Never too early, never too late!

Making time in a busy day to read to children, is an investment in their future, no matter what their age. These pleasurable times not only show children that you enjoy their company and care about them, but they build lifelong good memories of books and reading too!

**IT’S NEVER TOO EARLY!**

- Do you ever wonder how old children should be when you start reading to them? Maybe you think you should wait until they have learnt to read before you start. But would you wait until a baby understands what you are saying before you talk to him or her? No, because that would make learning to talk difficult! Well then, you shouldn’t wait for children to be able to read by themselves before you regularly read to them.
- Sharing books with pictures, rhymes and stories with babies, teaches them vocabulary and language – and it gets their brains thinking! It’s also a wonderful way to relax and bond with a baby.
- The more you read aloud and talk to babies, the more words they hear. Very soon you’ll hear them using these words themselves!
- Reading to babies helps them understand that print has meaning and teaches them how we tell stories.
- Most importantly, when adults regularly read to babies and young children, these youngsters grow up seeing reading as fun and worthwhile. So, they are more likely to choose to read in their free time when they are older.

**GA NKE GO NNA PELE GA NAKO!**

- A go thari go smokola go buisetsa bana fa ba setse ba le kwa kheretšheng kgotsa kwa sekalong? Joaika feka go se pele ga nako go simokola, ga go thari go simokola! Bana ba dingwaga thate! Bana ba dingwaga thate! Go buisetsa ka dinako tla thari!
- Go buisetsa masea diba le di shwelele, dinae le lelaane, go osetse lafotlontswe ya bana le pula – mmme go a le bana go bane bana go mokwola.
- Se se bophoko le bana, tla baga la gale ka bile ka buisetsa masea le bana la banye, bana ba gola ba bana go buisa go monate e bile go bophoko le bana. Ka jalo, se se fela go bana ba ditšwale go buisa ka bana go le kae.

**IT’S NEVER TOO LATE!**

- Is it too late to start reading to children when they are already at preschool or school? Just like it is never too early to start, it is also never too late to start! Children of all ages benefit from having someone read to them regularly.
- When should you stop reading to children? Even once children have learnt to read, you can help them get better at it by reading books together that are too complicated for them to tackle on their own.

**GA NKE GO NNA THARI!**

- A go thari go simokola go buisetsa bana fa ba setse ba le kwa kheretšheng kgotsa kwa sekalong? Joaika feka go se pele ga nako go simokola, ga go thari go simokola! Bana ba dingwaga thate! Bana ba dingwaga thate! Go buisetsa ka dinako tla thari!
- O tšwane tse le o kare tla tše go buisetsa bana? Le ka bana ba setse ba feta go buisa, o ka bana go buisa go tokalaka ka bana go buisa tla bana. Ka jalo, se se fela go bana ba ditšwale go buisa le bana go le kae.

Did you know?

The more children read,
- the better they become at reading, and
- the more pleasure they get from it, so,
- they are more likely to choose to read.

Do you need advice on reading aloud to children? You can find lots of ideas and guidance in our “How to guides” section of the Nal’ibali website – www.nalibali.org.
**Mainane kwa sekologong**

Go dira mainane karolo ya tšikologo e e borweng ka matlho ya sekolo sa gago go romela moketsa e o utlwakong kwa bathong bathile go se sekolo sa gago se dumela mo bathokweng jwa go buisa le go anela mainane. Fane ka ditsele dingwwe tse di kgonagalang tse di ka go thusang go dira se.

**Dira batlo ya dikitsiso moo bana ba kgomaretsang tshedimosetso** ka ga se ba se buisa. Kwalwa setlhago sa batlo ya dikitsisa, sekali, "Se re se buising" kgotsa "Pusa ya rona!" Mme flagela di sekipi ba pampiri go bapa le batlo gore bana ba thogae sengwe le sengwe se ba se buising ka ga buisa, mme o kgomaretsa se mo botleng. Di sekipi di tšhwanetse go nna le lapho ya gore ngwana a kwela setlhago sa buisa, mokwadi le tšhwanetse ka ga yone. O ka nna gape va batlo go akaretsa dipopego dingwwe tsa dinaleleng kwa fana gore bana ba tshaose mmotha go ya ka gore ba tumela le buisa go le kana kag.

