

NALIBALI

Hoe om 'n leeromgewing met volop gedrukte teks vir kinders te skep

How to create print-rich learning environments for children



In sommige omgewings is daar volop gedrukte teks. In hierdie omgewings word gedrukte teks om verskillende redes gebruik en vertoon – tekens, kennisgewings, advertensies, tydskrifte, koerante, boeke, roosters, plakkate, briewe, kaartjies, ensovoorts. Dit kan in een taal, of in twee of meer tale, wees.

In ander omgewings is daar baie min gedrukte teks. En in nog ander vind ons geen gedrukte teks nie.

Dit is makliker vir kinders om te leer lees en skryf in 'n omgewing met volop gedrukte teks, want dit wys vir hulle waarvoor lees en skryf gebruik kan word. Hier volg 'n paar idees oor hoe om die lokaal waar jou leesklub bymekaarkom, 'n omgewing te maak waar gedrukte teks volop is.

Some environments are print rich. In these environments print is used and displayed for different purposes – signs, notices, advertisements, magazines, newspapers, books, timetables, posters, letters, cards, and so on. They may be in one language, or in two or more languages.

Other environments have very little print. Even others have none at all.

It is easier for children to learn to read and write in an environment that has lots of print in it because it shows them what reading and writing can be used for. Here are some ideas for how to make your reading club's meeting place a print-rich environment.

Maak pragtige plakkate

- Maak jou eie plakkate deur tekeninge of prente uit ou tydskrifte en koerante te gebruik. Jy kan jou eie boodskap of slagspreuk in een, twee of meer tale skryf.
- Maak plakkate met rymies, liedjies en raaisels in verskillende tale. Vra jou kinders vir voorstelle en gebruik dié wat jy ken.
- Lees hulle saam met die kinders en wys na die woorde terwyl jy lees.
- Stal die plakkate uit waar die kinders dit maklik kan sien. Onthou om hulle gereeld te vervang sodat die kinders nie verveeld raak daarmee nie.

Make beautiful posters

- Make your own posters using drawings or pictures from old magazines and newspapers. You can write your own message or slogan in one, two or more languages.
- Make posters with rhymes, songs and riddles in different languages. Ask your children for suggestions and use ones you know.
- Read them with the children, pointing to the words as you read.
- Display posters where the children can see them easily. Remember to replace them regularly so that the children do not become bored by them.

Maak alfabetkaarte

Alfabetkaarte wys vir kinders watter letters daar is, en jy kan hulle gebruik om te help om letters by klanke te pas. Maak verskillende soorte alfabetkaarte en stal hulle uit. Teken prente vir elke letter wat vir jou kinders sinvol sal wees – of nog beter, vra hulle om 'n prent vir elke letter te teken en gebruik dit om jou alfabetkaarte te maak. Kinders is dol daarvoor om 'n alfabetprent van hulself te maak deur die eerste letter van hul naam te gebruik.



Make alphabet charts

Alphabet charts let children see what letters exist, and you can use them to help match letters to sounds. Make and display different kinds of alphabet charts. Draw pictures for each letter that would be meaningful to your children – or better still, ask them to draw a picture for each letter and use these to create your alphabet charts. Children love to make an alphabet picture of themselves using the first letter in their name.

Maak baie leesstof bymekaar!

Versamel leesstof wat ander mense klaar gelees het. Versamel koerante en tydskrifte, spyskaarte van restaurante wat wegneemetes verkoop, inligtingspamflette, trein- of busroosters en ou groetkaartjies. Hulle kan soms interessante leesstof bevat, kan as rekwisiete vir opvoerings gebruik word of die kinders kan hulle opсны wanneer hulle hul eie kaartjies of plakkate maak.



Have lots to read!

Be a collector of things to read that others have finished reading. Collect newspapers and magazines, menus from take-away outlets, information pamphlets, train or bus timetables and old greeting cards. These sometimes contain interesting things to read, can be props to act with or can be cut up and used by your children when they make their own cards or posters.



Drive your
imagination



IT STARTS WITH
A STORY.
DIT BEGIN MET
'N STORIE.



Geletterdheidsaadjies!

Hoe kinderrympies 'n kind se ontwikkeling help

Literacy Seeds!

How nursery rhymes can help a child's development

Deur Rina Francis • By Rina Francis



Beste ouers en versorgers van jong kinders, wanneer jy rympies saam met jou kinders opsê, vorm jy 'n band met hulle, maar jy help hul ontwikkeling ook op talle maniere aan. Al kan babas nog nie praat of willekeurige bewegings maak nie, hou hulle daarvan om na jou stem te luister en het hulle op hul eie manier interaksie met jou.

Dear parents and caregivers of young children, when you say rhymes with your children, you are not only creating a bond with them, but you are also aiding their development in many ways. Even though babies cannot talk or do voluntary movements, they love listening to your voice and interacting with you in their own way.

Hulle leer taal aan deur na die klanke te luister wat ander mense maak en kan woorde en die betekenis daarvan verstaan lank voordat hulle begin praat. Hulle probeer die klanke wat hulle hoor, naboots en kan met hul brabbeltaal hul emosies uitdruk.

They learn language by listening to the sounds that others make and can understand words and their meanings long before they start speaking. They try to imitate the sounds they hear and can express emotions when they babble.

Van geboorte tot ses maande kan babas nie hul liggaamsbewegings beheer nie. Daarom kan jy jou baba se arms en bene beweeg terwyl jy rympies vir hulle opsê. Namate kinders ontwikkel, kan hulle leer om self hierdie bewegings te maak.

From birth to six months, babies cannot control the movements of their bodies. You can, therefore, move your baby's arms and legs while saying rhymes to them. As children develop, they can learn to do these movements by themselves.

Sodra jou baba sy of haar hande kan klap, kan jy rympies opsê waarin hulle moet hande klap. Dit help met koördinasie.

As soon as your baby can bring their hands together, you can say rhymes that incorporate hand clapping. This helps with coordination.

Kinderrympies is 'n wonderlike manier waarop kinders onbewustelik en op 'n prettige manier leer.

Nursery rhymes are a wonderful tool for learning that happens unconsciously and in a fun manner.



Die voordele van rympies

- * **Kognitiewe ontwikkeling** Rympies is gewoonlik kort en herhalend en bevat opeenvolgings en patrone. Patrone vorm die grondslag van alle tale en wiskunde. Omdat 'n rympie kort en herhalend is, is dit maklik om te memoriseer.
- * **Taalontwikkeling** Jou kind hoor nuwe en bekende woorde met soortgelyke klanke (rym) en ook dié wat nie dieselfde klink nie.
- * **Kreatiwiteit** 'n Rympie vertel 'n storie wat hulle verbeelding prikkel. Hoe meer rympies jou kind hoor, hoe meer dinge het hulle om oor te dink.
- * **Sosiale en emosionele ontwikkeling** Die karakters in rympies het almal hul eie emosies. Jou kinders sal aangemoedig word om aan hierdie emosies te dink. Rympies is dikwels ook snaaks, wat die rede is hoekom kinders so baie daarvan hou!
- * **Fisieke ontwikkeling** Die meeste rympies word opgevoer. Kinders kan hul grootmotoriese spiere en later ook fynmotoriese spiere ontwikkel.

The benefits of using rhymes

- * **Cognitive development** Rhymes are usually short and repetitive and have sequences and patterns. Patterns form the basis of all languages and maths. Since a rhyme is short and repetitive, it is easy to memorise.
- * **Language development** Your child hears new and familiar words that have similar sounds (rhyme) and those that do not sound similar.
- * **Creativity** A rhyme tells a story that stimulates their imagination. The more rhymes your child hears, the more things they can think about.
- * **Social and emotional development** The characters in rhymes each have their own emotions. Your children will be encouraged to explore these emotions. Rhymes are also often funny, which is why children love them so much!
- * **Physical development** Most rhymes are acted out. Children can develop their gross motor muscles and later, their fine motor muscles.



Drive your imagination

Hier is 'n paar rympies wat jy vir jou kinders kan opsê.

Here are some rhymes that you can say to your children.

Stap rondom die huisie (x2) (beweeg jou vinger al om die gesiggie)

Loer by dié venster in (vee een van die oë met jou vinger toe)

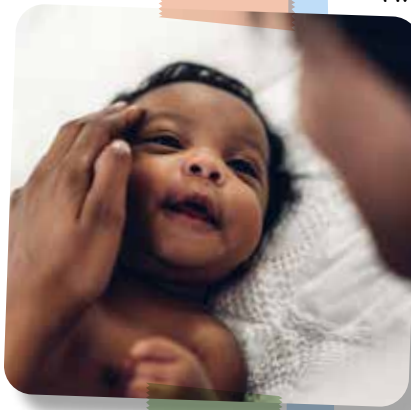
Loer by dié venster in (vee die ander oog toe)

Klop aan die deurtjie (klop liggies teen die voorkop)

Draai die deurknop (draai kamma aan die punt van die neus)

Daar's al die mense! (speel met jou vinger op die mond om die kind aan te moedig om dit oop te maak en te lag)

Sê hierdie rympie op terwyl jy liggies aan jou baba se gesig raak. Vir kinders tussen die ouderdom van twee en ses jaar, kan jy aan jou gesig raak terwyl hulle jou naboots. Dit sal hulle help om van hul liggaamsdele en sintuie te leer.



