Get your children writing!

We write to get things done and to communicate with one another. It is like cooking – the more you do it, the better you become at it and the easier it becomes for you! As parents and caregivers, we need to lead by example to show the power and purpose of writing in our daily lives with our children.

Get an early start

- Drawing is often a child’s first step towards writing. Show an interest in their drawings by making encouraging comments and asking them about their pictures. You could ask, “That looks like an interesting house to live in. Who lives there?”
- Have paper, crayons, pens and pencils on hand at home. Keep them in a place that is easy for your children to reach on their own, so that they can draw whenever they want.

Get writing at home

- Give your children the opportunity to use writing to organise their lives. For example, ask them to write a shopping list for you or to write a list of things that they need to take to school.
- Find opportunities for your children to use writing to communicate with others. Let them write their names on greeting cards or write thank-you notes and messages to family members and friends.
- Children love writing in diaries. Encourage your children to write (and draw) in their diaries about absolutely anything – their thoughts, feelings, ideas or what they enjoyed doing. (Make sure that they know that what they write is private unless they choose to share it with others.) You can use a basic notebook as a diary, just add the date at the top of each page.

Write together as a family

- Write stories with your children on blank sheets of paper and make books by stapling the sheets of paper together.
- Younger children can draw the pictures. Offer to write the words they tell you, but also encourage them to try to write themselves.
- Allow older children to draw and write on their own.
- Never criticise spelling errors. Rather, offer to correct the spelling instead!

Thusa bana ba hao hore ba tsebe ho ngola!

Re a ngola hore dintho di etshahale le hore re buisane le ba bang. Ke ntho e tshwanang le ho pheha – ha o pheha hangata, tsebo ya hao ya ho gheha e a mitlafale e bile e se e ba ntho e bonolo ho wena! Jwalo ka batwadi le bohlakomedi, re tlameha ho beha mhola ho bontsha matla le moremo wa ho ngola bophelong ba rona ba letsatsi le letsatsi le bana ba rona.

Qalella ba sa le banyenyane

- Etsa hore lapeng ho be le dipempie, dikerafane, dipene le dipenthile. Di behe sebaloko se ho teng bonolo hore bana ba hao di fihile le ba bang, e le hore ba ta ke neng kopa neng ha ba batla.

Etsa hore bana ba ngole lapeng

- Fa bana ba hao monyetla wa hore ba sebedise ho ngola ho hlophisa mopheho a bona. Ka mhola, ba kape hore ba a ngole lethlhamo la dintho tseo a tla di reka mabonekeng kopa ba ngole lethlhamo la dintho tseo ba tlamehang ho ya le tsona sekoleng.
- Fumana menyella ya hore bana ba hao ba sebedise ho ngola hore ba buisane le ba bang. E re ba ngole mbotsa a bona dikaretseng tsa ditshwetsele kopa ba ngole metsheke ya lebeleho ho ya ngola ba lelapa le metswanelo melaetsa.
- Bana ba rata ho ngola didayaring. Kgophhoto tsa bana ba hao hore ba ngole le be leka ntho ele kopa be leka didayaying tso bana – ebang ke seo ba se nahanang, makutlo a bona, maphosia ya bona kopa le botlhokong ho se leka. Etsa bonnete ba hore ba a tsebo hore se ho se se ngolang ke sephiri sa bona rite le saeta ba batla ho saeta le bong. O ka sebedise bula le faneleleleleho ya ho ngola dintho hoere be daya ya bona, ha hao feela ke hore a ngole letsatsi hadimo kepilefeng le teng le teng.

Ngolang kaofela jwalo ka lelapa

- Ngola dipale le bana ba hao maepeheng a sa ngola letho ebe le etsha dibuka ka ho kapanya maepeheng ao hamhohlo.
- Bana ba banyenyane ba ka tako di thwatho. Ithoapelhe ho ngola Mantwe sa ba o bolelele ebe, o empo se o bolele ko kgophheto tsa bana ka lele ho ngola ka bobona.
- Tshello bana ba bohlakomedi ho hore ba tsebe ho ngola ka bobona.
- Le ka mhola o se ke wa ba thwatho phaso ho ba sa ngola Mantwe ha seho ho smepeleho e o ya maepeleho!

