

## Science Time

### Program Content for October 14, 2015

Read the article “What’s killing coho” on page A1 of the Friday, October 9, 2015 edition of The Seattle Times.

**Pre-reading and Vocabulary:** Define each term and then use it in a sentence to demonstrate your understanding.

1. runoff
2. toxicologist
3. spawn
4. concoction
5. percolate

### **Comprehension Questions**

1. What did a recent study reveal about the relationship between stormwater runoff and coho salmon?
2. What is the relatively easy solution to stormwater runoff?
3. What was the stormwater study the first to prove?
4. What was the first sign that stormwater runoff may have been a problem for coho salmon?
5. What was the difference between the artificial runoff used in the lab and the actual runoff collected from a downspout near Highway 520?
6. What symptoms did salmon exposed to runoff display before dying?
7. What mystery is still yet to be unsolved about runoff?
8. What “green” alternatives to traditional drains and pipes help collect stormwater runoff?
9. Why are coho particularly vulnerable to toxic runoff?
10. What is a next step the scientists of this study plan to take in the near future?
11. What are some ‘lessons learned’ from this study’s results?

### **Prompts and Extensions**

1. In this article it was mentioned that one of the major limitations of the study was its small sample size. Using your understanding of the scientific method and experimental design explain why a small sample size is of concern when the results of a study are reported.
2. Watch a [short news segment](#) from the Associated Press that is posted on the Seattle Times website to get a closer look at how stormwater was collected for this study and how the study itself was completed.
3. Learn more about rain gardens and how you can get involved in the [12,000 rain gardens project](#) in Puget Sound to reduce stormwater runoff and help protect wildlife.
4. Read sections of the study [report](#) that served as the basis for the article you just read.

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