

## 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.

## Okuphrintiwe okusizungeze yonke indawo!

**Kungakanani okuphrintiwe endaweni yezingane zakho? Ngabe ziyazibona izimpawu, izaziso, izikhangiso, amaphosta, izincwadi, ama-imeyili, amaphephandaba kanye namaphephabhuku okuzizungezile? Ngabe lezi zinto zibhalwe ngezilimi ezingaki?**

Izingane zifunda ukufunda kaludlana uma zizungezwe okuphrintiwe ngoba izindawo ezicebe ngokuphrintiwe zikhombisa zona ukuthi ukufunda nokubhala kungasetshenziselwani. Nanka amanye amasu angakusiza wakhe indawo ecebe ngokuphrintiwe ekhaya, esikoleni noma ethimbeni lakho lokufunda.

**1. Bheka okuphrintiwe yonke indawo.** Qoqa izinhlobo ezahlukene zokubhalwe ocabanga ukuthi izingane zakho zingakuthokozela. Zama ukuthola izinhlu zokuthengwa uhambe nakho, amakhadi okubingelelana amadala, amathebhula ezikhathi zokuhamba zesitimela noma zebhasi, amafomu asebhange angabhalwe, amapheshana anolwazi, amapheshana okukhangisa, amabhuku ezingcingo, amaphephandaba namaphephabhuku. Izingane zikanye nezingane zakwabo nabangani, zingazisebenzisa lezi zinto njengezintwana zokulingisa izindaba, okukanye uma zidlala imidlalo eyenza uyikholwe into. Zingabuyi zizisike ukwenza amakhadi azo, amaphosta, izithombe noma izincwadi.

**2. Okuphrintiwe emiphakathini yethu.** Ngenkathi uthatha izingane zakho uzisusa noma ziyisa esikoleni, nangenkathi uphuma uvakasha nazo, zenze zinake okuphrintiwe ezimpawini zomgwaqo, ezimpawini zezitolo kanye nakumabhilbhodi.

**3. Khombisa izindlela ezahlukene esisebenzisa ngazo okuphrintiwe.** Qoqa iziqakathi ezingasenalutho zokudla kanye nalezo zemikhijazo yokuhlansisa ukuze izingane zikusebenzise emidlalweni yazo "yekhaya" kanye "neyokuthenga ezitolo". Ekhaya, lengisa ikhalenda bese ubhala izinsuku ezibalulekile kulo, njengezinsuku zokuzalwa kwezingane zakho neminye imibungazo. Esiqandisini, gcina uhlu lwezinto odinga ukuzithenga ngokuzayo uma uyothenga ezitolo.

**4. Yenza awakho amaphosta.** Cabanga ngokuthokozelwa yizingane zakho bese wenza awakho amaphosta ngalezi zihloko. Dweba ezakho izithombe noma usebenzise lezo eziphuma emaphephandabeni nasemaphephabhukwini. Emva kwalokho bhala okunolwazi oluthile, iziqubulo noma imiyalezo ngolimi olulodwa noma ngaphezulu ukuqedela amaphosta. Khangisa ngawo lapho kulula khona ukuthi izingane zivafunde bese ufaka amanye amasha njalo ukugcina izingane zakho zihehekile!

**5. Qoqa imilozelo.** Bhala imilozelo namaculo owaziyo esiqeshini esikhulu sephepha – bese uphakamisa ukuthi izingane zakho zenze kanjalo nazo! Chithani isikhathi nisho imilozelo, nicula namaculo ndawonye.

**6. Yenza intambo/ucingo lokweneka lwe-alfabethi.** Nindawonye nezingane zakho, bhalani izinhlamvu ze-alfabethi eziqeshini ezahlukene zamaphepha bese nidweba isithombe ukumela uhlamvu ngalunye. Bekani intambo inqamule egunjini noma nilandele ubonda bese nisebenzisa amaphekisi ukulengisa izinhlamvu ngokulandelana kwe-alfabethi.

**7. Yana emtatsheni wezincwadi.** Boleka izincwadi emtatsheni wezincwadi wangakini – yindawo enhle yokuthola izinto zokufunda zamahhala!

**8. Qoqa imithombo yamahhala yakwaNal'ibali.** Yakha ingqokelela yamahhala amahlanu ezilimibili ukubukisa ngawo ekhaya, noma esikoleni sakho noma ethimbeni lokufunda ngokubhaka iphosta ekhasini lesi-2 lalesi Sithasiselo sikaNal'ibali kanye nakuzintshicilelo ezine ezisazolandela. Ungakhohtwa ukwakha ingqokelela yezincwadi zezindaba ngokugcina izincwadi ozisika uzikhiphe bese uzigcina kuleso naleso Sithasiselo sikaNal'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!

### NGAPhakathi!

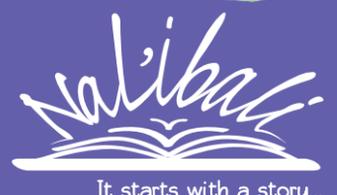
Thola iphosta elimimbili ekhasini lesi-2 ukukusiza ukwakhela izingane zakho indawo ecebe ngokuphrintiweyo – bese uqoqaelinye iphosta kulolo shicilelo kwezine ezilandelayo zeSithasiselo sikaNal'ibali!



Drive your imagination

Join us. Share stories in your language every day.

Hlanganyela nathi. Yabelana ngezindaba ngolimi lwakho nsuku zonke.



Thola umngani.  
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!



## Yenza indaba ihlabe umxhwele!

Nanka amacebo okusebenzisa izincwadi ezimbili zemifanekiso ozisika uzikhiphe bese uzigcina, *Abafana* (amakhasi 5, 6, 11 nele-12) nethi, *U-Unathi nesilwane esingcolile esinukayo* (amakhasi 7, 8, 9 nele-10), kanye nendaba yeKhona Lezindaba ethi, *Ukundizisa ikhayithi* (ikhasi le-15). Khetha imiqondo ehambisana kangcono neminyaka kanye nalokho okuthandwa yizingane zakho.