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**Dipeo tsa Tsebo ya ho Bala le ho Ngola!**

**Ho qala ka MONAHANO!**

**Literacy Seeds! It starts with IMAGINATION!**

Dear parents and caregivers of young children, reading needs imagination to lift the words off the page and give them life. For example, when we read about a giant walking down the street, we should be able to create a “video” in our minds of that giant walking along: the way his legs, arms and head move, the shape of his back, the rhythm of his steps. This brings the giant to life in our imaginations. So, long before our children can read, they should be developing their imaginations so that they can read with understanding and enjoyment!

**5 ways to help our little ones grow their imaginations**

- **1.** Read, tell and talk about stories. Talk to your child during the day. Talk about what you’re doing, tell or read a story and talk about that too.
- **2.** Make time for free play. Do not plan all your children’s activities. Allow them to come up with their own ideas of how to spend their play time.
- **3.** Keep a box of simple playthings. There could be old clothes, play dough, pieces of dried pasta, scrap paper, crayons, scraps of fabric and wool… anything that could spark a child’s imagination.
- **4.** Turn off devices during playtime. Watching programmes on television, a computer or phone can limit children’s imagination. For example, children will hear someone else’s idea of what a dinosaur sounds like instead of trying to imagine the sound themselves.
- **5.** Give them time to try things on their own. While we may know an easier, faster or better way to do something, giving children time to find ways to solve a problem develops their creativity, reasoning, confidence and imagination.

**Bana bo rata bo ihishinya mmele, ho tshwara dipalo tsa tolo sa ho bapala. Ho pheta direame, ho mamela dipale le ho di phetha, ho taka le ho etsa eka ba naka le hala le ho ngola. Qeta nako e ngata ka moo o ka kgตนเอง o o tsotsele ka le bana le hao, mme o ba fe nako e moentseta wa hore ba bapala ba le bang le tse bana le bapala. Sena se tla etse eho ba kgwana le bapala le bala ba le bale bale le bongale. O ka etse etse bokologic le be le bale.

**Ditsela tse 5 tsa ho thusa bana ba rona ba banyenyane hore ba hodise menahano ya bona**

- **1.** Bala, pheta le ho bua ka dipale. Bua le ngwana wa hao motsehe le ho sona.
- **2.** Etsang hore ho be le nako ya ho bapala. O se ke wa rera dintho tsotsele tseo bana ba fio e etse. Da damelle ho kgtha le ho bafokeng ya ho bapala ya ho bapala.
- **3.** Boloka lebokose tse dintho tse bonolo tseo ho ka bapalwang ka tsong. Boloka lebokose ka kapo makotla o tshetsing dintho tse tse tse tse tse tse.
- **4.** Turn off devices during playtime.
- **5.** Give them time to try things on their own.

Children love to move their bodies, interact with the things around them, sing songs, play games, say rhymes, listen to and tell stories, draw and pretend to read and write. Spend as much time as you can playing with your children, and give them the time and space to play alone and/or with other children. This will make them feel happy and help them develop healthy self-esteem. Here are some things you can do to help your children:

**Hopola: Ha bana ba tsangakgakgane mma, ba bafokeng ka bafokeng, ba bafokeng ka bafokeng, ba bafokeng ka bafokeng.**

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**Hofikelo:**

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**Remember:** When children become focused in play, they and the space that they are in get dirty, untidy and loud. Watch carefully from a distance to make sure that everyone is safe. And when the playing draws to a close, try to make the last game include cleaning up the space and themselves.

**Do not plan all your children’s activities.** Allow them to come up with their own ideas of how to spend their play time.
Haha monahano ka papadi

Ho kgothaletsa bana hore ba bapale ntle le ho latela melao ho etsa hore ba tlaasa ho iketsetsa diqeto le ho ba le tsebo ya ho sebedisana le ba bang. Mofuta ona wa papadi o bitswa papadi e inahanelwang kapa ya nketsisane. Nakong ya papadi e inahanelwang, bana ba ka nna ba:

- iketsa eka le motha e mong, phofofola kapa nhrh e itseng. Motha enwa, phofofola kapa nhrh e ka nna yaba ya sebele kapa e kqapelweng, jwalo ka nhrh e buang e tswang Mars, kapa nhrh feela e tlaa eiketssetheng!
- nahana hore dintho tse teng lefatshe ho sebele ke dintho tse itseng tlaapaneng. Ka mohlala, lebokose ka le kamoseng ya bona e ka nna ya ba tswiwa e ykgwekgweing!
- etsa eka sebaka seo ba leng ho sana ke kaeke. Ka mohlala, sebaka seo ba bapallang ho sana e ka nna ya ba phiramiti ya Egepeta.
- qapa pale eo ba e tshwankhisiang.

