

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

Minimag

Volume 3, n° 3



Minimag 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 have been 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.

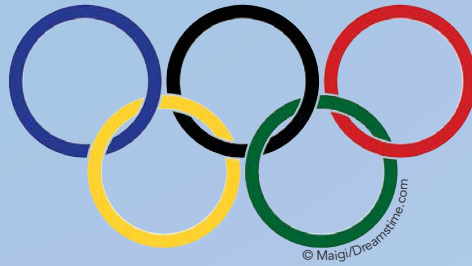


Prôle de Placotine



Before Reading

- ✿ Compile with the child a list of summer Olympic sports (e.g., archery, cycling, swimming). Have the child say which sport he or she prefers and explain why.
- ✿ Ask the child to tell what happened when he or she won a medal or a prize and to explain how he or she felt.
- ✿ Show the child the following illustration of the Olympic rings. Ask him or her the following question: Which event does this symbol represent?



After Reading

- ✿ Ask the child to make a medal that might be won by one of the following characters at the Olympic Summer Games: Placotine, Jazon, Alphabet, Parlotte.

Instructions

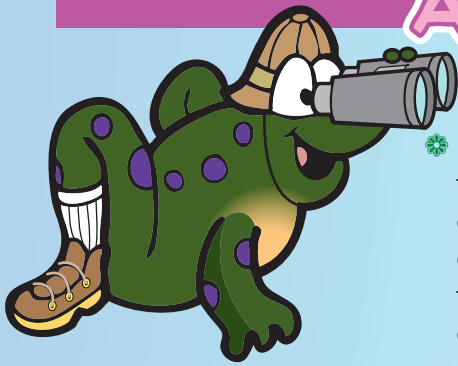
1. Draw a circle on a piece of coloured cardboard.
2. Cut out the circle.
3. In the circle, make a drawing that represents the sport of the character you have chosen.
4. Use a punch to make a hole near the top of the circle.
5. Pass a length of wool through the hole and make a knot.

Have the child wear the medal.

- ✿ Invent with the child encouraging comments that could be made to Placotine (e.g., Vas-y, Placotine! Bravo, Placotine! Tu es capable, Placotine! (Go Placotine! Well done Placotine! You can do it Placotine!)).



Animal formidable



Before Reading

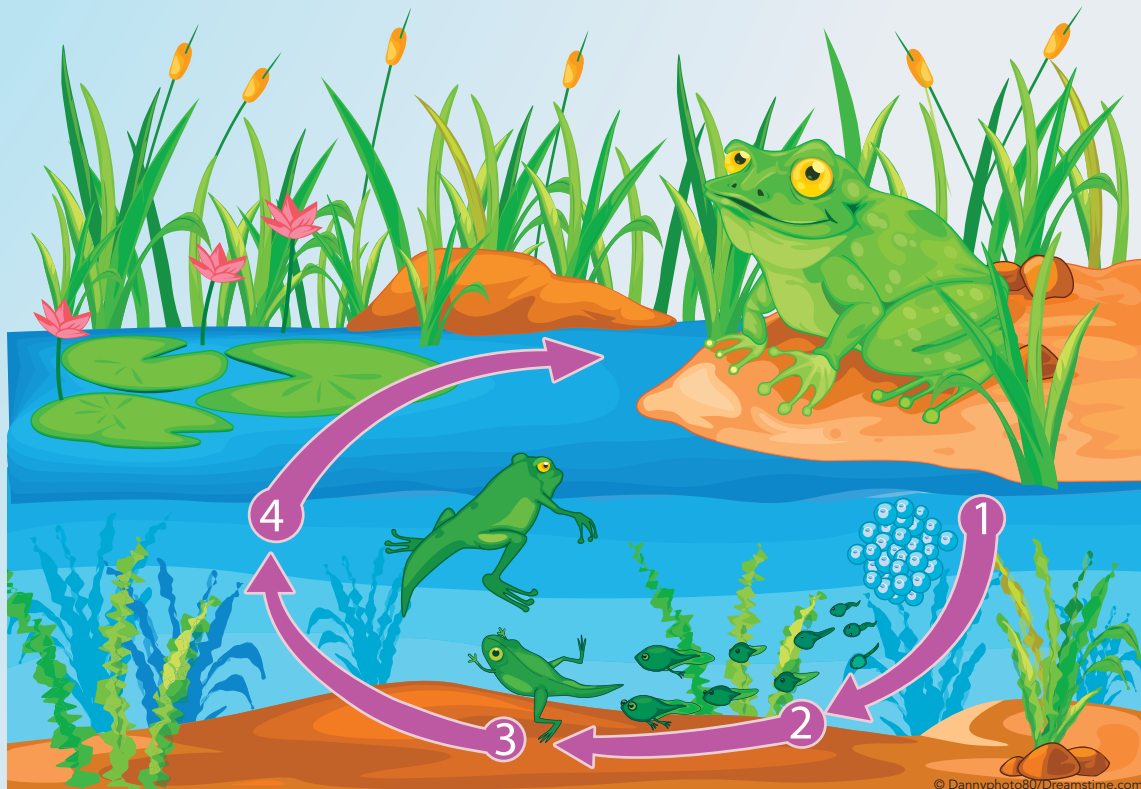
- ✿ Draw a line beforehand on the floor and prepare the following organizer. Have the child stand on the line and jump ahead five times. Measure the distance covered with each jump and record the results in the organizer.

