

# NAL'IBALI

**Indlela yokwenzela  
abantwana indawo enenala  
yemigadangiso**

**How to create print-rich  
learning environments  
for children**



Ezinye iindawo zinenala yemigadangiso. Eendawenezi imigadangiso ingasetjenziselwa beyitjengiselwe iinhloso ezihlukahlukeneko – amatshwayo, izaziso, imikhangiso, abomagazini, amaphephandaba, iincwadi, amahelo wesikhathi, amaphosta, iincwadi amakhadi nokhanye. Zingaba ngezeli linye, amabili namkha ngaphezulu.

Ezinye iindawo zinedlanzana lemigadangiso. Ezinye azinayo ngitjho neyokubika.

Kulula ngabantwana ukwazi ukufunda nokutlola endaweni enemigadangiso eminengi ngombana ibatjengisa bona ukufunda nokutlola kungasetjenziselwani. Nasi imibono yokwenza itlabhu yakho yokufundela ibe neencwadi ezinengi.

Some environments are print rich. In these environments print is used and displayed for different purposes – signs, notices, advertisements, magazines, newspapers, books, timetables, posters, letters, cards, and so on. They may be in one language, or in two or more languages.

Other environments have very little print. Even others have none at all.

It is easier for children to learn to read and write in an environment that has lots of print in it because it shows them what reading and writing can be used for. Here are some ideas for how to make your reading club's meeting place a print-rich environment.

## Yenza amaphosta amahle

- ☉ Zenzele wakho amaphosta usebenzisa imidwebo namkha iinthombe zabomagazini namaphephandaba amadala. Ungatlola umlayezo namkha isiqubulo sakho ngelimi linye, amabili namkha amanye angeziweko.
- ☉ Yenza amaphosta anefanamdumo, iingoma neenrarejo ngamalimi ahluhlukeneko. Bawa abantwabakho beze nemibono, bese nisebenzise eniyaziko.
- ☉ Wafunde nabantwana, ukhombela amagama njengombana uwafunda.
- ☉ Beka amaphosta endaweni abantwana abangawabona lula kiyo. Ukhumbule ukuwatjhenjha qobe sikhathi khona abantwana bangazokubhoreka.

## Make beautiful posters

- ☉ Make your own posters using drawings or pictures from old magazines and newspapers. You can write your own message or slogan in one, two or more languages.
- ☉ Make posters with rhymes, songs and riddles in different languages. Ask your children for suggestions and use ones you know.
- ☉ Read them with the children, pointing to the words as you read.
- ☉ Display posters where the children can see them easily. Remember to replace them regularly so that the children do not become bored by them.

## Yenza itjhadi lamaledere

Itjhadi lamaledere lenza abantwana babone amaledere akhona, begodu ungalisebenzisa ukubasiza bona bamadanise amaledere nemidumo yawo. Yenza bewubeke ebaleni amatjhadi ahluhlukeneko wamaledere. Dweba iinthombe zeledere ngalinye ezihlobene nokuthileko abantwana bakho abakwaziko – namkha okhanye okuncono, babawe badwebe isithombe seledere ngalinye bese uzisebenzise ukwenza itjhadi lakho lamaledere. Abantwana bayakuthanda ukwenza iinthombe zamaledere basebenzisa ilede lokuthoma lamabizo wabo.



## Make alphabet charts

Alphabet charts let children see what letters exist, and you can use them to help match letters to sounds. Make and display different kinds of alphabet charts. Draw pictures for each letter that would be meaningful to your children – or better still, ask them to draw a picture for each letter and use these to create your alphabet charts. Children love to make an alphabet picture of themselves using the first letter in their name.

## Ibani nokunengi eningakufunda!

Iba umbutheleli wezinto zokufunda abanye abaqeda ukuzifunda. Buthelela amaphephandaba nabomagazini, amamenu avela eentolo ezithengisa ukudla, amaphetjhana anelwazi elithileko, irhelo lesikhathi seembhesi namkha seentimela namakarada amadala wokutjhiswa. Izintwezi zinezinto ezikarisako ongazifunda, zingaba mdlalo wokulingisa namkha zingasikwa zisetjenziswe bantwabakho ukwenza amakarada namaphosta wabo.



## Have lots to read!

Be a collector of things to read that others have finished reading. Collect newspapers and magazines, menus from take-away outlets, information pamphlets, train or bus timetables and old greeting cards. These sometimes contain interesting things to read, can be props to act with or can be cut up and used by your children when they make their own cards or posters.

**IT STARTS WITH  
A STORY.**  
**ITHOMA  
NGENDABA.**



# Ukutjala Ikghono Lokufunda Nokutlola!

Indlela iingoma zabantwana ezingasiza ngayo  
ekuthuthukiseni umntwana

## Literacy Seeds!

How nursery rhymes can help a child's development

NgoRina Francis • By Rina Francis



Babelethi nabatlhogomeli abathandekako babantwana abancani, nanivuma iingoma zabantwana nabantwana benu, anakhi ithando phakathi kwenu nabo kwaphela, kodwana nibathuthukisa ngeendlela ezinengi. Ngijitho nanyana amasana angakwazi ukukhuluma namkha ukwenza izenzo ezithileko ngokuzithandela, ayakuthanda ukulalela ilizwi lenu begodu akhulumisana nani ngendlelawo.

Dear parents and caregivers of young children, when you say rhymes with your children, you are not only creating a bond with them, but you are also aiding their development in many ways. Even though babies cannot talk or do voluntary movements, they love listening to your voice and interacting with you in their own way.

Abantwana bafunda ilimi ngokulalela amatjhada enziwa ngabanye begodu nasele bakwazi ukukhuluma kuba sele kukade bazwisisa amagama nalokho akutjhoko. Balinga ukulingisa amatjhada abawezwako begodu bangaveza amazwabo nabenza ngasuthi bayakhuluma.

Kusukela ekubelethweni kufikela eenyangeni ezisithandathu, amasana awakwazi ukulawula ukusikinyeka kwemizimbawo. Yeke ungasikinya iingalo neenyawo zomntwanakho nawumvumela iingoma zabantwana. Njengombana abantwana bakhula bazokufunda ukwenza imisikinyeko le ngokwabo.

Msinyana lokha isana nalikghona ukuhlanganisa izandla zalo, ungathoma uthi nawuvumako uwahle nezandla. Lokho kusiza ekuhlobaniseni izinto.

Iingoma zabantwana zilithulusi eliqakathekileko ekufundeni lokho okwenzekako okungalenyukwako kwenzeka nangendlela emnandi.

They learn language by listening to the sounds that others make and can understand words and their meanings long before they start speaking. They try to imitate the sounds they hear and can express emotions when they babble.

From birth to six months, babies cannot control the movements of their bodies. You can, therefore, move your baby's arms and legs while saying rhymes to them. As children develop, they can learn to do these movements by themselves.

As soon as your baby can bring their hands together, you can say rhymes that incorporate hand clapping. This helps with coordination.

Nursery rhymes are a wonderful tool for learning that happens unconsciously and in a fun manner.



### Iinzuzo zokusebenzisa iingoma zabantwana

- \* **Kuthuthukisa indlela yokucabanga** Iingoma zabantwana zifitjhani begodu zanamaphethini nendlela ezibuyelela ngayo amagama. Amaphethini la asisekelo sawo woke amalimi neembalo. Njengombana iingoma zabantwana zizifitjhani begodu zibuyelela amagama, kuba lula ukuzikhumbula.
- \* **Kuthuthukisa ilimi** Umntwanakho uzwa amagama anamatjhada (ayifanamdumo) awajayeleko begodu nalawo angakawajayeli ukuwezwa.
- \* **Kuthuthukisa ikghono lokutlama** Ingoma yabantwana icoca indatjana eyenza ingqondo isebenze. Lokha umntwana nakezwa iingoma ezengeziweko, uba nezinto ezengeziweko angacabanga ngazo.
- \* **Kuthuthukisa indlela azizwa ngayo neyokusebenzelana nabanye** Amagama weengoma zabantwana ngalinye linamazizwalo. Umntwanakho uzokukhuthazeka bona afunisise amazizo lawo. Iingoma zabantwana kanengi ziyahlekisa, ngikho abantwana bazithanda kangaka!
- \* **Kuthuthukisa umzimbakhe** Iingoma zabantwana ezinengi ziyalingiswa. Abantwana nabazilingisako bathuthukisa indlela abasebenzisa ngayo imisipha yabo emincani, ngemva kwesikhathi bathuthukise naleyo eqinileko nabazilingisako.

### The benefits of using rhymes

- \* **Cognitive development** Rhymes are usually short and repetitive and have sequences and patterns. Patterns form the basis of all languages and maths. Since a rhyme is short and repetitive, it is easy to memorise.
- \* **Language development** Your child hears new and familiar words that have similar sounds (rhyme) and those that do not sound similar.
- \* **Creativity** A rhyme tells a story that stimulates their imagination. The more rhymes your child hears, the more things they can think about.
- \* **Social and emotional development** The characters in rhymes each have their own emotions. Your children will be encouraged to explore these emotions. Rhymes are also often funny, which is why children love them so much!
- \* **Physical development** Most rhymes are acted out. Children can develop their gross motor muscles and later, their fine motor muscles.