Two little eyes

Two little eyes to look around.

Two little ears to hear each sound.

One little nose to smell what's sweet.

One little mouth that likes to eat.

Say this rhyme to your baby while gently touching their face. For children two to six years old, you can touch your face while they copy you. This will help them to learn about their body parts and their senses.



Die maan is rond

Die maan is rond (beweeg met 'n vinger om die gesig)

So rond soos 'n bal

Twee oë en 'n neus (raak aan die oë en neus)

En 'n mond, dis al! (raak aan die mond)

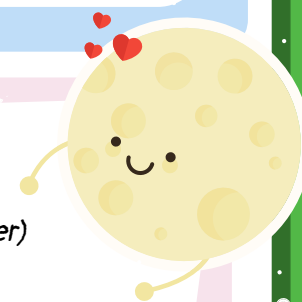
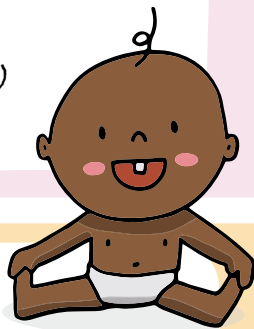
The moon is round

The moon is round (circle face with finger)

As round can be

Two eyes, a nose (touch eyes and nose)

And a mouth, like me (touch the mouth)



Spinnekop (Vingerrympie)

Ek het 'n kleine spinnekop,

sy naam is Ben. (beweeg vingers om spinnekop se bewegende pote na te boots)

Hy loop op tot by my skouer (loop met die vingers op tot op jou skouer)

en dan tot by my ken. (loop met jou vingers op tot by jou ken)

Hy spring op na my neus (spring met jou hand tot by jou neus)

en dan in my hare, (spring met die hand tot in jou hare)

en as hy baie moeg word,

gaan slaap hy tussen die blare. (beweeg vingers en vou dit toe in jou hand)

Spider (Finger play)

I have a little spider,

I'm very fond of him. (move fingers to imitate a wiggling spider)

He crawls up to my shoulder, (move with fingers up to your shoulder)

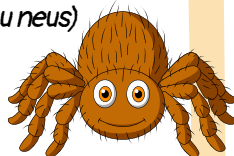
and right round to my chin. (move with fingers up to your chin)

He jumps up to my nose, (with your hand jump to your nose)

And then on to my head, (with your hand jump to your head)

And when he's very sleepy

He runs back down to bed. (wiggle fingers and place them in your hand)



Teddiebeer (Liggaamsbewegings)

Teddiebeer, Teddiebeer, draai rond en bont. (draai in die rondte)

Teddiebeer, Teddiebeer, raak aan die grond.

Teddiebeer, Teddiebeer, hoe hoog kan jy spring? (spring so hoog soos jy kan in die lug op)

Teddiebeer, Teddiebeer, tot in die wolke in!

Teddiebeer, Teddiebeer, buig laag af.

Raak aan jou voete, waarmee jy draf.

Teddiebeer, Teddiebeer, gee 'n groot gaap.

Almal gaap!

Teddiebeer, Teddiebeer, nou moet jy gaan slaap! (maak oë toe)

Teddy Bear (Body movement)

Teddy Bear, Teddy Bear, turn around.

Teddy Bear, Teddy Bear, touch the ground.

Teddy Bear, Teddy Bear, jump up high.

Teddy Bear, Teddy Bear, touch the sky.

Teddy Bear, Teddy Bear, bend down low.

Teddy Bear, Teddy Bear, touch your toes.

Teddy Bear, Teddy Bear, turn off the light.

Everybody say shhh!

Teddy Bear, Teddy Bear, say goodnight!





8 wenke om boeke met 6- tot 9-jariges te deel

8 tips for sharing books with 6- to 9-year-olds



Tussen die ouderdomme van ses en nege jaar leer die meeste kinders om self te lees. Maar deur hierdie hele fase van jou kinders se geletterheidsontwikkeling moet jy vir hulle aanhou lees en vir hulle 'n voorbeeld stel van hoe ons lees.

Between the ages of six and nine, most children learn to read for themselves. But throughout this phase of your children's literacy development, you should continue to read to them and provide them with a model for how we read.

1. Laat jou kinders boeke kies wat vir hulle interessant is. Kinders vind baie dikwels 'n skrywer, genre of reeks waarvan hulle hou, en dit kan hulle aanmoedig om meer boeke te lees.
2. Help jou kinders om boeke te kies wat nie te moeilik is nie sodat hulle talle suksesvolle leeservarings kan hê wanneer hulle op hul eie begin lees.
3. Hou moeiliker boeke eenkant sodat jy dit vir jou kinders kan voorlees.
4. Skep geleenthede dat hulle vir jou kan lees. Maak byvoorbeeld beurte om net voor slaaptyd hardop vir mekaar te lees. Of stel voor dat hulle hul nuwe vaardighede toets deur vir 'n jonger boetie of sussie te lees.
5. Help jou kinders om te sien hoe die dinge waarvan hulle lees, soortgelyk is aan die regte lewe. As jou kinders byvoorbeeld oor skool lees, bring dit in verband met hul eie ervaring van hul skool.
6. Brei stories uit deur jou kinders te vra om te dink oor hoekom karakters op sekere maniere optree en wat hulle sou gedoen het as hulle in dieselfde situasie was.
7. Moenie dat jou kinders die huis sonder 'n boek verlaat nie. Moedig hulle aan om oral te lees – selfs in die kar of op die bus!
8. Stel ouer kinders aan langer boeke met hoofstukke bekend. Probeer elke dag 'n hoofstuk of twee lees.

1. Let your children select books that appeal to them. Children very often find an author, genre or series they like, and this might encourage them to read more books.
2. As they start to read on their own, help your children choose books that are not too difficult so that they are able to have many successful reading experiences.
3. Keep more difficult books for you to read to your children.
4. Create opportunities for them to read to you. For example, take turns reading aloud to each other just before bedtime. Or suggest that they try out their new skills by reading to a younger sibling.
5. Help your children make connections between what they are reading about and real life. For example, if they are reading about school, link it to their own experience of school.
6. Extend stories by asking your children to think about why characters behaved in certain ways, and what they might have done if they were in the same situation.
7. Don't let your children leave home without a book. Encourage them to read everywhere – even in the car or on the bus!
8. Expose older children to longer books with chapters. Try to read a chapter or two each day.



Bou jou eie biblioteek.

Maak **TWEE** knip-uit-en-bêreboekies

1. Haal bladsye **5** tot **12** van hierdie bylae uit.
2. Die vel met bladsye **5**, **6**, **11** en **12** daarop maak een boek. Die vel met bladsye **7**, **8**, **9** en **10** daarop maak die ander boek.
3. Gebruik elk van die velle om 'n boek te maak. Volg die instruksies hier onder om elke boek te maak.
 - a) Vou die vel in die helfte op die swart stippellyn.
 - b) Vou dit weer in die helfte op die groen stippellyn.
 - c) Knip op die rooi stippellyne.



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.



Drive your imagination



“Jy kan dit nie eet nie,”
sê ek vir haar.
Ek help haar om die wurm in
die blombedding terug te sit.

“You can't eat that!”
I tell her.
I help her put the worm back
into the flower bed.

Looking after a baby is hard work. This baby tries to eat everything – wooden blocks, paper and even a worm! **But you can't eat that!**

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



Om 'n baba op te pas is harde werk. Hierdie baba probeer alles eet – houtblokkies, papier en selfs 'n wurm! **Maar jy kan dit nie eet nie!**

Hierdie storie is spesiaal vir Nal'ibali geskep om kinders se potensiaal te laat vlamvat deur stories te vertel en vir genot te lees.

Get story active!

- ★ Draw pictures of your favourite foods. Write the name of the food next to your picture. If you like, ask for help to write the name correctly.
- ★ Cut out pictures of different kinds of food from old magazines: healthy food, raw and cooked food, fresh and spoilt food. Place the pictures upside-down on a flat surface. You and your playmates take turns to choose a picture. If you choose unhealthy food, rotten or spoilt food or food that needs to be cooked before you can eat it, like potatoes, the others must say, “You can't eat that!” If you choose a picture of food that can be eaten, they must say, “Yum!”

Raak doenig met stories!

- ★ Teken prente van jou gunstelingkossoorte. Skryf die naam van die kossoort langs jou prent neer. As jy wil, kan jy iemand vra om jou te help om die naam korrek neer te skryf.
- ★ Knip prente van verskillende soorte kos uit ou tydskrifte: gesonde kos, rou en gaar kos, vars kos en kos wat bederf geraak het. Plaas die prente onderstebo op 'n plat oppervlak. Jy en jou maats maak beurte om 'n prent te kies. As jy ongesonde kos, kos wat bederf is of kos wat gaargemaak moet word voor jy dit kan eet, soos aartappels, kies, moet die ander sê: “Jy kan dit nie eet nie!” As jy 'n prent kies van kos wat geëet kan word, moet hulle “Lekker!” uitroep.

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.



