



Edition 51
Sesotho, English

But they don't want to read...

We know that the more our children read, the better they get at it and the more they enjoy it. So, we provide lots of interesting books for children to read from an early age, read to them regularly and offer them gentle encouragement each time they read or look at books.

But what if you've done all these things and your child can read, but chooses not to? How do you "switch" them on to reading again or for the first time? Here are a few suggestions – some of them from children who stopped reading for pleasure for a while and then reconnected with it!

- For some children, reading is difficult and so it's less likely that they will choose to read for pleasure. To help them discover the enjoyment

that we can get from reading, try to find material on topics that you think will interest them. Books and magazines with more pictures than words can often make reading seem like less of a chore. Read together only for as long as your child seems interested – then leave the book or magazine lying around so that they can choose to look at it later.

- Reading aloud to children regularly – no matter what their age – makes books and reading part of daily life. It is a great way to spend time relaxing together and allows your children to experience stories without having to read them themselves. The satisfaction that they get from time spent together sharing stories, is often enough to switch them onto reading for themselves.
- Nagging never helps! Feeling bad about not reading doesn't encourage children to read –

instead, it makes them resent reading. Rather let your children see you choosing to read in your spare time and leave different kinds of interesting reading material lying around your home in places that they will find them!

- Visit the library or bookshops and let your children choose books that they want to read. Reading something is better than not reading at all, so don't worry if the books your children choose seem too easy for them, or are on subjects that you don't think are important. Respecting their reading choices helps them to grow as readers.

For more information on reading with your children, visit "Tips and Topics" on www.nalibali.org or www.nalibali.mobi.

Empa ha ba batle ho bala...

Re a tseba hore ha bana ba rona ba tswela pele ho bala, ba dula ba ntse ba ntlafala ho baleng mme ba natefelwa le ho feta. Kahoo, re fana ka dibuka tse ngata tse kgahlang bana bakeng sa ho bala ba sa le banyenyane, ho ba balla ka dinako tsohle le ho ba fa kgothaletso e matla nako le nako ha ba bala kapa ba sheba dibuka.

Empa teng haeba o entse dintho tse ntle mme ngwana wa hao o tseba ho bala, empa o kgetha ho se bale? O ka ba "sothela" jwang lehlakoreng la ho bala hape kapa ho bala lekgetlo la pele? Ditlhaliso tse mmalwa ke tse ntle – tse ding tsa tsona di tswa ho bana ba ileng ba emisa ho balla boithabiso nakwana e itseng mme ba boela ba kgutlela ho baleng hape!

- Ho bana ba bang, ho bala ho thata kahoo ha se hangata moo ba ka kgethang ho balla boithabiso. Ho ba thusa ho fihlella monyaka oo re ka o fumanang ho baleng, leka ho fumana dingolwa tse nang le dihlooho tseo o nahanang hore di ka ba kgahla. Dibuka le dimakasine tse nang le ditshwantsho tse ngata ho feta mantswa hangata di ka etsa hore ho bala ho se shebahale

eka ke mosebetsi. Balang mmoho feela haeba ngwana wa hao a shebahala a ena le thahasello – ebe o fihlela buka kapa makasine eo e dutse feela moo hore ba tle ba kgone ho ikgethela ho e bala ha morao.

- Ho balla bana o balla hodimo ka dinako tsohle – ho sa kgathallehe hore ba dilemo di kae – ho etsa hore dibuka le ho bala e be karolo ya bophelo ba kamehla. Ke tsela e lokileng ka ho fetisisa ya ho qeta nako e itseng le phomotse mmoho mme e dumella bana ba hao ho ikutlwela dipale ntle le hore ba ipalle tsona ka bobona. Kgotsotso eo ba e fumanang nakong eo le e nkang le le mmoho le arolelana ka dipale, hangata e lekane ho ba sothela lehlakoreng la ho ipalla ka bobona.
- Ho ba omanya ho ke ke ha thusa! Ho ikutlwela bohloko ka lebaka la ho se bale ha ho kgothaletse bana ho bala – ho feta moo ho etsa hore ba hloye ho bala. O ka mpa wa etsa hore bana ba hao ba o bone o kgetha ho bala ka nako ya hao ya bolokolohi mme o siye dingolwa tse fapaneng tsa ho bala di le hohle ka tlung dibakeng tseo ba ka di fumanang ho tsona!

