

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

Minimag

Volume 2, n° 1



Since the fall of 2008, the Centre franco-ontarien de ressources pédagogiques has created and published a resource to meet the needs and appeal to the interests of students ages 4 to 7. It is called *Minimag*, a 32-page colour magazine. Three issues of the magazine will be published during the 2009-2010 school year.

Minimag's primary objective is to foster an interest in reading among students ages 4 to 7. This resource is also in line with the key objectives of the *Aménagement linguistique* Policy – identity building being one of them. It is also a window to the francophone world at every level: 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, will keep them interested. A rich and varied vocabulary, as well as numerous illustrations and photos, will allow students to improve their vocabulary skills and to better understand what they read. Consequently, their motivation to read will be enhanced.

Reading Activities

The following are stimulating activities that can be done either before or after reading different sections of the magazine. The contribution of a number of the province's teachers gives these activities their special appeal. A booklet of suggested reading activities accompanies each new *Minimag*.

Additional Resource

The Centre franco-ontarien de ressources pédagogiques has created and published a complementary activity kit to accompany *Minimag* Volume 2, n° 1. This resource is sold at the Librairie du Centre.

nouveau

Prôie de Placotine



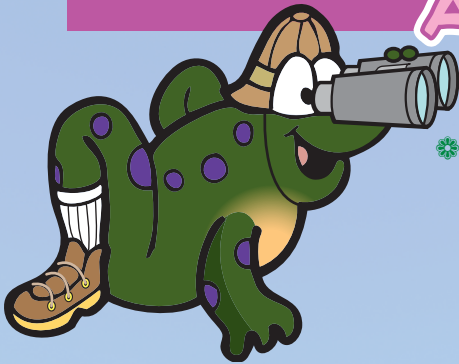
Before Reading

- ✿ Ask the child to draw a tree stripped of leaves. Get him or her to trace the outline of his or her hand on three or four pieces of construction paper of different colours to represent the tree's leaves. Ask the child to cut these out and to glue them on the branches.

After Reading

- ✿ Initiate a discussion using the following questions as starting points.
 - Is Alphabet doing the right thing by not picking the red leaf for Placotine?
 - Why do you say that?
- ✿ Invent a sequel with the child to explain what Placotine will do with the red leaf. Having finished the story, ask the child to present the story, in mime form, to another member of the family.

Animal formidable



Before Reading

- ✿ Give the child the following coins: 5¢, 25¢, 1\$, 2\$. Ask him or her to name the animal on each coin. Ask the child to choose his or her preferred animal and to justify the choice.
- ✿ Prepare the following organizer about the beaver. Ask the child to fill in the first two columns of the organizer.

After Reading

- ✿ Ask the child to fill in the third column about the beaver.
- ✿ Ask the child to describe the photo on pages 5 and 6 of the magazine that he or she finds the most interesting and to justify the choice.

| The Beaver | | |
|-------------|---------------------------|---------------------|
| What I know | What I would like to know | What I have learned |
| | | |
| | | |

Bouger, c'est santé!



Before Reading

- ✿ Imitate different wind intensities (soft, strong and violent). Ask the child to imitate the movement of a leaf so that it corresponds to each sound created.

After Reading

- ✿ Ask the child to sing the song *C'est l'automne* and to make the appropriate body movements.
- ✿ Write a third verse with the child for the song *C'est l'automne*. Ask the child to sing the chorus and the third verse.



