



Nalibali

It starts with a story...

Edison 43
IsiZulu, English

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 Bauseman 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.



Ngabe nifuna izindaba ezizokwabelana ngazo noma kuphi, noma nini? Vakashela ku-www.nalibali.mobi ukuze uthole izindaba ngezilimi eziyisithupha zaseNingizimu Afrika ezizozihokozela nezingane ophila nazo.

Ukuba nogqozi lokufunda

Siyazi ukuthi ukufunda izincwadi eziningi kusiza ukwenza izingane ukuthi zibe ngabafundi abangcono. Siyazi futhi ukuthi ukuze uchithe isikhathi esiningi ufunda nokuthi ukuze ufunde impilo yakho yonke, kumele ufune ukufunda!

Uma sifuna ukwenza izingane zethu ukuthi zifunde nokuzigcina ziqhubeka nokufunda, kuwusizo kakhulu ukuthi siqonde ukuthi yini ezenza zikhuthale ukufunda. Ukuze bathole lokhu, abenza ucwaningo bajwayele ukubheka indlela izingane eziziphatha ngayo futhi/noma ezixwa ngayo nathisha bazo. Kuyamangaza ukuthi bancane kakhulu abacwaningi abake bakhulume nezingane uqobo, kodwa nakhu akushiwo yizingane (ezineminyaka eyi-9 neyi-10) kolunye ucwaningo olwenziwe uKathryn Edmunds noKathryn Bauseman mayelana nezincwadi nokufunda. Izingane zilhe:

- maningi amathuba okufunda incwadi ezizikhethelele yona kunencwadi eziyikhethelele ufhisha noma umzali.
- zithanda izincwadi esihambisana nalokho ezikuthandayo.
- maningi amathuba okuthi zikhethe izincwadi ezinamakhava ahlaba umxhiwele nesakhiwo esinezigaba eziningi, nezincwadi ezihlekisayo noma ezisabisayo, futhi ezinemidwebo emihle.
- uthando lokufunda lokhethe futhi lwakuthazwa amalungu emindeni (kakhulukazi omama bazo), ofhisha nabangani.

- iningi izincwadi ezizifundile zivele kumtapo wezinwadi.
- imitapo yezincwadi izinikeze amathuba okubheka izincwadi eziningi ezahlukene ngaphambi kokuba zikhethe lezo ebezifuna ukuzifunda.
- esikhathini esiningi zizwa ngezincwadi ezingazifunda ngokukhuluma nabangani bazo.
- zazizikhuthaza ukufunda ngokwazo – lapho sezaqalile ukufunda, bezihlale zifuna ukufunda!
- bezizihokozela ukufundelwa amalungu emindeni nathisha bazo, ngisho bezivele zikwazi ukufunda!

Pho lokhu kuchaza ukuthi kumele senzenjani?

- Senze isiqiniseko sokuthi izingane zethu ziyakwazi ukufinyelela ezinwadini eziyizinhlobo eziningi ezahlukene. Izingane ezikwazi ukuthola izincwadi kalula, zifunda kakhulu. Hambisa izingane zakho kumtapo wezinwadi, uma ungakwazi, uzihengele izincwadi.
- Zivumele zikhethe izincwadi zazo.
- Khuluma nezingane zakho ngezincwadi bese uzifundela, noma ngabe zineminyaka emingaki.
- Zikhuthaze ukuthi zikhulume nezinye izingane ngezincwadi. Zivumele ukuthi zingane ethimbeni lokufunda elikhona noma niquale elenu!



Drive your
imagination

Read to me. Never too early.
Never too late.
Ngifundele. Ungesheshe kakhulu.
Ungelibale kakhulu futhi.





Drive your imagination

Story stars

A passion for books

Rigardt 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. Nalibali 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.

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!



Rigardt le Roux

Abavelele ezindabeni Uthando lwezincwadi

URigardt le Roux unguMsizi wakuMtapo weziNcwadi wezinhlelo e-Westonaria Library Information Services. Unentshisekelo ngeqhaza elibalulekile elingabanjwa ukwazi ukufunda nokubhala ezimpilweni zabantu. UNalibali uxoxisane naye ngentshisekelo anayo yokufunda nezincwadi.

