

The Canadian Reader

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

**Free
Issue**

**3 News Stories
+ Lesson Plans
+ Organizers**



Organizers: Before, During, and After Reading

Article: When COVID-19 Strikes

Article: Understanding How COVID-19 Spreads

Article: Coping With the COVID-19 Crisis

Comic: Health Care in Canada | Map: COVID-19 Across Canada

The Canadian Reader

An important notice about this issue:

Dear Teachers,

We've spoken with many educators over the past few weeks. Everyone is trying to do the best they can in an unpredictable, and unprecedented, situation. We hope this finds you (and your family) healthy and hopeful as you adjust to this 'new normal'—changing routines, focusing on caring for yourself and loved ones, and connecting with your staff and students in different ways.

There are many educators who are going above and beyond right now in the midst of uncertainty and change to support their students' educational and emotional needs. There are plenty of questions and unknowns.

As many Districts move teaching and learning to 'distance' learning, one thing is certain; the work you do with your students is important, and imperative.

To help bridge the gap, we wanted to try a different format for *The Canadian Reader* this month – one that can be more easily adapted to self-directed, online learning.

The focus for all 3 articles is on COVID-19 – what it is, how it spreads (and how to stop it), and how to cope with the changes and anxiety resulting from self-isolation. Our intent is to provide students with factual, unbiased, Canadian content.

According to John Spencer, author of *Vintage Innovation* (2020), “when it comes to distance learning, this often means going beyond the content delivery method and encouraging things like voice, choice, creativity, and even play.” In our attempts to transform this publication, we have attempted to incorporate these four values into our activities.

We have created a variety of open-ended graphic organizers to guide students' before (Think Before You Read: K-W-L+, p. 4), during (Summarize What You Read, p. 5), and after (Reflect on What You Read, p. 6) reading experiences. Pair any or all of these organizers with each article, depending on your students' needs. (In our opinion, less is more, as students adjust to this new way of learning).

As well, we offer several post-reading activities for each article that invite students to consolidate and apply some of the key concepts from the readings in creative, personal ways. We hope you find them useful.

Please adapt these resources to meet the needs of your situation and your students. As we know, the context for home learning varies in terms of what families are dealing with (e.g., illness, loss of job, stress levels), access to technology, and students' competencies and ability to self-regulate.

This issue is available without a subscription.

To download a copy, please go to

www.lesplan.com/en/free-downloads-canadian-teachers

Please tell your colleagues!

Here are some options for making this content available to students:

- photocopy and physically distribute select pages;
- send the full pdf to students by email, or direct them to download their personal copy from our website at www.lesplan.com/en/free-downloads-canadian-teachers where we are posting the full publication (minus the Answer Key) for free this month;
- download the Word file posted along with the pdf, edit it if you wish, then create a pdf that you can email to students or upload to Google Classroom or another platform.

Wishing you well as you transform your learning environments and take a leadership role in supporting your students as they learn to navigate the changes.

Sincerely,

LesPlan Educational Services Ltd.

Vivien Bowers, Writer; Catriona Misfeldt, Curriculum Designer; and Janet Wiczorek, Editor

Note: Links to support the After-Reading Activities are embedded in the activities themselves and posted to our website at www.lesplan.com/en/links for easy access.

Here are some links to general information about COVID-19:

- About COVID-19:
www.youtube.com/watch?v=sHPoUIdZyI4
- Health Canada: www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19.html
- The World Health Organization (WHO): www.who.int/
- Up-to-date Canadian news coverage:
www.ctvnews.ca/health/coronavirus/tracking-every-case-of-covid-19-in-canada-1.4852102 and
<https://newsinteractives.cbc.ca/coronavirustracker/>
- Common Q's & A's: www.ctvnews.ca/health/coronavirus/should-you-wipe-down-your-groceries-answers-to-that-and-other-questions-1.4856659#anchor1

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.

Subscribe to **The Canadian Reader** at a cost of \$198 per year (\$24.75 per issue), by contacting us at:

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#1 - 4144 Wilkinson Road
Victoria, BC V8Z 5A7

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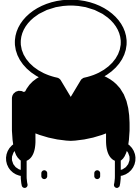
Phone (toll-free): 1-888-240-2212
Fax (toll-free): 1-888-240-2246
Email: info@lesplan.com
Internet: www.lesplan.com

Name: _____ Date: _____

Think Before You Read: K-W-L +

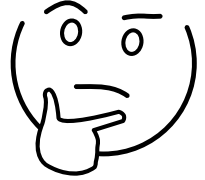
Topic: the COVID-19 virus how it spreads how to cope other: _____

What I already *know* or *think I know*...



How I learned these things:

What I *wonder*...



3-5 things I *learned* after reading (sketch or make notes):

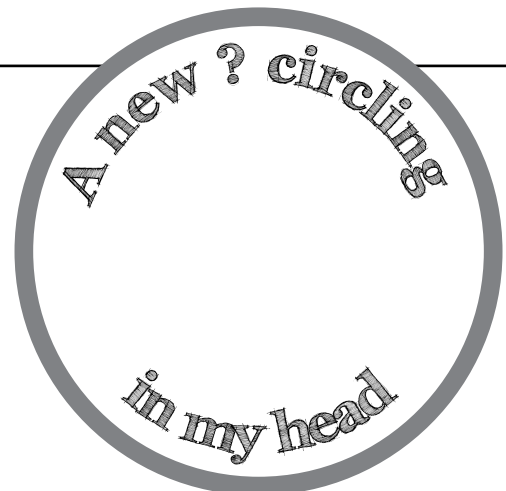


A related website I found on the topic

Title:

Author:

URL:



Name: _____ Date: _____

Summarize What You Read

When COVID-19 Strikes Understanding How COVID-19 Spreads Coping With the COVID-19 Crisis

3-5 Key Ideas/Insights



These ideas are important for me
(or others) to know because...



