



## But they don't want to read...

**We know that the more our children read, the better they get at it and the more they enjoy it. So, we provide lots of interesting books for children to read from an early age, read to them regularly and offer them gentle encouragement each time they read or look at books.**

But what if you've done all these things and your child can read, but chooses not to? How do you "switch" them on to reading again or for the first time? Here are a few suggestions – some of them from children who stopped reading for pleasure for a while and then reconnected with it!

- For some children, reading is difficult and so it's less likely that they will choose to read for pleasure. To help them discover the enjoyment

that we can get from reading, try to find material on topics that you think will interest them. Books and magazines with more pictures than words can often make reading seem like less of a chore. Read together only for as long as your child seems interested – then leave the book or magazine lying around so that they can choose to look at it later.

- Reading aloud to children regularly – no matter what their age – makes books and reading part of daily life. It is a great way to spend time relaxing together and allows your children to experience stories without having to read them themselves. The satisfaction that they get from time spent together sharing stories, is often enough to switch them onto reading for themselves.
- Nagging never helps! Feeling bad about not reading doesn't encourage children to read –

instead, it makes them resent reading. Rather let your children see you choosing to read in your spare time and leave different kinds of interesting reading material lying around your home in places that they will find them!

- Visit the library or bookshops and let your children choose books that they want to read. Reading something is better than not reading at all, so don't worry if the books your children choose seem too easy for them, or are on subjects that you don't think are important. Respecting their reading choices helps them to grow as readers.

For more information on reading with your children, visit "Tips and Topics" on [www.nalibali.org](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi).

## Maar hulle wil nie lees nie...

**Ons weet dat hoe meer gereeld kinders lees, hoe beter lees hulle, en hoe meer geniet hulle dit. Daarom gee ons van jongs af vir kinders so baie interessante boeke as moontlik om te lees, ons lees gereeld vir hulle en ons moedig hulle aan elke keer wanneer hulle lees of na boeke kyk.**

Maar wat as jy al hierdie dinge gedoen het en jou kind kan lees, maar hulle kies om nie te lees nie? Hoe "skakel" jy hulle weer aan om te begin lees of vir die eerste keer te lees? Hier volg 'n paar voorstelle – sommige van hulle kom van kinders af wat vir 'n tyd lank ophou lees het vir genot, en toe weer begin het!

- Vir sommige kinders is lees moeilik, en dit is dus minder waarskynlik dat hulle sal kies om vir genot te lees. Om hulle te help om die genot te ontdek wat ons ervaar wanneer ons lees, kan ons materiaal oor onderwerpe probeer vind waarin

