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

Other environments have very little print. Even others have none at all. It is easier for children to learn to read and write in an environment that has lots of print in it because it shows them what reading and writing can be used for. Here are some ideas for how to make your reading club’s meeting place a print-rich environment.

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

#### Make alphabet charts

- **Dihihate tsa alfabeto**
  - Dihihate tsa alfabeto di thusa bana hore ba bone hore na le dilokho tse teng, mme o ka di sebedisa ho ka thusa ho etsa medumo ka ho mokhanyo dilokho tse. Eta o be o manene mutlwa sa etshwaneng ya dijitse tsa alfabeto. Tsona ditlhahlelelo ya ditlhahlelo lo lebedi le di tshwaneng a ditlhahlelo ya ditlhatho ya mme o lebedisa le di bala.
  - Tsona ditlhahlelo ya ditlhatho lo lebedi le di tshwaneng a ditlhahlelo ya ditlhatho ya mme o lebedisa le di bala.
  - Bana ba kata le bokgopong le lebedi le di tshwaneng a ditlhahlelo ya ditlhatho ya mme o lebedisa le di bala.

- **Etsa ditjhate tsa alfabete**
How nursery rhymes can help a child's development

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

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

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

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

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

The benefits of using rhymes

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

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**Melemo ya ho sebedisana diraeme**

- **Ho hola matleng a ho lehohoa dintho** Hangata diraeme di kgutshwanyane mme di phetapheta mantswes ebole di no le telitlana ya mantswes le dipaterone. Dipuo tsohle le dipalo di thehihle dipateroneng. Ka ho raeme e kgutshwanyane mme e phetapheta mantswe, ho bonolo ho e tshwara ka hlooho.
- **Ho hola puong** Ngwana wa ho o utlwa mantswes a matjha le ao a o liwaetse a qang le medumo e tshwanang (raeme) le e sa tshwanang. Sena se thuwa hore a tsebe ho laola tsela eo dintho tsa mmele e tsamayang ka yona.
- **Boqapi** Raeme e pheta pale e susumetsang monahano wa ngwana. Ha o utlwa diraeme tse ngata, o kgona ho nahana ka dintho tse ngata.
- **Ho hola bokgonging ba ho sebedisana le ba bang le maikutlo** Baphetwa ba raemong ka ngwe ba no le maikutlo. Bana ba hao ba ila kgothaloetswa hore ba hilahlohe maikutlo ana. Ebole hangata diraeme di a qabola, e leng sona se etsang hore bana ba di rate haholo!
- **Ho hola mmeleng** Boholo ba diraeme di etswa ho sebedisana mmele. Bana ba ka hodisa mafaa a ho tsamaisa mesifa e mheholo pele, ebe he morao ba kgona ho tsamaisa mesifa e menyenye.
Here are some rhymes that you can say to your children.

**Mahlonyana a mabedi**

Mahlonyana a mabedi, rona re a qamaka.
Ditsebenyana tse pedi, rona re a mamela.
Nkonyana e le nngwe to! nna ke fofonela se monate.
Molomonyana o le mong to! nna ke ithatela ho ja.

Etsetsa ngwana wa Hao raeme o ntse o mo tshwara ka bonolo sefahleltong. Bakeng sa bana ba dilemo di pedi ho ya ho tse tsheliteletse, o ka tshwara sefahleho ebe bona ba o o etisa. Seno se le bo thuosu ho bo ithute ka ditho le bana tsa mmele le mafo a bona o kulto.

