

It starts with a story...

Print all around us!

How much print is there in your children's environment? Do they see signs, notices, advertisements, posters, books, letters, emails, newspapers and magazines around them? And how many languages are these things written in?

Children learn to read more easily when they are surrounded by print because print-rich environments show them what reading and writing can be used for. Here are some ideas to help you create a print-rich environment at home, school or your reading club.

1. Look for print everywhere. Collect different types of writing that you think would interest your children. Try to find take-away menus, old greeting cards, train or bus timetables, blank bank forms, information pamphlets, advertisement flyers, telephone directories, newspapers and magazines. Children can use these things as props when they act out stories, or when they play make-believe games with siblings and friends. They can also cut them up to create their own cards, posters, pictures or books.

2. Print in our communities. As you take your children to or from school, and when you go on outings with them, draw their attention to the print on road signs, shop signs and on billboards.

3. Display different ways we use print. Collect empty food packaging and packaging from cleaning products for children to use in their "at home" and "shopping" games. At home, hang up a calendar and write important dates on it, like your children's birthdays and other celebrations. On the fridge, keep a list of the things you need to buy next time you go shopping.

4. Make your own posters. Think about what interests your children and make your own posters on these topics. Draw your own pictures or use ones from newspapers and magazines. Then write information, slogans or messages in one or more languages to complete the posters. Display them where it is easy for children to read them and replace them regularly to keep your children interested!

5. Collect rhymes. Write rhymes and songs you know onto large sheets of paper – and suggest that your children do the same! Spend time saying the rhymes and singing the songs together.

6. Make an alphabet washing line. Together with your children, write the letters of the alphabet on separate sheets of paper and draw a picture for each letter. Put a piece of string across the room or along a wall and use pegs to hang up the letters in alphabetical order.

7. Take a trip to the library. Borrow books from your library – it's a good supply of free reading material!

8. Collect free Nal'ibali resources. Build up a collection of five bilingual posters to display at home, or at your school or reading club by looking out for the poster on page 2 of this Nal'ibali Supplement and in the next four editions. Don't forget to build up your collection of storybooks by saving the cut-out-and-keep books in each Nal'ibali Supplement.

Izinto eziprintiweyo ezisingongileyo!

Zingakanani izinto eziprintiweyo ezingqonge abantwana bakho? Ingaba babona iimpawu, izaziso, iintengiso, iipowusta, iincwadi, iileta, ii-imeyile, amaphephandaba kunye neemagazini kokubangongileyo? Khona, ingaba ezi zinto zibhalwe ngeelwimi ezingaphi?

Abantwana bakufunda lula ukufunda xa bengqongwe zizinto eziprintiweyo kuba indawo esingqongileyo neyokozela zizinto eziprintiweyo ibonisa abantwana indlela ekusetyenziswa ngayo ukufunda nokubhala. Nazi iingcebiso ezithile ezinokukunceda ekwenzeni indawo eyokozela izinto eziprintiweyo engqonge ikhaya, isikolo okanye iklabhu yakho yokufunda.

1. Khangela izinto eziprintiweyo kuyo yonke indawo. Qokelela iintlobo ezahluka-hlukileyo zezinto eziprintiweyo ocinga ukuba banokuba nomdla kuzo abantwana bakho. Zama ukufumana iimenyu zokutya okuthengwa kuhanjwe nako, iikhadi ezindala zemibuliso, amaxesha okuhamba oololwe okanye aweebhasi, iifomu ezingazaliswanga zeebhanki, amacwecwana eenkcukacha, amaphetshana eenkcukacha zeentengiso, iincwadi zeenombolo zeefowuni, amaphephandaba

neemagazini. Abantwana banokuzisebenzisa njengepropu oko kutsho izinto zokulinganisa xa bedlala ibali, okanye xa bedlala imidlalo nabantakwabo ngokunye nabahlobo. Banakho nokuzisika ukuze benze iikhadi zabo, iipowusta, imifanekiso okanye iincwadi.

2. Izinto eziprintiweyo phakathi koluntu lwethu. Xa usisa abantwana bakho esikolweni okanye ubalanda, naxa uzikhuphe nabo, tsalela ingqalelo yabo kokuprintwe kwizalathiso ezisendleleni, iimpawu zeevenkile nakwiibhodi zezaziso.

3. Bonisa indlela ezahluka-hlukileyo esisebenzisa ngazo izinto eziprintiweyo. Qokelela iipakethi ezingenanto zokutya neepakethi zeemveliso zokucoca ukuze abantwana bazisebenzise kwimidlalo yabo "yasekhaya" "neyokuthenga ezivenkileni". Ekhaya, xhoma ikhalenda uze ubhale imihla ebalulekileyo kuzo, imihla efana neyeentsuku zokuzalwa zabantwana bakho ngokunjalo neminye imibhiyozo. Efrinjini, gcina uludwe lwezinto ofuna ukuzithenga kwilixa elizayo xa usiya kuthenga ezivenkileni.

4. Yenza iipowusta ezizezakho. Cinga ngezinto abanomdla kuzo abantwana bakho uze wenze iipowusta ezizezakho ngezi zihloko. Zoba imifanekiso eyiyeyakho okanye sebenzisa ezivela kumaphephandaba nakwiimagazini. Emva koko bhala iinkcukacha, izilogeni ezitsala umdla okanye imiyalezo ngolwimi olunye okanye ngaphezulu ukuze kubhalwe iipowusta. Zibeke kwindawo ebonakalayo apho kuya kuba lula khona ukuba abantwana bazifunde ngokunjalo uzitshintsha-tshintshe rhoqo ukugcina abantwana bakho benomdla!

5. Qokelela izicengelezo zabantwana. Bhala izicengelezo zabantwana neengoma ozaziyo ephapheni elikhulu – uze ucebise abantwana bakho ukuba nabo benze njalo! Chitha ixesha usenza izicengelezo nabantwana futhi ucula kunye nabo.

6. Yenza ucingo lokuxhoma impahla ngealfabhethi. Kunye nabantwana bakho, bhalani oonobumba bealfabhethi emaphepheni ahlukanisweyo ngokunjalo nizobe umfanekiso ngonobumba ngamnye. Nqamlezisa umtya egumbini okanye unxuse udonga uze usebenzise iipeghi ukuxhoma oonobumba ngokolandelelwano lwealfabhethi.

7. Yiba nohambo oluya elayibrari. Boleka iincwadi kwilayibrari yakho – lubonelelo oluncomekayo lwezinto zokufunda ezifumaneka simahla!

8. Qokelela imithombo yokufunda yakwaNal'ibali yasimahla. Yakha ingqokelela yeepowusta ezintlanu ezibhalwe ngeelwimi ezimbini onokuzibeka elubala ekhaya, okanye esikolweni sakho okanye kwiklabhu yokufunda ngokukhangela ipowusta ekwiphepha le-2 lolu Hlelo lakwaNal'ibali nakwezinye iintlelo zoshicilelo ezine ezilandelayo. Ungalibali ukwakha ingqokelela yakho yeencwadi zamabali ngokulondoloza iincwadi onokuzisika-ze-uzigcine kuHlelo lwakwaNal'ibali.

INSIDE!

Find a bilingual poster on page 2 to help you create a print-rich environment for your children – and then, collect another poster in each of the next four editions of the Nal'ibali Supplement!

PHAKATHI!

Fumana ipowusta ebhalwe ngeelwimi ezimbini kwikhasi le-2 ukuze ikuncede wenze abantwana bakho indawo echume-ngezinto eziprintiweyo – emva koko, qokelela enye ipowusta kushicilelo ngalunye kwiintlelo ezine ezilandelayo zoHlelo lwakwaNal'ibali!



Drive your imagination

Join us. Share stories in your language every day.
Sijoyine. Balisa amabali ngolwimi lwakho yonke imihla.



Fumana umhlobo.
Funda incwadi.



Make a friend.
Read a book.

Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, *The boys* (pages 5, 6, 11 and 12) and *Unathi and the dirty, smelly beast* (pages 7, 8, 9 and 10), as well as the Story Corner story, *Flying a kite* (page 14). Choose the ideas that best suit your children's ages and interests.



The boys

A group of boys are enjoying a game of soccer until they have to stop playing because a farmer doesn't want them playing near his cows. They are so disappointed, but then the farmer surprises them.



- ★ Follow the suggestions on page 13 for using this wordless picture book.
- ★ After you and/or your children have finished telling the story, write down the story (or different stories) you have told. Help children who are not yet able to write on their own, by writing down the story they tell you. Enjoy reading your stories to each other!

Unathi and the dirty, smelly beast

Something is following Unathi! It is a dirty, smelly beast! Unathi discovers that although she and the beast may be different in some ways, there are other ways in which they are similar. And so, Unathi learns that someone doesn't have to be exactly the same as you to be your friend.



Write a review of this story and stand a chance of winning some books! See page 13 for details.

- ★ If you are using this story in your classroom or at your reading club, play the game, "Step into the circle" before you start reading. This game highlights how we are all similar to and different from each other. This is how you play the game.
 - ✿ Ask the children to stand in a circle. Explain that you are going to say different sentences and that they should step forward into the middle of the circle if a sentence describes them. Ask the children to step back into the circle each time before you say a new sentence.
 - ✿ Start with a sentence about something the children are wearing. (For example: *I am wearing takkies.*) Then use a few sentences that describe something to do with the children's physical appearance. (For example: *I have a nose. I have short hair. I wear glasses.*) Now use a few sentences that describe things the children might prefer or are good at. (For example: *I like reading stories about animals. I am good at sharing. I am good at telling jokes.*) Finish the game with a sentence that describes all the children. (For example: *I am a member of this reading club.*)
 - ✿ Ask the children if they noticed that there were some ways in which they were like others and some ways in which they were different. Point out that no one is exactly the same as anyone else. Our differences make each of us unique.
- ★ After you have read the story, spend some time discussing these questions together.
 - ✿ Do you enjoy doing the things that Unathi and the beast did in the story? Are you good at any of them? What other things are you good at?
 - ✿ How do you think Unathi felt about the beast at the beginning of the story? (Look at the pictures at the beginning of the story together, if necessary.)
 - ✿ How do you think she felt about the beast at the end of the story? Why do you think she changed her mind?
- ★ Suggest that your children write or tell a story called, "Unathi and the clean, lovely beast" that starts where this story ends!

Flying a kite

Tshepo and Motlatsi are flying their kite when it breaks their neighbour's TV aerial. They are scared of getting into trouble, but they know it is wrong to just run away. What will they choose to do and what will their neighbour say?



- ★ In the story, there is a description of what Mrs Ntshona's face looks like when she is angry. Encourage your children to draw a picture of what their face or a friend's face looks like when they are angry.
- ★ Ask your children to suggest:
 - ✿ why they think Mrs Ntshona was angry with the boys at the beginning of the story and not at the end.
 - ✿ what might have happened if the boys had run away instead of offering to pay for the broken aerial.
 - ✿ what they would have done if they had been one of the boys.

Yenza ibali linike umdla!

Nazi ezinye iingcebiso zokusebenzisa iincwadi zemifanekiso ezimbini onokuzisika-ze-uzigcine ezithi, *Amakhwenkwe* (okumaphepha e-5, 6, 11 nele-12) kunye *U-Unathi nesilo esingcolileyo, esinukayo* (okumaphepha e-7, 8, 9 nele-10), kwakunye nebali leNdawo Yamabali elithi, *Ukubhabhisa ikhayiti* (okwiphepha le-15). Khetha ezo mbono zihambelana nobudala kunye nemidla yabantwana bakho.

Amakhwenkwe

Iqela lamakhwenkwe lonwabele umdlalo webhola ekhatywayo kude kufike ixesha lokuba ayeke ukudlala kuba umlimi engafuni ukuba badlale ecaleni kweenkomo zakhe. Bayadana kakhulu, kodwa umlimi usuka abamangalise.

- ★ Landela iingcebiso ezikwiphepha le-13 ngokusetyenziswa kwencwadi yemifanekiso engenamagama.
- ★ Emva kokuba wena kunye/okanye abantwana bakho sebegqibile ukubalisa ibali, bhala ibali (okanye amabali ahlukahlukileyo) owabalisileyo. Nceda abantwana abangekawkazi ukuzibhalela ngokwabo, ngokuthi ubhale ibali abakubalisela lona. Konwabeleni ukufundelana amabali enu!

U-Unathi nesilo esingcolileyo, esinukayo

Kukho into elandela u-Unathi! Sisilo esingcolileyo, esinukayo! U-Unathi ufumanisa ukuba nangona yena nesilo besenokwahluka ngeendlela ezithile, zikhona ezinye iindlela abafana ngazo. Ngoko ke, u-Unathi ufunda ukuba akunyanzelekanga ukuba umntu afane ncam nawe ukuze abe ngumhlobo wakho.

Bhala uphengululo lweli bali ukuze ufumane ithuba lokuwina iincwadi ezithile! Jonga iphepha le-13 malunga neenkukacha.

- ★ Ukuba usebenzisa eli bali kwigumbi lakho lokufundela okanye kwiklabhu yakho yokufunda, dlalani umdlalo othi, "Ngena kwisangqa" phambi kokuqalisa ngokufunda. Lo mdlalo ukhanyisa ubunjani bendlela esifana ngayo thina sonke nesahluka-hluka ngayo. Le yindlela odlalwa ngayo umdlalo.
 - ✿ Cela abantwana ukuba beme ngokwenza isangqa. Bachazele ukuba uza kutsho izivakalisi ezahluka-hlukileyo kwaye bafanele ukuya phambili bangene esizikithini sesangqa xa isivakalisi sichaza bona. Cela abantwana ukuba babuyele emva kwisangqa kwixesha ngalinye phambi kokuba utsho isivakalisi esitsha.
 - ✿ Qala ngesivakalisi esinxulumene nento enxitywe ngabantwana. (Umzekelo: *Ndinxibe iiteki.*) Emva koko sebenzisa izivakalisi ezimbalwa ezichaza into emalunga nembonakalo yemizimba yabantwana. (Umzekelo: *Ndinempumlo. Ndieneuwele ezimfutshane. Ndinxiba iindondo.*) Ngoku sebenzisa izivakalisi ezimbalwa ezichaza izinto ezinokuthandwa ngabantwana okanye abanobuchule kuzo. (Umzekelo: *Ndiyathanda ukufunda amabali ngezilwanyana. Ndiyathanda ukubalisa. Ndiyathanda ukuqhula.*) Gqibezela umdlalo ngesivakalisi esichaza bonke abantwana. (Umzekelo: *Ndililungu lala klabhu yokufunda.*)
 - ✿ Buza abantwana ukuba bakuqaphele na ukuba bekukho iindlela ezithile ebebefana ngazo nabanye kunye neendlela ebebesahluka ngazo kwabanye. Bacacisele ukuba akukho mntu ufana ncam nomnye umntu. Ukwahluka-hluka kwethu kwenza ukuba ingulowo afane yedwa.
- ★ Emva kokuba nifunde ibali, chithani ixesha nixoxa ngale mibuzo kunye.
 - ✿ Niyakuthanda ukwenza izinto ezenziwa ngu-Unathi nesilo ebalini? Zikhona kuzo eninobuchule bazo? Zeziphi ezinye izinto eninobuchule kuzo?
 - ✿ Nicinga ukuba u-Unathi ebeziva njani ngesilo ekuqaleni kwebali? (Jongani imifanekiso esekuqaleni kwebali kunye, xa kukho imfuneko.)
 - ✿ Nicinga ukuba uzive njani malunga nesilo ekupheleni kwebali? Nicinga ukuba uyitshintshe ngasizathu sini ingqondo yakhe?
- ★ Cebisa abantwana bakho ukuba babhale okanye babalise ibali elithi, "U-Unathi nesilo esicocekileyo, esithandekayo" eliqala apho kuphela khona eli bali!

