



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

Moshanyana e monyenyane: Pale bakeng sa titjhere e teng ka hare ho rona bohle

ka Sue Lyle

Ho kile ha eba le moshanyana e monyenyane ya neng a qala ho kena sekolo. Letsatsi le leng le le leng titjhete wa hae o ne a mo phetela dipale. O ne a rata dipale – dipale tse mabapi le didrakone le dikgosi, tse mabapi le madimo le diphiri, baloyi le diferi. Dipale tse mabapi le batho ba lokileng le ba sa lokang, batho ba sebete le ba boi, mabapi le batho ba meharo le ba fanang. Dipale tsa lerato le lehloyo, lefufa le bokgopo, setswalle le ho tshepahala. Monahano wa hae o ne o tletse dibaka le diketsahalo, batho le diphoofole tse neng di kgugunela ditorong tsa hae le dipapading tsa hae.

Hoseng ho hong le ho hong o ne a tatela ho fihla sekolong hobane titjhere o ne a tlwaetse ho mo kopa hore a kgethe moo a tlang ho bea karete ya lebitso la hae teng – na o ne a tla kgetha moloi kapa drakone, qhobosheane kapa sekepe? Mme letsatsi le leng le le leng o ne a ka e nahana mme a behe karete ya lebitso la hae pela kgetho ya hae mme titjhere o ne a mmotsa a re, "Hobaneng ha o rata didrakone (kapa diqhobosheane) ho fetisisa?" O ne a ka nahana ka karabo ya hae mme a mmolelle. O ile a ithuta ho fana ka mabaka bakeng sa dikgetho tsa hae.

Mme jwale titjhere o ne a tla kopa bana bohle ho dula hodima mmata mme ba bue ka dikgetho tsa bona. O ne a rata ho utlwa menahano ya bana ba bang mme ka nako tse ding e ne e re ha a qeta ho ba mamela, o ne a fetola maikutlo mme a etse kgetho e fapaneng. Ba le mmoho kaofela ba ne ba nahana mehopolo bakeng sa dipale mme yena a tsamaye ho ya tshwantshisa dipale tseo. O ne a ka apara diaparo tse itseng mme a tshwantshise ho ba ntho e tshosang kapa mohale. O ne a ka nka dibopuwa tse nyane tsa didrakone kapa baloi mme a bope pale ka tsona.

Yaba ka tsatsi le leng titjhere o bea tafole ya ho pheta dipale mme a re motho ofe kapa ofe ya batlang ho mo phetela pale a ka nna a tla tafoleng mme yena o ne a tla ngola pale eo fatshe. Moshanyana e monyenyane o ne a thabile haholo – o ne a ena le mehopolo e mengata bakeng sa dipale, kahoo a ya tafoleng mme a phetela titjhere pale mme yena a e ngola fatshe. Pale ya hae e ne e ena le daenasose, moshemane le setimamollo – e ne e lohella mmoho mehopolo e tswang dipaleng tsohle tseo a kileng a di utlwa le ho di

E tswela pele leqepheng la 8



Drive your imagination

Read to me. Again! Again!

Mpalle. Pheta hape!
Boela o phete!





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

Dinaledi tsa dipale Bakeng sa ho natefelwa feela

Hararo ka beke, babadi ba sa leng batjha ba Barrydale ba 30 ba kopana mmoho ho natefelwa ke dipale hora e le nngwe. Tlhaloso ya ho Bala ya Net vir Pret, eo e leng karolo ya neteweke ya Nal'ibali, e ka nna yaba e se e qetile dikgwedi tse tharo feela, empa e se ntse e kgothaletsa kgaheleho ya bana ya ho pheta dipale le ho bala. Re ile ra buisana le Donna Kouter le Peter Takelo mabapi le ho ntshetsa pele lerato la ho bala baneng.

Hobaneng ho balla monate ho le bohlokwa?

Ho balla boithabiso ho o bulela mafatshe a matjha, maikutlo a matjha le mehopolo e metjha. Ho o thusa ho hlola kgethollo le ho ntshetsa pele kamohelano le mosa. Haeba o bala feela hobane o tlamehile – bakeng sa sekolo kapa mosebetsi – o ke ke wa fumana meputso e kang ena.

