



Egadangisweneli lango-Oktoba sithanda ukutjho ngokukhethekileko ukuthi, **SIYATHOKOZA! kibo boke abotijhere beSewula Afrika** ngokuzinikela ekufundiseni nekwelulekeni abantwana bethu abaligugu bona baqalane nengomuso labo ngokuzithemba nangokuzwisisa.



In this October edition we would like to say a special **THANK YOU! to all the teachers in South Africa** for their contributions in educating and mentoring our precious children to face their future with confidence and understanding.



Amandla wokufundela ubumnandi

Lokha isikolo nasikholelwa emandleni wokufundela ubumnandi begodu sivumele abantwana baso bazizwele, kuvuka ikareko yokufunda nokutlola kibo.

Okwenza ukufundela ubumnandi kuqakatheke

- * Ukufunda ngokuzwakalako nabantwana kwaziwa ngokuthi yinto eyodwa eqakatheke khulu yokwakha ilwazi namakghono abawathhogako bona bafunde ukufunda.
- * Iindaba zethula abantwana elimini elinohlelo nelirareneko. Zikhulisa ilwazi labantwana lokuthi ilimi lisejenziswa njani, zibafundisa irhelo lamagama negrama, bezibanikela neendlela ezitja zokuveza amazwabo.
- * Iindaba ezikarisako zisiza ukuthuthukisa ikghono lomtwana lokuzakhela isithombe emkhumbulweni begodu ahlakani phe.
- * Iindaba zinikela iimbonelo zokuthi abantu baqalana njani neentjijilo zabo begodu zisiza abantwana babe nezwele.



The power of reading for enjoyment

When a school believes in the power of reading for enjoyment and allows its children to experience this first-hand, it sparks in them an interest in reading and writing.

Why reading for enjoyment matters

- * Reading aloud with children is known to be the single most important activity for building the knowledge and skills they need to learn to read.
- * Stories expose children to rich, complex language. They deepen children's knowledge of how we use language, teach them vocabulary and grammar, and offer them new ways to express themselves.
- * Interesting and exciting stories help stimulate children's imagination and creativity.
- * Stories provide examples of how people meet the challenges that face them and help children develop empathy.

Ukwenza iindaba zibe yingcenywe yokuphila kwesikolweni

Vumela abantwana besikolweni sakho bafumane ilemuko lokucoca iindaba nokufunda qobe kube yingcenywe yokuphila kwabo kwesikolweni – ingasi ngeklasini kwaphela kodwana nangezinye iinkhathi.

- * Khuthaza ababelethi nabathhogomeli babantwana bona bafunde bebacocela abantwana iindaba nabasendleleni etjingga esikolweni.
- * Yenza indawo yeencwadi ezineentombi lapho abantwana esele bakhulile abafika esikolweni msinyana bangahlala khona nabantwana abancani babafundele iindaba.
- * Tjintja okungenani umhlangano wesikolweni wekuseni owodwa ngenyanga udzimelele eendabeni. Yenza amalungiselelo wokuthi omunye wabasebenzi acoce indaba, yenza bona isiqhema sabantwana silingise namkha bawa ikhosi labelane nabanye abantwana besikolo ngalokho abakwenzileko bona bathuthukise ithando lokufunda.
- * Yenza ukufundela ubumnandi kube yingcenywe yezinto abantwana abazenzako nakuphuma isikolo ngokuthi uthome isiqhema sokufunda esikolweni senu.

Making stories part of school life

Let the children at your school experience storytelling and reading regularly as a part of their lives at school – not just in the classroom, but at other times too.

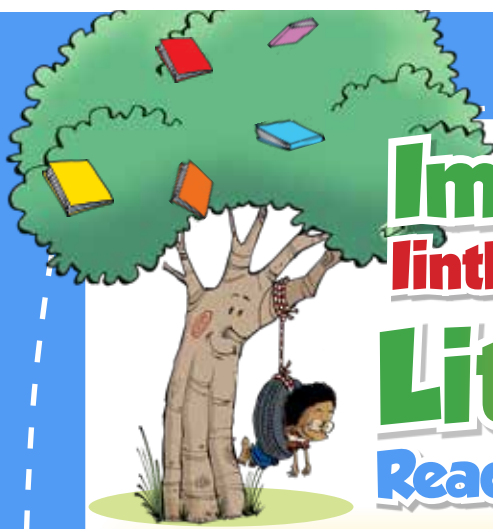
- * Encourage parents and other caregivers to read and tell stories to children on their way to school.
- * Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- * Turn at least one school assembly a month into a story-focused one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- * Make reading for enjoyment part of what children do after school too by starting a reading club at your school.

Ukufundela abantwana ngokuzwakalako angeke kubenze babe bafundi abaphuma phambili ngokuyikarisomraro kodwana kuzobasiza babe nemikghwa emihle yomkhumbulo, yokuzwisisa nokwazi okwengeziweko nokuthi bacabange ngokunzinzileko nangokunengqondo.



Reading aloud to children will not magically make them top learners, but it will help them to develop excellent memories, to understand and know more, and to think critically and logically.

IT STARTS WITH A STORY.
ITHOMA NGENDABA.



Imbewu Yokufunda Nokutlola!

Iintlabagelo zokufunda zeklasini le-ECD

Literacy Seeds!

Reading resources for the ECD classroom



Babelethi abathandekako nabathogomeli babantwana abancani, egadangisweneli sithanda ukutjho ngokukhethekileko ukuthi, SIYATHOKOZA! kibotijhere be-ECD kunye nakubathothozeli ngelanga Lephasi Labotijhere eliwela kumhlaka 5 Oktoba!

Abantwana bayakghona ukuzwisisa nokuthabela iindaba ezingehla kwamakghonwabo wokufunda nabezwa iindaba zifundwa kuhle ngokuzwakalako ngamalimi abawaziko. Esinye nesinye isiqhema sabantwana osifundelako sihlukile, yeke ukwazi iincwadi ezinengi kuzokusiza ufumane incwadi abazoyithabela.

Dear parents and caregivers of young children, in this edition we would like to say a special THANK YOU! to ECD teachers and facilitators on World Teacher's Day, which falls on 5 October!

Children are able to understand and enjoy stories that are far beyond their own reading ability when they hear stories read aloud well in languages they know. Each group of children you read to is unique, so knowing lots of books will help you find one that they will enjoy.

- ☉ **Ngiyiphi indaba okufuze ngiyikhethe?** Khetha iindaba okuthabelako ukuzifunda ezikhambelana nezinto ezithandwa balaleli bakho, ezitlolve ngelimi abalizwisisa lula begodu ezikhulisa iphasi labo. Iincwadi zokurayima, igido nokubuyelela, zenza iincwadi ezihle zokufunda ngokuzwakalako zabantwana abancani begodu ziyindlela ehle yokwethula ilimi elitjha.

- ☉ **Ngifundela ubani?** Nange ufundela isiqhema sabantwana abangalinganiko ngeminyaka, khetha isitayela esizokuthabisa abantwana abancani abasesiqhemeni.

- ☉ **Ngizokufundela isiqhema esingangani?** Nange uzokufundela isiqhema esikhona ukubona iinthombe kuhle namkha nawungakghona ukukhamba khamba nawufundako, tjengisa abantwana iinthombe njengombana ufunda. Nange ufundela isiqhema esikhulu, sebenzisa ukusikinya umzimba, amatjhada nezinto bona wenze indabakho ibernandi.

