

The Canadian Reader

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



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2026-2027: Issue 1

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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 levelled 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.

Using Text Features

Introduction:

- Using the **Using Text Features** handout (p. 5), explain that good readers use text features to figure out what a passage is about before they even begin reading it. This strategy is called **previewing**. Previewing a text helps readers better understand it once they start reading.

Modeling:

- Black out the text features from one article in this issue. Then, using appropriate technology, project this article for the class. Invite students to work with a partner to figure out what the 'missing' text features might be.
- On an overhead, piece of chart paper, or the board, create a three-column chart with the following headings: **Text feature**, **How it helps**, **What I learned**. Elicit answers for the blackened out text features. *How does each text feature help students understand the article? What can students learn about the topic from examining the text feature?* Here's an example using the article 'Howe to Bridge Two Countries':

Text feature	How it helps	What I learned
Title	• gives the reader an idea of what the article will be about • readers can use titles to make predictions and to ask themselves what they already know about the topic	<i>'Howe To Bridge Two Countries' suggests that this article will be about a bridge that connects two countries. I predict that the story will explain why the bridge was built, the importance of its name, and how it helps people travel between Canada and the United States.</i>
Headings	• introduce the topics in the article • readers often turn headings into questions to help them figure out the main ideas of each section	<i>'Why a new bridge' – This section may give reasons for the bridge. Was there something wrong with the old bridge? Why was an extra bridge needed?</i> <i>'Six lanes and more' – May explain the features of the bridge including the lanes.</i> <i>'Joint owners' – May explain who paid for and owns the bridge, how the cost of building will be recovered, or who can use the bridge.</i> <i>'Separate celebrations' – Why were there separate celebrations? May discuss the opening ceremony and other celebrations to mark the bridge opening.</i>
Illustrations	• tell something about the article • help the reader understand key ideas, often by simplifying ideas from the text	<i>One illustration shows the bridge from a distance, offering perspective on its size and how it is constructed. A second illustration features Gordie Howe, the NHL player whom the bridge is named after.</i>
Photographs	• show real objects or subjects in a real setting	

Using Text Features

Text feature	How it helps	What I learned
Caption	- explains what's in the picture - usually summarizes the most important 5 W's and H	<i>Gordie Howe was a famous Canadian hockey player. He played for the Detroit Red Wings for 25 seasons. "Mr. Hockey" lived from 1928 to 2016. He is considered one of the greatest players of all time.</i>
Sidebar	contains an interesting fact (or set of facts) related to something in the article	
Bold or italic print	signals important information or new words	Tolls
Glossary	defines new words	<i>Tolls are money paid to drive on a highway, cross a bridge, or use a tunnel. They help pay for the building and maintenance costs.</i>
Diagram, chart, graph, table, or map	gives information in a visual way so it is quicker and easier to read or understand	

- ☐ Point out that students have already learned a lot about the article by just previewing the text features. Then, read the article aloud to the class.
- ☐ After reading, ask students to reflect on how using the text features helped them to better understand the text by completing this stem: *Using text features helped me to understand...*

Guided Practice:

- ☐ Provide pairs of students with a second article and a copy of the **Using Text Features** organizer (p. 6). Invite them to preview the article using the text features. Direct them to record the relevant text features on their organizer (e.g., write the title and headings, briefly describe the illustration, note the type of visuals used) and jot down what they learned about the text before they begin reading.
- ☐ Once they have read the article, ask individuals to reflect on which text feature(s) most helped them understand what the text was about by completing this statement:
 [Text feature] *most helped me understand the text by...*

Independent Practice:

- ☐ Repeat the strategy using a third article. This time have students work independently. After they have read the article, encourage them to reflect on what they are noticing about their reading when they use text features to preview by completing this prompt:
When I use text features to preview a text, I notice...

Literacy Focus

Using Text Features

Good readers use text features to preview a text. Previewing helps them get a sense of what the text is about, so they can focus on important information while they are reading.

Most non-fiction includes at least some of these common text features:

Table of contents

Index

Photographs and illustrations

Title and headings

Italic and **bold** print

Captions and labels

Diagrams, charts, graphs, and tables

Sidebars

Glossary

Which of these text features are you familiar with? How can they help you to better understand what you read?



Literacy Focus

Using Text Features

Text features	What I learned
Title	<i>I think this article is about...</i> <i>I already know that...</i>
Headings • • • •	• • • •
Illustration/Photograph:	This picture/photograph shows...
Caption:	This caption tells...
Sidebar:	Something interesting I learned was...
Bold/italic print:	These are important words... ☐ <i>I already know these words.</i> ☐ <i>I used the glossary.</i>
Other visuals (diagrams, charts, graphs, tables, maps):	This _____ shows...

Meet Gavin McKenna



On June 26, a dream came true for hockey player Gavin McKenna. The 18-year-old left winger was drafted by the National Hockey League (NHL). He was chosen first overall.

The lucky team? The Toronto Maple Leafs. Mr. McKenna signed a three-year, entry-level contract. He has already started training with the team.

Northern pride

Mr. McKenna comes from Whitehorse, Yukon. He is a member of the Tr'ondëk Hwëch'in First Nation.

On draft night in Buffalo, New York, he showed how much his ancestry means to him. The jacket lining of his suit was printed with photos of his family and friends. He also wore two beaded wolf pins, made by his sister. They represent the family's clan.

"My grandfather went to a Residential School," Mr. McKenna later said. "Seeing how far he's come has taught me to be resilient and not take anything for granted."

Breaking barriers

This is just the second time an Indigenous player from Canada has been the top draft pick. In 1977, the Detroit Red Wings drafted Dale McCourt. Mr. McCourt is a member of the Kitigan Zibi Anishinabeg First Nation in Quebec.

Rebecca Chartrand is Canada's Minister of Northern and Arctic Affairs. She watched as Mr. McKenna's name was called. She called it an "electrifying moment."

“He shattered barriers and lifted his Tr’ondëk Hwëch’in Nation onto the world stage,” Ms. Chartrand wrote. “The North is roaring with pride and so are Indigenous Peoples across Canada.”

Setting goals

The hockey world has had its eyes on Mr. McKenna for years.

From the age of fourteen, he played in the Western Hockey League (WHL). Mr. McKenna spent three years with the Medicine Hat Tigers. During the 2024-25 season, he led the entire Canadian Hockey League (CHL) with 129 points. (The WHL is part of the CHL.)

Last year, he played for Pennsylvania State University. In 35 games, he scored 15 goals and 36 assists.

Sportswriter Justin Bourne calls him a “creator.” Mr. McKenna sees what is happening on the ice. He creates opportunities for the team to score.

A good sport

It’s already clear that Mr. McKenna is a team player. When he started training with the Leafs, he chose his usual jersey number, 72. Then the Leafs signed experienced goaltender Sergei Bobrovsky. Mr. Bobrovsky has worn number 72 for his whole career.

What did Mr. McKenna do? Gave him the jersey with 72 on it, of course.

No matter his number, Mr. McKenna is excited to be in Toronto. In fact, the day after the draft, he went to his first Blue Jays game. He threw the first pitch! It went high. Luckily, he’s better with a hockey puck.

“I’ve got a lot of young fans watching me,” Mr. McKenna said. “So I obviously want to represent the Indigenous community well, be a good role model for young kids, and make them proud.”



What is a role model? As you see it, why is Gavin McKenna a good role model?



Meet Gavin McKenna

Comprehension Check

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

_____ 1. Which NHL team drafted Gavin McKenna?

- a) Ottawa Senators.
- b) Detroit Red Wings.
- c) Toronto Maple Leafs.
- d) Edmonton Oilers.

_____ 2. What was inside Gavin McKenna's suit jacket?

- a) A ticket to a Blue Jays game.
- b) A contract.
- c) Photos of his family and friends.
- d) Two beaded wolf pins.

_____ 3. Who is Dale McCourt?

- a) Canada's Minister of Northern and Arctic Affairs.
- b) The first Canadian Indigenous player drafted to the NHL.
- c) Pennsylvania State University's hockey coach.
- d) A member of Tr'ondëk Hwëch'in First Nation.