### Abafana

Iqembu labafana lithokozela umdlalo webhola lezinyawo lize liyeke ukudlala ngoba umlimi akalifuni lidlale eduze kwezinkomo zakhe. Abafana baphoxeke kakhulu, kodwa umlimi uyabamangaza.

- ★ Landela iziphakamiso ekhasini lesi-13 zokusebenzisa incwadi yezithombe engenamagama.
- ★ Ngemva kokuthi wena kanye/noma nezingane zakho seniqedile ukuxoxa indaba, bhala phansi indaba (noma izindaba ezahlukene) oyixoxile. Siza izingane ezingakakwazi ukubhala ngokwazo, ngokubhala phansi indaba ezikuxoxela yona. Thokozelani ukufundelana izindaba zenu!

### 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!

### U-Unathi nesilwane esingcolile, esinukayo

Kunokuthile okulandela u-Unathi! Yisilwane esingcolile esinukayo! U-Unathi uthola ukuthi nakuba yena nesilwane bengafane ngezinye izinto, kukhona izinto abafanayo ngazo. Ngakho-ke, u-Unathi ufunda ukuthi umuntu akumele aze afane ncamashi nawe ukuze abe umngani wakho.

Bhala ukuhlaziywa kwale ndaba uzibeke ethubeni lokuwina izincwadi ezithile! Bheka ikhasi le-13 ukuthola imininingwane.

- ★ Uma usebenzisa le ndaba ekilasini lakho noma ethimbeni lakho lokufunda, dlala umdlalo othi, "Ngena esiyingini" ngaphambi kokuqala ukufunda. Lo mdlalo ugqamisa ukuthi sonke sifana kanjani nokuthi sehlukana kangakanani. Nayi indlela yokudlala lo mdlalo.
  - ✿ Cela izingane zime esiyingini. Chaza ukuthi uzosho imisho eyahlukene nokuthi kufanele ziye phambili phakathi esiyingini uma ngabe lowo musho uchaza zona. Cela izingane ukuthi zide zihlehla zibuyela esiyingini njalo ngaphambi kokuthi usho umusho omusha.
  - ✿ Qala ngomusho omayelana nokuthile izingane ezikugqokile. (Ukwenza isibonelo: *Ngigqoke amateki.*) Emva kwalokho sebenzisa imisho embalwa echaza okuthile mayelana nokubukeka kwemizimba yezingane. (Ukwenza isibonelo: *Nginekhala. Nginezinwele ezimfishane. Ngifaka izibuko.*) Manje sebenzisa imisho embalwa echaza izinto izingane ezingase zizincamele noma ezizenza kahle. (Ukwenza isibonelo: *Ngithanda ukufunda izindaba ezimayelana nezilwane. Ngimuhle ekwabelaneni nabanye. Ngimuhle ekushoni amahlanya.*) Qeda umdlalo ngomusho ochaza zonke izingane. (Ukwenza isibonelo: *Ngijilungu laleli thimba lokufunda.*)
  - ✿ Buza izingane ukuthi zikuqaphele yini ukuthi kunezinto ezithile ezifana ngazo nezinye kanye nezinto ezithile ezehluka ngazo. Phawula ukuthi akukho namunye umuntu ofana ncamashi nomunye. Umehluko wenza lowo nalowo angafani namuntu omunye.
- ★ Ngemva kokuthi ufunde indaba, chithani isikhathi nixoxisana ngale mibuzo ndawonye.
  - ✿ Ngabe uyakuthokozela ukwenza izinto u-Unathi nesilwane abazenzile endabeni? Ngabe unekhono kuzo? Yiziphi ezinye izinto onekhono lokuzenza?
  - ✿ Ucabanga ukuthi u-Unathi wazizwa kanjani mayelana nesilwane ekuqaleni kwendaba? (Bhekani ezithombeni ezisekuqaleni kwendaba nindawonye, uma kudingekile.)
  - ✿ Ucabanga ukuthi wayezizwa kanjani yena mayelana nesilwane ekugcineni kwendaba? Ucabanga ukuthi kungani eguqule umqondo wakhe?
- ★ Phakamisa ukuthi izingane zakho zibhale noma zixoxe indaba ethi, "U-Unathi nesilwane esihlanzekile esithandekayo" eqala lapho kuphela khona indaba!

### 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.

### Ukundizisa ikhayithi

UTshepo noMotlatsi babendizisa ikhayithi ngenkathi lephula uthi lukamabonakude wakwamakhelwane wakubo. Bayesaba ukungena enkingeni, kodwa bayazi ukuthi akulungile ukuvele babaleke nje. Ngabe bazokhetha ukwenzani, kanti umakhelwane wakubo uzothini?

- ★ Endabeni, kukhona incazelo yokuthi ubuso bukaNkk Ntshona bubukeka kanjani uma ethukuthele. Khuthaza izingane zakho ukuthi zidwebe isithombe sokuthi ubuso bazo noma bomngani wazo bubukeka kanjani uma zithukuthele.
- ★ Cela izingane zakho ziphakamise:
  - ✿ ukuthi kungani zicabanga ukuthi uNkk Ntshona wayebathukuthelele abafana ekuqaleni kwendaba, hhayi ekugcineni kwayo.
  - ✿ yini ebingahle yenzeke ukuba abafana babalekile esikhundleni sokucela ukukhokha uthi olwephukile.
  - ✿ ukuthi bona bebezokwenzani ukuba bebegomunye wabafana.