Ukubhabhisa ikhayiti

UTshepo noMotlatsi bebebhabhisa ikhayiti yabo xa isaphula ucingo lukamabonakude lommelwane wabo. Bayoyika ukungena enkathazweni, kodwa bayazi ukuba akulunganga ukusuka babaleke. Baza kukhetha ukwenza ntoni kwaye ummelwane wabo uza kuthini?

- ★ Ebalini, kukho inkcazelo yendlela obukhangeleka ngayo ubuso bukaNksk Ntshona xa enomsindo. Khuthaza abantwana bakho ukuzoba umfanekiso wendlela obukhangeleka ngayo ubuso babo okanye ubuso bomhlobo wabo xa benomsindo.
- ★ Cela abantwana bakho bacinge ukuba:
 - ✿ kutheni becinga ukuba uNksk Ntshona wayewaqumbele amakhwenkwe ekuqaleni kwebali kungekuko ekupheleni kwalo.
 - ✿ yintoni eyayinokwenzeka xa ayebalekile amakhwenkwe endaweni yokucela ukuba aluhlawulele ucingo olwaphukileyo.
 - ✿ ebeya kwenza ntoni yena umntu xa ebengomnye wamakhwenkwe.



Dear Na'ibali

Please help me! I am passionate about reading, but I don't know how to get my nine-year-old daughter to read for pleasure. She struggles with reading at school and so she doesn't want to read at home. I know the more she reads, the better she will get at it, but I just don't know how to get her to want to read.

Jason Chetty, Durban North

Dear Jason

When reading is difficult for children, they are less likely to want to do it in their spare time. Try to find ways for your daughter to experience the joy of books and stories where she does not have to read on her own.

Encourage her to try reading for pleasure, by spending 15 minutes reading to her before bedtime every day. Let her choose which book or books she wants you to read to her, and if you start a book and she says she doesn't like it, let her choose a different one. Try to find wordless picture books for her to read on her own and/or with you. (See our tips for using wordless picture books on page 13.) And let her listen to stories too. (You can find audio stories for her to listen to on the Na'ibali website and mobisite – www.nalibali.org and www.nalibali.mobi.) Take her to see a movie based on a book and afterwards suggest you read the book to her!

The most important thing is ... encourage, encourage and encourage your daughter to read, but never force her! We're sure that she'll get hooked on books in time.

The Na'ibali Team

Na'ibali othandekayo

Khawundinceda! Ndinohando olushushu lokufunda, kodwa andazi ukuba ndingayinceda njani intombazana yam eneminyaka elithoba ukuba ifundele ukuzonwabisa. Itsala nzima ngokufunda esikolweni ngoko ke ayithandi ukufunda nasekhaya. Ndiyazi ukuba xa inokuziqhelisa ukufunda, iya kuphucuka indlela efunda ngayo, kodwa ndixakwe kukuyenza ukuba izithandele ukufunda.

NguJason Chetty, eDurban North

Jason othandekayo

Xa abantwana betsala nzima ekufundeni, abafane bazithandele ukukwenza oko ngexesha labo lokungenzi nto. Zama ukuba intombazana yakho ifumane amava okonwabela iincwadi namabali xa ingazifundeli ngokwayo.

Yikhuthaze ukuba izame ukufundela ukuzonwabisa, ngokuchitha imizuzu eli-15 uyifundela ngexesha lokuya kulala yonke imihla. Yinike ithuba lokuzikhethela incwadi okanye iincwadi enqwenela ukuzifunda, futhi xa uqalisa ngokufunda incwadi ize ithi ayiyithandi, yiyeke izikhethela enye. Zama ukufumana iincwadi zemifanekiso ezingenamagama ukuze izifundele ngokwayo kunye/okanye ifunde nawe. (Jonga amacebiso ethu malunga nokusebenzisa iincwadi zemifanekiso ezingenamagama kwiphepha le-13.) Kuyafuneka nokuba imamele amabali. (Unakho nokufuna amabali amanyelwayo ukuze umamele kwiwebhusayithi nakwimobhisayithi ethi – www.nalibali.org nakule www.nalibali.mobi.) Hamba nayo niye kubukela umboniso bhanyabhanya osekwe encwadini ukuze emva koko uyichazele ukuba uza kuyifundela loo ncwadi!

Eyona nto ibaluleke kakhulu ... kukhuthaza, ukhuthaze uphinde ukhuthaze intombazana yakho ukuba ifunde, kodwa ungaze uyinyanzele! Siqinisekile ukuba siza kuyibona ibambeke ezincwadini ethubeni.

Liqela lakwaNa'ibali

Dear Na'ibali ...
Na'ibali othandekayo ...

WRITE TO US!
SIBHALELE!

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7700

info@nalibali.org

Dear Na'ibali

I want to share with you that the day before yesterday my son, Morné, read a whole book on his own! This is the first time he has done this and I am so proud of him. It was a picture book called, *Otto gaan stap* by Eric Hill. Yesterday for homework he had an assessment task to do. He had to write twelve sentences about any book he had read. You can guess which book he wrote about! I am one happy mother. I want to say thank you very much to Na'ibali for your help and guidance. I could use what I have learnt from you in my own home. Again: thank you very, very much!

Denise Nagel, Willowmore

Dear Denise

Congratulations on your son's achievement! We are so pleased to play a part in Morné's literacy journey. You have given him a gift that will last a lifetime!

The Na'ibali Team

Na'ibali othandekayo

Ndingqwenela ukukwazisa ukuba izolo elinye unyana wam, uMorné, ufunde incwadi wayigqiba ngokwakhe! Uyaqala ukukwenza oku kwaye ndinebhongo kakhulu ngaye. Ibiyincwadi yemifanekiso ebizwa ngokuthi, *Otto gaan stap* ebhalwe nguEric Hill. Izolo ebenomsebenzi wasekhaya wokuzivavanya. Ebefanele ukubhala izivakalisi ezilishumi elinesibini ngayo nayiphi na incwadi ayifundileyo. Nawe ungaqashisela ukuba ubhale ngeyiphi incwadi! Ndingumama owonwabe kakhulu. Ndingqwenela ukukubulela kakhulu Na'ibali ngoncedo nangeengecebiso zakho. Ngoku ndiyakwazi ukusebenzisa endikufunde kuwe kwikhaya lam. Kwakhona: ndikubulela kakhulu, kangangoko!

NguDenise Nagel, Willowmore

Denise othandekayo

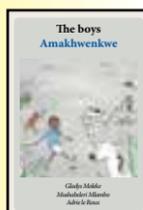
Sivuyisana nawe ngempumelelo yonyana wakho! Saneliseke kakhulu yindima yethu kuhambo lukaMorné lokufunda nokubhala. Umphe isipho sobomi bakhe bonke!

Liqela lakwaNa'ibali



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.



Zenzele iincwadana EZIMBINI onokuzisika-ze-uzigcine

1. Khupha iphepha le-5 ukuya kwele-12 kolu hlelo.
2. Uxwebhu olunamaphepha aqala kwele-5, ele-6, ele-11 nele-12 lwenza incwadi yokuqala. Uxwebhu olunamaphepha aqala kwele-7, ele-8, ele-9 nele-10 lwenza eyesibini incwadi.
3. Sebenzisa uxwebhu ngalunye kula mabini ukwenza iincwadana. Landela imiyalelo engezantsi ukwenza incwadi nganye.
 - a) Songa uxwebhu phakathi kumgca wamachaphaza amnyama.
 - b) Phinda ulusongwe phakathi kwakhona ulandela umgca wamachaphaza aluhlaza.
 - c) Sika ke ngoku ulandela imigca yamachaphaza abomvu.