_____ 4. What jersey number did Gavin McKenna give up to Sergei Bobrovsky?

- a) 36.
- b) 15.
- c) 26.
- d) 72.

_____ 5. What did Mr. McKenna do the day after the draft?

- a) He went to his first Blue Jays game.
- b) He started training with the Leafs.
- c) He called the Medicine Hat Tigers' coach.
- d) He returned to Whitehorse, Yukon.

Meet Gavin McKenna

Language Focus

Nouns name people, places, or things. They can be *common* or *proper*.

Common nouns name general things: *lake, teacher, city*

Proper nouns always begin with a capital letter. They name a specific person, place, or thing: *Lake Ontario, Mrs. Bain, Saskatoon*

Directions: Complete the table by writing the following nouns in the appropriate column:

Gavin McKenna

barriers

hockey puck

Rebecca

player

season

community

New York

number

games

friends

National Hockey League

Toronto

Quebec

Canada

Common Noun	Proper Noun

What other common and proper nouns can you find in the article?

Lesson Plan

Before Reading:

Literacy Focus: *Determining Importance*

- ☐ Write on the board: *What makes an achievement **historic** rather than simply **impressive**?*
- ☐ Facilitate a *Think-Pair-Share* discussion. Invite partners to brainstorm characteristics of a historically significant achievement, such as:
 - It's the first time something happened
 - It changes what people believe is possible
 - It inspires others
 - It opens doors for future generations
 - It makes an entire community proud
 - It's remembered and talked about for many years
- ☐ Record students' ideas on the board.
- ☐ Then, explain that today they will be reading about an 18-year-old hockey player whose achievement is considered historically significant.
- ☐ Write the title of the article and the headings on the board:
 - Northern pride
 - Breaking barriers
 - Setting goals
 - A good sport
- ☐ Read the introductory paragraph aloud and ask: *Based on the title, headings, and introduction, what do you predict makes Gavin McKenna's story historically significant?* Record their ideas.
- ☐ Tell students that, as they read, they will decide which details are the most important in helping them answer that question.

During Reading:

- ☐ Ask students to read the article independently or with a partner. As they read, have them highlight or underline the details they believe are most important to understanding Mr. McKenna's achievements.
- ☐ Remind students that determining importance means distinguishing between interesting details and important details.
- ☐ Encourage them to ask themselves:
 - *Does this detail help explain why Gavin McKenna's achievement matters?*
 - *Does it help me better understand one of the section headings?*
 - *If this detail were removed, would I still understand why his story is historically significant?*

Lesson Plan

After Reading:

- ☐ Revisit students' predictions. Notice which predictions were affirmed in the article.
- ☐ Invite students to share:
 - **Surprising facts** (e.g., he is only 18 years old, he is just the second Indigenous player from Canada to be selected first overall in the NHL Draft).
 - **Questions** (e.g., how did he become such an exceptional hockey player? Why was being the first overall draft pick so significant? Why was he invited to throw the ceremonial first pitch at a Toronto Blue Jays game?).
 - **Connections** (e.g., personal ancestry, participating in sports, setting goals, athletes who have broken barriers).
- ☐ Distribute the **What's Important? Why?** organizer (pp. 14-15). Model how to complete the organizer using the article introduction. For example:

What's important? (Facts that help us understand Gavin McKenna's achievements)	Why? (Explain why this fact is important)
-Gavin was the first player selected in the 2026 NHL Draft.	-Being selected first overall shows that he is considered the top young hockey player entering the NHL.
-He signed a three-year contract.	-The contract shows that the Maple Leafs believe he has the talent and potential to contribute to their team.

- ☐ Direct students to use the article to:
 - identify 2-3 *important facts* from each section;
 - explain why each detail is significant to understanding Gavin McKenna's story.
- ☐ Remind students that they may have to *infer* why some details are important by combining evidence from the article with the class's criteria for historical significance.
- ☐ When students have completed their organizer, ask them to respond to the following question:
Why does Gavin McKenna's story matter?
- ☐ Encourage students to support their response with several important details from the article.
- ☐ **Criteria for Assessment:** A thoughtful reflection is *complete* (identifies the most important details from the article), *revealing* (explains why those details are significant), *well-supported* (supports ideas with relevant evidence from the text), *insightful* (demonstrates understanding of why Gavin McKenna's accomplishments are historically significant), and *clearly written*.

Meet Gavin McKenna

Lesson Plan

Extensions:

- ☐ **Hall of Fame Nomination:** Ask students to imagine Gavin McKenna is being nominated for a Young Canadian Achievement Award. Using evidence from the article, have students write a one-paragraph nomination explaining why he deserves the honour. Encourage them to include only the most important details that support their recommendation. Some students may wish to explore the links in **Internet Connections** to learn even more about Mr. McKenna.
- ☐ **Compare two trailblazers:** Invite students to research another Canadian athlete who was a 'first' or broke barriers in sport (e.g., Willie O'Ree, Hayley Wickenheiser, Angela James, or another athlete of their choice). Direct students to create a comparison chart showing the athlete's achievement, why it was historically significant, and how their story is similar to or different from Gavin McKenna's.

Internet Connections:

- ☐ Learn more about this news story:
<https://indigenews.com/sports/gavin-mckenna-nhl-draft/>
<https://www.cbc.ca/sports/longform/features/how-the-yukon-shaped-top-nhl-draft-prospect-gavin-mckenna>
- ☐ Discover Gavin McKenna's career highlights:
<https://www.eliteprospects.com/nhl-draft-guide/2026?player=gavin-mckenna#prospect-list>
- ☐ Watch Gavin McKenna at the NHL Draft Night:
https://youtu.be/8v4LmVD3gEo?si=XXt2gP7Ao_rWrb26 [14:39]

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

Name: _____ Date: _____

Meet Gavin McKenna

What's Important? Why? (p.1)

What's important? <i>(Facts that help us understand Gavin McKenna's achievements)</i>	Why? <i>(Explain why this fact is important)</i>
Northern pride	
Breaking barriers	

Name: _____ Date: _____

Meet Gavin McKenna

What's Important? Why? (p.2)

What's important? <i>(Facts that help us understand Gavin McKenna's achievements)</i>	Why? <i>(Explain why this fact is important)</i>
Setting goals	
A good sport	

Quebec Bans Energy Drinks



Soon, most teens won't be able to buy energy drinks in Quebec. In June, the Quebec government passed Bill 9. The new law bans the sale of drinks like Red Bull and Monster to youth aged 15 and under.

The law takes effect in December 2026. It is the first of its kind in North America.

Strict new rules

What are energy drinks? They are beverages that contain at least 150 milligrams of caffeine per litre. They also contain other chemicals or natural substances. Some examples are vitamins, minerals, and **taurine**.

Under the new law, people are banned from selling or giving an energy drink to anyone under 16. Stores must ask for ID to confirm age.

A person under 16 who breaks the law could face a \$100 fine.



Taurine is found naturally in some foods. A lab-made version is added to energy drinks to help calm the jittery effects of caffeine.

Adults can be charged between \$500 and \$1500. Businesses could pay up to \$62,500.

Selling energy drinks online is against the law, too. So is selling them in vending machines.

There's a limit

Why is Quebec taking these steps? Because too much caffeine is harmful for youth.

The daily maximum is around 100 milligrams for teens. It's much less for kids. Consuming more than the limit can be dangerous.

Caffeine can make sleeping difficult. It can disrupt your heart and heartbeat. It can cause problems with digestion. It can raise blood pressure. It can cause headaches. It can make you anxious. It can make focusing difficult.

When mixed with some medications, high levels of caffeine can be life-threatening.

“Even with just one drink, you’re often exceeding the daily caffeine maximum for a young person,” said Dr. Nicholas Chadi. He works at a children’s hospital in Montreal, Quebec.