- ☉ **Ngiziphi izinto engingazisebenzisa endabeni?** Iinthombe, izinto ezisikinywako, iingwani nezinto ekukhulunywa ngazo endabeni zingasetjenziswa ukwenza indaba ibernandi.



Ukuzibandula kwenza uthuthuke, yeke kuhlala kumbono omuhle ukufunda indaba ngokuzwakalako iinkhathi ezimbalwa ngaphambi kobana uyokufundela isiqhema sabantwana!

- ☉ **What story should I choose?** Choose stories that you enjoy reading, that match your audience's interests, are in languages that they understand easily and that expand their world. Books with rhyme, rhythm and repetition make good read-aloud books for young children and are also a great way of introducing a new language.

- ☉ **Who am I reading to?** If you're reading to a group of children who are different ages, then choose a style that will appeal to the younger children in the group.

- ☉ **What size group will I be reading to?** If you're reading to a group who can see the pictures clearly or if you can move around while you read, show the children the pictures in the book while you read. When you're reading to a large group, use body movements, sound effects and props to bring your story to life.

- ☉ **What story aids can I use?** Pictures, puppets, hats and objects mentioned in the story can all be used to help a story come alive.

Practice makes perfect, so it's always a good idea to read the story aloud a few times before you read it to a group of children!



Ukufumana iintlabagelo zokufunda

- ⚙️ Ayikho into edlula ukufunda indaba ngelimi olikhuluma ekhaya! Yeke, yenza isiqiniseko sokobana ufumana iincwadi zamalimi akhulunywa bantwana emakhaya zibe zinengi ngendlela ongakghona ngayo.
- ⚙️ Khetha iincwadi ezivumelana nezinto ezithandwa bantwana beklasi lakho nezikhambelana namakghono wabo wokufunda.
- ⚙️ Ungakhohlwa bona ungafunda iincwadi ngokubuyelelweko! Abantwana kanengi bayakuthabela ukufundelwa iindaba abazithandako kanengi.
- ⚙️ Ukufunda, ukutlola nokudweba kuyakhambisana! Yeke, yenza isiqiniseko sokobana uhlala unamaphepha aneleko, amakhrayoni, amapeni namapensela eklasini lakho.

Finding reading resources

- ⚙️ Nothing beats reading a story in your home language! So, make sure that you have books in as many of the children's home languages as possible.
- ⚙️ Choose books that suit the interests and reading levels of the children in your class.
- ⚙️ Remember that you can read books more than once! Children often enjoy having their favourite stories reread to them.
- ⚙️ Reading, writing and drawing go together! So, make sure that you always have a good supply of paper, crayons, pens and pencils in your classroom.





Ukutlhogomela iincwadi

Iincwadi ziligugu begodu kuyazwisiseka bona sifuna zihlale isikhathi eside. Kodwana sifuna nokuthi abantwana bazifunde, angekhe bakghona ukukwenza lokho nange iincwadi zilodlhelwe! Nanzi ezinye iimphakamiso ezingasiza abantwana bafunde ukutlhogomela iincwadi ukwenzela bona bazithabele iinkhathi ezibuyelelweko.

- * Angekhe silindele bona abantwana baphathe iincwadi kuhle nange bangazithandi iindaba! Nange uzipha isikhathi sokufunda nokuthabela iindaba nabantwana, msinyana bafunda ukutlhogomela iincwadi.
- * Abantwana bafunda khulu ngokubona lokho esikwenzako kunokuthi sibatjele ekufuze bakwenze. Ngokwesibonelo, njengombana ubafundela, vula amakhasi ngokutijhejisa, nasele uqedile ukufunda iindaba, buyisela incwadi endawenayo, la kuhlala khona iincwadi.
- * Khuthaza ukutlhogonyelwa kweencwadi ngokweminyaka. Ngokwesibonelo, singalindela bona abaneminyaka elikhomba bavule amakhasi wencwadi ngokutijhejisa kodwana abaneminyaka emihlanu basafunda ukwenza njalo.
- * Siza abantwana bafunde ukutlhogomela iincwadi ngokwenza indawo ekhethekileko yokuzibeka. Ungasebenzisa amashelifu okulula bona bawafikelele, namabhoksi akghatjisiweko wamasirili, amabhoksi wamanyathelo, iinkhafutini zeplastiki ze-ayisikhrimu nabomantji.

Njengezinto izinengi epilweni, ukufunda ukutlhogomela iincwadi kutlhogisa isikhathi, ukuzibandula nesikhuthazo.



Caring for books

Books are precious, and so it is understandable that we want them to last. But we also need children to read them, and they can't do that if the books are locked away! Here are some suggestions to help children learn to take care of books so that they can be enjoyed over and over again.

- * We cannot expect children to treat books well if they do not love stories! When you spend time reading and enjoying stories with children, they soon learn to treasure books.
- * Children learn more by watching us than by being told what to do. For example, as you read to them, turn the pages carefully, and when you have finished reading a story, return the book to its place on the bookshelf.
- * Encourage age-appropriate book behaviour. For example, we can expect seven-year-olds to turn the pages of a book gently, but many five-year-olds are still learning to do this.
- * Help children learn to care for books by creating special places to store them. You can use shelves that are easy for them to reach, as well as decorated cereal boxes, shoe boxes, plastic ice cream containers and baskets.

As with most things in life, learning to take care of books involves time, practice and encouragement.

Amalimi angeziweko, iintlabagelo ezengeziweko

Ukufundelwa ngelimi elikhulunywa ekhaya akukafuzi kube yinto umntwana enzelwa yona nange kukghoneka. Iyifuneko nengcenyane enamandla yokufunda ilimi nokuthuthukisa ukufunda nokutlola.

- ★ Vuma iingoma bewurayime ngelimi namkha ngamalimi akhulunywa ekhaya wabo boke abantwana.
- ★ Nikela abantwana okuprintiweko ngawo woke amalimi wabo ngokwenza amaphosta wamalimi amabili namkha amanengi weenhloko abazithandako.
- ★ Fundela abantwana ngokuzwakalako ngawo woke amalimi okghona ukuwakhuluma nokuwafunda.
- ★ Sebenzisa umaliledinini ukurekhoda ababelethi, abogogo abobamkhulu nabatlhogomeli babantwana bacoca begodu/namkha bafunda iindaba ngelimi namkha ngamalimi abawakhuluma ekhaya – bese uvumele abantwana balalele iindabezo.
- ★ Vumela abantwana abakhuluma ilimi elifanako, bafunde bebakhulume ngeencwadi zeendaba ndawonye esiqhemeni.



More languages, more resources

Being read to in your own language should not be an optional extra for children. It is really an essential and powerful part of learning language and developing literacy.

- ★ Sing songs and say rhymes in the home language(s) of all the children.
- ★ Surround children with print in all their languages by making your own bilingual or multilingual posters on topics that interest them.
- ★ Read aloud to the children in all the languages that you can speak and read.
- ★ Use a cellphone to record parents, grandparents and other caregivers telling and/or reading stories in their home language(s) – and then let the children listen to these stories.
- ★ Let the children who speak the same home language read and talk about storybooks together in groups.

Fumana iindaba ngamalimi alitjumi nanye ku-www.nalibali.org.

Find stories in eleven languages at www.nalibali.org.



"Iincwadi zihle. Iincwadi ziyakarisa. Iincwadi ziyathogeka!"



"Books are good. Books are fun. Books are necessary!"

