



Gee die geskenk van boeke

Die volgende keer wanneer jy vir 'n kind 'n geskenk wil gee, gee gerus 'n boek. Wanneer jy 'n boek as geskenk gee, belê jy in 'n kind se toekoms! Goeie boeke hou lank en kan weer en weer deur verskillende mense in dieselfde gesin of huis geniet word.

Boeke vir kinders is beskikbaar by boek- en skryfbehoeftewinkels, supermarkte, winkels met tweedehandse goedere, vlooiemarkte en aanlyn winkels. Organisasies soos Book Dash, Wordworks en FunDza het boeke wat jy op jou foon of rekenaar kan lees of kan aflaai en uitdruk.



Give the gift of books

When you next need to give a gift to a child, why not make it a book? When you give a book as a gift, you invest in the future of a child! Good books last for a long time and can be enjoyed over and over again by different people in the same family or home.

Books for children can be found at book and stationery stores, supermarkets, second-hand goods stores, flea markets and in online stores.

Organisations such as Book Dash, Wordworks and FunDza have books that you can read on your phone or computer or download and print.

Hoe kies ek 'n goeie boek?

- ★ Kies enige boek wat jou oog vang en waarin die kind sal belangstel. As dit 'n prenteboek is, lees die hele storie. As dit 'n langer boek is, lees die begin, 'n bladsy of twee in die middel en die einde. Dink dan oor hierdie dinge:
- ★ As dit 'n prenteboek is, sal 'n kind weer en weer daarna wil kyk?
- ★ Bevat die illustrasies interessante besonderhede wat help om die storie te vertel?
- ★ As dit 'n inligtingsboek is, lyk dit of die woorde en prente toepaslik en interessant is?
- ★ Word woorde in die boek op so 'n manier gebruik dat jy verder wil lees? Byvoorbeeld, 'n prenteboek kan rym gebruik of die skryfstyl van 'n boek wat hoofsaaklik woorde bevat, kan by die aksie in die storie pas.
- ★ Het dit 'n bevredigende einde?

How do I choose a good book?

- ★ Choose any book that catches your eye and will interest the child. If it is a picture book, read the whole story. If it is a longer book, then read the beginning, a page or two in the middle and the ending. Then, think about these things:
- ★ If it is a picture book, would a child want to look at it again and again?
- ★ Do the illustrations have interesting details that help to tell the story?
- ★ If it is an information book, do the words and pictures seem relevant and interesting?
- ★ Does the book use words in ways that make you want to read on? For example, a picture book could use rhyme or a book with mainly words could use a writing style that suits the action in the story.
- ★ Does it have a satisfying ending?

Wanneer kan ek 'n boek as geskenk gee?

- ★ Verwelkom nuwe babas met boeke wat hul ouers vir hulle kan lees.
- ★ Boeke kan kinders help om hulle voor te berei vir nuwe ervarings of om dit te hanteer, soos om vir die eerste keer skool toe te gaan of 'n nuwe baba in die huis te verwelkom.
- ★ Boeke is wonderlike verjaardag- of vakansiegeskenke.
- ★ Gee vir 'n kind 'n boek om dankie te sê vir iets wat hulle goed gedoen het by die huis, met maats of by die skool.
- ★ Dit is altyd 'n goeie tyd om 'n boek as geskenk te gee!

When can I give a book as a gift?

- ★ Welcome new babies with books so that their parents can read to them.
- ★ A book can help a child prepare for or deal with new experiences, like starting school or welcoming a new baby into the home.
- ★ Books make great birthday or holiday presents.
- ★ Give a book to thank your child for doing something well at home, with friends or at school.
- ★ Any time is a good time for giving a book as a gift!

As jy vir 'n kind 'n boek gee, kan jy 'n liefde vir lees kweek wat 'n leeftyd kan hou!

By giving a child a book, you can spark a love of reading that can last a lifetime!

Ons gaan 'n bietjie rus tot die week van **27 Januarie 2023**. Sluit dan weer by ons aan vir nog Nal'ibali-leesplezier!

We will be taking a break until the week of **27 January 2023**. Join us then for more Nal'ibali reading magic!



Drive your
imagination



IT STARTS WITH
A STORY.
DIT BEGIN MET
'N STORIE.

Die Kinders se Handves The Children's Charter

Kinders het die reg op 'n naam.

Children have the right to a name.



Kinders het die reg op 'n plek om te woon.

Children have the right to a place to live.



Kinders mag nie gedwing word om voor 'n sekere ouderdom te werk nie.

Children should not be made to work before a certain age.



Kinders mag nie geslaan of mishandel word nie.

Children should not be beaten or abused.



Kinders moet versorg word wanneer hulle siek is.

Children should be cared for when sick.

Kinders met gestremdhede het die reg op spesiale behandeling en onderwys.

Children with disabilities have the right to special treatment and education.



Kinders het die reg op gratis onderwys.

Children have the right to free education.



Kinders mag nie gearresteer word en in 'n tronk aangehou word nie.

Children should not be arrested and put in jail.

Kinders het die reg op genoeg kos om te eet.

Children have the right to enough food to eat.



Dis ons gedeelde verantwoordelikheid as ouers, gesinne, gemeenskappe en die regering om te verseker dat al ons kinders veilig is en in hartlike, liefdevolle omgewings grootword.

It's our shared responsibility as parents, families, communities and government to ensure that all of our children are safe and protected and grow up in warm, loving environments.

Kontak ons op een van die volgende maniere:

Contact us in any of these ways:

www.nalibali.org

www.nalibali.mobi

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Nalibali

8 prettige idees vir die vakansie

Hier volg 'n paar aktiwiteite om jou kinders tydens die skoolvakansie te vermaak. Die idee is om dit te geniet. Gebruik dus die taal of tale waarin jou kinders die gemaklikste voel.



8 fun holiday ideas

Here are some activities to keep your children entertained during the school holidays. The idea is to enjoy yourselves, so use the language(s) you and your children feel most comfortable with.

1 Probeer iets nuuts. Probeer 'n nuwe boek of storie lees van 'n skrywer wie se boeke julle nog nie voorheen gelees het nie. Jy kan gratis, pragtig geïllustreerde stories vir kinders in jou taal kry by www.nalibali.org of whatsapp "stories" na 0600 44 22 54.

1 Try something new. Try reading a book or story written by an author whose books you've never read before. You can find free, beautifully illustrated children's stories in your language at www.nalibali.org, or by WhatsApping "stories" to 0600 44 22 54.

2 Maak vingerpoppe. Maak 'n vingerpop vir elk van die karakters in 'n storie wat julle geniet. Vertel dan die storie met die vingerpoppe oor. Dit is 'n wonderlike aktiwiteit wat oumas saam met kleiner kinders kan doen.

2 Make puppets. Make a finger puppet for each of the characters in a story you enjoy. Then retell the story using the finger puppets. This is a great activity for gogos to do with smaller children.

3 Maak kaartjies. Spandeer tyd saam deur groetkaartjies vir die spesiale mense in jul lewens te maak. Maak byvoorbeeld 'n kaartjie vir 'n oma of oupa wat tydens die skoolvakansie kom kuier.



3 Make cards. Spend time together making greeting cards for the special people in your lives. For example, make a welcome card for a grandparent who is coming to visit over the school holidays.

4 Voeg woorde by. Kies 'n prenteboek sonder woorde om saam met jou kinders te lees. Gebruik die prente om soveel stories as wat hulle kan, op te maak!

4 Add some words. Choose a wordless picture book with your children. Use the pictures to make up as many different stories as they can!

5 Lees oral 'n storie. Geniet stories in jou huistaal op jou selfoon deur na Nalibali se webwerf, www.nalibali.org, te gaan of whatsapp "stories" na 0600 44 22 54.

5 Read a story anywhere. Enjoy stories in your home language on your cell phone by going to the Nalibali website, www.nalibali.org, or by WhatsApping "stories" to 0600 44 22 54.



6 Ontwerp 'n omslag. Ontwerp as 'n gesin 'n nuwe boekomslag vir jul gunstelingstorieboek wat wys waarvan jou kinders in die storie hou en wat hulle verstaan.



6 Design a cover. As a family, design a new book cover for their favourite storybook that shows what they understand and love about the story.

7 Teken jul herinneringe op. Teken prente, neem foto's, knip woorde uit koerante en tydskrifte en voeg jul eie woorde by om 'n plakkaat te maak met die titel: *Ons tyd saam as gesin*.

7 Record your memories. Draw pictures, take photographs, cut out words from newspapers and magazines, and add your own words to create a poster called: *Our family time together*.



8 Voer dit op. Voer 'n opwindende storie met interessante karakters op. Skryf saam met jou kinders neer wat elke karakter sê en laat hulle kies wie hulle wil wees! Gebruik rekvisiete soos stukkie papier, materiaal, hoede, skoene of klere.



8 Act it out. Act out an exciting story with interesting characters. With your children, write down what each character says and let them choose who they want to be! Use props like pieces of paper, material, hats, shoes or clothes.