Mots et pictos



Before Reading

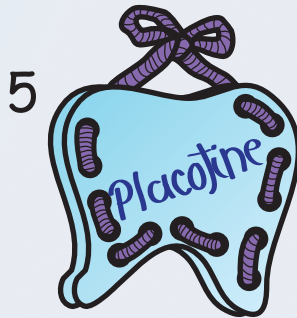
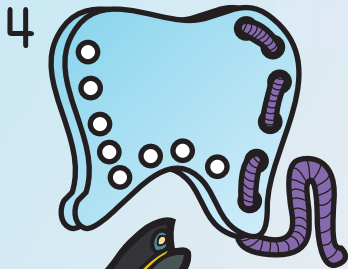
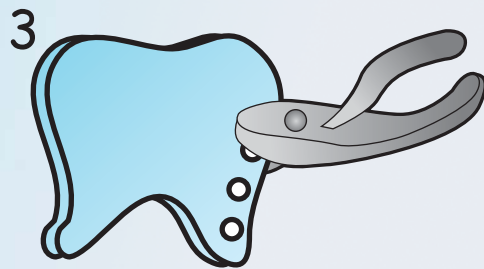
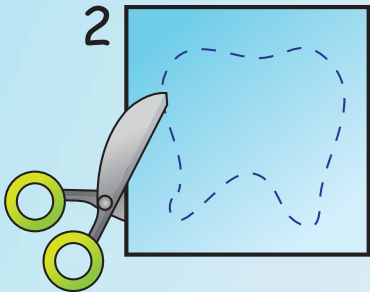
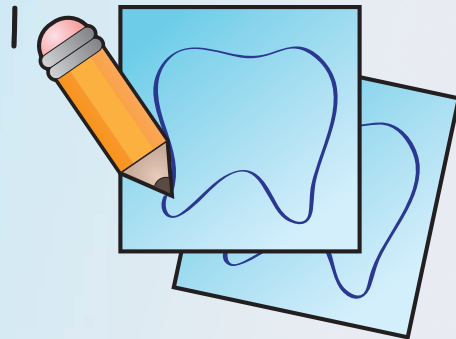
- ✿ Ask the child to recount what it was like to lose his or her first tooth.
- ✿ Ask the child to illustrate a surprise gift from the Tooth Fairy.

After Reading

- ✿ Ask the child to illustrate what he or she thinks the Tooth Fairy does with all the teeth she collects.
- ✿ Ask the child to make a pouch in which he or she will be able to leave a tooth for the Tooth Fairy.

Instructions

1. Trace two outlines of a tooth on construction paper.
2. Cut out both teeth.
3. Having placed one tooth on top of the other, use a punch to make holes around the teeth.
4. Use a length of yarn or a shoelace to tie the teeth together.
5. Write your given name on the pouch.
6. Decorate the pouch with stickers.
7. Hang the pouch in your bedroom.



Au travail



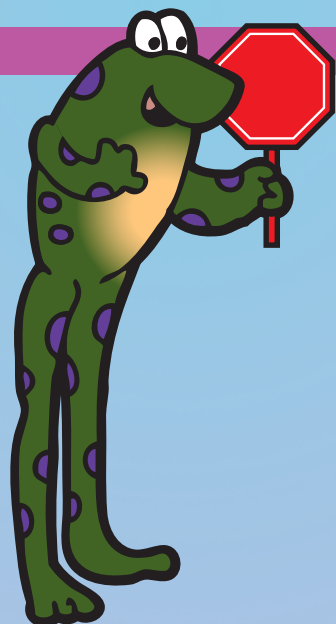
Before Reading

- ✿ Ask the following questions: Would you like to be a dentist when you grow up? Why?
- ✿ Ask the child to recount his or her first visit to the dentist, focusing on the feelings resulting from the experience (e.g., fear, worry, nervousness, relief).

After Reading

- ✿ Ask the child to look in magazines to find photos of snacks that help promote healthy teeth. Attach the photos to the refrigerator.





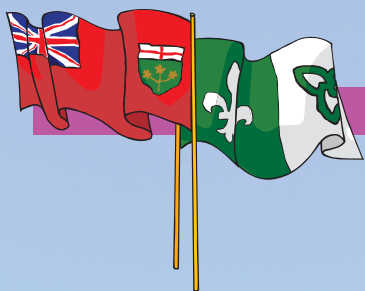
ABC... Sécurité

Before Reading

- ✿ Compile a list with the child of situations requiring safety regulations (e.g., in a pool, on a bicycle, on a snowmobile).

After Reading

- ✿ Write statements on strips of paper describing both acceptable and unacceptable behaviours (e.g., I remain seated for the whole trip. I speak loudly). Put the strips in a box. Ask the child to pick out a strip at random, to read the statement aloud and to say if it refers to acceptable or unacceptable behaviour.