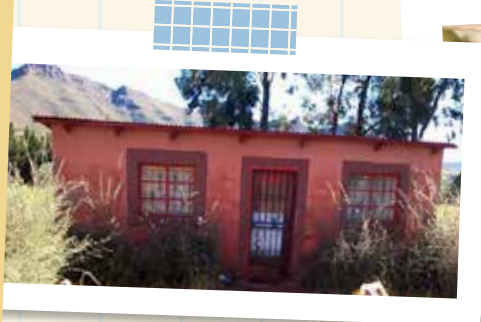
Lo mlayezo **wePaleng**, okuyihlangano yokufunda nokutlola kwabantwana, emaphandleni weLesotho, abawabelana nabantwana abafikelela kibo. Laba bantwana abanganazo iincwadi emakhaya, iinthakazelo zabo, amasiko nelimi labo kanengi akuthathelwa ehloko eencwadini zesikolweni.

"Besilokhu senza begoduABELANA ngeencwadi zethu zeendaba ezineenthombe zamalimi amabili zabantwana abancani kusukela ngo-2015.

"Emaphandleni, abantwana abaqeda esikolweni samazinga aphasisi, akusanabanga elizwakalako lokobana bafunde ukuphila kwabo koke. Abakafundiswa ukuthi ukufunda kumnandi begodu kuyabakhanyisela, ukuthi ukufunda kunganothisa ukuphila komuntu nokuthi ukufunda kuyasiza begodu kuyithlogeko ephasini lanamhlanjesi. Umbono wePaleng kukuthi, banikele abantwana abanengi ngendlela abangakghona ngayo beSewula Afrika abahlala emaphandleni, iintlabagelo zokufunda zasimahla zehlelo elithi ngeyami-ngikhamba nayo-ekhaya ezivumelana nobujamo babo, iminyakabo, amakghonwabo wokufunda kunye nelimi labo.

"Sithemba ukuthi iincwadi zethu zizokwemba zingenelele emaphilweni wabantwana begodu zijale "imbewu yokufunda" encani ezokukhula kikho koke ukuphila kwabantwana begodu iqhakaze ibe lithando lokufunda."

Amabulungelo wethu weencwadi, iincwadi neminyanya yeencwadi kunikele abantwana abanengi abakhuluma isiSotho abahlala emaphandleni ithuba lokuthabala iincwadi zeendaba.



"Bekube nje, isiqhema sethu sikhiqize iincwadi zamalimi amabili ezili-13 zabantwana abahlala emaphandleni abaneminyaka emi 4-15 begodu sisebenze nabantwana abangaphezulu kwe-1 000 ngokusebenzisa iminyanya yethu yeencwadi."



This is the message that **Paleng**, a children's literacy organisation in rural Lesotho, shares with the children who they reach out to. These are children who have no books at home and whose interests, cultural context and language is often not seriously considered in the books at school.

"We have been creating and sharing our own bilingual picture storybooks for young children since 2015.

"In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one's life and that reading is useful and non-negotiable in today's world. Paleng's vision is, therefore, to provide as many rural children in Southern Africa as possible with free, mine-to-

take-home reading material that is appropriate for their context, their age, their reading level and their language.

"We hope our books burrow deep into the lives of children and that they plant little 'reading seeds' that will grow throughout the children's lives and bloom into a love of reading."

Our library, books, and book festivals have allowed many rural Basotho children to experience the joy of storybooks.



"So far, our team has produced 13 bilingual books for rural children aged 4-15 and we have worked with over 1 000 children through our book festivals."

Bona ufumane okwengeziweko ngePaleng vakatjhela



To find out more about Paleng



www.palengplaceofstories.org



info@palengplaceofstories.org



palengschildren



PalengPlaceOfStories

Khulisa ibulungelo lakho leencwadi. Sika iingcenywe **EZIMBILI** wenze iincwadi

1. Sika amakhasi 5 kuya ku-12 wesengezelelo.
2. Iphepha elinamakhasi 5, 6, 11 no-12 enza incwadi yinye. Iphepha elinamakhasi 7, 8, 9 no-10 enza enye incwadi.
3. Sebenzisa amaphepha la ukwenza incwadi. Landela iinqophiso ezingenzasi ukwenza incwadi ngayinye.
 - a) Bhinca iphepha libe siquntu emudeni wamaqatjhaza anzima.
 - b) Libhince libe siquntu godu emudeni wamaqatjhaza ahlaza satjani.
 - c) Sika emideni yamaqatjhaza abomvu.



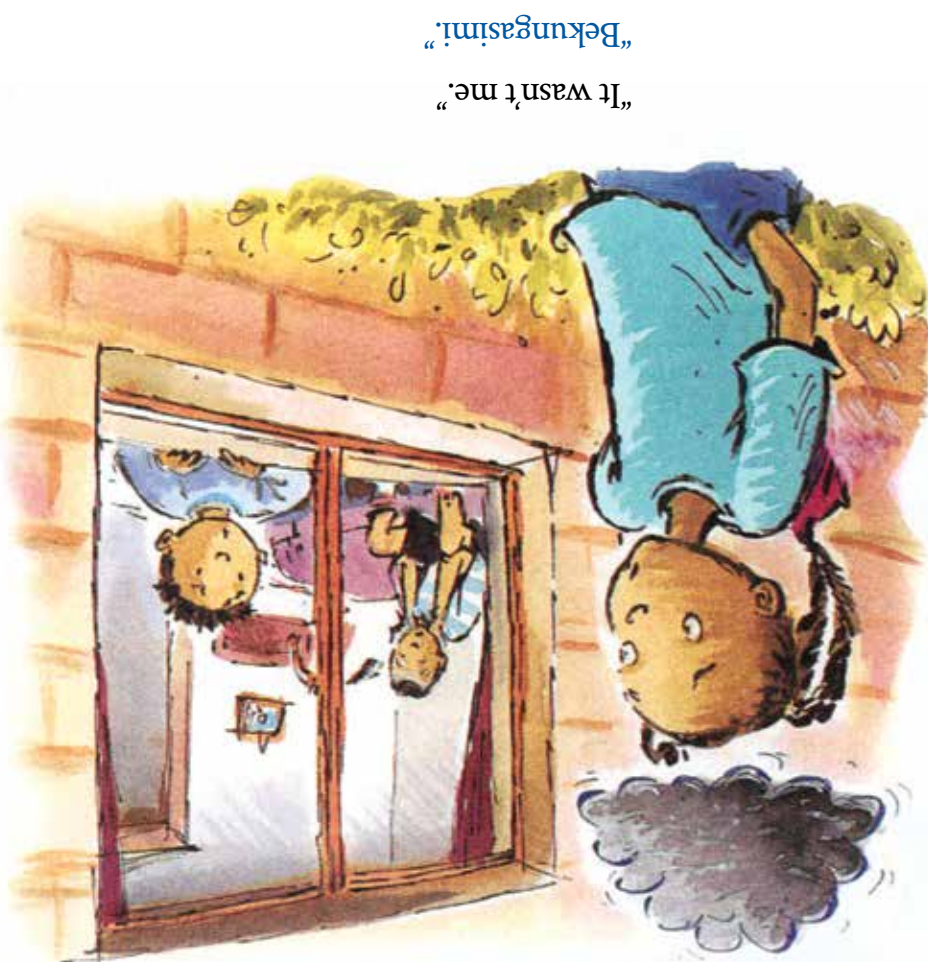
Grow your own library. Create **TWO** cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
 - a) Fold the sheet in half along the black dotted line.
 - b) Fold it in half again along the green dotted line.
 - c) Cut along the red dotted lines.