Hoe om ons stories op verskillende maniere te gebruik

- 1. Vertel die storie vir jou kind.** Lees en oefen om die storie te vertel. Gebruik dan jou stem, gesig en liggaam om die storie te laat lewe.
- 2. Lees die storie vir jou kind.** Gesels oor die prente. Vra: "Wat dink jy gebeur volgende?" of "Hoekom dink jy het die karakter dit gesê of gedoen?"
- 3. Lees die storie saam met jou kind.** Maak beurte om die storie saam te lees. Moenie hul foute regmaak nie, en help net as hulle jou vra om te help.
- 4. Luister hoe jou kind lees.** Luister sonder om hulle te onderbreek. Sê dat dit vir jou lekker is om te luister wanneer hulle hardop vir jou lees.
- 5. Doen die aktiwiteite in Raak doenig met stories!** Dit behoort vir jou en jou kind pret te wees.

How to use our stories in different ways

- 1. Tell the story to your child.** Read and practise telling the story. Then use your voice, face and body to bring the story to life.
- 2. Read the story to your child.** Talk about the pictures. Ask, "What do you think happens next?" or "Why do you think the character said or did that?"
- 3. Read the story with your child.** Take turns to read the story together. Don't correct their mistakes, and only help if they ask for it.
- 4. Listen to your child read.** Listen without interrupting. Say that you enjoy hearing them read aloud to you.
- 5. Do the Get story active! activities.** This should be fun for you and your child.



Drive your imagination

Vir versorgers van jong kinders For caregivers of young children

Ontmoet Nolwazi, sy werk vir Wordworks.
Ontmoet Thandi, 'n versorger.

Meet Nolwazi, she's from Wordworks.
Meet Thandi, a caregiver.



Jong kinders leer uit die wêreld om hulle – hulle hoor hoe jy praat, stories vertel, sing en speletjies speel.
Young children learn from the world around them – from hearing you speak, tell stories, sing and play games.

Ek wil help dat my kind se verstand groei!
I want to help my child's mind to grow!



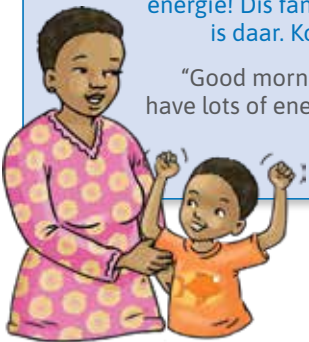
Dis makliker as wat jy dink. Kom ons kyk hoeveel daar geleer kan word terwyl julle julle klere was!
It's easier than you think. Let's see how much learning can happen while you wash your clothes!

1

Praat met jou kinders Talk with your children

"Goeiemôre! Voel jy nog slaperig? Nie? Jy het baie energie! Dis fantasties, want kyk hoeveel vuil klere is daar. Kom ons was vandag wasgoed!"

"Good morning! Are you still sleepy? No? You have lots of energy! Great, because look at all these dirty clothes. Shall we do laundry today?"



2

Vra en beantwoord vrae Ask and answer questions

"Hoe lyk die weer vandag? Ai, die wind waai! Dis 'n winderige dag! Dink jy die wasgoed sal vinnig droog word? "Ja, ons klere sal vinnig droog word in hierdie warm, droë wind."

"What's the weather like today? Ah, the wind is blowing! It's a windy day! Do you think the washing will dry quickly? Yes, our clothes will dry fast in this hot, dry wind."



4

Vertel stories Tell stories

"Verbeel jou dat die wind so sterk is dat dit ons klere van die wasgoeddraad af in die lug in en tot by Ouma se huis waai! Hoe dink jy sal sy daarvoor voel?"

"Imagine that the wind was so strong that it blew our clothes off the line and into the sky and all the way to Granny's house! How do you think she would feel about that?"



5

Moedig rolspel aan Encourage role play

"Maak asof jy die klere is. Draai en swaai terwyl jy deur die lug waai! Nou kan jy Ouma wees! Wys my hoe sy voel wanneer sy ons klere deur die lug sien vlieg! Ja, sy is verstom!"

"Pretend you are the clothes. Twist and turn as you blow through the sky! Now, you can be Granny! Show me how she feels when she sees our clothes flying down from the sky! Yes, she is surprised!"



3

Speel speletjies Play games

"Ek sien 'n kleur – dis die kleur rooi. Ja, gee my Pa se rooi T-hemp aan asseblief. Baie mooi, jy het jou rooi sokkies gevind! Hulle het wit kolle op! Nou sien ek 'n kleur – die kleur blou."

"I spy colour-colour red. Yes, pass me Daddy's red T-shirt. Well done, you found your red socks! They've got white spots on them! Now, I spy colour-colour blue."



Laai die gratis Wordworks-app van die Play Store af vir vele meer!
Download the free Wordworks App from the Play Store for so much more!

Building Literacy at home with

Wordworks



Bou jou eie biblioteek.

Maak TWEE knip-uit-en-bêreboekies

- Haal bladsye 5 tot 12 van hierdie bylae uit.
- Die vel met bladsye 5, 6, 11 en 12 daarop maak een boek. Die vel met bladsye 7, 8, 9 en 10 daarop maak die ander boek.
- Gebruik elk van die velle om 'n boek te maak. Volg die instruksies hier onder om elke boek te maak.
 - Vou die vel in die helfte op die swart stippellyn.
 - Vou dit weer in die helfte op die groen stippellyn.
 - Knip op die rooi stippellyn.



Grow your own library.

Create TWO cut-out-and-keep books

- Take out pages 5 to 12 of this supplement.
- 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.
- Use each of the sheets to make a book. Follow the instructions below to make each book.
 - Fold the sheet in half along the black dotted line.
 - Fold it in half again along the green dotted line.
 - Cut along the red dotted lines.



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Me Merlon glimlag. Sy is
net soos hierdie kinders, en
sy hou van hulle. Sy sal die
somerakansie alleen deurbing,
die een boek ná die ander lees
en vriende en goeie herinneringe
tussen die bladsye vind.
Carlo staan lawaaietig op.
“Komaan, ouens, Juffrou het
werk om te doen.”
Dan is hulle weg en die klas
voel leër as wat dit was voor
hulle daar aangekom het.

This story is an adapted version of *Happy Festive, Ms Merlon!*, published by Cadbury in partnership with Nal'ibali as part of the Cadbury Dairy Milk #InOurOwnWords initiative. Each story is available in the eleven official South African languages. To find out more about the Cadbury Dairy Milk #InOurOwnWords initiative titles go to <https://cadbury.one/library.html>

Hierdie storie is 'n aangepaste weergawe van *Gelukkige feestyd, Juffrou Merlon!*, uitgegee deur Cadbury in vennootskap met Nal'ibali as deel van die Cadbury Dairy Milk #InOurOwnWords-inisiatief. Elke storie is beskikbaar in die elf amptelike Suid-Afrikaanse tale. Om meer uit te vind oor die titels wat deel is van die Cadbury Dairy Milk #InOurOwnWords-inisiatief, gaan na <https://cadbury.one/library.html>

Get story active!

- ★ Write a poem about the festive season.
- ★ Carefully read through the story again. Find the words and sentences that tell you something special about Shahieda, Carlo and Kyle.
- ★ Role play the following actions:
 - ☆ children sharing their sandwiches hungrily
 - ☆ teachers frowning in the sunshine
 - ☆ children ducking away from teachers

Raak doenig met stories!

- ★ Skryf 'n gedig oor die feesseisoen.
- ★ Lees weer aandagtig deur die storie. Vind die woorde en sinne wat jou iets besonder van Shahieda, Carlo en Kyle vertel.
- ★ Doen 'n rolspel van die volgende aksies:
 - ☆ kinders wat hul toebroodjies opgewonde deel
 - ☆ onderwysers wat skrefiesoë trek in die son
 - ☆ kinders wat vir onderwysers wegstuur

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



Nal'ibali is 'n nasionale lees-vir-genotveldtog. Dit wil 'n leeskultuur regoor Suid-Afrika laat vlamvat en vaslê. Vir meer inligting, besoek www.nalibali.org



Drive your
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Ms Merlon smiles. She is like these children, and she likes these children. Like them, she will spend the summer holiday alone, reading one book after another, finding friends and good memories between the pages. Carlo gets up noisily. “Come guys, Miss has work to do.” Then they are gone and the class feels emptier than it had been before they arrived.



Happy festive, Ms Merlon!

