

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

Minimag

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Since 2008, the CFORP has created and published *Minimag*, a magazine that meets the needs and appeals to the interests of students from Junior kindergarten to grade 2. Three issues of the magazine will be published during the 2010-2011 school year.

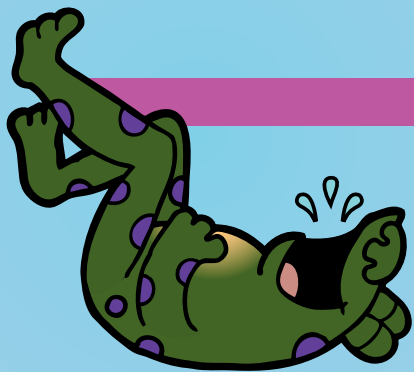
Minimag's primary objective is to foster an interest in reading among students. This resource is also in line with the key objectives of the *Aménagement linguistique* policy – identity building being an example. It is a window to the francophone world at all levels: local, provincial, national and international.

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.





Prôie de Placotine

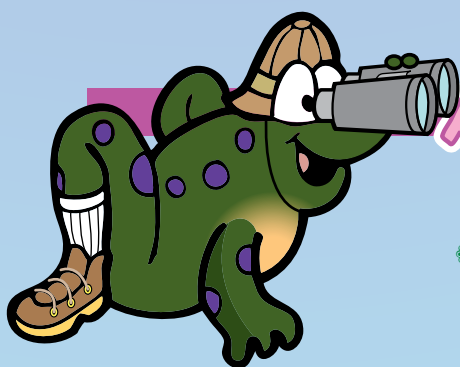
Before Reading

- Ask the child to recount what happened when he or she shared something with friends and how he or she felt.
- Prepare beforehand the following organizer. Have the child write his or her name, then indicate whether he or she likes apples by drawing either a happy or a sad face in the appropriate column. Ask him or her to write the names of the other family members. Have the child ask each person if he or she likes apples, then add a happy or a sad face in the appropriate column.

Membre de la famille (Family member)	J'aime les pommes. (I like apples.)	Je n'aime pas les pommes. (I do not like apples.)
Marc	☺	
Daniel	☺	
Sylvie		☹

After Reading

- Ask the child to illustrate a different ending for the comic strip. Have him or her write a sentence to accompany the illustration.
- Cut a red, a green and a yellow apple into pieces. Ask the child to taste each type of apple, to say which one he or she prefers and to explain why.



Animal formidable

Before Reading

- Ask the child to name types of birds found in his or her area (e.g., des hirondelles, des pics-bois, des rouges-gorges, des colibris (swallows, woodpeckers, robins, hummingbirds)).
- Bring the child for a walk in a wooded area. Ask him or her to observe birds with a pair of binoculars and to describe what he or she has observed.

After Reading

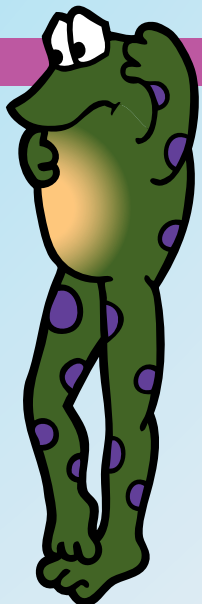
- Bring the child outside and ask him or her to find objects that birds could use to build their nest (e.g., un bout de ficelle, une brindille (a piece of string, a twig)). Ask the child to give the reason why each object was chosen.



- ✿ Give the child a piece of white cardboard, a blue marker and a marker of another colour. Have him or her write in capital letters the words « GEAI BLEU » (BLUE JAY) vertically on the cardboard using the blue marker. Ask the child to find, on pages 4 to 6 of the magazine, a word relating to the blue jay which contains the letter « g » (e.g., glands, (acorns)). Have him or her write the word on the cardboard using the other marker, leaving the letter « G » in blue. Have the child repeat the process for the other letters in the words « GEAI BLEU ».



- ✿ Help the child make a bird feeder using a plastic bottle, then fill it with birdseed. Hang the birdfeeder outside so that the child can observe the birds that visit the feeder.



Que faire?

Before Reading

- ✿ Ask the child the following question: Comment te sentirais-tu si tu perdais ton jouet préféré? (How would you feel if you lost your favourite toy?) Compile a list of the child's emotions.

After Reading

- ✿ Compile with the child a list of Amira's emotions. Have the child compare his or her emotions (see 1st activity completed before reading) with Amira's emotions.



- ✿ Discuss with the child the meaning of the word « honnête » (honest). Ask him or her to give an example of a time when he or she was honest and to explain why it is important to be honest.

- ✿ Bring the child outside to play the following game of marbles.

