**Tshivenḓa**

Ndī ngani vhana vha sa ṱoḓi u vhala?

Nga tshihwe tshifhinga vhathu vha hubulwa uri “nwana ane a teledza u vhala” ndī “a sa koni u vhala” na zwiṱuku-ṱuku – zwenzemwo sa si ngoho na kutlhisi.

1. Kandhi vhana vhane va teledza u vhala ndī vhana vho tšitšhahho vha songo wanaho tšibuli tsha u döwela na dzibugu.
2. Zwi nga kdi itše a vho nga alutshela fethu he vhathu vha vha vho tshi anzela u vhala.
3. Khamusi a ho nga vhuya he vha na bugu dözha vha vha tshi khou u dzula.
4. Kana ho vha hu si u zwiteri zwo nхаwhela nga luumbo lwavo lwa łamuni.

**How to encourage reluctant readers**

Some children are able to sit still for a long bedtime story, while others get restless. Some children take to books immediately, and others need more encouragement. This is entirely normal. Each child is different, and what they enjoy changes vastly as they grow older.

Ndi izwila ya u tutuwedza vhana vhane vha teledza u vhala

**Why don’t they want to read?**

People sometimes think that a “reluctant reader” is always a “less able reader” – which can’t be further from the truth.

1. Reluctant readers are often bright children who have never connected with books.
2. Maybe they haven’t grown up in a reading culture.
3. Perhaps they never had reading materials that were meaningful to them.
4. Or there were no stories available in their mother tongue.

How can you get them excited about reading?

1. Focus on their strengths, not their weakness
   Some children find reading challenging, so it’s less likely that they will choose to read for pleasure. The best thing is to try to bring back the enjoyment of reading. Find a story or comic that they like or make up a story for them! Do not force your children to read books that they don’t want to read. Reading should be an interesting, relaxing and fun activity for children!

2. Bigger exposure
   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 to be too easy for them, or deal with subjects that you think are not important.

3. Make it personal
   Write to your children. Leave them little notes, poems or short stories in their lunch box or schoolbag. Once you start making reading and stories a personal activity at home, children will start developing a positive relationship with reading.

Start early

Even before they can read, there are ways that you can start developing a love of stories in one- to five-year-olds. Read them a story, and instead of ending it there, act out the story and talk about the characters with them! This way, your children can have fun exploring stories, and it develops both their imagination and their thinking ability.

Sedzani siṱari 4 ni vhone zwine na nga zwi ita uri mufa waju u vhale tshiṕhinga tshiṱoṱhe!

This supplement is available in the following newspapers: Eyethu Umlazi and Polokwane Observer.

How to encourage reluctant readers

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Thomani vha tshe vhatuku

Na musi vha sa athu koni u vhala, hu na ndla dzine na nga dze shumisa u ita uri vhana vha re na nwana mutshilha u ya kha mtiana vha thome u funa u vhala zwiteri. Vha vhaleleni tshitori nauhane ngihani ha u sokou vhala, itari zwine zwa khou ambwe kha tshitori na a amba nga ha vhakwambeduwa vha re khatsho! Arali na ita zwenzemwo, nwana waju u nga takaletla u tolisa zwiteri nauhane zwa pangowhuda mi hubulwa na vhukoni hawe ha u elekanya.
Dear parents and caregivers of young children, recent studies have shown that drawing, painting, making models and other creative activities can help children to develop problem-solving skills. When doing art and crafts, children need to think creatively, think about different ways of solving problems, and make decisions based on what they see and understand in their environment.

Children need to develop critical thinking skills to work through and understand all the information that they come across every day. They have to use their different senses to understand and interpret all this information.

Drawing, painting and clay modelling helps children develop these skills:

1. **Fine motor skills.** Using crayons, paint brushes and moulding clay helps children develop their fine motor muscles. This will help them with writing, using tools correctly and other tasks where they need to use small, controlled movements.

2. **Cognitive development.** Art can help children see and copy shapes and patterns. They also learn that a particular action has a particular outcome each time, for example, mixing red and yellow paint makes orange paint. They learn to plan how they will use their resources (paint, clay, paper, crayons) to make their artwork, and to interpret what they see in their environment when they draw people, animals and other objects.

3. **Math skills.** Children can learn, create and begin to understand concepts like size and shape. They learn about counting, about comparing different things, and that things appear bigger or smaller depending on how near or far they are.

4. **Language skills.** As children listen to your comments and questions and talk about their artwork and how they made it, they develop language skills and increase their vocabulary.