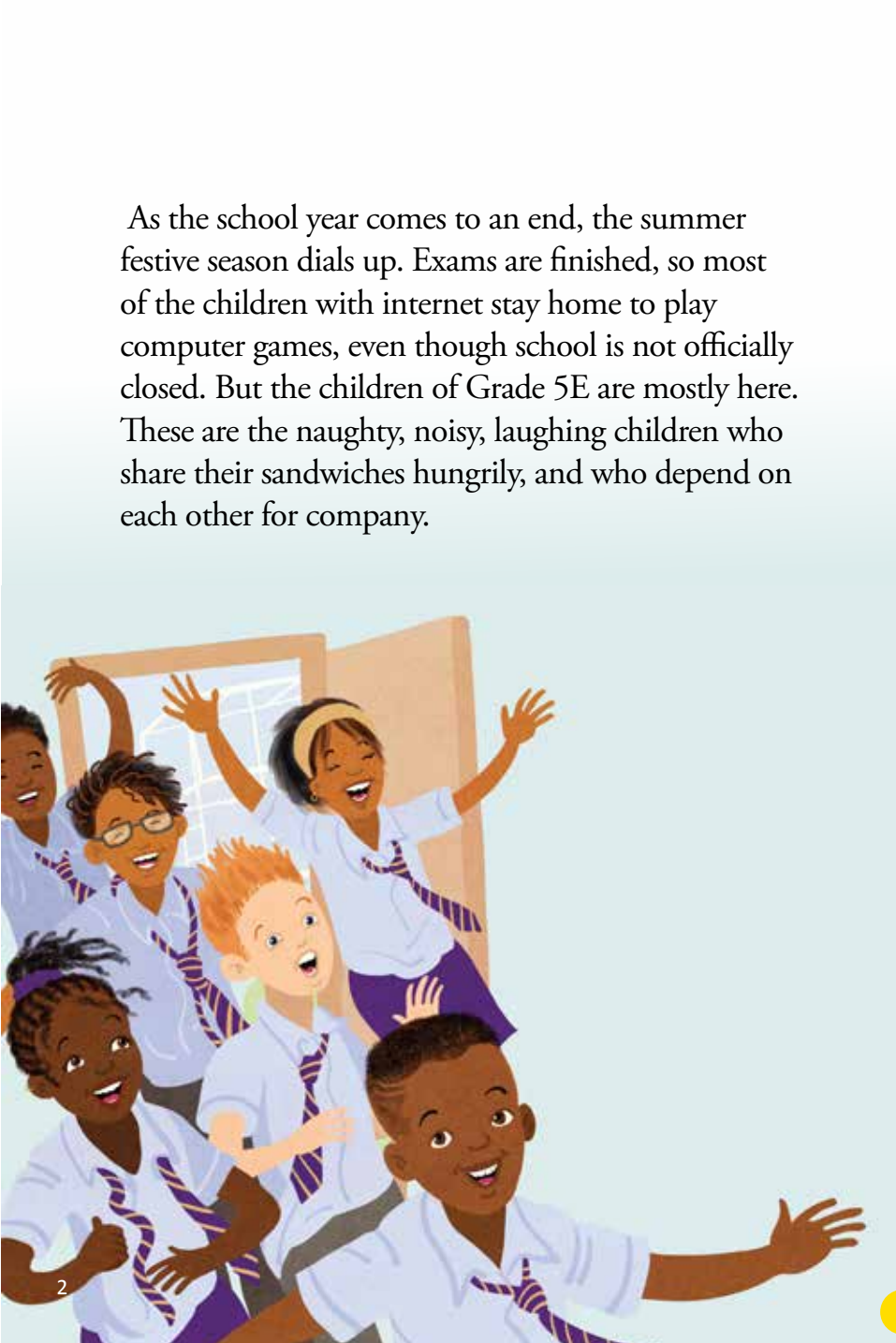


Gelukkige feestyd, Juffrou Merlon!

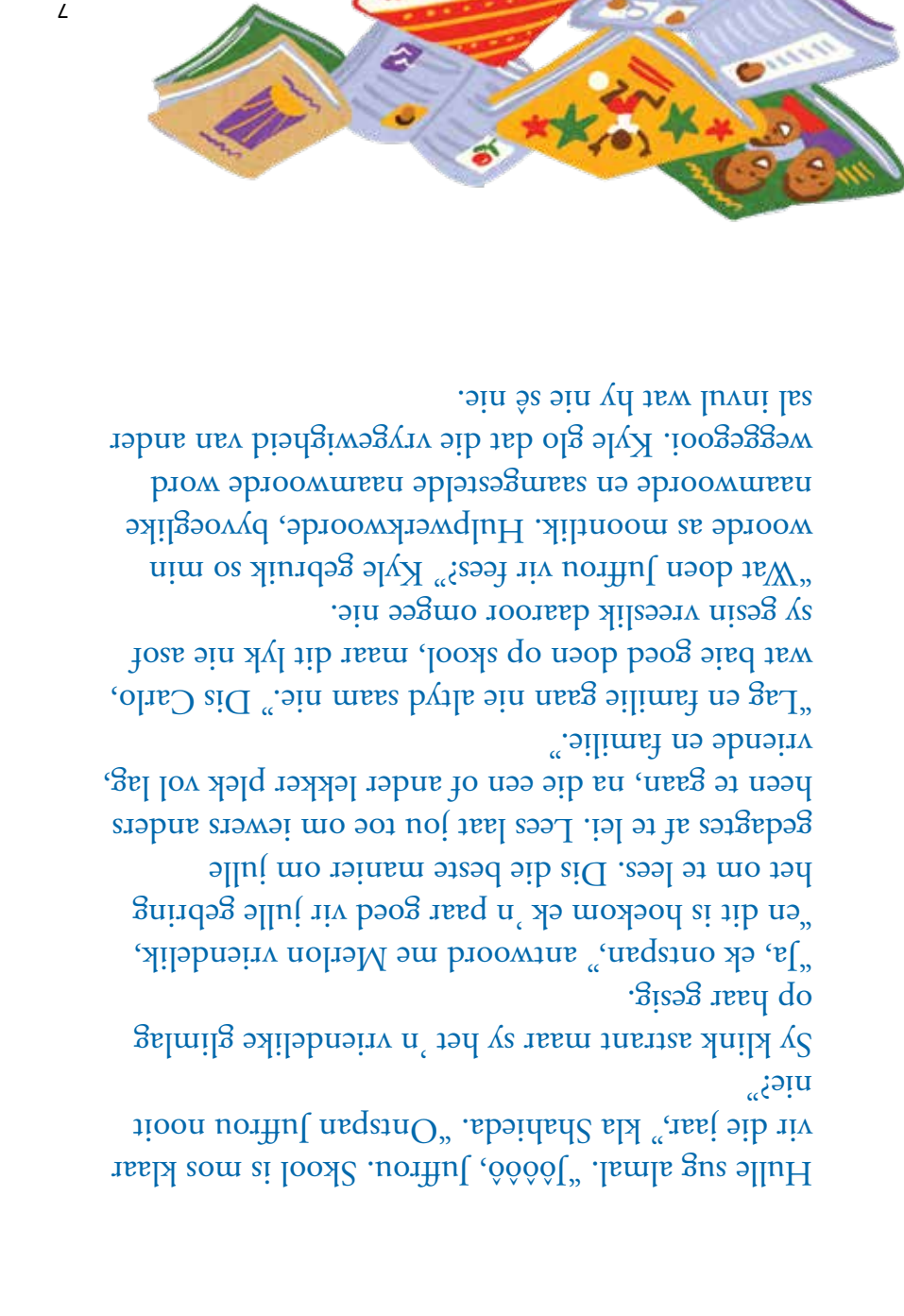
Sam Beckbessinger • Amy Slatem
• Natalie Pierre-Eugene

Ideas to talk about: Ms Merlon lives alone. Who do you live with? How do you and your family celebrate the festive season?

Idees om oor te praat: Juffrou Merlon woon alleen. Saam met wie woon jy? Hoe vier jy en jou gesin die feesseisoen?



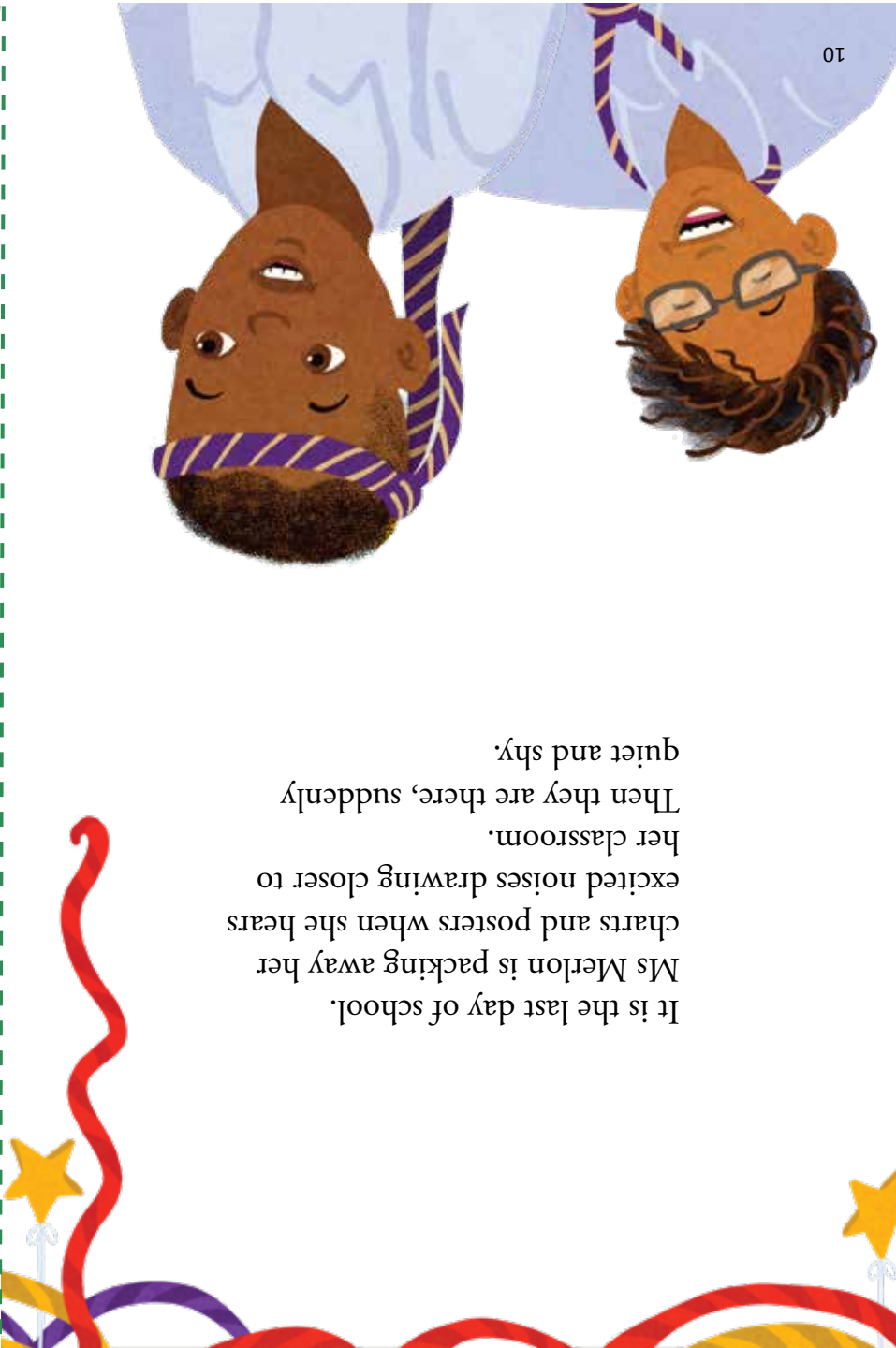
As the school year comes to an end, the summer festive season dials up. Exams are finished, so most of the children with internet stay home to play computer games, even though school is not officially closed. But the children of Grade 5E are mostly here. These are the naughty, noisy, laughing children who share their sandwiches hungrily, and who depend on each other for company.



