



The little boy: A story for the teacher in all of us

by Sue Lyle

Once there was a little boy who started school. Each day his teacher would tell him stories. He loved the stories – stories about dragons and princes, about giants and hyenas, witches and fairies. Stories about goodies and baddies, about brave people and cowardly people, about greedy people and generous people. Stories of love and hate, jealousy and cruelty, friendship and loyalty. His imagination was full of places and events, of people and animals that crept into his dreams and his games.

Every morning he looked forward to arriving at school because the teacher would ask him to choose where to put his name card – would he choose a witch or a dragon, a castle or a ship?

And each day he would think about it and put his name beside his choice, and the teacher would ask him, “Why do you like dragons (or castles) best?” He would think about his answer and tell her. He learnt to give reasons for his choices.

Then the teacher would ask all the children to sit on the mat and talk about their choices. He liked hearing the ideas of the other children and sometimes after he had listened to them, he changed his mind and made a different choice. All together they would think of ideas for stories and then he would go and play the stories. He would dress up and play being the monster or the hero. He would take small figures of dragons or witches and create a story.

Then one day the teacher set up a storytelling table and said anyone who wanted to tell her a story could come to the table and she would write down the story. The little boy was excited – he had lots of ideas for stories, so he went to the table and he told the teacher a story and she wrote it down. His story had a dinosaur, a boy and a firefighter – it wove together ideas from all the stories he had heard and played. The next day the teacher read his story to the class and invited the children to act it out as she read it again. And the little boy looked at his words and was happy. He liked acting out his story with others in his class.

Continued on page 8

Inkwenkwana encinane: Ibali likatitshala esinguye sonke

ngokubhalwe nguSue Lyle

Kudaladala kwakukho inkwenkwana eyayiqala ukuhamba isikolo. Ngosuku ngalunye utitshala wayo wayeyibalisela amabali. Yayiwathanda amabali – amabali abalisa ngamagongqongqo neenkosana, angezgebenga neengcuka, angamagqwirhakazi nemikholonjane. Amabali amalunga nezinto ezintle nezimbi, amalunga namakrothi namagwala, abantu abanyolukileyo nabanesisa. Amabali othando nentiyo, umona nenkohlakalo, ubuhlobo nentembeko. Intelekelelo yayo yayizele ziindawo ngeendawo nentlaninge yezehlo, ihlokondiba labantu nemihlambi yezilwanyana eazingena emaphupheni ayo nakwimidlalo yayo.

Wayekuthakazelela ukufika esikolweni kusasa yonke imihla, kuba utitshala wakhe wayeza kumcela ukuba akhethe indawo aza kulibeka kuyo ikhadi elinegama lakhe – ingaba bethu uza kukhetha igqwirhakazi okanye igongqongqo, inqaba okanye inqanawe? Yonke imihla ubeqale acinge aze abeke ikhadi elinegama lakhe ecaleni kwaloo nto ayikhethileyo, aze utitshala ambuze enjenje, “Kutheni uthanda amagongqongqo (okanye iinqaba) kakhulu?” Wayeye athi nqumama acingisise impendulo yakhe kuqala aze amxelele yona. Wafunda ukunika izizathu zokukhetha izinto azikhethileyo.

Emva koko utitshala ubeye acela bonke abantwana ukuba bahlale phantsi emethini baze bathethe ngezinto abazikhethileyo. Le nkwenkwana yayikuthanda ukuva iingcinga zabanye abantwana, kwaye emva kokuba emamele abanye, wayeye aguqule oko ebekukhethile, akhethe okanye. Babethi bonke abantwana bacinge ngamacebo okwenza amabali, ze le nkwenkwana iwenze imidlalwana yeqonga loo mabali. Wayeye anxibe iimpahla zobugongqongqo okanye ubukrothi, ze adlale indima leyo. Wayeye enze imiqingqwa emincinane yamagongqongqo okanye amagqwirhakazi aze enze ibali ngayo.

Ngenye imini utitshala walungisa itafile yokubalisa amabali waza wamema nabani na ofuna ukumbalisela ibali ukuba eze etafileni ukuze yena alibhale phantsi ibali elo. Le nkwenkwana yayichulumance kakhulu – yayineengcinga ezininzi zamabali, ngoko ke yaya etafileni, yabalisela utitshala ibali waza ke yena walibhala phantsi. Ibali layo lalinedayinaso, inkwenkwe kunye nomcimi-mlilo – lalithungelanise iingcinga ezivela kuwo onke amabali eyakhe yaweva yaza yawadlala.

