

UITGAWE 201
EDITION 201

Afrikaans
English



In hierdie Oktober-uitgawe wil ons spesiaal **vir al die onderwysers in Suid-Afrika BAIE DANKIE!** sê vir die bydrae wat hulle lewer om ons kosbare kinders op te voed en te mentor sodat hulle die toekoms met selfvertroue en begrip tegemoet kan gaan.



In this October edition we would like to say a special **THANK YOU! to all the teachers in South Africa** for their contributions in educating and mentoring our precious children to face their future with confidence and understanding.



Die krag van lees vir genot

Wanneer 'n skool in die krag van lees vir genot glo en die kinders toelaat om dit eerstehands te ervaar, prikkel dit die kinders se belangstelling in lees en skryf.

Waarom lees vir genot belangrik is

- ✱ Dit is bekend dat om hardop saam met kinders te lees, die belangrikste aktiwiteit is wat die kennis en vaardighede bou wat hulle nodig het om te leer lees.
- ✱ Stories stel kinders aan ryk, komplekse taal bloot. Hulle gee kinders meer kennis oor hoe ons taal gebruik, leer vir hulle woordeskat en grammatika, en bied aan hulle nuwe maniere om hulself uit te druk.
- ✱ Interessante en opwindende stories help om kinders se verbeelding en kreatiwiteit te stimuleer.
- ✱ Stories bied voorbeelde van hoe mense die uitdagings waarvoor hulle te staan kom, hanteer, en help kinders om empatie te ontwikkel.



The power of reading for enjoyment

When a school believes in the power of reading for enjoyment and allows its children to experience this first-hand, it sparks in them an interest in reading and writing.

Why reading for enjoyment matters

- ✱ Reading aloud with children is known to be the single most important activity for building the knowledge and skills they need to learn to read.
- ✱ Stories expose children to rich, complex language. They deepen children's knowledge of how we use language, teach them vocabulary and grammar, and offer them new ways to express themselves.
- ✱ Interesting and exciting stories help stimulate children's imagination and creativity.
- ✱ Stories provide examples of how people meet the challenges that face them and help children develop empathy.

Maak stories deel van die skoollewe

Laat die kinders in julle skool lees en die vertel van stories gereeld as deel van hul lewens by die skool ervaar – nie net in die klaskamer nie, maar ook op ander tye.

- ✱ Moedig ouers en ander versorgers aan om op pad skool toe vir kinders stories te lees en te vertel.
- ✱ Skep 'n ruimte met prenteboeke waar ouer kinders wat vroeg by die skool aankom, saam met jonger kinders kan sit en vir hulle stories kan lees.
- ✱ Verander minstens een saalbyeenkoms per maand in 'n byeenkoms wat op stories fokus. Reël dat een van die personelede 'n storie vertel, laat 'n groep kinders 'n storie opvoer, of vra 'n klas om vir die res van die skool te vertel wat hulle doen om 'n liefde vir lees te kweek.
- ✱ Maak lees vir genot deel van wat kinders ná skool doen deur 'n leesklub by julle skool te begin.

Making stories part of school life

Let the children at your school experience storytelling and reading regularly as a part of their lives at school – not just in the classroom, but at other times too.

- ✱ Encourage parents and other caregivers to read and tell stories to children on their way to school.
- ✱ Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- ✱ Turn at least one school assembly a month into a story-focused one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- ✱ Make reading for enjoyment part of what children do after school too by starting a reading club at your school.

Om hardop vir kinders te lees maak nie outomaties van hulle topleerders nie, maar dit help hulle om uitstekende geheues te ontwikkel, om meer te weet en te verstaan, en om krities en logies te dink.



Reading aloud to children will not magically make them top learners, but it will help them to develop excellent memories, to understand and know more, and to think critically and logically.



Drive your
imagination



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



Geletterdheidsaadjies!

Leeshulpbronne vir die VKO-klaskamer

Literacy Seeds!

Reading resources for the ECD classroom



Beste ouers en versorgers van jong kinders, in hierdie uitgawe wil ons op Wêreldonderwyserdag op 5 Oktober spesiaal vir VKO-onderwysers en -fasiliteerders BAIE DANKIE! sê!

Kinders kan stories wat ver bo hul eie leesvermoë is, verstaan en geniet wanneer die stories vir hulle goed en hardop gelees word in tale wat hulle ken. Elke groep kinders vir wie jy lees, is uniek, en as jy baie boeke ken, sal jy dus makliker een kan kies wat hulle sal geniet.

Dear parents and caregivers of young children, in this edition we would like to say a special THANK YOU! to ECD teachers and facilitators on World Teacher's Day, which falls on 5 October!

Children are able to understand and enjoy stories that are far beyond their own reading ability when they hear stories read aloud well in languages they know. Each group of children you read to is unique, so knowing lots of books will help you find one that they will enjoy.

- ☉ **Watter storie moet ek kies?** Kies stories wat jy geniet om te lees, wat by jou gehoor se belangstellings pas, in 'n taal geskryf is wat die kinders maklik verstaan en wat hulle horisonne sal verbreed. Boeke met rym, ritme en herhaling werk goed as jy vir jong kinders hardop lees en is ook 'n wonderlike manier om 'n nuwe taal bekend te stel.



- ☉ **Vir wie lees ek?** As jy vir 'n groep kinders van verskillende ouderdomme lees, kies 'n styl wat by die jonger kinders in die groep aanklank sal vind.
- ☉ **Hoe groot is die groep vir wie ek gaan lees?** Indien jy vir 'n groep lees wat die prente maklik sal kan sien, of as jy kan rondbeweeg terwyl jy lees, moet jy die prente in die boek vir die kinders wys terwyl jy lees. Wanneer jy vir 'n groot groep lees, gebruik liggaamsbewegings, klankeffekte en rekwisiete om jou storie lewendig te maak.
- ☉ **Watter storiehulpmiddels kan ek gebruik?** Prente, poppe, hoede en voorwerpe wat in die storie genoem word, kan alles gebruik word om te help om die storie lewendig te maak.

- ☉ **What story should I choose?** Choose stories that you enjoy reading, that match your audience's interests, are in languages that they understand easily and that expand their world. Books with rhyme, rhythm and repetition make good read-aloud books for young children and are also a great way of introducing a new language.
- ☉ **Who am I reading to?** If you're reading to a group of children who are different ages, then choose a style that will appeal to the younger children in the group.
- ☉ **What size group will I be reading to?** If you're reading to a group who can see the pictures clearly or if you can move around while you read, show the children the pictures in the book while you read. When you're reading to a large group, use body movements, sound effects and props to bring your story to life.
- ☉ **What story aids can I use?** Pictures, puppets, hats and objects mentioned in the story can all be used to help a story come alive.

Practice makes perfect, so it's always a good idea to read the story aloud a few times before you read it to a group of children!



Al doende leer 'n mens, en daarom is dit altyd 'n goeie idee om die storie 'n paar keer hardop te lees voordat jy dit vir 'n groep kinders lees!



Vind leeshulpbronne

- ⚙ Daar is niks so lekker as om 'n storie in jou huistaal te lees nie! Maak dus seker dat jy boeke in soveel van die kinders se huistale as moontlik het.
- ⚙ Kies boeke wat by die belangstellings en leesvlak van die kinders in jou klas pas.
- ⚙ Onthou dat jy boeke meer as een keer kan lees! Kinders geniet dit dikwels as hulle gunstelingstories weer en weer vir hulle gelees word.
- ⚙ Lees, skryf en teken gaan hand aan hand! Maak dus seker dat jy 'n goeie voorraad papier, kryte, penne en potlode in jou klaskamer het.

Finding reading resources

- ⚙ Nothing beats reading a story in your home language! So, make sure that you have books in as many of the children's home languages as possible.
- ⚙ Choose books that suit the interests and reading levels of the children in your class.
- ⚙ Remember that you can read books more than once! Children often enjoy having their favourite stories reread to them.
- ⚙ Reading, writing and drawing go together! So, make sure that you always have a good supply of paper, crayons, pens and pencils in your classroom.



