

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



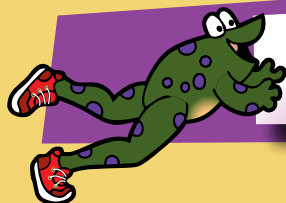
Minimag

Volume 4, n° 2

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



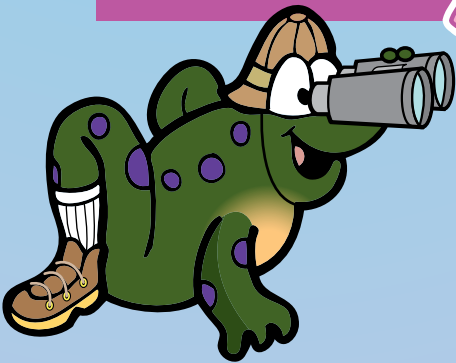
Before Reading

- ✿ Help the child trace a star on a piece of cardboard. Ask him or her to cut out the star and to cover it with aluminum paper. Hang the star in his or her bedroom.
- ✿ Bring the child outside to observe the stars. Ask him or her to describe what he or she sees.

After Reading

- ✿ Cut an apple horizontally and give half to the child. Ask him or her to observe the star at the centre of the apple. Have the child moisten a sponge with white paint, dampen his or her piece of apple, then make impressions on a piece of black cardboard.

Animal formidable



Before Reading

- ✿ Compile with the child a list of animals that live in cold locations (e.g., ours polaire, renard polaire, loup blanc (polar bear, arctic fox, arctic wolf)). Ask the child to name the animal he or she prefers and to explain why.
- ✿ Have the child place his or her feet in the shape of a V and walk in the house saying: « Je suis un manchot rigolo. » ("I am a funny penguin.").

After Reading

- ✿ Compile with the child a list of words that rhyme with *manchot* (penguin) (e.g., *chapeau*, *yo-yo*, *marteau* (hat, yo-yo, hammer)). Compose a comical sentence using the word *manchot* (penguin) and a word that rhymes with the word *manchot* (e.g., *Le manchot porte un chapeau. Le manchot joue au yo-yo.* (The penguin wears a hat. The penguin plays with a yo-yo.)). Have the child compose a comical sentence.
- ✿ Give the child a red and a green piece of cardboard. Make statements concerning the penguin (e. g., *Le manchot est un excellent nageur.* (The penguin is an excellent swimmer.)). If the statement is true, the child must raise the green cardboard. If the statement is false, the child must raise the red cardboard.



Pessin amusant



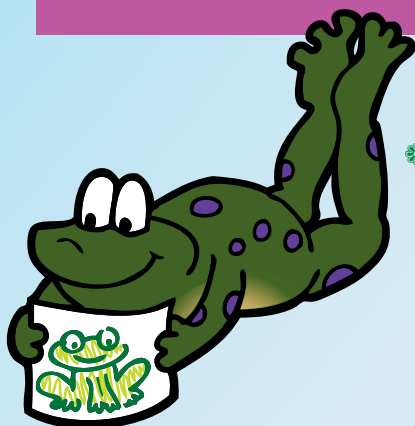
Before Reading

- ✿ Discuss with the child the meaning of the word *extraterrestre* (*extraterrestrial*). Compile with him or her a list of the physical characteristics of an extraterrestrial as imagined by him or her (e.g., deux antennes, deux grands yeux, quatre bras (two antennae, two large eyes, four arms)).
- ✿ Have the child complete the following sentence: Si je rencontrais un extraterrestre, je lui demanderais... (If I met an extraterrestrial, I would ask him...) (e.g., son nom, s'il veut jouer au ballon, ce qu'il aime manger (his name, if he wants to play ball, what he likes to eat)).