Nanzi ezinye zeengoma zabantwana ongazivumela abantwabakho.

Here are some rhymes that you can say to your children.

### Amehlwana amabili

Amehlwana amabili athanda ukubona.  
lindletjana ezimbili ezithanda ukuzwa.  
Ipumulo encancani enukelelela koke.  
Umlonyana omncancani othanda ukudla.

Itjho ingoma yabantwana le esaneni lakho njengombana uthinta nobuso balo. Ebantwaneni abaneminyaka emibili kuya kvesithandathu, ungathinta ubuso bakho njengombana nabo bakulingisa. Lokho kuzobasiza bafunde ngezitho zabo zomzimba nangezinzwa zabo.



### Two little eyes

Two little eyes to look around.  
Two little ears to hear each sound.  
One little nose to smell what's sweet.  
One little mouth that likes to eat.

Say this rhyme to your baby while gently touching their face. For children two to six years old, you can touch your face while they copy you. This will help them to learn about their body parts and their senses.

### Inyanga irondo

Inyanga irondo (*khambisa umunwakho rondo ebusweni bakhe*)  
Ngendlela irondo elingakhona  
Amehlo amabili, ipumulo (*thinta amehlo nepumulo*)  
Nomlomo njengami (*thinta umlomo*)

### The moon is round

The moon is round (*circle face with finger*)  
As round can be  
Two eyes, a nose (*touch eyes and nose*)  
And a mouth, like me (*touch the mouth*)

### Isiswebu (*umdlalo weminwe*)

Nginesiswebu esincani  
Engisithandako. (*khambisa iminwe ulingise iinyawo zesiswebu*)  
Sikhamba emahlombani, (*Khambisa iminwe emahlombakho*)  
Sikhamba esilevini sami, (*Khambisa iminwe esilevini sakho*)  
Seqela epumulwenami, (*Yeqisela isandla sakho epumulwenakho*)  
Sikhambe ehlokwenami, (*Khambisa isandla sakho ehlokwenakho*)  
Sithi nasiphethwe buthongo  
Sigijimele embhedenaso. (*Dlalisa iminwakho uyivalele esandleni sakho*)

### Spider (*Finger play*)

I have a little spider,  
I'm very fond of him. (*move fingers to imitate a wiggling spider*)  
He crawls up to my shoulder, (*move with fingers up to your shoulder*)  
and right round to my chin. (*move with fingers up to your chin*)  
He jumps up to my nose, (*with your hand jump to your nose*)  
And then on to my head, (*with your hand jump to your head*)  
And when he's very sleepy  
He runs back down to bed. (*wiggle fingers and place them in your hand*)

### UTeddy Bear (*Ukukhambisa umzimba*)

Teddy Bear, Teddy Bear, jikeleza.  
Teddy Bear, Teddy Bear, thinta ehlabathini.  
Teddy Bear, Teddy Bear, yeqela phezulu.  
Teddy Bear, Teddy Bear, thinta umkayi.  
Teddy Bear, Teddy Bear, goba utjhinge phasi.  
Teddy Bear, Teddy Bear, thinta amazwanakho.  
Teddy Bear, Teddy Bear, cima umkhanyo.  
Noke ithini shhh!  
Teddy Bear, Teddy Bear, ithi 'ulale kuhle!'

### Teddy Bear (*Body movement*)

Teddy Bear, Teddy Bear, turn around.  
Teddy Bear, Teddy Bear, touch the ground.  
Teddy Bear, Teddy Bear, jump up high.  
Teddy Bear, Teddy Bear, touch the sky.  
Teddy Bear, Teddy Bear, bend down low.  
Teddy Bear, Teddy Bear, touch your toes.  
Teddy Bear, Teddy Bear, turn off the light.  
Everybody say shhh!  
Teddy Bear, Teddy Bear, say goodnight!



# Izeluleko ezibu-8 zokufunda iincwadi nabantwana abaneminyaka esi-6 kuya kweli-9

## 8 tips for sharing books with 6- to 9-year-olds



Hlangana neminyaka esithandathu nelithoba, abantwana abanengi bafunda ukuzifundela ngokwabo. Kodwana kiso soke isikhathesi sokuthuthuka kwekhono labo lokufunda nokutlola, kusafuze urage nokubafundela ube sibonelo sokuthi kufundwa njani.

Between the ages of six and nine, most children learn to read for themselves. But throughout this phase of your children's literacy development, you should continue to read to them and provide them with a model for how we read.

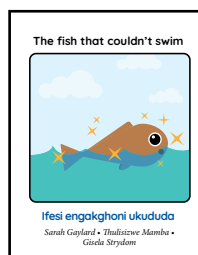
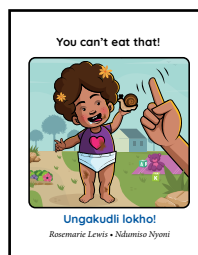
1. Vumela abantwabakho bakhethe iincwadi ezibakarako. Abantwana bathola umtoli, umhlolo namkha umlandelane wencwadi abayithandako, begodu lokho kungabakhuthaza bona bafunde iincwadi ezengeziweko.
2. Njengombana abantwana bakho bathoma ukuzifundela, basize bakhethe iincwadi ezingasibudisi khulu khona bazokuba nelemuko elinengi lokufunda.
3. Yiba neencwadi ezinengi ezibudisi ongazifundela abantwana bakho.
4. Vula amathuba wokuthi kube ngibo abakufundelako. Ngokwesibonelo, dlheganani ekufundeleni phezulu ngaphambi kobana balale. Namkha iza nombono wokuthi balinge amakghono amatjha ngokufundela abantwana bekhobo abancani.
5. Siza abantwana bakho bahlanganise lokho abakufundako nalokho okwenzeka kwamambala epilweni. Ngokwesibonelo, nabafunda ngesikolo, hlanganisa abakufundakokho nokwenzeka kibo esikolweni.
6. Thuthukisa iindaba ngokubabawa bona bacabange ngokuthi kubayini abalingiswa baziphatha ngendlela ethileko, nokuthi thana bekungibo abasebujamwenobo bebangenza njani.
7. Ungabavumeli abantwabakho baphume ekhaya bangakaphathi incwadi. Bakhuthaze bona bafunde nanyana kukuphi lapha bakhona – ngitjho nekoloyini namkha ebhesini!
8. Yethula abantwabakho abadadlana eencwadini ezide ezinezahluko. Linga ukufunda isahluko sinye namkha ezimbili ngelanga.



1. Let your children select books that appeal to them. Children very often find an author, genre or series they like, and this might encourage them to read more books.
2. As they start to read on their own, help your children choose books that are not too difficult so that they are able to have many successful reading experiences.
3. Keep more difficult books for you to read to your children.
4. Create opportunities for them to read to you. For example, take turns reading aloud to each other just before bedtime. Or suggest that they try out their new skills by reading to a younger sibling.
5. Help your children make connections between what they are reading about and real life. For example, if they are reading about school, link it to their own experience of school.
6. Extend stories by asking your children to think about why characters behaved in certain ways, and what they might have done if they were in the same situation.
7. Don't let your children leave home without a book. Encourage them to read everywhere – even in the car or on the bus!
8. Expose older children to longer books with chapters. Try to read a chapter or two each day.

### Khulisa ibulungelo lakho leencwadi. Sika iingcenywe EZIMBILI wenze iincwadi

1. Sika amakhasi 5 kuya ku-12 wesengezelelo.
2. Iphepha elinamakhasi 5, 6, 11 no-12 enza incwadi yinye. Iphepha elinamakhasi 7, 8, 9 no-10 enza enye incwadi.
3. Sebenzisa amaphepha la ukwenza incwadi. Landela iinqophiso ezingenzasi ukwenza incwadi ngayinye.
  - a) Bhinca iphepha libe siquntu emudeni wamaqatjhaza anzima.
  - b) Libhince libe siquntu godu emudeni wamaqatjhaza ahlaza satjani.
  - c) Sika emideni yamaqatjhaza abomvu.



### Grow your own library. 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.



**“You can’t eat that!”**  
I tell her.  
I help her put the worm back  
into the flower bed.  
**“Ungakudli lokho!”**  
atjela ngimi.  
Ngimsiza nokuthi abuyisele  
iveremu emabhlomini!

Looking after a baby is hard work. This baby tries to eat everything – wooden blocks, paper and even a worm! **But you can’t eat that!**

This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.



Ukugada umntwana msebenzi obudisi. Umntwana lo ufuna ukudla yoke into – iingoqwana, amaphepha neembungu! **Ungakudli lokho!**

Indatjana le yatlolelwa iNal’ibali ngokukhethekileko bona ibasele ikghono labantwana ngokucoca nangokufunda indatjana ngomnqopho wokuzithabisa.

### Get story active!

- ★ Draw pictures of your favourite foods. Write the name of the food next to your picture. If you like, ask for help to write the name correctly.
- ★ Cut out pictures of different kinds of food from old magazines: healthy food, raw and cooked food, fresh and spoilt food. Place the pictures upside-down on a flat surface. You and your playmates take turns to choose a picture. If you choose unhealthy food, rotten or spoilt food or food that needs to be cooked before you can eat it, like potatoes, the others must say, “You can’t eat that!” If you choose a picture of food that can be eaten, they must say, “Yum!”

