



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.

Gedrukte woorde oral om ons!

Hoeveel gedrukte woorde is daar in jou kinders se omgewing? Sien hulle tekens, kennisgewings, advertensies, plakkate, boeke, briewe, e-posboodskappe, koerante en tydskrifte rondom hulle? En in hoeveel tale is hierdie dinge geskryf?

Kinders leer makliker lees wanneer hulle omring word deur gedrukte woorde, want omgewings wat ryk is aan gedrukte woorde wys vir hulle waarvoor lees en skryf gebruik kan word. Hier volg 'n paar idees om jou te help om 'n omgewing wat ryk is aan gedrukte woorde by jou huis, skool of leesklub te skep.

- 1. Wees oraloor op die uitkyk vir gedrukte woorde.** Versamel verskillende soorte skryfwerk waarin jy dink jou kinders sal belangstel. Probeer spyskaarte vir wegneemetes, ou groetkaartjies, trein- of busroosters, bankvorme, inligtingspamflette, advertensieblaaië, telefoongidse, koerante en tydskrifte in die hande kry. Kinders kan hierdie dinge as rekwisiëte gebruik wanneer hulle stories opvoer, of wanneer hulle speel-speel-speletjies met broers en susters en maats speel. Hulle kan dit ook opknip om hul eie kaartjies, plakkate, prente of boeke te maak.

- 2. Gedrukte woorde in ons gemeenskappe.** Terwyl jy jou kinders skool toe of huis toe neem, en wanneer julle saam op uitstappies gaan, vestig hul aandag op die gedrukte woorde op padtekens, uithangborde van winkels en op advertensieborde.

- 3. Stal verskillende maniere waarop ons gedrukte woorde gebruik uit.** Versamel leë voedselverpakkings en verpakkings van skoonmaakprodukte wat kinders in hul huis-huis-speletjies en inkoop-speletjies kan gebruik. Hang 'n kalender by die huis op en skryf belangrike datums daarop, soos jou kinders se verjaardae en ander feesvierings. Hou 'n lysie van die dinge wat jy moet koop wanneer jy weer gaan inkoopies doen teen jou yskas.

- 4. Maak jou eie plakkate.** Dink oor dit waarin jou kinders belangstel en maak jou eie plakkate oor hierdie onderwerpe. Teken jou eie prente of gebruik foto's en prente uit koerante en tydskrifte. Skryf dan inligting, slagspreuke of boodskappe in een of meer tale om die plakkate te voltooi. Stal die plakkate uit waar dit maklik is vir kinders om dit te lees en vervang gereeld die plakkate om jou kinders se belangstelling te behou!

- 5. Versamel rympies.** Skryf rympies en liedjies wat jy ken op groot velle papier – en stel voor dat jou kinders dieselfde doen! Maak tyd om saam die rympies op te lê en die liedjies te sing.

- 6. Maak 'n alfabet-wasgoedlyn.** Skryf saam met jou kinders die letters van die alfabet op afsonderlike velle papier en teken 'n prent vir elke letter. Span 'n stuk tou oor die vertrek of langs 'n muur en gebruik wasgoedpennetjies om die letters in alfabetiese volgorde op te hang.

- 7. Gaan op 'n uitstappie na die biblioteek toe.** Neem boeke by jou biblioteek uit – biblioteke is 'n goeie bron van gratis leesmateriaal!

- 8. Versamel gratis Nal'ibali-hulpbronne.** Versamel vyf tweetalige plakkate om by die huis, of by jou skool of leesklub uit te stal – kyk uit vir die plakkaat op bladsy 2 van hierdie Nal'ibali-bylae en in die volgende vier uitgawes. Onthou om jou versameling storieboeke op te bou deur die knip-uit-en-bêreboekies in elke Nal'ibali-bylae te bêre.

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!

BINNE!

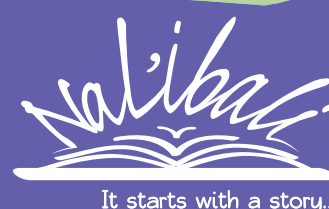
Vind 'n tweetalige plakkaat op bladsy 2 om jou te help om vir jou kinders 'n omgewing te skep wat ryk is aan gedrukte woorde – en versamel dan nog plakkate in elk van die volgende vier uitgawes van die Nal'ibali-bylae!



Drive your imagination

Join us. Share stories in your language every day.

Sluit by ons aan. Deel elke dag stories in jou taal.



Maak 'n vriend.
Lees 'n boek.



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.

Raak doenig met stories!

Hier is 'n paar idees om die twee knip-uit-en-bêreboekies, *Die seuns* (bladsye 5, 6, 11 en 12) en *Unathi en die smerige, stink dierasie* (bladsye 7, 8, 9 en 10), asook die Storiehoekie-storie, *Die vlieër* (bladsy 15) te gebruik. Kies die idees wat die beste by jou kinders se ouderdomme en belangstellings pas.

