3 Literacy Focus: Transforming
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Please circulate to:
The Canadian Reader

Current Canadian events and issues for students in grades 3 and up.

The Canadian Reader is published eight times during the school year in English and in French from September through May by LesPlan Educational Services Ltd.

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How to use this resource:

The Canadian Reader is a made-in-Canada teaching and learning resource featuring all-Canadian content. It has three main components; use the entire package, or pick and choose the pages that suit your class the best.

1. Literacy Focus – This generic lesson plan focuses on seven key non-fiction reading comprehension strategies, presented in the following order:
   Issue 1: Using Text Features
   Issue 2: Making Connections
   Issue 3: Visualizing
   Issue 4: Asking Questions
   Issue 5: Making Inferences
   Issue 6: Determining Importance
   Issue 7: Transforming/Synthesizing
   Issue 8: Reading Strategies Review and Assessment

   Teachers may introduce and practice each month’s strategy using any of the articles in the issue, or save it for another time or text.

2. Canadian news stories – Each of the three articles is leveled and accompanied by Comprehension Check questions, a Language Focus, and a literacy-based lesson plan and supporting materials. Teach the lessons as they are presented, or pick and choose the activities and assignments you’d like to explore with your students.

3. Did You Know? comic – This comic provides basic information about a current news story or event, or supports one of the articles with background information. It’s a great way to engage reluctant readers and build students’ background knowledge in a fun and graphic way.

Note: All URLs referenced in The Canadian Reader are posted as links on our student website at 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.
Introduction:

To introduce the concept of Transforming or Synthesizing, give each student four small balls of playdough, each a different colour. Ask students to create something with the playdough. After about five minutes, ask students to stop what they are doing, and to look at what the other students have made with their playdough. In what ways are students' creations similar? In what ways are they different? How can students account for any similarities or differences? (All students began with the same materials, but their creations were likely different because each person shaped the playdough with his or her own ideas to create something new).

Use the Transforming student handout (p. 4) to explain to students that the Transforming (or Synthesizing) reading strategy is similar to their playdough experience. Students may all read the same article or book, but as they read, they add their own thinking when they question, make connections, visualize, and make inferences. The blending of the text with student's thinking can lead to changed – or transformed – thoughts.

Modelling:

Draw a T-Chart on a piece of chart paper, the board, or an overhead. Label the left-hand side Summary and the right-hand side Response. Choose one article from this issue to use to model Transforming. Read this article to students. As you read, stop after each paragraph or section to record key facts (a summary) on the left. On the right, record your response or reaction to the summary. What connections can you make? What questions do you have? What do you see in your mind? What inferences can you make? (Remind students that when they summarize, they should tell what is important, tell it in a way that makes sense, and try not to tell too much.)

After reading the article, tell students that you will put your Summary and Response together to try to figure out how your thinking about the topic has changed. What matters most to you about the article? Why might the writer have wanted you to read the article?

Guided Practice:

Choose a second article to read to students, pausing after each paragraph or section so students can record their own Summary and Response on a T-Chart. After reading, have students try to synthesize what they read with their own thinking to figure out what matters most to them about the article.

Independent Practice:

Distribute a copy of the My Changing Thoughts organizer (p. 5) to each student. In the space at the top, have students record the topic of a third article. Then, ask students to record what they already know about the topic in the first cloud. In the second cloud, have them record what they wonder or would like to know about the topic. Read the article aloud. After reading, ask students to consider how their thinking about the topic might have changed. Has their understanding of the topic changed? Do they now think about the topic in a different way? Have students record their transformed thinking in the last cloud, then share their organizer with a partner or with the class.

To transform means to change something. When you use the Transforming reading strategy you add your background knowledge, your experience, and your thinking to what you are reading to come up with a new way to think about something.

When you do a puzzle, build with Lego, or bake cookies, you are transforming one set of items into something else. What other things can you transform?

. . . changes your understanding of a topic. It causes you to think about a topic in a new way.

. . . relies on many other reading strategies: Making Connections, Asking Questions, Visualizing, and Inferring.

