Bontate ba sa tlaeang le bala bona ba ka etsang?
Bontate ba sa tlaeang le bala ba nte le ba ka nnya le tsetla ho nililotsa tsetla ya ho bala le ho ngola lapeng. Ho bana ba tsetla ho Hile o rato ba ho ka tsetla ho bala le ho ngola, see se fia bo lokholotlakase hore ba 'fihlo le ho ekhele tsetla ya bana ya ho bala le ho ngola. O ka etsa se swang?
- Phetla dipole le ho sa le monyenanye.
- Phetla drome le ka dipole tsa kereke.
- Botse bana ba hore na ho Hotse swang. Ho bana ba qapa le batho ba batho, ba ithuta mantswe a motha le tsetla ea puo e sediselewang ka teng.
- Ho o rite e etsa mosebetla ipa le tsetla ya ngwana wa hao, o kga ya ho Hlakule kola, o Hlobotse ye o etsa e se etsa.
- Bona dinte le o di boning tse ngwane nna le ona o keng hona teng, dinte tse kga matshwa tse tsetla, mantswe a dihlelele, le le ding tse wato.

Ho ka etsang mabapi le ho ngola?
Ho ngola eba ntho mo le molemo ho bana ba ba ngola dintso tse bana ba bantang ho di ngola ho ena le ho ngola se moo moholo a itseng ba se ngola.

Ho toroya le ho taka ho etsa hore bana ba banyenyane tsoa le bana ba le mantswe a banyenyane ba Hlula le di tloko le bana ba banyenyane le bana ba le mantswe a banyenyane. Bana ba dipale he le ho ja le chelela, ho ma ra ra, ho ma ra ngwana la la mo tebile. Bana ba dipale he le ho ja le chelela, ho ma ra ra, ho ma ra ngwana la la mo tebile.

Ho ithuta ho ngola ngwana a se le monyenanye tsoa le bana ba banyenyane. Ho bana ba qala ho ngola, hangata ba etso mantshwane a le le. Ho bana ba dipale he le ho ja le chelela, ho ma ra ra, ho ma ra ngwana la la mo tebile. Bana ba dipale he le ho ja le chelela, ho ma ra ra, ho ma ra ngwana la la mo tebile.

Ho ngola la tsetla e tlaeang.
Ho mora bana ba qala ho ngola ka tsetla e tlaeang.

What about dads who aren’t comfortable reading?
Dads who don’t feel comfortable reading can still contribute to improving literacy in the home. Knowing that you care about literacy will encourage your children to practice and grow their reading and writing skills. How can you do that?
- Tell stories about when you were young.
- Recite nursery rhymes or sing simple tunes.
- Ask your children about their day. When children have conversations with adults, they learn new words and how language works.
- Explain what you are doing when doing chores with your child, like washing the car.
- Read the print around you, like road signs, the names of products you buy, and so on.

Drawing
Drawing and painting allow young children to express their ideas and feelings. Talk about their pictures and ask them what they would like you to write about their pictures. Writing underneath the picture helps them to understand that written language has meaning.

Early writing
When children start to write, they usually scribble on a page. They then move on to using symbols that look like letters. Next, they use real letters (even though they may be mixed up) to make words. These first steps show that children are aware of a difference between drawing and writing.

Conventional writing
Later, children start using conventional writing. They usually choose letters that they think match the sounds in words they are trying to write. Over time, they use conventional spelling and punctuation more and more.
<table>
<thead>
<tr>
<th>Province</th>
<th>Bana ba finyeletsweng / Children reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kapa Botlhabelo / Eastern Cape</td>
<td>174 513</td>
</tr>
<tr>
<td>Free State</td>
<td>165 858</td>
</tr>
<tr>
<td>Gauteng</td>
<td>671 789</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>1 094 517</td>
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<tr>
<td>Limpopo</td>
<td>671 598</td>
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<tr>
<td>Mpumalanga / Mpumalanga</td>
<td>583 128</td>
</tr>
<tr>
<td>Lebowa Bophirima / North West</td>
<td>267 895</td>
</tr>
<tr>
<td>Kapa Lebowa / Northern Cape</td>
<td>38 608</td>
</tr>
<tr>
<td>Kapa Bophirima / Western Cape</td>
<td>221 899</td>
</tr>
<tr>
<td><strong>PALO YOMLE / TOTAL</strong></td>
<td><strong>3 889 766</strong></td>
</tr>
</tbody>
</table>

Each year on World Read Aloud Day, Nal’ibali leads literacy change in South Africa by motivating adults to read with their children. We have reached out to families, caregivers, community organisations and learning institutions to remind everyone in South Africa about the benefits of reading aloud to children. This year you helped us spread the love of stories and reading to more than 3,8 million children. What a success!

