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.
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.

**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.1

1 [https://www.unicef.org/parenting/child-development/baby-talk-class](https://www.unicef.org/parenting/child-development/baby-talk-class)

**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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**U tamba ni tshigwada**

Kanzhi zwigwada zwa u tamba zwi dzudzanywa luthihi nga vhege u teta vhana vha sa athu dzhena tshikolo na vhavho kana vhaṱhogomeli vhavho. Vhana vha nga:

- giphina nga u lavhelesa dzibugu na u thesethelesa muzika.
- u lingedza mitambwiso miswa na zwitambiswa.
- tamba na vhana vha mirole i sa fani.
- guda u ambedzana na vhatu vhaṱhulwane vha si vhavho kana vhaṱhogomeli vhavho.
- guda u khupha vhaṱhulwe, u sielisana na u vhumba vhukonani.

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**Ngilila ya u tevhela vhurangaphanda ha ōswana waṋu musi a tshi khou tamba**

- Thogomelani zwine ōswana waṋu a zwi takalela, zwine a tamba ngaゾwo kana zwine a takalela u zwi ita.
- Vhuṅwe tshine a tshi sedza ni tshi sendedze tshikolo na vhavho. Vhana vha nga:
- Tshideni nga u lavhelesa dzibugu na u thesethelesa muzika.
- u lingedza mitambwiso miswa na zwitambiswa.
- Tamba na vhana vha mirole i sa fani.
- Guda u ambedzana na vhatu vhaṱhulwane vha si vhavho kana vhaṱhogomeli vhavho.
- Guda u khupha vhaṱhulwe, u sielisana na u vhumba vhukonani.
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 like toys with faces or patterns and that feel furry, silky or soft, like teddy bears and cloth books.

- Babies and toddlers enjoy listening to soft music or animal sounds that are used in nursery rhymes.

- Your pots, pans, plastic containers and many ordinary things around your home will fascinate your toddler! Remember to check for sharp edges, choking risks and other hazards before you give your child household items to play with.

- Reading with babies and toddlers is one of the most enjoyable things you can do. Choose books with bright illustrations and rhymes.
U kona u vhalaina
u nwala nga luambo lwanga

U guda nga luambo lwangwana nga damunu ndi zwa ndeme u itela u tikoza vhana uri vha bvлеле musi vha tshi guda u vhala nga ngesa na uri vha dzule vha tshi bvелеle tshikoloni. Hezwi zwi amba uri vhana vhaxulu vha tea u vha na ngu dzo fhamba-fhambanaho dzo takadzazo na dze fumhango nga luambo lwangwana nga damunu. Khandiso dza u vhala – bugu, guranda, zwi lion na zwi hwedzo zwo nzwakwakwakwakwakwa – zwi tea u amba nga ha zwitwa zwinzwi zwi sa fani zwiwe zwa go ita uri vhana vha dzule vha na dzangalelo u bva vhuṱukuni vhukuma na u vha ita uri vha dzule vha tshi vhala musi vha tshikoloni, u itela u divha mafhungo na u diphina!

Kha vhathu vhahulwane vha re na vhana vhaxulu vhane vha kona u vhala na u nwala nga luambo lwangwana. Apari u vhala u vhana vhaxulu:

- vha ghesine dza 74 vha vhala na vhana vhaxulu vha luambo lwangwana
- vha ghesine dza 72 vha takadzoro u vhala na vhana
- vha nhana ndene kwakwakwakwa
- vha ghesine dza 73 vha na khandiso dza u vhala nga nyambo nzwalo
- vha luambo lune vha la takadzoro

U ya nga Tsenguluso ya u Vhala ya Lushaka yo itwaho nga Nal’ibali Trust na Laiiburari ya Lushaka ya Afurika Tshipembe, vhathu vha Apari u Vhala Tshipembe. Vhala u luambo lune vha lu takadzoro, zwi lion na zwi hwedzo zwo nzwakwakwakwakwa – zwi tea u amba nga ha zwitwa zwinzwi zwi sa fani zwiwe zwa go ita uri vhana vha dzule vha na dzangalelo u bva vhuṱukuni vhukuma na u vha ita uri vha dzule vha tshi vhala musi vha tshikoloni, u itela u divha mafhungo na u diphina!