After Reading

- ✿ Ask the child to draw an extraterrestrial using as a starting point an imprint of his or her hand and following the instructions on page 7 of the magazine. Have him or her write the name of the extraterrestrial at the bottom of the drawing. Attach the drawing to the refrigerator.
- ✿ Have the child create an extraterrestrial using craft materials put at his or her disposal (e.g., pipe cleaners, rolls of paper towels, bits of yarn, pasta products). Help the child write a short description of the extraterrestrial by answering the following questions:
 - Comment s'appelle ton extraterrestre? (What is your extraterrestrial's name?)
 - Où vit-il? (Where does he live?)
 - Qu'est-ce qu'il aime manger? (What does he like to eat?)Ask the child to present his or her extraterrestrial to a family member.

Mots et pictos



Before Reading

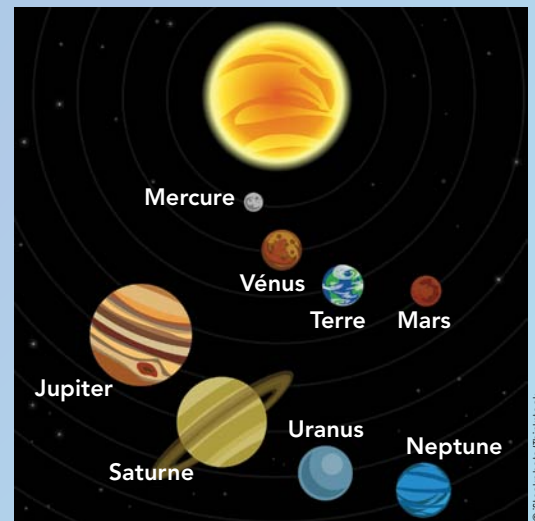
- ✿ Read aloud the first two lines of the nursery rhyme. Ask the child to imagine and to illustrate something comical that the astronaut sees from his or her space vessel.

After Reading

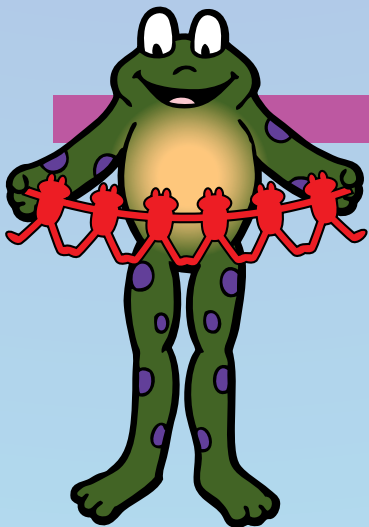
- ✿ Read the nursery rhyme aloud while omitting the words accompanied by a picture. Have the child read aloud the words accompanied by a picture.



- Show the child the following illustration. Show and name each planet. (Note: In 2006, astronomers decided that Pluto was too small to be considered a planet. Since then, there are eight instead of nine planets.) Ask the child the following question: Si tu étais un extraterrestre, sur quelle planète aimerais-tu habiter? Explique ta réponse. (If you were an extraterrestrial, on which planet would you like to live? Explain your answer.)



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Bricolage

Before Reading

- Give the child 10 strips of paper. Ask him or her to use them to make a star.

After Reading

- Have the child create a star by following the instructions on pages 10 and 11 of the magazine. Hang the star in his or her bedroom.



- ✿ After completing the previous activity, help the child write a note to Placotine to share his or her reaction to the activity, following the model below.

Chère Placotine,
 J'ai aimé...
 C'était facile pour moi de...
 C'était difficile pour moi de...
 Je suis fier/fière de mon étoile, car...
 (signature)

(Dear Placotine,
 I liked...
 It was easy for me to...
 It was difficult for me to...
 I am proud of my star because...
 (signature))



Au travail

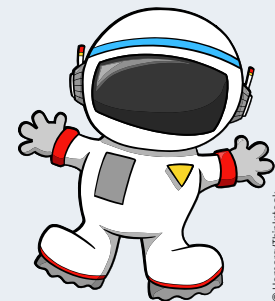
Before Reading

- ✿ Prepare beforehand the following organizer about the astronaut's profession. Compile with the child a list of what he or she knows and of what he or she would like to know about this profession.