- Etelang laeborari kapa mabenkele a dibuka mme o dumelle bana ba hao ho kgetha dibuka tseo ba batlang ho di bala. Ho bala ntho e itseng ho molemo ho feta ho se bale hohang, kahoo o se ke wa kgathatseha haeba dibuka tseo bana ba hao ba di kgethang di shebahala di le bonolo haholo bakeng sa bona, kapa di bua ka dintho tseo o nahanang hore ha di bohlokwa. Ho hlomphe dikgetho tsa bona tsa ho bala ho ba thusa ho hola jwaloka babadi.

Bakeng sa tlhahisoleseding e nngwe mabapi le ho bala mmoho le bana ba hao, etela "Tips and Topics" ho www.nalibali.org kapa www.nalibali.mobi.



Drive your
imagination

Read to me. Never too early.
Never too late.
Mpalle. Qala e sa le jwale.
Ha o a siuwa ke nako.

Nalibali
It starts with a story...



Drive your imagination

Story stars

Growing through reading

Inkwenkwezi is a Rhodes University student organisation working to improve early childhood literacy in the Grahamstown community. We spoke to Emma Jackson, who has been volunteering with Inkwenkwezi since 2011.

Tell us about the work Inkwenkwezi does.

Inkwenkwezi focuses on children's literacy development. For one hour each week, volunteers spend time during break and after school at four primary schools in the Grahamstown area. We do paired reading (when a volunteer and child read a book together) because we believe this helps children, especially because their individual needs are often overlooked in big classes.

How do you involve the children's parents?

We send the children home with copies of the Nal'ibali reading-for-enjoyment supplement we receive each week, to read and explore together with their parents.

Why do you think reading is so important?

Reading is a very important part of learning and developing. It opens so many doors and allows a child to come into contact with thousands of different concepts. So much of what we learn and come to understand is through books. Also, in a country where up to 20% of adults are functionally illiterate, it's important to try and correct this; and it makes sense to do so starting with young children.

What are the main challenges you face?

It can be tough getting volunteers; and it's even tougher trying to keep the number of active volunteers going.

What motivates you to stay involved?

During my first year of volunteering I travelled across the railway line every Thursday to teach English to two Grade 2 learners, Hilda and Tarren, at an Afrikaans-medium school. For the first four weeks I could only get Hilda to speak to me in Afrikaans. But in the fifth week, something amazing happened – Hilda spoke her first two sentences of English to me. We were creating our own story called "Things I like" when Hilda said softly, "I like potato, I like butterfly." To me, it was a monumental breakthrough and evidence that what I was doing was making a small difference, and that small difference was worth it!

What do the volunteers get out of the project?

Inkwenkwezi doesn't just benefit the children. This project offers many ways for volunteers to grow as individuals. It allows many of them to do something they may have never done before – to teach!



Dinaledi tsa dipale

Ho hola ka ho bala

Inkwenkwezi ke mokgatlo wa baithuti ba Rhodes University o sebeletsang ho ntlafatsa tsebo ya ho bala le ho ngola baneng ba banyenyane setjhabeng sa Grahamstown. Re buisane le Emma Jackson, eo esaleng a ithaopa mmoho le Inkwenkwezi ho tloha ka 2011.

Re bolelle ka mosebetsi o etswang ke Inkwenkwezi.

Inkwenkwezi e shebana haholo le ntshetsopele ya tsebo ya ho bala le ho ngola baneng. Ka hora e le nngwe beke ka nngwe, baithaopi ba qeta nako e itseng ka nako ya kgefutso le ka mora sekolo dikolong tse nne tsa poraemari sebakeng sa Grahamstown. Re bala ka bobedi ka bobedi (moithaopi le ngwana ba bala buka mmoho) hobane re kgotlwa hore sena se thusa bana, haholoholo hobane diithoko tsa bona ka bonngwe hangata di tloiswa mahlo ditelaelang tse nang le bana ba bangata.

Le kenyeletsa batswadi ba bana jwang?

Re romela bana hae le dikhopi tsa tlatssetso tsa Nal'ibali tsa ho-balla-boithabiso tseo re di fumanang beke ka nngwe, hore ba yo e bala le ho e sibolla mmoho le batswadi ba bona.

O nahana hore ke hobaneng ha ho bala ho le bohlokwa?