Batlo karolo ngwe ma leboteng la ma phaposing ya badiri go bontsha tshedimosetso ka ga abuka, bakwadi, bathwametsho, dihalilelo ba thaba ya go buisa le go kwela le dikitlango tsa dithilano tse badi ba ka di buising. Ntelatsha gore o Moleo dia tsele gape le gape gore nna ba selweng le tse di kgogotsi. Pента lelebo ma lebogang la moshaneleka ka pente ya lelaapelelelo mme o flamolele bana ba Tilokho gore ka kgone go kwela kgotsa go Thabo mainane a bane me go lone. Bana ba ka kumela gape ka go tebellela karlwana ya kinana le ngwana ya mongwe. Ba rotloetse go flagela dishwaelo tse siamelela ma leboteng ka ga mainane a ba a buiseseng.

**Bona dinopolo tse di tšhlaletsebang tse di ka go go buisa le go kwela mo akawe la mo inhanangeng. Bontsha dinopolo mo dipungo tšhlaletsebang tse di buwakeng ma sekolo sa gago mme o kapaqo noba ngwe le ngwe ka matlaletse o magulo mo lethotseng le le kwelo tilokho ba pampiri. Bontsha dinopolo ma sekolo sa gago go tšhlaletsebang tšhlaletsebang, go akaretsa baang!**

**WIN !FENYA !**

For a chance to win some Book Dash books, write a review of the story, *Who’s that baby?* (pages 7 to 10), and email it to team@bookdash.org, or take a photo and tweet us at @bookdash. Remember believe in the importance of reading and storytelling. Here are some practical ways you can do this.

Create a notice board where children can post information about what they are reading. Write a heading for the notice board, for example, "What we are reading" or "Our reading." Then leave slips of paper next to the board for children to express whatever they want to about a book, and pin this onto the board. The slips should have space for the child to write the title of the book, the author and a comment about it. You might also want to include some star shapes at the bottom for the child to colour in depending on how much they enjoyed the book.

Find some wall space in the staffroom to display information about books, authors, illustrators, literacy articles and activity ideas for the staff to read. Make sure to change these regularly to keep them fresh and interesting.

Paint a wall in the playground with chalkboard paint and supply chalk for children to write or draw their stories on it. Children could also have fun continuing another child’s story thread. Encourage them to leave positive comments on the wall about the stories they have read.

Find inspiring quotes about reading and writing in books and on the internet. Translate the quotes into all the languages spoken at your school and copy each quote in large writing onto a separate sheet of paper. Display the quotes around your school to inspire everyone, including visitors!

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**"You can find magic wherever you look. Sit back and relax, all you need is a book!"**

Dr. Seuss

**“O ka bona malepa gongwe le gongwe la e lebang teng. Diga malowe la mme o repe, sete se o se thokang ke buka!”**

Dr. Seuss

**"If you don’t like someone’s story, write your own."**

Chinua Achebe

**“Fa o sa rate leinane la mongwe, leulalele la gago.”**

Chinua Achebe

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Go bona tlhono ya go gaga dibuka tsa Book Dash, kwela tshekeitsheko ya leinane, *Lesea le le ke mang?* (ditsebe 7 go ya go 10), mme o le ronele go team@bookdash.org, kgotsa tseyo setshwantshe mme o se ronele ka twitter go @bookdash. Gakologelwa go tseinya maina a gago ka botlalo, dingwaga le dimthla tsa gago tsa kologane.
Reading club corner

When adults write, they always do so for real reasons, and one of these reasons is to communicate with others. When children are learning to write, they need to know not only how to write, but also why we write. They need to have real reasons to write. The Diaconia/Nal’ibali reading clubs from the NG Kerk Murray, in De Doorns, Western Cape have been doing just that!

