

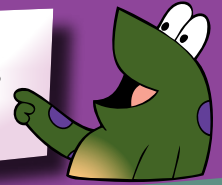
Suggested Reading Activities for Parental Use with the *Minimag* Magazine



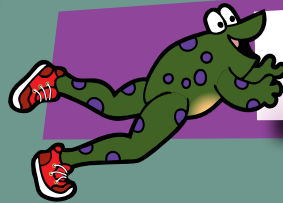
Minimag

Volume 4, n° 3

Minimag is a magazine that meets the needs and appeals to the interests of children 4 to 7 years old.



Three issues of the magazine have been published during the 2011-2012 school year.



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



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.



This booklet of suggested reading activities contains a variety of simple and motivating activities to be done before and after reading the various sections of the magazine. These activities allow children to fully benefit from *Minimag*.



Prôie de Placotine

Before Reading



- ✿ Tell the child that, while on a camping trip, Placotine hears noises during the night. Compile with him or her a list of noises that Placotine might hear.
- ✿ Bring the child outside. Ask him or her to listen to the noises and to say what is making each noise (e.g., un aboiement, un klaxon, un cri d'oiseau (a yelp, a horn, a bird's cry)).

After Reading

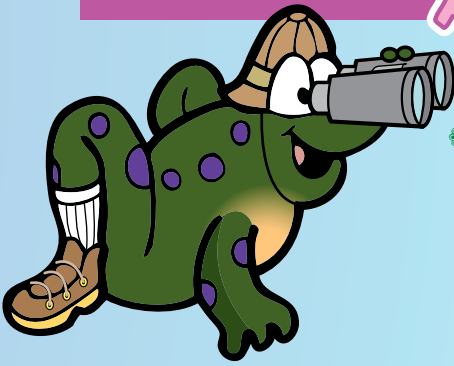
- ✿ Prepare beforehand the following organizer. Write the onomatopoeias on strips of paper and put them in a box. Explain to the child that the words written on the strips imitate particular noises. Ask him or her to pick a strip at random, to read aloud the onomatopoeia, and to choose what makes this noise. Have him or her glue the strip in the appropriate cell. Continue in the same manner until all the onomatopoeias have been picked.

Ce qui fait le bruit (What makes the noise)	Onomatopée (Onomatopoeia)
Chien (Dog)	Ouah! Ouah!
Horloge/Minuterie (Clock/Timer)	Tic-Tac
Liquide (Liquid)	Glou-Glou
Train (Train)	Tchou! Tchou!
Ailes d'oiseau (Bird wings)	Flap-Flap-Flap
Cloche (Bell)	Ding! Dong!
Sirène (Siren)	Pin-Pon-Pin-Pon
Tonnerre (Thunder)	Boumbadaboum
Trompette (Trumpet)	Taratata
Coq (Rooster)	Cocorico

- ✿ Erect beforehand a child's tent in one of the rooms or make one with a bed sheet. Ask the child to go into the tent, then imitate the sound of an animal (e.g., Miaou, Cui-Cui). Have the child guess the animal (e.g., un chat, un oiseau (a cat, a bird)).



Animal formidable

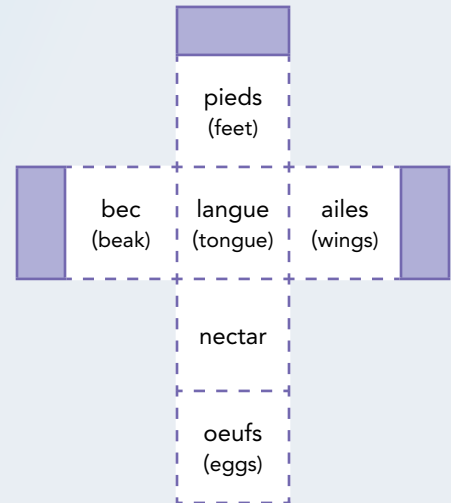


Before Reading

- ✿ Write beforehand the letters of the word *colibri* (hummingbird) on small pieces of card stock and place them in random order on a table. Explain to the child that these letters form the name of a bird. Ask him or her to place the pieces in the correct order to make the word. Give clues as required (e.g., the first letter of the word).
- ✿ Show the child a hummingbird feeder without saying what it is. Have him or her guess or explain the purpose of this object.
- ✿ Show the child photos of birds. Discuss with him or her to highlight a particular feature of each bird (e.g., le long bec du pic-bois, les grands yeux du hibou (the woodpecker's long beak, the owl's large eyes)).

