



Kha ino nzudzanyo ya Tshimedzi, ri khou **NI LIVHUHA!** nga ndila yo khetheaho vhadededzi vhothe kha **Ja Afurika Tshipembe** nge vha shela mulenzhe kha u gudisa na u eletshedza vhana vhashu vhane ra vha funa vhukuma, uri vha sedzane na vhumatshelo vhe na fulufhelo na pfeseso.



In this October edition we would like to say a special **THANK YOU!** to all the **teachers in South Africa** for their contributions in educating and mentoring our precious children to face their future with confidence and understanding.



U vhalela u diphina zwi na maanda

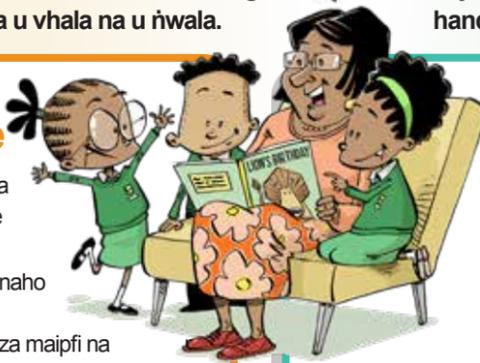
Musi tshikolo tshi tshi tenda uri u vhalela u diphina zwi na maanda nahone tshi tshi tendela vhana vhane vha dzehena khatsho uri vha zwi tshenzhele nga ho livhaho, zwi ita uri vhana vha vhe na dzangalelo ja u vhala na u iwala.

The power of reading for enjoyment

When a school believes in the power of reading for enjoyment and allows its children to experience this first-hand, it sparks in them an interest in reading and writing.

Zwi itaho uri u vhalela u diphina zwi vhe zwa ndeme

- * U vhalela ntha na vhana zwi diviwa sa mushumo wa ndeme vhukuma wa u fhaa ndivho na vhuksila zwine vha zwi toga uri vha gude u vhala.
- * Zwiitori zwi ita uri vhana vha gude luambo lwo serekanaho lu re na maipfi manzhi. Zwi ita uri vhana vha vhe ndivho yo dzikaho ya u shumisa luambo, zwi vha funza maipfi na phendaluambo na u ita uri vha divhe ndila ntswa dza u bula ndila ine vha dipfa ngayo.
- * Zwiitori zwi takadzaho na zwi nyanyulaho zwi tutuwedza mihumbulo na vhusiki ha vhana.
- * Zwiitori zwi nea tsumbo dza ndila ine vhatshu vha kunda ngayo khaedu dzine vha sedzana nadzo na u thusa vhana uri vha tahulele u pfela vhu tungu.



Why reading for enjoyment matters

- * Reading aloud with children is known to be the single most important activity for building the knowledge and skills they need to learn to read.
- * Stories expose children to rich, complex language. They deepen children's knowledge of how we use language, teach them vocabulary and grammar, and offer them new ways to express themselves.
- * Interesting and exciting stories help stimulate children's imagination and creativity.
- * Stories provide examples of how people meet the challenges that face them and help children develop empathy.

U ita uri zwiitori zwi vhe ndowelo tshikoloni

Litshani vhana vha tshikoloni tshanu vha anetshela zwiitori na u vhala tshifhinga tshothe, uri zwi vhe ndowelo tshikoloni – hu si kilasini fhedzi, fhedzi na nga zwiwe zwiifhinga-vho.

- * Tutuwedzani vhabebi na vhanwe vhatshogomeli uri vha vhalele vhana zwiitori na u vha anetshela zwone musu vha tshi khou ya tshikoloni.
- * Itani fhethu hune ha do vheva bugu dza zwiifanyiso hune vhana vha huluwane vhane vha tavhanya u swika tshikoloni vha nga dzula fhasi na vhana vhatshuku, vha vha vhalela zwiitori.
- * Itani uri kha guvhangano naho ji jithi zwa jo ja tshikolo nga rhwedzi hu ambiwe nga zwiitori. Dzudzanyani uri mudededzi a anetshela tshitori, a litshe tshigwada tsha vhana vha ite zwine zwa khou ambiwa nga tshitori kana a vhudzise kilasi uri i vhudze tshikolo tshothe zwe vha zwi ita uri vha tahulele lufuno lwa u vhala.
- * Itani uri u vhalela u diphina zwi vhe tshipiga tsha zwine vhana vha zwi ita musu tshikolo tsho no bva nga u thoma kilabu ya u vhala tshikoloni tsha vhoiwe.

Making stories part of school life

Let the children at your school experience storytelling and reading regularly as a part of their lives at school – not just in the classroom, but at other times too.

- * Encourage parents and other caregivers to read and tell stories to children on their way to school.
- * Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- * Turn at least one school assembly a month into a story-focused one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- * Make reading for enjoyment part of what children do after school too by starting a reading club at your school.

U vhalela vhana nga ipfi lihulwane a zwi nga do ita uri vha vhe vhagudiswa vha vhuimo ha ntha nga lwa vhuoto, fhedzi zwi do vha thusa uri vha vhe na mihumbulo gavhudi, vha pfesese na u divha zwithu zwinzhi na u elekanya nga ndila yo tandavhuwaho na i pfallaho.



Reading aloud to children will not magically make them top learners, but it will help them to develop excellent memories, to understand and know more, and to think critically and logically.



IT STARTS WITH
A STORY.
ZWI THOMA NGA
TSHITORI.



Mbeu dza Vhukoni ha u Vhala na u Nwala!

Zwishumiswa zwa u vhala kilasini ya ECD

Literacy Seeds!

Reading resources for the ECD classroom



Kha vhabebi na vhatogomeli vha vhana vhatuku, kha heyi nzudzanyo ri khou NI LIVHUHA! nga ndila yo khetheaho vhoiwe vhadededzi vha ECD na vhadzudzanyi kha Duvha la Lifhasi la Vhadededzi, line la do vha nga la 5 Tshimedzi!

Vhana vha a kona u pfesesa na u diphina nga zwiitori zwine vha si vhe na vhukoni ha u zwi vhala musi vha tshi zwi pfa zwi tshi vhalelwa ntha nga ndila i pfallaho nga nyambo dzine vha dzi divha. Tshigwada tshirwe na tshirwe tsha vhana vhane na vha vhalela a tshi fani na zwiirwe, nga zwenezwo u divha bugu nnzhi zwi do ni thusa u wana ine vha do diphina ngayo.

Dear parents and caregivers of young children, in this edition we would like to say a special THANK YOU! to ECD teachers and facilitators on World Teacher's Day, which falls on 5 October!

Children are able to understand and enjoy stories that are far beyond their own reading ability when they hear stories read aloud well in languages they know. Each group of children you read to is unique, so knowing lots of books will help you find one that they will enjoy.

☉ **Ndi tea u khetha tshiitori tshifnio?** Khethani zwiitori zwine na diphina nga u zwi vhala, zwine vhatsheshelesi vhanu vha zwi takalela, zwine zwa vha nga nyambo dzine vha dzi pfesesa nga hu leluwaho na zwine zwa ita uri vha pfesese zwithu nga ho tandavhuwaho. Bugu dza zwirendo, dza nyimbo na dza ndovhololo ndi bugu dzavhuḏi dzine dza nga vhalelwa vhana vhatuku nga ipfi lihulwane nahone ndi ndila yavhuḏi ya u divhadza luambo luswa.

☉ **Ndi khou vhalela vhafnio?** Arali ni tshi khou vhalela tshigwada tsha vhana vha mirole i sa fani, shumisani tshitaela tshine tsha do takadza vhana vhatuku kha tshenetsho tshigwada.

☉ **Ndi do vha ndi tshi khou vhalela tshigwada tshihulwane lungafhani?** Arali ni tshi khou vhalela tshigwada tshine tsha nga kona u vhona zwavhuḏi zwifanyiso kana arali ni tshi nga tshimbila-tshimbila musi ni tshi khou vhala, sumbedzani vhana zwifanyiso zwi re kha bugu musi ni tshi khou vhala. Musi ni tshi khou vhalela tshigwada tshihulwane, ni dzinginyise muvhili, ni ite mibvumo na u ambara zwiambaro zwi tshimbidzanaho na zwine na khou zwi vhala uri tshiitori tshi nge tsha vhukuma.

☉ **Ndi mini zwine nda nga zwi shumisa u thusa u talutshedza zwiitori?** Zwifanyiso, mipopi, miwadzi na zwithu zwo bulwaho kha tshiitori zwi nga shumiswa u ita uri tshiitori tshi nge tsha vhukuma.

U didowedza ndi zwa ndeme, nga zwenezwo ndi zwavhuḏi u vhalela ntha tshiitori lwo vhalaho ni sa athu tshi vhalela tshigwada tsha vhana!



☉ **What story should I choose?** Choose stories that you enjoy reading, that match your audience's interests, are in languages that they understand easily and that expand their world. Books with rhyme, rhythm and repetition make good read-aloud books for young children and are also a great way of introducing a new language.

☉ **Who am I reading to?** If you're reading to a group of children who are different ages, then choose a style that will appeal to the younger children in the group.