Ngabe yaqala nini le ntshisekelo yezincwadi?

Ngesikhathi ngimncane, umama wami wayenza i-scrap book esebenzisa izithombe ezihlaba umdwele kakhulu nezinhle ayezithola. Sasihamba nayo le ncwadi uma sithatha uhambo olude. Ngerikathi sihamba umama wayesebenzisa izithombe ukuze enze izindaba ezimnandi kakhulu. Kulapho ngaba nothando khona lwezindaba nezincwadi.

Ibaluleke ngani imitapo yezincwadi?

Imitapo yezincwadi ihlinzeka ngezincwadi nolwazi emiphakathini, futhi ibamba iqhaza elibalulekile ekuthuthukiseni imiphakathi. Yingakho ngaqala iSimunye reading club emtsheni waseSimunye ezinyangeni ezintathu ezedule. Ekuqaleni kwakunezingane eziyi-14 kuphela, kodwa manje sesinamalungu angama-82!

Ngabe wenza kanjani ukuthi isikhathi sendaba sibe mnandi ethimbeni lakho?

Uma sengikhethe indaba engzokwabelana ngayo nezingane, ngiqale ngicwaninge bese ngiziywayeza indaba leyo. Bese ngenza ukuthi kube yindaba zonke izingane ezingabamba kuyo iqhaza ukuze zizizwe sezingaphakathi nazo. Senza umsindo futhi sihike kakhulu. Izingane zithokoza kakhulu kangokuthi ziluna ukubamba iqhaza ekwenzeni indaba.

Zibalulekile ngani izindaba?

Sidinga ukuthi sixawe futhi sifunde izindaba ngoba izindaba ziyinxenye ebalulekile kakhulu yamasiko. Ngezindaba singasiza izingane ukuthi zithole okuthile ngomhlaba wazo nalokho okwehela abantu empilweni.

Uthando lwezindaba ezinjani?

Namanje, ngisaziwanda izindaba zangesikhathi ngimncane. Ngisaziwanda izinsumansumane futhi ngisazifunda leziya zindaba zakudala zikaGrimm – noma ngangikwazi ukuzibaxa ngiyazikhapha ngale!

Yimaphi amacebo anawo angawonika abazali?

Uma ufuna ukuthi izingane zakho zibe ngabafundi, zifundele okungenani imizuzu eyi-15 ngasuku. Uma ingane isingane ngamnyango womlingo wakufunda, izahlale ingumfundi impilo yayo yanke!



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.



Ezweni lonke, umuntu ngamunye kanye nabezinhlangotho bathola izindlela zokwenza ukufunda nokubhala kube yinxenye yempilo yezingane yansuku zonke. Ukuze sibabonge, **Abavelele Ezindabeni** okubhalwe ngabo bazothola amavavusha okudla* ngezilokothe ezinhle zakwa**Wimpy** ukuze bawathakozele nezingane abenza umehluko ezimpilweni zazo.

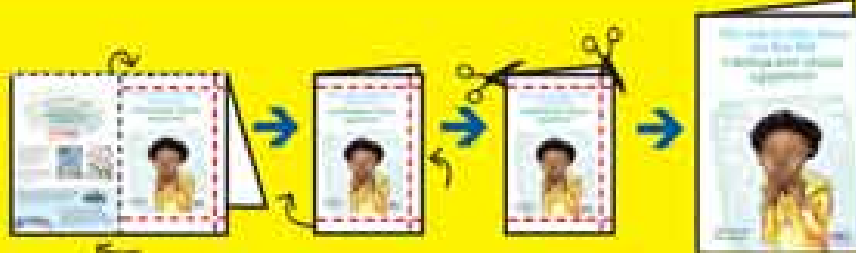
* Ukuze uthole imigamo nemibandela esebenzayo, iya ku-www.nalibali.org/story-stars.

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.

Zakhele ibhukwana lakho

1. Khipha amakhasi 3 ukuya ku-6 kulesi sithosiseko.
2. Lisonge libe nguhhala lapho kunomugqa lulayini wamachashaza amnyama khona.
3. Lisonge libe nguhhala futhi.
4. Sika lapho kunomugqa wamachashaza abomvu khona.