### Yenza indaba le ibe mnandi!

- ★ Dweba iinthombe zokudla okuthandako. Tlola amabizo wokudla hlanu kwesithombe sakho. Nawuthandako, bawa isizo lokutlola ibizo ngendlela enembileko.
- ★ Sika iinthombe zokudla okuhlukahlukeneko kubomagazini abadala: ukudla okunepilo, okuphekiweko nokungakaphekwa, okubolileko nokungakaboli. Bese uziqalisa phasi endaweni enjengefafu. Wena nalabo odlala nabo nidlhegane ekukhetheni isithombe. Nawukhethe isithombe sokudla okunganapilo, okubolileko namkha okunishileko namkha okufuze kuphekwe ngaphambi kobana ukudliwe, njengamazambana, kufuze abanye bathi, “Ungakudli lokho!” Nawukhetha ukudla okudlekako, bathi, “Kumnandi!”

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](http://www.nalibali.org).



INal’ibali lijima lephasi mazombe lokuzithabisa ngokufunda elenzelwe bona livuselele belidzimelelise isiko lokufunda kiyo yoke iSewula Afrika. Bona ufumane imininingwana eyengeziweko, vakatjhela ku-[www.nalibali.org](http://www.nalibali.org).

Ngelinge ilanga elityhisaako, uMma uthi,  
“Asiphumele ngaphandle, sibethiwe mumoya  
omnandi.” Undlala ingubo etjani! estandi!  
sekhaya, bese ambekele namathoyisi.  
Udadwethu uzowaphosa yoke indawo, bese  
siyakhasa siyowabutha. Bese ngiyamisa awine.  
Kodwana nakatjhida ngemabhlomini, uyajama  
aqale ehlabathini.  
Abone iveremu elinonileko elipinki lizitantelei!  
Alidobhe ... avule umlomo!  
Ngifika kuye angakalifaki emlongeni!

One sunny day, Mom says, “Let’s go outside. The  
fresh air will do us all good.” She puts a blanket  
on the grass in our yard and I put my sister’s  
blocks and soft toys on it.  
My sister throws a block across the yard and we  
both crawl after it. I let my sister win. But when  
she gets to the edge of the flower bed, she stops  
and looks at the ground.  
There is a fat, pink, wiggly worm!  
My sister picks it up and ... opens her mouth!  
I get to her just in time.

## You can’t eat that!



## Ungakudli lokho!

Rosemarie Lewis • Ndumiso Nyoni

**Ideas to talk about:** Have you ever had to look after a young child? Did you enjoy looking after the child? Why or why not? What is your favourite thing about young children?

**Izinto okungacocwa ngazo:** Wakhe wagada umntwana omncani? Wakuthabela na ukungada? Kubayini ukuthabele namkha kubayini ungakhenge ukuthabele? Yini oyithandako ngabantwana abancani?



“You can’t eat that!”  
I tell her.  
“Ungakudli lokho!”  
atjela ngimi.



“You can eat that!”  
... And she does!

“Ungakudla lokhu!”  
... Bese uyalidla!



Kodwana umsana naye bekafuna ukufunda ukududa.



But the boy also wanted to learn to swim.

Lots more free books at [bookdash.org](http://bookdash.org)



### Get story active!

- ★ Draw a fish with fins, big eyes and scales. Colour in your fish with bright colours.
- ★ Write up a poem or song about a fish or swimming. Act out your poem or song to your family or friends.
- ★ Make your own fish! Draw an outline of a fish on some cardboard. Cut out your fish. Glue bottle tops, buttons, pieces of plastic or anything else you can find onto your fish to create its face and fins, and to make shiny scales on its body.

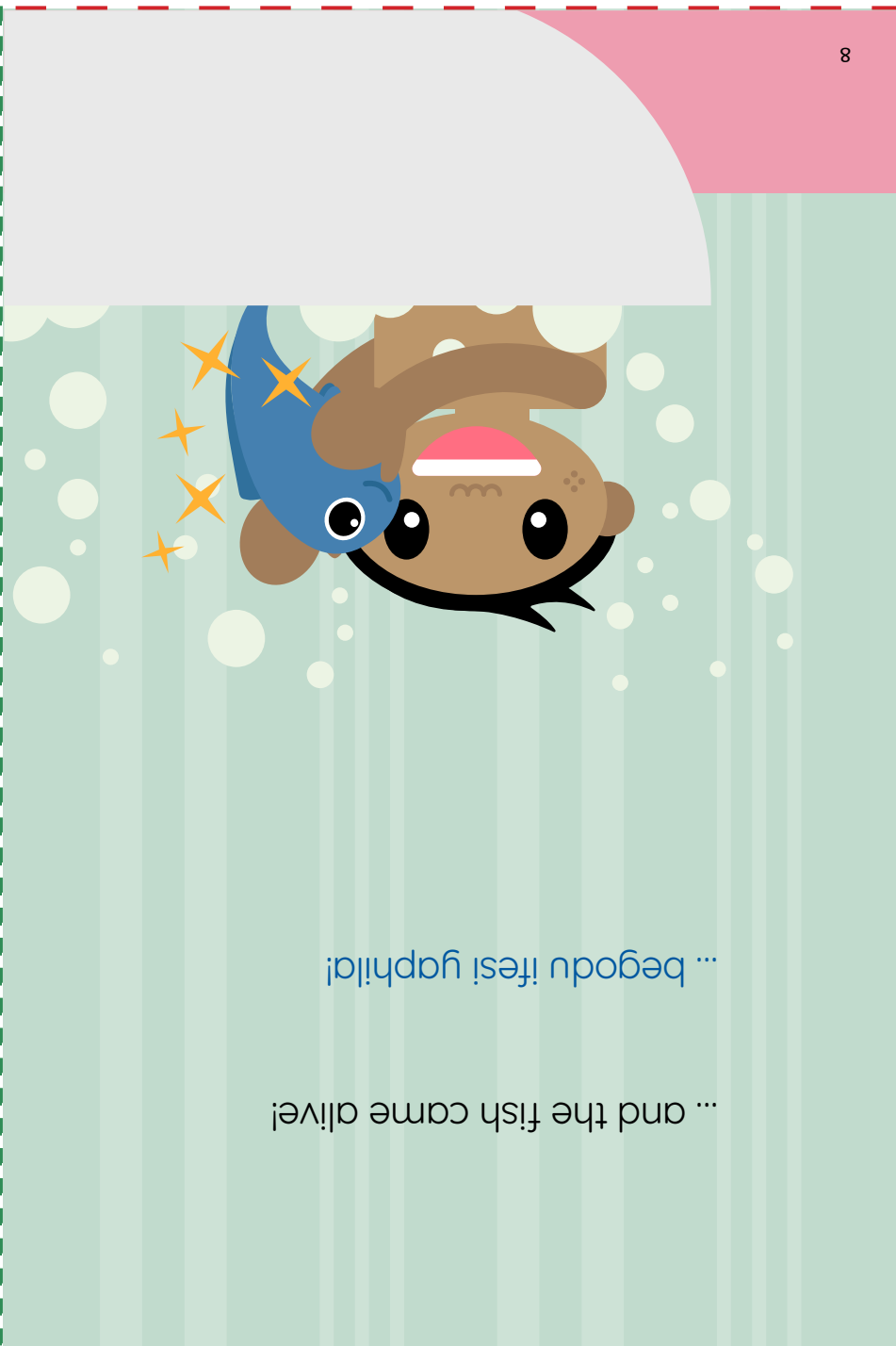
### Yenza indaba le ibe mnandi!

- ★ Dweba ifesi neengwedlo zayo, amehlo amakhulu namakghwakghwa wayo. Yifake imibala ekhanyako.
- ★ Tlola ikondlo namkha ingoma ngefesi namkha ngokududa. Lingisa lokho okusekondlweni namkha engomenakho emndenini namkha ebanganini bakho.
- ★ Yenza ifesakho! Dweba umuda wengaphandle lefesi uwudwebele ebhoksini. Lisike. Unamathisele kilo iimvalo zamabhodlelo, iinkunubhe, iinquwana zamaplastiki namkha nanyana yini ongayithola phezu kwefesi bona wenze ubuso neengwedlo zayo, wenze amakghwakghwa aphazimako emzimbenayo.

