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**

- Itani phositora dzo nakaho
  - Itani phositora dze thusa vhana uri uri vha vhono tshihlalo tola majedere mahone ni nga dzimugumisina u u hulomo u tshibududzina u ngu u zvezve zvezve
  - Itani phositora dze thusa vhana uri uri vha vhono tshihlalo tola majedere mahone ni nga dzimugumisina u u hulomo u tshibududzina u ngu u zvezve zvezve
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**Make beautiful posters**

- Itani phositora dzo nakaho
  - Itani phositora dze thusa vhana uri uri vha vhono tshihlalo tola majedere mahone ni nga dzimugumisina u u hulomo u tshibududzina u ngu u zvezve zvezve
  - Itani phositora dze thusa vhana uri uri vha vhono tshihlalo tola majedere mahone ni nga dzimugumisina u u hulomo u tshibududzina u ngu u zvezve zvezve
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**Have lots to read!**

- Itani tshati dza alfabethe
  - Itani tshati dza alfabethe
  - Itani tshati dza alfabethe
  - Itani tshati dza alfabethe

**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.

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

**Itani tshati dza alfabethe**

G Huehwe fhetu hu na zwithu zwinzhi zwo nwalwaho. Heneheto fhetu hu shumiswa zwithu zwo nwalwaho na zwithu zwinzhi zwo nwalwaho. Zwi nga kha di vha zwo nwalwaho nga luambo luathini kana nyanombo mibili kana mnanu.

Huehwe fhetu hu na zwithu zwi si gathi zwo nwalwaho. Ngeno huehwe hu si na na tshithihi.

Zwi a leluwa uri vhana vha gude u vhala na u rwalo fhetu hune hune u vhala na u rwalo zwi nga shumiselwa zwone. Aftso fhasi ho nwalwa zwine na nga zwi ita uri fhetu hune na farela hone miṱangano ya kilabu ya vhala hu vhe na zwithu zwinzhi zwo nwalwaho.
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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**Mbuyelo dza u shumisa zwirendo**

- **U aluwa siani ja vhukoni ha u pfesesa** Kanzhi zwirendo ndi zvipufhi, zwi a dovholola nahone zwi a mibvumo i nḓila i takadzaho a sa vhukoni

- **Vhukoni ha u pfesesa** Nwana wanga u pfesesa mibvumo i takadzaho a sa vhukoni a thetshelesa.

- **Vhukoni ha u luambo** Mutho wanga u thetshelesa mibvumo i takadzaho a sa vhukoni a thetshelesa.

- **Vhusiku** Tshishona tshirendi tshirendi tshirendi

- **U aluwa siani ja matshisilano na madipfene** Vhukoni ha u pfesesa mibvumo i takadzaho a sa vhukoni a thetshelesa.

- **U aluwa siani ja matshisilano na mibvumo i takadzaho a sa vhukoni a thetshelesa.**

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**Mbugeulo dza u shumisa zwirendo**

- **U aluwa siani ja vhukoni ha u pfesesa** Kanzhi zwirendo ndi zvipufhi, zwi a dovholola nahone zwi a mibvumo i takadzaho a sa vhukoni

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- **U aluwa siani ja matshisilano na mibvumo i takadzaho a sa vhukoni a thetshelesa.**
Here are some rhymes that you can say to your children.

**Zwito zwivhili**


Imbeleni iwanwa waro hetshi tshirendo ngeno ni tshi khou mu phaphatha tshihatjwwo. Vhana vha re na miriwa mihwihul ya kha ya rathe ni nga gli phaphatha tshihatjwwo ngeno vha tshi khou ni edzisa. Heswi zwi djo vha thusa u guida nga ha mirëda yawo ya muvhili na zwipi zwaiwo.

**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.

**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)

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 tshihatjwwo nga munwe)

Tshipulumbu tshihulwane

Maṱo mavhili, ningo nthihi (kwamani maṱo na ningo)

Mulomo, vhunga nje (kwamani mulomo)

**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 (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!

**Teddy Bear (Dzinginyisani munwe)**

Teddy Bear, Teddy Bear, rembuluwani nandi.