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.

Ngamenza kodwa kwase kungemva kwendaba. UShumba wagijima wakhuphuka umgasa. Wadlula isango lendu kaMma Raphane, wahamba ngendledlana, wayongena ngomyango ongaphambili. "Maye! UShumba ungene endini yomhakathi!" kumemeza uGabriel. "Kuphelle ngaye."

"Shumba!" ngamemeza futhi. Amehlo ami agala ukugwala izinyembezi. Ngangazi ukuthi uShumba usenkimgeni! Umhakathi wayezombulala bese emqoba abe yizingcezu ezincane zemithi yakhe. Ngama esangweni ngizama ukucabanga ukuthi kumele ngenzeni.



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.



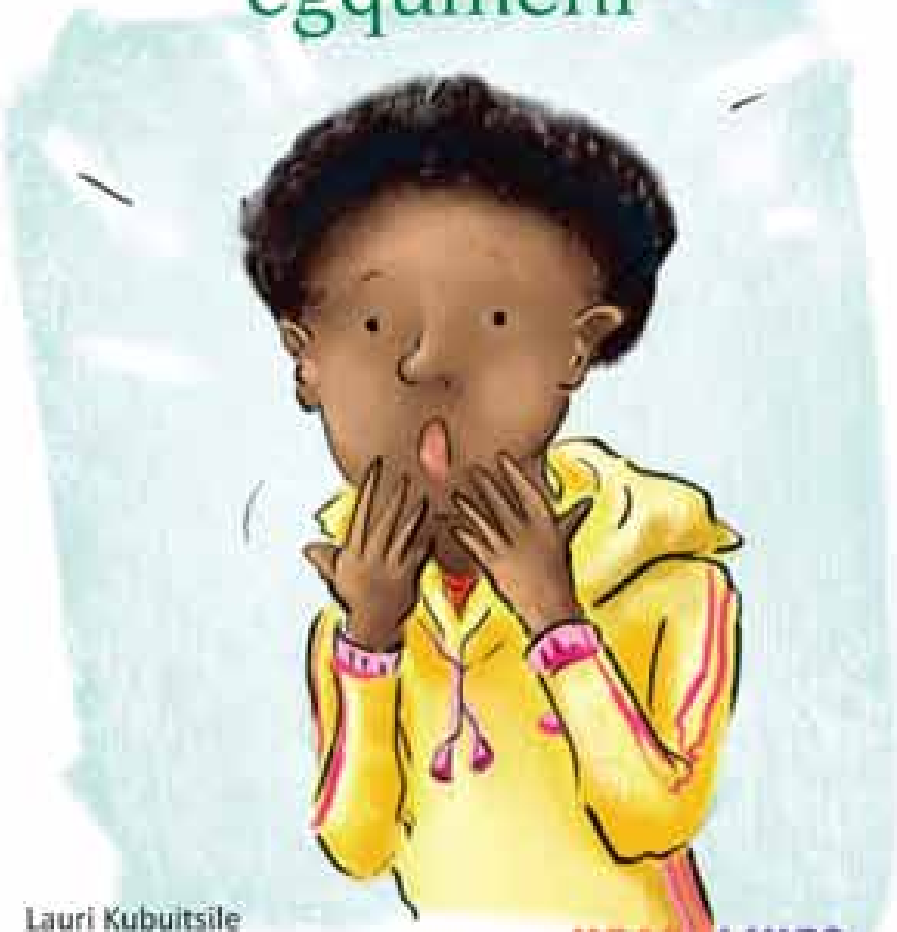
Nalibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



UNalibali umkharikaso wokufundela ukuzithokozisa kazwelonke wokokhela lokho okungenziwa yizingane ngokuxoxa nangokufunda izindaba. Ukuze uthole eminye imininingwane, vakashela ku-www.nalibali.org noma ku-www.nalibali.mobi



The witch who lives on the hill
UMthakathi ohlala eggqumeni



Lauri Kubuitsile
Vian Oelofsen

HEARTLINES



Ngakusasa, mina nomngani wami omkhulu uGabriel sathatha iminsalo nemiqibisholo yethu saya elithini elingemva kwegquma ukuze siyozingela. "Ngabe ushumba uzothamba nathi?" kubuzi uGabriel ebheke nfa yami enkulu emnyama.