Hulle sug almal. “Jôôôô, Juffrou. Skool is mos klaar vir die jaar,” kla Shahieda. “Ontspan Juffrou nooit nie?”
Sy klink astringant maar sy het ’n vriendelike glimlag op haar gesig.
“Ja, ek ontspan,” antwoord me Merlon vriendelik, “en dit is hoekom ek ’n paar goed vir julle gebring het om te lees. Dis die beste manier om julle gedagtes af te lei. Lees laat jou toe om iewers anders heen te gaan, na die een of ander lekker plek vol lag, vriende en familie.”
“Lag en familie gaan nie altyd saam nie.” Dis Carlo, wat baie goed doen op skool, maar dit lyk nie asof sy gesin vreestlik daaroor omgee nie.
“Wat doen Juffrou vir fees?” Kyle gebruik so min woorde as moontlik. Hulpwerkwoorde, byvoeglike naamwoorde en saamgestelde naamwoorde word weggegooi. Kyle glo dat die vrygewigheid van ander sal invul wat hy nie sê nie.



It is the last day of school.
Ms Merlon is packing away her charts and posters when she hears excited noises drawing closer to her classroom.
Then they are there, suddenly quiet and shy.



“Elk het dit geweet! Skool is so vervelig! Niks interessants gebeur ooit nie,” mompel Lindiwe. Zama sien dat mev. Dlamini dit hoor. Sy sien hoe die vonkel uit mev. Dlamini se oë verdwyn.

Skietlik kry Zama ’n blink plan. Sy steek haar hand in die lug op en waai met haar vingers in die lug. Mev. Dlamini sê: “Ja, Zama, maak gou! Ons moet hierdie gemors begin skoonmaak.”

“Assesblief, ons kan dit nog steeds doen,” sê Zama. “Ons kan daardie rommel wat in die veld onder in die straat gegooi is, gebruik. Neem ons assesblief soontoe. Ons kan ons karakters daaruit maak. Hulle sal anders lyk, maar hulle sal net so goed werk soos die ander poppe!”

Die kinders kry weer lewe. Tebogo ondersteun vir Zama. “Ja – Zama het ’n wonderlike idee. Ons kan ook by die huis gaan kyk vir goed om te gebruik.”

Eers lyk mev. Dlamini effe onseker, maar toe sy sien hoe opgewonde die kinders is, sê sy: “Laat ek net gou eers met die hoof gaan praat.”

“I knew it! School’s always useless! Nothing interesting ever happens,” Lindiwe muttered.

Zama saw that Mrs Dlamini had heard this. She saw the sparkle leave Mrs Dlamini’s eyes.

Suddenly, Zama had a brilliant idea. She shot her hand into the air, waving her fingers. Mrs Dlamini said, “Yes, be quick, Zama! We must tidy this mess away.”

“But, please! We can still do this,” said Zama. “We can use that stuff dumped in the field down the road. Please take us. We can make characters from that. They will be different, but they will work just as well as the mushy puppets!”

The children brightened. “Tebogo supported Zama. “Yes – Zama’s idea is great. We can also look at home for things to use.”

At first Mrs Dlamini looked a little unsure, but when she saw how excited the children were, she said, “Let me just go check with the principal.”

HEARTLINES
The Centre for Values Promotion



For more information, please email info@heartlines.org.za or phone 011 771 2540.

Vir meer inligting, stuur ’n e-pos aan info@heartlines.org.za of skakel 011 771 2540.

Get story active!

- ★ Zama is really good at solving problems! Make a list of all the different problems she solved in the story.
- ★ Think of an interesting person you like. What would you use to make a puppet of that person? Draw the puppet that you would make.
- ★ Use waste materials to make different puppets and then make up stories about them.

Raak doenig met stories!

- ★ Zama is baie goed daarmee om probleme op te los! Maak ’n lys van al die verskillende probleme wat sy in die storie opgelos het.
- ★ Dink aan ’n interessante persoon van wie jy hou. Wat sou jy gebruik om ’n pop van daardie persoon te maak? Teken die pop wat jy sal maak.
- ★ Gebruik afvalmateriaal om verskillende poppe te maak en dink dan stories oor hulle uit.

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Drive your
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Zama and the clean-enough-stuff



Zama en die skoon-genoeneg-goed

Fiona Jackson • Diek Grobler

Ideas to talk about: Read the story title. What do you think clean-enough-stuff could be? Look at the picture on the cover. What do you think Zama is making?

Idees om oor te praat: Lees die titel van die storie. Wat dink jy kan die skoon-genoeneg-goed wees? Kyk na die prent op die voorblad. Wat dink jy maak Zama?



“STOP THAT!” Something stung Zama’s neck. She swung round and saw Tebogo grinning at her. “Stop that!” she hissed.

But at least it was a distraction. School was so boring sometimes. Reading was great. Meeting school friends was fun. Swapping funny jokes and teasing boys was fantastic. But most lessons were boring.

Zama turned away from Tebogo to listen to Mrs Dlamini, who was saying, “... collect your papier-mâché. One tub per group. Go outside and make a puppet of an interesting person. Then each group must plan a show. Introduce your characters. Make them say and do things. Work out a short play. Okay, Zama, Lindiwe and Tebogo, you are Group 1. Come.”



Hulle druk. Hulle vryf. Hulle rol. Maar die papier-maché wil nie plak nie. Dit drup stadig van die draad af. Hulle probeer weer. En weer.

“Ek kan dit nie doen nie. Dit werk nie. Dis so dof. Ek is moeg daarvoor!” grom Tebogo. Hy skud sy vingers van frustrasie. Van die papier-maché vlieg van sy hande af en plak aan Zama se wenkbrou vas. Zama gluur hom kwaai aan.

“Ek gaan vir mev. Dlamini roep,” sê Lindiwe, en maak haar uit die voete.

Almal sukkel met die papier-maché. Oral klink gefrustreerde en woedende geluide op. Zama sien hoe mev. Dlamini na hulle aangestap kom. Sy lyk hartseer. Toe die les begin het, was mev. Dlamini vol energie. Nou lyk sy soos ’n ballon wat stadig afgeblaas het. Zama voel jammer vir mev. Dlamini. Sy hou van haar onderwyseres. Toe Zama se pa siek was en sy hom moes versorg, was mev. Dlamini baie goed vir haar. Sy het vir Zama die huiswerk huis toe gestuur en haar aangemoedig om te volhard.

Mev. Dlamini klap haar hande om hulle nader te roep. “Ek is jammer, kinders. Ek weet nie hoekom die papier-maché nie werk nie. Ek het dit nog nie voorheen gemaak nie en sal na die resiep moet kyk. Maar vir nou kan julle maar net die mense wat julle wou maak in julle boeke beskryf.” Die kinders kreun. Terug na die vervelige ou boeke!

Three weeks later, they held their show in front of all the Grade 6 classes, their teachers and the principal. Zama made Booth kick a soccer ball right through Mama Khulu’s window! Lindiwe made Mama Khulu chase him, shouting, all the way down the street. Tebogo had Nkosikazi Khuzwayo praising Booth’s “shooting” skills to the skies. Everyone laughed.

Mrs Dlamini walked to the front of the hall. With an enormous smile, she said, “You children are just wonderful! Zama, thanks so much for keeping our project fresh and for teaching us that wonderful opportunities can grow out of disasters!”

Drie weke later voer hulle hul vertoning vir al die Graad 6-klasse, hul onderwysers en die skoolhoof op. Zama laat Booth ’n sokkerbal deur Mama Khulu se venster skop! Lindiwe laat Mama Khulu hom skel en in die straat af jaag. Tebogo laat vir Nkosikazi Khuzwayo ’n pryslied oor Booth se kolskoot sing. Almal lag.

