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2020-2021: Issue 8
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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The Canadian Reader is protected by copyright. Subscribers receive one copy of the publication each month and may photocopy each issue for use by all students and teachers within one school.

How to use this resource:

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

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

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

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

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

Note: All URLs referenced in The Canadian Reader are posted as links on our student website at www.lesplan.com/en/links. Bookmark this URL on your school’s computer network to give students easy access to our recommended sites.

Share The Canadian Reader with other staff members in your school, including itinerant, relief, and substitute teachers.
Review with students the reading comprehension strategies that they have learned and practiced this year using the Reading Strategy Review handout (p. 4). Which strategies have students used most? Which have they found easiest to use? Which have been more difficult? What reasons can students suggest to explain these observations?

Choose one article from this issue to use to assess students’ understanding of and ability to apply the reading strategies. Ask students to read this story independently. Then, have students use the article to complete the Reading Strategies Assessment (p. 5).

Rubric for Reading Strategies Assessment: Use the rubric below to assess other oral, written, and anecdotal evidence of students’ understanding of and ability to apply the following reading comprehension strategies, gathered throughout the year:

Asking Questions/Making Inferences
- 1 – Is not able to form a question about what has been read.
- 3 – Is able to ask simple questions about what has been read and is able to answer ‘right there’ questions accurately. Can ask/answer some simple ‘in my head’ questions (can make an inference).
- 5 – Can ask questions that demonstrate deep understanding of the text. Can clearly explain what an inference is and can make inferences that are thoughtful. Questions and inferences are relevant to the topic.

Determining Importance
- 1 – May be able to identify the topic.
- 3 – Can identify the topic and retell important ideas and some details. Can identify some key words.
- 5 – Can identify main ideas and key words, and is able to summarize in own words.

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

Transforming/Synthesizing
- 1 – Is not able to identify new thinking. May be able to retell but not rethink the text.
- 3 – Understands that readers sometimes develop new thoughts from reading. Is able to apply some of the reading strategies to the text. New thinking may be shown only with facts.
- 5 – Is able to find simple ways of rethinking the text. Independently uses all of the reading strategies. Uses experiences and text to identify a new perspective or thought that enhances meaning and deepens understanding.

Source: Adapted from Nonfiction Reading Power by Adrienne Gear, Pembroke Publishers, c. 2008
Reading Strategy Review

**Good readers . . .**

. . . *make connections*. As they read they think about what the text reminds them of. This thinking – or reminding – is called *connecting*.

. . . *ask questions* before, during, and after they read. Sometimes, the answers to these questions can be found right in the story. Sometimes, the answer has to come from you.

. . . *visualize*. As they read, they make pictures or a movie in their head. These pictures or movies are called *visualizing*.

. . . *make inferences*. They fill in, in their heads, what is not written or shown on the page. *Predicting* is one kind of inference.

. . . *determine importance*. They sift and sort information in their heads, making decisions about what information they need to remember and what information they can ignore.

. . . *transform* their thinking. They add their background knowledge, their experience, and their thinking to what they are reading to come up with a new way to think about something.

Name: ___________________________________________ Date: ____________________________

Article title: ____________________________________________________________

**Reading Strategies Assessment**

1. What is one meaningful connection you can make?

__________________________________________________________________________

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

__________________________________________________________________________

3. Write one 'in your head' question. Then, answer this question.

__________________________________________________________________________

__________________________________________________________________________

4. Write down important points from one section of the article. Then, write a nugget summarizing the most important points.

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5. Explain how this article has changed your thinking on this topic.

__________________________________________________________________________

__________________________________________________________________________
Census 2021: Count Yourself In!

One, two, three… How many people live in Canada? There’s one way to find out – count ‘em! That’s what the government does every five years. This nation-wide count is called a census.

The 2021 census took place on May 11, 2021. Everyone who lives in Canada is being asked to count themselves in. That includes YOU!

How does it work?

Due to the COVID-19 pandemic, most people are completing the census questionnaire online. In early May, homes received a letter in the mail. It included an online access code and instructions. There is also a free 1-800 phone number to order a paper version.

One adult in the household needs to fill out the questionnaire. The information is sent to Statistics Canada to be compiled.

