Playing with books

Helping young children to develop the ability to read and write is a serious business because being literate is extremely important in our daily lives. But we also need to remember that we don’t have to actively teach or tell children about books and reading. Instead, we need to allow our children to learn about books by exploring them. One of the ways we can do this is by giving them opportunities to play with books. Being allowed to be playful with books helps children to become literate.

Here are some of the ways that children at different stages of development may “play” with books.

Babies like to try out books by touching, patting, shaking and even chewing them! They are also great listeners and imitators. Often they make sounds and clap their hands to show how much they are enjoying us reading to them. Try giving babies board and cloth books when you want to allow them to handle books on their own, like during nappy changes. These kinds of books are tough and don’t break easily.

Older babies enjoy books with flaps, pop-ups and buttons that they can press to make sounds. They also like to point to things on the page, or to try turning the page.

Many toddlers like to pretend to read aloud and older children often like to pretend to be “the teacher” and read to the class. They can be found turning the pages of a storybook telling their own story as they go, or retelling a story they have heard often – sometimes even with the book upside down! They’re practising to read and showing you that they understand what books are about. Encourage them by making sure there are always some books around for them to pick up and “read” when they want to.

Young children often act out stories they know, or create their own, using familiar story characters. In these imaginary play times, children learn about symbols – when they use a stick as a fairy’s magic wand or a box as a car, it means that they understand how one thing can “stand for” another. This is important for literacy learning. Encourage your children’s imaginative play by reading lots of different kinds of stories to them.

Playing with books offers children opportunities to learn important literacy lessons and – best of all – it’s what children do naturally when we read to them and when they have books to choose from in their environment.

Go tshameka ka dibuka

Go thusa bana ba bannye go tokafatsa bokgona jwa go busa le go kwala ke tiro a e bothokwa ka gonne go itse go busa le go kwala go bothokwa thata mo matsheleng a rona. Mme gape re tshwanetse go gakologelwa gore ga re a tshwanela go rata bana kgotsa go ba balelela ka go dibuka le go busa.

Bogola, re ithoka go letlelela bana ba rona go ithuta ka ga dibuka ka go di sekaseka. Nngwe ya ditsela se re ka dirang re ke ka go ba fa ditšhono tsa go tshameka ka dibuka. Go tshameka ka dibuka go fa bana ditšhono tsa go ithuta dithuto tsa go di kwa go botlhokwa tsa go kwala.

Tse ke ditšela tse dingwe tse bana mo dikgatatong tse di farologaneng tsa matsheleng a bone ba ka “tshamekang” ka dibuka.

Masea a rata go leletlela dibuka ka go a di tshwara, go di phahophoa, go di tshinnya tata le go di Rhaduna! Gape ke bateetsa le basteetsa ba bagolo. Gantsi ba dira medumo le go ola dia tsa bone go bontsha ka moo ba re tumelelelang ka teng fa re ba busetsa dibuka. Leka go go misea dibuka tsa dikhateboto le tsa masela fa a bafila go ba letša go tšhwarelo dibuka, jaaka ka mako ya go fetola mengato. Mefuta ka dibuka ka ntle e etse sa gape e ne fane.
The reader’s bill of rights ...

1. The right to choose what I read
2. The right to choose in what language/s I read
3. The right to not finish a book
4. The right to skip pages
5. The right to reread a book
6. The right to read on my own
7. The right to enjoy a book with others
8. The right to read anywhere

Lenaane la ditshwanelo la mmuisi ...

1. Tshwanelo ya go ethopha se ke se buisang
2. Tshwanelo ya go ethopha gore ke buisa ka puo/dipuo dife
3. Tshwanelo ya go se fetse go buisa buka
4. Tshwanelo ya go tlola ditsebe
5. Tshwanelo ya go boeletsa go buisa buka
6. Tshwanelo ya go ipuisetsa
7. Tshwanelo ya go itumelela buka le ba bangwe
8. Tshwanelo ya go buisetsa gongwe le gongwe
Collect lots of small, easy-to-find objects, like a feather, hairclip, rubber band, pencil, addressed envelope, stone, sock and spoon. Let each child choose one of the objects and then imagine and write it’s “life story”, for example, who it belonged to, how this person used it, how they came to own it and where it came from before they owned it.

Poems tell stories too. Let the children read a poem and then act it out, or they can draw pictures that are inspired by the poem, or add their own verses to it.