	Saut (Jump)	Longueur du saut (Distance covered)
Charles	1	55 cm
	2	60 cm
	3	59 cm
	4	62 cm
	5	60 cm

- ✿ Cut out beforehand five large lily pads in green cardboard and glue them on the floor to create a path. Ask the child to jump like a frog from one lily pad to the next while saying words related to the frog (e.g., *verte*, *saute*, *étang* (green, jump, pond)).

After Reading

- ✿ Write beforehand on strips of paper questions pertaining to the frog which the child can answer by referring to the information found on pages 4, 5 and 6 of the magazine (e.g., *Que mange la grenouille? Comment respire la grenouille? Qu'est-ce qui sort des oeufs de la grenouille?* (What does the frog eat? How does the frog breathe? What comes out of the frog's eggs?)). Put the strips in a box. Ask the child to pick a strip at random, to read the question aloud and to answer it. Continue in the same manner until all the questions have been asked.
- ✿ Have the child look at the illustration below and recount the story of the frog's metamorphosis.



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Que faire?

Before Reading

- ✿ Ask the child the following questions:
 - T'est-il déjà arrivé de ne pas être accepté/e dans un groupe? (Has it ever happened that you were not accepted in a group?)
 - Pourquoi ne voulait-on pas t'accepter dans le groupe? (Why were you not accepted in the group?)
 - Comment te sentais-tu? (How did you feel?)
 - Qu'as-tu fait pour résoudre le problème? (How did you solve the problem?)

After Reading

- ✿ Have the child sit in a chair while turning a skipping rope.
- ✿ Compile with the child a list of statements that can help to resolve a conflict (e.g., Je m'excuse. Viens jouer avec moi. (I'm sorry. Come and play with me.)).
- ✿ Choose one of the illustrations from page 7 of the magazine, name the feeling each character experiences and give a reason why the character experiences this feeling (e.g., Illustration n° 4 : Pablo est inquiet parce qu'il voit que Sabrina est triste (Pablo is worried because he sees that Sabrina is sad.)). Ask the child to choose a different illustration and to do the same.

Mots et pictos

Before Reading

- ✿ Discuss with the child the meaning of the word « remarquable » (remarkable). Show the child the following illustrations. Ask him or her to choose one of the birds and to explain why it is remarkable.



une mésange
(a chickadee)



un colibri
(a hummingbird)



un cardinal
(a cardinal)



une autruche
(an ostrich)

After Reading

- ✿ Have the child choose two of the following characters: the hummingbird, the cardinal, the chickadee, the ostrich. Read aloud with him or her the dialogue sentences in the text on pages 8 and 9 of the magazine (e.g., The child reads the hummingbird's and the chickadee's sentences and the parent reads those of the cardinal and the ostrich.).
- ✿ Ask the child to say which part of the story he or she prefers and to explain why.

