

The Canadian Reader

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



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LesPlan

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2022-2023: 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.

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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 **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

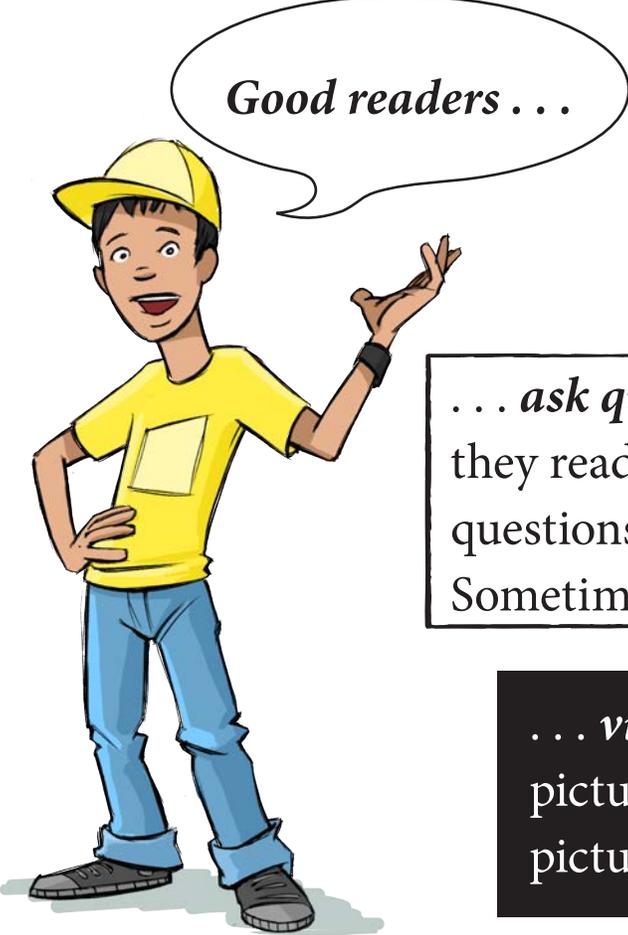
- 1 – Is unable to make connections to the text.
- 3 – Can make both personal connections and connections to background knowledge. Connections are meaningful (relevant to the content).
- 5 – Is able to make text-to-self, text-to-text, and text-to-world connections. Can express how the connections have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

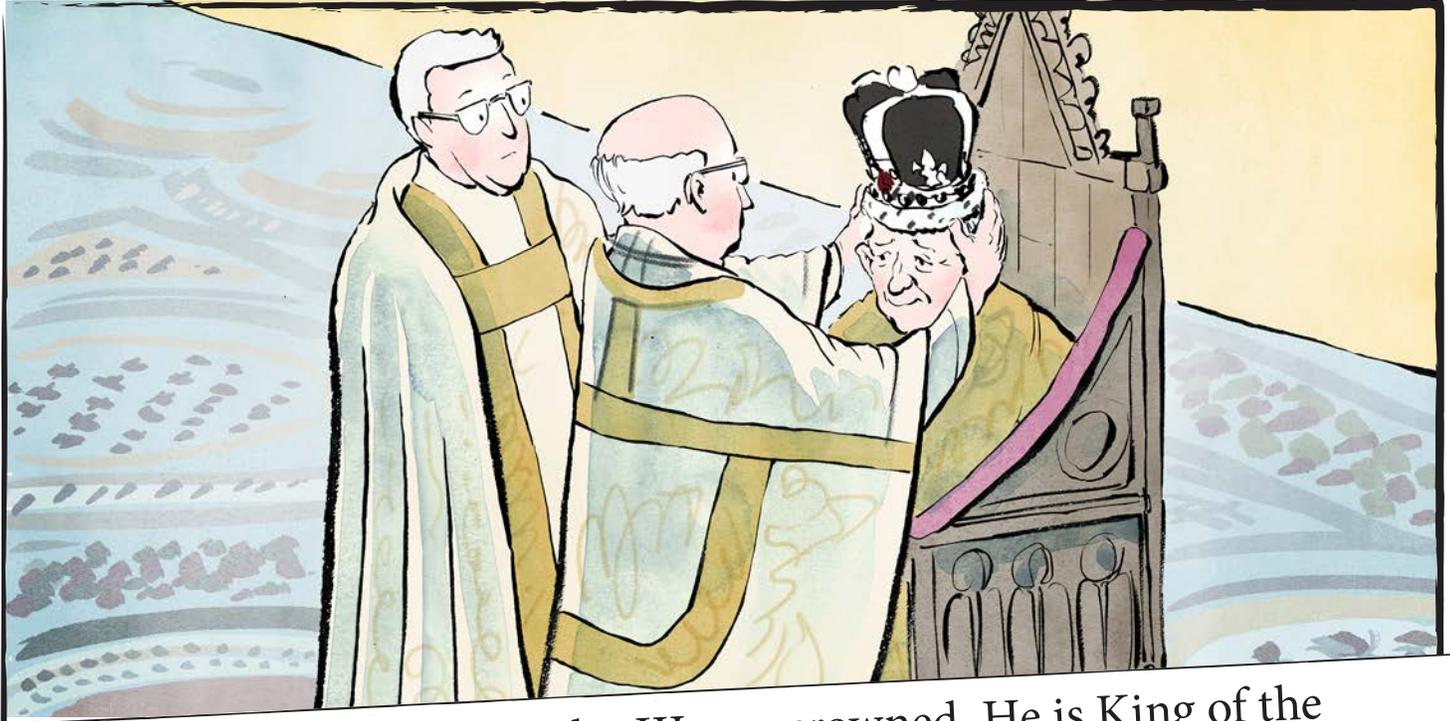
2. Write one 'right there' question that you have.

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.

A King is Crowned



On May 6, 2023, Charles III was crowned. He is King of the United Kingdom of Great Britain and Northern Ireland.

Charles' **coronation** was held in London, England. It took place in Westminster Abbey. Charles is the 40th king or queen to be crowned there since 1066.

Traditional ceremony

The ceremony lasted almost two hours. It honoured many traditions.

For example, Charles sat in the 700-year-old "Coronation chair" during the ceremony. The crown placed on his head was made in 1661. With its solid gold frame, it weighs over two kilograms. This crown is only worn at coronations.

Charles vowed to uphold the law and the Church of England. He swore to govern with "justice and mercy."

Modern touches

However, some parts of the ceremony were updated for today's world. The last coronation was more than 70 years ago!

For the first time, female bishops were included. There were roles for people of different religions, too. The Buddhist, Hindu, Jewish, Muslim, and Sikh faiths were all represented.

When someone is crowned, it's called a **coronation**.

The only person to kneel and swear loyalty was Prince William. He is Charles' heir. Everyone else was asked to repeat a vow, instead.

More than 2200 people from 203 countries filled the abbey. Large



crowds lined the streets. In the UK, about 18 million viewers watched on television.

King of Canada

Canada is a constitutional monarchy. The king is our Head of State. That means Charles is King of Canada.

Prime Minister Justin Trudeau attended the coronation. Canada's governor general, Mary Simon, was there as well. She represents the king in Canada.

After the ceremony, there was a march. Members of the RCMP and Canadian Armed Forces took part.

Across Canada, people woke up early to watch the coronation. In Ottawa, a smaller ceremony was held.

