

## Suggested Reading Activities for Parental Use with the *Minimag* Magazine

# Minimag

Volume 3, n° 2



**M**inimag is a magazine that meets the needs and appeals to the interests of students from Junior kindergarten to grade 2. Three issues of the magazine will be published during the 2010-2011 school year.

*Minimag's* primary objective is to foster an interest in reading among students. It is also a window to the francophone world at all levels: local, provincial, national and international.

*Minimag's* high-interest subject matter is presented in a way that appeals to both girls and boys. A variety of reading materials such as simple fiction stories, comic strips and instructions, coupled with an attractive layout, keep them interested. A rich and varied vocabulary, as well as numerous illustrations and photos, allow students to improve their vocabulary skills and to better understand what they read.

### Reading Activities

Parental involvement is a key element in ensuring the child's interest in reading. Consequently, a booklet of suggested reading activities accompanies each title in the *Minimag* series. The booklet contains a variety of simple, pertinent and motivating reading activities to be done before and after reading the various sections of the magazine. Suggested activities include, among others, oral communication and reading, as well as manual and physical activities.





## Drôle de Placotine

### Before Reading

- Put beforehand in a box a variety of objects that can be used to decorate a snowman. Ask the child to pick an object at random and to name it. Continue in the same manner until all the objects have been named and ask the child to guess the comic strip's theme.

### After Reading

- Bring the child outside to make a snowman and to decorate it like the one in Placotine's story.
- Prepare beforehand a solution of equal parts of Epsom salts and boiling water. Allow the solution to cool. Ask the child to use crayons to draw a snowman on coloured cardboard. Have him or her use a brush to spread the solution on the drawing. When dry, sparkling crystals will appear. Attach the drawing to the refrigerator.
- Ask the child to browse through the magazine to find out who took the snowman's nose (see page 27).

## Animal formidable

### Before Reading

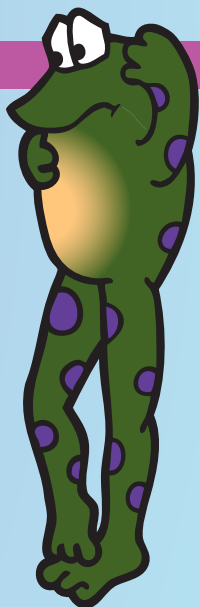
- Give the child the following coins: 5¢, 25¢, \$1, \$2. Ask him or her to name the animal featured on each coin. Ask the child to choose the animal he or she prefers and to explain why.
- Prepare beforehand the following organizer about the polar bear. Help the child fill in the first two columns of the organizer.

### After Reading

- Have the child fill in the third column of the organizer.
- Do the following experiment with the child to distinguish between the words *perméable* (permeable) and *imperméable* (impermeable). Ask the child to fill a drop counter with water and to allow a few drops to fall on different substances (e.g., paper, cotton, plastic, waxed paper). Classify each substance according to its impermeability.
- Ask the child to complete the following sentences:
  - Si j'étais un ours polaire, je... (If I was a polar bear, I...)
  - Si je rencontrais un ours polaire, je... (If I met a polar bear, I...)

L'ours polaire (The Polar Bear)		
Ce que je sais (What I know)	Ce que je veux savoir (What I want to know)	Ce que j'ai appris (What I have learned)





## Que faire?

### Before Reading

- \* Ask the child the following questions:
  - As-tu déjà eu beaucoup de difficulté à faire quelque chose? (Have you ever had a very difficult time doing something?)
  - Comment te sentais-tu? (How did you feel?)
  - Est-ce que quelqu'un t'a aidé/e? Si oui, raconte comment cela s'est passé. (Did someone help you? If so, recount what happened.)
- \* Discuss with the child how one can help a friend who has difficulty reading.

### After Reading

- \* Ask the child to answer Placotine's question on page 7 of the magazine.
- \* Create with the child a new story using the illustrations on page 7 as a starting point.



