

Minimag

Volume 2, n° 2



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*.



Prôie de Placotine



Avant la lecture

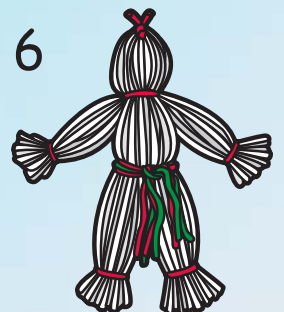
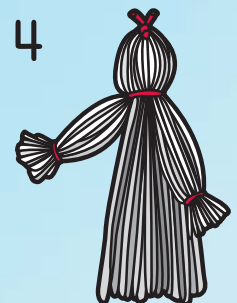
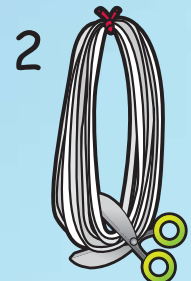
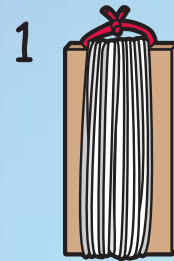
- ✿ Have the child look at the comic strip illustrations, then ask him or her the following questions:
 - Où se passe l'histoire?
(Where does the story take place?)
 - Quels personnages reconnais-tu?
(Which characters do you recognize?)
 - Pourquoi Placotine se cache-t-elle derrière Tina?
(Why does Placotine hide behind Tina?)
 - Comment Placotine se sent-elle vers la fin de l'histoire?
(How does Placotine feel by the end of the story?)
 - Pourquoi Placotine est-elle heureuse?
(Why is Placotine happy?)
- ✿ Draw a "bonhomme carnaval" on a sheet of white paper, then cut it up to make a ten-piece puzzle. Ask the child to make the puzzle to find out what the story is about.

Après la lecture

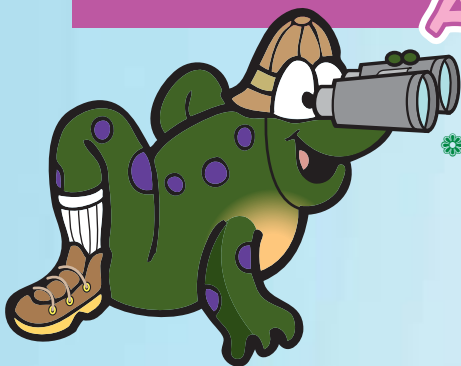
- ✿ Ask the child to make a "bonhomme carnaval".

Instructions

1. Wrap a length of white yarn around a piece of rigid cardboard (10 cm by 20 cm). Tie the upper portion together using a length of red yarn.
2. Remove the yarn from the cardboard. Cut the untied end.
3. Tie a length of red yarn 5 cm from the top. This is the head.
4. Use ten lengths of white yarn to make each arm. Tie the ends using two lengths of red yarn.
5. Tie a length of red yarn and a length of green yarn around the waist. This is the sash.
6. Divide the remaining white yarn to make the legs. Tie the ends using two lengths of red yarn.



Animal formidable



Avant la lecture

- ✿ Discuss with the child the distinction between a domestic animal and a wild animal. Ask the child to find in magazines photos of domestic and wild animals. Have him or her make a collage using the photos.

Après la lecture

- ✿ Ask the child to make a four-page booklet. Have him or her write the title *Le lynx* on the cover page, then draw a lynx. Ask the child to choose three interesting pieces of information from pages 4 to 6 of the magazine and to write one on each of the remaining three pages of the booklet, beginning each sentence with "J'ai appris que le lynx... (I learned that the lynx...)". Have him or her present the booklet to another member of the family.



Bouger, c'est santé!

Avant la lecture

- ✿ Ask the child to mime snow-related activities. Try to guess the activities.

Après la lecture

- ✿ Bring the child outside to make a snowman. Ask him or her to decorate the snowman using a variety of available objects (e.g., buttons, carrots, branches). Take a picture of the child with the snowman and attach the photo to the refrigerator.
- ✿ Bring the child outside to build a roofless snow castle following the instructions on page 8 of the magazine.
- ✿ Ask the child to recite the nursery rhyme on page 9 of the magazine and to add body movements.

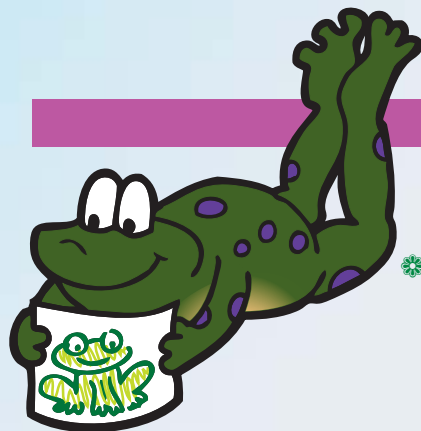
Mots et pictos

Avant la lecture

- ✿ Ask the child to invent a story about what would happen if a hare and a fox met in the forest.

Après la lecture

- ✿ Have the child choose one of the following characters: the hare or the fox. Make a headband with ears of the chosen animal. Read the story aloud and ask him or her to wear the headband and to mime the character's body movements.