Ho bala ke karolo e bohlokwa haholo ya ho ithuta le ho hola. Ho bula mamati a mangata mme ho dumella bana ho kopana le diketekete tsa dintlha tse fapaneng. Dintho tse ngata tseo re ithutang tsona le ho di utlwisa eba ka dibuka. Hape, naheng eo ho yona 20% ya batho ba baholo ba sa tsebang ho bala le ho ngola, ho bohlokwa ho leka ho lokisa sena; mme ho batla ho utlwahala ho ena le kelello ho etsa seo re qala ka bana ba banyenyane.

Ke mathata afe a ka sehloohong ao le kopanang le ona?

Ho ba boima ho fumana baithaopi; mme ho ba boima le ho feta ho leka ho boloka lenane la baithaopi ba sebetsang le tswela pele.

Ke eng se o kgothaletsang ho nka seabo?

Selemong sa ka sa pele sa baithaopi ke ne ke hahlaula ho kgabanyanya seporo sa terene kamehla ka Labone ho ya ruta English ho baithuti ba babedi ba Kereiti ya 2, Hilda le Tarren, sekolong se rutang ka Afrikaans. Dibekeng tse nne tsa pele ke ne ke kgona feela ho etsa hore Hilda a bue le nna ka Afrikaans. Empa bekeng ya bohloano, ho ile ha etsahala ntho e makatsang – Hilda a bua dipolelo tsa hae tsa pele tse pedi tsa English le nna. Re ne re ipopela pale ya rona e bitswang "Dinitho tseo ke di ratang" ha Hilda a buela tlaase a re, "I like potato, I like butterfly." Ho nna hoo ebile tshibollo e kgothadi le bopaki ba hore seo ke neng ke se etsa se ne se tliša phapang e nyane, mme phapang eo e nyane e ne e le bohlokwa!

Baithaopi ba fumana eng porojekeng ee?

Inkwenkwezi ha e tswelle bana feela molemo. Porojeke ena e fana ka mekgwa e mengata ho baithaopi bakeng sa ho hola bothong ba bona. E dumella ba bangata ba bona ho etsa ho hong hoo ba so kang ba ho etsa bophelong ba bona pele – ho ruta!

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 bonngwe 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 hlalisitsweng di tla fumana divautjhara tsa dijo* tse ntshitsweng ke Wimpy bakeng sa ho natefelwa mmoho le bana bao ba tlišang 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.

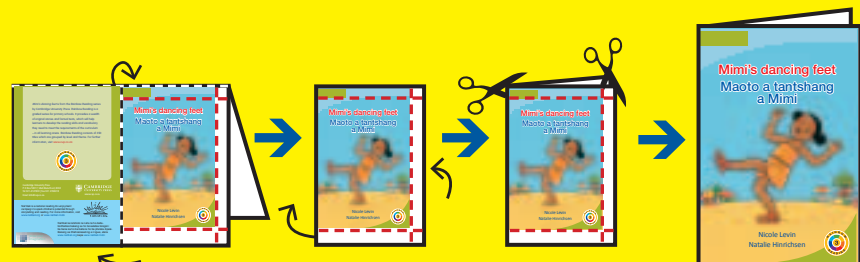
SAfm ka Mantaha, Laboraro le Labohlano ho tloha ka 1.50 p.m. ho fihlela ka 2.00 p.m.

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 tlatssetso.
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.



“Emissa!” ho rialo Mimi. “Ha ho tantshuwe mona!”
Mimi le Nkgono ba leba moo ho rekiswang dieta
teng. Maoto a Mimi a qala ho tla-tla hape.

“Stop!” said Mimi. “No dancing!”

Mimi and Gogo walked towards the shoe stall.
Mimi’s feet began to tap again.



“Nkgono!” Mimi a hoeletsa a le lekaleng la setate.
“Mimi, theoha mona!” ha kgaruma Nkgono. “Ha
ho tantshwe mona! Tsamaya le nna, o tshware
letsoho la kai!”
“Ho lokile, Nkgono,” ho rialo Mimi.

“Yes, Gogo,” said Mimi.
“Mimi, come down!” shouted Gogo. “No
dancing! Walk with me, and hold my hand.”
“Gogo!” Mimi called from a tree branch.