Instructions

1. Trace a circle on the ground.
2. Each player places five marbles in the circle.
3. Each player takes a turn to roll a marble in the circle to try to move other marbles from the circle.
4. If a player succeeds in removing one or more marbles from the circle, he or she takes back his or her marble as well as any marbles removed from the circle. If the player does not succeed in removing any marbles from the circle, his or her marble stays in the circle.

The game is over when all the marbles have been removed from the circle.

Mots et pictos

Before Reading

- ✿ Hide the title of the story on pages 8 and 9 of the magazine. Ask the child to name the pictograms on these pages and to guess the subject of the story.
- ✿ Discuss with the child the meaning of the expression « Avoir un grand cœur » (to have a big heart). Have him or her complete aloud the following sentence: « J'ai un grand cœur lorsque... » (I have a big heart when...).

After Reading

- ✿ Ask the child to choose one of the following characters: madame Souris or monsieur Geai bleu. Read aloud with the child the sentences in the dialogue between monsieur Geai bleu and madame Souris (e.g., The child reads the sentences of monsieur Geai bleu and the parent reads those of madame Souris). Present the reading of the dialogue to another family member.
- ✿ Ask the child to cut out a heart from a piece of red cardboard and to write the name of a family member at the top of the heart. Have him or her complete the following sentence: « Tu as un grand cœur lorsque tu... » (You have a big heart when you...) and write the sentence in the middle of the heart. Repeat the process for each family member. Ask the child to give the hearts to the family members.





Au travail

Before Reading

- * Find a few videos of animals in action on the Internet. Have the child watch the videos, then ask him or her the following questions:
 - Penses-tu qu'il est facile ou difficile de filmer ces animaux? (Do you think it is easy or difficult to film these animals?)
 - Pourquoi dis-tu cela? (Why do you say this?)

After Reading

- * Ask the child to take a few photos of his or her pet or the pet of a friend. Have him or her explain the difficulties encountered when taking these photos.
- * Ask the child to glue a few of the photos on a coloured cardboard. Alternatively, ask him or her to use photos of animals that have been cut out of magazines. Beside each photo, have the child add a cartoon-type bubble containing words spoken by the animal. Have the child attach his or her work to the refrigerator.

Dessin amusant



Before Reading

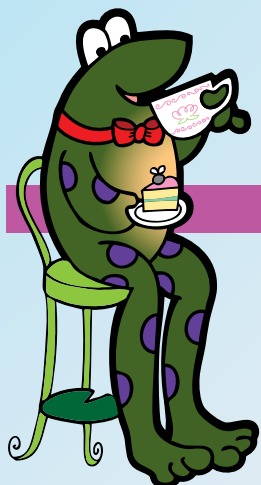
- * Create a few hand shadows of animals on the wall, and ask the child to guess what the animals are.

After Reading

- * Ask the child to make a drawing of a frog using his or her hands as a starting point and following the instructions on page 13 of the magazine. Suggest the following variations to make the frog more original.



- * Ask the child to give the frog a name and then to display it in his or her bedroom.



Bonnes manières

Before Reading

- * Discuss with the child the meaning of the expression « Avoir de bonnes manières » (To have good manners) and the importance of having good manners.

After Reading

- * Ask the child to illustrate a fifth good manner in a restaurant.



- * Mime the actions of someone in a restaurant who lacks good manners (e.g., licking the tips of one's fingers, wiping one's mouth on one's sleeve, putting one's fingers in one's plate). Ask the child to say what is wrong with these actions.
- * Create with the child a sketch in which the following two characters are involved: a server and a person with bad manners sitting at a restaurant table. Create a second sketch in which the person at the table has good manners. Present the two sketches to a family member.
- * Take a few photos of the child when he or she is displaying good manners. (e.g., puts toys away, helps to set the table). Attach the photos to the refrigerator.



Cherche et trouve

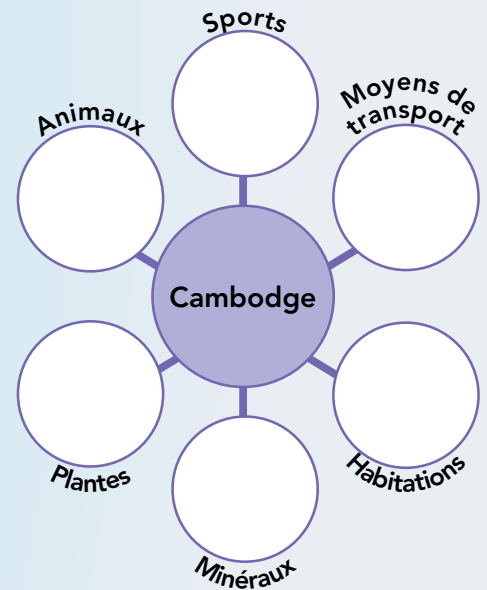
Before Reading

- * Locate Cambodia on a world map or a globe. Show the route to be followed to travel from Ontario to Cambodia.
- * Show the child the photo of a floating house and that of a house on pillars, then ask him or her the following question: Pourquoi certaines personnes doivent-elles vivre dans ces genres de maisons? (Why must some people live in these types of houses?)

