

WHAT IN THE WORLD?



LEVEL 1 (GRADES 5 AND UP)

Shoot to the Moon

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Sample

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SAMPLE EDITION
2022/2023: ISSUE 1



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WHAT IN THE WORLD?

Level 1, 2022/2023: Issue 1

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Please let us know if you or a colleague would like to receive a complimentary sample of any of our publications.

HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

We welcome your comments and appreciate your suggestions. Please contact us at any time.

MISSION STATEMENT

LesPlan Educational Services Ltd. aims to help teachers develop students' engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.



I have had many parents comment to me about how great they think *What in the World?* is, and they look forward to each month's issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher

Admaston, ON

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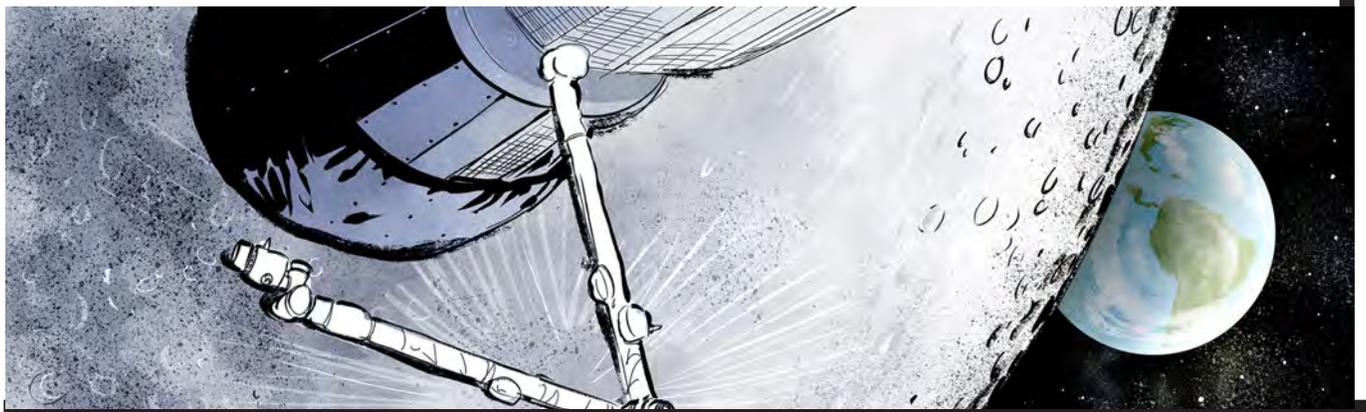
INTERNATIONAL

SHOOT TO THE MOON

BEFORE READING

1. Write the title of the article on the board: "Shoot to the Moon".
2. Divide the class into pairs or small groups, and provide each of them with sticky notes. Have students brainstorm reasons why we should go to the Moon, recording each new idea on a different note.
3. Next, have students classify their reasons into categories of their choosing (*e.g., rocket science advancement, Moon exploration, etc.*).
4. Have each pair/group join with another to consolidate the ideas they came up with. Then, share as a class to co-create a master list of reasons.
5. Have students view the NASA video "We Are Going":
<https://www.youtube.com/watch?v=vl6jn-DdafM> [3:47].
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.

INTERNATIONAL SHOOT TO THE MOON



It's the brightest and largest object in the night sky. It bathes us in moonlight. Over 27 days, we watch it change in size and brightness. We feel its gravitational pull in the rise and fall of the Earth's tides.

The Moon is the Earth's only natural **satellite**. About 384,000 kilometres away, it orbits our planet. One trip takes 27.32 Earth days.

The Moon's temperature ranges from minus 248 degrees Celsius to plus 123 degrees Celsius. It has about one percent of the mass and 0.166 of the gravity of the Earth. So if you weigh 45 kilograms on Earth you'd weigh 7.5 kilograms on the Moon.

Ours is not the only moon in space. But our Moon is closest to us. And it's the only place in space where humans have set foot.

EXPLORING THE MOON

The **Soviet Union** landed the first uncrewed spaceship on the Moon in 1959. That event spurred the United States into action. U.S. President John F. Kennedy wanted to beat the Soviets by landing the first human on the Moon.

He succeeded. On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin took "a giant leap for mankind" onto the dusty lunar surface.

Over the next three years, five other Apollo missions delivered U.S. astronauts to the Moon. They brought back 382 kilograms of rock and soil to study.