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Drive your
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Een sonnige dag sê Ma: “Kom ons gaan
buitentoe. Die vars lug sal ons almal goed doen.”
Sy gooi 'n kombers op die gras in ons erf oop, en
ek sit my sussie se blokkies en sagte speelgoed
daarop neer.
My sussie gooi 'n blokkie oor die erf, en ons kruip
al twee agterna. Ek laat my sussie wen. Maar toe
sy by die rand van die blombedding kom, stop
sy en kyk na die grond.
Daar is 'n vet, pienk, kronkelende wurm!
My sussie tel dit op en ... maak haar mond oop!
Ek kom net betyds by haar.

One sunny day, Mom says, “Let's go outside. The
fresh air will do us all good.” She puts a blanket
on the grass in our yard and I put my sister's
blocks and soft toys on it.
My sister throws a block across the yard and we
both crawl after it. I let my sister win. But when
she gets to the edge of the flower bed, she stops
and looks at the ground.
There is a fat, pink, wiggly worm!
My sister picks it up and ... opens her mouth!
I get to her just in time.

You can't eat that!



Jy kan dit nie eet nie!

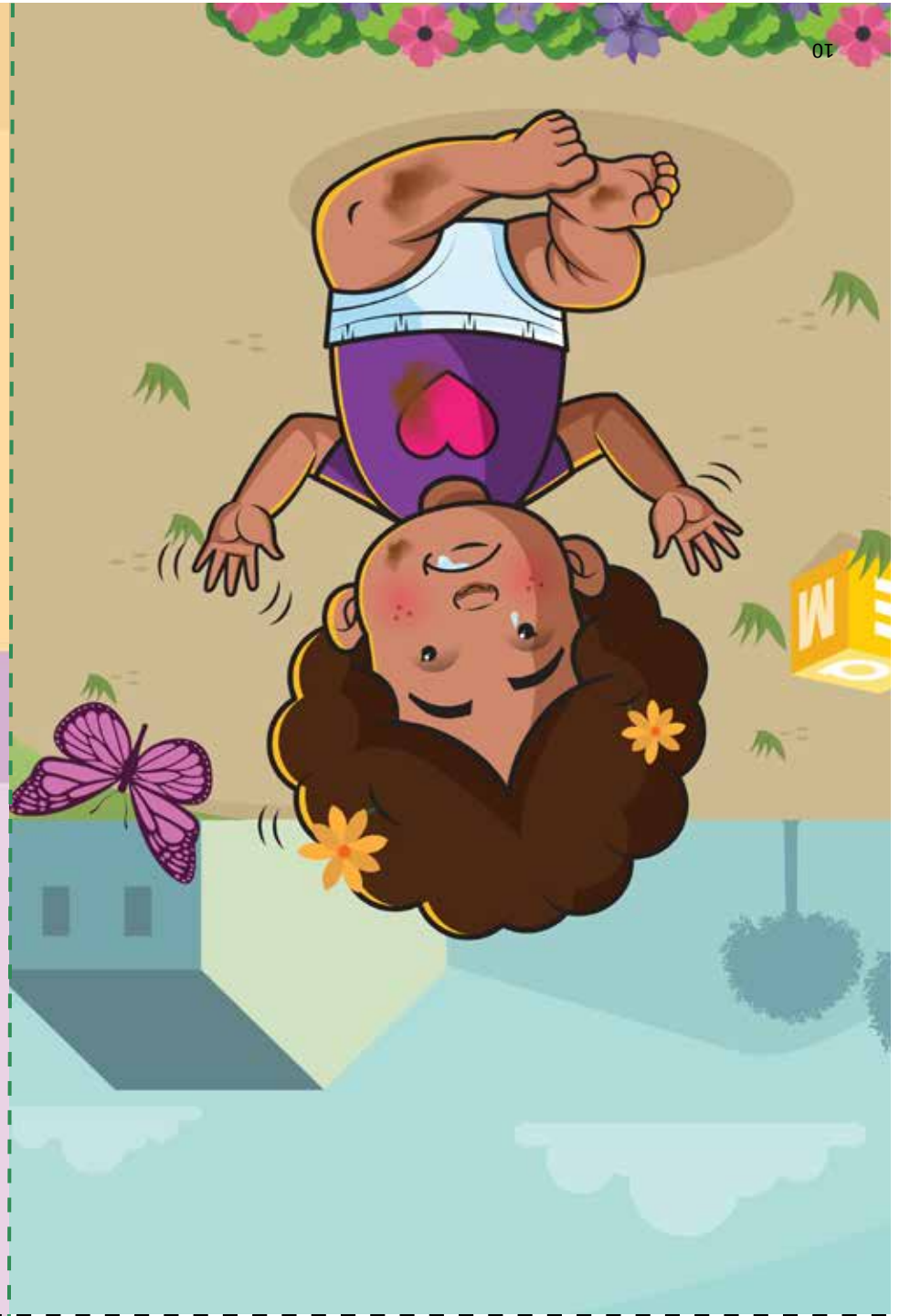
Rosemarie Lewis • Ndumiso Nyoni

Ideas to talk about: Have you ever had to look after a young child? Did you enjoy looking after the child? Why or why not? What is your favourite thing about young children?

Idees om oor te praat: Moes jy al ooit 'n jong kind oppas? Het jy dit geniet om die kind op te pas? Hoekom of hoekom nie? Waarvan hou jy die meeste as dit by jong kinders kom?



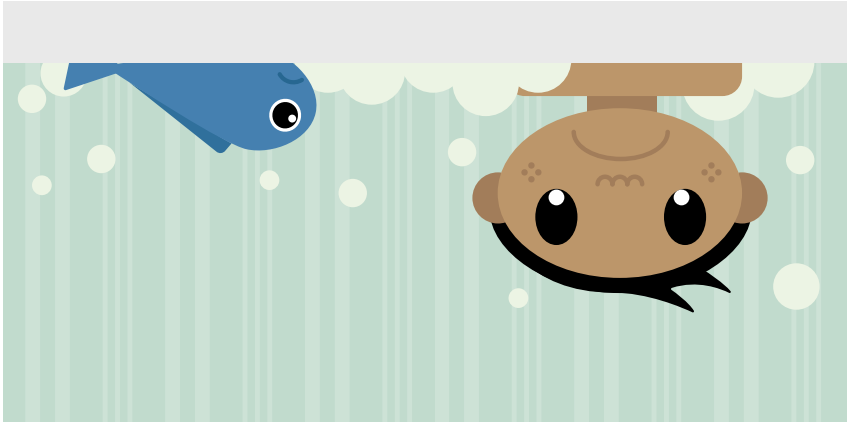
“You can't eat that!”
I tell her.
“Jy kan dit nie eet nie,”
sê ek vir haar.



“You can eat that!”
... And she does!
“Jy kan dit eet!”
... En sy begin dit eet!



Maar die seun wou ook leer swem.



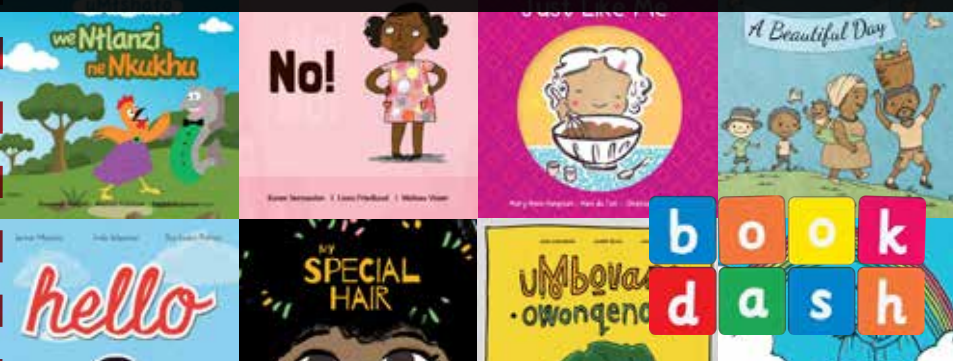
But the boy also wanted to learn to swim.



... en die vis word lewendig!

... and the fish came alive!

Lots more free books at bookdash.org



Get story active!

- ★ Draw a fish with fins, big eyes and scales. Colour in your fish with bright colours.
- ★ Write up a poem or song about a fish or swimming. Act out your poem or song to your family or friends.
- ★ Make your own fish! Draw an outline of a fish on some cardboard. Cut out your fish. Glue bottle tops, buttons, pieces of plastic or anything else you can find onto your fish to create its face and fins, and to make shiny scales on its body.

Raak doenig met stories!

- ★ Teken 'n vis met vinne, groot oë en skubbe. Kleur jou vis met helder kleure in.
- ★ Skryf 'n gedig of liedjie oor 'n vis of swem. Voer jou gedig of liedjie vir jou gesin en maats op.
- ★ Maak jou eie vis! Teken die buitelyn van 'n vis op karton. Knip jou vis uit. Plak bottelproppies, knope, stukkie plastiek of enigiets anders wat jy kan vind op jou vis vas om sy gesig en vinne en blink skubbe vir sy lyf te maak.