☉ **What size group will I be reading to?** If you're reading to a group who can see the pictures clearly or if you can move around while you read, show the children the pictures in the book while you read. When you're reading to a large group, use body movements, sound effects and props to bring your story to life.

☉ **What story aids can I use?** Pictures, puppets, hats and objects mentioned in the story can all be used to help a story come alive.

Practice makes perfect, so it's always a good idea to read the story aloud a few times before you read it to a group of children!

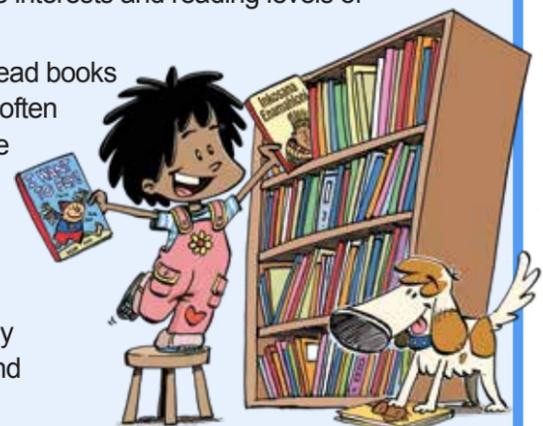


U wana zwishumiswa zwa u vhala

- ⚙️ A hu na tshine tsha fhira u vhala tshiitori nga luambo lwa hayani! Nga zwenezwo, itani vhungoho ha uri ni na dzibugu nga nyambo nnzhi dzine vhana vha dzi shumisa hayani nga hune zwa konadzea ngaho.
- ⚙️ Vhalani bugu dzine dza do takadza vhana vha kilasini yanu na dzine dza tendelana na vhukoni havho ha u vhala.
- ⚙️ Ni songo hangwa uri ni nga vhala dzibugu lunzhi-lunzhi! Kanzhi vhana vha a zwi takalela u vhalelwa lunzhi zwiitori zwine vha zwi funesa.
- ⚙️ U vhala, u nwala na u ola zwi a tshimbidzana! Nga zwenezwo, itani vhungoho ha uri tshifhinga tshoṭhe ni dzula ni na mabambiri, dzikhirayoni, dzibilupheni na dzipenisela kilasini yanu.

Finding reading resources

- ⚙️ Nothing beats reading a story in your home language! So, make sure that you have books in as many of the children's home languages as possible.
- ⚙️ Choose books that suit the interests and reading levels of the children in your class.
- ⚙️ Remember that you can read books more than once! Children often enjoy having their favourite stories reread to them.
- ⚙️ Reading, writing and drawing go together! So, make sure that you always have a good supply of paper, crayons, pens and pencils in your classroom.





U thogomela dzibugu

Bugu ndi dza ndeme ndi ngazwo ri tshi toḡa uri dzi fhedze tshifhinga tshilapfu. Fhedzi ri dovha ra toḡa uri vhana vha dzi vhale, vha nga si kone u dzi vhala arali ro dzi hoḡela huḡwe fhethu! Afho fhasi ho ḡwalwa nyeletshedzo dzine dza nga thusa vhana uri vha thogomele dzibugu uri vha kone u diphina ngadzo lunzhi-lunzhi.

- * Ri nga si lavhelele vhana uri vha fare zwavhuḡi dzibugu arali vha sa funi zwiḡori! Arali na fhedza tshifhinga ni tshi khou vhala na u diphina nga tshiḡori na vhana, na vhone vha ḡo ḡavhanya vha guda u dzhiela nḡha dzibugu.
- * Vhana vha guda zwinzhi nga u sedza nḡhani ha u vhudzwa zwine vha tea u zwi ita. Sa tsumbo, musi ni tshi vhala navho, fhendani masiḡari nga vhuronwane, musi no no fhedza u vhala tshiḡori, vhuvedzedzani bugu vhudzuloni hayo.
- * Tuḡuwedzani vhana uri vha fare bugu u tendelana na miḡwaha yavho. Sa tsumbo, ri nga lavhelele vhana vha miḡwaha ya sumbe uri vha fhende masiḡari a bugu nga vhuronwane, fhedzi vhunzhi ha vhana vha miḡwaha miḡanu vha kha ḡi guda u ita zwenezwi.
- * Thusani vhana uri vha thogomele dzibugu nga u ita fhethu ho khetheaho hune vha nga dzi vhea hone. Ni nga shumisa shelufu dzine vha nga dzi swikelela nga hu leluwaho, khathihina mabogisi o khavhiswaho a *cereal*, a zwienda, zwikhafuthini zwa aisikhirimu na mimanngi.

U fana na zwithu zwinzhi vhutshiloni, u guda u thogomela dzibugu zwi toḡa tshifhinga, u ḡiḡowedza na thuthuwedzo.



Caring for books

Books are precious, and so it is understandable that we want them to last. But we also need children to read them, and they can't do that if the books are locked away! Here are some suggestions to help children learn to take care of books so that they can be enjoyed over and over again.

- * We cannot expect children to treat books well if they do not love stories! When you spend time reading and enjoying stories with children, they soon learn to treasure books.
- * Children learn more by watching us than by being told what to do. For example, as you read to them, turn the pages carefully, and when you have finished reading a story, return the book to its place on the bookshelf.
- * Encourage age-appropriate book behaviour. For example, we can

expect seven-year-olds to turn the pages of a book gently, but many five-year-olds are still learning to do this.

- * Help children learn to care for books by creating special places to store them. You can use shelves that are easy for them to reach, as well as decorated cereal boxes, shoe boxes, plastic ice cream containers and baskets.

As with most things in life, learning to take care of books involves time, practice and encouragement.

Nyambo nnzhi, zwishumiswa zwinzhi

U vhala nga luambo lwanu a zwo ngo tea u vha zwithu zwo engedzeaho zwine na zwi khethela vhana. Ndi tshipiḡa tsha ndeme na tsha maanḡa tsha u guda luambo na u ḡahulela vhukoni ha u vhala na u ḡwala.

- ★ Imbani nyimbo na u ita zwiendo nga luambo kana nyambo dza vhana vhoḡhe.
- ★ Itani uri vhana vha vhe na zwithu zwo gandiswaho nga nyambo dzavho dzoḡhe nga u ita phostara nga nyambo dzaḡu mbili kana nnzhi nga ha thero dzine dza vha takadza.
- ★ Vhalelani nḡha vhana nga nyambo dzoḡhe dzine na kona u dzi amba na u dzi vhala.
- ★ Rekhdani vhabebe, vhomakhulu na vharḡwe vha thogomeli nga luḡingo thendeleke vha tshi khou anetshela na/kana u vhala zwiḡori nga luambo kana nyambo dzavho dza hayani – ni tshi fhedza ni litshe vhana vha thetsheselele zwenezwo zwiḡori.
- ★ Litshani vhana vhane vha amba luambo lu fanaho, vha vhale na u amba nga ha bugu dza zwiḡori vhoḡhe nga zwiḡwada.

More languages, more resources

Being read to in your own language should not be an optional extra for children. It is really an essential and powerful part of learning language and developing literacy.

- ★ Sing songs and say rhymes in the home language(s) of all the children.
- ★ Surround children with print in all their languages by making your own bilingual or multilingual posters on topics that interest them.
- ★ Read aloud to the children in all the languages that you can speak and read.
- ★ Use a cellphone to record parents, grandparents and other caregivers telling and/or reading stories in their home language(s) – and then let the children listen to these stories.
- ★ Let the children who speak the same home language read and talk about storybooks together in groups.



Ni nga wana zwiḡori nga nyambo dza fuminthihi kha www.nalibali.org.

Find stories in eleven languages at www.nalibali.org.

**"Bugu ndi dzavhudi.
Bugu dzi a takadzã.
Bugu dzi a todea!"**



**"Books are good.
Books are fun.
Books are necessary!"**

Uyu ndi mulaedza we **Paleng**, dzangano line la gudisa u vhala na u n'wala mahayani a Lesotho, la u vhudza vhana vhane la vha thusa. Vhenevha ndi vhana vha si na dzibugu mahayani avho na vhane madzangalelo avho, mafhungo ane a kwama mvelelo dzavho na luambo lwavho kanzhi zwa sa haseledzwe nga vhuḑalo kha bugu tshikoloni.

"U bva nga 2015, ro thoma u sika na u kovhela vhana vhaḑuku bugu dzashu dza zwiḑori dzi re na zwiḑanyiso dzo n'walwaho nga nyambo mbili.

"Musi vhana vha vhuya vha bva tshikoloni tsha murole wa fhasi mahayani, a hu na tshiiti tshine tsha vha kombetshedza uri vha vhale vhutshilo havho hoḑhe. A vha athu guda uri u vhala zwi a takadza kana u ḑalifhisa, zwi khwinisa vhutshilo na uri u vhala zwi a vhuḑedza na uri ndi mbofho vhutshiloni namusi.

