

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

Minimag

Volume 2, n° 3



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 were 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 an example. It is also a window to the francophone world at all levels: local, provincial, national and international.

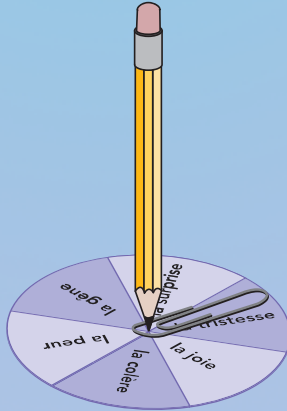
Minimag's high-interest subject matter is presented in a way that appeals to both girls and boys. A variety of reading materials such as simple fiction stories, comic strips and instructions, coupled with an attractive layout, will keep them interested. A rich and varied vocabulary, as well as numerous 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



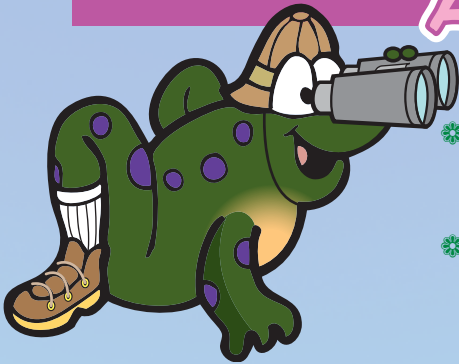
Before Reading

- ✿ Make a disk beforehand using the model provided as a guide. Write one of the following emotions in each section: *la surprise, la tristesse, la joie, la colère, la peur, la gêne* (surprise, sadness, joy, anger, fear, shyness). Hold a paper clip with the tip of a pencil or a pen at the center of the disk. Have the child make the paper clip spin. Wherever the paper clip stops determines the emotion the child has to mime.
- ✿ Compile with the child a list of special events that can be celebrated (e.g., birthday, Valentine's Day, Saint-Jean-Baptiste Day).

After Reading

- ✿ Ask the child to make an invitation card for a spring party that Placotine could give to her friends.
- ✿ Organize with the child a spring party and invite friends to the party.

Animal formidable

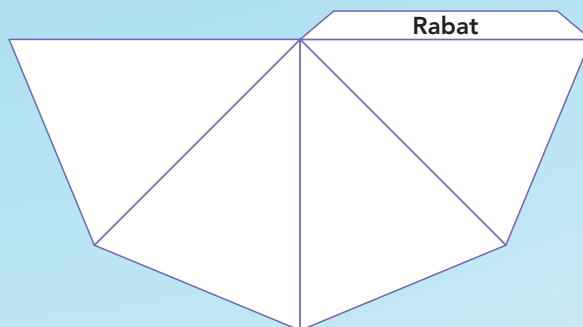


Before Reading

- ✿ Show the photos on page 5 of the magazine and ask the child to guess what animal it is.
- ✿ Present the following riddle to the child in order to get him or her to guess the section's subject matter: *Je suis un animal. Je vis dans le désert. J'ai une bosse sur le dos. Qui suis-je?* (I am an animal. I live in the desert. I have a hump on my back. Who am I?)
- ✿ Discuss with the child the difference between a dromedary (one hump) and a camel (two humps).

After Reading

- ✿ Ask the child to pretend he or she is a dromedary. Ask him or her questions based on the information found on pages 4 to 6 of the magazine (e.g., *Qu'est-ce que tu aimes manger?* (What do you like to eat?)) and have him or her respond (e.g., *J'aime manger des plantes et du foin.* (I like to eat plants and hay.))
- ✿ Discuss with the child the difference between a fact and an opinion. Have him or her make two pyramids using the model provided as a guide. Ask the child to write the word *Faits* (Facts) on one side of a pyramid and the word *Opinions* (Opinions) on one side of the other pyramid. Have him or her write a fact about the dromedary on the three remaining sides of one pyramid (e.g., *Le dromadaire peut manger des plantes épineuses.* (The dromedary can eat thorny plants.)) and an opinion about the dromedary on the remaining three sides of the other pyramid (e.g., *Le dromadaire est beau.* (The dromedary is beautiful.)) Display the pyramids in the house.



Bouger, c'est santé!



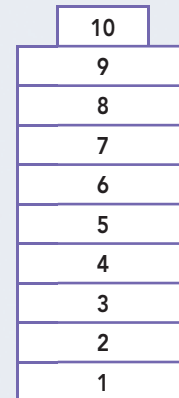
Before Reading

- ❁ Ask the child to decorate a pebble with paint. Ask him or her the following question: What can this pebble be used for?
- ❁ Ask the child to jump up and down on the right foot while counting from 1 to 9 and on the left foot while counting backwards from 9 to 1. Add variety to the game by having him or her count slowly, quickly, while whispering, etc.
- ❁ Prepare beforehand the following organizer. Compile with the child a list of springtime games that can be played outdoors. Ask the child to indicate the type of game by placing a checkmark in the appropriate column.