In preparation for World Read Aloud Day on 7 February 2024, we produced a special story, The lost kitten, written by Stacey Fru and illustrated by Rico. It featured the well-loved Nal’ibali characters, Neo, Bella and Noodle.
Ho finyeletswe batho ba 875 000 ka mokgwa wa marangrang
875 000 people reached via social media

Ha finyeletswe dipuoana tse aetsang 4,5% ho marangrang (re ne re ipehetse 1,5%)
4.5%, social media engagement rate (benchmark is 1.5%)

Batho ba 15 892 ba kene maqepheng a rona a 34 650
34 650 page visits from 15 892 visitors on the WRAD web page

Ho daonloudilwe pale ya Letsatsi la Lefatshe la ho Balla Hodimo ka Mofhe Kaga
24 300 WRAD story downloads via the website and WhatsApp platform

Ha entswe hore pale ena e fumanehe ka dipuo tse 11 tsa semmuso
tsaa Afrika Borwa, ha mmoho le ka Puo ya Matsoho ya Afrika Borwa, ka
Propel to literacy on a large scale.

Makhe a mang le o
mang a loketsa le ho le kuku!
Every celebration
deserves cake!

The children loved
hugs From Neo!
Bana ba ratile ho
hakwes le Neo!

Nal’ibali e kelela Letsewa la Lefatshe la ho Balla Hodimo le Mofhe Kaga
ha mmoho le balthuthi ba 200 ba toswang dikholeng tsa le tshwane
ma mohome tsa Kapa Bophrimwe.

Nal’ibali celebrated World Read Aloud Day with the City of Cape Town and
200 learners from various primary schools in the Western Cape.

Nal’ibali social media platforms accelerate
our literacy campaign!

The story was made available in the 11 official South African written languages as
well as in South African Sign Language, thanks to a partnership with SLED Sign
Language Education and Development.

Read-aloud sessions – big and small – were
planned nationally.

Some community sessions were led by
Nal’ibali, and others were organised by
members of the public, schools, libraries, fellow literacy organisations and other
nonprofit organisations.

Partners who lent a hand to ensure that
more children than ever before were read to
included the Department of Basic Education,
the Department of Social Development,
Volkswagen South Africa, the City of Cape
Town, Standard Bank South Africa and
libraries throughout the country.

Every read-aloud session, whether it is with
one child or a thousand children, helps to
kick-start a culture of reading in South Africa.

Maqephe a rona
a marangrang a
Nal’ibali a potlaki-
sa letsholo la rona
la tsebo ya ho
bala le ho ngola!

Nal’ibali-Lesedi Project recently celebrated World
Read Aloud Day 2024 with learners from Postmasburg
at Boichoko Library.

Otto Foundation South Africa ha e keteka
#worldreadaloudday2024 ka
ho pheta pale e keghetsheng
ya #nalibaliwrad2024 e reng
Ledinyane la Kafane le keghetsheng.

Olto Foundation South
Africa celebrating
#worldreadaloudday2024
by sharing the
#nalibaliwrad2024 special story, The lost kitten.

Parpoje ya Nal’ibali-Lesedi e sa tswa keteka Letsatsi
la Lefatshe la ho Balla Hodimo le 2014 le Letsatsi la
Mafihla le ho Pans ka Dikubs le balthuthi ba toswang
Postmasburg, Loeboninga ya Boichoko.

The Nal’ibali-Lesedi Project recently celebrated World
Read Aloud Day 2024 and International Book Giving Day
with learners from Postmasburg at Boichoko Library.

Mofito wa Yizani
Sifundile a ketekile
#NalibaliWRAD2024
le balthuthi, lathlwa le
tsiMP, Jeri a toswang
dikholeng tsa le tsho
ka le tse le tsho
ka mohome, ba le tse
ka Dr Rubusana College,
Mdantsane.

The Yizani Sisunfene
team celebrated
#NalibaliWRAD2024 with learners, parents,
and teachers from four pre-schools and three
primary schools at the Dr Rubusana College,
Mdantsane.

Maqephe a rona
a marangrang a
Nal’ibali a potlakisa
letsholo la rona
la tsebo ya ho
bala le ho ngola!