- ✿ Give the child a reason why he or she is remarkable (e.g., Dalia, tu as un beau sourire. (Dalia, you have a nice smile.)). The child replies: « Merci. » (Thank you.) Ask the child to give each member of the family a reason why he or she is remarkable.





Au travail

Before Reading

- * Have the child recount an experience when he or she went to the hairdresser.
- * Ask the child to draw the hairstyle of his or her dreams.

After Reading

- * Ask the child to give himself or herself a funny hairstyle and then take a photo. Have the child give a family member a funny hairstyle and then take a photo. Attach the photos to the refrigerator.
- * Mime the action shown in one of the illustrations on page 11 of the magazine and ask the child to guess the illustration. Have the child choose another illustration and mime the action. Try to guess the illustration. Continue in the same manner until all the illustrations have been chosen.



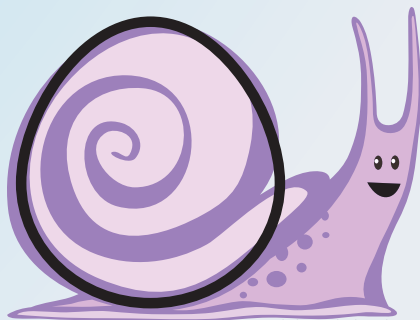
Pessin amusant

Before Reading

- * Compose with the child a sentence about a mouse, using as many words as possible starting with the letter **M**. (e.g., **M**imi la **m**inuscule souris **m**ange des **m**iettes.).
- * Write the letter **O** on a sheet of paper and draw a tiny creature using this letter as the starting point (e.g., un escargot (a snail)). Ask the child to observe each step of the drawing process. Have him or her draw another creature using the letter **O** as a starting point.

After Reading

- * Ask the child to draw a mouse using the letter **M** as a starting point and following the instructions on page 13 of the magazine. Have him or her give the mouse a name. Attach the drawing to the refrigerator.
- * Ask the child to choose a letter of the alphabet other than **M** and to draw an animal using this letter as the starting point. Have him or her present the drawing to a family member and demonstrate how it is done.
- * Compile with the child a list of facts about the mouse (e.g., Elle est petite. Elle aime manger du fromage. (It is small. It likes to eat cheese.)).



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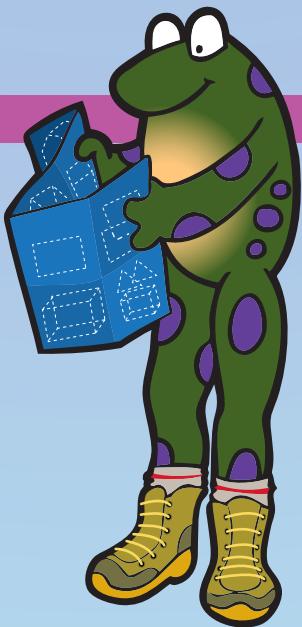
Bonnes manières

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 the places where it is important to have good manners (e.g., au cinéma, à l'école, à la maison, à la bibliothèque (at the cinema, at school, at home, at the library)).
- ✿ Give the child a red and a green piece of cardboard. Make statements that refer to a certain type of behaviour (e.g., Léa refuse de laisser Sylvie sauter à la corde. Miguel aide Élise à trouver son ballon. (Léa refuses to let Sylvie skip rope. Miguel helps Élise find her ball.)). Ask the child to raise the green cardboard if the behaviour shows good manners and to raise the red cardboard if it does not.

After Reading

- ✿ Compile with the child a list of games that he or she can play outdoors during spring or summer (e.g., la marelle, la corde à sauter (hopscotch, skipping rope)). Have him or her give an example of good manners that make each game fun (e.g., J'attends mon tour pour sauter à la corde. (I wait for my turn to skip rope.)).
- ✿ Ask the child to give examples of good manners that he or she has shown during the day.



