



## The power and point of reading aloud

**Reading aloud is one of the most important activities we can do with children of all ages – even when they can read for themselves! It lays the foundation for a nation of readers and critical thinkers. Carole Bloch, Executive Director of the Project for the Study of Alternative Education in South Africa (PRAESA) explains.**

“My favourite time all the way through school was at the end of a day, when our English teacher would say, “Put everything away, put your heads on your desks, shut your eyes and listen.” Then we’d travel in our minds through the worlds of storybook authors, sometimes familiar and sometimes strange, but always carried by the familiar rhythm of our teacher’s reading voice.

The sense of liberation and satisfaction that getting lost in a great story offered, expanded into confidence as we found our own voices in the excited discussions that would often follow. We learnt by listening, thinking and talking about how we would have approached the challenges the story characters faced. Risky thinking and imagining became possible because these were “just stories”! We were really free to express our ideas and emotions and to explore “right and wrong”, “good and evil”, and “fair and unfair”.

Back then I didn’t realise why being read to was so powerful. I also didn’t appreciate the educational point of it all. But now, as a literacy specialist, I do!

What I know now is that children need reading role models. Adults have the power to choose what to read to children and where their young minds should travel. Adults give life to every story they share, and every story shared helps to spark and maintain a passion for reading in youngsters.

But too many of us have grown up without being read to, so we may not have stories that we can recommend to others. Many of us do not have lots of experience at reading aloud. This shouldn’t stop us! The fact is that practice makes perfect. Everyone develops as a reader – story by story and book by book. What is good for the child, is also good for the adults! So, just choose a story and get reading to the children in your life!

## Hoekom dit belangrik is om hardop te lees

**Om hardop te lees is een van die belangrikste aktiwiteite wat ons saam met kinders van alle ouderdomme kan doen – selfs wanneer hulle al op hul eie kan lees! Dit lê die grondslag vir ’n nasie van lesers en kritiese denkers. Carole Bloch, Uitvoerende Direkteur van die Project for the Study of Alternative Education in South Africa (PRAESA) verduidelik.**

“Regdeur my skoolloopbaan was my gunstelingtyd aan die einde van die skooldag wanneer ons Engels-onderwyser gesê het: “Pak alles weg, lê met julle koppe op jul arms, maak julle oë toe, en luister.” Dan het ons in ons gedagtes deur die wêreld van storieboekskrywers gereis, soms bekend en soms vreemd, maar altyd op die maat van die bekende ritme van ons onderwyser se stem.

Die gevoel van bevryding en bevrediging wat ons ervaar het wanneer ons onself in ’n wonderlike storie verloor het, het ons selfvertroue laat blom wanneer ons na die tyd opgewonde daaroor gesels het. Ons het geleer deur te luister, te dink en te praat oor hoe ons die uitdagings waarvoor die karakters in die storie te staan gekom het, sou aanpak. Waaghalsige idees en beelde het moontlik geword omdat dit “slegs stories” was! Ons was werklik vry om ons idees en emosies uit te druk en om “reg en verkeerd”, “goed en kwaad”, “regverdig en onregverdig” te verken.

Destyds het ek nie besef hoekom dit so bemaatigend is wanneer iemand vir jou lees nie. Ek het ook nie die opvoedkundige rede daarvoor waardeur nie. Maar vandag, as ’n geletterheidspesialis, verstaan ek dit!

Wat ek nou weet, is dat kinders leesrolmodelle nodig het. Volwassenes het die mag om te kies wat om vir kinders te lees, en ook waarheen hulle in hul jong gedagte-wêreld moet reis. Volwassenes maak elke storie wat hulle deel lewendig, en elke storie wat gedeel word, help om ’n passie vir lees by jongmense te laat vlam vat.

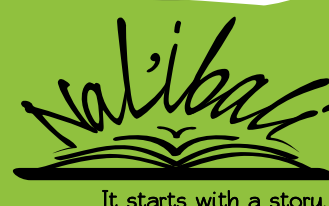
Maar te veel van ons het grootgeword sonder dat iemand vir ons gelees het, en ons het dalk nie stories wat ons vir ander kan aanbeveel nie. Baie van ons het nie veel ondervinding van hardop lees nie. Dit behoort ons nie te keer nie! Die feit is dat ’n mens al doende leer. Elkeen ontwikkel as ’n leser – storie vir storie en boek vir boek. Wat goed is vir die kind, is ook goed vir die volwassenes! Kies dus net ’n storie en begin vir die kinders in jou lewe lees!



**Drive your imagination**

**Join us in taking the power of stories to the next level. Let’s go!**

**Kom ons neem saam die krag van stories na die volgende vlak. Komaan!**





# Story stars

## Building a brighter future through books

**FUNda Leader, Mhlalikazi Khumalo,** works at Sifunda Kunye Literacy Project in Keiskammahoek, Eastern Cape. She is passionate about the importance of reading and writing, and is a role model for many others. We chatted to Mhlalikazi about her experience of stories as a child and her work in encouraging children to be readers.

Sibongile Ngatwa



Mhlalikazi Khumalo

### What do you do at Sifunda Kunye Literacy Project?

I work with high school learners. I set up and run reading clubs, writing clubs and projects where we make books. I also run a literacy centre.

### Why is this work important?

When children are part of these clubs and projects they have the opportunity to be themselves! They are able to read books of their own choice, to write from the heart and to read and write about topics and issues that matter to them. These things are important if we want to make sure that our children and our country have a bright future.

### Why are books and stories important?

They deal with very important and complex issues in our society in interesting and exciting ways. Through reading we get to understand other people's struggles, cultures and challenges. We empathise more and look at things differently.

### Do you think we need books in all South African languages?

Of course! Children need to learn to use and read in their mother tongue before tapping into other languages. It makes learning other languages so much easier.

### If you were the president of South Africa, what two things would you do to make a difference to literacy?

I would make sure that there is a reading club that meets regularly in every community and I would allow children to be taught in their mother tongue languages at school.

### Who read to you or told you stories as a child?

My mother, grandmother, siblings and uncles used to tell me stories in isiXhosa and in English. My mother and brother used to read to me. I still carry the memories of some of those stories.

### What languages do you read in now?

I read mostly in English, but recently I have reconnected with reading isiXhosa novels and short stories!

### Where is your favourite place to read?

In bed!

### The book that changed my world was ...

... *A New Earth* by Eckhart Tolle.

### My favourite book to read to children is ...

... *Refilwe* by Zukiswa Wanner.



# Storiesterre

## Bou 'n blinker toekomst met boeke

**FUNda Leader, Mhlalikazi Khumalo,** werk by die Sifunda Kunye Literacy Project in Keiskammahoek in die Oos-Kaap. Sy is passievol oor die belangrikheid van lees en skryf, en is 'n rolmodel vir baie. Ons het met Mhlalikazi oor haar ervaring van stories as 'n kind gesels, en ook haar werk om kinders aan te moedig om lesers te wees.

### Wat doen jy by die Sifunda Kunye Literacy Project?

Ek werk met hoërskoolleerders. Ek begin en bestuur leesklubs, skryfklubs en projekte waar ons boeke maak. Ek bestuur ook 'n geletterheidsentrum.

### Waarom is hierdie werk belangrik?

Wanneer kinders deel van hierdie klubs en projekte is, kry hulle die geleentheid om hulself te wees! Hulle kan boeke lees wat hulle self kies, skryf wat in hulle harte is en lees en skryf oor onderwerpe en kwessies wat vir hulle saak maak. Hierdie dinge is belangrik as ons 'n blink toekomst vir ons kinders en ons land wil verseker.

### Waarom is boeke en stories belangrik?

Hulle behandel baie belangrike en komplekse vraagstukke in ons samelewing op interessante en opwindende maniere. Wanneer ons lees, kry ons begrip vir dit waarmee mense worstel, hul kultuur en uitdagings. Ons het meer empatie en kyk op 'n ander manier na dinge.

### Dink jy ons het boeke in al die Suid-Afrikaanse tale nodig?

Natuurlik! Kinders moet hul moedertaal leer gebruik en in hul moedertaal leer lees voordat hulle ander tale verken. Dit maak dit soveel makliker om ander tale te leer.

### As jy die president van Suid-Afrika was, watter twee dinge sou jy doen om 'n verskil aan geletterdheid te maak?

Ek sou seker maak dat daar 'n leesklub is wat gereeld in elke gemeenskap bymekaarkom en ek sou kinders op skool in hul moedertale laat onderrig.

### Wie het vir jou as kind stories geles of vertel?

My ma, ouma, broers en susters en ooms het vir my stories in isiXhosa en in Engels vertel. My ma en broer het vir my geles. Ek dra steeds die herinneringe van daardie stories met my saam.

### In watter tale lees jy nou?

Ek lees meestal in Engels, maar ek het onlangs weer begin om romans en kortverhale in isiXhosa te lees!

