



African Storybook Guides

Preparing to use African Storybooks with children

The activities and resources on these pages are designed to help you explore the growing African Storybook website collection of storybooks, with your children in mind.

We share with you our ideas of what a good storybook is, and how African Storybook educators have selected storybooks with a particular purpose and group of children.

We also give examples of ways to access and read the storybooks with children – digitally or in print.

See also the other guides in this series:
Developing, translating and adapting African Storybooks
Using African Storybooks with children

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Activity 1: Choosing storybooks for children

It is important to choose a variety of different storybooks at different levels. Children should be able to experience many different stories and pictures, and a range of words and sentences. As you choose storybooks for children, there are two main questions to ask:

- Which children will read the storybook?
- What is your purpose in choosing this particular storybook?

There are storybooks on the African Storybook website that will give opportunities for the children you have in mind to do the following:

1. Practice reading the words and the pictures on their own.

Stories that help children practice their basic reading skills include the following features: fairly simple language, sentences that are not long, repetition of words and phrases, and only a sentence or a few sentences per page.

2. Talk about their feelings and experiences with reference to what they are reading.

These can be everyday experiences (getting ready for school in the morning, playing with friends) or more unusual situations in which children may find themselves but not have given voice to their feelings (for example, a new baby in the family, or a frightening event.)

3. Think about and talk about the content of what they are reading.

Even very young children can be invited to think and talk about the themes and values that are reflected in storybooks.

4. Write about what they read and read what they write.

Stories that describe activities in a particular order can be adapted with different details, or children can focus on different aspects of the pictures. For example, the storybook *Cooking* ('I chop the cabbage, I peel the carrots, etc.') could be re-written using other vegetables. Children could label the different objects in the pictures (for example, 'peeler, knife, grater, chopping board'. Children could write a new sentence for each picture.

5. Learn new vocabulary and language from what they read.

Here are some ideas for creating collections of storybooks for specific purposes and links to examples of African Storybooks in English (look for translations and adaptations). We hope this will inspire you to create your own collections for your children.

Ideas for choosing different types of storybooks

Storybooks that encourage children to link sounds and words, and to learn their numbers:

[Cat and Dog and the egg](#)

Donated by Biblionef (Netherlands), this is one of a series of *Cat and Dog* storybooks with simple sentences and repeated words and phrases. The series is ideal for the earliest stages of learning to read.

Also see: [Fire](#), [Our day at the zoo](#).

[Counting cats](#)

This is one of several books that can be used to help children read simple words and count – and enjoy it!

Also see: [Counting animals](#), and, for older children, [Counting cabbages](#) and [Who can count to ten?](#)

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Storybooks that give an opportunity for children to talk about their experiences and feelings:

[Adie na Adoch](#)

This was the favourite storybook of children at Kibera library in Nairobi in 2016. It is about the experiences of children whose father has more than one wife.

[Maqozwe](#)

This was top of the World Reader list of storybooks that most encouraged children to read in 2016. It is about a street child, how he struggled, what his ambitions were, and how learning to read changed his life.

Also see: [I enjoy doing](#), [I love forests](#), [Day I left home for the big city](#), [Simbi's new mother](#), [Father's advice](#), [Greed](#), [Guilty conscience](#), [Musau saves his father](#), and [Beloved daughter](#).

Storybooks that will encourage children to think about what they read:

[Monkey and the Drought](#)

This is a thought provoking storybook that can lead to discussions about prejudice and discrimination, for example, xenophobia.

[The Baboons who went this way and that](#)

Can evolution happen backwards? Well, in a storyteller's imagination, anything is possible!

Also see: [Creature with two](#), [The pot that died](#), [Disability is not inability](#), [Baboon chief](#), [Berhe and the snake](#), [Pontshibobo's tree](#) and [King Kayanja and his daughter](#).

Storybooks that encourage children to write their own versions or write new endings or versions:

[Cow with One Horn](#)

The story ends with a question that encourages participation from the children: *If you met such a cow, what would you do?*

[Colour-in Goat, Dog and Cow](#)

Children at Paleng Library in Lesotho wrote an alternative (more modern) version of this storybook:

[Goat, Dog and Cow with a TV](#)

Also see: [Rooster and Hare](#), [Result of disobedience](#), [Crushed louse](#), [Why Ajao was not buried](#), [Pretty golden pen](#), and [Forest of snakes](#).

Storybooks that can help children learn vocabulary and language structures:

[If I were ...](#)

Teachers and children at the Kabubbu Development Project in Uganda put together this storybook with pictures from the African Storybook image bank. It explores with children what they would do if they were ... a bank manager, a doctor, and even a mosquito! The same sentence pattern is repeated.

