Mafelo mangwe a tletse ka dikgatiso. Mo mafelong ano, dikgatiso di dirisediwa dilo tse di farologaneng – matshwao, ditlelisa, dipaposata, dimakashe, makwalodikgang, dibloka, mananye a moa, diposetara, makwato, dikara, jola le jalo. Di ka tswa di kwadilwe ka puo le e noise, dikosa di le pedi kgositsa go feta.

Mafelo mangwe a na le dikgatiso di le rnaivala fela. A mangwe ga a na setjhelele.

Go mothofo gore bana ba ithute go buisa le go kwala mo lefeleng le le rang le dikgatiso tse dintsa ka gomme di ba bontsha go re buisa le go kwala go ka dirisediwa eng. Fa tsele famo go na dikakantsho tsa kofa o ka ifang gore lefeleng le setshihloha tsa pusela se kopenainga no go jone e nne lefeleng le le tletseng ka dikgatiso.

Tsela ya go direla bana
Mafelo a go ithuta a a tletseng dikgatiso

How to create print-rich learning environments for children

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.

Make alphabet charts

Alphabet charts let children see what letters exist, and you can use them to help match letters to sounds. Make and display different kinds of alphabet charts. Draw pictures for each letter that would be meaningful to your children – or better still, ask them to draw a picture for each letter and use these to create your alphabet charts. Children love to make an alphabet picture of themselves using the first letter in their name.

Make beautiful posters

G Make your own posters using drawings or pictures from old magazines and newspapers. You can write your own message or slogan in one, two or more languages.

G Make posters with rhymes, songs and riddles in different languages. Ask your children for suggestions and use ones you know.

G Read them with the children, pointing to the words as you read.

G Display posters where the children can see them easily. Remember to replace them regularly so that the children do not become bored by them.

Have lots to read!

Be a collector of things to read that others have finished reading. Collected newspapers and magazines, menus from take-away outlets, information pamphlets, train or bus timetables and old greeting cards. These sometimes contain interesting things to read, can be props to act with or can be cut up and used by your children when they make their own cards or posters.
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.

Masea a ihuta puo ka go reetsa medumo e ba bangwe ba e dirang mme a kgona go thaloganya mafoko le se a se kayang le pele ga ba simolola go bua. A leka go etsa medumo e a e utlwng mme a kgona go bontha malikufo a bone ka go dira medumo e e sa thaloganyanyesegeng.

Go fega ka nako ya la fega ka tsholwa go filha fa a le dikgwedi di le thetlo, go a kgone go laoga go thshikinya go maebelo ya one. Ka jolo, o ka kgona go tsamaisa matsoa le maatso a leesa la gago fa o ntse o mo opela dipina tsa bana. Fela ba nne le laola go bana, ba ka kgona go thshikinya maebelo ya bone ka baba.

Go ihuta puo Ngwana wa gago a utfwa mafoko a masho le a a thwalelegeng a a nang le medumo e e sa thamaisaeng (moribo) le a medumo e e sa thamaisaeng.

Go kgonetso Pina ya bana e thlhosoa sengwe se se dirang gore ba bone diło ka letšha le mafoko. If ngwana wa gago a nna a utfwa dipina tsa bana, o nna le diło tse dirang tse a ka akanang ka tseoe.

Go kgona go dirisa le ba bangwe le go gola mo maikutlong Badiagatsi ba ba umakawang mo dipineng tsa bana ba na le maikutlong a bone. Bana ba gago ba tla rolloetsa go ihuta sengwe ka maikutlo ano. Gantsi dipina tsa bana di a tseghlsa, mme ke se a se dirang gore bana ba di rate tsaana!

Go gola mo mmeleng Bontsi jwa dipina tsa bana di opelwa ka go dira se di se buang. Bana ba ka kgona go tlokalatse go dirisa mesila ya bone e megolo mme mawe leka go bokhotse go dirisa mesila e menny.

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.
Here are some rhymes that you can say to your children.