### Waar is jou gunstelingplek om te lees?

In die bed!

### Die boek wat my wêreld verander het, is ...

... *A New Earth* deur Eckhart Tolle.

### Die boek wat ek die graagste vir kinders lees, is ...

... *Refilwe* deur Zukiswa Wanner.



Find out about other FUNda Leaders by going to "Meet our FUNda Leaders" on our website, [www.nalibali.org](http://www.nalibali.org). Or, join the FUNda Leader Network by:

- emailing Nal'ibali at [info@nalibali.org](mailto:info@nalibali.org)
- contacting us on Facebook or Twitter ([nalibaliSA](https://www.facebook.com/nalibaliSA))
- signing up on the Nal'ibali website ([www.nalibali.org](http://www.nalibali.org)), or mobisite ([www.nalibali.mobi](http://www.nalibali.mobi))
- calling the Nal'ibali call centre on 02 11 80 40 80.

**FUNda**  
LEADER



Vind meer uit oor ander FUNda Leaders deur "Meet our FUNda Leaders" op ons webwerf te besoek, [www.nalibali.org](http://www.nalibali.org). Of sluit by die FUNda Leader-netwerk aan deur:

- 'n e-pos aan Nal'ibali te stuur by [info@nalibali.org](mailto:info@nalibali.org)
- ons op Facebook of Twitter ([nalibaliSA](https://www.facebook.com/nalibaliSA)) te kontak
- op die Nal'ibali-webwerf ([www.nalibali.org](http://www.nalibali.org)), of selfoonwerf ([www.nalibali.mobi](http://www.nalibali.mobi)) aan te sluit
- Nal'ibali se inbelsentrum by 02 11 80 40 80 te skakel.



Drive your imagination



# Celebrate books!

World Book Day is a worldwide celebration of books and reading. It is observed in over 100 countries on different dates in the year and in different ways. In South Africa, we celebrate it on 23 April each year.



# Vier boeke!

Wêreldboekedag is 'n wêreldwye viering van boeke en lees. Dit word in meer as 100 lande op verskillende dae van die jaar en op verskillende maniere gevier. In Suid-Afrika vier ons dit elke jaar op 23 April.

Here are some ideas for how to celebrate World Book Day.

- Spend at least 20 minutes on 23 April reading books and stories. You could read the stories in this supplement or past Nal'ibali Supplements, or you could download some of the stories in 11 languages from our website ([www.nalibali.org](http://www.nalibali.org)) or mobisite ([www.nalibali.mobi](http://www.nalibali.mobi)). You can read in different ways too – everyone can read silently or you can take turns reading your favourite stories to each other.
- Encourage the children to design an advertisement or new book cover for a book they love to read.
- Ask the children to think about a story character who they admire. Can they say why they admire this character? Spend some time talking to each other about these characters and then suggest that the children write about their characters and draw pictures of them too.
- Create a story mural. Choose an exciting story with interesting words in it to read aloud to children. Give them each a sheet of paper and ask them to write down any words or phrases from the story that they like as they listen to you reading. When you have finished the story, put a large sheet of paper on the table or floor, and then let the children write all or some of their words and phrases on the paper and draw pictures to go with them. Display the mural and let the children spend time looking at it.

Hier volg 'n paar idees oor hoe om Wêreldboekedag te vier.

- Spandeer op 23 April minstens 20 minute om boeke en stories te lees. Jy kan die stories in hierdie bylae of in vorige Nal'ibali-bylaes lees, of jy kan stories in 11 tale van ons webwerf ([www.nalibali.org](http://www.nalibali.org)) of selfoonwerf ([www.nalibali.mobi](http://www.nalibali.mobi)) aflaai. Julle kan ook op verskillende maniere lees – almal kan vir hulself lees of julle kan beurte maak om jul gunstelingstories vir mekaar te lees.
- Moedig die kinders aan om 'n advertensie of nuwe omslag vir 'n boek waarvan hulle baie hou, te ontwerp.
- Vra die kinders om te dink oor 'n storie karakter wat hulle bewonder. Kan hulle sê waarom hulle hierdie karakter bewonder? Spandeer tyd om met mekaar oor hierdie karakters te gesels en stel dan voor dat die kinders oor hulle karakters skryf en ook prente van hulle teken.
- Skep 'n storiemuur. Kies 'n opwindende storie met interessante woorde en lees dit hardop vir jou kinders. Gee vir elkeen van hulle 'n vel papier en vra hulle om enige woorde of frases waarvan hulle hou in die storie daarop neer te skryf terwyl jy die storie lees. Wanneer jy die storie klaar gelees het, plaas 'n groot vel papier op die tafel of vloer, en laat die kinders al of sommige van hulle woorde en frases op die papier neerskryf en prente teken wat daarby pas. Stal die storiemuur uit en maak tyd om daarna te kyk.

Get your free copy of Nal'ibali's Children's Literacy Rights Charter! The charter is a full-colour multilingual poster highlighting the different kinds of literacy experiences all children should have to best enable them to learn to read and write. Contact the Nal'ibali call centre on 02 11 80 40 80 by 28 April 2017 to request your free copy.

Kry jou gratis eksemplaar van Nal'ibali se Kinders se Handves van Geletterdheid! Die handves is 'n volkleur-, veeltalige plakkaat wat die verskillende soorte geletterdheidservarings uiteensit wat alle kinders behoort te hê om hulle die beste kans te gee om te leer lees en skryf. Skakel Nal'ibali se inbelsentrum by 02 11 80 40 80 teen 28 April 2017 om jou gratis eksemplaar aan te vra.



## NAL'IBALI ON RADIO!

Tune into the following radio stations to enjoy listening to stories on Nal'ibali's radio show!

- Ikwekwezi FM** on Monday, Wednesday and Friday at 9.45 a.m.
- Lesedi FM** on Monday, Tuesday and Thursday at 9.45 a.m.
- Ligwalagwala FM** on Monday to Wednesday at 9.10 a.m.
- Munghana Lonene FM** on Monday, Wednesday and Friday at 9.35 a.m.
- Phalaphala FM** on Monday to Wednesday at 11.15 a.m.
- RSG** on Monday to Wednesday at 9.10 a.m.
- SAfm** on Monday, Wednesday and Friday at 1.50 p.m.
- Thobela FM** on Tuesday and Thursday at 2.50 p.m., on Saturday at 9.20 a.m. and on Sunday at 7.50 a.m.
- Ukhozi FM** on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.
- Umhlobo Wenene FM** on Monday to Wednesday at 9.30 a.m.
- X-K FM** on Monday, Wednesday and Friday at 9.00 a.m.



## NAL'IBALI OP DIE RADIO!

Skakel op enige van die volgende radiostasies in en geniet dit om na stories op Nal'ibali se radioprogram te luister!

- Ikwekwezi FM** op Maandag, Woensdag en Vrydag om 9.45 vm.
- Lesedi FM** op Maandag, Dinsdag en Donderdag om 9.45 vm.
- Ligwalagwala FM** van Maandag tot Woensdag om 9.10 vm.
- Munghana Lonene FM** op Maandag, Woensdag en Vrydag om 9.35 vm.
- Phalaphala FM** van Maandag tot Woensdag om 11.15 vm.
- RSG** van Maandag tot Woensdag om 9.10 vm.
- SAfm** op Maandag, Woensdag en Vrydag om 1.50 nm.
- Thobela FM** op Dinsdag en Donderdag om 2.50 nm., op Saterdag om 9.20 vm. en op Sondag om 7.50 vm.
- Ukhozi FM** op Woensdag om 9.20 vm. en op Saterdag om 8.50 vm.
- Umhlobo Wenene FM** van Maandag tot Woensdag om 9.30 vm.
- X-K FM** op Maandag, Woensdag en Vrydag om 9.00 vm.





## Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, *An Extraordinary Egg*, (pages 5, 6, 7, 8, 11 and 12) and *Animals* (pages 9 and 10), as well as the Story Corner story, *Storm* (page 14). Choose the ideas that best suit your children's ages and interests.

### An Extraordinary Egg

It's an ordinary day on Pebble Island for three frogs until one of them discovers a beautiful white egg. They've never seen an egg like this before and one of them decides it is a chicken egg. This is a funny story about mistaken identity.



As you read the book together, talk about the pictures and the words with your children. For example, ask questions like these.

- ☉ **page 2:** Can you see the pebbles? Can you think of another word for "pebbles"?
- ☉ **page 7:** Can you see the egg? Do you think it looks like a chicken egg?
- ☉ **page 8:** Is that a chicken? What do you think it is?



Use Plasticine or playdough to make the animals in the story, then use these to retell the story in your own way.



Encourage your children to use the following materials to make alligators: a long egg carton or egg tray, cardboard, scissors, glue, green paint and kokis.



Suggest that your children draw pictures of an animal hatching from an egg, and then write a few sentences or a poem about their picture.