Build imagination through play

Encouraging children to play without having to follow rules allows them to practice their decision-making and social skills. This kind of play is known as imaginative play or pretend play. During imaginative play children might:

- pretend to be another person, creature or object. This person, creature or object could be real or fantasy, like a talking dog from Mars or just a regular dog!
- imagine that the things in the real world are something else. For example, a box in their bedroom might be a spaceship on the moon.
- pretend that the place that they are in is somewhere else. For example, the playground might be a pyramid in Egypt.
- make up a story that they act out.

Melema ya papadi e inahanelwang:

- Bana ba ba le tsebo ya ho sebedisana le ba bang ka ho ithuta ho qapa pale hammo ho le ba bang.
- Ba ithuta ho latela dilaeo tse bonolo.
- Ba dumellana le mehopololo ya bao ba nang le bona.
- Ba ithuta ho laa la maikutlo a bona ka ho etsa hore boitshwara ba bona bo tenyetshele ho lemao e sa tswaneng.
- Ba ithuta ho ltiwisisa hore na boitshwara ba bona ba ama ba bang jwang.
- Ba ithuta ho le kuthwetsoho hokho ho ithuya dieqentse tsu ba bang.
- Ba ithuta ho lehlopo le maikutlo a bona – le ao ba inahanelang ona.

The importance of imaginative play:

Imaginative play helps children to develop important life skills that they will use forever.

- Creativity: Children need to challenge and stretch their imaginations as far as they can go, which allows them to experiment with life’s social and emotional roles.
- Independence: Children can make up their own games and rules through cooperative play. This helps them develop an interest in the activity and in the other children involved.
- Problem-solving: Children use many forms of problem-solving to create something from regular household materials. For example, they could use an empty coffee tin as a drum. These skills also develop during arguments that can arise during playtime when two playmates have different ideas about how a game should be played. Working out their own differences, learning to take turns and sharing responsibility are valuable life skills.

The benefits of imaginative play:

- Children develop social skills by learning to share in building a story together.
- They learn how to follow simple directions.
- They agree to share in the imagination of others around them.
- They learn to manage their emotions by adapting their behaviour to different situations.
- They develop an understanding of how their own behaviour affects someone else.
- They learn empathy by pretending to be someone else.
- They learn how to express their thoughts and feelings – and imaginary ones.

Bohlokwa ba papadi e inahanelwang:

Papadi e inahanelwang e thusa bana hore ba be le ditsebo tsa boholkwa bofhetong tse ba tla di sebedisa bofholo bohile.

- Boiqapelo: Bana ba lokela ho sebedisa mehopololo ya bona ka hohle ho bana hore na e ka sebetsa ho thaka ho hokae, e leng se tla ba dumella hore ba be le boiphethile ho kara le kheithwana ho ho sebedisana le ba bong le ho laa la maikutlo bofhetong.
- Boiqapelo: Bana ba ka iketsetsa dipapadi tsa bona le melao ya bona ka ho bapalwa le ba bong. Seena se ba thuasa hore ba be le ithULSELELO di sebedisa mehopololo ee le ho bana ba bong ba papading.
- Ho ralala mathata: Bana ba sebedisa mekgwa e mengata ya ho ralala mathata ho etsa nhrh e itseng ka se fihlelelelehoeng seoa se bumaneng ka tlng. Ka mohlala, ba ka sebedisa lekholotlho lo kiolo ka sa tsheleng hore e be maropa. Ditsebo tse ka boletse di akhora ho bana ba babedi ba ntse ng ba bapale hamhomo ha phehisana ka lebaka la ho ha le mehopololo e sa tswaneng ka hore na papadi e lokela ho bapholwe jwang. Ho ralala dipapading tsa bona, ho ithuta ho thatshana ho ka ola lebohileho enka ola lebohileho e ka ditsebo tsa boholkwa bofhetong.