“Oh my goodness, Charlene ... what happened here?”
 “The goats! They ate up all my carrots and cabbages,
 my cauliflower and beans, beetroot and spinach too.
 Someone left the gate open!”
 “It wasn’t me.”

“Maye mina, Charlene ... kwenzekeni la?”
 “Imbuzi! Zidle woke amakherodi wami
 namakhabithi, ikholiflawa namabhontisi,
 ibhedirudi nesipinathi.
 Kunomuntu othiye iyege ivuliwe!”
 “Bekungasimi.”



“It wasn’t me.”
 “Bekungasimi.”

HEARTLINES
 The Centre for Values Promotion



For more information, please email info@heartlines.org.za or
 phone (011) 771 2540.

Bona ufumane imininingwana eyengeziweko, sibawa usithinte
 ku-info@heartlines.org.za namkha dosela ku-(011) 771 2540.

Get story active!

- ★ Why do you think Lily didn’t say she was the one who had left the gate open when Ouma first asked?
- ★ Why do you think the picture of the cloud above Lily’s head gets bigger during the story and then “rains” on page 12?
- ★ Is it sometimes scary to own up if you’ve done something wrong? Why or why not?
- ★ Is owning up the right thing to do? Why or why not?

Yenza indaba le ibemnandi!

- ★ Ucabanga ukuthi kabayini uLily akhange atjho ukuthi nguye othiye iyege ivuliwe lokha u-Ouma nakabuza kokuthoma?
- ★ Ucabanga ukuthi kubayini isithombe selifu esingehla kwehloko ka-Lily siyakhula hlangana nendaba bese “liyana” ekhasini-12?
- ★ Kghani ngezinye iinkhathi kuyathusa ukuvuma nawenze into engakalungi? Kubayini kunjalo namkha kungasinjalo?
- ★ Kghani ukuvuma yinto elungileko ukuyenza? Kubayini kunjalo namkha kungasinjalo?

Nal’ibali is a national reading-for-enjoyment
 campaign to spark and embed a culture of reading
 across South Africa. For more information, visit
www.nalibali.org.



INal’ibali lijima lephasi mazombe lokuzithabisa ngokufunda elenzelwe bona
 livuselele belidzimelelise isiko lokufunda kiyo yoke iSewula Afrika. Bona ufumane
 imininingwana engeziweko, vakatjhela ku-www.nalibali.org.

It wasn’t me



Bekungasimi

Glynis Clacherty • Tasia Rosser

Ideas to talk about: Think of a time when you made a mistake that affected someone
 else. What was the mistake you made? How did you feel when you realised that you
 had made a mistake? What did you do next? What else could you have done?

Eningacoca ngakho: Cabanga ngesikhathi owenza ngaso umtjhapho owathinta
 omunye umuntu. Ngimuphi umtjhapho owawenzako? Wazizwa njani nawubona
 ukuthi wenze umtjhapho? Wenzani ngokulandelako? Yini okhunye ebewungakwenza?

“Nina besana niyanghlanyisa! Khambani niye ngekamurenenu!”
“Bekungasingidi, Ouma.”

“You boys, you make me crazy! Go to your room!”
“It wasn’t us, Ouma.”



“Ngithoga amatamati, Ouma – wesitulu,” kutho uMma.
“Awasekho amatamati! Iimbuzi zidle amakherotsi wami
nekhabithi, amakhohlflawa, amabhontjisi nesipinatshi.
Kunomuntu othiye iyege ivuliwe!”
“Bekungasimi.”

“I need tomatoes, Ouma – for bredie,” said Ma.
“No tomatoes! The goats ate them up and my carrots
and cabbages, my cauliflower and beans, beetroot and
spinach too. Someone left the gate open!”
“It wasn’t me.”

“Don’t open the gate to my garden, Lily!” Ouma
always said. “The goats will get in and eat up all my
carrots and cabbages and cauliflower and beans; all
my beetroot, tomatoes and spinach too. Don’t open
the gate to my garden whatever you do.”





Little Bear knows how to count to ten. That's how he knows that one of the bear cubs is missing! Where can it be?

This story was specially created for Nal'ibali – a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading.



UNana Bhre uyakwazi ukubala afike etjhumini. Kungakho azi bonyana idzinyani elinye lilahlekile! Ingabe likuphi?

Indaba le yenzelwe ngokukhethekileko iNal'ibali – ijima lephasi loke-lokufundela-ubumnandi ukuvuselela amandla wokwenza ngokucoca iindaba nokufunda.

Get story active!

- ★ Do you know your important information such as your address, a family member's telephone number and someone you could contact in an emergency? Write it in your diary.
- ★ There are no bears in South Africa. Retell the story using animals found in South Africa.
- ★ Now draw a picture for your story with South African animals.

Yenza indaba le ibemnandi!

- ★ Kghani uyayazi imininingwanakho eqakathekileko njenge-adresakho, inomoro yomtato yelunga lomndeni nomuntu ongamthinta nakuvele ubujamo oburhabako? Zitole edayarinakho.
- ★ Awekho amabhere eSewula Afrika. Coca indaba godu usebenzise iinlwana ezifumaneka eSewula Afrika.
- ★ Nje-ke dweba isithombe sendabakho esineenlwana zeSewula Afrika.

Nal'ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org.

I-Nal'ibali lijima lephasi mazombe lokuzithabisa ngokufunda elenzelwe bona livuselele belidzimelelise isiko lokufunda kiyo yoke iSewula Afrika. Bona ufumane imininingwana engezweko, vakatjhela ku-www.nalibali.org.

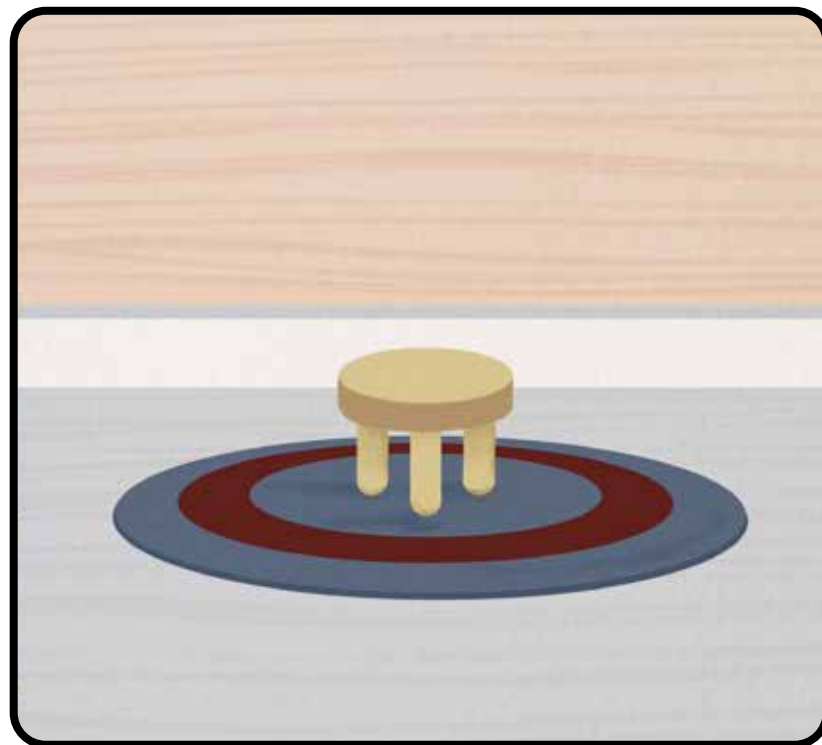


UNana Bhre wahlilikhla amehlo wakhe wabala godu. "Kunye, kubili, kudathu, kune, kuhlani, sithandathu, likhomba, bunane, madzinyani webhere alithoba." Bekunamadzinyani webhere alithoba kwaphela!