### DID YOU KNOW?

Alligators live only in the USA and China. They live in places with lots of water, like ponds, swamps and rivers. They do not live in the sea!

In Africa, we have crocodiles not alligators! Crocodiles look a lot like alligators, but alligators have a wider U-shaped snout and crocodiles have a more pointed V-shaped snout.

### Animals

This little book introduces very young children to different animals and the sounds they make. You can also use it with older children by letting them read it in their mother-tongue first and then in the other language of the supplement. They can also read it to younger children who they know.



As you read the book together, talk about the colours of the different animals and the sounds they make.



With older children, read the sound words for each animal in both languages and notice how they sound the same or different.



Use the pictures in the book to tell a story.

### Storm

In this story, a young girl from a fishing village is brought a surprise gift by an angry storm.



What colours do you think of when you think of a storm? Use different coloured paints to create a picture of an angry storm on a large sheet of paper.



Make an animal clinic card for Storm, the puppy. Write the details below on a sheet of paper and then draw a picture of Storm in a block above them.

- |                  |                         |
|------------------|-------------------------|
| ☉ Pet's name:    | ☉ Owner's name:         |
| ☉ Type of pet:   | ☉ Owner's address:      |
| ☉ Colour of pet: | ☉ Owner's phone number: |
| ☉ Male/female:   |                         |

## Raak doenig met stories!

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



### 'n Ongewone Eier

Dis 'n gewone dag op Klippieseiland vir drie paddas, totdat een van hulle 'n mooi wit eier ontdek. Hulle het nog nooit voorheen so 'n eier gesien nie, maar een van hulle besluit dis 'n hoendereier. Dit is 'n prettige verhaal oor misplaasde identiteit.



Terwyl julle die boek saam lees, gesels met jou kinders oor die woorde en die prente. Vra byvoorbeeld vrae soos die volgende.

- ☉ **bladsy 2:** Kan julle die klippies sien? Kan julle aan 'n ander woord vir "klippies" dink?
- ☉ **bladsy 7:** Kan julle die eier sien? Dink julle dit lyk soos 'n hoendereier?
- ☉ **bladsy 8:** Is dit 'n hoender? Wat dink julle is dit?



Gebruik Plasticine of speeldeeg om die diere in die storie te maak en gebruik dit dan om die storie op julle eie manier oor te vertel.



Moedig jou kinders aan om die volgende materiaal te gebruik om alligators te maak: 'n lang eierhouer, karton, skêr, gom, groen verf en viltpenne.



Stel voor dat jou kinders prente teken van 'n dier wat uit 'n eier uitbroei, en laat hulle dan 'n paar sinne of 'n gedig oor hulle prent skryf.

### HET JY GEWEET?

Alligators kom slegs in die VSA en China voor. Hulle kom voor op plekke waar daar baie water is, soos damme, moerasse en riviere. Hulle leef nie in die see nie!

In Afrika het ons krokodille, nie alligators nie! Krokodille lyk baie soos alligators, maar alligators het 'n breër U-vormige snoet terwyl krokodille se snoete meer V-vormig is.

### Diere

Hierdie klein boekie stel diere en die geluide wat hulle maak aan baie jong kinders bekend. Jy kan dit ook vir ouer kinders gebruik deur hulle dit in hul moedertaal en dan in die ander taal van die bylae te laat lees. Hulle kan dit ook vir jonger kinders wat hulle ken, lees.



Terwyl julle die boek saam lees, gesels oor die kleure van die verskillende diere en die geluide wat hulle maak.



Lees met ouer kinders die klankwoorde vir elke dier in albei tale en let op hoe dit dieselfde of anders klink.



Gebruik die prente in die boek om 'n storie te vertel.

### Storm

In hierdie storie bring 'n woeste storm vir 'n jong meisie van 'n vissersdorp 'n verrassing.



Aan watter kleure dink julle wanneer julle aan 'n storm dink? Gebruik verskillende kleure verf en 'n groot vel papier om 'n prent van 'n woeste storm te teken.



Maak 'n dierekliniekkaart vir Storm, die babahondjie. Skryf die besonderhede hieronder op 'n vel papier en teken dan 'n prentjie van Storm in 'n kassie bo die besonderhede.

- |                          |                              |
|--------------------------|------------------------------|
| ☉ Troeteldier se naam:   | ☉ Eienaar se naam:           |
| ☉ Soort troeteldier:     | ☉ Eienaar se adres:          |
| ☉ Kleur van troeteldier: | ☉ Eienaar se telefoonnommer: |
| ☉ Manlik/vroulik:        |                              |

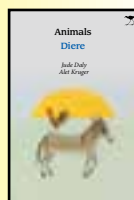
### Create TWO cut-out-and-keep books

#### Animals

1. Tear off page 9 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the green dotted line to make the book.
4. Cut along the red dotted lines to separate the pages.

#### An Extraordinary Egg

1. To make this book use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.



### Maak TWEE knip-uit-en-bêreboekies

#### Diere

1. Skeur bladsy 9 van hierdie bylae af.
2. Vou die bladsy in die helfte op die swart stippellyn.
3. Vou dit weer in die helfte op die groen stippellyn om die boek te maak.
4. Knip op die rooi stippellyn om die bladsye te skei.

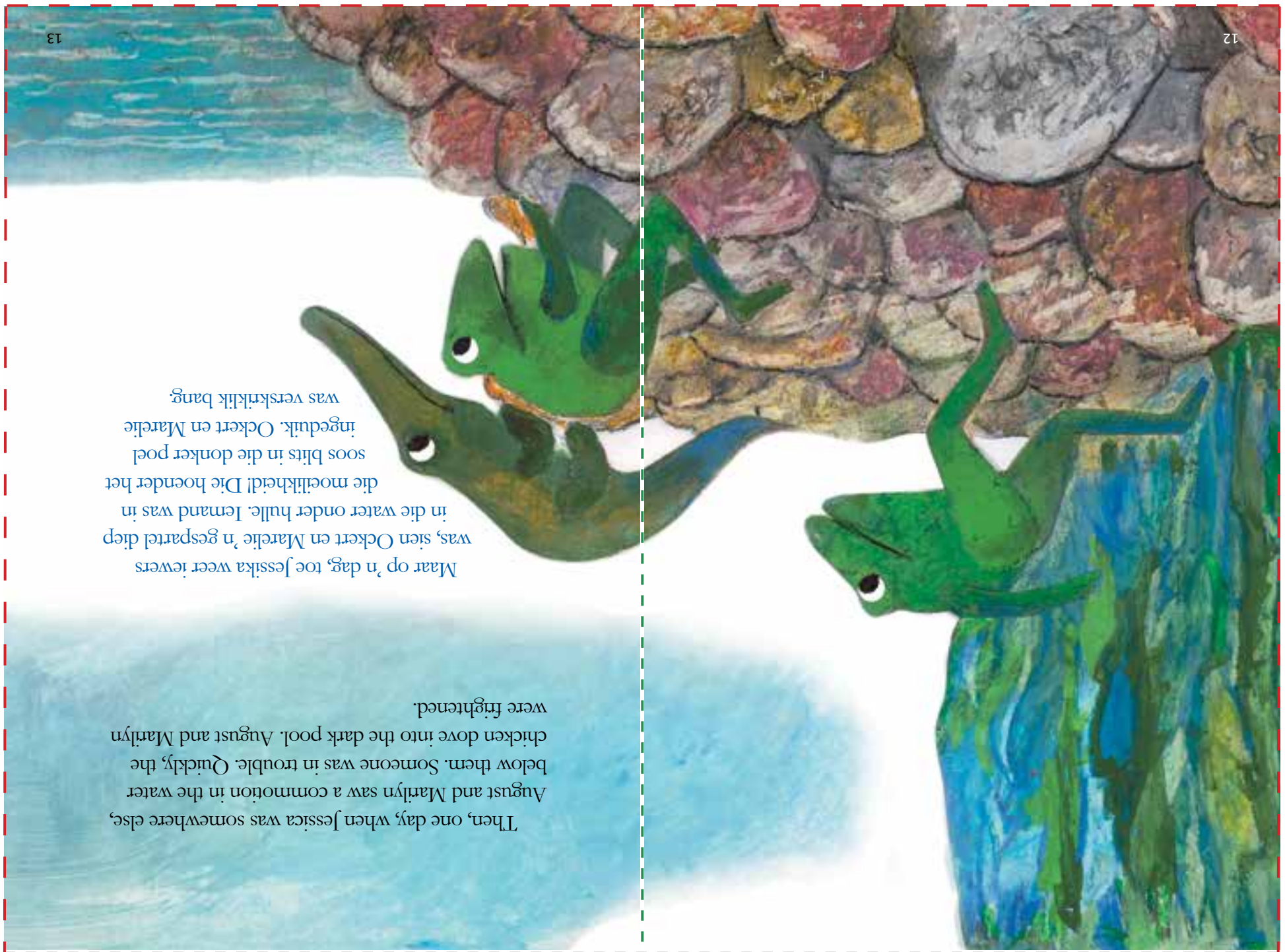
#### 'n Ongewone Eier

1. Om hierdie boek te maak, gebruik bladsye 5, 6, 7, 8, 11 en 12.
2. Hou bladsye 7 en 8 binne-in die ander bladsye.
3. Vou die velle in die helfte op die swart stippellyn.
4. Vou dit weer in die helfte op die groen stippellyn om die boek te maak.
5. Knip op die rooi stippellyn om die bladsye te skei.