Makhe a mong le o
mang a loketsa le ho le kuku!
Every celebration deserves cake!

Dibakeng tse ding, dikho ho bala
di re di leetsetse pale ke ba Nal’ibali, afeh
tse ding bana dinre di Hosothotheke le
bozoh, diketsa, dikemogatla ho re
sebedisanang le ya ho kgafolaletsa tsebo ya
ho bala le ho ngola ha mmoho le megogo le me ngi
sa setse tseho.

Bompheho ba rona ba ketseng letsolo ho
ebela botle sa bane ho bala bana ho
eletsetseleho ho fetsa le hae le leng pale
ba okareletsela Lefapho la Thuto ya Matheo,
Lefapho la Ntshepotheke ya Setsheho,
Volkswagen South Africa, Motshe Kapa,
Standard Bank South Africa le dikholoabane
nahe nga bapha.

Nako e mngie le e mngie a ho bala bana hodimo,
ebanga ho bala bana ngwana a le
mong kapa bana bo dikite, sena se thusa ho
thegogae thwalo ya ho bala Afrika Borwa.

©  Ashraf Hendricks / GroundUp

Maqephe a rona a marangrang a
Nal’ibali a potlakisa letsholo la rona la tsebo ya ho bala le ho ngola!
Ho Thakgola Buka ya linqondi zeQhagqiwa

Porakya ya NtBali ya Tsebo ya ho Bala le ho Ngola ya VW e le ya nthabe ho Tseboha ya ho Bala ho tleng ho aletsha halahlo ho bana ba tswang dikogong tseo VW e di itelisoetse ka ahlilelele ba le bokana. Nal’ibali-VW Literacy Project Coordinator Madoda Ndlakuse

2. Leqephehadi le nang le maqephe ana,

b) Le mene ka halofo hape hodima mola wa matheba a matsho.


Iketsetse dibuka tse sehwang-le-ho-ipolokelwa tse Melumzi, Hombakazi Combined, Phakamile, Mthonjeni, Sikhotiwa, Alex Jayiya, Stephen Nkomo Primary Schools. The enthusiasm of the children, their parents and their teachers was clearly visible at the jam-packed VW PeoplePavilion in Gqeberha on 14 September last year.

The programme started with panel discussions by literacy activists on literacy activism and the importance of mother language. Some of the key points discussed were the importance of literacy programmes, keeping learners involved with education and challenging them to read regularly. The benefits of reading from a young age were described as an investment that would help learners succeed academically and build their futures, as well as leave a legacy of reading for generations to come.

The bond I have created with the learners is so fulfilling. This bond makes it easy to communicate with the learners and therefore to have an impact on them. - Sinethemba Mama (Mokwetlisiwa wa YES wa Nal’ibali)

I consider the improvement of the learners’ reading skills as the greatest achievement. Seeing a learner being able to recognise a sound they didn’t recognise a week ago motivates me to keep on doing the work that I do.” - Sinazo Busakwe (VW Legacy Literacy Ambassador)

Ke nka kgatelopecle e hang teng tsebong ya baithuti ya ho bala e le katleho e kaglo. Ho bona moithuti a kagona ho lemola modumo o a neng a sa o tshebehekeng e feltileng ho ntsusumelatsa hore ke tswele pele ke e tsovo otshehetsa wa ka” - Sinazo Busakwe (Moemedi za Lefa ya ho Bala le ho Ngola wa VW)

From left to right: Sinazo Busakwe, Masixole Simakuhle, Sinethemba Mama le Yasser Wyngaard

The NtBali-VW Literacy Project enjoyed a highly successful book launch as children from seven VW-sponsored schools gathered at the Khazimla Story Festival to celebrate the launch of linqondi zeQhagqiwa, which means Critical Thinkers of Qhagwati. This is a collection of stories, letters, poems and illustrations by children from Melumzi, Hombakazi Combined, Phakamile, Mthonjeni, Sikhotiwa, Alex Jayiya and Stephen Nkomo Primary Schools. The enthusiasm of the children, their parents and their teachers was clearly visible at the jam-packed VW PeoplePavilion in Gqeberha on 14 September last year.

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Wendy and the waentjie

Mikayla Joy Brown • Carlos Amato

Get story active!

★ Draw a picture of yourself and a friend or family member playing with a waentjie. Would you push the waentjie or sit in it?
★ Make a list of the things you would need to build a waentjie. Tell someone how you would build it.
★ Draw a starting line and a finishing line on the ground. Hold hands with one other person and run from start to finish. Next, hop from start to finish while holding hands.

