Motivated to read

We know that reading lots of books helps to make children better readers. We also know that to spend a lot of time reading and to keep reading throughout your life, you've got to *want* to read!

If we want to get our children reading and then keep them reading, it's really helpful to understand what motivates them to read. To find this out, researchers most often observe children's reading behaviour and/or talk to their teachers. Surprisingly, very few researchers actually speak to children themselves, but here is what the children (aged 9 and 10) in one study conducted by Kathryn Edmunds and Kathryn Bauserman said about books and reading. The children said that:

- they were more likely to read a book that they had chosen, than a book chosen for them by a teacher or parent.
- they liked books that matched their personal interests.
- they were more likely to choose books that have exciting covers and action-packed plots, as well as books that are funny or scary, and have great illustrations.
- their interest in reading was sparked and encouraged by their family members (especially their mothers), teachers and friends.
- most of the books they read came from a library.
- libraries gave them the opportunity to look at lots of different books before choosing the ones they wanted to read.
- they often found out about books they might want to read by talking to their friends.
- they motivated themselves to read – once they'd caught the reading bug, they just wanted to keep reading!
- they enjoyed being read to by family members and teachers, even though they could already read!

So, what does this mean we need to do?

- Make sure that our children have access to lots of different books. Children who can get books more easily, read more. Take your children to the library and, when you can, buy books for them.
- Let them choose their own books.
- Speak to your children about books and read to them, no matter their age.
- Encourage them to speak to other children about books. Let them join an existing reading club or start one of your own!

Looking for stories to share anywhere, anytime? Visit www.nalibali.mobi for stories in six South African languages to enjoy with the children in your life.

Ingaba ukhangela amabali eninokwabelana ngawo naphi na nanini na? Ndwendwela ku-www.nalibali.mobi ufumane amabali ngeelwimi ezintandathu zaseMzantsi Afrika uze uwonwabele nabantwana abasebomini bakho.

Ukukhuthalela ukufunda

Siyazi ukuba ukufunda iincwadi ezininzi kunceda abantwana babe ngabafundi abangcono. Kananjalo siyazi ukuba ukuze ube nexesha olichithela ekufundeni kwaye uzigcine ngokufunda ubomi bakho bonke, kufuneka ukufune ukufunda!

Ukuba sifuna abantwana bethu bafunde kwaye sibagcine befunda, kungaluncedo kakhulu ukuqonda ukuba yintoni ebaphembelela ukuba bafunde. Ukuze kubekho into eyaziwayo ngoku, kumaxesha amaninzi abaphandi bajonga indlela abantwana abaziphatha ngayo ngokunxulumene nokufunda kwaye bethetha nootitshala babo ngoku. Okothusayo kukuba bambalwa kakhulu abaphandi abaye bathethe nabantwana ngqo, kodwa ke naku okwathethwa ngabantwana (abaneminyaka eli-9 neli-10) kolunye uphando olwenziwa nguKathryn Edmunds noKathryn Bauserman malunga neencwadi kunye nokufunda. Aba bantwana bathi:

- maninzi amathuba okuba bangayifunda incwadi abazikhethele yona kunencwadi abayikhethelwe ngutitshala okanye umzali.
- bathanda iincwadi ezihambisana nemidla yabo nezinto abazithandayo.
- maninzi amathuba okuba bangakhetha iincwadi ezinamaqweqwe avuselelayo nezinezakhiwo ezineziganeko ezininzi, kwakunye neencwadi ezihlekisayo okanye ezoyikisayo, kwanezinemifanekiso emihle kakhulu.
- umdla wabo wokufunda uvuselelwa kwaye ukhuthazwa ngamalungu eentsapho zabo (ingakumbi oomama babo), ootitshala kunye nabahlobo.
- uninzi lweencwadi abazifundileyo bazifumane kwithala leencwadi.
- amathala eencwadi abanike ithuba lokujonga iincwadi ezininzi nezohlukileyo phambi kokuba bakhethe ezo bafuna ukuzifunda.
- basoloko befumanisa malunga neencwadi abangathanda ukuzifunda ngokuncokola nabahlobo babo.
- bazikhuthaze ngokwabo ukuba bafunde – xa uthe waqala ukuvuseleleka umdla wabo wokufunda, bafuna ukusoloko befunda ngalo lonke ixesha!
- bayakonwabela ukufundelwa ngamalungu eentsapho zabo nangootitshala, nangona sele bekwazi ukuzifundelangokwabo!

Ngoko ke, oku kuthetha ukuba kufuneka senze ntoni?

- Masiqinisekise ukuba abantwana bethu bayakwazi ukufikelela kwiincwadi ezininzi nezohlukileyo. Abantwana ekulula kubo ukufumana iincwadi ezininzi, ngabona bafunda kakhulu. Hamba nabantwana bakho niye kwithala leencwadi uze, xa unakho, ubathengele iincwadi.
- Bavumele bazikhethele iincwadi zabo ngokwabo.
- Ncokola nabantwana bakho ngeencwadi kwaye ubafundele, akukhathaliseki nokuba badala kangakanani.
- Bakhuthaze ukuba bancokole nabanye abantwana ngeencwadi. Bavumele ukuba bazibandakanye neklabhu yokufunda esele ikhona okanye uqale eyakho!

