Celebrate with us!

This is a very special edition of the Nal'ibali Supplement – it's the 200th edition and we're celebrating Literacy Month! Literacy Month is celebrated by people from all over the world who are passionate about reading and writing. Every year, during this month, Nal'ibali makes a special effort in our country to raise awareness of how reading to and writing with children supports their literacy development.

**The importance of literacy**

Reading and writing play an incredibly important role in our lives. They help us to do simple but important tasks, like fill in a form or read the instructions on a medicine bottle. But being literate is not only about being able to use basic reading and writing skills. It is about having the power to use reading and writing to learn, to discover different ways of seeing the world, and to explore the world and communicate what we think, feel and know.

**Barriers to literacy**

There are many reasons why people don't learn to read and write. The main reasons are that they don't have what they need to learn these skills. To encourage literacy development, people need good, free and easy-to-find resources in their language.

**How are we doing?**

Since 2012, Nal'ibali has been making books and stories — and our bilingual supplement — available free of charge in many of South Africa's official languages! Our website, www.nalibali.org, also offers multilingual stories, activities and tips for reading to children.

Our Literacy Specialists, Funda Leaders and Story Sparkers work in urban and rural areas to bring free resources and training to communities and to help establish reading clubs there.

**Re nte se rebetsa jwang?**

Ho tsha ho 2012, Nal'ibali e ntle ya fana ka diloka le dipole mahtla – hammahoe le tlatsetso ya rona e nang le dippe tsatlho – ka dippe tsatlho tla semmuesa tsa Afrika Borwa. Websaete ya rona, e leng www.nalibali.org, le ye ya e tla ka dipole ka dippe tsatlho, dippe tsa tla e bhalo le mahtla, dippe tsa tla e bhalo le mahtla e le bhalo le bhalo ba bhalo. Ditsate tsatlho ya bhalo le bhalo ka dippe, Basetsoe ba Funda (Funda Leaders) le Basutse tsa Dippe (Story Sparkers) ba sebetsa dikgakgake le dippe, di tla e bhalo le bhalo, tla e bhalo le bhalo le bhalo le bhalo le bhalo le bhalo.

Ho bala le ho ngola ho phetha kasela ya bahlwokwadiphelela ba rona. Ho re tshena ho e tsebong ho bonolo e tla ho tshona ya bahlwoko. E ho etsa fihla tsela bala le ho ngola ya ho bala le ho ngola ya ho bala le ho ngola ya ho bala le ho ngola.

**Dintha tse thebelang batho ho tseba hela le ho ngola**

Ho nla le mabaoka a mangola a hone la le hlaeng ho batho ba sa khute ho bala le ho ngola. Mabaoka a ka sehleng le a hone la a bidlo ba di kholang bokang sa ho humana dietebe tsa bala. E ho lothakhetla batho ho tseba hela le ho ngola, ho lothakhetla hone ho mabola edinga biwe ho bala le sebediho tse mela, le fumaneh hona le ka tseba le bala le bala. Selela e re kuthaka ho banakga yona le ka diphola o de ngabo le bala le bala.
Dear parents and caregivers of young children, in this edition we will look at the importance of playing with your children and allowing the children to “direct” the play activities. When you play with your children, it is good to let them take the lead in the play activity. You can do this by watching what they say or do and following their lead by saying or doing things to keep the game going. This will keep your children interested in the activity, and when children are interested in something, it makes it more likely that they will learn new words and skills. Taking the lead in an activity will also help to build their communication skills and confidence in how to influence things around them.