Learning in their mother tongue is necessary to support children’s success in learning to read with understanding and to experience ongoing success at school. This means that our children need to have access to a variety of interesting and informative reading material in their mother tongue. The reading materials – books, newspapers, stories and articles – should cover many different topics that would interest young children from a very young age and keep them reading for school, for information and for enjoyment!

Naïlibali i futhuwedza u vhala nga luambo lwangwana sa tshikoloni tsha ndeme tsha u vhala na diphina. Lwa miṅwaha i fhiraho fumi, Naïlibali yo phaṱwaho dza u vhala na diphina nga nyambo mbili mahala kha kilabu dza u vhala, madzangano a tshikoloni, dzialiburari, zwikolo na zwi hwedzo vha nhambisani nhando kha ‘jhe ‘ja Afurika Tshipembe. Dzengedzobu bugu dzinga bugu dza dzingadzwa u vhala nga luambo lwangwana sa tshikoloni. Khandiso dza u vhala – bvлеле mafhungo na u diphina!

According to the National Reading Survey conducted by Naïlibali Trust and the National Library of South Africa, about 8 out of every 10 South Africans would read more with the children in their home if they had reading materials that were:

- free
- based on interesting topics, stories or information that was meaningful to them
- in their preferred language

Naïlibali promotes the use of the mother tongue as an essential part of reading for enjoyment. For more than ten years, Naïlibali 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.

Tendawhu dzani laiburari yawo.
Itani bugu MBILI dza tumula u vhulange

1. Bvisimani masiaṱari 5 u ya kha 12 a yeneyi fhumetshezdo.
2. Bammbiri ji re na masiaṱari 5, 6, 11 na 12 ji ita bugu nthihi. Bammbiri ji re na masiaṱari 7, 8, 9 na 10 jita ifwe bugu.
3. Shumisani bammbiri ji thwane na ifwe u ita bugu. Tevheleni nyeletshedzo dzinga afho afho u ita bugu ifwe na ifwe.

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.

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Topo chose to leave his tree house 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.

Get story active!

- Topo chose to leave his tree house 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.

Itani uri tshiṭori tshi nyanyule!

- Topo’s treehouse
- Nndu ya Topo yo fhātwaho nthaa ha muri
- Kopano Sechele • Sally MacLarty

Get more info:
- Heartlines
  - info@heartlines.org.za
  - (011) 771 2540

Get the books:
- Stories that Talk Money
- ISBN 978-0-9869869-9-4

Na’libali 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

Na’libali ndi fulo ya lusikakwile u ya vhalela u vhalela u phiphina u phiphina u ilerera u ilerera. For more information, visit www.nalibali.org
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.

But just as he tried to see better, the mother bird flew into the tree again. “Go away,” she seemed to say. “Go away.”

“This is my tree house,” thought Topo. “Why should I go away?”

But Topo knew that he couldn’t share his tree house with the dove. “It’s the eggs or me,” he thought.

Topo loved the beautiful eggs. But he knew that if he was in the tree house, the eggs would not hatch. So he made a decision: the dove could have his tree house for as long as she needed it, and he would sit on a branch nearby to watch her.

So Topo found a branch on the other side of the tree house and sat and watched. He noticed that the dove never left the eggs for long. She spent most of the time sitting on them to protect them.

But one day, while the dove was away, it became very windy, and the branches waved up and down and from side to side. The dove was not at her nest. Topo was worried that the nest would be blown away. He waited and waited for the dove to come back.

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!
The amber-eyed galjoen

Kai Tuomi • Subi Bosa

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.