We can encourage children in our care to continue drawing, painting and doing crafts.

* Ask specific questions about their artwork like, “What did you draw (or paint or make)?” or “Why did you choose to make that?”

* Listen carefully as they talk about what they have created. This will help you to understand what is important and meaningful to your children. It is also a lovely opportunity to connect with them.

* Display their work where it can easily be seen and won’t get dirty or broken easily.
Easy art activities for young children

1. **Straw painting**
   - Use a drinking straw to pick up some paint, and splatter it onto a page or put a drop of paint onto the page and blow through the straw to make the paint spread out.

2. **Finger painting**
   - Make cheap, edible paint because young children love putting things in their mouths! Cook some flour and water over medium heat. Stir the mixture constantly until it turns into a paste. Let it cool, and scoop the paste into as many cups as you need. Mix food colouring into each cup to make paints of different colours.

3. **Colour collage**
   - Make a colour collage using only one colour. Your children can find their colour in old newspapers and magazines. They then cut out or tear out the colour pieces and paste the bits of paper on a sheet of paper.

4. **Potato or sponge printing**
   - Cut potatoes in half and cut some simple patterns into them or cut shapes from old sponges. Your children can then dip the potatoes or sponges into a tray of paint and print them onto paper. They can also make leaf prints. Collect leaves of different shapes. The children paint the leaves on one side then turn them over and print them onto paper.

5. **Shape picture**
   - Cut different shapes out of coloured paper and then use the shapes to create a picture. Allow your children to create a picture on their own. Give them crayons so that they can add details to their shape pictures.

How to use our stories in different ways

1. **Tell the story to your child.** Read and practise telling the story. Then use your voice, face and body to bring the story to life.

2. **Read the story to your child.** Talk about the pictures. Ask, “What do you think happens next?” or “Why do you think the character said or did that?”

3. **Read the story with your child.** Take turns to read the story together. Don’t correct their mistakes, and only help if they ask for it.

4. **Listen to your child read.** Listen without interrupting. Say that you enjoy hearing them read aloud to you.

5. **Do the Get story active! activities.** This should be fun for you and your child.

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**Ndìla ya u shumisa zwitori zwashu nga ndìla dźi sà fàni**

1. **Anetšelani ñwana wanyu twishitori.** Vhlanî ni digwézidzé u anetshela twishitori. Nga murahu ni shumisí phi jápu, twishìtsho na muvhili uri mubvumbédzo muthi na mutwe a nga muthu wa vhukuma.

2. **Vhalelani ñwana wanyu twishitori.** Ambani nga ha zwifanyiso. Vhukukuririra un, “Ndi hambula uri hu do tesa mini nga murahu?” kana “Nhonga u nga ndi ngani mubvumbédzo o amba zwenseso kana o ilo zwenseso?”


4. **Thetheselansi musi ñwana wanyu a twi vhala.** Thetheselansi ni sa mu dzhou hapwani. Ndi mu vhundzidzí uri twa a takadza musi a twi vhala nthina mu nthi. Thetheselansi

5. **Itani mishumo ya Itani uri twishitori twi nyanyule!** U nga zwenseso ni vhanà vhsí viñela u ni takadza nthi.
In May, we have 31 days to remind people of all ages just how much fun it is to read! Here are some ideas on how you can get into the spirit of Get-Caught-Reading Month and start spreading the joy of reading at home.

1. Read comic books together
Comic books are a great way to persuade even the most reluctant of readers to read. Comic books and graphic novels are fun to read aloud together, especially when you take turns and use different voices for different characters.

2. Make a list of books, magazines, stories and articles to read
As a family, make a list of what each one would like to read during May. Then gather all the reading material into one place in your home. That way, each family member can find something that they want to read quickly and easily.

3. Drop everything and read
Set aside a time every day when all family members will stop what they are doing, grab a book or story, and read! Include your young ones by reading aloud to them so that they can grow up with a love of reading.

4. Share your success!
Make a special effort to recognise different voices for different characters.

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

1. Take out pages 5, 6, 11 and 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.

Tanğavhudzani laiburani yapu.
Itani bugu MBILI dza tumula u vhulunge

1. Gerani masiaṭari $5 u ya kha 12 a yeneyi tʰumetshedzo.
2. Bambribi jirere na masiaṭari $5, 6, 11 na 12 jirere na kha ntihi. Bambribi jirere na mbanza $7, 8, 9 na 10 jirere na ita bugu.
3. Shumisani bampembi jerwe nezi mbanza dze siro afho fani u ita bugu iṅwe nezi imwe.
   a) Petani bampembi nga vhukati kha mutalo mambwe u re na zvithuma.
   b) Dvhani ni jirere na ita bugu kha mutalo mudala u re na zvithuma.
   c) Gerani kha mikalo mambwe u re na zvithuma.
Ideas to talk about:
What is your “best thing ever”? Is it something that you will share with others? Look at the cover of this booklet. What do you think the story is about?