. . . is summarizing, plus your own thinking.

. . . is what reading is all about.
My Changing Thoughts

My first thoughts about ____________________ ...

My questions about ____________________ ...

My new thinking about ____________________ ...
Ethan Bear plays in the NHL

How many kids dream of becoming NHL hockey players? It’s a long shot at best. That makes the story of Ethan Bear extra special. Last month the defenceman launched his NHL career. He’s playing for the Edmonton Oilers.

Ethan Bear is from the Ochapowace Cree Nation in southeastern Saskatchewan. Of roughly 700 players in the NHL, only six are Indigenous.

“Our Nation is gleaming with joy and great pride,” said Chief Margaret Bear (no relation to Ethan). She says he has become a role model.

“Our young people feel hope right now. They feel their dreams can become a reality because Ethan is living his.”

Playing in the big leagues

Chief Bear is among dozens of friends and family who travelled to Edmonton to watch Ethan’s first NHL game. A group of students from the Opawikoscikan Community School in Pelican Narrows, Saskatchewan traveled nearly 11 hours by bus.

The game was against the Nashville Predators. The Oilers lost 4-2. For Mr. Bear, it was like being thrown into the deep end.

“The one thing I noticed… is the speed with which guys make decisions,” said the 20-year-old. “It’s something I will have to work on.”

Since then, he has been playing better with each game. He’s a fast learner, says Oilers head coach Todd McLellan.
Oilers defenceman Adam Larsson says, “He’s been looking calm out there. He looks like he has that grounded, calm personality.”

Mr. Bear said he felt pretty good. “I just need to keep my feet moving a little bit more, keep moving the puck.”

**A long road**

The rookie NHLer started skating at three years old. His first coach was his father. Ethan hung out at his older brother’s Junior A hockey games.

When he was six, he attended a hockey camp put on by Fred Sasakamoose. Mr. Sasakamoose was the NHL’s first ever Indigenous player.

At 15, Ethan went away to a hockey academy in Kelowna, B.C. He started his hockey career with the Seattle Thunderbirds of the Western Hockey League. Last year, he was the league’s top defenceman. In March, he was told to pack his bags and head for Edmonton. His NHL dream was about to come true.

“When I heard, I wanted to yell and scream,” said his mother. “All we have ever wanted for him is to be healthy and to achieve his dreams. That’s what every parent wants for their kids.”

His big brother, Everett, was in the stands for Ethan’s first NHL game.

“He was just a little whippersnapper when he came to my games,” said Everett. “It’s hard to explain how happy I am for him.”

As you see it, what is the importance of Ethan Bear playing in the NHL?

The other Indigenous players in the NHL are Carey Price (Montreal Canadiens), Jordan Nolan (Buffalo Sabres), T.J. Oshie (Washington Capitals), Micheal Ferland (Calgary Flames), and Brandon Montour (Anaheim Ducks).
Ethan Bear Plays in the NHL

Comprehension Check

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

1. Ethan Bear has played in the NHL for years.

   ____________________________________________

2. There are many Indigenous players in the NHL.

   ____________________________________________

3. None of Ethan Bear's friends and family travelled to Edmonton to watch him play.

   ____________________________________________

4. Ethan Bear comes from a family of hockey players.

   ____________________________________________

5. Ethan Bear is from British Columbia.

   ____________________________________________

6. Ethan Bear's mother is happy her son's playing in the NHL.

   ____________________________________________
Ethan Bear Plays in the NHL

Language Focus

**Quotation marks** surround the exact words someone says when speaking.

- If the dialogue tag comes at the beginning of the sentence, include a comma before the quotation.

  Example: *Oilers defenceman Adam Larsson says, “He’s been looking calm out there. He looks like he has that grounded, calm personality.”*

- If the dialogue tag comes at the end of the sentence, use a comma instead of a period to end the quotation.

  Example: *“Our Nation is gleaming with joy and great pride,” said Chief Margaret Bear.*

Rewrite each sentence. Add quotation marks and commas where needed.

