Help make reading happen

As parents we do whatever we can to encourage our children to read. But sometimes, without realising it, we also do things that stand in the way of our children becoming readers. Here are some of the ways in which we may sometimes discourage our children from reading without realising it, as well as suggestions of what to do instead!

1. No books at home
   Children need to have books around them if we want them to learn to read. You can't learn to read without books! Of course, the more books children have available at home, the more likely they are to find some that will interest them enough to make them want to read. Build up your supply of books at home by buying books for your children as birthday gifts, saving the cut-out-and-keep books in each Nal’ibali supplement and borrowing books from the library.

2. Locking books away
   If you keep books on high shelves that children cannot reach, or lock them away in cupboards, children have to ask for books when they want to read. They need to be able to pick up a book whenever they feel like reading! So, keep books in places that are easy for children to find and reach.

3. Only reading aloud to younger children
   Reading aloud to children is the best thing you can do to help increase their literacy skills – and this applies to all children. Keep reading to your children even when they can read by themselves. In this way, you'll keep them motivated to read and you'll spend time relaxing together and connecting around books.

4. Not letting them choose their books
   We are more likely to want to read a book that we have chosen ourselves. This doesn't mean that you shouldn't ever suggest books for your children to read, and it is important that you show them how you find out about a book by looking at the front cover and reading the blurb on the back. But, at least some of the time, your children should choose the books they would like you to read aloud to them and the books they want to read on their own.

5. Bribing and punishing
   If you link reading to punishment (“You didn't read, so now you can't watch TV”) or use it to bribe (“I'll give you a slab of chocolate, if you read”), children will not see reading as something that is enjoyable. And, we need children to want to read if they are going to be life-long readers!

6. Not enough time
   If children have too many chores to do, or their weekends and afternoons are filled with lots of activities, then they are not going to have enough time to read. It is important that children have some time every day where they can just relax and read!

7. Not reading yourself
   Children learn from what you do and they copy you! They need to see you reading regularly.

Thusa bana ba hao hore e be babadi

Jwaloka botswadi re etsa eng kapa eng eo re ka e kgonang ho kgothaletsa bana ba rona ho bala. Empa ka nako tse ding, ntle le ho eleliwa, hope re etsa dintfo tse sitshang bana ba rona ho fethoa babadi be mnete. Tsena ke tse ding tsa ditsele tseka ka nako e ngwe re ka nyamisisang bana ba rona bakeng sa ho bala ntle le ho eleliwa hore re etsa jwalo, estiana le ditlhohisi tse mabapi le se re ka se entsang ho eno le ho ba nyamisang!

1. Ha ho dibuka lapeng
   Bana ba Noka ho be le dibuka moo ba phelang haeba re batha hore ba ihute ho bala. O ka we wa ihute ho bala ntle ha dibuka! Ehite, ha bana ba ena le dibuka tsogara lapeng, ha na le kgonanale e kgalo ya hore ba fumane tse ba kgianako ho bangalefeang ba batha ho bala. Gafa pokello ya dibuka lapeng la haa ka ho releka bana ba hao dibuka le e dimpho tsa letsatsi la tswalo, ka ho boloka dibuka tse seheng-le-ho-ipolokelwa tse fetsatsa ka ngwe ya Nal’ibali le ka ho adima dibuka laeboraring.

2. Ha notfella dibuka
   Haeba le boloka dibuka diselofo tse hodimo moo bana ba sa kgonang ho di fhihela, kopa a di notfella ka hana dihakbala, bana ba fimaneho ka hapa dibuka ha ba batha ho bala. Ba lokela ho kgona ho ikgethela bula neng neng ha be ba batha ho bala! Kafoho, boloka dibuka dibakeng tse bana ba ka kgonang ho di fumane le ho di di fhihela ha bebabe.

3. Ho batha hodimo ho bana ba banyenyane feela
   Ha ba batha hodimo bakeng sa bana ke nako e lekaneng e nille ka ho fetsiswa re ao e o ka e entsang ho thusa ho eketsa bobonile bana ba bala ho bala le ho ngalo – mme seena se lokela ho e ho banyane bobonile. Dula o batha bana ba hao ho bala be sa se kgona ho ipalla ka bobabona. Ka tsela ena, a o fetsa hore ba dule ba kgethete ho bala mme le la qota nako e iseng le dikatla mme le tsiga dikamanano ka tshebediyo ya dibuka.