The problem with energy drinks

Many foods contain caffeine. So why does the new law target energy drinks? Because they make it easy for youth to consume caffeine in large amounts.

The drinks are high in sugar. They are sweet and tasty. Many youth don’t stop at one can.

Energy drinks can also contain other ingredients that add to caffeine’s impact. Ginseng is one example.

When energy drinks are added to caffeine from other sources, it’s even easier for youth to get too much.

“If a young person is going to have an energy drink but also an iced coffee and a chocolate bar and a soda, that really increases the risks,” said Dr. Chadi.

Safety first

Still, some people are against the ban. So is the beverage industry. Critics say that educating youth about the effects of caffeine is a better solution.

But many parents, teachers, and school groups support the new law. So do many doctors and pharmacists. They agree with the government that energy drinks are not worth the risk for youth.

“We believe it is better to act preventively when the health of young people is at stake,” stated Quebec Health Minister Sonia Bédard.



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



Quebec Cans Energy Drinks

Comprehension Check

Answer the questions below in complete sentences:

1. What does Bill 9 ban in Quebec?

2. What must stores ask for before selling an energy drink?

3. List two other places where it is against the law to sell energy drinks.

4. What is the daily maximum of caffeine for teens?

5. Name two health problems that too much caffeine can cause.

6. Who is against the ban?

Quebec Cans Energy Drinks

Language Focus

A **definite article** (**the**) is used when you talk about *something specific*.
(For example: The dog is sleeping on the couch.)

Indefinite articles (**a, an**) are used when you talk about *something not specific*. (For example: I saw a cat in the garden. She ate an apple.)

Use "a" before words that start with a consonant sound.

Use "an" before words that start with a vowel sound.

Write the article **the**, **a**, or **an** in the blanks below:

1. _____ energy drink ban takes effect in December 2026.
2. Dr. Chadi works at _____ children's hospital.
3. Youth should not order _____ energy drink, _____ iced coffee, and _____ soda all at once.
4. Selling energy drinks online is against _____ law.
5. Ana knows all _____ letters of _____ alphabet.

Now write three sentences of your own using **the**, **a**, and **an**.

1. _____

2. _____

3. _____

Quebec Cans Energy Drinks

Lesson Plan

Before Reading:

Literacy skill: *Synthesizing*

- ☐ Tell students that today they are going to practice one of the most important thinking skills readers use: **synthesizing**. Define it:
Synthesizing means putting together new information with what you already know to build a deeper understanding. Sometimes your thinking stays the same. Sometimes it changes as you learn more.
[You might choose to draw several puzzle pieces to represent the process of synthesizing, which is like putting together the pieces of a puzzle to create something new.]
- ☐ Write the following statement on the board: *Energy drinks should be banned for youth aged 15 and under.* Ask students to vote:
 - Agree
 - Not sure
 - Disagree
- ☐ Do **not** discuss or debate.
- ☐ Instead, explain that their job isn't to defend their opinion. It's to notice whether their thinking changes as they learn more about the issue. They'll revisit the statement after reading the article.
- ☐ Next, write the title of the article and section headings on the board:
 - Strict new rules
 - There's a limit
 - The problem with energy drinks
 - Safety first
- ☐ Facilitate a *Know-Predict-Wonder* discussion. Invite partners to share:
Background knowledge—*What do you already know about energy drinks?*
Predictions—*What do you think you'll learn from the article?*
Questions—*What questions do you have?*
Record students' ideas in a class chart.
- ☐ Tell students that, as they read, they will gather new information from different perspectives and decide whether it changes or strengthens their thinking about the ban.

During Reading:

- ☐ Ask students to read the article independently or with a partner. As they read, have them highlight or underline facts that explain why the Quebec government introduced the ban, the possible benefits of the new law, concerns about energy drinks, and viewpoints that either support or oppose the ban.

Quebec Cans Energy Drinks

Lesson Plan

- ☐ Remind students that synthesizing means bringing together many facts and perspectives to develop a deeper understanding, rather than relying on just one piece of information. Encourage them to ask themselves:
 - Is this information new?
 - Does it support or challenge what I thought before?
 - How is my understanding changing as I continue to read?

After Reading:

- ☐ Return to the class *Know-Predict-Wonder* chart. Place a ✓ beside the ideas, predictions, and questions that were confirmed or answered in the article. Discuss any new questions that emerged while reading.
- ☐ Invite students to share:
 - **Surprising facts** (e.g., businesses can pay fines up to \$62,500 for breaking the law, one energy drink can exceed the daily caffeine limit for a young person).
 - **Questions** (e.g., what other ingredients increase caffeine's effects? Are there any health benefits to energy drinks?).
 - **Connections** (e.g., age restrictions on other products, healthy beverage choices, or situations where governments create laws to protect public health).
- ☐ Distribute the **Energy Drinks: What do I think?** organizer (pp. 24-25). Direct students to record their Before Reading opinion at the top of the organizer. Model how to use the introduction to identify important information that may support or challenge their opinion and consider how each piece of new information shapes their thinking.

Before Reading	<i>Energy drinks should be banned for youth aged 15 and under.</i> ☐ Agree ☐ Not sure ☐ Disagree
Section	Evidence from the article How does this affect my thinking?
Introduction	- Quebec passed Bill 9 in June 2026. - The law bans the sale of energy drinks to youth aged 15 and under. - The law takes effect December 2026. - It's the first law of its kind in North America.

- ☐ Direct students to continue recording important facts from each section of the article that either support or challenge the ban. When students have completed their organizer, ask them to revisit their original opinion.
- ☐ Discuss: *To what extent has your thinking changed after reading the article and considering the evidence?* Encourage them to support their opinion using evidence from the text.

Quebec Bans Energy Drinks

Lesson Plan

- ☐ You may wish to provide these thinking stems:
 - *I used to think...but now, I think...*
 - *My thinking changed because...*
 - *I started to realize...*
 - *The text helped me understand...*
 - *After reading, I now believe...*
 - *My perspective has changed because...*
- ☐ **Criteria for Assessment:** A well-supported response *clearly communicates* the student's opinion, *includes relevant evidence* from the article to support that opinion, *is thoughtful* (demonstrates an ability to synthesize information from multiple sections of the text) and *insightful* (shows understanding of the potential health impacts of energy drinks on young people).

Extensions:

- ☐ **Ban or Educate?** Organize a community forum in which students explore both perspectives: some people support Quebec's ban, while others believe education is a better solution. Assign students different roles, such as doctor, parent, teen, teacher, convenience store owner, beverage industry representative, or government official. Ask each student to prepare two or three evidence-based reasons supporting their assigned perspective. (See the suggested research links in **Internet Connections**.) Conclude with a whole-class discussion: *What is the best way to protect young people: banning energy drinks, educating youth, or a combination of both? Why?*
- ☐ **Healthy Choices Investigation:** Challenge students to investigate healthier ways to increase energy throughout the day. Working individually or in small groups, have students research habits that help people stay alert and focused, such as getting enough sleep, drinking water, eating nutritious snacks, exercising, taking movement breaks or limiting caffeine. Students create a 'Healthy Energy Guide for Youth' that compares natural ways to boost energy without relying on energy drinks. Encourage them to conclude by answering: *What advice would you give someone your age who feels tired and is thinking about trying an energy drink? Support your recommendation with information from the article and your research.*

Internet Connections:

- ☐ Learn more about this news story:
<https://www.cbc.ca/kidsnews/post/why-quebec-banned-the-sale-of-energy-drinks-to-teens-under-16>
<https://www.cbc.ca/news/canada/montreal/quebec-legislature-new-bills-9.7231667>
- ☐ Watch these news reports on the passing of Bill 9:
https://youtu.be/pzA8XmV6vjw?si=wY9_35VHanFSXzo1
<https://youtu.be/1xcWdAQyU1I?si=JWjiYBbttgfwtgUQ>

Quebec Cans Energy Drinks

Lesson Plan

- ☐ Check out the ingredients of any energy drink:
<https://goodtoknowfacts.org>
- ☐ More facts about energy drinks:
<https://www.health.harvard.edu/diet-and-nutrition/are-energy-drinks-bad-for-you>
<https://www.cdc.gov/school-nutrition/energy-drinks/index.html>
<https://www.ctvnews.ca/health/article/why-energy-drinks-could-be-doing-more-harm-than-good-dietitian-says/>
<https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/the-buzz-on-energy-drinks>
<https://www.energydrinkinformation.com>
- ☐ Ways to boost your energy naturally:
<https://www.health.harvard.edu/healthbeat/9-tips-to-boost-your-energy-naturally>
<https://www.webmd.com/balance/boost-energy>
<https://health.clevelandclinic.org/natural-energy-boosters>

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

Name: _____ Date: _____

Quebec Cans Energy Drinks

Energy Drinks: What do I think? (p.1)

Before Reading	<i>Energy drinks should be banned for youth aged 15 and under.</i> ☐ Agree ☐ Not sure ☐ Disagree	
Introduction	Evidence from the article How does this affect my thinking?	
Strict new rules	Evidence from the article How does this affect my thinking?	
There's a limit	Evidence from the article How does this affect my thinking?	