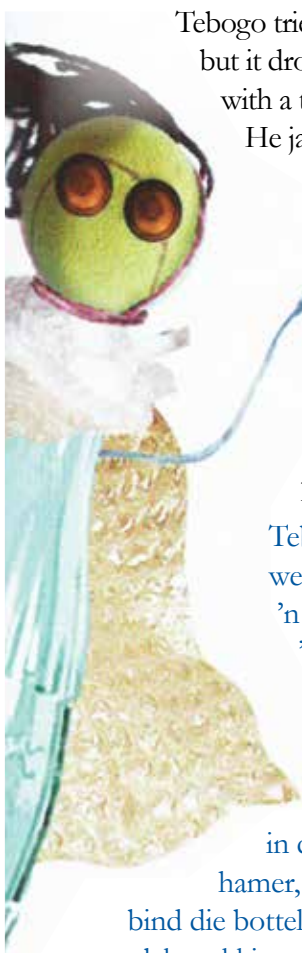
Mev. Dlamini stap na die voorkant van die saal. Met ’n breë glimlag sê sy: “Julle kinders is wonderlik! Zama, baie dankie dat jy ons projek gered het, en dat jy ons geleer het dat wonderlike geleenthede uit rampe kan voortkom!”

She came back smiling. The children cheered.

In the field they picked out clean-enough-stuff. They held bottles to the sunlight. They flapped bubble wrap like wings. They pulled out pieces of old sack, plastic and cloth. They jingled bottle caps. They tugged at pieces of string and old cables. They chatted and laughed as they imagined the waste changing into crowds of funny, strong, scary, wonderful characters.

Sy kom glimlaggend terug. Die kinders juig.

In die veld soek hulle die skoon-genoeg-goed uit. Hulle hou bottels teen die son. Hulle laat borselplastiek soos vlerke klap. Hulle tel ou stukke sak, plastiek en lap op. Hulle klingel botteldoppies. Hulle trek aan ou stukke tou en kables. Hulle gesels en lag terwyl hulle reeds in hul verbeelding sien hoe die rommel in ’n skare snaakse, vreesaanjaende, wonderlike karakters gaan verander.



Tebogo tried to work with the string and the stocking, but it drove him crazy! Then he saw a cooldrink bottle with a tennis ball next to it. The ball had a hole in it. He jammed the ball on top of the bottle for a head. Some bubble wrap made a cloak. He collected wire and took it home. His uncle helped him hammer holes in the middle of bottle tops which he then threaded onto the wire. He tied the bottle tops around the middle of the bottle. He unravelled string and glued it to the head, adding some small beads to the ends. Then he proudly presented imbongi Nkosikazi Khuzwayo!

Tebogo probeer met die tou en sykouse werk, maar dit maak hom gek! Toe sien hy 'n koeldrankbottel en 'n tennisbal. Daar is 'n gat in die bal. Hy druk die bal oor die bokant van die bottel om 'n kop te maak. Hy maak 'n mantel uit borrelplastiek. Hy maak draad bymekaar en vat dit huis toe. Sy oom help hom om gaatjies in die middel van 'n klomp botteldoppies te hamer, en toe ryg Tebogo die draad daardeur. Hy bind die botteldoppies om die middel van die bottel. Hy plak stukkies tou met gom aan die kop vas, en maak klein kraletjies aan die punte vas. En toe stel hy met groot trots vir imbongi Nkosikazi Khuzwayo voor!

They pressed. They rubbed. They rolled. But it would not stick. It dripped off the wire, slowly, sadly. They tried again. And again.

"I can't do this. It's not working. This is so stupid. I'm sick of it!" Tebogo growled. He flicked his fingers in frustration. Some paste flew off his hand and stuck to Zama's eyebrow. Zama flashed Tebogo an angry look. "I'm getting Mrs Dlamini!" Lindiwe said and ran off. Everyone was struggling with their paste. Sounds of anger and frustration filled the air. Zama saw Mrs Dlamini walking towards them. She looked sad. When the lesson started, Mrs Dlamini had been full of energy. Now she looked like a balloon with the air puffing slowly out of it. Zama felt bad for Mrs Dlamini. She liked this teacher. When Zama had had to nurse her sick father, Mrs Dlamini had been very kind to her. She had sent work home for Zama and had encouraged her to keep going.

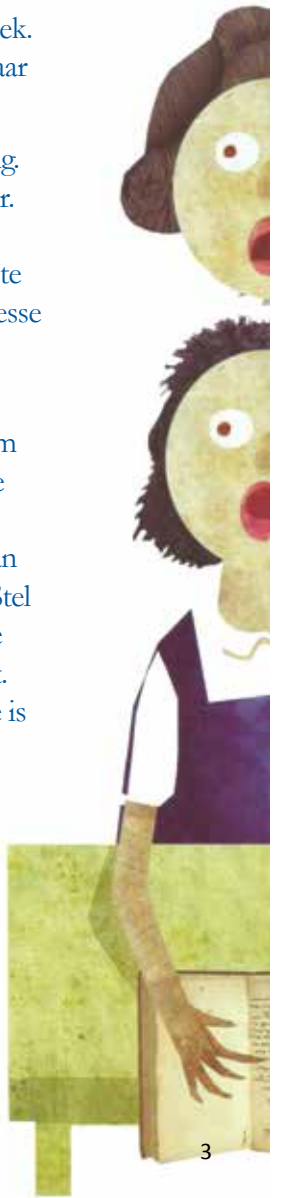
Mrs Dlamini clapped her hands to call them. "I am sorry, children. I do not know why the paste isn't working. Making it is new to me. I will have to check the recipe. But for now, just describe your people in your books." The children groaned. Back to boring old books!

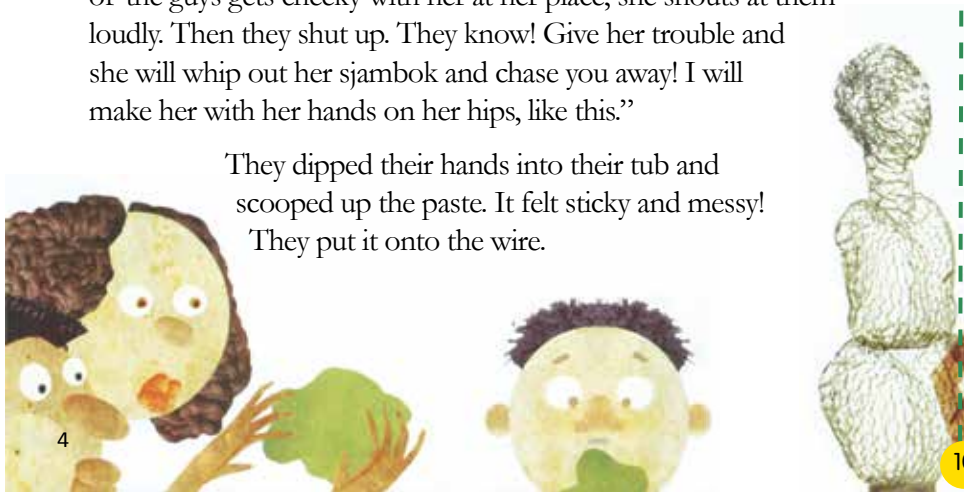


"HOU OP!" Iets skiet teen Zama se nek. Sy swaai om en sien hoe Tebogo vir haar grinnik. "Hou op!" sis sy.

Maar ten minste is dit 'n bietjie afleiding. Skool is soms so vervelig. Lees is lekker. Dis lekker om skoolmaats te ontmoet. Dis fantasies om snaakse grappies uit te ruil en seuns te terg. Maar die meeste lesse is vervelig.

Zama draai weg van Tebogo om na mev. Dlamini te luister, wat sê: "... kom haal julle papier-maché. Een emmertjie per groep. Gaan buitentoe en maak 'n pop van 'n interessante persoon. Dan moet elke groep 'n vertoning beplan. Stel julle karakters bekend. Laat hulle dinge sê en doen. Werk 'n kort toneelstuk uit. Goed, Zama, Lindiwe en Tebogo, julle is Groep 1. Kom."





They dipped their hands into their tub and scooped up the paste. It felt sticky and messy! They put it onto the wire.

“Mama Khulu! She is soooo big! And soooo strong. When any of the guys gets cheeky with her at her place, she shouts at them loudly. Then they shut up. They know! Give her trouble and she will whip out her sjambok and chase you away! I will make her with her hands on her hips, like this.”

They all hurried outside and were keen to start. They bent bits of chicken wire to make skeletons.

“Who are you making?” Zama asked Lindiwe.

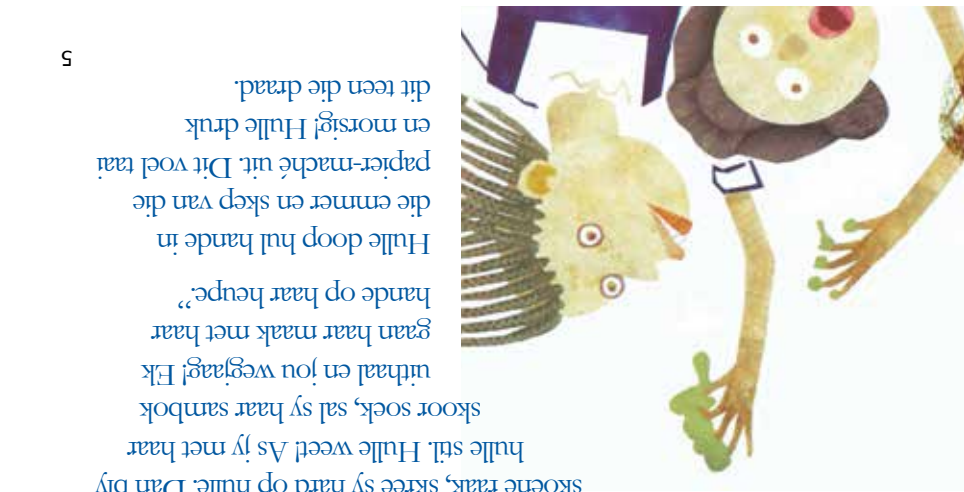
“What’s this?” Tebogo asked.