Die seuns

'n Groep seuns geniet dit om 'n sokkerwedstryd te speel totdat hulle moet ophou omdat 'n boer nie wil hê hulle moet naby sy koeie speel nie. Hulle is baie teleurgesteld, maar dan verras die boer hulle.

- ★ Volg die voorstelle op bladsy 13 oor hoe om prentebokke sonder woorde te gebruik.
- ★ Wanneer jy en/of jou kinders die storie klaar vertel het, skryf die storie (of verskillende stories) neer wat julle vertel het. Help kinders wat nog nie op hul eie kan skryf nie deur die storie wat hulle vir jou vertel, neer te skryf. Geniet dit om jul stories vir mekaar te lees!

Unathi en die smerige, stink dierasie

Iets agtervolg vir Unathi! Dit is 'n smerige, stink dierasie! Unathi ontdek dat hoewel sy en die dierasie op baie maniere verskil, hulle ook op ander maniere dieselfde is. En so leer Unathi dat iemand nie presies soos jy hoef te wees om jou vriend te wees nie.

Skryf 'n resensie oor hierdie storie en staan 'n kans om boeke te wen. Kyk op bladsy 13 vir besonderhede.

- ★ Indien jy hierdie storie in jou klaskamer of by jou leesklub gebruik, speel die speletjie, "Spring in die kring" voor jy begin lees. Hierdie speletjie beklemtoon hoe ons almal ooreenstem en verskil. Dit is hoe jy die speletjie speel.
 - ✿ Vra die kinders om in 'n kring te staan. Verduidelik dat jy verskillende sinne gaan sê en dat hulle vorentoe tot in die middel van die kring moet tree wanneer 'n sin hulle beskryf. Vra die kinders om elke keer voor jy 'n nuwe sin sê, weer in 'n kring te staan.
 - ✿ Begin met 'n sin oor iets wat die kinders aanhet. (Byvoorbeeld: *Ek het tekkies aan.*) Gebruik dan 'n paar sinne wat iets met die kinders se fisiese voorkoms te doen het. (Byvoorbeeld: *Ek het 'n neus. Ek het kort hare. Ek dra 'n bril.*) Gebruik nou 'n paar sinne wat dinge beskryf wat die kinders mag verkies of waarmee hulle goed is. (Byvoorbeeld: *Ek hou daarvan om stories oor diere te lees. Ek hou daarvan om met ander te deel. Ek is goed met grappies vertel.*) Eindig die speletjie met 'n sin wat al die kinders beskryf. (Byvoorbeeld: *Ek is 'n lid van hierdie leesklub.*)
 - ✿ Vra die kinders of hulle opgelet het dat hulle soms dieselfde as ander was, en soms verskillend. Wys daarop dat niemand presies dieselfde as iemand anders is nie. Ons verskille is wat elkeen van ons uniek maak.
- ★ Nadat jy die storie gelees het, bespreek saam hierdie vrae.
 - ✿ Geniet julle die dinge wat Unathi en die dierasie in die storie gedoen het? Is julle goed met enige van hierdie dinge? Met watter ander dinge is julle goed?
 - ✿ Hoe dink julle het Unathi aan die begin van die storie oor die dierasie gevoel? (Indien nodig, kyk saam na die prente aan die begin van die storie.)
 - ✿ Hoe dink julle het sy aan die einde van die storie oor die dierasie gevoel? Waarom dink julle het sy van gedagte verander?
- ★ Stel voor dat jou kinders 'n storie met die titel, "Unathi en die pragtige, skoon dierasie" skryf of vertel wat begin waar hierdie storie eindig!

Die vlieër

Tshepo en Motlatsi vlieg hul vlieër, maar dan breek dit hul buurvrou se TV-antenna. Hulle is bang om in die moeilikheid te beland, maar hulle weet dit is verkeerd om net weg te hardloop. Wat gaan hulle besluit om te doen, en wat gaan die buurvrou sê?

- ★ In die storie is daar 'n beskrywing van hoe mev. Ntshona se gesig lyk wanneer sy kwaad is. Moedig jou kinders aan om 'n prent te teken van hoe hul gesigte of 'n maat se gesig lyk wanneer hulle kwaad is.
- ★ Vra jou kinders om voor te stel:
 - ✿ waarom hulle dink mev. Ntshona aan die begin van die storie kwaad was vir die seuns, maar nie aan die einde nie.
 - ✿ wat kon gebeur het indien die seuns weggehardloop het in plaas daarvan om aan te bied om vir die stukkende antenna te betaal.
 - ✿ wat hulle sou gedoen het as hulle een van die seuns was.

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

Beste Na'ibali

Help my, asseblief! Ek is passievol oor lees, maar ek weet nie hoe om my negejarige dogter sover te kry om vir genot te lees nie. Sy sukkel met lees by die skool, en wil dus ook nie by die huis lees nie. Ek weet hoe meer sy lees, hoe beter sal sy lees, maar ek weet net nie hoe om haar lus te maak om te lees nie.

Jason Chetty, Durban-Noord

Beste Jason

Wanneer kinders sukkel om te lees, is hulle minder geneig om in hul vrye tyd te wil lees. Probeer om jou dogter die vreugde van boeke en stories te laat ervaar sonder dat sy op haar eie hoef te lees.