Nga zwenezwo, ndivho ya Paleng ndi u nea vhana vhanzhi vha mahayani tshipembe ha la Afurika bugu dza mahala dzine vha nga dzi dzhia vha ḑivhalela dzone hayani, dzine dza amba nga ha zwithu zwine vha sedzana nazwo, dzine dza tendelana na miḑwaha yavho, nḑila ine vha vhala ngayo na luambo lwavho.

"Ri fulufhela uri bugu dzashu dzi ḑo kwama vhutshilo ha vhana nga ho dzikaho nahone dza ḑavha 'mbeu ya u vhala' ḑhukhu ine ya ḑo aluwa na vhana nahone ya fheledza yo ita uri vha fune u vhala."



Marion Drew na Khothatso Ranoosi, vthathomi vha Paleng
Marion Drew and Khothatso Ranoosi, co-founders of Paleng

This is the message that **Paleng**, a children's literacy organisation in rural Lesotho, shares with the children who they reach out to. These are children who have no books at home and whose interests, cultural context and language is often not seriously considered in the books at school.

"We have been creating and sharing our own bilingual picture storybooks for young children since 2015.

"In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one's life and that reading is useful and non-negotiable in today's world.

Paleng's vision is, therefore, to provide as many rural children in Southern Africa as possible with free, mine-to-take-home reading material that is appropriate for their context, their age, their reading level and their language.

"We hope our books burrow deep into the lives of children and that they plant little 'reading seeds' that will grow throughout the children's lives and bloom into a love of reading."

Laiburari yashu, dzibugu na vhuḑambo ha dzibugu zwo ita uri vhana vhanzhi vha mahayani vha Vhasuthu vha tshenzhele nḑila ine bugu dza zwiḑori dza takadza ngayo.



Our library, books, and book festivals have allowed many rural Basotho children to experience the joy of storybooks.



"U swika zwino, tshigwada tshashu tsho no bveledza bugu dza 13 dzo n'walwaho nga nyambo mbili u itela vhana vha mahayani vha miḑwaha ya 4 u ya kha 15 nahone tsho no ambedzana na vhana vha fhiraho 1,000 kha vhuḑambo hashu ha bugu."



"So far, our team has produced 13 bilingual books for rural children aged 4-15 and we have worked with over 1 000 children through our book festivals."

U itela u wana mafhungo o engedzeaho nga ha Paleng dalelani

www.palengplaceofstories.org

info@palengplaceofstories.org

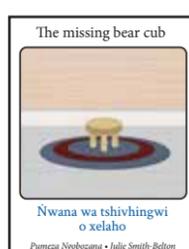
To find out more about Paleng

[palengschildren](#)

[PalengPlaceOfStories](#)

**Tandavhudzani laiburari yanu.
Itani bugu MBILI dza tumula u vhulunge**

- Bvisani masiatari 5 u ya kha 12 a yeneyi ḑhumetshedzo.
- Bammbiri li re na masiatari 5, 6, 11 na 12 li ita bugu nthihi. Bammbiri li re na masiatari 7, 8, 9 na 10 li ita inwe bugu.
- Shumisani bammbiri liḑwe na liḑwe u ita bugu. Tvehelani nyeletshedzo dzi re afho fhasi u ita bugu inwe na inwe.
 - Petani bammbiri nga vhukati kha mutalo mutswu u re na zwithoma.
 - Dovhani ni li pete nga vhukati kha mutalo mudala u re na zwithoma.
 - Gerani kha mitalo mitswuku i re na zwithoma.



Grow your own library.

Create **TWO** cut-out-and-keep books

- Take out pages 5 to 12 of this supplement.
- 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.
- 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.



“Oh my goodness, Charlene ... what happened here?”
 “The goats! They ate up all my carrots and cabbages,
 my cauliflower and beans, beetroot and spinach too.
 Someone left the gate open!”
 “It wasn’t me.”

“Tshukhwi, Charlene ... ho itea mini apha?”
 “Mbudzi nandi, ndi dzone! Dzo ja kherotsi
 dzanga dzothe na khavhisi, khaifujawa
 dzanga na nawa, bitruu na tshipimitshi. Hu
 na we a sia gethe jo vulea!”
 “A si nne.”



“It wasn’t me.”
 “A si nne.”

HEARTLINES
 The Centre for Values Promotion



U itela maffungo o engedzeaho, ri humbela uri ni rumele imeili kha
info@heartlines.org.za kana ni rwele luṭingo kha (011) 771 2540.
 For more information please email info@heartlines.org.za or phone
 (011) 771 2540.

Get story active!

- ★ Why do you think Lily didn’t say she was the one who had left the gate open when Ouma first asked?
- ★ Why do you think the picture of the cloud above Lily’s head gets bigger during the story and then “rains” on page 12?
- ★ Is it sometimes scary to own up if you’ve done something wrong? Why or why not?
- ★ Is owning up the right thing to do? Why or why not?

Itani uri tshiṭori tshi nyanyule!

- ★ Ni vhona u nga ndi ngani Lily a songo amba uri ndi ene we a sia gethe jo vulea musi Ouma vha tshi mu vhudzisa lwa u thoma?
- ★ Ni vhona u nga ndi ngani tshifanyiso tsha gole nṭha ha ṭhoho ya Lily tshi tshi nana u engedzea musi tshiṭori tshi tshi khou bvela phanḁa nahone mvula ya “na” kha siaṭari 12?
- ★ Naa nga zwiṅwe zwifhinga zwi a tshuwisa u tenda mulandu arali no khakha? Ndi ngani zwi tshi tshuwisa kana zwi sa tshuwisi?
- ★ Naa zwo tea u tenda mulandu? Ndi ngani zwo tea kana zwi songo tea?

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



Nal’ibali ndi fulo ja lushaka ja u vhalela u ḁiphina u itela u karusa na u ṭhulela nḁowelo ya u vhala kha joṭhe ja Afurika Tshipembe. U wana maffungo nga vhuḁalo, dalelani www.nalibali.org

It wasn’t me



A si nne

Glynis Clacherty • Tasia Rosser

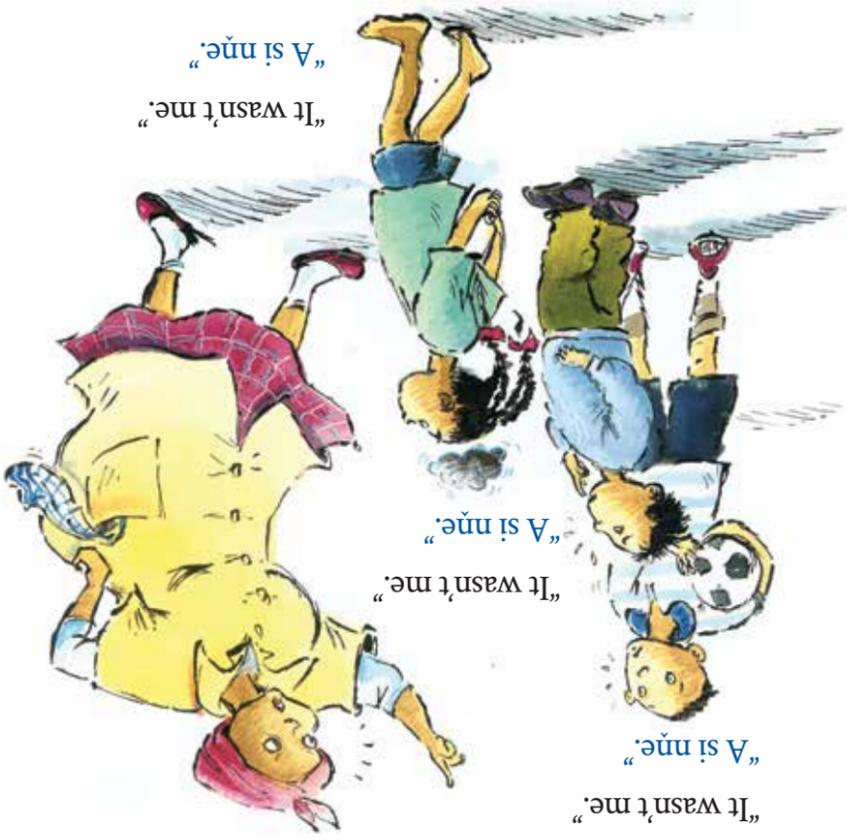
Ideas to talk about: Think of a time when you made a mistake that affected someone else. What was the mistake you made? How did you feel when you realised that you had made a mistake? What did you do next? What else could you have done?

Zwine ha nga ambiwa nga hazwo: Humbulani nga ha tshifhinga tshe na ita vhukhaxhi he ha vhaisa muṅwe muthu. No vha no ita vhukhaxhi ha mufuda-ḁe? No ḁipfa hani musi ni tshi ṭhogomela uri no khakha? No ita mini nga murahu ha zwenezwo? Ndi mini zwiṅwe zwe na vha ni tshi nga vha no zwi ita?

“Vhoiwe vhatukana, ni nřanganya řho, ni a řivha!
Iyani kamarani ya vhoiwe!”

“A si riņe, Ouma.”