After Reading

- * Choose a card from page 17 of the magazine and compose a riddle to get the child to guess the item (e.g., Je suis un moyen de transport. J'ai deux roues. On me tire pour me faire avancer. Que suis-je? (Réponse : un pousse-pousse) (I am a means of transportation. I have two wheels. Someone pulls me to make me go forward. What am I? (Answer: a rickshaw))). Ask the child to do the same with a card of his or her choice. Try to guess the item. Continue in the same manner until all cards have been used.
- * Prepare beforehand the organizer on the next page. Choose a card from page 17 of the magazine, read the word aloud, name the category to which the word belongs, then write the word in the appropriate circle. Ask the child to do the same with a card of his or her choice. Continue in the same manner until all the cards have been used.





Placotine raconte

Before Reading

- * Choose beforehand a number of words from the story on pages 18 to 21 of the magazine and write them on strips of paper. Put each strip in a plastic egg and hide the eggs in one of the rooms. Ask the child to find the eggs. Have him or her read aloud the word on the strip of paper in each egg. When all words have been read, ask the child to guess the subject of the story.
- * Prepare beforehand the organizer on the next page. Ask the child to examine the 2nd illustration on page 18 of the magazine, to name Cédric's emotion, then to guess a reason why he is feeling such an emotion. Write the child's answer in the organizer. Continue in this manner for the next six illustrations.

After Reading

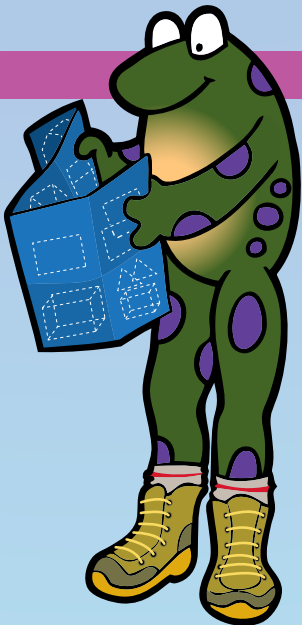
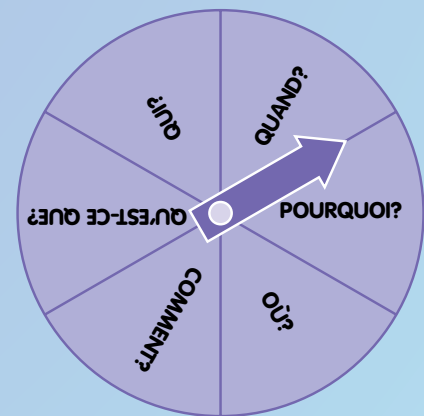
- * Verify with the child the accuracy of the information appearing in the organizer **Sentiments de Cédric** (see the 2nd activity completed before reading).
- * Discuss with the child the reasons why Clara and Cédric were being reckless by going into the woods.
- * Recite with the child the following nursery rhyme.

En sautant dans le boisé,
Cédric et Clara ont trouvé
Un œuf aux taches violacées.
Dans le placard, Cédric a trouvé
L'œuf mystérieux tout brisé.
Cédric et Clara ont cherché
Et un dinosaure ils ont rencontré.
Cédric peut maintenant garder
Bébé Ti-Rex pour jouer.



Sentiments de Cédric (Cédric's Emotions)		
Illustration	Sentiment (Emotion)	Raison (Reason)
2	la surprise (the surprise)	Cédric voit un œuf mystérieux dans le boisé. (Cédric sees a mysterious egg in the woods.)
3		
4		
5		
6		
7		
8		

✿ Prepare beforehand the following wheel of questions. Ask the child to read the words on the wheel. Spin the needle on the wheel, then ask the child a question that begins with the word on which the needle stopped (e.g., Pourquoi Cédric téléphone-t-il à Clara? (Why does Cédric call Clara?)). Ask the child to spin the needle on the wheel and to ask a question that begins with the word on which the needle stopped. Continue in the same manner until all the words on the wheel have been used.