What point is there in trying when you can’t win a race? Wendy and Joel will have to finish the race to find out. This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.

Molemo wa leka ke ofe haeba o ke ke wa Nola lelaksi? Wendy le Joel ba la mela ho lina kgwela le le hore ba fuele karabo.
Pale ena e entwe ka ho kgwela ba hore Nal’ibali e tsaolose bokgoni ba bana ka ho pheta dipole le ho bala balihabisa.

Wendy le sekosekara

Mikayla Joy Brown • Carlos Amato

Ideas to talk about: Have you ever been pushed in a waentjie? Do you think it is a fun game to play? What do you think this story is about?

Mahopola eo le ka buang ka yona: Na o kile wa hulwa ka sekosekara? Na o nakhana hore ke papadi e monate? O nakhana hore pale ena e laboche le eng?
All the neighbourhood children were gathering for the race of the waentjies!

“Enjoy the race, Wendy,” said her mother. “Have fun.”

Bana bolele motseng ba ne ba bokane ho tla shebella mojaho wa dikosekaro!

“O thabele peiso, Wendy,” ha rialo mme wa hae. “O natefelwe!”

So Wendy and Joel pushed the waentjie.

Wendy le Joel ba sututsa sekosekara ho fihlela qetellong.
Ideas to talk about:

Look at the picture on the cover of this booklet. What do you think this booklet is about? If you could go anywhere in the world, where would you go?

Mehopolo eo le ka buang ka yona:
Sheba setshwantsho se sekwahelong sa bukana ena. O nahana hore bukana ena e bua ka eng? Haeba o ne o ka fumana monyetla wa ho ya le ha e le ka lefatsheng, o ne o tla ya hokae?

Hidden places
Ilse Badenhorst • Georgia Demertzis

Imagine discovering a place that was built thousands of years ago! You never know what might be hidden beneath your feet.

This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.

Nahana feela o sibolla sebaka se lieng sa hahwa diteme tse dikete tse fetileng!
O ke ka wa tebhe hore na ke eng e patehileng ka tsa maoto a hao.
Pale ena e entswe ka ho kgetheha bakeng sa hore Nal’ibali e tosoolose bolongi ba bana ka ho pheta dipale le ho bala ba thhilisa.

Get story active!

★ Have you heard about any of these places before? Which place seemed most exciting to you?
★ Draw a picture of an interesting place you have visited before. Write a sentence or two about that place.
★ Now imagine that you found a hidden place near your home. What would you find there? Write a paragraph about the place you found.

Eba mahlahahlaha ka pale!

★ Na o ne o ke le ka diqala sebaka sebe bale fasileng? O bana eka ka sebaka sebe ke sebe sekelame ka ho fasilisa?
★ Toraya setshwantsho sa sebaka se tshoasilelisa o ke lela se o sebe sebe sebe. Ngola polelo e le ngwe ka kete pedi ka sebaka se be
★ Jwale nahana o se e sibola sebaka sebe sebale hau le hena. O ne o tla fumana de ho sono? Ngola serapa ka sebaka se be e sibolailelisa.

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.

Bakeng sa tshoasilelisa se ngwe, etela www.nalibali.org.
The Terracotta Army

Many ancient places stay hidden underground for thousands of years. One of these is the Terracotta Army in X’ian, China.

In 1974, farmers were digging a well when they found some very old and very interesting pottery. Soon, archaeologists arrived and started carefully digging up the area. Over many decades they found a whole empire that had been built more than 2 200 years ago. Everything was made of terracotta, which is clay that has been baked in special ovens.
Lebotho la Terracotta

Dibaka tse ngata tsa bohlolo di dula di patehile ka tlaea lefatshe ka dilemo tse dikete. Se seng sa dibaka tsena ke moo ho nang le Lebotho la Terracotta sebakeng se bitswang X’ian, Tjhaena.

Ka 1974, borapolisi ba ne ba mtele ba tjheka sediba ha ba fumana dintho tsa kgale haholo tse botlwa le leletshho ka lehlobo. Ka tlholo baenjini ba lele, mme ka ofela ha tsona ha di tshwane. E nngwe ya tsona e sebopeho sa sefapano.

