



## Literacy is powerful!

Each year on International Literacy Day (8 September) the world celebrates the role that reading and writing play in our lives. We also remember that there are about 781 million people across the world who can't complete simple but important tasks, like filling in a form or reading the instructions on a medicine bottle, and who are never able to get lost in a novel. There are many reasons why people don't learn to read and write, but this happens mainly because they don't have what they need to learn – good resources and the right kind of help and inspiration!

Being literate is not only about being able to use basic reading and writing skills. It is about having the power to use reading and writing to learn; to explore and communicate what we think, feel and know; and to use it to discover different ways of seeing the world.

Koketso Ratsatsi is part of the Mohlakeng Youth Movement. This team of young and inspiring people is working to grow a culture of reading in their community in Mohlakeng, Gauteng. Here is what she says about the power of literacy.

“ Knowledge is powerful, and is transmitted through reading. Knowledge is one thing that no one can ever take away from you. We need books to help us discover new things, but books are also important because they help us pass down and uphold the many different indigenous languages in our country.

There are many good reasons why reading needs to be intensified in our country. I always tell anyone who cares to listen that reading gradually builds confidence, and that for a child's future, successful reading is essential. One of the ways in which we can make reading enticing, is by offering children books in their home languages and instilling a deep love for their mother tongue before moving on to additional dialects and other languages.

Imagine this: if we all went to libraries and book clubs regularly, we would have a functioning society of curious, literate citizens. After our library in Mohlakeng was burnt down during a service delivery protest, a group of us started our own library, offering what books we could. Since then, children have been visiting us daily, and through relaxed one-on-one reading sessions, we're already seeing an improvement in their confidence and skills. So, I ask you to join us in affirming our children's right to read by sharing a book or a story with the children in your life. ”



## Geletterdheid bemagtig!

Elke jaar op Internasionale Geletterdheidsdag (8 September) vier die wêreld die rol wat lees en skryf in ons lewens speel. Ons onthou ook dat daar ongeveer 781 miljoen mense oor die hele wêreld is wat nie eenvoudige, maar belangrike take kan voltooi nie, soos om 'n vorm in te vul of die aanwysings op 'n medisynebottel te lees, en wat nooit in 'n roman verlore kan raak nie. Daar is baie redes waarom mense nie leer lees en skryf nie, maar dit gebeur hoofsaaklik omdat hulle nie het wat hulle nodig het om te leer nie – goeie hulpbronne en die regte soort hulp en inspirasie!

Om geletterd te wees gaan nie net daaroor om basiese lees- en skryfvaardighede te kan gebruik nie. Dit gaan daaroor om bemagtig te wees om lees en skryf te gebruik om te leer; om dit wat ons dink, voel en weet te verken en te kommunikeer; en om dit te gebruik om verskillende siening van die wêreld te ontdek.

Koketso Ratsatsi is deel van die Mohlakeng Youth Movement. Hierdie span jong en inspirerende mense werk daaraan om 'n leeskuilte in hul gemeenskap in Mohlakeng, Gauteng te kweek. Dit is wat sy oor die mag van geletterdheid sê.

“ Kennis is mag, en word deur middel van lees oorgedra. Kennis is een ding wat niemand ooit van jou kan wegvat nie. Ons het boeke nodig om ons te help om nuwe dinge te ontdek, maar boeke is ook belangrik, want hulle help ons om die baie verskillende inheemse tale in ons land oor te dra en lewendig te hou.

Daar is baie goeie redes waarom lees in ons land versterk moet word. Ek vertel altyd vir enigeen wat wil luister dat lees geleidelik selfvertroue bou, en dat suksesvolle lees noodsaaklik is vir 'n kind se toekoms. Een van die maniere waarop ons lees aantreklik kan maak, is deur vir kinders boeke in hulle huistaal te bied, en 'n diep liefde vir hulle moedertaal by hulle te kweek voordat ons aanbeweeg na bykomende dialekte en ander tale.

Stel jou die volgende voor: as ons almal gereeld biblioteke en boekklubs besoek, sal ons 'n funksionerende samelewing hê wat uit nuuskierige, geletterde landsburgers bestaan. Nadat ons biblioteek in Mohlakeng tydens 'n diensleweringbetoging afgebrand is, het 'n groep van ons ons eie biblioteek begin en die boeke wat ons gehad het, verskaf. Sedertdien besoek kinders ons elke dag, en deur ontspanne een-tot-een leessessies kan ons reeds 'n verbetering in hulle vertroue en vaardighede sien. Ek vra julle dus om by ons aan te sluit om ons kinders se reg om te lees te bekragtig deur 'n boek of storie met die kinders in jou lewe te deel. ”

### INSIDE:

- ★ A book: *Children's literacy rights*
- ★ Simple ways to support your children's literacy
- ★ A special Literacy Day story featuring the Nal'ibali characters

### BINNE:

- ★ 'n Boek: *Kinders se geletterdheidsregte*
- ★ Eenvoudige maniere om jou kinders se geletterdheid te steun
- ★ 'n Spesiale storie met die Nal'ibali-karakters vir Geletterdheidsdag



Drive your  
imagination

Story Power.

Bring it home.  
Bring dit huis toe.



## Nal'ibali news

Last year, people across South Africa helped us read aloud to almost 50 000 children on World Read Aloud Day! In 2015, Nal'ibali was determined to share the power of reading aloud with even more children ... and thanks to you and all our other supporters, we managed to reach our goal and set a new reading record. On 4 March 2015, a massive 166 360 children listened to a story being read aloud to them!

We started by asking Gcina Mhlophe, the renowned writer, storyteller and activist to write a story especially for us – and that was how *Sisanda's gift* was born. People signed up on our website to record the number of children they read the story aloud to. Nal'ibali Literacy Mentors brought the story to schools, early childhood development centres, libraries and reading clubs in six provinces: KwaZulu-Natal, Eastern Cape, Western Cape, Gauteng, Free State and Limpopo. So many of you sent in your photos taken on the day! We also received quotes, ideas and opinions about the story. Thank you for helping us to set the new South African read-aloud record!

Here are just a few of the photographs you sent us.

Hier volg net 'n paar van die foto's wat julle vir ons gestuur het.



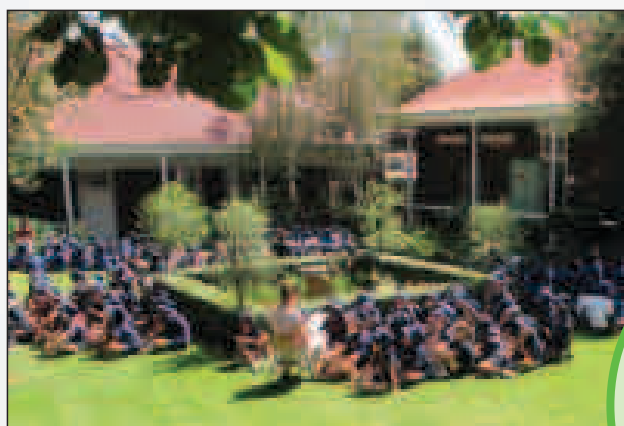
Paarlzicht Primary School, Paarl, Western Cape

Paarlzicht Primary School, Paarl, Wes-Kaap



Vanani Farm School, Mooiplaas, Eastern Cape

Vanani Farm School, Mooiplaas, Oos-Kaap



Parkview Junior School, Johannesburg, Gauteng

Parkview Junior School, Johannesburg, Gauteng

## Nal'ibali-nuus

Verlede jaar het mense regoor Suid-Afrika ons gehelp om op Wêrelddag vir Hardop Lees vir byna 50 000 kinders hardop te lees! In 2015 was Nal'ibali vasbeslote om die krag van hardop lees met selfs meer kinders te deel ... en dit is aan almal van julle en ons ander ondersteuners te danke dat ons dit reggekry het om ons doel te bereik en 'n nuwe leesrekord op te stel. Op 4 Maart 2015 het 'n massiewe 166 360 kinders na 'n storie geluister wat hardop vir hulle voorgelees is!

Ons het begin deur vir Gcina Mhlophe, die beroemde skrywer, storieverteller en aktivis, te vra om spesiaal vir ons 'n storie te skryf – en dit is hoe *Sisanda se geskenk* ontstaan het. Mense het op ons webwerf ingeteken om die aantal kinders vir wie hulle die storie hardop gelees het, aan te teken. Nal'ibali se geletterdheidsmentors het die storie na skole, sentrums vir vroeë kinderontwikkeling, biblioteke en leesklubs in ses provinsies geneem: KwaZulu-Natal, Oos-Kaap, Wes-Kaap, Gauteng, Vrystaat en Limpopo. So baie van julle het foto's gestuur wat daardie dag geneem is! Ons het ook aanhalings, idees en opinies oor die storie ontvang. Dankie dat julle ons gehelp het om die nuwe Suid-Afrikaanse rekord vir hardop lees op te stel!