Iyaqhubeka kwiphepha lesi-8



Drive your
imagination

Read to me. Again! Again!

Ndifundele.
Phandaphinda! Ungadinwa!





Drive your
imagination

Story stars Just for fun



Three times a week, 30 young Barrydale readers get together to enjoy stories for an hour. The Net vir Pret Reading Club, part of the Nal'ibali network, might be only three months old, but it is already sparking children's interest in storytelling and reading. We spoke to Donna Kouter and Peter Takelo about developing a love of reading in children.

Why is reading for enjoyment important?

Reading for pleasure opens you to new worlds, new feelings and new ideas. It helps overcome prejudice and develops tolerance and kindness. If you only read because you have to – for school or work – you won't get the same rewards.

Can we all help to develop children's literacy?

Yes! If you can't read or write well yourself, it doesn't matter. You can still help the children around you develop literacy by telling them stories – your own stories and those you've heard from other people.

Which books do you think every child should read?

Peter: Definitely *Fransina Vark* – it's a very vivid story that teaches a valuable lesson, and children remember it clearly years later. It taught me to never give up and always try again.

Donna: *Pinocchio*, although the most popular stories among the children at Net vir Pret are about animals!

What are your top tips for starting a reading club?

Make sure that it's FUN from day one. Children will be put off if what you do looks difficult or boring. The stories should be interesting and be about things they can identify with. Also, get the children involved – ask them to make drawings of the characters and events in the story, or to act out the story you have just read, or let the children retell the story in their own words!

How do we inspire others to read for enjoyment?

If you want to encourage others to enjoy reading and listening to stories, start with yourself. If you are enthusiastic, others will follow.



Net vir Pret Reading Club

Iimbilasane zamabali Ukufundela ukuzonwabisa

Kathathu ngeveki, abalesi abancinane baseBarrydale abangama-30 bayahlangana ukuze bonwabele amabali kangangeyure. Iklabhu yokufunda, iNet vir Pret, neyinxalenye yesixokelelwano seNal'ibali, ingafane nje ibe ineenyanga ezintathu kuphela yasekwa, kodwa sele ivuselela umdla wokubalisa amabali nokufunda ebantwaneni. Sincokole noDonna Kouter kunye noPeter Takelo malunga nokuphuhlisa uthando lokufunda ebantwaneni.

Kutheni kubalulekile ukufundela ukuzonwabisa?

Ukufundela ukuzonwabisa kukuvulela ihlabathi elitsha, iimvakalelo ezintsha neengcinga ezintsha. Kunceda ekupheliseni ucalucalulo kwaye kuphuhlisa ukunyamezelana kunye nobubele. Ukuba ufunda kuba unyanzelekile – ufundela isikolo okanye umsebenzi – asokuze ufumane umvuzo ofanayo kunokufundela ukuzonwabisa.

Ingaba singakwazi sonke ukunceda ukuphuhlisa ilitheresi ebantwaneni?

Ewe! Akunamsebenzi nokuba wena awukwazi ukufunda nokubhala. Usengakwazi ukubanceda abantwana abakungqongileyo baphuhlise ilitheresi yabo ngokubabalisela amabali – amabali akho kunye nalawo uweve kwabanye abantu.

Zeziphi iincwadi ocinga ukuba wonke umntwana kufuneka azifunde?

UPeter: Ndiqinisekile ngebali lika*Fransina Vark* – libali elineengcombolo ezicacileyo nelinemfundiso exabisekileyo, kwaye nabantwana baya kuhlala belikhumbula emva kweminyaka emininzi. Mna landifundisa ukuba ndingaze ndinikezele, koko ndizame kwakhona ndakuwa phantsi kwilinge lam.

UDonna: Iballi lika*Pinocchio*, nangona amabali athandwa kakhulu kwiNet vir Pret ingamabali angezilwanyana!

Zithini ezona ngecebiso zakho ziphambili zokuqalisa iklabhu yokufunda?