Low support for royals

Not everyone was excited, however. A recent study asked Canadians how they feel about the royals. Fifty-six percent said we should "reconsider" our ties with them.

In London, there were protests over the coronation. The ceremony cost about \$170 million in Canadian dollars. It was paid for by British taxpayers.

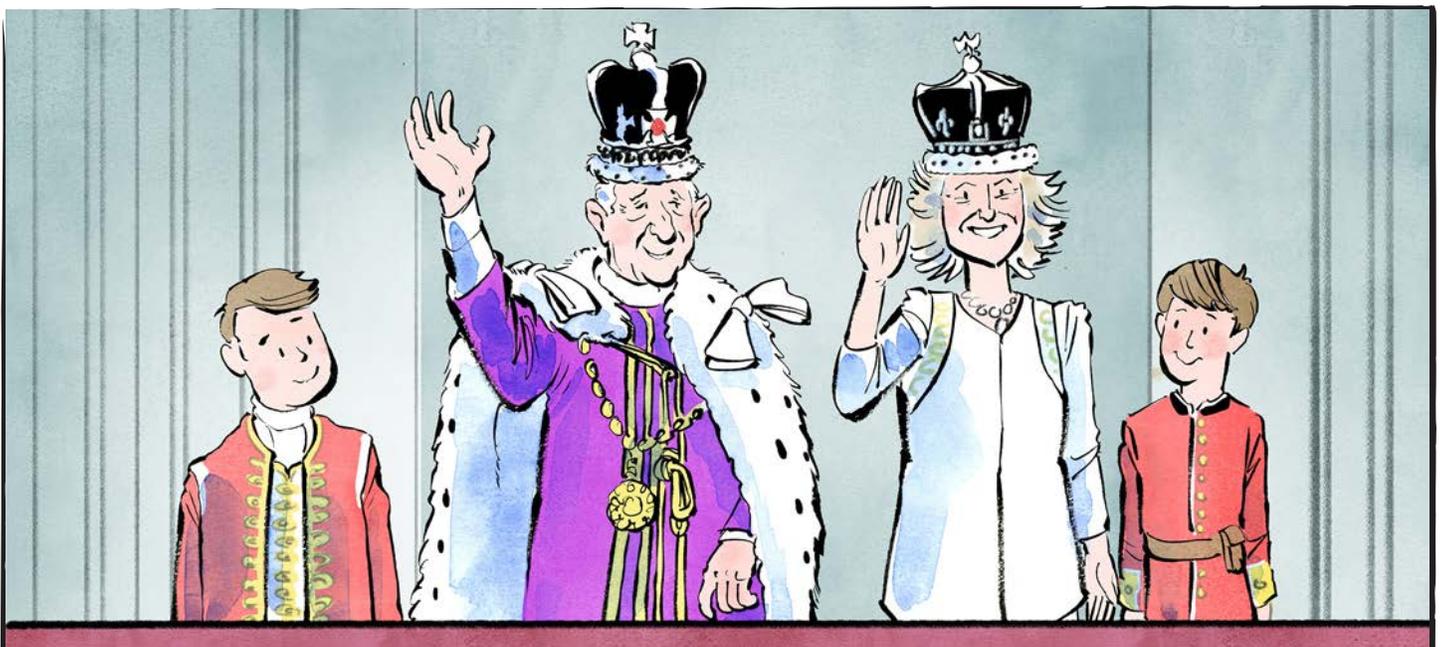
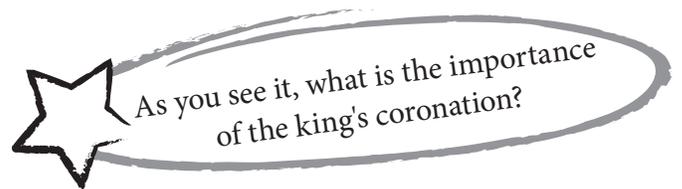
Also, the Royal Family's history cannot be ignored. Some of their wealth came from colonization and the slave trade.

What to expect

A new Canadian stamp has King Charles III on it. The king's profile will appear on our coins and on the \$20 bill. But other than that, not much will change in Canada. Charles' role here is mostly symbolic.

Symbols can matter, though. What do we know about King Charles III? For one thing, he cares about the environment. He also wants people to listen to Indigenous voices.

King Charles' reign may be like his coronation. We may see a mix of the old and the new.



A King is Crowned

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 coronation was held in London, England.

- _____ 2. The last coronation was more than 70 years ago.

- _____ 3. Female bishops were included for the very first time.

- _____ 4. Queen Camilla was the only person to kneel and swear loyalty.

- _____ 5. Everyone was excited for the coronation.

- _____ 6. King Charles III's profile will soon appear on our coins and the \$20 bill.

A King is Crowned

Language Focus

A **pronoun** is a word that takes the place of a noun. There are three types of pronouns: **subject** (I, he, she, it, you, etc.); **object** (me, him, her, you, etc.); or **possessive** (mine, his, hers, theirs, yours, etc.)

Directions: *Circle the pronouns.*

1. Give the book to the girl; it belongs to her and she really likes it!
2. The dog watched the boy because he had a ball.
3. The hat fits you, but it is too small for him!
4. I want to be away from them and the noise they are making.

Directions: *Fill in the blanks using the pronouns below.*

1. The crown placed on _____ head was made in 1661.
2. Prince William was there. _____ is Charles' heir.
3. Would you like to watch the coronation at my place or _____ ?
4. The ceremony lasted almost two hours. _____ honoured many traditions.

his he yours it

Can you find more examples of pronouns in the article?
Write the sentences and circle the pronouns.

Lesson Plan

Before Reading:

- Using appropriate technology, project an image of King Charles III (see **Internet Connections**). Facilitate a **Think-Pair-Share** discussion asking students to brainstorm the following:
 - what they know or think they know about the king and/or his coronation (and explain how they know it);
 - what they wonder about him or his coronation.
- Record students' thinking on a large **Know-Wonder-Learn** chart.
- Suggest to students that good readers ask questions as they read which helps their understanding of the text. Distinguish *Thin* and *Thick* questions:

Thin Questions <i>(help you understand the text)</i>	Thick Questions <i>(deepen your understanding)</i>
<ul style="list-style-type: none"> • have just one correct answer • are easier to answer • often are yes or no questions • answers are found in the text 	<ul style="list-style-type: none"> • often have more than one correct answer • are harder to answer • answers require the reader to think and search for evidence in the text
When? Who? What? Where? How many? Did?	Why did? What caused? How did? What would happen if?

- Classify each of the questions generated by students using the above distinctions.

During Reading:

- Encourage students to highlight or underline important information about the coronation of King Charles and look for answers to their questions.

After Reading:

- Return to the *K-W-L* chart. Place a checkmark next to facts that were confirmed in the article. Discuss answers to students' questions. Record what they learned from their questions in the final column of the chart and add any new learnings.
- Distribute to each student, or pair of students, a copy of **Thin and Thick Questions** (p. 12). Encourage students to record 1-2 of each type of question for each section of the article. Collect students' questions and redistribute them so each student or pair answers a different set of questions. Alternatively, pair students/groups up and direct them to take turns asking and answering each other's questions.