Muzi loves to build with his toys. But when he leaves them behind to travel to uGogo’s house, he discovers something very special about the world. And he learns something new about himself.

Get story active!
• Draw a picture of something that you would like to build out of throwaway things. Under your drawing, write one or two sentences about what you have made and who you would give it to.
• What are some of the things that Muzi used to build a toy house for uGogo?
• Gather old buttons, beads, recyclable materials, clay or play dough and build your own little house.

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.

Nal’ibali ndi fulo ὣa lushaka ὣa u vhalela u ṭhupha u karusa na u ṭhupha u ndiwelwa ya u vhala kha ṭhupha ja Afurika Tshipembe. U wana mafhungo nga vhudjalo, dalelani www.nalibali.org.

Lots more free books at bookdash.org

The best thing ever
Melissa Fagan • Lauren Nel
Stefania Origgi

Zwithu tsha khwine u fhira zwoṱhe

Nal’ibali ndi fulo ja lushaka ja u vhalela u ṭhupha u ṭhupha u karusa na u ṭhupha u nhulwane ya u vhala kha ṭhupha ja Afurika Tshipembe. U wana mafhungo nga vhudjalo, dalelani www.nalibali.org.
On the road to uGogo’s, Muzi finds many things. Long things and short things. Round things and square things.

Muzi u funa u fhaṱa zwithu. U toja u fhaṱa tshithu tsha khwine u fhirha zwoṱhe.

Muzi u wana zwithu zwilapfu na zwipfufhi. Zwithu zwilapfu na zwipfufhi zwiliapfu na zwipfufhi.

He is sad. Without his toys, how can he build the best thing ever?

Muzi u wana zwithu zwilapfu na zwipfufhi. Muzi u wana zwithu zwilapfu na zwipfufhi.

Muzi loves to build things. He dreams of building the best thing ever.
Stories that Talk Money

is HEARTLINES' third collection of stories about values. In this collection, the nine stories for children aged 6–12, focus on three money-related values: honesty, diligence, and the careful use of money and resources, or thrift.

Delightfully told and beautifully illustrated, from read aloud stories for younger children, to the more edgy stories for older children, they are sure to be popular in homes and schools. In addition, the stories can be used, with the lightest of touches, to start conversations that will help children understand the worth of living out these values, both now and in the future.

Get story active!

What do you think of the way that the pawpaw seller behaved towards Pasi and Piwai? What else could she have said and/or done when she found that the boys had accidentally squashed the pawpaws?

Draw a picture of what you think the market looks like.

Act out what you think might have happened after the story ended. When Pasi and Piwai got home, what do you think their mother said and did?

Itani uri tshiŋtori tshi nyanyule!

Ni nga rini nga zwi murengisi wa mapapawe a zwi ita kha Pasi na Piwai? Ndi zwiṱhri zwiṱhwe zwi a vha a tshi nga vha o zwi ambha nahone/kana u zwi ita musi a tshi vhona uri vhenehvo vhathukana a vho nga pwatwula mapapawe a zwi nga khole?

Olani tshifanyiso tsha nthla ne a vhona u nga makete u sedia a nga nga nga.

Itani musumbedzo wa zwiную cha vhona u nga zwi nga vha a zwi ita musi tshiŋtori tshi zwi guma. Ni vhona u nga ni nga rini nga zwi mme a Pasi na Piwai vha zwi ambha na u zwi ita musi vhenehvo vhathukana vha tshi kwelwa hayaye?"
My name is Pasi. I am ten years old and live in Mbare in Zimbabwe. Our house is near the famous big vegetable market. Today we are having visitors and Mother is busy in the kitchen. I can smell the food from where I am playing with Piwai.

“Pasi, my boy, come here,” Mother’s voice calls from the kitchen. I go to her and she says, “I want you to go to the market and buy me a pumpkin. I want you back in five minutes.”

I nod as Mother hands me a bag and some money. I go to fetch my shoes. Piwai follows me and also starts putting on his shoes. Piwai is my brother. He is three years old. Piwai is deaf.

I force words out of my dry mouth and say, “I am very sorry, Mama, we got pushed from behind. We did not mean to upset you.”

