

The Canadian Reader

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



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2023-2024: Issue 8

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The Canadian Reader

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

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

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How to use this resource:

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

1. **Literacy Focus** – This generic lesson plan focuses on seven key non-fiction reading comprehension strategies, presented in the following order:

Issue 1: *Using Text Features*

Issue 2: *Making Connections*

Issue 3: *Visualizing*

Issue 4: *Asking Questions*

Issue 5: *Making Inferences*

Issue 6: *Determining Importance*

Issue 7: *Transforming/Synthesizing*

Issue 8: *Reading Strategies Review and Assessment*

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

2. **Canadian news stories** – Each of the three articles is 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.

Reading Strategies Assessment

- 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.

Literacy Focus

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.

Sources: Gear, Adrienne, *Nonfiction Reading Power*, Pembroke Publishers, c. 2008; Harvey, Stephanie and Goudvis, Anne, *Strategies That Work*, Stenhouse Publishers, c. 2000; and Hoyt, Linda, Mooney, Margaret, and Parkes, Brenda, *Exploring Informational Texts*, Heinemann, c. 2003.

Name: _____ Date: _____

Article title: _____

Reading Strategies Assessment

1. What is one meaningful connection you can make?

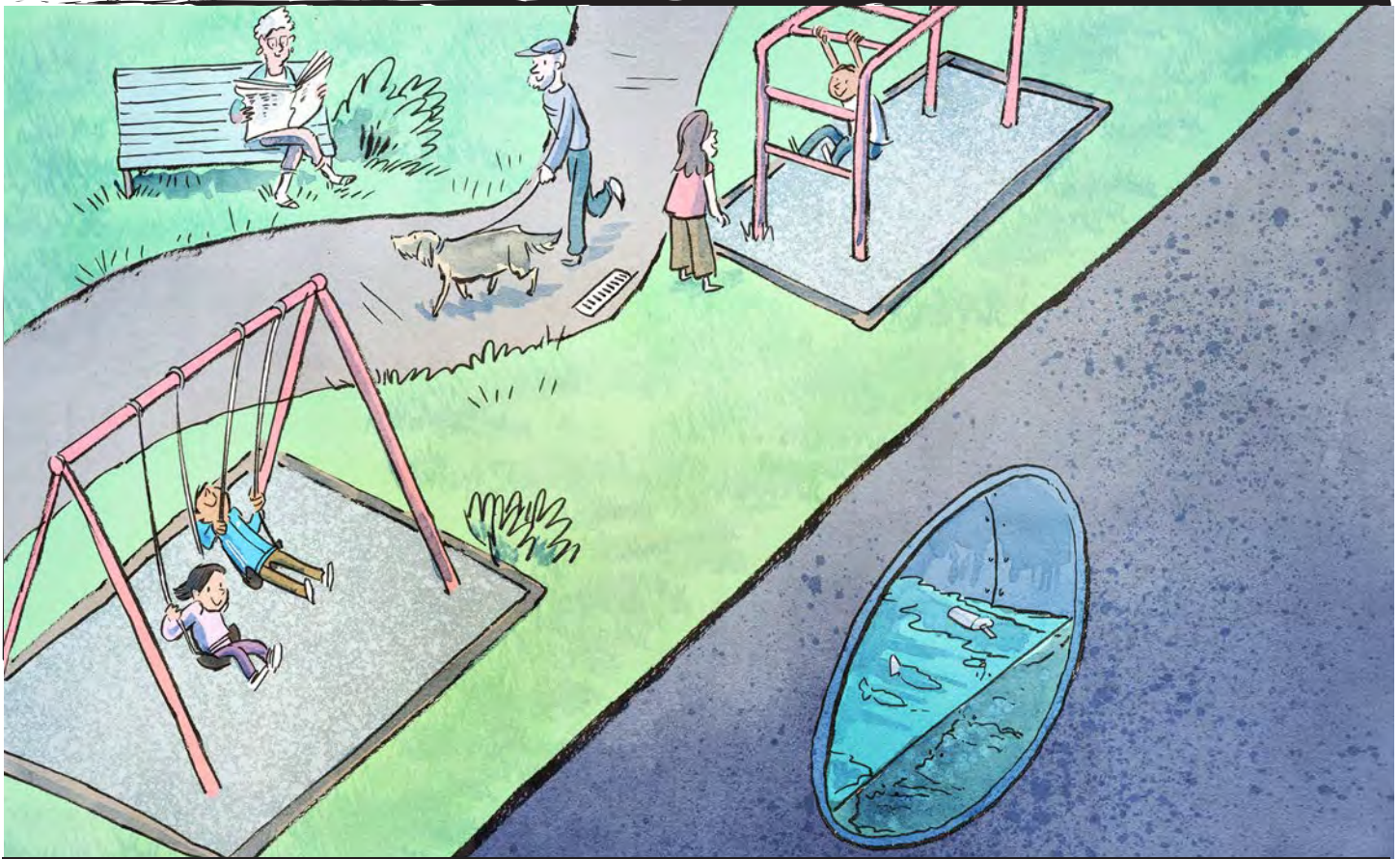
2. Write one 'right there' question that you have.

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.

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

Daylighting Rivers



Look down. There may be a river beneath your feet!
Just kidding. You won't be able to see it.
But that doesn't mean it's not there.

In some of Canada's biggest cities, rivers run underground. They flow through pipes and concrete tunnels.

A solution to pollution

The rivers were buried so people could have more land to build on. There were other reasons, too.

In the 1800s, many rivers were polluted. There was no safe system for treating human waste. The rivers filled with sewage. They spread diseases like cholera and typhoid.

City planners came up with a solution. They moved the rivers and streams into underground tunnels.

What we missed

Moving the rivers underground caused other problems.

Rivers, streams, and creeks help control flooding. They give stormwater somewhere to go. Riverbanks absorb water slowly. Pipes can't do that. They hold only so much water, then they overflow or burst.

The island of Montréal has lost about 82 percent of its waterways.



Waterways and green spaces have other benefits, too. They help keep cities cool. They provide habitat for wildlife. They are also good for people's mental health.

Cities around the world are returning rivers to the surface. This is called "daylighting."

A buried school brook

Havergal College is a private girls' school in Toronto. Burke Brook ran through its grounds.

Decades ago, the brook was buried. It was trapped in a pipe at the bottom of a ravine.

In 2013, the school wanted to build an outdoor learning space. An architect studied the land. He said that Burke Brook would need to be daylighted. The school agreed.

Now, students help care for the natural space. They learn from it, too.

The students have removed invasive plants. They replanted the area with native species.

Dogwood and ferns support the creek's banks. They also absorb rainwater.

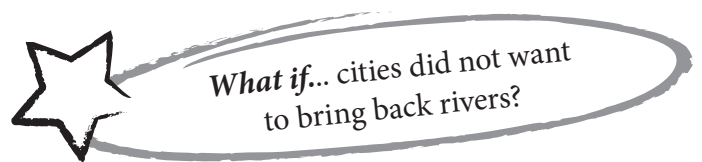
Last year, students planted trees to help control erosion. Logs and branches in the stream slow the water's flow. They create a natural filtering system.