Drive your imagination



Hanteer boeke met sorg

Boeke is kosbaar, en dit is verstaanbaar dat ons hulle wil bewaar. Maar kinders moet die boeke lees, en hulle kan dit nie doen as die boeke toegesluit is nie! Hier volg 'n paar voorstelle om kinders te leer hoe om boeke met sorg te hanteer sodat hulle dit weer en weer kan geniet.

- * Ons kan nie van kinders verwag om boeke met sorg te hanteer as hulle nie lief is vir stories nie! Wanneer jy tyd saam met kinders deurbring en vir hulle stories lees, leer hulle gou om boeke te koester.
- * Kinders leer meer deur te kyk na wat ons doen as wanneer ons vir hulle sê wat om te doen. Terwyl jy byvoorbeeld vir hulle lees, kan jy die bladsye versigtig omblaai, en wanneer jy 'n storie klaar gelees het, kan jy die boek weer op sy plek in die boekrak bêre.
- * Moedig ouderdomsgepaste boekgedrag aan. Ons kan byvoorbeeld van sewejariges verwag om die bladsye van 'n boek versigtig om te blaai, maar baie vyfjariges leer nog hoe om dit te doen.
- * Help kinders om na boeke om te sien deur spesiale plekke te skep om die boeke te bêre. Jy kan rakke gebruik wat die kinders maklik kan bykom, en ook versierde graankosbokse, skoenbokse, roomyshouers en mandjies.

Soos met die meeste dinge in die lewe verg dit tyd, oefening en aanmoediging om te leer om boeke met sorg te hanteer.



Caring for books

Books are precious, and so it is understandable that we want them to last. But we also need children to read them, and they can't do that if the books are locked away! Here are some suggestions to help children learn to take care of books so that they can be enjoyed over and over again.

- * We cannot expect children to treat books well if they do not love stories! When you spend time reading and enjoying stories with children, they soon learn to treasure books.
- * Children learn more by watching us than by being told what to do. For example, as you read to them, turn the pages carefully, and when you have finished reading a story, return the book to its place on the bookshelf.
- * Encourage age-appropriate book behaviour. For example, we can expect seven-year-olds to turn the pages of a book gently, but many five-year-olds are still learning to do this.
- * Help children learn to care for books

by creating special places to store them. You can use shelves that are easy for them to reach, as well as decorated cereal boxes, shoe boxes, plastic ice cream containers and baskets.

As with most things in life, learning to take care of books involves time, practice and encouragement.

Meer tale, meer hulpbronne

Dit behoort nie vir kinders 'n opsionele ekstra te wees dat iemand in hul eie taal vir hulle lees nie. Dit is regtig 'n noodsaaklike en kragtige deel daarvan om taal aan te leer en geletterdheid te ontwikkel.

- ★ Sing liedjies en sê rympies op in die huistaal/-tale van al die kinders.
- ★ Omring kinders met die gedrukte woord in al hulle tale deur jou eie tweetalige of veeltalige plakkaat te maak oor onderwerpe waarin hulle belangstel.
- ★ Lees hardop vir die kinders in al die tale wat jy kan praat en lees.
- ★ Gebruik 'n selfoon om ouers, grootouers en ander versorgers op te neem wat stories in hulle huistaal/-tale vertel – en laat die kinders dan na hierdie opnames van die stories luister.
- ★ Laat kinders wat dieselfde huistaal praat, in groepe storieboeke lees en daaroor gesels.



More languages, more resources

Being read to in your own language should not be an optional extra for children. It is really an essential and powerful part of learning language and developing literacy.

- ★ Sing songs and say rhymes in the home language(s) of all the children.
- ★ Surround children with print in all their languages by making your own bilingual or multilingual posters on topics that interest them.
- ★ Read aloud to the children in all the languages that you can speak and read.
- ★ Use a cellphone to record parents, grandparents and other caregivers telling and/or reading stories in their home language(s) – and then let the children listen to these stories.
- ★ Let the children who speak the same home language read and talk about storybooks together in groups.



Vind stories in elf tale by
www.nalibali.org.

Find stories in eleven languages at
www.nalibali.org.



Drive your
imagination

"Boeke is goed. Boeke is pret. Boeke is noodsaaklik!"



"Books are good. Books are fun. Books are necessary!"

Dit is die boodskap wat **Paleng**, 'n geletterdheids-organisasie vir kinders in die landelike gebiede van Lesotho, deel met die kinders na wie hulle uitreik. Dit is kinders wat geen boeke by die huis het nie en wie se belangstellings, kulturele konteks en taal dikwels nie ernstig opgeneem word in die boeke wat by die skool beskikbaar is nie.

"Ons skep en deel al van 2015 af ons eie tweetalige boeke met prentestories vir jong kinders.

"In die landelike gebiede is daar geen dwingende rede vir kinders om lewenslange lesers te wees wanneer hulle klaar is met laerskool nie. Hulle het nie geleer dat lees pret of leersaam is, dat lees 'n mens se lewe kan verryk en dat lees nuttig en ononderhandelbaar in vandag se wêreld is nie. Paleng se visie is daarom om aan soveel moontlik kinders in landelike gebiede in Suider-Afrika gratis leesmateriaal te verskaf wat hulle huis toe kan neem, wat geskik is vir hul konteks, hul ouderdom, hul leesvlak en die taal wat hulle praat.

"Ons hoop ons boeke kruip diep in die lewens van kinders in en dat dit 'leessaadjies' plant wat deur die kinders se hele lewens sal bly groei en ontwikkel in 'n liefde vir lees."



Marion Drew en Khothatso Ranoosi,
medestigters van Paleng
Marion Drew and Khothatso Ranoosi,
co-founders of Paleng

This is the message that **Paleng**, a children's literacy organisation in rural Lesotho, shares with the children who they reach out to. These are children who have no books at home and whose interests, cultural context and language is often not seriously considered in the books at school.

"We have been creating and sharing our own bilingual picture storybooks for young children since 2015.

"In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one's life and that reading is useful and non-negotiable in today's world. Paleng's vision is, therefore, to provide as many rural children in Southern Africa as possible with free, mine-to-

take-home reading material that is appropriate for their context, their age, their reading level and their language.

"We hope our books burrow deep into the lives of children and that they plant little 'reading seeds' that will grow throughout the children's lives and bloom into a love of reading."

Ons biblioteek, boeke en boekfeeste het baie Basotho-kindere in landelike gebiede die kans gegee om die vreugde wat storieboeke bring, te ervaar.



Our library, books, and book festivals have allowed many rural Basotho children to experience the joy of storybooks.



"Ons span het tot nou toe al 13 tweetalige boeke vir kinders in landelike gebiede van 4-15 jaar geproduseer en ons het deur middel van ons boekfeeste met meer as 1 000 kinders gewerk."



"So far, our team has produced 13 bilingual books for rural children aged 4-15 and we have worked with over 1 000 children through our book festivals."

Om meer oor Paleng uit te vind



To find out more about Paleng



www.palengplaceofstories.org



info@palengplaceofstories.org



[palengschildren](https://www.instagram.com/palengschildren)



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

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 stippellyne.



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.