Drive your imagination

Read to me. Never too early. Never too late.
Ndifundele. Awukashiywa lixesha. Lingasokuze likushiye nanini na.

Nal'ibali
It starts with a story...

This supplement is available during term times in the following Times Media newspapers: *The Times* in the Western Cape, *The Sowetan* in the Free State, Gauteng and KwaZulu-Natal, *The Daily Dispatch* and *The Herald* in the Eastern Cape.

Drive your imagination

Story stars

A passion for books

Righardt le Roux is the Programme Librarian at Westonaria Library Information Services. He is passionate about the important role literacy can play in people's lives. Nal'ibali spoke to him about his enthusiasm for reading and books.

Where did your passion for books start?

When I was little, my mom made a scrap book with the most interesting and beautiful pictures she could find. This book went along on long road trips. During the trip my mom would use the pictures to make up the most amazing stories. This is where I fell in love with stories and books.

Righardt le Roux

Why are libraries important?

Libraries provide books and information to the community, but they also play an important role in developing communities. That's why I started the Simunye reading club at the Simunye library three months ago. At first there were only 14 children, but now we have 82 members!

How do you make story time at your club fun?

Once I have chosen a story to share with the children, I first research and rehearse the story. Then I make the story interactive and draw the children in. We create lots of noise and laughter. The children have so much fun that they really want to take part in creating the story.

Why are stories important?

We need to tell and read stories because stories are such an important part of all cultures. Through stories we can help children make sense of their world and their life experiences.

What stories do you like?

Even now, I enjoy stories from my childhood. I love fairytales and I still read those old Grimm stories – although I could tell them all by heart!

What tips do you have for parents?

If you want your children to become readers, read to them for at least 15 minutes a day. Once a child has entered through the magic door of reading, they will become lifelong readers!

Iimbalasane zamabali

Uthando oluvuthayo lweencwadi

URighardt le Roux nguSothala weeNkqubo kwiiNkonzo zoLwazi kwiThala leencwadi laseWestonaria. Uyithanda kakhulu indima ebalulekileyo enokudlalwa yilitheresi ebomini babantu. UNal'ibali uncokole naye malunga nenzondelelo yakhe yokufunda neencwadi.

Lwaqala phi uthando lwakho oluvuthayo lweencwadi?

Ebuntwaneni bam, umama wenza incwadi yokubuka awancamathelisa kuyo eyona mifanekiso inomdla nemihle awayifumanayo. Le ncwadi sasihamba nayo kwiihambo ezinde esasizihamba. Ngexesha lohambo umama ubesebenzisa le mifanekiso ukuqamba amabali amnandi ngokwenene. Kulapho ke ndathi ndathanda amabali kunye neencwadi.

Kutheni amathala eencwadi ebalulekile?

Amathala eencwadi abonelela ngeencwadi nolwazi kuluntu, kwaye adlala indima ebalulekileyo kakhulu ekuphuhliseni uluntu. Yiyo loo nto ndasungula iklabhu yokufunda ebizwa ngokuba yiSimunye kwithala leencwadi iSumunye kwiinyanga ezintathu ezidlulileyo. Ekuqaleni kwakukho abantwana abali-14, ngoku sele kukho amalungu angama-82!

Ulenza njani ixesha lamabali libe lixesha lolonwabo eklabhini yakho?

Ndisakube ndilikhethile ibali endiza kwabelana ngalo nabantwana, ndiqala ndiphande ngalo ndize ndiziqhelise ukulifunda ngokuvakalayo. Emva koko ke ndilenza ibali linike inxaxheba abaphulaphuli ze ndibenze babandakanyeke abantwana. Kubakho ingxolo nentsini eninzi. Abantwana bonwaba kakhulu kangangokuba bade bafune ukuthatha inxaxheba ekuqambeni ibali.

Kutheni amabali ebalulekile?

Kufuneka sifunde kwaye sibaliselane amabali kuba amabali ayinxalenye ebalulekile kakhulu yazo zonke iinkcubeko zethu. Ngamabali siyakwazi ukunceda abantwana baqonde ihlabathi abaphila kulo kunye namava abo obomi.

Uthanda amabali anjani?

Nditsho nangoku, ndisawonwabela amabali endandiwonwabela ndisengumntwana. Ndiyazithanda iintsomi kwaye ndisawafunda laa mabali madala kaGrimm – nangona ndiwazi onke ngentloko!

Zithini iingcebiso ongazinika abazali?

Ukuba ufuna abantwana bakho babe ngabafundi, bafundele ubuncinane imizuzu eli-15 ngemini. Xa abantwana bathe bangena ngelo sango lomlingo ekufundeni, baya kuba ngabafundi ubomi babo bonke!

Across the country, individuals and organisations are finding ways to make reading and writing part of children's daily lives. To say thank you, our featured Story Stars will receive meal vouchers* courtesy of Wimpy to enjoy with the children in whose lives they are making a difference.

* For terms and conditions that apply, go to www.nalibali.org/story-stars.

