

NAL'IBALI

Ndila ya u itela vhana fhethu ha u guda hune ha vha na zwithu zwinzhi zwo nwalwaho

How to create print-rich learning environments for children



Huñwe fhethu hu na zwithu zwinzhi zwo nwalwaho. Henefho fhethu hu shumiswa zwithu zwo nwalwaho nahone zwi a țaniwa u itela ndivho dzi sa fani - hu țaniwa zwi ga, ndivhadzo, khunguwedzo, dzimagazini, dziguranda, dzibugu, mbekanyazwifhinga, dziphositara, marifhi, garața na zwiñwe. Zwi nga kha ți vha zwo nwalwa nga luambo luthihi kana nyambo mbili kana nnzhi.

Huñwe fhethu a hu na zwithu zwi si gathi zwo nwalwaho. Ngeno huñwe hu si na na tshithihi.

Zwi a leluwa uri vhana vha gude u vhala na u nwalwa fhethu hune ha vha na zwithu zwinzhi zwo nwalwaho nga nwalwaho wa uri zwi vha sumbedza zwine u vhala na u nwalwa zwa nga shumiselwa zwone. Afho fhasi ho nwalwa zwine na nga zwi ita uri fhethu hune na farela hone mițangano ya kilabu ya vhoiwe ya u vhala hu vhe na zwithu zwinzhi zwo nwalwaho.

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.

Itani phositara dzo nakaho

- Itani phositara dzi re na zwi fanyiso zwo olwaho kana zwinepe zwi bvaho kha dzimagazini na guranda dza kale. Ni nga nwalwa mulaedza wañu kana țiambele nga luambo luthihi, nyambo mbili kana nnzhi.
- Itani dziphositara ni nwalwa zwirendo, nyimbo na dzithai nga dziñwe nyambo. Humbelani vhana vhañu uri vha ni ñee nyeletshedzo ni shumise na dzine na dzi țivha.
- Dzi vhaleni na vhana, ni sumbe maipfi musu ni tshi khou vhala.
- țanani dziphositara hune vhana vha nga kona u dzi vhona nga hu leluwaho. Ni songo hangwa u dzi tshintsha tshifhinga tshoțhe uri vhana vha si nete nga u vhona tshithu tshithihi.



Itani tshati dza alifabethe

Tshati dza alifabethe dzi thusa vhana uri vha vhone tshivhalo tsha mațedere nahone ni nga dzi shumisa u vha thusa u ita mibvumo nga u țanganya mațedere. Itani mifuda i sa fani ya tshati dza alifabethe ni dzi țane. Olani zwi fanyiso zwa țedere țirñwe na țirñwe ține ța țo vha na zwine ța amba zwone kha vhana vhañu - kana zwa khwine u fhira zwenezwo, vha humbeleni uri vha ole tshifanyiso tsha țedere țirñwe na țirñwe nahone ni zwi shumise u ita tshati dzanu dza alifabethe. Vhana vha funa u ita tshifanyiso tshavho tsha alifabethe nga țedere ța u thoma ța dzina țavho.



Make beautiful posters

- 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.
- Make posters with rhymes, songs and riddles in different languages. Ask your children for suggestions and use ones you know.
- Read them with the children, pointing to the words as you read.
- Display posters where the children can see them easily. Remember to replace them regularly so that the children do not become bored by them.

Ivhani na zwithu zwinzhi zwa u vhala!

Kuvhanganyani zwithu zwa u vhala zve vhañwe vha fhedza u zwi vhala. Kuvhanganyani dziguranda na dzimagazini, menyu dza mavhengeleni a zwi țiwa, zwi bammbiri zwi re na milaedza, mbekanyatshifhinga dza tshidimela kana bisi na garața dza kale dza ndumeliso. Nga tshiñwe tshifhinga zwenezwi zwithu zwi na zwithu zwi takadzaho zwine zwa nga vhaliwa, zwi nga shumiswa u ita matambwa kana zwa geriwa nahone zwa shumiswa nga vhana vhañu u ita dzigarața kana dziphositara.



Have lots to read!

Be a collector of things to read that others have finished reading. Collect 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.



nal'ibali

**IT STARTS WITH
A STORY.
ZWI THOMA NGA
TSHITORI.**



Mbeu dza Vhukoni ha u Vhala na u Nwala!

Ngila ine zwiendo zwa vhomutuku zwa nga thusa ngayo vhana uri vha aluwe

Literacy Seeds!

How nursery rhymes can help a child's development

Nga Rina Francis • By Rina Francis



Vhabebi na vhaṭhogomeli vha vhana vhaṭuku, musi ni tshi imba zwiendo na vhana vhaṅu, ni vha ni tshi khou vhumba vhukonani navho na u vha thusa nga ngila nnzhi uri vha aluwe. Naho vhana vhane vha kha ḡi vha dzitshetshe vha sa koni u tshimbila kana vha tshi sokou raha-raha, vha a funa u thetshelesa ipfi laṅu na u amba na inwi nga ngila yavho.

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.

Vha guda luambo nga u thetshelesa mibvumo ine ya itwa nga vhaṅwe nahone vha nga pfesesa maipfi na zwine a amba zwone vha sa athu kona u amba. Vha lingedza u edzisa mibvumo ine vha i pfa nahone vha nga bula vhuḍipfi havho musi vha tshi khou vhala-vhala.

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.

U bva musi vhana vha tshi tou bebiwa u swikela musi vhe na miṅwedzi ya rathi, a vha koni u langa u tsukunyea ha mivhili yavho. Nga zwenezwo ni nga tsukunya milenzhe na zwanḡa zwavho musi ni tshi khou vha imbela zwiendo. Musi vhana vha tshi khou ḡi aluwa, vha nga guda u tsukunyea nga vhoṭhe.

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.

Musi ṅwana waṅu a tshi tou kona u kwakwanya zwanḡa zwawe, ni nga thoma u imba zwiendo zwine zwa katela u vhandā zwanḡa. Hezwi zwi thusa ṅwana uri a kone u ḡilanga.



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

Zwiendo zwa vhomutuku ndi tshishumiswa tshavhuḡi tshine ṅwana a guda nga ngila i takadzaho a sa vhuḡi a zwi ṭhogomela.

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

Mbuyelo dza u shumisa zwiendo

- * **U aluwa siani la vhukoni ha u pfesesa** Kanzhi zwiendo ndi zwipufhi, zwi a dovholola nahone zwi na mutevhe na zwivhumbeo. Zwivhumbeo ndi mutheo wa nyambo dzoṭhe na mbalo. Samusi tshirendo tshi tshipufhi nahone tshi tshi dovholola, zwi a leluwa u tshi rwela ngamani.
- * **U aluwa siani la luambo** ṅwana waṅu u pfa maipfi maswa na o ḡowealeho a re na mibvumo i fanaho (tshirendo) na a re na mibvumo i songo ḡowealeho.
- * **Vhusiki** Tshirendo tshi anetshela tshiṭori tshine tsha dzikusa mihumbulo yavho. Arali ṅwana waṅu a pfa zwiendo zwinzhi, u ḡo vha na zwithu zwinzhi zwine a ḡo elekanya nga hazwo.
- * **U aluwa siani la matshiliso na maḡipfele** Vhabvumbudzwa vha kha zwiendo vha na maḡipfele avho. Vhana vhaṅu vha ḡo ṭuṭuwedzwa uri vha ṭolisise eneo maḡipfele. Kanzhi zwiendo zwi a seisa, ndi ngazwo vhana vha tshi zwi funa nga u rali!
- * **U aluwa muvhilini** Kanzhi hu itwa liṭamba la zwiendo. Vhana vha nga sumbedza vhukoni havho ha u shumisa milenzhe nahone nga murahu vha shumisa zwanḡa.

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.



Afho fhasi ho nwalwa zwirendo zwine na nga zwi imbela vhana vhanu.

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

Zwiṭo zwi vhili

Zwiṭo zwi vhili ndi zwa u ṭinga-ṭinga.
Zwiḽevhe zwi vhili ndi zwa u pfa mubvumo ngeno na ngei.
Kuningo ndi kwa u fembedza zwithu zwi ḽifhelelaho.
Kudomo kone ndi kwa u ḽa zwiḽiwa.

Imbelani nwana waṅu hetshi tshirendo ngeno ni tshi khou mu phaphatha tshifhaṭuwo. Vhana vha re na miṅwaha mivhili u ya kha ya rathi ni nga ḽi phaphatha tshifhaṭuwo ngeno vha tshi khou ni edzisa. Hezwi zwi ḽo vha thusa u guda nga ha miraḽo yavho ya muvhili na zwipfi zwavho.



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.

