Motivated to read

We know that reading lots of books helps to make children better readers. We also know that to spend a lot of time reading and to keep reading throughout your life, you’ve got to want to read!

If we want to get our children reading and then keep them reading, it’s really helpful to understand what motivates them to read. To find this out, researchers most often observe children’s reading behaviour and/or talk to their teachers. Surprisingly, very few researchers actually speak to children themselves, but here is what the children said. In one study conducted by Kathryn Edmunds and Kathryn Bauserman said about books and reading. The children said that:

- they were more likely to read a book that they had chosen, than a book chosen for them by a teacher or parent
- they liked books that matched their personal interests
- they were more likely to choose books that have exciting covers and action-packed plots, as well as books that are funny or scary, and have great illustrations.
- their interest in reading was sparked and encouraged by their family members (especially their mothers), teachers and friends.
- most of the books they read came from a library.
- libraries gave them the opportunity to look at lots of different books before choosing the ones they wanted to read.
- they often found out about books they might want to read by talking to their friends.
- they motivated themselves to read – once they’d caught the reading bug, they just wanted to keep reading!
- they enjoyed being read to by family members and teachers, even though they could already read!

So, what does this mean we need to do?

- Make sure that our children have access to lots of different books. Children who get books more easily, read more. Take your children to the library, and, when you can, buy books for them.

Gemotiveer om te lees

Ons weet almal dat kinders beter leesers word as hulle baie boeke lees. Ons weet ook dat om genoeg tyd te hé om te lees, en om lewenslank ‘n leser te bly, moet ‘n mens regtig wil lees!

As ons ons kinders aan die lees wil kry, en wil seker maak dat hulle aanhou lees, help dit om te verstaan wat hulle motiveer om te lees. Om dit ons te stel, neem ons van elke kinders se leesgedrag waar en/of praat met hulle onderwysers. Verrassend genoeg praat baie min naasouers in werklikheid met die kinders self, maar in een studie deur Kathryn Edmunds en Kathryn Bauserman het die kinders (bussen die ouderdomme van 9 en 10), die volgende oor boeke en lees te sê gehad. Die kinders het gesê dat:

- hulle meer genoeg is om ‘n boek te lees wat hulle self gekies het als as ’n boek wat ‘n onderwys of oor iets wat hulle gekies het
- hulle van boeke hou wat ooreenstaan met hulle persoonlike belangstelling
- hulle meer genoeg is om boeke met opwindende omsluit en aksebaarheid of eskapisme te kies, asook boeke wat sneaks is of hulle baie maak, en mooi illustrasies het
- hulle belangstelling in lees aangewakker en aangemoedig is deur familieledes (veral hulle moes), onderwysers en maats.
- die meeste van die boeke wat hulle gekies het, by die biblioteek uitgeniem is.

- let them choose their own books.
- speak to your children about books and read to them, no matter their age.
- encourage them to speak to other children about books. Let them join an existing reading club or start one of your own.


- biblioteke hulle die gelykeheid bied om na baie verskillende boeke te kyk voordat hulle die boeke hard het kies wat hulle wil lees.
- hulle dikwels uitgebreid het of boeke wat hulle grappig of lees deur met hulle maats te praat.
- hulle hul biblioteek het om te lees – toe die leesgaga hulle eers gelot het, was hulle net aanhou lees!
- hulle dit geniet wanneer familieledes en onderwysers vir hulle lees, al kan hulle al self lees!

Wat moet jy dus doen?

- Last hulle hul eie boeke kies.
- Praat met jou kinders oor boeke en lees vir hulle, ongeag hulle ouderdom.
- Moedig hulle aan om met ander kinders oor boeke te praat. Last hulle by ‘n bestaande leesclub aansluit of begin jou eie!
Story stars
A passion for books

Righardt le Roux is the Programme Librarian at Westonaria Library Information Services. He is passionate about the important role literacy can play in people’s lives. Naiball spoke to him about his enthusiasm for reading and books.

Where did your passion for books start?
When I was little, my mom made a scrapbook with the most interesting and beautiful pictures she could find. This book went along on long road trips. During the trip my mom would use the pictures to make up the most amazing stories. This is where I fell in love with stories and books.

Why are libraries important?
Libraries provide books and information to the community, but they also play an important role in developing communities. That’s why I started the Simunye reading club at the Simunye library three months ago. At first there were only 14 children, but now we have 82 members!

How do you make story time at your club fun?
Once I have chosen a story to share with the children, I first research and rehearse the story. Then I make the story interactive and draw the children in. We create lots of noise and laughter. The children have so much fun that they really want to take part in creating the story.

Why are stories important?
We need to tell and read stories because stories are such an important part of all cultures. Through stories we can help children make sense of their world and their life experiences.

