Share books and stories!

Reading helps to open your children’s eyes, hearts and minds to other people and to different situations. And, when they enjoy the stories you share with them, they are likely to want to continue reading for pleasure throughout their lives.

Share books and stories with your children to help build a strong and loving bond with them while also helping to develop the literacy skills that are so important for their success at school and beyond.

Here are ten tips for reading to your children, no matter what their age.

1. Invite – but don’t force – your children to read with you for at least 15 minutes every day.
2. Find somewhere quiet and comfortable to read. Beds and couches make good indoor reading places. Turn off the radio, TV and computer.
3. Ask your children to choose a book for you to read together. This shows that you care about what they think, and they are more likely to engage with a book that they have chosen themselves!
4. Start by spending some time looking at and talking about the book’s front cover. Don’t forget to read the story’s title and the names of the author and illustrator.
5. Sit close together and encourage your children to hold the book themselves or to help you do this. Younger children enjoy turning the pages. Invite older readers to read the words of one of the characters or a paragraph or two of the story.
6. Try different things to make stories come alive! Use different voices for different characters. Read softly in quiet, gentle parts of a story. Read quickly if a character is in a hurry, or being chased. Read in a big, booming voice for loud noises in the story.
7. Help your children develop their prediction skills by asking, “What do you think is going to happen next?” at different points in the story.
8. Talk about the story together. Encourage your children to share their opinions of the ways in which the characters in the story behave and the choices they make.
9. If the book has illustrations, look closely at them together. Comment on things you are curious about or that you notice and like. Encourage your children to do the same.
10. But, most of all, simply enjoy sharing different books together. Relax and do whatever it takes to make these times fun for all of you.

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

Nna karolo ya rona fa re isoa maatla a mainane kwa godimo. A reyeng!
In August and September 2017, Nal’ibali ran a competition for the reading clubs that are part of its Story Powered Schools project in KwaZulu-Natal. This interschools competition aimed to help encourage a culture of reading for enjoyment in the province’s rural primary schools that participated in the Story Powered Schools project in 2017.

“A well-established culture of reading can be a real game-changer for education in South Africa. We have been working with hundreds of schools to introduce them to the power and magic of reading in home languages. The competition is a way for the clubs at these schools to connect and inspire each other,” explained Michael Cekiso, Programme Manager for the Story Powered Schools project.

The reading clubs were judged on their dedication to reading, writing and storytelling over the year. They gave performances to demonstrate the typical activities at their clubs. In addition, they had to put together displays of their creative work, such as examples of the children’s writing and drawings, as well as their favourite isiZulu and English storybooks.

The first round of the competition saw the twelve clubs in each district competing against each other. “The level of competition was unexpectedly high. The children’s confidence and the passion of their teachers showed a lot of what was happening back at the schools. This is remarkable and certainly not what we were expecting!” said one of the judges, Nontobeko Dlamini, a development practitioner and member of the Uthukela District Municipality.

There was another round of competition before the winners were announced: Elangeni Reading Club from Mthini Primary School in Ugu, and Siyafunda Reading Club from Nkanyezi Primary School in Uthukela! The performances and displays of these two clubs showed that for the children who attend and the adults who guide them, the club is more than an after-school activity – it has become a way of life.

“Our reading club is a fun, free space where we do all our activities in a way we are comfortable with. We won because we love what we do in our club!” said ten-year-old Alondwe Magudulela from Siyafunda.

“Elangeni Reading Club is a fun, free space where we do all our activities in a way we are comfortable with. We won because we love what we do in our club!” said ten-year-old Alondwe Magudulela from Siyafunda.

Commenting on Elangeni Reading Club’s success, its leader, Mrs Bongiwe Xaba, said, “We did not expect to win! When we saw the displays of the other clubs, we were blown away. But our club has heart. I think the judges saw the children’s enjoyment and pride in being part of the club.”

“A well-established culture of reading can be a real game-changer for education in South Africa. We have been working with hundreds of schools to introduce them to the power and magic of reading in home languages. The competition is a way for the clubs at these schools to connect and inspire each other,” explained Michael Cekiso, Programme Manager for the Story Powered Schools project.

The reading clubs were judged on their dedication to reading, writing and storytelling over the year. They gave performances to demonstrate the typical activities at their clubs. In addition, they had to put together displays of their creative work, such as examples of the children’s writing and drawings, as well as their favourite isiZulu and English storybooks.

The first round of the competition saw the twelve clubs in each district competing against each other. “The level of competition was unexpectedly high. The children’s confidence and the passion of their teachers showed a lot of what was happening back at the schools. This is remarkable and certainly not what we were expecting!” said one of the judges, Nontobeko Dlamini, a development practitioner and member of the Uthukela District Municipality.

