



Nalibali

It starts with a story...

For our children's sake



All children deserve the opportunity to learn to use reading and writing meaningfully in their lives – to become literate! Literacy is a human right, but how do we make sure that all South Africa's children have equal access to this right? What are the literacy experiences all our children should have if we want them to become fully literate citizens?

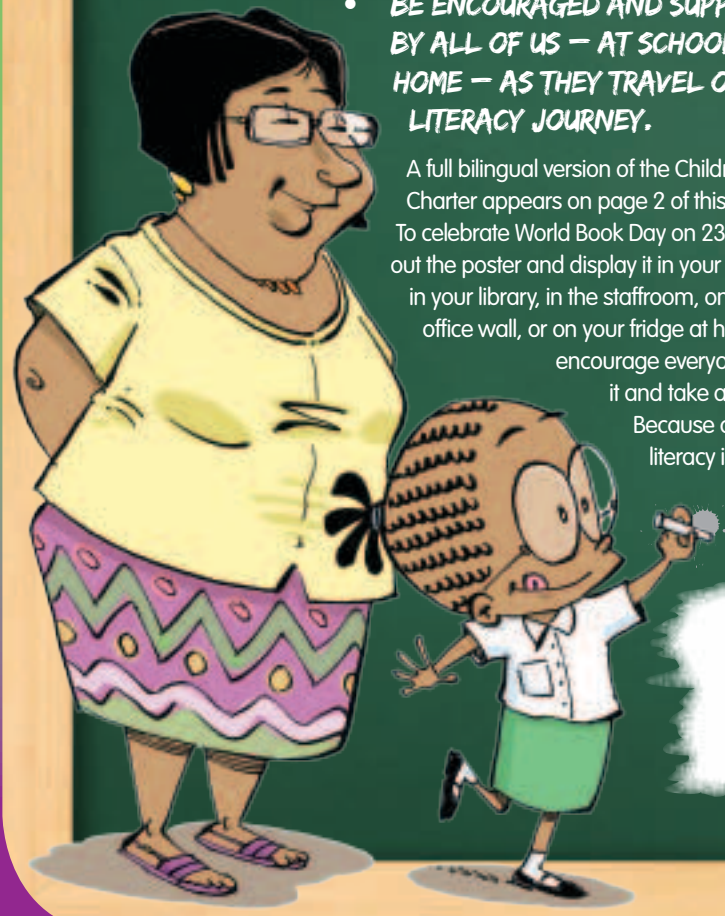
Last year on International Literacy Day we launched a call to you to help us put together a Children's Literacy Charter – something that would describe the literacy experiences all our children should have. We asked you what you thought our children have the right to expect when it comes to reading and writing.

Many of the reading clubs and individuals in the Nalibali network, and our partner organisations sent us emails and letters – we also received some from new friends! Your responses made it quite clear that we all agree that learning to read and write is not just about learning new skills. It is about learning to use reading and writing in real and important ways.

WE ALL AGREED THAT OUR CHILDREN SHOULD:

- REGULARLY READ PURELY FOR ENJOYMENT
- HAVE ACCESS TO A WIDE VARIETY OF BOOKS, FROM THE MOMENT THEY ARE BORN RIGHT THROUGH TO ADULTHOOD
- BE ALLOWED TO USE READING AND WRITING IN WAYS THAT ARE MEANINGFUL TO THEM
- HAVE THE OPPORTUNITY TO BECOME LITERATE IN THEIR HOME LANGUAGE AND ADDITIONAL LANGUAGES
- BE INSPIRED BY THE WAYS IN WHICH THE ADULTS AROUND THEM USE LITERACY ON A DAILY BASIS
- BE ENCOURAGED AND SUPPORTED BY ALL OF US – AT SCHOOL AND AT HOME – AS THEY TRAVEL ON THEIR LITERACY JOURNEY.

