



## The little boy: A story for the teacher in all of us

by Sue Lyle

Once there was a little boy who started school. Each day his teacher would tell him stories. He loved the stories – stories about dragons and princes, about giants and hyenas, witches and fairies. Stories about goodies and baddies, about brave people and cowardly people, about greedy people and generous people. Stories of love and hate, jealousy and cruelty, friendship and loyalty. His imagination was full of places and events, of people and animals that crept into his dreams and his games.

Every morning he looked forward to arriving at school because the teacher would ask him to choose where to put his name card – would he choose a witch or a dragon, a castle or a ship?

And each day he would think about it and put his name beside his choice, and the teacher would ask him, "Why do you like dragons (or castles) best?" He would think about his answer and tell her. He learnt to give reasons for his choices.

Then the teacher would ask all the children to sit on the mat and talk about their choices. He liked hearing the ideas of the other children and sometimes after he had listened to them, he changed his mind and made a different choice. All together they would think of ideas for stories and then he would go and play the stories. He would dress up and play being the monster or the hero. He would take small figures of dragons or witches and create a story.



Then one day the teacher set up a storytelling table and said anyone who wanted to tell her a story could come to the table and she would write down the story. The little boy was excited – he had lots of ideas for stories, so he went to the table and he told the teacher a story and she wrote it down. His story had a dinosaur, a boy and a firefighter – it wove together ideas from all the stories he had heard and played. The next day the teacher read his story to the class and invited the children to act it out as she read it again. And the little boy looked at his words and was happy. He liked acting out his story with others in his class.

**Continued on page 8**

## Die klein seuntjie: 'n Storie vir die onderwyser in ons almal

deur Sue Lyle

Enkeer was daar 'n klein seuntjie wat vir die eerste keer skool toe is. Elke dag het sy juffrou vir hom stories vertel. Hy het baie van die stories gehou – stories oor drake en prinse, oor reuse en hiënas, hekse en feëttjies. Stories oor goeie ouens en booswigte, oor dapper mense en lafhartige mense, oor gierige mense en vrygewige mense. Stories van liefde en haat, jaloesie en wreedheid, vriendskap en lojaliteit. Sy verbeelding was vol plekke en gebeure, en mense en diere wat in sy drome en speletjies ingesluip het.

Hy het daarna uitgesien om elke oggend skool toe te gaan, want die juffrou sou hom vra om te kies waar hy sy naamkaartjie wou sit – sou hy 'n heks of 'n draak, 'n kasteel of 'n skip kies? En elke dag het hy daarvoor nagedink en sy naamkaartjie langs sy keuse gesit. Dan sou sy juffrou vra: "Waarom hou jy die meeste van drake (of kastele)?" Hy het oor sy antwoord nagedink en vir haar vertel. Hy het geleer om redes vir sy keuses te gee.

Daarna het die juffrou altyd al die kinders gevra om op die mat te gaan sit en oor hulle keuses te gesels. Die seuntjie het daarvan gehou om na die ander kinders se idees te luister, en soms het hy sy keuse verander nadat hy na hulle geluister het. Soms het hulle almal saam aan idees vir stories gedink, en

dan het hulle die stories opgevoer. Die seuntjie het homself vermom en gespeel dat hy die monster of held is. Hy het ook soms klein figuurtjies van drake of hekse geneem en 'n storie geskep.

Op 'n dag het die juffrou 'n storieverteltafel opgestel en gesê enigiemand wat vir haar 'n storie wou vertel, kon na die tafel toe kom. Sy sou dan hulle stories neerskryf. Die klein seuntjie was opgewonde – hy het baie idees vir stories gehad. Hy het na die tafel gestap en vir die juffrou 'n storie vertel. En sy het dit neergeskryf. In sy storie was daar 'n dinosaurus, 'n seun en 'n brandweerman – dit het idees van al die stories wat hy geken het, saamgeweef. Die volgende dag het die juffrou sy storie vir die klas gelees en die kinders genooi om dit op te voer. En die klein seuntjie het na sy woorde gekyk en hy was gelukkig. Hy het dit geniet om sy storie saam met die ander kinders in die klas op te voer.

**Vervolg op bladsy 8**



Drive your imagination

Read to me. Again! Again!  
Lees vir my.  
Weer en weer en nóg 'n keer.







Drive your imagination

## Story stars Just for fun



Three times a week, 30 young Barrydale readers get together to enjoy stories for an hour. The Net vir Pret Reading Club, part of the Nal'ibali network, might be only three months old, but it is already sparking children's interest in storytelling and reading. We spoke to Donna Kouter and Peter Takelo about developing a love of reading in children.