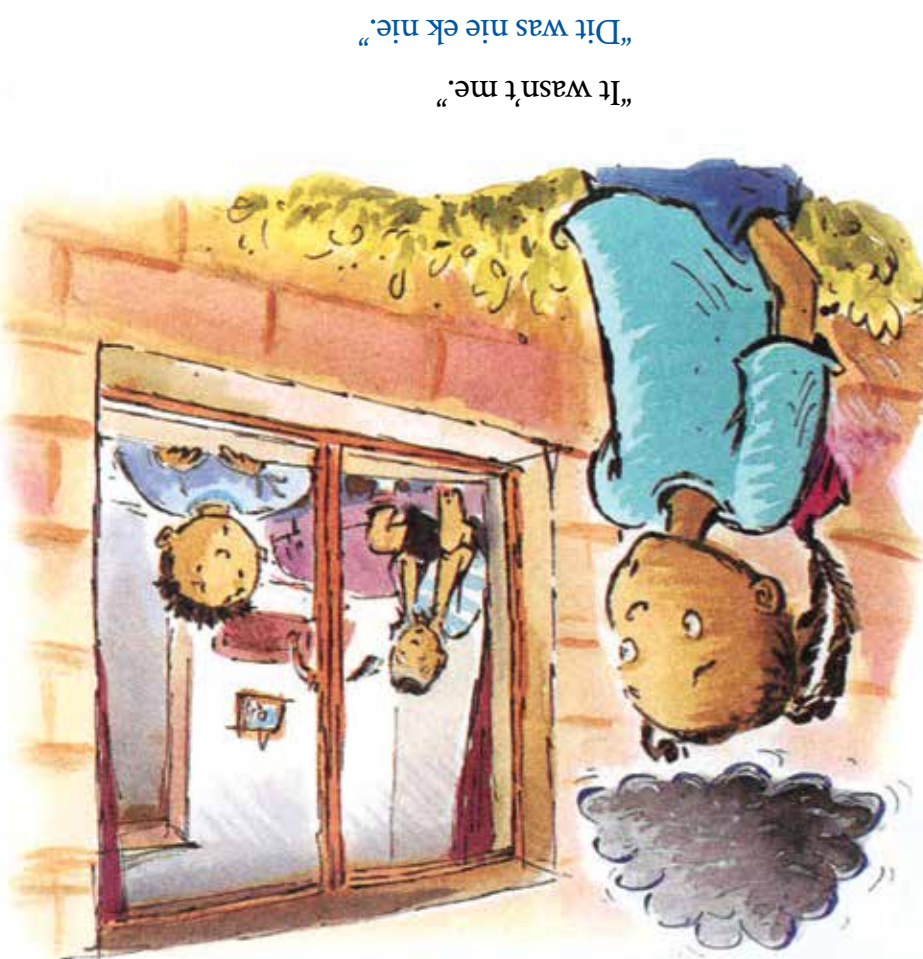


Drive your
imagination



“Oh my goodness, Charlene ... what happened here?”
 “The goats! They ate up all my carrots and cabbages,
 my cauliflower and beans, beetroot and spinach too.
 Someone left the gate open!”
 “It wasn’t me.”

“Liewe land, Charlene ... wat het gebeur?”
 “Dit was die bokke! Hulle het al my wortels en
 kopkool, blomkool en boonsties, en beet en
 spinasie opgevreet. Iemand het die tuinhekkies
 oopgelos!”
 “Dit was nie ek nie.”



“It wasn’t me.”
 “Dit was nie ek nie.”

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!

- ★ Why do you think Lily didn’t say she was the one who had left the gate open when Ouma first asked?
- ★ Why do you think the picture of the cloud above Lily’s head gets bigger during the story and then “rains” on page 12?
- ★ Is it sometimes scary to own up if you’ve done something wrong? Why or why not?
- ★ Is owning up the right thing to do? Why or why not?

Raak doenig met stories!

- ★ Hoekom dink jy het Lily gesê sy was nie die een wat die tuinhekkies oopgelos het toe Ouma die eerste keer gevra het nie?
- ★ Hoekom dink jy word die prent van die wolk bo Lily se kop groter gedurende die storie, en “reën” dan op bladsy 12?
- ★ Is jy soms bang om te erken as jy iets verkeerd gedoen het? Hoekom of hoekom nie?
- ★ Is dit die regte ding om te erken as jy iets verkeerd gedoen het? Hoekom of hoekom nie?

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
 imagination

It wasn’t me



Dit was nie ek nie

Glynis Clacherty • Tasia Rosser

Ideas to talk about: Think of a time when you made a mistake that affected someone else. What was the mistake you made? How did you feel when you realised that you had made a mistake? What did you do next? What else could you have done?

Idees om oor te praat: Dink aan ’n keer toe jy ’n fout gemaak het wat iemand anders geraak het. Watter fout het jy gemaak? Hoe het jy gevoel toe jy besef jy het ’n fout gemaak? Wat het jy daarna gedoen? Wat anders kon jy gedoen het?

“Julle seuns maak my gek! Gaan na julle kamers toe!”
“Dit was nie ons nie, Ouma.”
“You boys, you make me crazy! Go to your room!”
“It wasn’t us, Ouma.”



“Don’t open the gate to my garden, Lily!” Ouma always said. “The goats will get in and eat up all my carrots and cabbages and cauliflower and beans; all my beetroot, tomatoes and spinach too. Don’t open the gate to my garden whatever you do.”



“Ek het tamaties nodig, Ouma – vir bredie,” sê Ma.
“Ek het geen tamaties nie! Die bokke het hulle opgevreet
en ook my wortels en kopkool, my blomkool en
boontjies, en my beet en spinasie. Iemand het die
tuinhekkies oopgelos!”
“Dit was nie ek nie.”
“I need tomatoes, Ouma – for bredie,” said Ma.
“No tomatoes! The goats ate them up and my carrots
and cabbages, my cauliflower and beans, beetroot and
spinach too. Someone left the gate open!”
“It wasn’t me.”





Little Bear knows how to count to ten. That's how he knows that one of the bear cubs is missing! Where can it be?

This story was specially created for Nal'ibali – a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading.



Klein Beertjie weet hoe om tot tien te tel. Dis hoe hy weet dat een van die beerwelpies weg is! Waar kan die welpie wees?

Hierdie storie is spesiaal vir Nal'ibali geskep – 'n nasionale lees-vir-genotveldtog wat kinders se potensiaal deur lees en die vertel van stories wil laat vlamvat.

Get story active!

- ★ Do you know your important information such as your address, a family member's telephone number and someone you could contact in an emergency? Write it in your diary.
- ★ There are no bears in South Africa. Retell the story using animals found in South Africa.
- ★ Now draw a picture for your story with South African animals.

Raak doenig met stories!

- ★ Ken jy jou belangrike inligting soos jou adres, 'n familielid se telefoonnommer en iemand wat jy in 'n noodgeval kan kontak? Skryf dit in jou dagboek neer.
- ★ Daar is nie bome in Suid-Afrika nie. Herhaal die storie met diere wat in Suid-Afrika gevind word.
- ★ Teken nou 'n prent vir jou storie met Suid-Afrikaanse diere.

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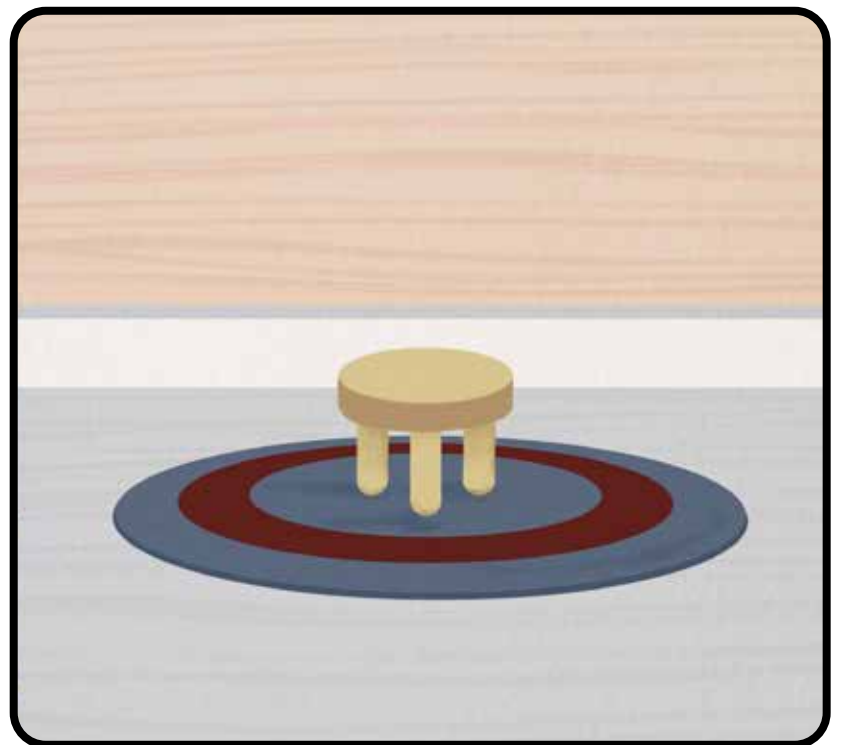


Drive your
imagination



Daar is net nege beerwelpies!
ses, sewe, agt, nege beerwelpies.
Klein Beertjie vryf sy oë en tel weer. "Een, twee, drie, vier, vyf, sewe, agt, nege beerwelpies," tel Klein Beertjie.
Beertjie sodat hy hulle kan tel. "Een, twee, drie, vier, vyf, ses, Daardie aand voor aandete staan die beerwelpies voor Klein Beertjie.
That night before supper, the bear cubs stood in front of Little Bear to be counted. "One, two, three, four, five, six, seven, eight, nine bear cubs," counted Little Bear.
Little Bear rubbed his eyes and counted again. "One, two, three, four, five, six, seven, eight, nine bear cubs."
There were only nine bear cubs!