Nal’ibali’s Richard Le Roux explains, “At our reading club sessions children spend time enjoying books and reading. We also talk about everyday events and situations happening around us and further away. Then we offer children opportunities to respond to these in ways that are meaningful to them, for example, by using drawing and writing.

“In February 2019, the tragedy that happened at Hoërskool Driehoek in Vanderbijlpark, Gauteng was in the news. A concrete slab above a corridor linking two blocks of buildings at the school, fell on 26 pupils, killing four and injuring several others. Some of the children at our clubs had heard about this and so we discussed it at our clubs’ sessions. Afterwards the children decided to make cards to show support and offer encouragement to the affected families and pupils at the school. We sent all the cards to Hoërskool Driehoek. The children from our clubs were reaching out with love and compassion, and used drawing and writing to express their thoughts and feelings.”

What a wonderful way for children to learn about the power of writing!

Fa bagolo ba kwala, ka gale ba dira se ka mabaka a nnete, mme ngwwe ya mabaka a ke go thaeletsana le bangwe. Fa bana ba ithuta go kwala, ga ba thoko fela ga itse gore ba kwala jang, ba thoko ga itse goape gore goreng re kwala. Ba thoka mabaka a nnete a gore ba kwale. Ditlhopho tsa puso tsa Diaconia/Nal’ibali go tswa kwa NG Kerk Murray, kwa De Doorns, Kapa Saphirina ke sone se ba neng se ba dira!

Richard Le Roux wa Nal’ibali o Pheko a Kwa Tlhakole, Ke Sone se ba mpe le ba neng ba se dira!

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<table>
<thead>
<tr>
<th>Collect the Nal’ibali characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut out and keep all your favourite Nal’ibali characters and then use them to create your own pictures, posters, stories or anything else you can think of!</td>
</tr>
</tbody>
</table>

### About Bella

- **Age:** 5
- **Lives with:** Her mom and Noodle
- **Friends:** Neo and Priya
- **Pet:** Noodle
- **Favourite colour:** Green
- **Favourite outing:** The beach
- **Likes stories about:** Queens, princesses, witches and animals

### Here’s an idea ...

- Cut out and colour in the picture of Bella. Then paste the picture on a large sheet of paper. What do you think Bella’s story is about? Draw a box next to Bella. Write the words from the page of the story that Bella is reading. You could also draw your own picture to go with these words!
- Keep the picture in a safe place and when you have collected all the Nal’ibali characters, use them to create your own Nal’ibali poster!

### Kgotokanya baanelwa ba Nal’ibali

Sega mme o boloke ditshwantsho tsa baanelwa botlhe ba o ba ratang ba Nal’ibali mme o ba dirise go tshwale ditshwantsho, diphousele, mainaie kgotsa songwe le songwe le se o ba akanyang ka sona!

### Ka ga Bella

- **Dingwago:** 5
- **O nna le:** Mmaagwe le!!
- **Ditlha:** Neo le Priya
- **Seruwa:** Noodle
- **Mmala o a o ratang:** Lala
- **Lefela le go ijesa monate:** lewefe
- **O rata mainaie ka go:** dikgosagi, dikgosatsana, bala le dipholagola

### Kakanyo ke e ...

- Boloka ditshwantsho mo tsebeng le le bokaokegoeneng mme o ba le lise ga kgobokanya baanelwa botlhe ba Nal’ibali, ba dirise go tsebeng lelema le Nal’ibali.
Dear Nal’ibali

I write this email on behalf of my nephew who is 8 years old. He has a new interest in reading isiZulu because of Lona’s and the dirty, smelly bear! Edition 141. It was a simple and stimulating read for both of us. The illustrations were our favourite part as they were equally entertaining and informative. Thank you for this little story about chance, friendship and mischief!

Gontse Madapi

Dear Nal’ibali

My dream in the drawer (Edition 142) is an encouraging and realistic story about dreams. It concisely gives the value of a dream. The young boy’s dream starts in a drawer – the worst place you can think of! But what is in your mind? What is your dream? What can you do to fill your dream? The story states the importance of dreams and that all dreams are valuable.