### Why is reading for enjoyment important?

Reading for pleasure opens you to new worlds, new feelings and new ideas. It helps overcome prejudice and develops tolerance and kindness. If you only read because you have to – for school or work – you won't get the same rewards.

### Can we all help to develop children's literacy?

Yes! If you can't read or write well yourself, it doesn't matter. You can still help the children around you develop literacy by telling them stories – your own stories and those you've heard from other people.

### Which books do you think every child should read?

Peter: Definitely *Fransina Vark* – it's a very vivid story that teaches a valuable lesson, and children remember it clearly years later. It taught me to never give up and always try again.

Donna: *Pinocchio*, although the most popular stories among the children at Net vir Pret are about animals!

### What are your top tips for starting a reading club?

Make sure that it's FUN from day one. Children will be put off if what you do looks difficult or boring. The stories should be interesting and be about things they can identify with. Also, get the children involved – ask them to make drawings of the characters and events in the story, or to act out the story you have just read, or let the children retell the story in their own words!

### How do we inspire others to read for enjoyment?

If you want to encourage others to enjoy reading and listening to stories, start with yourself. If you are enthusiastic, others will follow.



Net vir Pret Reading Club

## Storiesterre Net vir Pret

Drie keer per week kom 30 jong lesers van Barrydale bymekaar om vir 'n uur lank saam stories te geniet. Die Net vir Pret-leesklub, deel van die Nal'ibali-netwerk, is nog net drie maande oud, maar dit prikkel reeds kinders se belangstelling in storievertelling en lees. Ons het met Donna Kouter en Peter Takelo gesels oor hoe om 'n liefde vir lees by kinders te kweek.

### Waarom is lees vir genot belangrik?

Lees vir genot maak nuwe wêreld, nuwe gevoelens en nuwe idees vir jou oop. Dit help om vooroordeel te oorkom en ontwikkel verdraagsaamheid en welwillendheid. As jy slegs lees omdat jy moet – by die skool of werk – sal jy nie dieselfde beloning kry nie.

### Kan ons almal help om kinders se geletterdheid te ontwikkel?

Ja! Dit maak nie saak as jy nie self goed kan lees of skryf nie. Jy kan steeds die kinders om jou se geletterdheid help ontwikkel deur vir hulle stories te vertel – jou eie stories of dié wat jy by ander mense gehoor het.

### Watter boeke dink julle behoort elke kind te lees?

Peter: Beslis *Fransina Vark* – dit is 'n baie lewendige storie met 'n waardevolle les, en

kinders onthou dit jare later nog steeds baie goed. Dit het my geleer om nooit moed op te gee nie, en altyd weer te probeer.

Donna: *Pinocchio*, hoewel die gewildste stories by Net vir Pret oor diere gaan!

### Wat is julle topwenke wanneer 'n mens 'n leesklub wil begin?

Maak seker dit is van die eerste dag af PRET. Kinders sal afgeskrik word as dit wat jy doen moeilik of verveelig lyk. Die stories moet interessant wees en moet oor dinge gaan waarmee hulle kan identifiseer. Maak ook seker dat die kinders betrokke raak – vra hulle om prente van die karakters en gebeure in die storie te teken, of laat die kinders die storie in hulle eie woorde oortel!

### Hoe inspireer ons ander om vir genot te lees?

As jy ander wil aanmoedig om dit te geniet om te lees en na stories te luister, begin by jouself. As jy entoesiasies is, sal ander volg.

Across the country, individuals and organisations are finding ways to make reading and writing part of children's daily lives. To say thank you, our featured **Story Stars** will receive meal vouchers\* courtesy of **Wimpy** to enjoy with the children in whose lives they are making a difference.



\* For terms and conditions that apply, go to [www.nalibali.org/story-stars](http://www.nalibali.org/story-stars).

Oor die hele land heen vind individue en organisasies maniere om lees en skryf deel te maak van kinders se daaglikse lewens. Om dankie te sê sal ons **Storiesterre** wat in die bylae verskyn maaltydbewyse\* met vergunning van **Wimpy** ontvang sodat hulle dit kan geniet saam met die kinders in wie se lewens hulle 'n verskil maak.

\* Vir die bepalings en voorwaardes wat geld, gaan na [www.nalibali.org/story-stars](http://www.nalibali.org/story-stars).

## Nal'ibali on radio!

Enjoy listening to stories in Afrikaans and in English on Nal'ibali's radio show:

X-K FM on Monday to Wednesday from 9.00 a.m. to 9.15 a.m.

SAfm on Monday, Wednesday and Friday from 1.50 p.m. to 2.00 p.m.



## Nal'ibali op die radio!

Geniet dit om in Afrikaans en Engels op Nal'ibali se radioprogram na stories te luister:

X-K FM van Maandag tot Woensdag vanaf 9.00 vm. tot 9.15 vm.