There was another round of competition before the winners were announced: Elangeni Reading Club from Mthini Primary School in Ugu, and Siyafunda Reading Club from Nkanyezi Primary School in Uthukela! The performances and displays of these two clubs showed that for the children who attend and the adults who guide them, the club is more than an after-school activity – it has become a way of life.

“Our reading club is a fun, free space where we do all our activities in a way we are comfortable with. We won because we love what we do in our club!” said ten-year-old Alondwe Magudulela from Siyafunda.

“Elangeni Reading Club is a fun, free space where we do all our activities in a way we are comfortable with. We won because we love what we do in our club!” said ten-year-old Alondwe Magudulela from Siyafunda.

Commenting on Elangeni Reading Club’s success, its leader, Mrs Bongiwe Xaba, said, “We did not expect to win! When we saw the displays of the other clubs, we were blown away. But our club has heart. I think the judges saw the children’s enjoyment and pride in being part of the club.”

“A well-established culture of reading can be a real game-changer for education in South Africa. We have been working with hundreds of schools to introduce them to the power and magic of reading in home languages. The competition is a way for the clubs at these schools to connect and inspire each other,” explained Michael Cekiso, Programme Manager for the Story Powered Schools project.

The reading clubs were judged on their dedication to reading, writing and storytelling over the year. They gave performances to demonstrate the typical activities at their clubs. In addition, they had to put together displays of their creative work, such as examples of the children’s writing and drawings, as well as their favourite isiZulu and English storybooks.

The first round of the competition saw the twelve clubs in each district competing against each other. “The level of competition was unexpectedly high. The children’s confidence and the passion of their teachers showed a lot of what was happening back at the schools. This is remarkable and certainly not what we were expecting!” said one of the judges, Nontobeko Dlamini, a development practitioner and member of the Uthukela District Municipality.

There was another round of competition before the winners were announced: Elangeni Reading Club from Mthini Primary School in Ugu, and Siyafunda Reading Club from Nkanyezi Primary School in Uthukela! The performances and displays of these two clubs showed that for the children who attend and the adults who guide them, the club is more than an after-school activity – it has become a way of life.

“Our reading club is a fun, free space where we do all our activities in a way we are comfortable with. We won because we love what we do in our club!” said ten-year-old Alondwe Magudulela from Siyafunda.

“Elangeni Reading Club is a fun, free space where we do all our activities in a way we are comfortable with. We won because we love what we do in our club!” said ten-year-old Alondwe Magudulela from Siyafunda.

Commenting on Elangeni Reading Club’s success, its leader, Mrs Bongiwe Xaba, said, “We did not expect to win! When we saw the displays of the other clubs, we were blown away. But our club has heart. I think the judges saw the children’s enjoyment and pride in being part of the club.”
Painting mental pictures

When we read something that does not have pictures with it, we use the words to create pictures in our minds. This is something that children learn to do as they become independent readers.

Try the activities below to encourage the children to create pictures in their minds as you read aloud from books without pictures, or tell a story. You can choose a different activity to try with each story.

Sometimes, after you have read for given a good description of something or someone in a story, pause and then:

- ask the children to close their eyes and then try to “see” what you have just described. You could re-read the description or re-tell it to help them.
- ask your children to draw pictures of what you have described.
- draw on the board or a large sheet of paper what you imagine from the description. Encourage the children to explain how what they imagined is the same or different to what you have drawn.
- ask the children to share what they see, hear, taste and smell as they listen to the description.

Make reading for enjoyment part of your school! For more information and guidance on how to do this, go to www.storypoweredschools.org.

Try the activities below to encourage the children to create pictures in their minds as you read aloud from books without pictures, or tell a story. You can choose a different activity to try with each story.

Sometimes, after you have read (or given) a good description of something or someone in a story, pause and then:

- ask the children to close their eyes and then try to “see” what you have just described. You could re-read the description or re-tell it to help them.
- ask your children to draw pictures of what you have described.
- draw on the board or a large sheet of paper what you imagine from the description. Encourage the children to explain how what they imagined is the same or different to what you have drawn.
- ask the children to share what they see, hear, taste and smell as they listen to the description.

Go taka ditshwantsho tsa tlhaloganyo

Fa re buisa sengwe se se nang ditshwantsho, re dirisa mafoko go tlhalosetsa ditshwantsho mo tlhaloganganyo tsa rona. Se ke se bana ba se dirang fa ba simakula go rna babuvisi ba ba ikemetseng.

Leka dilwana tsa di fa tlase go roloetsa bana go ipapela ditshwantsho mo tlhaloganganyo tsa rona tsa. Se ke se bana ba se dirang fa ba simakula go rna babuvisi ba ba ikemetseng.