Lesson Plan

- Finally, ask students to individually complete the following sentence stems to summarize their understanding of King Charles and/or his coronation: *I used to think... And, now I know...This shows...*
- Challenge students to identify 3-5 new facts they learned from reading, questioning, and discussing the article to show their deepened knowledge of the topic.
- Criteria for Assessment:** A powerful response *is clearly written, well-supported with relevant, accurate facts and shows evidence of deep learning.*

Extension:

- Coronations – Then and Now:** Students may be interested in comparing the coronations of Queen Elizabeth II and King Charles III. View the suggested videos in **Internet Connections** as a class. Invite students to decide which coronation was better and why. Or, consider how the modern touches added by Charles suit the context of our world today. [Note: The OSSA video below provides a helpful summary of the differences.]

Internet Connections:

- Learn more about this news story:
<https://www.bbc.com/news/topics/c9wl4m5rqmlt>
<https://www.cbc.ca/news/world/king-charles-coronation-1.6834728>
<https://www.cbc.ca/kidsnews/post/king-charles-is-about-to-be-crowned.-here-are-5-facts-about-the-coronation/>
- Watch highlights of the coronation:
<https://www.bbc.com/news/av/uk-65511795>
<http://www.cbc.ca/player/play/2203243587929>
- See the official coronation photos:
<https://youtu.be/36mCykkCHtw>
- Visit the official website of the Royal Family:
<https://www.royal.uk/the-king>
- Compare the coronations:
A visual comparison of key moments in the coronation: <https://youtu.be/N6UBG5vV5BE> [0:57]
A narrated account of the differences: <https://youtu.be/mBt-prNf6iY> [10:42]
- For teachers:
Photo of King Charles: <https://www.politico.eu/article/king-charles-iii-coronation-pictures/>

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

A King is Crowned

Thin and Thick Questions		
	Thin Questions	Thick Questions
Traditional ceremony		
Modern touches		
King of Canada		
Low support for royals		
What to expect		

Returning to the Ocean



Lolita the orca lived with her pod in the ocean. In 1970, she was captured. She was only four years old. That was the last time she saw her home.

For more than 50 years, she has lived at the Miami Seaquarium. She entertained crowds. She depended on handlers.

Now, there are plans to return Lolita to her ocean home.

Lolita is one of the oldest orcas in captivity. She is also the only Southern Resident Killer Whale not living in the wild.

A need for space

Lolita's Florida tank is 24 metres long, 11 metres wide, and only 6 metres deep. It is the smallest orca tank in the United States.

Lolita is about six metres long. She needs more space. Orcas in the wild swim about 160 kilometres per day, says Raynell Morris. Ms. Morris is an Elder of the Lummi Tribe in Washington State.

The Southern Resident Killer Whales live in the Salish Sea near British Columbia and

Washington. They are endangered. They are also important to the Lummi people.

Ms. Morris serves on the board of Friends of Toki. The non-profit group is working to have Lolita set free.

Improper care

Lolita's tank size is not the only problem. The tank provides no shelter from the hot Florida sun. The sun has damaged the orca's eyes.

Lolita has not always been treated well. A 2021 report said the orca was fed rotten fish that made her sick. It said her trainers ignored advice from her veterinarian. There were other problems, too.

Meant to live wild

The first wild orca was captured in 1961. Since that time, we have learned more about these mammals. They are intelligent and social. They have close family bonds.

In the wild, female orcas can live as long as humans. But in tanks, their lives are shorter.

Ongoing care

Now, the aquarium has new owners. They want to help Lolita return to the ocean.

At first, she will live in a large netted area in the water. Her new territory will be about as big as two football fields.

People will care for her and feed her while she adapts. Trainers and veterinarians will teach her how to fish. That work has already started.

Charles Vinick is one of her trainers. He thinks the ocean will be good for her. In the ocean, “she can chase crabs and birds and feel the waves and the current and the weather,” he says.

She will also be able to communicate with her pod. The orca believed to be her mother is still alive!

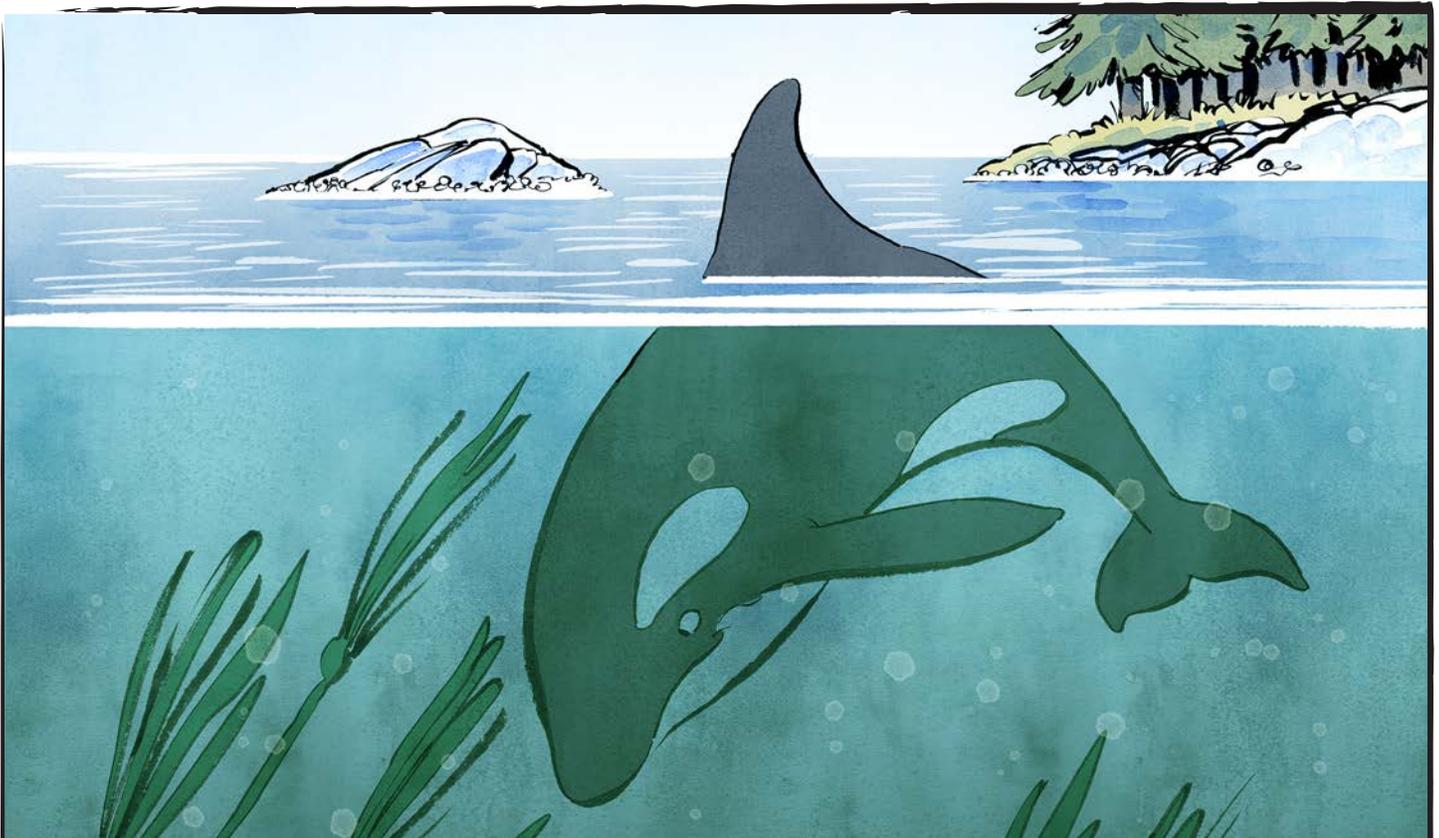
A happy reunion?