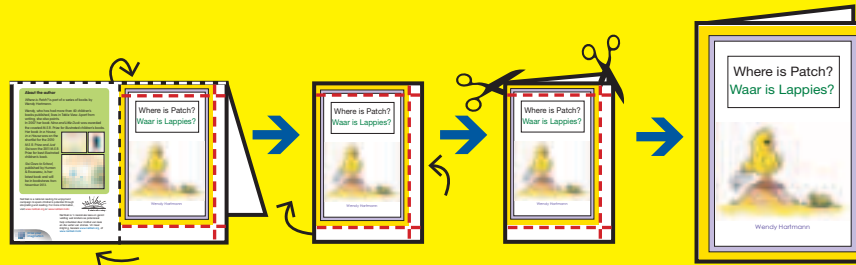
SAfm op Maandag, Woensdag en Vrydag vanaf 1.50 nm. tot 2.00 nm.

### Create your own cut-out-and-keep book

1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

### Maak jou eie knip-uit-en-bêreboekie

1. Haal bladsye 3 tot 6 van hierdie bylae uit.
2. Vou dit op die swart stippellyn.
3. Vou dit weer in die helfte.
4. Sny dit uit op die rooi stippellyne.



He walked in a circle. Round and round and round.  
 Hy stap in 'n kring. Om en om en om.



When Tuff reached the bottom, he looked for Patch.  
 Toe Donsie onder kom, soek hy vir Lappies.



**About the author**

*Where is Patch?* is part of a series of books by Wendy Hartmann.

Wendy, who has had more than 40 children's books published, lives in Table View. Apart from writing, she also paints.

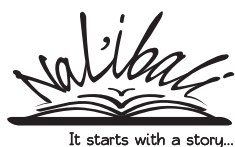
In 2007 her book *Nina and Little Duck* was awarded the coveted M.E.R. Prize for illustrated children's books.

Her book *In a House, in a House* was on the shortlist for the 2010 M.E.R. Prize and *Just Sisi* won the 2011 M.E.R. Prize for best illustrated children's book.

*Sisi Goes to School*, published by Human & Rousseau, is her latest book and will be in bookstores from November 2013.

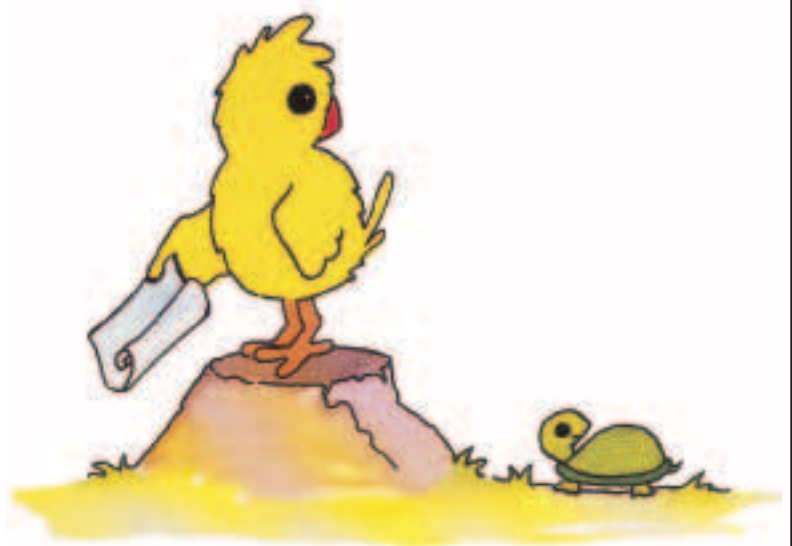


Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit [www.nalibali.org](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi)



Nal'ibali is 'n nasionale lees-vir-genot veldtog wat kinders se potensiaal help ontwikkel deur middel van lees en die vertel van stories. Vir meer inligting, besoek [www.nalibali.org](http://www.nalibali.org), of [www.nalibali.mobi](http://www.nalibali.mobi)

Where is Patch?  
 Waar is Lappies?