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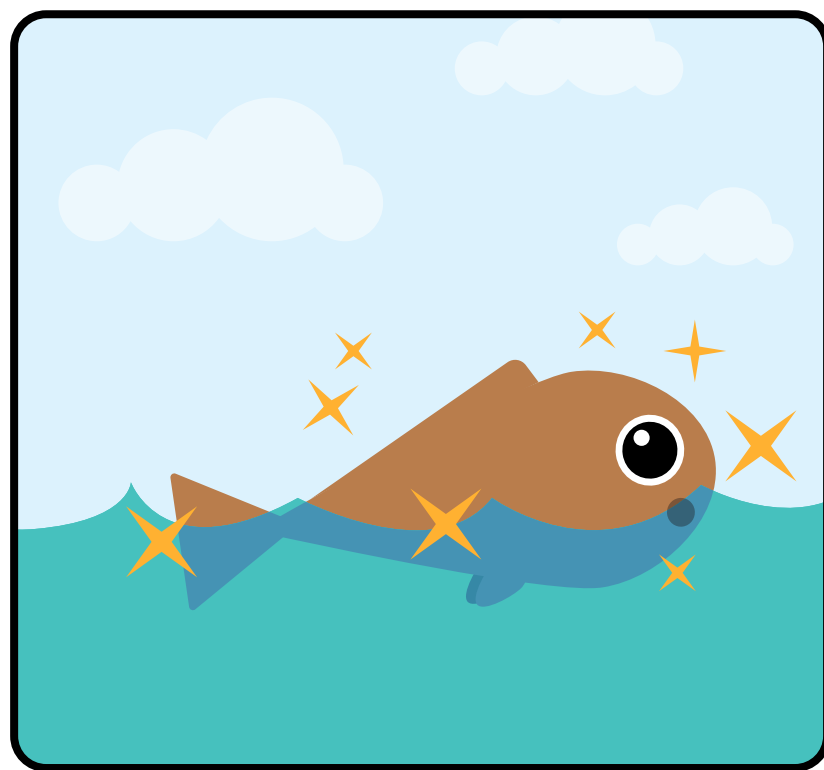


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... and the fish came alive!  
... begodu ifesi yaphila!

## The fish that couldn't swim

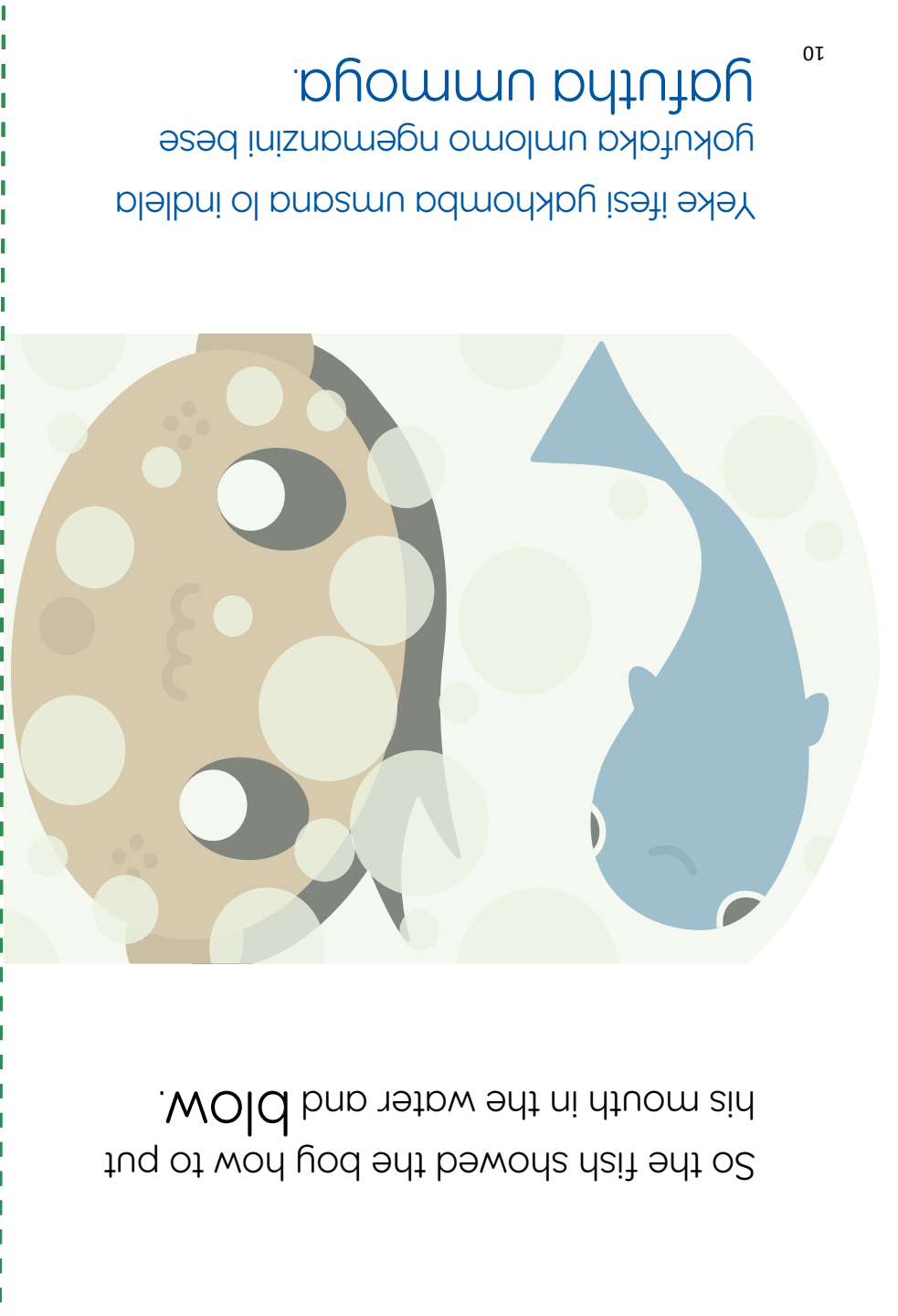
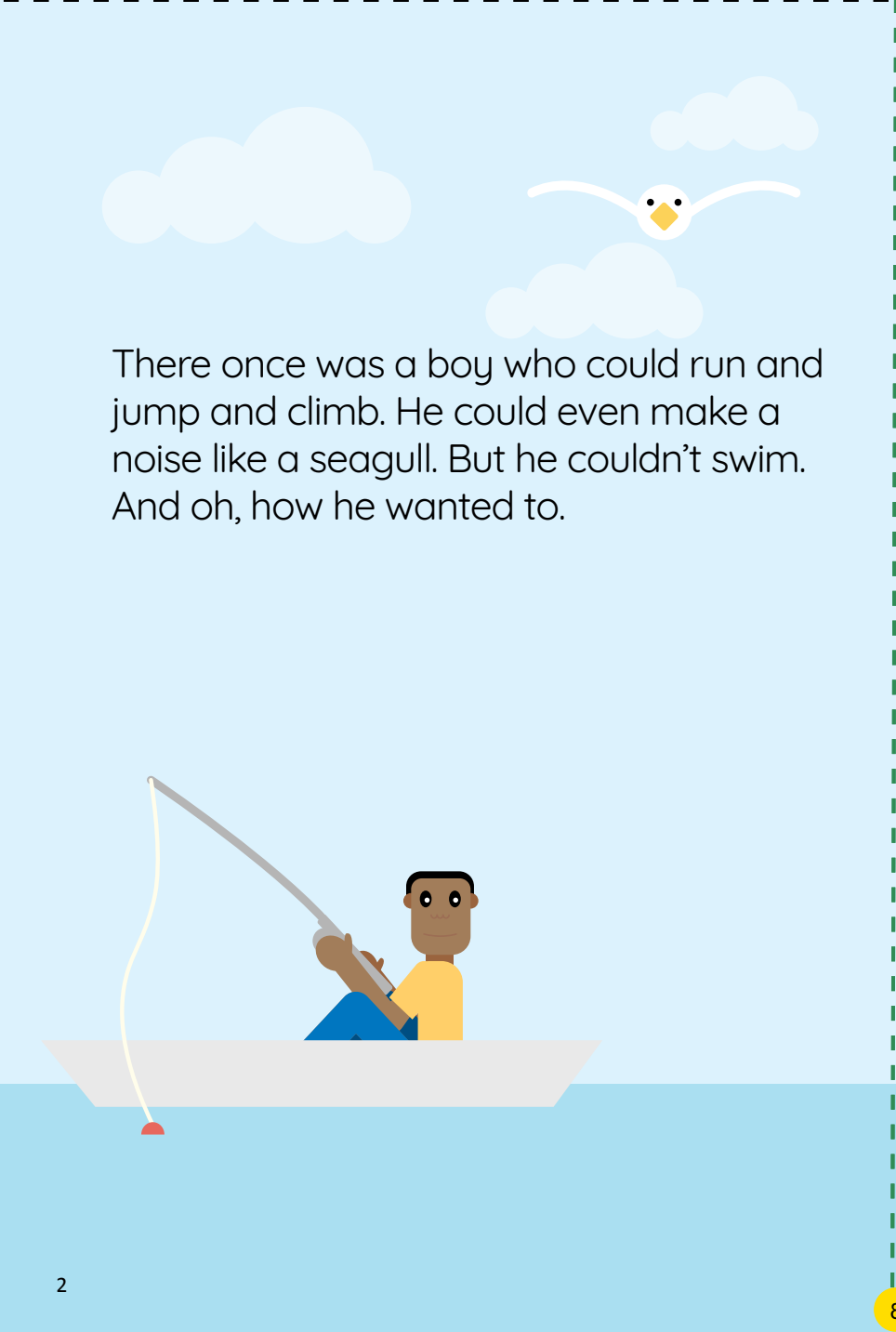