Some experts do not support the plan to move Lolita. She is no longer young and has health problems. She may not be accepted by her pod.

Still, Ms. Morris has confidence in Lolita—or Toki, as she calls her. “She was four when she was taken, so she was learning how to hunt,” she says. “She knows her family song. She’ll remember, but it will take time.”



As you see it, should Lolita be moved? Why or why not?



Lolita is also known as Tokitae, or Toki. Tokitae is a greeting the Coast Salish people use. It means ‘nice day, pretty colours.’

Returning to the Ocean

Comprehension Check

Answer the questions below in complete sentences:

1. Where did Lolita live for more than 50 years?

2. Why does Lolita need more space?

3. Describe Lolita's tank.

4. What is *Friends of Toki*?

5. What have we learned about orcas since 1961?

6. Why do some experts not support the plan to move Lolita?

Returning to the Ocean

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

Things

People

Returning to the Ocean

Lesson Plan

Before Reading:

- Facilitate a **Values Line** to explore students' pre-reading opinions on returning whales in captivity to their ocean homes. To set up the Values Line designate one side of an imaginary line as *Strongly Agree*, the other as *Strongly Disagree*. Present students with the following issue: *Whales in captivity should be returned to their ocean homes.*
- Ask them first to complete a 5-minute individual write on their position, using the sentence frames: *Yes, because.../No, because....*
- Then, ask students to place themselves in a position along the line that best represents their personal opinions on the issue. Ask one volunteer from each side to say why they chose that side. Instruct members of the other side to say, "Isn't that interesting?" (rather than make negative comments) before sharing their own opinions. Repeat until everyone has had an opportunity to speak. Encourage students to move positions on the line if they hear convincing reasons.
- Read the title and headings of the article aloud. Invite students to predict what the article is about and offer reasons for their speculations.

During Reading:

- Encourage students to highlight or underline important information about Lolita and the decision to return her to her ocean home.

After Reading:

- Distribute to each student a copy of **What's Important? Why?** (p. 19). Direct them to use the article to identify and record 1-2 important facts about Lolita and the decision to return her to the ocean in the 'What's important?' column. Then, ask students to consider why each fact is important—how it helps us understand more about Lolita and why the decision to return her to the ocean is a good idea or not. Have students record this thinking in the 'Why?' column. You may wish to model the process or work through a couple of examples as a class, using important facts from the introduction:

	What's important?	Why?
Introduction	<i>At the age of 4, Lolita the orca was captured and taken from her pod.</i>	<i>It shows that she has spent most of her life in captivity, separated from her family.</i>
	<i>She entertained crowds at the Miami Seaquarium and relied on her handlers for over 50 years.</i>	<i>It shows that she did not have a choice in where she lived or what she did and that she didn't learn the skills to feed or care for herself in the wild which might make returning to the ocean a challenge.</i>

- When students have completed the organizer, invite them to choose one the following reflection stems to synthesize their learning on the issue:

Returning to the Ocean

Lesson Plan

- *At first my thinking was... Now my thinking is...*
- *While I was reading and discussing, I started to think...*
- *My new understanding is...*

- You may wish to have students share their thinking in a sharing circle or facilitate another Values Line discussion.
- Criteria for Assessment:** A strong conclusion is *plausible (likely to be true based on the evidence)* and *includes relevant, specific details that show a deep understanding of the issue*. A thoughtful response *shows evidence of new knowledge, deep thinking, or a different perspective on the issue*.

Extension:

- Draw a comic strip from Lolita's perspective:** Invite students to imagine they are Lolita and to draw a 3-7 panel comic strip showing her reaction to the news of being returned to the ocean. Ask them to infer what Lolita might think, feel, do, and say after hearing the news or when she is finally placed in her ocean sanctuary. See **Internet Connections** for a short animation on how to create a comic strip. Students may wish to create their own comic strip or download a printable comic template.

Internet Connections:

- Learn more about this news story:
<https://www.cbc.ca/news/canada/british-columbia/lolita-orca-captivity-release-puget-sound-1.6796282>
<https://www.timescolonist.com/local-news/freeing-orca-lolita-and-returning-her-to-home-waters-is-risky-caregivers-6810154>
- Watch a news video about this story:
https://youtu.be/_HmLWnDPyxU
- Why Lolita should be freed [*Teachers: Please preview to ensure suitability for your class as some images may be distressing for some students*]:
<https://www.seaworldofhurt.com/features/lolita/>
- Why Lolita should not be freed:
<https://apnews.com/article/lolita-tokitae-free-willy-orca-killer-whale-19bf64fc234e0fe15a46c9a9a346738>
- Watch these videos on how to make a comic strip:
<https://youtu.be/ufOXBuGhVWg>
<https://youtu.be/w3DoRAaad5Y>

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

Name: _____ Date: _____

Returning to the Ocean

What's Important? Why?

	What's important?	Why?
A need for space		
Improper care		
Meant to live wild		
Ongoing care		
A happy reunion?		

Map: The Salish Sea

Complete this map assignment to help you better understand the context of the article *Returning to the Ocean*.

Label the following, then colour:

Canada: Cities and Towns

- Victoria
- Vancouver
- Nanaimo
- Port Alberni
- Tofino
- Powell River
- Campbell River
- Port Hardy

U.S. Cities

- Seattle
- Olympia
- Bellingham

Fresh Water

- Fraser River

Province

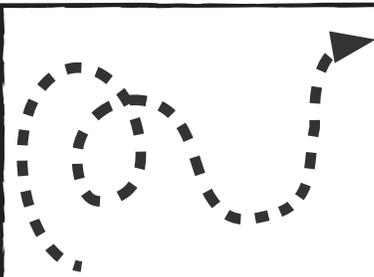
- British Columbia

Salt Water

- Pacific Ocean

Other

- United States
- Vancouver Island



Did you know?

