Build your baby’s brain!

Have you ever wondered why we read to babies and toddlers? The simple answer is that reading together is a wonderful way to get to know each other, develop your baby’s or toddler’s language and stimulate their minds to have big thoughts and ideas! Here are some tips for reading to babies and toddlers.

**BIRTH TO 6 MONTHS**

1. First books that have simple pictures or photographs of babies’ faces, usually work well for very young babies.
2. Until babies can sit on their own, it’s easiest to put them on your lap with their back against you and to hold the book in front of them.
3. Repetition and routine make young babies feel secure, so you can read the same book over and over again in exactly the same place each day without boring your baby! You can also say different things to what is written on the pages, as long as you and your baby enjoy yourselves.

**6 TO 12 MONTHS**

1. From about six months of age, most babies also enjoy books that have songs and rhymes in them. Read the words, but also talk about what you see in the pictures and name some of the objects and colours. Don’t forget to make lots of interesting sounds too, for example, moo when you look at a picture of a cow!
2. Board books and cloth books work best when you want to allow babies to handle books on their own, like during nappy changes or when they are in their pram. These books can be chewed, pulled and patted without breaking! Remember that chewing books is normal – it’s a sign that your baby is teething.
3. Older babies enjoy books with flaps, pop-ups and buttons that you press to make sounds. They also begin to get more involved with what is going on in the book, like pointing to things on the page or trying to turn the page.

**1 TO 2 YEARS**

1. At this stage, children’s ability to understand and use language increases dramatically. Although they continue to enjoy the books from their first year, they often also like stories about other children, animals and familiar everyday experiences.
2. You should continue to set aside special times each day to read with toddlers as this helps them learn that reading is a pleasurable activity!

**NGWAGA E LE 1 GO YA GO TSE 2**

1. Mo kgatong e, bokgari jwa bana jwa go thabanganywa go lirupang go ba aketsa go ka aketsa mo go makatsang. Le fa le gore ba tselela go fadi tse tse bana ba bangwe mo ngwageng wa nilha, gantsi ba kgatlhegela mainane o a ka ga ba bana ba bangwe, diholagota le tse tse ba di kgatsoenga tse lebotla tse lehatsi.
2. O thabanganywa go tselela go beela kwa thoko, nako lebotla le bana ba banna puo le go tsibosa megoplo ya bana ba gona se se sa thusa go isese gore puso ke tiragatso e e sesaeng monate!
This year, children’s author and activist, Lebohang Masango, was Nal’ibali’s World Read Aloud Day ambassador. We chatted to her to find out more about her passion for literacy.

How did your love for reading and storytelling start?
It started at about four years old when my mom and dad got me the entire box set of Poldy flies high books and audio stories by Felicia Law. I would sit for hours listening to the cassette tapes and reading along with the books, even before I could actually read! My mother also always read to me at bedtime.

Are you the author of Mpumi’s magic beads? Have you always wanted to write a children’s book?
Yes, but of all my ambitions, it is the one I spoke about the least. I grew up reading a lot, but when I became an adult, it was easier to imagine myself writing for adults, because I am one! I admire children’s book writers. I have always thought that writing for children is difficult – holding children’s interest is not easy.

Tell us about Mpumi’s magic beads.
I really love Johannesburg and I have always wanted to write about the city from a child’s perspective. I wanted to show that it can be a fun, safe and educational space for children. This book is also special because it affirms children. It focuses on the importance of self-esteem and friendship.

Do you think people in South Africa are interested in reading and storytelling?
I believe reading and storytelling are always appealing. I think the key to keeping people interested in literature, is to give them opportunities to read on their electronic devices.

You are a Youth Advocate for UNICEF’s volunteer programme. What do you do? What role does reading play in this?
As a Youth Advocate, I am working to ensure that South Africa’s children are safe and able to reach their full potential. Literacy is a critical building block for individuals and communities. Reading and storytelling can teach people so many things, such as how to use your imagination, how to develop the confidence to speak out and how to be more compassionate to others. Exposing children to these lessons is important because readers become leaders, as we know.
Developing a reading club programme

Do you need some help with reading club activities? Here are some suggestions.

