

A vibrant, cartoonish banner for 'Nalibali'. The word 'NALIBALI' is written in large, bold, black letters with a slight 3D effect and shadows. The background is a bright blue sky with a large, multi-colored rainbow arching across the center. Various whimsical elements are scattered around: a boy with spiky hair reading a book on the left; a girl in a red dress flying a red airplane on the rainbow; a yellow and orange rocket with a face on the right; a green alien with glasses on the ground; a purple planet; a yellow star; a dog on a surfboard; and various clouds, stars, and colorful splashes. The overall style is playful and child-friendly.

Read in your language!

We all have at least one language that we understand and communicate best in, although some of us may have more! People use different labels for this language – like “mother tongue” or “mother language” or “home language” – but it is the language we learnt first. It’s the language we think and feel in, the one in which it is easiest for us to express ourselves and communicate with others.

From birth, children hear language around them. First they understand it and then they start to use it themselves. In fact, by the time they are five years old, children's brilliant young brains have helped them learn how to think and communicate in their home language. But they do still need plenty of opportunities to hear and use their language so that they know it well enough to learn increasingly difficult concepts and skills.

Being read to in your own language should not be considered a nice optional extra for children. It is really an essential and powerful part of learning language and developing literacy. When you read to children regularly in their home language/s, you give them a strong language foundation that makes all learning easier.

If you don't understand what you are reading, then you are not really reading – no matter how well you can say the words on the page! So, because understanding is at the heart of reading, children need to listen to stories being read in their home language. They can then concentrate completely on the flow of the story instead of struggling to understand a language they don't know well yet.

Good stories are full of creative language that stimulates our imaginations and gets us thinking about how to solve problems. Authors carefully pick words and phrases that unlock the worlds they are creating for their readers. Like a hearty soup provides goodness to nourish our bodies, reading great stories provides goodness to nourish our minds. They inspire children to read in their home language and then, later on, to learn to read stories in other languages too.

Lees in jou eie taal!

Ons het almal ten minste een taal wat ons die beste verstaan en waarin ons die beste kommunikeer, hoewel sommige van ons dalk meer het! Mense gebruik verskillende name vir hierdie taal – soos “moedertaal” of “huistaal” – maar dit is die taal wat ons eerste geleer het. Dit is die taal waarin ons dink en voel, en dit is die taal waarin ons onself die maklikste uitdruk en waarin ons die maklikste met ander kommunikeer.

Van geboorte af hoor kinders taal om hulle. Eers verstaan hulle dit en dan begin hulle dit self gebruik. Trouens, teen die tyd dat hulle vyf jaar oud is, het kinders se briljante jong breine hulle gehelp leer hoe om in hulle huistaal te dink en te kommunikeer. Hulle het egter steeds baie geleenthede nodig om hulle taal te hoor en te gebruik sodat hulle dit goed genoeg sal ken om toenemend moeiliker konsepte en vaardighede te leer.

Om te luister hoe iemand in jou eie taal vir jou lees, behoort nie bloot 'n lekker opsionele ekstra vir kinders te wees nie. Dit is regtig 'n noodsaaklike en kragtige aspek van die aanleer van taal en die ontwikkeling van geletterdheid. Wanneer jy gereeld vir kinders in hulle huistaal/-tale lees, gee jy hulle 'n sterk taalgrondslag wat alle vorme van leer makliker maak.

As jy nie verstaan wat jy lees nie, lees jy nie regtig nie – ongeag hoe goed jy die woorde op die bladsy kan sê! Omdat begrip die kern van lees is, moet kinders luister na stories wat in hulle huistaal geles word. Hulle kan dan volkome op die vloei van die storie konsentreer en hoef nie te sukkel om 'n taal wat hulle nog nie goed ken nie, te verstaan nie.

Goeie stories is vol kreatiewe taal wat ons verbeelding stimuleer en ons laat dink oor hoe om probleme op te los. Skrywers kies die woorde en frases wat hulle gebruik om die wêreld vir hul lesers te ontsluit, sorgvuldig. Soos wat voedende sop ons liggame voed, verskaf goeie stories heilsaamheid wat ons denke voed. Hulle inspireer kinders om in hulle huistaal, en dan later ook in ander tale, stories te leer lees.





Vier ons tale!

Ke rata mainane ka puo ya gaetshe!

Ke rata dipale tse leng ka dipuo tsa ka!

Ke rata dikanegelo tša polelo ya ka!

Ndiyawathanda amabali abhalwe ngolwimi lwam!

NGIYAZITHANDA IZINDABA NGOLIMI LWAMI!

Ngiyazithanda iindafana ezingelimi lesikhethu!

Ngitsandza tindzaba leticocwa ngelulwimi lwami!

Ndzi rhandza mitsheketo hi ririmi ra mina!

Ndi funa zwiṭori zwo nwaliwaho!

Ek hou van stories in my taal!

I love stories in my language!



Celebrate our languages!

Setswana Sesotho Sepedi IsiXhosa IsiZulu IsiNdebele Siswati Xitsonga Tshivenda Afrikaans English

Contact us in any of these ways:

Kontak ons op een van die volgende maniere:

www.nalibali.org

www.nalibali.mobi

[nalibaliSA](https://www.facebook.com/nalibaliSA)

[@nalibaliSA](https://www.twitter.com/nalibaliSA)

[@nalibaliSA](https://www.instagram.com/nalibaliSA)

info@nalibali.org

Nalibali

Choosing books



Which books get children begging for more? Younger readers often choose a book because they like the illustration on the front cover! More experienced readers might choose a book that is on their favourite subject or by their favourite author. So, how do you choose books for children? Here are some ideas.

Kies boeke

Watter boeke laat kinders na meer vra? Jonger lesers kies dikwels 'n boek omdat hulle van die illustrasie op die omslag hou! Meer ervare lesers mag dalk 'n boek kies wat oor hulle gunsteling onderwerp handel of deur hulle gunsteling skrywer geskryf is. Hoe kies jy dus boeke vir kinders? Hier is 'n paar idees.

- ★ Ask around! Check with your children's friends what they have enjoyed reading or ask other parents what their children are reading at the moment. Get to know your local librarians and ask them which authors children of a particular age usually enjoy.



- ★ Vra rond! Vra jou kinders se maats wat hulle graag lees, of vra ander ouers wat hulle kinders op die oomblik lees. Leer ken jou plaaslike bibliotekaris en vra hulle watter skrywers se boeke kinders van 'n spesifieke ouderdom gewoonlik geniet.

- ★ Books for babies and pre-schoolers should be in their home language, where possible. Try translating books that have very few words yourself if they have not been published in the language you need. Also, look out for home language books for older children – nothing beats reading a story in your own language!



- ★ Boeke vir babas en voorskoolse kinders behoort in hulle huistaal te wees, indien moontlik. Probeer boeke met baie min woorde self vertaal indien hulle nie in die taal wat jy nodig het, uitgegee is nie. Wees ook op die uitkyk vir huistaalboeke vir ouer kinders – niks kom by 'n storie in jou eie taal nie!

- ★ Babies like brightly coloured pictures, or photographs of objects or people with simple text. They also love the rhythms of language, so books with repetition and rhyme usually work well.



- ★ Babas hou van helderkleurige prente, of foto's van voorwerpe of mense met eenvoudige teks daarby. Hulle hou ook van die ritme van taal, en daarom werk boeke met herhaling en rym gewoonlik goed.



- ★ Wordless books are a great investment because you get the chance to tell a story to your children in your own way in any language you like – and then they can create their own stories with the books too.



- ★ Boeke sonder woorde is 'n wonderlike belegging, want jy kry die kans om vir jou kinders 'n storie te vertel op jou eie manier in enige taal wat julle ken – en dan kan jou kinders ook hul eie stories met die boeke skep.

- ★ They say that variety is the spice of life. This is true with books too. Choose some books that reflect things that will be familiar to your children – for example, books in which the homes look like your children's. And choose other books that provide new experiences, like stories set in different places and cultures.

- ★ Mense sê verskeidenheid maak die lewe interessant. Dit is ook waar van boeke. Kies boeke wat dinge weerspieël wat vir jou kinders bekend is – byvoorbeeld, boeke waarin die huise soos hulle huise lyk. En kies ander boeke wat nuwe ervarings bied, soos stories wat op ander plekke en in ander kulture afspeel.