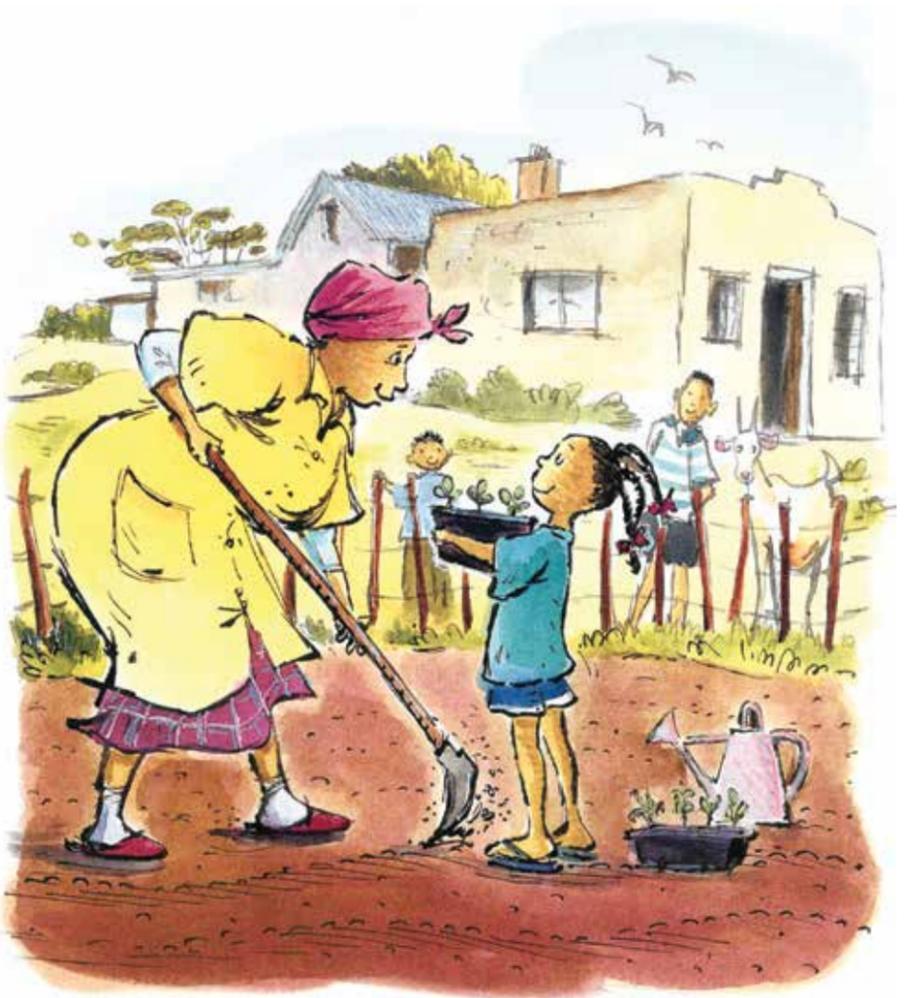
“You boys, you make me crazy! Go to your room!”
“It wasn’t us, Ouma.”



“A si nņe.”
tshipinitshi. Hu na we a sia gethe řo vulea!”
řzanga na khavhisi, khařřuřa wa na řawa, biřruř na
“A hu na mařamařsi! Mbudzi dzo řa oře na kherotši
vha ralo Mima.
“Ndi khou řođa mařamařsi, Ouma – uri ndi bike bredie.”

“It wasn’t me.”
spinach too. Someone left the gate open!”
and cabbages, my cauliflower and beans, beetroot and
“No tomatoes! The goats ate them up and my carrots
“I need tomatoes, Ouma – for bredie,” said Ma.

“Don’t open the gate to my garden, Lily!” Ouma
always said. “The goats will get in and eat up all my
carrots and cabbages and cauliflower and beans; all
my beetroot, tomatoes and spinach too. Don’t open
the gate to my garden whatever you do.”





Little Bear knows how to count to ten. That's how he knows that one of the bear cubs is missing! Where can it be?

This story was specially created for Nal'ibali – a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading.



Tshivhingwi Tshituku tshi kona u vhalela u swika kha fumi. Ndi ngazwo tshi tshi zwi qivha uri muñwe wa vhana vha tshivhingwi o xela! A nga vha e ngafhi?

Hetshi tshitori tsho itelwa Nal'ibali – fulo la lushaka la u vhalela u diphina u itela u karusa vhukoni ha vhana nga u anetshelela zwithori na u vhala.

Get story active!

- ★ Do you know your important information such as your address, a family member's telephone number and someone you could contact in an emergency? Write it in your diary.
- ★ There are no bears in South Africa. Retell the story using animals found in South Africa.
- ★ Now draw a picture for your story with South African animals.

Itani uri tshitori tshi nyanyule!

- ★ Naa ni a qivha mafhungo a ndeme a ngaho qiresi yanu, nomboro ya luñingo ya murafo wa muña na muthu ane na nga mu kwama arali ha vha na vhuimo ha shishi? Nwalani eneo mafhungo kha dayari.
- ★ A hu na zwiwhingwi kha la Afurika Tshipembe. Dovhani ni anetshele tshenetsho tshitori ni tshi khou shumisa zwipuka zwine zwa wanala kha la Afurika Tshipembe.
- ★ Zwino olani tshifanyiso tsha tshitori tshaqu na zwipuka zwa Afurika Tshipembe.

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



Nal'ibali ndi fulo la lushaka la u vhalela u diphina u itela u karusa na u tahulela ndowelo ya u vhala kha lothe la Afurika Tshipembe. U wana mafhungo nga vhuqalo, dalelani www.nalibali.org

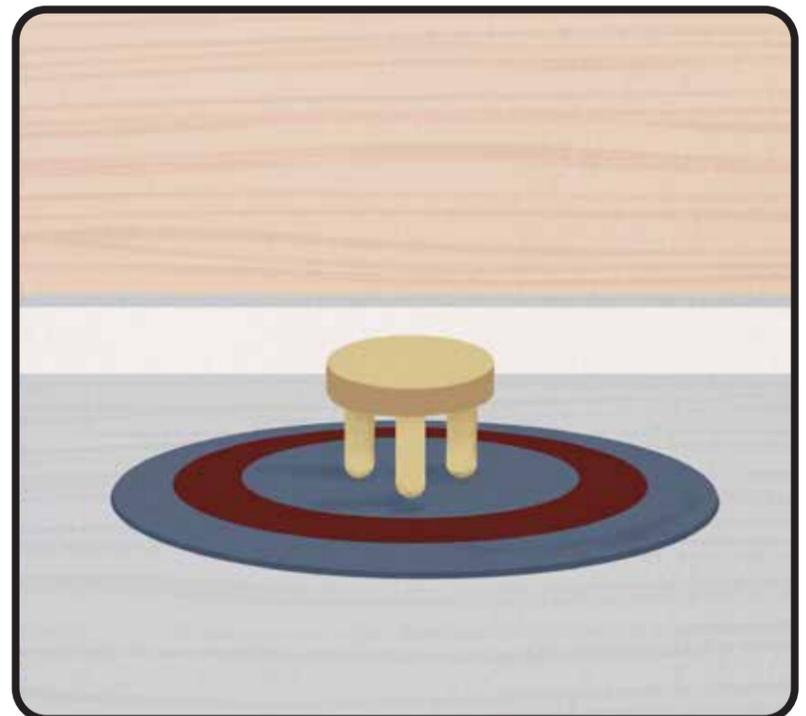


That night before supper, the bear cubs stood in front of Little Bear to be counted. "One, two, three, four, five, six, seven, eight, nine bear cubs," counted Little Bear. Little Bear rubbed his eyes and counted again. "One, two, three, four, five, six, seven, eight, nine bear cubs." There were only nine bear cubs!

Eneo madekwana hu sa athu lalelwa vhana vha tshivhingwi vha ima phanda ha Tshivhingwi Tshituku uri vha vhalawe. Thibi, mbili, ratu, ina, thanu, rathi, sumbe, malo, tshane wa vhana tshivhingwi, hu vhalela Tshivhingwi Tshituku.

Tshivhingwi Tshituku tsha qiswoya mayo tsha dovha tsha vhalela. "Thibi, mbili, ratu, ina, thanu, rathi, sumbe, malo, tshane wa vhana vha tshivhingwi." Ho vha hu na vhana vha tshivhingwi vha tshane fhedzi!

