Print all around us!

How much print is there in your children’s environment? Do they see signs, notices, advertisements, posters, books, letters, emails, newspapers and magazines around them? And how many languages are these things written in?

Children learn to read more easily when they are surrounded by print because print-rich environments show them what reading and writing can be used for. Here are some ideas to help you create a print-rich environment at home, school or your reading club.

1. Look for print everywhere. Collect different types of writing that you think would interest your children. Try to find take-away menus, old greeting cards, train or bus timetables, blank forms, information pamphlets, advertisement flyers, telephone directories, newspapers and magazines. Children can use these things as props when they act out stories, or when they play make-believe games with siblings and friends. They can also cut them up to create their own cards, posters, pictures or books.

2. Print in our communities. As you take your children to or from school, and when you go on outings with them, draw their attention to the print on road signs, shop signs and on billboards.

3. Display different ways we use print. Collect empty food packaging and packaging from cleaning products for children to use in their “at home” and “shopping” games. At home, hang up a calendar and write important dates on it, like your children’s birthdays and other celebrations. On the fridge, keep a list of the things you need to buy next time you go shopping.

4. Make your own posters. Think about what interests your children and make your own posters on these topics. Draw your own pictures or use ones from newspapers and magazines. Then write information, slogans or messages in one or more languages to complete the posters. Display them where it is easy for children to read and replace them regularly to keep your children interested!

5. Collect rhymes. Write rhymes and songs you know onto large sheets of paper – and suggest that your children do the same! Spend time saying the rhymes and singing the songs together.

6. Make an alphabet washing line. Together with your children, write the letters of the alphabet on separate sheets of paper and draw a picture for each letter. Put a piece of string across the room or along a wall and use pegs to hang up the letters in alphabetical order.

7. Take a trip to the library. Borrow books from your library – it’s a good supply of free reading material!

8. Collect free Nal’ibali resources. Build up a collection of five bilingual posters to display at home, or at your school or reading club by looking out for the poster on page 2 of this Nal’ibali Supplement and in the next four editions. Don’t forget to build up your collection of storybooks by saving the cut-out-and-keep books in each Nal’ibali Supplement.

Mongolo hohe moo re phelang!

Ho na le mongolo o mokae tikolohong ya bana ba hao? Na ba bona matshwao, ditsebo, dipatapato, diphousetara, dibuka, mongolo, ditsebo, dikoranta le dimakasine moo ba teng teng ha ba ntse ba tswela pele ka bophelhe ba lestsa? Mme ke dipuo tse kae tse dirhino tse di ngotswego ka tsona?

Bana ba hao bina dipale ka ho ha sebe le ho hla kgake tsa ho bana ba lehato le bokella le mongolo habane dikholo tsa ruleng mongolo di bo bonitsa hore ho bala le ho ngola di ka sebedisetsweng. Ena ke mehopolo etse tse e ka o thiungo ea heta hore lelopa, sekola kapa felapoa ya hao ya hao ba bina le bokella le ruleng ka mongolo.

1. Batho le mongolo hohele. Bokella mefuta e fapaneng tseo tla kgotla ho bana ba hao. Lekha le hama dua dipilo tsa ditsebo tsa dikarete tse dirhino le sebedisang mongolo ka tsona.

2. Mongolo setshang sa rona. Ho o isa bana le ho le bota sekholo tla le o kehla le bana, lela o bokella le mongolo, lela o bokella le sebedisang mongolo tseo leqepheng le ka lebina ya ho tse leqepheng le ka lebina ya ho tse.


4. Lekha le dikarete tsa tse tse leqepheng le ka lebina ya ho tse leqepheng le ka lebina ya ho tse.

5. Yekera le tse tse leqepheng. Bokella le dikarete le bokella le mongolo.

6. Mmoho le bana ba hao, ngologo ditseba tsa le qepheng le bokella le mongolo le tse leqepheng le ka lebina ya ho tse leqepheng le ka lebina ya ho tse.