Burke Brook brings nature to a school in the city.

Many challenges

Sometimes daylighting is not possible. Streets and houses may have been built where the river would go. Some underground rivers are mixed with sewage tunnels. Daylighting them would be a big job. The sewage needs to be kept separate.

But where they can, cities are trying to bring back rivers.



Daylighting Rivers

Comprehension Check

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

_____ 1. Why were the rivers buried?

- a) Concrete tunnels were easy to build.
- b) Increased population.
- c) To reverse pollution.
- d) So people could have more land to build on.

_____ 2. What is “daylighting” ?

- a) Treating water during the day.
- b) Returning rivers to the surface.
- c) Providing habitat for wildlife.
- d) Building outdoor learning spaces.

_____ 3. What did the Havergal College students do to help control erosion?

- a) They planted trees.
- b) They dug up pipes.
- c) They removed concrete.
- d) They built an outdoor learning space.

_____ 4. Why is it not always possible to daylight rivers?

- a) It takes a long time.
- b) Cities do not want to bring back rivers.
- c) The underground rivers are hard to find.
- d) Some streets and houses are built where the river would go.

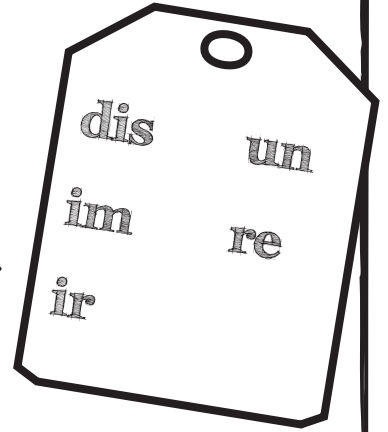
Daylighting Rivers

Language Focus

Prefixes are added to the beginning of a word. They change a word's meaning.

Example: **un** + **done** = **undone**

Directions: Add a prefix from the tag to each of the words below. Then, write a sentence to show that you know the meaning of each new word.



1. _____ **patient:** _____

2. _____ **certain:** _____

3. _____ **place:** _____

4. _____ **respectful:** _____

5. _____ **reversible:** _____



Which words from the article contain RE prefixes?

Lesson Plan

Before Reading:

- Write the title of the article and headings on the board. Facilitate a **Think-Pair-Share** discussion, asking students to predict what they think the article is about. Next, share the definition of daylighting offered by environmentalist Helen Mills:

“Daylighting... literally means taking the cover off the creek to allow daylight in, and hopefully get rid of the concrete channel and naturalize it.”

- Have students revise their predictions, given this definition. Then, distribute to each student, or pair of students, a copy of **Rivers: Past, Present & Future?** (p. 12). Invite them to hypothesize why humans are currently daylighting rivers (in the present), what caused them to cover up the rivers (in the past), and what outcomes daylighting might have (for the future). Direct them to write their theories in the first row.
- Finally, suggest that students will read the article to find out more about efforts to return rivers to the surface of the earth.

During Reading:

- As students read the article, have them underline or highlight important information about daylighting rivers—what, how, and why—it is happening.

After Reading:

- Have students first place a check mark next to any of their hypotheses that were confirmed in the article. Then, direct them to use the information in the article to complete the organizer. When finished, ask them to synthesize their learning by responding to the reflections stems at the bottom of the handout. Facilitate a talking circle to allow students to share their new understandings of daylighting or the role rivers play in our ecosystem.
- **Criteria for Assessment:** An effective synthesis *includes plausible conclusions* (likely to be true given the facts in the article) and *shows new understanding of the big ideas* in the article (the benefits of daylighting).

Extensions:

- **Explore the interactive:** Check out the CBC interactive website on hidden rivers in **Internet Connections**. Using appropriate technology, explore one or more of the featured daylighted rivers as a class, making connections to information in the article and adding any new facts to the organizer.
- **Discover underground rivers in your community:** As a class, complete a web search for underground rivers in your community or province using the search terms 'lost rivers' or 'ghost rivers'. You might also contact your local archives for digital copies of earlier maps of your region, or a local First Nation to find out more about the history and use of the waterways in their

Lesson Plan

land, reserve, or territory. If possible, take a walking field trip of your neighbourhood looking for evidence in the environment that an underground river, creek, brook, or stream exists (e.g., unexpected curves in a road, a line of trees, a small patch of cattails or other vegetation, a grassy ditch).

Internet Connections:

- Find out more about this news story:

<https://www.cbc.ca/news/science/national-daylighting-rivers-waterways-development-1.4828016>

<https://www.cbc.ca/news/science/what-on-earth-daylighting-school-1.7170619>

https://youtu.be/3iu_Azzj2dY?si=6ekw_J9OJOuZwthv

- Explore this interactive website that shows several daylighted rivers across Canada:

<https://newsinteractives.cbc.ca/features/2024/daylighting-rivers/>

- Learn more about these daylighted rivers:

Toronto: <https://ccpr.parkpeople.ca/2023/stories/reconfiguring-our-relationship-to-water>

Vancouver: <https://vancouver.ca/parks-recreation-culture/tatlow-and-volunteer-park-stream-restoration.aspx>

Halifax: <https://spacing.ca/atlantic/2014/11/10/river-runs-daylighting-sawmill-river/>

- Listen to this CBC radio interview on ‘lost rivers’:

<https://www.cbc.ca/listen/live-radio/1-429/clip/16055959>

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

Daylighting Rivers

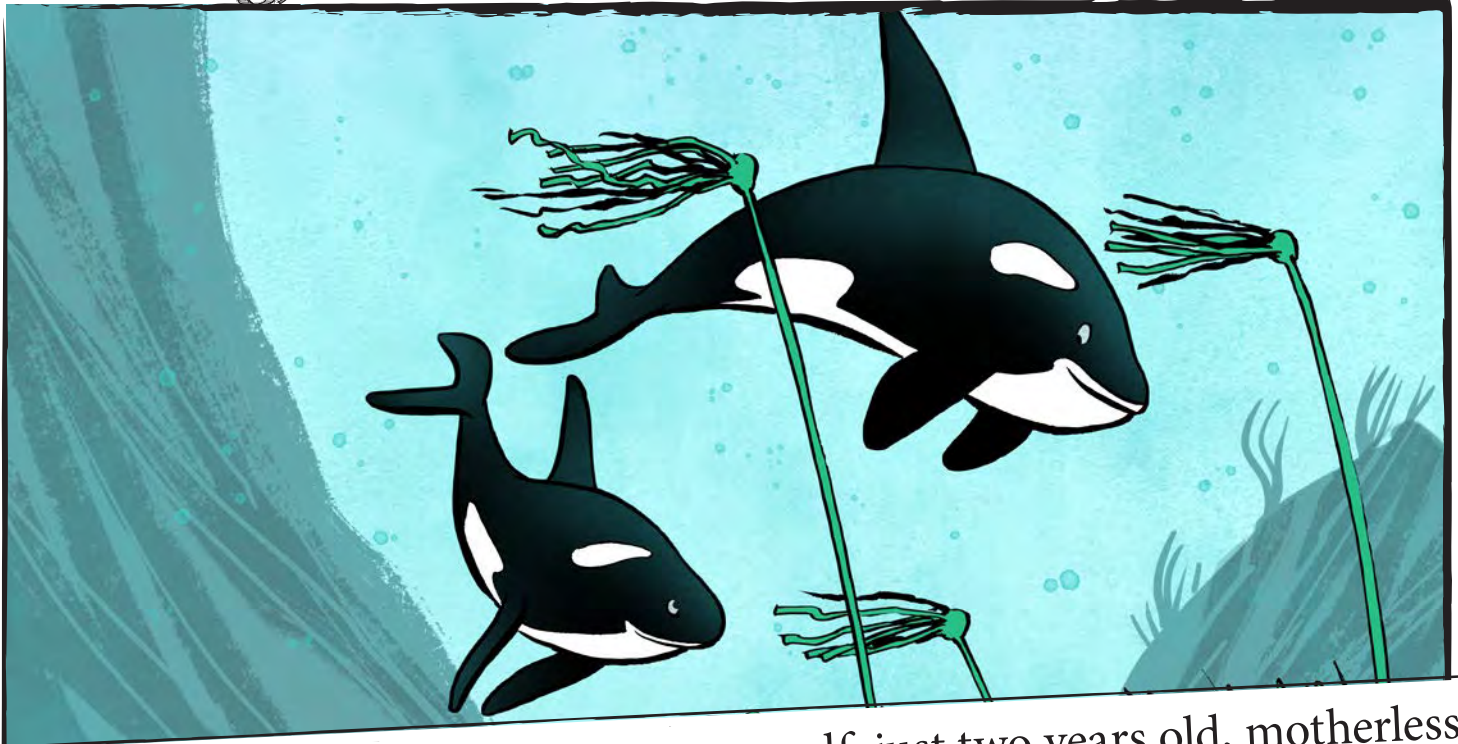
Rivers: Past, Present, and Future?

	Past Why were rivers covered up in the past?	Present What is happening to some underground rivers now?	Future How will daylighting rivers impact the environment in the future?
My hypothesis			
Facts from the article			

My conclusions:

- I used to think that daylighting rivers meant...
- After reading the article, I learned...
- Now I know that the most important thing about daylighting rivers is...

So Long, Brave Little Hunter



It was a heart-breaking story. An orca calf, just two years old, motherless and alone. She was trapped in a tidal lagoon, unable to swim out to sea. The plight of “Brave Little Hunter” made headlines around the world.

How the saga began

On March 23, an orca mother and her baby were hunting. They were swimming off northwestern Vancouver Island. The whales swam up an inlet and into a tidal lagoon — a shallow bay. When the tide went out, it became even shallower.

Tragically, the mother became stranded on a rocky beach. Residents of the local community of Zeballos sprang into action. They tried frantically to free her. In spite of these efforts, the whale died.



Ehattesaht is one of the 14 Nuu-chah-nulth nations along the west coast of Vancouver Island.

The baby orca was alone. She wasn't old enough to survive on her own. She would need to head out to sea to find her family.

The problem? Her way out of the lagoon was blocked by a sandbar. Even at high tide, the young whale wouldn't swim over it.

To the rescue

The nearby **Ehattesaht** First Nations community gave the young orca a name. It is *k^wiisaḥiʔis* (pronounced kwee-sa-hay-is) or Brave Little Hunter.

Along with whale experts and veterinarians, First Nations members monitored the orca. She seemed to be healthy and swimming well. They fed her some seal meat.

They also tried to get Brave Little Hunter out of the lagoon. They tried luring her with meat, whale calls, and violin music. They tried catching her in a sling and airlifting her using a helicopter. They tried herding her with boats. But nothing worked.

Free at last!

The calf stayed in the lagoon for about a month. Then, on a calm, starlit night, Brave Little Hunter crossed over the sandbar at high tide and out into the open ocean. She did it all by herself. Only a few local residents saw her leave.

Once in deeper waters, her behaviour seemed to change. She sped away.

“It’s been a joyful day!” said the Chief of the First Nation later.

A biologist helping with the rescue efforts

called it one of the best experiences of his life. “It was just a great feeling knowing we’ve given her a great chance,” he said.

Go home, Brave Little Hunter

Whale experts hope the young whale’s family will hear her calls and reunite with her.

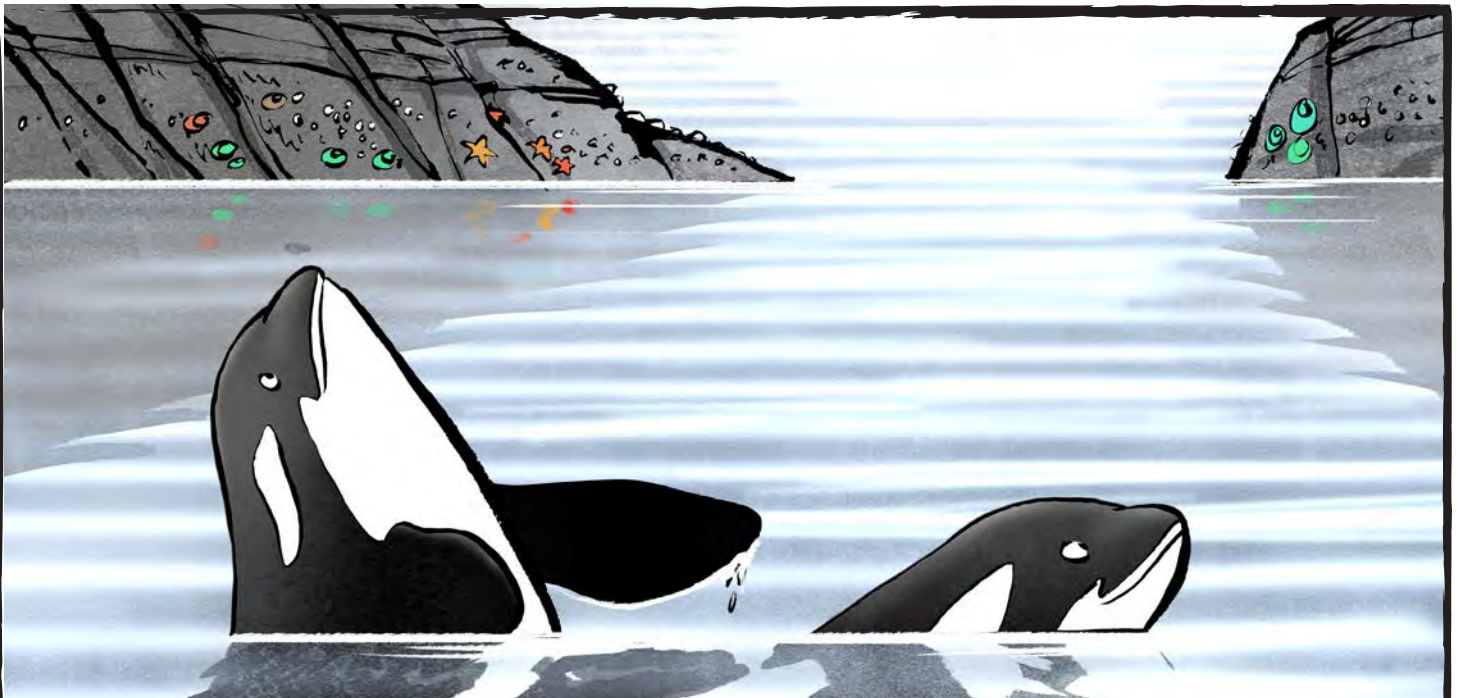
“She’s a two-year-old calf. Normally she would be very dependent on mom and the family group,” said one.