Nwedzi wo ita tshipulumbu
Nwedzi wo ita tshipulumbu (*itani mutengelele kha tshifhaṭuwo nga munwe*)
Tshipulumbu tshihulwane
Maṭo mavhili, ningo nthihi (*kwamani maṭo na ningo*)
Mulomo, vhunga nṅe (*kwamani mulomo*)

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*)

Buvhi (*Tambisani minwe*)

Ndi na buvhi ḽituku,
Ndi ḽi funa zwone lini. (*tshimbidzani minwe ni tshi edzisa kutshimbilele kwa buvhi*)
ḽi kokovha ḽa swika hafha shaḽani ḽanga, (*tshimbidzani minwe u swika shaḽani ḽaṅu*)
kheḽo ḽi khou gonyela kha tshiṭefu tshanga. (*tshimbidzani minwe u swika kha tshiṭefu tshaṅu*)
ḽi thamutshela kha ningo yanga, (*tshaṅḽa tshaṅu kha tshi thamutshela kha ningo yaṅu*)
Asiḽiya kha ṭhoho yanga, (*tshaṅḽa tshaṅu kha tshi thamutshela kha ṭhoho yaṅu*)
ḽi mbo ḽi thoma u kumedza
ḽi godima ḽa ya u eḽela. (*tsukunyani minwe ni ḽi vhee zwanḽani zwaṅu*)

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 with fingers up to your shoulder*)
and right round to my chin. (*move with 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 (*Dzinginyisani muvhili*)

Teddy Bear, Teddy Bear, rembuluwani nandi.
Teddy Bear, Teddy Bear, kwamani fhasi.
Teddy Bear, Teddy Bear, fhufhelani nṭha.
Teddy Bear, Teddy Bear, kwamani lutombo.
Teddy Bear, Teddy Bear, kotamelani fhasi.
Teddy Bear, Teddy Bear, kwamani zwikunwe zwaṅu.
Teddy Bear, Teddy Bear, dzimani luvhone.
Shhh! Tshete noṭhe.
Teddy Bear, Teddy Bear, onesani vhatu ni ri vha eḽele zwavhuḽi!

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!

Tsivhudzo dza 8 dza u vhala dzibugu na vhana vha minwaha i re vhukati ha 6 na 9

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



Vhunzhi ha vhana vha re minwahani i re vhukati ha rathi na tshhe vha guda u vhala nga vhothe. Fhedzi nga tshenetshi tshifhinga tshine vhana vhanu vha vha vha tshi khou guda u vhala na u rwala, ni tea u bvela phanḁa ni tshi vha vha vha u vha vhetshela tsumbo ya ndila ine ra vhala ngayo.

Between the ages of six and nine, most children learn to read for themselves. But throughout this phase of your children's literacy development, you should continue to read to them and provide them with a model for how we read.

1. Litshani vhana vhanu vha khethe bugu dzine vha dzi takalela. Kanzhi vhana vha wana murwali, mufuda wa bugu kana mitevehe ya bugu dzine vha dzi takalela, nahone zwenezwi zwi nga vha tshuwedzela u vhala bugu nanzhi.
2. Musi vhana vhanu vha tshi thoma u vhala nga vhothe, vha thuseni u khetha bugu dzi sa kondesi uri vha kone u diphina nga u vhala.
3. Ndi inwi ane na tea u vhalela vhana vhanu vhanzhi ha bugu dzi kondaho.
4. Vha sikeleni zwikhala uri vha ni vhalele. Sa tsumbo, ni vhalelane nga ipfi jihulwane nga u tou sielisana ni sa athu edela. Kana ni themendele uri vha lingedze vhusila havho vhuswa nga u vhalela murathu kana khaladzi avho mutuku.
5. Thusani vhana vhanu u vhona ndila ine zwine vha khou zwi vhala zwa tshimbizana ngayo na zwine zwa itea kha vhutshilo ha vhukuma. Sa tsumbo, arali vha tshi khou vhala nga ha tshikolo, zwi tanganyeni na zwine vha zwi tshenzhela tshikoloni.
6. Tandavhudzani zwiṭori nga u vhudzisa vhana vhanu uri vha humbula uri ndi mini zwo itaho uri vhabvumbwedza vha difare nga ndila nkene na zwe vha vha vha tshi do vha vho zwi ita arali vho vha vhe kha nyimele i fanaho na yeneyo.
7. Ni songo tenda vhana vhanu vha tshi bva hayani vha si na bugu. Vha tshuwedzeni uri vha vhale musu vhe huṅwe na huṅwe – na musu vhe goloini kana bisini!
8. Dowedzani vhana vha hulwane bugu khulwane dzi re na ndima. Lingedzani u vhala ndima nthihi kana mbili nga duvha.

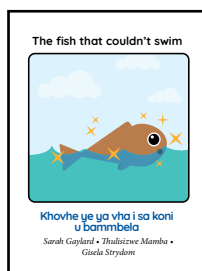
1. Let your children select books that appeal to them. Children very often find an author, genre or series they like, and this might encourage them to read more books.
2. As they start to read on their own, help your children choose books that are not too difficult so that they are able to have many successful reading experiences.



3. Keep more difficult books for you to read to your children.
4. Create opportunities for them to read 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.
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.

Tandavhudzani laiburari yanu. Itani bugu MBILI dza tumula u vhlunge

1. Gerani masiatari 5 u ya kha 12 a yeneyi tshumetshedzo.
2. Bammbiri li re na masiatari 5, 6, 11 na 12 li ita bugu nthihi. Bammbiri li re na masiatari 7, 8, 9 na 10 li ita inwe bugu.
3. Shumisani bammbiri liṅwe na liṅwe u ita bugu. Tvehelani nyeletshedzo dzi re afho fhasi u ita bugu inwe na inwe.
 - a) Petani bammbiri nga vhukati kha mutalo mutswu u re na zwithoma.
 - b) Dovhani ni li pete nga vhukati kha mutalo mudala u re na zwithoma.
 - c) Gerani kha mitalo mitswuku i re na zwithoma.



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.



“Ni songo ja hetsho tshithu!”
ndi mu vhudza nga u ralo.
nahone nda mu thusa u vhuqedzedza
tshenetsho tshivhungu fhetu ho
javhivhahho maluvha.

“You can’t eat that!”
I tell her.
I help her put the worm back
into the flower bed.

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.



U sala u tshi khou lela riwana ndi mushumo u kongahho. Hoyu riwana u lingedza u ja tshiwe na tshiwe – buloko dza mabulannga, mabambiri na tshivhungu! **Fhedzi ni songo ja hetsho tshithu!**

Hetshi tshitori tsho itelwa Nal’ibali nga ho livhahho uri i vusuluse vkhoni ha vhana ha u anetshelela zwithori na u vhalela u diphina.

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, fresh and spoilt 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!”

Itani uri tshitori tshi nyanyule!

- ★ Olani zwifanyiso zwa zwiliwa zwine na zwi funesa. Nwalani dzina ja tshiliwa tsini na tshifanyiso tshanu. Arali ni tshi zwi takalela, ni nga kha di hambela muwe muthu uri a ni thuse riwale dzina nga ndila yo teaho.
- ★ Gerani zwifanyiso zwa mifuda ya zwiliwa kha magazini dza kale: zwiliwa zwi re na mutakalo, zwiliwa zwi songo bikwaho na zwo bikwaho, zwiliwa zwitete na zwo modaho. Vhinulani zwenezwo zwifanyiso fhethu ho itaho bande. Inwi na khonani dzanu ni nga khetha zwifanyiso nga u tou sielisana. Arali na khetha tshifanyiso tsha zwiliwa zwi si na pfushi, zwo sinaho kana zwo modaho kana zwiliwa zwine zwa tea u thoma zwa bikiwa zwi sa athu liwa, zwi ngaho magabula, vharwe vha tea u ri, “Ni songo ja hetsho tshithu!” Arali na khetha tshifanyiso tsha tshiliwa tshine tsha nga liwa, vharwe vha tea uri “Yum!”

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 ndi fulu ja lushaka ja u vhalela u diphina u itela u karusa na u tshulela ndowelo ya u vhala kha lothe ja Afurika Tshipembe. U wana maphungo nga vhudalo, dalelani www.nalibali.org.

Liwe duvha musi ho tou kelengende, duvha lo
javha zwavhudi, Mmawe vho ri, “Kha ri bvele nda, ri
rwiwe nga lumya.” Vha adza nguvho hatsini vhere
dzaracani gashu vha tshi fhedza vha vhea buloko
na zwitambswa zwa murathu wanga khayo.
Murathu wanga o posela mabuloko kulenyana
nahone vhuvhili hashu ra i tevhele ri tshi khou
swenda. Ndo litsha murathu wanga uri hu vhe
ene ane a swika u thoma. Fhedzi musi a tshi swika
lumemeni ho javhivhahho maluvha, o mbo di ima o
lavhelesa fhasi.
Heftho ho vha hu na tshivhungu tsha pinki, tshi tshi
khou somboloi!
Murathu wanga ndi u mbo di tshi doba nahone ...
a atama!
Nda tshi dzhia a sa athu tshi dzhenisa mulomoni.

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.

You can’t eat that!



Ni songo ja hetsho tshithu!