For me, the most important thing is for children to feel loved in many different ways, and sharing a story with them, is a beautiful way of showing that you care.  
Gcina Mhlophe

Vir my is die belangrikste ding dat kinders op baie verskillende maniere geliefd moet voel, en om 'n storie met hulle te deel, is 'n pragtige manier om te wys dat jy omgee.  
Gcina Mhlophe

## NAL'IBALI ON RADIO!

Enjoy listening to stories in Afrikaans and in English on Nal'ibali's radio show: RSG on Monday, Wednesday and Friday from 7.10 p.m. to 7.20 p.m. SAfm on Monday to Wednesday from 1.50 p.m. to 2.00 p.m.



## NAL'IBALI OP DIE RADIO!

Geniet dit om in Afrikaans en Engels op Nal'ibali se radioprogram na stories te luister: RSG op Maandag, Woensdag en Vrydag vanaf 7.10 nm. tot 7.20 nm. SAfm op Maandag tot Woensdag vanaf 1.50 nm. tot 2.00 nm.



Drive your imagination





## Get story active!

Here are some ideas for using the stories and children's literacy rights book in this supplement. Choose the ones that best suit your children's ages and interests.

### Who is King?

Children of all ages will enjoy these stories from Africa! Children aged 5 and older may enjoy you reading these stories aloud to them. But, if you are using the stories with younger children, you may want to read them on your own first, and then retell the stories in your own words while showing the children the pictures.



- ★ Read and discuss each story separately.
- ★ After reading "Who is King?", discuss these questions with your children.
  - ☉ Do you think the animals really thought that Lion was king of all the animals, or were they just saying that to keep him happy?
  - ☉ How do you think Lion felt about what Elephant did?
  - ☉ What do you think about what Elephant did? What would you have done?
- ★ After reading "Unanana and One-Tusk" do some of these things.
  - ☉ Discuss with your children what they think about the choices that the different characters made in the story. For example: "Do you think that it was okay for One-Tusk to swallow the children because he was angry? Why?"; "What would you have done if you were Unanana and an elephant had swallowed your children?"; "What lesson do you think elephants might have learnt from what happened?" and "What lesson do you think the villagers learnt?"
  - ☉ Suggest that your children use playdough, clay or Plasticine to make the characters in the story, and then use these to retell the story in their own way.

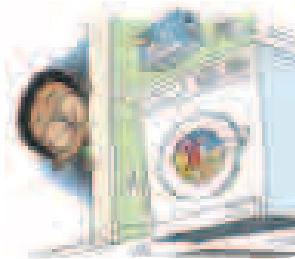
### Children's literacy rights

This little book helps children to think about the ways they use reading and writing in their lives. It is best to use it with children aged 6 and older, although younger children will probably enjoy talking about the pictures.

- ★ Read each of the rights, pausing after each one so that your children can comment or ask questions. You can ask questions or make comments too! Here are some examples.
  - ☉ **Right 1:** Who reads to you? What's your favourite storybook?
  - ☉ **Right 2:** Look at all these languages. (Read the names of the languages.) Which ones do you know well? Which ones do you know a little? Which ones do you use at school? Which ones do you use at home? Do you know anyone who speaks any of these languages?
  - ☉ **Right 4:** What kinds of books do you think the children are reading? What kinds of books do you enjoy?
  - ☉ **Right 8:** In this picture, Neo and Mbali's dad is writing down the story they are telling him. What do you think their story is about? Let's write down that story.
- ★ After you have finished reading, try one of these activities.
  - ☉ Write down a story that your child dictates to you and then read it together.
  - ☉ Encourage your children to keep a list of all the stories that they read in a month. At the end of the month, talk together about the ones they enjoyed the most.
  - ☉ Tell your children one of your favourite stories and then invite them to tell you one of theirs.

### We have to go!

This story takes place on International Literacy Day. Neo is excited to see his favourite author at the library and give her the book he has made for her, but his Dad is too busy to take him. Enjoy reading the story aloud or retelling it.



- ★ Suggest that your children make their own books just like Neo did in the story. Let them decide who they would like to give their books to – or whether they would like to keep them to read at home!
- ★ Read some books written and/or illustrated by Joan Rankin. Find information about her books on [www.jacana.co.za](http://www.jacana.co.za), [www.nb.co.za](http://www.nb.co.za) and [www.shuters.com](http://www.shuters.com). You can also find books that she illustrated in past supplement editions on our website: [www.nalibali.org](http://www.nalibali.org). Look for editions 16, 19, 33, 37, 52, 60, 76 and 91.

## Raak doenig met stories!

Hier volg 'n paar idees om die stories en boek oor kinders se geletterdheidsregte in hierdie bylae te gebruik. Kies dié wat die beste by jou kinders se ouderdomme en belangstellings pas.



### Wie is Koning?

Kinders van alle ouderdomme sal hierdie stories uit Afrika geniet! Kinders wat 5 jaar en ouer is, sal dit geniet as jy hierdie stories hardop vir hulle lees. Maar as jy die stories vir jonger kinders gebruik, sal jy dit dalk eers self wil lees, en dan kan jy die stories in jou eie woorde vir hulle oortel terwyl jy vir hulle die prente wys.

- ★ Lees en bespreek elke storie afsonderlik.
- ★ Nadat julle "Wie is Koning?" gelees het, bespreek die volgende vrae met jou kinders.
  - ☉ Dink julle die diere het regtig gedink dat Leeu die koning van al die diere is, of het hulle maar net so gesê om hom gelukkig te hou?
  - ☉ Hoe dink julle het Leeu gevoel oor wat Olifant gedoen het?
  - ☉ Wat dink julle van wat Olifant gedoen het? Wat sou julle gedoen het?
- ★ Doen van die volgende dinge nadat julle "Unanana en Een-Tand" gelees het.
  - ☉ Bespreek met jou kinders wat hulle van die keuses dink wat die verskillende karakters in die storie gemaak het. Byvoorbeeld: "Dink julle dit was reg van Een-Tand om die kinders in te sluk omdat hy kwaad was? Waarom?"; "Wat sou jy gedoen het as jy Unanana was en 'n olifant jou kinders ingesluk het?"; "Watter les dink jy kan olifante leer uit wat gebeur het?" en "Watter les dink julle het die dorpenaars geleer?"
  - ☉ Stel voor dat jou kinders speeldeeg, klei of Plasticine gebruik om die karakters in die storie te maak, en hulle dan te gebruik om die storie op hulle eie manier oor te vertel.

### Kinders se geletterdheidsregte

Hierdie klein boekie help kinders om na te dink oor die maniere waarop hulle lees en skryf in hul lewens kan gebruik. Dit is die beste om die boek met kinders van 6 jaar en ouer te gebruik, hoewel jonger kinders dit waarskynlik sal geniet om oor die prente te gesels.

- ★ Lees elkeen van die regte, en bly na elkeen 'n rukkie stil sodat jou kinders kommentaar kan lewer of vrae kan vra. Jy kan ook vrae vra of kommentaar lewer. Hier is 'n paar voorbeelde.
  - ☉ **Reg 1:** Wie lees vir jou? Wat is jou gunstelingstorieboek?
  - ☉ **Reg 2:** Kyk na al hierdie tale. (Lees die name van die tale.) Watter tale ken jy goed? Watter tale ken jy 'n bietjie? Watter tale gebruik jy by die skool? Watter tale gebruik jy by die huis? Ken jy enigiemand wat enige van hierdie tale praat?
  - ☉ **Reg 4:** Watter soort boeke dink jy lees die kinders? Watter soort boeke geniet jy?
  - ☉ **Reg 8:** In hierdie prent skryf Neo en Mbali se pa die storie neer wat hulle vir hom vertel. Waaroor dink jy gaan hulle storie? Kom ons skryf daardie storie neer.
- ★ Nadat julle die storie klaar gelees het, probeer een van hierdie aktiwiteite.
  - ☉ Skryf 'n storie neer wat jou kind vir jou dikteer en lees dit dan saam.
  - ☉ Moedig jou kinders aan om 'n lys te maak van al die stories wat hulle in 'n maand se tyd lees. Aan die einde van die maand, kan julle gesels oor dié stories wat hulle die meeste geniet het.
  - ☉ Vertel vir jou kinders een van jou gunstelingstories en nooi hulle uit om vir jou een van hulle gunstelingstories te vertel.

### Ons moet gaan!

Hierdie storie vind op Internasionale Geletterdheidsdag plaas. Neo is opgewonde om sy gunstelingskrywer by die biblioteek te ontmoet en vir haar die boek te gee wat hy vir haar gemaak het, maar sy pa is te besig om hom te neem. Geniet dit om die storie hardop te lees of oor te vertel.

- ★ Stel voor dat jou kinders hulle eie boeke maak, net soos wat Neo in die storie gedoen het. Laat hulle besluit vir wie hulle hul boeke wil gee – en of hulle dit liever wil hou om by die huis te lees!
- ★ Lees van die boeke wat Joan Rankin geskryf en/of geïllustreer het. Vind inligting oor haar boeke by [www.jacana.co.za](http://www.jacana.co.za), [www.nb.co.za](http://www.nb.co.za) en [www.shuters.com](http://www.shuters.com). Jy kan ook boeke wat sy geïllustreer het in vorige uitgawes van bylaes op ons webwerf vind: [www.nalibali.org](http://www.nalibali.org). Kyk uit vir bylaes 16, 19, 33, 37, 52, 60, 76 en 91.