7. Sebokela le bokella le mongolo.


Join us. Share stories in your language every day. Eba le rona. Bala le ho phetole bana ba hao dipale ka puo ya lapeng kamehla.

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.

Kalahle ya 141 Edition 141 Sesotho, English

Kalahle ya 141 Edition 141 Sesotho, English

Drive your imagination

INSIDE!

Find a bilingual poster on page 2 to help you create a print-rich environment for your children - and then, collect another poster in each of the next four editions of the Nal’ibali Supplement!

KAHARE!

Fumana phousetara ya dipuo tse pedi leqepheng la 2 baling sa ho a o tshisa ho bana ho kepola le ruleng ka mongolo baling sa bana ba hao – veme ebo e bokella phousetara e ruleng e bokella phousetara ka ruleng ka mongolo baling sa bana ba hao. Ee bokella phousetara e ruleng ka mongolo baling sa bana ba hao – veme ebo e bokella phousetara e ruleng ka mongolo baling sa bana ba hao. ebo e bokella phousetara e ruleng ka mongolo baling sa bana ba hao. ebo e bokella phousetara e ruleng ka mongolo baling sa bana ba hao.
Iketsetse motswalle.
Bala buka.

Make a friend.
Read a book.
Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, The boys (pages 5, 6, 11 and 12) and Unathi and the dirty, smelly beast (pages 7, 8, 9 and 10), as well as the Story Corner story, Flying a kite (page 14). Choose the ideas that best suit your children's ages and interests.

The boys

A group of boys are enjoying a game of soccer until they have to stop playing because a farmer doesn't want them playing near his cows. They are so disappointed, but then the farmer surpises them.

Follow the suggestions on page 13 for using this wordless picture book.

After you and/or your children have finished telling the story, write down the story (or different stories) you have told. Help children who are not yet able to write on their own, by writing down the story they tell you. Enjoy reading your stories to each other!

Unathi and the dirty, smelly beast

Something is following Unathi! It is a dirty, smelly beast! Unathi discovers that although she and the beast may be different in some ways, there are other ways in which they are similar. And so, Unathi learns that someone doesn't have to be exactly the same as you to be your friend.

Write a review of this story and stand a chance of winning some books! See page 13 for details.

If you are using this story in your classroom or at your reading club, play the game, "Step into the circle" before you start reading. This game highlights how we are all similar to and different from each other. This is how you play the game:

Ask the children to stand in a circle. Explain that you are going to say different sentences and that they should step forward into the middle of the circle if a sentence describes them. Ask the children to step back into the circle each time before you say a new sentence.

Start with a sentence about something the children are wearing. (For example: I am wearing trousers.) Then use a few sentences that describe things the children might prefer or are good at. For example: I like reading stories about animals. I am good at sharing. I am good at telling jokes. Finish the game with a sentence that describes all the children. (For example: I am a member of this reading club.)

Ask the children if they noticed that there were some ways in which they were like others and some ways in which they were different. Point out that no one is exactly the same as anyone else. Our differences make each of us unique.

After you have read the story, spend some time discussing these questions together.

Do you enjoy doing the things that Unathi and the beast did in the story? Are you good at any of them? What other things are you good at?

How do you think Unathi felt about the beast at the beginning of the story? Look at the pictures at the beginning of the story together, if necessary.

How do you think she felt about the beast at the end of the story? Why do you think she changed her mind?

Suggest that your children write or tell a story called, "Unathi and the clean, lovely beast" that starts where this story ends!

Flying a kite

Tsebogo and Mofatlane are flying their kite when it breaks their neighbour's TV aerial. They are scared of getting into trouble, but they know it is wrong to just run away. What will they choose to do and what will their neighbour say?

In the story, there is a description of what Mrs Ntshona's face looks like when she is angry. Encourage your children to draw a picture of what their face or a friend's face looks like when they are angry.

Ask your children to suggest:

why they think Mrs Ntshona was angry with the boys at the beginning of the story and not at the end.

what might have happened if the boys had run away instead of offering to pay for the broken aerial.

what they would have done if they had been one of the boys.