## 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](http://www.nalibali.org) and [www.nalibali.mobi](http://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

Ngicela ningisize! Nginentshisekelo ngokufunda, kodwa angazi ukuthi ngingayenza kanjani indodakazi yami eneminyaka eyisishiyagalolunye ukuthi ifundele ukuzithokozisa. Ukuthola kunzima ukufunda esikoleni ngakho akafuni ukufunda ekhaya. Ngiyazi ukuthi uma efunda kakhudlwana, uzoba ngconywana ekufundeni, kodwa angazi ukuthi ngingamenza kanjani ukuthi afune ukufunda.

NguJason Chetty, eDurban North

## Jason othandekayo

Uma ukufunda kulukhuni ezinganeni, mancane amathuba okuthi zifune ukukwenza ngesikhathi sazo lapho zingenzi lutho. Zama ukutholela indodakazi yakho ukuthi izwe intokozo yezincwadi nezindaba lapho ingaphoqelekile ukuthi zifundele ngokwayo.

Mkhuthaze ukuthi azame ukufundela ukuzithokozisa, ngokuchitha imizuzu eyi-15 umfundela ngaphambi kokuthi alale nsuku zonke. Mvumele akhethe ukuthi iyiphi incwadi noma izincwadi afuna umfundele zona, futhi uma uqala incwadi bese ethi akayithandi, makakhethe enye eyehlukile. Zama ukumtholela izincwadi zezithombe ezingenamagama ukuze azifundele futhi/noma afunde kanye nawe. (Bheka amacebo ethu okusebenzisa izincwadi zezithombe ezingenamagama asekhazini lesi-13.) Mdedele alalele izindaba futhi. (Ungamtholela izindaba ezilalelwayo kusizindatwazi sikaNa'ibali nakumobhisayithi – [www.nalibali.org](http://www.nalibali.org) kanye naku-[www.nalibali.mobi](http://www.nalibali.mobi).) Mthathe niyobona imuvi esuselwe encwadini bese emva kwalokho uphakamise ukuthi umfundele incwadi!

Into ebaluleke kakhulu ukuthi ... khuthaza, khuthaza ubuye ukhuthaze indodakazi yakho ukuthi ifunde, kodwa ungayiphqi! Siqinisekile ukuthi izodobeka yizincwadi ngokuhamba kwesikhathi.

Ithimba likaNa'ibali



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

WRITE TO US!  
SIBHALELE!

The Na'ibali Supplement  
The Na'ibali Trust  
Suite 17-201, Building 17  
Waverley Business Park  
Wycroft Road  
Mowbray  
7700

[info@nalibali.org](mailto: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

Ngifuna ukwabelana nani ukuthi kuthangi indodana yami, uMorné, ufunde incwadi yonke ngokwakhe! Lokhu ngokokuqala ekwenza lokhu futhi ngiyaziqhenya kakhulu ngaye. Bekuyincwadi yezithombe ethi, *Otto gaan stap* ebhalwe ngu-Eric Hill. Izolo ngesikhathi somsebenzi wasekhaya ubenomsebenzi wokuhlola obekumele awenze. Bekufanele abhale imisho eyishumi nambili mayelana nanoma iyiphi incwadi ayifundile. Ungaqagela-ke ukuthi iyiphi incwadi abhale ngayo! Ngingumama othokozile. Ngifuna ukuthi ngibonge kakhulu kuNa'ibali ngosizo lwenu nokungicathulisa. Ngikwazile ukusebenzisa engikufunde kini ekhaya lami. Ngiyaphinda: ngiyabonga kakhulu, kakhulu!

NguDenise Nagel, eWillowmore

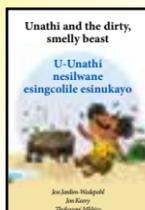
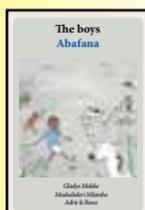
## Denise othandekayo

Siyakubongisa ngokuzuzwe yindodana yakho! Siyajabula kakhulu ukubamba iqhaza ohambeni lukaMorné lokufunda nokubhala. Umnikeze isipho esiyohlala impilo yonke!

Ithimba likaNa'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.

