

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



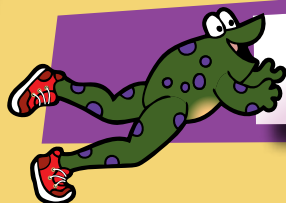
Minimag

Volume 4, n° 1

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 will be 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



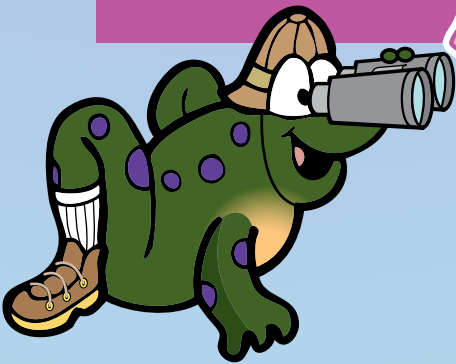
Before Reading

- ✿ Have the child look at the illustrations of the comic strip and ask the following questions:
 - À quelle saison se passe l'histoire? (During which season does the story take place?)
 - Comment sais-tu qu'il s'agit de l'automne? (How do you know that it is Fall?)
- ✿ Ask the child to recount a trick that he or she played on someone or a trick that someone played on him or her.
- ✿ Discuss with the child the difference between an acceptable trick and an unacceptable trick (e.g., Un bon tour ne fait pas de la peine à la personne, tandis qu'un mauvais tour peut faire pleurer la personne. (An acceptable trick does not hurt the person whereas an unacceptable trick can make the person cry.))

After Reading

- ✿ Bring the child outside to pick a dozen Fall leaves. Ask him or her to place them in order of increasing or decreasing size.
- ✿ Have the child make a character using a Fall leaf for the body. Ask him or her to give the character a name.
- ✿ Have the child answer the question that Alphabet asks at the end of the comic strip. Ask him or her to search in the magazine to find out what Placotine went to do (see page 27). Have him or her state if it was an acceptable trick or an unacceptable trick and to explain why.

Animal formidable



Before Reading

- ✿ Write beforehand at the top of two sheets of paper the following titles:
 - **Animaux qui ont des taches** (Animals With Spots)
 - **Animaux qui n'ont pas de taches** (Animals Without Spots)
- ✿ Have the child find in magazines put at his or her disposal two photos of animals with spots and two photos of animals without spots. Ask him or her to cut out the photos and to glue them on the appropriate sheet.
- ✿ Do with the child an Internet search to find photos of giraffes. Ask him or her to name physical characteristics of a giraffe. (e.g., de longues jambes, un long cou (long legs, a long neck)).

After Reading

- ✿ Help the child draw a silhouette of a giraffe on a sheet of paper. Ask him or her to add spots on the giraffe by making fingerprints with brown paint.



Pessin amusant



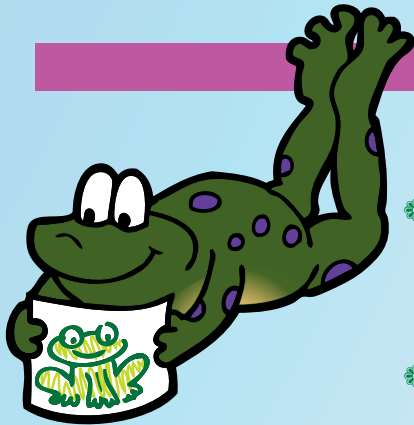
Before Reading

- ✿ Ask the child to make a giraffe from modelling clay. Ask him or her to give the giraffe a name. Display the giraffe in the kitchen.

After Reading

- ✿ Have the child draw a giraffe using a crayon as the starting point and following the instructions on page 7 of the magazine. Ask him or her to give the giraffe a name. Attach the drawing to the refrigerator.
- ✿ Have the child draw an animal of his or her choice other than a giraffe using a crayon as the starting point. Ask him or her to give the animal a name. Attach the drawing to the refrigerator.