A full bilingual version of the Children's Literacy Charter appears on page 2 of this supplement. To celebrate World Book Day on 23 April, cut out the poster and display it in your classroom, in your library, in the staffroom, on your office wall, or on your fridge at home – and encourage everyone to read it and take action! Why? Because our children's literacy is at stake!



Om ons kinders se onthalwe



Alle kinders verdien die kans om te leer hoe om lees en skryf sinvol in hulle lewens te gebruik – om geletterd te word! Geletterdheid is 'n mensereg, maar hoe maak ons seker dat alle Suid-Afrikaanse kinders gelyke toegang tot hierdie reg het? Wat is die geletterdheidservarings wat al ons kinders behoort te hê as ons wil verseker dat hulle volkome geletterde landsburgers sal word?

Verlede jaar op Internasionale Geletterdheidsdag het ons 'n beroep op julle gedoen om ons te help om 'n Handves van Geletterdheid vir kinders op te stel – iets wat die geletterdheidservarings sal beskryf wat al ons kinders behoort te hê. Ons het julle mening gevra oor wat ons kinders met reg kan verwag wanneer dit by lees en skryf kom.

Baie van die leesklubs en individue in die Nalibali-netwerk, en ons vennootorganisasies het vir ons e-posboodskappe en briewe gestuur – ons het ook briewe en e-posse van nuwe vriende ontvang! Julle insette het dit baie duidelik gemaak dat ons almal saamstem dat om te leer lees en skryf, nie net oor die aanleer van nuwe vaardighede gaan nie. Dit gaan ook oor om te leer om lees en skryf op werklike en belangrike maniere te gebruik.

ONS HET ALMAL SAAMGESTEM ONS KINDERS BEHOORT:

- GEREELD BLOOT VIR GENOT TE LEES
- TOEGANG TE HÊ TOT 'N WYE VERSKEIDENHEID BOEKE, VAN DIE OOMBLIK WANNEER HULLE GEBORE WORD TOT VOLWASSENHEID
- TOEGELAAT TE WORD OM LEES EN SKRYF TE GEBRUIK OP MANIERE WAT VIR HULLE SINVOL IS
- DIE GELEENTHEID TE KRY OM GELETTERD TE WORD IN HULLE HUISTAAL EN ADDISIONELE TALE
- GEÏNSPIREER TE WORD DEUR DIE MANIERE WAAROP DIE VOLWASSENES OM HULLE OP 'N DAAGLIKSE BASIS GELETTERDHEID GEBRUIK
- DEUR ALMAL VAN ONS AANGEMOEDIG EN ONDERSTEUN TE WORD – BY DIE SKOOL EN TUIS – OP HUL REIS NA GELETTERDHEID.

'n Volkome tweetalige weergawe van die Kinders se Handves van Geletterdheid verskyn op bladsy 2 van hierdie bylae. Om Wêreldboekdag op 23 April te vier, knip die plakkaat uit en stal dit in jou klaskamer, biblioteek, in die personeelkamer, teen jou kantoormuur, of teen jou yskas by die huis uit – en moedig almal aan om dit te lees en tot aksie oor te gaan! Waarom? Want ons kinders se geletterdheid is op die spel!

WE WILL BE TAKING A BREAK NEXT WEEK, BUT WILL BE BACK AGAIN IN THE WEEK OF 4 MAY 2014!
ONS NEEM VOLGENDE WEEK 'N BLAASKANS, MAAR ONS IS WEER TERUG IN DIE WEEK VAN 4 MEI 2014!



Drive your imagination

Read to me. Every day.
Lees vir my. Elke dag.





Children's Literacy Charter

Literacy is the foundation of education and the gateway to a successful adult life in the modern world. This charter invites adults across South Africa to make sure that the conditions which support children's successful literacy learning, are offered to all our children so that they may have personally-rewarding and educationally-successful literacy learning journeys.



1 Reading for pleasure: All children should experience exploring reading and writing purely for their own pleasure and satisfaction in their home and additional languages from early childhood onwards.