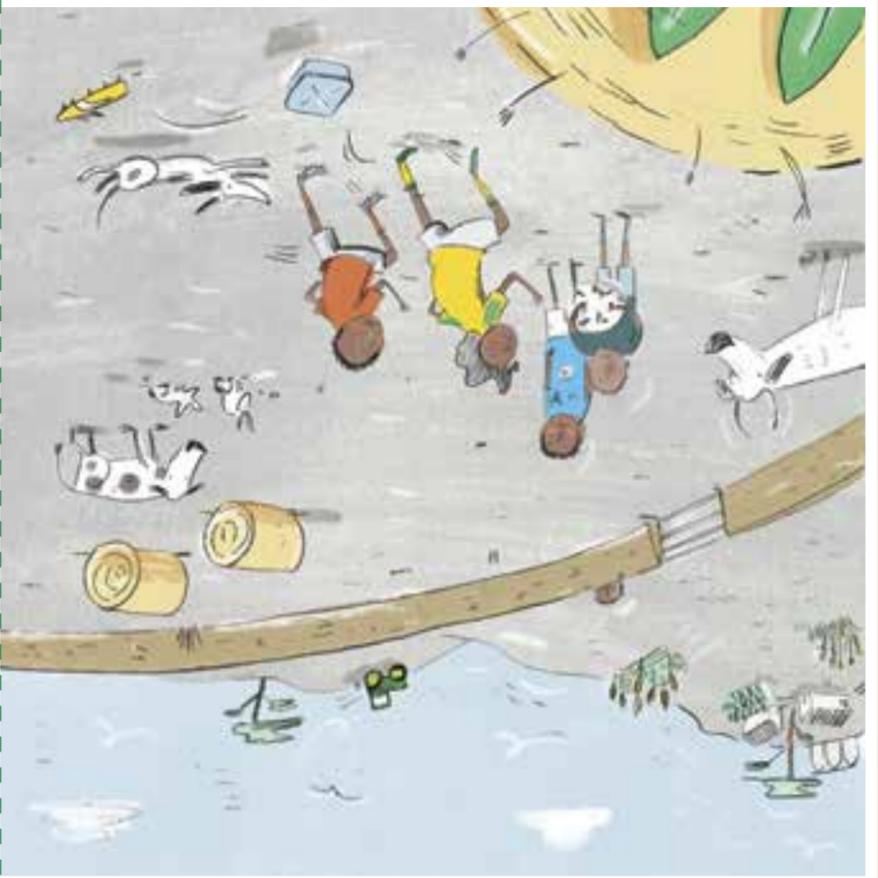


## Zenzele ezakho izincwadi EZIMBILI ozozisika uzikhiphe bese uzigcina

1. Khipha ikhasi lesi-5 ukuya kwele-12 alesi sithasiselo.
2. Iphepha elinamakhasi 5, 6, 11 kanye nele-12 lenza incwadi eyodwa. Iphepha elinamakhasi 7, 8, 9 kanye nele-10 lenza enye incwadi.
3. Sebenzisa iphepha ngalinye ukuze wenze incwadi. Landela imiyalelo engezansi ukuze wenze incwadi ngayinye.
  - a) Songa iphepha libe nguhhafu ngokulandela umugqa wamachashazi amnyama.
  - b) Lisonge libe nguhhafu futhi ulandele umugqa wamachashazi aluhlaza okotshani.
  - c) Sika ulandele umugqa wamachashazi abomvu.



Drive your  
imagination

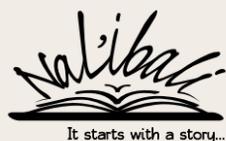


## COLLABORATE

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](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi)



UNal'ibali umkhankaso kazwelonke wokufundela ukuzithokozisa wokokhela inhlansi nokuzinzisa isiko lokufunda eNingizimu Afrika yonkana. Ukuze uthole eminye imininingwane, vakashela ku-[www.nalibali.org](http://www.nalibali.org) noma ku-[www.nalibali.mobi](http://www.nalibali.mobi)

## The boys Abafana



*Gladys Moleke  
Mushabeleri Mlambo  
Adrie le Roux*





U-Unathi nesilwane bobabili bayazifela ngokucula!  
Unathi and the bear both love singing!

Unathi is best at climbing. The bear is best at digging.  
U-Unathi mhle kakhulu ekukhweni. Isilwane sihle kakhulu ekugubheni.



# Unathi and the dirty, smelly bear

## U-Unathi nesilwane esingcolile esinukayo



Jess Jardim-Wedepohl  
Jon Keevy  
Thokozani Mkhize



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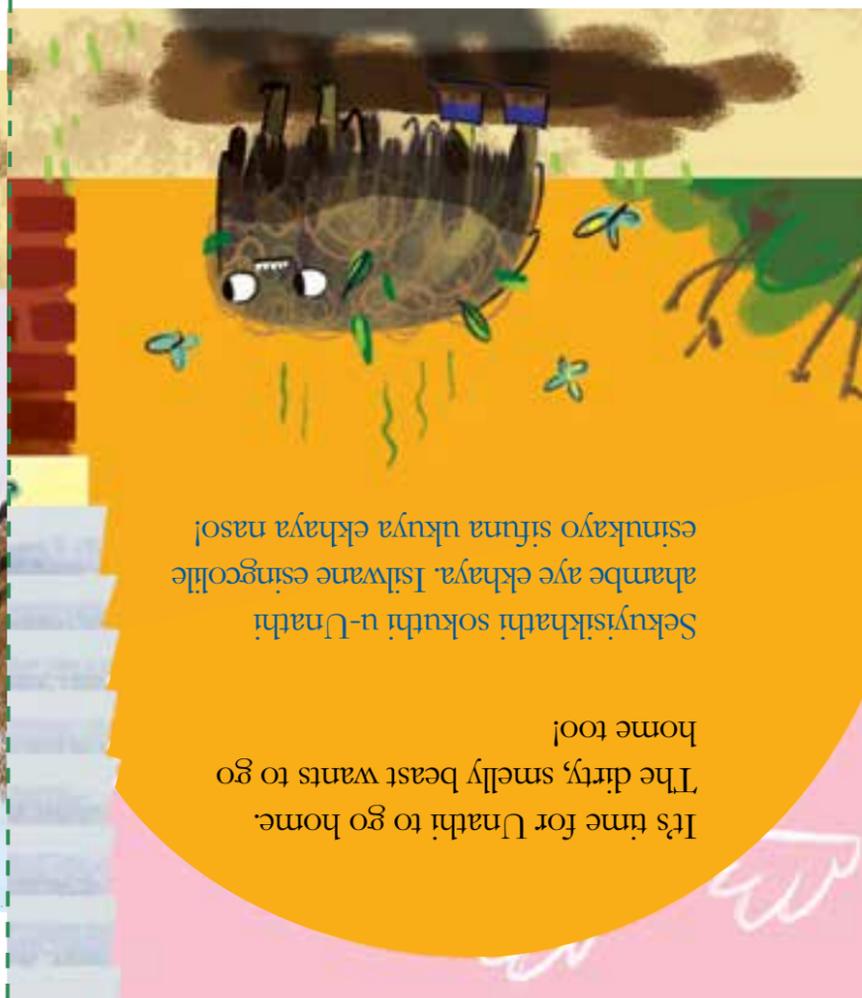


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U-Unathi ungono ekugxameni. Isilwane  
singcono ekugxumbuzeni emanzini.