Certain activities are great to do each time you meet. Choose from the other activities depending on how they link with the books and stories you are sharing and how much time you have. Change some activities each week to help keep your reading club sessions fresh and interesting and to encourage the children to attend regularly!

**Reading aloud and storytelling**

Put the power of books and stories at the heart of your club’s activities by reading at least one story aloud or telling one in each session. When children listen to stories being read and told, it motivates them to want to read, so that they can unlock stories for themselves.

**Reading together and alone**

Let children who can already read, share books together in small groups or pairs. They can also read to other children in the club who are not yet reading. Join in by letting a child read to you or by reading to a small group of children. Sometimes also let children spend time alone with a book, reading silently or looking at the pictures and telling their own story. Spending time with books in these ways encourages children to choose and share books they are interested in.

**Talking about books**

Introduce new books by showing them to the children and telling them a little about each one to get them curious and keen to read.

**Writing**

Give children different opportunities to write. They can make their own books to read themselves and to share with others, or they can write about books they have read, or make greeting cards for friends and family. Offer to help children who do not yet have the confidence to write on their own by writing down what they tell you.

**Games and songs**

These are fun ways to start a session. Teach the children the games and songs that you used to play and sing as a child and play them how they know too. Sing songs in the home languages of all the children and in other languages.

**Metsameko le dipina**

Try to develop a culture of reading aloud at home. Try to let your children read to you in any language, whether they are dyslexic or not, so that they can develop the confidence to read as they like.

**Go buisa ka dibuka**

Introduce dialogues at a reading activity to your children. Try to let your children read to you or by reading to a small group of children. Sometimes also let children spend time alone with a book, reading silently or looking at the pictures and telling their own story. Spending time with books in these ways encourages children to choose and share books they are interested in.

**Go thama lenane la sethophasha sa puiso**

A o thoka thuosole malebana le ditirwana tsa sethophasha sa puiso? Ditshihshinyo dingwe ke tse.

Dothiwa dingwe di thwane tshwane go dirwa nako nngwe go tlisa megopolo e mentšhwa ka moomo e e kgatlhisang le go nkuo le a lego a go le botšhoneng tse ka gale.

**Go buisa ka sethophasha le ka bongwe**

Letela bana ba kgone go buisa, go buiseditseng dibuka mmogo, go dilophangeng tsa bana kgotsa go sebadi. Go ka nna ba busetsa bana ba bongwe, go buiseditseng sa puiso ba ba sa ronggo ba bontsha go buisa. Tsena go go sebadi sa ditlhophana tse ka batle ya go buisiwa, go buiseditseng sa bana botlhe. Ka dinako dingwe letela bana go puiseletsana le bo bana, go buiseletsha le bo bana, go buiseletsha le bo bana.

**Puisetsogodimo le go anela mainane**

Baya kwa pula mo ditshwantsho le go buiseditseng sa puiso go thaba le le fela ditirwa. O ka anela go buiseletsha le go bana go buisa, go buiseletsha le go bana go buisetsa le puiseletseng sa puiso go buisetsa le puiseletseng sa puiso go buiseletsha le bo bana.

**Botswerethsi, tiro ya diatla le motšhameko**

Rofofe tsa bana, go tšeta tšetsa go thaba le go buiseletsha, go nna le dipina ditirwana dingwe tsa motšhameko e e kgatlhisang le go buiseditseng le puiseletseng. O ka thuba bana, go bana go bontsha le bo bana go buiseditseng.
Dear Nal’ibali

Please help me! My daughter is in Grade 1. We have been reading together at home since she was born, so she could already read before she went to school. She is bored with reading at school because she finds the readers she is given boring. I am worried that she is going to lose her passion for books. What can I do?