Jeu (Game)	Type de jeu (Type of game)	
	Individuel (Individual)	En groupe (Group)
Marelle (Hopscotch)	✓	✓
Corde à sauter (Skipping rope)	✓	✓
Cache-cache (Hide-and-seek)		✓

After Reading

- ❁ Bring the child outside to play the hopscotch game presented in the magazine.
- ❁ Present the following hopscotch game to the child.



Instructions

1. Draw a ten-space hopscotch with a chalk and write the numbers 1 to 10 in the spaces.
2. The first player stands in front of the hopscotch, jumps as far as possible and places a pebble where he or she has landed.
3. The other player does the same.
4. The first player stands in the space where his or her pebble was placed, jumps again and places the pebble in the new space.
5. The other player does the same.
6. The first player to reach the tenth space is awarded 10 points and the game starts over.

The first player to obtain 50 points wins the game!

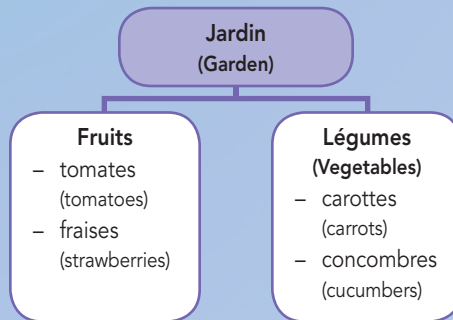
Note: Both feet must be on the ground when jumping. A player is not allowed to take a running start.



Mots et pictos

Before Reading

- ✿ Read aloud the vocabulary words accompanied by a pictogram and ask the child to guess the subject of the story.
- ✿ Prepare beforehand the following organizer. Compile with the child a list of fruits and vegetables that can be grown in a garden.



- ✿ Discuss with the child what needs to be done to ensure that fruits and vegetables grow well in a garden (e.g., water regularly, remove the weeds).

After Reading

- ✿ Have the child plant seeds of three or four different vegetables in glass or plastic containers. With the arrival of milder weather the plants can be transferred to the garden.
- ✿ Ask the child to plant a bean in two separate glass jars – one in loose soil and the other in compacted soil. As the days go by, have the child observe the different growth rate of the two plants.

Au travail

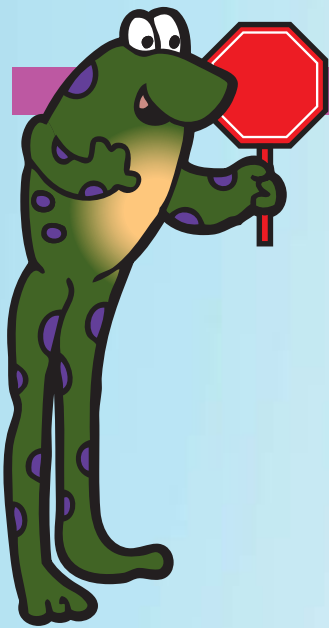
Before Reading

- ✿ Show items used by a pastry cooks and ask the child to say what they are used for (e.g., On utilise le rouleau à pâtisserie pour étendre la pâte. (The rolling pin is used to spread the dough.)).
- ✿ Ask the child the following questions: Quelle est ta pâtisserie préférée? Pourquoi? (What is your favourite pastry? Why?)
- ✿ Compile with the child a list of ingredients used to make desserts (e.g., farine, sucre, œufs, lait (flour, sugar, eggs, milk)).

After Reading

- ✿ Make cookies with the child. Have him or her play the role of pastry chef by decorating the cookies. Offer the cookies to other family members.
- ✿ Compile with the child a list of places where a pastry cook might work (e.g., restaurant, boulangerie, épicerie (restaurant, bakery, grocery store)).





ABC... Sécurité

Before Reading

- ✿ Compile with the child a list of places where one can swim (e.g., à la plage, au chalet (at the beach, at the cottage)).
- ✿ Help the child invent an outdoors springtime game. Take him or her outside to play the game.

After Reading

- ✿ Discuss with the child the reasons why it is important to follow the safety regulations on page 15 of the magazine.
- ✿ Discuss with the child the safety regulations to be followed while swimming at the beach.



Cherche et trouve

Before Reading

- ✿ Check a few websites to show the child photos relating to Egypt (e.g., dromedary, palm tree, oasis, pyramid), then ask him or her to guess the name of the country.
- ✿ Locate Egypt on a world map. Show the route to be followed to travel from Canada to Egypt.
- ✿ Borrow books about Egypt from the municipal library. Ask the child to check the contents and to share his or her observations with another family member.