"Kulungile, angiyiboni inkungu ngalokho?" Uyakuthanda vele ukuzingela, "kusho mina.

"Kodwa uhle ebalekisa izilwane."

Ngamziba uGabriel. Wayazi ukuthi iminsalo yethu yayingeke ibulale lutho nokho, noma engekho ushumba.

Ngesikhathi sikhuphuka umqansa ngangingabongani ngendlu yomthakathi. Kodwa ushumba waye...

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.



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

"Yes, I know. I don't think she's a witch. I think Peloyame and Gabriel said.



Gabriel and I headed home down the hill. We'd forgotten about hunting. "She doesn't look anything like a witch," she smiled sadly, but said nothing more. She turned and made her way back into the house.

"Sorry he troubled you," I said for a small girl like you."

"That dog seems a handful. Mma Raphane smiled at me. "Thank you," I said.

her eyes and I was surprised nothing changed inside of me. a came. Her grey hair was tucked away tidily. I looked into in front of the house. She was bent over and leaning hard on When I looked up, an old woman stood on the small stoop hugged him. He was safe!

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



Sambonga sahlala phansi ukuze siphuze. Ezinye izingane zasibuka isikhashana, zase zingena ngaphakathi egekeni, ngayinye ngayinye. Zathatha amathuluzi ethu zaqhubeka nokusebenza lapho sasigcine khona.

UPeloyame wama yedwa othangweni. "Hheyi? Nerizani? Ungumthakathi! Senikholliwe yini?" Wonke umuntu waziba uPeloyame. Wabe esekhahlela umhlabathi wahamba ngokuthakuthela.

UMma Raphane wabuka izingane ezase zimbalekele isikhathi eside kangaka. Waphendukela kimi noGabriel. Amehlo akhe ayegeweke izinyembezi. "Ngiyabonga," esho ngezwi elincane elihoshozayo. Wasibuka wamamatheka ngesikhathi sithleli siphuza amanzi esitubhini.

Ngaleso sikhathi ngabona umuntu odudula evula isigaba, mbhizyo yami yashaya ngamandla! UShumba waphuma egijima. Ngambamba ngamgona. Wayesindile! Ngathi uma ngiphakamisa amhlo ngabona isikhathi esisisekethini esincane phambi kwendlu. Wayegobile ezimele ngogalo. Izimele zakhe ezimpunga zaziboshwe ngobunono. Ngambuka emehlweni kwangamangaza ukuthi kangasthishi lutho ngiphakathi kwam. "Ngiyabonga," kusho mina. UMma Raphane wangamathakela. "Leyo nja ibukeka iwamsebenzi omkhulu emibuzaneni encane njengawe." "Ngiyavoxisa ukuthi ukukhathazile," kusho mina. Wamathakela kalusizi, kodwa akaphindanga washo lutho. Waphenduka wabuyela endlini. Mina nokabncel sabuyela emakhaya ezansi negquma. Sakhotha ngokuzingela. "Akabukeki mhlobo njengomthakathi," kusho uGabriel. "Ngizazi. Angcabangi ukuthi ungumthakathi. Ngicabanga ukuthi uPeloyame nabanye babezizambela lokhu," kusho mina. Manje ngangizwa ngiphathake kabi ngendlela izingane zasemuzini ezaziphatha ngayo uMma Raphane sonke lesi sikhathi. Kwangiphatha kabi ukuthi nami ngangiyimxenywe yakho. Ngathakelwa umgondo ngaleso sikhathi. "Ngicabanga ukuthi ngiyazi ukuthi singenzaneni ukaze sonze izimo zibe ngenono!"

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.



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...



Sacasha ngemva kothungo, uPeloyame, uKitso nami, sasihefuzela sonke. "Ngabe nimbonile?" kubuza uPeloyame ehafuzela.