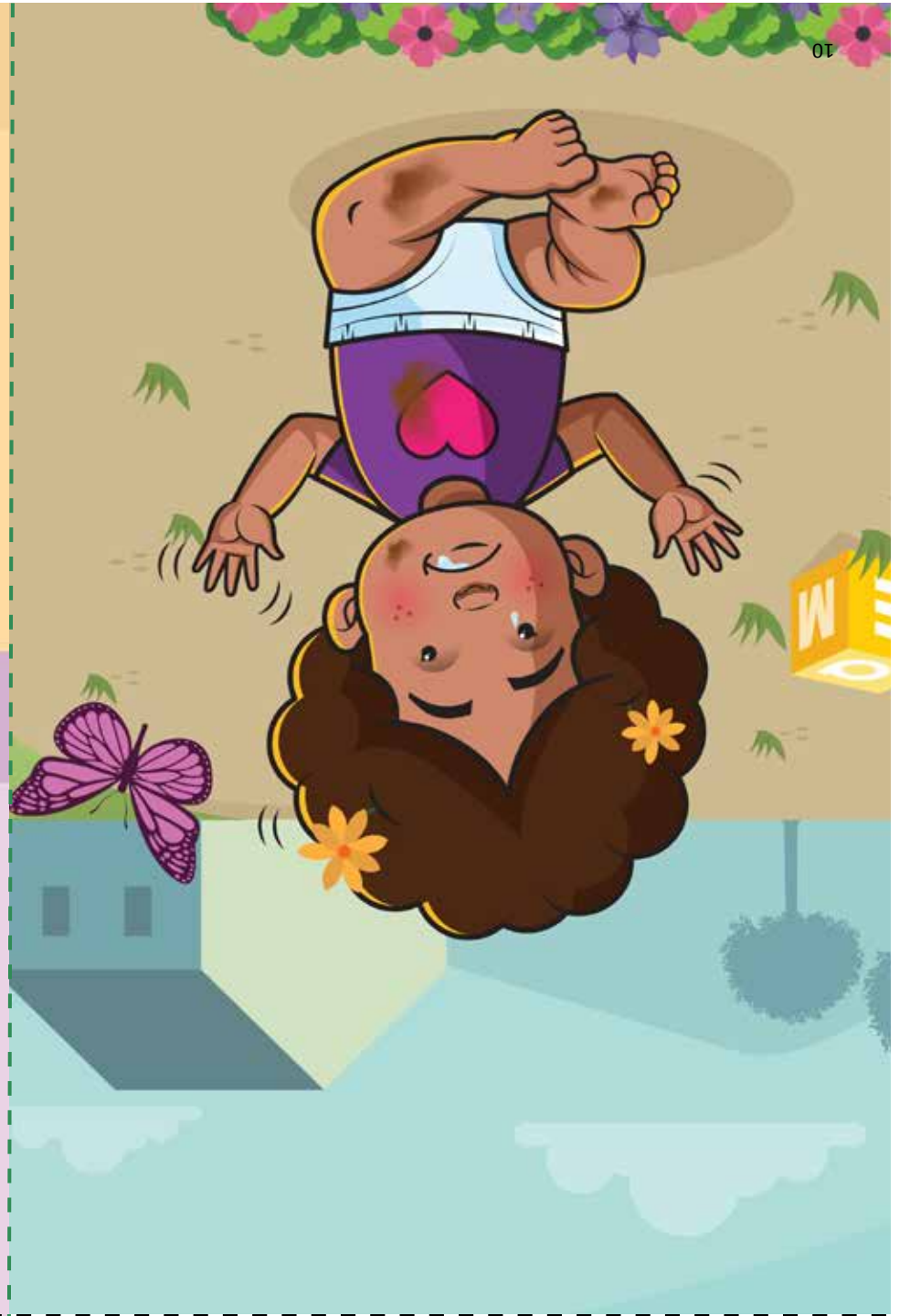
Rosemarie Lewis • Ndumiso Nyoni

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?

Zwine ha nga ambiwa nga hazwo: Naa zwo no vhuya zwa togea uri ni lele riwana mutuku? Naa no zwi takalela u lela onoyo riwana? Ndi ngani no zwi takalela kana ni songo zwi takalela? Ndi mini zwine na zwi funesa nga ha vhana vhatuku?



“You can’t eat that!”
I tell her.
“Ni songo ja hetsho tshithu!”
... ndi mu vhudza nga u ralo.

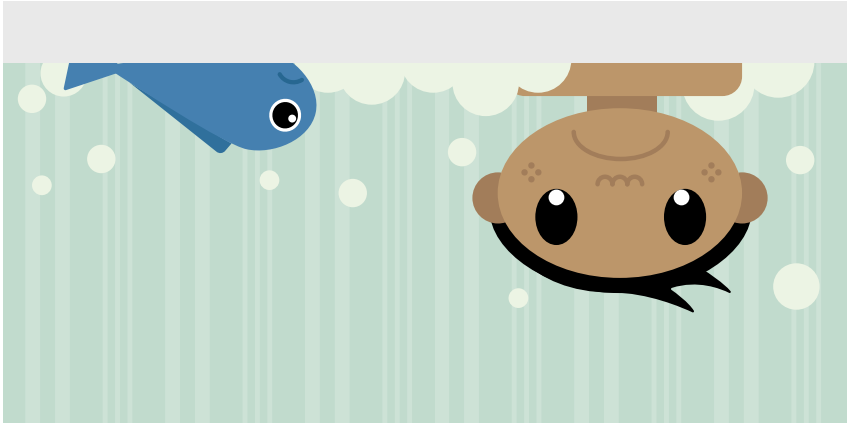


“You can eat that!”
... And she does!

“Ni nga ja heyi raski!”
... A mbo di i ja!



Fhedzi na onoyo mutukana o vha a tshi tšoča u guda u bammabela.



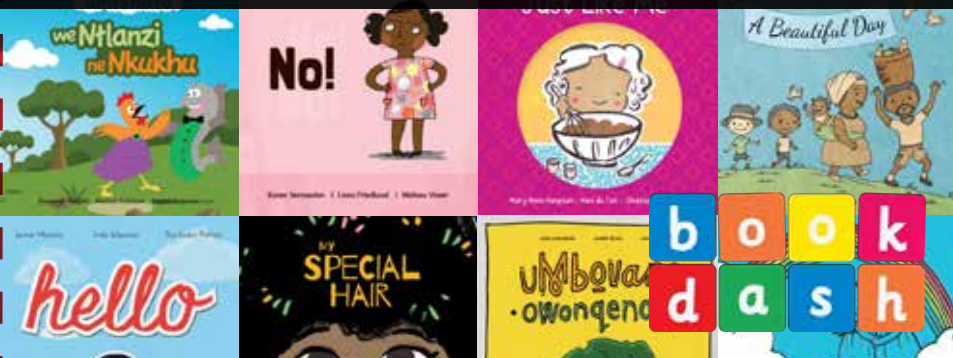
But the boy also wanted to learn to swim.



... nahone yeneyo khovhe ya mbo ři dzivhluwai!

... and the fish came alive!

Lots more free books at bookdash.org



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.

Itani uri tshiřori tshi nyanyule!

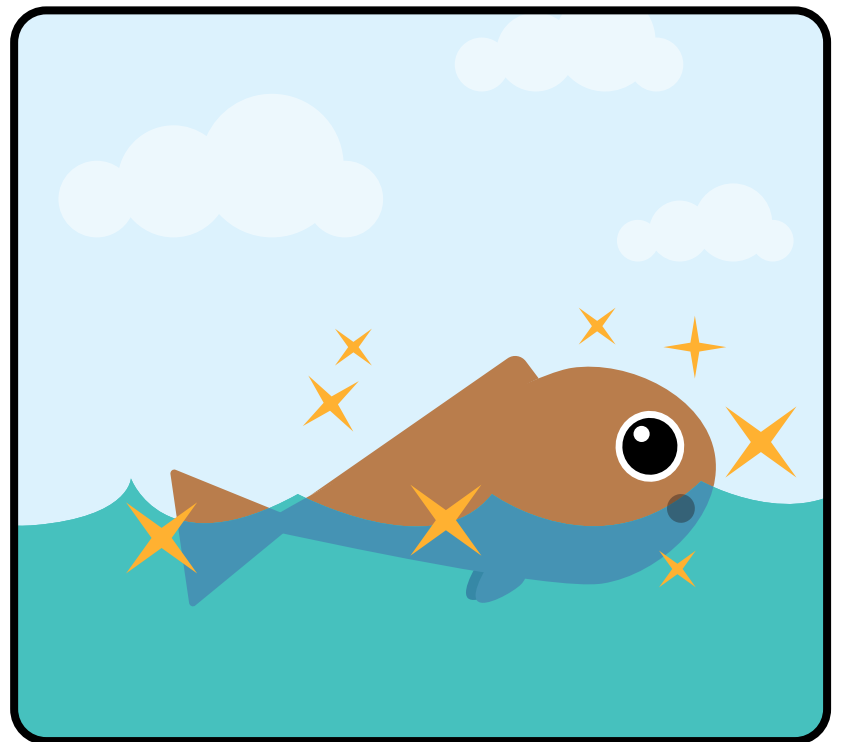
- ★ Olani khovhe i re na mvekiso, mařo mahulu na makwanda. Khařarani khovhe yařu nga mivhala i penyaho.
- ★ Nwalani tshirendo kana luimbo nga ha khovhe kana u bammabela. Itelani muřa wařu kana dzikhonani zwi re kha tshirendo kana luimbo lwařu.
- ★ Dřiteleni khovhe! Olani tshifanyiso tsha khovhe kha khadibogisi. Gerani khovhe yařu. Shumisani guřuu u nambatedza zwitibo zwa bořelo, gunubu, pulasiřiki kana tshiřwe na tshiřwe kha khovhe yařu ni ite tshifhařuwo na mvekiso na makwanda a penyaho kha muvhili wayo.

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 ndi fulo řa lushaka řa u vhalela u řiphina u itela u karusa na u řahulela nřowelo ya u vhala kha řořhe řa Afurika Tshipembe. U wana mafhungo nga vhuřalo, dalelani www.nalibali.org.

