Once there was a little boy who started school. Each day his teacher would tell him stories. He loved the stories – stories about dragons and princes, about giants and hyenas, witches and fairies. Stories about goodies and baddies, about brave people and cowardly people, about greedy people and generous people. Stories of love and hate, jealousy and cruelty, friendship and loyalty. His imagination was full of places and events, of people and animals that crept into his dreams and his games.

Every morning he looked forward to arriving at school because the teacher would ask him to choose where to put his name card – would he choose a witch or a dragon, a castle or a ship? And each day he would think about it and put his name beside his choice, and the teacher would ask him, “Why do you like dragons (or castles) best?” He would think about his answer and tell her. He learnt to give reasons for his choices.

Then the teacher would ask all the children to sit on the mat and talk about their choices. He liked hearing the ideas of the other children and sometimes after he had listened to them, he changed his mind and made a different choice. All together they would think of ideas for stories and then he would go and play the stories. He would dress up and play being the monster or the hero. He would take small figures of dragons or witches and create a story.

Then one day the teacher set up a storytelling table and said anyone who wanted to tell her a story could come to the table and she would write down the story. The little boy was excited – he had lots of ideas for stories, so he went to the table and he told the teacher a story and she wrote it down. His story had a dinosaur, a boy and a firefighter – it wove together ideas from all the stories he had heard and played. The next day the teacher read his story to the class and invited the children to act it out as she read it again. And the little boy looked at his words and was happy. He liked acting out his story with others in his class.

The little boy: A story for the teacher in all of us

by Sue Lyle

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Moshanyana e monyenyane: Pale bakeng sa titjhere e teng ka hare ho rona bohole

ka Sue Lyle

Mme jwaletitjhere o ne a tla kopa bana bohole ho du tshango ma mme ba bue ka dikgelo tsa bana. O ne a rata ho utlwa menanana ho bana ba bang mme ka nako tse ding e ne e re ha a qeta ho ba mamela, o ne a fetola maikutlo mme a etse lekgo tsa fapanang. Ba le mme hokela ba ne a bahana mehopolo bakeng sa dipale mme yena a tshango ma dikgelo tsa bana. O ne a ka apa apa diaporo tse itseng mme a tshango ma dikgelo tsa bana. O ne a ka naka diaporo tse itseng mme a tshango ma dikgelo tsa bana. O ne a ka naka diketo wa tsoho tsa bana a yena a tshango ma dikgelo tsa bana. O ne a ka naka diketo wa tsoho tsa bana a yena a tshango ma dikgelo tsa bana.
Three times a week, 30 young Barrydale readers get together to enjoy stories for an hour. The Net vir Pret Reading Club, part of the Nal’ibali network, might be only three months old, but it is already sparking children’s interest in storytelling and reading. We spoke to Donna Kouter and Peter Takelo about developing a love of reading in children.

Why is reading for enjoyment important?
Reading for pleasure opens you to new worlds, new feelings and new ideas. It helps overcome prejudice and develops tolerance and kindness. If you only read because you have to – for school or work – you won’t get the same rewards.

Can we all help to develop children’s literacy?
Yes! If you can’t read or write well yourself, it doesn’t matter. You can still help the children around you develop literacy by telling them stories – your own stories and those you’ve heard from other people.

Which books do you think every child should read?
Peter: Definitely Fransina Vark – it’s a very vivid story that teaches a valuable lesson, and children remember it clearly years later. It taught me never to give up and always try again.
Donna: Pinocchio, although the most popular stories among the children at Net vir Pret are about animals.

What are your top tips for starting a reading club?
Make sure that it’s FUN from day one. Children will be put off if what you do looks difficult or boring. The stories should be interesting and be about things they can identify with. Also, get the children involved – ask them to make drawings of the characters and events in the story, or to act out the story you have just read, or let the children retell the story in their own words!

How do we inspire others to read for enjoyment?
If you want to encourage others to enjoy reading and listening to stories, start with yourself. If you are enthusiastic, others will follow.