- ★ When children can already read, it's best to choose some books that they can read on their own and some books (with more complicated language and plots) that you can read to them.



- ★ Wanneer kinders reeds kan lees, is dit die beste om sommige boeke te kies wat hulle op hulle eie kan lees en sommige boeke (met ingewikkelder taal en storielyne) wat jy vir hulle kan lees.



- ★ Stories about difficult things in children's lives – like the arrival of a baby, illness, divorce or friendship challenges – can help them process their feelings and face their fears.



- ★ Information books are not just for older children. Factual books help children to learn about our world and encourage them to be curious!

- ★ Stories oor moeilike dinge in kinders se lewens – 'n nuwe baba in die huis, siekte, egskending of vriendskapsuitdagings – kan hulle help om hulle gevoelens te verwerk en hulle vrese in die oë te kyk.



- ★ Inligtingsboeke is nie net vir ouer kinders nie. Feiteboeke help kinders om van hulle wêreld te leer en moedig hulle aan om nuuskierig te wees!



Find more information on reading and sharing stories with children at www.nalibali.org or www.nalibali.mobi.

Vind meer inligting oor lees en hoe om stories met kinders te deel by www.nalibali.org of www.nalibali.mobi.

Days to celebrate in March!



This March, we want to celebrate or think about how important books, stories and poetry are in making our lives more enjoyable! Here are three days on which we can make a special effort to make our children more aware of the power of books, storytelling and poetry to grow their imaginations, vocabulary and understanding of people and the world. But remember to enjoy stories and poems every day!

Dae om in Maart te vier!



In Maartmaand wil ons nadink oor hoe boeke, stories en poësie ons lewens meer genotvol maak, en wil ons dit ook vier! Op die volgende drie dae kan ons 'n spesiale poging aanwend om ons kinders meer bewus te maak van die krag van boeke, die vertel van stories en die lees of opsê van gedigte, om sodoende hul verbeelding, woordeskat en begrip van mense en die wêreld te verbeter. Maar onthou om ook op al die ander dae stories en gedigte te geniet!

World Book Day

4 March 2021

On World Book Day we celebrate books by reading them, doing activities related to our favourite parts of a book and dressing up as characters from books. It's also a day to share books, swap books, donate books and make our own books!

Wêreldboekedag

4 Maart 2021

Op Wêreldboekedag vier ons boeke deur dit te lees, aktiwiteite te doen wat verband hou met ons gunstelingdele van 'n boek en aan te trek soos boekkarakters. Dit is ook 'n dag om boeke te deel, boeke uit te ruil, boeke te skenk en ons eie boeke te maak!

World Storytelling Day

20 March 2021

Storytelling is an important part of children's and adults' lives. Adults love telling stories, and children love hearing stories! Stories are used to pass on the history and traditions of families and communities. On World Storytelling Day, people tell and listen to stories in as many languages as they can.

Wêreldstorieverteldag

20 Maart 2021

Die vertel van stories is 'n belangrike deel van kinders en grootmense se lewens. Grootmense hou daarvan om stories te vertel, en kinders hou daarvan om na stories te luister! Stories word gebruik om die geskiedenis en tradisies van families en gemeenskappe oor te dra. Op Wêreldstorieverteldag vertel mense stories en luister daarna in soveel tale as wat hulle kan.

World Poetry Day

21 March 2021

Poems help us write down our deepest thoughts and feelings. They use rhythm, rhyme, sounds and words to help us think about things in a different way. Poems can make us feel happy or sad. It can be like a song which tells a story in a few words.

Wêreldpoësiedag

21 Maart 2021

Gedigte help ons om ons diepste gedagtes en gevoelens neer te skryf. Gedigte maak gebruik van ritme, rym, klanke en woorde om ons te help om op 'n ander manier oor dinge na te dink. Gedigte kan ons gelukkig of hartseer laat voel. Dit kan soos 'n liedjie wees wat 'n storie in 'n paar woorde vertel.



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.

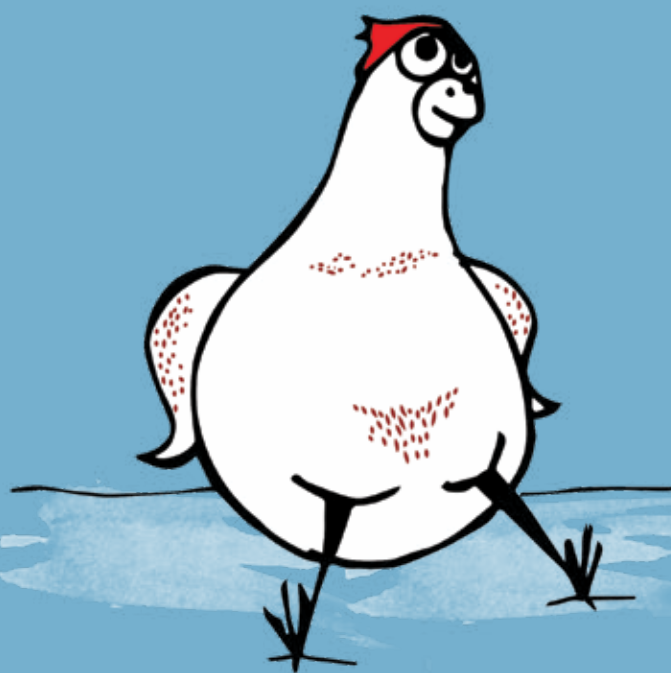


Maak TWEE knip-uit-en-bêreboekies

1. Haal bladsye 5 tot 12 van hierdie bylae uit.
2. 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.
3. Gebruik elk van die velle om 'n boek te maak. Volg die instruksies hieronder om elke boek te maak.
 - a) Vou die vel in die helfte op die swart stippellyn.
 - b) Vou dit weer in die helfte op die groen stippellyn.
 - c) Knip uit op die rooi stippellyne.



Drive your imagination

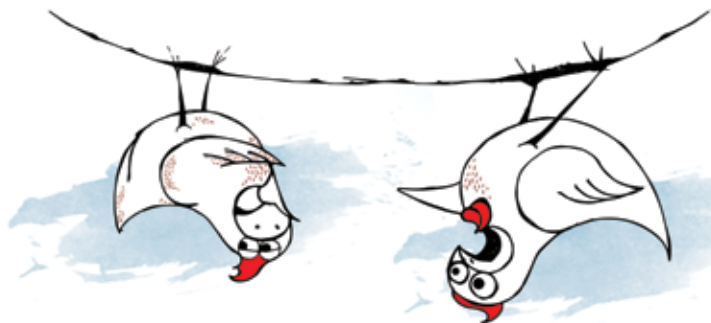


*Nozizwe Herero
Siya Masuku
Leona Ingram*



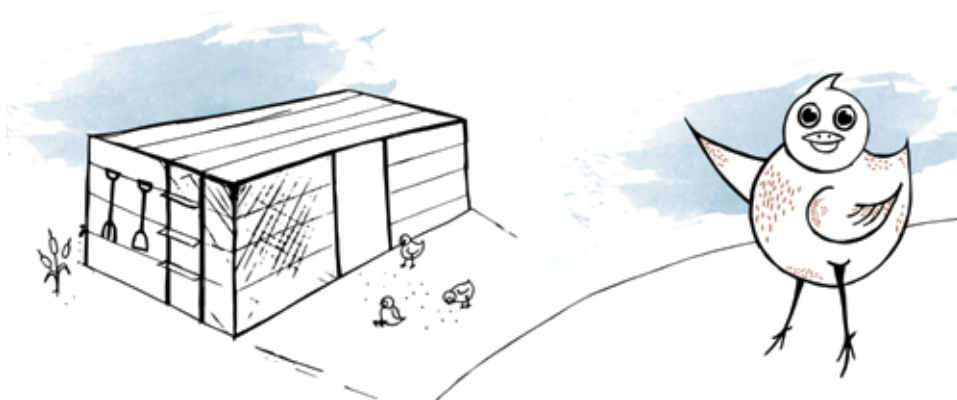
Drive your imagination

“Ek gaan nooit kan vlieg nie!” huil Daisy by
Mamma. “Die ander is reg.”
“Daisy, jy is anders as die ander hoenders. Hulle
wil nie vlieg nie, maar jy wil! Jy kan dit doen,”
sê Mamma.