Help the children explore how to create different kinds of texts. They could work in groups to create a TV news report about one of the events in a story. Or they could write a list of interview questions and then interview a classmate who pretends to be a character from the story.

Create a multilingual word wall. Encourage the children to write down interesting words that they’ve read in stories and add them to the wall.

Encourage the children to imagine that they are going on a journey with one or more of the characters in a story. They can draw pictures and write lists of the things they will need to take with them on the journey. (If necessary, let younger children tell you what they want you to write for them on their lists.)

Invite the children to write a description of the appearance and personality of their favourite character from a story you have read together. Or, let them draw a picture of their favourite characters and discuss each one with some classmates.

Are there things that happen in the story that the children are curious about? For example, why a character made certain choices. Suggest that they write a letter to this character asking for more information – and then they can write the character’s response to this letter!

After reading a story, invite the children to write a different beginning or ending for it. Or, they could write the first few paragraphs of a chapter that follows on from the end of a novel.

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Did you know that you can use stories to teach language? Here are some ideas of how to do this.

Create a story-centred classroom by starting and ending each day with a story.

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Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, Lindiwe, our hero! (pages 5, 6, 11 and 12) and The lion who wouldn’t try (pages 7, 8, 9 and 10), as well as the Story Corner story, Why the bat flies at night (pages 15). Choose the ideas that best suit your children’s ages and interests.

Lindiwe, our hero!

Lindiwe’s granny runs Makulu’s Bed and Breakfast. Tomas and Anneke come to stay and everything is going well until Tomas loses his wallet.

Before you start reading, read the title on the cover and ask your children questions that help them to use the clues on the cover to predict what the story might be about. For example:

- Do you think one of these children could be Lindiwe?
- What do you think she is doing with it?
- What do you think Makulu’s Bed and Breakfast is?

The pictures in this story are a mixture of painting and paper collage. Give your children large sheets of white paper, paint, scissors, glue and sheets of different coloured paper. If you don’t have coloured paper, use pictures torn out of old magazines.) Let them have fun creating their own paint-and-collage pictures.

The lion who wouldn’t try

The animals in the jungle invite Lion to join in their games, but he won’t. The lion who wouldn’t trywarfona! go leka

Ask your children to suggest how Mamanthwane could have escaped from his jail cell, and then suggest that they draw a picture showing his great escape.

Write a review of this story and stand a chance of winning stories of their own in which a bat is the hero!

In the story, banana peels were used in an unusual way – to play a game!

How many other unusual uses for banana peels can you and your children think Mamanthwane and Legotlo might have learnt.

Once upon a time, Legotlo, the bush rat, was very good friends with everyone liked Legotlo more than they liked him, and so he did a terrible thing that changed both their lives forever.

After you have finished reading the story, discuss what life lessons you and your children think Makumu and Legotlo might have learnt.

Ask your children to suggest how Makumu could have escaped from his jail cell, and then suggest that they draw a picture showing his great escape.

Bats are often the baddies in stories, but did you know that in real life bats pollinate flowers – just like bees! Share these facts with your children and suggest that they write or tell stories of their own in which a bat is the hero.

Why the bat flies at night

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Letlwe di tšhwantšo tse di tšhwatšeng dingwaga tsa bana ba gago le dilo tse ba ratang.

Lindiwe, mogaka wa rona!

Nokalo wa go Lindiwe ko moakamede wa Makulu’s Bed and Breakfast. Tomas le Anneke ba file go nna mme sekgwane le sekgwane se tsamaya sentle go fihlha Tomas o la batho waleta ya gago.

Pele ga a simakanye go buisa, buisa sethogo no mife go bula mme botsa bana ba gago dipotse tse ba thungang go dino tšhwa leka go bula mme bokgana pele gore lekanene le ka go eng. Seka:

A o akanya gore mongwe no bana ba e ka tsewa le Lindiwe?

Supa ngwana no manjy! O tšhwere eng? O akanya gore o dira eng ka sona?

O akanya gore Makulu’s Bed and Breakfast ka eng?

Dithwamsho mo leinaenang le te motswa ka bota le keforane ka bana no mongwe. Fapa ba gago lekho! Bona bana ba gago ditla gore a magotla. Fapa ba gago no lekho gore a fihlha gore tšhwe gore tšwhwe, fapa ba gago ditla gore a fihlha gore tšhwe gore tšwhwe. Fapa ba gago ditla gore a fihlha gore tšhwe gore tšwhwe.