WIMPY feed your Mind

Kulo lonke ilizwe, abantu nemibutho bafumana iindlela zokwenza ukufunda nokubhala inxalenye yobomi bemihla ngemihla babantwana. Ukubabulela, iiMbalasane zamaBali zethu ekubhalwe ngazo ziza kufumana iivawutsha zokutya* ezizinikwa ngembeko nangoncedo lwabakwaWimpy ukuze bazonwabele nabantwana abenza umahluko ebomini babo.

* Ukufumanisa imimiselo nemiqathango esetyenziswayo, yiya ku-www.nalibali.org/story-stars.

Create your own mini-book

1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

Zenzele eyakho incwadana encinane

1. Thobatha iphepha lesi-3 ukuya kwelesi-6 kolu hlelo.
2. Wasonge esiphakathini kumgca wamachaphaza amnyama.
3. Phinda uwasonge esiphakathini kwakhona.
4. Sika kwimigca yamachaphaza abomvu.

The witch who lives on the hill

Igqwirhakazi elihlala egedukeni

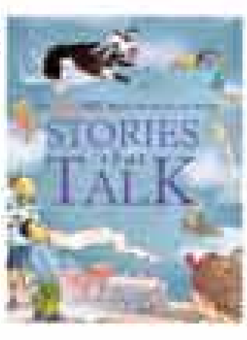
Lauri Kubuitsile
Vian Oelofsen

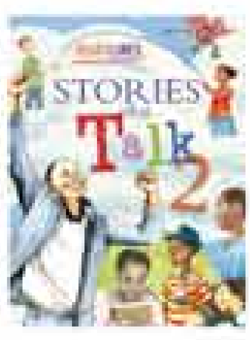
HEARTLINES

This is a story about facing your fears, accepting differences and having compassion.

HEARTLINES

For copies of *Heartlines' Stories that Talk* (in all 11 languages), and *Stories that Talk 2* (English only) please email orders@heartlines.org.za or phone (011) 771 2540.





Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi

Nal'ibali

It starts with a story.

INal'ibali liphulo likazwelonke lokufundela ukozonwabisa nokuvuselela umdla ebantwaneni ngokubalisa amabali nokufunda. Ngeenkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi

Drive your imagination

Fold

Fold

I shouted, but it was too late. Shumba had run up the hill, past the gate of Mma Raphane's house, along a thin path, and in through the front door.

"Oh no! Shumba went into the witch's house!" Gabriel cried. "He's dead for sure."

"Shumba!" I shouted again. Tears began to form in my eyes. I knew Shumba was doomed! The witch would kill him and cut him up into little pieces for her potions. I stood at the gate trying to think what I could do.

Ndamkhwaza, kodwa ndandisele ndishiywe lixesha. UShumba wabaleka wenyuka igeduka, wangena esangweni eliphambi kwendlu kaMma Raphane, wankcunkca ngendledlana encinane ukuya kungena kumnyango ongaphambili.

"Owu madoda! UShumba ungene endlwini yegqwirhakazi!" wakhala watsho uGabriel. "Ngokuqinisekileyo ungofileyo ngoku."

"Shumba!" ndakhwaza kwakhona. Amehlo am agwantya iinyembezi. Ndandisazi ukuba uShumba ukwantsonga-nyawana. Igqwirhakazi laliza kumbulala lize limnqunqe abe ngamaqathana ukuze limfake emayezeni alo. Ndema esangweni ndizama ukucinga ukuba yintoni na endingayenza.

Just then I saw someone push the door open and my heart pounded! Then Shumba came running out. I grabbed him and hugged him. He was safe!

When I looked up, an old woman stood on the small stoep in front of the house. She was bent over and leaning hard on a cane. Her grey hair was tucked away tidily. I looked into her eyes and I was surprised nothing changed inside of me. "Thank you," I said.

Mma Raphane smiled at me. "That dog seems a handful for a small girl like you."

"Sorry he troubled you," I said.

She smiled sadly, but said nothing more. She turned and made her way back into the house.

Gabriel and I headed home down the hill. We'd forgotten about hunting. "She doesn't look anything like a witch," Gabriel said.

"Yes, I know. I don't think she's a witch. I think Peloyame and the others made it up," I said.

Now I felt really bad about the way the children in the village had been treating Mma Raphane for so long. I felt bad that I'd been part of it too. Just then a plan began to form in my head. "I think I know what we can do to make things better!"

Fold

Ngosuku olulandelayo, umhlobo wam osenyongweni, uGabriel, kunye nam sathatha iintolo nezaphetha zethu saya kwihlathi elingaphesheya kwegeduka sisiya kuzingela. "Ingaba uShumba uza kuhamba nathi?" kubuza uGabriel eqwalasele inja yam enkulu emnyama.

"Ngokuqinisekileyo, utsho ngoba? Uyakuthanda ukuzingela," ndatsho.

"Kodwa usoloko ezothusa zibaleke izilwanyana."

Andizange ndimhoye uGabriel. Wayesazi ukuba iintolo nezaphetha zethu yayizizinto nje ezingenakho nokubulala nantoni na kakade, nokuba uShumba akakho.