“I’m never going to fly!” Daisy cried to Mama.
“The others are right.”
“Daisy, you are different from the other chickens.
They don’t want to fly, but you do! You can do it,”
Mama said.

Once upon a time on a little farm near a little village,
there lived a little chicken called Daisy.



Eendag het daar ’n hoender met die naam Daisy op
’n klein plasie naby ’n klein dorpie gewoon.

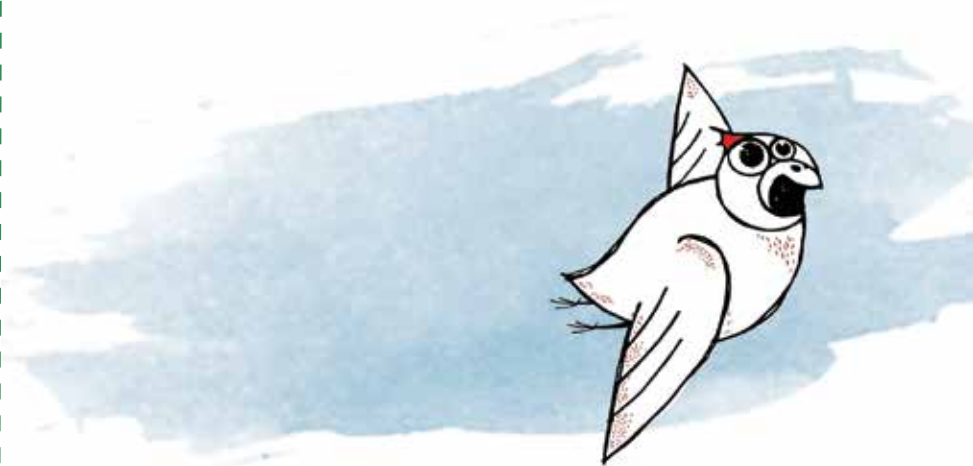


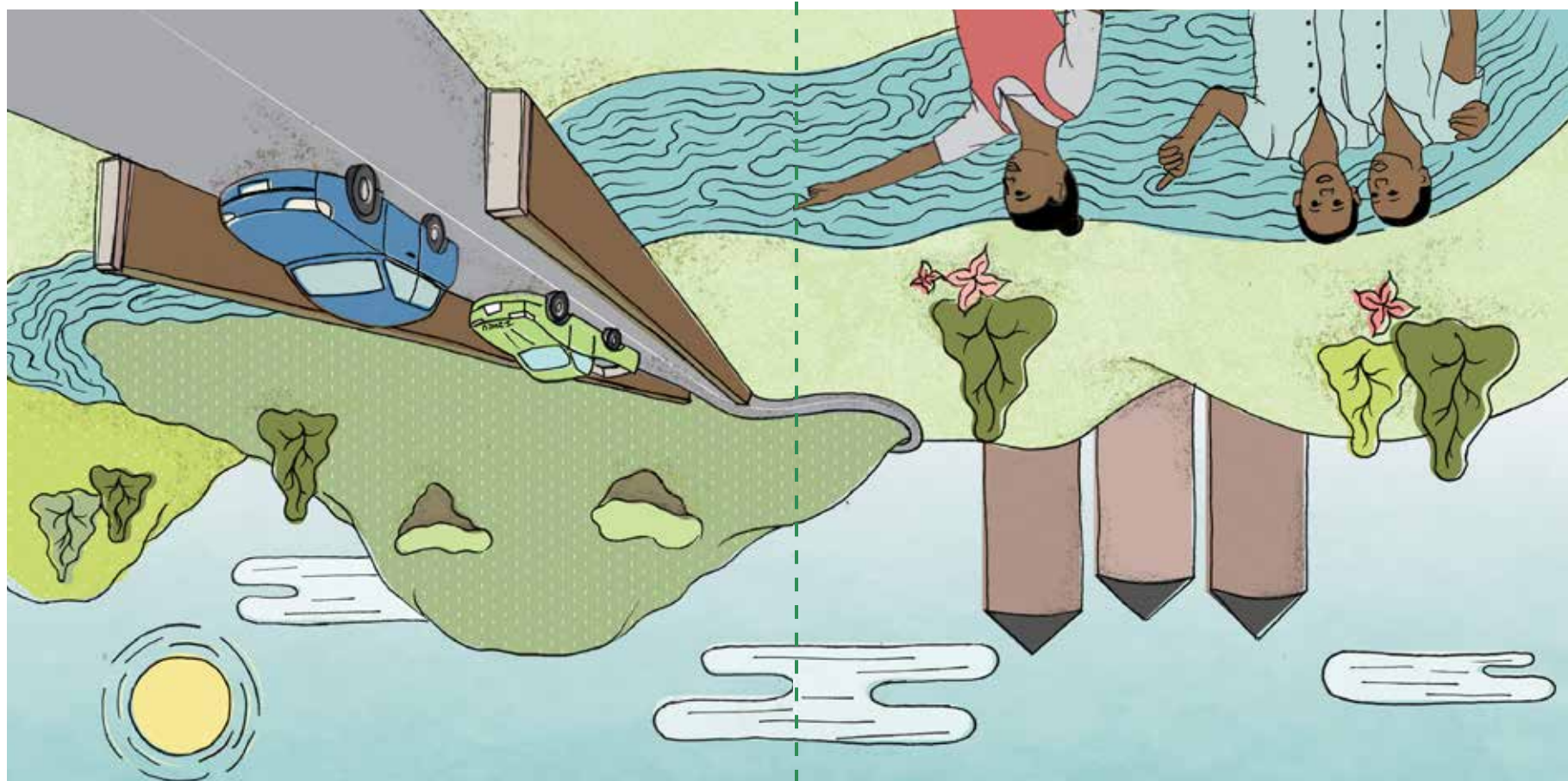
The other chickens laughed out loud. “Ha, ha, ha!
We told you! Chickens can’t fly!”
Die ander hoenders lag hardop. “Ha, ha, ha! Ons
het jou gesê hoenders kan nie vlieg nie!”



And the other chickens wanted to be just like her.
They said, “Oh Daisy, you’re amazing!”

En die ander hoenders wil net soos sy wees.
Hulle sê: “O Daisy, jy’s ongelooflik!”





COLLABORATE

COMMUNITY PROJECTS

Learning: it's a key was created as part of the Dithakga tša Gobala project (2017). The aim of the project was to create wordless picture books based on stories sourced from parents and children in the Mamelodi community in Pretoria, South Africa. Wordless picture books allow readers to use the illustrations to create a story in a language of their choice. In this way, the project hopes to foster a love of books, reading and storytelling regardless of literacy levels, language preference and age.

www.collaboratecommunityprojects.org

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



Nal'ibali is 'n nasionale lees-vir-genot veldtog. Dit wil 'n leeskultuur regoor Suid-Afrika laat vlam vat en vaslê. Vir meer inligting, besoek www.nalibali.org of www.nalibali.mobi

