Includes

- A News Story
- Lesson Plan
- Organizer

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Issue 4 • Sample Edition
**WHAT YOU’RE MISSING**

**Food Banks in Canada**

Christmas is getting closer. It’s a time when many Canadians think about giving. Maybe your school will be collecting donations for the food bank. It’s a generous thing to do. Food banks help . . .

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What’s that thing coming down from the sky? It’s a drone, coming in for a landing! It carries a cargo of health-care supplies. It’s touching down in the community of Stellako, home to . . .

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Each issue combines current *Canadian events and issues* with *geography* to expand students’ knowledge of Canada while enhancing their ability to read and understand informational text.

Three *levelled news stories* are accompanied by detailed *literacy-based lesson plans, organizers, and criteria for assessment*, as well as comprehension checks and a language focus.

“Your package will be a part of my classroom for many years to come!!!”
- M. Schneider, Saskatoon, Saskatchewan

"I love this publication! It is an excellent complement to my Social Studies curriculum and the activities enable me to cover many provincial outcomes."
- S. Giffin, Dartmouth, Nova Scotia

"When I have kids in grade 4/5 wanting to know when the next issue is coming, even in December and June, that’s when I know I have an excellent resource."
- A. Eisler, Burnaby, B.C.
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 http://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.
Bhangra dancing

Gurdeep Pandher is on a mission. He wants to spread joy! He does it through sharing and teaching Bhangra dancing. It’s his passion.

Bhangra is the traditional dance of the Punjab region in India. That’s where Mr. Pandher grew up. It’s where he became a professional dancer. His family were farmers.

“Bhangra was created by Sikh farmers a long time ago,” he says. “So this dance has a lot of connection with the land.”

“I was born into this culture, so I’m glad to share joy through this dance.”

Bhangra comes to Yukon, and beyond!

Mr. Pandher has travelled all over the world. But he chose to live in Canada. He now lives in a cabin outside Whitehorse in the Yukon.

“Many men who follow the Sikh religion wear a turban like Mr. Pandher.”

One time, on Canada Day, he and a friend did a Bhangra dance performance. They posted...
a video on social media. It went viral! Since then, his videos have become hugely popular.

He has danced with the mayor of Whitehorse. He has danced to bagpipe music played by his neighbour.

While on a trip to Victoria, he danced with members of the police and RCMP. He danced with residents of Dawson City, Yukon. The temperature that morning was minus 45 degrees Celsius.

“Bhangra is a high-energy dance,” he says. “It’s a good workout!”

Also, it makes you feel good. “It’s joy. It’s happiness.”

Dancing can bring people together, he says. “It gives a message of unity, togetherness.”

“At the end of the day, we are people. We are humans. There’s no difference between any of us. We’re just like one family.”

“We’re just all people dancing together.”

A daily dose of sunshine
Gurdeep Pandher believes in sharing. “It’s important to share. That generates a lot of happiness. That generates a lot of joy. It creates positive ripple effects.”

He knows that the world is not perfect. Sometimes we feel sad. Or stressed. Many people are struggling with mental health issues these days, he says. A bit of sunshine can go a long way.

“To create happiness, we don’t need to create a perfect world. Small doses of daily positivity and joy can make a big impact on your mental health.”

He himself often finds joy and positivity in nature. In sharing. And in Bhangra, of course.

“Go find your joy! We need it, just like we need food to survive,” he says.

What do you do that brings you joy and positivity?
Dancing for Joy

Comprehension Check

Answer the questions below in complete sentences:

1. Who created the Bhangra dance?

2. Where does Mr. Pandher currently live?

3. How cold was it when Mr. Pandher danced with residents of Dawson City?

4. According to Mr. Pandher, why is it important to share?

5. Where does Mr. Pandher find joy and positivity?
Dancing for Joy

Language Focus

A compound word is formed when two words are joined to form a new word.

Can you figure out the missing words?

1. in + _______ = inside
2. _______ + nail = fingernail
3. up + stairs = _______
4. _______ + _______ = without
5. sun + _______ = sunflower

Fill in your own compound words:

1. _______ + _______ = _______
2. _______ + _______ = _______

Now find three compound words from the article:

1. _______ + _______ = _______
2. _______ + _______ = _______
3. _______ + _______ = _______
Before Reading:
- Begin by asking students to write or draw what brings them joy, then share their responses in a Talking Circle. [Note, students have the right to pass if they do not wish to share.] Reflect back to the class the themes that emerged.
- Read the title of the article aloud followed by the headings. Invite students to use the text features to make predictions about the article. Suggest to students that turning headings into questions before reading gives readers a purpose for reading: to find out answers to the questions. Model how to do this with the title (e.g., Who is dancing for joy? Why is someone dancing for joy?).
- As a class, turn each of the headings into a question. Record and post the questions.

During Reading:
- Direct students to read the article and look for answers to the questions. Encourage them to highlight or underline the answers to each of the questions.