[Who is big?](#)

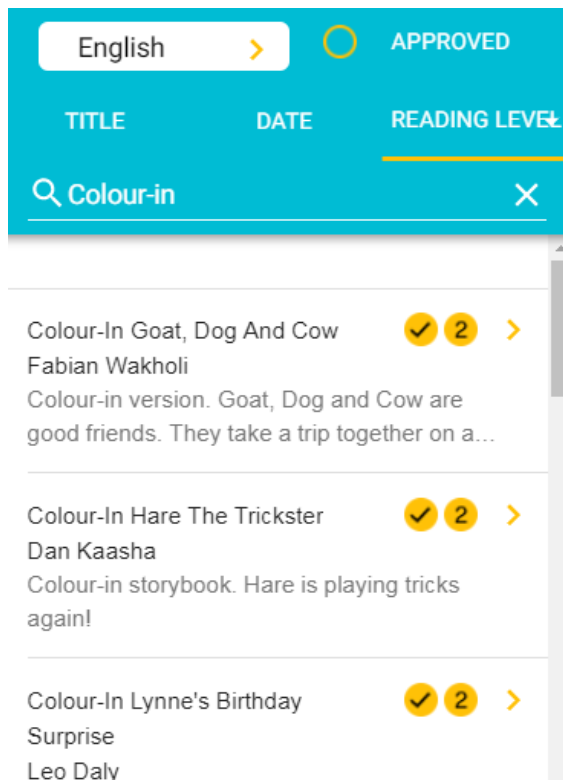
On each page of this storybook, an animal is shown comparing itself to another smaller creature. The same sentence pattern is repeated. The story helps the child understand the concept of comparison, and some of the words to go with it.

Also see: [My Red Ball](#), [Friends](#), [Seven colours in a rainbow](#), [Teacher Akinyi](#), [Pig that wouldn't listen](#), [Hands, feet and head](#), and [What shall I use to travel?](#)

Preparing to use African Storybooks with children

Colour-in storybooks

On the African Storybook site, there are storybooks where the pictures are black and white line drawings that can be coloured in, ideally with pencil crayons or sharpened crayons.



The screenshot shows the African Storybook website interface. At the top, there is a search bar with 'English' selected and a dropdown arrow, and a status indicator 'APPROVED' with a yellow circle. Below the search bar, there are columns for 'TITLE', 'DATE', and 'READING LEVEL'. A search filter 'Colour-in' is applied, with a magnifying glass icon and a close button. The search results list three storybooks:

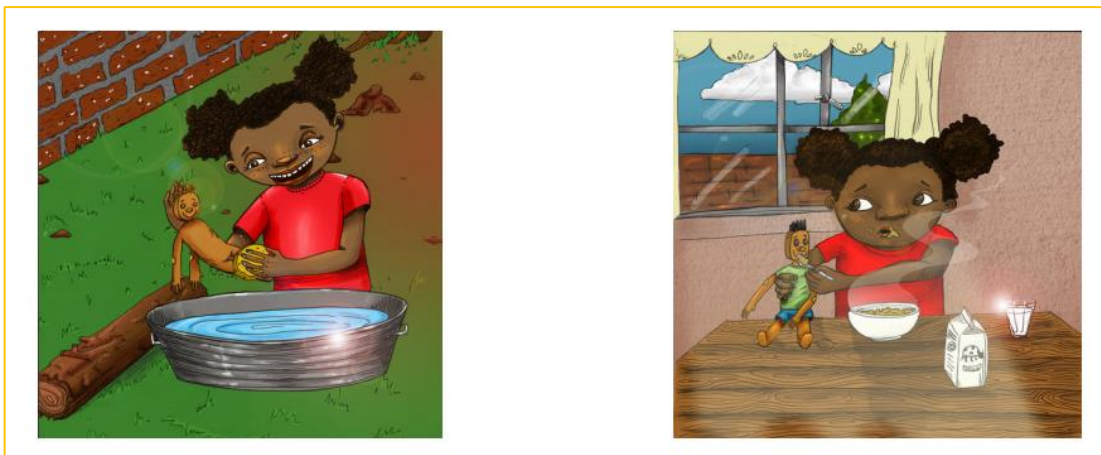
TITLE	DATE	READING LEVEL
Colour-In Goat, Dog And Cow Fabian Wakholi Colour-in version. Goat, Dog and Cow are good friends. They take a trip together on a...	✓	2 >
Colour-In Hare The Trickster Dan Kaasha Colour-in storybook. Hare is playing tricks again!	✓	2 >
Colour-In Lynne's Birthday Surprise Leo Daly	✓	2 >

Type the search term 'Colour-in', and you will get a list of the storybooks for colouring in.

Colouring in helps children to develop fine motor coordination. It also helps them to make meaning of the story by focusing on looking carefully at the different parts of a picture, and the information in the picture.

Wordless picture books

On the African Storybook site there are also storybooks that have no text and where only the pictures tell the story. Wordless stories can develop visual literacy, but also help young children to work out meaning in a story even when they can't yet read words. If you type the **search term 'Wordless'** you will find some storybooks without any printed text. It is also easy to create wordless adaptations of storybooks by deleting the text. For example, [A Day with my Doll](#).