Cherche et trouve

Before Reading

- ✿ Check a few Websites to show the child some of Ontario's tourist attractions (e.g., Science North, the CN Tower, the Rideau Canal skating rink). Name each city where the tourist attraction is found, locate the city on a map of Ontario and ask the child to draw a circle around it.

After Reading

- ✿ Prepare the following organizer. Ask the child to name two items represented by pictograms for each category as shown on the map of Ontario on pages 16 and 17 of the magazine. Write, or get the child to write, the name of each item in the organizer.

| Ontario | |
|-------------------------|------------------------|
| Animals | - a beaver - a lynx |
| Plants | |
| Mines | |
| Means of Transportation | |
| Sports Activities | |
| Food | |
| Tourist Attractions | |



Piacotine raconte

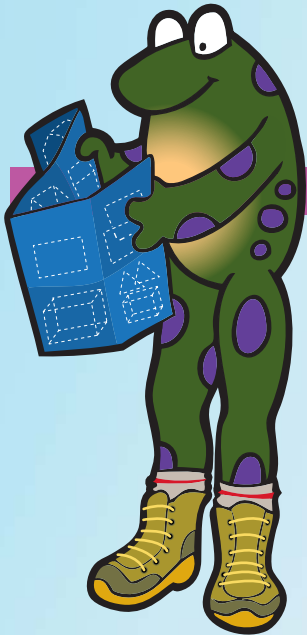


Before Reading

- * Discuss with the child what is meant by “imaginary friend”.
- * Ask the child to describe his or her imaginary friend.

After Reading

- * Ask the child to illustrate either Titi or his or her imaginary friend.
- * Ask the child to examine each illustration in the story. Discuss these with the child in order to highlight the feelings of each character (e.g., joy, sadness, worry).



Découverte

Before Reading

- * Compile a list of dairy products with the child. Ask him or her to choose his or her favourite dairy product and to justify the choice.
- * Pour whipping cream into a container and close it. Shake the container, taking turns with the child. Open the container after 15 minutes and show the child the residual liquid – buttermilk.

After Reading

- * Ask the child to taste different types of cheeses. Ask him or her to compare the taste, colour and texture of each cheese.



Méli-mélo enviro

Before Reading

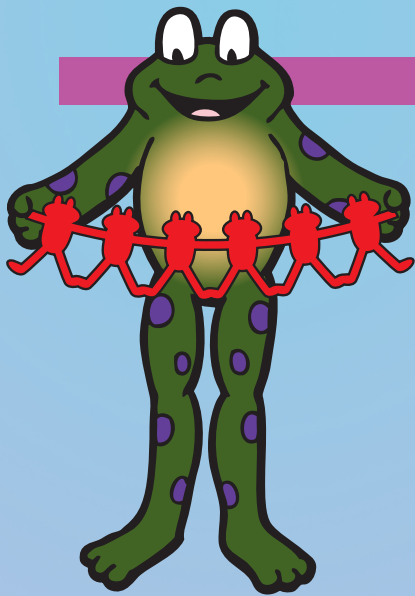
- * Show the child a photo of a landfill site. Discuss the problem of lack of suitable space where garbage can be dumped and the ways in which garbage can be reduced.
- * Give the child a number of objects that can be reused (e.g., a plastic bottle, an empty carton of eggs, a yogurt container, an old sock). Ask him or her to suggest a way each object could be reused.

After Reading

- * Ask the child to exchange used books with a friend.
- * Ask the child to make maracas or another musical instrument of his or her choice with reusable objects.
- * Play the game on page 23 of the magazine with the child. Specify that when the player's piece falls on a square with a comment he or she must read it aloud.



Bricolage

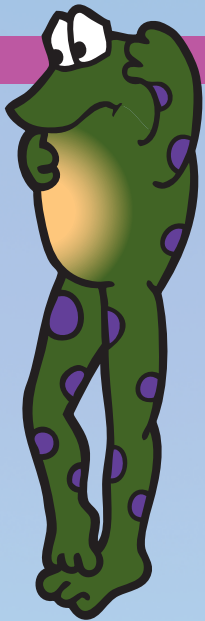


Before Reading

- Show the child a mobile or the photo of the mobile on page 24 of the magazine. Ask him or her to explain its purpose.