4. Ho se ba dumelle ho ikgethela dibuka
   Hangata re batla ho bala buka ee re ikgethetseng yona. Sene ha se bohole hore hahang ha ao a o lokela le e tsia fihhosa ho dibuka tse bana ba bala ho bala ha ba dia balang, mme ho bokhokwa hore e ba bontshe hore e hana ganye diakaba tsu buka ka ho sheba bokanile bhaya ye ho bala kagoetse e ka morao ho yona. Empa, banyanye ka nako e ngwe, bana ba hao ho lohela ho likhetha dibuka tse ka ratang hore e ba bale tsone le tse ba bohole ho ipalla tsone.

5. Ho qekisa le ho fana ka loto
   Haeba le na nyamana ya bala le koto (“Ha o a bala, kahao o ke ke wa kgona ho shebella TV”) kopa a e sebesedisa ha reka ngwana (“Ke ho a fihokoleto, ho ka a bala buka yane.”), bana ba ke ke ba rika ho bala le ho nako e matlaeleng. Mme, re Nkoaka bana bale ho bala haaebab ba batla ho bale ba ba kato ho tsone!

6. Ha ho nako e lekaneng
   Ha bana ba ena le mesebetsi e mangafa halohlo ya lapeng, kapa mafela o mafola o beke le motsheare de fihete ka diketsaholo, ba ke ke ba fumane nako e lekaneng ya ho bala. Ho bokhokwa hore bana ba be le nako letsatsi le teng le le leng moo ba ka phokomong feela mme ba bala!

7. Ha le wena o sa bale
   Bana ba ithuta ho se o se entsang mme ba e etshia! Ba Nkoaka ho a bala ho bana bale.
Get story active!

Here are some ideas for using the stories in this supplement. Choose the ones that best suit your children’s ages and interests.

A surprise at the park

This story is especially suitable for very young children. It encourages both girls and boys to be strong, caring, adventurous and creative problem-solvers.

Before you begin reading, talk to your children about a time when you visited the park together. Discuss what you did at the park and what each enjoyed the most.

After you have read the story, use some of these questions to talk about it with your children:

- Did you feel scared during the story? What made you feel scared?
- Would you like to visit this park? What would you like to do there?
- How do you think Pauline and Kagiso felt when they first saw the dog? How would you have felt?
- Where do you think the owners of the dog and her puppies are? How do you think the dog and her puppies got to the park? What would you say to the owners?

The tiny seed

The tiny seed is the story of Wangari Maathai. It is told simply so that children of all ages are able to enjoy finding out about this remarkable woman from Kenya.

Look at a map of Africa and find Kenya.

Talk about the story together by choosing some of these questions to discuss:

- As a child, Wangari loved to be outside and to work in her family’s food garden. What do you like to do?
- Why do you think Wangari’s parents needed to be persuaded to let her go to school? Do you think girls and boys should have equal opportunities to go to school?
- Find some seeds to plant. Reuse plastic containers, like yoghurt cups or the bottom of a 2 litre cooldrink bottle, as plant pots. With your children, plant the seeds in some soil in the plastic containers. Place them near sunlight and water them regularly. Enjoy watching your plants grow!

Thoko’s best friend

In this story, Thoko and her best friend learn how to get along as they play different kinds of make-believe games! Enjoy reading the story aloud or retelling it.

- You and your children can play one or more of the make-believe games from the story – or make up your own games. Remember to join in with your children, just like Gogo did!
- Talk to your children about the importance of taking turns. Ask them how they think Thoko feels in the story when Jake always gets to be the character they both want to be! Can they suggest what might be a more fair way of playing together?

Eba mahlahahlaha ka pale!

Tsena ke tse ding tsa diketelebo mabapi le ho sebedisa dipale tlatsetsong ena. Kgetha tse tshwaneleng dilemo tsa bana ba hao le ditlatelaba tsa bona.