Most households fill out a short questionnaire – just 10 questions. One in every four homes gets a longer questionnaire. It has a further 50 questions. It collects more detailed information.

Statistics Canada is the federal government agency in charge of gathering statistics about Canada.

The questionnaire asks about the people living in the home. What’s their age? Male or female? Are they married? What language do they speak?

Why conduct a census?

The government isn’t just being nosy when it asks these questions. Census information is used to make important decisions.
Is the population growing in some areas and shrinking in others? Where do most recent immigrants come from? What language do they speak? The census tells us a lot about what’s happening in our communities and across the country. This data is useful for planning.

“The use is almost never-ending,” says one expert.

For example, if we learn there is a growing number of young children in one area, we may need to plan for new daycare centres and schools.

**Knowing who we are**

Every household in Canada is required to fill in the census. Over 15 million homes are taking part. People who don’t can be fined. But Statistics Canada must keep our personal information private. That, too, is the law.

Canada is always changing. Since most of the questions remain the same from census to census, we can see what changes are taking place. We can identify trends.

It’s information that helps us understand the changing face of Canadians. Governments need this data to make good decisions about our country’s future.

*Did you know...?*

Almost every country in the world carries out a regular census.

### Did you know...?

Almost every country in the world carries out a regular census.

Did you know...?

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Did you know...?

Almost every country in the world carries out a regular census.
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 census takes place every four years.

2. One in five households will be asked to participate in the census.

3. The census asks about the people living in each home.

4. People who don't participate in the census can be fined.

5. Statistics Canada keeps the results of the survey secret.

6. The census shows changes and identifies trends in the U.S.
Census 2021: Count Yourself In!

Language Focus

☆ Find four interesting or challenging words from the articles and write the definitions.

1. ____________: ____________________________________________

2. ____________: ____________________________________________

3. ____________: ____________________________________________

4. ____________: ____________________________________________

☆ Now use the words from above to make your own sentences.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________
Before Reading:
- Conduct a **class census**. Invite students to write the following information on separate strips of paper: month of birth, age, gender, language(s) spoken at home, number of people in their household. Collate and present the information. Alternatively, ask students to ‘Stand up if…’ while you record the tallies for each topic. Review the data; notice patterns and surprises.
- Using a **Think-Pair-Share** discussion structure, ask students to choose the most important fact about their class that might be useful for their teacher or principal to know and explain why.
- Read aloud the introduction to the article. Write the definition of **census** on the board, chart paper or an overhead transparency (**a nation-wide count of the population**). Next, ask students to make the following predictions:
  1. *Why might the Canadian government want to do a census?*
  2. *Why might the census be held every five years?*
  3. *What type of information might the government want to know about the population of Canada?*
  4. *How might the government go about counting the population of more than 38 million people?*

During Reading:
- Ask students to mark the text, underlining or highlighting answers to the 5W’s + H questions about the 2021 Census.

After Reading:
- Have students complete the **Census 2021: Getting the Facts** organizer (p. 12). Discuss the answers.
- Then, have pairs consider what other information – such as favourite colours, after-school activities, transportation used to get to school, favourite foods, pets – would be important (or interesting) to know about students in the class. Direct them to gather, organize, and display data on these topics visually. [Background notes for teachers and common ways of displaying data can be found in Internet Connections]. Have groups present their findings to the class and give two or three reasons why or how their data could be used to make decisions for the class or school.
- **Criteria for Assessment:** Effective visuals are **accurate and easy to read, contain important information, and tell a story.**

Extensions:
- Participate in various census activities:
  - Census at School Canada (**[https://censusatschool.ca/](https://censusatschool.ca/)**) enables students to complete a brief online survey, analyze the class results, and compare themselves with students across Canada and other countries.
  - Statistics Canada’s 2021 Census Teacher’s Kit (**[https://census.gc.ca/resources-ressources/tk-te/index-eng.htm](https://census.gc.ca/resources-ressources/tk-te/index-eng.htm)**) has additional cross-curricular classroom-ready activities that your students may enjoy.
Lesson Plan

Internet Connections:

☐ Learn more about the 2021 Census:
  https://census.gc.ca/about-apropos/2021-census-recensement-2021-eng.htm?MM=2

☐ Watch these videos explaining more about the census and its importance:
  https://census.gc.ca/faq/videos-eng.htm

☐ Play the Census Game:

☐ Find your community profile (type Place Name into the search bar):

☐ Check out websites that help students display data:
  https://easyteaching.net/maths-resources/chance-and-data/data/

Note: All URLs are posted as links at http://www.lesplan.com/en/links
Census 2021: Count Yourself In!

