

The Canadian Reader

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



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Teachers serving teachers since 1990

2025-2026: Issue 8

Please circulate to:

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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 \$230 per year (\$28.75 per issue), by contacting us at:

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#1 - 4144 Wilkinson Road
Victoria, BC V8Z 5A7

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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 <https://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.

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.

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.

FIFA World Cup Comes to Canada!



Three host countries: Canada, the United States, and Mexico.
Forty-eight teams. One hundred and four soccer matches.
The biggest **FIFA** World Cup ever “kicks off” in June!

The World Cup is a football, or soccer, tournament. It takes place every four years. Men’s national teams from around the world compete. It may be the world’s most-watched sporting event. In 2022, about 1.5 billion fans tuned in for the final game.

A growing tournament

The first World Cup was held in 1930. It included only thirteen teams. At the time, soccer wasn’t part of the Olympics. The World Cup was created so countries could play against each other.

By 1998, the World Cup had grown to 32 teams. In 2022, the number was the same. This year’s tournament is the first to include 48 teams.

For four nations, this will be their first World Cup tournament!

Cape Verde, Curacao, Jordan, and Uzbekistan are competing for the first time.

How the World Cup works

Games will take place from June 11 to July 19.

The teams have been divided into twelve groups of four. Canada is in group B.

FIFA stands for
Fédération Internationale
de Football Association.
In English? International
Federation of Association
Football.



So are Bosnia and Herzegovina (one team), Qatar, and Switzerland.

The tournament starts with a group stage. Each team plays all the others in its group. The top two teams from each group advance. So do the eight best third-place teams.

That means 32 teams enter the playoff stage. In this stage, the winner of each match moves on. The loser is eliminated.

There is one exception. The teams that lose in the semifinals play each other for third place.

Canada plays host

Canada has never hosted a World Cup before! Toronto and Vancouver will both host matches during the group stage. So will many cities in the United States and Mexico.

Each playoff round needs fewer host cities. Toronto and Vancouver will host

matches in round one. In round two, Vancouver will host, but not Toronto.

The final match will take place in East Rutherford, New Jersey.

A sport that unites

FIFA takes pride in football's ability to unite people. The sport reaches across countries and cultures. Canada is getting ready to celebrate that spirit.

Football is "a universal language," said Canada Soccer President Peter Augurso. "Here in Canada it's spoken every day in our schools, parks, community centres, and stadiums, from coast to coast to coast."

Get ready to cheer for your favourite team!



Will you watch any World Cup matches? Why or why not?



Did you know? The FIFA Women's World Cup also takes place every four years. The next tournament is in 2027, in Brazil.

FIFA World Cup Comes to Canada!

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. The World Cup takes place every four years.

- _____ 2. The first ever World Cup included 32 teams.

- _____ 3. Curacao and Uzbekistan are competing for the first time.

- _____ 4. Group B includes Canada, Qatar, Switzerland, and Jordan.

- _____ 5. This is Canada's first time hosting a World Cup.

- _____ 6. Matches in Canada will be played in Toronto, Vancouver, and Montreal.

FIFA World Cup Comes to Canada!

Language Focus

Proper nouns name specific people, places and things. They begin with a capital letter.

Can you find the proper nouns in the article? Write them in the appropriate circles below.



Places

People

Things



FIFA World Cup Comes to Canada!

Lesson Plan

Before Reading:

Literacy Skill: *Visualization & summarization*

- ☐ Project the FIFA images in **Teacher's Corner**. Facilitate a *Think-Pair-Share* discussion. Ask students: *What do you know about FIFA World Cup 2026? Why do you think this is one of the world's most-watched sporting events?*
- ☐ Invite partners to share their ideas and hear a few examples from the class.
- ☐ Next, explain that strong readers often **visualize** while they read. They create pictures in their minds using the details, facts, and descriptions in a text. Visualizing helps readers:
 - remember important information;
 - make connections to what they already know;
 - better understand complex ideas.
- ☐ Tell students that they will use visualization to help them understand how the World Cup works.
- ☐ Project the introduction of the article. Ask students to identify facts in the first paragraph that help explain the tournament (e.g., 3 host countries, 48 teams, 104 matches, June kickoff). Then, using a think-aloud, sketch simple images that represent the ideas forming in your mind as you read. Emphasize that a strong sketch:
 - captures the gist of the idea;
 - includes only important details;
 - does not need to be artistic or highly detailed.
- ☐ Finally, explain your sketch to the class and describe how the facts helped you create a mental picture of the tournament.
- ☐ Invite partners to repeat the process with the second paragraph. Ask several groups to share and explain their sketches.

During Reading:

- ☐ As students read the article, have them:
 - highlight facts that explain how the World Cup works;
 - mark the text with **!** beside descriptive details, facts, or numbers that help them visualize the tournament.
- ☐ Remind students that readers may notice different details, because words create different pictures in each person's mind.
- ☐ Encourage students to think about:
 - What details help you picture the size and excitement of the World Cup?
 - What facts help you understand how the tournament is organized?
 - What images come to mind as you read about teams, fans, and host countries?

FIFA World Cup Comes to Canada!

Lesson Plan

After Reading:

- ☐ Return to students' initial ideas and ask: *What did you learn about the FIFA World Cup?*
- ☐ Invite students to share *interesting discoveries* (e.g., the first World Cup was held in 1930, about 1.5 billion fans watched in 2022) and *lingering questions* (e.g., Why is the World Cup so popular around the world? How are teams chosen to participate?).
- ☐ Distribute the **Visualize to Summarize** organizer (p. 13) to each student or pair. Review the purpose together: *How can visualizing important details help us summarize how the FIFA World Cup works and understand its importance?*
- ☐ Direct students to use the title, section headings, and any facts from the article to sketch the most important ideas about the tournament.
- ☐ After completing the organizer, ask students to use their sketches to write a short summary (5-6 sentences) that explains how the FIFA World Cup works. Encourage students to end their summary with a 'so what' statement that explains the significance of the event. They may wish to answer questions, such as:
 - *Why is the World Cup the world's most-watched sporting event?*
 - *Why is football called "a universal language"?*
 - *How does FIFA's World Cup bring people together?*
- ☐ **Criteria for Assessment:** A strong summary *includes important and accurate* details that explain how the tournament works; *uses convincing evidence* from the article to support the main idea; *clearly organizes ideas* and ends with an *insightful conclusion* that explains the significance of the World Cup.