Moedig haar aan om vir genot te probeer lees deur elke dag voor slaaptyd 15 minute lank vir haar te lees. Laat haar kies watter boek of boeke sy wil hê jy moet lees, en as jy 'n boek begin lees en sy hou nie daarvan nie, laat haar 'n ander een kies. Probeer prenteboeke sonder woorde kry wat sy op haar eie en/of saam met jou kan lees. (Sien op bladsy 13 ons wenke oor hoe om prenteboeke sonder woorde te gebruik.) En laat haar ook na stories luister. (Jy kan audio-verhale waarna sy kan luister op die Na'ibali-webwerf en -selfoonwerf vind – www.nalibali.org en www.nalibali.mobi.) Neem haar om 'n flik te gaan kyk wat op 'n boek gebaseer is en stel voor dat jy na die tyd die boek vir haar lees!

Die belangrikste ding is ... om jou dogter aan te moedig, en aan te moedig en aan te moedig om te lees, maar moet haar nooit dwing nie! Ons is seker sy sal mettertyd verslaaf raak aan boeke.

Die Na'ibali-span



Dear Na'ibali ... Beste Na'ibali ...

WRITE TO US!
SKRYF AAN ONS!

The Na'ibali Supplement
The Na'ibali Trust
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Mowbray
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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

Beste Na'ibali

Ek wil graag vir julle vertel dat my seun, Morné, eergister 'n hele boek op sy eie gelees het! Dit is die eerste keer dat hy dit gedoen het, en ek is so trots op hom. Dit was 'n prentboek, *Otto gaan stap*, deur Eric Hill. Gister moes hy 'n assesseringstaak vir huiswerk doen. Hy moes twaalf sinne skryf oor enige boek wat hy gelees het. Julle kan raai oor watter boek hy geskryf het! Ek is 'n baie gelukkige ma. Na'ibali, ek wil vir julle baie dankie sê vir jul hulp en leiding. Ek kon dit wat ek by julle geleer het in my eie huis gebruik. Weer eens baie, baie dankie!

Denise Nagel, Willowmore

Beste Denise

Veels geluk met jou seun se prestasie! Ons is so bly dat ons 'n rol kan speel in Morné se geletterdheidsreis. Jy het vir hom 'n geskenk gegee wat 'n leeftyd sal hou!

Die Na'ibali-span

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.



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 hieronder 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 uit op die rooi stippellyne.



Drive your
imagination



COLLABORATE

COMMUNITY PROJECTS

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



Nal'ibali is 'n nasionale lees-vir-genot veldtog. Dit wil 'n leeskultuur regoor Suid-Afrika laat vlam vat en vaslê. Vir meer inligting, besoek www.nalibali.org of www.nalibali.mobi

The boys

Die seuns



Gladys Moleke
Mushabeleri Mlambo
Adrie le Roux







Unathi and the beast both love singing!
Unathi en die dierassie hou albei van sing!



Unathi is best at climbing. The beast is best at digging.
Unathi kan die beste klim. Die dierassie kan die beste grawe.

Unathi and the dirty, smelly beast

Unathi en die smerige, stink dierassie



Jess Jardim-Wedepohl
Jon Keevy
Thokozani Mkhize



Lots more free books at bookdash.org

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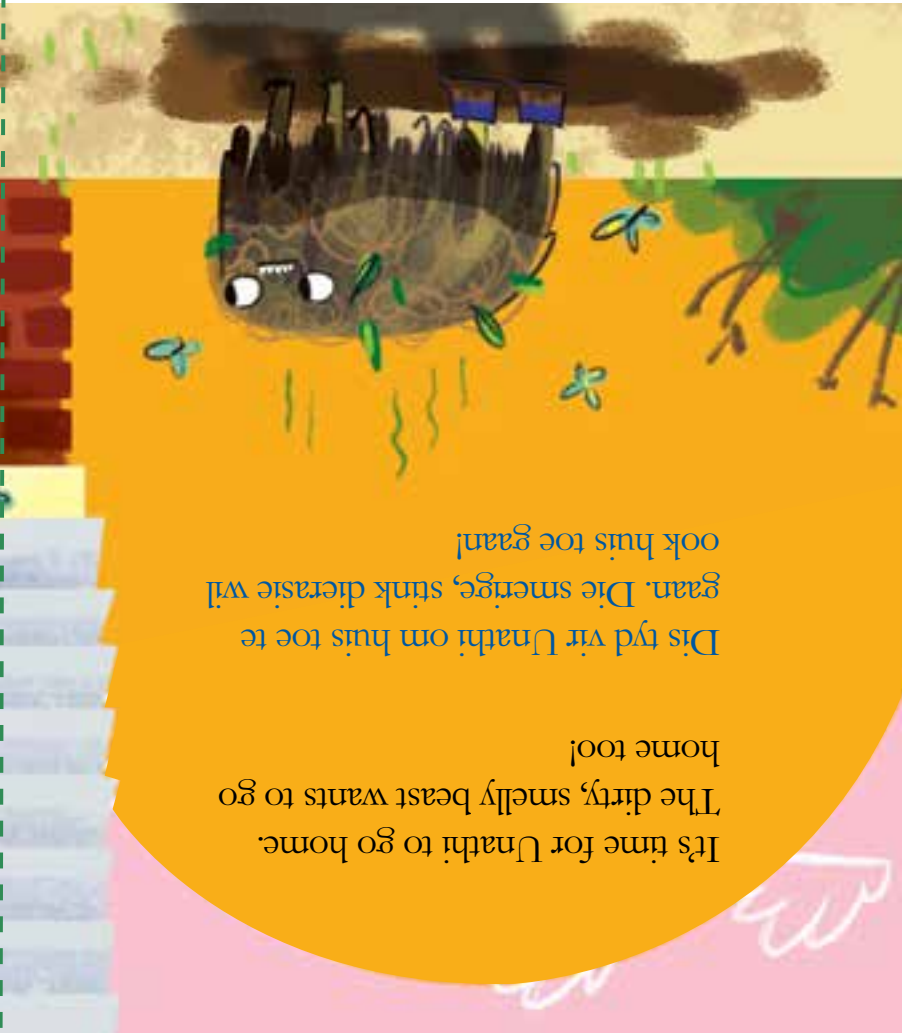