Now, I'm wondering...

How well did I understand what I read?



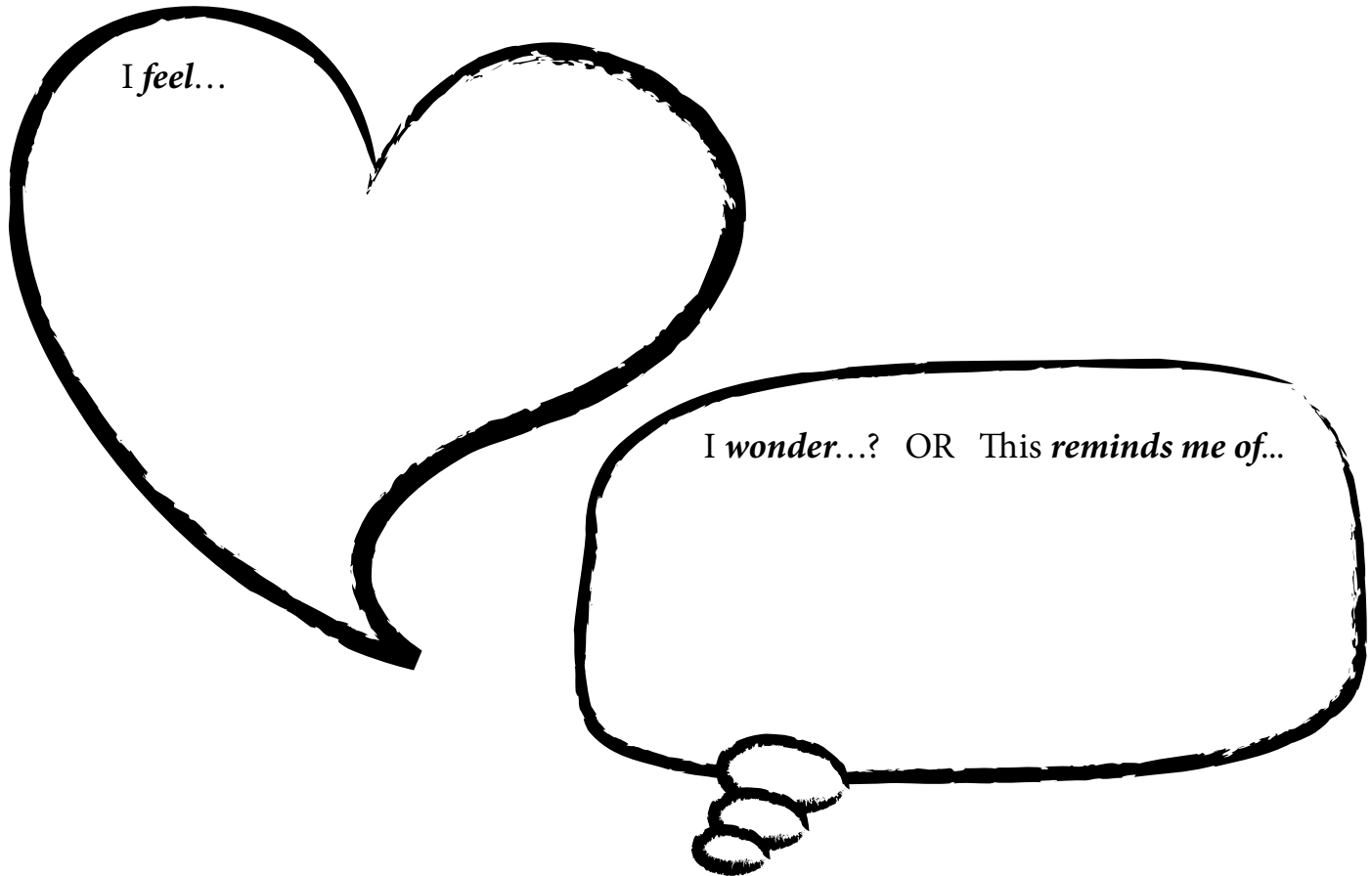
0% 25% 50% 75% 100%

I helped myself understand by...

Name: _____ Date: _____

Reflect On What You Read

Now that I've read the article...



Something *important, surprising, or interesting* was...

I think this because...

When COVID-19 Strikes



The first case of COVID-19 appeared in Wuhan, China in December. The virus quickly spread to other countries. Global emergency! It was only a matter of time before the virus reached Canada.

In the weeks before

Public health officials in Canada watched how other countries battled this new virus. They watched as the number of cases exploded.

Fortunately most cases were mild. But one in six people became seriously ill.

Hospitals couldn't handle all the really ill people. Doctors and nurses were overwhelmed. Health workers were getting sick too.

How could we stop that from happening here in Canada? How could we be ready for the expected tsunami of COVID-19 cases?

Canada's health officials started to prepare for the **pandemic**. It was important to take action early.



A **pandemic** is a disease that affects almost everyone in a very large area.

"We hope for the best, and prepare for the worst," said one.