The missing bear cub

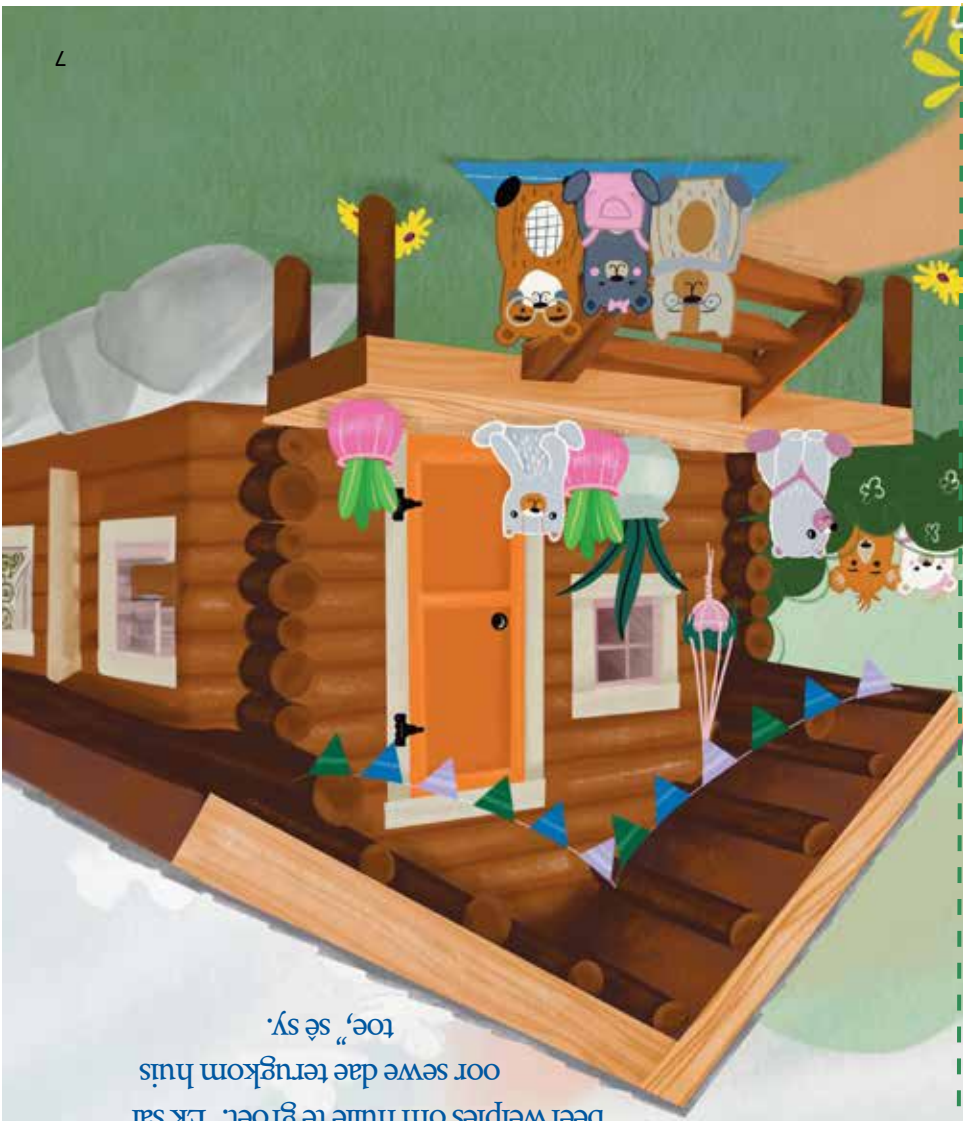


Die beerwelpie wat weggeraak het

Pumeza Ngobozana • Julie Smith-Belton

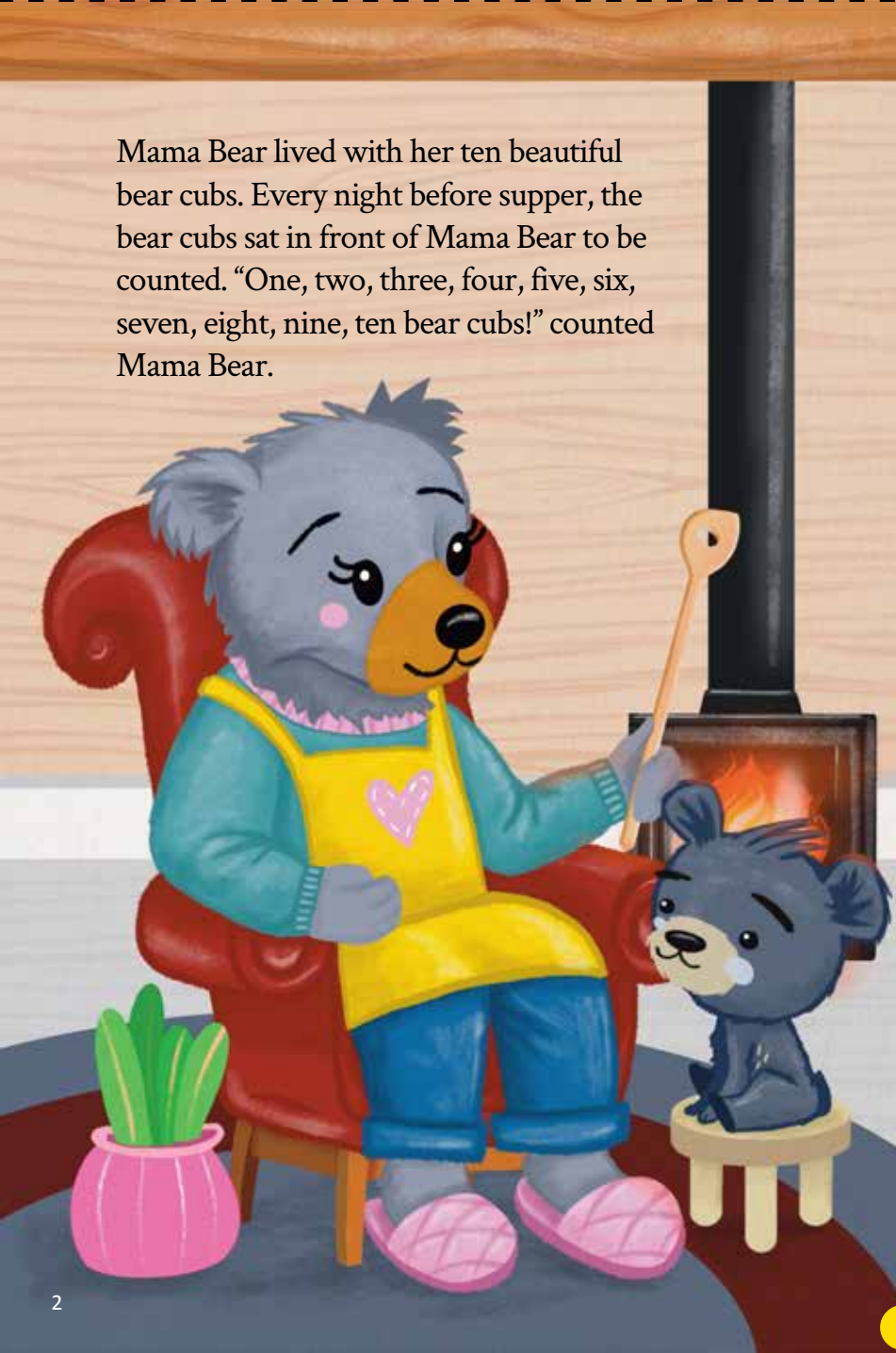
Ideas to talk about: Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

Idees om oor te praat: Hoekom is dit belangrik dat 'n kind altyd 'n betroubare volwassene soos 'n familielid, buurman of -vrou of onderwyser laat weet waar hulle sal wees? Wat kan 'n kind doen as hulle verdwaal het?