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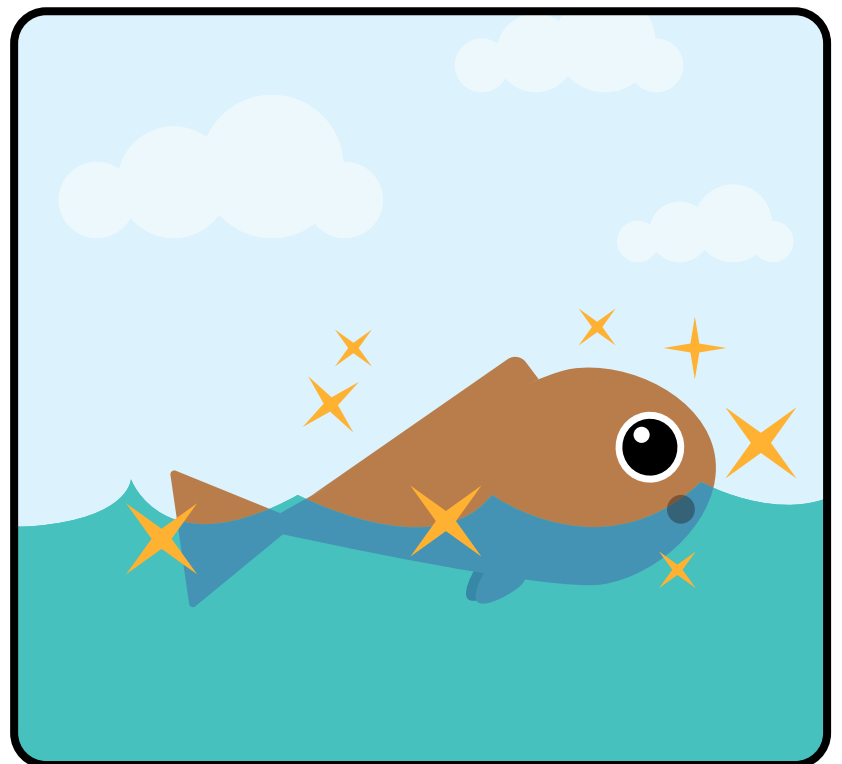


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Drive your
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The fish that couldn't swim



Die vis wat nie kon swem nie

Sarah Gaylard • Thulisizwe Mamba •
Gisela Strydom

Ideas to talk about: Can you swim? How do you move your arms, legs and head when you swim? If you can swim, who taught you how to do it? If you cannot swim, is there someone who can teach you? It's lots of fun!

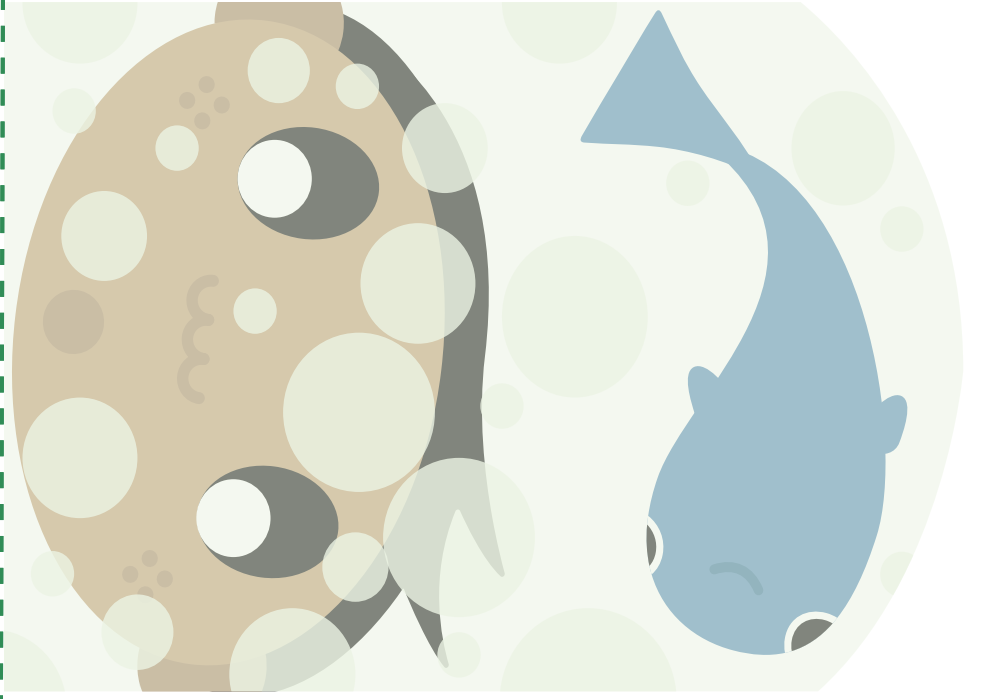
Idees om oor te praat: Kan jy swem? Hoe beweeg jy jou arms, bene en kop wanneer jy swem? As jy kan swem, wie het jou leer swem? As jy nie kan swem nie, is daar iemand wat jou kan leer? Dis baie pret!



Toe sit hy die vis in die water ...

So he put it in the water ...

Die vis wys toe vir die seun hoe om sy mond in die water te sit en te blaas.



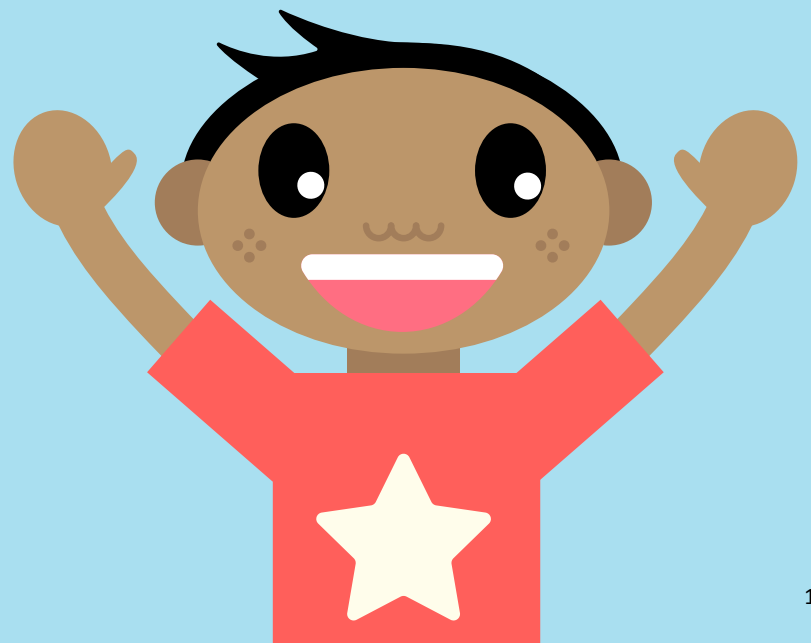
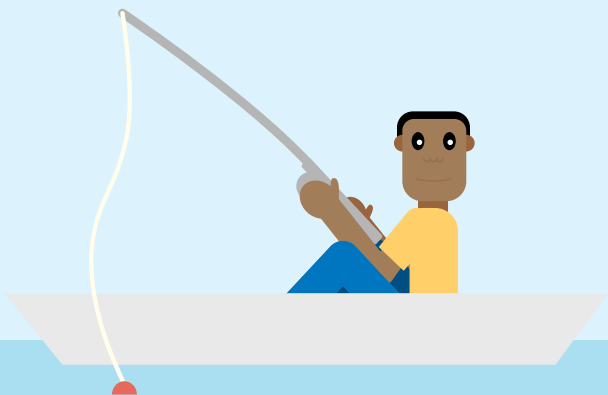
So the fish showed the boy how to put his mouth in the water and blow.



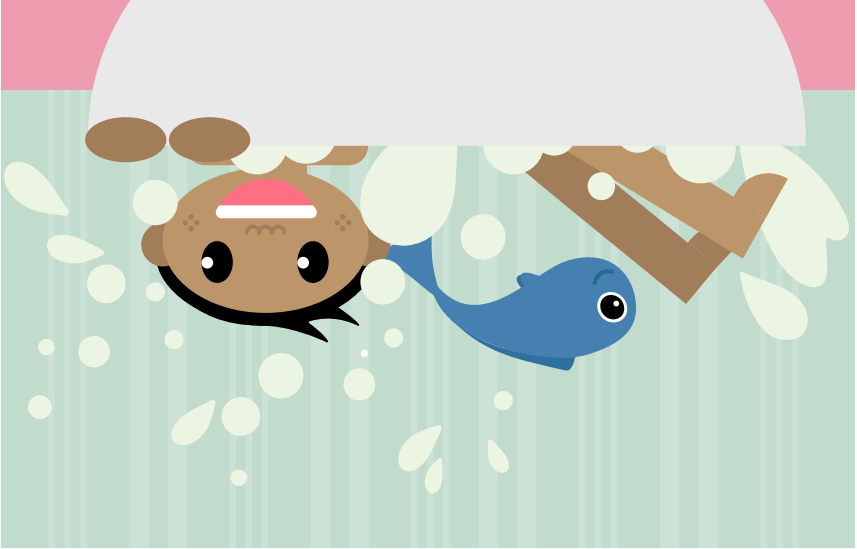
There once was a boy who could run and jump and climb. He could even make a noise like a seagull. But he couldn't swim. And oh, how he wanted to.

And so, the boy who could run and jump and climb, and even make a noise like a seagull, learnt to swim like a fish.

En so het die seun wat kon hardloop en spring en klim, en selfs 'n geluid soos 'n seemeeu kon maak, geleer om soos 'n vis te swem.