**Two little eyes**

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

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

**Two little eyes**

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

**The moon is round**

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

**Kgwedi o ka bolo**

Kgwedi o ka bolo (tsamaisa mmonwa no potapota sefahleho)
O tjihtjita, o rono
Mahlo a mabedi, nko (tshwara mahlo le nklo)
Mmoho le molomo, jwalo ka nna (tshwara molomo)

**Sekgo**

(Tapad ya menwana)
Ke na le sekgo se semane,
Ke se rata haholo. (tsamaisa mmonwa ho eta se sekgo se tsamayang)
Se ritsamay a mhatelong, (tsamaisa mmonwa ho o ma mhatelong a hao)
le ho mopapota selelo. (tsamaisa mmonwa ho e isa selelung sa hao)
Se nhnomela nkong, (ghomisetsa letsoho la hao nkong)
Ebe se nhnomela hloochong, (ghomisetsa letsoho la hao hloochong)
Ka mpra moo se tawo ke boroko
Ke se le tseoa ho mathla se beleng. (tsamaisa mmonwa ebe o e beha letsoho la hao)

**Spider**

(Finger play)

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

**Teddy Bear**

(Sisinya mmele)

Teddy Bear, Teddy Bear, tjeka re bone.
Teddy Bear, Teddy Bear, tshwara fatshe.
Teddy Bear, Teddy Bear, qhomela hodimo.
Teddy Bear, Teddy Bear, tshwara marung.
Teddy Bear, Teddy Bear, kokobela.
Teddy Bear, Teddy Bear, itshwara mmonwa ya maatso.
Teddy Bear, Teddy Bear, tima lebone.
Kaofela e reng shhh!
Teddy Bear, Teddy Bear, e re robatla hare khetla!

**Teddy Bear**

(Body movement)

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, jump up high.
Teddy Bear, Teddy Bear, touch the sky.
Teddy Bear, Teddy Bear, bend down low.
Teddy Bear, Teddy Bear, touch your toes.
Teddy Bear, Teddy Bear, turn off the light.
Everybody say shhh!
Teddy Bear, Teddy Bear, say goodnight!
1. Let your children select books that appeal to them. Children very often find an author, genre or series they like, and this might encourage them to read more books.

2. As they start to read on their own, help your children choose books that are not too difficult so that they are able to have many successful reading experiences.

3. Keep more difficult books for you to read to your children.

4. Create opportunities for them to read aloud to each other just before bedtime. Or suggest that they try out their new skills by reading to a younger sibling.

5. Help your children make connections between what they are reading about and real life. For example, if they are reading about school, link it to their own experience of school.

6. Extend stories by asking your children to think about why characters behaved in certain ways, and what they might have done if they were in the same situation.

7. Don’t let your children leave home without a book. Encourage them to read everywhere – even in the car or on the bus!

8. Expose older children to longer books with chapters. Try to read a chapter or two each day.

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

1. **Take out pages.**
   Choose books that are not too difficult so that they are able to have many successful reading experiences.

2. **Fold it in half again along the green dotted line.**
   Extend stories by asking your children to think about why characters behaved in certain ways, and what they might have done if they were in the same situation.

3. **Let them select books that appeal to them.**
   Children very often find an author, genre or series they like, and this might encourage them to read more books.

4. **Don’t let your children leave home without a book.**
   Encourage them to read everywhere – even in the car or on the bus!

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**Grow your own library. Create TWO cut-out-and-keep books**

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3. **Let them select books that appeal to them.**
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5. **Create opportunities for them to read aloud to each other just before bedtime.**
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**Hodisa laeabori ya hao. Iketsetsile dibuka se sehwang-le-ho-ipolokelwa tse PEDI!**

1. Ntsha leqephe la. Ho isa ho la. **Kotsotsong ena.**
2. Leqephetha le nang le maqephe ano. **, 6, 8, 12, 10, 7, 9, 11, 10, 9, 8, 7, 6, 5, 5, 4, 3, 2, 1.**
   b. Le mene ka haloto bole ho sa buka ho matsho.
   c. Seha ho sa buka ho matsho.

**Drive your imagination**

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Nal’ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org.

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

Get story active!

You can’t eat that!

You can’t eat that!

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

Rosemarie Lewis • Ndumiso Nyoni

Se ka ja nthweno!

Eba mahlahlahlah a ka pale!