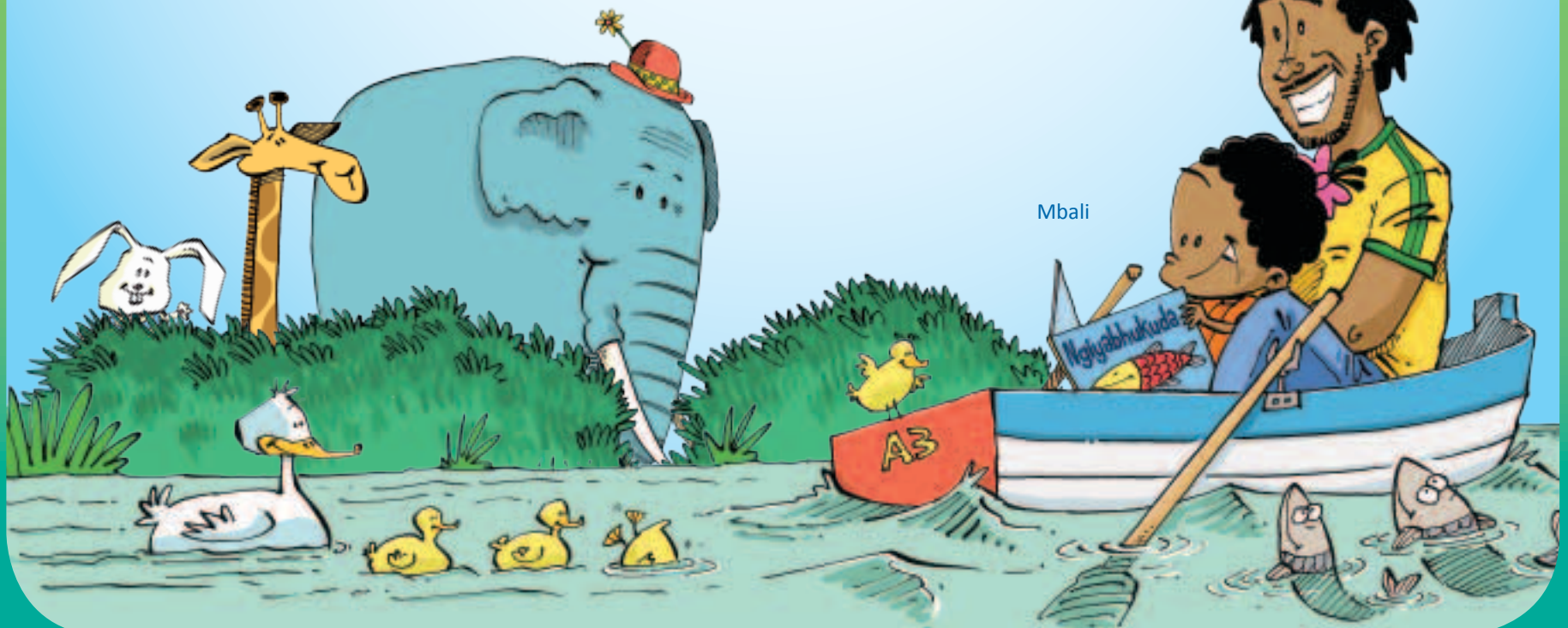
ons dink hulle sal belangstel. Boeke en tydskrifte met meer prente as woorde kan lees dikwels minder na werk laat voel. Lees net saam vir so lank as wat jou kind belangstelling toon – laat die boek of tydskrif dan rondlê sodat hulle kan kies om later daarna te kyk.

- As jy gereeld hardop vir kinders lees – ongeag hulle ouderdom – maak dit boeke en lees deel van hulle daaglikse lewe. Dit is 'n wonderlike manier om saam te ontspan en stel jou kinders in staat om stories te ervaar sonder om self te lees. Die bevrediging wat hulle daaruit put om saam stories te deel, is dikwels genoeg om hulle aan te skakel om self te lees.
- Dit help nooit om te neul nie! Dit moedig nie kinders aan om te lees as jy hulle laat sleg voel omdat hulle nie lees nie – dit laat hulle net 'n weersin in lees opbou. Laat jou kinders egter sien dat jy kies om in jou vrye tyd te lees en laat

verskillende soorte interessante leesmateriaal in jou huis rondlê op plekke waar hulle dit sal kry!

- Besoek die biblioteek of boekwinkels en laat jou kinders boeke kies wat hulle wil lees. Om iets te lees is beter as om glad nie te lees nie. Moet dus nie bekommerd wees as die boeke wat jou kinders kies, te maklik vir hulle is nie, of handel oor onderwerpe wat jy nie dink belangrik is nie. As jy hulle leeskeuses respekteer, help dit hulle om as lesers te groei.

Vir meer inligting oor lees saam met jou kinders, besoek "Tips and Topics" by [www.nalibali.org](http://www.nalibali.org) of [www.nalibali.mobi](http://www.nalibali.mobi).



Drive your imagination

Read to me. Never too early.  
Never too late.  
Lees vir my. Dis nooit te vroeg of te laat nie.





Drive your imagination

## Story stars Growing through reading

**Inkwenkwezi is a Rhodes University student organisation working to improve early childhood literacy in the Grahamstown community. We spoke to Emma Jackson, who has been volunteering with Inkwenkwezi since 2011.**

### Tell us about the work Inkwenkwezi does.

Inkwenkwezi focuses on children's literacy development. For one hour each week, volunteers spend time during break and after school at four primary schools in the Grahamstown area. We do paired reading (when a volunteer and child read a book together) because we believe this helps children, especially because their individual needs are often overlooked in big classes.

### How do you involve the children's parents?

We send the children home with copies of the Nal'ibali reading-for-enjoyment supplement we receive each week, to read and explore together with their parents.