Census 2021: Getting the Facts

Who?

Where?

When?

What?

Why?

How?
Beaver Trouble

Beavers — Canada’s national emblem. North America’s largest rodent. Large furry animals with buck teeth and broad, flat tails. They are industrious and ingenious. Always busy building and repairing their dams. What’s not to like about this clever animal?

Just ask the folks living in Grenville-sur-la-Rouge, in southern Quebec! Some of them would happily get rid of every last one.

The problem? Beaver dams made of sticks, rocks, and mud block streams. The dams also prevent water from flowing through culverts. The result? The blocked water backs up to form ponds and wetlands.

As the upstream water continues to rise, it floods nearby land. It damages farmers’ crops. It washes out roads that then need repairs.

It’s a big headache, according to the mayor of the Quebec town.

“It’s a problem that we have to get rid of,” he said. “The beavers have to be eradicated.”

A bit about beavers

Beavers are semi-aquatic. They spend part of their time in water, part on land. For protection, they build their lodges out in the middle of a pond. The underwater entrance leads up to a dry living area.

Beavers are a keystone species. That means they create wetland habitat that many other species, such as waterfowl and amphibians, depend on.

Wetlands are important for many reasons. They act like a natural filter. They remove silt and even chemical pollutants from the water so they don’t end up downstream.
They help control flooding by holding back spring snowmelt or storm flows.

**Beaver hats, anyone?**

Beavers can be found around lakes and streams all over Canada. In the past, the animals were over-hunted. Beaver pelts were shipped to Europe to make beaver hats. So many beavers were trapped, the population plummeted. In some areas, the beavers were completely wiped out.

Times have changed. People no longer wear beaver hats. As a result, beaver populations have bounced back. That’s good news for wetland dwellers. It’s not so good for those who think beavers are a nuisance.

**How to manage beavers**

Experts say that trapping and killing the beavers is not a long-term solution. It won’t work. More beavers will move in. Instead, people need to find ways to co-exist with beavers. Let them build their dams, but reduce the damage they do.

For instance, wire fencing can keep beavers away from the mouth of culverts. Wire mesh can be wrapped around tree trunks to protect them from being chewed.

To prevent flooding? Plastic pipe can be installed from the upstream side of a beaver dam to the downstream side. The water in the upstream pond will only rise to the level of the pipe. Any extra water will flow out through the pipe.

Beavers aren’t the only ones who can be ingenious!

A beaver’s front teeth never stop growing. Chewing on tree trunks and branches helps keep the teeth from getting too long.
Comprehension Check

Answer the questions below in complete sentences:

1. What does semi-aquatic mean?

2. Where do beavers build dams?

3. Why are beaver dams problematic in some areas?

4. Why have beaver populations grown?

5. Why is trapping and killing beavers not a long-term solution?
**Beaver Trouble**

**Language Focus**

A *contraction* is a shortened form of a word or phrase. Most contractions are formed by replacing some letters with an apostrophe.

Example: *should not* – *shouldn't*

Can you make contractions for the word combinations below?

1. it is
2. was not
3. will not
4. should not
5. is not
6. let us
7. he is
8. could not
9. we have
10. can not

**Challenge:** How many contractions can you find in the article?
Lesson Plan

Beaver Trouble

Before Reading:

☐ Using appropriate technology, project several images of beavers (e.g., dams, swimming, chewing on trees, standing on land) such as those found on www.istockphoto.com. Invite students to brainstorm as many words as they can to describe beavers’ appearance, behaviour, habitat, and/or diet. Add these words to a class word web.

☐ Read the title of the article and first paragraph aloud. Challenge students to predict what problems beavers might cause. Record their predictions.

During Reading:

☐ As they read, ask students to mark the text, underlining or highlighting important facts or details about beavers and the trouble they create.