Eba mahlahlahaka ka pale!

Mehalopo e itseng ke ena bakeng sa ho sebedisa dibuka tas dithwanya sa se hlahlahaka sa ho sebedisa dibuka! Bashemane (maqephe ana 5, 6, 11 le 12) Unathi le sebata se ditshila, se nkangang (maqephe ana 7, 8, 9 le 10), estitana le pale ya Hukungya ya Dipale, Ho fofisa khaete leqephe la 15). Kgetha mehalopo e tshwanelang hantle dilemo le dibhasellosa tsa bana ba hao.

Bashemane

Sethopha sa bashemane se nateauwe ke papali ya bao ya mato ya 11!Ma be letlhoko ho hlohela ho hlopa ho helela ho nobo! Ba tetla ho hlopa hloa le hlokga! Ba sebelela ho hlotse ho neng ho hlonga monagwane.


Unathi le sebata se ditshila, se nkangang

Ho ho me le nho e sebedisa Unathi mora! Ke sebata se ditshila, se nkangang! Unathi o lufume hore leka ya le sebata sena sa sa sebedisa ka ditsela tse itseng, ho le na le ditsela se teae ka teae sa tshwane ka tsona. Kahoo, Unathi o itshaba ho ntho e motšeng e mong e mopo se ka tshwane se hloha le sebata le na le hlohanong se hloha le sebata sa bolo ya tsebang. Ke ho le sebedisa kena le sebedisa wena le wena le hloha se balela ya balela ya balela ya wena le sebedisa ya balela ya balela ya balela.

Write a review of this story and stand a chance of winning some books! See page 13 for details.

If you are using this story in your classroom or at your reading club, play the game, "Step into the circle" before you start reading. This game highlights how we are all similar to and different from each other. This is how you play the game:

Ask the children to stand in a circle. Explain that you are going to say different sentences and that they should step forward into the middle of the circle if a sentence describes them. Ask the children to step back into the circle each time before you say a new sentence.

Start with a sentence about something the children are wearing. (For example: I am wearing trousers.) Then use a few sentences that describe things the children might prefer or are good at. For example: I like reading stories about animals. I am good at sharing. I am good at telling jokes. Finish the game with a sentence that describes all the children. (For example: I am a member of this reading club.)

Ask the children if they noticed that there were some ways in which they were like others and some ways in which they were different. Point out that no one is exactly the same as anyone else. Our differences make each of us unique.

After you have read the story, spend some time discussing these questions together.

Do you enjoy doing the things that Unathi and the beast did in the story? Are you good at any of them? What other things are you good at?

How do you think Unathi felt about the beast at the beginning of the story? Look at the pictures at the beginning of the story together, if necessary.

How do you think she felt about the beast at the end of the story? Why do you think she changed her mind?

Suggest that your children write or tell a story called, "Unathi and the clean, lovely beast" that starts where this story ends!
Dear Na'ilibali

Please help me! I am passionate about reading, but I don't know how to get my nine-year-old daughter to read for pleasure. She struggles with reading at school and so she doesn't want to read at home. I know the more she reads, the better she will get at it, but I just don't know how to get her to want to read.

Jason Chetty, Durban North

Dear Jason

When reading is difficult for children, they are less likely to want to do it in their spare time. Try to find ways for your daughter to experience the joy of books and stories where she does not have to read on her own.

Encourage her to try reading for pleasure, by spending 15 minutes reading to her before bedtime every day. Let her choose which book or books she wants you to read to her, and if you start a book and she says she doesn't like it, let her choose a different one. Try to find wordless picture books for her to read on her own and/or with you. (See our tips for using wordless picture books on page 13.) And let her listen to stories too. You can find audio stories for her to listen to on the Na'ilibali website and mobisite – www.nalibali.org and www.nalibali.mobi.

Take her to see a movie based on a book and afterwards suggest you read the book to her!

The most important thing is … encourage, encourage and encourage your daughter to read, but never force her! We're sure that she'll get hooked on books in time.