Qinisekisa ukuba KUMNANDI kwangosuku lokuqala. Abantwana baphelelwa ngumdlu, batyhafe ukuba okwenzayo kukhangeleka ngathi kunzima okanye kuyakruqula. Amabali kufuneka abe nomdla kwaye abalise ngezinto abazikhankanyayo kobabo ubomi. Kananjalo, babandakanye abantwana – bacele bazobe imifanekiso yabalinganiswa kunye nezelelo ezisebalini, okanye benze umdlalo weqonga ngebali elo usandul' ukulifunda, okanye bavumele ukuba balibalise kwakhona ibali elo ngawabo amazwi!

Singabavuselela njani abanye ukuba bafundele ukuzonwabisa?

Ukuze ukwazi ukukhuthaza abanye ukuba bafundele ukuzonwabisa nokumamela amabali, qala ngawe buqu. Ukuba unothakazelelo, nabanye baza kulandela ekhondweni.

Across the country, individuals and organisations are finding ways to make reading and writing part of children's daily lives. To say thank you, our featured **Story Stars** will receive meal vouchers* courtesy of **Wimpy** to enjoy with the children in whose lives they are making a difference.

* For terms and conditions that apply, go to www.nalibali.org/story-stars.



Kulo lonke ilizwe, abantu nemibutho bafumana iindlela zokwenza ukufunda nokubhala inxalenye yobomi bemihla ngemihla babantwana. Ukubabulela, **iimbilasane zamabali** zethu ekubhalwe ngazo ziza kufumana iivawutsha zokutya* ezizininikwa ngembeko nangoncedo lwabakwa**Wimpy** ukuze bazonwabele nabantwana abenza umahluko ebomini babo.

* Ukufumanisa imimiselo nemiqathango esetyenziswayo, yiya ku-www.nalibali.org/story-stars.

Nal'ibali on radio!

Enjoy listening to stories in isiXhosa and in English on Nal'ibali's radio show:

Umhlobo Wenene FM on Monday to Wednesday from 9.30 a.m. to 9.40 a.m.

SAfm on Monday, Wednesday and Friday from 1.50 p.m. to 2.00 p.m.



UNal'ibali kunomathotholo!

Yonwabela ukuphulaphula amabali ngesiXhosa nangesiNgesi kwinkqubo kanomathotholo yeNal'ibali:

Umhlobo Wenene FM ngoMvulo ukuya kuLwesithathu kusasa, ukususela ngo-9.30 ukuya ngo-9.40.

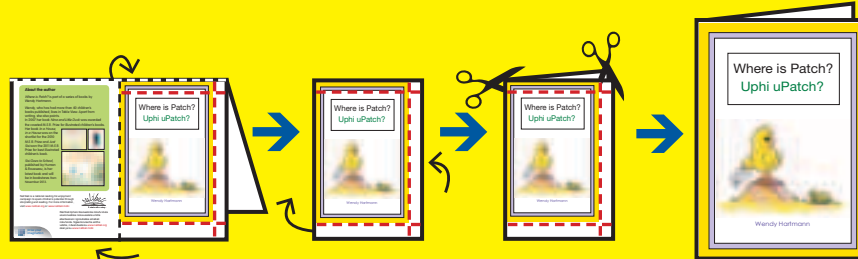
SAfm ngoMvulo, ngoLwesithathu nangoLwesihlanu emini, ukususela ngo-1.50 ukuya ngo-2.00.

Create your own cut-out-and-keep book

1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

Zenzele eyakho incwadana onokuyisika-ze-uyigcine

1. Thatha iphepha lesi-3 ukuya kwelesi-6 kolu hlelo.
2. Wasonge esiphakathini kumgca wamachaphaza amnyama.
3. Phinda uwasonge esiphakathini kwakhona.
4. Sika kwimigca yamachaphaza abomvu.



Wajikeleza busazinge ekhangela.
Wajikeleza, wajikeleza wajikeleza.

He walked in a circle. Round and round
and round.



Wathi akufika ezantsi, wasingasinga
ekhangela uPatch.

When Tuft reached the bottom, he
looked for Patch.



About the author

Where is Patch? is part of a series of books by Wendy Hartmann.

Wendy, who has had more than 40 children's books published, lives in Table View. Apart from writing, she also paints.