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Bomme ba hlokomela matlaba a bona, ba a tsehetse le ho a hodisa. Nahana ka bomme bohole bao e leng ba boholokwa bopheleng ba hao. E ka ba mmne wa hao kapa nkgano wa hao kapa mapho ole kapa ole wa mme ya nlingeng a o bontsha lerato le ha a hlokomela. Ha bontsha hore na o ananela hakaakang sohle see ba o etseditseng sona, ke hobangen ha a sa etse setshelo sa dintho tseo o batlang ho ba etsetsa tsona bakeng sa mme ka meng ho keteka Kgwedyi ya Basadi?

Women provide care, support and nurturing to their families. Think of all the special women in your life. It could be your mother or grandmother or any woman who has loved and cared for you. To show how much you appreciate all they have done for you, why not make a jar of favours for each woman to celebrate Women’s Month?

**What you’ll need:**
- A clean empty jar with a lid.
- Small strips or squares of coloured paper and a pen.
- A pair of scissors and glue.
- Things to decorate your jar: paper, paint, glue, ribbon, material, buttons, etc.

**What to do:**
1. Make sure that the jar and its lid are clean.
2. Decorate the lid of the jar with paint, buttons, a ribbon or anything that you like.
3. Make a label for the jar that says what’s inside, for example, ‘Favour jar for Thank you for your love’.
4. Write down favours to do for a woman in your life who inspires you or who you really appreciate.
5. Cut up the coloured paper to make 10 blank cards that are about 10 cm × 4 cm big. Write a different favour on each card. (A favour can be something like: Make a cup of tea every morning for a week, or Give a foot massage, or anything she will enjoy! Add one or two that say Choose your own favour.)
6. Fold the cards and put them in the jar.
7. Give the jar of favours to the woman you chose so that she can enjoy these favours during Women’s Month.

**Things to decorate your jar:**
- Paper, paint, glue, ribbon, material, buttons, etc.

**How to make the cards:**
1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
   - Fold the sheet in half along the black dotted line.
   - Fold it in half again along the green dotted line.
   - Cut along the red dotted lines.

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**Bakeng sa basadi bohole ba ikgetham!**

Bohle ba ikgethang! Special women!

Bomme ba hlokomela malapana a bona, ba a tsehetse le ho a hodisa. Nahana ka bomme bohole bao e leng ba boholokwa bopheleng ba hao. E ka ba mmne wa hao kapa nkgano wa hao kapa mapho ole kapa ole wa mme ya nlingeng a o bontsha lerato le ha a hlokomela. Ha bontsha hore na o ananela hakaakang sohle see ba o etseditseng sona, ke hobangen ha a sa etse setshelo sa dintho tseo o batlang ho ba etsetsa tsona bakeng sa mme ka meng ho keteka Kgwedyi ya Basadi?

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**Haha lasebali ya hao.**

Iketsetsa duba ba sehwang-le-ho-ipolokelwa tse PEDI

1. Ntsha leephe la 5 ho isa ha la 12 flatsetsong ena.
2. Leephehedi le rango le masepe ano, 5, 6, 11 le 12 ho lona le isa buka e le ngwane. Leephehedi le rango le masepe ano, 7, 8, 9 le 10 ho lona le isa buka e ngwane.
   - a) Mena leephehedi ka halolo hodima ma ma matheba o matsho.
   - b) Le mene ka halolo hepe hodima ma ma matheba o matsho.
   - c) Seho hodima ma ma matheba o malopedi.

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**Grow your own library.**

Create TWO cut-out-and-keep books:

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Get story active!

🌟 Draw a picture of you and your best friend doing your favourite fun activity together. Underneath your picture or on a separate page, write what you and your friend are doing. Also write why it is your favourite activity. If you cannot write all the words you want to, ask someone to help you write down what you want to say on the page.

🌟 Read the story again. Make a list of all the things that Fatima and her grandpa did together.

Eba mahlahahlaha ka pale!

🌟 Take a setshwantsho sa hae le motswale wa hae wa hlooho ya kgomo le etsa ntho e thabisang ea le e ratang ka ho fetisisa le le hammoho. Ka Taka setshwantsho se o se takiling kopa leqepheng le keng, ngola hone na wena le motswale wa hae le etshang. Hape, ngola hone na le hobomeng ha e le ntho e a ratang ho e etsa ho fetisisa. Haeba o sa kgone ho ngola mantswa kaolela ao o batlang ho Na ngola, kopa motho e mong hone a ngola se o batlang ho se bua leqepheng lea.