"Yebo, uyesabeka," kusho mina, noma empeleni ngangizange ngimbone. Kodwa ngangingadingi ukumbona. Wonke umuntu wayazi ukuthi uMma Raphane ubukeka kanjani. Wayenesihluthu esimpunga, emude futhi ondile, enezindololwane ezicije kangangokuthi zazingasika umuntu phakathi. Uma umthe njo emehlweni, wawuphenduka umkhovu. Zazingi izingane ezazehlelwe yilokhu. Sonke sasikwazi lokho.

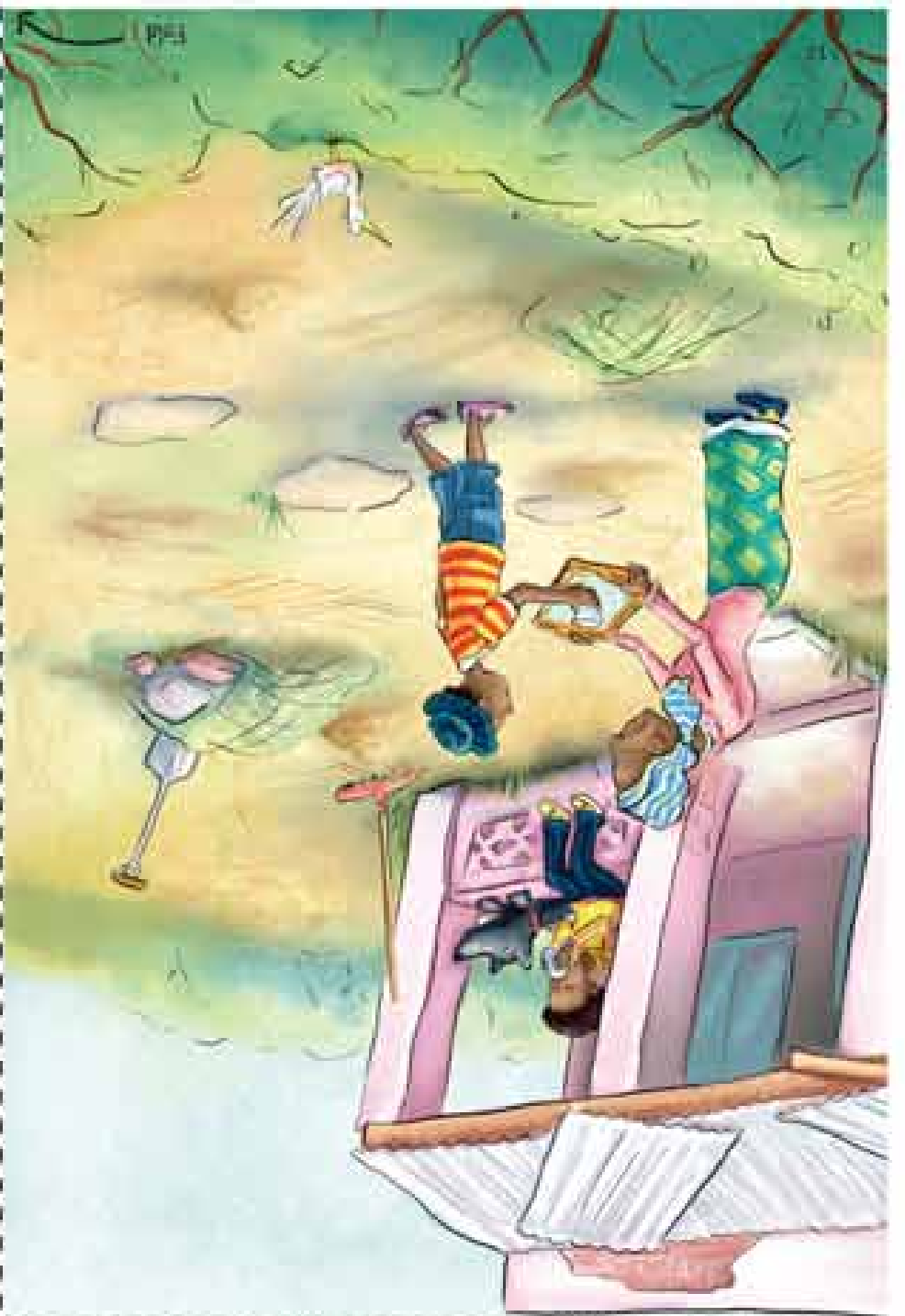
"Walunguza emnyango ngesikhathi ngiphonsa itshe, nibonile?" kusho uKitso ngesasasa. "Umzala wami wathi wadla ikati lakhe."