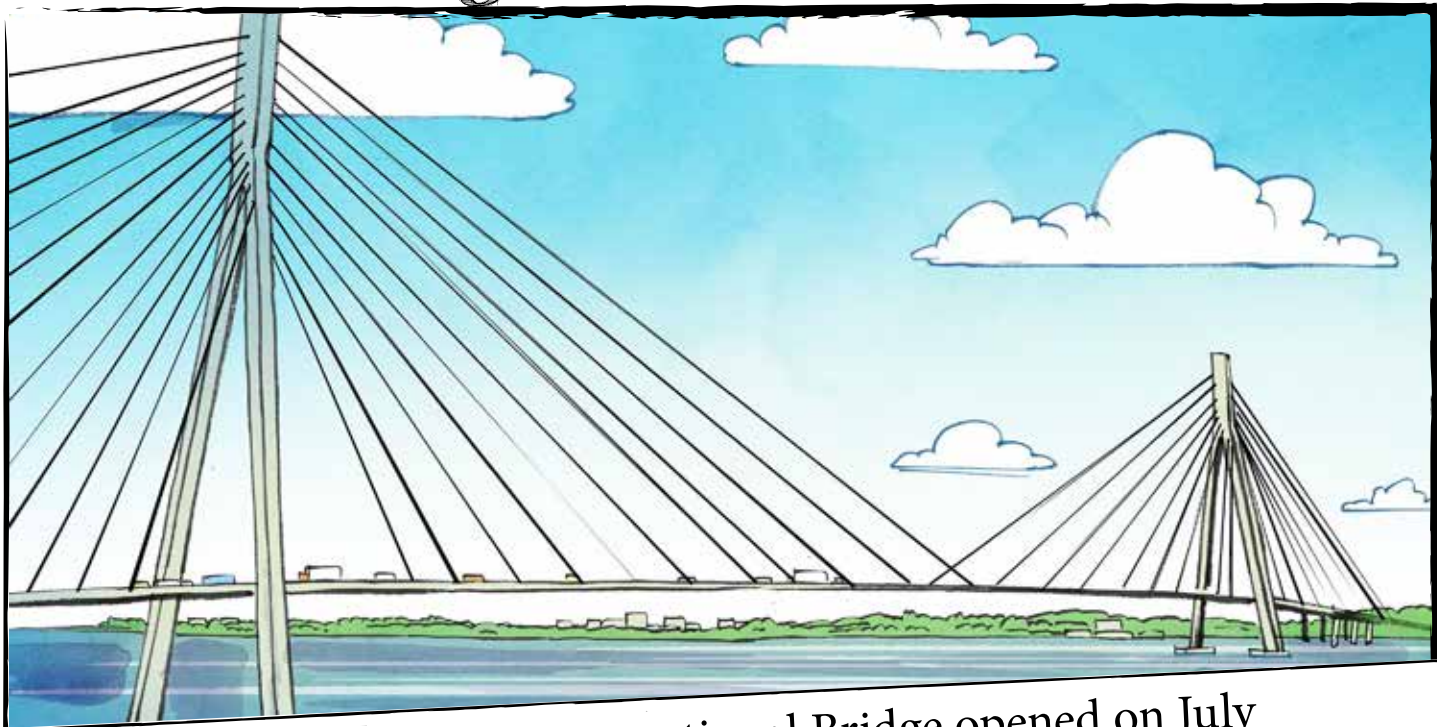
Name: _____ Date: _____

Quebec Cans Energy Drinks

Energy Drinks: What do I think? (p.2)

The problem with energy drinks	Evidence from the article How does this affect my thinking?	
Safety first	Evidence from the article How does this affect my thinking?	
After Reading	<i>After reading and considering the facts in the article, my opinion has changed</i> ☐ a lot ☐ a little ☐ remained the same <i>for these reasons...</i>	

How to Bridge Two Countries



The Gordie Howe International Bridge opened on July 27, 2026. The bridge reaches across the Detroit River. It connects Windsor, Ontario with Detroit, Michigan.

Why a new bridge?

There are already bridges between Michigan and Ontario. There's even one between Detroit and Windsor! That one, the Ambassador Bridge, is privately owned. There is a privately owned tunnel between the two cities, too. So why was another bridge built?

More than 25 percent of the trade between Canada and the United States moves through the Detroit-Windsor border. Trucks carrying goods worth hundreds of millions of dollars cross the river here every single day.

The new bridge will get them across the border faster. That means less time waiting in line. It also means less wasted gas. Have you ever heard that time is money? In this case, it's true.

Six lanes and more

Construction on the Gordie Howe bridge began in 2018.

The bridge has six lanes. Three carry traffic to Canada. Three carry traffic to Michigan. There is a multi-use laneway, too. The laneway is for pedestrians and bicycles. It opened in early August.

The bridge is "cable-stayed." Straight, steel cables connect the bridge to support towers. The cables transfer the weight of the bridge to the towers. The towers transfer it to the foundations.

The Gordie Howe bridge is the longest cable-stayed bridge in North America. Its main span is 853 metres long. The whole bridge is about 2.5 kilometres long.

Joint owners

Canada and Michigan own the bridge together. Canada paid to build the bridge. The price? Over four billion dollars.

Canada will be paid back over time, as the bridge makes money. One way this will happen is through **tolls**. People will pay to use the bridge.

Rick Snyder was governor of Michigan when the original agreement was signed. He is grateful to Canada for covering the construction costs. "That was an incredible goodwill gesture," he said.



Tolls
are money
paid to drive on a
highway, cross a bridge,
or use a tunnel.