Toraya dithlwantsho tsa dip tsa o di ratang ka ho fetisisa. Nguqo leibasa le seho pela setshlwantsho se o se torileng. O ka mo wa kopa gore mofine a mong a o thuse ha ngoba matlwa ao ka nepo haeba a bota.

Seba dithlwantsho tsa mophila e sa thwanaen ya dip ho tsa thwanaen tsa kgole: dip ho nang le phepha, tse talo le tse phehliehing, tse fareho le tse badleng. Beha dithlwantsho tsa e dip ho noba le tsa lehelwe se lehele. So mo le tse lebelo. Tse le belo ka ho fetisisa.

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

Metapholo ao le ka bung ka yona. Na o lile o malhey ka ho fetisisa nga wane e mofine? Ha o lile o malhey ka ho fetisisa nga wane e mofine? Ha o lile o malhey ka ho fetisisa nga wane e mofine? Ha o lile o malhey ka ho fetisisa nga wane e mofine? Ha o lile o malhey ka ho fetisisa nga wane e mofine? Ha o lile o malhey ka ho fetisisa nga wane e mofine? Ha o lile o malhey ka ho fetisisa nga wane e mofine?
“Ena o ka e ja.”
... Mme o fela a e ja!

“Se ka Jo nthweno.”
I tell her

“You can eat that!”
... And she does!

“You can eat that!”
... And she does!

“Ena o ka e ja.”
... Mme o fela a e ja!
The fish that couldn’t swim

Sarah Gaylard • Thulisizwe Mamba • Gisela Strydom

Get story active!

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

Lots more free books at bookdash.org

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With your imagination

Prepap the child to take a swim:

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

Mehopolo eo le ka buang ka yona:

Na o tseba ho sesa? O tsamaisa matsoho a hao, maoto a hao le hlooho ya hao jwang ha o sesa? Haeba o tseba ho sesa, ke mang ya o rutang? Haeba ha o tsebe ho sesa, no ha na le metho ya ko rutang? Ho sesa ho monate haholo!
There once was a boy who could run and jump and climb. He could even make a noise like a seagull. But he couldn't swim. And oh, how he wanted to.

So he put it in the water ...

So the fish showed the boy how to put his mouth in the water and blow.

And so, the boy who could run and jump and climb, and even make a noise like a seagull, learnt to swim like a fish.
Ho kile ha eba le moshemane ya neng a tseba ho matha le ho tlola le ho palama dintho. Hape o ne a kgona le ho etsa lerata jwaloka letata la lewatle. Empa o ne a sa tsebe ho sesa. Mme he, kamoo a neng a lakatsa ho tseba ho sesa ka teng.

He wanted to help the fish.

What fun they had!
Then one day he noticed a fish that couldn't swim either!

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

Then one day he noticed a fish that couldn't swim either!
“Well, every time she puts something in her mouth you tell her she can't eat it! Now she thinks she can't eat the rusk!” laughs Mom. “I think you're going to have to tell her that she can eat the rusk.”

So I pretend to take a bite of my sister's rusk. Then I hold the rusk out to her and say,

“Hobane nako yohle ha a kenywa ntha ka hanong, o re a se ka e ja! Jwale o nahana hore ha a lokela ho ja raske!” ha rialomme a tseha. “Ke nahana hore o tla lokela ho mo bolela hore a ka ja raske.”

Jwale ke etsa eka ke loma raske ya ngwaneso. Ha ke geta ke isa raske ena ho yena mme ke re,
“Se ka j’o nthweno,”
I tell her.

“You can’t eat that.”

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


I think it’s time for some tea and rusks,” says Mom.

Mom says I can hold my sister’s special baby cup while she drinks from it, but she doesn’t want it, so I offer her a rusk. She waves the rusk in the air but she doesn’t eat it. Why won’t she eat her rusk?” I ask Mom.

“Ke nahana hore ke nako ya hore re nwe teye le diraske,” ho rialo Mme. Mme o re nka tshwarela ngwaneso lebekere la hae le kgethehileng ha a ntse a nwa ka lona, empa ha a batle, ka hona ke mo fa raske. O tsoka raske ena moyeng, empa ha a e je.