Drive your  
imagination





Maar op 'n dag, toe Jessica weer iewers  
was, sien Ockert en Marelie 'n gespaard diep  
in die water onder hulle. Iemand was in  
die moeilikheid! Die hoender het  
soos blits in die donker pool  
ingeduik. Ockert en Marelie  
was verskriklik bang.

Then, one day, when Jessica was somewhere else,  
August and Marilyn saw a commotion in the water  
below them. Someone was in trouble. Quickly, the  
chicken dove into the dark pool. August and Marilyn  
were frightened.



We publish **what** we like

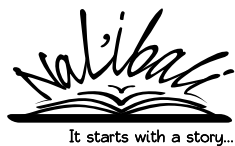
This is an adapted version of *An Extraordinary Egg* published by Jacana Media and available in bookstores and online from [www.jacana.co.za](http://www.jacana.co.za). This story is available in isiZulu, isiXhosa, English, Afrikaans and Sesotho. Jacana publishes books for young readers in all eleven official South African languages. To find out more about Jacana titles go to [www.jacana.co.za](http://www.jacana.co.za).

Hierdie is 'n aangepaste weergawe van 'n *Ongewone Eier*, uitgegee deur Jacana Media en beskikbaar in boekwinkels en aanlyn by [www.jacana.co.za](http://www.jacana.co.za). Hierdie storie is beskikbaar in isiZulu, isiXhosa, Engels, Afrikaans en Sesotho. Jacana publiseer boeke vir jong lesers in al elf amptelike Suid-Afrikaanse tale. Om meer uit te vind oor Jacana-titels, gaan na [www.jacana.co.za](http://www.jacana.co.za).

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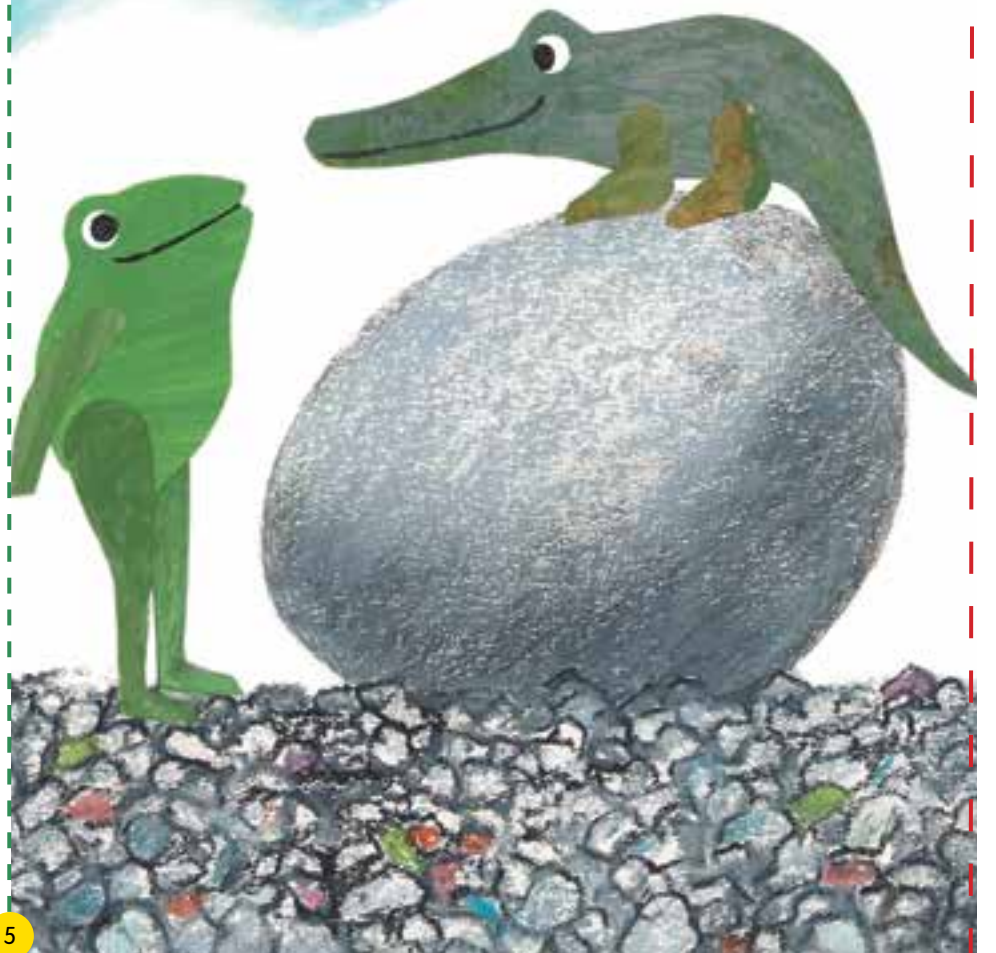


Drive your  
imagination

## An Extraordinary Egg 'n Ongewone Eier



Leo Lionni  
Marlise Joubert







Die hoender het dadelik in die water geduik en die paddas het almal agterna gesprong. Tot hulle groot verbasing is die hoender 'n goeie en vinmige swemmer en sy wys vir die paddas nuwe maniere hoe om te dryf en te skop. Hulle het almal soveel pret gehad en gespeel van sonop tot sononder.

En so gaan dit aan vir baie dae.

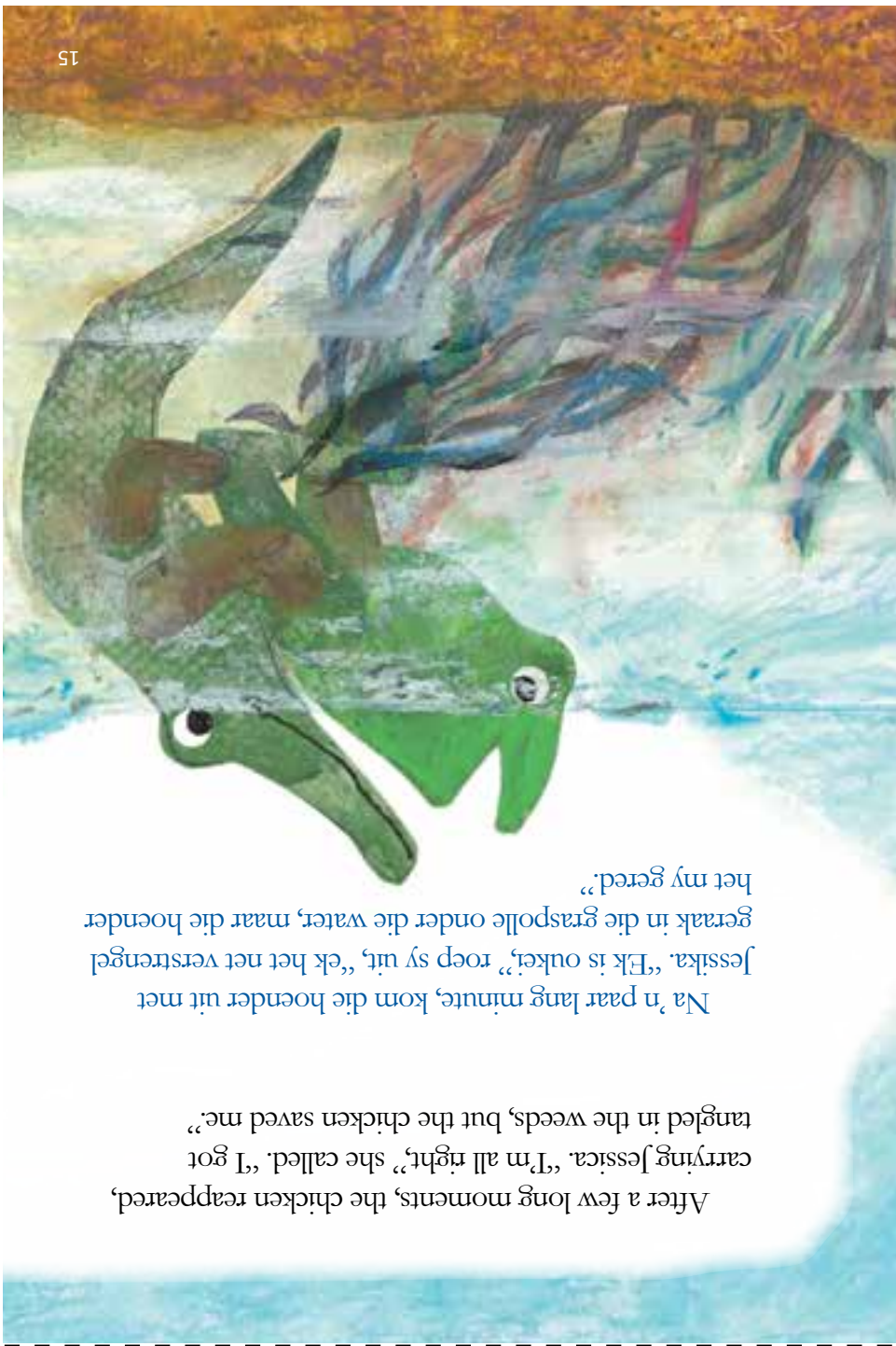


On Pebble Island, there lived three frogs: Marilyn, August, and one who was always somewhere else.