What stories do you like?
Even now, I enjoy stories from my childhood. I love fairytales and I still read those old Grimm stories — although I could tell them all by heart!

What tips do you have for parents?
If you want your children to become readers, read to them for at least 15 minutes a day. Once a child has entered through the magic door of reading, they will become lifelong readers!

Storiesterre
’n Passie vir boeke

Righardt le Roux is die Programbibliotekaris by Westonaria Biblioteekinligtingsdienste. Hy is passieloos oor die belangrike rol wat geletterdheid in mense se lewens kan speel. Naiball het hom met gesels oor sy entoesiasme vir lees en boeke.

Waar kom jou passie vir boeke vandaan?
Toe ek klein was, het my ma ’n plakboek gemaak met die interessante en mooiste prente wat sy in die hande kon kry. Sy het hierdie boek saamgemaak wanneer ons op lang reise gegaan het. Tydens die reis het my ma die prente gebruik om die wonderlike prente te versien. Dit is waar ek verlede geraak het op stories en boeke.

Waarom is biblioteke belangrik?
Biblioteke verskaf boeke en inligting aan die gemeenskap, maar hulle speel ook ’n belangrike rol om gemeenskappe te ontwikkel. Dit is waarom ek drie maande gelede die leesclub by die Simunye-biblioteek begin het. Eers was daar net 14 kinders, maar nou het ons 82 lede!

Hoe maak jy storieby jou leesclub perfekt?
Wanneer ek ’n boek gekies het om met die kinders te deel, doen ek eers navorsing daaraan en dan oefen ek om dit hardop te lees. Dan maak ek die storie interactief en betrek die kinders. Ons maak boeke genas en ons lag boeie. Die kinders het skeep dat hulle regtig deel wil wees daarom om die storie te skik.

Waarom is stories belangrik?
Ons moet almal stories vertel en lees, want stories is so ’n belangrike deel van alle kulture. Deur middel van stories kan ons kinders help om sin te maak van hul wêreld en lewensverwagings.

Van watter stories hou jy?
Ek hou selfs nou nog van die stories uit my kinderye. Ek is gek oor sprokies en ek lees steeds daardie of Grimm-sprokies – al klem ek hulle al uit my kop uit!

Watter wenke het jy vir ouers?
As julle wil hê julle kinders moet lesers word, lees elke dag ten minste 15 minute vir hulle. Sodra ’n kind die wonderlike wêreld van lees betree, sal hulle lewenslank leersers bly!

Across the country, individuals and organisations are finding ways to make reading and writing part of children’s daily lives. To say thank you, our featured Story Stars will receive meal vouchers* courtesy of Wimpy to enjoy with the children in whose lives they are making a difference.

* For terms and conditions that apply, go to www.naiball.org/story-stars.

Oor die hele land heen vind individue en organisasies maniere om lees en skryf deel te maak van kinders se daaglikse lewens. Om dankie te sê en ons Storiesterre wat in die bylmo verskyn maatstafskoonheid* met vergunning van Wimpy ontvang sodat hulle dit kan geniet saam met die kinders in wie se lewens hulle ’n verskil maak.

* Vir die bepaalings en voorwaardes wat geld, gean na www.naiball.org/story-stars.

Create your own mini-book
1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

Maak jou eie boekie
1. Haal bladsy 3 tot 6 van hierdie bylmo uit.
2. Verwyder die swart stippelwyn.
3. Verwyder die rode stippelwyn.
4. Sny dit uit op die rooi stippelwyn.
The witch who lives on the hill
Die heks wat op die heuwel woon

This is a story about facing your fears, accepting differences and having compassion.

For copies of Heartlines' Stories that Talk (in all 11 languages), and Stories that Talk 2 (English only) please email orders@heartlines.org.za or phone (011) 771 2540.
We hid behind the hedge, Peloyame, Kitso and me, all breathing hard. "Did you see her?" Peloyame asked breathless.

"Yeah, she's scary," I said, though I hadn't really seen her. But I didn't need to. Everyone knew what Mma Raphane looked like. She had wild grey hair and was tall and bony-thin, with elbows that could cut straight through a person. If you looked into her eyes, you would be turned into a zombie. Many children had. We all knew that.

"She poked her head out of the door when I threw the stone, did you see?" Kitso said excitedly. "My cousin said she ate his cat."

"Yeah, she does that sometimes," Peloyame said nodding her head. Peloyame knew everything there was to know about Mma Raphane, the witch.
We thanked her and sat down to drink. The other children watched us for some time, and then they came into the yard, one by one. They picked up our tools and got to work where we had left off.

Peloymate stood at the fence alone. “Hey? What are you guys doing? She’s a witch! Have you forgotten?” Everyone ignored Peloyme. So she kicked the ground and walked away angrily.