Mots et pictos



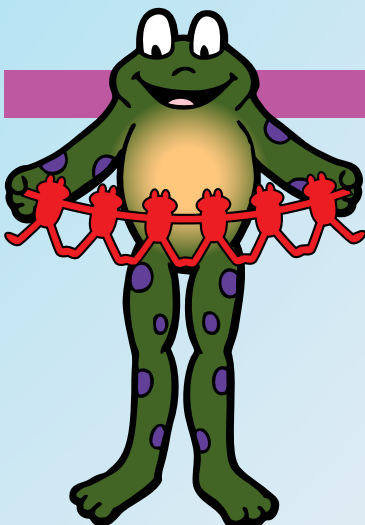
Before Reading

- ✿ Compile with the child a list of animals from Africa. Ask him or her to name his or her favourite animal and to explain why.
- ✿ Read aloud a word from the nursery rhyme (e.g., *lion*) and ask the child to read the word that rhymes with it (e.g., *papillons* (butterflies)). Continue in the same manner until all rhyming words have been read.

After Reading

- ✿ Read aloud the nursery rhyme while the child beats the rhythm by clapping his or her hands or using a musical instrument.
- ✿ Write with the child a fifth stanza for the nursery rhyme using the other stanzas as a model (e.g., the length of the lines, the rhymes).

Bricolage



Before Reading

- ✿ Locate Africa on a world map or a globe. Show the route to be followed to go from Canada to Africa.
- ✿ Compile with the child a list of animals that live on the savannas and in the African jungle.

After Reading

- ✿ Ask the child to make an animal from Africa by following the instructions on pages 10 and 11 of the magazine and to give it a name. Have him or her present the animal to a family member (e.g., *Voici mon tigre. Il s'appelle...* (Here is my tiger. His name is...)).





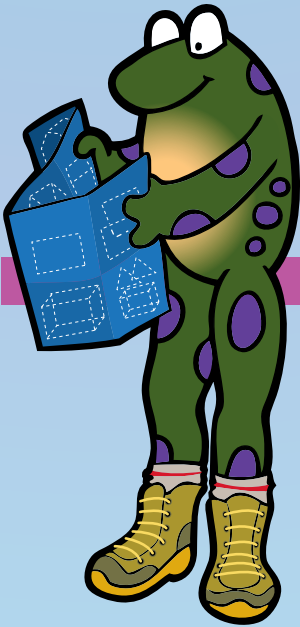
Au travail

Before Reading

- ✿ Give the child a clue to help him or her guess each letter in the word *charpentier* (*carpenter*) and ask him or her to write each letter as you go along. (e.g., 1^{re} lettre : Je suis la 3^e lettre de l'alphabet. 2^e lettre : Je suis la 2^e lettre du mot *chat*. 3^e lettre : Je suis la 1^{re} lettre de l'alphabet (1st letter: I am the 3rd letter of the alphabet. 2nd letter: I am the 2nd letter of the word *cat*. 3rd letter: I am the 1st letter of the alphabet.)). Continue in the same manner until the child has written the word. Ask the child the following question: What kind of work does a carpenter do?
- ✿ Ask the child the following question: Which trade is the most dangerous? Explain why.

After Reading

- ✿ Have the child look at the illustrations on page 12 of the magazine. Name a tool used by a carpenter (e.g., un mètre à ruban (a tape-measure)) and ask him or her to find the illustration in which we see the tool. Continue in the same manner until all of the following tools have been presented: une équerre, une scie circulaire, un marteau, une cloueuse, un niveau à bulle (a square, a circular saw, a hammer, a gun nailer, a bubble level)).



Découverte

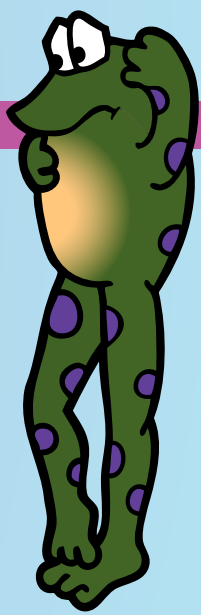
Before Reading

- ✿ Visit with the child each room in the house in order to determine which trades other than that of a carpenter are involved in house building.

After Reading

- ✿ Draw beforehand the outline of a building like the one illustrated below. Ask the child to add the missing items (e.g., des bardeaux, des briques, une cheminée, une porte, une fenêtre (shingles, bricks, a chimney, a door, a window)).
- ✿ Ask the child to build a house using building blocks.