### Why do you think reading is so important?

Reading is a very important part of learning and developing. It opens so many doors and allows a child to come into contact with thousands of different concepts. So much of what we learn and come to understand is through books. Also, in a country where up to 20% of adults are functionally illiterate, it's important to try and correct this; and it makes sense to do so starting with young children.

### What are the main challenges you face?

It can be tough getting volunteers; and it's even tougher trying to keep the number of active volunteers going.

### What motivates you to stay involved?

During my first year of volunteering I travelled across the railway line every Thursday to teach English to two Grade 2 learners, Hilda and Tarren, at an Afrikaans-medium school. For the first four weeks I could only get Hilda to speak to me in Afrikaans. But in the fifth week, something amazing happened – Hilda spoke her first two sentences of English to me. We were creating our own story called "Things I like" when Hilda said softly, "I like potato, I like butterfly." To me, it was a monumental breakthrough and evidence that what I was doing was making a small difference, and that small difference was worth it!

### What do the volunteers get out of the project?

Inkwenkwezi doesn't just benefit the children. This project offers many ways for volunteers to grow as individuals. It allows many of them to do something they may have never done before – to teach!



## Storiesterre Groei deur lees

**Inkwenkwezi is 'n organisasie verbonde aan Rhodes-universiteit wat help om geletterdheid onder kinders in die gemeenskap van Grahamstad te verbeter. Ons het met Emma Jackson, wat al sedert 2011 as vrywilliger by Inkwenkwezi betrokke is, gesels.**

### Vertel vir ons van die werk wat Inkwenkwezi doen.

Inkwenkwezi fokus op die ontwikkeling van geletterdheid by kinders. Vir een uur per week bring vrywilligers tydens pouses en na skool tyd deur by vier laerskole in die Grahamstad-omgewing. Ons doen lees in pare (waar 'n vrywilliger en kind saam 'n boek lees), want ons glo dit help kinders, veral omdat hulle individuele behoeftes dikwels in groot klasse misgekyk word.

### Hoe betrek julle die kinders se ouers?

Ons stuur die kinders huis toe met eksemplare van Nal'ibali se lees-vir-genot bylae wat ons elke week ontvang. Hulle kan dit dan saam met hulle ouers lees en verken.

### Waarom dink jy is lees so belangrik?

Lees is 'n baie belangrike deel van leer en ontwikkeling. Dit maak so baie deure oop en stel 'n kind in staat om duisende verskillende konsepte te ontdek. So baie van wat ons leer en verstaan, is deur boeke. In 'n land waar tot 20% van volwassenes boonop funksioneel ongeletterd is, is dit belangrik om dit te probeer regstel; en dit maak sin om by jong kinders te begin.

### Wat is die grootste uitdagings waarvoor julle te staan kom?

Dit kan moeilik wees om vrywilligers te kry; en dit is nog moeiliker om te probeer om die getal aktiewe vrywilligers te behou.

### Wat motiveer jou om betrokke te bly?

Gedurende my eerste jaar as vrywilliger het ek elke Donderdag oor die spoorlyn gereis om vir twee Graad 2-leerders, Hilda en Tarren, by 'n Afrikaans-medium skool Engels te leer. Vir die eerste vier weke kon Hilda net in Afrikaans met my praat. Maar in die vyfde week het 'n verstommende ding gebeur – Hilda het haar eerste twee Engelse sinne gesê. Ons het ons eie storie met die titel, "Dinge waarvan ek hou," opgemaak toe Hilda saggies sê, "I like potato, I like butterfly." Vir my was dit 'n geweldige groot deurbraak en 'n bewys dat ek 'n klein verskil maak, en dat daardie klein verskil die moeite werd is!

### Wat kry die vrywilligers uit die projek?

Inkwenkwezi is nie slegs tot voordeel van die kinders nie. Hierdie projek bied baie maniere vir vrywilligers om as individue te groei. Dit maak dit vir baie van hulle moontlik om iets te doen wat hulle dalk nog nooit voorheen gedoen het nie – om onderrig te gee!

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.