Wendy Hartmann



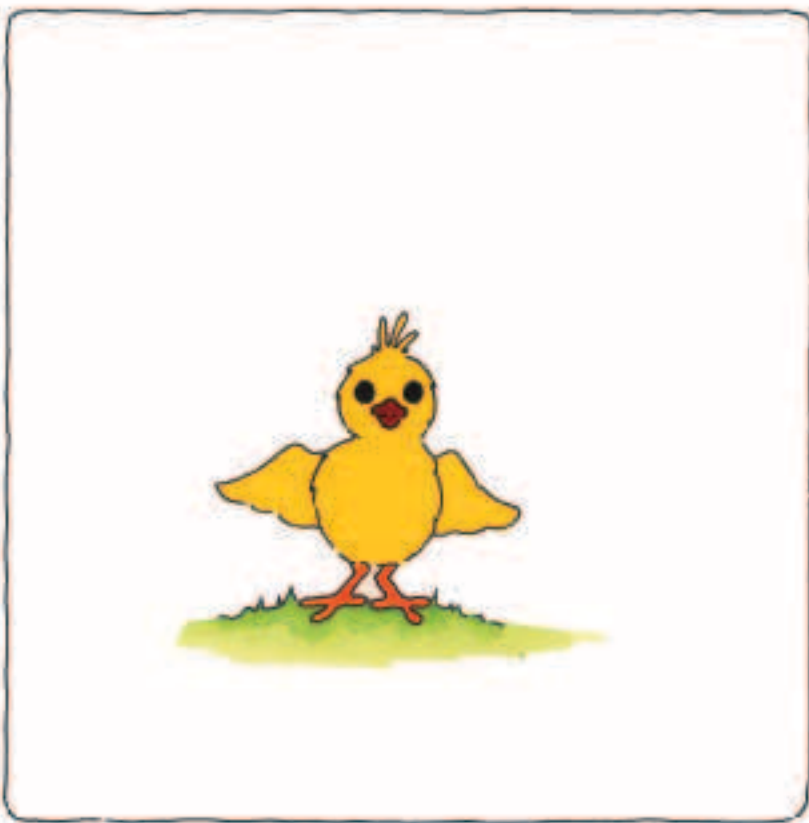


He walked down,  
down,  
down.  
Hy stap af,  
af,  
af.



Fold

Tuft looked everywhere, but he could  
not find his pet python.  
Donsie soek oral, maar hy kan nie sy  
troetelslang vind nie.



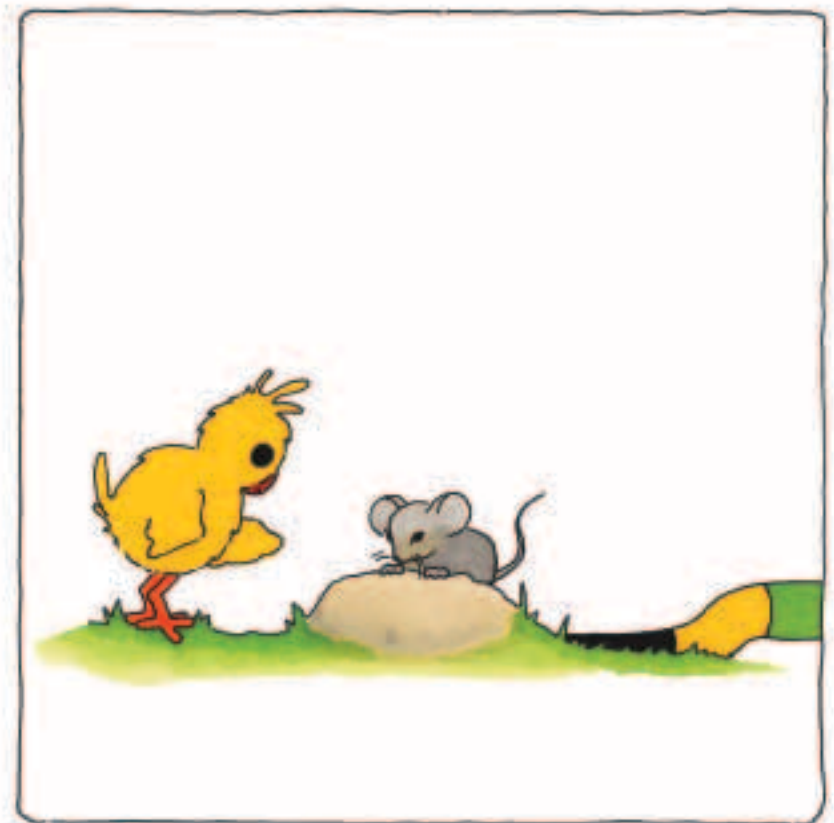
"Where is my pet python?" asked Tuft.  
"I have looked everywhere."

"Waar is my troetelslang?" vra Donsie.  
"Ek het oral gesoek."



Fold

When Tuft reached the top, he looked for Patch.  
 "I can't see him anywhere," he said.  
 Toe Donsie heel bo kom, soek hy vir Lappies.  
 "Ek sien hom nêrens nie," sê hy.



"Have you seen Patch?"  
 "No," said the little mouse, "but follow that path."  
 "Het jy vir Lappies gesien?"  
 "Nee," sê die muisie, "maar volg die paadjie."

