



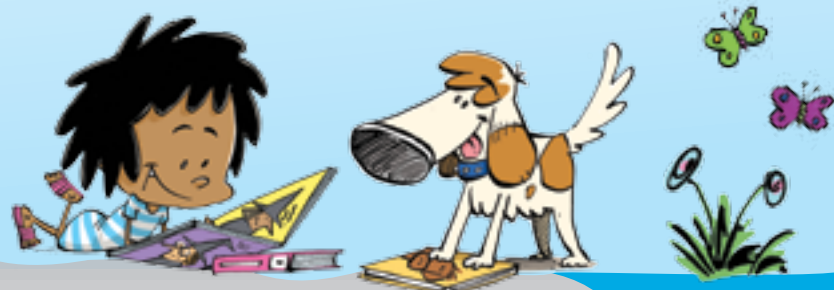
Share books and stories!

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 is 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.



Yabelana ngezincwadi nezindaba!

Ukufunda kusiza izingane zakho ukuba zikwazi ukuvula amehlo azo, izinhliziyi zazo kanye nezingqondo zazo kwabanye abantu nasezimeni ezahlukahlukeni. Uma zizijabulela izindaba ozixoxela zona, maningi kakhulu amathuba okuthi zibe nentshisekelo yokuqhubeka nokuzifundela ngokuthanda impilo yazo yonke.

Yabelana nezingane zakho ngezincwadi nezindaba ukuze usize ukwakha ubudlelwano obuqinile nobunothando phakathi kwakho nazo. Uma wenza lokhu, ngasikhathi sinye usuke ubasiza abantabakho ukuthuthukisa amakhono okufunda nokubhala, okungamakhono abalulekile ekuphumeleleni kwabo esikoleni nasempilweni nje jikelele.

Bheka nazi izeluleko zokufundela izingane zakho ngale kokuzikhathaza ukuthi sezikhule kangakanani ngokweminyaka.

1. Zigqugquzele izingane zakho ukuthi zifunde kanye nawe okungenani imizuzu eyi-15 nsuku zonke – kodwa ungaziphoqi.
2. Thola indawo engenamsindo nekulungele ukufunda. Ukuhlala embhedeni noma ukuhlala kosofa yindawo enhle kabi yokufunda. Cima umsakazo, umabonakude nekhompiyutha.
3. Cela izingane zakho ukuba zikhethe incwadi enizoyifunda ngokuhlanganyela. Phela lokhu kukhombisa ukuthi uyakukhathalela ezikucabangayo futhi maningi amathuba okuthi zizibandakanye ngokuphelele ekufundweni kwencwadi uma leyo ncwadi zizikhethile yona!
4. Qala ngokuzinikeza isikhathi nibheka nibuye nikhulume ngekheva yencwadi. Khumbula ukufunda isihloko sendaba kanye namagama, elombhali wencwadi nelomdwebi wemifanekiso.
5. Hlalani ndawonye nisondelane bese ukhuthaza izingane zakho ukuthi kube yizo ezibamba incwadi noma uzisize ukwenza lokhu. Izingane ezincane ziyakujabulela ukuphenya amakhasi encwadi. Khuthaza izingane esezikhulahlulile ukuthi zifunde amazwi omunye wabalingiswa noma isigatshana sendaba noma izigatshana ezimbili.
6. Zama izinto ezahlukahlukeni ukwenza izindaba zikholakale futhi zithokozise! Guquguqula izwi ukuhlukanisa abalingiswa bendaba. Funda ngezwi elipholile ezingxenyeni zendaba ezinokuthula noxolo. Funda ngokushesha uma umlingiswa ekhombisa ukujaha noma kukhona okumxoshayo. Maliphakame izwi lakho uma kunomsindo omkhulu endabeni, njengokulingisela izilwane ezinkulu ezifana nebhumbesi nendlovu.
7. Izingane zakho zisize ukuthuthukisa amakhono azo okuqagula okuzokwenzeka ngokuthi uzibuze ezingxenyeni ezahlukene zendaba, ukuthi, "Nicabanga ukuthi kuzokwenzekani manje?"
8. Xoxani ngendaba ngokuhlanganyela. Gqugquzele izingane zakho ukuthi zibeke imibono yazo (zabelane ngayo) mayelana nezindlela abalingiswa abaziphatha ngayo kanye nezinqumo ezizithathayo ezimeni ezithile.
9. Bhakisa imifanekiso edwetshiwe encwadini, uma ikhona. Phawula ngezinto ofuna ukwazi kabanzi ngazo okukanye oziqaphelayo nozithandayo. Khuthaza izingane zakho ukuba zenze okufanayo nazo.
10. Nokho-ke, ngaphezu kwakho konke thokozela ukwabelana ngezincwadi noma ukuzifunda nindawonye. Khululeka futhi wenze konke okusemandleni ukuqinisekisa ukuthi lesi sikhathi singesithokozisayo kuwo wonke umuntu.



Drive your imagination

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

Hlanganyela nathi ukuthatha amandla ezindaba siwabeke ezingeni elilandelayo. Masihambenil



Nal'ibali news

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 Reading Club.

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."



Siyafunda Reading Club
ISiyafunda Reading Club

Izindaba zikaNal'ibali

NgoNcwaba nangoMandulo wezi-2017, uNal'ibali wenza umncintiswano wamathimba okufunda ayingxenywe yephrojekthi yawo ye-*Story Powered Schools* kwelaKwaZulu-Natali. Lo mncintiswano ohlanganisa izikole wawuhlose ukusiza ukukhuthaza isiko lokufundela ukuzithokozisa ezikoleni zesifundazwe zamabanga aphansi ezisemakhaya nezazibambe iqhaza kuphrojekthi ye-*Story Powered Schools* ngowezi-2017.

"Isiko lokufunda eselithukiswe kakhulu lingaziguqula ngempela izinto kwezemfundo eNingizimu Afrika. Besisebenza namakhulu ezikole ukuzethula emandleni nasemlingweni wokufunda ngezilimi zasekhaya. Umncintiswano uyindlela yokuthi la mathimba akulezi zikole axhumane futhi afakelane ugqozi," kuchaza uMichael Cekiso, oyiMeneja Yezinhlelo zephrojekthi ye-*Story Powered Schools*.