The last human landing was in 1972. However, uncrewed lunar expeditions resumed in the 1990s. The U.S. National Aeronautics and Space Administration (NASA) sent

robots to probe the Moon. So did the European Space Agency (ESA), Japan, China, and India.

Then in 2019, NASA announced the Artemis Lunar Exploration Program. It's an ambitious new program to send humans back to the Moon.

ARTEMIS I

The first mission was scheduled to launch from the Kennedy Space Center in Cape Canaveral, Florida on August 29. That's when a very powerful rocket, the Space Launch System (SLS), was set to lift the Orion spacecraft into lunar orbit.

This test flight was uncrewed. The only passengers were three **mannequins**. The mission was scheduled to take four to six weeks. Then the spacecraft was expected splash down off the coast of Baja, California.

DEFINITIONS

MANNEQUIN: a life-size model of a human body

SATELLITE: an object that travels in a path around another in space

SOVIET UNION: officially the Union of Soviet Socialist Republics (USSR). It was made up of 15 Soviet Socialist Republics, including Russia, before it broke apart in 1991.



INTERNATIONAL SHOOT TO THE MOON

During Artemis 1, Orion was supposed to fly farther, and remain in space longer without docking, than any other spacecraft built for humans. It was also expected to return home faster and hotter than ever before, reentering Earth's atmosphere at 11 kilometres per second and producing temperatures of approximately 2760 degrees Celsius.

"This is a mission that truly will do what hasn't been done and learn what isn't known," said Mike Sarafin, the Artemis 1 mission manager at NASA Headquarters.

FUTURE MISSIONS

Artemis 2 will be the first crewed mission. It is scheduled for 2024. Artemis 3 will take place in 2025 at the earliest. That's when astronauts will land on the Moon for the first time in over 50 years.

NASA plans to build a spaceport that will orbit the Moon for Orion to dock at. It's called the Gateway.

At the Gateway, astronauts will stay in HALO, short for Habitation and Logistics Outpost. HALO will provide their life support needs. Astronauts will travel to the

Moon's surface via the Starship Human Landing System (HLS).

Eventually, NASA plans to build Artemis Base Camp. Four astronauts could then live and conduct science experiments on the Moon for up to two months. The base camp will likely be at the Moon's South Pole. It will have a lunar cabin, a rover, and a mobile home.

JOINT EFFORT

NASA is leading the Artemis program. However, others are playing a role. They include ESA, the Canadian Space Agency (CSA), and the Japan Aerospace Exploration Agency. Several companies are participating as well.

Canada is contributing Canadarm3. It's an improved version of the robotic arms we once built for the Space Shuttle fleet and the International Space Station. We're also providing a lunar rover. In exchange, CSA astronauts will take part in two missions to the Moon.

NOT SCIENCE FICTION

A Moon base sounds like the stuff of science fiction, but NASA has an even bigger goal: to send astronauts to Mars by the 2030s or soon after.

WHO OWNS THE MOON?

Who governs the Moon? Who decides who can land on it, live on it, and mine its resources? For years, nations have debated these questions.

The Moon Agreement was drawn up in 1979. It was designed to prevent countries from making a profit on space resources. However, only a few countries **ratified** this agreement. They didn't include the U.S., China, and Russia.

Now the U.S. has **unilaterally** drawn up the Artemis Accords. This is a set of guidelines for countries participating in its Artemis Project. Canada is one of eight countries that has signed these accords. Others have refused to do so. Why? They believe the U.S. is imposing rules to keep its leadership position on the Moon.

Setting up a base on the Moon is a key step towards accomplishing this goal – but it's also an inspiring achievement on its own.

"To all of us who [sic] gaze up at the Moon, dreaming of the day humankind returns to the lunar surface – folks, we're here! We are going back," said NASA administrator Bill Nelson. ★

DEFINITIONS

RATIFY: to make an agreement official by signing it or formally accepting it

UNILATERALLY: (something) done by one country without considering what other countries think or want



INTERNATIONAL
SHOOT TO THE MOON

COMPREHENSION QUESTIONS

1. How far away is the Moon?

2. How long does it take for the Moon to circle the Earth?

3. List at least three important facts about the Moon.

4. What event prompted the United States to send astronauts to the Moon in 1959?

5. What is the purpose of the **Artemis Lunar Exploration Program**?

6. Who is leading this program?

7. What is the purpose of the Artemis I mission?

8. How far was the Orion spacecraft scheduled to fly? How long was it expected to travel for?

9. When are the next two missions for the Artemis Lunar Exploration Program scheduled to occur?

10. What will Canada contribute to the Artemis Program?

QUESTIONS FOR FURTHER THOUGHT

1. The article states that when Commander Neil Armstrong stepped onto the surface of the Moon during the Apollo 11 mission in 1969, he said, *"That's one small step for man, one giant leap for mankind."*

As you see it, what is the significance of that statement today, more than 50 years after it was first said?