Leona Kokerai

Dear Nal’ibali

Thank you for an amazing World Read Aloud Day story! The children at our school loved Where are you? (Edition 150). At the beginning of the day, all the teachers read the story to the children in their classes. We had prepared for the day by asking the children to collect and bring in plastic bottles. Then after we had read the story to them, they spent time trying to walk around balancing the bottles on their heads – just like the children in the story. We finished off with the children doing the other “Get story active!” activities on page 15. Thank you for helping our children to have a fun World Read Aloud Day 2019.

Mrs Cynthia Olamini

Dear Nal’ibali

Toro ya ma Selokang Kgatiso 142 ke lebogela le kgoro le lefatsogo le e le fetsogo tse le festivala. Le tisa moso la le le kgoro le le fetsogo le lemoso. Tana le be le bana le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsogo le le fetsog
Fish live in water.

*Ditlhapi di tshela ka fa metsing.*

Fish keep us alive.

*Ditlhapi di a re lekagape.*

This is an adapted version of *I am water,* published by New Africa Books and available in bookstores and online from www.newafricabooks.com, 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.


*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 letshola la bosetšhaba la go buisetsa monate e le go rafotesa le go jala mowa wa go busa go ralala Aforika Bonwa. Go bona tshedimosetso ka bafite, etela ma www.nalibali.org kgotsa ma www.nalibali.mobi
We swim in clean water.

Water helps the sunflower grow.

Re thuma mo metsi a a phepa.

Metsi a thusa sonobolomo go gola.

Re metsi, mme metsi ke rona.
Who's that baby?
Lesea le le ke mang?

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 letholo la bosetšhaba la go buisetsa monate e le go ratselota la go jala mowa wa go busa go ralola Afrika Borwa. Go bona tshedimosetso ka bafitša, etela mo www.nalibali.org kgotsa mo www.nalibali.mobi.

Lots more free books at bookdash.org

Natalie Hinrichsen • Tamsin Hinrichsen
Chisanga Mukuka • Georgia Demertzis
Who's that baby?

Want to play?

Oh! That baby is ... ME!

Oh! Lesea le le ke ... NNA!
I make a funny face. So does that baby.

Ke sonya sefatlhego. Le lesea le le le dira jalo.
That baby can walk. Just like me.

Lesea le le le kgona go tsamaya.
Fela jaaka nna.

My wiggly toes. That baby's wiggly toes!

Menwana ya me e sokameng.
Menwana ya lesea le e sokameng.

My cute nose. That baby's cute nose.

Nko ya me e ntle. Nko ya lesea le le e ntle.

Who is that baby?

Lesea le le ke mang?
Water helps the tree grow.

We are water and water is us.

O se ke wa lethla maledi ka la matshe?
Do not throw rubbish into water.

Wake up! Wake up!
Turn off the tap!

'Tsoga! 'Tsoga!
'Tswala thephe!
We drink water.

Metsi a leka ka kgotla ka me ya sesihametso.

Water washes my toy car.

Re nwa metsi.

Clean water helps us live.

Metsi a a phepa a re thusa go tshela.

Please turn off the taps and save water.

Ka kopo tswala dithephe mme o boloke metsi.

I collect water from the clouds.

Ke kokoanya metsi go lwes ka marnge.
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: I am water (pages 5, 6, 11 and 12), Who’s that baby? (pages 7 to 10) and The sad queen and the tickler (page 14).

I am water

This book shares the author’s ideas about the importance of water.

1. Which message from the book do you think is the most important? Write it on the empty notice board below.
2. What other messages about water – from the book or your own – would you like to tell people? Write some of them on the notice board.
3. Use colour and drawings to make your notice board more eye-catching.
4. Cut it out and display it where other people will see it.

Who’s that baby?

- Read this story to a baby or toddler. Do the actions as you read, for example, wiggle your toes, wave your hands and point to your nose.
- Look in a mirror and make a funny face. Now draw a mirror and then draw the funny face you saw, on your mirror. Write a short rhyming poem to go with your picture.