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?
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.

Malume Vho Dawid vho thoma u rea khovhe vha tshi

Vho fasha zwithu zwa mifuda yo-the – khovhe ya mutshila

wā tāda, thinuku, Jobusta dī lumaho, nahone nga tshi-e

thiṅwe thiṅwe ngalela. Vha fasha khovhe nthihi kana mbili dzine dza phi

seabream. Fhedzi zwithu zwithu zwa mbo dī ngalangala nga

u tāvanya. Duvha ķāvha na džiwe, Malume Vho-Dawid

vho vha vha sa tsha fasha tshihu nahone vha farwa nga

ndala khwulwane. Lāvha ķāvha Malume Vho-Dawid vha alavha vha ya

lwanzhini. Vha posa mambule avho vha lindela. Nga murahu

ha awara dī sī gathi, vha kokodza mambule vha tshe vho

farwa nga ndala, fhedzi vhe na fulufhelo. Vha vhona tshihu

tsi penyaho tsha mu vhala vha musuku na mutswuku tshi

tsi ri lavh. Kha mambule ho vha hū na khovhe yo nakalo u

thīna dzothi dze vha vhula vha dī vhona. Yo vha i galjone ya

māto a tāda.
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.

“Okay,” 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.

Nga tsha matshelo, Malume Vho-Dawid vha rengisa dzemendo nungu nga tshede ngezhi. Vha renga gofi na zwišwa, na lofo i dịnha ho ya vhuurotho vha livhuwa galjoen ya mato a təda nge ya vha nea nungu.

Nga ene mosiari, Malume Vho-Dawid vha dzhia tshikepe tshavho vha ya Iwanzeni. Vha nwatanya vhuurotho havho nahone vha posa zwiṣiwa zwahone majini. Vha lavhela mási khovhe thukhu dzis khou ja, thidzi a vho ngo tsha dovha vha vhona galjoen ya mato a təda.
“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.


“Ndo livhuha khonani yanga,” vha ralo Malume Vho-Dawid, fhedzi yeneyo khovhe yo vha yo no ngalangala.
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.

After school, 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.

The little dove flapped its wings very hard and flew up into the air for a short distance, then came down again. Topo followed the little dove across the yard and over the fence. The little dove tried over and over and over again.

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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. She looked very comfortable.

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.

Topo sat on the back step for a long time that afternoon. Once again, Father came and sat beside him. “Oh, Topo,” he said, “life often seems unfair. We cannot always understand why things happen the way they do. But it is good that you care. I know that one day you will grow up to be a good father who will love and protect his children.”

Together they sat and thought about the broken egg and the little dove who sat bravely protecting the egg that was still in the nest.
U kona hanga
u vhala na u nwala,
luambo lwanga
ifa langa!

My literacy,
my language,
my heritage!

Contact us in any of these ways:  • Ri kwameni nga iñwe ya dzenedzî ngîla:
Olwethu, ane a vha okuthophasi, o vha a owela fhasi ha tombo ji re tshivhanyo lhuwavane tsinu na vhugabelo. O vha o tshuwa. O vha a sa athu vhuyaya a vha kule nga u ralí na tshivha ja hune a dzulá hone ji re khunzhi-khunzini. O vha a tshi dipfa o tšireledze tshi fthilinga tshothe. Zwino ho vha ho no fhele majuvha o vha o tšuwe. Ndi ngazwo Olwethu o dzha tšiho ya vha a ye u mu tšoja. O mu tšoja a vhuyaya a swika Kha jino tšiho ji tšai na tšireledze re ono tšiho na vhugabelo, ho a tšireledze o vana dzulwe zwi. Zwi-highwa zwa iwavhanyo zwi zwa nga mu vhudza zwe zwa itea kha Oscar.