After Reading:
- Distribute to each student a copy of Important Ideas (p. 13). Ask them to record important ideas for each of the headings.
- When students have finished note-making, draw 3-4 concentric circles and introduce the concept of the ripple effect (e.g., just as ripples expand across the water when something is dropped into it, a ‘ripple effect’ is the continuation and spreading of the results from an event or action). Facilitate a Think-Pair-Share discussion. Invite students to use their notes to explain to their partners how Gurdeep Pandher creates positive ripple effects by sharing his dancing with others.
- Then, as a class, explore the ripple effect Gurdeep Pandher’s dancing has on others by doing one or more of the following activities:
  - watch a video of Mr. Pandher dancing, then reflect on how witnessing his joy made them feel;
  - learn one of the Bhangra dance steps he teaches, then reflect on how doing the activity made them feel;
  - listen to one of his recommended songs, then reflect on how listening to the music made them feel.
- Reflections can be shared in a Talking Circle or captured through sketches or words on the back of their organizer.
- **Criteria for assessment:** A thoughtful reflection includes enough detail that the reader can understand the impact the activity had on the writer and it connects the ideas of the writer to the main ideas or message of the article.
Dancing for Joy

Lesson Plan

Extension:

- **Go find your joy!**: Encourage students to expand on their Before Reading brainstorm of what brings them joy. Ask them to identify one activity, carry it out, and reflect on the ripple effect their activity had on themselves, their friends or family, and, if appropriate, community. Alternatively, students could share what brings them joy with the class (or in small groups) through a short demonstration of the activity or a presentation. Then, ask the audience to reflect back on how participating in or learning about others’ passions had a ripple effect on them.

Internet Connections:

- Learn more about Gurdeep Pandher:
  - [https://youtu.be/bmW9GY72_og](https://youtu.be/bmW9GY72_og)
  - [https://youtu.be/ZUuEderAO58](https://youtu.be/ZUuEderAO58)

- Visit Gurdeep’s website:
  - [https://gurdeep.ca/](https://gurdeep.ca/)

- Watch some of his Youtube videos:
  - [https://www.youtube.com/channel/UCsxqJMyIbN-ox6a-8RT8pAg](https://www.youtube.com/channel/UCsxqJMyIbN-ox6a-8RT8pAg)

- Learn how to do some Bhangra dancing:
  - [https://youtu.be/bTqbZ9rTW2o](https://youtu.be/bTqbZ9rTW2o) (Punjab step)
  - [https://youtu.be/Lu7dg4TDtQM](https://youtu.be/Lu7dg4TDtQM) (crossed legs step)

- Link to some of Gurdeep’s Bhangra music:
  - [https://linktr.ee/BhangraMusic](https://linktr.ee/BhangraMusic)

*Note: All URLs are posted as links at [http://www.lesplan.com/en/links](http://www.lesplan.com/en/links)*
Completing the following map assignment will help you to better understand the article *Dancing for Joy*.

Label the following, then colour:

**Territories and Province**
- Yukon
- Northwest Territories
- Nunavut
- British Columbia

** Capitals**
- Whitehorse
- Juneau

** Water bodies**
- Beaufort Sea
- Gulf of Alaska
- Great Bear Lake

** Cities**
- Dawson
- Inuvik
- Anchorage
- Fairbanks

** Other**
- Alaska (United States)

** Rivers**
- Yukon River
- Mackenzie River

**Challenge:**
The Arctic Circle is an imaginary line of latitude that circles the globe at 66° 32’ North.

Can you draw and label the Arctic Circle on your map? Use an atlas or other reference source to help you, if necessary.

A good map is complete, accurate, and visually appealing.
Students want to know what’s happening in their world – but the news can be difficult and time-consuming to teach.

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PDF/Word resource
- Clearly written, leveled Canadian current events articles
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What in the World?
PDF/Word resource
- National and international news stories
- Key vocabulary
- Background information
- Varied assignments that build content-area knowledge and enhance critical thinking
- Maps and illustrations
Product details: 8 issues. 38 pages. Available in English and in French, and in two reading levels, for grades 5 and up.

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

Building Bridges
PDF/Word resource
- Builds understanding of current events that impact Indigenous Peoples and all Canadians
- Two theme-based articles and lesson plans
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- 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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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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These current events are the perfect supplement for any Social Studies program. They are a wonderful jumping point for class discussion. Keep up the good work!

K. Faltin, Erskine, AB

It is a relief to have a resource that fits with the curriculum and is teacher-friendly (ready to hand out). The added bonus of having the answers to the questions and discussion notes makes my life just a little bit easier.

B. Thibodeau, Saskatoon, SK

I have been using your product for seven years. There isn’t a month that goes by that I don’t get into challenging discussions with my students with the leads you provide and go in directions I could never imagine. Thank you for this terrific teaching aid!

D. Faerber, Pembroke, ON

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