## Mots et pictos

### Before Reading

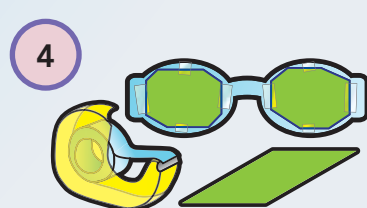
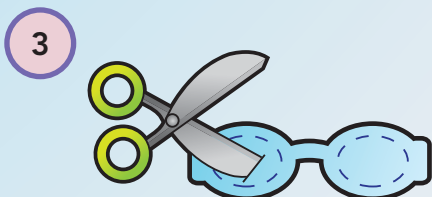
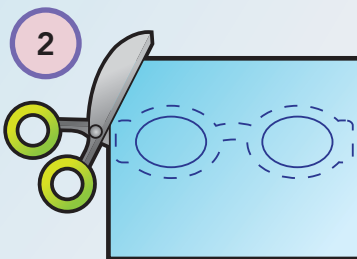
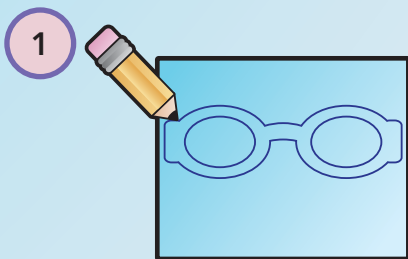
- \* Discuss with the child the meaning of the expression « faire un compliment » (give a compliment). Compliment the child. The child responds: « Merci. » (Thank you) Ask the child the following question: Comment te sens-tu lorsqu'on te fait un compliment? (How do you feel when you are complimented?) Ask him or her to compliment each family member.

### After Reading

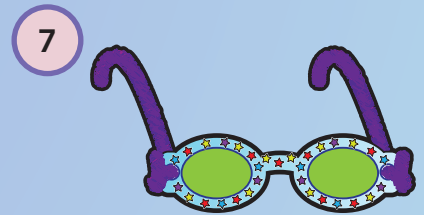
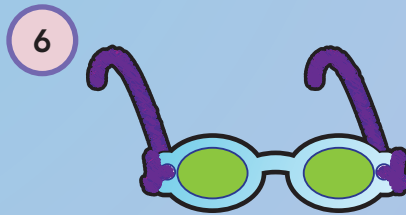
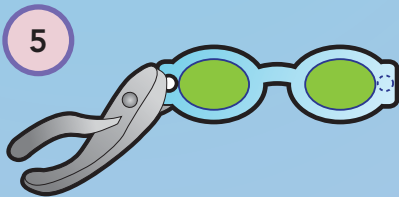
- \* Ask the child to name the character in the story he or she prefers and to explain why.
- \* Have the child tell in his or her own words the story about Zaina's glasses.
- \* Ask the child to make a pair of funny-looking eyeglasses.

#### Instructions

1. Draw a model of a frame for a pair of eyeglasses on rigid cardboard.
2. Cut out the contour of the frame of the eyeglasses.
3. Cut out the two openings for the eyes.
4. Use scotch tape to tape pieces of cellophane paper over the eye openings.



5. Use a punch to make holes on each side of the frame.
6. Attach a piece of pipe cleaner on each side of the frame of the eyeglasses.
7. Decorate the eyeglasses with self-adhesive stars.



## Au travail

### Before Reading



- \* Place in a box a variety of objects relating to an optometrist's occupation (e.g., pair of eyeglasses, bottle of eyedrops, letters of the alphabet). Ask the child to pick an object at random and to name it. Continue in the same manner until all the objects have been named and ask the child to guess the occupation to which the objects correspond.

### After Reading

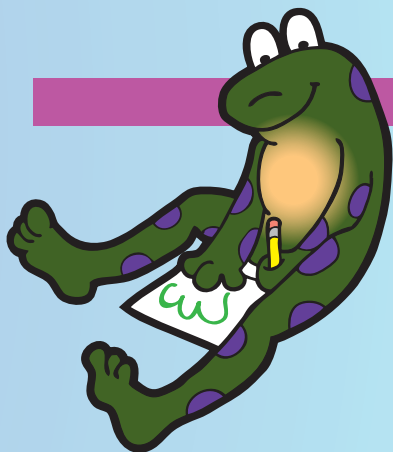
- \* Ask the child to look at the following illustration and to say what he or she sees: a rabbit or a duck.



- \* Have the child illustrate a way of keeping his or her eyes healthy and to write a sentence to accompany the illustration (e.g., Je porte des lunettes de soleil. Je ne m'assois pas trop près de l'écran du téléviseur. (I wear sunglasses. I do not sit too close to the television.)).