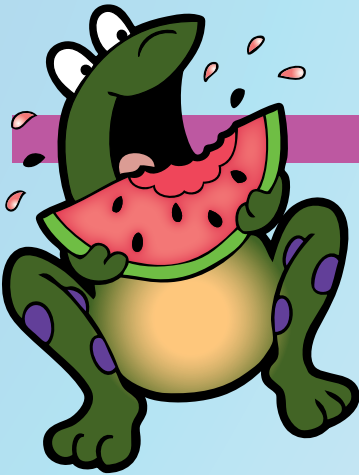
Que faire?

Before Reading

- * Discuss with the child the tasks involved in taking care of a puppy (e.g., lui donner sa nourriture, lui faire faire des marches (feed him, take him for walks)).

After Reading

- * Ask the child to answer Placotine's question on page 15 of the magazine. Prepare with him or her a sketch that has this ending. Present the sketch to a family member.
- * Ask the child to give a name to the puppy in the story.



Croque-santé

Before Reading

- * Write beforehand the following titles at the top of four pieces of cardboard.
 - **Fruits et légumes** (Fruits and Vegetables)
 - **Produits céréaliers** (Grain Products)
 - **Lait et substituts** (Milk and Alternatives)
 - **Viandes et substituts** (Meat and Alternatives)
- * Have the child find in grocery flyers put at his or her disposal photos of foods that he or she eats. Ask him or her to cut them out and to glue them on the appropriate cardboard.

After Reading

- * Compile with the child a list of foods that are not part of the four groups and should not be eaten often (e.g., des croustilles, de la crème glacée, des bonbons (potato chips, ice cream, candies)).
- * Prepare with the child a breakfast containing foods from at least three of the groups or a lunch containing foods from the four groups.
- * Give a paper plate to the child. Ask him or her to find in grocery flyers put at his or her disposal photos of foods that would make a balanced breakfast, lunch or supper. Have him or her cut out the photos and glue them to the plate.





Cherche et trouve

Before Reading

- ✿ Locate Manitoba on a map of Canada. If the child lives outside this province, show the route to be followed to go from his or her province or territory to Manitoba. If the child lives in Manitoba, show the route to be followed to go from Manitoba to a province or territory of his or her choice.
- ✿ Ask the child to look at the flags at the top of the map of Manitoba. Explain that the one on the left is the provincial flag and that the one on the right is the Franco-Manitoban flag. Show the child the flag of his or her province or territory as well as the francophone flag of his or her province or territory. Compare with him or her the flags of his or her province or territory with those of Manitoba. If the child lives in Manitoba, compare with him or her the flags of his or her province with those of a province or territory of his or her choice.

After Reading

- ✿ Compose a riddle that describes the location of a particular item on the map of Manitoba (e.g., Je suis placé à la droite d'un avion rouge, sous un barrage hydroélectrique. Qui suis-je? (I am on the right-hand side of a red plane under a hydroelectric dam. Who am I?)). Ask the child to find the answer (e.g., Je suis un castor. (I am a beaver.)). Have him or her compose a riddle and ask a family member to solve it.
- ✿ Ask the child to find on the map of Manitoba items that are not part of the group of items to seek and find (e.g., un cochon, un pêcheur, des billots, une ferme apicole (élevage d'abeilles) (a pig, a fisherman, logs, a bee farm)).
- ✿ Name an item on the map of Manitoba and ask the child to determine the number of times that this item appears (e.g., Il y a trois ours polaires. There are three polar bears.) Continue in the same manner until ten items have been named.



Piagetine raconte

Before Reading

- ✿ Hide beforehand a stuffed animal in one of the rooms. Give the child instructions to help him or her find the animal (e.g., Fais trois pas vers la gauche. Avance de cinq pas. (Take three steps to the left. Move five steps ahead.)). Once the child has found the animal, ask him or her to hide it and to give instructions on finding it to a family member.