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Unathi kan beter spring. Die dierasie kan
beter plas.

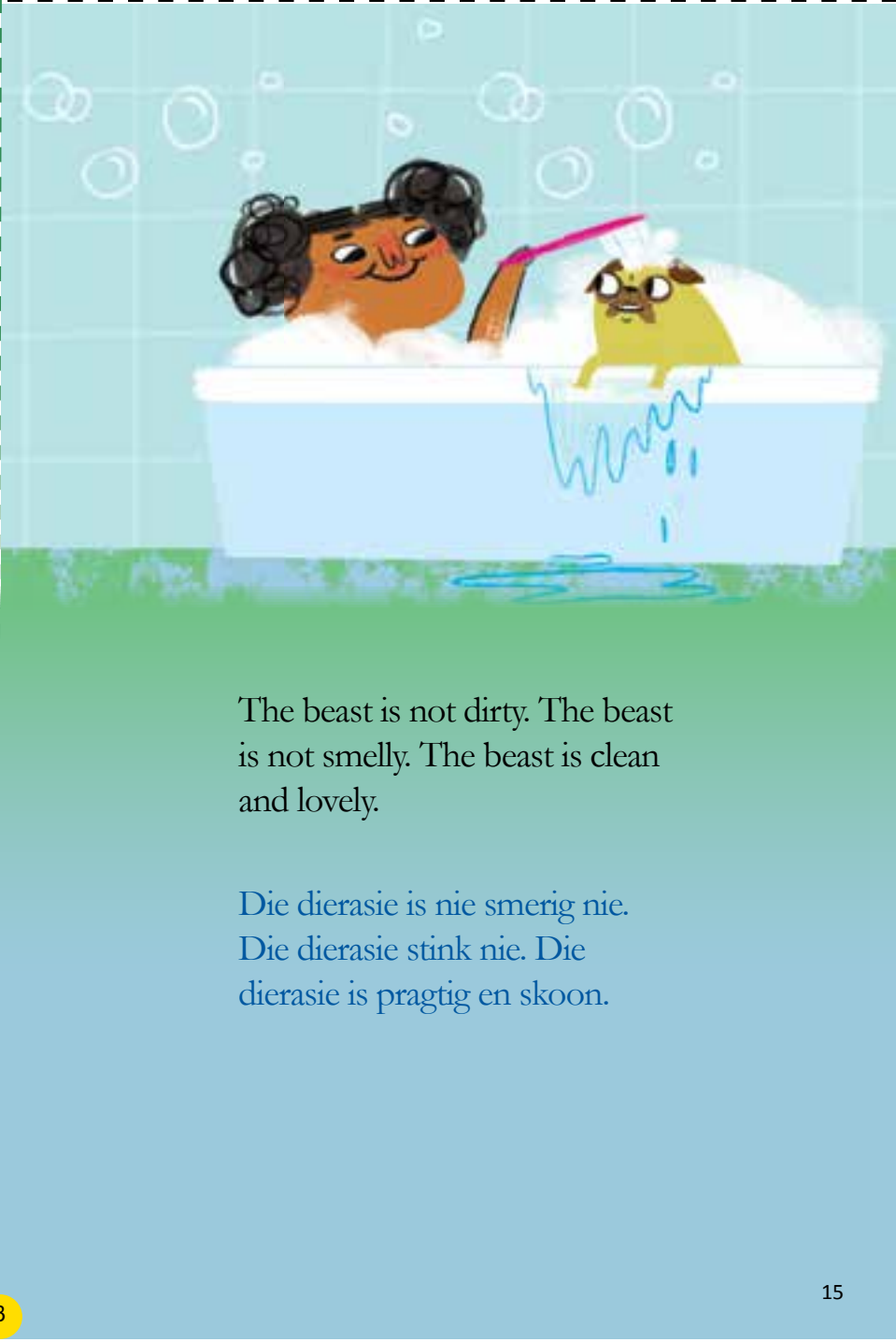


It's time for Unathi to go home.
The dirty, smelly beast wants to go
home too!
Dis tyd vir Unathi om huis toe te
gaan. Die smerige, stink dierasie wil
ook huis toe gaan!