After Reading:

☐ As a class, place a check mark √ next to the predictions that were confirmed in the article. If relevant, discuss new problems suggested by the article.

☐ Distribute to each student, or pair of students, a copy of The Trouble With Beavers (p. 19). Direct students to record or sketch the problems caused by beavers and potential solutions, as described in the article.

☐ When students have completed their organizer, invite them to draw an informative blueprint or create an educational diorama showing the solution to one or more of the problems beaver dams cause.

☐ Criteria for Assessment: An effective 2-D or 3-D representation clearly shows the problem and solution, includes helpful captions/labels (or other text features), and is accurate and proportional.

Extensions:

☐ Learn more about the fur trade: The fur trade was an important part of Canada’s history. Invite students to use the links in Internet Connections to learn more about the historic contribution of the beaver. Students may wish to summarize their learning in an acrostic poem (try this online generator: https://www.acrosticpoem.org/) or a 3-2-1 Reflection—3 things I learned/that were confirmed about the fur trade; 2 reasons it was an important part of Canada’s past; 1 thing I still wonder.

☐ Participate in a U-shaped debate: Direct students to the links found in Internet Connections to learn more about beavers and the decision to make them one of Canada’s official emblems. Invite students to complete a Yes, because… No, because… organizer, looking for evidence to both defend and refute the decision to keep the beaver as one of Canada’s national symbols. After researching, structure a U-shaped debate inviting students to share their perspectives on the following statement: The beaver should be kept as one of Canada’s official emblems. Encourage students to remain open-minded, see the merits of both sides, and be willing to change their
position if they hear convincing evidence. This link provides an overview of how to structure this discussion strategy: http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html

Internet Connections:

☐ Read more about this news story:

☐ Find out about beaver trouble in other places:
https://www.theguardian.com/world/2021/may/14/canada-beaver-population-problems

☐ Learn more about the Fur Trade in Canada
https://indigenouspeoplesatlasofcanada.ca/article/fur-trade/
https://www.thecanadianencyclopedia.ca/en/article/fur-trade
https://youtu.be/JGoVlgcT6tM
https://fur.ca/fur-trade/canadas-fur-trade-a-timeline/
http://www.hbcheritage.ca/things/fashion-pop/beaver-hats

☐ Learn more about beavers:
https://www.thecanadianencyclopedia.ca/en/article/beaver
https://www.canadiangeographic.ca/article/animal-facts-beaver
https://www.nationalgeographic.com/animals/mammals/facts/beaver

☐ Watch these videos on beavers:
https://youtu.be/oL5SD6z7AG8
https://www.youtube.com/watch?v=Ic3x8OvYe8o
https://youtu.be/82DiWd7Kgto
https://youtu.be/eggzVRVYl1A
https://youtu.be/iyNA62FrKCE

☐ Why is the beaver Canada's national emblem?
https://www.canada.ca/en/canadian-heritage/services/official-symbols-canada.html#a1
https://www.huffingtonpost.ca/2011/07/01/canadian-symbols-beaver_n_886777.html
https://www.canadiangeographic.ca/article/animal-facts-beaver

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

## The Trouble With Beavers

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<th>Problems Caused By Beavers</th>
<th>Solutions</th>
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Map: Quebec

Complete this map assignment to help you better understand the context of the article Beaver Trouble.

Label the following, then colour:

- **Provinces**
  - Quebec
  - Ontario
  - Newfoundland and Labrador
  - New Brunswick
  - Prince Edward Island (P.E.I.)
  - Nova Scotia

- **Capitals**
  - Quebec City
  - Charlottetown
  - Fredericton
  - Halifax
  - Ottawa

- **Water bodies**
  - James Bay
  - Hudson Bay
  - Atlantic Ocean
  - Gulf of St. Lawrence
  - St. Lawrence River

- **Other**
  - United States
  - Montreal

Challenge:
Grenville-sur-la-Rouge is located on the southern border of Quebec, approximately half-way between Ottawa and Montreal. Can you locate and label this town on your map?

A good map is complete, accurate, and visually appealing.
Has your family been eating more takeout food lately? That’s great — local restaurants need our support. But here’s the frustrating thing. When you order takeout, you end up with lots of garbage. All those plastic and paper containers end up in the trash.