Astronaute		
Ce que je sais (What I Know)	Ce que je veux savoir (What I Want to Know)	Ce que j'ai appris (What I Have Learned)
Il travaille dans l'espace. (He works in space.)	Quels vêtements porte-t-il? (What clothes does he wear?)	
Il voyage dans une navette spatiale. (He travels in a spaceship.)	Que mange-t-il? (What does he eat?)	

After Reading

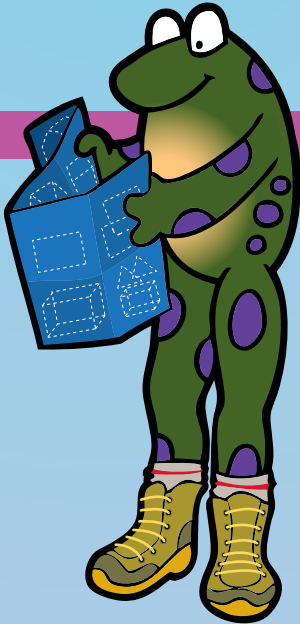
- ✿ Help the child fill in the third column of the organizer (see the first activity completed before reading).
- ✿ Take a picture of the child beforehand and print it. Help him or her make an illustration of the astronaut that is similar to the one below. Ask him or her to glue the photo on the astronaut's helmet and to decorate his spacesuit. Attach the drawing to the refrigerator.



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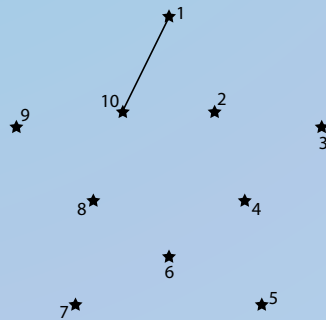
- ✿ Ask the child to complete the following sentences:
 - Si j'étais un/e astronaute, je... (If I was an astronaut, I...)
 - Si je rencontrais un/e astronaute, je... (If I met an astronaut, I...)



Découverte

Before Reading

- ✿ Prepare beforehand on a sheet of paper the shape of a star using numbered stars. Have the child link the stars to discover the mystery shape.



- ✿ Take the child outside to look at the clouds. Ask the child to choose a few clouds and to say what they look like.
- ✿ Discuss with the child the meaning of the word *constellation*.

After Reading

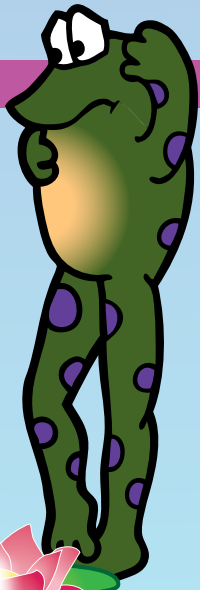
- ✿ Make with the child 7 stars out of modelling clay. Help him or her place the stars on a piece of black cardboard so as to reproduce the Little Dipper or the Big Dipper. Ask the child to make 3 other stars, to use the 10 stars to make a constellation, then to name the constellation. Have him or her present his or her constellation to a family member.

Que faire?

Before Reading

- ✿ Compile with the child a list of persons that he or she can confide in when encountering a difficult situation (e.g., enseignant ou enseignante, parent, gardien ou gardienne (teacher, parent, sitter)).

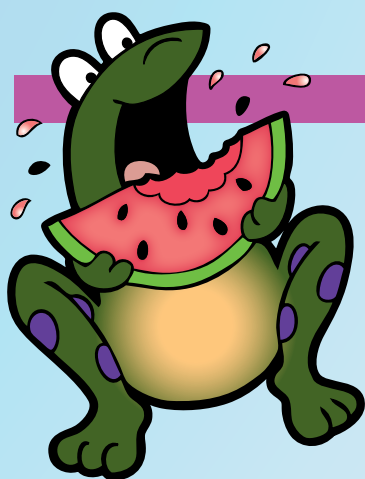
After Reading



- ❁ Ask the child the following question: *Que ferais-tu si ton ballon allait de l'autre côté de la clôture de la cour d'école?* (What would you do if your ball went on the other side of the schoolyard's fence?)