## 4 easy ways to support your children's literacy

When we help children become readers and writers, we give them the key to a worldwide community. But, this does not happen overnight and we need to help spark their literacy, and then keep it going by inspiring them. Here are some of the ways you can help.

- ♥ **Be a role model.** Your children learn from your example. They need to see you using reading and writing in different ways in your daily life.
- ♥ **Provide materials.** You can't learn to read if you don't have anything to read, and you can't learn to write if you don't have anything to write with or on! Children need to be able to easily find books that interest them, and also paper, pencils and crayons to write and draw with.
- ♥ **Take an interest.** Every time children read and write, encourage them by showing an interest in what they are doing.
- ♥ **Read aloud.** When children are motivated to read and write, they stand a greater chance of being lifelong readers and writers! Reading aloud to them as often as you can, teaches them the power of print and opens up their minds to facts, fantasy, and much more. You can find stories in 11 languages on [www.nalibali.org](http://www.nalibali.org) and [www.nalibali.mobi](http://www.nalibali.mobi).

## 4 maklike maniere om jou kinders se geletterdheid te steun

Wanneer ons kinders help om lesers en skrywers te word, gee ons vir hulle die sleutel tot 'n wêreldwye gemeenskap. Maar dit gebeur nie oornag nie. Ons moet help om die vonkie van hulle geletterdheid aan te steek, en dit dan te laat aanhou brand deur hulle te inspireer. Hier volg 'n paar maniere waarop jy kan help.

- ♥ **Wees 'n rolmodel.** Jou kinders leer uit jou voorbeeld. Hulle moet sien hoe jy lees en skryf op verskillende maniere in jou daaglikse lewe gebruik.
- ♥ **Verskaf materiale.** Jy kan nie leer lees as jy niks het om te lees nie, en jy kan nie leer skryf as jy niks het om mee of op te skryf nie! Kinders moet maklik boeke kan vind waarin hulle belangstel, en ook papier, potlode en kryte waarmee hulle kan skryf en teken.
- ♥ **Toon belangstelling.** Moedig kinders aan deur belangstelling te toon in wat hulle doen elke keer wanneer hulle lees en skryf.
- ♥ **Lees hardop.** Wanneer kinders gemotiveer is om te lees en te skryf, staan hulle 'n groter kans om lewenslank lesers en skrywers te word! Lees so dikwels moontlik hardop vir jou kinders, want dit leer hulle die krag van die woord, en maak hulle verstand oop vir feite, fantasie, en nog baie meer. Jy kan stories in 11 tale vind by [www.nalibali.org](http://www.nalibali.org) en [www.nalibali.mobi](http://www.nalibali.mobi).

## Reading club corner

September is filled with lots of opportunities to celebrate reading, writing and storytelling. Here are some of them.

|                |                            |
|----------------|----------------------------|
| 7-13 September | National Book Week         |
| 8 September    | International Literacy Day |
| 21 September   | Bibliodiversity Day        |
| 24 September   | Heritage Day               |
| 30 September   | Translation Day            |

"Bibliodiversity" means having a wide variety of books available so that everyone's experience of the world is written down and available in their own language and other languages. In this way, we can preserve our heritage and share our experiences with others. To celebrate Bibliodiversity Day, why don't you share a story from your childhood with someone who might not know it and ask them to share a story with you? Or, find a story about someone who is different to you and share that with your children. (You can find stories on [www.nalibali.org](http://www.nalibali.org) and [www.nalibali.mobi](http://www.nalibali.mobi).) After you have read the story, talk about the things you all have in common with the characters, as well as the ways in which your experiences are different.



## Leesklubhoekie

September is propvol geleenthede om lees, skryf en die vertel van stories te vier. Hier is 'n paar van hulle.

|                |                                  |
|----------------|----------------------------------|
| 7-13 September | Nasionale Boekeweek              |
| 8 September    | Internasionale Geletterdheidsdag |
| 21 September   | Bibliodiversiteitsdag            |
| 24 September   | Erfenisdag                       |
| 30 September   | Vertaaldag                       |

"Bibliodiversiteit" beteken om 'n wye verskeidenheid boeke beskikbaar te hê sodat almal se ervaring van die wêreld in hulle eie taal en ander tale neergeskryf is. Op hierdie manier kan ons ons erfenis bewaar en ons ervarings met ander deel. Om Bibliodiversiteitsdag te vier, waarom deel jy nie 'n storie uit jou kindertyd met iemand wat dit dalk nie ken nie, en vra hulle om 'n storie met jou te deel? Of vind 'n storie oor iemand wat anders as jy is en deel dit met jou kinders. (Jy kan stories vind by [www.nalibali.org](http://www.nalibali.org) en [www.nalibali.mobi](http://www.nalibali.mobi).) Nadat jy die storie gelees het, gesels oor die dinge wat julle almal gemeen het met die karakters, en ook oor die maniere waarop julle ervarings verskil.

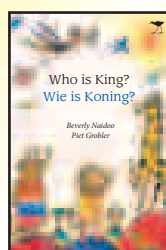
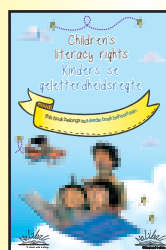
### Create two cut-out-and-keep books

#### Children's literacy rights book

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.

#### Who is King?

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.



### Skep twee knip-uit-en-bêreboekies

#### Kinders se geletterdheidsregte

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 stippellyne om die bladsye te skei.

#### Wie is Koning?

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 stippellyne om die bladsye te skei.



Drive your imagination



The following day an Impala, leaping through the bush, stopped to stare. Impala pointed his swirly horns towards the infants.

"Such beautiful children! Who is their mother?"

"Unanani! She'll be home soon," replied the niece.

"Well, take good care of them," Impala yapped, before bounding onwards.

The next day, when a passing Leopard stopped to stare, Unanani's niece was truly nervous.

"Such beautiful children! Who is their mother?" Leopard growled.

"Unanani! She's on her way," the niece said loudly.

"Well, take good care of them," snarled Leopard, before prowling off through the long grass.

Now, Unanani was thankful that these animals admired her children and wouldn't harm them. But no one in the nearby village had warned her that her hut was built on an ancient elephant path. Although most elephants would walk to one side, this was not the case with One-Tusk. Ever since a greedy hunter had stolen one of his ivory tusks, One-Tusk didn't trust any creature on two legs.

So, one day, when One-Tusk came along the path and saw Unanani's hut in the way, he stormed towards it, trumpeting loudly. Unanani's niece had no time to pick up the children.



Die volgende dag gaan staan 'n impala wat deur die bos spring, om na die kinders te staar. Impala wys met sy gedraaide horings na die kinders.

"Sulke pragtige kinders! Wie is hulle ma?"

"Unanani! Sy sal nou-nou hier wees," antwoord haar broerskind.

"Wel, pas hulle goed op," sê Impala voordat hy verder spring.

Die volgende dag, toe 'n luiperd wat verbystap gaan staan om na die kinders te staar, raak Unanani se broerskind regtig senuweecagtig.

"Sulke pragtige kinders! Wie is hulle ma?"

"Unanani! Sy's op pad," sê haar broerskind hard.

"Wel, pas hulle goed op," grom Luiperd voordat hy weer deur die lang gras wegsloop.

Unanani was dankbaar dat hierdie diere haar kinders bewonder en hulle nie wou seermaak nie. Maar niemand in die nabygeleë dorpie het haar gewaarsku dat haar hut op 'n ou olifantroete gebou is nie. Hoewel die meeste olifante aan die kant sou verbyloop, was dit nie die geval met Een-Tand nie. Vandat 'n gierige jager een van sy ivoortande gesteel het, vertrou Een-Tand niemand wat op twee bene loop nie.

Op 'n dag, toe Een-Tand dus met die paadjie langs loop en Unanani se hut in sy pad sien, storm hy daarop af, en trompetter luidkeels. Unanani se broerskind het nie tyd om die kinders op te tel nie.



