



# The Canadian Reader

Current Canadian events and issues for students in Grades 3 and up



3 Literacy Focus: Reading Strategies Assessment

6 Article: Oh, Rats! | 13 Map: Alberta

15 Article: A New Kind of Ride | 22 Article: Canada: A Safe Haven

31 Comic: Canada Day | 33 Answer Key



Teachers serving teachers since 1990

2021-2022: Issue 8

Please circulate to:

---

---

---

# The Canadian Reader

Current Canadian events and issues for students in grades 3 and up.

**The Canadian Reader** is published eight times during the school year in English and in French from September through May by LesPlan Educational Services Ltd.

Subscribe to **The Canadian Reader** at a cost of \$210 per year (\$26.25 per issue), by contacting us at:

LesPlan Educational Services Ltd.  
#1 - 4144 Wilkinson Road  
Victoria, BC V8Z 5A7

**The Canadian Reader** is protected by copyright. Subscribers receive one copy of the publication each month and may photocopy each issue for use by all students and teachers within one school.

**Phone** (toll-free): 1-888-240-2212  
**Fax** (toll-free): 1-888-240-2246  
**Email:** info@lesplan.com  
**Internet:** www.lesplan.com

## How to use this resource:

**The Canadian Reader** is a made-in-Canada teaching and learning resource featuring all-Canadian content. It has three main components; use the entire package, or pick and choose the pages that suit your class the best.

1. **Literacy Focus** – This generic lesson plan focuses on seven key non-fiction reading comprehension strategies, presented in the following order:

Issue 1: *Using Text Features*

Issue 2: *Making Connections*

Issue 3: *Visualizing*

Issue 4: *Asking Questions*

Issue 5: *Making Inferences*

Issue 6: *Determining Importance*

Issue 7: *Transforming/Synthesizing*

Issue 8: *Reading Strategies Review and Assessment*

Teachers may introduce and practice each month's strategy using any of the articles in the issue, or save it for another time or text.

2. **Canadian news stories** – Each of the three articles is leveled and accompanied by Comprehension Check questions, a Language Focus, and a literacy-based lesson plan and supporting materials. Teach the lessons as they are presented, or pick and choose the activities and assignments you'd like to explore with your students.

3. **Did You Know? comic** – This comic provides basic information about a current news story or event, or supports one of the articles with background information. It's a great way to engage reluctant readers and build students' background knowledge in a fun and graphic way.

**Note:** All URLs referenced in **The Canadian Reader** are posted as links on our student website at **www.lesplan.com/en/links**. Bookmark this URL on your school's computer network to give students easy access to our recommended sites.

Share **The Canadian Reader** with other staff members in your school, including itinerant, relief, and substitute teachers.

# Literacy Focus

## Reading Strategies Assessment

- Review with students the reading comprehension strategies that they have learned and practiced this year using the **Reading Strategy Review** handout (p. 4). Which strategies have students used most? Which have they found easiest to use? Which have been more difficult? What reasons can students suggest to explain these observations?
- Choose one article from this issue to use to assess students' understanding of and ability to apply the reading strategies. Ask students to read this story independently. Then, have students use the article to complete the **Reading Strategies Assessment** (p. 5).
- Rubric for Reading Strategies Assessment:** Use the rubric below to assess other oral, written, and anecdotal evidence of students' understanding of and ability to apply the following reading comprehension strategies, gathered throughout the year:

### Asking Questions/Making Inferences

- 1 – Is not able to form a question about what has been read.
- 3 – Is able to ask simple questions about what has been read and is able to answer 'right there' questions accurately. Can ask/answer some simple 'in my head' questions (can make an inference).
- 5 – Can ask questions that demonstrate deep understanding of the text. Can clearly explain what an inference is and can make inferences that are thoughtful. Questions and inferences are relevant to the topic.

### Determining Importance

- 1 – May be able to identify the topic.
- 3 – Can identify the topic and retell important ideas and some details. Can identify some key words.
- 5 – Can identify main ideas and key words, and is able to summarize in own words.

### Making Connections

- 1 – Is unable to make connections to the text.
- 3 – Can make both personal connections and connections to background knowledge. Connections are meaningful (relevant to the content).
- 5 – Is able to make text-to-self, text-to-text, and text-to-world connections. Can express how the connections have helped enhance understanding.

### Transforming/Synthesizing

- 1 – Is not able to identify new thinking. May be able to retell but not rethink the text.
- 3 – Understands that readers sometimes develop new thoughts from reading. Is able to apply some of the reading strategies to the text. New thinking may be shown only with facts.
- 5 – Is able to find simple ways of rethinking the text. Independently uses all of the reading strategies. Uses experiences and text to identify a new perspective or thought that enhances meaning and deepens understanding.

Source: Adapted from Nonfiction Reading Power by Adrienne Gear, Pembroke Publishers, c. 2008

# Literacy Focus

## Reading Strategy Review



Good readers . . .

. . . *make connections*. As they read they think about what the text reminds them of. This thinking – or reminding – is called *connecting*.

. . . *ask questions* before, during, and after they read. Sometimes, the answers to these questions can be found right in the story. Sometimes, the answer has to come from you.

. . . *visualize*. As they read, they make pictures or a movie in their head. These pictures or movies are called *visualizing*.

. . . *make inferences*. They fill in, in their heads, what is not written or shown on the page. *Predicting* is one kind of inference.

. . . *determine importance*. They sift and sort information in their heads, making decisions about what information they need to remember and what information they can ignore.

. . . *transform* their thinking. They add their background knowledge, their experience, and their thinking to what they are reading to come up with a new way to think about something.

Sources: Gear, Adrienne, *Nonfiction Reading Power*, Pembroke Publishers, c. 2008; Harvey, Stephanie and Goudvis, Anne, *Strategies That Work*, Stenhouse Publishers, c. 2000; and Hoyt, Linda, Mooney, Margaret, and Parkes, Brenda, *Exploring Informational Texts*, Heinemann, c. 2003.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Article title: \_\_\_\_\_

## Reading Strategies Assessment

1. What is one meaningful connection you can make?

\_\_\_\_\_

2. Write one 'right there' question that you have.

\_\_\_\_\_

3. Write one 'in your head' question. Then, answer this question.

\_\_\_\_\_

\_\_\_\_\_

4. Write down important points from one section of the article. Then, write a nugget summarizing the most important points.


5. Explain how this article has changed your thinking on this topic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Oh, Rats!



Do you smell a rat? Probably not if you live in Alberta. It's Canada's only rat-free province. No rats allowed! Folks there make sure the rodents are not welcome. They've been doing it for over 70 years.

## A menace

Alberta's rat control program was launched in 1950. That's when rats were discovered on a farm near the Saskatchewan border.

They were officially declared pests. Albertans received leaflets in the mail about this new "menace." Radio broadcasts warned about the threat posed by rats.

Alberta set up a rat control zone along its border with Saskatchewan. That 600-kilometre corridor is still in place today. The government hires rat inspectors to patrol the corridor.

## On the lookout

It's not that rats don't ever sneak into Alberta. Occasionally, they do. Usually they hitchhike in a vehicle coming from B.C. But they aren't allowed to take up residence.

Albertans know to keep watch. If they spy a rat, they contact the rat hotline. The rat control inspectors sweep in.

Usually the rat sighting is a false alarm. It's not a rat at all — just a case of mistaken identity. It might be a muskrat, a different rodent entirely. Or a gopher. Maybe even a mouse.

"Albertans have never lived with rats," says the rat patrol manager. "So they don't know exactly what they look like."

But about 30 rats — actual rats — are discovered each year. The rat inspectors quickly eradicate them.

“I’m encouraged because people are aware of the program,” says the manager.

Albertans are “all very proud of the fact that we’re rat-free.”

## About rats

According to Alberta’s rat control website, rats are the most destructive animals in the world. They eat farmers’ crops. They destroy property. They spread diseases.

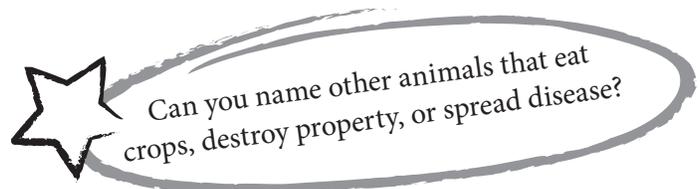
Rats must chew continuously to wear down their front teeth. If not, the teeth can grow five to ten centimetres per year. They chew plywood, wood timbers, plastic panelling, frozen ground, and even concrete. They chew holes in the walls and floors.

Norway rats are the most common rat species. They are also the biggest, about 40 centimetres long. Their tail is shorter than their body.

Black rats, also called roof rats, are slightly smaller. Their tail is longer than their body. They are more common in B.C. They don’t normally cross the Rocky Mountains into Alberta. But sometimes they catch a ride on a transport truck.

A couple of rats can quickly become an infestation. That’s why Albertans need to stay vigilant. A Norway rat can produce up to 12 litters per year. Each litter has 12 to 18 offspring.

You do the math!



# Oh, Rats!

## Comprehension Check

Mark the statements **T** (True) or **F** (False). If a statement is *true*, write one fact to support it on the lines below. If a statement is *false*, write the word or words that make it true on the lines below.