Feroza Samsodien, Mitchells Plain

Dear Feroza

How wonderful that you gave your daughter such a good reading start in life! It’s great that she can read for herself, but don’t stop reading aloud to her. Read books to her that she is not yet able to manage on her own. So, for example, if she can read simple picture books, then try reading picture books with more words in them to her. If she can read most picture books, then try reading early chapter books to her.

Have you tried chatting to your daughter’s teacher and letting her know that she can already read? Perhaps her teacher is not aware of this. Ask her if she could send more challenging reading material home for your child to read.

Keep on enjoying reading together!

The Nal’ibali Team

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Dear Nal’ibali

I am a Grade 4 teacher and I believe in the power of stories, so I read to my class every day. I also want to find audio stories in the children’s home language, Sesotho, and in English so that they can listen to them. I have looked in different shops, but I can’t find any at all in Sesotho and only a few in English and they are very expensive. Do you know where I can find some affordable audio stories?

Kamohelo Majopa, Phahameng

Dear Kamohelo

You’ve come to the right place! We have free audio stories on our website in ten languages. You can find them on our website (www.nalibali.org), but if you want to play them on your cellphone, then try downloading them from our mobisite (www.nalibali.mobi). We hope you and the children enjoy them!

The Nal’ibali Team

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Dear Nal’ibali

I would like to have dual language storybooks for our Grade 3 class. They are learning to read and need to develop their understanding in both languages. Could you suggest a source? Thank you.

Kamohelo Majoro, Phahameng

Dear Kamohelo

Our colleagues at Nal’ibali have created these storybooks. You might be interested in our Matsara storybook series, printed in both Sesotho and English. You can find them on our website (www.nalibali.org) and they are available for R20 per book or R150 for a class pack of five.

The Nal’ibali Team

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Dear Nal’ibali

Please help me. I would like to order some beautiful storybooks for my daughter. She is passionate about reading, but our budget is limited. What would you recommend?

Felo Fezile

Dear Felo Fezile

We recommend our Nal’ibali storybooks series. They are beautifully illustrated and are available in a variety of languages. You can find them on our website (www.nalibali.org). We recommend ordering a set of books that match your daughter’s reading level.

The Nal’ibali Team

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Dear Nal’ibali

Can you recommend a suitable reading scheme for my child? She is doing Grade 6. She needs help with reading comprehension and improving her fluency.

Sipho

Dear Sipho

We recommend our Nal’ibali reading scheme series. They are specifically designed to improve reading comprehension and fluency. You can find them on our website (www.nalibali.org). We recommend ordering a set of books that match your child’s reading level.

The Nal’ibali Team

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Dear Nal’ibali

I am a Grade 1 teacher and I would like to suggest that you place more emphasis on younger children. Some students are still struggling with decoding. How can I get them to catch up?

Kamohelo

Dear Kamohelo

We recommend our Nal’ibali reading scheme series for younger children. They are specifically designed to improve reading skills and are available in a variety of languages. You can find them on our website (www.nalibali.org). We recommend ordering a set of books that match your students’ reading level.

The Nal’ibali Team

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Dear Nal’ibali

I am an English literature student and I would like to volunteer to read to children. What can I do?

Gennie

Dear Gennie

We recommend joining our Nal’ibali Read to Me programme. You can volunteer to read to children in your community or school. You can find more information on our website (www.nalibali.org). We are always looking for volunteers to help us reach more children.

The Nal’ibali Team

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Dear Nal’ibali

I am a Grade 2 teacher and I would like to order storybooks for my class. They are learning to read and need some material to practice. What would you recommend?

Kamohelo

Dear Kamohelo

We recommend our Nal’ibali storybooks series. They are specifically designed for young readers and are available in a variety of languages. You can find them on our website (www.nalibali.org). We recommend ordering a set of books that match your class’s reading level.