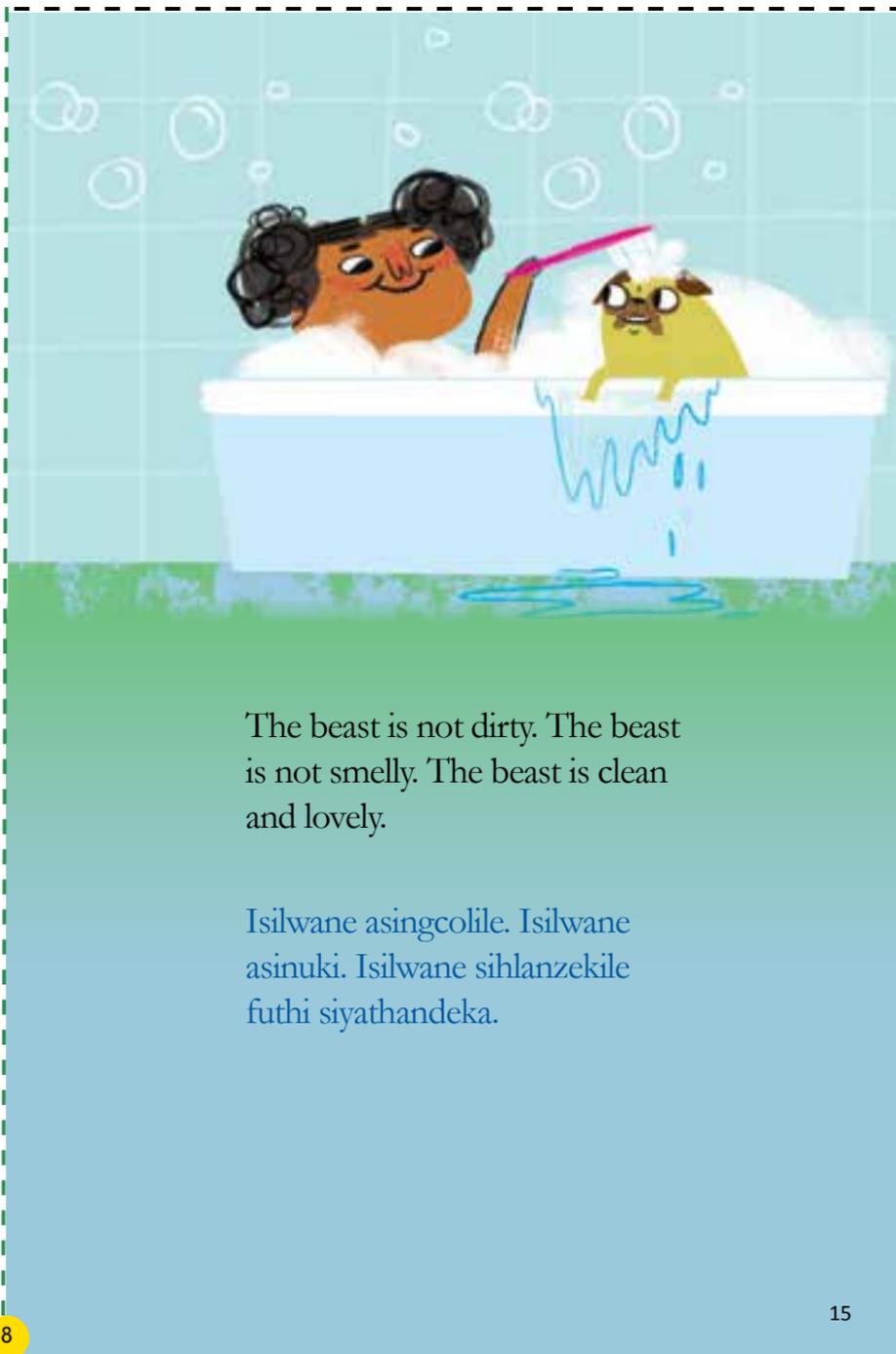
It's time for Unathi to go home.  
The dirty, smelly beast wants to go  
home too!

Sekuyisikhathi sokuthi u-Unathi  
ahambe aye ekhaya. Isilwane esingcolile  
esinukayo sifuna ukuya ekhaya naso!

Something is following Unathi.



Kukhona okuthile okulandela u-Unathi.



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

Isilwane asingcolile. Isilwane  
asinuki. Isilwane sihlanzekile  
futhi siyathandeka.



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

Unathi and the beast hide in the bubbles.

U-Unathi nesilwane bacasha emagwebini.

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



Le nto **ingcolile**. Le nto **iyanuka**.  
Le nto **yisilwane!**



“No dirty, smelly beasts in the house!” says Mama.  
 “Angifune silwane esingcolile esinukayo lapha endlini!”  
 kusho uMama.