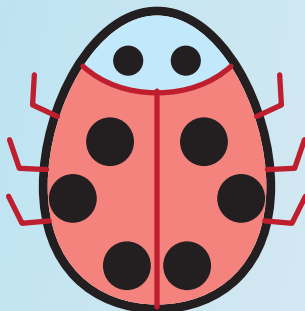


## Bessin amusant



### Before Reading

- ✿ Draw on a white sheet of paper an animal using the number 0 as the starting point (e.g., ladybug). Ask the child to observe carefully each step as the drawing is made. Have him or her draw another animal using the number 0 as the starting point.



### After Reading

- ✿ Ask the child to draw a bear cub using the number 6 as a starting point and following the instructions on page 13 of the magazine. Attach the drawing to the refrigerator.
- ✿ Have the child pick a number from 1 to 9 (except the number 6). Ask him or her to make a drawing using that number as the starting point. Have him or her show the drawing to a family member and explain how it is done.



## Bonnes manières

### Before Reading

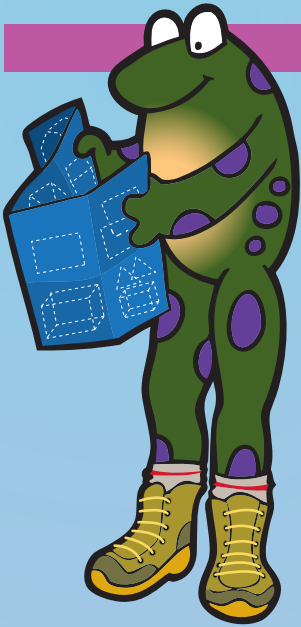
- ✿ Discuss with the child the meaning of the expression « avoir de bonnes manières » (to have good manners) and highlight the importance of having good manners.
- ✿ Compile with the child a list of places where it is important to have good manners (e.g., au restaurant, à l'école, à la garderie, au cinéma, à la bibliothèque) (at the restaurant, at school, at the daycare centre, at the cinema, at the library)).

### After Reading

- ✿ Ask the child to say which of the good manners presented on page 15 of the magazine he or she thinks is the most important and to explain why.
- ✿ Help the child choose one good manner which he or she will put into practice at home. Draw a target (3 circles) on coloured cardboard. Explain to the child that once the chosen good manner has been put into practice, he or she will evaluate the degree of success achieved and write his or her name in the appropriate area on the target (center circle: succeeded; second circle: partially succeeded; outside circle: did not succeed).



# Découverte

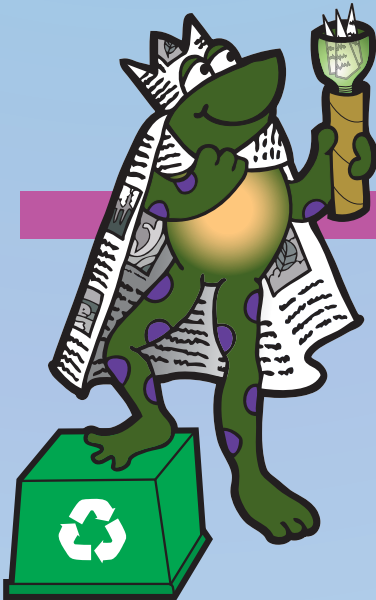


## Before Reading

- \* Have the child make his or her footprints using paint and a sheet of paper. Attach the footprints to the refrigerator.
- \* Ask the child the following questions:
  - As-tu déjà vu des pistes d'animaux dans la neige? Si oui, lesquelles? (Have you ever seen animal tracks in the snow? If so, which ones?)
  - Où peut-on voir des pistes d'animaux ailleurs que dans la neige (p. ex., dans le sable, dans la boue)? (Where, other than in snow, can animal tracks be found? (e.g., in sand, in mud)).

## After Reading

- \* Take the child out for a walk to find animal tracks. Ask him or her to guess which animal made the tracks.
- \* Make boot prints in the snow. Have the child do the same. Ask him or her to compare both sets of prints.



# Méli-mélo enviro

## Before Reading

- \* Draw beforehand a smiling face and a sad face on a sheet of paper. On strips of paper, write the statements found on the board of the game *Méli-mélo enviro* and put them in a box. Ask the child to take a strip at random, to read the statement aloud, to say if it involves a good gesture and to glue the strip under the appropriate face. Continue in the same manner until all the statements have been read.

## After Reading

- \* Prepare beforehand the following organizer. Read aloud each statement as well as the words *Toujours* (always), *Souvent* (often), *Parfois* (sometimes) and *Jamais* (never). Ask the child to put a checkmark in the appropriate box according to the frequency of these gestures.