After Reading

- Compile a list with the child of other objects found in nature that could be used to make an autumn mobile.
- Ask the child to make a mobile with reusable objects of his or her choice (e.g., sea shells, buttons, corks).



Que faire?

Before Reading

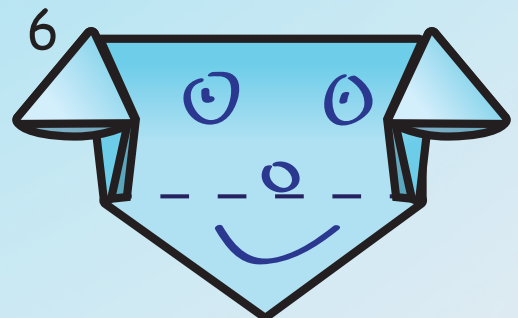
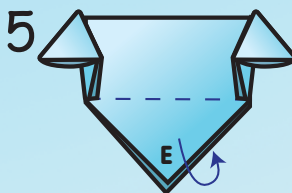
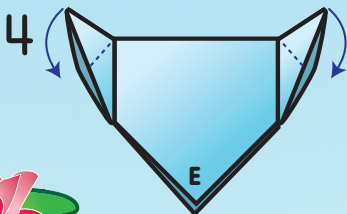
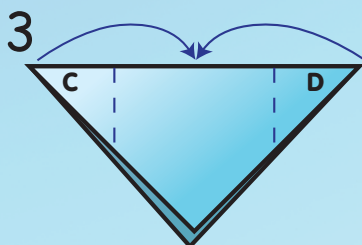
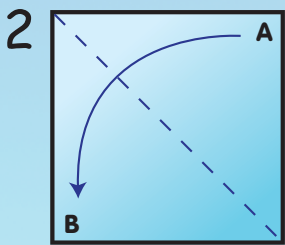
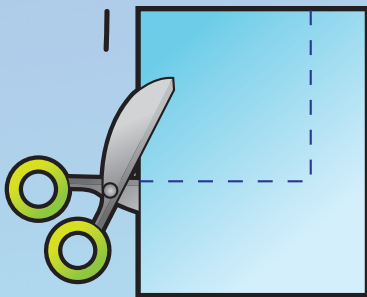
- Ask the child to recount a failed first attempt at doing something and to describe how he or she felt.

After Reading

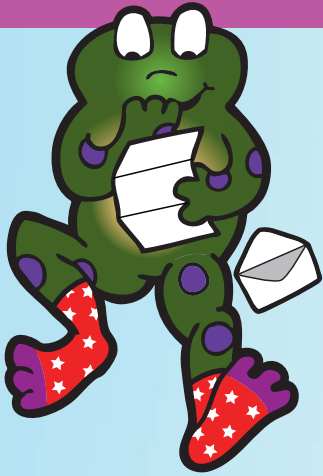
- Ask the child what he or she would do in Pablo's situation.
- Ask the child to make a dog's head in origami.

Instructions

- Cut out a square from construction paper.
- Fold corner A over corner B. Press down with a finger to make a crease.
- Fold the triangle such that corners C and D meet. Press down with a finger to make a crease.
- Fold the tips of corners C and D.
- Fold corner E towards the back. Press down with a finger to make a crease, then unfold.
- Draw the eyes and the muzzle (nose and mouth) with markers.



Nos étoiles



Before Reading

- ✿ Ask the child to explain the purpose of stars (e.g., to shine, to illuminate, to decorate, to guide, to highlight).

After Reading

- ✿ Initiate a discussion using the following questions as starting points.
 - Do you think Loup Filou is a bad wolf?
 - Why do you say that?
- ✿ Ask the child which section of *Minimag* he or she prefers and to justify the choice (e.g., I like the section **Drôle de Placotine** because Placotine makes me laugh.). Ask him or her to present the selected section to another member of the family.



Loup Filou

Before Reading

- ✿ Compile a list with the child of things to do to get ready to move.
- ✿ Read aloud the title *Loup Filou déménage*. Ask the child to anticipate how the action will unfold.

After Reading

- ✿ Ask the child to tell in his or her own words the story *Loup Filou déménage*.
- ✿ Ask the child to invent a sequel to the story based on the following question: What will Loup Filou do now?