**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.

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**Ngwedi ke sediko**  
Ngwedi ke sediko (ditlologa sefetlhego sa gago ka momwana)  
Ke sedikodiko  
Matlho a mabedi, nko (ama matlho le nko)  
Le molomo, jaaka nna (ama molomo)

**Segokgo** (Ditsha menwana go supa se selegang)  
Ke na le segokgonyana,  
Ke se rata tsho tsho. (Tsemakwa menwana go e sa segokgo se se segokgo)  
Se palamela mo legetleng le me, (Tsemakwa menwana kwe legetleng sa gago)  
Se bo se palamela mo seledung se sa me. (Tsemakwa menwana kwe seledung sa gago)  
Se tlelela mo nkonkung ye me. (Ke se tlelela sa gago, tlelela mo nkonkung ye gago)  
Se bo se ya mo tshogong ye me. (Ke se tlelela sa gago tlelela kwe tshogong ye gago)  
Mme fa se setse se otlata  
Se tabogela kwe bale. (Tsemakwa menwana mme o bo e baya mo setse se gago)

**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 to imitate a wiggling spider)  
Right round to my chin. (move fingers to imitate a wiggling spider)  
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)

**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)

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The moon is round (circle face with finger)  
As round can be  
Two eyes, a nose (touch eyes and nose)  
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And when he's very sleepy  
He runs back down to bed. (wiggle fingers and place them in your hand)

**Theedi Bera** (Go tshikinya mmele)  
Theedi Bera, Thedi Bera retoloa.  
Theedi Bera, Thedi Bera, tshwara fa fatshe.  
Theedi Bera, Thedi Bera, tlelela kwa godimo.  
Theedi Bera, Thedi Bera, tshwara legoimo.  
Theedi Bera, Thedi Bera, inamela kwa tlase.  
Theedi Bera, Thedi Bera, tshwara menwana.  
Theedi Bera, Thedi Bera, tinka lobone.  
Lona lotthe e reng shhh!  
Theedi Bera, Thedi Bera, e re robalang sentle!

**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!
2. Letlhare la ditsebe
c) Sega go lebagana le mela ya dikhutlo tse dikhibidu.
b) Le mene ka bogare gape go lebagana le mola wa dikhutlo tse ditaelo
da) Mena letlhare ka bogare gape go lebagana le mola wa ditheleleng
dikhutlo tse dintsho.
dikhutlo tse di tala.

3. Dirisa tengwe le tengwe la matlhare a go dira buka. Latela
dikhaolo e le nngwe kgotsa di le pedi ka letsatsi.

1. Ntsha ditsebe

2. The sheet with pages 5, 6, 11, and 12 on it makes up one book. The sheet with pages 7, 8, 9, and 10 on it makes up the other book.

3. Use each of the sheets to make a book. Follow the instructions below to make each book:
a) Fold the sheet in half along the black dotted line.
b) Fold it in half again along the green dotted line.
c) Cut along the red dotted lines.

4. 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.

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

6. Create opportunities for them to read to you. For example, take turns reading aloud to each other just before bedtime. Or suggest that they try out their new skills by reading to a younger sibling.

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.

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

1. Take out pages 5 to 12 of this supplement.

2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.

3. Use each of the sheets to make a book. Follow the instructions below to make each book:
a) Fold the sheet in half along the black dotted line.
b) Fold it in half again along the green dotted line.
c) Cut along the red dotted lines.
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!

This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.

"You can’t eat that!"

Get story active!

Draw pictures of your favourite foods. Write the name of the food next to your picture.

If you like, ask for help to write the name correctly.

Cut out pictures of different kinds of food from old magazines: healthy food, raw and cooked food. Place the pictures upside-down on a flat surface. You and your playmates take turns to choose a picture. If you choose unhealthy food, rotten or spoilt food or food that needs to be cooked before you can eat it, like potatoes, the others must say, “You can’t eat that!” If you choose a picture of food that can be eaten, they must say, “Yum!”

Nna le matlhagatlhaga a leina!  

"You can’t eat that!"

Rosemarie Lewis • Ndumiso Nyoni

One sunny day, Mom says, “Let’s go outside. The fresh air will do us all good.” She puts a blanket on the grass in our yard and I put my sister’s blocks and soft toys on it.