- ❁ Prepare beforehand the following organizer. Have the child choose one of the characters from the story *Le ballon rouge*. Ask him or her to look at the character on each illustration. Help the child name the sentiment being felt by the character and give a reason why the character feels this way. Write his or her answers in the organizer.

Marika		
Illustration	Sentiment	Raison (Reason)
1	la joie (joy)	Elle va lancer le ballon à Maxime. (She will throw the ball to Maxime.)
2	la tristesse (sadness)	Elle a lancé le ballon de l'autre côté de la clôture. (She threw the ball on the other side of the fence.)



Croque-santé

Before Reading

- ❁ Prepare beforehand five bags labelled as follows.
 - Légumes et fruits (Vegetables and Fruit)
 - Produits céréaliers (Grain Products)
 - Lait et substituts (Milk and Alternatives)
 - Viandes et substituts (Meat and Alternatives)
 - Extras (Extras)

Explain to the child that the first four bags represent the food groups from *Canada's Food Guide* and that the fifth bag represents foods that should be eaten in moderation. Help him or her find in grocery flyers put at his or her disposal photos of foods and cut them out. Ask the child to put the photos into the appropriate bags.

After Reading

- ❁ Help the child prepare a healthy snack.
- ❁ Prepare beforehand the following organizer. Help the child compile a list of 10 foods that are healthy snacks. Have him or her number them from 1 to 10 according to his or her preference (e.g., 1: the one he or she likes the most; 10: the one he or she likes the least).

Poire (Pear)	8
Fromage (Cheese)	2
Yogourt (Yogurt)	5
Fraises (Strawberries)	1
Carottes (Carrots)	7
Mais soufflé (Popcorn)	3
Banane (Banana)	10
Kiwi (Kiwi)	4
Muffin au son (Bran muffin)	9
Raisins (Grapes)	6



- ✿ Present the following riddle to the child: Je suis un légume. Je suis vert. Je ressemble à un petit arbre. (I am a vegetable. I am green. I look like a small tree.) Ask him or her to make up a riddle about a food that is a healthy snack. Have the child present his or her riddle to another family member.

Cherche et trouve



Before Reading

- ✿ Locate the child's province or territory and town on a map of Canada. If the child lives outside the Yukon, show the route to be followed to go from his or her town to École Émilie-Tremblay located in Whitehorse, Yukon. If the child lives in the Yukon, show the route to be followed to go from Whitehorse to a town or a city of his or her choice.
- ✿ State the following two sentences: Je pars en voyage au Yukon. Dans ma valise, j'apporte des mitaines. (I am leaving for a trip to the Yukon. In my suitcase I am bringing mitts.). Ask the child to repeat the second sentence and to add another object that he or she could put in the suitcase (e.g., Dans ma valise, j'apporte des mitaines et un foulard. (In my suitcase I am bringing mitts and a scarf.)). Continue in this manner until 8 to 10 objects have been named. If the child lives in the Yukon, ask him or her the following question: Pourquoi aimes-tu habiter au Yukon? (Why do you like to live in the Yukon?).

After Reading

- ✿ Choose three cards from page 19 of the magazine and compose a sentence using the three words (e.g., Un grizzli mange un brochet près du mont Logan. (A grizzly eats a pike near Mount Logan.)). Ask the child to choose three other words and to compose a sentence with them.
- ✿ Ask the child living outside the Yukon to compose a sentence stating why he or she would like to visit this territory, using as inspiration the illustrations on the map of the Yukon (e.g., J'aimerais visiter le Yukon pour voir un ours polaire. (I would like to visit the Yukon to see a polar bear.)). If the child lives in the Yukon, ask him or her to compose a sentence stating which animal or which sport he or she prefers and to explain why.