Na bohle re ka thusa ho ntshetsa pele tsebo ya bana ya ho bala le ho ngola?

Ee! Haeba o sa kgone ho bala kapa ho ngola ka bowena, ha ho tshwenye. O ka nna wa thusa bana bao o phelang le bona ho ntshetsa pele tsebo ya ho bala le ho ngola ka ho ba phetela dipale – dipale tsa hao le tseo o di utlwileng ho batho ba bang.

Ke dibuka dife tseo o nahanang hore ngwana ka mong o lokela ho di bala?

Peter: *Fransina Vark* ka hohlehohle – ke pale e monate haholo e rutang thuto ya bohlokwa, mme bana ba e hopola ka ho hlaka dilemong tse ngata tse latelang. E ne e nthute ho se inehlele hohang le ho dula ke leka hape ka dinako tsohle.

Donna: *Pinocchio*, le ha dipale tse ratwang haholo ho Net vir Pret e le tse buang ka diphoofole!

Ke dikeletso dife tsa bohlokwa tseo o nang le tsona ka ho qala tlhaloso ya ho bala?

Etsa bonnete ba hore e MONATE ho tloha letsatsing la pele feela. Bana ba tla nyahama haeba seo o se etsang se le thata ebile se se monate. Dipale di lokela ho kgahele mme di bue ka dintho tseo ba ka ipapisang le tsona. Hape o lokela ho kenyetsa bana paleng – ba kope ho etsa di-tshwantsho tsa bapphetwa le diketsahalo tsa paleng, kapa ho tshwantshisa pale eo o qetang ho e bala, kapa e re bana ba phete pale hape ka mantsoe a bona!

Re ka kgothaletsa batho ba bang jwang ho balla boithabiso?

Haeba o batla ho kgothaletsa ba bang ho natefelwa ke ho bala le ho mamela dipale, qala ka wena. Ha o le mahlahlaha, batho ba bang ba tla o sala morao.

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.



Ho potoloha naha, batho ka bongwe le mekgatlo ba iphumanela mekgwa ya ho etsa ho bala le ho ngola hore ebe karolo ya maphelo a kamehla a bana. Bakeng sa ho leboha, **Dinaledi tsa Dipale** tse hlalishitsweng di tla fumana divautjhara tsa dijo* tse ntshitsweng ke Wimpy bakeng sa ho natefelwa mmoho le bana bao ba tlisang phetoho maphelong a bona.

* Bakeng sa melawana le dipehelo tse sebediswang, eya ho www.nalibali.org/story-stars.

Nal'ibali on radio!

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

Lesedi FM on Monday, Wednesday and Friday from 9.45 a.m. to 10.00 a.m.

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



Nal'ibali radiyong!

Natefelwa ke ho mamela dipale ka Sesotho le Senyesemane lenaneong la radiyo la Nal'ibali:

Lesedi FM ka Mantaha, Laboraro le Labohlano ho tloha ka 9.45 a.m. ho fihlela ka 10.00 a.m.

SAfm ka Mantaha, Laboraro le Labohlano ho tloha ka 1.50 p.m. ho fihlela ka 2.00 p.m.

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.

Iketsetse bukana e-sehwang-le-ho-ipolokelwa

1. Ntsha leqephe la 3 ho isa ho la 6 bukaneng ena ya tlalsetso.
2. Le mene ka halofo hodima mola wa matheba a matsho.
3. Le mene ka halofo hape.
4. Seha hodima mela ya matheba a mafubedu.



He walked in a circle. Round and round
and round.
A tsamaya a potoloha. A pota, a pota a
ba a potoloha.



When Tuff reached the bottom, he
looked for Patch.
Ha Tuff a fihla tlase, a batlana le Patch.



Fold

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.

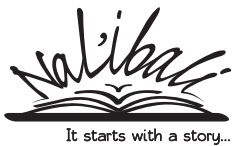
In 2007 her book *Nina and Little Duck* was awarded the coveted M.E.R. Prize for illustrated children's books.

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.