Qalong basebetsi ba ile ba betla sebopeho sa kereke hodima lefika. Yaba ba fata ho ya tlase ka mathoko ho sebopeho seo ho fihlela ho setse boloko bo boholo ba lejwe le tsitsitseng. Ka mora moo, ba fata boloko boo ho etsa diphaposi, difensetere, menyako, ditepisi le mekgabiso. Dikereke tsena di bophahamo ba mekato e meraro kapa e mene. Bona ke boqetseke bo hlollang hakaakang ba boenjini ba mehleng eo ya kgale!

Derinkuyu has many big rooms, stables, cellars, storage rooms, a chapel and even a school. Ventilation shafts provided fresh air and a protected well provided fresh water for its residents.

One of the most interesting things is that there are huge stone discs that could be rolled over the opening of the tunnels on each level. These stone “doors” could only be opened from the inside and this kept everyone safe from outside enemies.

Maybe you’d like to be a traveller who discovers more about our amazing world!
There is an enormous underground city called Derinkuyu that is buried in an area of Turkey known as Cappadocia. According to history, people began building this city thousands of years ago and it grew bigger over time. In ancient times, people lived in this city to stay safe from foreign invaders.

The city has many levels that stretch 85 metres underground. More than 20,000 people and their livestock could live in this underground city for many months.

Derinkuyu underground city

The empire was built by Qin Shi Huang, who was only 13 years old when he became the first emperor of China. He wanted to live forever, so he immediately started building everything he would need for the afterlife.

He got thousands and thousands of people to build a tomb surrounded by palaces, an army of warriors, chariots to travel in, stables filled with horses and even acrobats and musicians to entertain him.

Mmuso ona o hahilwe ke Qin Shi Haung, ya neng a le dilemo di 13 feela ha a qala ho ba mmusi wa Tjaena. O ne a batla ho phela ho ya ho ile, ka hoo, hanghang a qala ho hloko ntho e nngwe le e nngwe eo a neng a tla e hlóka ka mola hore a hlókahale.

O ile a lokisetsa hore batho ba diketekete ba hahe lebitla le potapotilweng ke matlo a borena, mabotho a bahlabani, dikoloi tla ntwa, ditala tse fletseg dipere ha mmoja le boramonyakwe le dibini bakeng sa ho mo tlosa bodutu.

Motse o ka tlasa lefatshe wa Derinkuyu

Ho na le motse o mohlohadi ka tlasa lefatshe o bitswao Derinkuyu ka tlasa sebaka sa Turkey se tsejwang e le Cappadocia. Ho latela talae, batho ba le la qala ho hahlo motse ona dilemo tse dikete tse fletseg mme wa na wa hola ha nokelo e ntse e feta. Mehlela ya kgale, batho ba ne ba dula motseng ona e le ho itshireletsa ho basi le ba neng ba hlaeletsa metse.

Motse ona o na le mekato e mengata e tebelang tlahe ba dimthira tse 85 ka tlasa lefatshe. Batho ba fethang 20,000 le mehlape ya bona ba nê ba ka phela motseng ona o ka tlasa lefatshe ka dikgwedi tse ngata.
Wendy pushed the waentjie as fast as she could.

“We’re in front!” shouted Joel excitedly.

“Ke itemaditse leoto,” ha rialo Joel.

“Ke sitwa ho sututsa sekosekara sa rona.”

“O tla dula ka sekosekareng ha Joel. Nna ke tla se sututsa!” ha rialo Wendy.

“I’ve hurt my foot,” said Joel.

“I can’t push our waentjie.”

“You sit in the waentjie, Joel. I will push!” said Wendy.

“Wendy and Joel, you did not give up!” said Uncle Henry.

“And we had a lot of fun!” they said.

“We have not forgotten our ngwe,” ha rialo Uncle Henry.

“Le rona re natefetswe haholo!” ba rialo.

“Well done,” said Uncle Henry. “You finished the race.”

“Ke itemaditse leoto,” ha rialo Joel.

“Ke sitwa ho sututsa sekosekara sa rona.”

“O tla dula ka sekosekareng he Joel. Nna ke tla se sututsa!” ha rialo Wendy.
"We will do the best we can," said Joel. So Wendy and Joel lined up with the other teams at the end of the street.