🌟 Bala pale eo hape. Etsa lethathamo la dintho kaofela tseo Fatima le matemoholo wa hae ba di entseng hammoho.

What’s next?

Jwale ho latelang?

Clyde Beech • Rayhaanah Williams • Jacqui Botha

Ideas to talk about: When you look at the picture and read the story’s title, what do you think this story is about? Is there someone that you like to do fun things with? What are your favourite things to do with your best friend?

Melepho eo le ka buang ka yona: Ha o sheba setshwantsho mme o bala sehtsho sa pale, a o mrahana hone pale ee e bua ka eng? Nha ho na le motho eo o ratang ho etsa dino ho bala leqepheng le yona? Ke dino dii tseo o ratang ho di etsa ka ho fetisisa le motswale wa hae wa hlooho ya kgomo?
"How about something cold and delicious?" says Fatima.

"I have an idea! Let’s play superheroes and pick up the litter," says Fatima.

"Ho ko ba jwang ha re ka mono?" ho rialo Fatima.

"Ho ka ba jwang ha re ka monate?" ho rialo Fatima.

Fatima is always busy! She loves to run and play.

Fatima o mathela betheng. O thabetse se latelang seo yena le motswalle wa hae wa hlooho ya kgomo, e leng Ntatemoholo, ba tlo se etsa.

Fatima hurries to bed. She is excited for her next adventure with her best friend, Grandpa.

Fatima o dula a phathahane! O rata ho matha le ho bapala.
Stories that Talk Money is HEARTLINES’ third collection of stories about values. In this collection, the nine stories for children aged 6–12, focus on three money-related values: honesty, diligence, and the careful use of money and resources, or thrift.

Delightfully told and beautifully illustrated, from read-aloud stories for younger children, to the more edgy stories for older children, they are sure to be popular in homes and schools. In addition, the stories can be used, with the lightest of touches, to start conversations that will help children understand the worth of living out these values, both now and in the future.

**Get story active!**

⭐ Why do you think Phumeza was so cross when she saw how Thobeka had cut Bear’s hair?

⭐ What do you think it means to forgive someone? Can you think of a time you’ve forgiven someone?

⭐ Do you think we should always forgive people who do things that make us angry or hurt us? Why or why not?

⭐ Do you think Phumeza was right to forgive Thobeka? Why or why not?

⭐ Do you think Bear’s hair cut was necessary? Can you think of a better alternative?

⭐ What do you think the best way to handle a situation where someone has hurt you is?

⭐ What do you think the best way to respond to a situation where someone has hurt you is?

⭐ How do you think Phumeza felt after forgiving Thobeka?

⭐ How do you think Thobeka feels after realizing her mistake?

⭐ How do you think Thobeka’s feelings will change after forgiving Bear?

⭐ How do you think Bear’s feelings will change after being forgiven?

⭐ How do you think Thobeka’s actions will affect her reputation?

⭐ How do you think Thobeka’s actions will affect her relationship with Bear?

⭐ How do you think Phumeza’s actions will affect her relationship with Thobeka?

⭐ How do you think Phumeza’s actions will affect her relationship with Bear?

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On Phumeza’s sixth birthday, Mama gave her a toy bear. Bear had bright eyes, golden brown hair, a small black nose and a smiley mouth. On the front of his red vest in big letters was written: I LOVE YOU. PLEASE LOVE ME.

Everywhere Phumeza went, Bear went with her. She loved Bear almost as much as she loved Thobeka. Thobeka was her five-year-old next-door neighbour and her best friend.

One afternoon, Mama had an appointment at the salon. Phumeza and Thobeka watched through the salon window as the hairdresser cut Mama’s hair. Thobeka was especially interested. She watched carefully how the hairdresser snipped off the hair with razor-sharp scissors. It looked so easy and so much fun.

Later, Phumeza, Thobeka and Bear played in the yard. After a while, Thobeka ran inside. She came back carefully carrying her grandmother’s scissors. “Can I cut your hair?” she asked Phumeza.

“Not today,” replied Phumeza. “I want to go home now.”