Fold

5

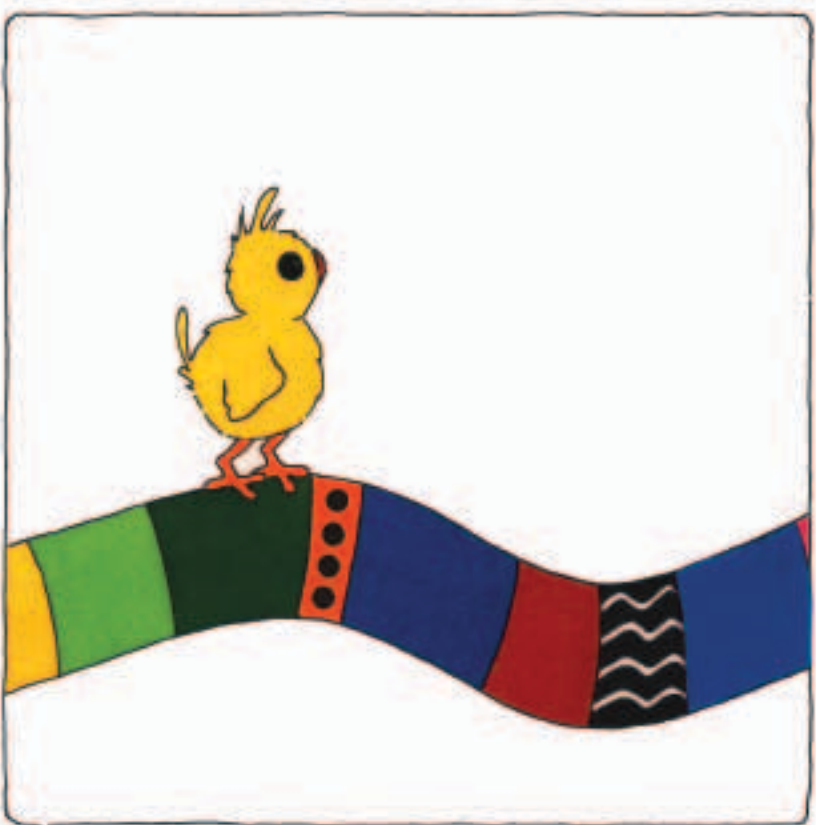
Fold

He started to cry.  
 Hy begin huil.





up.  
up,  
He walked up,  
op.  
op,  
Hy stap op,  
op.



Tuft followed the path.  
"Patch! Patch!" he called. "Where are you?"  
Donsie volg die paadjie.  
"Lappies! Lappies!" roep hy. "Waar is jy?"

"Hello," said Patch. "Don't cry. I have been waiting for you. You have been walking on me all the time!"  
"Hallo," sê Lappies. "Moenie huil nie. Ek wag vir jou. Jy stap die hele tyd bo-op my!"



Tuft hugged his pet python.  
"Oh, Patch," he said. "I am so glad I found you."  
Donsie gee sy troetelslang 'n drukkjie.  
"O, Lappies," sê hy. "Ek is so bly ek het jou gekry."



## Get story active!

*Where is Patch?* has been written especially for younger children. Below are some ideas to try out as you read the story with them. Draw their attention to the details in the illustrations and the story by commenting on them or asking questions. For example:

- **page 2:** (Point to Tuft.) Look, there is Tuft. What kind of animal do you think he is?
- **page 3:** Can you find the path?
- **page 5:** (Point with your finger to show the direction Tuft is walking in.) Look, Tuft is walking *up* the path.
- **page 6:** Can you see Patch anywhere? Where do you think he might be?
- **page 7:** (Point with your finger to show the direction Tuft is walking in.) Look, Tuft is walking *down* the path.
- **page 8:** Do you think Tuft can see Patch anywhere?
- **page 9:** (Point with your finger to show the direction Tuft is walking in.) Look Tuft is walking *around* and *around*.
- **page 10:** How do you think Tuft feels?
- **page 12:** Look, Patch was the path!
- **page 13:** How do you think Tuft feels now?
- **pages 14 and 15:** Let's trace the way Tuft went with our fingers. (Point with your finger to show the direction Tuft walked in.) He walked along the path, then up and down, and then round and round until he found Patch.