The sad queen and the tickler

- Talk about what makes you feel better when you’re feeling sad. Can you think of different ways to cheer someone up when they are feeling sad? Share as many different ideas as you can – there are no right or wrong answers!
- Draw your own “before” (when the queen was sad) and “after” (when the queen was happy) pictures of the queen.

Ke metsi

Buka e a oranga dikakanyo tsa mokwadi ka ga botlhokwa jwa metsi.

1. Ke melaetsa ke tswa ma bukeng o a sikanany gore o botlhokwa tša tša? Kwala ma botang ya dikitsa fa tša tša.
3. Dirisa mebola go gotsa go bo tswa go gago ya gago ya dikitsa e mene le kgagadi.
4. Seg o tšhēe mene o e beye ma batho bangwe batho e bana.

Lesha le le ke mang?

- Buisetsa lesha kgotsa ngwana leinane le. Diragatsa leinane o ntse o buaso, sekaa, saa menwana, tšalelaetsa dalla mene o supe nko ya gago.
- Tiebelele mo seiponeneng mme o dira se lefaroleng gore o hutsafetse. Tša tša lehlobo se tša lehlobo gore o tsheguiang.

Kgosigadi e e hutsafetseng le motsikitli

- Bu la ka le go dina gore a kultswa bolelo ka a hutsafetse. A o ka a kianayo ka ditsela tse di fanakagaren tse di ka tse gorohane gore a o le ka kutseka kago? Ta megapola e motetsi o e fanakagaren e o ka e fali – ga ga dikana gore o hutsafetse gore o hutsafetse.
- Thakelele ditswakgitlhso a gago go kgosigadi tsa “pale go” (ta kgosigadi e ne e hutsafetse) le “morogo go” (ta kgosigadi e ne e hutsafetse).
There was once a sad queen who always had a frown on her face. Nothing made her smile, not even cake … and cake makes everyone smile! The queen was wealthy as she had many cows, but even that was not enough to turn her frown into a smile.

Every morning when the queen sat at the table, she barely touched her food. She did not speak to anyone, not even to the talkative king, and everyone spoke to the king. When the traditional healer came to examine the queen, he decided she had a condition called “Miimoo”. He said it made your face look sad when you said that word slowly.

“Is there a way to cure her?” asked the king.

“Have you tried giving her cake?” asked the healer.

“Yes, we have, many times. She just frowns at it,” answered the king.

“That is terrible! No one frowns at cake,” said the healer.

“That’s what I thought too,” said the king.

“Then we will have to call the tickler. She will have the queen smiling in no time,” decided the healer.

It was yet another blue Monday for the sad queen when the tickler came rattling in with all sorts of colourful toy-like objects.

“What are all these ridiculous things you bring to my kingdom?” asked the king.

“You mean these beauties,” said the tickler. “These are my ketiing-ketiing.”

“What a strange name,” said the king.

“It’s really simple. I call them that because ketiing-ketiing is the sound they make when they are used together,” said the tickler. “Now tell me, what’s wrong with the queen?”

“Well, she is sad and has been for six years, eight months, three weeks and two days,” explained the king. “Do you think you can help?”

The tickler pulled a big trumpet out of her tiny pocket and blew it near the queen’s ear. Instead of a trumpety pee-pee-de-peep, the trumpet burped!

The king thought this was very funny and he laughed.

“Now let’s try this on the sad queen,” said the tickler and she wiggled the feather on the end of the queen’s nose. Nothing! Not even a silly little smile! Instead, the queen just sighed.

“Oh dear, this has never happened before. The giggly-feather has never failed,” said the tickler. “Are you sure the queen is just sad and not ill?”

“She’s definitely sad,” said the king. “Look at her! She always has that frown, and her hand is always against her cheek. She sighs often too.”

“Then I had better try one more keting-keting,” said the tickler as she reached into her bag and pulled out a ball of dough. “Where’s your kitchen?” she asked.

The royal guards showed the tickler where the kitchen was, and there she used her ball of dough to make a pie. This pie smelt different from the pies the guards had smelt before.