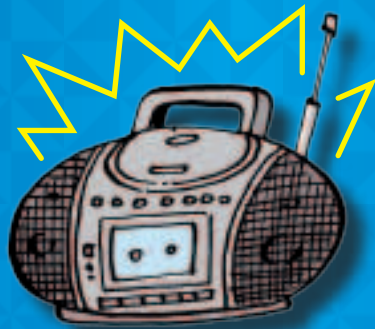
\* Vir die bepalings en voorwaardes wat geld, gaan na [www.nalibali.org/story-stars](http://www.nalibali.org/story-stars).

## 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.

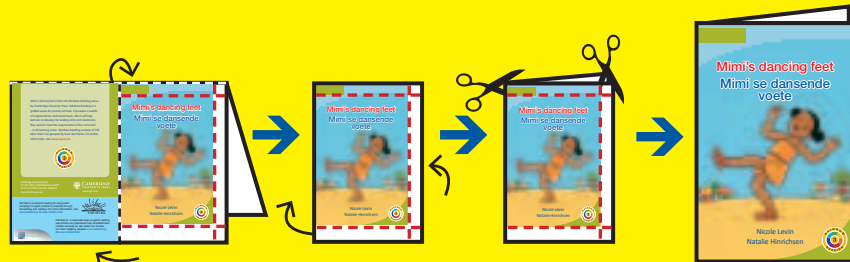
SAfm op Maandag, Woensdag en Vrydag vanaf 1.50 nm. tot 2.00 nm.

### 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.



Mimi and Gogo walked towards the shoe stall.  
 Mimi's feet began to tap again.  
 "Stop!" said Mimi. "No dancing!"  
 Mimi en Gogo stap na die skoenstalletjie toe. Mimi se voete begin weer wikkkel.  
 "Hou op!" sê Mimi. "Julle mag nie dans nie!"



"Gogo!" Mimi called from a tree branch.  
 "Mimi, come down!" shouted Gogo. "No dancing! Walk with me, and hold my hand."  
 "Yes, Gogo," said Mimi.  
 "Gogo!" roep Mimi van 'n boomtak af.  
 "Mimi, klim dadelik af," raas Gogo. "Jy mag nie dans nie. Stap saam met my en hou my hand vas!"  
 "Goed, Gogo," sê Mimi.



Fold

CAMBRIDGE

# Mimi's dancing feet

## Mimi se dansende voete



Nicole Levin  
 Natalie Hinrichsen



*Mimi's dancing feet* is from the Rainbow Reading series by Cambridge University Press. Rainbow Reading is a graded series for primary schools. It provides a wealth of original stories and factual texts, which will help learners to develop the reading skills and vocabulary they need to meet the requirements of the curriculum – in all learning areas. Rainbow Reading consists of 350 titles which are grouped by level and theme. For further information, visit [www.cup.co.za](http://www.cup.co.za)



Cambridge University Press  
 P O Box 50017, V&A Waterfront, 8002  
 Tel 021-4127800 | Fax 021-4198418  
 Email [info@cup.co.za](mailto:info@cup.co.za)

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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)



Fold

"Have you seen a dancing girl?" Gogo asked the flower seller.

"No, I haven't," she said.

Gogo walked all over the marketplace. She couldn't see Mimi anywhere.

"Het jy 'n dansende dogtertjie gesien?" vra Gogo vir die blommeverkoper.

"Nee, ek het nie," sê sy.

Gogo stap deur die hele mark. Sy kan Mimi nêrens sien nie.



But Mimi's feet wouldn't listen. They danced everywhere. They danced under a table and behind the flower seller. Step, turn, step, turn, run and jump!

Maar Mimi se voete wil nie luister nie. Hulle dans oral oor. Hulle dans onder 'n tafel en agter die blommeverkoper. Trap, draai, trap, draai, hardloop en spring!



Fold

Mimi's feet always want to dance. Her feet dance away from Gogo. Step, hop, step, leap, skip, turn!

Mimi se voete wil heelyd dans. Haar voete dans weg van Gogo af. Trap, hop, trap, spring, huppel, trap, draai.



They dance over chairs and under tables. They dance out of the house. They dance across the street. They dance up trees. Mimi's feet dance everywhere.



Hulle dans bo-oor stoele en onderdeur tafels. Hulle dans by die huis uit. Hulle dans oor die straat. Hulle dans by bome op. Mimi se voete dans oral.