CAMBRIDGE

Mimi’s dancing feet

Maoto a tantshang a Mimi



Nicole Levin
Natalie Hinrichsen



Mimi’s dancing feet is from the Rainbow Reading series by Cambridge University Press. Rainbow Reading is a graded series for primary schools. It provides a wealth of original stories and factual texts, which will help learners to develop the reading skills and vocabulary they need to meet the requirements of the curriculum – in all learning areas. Rainbow Reading consists of 350 titles which are grouped by level and theme. For further information, visit www.cup.co.za



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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



Fold

“Na o kile wa bona ngwana na ya tantshang moo?”
 Nkgono a botsa motho ya rekisang dipalesa.
 “Tjhe, ha ke a mmona,” a araba.
 Nkgono a tsamaya hohle sebakeng sa mmarakeng.
 Ha a ka a bona Mimi kae kapa kae.

“Have you seen a dancing girl?” Gogo asked
 the flower seller.
 “No, I haven’t,” she said.
 Gogo walked all over the marketplace. She
 couldn’t see Mimi anywhere.



Mimi’s feet always want to dance.
 Her feet dance away from Gogo.
 Step, hop, step, leap, skip, turn!

Maoto a Mimi a
 ne a dula a batla
 ho tantsha. Maoto
 a hae a tantshetsa
 hole le Nkgono.
 Hata, tlola, hata,
 tshethema,
 qhoma, tjeka!



They dance over chairs and
 under tables. They dance
 out of the house. They
 dance across the street.
 They dance up trees. Mimi’s
 feet dance everywhere.

A tantsha ka hodima ditulo
 le ka tlasa ditafole. A
 tantsha ho tswa ka tlung.
 A tantsha ho tshela
 seterata. A tantsha ho
 palama difate. Maoto a
 Mimi a tantsha hohle.



Empa maoto a Mimi a ne a sa batle ho
 mamela. A ne a tantsha hohle. A ne a
 tantsha ka tlasa tafole le ka mora morekisi
 wa dipalesa. Hata, tjeka, hata, tjeka, matha
 o be o tlole!

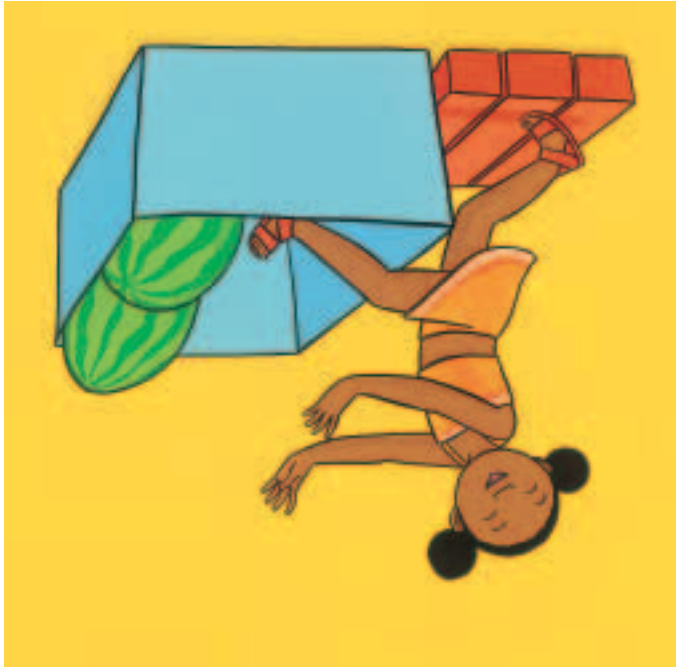
But Mimi’s feet wouldn’t listen. They danced
 everywhere. They danced under a table and
 behind the flower seller. Step, turn, step,
 turn, run and jump!



But Mimi was gone, dancing all the way home.

Empa Mimi o ne a ile, a tantsha a ntse a
 leba lapeng.

And then they danced into a box of melons. Suddenly Gogo couldn't see Mimi anywhere. "Oh no!" cried Gogo. "She's danced away again!" Yaba a tantshetsa ka hara lebokoso la mahapu. Hanghang Nkgono a se hlole a bona moo Mimi a leng teng. "Tjhe boi" Nkgono a makala. "O se a tantsheditse hole hape!"



They walked onto the street. Mimi's feet began to tap. Then her feet danced away. Step, hop, step, leap, skip, skip, leap!
"Come back!" shouted Gogo.

Ba tsamaya seterateng. Maoto a Mimi a qala ho tila-tila. Yaba maoto a hae a qala ho tantsha. Hata, tlola, hata, tshethema, tlola, tlola, tshethema!
"Kgutla wena!" ho kgaruma Nkgono.