Resource 1: What children need when learning to read

Children need *lots* of opportunities to practice reading – every day. They also need a *variety* of storybooks that stimulate their imagination.

Children need to learn to decode what is written on the page, and to ‘sound out’ words they may not have seen before.

To help them do this, educators can ask children to:

- Listen to and repeat words and phrases (this helps them distinguish between different sounds and words).
- Recognise different shapes and colours (this prepares them to identify letters and 'read' pictures).
- Point to letters on a page that represent particular sounds.
- Say the sound or word that matches symbol/s or letter/s on the page.
- Remember the shapes of more and more sounds and words.

Children need to learn that the point of reading is to make meaning from words and pictures. Thinking about the main aspects of a story can support children to do this: that is, setting, characters, problem, resolution, and 'the main idea'.

To help them make meaning from a storybook, educators can ask children to

- Guess the meanings of words they don't know basing their guesses on clues from the text or the pictures.
- Look carefully and notice details (for example, why certain punctuation is used, or a different font, or upper and lower case, or repeated words or phrases).
- Talk about what they see in the pictures and what they notice about the design of the book.
- ‘Hear’ the tone of the story – realise when the writer is being serious, sarcastic or playful.
- Guess or predict what will happen in the story.
- Enjoy both what is predictable in a story, as well as the surprises a writer sets up.
- Ask questions about what they read (not only answer the questions the teacher asks).
- Re-tell the story, but in their own words, with a sense of the shape of the story and the way it unfolds.

Children need to see the relationships between reading, writing and speaking.

To help them do this, educators can:

- Encourage children to tell their own stories, first orally with the teacher doing the writing, and then writing individual words or sentences in groups or on their own.
- Invite children to role play characters and conversations that they enjoy.
- Read out loud and enjoy the sounds of words.

In other words, children need to read lots of storybooks in order to hear and use new and interesting words, to ask questions, to make the links between written and spoken language, and to have conversations with each other and with adults about what they read. All of this leads to a deeper understanding of what a story is and the purpose of reading and writing.

Activity 2: A 'good' storybook for children

What makes a good children's storybook? There are many answers to this question.

In a workshop that we ran at the beginning of the project, participants suggested the following ideas. Think of your own ideas as well.

A good storybook:

- Is enjoyable.
- Is authentic in that it arises out of and speaks to children's contexts and realities.
- Has good illustrations that support the text, and that may also suggest other meanings or feelings and extend the text.
- Is not necessarily 'real' but is logically developed. In other words, make believe that is believable or nonsense that makes sense.
- Has interesting language – rhyme, rhythm, repetition, word play.
- Has suspense (or danger) to encourage children to say, 'What will happen next?' or 'What if?'
- Has something unexpected, against the rules, or a 'twist in the tail'.
- Has a beginning, middle and end.

Does a story need to have a beginning, middle and end? For example, is this a story?

My pa het n huis gebou	My father built a house
In die huis was n kamer	In the house was a room
In die kamer was a kas	In the room was a cupboard
In die kas was a brief	In the cupboard was a letter
In die brief ... staan:	In the letter ... was written:
Jan Galiëna, hoenderdief!	Jan Galiëna, chicken thief!

Perhaps it is a story. It uses a formula and it sets up a pattern, and then it breaks the pattern in the last line. (Children could be encouraged to give different endings to this 'story'!)

Are there different ways to end a story?

Some storybooks on the African Storybook website seem to end suddenly (for example, [Mr Fly and Mr Bighead](#)).

Or they don't get to the ending that is promised in the title. For example, in the storybook, [King of the Birds](#), the story ends without a decision about who the king of the birds will be.

In the storybook, [Why Ajao was not buried](#), the question in the title is answered: 'No relatives were found for Ajao, and so he remained unburied'. But the ending is also surprising.

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In a workshop with student-teachers where we discussed this storybook, some students were disturbed. They felt that the story left them hanging; there was no real ending. Others said that the ending of this storybook was interesting and could be used to start a conversation with children, and to ask questions. What do you think?

Does a story have to teach a lesson or moral?

There are many African Storybooks that could be (and are) used to praise virtuous behaviours. The virtue of obedience, particularly in young people, is seen by some writers as one of the most important values to teach children. But, on the other hand, some African Storybooks actually question whether children should always obey adults! There are many other virtues and values reflected in African Storybooks. And also opportunities to link storybooks to curriculum topics and themes.

But a storybook can still be 'good' even if it doesn't seem to have any lesson or moral. Look at the following storybooks:



[*The hungry crocodile*](#) (Christian G) is a short and simple story about a crocodile who is hungry, who catches something to eat, and then swims away to wait until his next meal.



[*The lady in orange*](#) (Ursula Nafula), is about a child imaginatively daydreaming and enjoying the colourful outfit of a woman she sees walking along the road.

How do we decide whether a story is suitable for children or not?

The storybook [*Mother-in-law*](#) is a good example of a story that some may think is not suitable for children.

This story deals with tensions between a woman and her husband, about her husband's mother, who lives with the young couple. She is very critical of her daughter-in-law.