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Dinaledi tsa dipale
Bakeng sa ho natefelwa feela
Hararo ka beke, babadi ba sa leng batjha ba Barrydale ba 30 ba kopana mmoho ho natefelwa ke dipale horo e le ngwwe. Telapao ya ho Bala ya Net vir Pret, eo e leng karolo ya neteweke ya Nal’ibali, e ka nna yabo e se e getle dikgwedi tse tharo feela, empa e se ntse e kgothaleta tse nkaliho ya bana ya ho pheta dipale le ho bala. Re ile ra buisane le Donna Kouter le Peter Takelo mabapi le ho nthsheta pele lerato la ho bala baneng.

 Hobaneng ho bala monate ho le bohlakwakho?
Ho bala bohlothabo ba a bulaela malotsile a matjha, maikutlo a matjha le mephalo e metsiho. Ha o thusa ho hloa kgethalo le ho nthsheta pele karnaholana le mosa. Haebaa o bala feela habane e Ramahile – bakeng sa sekelo kopa mosebetsi – o ke ke wa fumana meputo e kag eno.

Na bohle re ka thusa ho nthsheta pele tsabo ya bana ya ho bala le ho ngola?
Eel! Haebaa o sa kgone ho bala kopa ho ngola ka basena, ha ho tshwenyeng. O ka nna wa thusa bana bao o phetlang le bana ho nthsheta pele tsabo ya ho bala le ho ngola ka ho ba phetela dipale – dipale tsa ha le tseo o di utfiling ho batho ba bang.

Ke dikeletsie dife tse bohlakwakho tse o nang le tsonga ka ho qala telapao ya ho bala?

Ke ka kgothaletsie batho ba bang ba bang? Isangwe le bana bothabiso?
Haebaa o bala ho kgothaletsie ba bang ba ho natefelwa ke ho bala le ho mamela dipale, qala ka wena. Ha o le madishaqo, batho ba bang ba fia o sa mora mora.

Net vir Pret Reading Club

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Net vir Pret Reading Club
When Tuft reached the bottom, he looked for Patch.

He walked in a circle, round and round.

Where is Patch?

Patch o hokae?

About the author

Where is Patch? is part of a series of books by Wendy Hartmann.

Wendy, who has had more than 40 children’s books published, lives in Table View. Apart from writing, she also paints.


Sisi Goes to School, published by Human & Rousseau, is her latest book and will be in bookstores from November 2013.


Nal’ibali is a national reading-for-enjoyment campaign to spark children’s potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi

It starts with a story...
“Where is my pet python?” asked Tuft. “I have looked everywhere.”

“Phete ya ka ya masumo e hokae?” ho botsa Tuft. “Ke shebile hohle.”
“Have you seen Patch?”

“No,” said the little mouse, “but follow that path.”

“Na o kile wa bona Patch?”

“Tjhe,” ho rialo twebanyana, “empa latela tsela.”
Tuft followed the path.
“Patch! Patch!” he called. “Where are you?”
Tuft a latela tsela.
“Patch! Patch!” a hoeletsa. “O hokae?”

Tuft hugged his pet python.
“Oh, Patch,” he said. “I am so glad I found you.”
Tuft a haka phete ya hae ya masumo.
“Oh, Patch,” a rialo. “Ke thabile haholo ha ke o fumane.”
Get story active!

Where is Patch? has been written especially for younger children. Below are some ideas to try out as you read the story with them. Draw their attention to the details in the illustrations and the story by commenting on them or asking questions. For example:

- page 2: Point to Tuft. Look, there is Tuft. What kind of animal do you think he is?
- page 3: Can you find the path?
- page 4: Point with your finger to show the direction Tuft is walking in. Look, Tuft is walking up and around the path.
- page 6: Can you see Patch anywhere? Where do you think he might be?
- page 7: Point with your finger to show the direction Tuft is walking in. Look, Tuft is walking down the path.
- page 8: Do you think Tuft can see Patch anywhere?
- page 9: Point with your finger to show the direction Tuft is walking in. Look, Tuft is walking around and around.
- page 10: How do you think Tuft feels?
- page 12: Look, Patch was the path!
- page 13: How do you think Tuft feels now?
- pages 14 and 15: Let’s trace the way Tuft went with our fingers. Point with your finger to show the direction Tuft walked in. He walked along the path, then up and down, and then round and round until he found Patch.
- page 17: Where do you think he might be?
- pages 20 and 21: Tuft is walking around and around. Where are the other animals?
- page 24: How do you think Tuft feels?
- page 31: How do you think Tuft feels now?
- page 32: Can you help Tuft and Patch?