### Kamoo o ka latelang boetapele ba ngwana wa hao papading

1. **Ela hloko hore na ngwana wa Hao o thahasella eng.** O bapala ke eng kapa o rata hoo etsang.  
2. **Mo bote hore na o ka bapala le yena nthong ee o atametsa ntho eo ho bapala.**  
3. **Etsa seo ngwana wa Hao o se etsang.** Haebang ngwana o o akgele bolo, le wena mo akgele ya.  
4. **Botsa dipotso mabapi le bapala le tla tshohla bohlokwa ba ho bapala.**  
5. **Haebang ngwana wa Hao o qala ho etsa ntho e nngwe e ntjha, le wena etsa ntho eo e ntjha.**

### Esita le masea a ka etela pele papading.

1. **Ela hloko seo a se shebang ebe o atametsa ntho eo ho ona.** Etsa hore a leke ho e tshwara kapa ho e hloko.  
2. **Qoqa le lesea la Hao.** Sebedisa puo ho tlwaelehileng feela e bonolo. Bua butle, o phete mantswe le ho tsamaisa sefahleho sa Hao haholo.  

### Ho bapala le le sehlopa

Hangata ho hlophiswa dihlopha tsa ho bapala hanngwe ka beke bakeng sa bana ba so qala ho kena sekole le botswadi ba bona kapa bahlomkedi. Bana ba ka:

1. **thabela ho sheba dibuya le ho mamele mmino.**  
2. **leka ho etsa ditho tse ntho ho bapala ka ditlho tse ntho.**  
3. **bopala le bana ba dilemo tse sa tshwane.**  
4. **ithuta ho sebedisana le batlo ho bohlobo foo e seng botswadi kapa bahlomkedi ba bona.**  
5. **ithuta ho arolelana le bo bang, ho tjemphana le ho etsa metswale.**

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**How to follow your child’s lead in play**

- Notice what your child is interested in, what they play with, or like doing.
- Ask if you can join in the activity.
- Copy what your child is doing. If your child rolls a ball to you, roll it back.
- Ask questions about or comment on what the two of you are doing.
- If your child starts doing something new, change to doing the new activity too.

**Even babies can take the lead during play.**

- Notice what they look at and move the object closer to them. Let them try to hold or shake it.
- Talk to your baby. Use normal but simple language. Speak slowly, repeat words and use exaggerated facial expressions.

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**Literacy Seed**

Activities for children 0-6 years

**Dear parents and caregivers of young children, in this edition we will look at the importance of playing with your children and allowing the children to “direct” the play activities.**

When you play with your children, it is good to let them take the lead in the play activity. You can do this by watching what they say or do and following their lead by saying or doing things to keep the game going. This will keep your children interested in the activity, and when children are interested in something, it makes it more likely that they will learn new words and skills. Taking the lead in an activity will also help to build their communication skills and confidence in how to influence things around them.

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**Playing in a group**

Playgroups are usually arranged once a week for children who haven’t yet started school and their parents or caregivers. The children can:

- enjoy looking at books and listening to music.
- try out new activities and toys.
- play with children of different ages.
- learn how to interact with adults that are not their parents or caregivers.
- learn to share, take turns and make friends.

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**Notice what your child is interested in, what they play with, or like doing.**

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**Dihlopha tsa ho bapala di molemo bakeng sa batswadi le bahlkomedi.**

O ka:

- kopana le batho bao o sa ba tsebeng le ho eetsa metswalle.
- arolelana le ba bang malebela, mehopolo le boiphilelo.
- ihuta ho batswadi ba bang le bahlkomedi.
- ihuta ka ditso tsa tlhokomelo ya bana, dikolo le dithebelelo tse ding selibeng sa hena.

**Dipalesa, makgosi le ditlhupha, lehlabathe le metsi ke dintho tse fumanwangang hohle re mme ha di rekwe! Empe ka mohloa, thupa e ka ba sobole, kgorafutu kupha malelengwa wa ho eetsa mehlo. E ka ba ntho eo ho ka hahwang ka yona, e ka folyo ka yona ho ho ka meshaneng ka yona.**

Ha bana ba bala ho sebedisa mehopolo ya bana hahlowanganyane, ho raro lo mathata, ho sebedisa mmeele ya bana le dirello tsa bana ha ba bapala, boko le mmeele ya bana di ihuta hahlowanganyane eBILE di a hola.

**Dintho tse ho bapalwang ka tsona**

* Bana ba banyenyane ba bloka tsebedisa e molofuthu le wena ho felta ditlhoye. Ba rato na ho sheba selifelo he sa hso, ho mmela kentswe la hao le ba le wena feele te.