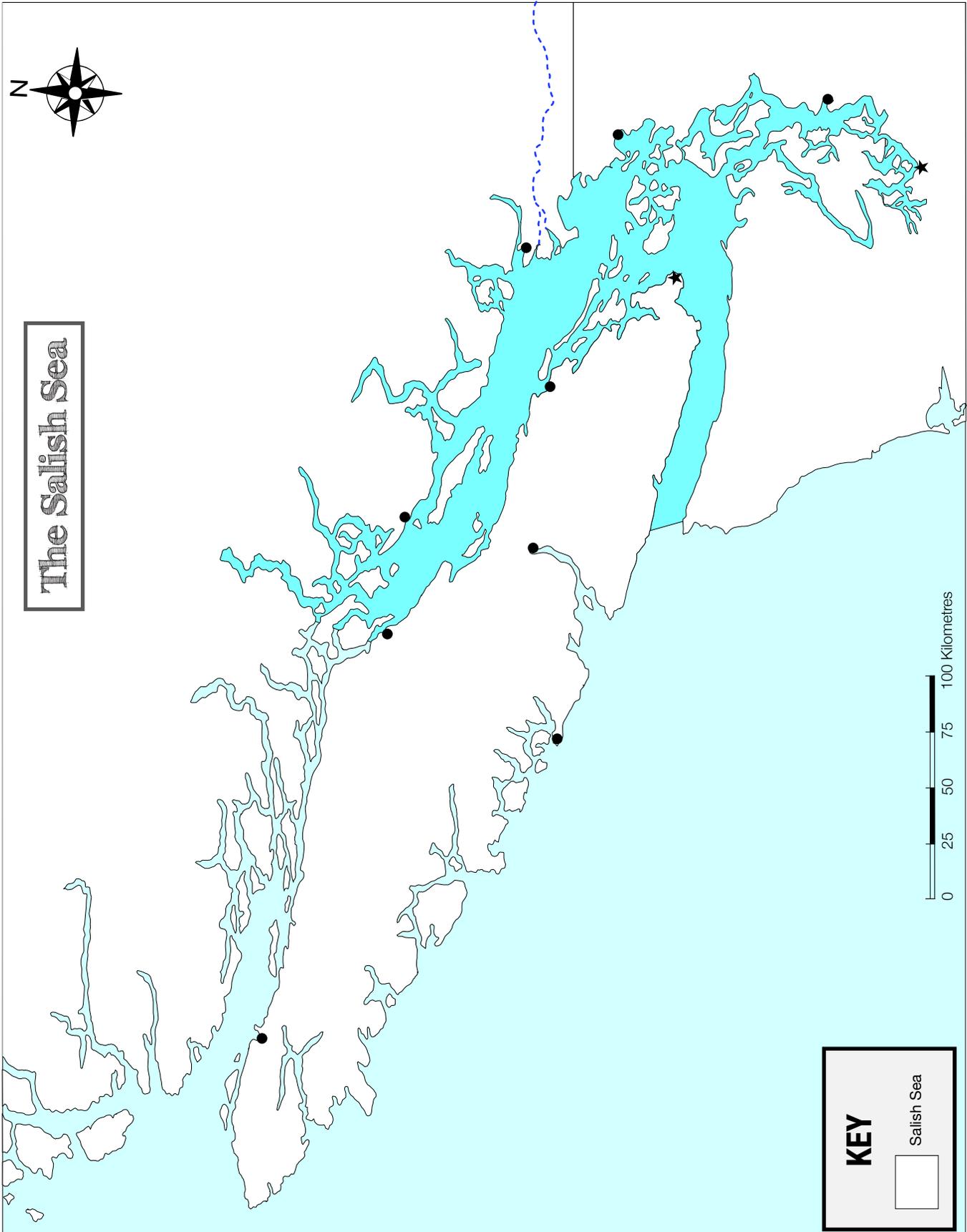
The Salish Sea is home to the Southern Resident Killer Whales. This sea includes both U.S. and Canadian waters.

Draw the Canada-U.S. border on your map. Then, colour the Salish Sea and complete the key with your chosen colour.

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



The Salish Sea



KEY

Salish Sea

To the Moon and Back



Jeremy Hansen grew up on a farm near London, Ontario. As a kid, he loved airplanes. One day, he saw a picture of astronaut Neil Armstrong. A man, standing on the Moon! Jeremy turned his treehouse into a rocket ship. He started dreaming of space.

A mission of firsts

Fast forward to 2023. Jeremy Hansen is a Canadian astronaut. He's been given the chance of a lifetime. He will go to space! Mr. Hansen will join the Artemis II crew as a Mission Specialist. His three crewmates are astronauts from NASA.

Their mission is to fly a figure-8 around the Moon in November 2024. The trip will take ten days. During that time, the crew will cover more distance than any astronauts before them.

It's a mission of firsts in other ways, too. Mr. Hansen will be the first Canadian to leave low-Earth orbit. He will also be the first Canadian on a lunar mission.

Victor Glover is the pilot. He will be the first person of colour on a lunar mission. Christina Koch, a Mission Specialist like Mr. Hansen, will be the first woman.

An incredible journey

The Artemis program is teaching us about Moon travel, one mission at a time.

Artemis I orbited the Moon with no humans on board. Artemis III, planned for 2025, will land astronauts on the Moon. The Artemis II crew will carry out tests while in orbit around the Moon. The results will help the Artemis III mission.

The journey will include incredible moments. Mr. Hansen looks forward to seeing an Earthrise. That's when Earth is visible as a circle, seen from space.

The astronauts will also see the dark side of the Moon. The region beyond that is deep space. The Artemis II astronauts will be the first humans to go there.

Canadian pride

Mr. Hansen is excited to be part of the program. He's happy for himself and proud of Canada. He hopes Canadians feel proud, too.

Canada earned its seat on the Artemis II mission. We have done great work for the space program.

NASA is building a space station to orbit the Moon. It will be called the Lunar Gateway. Canadian engineering will play a big role. The “Canadarm3” is a robotic space arm. Two arms, actually—a big one and a small one. The arm uses artificial intelligence. It will take care of the Lunar Gateway when no one is on board. That includes fixing problems and keeping science experiments going.

“We are up to big things here in Canada,” Mr. Hansen says. We can do things that seem impossible. All we have to do is believe in ourselves.

Just ask that little boy, looking up at the Moon.



What questions would you like to ask Jeremy Hansen?



To the Moon and Back

Comprehension Check

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

_____ 1. What did Jeremy Hansen love as a kid?

- a) Astronauts.
- b) Airplanes.
- c) Treehouses.
- d) The Moon.

_____ 2. What is the Artemis II crew's mission?

- a) Fly a figure-8 around the Moon.
- b) Land on the Moon.
- c) Go into space.
- d) Test a new rocket.

_____ 3. Who is the pilot of Artemis II?

- a) Christina Koch.
- b) Jeremy Hansen.
- c) Victor Glover.
- d) Neil Armstrong.

_____ 4. The Artemis II astronauts will be the first humans to go where?

- a) Deep space.
- b) The Moon.
- c) A space station.
- d) Into orbit.

_____ 5. What is the Canadarm3?

- a) A lunar mission.
- b) A science experiment.
- c) A space station.
- d) A robotic space arm.

To the Moon and Back

Language Focus



Connect the words with their definition.



a person who serves aboard a spacecraft



pilot

an important assignment

mission

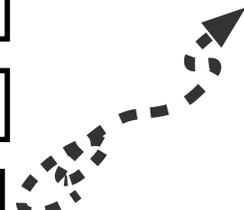
the amount of space between two things

orbit

a person who operates an airplane

journey

the path around a planet or a moon



impossible

a trip

incredible

not able to occur

distance

difficult to believe



astronaut

Now use three of these words in your own sentences.