Ka dinako dingwe, fa o lela go buisa kgotso ga tlhalosetsa e e kgotsofatsang ya sengwe kgotso ya mungwe mo kenaneng. Kgotsa mme:

- kopa bana go tswala matlho mme ba leke go “bona” se sa tswang go se tlhalosetsa. O ka boleletsa go buisa tlhalosetsa kgotsa wae a anela gape go ba thusa.
- kopa bana go taka ditshwantsho tsa se o se tlhalosetseng.
- taka mo létšha vala kgotsa mo pampiring e kgotso se se sa skanye go tswa mo tlhalosetsang. Rolwetsa bana go tlhalosetsa gore se se sa skanye se tlhalosetsang. Kgotsa mme:
- kopa bana go aragona se ba se bonang, se ba se utlwaong, se ba se utlwaong tsa se nena se le se ba se nkgeletang ba ba reedi tsa tlhalosetsa.

Putting stories at the heart of your school          Go eteletsa pele bokwela jwa mainane kwa sekologa sa gago

NALIBALI ON RADIO!

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

Diehehezi FM on Monday, Wednesday and Friday at 9:45 a.m.
Leseedi FM on Monday, Tuesday and Thursday at 9:45 a.m.
Ligegowalwa 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.
Ukhazi FM on Wednesday at 9:20 a.m. and on Saturday at 8:50 a.m.
Umfolozi Wenene FM on Monday to Wednesday at 9:30 a.m.
X-K FM on Monday, Wednesday and Friday at 9:00 a.m.

NALIBALI MO DIVALEMOWENG!

Reetsa diteišene tse di latelang tsa seyalemowa go itumelela mainane mo lenaneng go seyalemowa la Nal’ibali!

Diehehezi FM ka Mosupoleng, Laboro le Labothlana ka 9:45 mo mosong.
Leseedi FM ka Mosupoleng, Labebedi le Labone ka 9:45 mo mosong.
Ligegowalwa FM ka Mosupoleng mo fritha ka Laboro ka 9:10 mo mosong.
Munghana Lonene FM ka Mosupoleng, Laboro le Labothlana ka 9:35 mo mosong.
Phalaphala FM ka Mosupoleng mo fritha ka Laboro ka 11:15 mo mosong.
RSG ka Mosupoleng mo fritha ka Laboro ka 9:10 mo mosong.
SAfm ka Mosupoleng, Laboro le Labothlana ka 150 motshegane.
Thobela FM ka Labebedi le Labone ka 2:50 motshegane, Lamathilatsa ka 9:20 mo mosong, le Sontaga ka 7:50 mo mosong.
Ukhazi FM ka Laboro ka 9:20 mo mosong le ka Lamathilatsa ka 8:50 mo mosong.
Umfolozi Wenene FM ka Mosupoleng go fritha ka Laboro ka 9:30 mo mosong.
X-K FM ka Mosupoleng, Laboro le Labothlana ka 9:00 mo mosong.
Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, Three friends and a taxi (pages 5, 6, 11 and 12) and Foxy Joxy plays a trick (pages 7, 8, 9 and 10), as well as the Story Corner story, The dog walker (page 14). Choose the ideas that best suit your children’s ages and interests.

Three friends and a taxi

This is a tale told all across Africa, from Nigeria to the Comoros to South Africa. Sheep, Goat and Dog take a taxi to the sea and when they get there they have to pay the taxi driver for the journey. How much will each of them pay? They each have to face the consequence of the choice they make.

As you read the story together, enjoy looking at the pictures and talking about the details in them.

After you have finished reading the story, discuss the following questions with older children:

- What do you think Sheep, Goat and Dog learnt from the taxi fares that they chose to pay?
- Would you have paid exactly the right fare, more than what the fare was, or less than what the fare was? Why would you have made this choice?
- What if the taxi driver was asking for a fare that you thought was too high? Would you still have made the same choice? Why or why not?

Ask your children to draw a picture of themselves in a taxi with two friends, and then to label their drawing with the title of the story.

Foxy Joxy plays a trick

In this story, a sly fox sells watermelons, but everyone thinks he charges too much for the watermelons? Do you think it is fair to charge too much for something?

As you read the book, discuss with your children the choices that the animals make. Encourage them to suggest reasons for their opinions. Here are some questions you could ask:

- Page 4: Do you think that Foxy Joxy might have been charging too much for the watermelons? Do you think it is fair to charge too much for something?
- Page 8: Do you think that Foxy Joxy’s idea was a clever one? Do you think his idea was fair?
- Page 11: Do you think the other animals got what they paid for?
- Pages 13 and 14: Do you think the other animals’ idea was a clever one? What else do you think they could have done to teach Foxy Joxy not to cheat?

After you have read the book together, invite your children to write to Foxy Joxy. They should explain to him why he should behave better towards the other animals. Suggest that your children draw pictures of the animals playing football with the watermelons when Foxy Joxy was stuffed inside. Encourage them to add the text from that part of the story to their pictures.

The dog walker

Aunty Vanessa is paid by other people to walk their dogs. One day she and her nephew take five dogs to the park … and the trouble starts on their way there!