The Nal’ibali Team

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Dear Nal’ibali

I am a Grade 6 teacher and I would like to order some resources to help my students with their reading. They need help with reading comprehension and fluency. What would you recommend?

Kamohelo

Dear Kamohelo

We recommend our Nal’ibali reading scheme series. They are specifically designed to improve reading comprehension and fluency. You can find them on our website (www.nalibali.org). We recommend ordering a set of books that match your students’ reading level.

The Nal’ibali Team

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Dear Nal’ibali

I am a Grade 4 teacher and I would like to order some resources to help my students with their reading. They need help with reading comprehension and fluency. What would you recommend?

Kamohelo

Dear Kamohelo

We recommend our Nal’ibali reading scheme series. They are specifically designed to improve reading comprehension and fluency. You can find them on our website (www.nalibali.org). We recommend ordering a set of books that match your students’ reading level.

The Nal’ibali Team
Asante rubs her chin and thinks.
"There's only one good way to find out.
Ever seen the moon and stars up close?" she winks.
"I wish us into outer space!" Mpumi shouts.
The beads jingle and jangle and sparkle.
The girls all giggle with glee.
The next thing you know, they zoom into the air
and fly up into the clouds, up above the city!

The planetarium is very dark.
The girls’ eyes are as big as plates!
Above, a black sky twinkles with many, many stars.
From their seats, they stare deep into space.
"There’s the solar system," Tshiamo whispers,
"the planets go around the sun."
"And the one we live on is called Earth," adds Mpumi,
"it’s full of life: a home for everyone."

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 is supported by the Department of Basic Education, the South African Post Office, Unisa, Vodacom and the Sanlam Foundation.
The friends just can’t believe it; what an amazing, awesome surprise!
They explore the zoo; count their favourite animals and run around with the biggest of smiles.
“How did it happen?” asks Tshiamo.
Asante really has no idea.
“Rakgadi Tshego o rile moriri wa me o kgethegile,” Mpumi offers, “gongwe ke seo se re tlisitseng fano.”
Tshiamo says, “I’m ready for our next trip.”
Asante smiles a big smile and agrees.
“We’ve never been to Gold Reef City,” says Mpumi.
“I wish us onto a rollercoaster,” she screams.
The beads jingle and jangle and sparkle.
The girls all giggle with glee.
The next thing you know, they zoom into the air and fly up into the clouds, up above the city!
The girls are safe, back at school and happy.
They had such a fun time exploring.
Mpumi, Tshiamo and Asante are the best of friends, and now they know: Joburg city is not at all boring.

Basetsana ba babalesegile, ba boetse kwa sekolong mme ba itumetse.
Ba natefetswe tha fa ba ne ba foile.
Mpumi, Tshiamo le Asante ke ditswana tsa mmatotla mme jaanong ba a itse: toropo ya Joburg ga e bodutu.
In Joburg city, all dull and grey, 
three friends are bored at school. 
It's break time and they would like to play, 
but there's no grass, no field or pool. 

Their classes are in a big, concrete building 
with offices above and shops below, 
on a busy street full of people and cars, 
so they have no other place to go.

The girls all feel good and glad now, 
they stand up and get ready to go, 
feeling full of love and holding hands. 
"I wish us back to school! I wish us back to school! 
I wish us back to school!" their voices echo.

The beads jingle and jangle and sparkle. 
The girls all giggle with glee. 
The next thing you know, they zoom into the air 
and fly up into the clouds, up above the city!

Basetsana botlhie ba ikuatlwa monate 
mmle ba ipela jaanong, 
ba emolela mmle ba spakanyetse go tsamaya. 
Ba ikuatlwa ba tšilelera mmle ba tšhowane ka diatla, 
"Ke eletsa re ka boela kwa sekolong! Ke eletsa re ka boela kwa sekolong! Ke eletsa re ka boela kwa sekolong!" 
mantswe a bona a arabana.