### Ifesi engakghoni ukududa

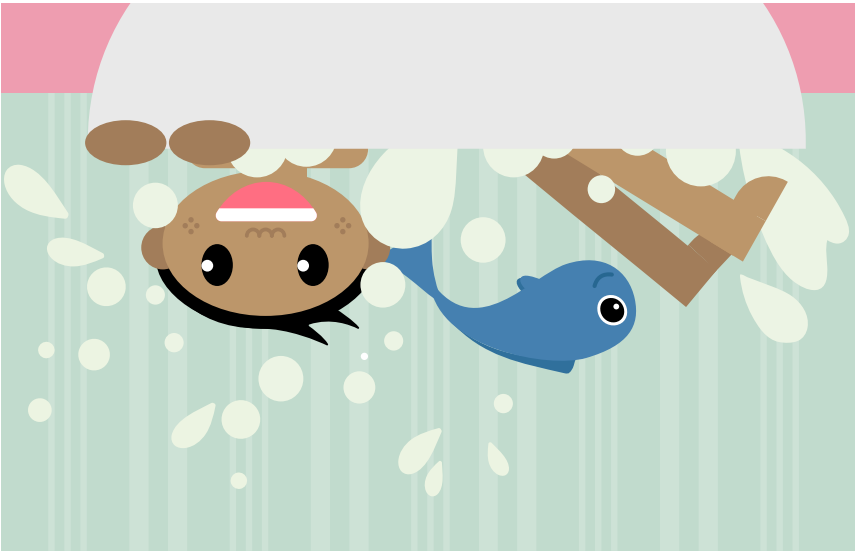
Sarah Gaylard • Thulisizwe Mamba •  
Gisela Strydom

**Ideas to talk about:** Can you swim? How do you move your arms, legs and head when you swim? If you can swim, who taught you how to do it? If you cannot swim, is there someone who can teach you? It's lots of fun!

**Izinto okungacocwa ngazo:** Uyakghona ukududa? Uzikhambisa njani izandla, iinyawo nehlokwakho nawududako? Nawukghona ukududa, ngubani owakufundisako? Nawungakghoni ukududa, ngubani ongakufundisa? Kumnandi khulu ukududa!



Bekumnandi ebebakwenza!



What fun they had!

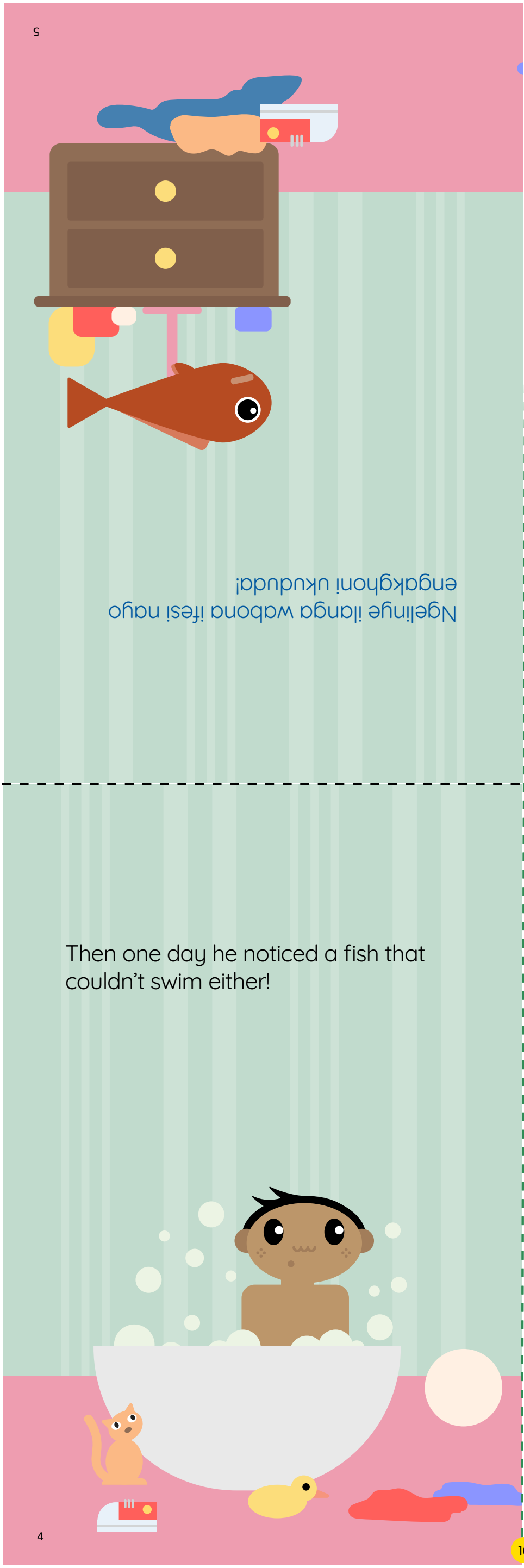
Bekafuna ukusiza ifesi le.



He wanted to help the fish.

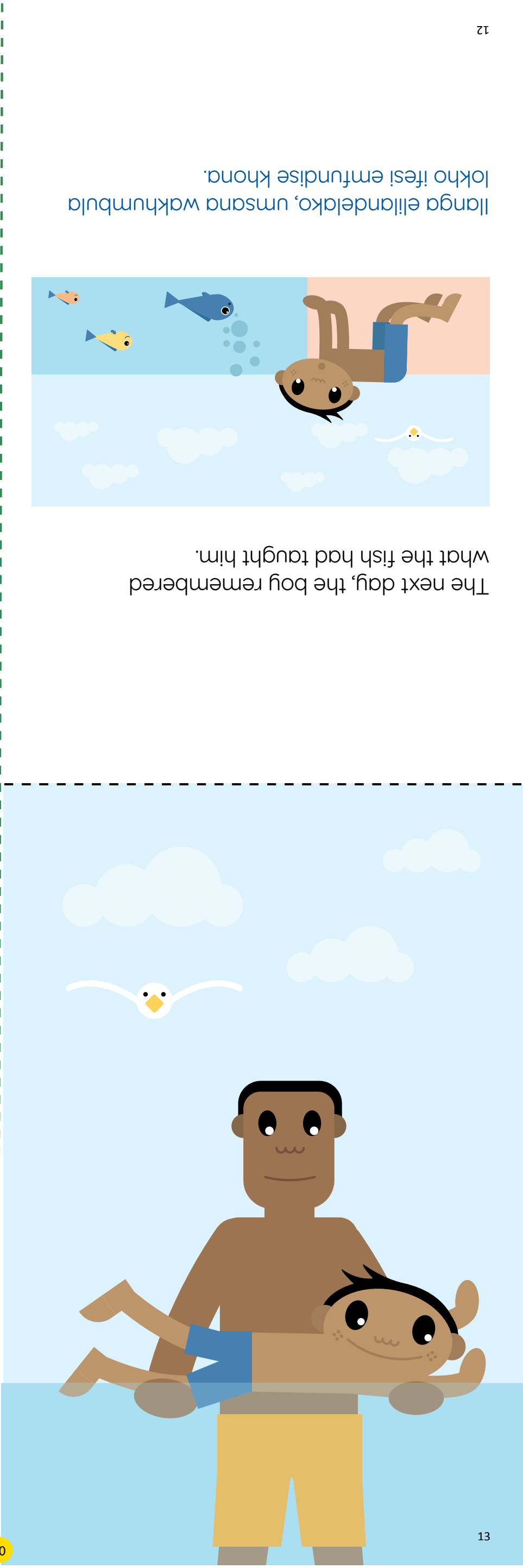
Kwakhe kwaba nomsana obekakghona ukugijima ege bekakhwele. Bekakghona ukwenza itjhada lenyoni yelwandle. Kodwana bekangakghoni ukududa. Begodu bekakufuna ukwazi ukududa.





Then one day he noticed a fish that couldn't swim either!