Something is following Unathi.



Iets agtervolg vir Unathi.



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

Die dierasie is nie smerig nie.
Die dierasie stink nie. Die
dierasie is pragtig en skoon.



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

Unathi and the beast hide in the bubbles.

Unathi en die dierassie kruip in die skuimborrels weg.

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

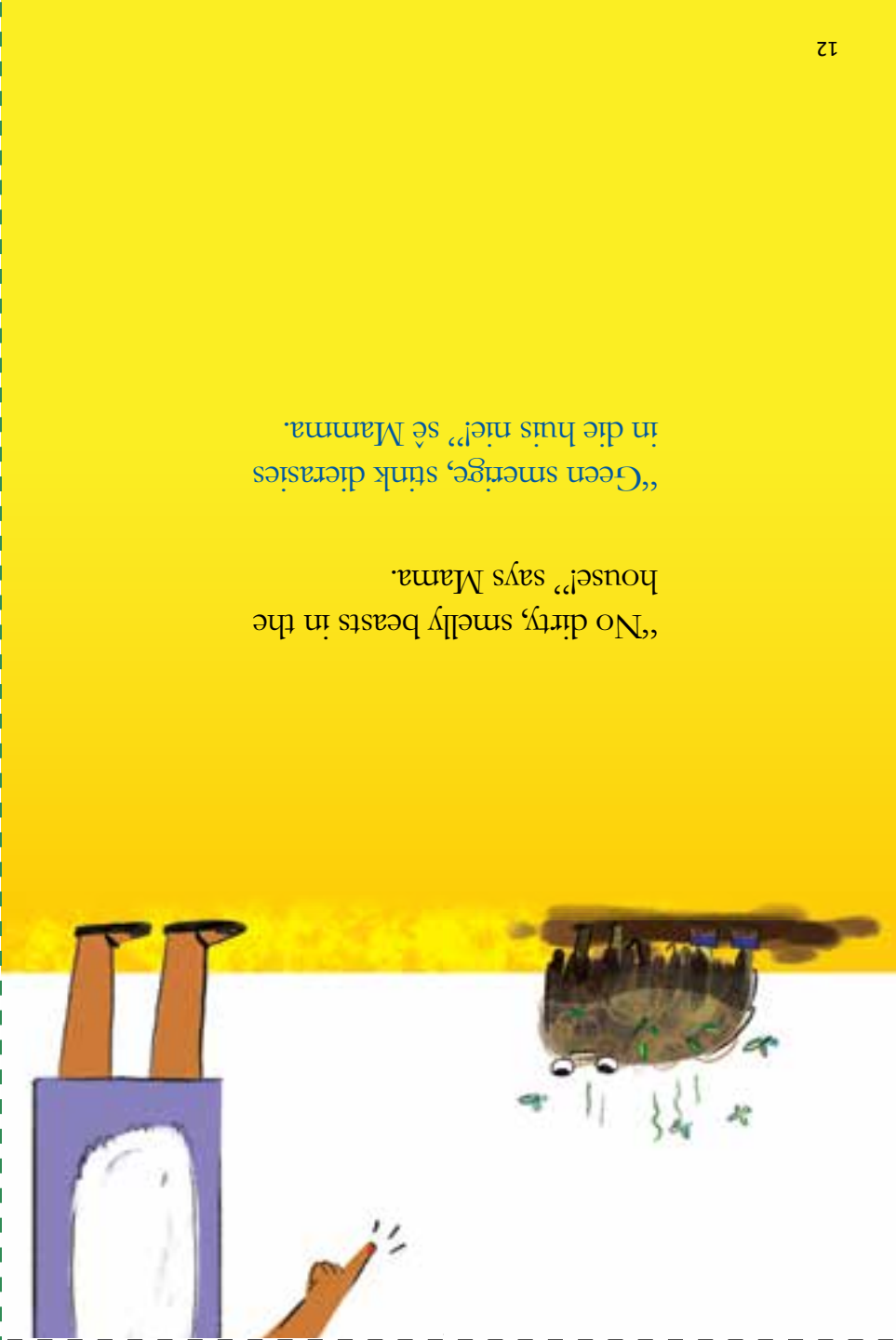


Dis **smerig**. Dit **stink**. Dis 'n **dierassie**!



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

Unathi kan vinnig hardloop.
Die dierasie jaag haar net
so vinnig.