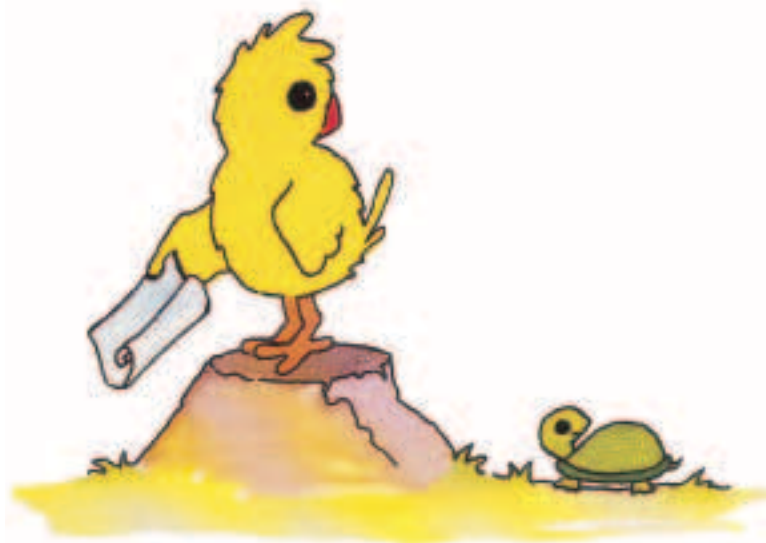


Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



Nal'ibali ke letsholo la naha la ho-balla-boithabiso bakeng sa ho tsoseletsa bokgoni ba bana ka ho ba balla le ho ba phetela dipale. Bakeng sa tlhahisoleseding e nngwe, etela www.nalibali.org kapa www.nalibali.mobi

Where is Patch?
Patch o hokae?



Wendy Hartmann

Fold

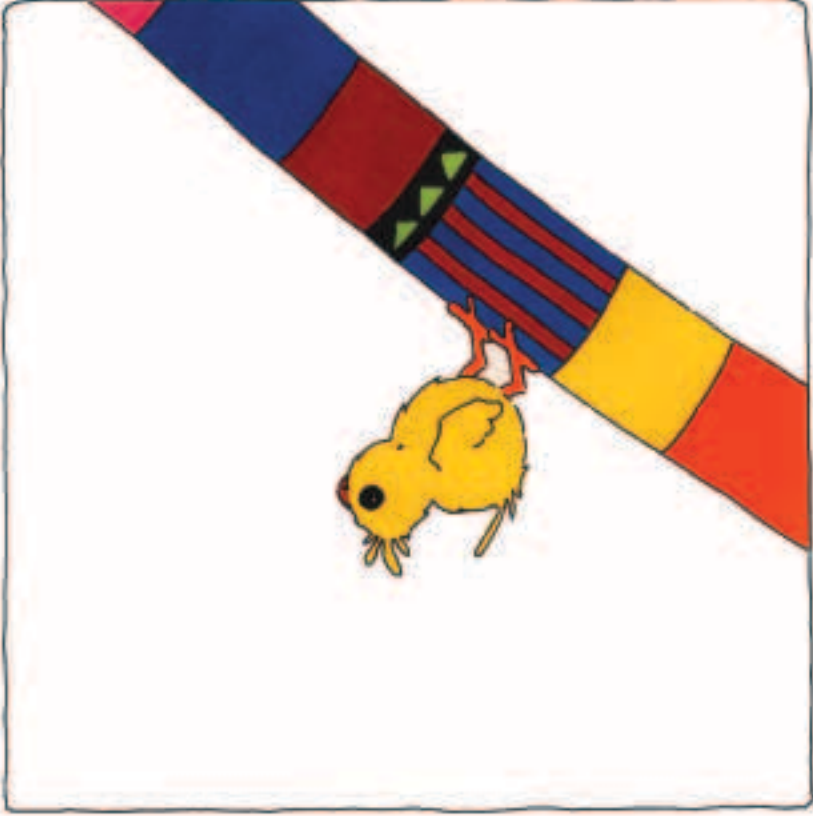


Tuft looked everywhere, but he could not find his pet python.
Tuft a sheba hohle, empa a se ke a fumana phete ya hae ya masumo.



Fold

He walked down,
down,
down.
A theosa,
a theosa,
a theosa.



"Where is my pet python?" asked Tuft.
"I have looked everywhere."