The Na'ilibali Team

Na'ilibali ya ratehang

Ke kopa le nhinushe! Ke mofho ya ratel la bota, empa ha ke tsebe hore ke etse jwag hore moradinnya wa ka ya alimo di raboleng o balle bashabhbiso. O na le bophaha ho bota sekelong mme kha ho bate ho bota ha le lapang. Ke a tsebe hore ha a ka dula a bota, o tla nthlaleng hohelo, empa ha ka tsebe hore ke etse jwag hore a rate ha bota.

Jason Chetty, Durban North

Jason ya ratehang

Ha bana ba thataTafalwa ke ho bota, ba keke ba bota ho bota ka nako ya bona ya phomolo. Leka ho fumanana nako bakeng sa hare moradi wa hao a ihumanele monyaka wa aliba le dipala moo o sa Kameleho ha bota le a mpong.

Mo kgotshelte ha leka ho bota bashabhibo, ho ka nka metsotsa 15 o mmala kameleho pele a noba. E re e kgethe buka kupwa akupa tseka lebali hore o mmalello tsoa, mme ha a ka qala bota yabo a re ha e rate, e re e kgethe e ngwane hape. Leka ho mmmalela akupa tsaka dithwanehloho tse se nang mantswe lopitsepelo ha o mpisa tsoa ka bojeyo, lekapwa a dula le lema. Sibheka diketsele tsa rona bakeng sa ho sebedisa akupa tsa dithwanehloho tse se nang mantswe leqephehadi la 13.1 E re a mamele le dipala hape. 10 ka fumanana dipala tse mameleho hore a di mamelele lebasa tlang ho dula le hethekeng ho buka e. (See our tips for using wordless picture books on page 13.)

Ntho e bohlokwa ka ho fetisisa ke … kgothaletsa, kgothaletsa mme o kgothaletse moradi wo hao ho bota, empa hohang a se ka wa mo gbela. Re ra le bontse ho bota ho a hothelela ke dibuka ha nako e mpete e lesepa.

Sephapha sa Na'ilibali

Dear Nal'ibali

I want to share with you that the day before yesterday my son, Marné, read a whole book on his own! This is the first time he has done this and I am so proud of him. It was a picture book called, Otto gaan stap by Eric Hill. Yesterday for homework he had an assessment task to do. He had to write twelve sentences about any book he had read. You can guess which book he wrote about! I am one happy mother. I want to say thank you very much to Na'ilibali for your help and guidance. I could use what I have learnt from you in my own home. Again, thank you very, very much!

Denise Nagel, Willowmore

Dear Denise

Congratulations on your son’s achievement! We are so pleased to play a part in Marné’s literacy journey. You have given him a gift that will last a lifetime!

The Na'ilibali Team

Na'ilibali ya ratehang

Ke botla ho a phetela ho sebo hama mora mara wa ka, Marné, a badle bota yake ka bojeyo! Lema ke lekgologa la pele a etso sena mme ke motla teho ka yena. E ne e le bota ka dithwanehloho e bitswang, Otto gaan stap ka Eric Hill. Masobane bakeng sa moseno bo lapang o re o ema le moseno wa telo ho o nang o lekile ho o etso. O ne o lekile ho ngwane dipale dipale te lebanome te metsa e mmedi maba ke bota a e a badle e ngwane. O se o ka nashaeteleho hore a tla ngwane kwabo a bota efe! Ke mme ya thabiloeng rure! Ke lokate ka leboho Na'ilibali hohelo hale ka thuto la tataiso ya lema. Ke kgazine ho sebedisa se ho ihutsheng sono ho lona ka lapang ka ho. Hape! Ke leboho ho menahane!

Denise Nagel, Willowmore

Denise ya ratehang

Re o a leboshoa ka bopihleho bo bota wa hao! Loe thabohelo hohelo ho ba le seboa leeleng la Marné la lebo ho bota ho le ngwane. Ho mme file mpho e tlago ho dia le yena bophelo le hae boheto!  