The fish that couldn't swim



Khovhe ye ya vha i sa koni u bammabela

Sarah Gaylard • Thulisizwe Mamba • Gisela Strydom

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!

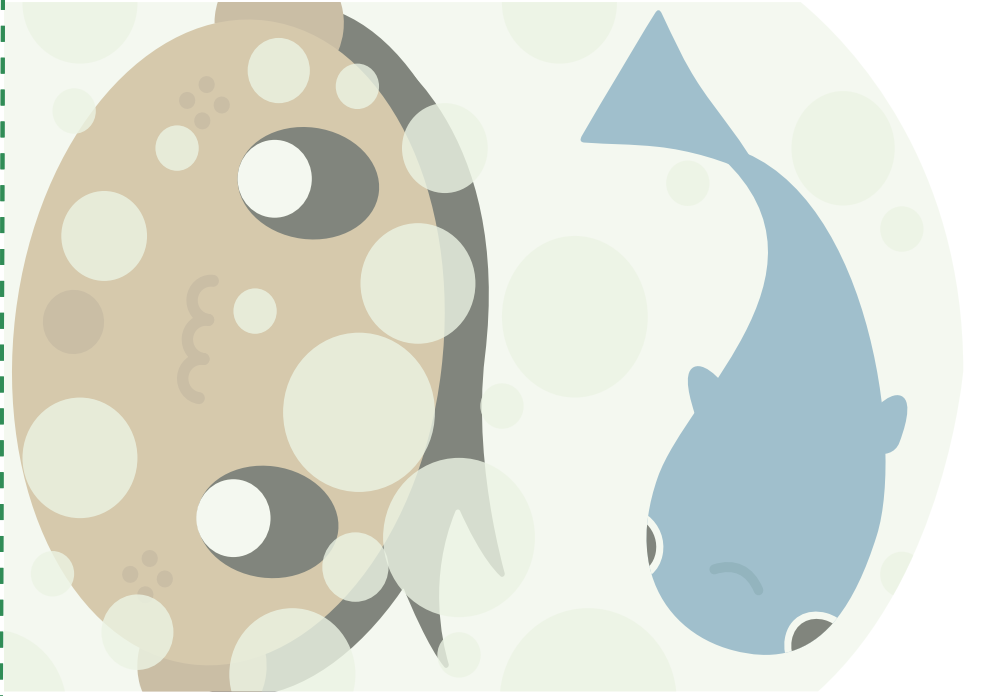
Zwine ha nga ambiwa nga hazwo: Ni a kona u bammabela? Ni sudzulusa hani zwanřa, milenzhe na řhoho yařu musi ni tshi bammabela? Arali ni tshi kona u bammabela, no gudiswa nga nnyi? Arali ni sa koni u bammabela, hu na ane a nga ni gudisa? Zwi a takadza vhukuma u bammabela!



Ndi izwi-ha a tshi ! dzhenisa mañini ...

So he put it in the water ...

Ndi izwi-ha yeneyo khovhe ! tshi!
sumbedza onoyo mutukana nñila ya u
dzhenisa mulomo mañini na u vhudzula.

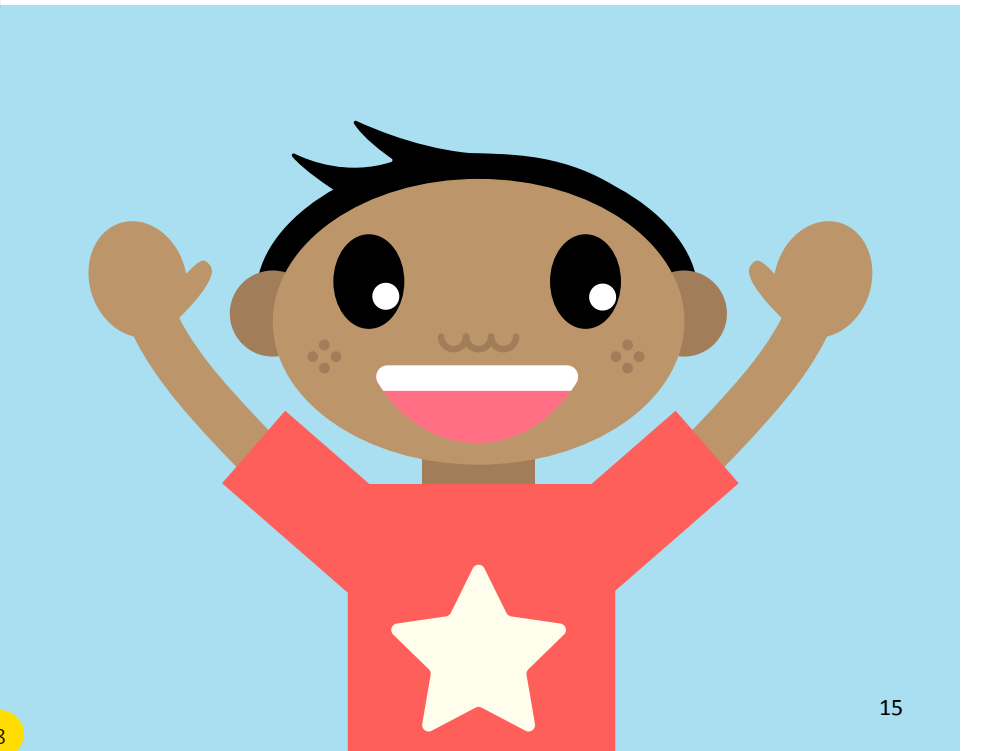
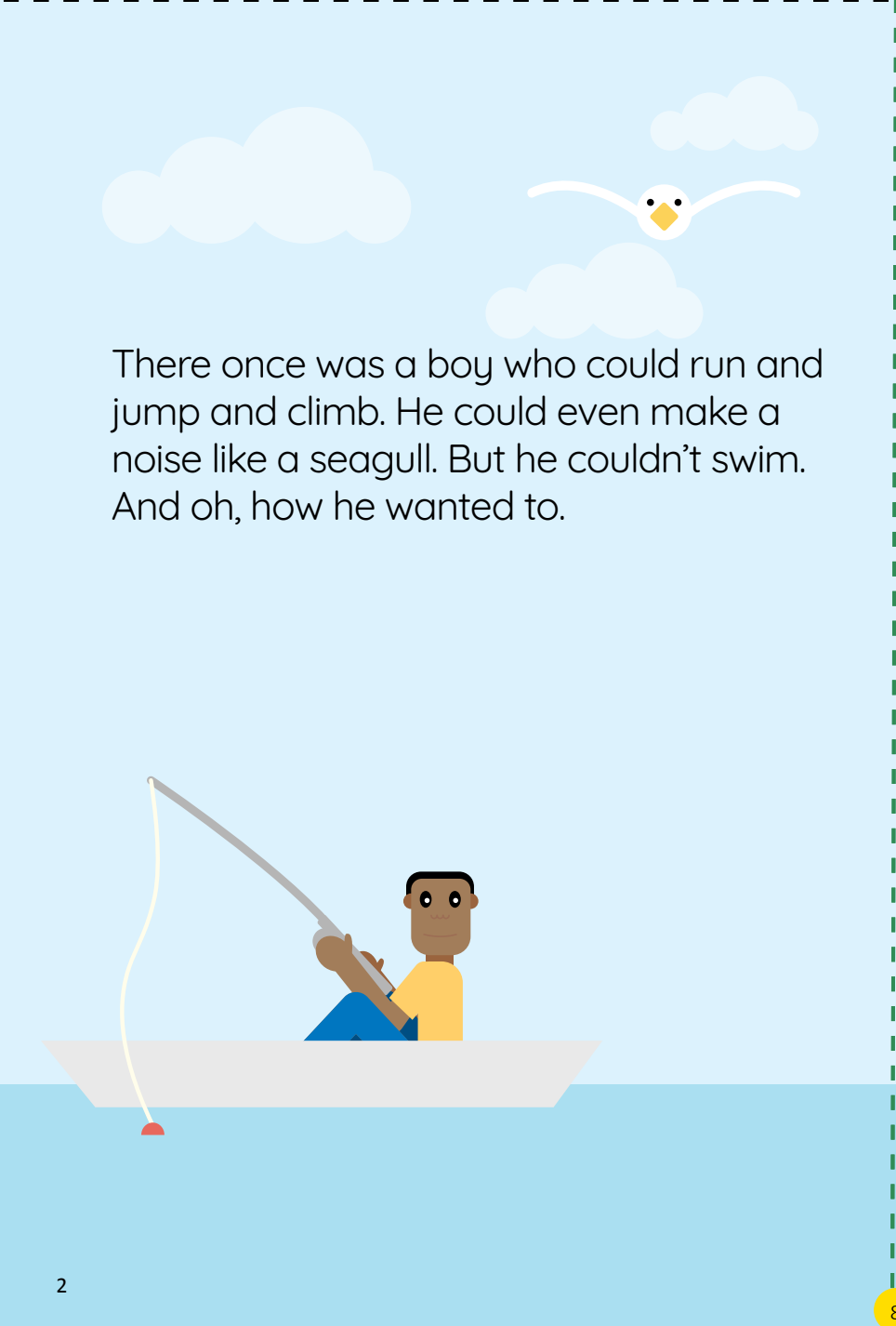


So the fish showed the boy how to put
his mouth in the water and **blow**.