We publish what we like

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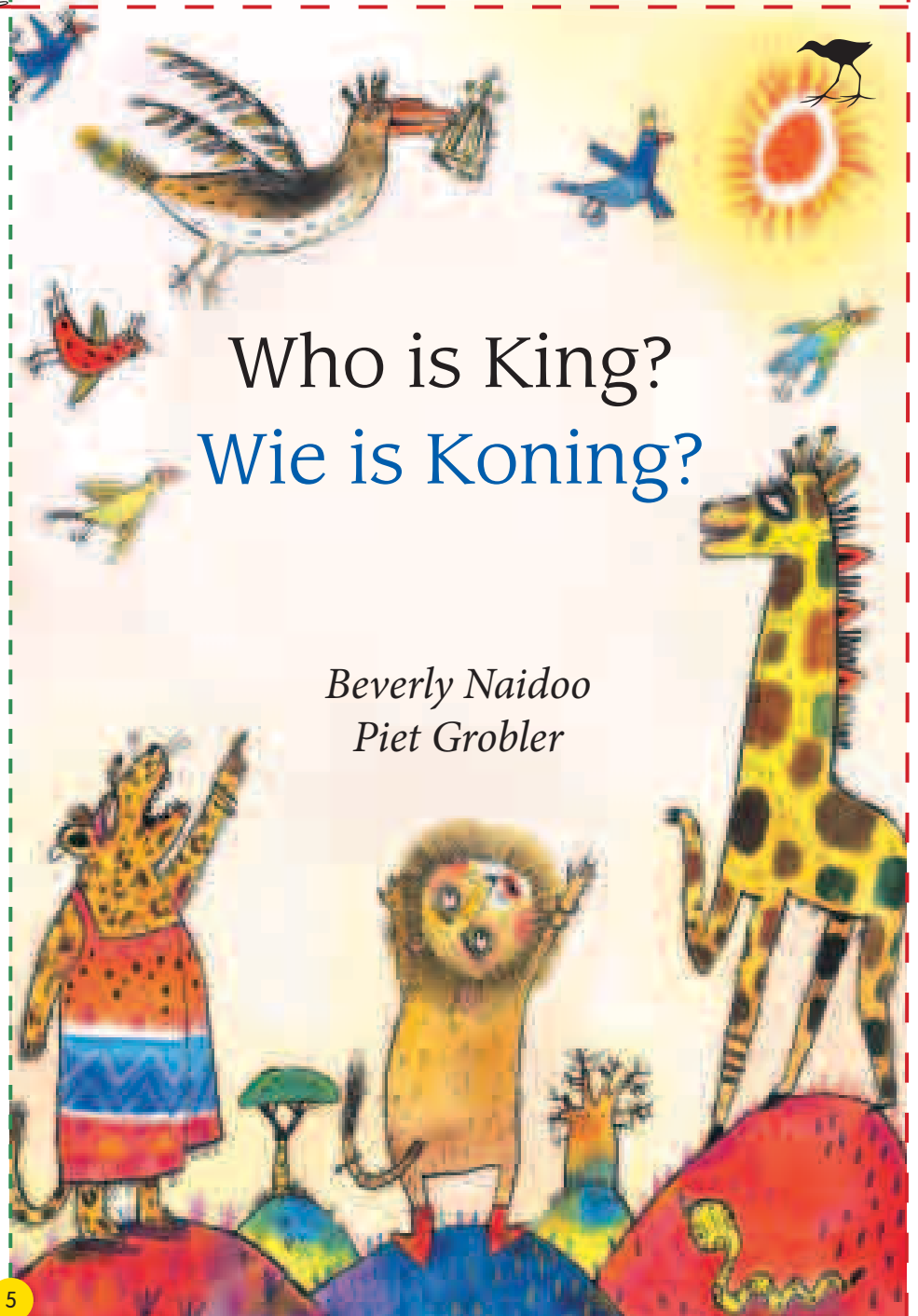
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Drive your imagination

# Who is King? Wie is Koning?

Beverly Naidoo  
Piet Grobler





Endag is Unanana op haar lande, en die kinders speel buite hul ma se hut, toe 'n groot harige bobbajaan wat tussen die bome rondloop, skielik gaan staan om na die kinders te staar.

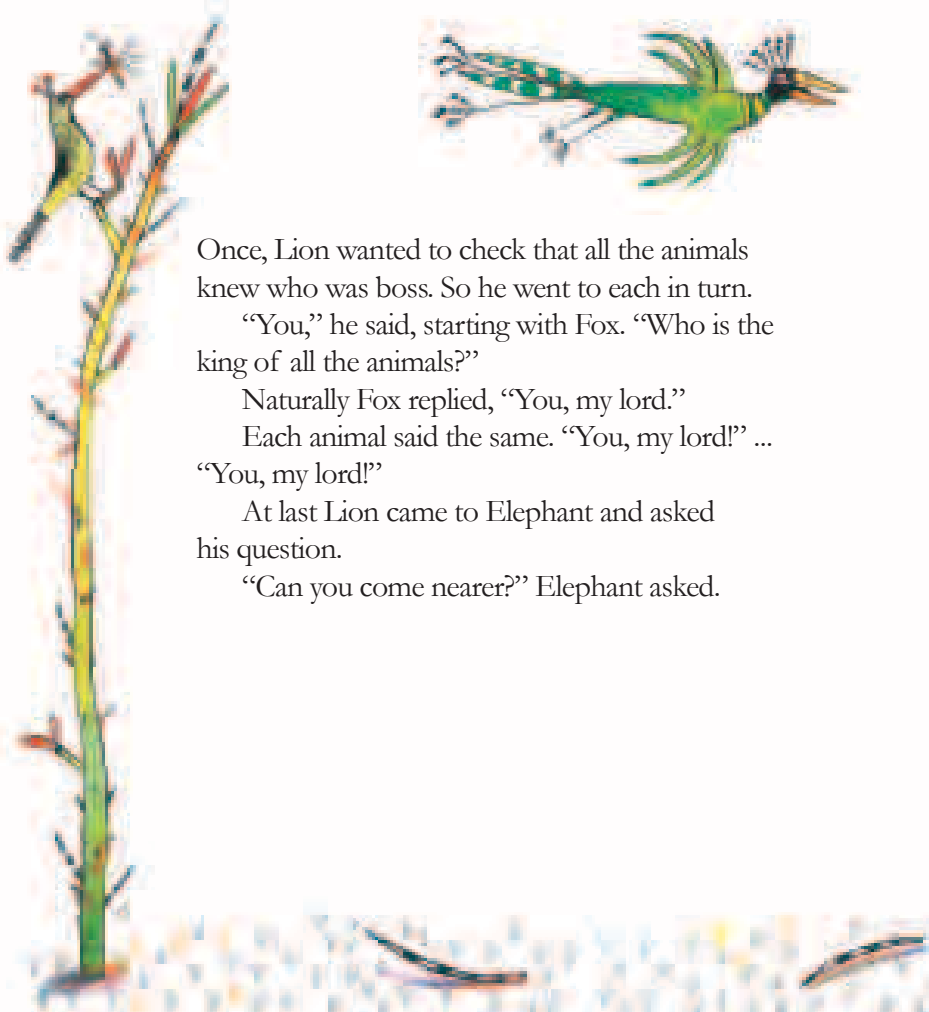
“Sulke pragtige kinders!” blaf hy vir die jong meisie in die deuropening. “Wie is hulle ma?”

“Unanana! Sy sal nou-nou huis toe kom,” sê haar broerskind vinnig.

“Wel, kyk goed na hulle,” sê Bobbejaan voor hy weer wegstap.

## Who is King?

An Amharic tale from Ethiopia



Once, Lion wanted to check that all the animals knew who was boss. So he went to each in turn.

“You,” he said, starting with Fox. “Who is the king of all the animals?”

Naturally Fox replied, “You, my lord.”

Each animal said the same. “You, my lord!” ... “You, my lord!”

At last Lion came to Elephant and asked his question.

“Can you come nearer?” Elephant asked.

Sy hardloop skreuenend weg terwyl die woedende olifant albei kinders met sy slup opskep, sy bek oopmaak en hulle insluk. In 'n oogwink is hulle skoonveld, en Een-Tand stap verder.

Unanana hoor die rumoer, laat val haar skoffel en hardloop huis toe. Die plek is verlate! 'n Rukkie later vind sy haar vreesbevange broerskind waar sy in die bos sit en bewe en huil. Unanana se hart word yskoud toe sy hoor wat gebeur het. Is dit moontlik dat die olifant haar kinders heel ingesluk het?

Unanana haas haar na haar hut toe en gaan haal 'n groot kookpot. Gisteraand se boonfigebredie is nog daarin. Sy kom uit met die pot op haar kop, en hou dit met een hand regop terwyl sy 'n lang skerp mes in haar ander hand dra. Sonder om 'n woord te sê begin sy Een-Tand se spore volg.

She ran, screaming, as the angry elephant swept up both infants with his trunk, opened his mouth and swallowed them. In an instant they were gone, and One-Tusk lumbered on his way.

Hearing the rumus, Unanana dropped her hoe in the field and ran home. It was deserted! A little later, she found her terrified niece shivering and crying in the bush. Her heart turned icy cold when she heard what had happened. Was it possible that her children had been swallowed whole?

Unanana hurried into her hut to fetch her large cooking pot. It contained last night's bean stew. She emerged with the pot on her head, steadying it with one hand, while in the other she carried a long sharp knife. Without a word, she began to follow One-Tusk's tracks.

Unanana took her knife and swiftly cut a passage between One-Tusk's ribs, leading the way with her children to their world outside. That evening, Unanana received many praises and gifts for freeing everyone.

From then on, the villagers offered her help. Unanana's niece even had a little time to play with the other children. It is also said that elephants have never swallowed people since then. But it is wise for people to show elephants the respect they deserve and, most of all, never to steal their ivory tusks.