Se makatsang phakeng

Pale ena e leokete ka ho qiletha bana ba banenyane haholo. E kgothlaetsa banana mmoho le bashanyana ha bapala, ha kgothla bao bong, ha rata ha shihlole le ho ba bararoli ba mathata ba nang le boqapelo.

Pele a qala ha bala, bua le bana ba hao ka nako e ho le ning le etsele phakeng mmoho. Buisanang ka se o le ileng la se etso phakeng le se ileng la se natefela ka ho feleka.

Ho o qiletho ba bala pale ena, sebedisa tse ding tsa dipotsa tseha le buxana ka yona mmoho le bana ba hao.

- Na o ile wa ikutlwa o tshohile ha ntja re bala pale? Ke eng e neng e a tshohile?
- Na le ka rata ha etele phaka ee? Le ka rata ho etso eng moo?
- Le nhana hore Pauline le Kagiso ba ne be ikutlwa ngawang ba qala ha bona ni? Wena o ka be o o ile wa ikutlwa ngawang?
- Le nhana hore beng ba ni? Le nhana hore ni? Le nhana hori ee le madinyane a yona ba hoka? Le nhana hori ni? Le nhana hori ee le madinyane a yona di fhile (ngawang phakeng moo)? Wena o ne o fala re beng ba yona?

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O ka fumana Tlhahisoleseding e ngwane nkaneng le Wangari Maathai lepepheng la 3.

Motswalle wa Thoko wa hlooho ya kgomo

Paleng ena. Thoko le motswalle wa hae bo hlooho ya kgomo ba thutha ho uikwane ha ba ntja ba bapola meluto e tonomeng ya dipapadi tsa bonketsebasi! Natelelewa ka ho bapala pale ena hodimo kapa ho e pheta hape.

Wena le bana ba hao le ka bapola e ngwane kapa tse pedi tsa dipapadi tsa bonketsebasi tse tswang paleng – kapa le iketsetse dipapadi tsa lona. Hopola ka kengola le bana ba hao, jwelo feltle ka ho Hilungo a le a etso.

Bua le bana ba hao ka bohlokwa ba ho fana sekabola. Ba botse hore ba nhana hori ebe Thoko o ikutlwa ngawang paleng ha Jake o hloko o fumane karo le ya mophethwa ebe ba mo rateng ba le babedi! Ha ba ka Nkhisa teka e ka shebhalaheng e se leeme ya ho bapola mmoho?
Africa Day

Africa Day is celebrated each year on 25 April. It is the day on which we celebrate the start of the Organisation of African Unity (OAU) in 1963, as well as the freedom fought for by African countries.

The OAU was replaced by the African Union (AU) in 2001. The African Union works to bring unity and peace to Africa. All African countries, except Morocco, are members of the AU, which means it has 54 members.

Africa Day is a public holiday in only five African countries: Ghana, Mali, Namibia, Zambia and Zimbabwe. But, it is celebrated all over Africa as well as by Africans living in other parts of the world.

International Children’s Day

International Children’s Day has been celebrated on 1 June since 1925! The day is a reminder about the rights of children. It also reminds adults to protect and care for children everywhere. People celebrate in different ways – some organisations make speeches about improving children’s lives; other organisations offer fun activities for children and their families to enjoy together.

Wangari Maathai

Wangari Maathai grew up in Kenya. After school, she went to university overseas to study to be a scientist. When she returned to Kenya, she discovered that people were hungry and did not have enough water, because the land was not being cared for.

Wangari showed people – especially women – how to make better use of the land and to care for it by planting trees. People called her Mama Miti, which means “Mother of Trees”. The Greenbelt Movement, which she started, has planted over 40 million trees all over Africa!

She was given the Nobel Peace Prize in 2004. She was the first African woman and environmentalist to win a Nobel Peace Prize.

Important celebrations!

How much do you know about Africa Day and International Children’s Day? Read on to find out more.

Mekete ya bohlokw! Ebe o tseba hakae ka Letsatsi la Afrika le Letsatsi la Bana la Matjhaba? Twela pele ho bala o tle o kutlwotlwa.