"Oh no!" cried Gogo, "Mimi has danced away again!" Gogo couldn't see Mimi anywhere. "Tjhe boi" ho rialo Nkgono. "Mimi o se a ile ho ya tantsha hape!" Nkgono o ne a se a bone Mimi kae kapa kae.



One day, Gogo and Mimi went to the market. "Mimi," said Gogo, "you can't dance here. It is too busy. Hold my hand and walk with me. I don't want to lose you."

Ka tsatsi le leng, Nkgono le Mimi ba ya mmarakeng. "Mimi," ho rialo Nkgono, "o keke wa tantshetsa mona. Ho tletse batho haholo. Tshwara letsoho la ka o tsamaye pela ka. Ha ke batle hore o ntahlehele."

At first, Mimi walked next to Gogo. But soon her feet began to tap. Then they danced. Step, hop, step, hop, turn, leap!

Pele Mimi o ile a tsamaya pela Nkgono. Empa hang maoto a hae a qala ho tla-tila. Yaba a tantsha. Hata, tlola, hata, qhoma, fetoha, tshethemai!



“Have you seen a dancing girl?” Gogo asked the fruit seller.

Behind him was a big box of melons. Gogo could see Mimi’s arm sticking out of the box.

Gogo pulled Mimi out.

“Na ha o eso bone ngwanana ya tantshang mo?” Nkgono a botsa morekisi wa ditsholwana. Kamora hae ho ne ho ena le lebokoso le leholo la mahapu. Nkgono o ne a kgona ho bona letsoho la Mimi le hahletse lebokosong. Nkgono a mo hula a mo ntsha.



“I am very angry with you, Mimi. We are going home now!”

Gogo pulled Mimi by the hand. They walked out of the market.

“Ke halefile haholo hona jwale, Mimi. Re ya hae hona jwale!”

Nkgono a hula Mimi ka letsoho. Ba tswa ka mmarakeng.



“Yes, Gogo,” said Mimi.

Mimi looked at her feet, “Did you hear that? No dancing!”

But her feet didn’t reply.

“Eya, Nkgono,” ho rialo Mimi.

Mimi a sheba maoto a hae. “Le utlwile? Ha ho tantshwe mona!”

Empa maoto a hae a se ke a araba.



Get story active!

Here are some activities based on *Mimi's dancing feet* for you and your children to try.

- As you read the story together, make comments that help your children to explore the story. For example, after reading page 4, you could say, "I wonder why Mimi's feet didn't reply. Can you think why?"
- Draw your children's attention to the illustrations. For example, on page 7 you could say, "Look at Gogo. How do you think she feels?"
- Ask your children whether they think Mimi enjoys dancing – or, is it just her feet that enjoy it?
- Do your children like to dance? Play some music that you all enjoy and dance together. Or, play a dancing game together, like *Do the Hokey Pokey*.
- The picture alongside comes from the last page of the story. Encourage your children to write what they think Mimi and Gogo are saying as Mimi dances off down the street.



Eba mahlahlaha bakeng sa pale!

Diketsahalo tse itseng ke tse na tse theilweng paleng ya *Maoto a tantshang a Mimi tseo o ka di lekang mmoho le bana ba hao*.

- Ha le ntse le bala pale mmoho, etsa ditshwaelo tse tla thusa bana ba hao ho sibolla pale. Ho etsa mohlala, kamora ho bala leqephe la 4, o ka nna wa re, "Ke a makala hore ebe ke hobaneng ha maoto a Mimi a sa ka a araba. Na le ka nahana lebaka?"
- Etsa hore bana ba hao ba shebe ditshwantsho. Ho etsa mohlala, leqephe la 7 o ka nna wa re, "Shebang Nkgono. Le nahana hore o ikutlwa jwang?"
- Botsa bana ba hao hore ebe ba nahana hore Mimi o natefelwa ke ho tantsha na – kapa, na ebe ke maoto a hae feela a natefelwang?
- Na bana ba hao ba rata ho tantsha? Bapala mmimo o le natefelang bohle mme le tantshe mmoho. Kapa, bapalang papadi ya ho tantsha mmoho, e kang *Do the Hokey Pokey*.
- Setshwantsho se ka lehlakoreng se tswa leqephe la ho qetela la pale. Kgothaletsa bana ba hao ho ngola seo ba nahanang hore Mimi le Nkgono ba a se bua ha Mimi a ntse a tantsha ho theosa ka seterata.