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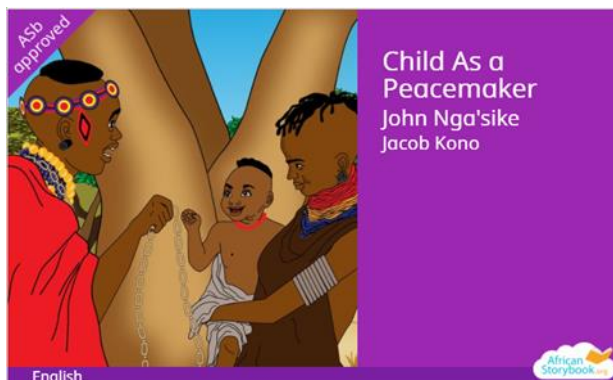


Some might feel that children should not be involved in what could be seen as a private adult matter. But on the other hand, children in a similar family situation would certainly be aware of such tensions and have feelings (and perhaps fears) about them. So this story could be used to talk about different family relationships and living arrangements, and to understand different points of view in difficult situations.

For similar reasons as with *Mother-in-law*, a story like [Jealous co-wife](#) might also be considered not suitable. But this story reflects a reality of a number of households, and offers an opportunity for children to share their thoughts and feelings about this type of family.

For different reasons, some teachers have found the storybook [Boy nobody loved](#) to be unsuitable for children. They have felt that it was too sad, or pointless, or that the ending made no sense!

If we don't agree with the message or lesson or moral, should we edit it or adjust it, if it's possible to do so? Have a look at the storybook, [Child as Peacemaker](#), based on an oral tale from Turkana.



The story as originally recorded ends with an entire village being destroyed because the woman's husband would not listen to her warning that the enemy tribe was going to attack.

African Storybook coordinators worked with the writer to change the very negative ending of the original story before the storybook was produced. We wanted to emphasize a positive message in the story – how a warrior's delight in an innocent little child breaks down his violent feelings towards an enemy tribe.

The more that teachers are engaged in discussing the question of suitable stories for children, and in choosing a wide variety of good storybooks, the more those teachers will understand the powerful role that storybooks can play in the lives of children.

Preparing to use African Storybooks with children

Resource 2: African Storybook 50 suggested storybooks (2017)

Here is a variety of 50 storybooks, suggested by the African Storybook Publisher and team.

Level 1 titles

1. [A very tall man](#)
2. [Colours of a rainbow](#)
3. [Frog and Snake](#)
4. [Friends](#)
5. [How tortoise got a crooked nose](#)
6. [Hyena, Hare and the basins](#)
7. [Lazy Anansi](#)
8. [Monkey and the drought](#)
9. [Our day at the Zoo](#)
10. [Palm tree](#)
11. [Porridge](#)
12. [Which work is most important?](#)
13. [Chicken and Millipede](#)

Level 2 titles

14. [Africa Unity Race](#)
15. [Azizi the doll](#)
16. [Big blue bus](#)
17. [Curious Baby Elephant](#)
18. [Death visits Hupapa](#)
19. [Fire's story](#)
20. [Goat, Dog and Cow](#)
21. [Hamisi's lucky day](#)
22. [Jaaka the fisherman](#)
23. [My family and I](#)
24. [Ostrich and Lioness](#)
25. [Selemeng's cats](#)
26. [The day the sun went away](#)
27. [Two little friends](#)
28. [Two thieves](#)
29. [Why Ajao was not buried](#)
30. [Wind](#)

Level 3 titles

31. [Beloved daughter](#)
32. [Byantaka and the dead pot](#)
33. [Creature with two](#)
34. [Crushed louse](#)
35. [Fox and Rooster](#)
36. [Goat and Hyena's knife](#)
37. [Holidays with grandmother](#)
38. [Hyena and Tortoise](#)
39. [Kalabushe the talkative](#)
40. [Maguru gives legs](#)
41. [Pontshibobo's tree](#)
42. [The girl who got rich](#)
43. [Thunder and lightning](#)

Level 4 titles

44. [Counting cabbages](#)
45. [Hare and Hyena](#)
46. [King Kayanja and his daughter](#)
47. [Magozwe](#)
48. [Share it fair](#)
49. [What Vusi's sister said](#)
50. **Level 5 title:** [Unwise Judge](#) (1)

Guide to levels used on the African Storybook website

Level 1 - First words: Single words or a short simple sentence; up to 11 words per page.

Level 2 - First sentences: Two or three short sentences; 11–25 words per page.

Level 3 - First paragraphs: One or two short paragraphs; 26–51 words per page.

Level 4 - Longer paragraphs: Two or more paragraphs; 51–75 words per page.