My sister throws a block across the yard and we both crawl after it. I let my sister win. But when she gets to the edge of the flower bed, she stops and looks at the ground.

There is a fat, pink, wiggly worm! My sister picks it up and … opens her mouth!

I get to her just in time. My sister says, “You can’t eat that!” If you choose a picture of food that can be eaten, they must say, “Yum!”

I tell her.

I help her put the worm back into the flower bed.

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.

Nal’ibali ke letsholo la bosethitha la go busetsa monate el e go roloteetsa el e go jala mowa ga go busa ga nala a Afrika Borwa. Go banna tshedimosetsa ka botlako, etela mo www.nalibali.org.
"O ka ja seno."
... Mme o a e ja!

"You can eat that!"
... And she does!
The fish that couldn’t swim
Sarah Gaylard • Thulisizwe Mamba • Gisela Strydom

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.

Nal’ibali ke lethsho ka basethaba la go busetsa monate e le go rolotta le go jala mowa wa go busa ga nala Aforika Borwa. Go bona tshedimoseto ka botlako, etela mo www.nalibali.org.

Ideas to talk about: 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!

Megapopo e le ka buang ka yona: A o kgona go thuma? O tsa ma sa o ka kgona go thuma, le monate e o go rutileng? Fa e le gore o kgona go thuma, le monate e o go rutileng? Go monate tota!
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 …

Ka jalo a tsenya mo metsing …

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.

Jaanong, mosimane yo o neng a kgona go taboga le go tloa le go palama, tota le e leng go dira modumo jaaka nonyane ya lewatle, o ne a ithutile go thuma jaaka tshapi.

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

So the fish showed the boy how to put
Go kile ga bo go le mosimane yo o neng a kgona go taboga le go tlola le go palama. Gape o ne a kgona go dira modumo jaaka nonyane ya lewatle. Fela o ne a sa kgone go thuma. Mme abo a ne a eletsa jang go dira jalo.

What fun they had!

He wanted to help the fish.

A bo ba tlhapi Jang nnti!
Then one day he noticed a fish that couldn't swim either!

Then the next day, the boy remembered what the fish had taught him.
Morago ga foo o bona serurubele. Se sentle thata. Nnake o a tshega mme oopa diatla tsa gagwe. Seno se dira gore serurubele se fofe. Mme seo se dira gore nnake a lele!

Then she sees a butterfly. It is very pretty. My sister laughs and claps her hands. This makes the butterfly fly away. And that makes my sister cry!

"Kana gone, nako le nako fa a tsenya sengwe mo molomong wa gagwe o mo raya o re ga a tshwanelo go se ja! Joanong o akanya gore ga a tshwanelo ga ja raseke!" Mama a rialo a tshega. "Ke akanya gore o tla tshwanelo ke go mmolelela gore o ka ja raseke."

Ka jalo, ke dira e kete ke ja raseke ya ga nnake. Morago ga foo ke mo naya raseke ke bo ke re,

"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,

"My baby sister is really cute. She has a nice smile and she giggles at everything. She starts giggling as soon as she wakes up and she only stops when she goes to sleep. Sometimes Mom lets me look after my sister. It's not easy because she tries to eat everything!"

Nnake ka lesea o monyenyana tota. O na le monyenyano o monile mme o tshagatshegela sengwe le sengwe. O simolola ga tshagatshega fa fela o tsa ga mmolelela gore o ka ja raseke. Ka dinako tse dingwe Mama o ntle gore ke lhokomele nnake. Ga ga matlhoko ka gonene o leka go ja sengwe le sengwe!"
“Ga o a tshweneng go 'ja seo,”
ke mo raya jalo.

“You can’t eat that!”
I tell her.

Gantsi re tshameka mmogo ka
diboloko tsa gagwe tsa logong.
Nna ke a di tlhatlhaganya mme
ene a bo a di diga. Go monate
godi dira seno, mme morago ga
nakwana o simolola go tshotlha
diboloko. Ke tshwanetse gore ke
di tsee mo go ene.

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.

“Why won’t she eat her rusk?” I ask Mom.

“Ke akanya gore ke nako ya gore re ye
gwa teyenyana le go ja diraseke,”
Mama a rialo.