Extensions:

- ☐ **Create a World Cup Trading Card:** Encourage students to use the links in **Internet Connections** to learn more about one of the 26 superstars of the tournament. Students can sketch and record key facts about their favourite player, using the headings in the biography (e.g., Achievements and Attributes, Tributes, Trivia, Stats, World Cup History). Alternatively, students may use an online platform to design a digital sports trading card.
- ☐ **Learn More About the World Cup Mascots:** Invite students to learn more about one of the World Cup 2026 mascots: Maple, Zayu, and Clutch (see **Internet Connections**). Then, direct students to research the mascot animal (moose, jaguar, bald eagle) exploring physical features, behaviour, habitat, and special characteristics. Finally, ask students to explain why their chosen animal is an effective mascot for the World Cup.

FIFA World Cup Comes to Canada!

Lesson Plan

Internet Connections:

- ☐ Visit the official FIFA website for the latest news:
<https://www.fifa.com/en>
- ☐ Learn more about the teams:
<https://www.fifa.com/en/cat/f8b3TUJHoOg5YrooOppT8>
- ☐ Discover the 26 superstars:
<https://www.fifa.com/en/cat/3wsE3ofq2gwfUnP2gKyoHw>
- ☐ Listen to *Illuminate*, the official song of the 2026 World Cup:
https://youtu.be/en3tTodcbas?si=bxnGPkzB-98t_3Rj
- ☐ Find out about the mascots:
<https://www.fifa.com/en/tournaments/mens/worldcup/canadamexicousa2026/mascots>
- ☐ Research more about these animals:
Moose:
<https://www.nwf.org/Educational-Resources/Wildlife-Guide/Mammals/Moose>
<https://thecanadianencyclopedia.ca/en/article/moose>
<https://naturecanada.ca/news/blog/iconically-canadian/>
- ☐ *Bald Eagle:*
https://www.allaboutbirds.org/guide/Bald_Eagle/overview
<https://www.nwf.org/Educational-Resources/Wildlife-Guide/Birds/Bald-Eagle>
<https://www.allaboutbirds.org/news/official-bald-eagle-america-bird/>
- ☐ *Jaguar:*
<https://www.wwf.org.uk/learn/fascinating-facts/jaguars>
<https://kids.nationalgeographic.com/animals/mammals/facts/jaguar>
<https://www.mexicolore.co.uk/aztecs/flora-and-fauna/jaguar>

Internet Connections:

- ☐ Pre-reading images:
<https://unsplash.com/photos/gold-colored-trophy-and-soccerball-cjYQBSKDSII>
<https://unsplash.com/photos/a-large-stadium-filled-with-lots-of-people-ky5fBgkdtY4>
<https://unsplash.com/photos/person-playing-soccer-mY2ZHBU6GRk>
- ☐ Online trading card creators:
<https://www.mytradingcards.com>
<https://edit.org/edit/cat/a/1066#>

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

Name:

Date:

FIFA World Cup Comes to Canada!

Visualize to Summarize

A growing tournament	How the World Cup works
Canada plays host	A sport that unites

Summary:

Tofino **NO** Plastic Water Bottles



Tofino sits on the west coast of Vancouver Island. It's famous for its beautiful beaches. Tourists visit the remote location to hike, surf, and enjoy nature.

On April 22, 2026, Tofino celebrated Earth Day in a big way. It banned single-use plastic water bottles. It is the first Canadian municipality to do so.

There are some exceptions to Tofino's bottle ban. The ban applies only to bottles that hold one litre of water or less. Water bottles sold in packages

Plastic is made from fossil fuels like oil and natural gas. These are non-renewable resources.



or flats are allowed. During emergencies the ban will be lifted.

A plastic problem

In Tofino, shoreline cleanups help keep the beaches beautiful. Some of the most common items found during those cleanups? Single-use plastic bottles.

The problem goes beyond Tofino. Vancouver Island's west coast is lined with beaches. Some are easy to get to, some are remote. Since 2015, more than 60,000 plastic bottles have been picked up from those beaches.

The bottles also find their way into the ocean.

Plastic bottles are dangerous to wildlife in many ways. For example, animals can eat sharp pieces of plastic. This can injure or even kill them.

Over time, plastic waste breaks down into smaller and smaller pieces. The smallest are called microplastics.

Microplastics are difficult to see. Even so, they can harm or even poison animals. As bigger animals eat smaller ones, microplastics move up the food chain.

Plastics leak toxins into the water, too. These toxins affect all aquatic life.

Sustainable ways

Dan Law is the mayor of Tofino. He says everyone wants to see less plastic waste. “We see it in the landfill, we see it in the beaches,” he said. “We’re acting not to be first, but because we have to.”

Tofino visitors should bring their own reusable water bottles.

Water bottle refill stations will be found in public facilities. Local businesses can also install them. Tofino is providing “free water refills here” decals. That will let people know where to go.

More than words

Tofino has long been a leader when it comes to the environment. It has already banned other single-use plastic items. These include bags, straws, and utensils. Styrofoam containers are also banned.

“Protecting the health of our coastlines requires more than just words,” says Mayor Law. “It requires a collective shift in how we live and do business.”

What do you think? Should other places follow in Tofino’s footsteps?



Do you agree with the ban?
Why or why not?



Did you know?

Over 5.3 million bottles of water are sold in Canada every day!

Tofino **NO** Plastic Water Bottles

Comprehension Check

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

_____ 1. What is Tofino famous for?

- a) Champion surfers.
- b) Fossil fuels.
- c) Beautiful beaches.
- d) Dangerous wildlife.

_____ 2. Which water bottles are still allowed under Tofino's ban?

- a) One-litre bottles.
- b) No water bottles are allowed at all.
- c) Bottles sold in packages.
- d) Bottles sold near the beach.

_____ 3. How many plastic bottles have been picked up from Vancouver Island's west coast since 2015?

- a) More than 60,000.
- b) Millions.
- c) Less than 50,000.
- d) Around 2000.

_____ 4. What are microplastics?

- a) A special type of beach rock.
- b) Small pieces of broken-down plastic.
- c) Plastic pieces used for recycling.
- d) Single-use water bottles.

_____ 5. What can visitors to Tofino do instead of buying plastic water bottles?

- a) Buy glass water bottles.
- b) Drink only juice.
- c) Avoid drinking water.
- d) Bring their own reusable bottles.