Drie klein paddatjies het op Klippieseiland gewoon: Marelie, Ockert, en nog een wat altyd elders doenig was.







After a few long moments, the chicken reappeared, carrying Jessica. "I'm all right," she called. "I got tangled in the weeds, but the chicken saved me."

Na 'n paar lang minute, kom die hoender uit met Jessica. "Ek is oukei," roep sy uit, "ek het net verstregel geraak in die graspolle onder die water, maar die hoender het my gered."

"Now it's time for me to go," said Jessica. "I'll miss you very much, little chicken. Come visit us soon – and bring your mother too."

Jessica couldn't wait to tell Marilyn and August what had happened. As she neared the inlet, she shouted, "Guess what I found!" And she told them all about it. "And do you know what the mother chicken said to her baby?" Jessica asked. "She called her 'my sweet little alligator!'"

"Alligator!" said Marilyn. "What a silly thing to say!" And the three frogs couldn't stop laughing.

"Dis nou tyd vir my om te gaan," het Jessika gesê. "Ek sal jou baie mis, klein hoendertjie. Kom kuier gou vir ons – en bring jou mamma ook saam."

Jessika kon nie wag om vir Marelie en Ockert te vertel wat gebeur het nie. Toe sy naby die ingang van hulle nes kom, skree sy: "Raai net wat het ek gevind!" En sy vertel hulle alles. "En weet julle wat die mammahoender vir haar baba gesê het?" vra Jessika. "Sy het haar 'my liefste klein alligator' genoem!"

"Alligator!" sê Marelie. "Wat 'n simpel ding om te sê!"

En die drie paddatjies kon nie ophou om te lag daaroor nie.



The chicken threw herself into the water, and the frogs dove in after her. To their surprise, the chicken was a good swimmer, and fast too, and she showed them new ways to float and paddle. They had a wonderful time together and played from sunup to sundown.

And so it went for many days.

That one's name was Jessica.

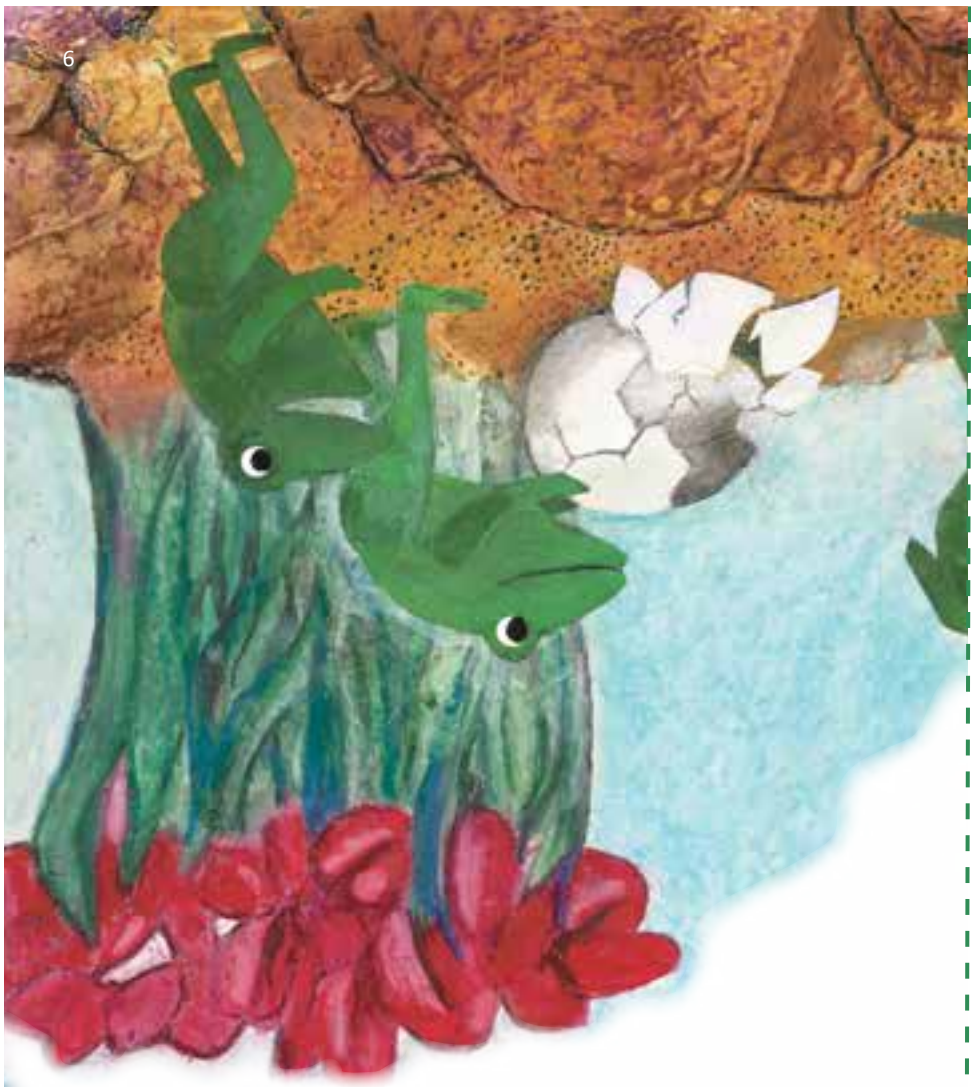
Jessica was full of wonder. She would go on long walks, way to the other side of Pebble Island, and return at the end of the day, shouting, "Look what I found!" And even if it was nothing but an ordinary little pebble, she would say, "Isn't it extraordinary?" But Marilyn and August were never impressed.



Haar naam was Jessika.

Jessika was altyd verwonderd oor alles. Sy sou dikwels op lang staptogte gaan, vêr, tot aan die ander kant van Klippieseiland. Dan sou sy terugkom aan die einde van die dag en uitroep: "Kyk wat het ek gekry!" En selfs al was dit niks behalwe 'n ou klippie nie, sou sy sê: "Is dit nie ongewoon nie?" Maar Marelie en Ockert was nooit beïndruk nie.





Die hoenderjie trek sy asem diep in, kreun terwyl hy na die verbaasde paddas kyk en sê met 'n piepklein raspeige ou stemmetjie: “Waar is die water?”  
 “Reguit soontoe!” beduie die paddas opgewonde.