She can’t survive on her own. But her rescuers don’t want her to become used to people, either. It’s time for them to back off.

“Now it’s up to her. We’re very confident that she will meet up with her pod.”



As you see it, what is the importance of this story?



Brave Little Hunter comes from a pod of Bigg’s orcas. They are also called ‘transient’ orcas because they are frequently on the move.

So Long, Brave Little Hunter

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 baby orca's way out of the lagoon was blocked by a sandbar.

_____ 2. The baby orca was named Brave Little Hunter.

_____ 3. The baby orca was lured out of the lagoon with meat.

_____ 4. The baby orca stayed in the lagoon for about a month.

_____ 5. The baby orca is five years old.

_____ 6. The baby orca can't survive on her own.

So Long, Brave Little Hunter

Language Focus

A **comma**, along with a **conjunction** (**and, but, or, for, nor, so**), is used to join two independent clauses (clauses that have a subject and a verb and can stand alone – complete sentences).

Example: It was a fun party. Now we are tired!

It was a fun party, but now we are tired!

Add a comma and conjunction to connect each set of sentences.

1. The baby orca was alone. She wasn't old enough to survive.

2. She seemed to be healthy. They fed her some seal meat.

3. They tried herding her with boats. She was trapped.

4. Do you like orcas? Would you rather study whales?

Can you join other independent clauses from the article together using a comma and a conjunction?

Lesson Plan

Before Reading:

- Using appropriate technology, view the video in the For Teachers section of **Internet Connections**. It shows how the plight of Brave Little Hunter started. Project or create a class-size version of the organizer **Problems-Solutions-Results** (p. 20). As a class, complete the first row together.

	Problems	Solutions	Results
<i>Mother orca</i>	<ul style="list-style-type: none"> • Got stranded on a rocky beach in a lagoon & died 	<ul style="list-style-type: none"> • Draped her with towels & sheets to stop her skin from burning • Kept her wet to stop her skin from drying out 	<ul style="list-style-type: none"> • drowned

- Depending on the students' knowledge of this event, ask them to fill out as much of the remaining chart as they recall. Or, if you prefer, distribute a copy of the organizer to each student, or pair of students, to complete before reading the article. If students have little knowledge of this event, read the title of the article and headings aloud and ask them to make predictions—what will they learn about Brave Little Hunter in the article?

During Reading:

- As students read the article, have them underline or highlight important information that speaks to the problems, solutions, and results for the orca calf.

After Reading:

- Direct students to complete the chart, using evidence from the article. Then, invite students to complete a **RAFTS** activity in response to this news story. [See **Internet Connections** for a detailed explanation of this strategy.] Give students the choice of role, audience, format, topic, strong verb from the following chart:

Role	Audience	Format	Topic	Strong Verb
<ul style="list-style-type: none"> • Brave Little Hunter • Ehattesaht First Nations • biologist, whale expert, or veterinarian • her family pod 	<ul style="list-style-type: none"> • rescuers • Brave Little Hunter • General public • Orca's mother 	<ul style="list-style-type: none"> • letter • diary • comic strip • podcast 	<ul style="list-style-type: none"> • problems • solutions • results 	<ul style="list-style-type: none"> • convincing • thanking • reassuring • educating • requesting

Lesson Plan

- **Criteria for Assessment:** An effective response *includes accurate details, offers plausible interpretations* of the events (likely to be true given the facts in the article), and *meets its goal* (strong verb).

Extensions:

- **Create a trading card:** Encourage students to use the links in **Internet Connections** to learn more about Bigg's orcas. Then, have them create a 'trading card' that summarizes important details about this species—appearance, behaviour, diet, population and range, and family structure.
- **Make a large timeline:** Divide the class into small groups. Assign each group one of the videos in the **Internet Connections** section "Watch the story of Brave Little Hunter Unfold". Task them with watching the video and recording the main events of their assigned video. Ask them to create a symbol for each of the main events. Then, as a class, collectively build a timeline showing the young orca's story.

Internet Connections:

- Find out more about this news story:
https://youtu.be/ExiRPYpA2jM?si=l77_jwJ7bP97B9Kt
<https://youtu.be/ZaUsCwpCZcA?si=v9U4Vu113lH1W3Wq>
<https://www.mapleridgenews.com/news/brave-little-hunter-active-as-push-to-return-orca-calf-to-family-continues-7336365>
<https://www.timescolonist.com/local-news/in-efforts-to-save-brave-little-hunter-orca-a-community-pulls-together-8514720>
<https://www.washingtonpost.com/lifestyle/2024/04/30/baby-orca-rescue-canada/>
- Watch the story of Brave Little Hunter unfold:
March 24th. Race is on to reunite orphaned orca calf with pod off B.C. coast:
<https://youtu.be/CIToJ5kwgeU?si=UIQ-YOGKxR2nC2mF>
April 4th. Dramatic rescue of stranded B.C. orca calf being considered: "Anything's on the table":
<https://youtu.be/mupmL4y72zY?si=-9TPWk6xrW52wOMa>
April 12th. Stranded baby orca rescue attempt off B.C. coast "close but unsuccessful":
<https://youtu.be/vuPZ-bI34Ro?si=pvKdUs39ngEOw7oP>
April 14th. Efforts to free trapped orca 'Our Brave Little Hunter' continue in B.C.'s Zeballos:
<https://youtu.be/usVhtTPTzKs?si=-XoYzR-AOLtDcX6T>
April 19th. Drone captures harrowing footage of a baby orca trapped in a B.C. lagoon:
https://youtu.be/Lit1kqteEEo?si=Z2w1xE1l_jnyllBe
April 20th. B.C. orca rescue: Trapped 'Baby Little Hunter' spotted eating for 1st time in 27 days:
<https://youtu.be/2p4ziQxDtko?si=vePqTJTplUUNGveV>
April 26th. B.C. baby orca: Stuck in lagoon for weeks, killer whale calf is finally free:
https://youtu.be/V6-SOp6CRXo?si=bt2O_xGNScAehXgw