Sephapha sa Na'ilibali
The boys was created as part of the Dithakga tša Gobala project (2017). The aim of the project was to create wordless picture books based on stories sourced from parents and children in the Mamelodi community in Pretoria, South Africa. Wordless picture books allow readers to use the illustrations to create a story in a language of their choice. In this way, the project hopes to foster a love of books, reading and storytelling regardless of literacy levels, language preference and age.
Unathi and the dirty, smelly beast

Unathi le sebata se ditshila, se nkgang

Jess Jardim-Wedepohl
Jon Keevy
Thokozani Mkhize

Lots more free books at bookdash.org

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 or www.nalibali.mobi

Something is following Unathi.

The beast is not dirty. The beast is not smelly. The beast is clean and lovely.

Ho na le ntho e setseng Unathi morao.

Sebata ha se ditshila. Sebata ha se nkge. Sebata se hlwekile, se a rateha.
Unathi and the beast hide in the bubbles.

Unathi le sebata ba ipata ka hara dipudulana.

It is dirty. It is smelly. It is a beast!

E ditshila. E a nkga. Ke sebata!
“No dirty, smelly beasts in the house!” says Mama.

Unathi and the beast are good at sneaking.

Unathi is good at running.
The beast is good at chasing.

Unathi o hlile o tseba ho matha. Sebata le bona se hlile se tseba ho lelekisa.
Using wordless picture books

Wordless picture books, allow you and your children to use the pictures to create a story of your own. Young children enjoy them, but older children who find reading difficult often enjoy them too. Wordless picture books are useful if there are not a lot of books published in your language, and can also be used in multilingual classrooms or reading clubs.

But wordless picture books are more than just fun to use. They also help your children learn how stories are structured – they have a beginning, a middle and an end. Increase your children’s vocabulary as they try using new words to name unfamiliar things in the pictures, or try to use new words in their story. Encourage creatively because your children have to use their imagination to tell the story – and there is no “right” or “wrong” way to tell it! Here are some tips to help you use wordless picture books with children.

1. Read the title (or translate it and say it in your language) and then flip through the book looking at the pictures with your children. Now you’re ready to start again at the beginning and to tell the story from the pictures.

2. You can tell the story or invite your children to do this. Or, make it up together using the pictures to guide you.

3. Comment on things in the pictures, and make connections between them and your child’s life. For example: “Where do you think that mouse is going? Do you remember we saw a mouse in the backyard this morning?”

4. Encourage your children to use the pictures to create a story of their own. Young children enjoy them, but older children who find reading difficult often enjoy them too. Wordless picture books are useful if there are not a lot of books published in your language, and can also be used in multilingual classrooms or reading clubs.

5. For a chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.

For your chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), 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.
“Oh no!” gasped Motlatsi and Tshepo as their black and red kite landed on Mrs Ntshona’s roof winding itself around the TV aerial.

“Quick! We must pull it loose!” shouted Tshepo.

Motlatsi grabbed the string and tugged. To his horror, the TV aerial that was already old, bent over until it almost touched the tiles on their neighbour’s roof.

“Dad will be so angry!” Tshepo cried, covering his face with his hands.

“Not half as angry as Mrs Ntshona!” Motlatsi replied. He grabbed his brother and ducked behind the garage. “Look! There she is!”

Sure enough, Mrs Ntshona stood outside her kitchen door with her hands on her hips. The boys could see that she was angry. She looked up at the roof and saw the bent aerial. Her eyes widened. She shook her head. Her two eyebrows came together in the middle of her face. She tapped her foot on the floor. Her lips were one straight line.

“Dad told us to fly the kite only in the park and we promised we would!” whispered Tshepo to his brother.

“We’re in big trouble now,” agreed Motlatsi. “We didn’t listen to him! What do you think he will do?” His foot kicked the dust.

“Maybe Dad will take away our kite,” replied Tshepo, “or he won’t give us money to buy sweets again.” He stared into his brother’s eyes.