- \_\_\_\_\_ 1. Alberta's rat control program was launched in 1950.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 2. If Albertans spy a rat, they contact the police.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 3. About 30 actual rats are discovered in Alberta each year.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4. Albertans are disappointed that the province is rat-free.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 5. Rats are the most destructive animals in the world.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 6. A rat's teeth can grow five to ten centimetres per year.  
\_\_\_\_\_  
\_\_\_\_\_

# Oh, Rats!

## Language Focus

An *adjective* is a word that describes a noun.

For example: Wild animals are fascinating.

A. In the sentences below, underline the adjective(s) and circle the noun(s).

1. Rats are considered to be destructive animals.
2. Rats can spread infectious diseases.
3. They chew large holes in the walls and floors.
4. About 30 unwanted rats are discovered each year.
5. Rats are big pests.
6. Their short tail looks like a strip of leather.
7. Rats are smart.
8. Albertans received informative leaflets in the mail.
9. They chew plywood, wood timbers, plastic panelling, frozen ground and even concrete.
10. Rats were discovered on a large farm near the border.

B. Now, rewrite five of the sentences above, replacing the adjectives with your own.

In what ways do adjectives make writing stronger?

# Oh, Rats!

## Lesson Plan

### Before Reading:

- Write the following rat idioms on the board, overhead transparency or a piece of chart paper:
  - Oh, rats!
  - Rat race
  - I smell a rat.
  - He looks like a drowned rat.
  - To rat on someone.
- Discuss their meaning. Ask students to infer why rats have such a negative reputation.
- Next, read the title of the article and the introduction aloud. Facilitate a *Think-Pair-Share* discussion. First, have partners predict what they might learn about rats in Alberta. Then, ask them to generate questions. Record and post their predictions and questions.

### During Reading:

- As they read the article, direct students to underline or highlight important facts about rats and how Alberta became Canada's only rat-free province.

### After Reading:

- Revisit the before reading predictions and questions. Put a check mark (✓) next to predictions that were affirmed (found to be true) and questions that were answered in the article.
- Distribute to each student or pair of students, a copy of *What's So Important About Rats?* (p. 12). Direct students to use the article as a reference and to record what they learned about rats and Albertans in the What's Important? column of the organizer. (Draw their attention to the headings as an organizing structure.) Then ask them to consider and explain the significance of each fact in the Why? Column. For example, in the introduction we learn that:

What's important?	Why?
<i>Alberta is Canada's only rat-free province.</i>	<i>This shows that when citizens work together, over time, they can successfully prevent a problem—in this case, keeping rats out of the province.</i>

- When students have completed the chart, ask them to synthesize their learning. Challenge them to use one of the rat idioms, introduced in the before reading activity, to summarize the big idea—or the most important idea—of the article (that is, what should everyone know about rats in Alberta?). Have them copy the idiom on the back of their organizer, then explain or illustrate their connection.
- Criteria for assessment:** An **effective inference** is *plausible* (likely to be true) and *well-supported* (with relevant reasons from the text and/or students' background knowledge). A **powerful connection** *fully explains the significance of the idiom as it relates to the facts in the article.*

## Lesson Plan

### Extensions:

- Similar or different?:** Invite students to compare Norway rats and Black rats. As a class, discuss potential categories of comparison such as appearance, diet, location, and diseases carried. Encourage students to supplement the information in the article with additional research (see suggested links in Internet Connections). Ask students to summarize their findings on a Venn diagram or comparison chart. There are several downloadable templates online.
- Examine historical posters:** Several posters were created to spread awareness of rats when the rat control program was first introduced in Alberta. Using appropriate technology, project one or more of the posters found in Internet Connections. As a class, decipher the artists' message in these promotional materials, including the:
  - impact of spatial composition of subjects in the image;
  - visual techniques used;
  - details included in the posters.Refer to the downloadable lesson from The Critical Thinking Consortium (TC2) "Decipher the artist's view" for a suggested lesson sequence. The link is also found in **Internet Connections**.

### Internet Connections:

- Read more about this news story:  
<https://www.cbc.ca/news/canada/edmonton/rats-alberta-sightings-1.6385519>
- See how Alberta's Rat Control does its job:  
<https://youtu.be/euIwZobv1TE> [1:57]  
<https://youtu.be/-iq9akeofek> [5:42]
- Learn more about the Rat Control Program:  
<https://www.alberta.ca/albertas-rat-control-program.aspx>
- Can you identify a rat? Check out these websites:  
<https://www.alberta.ca/identifying-rats.aspx>  
<https://www.automatictrap.com/blogs/news/how-to-identify-what-type-of-rat-you-have>
- View some of the historical posters used to educate Albertans about the dangers of rats:  
<https://www.alberta.ca/assets/images/af-rat-awareness-poster.jpg>  
[https://foreignpolicy.com/wp-content/uploads/2019/03/4\\_rat\\_poster\\_patrol\\_alberta\\_canada.jpg](https://foreignpolicy.com/wp-content/uploads/2019/03/4_rat_poster_patrol_alberta_canada.jpg)
- Download a lesson on investigating images from TC2:  
<https://tc2.ca/sourcedocs/uploads/InvestigatingImages/Decipher%20artist%E2%80%99s%20views-03.pdf>

*Note:* All URLs are posted as links at <http://www.lesplan.com/en/links>

# Oh, Rats!

## What's So Important About Rats?

### A menace

What's important?

Why?

### On the lookout

What's important?

Why?

### About rats

What's important?

Why?

# Map: Alberta

Complete this map assignment to help you better understand the context of the article *Oh, Rats!*

Label the following, then colour:

## Provinces and Territory

- British Columbia
- Alberta
- Saskatchewan
- Northwest Territories

## Lakes

- Lake Athabasca
- Lesser Slave Lake

## Rivers

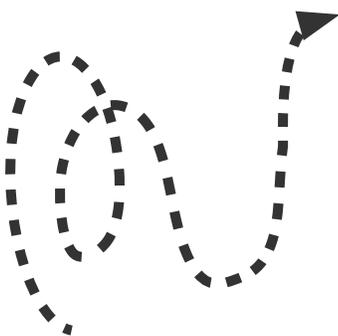
- South Saskatchewan River
- North Saskatchewan River
- Bow River
- Red Deer River
- Athabasca River
- Slave River
- Peace River

## Cities

- Edmonton
- Calgary
- Red Deer

## Other

- United States



## Challenge:

You can use the scale at the bottom of a map to calculate distances.

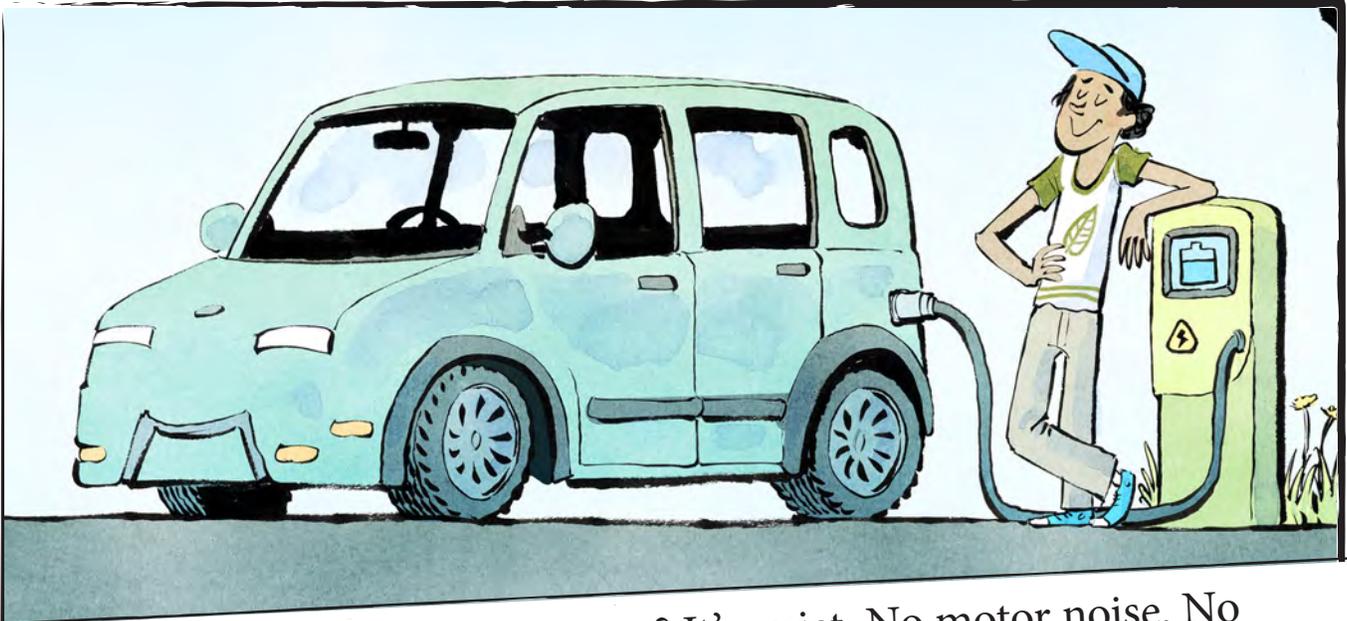
What is the approximate length of Alberta's border with B.C.?  
With Saskatchewan?

What is the approximate distance between Calgary and Edmonton?  
Between Red Deer and the American border?

A good map is *complete, accurate, and visually appealing.*



# A New Kind of Ride



Ever driven in an electric car? It's quiet. No motor noise. No exhaust spewing out pollution. Instead, this car runs on an electric battery. Plug it in, charge it up, and you are good to go!