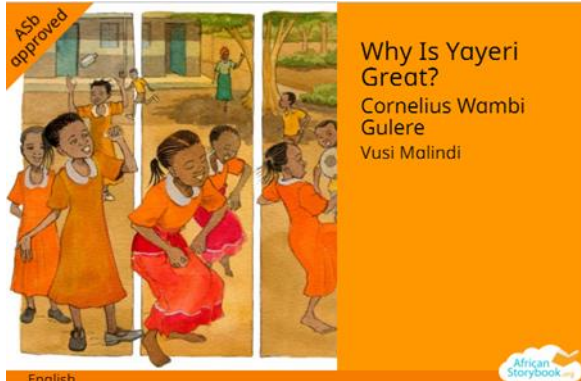
Level 5 - Read aloud: Fewer pictures; more than 76 words per page.

Preparing to use African Storybooks with children

Activity 3: Focusing on African Storybook illustrators and illustrations

We invite you to explore the work of the four African Storybook artists profiled below, and see if you agree with our comments about the illustration styles.

Vusi Malindi has a lively illustration style that is colourful and vibrant, yet also subtle.



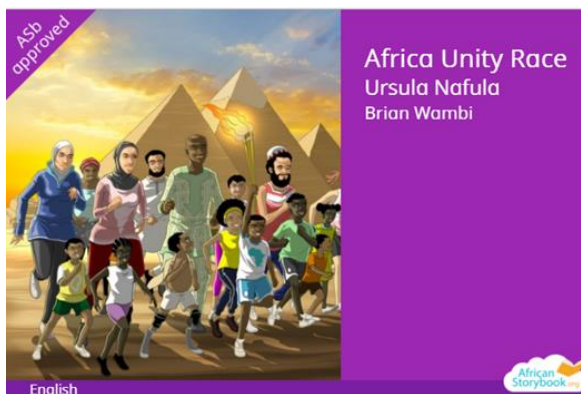
He is especially skilled at drawing environments and people, particularly children. He closely observes physical movement and facial expressions. He uses warm, softly colourful tones.

Favourite aspects: interesting and dynamic female characters; and authentic, appealing rural scenes.

See more of Vusi's pictures by searching for these storybooks:

- *Teacher Akinyi*
- *Decision*
- *Nangila's courage*
- *Upside down world*

Brian Wambi has an illustration style that is modern and youthful, and combines colourful creativity with elements of realism.



He is especially skilled at drawing people and animals in a graphic illustration style, in well-observed and often detailed settings. He uses strong colours and different textures in his work.

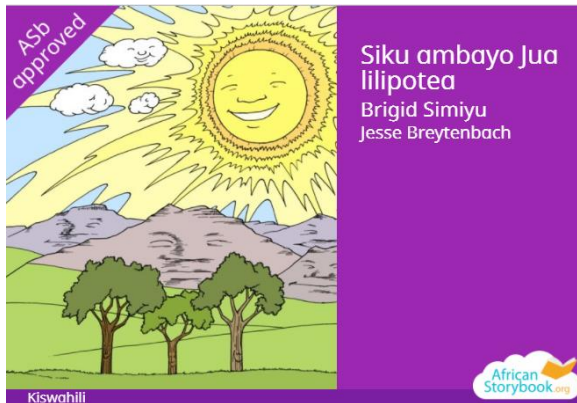
Favourite aspects: innovative technical ability, playful perspectives, and diverse characters.

See more of Brian's pictures by searching for these storybooks:

- *Day I left home for the city*
- *Ostrich and Lioness*
- *Beloved daughter*
- *Cassava and Palm*

Preparing to use African Storybooks with children

Jesse Breytenbach has an illustration style that is bold, clear and deceptively simple.



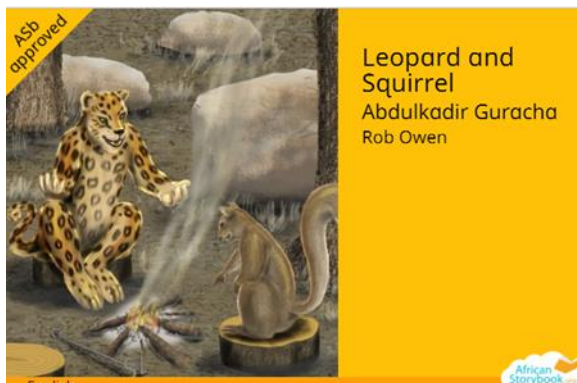
She is especially skilled at drawing animals and bringing natural elements to life in surprising ways. Her work is clear, clean and uncluttered, with mostly cooler colours and tones.

Favourite aspects: subtle sense of humour and thoughtful approach resulting in the creation of memorable characters.

See more of Jesse's pictures by searching for these storybooks:

- *Kalabushe the talkative*
- *Fana and her animals*
- *Thunder and Lightening*
- *Four lambs and a fox*

Rob Owen has an illustration style that is realistic and quite traditional, but with an imaginative twist.



He is skilled at drawing people and pays attention to the cultural details of people and their environments. His illustrations also show that he has closely observed animals and their natural environments.

Favourite aspects: ability to portray human characteristics in animals in a way that seems true to the real nature of the animals.