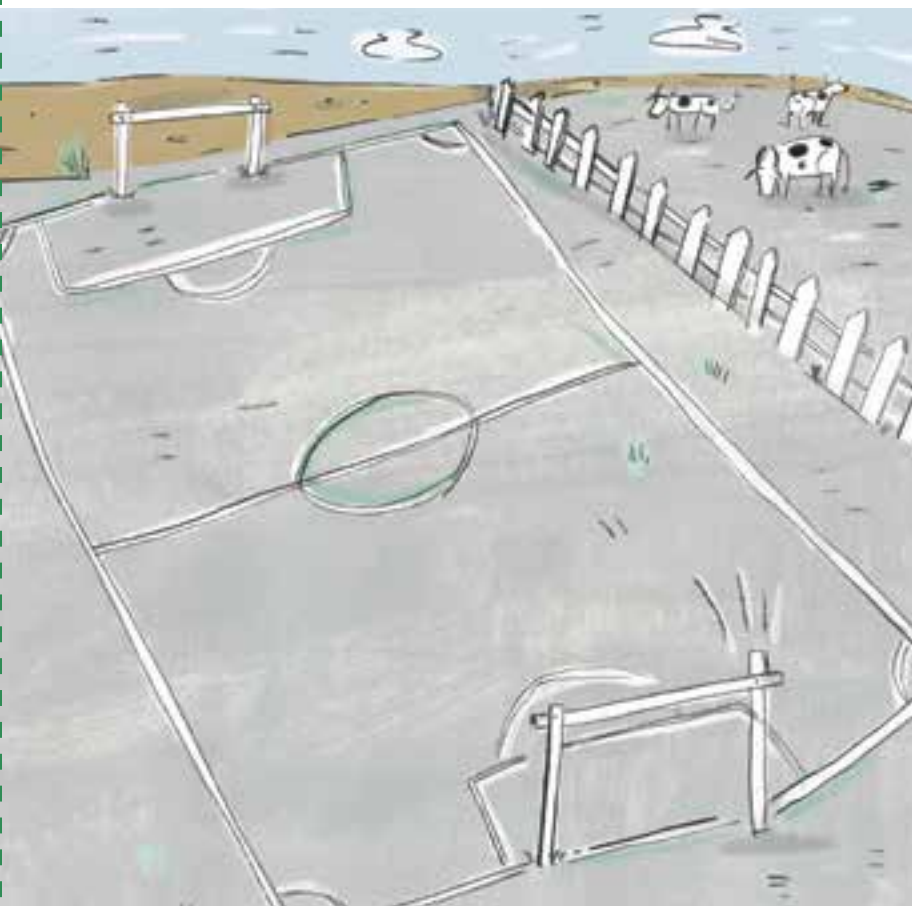
“No dirty, smelly beasts in the
house!” says Mlama.

“Geen smerige, stink dierasies
in die huis nie!” sê Mlama.

Unathi and the beast are good at sneaking.

Unathi en die dierasie kan stilletjies insluip.





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?"



Gebruik prenteboeke sonder woorde

Prenteboeke sonder woorde gee jou en jou kinders 'n kans om die prente te gebruik om jul eie storie te skep. Jong kinders geniet dit, maar ouer kinders wat sukkel om te lees, geniet dit dikwels ook. Prenteboeke sonder woorde is nuttig as daar nie baie boeke in jou taal beskikbaar is nie, en kan ook in veeltalige klaskamers of leesklubs gebruik word.

Maar prenteboeke sonder woorde is meer as net pret om te gebruik. Hulle sal ook:

- ✿ jou kinders help om te leer hoe stories gestruktureer word – hulle het 'n begin, middel en einde.
- ✿ jou kinders se woordeskat uitbrei wanneer hulle nuwe woorde probeer gebruik om onbekende dinge in die prente te benoem, of probeer om nuwe woorde in hul storie te gebruik.
- ✿ kreatiwiteit aanmoedig, want jou kinders moet hul verbeelding gebruik om die storie te vertel – en daar is geen "regte" of "verkeerde" manier om dit te vertel nie!

Hier volg 'n paar wenke om jou te help om prenteboeke sonder woorde met kinders te gebruik.

- ✿ Lees die titel (of vertaal dit en sê dit in jou taal) en blaai dan deur die boek terwyl jy saam met jou kinders na die prente kyk. Nou is jy gereed om by die begin te begin en die storie aan die hand van die prente te vertel.
- ✿ Jy kan die storie vertel of jou kinders nooi om dit te doen. Of maak saam 'n storie op deur die prente te gebruik om julle te lei.
- ✿ Lewer kommentaar oor dinge in die prente, en trek verbande tussen die prente en jou kind se lewe. Byvoorbeeld: "Waarheen dink jy gaan daardie muis? Onthou jy ons het vanoggend 'n muis in die agterplaas gesien?"

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.

Leesklubhoekie

Daar is 'n aantal spesiale dae in Augustus waarop ons die diversiteit van mense kan vier!