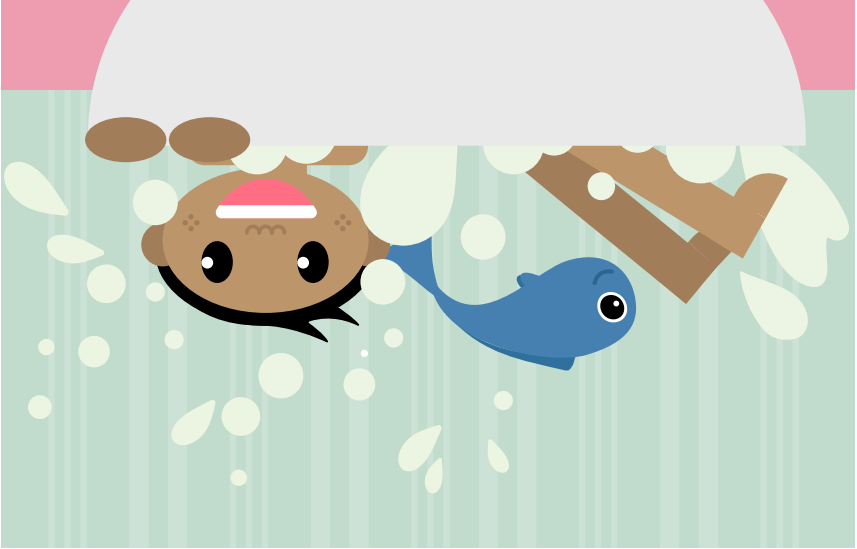
There once was a boy who could run and
jump and climb. He could even make a
noise like a seagull. But he couldn't swim.
And oh, how he wanted to.

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.

Nga zwenezwo, mutukana ane a kona u
gidima na u thamuwa, na u gonya na u ita
phosho i ngaho ya tshinoni tsha lwanzheni, a
guda u bambbela u fana na khovhe.



Vho dīphina vhuḵuma!



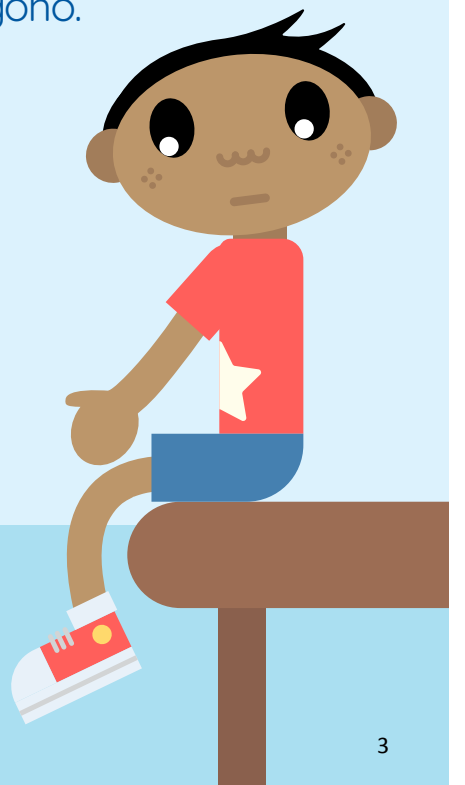
What fun they had!

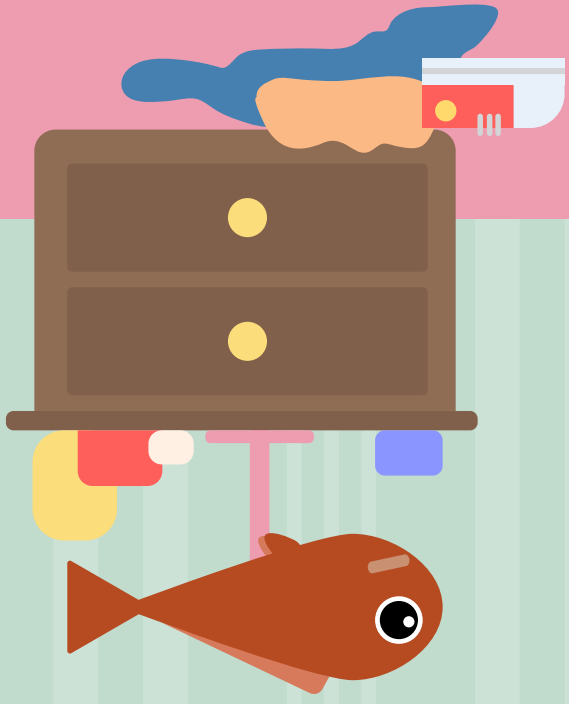
O vha a tshi ṭoḵa u ṭhusa yeneyo khowhe.



He wanted to help the fish.

Ho vha hu na muṛwe mutukana we a vha a tshi kona u gidima na u thamuwa na u gonya. O vha a tshi kona u ita phosho u fana na tshinoni tsha lwanzheni. Fhedzi o vha a sa koni u bammabela. Nahone o vha a tshi zwi funa hani ngoho.



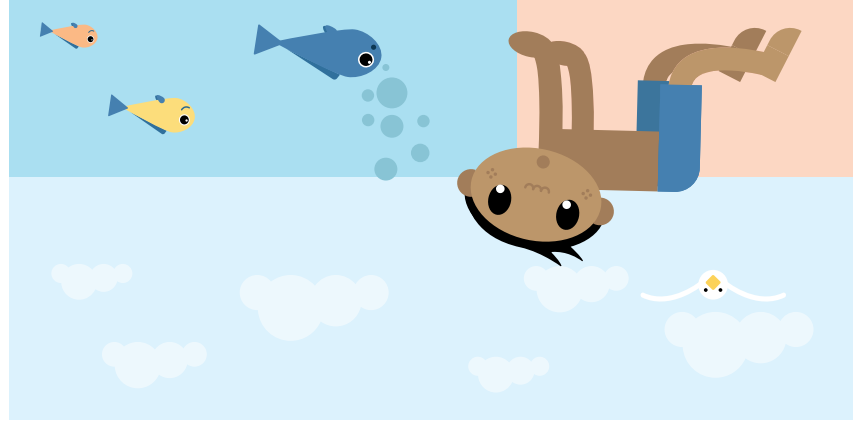


Ndi izwi-ha ħihwe đuvha a tshi vhona khovhe i sa koni u bammbe!a!

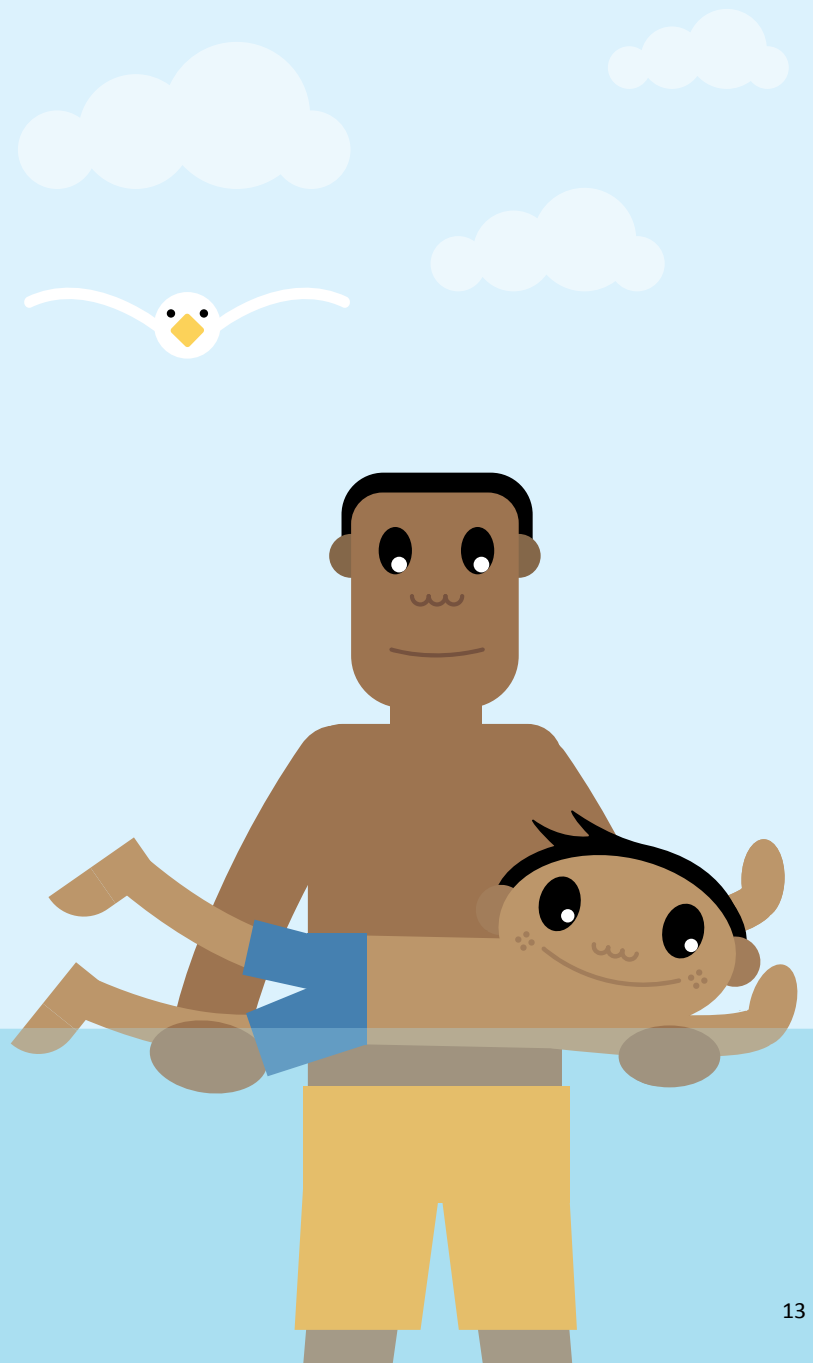
Then one day he noticed a fish that couldn't swim either!