2. The article discusses the question of who owns the Moon. Why are some countries concerned about who has the right to explore the Moon? Why are some countries refusing to ratify common agreements? As you see it, how should Moon exploration be monitored? Give reasons to support your ideas.

3. Elon Musk, founder and CEO of SpaceX, and Jeff Bezos, owner of Blue Origin, have signed contracts with NASA for their companies' spacrafts to fly astronauts to the Moon. Mr. Bezos has stated, *"We're not going back to the Moon to visit. We're going back to the Moon to stay."* Mr. Musk has stated, *"I think we've got potential for an incredibly exciting future in space, with a base on the Moon and ultimately sending people and having a self-sustaining city on Mars."*

What are your thoughts about having self-sustaining settlements on the Moon and Mars? Are they realistic? Are they desirable? What might some considerations and challenges be?

4. In Greek mythology, Artemis was the twin sister of the god Apollo. As you see it, what is the significance of the choice of name for NASA's new project to put astronauts on the Moon?



INTERNATIONAL SHOOT TO THE MOON

QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Visit any of the following sites to learn more details about how the Artemis Project will happen:

<https://www.yout-ube.com/watch?v=qMMguZLZxhk> [5:31]

<https://www.yout-ube.com/watch?v=XcPtQYalkcs>[8:48]

What additional information about the Artemis Project did you learn from these links? What questions do you still have?

2. Learn more about Canada's role in and contributions to the Artemis Project:

<https://www.cbc.ca/news/science/canada-artemis-moon-1.6552605>

<https://www.cbc.ca/player/play/2062875715871/> [6:14]

<https://www.asc-csa.gc.ca/eng/astronomy/moon-exploration/canada-role.asp>

<https://www.yout-ube.com/watch?v=fVC7ZqC4Ffo&feature=youtu.be> [1:47]

As you see it, what does Canada's participation in this project mean for the future?

3. Find out more about Artemis I:

Artemis I map: <https://www.nasa.gov/image-feature/artemis-i-map>

NASA Mission description: <https://www.nasa.gov/feature/around-the-moon-with-nasa-s-first-launch-of-sls-with-orion>

What three new facts did you learn?

4. Check out the scientific experiments that will be performed during Artemis I:

<https://www.yout-ube.com/watch?v=Qxxb4YeBTug> [3:44]

As you see it, what is the goal of these experiments?



INTERNATIONAL

SHOOT TO THE MOON

INFOGRAPHIC

Space Launch System




ARTEMIS I MOON ROCKET

ORION SPACECRAFT
An uncrewed Orion spacecraft will venture thousands of miles beyond the Moon, paving the way for future flights with astronauts.

ORION STAGE ADAPTER
The adapter carries small satellites to deep space where they conduct world-class science for pennies on the dollar.

INTERIM CRYOGENIC PROPULSION STAGE (ICPS)
One RL10 engine provides 24,750 pounds of thrust to send Orion to the Moon.

LAUNCH VEHICLE STAGE ADAPTER
The adapter connects the 27.5-foot diameter core stage to the 16.5-foot diameter ICPS and partially encloses the ICPS in-space stage.

CORE STAGE
The 212-foot tall core stage holds 733,000 gallons of propellant to power four RS-25 engines for eight minutes, sending the rocket soaring to space at 17,000 miles per hour.

SOLID ROCKET BOOSTERS
Each 17-story-tall booster generates 3.6 million pounds of thrust, providing 75 percent of total thrust during the SLS rocket's first two minutes of flight.

FOUR RS-25 ENGINES
As the most efficient engines ever built, the engines provide a total of two million pounds of thrust for launch and ascent to space.

NASA'S SPACE LAUNCH SYSTEM (SLS) is the only rocket built to send more than 59,525 pounds to deep space.

www.nasa.gov/sls

<https://www.nasa.gov/exploration/systems/sls/multimedia/images.html>



INTERNATIONAL SHOOT TO THE MOON

INFOGRAPHIC

DESIGNED FOR DEEP SPACE

ORION

RADIATION PROTECTION

RADIATION-HARDENED ELECTRONICS AND COMPUTERS. SHELTERS TO PROTECT CREW AGAINST COSMIC RADIATION.