Soon we'll all be more familiar with electric vehicles (EVs). Plenty of people will be driving them. It's part of Canada's climate change plan.

"We know we need to cut emissions. We know we need to reduce pollution," said Prime Minister Trudeau. "And one of the best ways of doing that is to get more clean cars on the road."

The government has set targets. By 2026, 20 percent of all new vehicles sold must be EVs. By 2030, this rises to 30 percent. By 2035, all new vehicles will be EVs.

Your family may continue to drive its gas-powered car for a while. But you'll be sharing the road with more EVs.

## Fill 'er up — with electricity

We can't just snap our fingers and switch the country to electric vehicles. A few things need to be in place.

First, we need to have enough EVs for people to buy. They need to be available. At present, that's a problem. If you want to buy an electric vehicle, you might have a long wait.

But carmakers are ramping up production. There are even plans to make electric vehicles at factories in Ontario.

Second, we need to have enough charging stations. Some people will be able to plug in their cars at home. But what about people living in apartment buildings? How do they plug in their cars? Or what about people who are driving on vacation?

Some Canadian rail companies are now testing electric locomotives.



You've probably begun seeing public charging stations where you live. We'll need more — all across the country. The government has promised funding for thousands more stations.

## Batteries

EVs run on batteries. To make enough batteries, Canada will need a supply of nickel and other minerals. Luckily, Canada has these mineral resources — in the ground. The government plans to invest billions to build mines and refineries.

## Sticker price

One reason not everyone is jumping into EVs? They're expensive! Currently, EVs cost more than gas-powered vehicles.

But they are cheaper to run and maintain. Over the long term, they actually cost less.

There are no gasoline costs. That means that as the price of gas rises, EVs look better and better.

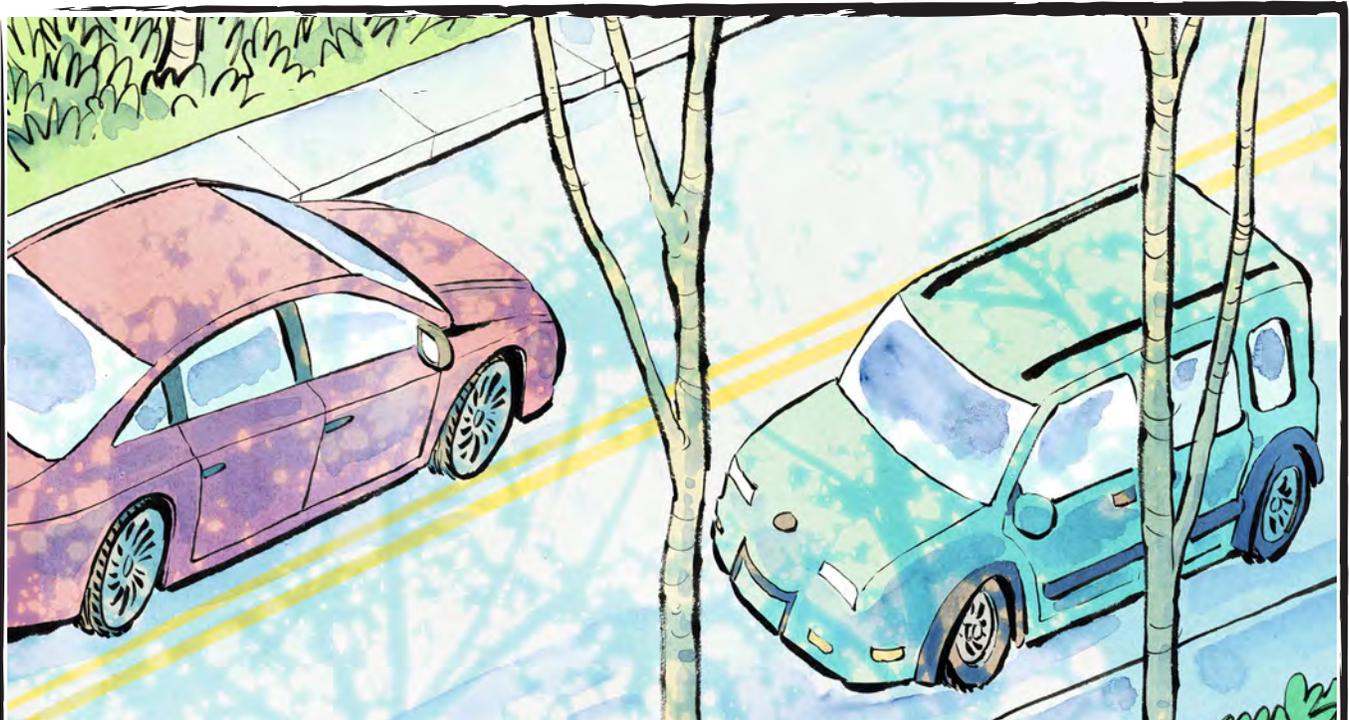
What's the biggest reason to switch to an EV? Look at its exhaust pipe. What? You can't see it? That's because there isn't one.

There's no exhaust. No pollution. No carbon emissions. This is a clean, green machine.

It's our ride into a net-zero future. Buckle up.



As you see it, what is the importance of EVs?



Transportation is the second-highest source of greenhouse gas emissions in Canada, after the oil and gas industry.

# A New Kind of Ride

## Comprehension Check

Answer the questions below in complete sentences:

1. What do electric cars run on?

---

2. What percentage of all new vehicles sold by 2026 must be EVs?

---

---

3. The government has promised funding for what important equipment?

---

---

4. What is one reason why not everyone is purchasing EVs?

---

---

5. As the price of gas rises, EVs look better and better. Why?

---

---

# A New Kind of Ride

## Language Focus

Match each word from the list below with its correct definition:

**exhaust**    **familiar**    **target**    **continue**    **available**  
**funding**    **promise**    **expensive**    **pollution**

1. \_\_\_\_\_ well known
2. \_\_\_\_\_ costing a lot of money
3. \_\_\_\_\_ waste gas expelled from an engine
4. \_\_\_\_\_ a substance that is harmful or poisonous to the environment
5. \_\_\_\_\_ an objective towards which efforts are directed
6. \_\_\_\_\_ able to be used or obtained
7. \_\_\_\_\_ to persist in an activity
8. \_\_\_\_\_ the assurance that someone will do a particular thing
9. \_\_\_\_\_ money provided for a particular purpose

# A New Kind of Ride

## Lesson Plan

### Before Reading:

- Using appropriate technology, project an image of a present-day electric vehicle, such as those found in **Internet Connections**. Invite students to observe the image closely and brainstorm what they know (or think they know) about electric cars. Record their ideas on the board, overhead transparency or a piece of chart paper. Alternatively, photocopy and paste one of the images on an 8.5 X 11" piece of paper. Make enough copies so pairs of students can record their observations.
- Next, write the title of the article and headings on the board, overhead transparency, or a piece of chart paper. Facilitate a *Think-Pair-Share* discussion, asking partners to predict what they might learn about electric vehicles in the article based on these text features. If students are recording their thinking on paper, encourage them to use a different coloured pencil for their predictions.

### During Reading:

- As they read the article, direct students to underline or highlight important facts about EVs and their future in Canada.

### After Reading:

- Revisit the before reading brainstorm. As a class, reflect on what was learned about EVs. Place a check mark (✓) next to the predictions that were affirmed in the article.
- Distribute to each student a copy of **Thinking Critically About EVs** (p. 21). Direct students to use the article to extract and record the advantages of EV's, current problems and solutions with them, and future considerations for electric vehicles in Canada. Suggest that some of the ideas will be found directly in the article but others will need to be inferred—students will need to use clues or evidence in the article to draw logical conclusions.
- When students are finished recording, you may wish to challenge them to use found and recycled materials to build a model of a future EV-friendly city, given what they learned from the article.
- Criteria for assessment:** An **effective inference** is *plausible* (likely to be true) and *well-supported with relevant reasons* (from the text or students' background knowledge).

### Extensions:

- Design an EV ad:** Introduce or review common persuasive advertising techniques. Then look at ads for early and present-day electric vehicles, comparing the persuasive techniques advertisers used to sell EVs then and now. Examples of early electric car ads are listed in **Internet Connections**. Present-day ads can easily be found doing an image search on any web browser. Check out the suggested links in Internet Connections for a lesson on persuasive advertising techniques from *ReadWriteThink.org* and examples of persuasive techniques (a blog and video).
- Are EVs really a 'new kind of ride'?:** Encourage students first to learn more about the history of electric vehicles by examining the links in **Internet Connections** and comparing the first electric vehicles with those produced today. After identifying/infering the similarities and differences,

# A New Kind of Ride

## Lesson Plan

ask students to respond to the question: *Are EV's really 'a new kind of ride'?* You may wish to have students use a 'Yes, because...No, because...' note making organizer to record their findings and organize their thinking before making a judgment.

Alternatively, ask students to conduct further research on the advantages and disadvantages of EVs using the suggested links in **Internet Connections** before identifying the biggest advantage and biggest disadvantage.