"Yebo, uyakwenza lokho ngesinye isikhathi," kusho uPeloyame evuma ngekhandu. UPeloyame wayazi konke umuntu ayengakwazi ngomthakathi onguMma Raphane.





Ngabuka indlu ephezu kwegquma. Eyangopende ophinki oxebukayo. Ngasabonakali kahle elangeni elishisayo. InseBotswana. Kwakunesikhetha egeckeni. Kwakungacasha noma yini kulobo ishami. Lwangishaya lwangepa uvabo. Ngaphendukela kuPeloyame. Wayehlazela ukiso ukuthi abathakathi abafana noMma Raphane babewasbenzisa kanjani amakati ebiwe emithini yabo enamanzila. Kwasekubhwa. Nyanqazi ukuthi ngizoba senkingeni uma ngingagoduki. "Laleni bakwethu, kumele ngihambe!" Ngabashya ohangweni beoxa ngezindaba zabathakathi.



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.

Sathatha amafosholo namahhala sakhuphuka saya egqumeni. Mina noGabriel sangqongqoza ngokuthula emnyango. Saxoxisana kafushane noMma Raphane. Sase siqala ukususa utshani obude obomile egeckeni. Ngesikhathi sisebenza, kwafika ezinye izingane zama ohangweni. Zasigqolozela, kodwa zangasho lutho.

Kweza noPeloyame. Wangibona wamemeza wathi, "Tebogo, usangene yini? Awumesabi umthakathi?"

"Akayena umthakathi!" kuthetha uGabriel ngolaka.

Ngaleso sikhathi kwaphuma uMma Raphane nezingilazi ezimbili zamanzi abandayo.

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.



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 Pelayame 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 Pelayame's opinion of Mma Raphane. They could draw a picture of themselves talking to Pelayame and then write what they would like to say to her in a speech bubble, or act out the scene.



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 Na!ibali their reviews by visiting the Book Reviews section on our website (<http://na!ibali.org/book-box/reviews/>) and clicking on "Submit a review now".

Yenza indaba ihlabe umshwele!

Ngemuva kokuba wena kanye nezingane zakho senifunda *UMthakathi ohlala egqumeni*, zamani eminye yalawa masu.

- Njengendlela yokuzala ingxowa nezingane zakho mayelana nobungosi bokunamela abantu ngesici esithile, babuze ukuthi, "Ngabe nicabanga ukuthi uMma Raphane ungumthakathi?" "Ngabe ukhona omunye wenu owaziyo ukuthi kunjani ukubizwa ngesici esithile-angasithandi?"
- Xoxani ngezindlela uTebogo noPelayame abaziphathisa ngayo ngokuphathelene noMma Raphane ezindaweni ezahlukane endabeni. Ngabe kwamukelile ukuziphatha ngalayo ndlela? Ngabe nicabanga ukuthi kunjani izingane zaziphatha ngalayo ndlela? Ngabe ndlela eziziphathisa ngayo imenze wazizwa kunjani uMma Raphane?
- Vumela izingane zakho ukuthi zikhethe ingxenye yendaba ezizoyidweba.
- Ziqoguzelele ukuthi zicabange ngesizintu ezizogazenza ukuze zizame ukushintsha indlela uPelayame abona ngayo uMma Raphane. Zingadweba isithombe sazo zikhuluma noPelayame bese zibhala ukuthi yini ezingathanda ukuyisho kuye ebhamuzeni lenkuluma, noma zilingise isiqaphu esithile.