After you have read the story with your children, talk about which dog from the story they each like most, and why. Also discuss how you think the story would have been different if they hadn’t found Princess’s collar.

Give your children cardboard or paper, glue, tin foil and crayons and suggest that they make Princess’s collar and/or a collar for their favourite dog from the story.

Create TWO cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
   a) Fold the sheet in half along the black dotted line.
   b) Fold it in half again along the green dotted line.
   c) Cut along the red dotted lines.

Nna le mathhagatlagha e leinane!

Le ke leinane le le anelwane bothe gore raba Leinane, Motsamai sa leinane. Aunty Vanessa is paid by other people to walk their dogs. One day she and her nephew take five dogs to the park… and the trouble starts on their way there!

As you read the story together, enjoy looking at the pictures and talking about the details in them.

After you have finished reading the story, discuss the following questions with older children:

- What do you think Sheep, Goat and Dog learnt from the taxi fares that they chose to pay?
- Would you have paid exactly the right fare, more than what the fare was, or less than what the fare was? Why would you have made this choice?
- What if the taxi driver was asking for a fare that you thought was too high? Would you still have made the same choice? Why or why not?

Ask your children to draw a picture of themselves in a taxi with two friends, and then to label their drawing with the title of the story.

Foxy Joxy plays a trick

In this story, a sly fox sells watermelons, but everyone thinks he charges too much for the watermelons? Do you think it is fair to charge too much for something?

As you read the book, discuss with your children the choices that the animals make. Encourage them to suggest reasons for their opinions. Here are some questions you could ask:

- Page 4: Do you think that Foxy Joxy might have been charging too much for the watermelons? Do you think it is fair to charge too much for something?
- Page 8: Do you think that Foxy Joxy’s idea was a clever one? Do you think his idea was fair?
- Page 11: Do you think the other animals got what they paid for?
- Pages 13 and 14: Do you think the other animals’ idea was a clever one? What else do you think they could have done to teach Foxy Joxy not to cheat?

After you have read the book together, invite your children to write to Foxy Joxy. They should explain to him why he should behave better towards the other animals. Suggest that your children draw pictures of the animals playing football with the watermelons when Foxy Joxy was stuffed inside. Encourage them to add the text from that part of the story to their pictures.

The dog walker

Aunty Vanessa is paid by other people to walk their dogs. One day she and her nephew take five dogs to the park … and the trouble starts on their way there!

After you have read the story with your children, talk about which dog from the story they each like most, and why. Also discuss how you think the story would have been different if they hadn’t found Princess’s collar.

Give your children cardboard or paper, glue, tin foil and crayons and suggest that they make Princess’s collar and/or a collar for their favourite dog from the story.
Three friends and a taxi

Ditsala tse tharo le thekisi

Maryanne Bester
Shayle Bester
Mmatsie Mpshane

Nal’ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org or www.nalibali.mobi

Nal’ibali ke lethsho la bosetšhaba la go buisetsa monate e le go roloetsa le go jala mowa wa go buisa go rala Aforika Bonwa. Go bona tehidimoetsa ka botšiwa, etela mo www.nalibali.org kgotsa mo www.nalibali.mobi

© Jacana Media (World rights) Tel: 011 628 3200
One hot day three friends were standing beside the dusty road …

Letatsi le le le mogote mme ditsala tse tharo di eme fa thoko ga tsela e e lerole …

Dog paid too much. That is why, to this day, whenever Dog sees a taxi coming, he runs into the road, barking loudly. He is asking for his change.

Ntša ya duela go feta selekano. Ke kantlha co, le ka leetsatsi le, Ntša fa a bona thekisi e tla, o sianela mo tseleng a bogola thata. O batla tšhentšhi ya gagwe.
Then he filled it with water! He took a needle and thread and sewed the watermelon back together.

He sold his watermelons for a cheap price. Many animals bought from Foxy Joxy.

Foxy Joxy plays a trick
Phokoje yo o dithetsenyane

Mdu Ntuli
Nahida Esmail
Samantha Rice
Foxy Joxy was a sly fox. He sold big, fresh watermelons.

"This watermelon has only water in it," complained Funky Monkey.

"Phokoje o ne a tsewa ke sedidi! O tswile matlhale mme a ka se tlhole a tsietsa gape."
He slit open a big watermelon, scooped out the fruit, and gobbled it up.

"Well, you got what you paid for," said Foxy Joxy.

Phokojo a mabakwana, o bone sa melo o a thikuane.

"O bone sa madi a o a dueletseng," Phokoje a araba.

Foxy Joxy was dizzy! He learnt his lesson and never cheated again.

"Watermelons for sale! Go rekisiwa magapu!"
“Your price is too high,” said Rabbit Jabbit.
“You are asking too much,” said Gia Giraffe.