Dibaga di a tšhasinyega le go lela mmle di a tsabakela. 
Basetsana botlhie ba khikkinyega ka boitumele. 
Se se latelang, ke bao ba fofa 
mmle ba fofela kwa marung, kwa godimo ga toropo!
Mpumi sighs and twirls her black braids.
Tshiamo says, “Those beads look so pretty.”
“Thank you,” she replies and spins around,
“I was plaited by Tshego, my favourite aunty!”

They admire each other’s beautiful hair;
Tshiamo’s afro and Asante’s plaits are lovely.
They smile some more, but remember that they’re bored.
“I wish we could have fun!” exclaims Mpumi.

Mpumi o a fegelwa mme o tshophaqanya moriri wa gapwe o monto. 
Tshiamo a re, “Dibaqa tseo di dintle.”
“Ke a leboga,” a araba a bo a tolotalo a dikologa,
“Ke logilwe ke Tshego, nakgadi wa me yo ke mo ratang go gaisa!”

Ba rata moriri ya bona e mentle; 
moriri wa ga Tshiamo le mologo wa ga Asante e mentle. 
Ba nyeba go feta fela ba gopola gore ba jewa ke bodutu. 
“Ke eletsa re ka natelewal!” go goa Mpumi.
Two little feet to kick.
Two little eyes to see.

Maoto a mannye a mabedi go raga.
Matlho a mannye a mabedi go bona.

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Nal’ibali ke letsholo la bosetšhaba la go buisesa monate e le go rolfoa tsa le go pula mowa wa go buisesa go nako Lesotho, Botswana, e le go buisesa go nako Aforika Borwa. Go bona tshedimosetso ka boltla, etela mo www.nalibali.org kgotsa mo www.nalibali.mobi.
Two little hands to hold.

And two loving arms to HUG!

Hello, baby!

Le matsogo a a bothitho a mabedi go AMA!
“This is not school. Where are we?” Asante panics. All three friends are scared with worry.

“Oh no, the magic beads didn’t work,” cries Mpumi. “This is my fault. I’m so sorry!”

Mpumi sits down, covers her face and cries. She blames herself for getting them stuck.

Tshiamo and Asante rush to give her a big hug.

“Mpumi, don’t be sad. You’ve got us!”

Tshiamo says, “Don’t let anyone get you down, Mpumi. You’re beautiful and so are your braids.”

The girls pull faces and make jokes, all to get Mpumi smiling once again. In no time, it works as her face lights up.

See? Nothing is too difficult when you have friends!

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“Seno ga se sekolo. Re mo kae?” Asante o tshegole.
Ditsala ka bororo di tshegole.
“Nyaya, dibaga tsa bosemamoe ga di a dira,” go lela Mpumi.
“Ke phoso ya me. Ke maswabi!”

Mpumi o dula fatshe, o bipa sefalhole sa gagwe mme o a lela.
O ikofhela go dira gore ba ganele.
Tshiamo le Asante ba ithaqanela go mo atla.
“Mpumi, se tshwenyegoe. Re teng!”

Tshiamo a re, “O se ke wa letelela ope go go diga mowa, Mpumi.
O montle le moloego wa gago o montle.”

Basetsana ba fetola difalhole mme ba dira metlae,
gore ba bone Mpumi a nnya gape.
Go ise go ye kae, metlae ya dira, ke fa sefalhole sa gagwe se phatsima.
O a bona? Ga go sepe se se thuta fa o na le ditsala!
The beads jingle and sparkle.
The girls all giggle with glee.
The next thing you know, they zoom into the air
and fly up into the clouds, up above the city!

But the beads don’t jingle or
jangle or sparkle
because Mpumi is as sad
as can be.
Nothing happens
and the girls
stand still.
Asante and Tshiamo
look very worried.
But the next thing you know, they zoom into the air
and they get stuck up in the clouds, up above the city!