Tofino **NO** Plastic Water Bottles

Language Focus



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



ban emergency injure landfill

microplastics municipality remote reusable



sustainable tourists toxins wildlife



1. _____ far away and hard to get to
2. _____ a serious situation that needs quick action
3. _____ tiny pieces of broken-down plastic
4. _____ animals living in nature
5. _____ to hurt or harm
6. _____ harmful chemicals or poisons
7. _____ a place where garbage is buried
8. _____ something that can be used over again
9. _____ able to continue without harming nature
10. _____ a city, town, or area with its own local government
11. _____ to officially stop or not allow something
12. _____ people who travel to visit a place for fun

Lesson Plan

Before Reading:

Literacy Focus: *Cause & effect and inferencing*

- ☐ Write the following scenarios (causes) on the board:
 - Leaving garbage at the beach
 - Bringing a reusable bag to the store
 - Leaving water bottles on the field after a game
 - Forgetting your reusable water bottle at home
- ☐ Explain that actions often cause something else to happen. The action is called the **cause**, and what happens because of it is called the **effect**.
- ☐ Facilitate a *Think-Pair-Share* discussion. Ask students:
 - What effects might happen because of each action?
 - Which effects might happen right away?
 - Which effects might happen over time?
- ☐ Record students' ideas.
- ☐ Next, introduce the idea that one action can create multiple effects. Some effects may be:
 - *short-term*: happen quickly or solve an immediate problem;
 - *long-term*: happen over time or have lasting impacts;
 - *intended*: have planned or expected results;
 - *unintended*: have unexpected or unplanned results.
- ☐ As a class, sort several student responses into these categories. You may wish to model one example together:
 - *Cause*: Athletes leave disposable water bottles on the field after a game or practice.
 - *Short-term effects*: garbage builds up quickly; custodians or volunteers need to clean up the field.
 - *Long-term effects*: plastic waste accumulates over time; more pollution enters the environment; schools or sports organizations may create new rules.
 - *Intended effect*: the bottles provide a convenient way for athletes to stay hydrated.
 - *Unintended effects*: more environmental waste is created; clean-up takes time and money; wildlife may be harmed if bottles are not disposed of properly.
- ☐ Emphasize that sometimes readers need to *infer* effects that are not directly stated in the text. Good readers combine facts from the article, what they already know, and logical thinking to make likely conclusions.
- ☐ Tell students they will read about a community that noticed a growing problem with plastic waste. As they read, they'll think about the causes that led to Tofino's bottle ban, and the short-term, long-term, intended, and unintended effects the ban may have on people, wildlife, and the environment.

Lesson Plan

During Reading:

- ☐ As students read the article, have them highlight important information about Tofino's decision to ban single-use plastic water bottles. Ask them to mark the text:
 - C = causes or reasons why the ban was introduced;
 - E = effects or results of the ban.
- ☐ Encourage students to think about which effects are immediate? Which effects may happen over time? Which effects seem intended? Which effects might be unintended?
- ☐ Remind students that an event or decision can have more than one cause, one action can create many effects, and some effects may need to be inferred rather than directly stated. For example, this article may not directly say that fewer plastic bottles could help wildlife in the future, but readers can infer this using evidence from the text and their background knowledge.

After Reading:

- ☐ Distribute **Determining Cause and Effect** organizer (p. 21) to each student or pair. Review the purpose together: *What are the effects of Tofino's ban on plastic water bottles?*
- ☐ Direct students to use the title, section headings, and key facts from the article to identify: *causes* leading to the ban; *short-term* and *long-term effects*; and *intended* and *unintended* consequences.
- ☐ You may wish to model the first entry using the introduction.
 - Cause:** *Tofino is famous for its beautiful beaches and natural environment.*
 - Short-term intended effect:** *The area attracts visitors who hike, surf, and enjoy nature.*
 - Long-term unintended effect:** *Large number of visitors may increase pollution and plastic waste, which can harm beaches, waterways, and wildlife habitats.*
- ☐ After completing the organizer, ask students to write a short reflection explaining:
What is the most important effect that Tofino's ban on plastic water bottles could have on wildlife, land, waterways, or people?
- ☐ **Criteria for Assessment:** A powerful response *is informed* (based on evidence from the text), *convincing* (clearly identifies and explains causes and effects), and *thoughtful* (demonstrates thoughtful understanding of the environmental impact of Tofino's decision).

Extensions:

- ☐ **Conduct a Values Line:** Pose the question: *Should our community follow in Tofino's footsteps?* Invite students to research how plastic waste affects wildlife, waterways, human activities, natural environments, food sources, and communities. Encourage students to consider short-term and long-term consequences and intended and unintended effects. Clear a space in the room, using painter's tape to create a long line. Label one end "Strongly Agree" and the opposite end "Strongly Disagree." Once students are positioned, invite them to discuss their thinking with classmates nearby. Then, ask several students from different places on the line to explain their reasoning. Encourage students to move if discussion changes their thinking.

Tofino ~~NO~~ Plastic Water Bottles

Lesson Plan

- ☐ **Learn More About Ocean Plastics Pollution:** Use the links in *Internet Connections* to explore how plastic pollution affects oceans and marine life. Then, direct students to complete a cause-and-effect organizer showing the causes of ocean plastic pollution, immediate and long-term effects, and intended or unintended consequences for marine ecosystems. See the *Teacher's Corner* for suggested organizers.

Internet Connections:

- ☐ Read more about this news story:
<https://www.ctvnews.ca/vancouver/article/plastic-water-bottle-ban-in-tofino-bc-a-first-among-canadian-municipalities/>
<https://tofino.ca/tofino-makes-history-on-earth-day-as-canadas-first-municipality-to-ban-single-use-plastic-water-bottles/>
<https://youtu.be/P61v76gwbUw?si=3szvwy57jRccBclr>
- ☐ Learn more about plastic pollution in oceans:
<https://oceanservice.noaa.gov/hazards/marinedebris/plastics-in-the-ocean.html>
<https://ocean.org/pollution-plastics/>
<https://theoceancleanup.com/ocean-plastic-pollution-explained/>
<https://oceana.ca/en/plastics/>
- ☐ See how you can protect the ocean from plastic:
<https://ocean.org/pollution-plastics/plastic-reduction/>

Teacher's Corner:

- ☐ Cause and effect organizers:
<https://www.teacherspayteachers.com/Product/Freebie-Editable-Cause-and-Effect-Organizer-2051833>
<https://www.canva.com/templates/s/cause-and-effect/>

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

Name: _____ Date: _____

Tofino ~~NO~~ Plastic Water Bottles

Determining Cause and Effect

	Cause	Short-term intended effect	Long-term unintended effect
A plastic problem			
Sustainable ways			
More than words			

Map: Southwest B.C.