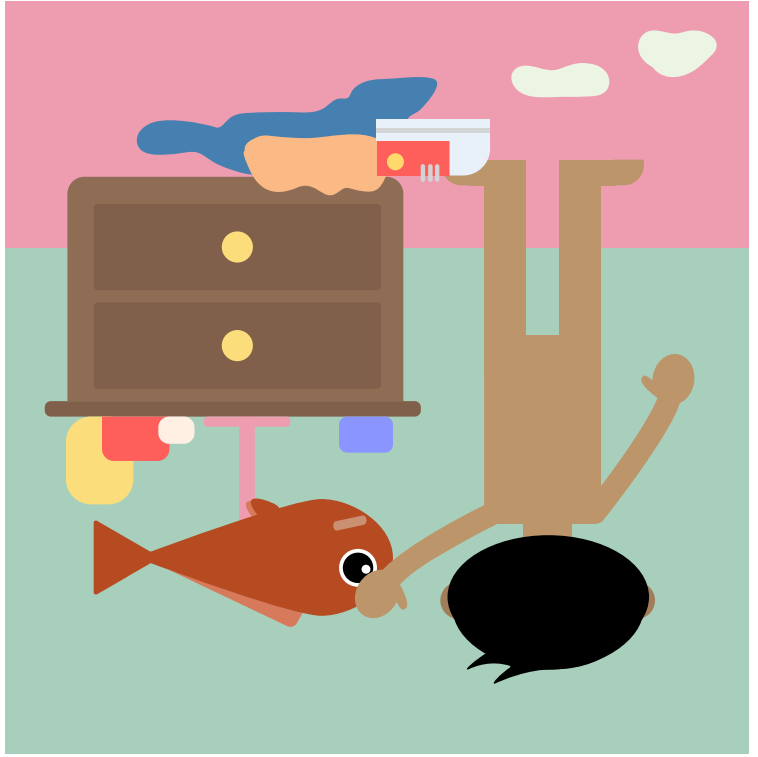


Hulle het omtrent pret gehad!



What fun they had!

Hy wou die vis help.

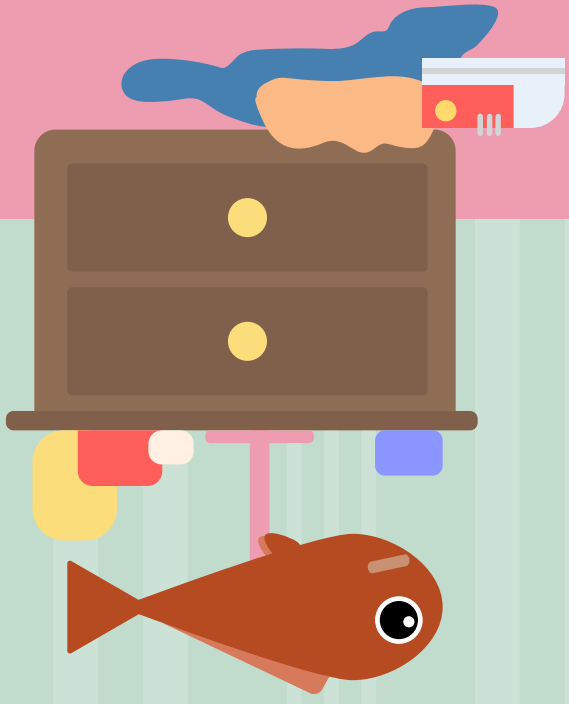


He wanted to help the fish.



Daar was eenmaal 'n seun wat kon hardloop en spring en klim. Hy kon selfs 'n geluid soos 'n seemeeu maak. Maar hy kon nie swem nie. En ai, hy wou so graag.



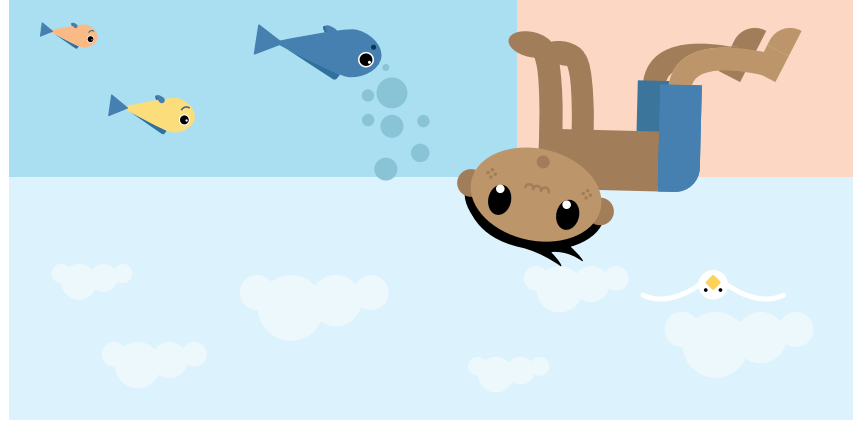


Op 'n dag sien hy 'n vis wat ook nie kan swem nie!

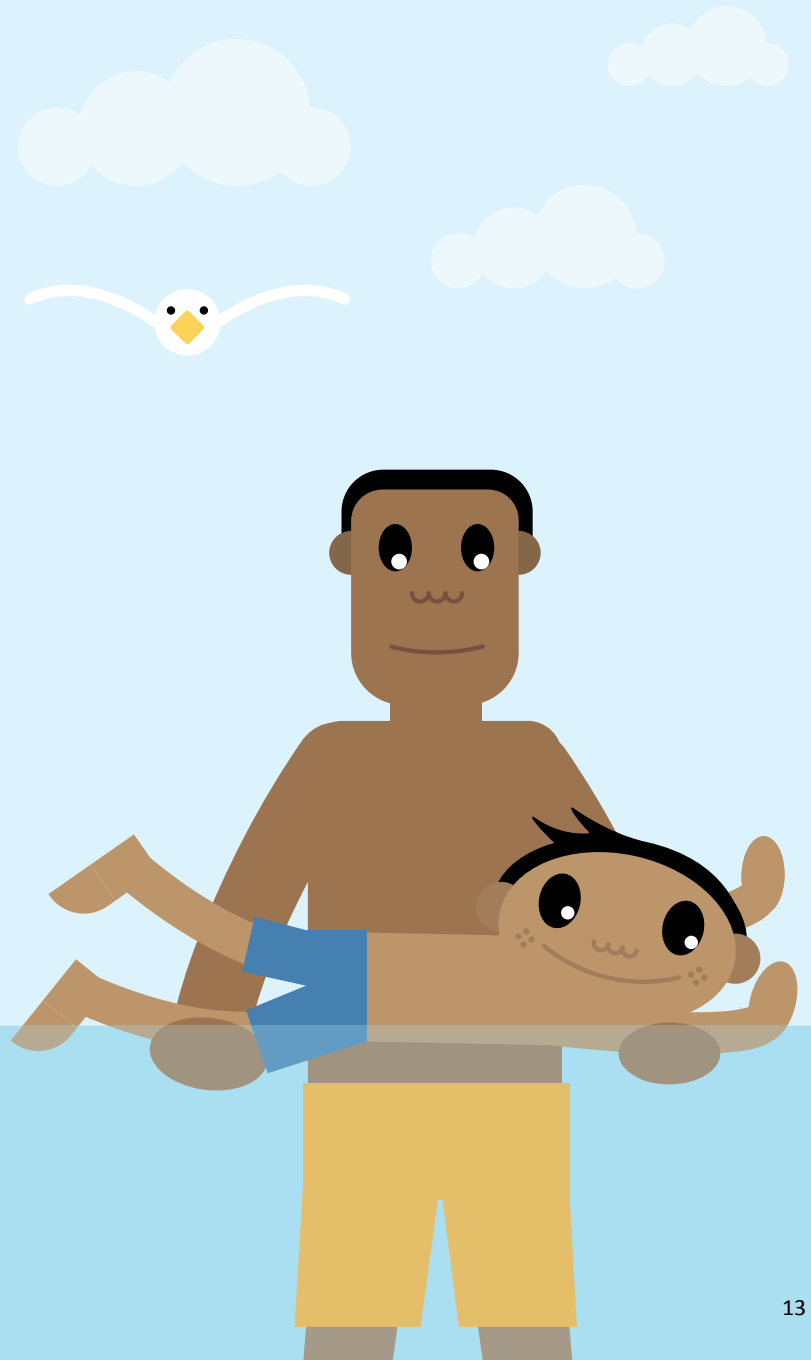
Then one day he noticed a fish that couldn't swim either!



Die volgende dag het die seun onthou wat die vis hom geleer het.



The next day, the boy remembered what the fish had taught him.