Oh no! The friends are stuck on Hillbrow Tower,
the tallest building in the city by far.
They look down and all that their eyes can see
are tiny people and tiny moving dots of cars.
Get story active!

Here are some activities for you to try. They are based on all the stories in this edition of the Nal’ibali Supplement: *Mpumi’s magic beads* (pages 5, 6, 7, 8, 11 and 12), *Two!* (pages 9 and 10) and *The old woman’s soup* (page 14).

**Mpumi’s magic beads**

Every time Mpumi makes a wish, she travels to a new place with her two friends. They have lots of fun in each new place!

- Write your own wish lists: one list of the places anywhere in the world that you wish you could visit with your friends, and a second list of all the things you would like to do if you could just wish them to happen.
- Share your lists with your friends. Do they have some of the same wishes as you?

**Dibaga tsa ga Mpumi tsa Boselamose**

Nako ngwe le ningwe fa Mpumi a dira keletso, o isawa kwa lefelong le leratšhwa le ditšało di le pedi tsa gape. Ba ne ba ja monate mo mafelong ofhe a marthšwa!

- Ikvalele lenane la gago la diketešo: lenane tengwe e nne la mafelo gongwe le gongwe le letšhošho le o eletsang go le eletsang go ditšało tsa gago, go bobedi e nne lenane la dio tšo tše o eletsang gore di direge.
- Arogana lenane le ditšało tše gago. A ba na le diketešo dingwe tše di tshwanang le tše gago?

**The old woman’s soup**

Do you like chicken soup? What other kind of food would you want a magic pot to make? Draw a picture of this food inside your own magic pot. Then write the words of the song you would sing to get the pot to make this food: “Magic pot, magic pot, …”

**Sopo ya mosadimogolo**

A o rata sopo ya koko? Ka mafutša efe gape ya dijo e o ka ratang pitsa ya boselamose e go direle yona? Thale setshwantho sa dijo di le ka ba gare ga pitsa ya boselamose. Jaanong kwala mafoko a pina e o ka a epelang gore pitsa e go direle dijo tše: “Pitsa ya boselamose, pitsa ya boselamose, …”

**Two!**


Now suggest that the children draw a picture of someone they like hugging. Help younger children write about their pictures by writing down the words they tell you. Let older children write on their own and encourage them to try to spell words for themselves – even if their spelling is not quite right!

**Pedi!**


Jaanong tshibshina gore ba thale setshwantho sa mafoko o ba ratang go mo alla. Thusa bana ba bannye go kwala ka dishtshwantho tsa bona ka go kwala mafoko a ba go a buteletang. Lefa bana ba bagawane ba ikwalele ka babana mme o ba ratheo go leka go peleta mafoko ka babana – le fa mopeleto wa bana o sa nepagala!
The old woman’s soup

Retold by Wendy Hartmann ❅ Illustrations by Natalie and Tamsin Hinrichsen

Once upon a time there was an old woman who sold the best soup at the village market. It was delicious, hot chicken soup.

Nobody in the village knew the old woman’s name. Nobody knew where she lived. And nobody knew why her soup was so tasty nor why it was so hot. They did not even think about these things. They just bought the soup and ate it.

Each morning, the old woman would come to the market. She always carried the big black pot filled with chicken soup on her head and then sat down with it under a tree in the shade. Before long, she would have sold all the soup. Then she would carefully fold her money in a cloth, put it in her pocket, put the empty pot back on her head and leave.

There was a boy called Fezile who lived in the village not far from the market. He liked the chicken soup very much. Actually, he loved it and could not get enough. He wanted to find out where the old woman who made such delicious soup came from.

One day when the old woman put her empty pot on her head and left the market, Fezile followed her. He was careful to stay in the shadows, and behind the trees and bushes, so that she did not see him. He followed her a long, long way down a path that led away from the village and then up a steep hill. He was still climbing up, up, up when evening came. Fezile was afraid, but he kept on walking.