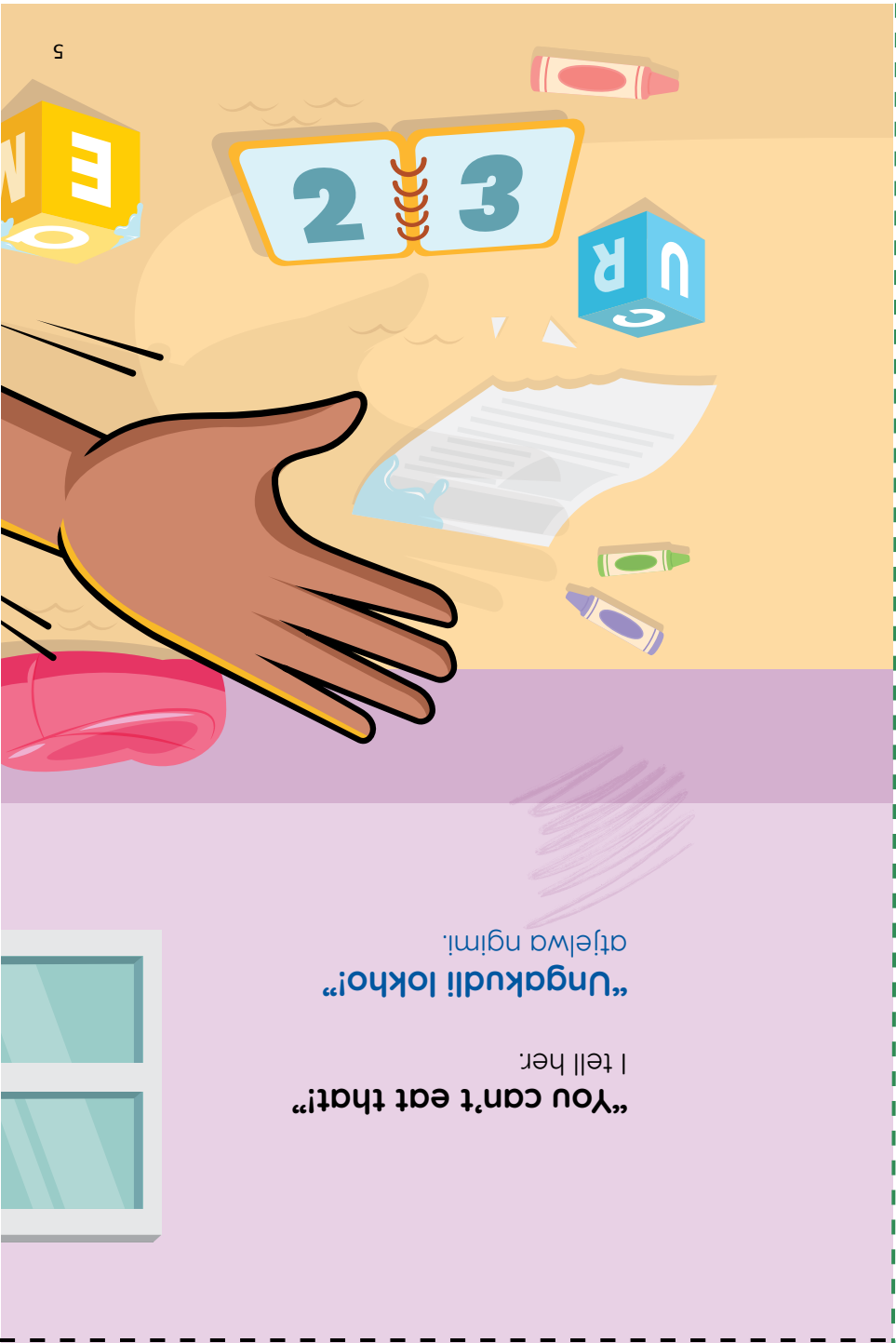
Nge!nye ilanga wabona ifesi nayo engakghoni ukudlidlidl!



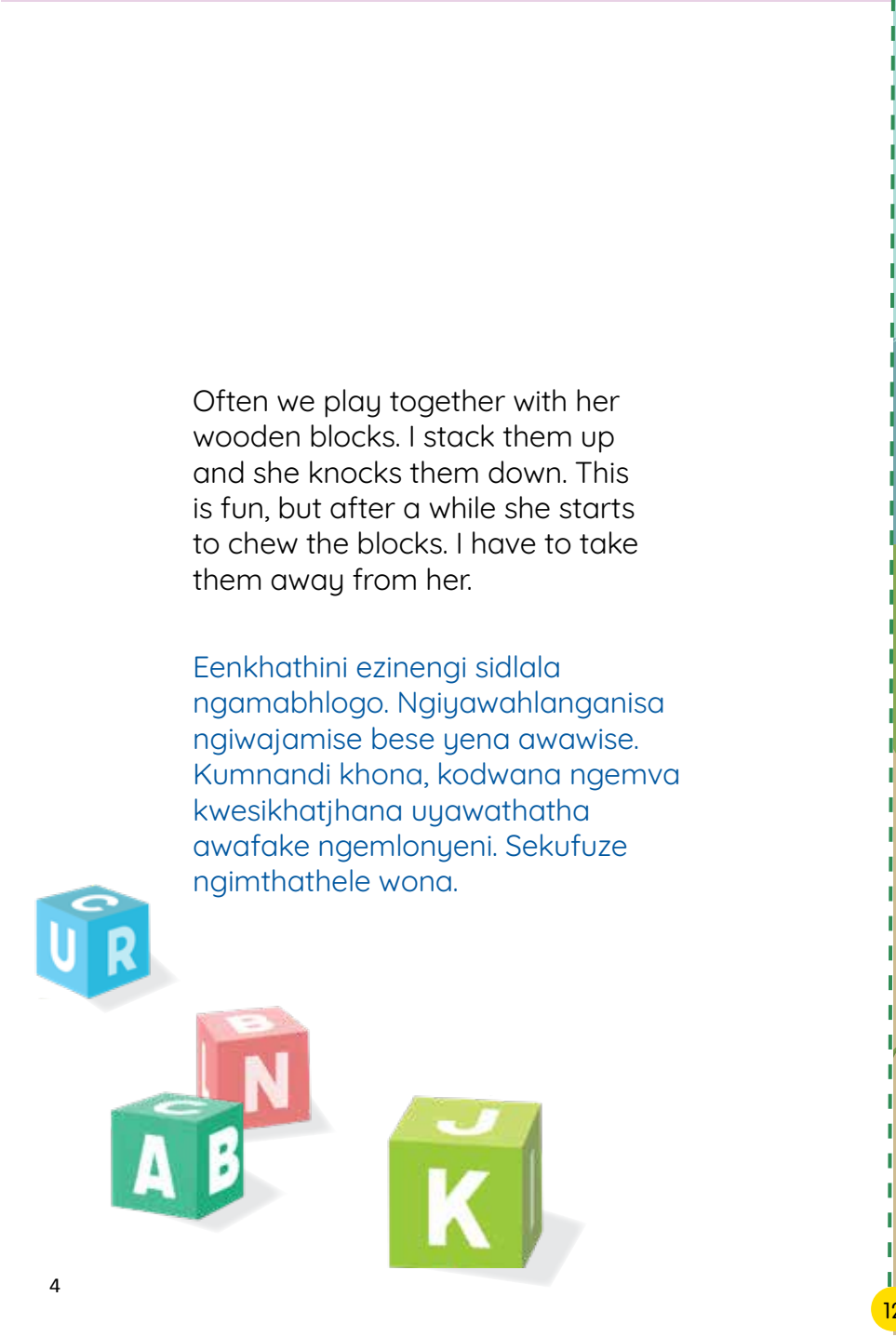
The next day, the boy remembered what the fish had taught him.

Ilanga elilandelako, umsana wakhumbula lokho ifesi emfundise khona.



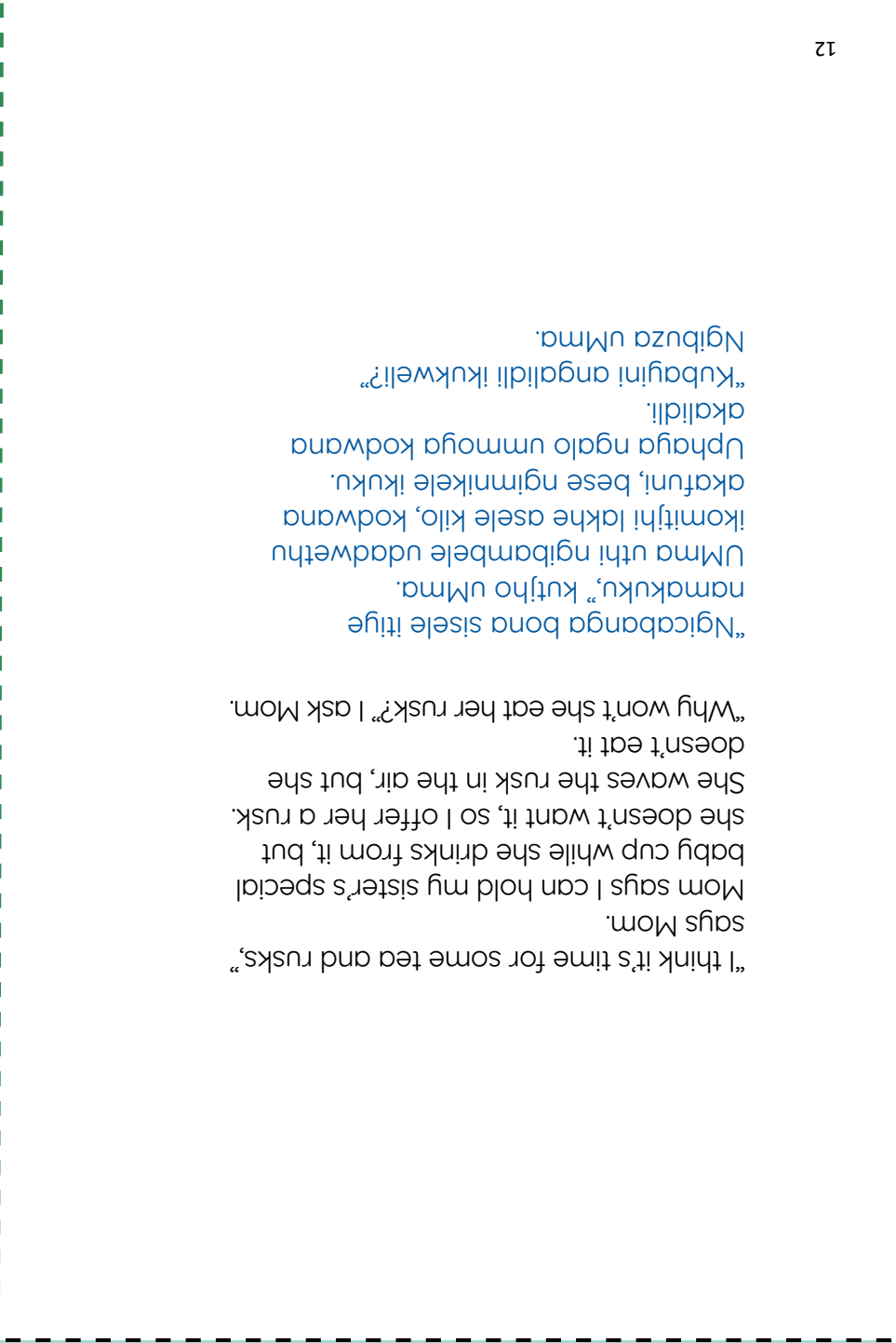


“You can’t eat that!”  
I tell her:  
“Ungakudli lokho!”  
atjela ngimi.