“What’s wrong with your pie?” asked one of the guards. “It smells like my favourite dish that my grandmother used to make.”

“There’s nothing wrong with the pie. It’s a happy pie. It smells different to everyone because it smells like whatever makes you happy,” explained the tickler.

The tickler cut a large slice of pie and presented it to her royal highness. When the queen sniffed the pleasant smell, she burst into tears.

“Now look, you’ve made things worse!” said the king to the tickler.

“Look again,” said the tickler. The king looked at the queen. She was smiling and in tears!

“Those are tears of happiness,” said the tickler.

The queen kept scooping spoonful after spoonful of pie into her mouth. As she did, she explained that the pie reminded her of her daughter, whom she missed terribly. Soon the queen had eaten the whole pie. It was so scrumptious that she even licked the plate clean.

The king was so happy to see his wife smiling again after six years, eight months, three weeks and two days.

The next morning, the king and the not-so-sad queen visited their daughter. They found out that the princess had also been sad because she was apart from her parents. So, from then on, they visited each other often. The queen was once again a happy queen … even when she saw cake. And, all of this, because of the clever tickler.

“Terompeta ya gago e tletse hutsafetse le go feta e e hutsafetseng. E bile, o ne a tsega, fela e seng kgosigadi ba ba neng ba tlhontse ba e bolaisa ditshego. Le balebeledi Kgosi ya tshega gonne tiragalo e gaufi le tsebe ya kgosigadi. Go na le gore le ntshe molodi wa pii-pii-pii, torompeta ya botla! Motsikitli a ntsha terompeta e kgolo mo kgetsaneng ya gagwe e nnye mme a e letsetsa kgona go thusa?”

robedi, dibeke di le tharo le malatsi a le mabedi,” ga tlhalosa kgosi. “A o akanya gore o ka "Sentle-ntle, o hutsafetse mme o ntse a ntse jaana dingwaga di le thataro, dikgwedi di le dirisiwa mmogo," ga bua motsikitli. “Jaanong mpolelele, molato ke eng ka kgosigadi?”

a simolola go tshega.
mme a leka lefofa mo go kgosi. E rile fela fa a oba lefofa mme le kgoma kutu ya nko, kgosi le lekanang le monwana wa gagwe o monnye. “Se ke solofela gore se tla dira,” a bua jalo gagwe a ntsha lefofa le lennye le Motsikitli a tsaya kgetsana ya sosobanya ga ga kgosigadi.


“Jo, se go a se se ke se dragale. Lefela le le tsekaleng ga ese le ke le palete ke tiro ya lana,” ga bua motsikitli. "A o a thomamisa gore kgosigadi a hutsafetse fela ga a twa?" "Ke a thomamisa gore o hutsafetse," ga bua kgosi. "Mo lele! Ka metlha o sosobantse setsefetse, mme e bile seletla sa gagwe se mo sedelung. Gape o fhola a ntse a hemela kwa godimo."


Balebelela ba kgosi a supetsa motsiklitse a kilibini e lang teng, mme o dirisa boloko ya tege go da phae. Phae e ne e no le monygo o o fanoigangane le diphae tse dingwe tse balebelela ba kileng ba utwana monygo wa tsona.

“Malala ke eng ka phae ya gago?" ga botsa monygo wa balebelela. "E nkga jaaka dipe tse di ratang tse nkola o neng a rota go di ira."

"Gago phaso oke phae. Ke phae ya bolomeleng. Monyga yona o fanoigane bo bonthong bothle ka gonne e nkga jaaka sengwe se se go itumedisang," motsikitli a thlhosha.

Motsiklitse a sega kibilla e kgolo ya phafe a o to kgosigadi. Fa kgosigadi a utwana monygo o o monente, a thubega ka salesa. "Jaanong bona, o sentse le go fetla!" kigasi ya bolelela motsikitli.

"Lebo gape," ga bua motsikitli.

Kigasi ya leba kgosigadi. O ne a nyenya a mme lela!