At last the woman came to a little house on the steep hill. She put the pot down in front of the house. Fezile waited until the woman had gone inside the house and closed the door. Then he crept closer to look inside the pot.

Suddenly, Fezile heard the door opening. Quickly he hid in a place where he could see the old woman easily. She walked up to the pot and began to sing:

“Magic pot, magic pot,
Make soup for me, so hot, hot, hot.
Make soup with chicken. Make chicken soup.
Make soup for me to sell and for people to buy.
Oh magic pot, oh magic pot!”

Very soon the pot was filled with chicken soup! Steam came out of the big black pot and the smell was so good that it made Fezile hungry.

Once the old woman had gone back inside the house, Fezile crept up to the big pot. He looked under it. Although the pot was filled to the brim with hot chicken soup, there was no fire burning under it.

“I must have some of this soup,” Fezile said to himself. “I am so hungry!” He stretched forward and put his hand into the pot to take a piece of chicken. Suddenly the old woman came out of her house and saw Fezile with his hand in the pot.

“Oh! Oh! Oh!” she cried. “NO! NO! NO!” Fezile turned and ran as fast as he could. The old woman ran after him, shouting, but she couldn’t catch him.

Fezile ran and ran until, at last, he was safely home. He told his mother and father all about the old woman and her magic pot. They all went outside and looked up at the hill, and there they saw steam rising into the sky. “Yes,” said Fezile’s parents, “look at that. We can see the steam from the magic pot.”

The old woman never returned to the market and no one went up that steep hill to visit her. They were all too afraid. But from then on, when anyone in the village sees clouds around the top of the hill, they say, “Look! Look up there! It is the steam from the old woman’s magic pot.”
Kanelošešwa ka Wendy Hartmann  
Ditshwantsho ka Natalie le Tamsin Hinrichsen

Bogologolotala go kile go bo go le mosadimogolo yo o neng a rekisa sopo e e di gaisang tsotlhe mo mmarakeng wa motse. E ne e le sopo e e monate, e e molelo ya koko.

Go ne go se motho yo o neng a itse leina la mosadimogolo mo motseng. Go se motho yo o neng a itse gore o nna kae. E bile ga go motho yo o neng a itse gore ke goeng sopo ya gagwe e ne e le monate e bile e le molelo. Ba ne ba sa akanye ka dilo tse. Ba ne ba reka sopo mme ba ijela.

Moso mongwe le mongwe, mosadimogolo o ne a fia mo mmarakeng. Ka gale o ne a fia a nnele pitsa e kgoelo e ntso e fetsie sopo ya koko a bo a nna le yona ka fa fase ga setlhare mo fase ga moriti. Go ise go ye kae, o fia bo a rekisitse sopo yofhi. A ba a phuthela madi a gagwe ka lelesa, a a tsenya mo kgwatheng, a baya pitsa e e lõåä mo thhogeng a bo a tsamaya.

Go ne go na le masimane a bidwa Fezile yo o neng a nna mo motseng gauli le mmarak. O ne a rota sopo ya koko thata. Go bua boamari, o ne a re rota mme e bile a sa kgore. O ne a batla go itse gore mosadimogolo yo o dirang sopo e e monate pana o tswa kae.

Ka letatsi lengwe fa mosadimogolo a baya pitsa ya gagwe e e lõåä mo thhogeng a tswa mo mmarakeng, Fezile a mo sala morago. O ne a le kelotlhoko go tsamaya mo merring, le le morago ga ditlhare le ditlhathash, gore mosadimogolo a seke a mmova. O ne a mo sala morago seboka se selele, ka tselana e e kgakajana e e neng e tswa mo motseng mme e thatholeng mo thabaneng. O ne a rete a palama, a palama, a bo a palama go fitlh sa kepimane. Fezile o ne a boila, fela a tswelela go tsamaya.