1. I can't find my keys anywhere yelled Mom.

2. Ellery whined Please don't come into my room without knocking.

3. My friend said This is the best book I've ever read.
Lesson Plan

Before Reading:

☐ Facilitate a Think-Pair-Share discussion, asking partners to talk about what they dream of becoming and why. Record the students’ dreams and reasons in a T-chart drawn on a piece of chart paper, overhead transparency, or on the board. As a class, look for patterns or themes and distinctions.

☐ Read the title of the article aloud and ask students to predict what the article is about and what they wonder about Ethan Bear.

During Reading:

☐ As they read the article, encourage students to read to find out more about Ethan Bear playing in the NHL. Ask them to highlight or underline information about this NHL player and his dream.

After Reading:

☐ As a class, revisit the T-chart. Ask students to look for parallels between their reasons and those Ethan might have had. Distribute to each student, or pairs of students, a copy of What’s So Special About Ethan Bear? (p. 12). Invite students to look for evidence from the article that suggests what is special about Ethan Bear and to consider why these things make him special. Encourage them to find 5 facts. Suggest that they may have to infer answers from the evidence in the article; that is, make logical guesses based on the clues in the text. For example:

<table>
<thead>
<tr>
<th>What makes Ethan special?</th>
<th>Why?</th>
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<tr>
<td>• Ethan’s dream to play in the NHL came true.</td>
<td>• This is special because many young children dream of becoming NHL hockey players but only a few are selected to play.</td>
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☐ When students have completed their summaries, have them reflect on their future dreams, and compare themselves to Ethan, by completing the following sentence stems (perhaps recording their responses on the reverse of their T-chart):

- I dream of becoming...
- Like Ethan, I am...
- But, unlike Ethan, I’m also...
- I can make my dream a reality by...

☐ Criteria for Assessment: An effective reflection is personal (shows the writer has taken time to think about what’s important to him/her) and thoughtful (outlines strengths and realistic steps for achieving his/her dream).
Extension:

- **Option 1: Share your thoughts with Ethan**
  Students may be interested in sharing their reflections with Ethan by Tweeting how he is a role model for them. Check out his Twitter account, at: [https://twitter.com/Bear25E](https://twitter.com/Bear25E) or send Ethan a letter, addressed this way:

  Edmonton Oilers Hockey Club  
  ATTN: [PLAYER NAME]  
  300, 10214 - 104 Avenue NW  
  Edmonton, AB T5J 0H6

- **Option 2: Learn about other Indigenous NHL players**
  Students may be interested in learning more about the other Indigenous players in the NHL. Most have biographies on the NHL website, at: [www.nhl.com](http://www.nhl.com). Ask students to select one player and research his career—What makes this player special? How does his story compare with Ethan’s?

**Internet Connections:**

- To find out more about this news story, go to:

- Watch this video announcing Ethan’s NHL debut with the Oilers:

- To see how Ethan Bear has become a role model for the Ochapowace Nation, check out:
  [https://www.sportsnet.ca/hometown-hockey/hometown-hockey-ethan-bear/](https://www.sportsnet.ca/hometown-hockey/hometown-hockey-ethan-bear/)

- Learn more about Ethan Bear’s hockey career, at:
  [https://www.nhl.com/player/ethan-bear-8478451](https://www.nhl.com/player/ethan-bear-8478451)

*Note: All URLs are posted as links at [http://www.lesplan.com/en/links](http://www.lesplan.com/en/links)*
# Ethan Bear Plays in the NHL

## What's So Special About Ethan Bear?

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What makes Ethan special? Why?
Mushers say the Yukon Quest is the toughest race in the world. It takes at least eight days to travel from Fairbanks, Alaska to Whitehorse, Yukon.

This year, 26 mushers signed up for the international race. Only 15 finished. The winner? Alaskan Allen Moore. It was his third Yukon Quest victory.

**Similar to the Iditarod**

The Yukon Quest is often compared to the Iditarod sled dog race.

The Iditarod is the better-known of the two races. It is also 1600 kilometres long, but it takes place in March. It runs between Anchorage and Nome, Alaska.