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- Learn more about Bigg's orcas:

<https://thewhaletrail.org/wt-species/transient-orcas/>

<https://georgiastrait.org/work/species-at-risk/orca-protection/killer-whales-pacific-northwest/west-coast-biggs-transient-killer-whales/>

- See where you can view the Bigg's orcas in B.C.:

<https://thewhaletrail.org/regions/british-columbia/>

- For Teachers:

Community races to save orca calf after mother drowns:

<https://youtu.be/ExiRPYpA2jM?si=NrYo5KS6w92J91Cc> [2:58]

RAFTS Strategy:

https://www.learnalberta.ca/content/ieptlibrary/documents/en/is/rafts_strategy.pdf

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

So Long, Brave Little Hunter

Problems and Solutions

	Problems	Solutions	Results
Mother Orca			
Brave Little Hunters			

Map: Vancouver Island

Complete this map assignment to help you better understand the context of the article *So Long, Brave Little Hunter*.

Label the following, then colour:

Canadian Cities and Towns

- Victoria
- Vancouver
- Nanaimo
- Port Alberni
- Tofino
- Powell River
- Campbell River
- Port Hardy

U.S. Cities

- Seattle
- Olympia
- Bellingham

Salt Water

- Pacific Ocean
- Salish Sea

Province

- British Columbia

Fresh Water

- Fraser River

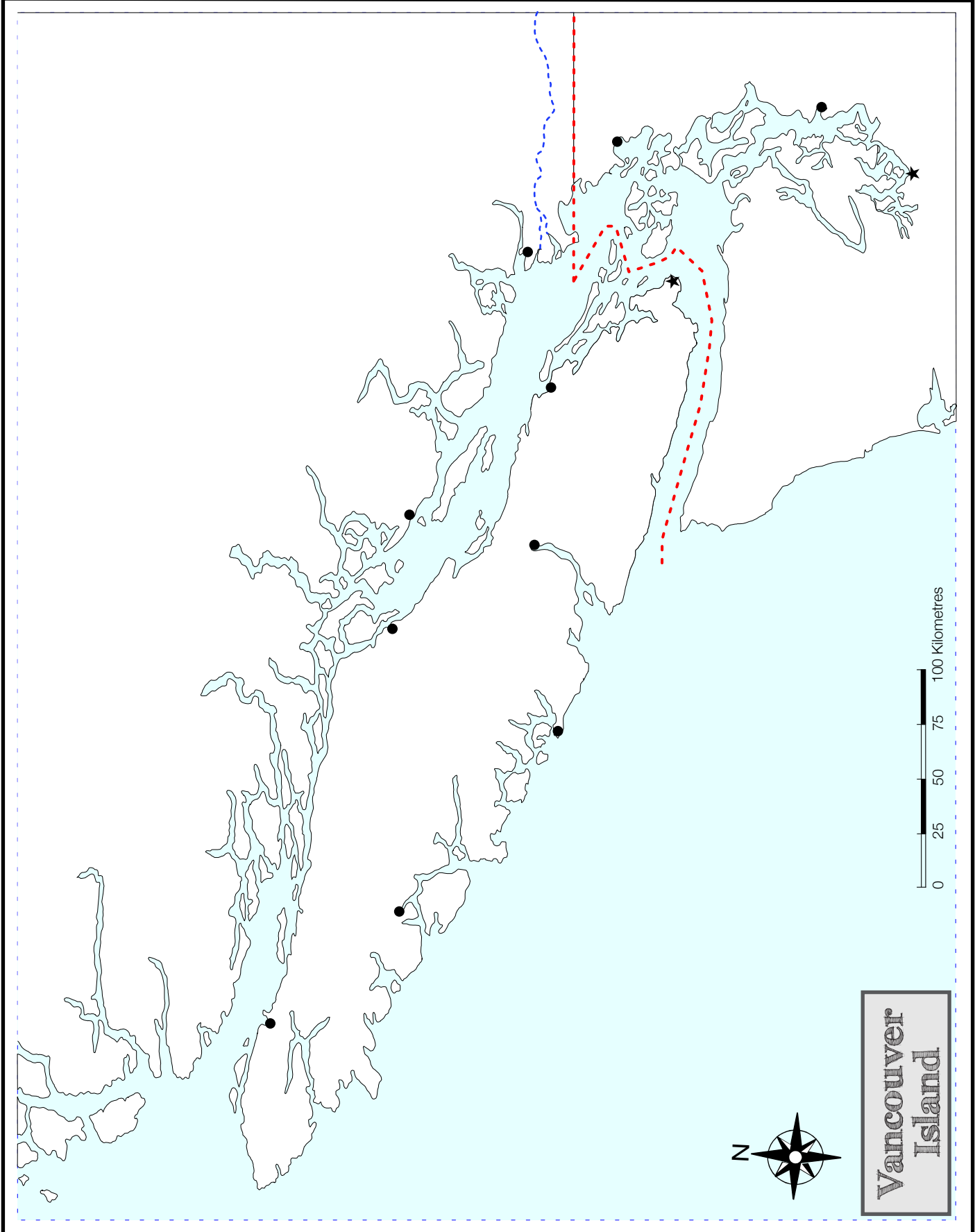
Other

- United States
- Vancouver Island

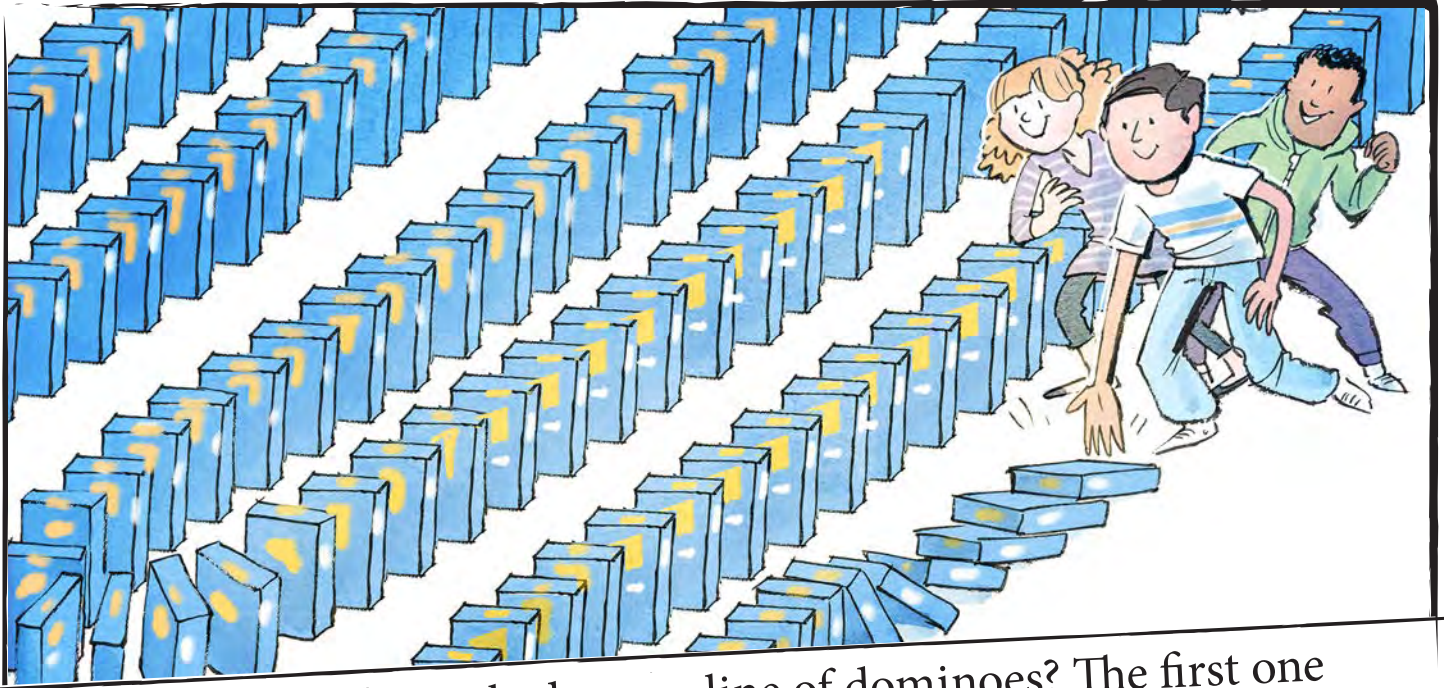
Did You Know?

Brave Little Hunter was trapped near the community of Zeballos on northwestern Vancouver Island.

Can you find and label this town on your map?



Record-Breaking Mac and Cheese Domino Topple!



Have you ever knocked over a line of dominoes? The first one knocks over the next, which knocks over the next, then the next, and so on. Imagine doing the same thing using boxes of mac and cheese instead. Or, how about 12,500 boxes!

World Record

Several schools have taken on the challenge of toppling boxes of mac and cheese. The previous world record used 5000 boxes.

A teacher in North Battleford, Saskatchewan, decided his students could beat that. They would double the number of boxes! Set a new world record!

All for a good cause, of course. The boxes of mac and cheese would eventually go to the local food bank.

“I try to have my students be very involved in their community,” said teacher Dan Fox. “Let’s think of something fun and exciting we can do.”

“We’re teaching the next generation of students. But we’re also creating the next generation of citizens. I always want my students to be good citizens.”

Preparations

The call went out to the community. Please donate single-serve food boxes of Kraft mac and cheese. They received nearly 7000 boxes. The company that makes mac and cheese dinners donated a further 5500 boxes.

They had enough boxes. Could they make them all topple like dominoes?

A team of students practised at school to prepare for the big day. That morning they spent four hours setting up the blue and orange boxes on a gym floor.

The line of boxes snaked back and forth. The boxes were perfectly spaced to knock each other over, even when going around the curves. There were more than enough to beat the world record.

Game on!

It was time! The community came out to support them. Others watched via live stream. Amidst cheers, clapping, and hollering, the boxes toppled over, one after another. All of them!

“So much fun!” said one student.

“Now we have to clean them all up,” said another, with a smile and a thumbs up.

Did they beat the record?

The topple had a few hiccups. It wasn't perfect. It got stuck a few times, and needed someone to give it a nudge.

So did it set a new world record? The Guinness World Records people will look at the video and make that decision.