They went up to the bucket, where Mrs Dlamini was smiling warmly as she plopped a spoonful of lumpy goo into their tub.

“He’s not that kind of killer! He is a Bafana Bafana defender,” Zama laughed.

“Who is Booth? I don’t want to make up a murder story!” said Lindiwe.

Zama took Lindiwe’s hand. “Come, quickly. Isn’t this good? I am going to make Booth. My uncle says he’s a killer. He’s done amazing things.”



Zama vat Lindiwe se hand. “Kom gou. Is dit nie fantasties nie? Ek gaan vir Booth maak. My oom sê hy is doodlik. Hy het ongelooflike goed gedoen.”

“Wie’s Booth? Ek wil nie ’n moordstorie opmaak nie!” sê Lindiwe.

“Hy is nie daardie soort doodlik nie. Hy is ’n verdediger vir Bafana Bafana,” lag Zama.

Hulle stap na die emmer toe waar mev. Dlamini vriendelik glimlag terwyl sy ’n lepel vol klontertige gom in hulle emmertjie skep.

“Wat’s dit?” vra Tebogo.

“Dis papier-maché,” sê mev. Dlamini. “Om dit te maak, maak jy eierboksies fyn en meng dit met water, sout en meel. Gaan nou buitentoe en maak julle karakter uit die ogiesdraad. Plak dan hierdie papier-maché om die ogiesdraad om julle karakter lewe te gee.”

Almal stap buitentoe en is gereed om te begin. Hulle buig stukkie ogiesdraad om geraamtes te maak.

“Wie maak jy?” vra Zama vir Lindiwe.

“Mama Khulu! Sy is soooo groot! En soooo sterk. Wanneer enige van die ouens by haar plek te groot vir sy skoen raak, skree sy hard op hulle. Dan bly hulle stil. Hulle weet! As jy met haar skoort sok, sal sy haar sambok uithaal en jou wegjaag! Ek gaan haar maak met haar hande op haar heupe.”

Hulle doop hul hande in die emmer en skep van die papier-maché uit. Dit voel raai en morsig! Hulle druk dit teen die draad.



Back at school, Zama spiralled brown string round and round for the head and chest. She wound fatter rope over and over and over, her granny found small scraps of yellow and green cloth. She helped Zama make Booth’s Bafana soccer kit.

Terug by die skool draai Zama bruin tou om en om haar lang draadgeraamte. Sy draai dikker tou om en om vir die kop en bors. Sy maak gespieelde arms en bene. Later, by die huis, gee haar ouma vir haar klein stukkie geel en groen afvalmateriaal. Sy help Zama om Booth se Bafana-sokkeruitrusting daarvan te maak.

Lindiwe tied sticks together for Mama Khulu’s skeleton – they were smooth, curved and strong. She tied two old, scratched marbles into some stocking and wound them onto the chest stick. They became big, bouncy breasts. She put a round pebble inside another piece of stocking. Around it she twirled more old stocking, making the head. Then she squashed some bubble wrap into small balls. She balanced these carefully on the upper sides of the leg sticks to make hips. She wound more stocking around the hips. When she had finished, her figure looked just like Mama Khulu! Curvy, sturdy, strong!

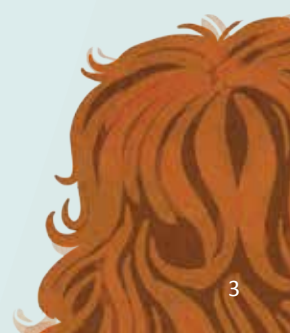
Lindiwe bind stokkies aan mekaar vas om Mama Khulu se geraamte te maak – hulle is glad, gebuig en sterk. Sy bind twee ou albasters met krapmerke in ’n sykous vas en draai dit om een van die stokke. Hulle word groot, bonsende borste. Sy sit ’n ronde klippie in ’n ander stuk sykous en draai nog ou sykouse daarom om die kop te maak. Toe frommel sy borrelplastiek in klein balletjies op. Sy balanseer dit versigtig aan die bokante van die stokkies vir die bene om heupe te maak. Sy draai nog sykouse om die heupe. Toe sy klaar is, lyk haar figuur nes Mama Khulu! Vol kurwes, stewig, sterk!



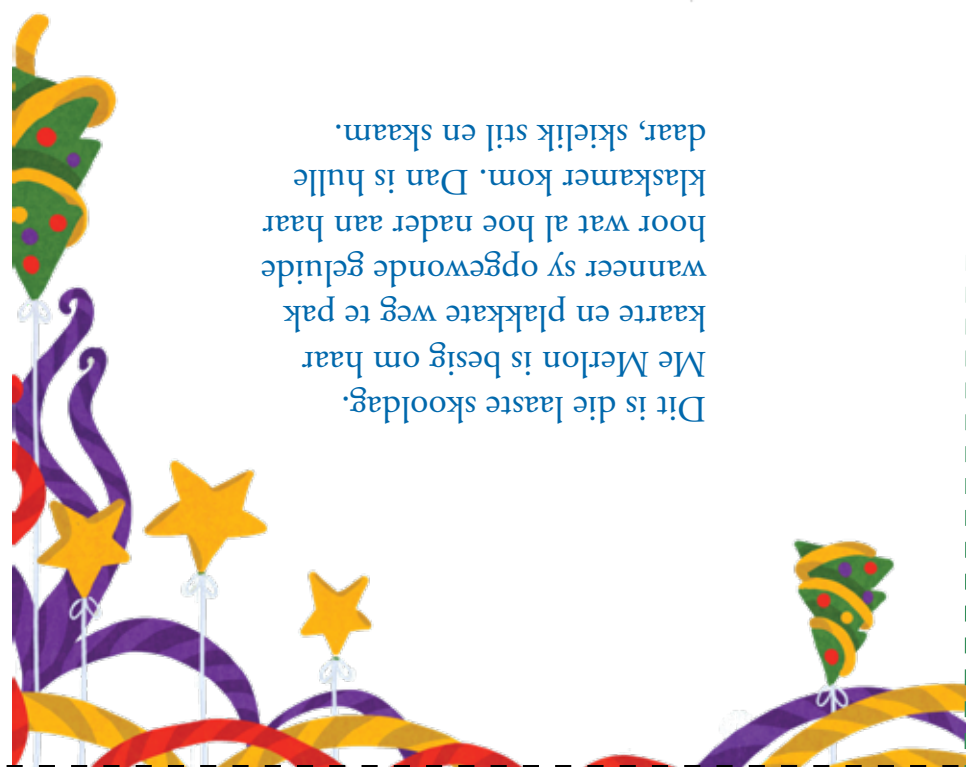


A collective sigh. “Yhoooo, Miss. School’s *mos* finished for the year,” complains Shahida. “Don’t you ever just relax?” She sounds cheeky but she has a friendly smile on her face. “Yes, I do,” answers Ms Merlon kindly, “which is why I brought some things for you to read. It’s the best way to clear your mind. Reading allows you to go somewhere else, some happy place filled with laughter, friends and family.” “Laughter and family don’t always go together.” That’s Carlo, who’s brilliant at school, but his family doesn’t seem to care very much about that. “So what you doing for the festive, Miss?” Kyle uses as few words as possible: auxiliary verbs, adjectives and compound nouns are discarded. Kyle believes in the generosity of others to fill in what is missing in his speech.

Noudat die skooljaar tot ’n einde kom, kom die feesseisoen in die somer aan. Die eksamen is klaar, en daarom bly die meeste van die kinders wat internet het, by die huis om rekenaarspeletjies te speel al het die skool nog nie amptelik gesluit nie. Maar die meeste van die kinders van graad 5E is hier. Hulle is die stoute, lawaaierige, laggende kinders wat hul toebroodjies opgewonde deel en wat van mekaar afhanklik is vir geselskap.



Dit is die laaste skooldag. Me Merlon is besig om haar kaarte en plakkaat weg te pak wanneer sy opgewonde geluide hoor wat al hoe nader aan haar klaskamer kom. Dan is hulle daar, skielik stil en skaam.



Ms Merlon’s Christmas table is set for one. Between the salad and a small bouquet stands a plain frame with a photo of the Grade 5E learners holding a poster: *Happy Festive, Miss! Your our best teacher.* The present came with a Festive Gingerbread chocolate and a card from her naughty, noisy, laughing children. Ms Merlon laughs. Never mind the spelling error. She thinks it’s the best gift she’s ever received.