**Such waste**


Each year, Canadians produce about 3.2 million tonnes of plastic waste. A third of this waste comes from packaging. Only a small amount is recycled.

So how can we generate less waste?

**A new way of doing things**

Some businesses are already on it! They have launched stores that sell groceries in refillable containers.

For example, one business sells everything from soap to nuts in glass canning jars.

Customers pay a deposit on the jars. They get that back when they return them.

At a Halifax bulk food store, there are no plastic bags or containers in sight. Customers bring their own.

Soapstand is a company that sells liquid cleaning products. In the store, the cleansers are in big bulk dispensers. Customers bring their containers and fill them from a tap.

These businesses are leading the way to zero waste. But they are too small to make a big difference to Canada’s overall trash pile.

What’s more, they may not work for everyone. Going to these specialty stores takes more time. The food often costs more.

Some Canadians don’t have any extra time or money. They need zero-waste
shopping to be easy. It should available at their neighbourhood supermarket.

**Bringing the big companies on board**

What about the big grocery chains where most people shop? Could they begin switching over from disposable packaging to refillable containers?

It’s already starting, at least in a small way. In Ontario, a company called Loop is working with grocery giant Loblaws. Loop is selling some of Loblaws’ popular food items in reusable containers. Things like ketchup, ice cream, and pet food. When the containers are empty, the customer returns them to be washed and refilled.

Tim Horton’s and Burger King are two other big retailers planning to join Loop.

So far, customers can only order these refillable items online. But eventually, Loop hopes they will be found on supermarket shelves. That will make zero-waste shopping really easy — for everyone.

**What about that takeout food waste?**

Change is coming to takeout, too. Some food delivery services have begun offering reusable containers. They are lightweight and made of stainless steel.

Will customers choose this environmentally-friendly option? Yes! In just the first two days, one company replaced 231 disposable takeout containers with reusables. That’s enough to stack up to the height of a four-storey building!

What connections can you make to this story? Explain.
Food Packaging – What a Waste!

Comprehension Check

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

1. How much plastic waste do Canadians produce each year?
   a) 3.2 kilograms.   b) 3.2 tonnes.
   c) 3.2 million tonnes.  d) It's all recycled.

2. What is one problem with zero-waste shopping?
   a) It is easy.    b) The food can cost more.
   c) It harms the environment.  d) It uses plastic bags.

3. Which Ontario grocery chain is selling some items in reusable containers?
   a) Loblaws.     b) Loop.
   c) Sobeys.      d) Superstore.

4. Which two restaurants are planning to join Loop?
   a) McDonald's and KFC.  b) KFC and Tim Horton's.
   c) Burger King and KFC.  d) Burger King and Tim Horton's.

5. What environmentally-friendly containers are some food delivery services now packaging their food in?
   a) Reusable plastic containers.
   b) Reusable paper containers.
   c) Reusable stainless steel containers.
   d) None of the above.
Food Packaging – What a Waste!

Language Focus

Here are some recommendations for using numbers in writing:

1. Spell out the numbers zero through nine and use numerals for 10 and greater.

2. Spell out all numbers beginning a sentence, with the exception of years.

Complete the sentences below, spelling out the number or using the numeral as required.

1. (2013) She was born in _______________.

2. (2013) _______________ was a very good year!

3. (25) We read _______________ books over the summer holidays.

4. (1, 2) I have _______________ brother and _______________ sisters.

5. (50) _______________ geese just flew overhead!

6. (10) _______________ years ago I travelled to China.

7. (21) He invited _______________ people to his birthday party.

8. (1630) My friend has a collection of _______________ bottle caps.

9. (5) _______________ accidents in one day is too many!

10. (8) We bought _______________ new binders for school.

What examples of numbers in writing can you find in the article?
Lesson Plan

**Before Reading:**

- Read the title of the article aloud. Challenge students to individually record 5 key words that come to mind on the topic of food waste. Pair students. Direct them to compare lists, then select and record the 3 most important words on 3 Post-it notes (one word/note in large enough letters to read from a distance). Then, invite groups, one at a time, to read their words aloud and post them on a large class word web entitled 'Food Waste'. Stack duplicate words.