It may not matter

“As a community, we've already won,” said the director of the local food bank.

“Whether or not we break the record, we're already winners.”

Dan Fox agreed. “I'm happy for the kids who put in all this work today.”

How will they celebrate if they find out they broke the record? It's a no-brainer, says one Grade 6 student. With mac and cheese!

“If I win the Guinness World Record, I'm going to have to eat it,” she says.



What can you do to be involved in your community?



Record-Breaking Mac and Cheese Domino Topple!

Comprehension Check

Answer the questions below in complete sentences:

1. Describe what it looks like to knock over a line of dominoes.

2. Where would the boxes of mac and cheese eventually go?

3. How many boxes did the company that makes mac and cheese dinners donate? _____

4. How long did it take to set up the blue and orange boxes on the gym floor? _____

5. How will the students celebrate if they find out they broke the record?

Record-Breaking Mac and Cheese Domino Topple!

Language Focus

Nouns are words that name people, animals, places, things, and ideas. **Concrete nouns** can be identified through one of the five senses. An **abstract noun** cannot be identified through the senses. It is a quality, a concept, an idea, or maybe even an event.

Directions: Put the nouns from the list below into the proper category.

Concrete	Abstract

- | | | | |
|---------|---------|--------|-----------|
| pride | soup | jacket | happiness |
| domino | freedom | line | anger |
| courage | bowl | phone | growth |

Now find examples of concrete and abstract nouns in the article.

Concrete	Abstract

Record-Breaking Mac and Cheese Domino Topple!

Lesson Plan

Before Reading:

- Before showing students the article, write the following words on a piece of chart paper or the board: *dominoes, students, world record, mac and cheese*
- Facilitate a *Think-Pair-Share* discussion, inviting partners to consider how these four words are connected. Then, read the title of the article aloud. Ask students to reconsider their predictions (if necessary) and speculate on some of the challenges in creating a domino line of mac and cheese boxes that would set a world record.
- Using appropriate technology, watch the time-lapse video of the domino topple found in **Internet Connections**. [Suggestion: Give the video time to stream before playing.] What do students notice about the building of the line? How did the North Battleford students strategize to overcome the challenges?

During Reading:

- As students read the article, have them underline or highlight important information about the students' mac and cheese domino topple.

After Reading:

- Distribute to each student, or pair of students, a copy of the **5W's + H** organizer (p. 29). Encourage them to use the information in the article to complete the organizer to summarize this story. Then, challenge them to use the organizer to sketch a triptych (a 3-panel piece of art), showing the North Battleford students before, during, and after the mac and cheese domino topple. [You can find examples of triptychs in **Internet Connections**.] Suggest that students use thinking and speaking bubbles to indicate what the North Battleford students might have experienced during this event.
- End with a Gallery Walk, inviting students to notice the similarities and differences in each other's perspectives.
- **Criteria for Assessment:** An effective triptych *includes important details about the event* (shows an understanding of the 5W's + H) and *offers plausible inferences* about the students' experiences (likely thoughts, feelings, and words given the facts in the article).