Reading club tip #9

Let older children at your club read the "Story corner" stories on page 8 on their own and/or to the younger children.

Keletso ya #9 ya Tlhapo ya ho Bala

E re bana ba baholwanyane tlelapong ya hao ba bale dipale tsa "Hukung ya dipale" leqephe la 8 ka bobona mme/kapa ba di balle bana ba banyenyane.



Collect the Nal'ibali characters

Cut out and keep all your favourite Nal'ibali characters and then use them to create your own pictures, posters, stories or anything else you can think of!

About Afrika

Age: 7

Sister: Dintle

Cousins: Neo and Mbali

Favourite snack: watermelon

Favourite places to visit: museums, science centres

Books he likes: "how to" books that give instructions for making interesting things, as well as fact books

Bokella baphetwa ba Nal'ibali

Seha le ho ipolokela baphetwa bohle bao o ba ratang ba Nal'ibali mme o ba sebedise ho iketsetsa ditshwantsho tsa hao, diphousetara, dipale kapa ntho efe kapa efe eo o ka e nahanang!

Mabapi le Afrika

Dilemo: 7

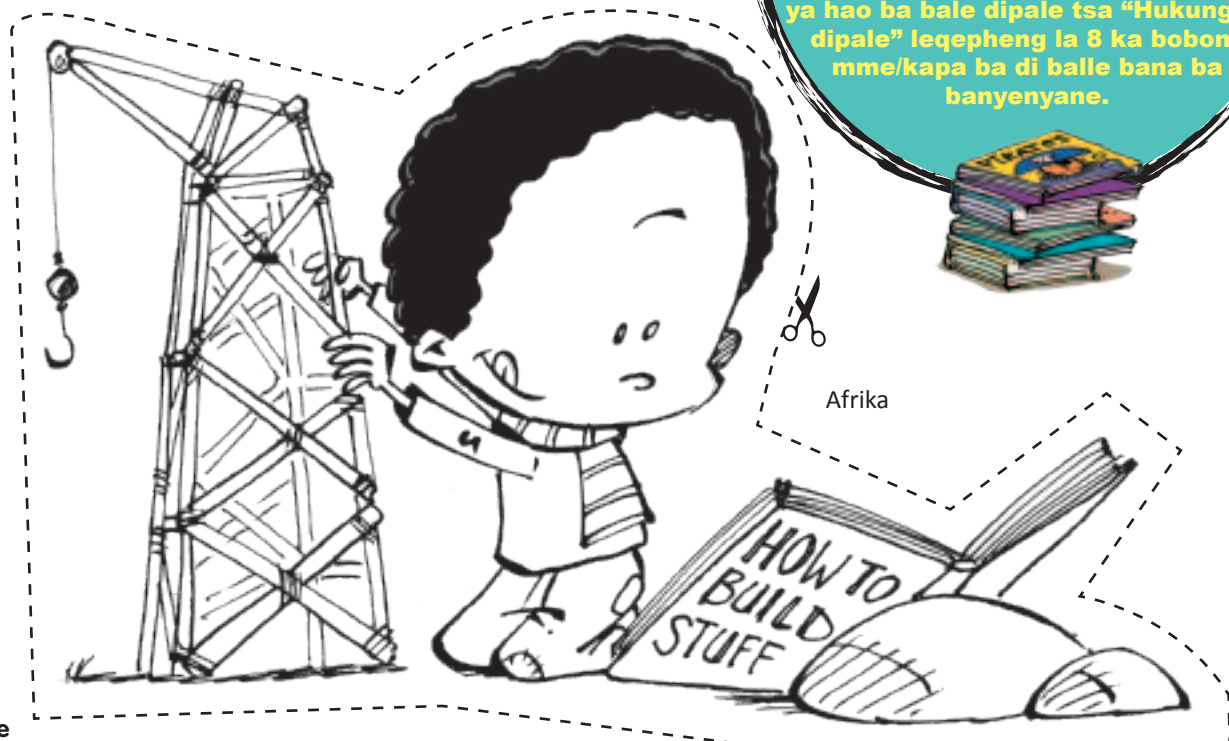
Kgaisedi: Dintle

Bomotswala: Neo le Mbali

Diseneke tseo a di ratang: Lehapu

Dibaka tseo a ratang ho di etela: Dimuseamo, diitsi tsa saense

Dibuka tseo a di ratang: Dibuka tsa "mokgwa wa ho" tse fanang ka ditaello bakeng sa ho etsa dintho tse kgahlisang, esitana le dibuka tse buang ka dintlha tsa nnete.