Letsatsi la Afrika


Letsatsi la Afrika ke letsatsi la phomolo ya sethjaha dinaheng tse hlanang feela tsu Afrika. Ghana, Mali, Namibia, Zambia le Zimbabwe. Empe, le ketekwa Afrika yohle esitana le ka Moekgatlo a dulong dikarolong tse ding tsa lelela tse!

Letsatsi la Bana la Matjhaba

Letsatsi la Bana la Matjhaba leselela le ketekwa ka la 1 Phupjane ho tlha ka 1925! Letsatsi lena ke seholapo sa dikotelo tsa bana. Hope le hopotsa batho ba bahologo ho sereletsang ho ho Hlokomela bana hohle. Batho ba le kekeka di selo tse fapanang – moekgatlo e meng e etsa dipuo tse mabapi le ho ninafatsa mphelta a bana, moekgatlo e meng e fana ka diketsaholo tse monate bakang sa bana le ba matapa a bana ho natefelwa mmoa.

DID YOU KNOW?

Wangari Maathai o bolela ka Kagama Kamorako sekola, o ile ya ya yuniversiting mose ho mawatle ho ya rihutela ho ho rasaense. Ha o kgutlela Kenya, o ile ya fumana hore batho ba lapile mme ha ba ho metso e lekaneng hlanang hene a nile se leikonomela hante.

Wangari o ile ya bontsha batho – halo holoholo basadi – ho sebedisa mabu hante ho o hlokomela ka ho lema difate. Batho ba be ba mma e Mma Mthi, se bolela “Mme wa DiFate”. Moekgatlo wa Greenbelt, ao a ileng o a qalo, o se o lemele difate tse ka hadimo ho 40 milyone ho patalo Afrika!

NA O NÉ O TSEBA?

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NATEFELWA ENTHANDA!

Natefelwa ke ho momela dipale ka Sesotho le English lenangelang la rasiya la Nal’ibali. Lesedi FM ka Mantsha, Lobobedi le Labone ha Hloho ka 9.45 a.m. ha fihlela ka 10.00 a.m. S4FM ka Mantsha ha tsa ka Labororo ha Hloho ka 1.50 p.m. ha fihlela ka 2.00 p.m.

“Moekgatlo la Afrika, empe ke Moekgatlo hubone. Afrika e tsawatswe ka hane ho ma.”


Did you know that Wangari Maathai grew up in Kenya? After school, she went to university overseas to study to be a scientist. When she returned to Kenya, she discovered that people were hungry and did not have enough water because the land was not being cared for.

Wangari showed people – especially women – to make better use of the land and to care for it by planting trees. People called her Mama Miti, which means “Mother of Trees”. The Greenbelt Movement, which she started, has planted over 40 million trees all over Africa!

She was given the Nobel Peace Prize in 2004. She was the first African woman and environmental activist to win a Nobel Peace Prize.

Visual Description: The text is a combination of paragraphs and bullet points. There is an image of Wangari Maathai, a woman who grew up in Kenya and later became an environmental activist. The text includes information about the Greenbelt Movement, which she started, and her achievements, such as winning the Nobel Peace Prize. The text is written in English and includes some references to her personal story and contributions to the environment. The text is a tribute to her work and impact on the world.
**Story stars**

To celebrate children and find out what some of them think about stories and reading, we spoke to four of our readers. Here’s what they told us.

We asked nine-year-old Buhlebenkosie Kerejane from Phillipi about her favourite story.

**Buhle:** My favourite story is *The bird who couldn’t fly.*

**Nal’ibali:** Why do you like that story?

**Buhle:** Because at first he couldn’t fly. Then the other birds said, “Yes, you can fly!”, and the little bird learnt how to fly.

Ten-year-old Sedikah Kelly from Bo-Kaap loves to read aloud. We asked her what kind of stories she enjoys.

**Sedikah:** I like stories about children.

**Nal’ibali:** What kind of children?

**Sedikah:** Any children. I like it when the children help each other in the stories.

Twelve-year-old Odwa Mahleza from Langa loves to read, all the time!