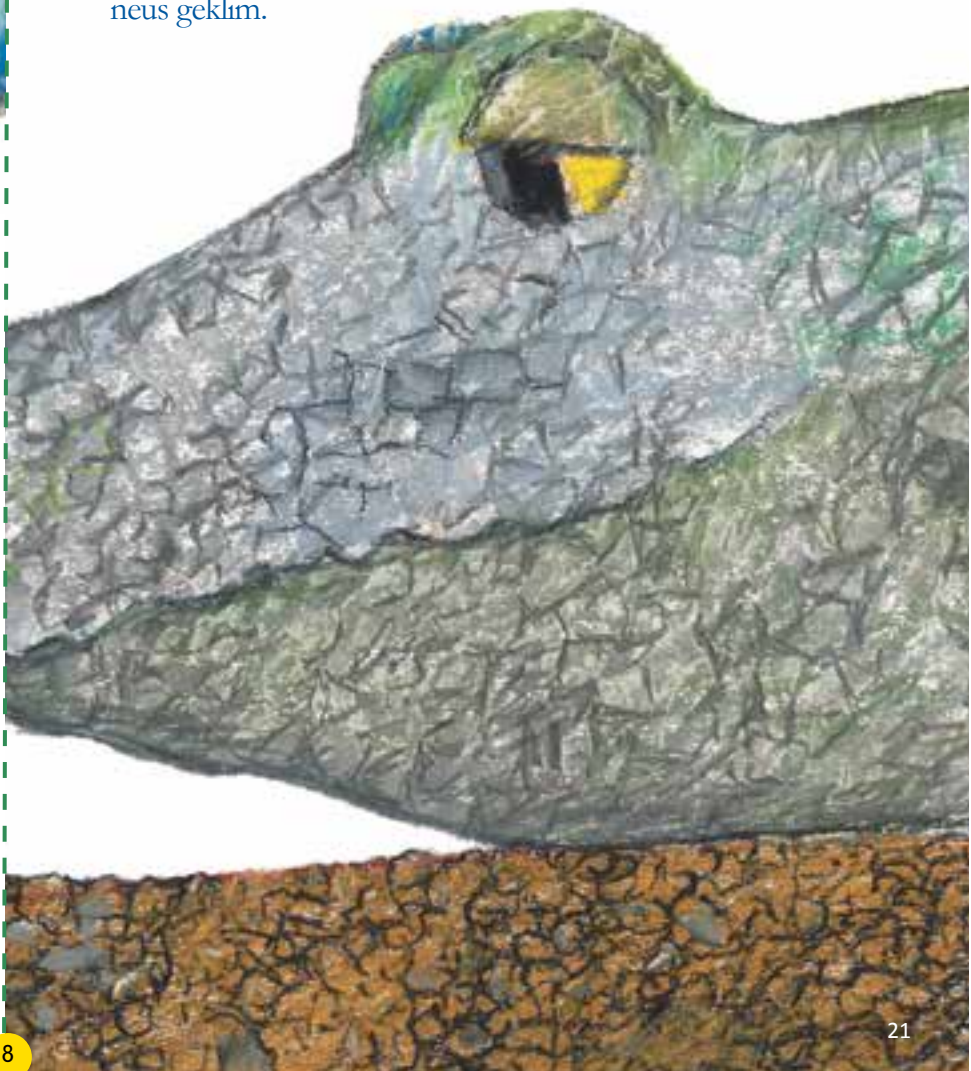
From that day on, Jessica and her rescuer were inseparable friends. Wherever Jessica went, the chicken went too. They travelled all over the island. They went to Jessica's secret thinking place ...



One day, in a mound of stones, she found one that stood out from all the others. It was perfect, white like the snow and round like the full moon on a midsummer night. Even though it was almost as big as she was, Jessica decided to bring it home.

Eendag, so tussen 'n hoop klippies, kry sy een wat uitstaan bo al die ander. Dit was perfek, wit soos sneeu en rond soos die volmaan op 'n midsomersnag. Selfs al was dit amper so groot soos sy, het Jessica besluit om die klip huis toe te vat.

Dit was vas aan die slaap. Maar toe die dier hoor hoe die klein hoendertjie “Mamma!” skree, het sy stadig haar een oog oopgemaak, 'n wye glimlag gegee en, in 'n sagte stem soos fluisterende grassade, gesê: “Kom hier, my liefste klein alligator.” En die hoender het met vreugde op haar ma se neus geklim.



Van daardie dag af was Jessica en haar redder groot vriende. Waar Jessica ook al gegaan het, het die hoender saamgegaan. Hulle het oor die hele eiland saam gehup. Hulle het ook Jessica se geheime plek besoek ...





We publish **what** we like

This is an adapted version of *Animals* published by Jacana Media and available in bookstores and online from [www.jacana.co.za](http://www.jacana.co.za). This story is available in isiZulu, isiXhosa, English, Afrikaans, Setswana, Sesotho, Sepedi, Siswati, Xitsonga, Tshivenda and isiNdebele. Jacana publishes books for young readers in all eleven official South African languages. To find out more about Jacana titles go to [www.jacana.co.za](http://www.jacana.co.za).

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Drive your imagination

# Animals Diere

*Jude Daly  
Alet Kruger*







rooster



hoenderhaan



owl  
uil



cow  
koei



donkey  
donkie





... and to the great pebble monument.  
... en na die groot monument van klippies toe gestap.



It was asleep. But when it heard the little chicken shout “Mother!” it slowly opened one eye, smiled an enormous smile and, in a voice as gentle as the whispering grass, said, “Come here, my sweet little alligator.” And the little chicken climbed happily onto her mother’s nose.



A few days later, the frogs heard a strange noise coming from the egg. They watched in amazement as the egg cracked and out crawled a long, scaly creature that walked on four legs.  
“See!” exclaimed Marilyn. “I was right. It is a chicken!”  
“A chicken?” they all shouted.  
The chicken took a deep breath, grunted, gave each of the astonished frogs a look, and said in a small, raspy voice, “Where is the water?”  
“Straight ahead!” the frogs cried out excitedly.

“I wonder what Marilyn and August will say when they see this!” she thought as she rolled the beautiful stone to the small inlet where the three of them lived.

“Ek wonder wat sal Marelie en Ockert sê as hulle dit sien!” het sy gedink terwyl sy die pragtige klip aanrol tot by die ingang van die nes waar hulle al drie saamwoon.







“’n Hoendereier? Hoe weet jy dis ’n hoender se eier?”  
vra Jessica, wat nog nooit eens gehoor het van hoenders nie.  
Marelle glimlag. “Soms is daar dinge wat jy net  
sommers weet.”

“Look what I found!” she shouted triumphantly. “A huge pebble!” This time Marilyn and August were truly astonished.

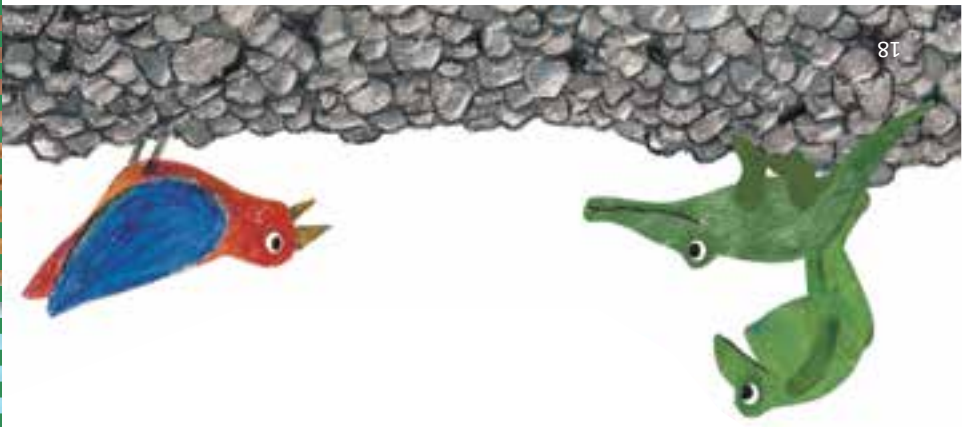
“That is not a pebble,” said Marilyn, who knew everything about everything. “It’s an egg. A chicken egg.”

“A chicken egg? How do you know it’s a chicken egg?” asked Jessica, who had never even heard of chickens.

Marilyn smiled. “There are some things you just know.”

“Kyk wat het ek gekry!” roep sy trots uit. “’n Reuse klip!”  
Dié keer was Marelle en Ockert regtig baie verbaas.

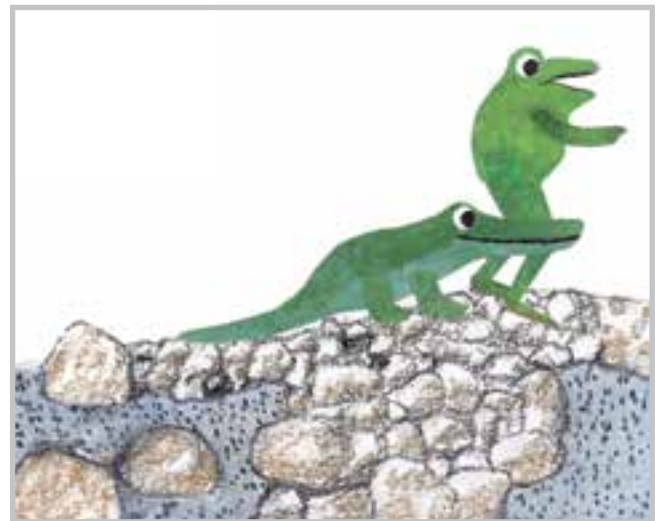
“Dis nie ’n klip nie,” sê Marelle, wat natuurlik alles oor alles weet. “Dis ’n eier. ’n Hoendereier.”



Eendag het hulle na ’n plek toe gegaan waar Jessica nog  
nooit voorheen was nie. ’n Rooi en blou voël het skielik uit  
’n boom na hulle toe aëfgevlëg.  
“O, daar is jy!” het die voël geroep toe hy die hoender  
sien. “Jou ma het al oral na jou gesoek! Kom! Elk sal jou na  
haar toe vat.”

One day they went to a place where Jessica had  
never been before. A red and blue bird flew down  
from a tree.  
“Oh, there you are!” it exclaimed when it saw the  
chicken. “Your mother has been looking all over for  
you! Come! I’ll take you to her.”

They followed the bird for a very long time. They walked and they walked. They walked under the warm sun and the cool moon, and then they came upon the most extraordinary creature they had ever seen.