A look of disappointment passed over Motlatsi’s face. “Yikes! What else?”

“We broke our promise. A promise is forever.” Tshepo sat down and put his head in his hands.

“So what happens now?” asked Motlatsi as he bit his nails.

Tshepo scratched his head. “Dad won’t trust us again.”

“What does that mean, Tshepo? What is trust?” asked Motlatsi.

“Ssh! Not so loud! Mrs Ntshona will hear us! I think it means that he won’t believe us when we tell him something,” Tshepo whispered.

“Okay, Tshepo,” replied Tshepo, “or he won’t give us money to buy sweets again.” He stared into his brother’s eyes.

A look of disappointment passed over Motlatsi’s face. “Yikes! What else?”

“We broke our promise. A promise is forever.” Tshepo sat down and put his head in his hands.

“So what happens now?” asked Motlatsi as he bit his nails.

Tshepo scratched his head. “Dad won’t trust us again.”

“What does that mean, Tshepo? What is trust?” asked Motlatsi.

“Ssh! Not so loud! Mrs Ntshona will hear us! I think it means that he won’t believe us when we tell him something,” Tshepo whispered.

“You mean like when I said that I passed Maths at school?” asked Motlatsi, sweating.

“No, he believed that because he read your school report,” said Tshepo.

“You mean like if I tell him I ate ice-cream for lunch?” suggested Motlatsi, trying to understand.

Tshepo shook his head. “Not exactly,” he said. “It has to be something important.”

“Like when I lost the two rand he gave me?” asked Motlatsi. “I told him it dropped out of my pocket.”

“Did you really drop the money, Motlatsi?” asked Tshepo.

Tshepo shook his head. “Never! Dad knows that.”

“Okay, then what is trust?” asked Motlatsi. “I think it means that he will believe us when we tell him something.”

“Exactly!” said Tshepo. “A promise is so important. If you promise someone that you won’t do something, then you must not do it – ever. And, if you promise someone that you will do something, then you must do it so the person can trust you. Like when you promised Sibongile you’d find her new pen and you did! Now see!”

Tshepo and Motlatsi peered around the corner of the garage. They saw Mrs Ntshona look at her cellphone. She was about to make a call.

“She’s going to phone Dad! Oh no! How can we stop her?” said Motlatsi. He was about to run away when Tshepo took a risk. He stepped out, straight into danger!

“Hello, Mrs Ntshona,” said Tshepo walking towards the fence. “I’m so sorry about your aerial.”

Mrs Ntshona looked him up and down with her lips pinched shut. She was breathing fast. “A new aerial costs money you know, Tshepo. Perhaps you must find work and buy me a new one!” Her voice rang out loud as a bell.

“My dad gives us pocket money,” said Motlatsi coming up to stand beside his brother. “We will use our pocket money to buy you a new aerial!” He wished he hadn’t said that, but he knew he had to.

“Really?” said Mrs Ntshona as her voice rose higher. “When do you get pocket money and how much?”

“We each get five rand a week,” they whispered together, backing away a little.

“That’s ten rand a week. We can save up …” said Tshepo, his voice trailing off.

It could take a long time to pay for a new aerial and Dad would find out what had happened.

The brothers were so busy looking at each other helplessly that they forgot about Mrs Ntshona. When they looked at her again, they were surprised. Mrs Ntshona had a look on her face that was soft and dreamy.

The boys held their breath.

“Children, I had a kite once. It was grey and pink. I stood in the garden of my grandfather’s house in Lesotho holding its string. It rose high into the sky. It looked so happy. I let it go. I watched it sail higher and higher until I couldn’t see it anymore.”

She smiled at the boys. “It’s okay, Tshepo and Motlatsi. I won’t tell your father. That old aerial was useless anyway. I needed to buy a new one. I’ll get the ladder and you can climb up and get your kite.”

As she walked away the brothers heard her say, “I might even have some hot chocolate and cake in the kitchen when you come down!”