Phumeza couldn’t sleep. She was sad about Bear’s hair, but even more, her heart felt heavy and sore when she remembered Thobeka’s face. She tossed and turned and buried her face in her pillow. “I shouldn’t have shouted at Thobeka. I could see she was upset already. I said such nasty things at Thobeka. I didn’t mean to.”

Phumeza thought about the day Mama gave her two pieces of cake, one for her and one for Thobeka. In front of her best friend, she ate both pieces. Thobeka forgave her and didn’t tell Mama how greedy Phumeza had been.

Phumeza thought about the prayer her family often said, asking God to forgive them. She felt ashamed. It wasn’t a good feeling.

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“Not today,” replied Phumeza. “I want to go home now.”
Ka letsatsi la tswalo la selemo sa botshelela sa Phumeza, Mme a mo fá thoye ya bere. Berê e ne e ena le mahlo a kganyang, moriri o bosootho ba kgauta, nko e nyane e nchho le molomo o bososelang. Ka pele ho vesete ya yona e kgubedu ho ne ho ngotswe ka ditlhaku tse kgolo mantswe ana: KE A O RATA. KE KOPA O NTHATE.

Thobeka put Bear on her lap. Snip, snip, snip, went the scissors. A large clump of golden brown hair floated to the ground.

She leant back to look. Oh, oh! There was a big bald patch on the top of Bear’s head. Now Thobeka was worried. “That looks bad,” she thought. “Very bad. What will Phumeza think?”

Thobeka a bea Bere hodima hae. Shwaqa, shwaqa, shwaqa, ka sekere. Sehlethelahadi sa moriri o bosootho ba kgauta wa nna wa wela fatshe.


Phumeza o ne a sa kgone ho robala. O ne a utlwile bohloko ka moriri wa Bere, empa ho feta moo, pelo ya hae e ne e imelwa e le bohloko ha a hopola sefahleho sa Thobeka. O ile a phethoha a phethoha mme a pata sefahleho sa hae mosamong wa hae. “Ke ne ke sa tshwanela hore e be ke omantse Thobeka jwalo. Ke ne ke mmona hore o se a ntse a utlwile bohloko. Ke buile mantswe a seng matle.”

Phumeza a hopola letsatsi leo Mme a neng a mo fe dikuku tse kgaotsweng tse pedi, e nngwe e le ya hae mme e nngwe e le ya Thobeka. Ka pela motswalle wa hae wa sebele, o ile a ja dikuku tseo di le pedi. Thobeka o ile a mo tshwarela mme a se ke a bolella Mme hore o ile a ba mohelo hakae.

Phumeza a haka motswalle wa hae wa hlooho ya kgomo pakeng tsa ditsehe. “Ke se ntsa e o tshworetse, mme ke mohau haholo ha ke ile ka o omanya mme ka o buela mantswe a bohloko.”

Bananyana bao ba qoqa ho filehla Thobeka a se a sa kgone ho tshwareletsa ka ditsehe jwale.

“Pele ke tsamaya,” ho rialo Thobeka, “ke tliseditse Bere mpho.”

“Ke eng?”

Phumeza hugged her best friend through the burglar bars. “I’ve forgiven you already, and I’m very sorry I shouted at you and said mean things.”

The girls talked until Thobeka couldn’t hold onto the bars any longer.

“Before I go,” said Thobeka, “I’ve brought Bear a present.”

“What is it?”

“A red woollen cap, the one Gogo knitted me for winter. It’ll cover Bear’s head and match his red vest.”

And it did.

Phumeza a haka motswalle wa hae wa hlooho ya kgomo pakeng tsa ditsehe.

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“Ke eng?”

Motsheare o mong, Mme o ne a ile saluneng. Phumeza le Thobeka ba shebelletse ka fensetere ha molokisi wa meriri a ntsa a kuta moriri wa Mme. Thobeka o ne a lilie a kgahlehile. O ile a shebella ka hloko kamoo molokisi wa meriri a kgoladeng moriri ka sekere se bohale jwaleka lehare ka teng. Ho ne ho shebahala ho le bonolo, ho bile ho natefela.

Hamorao Phumeza, Thobeka le Bere ba bapalla ka jare teng. Kamora nakwana Thobeka a mathela ka tlong. O ile a kgutla a tshwere sekere sa ngkono wa hae ka hloko. “Na nka kuta moriri wa hao?” a botsa Phumeza.