Drive your
imagination



COLLABORATE

COMMUNITY PROGRESS

The boys was created as part of the Dithakga tša Gobala project (2017). The aim of the project was to create wordless picture books based on stories sourced from parents and children in the Mamelodi community in Pretoria, South Africa. Wordless picture books allow readers to use the illustrations to create a story in a language of their choice. In this way, the project hopes to foster a love of books, reading and storytelling regardless of literacy levels, language preference and age.

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 or www.nalibali.mobi



UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa elinjongo yalo ikuvuselela nokwendiselisa inkcubeko nesithethe sokufunda kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi

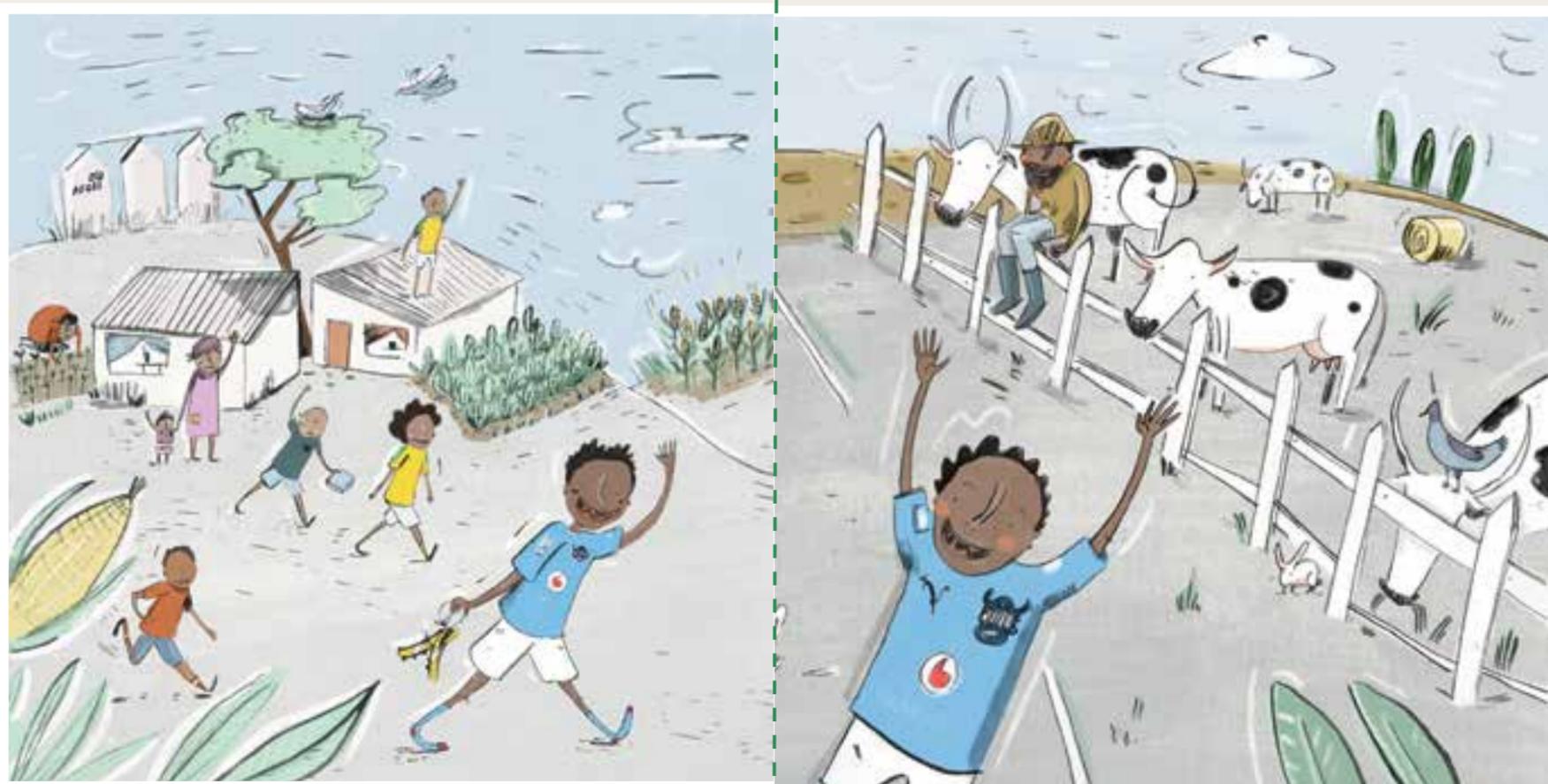


The boys

Amakhwenkwe



Gladys Moleke
Mushabeleri Mlambo
Adrie le Roux





U-Unathi nesilo bathanda ukucula bobabini!
 Unathi and the bear both love singing!

U-Unathi yincutshhe ekugwenceleni. Isilo yincutshhe ekombeni.
 Unathi is best at climbing. The bear is best at digging.



Unathi and the dirty, smelly beast

U-Unathi nesilo esingcolileyo, esinukayo



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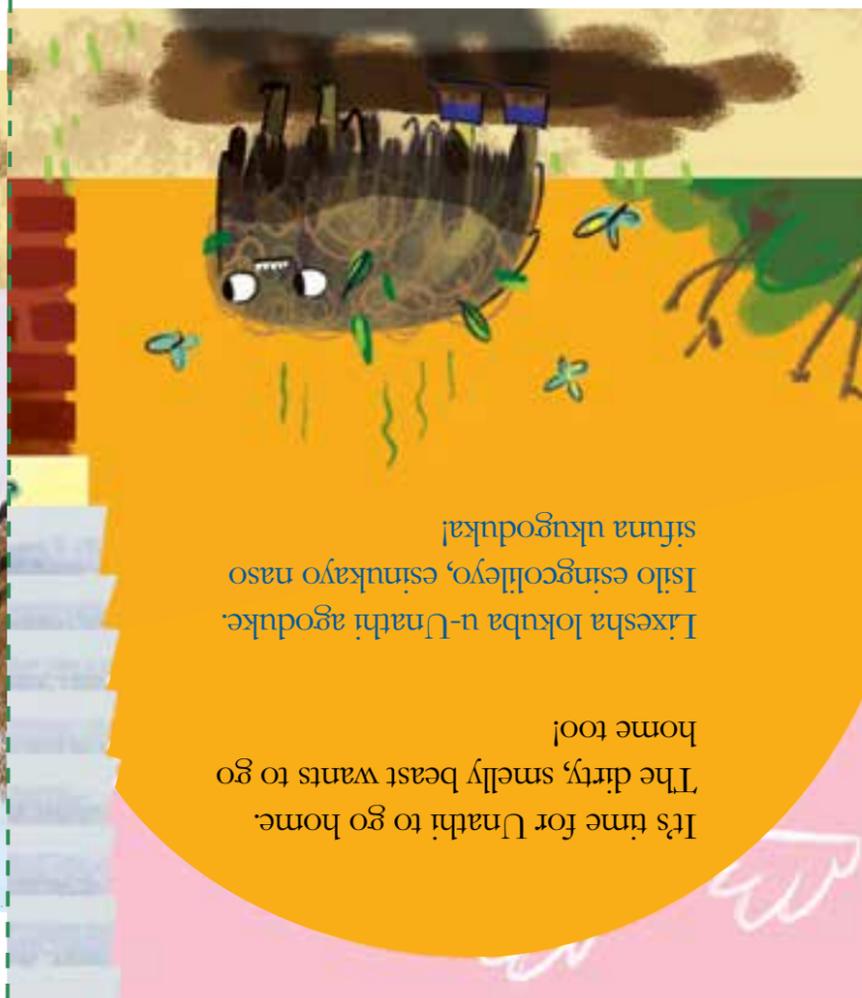


UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa elinjongo yalo ikukuvuselela nokwendiselisa inkcubeko nesithethe sokufunda kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi





U-Unathi utsiba phucukileyo. Isilo sitshiza phucukileyo.