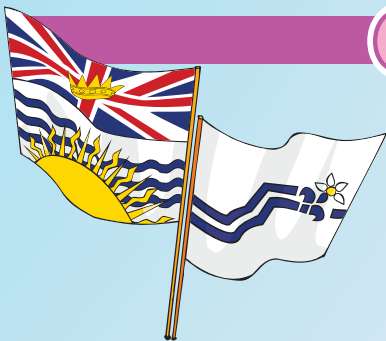
Poser des gestes écologiques à l'école (Earth-friendly actions at school)				
Geste écologique (Earth-friendly action)	Toujours (Always)	Souvent (Often)	Parfois (Sometimes)	Jamais (Never)
J'échange mes CD et mes DVD avec mes amis. (I exchange my CDs and my DVDs with my friends.)				



**Poser des gestes écologiques à l'école**  
(Earth-friendly actions at school)

Geste écologique (Earth-friendly action)	Toujours (Always)	Souvent (Often)	Parfois (Sometimes)	Jamais (Never)
J'écris sur les deux côtés d'une feuille. (I write on both sides of a sheet.)				
Je réutilise des objets pour faire des projets de bricolage. (I reuse objects to make craft projects.)				
J'utilise des crayons-feutres lavables. (I use washable markers.)				
Je protège mes livres en les couvrant de papier. (I protect my books by covering them with paper.)				

Help the child set an ecological objective.



## Cherche et trouve

### Before Reading

- ✿ Locate British Columbia on a map of Canada. If the child lives outside this province, show the route to be followed to go from his or her province or territory to British Columbia.
- ✿ Cut out beforehand a series of cards from page 19 of the magazine and put them in a box. Prepare the following organizer. Ask the child to pick a card at random, to read the word written on the card, to state the category to which the illustration on the card belongs and to glue it in the appropriate box. Continue in the same manner until all the cards have been picked.

### After Reading

- ✿ Prepare beforehand the following organizer. Ask the child to look at the map on page 18 of the magazine. Name aloud the first category (Moyens de transport (Means of transportation)) and have him or her choose and write in the organizer the name of a means of transportation (e.g., un traversier (a ferryboat)). Continue in the same manner until all the categories have been presented.



Personnes (Persons)	Animaux (Animals)	Choses (Things)

Colombie-Britannique (British Columbia)	
Catégorie (Category)	Exemple (Example)
Moyens de transport (Means of transportation)	un traversier
Sports (Sports)	
Animaux (Animals)	
Plantes (Plants)	
Minéraux (Minerals)	
Fruits (Fruits)	

- \* Have the child compare the British Columbia and franco-columbian flags with the flags of his or her province or territory. If the child lives in British Columbia, have a comparison done of his or her provincial flags with those of Newfoundland and Labrador presented on page 30 of the magazine.



## Placotine raconte

### Before Reading

- \* Ask the child the following question: Quel genre de fête aimerais-tu qu'on te prépare pour ton anniversaire? (What kind of party would you like to have for your birthday?)

### After Reading

- \* Ask the child the following question: Are the polar bear's eyeglasses truly magical? Explain your answer.
- \* Ask the child to answer Placotine's question on page 23 of the magazine.
- \* Compile with the child a list of the animals featured in the story. Ask him or her to find a given name for each animal. Re-read the story aloud and replace each animal's name with the one suggested by the child.







# Jeu – Joies d'hiver

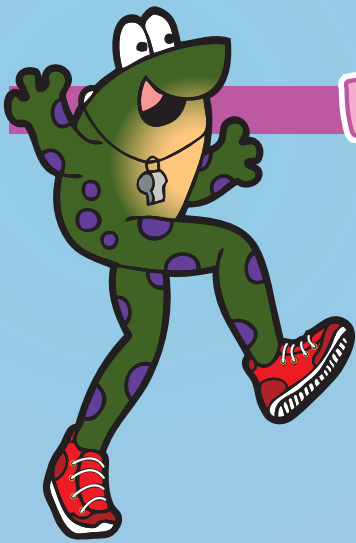
## Before Reading

- \* Compile with the child a list of activities that he or she enjoys doing outside in winter.