* Masea a tshabela ditlhoye tse mebala e kganyang le tse etseang medumo, e kag modumo wa mashwehleshwehle. A boetse a rata ditlhoye tse nang le ditaletse hapa dipaterone le tse nang le boye, tse boreletsana kapa tse bonojwana, jwalo ka ditshelide ka ditlhoye le dibuka tse entsweng ka malapi.

* Masea e bana ba banyenyane ba tshabela ho mmela rimonialo o kgathollang kapa medumo ya diphoofolo e sebedisang diraemeng tsa keretjhe.

* Dipitsa, dipane, dikhafothini tse polasetiki le dintho tse ding tse ngata tse fumanwang ke dikelele tse sa tshwaneng.

**Dintheso e ka bapala tsa mahala le tse seng turu**

Ha ho hlokahale hore papadi e be turu. Dintho tse molemo ka ho fetisisa tse bana ba banyenyane ba ka bapalang ka tsona ka dintho tse ka sebediswang ka ditseta tse ngata tse fapaneng le ke bana ba dilemo tse sa thwaneng.

**Free and low-cost play activities**

Play does not have to cost a lot. The best materials for young children to play with are things that can be used in lots of different ways and by children of different ages.

Flowers, leaves and sticks, sand and water are everywhere and are free! But a stick, for example, can be a sword, a spade or a magic wand. It can be something to build with, to jump over or to measure with.

The more children need to use their imagination, solve problems and use their bodies and minds when they’re playing, the more their brains and bodies learn and develop.

**Things to play with**

- Young children need warm interaction with you more than they need toys. They love looking at your face, listening to your voice and just being with you.

- Babies enjoy brightly coloured toys and those that make a sound, like a rattle. They also love toys with faces or patterns and that feel furry, silky or soft, like teddy bears and cloth books.

- Reading with babies and toddlers is one of the most enjoyable things you can do. Choose books with bright illustrations and rhymes.

This information is based on information found at https://raisingchildren.net.au.
Ho tšwakotšwadi tše ho bana ba banyenyane ba kagano: ho bana le ho ngola ka puo ya Seafrika le ba baling le bana ba bona.

- Ho bafha bo bahan bo nang le bana ba banyenyane ba kagano ho bala le ho ngola ka puo ya Seafrika le ba baling le bana ba bona.
- Ho bafha bo bahan bo nang le bana ba banyenyane ka puo ya Seafrika.

1. Ntsho leqepe la 5 ho isa ho la 12 flatsetseong ena.
2. Leqepehadi le nang le mapepehane ano, 5, 6, 11 le 12 ho lona le eta buka le e ngwane le bpmang le ngwane.
3. Sebeseba leqepehadi le nang le mapepehane ano, 5, 7, 9 le 10 ho lona le eta buka e ngwane.

**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.

**Na’libali**

Na’libali promotes the use of the mother tongue as an essential part of reading for enjoyment. For more than ten years, Na’libali has distributed bilingual reading-for-enjoyment supplements free of charge to reading clubs, community organisations, libraries, schools and other partners throughout South Africa. The supplements are also available to download without cost from our website at www.nalibali.org.
Get story active!

- **Topo** chose to leave his treehouse for a while so that the dove could nest there. Do you think this was a good choice? What would you have done?
- Read the story again. How can you tell that Topo’s father loves him and cares about his feelings?
- Draw a picture for a part of the story that does not have an illustration. Write the story’s words under your picture.

Topo’s treehouse

Topo felt sad. He felt angry. He felt selfish. The tree house was his place, and he did not want to move out.

Father sat still and thoughtful on the back step. Father came to sit next to him. Father knew about the nest and the eggs, and he seemed to know about Topo’s angry and sad feelings.

“When you feel sad and angry, Topo,” said his father, “we need to think about what we can do for others who are not as strong as us. Sometimes we have to let the caring feeling be stronger than our anger. And stronger than our sadness for ourselves.”