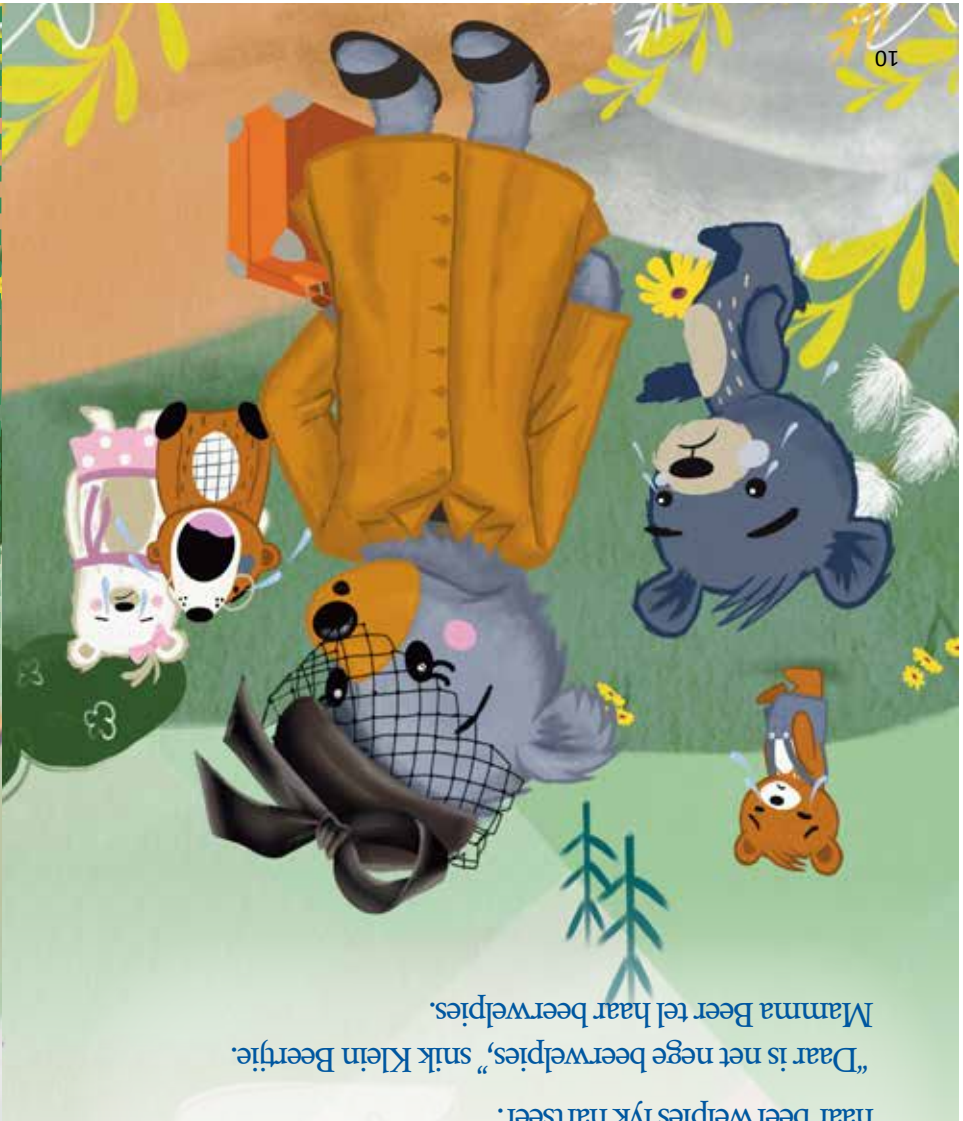


The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

Die volgende oggend druk en soen Mamma Bear al haar beervelpies om hulle te groet. "Ek sal oor sewe dae terugkom huis toe," se sy.



Mama Bear lived with her ten beautiful bear cubs. Every night before supper, the bear cubs sat in front of Mama Bear to be counted. "One, two, three, four, five, six, seven, eight, nine, ten bear cubs!" counted Mama Bear.



Seven days later, Mama Bear returned home. All her bear cubs looked sad.

"There are only nine bear cubs," sobbed Little Bear.

Mama Bear counted her bear cubs.

Sewe dae later kom Mamma Bear terug huis toe. Al haar beervelpies lyk hartseer.

"Daar is net nege beervelpies," snik Klein Beertjie.

Mamma Bear tel haar beervelpies.





One day, Granny Bear became sick. Mamma Bear would have to go away to help Grammy get better. “Little Bear, every night before supper while I am away, you must count the bear cubs. There are ten bear cubs,” said Mamma Bear.

Endag word Ouma Bear siek. Mamma Bear sal moet weggaa om Ouma te help om gesond te word. “Klein Beertjie, wanneer ek weg is, moet jy die beerwelpies elke aand voor aandete tel. Daar is tien beerwelpies,” sê Mamma Bear.

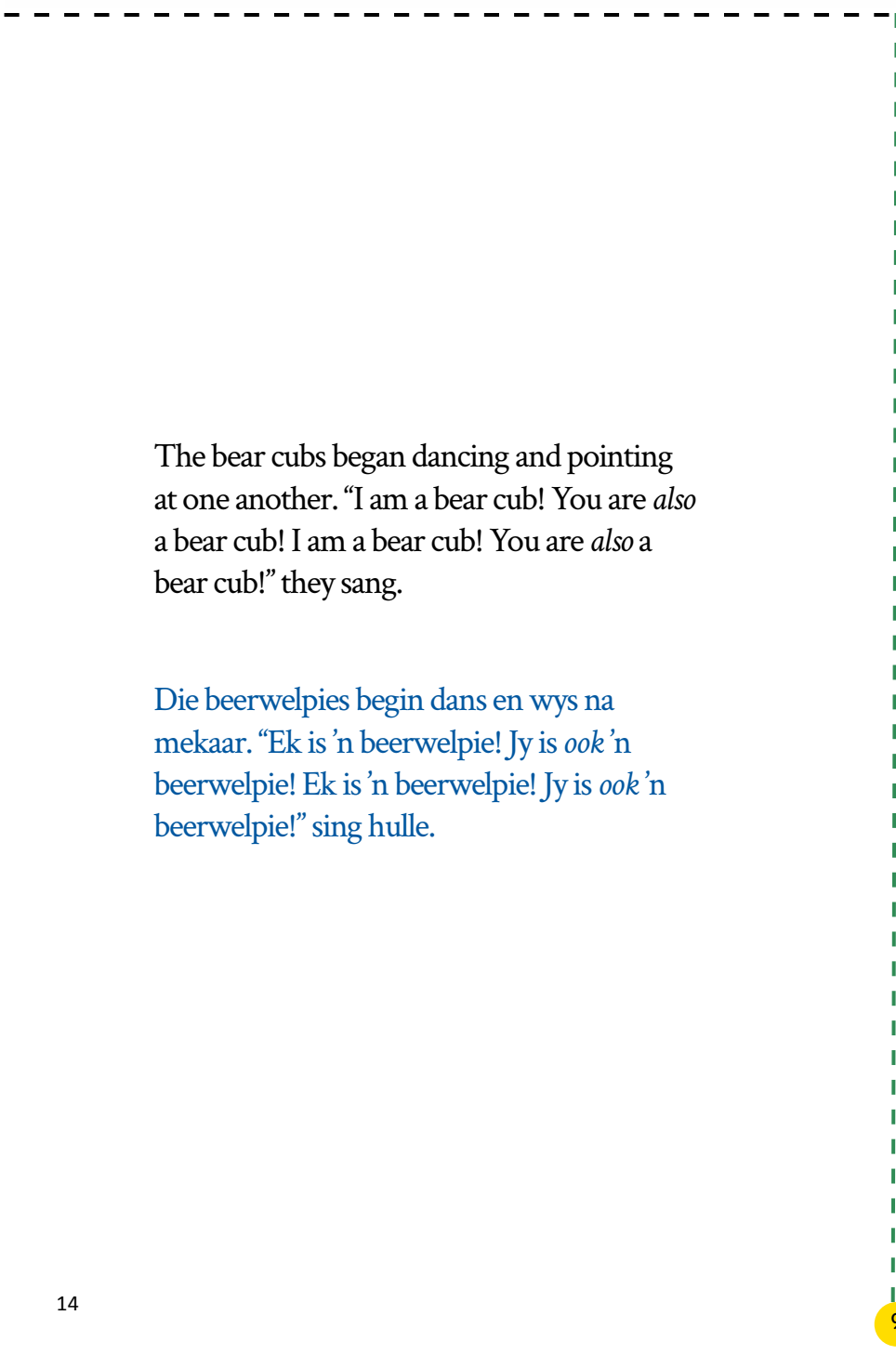


Mamma Bear woon saam met haar tien pragtige beerwelpies. Elke aand voor aandete sit die beerwelpies voor Mamma Bear sodat sy hulle kan tel. “Een, twee, drie, vier, vyf, ses, sewe, agt, nege, tien beerwelpies!” tel Mamma Bear.