Teddy Bear, Teddy Bear, kwamani fhasi.

Teddy Bear, Teddy Bear, fhufhelani nthiha.

Teddy Bear, Teddy Bear, kwamani lutombo.

Teddy Bear, Teddy Bear, kotameleli fhasi.

Teddy Bear, Teddy Bear, kwamani zwikunwe zwaṋu.

Teddy Bear, Teddy Bear, dźizimani luvhono.

Shh! Tšetše noṱhe.

Teddy Bear, Teddy Bear, onesani vhathu ni ri vha ejele zwavhu!

Shh! Tšetše noṱhe.

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!
3. 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.

4. 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.

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. 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.

8. 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.

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

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

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

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


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.

Tsvihudzo 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

1. Lenthani vhana vhanyu vha khethe bugu dzinze vha dizi tshikolo. Kanini vhana vha wana muvhuli, mufuda wa bugu kana mitekhe ya bugu dzinze vha dizi tshikolo, nafone zwenzwi zwi nga vha tshwetwedzela u vhala bugu rehlo.
2. Musi vhana vhanyu vha tsikoli nka vhala nga vhothe, vha thuseni u khethe bugu dze sango i re vhisa u diphina nga u vhala. 
3. Ndi ini sango ine u te a re u vhala u vhanyu vha vhulanga ha bugu dze sango. 
4. Vha sibhlelni zvikhala ure u vha khethe. Sa tshizwo, ni vha khethe nga pheji jishuwane nga u tou silema ni sato ukemhe. Kana ni zvishudzo u vha khethe vhula ha khethe u pheji jishuwane nga u vhala maratho kana khaladzi avho mukemu.
5. Thusani vhana vhanyu u vhona ndi yiphi ta zhanganyeni. Zwi vhula u vhana vhuna vhanga u miṅwahani. 
6. Tsvihudzani zwiṱori u vha vhulungo zwiṱore u vha khethe. 
7. Ni songo tshikolo zwiṱore u vha khethe u vha khethe u vhula u vhana vhulungo zwiṱore u vha khethe. 
8. Vhangani vhana vhulungo zwiṱore u vha khethe u vha khethe u vhula u vhana vhulungo zwiṱore u vha khethe.
You can’t eat that!

Rosemarie Lewis • Ndumiso Nyoni

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!”

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. I tell her.

You can’t eat that!

I help her put the worm back into the flower bed.
“Ni nga ḽa heyi raski!”

“Ni songo ḽo hezego lshinhu!”

I tell her.

“You can’t eat that!”

“You can eat that!”

... And she does!

“Ni nga ja heyi raski!”

... A mbo ḽi i ḽi!
Itani uri tshiṱori tshi nyanyule!

Olani khovhe i re na mvekiso, maṱo mahulu na makwanda. Khaḽarani khovhe yaṋu nga mivhala i penyaho.

Ṅwalani tshirendo kana luimbo nga ha khovhe kana u bammbela. Itelani muṱa waṋu kana dzikhonani zwi re kha tshirendo kana luimbo lwaṋu.

Ḓiiteleni khovhe! Olani tshifanyiso tsha khovhe kha khadibogisi. Gerani khovhe yaṋu.

Shumisani guḽuu u nambatedza zwitibo zwa boḓelo, gunubu, pulasiṱiki kana tshiṅwe na tshiṅwe kha khovhe yaṋu ni ite tshifhaṱuwo na mvekiso na makwanda a penyaho kha mvuṱeqa wayo.

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 tshiṱori tshi nyanyule!

Olani khovhe i re na mvekiso, maṱo mahulu na makwanda. Khaṱarani khovhe yaṋu nga mivhala i penyaho.