The boys just looked at each other and smiled.
"Tjhe, bo!" ha tlhsoha Motlatsi le Tshepo nakong eo khaete ya bona e mmola o mofubedu le o motsho e wlang hodima ntlo ya Mof Ntshona mme e ikgara ka eriale ya TV.

"Phakiso! Re lekela ho e fasolla!" ha hoeletsa Tshepo.

Motlatsi a phamola kgwele mme e a keare. A tlhsoha haholo ha a bona eriale ya TV e neng e se le ya kgale, a kobohe ho fihlela e ballot a thetha ditha ele hodima ntlo ya moahisane wa bona.

"Ntate o tlo halefa haholo!" Tshepo a ila, a kkalwa sefahlehelo ka matsho a hae.


Ehile, Mof Ntshona o ne a eke le ka ntle le o laja le ka kiptjine a itswehe thekeng. Bashemane bao ba ne ba mmana hore o haleile. A sheba hodimo marufelang mme a bona eriale e kbolehiling. Yaba o tona mahlo. A sisinya hloxo. A scosebanya sefahlehelo. A tla ka leto fatshie. Molomolo wa hae o ne o lelerenele feela.

"Ntate o itse re fofiselele khaete kwana phakeng feelele mme re mo tshepisiite hore re tla etsa jwalalo!" ha hoetsela Tshepo ho moenae.

"Re mathateng a maholo jwale, Motlatsi a dumela. "Ha re a mo mamele! O nahana hore o tla etsa?" A mma a raha mobu fatshie.

"Molomong hlatate o tla re hloha ka haholo ya rona, ha araba Tshepo, "kapa a se hlole a re fa tjhetele ya ho reka dipompong hape." A dula a tjametsa mme.

Sefahlehelo sa Motlatsi le ne se se bshebe sa swable haholo. "Ao tjhe! Re tla?" a re rialo.

"Re robile tshepisa ya rona. Tshepiso e lokela ho bolokwa." Tshepo a dula fatshe mme a keny a hloxo ya hae ka hela ma tsho ho a hae. O ne a latsele lefela ho ketsa ka tole e le.

"Jwale re tla etsa etsang? Na hoo ho bolela hore Ntate o tla tsamaya a se hlole a kgutla? Kapa o tla re leleka?" ha bota Motlatsi, a batla ho ila.

Tshepo a sisinya hloxo. "Tjhe, bo! Ntate o re e rata! Tabo ka beker ha o tla hore ho o tshepisi motho hore o kele wa etsa ntho, o lokela hore o se le ka etsa - holang. Mme, haebe ho tshepisi motho hore o tla etsa ntho, o lokela ho e etsa e le hore a tle a o tshepe. Jwaloaka ha ne o re o tshepisite Sibongile hore o tla fumana pene ya hae e ntha ntho mme wa etsa jwalo! Jwale, suhh!!" Tshepo le Motlatsi ba nyarela hukung ya karathe. Ba bona Mof Ntshona a shebile selefooana ya hae. O ne a batla ho fousa.

"O tlo fourela Ntate! Tjhe, bo! Re ka mo thoba jwalo?" ha rialo Motlatsi. O ne a se a batla ho halaha le Tshepo a kigeta ho likena tsetseng. A Nahela hantle ka hela kotsi?

"Dumela, Mof Ntshona, le Tshepo a atamela terateng. "Ke maswabi haholo ka eriale ya hae."

Mof Ntshona a mo sheba a mo nylosa, a mo theosa a tisite moimola wa hae. O ne a phufulomola ka potlalo. "Eriale e ntha e bita tjheletse e naga o a tseba, Tshepo. Molomong o tla tleleka me ho batla ho mosetsebetsi o tsebe ho nthekela yona!" Lentswe le hae le ne le phahame jwalo Tshepo e lang.

"Ntate o re fa tjhetelela kgwedi le kgwedi," ha rialo Motlatsi a atamela ho hela ema pela moholwanwa wa hae. "Re tla sebedisa tjhetelela o ho e o reka eriale e ntho. O ne a lakatsa eka a ka be sa tla jhlo jwalo, empa o ne o etseba hore o lokela ho etseba jwalo.

