Keep reading!

Reading for enjoyment doesn’t have to end when reading clubs take a break! Holiday programmes can provide spaces for children to continue enjoying and exploring stories during the school holidays.

In reading-for-enjoyment holiday programmes the emphasis is always on reading for pleasure! The activities that make up the programmes have one aim: to spark and maintain a love of reading and books.

There are many benefits to holiday programmes that focus on reading for enjoyment. Here are some of them.

- Holiday programmes help children to see reading as something they do in their free time. Seeing reading as an enjoyable leisure time activity is an important step in helping children to become lifelong readers.
- Holidays are usually less busy times. This means that there is more time available for reading-for-enjoyment activities than during the school term. So, holiday programmes can run for longer each day than reading-club sessions do during term times.
- Children who aren’t already members of a reading club can be included in holiday programmes. This introduces them to stories that they can read on their own.
- Reading clubs can provide spaces for children to continue enjoying and exploring stories, books and reading can be. It encourages them to become regular readers and even to join a reading club!
- Holiday programmes keep children busy and entertained in relaxed and safe environments. They are especially important if the children’s parents are working, and in communities where there are not a lot of things for children to do during the school holidays.

Children attend reading-for-enjoyment holiday programmes not because someone has told them that they have to, nor because they are rewarded for doing so. They attend simply because it is a fun and satisfying thing to do!

Find out more about running a reading-for-enjoyment holiday programme on page 3 of this supplement and in our Story Power Guide 5, which is available for free at www.nalibali.org.

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This supplement is available during term times in the following Tiso Blackstar newspapers: Sunday Times Express in the Western Cape; Sunday World in the Free State, Gauteng, Limpopo, KwaZulu-Natal and North West; Daily Dispatch and The Herald in the Eastern Cape.
10 fun holiday ideas

Whether you are at home with your own children or running a holiday programme, here are some activities that incorporate reading and writing to keep your children entertained during the holidays. The idea is to enjoy yourselves, so use the language’s you and your children feel most comfortable with.

1. Try something old and new. Together read stories by authors you have not tried before. Also encourage your children to introduce their favourite books to their friends and/or siblings.

2. Write the story’s words. Together look at a picture book that does not have any words. Then challenge everyone to write their own words for the story on separate sheets of paper. (Remember to write down the page numbers too so that you know where the words go!) Help younger children do this by writing down the words they tell you. When you have all finished, take turns reading your story words aloud while someone turns the pages of the book. Notice the ways in which each of your stories is similar and/or different.


4. Play a game. Here is a game that stimulates your children’s imagination and encourages critical thinking. Write some “Would you rather…” questions linked to winter on separate strips of paper. (For example: Would you rather sleep in a house made of large bones or bricks? Would you rather be the TV talk show host and others choose one person to be the TV talk show host and others choose one person to be the TV talk show host and others choose one person to be the TV talk show host and others choose one person to be the TV talk show host?) Ask your children to invent a machine to help do chores at home more easily. Let them draw a picture of their machine and label it to show how it works. They could even try to make a model of the machine using recycled materials.

5. Create a story wall. Find some space on a wall and stick up large sheets of blank paper. Give your children crayons and pencils and ask them to write and draw about the stories they enjoy.

6. Record your memories. Invite your children to draw pictures, use photographs, cut out words from newspapers and magazines, and use their own words to create posters or books called “My memories.”

7. Host a talk show. Choose a story that you have all read. Then choose one person to be the talk show host and others to be the characters from the book. Let the host interview the characters from the book.

8. Tell a story. Ask your children to find something that is small enough to fit into a pocket, and then to tell a story about it.

9. Create a letter without writing. Let your children cut out words from old newspapers or magazines and then paste them on paper to make a letter to a friend or family member.

10. Be an inventor. Ask your children to invent a machine to help do chores at home more easily. Let them draw a picture of their machine and label it to show how it works. They could even try to make a model of the machine using recycled materials.
Use what excites you about stories and books to help you create a fun and inspiring programme. But whatever activities you choose, proper planning is important. Here are some ideas to guide you.