The first wave arrives

The first Canadian cases occurred in people who had been outside the country. They became infected with the virus and brought it home.

So Canada closed its borders. Anyone entering the country had to self-isolate for two weeks.

That way, if it turned out they were sick, they wouldn't pass on the disease to others.

That helped, but not enough. Some infected people slipped through. They

may not have even known they were sick. They were able to infect others before they showed symptoms themselves.

It was impossible for public health officials to track down everyone who might have been infected. It was impossible to isolate them all before they infected others.

Meanwhile, the number of Canadian COVID-19 cases was rising. First in B.C., then Ontario, then Quebec... and then all across the country. By the end of March, there were 9700 cases from coast to coast.

Slowing the spread

It was time for stronger measures. Public health officials told people to keep physically distant from each other. That way the virus couldn't spread as easily. They ordered a halt to all gatherings. Community centres, schools, and restaurants were closed.

People were asked to stay home as much as possible. Anyone with COVID-19 symptoms went into isolation. So did anyone who might have been exposed. That included Canada's Prime Minister.

His wife came back from England with COVID-19. So he and his children went into isolation. He worked from home.

"Each one of us can make choices that help the people around us," said the Prime Minister.

Looking ahead

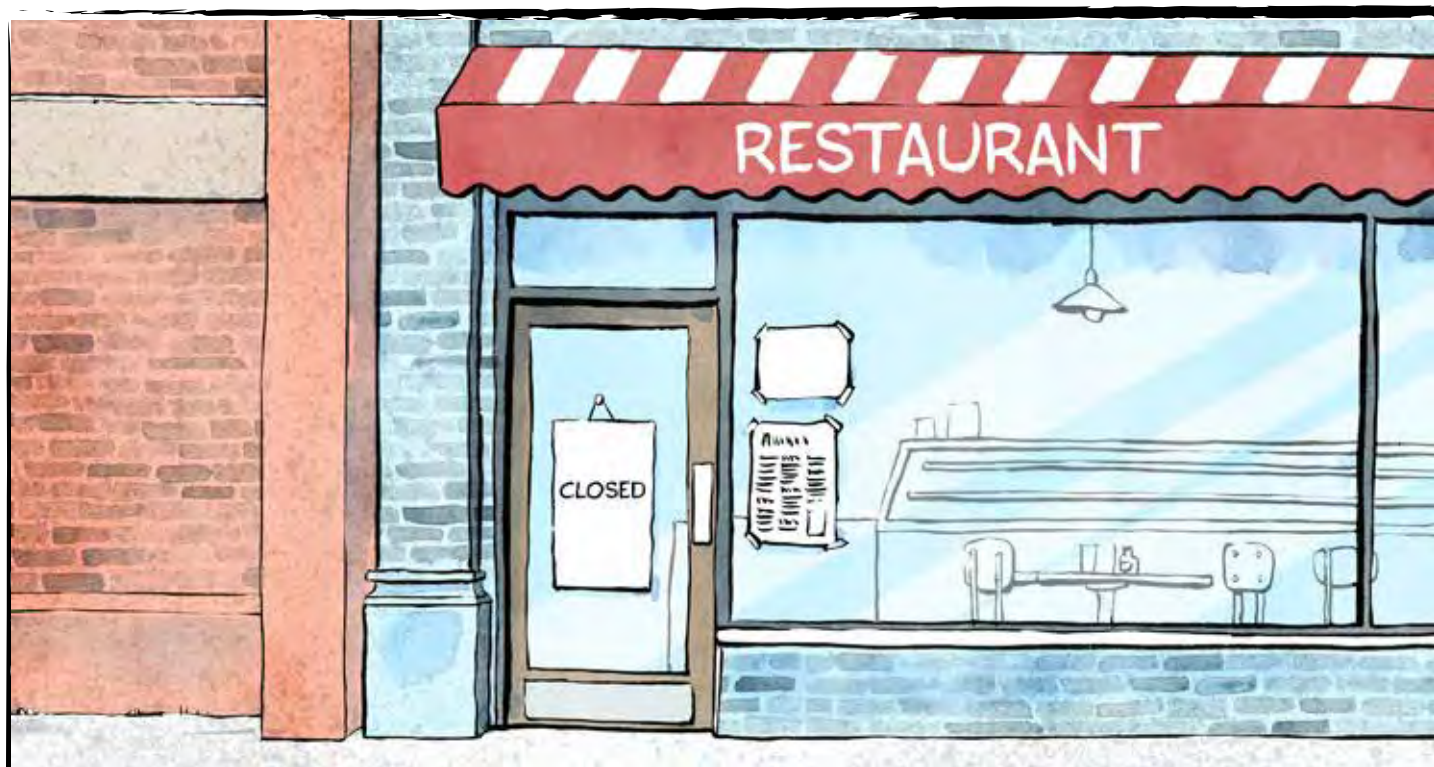
Will these physical distancing measures work?

It will be a few weeks before Canadians find out. Officials warn that the number of cases will keep rising for a while. That's because we are still seeing people who were infected before the distancing measures kicked in testing positive for the virus now. But soon, we should start to see fewer cases.

That's the plan. So public health officials are holding their breath. Hoping for the best. Preparing for the worst.



In what ways has COVID-19 affected your life? Explain.