Separate celebrations

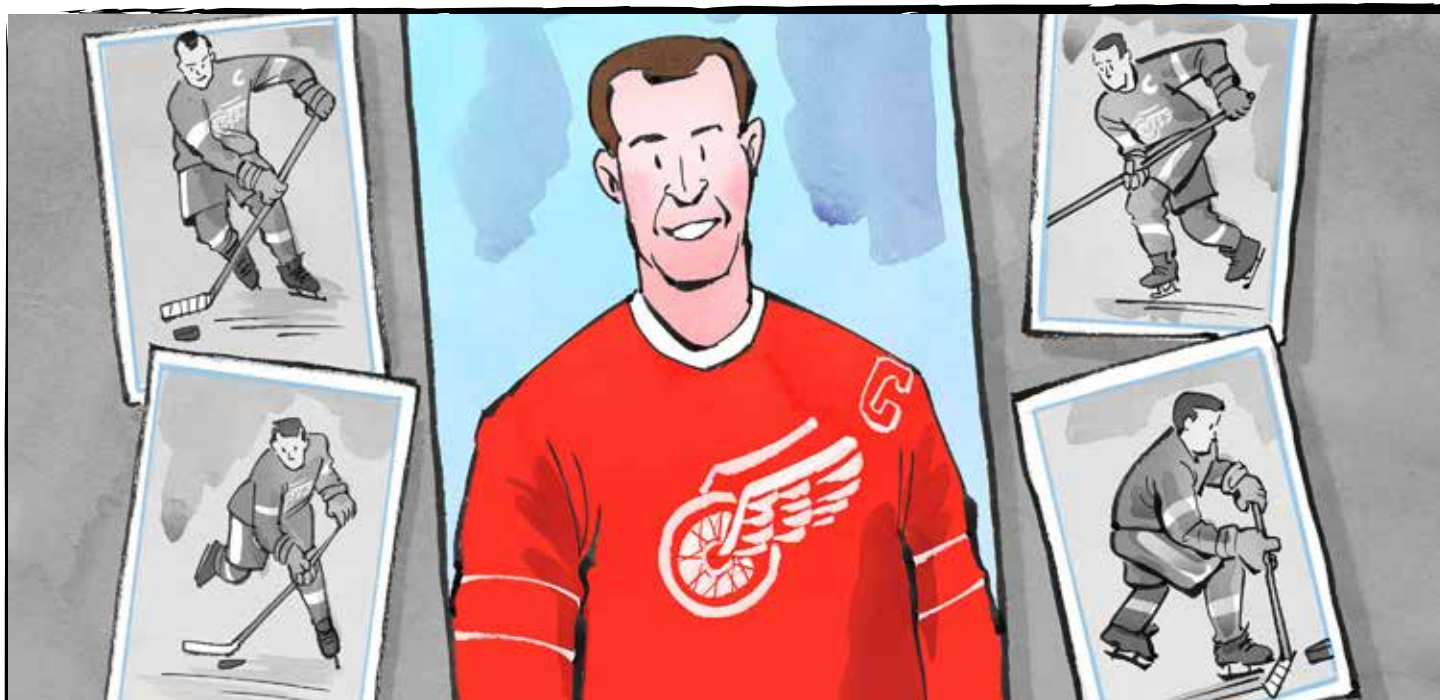
Canada celebrated the bridge opening on July 24.

The original plan was a joint celebration. Unfortunately, in late July, relations between the countries were not good. Canada chose to celebrate alone.

The hope is that, long-term, the bridge will help bring the two countries together.

Drew Dilkens is the mayor of Windsor. "Gordie Howe was known for kindness, respect, and his tenacity to win," he said. "We hope everyone would aspire to demonstrate the ideals he represents."

As you see it, why was it important to build a new bridge in this location?



Gordie Howe was a famous Canadian hockey player. He played for the Detroit Red Wings for 25 seasons. "Mr. Hockey" lived from 1928 to 2016. He is considered one of the greatest players of all time.

Howe to Bridge Two Countries

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 Gordie Howe International Bridge reaches across the Detroit River.
- _____ 2. The new bridge has four lanes for traffic.
- _____ 3. People can drive, walk, or ride their bikes across the bridge.
- _____ 4. Construction on the Gordie Howe International Bridge began in 2022.
- _____ 5. The Gordie Howe Bridge is the longest cable-stayed bridge in North America.
- _____ 6. The bridge officially opened on July 27.

Howe to Bridge Two Countries

Language Focus



Connect the words with their definition.



the distance across two points

tunnel

fees paid to use a road or a bridge

span

people who travel by walking

tolls

items made, bought, and sold in trade

border

perseverance

goods

an official ceremony

pedestrians

an imaginary line that divides countries

celebration

an underground passage

tenacity

Now use three of these words in your own sentences.



1. _____

2. _____

3. _____

Howe to Bridge Two Countries

Lesson Plan

Before Reading:

Literacy Focus: 5W's + H

- ☐ Draw two islands (or two sides of a river) on the board. Label one: *Canada* and the other: *United States*. Tell students: *Imagine there is no bridge connecting these two places*. Ask:
 - What couldn't happen?
 - Who would be affected?
 - What would become slower or more difficult?
- ☐ Record students' ideas (e.g., families couldn't visit easily, trucks couldn't deliver goods, businesses would lose money, tourists wouldn't travel as easily, emergency vehicles would take longer, fewer people would work across the border).
- ☐ Next, draw a bridge connecting the two sides of the river. Ask: *Now what becomes possible?* Students might suggest trade, travel, jobs, tourism, friendships, sharing ideas, or cooperation between countries.
- ☐ Explain that today they will read about a bridge that does much more than connect two cities; it connects two countries.
- ☐ Read the title of the article and the introductory paragraph aloud. Then, project a map showing the location and design of the Gordie Howe International Bridge [see **Teacher's Corner**].
- ☐ Invite them to consider: *If you were writing a newspaper article about this bridge, what are the six most important questions your readers would want answered?* Record students' questions. If needed, guide them towards the *Who, What, Where, When, Why, and How*. Tell students as they read, they will look for information that answers these questions.

During Reading:

- ☐ Ask students to read the article independently or with a partner. As they read, have them highlight or underline facts that answer the 5W's + H and help explain why the Gordie Howe International Bridge is important.
- ☐ Encourage students to think about:
 - Who is involved?
 - What happened?
 - Where did it happen?
 - When did it happen?
 - Why was the bridge built?
 - How does the bridge connect more than just two places?

Howe to Bridge Two Countries

Lesson Plan

After Reading:

- ☐ Revisit students' questions. Put a check mark ✓ next to the questions that were answered in the article. Discuss whether any new questions emerged while reading.
- ☐ Invite students to share:
 - **Surprising facts** (e.g., Gordie Howe played hockey for the Detroit Red Wings for 25 seasons, Canada and Michigan jointly own the bridge).
 - **Questions** (e.g., how many vehicles will use the bridge each day? Why was Gordie Howe chosen as the bridge's namesake?).
 - **Connections** (e.g., bridges in their own communities, walking or biking across a bridge, or other Canadians who have been honoured for their achievements).
- ☐ Distribute the **5W's + H organizer** (p. 33). Model how to complete the organizer using the cartoon and caption about Gordie Howe. Begin by examining the illustration. Ask: *What can we learn about Gordie Howe from the picture before we even read the caption?* Then, read the caption aloud and complete the following together:
 - **Who:** Gordie Howe=
 - **What:** Famous Canadian hockey player
 - **Where:** Played for Detroit Red Wings
 - **When:** Lived from 1928-2016
 - **Why is he so famous?** Played 25 seasons and is considered one of hockey's greatest players
 - **How is he remembered?** The International Bridge is named in his honour
- ☐ Discuss how the illustration and caption work together to help readers understand why the bridge carries Gordie Howe's name.
- ☐ Next, direct students use the article to identify the important facts that answer each of the **5W's + H**.
- ☐ When students have completed their organizer, ask them to sketch a picture that captures the article's main idea and write a caption that summarizes the **5W's + H**.
- ☐ Encourage students to show that the bridge connects more than two places—it also connects people, communities, and countries.
- ☐ **Criteria for Assessment:** An effective sketch and caption *accurately summarize* the 5W's + H from the article, *clearly communicate* the main idea of the article, *include important supporting details*, and are *insightful* (demonstrates understanding of how the Gordie Howe International Bridge connects Canada and the United States economically, physically, and symbolically).

Extensions:

- ☐ **Design the perfect bridge:** Invite students to imagine their community needs a new bridge. The bridge could connect two neighbourhoods, islands, parks, or even two countries. Ask students to design a bridge that includes: a name for the bridge, where it would be built and why, who

Howe to Bridge Two Countries

Lesson Plan

would use it, three important features (e.g., vehicle lanes, bike path, pedestrian walkway), and an explanation of how the bridge would help connect people or improve the community. Students can present their ideas through labelled drawings, models, posters, or digital slides. Conclude with a *Gallery Walk*. Students interested in engineering may wish to explore the bridge construction links in **Internet Connections**.

- ☐ **Bridges in everyday life:** The article suggests that bridges can connect much more than places. They can connect people, communities, and countries. Invite students to brainstorm examples of ‘bridges’ in everyday life that help bring people together, such as sports, music, language, technology, schools, community events, and acts of kindness. Then, ask students to choose one example and write a paragraph explaining: How does this bridge connect people? Why are these connections important? Students can share their ideas in a sharing circle.