**During Reading:**

- Ask students to mark the text, underlining or highlighting important facts or details about food packaging and food waste as they read the article.

**After Reading:**

- Ask students to record one of the important words about food packaging and waste that they identified from the article on a different coloured Post-it note. Have students take turns reading out and posting their words to the class word web, stacking as needed.

- Distribute a copy of *Food Waste: 5-3-1* (p. 29) to each student. Ask them to first jot down 5 key words about the topic from the article on their organizer (the words can come from their highlighting or the class web). Secondly, direct students share their words with a small group. Tell groups that, from all the words shared, they must choose and record the three that they think are the most important.

- Next, have groups choose one word that best captures their thinking about the topic—it may be one of the group’s 3 words or a different word entirely that subsumes or represents the three words (e.g., *retailers, customers, companies = consumers*) and discuss the what and the why of their choice on their organizers. Then, call on each group to share their choice and explain how they chose it. Finally, ask students to individually write for 3-5 minutes in defense of their group’s word choice.

* This strategy was adapted from the DART Strategy Booklet created by Faye Brownlie, for School District 79.

- **Criteria for Assessment:** A persuasive explanation clearly states the writer’s opinion, includes several thoughtful reasons, and is supported by relevant evidence/facts.

**Extensions:**

- **Survey local businesses:** Students may be interested in doing a survey of local business to see if any are committed to generating less waste and how they are doing it. Surveys could be shared with local governments, business organizations, or advocacy groups.

- **Research environmentally friendly options:** Encourage students to research environmentally friendly options for takeout and create an awareness poster or infographic summarizing 3-5 ways local restaurants might change their packaging. You may find it helpful to look at several examples of posters or infographics to identify the criteria for a powerful or informative visual before
students begin creating their own. There are several online platforms that offer free templates for posters and infographics, such as Canva or Crello. Be aware that students must sign up for a free account, using an email, on most of these platforms.

Internet Connections:

☐ Read more about this news story:
    http://tsss.ca/channels/waste-reduction/can-we-reduce-or-eliminate-food-packaging

☐ Learn more about food loss and waste:
    https://newsforkids.net/articles/2021/03/08/food-waste-is-a-huge-worldwide-problem/#:-text=NFK%20Editors%20-%20March%202021%20Last%20week%2C,about%20a%20billion%20tons%20of%20food%20a%20year.
    http://www.nzwc.ca/Documents/FLWpackagingSUMMARY.PDF

☐ Is all food packaging a waste? Check out this article:

☐ Learn more about the environmental impact of food packaging:

☐ Read facts on food waste and product packaging:
    https://www.foodfirstnl.ca/food-packaging-waste
    https://takeawaypackaging.co.uk/fast-food-packaging-waste-statistics/

Note: All URLs are posted as links at http://www.lesplan.com/en/links
Food Packaging: What a Waste!

Food Waste: 5-3-1

My 5 words are:

My group's 3 words are:

Our group word is:

Why we chose this word:

My Free Write:
A government is a group of people in charge of running a country.

There are different kinds of governments. Canada’s government is a constitutional monarchy. That means that a monarch—a King or a Queen—is the head of our country.

Queen Elizabeth II has been Canada’s monarch since 1952. However, her role in our country is mostly ceremonial. The Prime Minister is the real leader of our government.

Still, there are reminders of the Queen and the Royal Family everywhere in Canada.

There are hundreds of places across the country that are named for members of the Royal Family.

There’s even a holiday set aside in all of the provinces and territories (except Quebec) to mark the reigning sovereign’s birthday.

A sovereign is a king or queen who is the head of a country.

Victoria Day was named after Queen Victoria. She ruled for 64 years, from 1837 to 1901.