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Michelle Schwartz
Dikeledi Shole
Lindiwe, our hero!
Lindiwe, mogaka wa rona!

This is an adapted version of *Lindiwe, our hero!* published by New Africa Books and available in bookstores and online from www.loot.co.za and www.takealot.com. This story is available in the eleven official South African languages and is part of the New African Stories series – a series of beautifully illustrated children’s stories collected from across Africa.

Se ke phetolelo ya tlhagiso ya Lindiwe, mogaka wa rona e e phasaladitsweng le New Africa Books mme e bonwa kwa mabengkeng a dühaka le mo intshatheng mo www.loot.co.za le www.takealot.com. Leina ne le fihlehekwa ka dipuo tse somemangwe tsa semmuqo tsa Aforika Borwa mme ke karolo ya motseletsele wa Dikgang Tse Dintšhwa Tsa Aforika – motseletsele wa mainane a a tshwantshitsweng bonite a bana a a kgobokantsweng go ralala Aforika.

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

Nal’ibali ke le hesho to bassetshaba la go buisetsa monate e le go rolotsela le go jala mo wa go buisa go ralala Aforika Borwa. Go bona tshedimosetsa ka botlato, etela mo www.nalibali.org kgotsa mo www.nalibali.mobi
First Lindiwe’s granny brought home a new stand for the TV. Then Makhulu painted the house bright pink. Themba and Lindiwe helped her. After that she put up a big sign – “Makhulu’s Bed and Breakfast”. Now people could come from all over the world and stay in their house, and Makhulu would cook them her wonderful food.
All the animals in the jungle are playing, except Lion. Why won’t Lion join in?

Lion sat sadly by himself, watching Crocodile and Elephant swim.

"Why are you sad, Lion?" asked Mouse.

"Because I don’t want to play," said Lion. "I’ll lose."

"Don’t worry, Lion. Everyone loses sometimes," said Mouse.

"I know," said Lion.

"I’m sure you’ll win the next time," said Mouse.

"Thank you," said Lion.

"You’re welcome," said Mouse.

The lion who wouldn’t try

Liza Esterhuysen
Andre Kieswetter
Nick Mulgrew

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It was a sunny day in the jungle. All the animals were out playing.

"Come play with me, Lion," said Cheetah.
"Catch me if you can!" ZOOM-ZOOM! went Cheetah.
"I don't want to play," said Lion. "I'll lose."

Elephant and Crocodile had the swimming competition without Lion. Crocodile was quicker than Elephant, but each time Crocodile got ahead, Elephant tickled him!

TEE-HEE-HEE! went Elephant and Crocodile.

Lion played, and he was happy.
All the animals in the jungle are playing, except Lion. Why won't Lion join in?

“Come play with me, Lion,” said Elephant. “We can throw rocks!” KA-POW! KA-POW! went Elephant.
“I don’t want to play,” said Lion. “I’ll lose.”

“Tla o tšameke le rna, Tau,” ga bua Tlou. “Re ka lathela matapa!” PHA! PHA! Tlou a lathela.
“Ga ke batše go tšameka,” ga bua Tau. “Nka se fenye?”

Lion played and he was happy.
"Come play with us, Lion!" said the monkeys.
"Who can eat the most bananas?" POP! POP! POP! went the monkeys.
"I don't want to play," said Lion. "I'll lose."

"Tla o tshameke le lema, Tau!" ga bua ditshwene.
"Ke mang yo o tla jang dipana tse dinsi go feta?" POP! POP! POP! ditshwene tsa ja.
"Ga ke batle go tshameka," ga bua Tau. "Nka se fenye."
Tomas was a very organised man. Before he went to bed, he put everything out neatly so he’d find it easily in the morning. Except in the morning, when he got dressed, he couldn’t find his wallet!

Anneke unpacked their cases and looked carefully through all her and Tomas’s things. Lindiwe looked under the big chair that Anneke was sitting on.

“Mind, Lindiwe,” said Anneke, not too unkindly, as she packed their things back into the cases. “You’re too young to help, you’re just getting in the way.”

Anneke added, “Lindiwe,” as she put things away in the kitchen. “Always be sure to check your things in the morning. You never know who might have taken something under the bed.”

Lindiwe said nothing.

She went and fetched a long stick. Then she put the stick behind the shelf …

Lindiwe a se ka a re sepe.