Internet Connections:

- ☐ Learn more about this news story:
<https://ontarioconstructionnews.com/gordie-howe-international-bridge-opens-after-nearly-eight-years-of-construction>
<https://www.youtube.com/@GordieHoweBridge>
<https://gordiehoweinternationalbridge.com/celebrating-the-gordie-howe-international-bridge/>
- ☐ Read notifications about the bridge from both countries:
Government of Canada:
<https://housing-infrastructure.canada.ca/pont-gh-bridge/pont-gh-bridge-eng.html>
US Department of Transportation:
https://www.fhwa.dot.gov/ipd/project_profiles/mi_gordie_howe_int_bridge.aspx
- ☐ Visit the official Gordie Howe International Bridge website:
<https://gordiehoweinternationalbridge.com>
- ☐ Curious about bridge design? Check out these videos:
<https://youtu.be/oVOnRPefcno?si=OLoQIQhufovnKx7q> [3:44]
<https://youtu.be/N7tWRZsAPkU?si=prib-SMMw96K4Wpm> [9:18]

Teacher’s Corner:

- ☐ Gordie Howe International Bridge:
<https://bridgemi.com/quality-life/gordie-howe-bridge-to-give-michigan-a-walkable-bikeable-link-to-canada/>
<https://housing-infrastructure.canada.ca/pont-gh-bridge/pont-gh-bridge-eng.html>
<https://bizxmagazine.com/windsor-detroit-bridge-authority-gordie-5-7b/>

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

Howe to Bridge Two Countries

5Ws + H

Questions	Answers
Who is involved?	
What happened?	
Where did it happen?	
When did it happen?	
Why was the bridge built?	
How does the bridge connect more than just two places?	

Map: Southern Ontario

Complete this map assignment to help you better understand the context of the article *Howe to Bridge Two Countries*.

Label the following, then colour:

Cities

- Ottawa
- Toronto
- Hamilton
- London
- Windsor
- Montreal
- Detroit
- Cleveland
- Buffalo

Rivers

- St. Lawrence River
- Ottawa River

Water bodies

- Lake Huron
- Georgian Bay
- Lake St. Clair
- Lake Erie
- Lake Ontario

Provinces

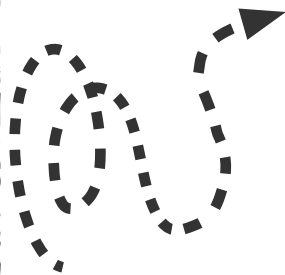
- ONTARIO
- QUEBEC

Border

- U.S. - Canada

Other

- UNITED STATES



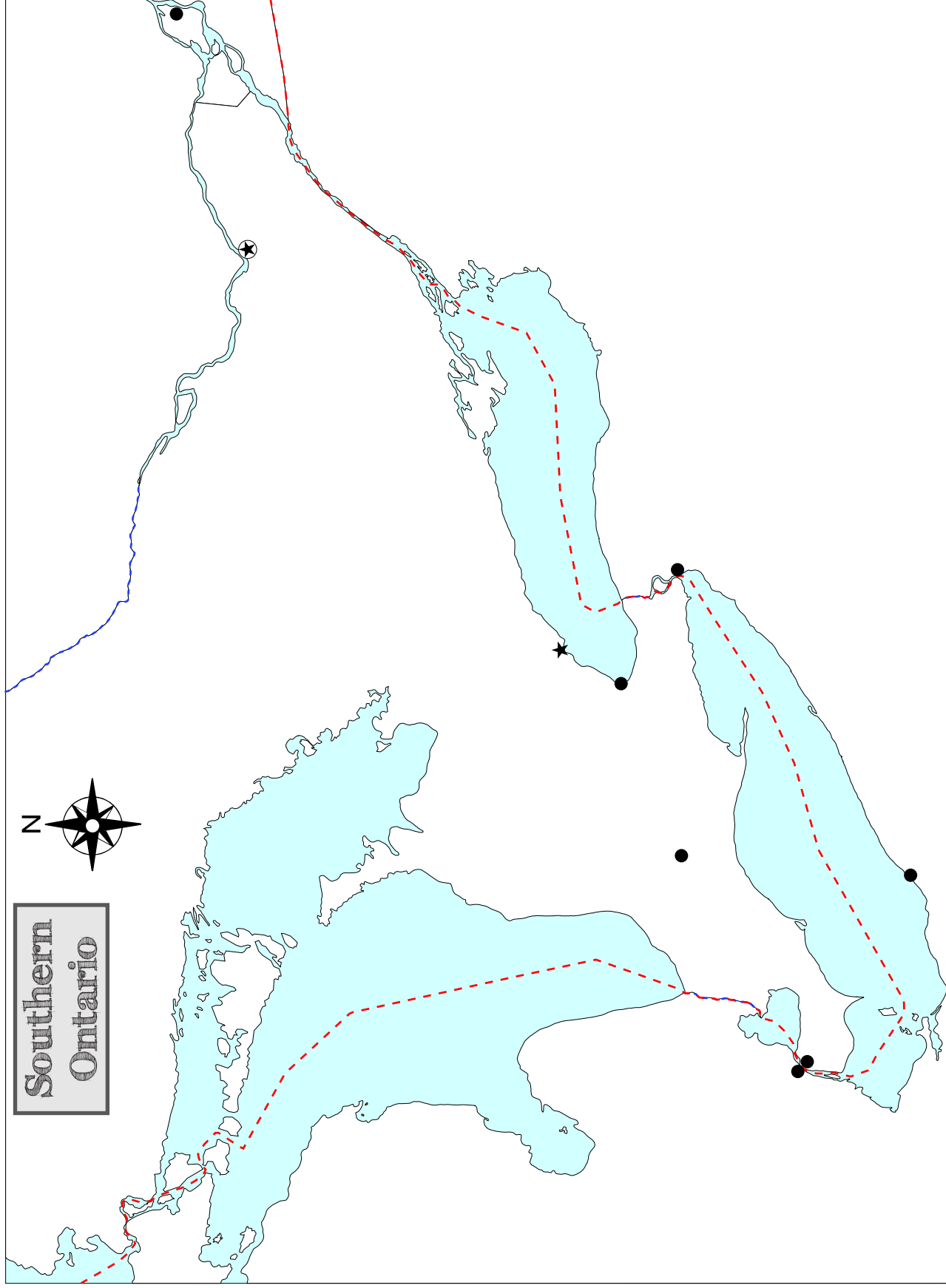
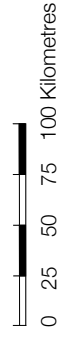
Did You Know?