1. Draw up a programme of activities for each day. Choose different types of activities to keep the programme interesting. Many of the activities can relate to the stories you have chosen, but include other reading or writing activities too.
2. Remember that many of the children will come back day after day so you will need different stories, songs and games. Practise doing the stories and activities you’ve chosen so that you know how much time they’ll take to complete.
3. Advertise your holiday programme at school parent meetings, in newsletters and on notice boards at libraries, clinics and schools.
4. Organise a sign-up day so that you know how many children will be taking part in the programme. This will help you decide what resources you need. Invite parents and other caregivers to come and register their children for the programme about two weeks before it starts.
5. Plan how you will make the venue attractive. Think about how to set up quieter areas where children will be able to look at or read books on their own, and other areas suitable for the activities you’re planning.

Make reading for enjoyment part of your school! For more information and guidance on how to do this, go to www.storypoweredschools.org.

Plan how you will make the venue attractive. Think about how to set up quieter areas where children will be able to look at or read books on their own, and other areas suitable for the activities you’re planning.

Tune into the following radio stations to enjoy listening to stories on Nal’ibali’s radio show:
- Sishweshwe FM on Monday, Wednesday and Friday at 9.45 a.m.
- Lesedi FM on Monday, Tuesday and Thursday at 9.45 a.m.
- Ligwalagwala FM on Monday to Wednesday at 9.10 a.m.
- Munghana Lonene FM on Monday, Wednesday and Friday at 9.35 a.m.
- Phalaphala FM on Monday to Wednesday at 11.15 a.m.
- RG6 on Monday to Wednesday at 9.10 a.m.
- SATV on Monday and Wednesday to Friday at 1.50 p.m.
- Thobela FM on Tuesday and Thursday at 2.50 p.m., on Saturday at 9.20 a.m. and on Sunday at 7.50 a.m.
- Ukhazi FM on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.
- Umhlobo Wenene FM on Monday to Wednesday at 9.30 a.m.
- X-K FM on Monday, Wednesday and Friday at 9.00 a.m.
- Motsweding FM on Monday, Wednesday and Friday at 9.30 a.m.

NAL’IBALI MO DIYALEMOWENG!

Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, Thuli, Special and the secret (pages 5, 6, 11 and 12) and I am the man (pages 7, 8, 9 and 10), as well as the Story Corner story, Crocodile’s funeral (page 13).

Thuli, Special and the secret
Thuli and her grandmother have a cow called Special. Thuli loves Special very much. She also loves biscuits. One day, Thuli makes a secret plan to share a treat with Special.

Write a review of this story and stand a chance of winning some books! See page 15 for details.

As you read the story, draw your children’s attention to the pictures and text by asking questions and making comments. For example:
- **pages 6 and 8**: Why do you think Thuli wants to share her biscuits with Special?
- **page 15**: Why do you think Special licks Thuli? What do you think her tongue feels like?

Have a discussion about secrets. Here are some questions you could talk about together:
- What is the secret in the story?
- Can some secrets be good while other secrets are bad?
- How do you know if a secret is bad?
- Do you think Thuli and Special’s secret was a good one or a bad one?

Ask your children to imagine that the boy from the story keeps a diary in his mouth. Suggest that they use these materials to make a cow.

Encourage your children to draw a picture of an animal or treat that is special to them, and then to write about why it is so special.

I am the man

This is a story for children aged about 10 years and older. It is about honesty, having the courage to do the right thing and second chances.

After you have read the story, spend some time discussing these questions together:
- Why do you think the boy steals?
- What do you think made him behave differently this time?
- Is it always easy to do the right thing? Explain your opinion.

Ask your children to imagine that the boy from the story keeps a diary in his mouth. Suggest that they use these materials to make a cow.

Encourage your children to write about what it feels like to have things in common with people who are not our relatives?