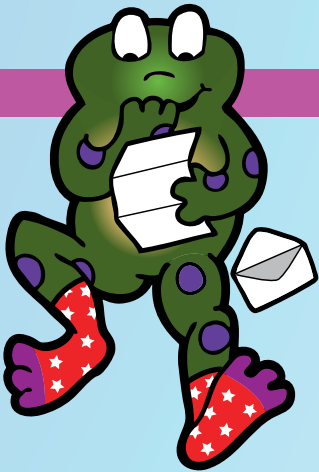
After Reading

- ✿ Find with the child a given name that rhymes with the name of each animal in the story (e.g., Peluche, l'autruche, Belle, la gazelle, Sam, l'hippopotame). Read the story aloud adding the name of each animal.
- ✿ Discuss with the child the dangers that Petit Zèbre might have confronted on the savanna (e.g., rencontrer un lion (meeting a lion)).



- ✿ Ask the child to imagine another ending to the story, starting with the following statement: La girafe se redresse et regarde partout. « Je suis désolée, dit-elle à Maman Zèbre. Je ne vois Petit Zèbre nulle part. » (The giraffe straightens up and looks all around. "I'm sorry, she says to Maman Zèbre. I don't see Petit Zèbre anywhere"). Have him or her recount the ending to a family member.

À toi la parole



Before Reading

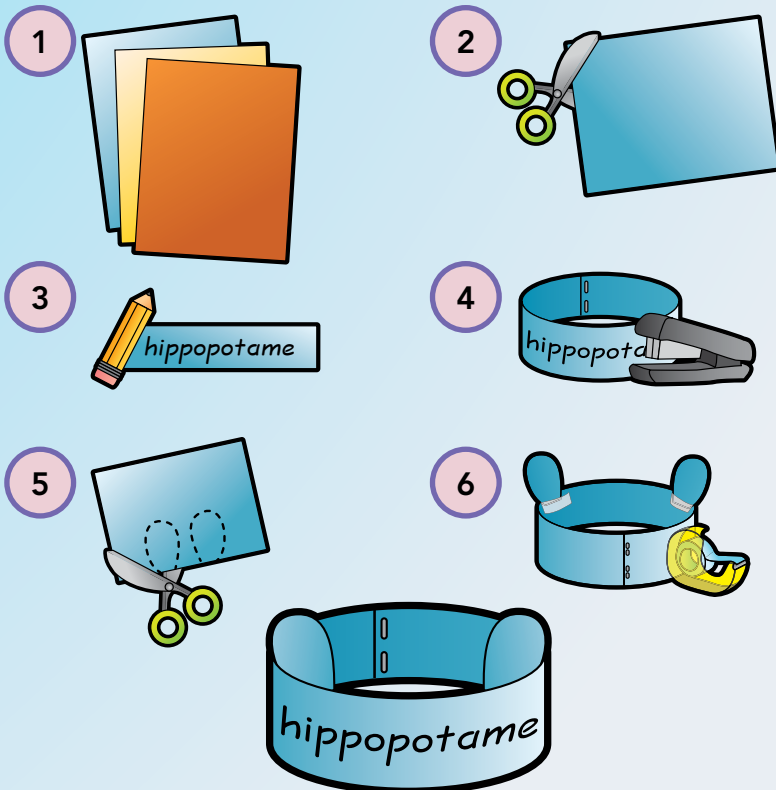
- ✿ Mime an animal from Africa and ask the child to guess the animal. Have him or her mime an animal from Africa and try to guess the animal.

After Reading

- ✿ Ask the child to name his or her favourite animal from Africa and to explain why (e.g., Je préfère le zèbre parce que... (I prefer the zebra because...)).
- ✿ Ask the child to make the ears of his or her favourite animal from Africa.

Instructions

1. Choose a cardboard the same colour as your favorite animal.
2. Cut out a strip of cardboard.
3. Write the name of the animal on the strip.
4. Place the strip around your head to determine the correct size, then staple the two ends together.
5. Cut out two cardboard ears.
6. Attach the ears to the interior of the strip, on the sides, using adhesive tape.