Lo gama sasinyuka igeduka, ndandingacingi ngendlu yegqwirhakazi. Kodwa ke, uShumba yena wayecinga ngayo ...

We hid behind the hedge, Peloyame, Kitso and me, all breathing hard. "Did you see her?" Peloyame asked breathless.

"Yeah, she's scary," I said, though I hadn't really seen her. But I didn't need to. Everyone knew what Mma Raphane looked like. She had wild grey hair and was tall and bony-thin, with elbows that could cut straight through a person. If you looked into her eyes, you would be turned into a zombie. Many children had. We all knew that.

"She poked her head out of the door when I threw the stone, did you see?" Kitso said excitedly. "My cousin said she ate his cat."

"Yeah, she does that sometimes," Peloyame said nodding her head. Peloyame knew everything there was to know about Mma Raphane, the witch.

Sabulela saze sahlala phantsi sasela. Abanye abantwana basibukela okwethutyana, baze bangena eyadini, ngabanye ngabanye. Bathatha izixhobo zethu baza bancedisa besebenza beqala apho besiyeke khona.

UPeloyame wema ecingweni esele yedwa. "Hee? Nenza ntoni bafondini? Ligqwirhakazi elo! Ingaba niyilibele loo nto?" Wonke ubani akazange amhoye uPeloyame. Ngoko ke, wakhaba umhlaba namatye waza wahamba wemka enomsindo.

UMma Raphane wabajonga bonke abantwana ababembaleka ixesha elide. Wajonga kuGabriel nakum. Amehlo akhe ayegqwantye iinyembezi. "Enkosi," watsho ngelizwi elirhwexayo. Wasincumela njengokuba sasihleli phantsi esitupini sakhe sisela amanzi.

Kanye ngaloo mzuzu ndabona umntu evula ucango ndaza ndafikelwa luvalo ngeyona ndlela! Emva koko uShumba wathi gqi ebaleka. Ndamthi nqaku ndamanga. Wayesaphila!

Ukuphakamisa kwam amehlo, ndabona ixhegokazi elalimi esituphini phambi kwendlu. Laligobile kwaye lalisimelela. Iinwele zalo ezinezimvi zazichazwe ngobunono zabotshwa kakuhle. Ndalijonga emehlweni ndaze ndamangaliswa kukuba kungazange kwabakho nto itshintshayo ngaphakathi kum. "Enkosi," ndatsho.

UMma Raphane wandincumela. "Loo nja ikhangeleka ingumthwalo kwintombazana encinane engangawe."

"Ndicela uxolo ngokuba ikuhluphile," ndatsho.

Wandincumela kalusizi, kodwa akazange aphinde athethe nto. Waguquka waza waphindela endlwini.

Mna noGabriel sehlisa igeduka sigoduka. Sasilibele tu ngokuzingela. "Akakhangeleki ngokungathi liqgwirhakazi konke," watsho uGabriel.

"Ewe, ndiyazi. Andiqondi ukuba liqgwirhakazi. Ndicinga ukuba uPeloyame nabanye abantu bayamcingela nje," nditshilo.

Ngoku ndandikhathazeke ngokwenene yindlela embi abantwana baselalini ababemphethe ngayo ixesha elide uMma Raphane. Ndeva kakubi kakhulu kuba nam ndandiyinxalenye yaloo ndlela ingalunganga. Kanye ngaloo mzuzu kwabakho ingcinga ethi qatha kum. "Ndicinga ukuba ndiyazi ukuba singenza ntoni na ukulungisa izinto!"

The next day, my best friend, Gabriel, and I took our bows and arrows and headed up to the bush behind the hill to go hunting. "Is Shumba coming with us?" Gabriel asked looking down at my big black dog.

"Sure, why not? He likes hunting," I said.

"But he always scares the animals away."

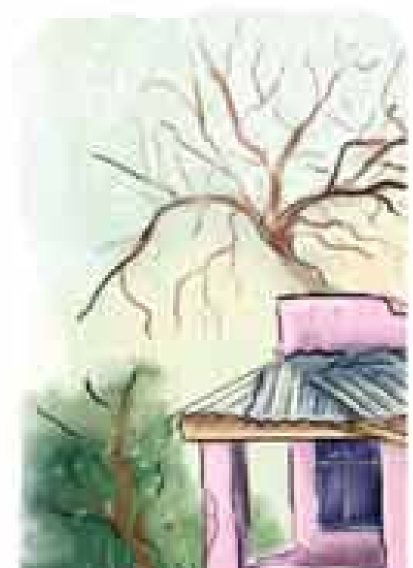
I ignored Gabriel. He knew that our bows couldn't kill anything anyway, even without Shumba.

As we climbed the hill, I wasn't thinking about the witch's house. But Shumba was...

We thanked her and sat down to drink. The other children watched us for some time, and then they came into the yard, one by one. They picked up our tools and got to work where we had left off.

Peloyame stood at the fence alone. "Hey? What are you guys doing? She's a witch! Have you forgotten?" Everyone ignored Peloyame. So she kicked the ground and walked away angrily.

Mma Raphane looked at the children who had run from her for so long. She turned to Gabriel and me. There were tears in her eyes. "Thank you," she said in a scratchy whisper. She smiled down at us as we sat drinking water on her stoep.