"Phete ya ka ya masumo e hokae?" ho botsa Tuft. "Ke shebile hohle."

Fold

When Tuff reached the top, he looked for Patch.
 "I can't see him anywhere," he said.
 Ha Tuff a fihla ka hodimo, a batlana le Patch.
 "Ha ke mmone hohle mona," a rialo.



Fold

He started to cry.
 Yaba o qala ho lla.



"Have you seen Patch?"
 "No," said the little mouse, "but follow that path."
 "Na o kile wa bona Patch?"
 "Tjhe," ho rialo twebanyana, "empa latela tsela."

Fold 5

a nyolosa.
 a nyolosa,
 a nyolosa,
 A tsamaya a nyolosa,
 He walked up,
 up,
 up.



Tuft followed the path.
 "Patch! Patch!" he called. "Where are you?"
 Tuft a latela tsela.
 "Patch! Patch!" a hoeletsa. "O hokae?"

"Hello," said Patch. "Don't cry. I have been waiting for you. You have been walking on me all the time!"
 "Dumela," ho rialo Patch. "O se ke wa lla. Ke ne ke ntse ke o emetse. O ne o ntse o tsamaya hodima ka nako ena kaofela!"



Tuft hugged his pet python.
 "Oh, Patch," he said. "I am so glad I found you."
 Tuft a haka phete ya hae ya masumo.
 "Oh, Patch," a rialo. "Ke thabile haholo ha ke o fumane."



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.



Eba mahlahlaha bakeng sa pale

Patch o hokae? e ngoletswe ka ho qolleha bana ba banyenyane. Ka tlase mona ke mehopollo eo o ka e lekang ha o ntse o bala pale mmoho le bona. Etsa hore ba shebe dintlha tse ditshwantshong le paleng ka ho bua se itseng ka tsona kapa ho ba botsa dipotso. Ho etsa mohlala:

- **leqephe la 2:** (Supa Tuft.) Shebang, Tuft ke eno. Le nahana hore ke phoofolo ya mofuta ofe?
- **leqephe la 3:** Na le ka fumana tsela?
- **leqephe la 5:** (Supa ka monwana wa hao ho bontsha lehlakore leo Tuft a lebang ho lona.) Bonang, Tuft o *nyolosa* ka tsela ena.
- **leqephe la 6:** Na ho na le moo le bonang Patch teng? Le nahana hore a ka ba hokae?
- **leqephe la 7:** (Supa ka monwana wa hao ho bontsha lehlakore leo Tuft a lebang ho lona.) Bonang, Tuft o *theosa* ka tsela ena.
- **leqephe la 8:** Na le nahana hore Tuft a ka bona Patch moo?
- **leqephe la 9:** (Supa ka monwana wa hao ho bontsha lehlakore leo Tuft a lebang ho lona.) Bonang, Tuft o tsamaya a ntse a *potoloha*.
- **leqephe la 10:** O nahana hore Tuft o ikutlwa jwang?
- **leqephe la 12:** Shebang, Patch e ne e le tsela!
- **leqephe la 13:** O nahana hore Tuft o ikutlwa jwang hona jwale?
- **leqephe la 14 le la 15:** Ha re saleng morao tsela eo Tuft a e tsamaileng ka menwana ya rona. (Supa ka monwana wa hao ho bontsha tsela eo Tuft a tsamaileng ka yona.) O ile a tsamaya tseleng, yaba o nyolosa a theosa, mme a pota a ba a potoloha ho fihlela a fumana 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.



Mehopollo e meng ke ena bakeng sa ho sebedisa *Patch o hokae?* le bana ba baholwanyane.