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

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

Some statistics from the Youth Festival:

- **Number of events**: 27
- **Number of participants**: 20
- **Number of children included in events**: 784
- **Number of books given to children**: 496

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Nonophi Magula, Mosebetsi Leaboraring ya Bana, le Carol Titus, Mohokahanyi wa Nal’ibali Profensing ya Kapa Bophirima, ba pheta dipale le ho etsa mesebetsi le bana Central Library ya Cape Town

Nonophi Magula, the Children’s Librarian, and Carol Titus, the Nal’ibali Western Cape Provincial Co-ordinator, share stories and do activities with children at Cape Town Central Library
Matty le sefate sa mohlolo sa diapole

Ka Bradley Paulese Ditshwantsho ka Natalie le Tamsin Hinrichsen

Kgalekgole ho ne ho na le motumahatsana ya bitswang Matty. O ne a dula polasing enyanele, moo mobu wa teng o neng o le thela mme ho sehla ka thela. Empla Matty ene e se sehla wa fela fela se tlwafheleleng. O ne a kemiseitsa a bible a sebetsa ka thela mohloleng wa lematha ene e le hore a le mme boleka le a se o rekisa ka mmarakeng o neng o pheheselela batho hauli le moo a dulong.

Ha diapole ts'a Matty di se hodeli, mme di le ngata hoo a ka di alelekeang le ba bang, a di tsihele ka basketeng ya hae mme a leba mmarakeng, sefahlho sa ha se kganya kgotso ke thabo. "Kajeno ke tlo rekisa meroha ena kaolela, mohlomang ke be ke kute ka nifho ene monate, a rialo.

Nnete ke hore Matty o ne a emetswe ke nifho ene monate e a e ratang mmarakeng. Nifho e ne e le diapole, tse kgoło, tse ditsang mathe, tse hloboheang. O ne a sitwa ho iphanyetsa monate wa tsonga o neng o moto hohele. E ne e le teona moputso wa mosebetsi othe wa hae a boina.

Ha Matty a thlho falo se thela ya ditshwolo ya dilitshwano, a kopane le mosadimoholo ya botswana, ea marama a hae a neng a le mafusetshane tswa ka diapole tse butswitsang hore ka monate. Mahlo a hae a tla tla hla hore xe mohlomong le ho diapole tla dula e o tlisetsa thabo," ha rialo mosadimoholo.

Ha fariella mehpoko ene mageka ka kelelekgang ya Matty ha a nse a nana hore na a reke diapole dife bakeng sa dintho tse a fia di baika. "Diapole tse kgubedu di monate bakeng sa ha ha baka kuku," ha rirole Matty a bua losa hodimo ha a leboha. "Mohlomang diapole tse ga kgobohlo mo thela ka sa nana. Ha leboha," a rialo a buela tlase. "Mantsiboyeng ao, Matty a kgutlela sefate, ea kgutlela e sa tswa le kolokoloko ka baka ka thela.

Ha lela tla hla, Matty a tantsha ho potapota sefate, sa lehlohonolo ho ho ne ho o e lamela, "Seboko a tswa a meneka, a thwetsera fahlo a tlethele sa maka." "Ke ke a kete ka thata ka monate.

Ha Matty a se a qetile ho hlopha le ho hlatswa diapole kaolela, a nka apale e kgethehileng e tshehle. "Jwale ke a iputsa ha ke etha tsebeng," a rialo. Empla moo a reng ena e le keya leina, ha runya hlohononyana mokolog wa apale.

"Se ka nna!" ha la seboko. Apale ya wa letoho lo Matty ke ho makala. "Ke mohlolo ya eng?" a rialo a hae makala.

Seboko a tswa a meneka, a tswetsera matho a tlhetseng maswasi. "Ke kopa tshwarello ka ho hlaluhlufuna apale ya hae, ke hloboke ene monate haholo?" a rialo.