Me Merlon se Kerstafel is gedek vir een. Tussen die slaai en ’n klein ruikertjie staan ’n eenvoudige raam met ’n foto van die graad 5E-leerders wat ’n plakkaat vashou: *Gelukkige Feestyd, Juffrou! Juffrou is ons beste onermyser.* Die geskenk het gekom met ’n Festive Gingerbread-sjokolade en ’n kaartjie van haar stoute, lawaaierige, laggende kinders. Me Merlon lag. Die spelfout pla haar nie. Sy dink dis die beste geskenk wat sy nog ontvang het.



They run around the school grounds, ducking away from teachers who frown in the sunshine and shout at them to “get inside” the stuffy classrooms at the end of break. Grade 5E runs into Ms Merlon’s classroom as usual. “I’ve brought some books and magazines for you to read,” she says to the group of friends who are chattering about their plans for the summer holiday.

Hulle hardloop op die skoolterrein rond en kruip weg vir onderwysers wat skrefiesoë trek in die son en vir hulle skree “kom in” om aan die einde van die pouse weer in die bedompige klaskamers in te gaan. Graad 5E loop soos gewoonlik in me Merlon se klaskamer in.

“Ek het ’n paar boeke en tydskrifte vir julle saamgebring om te lees,” sê sy vir die groep vriende wat oor hul planne vir die somervakansie sit en klets.



Kyle steps forward. He *would* be the spokesperson.

“For you,” he says holding out a clumsily wrapped package. While Ms Merlon struggles to say the words that fill her heart, Shahieda whips out a big container, spoons and saucers.

“Michelle made it,” she says, passing around generous helpings of cheesecake tart. “It’s supposed to have rum and raisin chocolate on top, but we like the butterscotch and almond slab more.”

And then they are gone again. But this time they leave behind the joy that comes from sharing. And the crumpled covered gift.

Kyle tree vorentoe. Dit *son* hy wees wat die woordvoerder is.

“Vir Juffrou,” sê hy en hou ’n lomp toegedraaide pakkie voor hom. Terwyl me Merlon sukkel om die woorde te sê wat haar hart vul, haal Shahieda skielik ’n groot houer, lepels en pierings uit.

“Michelle het dit gemaak,” sê sy en deel groot stukke kaaskoektert uit. “Dit is veronderstel om rum-en-rosyntjiesjokolade bo-op te hê, maar ons hou meer van die botterkaramel-en-amandelgeur.”

En dan is hulle weer weg. Maar hierdie keer laat hulle die vreugde van deel agter. En die geskenk wat met gefrommelde papier oorgetrek is.



Dierkaarte

Plak hierdie bladsy op 'n stuk karton en sny dan elke prentjie uit sodat jy 'n stel speelkaarte het. Bêre die kaarte en instruksies op 'n veilige plek sodat jy hierdie speletjies met jou kind kan speel wanneer ook al jy wil.

- Neem een kaart op 'n slag en praat met jou kind oor die dier. Vra: Wat is sy naam in jou huistaal en in 'n ander taal? Watter geluid maak hy? Waar woon hy? Wat eet hy? Kan jy 'n storie oor hierdie dier vertel?
- Wanneer jy kan sien dat jou kind elke dier ken, kan jy die volgende speletjies speel:
 - **Raaispeletjie:** Kies een kaart maar moenie die prentjie vir jou kind wys nie. Sê: Ek dink aan 'n dier ... Gee leidrade oor die dier en laat jou kind raai wat die naam is van die dier waaroor jy praat. Byvoorbeeld: Hierdie dier eet gras en gee vir ons melk ('n koei) of Dit is 'n baie groot dier wat water met sy slurp drink ('n olifant).
 - **Snap-speletjie:** Skommel die kaarte en deel dit met die regte kant na onder uit sodat elke speler ewe veel kaarte het. Moenie na die kaarte kyk wanneer jy dit optel nie. Elke persoon kry 'n beurt om 'n kaart met die regte kant na bo op die vorige speler se kaart neer te sit. As jou kaart dieselfde is as die kaart bo-op die hoop, sê "SNAP!" Die persoon wat eerste "SNAP!" sê, vat al die kaarte in die hoop. Die speler wat al die kaarte het, is die wenner.
 - **Geheuespeletjie:** Skommel die kaarte en sit dit met die regte kant na onder in rye onder mekaar. Die spelers maak beurte om twee kaarte op 'n slag om te draai. As die prentjies dieselfde is, hou die speler die kaarte. As dit nie dieselfde is nie, draai die speler die kaarte weer om, en die volgende speler draai twee kaarte met die regte kant na bo. Die speler met die meeste kaarte is die wenner.



Animal Cards

Paste this page on cardboard and then cut out each picture so you have a set of playing cards. Put the cards and instructions in a safe place so that you can play these games with your child whenever you want to.

- Take one card at a time and talk to your child about the animal. Ask: What is its name in your home language and in another language? What sound does it make? Where does it live? What does it eat? Can you tell a story about this animal?
- When you are confident that your child knows each animal, play these games:
 - **Guessing game:** Choose one card but don't show your child the picture. Say: I am thinking of an animal ... Give clues about the animal, and let your child guess the name of the animal you are talking about. For example: This animal eats grass and gives us milk (a cow) or This is a very big animal that drinks water with its trunk (an elephant).
 - **Snap game:** Shuffle the cards and hand them out face down so that each player has the same number of cards. Don't look at the cards when you pick them up. Each person has a turn to put a card face up on top of the other player's card. If your card is the same as the card on top of the pile, say "SNAP!" The person who says "SNAP!" first, takes all the cards in the pile. The player with all the cards is the winner.
 - **Memory game:** Shuffle the cards and put them face down in rows one below the other. The players take turns to turn two cards face up. If the pictures match, the player keeps the cards. If they don't match, turn the cards face down again and the next player turns two cards face up. The player with the most cards is the winner.





Wolf se aandete



Deur Griselda Jacobs ■ Illustrasies deur Vian Oelofsen

'n Harde tjank weerklink deur die bosveld toe Wolf ná 'n heerlike nagrus wakker word.

"Wat 'n lieflike dag," sê Wolf. "Goeiemôre, al my klein maatjies en al my groot maters," groet hy die ander diere. "Vandag moet julle die sonskyn geniet. Asem die vars lug diep in. Soek hoog en laag totdat julle die sappigste kos vind," voeg hy oorvriendelik by.



Jy sien, Wolf is van plan om daardie aand een van die diere op sy spyskaart vir aandete te sit! Hy besluit om die hele dag niks te eet nie. In die namiddag sal hy rasend honger wees, en dan sal hy gaan jag vir 'n sappige stukkie vleis. Uiteindelik roep hy: "Geniet die dag, maters! Sien julle later." Hy glimlag skelm terwyl hy wegstap.

Wolf neurie 'n vrolike deuntjie terwyl hy na die diere se watrgat toe draf. Die water is helder en koel. Hy drink soveel as wat hy kan. Toe kry hy 'n slaapplek onder 'n groot, groen koelteboom.

Wolf droom soete drome oor die heerlike maaltyd wat hy later daardie dag gaan eet. Dit sal sekerlik 'n stuk gebraaide vleis, net so groot soos Koning Leeu s'n, wees! Wolf glimlag breed in sy slaap.

Die son sak al toe Wolf uiteindelik wakker word. Hy strek homself uit en skud die slaap uit sy honger lyf. Dan maak hy sy mond 'n paar keer wyd oop en toe om sy kakebeen te oefen sodat hy sy prooi op presies die regte plek kan byt.

"Wel, dis tyd om my aandete te gaan soek," sê Wolf. "Ek is so honger soos 'n wolf, hie-hie-hie," sê hy terwyl hy skud van die lag.

Vir 'n oomblik wonder Wolf in watter rigting hy moet loop. Moet hy links of regs draai wanneer hy by die hoë bome kom? Hy sien 'n plat klip in die sagte gras. Een kant is grys, en die ander kant is swart. "Ahaaaaa!" roep hy. "Ek sal die klip in die lug op gooi, en as dit op grys land, sal ek links draai, en as dit op swart land, sal ek regs draai." Die klip land op swart. Wolf draai onmiddellik regs toe hy by die hoë bome kom. Hy huppel liggies terwyl hy deur die bome draf.

Nie lank daarna nie, gewaar Wolf sy eerste moontlike slagoffer – 'n klein, grys veldmuis.

"Nee, dis te klein," dink Wolf. "Dis nie eens genoeg vir 'n voorgereg nie."

Wolf draf verder, en dan sien hy 'n blougrys tortelduif. Die duif sit voor n groot boom en pik in die sagte grond rond op soek na wurms.

"Mmmm, liewer nie," dink Wolf. "Sy is nog te klein, en ek is baie honger! Ek sal geduldig wees en kyk wat ek by die watrgat raakloop."

Toe Wolf naby die watrgat kom, tjank hy van opgewondenheid. Dis amper te hard! Daar, reg voor sy oë, sien hy 'n toneel wat amper te goed is om waar te wees. Diere van alle vorms en groottes staan en water drink.

"Nou," dink Wolf, "sal ek slim moet wees."

Hy kruip stilletjies vorentoe en wag. Toe kruip hy baie stadig nog nader op sy maag. Hy moet versigtig wees, want diere kan baie goed ruik, en hy wil nie hê hulle moet agterkom hy is daar nie. Wolf sluip deur die laaste plaat lang gras. Hy is uitasem van opwinding, want reg voor hom staan 'n jong springbok rustig en water drink.