Nga tsha matshelo, onoyo mutukana a humbula zwe geneyo khovhe ya mu gudisa zwone.



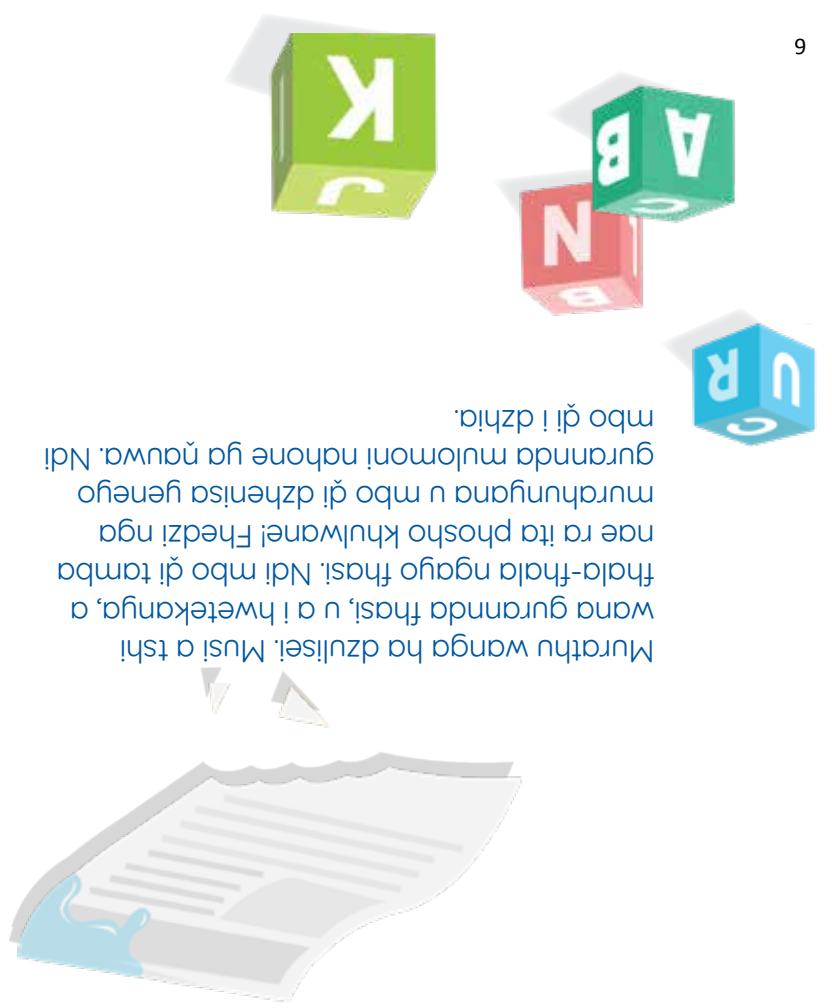
The next day, the boy remembered what the fish had taught him.





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!

Nga murahu ha zwenzwo a vhona tshisusu. Tsho vha tsho naka vhukuma. Murathu wanga a sea nga murahu a vhanda zwang'a. Musi a tshi ita zwenzwo tsha mbo ġi fhufha. Zwenzwo zwa ita uri a lile!



My sister is always exploring. When she finds newspaper on the floor, she scrunches it up and bangs it on the floor. I join in and it makes a fun noise! But after a while, she puts the newspaper in her mouth and it gets very soggy. I have to take it away from her.

Murathu wanga ha dzulisei. Musi a tshi wana guranda fhasi, u a i hwetekanya, a fhala-fhala ngayo fhasi. Ndi mbo ġi tamba nae ra ita phosho khulwane! Fhedzi nga murahunyana u mbo ġi dzhenisa jengeyo guranda mulomoni nahone ya nauwa. Ndi mbo ġi i dzhia.

My 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!

Murathu wanga o naka vhukuma. U n'wethuwa nga ndila yavhuġi nahone u sea tshiñwe na tshiñwe. U thoma u sea musu a tshi tou vuwa, a fhumula musu a tshi ya u eġela. Nga tshiñwe tshifhinga Mmawe vha ntsia na murathu wanga. Nga tshiñwe tshifhinga zwi a konġa nga n'wambo wa uri u lingedza u ġa tshiñwe *na tshiñwe!*

“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,

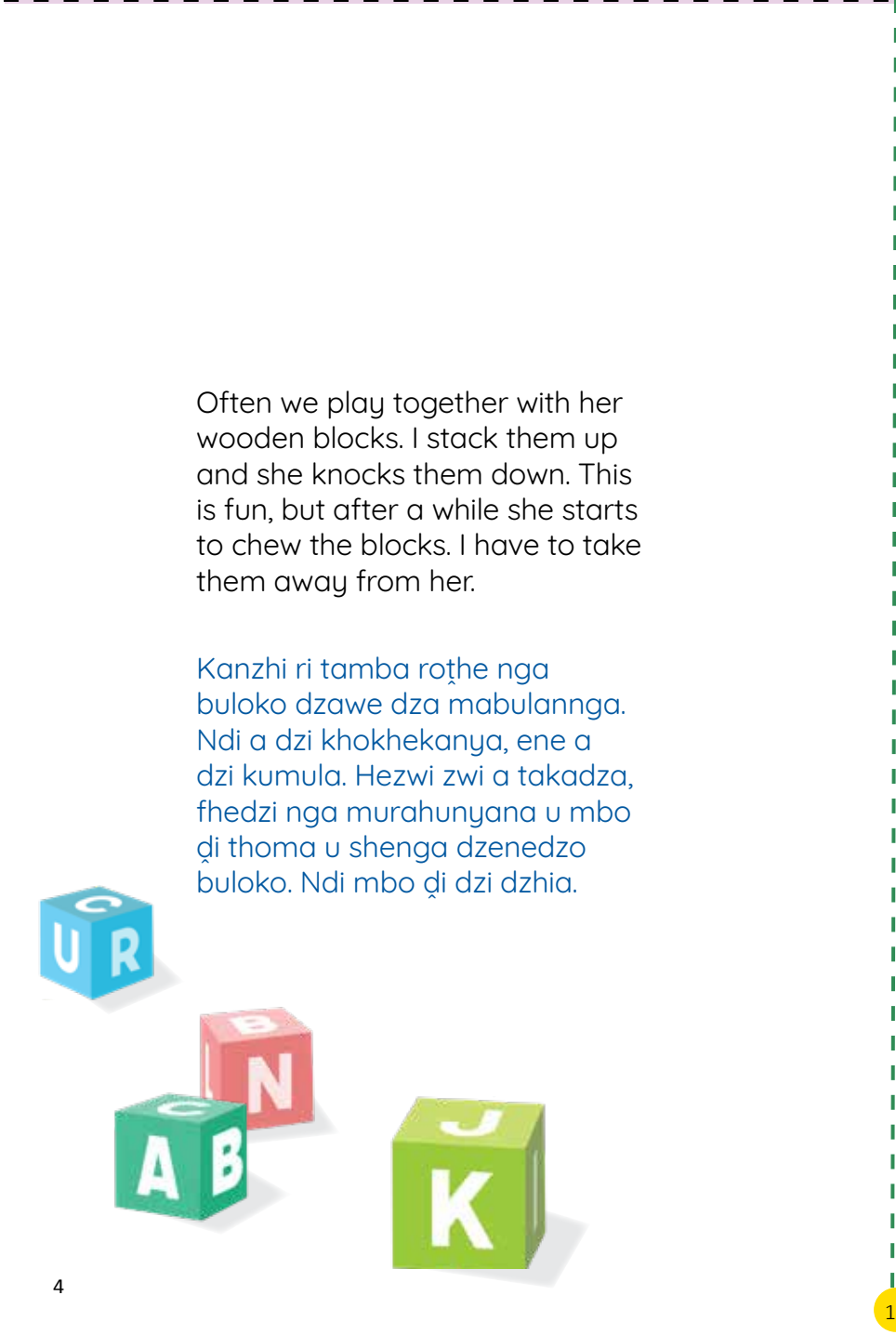
“Tshifhinga tshoġhe musu a tshi longela tshithu mulomoni ni mu vhudza uri a songo tshi ġa! Zwino u vhona u nga ho ngo tea u ġa raski” Mmawe vha sea. “Ndi vhona u nga ni tea u mu vhudza uri a nga ġa raski.”
Ndi izwi-ha ndi tshi ġiita u nga ndi khou ġa raski yawe. Nda dzhia raski, nda ri,