Fifty-two teams crossed the Iditarod finish line this year. The winner was from Norway. Two men almost didn’t survive.

Jim Lanier was participating in his 20th Iditarod. But this time he lost the trail in the darkness and blowing snow. He was becoming hypothermic. Then his friend and fellow musher Scott Janssen came along. He stayed with Mr. Lanier until help arrived.

**Eyes on the prize**

In these races, the top mushers and their dogs become celebrities. They also take home...
prize money. Winners of the 2018 Yukon Quest shared a purse of $125,000 (U.S.). Iditarod winners shared a $500,000 prize.

**What’s in it for the dogs?**

Nobody seems more eager to hit the trails than the dogs. But one sled dog, Blondie, died during this year’s Iditarod. The previous year, five dogs died in the race. In 2016, one dog died in the Yukon Quest.

According to one animal rights activist, Blondie’s death “pinpoints precisely why this race must end.” She says the dogs are abused. They are pushed too hard.

“If the human participants want to race to Nome, have at it. But don’t force these dogs to run until their paws are bloody and they die on the trail.”

**Strict rules**

Supporters of the race, however, say the dogs are very well-cared for. Accidents do happen. But the dogs are checked out by a vet at the start, at the finish, and at all checkpoints during the race. If any dogs are unwell, they cannot race. If there are any signs of abuse, the mushers are disqualified.

Mushers themselves support these strong rules.

“Those dogs are your best friends,” said one musher. “You spend more time with them than any one person in your life.”

**Race on!**

Organizers say they will do what it takes to keep the sled dogs healthy and the races running. The fans, the dogs, and the mushers love the unique challenge these races offer.

"Winning's always good," said Mr. Moore. "I don't know what you say, I'll come back next year and try for four."

![Would you want to take part in a sled dog race? Why or why not?](Image)
Ready, Set, Mush!

Comprehension Check

Answer the questions below in complete sentences:

1. Between which two cities does the Yukon Quest take place?

2. Between which two cities does the Iditarod take place?

3. Describe the weather conditions that can make these races difficult.

4. Why is one animal rights activist against the Iditarod?

5. What rules are in place to make sure the sled dogs are healthy?
Ready, Set, Mush!

Language Focus

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

celebrity    checkpoint    disqualified    eager    frostbite
participant    pinpoint    purse    unique    victory

1. ________________ an amount of money that is offered as a prize in a sports competition
2. ________________ very special, unusual, or good
3. ________________ a successful ending of a struggle or contest
4. ________________ serious damage to a person's fingers, toes, ears, or nose caused by very cold weather
5. ________________ to explain exactly what something is
6. ________________ someone or something who is well-known or famous
7. ________________ a place where people are stopped for inspection or clearance
8. ________________ barred from competing for breaking rules
9. ________________ someone who takes part in something
10. ________________ very enthusiastic about doing something
Before Reading:

☐ Pair students. Read the title of the article aloud. Use appropriate technology to project several images of the Yukon Quest and the Iditarod, one at a time, showing various aspects of the races such as the start, on the trail, conditions, rest stops. Here are some examples:

- https://www.flickr.com/photos/yukonquest
- https://itcteacheronthetrail.files.wordpress.com/2014/03/dsc_0707.jpg

☐ Encourage students to look closely at each image, then discuss with their partners what they notice and what they wonder about the Yukon Quest and the Iditarod after viewing each photo. Record and post the students’ observations and questions on a class chart.

During Reading:

☐ As they read the article, encourage students to look for answers to their questions and highlight or underline other important information about the 2018 Yukon Quest and Iditarod races.

After Reading:

☐ As a class, revisit the pre-reading questions to determine how many were answered and what additional information students learned about the race.

☐ Distribute to each student, or pair of students, a copy of *Yukon Quest and Iditarod: Challenges and Champions* (p. 19). Direct them to use the article to record the challenges of these races (i.e., what makes them rough, tough, controversial races) and the champions (i.e., the accomplishments of the competitors and athletes—the dogs).