When COVID-19 Strikes

After-Reading Activities

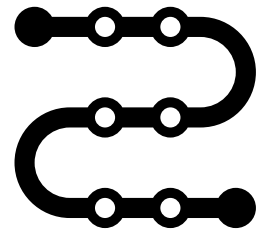


Directions:

Choose one of the following activities to complete after reading the article. Use the information in the article to help you be successful.

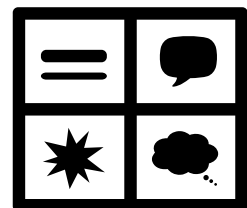
Note: All URLs are posted as links at www.lesplan.com/en/links

Create a Timeline



- Create a timeline showing how COVID-19 spread from Wuhan, China in December to Canada, and then within Canada. Include a title for your timeline, label the events/dates neatly, and add a key image or symbol to represent each event.
- Watch one of the following videos on how to create a timeline:
 - How to Make a Timeline #readalong: <https://www.youtube.com/watch?v=842mEdbuTJs> [1:14]
 - Timelines for kids – A comprehensive overview of timelines for k-6 students: <https://www.youtube.com/watch?v=050HA6QTxjo> [3:26]
- You may wish to try out one of the following interactive online timeline generators:
 - Dipity: <https://www.timetoast.com/timelines/dipity-online-timeline> (You need to create an account)
 - ReadWriteThink: <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>
 - Time.Graphics: <https://time.graphics/>
- Criteria:** An informative timeline is *accurate, easy to read (neatly labeled, title), and shows how the virus spread.*

Design a Comic Strip



- Create a short comic strip showing how a character you create is staying safe and healthy during the COVID-19 pandemic, and how your character is hopeful about the choices people are taking to slow the spread of the virus.
- Here is a link to several sets of comic strip templates that you can download from DonnaYoung.org: <http://donnayoung.org/art/comics.htm>
- If you prefer to create a comic strip where you are the star, download Comic Life (free from the App Store or Google Play); it allows you to use pictures in your photo gallery to create your comic strip: <https://comic-life.en.softonic.com/mac>
- Criteria:** An educational comic strip *includes accurate information about COVID-19, clearly shows what the character is doing to stay safe and healthy, and shows how he/she is feeling and thinking.*

Understanding How COVID-19 Spreads



Are you stuck at home? Well, thank you. Thank you for taking COVID-19 seriously. Your family understands that we all need to work together to slow the spread of this virus. By staying home, you are doing your part!

A new virus

Have you ever had a cold? Or the flu or chicken pox? Then you know about viruses. They can make you sick. You try not to spread the germs around. You stay home until you are no longer infectious.

A virus is too small to see. It cannot survive by itself. It needs to get inside a 'host.' Often the host is an animal. Sometimes it's a human.

Inside the host, the virus invades cells. Then it makes copies of itself until it kills the cells.

But the body fights back. Its immune system is designed to fight off invaders like viruses.

During this battle, the sick person may feel lousy. COVID-19 symptoms include fever, a cough, and feeling tired. It's like having a bad cold or the flu.

With a strong immune system, the body will win. In general, kids have strong immune systems. After an unpleasant week or two, you'll likely feel fine.

The important thing is not to infect others while you are sick. That's because some people can become seriously ill and end up in hospital.

How it spreads

COVID-19 is infectious. It spreads from person to person.

This happens when a sick person coughs or sneezes. Tiny droplets fly through the air. Or a sick person might touch something like a doorknob. When other people use the doorknob and later touch their nose or mouth, they become infected.

Hands up!

The best way to avoid getting COVID-19? Wash your hands with soap and water. That kills the virus. After you touch something that others have touched, wash your hands. Every time you come home, wash your hands.

A good hand wash takes at least 20 seconds. Enough time to sing “Happy Birthday” twice. Scrub all parts of your hands – palms, backs, between the fingers, the finger tips and the thumbs. Hand washing with soap is best, but hand sanitizer also works.

Now that you have clean hands, it’s safe to scratch your itchy nose!

Keep your distance!

The other way to slow the spread of the virus? Get serious about ‘physical distancing.’

That means staying two metres away from everyone. Two metres is about two

arm lengths. It’s further than the droplets from someone’s cough will travel.

At that distance, you are safe from others. And if there’s the slightest chance that you are sick, they will be safe from you.

Staying home as much as possible also helps contain the virus.