"Re tla etsa sohle seo re ka se kgonang," ha rialo Joel. Yaba Wendy le Joel bo ema moloeng le dithlopo tse ding qetellong ya seterata.
Enkosi kakhulu mntanam, Ndiyayibulela nalanto uyenzayo pha endlini yokusika uncamathisela amaphepha. Ndiyabulela, ndiyazingca ngawe” (Thank you so much, my child. I really appreciate what you always do at home. You always cut and paste papers from the Nal’ibali supplement. Thank you. I am so proud of you.) – Tata ka Emihle (Mthonjeni Primary School)

Mhloniwe, Dimpho Mosala, Nkosinathi Clay, Madoda Ndlakuse, Nandipha Kolisile, Lerato Voetpad le Sesona Matiso.

Mhloniwe, Dimpho Mosala, Nkosinathi Clay, Madoda Ndlakuse, Nandipha Kolisile, Lerato Voetpad le Sesona Matiso.

Ntiwa e ka seholoshong lemeneng lena e tshi la ho farwa ka ditsho bakeng sa ho kenyi letsho ha banya bakeng ensa ya Zinggili zeQhagqiwa. The highlight of the programme was when the children’s contribution to the book Zinggili zeQhagqiwa was acknowledged.

Mhloniwe, Dimpho Mosala, Nkosinathi Clay, Madoda Ndlakuse, Nandipha Kolisile, Lerato Voetpad le Sesona Matiso.

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Kusela ndambona uNoesha ukukhona ukuba yinto ebomini, esemncinci kakhulu ngayo kwi dayanet yabe. uNal’ibali umpho le “Kwesakela kakhulu ngu yinto ebomini, esemncinci kakhulu ngayo kwi dayanet yabe. uNal’ibali umpho le “Kwesakela kakhulu ngu yinto ebomini, esemncinci kakhulu ngayo kwi dayanet yabe. uNal’ibali umpho le “Kwesakela kakhulu ngu yinto ebomini, esemncinci kakhulu ngayo kwi dayanet yabe. uNal’ibali umpho le 

Acentre, Ntate, Nandipha Kolisile, KwaNobuhle. The children’s writing revealed the trauma the majority of the children experienced in their daily lives. They wrote candidly about the trials and tribulations their families experienced and how they were affected. Their stories showed how truly resilient children are and how they are able to thrive on very few resources.

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Letatanyana le neng le sa rate pula

Ka Nosicelo Darly Dongwana  Ditswchantsho ka Jiggs Snaddon-Wood

Kgalekgate, ho ne no na le mme letata mme o ne a na le matatanyana a tshelengseto, a mmola o masehla. Ba ne bo dia rite tse na maboneng polasing, empo matatanyana ana o hae a ne a e mafokwa nako ya lehloela, ha ho ne ho tshetsa eible pula a sa sa pula. Pela eo ba neng bo ka babapa ho yona e na e sa ne, eible ho se ho na le diafapana setsa metsi tsa bo ka tshelang ka hana tsaana. “A ke ka pula e ka na,” ho riao Mme Letata o mokonyana a hae. “No monate ho babapa puleng ke le yevese. Ke a botse hare le fo rata pula. Matata kaofela a rata pula!”

Yaba lehloela le a feta mme ho kena hwetla, mme qetellong pula ya qala ho na! Mme Letata o phaphana ha a utlwana marathodi a pula a ollo manekeng. A bota matatanyana o hae mme a re, “Tloko le fo bona pula?” O ne a thabile haholo mme ka pokotla a bokella matatanyana a hae kaofela. “Tloko a sala Mme Letata moroa ho ya ka rite puleng.”


“A e, nna ha ke batle,” ha riao lematatanyana le lenyengana ka ho fetisiwa. “Nina he ka rite pula. Ho ke rate ho kaloba eible pula e etso hone masehlaana a ka o masehla a mmaname.”

Mme Letata a se se a kgwawa se a se utlwanga. A uputsa mapheo a hae mme a re, “O kile wa utlwana ka lela le sa rata pula? Ke fla famese ho loha lejheka.”

Hoseng ha letsatsi le Na’limang, Mme Letata a leba ho Mme Padi MoMabzi, ya neng a re a le kwenekile polasing moo le rite tshwana nño e ngwele le e ngwele. “MoMabzi, lematanyana la ka le lenyengana ka ho fetisiwa ha a batle ho tswela ka rite ho pula e na. O re a rate ho kaloba. O kile wa utlwana ka lela le sa rata puleng? Re fla loha ho loha lejheka.” ha riao Mme Letata.


Mme Letata a leboho MoMabzi pula ho leboho a hae ka rite ho nkile qeneyana ya pula.

Matatanyana ka moro moo, pula ya boela ya na. Mme Letata a fo lematanyana la hae le lenyengana ka ho fetisiwa qeneyana ya pula hone e a apare. “A re tswelaing ka rite ho re le fradisa pula,” ho riao.