Father hugged Topo and went inside. Topo sat still and thought about what he had said.

Eba mahlahahlaha ka pale!

- **Topo** o le a kgetha ho fohela ntlọ ya hae e hodima sefate na hla o le hore leba le kgone ho rhotseta mose. Ha o nahana hore na e le e le kgetha e nekhethe? Wena o ka be o entseng?
- **Baka** pale hape. O leba seba leba leba le hore leba le ba lela lela ho kgena a hae.
- **Taka** setshwantsho bakeng sa karlo a e se ngang setshwantsho paleng. Nal’ihle ka pale ka lela setshwantsho.

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.

Ideas to talk about: Have you ever seen a bird’s nest? Nesting birds do not like to be disturbed. If they are disturbed, they may leave the nest, and the eggs will not hatch. What do you think will happen if we disturb many nesting birds?

Mehopolo eo le ka buang ka yona:

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For more information please email info@heartlines.org.za or phone (011) 771 2540.

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**Topo’s treehouse**

Topo chose to leave his treehouse for a while so that the dove could nest there. Do you think this was a good choice? What would you have done?

Topo’s father loves him and cares about his feelings. How can you tell?

Draw a picture for a part of the story that does not have an illustration. Write the story’s words under your picture.

Topo felt sad. He felt angry. He felt selfish. The tree house was his place, and he did not want to move out.

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**Topo’s treehouse**
Topo always looked forward to going home after school because then he could play in his tree house. Life was always interesting in the tree house.

Topo's father had built it high up in the yard's biggest tree. Topo could see many things from the tree house. He could see roofs with different shapes and colours, tall buildings far away, and closer, he could see other trees and lots of small animals and birds.

Just as Topo was getting tired, the little dove flapped its wings harder than ever and flew up higher and higher. This time, it did not come down. Topo stopped running, and watched. He watched as the little bird flew further and further and higher and higher. He was so happy he shouted out loud. It felt like he had just learnt to fly too!

Ha Topo a batla a kgathala, leebana la akga mapheo a lona nabolo ho feta peke mme la fefole hodi mimodimo. Kgatlhona lena, la se ka la kgutlela fatshe. Topo a folela ho matsa, a shebelha. A shebelha ha leebana le lanyane le fefole holehole le hodi mimodimo. O ne a thabile mme a etsa lerata le leholo. E ne e se e ka le yena o se a thiture ho fola!
Oom Dawid had fished on the West Coast since he was a little boy. Over time, the fish became scarce and Oom Dawid became very hungry and skinny. He could no longer catch enough fish to sell at the market and earn a living. Then, one day, he caught an amber-eyed galjoen!

Ntate Dawid o nnile a tshwasa ditlhapi Lebopong la Lewatle le ka Bophirima ho tloha e sa le moshanyana. Ha nako e ntse e tsamaya, ditlhapi tsa fokotseha haholo mme Ntate Dawid a bolawa ke tlala mme a fokola haholo mmeleng. O ne a se a sa lgane ha tshwasa ditlhapi tsa lekameng hore a di rekise mmanakeng le baling sa ha sipepa. Jwale ka leatsatsi le teng a tshwasa galjoen a mahlw a masehla!

Get story active!

★ This activity is great to do as a family or with friends.
- Find or draw pictures of different kinds of sea creatures.
- Name each sea creature and then cut out the pictures.
- Place the pictures in a jumbled order on the floor or table.
- Then call out the name of one of the creatures and take turns to “go fishing” to find it!

Eba mahlahahlahla ka pale!

★ Papadi ena e monate ha le a bapalo le le lelala kopa le na le metswalle.
- Fumanang kopa la tse ditlwatho la tsa diibopuwa la lelaleng.
- Bolelang lelebeisa la sebobota ka serangka le baling le baling na lekameng tseo ho o ditsha.
- Behang diibopuwa tseo di qhalakane feko le tsha dekale le tsha lebog. Jwale ka leatsatsi le teng o diibopuwa le tlaeng o la a ngesa ikgakgetla la tsa lekamaeng tseo ho le a lea le tshwasa galjoen.