Hulle het die voël baie lank agtervolg. Hulle het geloop en geloop. Hulle het onder die warm son geloop en onder die koel maan en toe kom hulle af op die vreemdste dier wat hulle nog ooit gesien het.



## Getting children to love reading

For the children at your school to learn to love reading, you need to read to them regularly – not so that you can assess their listening skills or comprehension, or anything else; just so that they can experience the pleasure of stories and books. When you focus on helping them to explore the joy of reading, important literacy learning happens quite naturally at the same time.



## Maak kinders lief vir lees

As jy wil hê dat die kinders in jou skool lief moet wees vir lees, moet jy gereeld vir hulle lees – nie sodat jy hul luistervaardighede of begrip, of enigiets anders kan assesseer nie; maar bloot sodat hulle die genot van stories en boeke kan ervaar. Wanneer jy daarop fokus om hulle te help om die vreugde van lees te verken, ontwikkel geletertheid terselfdertyd heel natuurlik.

Making time to read to children for pleasure can sometimes be difficult during the busy school day! Here are some ideas to help you.

- Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- Turn at least one school assembly a month into a story-focussed one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- Encourage each teacher to read to his or her class every day for the last 15 to 20 minutes of the school day.

Om tyd te maak om bloot vir die genot daarvan vir kinders te lees, kan moeilik wees gedurende die besige skooldag! Hier is 'n paar idees om jou te help.

- Skep 'n ruimte met prentboeke waar ouer kinders wat vroeg by die skool is, saam met jonger kinders kan sit en vir hulle stories kan lees.
- Maak minstens een saalbyeenkoms per maand 'n byeenkoms wat op stories fokus. Reël dat een van die personeellede 'n storie vertel, laat 'n groep kinders 'n storie opvoer, of vra 'n klas om vir die res van die skool te vertel wat hulle die afgelope tyd gedoen het om 'n liefde vir lees te kweek.
- Moedig elke onderwyser aan om vir die laaste 15 tot 20 minute van die skooldag vir sy/haar klas te lees.

Make reading for enjoyment part of what children do after school too by starting a reading club at your school. For more information about how to do this, go to [www.nalibali.org](http://www.nalibali.org).



Maak lees vir genot ook deel van dit wat kinders na skool doen deur 'n leesklub by jou skool te begin. Vir meer inligting oor hoe om dit te doen, gaan na [www.nalibali.org](http://www.nalibali.org).

Putting stories at the heart of your school ★ Laat stories eerste staan in julle skool

## Farewell to a friend

On 27 November 2016, Nal'ibali lost a dear friend when Wonder Thabo Chabalala passed away in an accident.

Wonder was a passionate reader and he was equally passionate about making sure that others caught the reading "bug" – especially children! He worked with and was inspired by books all his life. In his capacity as Retail Services Manager at Cambridge University Press, Wonder believed in and actively supported Nal'ibali right from the start. He truly understood the power books have to change lives and how reading can shape our future as a nation.

*Hamba kahle, Wonder!*  
Nal'ibali will always be grateful to you.



Wonder Thabo Chabalala

## Vaarwel aan 'n vriend

Op 27 November 2016 het Nal'ibali 'n dierbare vriend verloor toe Wonder Thabo Chabalala in 'n ongeluk oorlede is.

Wonder was 'n passievolle leser en hy was net so passievol daaroor om seker te maak dat die leesgogga almal byt – veral kinders! Hy het sy hele lewe lank met boeke gewerk en is deur boeke geïnspireer. In sy kapasiteit as Retail Services Manager by Cambridge University Press, het Wonder reg van die begin af in Nal'ibali geglo en ons ondersteun. Hy het werklik verstaan hoe boeke die mag het om lewens te verander en hoe lees ons toekoms as 'n nasie kan vorm.

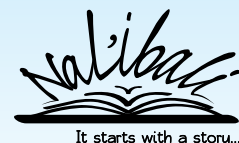
*Hamba kahle, Wonder!* Nal'ibali sal altyd dankbaar wees vir wat jy gedoen het.





# Storm

By Jude Daly ★ Illustrations by Alzette Prins



Marie-Lou Maritz was born during a storm, a wild storm that nearly destroyed the little fishing village where she lived. Roofs were ripped off the cottages, windows shattered, trees uprooted and vegetable gardens blown away.



But far worse than that, many of the fishermen ... husbands, brothers, sons and fathers ... never came home. And amongst them was Marie-Lou's father.

With so few men left in the village, the women had taken to fishing. And it wasn't too long before Marie-Lou's friends started going out with the boats too. But not Marie-Lou because she was blind, or as her mother always said, "Marie-Lou sees things differently."

Marie-Lou hated being left behind, hated not being able to help. Once she even sneaked onto a boat, but someone saw her. Still, she soon found ways to be useful. Marie-Lou learnt to mend nets, clean fish and scrub down the decks. And she learnt, better than anyone, to read the wind – to know when to cast the nets and when to leave the sea alone.

Then one evening, as if from nowhere, a fierce wind swept through the village. The villagers dropped everything and struggled indoors as hats, washing, plants, even a bicycle and wheelbarrow were blown down the road. Thankfully no one was out at sea.

The villagers watched from their shuddering cottages as the storm raged on and on. But not Marie-Lou, she listened. And what she heard was the snap of trees blown over like matchsticks, the swish-swish of shifting sand dunes, the crashing of waves onto rocks and then ... silence.

The morning after the storm, Marie-Lou got up early and, without waking her mother, swept up all the sand that had blown into their cottage. Then she went outside.

Marie-Lou listened to the gentle lap-lapping of the sea. It had sounded so different, so angry, during the storm. And then she heard a strange faraway sound: first it was a whimper, then more of a squeal. It came and went like the waves.

Slowly, carefully, Marie-Lou followed the sound until a few steps away from the water's edge she stopped. One moment the sound seemed to fly high up into the sky like the squawking seagulls. The next it seemed to float in and out of the water that swirled in the rock pools. Marie-Lou knew she was close to the sound even though it was growing softer and the gaps between it longer. Then it stopped altogether.

Desperate, Marie-Lou rushed ahead and slipped on a rock. Something brushed against her foot. Thinking it was a piece of sea weed, she reached down to move it and felt ... floppy wet ears, a wet nose, four wet paws and a wiggly wet tail. Marie-Lou tried to pick up the soggy little thing, but a rope around its neck felt like it was caught up in the rocks.



Eventually, with the rope free, Marie-Lou scooped up the half drowned puppy. She smiled as it made little snuffling sounds and snuggled into her neck. Then she remembered her mother. How worried she would be – worried and cross! She turned to go home, but too quickly, and she stumbled and fell.

And that was when Marie-Lou's mother found her. She hugged and scolded, scolded and hugged Marie-Lou all the way home.

Later, Inspector Madliwa came around to take down details about the puppy. He saw how sad this made Marie-Lou, so he told her that if no one came for the puppy within a week, then she could keep her. He smiled and said, "Actually, I think you were made for each other."

How slowly that week passed for Marie-Lou. But by the end of it, no one had come for the puppy. So, Marie-Lou named her Storm.

Even though she was still a puppy, Storm was never far from Marie-Lou's side. And it was not long before Storm knew Marie-Lou's every move – Marie-Lou began to think that Storm knew what she was going to do even before she did! She was there to guide Marie-Lou away from danger, there to carry her school bag and always there to watch over her as she slept.

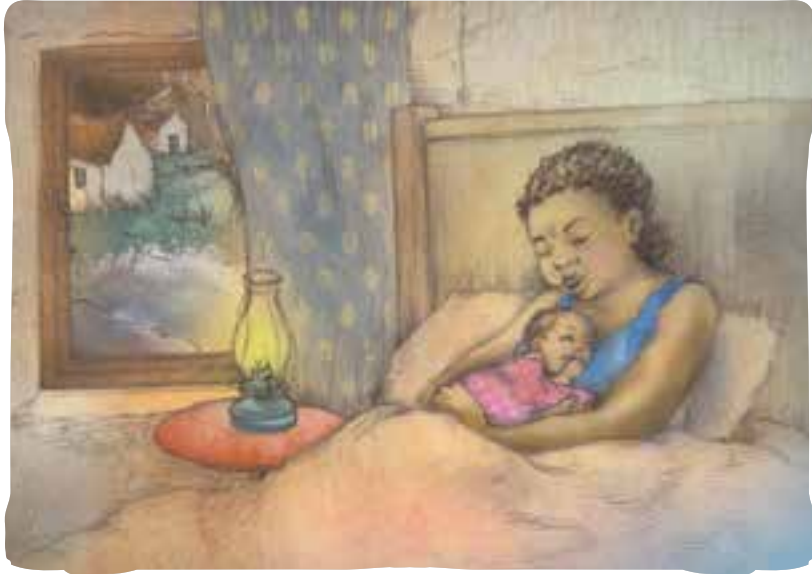




# Storm

Deur Jude Daly ★ Illustrasies deur Alzette Prins

Marie-Lou Maritz is tydens 'n storm gebore, 'n woeste storm wat byna hul klein vissersdorpje vernietig het. Die huisies se dakke is afgeruk, vensters het aan skerwe gespat, bome is ontwortel en groentetuine is weggewaai.