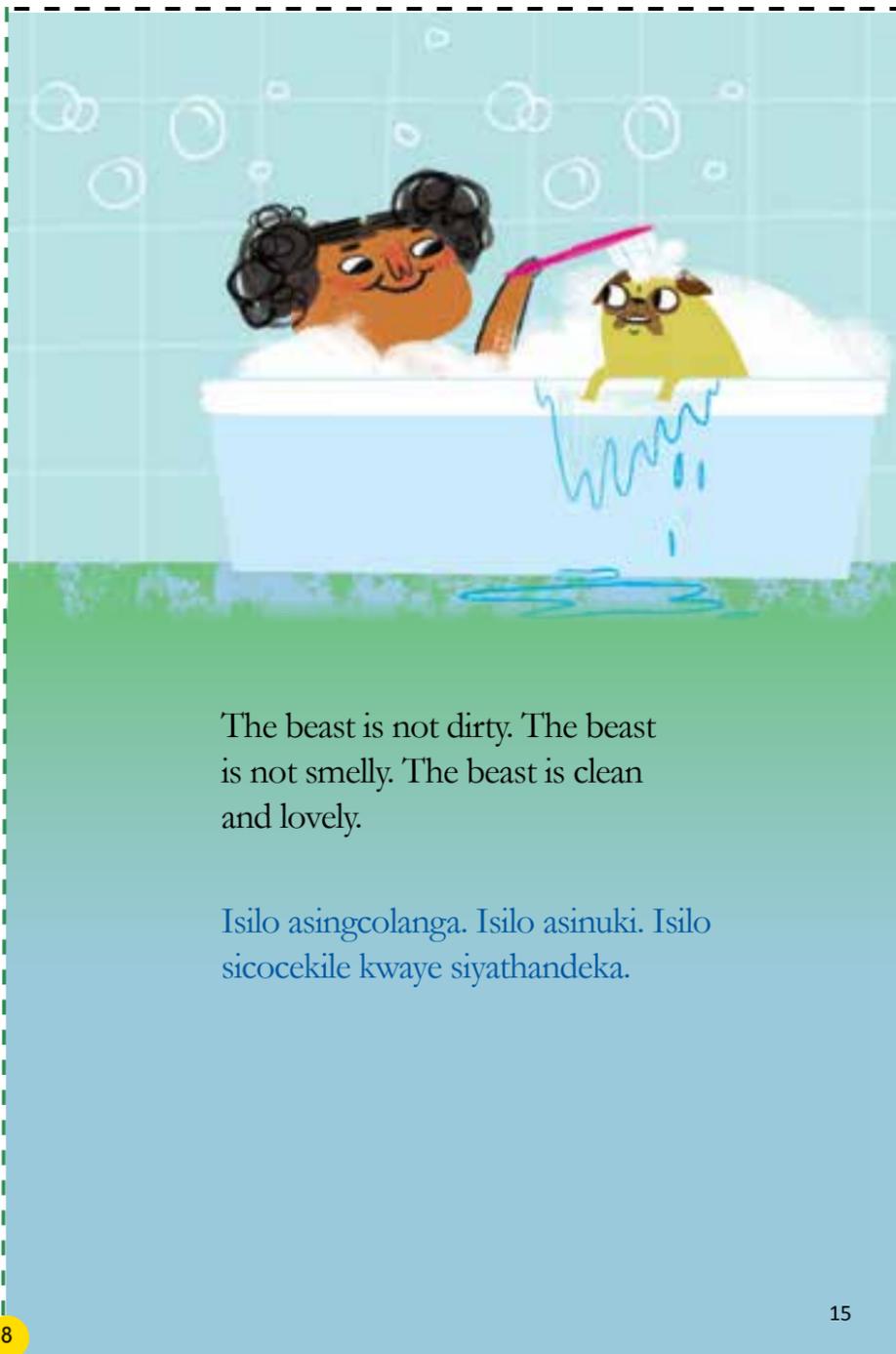


It's time for Unathi to go home.
The dirty, smelly beast wants to go home too!
Ixesha lokuba u-Unathi agoduke.
Isilo esingcolileyo, esinukayo naso sifuna ukugoduka!

Something is following Unathi.



Kukho into elandela u-Unathi.



The beast is not dirty. The beast is not smelly. The beast is clean and lovely.

Isilo asingcolanga. Isilo asinuki. Isilo sicocekile kwaye siyathandeka.



Unathi is better at jumping. The beast is better at splashing.

Unathi and the beast hide in the bubbles.

U-Unathi nesilo bazimela emaqamzeni.

It is **dirty**. It is **smelly**. It is a **beast!**



Le nto **ingcolile**. Le nto **iyanuka**. Le nto **sisilo!**



“Andifuni zilo zingcolleyo, zinukayo
endlwini!” utsho uMama.

“No dirty, smelly beasts in the
house!” says Mama.



Unathi is good at running.
The beast is good at chasing.

U-Unathi lichule ekubalekeni.
Isilo lichule ekuleqeni.

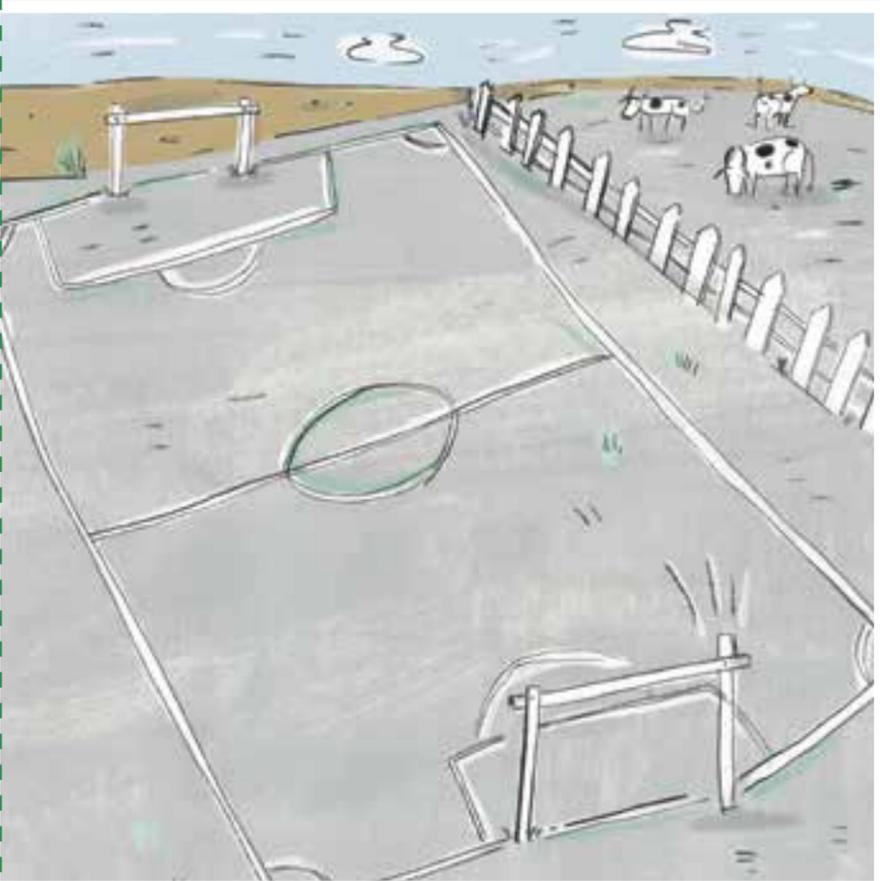


Unathi and the beast are good at sneaking.

U-Unathi nesilo bangamachule ekuchwechweni.







Using wordless picture books

Wordless picture books, allow you and your children to use the pictures to create a story of your own. Young children enjoy them, but older children who find reading difficult often enjoy them too. Wordless picture books are useful if there are not a lot of books published in your language, and can also be used in multilingual classrooms or reading clubs.