Ngalobo busuku ngaphambi kwesidlo santambama amadzinyani webhere ajama phambi kukalNana Bhre kobana awabale. "Kunye, kubili, kudathu, kune, kuhlani, sithandathu, likhomba, bunane, madzinyani webhere alithoba!" kwabala uNana Bhre.

That night before supper, the bear cubs stood in front of Little Bear to be counted. "One, two, three, four, five, six, seven, eight, nine bear cubs," counted Little Bear. Little Bear rubbed his eyes and counted again. "One, two, three, four, five, six, seven, eight, nine bear cubs!" There were only nine bear cubs!

The missing bear cub



Idzinyani lebhre elilahlekileko

Pumeza Ngobozana • Julie Smith-Belton

Ideas to talk about: Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

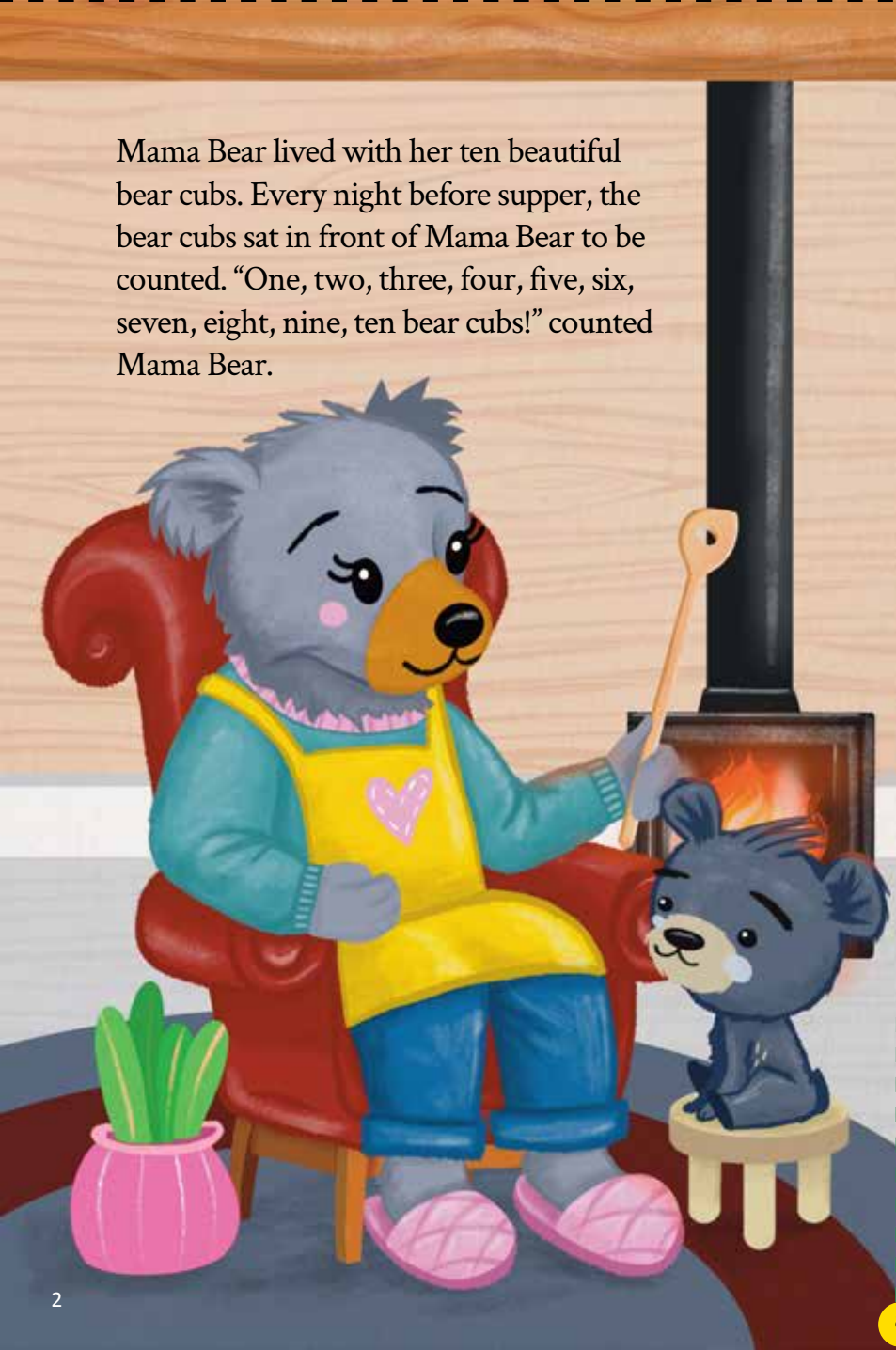
Eningacoca ngakho: Kubayini kuqakathekile ngabantwana bona bahlale batjela umuntu omkhulu othembekako njengelunga lomndeni, umakhelwana namkha utitjhere bona bakuphi? Abantwana bangenzani nabalahlekileko?



The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

Ngelanga elilandelako ekuseni, uMama Bhere wasingatha bewamanga woke amadzinanyi wakhe awavalelisa.

"Ngizakubuya ekhaya ngemva kwamalanga alikhomba," wathi njalo.



Mama Bear lived with her ten beautiful bear cubs. Every night before supper, the bear cubs sat in front of Mama Bear to be counted. "One, two, three, four, five, six, seven, eight, nine, ten bear cubs!" counted Mama Bear.



Seven days later, Mama Bear returned home. All her bear cubs looked sad.

"There are only nine bear cubs," sobbed Little Bear.

Mama Bear counted her bear cubs.

Ngemva kwamalanga alikhomba, uMama Bhere wabuyela ekhaya. Woke amadzinanyi wakhe abonakala adanile.

"Kunamadzinanyi webhere alithoba kwaphela," kulila uMama Bhere.

UMama Bhere wabala amadzinanyi wakhe.



The bear cubs began dancing and pointing at one another. “I am a bear cub! You are *also* a bear cub! I am a bear cub! You are *also* a bear cub!” they sang.

Amadzinyani webhere athoma ukugidagida akhombana. “Ngilidzinyani lebhere! *Nawe* ulidzinyani lebhere! Ngilidzinyani lebhere! *Nawe* ulidzinyani lebhere!” bayavuma.

UMma Bhre bekahlala namadzinyani wakhe amahle alitjumi. Ngamalanga ngaphambi kwesidlo santambama, amadzinyani webhere bekahlala ngaphambi kukaMma Bhre kobana awabale. “Kunye, kubili, kuthathu, kune, kuhlanu, sithandathu, likhomba, bunane, lithoba, madzinyani webhere alitjumi!” kubala uMma Bhre.



UNana Bhre walalelisisa kuhle lokha uMma Bhre nakabalako. Yindlela afunda ngayo ukubala leyo.



Little Bear listened carefully as Mama Bear counted. That is how he learnt to count.

“Yes, Little Bear, you always have to remember to count yourself,” said Mama Bear. “You are also a bear cub!”