Lees vir genot: Alle kinders behoort van hul vroeë kinderjare af te ervaar hoe dit is om lees en skryf te verken bloot vir hul eie genot en bevrediging in hulle huistaal en addisionele tale.

2 Stories: All children should have regular opportunities to listen to, read and talk about stories from South Africa, Africa and around the world.

Stories: Alle kinders behoort gereeld geleenthede te kry om na stories uit Suid-Afrika, Afrika en vanoor die wêreld heen te luister, dit te lees en daaroor te praat.

3 Exploring the world: All children should have daily opportunities to use reading and writing to help them explore life from both imaginary and realistic perspectives. These opportunities enable them to learn about themselves and others while exploring their changing place in the world and how they can contribute to it.

Verken die wêreld: Alle kinders behoort daaglik geleenthede te kry om lees en skryf te gebruik om hulle te help om die lewe te verken uit beide 'n denkbeeldige en realistiese perspektief. Hierdie geleenthede stel hulle in staat om oor hulself en ander te leer terwyl hulle hul veranderende plek in die wêreld verken, en ook uitvind hoe hulle daartoe kan bydra.

4 Inspiration: Children of all ages need people to read to them in ways which inspire them to want to read for themselves. Family members at home, teachers in their classrooms and librarians at local or school libraries should read aloud to children regularly.

Inspirasie: Kinders van alle ouderdomme het mense nodig wat vir hulle lees op maniere wat hulle inspireer om self te wil lees. Familielede by die huis, onderwysers in hul klaskamers en bibliotekaris by plaaslike of skoolbiblioteke behoort gereeld hardop vir kinders te lees.

5 Role models: Adults need to model reading and writing for children. Children need to see the adults at home and school, and in their communities using writing and reading to get things done, to learn and for entertainment.

Rolmodelle: Volwassenes moet vir kinders as rolmodelle vir lees en skryf dien. Kinders moet sien hoe volwassenes by die huis en skool, en in hul gemeenskappe lees en skryf gebruik om dinge gedoen te kry, om te leer en vir vermaak.

6 Learning to read and write: All children at school have the right to be taught how to read and write by skilled and inspiring teachers who communicate with them in language/s they understand, exposing them to wonderful stories and interesting texts as part of their teaching.

Leer lees en skryf: Alle kinders op skool het die reg om te leer lees en skryf by onderwysers wat vaardig en inspirerend is en met hulle in die taal/tale kan kommunikeer wat hulle verstaan, om die kinders sodoende aan wonderlike stories en interessante tekste bloot te stel tydens hul lesse.

7 Time and place: Children need to be given sufficient and regular free time to relax and read. They also need quiet places in which to do this.

Tyd en plek: Kinders moet genoeg en gereeld vrye tyd hê om te ontspan en te lees. Hulle het ook stil plekke nodig waar hulle dit kan doen.

8 Access to material: Children need to easily be able to find a variety of reading and writing materials in their immediate environment. They need access to a large selection of story- and other books, whether these are owned, or borrowed from school and public libraries close enough to where they live. They also need to be surrounded by environmental print in languages they know and understand.

Toegang tot materiaal: Kinders moet maklik 'n verskeidenheid lees- en skryfmateriaal in hul onmiddellike omgewing kan vind. Hulle het toegang tot 'n groot verskeidenheid storie- en ander boeke nodig, of dit hul eie is, of by skool- of openbare bibliotekes uitgeneem word naby genoeg aan waar hulle woon. Hulle moet ook omring wees deur die gedrukte woord in tale wat hulle ken en verstaan.

Kinders se Handves van Geletterdheid

Geletterdheid is die grondslag van opvoeding en die poort tot 'n suksesvolle lewe as volwassene in die moderne wêreld. Hierdie handves nooi volwassenes oor die hele Suid-Afrika heen om seker te maak dat die omstandighede wat suksesvolle geletterdheid by kinders ondersteun, tot al ons kinders se beskikking is, sodat hulle reis na geletterdheid op persoonlike vlak vir hulle lonend en op opvoedkundige vlak suksesvol sal wees.