Breaking the chain

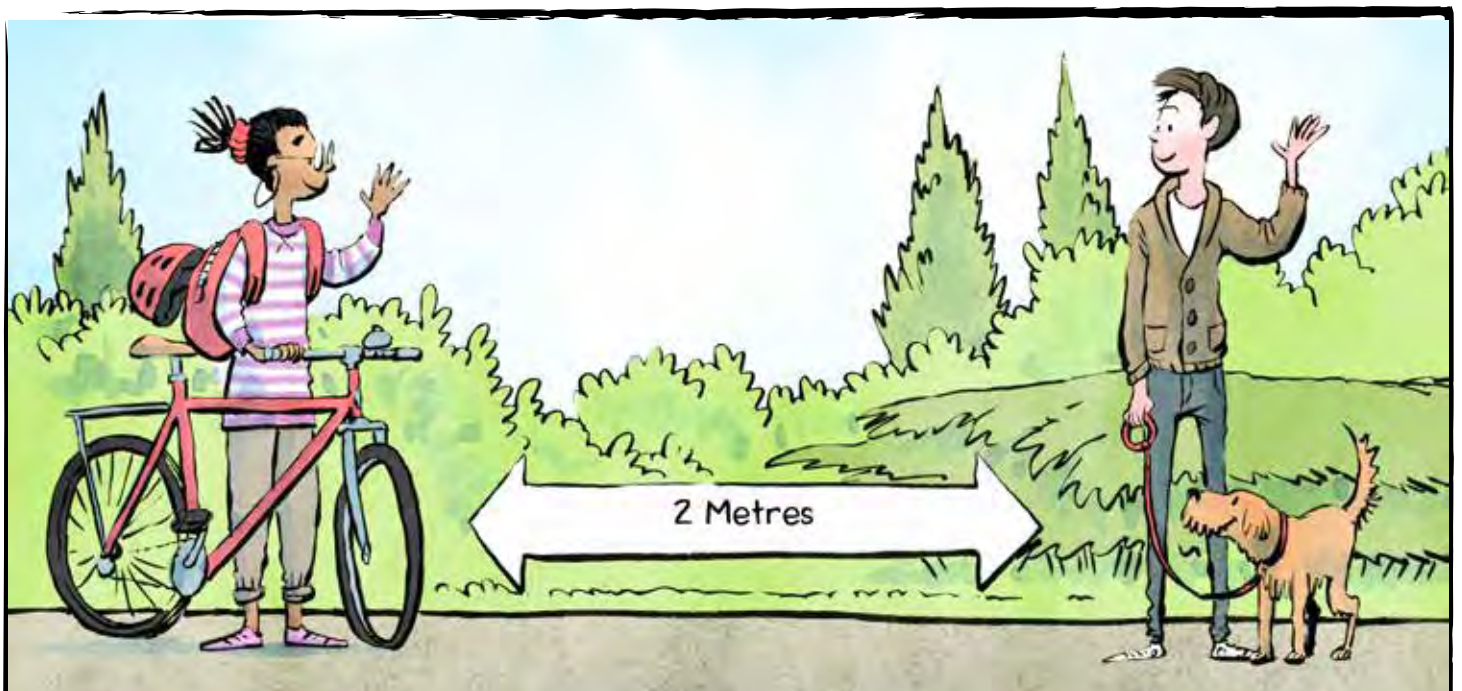
If you are getting grumpy about being cooped up, try to remember – it’s not all about you! It’s about protecting others in your community. It’s a responsible thing to do. So give yourself a pat on the back.

This crisis won’t last forever. But for now, it’s very important.

“If we act now, even if it seems like a big ask, things will be better tomorrow,” says the Prime Minister.



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



Understanding How COVID-19 Spreads

After-Reading Activities

Directions:

Choose one of the following activities to complete after reading the article. Use the information in the article to help you be successful.

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



Make a Sequence Diagram or Flipbook

- Create a sequence diagram (like the example below) to show how COVID-19 spreads.



- You can download a free sequence organizer after doing an Image search. Or, create one online using SmartArt in Microsoft Word or by inserting a diagram into a Google Slide.

- You may wish to show how the virus spreads by creating a Flipbook. wikiHow has an easy-to-follow guide (with pictures): <https://www.wikihow.com/Make-a-Flipbook>



- Interested in learning more about viruses? Watch the video 'What is a Virus?' at <https://www.youtube.com/watch?v=YS7vsBgWszI> [4:21]

- Criteria:** An effective sequence diagram uses keys words/pictures to represent important steps in the transmission process, is accurate, and shows events in the right order.

Write a Song

- Find out more about the importance of hand washing to prevent the spread of viruses by checking out one of these resources:

- Germ Smart: Wash Your Hands! video:

<https://www.youtube.com/watch?v=NoxdS4eXy18> [4:49]

- Government of Canada's infographic on how to wash your hands properly:

<https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/coronavirus/covid-19-handwashing/covid-19-handwashing-eng.pdf>

- Saskatoon Health Region brochure: https://www.saskatoonhealthregion.ca/locations_services/Services/Germ-Smart/Documents/Quick%20Guide%20Elementary%20School%20SHA.pdf

- Then, write a song to teach younger students about the importance of washing hands. Feel free to use the melody of a well-known song (e.g., Happy Birthday). Here are some videos that might inspire you:

- Raya teaches Elmo "The Handwashing Song": <https://www.youtube.com/watch?v=b1ldhKgWg6g>

- "You Better Wash Your Hands": <https://youtu.be/AtlcS77LaBo>

- "Washy Washy Clean": <https://www.youtube.com/watch?v=zxlQn7KaCNU>



Criteria: An educational song is catchy, fun to sing, and teaches young children how to wash their hands properly.

Coping With the COVID-19 Crisis



How are you doing? This is a bit of a scary time, isn't it? Are you feeling anxious? That would be understandable. This virus has turned our lives upside down. The world feels out of control. It's easy to get stressed out. Even for adults.

And yet ... we can learn from this. It's an opportunity to discover how to get through tough times. Each one of us will face challenges in life. This is one of those times.

Chris Hadfield is someone who knows a thing or two about danger. He's a former Canadian astronaut. He has blasted into space. He commanded the International Space Station.

He's also really good at self-isolating. He spent months in a spaceship!

Mr. Hadfield has produced a short video. In it, he describes how he copes with dangerous situations. He knows how to thrive and be productive even in stressful times.

First, he says, you need to understand the actual danger. "Don't just be afraid of things."

Then he suggests setting goals. What is your task for the morning? What do you want to accomplish that day?

"Then take action!" he says.