Maar veel erger was dat baie van die vissermanne ... mans, broers, seuns en pa's ... nooit weer huis toe gekom het nie. Een van hulle was Marie-Lou se pa.

Met so min mans in die dorpje oor, moes die vroue begin visvang. En dit was nie lank nie voor Marie-Lou se vriende ook saam met die bote begin uitgaan het. Maar nie Marie-Lou nie, want sy was blind, of soos haar ma altyd gesê het: "Marie-Lou sien dinge anders."

Marie-Lou het niks daarvan gehou om agter te bly en nie te kan help nie. Op 'n keer het sy selfs op 'n skuit opgesluip, maar iemand het haar gesien. Tog het sy gou maniere gevind om te help. Marie-Lou het geleer om nette reg te maak, vis skoon te maak en die dekke skoon te skrop. En sy het geleer, beter as enigiemand anders, om die wind te lees – om te weet wanneer om die nette uit te gooi en wanneer om die see met rus te laat.

Toe, een aand, uit die bloute, swiep 'n wilde winde deur die dorpje. Die inwoners van die dorpje laat staan alles waarmee hulle doenig is en kies koers binnetoe, terwyl hoede, wasgoed, plante, selfs 'n fiets en kruitstraat-af waai. Gelukkig was niemand op die see uit nie.

Die mense kyk uit hul rukkende huisies hoe die storm woed. Maar nie Marie-Lou nie; sy luister. En wat sy hoor, is hoe bome soos vuurhoutjies in die wind knak, die swiesj-swiesj van skuiwende sandduine, die branders wat teen die rotse breek en toe ... stilte.

Die oggend na die storm staan Marie-Lou vroeg op en, sonder om haar ma wakker te maak, vee sy al die sand uit wat in hul huisie ingewaai het. Toe gaan sy buitentoe.

Marie-Lou luister na die lui geklots van die see. Dit het so anders, so woedend, geklink tydens die storm. En toe hoor sy 'n vreemde klank ver weg: eers is dit net 'n gekerm, toe meer van 'n getjank. Dit kom en gaan soos die golwe.

Stadig, versigtig, volg Marie-Lou die geluid totdat sy 'n paar treë van die water af gaan staan. Een oomblik klink dit of die geluid hoog in die lug in vlieg soos die skreeuende seemeue. Die volgende oomblik klink dit of dit in en uit die water dryf wat in die rotspele kabbel. Marie-Lou weet sy is naby die geluid, selfs al word dit sagter en al duur die stiltes tussenin langer. Toe raak dit heeltemal stil.

Marie-Lou storm desperaat vorentoe en gly op 'n rots. Iets vee teen haar voet. Omdat sy dink dat dit 'n stuk seegras is, buk sy af om dit af te haal en voel ... slap ore, 'n nat snoet, vier nat pote en 'n nat, waaierende stert. Marie-Lou probeer die deurnat klein dingetjie optel, maar dit voel of 'n tou om haar nek in die rotse vasgevang is.



Uiteindelik, met die tou los, raap Marie-Lou die half verdrinkte babahondjie op. Sy glimlag toe dit klein snuffelgeluidjies maak en in haar nek inkruip. Toe onthou sy van haar ma. Hoe bekommerd sal sy nie wees nie – bekommerd en kwaad! Sy draai om om huis toe te gaan, maar te vinnig, en sy struikel en val.

En dit is toe wat Marie-Lou se ma haar vind. Al die pad huis toe druk sy vir Marie-Lou vas en raas met haar, gee haar 'n drukkie en raas dan weer.

Later kom Inspekteur Madliwa na hulle toe om besonderhede van die babahondjie te kry. Hy sien hoe hartseer dit Marie-Lou maak, en hy sê vir haar dat as niemand binne 'n week die babahondjie kom haal nie, sy dit mag hou. Hy glimlag en sê: "Eintlik dink ek julle is vir mekaar gemaak."

Hoe stadig sleep daardie week nie vir Marie-Lou verby nie. Maar teen die einde van die week, het niemand die hondjie kom haal nie. En toe noem Marie-Lou haar Storm.

Al is sy nog 'n babahondjie, is Storm nooit ver van waar Marie-Lou is nie. En dis nie lank nie of Storm ken vir Marie-Lou deur en deur – Marie-Lou begin dink Storm weet wat sy gaan doen selfs voor sy dit doen! Storm is daar om Marie-Lou weg te hou van gevaar, daar om haar skooltas te dra, en altyd daar om oor haar te waak terwyl sy slaap.



# Nal'ibali fun

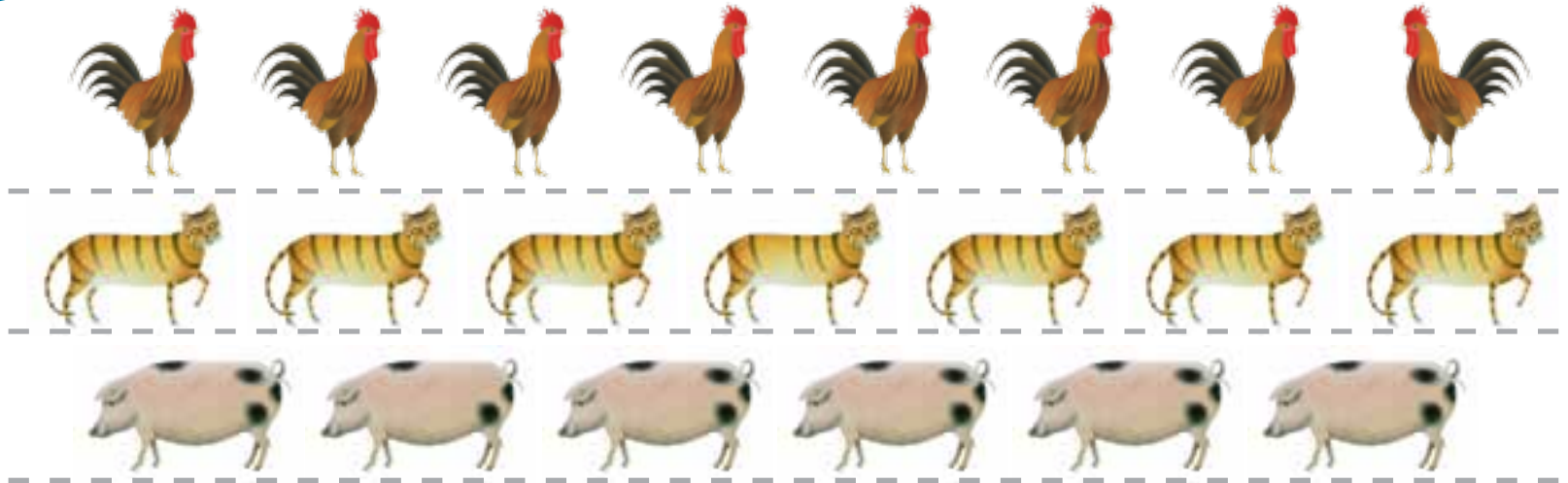
## Nal'ibali-pret



1.

Find the animal that is the odd one out in each row.

Vind die dier in elke ry wat nie pas nie.



2.

What can you see in this picture?

- How many people? \_\_\_\_\_
- How many animals? \_\_\_\_\_
- Is it a hot or a cold day? \_\_\_\_\_
- How many books? \_\_\_\_\_
- How many people are wearing glasses? \_\_\_\_\_
- How many people have hats on? \_\_\_\_\_
- What are Gogo and Neo reading about? \_\_\_\_\_
- What are Mbali and her dad reading about? \_\_\_\_\_

Wat kan julle in hierdie prent sien?

- Hoeveel mense? \_\_\_\_\_
- Hoeveel diere? \_\_\_\_\_
- Is dit 'n warm of 'n koue dag? \_\_\_\_\_
- Hoeveel boeke? \_\_\_\_\_
- Hoeveel mense dra bril? \_\_\_\_\_
- Hoeveel mense het hoede op? \_\_\_\_\_
- Waarvan lees Gogo en Neo? \_\_\_\_\_
- Waarvan lees Mbali en haar pappa? \_\_\_\_\_



Antwoorde: (1) last rooster, fourth cat, second pig (2) a. 5, b. 13, c. hot, d. 3, e. 3, f. 2, g. pirates, h. fish  
Antwoorde: (1) laaste hoenderhaan, vierde kat, tweede vark (2) a. 5, b. 13, c. warm, d. 3, e. 3, f. 2, g. seerowers, h. visse

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