"Net reg," fluister Wolf. "Nou is dit nog net daardie skerp klip in die blink water tussen my en my aandete."

Toe Wolf spring, maak hy sy oë toe, maak hy sy mond wyd oop en klap hy sy kake hard op mekaar. Maar op daardie eerste oomblik steek 'n by hom op die punt van sy neus.



"Aaaawhooo!" huil Wolf van die pyn. Die bysteek brand verskriklik! Maar die pyn in sy keel is nog erger. "Wat gaan aan? Die by het my nie in my keel gestee nie!"

Toe kom Wolf agter dat die skerp klip in sy keel vassit. Hy het die springbok misgehap en die groot klip ingesluk!

"Ek moes my oë oopgehou het!" kreun hy vies terwyl hy stert tussen die bene wegdraf.

Aan die ander kant van die watrgat sit al die diere in 'n ry soos toeskouers wat betaal het om na 'n vertoning te kyk. Hulle geniet elke oomblik van Wolf se penarie. Hulle brul van die lag. Van die klein diertjies rol heen en weer van pure plesier.

"'n Klip vir aandete!" brul Koning Leeu en lag te lekker. "Hierdie keer het Wolf sy les op die harde manier geleer!"

Toe rammel en dreun die oerwoud van die diere wat hardop lag. Hulle lag tot die grond bewe. Die grond bewe so erg onder Wolf se lyf dat die klip loskom en uit sy mond uit skiet. Die diere by die watrgat hoor 'n dowwe getjank in die verte. Hulle glimlag almal vir mekaar, en toe is die bosveld weer stil en rustig.

Raak doenig met stories!

- ★ Hoe voel jy oor dit wat met Wolf gebeur het? Voel jy jammer vir hom of nie? Sou jy anders gevoel het as Wolf die jong springbok gevang het?

- ★ Koning Leeu sê dat Wolf 'n les geleer het. Watter les dink jy het Wolf geleer?
- ★ Moes jy al ooit 'n swaar les leer? Hoe het jy gevoel toe jy die les geleer het?



Drive your
imagination



Wolf's supper

By Griselda Jacobs ■ Illustrations by Vian Oelofsen



A loud howl echoed across the bushveld as Wolf woke up from a very good night's sleep.

"What a glorious day," said Wolf. "Good morning, all my little friends and all my big friends," he greeted the other animals. "You must enjoy the sunshine today. Take a deep breath of the fresh air. Search high and low until you find the juiciest food," he added in an overly friendly voice.



You see, Wolf was going to put one of the animals on his menu for supper that night! He decided to eat nothing all day. Then, in the afternoon, he would be very hungry and he would go on the prowl to hunt for a juicy piece of meat. Finally, he shouted, "Enjoy the day, friends! See you later." He gave a sly laugh as he walked away.

Wolf hummed a cheerful tune as he jogged to the animals' watering hole. The water was clear and cool. He drank as much as he could. Then he found a place to sleep in the lush grass under a large, green shady tree.

Wolf had a lovely dream about the delicious meal he would eat later that day. Surely it would be a piece of roasted meat just as big as King Lion's! Wolf smiled broadly in his sleep.

The sun was setting when Wolf finally woke up from his nap. He stretched and stretched and shook the sleep from his hungry body. Then he opened and closed his mouth a few times to exercise his jaw so that he would be able to bite his prey in just the right spot.

"Well, it's time to find my supper," Wolf said. "I'm as hungry as a wolf, hee-hee-hee," he laughed until his body shook.

For a moment, Wolf wondered in which direction he should go. Should he go left or right when he reached the tall trees? He noticed a flat stone in the soft grass. One side was grey, and the other side was black. "Ahaaaaa!" he shouted. "I will throw the stone up in the air, and then I will choose grey for left and black for right." The stone fell on black. So, without delay, Wolf turned right when he reached the tall trees. He bounced up and down on his paws as he jogged through the trees.

Not long after, Wolf spotted his first possible victim – a small, grey field mouse.

"No, it's too tiny," thought Wolf. "It's not even enough for an appetiser."

Wolf jogged further, and then he saw a blue-grey turtle dove. The dove was sitting in front of a big tree, pecking the soft ground and looking for worms.

"Mmmm, rather not," thought Wolf. "That is still too small, and I am very hungry! I'll be patient. Let's rather see what I can find at the watering hole."

As Wolf neared the watering hole he gave a happy howl. It was almost too loud! There, in front of his eyes, he saw a scene that seemed too good to be true. Animals of all shapes and sizes were drinking water.

"Now," thought Wolf, "I will have to be crafty."

He crept forward very quietly and waited. Then he slowly crawled even closer on his stomach. He had to be careful because animals can smell extremely well and he didn't want anyone to notice him. Wolf pulled himself along through the last stretch of tall grass. He was breathless with excitement because right in front of him, a young springbok was calmly drinking water.

"Just right," Wolf whispered. "Now it is only that sharp rock in the shiny water between me and my meal."

As Wolf pounced, he closed his eyes, opened his mouth wide and bit down hard. But at the very same moment, a bee stung him on the tip of his nose.



"Aaaawhooo!" Wolf howled in pain. The bee sting hurt so much! But the pain in his throat was even worse. "What is going on? The bee didn't sting me in my throat!"

Then Wolf realised that the sharp rock was stuck in his throat. He had missed the springbok and swallowed the rock instead!

"I should have kept my eyes open!" he groaned angrily as he trotted off with his tail between his legs.

On the other side of the watering hole, all the animals were sitting in a row like spectators who had paid for a show. They enjoyed every moment of Wolf's predicament. They roared with laughter. Some of the little ones rolled back and forth from pure pleasure.

"A stone for supper!" roared King Lion, highly amused. "This time, Wolf learnt his lesson the hard way!"

Then the jungle rumbled as all the animals laughed out loud. They laughed until the ground shook. The ground shook so much under Wolf's body that the stone came loose and shot out of his mouth. The animals at the watering hole heard a faint howl in the distance. They all smiled at each other, and then the bushveld was quiet and peaceful once more.

Get story active!

- ★ How do you feel about what happened to Wolf? Do you feel sorry for him or not? Would you feel differently if Wolf had caught the young springbok?

- ★ King Lion says that Wolf has learnt a lesson. What lesson do you think Wolf has learnt?
- ★ Have you ever had to learn a tough lesson? How did you feel when you learnt the lesson?

Nal'ibali-pret
Nal'ibali fun



1.

Kan jy die volgende vakansiewoorde in die woordsoekblok hier onder vind?

vier
geniet
familie
vriende
pret
vrolik
vakansie
speel
lees
ontspan
deel
stories

a	s	p	e	e	l	f	v	p	s	v
c	e	i	e	b	e	a	r	r	t	a
v	i	e	r	h	e	m	o	u	o	k
r	d	y	h	o	s	i	l	q	r	a
i	p	r	e	t	g	l	i	a	i	n
e	n	x	o	y	i	i	k	t	e	s
n	m	g	e	n	i	e	t	t	s	i
d	e	e	l	s	z	t	r	v	p	e
e	t	o	n	t	s	p	a	n	y	u

Can you find these holiday words in the wordsearch block below?

celebrate
enjoy
family
friends
fun
happy
holidays
play
read
relax
share
stories

a	r	p	r	e	l	f	r	r	i	p
c	e	l	e	b	r	a	t	e	c	e
f	a	a	c	h	s	m	e	l	l	b
r	d	y	h	o	l	i	d	a	y	s
i	f	u	n	d	g	l	s	x	h	j
e	n	j	o	y	i	y	h	k	a	l
n	m	p	r	u	q	w	a	t	p	l
d	x	u	y	s	z	t	r	v	p	p
s	t	o	r	i	e	s	e	a	y	u

2.

Hoeveel stories?

Kyk na die prente hier onder. Maak 'n storie op wat op sommige of al hierdie prente gebaseer is. Jy kan jou storie vir familie of vriende vertel of dit neerskryf sodat jy dit later hardop vir ander kan lees.

1. Besluit watter prent jy vir die begin van jou storie wil gebruik.
2. Kyk dan na die ander prente en besluit in watter volgorde jy dit kan gebruik.
3. Skryf of vertel nou jou storie deur die prente en jou verbeelding te gebruik.
4. Jy kan talle verskillende stories skep deur die volgorde waarin jy die prente gebruik, die idees wat jy het en hoe jy dit in 'n storie saamweef, te verander!
5. Moenie vergeet om jou storie 'n interessante titel te gee nie.



How many stories?

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

1. Decide which picture you want to use for the start of your story.
2. Then look at the other pictures and decide in what order you could use them.
3. Now, write or tell your story by using the pictures and your imagination.
4. You can create many different stories by changing the order in which you use the pictures, the ideas you have and how you weave them together into a story!
5. Don't forget to give your story an interesting title.



Ons gaan 'n bietjie rus tot die week van
27 Januarie 2023. Sluit dan weer by ons aan vir nog Nal'ibali-leesplesier!

We will be taking a break until the week of
27 January 2023. Join us then for more Nal'ibali reading magic!



Nal'ibali is hier om jou te motiveer en te ondersteun. Kontak ons op een van die volgende maniere:
Nal'ibali is here to motivate and support you. Contact us in any of these ways:

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UMLAZI
EYETHU

EASTERN CAPE
RISING SUN

POLOKWANE
OBSERVER



Drive your
imagination