Matty a utlwa a sa tsebe hore na a kwate kapa tsebe. Mosadimoholo o ne a itse apale e e fly a dula a sefate, empla jwale ha a sa khu gosetsile ka keo.

"Ke leboha," a rialo. "Sebokonyana towe, kantele a lehlohonolo boleka kajene ke thabile. E re ke tselela e apale e ya hoo mo mabona ka more mboho ke le hore o tlethele lo ya kgoa, o sa kgalagalineng se dima." "Ha Matty a kanya apale ka mokoting o o a tshitsho fashite, seboko a re, "Sala hanli Matty. Ke tshepise hore ke a tla putsa a lo a mosa ona wa hayo." Mitty a mola sadisa hanli mme a kugale ka tla hla ho ya baksta. Ka ketsitsi le hlaluhlamang, ha mafube a hlahla, Matty a tsaoswa ke monake a monake ka ho fetisisa a o kiling lo a utlwa. A tswela kantle ka polla mme a makala ho makala. Ka pela hae ho ne ho eme sefate se sehlahadi sa diapole, makala a sona a emetswe ke diapole tse nifho ka ho fetisisa tse a kiling lo a dina.

Matty a tantsha ho potapota sefate, setsheho sa hae se tswakana ho monate le e tshina ka llina. E lekilelo ka le hla a neng a tsa baka ka monate ka ho fetisisa o a kiling a o utlwa. A tseka tla fho sa mma e le hla ho ya baka ka monate. Matty a tshwela hore na a llega lekatla, "Ke a leboha," a rialo. "Sala hanli Matty. Ke tshepise hore ke a tla putsa a lo a mosa ona wa hayo." Mitty a mola sadisa hanli mme a kugale ka tla hla ho ya baksta. Ka pela hae ho ne ho eme sefate se sehlahadi sa diapole, makala a sona a emetswe ke diapole tse nifho ka ho fetisisa tse a kiling lo a dina.

Nene ke hore Matty o ne a e metswe ke nifho ene monate e a e ratang mmarakeng. Nifho e ne e le diapole, tse kgoło, tse ditsang mathe, tse hloboheang. O ne a sitwa ho iphanyetsa monate wa tsonga o neng o moto hohele. E ne e le teona moputso wa mosebetsi othe wa hae a boina.

Ha Matty a thlho tata ka liholo ya dilitshwano, a kopane le mosadimoholo ya botswana, ea marama a hae a neng a le mafusetshane tswa ka diapole tse butswitsang hore ka monate. Mahlo a hae a tla tla hla hore xe mohlomong le ho diapole tla dula e o tlisetsa thabo," ha rialo mosadimoholo.

Ha lela tla hla, Matty a tantsha ho potapota sefate, sa lehlohonolo ho ho ne ho o e lamela, "Seboko a tswa a meneka, a thwetsera fahlo a tlethele sa maka." "Ke ke a kete ka thata ka monate.

Ha Matty a se a qetile ho hlopha le ho hlatswa diapole kaolela, a nka apale e kgethehileng e tshehle. "Jwale ke a iputsa ha ke etha tsebeng," a rialo. Empla moo a reng ena e le keya leina, ha runya hlohononyana mokolog wa apale.

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Eba mahlahlahaha ka pale

* Tholwana e o a ratang ka ho fetisisa ke e? Toroya setshwantsho sa yana. Ka fasa seo o se tshwane, ngola polelo ena e ntebe "Tholwana e o a ratang ka ho fetisisa ke..." O ka kopa mohlo a mong hore a o a thehe se ngola polelo eo ya hae.