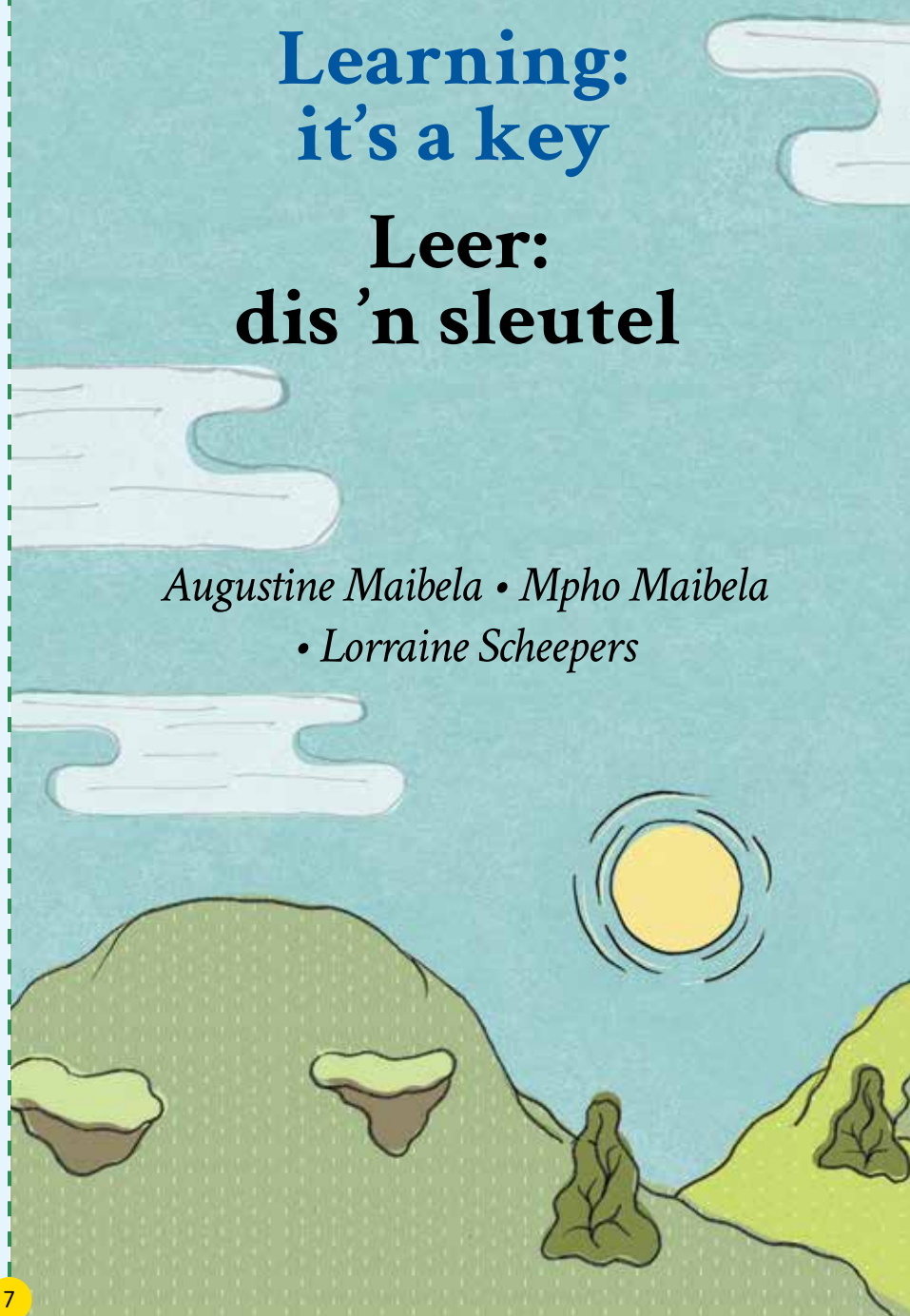


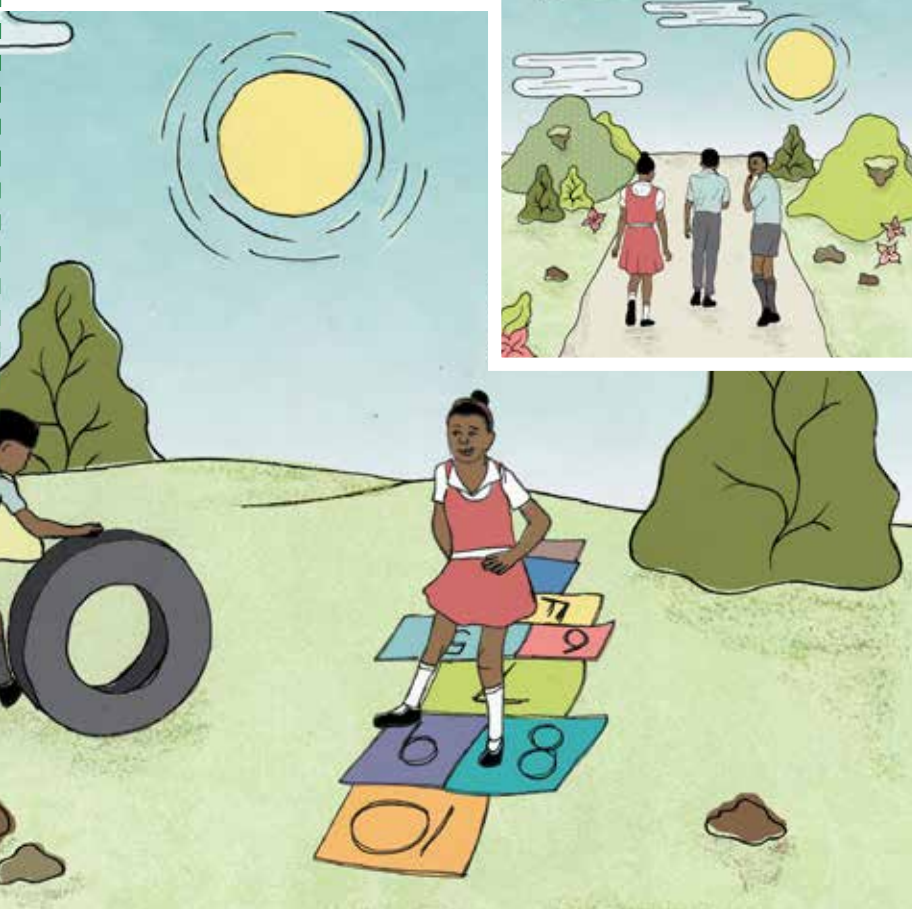
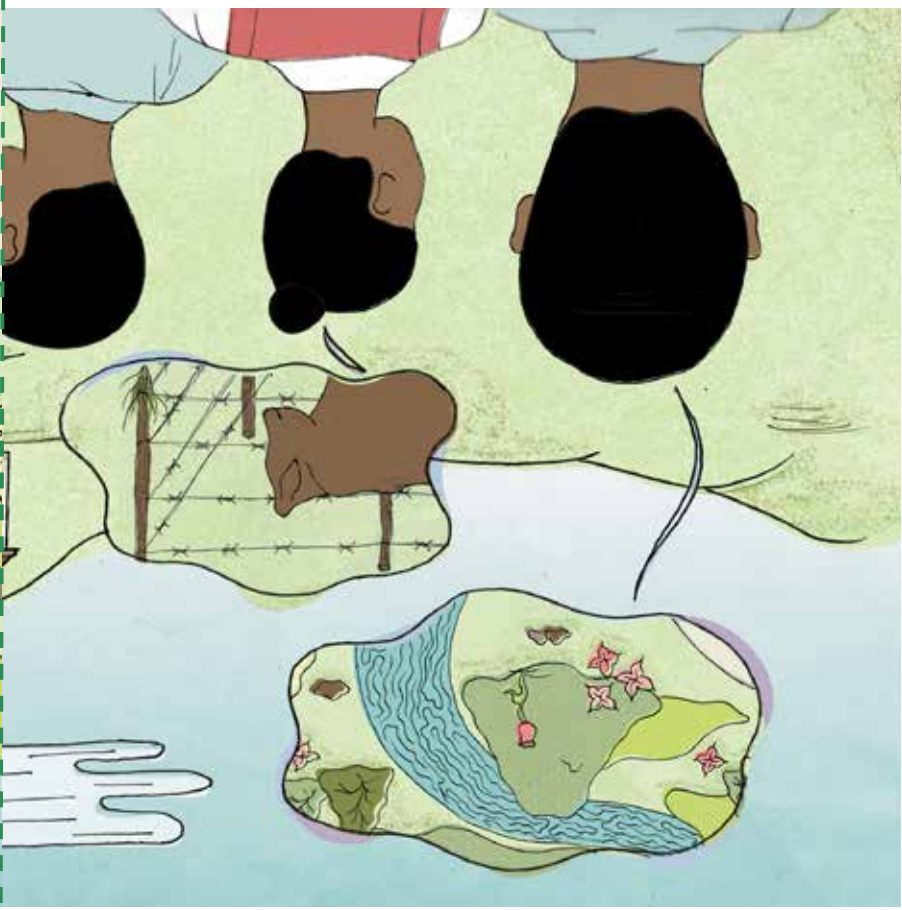
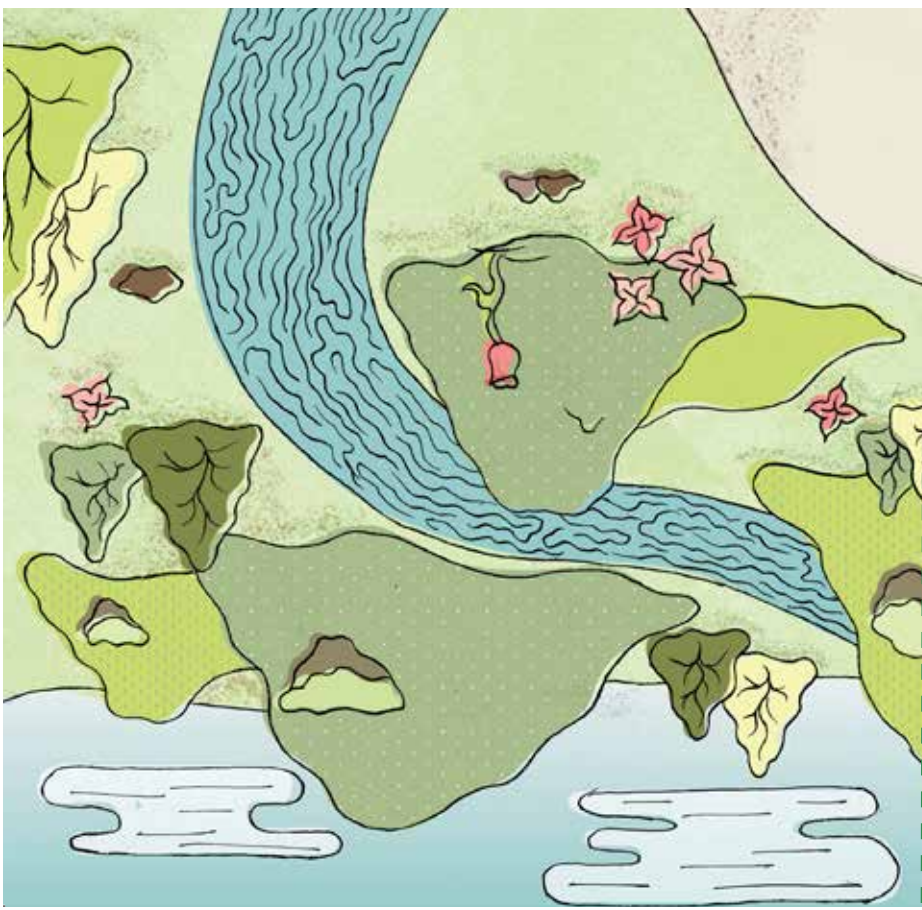
Drive your
imagination