“Count the bear cubs again, Little Bear,” said Mama softly. “This time, start by counting yourself.”
“One . . . two, three, four, five, six, seven, eight, nine, ten bear cubs!” smiled Little Bear.

“Bala amadzinyani webhere godu, Nana Bhre,” kwatjho uMma ngokuthamba. “Kwanjesi, thoma ngokuzibala wena.”
“Kunye . . . kubili, kuthathu, kune, kuhlanu, sithandathu, likhomba, bunane, lithoba, madzinyani webhere alitjhum!” kwamomotheka uNana Bhre.



“Iye, Nana Bhre, kufanele uhlale ukhumbula ukuzibala ngokwakho,” kwatjho uMma Bhre. “Ulidzinyani lebhre nawe!”



“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

And that’s what Lily and Ouma did ... the very next day!

“Maye Lily sithandwa sami! Amanga awakalungi. Enza woke umuntu adane. Kodwana ekugcineni ukhulume iqiniso. Ngithabela ukuthi ukwenzile. Kuzokufuze ungisize sitjale amakherodi amatjha namakhabitjhi namakholiflawwa, amabhontjisi nebhedirudi, namatamati nesipinatjhi.”

Begodu ngilokho uLily no-Ouma abakwenzako ... ngelanga elilandelako!



“AAAAAA! The goats have eaten up my carrots, they’ve eaten my cabbages and cauliflower and beans, my beetroot, tomatoes and spinach too. Who opened the gate to my garden?” asked Ouma.

“Ungayivuli iyege yesivande sami, Lily!” u-Ouma uhlala atjho njalo. “Iimbuzi zizokungena zidle woke amakherotsi wami, ikhabitjhi, ikholiflawwa namabhontjisi; ibhedirudi yami yoke, amatamati nesipinatjhi. Nanyana yini oyenzako ungathomi uvule iyege yesivande sami.”





... OVER the fence ... Over the fence of
Ouma's vegetable garden!
... yaya NGEHLA kwefensi ... Ngehla
kwefensi yesivande saka-Ouma semirorho!



The dragon-fly flew up and ...

I-dragon-fly yaphaphela phezulu ...



... up and ...

... phezulu ...



"No veggies, Ouma?" asked Dad.

"No veggies tonight! Someone left the gate open!"

"IT WAS ME! I'm sorry, Ouma."

Ouma looked sad, Mum looked sad, Dad looked sad
and Quinton looked sad, Jerome looked sad and Lily
... Lily was sad too!

"Ayikho imirorho Ouma?" kubuza uBaba.

"Akunamirorho ntambama nje! Kunomuntu otjhiye
iyege ivuliwe!"

"NGIMI! Ungilibalele, Ouma."

U-Ouma ubonakala adanile, uMma ubonakala adanile,
uBaba ubonakala adanile noQuinton ubonakala adanile,
uJerome ubonakala adanile noLily ... uLily naye
bekadanile!

Ngomhlaka 16 Lilanga Lokudla Lephasi Loke!



Isopo kukudla okunepilo okwenziwa ngeendlela ezihlukahlukene ephasini mazombe. Begodu ineenzuzo ezinengi emaphilwenethu ngombana:

- ★ Isopo yenziwa ngamanzi amanengi, angakusiza uhlale unamanzi emzimbeni.
- ★ Kanengi isopo yenziwa ngemirorho nangamabontjisi, okuzizinto ezifaka amavithamini amanengi, amaminerali namakariya ekudleni okukodwa.
- ★ Isopo ikwenza uzizwe wanelisekile begodu usuthi, lokho kungakusiza wehlise umzimba namkha ube nezinga lomzimba elifaneleko.
- ★ Isopo kanengi iphekwa bekube kulapho zoke izinto ezifakiweko zibabuthakathaka bezivuthwe kühle, okwenza kube lula bona zigayeke.
- ★ Isopo iyanelisa namkha iyaduduza, khulukhulu nawugulako.

Ngiiyphi isopo oyithandako?

Soup is a wholesome and nourishing food that is made in different ways all over the world. It also has many benefits for our health because:

- ★ Soup is made with a lot of water, which can help us stay hydrated.
- ★ Soup is often made with vegetables and legumes, which provide lots of vitamins, minerals and fibre in one meal.
- ★ Soup makes us feel satisfied and full, which can help us lose weight or keep to a healthy weight.
- ★ Soup is often cooked until all the ingredients are soft and fine, which makes it easy to digest.
- ★ Soup is comforting and soothing, especially when we're ill.

What is your favourite soup?

☆ iyanelisa ☆ iyasuthisa ☆ imnandi ☆ iyanambitheka ☆ inepilo ☆ yehla esiphundu
☆ satisfying ☆ hearty ☆ delicious ☆ tasty ☆ healthy ☆ yummy

16 October is World Food Day!

Sithinta ngananyana ngiiyphi indlela elandelako: • **Contact us** in any of these ways:

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UMolemo nembaji yetjhu



NgoSiphiliselwe Makhanya ■ Imidwebho nguGeoff Walton

Bekusekuseni kumakhaza komhlolo. UMolemo ufaka izandla zakhe zatjhunga eenkhwameni zebhurugu lakhe lesikolo begodu uphakamisa amahlombe njengombana alindele ukweqa indlela erobodini. Umbethe iinkipa ezimbili ngaphasi kweyembakhe emhlophe yesikolo, kodwana usawezwa amakhaza.

"Thrrrrr," kutjho uMolemo, ugadanga inyawo lakhe njengombana alindele irobodo bona litjhugulule umbala. "Ngifisa ngathana uGogo bekanemali eyaneleko yokungithengela imbaji."

Kuthe msinyana nakuvula indoda ehlaza satjani erobodini, uMolemo wathoma ukweqa indlela. Kodwana kungesikhatheso ezwa ngaso ukurhwelela ngemva kwakhe. Uthe nakajikako aqala emuva, wabona indoda iwunawuna ugogo ilinga ukuthatha isikhwama sakhe.

"Sizani! Sizani!" kurhwelela ugogo.

UMolemo akhange azibuze kabili – wagijima wayokusiza ugogo, wararha indoda leyo engogorinyaneni ngamandla ngendlela akghona ngayo. Indoda yarhwelela ngebanga lobuhlungu yalisa isikhwama sakagogo. Yeke yahlaza yabaleka msinyana ngendlela engakghona ngayo.

"Maye mara Gogo, akakakulimazi?" kubuza uMolemo, njengombana asiza ugogo bona asikime. Uwile lokha isigebengu sithatha isikhwama sakhe. "Bambelela emahlombami," kutjho uMolemo.

Ugogo bekahlangazela begodu bekabonakala ngasuthi ufuna ukulila. Wathi, "ngiyathokoza, ngiyathokoza," "Angazi bona abantu bangerwe yini amalanga la."

Kuthe lokha ugogo nasele asikimile godu, uMolemo wadobha izinto zakhe wamnika zona. "Kuncono ngoba sisese nabantu abatjha abanomusa njengawe," uyamomotheka.



Kuthe entambama yamhlokho, uMolemo weqa indlela erobodinela godu nakaya ekhaya. Okwamrarako kukuthi, ugogo loya bekalapho amlindile. Wamomotheka nakambonako. "Sokana! Ngikuphathele okuthileko!" utjho anikela uMolemo isiphuthelwana esiphuthelwe kuhle. "Usivule nawufika ekhaya."