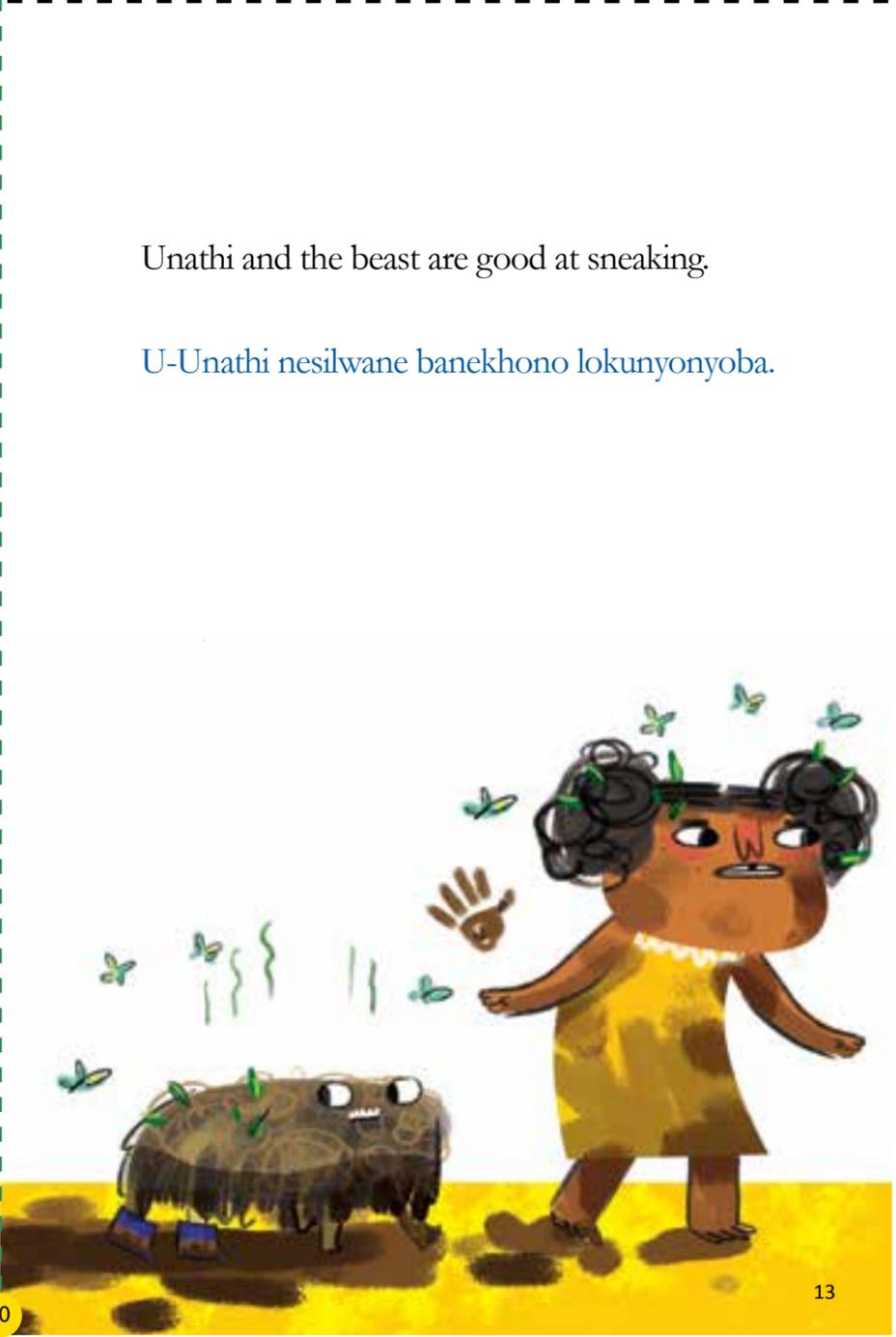
Unathi is good at running.  
 The beast is good at chasing.

U-Unathi unekhono  
 elihle lokugijima. Isilwane  
 sinekhono elihle lokuxosha.



Unathi and the beast are good at sneaking.

U-Unathi nesilwane banekhono lokunyonyoba.







## 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 izincwadi zezithombe ezingenamagama

Izincwadi zezithombe ezingenamagama, zivumela wena nezingane zakho ukuthi nisebenzise izithombe ukuzenzela indaba okungeyenu. Izingane ezincane ziyazithokozela, kodwa nezingane ezindadlana ezikuthola kunzima ukufunda, zivamile ukuzithokozela nazo. Izincwadi zezithombe ezingenamagama zibalulekile futhi uma kungekho zincwadi eziningi ezishicilelwe olimini lwakho, kanye nasemakilasini anobuliminingi okukanye emathimbeni okufunda.

Kodwa izincwadi zezithombe ezingenamagama zingaphezu kokuba yintokozo nje ukuzisebenzisa. Ziphinde:

- ✿ zisize izingane zakho ukuthi zifunde ukuthi izindaba zakhiwa kanjani – zinesingeniso, umzimba kanye nesiphetho.
- ✿ zengeze ulwazimagama lwezingane zakho ngenkathi zizama ukusebenzisa amagama amasha ukusho izinto ezingazejwayele ezizezithombeni, noma zizama ukusebenzisa amagama amasha endabeni yazo.
- ✿ zikhuthaze ukusungula ngoba izingane zakho kumele zisebenzise ikhono lokubona ngeso lengqondo ukuxoxa indaba – kanti akunandlela "elungile" noma "engalungile" ekuyixoxeni!

Nanka amanye amacebo ukukusiza ukusebenzisa izincwadi zezithombe ezingenamagama kanye nezingane.

- ✿ Funda isihloko (noma usihumushe bese usisho ngolimi lwakho) bese upheqa encwadini ubheke izithombe kanye nezingane zakho. Manje usukulungele ukuqala ekuqaleni futhi bese uxoxa indaba ususela ezithombeni.
- ✿ Ungaxoxa indaba okukanye ucele izingane zakho ukuba zenze lokhu. Noma, yenzeni niphothule nisebenzisa izithombe ukunikhombisa indlela.
- ✿ Phawula ngezinto ezizezithombeni, uzixhumanise nempilo yengane yakho. Ukwenza isibonelo: "Ucabanga ukuthi liyaphi leliya gundane? Uyakhumbula ukuthi sibone igundane ngemuva kwendlu ekuseni?"

## Reading club corner

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

|                  |                                |
|------------------|--------------------------------|
| <b>August</b>    | Women's Month                  |
| <b>9 August</b>  | National Women's Day           |
| <b>9 August</b>  | Book Lovers' Day               |
| <b>12 August</b> | International Youth Day        |
| <b>13 August</b> | International Left-Handers Day |
| <b>21 August</b> | 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.

