Connecting with books

by Jay Heale*

The young people of South Africa desperately need books. They need books in order to make friends with the whole idea of books. They need picture books, chapter books, books in their mother tongue, books for relaxation, books to feed their imagination, books for research. But the books themselves are not enough.

Books have often been called “bridges”. They form a bridge between the author and the reader. They build bridges between the different people who read them. They provide bridges on which knowledge can travel. Every young reader needs to be shown how to build those bridges. When you read aloud with children, you start the whole bridge-building process.

To feel connected to books, children also need to handle books. They need to physically connect with books as objects. You know how very young children examine an object. They look at it, stroke it, sniff it, chew at it sometimes. A book is a “thing” just as much as a spoon or a blanket or a favourite teddy bear. And it’s important that books are everyday objects in your home or at your club.

Human beings use their five senses to assess the world around them. In the early years, a book doesn’t only need to be read to children, it also needs to be handled by them so that it is recognised as a friendly item. Something that can be touched, stroked, hugged, loved.

Children need to own what a book offers. This means letting what is inside the book transfer itself to you. This includes the look of the pictures, the sound of the words, the chance to let your mind wander off, to imagine new ideas, new people, new places, the laughter and the amazement. In other words, they need to be allowed to make the book theirs – to be allowed to let the book live inside them long after they have read the last page and closed it.

For more information on reading with your children, visit “Tips and Topics” on www.nalibali.org or www.nalibali.mobi.

Kamano le dibuka

ka Jay Heale*

Batho ba Afrika Borwa ba hloka dibuka ka tselo e motla. Bo hloka dibuka e le hore ba tle ba be le setswalle le mothopolo wa dibuka. Bo hloka dibuka tsa ditshwantsho, dibuka tsa dikgoelo, dibuka tse ngotsweng ka puo ya bona ya leswele, dibuka tsa boikathollo, dibuka tse fepang monahano wa bona, dibuka bakeng sa dipatlisiso. Empa dibuka ka botsana feela ho di a lekana.


Hore ba ile ba be le kamano le dibuka, bana ba hloka hape hare ba tshware dibuka. Bo hloka hore ba amane le dibuka ka nama jwalo koha e le dintho. O a tshwa hare bana ba banye hahola ba hlahloka nhlo jwani. Ba a e sheba, ba e phalle, ba e fofolele, ba e Nhulume ka nako tse ding. Buka ke “nitho” jwalo feela ka kgabo kapa kobo kapa bere ya popo e ratwong. Mme ho bohlokwa hore dibuka e be dintho tsa kamehla lelapeng kapa tielapong ya Hao.

Batho ba sebedisa dikulilo tsa bona tse hlano ho lekola lelatsho le bo polieng. Dilemg tsa pele, buka ho e hloka feela hore e balwele bona, hape e hloka ho tswarwa ke bona e le hore e ile e nikuwe jwaloke nhlo e fetseng setswalle. Nhlo e ka tswarwaang, ya phollere, ya hokwe, ya rathwa.

Bana ba lekela ba tseba se boca buka e fanang ka bona. Sena se bolela hare ho lekela ho dumella se ka hola buka hare se kene ho bona. Sena se keneyetsetse tšehelo ya ditshwantsho, kamoo mantswe a dumang ka tseg, manyetlia wa ho dumella kelela ya Hao ho haoliula, ho inaehana melopolo e metjha, batho ba botjha, dibaka tse ning, ditshheho le damakatsa. Ka mantswe a mang, ba hloka ho dumella hare ba etse buka e e be ya bona – ho dumella ho etsa etse buka e phalle ka hare ho bona nako e telele kamonohoba ba badiile legepho la ho qetela mme ba ke kwetse.


* The above article is adapted from Hooked on Books by Jay Heale, published by Metz Press.
* Seqetswe se ka hodimo se qhalwhe bukeng e bitswang, Hooked on Books ka Jay Heale, e phatlakatlitswe ngoko ke Metz Press.

 человеческие сенсоры, чтобы оценить окружающий мир. В раннем возрасте книга не только должна быть для детей, но и нужно позволить им держать эту книгу – позволить ей жить внутри них, даже после того, как они закончили книгу.


**Sesotho, English Edition 59**
Story stars
Inspiring readers’ imaginations

Zukiswa Wanner, writer and story-lover, shares with us about her own reading experiences, what she loves about writing and why she thinks children should read for enjoyment.

Who told you stories or read to you when you were a child?
My mother’s parents were full of stories so they told me many of them.

What were your favourite books as a child?
I loved books by the author, Enid Blyton because of the adventures and the mysteries that the Famous Five characters experienced. I thought I wanted to be a private investigator then – although I did not know any in real life!

How long have you been writing?
Since I was four years old, but I became a professional writer in 2006.

What is the fun part and the hard part of writing?
The fun part is being in your character’s minds and wondering what they are going to do next. The hardest part is taking out a conversation you really like, or interesting details that happen in the story because you know they will not work well with the rest of the story.