### Internet Connections:

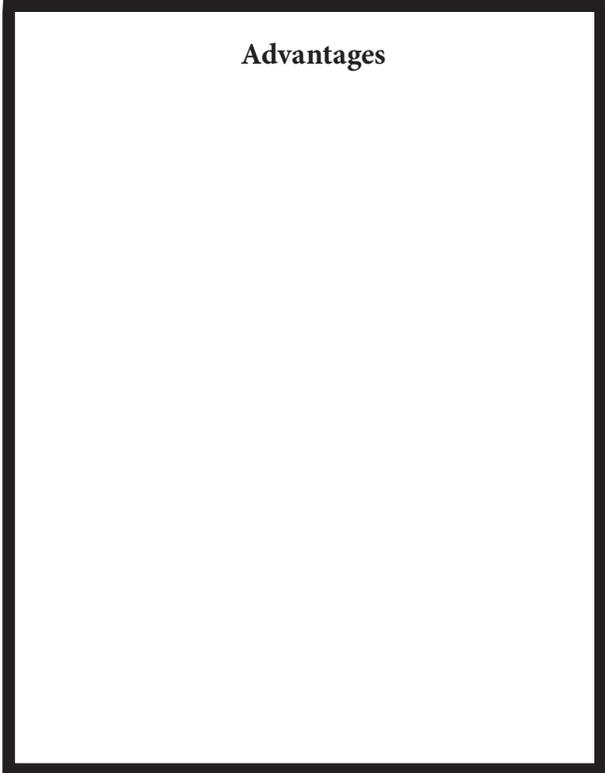
- See which EVs are currently sold in Canada:  
<https://www.caa.ca/sustainability/electric-vehicles/electric-vehicles-available-in-canada/>  
<https://www.plugndrive.ca/electric-cars-available-in-canada/2/>
- Learn more about the Canadian government's Emission Reduction Plan:  
[https://www.canada.ca/en/services/environment/weather/climatechange/climate-plan/climate-plan-overview/emissions-reduction-2030.html?utm\\_campaign=not-applicable&utm\\_medium=vanity-url&utm\\_source=canada-ca\\_emissions-reduction-plan](https://www.canada.ca/en/services/environment/weather/climatechange/climate-plan/climate-plan-overview/emissions-reduction-2030.html?utm_campaign=not-applicable&utm_medium=vanity-url&utm_source=canada-ca_emissions-reduction-plan)
- Interested in how EVs work?  
<https://www.edfenergy.com/for-home/energywise/how-do-electric-cars-work>  
<https://youtu.be/4ONdsVs6ySo> [10:37]
- Advantages and disadvantages of EVs:  
<https://www.conserve-energy-future.com/advantages-and-disadvantages-of-electric-cars.php>  
<https://www.energysage.com/electric-vehicles/101/pros-and-cons-electric-cars/>
- Electric cars—then and now:  
Then: <https://www.gizmodo.com.au/2020/06/electric-vehicle-history-ev-ford-tesla/>  
<https://krisdedecker.typepad.com/.a/6a00e0099229e888330133ecda7bd2970b-pi>  
Today: <https://www.smartcitiesworld.net/opinions/opinions/are-the-barriers-to-electric-cars-lower-than-we-think>  
<https://www.motor1.com/news/534998/bmw-ev-range-373-miles/>
- Persuasive advertising techniques:  
<https://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising>  
<https://www.wordstream.com/blog/ws/2019/08/13/persuasive-ads>  
<https://youtu.be/B4sT6IideIc> [4:51]
- Early electric car ads:  
<https://psmag.com/environment/electric-cars-44397>  
<https://insideevs.com/news/319263/in-early-1900s-electric-vehicle-market-share-in-us-was-37-ice-only-22/>

*Note:* All URLs are posted as links at <http://www.lesplan.com/en/links>

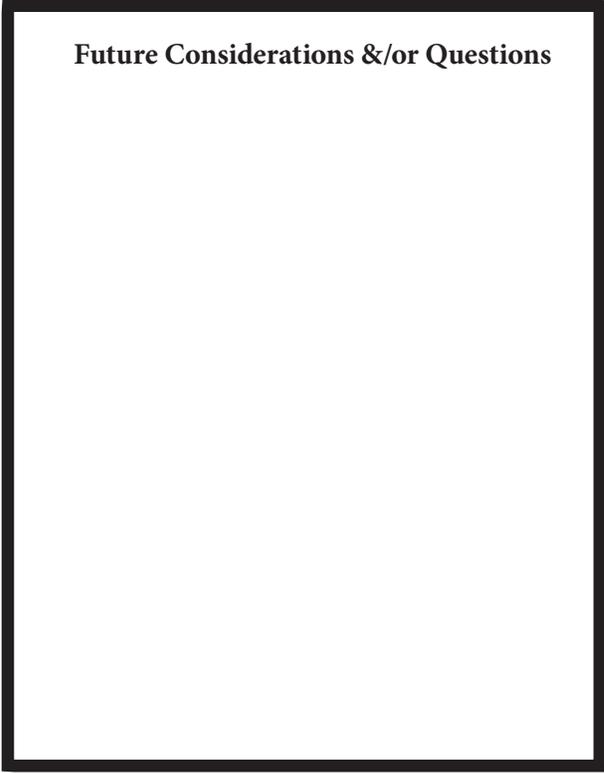
# A New Kind of Ride

## Thinking Critically About EVs

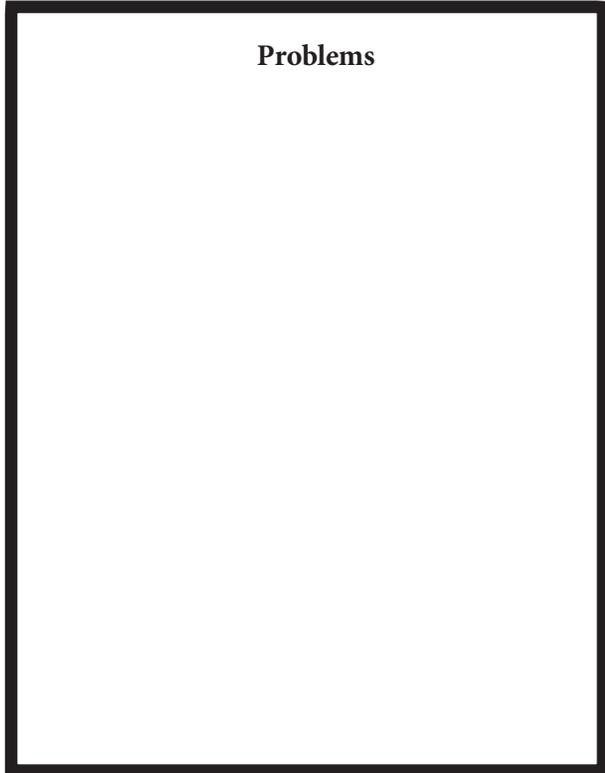
**Advantages**



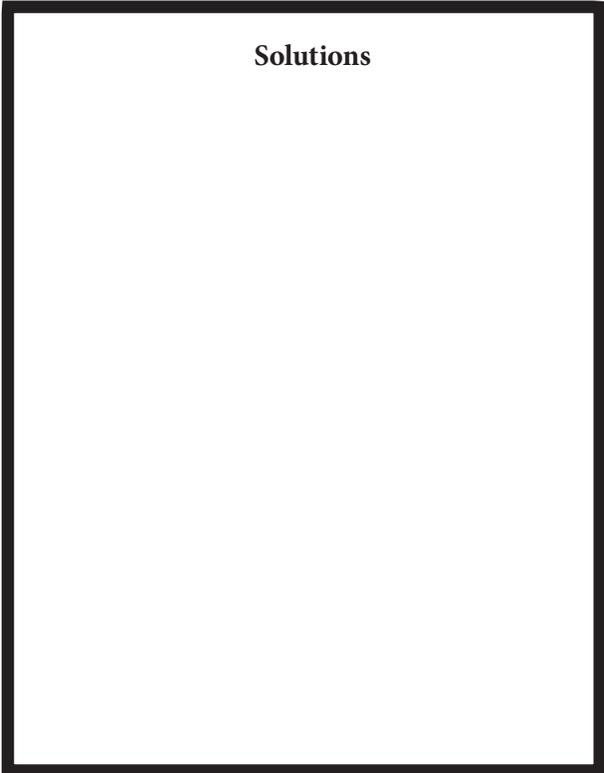
**Future Considerations &/or Questions**



**Problems**



**Solutions**



# Canada: A Safe Haven



What would it be like to flee your home? Suppose you had to seek safety in another country. Learn a new language. Go to a new school. Start a new life. All while worrying about friends and relatives you left behind.

In early May, a plane arrived in St. John's, Newfoundland and Labrador. It carried 166 refugees from Ukraine. Fifty-five were children.

They were greeted by cheering crowds waving Ukrainian flags. Students from a junior high school created welcoming posters.

"I just want all the Ukrainians to feel welcome here in Canada," said one of them, a Grade 8 student.

The province's premier said it was a proud day for the province.

"These are people who have lost their homes. Many [homes]... have been destroyed by missiles. They have no place to call home. We want to provide a home for them."

## War in Ukraine

The refugees left a country devastated by war. The Russian army invaded Ukraine on February 24th. Ukrainian forces have been fighting back ever since. Countries such as Canada have been supporting Ukrainian efforts.

The war has destroyed buildings, bridges, hospitals, schools, and entire towns. Residents have sheltered in basements and subway stations. Thousands of ordinary Ukrainians have been killed or wounded. Many have fled the violence.

The United Nations says nearly six million Ukrainians have left the country. Some 3.5 million of them have crossed into neighbouring Poland. That country can't care for them all.