After Reading

- ✿ Write beforehand on strips of paper true statements (e.g., Le colibri est le plus petit de tous les oiseaux. (The hummingbird is the smallest of all birds.)) and false statements (e.g., La maman colibri pond quatre œufs dans un nid. (The mother hummingbird lays four eggs in a nest.)) about the hummingbird and put them in a box. Ask the child to pick a strip at random, to read the statement aloud and to say if it is true or false.
- ✿ Make beforehand a die using card stock and write key words about the hummingbird on the faces of the die. Throw the die and say a sentence containing the word written on the face of the die (e.g., Les pieds du colibri sont minuscules. (The hummingbird's feet are tiny.)). Have the child do the same.





Pessin amusant

Before Reading

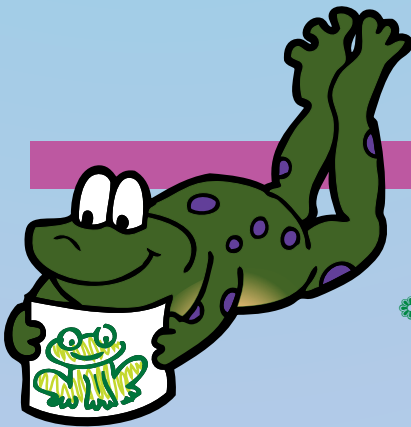
- ✿ Create with the child a pattern using geometrical shapes.



Ask the child to create a different pattern using the same geometrical shapes.

After Reading

- ✿ Have the child fold a piece of card stock in two in order to make a greeting card. Ask the child to follow the instructions on page 7 of the magazine in order to draw a flower using geometrical shapes as a starting point. Have the child write a wish for Earth Day 2012 in the card (e.g., Heureuse Journée de la Terre 2012! Je te souhaite une belle Journée de la Terre 2012! (Happy Earth Day 2012! I wish you a beautiful Earth Day 2012!)). Ask him or her to offer the greeting card to a friend.



Mots et pictos

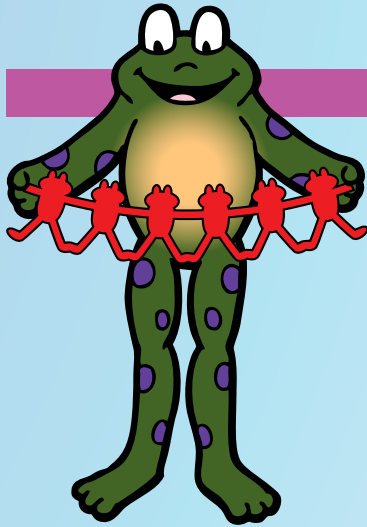
Before Reading

- ✿ Show the child photos of flowers. Discuss with him or her to highlight a particular aspect of each flower (e.g., les épines de la rose, les fleurs en forme de clochettes du muguet (the rose's thorns, the lily of the valley's bell shaped flowers)).

After Reading

- ✿ Write with the child a few lines that could be added to the nursery rhyme *Mon beau jardin fleuri* (e.g., Un pissenlit qui mange du riz. Une tulipe qui tient un cure-pipe. Une rose qui se repose.). Ask him or her to illustrate one of these lines.
- ✿ Write beforehand on strips of paper a few sentences from the nursery rhyme omitting the word *qui* (e.g., Une violette roule à bicyclette. Un tournesol jongle avec des bols.). Cut up the sentences and put the pieces in envelopes. Give the envelopes to the child. Ask him or her to put the words of each sentence in order and to glue them on a piece of card stock.





Bricolage

Before Reading

- ✿ Help the child write the names of the parts of the flower on five pieces of card stock: la tige, les feuilles, les sépales, les pétales, le pistil (the stem, the leaves, the sepals, the petals, the pistil). Give the child an artificial flower. Ask him or her to take it apart and to glue each part on the appropriate piece of card stock.

