen unopened yogurt cups left on lunch tables.	**KEEP**	This is an observation of food that may be wasted.
8	Source, food rescue group website: Some schools donate safe, unopened food.	**KEEP**	This gives a possible way to keep unopened food from being wasted.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **KEEP**: Source, kitchen manager: Smaller scoops of pasta leave fewer leftovers.
- **SKIP**: Source, animal book: Owls hunt at night.

Challenge: A cafeteria worker says many whole apples are tossed in the trash. A food rescue group website says some schools donate safe, unopened food, and I have seen unopened yogurt cups left on tables. Our school could collect unopened food for donation.

Items 1, 2, 4, 7, and 8 are KEEP. Items 3, 5, and 6 are SKIP; for Part 2, accept explanations that correctly connect each note to the research question and name its source.