## Welcome to Canada

Canada has agreed to accept thousands of Ukrainians. Some will just be here for a short time. When the war is over they want to return home. Others will settle in Canada permanently.

By May 9th, 19,000 Ukrainians had arrived in Canada. Tens of thousands more will be arriving.

Why is Canada a good choice for refugees? Many people of Ukrainian descent already live here. Some still speak the Ukrainian language.

These Ukrainian-Canadians fled their homeland in the past. They chose to come to Canada for a better life. Many settled on the Prairies. They helped to build this country.

Now they are helping a new wave of Ukrainian refugees to settle in Canada.

In some cases, the people they are welcoming are actually relatives.

## Yeah! Let's do that!

"I'm happy!" said one of the refugees after arriving in St. John's. "I got a job on my first day. It's just perfect."

Another refugee also sounded upbeat.

"They offered me a flight. I was like, "Yeah! Let's do that! I'm going to Newfoundland."

It won't all be easy, however. Immigrants face many challenges. What's more, newcomers worry about their family and friends still in Ukraine. But at least here they are safe.

"We will welcome them with open arms," says the Canadian government minister in charge of immigration.

★ As you see it, what makes Canada a great country to live in?



# Canada: A Safe Haven

## Comprehension Check

Write the letter of the *best* answer in the space beside each question.

\_\_\_\_ 1. Where did the plane carrying Ukrainian refugees land?

- a) Gander.
- b) Toronto.
- c) Halifax.
- d) St. John's.

\_\_\_\_ 2. What has destroyed many Ukrainian homes?

- a) Missiles.
- b) Bombs.
- c) Tanks.
- d) Gunfire.

\_\_\_\_ 3. What happened on February 24th?

- a) The Russian army invaded Ukraine.
- b) A plane of refugees arrived in St. John's.
- c) Canada agreed to accept thousands of Ukrainian refugees.
- d) One of the refugees got his first job.

\_\_\_\_ 4. According to the United Nations, how many Ukrainians have left the country?

- a) 19 thousand.
- b) Six million.
- c) 3.5 million.
- d) 166.

\_\_\_\_ 5. Why is Canada a good choice for refugees?

- a) There are a lot of jobs in Canada.
- b) Refugees are greeted by cheering crowds waving Ukrainian flags.
- c) Many people of Ukrainian descent already live here.
- d) Canada has agreed to accept thousands of Ukrainians.

# Canada: A Safe Haven

## Language Focus

How many new words can you make using the letters from each of the words in the bubbles?

NEWFOUNDLAND

IMMIGRATION

GOVERNMENT

CANADIAN

# Canada: A Safe Haven

## Lesson Plan

### Before Reading:

- Using appropriate technology, project the **infographic** (p. 29) that shows where and how many Ukrainian refugees have fled to neighbouring countries since Russia's invasion of Ukraine in February. Ask students to look closely at the infographic and to share their observations. If needed, draw their attention to the date.
- Offer the following facts:
  - most refugees have crossed to the European Union through border points in Poland, Slovakia, Hungary, Moldova, and Romania, where volunteers and governments have worked quickly to help them find accommodation and provide support;
  - as of May 11th, over 6 million Ukrainians have left Ukraine;
  - 3,5 million have now sought refuge in Poland (almost double the number reported on the map);
  - Canada, the USA, Great Britain, and other European countries have also reached out to support Ukrainian refugees;
  - to date, Canada has approved more than 54,000 Ukrainians to come to Canada.
- Next, project the **news photo** (p. 30) of a Ukrainian family waiting at a train station in Poland. Facilitate a Think-Pair-Share discussion, inviting partners to consider what it would be like to:
  - flee your home,
  - seek safety in another country,
  - learn a new language,
  - go to a new school,
  - start a new life,
  - worry about friends and relatives you left behind.
- Record students' responses in large speaking (what might they say), thinking (what might they think) and heart bubbles (what might they feel) on the board, overhead transparency, or a piece of chart paper.
- Finally, read the title of the article and headings aloud. Ask students to predict what the article is about based on these text features.

### During Reading:

- As they read the article, direct students to underline or highlight important facts about Ukrainian refugees coming to Canada.

### After Reading:

- Distribute to each student, or pair of students, a copy of one of the photos of Ukrainians being welcomed at the airport in Newfoundland (listed in **Internet Connections**).
- Ask students to carefully examine the photograph. Direct them to label all they see in the image. Encourage them to be specific and include obvious and less obvious details. For example, if they see a man in the photograph, they might label his:
  - facial features (blue eyes, crooked nose, toothless smile, greying hair);

# Canada: A Safe Haven

## Lesson Plan

- clothing (torn black pants, rubber boots, red plaid long-sleeved shirt);
- actions (sitting on a log);
- objects (holding an axe and a large branch), surroundings (cedar trees, ferns, cones, needles on the ground).

Inform them that their photograph will be filled with words.

- Then, ask them to consider what it would be like to be one of the Ukrainian refugees arriving in Newfoundland:
  - at the airport (an unfamiliar place);
  - welcomed by a group of strangers (whom you don't understand) holding signs (which you can't read);
  - and starting a new life.
- Encourage students to brainstorm and record (on the photograph) the possible words, thoughts, and feelings a refugee might experience, using speaking, thinking, and heart bubbles.
- Finally, challenge students to write a diary entry, from the perspective of one of the Ukrainian refugees, describing their arrival in Newfoundland.
- Criteria for assessment:** A **plausible diary entry** should be *accurate* (facts are consistent with what is shown in the photograph as well as those found in the article); *complete* (includes the important 5W's + H); *include logical words, thoughts and/or feelings*; and *clear* (well-written, free from errors).

## Extensions:

- Write a welcome letter:** Students may be interested in writing a letter to one of the Ukrainian refugee families, welcoming them to Canada. As a class, discuss potential content ideas before students begin their drafts (e.g., introduce themselves—name, age, interests; acknowledge the challenges faced by the family fleeing from the war and/or arriving in a strange country; advice for adjusting to Canadian school). If necessary, teach students how to format a friendly letter. See **Internet Connections** for a useful video and example.
- What would you bring?** Invite students to imagine what they would pack into a suitcase, if they were forced to leave their homes because of a war (or other natural disaster) and move to a new country. Students could list or draw the items they would bring with them, then share their suitcases and rationales with a partner or in a small group. There are several free printable suitcase templates online.

# Canada: A Safe Haven

## Lesson Plan

### Internet Connections:

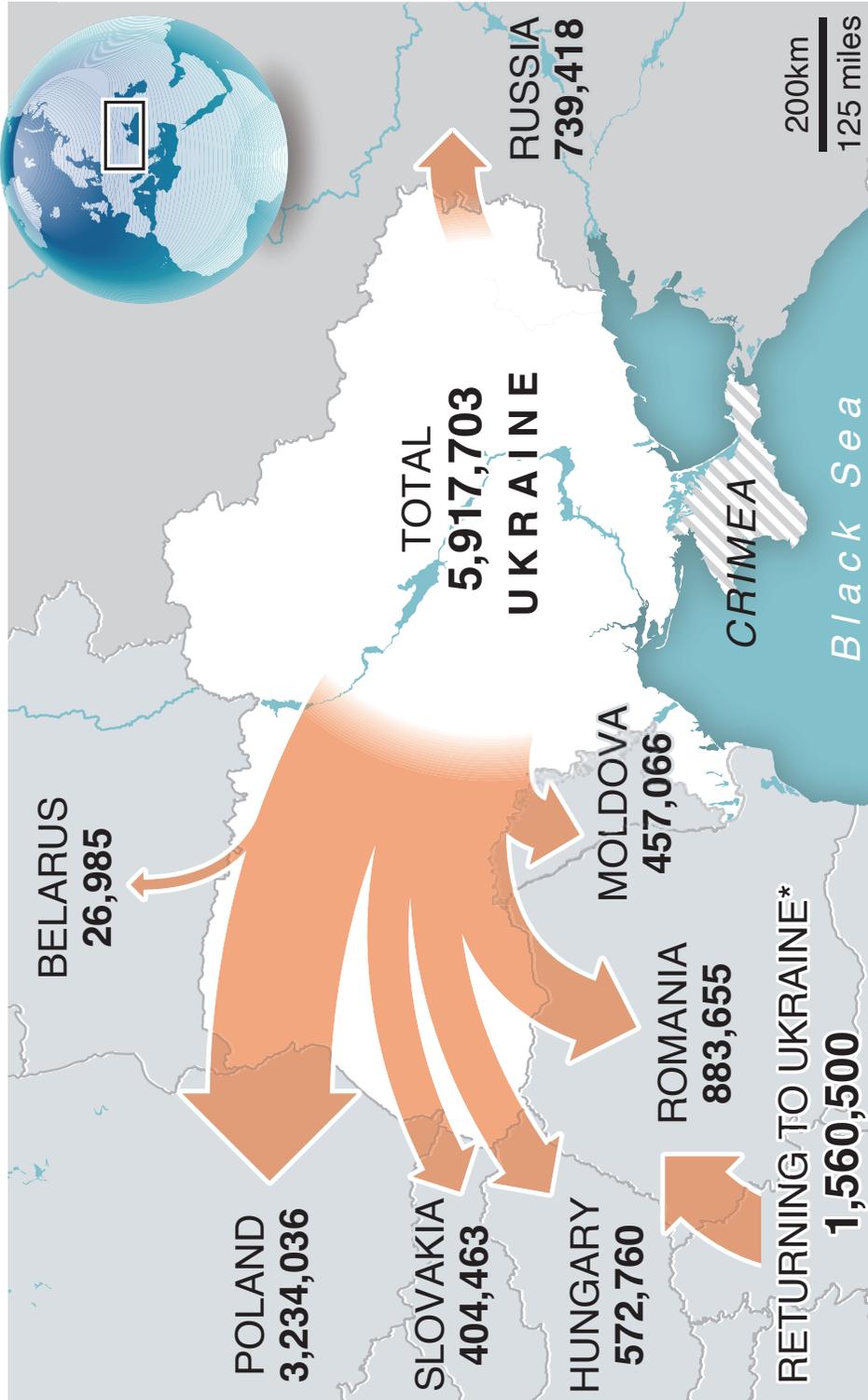
- Learn more about this news story:  
<https://globalnews.ca/news/8819638/newfoundland-ukraine-refugees/>  
<https://www.cbc.ca/news/canada/newfoundland-labrador/ukrainians-arrive-in-st-johns-1.6446713>  
<https://atlantic.ctvnews.ca/tears-hugs-and-joy-in-st-john-s-as-166-ukrainian-refugees-arrive-from-poland-1.5895918>
- View photos of Ukrainian refugees being welcomed to Newfoundland:  
<https://images.app.goo.gl/LGoKtQzN28JwhH3n8>  
<https://images.app.goo.gl/qSchGPkrNJLYtEQd9>  
<https://images.app.goo.gl/n3WSRAjgnFsSJU4B6>
- See what Canada is doing to help Ukrainian refugees:  
<https://www.cicnews.com/2022/05/canada-providing-charter-flights-to-facilitate-the-arrival-of-ukrainian-refugees-0525366.html#gs.o67zzp>  
<https://www.ctvnews.ca/politics/canadian-government-charters-flights-for-ukrainians-fleeing-war-1.5898327>
- Find out what different countries are doing to support Ukrainian refugees:  
<https://www.globalcitizen.org/en/content/ukraine-refugees-how-countries-globally-helping/>  
<https://www.aljazeera.com/news/2022/5/12/more-than-six-million-refugees-have-fled-ukraine-un>
- Learn how to write a friendly letter:  
<https://youtu.be/y2d-odIimgY> [2:18]  
<https://images.app.goo.gl/prWKKfH27YhhAxhc6>