After Reading

- ✿ Ask the child to prepare orally three sentences using, in each sentence, two or three words picked from page 17 of the magazine (e.g., Le plongeur sous-marin nage sous l'eau pour voir un poisson-clown et un poisson-papillon jaune. (The diver swims underwater to see a clownfish and an angelfish.)).
- ✿ Have the child choose an illustration on page 17 of the magazine (e.g., flamant rose (pink flamingo)) without revealing which one. Ask him or her questions in order to guess the correct illustration (e.g., Est-ce que c'est un animal? Est-ce qu'il a des ailes? (Is it an animal? Does it have wings?)). Once you have guessed the illustration, change roles with the child.





Piacotine raconte

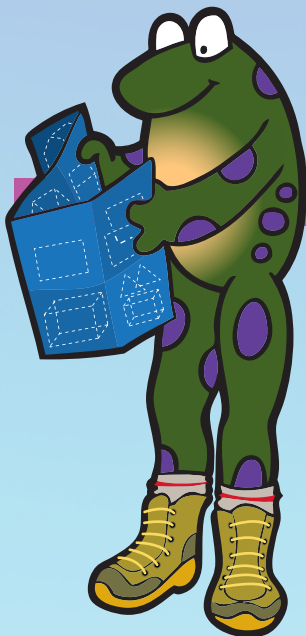
Before Reading

- ✿ Compile with the child a list of objects that would be useful for someone travelling in the desert (e.g., casquette, lunettes de soleil, crème solaire, bouteille d'eau (hat, sunglasses, sunscreen, bottle of water)).
- ✿ Prepare beforehand the following organizer. Have the child look at the illustrations on pages 18 to 21 of the magazine. Ask him or her to predict what will be the most important event relating to each illustration and to justify his or her prediction. Write the child's predictions in the organizer.

Illustration	Prédiction (Prediction)	Oui (Yes)	Non (No)
1			
2			
3			
4			
5			
6			

After Reading

- ✿ Go over the child's predictions. Have him or her check **Oui** or **Non** in the appropriate column according to the accuracy of each prediction.
- ✿ Ask the child to find a quality for each of the main characters (Houni, Caro, Bruno) and to justify his or her answers (e.g., Houni est gentil. Il aide les enfants à retourner au Canada. (Houni is kind. He helps the children return to Canada.)).
- ✿ Ask the child the following questions.
 - Quel personnage préfères-tu? Pourquoi? (Which character do you prefer? Why?)
 - Quelle partie de l'histoire préfères-tu? Pourquoi? (Which part of the story do you prefer? Why?)
 - Quelle illustration préfères-tu? Pourquoi? (Which illustration do you prefer? Why?)
- ✿ Ask the child to illustrate the part of the story he or she prefers. Attach the illustration to the refrigerator.



Découverte

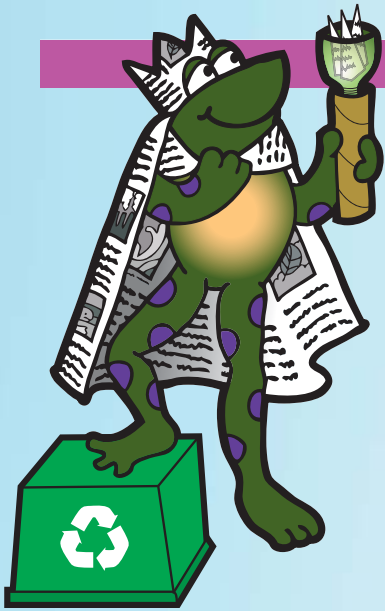
Before Reading

- ✿ Write the following words on a sheet of paper: *déchets, insectes, vers de terre, jardin, engrais* (waste, insects, worms, garden, fertilizer). Ask the child to guess the section's subject matter.
- ✿ Discuss with the child the meaning of the following words: *compost, composteur* (compost, composter).

After Reading

- ✿ Ask the child to explain the composting process to another family member using the photos on page 22 of the magazine.





Méli-mélo enviro

Before Reading

- Prepare beforehand the following organizer. Discuss with the child the difference between recycling and composting. Compile with him or her a list of items that can be put in the recycling bin and those that can be put in the composter.

Bac de recyclage (Recycling bin)	Composteur (Composter)
des bouteilles de plastique (plastic bottles)	des restes de légumes (vegetable scraps)

After Reading

- Play with the child the game on page 23 of the magazine.
- Gather with the child, during the course of a day, table scraps and leftovers that could be put in a composter.