"Tse ke diketla-eletse bolomaleng," ga bua motsikitli.

Kigosi a tsekaleng go tsekaleng phae ka lewana le le tsetsefetse dingwe le gape a tshwa mo motlomong wa gagwe. Fa a tse a tsekaleng, a thlhosha gape phae e mpe gosorana monwana wa gagwe, ya o neng a mo tseketla-gona. Ka nkalvana fela, momagadi a o a feditse phae yathe. E ne e le monente a o a lelela o latsefetse le fipsa setsebo.

Kigosi ya e itumetse fela phae ya bolomela. Kgosi ya bolelela motsikitli.

"Gago phaso ake phae. Ke phae ya bolomeleng. Monyga yona o fanoigane bo bonthong bothle ka gonne e nkga jaaka sengwe se se go itumedisang," motsikitli a thlhosha.

Kigosi ya leba kgosigadi. O ne a nyenya a mme lela!

"Tse ke diketla-eletse bolomaleng," ga bua motsikitli.

Kigosi a tsekaleng go tsekaleng phae ka lewana le le tsetsefetse dingwe le gape a tshwa mo motlomong wa gagwe. Fa a tse a tsekaleng, a thlhosha gape phae e mpe gosorana monwana wa gagwe, ya o neng a mo tseketla-gona. Ka nkalvana fela, momagadi a o a feditse phae yathe. E ne e le monente a o a lelela o latsefetse le fipsa setsebo.
Nal’ibali fun  
Monate wa Nal’ibali

1. Complete the picture!
1. Follow the letters of the alphabet to connect the dots and complete the picture.
2. Then write a title for the book Bella is reading.
3. Colour in the picture, and in the empty space, draw other details that tell us more about Bella. Use the facts about her on page 3 of this supplement to help you.

2. Tell a story!
Use your imagination to complete the story.
Tell a friend or parent your story.

3. Feleletsa setshwantsho!
1. Lotelaa dihlakaa tsa alefabete go tshego morakatelya dihlutse mme o feleletse setshwantsho.
2. Joanong kwalako se tefho sa buka a Bella o e buisang.
3. Kholare setshwantsho, mme mo kalesong e o lelo, thola dintlha tse dingwe tse di re boleletang ka ga Bella. Dirisa dintlha tse di ka ga one ma go tsebe 3 ya feleletse go go fhusa.

Flying Lerato
One day, long ago, a girl called Lerato was walking through the veld when she saw a little black pig fast asleep under a bush.

“Aha,” said Lerato. “We will eat well tonight.”

Lerato grabbed the little pig, but to her surprise, it squeaked, “Please, let me go! I’ll reward you – I’m a magic pig.”

Lerato stared at the pig. “What will you give me?” she asked.

“Well, for one week,” said the pig, “you’ll be able to fly like a bird in the sky …

Anela leinane!
Dirisa thaloganyo ya gago go feleletsa leinane. Anela tsala kgotsa motsadi leinane la gago.

Lerato yo o fofang
Tsaatse lengwe, bagakapletse, maetsana yo o bidwang Lerato o ne o tsema ya sekgwedi ya ba tse ma kafana e ntso e robetse le feleletse setshwantsho.

“Aha,” ga bua Lerato. “Re tsema go go e basipang ja.”

Lerato a phamola kafana, fela se se ma kgagamaditseng ya tswirinya, “Tsebefane leetse, metsane le tsema! Ke tla go go tsema – Ke kolobe ya lekelamose.”

Lerato a tshhoa kolobe matlhlo. “O Ta mpha eng?” a botsa.

“Mo bekgeng e le nnewe,” ga bua kolobe, “o tla kgana go fofa jaaka nanyane ma lefapugsu…

Nal’ibali is here to motivate and support you. Contact us by calling our call centre on 02 11 80 40 80, or in any of these ways:
Nal’ibali e fano go go roloetsa le go go tshegets. Ikgolaganye le rona ka go leletsa lelo la rona la megalakgo ma go 02 11 80 40 80, kgotsa ka go dirisa nngwe ya ditsele tse:

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