*Note:* All URLs are posted as links at <http://www.lesplan.com/en/links>

# Canada: A Safe Haven

## Infographic

### Refugees fleeing war in Ukraine



Note: Many refugees have moved on to other European countries. Accumulated data is higher than total number stated as it includes people crossing border between Romania and Moldova

\*Not deducted from refugee total as does not necessarily indicate sustained returns

Source: UNHCR

Data as of May 9, 2022

© GRAPHIC NEWS

Name: \_\_\_\_\_

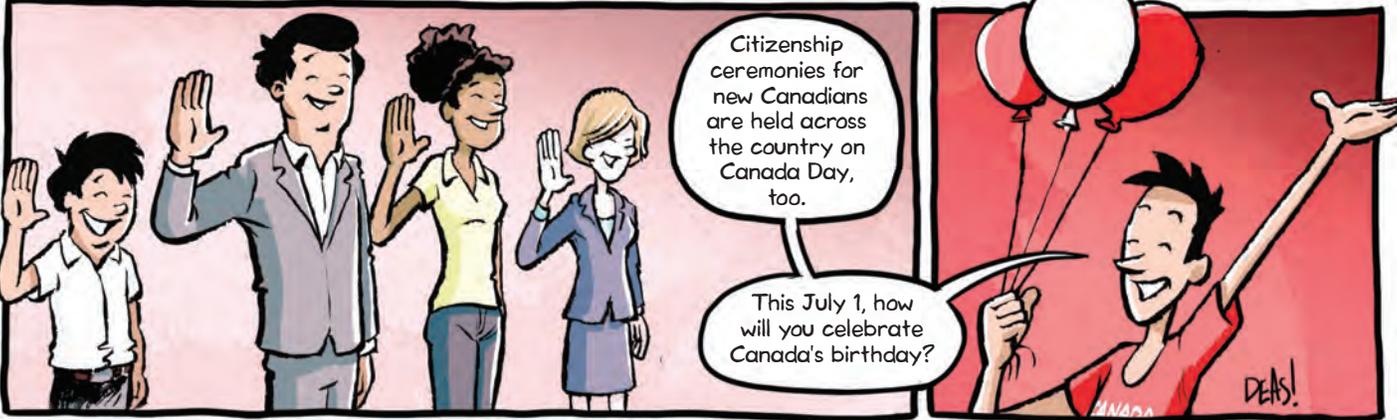
Date: \_\_\_\_\_

# Canada: A Safe Haven

## News Photo



Refugees with children wait for transportation after fleeing the war in neighbouring Ukraine at a railway station in Przemysl, Poland, on March 24, 2022. (AP Photo/Sergei Grits)



# Canada Day

## Comprehension Check

Write the letter of the *best* answer in the space beside each question.

\_\_\_\_\_ 1. **Why is July 1 an important day in Canada's history?**

- a) It's a holiday.
- b) It's when B.C. became a country.
- c) It's Canada's birthday.
- d) None of the above.

\_\_\_\_\_ 2. **In Canada, what is another name for July 1?**

- a) Canada Day.
- b) National Day.
- c) Party Time!
- d) None of the above.

\_\_\_\_\_ 3. **What kinds of events are held across Canada on July 1?**

- a) Parades.
- b) Picnics.
- c) Fireworks.
- d) All of the above.

\_\_\_\_\_ 4. **Where is the biggest celebration held on July 1?**

- a) New York.
- b) Ottawa.
- c) Toronto.
- d) None of the above.

\_\_\_\_\_ 5. **Who participates in special ceremonies on July 1?**

- a) American tourists.
- b) All Canadians.
- c) New Canadians.
- d) None of the above.

As you see it, what is the importance of national holidays? Give reasons to explain your response.

## Answer Key

### Oh, Rats!

#### p. 8: Comprehension Check

1. True; 2. False; 3. True; 4. False; 5. True; 6. True.

#### p. 9: Language Focus

- Rats are considered destructive (animals).
  - Rats can spread infectious (diseases).
  - They chew large (holes) in the walls and floors.
  - About 30 unwanted (rats) are discovered each year.
  - Rats are big (pests).
  - Their short (tail) looks like a strip of leather.
  - (Rats) are smart.
  - Albertans received informative (leaflets) in the mail.
  - They chew plywood, wood timbers, plastic (panelling), frozen (ground) and even concrete.
  - Rats were discovered on a large (farm) near the border.
- p. 12: **What's So Important About Rats?** *Answers will vary but may include: A menace: What's important? Why?*
- 1) Alberta's rat control program was launched in 1950 when rats were first discovered in the province. This shows the program has been around for more than 70 years. (2) Rats were officially declared pests in the media (pamphlets, radio broadcasts). This shows that Albertans were educated on the threats posed by rats so they could be part of the solution. (3) Rat inspectors still patrol a 600-kilometre corridor along Alberta's border with Saskatchewan. This shows that hiring inspectors to check vehicles coming into the province helps keep rats out. **On the lookout:** *What's important? Why?* 1) Occasionally, rats enter Alberta from B.C. via vehicles but they are eradicated. This shows that careful inspection works at preventing rats from entering the province. (2) Albertans can contact the rat hotline if they spy a rat, and the rat control inspectors respond. This shows that the rat control program works. (3) Rat sightings are usually a false alarm. This shows that Albertans don't really know what rats look like because they've rarely seen them. **About rats:** *What's important? Why?* 1) Rats are the most destructive animals in the world. This shows that having a rat control program can prevent rats from destroying property and crops and keeping diseases from spreading. (2) Rats' front teeth grow 5-10 cm/year so they must chew continuously to wear them down. This shows that rats will chew anything to keep their teeth filed. (3) Norway and Black rats most commonly make their way into Alberta. This shows that these rats are not native to the province. (4) Two rats can breed and quickly cause an infestation. This shows the importance of eradicating rats as soon as they are discovered to prevent the population from growing.

### A New Kind of Ride

#### p. 17: Comprehension Check

##### 1. What do electric cars run on?

Electric cars run on an electric battery.

2. **What percentage of all new vehicles sold by 2026 must be EVs?** By 2026, 20% of all new vehicles sold must be EVs.

3. **The government has promised funding for what important equipment?** The government has promised funding for thousands more charging stations.

4. **What is one reason why not everyone is purchasing EVs?** Not everyone is jumping into EVs because they are expensive. Currently EVs cost more than gas-powered vehicles.

5. **As the price of gas rises, EVs look better and better. Why?** Over the long term, EVs actually cost less because there are no gasoline costs.