But Mimi was gone, dancing all the way home.

Maar Mimi is ver weg, en sy dans heelpad huis toe.

Fold

And then they danced into a box of melons.  
Suddenly Gogo couldn't see Mimi anywhere.  
"Oh no!" cried Gogo. "She's danced away again!"  
En toe dans hulle tot in 'n boks vol waatlemoene.  
Skielik kan Gogo nie meer vir Mimi sien nie.  
"Ag nee," sê Gogo, "sy't al weer weggedans!"



They walked onto the street. Mimi's feet began to tap. Then her feet danced away. Step, hop, step, leap, skip, skip, leap!

"Come back!" shouted Gogo.

Hulle stap tot in die straat. Mimi se voete begin wikkkel. Toe dans haar voete weg. Trap, hop, trap, spring, huppel, huppel, spring!

"Kom terug!" roep Gogo.

"Oh no!" cried Gogo, "Mimi has danced away again!"  
Gogo couldn't see Mimi anywhere.  
"Ag nee," sê Gogo, "Mimi het al weer weggedans."  
Gogo kan Mimi nêrens sien nie.



One day, Gogo and Mimi went to the market.

"Mimi," said Gogo, "you can't dance here. It is too busy. Hold my hand and walk with me. I don't want to lose you."

Eendag gaan Mimi en Gogo mark toe.

"Mimi," sê Gogo, "jy kan nie hier dans nie. Dis te besig. Hou my hand vas en stap saam met my. Ek wil nie hê jy moet wegraak nie."



At first, Mimi walked next to Gogo. But soon her feet began to tap. Then they danced. Step, hop, step, hop, turn, leap!

Eers stap Mimi langs Gogo. Maar sommer gou begin haar voete wikkkel. Toe begin hulle dans. Trap, hop, trap, hop, draai, trap, spring!



“Yes, Gogo,” said Mimi.

Mimi looked at her feet, “Did you hear that? No dancing!”

But her feet didn’t reply.

“Goed, Gogo,” sê Mimi.

Mimi kyk na haar voete, “Het julle dit gehoor? Julle mag nie dans nie!”

Maar haar voete antwoord nie.



“Have you seen a dancing girl?” Gogo asked the fruit seller.

Behind him was a big box of melons. Gogo could see Mimi’s arm sticking out of the box.

Gogo pulled Mimi out.

“Het jy ’n dansende dogtertjie gesien?” vra Gogo vir die vrugteverkoper.

Agter hom is ’n groot boks vol waatlemoene. Gogo kan Mimi se arm by die boks sien uitsteek. Gogo trek vir Mimi uit die boks uit.



“I am very angry with you, Mimi. We are going home now!”

Gogo pulled Mimi by the hand. They walked out of the market.

“Ek is baie kwaad vir jou, Mimi. Ons gaan nou dadelik huis toe!”

Gogo trek Mimi aan haar hand. Hulle stap weg van die mark af.

## Get story active!

Here are some activities based on *Mimi's dancing feet* for you and your children to try.

- As you read the story together, make comments that help your children to explore the story. For example, after reading page 4, you could say, "I wonder why Mimi's feet didn't reply. Can you think why?"
- Draw your children's attention to the illustrations. For example, on page 7 you could say, "Look at Gogo. How do you think she feels?"
- Ask your children whether they think Mimi enjoys dancing – or, is it just her feet that enjoy it?
- Do your children like to dance? Play some music that you all enjoy and dance together. Or, play a dancing game together, like *Do the Hokey Pokey*.
- The picture alongside comes from the last page of the story. Encourage your children to write what they think Mimi and Gogo are saying as Mimi dances off down the street.



## Raak doenig met stories!

Hier volg aktiwiteite wat op *Mimi se dansende voete* gebaseer is en wat jy en jou kinders kan probeer.