The book that changed my world was...
Every book I read changes my life. The good ones teach me how I would like to write and the badly written ones remind me what I do not want to do with my writing.

My favourite place to read is...
... in bed.

What languages do you read in?
English mostly, because there are not enough books in the other languages I speak.

What is the greatest lesson you have learnt from a book or story?
No one can ever tell what they are capable of until they are pushed against a wall. We should never say we cannot do something.

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Because I write mostly in English, I often find books in English...
Now we have made a circle.

“Now we have made a circle… and now a square.”

Tuft and Patch make patterns
Tuft le Patch ba etsa dipaterone

Wendy Hartmann

About the author
Tuft and Patch make patterns 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.

In 2007 her book Nina and Little Duck was awarded thecoveted M.E.R. Prize for illustrated children’s books. Her book In a House, in a House was on the shortlist for the 2010 M.E.R. Prize and Just Sisi won the 2011 M.E.R. Prize for best illustrated children’s book. Sisi Goes to School, published by Human & Rousseau, is her latest book and is in bookstores now.

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


Drive your imagination
“Wake up, Patch,” said Tuft. “Let’s play your favourite game.”

“Tsoha, Patch,” ho rialo Tuft. “Ha re bapale papadi yane ya hao eo o e ratang.”

“Oh, Patch” said Tuft. “I love you too.”

“Oho, Patch” ho araba Tuft. “le nna ke a o rata.”
Tuft’s pet python smiled.

“Oh, good,” Patch said. “We are going to make a special pattern for you.”

“Stay over there, Tuft,” said Patch. “I want to make a special pattern for you.”


“Look, Patch!” he said.

“Sheba, Patch!” a rialo.
Tuft pulled and pulled …
Tuft a hula a ba a hula …

“I love being your pet,” Patch said.
“Ke a rata ho ba phete ya hao,” Patch a rialo.
Get story active!
Tuft and Patch make patterns 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 the yellow bird! Look at Tuft. He’s waking up, his friend, Patch. Who wakes you up in the morning?
- pages 4 and 5: Point to Tuft! Look, Tuft is pulling hard and he’s pushing hard too. Patch must be very heavy!
- pages 6 and 7: Point with your finger to trace the “up” and “down” of the zigzag! Look, Patch’s body goes up and down, up and down.
- page 9: Look at what Tuft is doing! I think he’s having fun.
- pages 10 and 11: Trace the shape of the heart with your finger.
- pages 14 and 15: Tuft loves Patch just like I love you!

Here are some ideas for using Tuft and Patch make patterns with older children.

- Let them read the book in their mother-tongue first and then in the other language of the supplement.
- Can they think of other patterns Patch might make with his body? Encourage the children to draw pictures of these patterns and to add Tuft into them. They can then write about their pictures.

Reading Club corner
March is a very busy month filled with lots of opportunities for you to celebrate books and reading! We hope you will join us in our celebrations on World Read Aloud Day, but how about choosing one or two of the other days to celebrate too? You could plan reading club activities around exploring the library, telling stories, or writing and reading poetry!

Or, read a book by Dr Seuss at each meeting of your club during March.
2 March Dr Seuss’ birthday (author of the fun, whacky The Cat in the Hat series of picture books for children)
5 March World Read Aloud Day
15–22 March SA Library Week
20 March World Storytelling Day
21 March World Poetry Day
23 March Earth Hour

Hukung ya Tlelapo ya ho Bala
Hlakubele ke kgwedli e maphathlapaphate haholo e tleseng menyeta e mengata bakeng sa hore o keletseng dibuka le ha bale! Tsa tsehpe hore o tla be le rona ha re keletseng Leotse 1 la Lefatshe la ha Botla Hodimo, empa ha, hobanang o sa kgethe leotse kapo a mabedi o mang felela ho keletseng hape? O ka nna wa ho phasha diketsaholo tsa tlelapo ya ho bala tse tsamelaengan le ha siballa laebotari, ho phetsa dipole, kapo ha ngola le ha bala ditsholetsokiso! Kapo, a ka bala bula e ngotsweng ka Dr Seuss kopeanang ka mga e tlelapo ya haa kgwedla ya Hlakubele.

2 Hlakubele Leotse 1 la Tswalo la Dr Seuss imongodi wa lekalaa le natelefan, le tsehpe bohanya la The Cat in the Hat la dibuka tsa bana tsa ditsholetsokiso!
5 Hlakubele Leotse 1 la Lefatshe la ha Botla Hodimo
15–22 Hlakubele Beke ya Laebotari Afrika Botse
20 Hlakubele Leotse 1 la Phetsa Dipole la Lefatshe
21 Hlakubele Leotse 5 la Ditholetsokiso la Lefatshe
23 Hlakubele Hora ya Lefatshe

You can find out about the Dr Seuss books and the characters he created, as well as download activities and watch video clips, on the official Dr Seuss website – www.seussville.com.