Complete this map assignment to help you better understand the context of the article *TofiNO Plastic Water Bottles*.

Label the following, then colour:

Canadian Cities and Towns

- Abbotsford
- Campbell River
- Nanaimo
- Port Alberni
- Port Hardy
- Powell River
- Squamish
- Tofino
- Ucluelet
- Vancouver
- Victoria
- Whistler

U.S. Cities

- Olympia
- Seattle

Salt Water

- Pacific Ocean
- Queen Charlotte Strait
- Salish Sea
- Strait of Juan de Fuca

Fresh Water

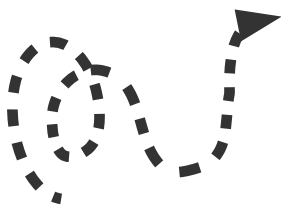
- Fraser River

Province

- British Columbia

Other

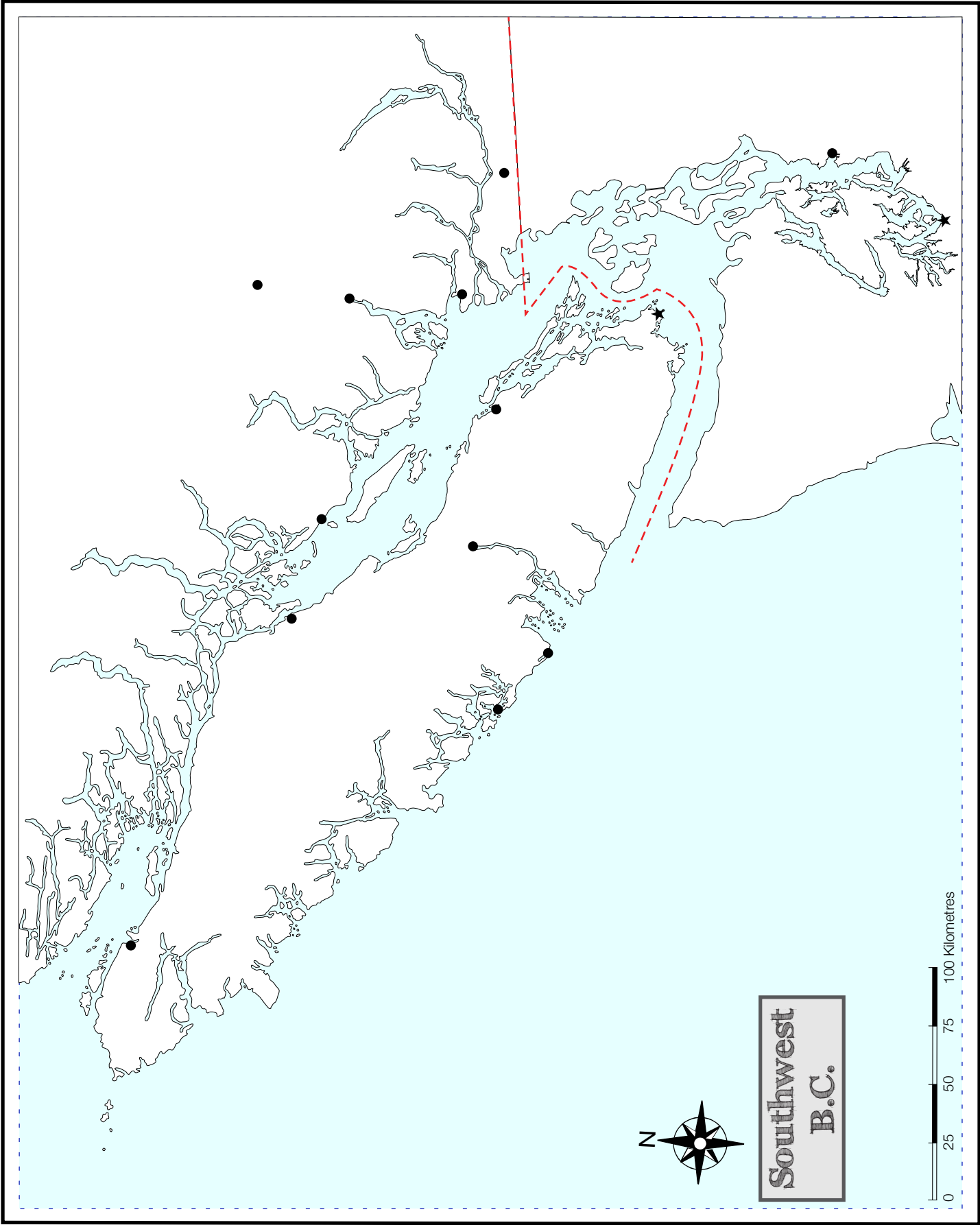
- United States
- Vancouver Island



Did You Know?

You can use the scale at the bottom of a map to calculate distances. How far is it from Vancouver to Tofino as the crow flies? From Tofino to Victoria? From Seattle to Tofino?

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



Meet Canada's Next Governor General



On May 5, 2026, Louise Arbour was named as Canada's next governor general (GG). She will be sworn in on June 8, 2026.

Ms. Arbour will be Canada's 31st governor general. She replaces Mary Simon, who has held the title since July 26, 2021.

"As Mary Simon has, Louise Arbour will represent the best of Canada to Canadians and to the world," said Prime Minister Carney.

What is a governor general?

Canada is a monarchy. That means we have a king (or queen) as our head of state.

King Charles III lives in England. So the government chooses a governor general to represent him in Canada.

The GG doesn't actually run the country, though. We elect a government to do that.



Ms. Arbour is 79 years old. She will be the oldest person ever to become GG.

Much of what a governor general does is ceremonial. She attends events. She hands out medals and honours. She hosts state dinners. She travels the country to meet Canadians. She is the Commander-in-Chief of the Armed Forces (although she doesn't really command them). In Parliament, the GG approves all bills before they become law.

Upholding the law

Some of the GG's hardest duties take place behind the scenes.

She makes sure each new government is formed correctly. She makes sure it runs as it should. When the time comes, she makes sure it is dissolved correctly. Everything must follow Canada's constitution and laws.

Ms. Arbour is well suited to this job. She has spent her life upholding the law.