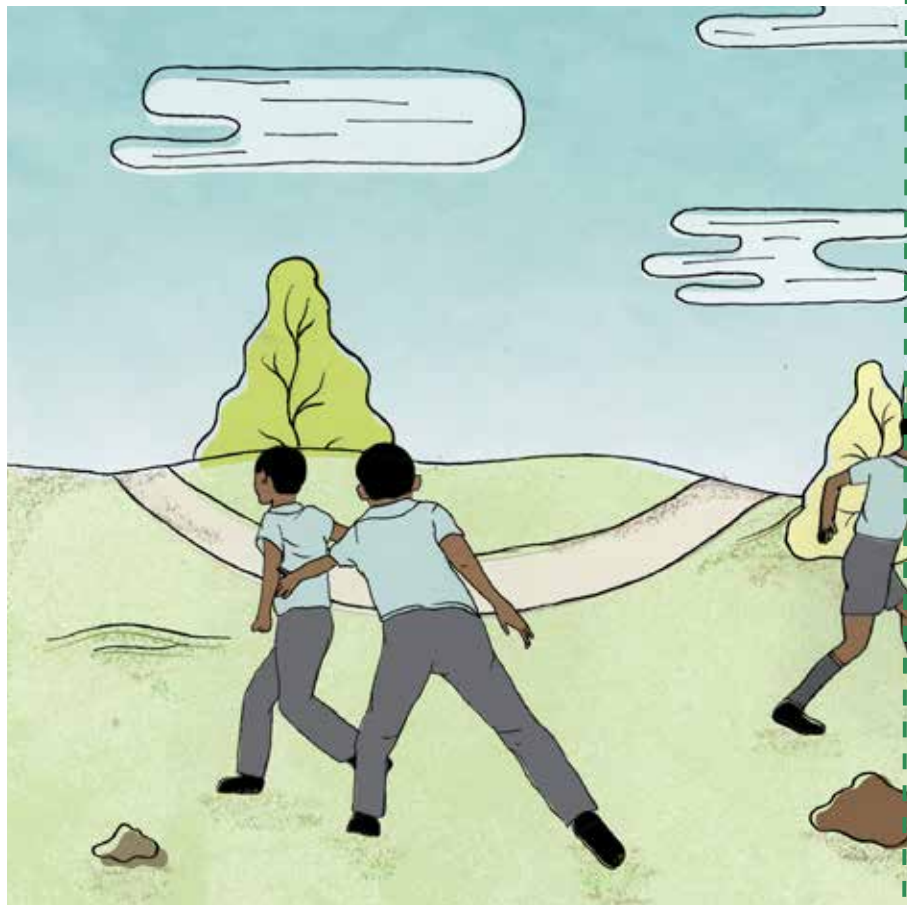
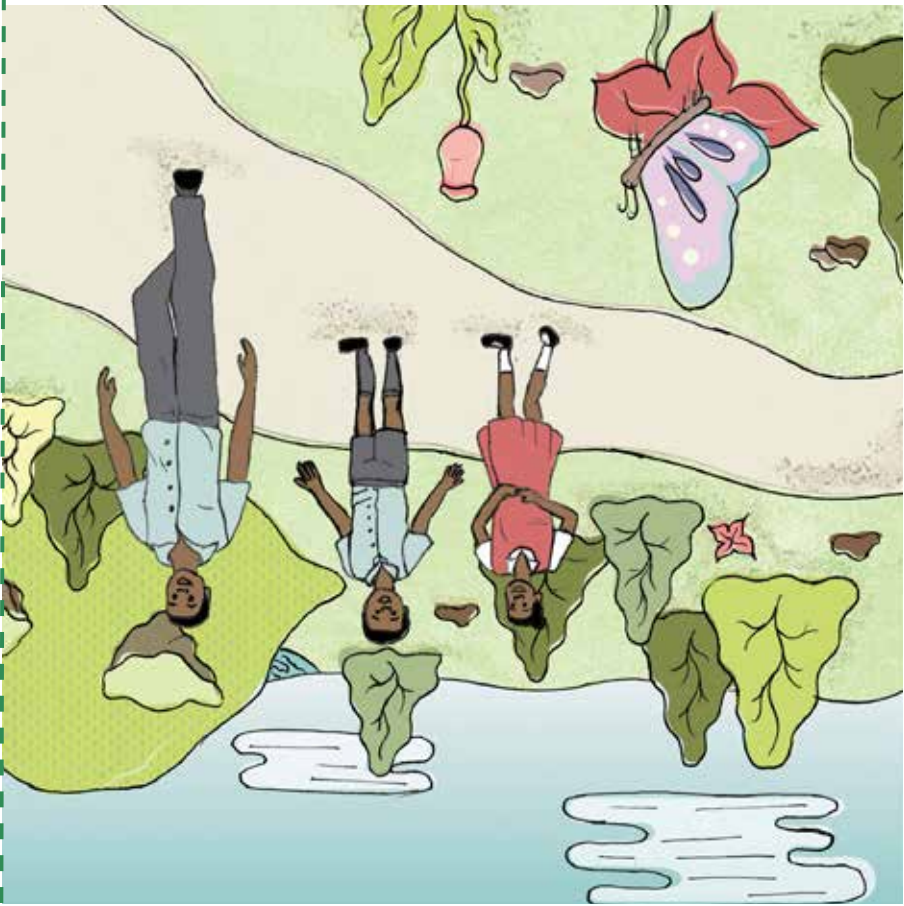
Learning: it's a key