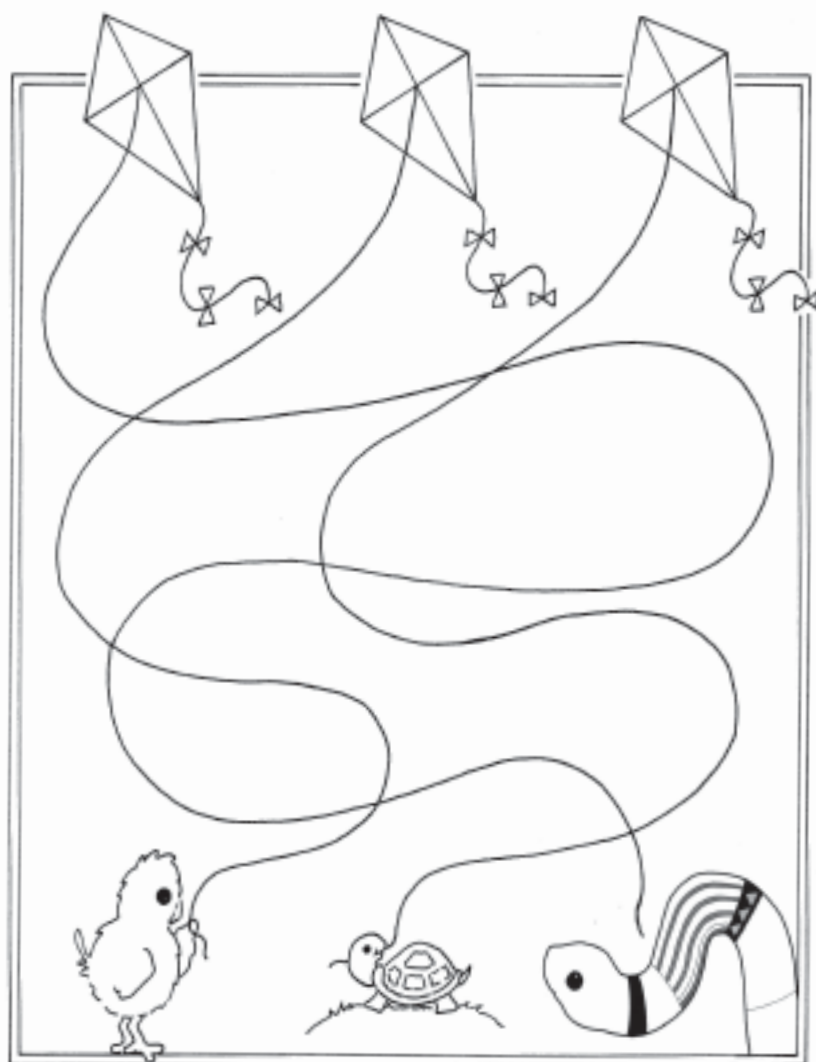
- E re ba bale buka ka puo ya bona ya lapeng pele mme ebe ba e bala ka puo ya tlatsotso.
- Ba kgothalese ho ngola le ho tshwantsha dipale tsa bona ba sebedisa baphelela bana Tuft le Patch. Hang ha ba se ba qetile, etsa tlhahiso ya hore ba e balle ngwana e monyenyane.

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.

Na o ka thusa Tuft le Patch?

Dikgwele tsa khaete di kopakopane. Fumana hore ke khaete efeng eo e leng ya Tuft, ya Patch le ya kgudu. Jwale ebe o kenya mebala ho dikhaete hore di tsamaelane le diphoofolo.



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 *Pippi Longstocking* chapter books)
- 15 November Children's Grief Awareness Day
- 21 November World Hello Day



Hukung ya tlelapo ya ho bala

Ana ke matsatsi a mang ao le ka a ketekang tlelapong ya lona kgweding ya Pudungwana! Kgetha le le leng kapa a mabedi a matsatsi ana a ikgethang mme o batle dipale tse tsamaelanang le matsatsi ao tseo o ka di ballang kapa wa di phetela bana. Ba kgothalese ho taka ditshwantsho tse kgothaletswang ke pale mme ba ngole ka tsona – kapa esitana le ho ngola pale eo e leng ya bona.

- 1–30 Pudungwana Kgwele ya Matjhaba ya Dibuka tsa Ditshwantsho
- 13 Pudungwana Letsatsi la ho bontsha ho ba Mosa la Lefatshe
- 14 Pudungwana Letsatsi la tswalo la Astrid Lindgren (mongodi wa dibuka tsa bana ya kileng a hapa dikgau wa Sweden ya ileng a ngola dibuka tse tsebahalang tsa dikgaolo tsa *Pippi Longstocking*)
- 15 Pudungwana Letsatsi la Tlhokomediso ya Tlhonamo ya Bana
- 21 Pudungwana Letsatsi la Tumedisano la Lefatshe

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.