Amathimba okufunda abehlulelwa ngokuzinikela kwawo ekufundeni, ekubhaleni kanye nasekuxoxeni izindaba ngonyaka wonke. Akhombise ukusebenza kwawo ukubonisa uhlobo lwemisebenzi eyejwayelekile eyenziwa emathimbeni awo. Ngaphezu kwalokho, bekufanele abeke ndawonye imibukiso yomsebenzi wobuciko, njengezibonelo zemibhalo yezingane kanye nemidwebo kanjalo nezincwadi zezindaba ezizikhonzile zesiZulu nezesiNgisi.

Emzuliswaneni wokuqala kube namathimba ayishumi nambili esifundeni ngasinye aqhudlane wodwa. "Izinga lomncintiswano beliphezulu ngokungalingidelekile. Ukuzethemba kwezingane nentshisekelo yothisha bazo kukhombise ukuthi kuningi okwenzekayo le emuva ezikoleni. Lokhu kuyamangaza futhi akuyona into ebesiyilindele!" kusho omunye wabehluleli, uNontobeko Dlamini, osebenza ngezentuthuko noyilungu likaMasipala Wesifunda sasoThukela.

Kwaphinde kwaba nomunye umzuliswano womncintiswano ngaphambi kokuthi abaphumelele bamenyezwe: i-Elangeni Reading Club ephuma eMthini Primary School oGwini, kanye neSiyafunda Reading Club ephuma eNkanyezi Primary School oThukela! Ukusebenza nemiboniso yala mathimba amabili kwakhombisa ukuthi ezinganeni ezizibandakanya nawo kanye nabadala abaziqondisayo, ithimba lingaphezu komsebezi wasemuva kwesikole nje – seliphenduke indlela yokuphila.

"Ithimba lethu lokufunda liyindawo yentokozo, nekhulelekile lapho senza khona yonke imisebenzi yethu ngendlela esiphatheka kahle ngayo. Siphumelele ngoba siyakuthanda esikwenzayo ethimbeni lethu!" kusho u-Alondwe Magudulela oneminyaka eyishumi nophuma eSiyafunda Reading Club.

Ephawula mayelana nempumelelo ye-Elangeni Reading Club, umholi wayo, uNkk Bongiwe Xaba, utha, "Besingakulindele ukuphumelela! Ngenkathi sibona imibukiso yamanye amathimba, sathatheka kakhulu. Kodwa ithimba lethu linokuzimisela. Ngicabanga ukuthi abehluleli bakubonile ukuthokoza kwezingane nokuziqhenya kwazo ngokuba yingxenywe yethimba."



Elangeni Reading Club
I-Elangeni Reading 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 (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.







Ukupenda izithombe zengqondo

Uma sifunda okuthile okungenazo izithombe, sisebenzisa amagama ukwakha izithombe ezingqondweni zethu. Lokhu yinto izingane ezifunda ukuyenza ngenkathi ziphenduka abafundayo abazimele.

Zama imisebenzi engezansi ukukhuthaza izingane ukuthi zakhe izithombe ezingqondweni zazo ngenkathi ufunda kuzwakale ezincwadini ezingenazithombe, noma uxoxa indaba. Ungakhetha umsebenzi owehlukile ukuthi uwuzame kuleyo naleyo ndaba.

Ngezinye izikhathi, ngemuva kokuthi usuyifundile (noma unikeze) incazelo enhle yokuthile okukanye umuntu othile endabeni, yima kancane bese:

-  ucela izingane ukuthi zivale amehlo azo emva kwalokho zizame "ukubona" lokho osanda kukuchaza nje. Ungakwazi ukuphinda ufunde incazelo okukanye ukuphinda uyixoxe ukuze uzisize.
-  ucela izingane zakho ukuthi zidwebe izithombe zalokhu osanda kukuchaza.
-  dweba ebhodini noma esiqeshini esikhulu sephepha lokho okubone ngeso lengqondo kulokho okuchaziwe. Khuthaza izingane ukuba zichaze ukuthi kufana noma kwehluke kanjani lokhu ezikwakhe engqondweni kulokhu wena okudwebile.
-  cela izingane ukuthi zabelane ngalokho ezikubonayo, ezikuzwayo, ezikunambithayo, nezikuhogelayo ngenkathi zilalele incazelo.

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



Yenza ukufundela ukuzithokozisa ingxenye yesikole sakho! Ukuthola ulwazi olwengeziwe nokucathuliswa ukuthi ukwenza kanjani lokhu, vakashela ku-www.storypowerschools.org.

Putting stories at the heart of your school ★ Izindaba mazibe yiziko lesikole sakho

NAL'IBALI ON RADIO!

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

Ikwekwezi FM on Monday, Wednesday and Friday at 9.45 a.m.

Lesedi FM on Monday, Tuesday and Thursday at 9.45 a.m.

Ligwalagwala 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.

Ukhozi FM on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.

Umhlobo Wenene FM on Monday to Wednesday at 9.30 a.m.

X-K FM on Monday, Wednesday and Friday at 9.00 a.m.



USEMSAKAZWENI UNAL'IBALI!

Lalela kulezi ziteshi zomsakazo ukuze uthokozele ukulalela izindaba ohlelweni lomsakazo lakwaNal'ibali!

Ku-Ikwekwezi FM ngoMsombuluko, ngoLwesithathu nangoLwesihlanu ngo-9.45 ekuseni

KuLesedi FM ngoMsombuluko, ngoLwesibili nangoLwesine ngo-9.45 ekuseni

KuLigwalagwala FM ngoMsombuluko ukuya kuLwesithathu ngo-9.10 ekuseni

KuMunghana Lonene FM ngoMsombuluko, ngoLwesithathu nangoLwesihlanu ngo-9.35 ekuseni

KuPhalaphala FM ngoMsombuluko ukuya kuLwesithathu ngo-11.15 ekuseni

KuRSG ngoMsombuluko ukuya ngoLwesithathu ngo-9.10 ekuseni

KuSAfm ngoMsombuluko, ngoLwesithathu nangoLwesihlanu ngo-1.50 ntambama

KuThobela FM ngoLwesibili nangoLwesine ngo-2.50 ntambama, ngoMgqibelo ngo-9.20 ekuseni nangeSonto ngo-7.50 ekuseni

Ku-Ukhozi FM ngoLwesithathu ngo-9.20 ekuseni nangoMgqibelo ngo-8.50 ekuseni

Ku-Umhlobo Wenene FM ngoMsombuluko ukuya kuLwesithathu ngo-9.30 ekuseni

KuX-K FM ngoMsombuluko, ngoLwesithathu nangoLwesihlanu ngo-9.00 ekuseni



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 them. Foxy Joxy comes up with an idea to solve this problem, but the other animals are not happy with his decision, so they teach him a lesson.