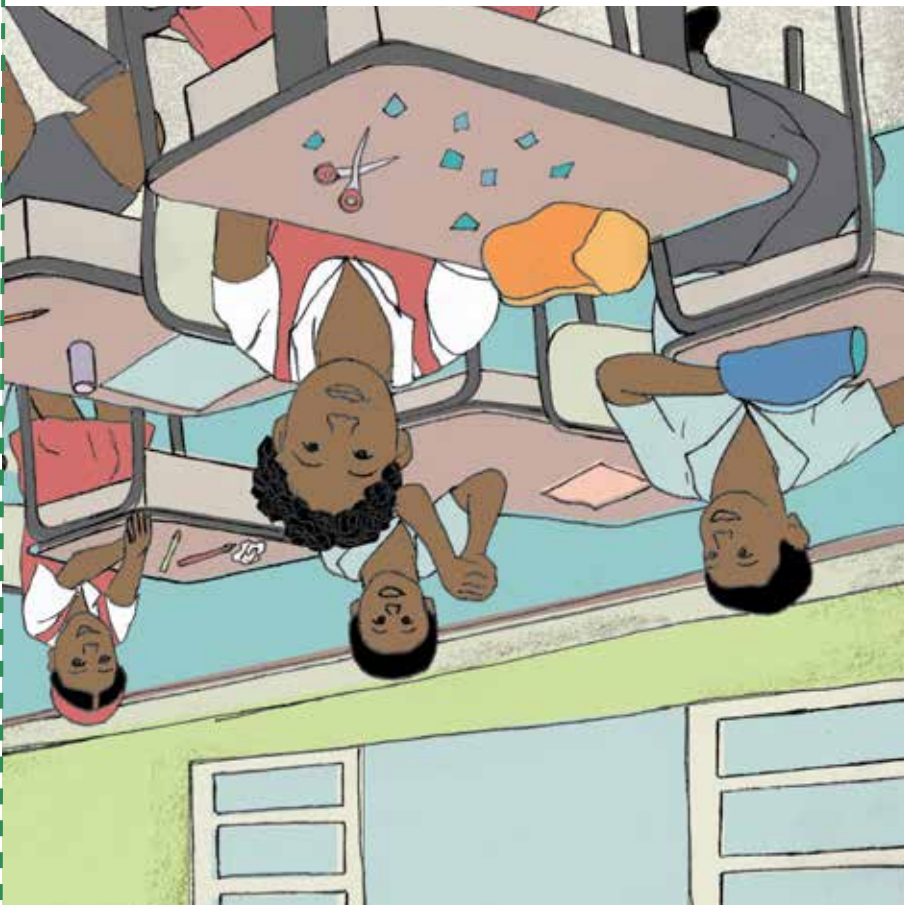
Leer: dis 'n sleutel

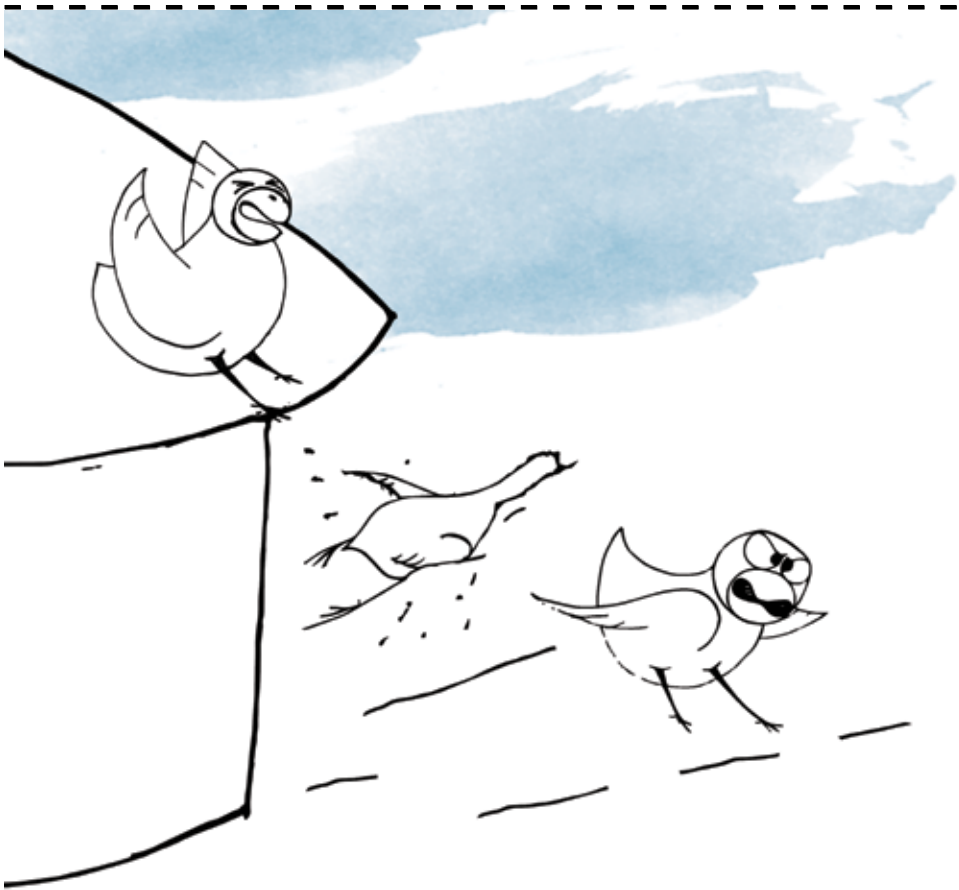
Augustine Maibela • Mpho Maibela
• Lorraine Scheepers











But the next day Daisy climbed even higher, right up to the top of the rondavel. Flap, flap, flap – Daisy flapped her wings.

Maar die volgende dag klim Daisy nog hoër, tot bo-op die rondawel. Klap, klap, klap – klap Daisy haar vlerke.



Maar al die ander hoenders lag vir haar.

“Jy’s so vreemd,” sê hulle. “Ons gaan nie meer met jou speel nie.”

“When I grow up, I want to fly high into the sky,” Daisy said.

“Wanneer ek eendag groot is, wil ek hoog in die lug rondvlieg,” sê Daisy.

But all the other chickens laughed at her.

“You are so weird,” they said. “We won’t play with you anymore.”

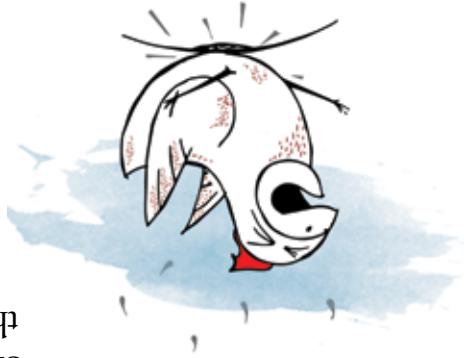


So ... flap, flap, flap – every day Daisy would flap her wings.

So klap, klap, klap Daisy elke dag haar vlerke.

She would lift off the ground, but fall down again.

Sy lig van die grond af op, maar val weer terug.





While she practised, she imagined herself flying high into the sky and looking at the chickens below. She imagined herself flying past the sparrows and past the swallows. “Wow!” the birds would say. “A chicken that can fly!”

Terwyl sy oefen, verbeel sy haar dat sy hoog bo in die lug rondvlieg en na die hoenders onder haar kyk. Sy verbeel haar dat sy verby die mossies en verby die swaeltjies vlieg. “Sjoe!” roep die voëls. “’n Hoender wat kan vlieg!”

“Daisy, we can all flap our wings, but it’s very difficult for chickens to fly,” Mama told her.

“Daisy, ons kan almal ons vlerke klap, maar dit is baie moeilik vir hoenders om te vlieg,” sê Mamma vir haar.



Daisy wouldn’t give up. Every day she practised by herself, flapping her wings. Flap, flap, flap – she would flap her wings, but she couldn’t get off the ground.

Maar Daisy gee nie moed op nie. Sy oefen elke dag op haar eie om haar vlere te klap. Klap, klap, klap – sy klap haar vlerke, maar sy bly op die grond.



She flew into the air and flapped her wings ... and flapped her wings ... and flapped her wings ... en klap haar vlerke ... en klap haar vlerke ... en klap haar vlerke en ...

Sy vlieg in die lug op en klap haar vlerke ... en klap haar vlerke ... en klap haar vlerke en ...



... she kept flying! The wind beneath her wings grew stronger and stronger and she flew higher and higher!

The sparrows and the swallows said, “Amazing! A flying chicken!”

... hou aan vlieg! Die wind onder haar vlerke word sterker en sterker, en sy vlieg hoër en hoër!

Die mossies en die swaeltjies sê: “Ongelooflik! ’n Hoender wat kan vlieg!”

Get story active!

Here are some activities for you to try. They are based on all the stories in this edition of the Nal'ibali Supplement: *Amazing Daisy!* (pages 5, 6, 11 and 12), *Learning: it's a key* (pages 7 to 10) and *Snails have feelings too!* (page 14).

Amazing Daisy!