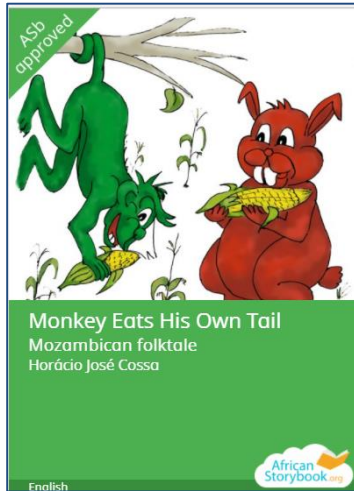
See more of Rob's pictures by searching for these storybooks:

- *Hare and Hyena*
- *Forest of snakes*
- *Frog and Snake*
- *Pendo our cow*

Look out for other African Storybook illustrator names on the storybook covers so that you can find a range of styles that will appeal to different children.

Resource 3: Using the illustrations in African Storybooks

Do all pictures have to be realistic?



Many storybooks on the African Storybook website have realistic or nearly realistic pictures, and children can easily recognise what the pictures show.

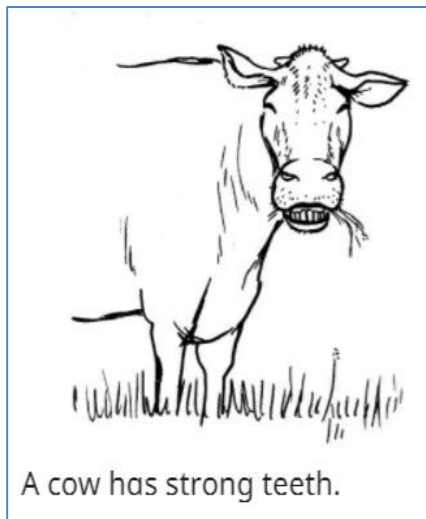
We also believe that children should see different styles of illustration, and that there is room for imagination and fantasy. So you will also find less realistic and unrealistic pictures on the website.

Have a look at [Monkey eats his own tail](#).

What do you think of a green monkey?

Even if an illustration is realistic, if it shows only part of a person or animal, instead of the whole person or animal, is this a problem? Will it confuse or misinform children? In response to this concern from the Ugandan Ministry of Education, Science, Technology and Sports, we changed the illustrations in the storybook, *What type of teeth?*

[Teeth](#) (old version)



[What type of teeth?](#) (new version)



We were happy to make these changes to show the whole animal in each picture and to add realistic colour. The pictures in the new version really emphasize the theme, teeth. But, we think that the original pictures will also be ok for some children.

Preparing to use African Storybooks with children

How do illustrations explain and extend the words on the pages?

In many of our storybooks, the pictures say more than the text.



Look at the story, [Teacher Akinyi](#).

We can imagine a lesson on transport using this storybook, and discussing trains, aeroplanes, buses and ships.

The details in the picture explain the abstract phrase, 'means of transport'.

There are other illustrations in this storybook where the pictures say far more than the text. This is a good opportunity to ask your children to add to the written words of the storybook.

How do illustrations convey complex meanings?

A good example of this is the story, [Izinzawu – Creature with Two](#).



The Izinzawu characters are a nice family living a normal life. But we discover that there is a terrible creature that they are afraid of, and we expect the worst; we expect to see a monster, something that we would be frightened of too.

But as the story unfolds, this frightening creature turns out to be simply a *human being*, with two arms, two legs, two eyes, and so on.

So what is the difference between the Izinzawu and the 'frightening creature'?

We have to look at the illustrations for the clue.

The pictures in the storybook *Creature with two* show people in two different ways. The Izinzawu family are drawn as flat figures. Their bodies have two dimensions (2D) and they can only be seen from one side, as flat shapes on the page. This makes them seem unreal and almost not human. The boy with two arms and two legs is drawn as a figure that has depth and width and can be seen from many sides. His body has three dimensions (3D) and he takes up space differently to the Izinzawu figures. Human beings are also three dimensional, and this makes the boy seem more real and like us than the Izinzawu family.

Preparing to use African Storybooks with children

There are different ways to understand and think about *Creature with Two*. Here are some comments from our readers interpreting the storybook:

- What we fear is actually part of ourselves. Until we come to terms with our inner fears we won't live a full life or be fully human.
- What you fear might be me! It's surprising in the storybook when we see that the feared creature looks like an ordinary human, and we wonder why the family was afraid of it. We need to try to listen to and understand each other's fears.
- Every person, no matter what they look like, has feelings and thoughts – even though we may look different, we are all human beings. We all want a happy life, and we don't want to feel afraid.

Read the storybook, and see what you think.

Activity 4: Linking African Storybooks to the school curriculum

The African Storybooks are not graded readers, and they are not formally linked to teaching reading as described in any curriculum documents. Even so, they can be linked to themes in curricula for school readiness or the first three grades of reading.

For example, here is a list of the themes in the school readiness curriculum in Tanzania.