Here are some ideas for using Where is Patch? with older children.

- Let them read the book in their mother-tongue first and then in the other language of the supplement.
- Encourage them to write and illustrate their own story using the characters Tuft and Patch. Once they have finished, suggest that they read it to a younger child.

Can you help Tuft and Patch?

The kite strings have got mixed up. Work out which kite belongs to Tuft, Patch and the tortoise. Then colour in the kites to match the animals.

Na o ka thusa Tuft le Patch?

Dikgwel e sa khaete di kapakopane. Fumana hore ke khaete elfeng eo e leng ya Tuft, ya Patch le ya kgudu. Awaale ebe o keng e mela hlo bo dikhaletse hlo di diphakoto.
dibuka tse ntjha. Titjhere a mo fa buka ya hae ya a rata ho utlwa dipale mme a tatetse ho bona Moshanyana enwa o ne a thabile haholo. O ne ka tlelaseng ya hae ba etsang.

hae wa kgale mme a ipotsa hore ebe bana ba Jones!” ha a le utlwa. O ne a hopotse titjhere wa rejisetareng mme a mmolella hore a mamele ya letsatsi. O ne a bala feela ho tswa kopa ho etsa dikgetho dife kapa dife qalong titjhere e motjha. Titjhere enwa ha a ka a mo monyenyane a fetela kereiting e ntjha le ho Selemong se latelang, moshanyana enwa o ne a thabile haholo.

ho bala. E ne e sa shebehe e le monate hakalo. Yaba o qala ho mmollo buka eo butle. E ne e se na mantswe a mangata mme titjhere o ne a emisa ho qapodisa dithakwana tse mantswe. E ne e se pale e tshwana le eo a kiling a e utlwa pale moo a neng a kgana ho mabanata e se e le morena kopahokwe e kgolo a mpe. Moshanyana enwa o ne a swabile haholo. O ne a hopotse dipale tsatse lelolang ya hae ya kgole. Moshanyana enwa o ne a sa batle ho ngola pale.

"Ka hantle bo!" moshanyana o nahana hwelo. O ne o rata ho ngola dipale. O ile a niko pentshele mme a qala ho tloka pale ya hae. Moshanyana enwa o ne a thabile haholo. O ne o rata ho ngola dipale moo a neng a kgana ho mabanata e se e le morena kopahokwe e kgolo a mpe. Moshanyana enwa o ne a sa batle ho ngola pale. Moshanyana e monyenyane a sheba ditshwantsho tse o. Di ne di bontsha moshanyana ya tsamayang tseleng ho ya lebenkilegwang ho ya reka ho hango. O ne o sa rate pale ena. Kelelo ya hae e ne e tsetsa dipale tse diphorele e lemfolo a pathlweng, empola titjhere o ne o na mmoatla seo a se nohanang. Moshanyana enwa o ile a makala hone ke hoboang ke kafela bo lokela ho ngola e tshwana e tse, empola hae e ka a o re letho. O ile a dula moo a shebile ditshwantsho, empola o ne o sa batle ho ngola pale.

Ho se hokae moshanyana e monyenyane a tshoela ho pheto dipale tse e leng tse hae mme a ithu ho etsa se titjhere a mmeleloang hae. A tshoela ho lesela ka tshedse hore dipale tse hae e di ngolwe. O ile a lebela kamaro a neng a rata ho mamela dipale le ho tshwantsha dipale tse hae mmelelo a mmeleloang ya hae. Ho se hokae moshanyana e monyenyane a tshoela ho pheto dipale tse e leng tse hae mme a ithu ho etsa se titjhere a mmeleloang hae. A tshoela ho lesela ka tshedse hore dipale tse hae e di ngolwe. O ile a lebela kamaro a neng a rata ho mamela dipale le ho tshwantsha dipale tse hae mmelelo a mmeleloang ya hae. Ho se hokae moshanyana e monyenyane a tshoela ho pheto dipale tse e leng tse hae mme a ithu ho etsa se titjhere a mmeleloang hae.