After Reading

- ✿ Ask the child to make a bright flower by following the instructions on pages 10 and 11 of the magazine. Have him or her offer the flower to a family member.
- ✿ Have the child make a flower using a variety of craft materials put at his or her disposal (e.g., pipe cleaners, coloured card stock, bits of yarn). Place the flower in the kitchen.



Au travail

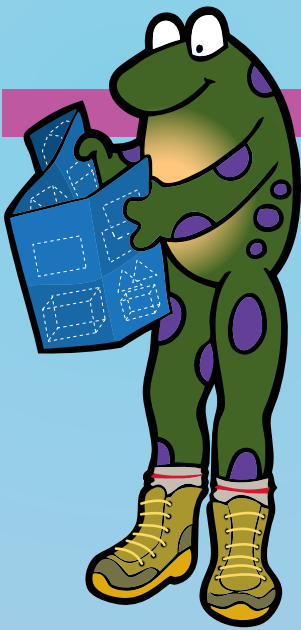
Before Reading

- ✿ Discuss with the child the meaning of the words *naturel* (*natural*) and *artificiel* (*artificial*). Give examples of things that exist in a natural and an artificial state (e.g., une fleur, des cheveux, un fruit (a flower, hair, a fruit)).

After Reading

- ✿ Take three carnations and three vases. Put water in the first vase, water tinted with red colouring in the second and water tinted with green colouring in the third. Ask the child to put a carnation in each vase, and then to observe what happens.
- ✿ Prepare with the child questions that we could ask a florist (e.g., Quelle est la partie la plus intéressante de ton travail? (What part of your work is the most interesting?) D'où obtiens-tu les fleurs? (Where do you get the flowers?)). Bring the child to visit a florist in order to ask him or her these questions.





Découverte

Before Reading

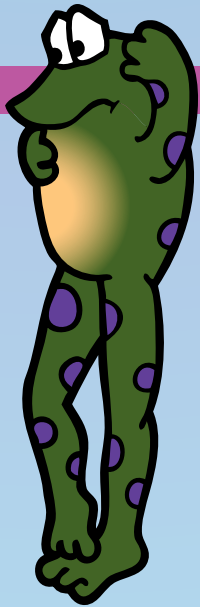
- ✿ Have the child roll up in the shape of a ball and pretend to be a seed in the ground. Read aloud the following passage and ask him or her to mime a growing flower.

Tu es une petite graine dans la terre.
On t'arrose et le soleil te réchauffe.
Tu sors un peu de la terre.
On t'arrose et le soleil te réchauffe.
Tu grandis.
On t'arrose et le soleil te réchauffe.
Tu grandis et grandis encore.
Tu deviens une fleur éclatante.

- ✿ Compile with the child a list of things that a plant needs to grow (e.g., un sol fertile, de l'eau, de la lumière, du soleil (fertile soil, water, light, sunshine)).

After Reading

- ✿ Plant with the child a sunflower seed in a transparent plastic glass. Ask him or her to water it and to place the glass on a windowsill. Encourage the child to observe the plant regularly as it grows.



Que faire?

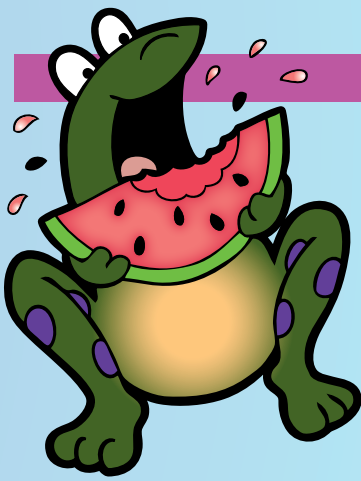
Before Reading

- ✿ Ask the child the following questions.
 - Quel est ton jouet préféré? (What is your favourite toy?)
 - Comment te sentais-tu quand tu l'as reçu? (How did you feel when you received it?)
 - Comment te sentirais-tu si quelqu'un le brisait? (How would you feel if someone broke it?)

After Reading

- ✿ Ask the child the following question: Quel conseil donnerais-tu à Kiona? (What advice would you give Kiona?)
- ✿ Write with the child a message of apology that Kiona could give Mukki.
- ✿ Invent with the child an ending to the story, and then create a sketch incorporating this ending. Present the sketch in front of a family member.