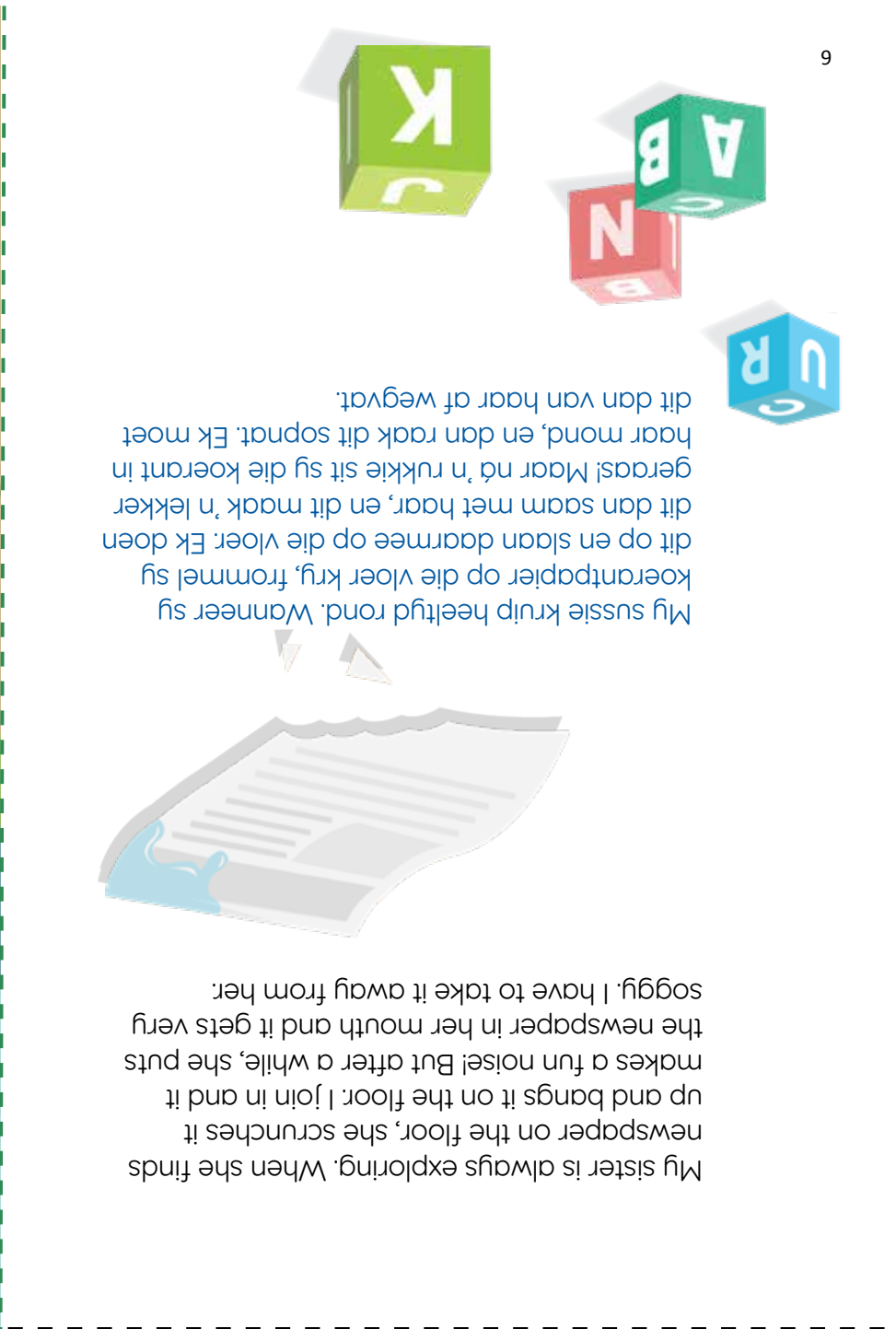




“Well, every time she puts something in her mouth you tell her she can’t eat it! Now she thinks she can’t eat the rusk!” laughs Mom. “I think you’re going to have to tell her that she can eat the rusk.”
So I pretend to take a bite of my sister’s rusk. Then I hold the rusk out to her and say,

“Wel, elke keer as sy iets in haar mond sit, sê jy vir haar sy kan dit nie eet nie! Nou dink sy sy kan nie die beskuit eet nie!” lag Ma. “Ek dink jy sal vir haar moet sê sy kan die beskuit eet.”
Toe maak ek of ek ’n hap van my sussie se beskuit vat. Ek hou die beskuit na haar toe uit en sê:

14



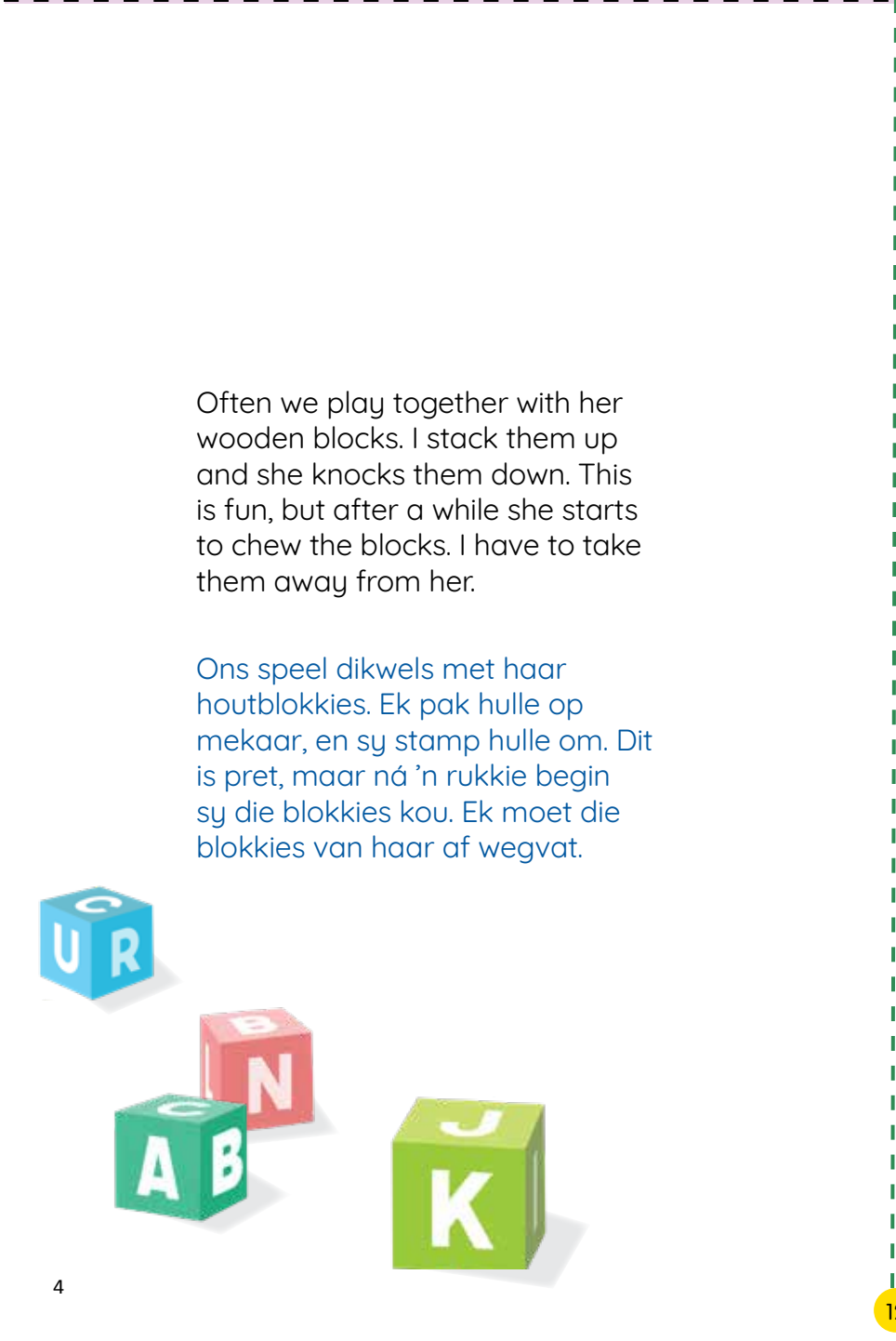
My baby sister is really cute. She has a nice smile and she giggles at everything. She starts giggling as soon as she wakes up and she only stops when she goes to sleep. Sometimes Mom lets me look after my sister. It’s not easy because she tries to eat everything!

My babasussie is regtig oulik. Sy het ’n mooi glimlag en sy giggel vir alles. Sy begin giggel sodra sy wakker word en hou eers op as sy gaan slaap. Soms laat Ma my my sussie oppas. Dis nie maklik nie, want sy probeer alles eet!