The missing bear cub



Nwana wa tshivhingwi o xelaho

Pumeza Ngobozana • Julie Smith-Belton

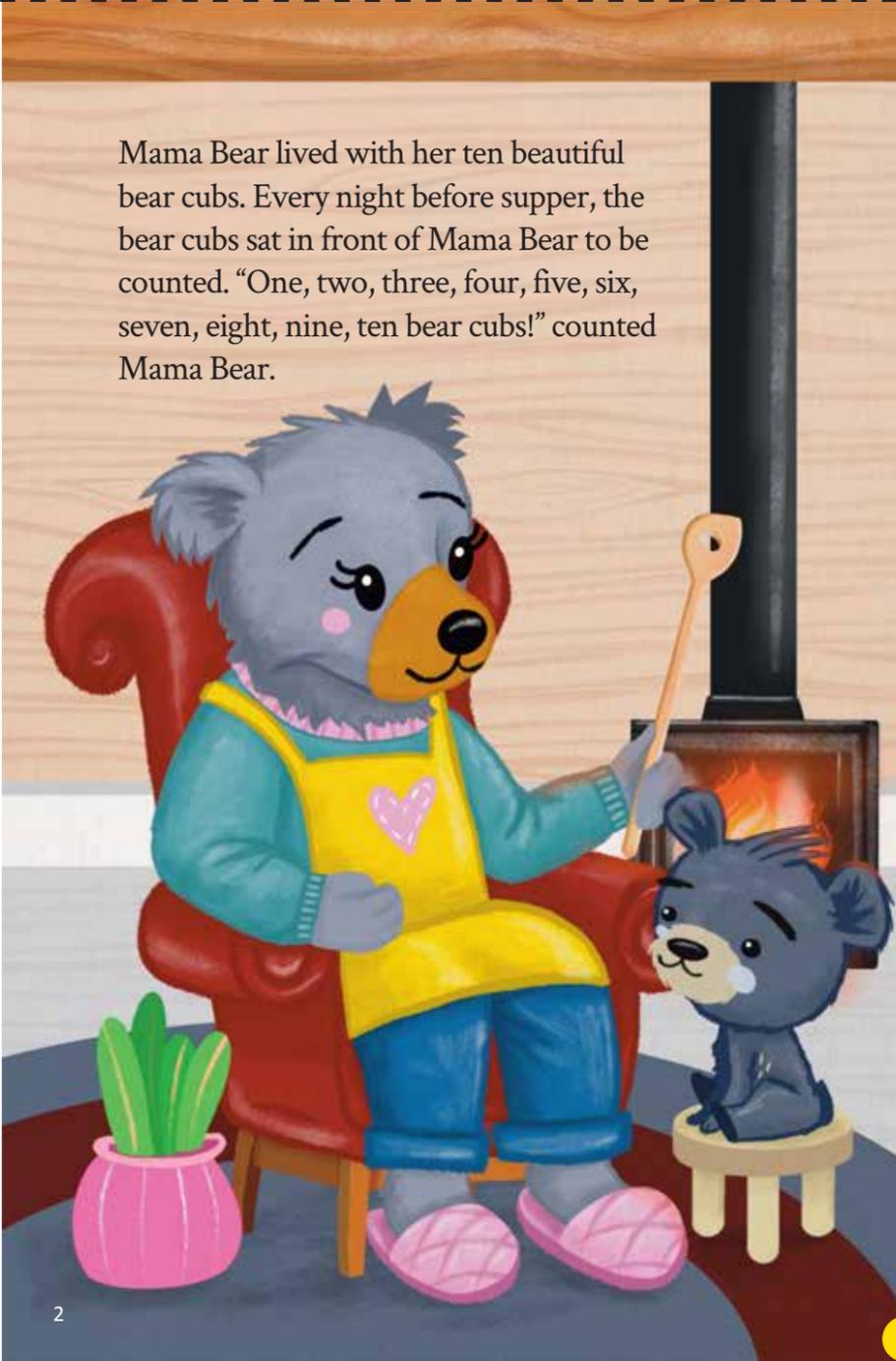
Ideas to talk about: Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

Zwine ha nga ambiwa nga hazwo: Ndi ngani zwi zwa ndeme uri tshifhinga tshothe nwana a vhudze muthu muhulwane ane a mu fulufhela, a ngaho murafo wa muña, muhura kana mudededzi hune a qo vha e hone? Nwana a nga ita mini arali a xela?



The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

Nga ja matshele nga matshele ni, Mme Tshivingwi vha kuvhatedza na u khisa vhana vha vhoihe vha vha onesa. "Ndi do vhuya hayani nga murahu ha maduva a sumbe," vha ralo.



Mama Bear lived with her ten beautiful bear cubs. Every night before supper, the bear cubs sat in front of Mama Bear to be counted. "One, two, three, four, five, six, seven, eight, nine, ten bear cubs!" counted Mama Bear.

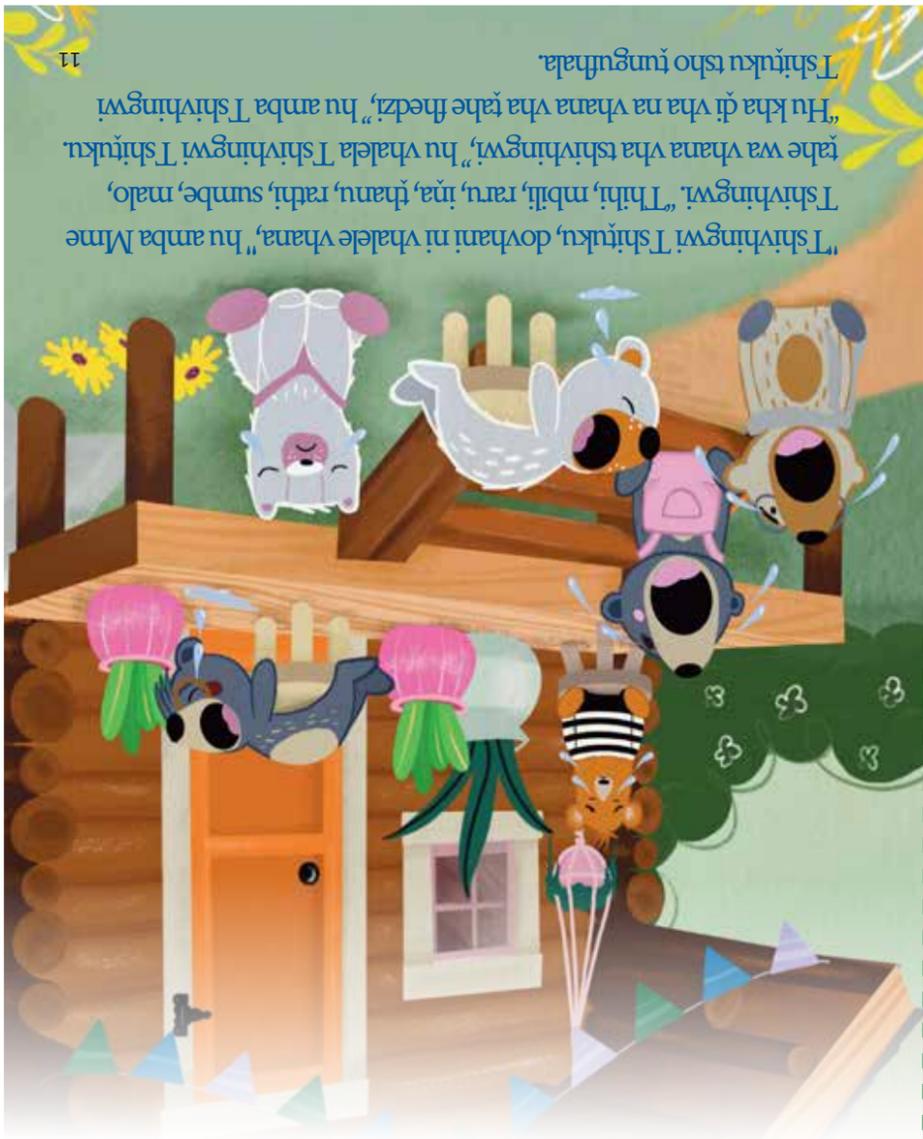


Seven days later, Mama Bear returned home. All her bear cubs looked sad.

"There are only nine bear cubs," sobbed Little Bear. Mama Bear counted her bear cubs.

Nga murahu ha maduva a sumbe, Mme Tshivingwi vha vhuya hayani. Vhana vhoihe vha tshivingwi vha vhoihe vha vhoihe. "Hu na vhana vha tshive fhedi," hu tswimila Tshivingwi Tshingku. Mme Tshivingwi vha vhalala vhana vha vho.





"Tshivhingwi Tshituku, dovhani ni vhalele vhana," hu amba Mme Tshivhingwi. "Thihi, mbili, raru, ina, thanu, rathi, sumbe, malo, tahe wa vhana vha tshivhingwi," hu vhalela Tshivhingwi Tshituku. "Hu kha di vha na vhana vha tahe fhedzi," hu amba Tshivhingwi Tshituku tsho tzungufhala.

"Count the bear cubs again, Little Bear," said Mama Bear. "One, two, three, four, five, six, seven, eight, nine bear cubs," counted Little Bear. "There are still only nine bear cubs," he said sadly.



Linwe ðuvha Makhulu Tshivhingwi vha lwala. Mme Tshivhingwi vha tea u tûwa uri vha ye u thusa Makhulu uri vha vhe khwine. "Tshivhingwi Tshituku, madekwana mañwe na mañwe musu ndi silho, ni tea u vhalela uri hu na vhana vhangana. Hu na vhana vha fumi," a ralo Mme Tshivhingwi.

One day, Granny Bear became sick. Mama Bear would have to go away to help Grammy get better. "Little Bear, every night before supper while I am away, you must count the bear cubs. There are ten bear cubs," said Mama Bear.