Tlhotlhomis le dira setshwa se se monate se le tele le tshwanetseng? Tlhalosa mogopolo wa gago. O akanya gore ke goreng Thuli a batla go kgaoganya bisikiti a Thuli le ke le tla tlela la mae kgotsa therei ya mae, khatalo, diketsi, sekgomaretsi, pente ya mmogo le matlhagatlhaga a leinane.

Ask your children to imagine that the boy from the story keeps a diary in his mouth. Suggest that they use these materials to make a cow.

Encourage your children to draw a picture of an animal or treat that is special to them, and then to write about why it is so special.

Crocodile’s funeral

All the animals in the bushveld were afraid of Crocodile, so they kept away from her. But at her funeral, they all came to her relief so that they can inherit her large piece of gold. What will it take to prove who her real relatives are?

Ask your children to imagine that the boy from the story keeps a diary in his mouth. Suggest that they use these materials to make a cow.

Encourage your children to draw a picture of an animal or treat that is special to them, and then to write about why it is so special.

Dear Diary

Today I was ...

Nne la matlhagathaga leainane!

Tse ke dikano.any tse di ka go thung a go dirisa abuka tse di thwahntsho tse sega-o-boloke, Thuli, Moratiwa le sephiri (ditsebe 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 le Ke nna monna (ditsebe 7, 8, 9 le 10, ga mmogoe le leainane le Sekhutlwana sa Leainane, Phithlo ya ga Kwenwa (tsese 14).

Thuli, Moratiwa le sephiri
Thuli le Nikon o wae gagwe ba na le kgaem e e bidwag Moratiwa. Thuli o nata Moratiwa thativa, Gape o nata dira. Ke le tsetso la sephiri ga dikaganya se turnsa le Moratiwa.

Nkla le tshokone ka ga Thuli. Tse ke dipela tse le ka buisanag ka tsebe mmogo.

Phithlo ya ga Kwenwa

Diphologolo tsetse tse kwa nangvene di ke tsebo ka dipologolo dikaganya sa bo tsetsebe, sephiri le la mae kgotsa therei ya mae, khatalo, diketsi, sekgomaretsi, pente ya mmogo le matlhagatlhaga a leinane.

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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.

Phithlo ya ga Kwenwa

Diphologolo tsetse tse kwa nangvene di ke tsebo ka dipologolo dikaganya sa bo tsetsebe, sephiri le la mae kgotsa therei ya mae, khatalo, diketsi, sekgomaretsi, pente ya mmogo le matlhagatlhaga a leinane.

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Ask your children to imagine that the boy from the story keeps a diary in his mouth. Suggest that they use these materials to make a cow.

Encourage your children to draw a picture of an animal or treat that is special to them, and then to write about why it is so special.
Special always looks at Thuli as she eats her cookies. Thuli wants to share her cookies with Special, but Grandmother gives her only enough for herself.

Thuli has the cookies. Special has her eye on the cookies. What’s their secret?
Thuli stays with her grandmother and their cow, Special, in the village. Her parents work in the city.

One day after listening to stories, Thuli follows Grandmother into the house, tiptoeing so that Grandmother won’t hear her. Thuli sees Grandmother take some biscuits out of the oven.

When the stories are finished, Grandmother gives Thuli some biscuits and a glass of fresh and creamy milk. Thuli’s parents bring the biscuits when they visit – chocolate chip biscuits. Thuli’s favourite.

Thuli o dula le nkoko wa gagwe le kgomo ya bone, Moratiwa, mo motseng. Batsadi ba gagwe ba dira kwa tštšotšo kgolo.

Thuli o dula le nkoko wa gagwe le kgomo ya bone, Moratiwa, mo motseng. Batsadi ba gagwe ba dira kwa tštšotšo kgolo.

Moratiwa o latswa Thuli fa a mo fa dibisikiti. Moratiwa o a nyenya. Thuli o a nyenya.

“Ke sephiri sa rona se se kgethegileng,” ga riolo Thuli.

Special licks Thuli when she gives her the biscuits. Special smiles. Thuli smiles.