☐ When they have finished their data charts, invite students to individually complete an informative ‘paw print poster’—recording 4 important facts about the Yukon Quest and Iditarod in each of the outer pads (digital pads) and drawing a picture of the race in the large centre pad (metacarpal pad). Have students cut out their complete paw print, mount it on construction paper, and title it.

☐ You may wish to use this downloadable blackline master of a dog paw print:


☐ **Criteria for Assessment:** An effective poster is easy-to-read, informative, and includes supporting visuals.
Extension:

- **Explore Yukon Quest and Iditarod Educational Resources**
  Check out the Yukon Quest Student Challenge at [https://www.distlearn.ca/yukonquest/](https://www.distlearn.ca/yukonquest/) Visit the IditarodEdu site for cross-curricular lesson plan ideas, student activities, and links to Zuma’s Paw Prints (4 K-9 journalists who keep a blog of the race), at: [http://iditarod.com/edu/](http://iditarod.com/edu/).

- **Read a picture book about one of the races**
  There are many children’s picture books written about the Yukon Quest and the Iditarod. One of the most compelling is *Akiak: A Tale From the Iditarod* by Robert J. Blake.

**Internet Connections:**

- **Visit the official Yukon Quest website at:**

- **Learn more about the Iditarod from this video:**
  [https://www.youtube.com/watch?v=PU2M3jZs5j8](https://www.youtube.com/watch?v=PU2M3jZs5j8)

- **See a vet check at the start of the 2018 Yukon Quest at:**
  [https://www.youtube.com/watch?v=m01A5LQ1zzO](https://www.youtube.com/watch?v=m01A5LQ1zzO)

- **Watch highlights of the 2018 races, here:**
  *Yukon Quest 2018*: [https://www.youtube.com/watch?v=80pFl7-hJ-A](https://www.youtube.com/watch?v=80pFl7-hJ-A)
  *Iditarod 2018 begins with a celebration in Anchorage*: [https://www.youtube.com/watch?v=TirvqCe_KM](https://www.youtube.com/watch?v=TirvqCe_KM) [3:35]
  *Iditarod 2018 Recap*: [https://www.youtube.com/watch?v=cWn3MANxmbM](https://www.youtube.com/watch?v=cWn3MANxmbM) [4:40]

- **Discover more about Jim Lanier’s rescue, at:**

- **Watch one of the teams race, from drone footage:**
  [https://www.youtube.com/watch?v=3KIjBEzjcXo](https://www.youtube.com/watch?v=3KIjBEzjcXo)

- **Visit the official site of the Iditarod, at:**

- **Find out why sled dogs never get tired, here:**
  [https://www.youtube.com/watch?v=HDG4G5yycIE](https://www.youtube.com/watch?v=HDG4G5yycIE) [2:38]

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## Ready, Set, Mush!

**Yukon Quest and Iditarod: Challenges and Champions**

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Map: Yukon and Alaska

Complete this map assignment to help you better understand the context of the article Ready, Set, Mush!

Label the following, then colour:

- **Provinces/Territories**
  - Yukon
  - Northwest Territories
  - Nunavut
  - British Columbia
  - Alberta

- **Capital cities**
  - Whitehorse
  - Juneau

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

- **Other cities**
  - Fairbanks
  - Anchorage
  - Nome

- **Other**
  - Alaska (U.S.)
  - Russia
  - Arctic Circle

**Challenge:**


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

400 Kilometres

200

100
New product!

Loblaws is a company that owns supermarkets across the country. It has its own in-house brand, ‘President’s Choice.’ A new product being sold under the President’s Choice label? Cricket powder.

“We wanted to be among the first to bring cricket powder to Canadians,” said a company spokeswoman.

Cricket powder can be added to almost anything you eat. Sprinkle it on yogurt and fruit. Bake it into pizza crust. Add it to pancake mix or a pot of chili.

In small amounts, you won’t even taste it. Otherwise, it has an “earthy, nutty, mushroomy kind of flavour,” according to Jarrod Goldin. He’s the farmer who supplies the crickets to Loblaws. He’s a big fan.