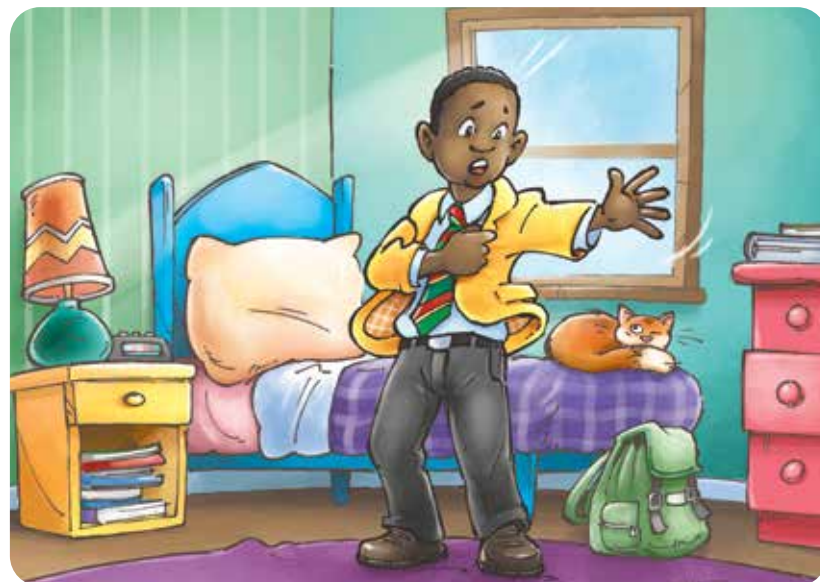
UMolemo wazizwa anamahloni. "Akutlhogeki bona ungiphe li...," waraga.

"Ithathe, ithathe," kutjho ugogo, amthikazisa. "Uyayitlhoga into le. Nangihlangana nawe, ngivele ngazi bona izokufanela." Wabhambatha uMolemo emhlana bewambamba wamqinisa ehlombe. "Nasele ingasakulingani, uyidlulisele komunye umntwana onomusa njengawe." Wajika wakhamba.

Kuthe uMolemo nakafika ekhaya, wavula isiphuthelwana. Ngaphakathi bekunembaji ekhanyako etjheli. Beyineenkhwama ngaphandle begodu ithandeka, inemigwalo yetjhege etjheleni elingaphakathi. Beyiyihle. Kodwana uthe nakayiphakamisako wabona ukuthi yincani.

UMolemo wadana. "Angekhe ingilingane!" uyacabanga. Kodwana ngombana imbaji le yihle, walinga ukuyimbatha.

Kulapho la kwenzeka khona into erarako – umkhono wembaji wangesidleni wabonakala uba mude njengombana afaka umkhonwakhe. Waba mude bekwaba kulapho ulingana umkhonwakhe. UMolemo akhange akholwe amehlwakhe. Mhloloke lo! UMolemo waqunta ukufaka omunye umkhonwakhe ngesandleni sembaji sangesinceleni. Godu, wabonakala uba mude bewamlingana.



Imbaji le yamlingana kuhle uMolemo. Waphumela ngaphandle wayoziqala efasidereni. Wajama rwe, izandla zakhe ziseenyonga ngemva kwalokho wafaka izandla zakhe eenkhwameni zembaji. Bekanejamo!

Kuthe kusese njalo, udadwabo omkhulu uNina, wavela ekhoni. Bekabonakala adiniwe. UMolemo wathatha isikhwama sakhe wamlandela bangena ngendlini. "Unjani? Ufuna ikomiti yetiye?" uyabuza.

UNina wahlala phasi etafuleni engekhwitjhini. Wathi, "Ngirerhe, ngimane ngidiniwe," ulinga ukumomotheka. "Ukufuna umsebenzi kubudisi. Itiye ingalunga, ngiyathokoza."

Kubonakala ngasuthi uNina bekahlala afuna umsebenzi. Lokhu kwamdanisa uMolemo. Usebenze budisi bona aqede isikolo begodu bekazi ukuthi kumziswa ubuhlungu ukuthi akawufumani umsebenzi, nangemva kweminyaka emithathu amaketha.

"Nginesiqiniseko sokuthi msinyana uzokufumana okuthileko, Nina. Usebenza budisi begodu awupheli amandla," kutjho uMolemo.

Wakhamba wayokubasa isitofu sepharafini bona ambilisele amanzi wetiye. "Ngifisa ngathi uNina angafumana umsebenzi omuhle," uyacabanga. Wabeka iketlela esitofini bewalungisa nekomitji enesifarho.

UMolemo wafaka izandla zakhe ngeenkhwameni zembaji njengombana asalindele amanzi bona abile. Kungesikhatheso ezwa ngaso isiqetjhana sephapha ekhoni lesikhwama sangesidleni. Kwamrara lokho. UMolemo wazibuza ukuthi kghani belikhona isikhathesi soke kukuthi nje akhange atjheje.

Ngokutjhejisisa, wakhupha iphephelo ngesikhwameni. Bekuliphephendaba elibhincwe kuhle elinomkhango ofundeka bunjesi: **KUNESIKHALA SOMSEBENZI. Kufuneka abaphothule ibanga letjhum nambili!**

UMolemo wamomotheka. Kubonakala ngasuthi itjhu lomndenekhabo besele lizokutjhuguluka libe ncono, koke lokhu kungebanga lesipho esivela kugogo.

Yenza indaba le ibemnandi!

- ★ K* Kghani khewalifumana ithuba lokusiza umuntu olupheleko? Kwenzekani? Wazizwa njani ngemva kwalokho?
- ★ Dweba isithombe sakho usiza othileko. Emaphethelweni womdwebho wakho, tlola umutjho ohlathulula ukuthi kwenzekani esithombeni.

- ★ Ngisiphi isipho esiphuma phambili okhe wasifumana elungwini lomndeneni? Kubayini usithanda kangaka? Dweba isithombe sesipho.



Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



It was a freezing cold morning. Molemo pushed his hands deeper into the pockets of his school pants and pulled up his shoulders as he waited to cross the road at the robot. He wore two T-shirts under his white school shirt, but he still felt cold.

"Brrrrrrr," said Molemo, stamping his feet while he waited for the robot to change. "I wish Granny had enough money to buy me a jacket."

As soon as the little green man appeared on the robot, Molemo started to cross the road. But that's when he heard a scream behind him. As he turned around to look, he saw a man struggling with an old woman and trying to take her handbag.

"Help! Help!" shouted the woman.

Molemo didn't stop to think – he ran to help the old woman and kicked the man on the ankle as hard as he could. The man howled in pain and let go of the woman's handbag. Then he limped away as quickly as he could.

"Sorry, Mama, did he hurt you?" asked Molemo, helping the woman to stand up. She had fallen over when the robber had let go of her handbag. "Grab onto my shoulder," Molemo said.

The old woman was shaking and she looked like she wanted to cry. "Thank you, thank you," she said. "I don't know what has gotten into people these days."

Once the old woman was standing up again, Molemo picked up her things and gave them back to her. "At least we still have kind young



people like you," she smiled.

Later that afternoon, Molemo crossed the road at the same robots on his way home. To his surprise, the old woman was there waiting for him. She smiled when she saw him. "Young man! I have something for you!" she said as she gave Molemo a carefully wrapped packet. "Open it when you get home."

Molemo felt embarrassed. "You don't have to give me anythi...", he began.