“It’s our little secret,” says Thuli.
This story comes from
Stories that Talk 2,
Heartlines’ second
collection of stories
about values.
For more information
please email
info@heartlines.org.za
or phone (011) 771 2540.

Ke nna monna

I am the man

Bridget Krone
Lois Neethling
Fa o akanya gore ke tlele go bolela gore o tsele jang botselo jwa gago, o phoso. Ema pele go frithela o alise botsela mme o tla bona gore ga ke monna wa mofuta oo. O se ka wa tsaya ditlhuto tsa botselo mo go nna. Se ke tileng fela go go se bolela ke gore go dirageto eng mme wena o tshwaletse o itharabololele dilo ka bowena.

If you think I’m going to tell you how to live your life, you are wrong. Just wait until you know me a bit better and you’ll see that I’m not that kind of guy. You mustn’t take any life lessons from me. All I’m going to do is tell you what happened and then you must work things out for yourself.
Ga go motho yo o bonang matsogo a me a dira, ka gonne ke na le matsogo a lefofa. Matsogo a ame a kgona go tsholetsa sepatšhe go tswa kwa morago ga kgetsi botlhofo, ka bonako, moo e leng gore o ka se utlwe le fa e le tshikinyego e nnye. Ke kgona go bofolola tshupanako fa o obile mokwatla go tshuba motsoko, moo e leng gore o ka se gakologelwe letsogo la me le go tshwara. Gape ke itse sentle gore o zipile kae selefounu ya gago. E mpitsa go tloga kwa kgetsaneng ya gago ya sephiri mo kgetsing ya gago … Ke e utlwa go tloga kwa renkeng ya dithekesi.

Ke bone mosadi kwa matsenong a lebenkele la ditheoto tse dintsi. O ne a a na le mosetsanyana, a itshwareletse ka mosese wa gagwe. Ke ne ke mo lebeletse a ntsha ngata ya madi e e neng e bofeletswe mo letseleng le le leswe. O ne a bala madi a pampiri le a tshipi ka sephiri, a a beile gaufi le mmele wa gagwe. O ne a sosobanya sefatlhego mme a sukunyetsa madi mo kgetsaneng e e fitlhegileng mo moseseng wa gagwe. O ne a akgela ngwana mo lethekeng la gagwe mme a tsena mo lebenkeleng.
It was a Saturday morning and month-end: the best day for picking pockets. I can get lost in the crowd better than anyone else on the streets. I am small for thirteen and you would not remember my face if you had to report me to the police. “Just a small boy, Officer,” you would say. “Short hair, brown eyes I think … um …” E ne e le mose af wakele le mafelo a kgwedi: letsatsi le le bothokwe thata la go utswa. Ke kgona go nyelela mo boidiiding jwa batho botoka go feta mongwe le mongwe mo mehlieng. Ke monnye thata moo ke sa lekaneng le dingwaga tsa me tse sometharo e bile o ka se gakologelwe sefatlhego sa gagwe a le mpha la go kathaleng. Ke akanya gore o ile … kwa.” O tla supa, mme o ka se nne le bonnete.

Lots of people were crowding round to look at the woman. I moved like a snake and slipped in beside her. I made two quick movements. With one hand I slipped the bundle of money into the little girl's fist and with the other I pinched her leg. Hard. She cried out and her mother turned to her.

The manager stood talking to her, his hands on his hips. His face was like a blank wall.
Thuli stays with her grandmother and their cow, Special, in the village. Her parents work in the city.

After eating, Thuli and Grandmother sit under the tree and Grandmother tells Thuli stories.

She runs back outside and tells Special that soon she will have biscuits to share with her.

She opens the oven and takes out some biscuits for Special.
Moragonyana mo motshegareng, Nkoko le Thuli ba ne ba robala go se kae. Ba ne ba tsoga go lebelela phirimo ya letsatsi.

Later in the afternoon, Grandmother and Thuli have a nap. Then they wake up to watch the sunset.

Morago ga phirimo ya letsatsi, Thuli o ne a nanabelela mo kitšhining.