“Dithwotlhwa tsa gago di kwa godimo thata,” ga rialo Mmutla.
“O kopa madi a mantsi thata,” ga rialo Thuli Thuthwa.

Foxy Joxy had a clever idea.

Phokoje o ne a na le kakanyo e bokone.

They took an empty watermelon, stuffed Foxy Joxy into it and played a game of football with it.

Ba ne ba tsaya legapu le le leole, ba tsenya Phokoje mo go lone mme ba tshameka kgwele ya maoto ka lona.
Goat paid too little. That is why, to this day, whenever Goat sees a taxi coming, he runs quickly away from the road. He does not want to be asked for the money.

Podi a duela go le gonnhye. Ke ka ntho eo, le ka letsatsi le, Podi fa a bona thekisi e tla, o ilhaganela go tloga mo tseleng. Ga a batle go kopiwa madi.
After some time, a taxi stopped for them – PEEP PEEP. First Sheep climbed in. It was a bit of a SQUEEZING.

At last the journey was over. The taxi driver asked for his fare …

Sheep paid the right fare, exactly. That is why, to this day, whenever Sheep sees a taxi coming, she is in no hurry to move out of the road. Her business with the taxi is finished.

They were waiting for a taxi to take them to the sea.

And Dog.

They were waiting for a taxi to take them to the sea.

Ba ne ba emetse thekisi go ba isa lewatle.
Celebrate World Book Day!

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.

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

1. Talk to primary- or high school-aged children about how having books in your life makes a difference. Then ask them to draw a picture, create a poster or a song or dance, or write a poem or rap to share their ideas with others. Remember to find an opportunity to display the children’s pictures or posters, or to let them perform their songs, dances, poems or raps!

2. Nursery rhymes and songs are a great way to get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children – and don’t forget to also share the ones you were taught as a child!

3. Provide some paper, pencil crayons and pens, and get older children to create their own picture books. Then set up a time for them to read their books to a group of younger children.

4. Encourage your children to copy out a sentence or paragraph from their favourite book and then draw a picture to go with it. Remind them to write the name of the book and the author too. Display your children’s creations on the fridge, or on a wall in your home, classroom, library or at your reading club.

5. At the top of a large sheet of paper, write: Books I think you would enjoy. Under it create columns like this:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>My name</th>
<th>Age</th>
</tr>
</thead>
</table>

Display the sheet of paper in your home, reading club, classroom, school or library, and encourage everyone to write up the names of books they have enjoyed reading. If you leave it up for long enough, you might have to add another sheet!

Keteka Letsatsi la Dibuka la Lefatshe!

Lekutla la Dibuka la Lefatshe ke keteka ya lefatsho ka bophara ya dibuka le go buisa. Le ketekiwa mo dinageng tse di fetang tse 100 ka matsatsi a a farologaneng le ka ditsela tse digolweneng o a phofung ya bana e ba e rotse le bana le buka le la lebogo.

Dikakanyo tse dingwe ke tsa go go keteka la Dibuka le Lefatshe

1. Bua le bana ba diklokapothwa kgotsa ba dikolo tse dikgolo ka gape, ba dikolo tse 23 Moranang. Kgane sa lela bopamagana tse dibuka tse ba ditumelela. Tala dibuka tse ba ditumeletseng go di bontsha.

2. Motshoana tse di nang le mb_album a setso le dipina tsa masea le bana ka puo ya gago. Le ketegi sa tse di nang le mb_album a setso le setshwane.

3. Naya bana pampiri, dikherayone tsa pampiri a mpha sa dipina tsa masea le bana ka puo ya gago. Le ketegi sa tse di nang le mb_album a setso le setshwane.

4. Rollotsa bana le ka bana le mafoko! Bana le ka bana le mafoko! Bana le ka bana le mafoko! Bana le ka bana le mafoko!

5. Kwa godimo ga lela bana le mafoko! Bana le ka bana le mafoko! Bana le ka bana le mafoko! Bana le ka bana le mafoko!

Boku ke toro a o e tlhwatla sa diatlha la gago. Boku ke toro a o e tlhwatla sa diatlha la gago. Boku ke toro a o e tlhwatla sa diatlha la gago. Boku ke toro a o e tlhwatla sa diatlha la gago.

Mo Aforika Borwa, re le keteka ka la 23 Moranang ngwaga le ngwaga.

South Africa, we celebrate it on 23 April each year. Different dates in the year and in different ways. In 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.

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

1. Talk to primary- or high school-aged children about how having books in your life makes a difference. Then ask them to draw a picture, create a poster or a song or dance, or write a poem or rap to share their ideas with others. Remember to find an opportunity to display the children’s pictures or posters, or to let them perform their songs, dances, poems or raps!

2. Nursery rhymes and songs are a great way to get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children – and don’t forget to also share the ones you were taught as a child!