Unanana vat haar mes en maak gou 'n opening tussen Een-Tand se ribbes. Sy lei die groepie mense en haar kinders na die wêreld daar buite. Daardie aand ontvang Unanana baie lofprysinge en geskenke omdat sy almal bevry het.

Van toe af bied die dorpenaars aan om haar te help. Unanana se broerskind het selfs tyd om met die ander kinders te speel. Daar word ook gesê dat die olifante van toe af nooit weer mense ingesluk het nie. Maar dit is wys vir mense om aan olifante die respek te betoon wat hulle toekom, en die belangrikste van alles, om nooit hulle ivoortande te steel nie.





One day, Unana was in her field, and the children were playing outside their mother's hut, when a large shaggy Baboon, lolling between some trees, suddenly stopped to stare at them. "Such beautiful children!" he barked to the young girl in the doorway. "Who is their mother?" "Unanai! She'll come home soon," the niece said quickly.

"Well, take good care of them," Baboon grunted, before loping on his way.

## Wie is Koning?

'n Amhariese verhaal uit Ethiopië

Op 'n dag wou Leeu seker maak dat al die diere weet wie is baas. Hy gaan toe na elkeen toe.

"Jy," sê hy, en begin by Jakkals. "Wie is die koning van al die diere?"

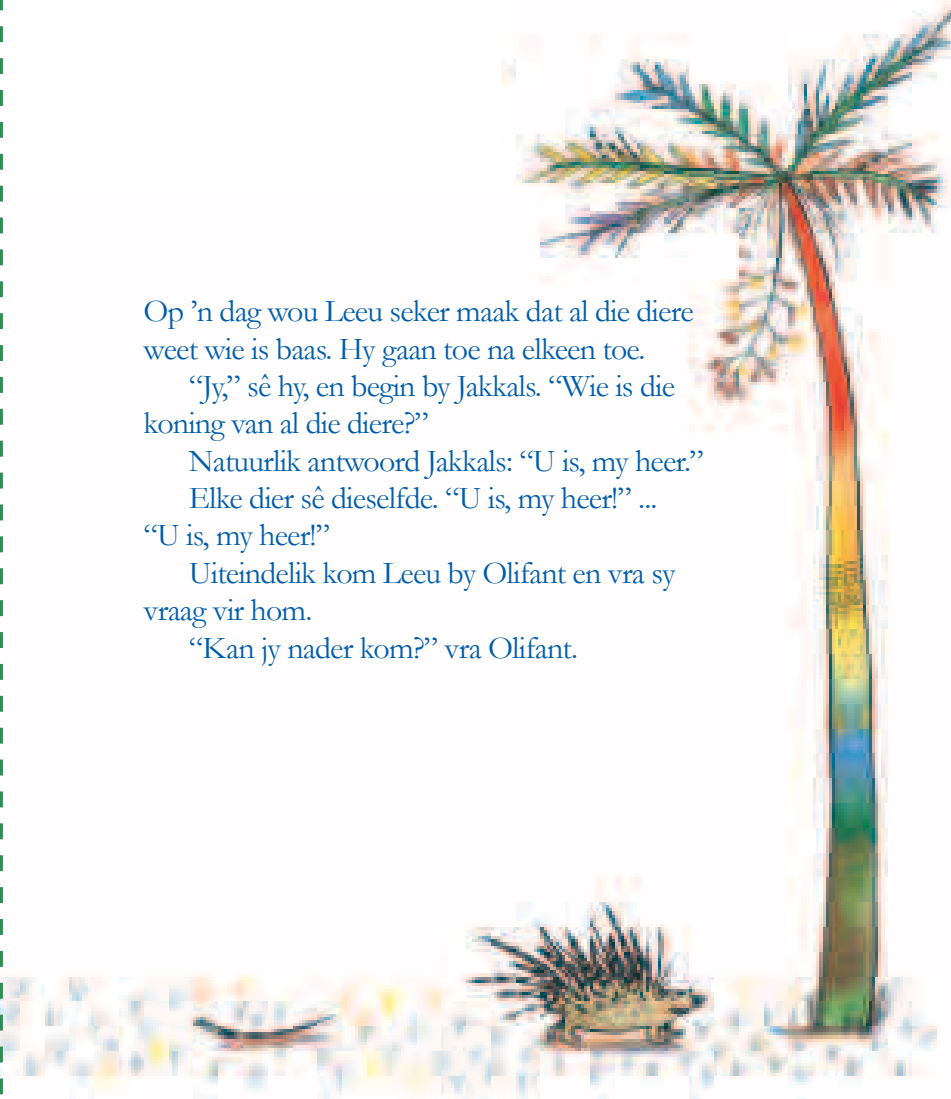
Natuurlik antwoord Jakkals: "U is, my heer."

Elke dier sê dieselfde. "U is, my heer!" ...

"U is, my heer!"

Uiteindelik kom Leeu by Olifant en vra sy vraag vir hom.

"Kan jy nader kom?" vra Olifant.







Lion thought that maybe Elephant was a little deaf. But as he stepped forward to repeat his question, he felt Elephant's trunk grasp him. Next, he was flying high in the sky!

Lion howled as he landed, battered and bruised. "Why did you do that?" he whined to Elephant. "Why didn't you just say, 'I am the king!'?"

Elephant flapped his great ears and raised his trunk. Ignoring Lion, he lumbered away. But he trumpeted loudly to let all the animals know who was king.

Leeu dink Olifant is dalk 'n bietjie doof. Maar toe hy vorentoe tree om sy vraag te herhaal, voel hy hoe Olifant se slurp hom vasgryp. En toe vlieg hy hoog deur die lug!

Leeu tjank toe hy die grond tref, verslete en vol kneusplekke.

"Waarom het jy dit gedoen?" kerm hy teenoor Olifant. "Waarom het jy nie net gesê: 'Ek is die koning!' nie?"

Olifant flap sy groot ore en lig sy slurp op. Hy ignoreer vir Leeu en stap weg. Maar hy trompetter so hard dat al die diere weet wie eintlik koning is.



Kort voor lank sien sy vir Bobbejaan op 'n rots sit en sy vra hom of hy vir Een-Tand gesien het. "Soek na die plek met die hoe bome en wit klippe," sê Bobbejaan en probeer sag praat. Hy raai wat met die pragtige kinders gebeur het.



Before long, she saw Baboon sitting on a rock and called out to him. Had he seen One-Tusk? "Look for the place of tall trees and white stones," barked Baboon, trying to make his voice soft. He guessed what had happened to the beautiful children.

Skielik skep hy haar met sy slurp op, druk haar in sy bek en met een sluk gly sy af, af, af in sy keel.

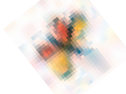
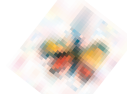
Wel, dit is presies wat Unanana wou hê. Sy klou aan haar pot en haar mes vas, en sy is nog in een stuk. Nou moet sy net haar kinders vind! Hierdie is 'n vreemde land met valleie en heuwels met grotte vol mense, bokke, honde, katte ... en daar, ver voor haar, is haar twee kinders wat agter 'n paar hoenders aanhardloop! Toe sy hulle name roep, draai hulle om, hardloop na haar toe en kla dat hulle honger is.

Unanana sit haar pot neer en begin vir haar kinders van die boontjebredie voer. In 'n oogwink drom almal om haar saam en vra vir kos.

"Gaan maak 'n vuur! Kan julle nie sien hier is oral vleis om te braai nie?" sê Unanana vol veragting. Sy herken van die mense wat haar nooit wou help toe haar man dood is nie.

"Waarom het ons nie daaraan gedink nie?" sê hulle.

In 'n kits brand die vuur hoog. Die vlamme styg hoër en hoër in die groot gedierte se maag op. Sommer gou begin Een-Tand brul. Hy voel 'n verskriklike brand binne-in hom en daar is niks wat hy kan doen om dit te keer nie. Met 'n allemintige plof, val hy dood neer. Dit was net betyds vir die mense in sy maag, wat baie warm begin kry het.







To spend time drawing, painting and playing with stories.  
Om tyd te kry om stories te teken, te verf en met hulle te speel.

5



To be given opportunities to explore different types of writing – like stories, poems and information – from home and around the world.  
Om geleenthede te kry om verskillende soorte skryfwerk te verken – soos stories, gedigte en inligting – van ons eie land en ook vanoor die hele wêreld.

4



To talk about stories and books with our friends, families and teachers.  
Om met ons vriende, familie en onderwysers oor stories en boeke te gesels.

3



8

To share our thoughts, dreams and stories through our own writing.  
Om ons gedagtes, drome en stories deur ons skryfwerk te deel.

# Children's literacy rights Kinders se geletterdheidsregte

This book belongs to/Hierdie boek behoort aan:



To use our own languages and learn other languages.  
Om ons eie tale te gebruik en ander tale aan te leer.

2



To get help from adults with our reading and writing, and with choosing interesting books to read.  
Om hulp van volwassenes te kry met ons lees en skryf, en ook met die kies van interessante boeke om te lees.

6



All children can be powerful readers and writers! These are our literacy rights.