Matatanyana kaofela a soke Mme Letata moroa a fradisa ho tswela ka rite puleng. Empa ka mora nakonyana, Mme Letata o lehlomola ho lematanyana la hae le lenyengana ka ho fetisiwa ho a sa le ya. A mo sheba hohle mme qetellong a mo fumana a futhetsa le le mone ka fling. “Habaneeng a ditee moo e le mona?” a se e na le lenyengana ya pula, flo ka rite ho fradisa pula,” ho riao Mme Letata.

“A e, nna ha ke batle,” ha riao lematatanyana le lenyengana ka ho fetisiwa. “Nina he ka rite pula. Ha ke rite ho koloba eible pula e etsa hore masiba a ka, mme matatanyana a se kaofela ha ona a ne a makaletse ribone e ne, e mebalabala a e e bonaneng sepakapakeng.”

“Mme, bona,” ho riao lematatanyana le lenyengana ka ho fetisiwa a supa moakodi. “Ntho elo e mebalabala ke eng?”

Mme Letata le matatanyana a mong kaofela ba sheba hodimo. Matatanyana afo lematatanyana ho a na e a mokatejane ribbon e e etso, e mebalabala e e e bonaneng sepakapakeng.

“Ke moakodi,” ho riao Mme Letata a bossose. “O hlaho ha pula e kgota ho na mme letsatsi le tshoba. Haebao le ka sheba hante, le fo bona hore e na le mebalaleng e suping.”

“Kgele! Ke rate moakodi haholo! O na le mebalaleng e slwaning le ya lenyengana ya ko ya pula, dikgophiponyana tsa ka le masiba a ka!” ho riao lematatanyana le lenyengana ka ho fetisiwa a thabile haholo. Matatanyana a mong a mabonane a uputsa mapheo a ona ho bontsha hore e dumellana le yaena.

Ha lematatsi le dikela mme moakodi a nyameke, Mme Letata le matatanyana a hae ba leba hore.

Ka mma letsatsi le, lematatanyana le lenyengana ka ho fetisiwa e ne a dula a tseatse hore pula e boela e etso e na a e bone moakodi a mong. Ha e le hante, letweed de letlang ho fling pula ho a le na le mesiba a ka a kobola mme mame ka a ka a se tsela ho pula e na e hobane ka mong mene. Lelela le tshoba eke le bono rite e nkile re ka ho fetisiwa lefatsheheng, a lebono moakodi e mong ho e mebalabala. Ke rate pula, empo moakodi le e rate ho fetisiwa.

Mme Letata a thaba haholo, a ba a kutfwa a mmeleka. Jwale matatanyana a hae kaofela a ne a rata pula, ka seka eo matata a lokeng ho e rata ka teng!”

Hoseng ha letsatsi le Na’limang, Mme Letata a kgutlela ho MoMabzi ho ya kopa thu. “MoMabzi, lematatanyana la ka le lenyengana ka ho fetisiwa o re ha a rate puleng haeba mame e a hae na le matshele seretseng. Baka nko etsoa? Re lloka ho loha lejheka.”


Hae pula e boela e na, Mme Letata a fo lematatanyana la hae le lenyengana ka ho fetisiwa qeneyana ya pula ho e e apare le dikgophiponyana tsa pula ho e di rite. “A re tseleng ka rite ho re lo fradisa pula,” a riao.

Letatanyana le lenyengana ka ho fetisiwa e ne a thabile haholoa ekeleteng lena. Masiba ho a na e na a ka kaloba eible mace tsa a hae e sa se seretse. Mme Letata o bossose mme a ukuwana a mohohlithi hakola ho a bona matatanyana a hae kaofela a bopalla metsing.

Ha pula e enisa mme lematatanyana le tshoba, ba bonanang moakodi o mohola sepakapakeng. “Mme, bona,” ho riao lematatanyana le lenyengana ka ho fetisiwa a supa moakodi. “Ntho elo e mebalabala ke eng?”

Mme Letata a leboho Mme Podi MoMabzi, leqheka.”

Eba mahlahlahla ka pale!

Toraya setshwantsha bo bontshang nño e ea rateng ho e etso e e hula e na. Ke re a setshwantsha seo, ngola pule ho Nkolosang hore na se mabopyo le eng.

Etsa lethatho na difane tse o d o la ratang ho pula e na, le tse o sa o di ratang ho pula e na.