“Upset me? No, you did not upset me, you upset my pawpaws. That is what you did!” she shouts.

I am scared, but I don’t know what else to say. I am not used to such angry adult talk. The woman is red in the face and she is still shouting at Piwai. Piwai is very upset and is sobbing loudly. I have to get away from this angry woman.

“I am very sorry, Madam, it was an accident,” I say. “Also, will you talk to me and not my brother, he can’t hear you because he is deaf.”

“What next?” she shouts, stamping her foot.

Then she sees the money I am holding. “Boy, is that money in your hand?” She snorts and sniffs like an angry rhino.

“My name is Pasi. I am ten years old and live in Mbare in Zimbabwe. Our house is near the famous big vegetable market. Today we are having visitors and Mother is busy in the kitchen. I can smell the food from where I am playing with Piwai.

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We walk past many stalls and heaps of smelly, overripe guavas. We see butternuts, peanuts and round-nuts. We see oranges. Another stall has a mountain of cabbages. Some people are selling green beans and green peas. There is broccoli and dirty cauliflower. Mother only likes cauliflower if it is snow-white.

There are also vendors selling red hot chilli. Piwai knows hot chilli because Father once gave him a little to taste and he coughed and cried until mother gave him some milk.

We can’t walk fast in the market. We keep bumping into people. Some people push us and some are rude. Piwai is small and some people don’t even see him, so I must act as his shield. I wish Mother had come to buy the pumpkin herself.

We are almost at the pumpkin stall. I can already see the huge mound of pumpkins.

Without thinking, I quickly remove my shirt, shoes and trousers and hand them to her. She grabs them and stomps off. I walk home still holding Piwai’s hand. All I have on are my blue and red Superman underpants.

Some children walk by and laugh at my Superman underpants, but I don’t even care. All I know is that I am happy. I know my mother will go back to the market with me. Together we will sort out the mess with the angry pawpaw seller. But the most important thing is that I have saved my little brother.

I am the market Superman!

“Piwai wants to come with me,” I shout to Mother. “Pasi, I don’t want Piwai going with you. I want that pumpkin now.”

I leave Piwai behind. He is struggling to put on his other shoe as I dash out of the house.


“Piwai u khou tho u twu na npe,” nda ralo ndi tshi khou huwelela Mma.

“Pasi, a thi tho da uri ni twu na Piwai. Ndi khou tho da fhuri zvino nga u bonya ha ńto.”

Ndi sia Piwai. O vha u a tshi khou lingedza u ambara tshirtwe tshienda musi ndi tshi nda bva njuni nga u gidima nde nzuru.
"Pasi, Pasi," Mother calls again. I turn around and see her standing at the door with Piwai. His cheeks are wet with tears. "You had better take Piwai. Please hurry."

It is busy at the market. There are many people shouting and talking, buying and selling, lifting, carrying and pushing. Piwai laughs at the man selling oranges. He is juggling three oranges in the air. He shouts that anybody who can do the same can get a discount. I hold Piwai’s hand firmly as we weave through the forest of people.

I nod. The other people in the market seem not to notice this woman and what she is doing to us. I feel so small against this big, angry woman.

The woman snatches my bag and money. She counts the money and says it can only pay for one pawpaw. Then she says, "I will take this money and your brother until you bring money for the other pawpaw."

I panic. I can’t leave Piwai behind. This woman is mean and Piwai is so small. I have to protect him. I won’t leave him behind. I feel hot and my heart pounds.

"Madam, can I give you my shirt and shoes instead?" I manage to ask.

"Your shirt, shoes and trousers will do. That way I know you will bring my money."

"Mma, zwi nga vha hani arali nda vha sia na hemmbe na zwienda?" nda vhudzisa vhenevho mufumakadzi.

"Hemmbe, zwienda na vhuruthu hana wzi do ita. Na sia hezwi zwienda ni zwi zwienda uri ni disa tshelede yanga."
Today Muzi is going to visit uGogo.

By the riverside, Muzi finds more things. Soft things and pointy things. Green things and brown things.

Once he built a shelter for his toys.

“Oh, Muzi,” laughs Gogo. “A new house for me. This is the best thing ever!”

“Inwi Muzi mara ngoho-hi,” Gugu vha a sea. “No mphatela ngi. Hetshi ndi tshithu tsha khwine u fhira zwothe!”

But it wasn’t the best thing ever.

Fhedzi tsho vha tshi si tshithu tsha khwine u fhira zwothe.
Yesterday he built a bridge for his animals.

Mulovha o fhaṭela zwifuwo zwawe muratho.