Nwalani tshirendo kana luimbo nga ha khovhe kana u bammbela. Itelani muṱa waṋu kana dzikhonani zwi re kha tshirendo kana luimbo lwano.

Khiiteleni khovhe! Olani tshifanyiso tsha khovhe kha khadibogisi. Gerani khovhe yaṋu.

Shumisani guλuu u nambatedza zwitibo zwa boθelo, gunubu, pulasiṱiki kana tshiṅwe na tshiṅwe kha khovhe yaṋu ni ite tshifhaṱuwo na mvekiso na makwanda a penyaho kha mvuṱeqa wayo.

Lots more free books at bookdash.org

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The fish that couldn’t swim

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 bammbela? Ni sudzulusa hani zwa, milerenhe na tsho yaṋu musi ni tshi bhambamba? Aka ni tsho kana u bammbela, no gudiswa nga nnyi? Aka ni sa kona u bammbela, hu na ane a nga gudiswa? Zwi a takadza vhukuma u bammbela!
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 …

Ndi izwi-ha a tshi i dzhenisa maḓini …

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

Ndi izwi-ha yeneyo khovhe i tshi

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 bambela u fana na khovhe.
Ho vha hu na mu‘we 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 tshiṋoni tsha lwanzheni. Fhedzi o vha a sa koni u bammmbela. Nahone o vha a tshi zwi funa hani ngoho.

Vhoiphina vhukumal!

He wanted to help the fish.

O vha a tshi kopa u thusa yeneyo khovhe.

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.

Ndi izwi-ha ḽiṅwe ḓuvha a tshi vhona khovhe i sa koni u bammbela!

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

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

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!

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.

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 tshoṱhe musi a tshi longela tshithu mulomoni ni mu vhudza uri a songo tshi ja! Zwino u vhona u nga ho nga tea u ja raski” Mmawe vha mbo. “Ndjila vhona u nga ni tea u mu vhudza uri a nga ja raski.” Ndi izwi-ha ndi tshi dita u nga ndi khou ja raski yawe. Nda dzhia raski, nda ri,
"Ni songo ja heso tshihiti!" I tell her.

"You can’t eat that!" I tell her.

"Ndini mu vhudza nga u ralo. "You can’t eat that!" I tell her.

"Ni songo ja heso tshihiti!" I tell her.

"You can’t eat that!"

"Nhengwa u ujo rusk." says Mmawe. "Why won’t she eat her rusk?"

"Ndini vhona u nga ndi tshifhinga tsha uri ri nwe tie na u ḽa 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 ṋearaski. A i dzhia a i dzungudza muyani, fhedzi a ḽe. "Ndini ngani a sa ḽi raski yawe?" nda vhudzisa Mmawe.


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.

"Nhengwa u ujo rusk." says Mmawe.

"Nhengwa u ujo rusk." says Mmawe.

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"Nhengwa u ujo rusk." says Mmawe.
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

Tshivhalo tsha zwifanyiso
Tshivhalo tsha kuṱori
Tshivhalo tsha vhashelamulenzhe
Tshivhalo tsha bugu dzo newaho vhana
Tshivhalo tsha vhana vho katelwaho kha zwitfani

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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.

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Kale-kale ho vhuva ha vha na munwe mubvuna ane a phi Matty. O vha a tshi dzu dzula bulasini tshukhu, he mavu a hone a vha a oma nahone u a lina zwi mushumo u kongolo. Hedzi Matty o vha e si rububasizawo o dzevelo. O vha a tshi shuma nga u dimisela givha ji tshi khou fhisa vhukuma uri a tshwe miroyo yo edjananaho ye a vha a tshi di o rengisa makete wa tshi na he a vha a tshi dzula hone, we va vha u tshi dzula wo gala vatsho.

Musi zwiliba zwo no lugula u kasiwja nahone zwi vunzhi lune a nga zwi kovhela vahwe, Matty o vha a tshi zwi dhzensha kha manangi wave nahone a livha makete, zwi tshi tou naha na kha shifhawo tshawe uri a tokala zvithul. "Namaru ndi do rengisa yenyeni miroyo yoqhe nahone khamusasi nda gikanda nga tsihitshu tshiviha!" a ralo.