Crickets in condos

The crickets are grown at his farm in Norwood, Ontario. The insects live in cricket ‘condos’ made of cardboard. Each condominium houses ten to fifteen thousand crickets. The crickets are free-ranging, with space to run around. “They like to burrow and hide,” says Mr. Goldin.
Good for you and the planet

Why should you eat crickets? Well, they are nutritious. They are a great source of protein. That includes a special protein that promotes the growth of healthy stomach bacteria. It helps protect you from getting sick.

Crickets also contain important minerals like iron, zinc, and magnesium. Compared to meat, they have fewer calories and less fat.

Farming insects is also less harmful to the environment than raising livestock like cows or pigs. That’s according to a recent study by the United Nations. Insect farms require much less water and land. They produce fewer greenhouse gases.

A hard sell

Are Canadians ready to munch on insects? Will crickets replace meat in our diets?

After all, people around the world eat more than 1900 different kinds of bugs. The most common are beetles, caterpillars, bees, wasps, and ants.

Some people doubt that sales of crickets will take off in Canada. They point to lentils, which are another good source of protein. Canada is the world’s top producer of lentils. Yet we don’t eat many. They are mainly exported to other countries.

For now, cricket powder is fairly expensive. Even cricket fans will just buy enough to sprinkle into other foods. But Mr. Goldin is optimistic. He sees insects as the protein of the future.

Crickets, he insists, are “yummy and delicious.”

Would you be interested in eating crickets? Why or why not?
Crunchy Crickets

Comprehension Check

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

_____ 1. What new product is now sold at Loblaws?
   a) whole crickets       b) mushroom powder
   c) condominiums         d) cricket powder

_____ 2. How many crickets can live together in one cardboard 'condo'?
   a) 10                  b) 15
   c) 1000                d) 10,000 to 15,000

_____ 3. Which of the following is NOT a benefit of eating crickets?
   a) less expensive       b) contain important minerals
   c) high in protein      d) better for the environment

_____ 4. How many different kinds of bugs are eaten around the world?
   a) 15                   b) we do not know
   c) more than 1900       d) nobody eats bugs

_____ 5. Which country produces the most lentils?
   a) United States       b) Canada
   c) Mexico              d) France
**Crunchy Crickets**

**Language Focus**

**Synonyms** are words that have almost the same meaning.

*For example:* Synonyms for **big**: large, huge, gigantic

**A. Circle the two synonyms for each set of words:**

1. toasty  chilly  cool  comfortable
2. walk  crawl  stroll  run
3. argue  scare  confuse  frighten
4. bravery  honesty  courage  winner
5. cook  drink  eat  munch

**B. Write a synonym for each of the following underlined words:**

1. Have you **tried** eating crickets?
2. They're **good** for you – high in protein.
3. In small **amounts**, you won't even taste it.
4. He's a **big** fan.
5. The crickets are **grown** at his farm.
6. Crickets are **nutritious**.
7. They are a **great** source of protein.
8. It **helps** protect you from getting sick.
9. Crickets also contain **important** minerals.
Lesson Plan

Before Reading:
- Read the title of the article aloud. Suggest to students that Canada’s largest grocery chain thinks its customers are willing to give insects a try. Then, conduct the following class poll:

  **Would you try eating crickets?**
  - Definitely! I love trying new things.
  - Maybe. It depends on how they’re prepared.
  - Definitely, no! Yuck!
  - I’ve already tried them.

  (You may wish to purchase a small package of cricket powder to show students or to offer them an opportunity to try it.)

During Reading:
- As they read the article, encourage students to highlight or underline important information about crickets—selling, eating, and farming them.

After Reading:
- Re-poll the class to see if anyone’s opinion about eating crickets has changed as a result of reading the article.
- Distribute to each student a copy of *What’s Important? Why?* (p. 28). Direct students to use the article to record important facts about selling, growing, and eating crickets and to consider why these facts are important—what the impact might be for Loblaws, customers, farmers, and/or the environment. Encourage students to record 1-2 important facts under each heading.
- When students have completed their charts, have them consider the most important thing about selling, eating or farming crickets (e.g., *what is the biggest, most positive, and longest-lasting impact*) and support their judgment with supporting evidence. Direct them to write their conclusion at the bottom of the organizer.
- **Criteria for Assessment**: An effective conclusion is logical, clearly stated, and well-supported with relevant evidence.