Mama a re nka tshwarela nnake
kopi ya gagwe e e kgethegileng
ya masea fa a ntse a nwa ka yone,
mme ga a e batle, ka jalo ke mo
naya raseke.

“Ke eng fa a sa batle go ja raseke?”
ka botsa Mama jalo.
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:

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<th>Activity</th>
<th>Description</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Number of events</td>
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</tr>
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<td>Number of participants</td>
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</tr>
<tr>
<td>Number of children included in events</td>
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<td>784</td>
</tr>
<tr>
<td>Number of books given to children</td>
<td></td>
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</tr>
</tbody>
</table>

Nonopha 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.

Making cut-out- and-keep booklets From the Nal’ibali supplements at Harare Library, Khayelitsha.
Go kile ga bo go na le lekgareng lengwe le le bido lwang Matty. Le ne le nna mo polasing e myne, mo go neng go le ha toa le lafakane mme le bila tiro le le boima. Mme Matty e ne le le molemi yo o phethwana. Ne o a bereka ka mafaka le le sekisi le le magole gore a jae mogole e a lekareng e a ka kgakgale gore a se lemgong kwa mmorake a o thandisang a o gauta.

Fa diplo tsa gogwe na di a di se tlese di siame mme thabo ya gogwe e le nitsi. Matty o ne le a paaka mma leka wane tsa gogwe tsa ba a leba kwa kwa mmorake, marama a gogwe e se phatsa mma ba o lefodi. A re: “Gompieng le a le ntsi le mosadimogolo ba gogwe a folo le bokae tsa gogwe. Mme gongwe le o le rile le hanyi le gogwe, Mma gongwe le o le bokae a le tsa gogwe kwa isela gore o dira le gogwe.”

Mme gongwe se o se monate se se heke gore ke lefe? Torowa setshwantsho sa lone. Kafa fako ga setshwantsho sa o se torowileng, kwala se itse se le nye. "Leungo le o le ntsi," sa rialo ka leboago. "Mme o le e lefe le lengwe. Akanya ka lela ka lafakane gore a le se tso."
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.
**Monate wa Nal’ibali**

**Nal’ibali fun**

A o ka thusa Matty go bona apole ya gagwe?

Can you help Matty find her apple?

Bona dikarabo mo dipotsong tse di kafa tse mo mainaneng a a mo tleleletsong eno. Kwalo LEFOKO LE LE LENGWE go arabo potso nngwe le ngwe. Go tswa foa batla mafoko mo lebokosong la mafoko.

DIPOTSO

1. Ga o a tshwanela go ja seol?
   1. Mmala wa seboko se monnawe a batlileng go se ja
   2. Tshenenelele e nite e e fofang mme monnawe a bo a lela
   3. Se Mama a se ma fetsang go se ja.
2. Tihipi e e neng e sa kgone go thuma
   1. Tihipi e ne e sa kgone go dira eng?
   2. Mosimane o a kgone go dira moduma o a tshwanang le wa nanyane eno
3. Matty le setlhare sa diepo sa dikgagamatso
   1. Mosimane o a kgona go dira modumo o a tshwanang le
   2. Sa kgone go dira eng?
   3. Mmala wa seboko se monnawe a batlileng go se ja.
   4. Matty le setlhare sa diepo sa dikgagamatso
   5. Matty le setlhare sa diepo sa dikgagamatso

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.

**QUESTIONS**

1. You can’t eat that!
   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 Mam brings her to eat.
2. The fish that couldn’t swim
   4. What could the fish not do?
   5. The boy could make a noise like this bird.
3. Matty and the magical apple tree
   6. Where Matty lived.
   7. Matty’s favourite treat.
   8. What was in Matty’s special golden apple?
   9. What did Matty find in her garden the next morning?

**S E R U R U B E L E**

**F I G E S E B O K O**

**O S E D S E A E K E**

**L E R P O L A S I E**

**M A A D I A P O L E**

**U G S E T L H A R E**

**K U E W U T H U M A**

**E L K I L P I N K I**

**I L E N M O L E M I**

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Nal’ibali is here to motivate and support you. Contact us in any of these ways:

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