Every morning Thuli’s grandmother wakes her up early to go and watch the sunrise.

When the sun has set, Thuli sneaks off into the kitchen.

When the sun is up in the sky, Grandmother bathes Thuli. She brushes Thuli’s teeth, washes her face and brushes her hair.
All the animals knew that Crocodile had a big pile of gold in her house, but none of them had ever seen it because Crocodile was nasty and mean. She would chase them away and bite them with her sharp teeth.

One hot day in summer, Monkey was out walking by the river when he saw Crocodile lying in the sunshine. Monkey, who was very naughty, picked up a stick and poked Crocodile on the side of her body. Crocodile didn’t move, so Monkey poked her again.

“She must be dead,” said Monkey. He ran off to tell the other animals.

All the animals arrived to have a funeral for Crocodile. They stood around her body and talked. They wanted to know who would get Crocodile’s big pile of gold. They all wanted the gold, of course, but the law of the bushveld said that the gold belonged to Crocodile’s relatives.

And that was the problem – nobody knew who Crocodile’s living relatives were. So wise Tortoise called a big meeting on the river bank to find out.

First the birds, with their colourful feathers and beautiful voices, stood up to speak. “We must be the living relatives of our dear mother Crocodile,” they sang together. “Even though Crocodile was not as beautiful as we are, she laid big eggs in the sand. We deserve her big pile of gold.”

The other animals shouted, “NOOO!” and the birds sat down.

“That is very true,” said Tortoise. “Crocodile did lay big eggs in the sand. Does anyone else have something to say about it?”

The lizard clan stood up, and hissed at the birds. “That’s rubbish,” said the leader of the lizards. “I know plenty of lizards who also lay eggs, and we aren’t birds at all. Crocodile was a member of our clan because of her scaly skin. We deserve the big pile of gold.”

The other animals shouted, “NOOO!” and the lizards sat down.

“That is also very true,” said Tortoise. “Crocodile does have scaly skin. Does anyone else have something to say about it?”

There was a splash from the river, and four blue heads popped out of the water. “We don’t care if she laid eggs, or had scaly skin,” said the fish. “We have scales too, and we used to watch Crocodile swim underwater every day. She was a fish, just like us. We deserve the big pile of gold.”

“Oh no, that’s not true,” said the leader of the lizards. “Just look at her lying there. She has four legs. Show me a fish with four legs.”

“But she swam,” said the fish.

“Wait!” said Springbok. “Crocodile has four legs. Everyone in the buck clan has four legs too, so she must have been a buck. We deserve the big pile of gold.”

“Gobble you up?” said Crocodile smiling. “Why would I eat my own relatives? Come on, lizards. Let’s go and have dinner.”

“So the lizards followed Crocodile to her hut, where they ate marula cake and drank delicious spring water, and told jokes and laughed until it was dark outside. And from that day on, all the animals knew that the lizards were the true living relatives of Crocodile, and that when she did actually die, they would get her big pile of gold.
Diphologolo tsothi di ne tsa goroga go direla Kwenaphitlho. Di ne tsa dikaganyetsa mmlele wa gagwe mme tsa bua. Di ne di batla go itse gore ke mang a tšileng go bona gauta ya ga Kwenaphitlho. Tsothi di ne di batla gauta, mme molao wa kwa nangeng o ne o re gauta ya ga Kwenaphitlho ke ya balelapa la ga Kwenaphitlho.

Se e ne e le bhotlha – go ne go se na yo o itseg balelapa la ga Kwenaphitlho. Ka Kwenaphitlho yor a o bhotlha a bitsha pitso mo dlingo tsa noka go batlhasa.

Dinonyane pele, ka diphuka tsa tsoe tse di mebalabala le mantwse a tsonae a a montwse, tsa ema go bua. “Te tshego tsa mmola la go balelapa ya ga Kwenaphitlho,” ga bua dinonyane mme. “Le re se ka wa re kometsa, Kwena.”