3. Provide some paper, pencil crayons and pens, and get older children to create their own picture books. Then set up a time for them to read their books to a group of younger children.

4. Encourage your children to copy out a sentence or paragraph from their favourite book and then draw a picture to go with it. Remind them to write the name of the book and the author too. Display your children’s creations on the fridge, or on a wall in your home, classroom, library or at your reading club.

5. At the top of a large sheet of paper, write: Books I think you would enjoy. Under it create columns like this:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>My name</th>
<th>Age</th>
</tr>
</thead>
</table>

Display the sheet of paper in your home, reading club, classroom, school or library, and encourage everyone to write up the names of books they have enjoyed reading. If you leave it up for long enough, you might have to add another sheet!

1. Talk to primary- or high school-aged children about how having books in your life makes a difference. Then ask them to draw a picture, create a poster or a song or dance, or write a poem or rap to share their ideas with others. Remember to find an opportunity to display the children’s pictures or posters, or to let them perform their songs, dances, poems or raps!

2. Nursery rhymes and songs are a great way to get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children – and don’t forget to also share the ones you were taught as a child!

3. Provide some paper, pencil crayons and pens, and get older children to create their own picture books. Then set up a time for them to read their books to a group of younger children.

4. Encourage your children to copy out a sentence or paragraph from their favourite book and then draw a picture to go with it. Remind them to write the name of the book and the author too. Display your children’s creations on the fridge, or on a wall in your home, classroom, library or at your reading club.

5. At the top of a large sheet of paper, write: Books I think you would enjoy. Under it create columns like this:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>My name</th>
<th>Age</th>
</tr>
</thead>
</table>

Display the sheet of paper in your home, reading club, classroom, school or library, and encourage everyone to write up the names of books they have enjoyed reading. If you leave it up for long enough, you might have to add another sheet!

1. Talk to primary- or high school-aged children about how having books in your life makes a difference. Then ask them to draw a picture, create a poster or a song or dance, or write a poem or rap to share their ideas with others. Remember to find an opportunity to display the children’s pictures or posters, or to let them perform their songs, dances, poems or raps!

2. Nursery rhymes and songs are a great way to get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children – and don’t forget to also share the ones you were taught as a child!

3. Provide some paper, pencil crayons and pens, and get older children to create their own picture books. Then set up a time for them to read their books to a group of younger children.

4. Encourage your children to copy out a sentence or paragraph from their favourite book and then draw a picture to go with it. Remind them to write the name of the book and the author too. Display your children’s creations on the fridge, or on a wall in your home, classroom, library or at your reading club.

5. At the top of a large sheet of paper, write: Books I think you would enjoy. Under it create columns like this:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>My name</th>
<th>Age</th>
</tr>
</thead>
</table>

Display the sheet of paper in your home, reading club, classroom, school or library, and encourage everyone to write up the names of books they have enjoyed reading. If you leave it up for long enough, you might have to add another sheet!
The dog walker

By Katherine Graham Illustrations by Jiggs Snaddon-Wood

My aunty is a dog walker! I know that might sound strange, but that’s what she does for a living! She walks other people’s dogs!

Sometimes, when I finish school early, Mamma lets me help Aunty Vanessa. There are five dogs that she walks every afternoon. Princess, the French poodle, is white. She is very big and walks with her nose stuck up in the air, and she has a diamond collar. Her owner, Ziyanda, is the poshest lady I know. Pepper is a small, black, grumpy dog. He bites my heels sometimes if I don’t watch out. Lucky is a rescue dog and is full of tricks. His owner got him from an animal shelter. Nobody knows for sure what kind of dog he is, but he is friendly and he’s the one I like the most. Dash and Lady are brother and sister. They are quite big dogs with light brown coats. They are a real handful because they love chasing balls – and squirrels.

Sometimes when Aunty Vanessa and I walk down the street with all five dogs, people stop and stare at us. “You have quite a few dogs!” some of them say.

I just smile and say, “Don’t worry – they’re not ours!”

One day I was helping Aunty Vanessa. I was holding the leads for Princess and Lucky. Aunty Vanessa was having a hard time keeping Dash and Lady under control while avoiding Pepper’s nips. On our way to the park, a cat streaked past and Dash and Lady went bounding after it, barking their heads off. Pepper, Princess and Lucky followed them and all the dogs’ leads got tangled and I fell flat on the pavement. Ouch!

“Are you okay?” asked Aunty Vanessa.

I got up. “My knee hurts, but I’m fine,” I said, dusting myself off. We unravelled the leads and that’s when Aunty Vanessa noticed something.

“Princess’s collar is missing!” she said. My aunty and I searched high and low for the diamond collar, but we couldn’t find it anywhere. “Oooh, what will Princess’s owner say?” moaned my aunty. “Ziyanda likes her dog to look smart at all times!”