#### p. 18: Language Focus

**exhaust:** waste gas expelled from an engine;

**familiar:** well known

**target:** an objective towards which efforts are directed;

**continue:** to persist in an activity;

**available:** able to be used or obtained;

**funding:** money provided for a particular purpose;

**promise:** the assurance that someone will do a particular thing;

**expensive:** costing a lot of money;

**pollution:** a substance that is harmful or poisonous to the environment.

#### p. 21: Thinking Critically About EVs

*Answers will vary but may include some of the following.*

**Advantages:** quiet; don't pollute/emit carbon so they don't contribute to climate change; cheaper to run and maintain; cost less over the long term because you don't pay for gas

**Problems:** there are not enough EVs for people to buy so people have to wait a long time before they can buy one; there are not enough charging stations; Canada needs to mine nickel and other minerals for EV batteries; EVs are expensive, costing more than gas-powered vehicles; the transition from gas-powered to electric vehicles takes time

**Solutions:** increase the number of EVs produced; Canadian government has promised funding to build thousands more stations and to invest billions of dollars to build mines and refineries to extract nickel/minerals

**Future Considerations/Questions:** All new buildings will need to be designed with charging stations; older buildings may need to be retrofitted with charging stations; currently charging stations are free but with increased numbers and use, will the public be charged for using them? How will people travelling over long distances charge their vehicles? If all new vehicles will be electric by 2035, will they become cheaper?

### Canada: A Safe Haven

p. 24: **Comprehension Check** 1. d; 2. a; 3. a; 4. b; 5. c.

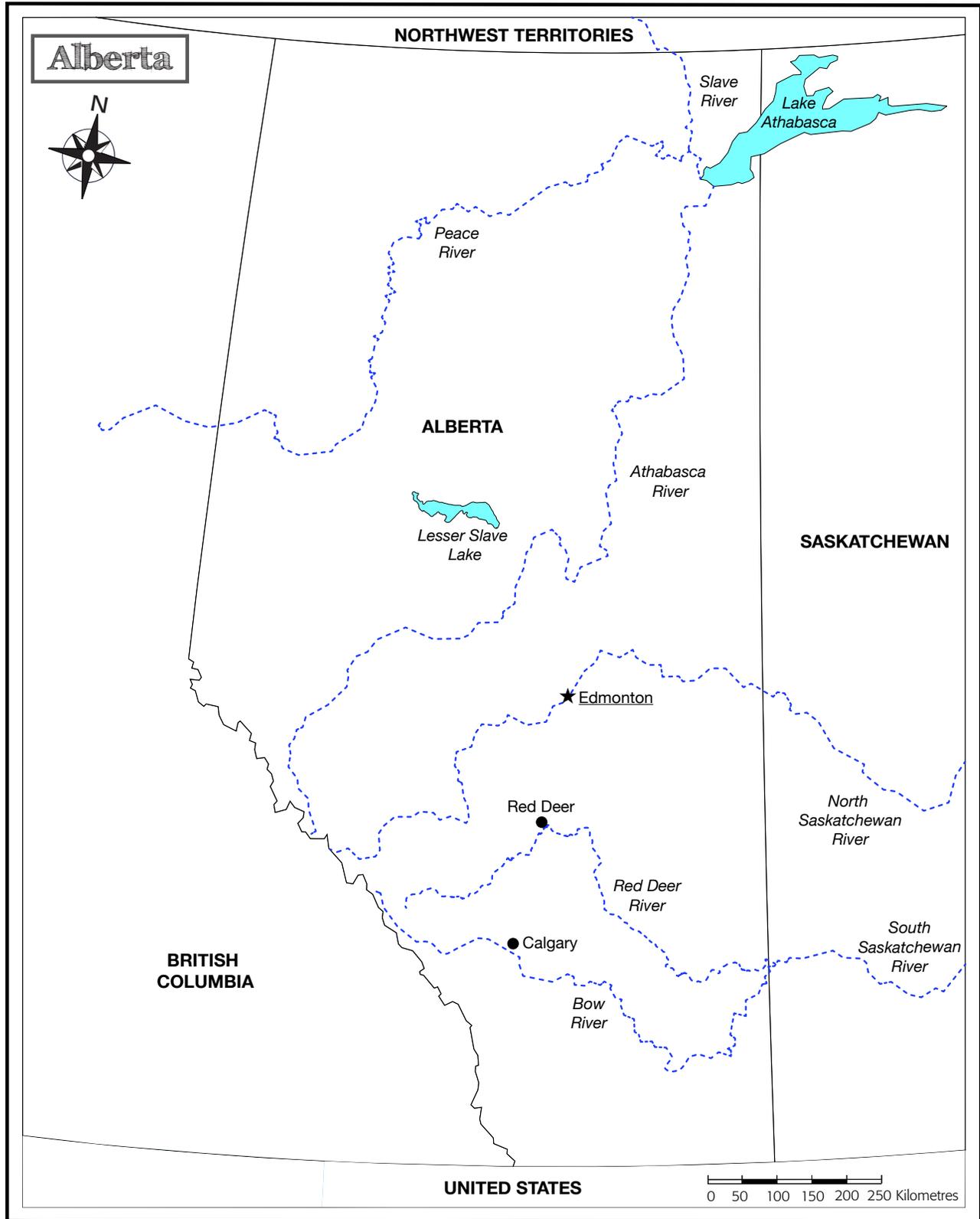
p. 25: **Language Focus** *Answers will vary.*

### Did You Know? Canada Day

p. 32: **Comprehension Check**

1. c; 2. a; 3. d; 4. b; 5. c.

## Answer Key



# Current Events, Clearly Explained



Students want to know what's happening in their world – but the news can be difficult and time-consuming to teach.

## WE HAVE THE SOLUTION. (Five, actually.)

### *The Canadian Reader*

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments



**Product details:** 8 issues. 36 pages. Available in English and in French for grades 3 and up.

### *Currents4Kids.com News4Youth.com*

- ✓ **Online** interactive resource
- ✓ Weekly news stories
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities



**Product details:** 38 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.

*Currents4Kids/Infos-Jeunes:* Grades 3 and up.

*News4Youth/Infos-Ados:* Grades 7 and up.

### *What in the World?*

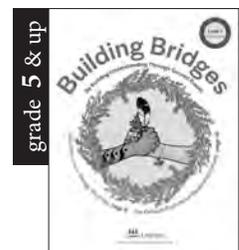
- ✓ PDF/Word resource
- ✓ National and international news stories
- ✓ Key vocabulary
- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
- ✓ Maps and illustrations



**Product details:** 8 issues. 38 pages. Available in English and in French, and in two reading levels, for grades 5 and up.

### *Building Bridges*

- ✓ PDF/Word resource
- ✓ Builds understanding of current events that impact Indigenous Peoples and all Canadians
- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind



**Product details:** 5 issues. Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

**1-888-240-2212** [www.lesplan.com](http://www.lesplan.com)

Contact us for a sample copy or free demo.

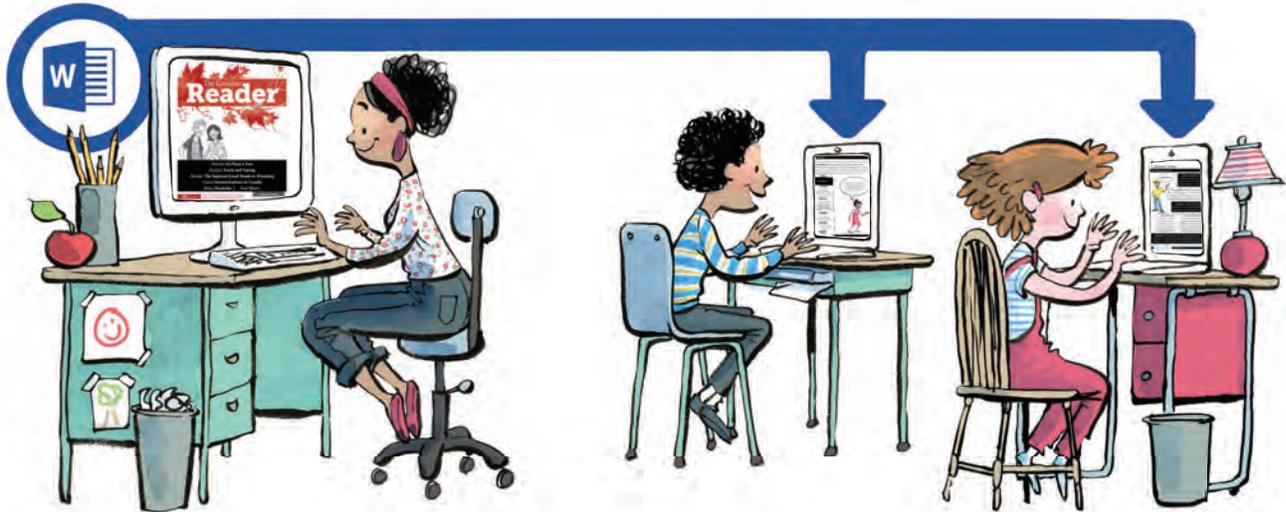
LesPlan Educational Services Ltd.

Visit: [www.lesplan.com](http://www.lesplan.com)

email: [info@lesplan.com](mailto:info@lesplan.com)

call toll free: 888 240-2212

# Students Can Work In Word/Google Docs...



## Did you know...

... that each issue of *The Canadian Reader* includes a **PDF** file (**complete document**) and a **Word** file (**articles and questions only**)

Students can complete assignments directly in a **Word** file. Teachers can email the file to students or post it on the Internet. The **Word** file also allows teachers to:

- easily modify and format content including changing **fonts** and **text sizes**
- create a **PDF** document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

## Password Security

There are **three** ways to access data from a **Word** file that is password protected:

- 1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.
- 2) Import the entire **Word** file into **LibreOffice** (or another similar program) and then save as a new file.
- 3) To remove the password from a protected **Word** file, use **Save As** to make a new copy of the file. You can then change the **Security** settings and remove the password.