## After Reading

- \* Discuss with the child the safety rules of winter, using the illustration on pages 24 and 25 of the magazine as a starting point (e.g., Je porte un casque protecteur pour pratiquer le patinage sur glace. Je construis un château de neige sans toit. (I wear a protective helmet to practice ice skating. I build a roofless snow castle.))
- \* Compose a riddle about an animal in the illustration (e.g., Ma fourrure est brune. Quatre de mes dents sont longues et puissantes. J'aime ronger les arbres. Qui suis-je? (réponse : un castor) (My fur is brown. Four of my teeth are long and powerful. I like to gnaw on trees. Who am I? (answer: a beaver)). Ask the child to compose a riddle about another animal in the illustration. Try to guess which animal it is.
- \* Choose a character in the illustration and compose a sentence that describes what the character is doing (e.g., Je tiens un poisson avec ma patte. Je conduis une motoneige. (I am holding a fish with my paw. I am driving a snowmobile)). Ask the child to find the character. Ask him or her to choose another character in the illustration and to compose a sentence that describes what the character is doing. Try to guess which character it is.





## Bouger, c'est santé!

### Before Reading

- ❁ Compile with the child a list of words containing five letters or less.
- ❁ Ask the child to look at the illustration on page 26 of the magazine and to guess what the children are doing.

### After Reading

- ❁ Bring the child outside to play the game *Des mots dans la neige* (Words in the snow).



## Recette

### Before Reading

- ❁ Ask the child to name three healthy snacks that he or she likes to bring to school.

### After Reading

- ❁ Make the recipe presented on pages 28 and 29 with the child.
- ❁ Ask the child to imagine a similar recipe using a pancake and fruits (e.g., kiwi slices for the ears, strawberry pieces for the mouth). Make the recipe with the child.



## Placotine voyage

### Before Reading

- ❁ Ask the child to describe the nicest trip he or she has taken.
- ❁ Locate Newfoundland and Labrador on a map of Canada. If the child lives outside this province, show the route to be followed to go from his or her province or territory to Newfoundland and Labrador.

### After Reading

- ❁ Ask the child to look at the photos taken by Placotine, to say which one he or she finds the most interesting and to explain why.
- ❁ Have the child choose a few photos from his or her most recent trip. Help him or her prepare a photo mounting similar to the one prepared by Placotine.



# Nos étoiles

Que dirais-tu à un ami ou à une amie pour l'encourager à porter ses lunettes?  
(What would you tell a friend to encourage him or her to wear his or her eyeglasses?)



## Before Reading

- ✿ Ask the child to name all the persons he or she knows who wear eyeglasses.

## After Reading

- ✿ Create with the child a sketch in which one of the characters encourages the other to wear his or her eyeglasses. Present the sketch to a family member.

Qui est ta meilleure amie ou ton meilleur ami?  
(Who is your best friend?)

## Before Reading

- ✿ Ask the child the following questions:
  - As-tu un meilleur ami ou une meilleure amie? (Do you have a best friend?)
  - Comment devient-on meilleurs amis? (How do people become best friends?)
  - Est-ce possible d'avoir plus d'un meilleur ami ou d'une meilleure amie? Pourquoi dis-tu cela? (Is it possible to have more than one best friend? Why do you say this?)

## After Reading

- ✿ Help the child understand what is a good friend by having him or her complete unfinished sentences (e.g., Si je perds mon livre, un bon ami ou une bonne amie... Quand j'ai de la peine, un bon ami ou une bonne amie... (If I lose my book, a good friend... When I am sad, a good friend...)).

- ✿ Help the child prepare a card which he or she will give to his or her best friend.





## Loup Filou

### Before Reading

- ✿ Read aloud the title of the comic strip. Ask the child to guess why Loup Filou needs a scarf.

### After Reading

- ✿ Create with the child a sketch in which Loup Filou and Monsieur Renard are having a discussion after the latter realizes that his scarf has disappeared. Present the sketch to a family member.

## Quelque part au Canada



### Before Reading

- ✿ Ask the child to trace a line to link the photo of each student to a province or territory.

### After Reading

- ✿ Ask the child the following question: Qu'est-ce que les élèves, dont la photo paraît sur la quatrième de couverture, ont en commun (What do the students whose photo appears on the back cover have in common?) (e.g., Elles et ils ont contribué au *Minimag*. Elles et ils vivent au Canada. Elles et ils fréquentent une école de langue française. (They contributed to *Minimag*. They live in Canada. They attend a French-language school.)?)
- ✿ Show the photo of a student on the back cover. Have the child find the section of the magazine to which the student has contributed. Ask the child to show the photo of a student on the back cover of the magazine. Find the section of the magazine to which the student has contributed.