## Raak doenig met stories!

*Waar is Lappies?* is spesiaal vir jonger kinders geskryf. Hier volg 'n paar idees wat jy kan probeer terwyl jy die storie saam met hulle lees. Vestig hulle aandag op die besonderhede in die illustrasies en die storie deur kommentaar te lewer daarop of vir hulle vrae te vra, soos:

- **bladsy 2:** (Wys na Donsie.) Kyk, daar is Donsie. Watter soort dier dink julle is hy?
- **bladsy 3:** Kan julle die paadjie vind?
- **bladsy 5:** (Wys met jou vinger in watter rigting Donsie stap.) Kyk, Donsie stap met die paadjie *op*.
- **bladsy 6:** Kan julle vir Lappies iewers sien? Waar dink julle is hy?
- **bladsy 7:** (Wys met jou vinger in watter rigting Donsie stap.) Kyk, Donsie stap met die paadjie *af*.
- **bladsy 8:** Dink julle Donsie kan vir Lappies êrens sien?
- **bladsy 9:** (Wys met jou vinger in watter rigting Donsie stap.) Kyk, Donsie stap *al in die rondte*.
- **bladsy 10:** Hoe dink julle voel Donsie?
- **bladsy 12:** Kyk, Lappies is die paadjie!
- **bladsy 13:** Hoe dink julle voel Donsie nou?
- **bladsy 14 en 15:** Kom ons trek die paadjie wat Donsie gestap het met ons vingers na. (Wys met jou vinger in die rigting waarin Donsie gestap het.) Hy stap met die paadjie langs, dan op en af, en dan al in die rondte, totdat hy vir Lappies kry.

### Here are some ideas for using *Where is Patch?* with older children.

- Let them read the book in their mother-tongue first and then in the other language of the supplement.
- Encourage them to write and illustrate their own story using the characters Tuft and Patch. Once they have finished, suggest that they read it to a younger child.



### Hier volg 'n paar idees wat jy kan gebruik wanneer jy *Waar is Lappies?* saam met ouer kinders lees.

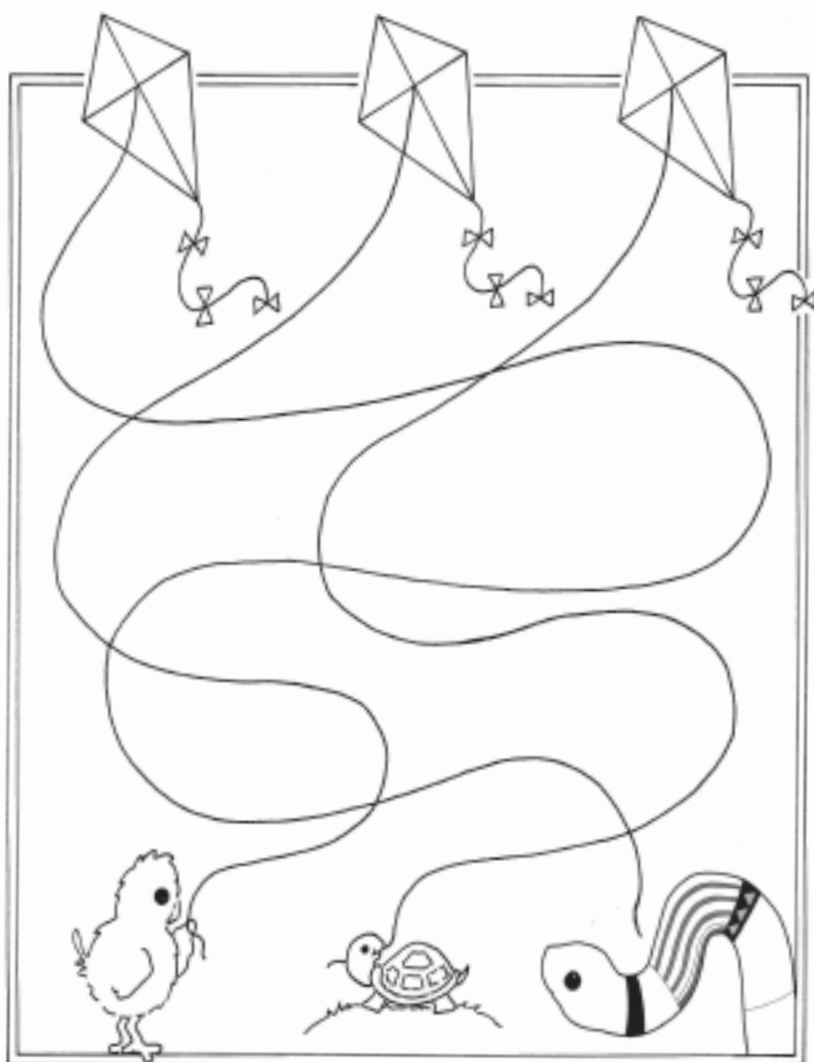
- Laat hulle die boek eers in hulle huistaal lees en dan in die ander taal van die bylae.
- Moedig hulle aan om hulle eie storie te skryf en te illustreer deur die karakters Donsie en Lappies te gebruik. Stel voor dat hulle dit vir 'n jonger kind lees wanneer hulle klaar is.

### Can you help Tuft and Patch?

The kite strings have got mixed up. Work out which kite belongs to Tuft, Patch and the tortoise. Then colour in the kites to match the animals.