Go tšileng go bona gauta ya ga Kwenaphitlho, le gore fa Kwena a sule ka nnete, ba tla tsaya gauta leo, diphologolo tsotlhe di ne di itse gore mekgantitswane e ne e le balelapa la ga Kwenaphitlho.

Ga tšelang. Jaanong mekgantitswane ya sala Kwena morago ka potlhalo, o se ka wa re kometsa. “Ke eng fa lo ne lo dira jalo?” ga botsa mapi re di mmolomo ya di mantswe a a kweee.

“Ke lo kometsa?” Kwena a bua a nyenya. “Goreng nka ja balelapa la me?”

“Ke ne ke robetse,” ga bua Kwena ka lentswe la ga Kwenaphitlho. “Ke tsositswe fela ka re tšo.”

“Ke ne ke akanya gore o sule,” ga bua Kwenaphitlho, a ronoma mo lebotla gore la gagwe.

“Emisang, lotlhile! Emisang!” ga baa Kwenaphitlho, mme go se nne le yo o mo reetseng. Ka nake, Kwenaphitlho a utlwa a lgotlisa le lebotla gore la gagwe o lebelela kwa morogo. Sengwe se se maswe se se ne se se lebelelo. Se se ne se na le matlho a magolo le mena a a bogale thata. E ne e le Kwenaphitlho.

“Ke le akanya gore o le balela,” ga bua Kwenaphitlho, mme go se nne le yo o le botla gore la gagwe.

“Ke ne le robotse,” ga bua Kwenaphitlho ka lebelelo la gagwe se lebola. “Ke tšoisiwe fela ka re tšo.”

“Ke ne ke robetse?” ga bua Kwenaphitlho, mme go se nne le yo o reetseng.
Nal’ibali fun
Monate wa Nal’ibali

Cut out these pictures of Afrika, Bella, Noodle, Hope and Neo. Then stick them to the tops of spoons or sticks to create your own Nal’ibali puppets. Use them to make up a story and put on a puppet show!

For a chance to win some Book Dash books, write a review of the story, Thuli, Special and the secret (pages 5, 6, 11 and 12), and email it to team@bookdash.org, or take a photo and tweet us at @bookdash. Remember to include your full name, age and contact details.

Go bona tšhono ya go gapa dibuka tsa Book Dash, kwala tshekasheke ya leinane, Thuli, Moratiwa le sephiri (ditsebe 5, 6, 11 le 12), mme o le romile go team@bookdash.org, kgotsa setshwantsho mme o se romile ka twitter go @bookdash. Galologelwa go tseyana maina o gago ka botlilo, dingwaga le dintla tsa gago tsa kologanyo.
1. Crack the code!

What are Neo and his friends going to spend time doing during the holidays? Use the blue code-breaker table to help you find out.

- Neo is going on a (19, 15, 3, 5, 18) tour for the first week of the holidays.
- Mibali is going on an outing to a (4, 1, 18, 13) with the other children at Gogo’s educare centre.
- Bella is going to (18, 5, 1, 4) and take him to play with the other dogs at the (16, 18, 17).
- Hope is taking part in a (11, 1, 18, 1, 20, 5) competition.
- Afrika and Dintle are going to help their mother to (2, 1, 11, 5) cakes and biscuits for her stall at the winter fair.
- Priya is going with her sister to a story workshop at the (12, 9, 2, 18, 1, 18).
- Josh is helping to run a (8, 15, 12, 9, 4, 1, 25) for the younger children at his school.

Use the code-breaker table to write down the code for each task.

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</tbody>
</table>

2. Write in code!

Use the code-breaker table to write down the code for six things you want to do during the holidays. Give your list and the code-breaker table to a friend or parent. Can they crack the code?

Your list:/Lenaane la gago:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Crack the code here:/Rarabolola khoutu:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Answers:

- 1. Kgwele ya dinao
- 2. polaseng
- 3. buisetsa, phakeng
- 4. karate
- 5. baka
- 6. laeboraring
- 7. Lenaneo la matsatsi a boikhutso

Dikarabo:

1. Kgwele ya dinao
2. polaseng
3. buisetsa, phakeng
4. karate
5. baka
6. laeboraring

3. Kwala khoutu!

Dirisa tafole e a botala jwa mmalwa le legodimo go go thusa go rarabolola khoutu e ya mokwalo.