“Tel weer die beerwelpies, Klein Beertjie,” sê Mamma Bear. “Een, twee, drie, vier, vyf, ses, sewe, agt, nege beerwelpies,” tel Klein Beertjie. “Daar is nog altyd net nege beerwelpies,” sê hy hartseer.

“Count the bear cubs again, Little Bear,” said Mamma Bear. “One, two, three, four, five, six, seven, eight, nine bear cubs,” counted Little Bear. “There are still only nine bear cubs,” he said sadly.



The bear cubs began dancing and pointing at one another. “I am a bear cub! You are *also* a bear cub! I am a bear cub! You are *also* a bear cub!” they sang.

Die beerwelpies begin dans en wys na mekaar. “Ek is ’n beerwelpie! Jy is *ook* ’n beerwelpie! Ek is ’n beerwelpie! Jy is *ook* ’n beerwelpie!” sing hulle.

Klein Beertjie luister mooi terwyl Mamma Beer tel. Dis hoe hy leer tel het.



Little Bear listened carefully as Mama Bear counted. That is how he learnt to count.

“Yes, Little Bear, you always have to remember to count *yourself*,” said Mama Bear. “You are *also* a bear cub!”



“Count the bear cubs again, Little Bear,” said Mama softly. “This time, start by counting *yourself*.”
“One . . . two, three, four, five, six, seven, eight, nine, ten bear cubs!” smiled Little Bear.

“Tel weer die beerwelpies, Klein Beertjie,” sê Mamma saggies. “Begin hierdie keer deur jouself te tel.”

“Een . . . twee, drie, vier, vyf, ses, sewe, agt, nege, tien beerwelpies!” glimlag Klein Beertjie.



“Ja, Klein Beertjie, jy moet altyd onthou om *jouself* te tel,” sê Mamma Beer. “Jy is *ook* ’n beerwelpie!”

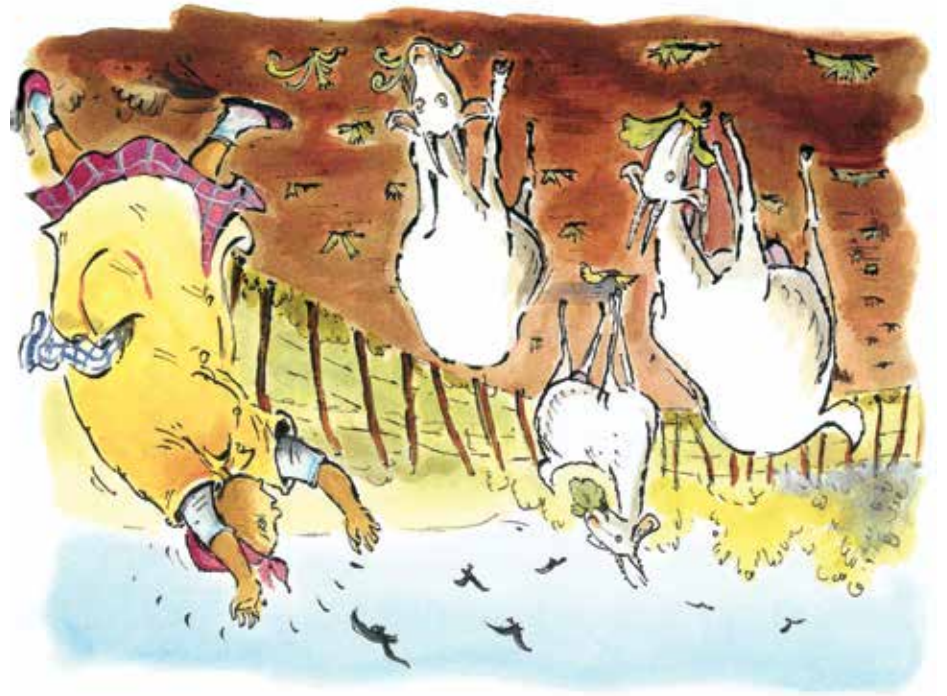


“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

And that’s what Lily and Ouma did ... the very next day!

“Lily, liefie! Dis nie mooi om te jok nie. Leuens maak almal seer. Maar ek is bly jy het op die ou end die waarheid gepraat. Jy sal my moet help om weer wortels en kopkool, blomkool, boontjies, beet, tamaties en spinasie te plant.”

En dis wat Lily en Ouma doen ... net die volgende dag!



“NEEEEEEE! Die bokke het my wortels opgevreet! En my kopkool en blomkool en boontjies, beet, tamaties en spinasie! Wie het die tuinkekkie oopgelos?” vra Ouma.

“AAAAAA! The goats have eaten up my carrots, they’ve eaten my cabbages and cauliflower and beans, my beetroot, tomatoes and spinach too. Who opened the gate to my garden?” asked Ouma.

“Moenie my tuinkekkie ooplos nie, Lily!” sê Ouma altyd. “Die bokke sal inkom en al my wortels en kopkool en blomkool en boontjies opvrete. Ook my beet, tamaties en spinasie. Jy kan enigiets doen, maar moenie my tuinkekkie ooplos nie.”





... OVER the fence ... Over the fence of
Ouma's vegetable garden!
... OOR die draad ... Oor die draad om
Ouma se groentetuin!



The dragon-fly flew up and ...

Die naaldekoker vlieg op en ...



... up and ...

... op en ...



"No veggies, Ouma?" asked Dad.

"No veggies tonight! Someone left the gate open!"

"IT WAS ME! I'm sorry, Ouma."

Ouma looked sad, Mum looked sad, Dad looked sad
and Quinton looked sad, Jerome looked sad and Lily
... Lily was sad too!

"Geen groente nie, Ouma?" vra Pa.

"Geen groente vanaand nie! Iemand het die
tuinhekkie oopgelos!"

"DIT WAS EK! Ek is jammer, Ouma."

Ouma lyk hartseer, Ma lyk hartseer, Pa lyk
hartseer en Quinton lyk hartseer, Jerome lyk
hartseer en Lily ... Lily is ook hartseer!

16 Oktober is Wêreldvoedseldag!



Sop is heilsame en voedsame kos wat oral in die wêreld op verskillende maniere gemaak word. Dit hou ook baie gesondheidsvoordele vir ons in, want:

- ★ Sop word met baie water gemaak, wat kan keer dat ons ontwater.
- ★ Sop word dikwels met groente en peulplante gemaak, wat propvol vitamienes, minerale en vesel in een maaltyd is.
- ★ Sop laat ons versadig en tevrede voel, wat ons kan help om gewig te verloor of 'n gesonde gewig te handhaaf.
- ★ Sop word dikwels gekook totdat al die bestanddele sag en fyn is, wat dit maklik maak om te verteer.
- ★ Sop is trooskos, veral wanneer ons siek is.

Van watter sop hou jy die meeste?

Soup is a wholesome and nourishing food that is made in different ways all over the world. It also has many benefits for our health because:

- ★ Soup is made with a lot of water, which can help us stay hydrated.
- ★ Soup is often made with vegetables and legumes, which provide lots of vitamins, minerals and fibre in one meal.
- ★ Soup makes us feel satisfied and full, which can help us lose weight or keep to a healthy weight.
- ★ Soup is often cooked until all the ingredients are soft and fine, which makes it easy to digest.
- ★ Soup is comforting and soothing, especially when we're ill.

What is your favourite soup?