- ✦ 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 and also give him some ideas for doing so.
- ✦ Suggest that your children draw pictures of the animals playing football with the watermelon when Foxy Joxy was stuffed inside it. 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 you 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, tinfoil and crayons and suggest that they make Princess's collar and/or a collar for their favourite dog from the story.



Yenza indaba ihlabe umxhwele!

Nanka amacebo okusebenzisa izincwadi zemifanekiso ezimbili ozisika uzikhiphe-bese-uzigcina, ethi, *Abangane abathathu nethekisi* (ikhasi lesi-5, 6, 11 nele-12) nethi *UMpungushe Okhaliphile uyabaphica* (ikhasi lesi-7, 8, 9 nele-10), kanye nendaba yeKhona Lezindaba ethi, *Umqhubi wezinja* (ikhasi le-15). Khettha imiqondo ehambisana kangcono neminyaka kanye nalokho okuthandwa yizingane zakho.

Abangane abathathu nethekisi

Lena yindaba exoxwa e-Afrika yonkana, ukusuka eNigeria, ukuya eComoros nokuya eNingizimu Afrika. UMvu, uMbuzi kanye noNja bagibela ithekisi eliya olwandle, kuthi lapho sebezofika khona, kudingekile ukuba bakhokhele umshayeli wethekisi ngohambo. Ngabe ngamunye wabo uzokhokha malini? Ngamunye wabo ubhekana nemiphumela yokukhetha kwakhe.

- ✦ Ngenkathi nifunda indaba ndawonye, thokozelani ukubuka izithombe nangokukhuluma ngemininingwane ekuzona.
- ✦ Ngemuva kokuqeda ukufunda indaba, xoxani ngemibuzo elandelayo nezingane ezindadlana.
 - ☉ Ucabanga ukuthi uMvu, noMbuzi noNja bafundani ngemali yokugibela ithekisi abakhethe ukuyikhokha?
 - ☉ Ngabe wena wawuzokhokha imali efanele, engaphezulu kwefunekayo, noma engaphansi kwaleyo ebiziwe? Kungani wawuzokhetha okukhethayo?
 - ☉ Wawungathini-ke uma umshayeli wethekisi ecela kukhokhwe imali ocabanga ukuthi iningi kakhulu? Wawuzokhetha khona obukhokhethile? Kungani wawuzokwenzenjalo noma wawungezokwenzenjalo?
- ✦ Cella izingane zakho ukuthi zidwebe isithombe sazo uqobo zisethekisini nabangani ababili, bese zibhala amalebule emidwebo yazo ngesihloko sendaba.

UMpungushe Okhaliphile uyabaphica

Kule ndaba, impungushe ehlakaniphile ithengisa amakhabe, kodwa wonke umuntu ucabanga ukuthi amba eqolo. UMpungushe Okhaliphile uqhamuka necebo lokuxazulula le nkinga, kodwa ezinye izilwane azisithokozeli lesi sinqumo, ngakho zimfundisa isifundo.

- ✦ Ngenkathi ufunda incwadi, xoxa nezingane zakho ngokukhethwa yizilwane. Zikhuthaze ukuthi ziphakamise izizathu zemibono yazo. Nayi eminye yemibuzo ongayibuza.
 - ☉ **Ikhasi lesi-4:** Ucabanga ukuthi uMpungushe Okhaliphile kwakungenzeka ukuthi ubiza kakhulu ngamakhabe? Ucabanga ukuthi kunobulungiswa yini ukubizisa into?
 - ☉ **Ikhasi lesi-8:** Ucabanga ukuthi icebo likaMpungushe Okhaliphile lalihlakaniphile? Ucabanga ukuthi leli cebo lalinobulungiswa?
 - ☉ **Ikhasi le-11:** Ucabanga ukuthi ngabe ezinye izilwane zazithole lokho ezikukhokeleyo?
 - ☉ **Amakhasi ele-13 nele-15:** Ucabanga ukuthi umbono wezinye izilwane wawuhlakaniphile? Yini okunye ocabanga ukuthi kwakumele zikwenze ukufundisa uMpungushe Okhaliphile ukuba angagangi ngazo?
- ✦ Ngemuva kokufunda incwadi ndawonye, mema izingane zakho ukuthi zibhalele uMpungushe Okhaliphile. Kumele zimchazele ukuthi kungani kufanele aziphathe kangcono kwezinye izilwane bese zimnikeza amasu athile okwenza lokhu.
- ✦ Phakamisa ukuthi izingane zakho zidwebe izithombe zezilwane zidlala ibhola likanobhutshuzwayo ngekhabe ngenkathi uMpungushe Okhaliphile evaleleke ngaphakathi kwalo. Zikhuthaze ukuthi zenzeze isiqephu esiphuma kuleyo ngxenye yendaba ezithombeni zazo.

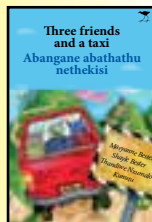
Umqhubi wezinja

U-Anti uVanessa ukhokhelwa ngabanye abantu ukuba abaqhubele izinja zabo. Ngolunye usuku yena nomshana wakhe bathatha izinja ezinhlanu baya nazo epaki ... kuqala inkinga endleleni eya lapho!