Galjoen e mahlo a masehla
Kai Tuomi • Subi Bosa

Ideas to talk about:
Did you know that the galjoen is South Africa’s national fish? What other national symbols do you know? Is it important to keep our promises? What if keeping the promise is difficult or costly, do we still need to keep it?

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Oom Dawid had fished since he was a little boy. He caught all kinds of things – yellow-tailed fish, snoek, lobsters that snapped, and sometimes even a seabream or two. But then, suddenly, everything disappeared. Day after day Oom Dawid caught nothing, and he became very hungry.

One day, Oom Dawid rowed out into the sea. There he set out his net and waited. A few hours later, he pulled the net back in, hopeful and hungry. He saw a flash of gold and red. In the net was the most beautiful fish he’d ever seen. It was an amber-eyed galjoen.

Ngwato o qadile ho tshwasa ditlhapi ho tloha e sa le moshanyana.

O ne a tshwasa dintho tsu nteufa yohle – ditlhapi tse mehata e mesela, disenuku, dilobster tse lomang, ka dinako tse ding a be a tshwase thapi e le ngwe kapa tse pedi tsa seabream. Empa ka tshoanyetsa kaofela ha tsona tsa nyamela. Matsatsi a ile a rwalellana Ntate Dawid a sa tshwase letho, yaba o lapa haholo.

Ka letsatsi le leng, Ntate Dawid a soka seketswana sa hae ho kenhla lewatleng. Yaba o lahela letlowa la hae mme a lela. Dihora tse mmlwa hamoroa, a hula letlowa a bolauwe ke tla empa a e na le tshepo. A bona ntho e phatsimang e nang le mmla wa kgauta le o mofubedu. Ka hara letlowa ho ne ho na le thapi e ntle ka ho fetisisa ho tseo a kileng a di bona. E ne e le thapi ya galjoen e mahlo a masehla.
The fish laughed as it swam off. “I lied to you! You really shouldn’t have trusted me.”

Many weeks later, when Oom Dawid was fishing in the sea, he again saw a flash of gold and red in his net. Oom Dawid was now so hungry and skinny, he had to wear his big jacket so that the wind didn’t blow him over.

“Oh,” said the fish, “you’ve caught me again. If you throw me back, I’ll really tell you the secret to catching plenty of fish.”

Oom Dawid thought for a moment, and though his tummy rumbled, he tossed the fish back into the water. As soon as it was in the water again, the fish laughed and said, “Why would you trust me again?”

The next day, Oom Dawid sold the pearls for a lot of money. He bought coffee and food for himself, and a nice loaf of bread to thank the amber-eyed galjoen for the pearls.

That afternoon, Oom Dawid took his little boat out into the sea. He broke the bread into pieces and threw the pieces into the water. He watched as other smaller fish ate them, but he never saw the amber-eyed galjoen again.

Ka letsatsi le hlahlamang, Ntate Dawid a rekisa diperele tseo ka tšelete e nga. A tšekela kofi le dijo, hammohlo le lofo e monate ya bohobe ho ya leboha galjoen e mahlho a masehla ka diperele tseo e mo fileng tsona.

Ka letsatsi le ho, Ntate Dawid a kena seketswaneng sa hae ho ya harehare lewatleng. A qhetso le ho e tša dingwathana mme a di lahlola ka metsing. A shebella ha ditlapi tse ding tse nyenyane di a ja, empha ha a ka a hlola a bona galjoen e mahlho a masehla hape.
“Look at you,” Oom Dawid said with a whistle.
“Hello,” replied the fish.
Oom Dawid blinked. “Did you just talk?” he asked.
“Yes,” said the fish. “Please, don’t eat me. If you
throw me back into the water, I’ll tell you the secret
to catching plenty of fish.”
Oom Dawid was very hungry, but if the fish told
him this secret, it would all be worth it. So, he
picked up the amber-eyed galjoen and threw it back
into the water.