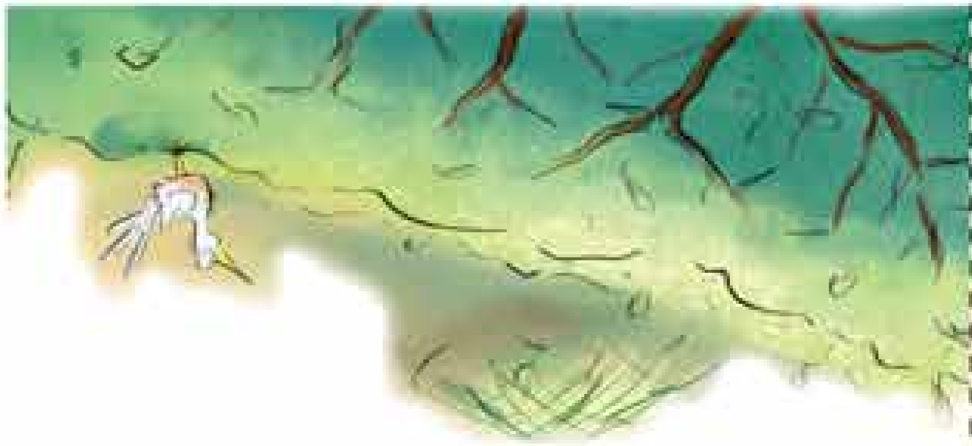


Sazimela emva kweheji, uPeloyame, uKitso kunye nam, sonke sikhefuzela. "Umbonile?" uPeloyame wabuza emaphikana.

"Ewe, uyoyikeka," ndatsho, nangona ndingakhange ndimbone nokumbona. Kodwa ke, kwakungekho mfuneko yakumbona. Wonke ubani wayeyazi indlela akhangeleka ngayo uMma Raphane. Wayenezimvi ezidlakadlaka kwaye wayemde ebhitye engamathambo, eneengqiniba ezitsolo ezingathi zingakuhlaba zikugqobhoze. Xa uthe wamjonga emehlweni, uyakuguquka ube sisithunzela. Abantwana abaninzi baguquka baba zizithunzela. Sonke sasiyazi loo nto.

"Uye wakroba emnyango ndakuba ndigibisele ilitye, umbonile?" UKitso watsho echulumancile. "Umzala wam uthi ikati yakhe yatyiwa nguMma Raphane."

"Ewe, uyakwenza oko ngamanye amaxesha," uPeloyame utshilo enqwala intloko. UPeloyame wayesazi konke umntu anakho ukwazi ngoMma Raphane, oligqwirhakazi.



Ndajonga kuloo ndlu yayithe ngcu egedukeni. Ipeyinti yayo exobukayo epinki yayimfiliba kwelo langa lishushu laseBotswana. Ingca yayilifusi ukuba nde eyadini yakhe. Nantoni na yayisenokuzimela kuloo ngca. Ndahlasimla kwangoko, ndihanjelwa ngumzimba.

Ndaguquka ndajonga kuPeloyame. Wayecacisela uKitso indlela amagqwirhakazi afana noMma Raphane azisebenzisa ngayo iikati ezibiweyo ukomeleza amandla amayeza awo. Ixesha lalimkile. Ndandisazi ukuba ndiza kuba sengxakini ukuba andigodukanga ngaloo mzuzu. “Mamelani, zihlobo, kufuneka ndihambile!” Ndabashiya kuloo heji besaxakeke yincoko yabo engamagqwirha.

I looked at the house up on the hill. Its pink peeling paint fading in the hot Botswana sun. Tall grass filled the yard. Anything could be hiding in that grass. A shiver ran down my spine.

I turned to Peloyame. She was explaining to Kitso how witches like Mma Raphane used stolen cats in their powerful medicine. It was getting late. I knew I'd be in trouble if I didn't get home. “Listen, guys, I have to go!” I left them in the hedge busy with their witch talk.

We collected spades and rakes and headed back up the hill. Gabriel and I knocked quietly on the door. We had a short talk with Mma Raphane. Then we started clearing the long, dried grass in the yard. As we worked, other children came to stand along the fence. They stared at us, but kept silent.

Peloyame came too. She saw me and shouted, “Tebogo, are you crazy? Aren't you afraid of the witch?”

“She's not a witch!” Gabriel shouted back angrily.

Just then Mma Raphane came out with two glasses of cool water.

Saqokelela imihlakulo neeharika saze saphinda sanyuka igeduka. Mna noGabriel sankqonkqoza kancinane. Saba nencoko emfutshane noMma Raphane. Emva koko saqalisa ukutshenta loo ngca inde yomileyo eyadini yakhe. Njengokuba sasisebenza, abanye abantwana beza kuma ecingweni babukela. Basijonga nje, kodwa zange bathethe.

UPeloyame naye weza kubukela. Wandibona waze wandikhwaza, “Tebogo, uphambene? Akuloyiki igqwirhakazi?”

“Akalogqwirhakazi!” uGabriel wakhwaza ephendula ngomsindo.