People in Quebec get the Monday before May 25 off each year, too. But instead of Victoria Day, they celebrate National Patriots’ Day to honour those who fought on their behalf in 1837-1838.
The Queen and Canada

Crossword

Across
1. Queen’s image found on this
4. the May holiday is held across Canada (except in Quebec) to celebrate the Queen’s _____
6. Canada’s government is a _____ monarchy
8. group of people in charge of running a country
10. the _____ Minister is the ‘real’ government leader

Down
2. May holiday in Quebec: National _____ Day
3. May holiday across Canada (except in Quebec): _____ Day
5. Canada’s queen: _____ II
7. Queen’s image found on this
9. a king or a queen
Census 2021: Count Yourself In!
p. 8: Comprehension Check

p. 9: Language Focus
Answers will vary.

p. 12: Census 2021: Getting the Facts
Answers will vary but may include:
Who: one adult in every household in Canada (over 15 million)
Where: every community in Canada
When: every 5 years; this year on May 11th
What: every household must answer a questionnaire (10 or 60 questions) that provides information about the people living in the home such as the number of people living in the home and their age, gender, marital status, languages spoken
Why: Census data used to make important decisions, helps the Canadian government understand how the population is changing, what’s happening in communities and across Canada; see what changes are taking place, identify trends; helps governments make good decisions about the future
How: most questionnaires completed online but you can request a paper version; compiled by Statistics Canada; personal information is kept private

Beaver Trouble
p. 15: Comprehension Check
1. What does semi-aquatic mean?
It means spending part of the time in water, part on land.
2. Where do beavers build dams?
Beavers build dams in the middle of a pond for protection.
3. Why are beaver dams problematic in some areas?
They block streams and they prevent water from flowing through culverts.
4. Why have beaver populations grown?
Beavers are no longer hunted because people don’t wear beaver hats anymore. (Populations had dropped because beavers were hunted for their pelts to make hats.)
5. Why is trapping and killing beavers not a long-term solution?
It’s not a long-term solution because it won’t work. More beavers will move in. People must find ways to co-exist with beavers.

p. 16: Language Focus
1. it’s; 2. wasn’t; 3. won’t; 4. shouldn’t; 5. isn’t; 6. let’s;
7. he’s; 8. couldn’t; 9. we’ve; 10. can’t.
Contractions in the article: It’s; don’t; That’s; aren’t.

Food Packaging – What a Waste!
p. 24: Comprehension Check
1. c; 2. b; 3. a; 4. d; 5. c.

p. 25: Language Focus
Numbers in the article: 3.2 million; zero; two; 231; four.

p. 28: Food Waste: 5-3-1
Answers will vary.

The Trouble With Beavers
p. 19
Answers will vary but may include some of the following.
Problems: dams prevent water from flowing through culverts, which creates ponds/wetlands; if water levels rise too high nearby land is flooded, crops are damaged, and roads are washed out

Solutions: put wire fencing around the mouth of culverts; wrap wire mesh around tree trunks to prevent them chewing; install plastic pipe from the upstream side of a dam to the downstream side so extra water will flow out

Did You Know? The Queen and Canada
p. 30: Crossword

Answer Key

The Canadian Reader 2020-2021: Issue 8
Students want to know what’s happening in their world – but the news can be difficult and time-consuming to teach.

WE HAVE THE SOLUTION. (Five, actually.)

**The Canadian Reader**
PDF/Word resource
- Clearly written, leveled Canadian current events articles
- Literacy-based lesson plans
- Engaging, original illustrations
- Comics
- Map assignments

**Product details:** 8 issues. 36 pages. Available in English and in French for grades 3 and up.

**What in the World?**
PDF/Word resource
- National and international news stories
- Key vocabulary
- Background information
- Varied assignments that build content-area knowledge and enhance critical thinking
- Maps and illustrations

**Product details:** 8 issues. 38 pages. Available in English and in French, and in two reading levels, for grades 5 and up.

**Building Bridges**
PDF/Word resource
- Builds understanding of current events that impact Indigenous Peoples and all Canadians
- Two theme-based articles and lesson plans
- Background information
- Consistent with First Peoples Principles of Learning
- Encourages a respectful, reflective, empathetic, and inquiring frame of mind

**Product details:** 5 issues. Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

**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:** 38 issues. One subscription allows all teachers and students access from any Internet-connected device at any time. Available in English and in French. *Currents*4Kids/Infos-Jeunes: Grades 3 and up. *News4Youth/Infos-Ados*: Grades 7 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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Wish your students knew more about their country? Help them to learn who's who, what's where, and what's going on in Canada with a subscription to The Canadian Reader.

This classroom-ready resource combines current Canadian events and issues with geography to expand students' knowledge of their country while enhancing their non-fiction literacy skills.

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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