Découverte

Before Reading

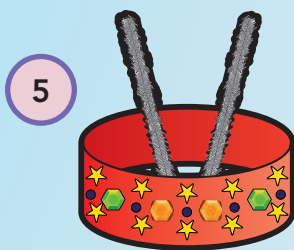
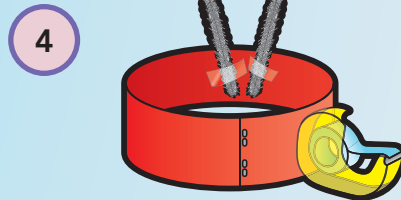
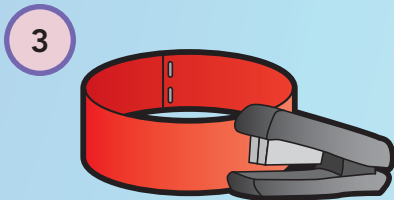
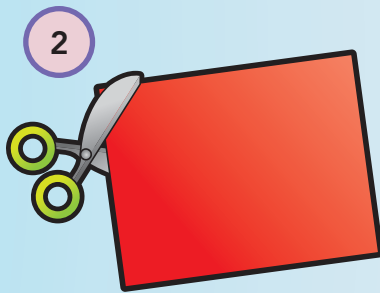
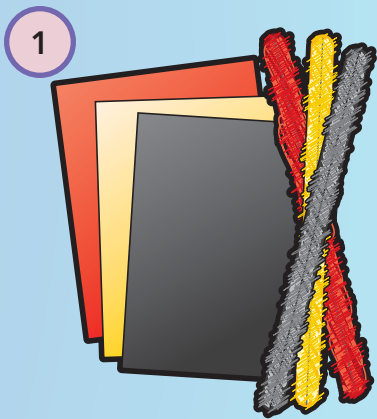
- ✿ Find beforehand photos of tiny creatures and prepare the following organizer. Show the child a photo of a creature and ask him or her to name it. Write the name of the creature in the organizer. Ask the child to indicate whether the creature is or is not an insect by putting a checkmark in the appropriate box. Continue in the same manner until all the photos have been shown. Attach the organizer to the refrigerator.

After Reading

- ✿ Redo the first activity that was done before reading. Compare with the child the results of the two organizers.
- ✿ Ask the child to draw a funny insect, making sure to have all the parts of the body as indicated on page 16 of the magazine. Have him or her present the insect to a family member.

Bestiole (Tiny creature)	C'est un insecte (It is an insect)	Ce n'est pas un insecte (It is not an insect)
une coccinelle (a ladybug)	✓	
un ver de terre (a worm)		✓





✿ Ask the child to make a crown.

Instructions

1. Choose two colours pertaining to a particular insect (e.g., red and black for the ladybug; yellow and black for the wasp).
2. Cut out a strip of cardboard of one colour.
3. Place the strip around your head to get the correct size, then staple the two ends together.
4. Use scotch tape to glue two pipe-cleaners of the other colour on the inside front of the crown. These are the antennae.
5. Decorate the crown using stickers of your choice.

Have the child wear the crown.

Méli-mélo enviro

Before Reading

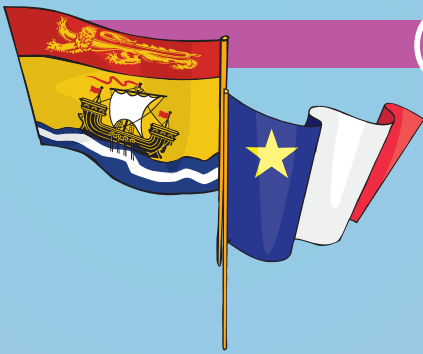
- ✿ Write beforehand at the top of a sheet of paper the title **On respecte l'environnement** (We Respect the Environment) and the title **On ne respecte pas l'environnement** (We Do Not Respect the Environment) at the top of another sheet. Take the child outside and bring a digital camera. Take a few pictures that show respect for the environment (e.g., a clean sidewalk) and a few pictures that show disrespect for the environment (e.g., a juice box left on the side of the road). Print the photos and have the child cut and paste them on the appropriate sheet. Attach the sheets to the refrigerator.