- ✦ Uma usuyifundile indaba nezingane zakho, xoxani ngokuthi iyiphiinja ekule ndaba, ngamunye kini ayithanda kakhulu, nokuthi kungani kunjalo. Xoxani futhi ngokuthi indaba ibingehluka kanjani ukuba babengalitholanga ibhande lentamo likaPrincess.
- ✦ Nikeza izingane zakho ikhadibhodi noma iphepha, isinamathelesi, ifoyili namakhrayoni bese uphakamisa ukuthi zenze ibhande lentamo likaPrincess kanye/noma elenja eziyithandayo esendabeni.

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.



Zenzele ezakho izincwadi EZIMBILI ozozisika uzikhiphe bese uzigcina

1. Khipha ikhasi lesi-5 ukuya kwele-12 alesi sithasiselo.
2. Iphepha elinamakhasi 5, 6, 11 kanye nele-12 lenza incwadi eyodwa. Iphepha elinamakhasi 7, 8, 9 kanye nele-10 lenza enye incwadi.
3. Sebenzisa iphepha ngalinye ukuze wenze incwadi. Landela imiyalelo engezansi ukuze wenze incwadi ngayinye.
 - a) Songa iphepha libe nguqhafu ngokulandela umugqa wamachashazi amnyama.
 - b) Lisonge libe nguqhafu futhi ulandele umugqa wamachashazi aluhlaza okotshani.
 - c) Sika ulandele umugqa wamachashazi abomvu.



Drive your imagination



Nyi-nyi-nyi! VUMU! Yasuka amaphapha.
Kwakuwuhambo olude, olugwele izikhinzi.
Umgwago wawukhuphukela ezintabeni ubuye
wehlele ezihosheni.

Ke-nye-nye-nye VROOM! They drove away.
It was a long, bumpy journey. The road went up hills
and down valleys,



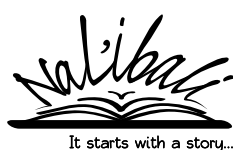
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Three friends and a taxi

Abangane abathathu nethekisi





and last came Dog ... What a
big SQUAASH!
kwathi ekugcineni kwanena
iNja ... Hayi ke kwaba esikhulu
ISIMINYAMINYA!

One hot day three friends were standing beside
the dusty road ...

Ngelinye ilanga abangane abathathu babelinde
eceleni komgwaqo wobhuqu ...



over rivers,
through villages,
wege phezu
kwenifula,
udlule emizini,

ujikeleze emajikeni,

around corners,

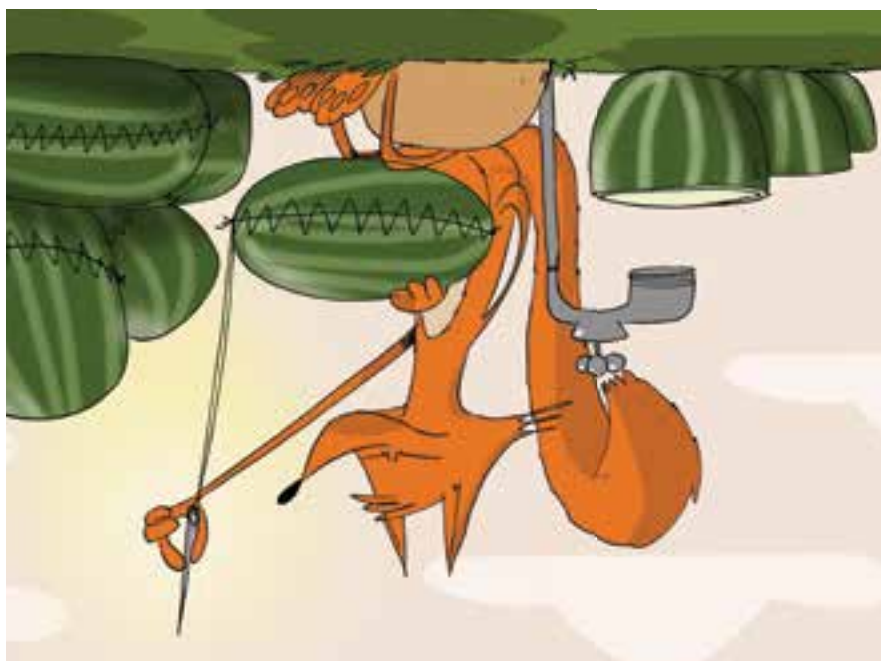


Dog paid too much. That is why, to this day, whenever
Dog sees a taxi coming, he runs into the road, barking
loudly. He is asking for his change.

iNja yona yakhokha imali eyeqile. Yingakho nje,
nanamuhla, kuye kuthi uma iNja ibona ithekisi liza,
igijimele emgwaqeni, ikhonkothe kakhulu. Phela icela
ushintshi wayo.



He sold his watermelons for a cheap price.
Many animals bought from Foxy Joxy.
Wathengisa amakhabe akhe ngenani
eliphansi. Izilwane eziningi zazithenga
kuMpungushe Okhaliphile.



Then he filled it with water! He took
a needle and thread and sewed the
watermelon back together.
Emva kwalokho wayesigcwalisa
ngamanzi! Wayesethatha inalithi nokotini
wayesethunga chlanganisa ikhabe futhi.

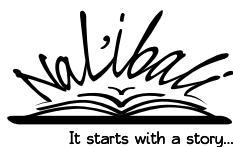
Foxy Joxy plays a trick UMpungushe Okhaliphile uyabaphica