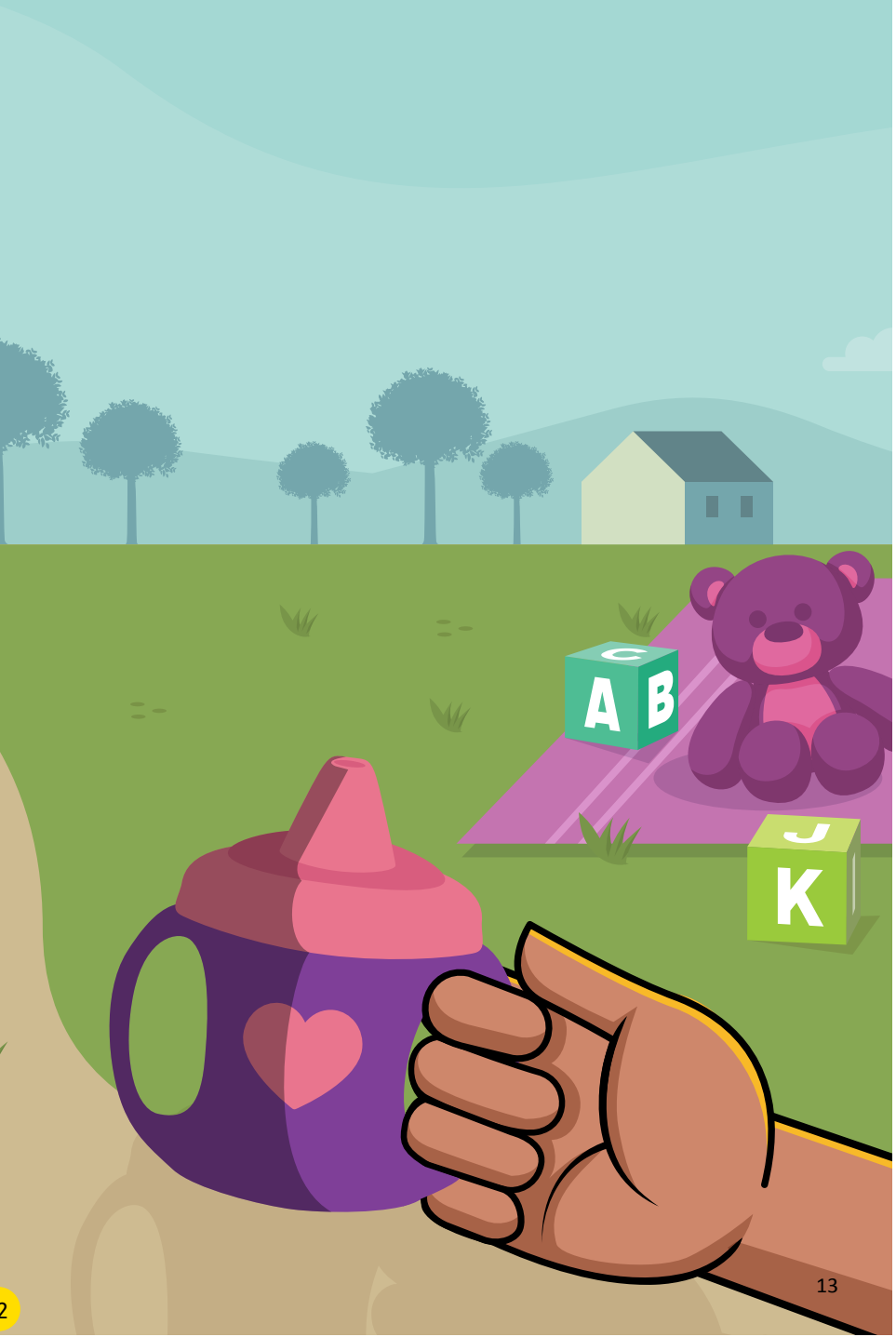


Often we play together with her wooden blocks. I stack them up and she knocks them down. This is fun, but after a while she starts to chew the blocks. I have to take them away from her.

Eenkathini ezinengi sidlala ngamabhlogo. Ngiyawahlanganisa ngiwajamise bese yena awawise. Kumnandi khona, kodwana ngemva kwesikhatjhana uyawathatha awafake ngemlonyeni. Sekufuze ngimthathele wona.



“I think it’s time for some tea and rusks,”  
says Mom.  
Mom says I can hold my sister’s special  
baby cup while she drinks from it, but  
she doesn’t want it, so I offer her a rusk.  
She waves the rusk in the air, but she  
doesn’t eat it.  
“Why won’t she eat her rusk?” I ask Mom.  
“Ngicabanga bona sisele itiyge  
namakuku,” kutyho uMma.  
UMma uthi ngibambele udadwethu  
ikomityhi lakhe asele kilo, kodwana  
akafuni, bese ngimnikele ikuku.  
Uphaya ngalo ummoya kodwana  
akalidi.  
“Kubayini angalidi ikukweli?”  
Ngibuza uMma.



# INal'ibali ku-Open Book Youth Festival

OPEN  
BOOK  
CAPE TOWN

# Nal'ibali at the Open Book Youth Festival

Kusukela ngomhlaka-13-20 kaNtaka lomnyaka, iNal'ibali beyibambisene ne- *The Book Lounge* nezinye iihlangano zokufunda nokutlola, kuhlanganise ne- *Library and Information Services* hlangana ne- *Open Book Youth Festival* eCape Town. Lokhu bekungokwesibili kwaphela lapha i- *Open Book* iphethe iFestivali yeLutjha, edzimelele esikhathini seendatjana, eemfundwenibandulo, eengcweni, nasehleleni lokukhuluma ngemayikhrofowunu eenkolweni ezingenazo iintlabagelo ezaneleko nemabulungelweni weencwadi nakezinye iindawo zabantwana. IFestivali yeLutjha beyihlanganisa neembongi, abatloli, abadwebi nabacoci beendatjana abaseSewula Afrika, inengi labo elihlala eCape Town.

Umthintanisi weNal'ibali eWestern Cape usebenze eKhayelitsha nemabulungelweni weCentral. Abantwana balapho bakhuthazwa bacoci beendatjana bona bazibandakanye nakuvunywa iingoma nemifanamdumo, nakucocwa iindatjana begodu kufundwa iincwadi, benze nemidlalo yeendatjana evela ezengezelelweni zeNal'ibali. Abantwana, abosolwazi nabosomabulungelo weencwadi boke balithabele ihlelweni, begodu inengi leenzakalo zokufunda nokutlola sele zihlelelwe abantwana enarheni zombebele.

Nanzi iimbalobalo zeFestivali yeLutjha:

From 13 to 20 March this year, Nal'ibali joined hands with The Book Lounge and other literacy organisations, including Library and Information Services, during the Open Book Youth Festival in Cape Town. This is only the second time that Open Book has hosted a dedicated Youth Festival, which focused on storytimes, workshops, discussions, and open mic sessions in under-resourced schools and public libraries and other venues for children. The Youth Festival included poets, writers, illustrators and storytellers based in South Africa, with the bulk of them based in the Cape Town area.

Nal'ibali's Western Cape Provincial Co-ordinator worked in the Khayelitsha and Central libraries. The children there were inspired by storytellers to actively participate in songs and rhymes, storytelling and reading sessions and doing story activities from our Nal'ibali supplements. The children, practitioners and librarians all enjoyed the sessions, and more literacy events have been planned for children throughout the country.

Some statistics from the Youth Festival:

Inani leenzakalo

27

Number of events

Inani lababekhona

20

Number of participants

Inani labantwana ebebakhona ezenzakalwenezo

784

Number of children included in events

Inani leencwadi eziphakiswe abantwana

496

Number of books given to children



Kwenziwa iincwajana ezisikwako ezivela ezengezelelweni zakwaNal'ibali eHarare Library, eKhayelitsha

Making cut-out-and-keep booklets from the Nal'ibali supplements at Harare Library, Khayelitsha

Nonopha Magula, unobulungelo leencwadi zabantwana, noCarol Titus, umThintanisi weNal'ibali wesiFunda seWestern Cape, bafunda iindatjana benze nemidlalo yabantwana e-Cape Town Central Library

Nonopha Magula, the Children's Librarian, and Carol Titus, the Nal'ibali Western Cape Provincial Co-ordinator, share stories and do activities with children at Cape Town Central Library





## UMatty nomuthi wama-apula womkarisomraro

NgoBradley Paulse ■ Imidwebho ngoNatalie noTamsin Hinrichsen



Kwakhe kwaba khona umntazana osesemutjha ibizo lakhe nguMatty. Bekahlala eplasini elincani, lapho ihlabathi yakhona beyomile, kubudisi ukutjala kiyo. Kodwana uMatty bekangasimlimi nje ofana nabanye. Ngokuzimisela bekazikhandla elangeni elitjhisa bhe bona atjale imirorho azoyithengisa emakethe enganabususo benyawo eseduze.