Kanye ngaloo mzuzu uMma Raphane wavela ephethe iiglasi ezimbini zamanzi abandayo.

Get story active!

After you and your children have read *The witch who lives on the hill*, try out some of these ideas.

- As a way of starting a conversation with your children about how labelling people is harmful, ask them, "Do you think *Mma Raphane* is a witch?" "Do any of you know what it feels like to be labelled unfairly?"
- Discuss the ways that Tebogo and Peloyame behaved towards *Mma* Raphane at different places in the story. Is it acceptable to behave like that? Why do you think the children behaved in those ways? How did their behaviour make *Mma* Raphane feel?
- Let your children choose a part of the story to illustrate.
- Encourage them to think about things they might do to try to change Peloyame's opinion of *Mma* Raphane. They could draw a picture of themselves talking to Peloyame and then write what they would like to say to her in a speech bubble, or act out the scene.

Yenza ibali linike umdla!

Emva kokuba wena nabantwana nifunde ibali elisihloko sithi, *Igqwirhakazi elihlala egedukeni*, zamani ezinye zezi ngcebiso zilandelayo.

- Njengendlela yokuqalisa incoko nabantwana bakho malunga nobungazi bokwenyelisa abantu, babuze ukuba, "Ingaba nicinga ukuba uMma Raphane ligqwirhakazi?" "Ingaba apha kuni ukhona oyaziyo indlela umntu aziva ngayo xa esenyeliswa?"
- Xoxani ngendlela uTebogo noPeloyame ababeziphatha ngayo ngokubhekiselele kuMma Raphane kwindawo ezohlukileyo apha ebalini. Ingaba kwamkelekile ukuziphatha ngolo hlobo? Ucinga ukuba kutheni aba bantwana babeziphatha ngolo hlobo? Yayimenza aziva njani uMma Raphane indlela abantwana ababeziphethe ngayo?
- Bavumele abantwana ukuba bakhethe indawo abayithandayo apha ebalini ze bayizobele imifanekiso.
- Bakhuthaze abantwana ukuba bacinge malunga nezinto abanokuzenza ukuzama ukuguqula uluvo lukaPeloyame ngokuphathelele kuMma Raphane. Bangazoba umfanekiso wabo bethetha noPeloyame ze babhale oko banokukuthetha naye kumaqamza entetho, okanye benze umdlalo weqonga bedlala loo mboniso.

Do your children like writing book reviews? Or, is there a book they really loved that they would like to tell other children about? Encourage them to send Nal'ibali their reviews by visiting the Book Reviews section on our website (http://nalibali.org/book-box/reviews/) and clicking on "Submit a review now".

Ingaba abantwana bakho bayakuthanda ukubhala izigxeko-zincomo zeencwadi? Okanye, ingaba kukho incwadi abayithanda ngokwenene kangangokuba bangathanda ukuxelela abanye abantwana ngayo? Bakhuthaze ukuba bathumele izigxeko-zincomo zabo kuNal'ibali ngokundwendwela icandelo leziGxeko-zincomo zeeNcwadi kwiwebhusayithi yethu ethi, (http://nalibali.org/book-box/reviews/) baze bacofe ku-"Submit a review now".

Reading club corner

When you ask children to write book reviews, it is a great way to get them to connect with what they read, think critically about it and express their opinions. What's more, writing and sharing book reviews encourages children to communicate with each other about what they are reading.

Here are some ideas of how to use book reviews at your club.

- Encourage children to write *their opinion* of a book they have read. Remind them that not everybody enjoys reading the same type of book or the same author.
- Good book reviews help people decide whether they want to read the book or not. In their reviews they should therefore give the basic story outline, but not give too much away about the story!
- Reviews can be long or short, and can also include drawings of parts of the book by the reviewer.
- You can use the children's book reviews to start conversations about books at your club. Keep the reviews in a special folder that the children can refer to, or display them on a notice board or wall where your club meets. You could also attach a plastic pocket to the inside of your club's books for children to place their reviews in.
- Remind the children to always write the title of the book, the author's name and their name on their review.
- Sometimes children need a little help with what to put in a book review. Try giving them some of these sentences to complete:

This story is about ...

The main characters are ...

My favourite part of this book was ...

When ... I felt ...

I really liked/I really didn't like ... because ...

My favourite character was ...

You should read this book because ...

I think you would enjoy this book if you like stories that ...

My rating for this book is:

☆☆☆☆☆

Title: *The mermaid's purse*
Author: *Jude Daly*
Reviewer's name: *Siphokazi Nali*

Ikona yeklabhu yokufunda

Ukucela abantwana beklabhu yokufunda yakho ukuba babhale izigxeko-zincomo zeencwadi, yindlela entle kakhulu yokubenza ukuba banxibelelane noko bakufundayo, bacinge buhluzo, bekuhlaba amadlala bekuncoma ze bavakalise naluvo lwabo ngako. Ngaphezu koko, ukubhala nokwabelana ngezigxeko-zincomo zeencwadi kukhuthaza abantwana ukuba baqhagamshelane bebodwa malunga noko bakufundayo.

Nazi ezinye iingcebiso zokusebenzisa izigxeko-zincomo zeencwadi kwiklabhu yokufunda yakho.