Afrika

Here's an idea...

Cut out and colour in the picture of Afrika and then paste it on a large sheet of paper. Then do one or more of the following things.

- Draw a thought bubble and then draw a picture inside it to show how Afrika is thinking of using the object he has made.
- Draw something on the end of the hook that will make this a funny picture!

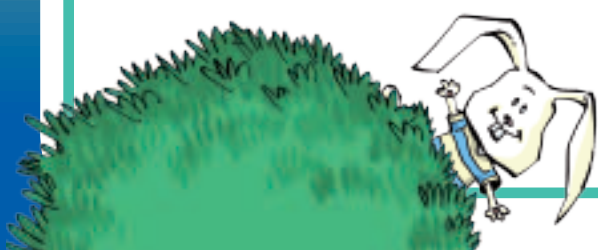
Or, keep the picture in a safe place and when you have collected all the Nal'ibali characters, use them to create your own Nal'ibali poster!

Mohopolo ke ona...

Seha le ho kenya mebala setshwantsho sa Afrika mme o se manamise leqephe le lehlo. Jwale etsa e nngwe kapa tse mmalwa tsa dintho tse latelang.

- Taka pudulwana ya monahano mme o take setshwantsho ka hara yona ho bontsha kamoo Afrika a nahanang ho sebedisa ntho eo a e entseng.
- Taka ho hong qetellong ya huku ho tla etsa hore setshwantsho sena se qabole!

Kapa, boloka setshwantsho sebakeng se bolokehileng mme ha o se o bokelletse baphetwa bohle ba Nal'ibali, ba sebedise ho iketsetsa phousetara ya hao ya Nal'ibali!



Story corner

Here is the first part of a story for you to read aloud or tell. It is about Thukile, who tries to help in the most ridiculous ways!

Silly Thukile (Part 1) Retold by Wendy Hartmann

Once upon a time a young man named Thukile lived with his mother in a tiny house. They were very poor and the only money his mother made was by selling the eggs that her hen laid.

Thukile was so lazy that he did nothing. He would lie in the shade in the summer and sit by the fire in the winter.

One Monday morning Thukile's mother was so upset that she said, "Thukile, if you do not go and work for your food I will make you leave this house forever."

"I had better do something," Thukile said. "This time my mother sounds very cross."

On Tuesday, Thukile asked the farmer across the river for a job. The farmer got Thukile to fix his fence and paid him a few silver coins. Thukile bounced the coins up and down so that he could see them shine in the sun. But before he had crossed the river, he had lost all the coins.

"You silly boy," said his mother, "you should have put them in your pocket."

"Oh," said Thukile, "I'll do that next time."

On Wednesday, Thukile asked another farmer, "May I help you with your cows?"

"Yes," said the farmer, "and I will pay you a jar of milk."

At the end of the day, the farmer gave Thukile the jar of milk. Thukile put the jar into the pocket of his coat as his mother had said he should. Splish! Splash! Splosh! The milk spilt out and the jar was empty before he got home.

"Dear me, Thukile!" said his mother. "You should have carried the jar on your head."

"Okay," said Thukile, "I'll do that next time."

On Thursday, Thukile worked for a woman who made yoghurt. She gave Thukile some yoghurt for helping her. It was in an open plastic container that was wrapped in a cloth. Thukile put the container on his head as his mother had said he should. But by the time he got home, there was very little yoghurt left in the container.

"You silly boy," said his mother, "you should have carried it in your hands."

"Oh!" said Thukile. "I'll do that next time."

What do think Thukile is going to try next? Find out next week whether he is ever able to do something that is actually helpful to his mother!

In your next Nal'ibali supplement:

- Giving books as gifts
- Find out about International Picture Book Month
- Meet some of South Africa's picture book authors and illustrators
- A cut-out-and-keep book, *Swimming in the sun*
- The final part of the story, *Silly Thukile*

Our tip sheets offer easy ways for caregivers and volunteers to help children become successful readers at any age – and they're available in six South African languages! Download them for free at: <http://nalibali.org/resources/>.

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Hukung ya dipale

Ena ke karolo ya pele ya pale eo o lokelang ho e balla hodimo kapa o e phete. E mabapi le Thukile, ya lekang ho thusa ka ditsela tse bothoto ruri!