A tsamaya a ya go tsaya thobane e telele. Ke gone a baya thobane mo morago ga raka …

Tomas had his wallet.

Lindiwe said nothing.

She went and fetched a long stick. Then she put the stick behind the shelf …

Lindiwe a se ka a re sepe.

A tsamaya a ya go tsaya thobane e telele. Ke gone a baya thobane mo morago ga raka …

Sa nleka nkokoagwe Lindiwe o tšilwale le hobotlo e ntšwa a e bayang theleya. Makhulu a tšoga a penta ntlo ka pinki e e galalelang. Themba le Lindiwe ba ne ba mo thusa. Morago ga moo a baya sesupu se segolo – “Makhulu’s Bed and Breakfast”. Jaanong batho ba ka tla go tswa lefatsheng ka bophara go tla go mma mo ntlong ya bona, mme Makhulu o tla ba apeela dijo tsa gagwe tse di monate.
The first guests came. Their names were Anneke and Tomas. That night everyone had a lovely time. But, ai, the next morning there was trouble, lots of it. Luckily Lindiwe was there to help.
When you meet someone for the first time, is the colour of their skin one of the first things you notice about them? But what can someone’s skin colour tell us about them? Despite what some people say, your skin colour means very little! Inside we’re all the same.

Skin we are in follows five friends – Njabulo, Aisha, Tim, Chris and Roshni – as they explore and discuss the skin they are in. They discover why humans have different skin colours, and how people’s thinking about skin colour has changed throughout history. The scientific text is written by Jablonski and it expands and supports the conversation topics that are part of the children’s adventure.

“Wanted this book to help change the conversation around some difficult topics … to get children to think about something that is beautiful, natural and badly misunderstood,” explains Sindiwe Magona. “We want children to grow up with healthy attitudes about skin colour. This is a storybook, and the story is about the meaning of skin. First, why we all have different skin colours, how it all began, what it means and, more interestingly, what it does not mean. All children deserve to get the message, as early as possible, that they are perfect as they are, and that the colour of their skin does not have anything to do with their character or ability. It has nothing to do with what they are capable of and what dreams they may cherish or goals they may set for themselves. Skin colour is not a determinant of destiny.”

Skin we are in is a beautiful book that has already got lots of positive reviews. It is aimed at children between the ages of 8 and 12 and is already available in English, Sepedi, isiXhosa, isiZulu and Afrikaans. It will be available in Sesotho, Setswana, Xitsonga, isiNdebele and Siswati during 2018.
Once upon a time, many, many moons ago, there was a bush rat called Legotlo. Legotlo was a close friend of Mamanthwane – the bat. The two of them were always together.

But Mamanthwane was jealous of Legotlo. Legotlo had many friends and everyone liked him more than the bat. Legotlo also had a wife who loved him very much. The bat was jealous of all these things that Legotlo had.

Legotlo and Mamanthwane always ate together. When the bat cooked, the food was always very good.

“How is it that when you make the soup it is so tasty?” asked the bush rat.

“I always boil myself in the water, and my flesh is sweet. That’s what makes the soup so good,” explained the bat. But he was lying.

Mamanthwane offered to show the bush rat how it was done. He got a pot of warm water that was not hot enough to burn anyone, but he told Legotlo that the water was boiling hot. Then Mamanthwane jumped into the pot and quickly got out again. When Mamanthwane served the soup, it tasted as good as usual. Legotlo was amazed. The bat’s trick really does work, he thought.

After they had finished eating, the bush rat went home and told his wife that he was going to make good soup just like the bat’s. His wife asked how he was going to do that. “It’s a secret!” said Legotlo.

Legotlo asked his wife to boil some water, which she did. When his wife was not looking, Legotlo jumped into the pot. Soon he was boiling in the water!

“Help me! Help me!” he screamed. “I am burning!”

The bush rat’s wife rushed to pull him out, but the damage had already been done. Legotlo was so badly burned that he had lost all his fur. His skin was red and pink from the hot water.

“Why would you get into a pot of boiling water?” his wife asked.

“Because Mamanthwane told me that’s what makes his soup taste really good,” said Legotlo.

When Legotlo’s wife heard this sad news, she was very angry! She reported the matter to the king and queen. They ordered all the people of the village to find the bat so that he could be punished.

Everyone turned up to search for the bat. But Mamanthwane had already heard about what was going to happen so he had flown away into the bush and hidden himself. The people of the village looked and looked, but they couldn’t find him anywhere.