MmA Raphane looked at the children who had run from her for so long. She turned to Gabriel and me. There were tears in her eyes. “Thank you,” she said in a scratchy whisper. She smiled down at us as we sat drinking water on her stoop.


“Sy het haar kop by die deur uitgesteek toe ek die klip groot. Het julle gesien?” sê Kitso opgewonde. “My neef sê sy het sy kat opgeëet.”

“Ja, sy doen dit partykeer,” sê Peloyme en knik haar kop. Peloyme weet alles wat daar oor die heks, MmA Raphane, te wete is.
We collected spades and rakes and headed back up the hill. Gabriel and I knocked quietly on the door. We had a short talk with Mma Raphane. Then we started clearing the long, dried grass in the yard. As we worked, other children came to stand along the fence. They stared at us, but kept silent.

Peloyame came too. She saw me and shouted, “Tebogo, are you crazy? Aren’t you afraid of the witch?”

“She’s not a witch!” Gabriel shouted back angrily.

Just then Mma Raphane came out with two glasses of cool water.

Ons maak grawe en harke bymekaar en kies weer koers teen die heuwel op. Ek en Gabriel klop saggies aan die deur. Ons praat vinnig met Mma Raphane. Toe begin ons die lang, droë gras in die erf skoonmaak. Terwyl ons werk, kom die ander kinders ook langs die heining staan. Hulle staar ons aan, maar sê nie ‘n woord nie.

Peloyame kom ook. Sy sien my en skree: “Tebogo, is jy mal? Is jy nie bang vir die heks nie?”

“Sy is nie ‘n heks nie!” skree Gabriel kwaai terug.

Net toe kom Mma Raphane uit met twee groot glase koue water.
Get story active!

After you and your children have read *The witch who lives on the hill*, try out some of these ideas.

- As a way of starting a conversation with your children about how labelling people is harmful, ask them, "Do you think Mma Raphane is a witch?" "Do any of you know what it feels like to be labelled unfairly?"
- Discuss the ways that Tebogo and Pelyamwe behaved towards Mma Raphane at different places in the story. Is it acceptable to behave like that? How do you think the children behaved in those ways? How did their behaviour make Mma Raphane feel?
- Let your children choose a part of the story to illustrate.
- Encourage them to think about things they might do to try to change Pelyamwe's opinion of Mma Raphane. They could draw a picture of themselves talking to Pelyamwe and then write what they would like to say to her in a speech bubble, or act out the scene.

Reading club corner

When you ask children to write book reviews, it is a great way to get them to connect with what they read, think critically about it and express their opinions. Writing, reading and sharing book reviews encourages children to communicate with each other about what they are reading.

Here are some ideas of how to use book reviews at your club:

- Encourage children to write their opinion of a book they have read. Remind them that not everybody enjoys reading the same type of book or by the same author.
- Good book reviews help people decide whether they want to read the book or not. In their reviews they should therefore give the basic storyline outline, but not give too much about the story!
- Reviews can be long or short, and can also include drawings of parts of the book by the reviewer.
- You can use the children's book reviews to start conversations about books at your club. Keep the reviews in a special folder that the children can refer to, or display them on a notice board or wall where your club meets. You could also attach a plastic pocket to the inside of your club's books for children to place their reviews in.
- Remind the children to always write the title of the book, the author's name and their name on their review.
- Sometimes children need a little help with what to put in a book review. Try giving them some of these sentences to complete:

  This story is about ...
  The main characters are ...
  My favourite part of this book was...
  When ... I felt ...
  I really liked/didn't like ... because ...
  My favourite character was ...
  You should read this book because ...
  I think you would enjoy this book if you like stories that ...
  My rating for this book is ...

Leesklubhoekie

Wanneer jy kinders vra om boekresensies te skryf, help dit hulle om aansluiting te vind by dit wat hulle lees, asook om knitespace daaraan te dink en hulle opinies uit te druk. Verder moedig skryf en deel van boekresensies kinders aan om met mekaar te kommunikeer oor wat hulle lees.

Hier volg 'n paar idees oor hoe om boekresensies by jou leesklub te gebruik:

- Moedig jou kinders aan om hulle opinie van 'n boek wat hulle gelee het, te skryf. Herinner hulle dat nie almal daarvan hou om dieselfde soort boek, of boeke van dieselfde skrywer, te lees nie.
- Goede boekresensies help mens om te besluit of hulle die boek wil lees of nie. In hulle resensies moet hulle dus die basiese storieyn weergee, maar nie te veel van die storie self verkop nie.
- Resensies kan kort of kort wees, en kan ook jou eie tekeninge van deel van die boek insluit.

Raak doenig met stories!

Probeer 'n paar van hierdie idees nadat jy en jou kinders Die heks wat op die heuwel woon klaar gelees het.