## Ikhona lethimba lokufunda

UNCwaba unezinsuku eziningi ezikhethekile lapho sikwazi khona ukubungaza abantu ngokwahlukahlukena!

|                                 |                                    |
|---------------------------------|------------------------------------|
| <b>UNCwaba</b>                  | Inyanga Yabesifazane               |
| <b>Mhla ziyisi-9 kuNcwaba</b>   | USuku Lukazwelonke Lwabesifazane   |
| <b>Mhla ziyisi-9 kuNcwaba</b>   | USuku Lwabathandi Bezincwadi       |
| <b>Mhla ziyi-12 kuNcwaba</b>    | USuku Lwamazwe Ngamazwe Lwentsha   |
| <b>Mhla ziyi-13 kuNcwaba</b>    | USuku Lwamazwe Ngamazwe Lwamanxele |
| <b>Mhla zingama-21 kuNcwaba</b> | USuku Lwembongi                    |

### Zama amanye ala masu ngekaNcwaba

- ✿ Khetha izindaba ezikhombisa abesifazane emisebenzini eyahlukene, ukwenza isibonelo, abesifazane njengomama, njengodade, njengabaholi, amaciko, ababhali kanye nabadlali bemidlalo. Funda lezi zindaba kuzwakale inyanga yonke.
- ✿ Xoxela izingane indaba yangomhla ziyisi-9 kuNcwaba we-1956, ukuthi abesifazane baseNingizimu Afrika bakulwela kanjani ukwenziwa kobulungiswa kubo nakwabanye.
- ✿ Funda bese uxoxa izindaba nezingane kuyizona ezingabalingiswa abaphambili.
- ✿ Hlela umkhosi wezinkondlo! Thola izinkondlo ezimnandi bese uzifundela izingane kuzwakale. Emva kwalokho khuthaza izingane ukuthi zibhale ezazo izinkondlo bese zifundelana kuzwakale.



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](mailto: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.

Ukuthola ithuba lokuwina ezinye izincwadi zakwa-Book Dash, bhala iqoqa elihlaziya indaba ethi, *U-Unathi nesilwane esingcolile esinukayo* (amakhasi 7 kuya kwele-10), bese ulithumela nge-imeyili ku-[team@bookdash.org](mailto:team@bookdash.org), noma uthwebule isithombe bese uxhumana nathi ngothwitha ku-[@bookdash](https://twitter.com/bookdash). Khumbula ukufaka igama lakho eligcwele, iminyaka yobudala kanye neminingwane yokuxhumana.



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.

“Awu, hhe!” uMotlatsi noTshepo baphefumulela phezulu ngenkathi ikhayithi labo elinokumnyama nokubomvu lihlala phezu kophahla lukaNkk Ntshona maqede lithandeleka othini lukamabonakude.

“Asisheshe! Kumele silidonse liphume ngokushesha!” kumemeza uTshepo.

UMotlatsi wabamba intambo walidonsa. Wethuka, uthi lukamabonakude olwase luludala kakhulu, lwagoba lwaze lwacishe lwathinta amathayili afulele upahla lukamakhelwane wakubo.



“Ubaba uzothukuthela kakhulu!” kukhala uTshepo, emboza ubuso ngezandla zakhe.

“Ngeke athukuthela njengoNkk Ntshona!” kuphendula uMotlatsi. Wabamba umfowabo bathi tshobe ngemuva kwegalaji. “Mbheke! Nanguya!”

Nebala bo, uNkk Ntshona wayemi ngaphandle komnyango wekhishi lakwakhe ebeke izandla edanda. Abafana babekwazi ukubona ukuthi uthukuthela. Wabuka phezulu ophahleni walubona uthi olugobile. Wawavula kakhulu amehlo akhe. Wanikina ikhanda. Amashiya akhe asikaza ukuhlangana phakathi nobuso bakhe. Washaya ngonyawo phansi. Izindebe zakhe zomlomo zaziwumugqa owodwa oqondile.

“Ubaba usitshelile ukuthi sindizise ikhayithi epaki kuphela nathi sathembisa ukuthi sizokwenzajalo!” uTshepo ehlebelela umfowabo.

“Sisenkingeni enkulu manje,” kuvuma uMotlatsi. “Asimlalelanga! Ucabanga ukuthi uzokwenzani?” Unyawo lwakhe lwakhahlela uthuli.

“Mhlawumbe ubaba uzolithatha ikhayithi lethu,” kuphendula uTshepo, “noma ngeke aphinde asinike imali ukuthenga amaswidi.” Wagqolozela umfowabo emehlweni.

Ukubukeka edumele kwedlula ebusweni bukaMotlatsi. “We! Yini okunye?”

“Sisephulile isithembiso sethu. Isithembiso siyinto yangunaphakade.” UTshepo wahlala phansi wafaka ikhanda phakathi kwezandla.

“Pho kuzokwenzekani manje?” kubuza uMotlatsi eluma izinzipho zakhe.

UTshepo wenwaya ikhanda lakhe. “UBaba ngeke aphinde asithembe.”

“Kusho ukuthini lokho, Tshepo? Yini ukuthemba?” kubuza uMotlatsi.

“Ssh! Hhayi kakhulu kangaka! UNkk Ntshona uzosizwa! Ngicabanga ukuthi kusho ukuthi ngeke asikholwe uma simtshela into,” kuhleba uTshepo.

“Usho njengobangithe ngiziphasile Izibalo esikoleni?” kubuza uMotlatsi, ejuluka.

“Cha, ukukholiwe lokho ngoba ufunde umbiko wakho wasesikoleni,” kusho uTshepo.

“Usho njengalapho ngimtshela ukuthi ngidle u-ayisikhilimu njengesidlo sasemini?” kuphakamisa uMotlatsi, ezama ukuqondisisa.

UTshepo wanikina ikhanda. “Hhayi kanjalo,” kusho yena. “Kufanele kube yinto ebalulekile.”

“Njengalapho ngilahle amarandi amabili ayenginikeze wona?” kubuza uMotlatsi. “Ngamtshela ukuthi awile ekhukhwini lami.”

“Wayazi ukuthi lokho kuyiqiniso ngoba wawunembobo ekhukhwini lakho,” kuchaza uTshepo.