11

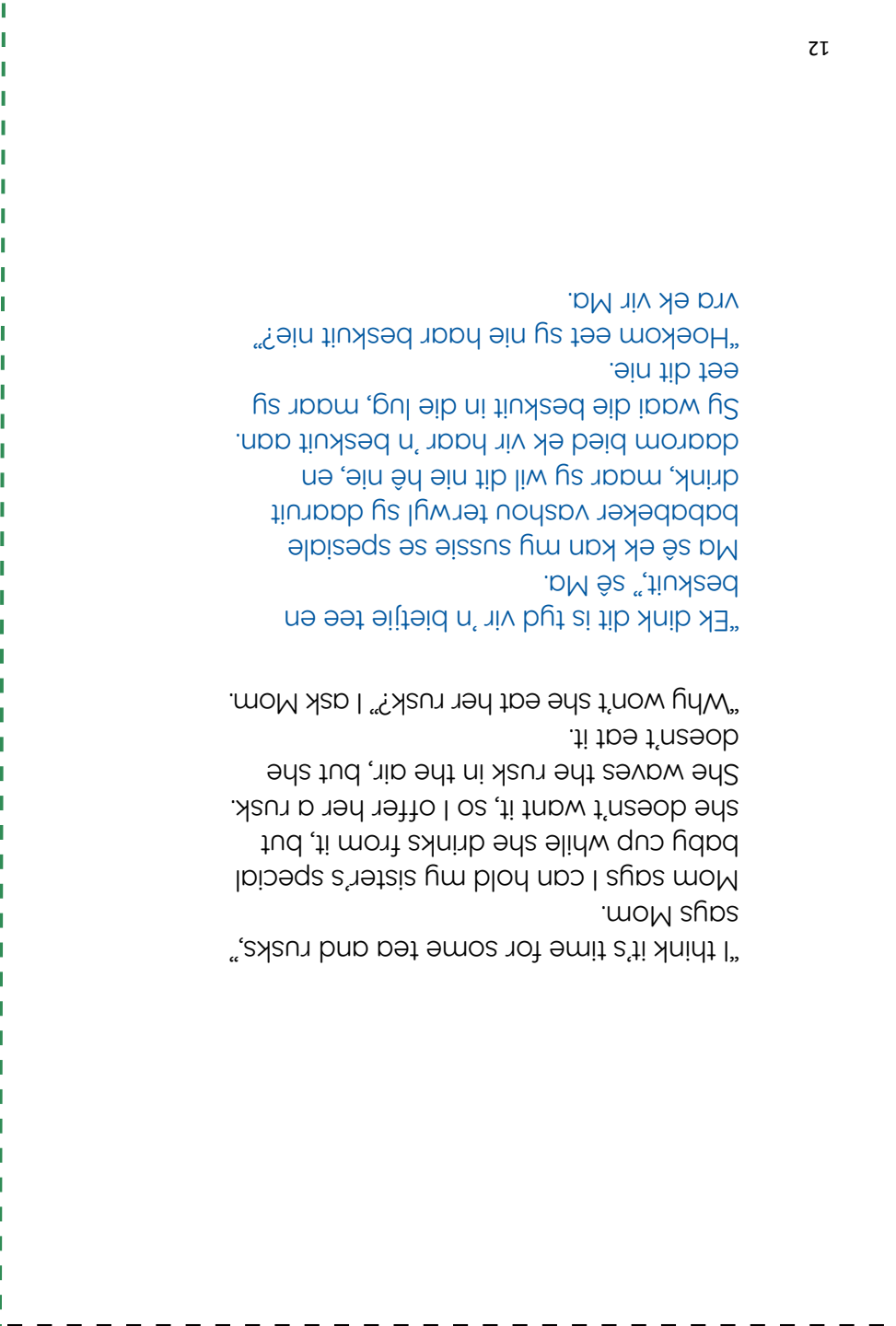


“You can't eat that!”
I tell her.
“Jy kan dit nie eet nie,”
sê ek vir haar.



Often we play together with her wooden blocks. I stack them up and she knocks them down. This is fun, but after a while she starts to chew the blocks. I have to take them away from her.

Ons speel dikwels met haar houtblokkies. Ek pak hulle op mekaar, en sy stamp hulle om. Dit is pret, maar ná 'n rukkie begin sy die blokkies kou. Ek moet die blokkies van haar af wegvat.



“I think it's time for some tea and rusks,”
says Mom.
Mom says I can hold my sister's special
baby cup while she drinks from it, but
she doesn't want it, so I offer her a rusk.
She waves the rusk in the air, but she
doesn't eat it.
“Why won't she eat her rusks?” I ask Mom.
“Ek dink dit is tyd vir 'n bietjie tee en
biskuit,” sê Ma.
Ma sê ek kan my sussie se spesiale
bababeker vashou terwyl sy daaruit
drink, maar sy wil dit nie hê nie, en
daarom bied ek vir haar 'n biskuit aan.
Sy wai die biskuit in die lug, maar sy
eet dit nie.
“Hoekom eet sy nie haar biskuit nie?”
vra ek vir Ma.

Nal'ibali by die Open Book-jeugfees



Nal'ibali at the Open Book Youth Festival

Nal'ibali het hierdie jaar van 13 tot 20 Maart gedurende die Open Book-jeugfees in Kaapstad met The Book Lounge en ander geletterdheidsorganisasies, wat Biblioteek- en Inligtingsdienste insluit, saamgewerk. Dit is net die tweede keer dat Open Book 'n toegewyde jeugfees aangebied het wat op storietye, werksessies, besprekings en oopmikrofoonsessies in skole met min hulpbronne en openbare biblioteke en ander plekke vir kinders gefokus het. Die jeugfees het digters, skrywers, illustreerders en storievertellers in Suid-Afrika, waarvan die meeste in die Kaapstad-area is, ingesluit.

Nal'ibali se Wes-Kaapse Provinsiale Koördineerder het in die Khayelitsha-biblioteek en die Kaapstad-Sentraal-biblioteek gewerk. Die kinders is deur storievertellers geïnspireer om aktief deel te neem aan liedjies en rympies, storievertel- en leesessies en storieaktiwiteite uit ons Nal'ibali-bylaes. Al die kinders, praktisyns en bibliotekaris se het die sessies geniet, en meer geletterdheidsbyeenkomste vir kinders is deur die hele land beplan.

Statistieke van die jeugfees:

From 13 to 20 March this year, Nal'ibali joined hands with The Book Lounge and other literacy organisations, including Library and Information Services, during the Open Book Youth Festival in Cape Town. This is only the second time that Open Book has hosted a dedicated Youth Festival, which focused on storytimes, workshops, discussions, and open mic sessions in under-resourced schools and public libraries and other venues for children. The Youth Festival included poets, writers, illustrators and storytellers based in South Africa, with the bulk of them based in the Cape Town area.

Nal'ibali's Western Cape Provincial Co-ordinator worked in the Khayelitsha and Central libraries. The children there were inspired by storytellers to actively participate in songs and rhymes, storytelling and reading sessions and doing story activities from our Nal'ibali supplements. The children, practitioners and librarians all enjoyed the sessions, and more literacy events have been planned for children throughout the country.

Some statistics from the Youth Festival:



Getal geleenthede	27	Number of events
Getal deelnemers	20	Number of participants
Getal kinders wat aan geleenthede deelgeneem het	784	Number of children included in events
Getal boeke wat aan kinders geskenk is	496	Number of books given to children



Nonopha Magula, die kinderbibliotekaris en Carol Titus, Nal'ibali se Wes-Kaapse Provinsiale Koördineerder, deel stories en doen aktiwiteite saam met kinders by die Kaapstad-Sentraal-biblioteek

Nonopha Magula, the Children's Librarian, and Carol Titus, the Nal'ibali Western Cape Provincial Co-ordinator, share stories and do activities with children at Cape Town Central Library



Maak knip-uit-en-bêreboekies uit die Nal'ibali-bylaes by Harare-biblioteek, Khayelitsha

Making cut-out-and-keep booklets from the Nal'ibali supplements at Harare Library, Khayelitsha



Drive your imagination



Matty en die towerappelboom



Deur Bradley Paulse ■ Illustrasies deur Natalie en Tamsin Hinrichsen

Eendag was daar 'n jong vrou met die naam Matty. Sy het op 'n klein plasië gewoon waar die grond hard was en die werk swaar. Maar Matty was geen gewone boer nie. Sy het vasberade in die warm son geswoeg om genoeg groente te kweek om by die besige mark daar naby te verkoop.

Toe haar groente reg is om geoes te word en sy meer as genoeg het om te deel, pak Matty haar mandjie en gaan mark toe met haar wange wat gloei van opgewondenheid. "Vandag gaan ek al hierdie groente verkoop en dalk vir myself ook iets lekkers koop," sê sy.



Matty se gunstlinghappie wag by die mark vir haar. Dit is appels – groot, sappige, heerlike appels. Sy kan nie die heerlike, soet appels weerstaan nie. Dit is haar beloning vir al haar harde werk.

By die vrugtestalletjie ontmoet Matty 'n vriendelike ou dame met blosende wange soos ryp appels. Haar oë glinster terwyl sy kyk hoe Matty in verwondering na die kleurvolle vrugte staar.

Matty se gedagtes spring heen en weer terwyl sy wonder watter appels sy vir haar gebak moet koop. "Rooi appels, heerlik vir 'n koek," sê Matty hardop toe sy 'n rooi appel optel. "En dalk 'n paar Granny Smith-appels vir 'n appeltort, en 'n paar Honey Crisp-appels vir kolwyntjies. En beslis 'n paar Golden Delicious-appels vir 'n warm krummelappeltort." Matty pak die appels in haar mandjie terwyl sy elke soort appel opnoem.

Die ou dame lag stilletjies. Sy hou haar hand uit en gee vir Matty 'n goue appel. "Enigiemand wat so baie van appels hou, verdien 'n spesiale lekkerny. Vat hierdie spesiale appel vir jou. Dit sal jou altyd gelukkig maak," sê die ou dame.

"Baie dankie," sê Matty dankbaar. Die goue appel is groter en mooier as enige ander appel wat sy nog ooit gesien het. Sy kan nie wag om by die huis te kom en dit te eet nie.

Toe die son agter die heuwels sak, gaan Matty terug na haar plaas toe. Sy sorteer en was al die appels sorgvuldig en neurie vrolik terwyl sy werk. Sy sal al die heerlike eetgoed bak waaraan sy gedink het, maar sy hou die spesiale goue appel eenkant om as 'n spesiale lekkerny te eet.

Toe Matty al die appels gesorteer en gewas het, tel sy die spesiale goue appel op. "Nou vir my spesiale lekkerny," sê sy. Maar net toe sy 'n happie wil vat, steek 'n piepklein koppie by 'n gaatjie in die appel uit.