Recette

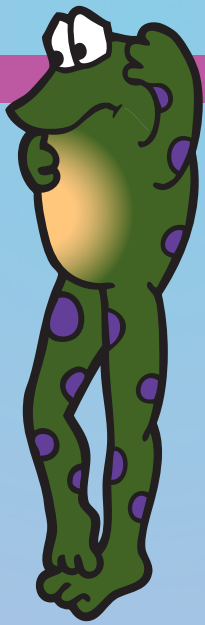
Before Reading

- Read aloud the list of ingredients of the recipe presented in the magazine. Have the child guess what dessert can be made with these ingredients.
- Discuss with the child the meaning of the expression *fruit tropical* (tropical fruit). Compile with him or her a list of tropical fruits (e.g., ananas, banane, mangue (pineapple, banana, mango)).

After Reading

- Make the recipe presented in the magazine with the child. Offer the dessert to the friends who attend the spring party.
- Make the recipe presented in the magazine with the child by replacing the strawberries with another fruit (e.g., framboises, bleuets (raspberries, blueberries)), and eat the dessert.





Que faire?

Before Reading

- ✿ Compile with the child a list of outdoor springtime activities for girls and boys. Ask the child to choose his or her favourite activity and to explain why.
- ✿ Ask the child the following questions.
 - T'est-il déjà arrivé qu'un ou une élève brise ton jeu pendant la récréation? Si oui, décris ce que l'élève a fait. (Has a student ever broken up a game you were playing during recess? If yes, describe what the student did.)
 - Comment te sentais-tu? (How did you feel?)
 - Qu'as-tu fait pour régler le problème? (What did you do to solve the problem?)

After Reading

- ✿ Have the child look at the illustrations on page 26. Ask him or her to identify a few emotions felt by each character and to explain why (e.g., Illustration 2: Kira est fâchée parce que Samuel efface les lignes de son jeu de marelle. (Kira is angry because Samuel erases the lines of her hopscotch game.))
- ✿ Present the following scenario to the child.

Pendant la récréation, tu remarques un ou une élève qui n'a personne avec qui jouer. (During recess, you notice that a student has no one to play with.)

Ask the child what he or she could do to encourage the student to have fun.

- ✿ Have the child suggest to Kira a different solution from those presented in the magazine.



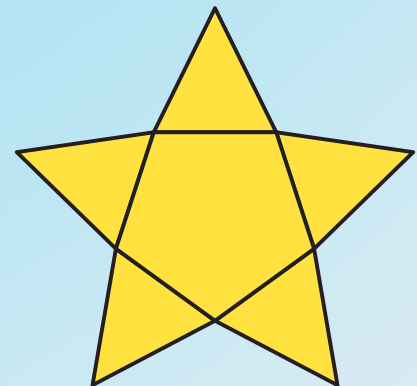
Nos étoiles

Before Reading

- ✿ Discuss with the child the meaning of the word *passer-temps* (hobby).
- ✿ Mime your favourite pastime and ask the child to guess what it is. Explain why it is your preferred pastime. Ask the child to mime his or her favourite pastime and to explain why.
- ✿ Ask the child to name his or her favourite musical instrument and to explain why.

After Reading

- ✿ Help the child make a star for each family member using a pentagon and five triangles. Glue on the star a photo of the person practising his or her favourite pastime. Attach the stars to the refrigerator.



- ✿ Have the child make a musical instrument with reusable objects.





Loup Filou

Before Reading

- ✿ Compile with the child a list of key words that come to his or her mind while looking at the illustrations on page 30 of the magazine (e.g., *camping, tente, sac à dos, mouffette* (camping, tent, backpack, skunk)).
- ✿ Present the following riddle to the child: Je suis un animal. Ma fourrure est noire et blanche. Je dégage une très mauvaise odeur quand je me sens menacée. Qui suis-je? (I am an animal. My fur is black and white. I give off a very bad odour when I feel threatened. Who am I?)

After Reading

- ✿ Ask the child to write a short sentence describing what is happening in each illustration on page 30 of the magazine. Have the child read his or her sentences to another family member.
- ✿ State the following assertion: Si je rencontrais une mouffette dans la forêt, la meilleure chose à faire serait de me sauver. (If I came across a skunk in the forest the best thing to do would be to run away.) Ask the child if he or she agrees with this assertion and to explain his or her response (e.g., Je suis d'accord parce que je ne voudrais pas me faire arroser. Je ne suis pas d'accord parce que, si je restais là sans bouger, la mouffette partirait. (I agree because I would not want to get sprayed. I don't agree because if I didn't move, the skunk would leave.)).
- ✿ Ask the child to prepare a fifth illustration showing what Loup Filou does to get rid of the skunk smell (e.g., Loup Filou takes a bath in tomato juice.). Attach the illustration to the refrigerator.
- ✿ Ask the child the following question: Qu'est-ce que Loup Filou aurait pu faire pour vivre une belle expérience de camping? (What could Loup Filou have done to have an enjoyable camping experience?)