Alle kinders kan sterk lesers en skrywers wees! Kom ons kyk na ons geleterdheidsregte.



To listen to hundreds and even thousands of wonderful stories, and tell our own stories too.

Om na honderde en selfs duisende wonderlike stories te luister, en ook ons eie stories te vertel.

1

To visit the library to find the books we want to read, and to grow collections of books at home.

Om die biblioteek te besoek om boeke te vind wat ons graag wil lees, en om 'n versameling boeke by die huis op te bou.

7





In Enjlie verder aan sien Unanana vir  
Impala en vra hom dieselfde vraag. Impala  
gee dieselfde antwoord. Sy groot bruin oë is  
vol jammer. Nog verder aan sien Unanana  
vir Luiperd uitgestrek op 'n boomtak lê.  
Vreesloos vra sy haar vraag vir hom ook.  
Luiperd kap met sy stert om die rigting  
aan te dui. “Vind die plek met die hoë bome  
en wit klippe,” groet Luiperd.

Some way on, Unanana saw Impala and  
asked the same question. Impala gave the same  
answer. His large brown eyes showed sympathy.  
Yet further on, Unanana saw Leopard stretched  
along the branch of a tree. Fearlessly, she called  
out her question.  
Leopard flicked his tail to point the  
direction. “Find the place of tall trees and white  
stones,” Leopard purred.



Suddenly, he swooped her up with his trunk, shoved  
her into his mouth and in one gulp sent her flying down,  
down, down his throat.

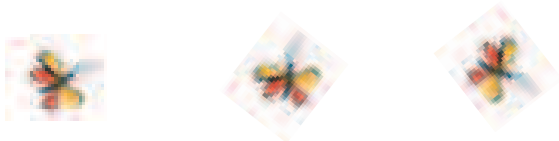
Well, this was just what Unanana wanted. Gripping  
her pot and her knife, she was still in one piece. Now  
she must find her children! Here was a strange land of  
valleys and hills dotted with caves full of people, goats,  
dogs, cats ... and there, ahead of her, were her two  
children running after some chickens! When she called  
their names, they turned and came scampering up to her,  
complaining that they were hungry.

Unanana put down her pot and began feeding her  
children the bean-stew. In an instant, everyone crowded  
around her, begging for food.

“Go and build a fire! Can’t you see you have meat  
all around you to roast?” Unanana said scornfully. She  
recognised some people who had never offered her any  
help when her husband died.

“Why didn’t we think of that?” they said.

In no time, a fire was roaring. The flames rose up  
higher and higher inside the great beast’s stomach. Soon  
it was One-Tusk who was roaring. He felt a terrible  
burning inside him and there was nothing he could do  
to stop it. With a mighty thump, he fell down and died.  
It was just in time for all the people inside, who were  
getting very hot.



“Thulani bantwana, ningakhali  
Thulani bantwana, lalani.  
Stil nou kindertjies, moenie huil nie  
Stil nou kindertjies, slaap nou.”

Die hele dag, terwyl sy spit en skoffel en  
aan hulle kalm gesigges en glimlagges en dit  
wat sy elke aand vir haar kinders sing. Sy dink  
onkuid uitrek, neurie Unanana die wiegelieljie  
gee haar krag.

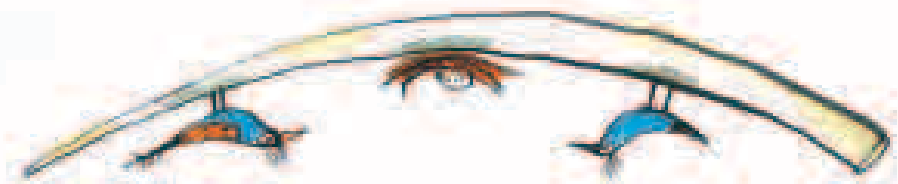
“Thulani bantwana, ningakhali  
Thulani bantwana, lalani.  
Hush children, don't you cry  
Hush children, sleep.”

All day, while digging, hoeing and weeding,  
Unanana hummed the lullaby that she sang every  
night to her infants. She imagined their gentle  
faces and smiles, and this gave her strength.



Lank gelede het 'n vrou met die naam Unanana elke oggend wanneer die son die nag se donker mantel verdryf haar huis verlaat om in haar landerye te gaan werk. Sy het eers teruggekeer wanneer die son sy kop neerlê om te gaan rus. En dan moes sy nog vuurmaakhout brymekaarmaak op pad huis toe.

Dit was baie swaar vir Unanana, want haar man was dood. Sy het twee klein kindertjies gehad om te versorg, en haarself, en haar broer se dogter. Hierdie jong meisie het na Unanana se kindertjies gekyk terwyl sy gewerk het. Niemand in die dorpie daar naby het aangebied om hulle te help nie.



## Unanana en Een-Tand

'n Zulu-verhaal uit Suid-Afrika

## Unanana and One-Tusk

A Zulu tale from South Africa



A long time ago, as the rising sun chased away the night's dark cloak every morning, a woman called Unanana left home to work in her field. She only returned as the sun lay down to rest. Even then, she still had to collect firewood from the bush on her way home.

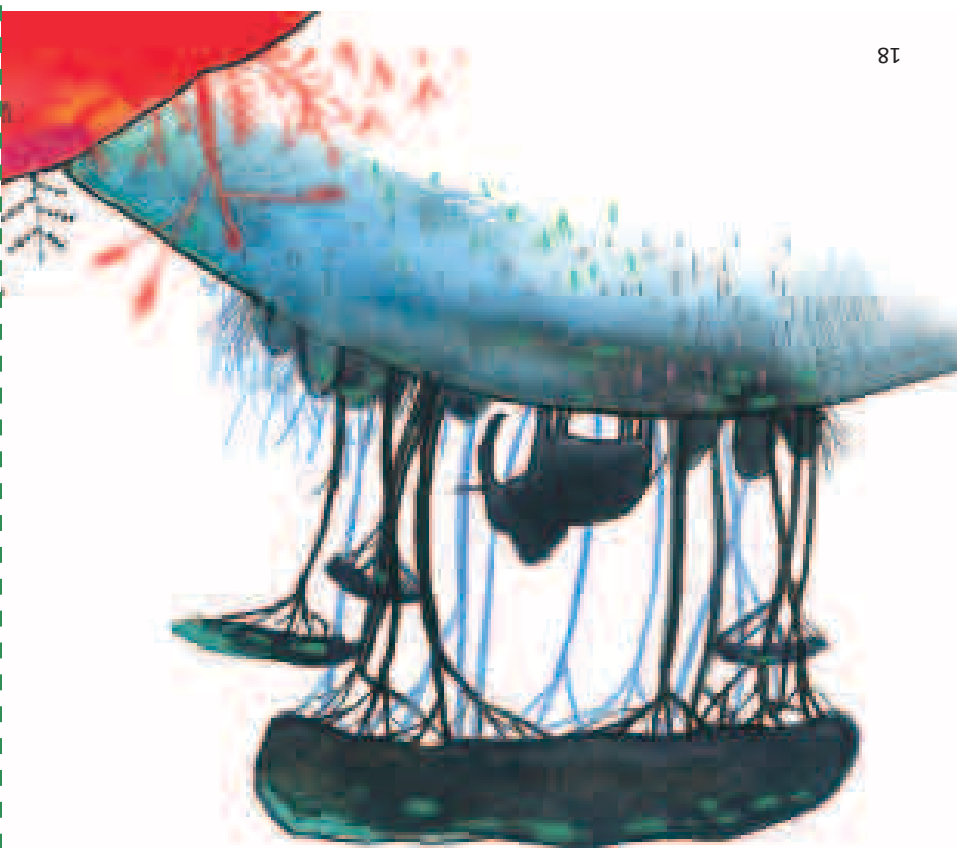
It was very hard for Unanana because her husband was dead. She had two little children to feed, as well as herself and her brother's daughter. This young girl looked after her little ones while she was away. No one in the nearby village offered to help her.



En sowaar as vet, 'n rukkie later sien Unanana 'n oopte met hoë bome en groot wit klippe. Daar, in die middel, staan 'n enorme olifant met 'n enkele tand. Unanana stap tot reg voor hom. Sy swaai haar mes rond.