My Life – name, gender, identity, greetings, express feelings, follow simple instructions, rights and responsibilities

My Health - take care of oneself and belongings, good hygiene, avoiding danger, fine and gross motor skills, crossing roads safely

Our Family – cooperative relationships, family members, culture, good character

Our Environment – names, cleanliness, immediate to wider environments, home to school and services in the community

Our Games - communication, good character, cooperation and safety, drawing, recognising simple patterns, counting, innovation, risk-taking, enquiry and self-confidence

Our School – names, exploration inside and outside, games, arts, reading, writing and numeracy, encourage enthusiasm for starting school

Preparing to use African Storybooks with children

There are many African Storybooks that link to these themes. Here are some examples of titles that you can search for on the African Storybook website.

My Life	<i>Zama is great; I enjoy doing; Happy and sad; My mother planted; I am a girl; I can do this; Is there anyone like me?</i>
My Health	<i>Serious accident; Mape the dancing ape; Oscar the shark; Too small; Feet, hands and head; Greed</i>
Our Family	<i>Children of wax; My family; My family and I; Letter to Mum; Lazy Anansi; Lazy little brother; Porridge; New pussycat</i>
Our Environment	<i>Weather book; The sprouting bean; Listen; Fire's story; Sun, Moon, Rain and Wind; Protect our environment; I love forests</i>
Our Games	<i>Present for Grandma; Dancing; Antoni ke bo mang bale and Galiema Hoe (skipping songs); Lekeek Isiet (counting game); Friends; Cat and Dog draw</i>
Our School	<i>I know colours; I like to read; Counting cats; Counting animals; My teacher; Teacher Akinyi</i>

However, instead of starting with the themes in the curriculum, why not start with a storybook that you think the children will enjoy, and then link it back to the curriculum?

Activity 5: Printed or digital storybooks (or both)?

The storybooks are available digitally online as well as in PDF format for projection on a wall. They can also be downloaded and printed. These are some questions to guide you in deciding how to share African storybooks with children.

- Will the children be reading the storybooks together as a class?
- Will they be reading them in small groups?
- Will they be doing individual reading?
- What kind of technology or other resources are necessary for the different ways of reading the storybooks? Is this technology available?

Have a look at the scenarios outlined in **Resource 5** to find out about different ways of planning to use and share storybooks in the classroom or library.

Preparing to use African Storybooks with children

Resource 5: Scenarios of use

Scenario 1: Electricity in venue, but no internet

For shared reading, download the PDF version of the storybook and save it on your laptop or on a flash drive.



Use a laptop and projector to create a big book on the wall.



If the venue does not have electricity, you can connect a palm-sized projector to a laptop and use the laptop's battery to project.

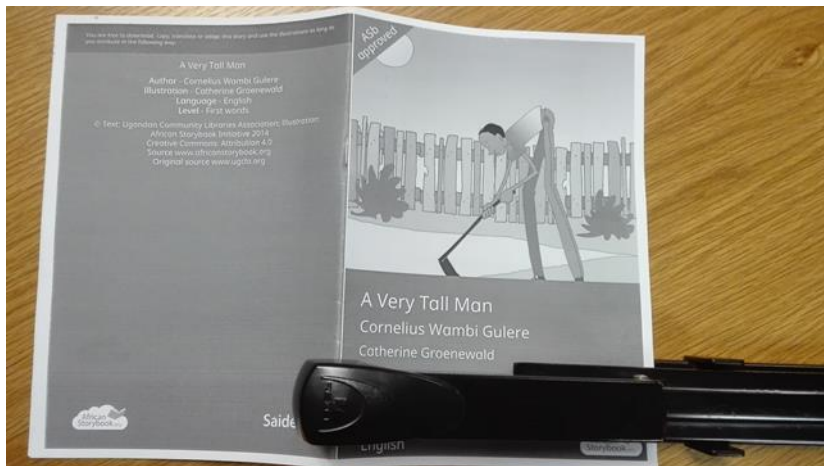
Scenario 2: No electricity or internet or access to technology

Shared reading can be done from printed Big Books. You can print A3 size or even A2 size books from the PDFs on the website. Small books can be printed and made for children to read on their own, or in small groups.

Preparing to use African Storybooks with children



If the school has a printer that can print back to back, you can download a PDF booklet from the website, print, fold and staple with a long armed stapler.