9 Books to inspire: Children have the right to good quality books with high quality writing and illustrations, exciting storylines and engaging information. Good quality books are the most likely to "switch" children on to reading as a lifelong habit.

Boeke om te inspireer: Kinders het die reg tot boeke van goeie gehalte, met skryfwerk en illustrasies van hoë gehalte, opwindende storielyne en inligting wat hulle interesseer. Goeie boeke sal die grootste kans hê om kinders "aan te skakel" sodat lees 'n lewenslange gewoonte sal word.

10 Selection: Children need to be given opportunities to choose what they want to read sometimes and at other times be offered guidance by adults. Self-selection helps children to mature as readers because it allows them to develop criteria for the types of books that interest them.

Keuse: Kinders moet geleenthede kry om soms te kies wat hulle wil lees en ander kere moet hulle leiding kry van volwassenes. As hulle self kies, help dit kinders om bekwame lesers te word, want dit stel hulle in staat om kriteria te ontwikkel vir die soort boeke waarin hulle belangstel.



11 Encouragement: Children deserve to have all their attempts at reading and writing celebrated by the adults in their lives and to be encouraged to continue to extend their use of written and oral language. On their journey to becoming literate, children will sometimes get things wrong and sometimes get them right. This, together with encouragement, is how we all learn.

Aanmoediging: Kinders verdien dat al hul lees- en skryfpogings deur die volwassenes in hul lewens gevier word, en moet aangemoedig word om hul gebruik van geskrewe of gesproke taal voortdurend uit te brei. Op hulle reis na geletterdheid sal kinders soms dinge verkeerd kry, en soms sal hulle dit regkry. Dit, saam met aanmoediging, is hoe ons almal leer.



Nalibali
It starts with a story...

Gogo looked everywhere.
Gogo soek oral.



Fold

Layla, Neesha and Lindi went to the shop.
"Good morning Mrs Patel," said Lindi. "Have you seen the twins?"
Layla, Neesha en Lindi gaan na die winkel toe.
"Goie môre, mev. Patel," sê Lindi. "Het u die tweeling gesien?"



"Have you seen Nuha?" asked Mrs Allie.
"No, we haven't, Mrs Allie," said the girls.
"Het julle vir Nuha gesien?" vra mev. Allie.
"Nee, ons het nie, mev. Allie," sê die meisies.



"Go away!" the boys shouted. "Nuha is reading us stories."
"Gaan weg!" skree die seuns. "Nuha lees vir ons stories."

Fold

“No dear, I haven’t,” said Mrs Patel.
Raj said nothing.
“Nee, skat, ek het nie,” sê mev. Patel.
Raj sê niks.



“Have you seen the twins?” asked Gogo.
“No, we haven’t, Gogo,” said the girls.
“Het julle die tweeling gesien?” vra Gogo.
“Nee, Gogo, ons het nie,” sê die meisies.



“Raj, have you seen the boys?” they asked.
“Maybe,” said Raj.
“Come on Raj, where are they?”
“I promised not to tell,” he said. But he pointed.



“Raj, het jy die seuns gesien?” vra hulle.
“Miskien,” sê Raj.
“Komaan, Raj, waar is hulle?”
“Ek het belowe om die geheim te bewaar,” sê hy. Maar hy beduie tog.



Mrs Allie looked everywhere.

Mev. Allie soek oral.



Susan Smit soek oral.

Susan Smit looked everywhere.

“Have you seen Skye?” asked Mrs Smit.

The girls giggled. “You mean Sam? No, we haven’t,” they said.

“Het julle vir Skye gesien?” vra mev. Smit.

Die meisies giggel. “U bedoel Sam? Nee, ons het nie,” sê hulle.