Mdu Ntuli
Nahida Esmail
Samantha Rice



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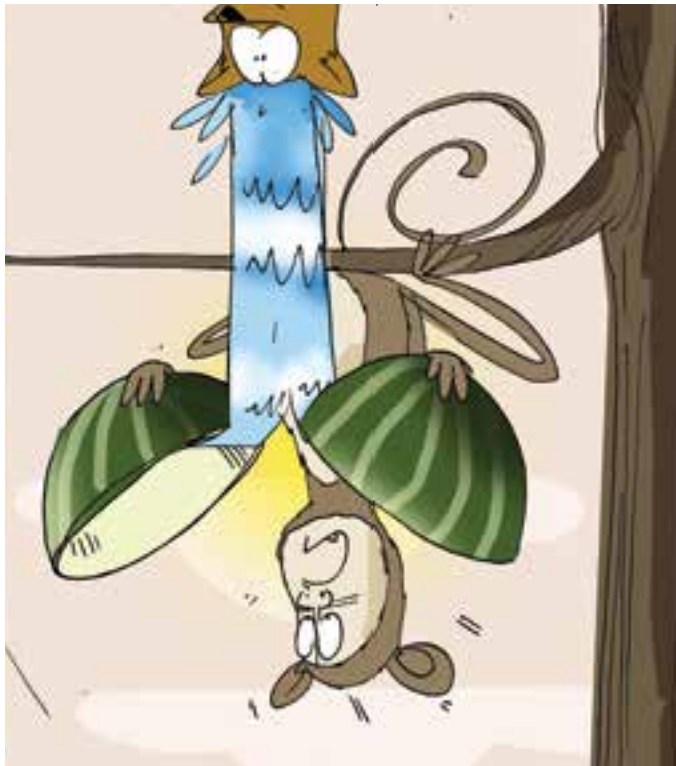


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“This watermelon has only water in it,”
complained Funky Monkey.
“Leli khabe linamanzi kuphela ngaphakathi,”
kukhononda uSinkawunkawu Nkawu.



Foxy Joxy was a sly fox. He
sold big, fresh watermelons.

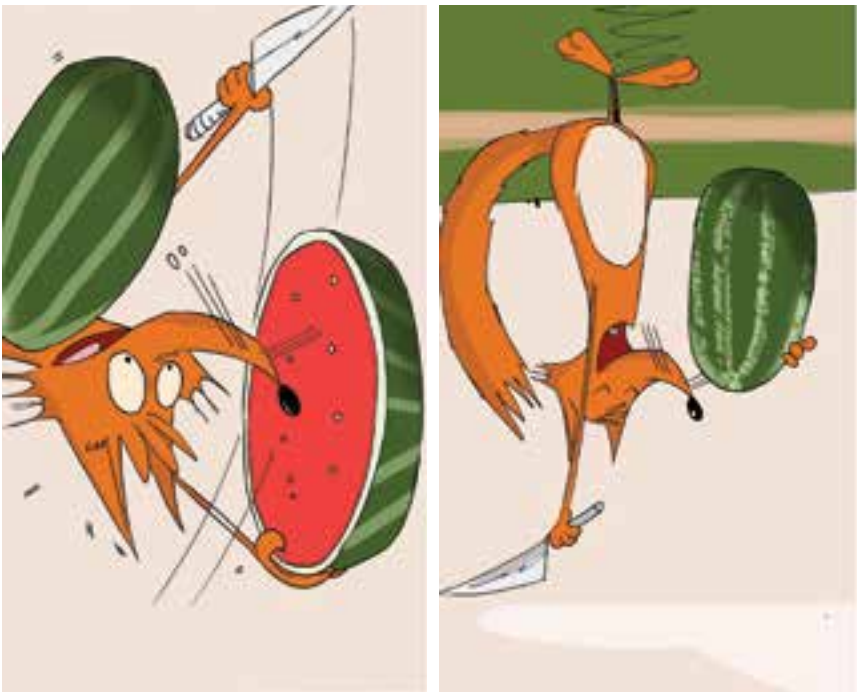
UMpungushe Okhaliphile
wayeyimpungushe eyiqili.
Wayethengisa amakhabe
amakhulu, amasha.



UMpungushe Okhaliphile wayesehla selwa yisiyezi!
Wasifunda isifundo sakhe, akaphindanga waganga
ngabanye futhi.



Wahlephula ikhabe elikhulu,
wakhipha ubuthumbu,
wabumimilita.
He slit open a big watermelon,
scooped out the fruit, and
gobbled it up.



Watermelons for sale!
Amakhabe
athengisayo lapha!



“Well, you got what you paid for,” said
Foxy Joxy.
“Kuhle phele, uthole lokhu okukhokeleyo,”
kusho uMpungusho Okhaliphile.



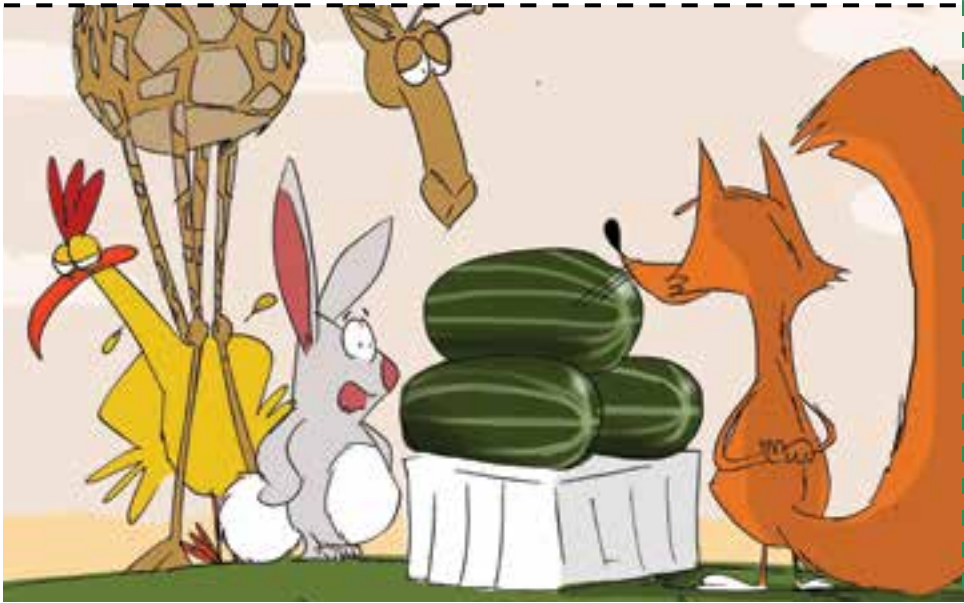
Foxy Joxy was dizzy!
He learnt his lesson and never cheated again.





Foxy Joxy had a clever idea.

UMpungushe Okhaliphile wayenesu elihlakaniiphile.



“Your price is too high,” said Rabbit Jabbit.

“You are asking too much,” said Gia Giraffe.