POWER & PROPULSION

ORION'S EUROPEAN SERVICE MODULE PROTECTS THE SPACECRAFT FROM EXTREME HOT & COLD TEMPERATURES. GENERATES POWER, SUPPLIES AIR & WATER TO CREW, PROPELS ORION HUNDREDS OF THOUSANDS OF MILES BEYOND EARTH.

HEAT SHIELD

ORION'S HEAT SHIELD WILL WITHSTAND TEMPERATURES NEARING 5,000°F DURING RE-ENTRY - THAT'S 2,000°F DEGREES HOTTER THAN RETURNING FROM THE INTERNATIONAL SPACE STATION!

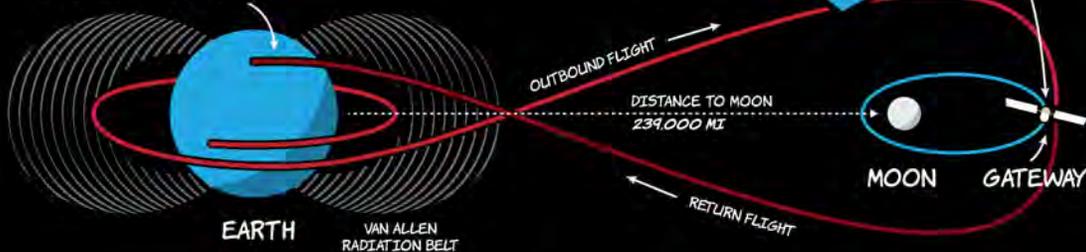
CREW HEALTH

LIFE SUPPORT SYSTEM, EXERCISE EQUIPMENT, GALLEY AND A BATHROOM FOR LONG-DURATION MISSIONS. SPACE SUITS ACT AS BACKUP, PROTECTING CREW FOR 6 DAYS IN CASE OF EMERGENCY.

BUILT TO LAST

CAN SUSTAIN A CREW FOR 3 WEEKS. CAN STAY DOCKED TO THE GATEWAY FOR MORE THAN 6 MONTHS.

REENTRY SPEED: 25,000 MPH!



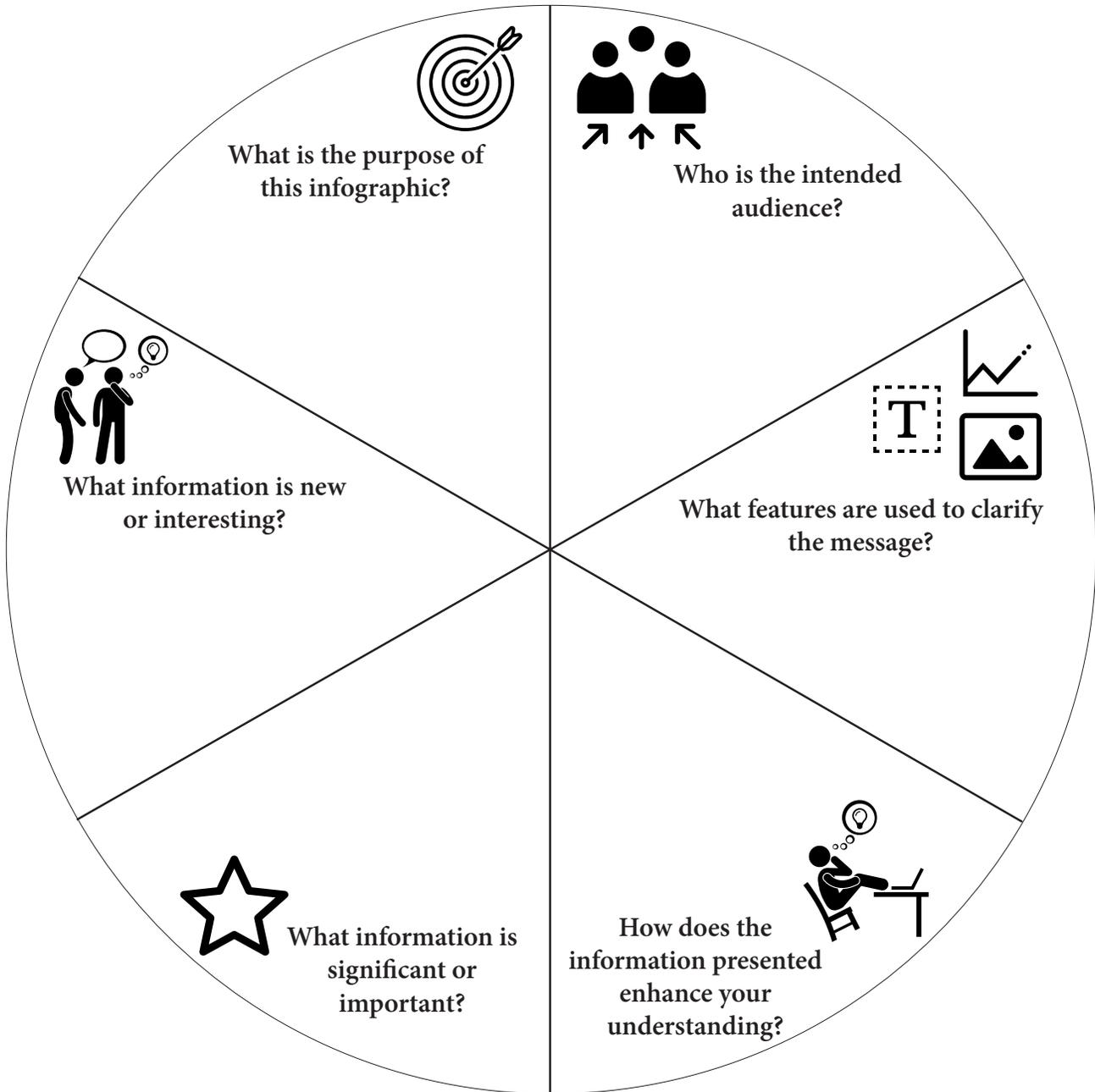
<https://www.nasa.gov/image-feature/orion-capabilities-for-deep-space-enable-crewed-artemis-moon-missions>