- Terwyl julle die storie saam lees, maak opmerkings wat jou kinders sal help om die storie te verken. Nadat jy bladsy 4 gelees het, kan jy byvoorbeeld vra: "Ek wonder waarom Mimi se voete nie antwoord nie. Kan julle aan iets dink?"
- Vestig jou kinders se aandag op die illustrasies. Op bladsy 7 kan jy byvoorbeeld sê: "Kyk na Gogo. Hoe dink julle voel sy?"
- Vra die kinders of hulle dink Mimi hou daarvan om te dans – en of dit net haar voete is wat daarvan hou?
- Hou jou kinders van dans? Speel musiek wat julle almal geniet en dans saam. Of speel 'n dansspeletjie saam, soos *Do the Hokey Pokey*.
- Die illustrasie langsaan kom van die laaste bladsy van die storie. Moedig jou kinders aan om te skryf wat hulle dink Mimi en Gogo sê terwyl Mimi in die straat af dans.

### Reading club tip #9

Let older children at your club read the "Story corner" stories on page 8 on their own and/or to the younger children.

### Leesklubwenk #9

Laat ouer kinders by jou klub die stories in die "Storiehoekie" op bladsy 8 op hul eie en/of vir die jonger kinders lees.



## Collect the Nal'ibali characters

Cut out and keep all your favourite Nal'ibali characters and then use them to create your own pictures, posters, stories or anything else you can think of!

### About Afrika

Age: 7

Sister: Dintle

Cousins: Neo and Mbali

Favourite snack: watermelon

Favourite places to visit: museums, science centres

Books he likes: "how to" books that give instructions for making interesting things, as well as fact books

## Versamel die Nal'ibali-karakters

Sny al jou gunsteling- Nal'ibali-karakters uit en gebruik hulle om jou eie prente, plakkaat, stories of enigiets anders waaraan jy kan dink, te maak!