### Kan jy vir Donsie en Lappies help?

Die vlieërs se toutjies het heeltemal deurmekaar geraak. Werk uit watter vlieër aan Donsie, Lappies en die skilpad behoort. Kleur dan die vlieërs in om by die diere te pas.



## Reading club corner

Here are some days to celebrate at your club in November! Choose one or two of these special days and then find stories related to the days to tell or read to the children. Encourage them to draw pictures inspired by the story and to write about it – or even to write their own story.

- **1–30 November** International Picture Book month
- **13 November** World Kindness Day
- **14 November** Astrid Lindgren's birthday (award-winning Swedish children's author who wrote the well-known *Pippi Longstocking* chapter books)
- **15 November** Children's Grief Awareness Day
- **21 November** World Hello Day



Josh

## Leesklubhoekie

Hier is 'n paar dae wat julle klub in November kan vier! Kies een of twee van hierdie spesiale dae en vind dan stories wat verband hou met die dae om vir die kinders te lees of te vertel. Moedig hulle aan om prente te teken wat deur die storie geïnspireer is en om daarvoor te skryf – of selfs hulle eie storie te skryf.

- **1–30 November** Internasionale Prenteboekmaand
- **13 November** Wêreldwilleendheidsdag
- **14 November** Astrid Lindgren se verjaardag (bekroonde Sweedse kinderboekskrywer wat die bekende *Pippi Langkous*-boeke geskryf het)
- **15 November** Dag om Kinders Bewus te maak van Rou
- **21 November** Hallo Wêreld-dag



Dintle



### From page 1

The next year, the little boy moved to a new grade and a new teacher. This teacher didn't ask him to make any choices at the beginning of the day. She just read out the names from the register and asked him to listen for his name and say, "Yes, Miss Jones!" when he heard it. He missed his old teacher and wondered what the children in her class were doing.

Then his new teacher said, "Today I have new books for you to read." The little boy was excited. He loved to hear stories and was eager to see the new books. The teacher gave him his reading book. It didn't look very exciting. Then she slowly read the book to him. It didn't have many words and the teacher stopped to sound out the letters in the words. It wasn't a story like he had had before where he could imagine himself as a king or a big bad wolf. The little boy was disappointed. He missed the stories from his old classroom.

Then one day the new teacher said, "Today we're going to write a story."

"Oh good!" thought the little boy. He loved to write stories. He picked up a pencil and began to draw his story.

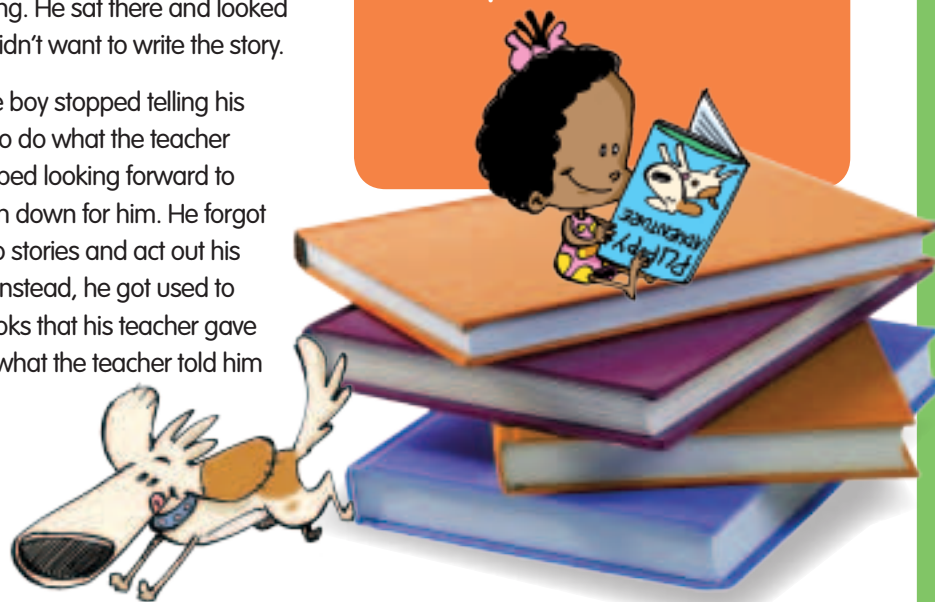
"Wait," said the teacher. "I haven't told you what to do yet." The little boy was full of ideas, but he stopped what he was doing and listened to the teacher. The teacher gave out a sheet of paper with pictures on it. She told the children to look at the pictures and write the words to make the story.