But wordless picture books are more than just fun to use. They also:

- ✿ help your children learn how stories are structured – they have a beginning, a middle and an end.
- ✿ increase your children's vocabulary as they try using new words to name unfamiliar things in the pictures, or try to use new words in their story.
- ✿ encourage creativity because your children have to use their imagination to tell the story – and there is no "right" or "wrong" way to tell it!

Here are some tips to help you use wordless picture books with children.

- ✿ Read the title (or translate it and say it in your language) and then flip through the book looking at the pictures with your children. Now you're ready to start again at the beginning and to tell the story from the pictures.
- ✿ You can tell the story or invite your children to do this. Or, make it up together using the pictures to guide you.
- ✿ Comment on things in the pictures, and make connections between them and your child's life. For example: "Where do you think that mouse is going? Do you remember we saw a mouse in the backyard this morning?"



Ukusebenzisa iincwadi zemifanekiso ezingenamagama

Iincwadi zemifanekiso ezingenamagama, zikuvumela wena nabantwana bakho ukuba nisebenzise imifanekiso ukuqamba amabali angawenu. Abantwana abaselula bayawathanda, futhi abakhudlwana abanengxaki yokufunda bakhulisa ukuwathanda nabo. Iincwadi zemifanekiso ezingenamagama nazo ziluncedo xa kungekho zincwadi zipapashwe ngolwimi lwakho, nasemagumbini okufundela eelwimi ezininzi okanye kwiiklabhu zokufunda.

Kodwa iincwadi zemifanekiso ezingenamagama zingaphezu kolonwabo kuphela. Ziphinda zenze oku:

- ✿ zineda abantwana bakho ukuba bafunde indlela akhiwa ngayo amabali – zinesiqalo, isiqu kunye nesiphelo.
- ✿ zandisa isigama sabantwana bakho xa bezama ukusebenzisa amagama amatsha ukuba bathiye izinto ezingaqhelekanga ezisemifanekisweni amagama, okanye bazame ukusebenzisa amagama amatsha ebalini labo.
- ✿ zikhuthaza isakhono sokudala izinto kuba abantwana bakho bafanele ukusebenzisa ingcingane yabo ukuze babalise ibali – kwaye akukho ndlela "ichanekileyo" okanye "ingachanekanga" yokubalisa!

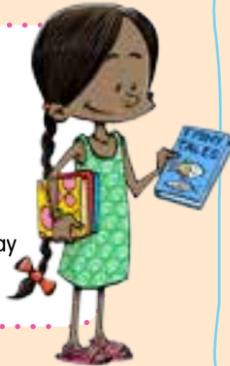
Nanga amanye amacebo okukunceda xa usebenzisa iincwadi zemifanekiso ezingenamagama nabantwana.

- ✿ Funda isihloko (okanye siguqulele kulwimi lwakho) uze utyhile incwadi ujonge imifanekiso nabantwana bakho. Ngoku ulungele ukuphinda uqalise ekuqaleni ngokunjalo ubalise ibali elivela emifanekisweni.
- ✿ Unako ukubalisa ibali okanye umeme abantwana bakho ukuba benze oku. Okanye, libaliseni kunye ngokusebenzisa imifanekiso ukuze inkhokele.
- ✿ Phawula ngezinto ezisemifanekisweni, nenze nonxulumaniso phakathi kwazo kunye nobomi bomntwana. Umzekelo: "Ucinga ukuba iyaphi laa mpuku? Uyakhumbula ukuba besibone impuku eyadini engasemva kule ntsasa?"

Reading club corner

August has a number of special days on which we can celebrate the diversity of people!

August	Women's Month
9 August	National Women's Day
9 August	Book Lovers' Day
12 August	International Youth Day
13 August	International Left-Handers Day
21 August	Poet's Day



Try some of these ideas in August

- ✿ Choose stories that show women in different roles, for example, women as mothers, sisters, leaders, artists, writers and sports women. Read these stories aloud throughout the month.
- ✿ Tell the children the story of how on 9 August 1956, South African women fought for justice for themselves and others.
- ✿ Read and tell stories with children as the main characters.
- ✿ Organise a poetry festival! Find interesting poems and read them aloud to the children. Then encourage the children to write their own poems and read them aloud to each other.

Ikona yeklabhu yokufunda

Inyanga yeThupha ineentsuku eziliqela zohlobo olulodwa esinokubhiyozela ngazo ukwahluka-hluka kwabantu!

EyeThupha	Yinyanga yaManina
Owe-9 kweyeThupha	Lusuku lweSizwe lwaManina
Owe-9 kweyeThupha	Lusuku lwabaThandi beeNcwadi
Owe-12 kweyeThupha	Lusuku lweZizwe ngeZizwe loLutsha
Owe-13 kweyeThupha	Lusuku lweZizwe ngeZizwe lwamaNxele
Owama-21 kweyeThupha	Lusuku lweeMbongi

Zama ezinye zezi zimvo kweyeThupha

- ✿ Khetha amabali abonisa amabhinqa enza iindima ezahluka-hlukileyo, umzekelo, amabhinqa anoomama, oodade, iinkokeli, iingcali zezobugcisa, ababhali kunye namabhinqa akwezemidlalo. Funda la mabali ngokuvakalayo kuyo yonke inyanga.
- ✿ Xelela abantwana ibali ngendlela ngomhla we-9 kweyeThupha ngowe-1956, amabhinqa aseMzantsi Afrika alwela ubulungisa elungiselela wona nabanye.
- ✿ Funda uze ubalise amabali nabantwana njengabalinganiswa abaphambili.
- ✿ Yenza amalungiselelo ethoko lesihobe! Fumana imibongo enomdla uze uyifundele abantwana ngokuvakalayo. Emva koko khuthaza abantwana ukuba babhale imibongo eyeyabo baze bafundelane yona ngokuvakalayo.



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Ukuze ufumane ithuba lokuwina iincwadi zakwaBook Dash, bhala uphengululo lwebali, elithi, *U-Unathi nesilo esingcolileyo, esinukayo* (kwiphepha le-7 ukuya kwele-10), uze ulithumele ngeimeyile ku-team@bookdash.org, okanye thatha ifoto uze uyithumele nge-tweet kuthi ku-[@bookdash](https://twitter.com/bookdash). Khumbula ukufaka igama lakho elipheleleyo, ubudala kunye neenkukacha zoqhagamshelwano.



Drive your imagination



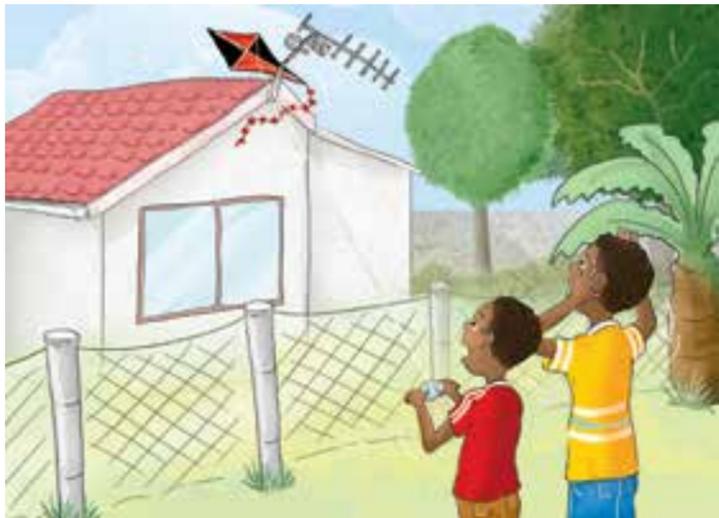
Flying a kite

By Michelle Friedman ✨ Illustrations by Vian Oelofsen

"Oh no!" gasped Motlatsi and Tshepo as their black and red kite landed on Mrs Ntshona's roof winding itself around the TV aerial.

"Quick! We must pull it loose!" shouted Tshepo.