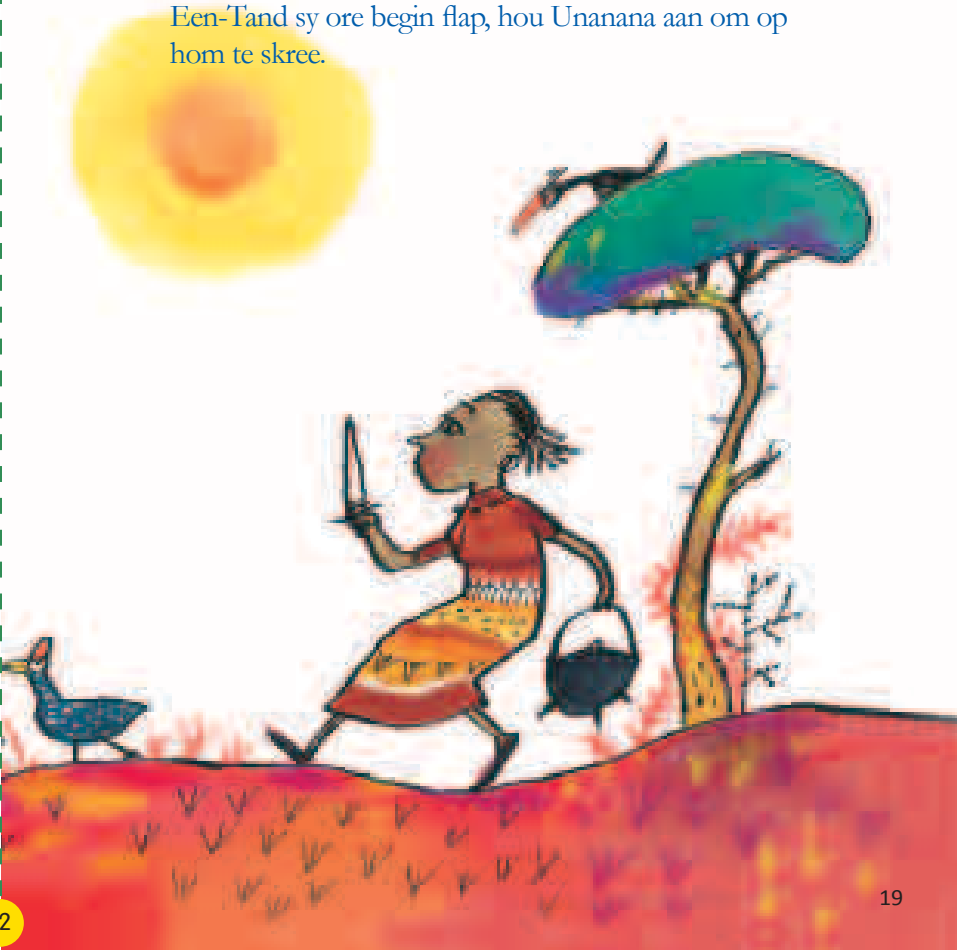
“Jy het my pragtige kinders ingesluk! Gee hulle vir my terug!” eis sy.

Maar Een-Tand hou nie daarvan dat hy so aangespreek word nie, veral nie deur 'n wese met twee bene, soos die dief wat sy tand gesteel het nie. Is hierdie nie ook die een wat die olifantpad versper het nie? Terwyl Een-Tand sy ore begin flap, hou Unanana aan om op hom te skree.



Sure enough, in a little while, Unanana saw a clearing of tall trees and large white stones. There, in the middle, stood an enormous elephant with a single tusk. Unanana walked right up in front of him. She waved her knife. “You swallowed my beautiful children! Give them back to me!” she demanded.

Now, One-Tusk didn't like being talked to in this manner, especially by a creature on two legs, like the thief who had stolen his tusk. Was this not also the one who had blocked the elephant path? While One-Tusk began to flap his vast ears, Unanana carried on shouting at him.





# We have to go!



By Helen Brain



Illustrations by Rico

It was Tuesday and there was no school. All the children were meeting at the library for a special day. It was International Literacy Day and people all over the world were going to read and write and listen to stories on the same day.

Neo was so excited. His favourite author, Joan Rankin, was coming to the library to read from the books she had written, and his dad had promised to take him to see her. Neo had written a special book about her, and he couldn't wait to give it to her.

But when Neo got up on Tuesday morning, there was a funny noise coming from the kitchen. He went to look. The washing machine was making a terrible rattling, coughing noise as if it was going to explode.



Neo's dad came to see. "Oh no!" he said. "The pump must be broken. It's going to cost so much to get it fixed. We might have to buy a whole new washing machine."

"We can't afford a new washing machine," Neo's mom said. "Please, can't you fix it? I have to go to work, and there's so much dirty washing."

Dad hated seeing Neo's mom so upset so he said, "I'll fix it. Neo will help me. I'll find a website that shows me how to mend broken washing machines."

"But, Dad, you promised to take me to the library," said Neo.

"That will have to wait, Neo. The washing machine is more important. Maybe Gogo can take you," said Dad.

"I'm going out today," said Gogo, shaking her head. "I'm sorry, Neo. You'll have to go next week."

Neo was very upset. "But, Dad, you promised me you would take me to the library," he said. "We have to go soon."

Dad fetched his toolbox and googled, "How to fix a washing machine pump" on his cellphone.

"Here you go," he said to Neo, showing him the page. "This doesn't look too difficult." And with that, he pulled the washing machine out and turned it around so he could take off the back.

But fixing the machine was more difficult than it looked.

"There's a drawing here," Dad grumbled, looking at his phone. "But it's so small, I can't see what goes where."



Then Dad dropped one of the screws and it rolled under the fridge, so he had to pull the fridge out to get the screw. Neo looked at the clock. It was half past nine. Only half an hour until Joan Rankin arrived at the library.

"Please, Dad," he said, hopping from one leg to the other. "Please, hurry so we can go to the library. We have to go now."

"I'm busy here and you are not helping, Neo!" Dad looked cross.

Neo was upset. His father had promised to take him, but now everything was going wrong.

"NO, NO, NO," yelled Dad. "I don't believe it!"

"What?" Neo asked in a small voice.

"Now my phone's battery is flat!" Dad shouted. "Please fetch me the charger."

But at that very moment the power went out.

"Oh no," said Neo. "Now the electricity is off."

Dad seemed very angry. "This is the worst Tuesday ever. I'm halfway through fixing the machine and now I can't read about what to do next."

Neo nodded. "Yes, it is the worst Tuesday ever. You can't fix the machine, and I'm missing Joan Rankin," but he didn't say any more because he could see that Dad was very upset. Neo slumped down at the kitchen table and hid his head in his arms.

Dad packed away his tools. "There's not much we can do now," he said.

Neo lifted his head a little bit. The clock said ten to ten. They could still make it to the library – they'd be late, but he'd still see Joan Rankin and he could still give her his present. He turned the pages of the little book he'd made. He'd written the story and drawn the pictures, and Gogo had helped him put it together and make a cover. Dad was calming down. He picked up Neo's book. "What's this, Neo?" he asked.

*Continued on page 15.*





# Ons moet gaan!

Deur Helen Brain  Illustrasies deur Rico

*saliba*  
Dit begin met 'n storie...

Dit is Dinsdag en die skool is gesluit. Al die kinders ontmoet mekaar by die biblioteek vir 'n spesiale dag. Dit is Geletterdheidsdag en mense van oral oor die wêreld gaan op dieselfde dag stories lees en skryf, en na stories luister.

Neo is so opgewonde. Sy gunstelingskrywer, Joan Rankin, kom na die biblioteek om voor te lees uit van die boeke wat sy geskryf het, en sy pa het belowe hy sal hom vat om na haar te gaan luister. Neo het 'n spesiale boek oor haar geskryf, en kan nie wag om dit vir haar te gee nie.

Maar toe Neo Dinsdagoggend opstaan, kom daar 'n snaakse geluid uit die kombuis. Hy gaan kyk. Die wasmasjien maak 'n nare, rammelende hoersgeluid asof dit gaan ontplof.



Neo se pa kom kyk. "Ag, nee!" sê hy. "Die pomp moes gebreek het. Dit gaan so duur wees om dit te laat regmaak. Ons sal dalk 'n nuwe wasmasjien moet koop."

"Ons kan nie 'n nuwe wasmasjien bekostig nie," sê Neo se ma. "Kan jy dit nie asseblief regmaak nie? Ek moet gaan werk, en daar is so baie vuil wasgoed."

Pa hou niks daarvan as Neo se ma so ontsteld is nie, en hy sê: "Ek sal dit regmaak. Neo kan my help. Ek sal 'n webwerf soek wat vir my wys hoe om stukke wasmasjiene reg te maak."

"Maar Pa, jy het belowe om my biblioteek toe te vat," sê Neo.

"Dit sal moet wag, Neo. Die wasmasjien is belangriker. Dalk kan Gogo jou vat," sê Pa.

"Ek gaan vandag uit," sê Gogo, en skud haar kop. "Ek is jammer, Neo. Jy sal moet wag tot volgende week."

Neo is baie ontsteld. "Maar Pa, jy het belowe om my biblioteek toe vat," sê hy. "Ons moet nou-nou gaan."

Pa gaan haal sy gereedskapskis, vat sy selfoon en tik op Google in: "Hoe om 'n wasmasjien se pomp reg te maak".

"Daar's hy," sê hy vir Neo, en wys vir hom die bladsy. "Dit lyk nie te moeilik nie." En daarmee trek hy die wasmasjien vorentoe en draai dit om sodat hy die agterkant kan affaal.

Maar dit is moeiliker as wat dit lyk om die wasmasjien reg te maak.

"Daar's 'n tekening hier," mompel Pa en kyk na sy foon. "Maar dit is klein, ek kan nie sien wat hoort waar nie."