Watch his video and see what you think of his advice. Does it sound like something you could do?

You're stuck inside anyhow. If there's something you've been wanting to do for a long time, maybe now is the perfect time!

Clara Hughes is another famous Canadian. She has won six medals in both summer and winter Olympic Games, in cycling and speed skating.

But she's more proud of her work around mental health. She has shared her own stories of mental illness. And she has encouraged others to reach out and talk. She hears from hundreds of kids.

Like many people, Ms. Hughes finds the COVID-19 crisis stressful. She is currently self-isolating at home. She says it's a way to protect others.

"I'm doing my best to keep everybody around me safe."

She pays attention to her mental health. She gets exercise, which she knows is important for her mental well-being. She is careful not to watch too much news.

"Too much can lead to anxiety. That can lead to stress."

Clara Hughes is a great role model. So while you are cooped up, pay attention to your mental health. Do things you enjoy. Connect online with family and friends. Find ways to laugh. Be silly sometimes.

Reach out and talk honestly to people who get you and will understand. Tell them how you are feeling.

As Chris Hadfield says, "This is not the end of the world. It's just a thing that we're all going to have to deal with."



How are you feeling about the COVID-19 crisis? Who can you talk to about your feelings?



Coping With the COVID-19 Crisis

After-Reading Activities



Directions:

Choose one of the following activities to complete after reading the article. Use the information in the article to help you be successful.

Note: All URLs are posted as links at www.lesplan.com/en/links

Create a Video

- Watch Chris Hadfield's video at https://www.youtube.com/watch?v=4uL5sqe5Uk8&fbclid=IwAR2oTWVAHByoBoCWubLQlm8RzlyfOF_g4oKtp5Vu_imTopleT42lXVf5FGA and listen to CBC's interview with Chris Hadfield and Clara Hughes at <https://www.cbc.ca/radio/thecurrent/the-current-for-march-20-2020-1.5504386/three-of-canada-s-brightest-on-why-they-re-proud-of-the-country-s-response-to-covid-19-1.5504752>
- After hearing what these two Canadians have to say about coping with COVID-19, create your own motivational video (30 seconds) on the 5 best ways to cope with the challenges of self-isolation.
- Alternatively, you may wish to create your own infographic using one of the templates from Canva, found at <http://www.canva.com>
- Share your creation with friends or family via social media.
- Criteria:** A motivational video *catches the viewer's attention, shares an important message, and uses images, narration, transitions, and a soundtrack to keep the viewer engaged.*







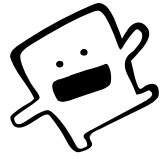

Design a Daily Wellness Journal

- If possible, make 5-10 copies of the **My Day Journal** organizer (p. 16). (Or create your own template, using the same headings as the ones on the My Day Journal organizer, to document your plans for and reflections on your days).
- Aim to fill out one page each day to show how you will take care of your physical and mental well-being during the COVID-19 crisis.
- If you are creative, you may wish to make your own daily journal. Check out this video for step-by-step instructions on How to Make a 'Creative Ideas' Journal: https://www.youtube.com/watch?v=AJ_Pa9EqBDo [6:56]
- Criteria:** An effective journal *is complete (all boxes/headings are answered each day), includes thoughtful, honest responses, and is personal (reflects your personality & experiences).*







Name: _____ Date: _____

My Day Journal

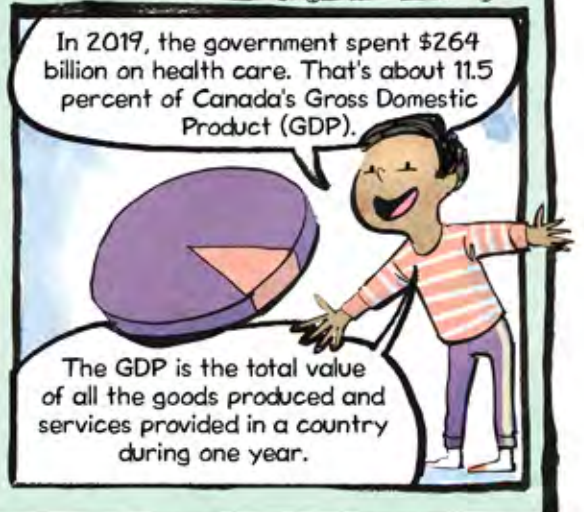
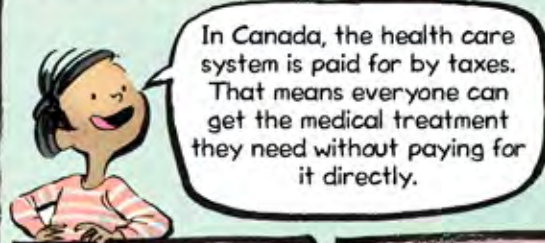
My Goals: 		Today, I will: ✓ ✓ ✓
How I'll move my body or exercise: 		Who I'll connect with & how: 
Something I'm looking forward to trying: 	Something I'll do for fun: 	Something I'll do for someone else: 

Reflect – at the end of the day

Today, I felt... 	I was grateful for... 
The best/most important part of my day was... 	Tomorrow, I ... 



Canadians who want to see a doctor have three choices.



Health Care in Canada

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. There are more doctors in Canada than nurses.

- _____ 2. Canadians can only see a doctor at a hospital.

- _____ 3. In Canada, everyone can get medical treatment without paying for it directly.