The dogs were growing impatient, tugging at their leads. We gave up the search for the missing collar and walked to the park. Aunty Vanessa threw a ball for Dash and Lady. They sprinted across the park, fighting each other to see who would get to it first. Pepper made a huge poo which my aunty made me clean up with a plastic bag and stick. Yuck! Lucky made a friend and they spent the rest of the afternoon running after each other and sniffing each other. But Princess refused to join in the fun. Her ears drooped and she lay down under a tree. I knew she was sad because she’d lost her special collar.

At five o’clock, it was time to go. We dropped the dogs off at their homes one by one – first Pepper, who tried to bite me as we opened his gate, then naughty Dash and Lady. Aunty Vanessa wasn’t sad to drop them off. We only had Lucky and Princess left. Aunty Vanessa was dreading telling Ziyanda that we had lost the expensive collar.

Just then Lucky started barking and refused to walk any further. He jumped up and down at a lamp post. Aunty Vanessa was cross with him. “Stop that, Lucky!” she shouted.

I looked up. Something was fastened to the lamp post and it was glittering. “Princess’s collar!” I shouted pointing at it. “Somebody must have found it and hung it up there.” Hurriedly, I took it down and put it back around Princess’s neck.

By the time we opened Princess’s gate, the poodle was looking much smarter and happier than before. Aunty Vanessa told Ziyanda the story of how we had found the missing collar. “Oh, that thing!” laughed Ziyanda. “Those aren’t real diamonds! They’re just shiny plastic stones!” she said.

Aunty Vanessa laughed too. She was relieved. We waved goodbye and went on our way to take Lucky home.

“Good dog,” I said to Lucky as I patted his head. His tongue hung out of his mouth, which made it look as if he was smiling. His tail wagged all the way home. And he never did understand why my aunty gave him two dog biscuits when we got to the front door of his home that day!
Mangwane wa ma ka motsamaisa dintša! Ke a itse gore se se a makatsa, mme fela ke tiro ya gagwe! O tsamaisa dintša tsa batho ba bangwe!

Ka dinako dingwe, fa sekolo se tswile ka nako, Mme o ntlelelela go thusa Mangwane Vanessa. Go na le dintša tse thano tse a di tsamaisang motshegare mongwe le mongwe. Princess, rntša ya Sefora, e tshweu. Ke rntša e kgolo e e tsamanyag e tshololide躬 nko mo moweng, e na le koloro ya diteemane. Mong wa gagwe, Ziyanda, ke mosadi wa maemo a a kwa godimo yo ke e itseng. Pepper ke rntša e ntšo e e nnye, e e se nang botsalano. O loma direthe tse ma ka dinako dingwe fa ka se ele thoko. Lucky ke rntša e e thouang go pholaso matshelo e eile ke tletse matlaijana. Mong wa gagwe o mo tshotse kwa lefelong la tshikomeloa la diphologolo. Ga go na motho yo o itseng gore ke rntša ya moftuana mang, mme fela e botsalano e eile ke rntša e e e ratang go feta tse dingwe. Dash le Lady ke bana ba motho. Ke dintša tse dikgolo tse di nang le bobo ba bosetho. Di a tswenyana ka gona e lekela e ilekiso dibolo – le bokotokwe.

Ka dinako tse dingwe fa nna le Mangwane Vanessa re tsamaya mo mminileleng le dintša tse tshothe tse thilo, batho ba ema ba re lebelela. “Lo na le dintša tse dintši!” bangwe ba bona ba tshwae. Ke nyenya fela mme ke re, “Se tshwenyege – ga se tsa rona!”

Ka lekgieng tse dingwe, ke ne ke thusa Mangwane Vanessa. Ke ne ke tshwere Princess le Lucky ka megalag ya bono. Mangwane Vanessa o ne a tshwaraang le bothata jwa ga laola Dash le Lady fa a leka la egoga ke longwa ke Pepper. Mo tseleng la rona ya go kwa phakeng, katse e ne ya kgabagany ka bonako mme Dash le Lady ba taboga ka morago ga yona, ba e bogola. Pepper, Princess le Lucky ba ne na ba sala morago mme megalag ya dintša tse tshothe e ne ya kgalagana mme ke ne ka wela mo tselaneng. “Ipoos!”


“Koloro ya ga Princess e timetse!” o ne a rialo. Nna le Mangwane re ne na batale koloro ya diteemane ya ga Princess gothe, mme re ne ra se re ka e bona gothe. “Ipoos, mong wa ga Princess o tla rong?” Mangwane a ngogorego. “Ziyanda o rata rntša ya gagwe e lebega sentle ka dinako tshothe!”