Musi Matty o no vhekanya na u tanzwa maapula othey, a dzhia apula o khethehelo ja musuku. "Zwino ndi khou gikanda musi ndi tshi rali," a ralo. Fheli musi a tshi tou ndi a nedzi, hutatwa kutsho kha buli ji re kha apula.

"Ni songo nji randidi!" ndi tshivihungu tshi tshi khou Heweleda. Matty a mangala lwe apula ja wela fhisi. "Ndini mboni-de yenyeni?" a ralo o mangala.

Tshivihungu tsha vinyukana tsha bva, tshi ruja ma tshi tshi vhonala tsho niwa nga tshi. "Ndi nypfanele nga nda monzela apula kana, fhehi ji vha ji tshi khou dikhana lurwe!" tsha ralo.

Matty a sa dvhehe uri a sinuwele ka si ni sinuwele. Vhala mukugulu vho mu vhuzha uri Jeneko apula ji do mu dzisela dakalo tshifhinga tsho. Tsho, fhehi zi zvino o vha a si tsiheena vhungho.

Mafelelelori Matty a femululwa nahone a re, "Iwe kuvhungu griwe, u na mashudhu nga umunjuni nga mkumisika u nhingu yanga uru u dili. U sa tshitore ngo nga zwiwino."

Musi Matty a tshi khou longela apula muvinidini, tshivihungu tsha ri, "Ni sale zvunzhiwino, Matty. Ndini fulufhela uri ndi do ni badeba nga u zutshembeza �藏hul."

Nhloni tshi tshi mukugulu vho si Munukhelelo u fhirayo yoqhe u a vhuya a ipheli. Ndi izwi a tshi tshidimela ndi na mangadza zvulwulo nga u mune zvino. Phandza hawe ho vha hu na muri muhlumhwe mu maapula, maturu awo o vha o pakata maapula avhuqhisa u fhirayo o tsho a a vhuya a a vhuna.

Matty a tshi a moni a wonoyo muri u funesa, zwisco zvawo zangana na nyimbo dzidziyoni. A fula eneo maapula, ijihi nda ijihi, o manganzwi nga vhululo he ha izwe nga mukusuku u fhirayo.

Nhloni a mewondiwa, Matty a vhuveleka kha wonoyo muri a veveni zvino. U a vha a tshi khou di tovu u u bika kha mireza yivo. "Ndini lihukuwa," a hevhedza. "Vhala mukugulu vho vha vho ambu ngako nga ruwagbo wa vhu huva Munukhelelo u fhirayo yoqhe u a vhuya a. Ndzi yamushi a tshi tshidimela ndi na manganzwi zvulwulo nga u mune zvino. Phandza hawe ho vha hu na muri muhlumhwe mu maapula, maturu awo o vha o pakata maapula avhuqhisa u fhirayo o tsho a a vhuya a a vhuna.

Matty a tshi a moni a moni a wonoyo muri, zwisco zvawo zangana na nyimbo dzidziyoni. A fula eneo maapula, ijihi nda ijihi, o manganzwi nga vhululo he ha izwe nga mukusuku u fhirayo.
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.
Ni nga thusa Matty uri a wane apula jawe? Can you help Matty find her apple?

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!
   - 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. Matty's favourite treat.
   - Where Matty lived.
   - The fish that couldn’t swim
   - What could the fish not do?
   - What Matty’s favourite treat.
   - Matty’s favourite treat.
   - What was in Matty’s special golden apple?
   - What did Matty find in her garden the next morning?

Wordsearch:

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T S H I V H U N G U
B A U M A N I N I K
R M L U R A S I K I
I M A N 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
G 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
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Answers: pinki, tshisusu, rasiki, swim, seagull, farm, farmer, apples, worm, tree