## Google Docs and LibreOffice

- You can easily upload the **Word** file to **Google Docs** and share it with students or other teachers.
- You can translate **Google Docs** into another language (*see Tools > Translate document*) but you will need to edit the document to suit your requirements. **Google Docs** can translate into over 100 languages including Spanish, Mandarin, and German.
- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: [www.libreoffice.org](http://www.libreoffice.org)

LesPlan Educational Services Ltd.

Visit: [www.lesplan.com](http://www.lesplan.com)

email: [info@lesplan.com](mailto:info@lesplan.com)

call toll free: 888 240-2212

# 2021 – 2022 Publication Schedule

## *What in the World?*

### Level 2

Issue 1: August 23  
Issue 2: September 27  
Issue 3: October 25  
Issue 4: November 29  
Issue 5: January 17  
Issue 6: February 21  
Issue 7: April 4  
Issue 8: May 16

### Level 1

Issue 1: August 25  
Issue 2: September 29  
Issue 3: October 27  
Issue 4: December 1  
Issue 5: January 19  
Issue 6: February 23  
Issue 7: April 6  
Issue 8: May 18

## *The Canadian Reader*

Issue 1: August 27  
Issue 2: October 1  
Issue 3: October 29  
Issue 4: December 3  
Issue 5: January 21  
Issue 6: February 25  
Issue 7: April 8  
Issue 8: May 20

## *Le Monde en Marche*

### Niveau 2

Numéro 1: 30 août  
Numéro 2: 4 octobre  
Numéro 3: 1<sup>er</sup> novembre  
Numéro 4: 6 décembre  
Numéro 5: 24 janvier  
Numéro 6: 28 février  
Numéro 7: 11 avril  
Numéro 8: 23 mai

### Niveau 1

Numéro 1: 2 septembre  
Numéro 2: 6 octobre  
Numéro 3: 4 novembre  
Numéro 4: 8 décembre  
Numéro 5: 26 janvier  
Numéro 6: 2 mars  
Numéro 7: 13 avril  
Numéro 8: 25 mai

## *Nos Nouvelles*

Numéro 1: 3 septembre  
Numéro 2: 8 octobre  
Numéro 3: 5 novembre  
Numéro 4: 10 décembre  
Numéro 5: 28 janvier  
Numéro 6: 4 mars  
Numéro 7: 19 avril  
Numéro 8: 27 mai

## *Building Bridges* Level 2

Issue 1: August 24  
Issue 2: November 15  
Issue 3: January 10  
Issue 4: March 14  
Issue 5: May 9

## *Building Bridges* Level 1

Issue 1: August 26  
Issue 2: November 17  
Issue 3: January 12  
Issue 4: March 16  
Issue 5: May 11

## *Bâtir des ponts* Niveau 2

Numéro 1: 31 août  
Numéro 2: 22 novembre  
Numéro 3: 17 janvier  
Numéro 4: 21 mars  
Numéro 5: 16 mai

## *Bâtir des ponts* Niveau 1

Numéro 1: 3 septembre  
Numéro 2: 24 novembre  
Numéro 3: 19 janvier  
Numéro 4: 23 mars  
Numéro 5: 18 mai



## *Currents4Kids*

Every **Monday** from August 23 – June 13, except December 20, 27, January 3, March 21 and 28.

## *Infos-Jeunes*

Chaque **mardi** du 24 août au 14 juin, sauf les 21 et 28 décembre, le 4 janvier, ainsi que les 22 et 29 mars.

## *News4Youth*

Every **Monday** from August 23 – June 13, except December 20, 27, January 3, March 21 and 28.

## *Infos-Ados*

Chaque **mardi** du 24 août au 14 juin, sauf les 21 et 28 décembre, le 4 janvier, ainsi que les 22 et 29 mars.

**Please note:** All dates are **on or about**. While we make every effort to meet each deadline, factors beyond our control, particularly a late-breaking or developing story, can delay publication by a day or two. We try to balance a regular schedule with providing the most current, relevant product possible for our subscribers and their students.

# Order Form - Subscriptions

Email to [info@lesplan.com](mailto:info@lesplan.com) or fax to (888) 240-2246 or order online: [www.lesplan.com](http://www.lesplan.com)



DELIVER TO (please print clearly)

TEACHER _____	SCHOOL _____
EMAIL ( ) _____	ADDRESS _____
PHONE _____	CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

## PDF/WORD SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			<b>4 issues</b> (Sept. - Dec.)	<b>8 issues</b> (Sept. - May)	
<i>The Canadian Reader</i>	English	Grades 3 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>What in the World?</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>Nos Nouvelles</i>	Français	À partir de la 3 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<i>Le Monde en Marche</i> - Niveau 1	Français	À partir de la 5 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
			<b>5 issues</b> (Sept. - May)		
<i>Building Bridges</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$150		
<i>Building Bridges</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$150		
<i>Bâtir des ponts</i> - Niveau 1	Français	À partir de la 5 <sup>e</sup> année	<input type="checkbox"/> 150 \$		
<i>Bâtir des ponts</i> - Niveau 2	Français	À partir de la 8 <sup>e</sup> année	<input type="checkbox"/> 150 \$		
<b>Subtotal A</b>					

## ONLINE INTERACTIVE SUBSCRIPTIONS

Publication	Language	Grade Level	Price		Amount
			<b>19 issues</b> (Sept. - Jan.)	<b>38 issues</b> (Sept. - June)	
<i>Currents4Kids</i>	English	Grades 3 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>News4Youth</i>	English	Grades 7 and up	<input type="checkbox"/> \$105	<input type="checkbox"/> \$210	
<i>Infos-Jeunes</i>	Français	À partir de la 3 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<i>Infos-Ados</i>	Français	À partir de la 7 <sup>e</sup> année	<input type="checkbox"/> 105 \$	<input type="checkbox"/> 210 \$	
<b>Subtotal B</b>					
ON add 13% HST NB, NL, NS & PEI add 15% HST					<b>HST</b>
All others add 5% GST					<b>GST</b>
<b>TOTAL</b>					



## BILLING OPTIONS

Invoice school  Invoice **Bill To** address

Purchase Order \_\_\_\_\_

Please charge to:  MasterCard  VISA

CARD NUMBER \_\_\_\_\_

CARDHOLDER NAME \_\_\_\_\_ EXPIRY DATE (MM/YY) \_\_\_\_\_

## BILL TO (if different from school information)

CONTACT \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ PROVINCE/TERRITORY \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

## LESPLAN OFFICE USE: 2021-2022

_____ _____	<input type="checkbox"/> INVOICE # _____ <input type="checkbox"/> C4K / I-J _____ <input type="checkbox"/> N4Y / I-A _____
----------------	--

## LesPlan Educational Services Ltd.

[info@lesplan.com](mailto:info@lesplan.com)   
 [www.lesplan.com](http://www.lesplan.com)   
 Toll free 888 240-2212   
 #1 - 4144 Wilkinson Road, Victoria, BC V8Z 5A7

# Order Form - Collections

Email to [info@lesplan.com](mailto:info@lesplan.com) or fax to (888) 240-2246 or order online: [www.lesplan.com](http://www.lesplan.com)

**DELIVER TO** (please print clearly)



TEACHER \_\_\_\_\_  
 EMAIL \_\_\_\_\_  
 (       )  
 PHONE \_\_\_\_\_

SCHOOL \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 CITY \_\_\_\_\_ PROVINCE/TERRITORY \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

Publication	English	Français	Level		Price Per Product	Amount
<b>Lesson Collections</b>						
<i>Critical Literacy</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
<i>News Literacy</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
<i>Note-Making</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
<b>Themed Collections</b>						
<i>Community Connections</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	\$55 each	
<b>Text Collections</b>						
<b>The Canadian Reader</b>	<b>English</b>	<b>Français</b>			<b>Price Per Product</b>	<b>Amount</b>
• <i>Amazing Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Animals and Us</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>Endangered Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• <i>Government</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Health</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$42 each	
• <i>Indigenous</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>O Canada - Volume 1</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$30 each	
• <i>O Canada - Volume 2</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>Ocean Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• <i>Our Great Outdoors</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• <i>Reduce, Reuse, Recycle</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Space</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• <i>Technology</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$33 each	
• <i>The Environment and Us</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$24 each	
<b>What in the World?</b>	<b>English</b>	<b>Français</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Price Per Product</b>	<b>Amount</b>
• <i>Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>Environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• <i>Government</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$27 each	
• <i>Indigenous</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$18 each	
• <i>Legislation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>O Canada</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>Space</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• <i>Technology - Volume 1</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
• <i>Technology - Volume 2</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
					ON add 13% HST	NB, NL, NS & PEI add 15% HST
					All others add 5% GST	
					<b>TOTAL</b>	



## BILLING OPTIONS

Invoice school                       Invoice **Bill To** address  
 Purchase Order \_\_\_\_\_  
 Please charge to:  MasterCard  VISA

## BILL TO (if different from school information)

CONTACT \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 CITY \_\_\_\_\_ PROVINCE/TERRITORY \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

CARD NUMBER \_\_\_\_\_  
 CARDHOLDER NAME \_\_\_\_\_ EXPIRY DATE (MM/YY) \_\_\_\_\_

21.5