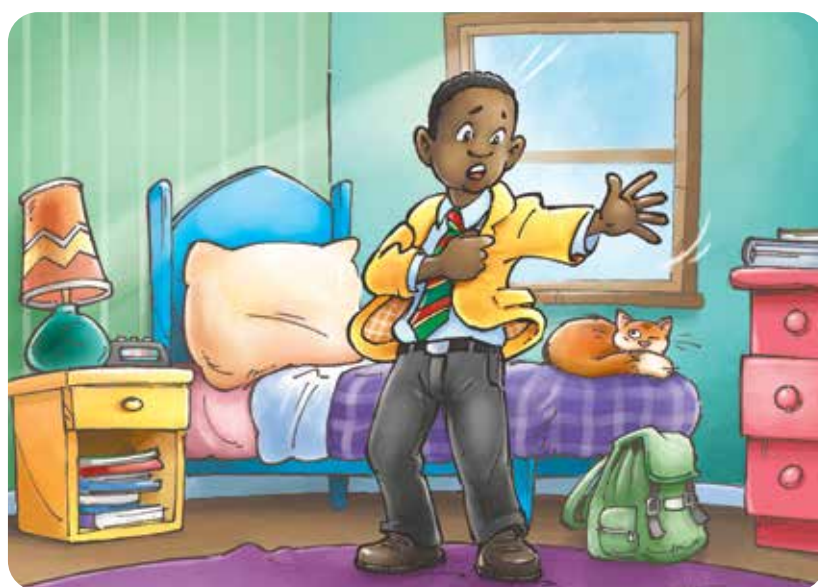
"Take it, take it," said the woman, interrupting him. "This is just the thing you need. When I met you, I knew that it would be perfect for you." She patted Molemo's back and squeezed his shoulder. "When it no longer fits you, pass it on to another child who is just as kind as you." Then she turned and left.

When Molemo got home, he opened the packet. Inside was a bright yellow jacket. It had pockets on the outside and a lovely, checked pattern on the lining inside. It was beautiful. But as he held it up, he realised that it was quite small.

Molemo felt disappointed. "This will never fit me!" he thought. But because it was such a nice jacket, he decided to try it on anyway.

That is when something really surprising happened – the right sleeve of the jacket seemed to grow longer as he slid his arm through it. It grew longer and longer until it was exactly the right size for his arm. Molemo couldn't believe his eyes. This couldn't be right! Molemo decided to put his other arm into the left sleeve of the jacket. Again, it seemed to grow and grow to fit him.

The jacket fit Molemo perfectly. He walked outside to look at his reflection in the window. He posed with his hands on his hips and then put them in the jacket's pockets. He looked good!



Just then, his older sister, Nina, came around the corner. She looked tired. Molemo took her bag and followed her inside the house. "How are you? Do you want a cup of tea?" he asked.

Nina sat down at the kitchen table. "I'm okay, just tired," she said, trying to smile at him. "Looking for work is hard work. Some tea would be nice, thank you."

It seemed as if Nina was always looking for work. This made Molemo sad. She had worked so hard to finish school, and he knew it made her feel bad that she couldn't find a job after three years of looking.

"I'm sure you'll find something soon, Nina. You're a hard worker and you never stop trying," said Molemo.

He turned to light the paraffin stove to boil some water for her tea. "I wish Nina could find a good job," he thought. He put the kettle on the stove and set out a cup with a teabag in it.

Molemo shoved his hands into the jacket's pockets while he waited for the water to boil. That's when he felt a piece of paper stuffed into the corner of the right pocket. He was surprised. Molemo wondered if it had been there before and he just hadn't noticed.

Carefully, he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**

Molemo smiled. It looked like his family's luck was about to change for the better and all because of the old woman's gift.

Get story active!

- ★ Have you ever had a chance to help an older person? What happened? How did you feel afterwards?
- ★ Draw a picture of you helping someone. At the bottom of your drawing, write a sentence that describes what is happening in the picture.

- ★ What is the best gift you have received from a family member? Why do you like it so much? Draw a picture of the gift.

Kokuzithabisa kwabakwaNal'ibali

Nal'ibali fun



1.

a.) Zombeleza amagama asendabeni ethi, *UMolemo nembaji yetjhu* ocabanga bona ahlathulula ugogo kuhle. Bese ungezelela amanye amagamakho amabili bona umhlathulule.

- ☐ unomusa ☐ umarhamaru ☐ unesibindi ☐ unezwelo
- ☐ uyathusa ☐ unetjhejo ☐ ukwatile ☐ unelunya

b.) Dweba isithombe esikhambisana nengceny yendaba ethi, *UMolemo nembaji yetjhu* lapha uMolemo afumana isiqetjhana sephephandaba ngesikhwameni sembaji.

b.) Draw a picture to go with the part of the story *Molemo and the magic jacket* where Molemo finds a piece of newspaper in the jacket pocket.



"Ngokutjhejisisa, wakhupha iphephelo ngesikhwameni. Bekuliphephendaba elibhincwe kuhle elinesikhangiso esifundeka bunjesi: **KUNESIKHALA SOMSEBENZI**. Kufuneka abaphothule ibanga lesumi nambili!"

"Carefully he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**"

a.) Circle the words that you think best describe the old woman from the story *Molemo and the magic jacket*. Then add another two words of your own to describe her.

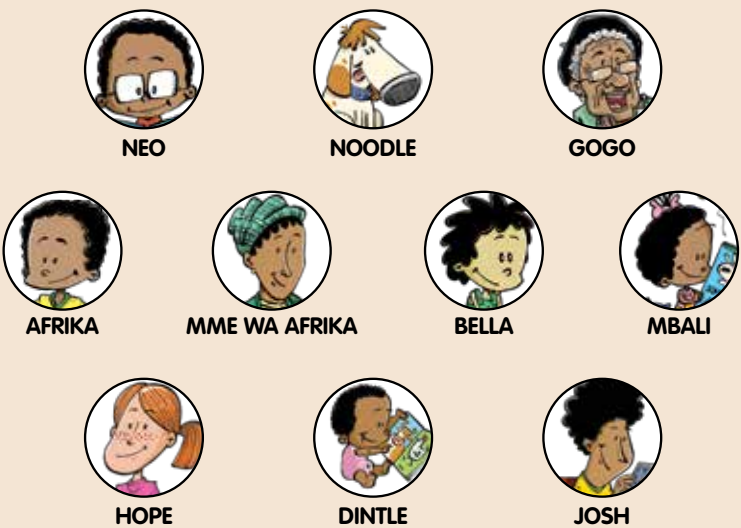
- ☐ kind ☐ greedy ☐ brave ☐ sweet
- ☐ horrible ☐ caring ☐ angry ☐ cruel

2.

Kghani ungawafumana amagama wabalingiswa beNal'ibali emabizweni wokusejha la?

Can you find the names of the Nal'ibali characters in this word search?

C	G	O	G	O	M	X	H	I	M	B
A	D	E	O	O	B	L	D	O	S	O
A	F	R	I	K	A	M	I	N	H	L
J	N	O	O	D	L	E	N	A	O	L
O	K	N	P	Q	I	R	T	S	P	A
S	T	B	E	L	L	A	L	U	E	R
H	W	M	Y	Z	A	N	E	O	I	P
M	M	E	W	A	A	F	R	I	K	A



I**Nal'ibali** ikhona bona ikukhuthaze beyikusekele. **Sithinta** ngananyana ngiyiphi indlela elandelako:
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