Motlatsi grabbed the string and tugged. To his horror, the TV aerial that was already old, bent over until it almost touched the tiles on their neighbour's roof.



"Dad will be so angry!" Tshepo cried, covering his face with his hands.

"Not half as angry as Mrs Ntshona!" Motlatsi replied. He grabbed his brother and ducked behind the garage. "Look! There she is!"

Sure enough, Mrs Ntshona stood outside her kitchen door with her hands on her hips. The boys could see that she was angry. She looked up at the roof and saw the bent aerial. Her eyes widened. She shook her head. Her two eyebrows came together in the middle of her face. She tapped her foot on the floor. Her lips were one straight line.

"Dad told us to fly the kite only in the park and we promised we would!" whispered Tshepo to his brother.

"We're in big trouble now," agreed Motlatsi. "We didn't listen to him! What do you think he will do?" His foot kicked the dust.

"Maybe Dad will take away our kite," replied Tshepo, "or he won't give us money to buy sweets again." He stared into his brother's eyes.

A look of disappointment passed over Motlatsi's face. "Yikes! What else?"

"We broke our promise. A promise is forever." Tshepo sat down and put his head in his hands.

"So what happens now?" asked Motlatsi as he bit his nails.

Tshepo scratched his head. "Dad won't trust us again."

"What does that mean, Tshepo? What is trust?" ask Motlatsi.

"Ssh! Not so loud! Mrs Ntshona will hear us! I think it means that he won't believe us when we tell him something," Tshepo whispered.

"You mean like when I said that I passed Maths at school?" asked Motlatsi, sweating.

"No, he believed that because he read your school report," said Tshepo.

"You mean like if I tell him I ate ice-cream for lunch?" suggested Motlatsi, trying to understand.

Tshepo shook his head. "Not exactly," he said. "It has to be something important."

"Like when I lost the two rand he gave me?" asked Motlatsi. "I told him it dropped out of my pocket."

"He knew that was true because you had a hole in your pocket," explained Tshepo.

"What then? Does it mean Dad will go away and never come back? Or will he send us away?" asked Motlatsi, about to cry.

Tshepo shook his head. "Never! Dad loves us! It's just that if you promise someone that you won't do something, then you must not do it – ever. And, if you promise someone that you will do something, then you must do it so the person can trust you. Like when you promised Sibongile you'd find her new pen and you did! Now sshh!"

Tshepo and Motlatsi peered around the corner of the garage. They saw Mrs Ntshona look at her cellphone. She was about to make a call.

"She's going to phone Dad! Oh no! How can we stop her?" said Motlatsi. He was about to run away when Tshepo took a risk. He stepped out, straight into danger!

"Hello, Mrs Ntshona," said Tshepo walking towards the fence. "I'm so sorry about your aerial."

Mrs Ntshona looked him up and down with her lips pinched shut. She was breathing fast. "A new aerial costs money you know, Tshepo. Perhaps you must find work and buy me a new one!" Her voice rang out loud as a bell.

"My dad gives us pocket money," said Motlatsi coming up to stand beside his brother. "We will use our pocket money to buy you a new aerial." He wished he hadn't said that, but he knew he had to.

"Really?" said Mrs Ntshona as her voice rose higher. "When do you get pocket money and how much?"

"We each get five rand a week," they whispered together, backing away a little.

"That's ten rand a week. We can save up ..." said Tshepo, his voice trailing off. It could take a long time to pay for a new aerial and Dad would find out what had happened.

The brothers were so busy looking at each other helplessly that they forgot about Mrs Ntshona. When they looked at her again, they were surprised. Mrs Ntshona had a look on her face that was soft and dreamy.

The boys held their breath.

"Children, I had a kite once. It was grey and pink. I stood in the garden of my grandfather's house in Lesotho holding its string. It rose high into the sky. It looked so happy. I let it go. I watched it sail higher and higher until I couldn't see it anymore."

She smiled at the boys. "It's okay, Tshepo and Motlatsi. I won't tell your father. That old aerial was useless anyway. I needed to buy a new one. I'll get the ladder and you can climb up and get your kite."



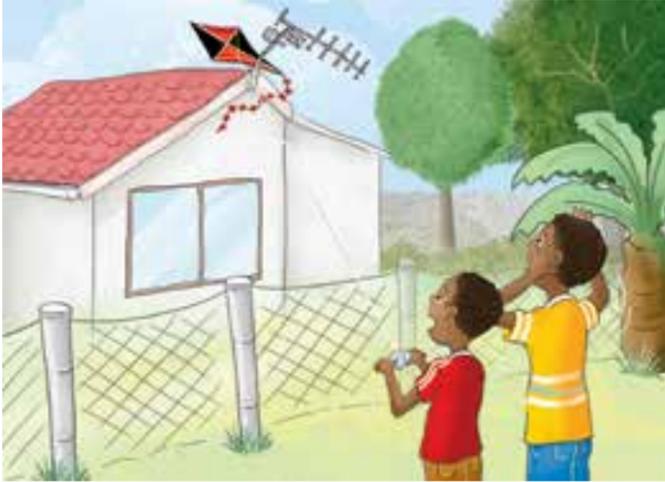
As she walked away the brothers heard her say, "I might even have some hot chocolate and cake in the kitchen when you come down!"

The boys just looked at each other and smiled.

“Owu hayi!” waphfumlela phezulu uMotlatsi noTshepo xa ikhayiti yabo emnyama nabomvu isiwa phezu kophahla lukaNksk Ntshona futhi izibhijela ecingweni lukamabonakude.

“Masikhawulezise! Kufuneka siyitsale ukuze ikhululeke!” wakhwaza uTshepo.

UMotlatsi wanqakula umtya waze watsala. Okwamothusayo kukusuka ucingo lukamabonakude obeseluludala lugobe lude luphantse ukufika kwiithayili zophahla lommelwane wabo.



“Uza kucaphuka kakhulu uTata!” wakhala uTshepo, egquma ubuso bakhe ngezandla zakhe.

“Ingqumbo yakhe ayinakuba siso nesiqingatha saleyo kaNksk Ntshona!” waphendula uMotlatsi. Waxhakamfula umntakwabo baze bazimela ngaphaya kwegaraji. “Khangel! Nanko!”

Ngokuqinisekileyo, uNksk Ntshona wayemi phandle ngasemnyango wekhitshi lakhe ebambelele esinqeni sakhe ngezandla zakhe. Amakhwenkwe ayembona ukuba unomsindo. Wajonga phezu kophahla waze walubona ucingo lukamabonakude ukuba lugobile. Amehlo wayewakhuphe onke. Wanikina intloko. Iintshiyi wayezifinge kangangokuba zatsho zadibana esiphakathini sobuso bakhe. Wangqisha phantsi ngonyawo. Imilebe yakhe eyiquthe yangumgca omnye.

“Utata wayesixelele ukuba sibokubhabhisa ikhayiti epakini kuphela futhi nathi samthembisa ukuba siya kwenza njalo!” uTshepo wasebezela umntakwabo.

“Sisenkathazweni enkulu ngoku,” wamngqinela uMotlatsi. “Khange simmamele! Ucinga ukuba uza kwenza ntoni?” Wakhaba uthuli ngonyawo lwakhe.

“Mhlawumbi uTata uza kuyithatha ikhayiti yethu,” waphendula uTshepo, “okanye akasayi kusinika imali yokuthenga iilekese kwakhona.” Wayemthe ntshoo emehlweni umntakwabo.

Udano lwalucace gca ebusweni bukaMotlatsi. “Yhoo! Singenza ntoni?”

“Saphule isithembiso sethu. Isithembiso sifanele ukuba ngunaphakade.” uTshepo wahlala phantsi ethwele izandla entloko.

“Ngoku kuza kwenzeka ntoni?” wabuza uMotlatsi esitya iinzopho zakhe.

UTshepo wazonwaya intloko. “Utata akanakuphinda asibone sithembekile kwakhona.”