Croque-santé

Before Reading

- ✿ Write beforehand the following titles on two pieces of card stock: **Fruits (Fruit)**, **Légumes (Vegetables)**. Ask the child to find in grocery flyers photos of fruit and vegetables, to cut them out and to glue them on the appropriate piece of card stock.
- ✿ Prepare beforehand the following organizer. Have the child draw a red circle at the top of the first column, a green circle at the top of the second and an orange circle at the top of the third. Help him or her to find, in grocery flyers, two photos of red, green and orange fruit and vegetables, to cut them out and to glue them in the appropriate column. Highlight the fact that coloured fruit and vegetables contain the most vitamin C.

Fruits et légumes contenant de la vitamine C (Fruit and Vegetables Containing Vitamin C)		
●	●	●

After Reading

- ✿ Prepare with the child a fruit salad, and then eat it with the other family members.
- ✿ Prepare beforehand the following organizer. Ask the child to count the number of fruit and vegetables he or she eats daily and to colour the appropriate number of cells. Have the child ask each family member the number of fruit and vegetables he or she eats daily, and indicate it by colouring the appropriate number of cells.

Nombre de fruits et de légumes (Number of fruit and vegetables)	6				
	5				
	4				
	3				
	2				
	1				
		Papa	Maman	Justin	Sonia

Highlight the fact that according to *Canada's Food Guide* children between the ages of 4 and 8 should eat five portions of fruit and vegetables daily.





Cherche et trouve

Before Reading

- * Locate Martinique on a world map. Show the route to be followed to go from Canada to Martinique. Ask the child the following question: Quel est le meilleur moyen de transport pour voyager du Canada à la Martinique? (What is the best means of transportation to travel from Canada to Martinique?)

After Reading

- * Choose an item on the map of Martinique (e.g., une mangouste (a mongoose)) and ask the child the following question: Combien de mangoustes vois-tu sur la carte de la Martinique? (How many mongooses do you see on the map of Martinique?) Have the child answer with a complete sentence (e.g., Je vois trois mangoustes. (I see three mongooses)). Continue in the same manner until all the items on the map have been counted.



Piacotine raconte

Before Reading

- * Show the child a photo of each of the following birds: un hibou, un colibri, une mouette, un geai bleu, un rouge-gorge (an owl, a hummingbird, a seagull, a blue jay, a robin). Ask him or her which one he or she prefers and to explain why.

After Reading

- * Review with the child the fact that the other birds often make fun of Colibri's small size and that this makes him sad. Ask him or her the following question: Que pourrait faire Colibri pour que les oiseaux ne se moquent plus de lui? (What could Colibri do to stop the other birds from making fun of him?)
- * Write beforehand on strips of paper examples of real actions (e.g., Chaque jour, un colibri avale la moitié de son poids en sucre. Une mouette mange de tout. (A hummingbird eats half his weight in sugar daily. A seagull eats anything.)) and imaginary actions (e.g., Un rouge-gorge est le chef d'une équipe. Un geai bleu s'excuse auprès d'un colibri. (A robin is the captain of a team. A blue jay apologizes to a hummingbird.)) from the story *La grande épreuve de Colibri* and put them in a box. Discuss with the child the difference between what is real and what is imaginary. Ask him or her to take a strip at random, to read the example aloud and to say if the action is real or imaginary.





Bonnes manières

Before Reading

- ✿ Compile with the child a list of indoor games (e.g., jeu de construction, casse-tête (construction game, puzzle)) and outdoor games (e.g., marelle, cache-cache (hopscotch, hide-and-seek)) that he or she can play with friends.

After Reading

- ✿ Compile with the child a list of good manners when inviting a friend over.
 - Dire « Bonjour. ». (Say "Hello".)
 - Demander poliment de parler à son ami/e. (Ask politely to speak to his or her friend.)
 - Se nommer et saluer son ami/e. (Name himself or herself and greet his or her friend.)
 - Inviter son ami/e à demander à ses parents la permission de nous rendre visite. (Have the friend ask his or her parents' permission to visit.)
 - Fixer l'heure de la visite. (Set a time for the visit.)
 - Dire « Au revoir. » et « Merci. ». (Say "Goodbye" and "Thank you".)