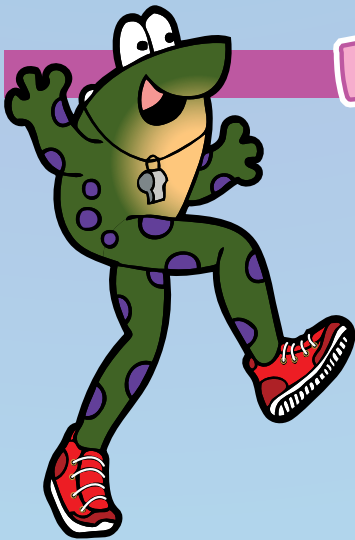
Bonnes manières

Before Reading

- ✿ Ask the child the following questions:
 - Est-il important d'adopter de bonnes manières envers les animaux? (Is it important to have good manners towards animals?)
 - Comment peux-tu savoir si un animal est triste? (How can you know if an animal is sad?)
 - Comment peux-tu savoir si un animal a peur? (How can you know if an animal is afraid?)
 - Que peut-il arriver si un animal ressent que tu veux lui faire du mal? (What could happen if an animal senses that you want to hurt it?)

After Reading

- ✿ Ask the child to look at each illustration on page 25 of the magazine and to describe the comical element in each (e.g., 1^{re} illustration : Le garçon regarde une bande dessinée en attendant son tour pour entrer au zoo. (1st illustration: The boy is looking at a comic strip while waiting for his turn to go into the zoo.)).
- ✿ Prepare with the child a sketch in which the characters have good manners during a visit to the zoo. Present the sketch to a family member.



Bouger, c'est santé!

Before Reading

- ✿ Ask the child to mime:
 - un chat qui marche (a cat walking);
 - un chat qui saute (a cat jumping);
 - un chat qui court (a cat running);
 - un chat qui danse (a cat dancing);
 - une souris qui marche (a mouse walking);
 - une souris qui saute (a mouse jumping);
 - une souris qui court (a mouse running);
 - une souris qui danse (a mouse dancing).

After Reading

- ✿ Bring the child outside to play the game *Chasse aux souris*. Have him or her ask other family members to play the game. Afterwards, ask him or her the following questions:
 - Préfères-tu être la souris ou le chat? Explique ta réponse. (Do you prefer being the cat or the mouse? Explain why.)
 - As-tu aimé jouer à ce jeu? Explique ta réponse. (Did you enjoy playing this game? Explain why.)



Jeu

Animaux d'Afrique



Before Reading

- ✿ Ask the child to look at the illustration for a few minutes. Afterwards, ask him or her to close his or her eyes and to name animals that he or she saw.
- ✿ Ask the child to count the animals in the illustration.

After Reading

- ✿ Prepare beforehand the following organizer. Ask the child to read aloud the names of each animal in the organizer on page 29 of the magazine and to say if the animal can or cannot fly (e.g., Un vautour peut voler. Un hippopotame ne peut pas voler. (A vulture can fly. A hippopotamus cannot fly)). Ask the child to write the name of the animal in the appropriate column of the organizer. Continue in the same manner until all the animals have been named.

Je peux voler. (I Can Fly.)	Je ne peux pas voler. (I Cannot Fly.)
un vautour (a vulture)	un hippopotame (a hippopotamus)



Placotine voyage

Before Reading

- ✿ Ask the child to name the country he or she would like to visit and to explain why.
- ✿ Locate Belgium on a map of the world. Show the route to be followed to go from Canada to Belgium. Highlight the fact that French is one of Belgium's official languages.

After Reading

- ✿ Ask the child to draw an illustration of Placotine that includes one of the items appearing in the photos on pages 30 and 31 of the magazine (e.g., Placotine qui mange une gaufre, Placotine qui cueille un coquelicot, Placotine qui joue avec un berger belge (Placotine eating a waffle, Placotine picking a poppy, Placotine playing with a Belgian Shepherd)). Attach the illustration to the refrigerator.
- ✿ Make waffles with the child and eat them with the other family members.