Oom Dawid bent to pick up a small parcel of seaweed
tied with amber coral. Inside were three pearls,
brilliant and white, and worth a small fortune.

“Thank you, my friend,” said Oom Dawid, but the fish
was nowhere to be seen.

Ntate Dawid a inama ho thonaka
sephuthelwana se senyenyane sa
setlamatlama sa lewatleng se faseleditsweng
koraleng e mmala o mosehla. Ka hare ho
ne ho na le dipereda tse tharo, tse tshweu tse
phatsimang tsa theko e hodimo.

“Ke a leboha motswalle wa ka,” ha rialo Ntate
Dawid, empa tlhapi eo e ne e se e ile.
The next day after school, Topo crept up into the tree house and looked into the nest. He saw two eggs there. The eggs were beautiful; they made Topo happy. He knew that young doves would hatch out of those eggs.

After school each day, Topo sat and watched the nest. The mother dove spent most of her time with her little dove. It grew bigger and bigger. It spent a lot of time flapping, flapping, flapping its wings. One morning, as Topo was walking out of the kitchen, he stopped suddenly. There was the little dove in front of him on the grass, trying, trying, trying to fly. Topo was very excited, but he stood very still and watched.

Suddenly a gust of wind blew one of the eggs out of the nest, whooshed it along the planks, and it tumbled over the edge. Topo looked down. There, on the ground below, was the little white egg smashed to bits. Topo felt horrible.

Just then the dove flew back and settled onto the egg that was left in the nest.
Sometimes, Topo would take his books into the tree house and read. It was good to read there because it was quiet, with just the birds singing. Other times, he just sat and watched. He wondered how far the birds flew and what stories they were telling other birds about the distant places they had been to.

One day, Topo noticed a small pile of twigs on one of the branches that grew very near to his tree house. A dove flew into the tree and fluttered about. But it had seen Topo and was afraid. It flew away again. So Topo crept to a branch on the other side of the tree house and sat very still. The dove came back, saw that it was safe, and piled on more twigs.

When the pile was big enough, the dove settled on it. The dove and the egg were now safe and hidden from the world.

Each day when Topo came back from school he checked the nest to make sure that the egg was there. One day, as he peeked into the nest, he saw an ugly creature with a big mouth. It was very small and had no feathers. Topo slid down the tree and ran to tell his father.

"Letsetsi le letsetsi ha Topo a hlaha sekolong, o ne a hlodisa ka sehlaheng ho e tsa bonnete ba hore lehe le teng," ka letsetsi le leng, "Ha a akgela mahlo ka sehlaheng, a bona sebopuwa se sebe se molomo o moholo. Se ne se le senanye haholo mme se le na le masiba. Topo a theohela tlae sefateng mme a matha ho ya bolela ntate.
My literacy, my language, my heritage!

Contact us in any of these ways:
• Ikopanye le rona e nngwe ya ditsela tse latelang:
• Le ho ngola, puo ya ka, lefa la ka!
Olwethu, e leng Olkthophase, o e a promotse ka tšasa letšefa le ka metsing haub i lebapo la lebafetse. O ne a tšihohie. O ne a qato ho ba hol e khotla o lebapo le lebapo le lebapo le lebabo le lebe, lebe, lebe, lebe. Empa jwale: matsatsing a mmaowla a tšieng, tšwala wae, e leng Oscar, o ile a la tšamaye o lebabo na bo sibabola dintho metsing a haub i lebapo.

O ne a ile a re, “Wona re jwale ka bota, ke bota ho bono lafeša nna. Ha re tšamaye Olwethu, re ile re sesese hojana kwana.”

Olwethu o ne a ile a mo kopa ka tšata hore a se ke a tšamaye, empa Oscar a hana ho mo mane nena kamehele a ne a eela ntho eho a e baso. Jwale e ne e se e le metsatsi a ile. Ke Iona lebaka le entseng hore Olwethu a etse qeto ya ho ya mo šheba. Ke Iona lebaka le entseng hore a qetela a le metsing ana a haub a lebapo, moo qetela a fumanang dibopuwa a se ding tsa metsing tse neng di ka mo boleho hore no ho tšhatšetseng ka Oscar.