### Oor Afrika

Ouderdom: 7

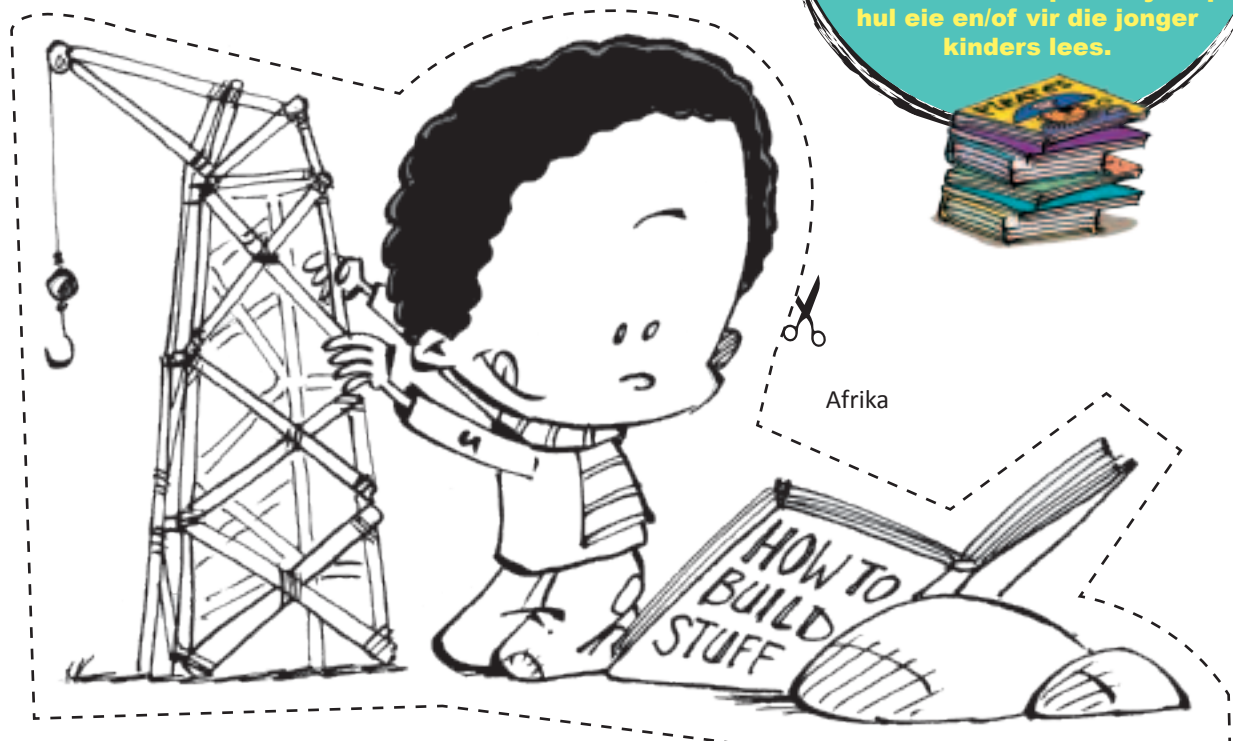
Suster: Dintle

Nefie en niggie: Neo en Mbali

Gunstelinghappie: waatlemoen

Gunstelingplekke om te besoek: museums, wetenskapsentrums

Boeke waarvan hy hou: "hoe om te"-boeke wat instruksies gee oor hoe om interessante dinge te maak, en ook feiteboeke



### Here's an idea...

Cut out and colour in the picture of Afrika and then paste it on a large sheet of paper. Then do one or more of the following things.

- Draw a thought bubble and then draw a picture inside it to show how Afrika is thinking of using the object he has made.
- Draw something on the end of the hook that will make this a funny picture!

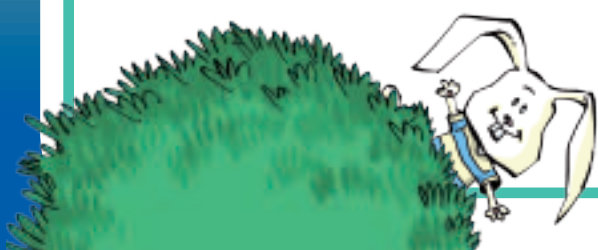
Or, keep the picture in a safe place and when you have collected all the Nal'ibali characters, use them to create your own Nal'ibali poster!

### Hier's 'n idee ...

Knip die prent van Afrika uit, kleur dit in en plak dit dan op 'n groot vel papier. Doen dan een of meer van die volgende dinge.

- Teken 'n dinkborrel en teken dan 'n prentjie binne-in om te wys hoe Afrika dink hy die voorwerp wat hy gemaak het, gaan gebruik.
- Teken iets aan die einde van die hyskraan se haak wat dit 'n snaakse prentjie sal maak!

Of, bêre die prent op 'n veilige plek, en wanneer jy al die Nal'ibali-karakters versamel het, kan jy hulle gebruik om jou eie Nal'ibali-plakkaat te maak!



## Story corner

Here is the first part of a story for you to read aloud or tell. It is about Thukile, who tries to help in the most ridiculous ways!

### Silly Thukile (Part 1) Retold by Wendy Hartmann

Once upon a time a young man named Thukile lived with his mother in a tiny house. They were very poor and the only money his mother made was by selling the eggs that her hen laid.

Thukile was so lazy that he did nothing. He would lie in the shade in the summer and sit by the fire in the winter.

One Monday morning Thukile's mother was so upset that she said, "Thukile, if you do not go and work for your food I will make you leave this house forever."

"I had better do something," Thukile said. "This time my mother sounds very cross."

On Tuesday, Thukile asked the farmer across the river for a job. The farmer got Thukile to fix his fence and paid him a few silver coins. Thukile bounced the coins up and down so that he could see them shine in the sun. But before he had crossed the river, he had lost all the coins.

"You silly boy," said his mother, "you should have put them in your pocket."

"Oh," said Thukile, "I'll do that next time."

On Wednesday, Thukile asked another farmer, "May I help you with your cows?"

"Yes," said the farmer, "and I will pay you a jar of milk."

At the end of the day, the farmer gave Thukile the jar of milk. Thukile put the jar into the pocket of his coat as his mother had said he should. Splish! Splash! Splish! The milk spilled out and the jar was empty before he got home.

"Dear me, Thukile!" said his mother. "You should have carried the jar on your head."

"Okay," said Thukile, "I'll do that next time."

On Thursday, Thukile worked for a woman who made yoghurt. She gave Thukile some yoghurt for helping her. It was in an open plastic container that was wrapped in a cloth. Thukile put the container on his head as his mother had said he should. But by the time he got home, there was very little yoghurt left in the container.

"You silly boy," said his mother, "you should have carried it in your hands."