“Usho ini kanti? Ngabe kusho ukuthi uBaba uzohamba anyamalale angaphinde abuye? Noma uzosiyisa kude?” kubuza uMotlatsi, sekuthi makakhale.

UTshepo wanikina ikhanda. “Lutho! UBaba uyasithanda! Wukuthi nje uma uthembise umuntu othile ukuthi ngeke uyenze into ethile, akumele uyenze – nangephutha. Futhi, uma uthembise umuntu ukuthi uzokwenza into ethile, kumele uyenze yikhona lowo muntu ezokwethemba. Njengalesi sikhathi uthembise uSibongile ukuthi uzolithola ipeni lakhe elisha ngempela walithola! Manje-ke, sshh!”

UTshepo noMotlatsi balunguza ekhoneni legalaji. Bambona uNkk Ntshona ebuka umakhalekhukhwini wakhe. Wayesezoshayela othile ucingo.

“Uzofonela uBaba! Awu, ngeke! Singamvimba kanjani?” kubuza uMotlatsi. Wayesezobaleka ngenkathi uTshepo ezinikela. Waphuma lapho babecashe khona, waqonda ngqo engozini!

“Sawubona, Nkk Ntshona,” kusho uTshepo eqonde othangweni. “Ngiyaxolisa kakhulu ngothi lwakho lukamabonakude.”

UNkk Ntshona wambuka phansi naphezulu, izindebe zakhe zihlangene ngci. Wayephefumula ngokushesha. “Uthi olusha lubiza imali, uyazi, Tshepo. Mhlawumbe kumele uthole umsebenzi ungithengele olunye olusha!” Izwi lakhe lalikhala kuzwakale kakhulu njengensimbi.

“UBaba uyasinika imali yokuthenga esikuthandayo,” kusho uMotlatsi esondela ezoma eduze kukamfowabo. “Sizosebenzisa imali yethu yokuzithengela esikuthandayo ukuze sikuthengele uthi olusha.” Wayefisa sengathi ngabe akakushongo lokho, kodwa wayazi ukuthi kwakuswelekile.

“Ngempela?” kwasho uNkk Ntshona ngenkathi izwi lakhe liphakama. “Niyithola nini imali yenu, futhi yimalini?”

“Sithola amarandi amahlanu ngamunye ngesonto,” bahlebeza ndawonye, behlehla kancane.

“Lawo amarandi ayishumi ngesonto. Singayonga ...” kusho uTshepo, edonsa izwi. Kungathatha isikhathi eside ukukhokhela uthi olusha lukamabonakude futhi uBaba uzothola ukuthi kwenzekeni.

Abafana babelokhu bebukana bodwa bephelelwa ngamandla ngangokuthi baze bakhohlwa nguNkk Ntshona. Uma bephinda bembheka futhi, bathola ukumangala. UNkk Ntshona wayebukeka ebusweni bakhe ethambile futhi sengathi usephusheni.

Abafana babamba umoya.

“We zingane, ngake ngaba nalo ikhayithi. Lalinombala ompunga nophinki. Ngama esivandeni sasekhaya likamkhulu wami eLesotho ngibambe intambo yalo. Landiza laya phezulu esibhakabhakeni. Lalibukeka lijabule kakhulu. Ngalidedela. Ngalibuka lindiza liya phezulu, phezulu, ngaze angabe ngisalibona nhlobo.”

Wamoyizela ebuka abafana. “Kulungile, Tshepo noMotlatsi. Ngeke ngimtshela uyihlo. Loluya luthi oludala bese lungenamsebenzi walutho vele. Bengidinga ukuthenga olusha. Ngizothola ileli bese uyagibela uthathe ikhayithi lenu.”



Ngenkathi ehamba eqhela kubo abafana bamuzwa ethi, “Ngingase ngikhiphe isiphuzo soshokoledi oshisayo nekhekhe ekhishini uma senehlela phansi!”

Abafana bavele babhekana base bemoyizela.

# Nal'ibali fun

## Okokuzithokozisa 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 \_\_\_\_\_

### Kuyini okusesithombeni?

Kungaki kulezi zinto ongakuthola esithombeni bese ukusho ngamagama?

- into esidla ngayo \_\_\_\_\_
- into ekusizayo ukuthi ubone kangconywana \_\_\_\_\_
- into okuhlalwa phezu kwayo \_\_\_\_\_
- into ephuzwayo \_\_\_\_\_
- indawo lapho upheka ukudla khona \_\_\_\_\_
- into ekutshela ukuthi sithini isikhathi \_\_\_\_\_



2.

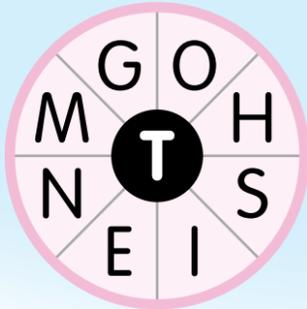
### Complete this word wheel challenge!

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.



### Qedela le nselelo yesondo lamagama!

Landela imithetho esebhokisini, bese ubhala amagama amaningi ngangokwamandla akho usebenzisa izinhlamvu ezisesondweni lamagama. Zama ukubhala igama elisebenzisa zonke izinhlamvu eziyisishiyagalolunye!

#### Imithetho

1. Yenza amagama anezinhlamvu ezimbili noma ngaphezulu.
2. Sebenzisa uhlamvu ngalunye kwezisesondweni kube kanye kuphela egameni.
3. Njalo nje faka uhlamvu oluphakathi nesondo emagameni akho.
4. Amabizoqho awavumelekile.




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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, something  
zimpendulo: 1. imfologo, izingilazi/zibuko, isihlalo, isiphuzo/ujusi, izoso, iwashi 2. izibonelo: esinukayo, yona, kona, nuka, sona, senu, nayo, isona, sukani, enkuyo, esinayo, inyoka

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