“Kuthetha ukuthini oko, Tshepo? Yintoni ukuthembeka?” wabuza uMotlatsi.

“Sshh! Ungakhwazi! Uza kusiva uNksk Ntshona! Ndinga kuthetha ukuba akasayi kuphinda asikholelwe xa simxelela into,” wasebeza uTshepo.

“Utsho into efana nangokuya ndandimxelela ukuba ndizipasile izibalo zeMathematika esikolweni?” wabuza selebilile uMotlatsi.

“Hayi, wakholelwa ngoko kuba wayifunda ingxelo yakho yesikolo,” watsho uTshepo.

“Utsho mhlawumbi xa ndimxelela ukuba nditye iayisikhrim njengesidlo sam sasemini?” wabuza uMotlatsi, ezama ukuqonda.

UTshepo wanikina intloko yakhe. “Hayi noko,” watsho. “Kufuneka ibe yinto ebalulekileyo.”

“Njengaxa bendilahlekelwe ziirandi ezimbini ebendiphe zona?” wabuza uMotlatsi. “Ndamxelela ukuba ziphume epokothweni yam evuzayo.”

“Wayesazi ukuba yinyaniso leyo kuba ipokotho yakho yayinomngxuma,” wachaza uTshepo.

“Yintoni enye ke? Ingaba kuthetha ukuba uTata uya kusishiya angaze aphinde abuye? Okanye uza kusigxotha?” wabuza seleza kukhala uMotlatsi.

UTshepo wanikina intloko. “Akanakuyenza loo nto uTata! Utata uyasithanda! Into efunekayo nje kukuba xa ubuthembise umntu ukuba akusayi kukwenza okuthile, akufanelanga kukwenza oko – nanini. Kanti xa uthembise umntu ukuba uya kwenza okuthile, kufanele ukwenze ke ukuze uthembeke kuloo mntu. Njengaxa ubuthembise uSibongile ukuba uza kumnika ipeni yokubhala entsha waza wakwenza oko! Ngoku sshh!”

UTshepo noMotlatsi bakroba ngasekoneni yegaraji. Bambona uNksk Ntshona ejonge iselifowuni yakhe. Wayeza kufowuna.

“Wayeza kufowunela uTata! Yho hayi! Singamqanda njani?” watsho uMotlatsi. Wayeseza kubaleka xa uTshepo wayezifaka emngciphekweni. Waziveza, waya ngqo engozini!

“Molo, Nksk Ntshona,” watsho uTshepo esiya ngakwisibiyeli. “Ndicela uxolo ngokungazenzisiyo ngocingo lwakho lukamabonakude.”

UNksk Ntshona wamjonga enyusa esehlisa amehlo imilebe yakhe eyivale mba. Wayephefumla ngobungxamo. “Tshepo, uyazi ukuba ucingo olutsha luziindleko. Mhlawumbi kuza kufuneka ukuba ufune umsebenzi ukuze undithengele olutsha!” Ilizwi lakhe laliphazulu kangangokuba lalingathi yintsimbi ebethwayo.

“Utata wethu usinika imali yokuzithengela esikufunayo,” watsho uMotlatsi esondela ukuze eme ecaleni komntakwabo. “Siza kusebenzisa imali yethu ukukuthengela ucingo olutsha.” Wayenqwenela ukuba kuthi kanti zange ayithethe loo nto kodwa wayesazi ukuba ufanele ukutsho.

“Inene?” watsho uNksk Ntshona elinyusela phezulu ilizwi lakhe. “Niyifumana nini imali futhi yimalini?”

“Ingulowo kuthi ufumana iirandi ezintlanu ngeveki,” bathethela phantsi bobabini, bebhokela kancinane kuye.

“Ziirandi ezilishumi ezo ngeveki. Singayigcina imali yethu...” watsho uTshepo, ngelizwi elizekelelayo. Kungathatha ixesha elide ukuthenga ucingo olutsha ade uTata afumanise okwenzekileyo.

La makhwenkwe mabini azixakekisa ngokujongana eziva engenamandla okuzinceda ade alibala ngoNksk Ntshona. Athi xa ephinda emjonga, amangaliswa kukubona inkangeleko yobuso bukaNksk Ntshona ekhululekileyo nengathi yeyomntu osephupheni.

Amakhwenkwe ayebambe imiphefumlo.

“Bantwana, ndakhe ndaba nayo nam ikhayiti. Yayinombala ongwevu nopinki. Ndema egadini yendlu katatomkhulu wam eLesotho ndibambe umtya wayo. Yenyuka yaya phezulu esibhakabhakeni. Yayibukeka yonwabile. Ndayiyeka yahamba. Ndayibukela intingela phezulu nangakumbi ndade andayibona nakancinane.”

Wawancumela amakhwenkwe. “Kulungile, Tshepo noMotlatsi. Andisayi kumxelela utata wenu. Oluya cingo oludala belungasasebenzi kakuhle kakade. Besendifanele ukuthenga olutsha. Mandiye kuthatha ileli ukuze nikhwele nithathe ikhayiti yenu.”



Uthe xa ehamba bamva esithi, “Ngathi ndinaso nesiphungo esishushu setshokolethi kunye nekeyiki ekhithshini nakuba nihlile elilini!”

Amakhwenkwe ajongana ancuma.

Nal'ibali fun

Okokuzonwabisa kwakwaNal'ibali



1.

What's in the picture?

How many of these things can you find and name in the picture?

- something to eat with _____
- something that helps you to see better _____
- something to sit on _____
- something to drink _____
- somewhere to cook food _____
- something to tell what time it is _____

Kukho ntoni emfanekisweni?

Zingaphi kwezi zinto onokuzifumana uzinike amagama emfanekisweni?

- into yokutya _____
- into ekunceda ukuba ubone phucukileyo _____
- into ekuhlalwa phezu kwayo _____
- into yokusela _____
- apho kuphekelwa ukutya khona _____
- into exela ixesha _____



2.

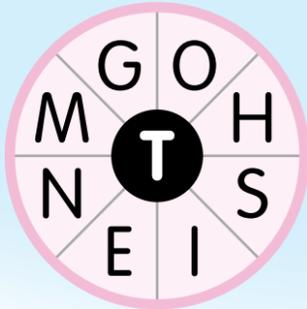
Complete this word wheel challenge!

Follow the rules in the box, and write as many words as you can using the letters in the word wheel. Try to write a word that uses all nine letters!



Rules

1. Make words with two or more letters in them.
2. Use each of the letters in the wheel only once in each word.
3. Always include the letter in the middle of the wheel in your words.
4. No proper nouns allowed.

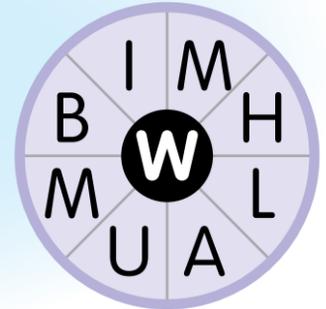


Gqibezela olu vavanyo lwevili lamagama!

Landela imithetho esebhokisini, ubhale amagama amaninzi kangangoko unakho ngokusebenzisa oonobumba abasevilini lamagama. Zama ukubhala igama elibasebenzisa bolithoba oonobumba!

Imithetho

1. Yakha amagama anoonobumba ababini okanye ngaphezulu kuwo.
2. Sebenzisa omnye woonobumba evilini kanye kuphela egameni ngalinye.
3. Yiba soloko uquka unobumba osesiphakathini sevilini emagameni akho.
4. Azivumelekanga kwaphela izibizo-ngqo.



Answers: 1. fork, glasses/spectacles, chair, cooldrink/juice, braai, watch 2. Examples: thing, thin, them, moth, most, moist, mist, hit, heist, hint, set, site, something
 Impendulo: 1. ifolokhwe, iindondo, isitulo, isiselo, isitovu, iwotshi 2. Imizekelo: mhlawumbi, hawu, wambu, umhla, awu, wam, wumbi

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