- Khuthaza abantwana ukuba babhale *uluvo lwabo* ngencwadi abayifundileyo. Bakhumbuze ukuba asinguye wonke umntu okonwabelayo ukufunda olo hlobo lwencwadi okanye iincwadi zombhali othile.
- Izigxeko-zincomo zeencwadi ezifanelekileyo zinceda abantu ukuba bathathe isigqibo sokuba bayafuna ukuyifunda incwadi leyo okanye abafuni. Ngoko ke kwizigxeko-zincomo zabo kufuneka benze amagqabantshintshi ngebali, kodwa bangangeni kakhulu ekulibaliseni ibali elo!
- Izigxeko-zincomo zingaba zide okanye zibe zifutshane, kwaye zingaquka imizobo yeendawo ezithile ebalini yomgxeki-mncomi lowo.
- Ungasebenzisa izigxeko-zincomo zeencwadi ezibhalwe ngabanye abantwana ukuqala incoko malunga neencwadi kwiklabhu yokufunda yakho. Gcina izigxeko-zincomo zeencwadi kwifayile ekhethekileyo abantwana bakho abanokuthi bajonge kuyo, okanye uzixhome ebhodini yezaziso okanye eludongeni kula ndawo nidibanela kuyo njengeklabhu. Ungancamathisela izingxotyana zeplastiki ngaphakathi kwiincwadi zeklabhu yakho ukuze abantwana bazifake kuzo izigxeko-zincomo zabo abazibhalileyo ngezo ncwadi.
- Bakhumbuze abantwana ukuba basoloko bebhala isihloko sencwadi, igama lombhali wayo kunye namagama abo kwizigxeko-zincomo zabo.
- Ngamanye amaxesha abantwana badinga ukuncediswa ukuba babhale ntoni na kwisigxeko-sincomo sencwadi. Zama ukubanika ezinye zezi zivakalisi ukuba baziggibezele:

Eli bali limalunga ...

Abalinganiswa abaphambili ngu ...

Eyona ndawo ndiyithandayo kule ncwadi ...

Xa ... ndaziva ...

Ndiyithande ngenene/Andiyithandanga kwaphela ... kuba ...

Oyena mlinganiswa ndimthandayo ngu ...

Kufuneka uyifunde le ncwadi kuba ...

Ndicinga ukuba ungayonwabela le ncwadi ukuba uyawathanda amabali athetha ...

Le ncwadi ndiyinika la manqaku alandelayo

☆☆☆☆☆

Isihloko: *Isipaji sikamamlambo*
Umbhali: *Jude Daly*
Igama lombhali wesigxeko-sincomo: *Siphokazi Nali*

Story corner

Here is a story for you to read aloud or tell. It is about a clever, young boy who always tried to help others.

The magic paintbrush

(Part 1) retold by Wendy Hartmann

There is a land far, far away called China. Once upon a time, in this far-away land there lived a young boy named Ho. Ho was poor, but very kind. He worked hard to earn enough money to buy food. Even though Ho was poor, he helped other people whenever he could. Ho also loved to paint and he painted whenever he had time.

One night, he dreamed that an old man gave him a magic paintbrush.

"You have a kind heart," said the old man in his dream. "I see that you love to paint. Here is a magic paintbrush. I want you to promise to use it to help people."

When Ho woke up, he found the magic paintbrush next to him.

"Oh," he said. "I thought it was only a dream."

From that day on, he used the paintbrush whenever people needed help.

"Ho," called the people in the fields. "There is no more water in our well. We need to water our plants."

So Ho painted a river for them. As he painted, the river magically appeared and the people could water their plants.

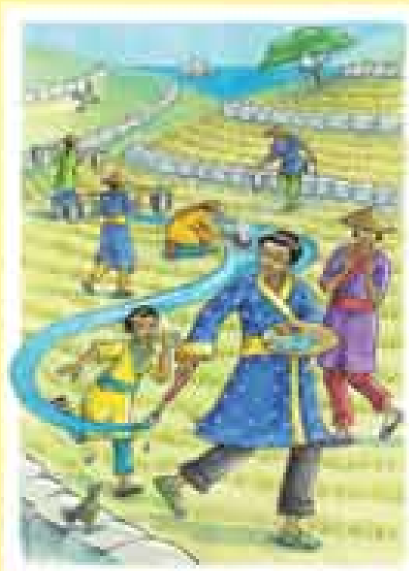


Illustration by Jiggs Snaddon-Wood
Umzobo wenziwe nguJiggs Snaddon-Wood

Then Ho saw that the people were struggling to till the land, so he painted a cow and a plough to help them. Every time he saw that someone needed help, he used his paintbrush. Soon many people knew about Ho and his magic paintbrush.

Some time later, a rich man heard about the paintbrush. "That paintbrush will be mine," he said and planned how he was going to steal it. "I will make so much money that I will be the richest man in the whole land." The next day he sent for Ho.

"I want you to look after my cows today," he said boldly. "This evening I will pay you well."

Ho was happy and looked after the rich man's cows. But in the evening, instead of being paid, he was thrown into prison and his magic paintbrush was taken away.