Ngabe izingane zakho ziyathanda ukubhala zibuyekeze noma zihluze izincwadi? Noma, ngabe ikhona incwadi eziyithanda ngempela ezithanda ukutshela ezinye izingane ngayo? Ziqoguzelele ukuthi zithumele ezikubhalile zihluze incwadi kwaNa!ibali ngokuvakashela isigaba se-Book Reviews ewebhusayithini yethu ku-<http://na!ibali.org/book-box/reviews/> nangokuchofaza u-"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

Ikhona lethimba lokufunda

Uma ucela izingane ukuthi zibhale zihluze incwadi, kuyindlela enhle yokuthi zikhumane nalokho ezikufundayo, zikucabangise lakho bese ziveza imibono yazo. Okunye ukuthi ukubhala nokwabelana ngokubhalile kuhluze nezinwadi kukhufhazo izingane ukuthi zixoxisane ngalokho ezikufundayo.

Nanika amacibo okuthi ningakusebenzisa kunjani ukubhalile ukukhuluma ngezincwadi ethimbeni lenu.

- Khufhazo izingane ukuthi zibhale imibono yazo ngencwadi eziyifundile. Zikhumbuze ukuthi angeke wonke umuntu athokozise ukufunda uhlobo lwencwadi noma umbhalo olunayo.
- Ukubuyekazwa kwencwadi okuhle kusiza abantu ukuthi bangume ukuthi ngabe bayafuna yini ukufunda incwadi noma cha. Ekubhaleni kwabo behluza incwadi kumele babhale babeke amabala engwe, kodwa banganiki iminingwane eminingi ngendaba!
- Ukubhala ukukhuluma kwencwadi kungaba kude noma kufishane, futhi kungahlanganisa nokudweba izingxenye zencwadi yilowo obuyekaza incwadi.

- Ungasebenzisa imibhala yokuhlaza izincwadi zazingane ukuze uqale ingxowa emayelana nezinwadi ethimbeni lakho. Cima imibhala yokubuyekaza izincwadi etoloni ekhethekile izingane ezingabhekisa kuyo, noma uyiphanyeke ebhodini lezaziso noma odongeni lapho kuhlangezela khona ithimba lakho. Unganamathiselela futhi naphakathi leplastiki ngaphakathi kwezincwadi zethimba lakho ukuze izingane zifake khona imibhala yazo yokuhlaza izincwadi.

- Khumbuze izingane ukuthi zibhale ngaso sonke isikhathi isihloko sencwadi, igama lombhalo kanye negama lazo embhalweni wokuhlaza incwadi.
- Izingane zidinga usizo ngesinye isikhathi ngalokho ezingakubhala embhalweni wokuhlaza incwadi. Zama ukuzinikeza eminye yale maha ukuze ziyqedele:

Le ndaba imayelana ...

Umlingiswa omkhulu u ...

Ingxenye yencwadi engiyithande kakhulu ...

Njengisikhathi ... ngizizwe ...

Ngithande kakhulu noma angithandanga ... ngaba ...

Umlingiswa engiyithande kakhulu u ...

Kumele ufunde le ncwadi ngaba ...

Ngicabanga ukuthi uzoyithokozisa le ndaba ngaba ...

Le ncwadi ngiyinika lawa maphezu:



Isihloko: *Isikhungu senkosaZane yasokwanje*
Umbhalo: Jude Daly
Igama lahlule indaba: 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.

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.