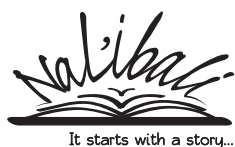
In 2007 her book *Nina and Little Duck* was awarded the coveted M.E.R. Prize for illustrated children's books.

Her book *In a House, in a House* was on the shortlist for the 2010 M.E.R. Prize and *Just Sisi* won the 2011 M.E.R. Prize for best illustrated children's book.

Sisi Goes to School, published by Human & Rousseau, is her latest book and will be in bookstores from November 2013.



Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi

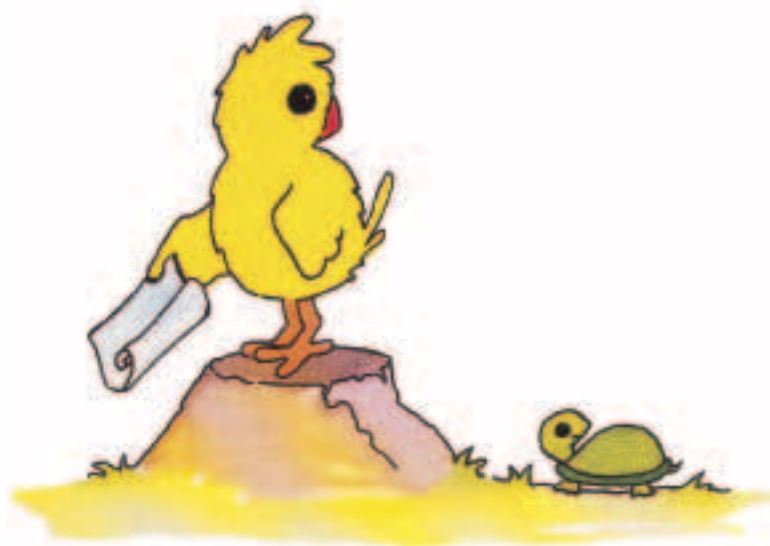


INal'ibali liphulo likazwelonke lokufundela ukuzonwabisa nokuvuselela umdla ebantwaneni ngokubalisa amabali nokufunda. Ngeenkukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi



Drive your
imagination

Where is Patch? Uphi uPatch?



Wendy Hartmann

Fold



Tuft looked everywhere, but he could not find his pet python.
UTuft wakhangele kuyo yonke indawo, kodwa zange asifumane isilo-qabane sakhe esiyinamba.



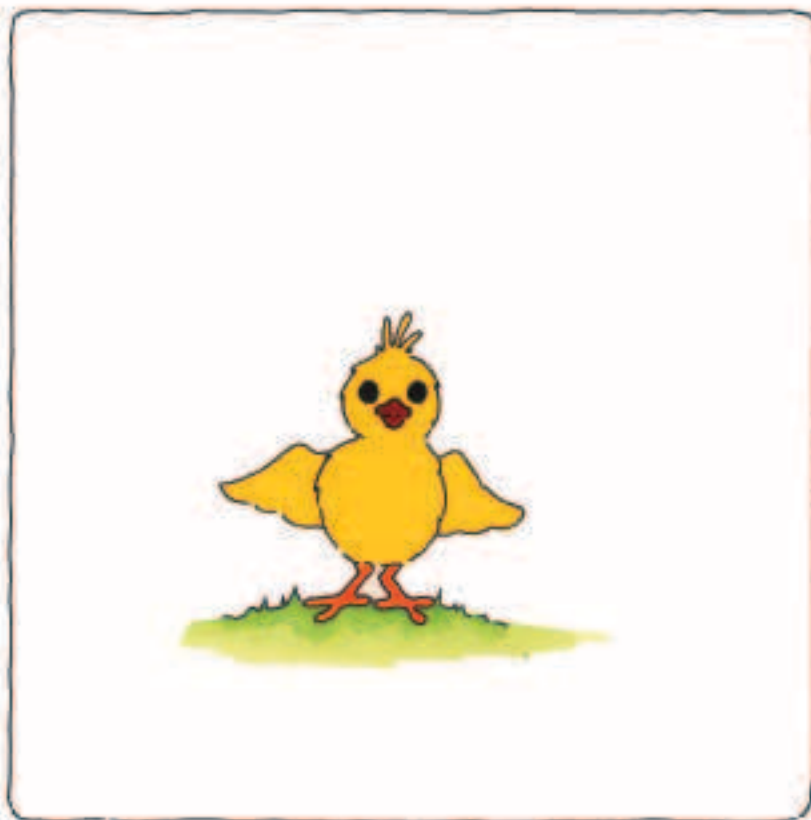
He walked down, down, down.
Wahamba wehla, wehla, wehla.