1. _____



2. _____

3. _____

To the Moon and Back

Lesson Plan

Before Reading:

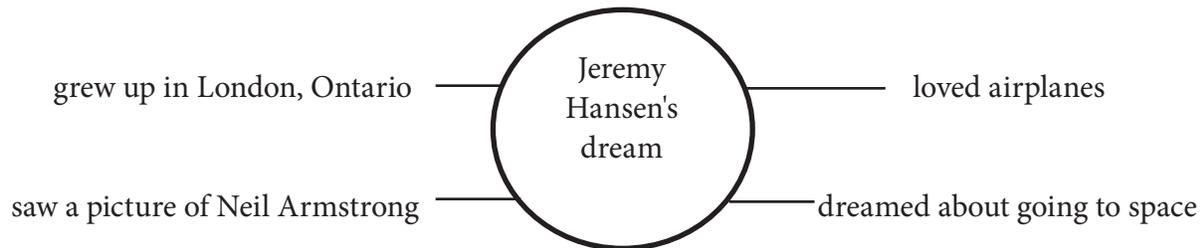
- Using appropriate technology, project several images related to the story (see **Internet Connections**), one at a time. Invite students to predict what the article is about and provide relevant evidence to support their predictions. (You may find it helpful to copy the images into a slideshow for easy viewing). Finally, read aloud the title, then the headings of the article, one at a time, and ask students to revise their predictions accordingly.

During Reading:

- Encourage students to highlight or underline important information about the lunar mission.

After Reading:

- Distribute to each student, or pair of students, a copy of the organizer **To the Moon and Back** (p. 28). Suggest to students that text features such as titles, images, captions, and headings provide clues about the main ideas of an article and can help readers determine what's important in the story. Draw students' attention to the article headings in each of the 3 bubbles. Direct them to use the article to add relevant supporting details to each main idea. You may wish to work through an example together, using the introduction, such as:



- When students have finished adding details, ask them to write a personal response to one of the main ideas by completing the following sentence stems on the back of the organizer:

- *The most important thing about _____ (write the topic) is...*
- *This is important because...*
- *I think...*
- *I wonder...*

- **Criteria for Assessment:** Effective notes include important, accurate, relevant details; are succinct (uses key words or phrases); and are written in your own words. A thoughtful response includes relevant, supporting details and shows a clear understanding of the main ideas.

Extensions:

- **Do a deeper dive into the main ideas:** Review the reading strategy of **Thin and Thick Questions** (see 'A King is Crowned') and encourage students first to generate several thin and thick questions about one (or more) of the main ideas in the article, then research to find the answers using relevant links in **Internet Connections**. Challenge students to use their research to create an infographic. Canva.com has many templates students can use to create their infographic. Students

To the Moon and Back

Lesson Plan

may benefit from exploring and analyzing several infographics to determine important features (e.g., focuses on one main point, uses visuals to show the information, includes no more than 3 colours, there is lots of whitespace). Alternatively, students may enjoy writing a script for a radio (or YouTube) interview. Students could record or film their interviews. See **Internet Connections** for a useful link.

Internet Connections:

- Learn more about this news story:
<https://youtu.be/7XzhtWcepos>
<https://www.cbc.ca/radio/quirks/blog/jeremy-hansen-s-flight-around-the-moon-is-a-continuation-of-canada-s-participation-in-the-space-program-1.6803679>
- Meet the astronauts:
<https://youtu.be/IPyl6d2FJGw>
- Check out all things Artemis II on NASA's website:
<https://www.nasa.gov/artemis-ii>
- See an animation of Canadarm3:
<https://www.asc-csa.gc.ca/eng/canadarm3/about.asp>
- Find out more about The Lunar Gateway:
<https://www.asc-csa.gc.ca/eng/astronomy/moon-exploration/lunar-gateway.asp>
- Watch these videos of Jeremy describing his journey to the Moon:
<https://www.youtube.com/watch?v=ww9aylu5Cfw>
https://www.asc-csa.gc.ca/eng/search/video/watch.asp?v=1_og6ymyy5
- Read Jeremy Hansen's bio:
<https://www.asc-csa.gc.ca/eng/astronauts/canadian/active/bio-jeremy-hansen.asp>
- Check out a quick history of Canada on the Moon:
<https://www.asc-csa.gc.ca/eng/youth-educators/objective-moon/quick-history-canada-on-the-moon.asp>
- Before reading images:
Jeremy Hansen: <https://images.app.goo.gl/B8fiXVVwAhuZaVhEA>
Neil Armstrong: <https://images.app.goo.gl/MkG15uMs29xidm9s7>
NASA logo: <https://images.app.goo.gl/X4Z35rnVBhnCkxSA7>
Artemis II: <https://images.app.goo.gl/pFRf7j2aQUFtxH7VA>
Canadarm 3: <https://images.app.goo.gl/Purry9Euob5Y9rpLA>
- How to write a good interview script:
<https://contentgroup.com.au/2019/03/building-the-perfect-interview-script/>

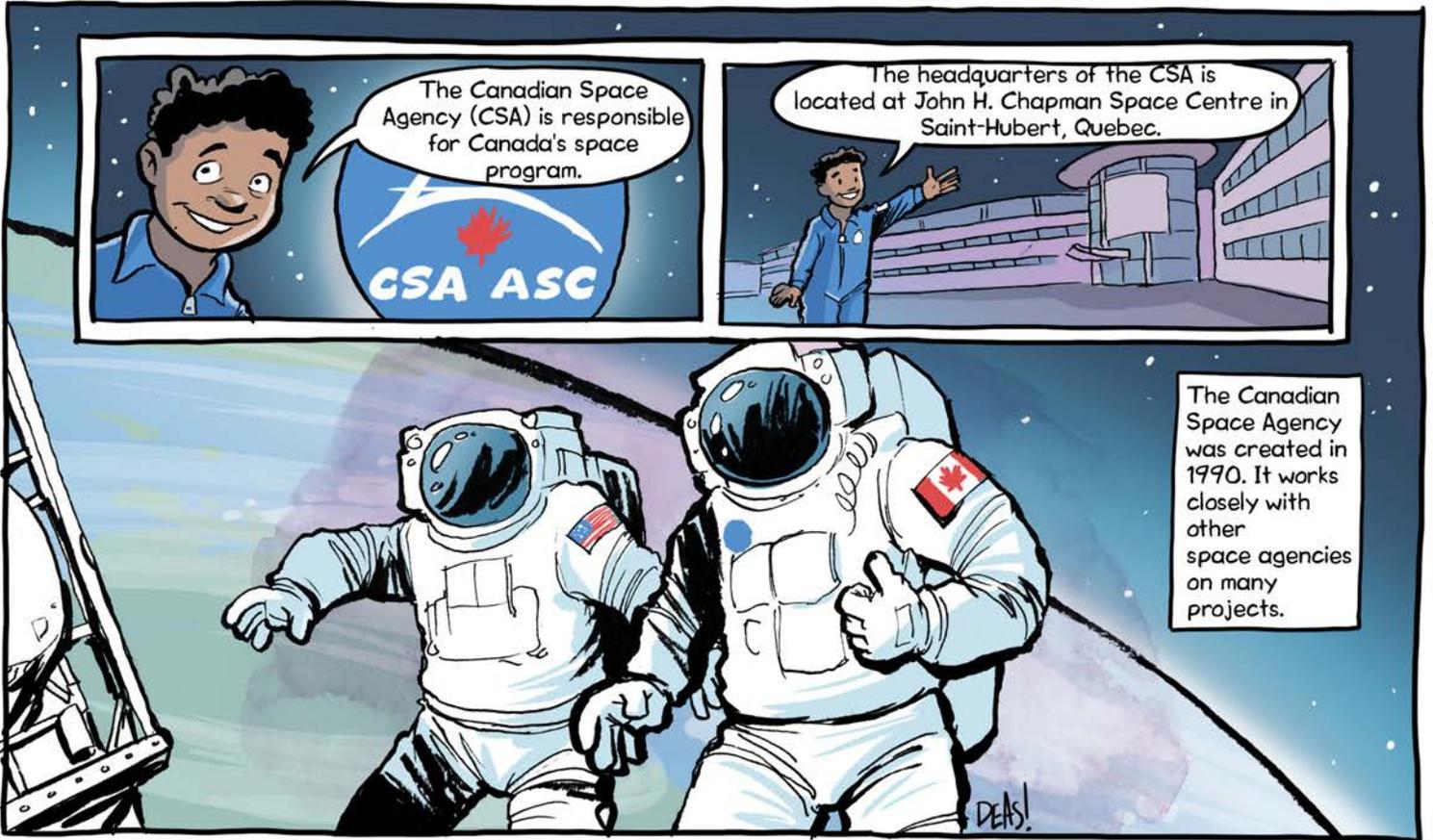
Note: All URLs are posted as links at <http://www.lesplan.com/links>