Mme Tshivhingwi o vha a tshi dzula na vhana vhawe vha fumi vho nakaho. Madekwana mañwe na mañwe hu sa athu lalelwa, vhana vha tshivhingwi vho vha vha tshi dzula phanda ha Mme Tshivhingwi uri vha vhaliwe. Thihi, mbili, raru, ina, thanu, rathi, sumbe, malo, tahe, fumi wa vhana vha tshivhingwi!" hu vhalela Mme Tshivhingwi.

The bear cubs began dancing and pointing at one another. "I am a bear cub! You are *also* a bear cub! I am a bear cub! You are *also* a bear cub!" they sang.

Vhana vha tshivhingwi vha thoma u tshina-tshina na u sumba-sumbana. "Ndi ñwana wa tshivhingwi! "Na inwi ni ñwana wa tshivhingwi! Ndi ñwana wa tshivhingwi! "Na inwi ni ñwana wa tshivhingwi!" vha imba.



Tshivhingwi Tshiṭuku tsha theshhelesa nga vhuṛonwane musi Mme Tshivhingwi vha tshi vhalala. Yeneyo ndi ndila ye tsha guda ngayo u vhalala.



Little Bear listened carefully as Mama Bear counted. That is how he learnt to count.

"Yes, Little Bear, you always have to remember to count yourself," said Mama Bear. "You are also a bear cub!"



"Count the bear cubs again, Little Bear," said Mama softly. "This time, start by counting yourself." "One... two, three, four, five, six, seven, eight, nine, ten bear cubs!" smiled Little Bear.

"Tshivhingwi Tshiṭuku, dovhani ni vhalele vhana," ndi Mme Tshivhingwi vha tshi khou ambela fhasi. "Zwino ni thome nga u ḍivhala."

"Thihi... mbili, raru, ina, thanu, rathi, sumbe, malo, ṭahe, fumi wa vhana vha tshivhingwi!" hu ṅwethuwa Tshivhingwi Tshiṭuku.



"Ee, Tshivhingwi Tshiṭuku, tshifhinga tshoṭhe ni songo vhuya na hangwa u ḍivhala," hu amba Mme Tshivhingwi. "Na inwi ni ṅwana wa tshivhingwi."



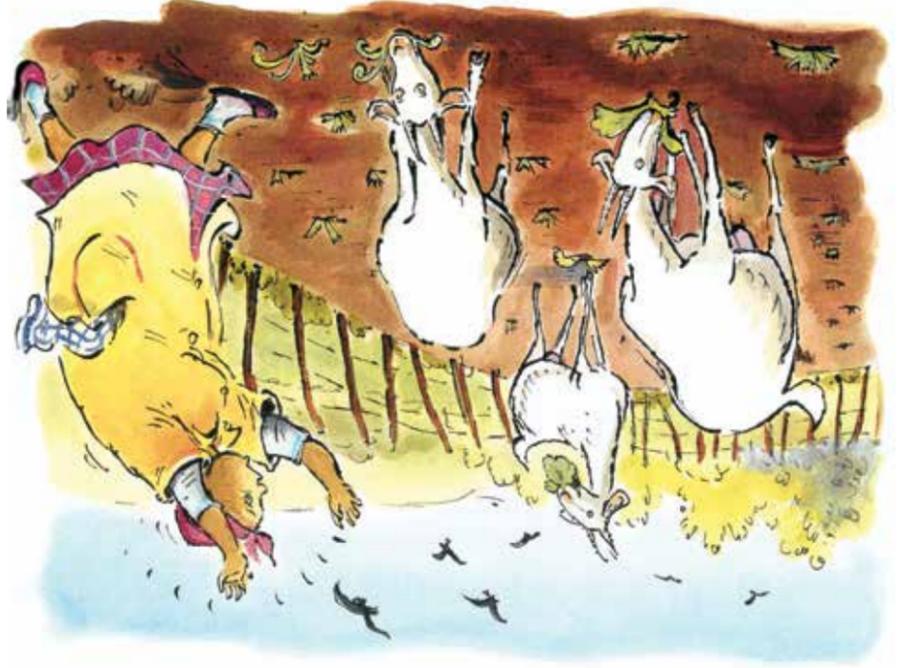
“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

And that’s what Lily and Ouma did ... the very next day!

“Nandi, Lily n’wana’nga! Mazwifhi ho ngo luga. A ita uri vhathu vha tšungufhale. Fhedzi tenda no fheleledza no amba ngoho. Ndi a takala uri no ita nga u ralo. Ni do tea nthusa u tšavha dziñwe kherotsi na khavhishi na khalifūḷawa, ṅawa na biṭiruṭi na maṭamaṭisi na tshipinitshi.”

Zwenezwo ndi zwe Lily na Ouma vha zwi ita ... nga tsha matshelo!

“YOOH, VHATHU WELE! Mbudzi dzo ḷa kherotsi dzanga; dzo ḷa khavhishi yanga na khalifūḷawa na ṅawa, biṭiruṭi dzanga, maṭamaṭisi na tshipinitshi. Ndi nyi we a vula gethe ḷa ngadeni yanga?” hu vhudzisa Ouma.



“AAAAAA! The goats have eaten up my carrots; they’ve eaten my cabbages and cauliflower and beans, my beetroot, tomatoes and spinach too. Who opened the gate to my garden?” asked Ouma.

“Ni songo vula gethe ḷa ngadeni yanga, Lily!” Ouma vho vha vha tshi anzela u ralo. “Mbudzi dzi do dzhena dza ḷa kherotsi dzanga dzoṭhe na khavhishi na khalifūḷawa na ṅawa, biṭiruṭi dzanga dzoṭhe, maṭamaṭisi na tshipinitshi. Ni songo vhuya na vula gethe ḷa ngadeni yanga na luthihi.”





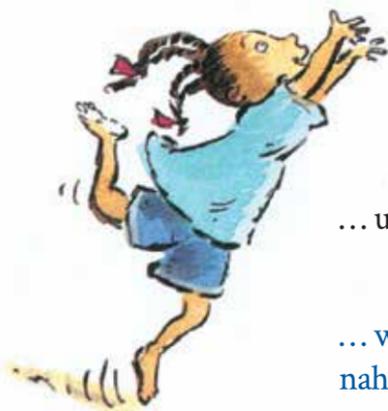
... WA PFUKA dāraṯa ... Wa pfuka dāraṯa
ya ngade ya miroho ya Ouma!

... OVER the fence ... Over the fence of
Ouma's vegetable garden!



The dragon-fly flew up and ...

Murutshwe wa mbo ḍi fhufhela
nṯha nahone ...



... up and ...

... wa gonyela nṯha
nahone ...



"No veggies, Ouma?" asked Dad.

"No veggies tonight! Someone left the gate open!"

"IT WAS ME! I'm sorry, Ouma."

Ouma looked sad, Mum looked sad, Dad looked sad
and Quinton looked sad, Jerome looked sad and Lily
... Lily was sad too!

"A hu na miroho, Ouma?" hu vhudzisa Baba.

"A hu na miroho ya u ḷa ano madekwana! Hu na
we a sia gethe ḷo vulea!"

"NDI NṂE! Vha mpfarele, Ouma!"

Ouma vha vhone vho ṯungufhala, Mmawe vha
vhone vho ṯungufhala, Baba vha vhone vho
ṯungufhala na Quinton a vhone o ṯungufhala,
Jerome a vhone o ṯungufhala na Lily ... Lily na
ene o vha o ṯungufhala!

La 16 Tshimedzi ndi Duvha la Lifhasi la Zwiliwa!



Ni nga engedza nga mini?
What else would you add?

Swobo ndi tshijiwa tshi fhataho muvhili na tshi re na pfushi tshine tsha bikwa nga ndila dzi sa fani shangoni lothe. Swobo i dovha ya vhuyedza mutakalo washu nga ndila nanzhi ngauri:

- ★ Swobo i itwa nga maqi manzhi, zwine zwa nga ni thusa uri ni dzule ni na maqi muvhilini.
- ★ Kanzhi swobo dzi itwa nga miroho na nawa, zwine zwa vha na vithamini nanzhi, dziminerala na masephenene kha tshijiwa tshithi.
- ★ Swobo i ita uri ni dipfe no fushea nahone no fura, zwine zwa nga ni thusa uri ni fhungudze muvhili kana ni dzule ni na muvhili wavhuqi.
- ★ Kanzhi swobo i bikwa u swikela zwiqavhangelo zwothe zwi tshi tou pwaqa, lune zwa leluwa uri i sukiwe muvhilini.
- ★ Swobo i a rindidza na u rudza mbilu, zwiuhuluhulu musi ni tshi khou lwala.

Ni funesa swobo ifhio?

Soup is a wholesome and nourishing food that is made in different ways all over the world. It also has many benefits for our health because:

- ★ Soup is made with a lot of water, which can help us stay hydrated.
- ★ Soup is often made with vegetables and legumes, which provide lots of vitamins, minerals and fibre in one meal.
- ★ Soup makes us feel satisfied and full, which can help us lose weight or keep to a healthy weight.
- ★ Soup is often cooked until all the ingredients are soft and fine, which makes it easy to digest.
- ★ Soup is comforting and soothing, especially when we're ill.