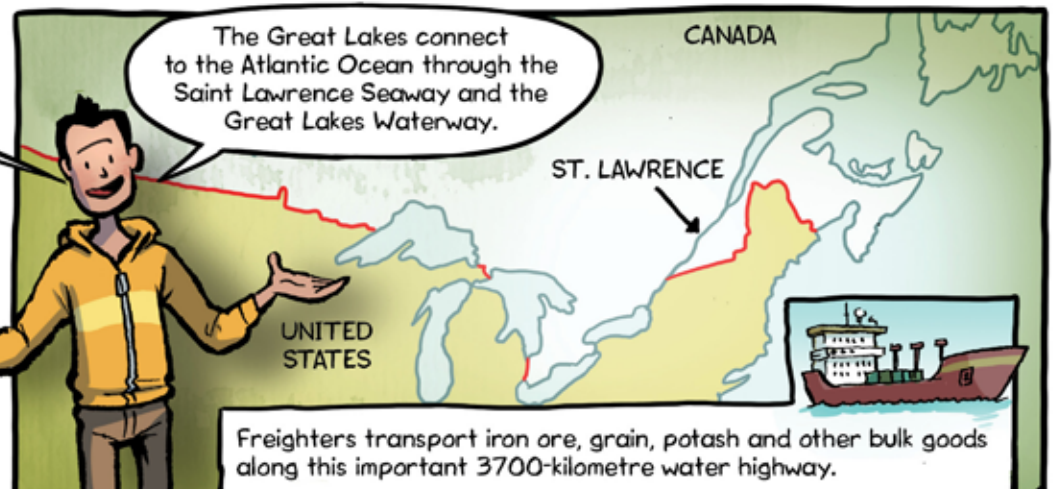
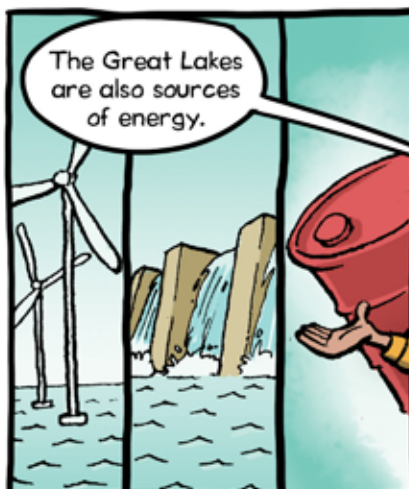
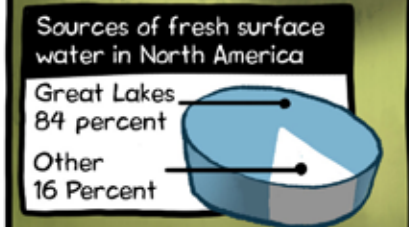
On maps, provincial and territorial capitals are often marked with a ★. Country capitals are marked with a ⚡.

What is the capital of Ontario? What is the capital of Canada?

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

Southern
Ontario





The Great Lakes

Comprehension Check

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

_____ 1. Which Canadian province borders the Great Lakes?

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

_____ 2. Which Great Lake is located entirely in the U.S.?

- a) Lake Superior.
- b) Lake Huron.
- c) Lake Michigan.
- d) Lake Erie.

_____ 3. How much of the world's supply of fresh surface water is found in the Great Lakes?

- a) 84 percent.
- b) 79 percent.
- c) 21 percent.
- d) 16 percent.

_____ 4. Which of the following are the Great Lakes used for?

- a) Drinking water.
- b) Transporting bulk goods.
- c) Energy.
- d) All of the above.

_____ 5. Which salt water body do the Great Lakes connect to?

- a) The Atlantic Ocean.
- b) The Pacific Ocean.
- c) James Bay.
- d) None of the above.

As you see it, what is *most important* about the Great Lakes for Canada? Give reasons to explain your response.

Answer Key

Meet Gavin McKenna

p. 9: **Comprehension Check** 1.c; 2.c; 3.b; 4.d; 5.a.

p. 10: **Language Focus**

Common nouns: player, number, hockey puck, community, friends, barriers, season, games

Proper nouns: Gavin McKenna, Toronto, National Hockey League, Canada, Rebecca, New York, Quebec

pp. 14-15: **What's Important? Why?**

Answers will vary but should include some of the following main ideas:

Northern pride: Gavin McKenna is from Whitehorse, Yukon and is a member of the Tr'ondëk Hwëch'in First Nation. His achievement brings pride to both northern Canada and his Indigenous community. He honoured his family and culture by wearing photos of his family inside his jacket and beaded wolf pins made by his sister. It shows that his Indigenous identity and family are important to him and that he proudly represents his heritage.

Breaking barriers: Gavin McKenna is only the second Indigenous player from Canada to be selected first overall in the NHL Draft. This makes his achievement historically significant and shows that he is breaking barriers for future Indigenous athletes. Canada's Minister of Northern and Arctic Affairs said he "shattered barriers" and lifted his Nation onto the world stage. His success is seen as an important achievement not only for himself but also for Indigenous Peoples and northern communities across Canada. People across the North and Indigenous communities celebrated his achievement. His success inspires pride and hope beyond the sport of hockey.

Setting goals: Gavin played in the WHL beginning at age 14. It shows he developed his skills at a high level from a young age. He led the entire CHL with 129 points during the 2024-25 season. His outstanding performance explains why he became the first overall draft pick. Sportswriter Justin Bourne describes him as a "creator" who creates scoring opportunities for his teammates. It highlights that his hockey intelligence and teamwork make him an exceptional player.

A good sport: Gavin gave jersey number 72 to veteran goaltender Sergei Bobrovsky. This shows respect, humility, and that he puts the team ahead of himself. Gavin wants to be a positive role model for Indigenous youth. It shows he understands that his success can inspire others and that he values giving back to his community. He is excited to represent both the Toronto Maple Leafs and the Indigenous community. His attitude demonstrates gratitude, pride, and strong character – qualities that make his story meaningful beyond hockey.

Quebec Bans Energy Drinks

p. 16: **Comprehension Check**

1. **What does the new law ban in Quebec?** The new law bans the sale of drinks like Red Bull and Monster to youth aged 15 and under.

2. **What must stores ask for before selling an energy drink?** Stores must ask for ID to confirm age before selling an energy drink.

3. **List two other places where it is against the law to sell energy drinks.** It is also against the law to sell energy drinks online and in vending machines.

4. **What is the daily maximum of caffeine for teens?** The daily maximum of caffeine is around 100 milligrams for teens.

5. **Name two health problems that too much caffeine can cause.** Too much caffeine can make sleeping difficult, can disrupt your heart and heartbeat, can cause problems with digestion, can raise blood pressure, can cause headaches, can make you anxious, and can make focusing difficult.

6. **Who is against the ban?** The beverage industry (and some people) are against the ban.

p. 18: **Language Focus**

1. **The** energy drink ban takes effect in December 2026.

2. Dr. Chadi works at **a** children's hospital.

3. Youth should not order **an** energy drink, **an** iced coffee and **a** soda all at once.

4. Selling energy drinks online is against **the** law.

pp. 24-25: **Energy Drinks: What do I think?**

Answers will vary but should include some of the following main ideas:

Strict new rules: Energy drinks contain high amounts of caffeine; they contain ingredients such as vitamins, minerals, and taurine; stores must check ID before selling them; people under 16 can't buy or be given energy drinks; they can't be sold online or through vending machines; people and businesses can be fined for breaking the law.

There's a limit: Too much caffeine is harmful for young people; teens should have no more than 100 mg of caffeine per day; one energy drink can contain more than the daily limit; too much caffeine can make it hard to sleep, affect the heart, cause stomach problems, raise blood pressure, cause headaches, increase anxiety, and make it harder to focus; high amounts of caffeine can be dangerous, especially with some medicines.

The problem with energy drinks: Energy drinks make it easy to consume too much caffeine; they are high in sugar; they taste sweet so many young people drink more than one; some ingredients can increase caffeine's effects; drinking them along with coffee, pop, chocolate, or other caffeinated foods increases the risk of having too much caffeine.

Answer Key

Safety first: Some people don't support the ban; the beverage industry believes education is a better solution; many parents, teachers, doctors, pharmacists, and school groups support the ban; many believe energy drinks are not worth the health risks for youth; the Quebec government says it's better to prevent health problems before they happen.

Howe to Bridge Two Countries

p. 28: **Comprehension Check**

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

p. 29: **Language Focus**

Answers

1. **tunnel:** an underground passage;
2. **span:** the distance across two points;
3. **tolls:** fees paid to use a road or a bridge;
4. **border:** an imaginary line that divides countries;
5. **goods:** items made, bought, and sold in trade;
6. **pedestrians:** people who travel by walking;
7. **celebration:** an official ceremony;
8. **tenacity:** perseverance.

p. 33: **5W's + H**

Answers will vary but should include some of the following main ideas:

Who? Canada & Michigan, who jointly own the bridge; Gordie Howe, the famous Canadian hockey player the bridge is named after.

What? The bridge became the longest cable-stayed bridge in North America; Canada celebrated the bridge's opening on July 24, 2026.

Where? The bridge crosses the Detroit River and connects Windsor, ON with Detroit, MI.