☆ bevredigend ☆ vullend ☆ smaaklik ☆ gesond ☆ heerlik ☆ lekker
☆ satisfying ☆ hearty ☆ delicious ☆ tasty ☆ healthy ☆ yummy

16 October is World Food Day!

Kontak ons op een van die volgende maniere: • Contact us in any of these ways:

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Molemo en die towerbaadjie



Deur Siphiliselwe Makhanya ■ Illustrasies deur Geoff Walton

Dit is 'n yskoue oggend. Molemo druk sy hande dieper in die sakke van sy skoolbroek in en trek sy skouers op terwyl hy wag om by die verkeerslig oor die straat te stap. Hy het twee T-hemde onder sy wit skoolhemp aan, maar hy kry steeds koud.

"Brrrrrr," sê Molemo en stamp sy voete terwyl hy wag dat die verkeerslig oorslaan. "Ek wens Ouma het genoeg geld gehad om vir my 'n baadjie te koop."

Toe die groen mannetjie op die verkeerslig verskyn, begin Molemo oor die straat stap. Maar net toe hoor hy iemand agter hom skree. Toe hy omkyk, sien hy hoe 'n man met 'n ou tannie stoei en haar handsak probeer gryp.

"Help! Help!" skree die tannie.

Molemo dink nie verder nie – hy hardloop om die ou tannie te help en skop die man so hard as wat hy kan op sy enkel. Die man skree van pyn en laat los die tannie se handsak. Toe hinkpink hy so vinnig hy kan daar weg.

"Jammer, Tannie, het jy jou seergemaak?" vra Molemo, terwyl hy die tannie help om op te staan. Sy het geval toe die dief haar handsak laat los het. "Hou aan my skouer vas," sê Molemo.

Die ou tannie bewe, en dit lyk of sy wil begin huil. "Dankie, baie dankie," sê sy. "Ek weet nie wat deesdae met mense aangaan nie."

Toe die ou tannie weer regop staan, tel Molemo haar besittings op en gee dit vir haar aan. "Ten minste is daar nog steeds gawe jongmense soos jy," glimlag sy.



Later daardie middag stap Molemo op pad huis toe by dieselfde stel verkeersligte oor die pad. Tot sy verbasing staan die ou tannie daar vir hom en wag. Sy glimlag toe sy hom sien. "Jong man! Ek het iets vir jou!" sê sy en gee vir Molemo 'n netjies toegedraaide pakkie. "Maak dit oop wanneer jy by die huis kom."

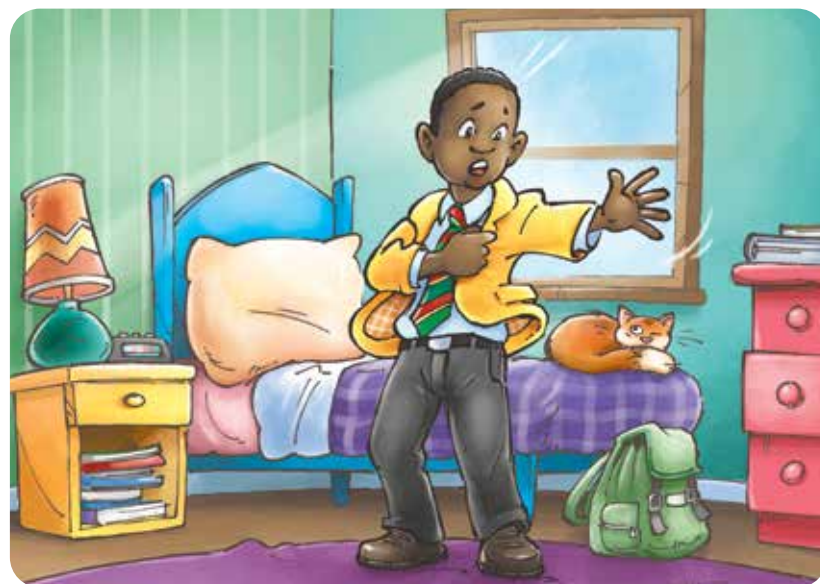
Molemo voel verleë. "Tannie hoef nie vir my eni..., begin hy sê.

"Vat dit, vat dit," val die tannie hom in die rede. "Dit is presies wat jy nodig het. Toe ek jou ontmoet het, het ek geweet dit sal perfek wees vir jou." Sy klop Molemo op die rug en gee sy skouer 'n drukkie. "Gee dit vir 'n ander kind wat net so gaaf is soos jy wanneer dit nie meer vir jou pas nie." Toe draai sy om en stap weg.

Toe Molemo by die huis kom, maak hy die pakkie oop. Binne-in is 'n heldergeel baadjie. Daar is sakke aan die buitekant en 'n pragtige ruitpatroon op die voering aan die binnekant. Dit is pragtig. Maar toe hy dit uithaal, sien hy dat dit taamlik klein is.

Molemo voel teleurgesteld. "Dit sal my nooit pas nie!" dink hy. Maar omdat dit so 'n mooi baadjie is, pas hy dit tog aan.

En toe gebeur iets verrassends – die baadjie se regtermou lyk of dit langer word toe hy sy arm daarin steek. Dit word langer en langer totdat dit presies die regte lengte vir sy arm is. Molemo kan sy oë nie glo nie. Dit kan nie waar wees nie! Molemo steek sy ander arm in die linkermou van die baadjie. En weer word dit langer en langer tot dit hom pas.



Die baadjie pas Molemo perfek. Hy stap buitentoe en kyk na sy weerkaatsing in die venster. Hy gaan staan met sy hande op sy heupe en dan weer met sy hande in die baadjie se sakke. Hy lyk goed!

Net toe kom sy ouer suster, Nina, om die hoek. Sy lyk moeg. Molemo vat haar sak en volg haar in die huis in. "Hoe gaan dit? Wat van 'n koppie tee?" vra hy.

Nina gaan sit by die kombuistafel. "Ek's oukei, net moeg," sê sy en probeer glimlag. "Dis harde werk om werk te soek. Tee sal lekker wees, dankie."

Dit voel of Nina al vir ewig werk soek. Dit maak Molemo hartseer. Sy het so hard gewerk om skool klaar te maak, en hy weet sy voel sleg dat sy drie jaar later nog nie werk gekry het nie.

"Ek's seker jy sal binnekort iets kry, Nina. Jy's 'n harde werker en jy hou nooit op probeer nie," sê Molemo.

Hy draai om en steek die paraffienstofie aan om water vir haar tee te kook. "Ek wens Nina kan 'n goeie werk kry," dink hy. Hy sit die ketel op die stofie en sit 'n koppie met 'n teesakkie reg.

Molemo druk sy hande in die baadjiesakke terwyl hy wag dat die water kook. Toe voel hy 'n stukkie papier in die hoekie van die regterkantste sak. Hy is verbaas. Molemo wonder of dit heeltyd daar was en hy dit net nie opgelet het nie.

Hy haal die stukkie papier versigtig uit die sak. Dit is 'n koerantadvertensie wat netjies opgevou is en sê: **WERKGELEENTHEID: Matrikulant gesoek!**

Molemo glimlag. Dit lyk of sy familie se geluk aan die verander is, en dis alles te danke aan die ou tannie se geskenk.

Raak doenig met stories!

- ★ Het jy al ooit die geleentheid gehad om 'n ouer persoon te help? Wat het gebeur? Hoe het jy ná die tyd gevoel?
- ★ Teken 'n prent van jou wat iemand help. Skryf onderaan jou prent 'n sin neer wat beskryf wat in die prent gebeur.

- ★ Wat is die beste geskenk wat jy al van 'n familielid ontvang het? Hoekom hou jy so baie daarvan? Teken 'n prent van die geskenk.



Drive your
imagination



Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



It was a freezing cold morning. Molemo pushed his hands deeper into the pockets of his school pants and pulled up his shoulders as he waited to cross the road at the robot. He wore two T-shirts under his white school shirt, but he still felt cold.

"Brrrrrrr," said Molemo, stamping his feet while he waited for the robot to change. "I wish Granny had enough money to buy me a jacket."

As soon as the little green man appeared on the robot, Molemo started to cross the road. But that's when he heard a scream behind him. As he turned around to look, he saw a man struggling with an old woman and trying to take her handbag.