Morago ga nako e telele mosadi a goro mo ritevangaeng e e mo godimo ga thabana. A baya pitsa fa pele go ntso. Fezile a lela go fitlh sa mosadi a tsena mo niflong a bo a tswelela lebati. A atamela go bona se se fa gare ga pitsa.

Ka tshoganetso, Fezile a utfwa lebati le bulega. A isiftho ka bonako mo lefelong le o neng a ka kgona go bona mosadimogolo bonolo. Mosadimogolo a ya kwa pitse mme a simolelo ga opela:


Go ise go ye kae ke fa pitsa e fetsie sopo ya koko! Mosiso o a bolelo o tswa mo pitseeng e kgoelo e ntsoho ka monko o o monate o ileeng wa tshwaro Fezile tla. E rile fa mosadimogolo a fetsa ga tsena mo ritevanga, Fezile a nanya ka bafelo a ya mo pitseeng e kgoelo. A lebo ka fa fase ga pitse. Le fa e e lo gore pitsa e e phepho konka sopo e e molelo ya koko, go ne go se na molelo o o tukang ka fa fase ga yona.

“Ke tshwanetse go itshelela sopo,” Fezile a bua a le es. “Ke tshwenwe ke tlala thata!” A oltlolela sekatla kwape a se tsena ya pitso go tsaya kabelo ya nama ya koko. Ka bonako mosadi a tswa mo ritevangaeng ya gagwe mme a bona Fezile a tsentse sekatla mo pitseeng.

“UO NNA WEE! Uo nna wee! Uo nna wee!” a goa. “NNYAYA! NNYAYA! NNYAYA!” Fezile a tswa a taboga ka bonako thata. Mosadimogolo a mo letekisa, a ntse a goa, fela a seke a mo thwana.

Fezile a taboga thata, a bo a fitlh a boba lesekelo kwa gae. A bolelela mmaagwe le mongwe le tsotlhe a di boneng ka mosadi le pitsa ya baselamose. Batho ba tswelela kwale go leba kwa godimo ga thabana, mme ba bona msoi wa pitsa a thathofela kwa godimo. “Ee,” go bua jalo bota ba ba Fezile, “bona sele. Ke kgona go bona msoi o a tswang go pitseeng ya baselamose.”

Mosadimogolo a se thole a boela kwa mmarakeng mme le batho le ka se ka ba thlola ba ya kwalo godimo ga thabana go mo etlo. Ba ne ba boila thata. Fela go tloga fa, fa mongwe le mongwe a bona mane mo goatli le thabana, ba re, “Leba! Leba kwa godimo kwa! Ke mosi o o tswang go pitseeng ya baselamose ya mosadimogolo.”
Look at this picture of Bella and Neo reading together. They are reading the same story about Tumi who is at the beach, but they are imagining different things as they read! Can you write down what Bella and Neo are imagining as they read? First write the part of each of their stories that you can see in the thought bubbles. Then write what happened next.

Leba setshwantsho se sa ga Bella le Neo ba buisa mmogo. Ba buisa leinane le le tshwanang ka ga Tumi yo o leng kwa lewatleng, fela ba akanya ka dilo tse di farologaneng fa ba rtsa ba buisa! A o ka kwalwa se Bella le Neo ba akanyang ka ga sona fa ba buisa? Sa nthla kwalwa kaankoleng ya sengwe le sengwe sa maanane a bona e o e bonang mo puduleng ya dikakanyo tsa bona. Morago kwala se se diragalong morago ga fa.

1. Bella’s story
Leinane la ga Bella

2. Neo’s story
Leinane la ga Neo

2. Which small picture of Priya reading, is exactly the same as the big picture?
Ke setshwantsho sefe sa fa Priya a buisa, se se tshwanang gotthelele le setshwantsho se segolo?

a. b. c.

3. Can you think of a title for the story that Priya is reading?
A o ka akanya ka setlhogo sa leinane le Priya a le buisang?

Nal’ibali fun
Monate wa Nal’ibali