The next day, the people of the village made their way into the bush to see if they could find Mamanthwane there. They were right – they found Mamanthwane hiding there in a tree. They waited until he was asleep, then they caught him and took him straight to the king and queen.

When they arrived at the royal house, Legotlo and his wife were already there. Mamanthwane was ashamed to look his friend, Legotlo, in the eye.

“Why would you do this to me? We were best friends!” Legotlo said to the bat.

“Because I was jealous of you,” answered Mamanthwane. “You have everything that I don’t have and everyone loves you and hates me.”

The people of the village were shocked at Mamanthwane’s response. They wondered why Mamanthwane hadn’t just asked his friend how he had managed to get everyone to love him.

Then the king said, “Well, you have just given everyone a reason to hate you even more.”

The king and queen ordered the guards to take Mamanthwane to jail. The queen said, “Today we will lock you up! Tomorrow we will decide how to punish you!”

The next morning when the guards came to fetch Mamanthwane from his jail cell, he was not there. He had escaped and no one knew how. Legotlo and his wife were furious when they heard the news. The king and queen were also very angry. They ordered the people in the village to search for the bat again.

All day long the people tried to find and catch Mamanthwane, but they failed. Mamanthwane had found a cave far away from the village that no one knew about. The cave was hard to find. Mamanthwane also decided to change one of his habits – from that day, he only came out to feed when it was dark.

And so, that is why even today, you will never see Mamanthwane, the bat, during the day. Only at night will you see him flying around.
Bogologolotala, dingwedi tse dints’i tse di fettile, go ne go na le peba ya segwaga e bidwa Legotlo. Legotlo e ne e le tsala e kgoelo ya ga Mamanthwane. Bobedi jwa bone bo ne bo thihlo bo le mmogo ka dinako tsothie.

Fela Mamanthwane o ne a fufegela Legotlo. Legotlo o ne e na le ditsala tse dints’i mm’e o na e ratlhwa ke batho botlhie go feta mamanthwane.

Gape legotlo o ne a na le mosadi yo o neng a mo ra thata. Mamanthwane o ne a fufegela dilo tsothie tse Legotlo o neng a na le tsona tse.

Legotlo le Mamanthwane ba ne ba ja mmogo ka mettha. Fa mamanthwane a aepile, dijo di ne le le monate thata ka mettha.

“Go tla jang gore fa o dira sopo e nna monate jaana?” ga botsa peba ya segwaga.

“Ka mettha ke iepitsea mo metsing, le letlalo la me le botohe. Ke sona se se dirang sopo monate,” ga tliona Legotlo gore metsi a molelo thata. Jaanon Mamanthwane o ne a itlhahleho mo ptseng mm’e a tswa gape ka bonako.

Fa Mamanthwane a thola sop’o, e ne e utlhalo e le monate jaaka gale. Legotlo o ne a ne a makaetse. Mathale a ga mamanthwane a a dira ruri, a akanya.

Fa ba fedits’o go ja, peba ya segwaga o ne a ya gae mm’e a fitlha a bolelela mosadi wa gagwe gore o tille go dira sopo e e monate lelha jaaka ya ga mamanthwane.

Mosadi wa gagwe a botsa gore o ya go e dira jang. “Ke sephiri!” Legotlo a rialo.

Legotlo a kopa mosadi wa gagwe go bedisa metsi, mm’e a dira jalo. Fa mosadi wa gagwe a ne a sa lebelela, Legotlo a itlhahleho mo ptseng. Morago ga naikwana o ne a belea mo metsing!

“Nthuseng! Nthuseng!” a goa. “Ke a la!”

Mosadi wa ga peba ya segwaga a ithahanelela go mo gogela kwa ntlo, mme fela tshenye e ne e setse e diregile. Legotlo o ne a le’le’la maswe thata moo e leeng gore o ne a latlhegbotswe ke booba jwa gagwe joiithe. Letlalo la gagwe le ne le le lebhidl’o le bopinki ka nthahla ya metsi a a belang.

“Ke goreng o ne o tsoana metsi a a belang?” mosadi wa gagwe a botsa.

“Ka gonne Mamanthwane o mpeleletse gore ke sona se se dirang sopo ya gagwe monate thata,” ga bua Legotlo.