Extension:
- **Learn how crickets are harvested**
Crunchy Crickets

Lesson Plan

Internet Connections:

☐ To find out more about this news story, check out:
  http://www.cbc.ca/news/business/cricket-powder-loblaw-1.4563956

☐ To see the cricket powder sold in Loblaws’ stores, go to:
  https://www.loblaws.ca/c/President%27s-Choice-100%25-Cricket-Powder/p/21080801_EA

☐ Visit the Entomo Farms web site, at:
  http://entomofarms.com/

☐ To learn why crickets are good for you, check out:
  http://entomofarms.com/future-of-food/

☐ Read more about entomophagy (the human use of insects as food), at:
  http://people.howstuffworks.com/entomophagy.htm

☐ See who eats bugs around the world at:
  https://twitter.com/faoforestry/status/487163949427990528

Note: All URLs are posted as links at http://www.lesplan.com/en/links
## Crunchy Crickets

### What’s Important? Why?

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<th>What’s important?</th>
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<td><strong>New product!</strong></td>
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<td><strong>A hard sell</strong></td>
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### Conclusion:

The most important thing about ☐ farming ☐ selling ☐ eating crickets is...

*I think this because...*
April 22nd is Earth Day! That's when people around the world celebrate the planet and get involved in helping the environment.

The first Earth Day was held in the United States in 1970. About 20 million Americans took part.

The day had been planned by an American Senator, Gaylord Nelson. He wanted to make people aware of what they could do to keep the Earth healthy and clean.

In 1990, the first International Earth Day was held. About 200 million people in 191 nations, including two million Canadians, joined in.

Today, more than 6 million Canadians join 1 billion people in over 193 countries in celebrating Earth Day.

Many take part in projects to improve their communities.

Others join in events to show their appreciation for the planet.

This year is the 48th anniversary of Earth Day. How will you take part?
Comprehension Check

Answer the questions below in complete sentences:

1. When is Earth Day?  

2. Why did Senator Nelson create Earth Day?  

3. In what year was the first International Earth Day held?  

4. Today, how many people around the world take part in Earth Day?  

5. In what ways do people celebrate Earth Day?  

Explain the meaning of this ancient Kenyan proverb: Treat the Earth well: it was not given to you by your parents, it was loaned to you by your children.
The Canadian Reader

Answer Key

Ethan Bear Plays in the NHL

p. 8: Comprehension Check

p. 9: Language Focus
1. "I can't find my key anywhere," yelled Mom.
2. Ellery whined, "Please don't come into my room without knocking."
3. My friend said, "This is the best book I've ever read."

p. 12: What's So Special About Ethan Bear?
Answers will vary but may contain some of the following facts:
Ethan made his dream of playing in the NHL—many young boys have the dream but few make it; he is one of 6 Indigenous players in the NHL—he is a minority but a skilled player; he is a role model for the young people in the Ochapowace nation—his accomplishments are giving them hope for their futures (if he can do it so can we); his family and members of his community travelled a long way to attended his first NHL game—to show their support and pride; Ethan's a fast learner and improves with each game he plays—he is open to feedback and learns from his mistakes; he is calm, grounded player—he can keep his cool on the ice when pressure builds; he started playing hockey at age 3 and continued playing and attending training camps until he was drafted into the WHL at 15—this has been a life-long commitment for Ethan

Ready, Set, Mush!