Heart of gold, spine of steel

Our new governor general was born in Montreal. She speaks fluent French and English.

She grew up to become a lawyer. Her specialty? Criminal law.

In 1987, she became a judge. Even outside the court, she was hard at work. She fought against the abuse of women in a prison in Kingston, Ontario. A colleague from that time says she has “a heart of gold and a spine of steel.”

Ms. Arbour went on to work in international law. She prosecuted war criminals. In 1999, she returned to Canada as a Supreme Court judge.

Most people would retire after a job like that. Not Ms. Arbour. After stepping down in 2004, she worked with the United Nations. Her focus was supporting human rights.

Changing lives

In 2007, Ms. Arbour was awarded the Order of Canada. That’s the highest honour a civilian can receive. She has also received 42 honorary doctorate degrees.

Ms. Arbour’s accomplishments are remarkable. Prime Minister Carney feels there’s something even more important, though: “The lives she has changed through her service.”



What questions would you like to ask Ms. Arbour?



Meet Canada's Next Governor General

Comprehension Check

Answer the questions below in complete sentences:

1. Who will Louise Arbour replace as governor general?

2. Who does the governor general represent in Canada?

3. List three responsibilities of the governor general.

4. What job did Ms. Arbour have when she returned to Canada in 1999?

5. What honour was Ms. Arbour awarded in 2007?

Meet Canada's Next Governor General

Language Focus

An **action verb** describes what the subject does.

Example: The boy and his friends **play** hockey at recess.

A **linking verb** links the subject to words describing the subject.

Example: The television **is** broken.

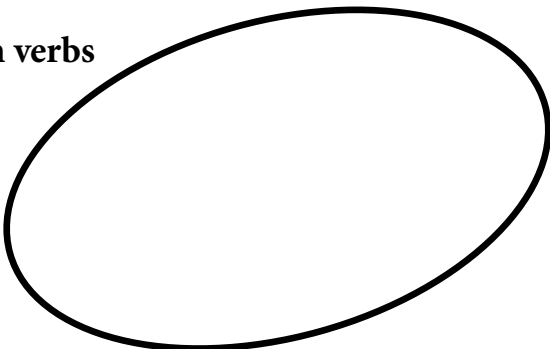
Common linking verbs include **is, am, are, was, were**.

Circle the verbs, then indicate the type of verb: (A) action or (L) linking.

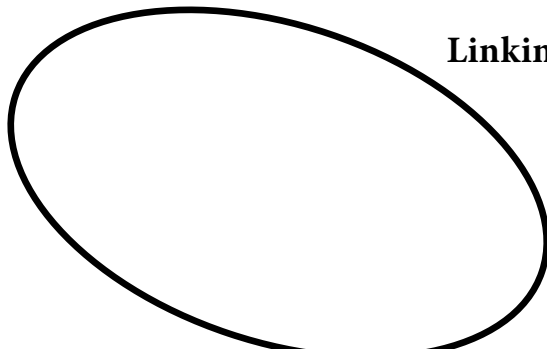
1. ____: Louise Arbour was born in Montreal.
2. ____: She speaks fluent French and English.
3. ____: In 1999, she returned to Canada.
4. ____: Louise Arbour was named as Canada's next governor general.
5. ____: Ms. Arbour worked with the United Nations.

What other examples of action or linking verbs can you find in the article?

Action verbs



Linking verbs



Meet Canada's Next Governor General

Lesson Plan

Before Reading:

Literacy skill: *Main ideas and details*

- ☐ Prepare cards with the following words and phrases: speaks two languages, fair, lawyer, attends ceremonies, helps people, judge, makes difficult decisions, trustworthy, represents Canada, approves laws, supports the Armed Forces, ceremonial.
- ☐ In pairs or groups, students sort the cards into four categories:
 - Attributes
 - Qualifications
 - Responsibilities
 - Experiences
- ☐ After students have sorted the cards, discuss:
 - Which category was easiest to sort?
 - Which category was hardest?
 - Which qualities or experiences seem most important in a national leader?
- ☐ Project the images in **Teacher's Corner**. Explain that students will read about Louise Arbour, who was recently chosen for one of Canada's most important leadership roles, the governor general. Tell students that as they read, they'll look for important details about Ms. Arbour's personal qualities, her qualifications and experiences, and the responsibilities of the governor general.
- ☐ Explain that good readers identify the **main idea** by noticing important supporting details and grouping related information together.

During Reading:

- ☐ As students read the article, have them:
 - highlight important details about Louise Arbour and the role of governor general.
 - mark the text using the following codes:
 - A = Attributes (personal qualities or character traits)
 - Q = Qualifications (education, skills, or knowledge that make her suitable for the role)
 - R = Responsibilities (duties of the governor general)
 - E = Experiences (important life or work experiences that prepared her for the role)
- ☐ Encourage students to think about: *Which details help explain why Louise Arbour was chosen? Which details seem most important to understanding the role of governor general? How do the supporting details connect to the main idea that she is a strong choice for this position?*

After Reading:

- ☐ Invite students to share *important facts* they learned about the governor general (e.g., represents the King in Canada, approves laws before they become official, ensures governments are formed correctly) and *interesting details* they learned about Louise Arbour (e.g., she will be the oldest person to become governor general, she worked with the United Nations to support human rights).

Meet Canada's Next Governor General

Lesson Plan

- ☐ Distribute the **Introducing Louise Arbour** organizer (p. 31) to each student or pair. Review the purpose together: *Why is Louise Arbour a good fit for Canada's next governor general?*
- ☐ Direct students to use the title, section headings, and important facts from the article to record specific details for each of the four categories.
- ☐ After completing the organizer, ask students to use their notes to answer the question: *Why is Louise Arbour a good fit for this job?*
- ☐ Encourage students to use several supporting details from the article to support their thinking.
- ☐ **Criteria for Assessment:** An insightful conclusion includes *relevant supporting details* from the article; *clearly explains why* Louise Arbour is a strong fit for the role; *demonstrates understanding of* her attributes, qualifications, responsibilities, and experiences; and *is organized*.

Extensions:

- ☐ **Explore the Governor General Resource Centre:** The Governor General of Canada's website offers several educational resources for students. Use the link provided in **Teacher's Corner** to explore activities and information related to the role of the governor general, Canada's government, heraldry, leadership, and citizenship. Select an activity or resources that may interest your class.
- ☐ **Be Governor General for a Day:** Invite students to imagine that they have been chosen to serve as Canada's governor general for one day. Using information from the article and additional research (see **Internet Connections**), ask students to create a schedule or journal entry describing what responsibilities they would carry out, who they might meet, what events they might attend, and how they would represent Canada. Encourage students to include details connected to the real responsibilities of the governor general. Students should also explain what personal qualities would help them succeed in this role. Ask students to share their schedules or journal entries with the class.