Fa mosadi wa ga Legotlo a mo lebelela mm’e a bona dikgobao tsa gagwe tse di bothokho, o ne a lela. O ne a mo isa ngakeng, fela ngakga ga e a ka ya kgo e mo thu. Bogolo, ngakga e rile Legotlo ga a kitla a thola a tloga booba gape.

Fa mosadi wa ga Legotlo a utlhaa dikgajo tse di bothokho tse, o ne a tenegile thata! O ne a ya go itise kgoesi le kgosigadi. Ba ne ba laela batho botlhie ba motse go batla mamanthwane gore a tle o othlhe.

Batho botlhie ba ne ba tla go batlaana le mamanthwane. Fela Mamanthwane o ne a setse a utlhaa go tille go diragalo eng mm’e o ne a fotetswe kwa sekgeweng go ya ga iphitlha. Batho ba motse ba ne ba ba batla gomphie, mm’e ba se mmongoe gope.

Ke letsatsi le le latelang, batho ba motse ba ne ba ya kwa sekgeweng go bona gore a ba ka se bone Mamanthwane tseg. Ba ne ba nepile – ba fitlhietsa Mamanthwane a iphitlhietsa mo setlhareng. Ba ne ba me emela go fitlhietsa a robala, mm’e ba ma thuma ba ma o isa kwa go kgoesi le kgosigadi.

Fa ba fitlha kwa ntlhlo ya segosi, Legotlo le mosadi wa gagwe ba ne ba setse ba le tseg. Mamanthwane o ne a lehbalwa ke ditlholong tsa ga lebela tesa ya gagwe, Legotlo, mo matlhong.

“Ke goreng o ne o nthla se? Re ne re le ditsala tse di ntsharanang se inong!” Legotlo a rialo go mamanthwane.

“Ka gonne ke ne ke go fufegela,” Mamanthwane a aaraba. “O na le sengwe le sengwe se ke se nang sona e bile o ratlhwa ke batho botlhe mm’e nna ga ba nthata.”

Baagi ba motse ba ne ba makaditswe ke karabo ya ga Mamanthwane. Ba ne ba ipotsa gore ke goreng Mamanthwane a ne a sa botse tesa ya gagwe gore o dira jang gore a ratlhwa ke batho.

Jaanong kgosi ya re, “Mme jaanong, o fetsa go fa batho lebaka la gore ba go thlo he go feta.”

Kgosigadi le kgosigadi ba ne ba ne laela bathokometedigy sa isiga Mamanthwane kgolegelo. Kgosigadi o ne a re, “Gompieno, re tille go go tshwalela! Kamoso re tla tsa tshwetse ya kotlhao ya gapo!”

Mo mosong o o latelang ba bathokometedigy sa tla go tsa ya Mamanthwane, o ne se teng. O ne a ngwelegi mm’e go ne go se motha yo o neng a itse gore jang. Legotlo le mosadi wa gagwe ba ne ba tenegile fa ba utlhaa dikgajo tse. Kgosigadi le kgosigadi le bona ba ne ba tenegile. Ba ne ba laela batho ba motse go ya go mmata gape.

Letsatsi lotlhie batho ba ne ba leka go bona le go tshwara Mamanthwane, mm’e ba palela. Mamanthwane o ne a bone logaga le le kgakala le motse go neng go se ope ya o itseng ka lona. Logaga le ne le se bonolo go bonwa. Mamanthwane gape o ne a swetsa go fetola mengwe ya mekgwa ya gagwe – go tloga ka letsatsi leo, o ne a tswa fela fa go le lefifi go batla dijo.

Jaanong, ke sone se le gompieno, ga o kitla o tsamaya o bona Mamanthwane, motshegare. Ke bosigo fela o ka mmonang a fofa.
1. Whose book?
Follow the string that each Nal’ibali character is holding to find out who the book in the middle belongs to!

Ke buka ya ga mang?
Lakela mogalo a moonelwa mongwe le mongwe wa Nal’ibali o a tshwereng ga bona gore buka e e mo gore ke ya ga mang!

2. Design an advert!
Can you help Lindiwe’s granny to get more guests? Use the space alongside to design an advertisement for Makhulu’s Bed and Breakfast that will make everyone want to come and stay there.

Tlhama papatso!
A o ka thu sa nkokoagwe Lindiwe go rna le baeti ba bantsi? Dirisa phatsha e e fa thoko go thama papatso ya Makhulu’s Bed and Breakfast e e fa dirang gore batha bolithic ba batile go tla go rna kwa teng.

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