"Moet my nie eet nie!" piep 'n wurm.

Van pure verbasing laat val Matty die appel. "Wat op aarde?" hyg sy.

Die wurm wriemel uit die appel uit, sy oë so groot soos pierings en vol spyt. "Ek is jammer dat ek aan jou appel geknibbel het, maar dit smaak so lekker!" sê hy.

Matty kan nie besluit of sy moet kwaad wees of nie. Die ou dame het gesê die appel sal haar altyd gelukkig maak, maar nou is sy nie meer so seker nie.

Uiteindelik sug Matty en sê: "Klein wurmpie, jy is gelukkig dat ek vandag in 'n goeie bui is. Kom ek begrawe jou appel in die agterplaas sodat jy dit in vrede kan eet, sonder dat die voëls jou pla."

Toe Matty die appel in die gat sit wat sy in die grond gemaak het, sê die wurm: "Totsiens, Matty. Ek belowe om jou te vergoed omdat jy so gaaf is." Matty wuif totsiens en gaan terug om verder te gaan bak.

Die volgende oggend, toe die eerste sonstrale die lug verkleur, word Matty wakker van die soetste reuk wat sy nog ooit geruik het. Sy hardloop buitentoe en haar mond val oop van verbasing. Voor haar oë staan 'n reusagtige appelboom, die takke swaar belaaie met die pragtigste appels wat sy nog ooit gesien het.



Matty dans om die boom, en haar lag klink saam met die voëls se gekwetter op. Sy pluk die appels een vir een en staan verstom oor die wonderwerk wat oornag gebeur het.

Daardie aand gaan Matty terug na die boom toe en sit 'n varsgebakte kolwyntjie by die boom se wortels neer. "Dankie," fluister sy. "Die ou dame was toe al die tyd reg, want hierdie boom sal my regtig altyd gelukkig maak!"

Raak doenig met stories!

★ Wat is jou gunstelingvrug? Teken 'n prent daarvan. Skryf die volgende sin onder jou prent: "My gunstelingvrug is ..." Jy kan iemand vra om jou te help om jou sin te skryf.

★ Maak 'n lys van al die dinge wat jy met jou gunstelingvrug kan maak. Dit kan iets wees wat jy kan bak of kook, 'n sap of 'n koue poeding.

★ Dink oor die reuk, smaak, vorm en kleur van 'n appel of enige ander vrug. Dink oor die geluid wat dit maak wanneer jy dit byt. Skryf nou 'n gedig oor die vrug.



Drive your
imagination



Matty and the magical apple tree

By Bradley Paulse ■ Illustrations by Natalie and Tamsin Hinrichsen



There was once a young woman named Matty. She lived on a small farm, where the soil was hard and the work was tough. But Matty was no ordinary farmer. With determination she toiled under the hot sun to grow enough vegetables to sell at the bustling market nearby.

When her crops were ready, and she had more than enough to share, Matty packed her basket and headed to the market, her cheeks glowing with excitement. "Today I will sell all these vegetables and maybe get a treat for myself," she said.



You see, Matty's favourite treat awaited her at the market. It was apples – big, juicy, delicious apples. She couldn't resist their tempting sweetness. They were her reward for all her hard work.

At the fruit stall, Matty met a friendly old lady, her cheeks rosy like ripe apples. Her eyes twinkled as she watched Matty admire the colourful fruit.

Matty's thoughts danced around as she pondered which apples to buy for her next baking adventure. "Red apples, delicious for a cake," Matty said aloud as she picked up a red apple. "And maybe some Granny Smith apples for a pie, and a few Honey Crisp apples for muffins. And definitely some Golden Delicious apples for a warm apple crumble." As she named each apple, Matty added them to her basket.

The old lady chuckled. She reached out and handed Matty a golden apple. "Anyone who loves apples this much, deserves a special treat. Here you go, take this special apple. It will always bring you joy," the old lady said.

"Thank you very much," Matty said gratefully. The golden apple was bigger and more beautiful than any apple she had ever seen. She couldn't wait to get home and try it.

As the sun dipped behind the hills, Matty returned to her farm. She carefully sorted and cleaned all the apples, humming happily as she worked. She would bake all the delicious treats she had thought of, but she saved the special golden apple as a treat to eat.

Once Matty had sorted and cleaned all the apples, she picked up the special golden apple. "Now for my treat," she said. But as she was about to take a bite, a tiny head poked out of a hole in the apple.

"Don't eat me!" a worm squeaked.

Matty dropped the apple in surprise. "What in the world?" she gasped.

The worm wriggled out, his eyes wide and apologetic. "I'm sorry for nibbling your apple, but it was so tasty!" he said.

Matty couldn't decide if she should be angry or not. The old lady had said the apple would always bring her joy, but now she wasn't so sure.

Eventually Matty sighed and said, "Little worm, you are lucky I'm in a good mood today. Let me bury your apple in my backyard so that you can eat it in peace, away from the birds."

As Matty placed the apple in the hole she had made in the ground, the worm said, "Goodbye, Matty. I promise to repay you for your kindness." Matty waved goodbye and returned to her baking.

The next morning, as the first rays of the sun painted the sky, Matty's eyes opened to the sweetest scent she had ever smelled. She rushed outside and her jaw dropped in astonishment. Right before her eyes stood a gigantic apple tree, its branches heavy with the most magnificent apples she had ever seen.



Matty danced around the tree, her laughter mingling with the songs of birds. She picked the apples, one by one, marvelling at the miracle that had taken place overnight.

That evening, Matty returned to the tree, placing a freshly baked muffin at its roots. "Thank you," she whispered. "The old lady was right after all because this tree will indeed always bring me joy!"

Get story active!

★ What is your favourite fruit? Draw a picture of it. Underneath your drawing, write the sentence, "My favourite fruit is ..." You can ask someone to help you write your sentence.

★ Make a list of all the things you can make using your favourite fruit. It can be something you bake or cook, a juice or a cold pudding.

★ Think about the smell, taste, shape and colour of an apple or any other fruit. Think about the sound that it makes when you bite it. Now write a poem about the fruit.

Nal'ibali-pret

Nal'ibali fun



1.



Kan jy vir Matty help om haar appel te vind?
Can you help Matty find her apple?



2.

Vind die antwoorde op die vrae hier onder in die stories in hierdie bylae. Skryf EEN WOORD neer as antwoord op elke leidraad. Soek dan die woorde in die woordsoekblok.



Find the answers to the questions below in the stories in this supplement. Write down ONE WORD to answer each clue. Then find the words in the wordsearch block.

VRAE

★ **Jy kan dit nie eet nie!**

1. Die kleur van die wurm wat die baba sussie amper geëet het.

2. Die pragtige insek wat wegvlieg en die babasussie laat huil.

3. Wat Ma vir haar bring om te eet. _____

★ **Die vis wat nie kon swem nie**

4. Wat kon die vis nie doen nie? _____
5. Die seun kon 'n geluid soos hierdie voël maak.

★ **Matty en die betowerde appelboom**

6. Waar Matty gewoon het. _____
7. Matty was 'n _____
8. Wat Matty die graagste geëet het. _____
9. Wat in Matty se spesiale goue appel was? _____
10. Wat het Matty die volgende oggend in haar tuin gevind?

QUESTIONS

★ **You can't eat that!**

1. The colour of the worm that the baby sister nearly eats.

2. The pretty insect that flies away and the baby sister cries

3. What Mom brings her to eat. _____

★ **The fish that couldn't swim**

4. What could the fish not do? _____
5. The boy could make a noise like this bird.

★ **Matty and the magical apple tree**

6. Where Matty lived. _____
7. Matty was a _____
8. Matty's favourite treat. _____
9. What was in Matty's special golden apple? _____
10. What did Matty find in her garden the next morning?

P	L	A	A	S	E	R	A	B	A	M
I	I	W	U	R	M	A	P	E	G	T
E	W	E	M	K	P	I	P	S	S	O
N	U	T	T	E	R	F	E	K	E	E
K	C	R	O	A	F	A	L	U	E	B
P	L	E	S	G	S	R	S	I	M	O
I	S	E	W	U	A	M	E	T	E	E
S	K	O	E	N	L	A	P	P	E	R
B	O	O	M	L	V	L	W	O	U	X

P	F	A	R	M	E	R	A	S
A	I	W	O	R	M	A	P	L
R	N	E	D	S	W	T	P	N
B	U	T	T	E	R	F	L	Y
A	C	R	O	A	F	A	E	Y
P	L	E	S	G	S	R	S	K
I	S	E	W	U	A	M	E	I
N	I	P	I	L	R	U	S	K
K	R	Y	M	L	V	L	W	O

Antwoorde: pienk, skoenlapper, beskuit, swem, seemeeu, plaas, boer, appels, wurm, boom
Answers: pink, butterfly, rusk, swim, seagull, farm, farmer, apples, worm, tree



Nal'ibali is hier om jou te motiveer en te ondersteun. Kontak ons op een van die volgende maniere:

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

- TheNalibaliChannel
- nalibaliSA
- @nalibaliSA
- @nalibalisa
- nalibalisa
- The Nal'ibali Trust
- +27 64 801 5496
- @nalibalisa

Produced by The Nal'ibali Trust. Translation by Anita van Zyl. Nal'ibali character illustrations by Rico.



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