“U vhaona ho mu rumbula matjo,” ya ralo khoweye re o tšaledzi yo ungufhala. Zwi-puva zwa iwavhanyo zwi zwa pfi dizi-anemone zwa dzungudza milenzhe yazu o sumberedzisirirí re zwo ene. “Ro mu sevha urí a fhömelele zwithu zwo papamalaho milenzhe yayo u sumbedza urí zwi khou tendelana na ene maḓi. "Ro Olwethu o vha a sa ḓivhi urí ndi mini. Hono. Onoyo musidzana o vha o fara tshithu tshi penyaho, fhedzi a dzula kha tombo ḽihulwane nṱha ha he Olwethu a vha o dzumbama tshuwisa urí o numa maḓi tshe vharei vha khoweye vha tshi shumisa u mu fashe ngatsho.

Musi Olwethu e fhelehu he a dzumbirama hone a vhona tshithu tsha muvhala wa piniki tshi tshi dzha maḓi maḓi, tshi pufuka nga hune a vha hone. A kwama tshenetsheho tshithu nga mulenze wawe a songo thoma a hubulwana, nahone musi a tshi vhoni hu songo itea tshithu, a tshi pommba nga mulenze wawe va vhuvhili. Nga murahu ha zwenezwo a pfu musidzanyana a tshi ri, “Mmawe, kha vha vihone, okuthophasi yo nonomba tshishumiswa tshanga tsha u fema musi ndi maḓi.”

Olwethu a tshi muvhala tsho vha ti cwa. "Olwethu, he a dzumbirama hone a vhona tshithu tsha muvhala wa piniki tshi tshi dzha maḓi maḓi, tshi pufuka nga hune a vha hone. A kwama tshenetsheho tshithu nga mulenze wawe a songo thoma a hubulwana, nahone musi a tshi vhoni hu songo itea tshithu, a tshi pommba nga mulenze wawe va vhuvhili. Nga murahu ha zwenezwo a pfu musidzanyana a tshi ri, “Mmawe, kha vha vihone, okuthophasi yo nonomba tshishumiswa tshanga tsha u fema musi ndi maḓi.”

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Ndi kale Olwethu a tshi funa mivhala i penyayo. Tshivha ja khunzhi-khunzini ya hune a dzulá hone [o vha ji na mivhala-vhala]. Lo vha ji na dizi-anemone tšekurá, chithi dizi penyayo, tšiheredzisa diza tša dza izvanezwi na khowe re nṱha re dzulá dizi nṱha. Olwethu a ofesesa zwo itahe ozi Oscar a kungwe nga tshithu tsha mivhala-vhala i penyayo tsóho papamala tshiho ndi maḓi tshe vharei vha khoweye vha tshi shumisa u mu fashe ngatsho.

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Itani uri tšiho tshi nyanye!

★ Nga zwenezwo, ni nga i khalagwa nga mivhala kana na ita mitala imi na funa.
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. The hermit crab stuck his head out of his shell and said, “The fisherman was so happy to have caught an octopus.”

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.

“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.
Zwi takadzaho nga ha Nal’ibali
Nal’ibali fun

1. a) Naa ni nga kona u kwakwanya zwifanyiso zwa vhavumbedzwa vha Nal’ibali zwi re nthi na fhasi?
b) Nwalani dzina ja mubvumbedzwa munwe na munwe nga fhasi ha tshifanyiso.

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. Here’s a word challenge!

• Follow the rules in the box and use the letters in the word wheel to complete this word. (Two of the letters have already been used.)

m _ _ a _ _ _ _

• 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 in your words.
4. No proper nouns allowed.

Milayo
1. Nwalani maiyi a re na majedere mavhili kana manzhi.
2. Shumisani jedere (hwe na fwe) re kha linga lubhishii fhezi.
3. Tsifhinga tshoṱhe ni shumisa jedere (hwe na fwe) re vhukati ha linga kha maiyi anu.

Nal’ibali yo itelwa u ni tshitwedza na u ni tikedza. Ri kwamene nga inwe ya dzenedzi njila:
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