Piacotine raconte

Before Reading

- * Read aloud the title of the story. Have the child guess who Raza and Nanue are (e.g., des animaux, des extraterrestres, des enfants (animals, extraterrestrials, children)).
- * Write beforehand on labels a dozen key words from the story (e.g., *extraterrestres, soucoupe volante, planète, Fusine, freins* (extraterrestrials, flying saucer, planet, Fusine, brakes)) and prepare the following organizer. Ask the child to choose a label at random, to read it aloud and then to glue it in the appropriate space. Continue in the same manner until all the labels have been glued.

Personnages (Characters)	
Lieux (Locations)	
Moyens de transport (Means of Transportation)	
Autres (Others)	

After Reading

- * Discuss with the child the following question: *Qu'est-ce que Raza et Nanue auraient pu faire pour éviter l'accident?* (What might Raza and Nanue have done to avoid the accident?).
- * Ask the child to tell the story in his or her own words by referring to the illustrations.
- * Have the child describe his or her favourite illustration from the story and explain why.



Bonnes manières

Before Reading

- * Ask the child to look at each illustration on page 25 of the magazine to find a comical element (e.g., *Illustration 1 : affiche d'un chat qui lit un livre.* (Illustration 1: poster of a cat reading a book.)).

After Reading

- * Have the child create a poster demonstrating good manners while visiting the library. Bring the child to the municipal library and ask for permission to display his or her poster on the bulletin board.



✿ Present the following riddle to the child: Je suis un lieu où l'on peut obtenir beaucoup de renseignements. Je suis remplie d'étagères. Les enfants et les adultes me rendent visite. Que suis-je? (I am a place where we can learn many things. I am filled with shelves. Children and adults visit me. What am I?)

- ✿ Ask the child the following questions:
 - Pourquoi est-il important de chuchoter à la bibliothèque? (Why is it important to whisper at the library?)
 - Pourquoi est-il important de dire « Merci. » lorsque la bibliothécaire t'aide? (Why is it important to say "Thank you." when the librarian helps you?)
 - Pourquoi est-il important d'écouter lorsque le bibliothécaire lit une histoire? (Why is it important to listen when the librarian reads a story?)
 - Pourquoi est-il important de retourner les livres à temps? (Why is it important to return the books on time?)
 - Pourquoi est-il important de faire attention aux livres? (Why is it important to be careful with the books?)
 - Pourquoi est-il important de choisir un livre sans déranger les autres? (Why is it important to choose a book without disturbing others?)
- ✿ Help the child create a bookmark demonstrating good manners during a visit to the library. Reproduce the bookmark and ask the child to offer one to each family member.

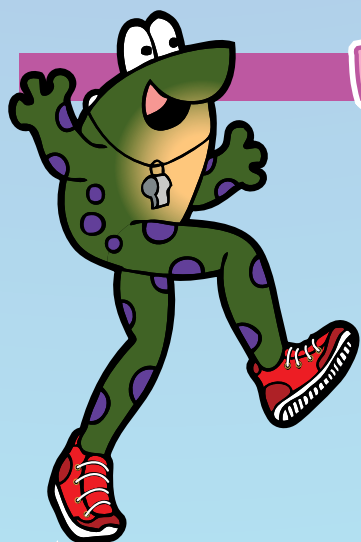
Bouger, c'est santé!

Before Reading

- ✿ Ask the child to look at the illustration on page 27 of the magazine and to guess what the rules of the game are.

After Reading

- ✿ Take the child skating at the arena.
- ✿ Have the child compare his or her experience of learning how to skate with that of one of the students whose testimonial appears on pages 26 and 27 of the magazine (e.g., Comme Christian, j'ai utilisé une chaise pour apprendre à patiner. (Like Christian, I used a chair to learn to skate.)).