“E seng kajeno,” ha araba Phumeza. “Ke se ke butla ho ya hae jwale.”
Outside, Lotto the dog started barking.
Waving Gogo’s scissors, Thobeka walked down the back steps towards him. Lotto took one look at the scissors and ran down the road with his tail between his legs.

Only Bear was left, propped against the garden fence.

At that moment – tap, tap – someone knocked softly on the window. Phumeza sat up.

She was scared.

In a small voice, Phumeza whispered, “Who’s there?”

“It’s me – Thobeka.”

Phumeza jumped out of bed.

She ran to open the window.

At first, Phumeza wasn’t sure.

“Then I’ll cut my granny’s,” said Thobeka, and she ran off to find Gogo.

So, Phumeza climbed over the fence and went home … without noticing that she had left Bear sitting by the fence.

When Thobeka went into the house, Gogo was on her cell phone, so Thobeka left her alone.

Thobeka’s brother was asleep and she was frightened to wake him.

“What’s hair CAN I cut?” Thobeka wondered.

“Ho lokile, ke tla kuta nkgono wa ka,” ha rialo Thobeka, mme a matha ho ya batla Nkgono.

“What should we do tomorrow?” asks Fatima.

“What's next, kiddo?” asks Grandpa.
“Ke a tseba na ke batla re etseng!” ho nalo Fatima. “Ha re ye phakeng.”

“I know!” says Fatima. “Let’s go to the park.”

“Ha re a etsa ho hongata!” ba tjho jwalo hong.

“Not much!” they both say.

“Ke a tseba na ke batla re etseng!” ho nalo Fatima. “Ha re ye phakeng.”

“I can see the whole world from up here,” Fatima shouts.

“Dumela hle Fatima,” ho rialo Mme. “Wena le Ntatemoholo le entseng did you and Grandpa do today?”

“Not much!” they both say.

“Ha re a etsa ho hongata!” ba tjho jwalo hong.

“Hello, Fatima,” says Mum. “What did you and Grandpa do today?”

“Wena le Ntatemoholo le entseng.”

“Ke a tseba na ke batla re etseng!” ho nalo Fatima. “Ha re ye phakeng.”

“I can see the whole world from up here,” Fatima shouts.

“Dumela hle Fatima,” ho rialo Mme. “Wena le Ntatemoholo le entseng did you and Grandpa do today?”

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“Dumela hle Fatima,” ho rialo Mme. "Wena le Ntatemoholo le entseng did you and Grandpa do today?"
Ikopanye le rona ka e nngwe ya ditselela tse latelang:

1. Sebapadi ka seng se lokela ho bidikisa tjhelete ya tšephe kopa lese le kenyenyane nomorong ya 6 ya lebidi hore se qale.
2. Ka moro moo, tjentjhanang ka ho bidikisa tjhelete ya tšephe kopa lese lebiding. Tšamaisa konopo makogetša a lekanang le pala ya diboloko.
3. Lotela ditelo tse farweng boloku bao o fellang hodima bono.
4. Haeba konopo ya hao e fella tlase lering, o ka nyaloha ho ya fihlo hodimodimo leling eo.
5. Haeba konopo ya hao e fella hodima hlooho ya noha, o lokela ho theosa ho ya fihlo mahtaling wa noha.

How to play:
1. Each player must toss a coin or small stone onto number 6 of the wheel to start.
2. Then take turns to toss the coin or stone onto the wheel. Move your button that number of squares.
3. Follow the instructions in the square you land on.
4. If your button lands at the bottom of a ladder, you can move up to the top of the ladder.
5. If your button lands on the head of a snake, you must slide down to the bottom of the snake.
6. The first player to reach: Finish! is the winner.

This game is ideal for four or five to play together. It is best for children aged 7 to 12 years old.

Cut out the game board and number wheel below. Paste it on some cardboard and cover it with plastic to keep it clean.

Dinoha le dileri! Snakes and ladders!

Dinoha le dileri!
Lerutle o afotoa matoat hae a ka maoro, "Maota a ka a tlepa hampe. Ke nahana hore ke tla etsa haleleng hlolelo ho qhothomeleng pele ka kanjao,", a xalo.

"Ke nahana hore ke tla etsa haleleng hlolelo ho qhothomeleng pele ka kanjao,", a xalo. Ke otsebo hore, ke leleng hore ho qhothomela lehlelo ho le le leqeka le leqeka ka leba le nente ka leba le nente ka leba le nente ka leba le nente ka.