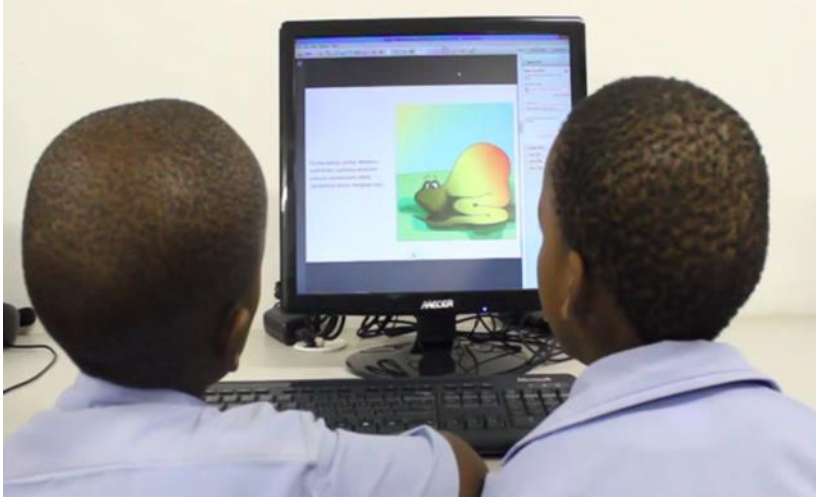


Black and white version of a printed African Storybook being stapled together.

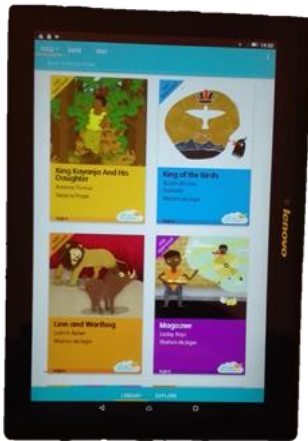
Scenario 3: The school has tablets or a computer lab, but only poor connectivity

The storybooks can be downloaded as PDFs, put onto flash drives, and loaded onto the computers or other devices for children to read.

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Paired reading in process in a computer lab in the Lower Molweni Valley in KwaZulu-Natal.



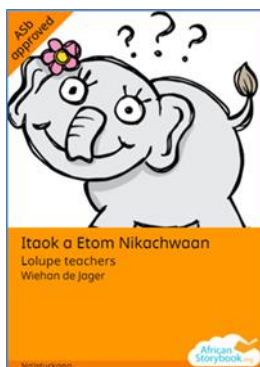
For reading in small groups, or individually, the storybooks can be accessed through the African Storybook Reader. The reader can be downloaded for free from Google Play or the Apple i-Store.



Once you have downloaded the storybooks in the language you want, they remain on the cellphone or tablet, and you don't have to use the internet to read them.

An example of a teacher who used both printed and projected storybooks in a single lesson

In one of the classes in Lolupe School in Turkana, Kenya, there were 20 children aged between 9 and 14, both boys and girls. The teacher planned a lesson based on the English storybook *Curious baby elephant*, but supported by the Ng'aturkana version.



The children followed the English version which was projected on the wall.

But the teacher had printed copies of the same book in the children's home language, Ng'aturkana.

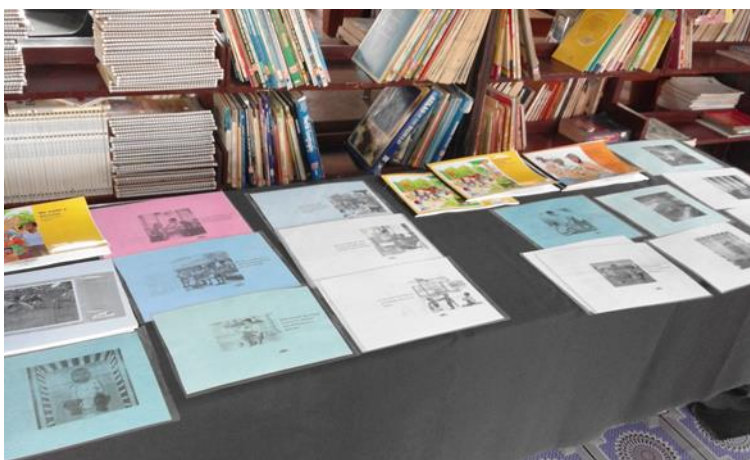
He did this so that the children could use the familiar language, Ng'aturkana, to help them learn the new language, English.

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Activity 6: Managing and looking after print books as they are used

In this activity, we invite you to answer the following questions about managing your printed storybook collection:

1. How will you ensure that the storybooks are used, while at the same time protecting them?
2. Will you keep them in a cupboard in your classroom? Or on open shelves?
3. It is possible to print A5 and A4 storybooks on a simple printer. If you've printed them it will be worth investing in a laminating machine as well, so that you can preserve the print copies for longer.



Laminated black and white, as well as spiral bound colour copies, of African Storybooks at Kabubbu Community Library in Uganda.

Resource 6: Library book management

In one of the African Storybook pilot sites, Paleng (a children's library in the mountains of Lesotho), the librarian decided that it was very important for the children to be able to take books home to read. At the same time, she was worried that the books would be lost or damaged. So she developed the following system.

1. Each child has an index card with her name on it, and:
 - Date book taken out.
 - Title of the book.
 - Signature of the child.
 - When the book has been returned (R).
2. When a child borrows a book, she writes the date, the name of the book, and signs her name.

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African Storybook Guides:

Preparing to use African Storybooks with children

Using African Storybooks with children

Developing, translating and adapting African Storybooks



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