“O balaile bo balehele,” ha rialo tšiphedelide ka pello a bohloko.

Di-anemone tsa lebapo tsa dumellana le se le di tse le akga matšwahwana a tšo, mme tsa re. “Re ile a la lemosa hore a ho kumelele dintho tse mbešaša bo leketeša ka metsing.”

Lekgotla a ntošetsa hloua ya hae ka ntle ke kgela mme o re, “Moona ya tšhasang dithapi o ne a tšhale haholo hore ebo a tšhasiti olaphase.”

Olwethu o ne a utlwile bohloko haholo. O Ila leka ke kgutša lelafeng lekeng lo a phelang ho Iona ka metsing a le mong. Jwale ho a tse le phaphametsise ka tšasa letšefa, a tse a naha se ho o hopotse Oscar, ka tšaletša se ke lebapo a phala a ntleng a lela ke metsing. Ha Olwethu a nareasela, a bona ngwanyana, mme wa hae le nkgo wa hae ba le moo metsi le galing teng. Ba ne ba shebele ka metsing.

Ha Olwethu a honyla ho ipatla ka tšasa lelafeng, a utlwisa kgotla le hloleo a lehlo o lemotsi le lebopo la lebalo le la tšamaye ka metsing teng. Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene.

Empa Viwe o ne a mme, “Ee! Bona, ke naha se ho leka la ipatla ka Iona.” Ha a re, “Nakgomo, se ke a lebapo ho Iona!”

Olwethu a ipetola mmala ka potlako e le hore a tšwane le mafika le re, “Viwe, bona, olaphase ke yane ka tšasa lelafeng! O wa e bona!”

Olwethu a ipetola mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene.

Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene. Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene. Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene.

Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene. Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene. Empa Viwe a pholetla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene.

Eba mahlahahla ka pale! 

★ Na a ile a leka le Iona ke sema ka sebo a hene? O ile a uke lelo a bohloko? 

★ Tšaka tšhatšantseta se olaphase. Olaphase a ekpoletla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene. 

★ See pholetla na Motlo a Nyametseng. Tšaka tšhatšantseta se olaphase. Olaphase a ekpoletla mma a tšhale a e hore a tšwane le mafisa le ditlamatlama tsa ka metsing tse lehaub le lela ya hene.
Olwethu, the octopus, rested under the ledge of rock in a large pool near the beach. She was afraid. She had never been this far from her own pool out on the reef. She always felt safe on the reef, tucked away far from the shore and humans. But a few days ago, her cousin, Oscar, had dared her to go on an adventure with him to explore the pools near the beach.

“It’s so boring here. I want to see the world. Swim away with me, Olwethu,” he had said.

Olwethu had begged him not to go, but Oscar never listened to her and always did just what he wanted. Now, he had been gone for some days. That’s why Olwethu had decided to look for him. Her search had brought her to this pool near the beach where, at last, she had found sea creatures who could tell her what had happened to Oscar.

“He was far too curious for his own good,” said the starfish sadly.

The sea anemones waved their tentacles in agreement, “We warned him to be careful of colourful things dangling in the water,” they said.

Olwethu was very sad. She would have to return to her pool on the reef alone. Then, as she floated under the ledge, thinking about how much she missed Oscar, she suddenly heard human voices. When Olwethu peeped out, she saw a little girl, her mother and her granny at the edge of the pool. They were staring down into the water.

As Olwethu ducked back under the ledge, she heard the granny call out, “Viwe, look, there is an octopus! Can you see it under the ledge?”

Olwethu quickly changed colour so that she would blend in with the rocks and sea weeds around her.

But Viwe had seen her. “Yes! Look, I think it’s trying to hide,” she said, pointing to where Olwethu was.