To the Moon and Back

Canadian
pride

An incredible
journey

A mission
of firsts



The Canadian Space Agency (CSA) is responsible for Canada's space program.

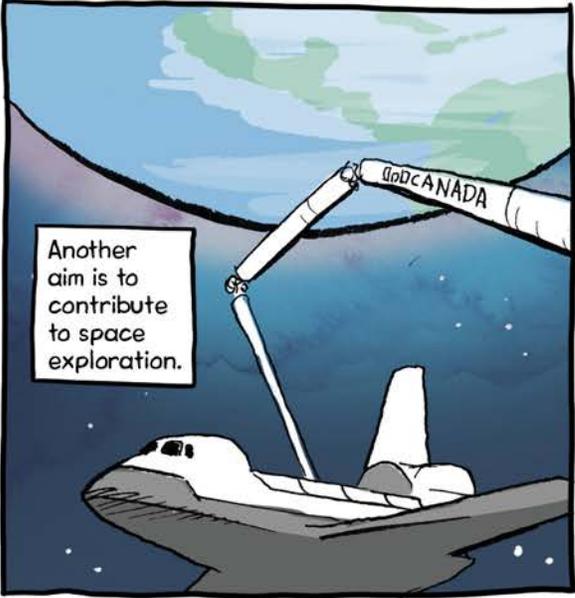


The headquarters of the CSA is located at John H. Chapman Space Centre in Saint-Hubert, Quebec.

The Canadian Space Agency was created in 1990. It works closely with other space agencies on many projects.



One aim of the CSA is to make sure that all Canadians learn and benefit from products and services that space research helps to make possible.



Another aim is to contribute to space exploration.



Over the years, there have been four recruiting campaigns for astronauts for the CSA. In all, 14 astronauts belong or have belonged to the agency.



In 2022 the federal government spent about \$500 million on the CSA.

The Canadian Space Agency

Comprehension Check

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

_____ 1. What does CSA stand for?

- a) Canada's Solar Advent.
- b) Canada Space Association.
- c) Canadian Space Agency.
- d) None of the above.

_____ 2. Where is the CSA headquarters located?

- a) In Ontario.
- b) In Chapman.
- c) In Quebec.
- d) None of the above.

_____ 3. What does the CSA aim to do?

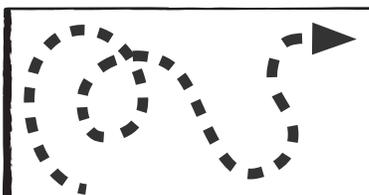
- a) Ensure that Canadians benefit from space research.
- b) Contribute to space exploration.
- c) Both a and b.
- d) None of the above.

_____ 4. How many times has the CSA hired new astronauts?

- a) Once.
- b) Twice.
- c) Three times.
- d) Four times.

_____ 5. In all, how many astronauts are or have been part of the CSA?

- a) Six.
- b) Nine.
- c) Twelve.
- d) Fourteen.



Look closely at the comic. What are some products and services that space research has made possible? Which of these have you benefited from?

Answer Key

A King is Crowned

p. 8: Comprehension Check

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

p. 9: Language Focus

1. Give the book to the girl; it belongs to **her** and **she** really likes **it!** 2. The dog watched the boy because **he** had a ball.
3. The hat fits you, but **it** is too small for **him!** 4. I want to be away from **them** and the noise **they** are making.

1. The crown placed on **his** head was made in 1661. 2. Prince William was there. **He** is Charles' heir. 3. Would you like to watch the coronation at my place or **yours?** 4. The ceremony lasted almost two hours. **It** honoured many traditions.

p. 12: **Thin and Thick Questions** *Answers will vary.*

Returning to the Ocean

p. 15: Comprehension Check

1. Where did Lolita live for more than 50 years?

For more than 50 years, Lolita lived at the Miami Seaquarium.

2. **Why does Lolita need more space?** Lolita needs more space because orcas in the wild swim about 160 kilometres per day.

3. **Describe Lolita's tank.** Lolita's Florida tank is 24 metres long, 11 metres wide, and only 6 metres deep.

4. **What is Friends of Toki?** *Friends of Toki* is a non-profit group that is working to have Lolita set free.

5. What have we learned about orcas since 1961?

They are intelligent and social. They have close family bonds. In the wild, female orcas can live as long as humans, but in tanks, their lives are shorter.

6. Why do some experts not support the plan to move Lolita?

Some experts do not support the plan to move Lolita because she is no longer young, has health problems, and they don't know if she will be accepted by her pod.

p. 16: Language Focus

Proper nouns in the article include:

Places: Miami Seaquarium; Florida; United States; British Columbia, Washington; Pacific. **Things:** Southern Resident Killer Whale; Lolita; Toki. **People:** Raynell Morris; Lummi Tribe; Friends of Toki; Charles Vinick.

p. 19: What's important? Why?

Answers will vary but may include:

A need for space: Lolita's tank is the smallest orca tank in the United States (6 m deep X 11 m wide x 24 m long). This shows that she has limited space to swim.

The *Friends of Toki* is a non-profit group that has been working hard to have Lolita set free. This shows how important Southern Resident Killer Whales are to the Lummi people.

Improper care: Lolita's eyes have been damaged because her tank provides no shelter from the sun. This shows how intense the Florida sun is and how exposed her tank is.

Lolita was fed rotten fish in 2021 by her trainers which made her sick. This shows that the trainers don't really care about

her physical condition.

Meant to live wild: Orcas are intelligent and social mammals who have close family bonds. This shows that Lolita has no family, social interactions, or stimulation in captivity.

Female orcas in captivity live shorter lives. This shows that Lolita's life expectancy and health is being impacted in captivity.

Ongoing care: Lolita will live in a large, netted area as big as two football fields. This shows she will have more space to move but it will also be contained so she can be monitored. Trainers and veterinarians will care for her and feed her while she adapts. This shows that people are aware that she will need to be supported and will train her to survive on her own when she is finally released.

Lolita will be able to communicate with her pod. This shows that it might be possible for her to reconnect with her mother and begin to have social interactions with other orcas.