Internet Connections:

- ☐ Learn more about this news story:
<https://www.cbc.ca/news/politics/louise-arbour-june-eighth-9.7191083>
https://youtu.be/3nxDgGtce_U?si=xIaJDuh_XxOfh-dq
- ☐ Discover the responsibilities of this important national leader:
<https://www.gg.ca/en/governor-general/role-and-responsibilities>

Meet Canada's Next Governor General

Lesson Plan

Teacher's Corner:

- ☐ Pre-reading images:

<https://islandsocialtrends.ca/wp-content/uploads/2026/05/NewGG-LouiseArbour-May0526.jpg>

<https://share.google/k4qk6eKPWampdI3vV>

https://en.wikipedia.org/wiki/Flag_of_the_governor_general_of_Canada#/media/File:Flag_of_the_Governor-General_of_Canada.svg

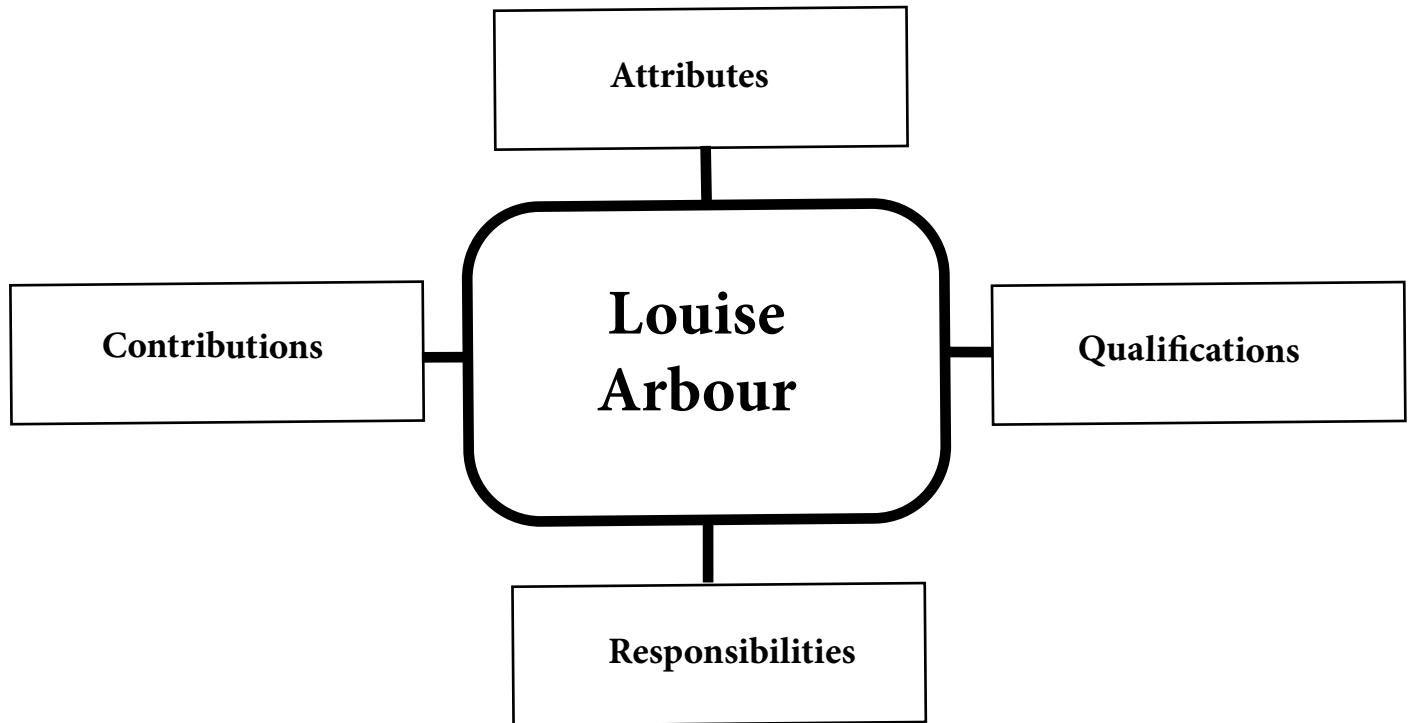
- ☐ Educational Resources:

https://www.gg.ca/en/resource-centre?qt-resource_centre_quicktabs_en=2#qt-resource_centre_quicktabs_en