INTERNATIONAL

SHOOT TO THE MOON

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

Complete this map assignment to better understand the article *Shoot to the Moon*.

INSTRUCTIONS

1. Obtain the required resources and read all the instructions before starting.
2. Colour your map **after** all labelling is completed.
3. Print in pencil only first, then go over the printing in black ink.
4. Work carefully and neatly.

Resources Required: pencil, black pen, pencil crayons, ruler, eraser and an atlas.

Part A Locate and label the U.S. state of Florida in CAPITAL letters and shade it orange.

Part B Locate and label the capital of Florida and underline the city name.

Part C Locate and label the following U.S. states in CAPITAL letters and shade each as indicated:

Alabama (red)	Georgia (green)
South Carolina (pink)	North Carolina (purple)
Virginia (green)	Tennessee (yellow)

Part D Locate and label the capital of each U.S. state and underline the city name.

Part E Locate and label the state of Kentucky in CAPITAL letters and shade it orange.

Part F Locate and label the Bahamas in CAPITAL letters and shade it yellow.

Part G Locate and label the Kennedy Space Center.

Part H Locate and label Lake Okeechobee and shade it light blue.

Part I Locate and label the following cities in Florida:

Jacksonville	Miami
Tampa	Orlando

Part J Locate and label the following and shade all salt water dark blue:

Gulf of Mexico	Atlantic Ocean
Straits of Florida	

Part K Shade all remaining territory grey.

Part L Complete your map with a frame, title and compass. ★



Florida





INTERNATIONAL SHOOT TO THE MOON

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

- _____ 1. Which of the following statements about the Moon is TRUE?
a) its gravity affects Earth's climate b) it takes 262 days to orbit the Earth
c) humans have never visited the Moon d) it has about one percent of the Earth's mass
- _____ 2. Which powerful rocket will lift the Orion spacecraft into space?
a) Space Launch System b) Falcon 9
c) Saturn V d) Sputnik
- _____ 3. Which program aims to send astronauts to the Moon for the first time since 1972?
a) the NASA Moon Project b) HALO
c) the Gateway Moon Orbiter d) the Artemis Lunar Exploration Program

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

- _____ 4. **True or False?** The United States was the first country to land a spaceship on the Moon.

- _____ 5. **True or False?** A person weighs exactly half as much on the Moon as on Earth.

- _____ 6. **True or False?** The first Artemis mission will not carry astronauts.