After Reading

- ✿ Play with the child the game *Méli-mélo enviro*.
- ✿ Read with the child each statement on the game board and, in discussing with him or her, find a reason that justifies it (e.g., Case 8 : Si je touche aux oeufs d'oiseaux, la maman abandonnera le nid et les bébés périront. Case 17 : Si je mets mes déchets dans un sac pour les rapporter chez moi, j'évite de polluer l'environnement. (Box 8: If I touch the eggs the mother will abandon the nest and the babies will perish. Box 17: If I put my garbage in a bag to take it back home I avoid polluting the environment.)).



Cherche et trouve



Before Reading

- ✿ Ask the child to look at the flags at the top of the map of New Brunswick. Explain that the flag on the left is the provincial flag and that the one on the right is the national Acadian flag, symbol of Acadians from New Brunswick, Nova Scotia and Prince Edward Island. Highlight the fact that this flag symbolizes that they belong to the French culture.
- ✿ Locate New Brunswick 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 New Brunswick. If the child lives in New Brunswick, show the route to be followed to go from his or her province to a province or a territory of his or her choice.

After Reading

- ✿ Show the child the flag of his or her province or territory as well as the francophone flag of his or her province or territory. Compare with the child the flags of his or her province or territory with the flags of New Brunswick. If the child lives in New Brunswick, compare the flags of his or her province with those of a province or a territory of his or her choice.
- ✿ Ask the child to choose an element on the map of New Brunswick that he or she prefers and to explain why (e.g., Je préfère la crevette parce que c'est bon. (I prefer the shrimp because it is good.)). Highlight the following provincial emblems:
 - la violette cucullée – la fleur de la province (the purple violet – the provincial flower)
 - la mésange à tête noire – l'oiseau de la province (the black-capped chickadee – the provincial bird)
 - le sapin baumier – l'arbre de la province (the balsam fir – the provincial tree).



Piacotine raconte

Before Reading

- ✿ Ask the child to recount an experience when he or she rendered a service to a person needing help or an experience when he or she received another person's help.
- ✿ Read aloud the title of the story. Have the child look at the accompanying illustrations and anticipate Kiko's secret.

After Reading

- ✿ Choose an illustration from the story. Determine with the child which sentiment each character feels and give a reason why he or she experiences this sentiment (e.g., Illustration n° 1 : Kiko est déçu parce qu'il ne peut pas aller jouer avec ses amis. Mimi et Max sont heureux parce qu'ils vont jouer à cache-cache. (Illustration n° 1: Kiko is disappointed because he cannot go play with his friends. Mimi and Max are happy because they will play hide and seek.)). Do the same with an illustration chosen by the child.



Jeu = Drôles de bestioles



Before Reading

- ✿ Discuss with the child the meaning of the word *bestiole* (tiny creature).

After Reading

- ✿ Compose a riddle about a tiny creature in the illustration on pages 24 and 25 of the magazine (e.g., Je suis rouge et noire. J'ai six pattes. Il y a des points noirs sur mon corps. Qui suis-je? (réponse : une coccinelle) (I am red and black. I have six legs. There are black dots on my body. Who am I? (answer: a ladybug)). Ask the child to guess which creature it is. Have him or her compose a riddle about another tiny creature in the illustration. Try to guess which creature it is.



Bouger, c'est santé!

Before Reading

- ✿ Discuss with the child the meaning of the red light (arrêter (to stop)) and the green light (avancer (to go ahead)).

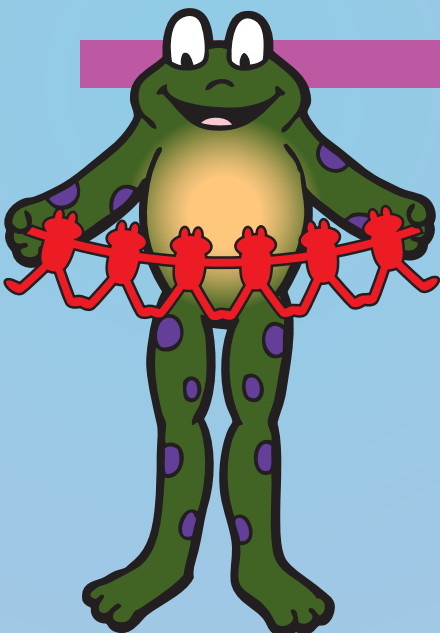
After Reading

- ✿ Bring the child outside to play the game *Feu vert! Feu rouge!*. Have the child invite other family members to play the game.
- ✿ Give the child a piece of white cardboard, a red marker and a green marker. Ask him or her to write vertically the word « SANTÉ » (HEALTH) in capital letters on the cardboard with the red marker. Help the child to find the name of a physical activity containing the letter « s » (e.g., soccer) and to write it on the cardboard using the green marker. Help him or her to do the same with the other letters in the word « SANTÉ ».