- _____ 4. Prescription drugs, dental treatments, and vision care are not paid for by Canada's health care system.

- _____ 5. Canada spends about half of its GDP on health care.

- _____ 6. The GDP is the total value of all the medical supplies produced and services provided in a country in one year.

What if... Canadians had to pay for all their health care directly?

Map: COVID-19 in Canada

Completing the following map assignment will help you to better understand the spread of COVID-19 in Canada.

Label the following:

Provinces

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland
- Nova Scotia
- Ontario
- Prince Edward Island (PEI)
- Quebec
- Saskatchewan

Territories

- Northwest Territories
- Nunavut
- Yukon

Capital Cities

- Ottawa

Water Bodies

- Arctic Ocean
- Atlantic Ocean
- Pacific Ocean

Other

- Greenland
- Iceland
- United States
- Russia

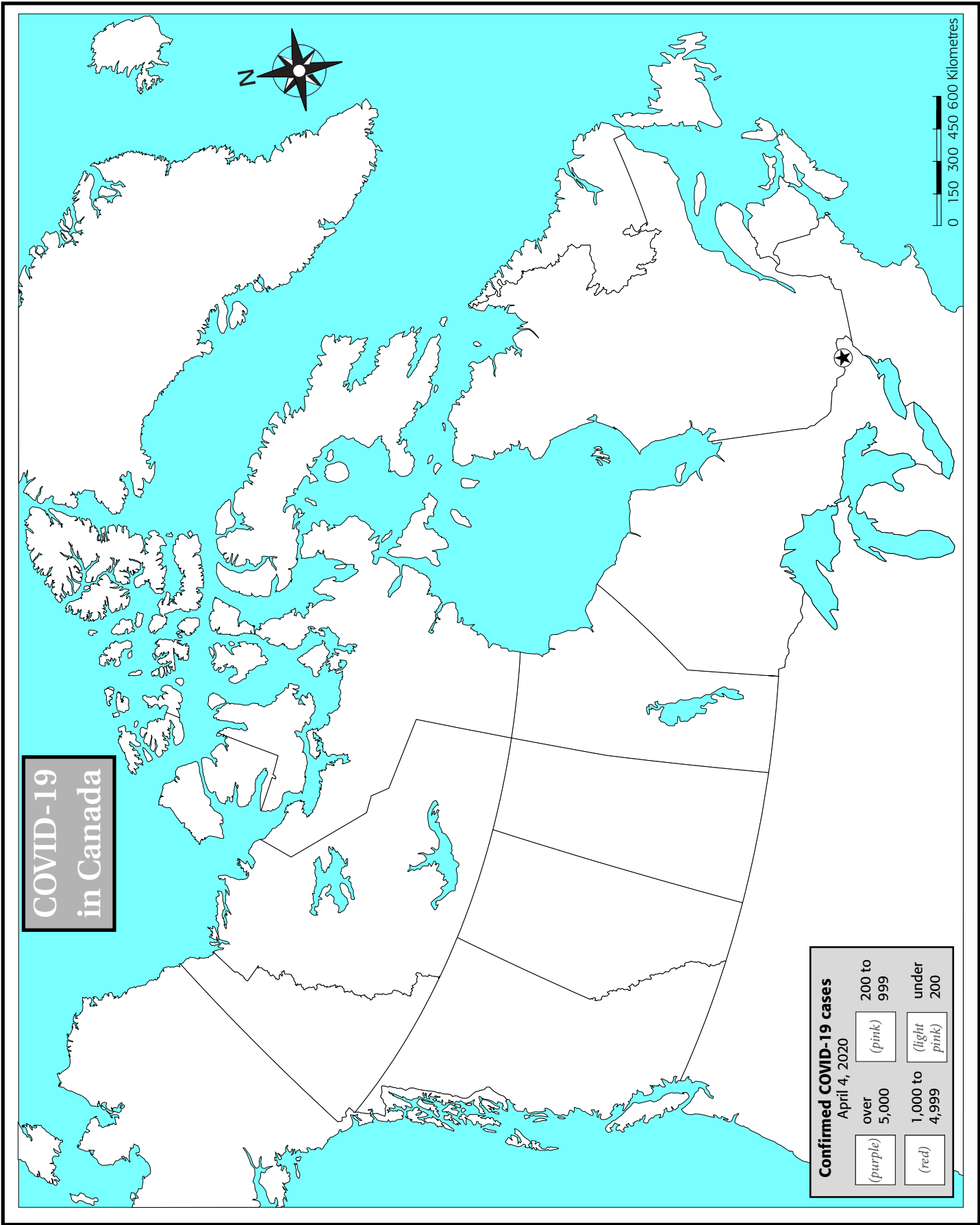
Challenge:

Visit <https://newsinteractives.cbc.ca/coronavirustracker/> to see the current number of COVID-19 cases by province/territory. Colour the provinces/territories: with over 5000 cases purple; with over 1000 cases red; with over 200 cases pink; and with less than 200 cases light pink. Colour the key on your map, then consider: What does your map tell you about the spread of COVID-19 across Canada?

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

COVID-19 in Canada

Confirmed COVID-19 cases	
April 4, 2020	
(purple) over 5,000	(pink) 200 to 999
(red) 1,000 to 4,999	(light pink) under 200



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.

WE HAVE THE SOLUTION. (Four, actually.)

The Canadian Reader Nos Nouvelles

- ✓ **Print/pdf** resource
- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments



Product details: 32 pages. Available in English and in French for grades 3 and up.