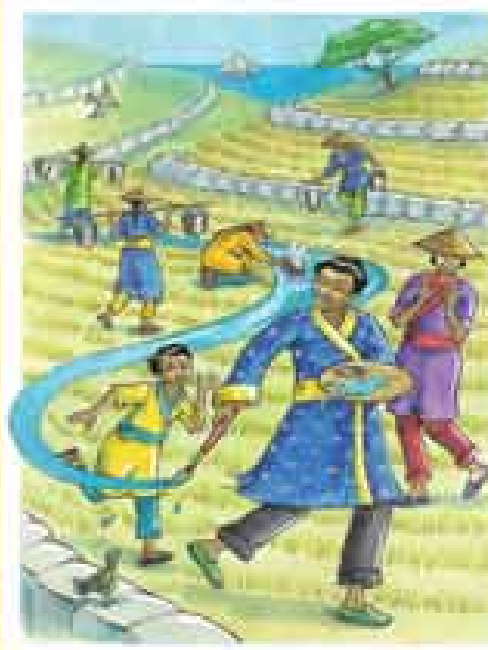


Illustration by Agnes Swadlow-Wood
Umbhobo wenzwe ngqg Swadlow-Wood

Ikhona lezindaba

Nansi indaba ozoyifunda kakhulu noma ozoyixoxa. Imayelana nomfana omncane, ohlakaniiphile owayehlala ezama ukusiza abanye.

Ibhulashi lokupenda lomlingo

(Inxenye yoku-1) uxoxwa kabusha uWendy Hartmann

Kukhona izwe elilude, kude le, elibizwa ngeChina. Kwasukasukela, kule ndawo ekude kwakuhlala umfanyano obizwa ngoHo. UHo wayempoku, kodwa enenhlalayo enhle. Wayesebenza kanzima ukuze abhole imali eyanele yokuthenga ukudla. Noma uHo wayempoku, wayesiza abanye abantu lapho engakwazi khona. Wayekuthanda nokupenda luthi wayependa noma inini uma enesikhathi.

Ngobunye ubusuku, waphupha kukhona ikhehla elinika ibhulashi lokupenda lomlingo.

"Unenhlalayo enhle," kusho ikhehla ophusheni. "Ngiyabona ukuthi uyokuthanda ukupenda. Nanti ibhulashi lokupenda lomlingo. Ngifuna ungethembiwe ukuthi uzolisebenzisela ukusiza abantu."

Ngesikhathi esephaphama wathola ibhulashi lokupenda lomlingo liseanteni kwakhe.

"O," kusho yena, "Bengicabanga ukuthi yiphupho nje."

Kusukela ngalolo langa, wayesebenzisa ibhulashi lokupenda noma yini uma abantu bedinga usizo.

"Ho," kumemeza abantu emasimini. "Akusokho manzi emhlonjeni wethu. Sidinga amanzi ukuze sichelele izithalo zethu."

Ngakho uHo wabapendela umfundo. Ngesikhathi ependa, kwenzeka umlingo wokwela komfundo abantu base bekwa ukuchelela izithalo zaba.

UHo wabe esebona ukuthi abantu babenenkinga yokulima umhlaba, wase abapendela inkomo negojo elikhulu ukuze abasize. Njalo nje uma abona ukuthi kukhona odinga usizo, wayesebenzisa ibhulashi lakhe lokupenda. Masinyane nje abantu abaningi base bazi ngoHo nebhulashi lokupenda lomlingo.

Ekuhambeni kwesikhathi, indoda enothile yezwa ngobhulashi lokupenda. "Uzoba elami lelo bhulashi lokupenda," kusho yona ihlela nondlela yokuthi izolintshontsha kanjani. "Ngizokwenza imali eningi kangokuthi ngizoba indoda enothile kakhulu ezweni lonke." Ngosuku okulandelayo yathumela ukuthi kuyobizwa uHo.

"Ngicela uzongokusela izinkomo zami namhlanje," kusho yona. "Ngizokukhokhela kahle namhlanje kushelwa."

UHo wayejabule kakhulu wase elusa izinkomo zasecabi. Kodwa kushelwa kunokuthi akhokhelwe, waphonswa ehangweni waphucwa nebhulashi lakhe lokupenda lomlingo.

"Untshontshe enye yezinkomo zami," siqamba amanga isobeli. "Leli bhulashi lizokhokhela lakhe akwenzile." Ekugcineni, kucabonga sona, ibhulashi lokupenda lomlingo sekungelami.

Thola ngesonto elizayo ukuthi ngabe uzophinde alithole yini futhi uHo ibhulashi lakhe lokupenda lomlingo.

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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- Ikhona kethimba lokufunda: Izinsuku okumele uzikhumbule
- A mini-book, Uhambo olude oluya kuBaba
- Inxenye yokugcina yendaba, Ibhulashi lokupenda lomlingo

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