S o c c e r
m A r e l l e
N a t a t i o n
c o r d e à s a u T e r
k a r a t É



Bricolage



Before Reading

- ✿ Have the child create his or her favourite insect using modelling clay.

After Reading

- ✿ Ask the child to create a charming insect by following the instructions on pages 28 and 29 of the magazine. Have him or her give the insect a name that begins with the first letter of his or her given name (e.g., Noémie: Nico).
- ✿ Ask the child to create a 2nd insect using the spoon handle used to make the 1st insect.

Placotine voyage



Before Reading

- ✿ Ask the child to compare the colours of the flag of Madagascar with those of the flag of his or her province or territory.
- ✿ Locate Madagascar on a world map. Show the route to be followed to travel from Canada to Madagascar. Highlight the fact that French is Madagascar's official language.

After Reading

- ✿ Have the child say what he or she would like to see or do during a visit to Madagascar by completing the following sentence: Si je visitais Madagascar, j'aimerais... (p. ex., flatter un lémurien, voir un baobab). (If I visited Madagascar I would like to... (e.g., pet a lemur, see a baobab).)
- ✿ Compose with the child a short message that Placotine could write on a postcard to be sent to her friends during her trip to Madagascar.

Nos étoiles

Si tu pouvais voler comme un oiseau, où irais-tu?
(If you could fly like a bird, where would you go?)

Before Reading

- ✿ Have the child illustrate his or her favourite bird.

After Reading

- ✿ Create with the child a sketch in which two birds are preparing to visit another country. Present the sketch to another family member.



Quel insecte trouves-tu le plus intéressant? (Which insect do you find the most interesting?)

Before Reading

- ✿ Ask the child to complete the following sentence: J'aimerais être un ou une... (nom d'un insecte) parce que... (I would like to be a... (name of an insect) because...)



Loup Filou

Before Reading

- ✿ Ask the child the following questions:
 - T'est-il déjà arrivé d'avoir très soif? (Have you ever been really thirsty?)
 - Où étais-tu? (Where were you?)
 - Que voulais-tu boire? (What did you want to drink?)
 - Comment te sentais-tu? (How did you feel?)
 - Qu'est-ce que tu as bu? (What did you drink?)
 - Comment cela s'est-il passé? (How did this happen?)
 - Comment te sentais-tu par la suite? (How did you feel afterwards?)

After Reading

- ✿ Point out to the child that three of four students whose photos appear on page 33 of the magazine say that the butterfly is their favourite insect. Ask him or her the following question: Pourquoi penses-tu que le papillon est si populaire? (Why do you think that the butterfly is so popular?).
- ✿ Find with the child qualifiers that rhyme with the names of insects (e.g., une belle sauterelle, un papillon mignon, un taupin malin).

After Reading

- ✿ Have the child answer the following question: Quelle bonne manière pourrais-tu suggérer à Loup Filou? (What good manners could you suggest to Loup Filou?).
- ✿ Ask the child to recount in his own words Loup Filou's story.



Quelque part au Canada



- * Ask the child the following questions:
 - Si l'on t'invitait à paraître dans le *Minimag*, à quelle rubrique aimerais-tu contribuer? (If you were invited to appear in *Minimag*, to which section would you like to contribute?)
 - Pourquoi? (Why?)
- * Choose the photo of a student on the back cover. Have the child ask questions requiring a "yes" or "no" answer to find the student: (e.g., Est-ce que la personne est une fille? Est-ce que la personne a les cheveux bruns? Est-ce que sa photo est entourée d'un cercle bleu? (Is the person a girl? Does the person have brown hair? Is there a blue circle around the person's photo?)). Change roles once the child has the correct answer.