Fold



"Where is my pet python?" asked Tuft.
"I have looked everywhere."
"Siphi isilo-qabane sam esiyinamba?" kubuza uTuft. "Ndikhangele kuyo yonke indawo."



“I can’t see him anywhere,” he said.
Wathi akufika enkcochoyini uTuf,
wasingasinga ekhangela uPatch.
“Andimboni kuyo yonke indawo,” utshilo.

When Tuf reached the top, he looked
for Patch.



He started to cry.

Wagala ngoku walia.



“Have you seen Patch?”
“No,” said the little mouse, “but follow
that path.”
“Ingaba ukhe wambona uPatch?”
“Hayi,” itshilo impukwana encinane,
“kodwa landela le ndledlana.”



Wahamba wenyuka,
wenyuka,
wenyuka.
He walked up,
up,
up.



Tuft followed the path.
"Patch! Patch!" he called. "Where are you?"
UTuft wayilandela indledlana.
"Patch! Patch!" wakhwaza. "Uphi?"

"Hello," said Patch. "Don't cry. I have been waiting for you. You have been walking on me all the time!"
"Molo," watsho uPatch. "Musa ukukhala. Kudala ndikulindle. Ngalo lonke eli xesha ubuhamba apha phezu kwami!"



Tuft hugged his pet python.
"Oh, Patch," he said. "I am so glad I found you."
UTuft wasanga isilo-qabane sakhe esiyinamba.
"Owu, Patch," watsho. "Andisavuyi ngako ndikufumene."

Get story active!

Where is Patch? has been written especially for younger children. Below are some ideas to try out as you read the story with them. Draw their attention to the details in the illustrations and the story by commenting on them or asking questions. For example:

- **page 2:** (Point to Tuft.) Look, there is Tuft. What kind of animal do you think he is?
- **page 3:** Can you find the path?
- **page 5:** (Point with your finger to show the direction Tuft is walking in.) Look, Tuft is walking *up* the path.
- **page 6:** Can you see Patch anywhere? Where do you think he might be?
- **page 7:** (Point with your finger to show the direction Tuft is walking in.) Look, Tuft is walking *down* the path.
- **page 8:** Do you think Tuft can see Patch anywhere?
- **page 9:** (Point with your finger to show the direction Tuft is walking in.) Look Tuft is walking *around* and *around*.
- **page 10:** How do you think Tuft feels?
- **page 12:** Look, Patch was the path!
- **page 13:** How do you think Tuft feels now?
- **pages 14 and 15:** Let's trace the way Tuft went with our fingers. (Point with your finger to show the direction Tuft walked in.) He walked along the path, then up and down, and then round and round until he found Patch.



Here are some ideas for using *Where is Patch?* with older children.

- Let them read the book in their mother-tongue first and then in the other language of the supplement.
- Encourage them to write and illustrate their own story using the characters Tuft and Patch. Once they have finished, suggest that they read it to a younger child.



Yenza ibali linike umdla!

Ibali elisihloko sithi, *Uphi uPatch?* libhalwe ngokukodwa libhalelwa abantwana abancinane. Ngezantsi kukho iingcebiso onokuzizama xa ufunda ibali kunye nabantwana. Bakhombise iinkcukacha eziqulathwe ngumfanekiso nalibali ngokuthi wenze amagqabantshintshi ngazo okanye ubuze imibuzo ephathelele kuzo. Umzekelo:

- **ephepheni lesi-2:** (Yolatha kuTuft.) Jongani, nankuya uTuft. Nicinga ukuba uloluphi uhlobo lwesilwanyana?
- **ephepheni lesi-3:** Niyayibona apho ikhoyo indledlana?
- **ephepheni lesi-5:** (Yolatha ngomnwe wakho ubonise icala uTuft aya ngakulo.) Jongani, uTuft *unyuka* ngendledlana.
- **ephepheni lesi-6:** Ungamfumana yena uPatch? Ucinga ukuba uphi?
- **ephepheni lesi-7:** (Yolatha ngomnwe wakho ubonise icala aya ngakulo uTuft.) Jongani, uTuft *uhla* ngendledlana.
- **ephepheni lesi-8:** Nicinga ukuba uTuft uyambona ukuba uphi na uPatch?
- **ephepheni le-9:** (Yolatha ngomnwe wakho ubonise icala aya ngakulo uTuft.) Jongani uTuft *uyajikeleza*, *ajikeleze*.
- **ephepheni le-10:** Nicinga ukuba uziva njani uTuft?
- **ephepheni le-12:** Jongani, uPatch ibinguye le ndledlana!
- **ephepheni le-13:** Nicinga ukuba uziva njani ngoku uTuft?
- **ephepheni le-14 nele-15:** Masisebenzise iminwe yethu silandele indlela ehanjwe nguTuft. (Yolatha ngomnwe wakho ubonise indlela ahambe ngayo uTuft.) Uhambe ngale ndledlana, waza wenyuka waphinda wehla wabuya wajikeleza, wajikeleza wade wamfumana uPatch.

Nazi ezinye iingcebiso zokusebenzisa ibali elisihloko sithi, *Uphi uPatch?* kunye nabantwana abadlalana.

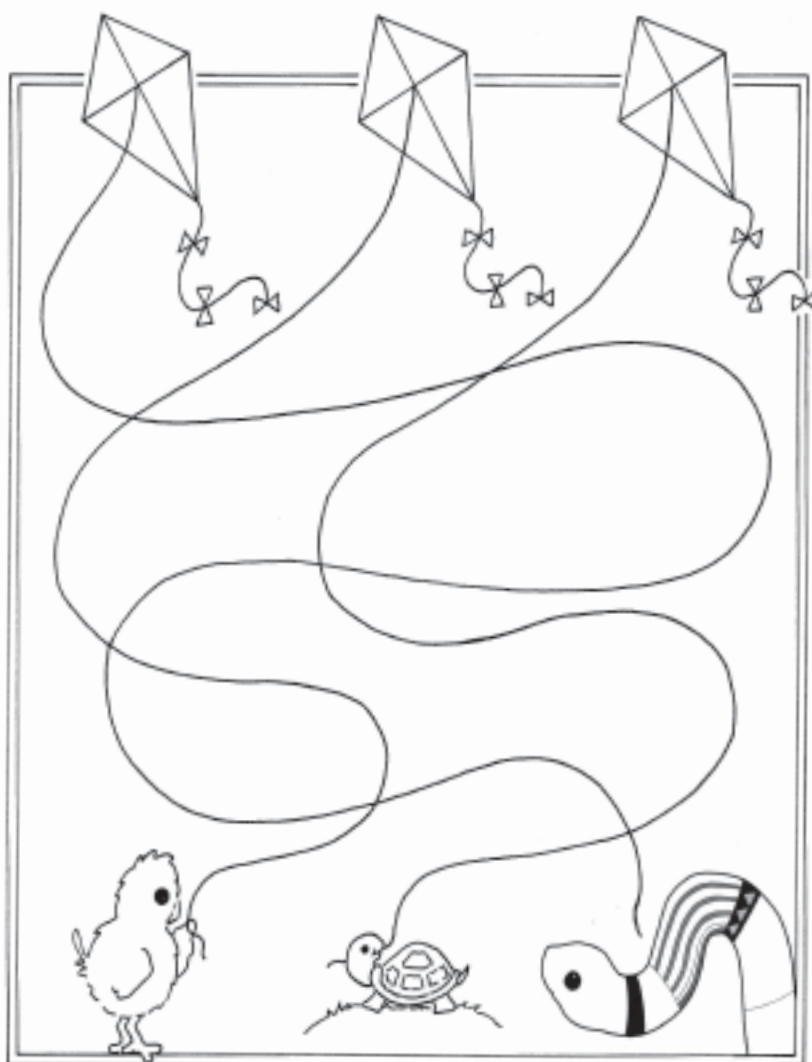
- Bavumele bayifunde incwadi ngolwimi lwabo lwasekhaya kuqala baze emva koko bayifunde ngolunye ulwimi lohlelo.
- Bakhuthaze ukuba babhale ze bazobe elabo ibali besebenzisa abalinganiswa uTuft noPatch. Xa begqibile, bacebise ukuba balifundele umntwana omncinane ibali elo.