Augustus	Vrouemaand
9 Augustus	Nasionale Vrouedag
9 Augustus	Boekwurmdag
12 Augustus	Internasionale Jeugdag
13 Augustus	Internasionale Dag vir Linkshandiges
21 Augustus	Digtersdag

Probeer van hierdie idees in Augustus

- ✿ Kies stories wat vroue in verskillende rolle uitbeeld, byvoorbeeld, vroue as ma's, susters, leiers, kunstenaars, skrywers en sportvroue. Lees hierdie stories regdeur die maand hardop.
- ✿ Vertel vir die kinders die storie van hoe Suid-Afrikaanse vroue op 9 Augustus 1956 vir geregtigheid vir hulself en ander geveg het.
- ✿ Lees en vertel stories met kinders as die hoofkarakters.
- ✿ Organiseer 'n poësiefees! Vind interessante gedigte en lees dit hardop vir die kinders. Moedig dan die kinders aan om hul eie gedigte te skryf en dit hardop vir mekaar te lees.



For a chance to win some Book Dash books, write a review of the story, *Unathi and the dirty, smelly beast* (pages 7 to 10), and email it to team@bookdash.org, or take a photo and tweet us at [@bookdash](https://twitter.com/bookdash). Remember to include your full name, age and contact details.

Vir 'n kans om boeke van Book Dash te wen, skryf 'n resensie van die storie, *Unathi en die smerige, stink dierasie* (bladsye 7 tot 10), en stuur dit per e-pos aan team@bookdash.org, of neem 'n foto en stuur vir ons 'n twiet by [@bookdash](https://twitter.com/bookdash). Onthou om jou volle naam, ouderdom en kontakbesonderhede in te sluit.

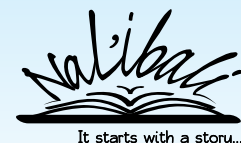


Drive your imagination



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.



“Agge nee!” hyg Motlatsi en Tshepo toe hul swart-en-rooi vlieër op mev. Ntshona se dak beland en om die TV-antenna draai.

“Gou! Ons moet dit lospluk!” skree Tshepo.

Motlatsi gryp die tou en pluk daaraan. Tot sy afgryse knak die TV-antenna, wat al oud is, totdat dit byna aan die teëls op hul bure se dak raak.



“Pa gaan so kwaad wees!” sê Tshepo en bedek sy gesig met sy hande.

“Nie naastenby so kwaad soos mev. Ntshona nie!” antwoord Motlatsi. Hy gryp sy broer en hulle duik agter die motorhuis in. “Kyk! Daar is sy!”

En daar staan mev. Ntshona sowaar buite haar kombuisdeur, hande op die heupe. Die seuns kan sien sy is kwaad. Sy kyk op na die dak en sien die stukkende antenna. Haar oë rek. Sy skud haar kop. Sy frons só, dat haar wenkbroue aan mekaar raak. Sy tik met haar voet op die grond. Haar lippe is ’n reguit lyn.

“Pa het gesê ons mag die vlieër net in die park vlieg, en ons het belowe ons sal!” fluister Tshepo vir sy broer.

“Nou’s ons in groot moeilikheid,” stem Motlatsi saam. “Ons het nie na hom geluister nie! Wat dink jy gaan hy doen?” Hy skop stof op met sy voet.

“Dalk sal Pa ons vlieër vat,” antwoord Tshepo, “of hy sal nie weer vir ons geld gee om lekkers te koop nie.” Hy kyk in sy broer se oë.

Teleurstelling flits oor Motlatsi se gesig. “Heng! Wat nog?”

“Ons het ons belofte verbreek. ’n Belofte is vir altyd.” Tshepo gaan sit met sy kop in sy hande.

“So wat gebeur nou?” vra Motlatsi terwyl hy sy naels byt.

Tshepo krap sy kop. “Pa gaan ons nie weer vertrou nie.”

“Wat beteken dit, Tshepo? Wat is vertrou?” vra Motlatsi.

“Sjij! Nie so hard nie! Mev. Ntshona gaan ons hoor! Ek dink dit beteken dat hy ons nie weer sal glo as ons hom iets vertel nie,” fluister Tshepo.

“Jy bedoel soos toe ek gesê het ek het my wiskunde deurgekom?” vra Motlatsi, swetend.

“Nee, hy’t dit geglo, want hy het jou rapport gesien,” sê Tshepo.

“Bedoel jy soos as ek vir hom sê ek het roomys vir middagete geëet?” stel Motlatsi voor in ’n poging om te probeer verstaan.

Tshepo skud sy kop. “Nie eintlik nie,” sê hy. “Dit moet iets belangriks wees.”

“Soos toe ek die twee rand wat hy my gegee het, verloor het?” vra Motlatsi. “Ek het vir hom gesê dit het uit my sak geval.”

“Hy’t geweet dis waar, want daar was ’n gat in jou sak,” verduidelik Tshepo.

“Wat dan? Beteken dit Pa sal weggaan en nooit weer terugkom nie? Of gaan hy ons wegstuur?” vra Motlatsi, na aan trane.

Tshepo skud sy kop. “Nooit as te nimmer nie! Pa is lief vir ons! Dis net dat as ’n mens vir iemand belowe dat jy iets nie sal doen nie, dan moet jy dit nie doen nie – nooit nie. En as jy iemand belowe dat jy wel iets sal doen, dan moet jy dit doen sodat die persoon jou kan vertrou. Soos toe jy vir Sibongile belowe het jy sal haar nuwe pen vind, en toe het jy! Sjuut nou!”