Découverte

Before Reading

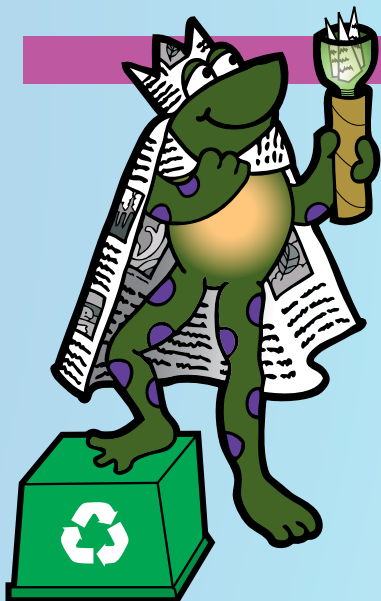
- ✿ Bring the child to an orchard to pick apples.

After Reading

- ✿ Make a recipe with the child using apples (e.g., apple pie, apple sauce, apple muffins).
- ✿ Cut an apple vertically. Cut another apple horizontally. Ask the child to examine the halves, then to describe what he or she observes.
- ✿ Trace a timeline on a sheet of blank paper and divide it into the four seasons, starting with Spring. Write the names of the seasons on the timeline. Ask the child to examine the illustrations on page 22 of the magazine and to say where they should be placed on the timeline. Have him or her write the number of the illustration in the appropriate area of the timeline.



Méli-mélo enviro

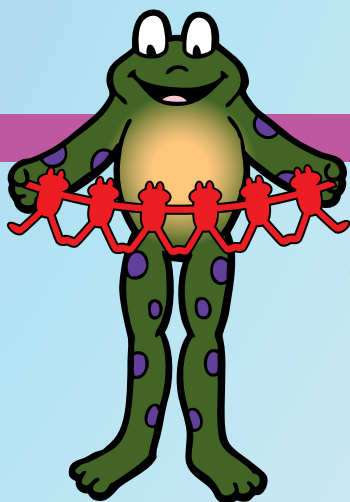


Before Reading

- Place a variety of plastic objects on the table, as well as a container with the word « RÉUTILISER » (REUSABLE) written on it and another container with nothing written on it. Choose an object and say if it is reusable. If it is, explain how it can be reused (e.g., Je peux réutiliser des bouteilles en plastique pour fabriquer un jeu de quilles. (I can reuse plastic bottles to make a game of bowling), then place the object in the container with the word « RÉUTILISER ». If it isn't, place it in the other container. Ask the child to do the same with another object on the table. Continue in the same manner with the rest of the objects on the table.

After Reading

- Ask the child to make a set of maracas using plastic bottles.
- Play with the child the game on page 23 of the magazine.



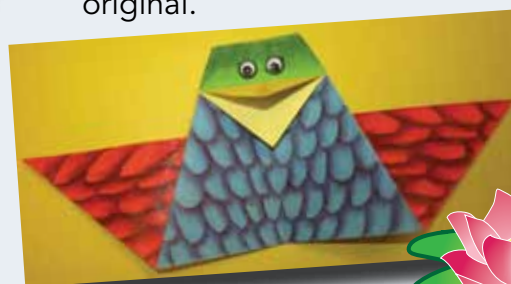
Bricolage

Before Reading

- Ask the child to make a bird by folding a square piece of paper, to give it a name, then to present it to a family member.

After Reading

- Ask the child to make a bird by following the instructions on pages 26 and 27 of the magazine, then to give it a name. Have the child present his or her bird to a family member and point out the differences between this bird and the one made previously (see the activity completed before reading). Indicate that a quality must be found for each bird even though one is nicer than the other.
- Suggest to the child the following variations in order to make his or her bird more original.





Nos étoiles

Before Reading

- * If the child has a collection, ask him or her why he or she has the collection. If not, ask the child what he or she would like to collect and to explain why.
- * Compile with the child a list of Placotine's qualities.

After Reading

- * Ask the child to examine the photos on page 29 of the magazine and to read the text accompanying each photo. Ask him or her which collection he or she finds most interesting and have him or her explain why.
- * Ask the child the following question: Si tu rencontrais Placotine, que lui dirais-tu? (If you met Placotine, what would you say to her?)



Loup Filou

Before Reading

- * Ask the child to name his or her favourite treat and to explain why.

After Reading

- * Recite the following nursery rhyme with the child.

Loup Filou veut préparer
De la tarte pour la manger.
Dans un livre il a trouvé
Une recette à préparer.
S'il peut la réaliser,
De la tarte, il va manger.
Loup Filou n'a pas pensé.
Des étapes, il a manquées.
Sans aide, il a essayé,
Mais, désolé... c'est raté!

- * Discuss with the child the reasons why Loup Filou's recipe was unsuccessful (e.g., Il n'a pas respecté la marche à suivre. Il a oublié d'ajouter un ingrédient. (He didn't follow the instructions. He forgot to add an ingredient.)).
- * Make taffy with the child.