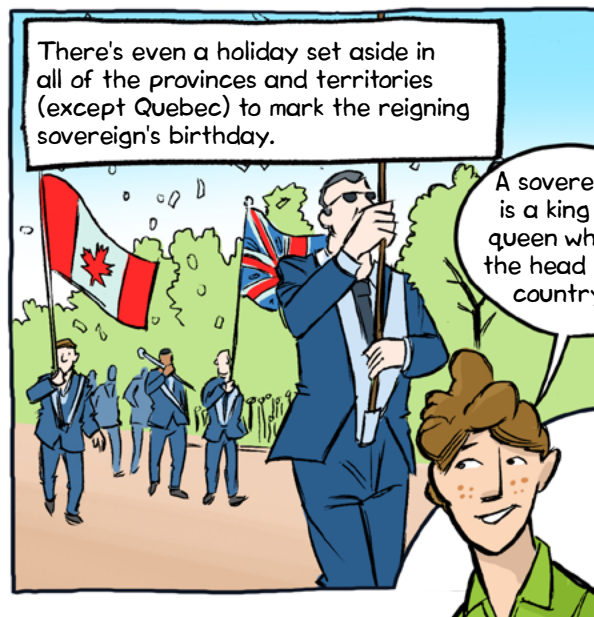
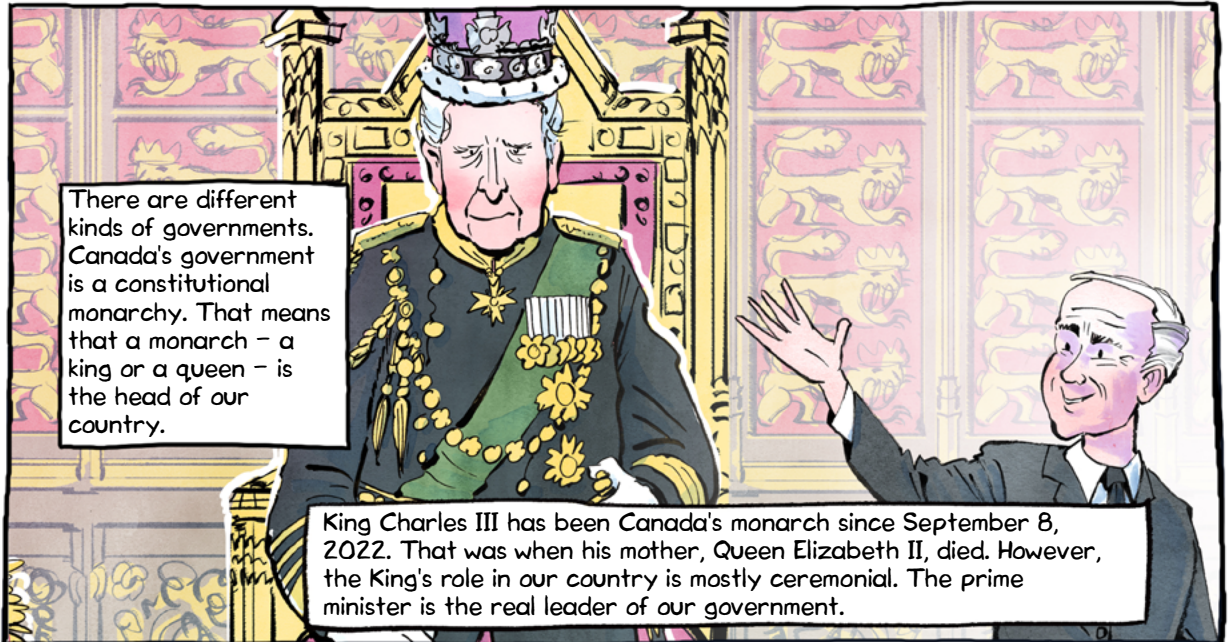
Note: All URLs are posted as links at <http://www.lesplan.com/links>

Meet Canada's Next Governor General

Introducing Louise Arbour



Conclusion:



The King and Canada

Comprehension Check

Answer the questions below in complete sentences:

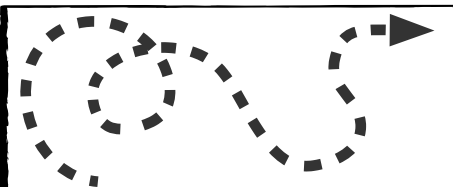
1. What kind of government does Canada have?

2. When did King Charles III become Canada's monarch?

3. Who is the real leader of Canada's government?

4. What is a sovereign?

5. What holiday do people in Quebec celebrate instead of Victoria Day?



As you see it, for what reasons are holidays such as Victoria Day important? Explain.

Answer Key

FIFA World Cup Comes to Canada!

p. 8: Comprehension Check

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

p. 9: Language Focus

Answers

Places: Canada, United States, Mexico, Brazil, Cape Verde, Curacao, Jordan, Uzbekistan, Bosnia and Herzegovina, Qatar, Switzerland, Toronto, Vancouver, East Rutherford, New Jersey.

Things: Fédération Internationale de Football Association (International Federation of Association Football), FIFA World Cup, June, FIFA Women's World Cup, Olympics, Association Football, England's Football Association

People: Canada Soccer President Peter Augurso.

p. 13: Visualize to Summarize

Sketches will vary but should include some of these main ideas.

A growing tournament: the first World Cup in 1930 had 13 teams, the tournament has grown over time, the 2026 tournament will include 48 teams, four countries are participating for the first time.

How the World Cup works: teams are divided into groups, teams compete in group-stage games, winning teams advance to playoffs, losing teams are eliminated, one final game determines the champion.

Canada plays host: Canada is hosting the World Cup matches for the first time, Toronto and Vancouver are host cities, the tournament is shared with the USA and Mexico, the final game is in New Jersey.

A sport that unites: football brings people together across countries and cultures, people from many backgrounds play and watch the sport, football is described as a "universal language."

Tofino Plastic Water Bottles

p. 16: Comprehension Check 1.c; 2.c; 3.a; 4.b; 5.d.

p. 17: Language Focus

Answers

remote: far away and hard to get to;

emergency: a serious situation that needs quick action;

microplastics: tiny pieces of broken-down plastic;

wildlife: animals living in nature;

injure: hurt or harm;

toxins: harmful chemicals or poisons;

landfill: a place where garbage is buried;

reusable: something that can be used over again;

sustainable: able to continue without harming nature;

municipality: a city, town, or area with its own local government;

ban: to officially stop or not allow something;

tourists: people who travel to visit a place for fun.

p. 21: Determining Cause and Effect

Answers will vary but may include some of the following:

A plastic problem:

Cause: People use and throw away single-use plastic water bottles.

Short-term intended effect: People have a convenient way to carry and drink water.

Long-term unintended effect: More visitors can lead to increased garbage and plastic pollution that harms beaches, waterways, and wildlife habitats.

Cause: Plastic bottles are left behind on beaches and shorelines.

Short-term intended effect: There is usually no intended environmental effect; people may simply discard them carelessly or for convenience.

Long-term unintended effect: Wildlife may eat plastic or become injured by it.

Cause: Plastics break down and leak toxins into water.

Short-term intended effect: Plastic containers are meant to safely hold products like water.

Long-term unintended effect: Plastic waste breaks down into smaller pieces and can injure or kills animals. Over time, plastic breaks down into microplastics which move up the food chain. Toxins pollute waterways and affect all aquatic life.

Sustainable ways:

Cause: Tofino introduced free refill stations and reusable bottle initiatives.

Short-term intended effect: People can refill usable water bottles more easily without cost.

Long-term unintended effect: Businesses and public facilities may need to spend money installing and maintaining stations. Less plastic waste in the landfill, beaches, and waterways so the environment and animals are less polluted and healthier.

More than words:

Cause: The District of Tofino previously banned plastic bags, straws, utensils, and Styrofoam containers.

Short-term intended effect: Reduce single-use plastic waste in the community.

Long-term unintended effect: Businesses and customers may need time to adjust to new habits and alternatives.

Cause: Tofino wants to protect coastlines and the environment.

Short-term intended effect: Raise awareness about plastic pollution and encourage sustainable habits. Creates a collective purpose.