“Dalk is hulle by die rivier,” sê Layla.
 “Maybe they’re at the river,” said Layla.



“There’s no one here – just the old man,” said Neesha.

“Where can they be?” asked Lindi.

“Daar’s niemand hier nie – net die ou man,” sê Neesha.

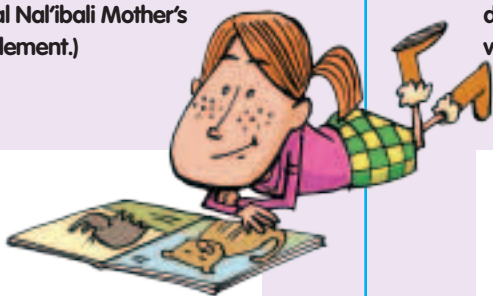
“Waar kan hulle wees?” vra Lindi.



Reading club corner

There are lots of days to celebrate in May. Rather than trying to focus on all of them, you could choose one or two and then plan reading club activities around them. Here are some ideas.

- **World Laughter Day (4 May):** In the week before World Laughter Day, encourage the children to find or make-up their own jokes. Then, at the reading club meeting closest to World Laughter Day, invite them to tell their jokes to the group. Provide paper and crayons or pencil crayons, and let them write down their joke and draw a picture to go with it. Display all the jokes and encourage the children to read them over the next few weeks.
- **Mother's Day (11 May):** Invite the mothers of the reading club children (or people who are like mothers to them) to join you at the reading club session closest to Mother's Day. Read a story about a mother-child relationship to everyone and then invite the mothers and their children to spend time reading stories and looking at books together. Let the children make Mother's Day cards to give to their mothers. **(Look out for our special Nal'ibali Mother's Day card template in your next supplement.)**



Dates to celebrate in May

1 May	Worker's Day
4 May	World Laughter Day
5 May	Leo Lionni's birthday (find out more about him in The Nal'ibali bookshelf below)
11 May	Mother's Day
15 May	International Day of Families
25 May	Africa Day

Leesklubhoekie

Daar is baie dae om in Mei te vier. Eerder as om te probeer om op almal te fokus, kan jy een of twee kies en dan leesklubaktiwiteite rondom dit beplan. Hier volg 'n paar idees.

- **Wêreldlagdag (4 Mei):** Moedig kinders in die week voor Wêreldlagdag aan om hulle eie grappe te vind of op te maak. Nooi hulle dan om by die byeenkoms van die leesklub wat die naaste aan Wêreldlagdag is, hulle grappe vir die groep te vertel. Gee vir hulle papier en kryte of potloodkryte en laat hulle hul grap neerskryf en 'n prentjie teken wat daarby pas. Stal al die grappe uit en moedig die kinders aan om dit oor die volgende paar weke te lees.
- **Moedersdag (11 Mei):** Nooi die ma's van die kinders in die leesklub (of mense wat vir hulle soos ma's is) om by die leesklubsessie wat die naaste aan Moedersdag is, aan te sluit. Lees 'n storie oor 'n ma-kind-verhouding vir almal en nooi dan die ma's en hulle kinders uit om saam stories te lees en na boeke te kyk. Laat die kinders Moedersdagkaartjies maak om vir hulle ma's te gee. **(Kyk uit vir die patroon van ons spesiale Nal'ibali-moedersdagkaartjie in jou volgende bylae.)**

Datums om in Mei te vier

1 Mei	Werkersdag
4 Mei	Wêreldlagdag
5 Mei	Leo Lionni se verjaardag (leer meer oor hom in Die Nal'ibali-boekrak hieronder)
11 Mei	Moedersdag
15 Mei	Internasionale Gesinsdag
25 Mei	Afrika-dag

The Nal'ibali bookshelf

Have you ever read any books by Leo Lionni? He was an author and illustrator of over 40 picture books, many of which won international awards.

Leo Lionni was born in Holland in 1910, and although he was a painter and sculptor, he studied economics after school and never did any formal art courses! But, as a child, he did spend most of his free time in museums, teaching himself how to draw.