- ✿ Have the child make a thank you card that Petit Lièvre could send to monsieur Renard.
- ✿ Write the following interrogative words on strips of paper: *Qui?* (Who?) *Quoi?* (What?) *Où?* (Where?) *Quand?* (When?) *Comment?* (How?) and *Pourquoi?* (Why?), and put them in a bag. Have the child take a strip at random and read aloud the interrogative word (e.g., *Qui?* (Who?)). Ask him or her a question relating to the story that starts with this word (e.g., *Qui bondit partout dans la forêt?* (Who hops around in the forest?)). Continue asking questions in this manner until the child has answered a question corresponding to each interrogative word.



Au travail

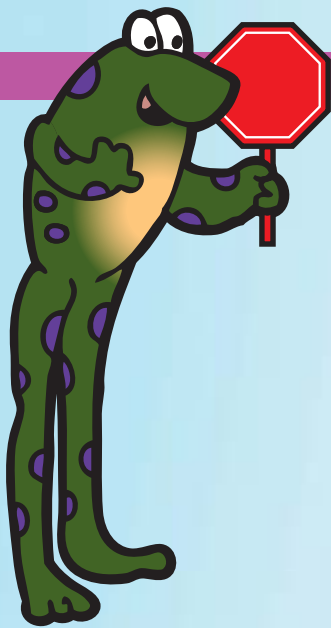
Avant la lecture

- ✿ Choose a room in the house in which to hide a variety of objects used by an automobile mechanic. Ask the child to find the hidden objects. When all the objects have been found, ask him or her to guess the occupation to which they correspond.

Après la lecture

- ✿ Trace the child's silhouette on a large cardboard or sheet of paper, then cut it out. Ask the child to find in magazines photos of tools that relate to his or her preferred occupation. Have him or her glue the photos on the silhouette.
- ✿ Place, in a box, objects that relate to the occupation presented in the magazine (e.g., screwdriver, pliers, gloves) and objects unrelated to this occupation (e.g., spoon, eraser). Ask the child to take an object at random, to name the object and to say if an automobile mechanic would find it useful.





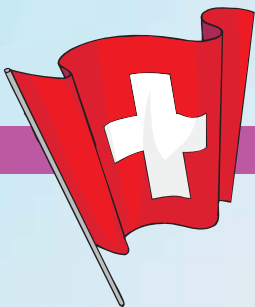
ABC... Sécurité

Avant la lecture

- ✿ Compile with the child a list of outdoor winter activities. Ask the child to choose an activity (eg., play hockey) and to compile a list of equipment needed to do the chosen activity (eg., skates, puck).

Après la lecture

- ✿ Initiate a discussion with the child using the following questions as starting points.
 - Pourquoi est-ce que je m'habille chaudement en hiver? (Why do I dress warmly in winter?)
 - Pourquoi est-ce que je construis des châteaux de neige sans toit? (Why do I build roofless snow castles?)
 - Pourquoi est-ce que je fais du ski en compagnie d'un ou d'une adulte? (Why am I accompanied by an adult when I ski?)
 - Pourquoi est-ce que je m'assois dans le traîneau pour glisser? (Why do I sit on the sleigh when sliding?)
- ✿ Discuss with the child the safety measures to be followed when sliding down a hill (e.g., J'attends mon tour pour glisser. (I wait my turn to slide.) Je monte sur le côté de la colline, loin de l'endroit où les autres glissent. (I climb up the side of the hill, far away from where the others are sliding.) Je m'assois dans le traîneau pour glisser. (I sit on the sleigh when sliding.)).



Cherche et trouve

Avant la lecture

- ✿ Show a photo or an illustration of the Canadian flag and of the Swiss flag. Ask the child to find the similarities and differences between the two flags.
- ✿ Locate Switzerland on a world map. Show the route to be followed to travel from Canada to Switzerland.

Après la lecture

- ✿ Reproduce the flags of Canada and Switzerland on two sheets of white paper. Ask the child to paint in the red portion of both flags using finger paint.
- ✿ Have the child look at the map of Switzerland on pages 16 and 17 of the magazine, then ask him or her the following questions.
 - Combien de skieuses y a-t-il? (How many skiers are there?)



- ✿ Discuss with the child the reasons why *Minimag* has presented Switzerland (e.g., *C'est un pays où les gens parlent français.* (It's a country where people speak French.) *Ça nous fait connaître un autre pays.* (It allows us to learn about another country.)).

- Comment s'appelle l'oiseau brun et blanc? (What is the name of the brown and white bird?)
- Quel est le plus petit animal? (Which is the smallest animal?)
- Quel est le moyen de transport que tu préfères? (Which method of travel do you prefer?)
- Quel est le sport que tu préfères? (Which sport do you prefer?)

Ask the child to make up similar questions (e.g., *Combien de lynx y a-t-il?* (How many lynxes are there?) *Comment s'appelle l'oiseau brun et gris?* (What is the name of the brown and grey bird?)).