- ★ Pretend that you are Daisy. Try to think of a reason why Daisy kept trying to fly high, even when she wasn't yet able to. Write down your reason.
- ★ In the beginning, the other chickens said Daisy was weird to want to fly high into the sky. Together write down something you would like to ask or say to the other chickens in the story, to Mama and to Daisy.
- ★ What would you really like to be or do when you grow up? Draw a picture like the one on page 5 of the story, to show how you are now and how you want to be as an adult doing or being what you really like.



Raak doenig met stories!

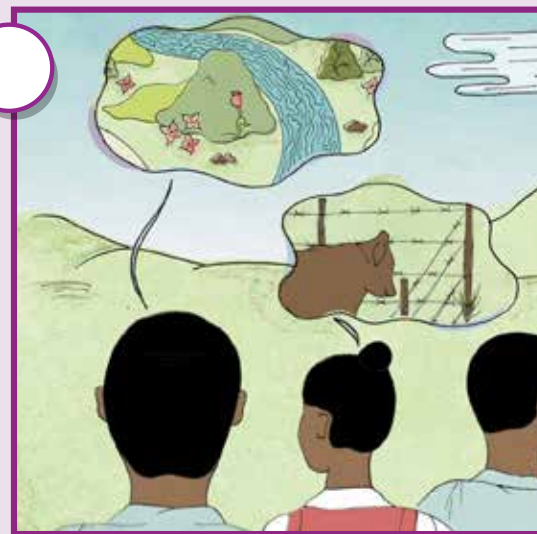
Hier volg 'n paar aktiwiteite wat julle kan probeer. Dit is op die volgende stories in hierdie uitgawe van die Nal'ibali-bylae gebaseer: *Ongelooflike Daisy!* (bladsye 5, 6, 11 en 12), *Leer: dis 'n sleutel* (bladsye 7 tot 10) en *Slakke het ook gevoelens!* (bladsy 15).

Ongelooflike Daisy!

- ★ Probeer om soos Daisy te dink. Sê dan waarom Daisy oor en oor probeer om hoog in die lug rond te vlieg, selfs al kry sy dit aan die begin nie reg nie. Skryf jou rede neer.
- ★ Aan die begin sê die ander hoenders Daisy is vreemd omdat sy hoog in die lug wil rondvlieg. Skryf saam iets neer wat julle vir die ander hoenders in die storie, vir Mama en vir Daisy sou wou sê of vra.
- ★ Wat sal jy regtig graag wil wees of wil doen wanneer jy groot is? Teken 'n prentjie soos die een op bladsy 5 van die storie om te wys hoe jy nou is en hoe jy wil wees as jy groot is en iets is of doen waarvan jy regtig hou.

Learning: it's a key

- ★ Put the pictures below in the correct order.



- ★ Look at the pictures and make up your own story about what is happening. How many languages can you use to tell your story?

Leer: dis 'n sleutel

- ★ Plaas die prente hieronder in die regte volgorde.

- ★ Kyk na die prente en maak jou eie storie op oor wat gebeur. Hoeveel tale kan jy gebruik om jou storie oor te vertel?

Snails have feelings too!

- ★ Draw your favourite animal. Under your drawing, write a note about why you like this animal.
- ★ Imagine that a cat and a dog will be interviewed on the news. The reporter wants to know why cats and dogs don't like each other. What questions do you think the news reporter should ask? What answers do you think the cat and dog will give? Act out the interview with some friends.



Slakke het ook gevoelens!

- ★ Teken jou gunstelingdier. Skryf onder jou tekening hoekom jy van hierdie dier hou.
- ★ Stel jou voor dat daar op die nuus 'n onderhoud met 'n kat en 'n hond gevoer gaan word. Die verslaggewer wil weet waarom katte en honde nie van mekaar hou nie. Watter vrae dink jy moet die verslaggewer vra? Watter antwoorde dink jy sal die kat en die hond gee? Voer die onderhoud saam met jou maats op.



Snails have feelings too!

By Lori-Ann Preston ■ Illustrations by Chantelle and Burgen Thorne



The snails who lived in Mrs Mondliwa's garden were very unhappy.

"I'VE HAD IT!" grumbled Slimy Snail.

"Me too," agreed Speedy, his best friend. "Why can't we snails be liked more by the other garden bugs?"

"I'm fed up with all of this bad treatment," continued Slimy.

"Yeah, what's wrong with us?" asked Speedy.

"I have an idea. Let's get all the snails together and complain to the other bugs," suggested Slimy.

"That's a great idea," agreed Speedy. "We'll tell them that they have to like us more."

The next day, Speedy and Slimy and all the other snails met under the thorn bush to chat to the other garden bugs.

"We snails want to be shown some respect," said Speedy. "We also want all of you to like us more."

"NO WAY!" shouted Butterfly. "Snails are awful."

"YES!" agreed Bee. "Snails must buzz off."

"You're a nuisance," added Caterpillar.

"But what have we ever done wrong?" asked Slimy.

"WHAT! Just look at this bruise on my leg," began Grasshopper. "Do you know how I got it? From snails! You snails slither your slime all over the place causing us to slip and hurt ourselves. Do you have any idea how slippery that stuff is?"

"We're so small, we get stuck in your slime," added Queen Ant.

"Oh dear!" said the snails surprised. "We had no idea."

"And that's not all," Caterpillar said. "Do you know what traffic jams you cause? You snails are sooooo slow."

"And *that's* not all," added Butterfly. "Could you please stop eating all the flowers? You are destroying our beautiful garden."

The snails felt awful. They had no idea they were causing so many problems. The little snails felt so bad that they began to cry.



"There must be something good about snails?" Slimy pleaded.

The other bugs were silent. They thought and thought about what might be good about snails.

Eventually, Butterfly said, "NOPE! Sorry, but you snails are just awful. There is not one good thing about you!"

"In fact, we think all the snails should leave the garden. The rest of us have had enough!" added Worm, even though he was quite slimy himself.

"SNAILS OUT! SNAILS OUT!" the bugs began to chant.

"Wait, wait," said Slimy. "Give us a chance."

"Yes," said Speedy. "Give us a chance and we'll prove that snails can do some good."

The bugs thought for a moment. "Very well then," they agreed. "You have two days to prove to us that you are useful, or else, goodbye!"

After the bugs had gone back to their parts of the garden, the snails sat and thought and thought.

"How about we learn to run?" suggested Speedy.

"Great idea," agreed Slimy. "Come on, snails, let's get fit!" The snails spent the whole day training, but unfortunately, they found running impossible.

"Oh no!" said the oldest snail. "Now what? We have to come up with an idea that will make the other bugs like us."

"I've got it!" said Slimy. "Let's try eating weeds instead of flowers."

"Okay, why not?" agreed the others. So, the snails tried to eat only the weeds in the garden.

"Oh no, this is not going to work. Weeds taste TERRIBLE!" said Speedy after a little while.



The snails felt very sad. Some even started to pack up their homes to leave.

"Hey, I've got an idea," giggled Simphiwe, the youngest snail. "I need you all to meet me at the top of the anthill."

"Are you crazy? It'll take us all day to climb up there," said Slimy.

"Trust me," said Simphiwe.

Two days passed and the snails finally made it to the top of the anthill. The other bugs gathered at the foot of the anthill to see what the snails were up to.

"So, what's your great idea?" they demanded.

"Well, um ..." said Simphiwe.

"Yes?" said the other bugs.

"You'll definitely let us stay when you see what we've made," said Simphiwe.

The other bugs stood completely still, their eyes glued to Simphiwe.

"Ta-da," said Simphiwe moving towards the slope of the anthill. "We've made you the most wonderful SLIPPERY SLIDE from all of our snail slime!"

There was a long pause as the bugs all thought about this idea.

"COOOOOL!" they agreed. "Let's try it out."

And they did. The bugs all took it in turn to slide down the gooey slippery slide. It was loads of fun. Everyone loved the slide and so it was decided that the snails could definitely stay in the garden!



Drive your
imagination



Slakke het ook gevoelens!

Deur Lori-Ann Preston ■ Illustrasies deur Chantelle en Burgen Thorne

Storiehoekie



Die slakke wat in mev. Mondliwa se tuin woon, is baie ongelukkig.

"EK HET GENOEG GEHAD!" brom Slimy Slak.

"Ek ook," sê sy beste maat, Speedy. "Hoekom hou die ander goggas in die tuin nie van ons nie?"