When? Construction began in 2018; bridge opened on July 27, 2026.

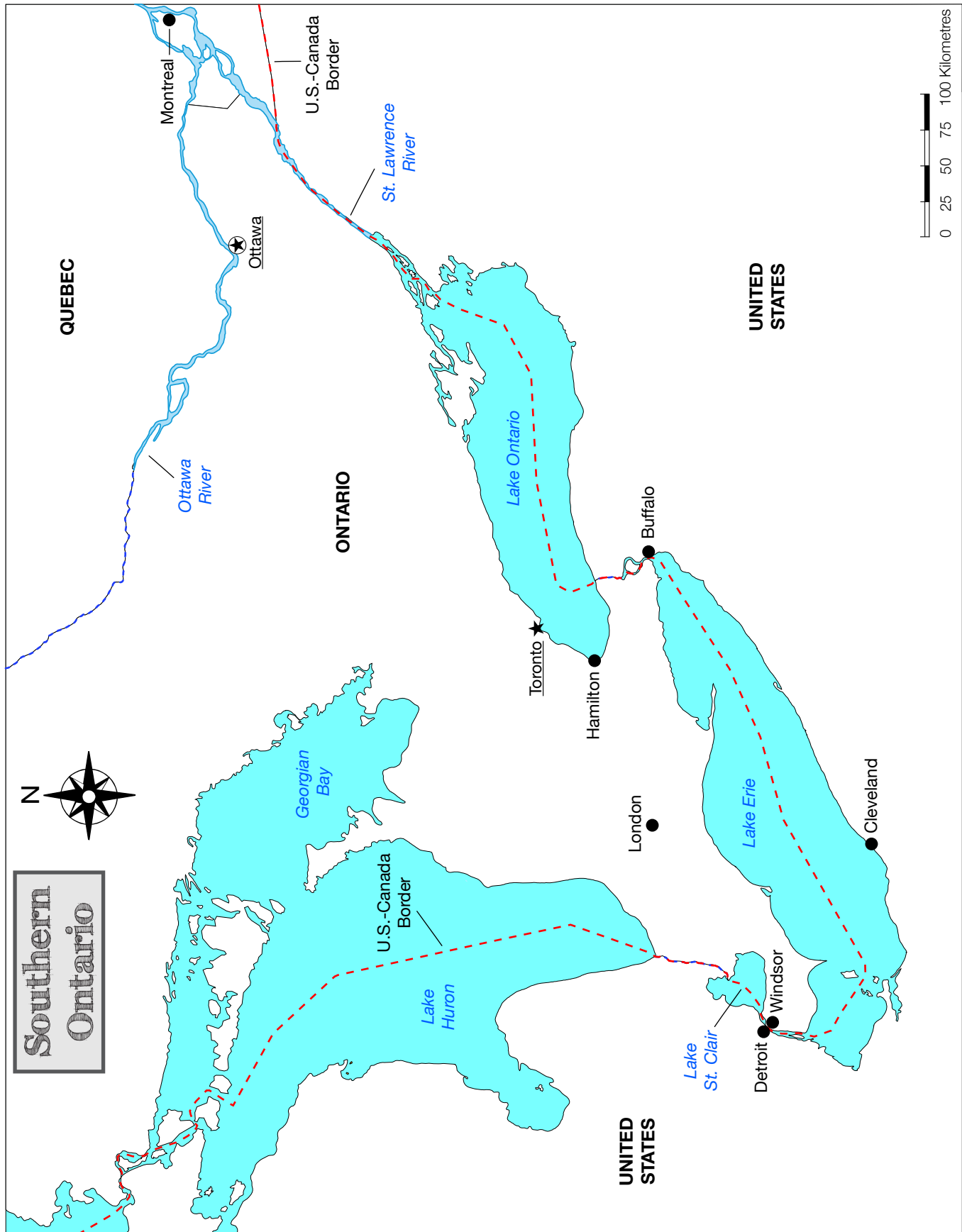
Why? To move trucks and goods across the Canada-U.S. border more quickly; to reduce waiting times at the border; to reduce wasted fuel; to improve one of the busiest trade crossings between Canada & the U.S.

How? It connects Canada and the U.S.; helps move people, trucks, bicycles, and pedestrians between the two countries; it's intended to strengthen trade and cooperation between the two countries; hoped to help bring Canada and the U.S. together.

Did You Know? The Great Lakes

p. 37: **Comprehension Check**

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



Current Events, Clearly Explained



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The Canadian Reader

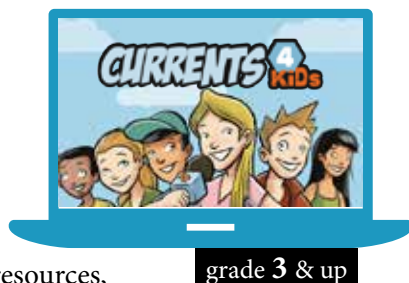
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What in the World? Level 2

Issue 1: August 24
Issue 2: September 28
Issue 3: October 26
Issue 4: November 30
Issue 5: January 18
Issue 6: February 22
Issue 7: April 5
Issue 8: May 17

What in the World? Level 1

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

The Canadian Reader

Issue 1: August 28
Issue 2: September 28
Issue 3: October 26
Issue 4: November 30
Issue 5: January 18
Issue 6: February 22
Issue 7: April 5
Issue 8: May 17

Le Monde en Marche Niveau 2

Numéro 1: 31 août
Numéro 2: 5 octobre
Numéro 3: 2 novembre
Numéro 4: 7 décembre
Numéro 5: 25 janvier
Numéro 6: 1^{er} mars
Numéro 7: 12 avril
Numéro 8: 24 mai

Le Monde en Marche Niveau 1

Numéro 1: 4 septembre
Numéro 2: 8 octobre
Numéro 3: 5 novembre
Numéro 4: 10 décembre
Numéro 5: 28 janvier
Numéro 6: 4 mars
Numéro 7: 15 avril
Numéro 8: 27 mai

Nos Nouvelles

Numéro 1: 28 août
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Numéro 3: 29 octobre
Numéro 4: 3 décembre
Numéro 5: 21 janvier
Numéro 6: 25 février
Numéro 7: 8 avril
Numéro 8: 20 mai



Currents4Kids

Every **Monday** from August 31 – June 21, except December 21, December 28, and March 29.

Infos-Jeunes

Chaque **mardi** du 1^{er} septembre au 22 juin, sauf le 22 décembre, 29 décembre et le 30 mars.

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			4 issues (Sept. - Dec.)	8 issues (Sept. - May)	
<i>The Canadian Reader</i>	English	Grades 3 and up	☐ \$115	☐ \$230	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	☐ \$115	☐ \$230	
<i>What in the World?</i> - Level 2	English	Grades 8 and up	☐ \$115	☐ \$230	
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ONLINE INTERACTIVE SUBSCRIPTIONS: 2026-2027

Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. – Jan.)	40 issues (Sept. – June)	
Currents4Kids	English	Grades 3 and up	☐ \$115	☐ \$230	
News4Youth - Levels 1, 2, & 3	English	Grades 5 and up	☐ \$220	☐ \$440	
Infos-Jeunes	Français	À partir de la 3 ^e année	☐ 115 \$	☐ 230 \$	
Infos-Ados - Niveaux 1, 2, et 3	Français	À partir de la 5 ^e année	☐ 220 \$	☐ 440 \$	
Subtotal B					\$
	NB, NL, PEI add 15% HST NS add 14% HST ON add 13% HST			HST	
	All others add 5% GST			GST	
	TOTAL				

BILLING OPTIONS

☐ Invoice school ☐ Invoice **Bill To** address I

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LesPlan Educational Services Ltd.

info@lesplan.com

www.lesplan.com

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

Order Form - Collections

Email to info@lesplan.com or fax to (888) 240-2246 or order online: www.lesplan.com

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



Canadian Content
Produced in Canada



ON add 13% HST

NB, NL, NS & PEI add 15% HST

HST

All others add 5% GST

GST

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