

Lunch Resource Choices

Trace school waste to practical solutions.

5.11 "Earth and space. The student understands how natural resources are important and can be managed. The student is expected to design and explain solutions such as conservation, recycling..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action that conserves resources, recycles materials, or disposes of waste safely. Circle the words that tell what resource or part of the environment each action helps protect.

A Smarter School Lunch

- ① At Riverbend Elementary, lunch creates waste from several natural resources. Paper napkins and cardboard trays come from trees. Plastic forks and drink bottles are made from materials taken from Earth, including petroleum. Food needs soil, water, energy, and farmers' work before it reaches a cafeteria. When usable food and supplies are thrown away, the resources used to make them are wasted too.
- ② The school can conserve resources by placing washable metal forks in the cafeteria and washing them for another use. Students can take only the napkins they need and choose a refillable water bottle. Workers can collect fruit peels and leftover vegetables in a compost bin. Compost returns nutrients to soil instead of sending those scraps to a landfill.
- ③ To recycle well, students must empty and rinse bottles before placing them in the recycling bin. A bottle coated with food can spoil other recyclables. Batteries do not belong in classroom trash or recycling bins because they contain materials that need special handling. The school can hold a battery collection day and send batteries to an approved recycler, keeping harmful materials out of soil and water.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do washable metal forks conserve natural resources?

2 What should happen to fruit peels and leftover vegetables? Explain how this choice helps the environment.

3 What must students do before putting bottles in the recycling bin, and why?

4 Why should batteries be collected separately and sent to an approved recycler?

3 YOUR TURN _____ Your own words

Write a four-sentence plan for reducing waste from a class supply delivery. Name two materials, give one conservation or reuse action and one recycling or proper-disposal action, and explain how the plan lowers environmental impact.

PART 1 • READ AND MARK

Underline each action that conserves resources, recycles materials, or disposes of waste safely. Circle the words that tell what resource or part of the environment each action helps protect. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do washable metal forks conserve natural resources?	They can be washed and used again, so fewer new forks and materials are needed.
2	What should happen to fruit peels and leftover vegetables? Explain how this choice helps the environment.	They should go in a compost bin. Compost returns nutrients to soil instead of sending the scraps to a landfill.
3	What must students do before putting bottles in the recycling bin, and why?	They must empty and rinse the bottles because food residue can spoil other recyclables.
4	Why should batteries be collected separately and sent to an approved recycler?	Batteries need special handling. Sending them to an approved recycler keeps harmful materials out of soil and water.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The class will save clean packing paper and cardboard boxes from its supply delivery. Students will reuse the paper for draft work and protect projects with the boxes. They will flatten extra cardboard and place it in the school's recycling collection. Reusing and recycling these materials saves trees and keeps waste out of a landfill.

Accept answers that accurately connect an action to conserving resources, recycling materials, or safe disposal. For the open response, accept reasonable school-based plans that name two materials, include both required actions, and explain an environmental benefit.