Can you help Tuft and Patch?

The kite strings have got mixed up. Work out which kite belongs to Tuft, Patch and the tortoise. Then colour in the kites to match the animals.

Ungakwazi ukunceda uTuft noPatch?

Imitya yekayiti iphithene. Khangela ukuba yeyiphi ikayiti kaTuft, iyeyiphi ekaPatch neyofudo. Emva koko zifake imibala ukuzohlula kwaye loo mibala yekayiti kufuneka ihambelane nesilwanyana ngasinye.



Reading club corner

Here are some days to celebrate at your club in November! Choose one or two of these special days and then find stories related to the days to tell or read to the children. Encourage them to draw pictures inspired by the story and to write about it – or even to write their own story.

- | | |
|----------------------|---|
| 1–30 November | International Picture Book month |
| 13 November | World Kindness Day |
| 14 November | Astrid Lindgren's birthday (award-winning Swedish children's author who wrote the well-known <i>Pippi Longstocking</i> chapter books) |
| 15 November | Children's Grief Awareness Day |
| 21 November | World Hello Day |

Ikona yeklabhu yokufunda

Nazi ezinye zeentsuku ezinokubhiyozelwa kwiklabhu yakho kweyeNkanga! Khetha usuku olunye okanye iintsuku ezimbini ezikhethekileyo uze ufumane amabali ahambelana nezi ntsuku oya kuthi uwabalisele abantwana bakho okanye ubafunde. Bakhuthaze ukuba bazobe imifanekiso evuselelwe ngala mabali baze babhale ngayo – okanye babhale elabo ibali.

- | | |
|-------------------------|--|
| 1–30 kweyeNkanga | inyanga yeNcwadi yemiFanekiso yeHlabathi |
| 13 kweyeNkanga | uSuku loBubele lweHlabathi |
| 14 kweyeNkanga | usuku lokuzalwa kukaAstrid Lindgren (umbhali weencwadi zabantwana waseSweden nophumelele imbasa, owabhala iincwadi ezizizahluko nezaziwayo ezisihloko sithi, <i>Pippi Longstocking</i>) |
| 15 kweyeNkanga | uSuku lokuQaphela uDandatheko lwaBantwana |
| 21 kweyeNkanga | uSuku lokuBulisa lweHlabathi |



Josh



Dintle

From page 1

The next year, the little boy moved to a new grade and a new teacher. This teacher didn't ask him to make any choices at the beginning of the day. She just read out the names from the register and asked him to listen for his name and say, "Yes, Miss Jones!" when he heard it. He missed his old teacher and wondered what the children in her class were doing.

Then his new teacher said, "Today I have new books for you to read." The little boy was excited. He loved to hear stories and was eager to see the new books. The teacher gave him his reading book. It didn't look very exciting. Then she slowly read the book to him. It didn't have many words and the teacher stopped to sound out the letters in the words. It wasn't a story like he had had before where he could imagine himself as a king or a big bad wolf. The little boy was disappointed. He missed the stories from his old classroom.

Then one day the new teacher said, "Today we're going to write a story."

"Oh good!" thought the little boy. He loved to write stories. He picked up a pencil and began to draw his story.

"Wait," said the teacher. "I haven't told you what to do yet." The little boy was full of ideas, but he stopped what he was doing and listened to the teacher. The teacher gave out a sheet of paper with pictures on it. She told the children to look at the pictures and write the words to make the story.

The little boy looked at the pictures. They showed a boy walking along the road to the shop to buy something. He didn't like this story. His mind was full of tales of pirates and treasure, but the teacher didn't ask him about his ideas. The little boy wondered why they all had to write the same story, but he didn't say anything. He sat there and looked at the pictures, but he didn't want to write the story.

And pretty soon the little boy stopped telling his own stories and learnt to do what the teacher told him to do. He stopped looking forward to having his stories written down for him. He forgot how he loved to listen to stories and act out his stories with his friends. Instead, he got used to reading the reading books that his teacher gave him and he only wrote what the teacher told him to write about. ✨

Tell us if you liked the story, *The little boy* – SMS "Bookmark" with your name and your comments to 32545. R1,00 per SMS.