He worked in advertising and design, before starting to write and illustrate children's picture books when he was 49 years old. Today his beautiful and gentle picture books are loved and enjoyed by children all over the world.

The only South African language that Leo Lionni's books are available in is English. Try finding his books at your library. Read them in English and translate the text for your children as you read, if their home language is not English.



Die Nal'ibali-boekrak

Het jy al ooit enige van Leo Lionni se boeke gelees? Hy was 'n skrywer en illustreerder van meer as 40 prentboeke, waarvan baie internasionale toekennings gewen het.

Leo Lionni is in 1910 in Nederland gebore, en al was hy 'n skilder en beeldhouer, het hy ná skool ekonomie gaan studeer en nooit enige formele kunsklasse bygewoon nie! Maar as kind het hy die meeste van sy vrye tyd in museums deurgebring, en homself leer teken.

Hy het in die advertensie- en ontwerpbedryf gewerk voordat hy op 49-jarige ouderdom begin het om prentboeke vir kinders te skryf en te illustreer. Vandag is sy pragtige, genotvolle prentboeke geliefd onder kinders oor die hele wêreld heen.

Die enigste Suid-Afrikaanse taal waarin Leo Lionni se boeke beskikbaar is, is Engels. Probeer sy boeke in jou biblioteek vind. Lees dit in Engels en vertaal die teks vir jou kinders terwyl jy lees, indien hulle huistaal nie Engels nie.



Some of Leo Lionni's books ...
Sommige van Leo Lionni se boeke ...

**0-3 years/
0-3 jaar**

Where?
Who?
What?
When?

**3 years and older/
3 jaar en ouer**

Swimmy
Theodore and the talking mushroom
Fish is fish
Alexander and the wind-up mouse
Inch by inch
Frederick

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.



Story corner

Here is the final part of our story about a talented gardener who needed to learn how to share. Enjoy reading it aloud or telling it.

Mr Shabalala's garden

(Part 2)

by Wendy Hartmann

It did not take long before there were too many apples on the tree. There were too many hens, chickens and eggs. And because there was no vegetable patch, there were no vegetables for Mr Shabalala.

But there was something that was even worse than that. It was now so quiet that Mr Shabalala got a headache. Poor Mr Shabalala, he didn't know what to do with all the quietness. So he opened his front door and shouted the loudest shout that he could, just to make some noise.

Suddenly the people ran up to his house.

"Are you alright?"

"Have you hurt yourself?"

"Can we help you?"

"I ... I ..." Mr Shabalala didn't know what to say. Even though he had been so nasty and unkind, everyone had come to see if he was alright. Mr Shabalala felt so bad he started to cry. "I'm sorry," he said. "I'm so sorry."

"We're sorry for making a noise in the shade of your tree," said someone.

"We're sorry for taking apples," said the children.

"We're sorry about collecting eggs," said a woman.

"Oh no," said Mr Shabalala. "I was so selfish and rude and I am sorry. Please, all of you come inside and I will share everything."

From that day Mr Shabalala did share everything. He also promised to let the branches of the apple tree grow over the wall and to leave a little hole in the fence for the hens and chickens.

When everyone left, he smiled happily because now there were happy noises outside.

Then suddenly Mr Shabalala realised that he still had no vegetable garden. At that moment there was a soft *knock, knock* on his front door. He opened the door and there stood the little boy.

"Aaah," he said, "you are the boy who always asked for seeds."

"Yes," said the boy, "but I know you don't have a vegetable garden now. Can I help you plant one?"

And for the second time that day, Mr Shabalala had tears in his eyes. But this time they were tears of happiness.

Tell us if you liked the story, *Mr Shabalala's garden* – SMS "Bookmark" with your name and your comments to 32545. R1,00 per SMS.