Lesotho, Monwgang, Ntsho ba tietya ba kheyane a lebele ho qhotho ho lebele ka lebele ka lebele ka lebele ka lebele ka.

Ntho ba tietya ba kheyane a lebele ho qhotho ho lebele ka lebele ka lebele ka lebele ka lebele ka.

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The morning sun shone brightly as Lulu sat on a blade of grass on her school's sports field. Today was athletics day at Insect Primary. Lulu felt very excited. She was taking part in the high jump. "Reas can jump very high!" she shouted as she jumped onto a stone, then a twig and then onto the branch of a nearby tree.

Lulu looked down from the tree and saw the other insects getting ready for the day's events. The insects all felt confident because they had been practising hard to get ready for today.

Grasshopper stretched his back legs. "My legs are very strong. I think I'll do well in the long jump today," he said.

"I think I'll win my race," said Cockroach as she ate a last bit of pancake and wiped her mouth on her wing.

Dragonyfly, Mosquito, Bee and Fly flapped their wings as they argued about who would be able to fly the highest. "The high fly is a very special event," said Dragonfly. "Not all insects have wings, but those of us who do, can fly very high. I think I'll win the trophy today."

Dung Beetle knew he would be able to push the ball the furthest with his strong back legs. Ant knew her team would win the relay race because they had been practising to pass the stick for months. And Butterfly knew she would be able to fly over all the obstacles in the steeplechase.

Lulu felt confident too. "I will jump the highest today," she said. "Zara thinks she can beat me, but I'm going to win the trophy!" And with that Lulu gave an enormous jump from the tree branch and landed … on something furry.

"Where am I?" Lulu cried in confusion.

Lulu had been daydreaming and had not seen Monkey climbing up the tree trunk. Now she was stuck in his fur!

Then Lulu heard Miss Ladybird say, "The girls' high jump will start soon. Can everybody who wants to take part, please go to the high jump point."

"Oh no," shouted Lulu. "I'm going to miss my event!" She tried to push her way through Monkey's fur, but it was too thick. Lulu started crying. She had practised so hard for this day and now she wouldn't have a chance to compete.

After a while, Lulu heard Miss Ladybird say, "The girls' high jump is going well. This is Zara's last jump. The bar is very high. Let's see if she makes it."

That's when Lulu remembered her mom's words, "Even when things seem hopeless, you can always make a plan, Lulu."

So Lulu came up with a very good plan. "I'm a flea," she told herself. "I can bite. When I bite, it will itch and itch."

And so that's exactly what Lulu did – she bit Monkey as many times as she could.

"Whaaaaa?" shouted Monkey. "Something bit me! It is so itchy!" He scratched the itch so hard that he scratched Lulu right out of his fur, and she went flying through the air.

"Wheeeee!" shouted Lulu as she flew right over the high jump bar!

Zara could not believe her eyes. "Where did you come from, Lulu?" she asked surprised.

Before Lulu could answer, Monkey lost his balance and fell out of the tree. He landed on the frogs who got such a fright that they hopped left and right to get away. The wasps swarmed around the other insects to protect them from being eaten. Then they chased all the frogs away.

Because of the chaos, everyone thought that Lulu had won the high jump, but Lulu spoke up, "No, I didn't jump. Monkey made me fly over the bar. Zara won the high jump."

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Get story active!

- Make a list of all the insects in the story. (HINT: There are 12 insects.)
- Draw an insect that you like and write LIKE underneath the drawing.
- Choose any insect. Use clay, Premo or playdough to make a model of that insect.
- Now draw an insect that you don’t like and write DISLIKE underneath the drawing.
- Choose any insect. Use clay, Premo or playdough to make a model of that insect.

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Before Lulu could answer, Monkey lost his balance and fell out of the tree. He landed on the frogs who got such a fright that they hopped left and right to get away. The wasps swarmed around the other insects to protect them from being eaten. Then they chased all the frogs away.

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1. How do you think the women in these pictures are making a difference in the lives of those around them? Write your own sentence about each picture.

________________________

________________________

________________________

2. Write your own short story about a woman or girl who helped you with a problem you had. You can start your story like this: “How could I solve my problem? Luckily, I could always ask …”