“Imali oyibizayo iningi kakhulu,” kwasho uGwajo Nogwaja.

“Ufuna imali eningi kakhulu,” kusho uMadlula Ndlulamithi.



“Kufanele uMpungushe Okhaliphile simfundise isifundo,” kusho uSidllova Ndllovu.

Izilwane zahlangana ndawonye zaqhama nku nesu elithile.

“Nginesu mina,” kusho uKhovula Sikhovu.

“We need to teach Foxy Joxy a lesson,” said Ellie Elephant.

The animals gathered around and came up with a plan.

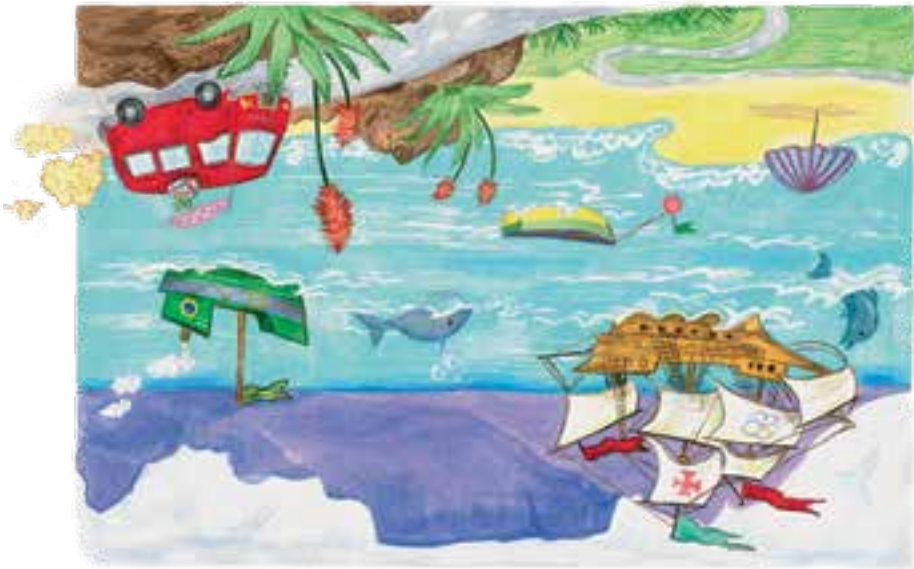
“I have an idea,” said Oliver Owl.

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



Zathatha ikhabe elingenalutho, zafaka uMpungushe Okhaliphile phakathi, zase zidlala umdlalo webhola likanobhutshuzwayo ngalo.

and on towards the sea.
uze uyofika olwandle.



Then Goat SQUASHED in,
Kwase kulandela iMbuzi cyavela
YAZIFUHELA,



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.

IMbuzi yona yakhokha imali encane. Yingakho nje,
nanamuhla, kuye kuthi uma iMbuzi ibona ithekisi
liza, ibaleke masinyane iwushiye umgwaqo. Ayifuni
ukubuzwa imali.



Sheep,

IMvu,



Goat,

iMbuzi,



After some time, a taxi stopped for them –
PEEP PEEP. First Sheep climbed in. It
was a bit of a SQUEEZE.
Kwathi ngesikade, lafika ithekisi – *Pi Pi Pi*.
Kwagala kwangena iMvu. Yavele
YAZISHUTHEKA.



and Dog.
neNja.



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

Babelinde ithekisi eliya olwandle.



At last the journey was over. The taxi driver asked
for his fare ...
Uhambo lwase lufile ekugcineni. Umshayeli wabe
esecela imali yokugibela ...

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.

IMvu yayikhokha yonke imali eyanele, njengoba injalo.
Yingakho nje, nanamuhla, kuye kuthi uma iMvu
ibona ithekisi liza, ingajahi ukusuka emgwaqeni. Phela
umsebenzi wayo nethekisi waphela ngalelo langa.





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:

Books I think you would enjoy

Book title	Author	My name	Age
------------	--------	---------	-----

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!

A book is a dream that you hold in your hands.
Neil Gaiman

Reading club tip

Make your World Book Day celebrations a success by:

- ★ planning well in advance, even if you have to celebrate after 23 April.
- ★ meeting with the volunteers at your club to decide what you will do and who will be responsible for what.
- ★ deciding beforehand which books and stories you'll focus on.
- ★ telling the children what they can expect on the day.
- ★ inviting the children's parents and caregivers to join in the celebrations at your club.



Gubha USuku Lomhlaba Lwezincwadi!

USuku Lomhlaba Lwezincwadi wumgubho womhlaba wonke lapho kugujelwa khona izincwadi nokufunda. Lugujiwa emazweni angaphezu kwe-100 ngezinsuku ezahlukeni onyakeni, futhi lugujiwa ngezindlela ezahlukeni. ENingizimu Afrika, silugubha ngomhla zingama-23 kuMbaso onyakeni ngamunye.

Nanka amanye amacebo okuthi ningalugubha kanjani USuku Lomhlaba Lwezincwadi.

1. Xoxa nezingane ezineminyaka engangeyizingane ezisemabangeni aphansi noma ezisemabangeni aphezulu mayelana nokuthi kwenza umehluko ongakanani ukuba nezincwadi empilweni yakho. Bese ubacela ukuthi badwebwe izithombe, bakhe iphosta noma iculo noma umdanso, noma babhale inkondlo noma benze i-rap ukuze babelane ngemiqondo yabo nabanye. Khumbula ukuthi uthole iithuba lokuphanyeka izithombe noma amaphosta ezingane, noma ukuthi benze amaculo, imidanso, izinkondlo noma ama-rap!
2. Imilolozelo kanye namaculo kuyindlela enhle yokwenza ukuthi izingane ezincane kakhulu zizibandakanye oSukwini Lomhlaba Lwezincwadi. Thola izincwadi ezinemilolozelo yendabuko kanye namaculo abantwana abancane kanye nezingane ngolimi lwakho lwasekhaya bese wabelana ngakho nezingane zakho – futhi ungakhohlwa nokwabelana ngalezo owazifundiswa useyingane!
3. Hlinzeka ngamaphepha, amakhrayoni amapensela kanye namapeni, bese wenza ukuthi izingane ezindala zenze ezazo izincwadi zezithombe. Bese ubeka isikhathi sokuthi zifundele izincwadi zazo ithimba lezingane ezincane.
4. Khuthaza izingane zakho ukuthi zibhale umusho noma isigaba njengokuba kubhalwe encwadini yazo eziyithandayo bese zidweba isithombe esizohambisana nalokho. Zikhumbuze ukuthi zibhale igama lencwadi kanye nombhali. Phanyeka umsebenzi wobuciko wezingane zakho efrijini, noma odongeni lwekhaya lakho, egumbini lokufundela, emtatsheni wezincwadi noma ethimbeni lakho lokufunda.
5. Phezulu ephepheni elikhulu, bhala ukuthi: Izincwadi engicabanga ukuthi ungazithokozela. Ngaphansi kwalokho yenza uhlu olufana nalolu:

Izincwadi engicabanga ukuthi ungazithokozela

Igama lencwadi	Umbhali	Igama lami	Iminyaka yobudala
----------------	---------	------------	-------------------

Phanyeka iphepha elikhulu ekhaya lakho, ethimbeni lokufunda, egumbini lokufunda, esikoleni noma emtatsheni wezincwadi, bese ukhuthaza wonke umuntu ukuthi abhale amagama ezincwadi athokozele ukuzifunda. Uma ulibeka isikhathi eside ngokwanele kungenzeka ukuthi wengeze elinye iphepha!

Incwadi iyiphupho olibamba ngezandla zakho.
NgNeil Gaiman

Amathiphu ethimba lokufunda

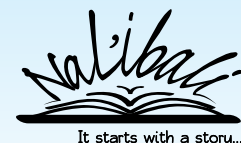
Yenza imigubho yakho yoSuku Lomhlaba Lwezincwadi lube yimpumelelo:

- ★ ngokuhlela isikhathi sisekude, noma ngabe nizogubha lolu suku ngemva komhla zingama-23 kuMbaso.
- ★ ngokuhlangana namavolontiya asethimbeni lakho ukuze ninqume ukuthi nizokwenzani nokuthi ubani ozoba nesibophezelo sokwenza ini.
- ★ ngokunquma ngaphambi kwesikhathi ukuthi yiziphi izincwadi kanye nezindaba enizogxila kuzo.
- ★ ngokutshela izingane ukuthi zingalindelani ngalolo suku.
- ★ ngokumema abazali kanye nabanakekela izingane ukuthi bazohlanyela nani emgubheni wethimba lenu.



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. "Ooooh, 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!



Drive your
imagination

U-anti wami ngumqhubi wezinja! Ngiyazi ukuthi lokhu kungahle kungezwakali kahle, kodwa yilokho aziphilisa ngakho! Uqhuba izinja zabanye abantu ukuze zelule izinyawo!

Ngesinye isikhathi, uma ngisheshe ngaphuma esikoleni, uMama uyangivumela ukuthi ngisize u-Anti uVanessa. Kukhona izinja ezinhlanu aziqhubayo njalo ntambama. UPrincess, uhlobo lwenja yaseFulansi, mhlophe ngebala. Mkhulu kakhulu, nekhala lakhe okungathi lindiza emoyeni, unebhande lentamo ledayimane. Umnikazi wakhe, uZiyanda, yintokazi eyiqhathanzipho elingakaze libonakale. UPepper yinja encane, emnyama, enolaka. Ungiluma izithende zami ngesinye isikhathi uma ngingaqaphelanga. ULucky uyinja etakulana ebunzimeni kanti unamaqhinga amaningi. Umnikazi wale nja wayithola endaweni yokukhoselisa izilwane ezingenamakhaya. Akekho owazi ngokuqinisekileyo ukuthi uluhlobo luni lwenja, kodwa unobungani futhi uyiyona nja engiyithanda kakhulu. UDash noLady ngabandawonye, ubhuti nosisi. Lezi yizinja ezinkulu ezinsundu ngokuphaphathekile. Ziyizinja ezisebenzisayo ngoba ziyathanda ukugijimisa amabhola – nezingwejeje.

Ngesinye isikhathi uma mina no-Anti uVanessa sihamba sehla ngomgwaqo nazo zonhlano izinja, abantu bayama basibuke. “Ninezinja eziningi bo!” kusho abanye babo.

Ngivele ngimoyizele bese ngithi, “Ungakhathazeki – akuzona ezethu!”



Ngolunye usuku ngangisiza u-Anti uVanessa. Ngangibambe izintambo zikaPrincess noLucky. U-Anti uVanessa wayethwele kanzima ezama ukulawula UDash noLady ngenkathi futhi ezama ukugwema ukuluma kukaPepper. Ngenkathi sisindleleni eya epaki, kwathi pheshe ikati ledlula. UDash noLady bagxumela kulo, bekhonkotha kakhulu. UPepper, uPrincess noLucky balandela futhi kanti zonke izintambo zezinja zaphithana, ngawela phansi kuphevumente. Eshu!

“Ngabe konke kuhamba kahle?” kubuza u-Anti uVanessa.

Ngavuka. “Idolo lami libuhlungu, kodwa ngiyaphila,” kusho mina ngizithintitha izintuli. Sabe sesiqaqulula izintambo kanti kungalesi sikhathi lapho u-Anti uVanessa aqaphela okuthile.

“Ibhande lentamo likaPrincess lilahlekile!” kwasho yena. Mina no-Anti sacinga phansi naphezulu sifuna ibhande lentamo ledayimane, kodwa lutho ukulithola. “Wo-hhe, uzothini umnikazi kaPrincess bakithi?” kubalisa u-anti wami. “UZiyanda uthanda ukubonainja yakhe ibukeka iyinhle ngaso sonke isikhathi!”