- Neo o tsaya loeto la (11, 7, 23, 5, 12, 5) (25, 1) (4, 9, 14, 1, 15) ka beke ya nitla ya malatsi a boikhutso.
- Mibali o tawa loeto go ya kwa (16, 15, 12, 1, 19, 5, 14) le bana ba bangwe kwao kagong ya tholo le thokomelo ya go Gogo.
- Bella o ya go (2, 21, 9, 19, 5, 20, 19, 1) Noodle le go mo isa go ya go thumelela le dintša se dingwe kwa (16, 8, 1, 11, 5, 14, 7).
- Hope o tsaya karolo mo kgaisanong ya (11, 1, 18, 1, 20, 5).
- Afrika le Dintle ba ya go thusa mme wa bana go (2, 1, 11) dikhuto le dibisikiti tsa sekhutlwana sa gago se kwa maneketsang o monga.
- Priya o tsamaya le ausi wa gago go hanela katša ya go kwala manane kwa (12, 1, 5, 2, 15, 18, 16, 18, 9, 14, 7).
- Josh o thusa go tsamaisa (12, 14, 1, 14, 5, 15) (12, 1) (13, 1, 20, 19, 1, 20, 19, 9) (12, 1, 9, 11, 8, 21, 20, 19, 13).

Kwala mainane kwa sekalong sa gago.

- Neo o tsaya loeto la (11, 7, 23, 5, 12, 5) (25, 1) (4, 9, 14, 1, 15) ka beke ya nitla ya malatsi a boikhutso.
- Mibali o tawa loeto go ya kwa (16, 15, 12, 1, 19, 5, 14, 7) le bana ba bangwe kwao kagong ya tholo le thokomelo ya go Gogo.
- Bella o ya go (2, 21, 9, 19, 5, 20, 19, 1) Noodle le go mo isa go ya go thumelela le dintša se dingwe kwa (16, 8, 1, 11, 5, 14, 7).
- Hope o tsaya karolo mo kgaisanong ya (11, 1, 18, 1, 20, 5).
- Afrika le Dintle ba ya go thusa mme wa bana go (2, 1, 11) dikhuto le dibisikiti tsa sekhutlwana sa gago se kwa maneketsang o monga.
- Priya o tsamaya le ausi wa gago go hanela katša ya go kwala manane kwa (12, 1, 5, 2, 15, 18, 16, 18, 9, 14, 7).
- Josh o thusa go tsamaisa (12, 14, 1, 14, 5, 15) (12, 1) (13, 1, 20, 19, 1, 20, 19, 9) (12, 1, 9, 11, 8, 21, 20, 19, 13).

Neo le ditša le gago ba ile go dira eng mo malatši a boikhutso? Dirisa tafole e a botala jwa mmalwa le legodimo go go thusa go rarabolola khoutu e ya mokwalo.

- Neo o tsaya loeto la (11, 7, 23, 5, 12, 5) (25, 1) (4, 9, 14, 1, 15) ka beke ya nitla ya malatsi a boikhutso.
- Mibali o tawa loeto go ya kwa (16, 15, 12, 1, 19, 5, 14, 7) le bana ba bangwe kwao kagong ya tholo le thokomelo ya go Gogo.
- Bella o ya go (2, 21, 9, 19, 5, 20, 19, 1) Noodle le go mo isa go ya go thumelela le dintša se dingwe kwa (16, 8, 1, 11, 5, 14, 7).
- Hope o tsaya karolo mo kgaisanong ya (11, 1, 18, 1, 20, 5).
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- Josh o thusa go tsamaisa (12, 14, 1, 14, 5, 15) (12, 1) (13, 1, 20, 19, 1, 20, 19, 9) (12, 1, 9, 11, 8, 21, 20, 19, 13).