Toe laat Pa een van die skroewe val en dit rol onder die yskas in sodat hy die yskas moet vorentoe trek om die skroef te kry. Neo kyk na die horlosie. Dit is halftien. Nog net 'n halfuur voor Joan Rankin by die biblioteek aankom.

"Asseblief, Pa," sê hy, en spring van een been na die ander. "Maak asseblief gou sodat ons biblioteek toe kan gaan. Ons moet nou gaan."

"Ek is besig hier en jy help nie, Neo!" Pa lyk vies.

Neo is ontsteld. Sy pa het belowe om hom te vat, maar nou loop alles verkeerd.

"NEE, NEE, NEE," skree Pa. "Ek glo dit nie!"

"Wat nou?" vra Neo in 'n klein stemmetjie.

"Nou is my foon se battery pap!" skree Pa. "Gaan haal asseblief die batterylaaiër."

Maar op daardie oomblik gaan die krag af.

"Ag nee," sê Neo. "Nou is die krag af."

Pa lyk baie kwaad. "Dit is die slegste Dinsdag ooit. Ek is halfpad klaar met die wasmasjien en nou kan ek nie lees wat om volgende te doen nie."

Neo knik. "Ja, dit is die slegste Dinsdag ooit. Pa kan nie die masjien regmaak nie, en ek gaan nie vir Joan Rankin sien nie," maar hy sê niks nie, want hy kan sien Pa is baie omgekrap. Neo gaan sit by die kombuistafel en laat sak sy kop op sy arms.

Pa pak sy gereedskap weg. "Daar's nie veel wat ons nou kan doen nie," sê hy.

Neo lig sy kop effens op. Die horlosie sê tien voor tien. Hulle kan nog steeds biblioteek toe gaan – hulle sal laat wees, maar hy sal nog vir Joan Rankin kan sien en steeds vir haar sy geskenk kan gee. Hy blaai deur die bladsye van die klein boekie wat hy gemaak het. Hy het die storie geskryf en die prente geteken, en Gogo het hom gehelp om dit bymekaar te sit en 'n omslag te maak. Pa is besig om te bedaar. Hy tel Neo se boek op. "Wat's dit, Neo?" vra hy.

*Vervolg op bladsy 15.*

From page 13.



"My book," Neo said in a tiny voice. "I was going to give it to my favourite author at the ..." He didn't finish the sentence.

"Come on," called Dad, grabbing his car keys. "We have to go NOW! We can still get to the library in time if we hurry."

Joan Rankin had begun to read her story to the children when Neo and Dad hurried into the library. Neo found a seat at the back and settled down to listen. Her story was wonderful, and so were her pictures. Neo hoped he'd be able to draw like that one day.

And the best of all? When she'd finished and Neo showed her his book, she thought it was wonderful.

"Did you really write this story all by yourself?" she asked him.

"Yes," said Neo. "And I drew the pictures too. It's a present for you, Ma'am."

Then Joan Rankin opened her bag and took out one of her books. Inside she wrote, "For Neo, who makes beautiful books", and she signed her name in big letters and gave it to him.

Neo was so happy. He held the book so tightly he never wanted to let it go.

Just then Dad came over. "You won't believe it," he said. "I found a book on how to fix washing machines, and look – the drawings are big and clear. Why didn't you tell me the library had books like this, Neo?"



Dad gave Neo a hug. "Books are awesome. Their batteries never run flat, and you can even read them when the electricity goes off."

Neo smiled a happy smile and nodded. That was true. You can read a book anywhere and anytime.

Vervolg van bladsy 14.



"My boek," sê Neo in 'n klein stemmetjie. "Ek wou dit vir my gunstelingskrywer gee by die ..." Hy maak nie sy sin klaar nie.

"Kom," roep Pa, en gryp sy motorsleutels. "Ons moet NOU gaan! Ons kan steeds betyds by die biblioteek wees as ons gou maak."

Joan Rankin het al begin om haar storie vir die kinders te lees toe Neo en Pa haastig by die biblioteek aankom. Neo vind 'n sitplek in die agterste ry en gaan sit om te luister. Haar storie is wonderlik, en haar prente ook. Neo hoop hy kan ook eendag so teken.

En die beste van alles? Toe sy klaar is en Neo vir haar sy boek wys, dink sy dit is wonderlik.

"Het jy regtig self hierdie storie geskryf?" vra sy vir hom.

"Ja," sê Neo. "En ek het die prente geteken. Dit is 'n geskenk vir jou, mevrou."

Toe maak Joan Rankin haar sak oop en haal een van haar boeke uit. Binne-in skryf sy: "Vir Neo, wat pragtige boeke maak", en sy skryf haar naam in groot letters en gee dit vir hom.

Neo is so gelukkig. Hy hou die boek so styf vas asof hy dit nooit weer wil laat gaan nie.

Net toe kom Pa aangestap. "Jy sal dit nie glo nie," sê hy vir Neo. "Ek het 'n boek gekry oor hoe om wasmasjiene reg te maak, en kyk – die tekeninge is groot en duidelik. Waarom het jy nie vir my gesê daar is boeke soos hierdie een in die biblioteek nie, Neo?"



Pa gee vir Neo 'n drukkie. "Boeke is fantasties. Hulle batterye raak nooit pap nie, en jy kan hulle selfs lees wanneer die krag afgaan."

Neo glimlag bly en knik. Dit is waar. Jy kan 'n boek enige tyd en op enige plek lees.

# Nal'ibali fun

## Nal'ibali-pret

Can you find these words in the wordsearch block below?

BOOK  
COMMUNICATE  
EXPRESS  
IDEAS  
KNOWLEDGE  
NEWSPAPER  
PAPER  
PENCIL  
POEM  
READ  
STORY  
WRITE

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| K | S | P | E | T | N | B | E | N | Y | O |
| N | T | S | B | P | E | B | O | O | K | P |
| O | O | B | A | O | W | I | Q | U | V | L |
| W | R | I | T | E | S | R | E | A | D | D |
| L | Y | D | S | M | P | A | P | E | R | A |
| E | I | E | C | P | A | M | I | A | M | E |
| D | A | A | H | U | P | E | N | C | I | L |
| G | S | S | O | T | E | I | M | Y | U | A |
| E | I | E | X | P | R | E | S | S | L | O |
| C | O | M | M | U | N | I | C | A | T | E |

Kan jy hierdie lys woorde in die woordsoekblok vind?

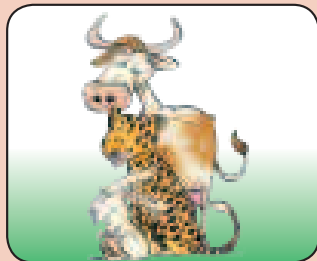
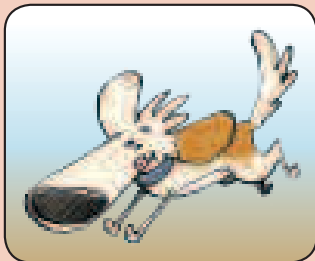
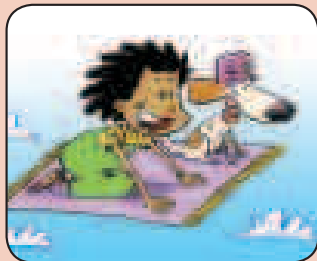
BOEK  
KOMMUNIKEER  
UITDRUK  
IDEE  
KENNIS  
KOERANT  
PAPIER  
POTLOOD  
GEDIG  
LEES  
STORIE  
SKRYF

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|---|---|---|---|---|---|---|---|---|---|---|
| K | S | T | O | R | I | E | E | N | Y | U |
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| N | O | B | A | E | W | I | D | E | E | T |
| N | R | I | T | E | S | R | E | A | G | D |
| I | Y | D | S | S | P | A | P | I | E | R |
| S | K | R | Y | F | A | M | I | A | D | U |
| D | M | A | H | U | P | E | N | C | I | K |
| G | K | O | E | R | A | N | T | Y | G | A |
| E | I | E | X | P | O | T | L | O | O | D |
| K | O | M | M | U | N | I | K | E | E | R |

Are you a star storyteller?

Look at the pictures below. Can you make up a story based on all or some of these pictures? You could tell your story to a group of friends, or write it down so that you can read it to others later.

- Decide which picture you want to use for the start of your story.
- Then, look at the other pictures and decide in what order you could use them to create a story.
- Now, write or tell your story and use words to fill in the gaps between the pictures to create your story.
- Many different stories can be created from the pictures. The story you write or tell will depend on the order you use the pictures in, the ideas you have and how you weave them together into a story!
- You might like to cut out the pictures to use with your story.
- Don't forget to give your story an interesting title.



If you wrote a story for this activity and you would like to have it published in the Nal'ibali supplement, then send it to us at [info@nalibali.org](mailto:info@nalibali.org). We'll try to publish as many stories as we can!

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As jy 'n storie vir hierdie aktiwiteit geskryf het en dit graag in die Nal'ibali-bylae gepubliseer wil hê, stuur dit vir ons by [info@nalibali.org](mailto:info@nalibali.org). Ons sal probeer om soveel stories moontlik te publiseer!

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The Herald

Sunday Times

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