Izinja zaziphelelwa yisineke nokubekezela, zilokhu zifuna ukuhluthula ezintanjeni zazo. Sagcina sihlanze ngedela ngokucinga ibhande lentamo elilahlekile sabe sesihamba siya epaki. U-Anti uVanessa waphonsela UDash noLady ibhola. Zagijima ngokushesha izinja zinqamula ipaki, kuyileyo naleyo ilwela ukulifika kuqala ibhola. UPepper wavele washaya uhudo olukhulu, u-anti wathi ngilwesule

ngesikhwama sepulastiki kanye nenduku. Yo! ULucky wazitholela umngani kanti lezi zinja zazidlalela intambama yonke zilokhu zigijima, zilandelana, zihogelana. UPrincess wenqaba nokho ukuzibandakanya kuleyo ntokozi. Wehlisa amadlebe akhe wayesehlala ngaphansi kwesihlahla. Ngiyazi ukuthi wayedumele ngoba elahlekelwe yibhande lakhe lentamo elikhethekile.

Ngehora lesihlanu nqo ezimpondweni, kwakuyisikhathi sokuhamba. Sazishiya izinja emakubo ngayinye ngayinye – okokuqala kwaba nguPepper, owazama ukungiluma ngenkathi sivula isango lakubo, emva kwalokho kwaba yizigangi uDash noLady. U-Anti uVanessa wayengaphathekile kabi ngokuzibuyisela lezi zinja. Manje sase sisele noLucky kanye noPrincess. U-Anti uVanessa wayesaba ukutshela uZiyanda ukuthi sasilahle ibhande lentamo elibizayo.

Kungaleso sikhathi lapho uLucky aqala khona ukukhonkotha, wayesenqaba ukuqhubeka aye phambili. Wayegxuma eya phansi naphezulu esigxotsheni selambu. U-Anti wayemcasukele uLucky ngalokhu. “Yekela le nto oyenzayo, Lucky!” ethetha.

Ngaphakamisa amehlo. Kwakukhona into eboshelwe esigxotsheni selambu kanti le nto yayicwebezela. “Ibhande lentamo likaPrincess!” ngamemeza ngilikhomba. “Kuyobe kunothile olitholile wayeseligaxa laphaya phezulu.” Ngokushesha, ngalethula ngase ngiligaxa entanyeni kaPrincess.

Ngenkathi sivula isango lakubo kaPrincess, le nja yayisibukeka iyinhle kakhudlwana futhi ijabulile kunakuqala. U-Anti uVanessa watshela uZiyanda indaba yokuthi silithole kanjani ibhande lentamo ebelilahlekile. “Owu, leyo nto!” kuhleka uZiyanda. “Lezo zinto aziwona amadayimane angempela! Zingamatshe nje asapulastiki amanyazelayo!” kwasho yena.



U-Aunti wavele wahleka naye. Wayesekhululekile emoyeni. Sabe sesivalelisa maqede saqhubeka nohambo lwethu sesiya ekhaya kubo kaLucky.

“Uyinja enhle,” ngasho njalo kuLucky ngenkathi ngimphulula ikhanda lakhe. Ulimi lwakhe lwaluphumele ngaphandle komlomo, okwakumenza abonakale sengathi uyamoyizela. Umsila wakhe wawulokhu utshikize njalo ngenkathi ebheke ekhaya. Nokho wayengaqondisisi ukuthi kungani u-anti ayemnika amaqebelengwana ezinja amabili ngenkathi sifika emnyango wangaphambili wakubo ngalolo suku!



Nal'ibali fun Okokuzithokozisa kwakwaNal'ibali



1.

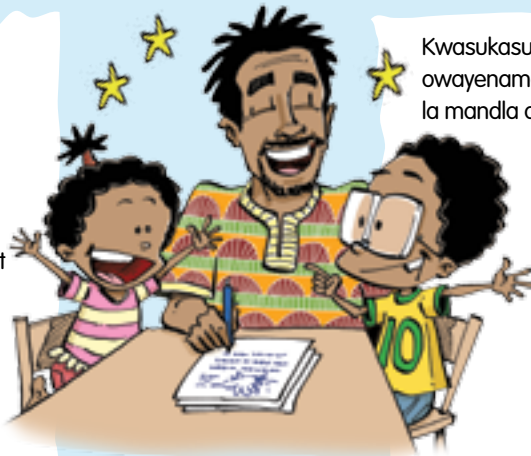
Use your imagination to complete the story. Tell a friend or parent your story.

Sebenzisa okucabanga ngeso lengqondo ukuze uqedele indaba. Xoxela umngani noma umzali indaba yakho.

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 ...



Kwasukasukela, kwakunomlimi ogama lakhe kwakunguVusi, owayenamandla kakhulu. Akekho owayazi ukuthi uwathathaphi la mandla angaka, kodwa wayevele afukule izinkomo ezimbili ngesikhathi esisodwa, kalula nje.

Ekuseni ngelinye ilanga, lapho uVusi evuka, wagijima wampampa, ephaphazela. "Umgexo wami! Ubani ontshontshe umgexo wami?" kumemeza yena. "Ngaphandle kwawo ngizobe ngilahlekelwe yiwo wonke amandla ami, bese ngifana nawo wonke nje umuntu!"

Wagijimela efasiteleni, wakwazi ukubona umfana omncane ebaleka ngesivini esikhulu ...

2.

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

Yisiphi isithombe esincane sikaHope noBella befunda esifana ncamashi nesithombe esikhulu?

a.



b.



c.



3.

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!

Ungacabanga ngokushesha okungakanani ngamagama ayishumi amayelana nezincwadi? Kuzame lokhu uwedwa noma nomngani. Zikalele isikhathi ngenkathi uwabhala lapha phansi amagama!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Answer/Impendulo: (2) c

Do you have questions about reading and writing with your children or about reading clubs? Send your questions to us on the Nal'ibali website. Go to www.nalibali.org/ask-the-expert, then scroll down, type in your question and press "Submit". We'll ask someone from our team of literacy experts to send you a response!



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Ngabe unemibuzo mayelana nokufunda nokubhala nezingane zakho noma mayelana namathimba okufunda? Sithumelele imibuzo yakho kusizindlwazi sikaNal'ibali. Yana ku-www.nalibali.org/ask-the-expert, wehle uye ezansi, bhala umbuzo wakho bese ucindezela kwingxenye ethi "Submit". Sizocela omunye ethimbeni lethu longoti bezokufunda nokubhala ukuthi akuphendule!

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