Extensions:

- **Try a class domino topple:** Students may be interested in creating their own mini version of this challenge using donated boxes of mac and cheese or dominoes.
- **Research other world records:** Encourage students to explore the Guinness Book of World Records' website (or Kids' version) to learn more about how to apply to set or break a world record, to discover the world's most iconic GWR title holders in the Hall of Fame, or to find out how to carry out a GWR at home. See **Internet Connections**.

Record-Breaking Mac and Cheese Domino Topple!

Lesson Plan

Internet Connections:

- Find out more about this news story:

<https://www.cbc.ca/news/canada/saskatchewan/students-food-bank-battlefords-attempt-world-record-mac-and-cheese-1.7158641>

<https://youtu.be/GXDgwi9j3cY?si=wFW8OJyE5yPK9YWK>

- Watch this time-lapse video of the topple:

<https://streaming.lskysd.ca/media/2024kdtopple/kdtopple3.mp4>

- Explore the Guinness World Records website:

<https://www.guinnessworldrecords.com/>

- For Teachers:

View examples of triptychs:

<https://drawpaintacademy.com/triptych/>

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

Name: _____ Date: _____

Record-Breaking Mac and Cheese Domino Topple!

5W's+ H

Who? Who is involved?

Where? Where did it happen?

When? When did it happen?

What? What happened?

Why? Why did it happen?

How? How did it happen?



A food bank is an organization that collects and distributes food to those in need.



Food banks are run mainly by volunteers. Most of the food that they hand out is donated.



Food donations come from farmers and stores that give away what they cannot sell.

Food drives and government programs are other sources.



Food banks also buy food using donated money.

Stores often give food banks big discounts, so for every \$1 that is donated, food banks can buy as much as \$8 worth of food!



Food banks haven't always been around. The first food bank in Canada opened its doors in 1981 in Edmonton, Alberta.

Today, food banks across the country help close to 2 million Canadians each month.

DEAS!

Food Banks in Canada

Comprehension Check

Answer the questions below in complete sentences:

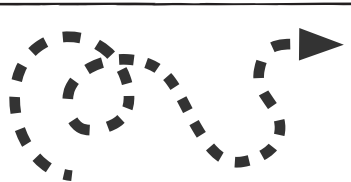
1. What is a food bank?

2. Who runs food banks?

3. Who donates to food banks?

4. Where and when did the first food bank open in Canada?

5. How many Canadians are helped by food banks every month?



It's important to help others in need.
Do you agree or disagree with this statement?
Give reasons to support your response.

Answer Key

Daylighting Rivers

p. 8: **Comprehension Check** 1.d; 2.b; 3.a; 4.d.

p. 9: **Language Focus** *Sentences will vary.*

1. impatient; 2. uncertain; 3. replace; 4. disrespectful;
5. irreversible.

Words from the article include: removed, replanted, returning.

p. 12: **Rivers: Past, Present, and Future?**

Answers will vary but may include the following:

Past: rivers were covered up so there would be more land to build on; to keep rivers from getting polluted & spreading diseases.

Present: rivers are being returned to the Earth's surface, people are digging up pipes/concrete, replacing pipes with open water channels, removing invasive plants, and replanting native species trees along the riverbanks

Future: replanting native species will absorb rainwater; riverbanks will help control flooding; trees will help control erosion; logs/branches in the stream will slow the water flow & naturally filter the water; salmon and other wildlife will return to their natural habitats; cities will be cooler; humans will be happier

So Long, Brave Little Hunter

p. 15: **Comprehension Check**

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

p. 16: **Language Focus** *Answers can vary but may include:*

1. The baby orca was alone, **and** she wasn't old enough to survive.
2. She seemed to be healthy, **so** they fed her some seal meat.
3. They tried herding her with boats, **but** she was trapped.
4. Do you like orcas, **or** would you rather study whales?

p. 20: **Problems-Solutions-Results**

Answers will vary but may include the following:

Problems: trapped in the lagoon, separated from her pod, not old enough to survive on her own, not able to swim over the sandbar

Solutions: lured the orca with meat, used whale calls, played violin music, tried catching her in a sling & airlifting her using a helicopter, herded her with boats

Results: human efforts did not work; she crossed over the sandbar at high tide & swam into the open ocean by herself

Record-Breaking Mac and Cheese Domino Topple!

p. 25: **Comprehension Check**

1. Describe what it looks like to knock over a line of dominoes.

When a line of dominoes is knocked over, the first one knocks over the next, which knocks over the next, then the next, and so on.

2. Where would the boxes of mac and cheese eventually go?

The boxes of mac and cheese would eventually go to the local food bank.

3. How many boxes did the company that makes mac and cheese dinners donate? The company that makes mac and cheese dinners donated 5500 boxes.

4. How long did it take to set up the blue and orange boxes on the gym floor? It took four hours to set up the blue and orange boxes on the gym floor.

5. How will the students celebrate if they find out they broke the record? If they broke the record, the students are going to eat mac and cheese.

p. 26: **Language Focus**

Answers will vary.

Concrete nouns: domino, soup, bowl, jacket, line, phone.

Abstract nouns: pride, courage, freedom, happiness, anger, growth.

p. 29: **5W's + H**

Answers will vary but may include the following:

Who: students.

What: took on the challenge of toppling 12,500 boxes of mac and cheese.

Where: North Battleford, Saskatchewan.

When: March 28, 2024.

Why: to set a new world record.

How: asked for donations from the community; practiced; spent 4 hours setting up the domino line.

Food Banks in Canada

p. 31: **Comprehension Check**

1. What is a food bank?

A food bank is an organization that collects and distributes food to those in need.

2. Who runs food banks?

Food banks are run mainly by volunteers.