"Kale nnete?" ha rialo Mof Ntshona a phahamisa lentswa le ho feta. "Le fumana tjhetelele e re leh thekela be. Ke se ke hlela e hlole a tolele. Mof Ntshona a atamela terateng. Ke tla jwalo ya hae la tla nka e telele ho leda lela e fofemphone." Tshepo a dula fatshe mme a kany a hloxo ya hae ka hela ma tsho ho a hae.

"Jwale, ho etshala eng jwalo?" ha bota Motlatsi a ntse a itso dinala.


"Seo se bolela eng, Tshepo tshep e ke?" ha bota Motlatsi.

"Sih! Se ke le wa buela hodimo! Mol Mof Ntshona o tla re utwla! Ke nahana hore e bolela hore a keke a hlola a re kgwasa ha re mmonella ho hong," ha hwesetsa Tshepo.

"O bolela hore jwaloaka ha ne ke mmonella hore ke pasitse Dipalol sekholong?" ha bota Motlatsi, a afufulela.

"Tjhe, ee o ile a e kgwasa hobene o ile a bala raporoto ya hao ya seko, ha rialo Tshepo.

"O bolela hore ha nka mmonella hore ke jela asekeneni bakeng sa dilo tsa mottoheare?" ha hlhisa Motlatsi, a leka ho utwilwisa.


"Jwaloaka ha ke ne ke lahlile diranta tse pedi tseo a neng e mphile tsoana?" ha bota Motlatsi. "Ke leka mmonella hore tjhetele eeo e wele ke e lentswe la pokotsho." Tshepo a sisinya hloxo. "O ne a etseba hore o bua nnete hobene ho ne ho ena le lesoba pokothong ya hao," ha hlaloa Tshepo.
**What's in the picture?**

How many of these things can you find and name in the picture?

- something to eat with ________________________
- something that helps you to see better ________________________
- something to sit on ________________________
- something to drink ________________________
- somewhere to cook food ________________________
- something to tell what time it is ________________________

**Ke eng e setlhwansothong?**

Ka ditšha tse ka ho tsana tse o ka di fumanang mme wa di bolag setlhwansothong?

- ntho eo a jon ka yona ________________________
- ntho e a thauang ho bono hantle ________________________
- ntho eo a ditšang hodimo yona ________________________
- ntho eo a ko ea mwang ________________________
- sebaka sa ho phehela dipi ________________________
- ntho e bolang hare ke nako mang ________________________

**Complete this word wheel challenge!**

Follow the rules in the box, and write as many words as you can using the letters in the word wheel. Try to write a word that uses all nine letters!

**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

**Melawana**

1. Elsa mantswe a nang le ditlhaku tse pedi kapa ho feta.
2. Sebedisa tlhaku ka nngwe lebiding hanngwe feela lentsweng ka leng.
3. Kamehla kenyeletsa tlhaku e bohareng ba lebidi mantsweng a hao.
4. Ha ho a dumellwa mabitsobitso.

**Tlatse phepheto ena ya lebidi la mantswe!**

Letela melawana, lebokosang, mme o ngale mantswe a mangata kamoo o ka kgonang o sebedisa ditlhaku tse lebiding la mantswe. Leka ho ngale rentswe le sebedisang ditlhaku tsho tse tsohleng tse tsoheng tsoheng le fumanang mme wa fumanang.

**Find out how to become a FUNda Leader on the Nal’ibali website (www.nalibali.org) or mobisite (www.nalibali.mobi), or by calling the Nal’ibali call centre on 02 11 80 40 80.**

**Visit us on Facebook:**

www.facebook.com/nalibaliSA

**Fumana kamoo o ka bang FUNda Leader ka teng o ho webaete ya Nal’ibali (www.nalibali.org) kopa ho mobisete (www.nalibali.mobi), kopa ka ho letsetsa setsi sa mehala sa Nal’ibali ho 02 11 80 40 80.**