Re bolelle haeba o ratile pale ya, *Moshanyana e monyenyanane* – SMSa "Bookmark" mmoho le lebitso la hao le ditshwaelo tsa hao ho 32545. R1,00 SMS ka nngwe.



Ho tloha leqepheng la 1

tshwantshisa. Ka letsatsi le hlahlamang tiijhere a bala pale ya hae ka pela tlelase mme a mema bana hore ba e tshwantshise ha a ntse a e bala hape. Mme moshemane eo o ile a sheba mantswa a hae mme a thaba. O ne a rata ho tshwantshisa pale ya hae mmoho le ba bang ka tlelaseng ya hae.

Selemong se latelang, moshanyana enwa e monyenyanane a fetela kereiting e ntjha le ho tiijhere e motjha. Tiijhere enwa ha a ka a mo kopa ho etsa dikgetho dife kapa dife qalong ya letsatsi. O ne a bala feela mabitso ho tswa rejisetareng mme a mmolella hore a mamele lebitso la hae mme ebe o re, "E, Mofumahatsana Jones!" ha a le utlwa. O ne a hopotse tiijhere wa hae wa kgale mme a ipotsa hore ebe bana ba ka tlelaseng ya hae ba etsang.

Yaba tiijhere e motjha o re, "Kajeno ke na le dibuka tse ntjha tseo o ka di balang." Moshanyana enwa o ne a thabile haholo. O ne a rata ho utlwa dipale mme a tatetse ho bona dibuka tse ntjha. Tiijhere a mo fa buka ya hae ya

ho bala. E ne e sa shebehe e le monate hakaalo. Yaba o qala ho mmalla buka eo butle. E ne e se na mantswa a mangata mme tiijhere o ne a emisa ho qapodisa diilhaku tsa mantswa. E ne e se pale e tshwanang le eo a kileng a e utlwa pele moo a neng a kgona ho inahanela e se e le morena kapa phokojwe e kgolo e mpe. Moshanyana enwa o ne a swabile haholo. O ne a hopotse dipale tsa tlelaseng ya hae ya kgale.

Yaba ka tsatsi le leng tiijhere e motjha o re, "Kajeno re tilo ngola pale."

"Ke hantle bo!" moshanyana a nahana jwalo. O ne a rata ho ngola dipale. O ile a nka pentsheleng mme a qala ho taka pale ya hae.

"Butle," ha rialo tiijhere. "Ha ke so le bolelle seo le lokelang ho se etsa." Moshanyana e monyenyanane o ne a tletse mehopolong e mengata, empa a emisa seo a neng a se etsa mme a mamela tiijhere. Tiijhere a fana ka leqephe le lehlo le nang le ditshwantsho. A bolella bana ho sheba ditshwantsho tseo mme ba ngole mantswa ho etsa pale.

Moshanyana e monyenyanane a sheba ditshwantsho tseo. Di ne di bontsha moshanyana ya tsamayang tseleng ho ya lebenkeleng ho ya reka ho hong. O ne a sa rate pale ena. Kelello ya hae e ne e tletse dipale tsa diphaerete le matlotlo a patilweng, empa tiijhere o ne a sa mmoetsa seo a se nahanang. Moshanyana enwa o ile a makala hore ke hobaneng ha kaofela ba lokela ho ngola pale e tshwanang, empa ha a ka a re letho. O ile a dula moo a shebile ditshwantsho, empa o ne a sa batle ho ngola pale.

Ho se hokae moshanyana e monyenyanane a tlohela ho pheta dipale tseo e leng tsa hae mme a ithuta ho etsa seo tiijhere a mmolellang sona. A tlohela ho lebella ka tjheseho hore dipale tsa hae a di ngollwe. O ile a lebala kamoo a neng a rata ho mamela dipale le ho tshwantshisa dipale tsa hae mmoho le metswalle ya hae. Ho seng jwalo, a tlwaela ho bala dibuka tsa ho bala tseo tiijhere wa hae a neng a mo fa tsona mme o ne a ngola feela seo tiijhere a mmolellang ho ngola ka sona. ✨

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