Remembering what had happened to Oscar, Olwethu decided to make a dash for safety. Quick as a flash, she slipped out from under the ledge to hide in the shelter of a bigger rock. But to her horror, the little girl waded through the water and sat on the big rock right above where Olwethu was hiding. The girl was holding something brightly coloured in her hand, but Olwethu didn’t know what it was.

Olwethu had always loved bright colours. Her own pool back on the reef was so colourful. It was filled with red anemones, shiny chitins, green seaweeds and many beautiful starfish. Olwethu could understand how Oscar had been drawn to the brightly coloured float that the fisherman had used to catch him.

From her hiding place Olwethu saw the bright pink object slipping down into the water and past her. Without thinking, she gently slid one of her tentacles around the object and, when nothing happened, she began to wind a second tentacle around it.

Then she heard the little girl call out, “Look, Mama, the octopus has got my snorkel.”

Olwethu got such a fright that she tightened her grip on the object. The little girl reached down and grabbed her snorkel. Feeling the tug on it, the little girl gave it a tug too.

“Mama, the octopus won’t let my snorkel go!” said Viwe, starting to panic.

“Oh no,” thought Olwethu suddenly, “I am being just as silly as Oscar was! If I’m not more careful, I am going to get caught too!” Quickly, she let go of the object. The snorkel popped out of the water with a splash, and Viwe nearly fell off the rock backwards into the water.

Gogo laughed, “What a lucky girl you are, Viwe. You saw an octopus and nearly caught one too!”

“Yes,” said Viwe excitedly, “and the octopus nearly caught my snorkel!”

What a lucky escape I had, thought Olwethu as she started to swim back towards her pool on the reef. Sucking in water and squirting it out, she was soon shooting through the water and away from danger.

In the distance, she heard Viwe’s granny say, “Wow! Look at that octopus move, Viwe! It’s speeding through the water like an aeroplane flies through the sky.”

But Olwethu didn’t stop to hear what Viwe said. In fact, she didn’t stop swimming until she got back to the safety of the reef.

Get story active!

★ Have you ever been on an adventure? How did you feel? Why?

★ Draw a picture of an octopus. An octopus can change colour! So you can colour it in an interesting colour or pattern.

★ Make a poster for a missing person. Draw a picture of the missing person and write their name, age and a description of their appearance below the picture.
Monate wa Nal’ibali

Nal’ibali fun

1. a) Na o ka nyalanya karolo e ka hodimo le e ka tlase ya baphethwa bana bo Nal’ibali?
   b) Ngola lebiso la mophethwa ka mong ka tlase setshwantsho sa hae.

2. a) Can you match the top and bottom part of these Nal’ibali characters?
   b) Write each character’s name under their picture.

3. Phephetso ya mantswe ke ena!
   - Letela melawana e lebokosong mme o sebedise ditlhaku tse lebiding la mantswe ha qetella tsweng lela. (Ditlhaku tse pedi di se di sebedisitse)
   - Ke mantswe a makae a mong ao o ka a etsang o sebedisa melawana ao? (Hapola: Thakhu e bohareng ba lebidi e LOKELA ha bo letsweng ka lela)

  _rules:
   - Follow the rules in the box and use the letters in the wheel to complete this word. (Two of the letters have already been used.)
   - How many other words can you make following the same rules? (Remember: The letter in the middle of the wheel MUST be in each word!)

   Rules:
   1. Make words with two or more letters in them.
   2. Use each of the letters in the wheel only once in each word.
   3. Always include the letter in the middle of the wheel.
   4. No proper nouns allowed.

   Melawana:
   1. Etsa mantswe a nang le ditlhaku tse pedi kopa ho teto.
   2. Sebedisa tlhaku tse lebiding hangingwe feela letsweng ka lela.
   3. Kamehla kanyeketsa tlhaku e bohareng ba lebidi mantswe a hao.
   4. Ha ho a dumelwa mabitsobitsi.

   Here’s a word challenge!
   - Write down your words and then have fun writing a sentence that uses as many of them as possible!

   Nal’ibali is here to motivate and support you. Contact us in any of these ways:
   www.nalibali.org  nalibaliSA  @nalibaliSA