What in the World? Le Monde en Marche

- ✓ **Print/pdf** 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: 32 pages. Available in English and in French, and in two reading levels, for grades 5 and up.

Currents4Kids.com Infos-Jeunes.com

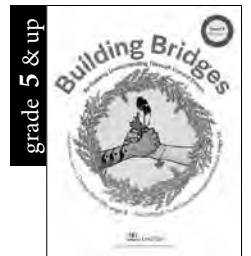
- ✓ **Online** interactive resource
- ✓ Weekly news stories
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Suggested activities and a Word Work assignment



One subscription allows all teachers and students access to this site from any Internet-connected device at any time. Available in English and in French, for grades 3 and up.

(NEW!) Building Bridges Bâtir des ponts

- ✓ **Print/pdf** 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: Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

1-888-240-2212 www.lesplan.com

Contact us for a sample copy or free demo.

Students Can Work In Word . . .



Did you know...

. . . that each issue of *The Canadian Reader*, *What in the World?* and *Building Bridges* includes a **PDF file** (complete document) and a **Word file** (articles and questions only)

Students can complete assignments directly in the word file. Teachers can email the file to students or post it on the Internet. The **Word file** also allows teachers to:

- easily modify and format content including changing **fonts** and **text sizes**
- create a **PDF** document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

Password Security

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

- 1) To remove the password, use the **Save As** command to save a new copy of the file. You can then remove the password by changing the **Security** settings.
- 2) Select the data you wish to **Copy** and then **Paste** it into a new Word file, or into any another word processing program.
- 3) You can import the entire Word file into **LibreOffice** (or another similar program) and then save as a new file.

Google Docs and LibreOffice

- You can easily upload the Word file to **Google Docs** to 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.
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Current Events, Clearly Explained



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Product details: 32 pages. Available in English and in French for grades 3 and up.

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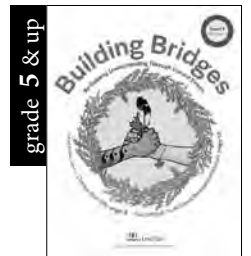
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One subscription allows all teachers and students access to this site from any Internet-connected device at any time. Available in English and in French, for grades 3 and up.

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

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These current events are the perfect supplement for any Social Studies program. They are a wonderful jumping point for class discussion. Keep up the good work!

K. Faltin, Erskine, AB

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

B. Thibodeau, Saskatoon, SK

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

D. Faerber, Pembroke, ON

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.

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

3 Literacy Focus: Using Text Features
7 Article: Goodbye Kawhi (and Thanks) | 14 Article: No Cellphones Allowed!
21 Article: Election Day - October 21 | 29 Map: Canada
31 Comic: The Federal Government | 33 Answer Key

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THE CANADIAN READER

Sample Pages

Literacy Focus
Reading Strategy Review

Good readers...
...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.

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

...visualize. As they read, they make pictures or movies 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. *Inferring* is one kind of inference.

...determine importance. They fill 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.

Lost Viking Settlement?

It's a thousand-year-old mystery. Where did the Vikings land in North America? When they returned home to Greenland, they told stories about a place called "Vinland." A land with grapes. What's exactly was Vinland? One Canadian archaeologist thinks she has figured it out.

Exploring new lands
The first Vikings who came to North America were not looking for a new home. They were looking for a new place to trade goods.

They told stories. Some of these stories were eventually written down in their sagas.

Archaeologist Hjalmar Wiggin has used the sagas carefully. He has studied the site of L'Anse-au-Loup. He has been trying to figure out where the Vikings had their second camp, "Vinland."

He really thinks that L'Anse-au-Loup was Vinland, on the very northern edge of Newfoundland.

And from that camp, they could have sailed west to the Gulf of St. Lawrence. He thinks they found a place where wild grapes grow. The Vikings did not see grapes. They saw a place where wild grapes grow. The Vikings did not see grapes. They saw a place where wild grapes grow.

Sunscreen by the Squirt

Douglas Wright was just under 90 when he died. David Cornfield was 32, and the father of a baby. Both men had promising lives ahead of them. But they died of melanoma. It's a form of skin cancer.

Melanoma?
This cancer is the most common type of cancer in the world. It can be deadly if it spreads to other parts of the body.

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The Canadian Reader Answer Key

Viking Exploration

Canada's Great Trail

It started with a dream. The dream was to build a trail across Canada. From coast to coast, and up north, too. The longest trail in the world! It would connect all Canadians. It would encourage them to explore more of this amazing country.

Bold project
Work on the Great Trail started in 1992. It was a community effort. Volunteers built trails and bridges near where they lived. Others donated money.

The organizers hoped the Trail would be completed by 2000. It wasn't. But in 2017 - Canada's 150th birthday - the Great Trail was finally connected from coast to coast. It linked 2,000 communities along 24,000 kilometres. Celebrations were held across Canada to mark this milestone.

"It's the longest trail system in the world, and it's in our backyard. This is Canada's path," said a supporter.

Wait a moment...
Not everyone was excited. Some said that the Trail might be connected, but it wasn't finished. It wasn't the foot path across Canada that some people had dreamed about. Not yet.

For instance, the original dream was for a non-motorized trail. It would be for hiking, biking, horseback riding, and cross-country skiing only. But in the end, parts of the trail were opened up to recreational vehicles such as ATVs and snowmobiles.

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