Tshepo en Motlatsi loer om die hoek van die motorhuis. Hulle sien hoe mev. Ntshona na haar selfoon kyk. Sy gaan ’n oproep maak.

“Sy gaan vir Pa bel! Ag, nee! Hoe kan ons haar keer?” vra Motlatsi. Hy wil net weghardloop toe Tshepo ’n kans waag. Hy begin na die heining loop, reg op die gevaar af!

“Hallo, mev. Ntshona,” sê Tshepo toe hy by die heining kom. “Ek is so jammer oor u TV-antenna.”

Mev. Ntshona kyk hom op en af met haar mond op ’n plooi getrek. Sy haal vinnig asem. “’n Nuwe antenna is duur, weet jy, Tshepo. Dalk moet jy ’n werk kry en vir my ’n nuwe een koop!” Haar stem klink kwaai.

“My pa gee vir ons sakgeld,” sê Motlatsi en kom staan langs sy broer. “Ons sal ons sakgeld gebruik om vir u ’n nuwe antenna te koop.” Hy wens hy het dit nie gesê nie, maar hy weet hy moes dit doen.

“Regtig?” sê mev. Ntshona en haar stemtoon styg. “Wanneer kry julle jul sakgeld en hoeveel is dit?”

“Ons kry elkeen vyf rand per week,” fluister hulle saam en staan ’n bietjie terug.

“Dis tien rand per week. Ons kan spaar ...” sê Tshepo, en sy stem raak sagter. Dit kan lank duur om vir ’n nuwe antenna te betaal en Pa sal uitvind wat gebeur het.

Die broers is so besig om hulpeloos na mekaar te staar, dat hulle van mev. Ntshona vergeet. Toe hulle weer na haar kyk, is hulle verras. Mev. Ntshona het ’n sagte, dromerige uitdrukking op haar gesig.

Die seuns hou asem op.

“Kinders, ek het eens op ’n tyd ’n vlieër gehad. Dit was grys-en-pienk. Ek het in my oupa se tuin in Lesotho gestaan en die tou vasgehou. Die vlieër het hoog in die lug gevlieg. Dit het so vrolik gelyk. Ek het die tou laat los. Ek het gekyk hoe dit hoër en hoër vlieg tot ek dit nie meer kon sien nie.”

Sy glimlag vir die seuns. “Tshepo en Motlatsi, dis als reg. Ek sal nie vir julle pa vertel nie. Die ou antenna was in elk geval nutteloos. Ek moes al ’n nuwe een gekoop het. Ek sal die leer gaan haal en dan kan julle opklim en jul vlieër gaan haal.”



Toe sy wegstap hoor die broers haar sê: “Ek het dalk selfs warm sjokolade en koek in die kombuis wanneer julle afkom!”

Die seuns kyk na mekaar en glimlag.

Nal'ibali fun
Nal'ibali-pret



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 _____

Wat is in die prent?

Hoeveel van hierdie dinge kan jy in die prent vind en benoem?

- iets om mee te eet _____
- iets wat jou help om beter te sien _____
- iets om op te sit _____
- iets om te drink _____
- 'n plek om kos te maak _____
- iets wat wys hoe laat dit is _____



2.

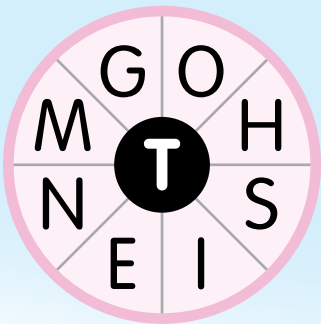
Complete this word wheel challenge!

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.

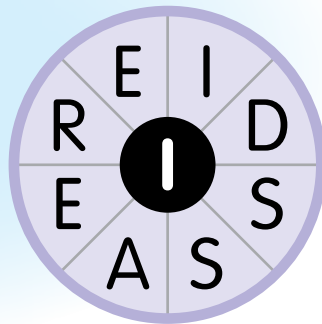


Voltooi hierdie woordwiel-uitdaging!

Volg die reëls in die kassie en maak soveel woorde as wat jy kan met die letters in die woordwiel. Probeer 'n woord maak wat al nege letters bevat!

Reëls

1. Maak woorde wat twee of meer letters bevat.
2. Gebruik elk van die letters slegs een keer in elke woord.
3. Gebruik altyd die letter in die middel van die wiel in jou woorde.
4. Geen eiename mag gebruik word nie.



Antwoorde: 1. vork, bril, stoel, koeldrank/sap, braai, horlosie 2. Voorbeelde: die, dier, diernasies, dis, disa, eie, eier, idee, iris, is, reis, rissie, sari, sies, sis
Answers: 1. fork, glasses/spectacles, chair, cooldrink/juice, braai, watch 2. Examples: thing, thin, time, tin, them, moth, most, moist, mist, hit, heist, hint, set, site, something

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