"He stole one of my cows," lied the rich man. "This brush will pay for what he has done." *At last, he thought, the magic paintbrush is mine.*

Find out next week whether Ho will ever get his paintbrush back again.

Ikona yamabali

Nali ibali onokulifunda ngokuvakalayo okanye ulibalise. Eli bali limalunga nenkwenkwe encinane, ekrelekrele neyayithanda ukusoloko inceda abanye abantu.

Ibrashi yokupeyinta yomlingo

(Inxalenye 1) libaliswa kwakhona nguWendy Hartmann

Kukho ilizwe elikude kakhulu elibizwa ngokuthi yiTshayina. Kudala-dala, kweli lizwe kwakuhlala inkwenkwana egama linguHo. UHo lo wayehlupheklile, kodwa wayenobubele kakhulu. Wayesebenza nzima ukuze afumane imali eyoneleyo yokuthenga ukutya. Nangona uHo lo wayehlupheka, kodwa wayebanceda abanye abantu ngalo lonke ixesha enako. UHo wayekuthanda nokupeyinta kwaye wayepeyinta rhoqo xa athe wanexesha.

Ngobusuku obuthile, waphupha ngathi kukho ixhego elimnika ibrashi yokupeyinta yomlingo.

"Unentliziyo elungileyo kwaye unobubele," latsho ixhego ephupheni. "Ndiyabona ukuba uyakuthanda nokupeyinta. Nantsi ibrashi yokupeyinta yomlingo. Ndifuna undithembise ukuba uza kuyisebenzisa ukunceda abantu."

Wathi ukuvuka kwakhe uHo, wafumana ibrashi yokupeyinta yomlingo ecaleni kwakhe.

"Yho," watsho, "bendicinga ukuba ibiliphupha nje eli."

Ukususela ngaloo mini, wayisebenzisa ibrashi yakhe yokupeyinta nanini na kukho umntu ofuna uncedo.

"Ho," babemkhwaza batsho abantu emasimini. "Aphelile amanzi equleni lethu. Sifuna amanzi ukuze sinkcenkceshele izityalo zethu."

Ngoko nangoko, uHo wabapeyintela umlambo. Njengokuba ewupeyinta nje umlambo kwasuka kwehla ummangaliso wokuvela komlambo wokwenyani, baze abantu bakwazi ukunkcenkceshela izityalo zabo.

UHo wabona ukuba abantu bayasokola ukulima umhlaba, ngoko ke wapeyinta inkomo itsala ikhuba. Ngalo lonke ixesha ebona umntu ofuna uncedo, wayesebenzisa ibrashi yakhe yokupeyinta yomlingo. Ngokukhawuleza kwaduma ukuba uHo unebrashi yokupeyinta yomlingo.

Ekuhambeni kwexesha, isityebi sendoda esithile seva ngale brashi yokupeyinta yomlingo. "Le brashi yokupeyinta iza kuba yeyam," satsho saze sacwangcisa indlela esasiza kuyiba ngayo ibrashi. "Ndiza kwenza imali eninzi kakhulu kangangokuba ndiza kuba yeyona ndoda isisityebi ehlabathini liphela." Ngosuku olulandelayo wathumelisa ukuba kubizwe uHo.

"Ndifuna waluse iinkomo zam namhlanje," satsho. "Ngorhatya kwanamhlanje ndiza kukuhlawula umvuzo oncumisayo."

UHo wayonwabe kakhulu waza wazalusa iinkomo zesityebi eso. Kodwa, endaweni yokuba ahlawulwe ngokuthiwa, waphoswa entolongweni yaze nebrashi yakhe yokupeyinta yomlingo yaxuthwa kuye.

"Ube enye yeenkomo zam," saxoka satsho isityebi. "Le brashi iza kuhlawula oku akwenzileyo." *Ekugqibeleni, sazicingela satsho isityebi, "Ibrashi yokupeyinta yomlingo idle yayeyam."*

Funda kwiveki ezayo ufumanise ukuba ingaba uHo uza kuphinda ayifumane kusini na ibrashi yakhe yokupeyinta

In your next Nal'ibali supplement:

- Creating writing opportunities for children
- Story Stars: A teacher leading the way with literacy
- Reading club corner: Days and dates to remember
- A mini-book, *A long way to Baba*
- The final part of the story, *The magic paintbrush*

Need help coming up with ideas to help your children's literacy grow? Visit www.nalibali.org or www.nalibali.mobi for our growing collection of reading and writing tips!

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- Iimbalasane zamabali: Utitshala oyinkokeli esebenzisa iilitheresi
- Ikona yeklabhu yokufunda: Iintsuku kunye nemihla ekufuneka ikhunjulwe
- Incwadana encinane, *Indlela ende eya kuTata*
- Inxalenye yokugqibela yebali elisihloko sithi, *Ibrashi yokupeyinta yomlingo*

Ingaba udinga uncedo malunga neengcinga neembono eziza kunceda ukuphuhlisa iilitheresi kubantwana bakho? Ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi ukuze ube nokufikelela kwingqokelela yethu ekhulayo yeengcebiso zokufunda nokubhala!

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