**ENGAGE THE READER**

The National Oceanic and Atmospheric Administration (NOAA) offers a tutorial on coral reefs: [ti.me/3hZBBJ]. Students can learn about corals, what’s harming them, and what can be done to protect them. To target their reading, you might have students focus on three sections: “What Are Corals?,” “Importance of Coral Reefs,” and “Anthropogenic Threats to Corals.” Have students take notes that tell them why it is important to protect this ecosystem.

**QUESTIONS FOR CLOSE READING AND DISCUSSION**

- What do you think is causing the decline of the Great Barrier Reef’s health? Why should we be concerned?
- Why do you think UNESCO delayed labeling the reef as endangered? Was this the right decision? Why or why not?
- How does UNESCO determine which places to designate as World Heritage sites? Do you think the concerns of individual countries, like Australia, should take priority over UNESCO’s guidance for protecting these places? Explain.

**EXTEND LEARNING**

Have students visit Google Earth, at [ti.me/3kv8srH]. Direct them to choose Australia in the World’s Ocean menu. Once there, they can navigate through various locations along the Great Barrier Reef and read about its marine life and issues such as coral bleaching. As they click around, ask: What kinds of life do you see in the Great Barrier Reef ecosystem?

Challenge students to imagine a community that lives in harmony with a coral reef. In groups, have students use details from NOAA’s site and the article to design an ideal community built on an ocean shore close to a coral reef. This community might have features such as fishing boats, buildings, roads, factories, farms, and forests. They should create illustrations with text explaining how the town’s activities are carried out in ways that won’t damage the reef. Tell students that since this is a fictional community, they can let their imaginations run free.

**COVER STORY QUIZ + ANSWER KEY**

The cover quiz can be found on page 3 of this guide. For the Google Forms quiz, click [here].

**BEFORE READING**

Review the elements that are included in every well-reported news story: the 5Ws and 1H, or Who, What, When, Where, Why, and How. With the article up so students can preview it, ask: Which of these are you able to identify in the article’s headline and photo? Allow students time to share out what they know about this topic or what they have read or seen being reported about it. Then have individuals read the article and write down the 5Ws and 1H of this news story. Invite volunteers to share out their findings, encouraging them to reference where the textual evidence is located within the article.

**DISCUSSION QUESTIONS**

- Why do you think the author focused on sequoias? How might these trees represent California’s wildfire problem?
- What was the purpose of the heat-resistant aluminum? How did it stop fire from spreading further into the forest?
- What information is included in the article's last paragraph? How does it support the article's central idea?

**BEFORE READING**

Have students read the article’s headline and preview the article by scrolling through and reviewing the photos. Ask: What do you see in the photos? How are scientists testing wastewater? How might their work prevent a COVID-19 outbreak?

**DISCUSSION QUESTIONS**

- Why is human waste a good place to look for the coronavirus?
- Explain how wastewater analysis and COVID-19 testing work together to prevent outbreaks.
- What is the purpose of the CDC’s surveillance program? Why is it important to have a national wastewater database?

**CLOSING ACTIVITY**

Challenge the class to demonstrate its understanding of wastewater surveillance by drawing a comic strip. Ask students to illustrate the process in three frames, each of which includes a brief written description. The comic should explain wastewater surveillance step-by-step to someone who has no familiarity with the topic.