Sixelele ukuba ulithandile kusini na ibali elisihloko sithi, *Inkwenkwana encinane* – SMSa u-"Bookmark" negama lakho kunye namagqabantshintshi akho ngebali ku-32545. I-SMS nganye ixabisa i-R1,00.



Isuka kwiphepha loku-1

Ngosuku olulandelayo utitshala wafundela ikhosi ibali layo waza wabamema abantwana ukuba benze umdlalo weqonga ngalo lo gama yena ephinda ukulifunda. Inkwenkwana yajonga amazwi ayo yaza yonwaba kakhulu. Yayikuthanda ukudlala eqongeni ibali layo kunye nabanye abantwana eklasini yayo.

Kunyaka olandelayo, inkwenkwana yadlulela kwibanga elilandelayo, yafumana notitshala omtsha. Lo titshala zange ambuze ukuba ukhethe ntoni ekuqaleni kosuku. Wayesuka nje akhwaze amagama akwirejista, aze amxelele ukuba amamele igama lakhe, aze aphenule athi, "Ewe, Nkosazana Jones ndikhona!" xa esiva igama lakhe. Wayemkhumbula utitshala wakhe wonyaka ophelileyo, kwaye wayesoloko ecinga ngezinto ezingaba zenziwa ngabantwana bakhe.

Utithshala wakhe omtsha wathi, "Namhlanje ndiniphathele iincwadi ezintsha zokufunda." Inkwenkwana yavuya kakhulu. Yayikuthanda kakhulu ukumamela amabali, kwaye yayithakazelela nokubona iincwadi ezintsha. Utithshala wamnika incwadi yakhe yokufunda.

Yayingakhangeleki ngathi inomdla kakhulu. Utithshala waqalisa ukuyifundela incwadi ngokuzekelelayo. Yayingenamagama maninzi kwaye utitshala wayemane esima ukuze aphimisele oonobumba abasemagameni. Oku kwakungafani nebbali awayeqhele ukuliva ngaphambili, apho wayesiba nomfanekiso-ngqondweni wakhe engukumkani okanye ingcuka ekhohlakeleyo. Oku kwayidanisa le nkwenkwana. Wayewakhumbula amabali eklasi yakhe endala.

Ngenye imini utitshala wakhe omtsha wathi, "Namhlanje siza kubhala ibali."

"Wawu, kwakuhle ke oko!" yacinga njalo inkwenkwana. Yayikuthanda ukubhala amabali. Yathatha ipensile yayo yaza yaqalisa ukuzoba ibali layo.

"Yima," watsho utitshala. "Andikanixeleli ukuba kufuneka nenze ntoni na." Le nkwenkwana yayisindeka ziingcinga, kodwa yayiyeka yonke into eyayiyenza, yaza yaphulaphula kutitshala. Utithshala wabanika uxwebhu lwephepha

olunemifanekiso. Wabaxelela abantwana ukuba bajonge emifanekisweni baze babhale amagama okwenza ibali.

Le nkwenkwana yayijonga imifanekiso. Yayibonisa inkwenkwe ehamba endleleni, eya kuthenga into ethile evenkileni. Yayingalithandi eli bali. Engqondweni yakhe kwakuzele amabali amalunga nabaphangi baselwandle nobutyebi, kodwa utitshala zange ambuze ngeengcinga zakhe. Le nkwenkwana yamangaliswa kukuba kutheni kufuneka bonke bebhale ibali elinye, kodwa zange ibuze nto. Yahlala apho ibuka imifanekiso, kodwa yayingafuni ukulibhala eli bali.

Ngokukhawuleza, le nkwenkwana yayeka ukubalisa amabali ayo, yafunda ukwenza oko utitshala amyalela ukuba akwenze. Wayeka ukuthakazelela ukubhalelwa amabali akhe phantsi. Wayilibala indlela awayekuthanda ngayo ukumamela amabali akhe nokwenza imidlalo yeqonga ngawo nabahlobo bakhe. Endaweni yoko, waqhela ukufunda iincwadi zokufunda utitshala wakhe awayemnika zona, aze abhale oko utitshala amyalela ukuba makakubhale. ✨

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