A happy reunion? Some experts don't think that Lolita should be moved because of her age and health problems. This shows that they too are trying to protect Lolita.

Ms. Morris is confident that Lolita will remember how to hunt and recognize her family song. This shows how intelligent orcas are.

To the Moon and Back

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

p. 25: Language Focus

A person who serves aboard a spacecraft: astronaut;

An important assignment: mission;

The amount of space between two things: distance;

A person who operates an aircraft: pilot;

The path around a planet or a moon: orbit;

A trip: journey; **Difficult to believe:** incredible;

Not able to occur: impossible.

p. 28: To the Moon and Back

Answers will vary but may include:

A mission of firsts: it will be the first time 3 of the 4 astronauts have been on a lunar mission; Mr. Hansen is the first Canadian astronaut to leave low Earth orbit; Victor Glover is the first person of colour; Christina Koch is the first woman.

An incredible journey: Artemis II is the second stage of a 3-part journey; it will orbit the Moon for 10 days; astronauts will do tests to help Artemis III, and see the dark side of the Moon.

Canadian pride: Canadarm 3 is a robotic space arm build by Canadian engineers; it will use AI to take care of the Lunar Gateway when unmanned, fix problems, & keep science experiments going.

Did You Know?

The Canadian Space Agency

p. 35: **Comprehension Check**

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

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.



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. 60 pages. Available in English and in French, and in two reading levels, for grades 5 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: 40 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.

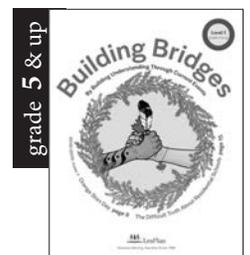
News4Youth/Infos-Ados: Grades 7 and up.



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.



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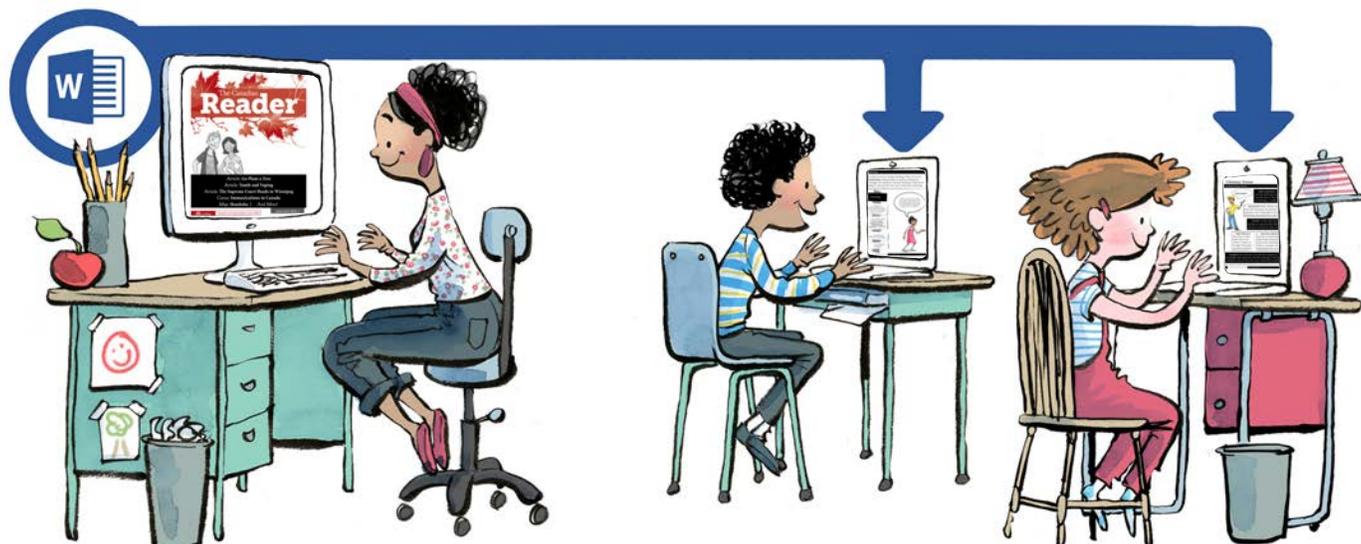
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Students Can Work In Word/Google Docs...



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

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2022 – 2023 Publication Schedule

What in the World? Level 2

Issue 1: August 25
Issue 2: September 26
Issue 3: October 24
Issue 4: November 28
Issue 5: January 9
Issue 6: February 21
Issue 7: April 3
Issue 8: May 15

Level 1

Issue 1: August 29
Issue 2: September 28
Issue 3: October 26
Issue 4: November 30
Issue 5: January 11
Issue 6: February 23
Issue 7: April 5
Issue 8: May 17

The Canadian Reader

Issue 1: August 30
Issue 2: September 30
Issue 3: October 28
Issue 4: December 2
Issue 5: January 13
Issue 6: February 24
Issue 7: April 11
Issue 8: May 19

Le Monde en Marche Niveau 2

Numéro 1 : 29 août
Numéro 2 : 3 octobre
Numéro 3 : 31 octobre
Numéro 4 : 5 décembre
Numéro 5 : 16 janvier
Numéro 6 : 27 février
Numéro 7 : 11 avril
Numéro 8 : 23 mai

Niveau 1

Numéro 1 : 1^{er} septembre
Numéro 2 : 5 octobre
Numéro 3 : 2 novembre
Numéro 4 : 7 décembre
Numéro 5 : 18 janvier
Numéro 6 : 1^{er} mars
Numéro 7 : 12 avril
Numéro 8 : 22 mai

Nos Nouvelles

Numéro 1 : 2 septembre
Numéro 2 : 7 octobre
Numéro 3 : 4 novembre
Numéro 4 : 9 décembre
Numéro 5 : 20 janvier
Numéro 6 : 3 mars
Numéro 7 : 14 avril
Numéro 8 : 26 mai

Building Bridges Level 2

Issue 1: August 23
Issue 2: November 14
Issue 3: January 16
Issue 4: March 13
Issue 5: May 8

Building Bridges Level 1

Issue 1: August 26
Issue 2: November 16
Issue 3: January 18
Issue 4: March 15
Issue 5: May 10

Bâtir des ponts Niveau 2

Numéro 1 : 22 août
Numéro 2 : 21 novembre
Numéro 3 : 23 janvier
Numéro 4 : 20 mars
Numéro 5 : 15 mai

Bâtir des ponts Niveau 1

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Numéro 2 : 23 novembre
Numéro 3 : 25 janvier
Numéro 4 : 22 mars
Numéro 5 : 17 mai



Currents4Kids

Every **Monday** from August 29 – June 12, except December 19 and December 26.

Infos-Jeunes

Chaque **mardi** du 30 août au 13 juin, sauf les 20 et 27 décembre.

News4Youth

Every **Monday** from August 30 – June 13, except December 20 and December 27.

Infos-Ados

Chaque **mardi** du 30 août au 13 juin, sauf les 20 et 27 décembre.

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.

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<i>What in the World?</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
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<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
			5 issues (Sept. - May)		
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<i>Building Bridges</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$150		
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Subtotal A					\$

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Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. - Jan.)	40 issues (Sept. - June)	
<i>Currents4Kids</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>News4Youth</i>	English	Grades 7 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
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