- ✿ Discuss with the child what he or she would like to see or do while visiting Switzerland (e.g., *J'aimerais voir comment on fabrique le chocolat.* (I would like to see how they make chocolate.) *J'aimerais essayer un vélo des neiges.* (I would like to try a snowscoot.)).



Piacotine raconte

Avant la lecture

- ✿ Ask the child to recount a situation wherein he or she persevered (e.g., learning to ride a bicycle), and then to give reasons why it was well worth persevering.
- ✿ Prepare the following organizer.

Illustration	Question	Déduction (Deduction)	Réponse (Answer)
1			
2			
3			
4			
5			
6			

Après la lecture

- ✿ Ask the child to fill in the last column of the organizer by writing in the answers to the questions, and then to read the answers aloud.
- ✿ Have the child make a fishing rod using reusable objects (e.g., branch or stick, length of thread or yarn, paper clip).
- ✿ Ask the child to invent a different ending to the story, and then to tell it to another member of the family.



Have the child look at the first illustration on page 18 of the magazine. Ask him or her a question about the illustration (eg., Pourquoi est-ce que la fille rit? (Why is the girl laughing?)). Write the question in the appropriate column of the organizer. Ask the child to deduce the answer to the question (eg., La dame lui dit une blague. (The lady tells her a joke.)), to state his or her deduction, and then to write it in the appropriate column. Continue in this manner with each illustration of the story.



Découverte

Avant la lecture

- ✿ Place hot chocolate powder or cocoa powder in a container. Blindfold the child. Ask him or her to smell the contents of the container, and then to guess the section's subject matter.

Après la lecture

- ✿ Have the child taste white chocolate, milk chocolate and dark chocolate. Ask him or her to say which kind of chocolate he or she prefers and why.
- ✿ Compile with the child a list of chocolate derivatives (e.g., gâteau au chocolat (chocolate cake), pouding au chocolat (chocolate pudding), tablette de chocolat (chocolate bar)).



Méli-mélo enviro

Avant la lecture

- ✿ Place a variety of recyclable objects on a table. Ask the child to classify the objects according to the following three classifications: paper, plastic, metal.

Après la lecture

- ✿ Examine with the child the contents of the household paper recycling bin. Determine if everything it contains should be there.
- ✿ Play with the child the game on page 23 of the magazine.





Recette

Avant la lecture

- ✿ Place a variety of objects used in making a recipe on the kitchen counter (e.g., bowl, measuring spoons, measuring cup). Ask the child to state the purpose of these objects.

Après la lecture

- ✿ Make the recipe presented in the magazine with the child and eat the dessert.

Que faire?

Avant la lecture

- ✿ Tell a story in which a character experiences a negative emotion (e.g., sorrow, fear). Ask the child to do the same with a positive emotion.
- ✿ Ask the child to complete aloud the following sentence: "Au lieu de dire "Ton dessin n'est pas beau." à un ami ou à une amie, je peux dire... (p. ex., Tu as utilisé de belles couleurs pour faire ton dessin.) (Instead of saying 'Your drawing isn't nice.' to a friend, I can say... (e.g., You used nice colours to make your drawing.))" Ask the child to present a different hurtful situation using the same sentence structure and to complete the sentence with a positive comment.

Après la lecture

- ✿ Ask the child to illustrate a good deed that he or she might do at home. Attach the illustration to the refrigerator.



Nos étoiles

Avant la lecture

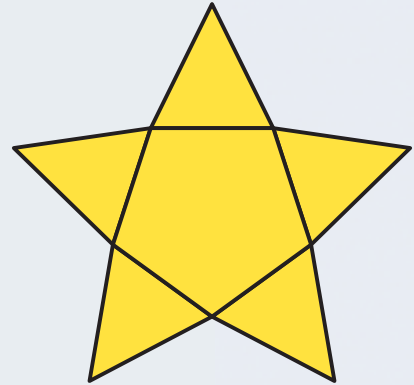
- ✿ Ask the child the following question: In what way might you become the star of the day or of the week at home?

Après la lecture

- ✿ Make several stars using yellow construction paper. Each time the child performs a good deed, write a description of the deed on a star (e.g., Sophie a aidé papa à nettoyer le garage. (Sophie helped dad clean the garage.)) and post the star in his or her room.
- ✿ Ask the child to illustrate either his or her favourite pet or the type of work he or she would like to do later on.



- ✿ Help the child make a star for each member of the family using a pentagon and five triangles.



Have the child either glue the photo or write the name of each member of the family on one side of the star. Ask the child to write on the back of each star the reason why each person is a star. Hang the stars in a room in the house.



Loup Filou

Avant la lecture

- ✿ Read aloud the title *Loup Filou veut un nouveau manteau*. Ask the child the following question: Qu'est-ce que tu penses que Loup Filou a fait pour obtenir un nouveau manteau? (What do you think Loup Filou did to get a new coat?).

Après la lecture

- ✿ Ask the child the following question: Qu'est-ce que Loup Filou aurait pu faire pour obtenir un nouveau manteau? (What could Loup Filou have done to get a new coat?).
- ✿ Ask the child to recount the story of Loup Filou to another member of the family.