What is your favourite soup?

☆ i rothisaho nthe ☆ i difhaho ☆ i na mutakalo wavhuqi ☆ i furisaho
☆ i re na pfushi ☆ i tamisaho

☆ satisfying ☆ hearty ☆ delicious ☆ tasty ☆ healthy ☆ yummy

16 October is World Food Day!

Contact us in any of these ways: • Ri kwameni nga inwe ya dzenedzi ndila:

f nalibaliSA

t @nalibaliSA

@nalibaliSA

info@nalibali.org





Molemo na badzhi ya manditi



Nga Siphiliselwe Makhanya ■ Zwifanyiso nga Geoff Walton

Ho vha hu tshi khou rothola vhukuma eneo matsheloni. Molemo o vha o dzhenisa zwanḁa zwawe zwikwamani zwa vhurukhu have ha tshikolo nahone o hudulula mahaḁa o lindela uri robotho i mu vulele uri a kone pfuka bada. O vha o ambara zwikipa zwivhili ngomu ha hemmbe yawe tshena ya tshikolo, fhedzi o vha a tshi kha ḁi pfa phepho.

“Brrrrr,” ndi Molemo a no ralo, a tshi khou gikhinya fhasi ngeno o lindela uri robotho i mu vulele. “Ngavhe Gugu vho vha vhe na tselede ya u nthengela badzhi.”

Musi hu tshi tou bvelela munna mudala kha robotho, Molemo a mbo ḁi pfuka bada. Fhedzi a mbo ḁi pfa mutzhemo murahu have. Musi a tshi rembuluwa, a vhona muḁwe munna a tshi khou tsumbudzana na muḁwe mukegulu, a tshi khou lingedza u mu dzhiela phese.

“Thusani! Thusani!” hu huwelela onoyo mukegulu.

Molemo ho ngo tsha vhuya a ima-ima – o mbo ḁi gidima a ya u thusa onoyo mukegulu nahone a goga maanḁa a raha onoyo munna kha zwinungo zwa milenzhe. Onoyo munna a mbo ḁi honḁa nga nthani ha u pfa vhuḁungu nahone a litsha phese ya vhenevho mukegulu. A mbo ḁi ḁhobila nga u ḁavhanya ha mbo ḁi vha u ngalangala have.

“Pfarelo, Gugu, o vha vhaisa?” ha vhudzisa Molemo, a tshi khou takusa vhenevho mukegulu. Vho wa musu jenejo livemu ji tshi litshedza phese yavho. “Kha vha ḁifarelele nga mahaḁa anga,” ndi Molemo a no ralo.

Vhenevho mukegulu vho vha vha tshi khou tetemela nahone vha tshi nga vha khou ḁoḁa u lila. “Ndo livhuha zwone, a ni ntshileli ngoho,” vha ralo. “Thi ḁivhi uri vhatu vho dzhenwa nga’ni maḁuvha’no.”

Musi vhenevho mukegulu vho no ima, Molemo a doba zwithu zwavho a vha ḁekedza. “Tenda hu tshi kha ḁi vha na vhaswa vha re na vthuthu vha ngaho inwi,” vha ḁwethuwa.



Nga murahunyana nga eneo masiari, Molemo a pfuka bada kha dzenedzo robotho musu a tshi khou ya hayani. Tshe tsha mu mangadza ndi uri onoyo mukegulu o vha o mu lindela. Onoyo mukegulu a ḁwethuwa musu a tshi mu vhona. “Mutḁhanga wanga! Ndo ni farela tshirḁwe tshithu!” a ralo a tshi khou ḁea Molemo tshiputo tsho putelwaho zwavhuḁi. “Ni tshi putulule ni tshi swika hayani.”

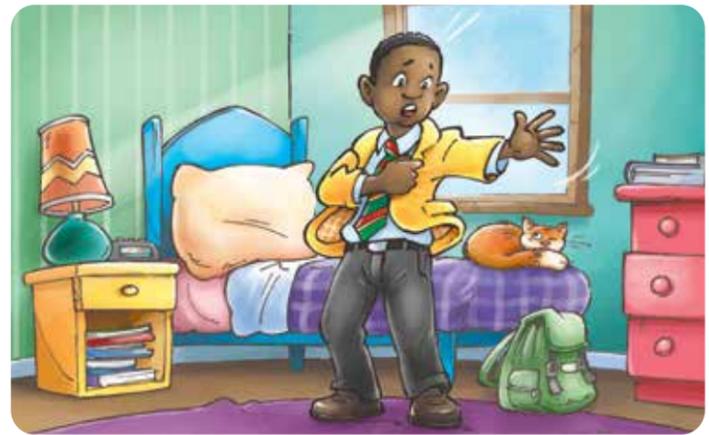
Molemo a farwa nga ḁhoni. “A vho ngo tea u ḁea tshi...,” ndi ḁdila ye a thoma ngayo.

“Dzhiani, dzhiani,” vha ralo vhenevho mukegulu, vha tshi khou mu dzhena haḁwani. “Ni tea u dzhia heyi phasela. Musu ndi tshi ḁangana na inwi, ndo zwi ḁivha uri i ḁo ni fanela.” Vha phaphata muḁana wa Molemo nahone vha mu fara shaḁa. “Musi i sa tsha ni lingana, ni i ḁee muḁwe ḁwana ane a vha na vthuthu u fana na inwi.” Ndi izwi-ha vha tshi rembuluwa vha ḁitutshela.

Musi Molemo a tshi swika hayani, a vula tshenetsho tshiputo. Ngomu ho vha hu na badzhi ya muvhala wa ḁaḁa u penyaho. Yo vha i na zwikwama nga nḁa na mitalo yavhuḁi nga ngomu. Yo vha yo naka. Fhedzi musu a tshi i imisela nthā, a zwi vhona uri ndi ḁhukhu vhukuma.

Molemo a ḁipfa o kulea nungo. “I nga si vhuye ya nndingana na luthihi!” ndi zwe a ḁivhudza zwone. Fhedzi nga ḁwambo wa uri yo vha i badzhi yavhuḁi, a i edzisa.

Ndi izwi-ha hu tshi itea tshirḁwe tshithu tshi mangadzaho – tshanḁa tsha u ja tsha badzhi tsho vhone tshi tshi khou tatamuwa musu a tshi dzhenisa tshanḁa khatsho. Tsho bvela phanḁa tshi tshi engedzea u swikela tshi tshi eḁana tshanḁa tshawe. Molemo a mangadzwa nga zwe a vha a tshi khou zwi vhona. A thi kholwi na luthihi! Molemo a dzhenisa tshirḁwe tshanḁa kha tshanḁa tsha monde tsha badzhi. Na tshone tsha vhone tshi tshi khou tatamuwa u swika tshi tshi mu eḁana.



Yeneyo badzhi ya mu eḁana zwavhuḁi. A bvela nḁa uri a ye u ḁisedza nga fasiḁere. A vhea zwanḁa khunduni nga murahu a zwi dzhenisa kha tshikwama tsha badzhi. Yo vha i tshi mu fanela!

Nga tshenetsho tshifhinga, khaladzi awe muhulwane ane a pfi Nina, a mbo ḁi bvelela nga henevho khonani. O vhone o neta. Molemo a mbo ḁi mu farela bege nahone a mu sala murahu musu a tshi dzhena ḁduni. “Zwo tshimbila hani ḁamusi? Ndi ni itele tie?” a mu vhudzisa.

Nina a dzula tsini na ḁafula ja khishini. “Zwo tshimbila zwavhuḁi, maneto, ndo tou ḁinetela,” a ralo a tshi khou lingedza u ḁwethuwa o sedza khaladzi awe. “U ḁoḁa mushumo a si matamba vhana. Ndi nga livhuwa nga maanḁa arali na nga nnyitela tie.”

A si zwino Nina a tshi khou ḁoḁana na mushumo. Hezwi zwo ita uri Molemo a ḁungufhale. Nina o ḁidina vhukuma uri a ḁhaphudze tshikolo nahone Molemo u a zwi ḁivha uri zwi a mu ḁungufhadza uri ha athu wana mushumo nga murahu ha miḁwaha miraru a tshi khou ḁoḁana nawo.

“Ndi na vhungoho ha uri ni ḁo u wana hu si kale, Nina. Ni mushumi wa biko nahone ni nga si vhuye na litsha u bvela phanḁa ni tshi u ḁoḁa,” a ralo Molemo.

A rembuluwa uri a funge phuramasitofu uri a vhlise maḁi a tie. “Ngavhe Nina a tshi nga wana mushumo,” a ralo a tshi khou ambela mbiluni. A vhea geḁela kha phuramasitofu, a vhea khapu i re na maḁari a tie ngomu.