3. Who donates to food banks?

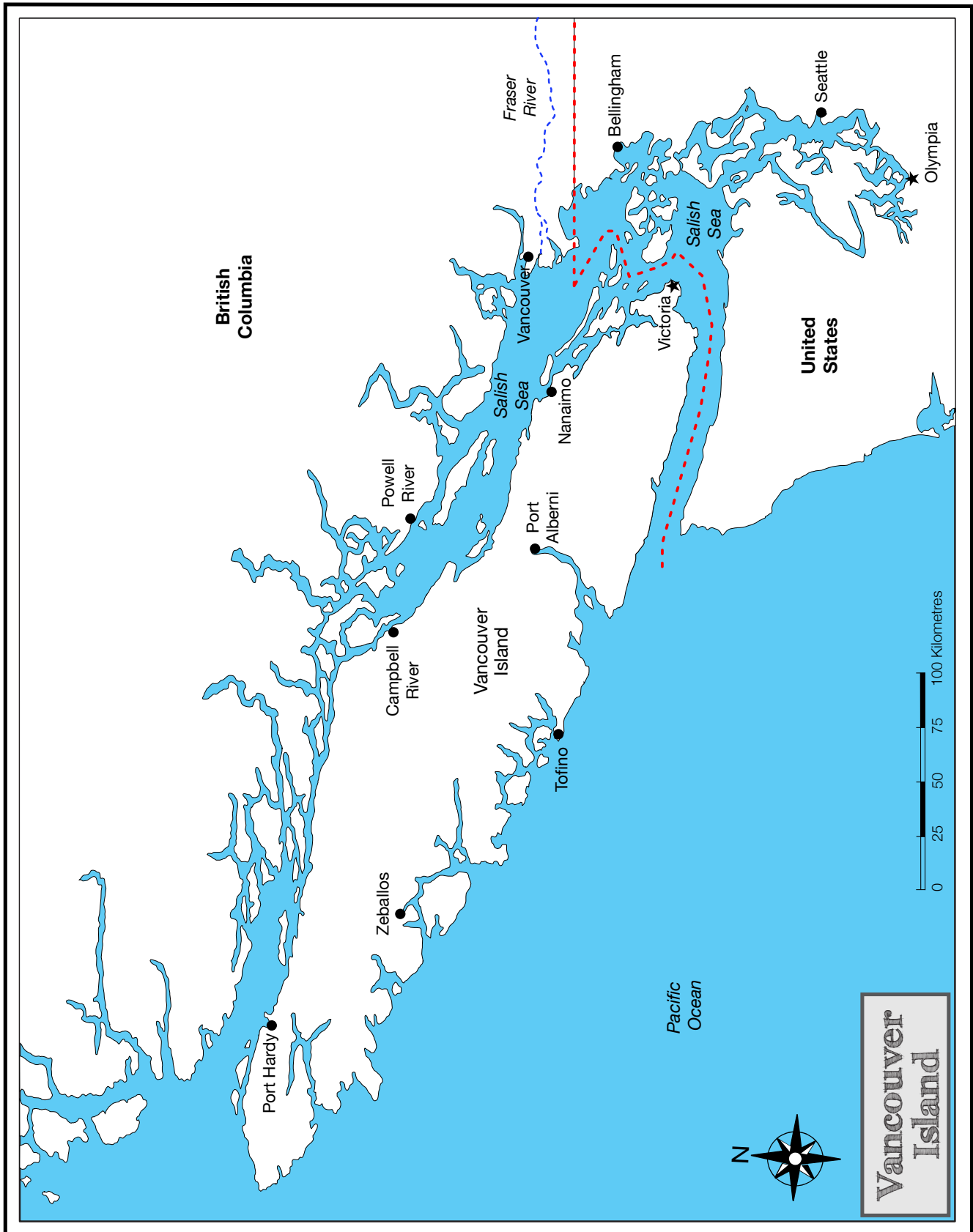
Food donations come from farmers and stores that give away what they cannot sell, and from food drives, government programs and other sources.

4. Where and when did the first food bank open in Canada?

The first food bank opened in 1981 in Edmonton, Alberta.

5. How many Canadians are helped by food banks every month? Food banks help almost 2 million Canadians a month.

Answer Key



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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The Canadian Reader

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
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- ✓ Engaging, original illustrations
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- ✓ Map assignments



Product details: 8 issues. 38 pages. Available in English and in French for grades 3 and up (1 reading level).

Currents4Kids.com News4Youth.com

- ✓ **Online** and interactive
- ✓ Weekly
- ✓ 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 (1 reading level).
News4Youth/Infos-Ados: Grades 5 and up (3 reading levels).

What in the World?

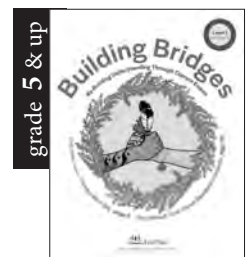
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- ✓ PDF/Word resource
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- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind



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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
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Data in the Word file

There are **three** ways to access data from a Word file:

- 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.
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What in the World?

Level 2

Issue 1: August 24
Issue 2: September 25
Issue 3: October 30
Issue 4: December 4
Issue 5: January 22
Issue 6: February 26
Issue 7: April 1
Issue 8: May 13

Level 1

Issue 1: August 28
Issue 2: September 27
Issue 3: November 1
Issue 4: December 6
Issue 5: January 24
Issue 6: February 28
Issue 7: April 3
Issue 8: May 15

The Canadian Reader

Issue 1: August 29
Issue 2: September 29
Issue 3: November 3
Issue 4: December 8
Issue 5: January 26
Issue 6: March 1
Issue 7: April 5
Issue 8: May 17

Le Monde en Marche

Niveau 2

Numéro 1: 28 août
Numéro 2: 2 octobre
Numéro 3: 6 novembre
Numéro 4: 11 décembre
Numéro 5: 29 janvier
Numéro 6: 4 mars
Numéro 7: 8 avril
Numéro 8: 20 mai

Niveau 1

Numéro 1: 31 août
Numéro 2: 4 octobre
Numéro 3: 8 novembre
Numéro 4: 13 décembre
Numéro 5: 31 janvier
Numéro 6: 6 mars
Numéro 7: 10 avril
Numéro 8: 22 mai

Nos Nouvelles

Numéro 1: 31 août
Numéro 2: 6 octobre
Numéro 3: 10 novembre
Numéro 4: 15 décembre
Numéro 5: 2 février
Numéro 6: 8 mars
Numéro 7: 12 avril
Numéro 8: 24 mai

Building Bridges Level 2

Issue 1: August 28
Issue 2: November 13
Issue 3: January 15
Issue 4: March 18
Issue 5: May 6

Building Bridges Level 1

Issue 1: August 30
Issue 2: November 15
Issue 3: January 17
Issue 4: March 20
Issue 5: May 8

Bâtir des ponts Niveau 2

Numéro 1: 5 septembre
Numéro 2: 20 novembre
Numéro 3: 22 janvier
Numéro 4: 25 mars
Numéro 5: 13 mai

Bâtir des ponts Niveau 1

Numéro 1: 7 septembre
Numéro 2: 22 novembre
Numéro 3: 24 janvier
Numéro 4: 27 mars
Numéro 5: 15 mai



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Every **Monday** from August 28 – June 17, except December 22 and December 29.

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<i>The Canadian Reader</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>What in the World?</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
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<i>Le Monde en Marche</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
			5 issues (Sept. - May)		
<i>Building Bridges</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$180		
<i>Building Bridges</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$180		
<i>Bâtir des ponts</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 180 \$		
<i>Bâtir des ponts</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 180 \$		
Subtotal A					\$

ONLINE INTERACTIVE SUBSCRIPTIONS: 2024-2025

Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. - Jan.)	40 issues (Sept. - June)	
<i>Currents4Kids</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>News4Youth</i> - Levels 1, 2, & 3	English	Grades 5 and up	<input type="checkbox"/> \$220	<input type="checkbox"/> \$440	
<i>Infos-Jeunes</i>	Français	À partir de la 3 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
<i>Infos-Ados</i> - Niveaux 1, 2, et 3	Français	À partir de la 5 ^e année	<input type="checkbox"/> 220 \$	<input type="checkbox"/> 440 \$	
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