Long-term unintended effect: Other communities may feel pressure to create similar environmental bans or policies.

Answer Key

Meet Canada's Next Governor General

p. 26: **Comprehension Check**

1. Who will Louise Arbour replace as governor general?

Louise Arbour will replace Mary Simon as governor general.

2. Who does the governor general represent in Canada?

The governor general represents King Charles III in Canada.

3. List three responsibilities of the governor general. The

governor general attends events, hands out medals and honours, hosts state dinners, travels the country to meet Canadians, is the Commander-in-Chief of the Armed Forces, approves all bills before they become law, makes sure each new government is formed correctly and runs as it should, makes sure government is dissolved correctly, and represents the monarch of England.

4. What job did Ms. Arbour have when she returned to Canada in 1999? Ms. Arbour was a Supreme Court judge when she returned to Canada in 1999.

5. What honour was Ms. Arbour awarded in 2007? In 2007, Ms. Arbour was awarded the Order of Canada.

p. 27: **Language Focus**

Answers 1. L; 2. A; 3. A; 4. L; 5. A.

p. 31: **Introducing Louise Arbour**

Answers should include some of these details:

Attributes: trustworthy, respectful, kind, fair, responsible, strong

Qualifications: understands laws, educated, good public speaker, bilingual, changed lives through service

Responsibilities: represent Canada, attend ceremonies, approve laws, meet leaders, ensure each new government is formed and dissolved correctly, hand out medals and honours, Commander-in-Chief of the Armed Forces, represent the monarch of England

Experiences: leadership roles, helping people, working with government, solving problems, supported human rights

The King and Canada

p. 33: **Comprehension Check**

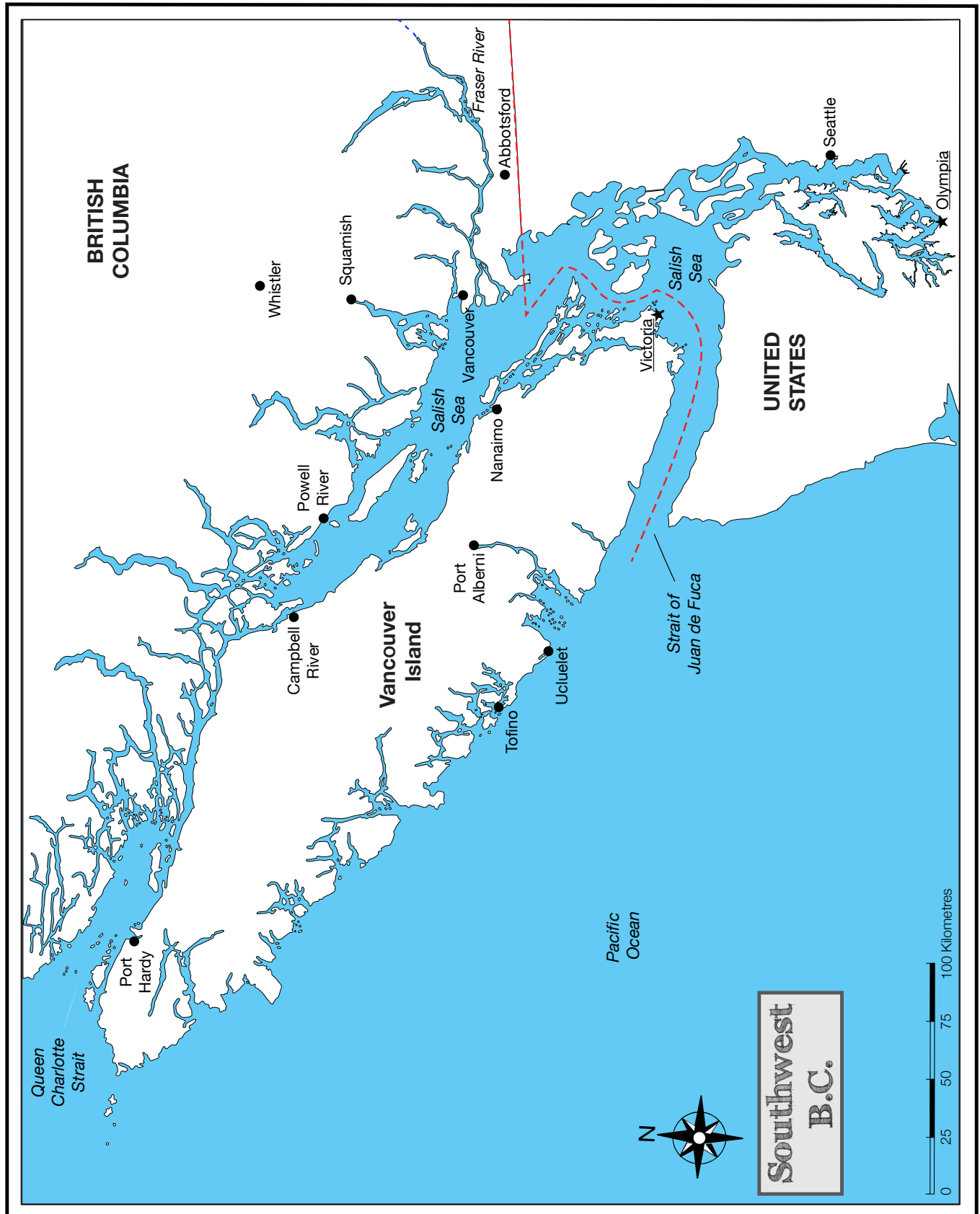
1. What kind of government does Canada have? Canada's government is a constitutional monarchy.

2. When did King Charles III become Canada's monarch? King Charles III became Canada's monarch on September 8, 2022.

3. Who is the real leader of Canada's government? The real leader of Canada's government is the prime minister.

4. What is a sovereign? A sovereign is a king or queen who is the head of a country.

5. What holiday do people in Quebec celebrate instead of Victoria Day? People in Quebec celebrate Patriotes' Day instead of Victoria Day.



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Issue 5: January 19
Issue 6: February 23
Issue 7: April 6
Issue 8: May 11

What in the World? Level 1

Issue 1: August 25
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Issue 4: December 4
Issue 5: January 22
Issue 6: February 26
Issue 7: April 9
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The Canadian Reader

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Numéro 4: 8 décembre
Numéro 5: 26 janvier
Numéro 6: 2 mars
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Numéro 8: 18 mai

Le Monde en Marche Niveau 1

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