Thukile ya Sethoto (Karolo ya 1) E phetwa hape ke Wendy Hartmann

Kgalekgale mohlankana ya bitswang Thukile o ne a dula le mmae tlung e nyane. Ba ne ba futsanehile haholo mme tijeletana eo mmae a neng a kgona ho e etsa e ne e le ka ho rekisa mahe a neng a behelwa ke kgoho ya hae.

Thukile o ne a le botswa hoo a neng a sa etse letho. O ne a ka paqama moriting ha e le lehlabula mme a dule mollong ha e le mariha.

Ka tsatsi le leng Mantaha hoseng mme wa Thukile o ne a halefile hoo a ileng a re, "Thukile, haeba o sa tsamaye ho ya sebetsa bakeng sa hore o iphepe ke tla o leleka tlung ena ya ka."

"Ke tla tshwanela ho etsa ho hong," Thukile a rialo. "Kgetlong lena mme o utlwahala a halefile e le ka nnete."



Illustration by Jiggs Snaddon-Wood
Setshwantsho ka Jiggs Snaddon-Wood

Ka Labobedi Thukile a kopa mosebetsi ho rapolasi ya mose wane ho noka. Rapolasi a re Thukile a lokise terata ya hae mme a mo lefa dikhoine tse mmalwa tsa silivera. Thukile a nna a bapadisa dikhoine a di tlalatlodisa hore a kgone ho di bona hantle di benya letsatsing. Empa pele a tshela ka nqane ho noka, o ne a se a lahlehetswe ke dikhoine tsa hae kaofela.

"Moshanyana towe ya sethoto," mmae a rialo, "o ne o tshwanetse hore ebe o ile wa di boloka ka pokothong ya hao."

"Oh," ho rialo Thukile, "ke tla etsa jwalo nakong e tlang."

Ka Laboraro, Thukile a kopa rapolasi e mong. "Na nka o thusa ka dikgomo tsa hao?"

"Ho lokile," ho rialo rapolasi, "mme nna ke tla o lefa ka jeke ya lebeso."

Ha letsatsi le dikela rapolasi a nea Thukile jeke ya lebeso. Thukile a kenya jeke eo ka pokothong ya jase ya hae ka tsela eo mmae a neng a mo laetse ka yona. Qhapha! Qhapha! Qhapha! Lebeso la tsholoha jwalo mme jeke e ne e se e sena letho le pele a fihla lapeng.

"Ao basadi!" ho rialo mmae. "O ne o tshwanetse hore ebe o rwetse jeke eo hloohong ya hao."

"Ho lokile," ho rialo Thukile, "ke tla etsa jwalo nakong e tlang."

Ka Labone, Thukile a sebeletsa mosadi ya etsang yokate. O ile a fa Thukile yokate bakeng sa ho mo thusa. E ne e tshetswe setshelong sa polasetike se bulehileng se neng se phuthetswe ka lesela. Thukile a rwala setshelo seo hloohong jwaloka ha mmae a ne a mmoleletse hore a etse. Empa yare ka nako eo a fihlang lapeng ka yona, ho ne ho setse yokate e nyane haholo ka hara setshelo.

"Sethoto towe sa moshanyana," mmae a rialo, "o ne o tshwanetse hore o e tshware ka matsoho a hao."

"Oh!" ho rialo Thukile. "Ke tla etsa jwalo nakong e tlang."

O nahana hore Thukile o tla leka ho etsa eng nakong e tlang? Fumana sena bekeng e tlang le hore ebe o tla kgona ho etsa ho hong ho ka thusang mme wa hae na!

Tlatsetsong ya hao e latelang ya Nal'ibali:

- Ho fana ka dibuka jwaloka dimpho
- Fumana mabapi le Kgweedi ya Dibuka tsa Ditshwantsho ya Matjhaba
- Kopana le ba bang ba bangodi le batshwantshi ba dibuka tsa ditshwantsho ba Afrika Borwa
- Buka e sehlang-le-ho-opolokelwa, *Ho sesa letsatsing le tshesang*
- Karolo ya ho qetela ya pale, *Thukile ya Sethoto*

Maqephe a rona a dikeletso a fana ka mekgwa e bonolo bakeng sa bahlokomedi le baithaopi ho thusa bana ho ba babadi ba atlehleng dilemong dife kapa dife – mme a fumaneha ka dipuo tsa Afrika Borwa tse tshelletseng! A jarolle mahala ho: <http://nalibali.org/resources/>.