"Oh!" said Thukile. "I'll do that next time."

**What do think Thukile is going to try next? Find out next week whether he is ever able to do something that is actually helpful to his mother!**

### In your next Nal'ibali supplement:

- Giving books as gifts
- Find out about International Picture Book Month
- Meet some of South Africa's picture book authors and illustrators
- A cut-out-and-keep book, *Swimming in the sun*
- The final part of the story, *Silly Thukile*

Our tip sheets offer easy ways for caregivers and volunteers to help children become successful readers at any age – and they're available in six South African languages! Download them for free at: <http://nalibali.org/resources/>.

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## Storiehoekie

Hier volg die eerste deel van 'n storie wat jy hardop kan lees of vertel. Dit gaan oor Thukile, wat op die mees verspote maniere probeer help!

### Dwase Thukile (Deel 1) Oorvertel deur Wendy Hartmann

Eendag het 'n jong man met die naam Thukile saam met sy ma in 'n klein huisie gewoon. Hulle was baie arm en die enigste geld wat sy ma verdien het, was om die eiers wat haar hen gelê het, te verkoop.

Thukile was so lui dat hy niks gedoen het nie. Hy het in die somer in die skaduwee gelê en in die winter by die vuur gesit.

Een Maandagoggend is Thukile se ma so ontsteld dat sy sê: "Thukile, as jy nie gaan werk vir jou kos nie, sal ek jou vir altyd wegstuur."

"Ek moet seker iets doen," sê Thukile. "Hierdie keer klink my ma baie kwaad."



Illustration by Jiggs Snaddon-Wood  
Illustrasie deur Jiggs Snaddon-Wood

Dinsdag vra Thukile die boer oorkant die rivier of hy vir hom werk het. Die boer laat Thukile sy heining regmaak en betaal hom met 'n paar silwer muntstukke vir die werk. Thukile gooi die muntstukke in die lug op sodat hy hulle in die son kan sien blink. En nog voordat hy die rivier oorgesteek het om by die huis te kom, het hy reeds al die muntstukke verloor.

"Jou dwase seun," sê sy ma, "jy moes die geld in jou sak gebêre het."

"O," sê Thukile, "volgende keer sal ek dit doen."

Woensdag gaan vra Thukile vir 'n ander boer: "Kan ek jou met jou koeie help?"

"Ja," sê die boer, "en ek sal jou 'n beker melk as betaling gee."

Aan die einde van die dag gee die boer vir Thukile die beker melk. Thukile sit die beker in sy jas se sak, soos sy ma gesê het hy moet. Sjloep! Sjloep! Sjloep! Die melk stort uit, en voor hy by die huis kom, is die beker melk leeg.

"Ai tog!" sê sy ma. "Jy moes die beker op jou kop gedra het."

"Goed, Ma," sê Thukile, "ek sal dit volgende keer doen."

Donderdag werk Thukile vir 'n vrou wat jogurt maak. Sy gee vir Thukile van die jogurt omdat hy haar gehelp het. Sy sit dit in 'n oop plastiekhouer wat met 'n doek toegedraai is. Thukile sit die houër op sy kop, soos sy ma gesê het. Maar teen die tyd dat hy by die huis kom, is daar baie min jogurt in die houër oor.

"Jou dwase seun," sê sy ma, "jy moes dit in jou hande gedra het."

"O!" sê Thukile. "Ek sal dit volgende keer doen."

**Wat dink julle gaan Thukile volgende probeer doen? Vind volgende week uit of hy ooit iets gaan doen wat sy ma sal help!**

### In jou volgende Nal'ibali-bylae:

- Gee boeke as geskenke
- Vind uit oor Internasionale Prentebokmaand
- Ontmoet sommige van Suid-Afrika se prentebokskrywers en -illustreerders
- 'n Knip-uit-en-bêreboekie, *Swem in die son*
- Die laaste deel van die storie, *Dwase Thukile*

Ons wenkblaaie bied baie maklike maniere vir versorgers en vrywilligers om kinders te help om op enige ouderdom suksesvolle lesers te word – en hulle is in ses Suid-Afrikaanse tale beskikbaar! Laai hulle gratis af by: <http://nalibali.org/resources/>.