Practice with the child a telephone conversation in which he or she invites a friend over.

- ✿ Write with the child a thank you message to a friend who has visited.



Bouger, c'est santé!

Before Reading

- ✿ Have the child describe a water game that he or she likes to play.

After Reading

- ✿ Bring the child outside to play the game *Course mouillée*.
- ✿ Invent with the child a modified version of the game *Course mouillée* by replacing the water with another substance (e.g., sand, pebbles). Ask the child to demonstrate the game in front of a family member and to invite this person to play the game with him or her.





Placotine voyage

Before Reading

- ✿ Give the following coins to the child: 1¢, 5¢, 10¢, 25¢, \$1, \$2. Have him or her examine the coins to find the following symbols of Canada: 1¢ – la feuille d'érable (the maple leaf); 5¢ – le castor (the beaver); 10¢ – le bateau *Bluenose* (the ship *Bluenose*); 25¢ – le caribou (the caribou); \$1 – le huard (the loon); \$2 – l'ours polaire (the polar bear).

After Reading

- ✿ Show the child a photo of the flag of his or her province or territory and the francophone flag of his or her province or territory. Bring him or her to a few places in the community where these flags can be seen.
- ✿ Ask the child to name places in his or her community that he or she would like Placotine to visit. Bring him or her to take photos of these places. Attach the photos to the refrigerator.
- ✿ If the child lives in Ontario, highlight the fact that the loon and the white trillium are the emblems of the province. If the child lives outside Ontario, show a photo of the animal and flower that are the emblems of his or her province or territory.



Loup Filou

Before Reading

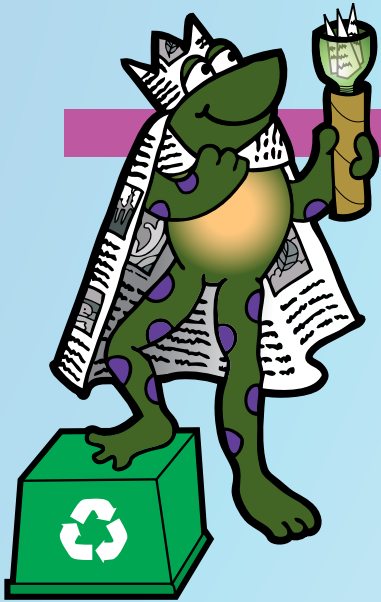
- ✿ Ask the child the following questions.
 - Pendant quelle saison fait-on du camping? (During which season do we go camping?)
 - Qu'est-ce qu'on mange en camping? (What do we eat when we go camping?)
 - Quels animaux trouve-t-on sur un terrain de camping? (What animals do we find on campgrounds?)

After Reading

- ✿ Decorate with the child egg shells using markers.
- ✿ Discuss with the child the importance of not touching animal eggs found outside (e.g., L'œuf pourrait se casser. La maman pourrait abandonner ses œufs. (The egg could break. The mother could abandon her eggs)).
- ✿ Write with the child a sentence that Loup Filou might say for each illustration of the comic strip (e.g., Illustration 1 : J'aimerais manger cet œuf. (I would like to eat this egg.)). Ask the child to present his or her sentences while miming the story.



- ✿ Discuss with the child the difference between a pleasant surprise (e.g., receiving a birthday present) and an unpleasant surprise (e.g., realizing that one's favourite toy is broken). Tell him or her that Loup Filou is going camping and that he will have an unpleasant surprise. Ask the child to guess what the unpleasant surprise will be.



Méli-mélo enviro

Before Reading

- ✿ Compile with the child a list of things that can be done with water (e.g., la boire, laver des vêtements, faire pousser des plantes (drink it, wash clothes, grow plants)).

After Reading

- ✿ Play the game *Méli-mélo enviro* with the child.
- ✿ Have the child stand with his or her arms extended at the side. Read aloud a sentence on the game board. If the sentence describes an appropriate behaviour, he or she must raise his or her arms. If the sentence describes an inappropriate behaviour, he or she must lower them.