Na ho na ho le pina e e a e tsebang ka pula ka kopa moakodi? Iqapele pina kopa thofihisa ebe e e bopalla lelata leno.

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Once upon a time, there was a mother duck who had six small, yellow ducklings. They lived in a small house on a farm, but the ducklings hatched during a dry, hot summer. There was no rain to play in and no puddles to splash in. "I wish it would rain," Mother Duck said to her ducklings. "It is such fun to play in the rain. I know you will love the rain. All ducks love the rain!"

Then, as summer turned to autumn, it finally started to rain! Mother Duck woke up when she heard the rain tip-tapping on the roof. She called her ducklings, "Come and see the rain!" She was so excited and quickly gathered all the ducklings. Then they all followed Mother Duck out into the rain.

But the smallest duckling quickly went back inside. "What is the matter?" Mother Duck asked. "Come outside and feel the lovely rain."

"No, thank you," said the smallest duckling, "I don't like the rain. I don't like getting wet, and the rain makes my yellow feathers stick to me."

Mother Duck could not believe her ears. She flapped her wings and said, "I have you ever heard of a duck who doesn't like the rain? I will have to make a plan."

The next morning, Mother Duck went back to MaMbuzi to ask for her help. "MaMbuzi, my smallest duckling says she does not like the rain because the mud sticks to her feet. What am I supposed to do? We have to make a plan."

MaMbuzi laughed. "It is because she is still young and has not seen rain before," she said. Then MaMbuzi searched on her shelves and found a small pair of green rainboots. "Here you go," she said to Mother Duck. "Give her these little, green rainboots to wear when it rains again."

When it rained again, Mother Duck gave her smallest duckling the raincoat and rainboots to wear. "Now, let's go outside and enjoy the rain," she said. The smallest duckling was much happier now. Her feathers were dry, and her feet weren't muddy. Mother Duck smiled and felt very relieved as she watched all her ducklings play in the rain together.

When the sun went down and the rainbow appeared in the sky, "Look, Mama," said the smallest duckling pointing at the rainbow. "What is that colourful thing?"

Mother Duck and the other ducklings looked up at the sky. The little ducklings were all amazed at the beautiful, colourful ribbon they saw there.

"That is a rainbow," smiled Mother Duck. "It comes out when the rain stops, and the sun comes out. If you look carefully, you will see it has seven different colours."

"Oh, I really love the rainbow. It has the same colours as my raincoat, boots and feathers," said her smallest duckling excitedly. The other five ducklings flapped their wings in agreement.

When the sun went down and the rainbow disappeared, Mother Duck and her ducklings went home. After that day, the smallest duckling couldn't wait for it to rain again so that she could see another rainbow. In fact, she was so excited to see a rainbow, that she completely forgot to wear her raincoat and rainboots the next time it rained.

When the rainbow appeared, she said to Mother Duck, "I no longer mind if my feathers get wet and my feet get muddy when it rains because after the rain, the sun will come out and I will see the most beautiful thing in the world – a colourful new rainbow. I love the rain, but most of all I love rainbows!"

Mother Duck could not be happier, nor more relieved. Now all her ducklings loved the rain, just like ducks are supposed to do!
1. Can you match the correct shadow to the picture?

2. Can you find the names of these Nal’ibali characters in this wordsearch?

3. Be a word detective and find these things in the story The duckling who didn’t like rain.

   a) two kinds of animals: ________________________________

   b) two seasons: _______________________________________

   c) three colours: _______________________________________

   d) three numbers: _______________________________________

   e) two things that are in the sky: _________________________

   a) mefuta e mmedi ya diphoofolo: _________________________

   b) dinako tse pedi tse selema: ____________________________

   c) mebala e meraro: ___________________________________

   d) dipalo tse tharo: ____________________________________

   e) dintho tse pedi tse sepakapakeng: ____________________

   a) two kinds of animals: ________________________________

   b) two seasons: _______________________________________

   c) three colours: _______________________________________

   d) three numbers: ______________________________________

   e) two things that are in the sky: _________________________

   a) letata, podi: _______________________________________

   b) lehlabula, hwetla: _________________________________

   c) mosehla, putswa, tala: ______________________________

   d) tsheletseng, supileng, hlano: _________________________

   e) letsatsi, mookodi: _________________________________

Answers: 1. E; 3. a) duck, goat; b) summer, autumn; c) yellow, blue, green; d) six, seven, five; e) sun, rainbow