"Gogo, Gogo!" says Muzi. "The world is full of toys. Look what I can build."

"Gugu, Gugu!" ndi Muzi a no ralo. "Shango jo dala zwitambiswa. Kha vha vhone zwine nda nga kona zwi fhaṭa."
Shumisani uku tsekene na dziphini u hita un fulaga ihwe na ihwe tsibudzirikana na shungo iyo.

Use some thin wool and pins to match each flag to its country.

The Nal'ibali Trust
nalibalisa

+27 64 801 5496
“Tshoo, vhonani, khoyo Nyakulane ... nje ndo twa. Bli le vhonana ngavebhu.” Asizwi, Bete a mbo a gidima a vha o ya.


"Hai, Bete ha dini ni a ḓivha. Ndi muthu wavhuḓi badi ... arali fhedzi na nga kona u fana na inwi Tshisusu. A hu ni o nakaho u ni fhira."

It was finally the day of the bugs’ awards ceremony! All the bugs were feeling very nervous. Who would win the medal for strength or for being the best runner? Who would be named the prettiest or the cleverest? Everywhere you looked, little bugs were hummimg up and down, combing their feelers and practicing their skills, showing off and getting grumpy with each other. That is, all except Beetle.

“Haaawt, howawt! Aren’t you nervous, Beetle?” Cockroach asked as he noshed up.

“Who, me?” replied Beetle. “There’s nothing for me to be nervous about. I’m not fast, like you, Cockroach. No one’s as fast as you.”

“Really? That’s very nice of you, Beetles,” Cockroach smiled. “Uh oh, here comes Miss Beauty Pageant… I’m off. See you later!” And off he ran.

“Hey!” said Butterfly, moving her wings up and down in the sunlight. “You shouldn’t talk to that skebenga, Beetle.”

“Oh, Cockroach is not so bad. He’s actually quite a nice guy… if you can keep up with him,” laughed Beetle.

“Naybo, this hairstye!” said Butterfly, fussing with her hair. “I wonder who’s going to win the prizes today.”

“I won’t be winning anything, that’s for sure,” Beetle laughed. “I’m no beauty, like you, Butterfly. No one’s as beautiful as you.”

“Yeh, Beetles, you are too sweet,” said Butterfly flushing her prettiest smile. “Uh oh, here comes Smarty Pants!” Then she added in a whisper, “She’s not even an insect, you know.” And with that, Butterfly fluttered off to check her make-up.

Spider scuttled up to Beetle, muttering to herself, “… two plus two is four, four plus four is eight, eight plus eight is sixteen, sixteen … Heita, Beetle! Skee, but that butterfly has got an attitude! Doesn’t she know she’s just a gogga!”

“Oh, Spider!” laughed Beetle. “She just likes to look good.”

“It’s not about looks, you know! It’s about what you have up here!” said Spider, scolding off. Beetle had never felt so special, or so happy, in all her life. And all she could whisper was, “How kind all my friends are!”

**Get story active!**

★ Sometimes our gift is not about what we can do, but how we make others feel.

What is your special talent?

★ Can you remember what each insect was good at? Make a list of each insect in the story. Next to each insect’s name, write down what they were good at.

Now make a list of all the people in your home, and write down what each one is good at, including you!
Zwi takadzaho nga ha Nal’ibali

Nal’ibali fun

1. Naa ni nga dzudzanya aya mveledere uri a vhumbe madzina a miroho na mitshelo ye Pasi na Piwai vha i vhona makete kha tshiṭori tshina tsha pfi Superman wa makete?

   Can you unscramble the letters to make the names of the vegetables and fruit Pasi and Piwai saw at the market in the story The market Superman?

   amahvgwa ............................................... saausgv
   ikahwalifua ............................................... fauleliocrw
   ishavkhhi ............................................... acebabg
   wasirmi ............................................... ragosen
   bhouorkli ............................................... cliorocb
   rhuif ............................................... mkinupp

2. a) Ni vhona u nga avha vhathu vho wanala ngafhi vha tshi khou vhala?
   b) Olani fhethu hune na vhona u nga Gugu na Josh vha khou vhala vhe hone!

   a) Where do you think these people were caught reading?
   b) Now draw the place where you think Gogo and Josh are reading!

   (a)

   (b)

Na’libali yo itehwa u ni tʃuṭuwe ḏza u ni tıklıda. Ngu kwameni nga iṅwe ye dzenedzı njilǝ:

   Nal’ibali is here to motivate and support you. Contact us in any of these ways:

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