Storiehoekie

Hier is die laaste deel van ons storie oor 'n talentvolle tuinier wat moes leer hoe om te deel. Geniet dit om dit hardop te lees of te vertel.

Mnr. Shabalala se tuin

(Deel 2)

deur Wendy Hartmann

Kort voor lank is daar te veel appels aan die boom. Sommiges word vrot en ruik sleg. Daar is te veel hennie, hoenders en eiers. En omdat daar geen groentetuin is nie, is daar ook geen groente vir mnr. Shabalala om te eet nie.

Maar daar is iets wat nog baie erger is. Dit is nou so stil dat mnr. Shabalala hoofpyn kry. Arme mnr. Shabalala weet nie wat om met al die stilte te doen nie. Hy maak toe maar sy voordeur oop en skree so hard as wat hy kan, net om 'n geluid te hoor.

Skielik kom die mense na sy huis aangehardloop.

"Is als reg?"

"Het jy seergekry?"

"Kan ons help?"

"Ek ... ek ..." mnr. Shabalala weet nie wat om te sê nie. Selfs al was hy so onbeskof en onvriendelik kom almal kyk wat aangaan. Mnr. Shabalala voel so sleg dat hy begin huil. "Ek is jammer," sê hy. "Ek is so jammer."

"Ons is jammer dat ons 'n lawaai gemaak het in die skaduwee van jou boom," sê iemand.

"Ons is jammer dat ons jou appels gevat het," sê die kinders.

"Ons is jammer dat ons die eiers bymekaar gemaak het," sê 'n vrou.

"O nee," sê mnr. Shabalala. "Ek was so selfsugtig en onbeskof en ek is jammer. Kom asseblief almal in en ek sal alles met julle deel."

Van daardie dag af deel mnr. Shabalala alles. Hy belowe ook om die takke van die appelboom weer oor die muur te laat groei en om 'n klein gaatjie in die heining te los vir die hennie en hoenders.

Toe almal vertrek, glimlag hy bly omdat daar nou vrolike geluide buite is.

Toe besef mnr. Shabalala skielik dat hy steeds nie 'n groentetuin het nie. Op daardie oomblik is daar 'n sagte *klop, klop* aan sy voordeur. Hy maak die deur oop en daar staan die klein seuntjie.

"Aaa," sê hy, "jy is die seuntjie wat altyd vir saad gevra het."

"Ja," sê die seuntjie, "maar ek weet u het nie meer 'n groentetuin nie. Kan ek u help om een aan te plant?"

En vir die tweede keer daardie dag het mnr. Shabalala trane in sy oë. Maar hierdie keer is dit trane van blydschap.

Vertel vir ons of jy van die storie, *Mnr. Shabalala se tuin* gehou het – SMS "Bookmark" met jou naam en kommentaar na 32545. R1,00 per SMS.



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

In your next Nal'ibali supplement:

- Follow the doctor's orders on reading to young children
- Our readers' letters and messages
- A Mother's Day card for you to make
- A cut-out-and-keep book, *Can Little Pig fly?*
- Part 1 of a new Story Corner story, *Whatzit*

Have you joined the Nal'ibali network yet? Visit www.nalibali.org or www.nalibali.mobi to register – and receive a monthly newsletter with exclusive competitions and other great benefits.



In jou volgende Nal'ibali-bylae:

- Volg die dokter se raad oor lees vir jong kinders
- Ons lesers se briewe en boodskappe
- 'n Moedersdagkaartjie wat jy kan maak
- 'n Knip-uit-en-bêreboekie, *Kan Otjie vlieg?*
- Deel 1 van 'n nuwe Storiehoekie-storie, *Dingetjie*

Het jy al by die Nal'ibali-netwerk aangesluit? Gaan na www.nalibali.org of www.nalibali.mobi om te registreer – en ontvang 'n maandelikse nuusbrief met eksklusiewe kompetisies en ander wonderlike voordele.

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Drive your imagination

Daily Dispatch

The Herald

Sunday Times

SundayWorld