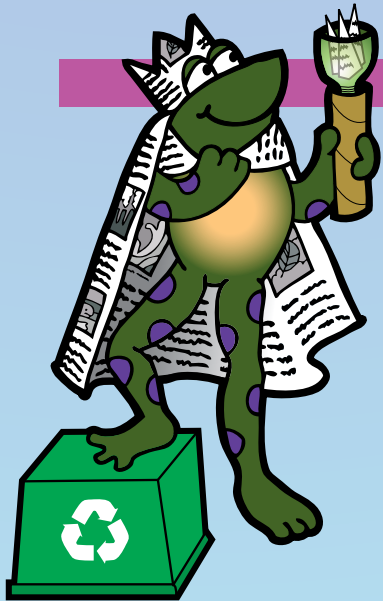
Loup Filou

Before Reading

- ❁ Tell the child that Loup Filou wants to build himself a house. Ask the child to make predictions about what will happen to Loup Filou during this adventure.
- ❁ Ask the child the following questions:
 - T'est-il déjà arrivé de ne pas vouloir être l'ami/e de quelqu'un? (Have you ever found yourself not wanting to be someone's friend?)
 - Pour quelle raison ne voulais-tu pas être son ami/e? (Why did you not want to be this person's friend?)
 - T'est-il déjà arrivé que quelqu'un ne veuille pas être ton ami/e? (Has it ever happened that someone did not want to be your friend?)
 - Pourquoi cette personne ne voulait-elle pas être ton amie? (Why did this person not want to be your friend?)

After Reading

- ❁ Illustrate a house, leaving out an important part (e.g., la fenêtre, la cheminée (the window, the chimney)). Ask the child to draw the missing item on the illustration. Have the child illustrate a house, leaving out an important part. Draw the missing item on the illustration.
- ❁ Ask the child the following question: Voudrais-tu être l'ami/e de Loup Filou? Explique ta réponse. (Would you want to be Loup Filou's friend? Explain why.)
- ❁ Discuss with the child what can be done when someone does not want to be our friend.



Méli-mélo enviro

Before Reading

- ❁ Discuss with the child what might be done with objects that are no longer useful instead of throwing them out (e.g., Donner ses jouets usagés à une joujouthèque. Échanger ses livres usagés avec un ami ou une amie. (Give used toys to a toy library. Exchange used books with a friend.)).
- ❁ Ask the child to follow the path for the game of *Méli-mélo enviro* while reciting the numbers 1 to 24 in order to know the direction in which to advance when playing this game.

After Reading

- ❁ Ask the child to explain the appropriate behaviours illustrated in the green circles and the inappropriate behaviours illustrated in the red circles of the game *Méli-mélo enviro*.

Appropriate Behaviours

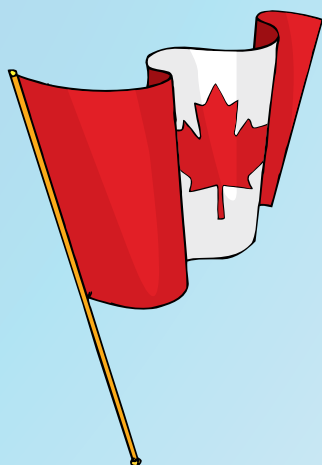
7. Mettre une cannette dans le bac de recyclage. (Putting a can in the recycling box.)
11. Boire l'eau du robinet. (Drinking tap water.)
17. Donner ses jouets usagés. (Giving away one's used toys.)
21. Mettre des feuilles séchées dans un composteur. (Putting dried leaves in a composter.)



Inappropriate Behaviours

4. Jeter des déchets par terre.
(Throwing garbage on the ground.)
 9. Boire de l'eau en bouteille.
(Drinking bottled water.)
 14. Jeter ses jouets usagés.
(Throwing away one's used toys.)
 19. Mettre des feuilles séchées dans la poubelle. (Putting dried leaves in the garbage.)
- * Play with the child the game *Méli-mélo enviro*.
 - * Have the child illustrate an appropriate behaviour that he or she could initiate to reduce the amount of garbage at home. Attach the illustration to the refrigerator.

Quatrième de couverture



- * Compare with the child the front and back covers of the magazine (e.g., *La couleur de fond est la même. Il y a des photos d'élèves sur la quatrième de couverture, mais il n'y en a pas sur la première de couverture.* (The background colour is the same. There are photos of students on the back cover but none on the front cover.)).
- * Name the provinces and territories of Canada by showing them on a map of the country. Ask the child to locate his or her province or territory on the map.
- * Show the child that the colour of the circle around the photo of each student is the same as that of the province or territory where the student lives (e.g., *La fille sur la photo placée dans le coin supérieur gauche habite en Ontario.* (The girl in the photo in the upper left hand corner lives in Ontario.)). Ask him or her to name or to point to the province or territory where each student whose photo appears on the back cover lives.