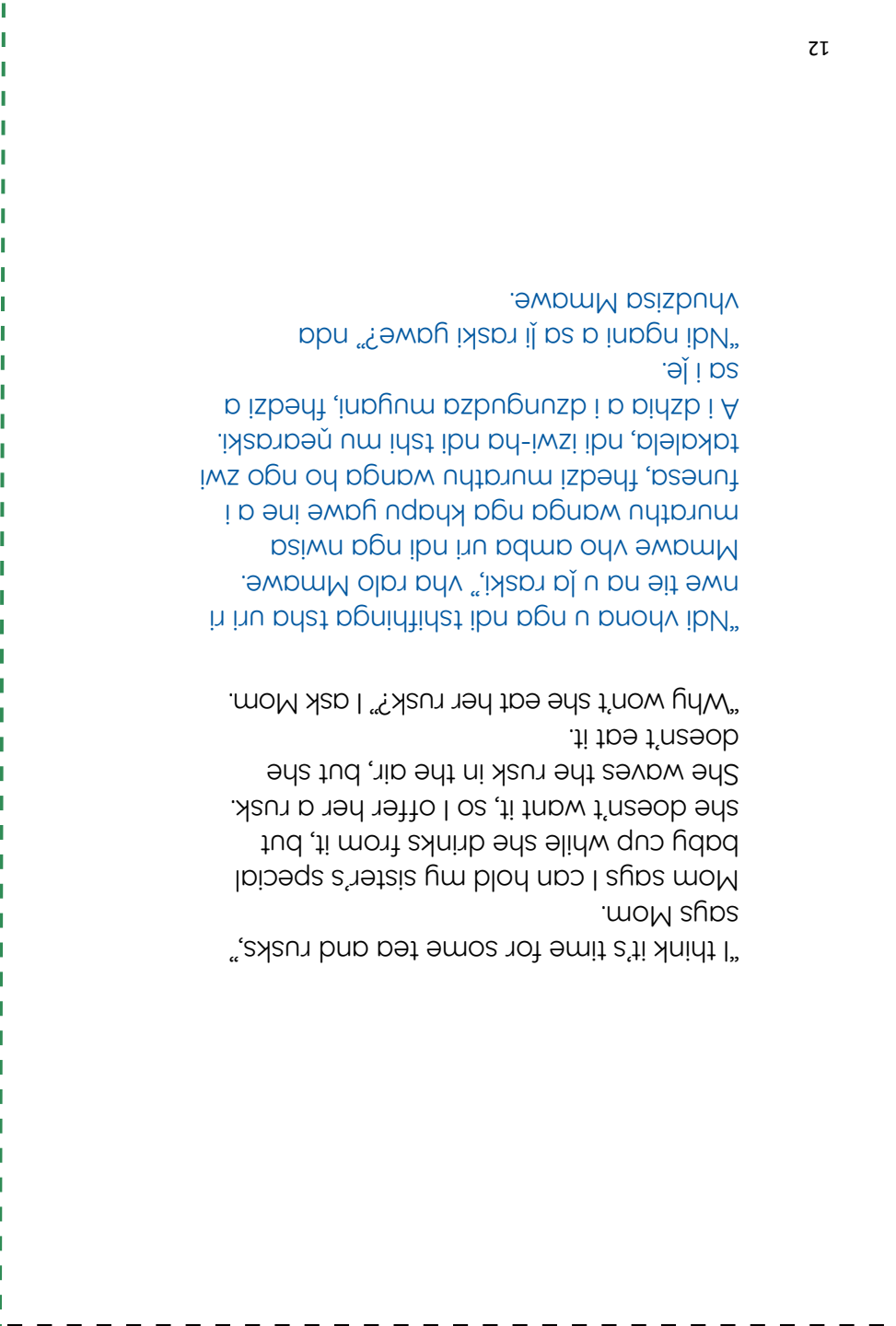
“You can’t eat that!”
I tell her.

“Ni songo ja hetsho tshithu!”
ndi mu vhudza nga u ralo.



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.

Kanzhi ri tamba roṭhe nga buloko dzawe dza mabulannga. Ndi a dzi khokhekanya, ene a dzi kumula. Hezwi zwi a takadza, fhedzi nga murahunyana u mbo ḡi thoma u shenga dzenedzo buloko. Ndi mbo ḡi dzi dzhia.



“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.
“Ndi vhona u nga ndi tshifhinga tsha uri ri
nwe tie na u ja raski,” vha ralo Mmawe.
Mmawe vho amba uri ndi nga nwisa
murathu wanga nga khapu yawe ine a i
funesa, fhedzi murathu wanga ho ngo zwi
takalela, ndi izwi-ha ndi tshi mu nearaski.
A i dzhia a i dzungudza mugani, fhedzi a
sa i je.
“Ndi ngani a sa i raski yawe?” nda
vhudzisa Mmawe.



Nal'ibali kha Vhutambo ha Vhaswa ha Open Book



Nal'ibali at the Open Book Youth Festival

U bva nga ja 13 u swika nga ja 20 Thafamuhwe uno n'waha, Nal'ibali yo shumisana na The Book Lounge na ma'we madzangano a vhukoni ha u vhala na u n'wala, a katelaho Library na Information Services, tshifhingani tsha Vhutambo ha Vhaswa ha Open Book ngei Cape Town. Ndi lwa vhuvhili Open Book i tshi fara Vhutambo ho livhiswaho kha Vhaswa, he ha livhisa thogomelo kha zwifhinga zwa zwi'itori, vhu'fumbudzi, khaseledzo na madzulo ane a farelwa khagala zwikoloni zwi re na thahelero ya zwishumiswa na kha laiburari dza tshitshavha na hu'we fhethu ha vhana. Kha Vhutambo ha Vhaswa ho vha hu na vharendi, vhar'wali, vhaoli vha zwifanyiso na vhaanetsheli vha zwi'itori vha kha ja Afurika Tshipembe, vhane vhunzhi havho vha bva Cape Town.

Mudzudzanyi wa Nal'ibali wa Kapa Vhukovhela o shuma kha laiburari ya Khayelitsha na ya Central. Vhaanetsheli vha zwi'itori vho t'utuwedza vhana vhe vha vha vhe hene'fho uri vha shele mulenzhe nga u fhisea kha nyimbo na zwirendo, kha u anetshela zwi'itori na kha madzulo a u vhala na u ita zwo ambiwaho kha zwi'itori zwi re kha thumetshedzo dzashu dza Nal'ibali. Vhana, vhotsila na vhothe vhane vha shuma laiburari vho diphina nga madzulo nahone zwi'we zwiitea zwa vhukoni ha u vhala na u n'wala zwo dzudzanyelwa vhana shangoni lothe.

Dzi'we mbalo-mbalo dza Vhutambo ha Vhaswa:

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:



Tshivhalo tsha zwiitea	27	Number of events
Tshivhalo tsha vhashelamulenzhe	20	Number of participants
Tshivhalo tsha vhana vho katelwaho kha zwiitea	784	Number of children included in events
Tshivhalo tsha bugu dzo newaho vhana	496	Number of books given to children



Vhana vha tshi khou ita zwibugwana zwa tumula u vhulunge nga thumetshedzo dza Nal'ibali ngei Harare Library, Khayelitsha

Making cut-out-and-keep booklets from the Nal'ibali supplements at Harare Library, Khayelitsha

Nonopha Magula, mushumi wa kha Laiburari ya Vhana, na Carol Titus, Mudzudzanyi wa Vundu wa Nal'ibali ngei Kapa Vhukovhela, vha anetshela zwi'itori na u ita mishumo na vhana ngei Central Library ya Cape Town

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





Matty na muri wa vhuṭolo wa muapula



Nga Bradley Pause ■ Zwifanyiso nga Natalie na Tamsin Hinrichsen

Kale-kale ho vhuya ha vha na muṱwe mubvana ane a pfi Matty. O vha a tshi dzula bulasini ṱhukhu, he mavu a hone a vha o oma nahone u a lima zwi mushumo u konḡaho. Fhedzi Matty o vha e si rabulasi zwawe o ḡowealeaho. O vha a tshi shuma nga u ḡiimisela ḡuvha ḡi tshi khou fhisa vhukuma uri a ṱavhe miroho yo eḡananaho ye a vha a tshi ḡo i rengisa makete wa tsini na he a vha a tshi dzula hone, we wa vha u tshi dzula wo ḡala vhatu.

Musi zwiliṱwa zwo no lugela u kaṱiwa nahone zwi zwinzhi lune a nga zwi kovhela vhaṱwe, Matty o vha a tshi zwi dzhenisa kha manngi wawe nahone a livha makete, zwi tshi tou vhone na kha tshifhaṱuwo tshawe uri o takala zwihulu. “Ṽamusu ndi ḡo rengisa yeneyi miroho yoṱhe nahone khamusi nda ḡikanda nga tshithu tshavhuḡi,” a ralo.



Makete ho vha hu na tshithu tshine Matty a tshi funesa. Ho vha hu maapula mahulwane, a rothisaho nthe, a ḡifhaho. O vha a sa koni u konḡelela muḡifho wao u kungaho. O vha e malamba a mushumo wawe woṱhe wa biko.

Musi Matty a tshi swika kha kuṱafula kwa mitshelo, a vhone muṱwe mukegulu a re na vhuthu, we marama we a vha o tswukuluwa sa maapula o vhibvaho. Onoyo mukegulu a takala musu o sedza Matty a tshi khou lavhelesa maapula a mivhala.