O ka fuluma haholwanyane mabapi le dibuka tsa Dr Seuss le bobathwana bao a bo qapileng, esishana le ho jarala diketsaholo le ho shebella dikotwana tsa divideo, websaeteng ya semmuso ya Dr Seuss – www.seussville.com.

Can you help Tuft?
Tuft is trying to work out how to help the fish, the bird and the car to get home! Can you show him which way they should go?

Na o ka thusa Tuft?
Tuft o rata ke leka ho fumana hore a ka thusa (wang thapi, nonyana le kalo hore di thle hae! Nia o a ka mmantsha hore ba tsamey a ksele ele?)

Eba mahlahahlahaha bakeng sa pale!

Tuft le Patha ba etsa dipaterone e ngotswengwane bana ba banyenyane ka ho qolela. Ka fases leka ke meho pae e ketsa ee o a lekgan ka ho ntse o bala pale ena le bana. Ba supsæ ditholetsokiso tse ditsholetsokiso le pulaang ka ho thwela la e lebala e leho mabapi le sebona kapa ka ho bota dietsa. Ho etsa mohlahla:

- leqephe la 4 la 5: Supa Tuft! Sheba, Tuft o tla hula ka matla eboe e sutesa ka matla. Ke o kgatla Patch o banaa halogo!
- leqephe la 6 la 7: Supa ka maqwana ha bontha ka ho ya “ Hodimo” le fases le matswediwetswe ka Sheba, mmele wa Patc o a ho hodo le fases, hodimo le fases.
- leqephe la 8 la 9: (Sebedisa maqwana wa hae ho ho tleta sebonpeho se thlha se sedikadiwetswe, le malokare o sebonpeho sa kguiolontothe). Jwale, mmele wa Patch o a potlola ka sedikadiwetswe mme mona ya ho hodo, malokareng, fases le malokareng.
- leqephe la 9: Sheba hore Tuft o etsoa! Ke nanaa hore o makanetswele.
- leqephe la 10: Supa letshwao la poto le ka hodiwa hilo ho ya Tuft! Ke nanaa hore Tuft o fereknana hanyane.
- leqephe la 12: (Letlhalo sebonpeho sa pelo ka maqwana wa hae.)
- leqephe la 14 le la 15: Tuft o rata Patch jwalele ba letsa la hae ka o rata.


Reminder!
Join us in celebrating World Read Aloud Day on 5 March 2014! See the previous edition of your Nal’ibali supplement (edition 58) or go to www.nalibali.org or www.nalibali.mobi for more details.

Kgopotso!
Eba le rona ha re lekalaa Leotse 1 la Lefatshe la ha Botla Hodimo ka la 5 Hakubele 2014! Sheba kgapotse a fetseang ya Nal’ibali (kgapotse ya 58) ka apo a ya ho www.nalibali.org kaapo www.nalibali.mobi bakeng sa dintlha tse ding.
Kamuzu’s voice (Part 1)
by Avril Wild

Kamuzu, the horse, lived on a farm at the foot of the green hills of Mpumalanga. All the farm animals were friends. They had lots to say to each other. Kamuzu wanted to talk to them, but he was too shy.

Early one morning, Kamuzu wanted to greet Baas, the donkey. He opened his mouth … but nothing happened. His voice was missing.

“What did you say?” asked Baas. The only reason he asked was because although Kamuzu opened his mouth, only a soft whisper came out.

“My voice,” whispered Kamuzu. “I’ve lost it.”

“Lost your voice?” asked Baas. “Don’t worry. I’ll look for it on the other side of the river.”

So Baas clip-clopped over the river to the other side. But, as soon as he got there, he forgot to look for Kamuzu’s voice and started chomping on the sweet grass.

Back on the other side of the river, Kamuzu decided to go down to the pond. “I’ll open my mouth, lift up my tongue and ask the fish if they can see my voice under it,” he said.

Kamuzu stopped at the pond and opened his mouth. The fish looked up at him.

“No, Kamuzu, there is nothing under your tongue. But, don’t worry, we will look under the lily pads for your voice.”

But as soon as the fish were under the lily pads, they found such scrumptious food to eat that they forgot all about looking for Kamuzu’s lost voice.

Kamuzu sighed sadly and walked on. Then he came across Snorkel, the pig, and Dozie, the black and white cow.

“What are you looking for?” asked Snorkel and Dozie.

“My voice. I’ve lost it,” whispered Kamuzu.

“How did you manage that?” they asked. “Never mind, we’ll look for it in the grass on the other side of the river.”

Poor Kamuzu – the moment Snorkel and Dozie reached the sweet grass on the other side of the river, they stopped and crunched and munched and forgot all about helping him find his voice.

The rabbits were not any help either. They promised to look, but when they crossed the river all they could think of was the taste of the sweet grass.

Do you think Kamuzu will find his voice again?

Find out next week!