Molemo a dzhenisa zwanḁa zwikwamani zwa badzhi musu a tshee o lindela uri maḁi a vhile. Ndi izwi-ha a tshi pfa uri hu na tshibambiri kha khona ya tshikwama tsha u ja tsha badzhi. Zwo mu mangadza vhukuma. Molemo a ḁivhudzisa arali ho vha hu kale tshi henevho, o vha a tshi tou vha a sa athu zwi ḁhogomela.

A bvisa tshenetsho tshibambiri nga vhuronwane tshikwamani tshawe. Yo vha i khunguwedzo ya gurannḁa yo putelwaho zwavhuḁi i re na maipfi ane a ri: **HU NA MUSHUMO. Hu ḁoḁea vha re na maḁiriki!**

Molemo a ḁwethuwa. Zwo vha zwi tshi tou nga muḁa wa hawe wo vha u tshi ḁo ḁelwa nga mashudu nga ḁwambo wa tshifhiwa tsha uja mukegulu.

Itani uri tshitori tshi nyanyule!

- ★ Naa no no vhuya na vha na tshibili tsha u thusa mualuwa? Ho itea mini? No ḁipfa hani nga murahu ha zwenezwo?
- ★ Olani tshifanyiso tsha musu ni tshi khou thusa muḁwe muthu. Fhasi ha tshifanyiso, ḁwalani mutaladzi une wa ḁalutshedza zwine zwa khou itea kha tshenetsho tshifanyiso.

- ★ Ndi tshifhio tshifhiwa tshine tsha fhira zwoḁhe tshe na vhuya na ḁewa nga muraḁo wa muḁa? Ndi ngani ni tshi tshi funesa nga u rali? Olani tshifanyiso tsha tshenetsho tshifhiwa.



Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



It was a freezing cold morning. Molemo pushed his hands deeper into the pockets of his school pants and pulled up his shoulders as he waited to cross the road at the robot. He wore two T-shirts under his white school shirt, but he still felt cold.

“Brrrrr,” said Molemo, stamping his feet while he waited for the robot to change. “I wish Granny had enough money to buy me a jacket.”

As soon as the little green man appeared on the robot, Molemo started to cross the road. But that’s when he heard a scream behind him. As he turned around to look, he saw a man struggling with an old woman and trying to take her handbag.

“Help! Help!” shouted the woman.

Molemo didn’t stop to think – he ran to help the old woman and kicked the man on the ankle as hard as he could. The man howled in pain and let go of the woman’s handbag. Then he limped away as quickly as he could.

“Sorry, Mama, did he hurt you?” asked Molemo, helping the woman to stand up. She had fallen over when the robber had let go of her handbag. “Grab onto my shoulder,” Molemo said.

The old woman was shaking and she looked like she wanted to cry. “Thank you, thank you,” she said. “I don’t know what has gotten into people these days.”

Once the old woman was standing up again, Molemo picked up her things and gave them back to her. “At least we still have kind young people like you,” she smiled.



Later that afternoon, Molemo crossed the road at the same robots on his way home. To his surprise, the old woman was there waiting for him. She smiled when she saw him. “Young man! I have something for you!” she said as she gave Molemo a carefully wrapped packet. “Open it when you get home.”

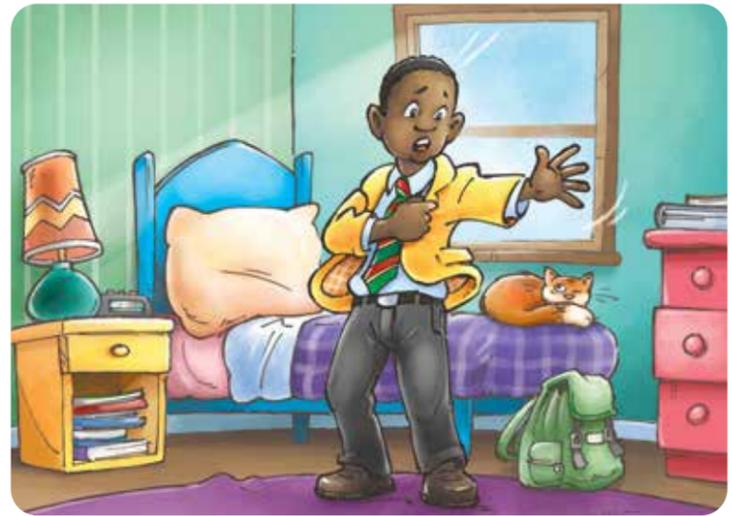
Molemo felt embarrassed. “You don’t have to give me anythi...,” he began.

“Take it, take it,” said the woman, interrupting him. “This is just the thing you need. When I met you, I knew that it would be perfect for you.” She patted Molemo’s back and squeezed his shoulder. “When it no longer fits you, pass it on to another child who is just as kind as you.” Then she turned and left.

When Molemo got home, he opened the packet. Inside was a bright yellow jacket. It had pockets on the outside and a lovely, checked pattern on the lining inside. It was beautiful. But as he held it up, he realised that it was quite small.

Molemo felt disappointed. “This will never fit me!” he thought. But because it was such a nice jacket, he decided to try it on anyway.

That is when something really surprising happened – the right sleeve of the jacket seemed to grow longer as he slid his arm through it. It grew longer and longer until it was exactly the right size for his arm. Molemo couldn’t believe his eyes. This couldn’t be right! Molemo decided to put his other arm into the left sleeve of the jacket. Again, it seemed to grow and grow to fit him.



The jacket fit Molemo perfectly. He walked outside to look at his reflection in the window. He posed with his hands on his hips and then put them in the jacket’s pockets. He looked good!

Just then, his older sister, Nina, came around the corner. She looked tired. Molemo took her bag and followed her inside the house. “How are you? Do you want a cup of tea?” he asked.

Nina sat down at the kitchen table. “I’m okay, just tired,” she said, trying to smile at him. “Looking for work is hard work. Some tea would be nice, thank you.”

It seemed as if Nina was always looking for work. This made Molemo sad. She had worked so hard to finish school, and he knew it made her feel bad that she couldn’t find a job after three years of looking.

“I’m sure you’ll find something soon, Nina. You’re a hard worker and you never stop trying,” said Molemo.

He turned to light the paraffin stove to boil some water for her tea. “I wish Nina could find a good job,” he thought. He put the kettle on the stove and set out a cup with a teabag in it.

Molemo shoved his hands into the jacket’s pockets while he waited for the water to boil. That’s when he felt a piece of paper stuffed into the corner of the right pocket. He was surprised. Molemo wondered if it had been there before and he just hadn’t noticed.

Carefully, he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**

Molemo smiled. It looked like his family’s luck was about to change for the better and all because of the old woman’s gift.

Get story active!

- ★ Have you ever had a chance to help an older person? What happened? How did you feel afterwards?
- ★ Draw a picture of you helping someone. At the bottom of your drawing, write a sentence that describes what is happening in the picture.

- ★ What is the best gift you have received from a family member? Why do you like it so much? Draw a picture of the gift.

Zwi takadzaho nga ha Nal'ibali

Nal'ibali fun



1.

a.) Tangedzelani maipfi ane na vhona u nga a talusa khwine mukegulu wa kha tshitori *Molemo na badzhi ya manditi*. Nga murahu nwalani maipfi anu mavhili ane a mu talusa.

- vhuthu
- tseḁa
- tshivhindi
- mbilu yavhudi
- mbilu mmbi
- lufuno
- sinyuwaho
- tshituhu

b.) Olani tshifanyiso tshine tsha tshimbidzana na tshipiḁa tsha tshitori *Molemo na badzhi ya manditi* he Molemo a wana tshipiḁa tsha gurandḁa kha tshikwama tsha badzhi.

b.) Draw a picture to go with the part of the story *Molemo and the magic jacket* where Molemo finds a piece of newspaper in the jacket pocket.



"A bvisa tshenetsho tshibammbiri nga vhuronwane tshikwamani tshawe. Yo vha i khunguwedzo ya gurandḁa yo putelwaho zwavhudi i re na maipfi ane a ri: **HU NA**

MUSHUMO: Hu tḁea vha re na matiriki!"

"Carefully he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**"

a.) Circle the words that you think best describe the old woman from the story *Molemo and the magic jacket*. Then add another two words of your own to describe her.

- kind
- greedy
- brave
- sweet
- horrible
- caring
- angry
- cruel

2.

Ni nga wana madzina a vhabvumbedzwa vha Nal'ibali kha yeneyi thoḁisiso ya maipfi?

Can you find the names of the Nal'ibali characters in this word search?

C	G	O	G	O	M	X	H	I	M	B
A	D	E	O	O	B	L	D	O	S	O
A	F	R	I	K	A	M	I	N	H	L
J	N	O	O	D	L	E	N	A	O	L
O	K	N	P	Q	I	R	T	S	P	A
S	T	B	E	L	L	A	L	U	E	R
H	W	M	Y	Z	A	N	E	O	I	P
M	M	E	W	A	A	F	R	I	K	A



NEO



NOODLE



GOGO



AFRIKA



MME WA AFRIKA



BELLA



MBALI



HOPE



DINTLE



JOSH

Nal'ibali yo itelwa u ni tḁuwedza na u ni tikedza. Ri kwameni nga inwe ya dzenedzi nḁila:

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