"Help! Help!" shouted the woman.

Molemo didn't stop to think – he ran to help the old woman and kicked the man on the ankle as hard as he could. The man howled in pain and let go of the woman's handbag. Then he limped away as quickly as he could.

"Sorry, Mama, did he hurt you?" asked Molemo, helping the woman to stand up. She had fallen over when the robber had let go of her handbag. "Grab onto my shoulder," Molemo said.

The old woman was shaking and she looked like she wanted to cry. "Thank you, thank you," she said. "I don't know what has gotten into people these days."

Once the old woman was standing up again, Molemo picked up her things and gave them back to her. "At least we still have kind young



people like you," she smiled.

Later that afternoon, Molemo crossed the road at the same robots on his way home. To his surprise, the old woman was there waiting for him. She smiled when she saw him. "Young man! I have something for you!" she said as she gave Molemo a carefully wrapped packet. "Open it when you get home."

Molemo felt embarrassed. "You don't have to give me anythi...", he began.

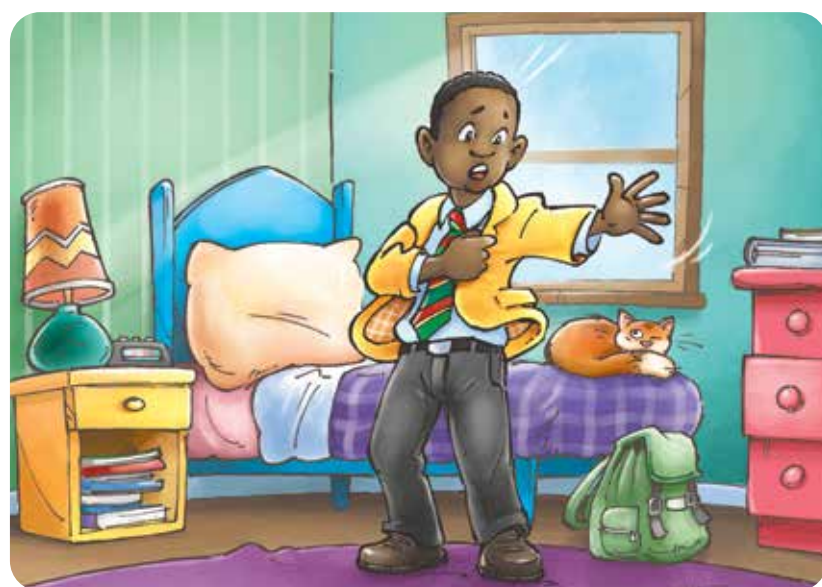
"Take it, take it," said the woman, interrupting him. "This is just the thing you need. When I met you, I knew that it would be perfect for you." She patted Molemo's back and squeezed his shoulder. "When it no longer fits you, pass it on to another child who is just as kind as you." Then she turned and left.

When Molemo got home, he opened the packet. Inside was a bright yellow jacket. It had pockets on the outside and a lovely, checked pattern on the lining inside. It was beautiful. But as he held it up, he realised that it was quite small.

Molemo felt disappointed. "This will never fit me!" he thought. But because it was such a nice jacket, he decided to try it on anyway.

That is when something really surprising happened – the right sleeve of the jacket seemed to grow longer as he slid his arm through it. It grew longer and longer until it was exactly the right size for his arm. Molemo couldn't believe his eyes. This couldn't be right! Molemo decided to put his other arm into the left sleeve of the jacket. Again, it seemed to grow and grow to fit him.

The jacket fit Molemo perfectly. He walked outside to look at his reflection in the window. He posed with his hands on his hips and then put them in the jacket's pockets. He looked good!



Just then, his older sister, Nina, came around the corner. She looked tired. Molemo took her bag and followed her inside the house. "How are you? Do you want a cup of tea?" he asked.

Nina sat down at the kitchen table. "I'm okay, just tired," she said, trying to smile at him. "Looking for work is hard work. Some tea would be nice, thank you."

It seemed as if Nina was always looking for work. This made Molemo sad. She had worked so hard to finish school, and he knew it made her feel bad that she couldn't find a job after three years of looking.

"I'm sure you'll find something soon, Nina. You're a hard worker and you never stop trying," said Molemo.

He turned to light the paraffin stove to boil some water for her tea. "I wish Nina could find a good job," he thought. He put the kettle on the stove and set out a cup with a teabag in it.

Molemo shoved his hands into the jacket's pockets while he waited for the water to boil. That's when he felt a piece of paper stuffed into the corner of the right pocket. He was surprised. Molemo wondered if it had been there before and he just hadn't noticed.

Carefully, he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**

Molemo smiled. It looked like his family's luck was about to change for the better and all because of the old woman's gift.

Get story active!

- ★ Have you ever had a chance to help an older person? What happened? How did you feel afterwards?
- ★ Draw a picture of you helping someone. At the bottom of your drawing, write a sentence that describes what is happening in the picture.

- ★ What is the best gift you have received from a family member? Why do you like it so much? Draw a picture of the gift.

Nal'ibali-pret
Nal'ibali fun



1.

a.) Omkring die woorde wat jy dink die ou tannie in die storie *Molemo en die towerbaadjie* die beste beskryf. Voeg dan twee van jou eie woorde by om haar te beskryf.

- ☐ gaaf
- ☐ gierig
- ☐ dapper
- ☐ lief
- ☐ aaklig
- ☐ sorgsaam
- ☐ kwaai
- ☐ wreed

b.) Teken 'n prent wat pas by die deel van die storie *Molemo en die towerbaadjie* waar Molemo 'n stukkie koerantpapier in die baadjiesak vind.

b.) Draw a picture to go with the part of the story *Molemo and the magic jacket* where Molemo finds a piece of newspaper in the jacket pocket.



"Hy haal die stukkie papier versigtig uit die sak. Dit is 'n koerantadvertensie wat netjies opgevou is en daarop staan: **WERKGELEENTHEID: Matrikulant gesoek!**"

"Carefully he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**"

a.) Circle the words that you think best describe the old woman from the story *Molemo and the magic jacket*. Then add another two words of your own to describe her.

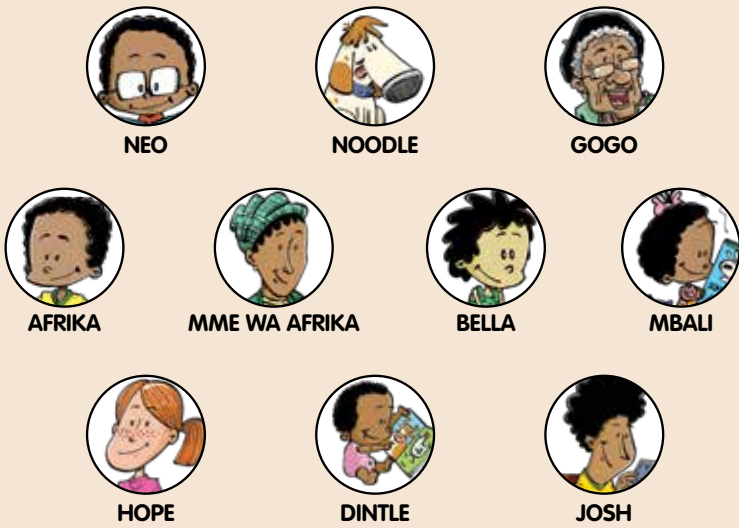
- ☐ kind
- ☐ greedy
- ☐ brave
- ☐ sweet
- ☐ horrible
- ☐ caring
- ☐ angry
- ☐ cruel

2.

Kan jy die name van die Nal'ibali-karakters in hierdie woordsoekblok vind?

Can you find the names of the Nal'ibali characters in this word search?

C	G	O	G	O	M	X	H	I	M	B
A	D	E	O	O	B	L	D	O	S	O
A	F	R	I	K	A	M	I	N	H	L
J	N	O	O	D	L	E	N	A	O	L
O	K	N	P	Q	I	R	T	S	P	A
S	T	B	E	L	L	A	L	U	E	R
H	W	M	Y	Z	A	N	E	O	I	P
M	M	E	W	A	A	F	R	I	K	A



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

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

UMLAZI
EYETHU

POLOKWANE
OBSERVER



Drive your
imagination