The little boy looked at the pictures. They showed a boy walking along the road to the shop to buy something. He didn't like this story. His mind was full of tales of pirates and treasure, but the teacher didn't ask him about his ideas. The little boy wondered why they all had to write the same story, but he didn't say anything. He sat there and looked at the pictures, but he didn't want to write the story.

And pretty soon the little boy stopped telling his own stories and learnt to do what the teacher told him to do. He stopped looking forward to having his stories written down for him. He forgot how he loved to listen to stories and act out his stories with his friends. Instead, he got used to reading the reading books that his teacher gave him and he only wrote what the teacher told him to write about. ✨

Tell us if you liked the story, *The little boy* – SMS "Bookmark" with your name and your comments to 32545. R1,00 per SMS.

Vertel vir ons of jy van die storie, *Die klein seuntjie*, gehou het – SMS "Bookmark" met jou naam en kommentaar na 32545. R1,00 per SMS.



### Vanaf bladsy 1

Die volgende jaar is die klein seuntjie na 'n nuwe graad en hy het 'n nuwe juffrou gekry. Hierdie juffrou het hom nie aan die begin van die skooldag gevra om enige keuses te maak nie. Sy het net die name van die register afgelees en hom gevra om te luister vir sy naam, en "Ja, Juffrou Jones!" te sê wanneer hy sy naam hoor. Hy het sy ou juffrou gemis en gewonder waarmee die kinders in haar klas doenig was.

Eendag sê sy nuwe juffrou: "Vandag het ek vir julle nuwe boeke om te lees." Die klein seuntjie was so opgewonde. Hy het daarvan gehou om na stories te luister en was gretig om die nuwe boeke te sien. Die juffrou het vir hom sy leesboek gegee. Dit het nie baie opwindend gelyk nie. Toe het sy die boek stadig vir hom gelees. Daar was nie baie woorde in die storie nie, en sy het ophou lees om die letters in die woorde te klank. Dit was

nie 'n storie soos die vorige stories waar hy hom kon verbeel dat hy 'n koning, of groot, nare wolf is nie. Die klein seuntjie was teleurgesteld. Hy het na die stories van sy ou klaskamer verlang.

Op 'n dag sê sy nuwe juffrou: "Vandag gaan ons 'n storie skryf."

"O, lekker!" dink die klein seuntjie. Hy het baie daarvan gehou om stories te skryf. Hy tel 'n potlood op en begin sy storie teken.

"Wag," sê die juffrou. "Ek het nog nie vir julle gesê wat om te doen nie." Die klein seuntjie was vol idees, maar hy het opgehou teken en geluister na die juffrou. Die juffrou deel toe 'n vel papier met prente daarop uit. Sy sê vir die kinders om na die prente te kyk en woorde te skryf om 'n storie daarvoor te maak.

Die klein seuntjie kyk na die prente. Dit wys 'n

seuntjie wat in die straat af stap na die winkel toe om iets te gaan koop. Hy hou nie van hierdie storie nie. Sy kop is vol stories van seerowers en skatte, maar die juffrou vra hom nie vir sy idees nie. Die klein seuntjie wonder waarom hulle almal dieselfde storie moet skryf, maar hy sê niks nie. Hy sit en kyk na die prentjies, maar hy wil nie die storie skryf nie.

En baie gou hou die klein seuntjie op om sy eie stories te vertel, en hy leer om te doen wat die juffrou vir hom sê om te doen. Hy sien nie meer uit daarna dat sy stories vir hom neergeskryf word nie. Hy vergeet hoe baie hy daarvan gehou het om na stories te luister en sy stories saam met sy maats op te voer. En hy raak gewoon daaraan om die leesboeke te lees wat sy juffrou vir hom gee, en hy skryf net oor dit wat die juffrou vir hom sê. ✨

## In your next Nal'ibali supplement:

- Encouraging reluctant readers
- Story Stars: Growing through reading
- Collect another of your favourite Nal'ibali characters
- A cut-out-and-keep book, *Mimi's dancing feet*
- The first part of the story, *Silly Thukile*

Want to start your own reading club? Check out our "Reading Club Basics" section at [www.nalibali.org](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi) for tips and ideas to run your very own reading club!

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## In jou volgende Nal'ibali-bylae:

- Moedig teësinnige lesers aan
- Storiesterre: Groei deur lees
- Versamel nog een van jou gunsteling Nal'ibali-karakters
- 'n Knip-uit-en-bêreboekie, *Mimi se dansende voete*
- Die eerste deel van die storie, *Dwase Thukile*

Wil jy jou eie leesklub begin? Gaan kyk na ons afdeling, "Reading Club Basics" by [www.nalibali.org](http://www.nalibali.org) of [www.nalibali.mobi](http://www.nalibali.mobi) vir wenke en idees oor hoe om jou eie leesklub te bestuur!