* Etsa lelahlhamo ka dintho kaolela tse o ka di etha ka tholwana eo a e e ratang ka ho fetisisa. E ka bo nifho ena a kongdanga ka nang le e phehelieng, jwa ka baka boleka a le hla ka mehlo. Nana hae moputso lo a moliwo lo a le hla ka leka hla. Mitty a lela thabe le la kopa tshwane le diapole ya hae. Nana ka mamo a le hla ka leka hla. Mitty a lela thabe le la kopa tshwane le diapole ya hae.
There was once a young woman named Matty. She lived on a small farm, where the soil was hard and the work was tough. But Matty was no ordinary farmer. With determination she toiled under the hot sun to grow enough vegetables to sell at the bustling market nearby.

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

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

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

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

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

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

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

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

“Don’t eat me!” a worm squeaked.

Matty dropped the apple in surprise. “What in the world?” she gasped. The worm wriggled out, his eyes wide and apologetic. “I’m sorry for nibbling your apple, but it was so tasty!” he said.

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

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

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

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

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

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

**Get story active!**

- What is your favourite fruit? Draw a picture of it. Underneath your drawing, write the sentence, “My favourite fruit is…” You can ask someone to help you write your sentence.
- Make a list of all the things you can make using your favourite fruit. It can be something you bake or cook, a juice or a cold pudding.
- Think about the smell, taste, shape and colour of an apple or any other fruit. Think about the sound that it makes when you bite it. Now write a poem about the fruit.
Nal’ibali fun

dipolelo tse fanang ka lesedi. Ebe jwale o fumana mantswe ao ena. Ngola LENTSWE LE LE LENG KAPA A MABEDI ho araba fumana dikarabo tsa dipotso dipaleng tse tlatsetsong

1. Ntho eo ngwanana e monyenyane a nwang ka yona.
2. The pretty insect that flies away and the baby sister cries
3. What Mom brings her to eat.
4. What could the fish not do?
5. The boy could make a noise like this bird.
6. Where Matty lived.
7. Matty was a
8. Matty's favourite treat.
9. Ho ne ho na le eng ka hara apole ya hae?
10. Letsatsing le hlahlamang Matty o ile a fumana eng jareteng ya hae?

Fumana dikarabo tsa dipotso dipaleng tse tlatsetsong

DIPOTSO

1. Seboko se ngwanana e monyenyane a batlileng a se ja se jwang ka mmmalo? __ __ __ __ __
2. Ntho eo ngwanana e monyenyane a mwang ka yona.
3. Seo mme a mo fang hore a se je.
4. Thapie e neng e sa tsebe ho sesa
tsebe ho tsebe ho sesa
5. Matty le sefate sa mohlolo sa diapole
6. Moo Matty a neng a dluo teng
7. Matty e ne e le
8. Seboko se tswile se etshang ka apoleng?
9. Ho ne ho na le eng ka hara apole e kgotsohileleng ya Matty e tshikhi?
10. Letsatsing le Nahilambong Matty o ile a fumana eng jareteng ya hae?

QUESTIONS

1. The colour of the worm that the baby sister nearly eats.
2. The pretty insect that flies away and the baby sister cries
3. What Mom brings her to eat.
4. What could the fish not do?
5. The boy could make a noise like this bird.
6. Where Matty lived.
7. Matty was a
8. Matty’s favourite treat.
9. What was in Matty’s special golden apple?
10. What did Matty find in her garden the next morning?

Fumana dikarabo tsa dipotso dipaleng tse tlatsetsong

DIPOTSO

1. Seboko se ngwanana e monyenyane a batlileng a se ja se jwang ka mmmalo? __ __ __ __ __
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3. Seo mme a mo fang hore a se je.
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Nal'ibali e mona ho tla o kgotshatsa le ho a tshehetsa. Ikopanye le ran kgare ka e nngwe ya ditso tsa latelang:
Nal'ibali is here to motivate and support you. Contact us in any of these ways:

Find the answers to the questions below in the stories in this supplement. Write down ONE WORD to answer each clue. Then find the words in the wordsearch block.

Monate wa Nal’ibali
Nal’ibali fun

Na o ka thusa Matty hore a fumana apo ya hoae?
Can you help Matty find her apple?