Kwathi bona iintjalo zivunwe, begodu zazizinengi khulu, uMatty wapaka ibhaskidakhe, nanguya atjingga emakethe, imihlathi iqale phezulu ngebanga lethabo. Wathi, "Uyabona namhlanjesi khona, yoke imirorho le ngizoyithengisa, kwazi bani mhlamunye ngingathola engizozithokoza ngakho."



Uyabona, lokho uMatty azozithokoza ngakho bekumlindle emakethe. Bekuma-apula – amakhulu namnandi othi nawuwalumako kwehle amanzi. Ngiwo-ke ebekazozithokoza ngawo kiwo woke umsebenzakhe obudisi.

Ngemva kokudlula lapha kubekwa khona iintshelo, uMatty wahlangana nesilukazi esinobuntu, esinemihlathi ebovu njenga-amapula avuthiweko. Amehlwaso bekakhanya njengombana aqale uMatty oqale iintshelo ezimibalabala.

Umkhumbulo kaMatty bewupharuma njengesirhwarhwa, angazi bona athenge maphi ama-apula njengombana azokubhaga nje. "Ama-apula abovu, ngiwo engingabhaga ngawo ikhekhe," kwatjho uMatty akhulumela phezulu njengombana adobha ama-apula abovu. "Mhlamunye ama-apula ahlaza, namkha abovu nokutjheli wokubhaga amamafini. Namkha atjheli wokwenza iphayi yama-apula." Njengombana abiza i-apula ngalinye ngegama, uMatty bekawathatha awafake ebhaskidini.

Isilukazi sahlekelo ngaphakathi. Salula isandla sanikela uMatty i-apula legolide. Sathi kuye, "Umuntu othanda ama-apula njengawe nje, kufuze azithokoze ngento ekhethekileko. Thattha nanti i-apula elikhethekileko. Leli lona lizakusolo likulethela ithabo."

"Ngithokoza kwamambala," kutjho uMatty athokoza. I-apula legolide belilikhulu begodu lilihle ukudlula amanye ama-apula akhe awabona. Besele arhuluphele ukuya ekhaya ayolizwa bona linjani.

Njengombana ilanga litjingga ngemva kwemibundu, uMatty ubuyela eplasini. Wafika wawahlela kuhle woke ama-apula wawahlanza, avuma ingonyana yethabo njengombana asebenza. Bekafuna ukubhaga yoke into ebekacabanga ngayo, kodwana watjhiya i-apula legolide bona kube ngilo alidlako.

UMatty uthe angahlela begodu awahlanze kuhle woke ama-apula, wadobha i-apula legolide. Wathi, "Akhengizithokoze-ke." Uthe nakathi uyaluma, veliyani ihlokwana e-apuleni.

"Ungangidli!" kwatjho isibungu sirhuwelela.

UMatty walifuthela phasi i-apula ararekile. "Umhlolo obovu!" watjho akhafula.

Isibungu saphuma nge-apuleni sancancabeza. "Ungilibalele ngokungena nge-apuleni lakho, limnandi khulu."

UMatty khenge azi ukuthi kufuze asilingeke namkha enzeni. Isilukazesa sithe i-apula lizasolo limlethela ithabo, kodwana nje ubangasaqiniseki.

Wagcina sele adosa ummoya uMatty, "Sibungwana ndina, usindile ngoba ngithabile namhlanjesi. Ithi ngilembele i-apuleli ngemva kwendlu khona uzolidla ngokuthula, ungatshwenywa ziinyoni."

Njengombana uMatty afaka i-apula ngemgodini awembileko, isibungu sathi, "Usale kuhle Matty. Ngiyakuthembisa bona ngizowubhadela umusa ongijengise wona." UMatty wasilayelisa wabuyela ekubhageni.

Ngakusasa ekuseni, ilanga naliphumako, uMatty wathi nakavula amehlo wezwa ngomnuko omnandi angakhenge awuzwe ngaphambilini. Uthe nakarhabela ngaphandle wabamba ongenzasi. Phambi kwamehlwakhe kunomuthi omkhulu wama-apula, iimpande zaso zidisibezwa ma-apula amahle ngendlela engakhenge ibonwe.



Wagida wazombeza umuthi, ihleko lakhe lahlangua nokubhina kweenyoni. Wawakha ama-apula, ngalinye ngalinye ararwa mkarisomraro owenzeke ebusuku.

Ngentambama yamhloko, uMatty watjingga emthini, wathatha amamafini awabagileko wawabeka emirajinawo. "Ngiyathokoza," watjho akhulumela phasi. "Isilukazesa besiqinisile nasithi umuthi lo uzasolo ungilethela ithabo!"

### Yenza indaba le ibe mnandi!

★ Ngisiphi isithelo osithandako? Dweba isithombe saso. Ngaphasi komdwebho loyo, tlola umutjho othi, "Isithelo engisithandako yi ...". Ungabawa omunye akusize utlole umutjho wakho.

★ Tlola irhelo lazo zoke izinto ongazenza usebenzisa isithelo osithandako. Kungaba yinto ozoyibhaga namkha ozoyipheka, ijuzi namkha iphudingi emakhaza.

★ Cabanga ngomnuko, ukunambitheka, isibumbeko nombala we-apula namkha wesinye isithelo. Cabanga ngetjhada elisenzako nawusilumako. Bese utlola ikondlo ngesithelweso.



# Matty and the magical apple tree

By Bradley Paulse ■ Illustrations by Natalie and Tamsin Hinrichsen

Story  
corner



There was once a young woman named Matty. She lived on a small farm, where the soil was hard and the work was tough. But Matty was no ordinary farmer. With determination she toiled under the hot sun to grow enough vegetables to sell at the bustling market nearby.

When her crops were ready, and she had more than enough to share, Matty packed her basket and headed to the market, her cheeks glowing with excitement. "Today I will sell all these vegetables and maybe get a treat for myself," she said.



You see, Matty's favourite treat awaited her at the market. It was apples – big, juicy, delicious apples. She couldn't resist their tempting sweetness. They were her reward for all her hard work.

At the fruit stall, Matty met a friendly old lady, her cheeks rosy like ripe apples. Her eyes twinkled as she watched Matty admire the colourful fruit.

Matty's thoughts danced around as she pondered which apples to buy for her next baking adventure. "Red apples, delicious for a cake," Matty said aloud as she picked up a red apple. "And maybe some Granny Smith apples for a pie, and a few Honey Crisp apples for muffins. And definitely some Golden Delicious apples for a warm apple crumble." As she named each apple, Matty added them to her basket.

The old lady chuckled. She reached out and handed Matty a golden apple. "Anyone who loves apples this much, deserves a special treat. Here you go, take this special apple. It will always bring you joy," the old lady said.

"Thank you very much," Matty said gratefully. The golden apple was bigger and more beautiful than any apple she had ever seen. She couldn't wait to get home and try it.

As the sun dipped behind the hills, Matty returned to her farm. She carefully sorted and cleaned all the apples, humming happily as she worked. She would bake all the delicious treats she had thought of, but she saved the special golden apple as a treat to eat.

Once Matty had sorted and cleaned all the apples, she picked up the special golden apple. "Now for my treat," she said. But as she was about to take a bite, a tiny head poked out of a hole in the apple.

"Don't eat me!" a worm squeaked.

Matty dropped the apple in surprise. "What in the world?" she gasped.

The worm wriggled out, his eyes wide and apologetic. "I'm sorry for nibbling your apple, but it was so tasty!" he said.

Matty couldn't decide if she should be angry or not. The old lady had said the apple would always bring her joy, but now she wasn't so sure.

Eventually Matty sighed and said, "Little worm, you are lucky I'm in a good mood today. Let me bury your apple in my backyard so that you can eat it in peace, away from the birds."

As Matty placed the apple in the hole she had made in the ground, the worm said, "Goodbye, Matty. I promise to repay you for your kindness." Matty waved goodbye and returned to her baking.

The next morning, as the first rays of the sun painted the sky, Matty's eyes opened to the sweetest scent she had ever smelled. She rushed outside and her jaw dropped in astonishment. Right before her eyes stood a gigantic apple tree, its branches heavy with the most magnificent apples she had ever seen.



Matty danced around the tree, her laughter mingling with the songs of birds. She picked the apples, one by one, marvelling at the miracle that had taken place overnight.

That evening, Matty returned to the tree, placing a freshly baked muffin at its roots. "Thank you," she whispered. "The old lady was right after all because this tree will indeed always bring me joy!"

## Get story active!

- ★ What is your favourite fruit? Draw a picture of it. Underneath your drawing, write the sentence, "My favourite fruit is ...". You can ask someone to help you write your sentence.

- ★ Make a list of all the things you can make using your favourite fruit. It can be something you bake or cook, a juice or a cold pudding.
- ★ Think about the smell, taste, shape and colour of an apple or any other fruit. Think about the sound that it makes when you bite it. Now write a poem about the fruit.