Placotine voyage



Before Reading

- ❁ Locate Vanuatu on a map of the world. Show the route to be followed to go from Canada to Vanuatu. Highlight the fact that French is one of this country's official languages.
- ❁ Ask the child to look at Vanuatu's flag as well as the shape of the country. Draw attention to the fact that the Y shape on the flag represents the shape of the country.

After Reading

- ❁ Prepare beforehand the following survey.

Si je faisais un voyage à Vanuatu, j'aimerais : (If I took a trip to Vanuatu I would like to:)

- a) cueillir des bananes. (pick bananas.)
- b) observer un volcan. (observe a volcano.)
- c) jouer à cache-cache avec un iguane. (play hide-and-seek with an iguana.)
- d) nager avec un poisson-papillon. (swim with an angelfish.)
- e) rencontrer un loriquet. (meet a lorikeet.)

- ❁ Have the child conduct the survey with his friends and family members.

Loup Filou

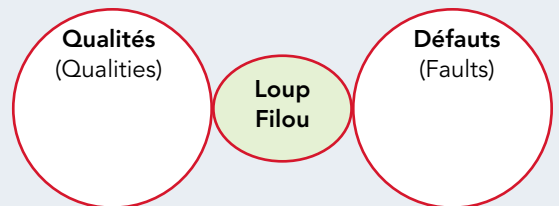


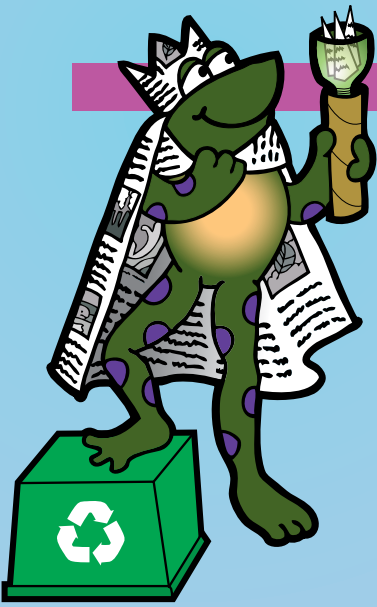
Before Reading

- ❁ Ask the child the following question: Aimerais-tu pouvoir voler? Explique ta réponse. (Would you like to be able to fly? Explain why.)
- ❁ Tell the child that Loup Filou wants to touch a star. Ask him or her to predict what will happen to him during this adventure.

After Reading

- ❁ Help the child make a vehicle that could be used to reach another planet using materials put at his or her disposal. Have him or her present the vehicle to a family member.
- ❁ Prepare beforehand the following organizer. Compile with the child a list of Loup Filou's qualities (e.g., créatif (creative), tenace (tenacious)) and faults (e.g., rêveur (dreamer), imprudent (careless)).





Méli-mélo enviro

Before Reading

- ✿ Compile with the child a list of reusable objects. Ask him or her to suggest how two of these objects might be reused.

After Reading

- ✿ Ask the child to explain the appropriate behaviours illustrated in the green circles and the inappropriate behaviours illustrated in the red circles.

Appropriate Behaviours

7. Utiliser une chaussette usagée pour fabriquer une marionnette. (Using a used sock to make a puppet.)
11. Utiliser des bouchons pour faire les yeux, le nez et la bouche d'un bonhomme de neige. (Using bottle caps to make a snowman's eyes, nose and mouth.)
17. Utiliser des objets usagés pour faire un bricolage. (Using used objects to make a craft project.)
21. Utiliser des contenants recyclables pour faire un bricolage. (Using recyclable containers to make a craft project.)

Inappropriate Behaviours

4. Jeter ses chaussettes usagées dans la poubelle. (Throwing one's used socks in the garbage.)
 9. Jeter un bouchon dans la nature. (Throwing a bottle cap outside.)
 14. Jeter des objets usagés dans la poubelle. (Throwing used objects in the garbage can.)
 19. Jeter un contenant de yogourt dans la cour d'école. (Throwing a yogurt container in the school yard.)
- ✿ Help the child make a puppet using a used sock and decorate it using craft materials put at his or her disposal.