C. Fill in the blanks to complete each sentence.

7. The Moon's _____ ranges from -248 degrees Celsius to 123 degrees Celsius.
8. The _____ 11 mission in 1969 was the first crewed spacecraft to reach the Moon.
9. NASA = U.S. National Aeronautics and _____ Administration.

D. Respond to the following question in paragraph form. (*Use a separate sheet of paper if necessary.*)

10. As you see it, what is the significance of the Artemis program? Give reasons to support your response.

**SETTING A PURPOSE BEFORE READING**

There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

Purpose for reading	What it looks like
For enjoyment	Usually student-selected. Allows students to choose a variety of genres and forms. Allows students to pursue what interests them while developing reading skills.
To experience something new	Students make connections between their personal experiences and those of people around the world.
To learn more about themselves and others	Students reflect on what they've read and express opinions and perspectives. Students develop a sense of their personal values and make sense of the world around them.
To gain information	Students use the features of informational texts to gather, analyse and apply what they've learned.
To understand issues	Students develop a sense of perspective. Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.
To appreciate writing	Students respond to text in ways other than written answers to apply what they've learned in new contexts.
To appreciate use of media to communicate	Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.

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.

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- ✓ Engaging, original illustrations
- ✓ Comics
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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.

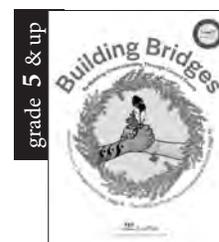
News4Youth/Infos-Ados: Grades 7 and up.



Building Bridges

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- ✓ Background information
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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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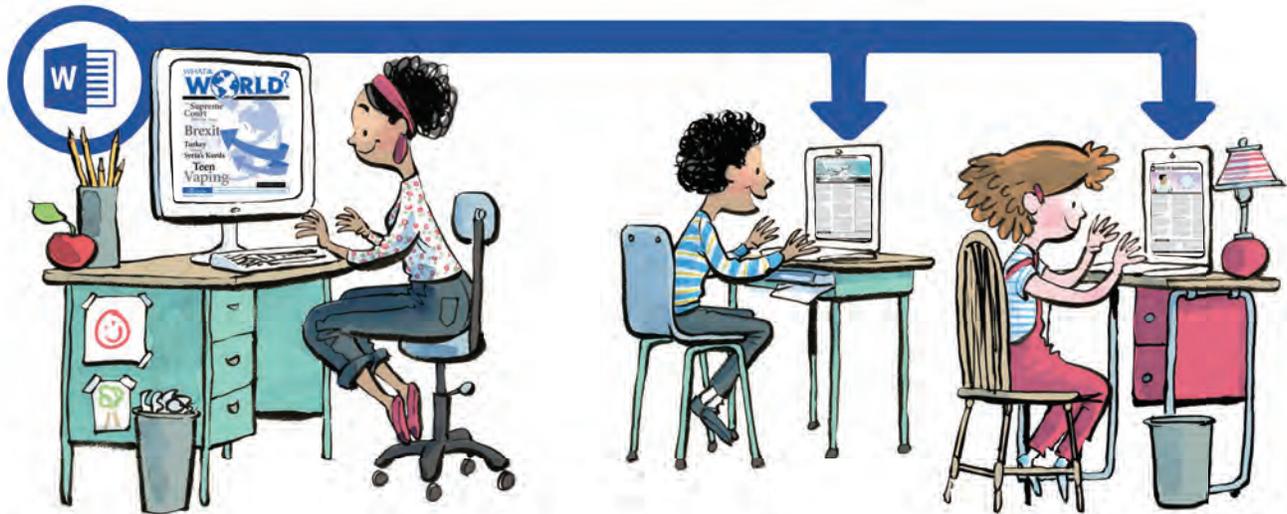
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Students Can Work In Word/Google Docs...



Did you know...

... that each issue of *What In The World?* includes a PDF file (complete document) and a Word file (articles and questions only).

Students can complete assignments directly in the 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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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, BC

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

Engaging, levelled articles, background information and original illustrations make the news interesting and easy to grasp. Accompanying questions and assignments provide multiple ways to examine the topics and enhance literacy and critical thinking.

WHAT IN THE WORLD?
LEVEL 1 (GRADES 5 AND UP)

Pope Francis Apologizes

Elon Musk and Twitter

The Russia-Ukraine War

Carbon Capture

2021/2022: ISSUE 8

LesPlan A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

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