Matty a ḡelwa nga mihumbulo minzhi musu a tshi elekanya nga ha maapula ane a ḡo a renga u itela u a shumisela zwithu zwine a ḡo zwi baka. “Maapula matswuku ndi avhuḡi, a ḡifhisa khekhe,” Matty a ambela nṱha musu a tshi khou khetha maapula matswuku. “Nahone maṱwe maapula ndi ḡo ita ngao phai, maṱwe ndi ḡo a shumisa u ita dzimafini. Maṱwe maapula a ḡifhaho a muvhala wa Musuku ndi ḡo ita ngao phai i dudelaho i re na matshakatshaka nga nṱha.” Matty a bula dzina ḡa apula ḡiṱwe na ḡiṱwe musu a tshi khou ḡi longela kha manngi wawe.

Vhenevho mukegulu vha setshelela. Vha ṱamudza tshandḡa vha ṱea Matty apula ḡa musuku. “Muṱwe na muṱwe ane a funa maapula u fana na inwi, o tewa nga u ṱewa tshithu tsho khetheaho. Kheḡi, dzhiani heḡi apula ḡi sa fani na maṱwe. ḡi ḡo ni ḡisela dakalo tshifhinga tshoṱhe,” vha ralo vhenevho mukegulu.

“Ndo livhuwa zwone,” Matty a ralo o takala. Apula ḡa musuku ḡo vha ḡi ḡihulwane nahone ḡo naka u fhira maapula oṱhe e a vhuya a a vhona. O vha a tshi tou ri ndi swika lini hayani uri ndi ḡi thetshele.

Musi ḡuvha ḡi tshi vho tota toambo, Matty a vhuvelela bulasini yawe. A dzhia maapula oṱhe a a vhekanya nga vhuronwane nahone a a ṱanzwa, a ita zwenezwo a tshi khou imbela maramani nga dakalo. O vha a tshi ḡo baka zwithu zwoṱhe zwine a zwi funesa, a vhetshela thungo apula ḡa musuku ḡo khetheaho uri a ḡikande ngaḡo.

Musi Matty o no vhekanya na u ṱanzwa maapula oṱhe, a dzhia apula ḡo khetheaho ḡa musuku. “Zwino ndi khou ḡikanda musu ndi tshi rali,” a ralo. Fhedzi musu a tshi tou ndi a ṱedza, ha tutuwa kuṱoho kha buli ḡi re kha apula.

“Ni songo nḡa nandi!” ndi tshivhangu tshi tshi khou huwelela.

Matty a mangala lwe apula ḡa wela fhasi. “Ndi mboni-ḡe yeneyi?” a ralo o mangala.

Tshivhangu tsha vinyukana tsha bva, tsho ruḡa maṱo tshi tshi vhone tsho niwa nga ṱhoni. “Ni mpfarele nge nda ṱonzola apula ḡanu, fhedzi ḡo vha ḡi tshi khou ḡifha luṱwe!” tsha ralo.

Matty a sa ḡivhe uri a sinyuwe kana a si sinyuwe. Vhala mukegulu vho mu vhudza uri ḡenelo apula ḡi ḡo mu ḡisela dakalo tshifhinga tshoṱhe, fhedzi zwino o vha a si tsheena vhungoho.

Mafheleloni Matty a femuluwa nahone a ri, “lwe kuvhangu ḡiwe, u na mashudu ngauri ṱamusu ndo takala. Irani ndi bwele apula ḡau murahu ha nṱu yanga uri u ḡileḡe ḡone wo vhofholowa, u sa thithiswi nga zwiṱoni.”

Musi Matty a tshi khou longela apula mulindini, tshivhangu tsha ri, “Ni sale zwavhuḡi, Matty. Ndi fulufhedzisa uri ndi ḡo ni badela nge na ntsumbedza vhuthu.” Matty a ṱaṱaisa tshivhangu nahone a vhuvelela nṱuni a yo baka.

Nga tsha matshelo nga matsheloni musu mapfuvhi a tshi tswuka, Matty a vuswa nga munukhelelo u fhiraḡo yoṱhe ye a vhuya a i pfa. Ndi izwi-ha a tshi gidimela nṱa nahone a mangadza zwihulu nga zwe a zwi vhona. Phandḡa hawe ho vha hu na muri muhulwane wa muapula, matavhi awo o vha o pakata maapula avhuḡisa u fhira oṱhe e a vhuya a a vhona.



Matty a tshina u mona na wonoyo muri, zwiseo zwawe zwo ṱangana na nyimbo dza zwiṱoni. A fula eneo maapula, ḡithihi nga ḡithihi, o mangadza nga vhuṱolo he ha itea nga vhusiku vhuthihi.

Nga eneo madekwana, Matty a vhuvelela kha wonoyo muri a vhea mafini ye a vha a tshi kha ḡi tou bva u i baka kha midzi yawo. “Ndo livhuwa,” a hevhedza. “Vhala mukegulu vho vha vho amba ngoho nga ṱwambo wa uri vhukuma hoyu muri u ḡo ḡisela dakalo tshifhinga tshoṱhe!”

Itani uri tshitori tshi nyanyule!

★ Ndi ufho mutshelo une na u funesa? Olani tshifanyiso tshawo. Nga fhasi ha tshifanyiso, ṱwalani mutaladzi u tevhelaho, “Mutshelo une nda u funesa ndi ...”. Ni nga humbela muṱwe muthu uri a ni ṱwalele mutaladzi.

★ ṱwalani mutevhe wa zwithu zwoṱhe zwine na nga zwi ita nga mutshelo une na u funesa. Hu nga vha tshithu tshine na nga tshi baka kana u tshi bika, dzhusi kana munamba (pudding) u rotholaho.

★ Humbulani nga ha munukhelelo, muthetshelo, tshivhumbeo na muvhala wa apula kana muṱwe mutshelo. Humbulani nga ha phosho ine wa i ita musu ni tshi u ṱenza. ṱwalani tshirendo nga ha wonoyo mutshelo.



Matty and the magical apple tree

By Bradley Paulse ■ Illustrations by Natalie and Tamsin Hinrichsen



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.

Zwi takadzaho nga ha Nal'ibali

Nal'ibali fun



1.



Ni nga thusa Matty uri a wane apula [awe?]

Can you help Matty find her apple?



2.

Ṭoḡani phindulo dza mbudziso dzi re afho fhasi kha zwiṭori zwi re kha ino ṭhumetshedzo. Ṇwalani IPFI LITHIHI u fhindula mbudziso inwe na inwe ine ya nea luvhonela. Nga murahu ni ṭoḡe maipfi kha buloko ya u setsha maipfi.



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.

MBUDZISO

★ Ni songo [a hetsho tshithu!

- Muvhala wa tshivhungu tshe ṛwana a ṭoḡa u tshi [a. _____
- Tshikhokhonono tsho nakaho tshe tsha fhufha nahone ṛwana a lila. _____
- Tshithu tshe Mme vha mu nea uri a [e. _____

★ Khovhe ye ya vha i sa koni u bammela

- Khovhe yo vha i sa koni u ita mini? _____
- Fhethu he mutukana a dzhenisa hone khovhe. _____

★ Matty na muri wa vhuṭolo wa muapula

- He Matty a vha a tshi dzula hone. _____
- Matty o vha e _____
- Mutshelo we Matty a vha a tshi u funesa. _____
- Ho vha hu na mini kha apula [o khetheaho [a musuku [a Matty? _____
- Matty o vhona mini ngadeni yawe nga tsha matshelo nga matsheloni? _____

QUESTIONS

★ You can't eat that!

- The colour of the worm that the baby sister nearly eats. _____
- The pretty insect that flies away and the baby sister cries _____
- What Mom brings her to eat. _____

★ The fish that couldn't swim

- What could the fish not do? _____
- The boy could make a noise like this bird. _____

★ Matty and the magical apple tree

- Where Matty lived. _____
- Matty was a _____
- Matty's favourite treat. _____
- What was in Matty's special golden apple? _____
- What did Matty find in her garden the next morning? _____

T	S	H	I	V	H	U	N	G	U
S	A	U	M	A	I	I	N	I	K
H	M	L	U	R	A	S	I	K	I
I	M	A	I	I	N	I	A	P	A
S	B	A	M	M	B	E	L	A	L
U	L	I	A	P	U	L	A	P	M
S	E	N	R	A	B	U	L	O	U
U	P	I	N	K	I	M	U	S	R
R	A	B	U	L	A	S	I	N	I

P	F	A	R	M	E	R	A	S
A	I	W	O	R	M	A	P	L
R	N	E	D	S	W	T	P	N
B	U	T	T	E	R	F	L	Y
A	C	R	O	A	F	A	E	Y
P	L	E	S	G	S	R	S	K
I	S	E	W	U	A	M	E	I
N	I	P	I	L	R	U	S	K
K	R	Y	M	L	V	L	W	O

Phindulo: pinki, tshisusu, rasiki, bammela, maḡni, bulasini, rabulasi, apula, tshivhungu, muri
Answers: pink, butterfly, rusk, swim, seagull, farm, farmer, apples, worm, tree

Nal'ibali yo itelwa u ni ṭuṭuwedza na u ni tikedza. Ri kwameni nga inwe ya dzenedzi nḡila:

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

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Produced by The Nal'ibali Trust. Translation by Mosekela Solutions. Nal'ibali character illustrations by Rico.