Dintša di ne di fela pelo, di loma megalag ya tsona. Re ile ra ithoboga mme ra tsaamelega kwa phakeng. Mangwane Vanessa o na a latlhela Dash le Lady bolo. Ba ne na ba taboga mo phakeng, ba lwela go e filhelela pele. Pepper o ne a tlolela mantle a gagwe a magolo kwa morago mme Mangwane a dira gore ke a olela ka kgetsana ya polasetiki le legong. Phu! Lucky o ne a ipolona tsela mme ba tihola ba salane morago e eile ba nkelana. Princess ena o ne a gana go nna karolo ya monate o. Ditsebe tsa gagwe di e le di wotse mo fatohe mme a rapame ka tshae ga sethabe. Ke ne ke itse gore o ne a utwile bothoko ka gonne koloro ya gagwe e e kgethegilegeng e e le hethile.

Ka ura ya bothano, o ne e le nako o go tsamaya. Re ne ra tlolega dintša ka bongwe ka bongwe kwa mapagieng a tsona – re simolotse ka Pepper, yo o ilefeng a leka go rtona fa re bula heke ya gagwe, ga latela Dash le Lady ba ba maqakga. Mangwane Vanessa o ne a sa utwile bothoko ha go tlhogela. Re ne re setse fela ka Lucky le Princess. Mangwane Vanessa o ne a sa a itse gore o tla bolelela Ziyanda jang gore le latlhile koloro e e ithwotlwagodimo.

Ka yona nako eo Lucky o ne a simolokgo go bogola mme a gana go tswela ya tsamaya. O ne a tlolela godimo le lisatse ka mme a phalomo. Mangwane Vanessa o ne a mo temene tse.”Ennisa seo, Lucky!” a goelela.

Ke ne ka lebelela kwa godimo. Go ne go na le sengwe se se neng se gokeletswe mo paileng mme se phatsihana. “Koloro ya ga Princess!” ke ne ka goelela ke e e supa ka monwana. “Go tshwanetsa ga bo go le mongwe yo o e boneng mme a e gokeletswe mo paileng.” Ba bonako, ne ka e na e tsho mme ka e tsona mo thamong ya ga Princess.

Ka nako e re neng re bula heke ya ga Princess, o ne a lebelela a lelóle ka morago e eile a le bula heke ya gagwe, go netse ka Pretty ka ketsana ya bobo laola Dash le Lady ba ba maqakga. Mangwane Vanessa o ile a bolelela Ziyanda gore re bone jang koloro e e neng e tsetse. “Ao, selo seol!” Ziyanda a tshega. “Ga e se diteemane tsela metse tseol! Ke matlapa fela a polasetiki a a phatsihangi!” o ne a rialo.

Ka letsatsi lengwe ke ne ke thusa Mangwane Vanessa. Ke ne ke tshwere Princess le Lucky ka megalag ya bono. Mangwane Vanessa o ne a tshwaragane le bothata jwa ga laola Dash le Lady fa a leka la egoga ke longwa ke Pepper. Mo tseleng la rona ya go kwa phakeng, katse e ne ya kgabagany ka bonako mme Dash le Lady ba taboga ka morago ga yona, ba e bogola. Pepper, Princess le Lucky ba ne na ba sala morago mme megalag ya dintša tse tshothe e ne ya kgalagana mme ke ne ka wela mo tselaneng. “Ipoos!”


“Koloro ya ga Princess e timetse!” o ne a rialo. Nna le Mangwane re ne ra batale koloro ya diteemane ya ga Princess gothe, mme re ne ra se re ka e bona gothe. “Ipoos, mong wa ga Princess o tla rong?” Mangwane a ngogorego. “Ziyanda o rata rntša ya gagwe e lebega sentle ka dinako tshothe!”

Dintša di ne di fela pelo, di loma megalag ya tsona. Re ile ra ithoboga mme ra tsaamelega kwa phakeng. Mangwane Vanessa o ne a latlhela Dash le Lady bolo. Ba ne na ba taboga mo phakeng, ba lwela go e filhelela.
Once upon a time, there was a farmer called Vusi who was very, very strong. Nobody knew how he did it, but he could easily carry two cows at the same time.

One morning, when Vusi woke up, he ran around in a panic. “My necklace! Who has stolen my magic necklace?” he shouted. “Without it I will have lost all my strength, and will be just like everyone else!”

He rushed to the window, just in time to see a little boy running off very, very fast …

Use your imagination to complete the story. Tell a friend or parent your story.

Which little picture of Hope and Bella reading is exactly the same as the big picture?

1. ___________________________________________________
2. ___________________________________________________
3. ___________________________________________________
4. ___________________________________________________
5. ___________________________________________________
6. ___________________________________________________
7. ___________________________________________________
8. ___________________________________________________
9. ___________________________________________________
10. _________________________________________________

How quickly can you think of ten words to do with books? Try this on your own or with a friend. Time yourselves as you write the words down here!

Produced for Nal’ibali by the Project for the Study of Alternative Education in South Africa (PRAESA) and Tiso Blackstar Education. Translation by Lorato Trok. Nal’ibali character illustrations by Rico.