- As 'n manier om 'n gesprek met jou kinders te begin oor hoe dit skadekliënt is om mense te brandmerk, vra vir hulle: "Dink julle Mma Raphane is 'n heks?" "Weet ge enige van hulle hoe dit voel om ongewenst iets genoem te word?"
- Bespreek die maniere waarop Tebogo en Pelyamwe op verskillende plekke in die storie teenoor Mma Raphane opgetree het. Is dit aanvaarbaar om so te tee? Watter mond jy het die kinders so opgetree? Hoe het hulle oor mekaar Mma Raphane laat voel?
- Laat jou kinders 'n deel van die storie kies om te illustreer.
- Moedig hulle aan om ander dinge te dink wat hulle kan doen om Pelyamwe se opinie van Mma Raphane te verander. Hulle kan 'n prent van hulleself tekken wat met Pelyamwe praat en dan kan hulle dit wat hulle vir haar wil sê in 'n praatbord skryf, of deel dit in openbare voorleesuur, of as toneel opvoer.
The magic paintbrush (Part 1) retold by Wendy Hartmann

There is a land far, far away called China. Once upon a time, in this far-away land there lived a young boy named Ho. He was poor, but very kind. He worked hard to earn enough money to buy food. Even though he was poor, he helped other children whenever he could. He also loved to paint and he painted whenever he had time.

One night, he dreamed that an old man gave him a magic paintbrush. “You have a kind heart,” said the old man in his dream. “I see that you love to paint. Here is a magic paintbrush. I want you to promise to use it to help people.”

When Ho woke up, he found the magic paintbrush next to him. “Oh,” he said, “I thought it was only a dream.”

From that day on, he used the paintbrush whenever people needed help.

“Ho,” called the people in the fields. “There is no more water in our well. We need to water our plants.”

So Ho painted a river for them. As he painted, the river magically appeared and the people could water their plants.

Then Ho saw that the people were struggling to lift the land, so he painted a cow and a plough to help them. Every time he saw that someone needed help, he used his paintbrush. Soon many people knew about Ho and his magic paintbrush.

Some time later, a rich man heard about the paintbrush. “That paintbrush will be mine,” he said and planned how he was going to steal it. “I will make so much money that I will be the richest man in the whole land.” The next day he sent for Ho.

“I want you to look after my cows today,” he said boldly. “This evening I will pay you well.”

Ho was happy and looked after the rich man’s cows. But in the evening, instead of being paid, he was thrown into prison and his magic paintbrush was taken away.

“Ho,” said one of his cows, “led the rich man. ‘This brush will pay for what he has done.’” At last, he thought, the magic paintbrush is mine.

Find out next week whether Ho will ever get his paintbrush back again.

Die betowerde verkwas (Deel 1) oorvertel deur Wendy Hartmann

Daar is ‘n land ver, ver hiernaan, waar China genoem word. Een dag daarmeeier ver kwes ‘n jong kind se wond. Hy moes hard werk om genoeg geld te verdien om kos te koop. Maar al was Hy arm, het hy al sy ander mense gehelp waar hy kon. Hy het ook graag geskikkerd – as hy juffs van tyd gehad het, het hy geskikkerd.


Toe Ho werker word, vind hy die betowerde verkwas langs hom.

“Sien,” sê hy verbou, “ek het gedink dit was maar net ‘n droom.”

Van daardie dag af gebruik Ho die verkwas wanneer ander mense hulp nodig het.

“Ho,” roep die mense op die kade. “Daar is nie meer water in ons put nie, maar ons moet ons plante nat maak.”

Dieneg skilder hy vir die mense. Soos hy skilder, word die rivier oor en die mense kan hul plante nat maak.

Toe see Ho dat die mense sukkel om die grond te bewerk, en hy skilder ’n koei en in plong om hul plante te help. Like keer as hy sie om hulp nodig, gebruik hy sy verkwas. Gou wet hoe mense van Ho en sy betowerde verkwas.

Dieneg kookt Ho in ‘n koeie en van die verkwas. “Dit is die verkwas van mense wees,” sê hy en beplan hoe hy dit gaan steek. “Ek sal so bietlik geld maak dat die rijkste man in die hele land sal wees.”

Vind volgende week uit of Ho ooit weer sy verkwas sal terugkry.

In jou volgende Nal’ibali-byleae:

- Skop skygseeleenthede vir kinders
- Storiekonge: ’n Onderwyser neem die leiding met geleerlingheid
- Leesklimkerke: Doe en douteu om te onthou
- ’n Boekie, ’n Ver poed na Pappie toe
- Die laaste deel van die storie, Die betowerde verkwas

Hou hulp nodig vir idees om jou kinders se geleerlihood te ontwikkel? Besoek: www nal’ibali or www nal’ibali.mobi vir ons groeiende versameling lees-en skyfwektes!