

Resource Saver Lunch

Read how everyday choices can save natural resources.

3.11.C "identify ways to conserve natural resources through reducing, reusing, or recycling."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Number the six full sentences that tell a specific thing a person did to save resources. Do not number sentences that only tell a goal, a result, or a fact.

Lunch Choices That Matter

- ① At Cedar Grove School, third graders planned a Resource Saver Lunch. They wanted to protect natural resources, such as water, trees, and metals. Nia made a grocery list with only the snacks her family needed. She chose a snack with little packaging. Buying only needed food can keep extra food and wrappers out of the trash.
- ② At lunch, Mateo carried a sturdy bottle from home and filled it at the water fountain. He will wash and use the same bottle again tomorrow. Ava placed her empty aluminum can in the recycling bin, not the trash. The can may be made into a new metal product after it is recycled at a factory.
- ③ After lunch, Jalen turned off the faucet while he soaped his hands. This saved water that would otherwise run down the drain. Later, the class used both sides of a sheet of paper for a math practice page. Using fewer sheets helps save trees, which provide paper. Paper is made from wood in many places.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Nia chose a snack with little packaging. Is this reducing, reusing, or recycling? What does it reduce?

2 What item will Mateo use again? Is his choice reducing, reusing, or recycling?

3 What does Ava put in the recycling bin? What could the recycled item become?

4 Jalen turns off the faucet while soaping his hands. Is this reducing, reusing, or recycling? Which resource does it save?

3 YOUR TURN _____ Your own words

Complete the table with one new way you could reduce, reuse, and recycle. For each action, name a natural resource or material it could help save.

ACTION TYPE	MY ACTION	RESOURCE OR MATERIAL SAVED

PART 1 • READ AND MARK

Number the six full sentences that tell a specific thing a person did to save resources. Do not number sentences that only tell a goal, a result, or a fact. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Nia chose a snack with little packaging. Is this reducing, reusing, or recycling? What does it reduce?	It is reducing. It reduces packaging, or wrappers.
2	What item will Mateo use again? Is his choice reducing, reusing, or recycling?	Mateo will use his sturdy bottle again. His choice is reusing.
3	What does Ava put in the recycling bin? What could the recycled item become?	Ava puts an aluminum can in the recycling bin. It could become a new metal product.
4	Jalen turns off the faucet while soaping his hands. Is this reducing, reusing, or recycling? Which resource does it save?	It is reducing. It saves water.

PART 3 • YOUR TURN (SAMPLE ANSWER)

ACTION TYPE	MY ACTION	RESOURCE OR MATERIAL SAVED
Reduce	Print only the pages I need	paper and trees
Reuse	Use an old jar to hold pencils	glass
Recycle	Put a clean cardboard box in the recycling bin	paper and trees

Accept equivalent wording for the passage-based answers. For the table, accept reasonable, accurate actions that match the stated action type and name a related resource or material.