"Ek is siek en sat om so sleg behandel te word," gaan Slimy voort.

"Ja, wat's fout met ons?" vra Speedy.

"Ek het 'n plan. Kom ons kry al die slakke bymekaar en gaan kla by die ander goggas," stel Slimy voor.

"Dis 'n blink plan," stem Speedy saam. "Ons sal vir hulle sê dat hulle meer van ons moet hou."

Die volgende dag kom Speedy en Slimy en al die ander slakke onder die doringbos bymekaar om met die ander tuingoggas te praat.

"Ons wil met respek behandel word," sê Speedy. "Ons wil ook hê julle moet meer van ons hou."

"VERGEET DAARVAN!" skree Skoenlapper. "Slakke is aaklig."

"JA!" stem By saam. "Slakke hoort nie by ons nie."

"Julle is 'n oorlas," voeg Ruspe by.

"Maar wat het ons al ooit verkeerd gedoen?" vra Slimy.

"WAT! Kyk net na hierdie kneusplek op my been," begin Sprinkaan. "Weet jy waar ek dit gekry het? Van slakke! Julle slakke smeer julle slym oraloor en dit laat ons gly en val en seerkry. Het julle enige idee hoe glibberig daardie slym is?"

"Ons is so klein, ons sit vas in julle slym," sê Mierkoningin.

"O, goeiste!" sê die slakke verbaas. "Ons het dit nie geweet nie."

"En dis nie al nie," sê Ruspe. "Weet julle watter verkeersknope julle veroorsaak? Julle slakke is sooooo stadig."

"En *dis* nie al nie," voeg Skoenlapper by. "Kan julle asseblief ophou om al die blomme op te eet? Julle verwoes ons pragtige tuin."

Die slakke voel verskriklik sleg. Hulle het geen idee gehad dat hulle soveel probleme veroorsaak nie. Die klein slakkies voel so sleg dat hulle begin huil.



"Slakke moet darem goed wees vir iets, of hoe?" smee Slimy.

Die ander goggas raak stil. Hulle dink en dink oor waarvoor slakke moontlik kan goed wees.

Uiteindelik sê Skoenlapper: "NEE WAT! Jammer, maar julle is eenvoudig aaklig. Daar is niks waarvoor slakke goed is nie!"

"Ek dink eintlik al die slakke moet die tuin verlaat. Die res van ons het genoeg gehad!" sê Wurm, al is hy self maar slymerig.

"WEG MET DIE SLAKKE! WEG MET DIE SLAKKE!" begin die goggas dreunsing.

"Wag, wag," sê Slimy. "Gee ons nog 'n kans."

"Ja," sê Speedy. "Gee ons 'n kans en ons sal vir julle wys dat slakke ook goed en nuttig kan wees."

Die goggas dink vir 'n oomblik hieroor na. "Nou goed dan," stem hulle in. "Julle het twee dae om vir ons te bewys dat julle nuttig is vir iets, anders is dit weg met julle!"

Toe die goggas terug is na hulle deel van die tuin, gaan sit die slakke en hulle dink en dink.

"Ons kan altyd leer om te hardloop," stel Speedy voor.

"Blink plan," sê Slimy. "Kom, slakke, kom ons raak fiks!" Die slakke oefen die hele dag lank, maar ongelukkig kry hulle dit nie reg om te hardloop nie.

"Ag nee!" sê die oudste slak. "Wat nou? Ons moet met 'n plan vorendag kom wat sal maak dat die ander goggas van ons hou."

"Ek het dit!" sê Slimy. "Kom ons probeer die onkruid eet in plaas van die blomme."

"Nou goed, hoekom nie?" stem die ander in. Die slakke probeer toe om net die onkruid in die tuin te eet.

"Ai tog, dit gaan nie werk nie. Onkruid proe AAKLIG!" sê Speedy na 'n rukkie.



Die slakke voel baie hartseer. Party van hulle begin selfs hul huise oppak om te vertrek.

"Haai, ek het 'n idee," gaggel Simphiwe, die jongste slak. "Julle moet my asseblief almal bo-op die miershoop ontmoet."

"Is jy gek? Dit sal ons dae vat om daar te kom," sê Slimy.

"Vertrou my," sê Simphiwe.

Twee dae gaan verby en toe is die slakke uiteindelik bo-op die miershoop. Die ander goggas vergader aan die voet van die miershoop om te kyk wat die slakke in die mou voer.

"Nou toe, wat is jou blink plan?" vra die goggas kwaai.

"Wel, um ..." begin Simphiwe.

"Ja?" sê die ander goggas.

"Julle sal ons beslis toelaat om in die tuin te bly as julle sien wat ons gemaak het," kondig Simphiwe aan.

Die ander goggas staan doodstil, hul oë vasgenael op Simphiwe.

"Ta-da," sê Simphiwe, en beweeg na die kant van die miershoop. "Ons het vir julle die wonderlikste GLIBBERIGSTE GLYBAAN met al ons slakslym gemaak!"

Die goggas is lank stil terwyl hulle hieroor nadink.

"FANTASTIES!" roep hulle. "Kom ons toets dit uit."

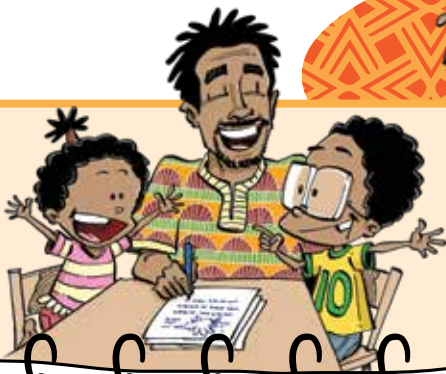
En dis presies wat hulle doen. Die goggas neem almal beurt om teen die glibberige glybaan af te gly. Dit is hope pret. Almal hou van die glybaan en so word daar besluit dat die slakke beslis in die tuin mag bly woon!



Nal'ibali fun
Nal'ibali-pret

1.

Do you know the names of all 11 official languages in South Africa? Unjumble the letters below and then write down the name of each language.



Ken jy die name van al 11 amptelike tale in Suid-Afrika? Skommel die letters hieronder en skryf dan die naam van elke taal neer.

TVSEHAIND
STSAEWAN
IWSIAST
FARSIKAAN
HISIXAOS
PSEIED
BISINEDLEE
NIGHESL
OSTSOHE
TXISGNOA
UZZIILU

TVSEHAIND
STSAEWAN
IWSIAST
FARSIKAAN
HISIXAOS
PSEIED
BISINEDLEE
NEGESL
OSTSOHE
TXISGNOA
UZZIILU

2.

The word in each speech bubble means "Hello" in a different language. Write the name of the language on the line in the speech bubble. (There are some languages that use the same word to say "Hello". Write the names of all the languages that use that word inside the bubble.)



Die woord in elke praatborrel beteken "Hallo" in 'n ander taal. Skryf die naam van die taal op die reël in die praatborrel. (Daar is sommige tale wat dieselfde woord gebruik om "Hallo" te sê. Skryf die name van al die tale wat daardie woord gebruik in die praatborrel.)

Lotjhani!

Dumela!

Molo!

Hallo!

Hello!

Sawubona!

Avuxeni!

Ndaa!/Aa!

Answers: 1. Tshivenda, Setswana, Afrikaans, Xhosa, Sepedi, IsiNdebele, English, Sesotho, Xitsonga, Isizulu; 2. Lotjhani! – IsiNdebele; Molo! – Isixhosa; Hello! – Afrikaans, Dumela! – Sepedi, Sesotho and Setswana; Sawubona! – Siswati and Isizulu; Hello! – English; Avuxeni! – Xitsonga; Ndaa!/Aa! – Tshivenda

Nal'ibali is here to motivate and support you. Contact us in any of these ways:

Nal'ibali is hier om jou te motiveer en te ondersteun. Kontak ons op een van die volgende maniere:



www.nalibali.org



www.nalibali.mobi



nalibaliSA



@nalibaliSA



@nalibaliSA



info@nalibali.org

Produced by The Nal'ibali Trust. Translation by Anita van Zyl. Nal'ibali character illustrations by Rico.

RISING SUN

PROTEA

RECORD

UMLAZI
EYETHU

Bonus

LENTSWE
THE VOICE OF MATLORANA

RIDGE TIMES



Drive your
imagination