p. 15: Comprehension Check
1. Between which two cities does the Yukon Quest take place? The race runs between Fairbanks, Alaska and Whitehorse, Yukon.
2. Between which two cities does the Iditarod take place? The race goes from Anchorage to Nome, Alaska.
3. Describe the weather conditions that can make these races difficult. Mushers can encounter freezing temperatures, high winds, and blizzard white-out conditions.
4. Why is one animal rights activist against the Iditarod? She says the dogs are abused. They are pushed too hard. The death of one dog this year, Blondie, proves it. (Last year, five dogs died in the Iditarod and in 2016, one dog died during the Yukon Quest.)
5. What rules are in place to make sure the sled dogs are healthy? Dogs are checked out by a vet at the start, at the finish, and at checkpoints during the races. If any dogs are unwell, they cannot race. If there are any signs of abuse, the mushers are disqualified.

p. 16: Language Focus
1. purse; 2. unique; 3. victory; 4. frostbite; 5. pinpoint; 6. celebrity; 7. checkpoint; 8. disqualified; 9. participant; 10. eager.

p. 19: Yukon Quest and Iditarod: Challenges and Champions
Answers will vary but may contain some of the following:
Challenges: cross 1600 km of wilderness; competitors face freezing temperatures, high winds, blizzard white-out conditions, frostbite; takes at least 8 days; things can go wrong on the trail—lose the trail, injury, hypothermia, dogs die or get injured
Champions: teams of mushers and dogs who successfully cross 1600 km of northern wilderness and survive harsh conditions; this year 15 teams finished the Yukon Quest and 52 teams completed the Iditarod; Yukon Quest winner was Alaskan Allen Moore and Iditarod winner was from Norway; mushers support each other, like Scott Janssen who dropped out of the race to help Jim Lanier whose sled went off the track; the race is supported by sponsors and volunteers

Crunchy Crickets

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

p. 25: Language Focus
A. 1. chilly, cool; 2. walk, stroll; 3. scare, frighten; 4. bravery, courage; 5. eat, munch.
B. Answers will vary.

p. 28: What's Important? Why?
Answers will vary but should contain some of the following:
New product! What's important?—Loblaws, Canada's largest supermarket company, is selling cricket powder under its own label. Cricket powder can be added to almost anything. You won't taste it if eaten in small amounts. Why?—Loblaws wants to be seen as a leader in the food industry. It's a versatile product. People might be more likely to try it if it doesn't alter the taste of food it is added to.
Crickets in condos What's important?—10-15 thousand crickets live in one cardboard condominium. They are free to run around but like to burrow and hide. Why?—You can farm a LOT of crickets in a limited amount of space. Cardboard condos allow crickets to live as they would in nature. Good for you and the planet What's important?—Crickets are a good source of protein and important minerals. Cricket farms require less water, land, and produce fewer greenhouse gases. Why?—They are good for you (less fat, fewer calories) and can help prevent you from getting sick. They are good for the environment, requiring fewer natural resources to produce and limiting the damage to the ozone. A hard sell What's important?—People around the world eat more than 1900 different bugs. People doubt crickets will sell well in Canada. Crickets are yummy and delicious. Why?—Insects provide alternative proteins for many people in the world. Just because they are produced in Canada doesn't mean Canadians will eat them;
Canadians may be more reluctant to try eating crickets because they are a relatively new food product and cricket powder is fairly expensive. You don’t know how something tastes until you try it.

Did You Know? Earth Day
p. 30: Comprehension Check
1. Earth Day is held every April 22.
2. Senator Nelson created Earth Day to make people aware of what they could do to keep the Earth healthy and clean.
3. The first International Earth Day was held in 1990.
4. Today, more than 6 million Canadians join 1 billion people in over 170 countries in celebrating Earth Day.
5. People celebrate Earth Day by taking part in projects to improve their communities and by joining in events to show their appreciation for the planet.
Dear Educator,

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#### English Publications
- [ ] *The Canadian Reader* (Grades 3 and up)
- [ ] *What in the World?* Level 1 (Grades 5 and up)
- [ ] *What in the World?* Level 2 (Grades 8 and up)

#### Publications en français
- [ ] *Nos Nouvelles* (à partir de la 3e année)
- [ ] *Le Monde en Marche* Niveau 1 (à partir de la 5e année)
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P.S. Please contact us if you would like sample copies of *The Canadian Reader* or *What in the World?* to distribute at a conference or professional development day seminar.
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