**Nal’ibali:** Why do you like to read?

**Odwa:** It exercises my mind … but it’s also so much fun. Fantasy is my favourite.

**Nal’ibali:** Why do you like fantasy?

**Odwa:** I like the impossible.

Thirteen-year-old Anda Silimeni from Khayelitsha told us what he likes to read.

**Anda:** I like stories about broken-hearted people.

**Nal’ibali:** Why?

**Anda:** They’re full of lessons. Sometimes they help you get over your own problems.

Anda Silimeni ya dilemo di leshome le metso a mmedi wa Kebekebe. Ke rata dipale tse mabapi le batho ba utlwileng bohloko pelong.

**Nal’ibali:** Bana ba twa ngwana?

**Sedikah:** Bana bofe kapa bofe. Ke rata hoholo ha bana thusa dipaleng.

Create your own cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement
2. Separate pages 5, 6, 11 and 12 from pages 7, 8, 9 and 10.
3. Follow the instructions below to make each book:
   a) Fold the sheet in half along the black dotted line.
   b) Fold it in half again.
   c) Cut along the red dotted lines.

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**Iketsetsi dibuka tse sehlangwe-le-ho-ipolokeluwa**

1. Ntsha ha hoka ho keqape la 5 ho isha ho keqape la 12 batsetsong ena.
2. Aqo leqape la 5, 6, 11 la la 12 ho maqape ana, la 7, 8, 9 le la 10.
3. Hotlo tlelela tse ka tlase mono ha e otsa bukana ka ngwane:
   a) Mena leqape ka halala holdina mola wa mathebo a matsho.
   b) Le mene ka halalo hape.
   c) Seha holdina mela ya mathebo a malubedu.

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**Dinaledi tsa dipale**

Bakeng sa ho keteka bana le ho fumana hore ba bang ba bona ba nahana eng ka dipale le ho bala, re ile ra buisana le ba bane ba babadi ba rona. Tsena ke tse ba lieng ba re bolela tsona.

Re ile ra botsa Buhlebenkosie Kerejane ya dilemo di reboang wa mane Phillipi mabapi le pale oo a e ratang ho fetisisa.

**Buhle:** Pale oo a e ratang ka ho fetisisa ke Nonyana e nang e sa lkgone ho fola.

**Nal’ibali:** Hobangeng ha o rata pale ea?

**Buhle:** Hobane pale e ne e sa lkgone ho fola. ‘Yaba dimonyana he ding di re, “Ehlile, o ka fola!”, mme ronyana a nyane ya iifuta ha fola.

**Anda:** Di faletsa. Ka noka a ngwane di ka o thusa hore o lebale ba o tseke a fofa. Yaba dinonyana a ngwane ba shebile. Ke rata dinonyana ka bala ke ba bafa ba bala ka bafa le ba bafa.

**Nal’ibali:** Bana ba twa ngwana?

**Sedikah:** Bana bofe kapa bofe. Ke rata hoholo ha bana thusa dipaleng.
“Let’s go and see the ducks now,” said Pauline when they had finished swinging.

“I’ve never seen real ducks before,” said Kagiso.

On their way to the vlei, they passed Teacher Tholisa. She looked very worried.

“What’s wrong, Teacher?” asked Pauline.

“I’ve lost my shaker. How are the children going to hear me?”

“Don’t worry. We’ll help you find it,” said Pauline.

“Ha re ilo bona matata jwale,” ha rialo Pauline ha ba se ba qetile ho swinka.

“Ha ke eso ka ke bona matata a nnete,” ha rialo Kagiso.

Tseleng e yang letangwaneng ba feta Titjhere Tholisa. O ne a shebahala a kgathatsehile haholo.

“Ho senyehile kae, Titjhere?” ha botsa Pauline.

“Ke lahlehetswe ke shwehleshwehle ya ka. Bana ba tla nkutlwa jwang jwale?”

“O se ke wa kgathatseha. Re tla o thusa ho e fumana,” ha rialo Pauline.

Persona Doll Training provides diversity training for teachers and parents. We use Persona Dolls to help children and adults unlearn prejudice and to support emotional development. We also offer stories and Life-like dolls – Persona Dolls and smaller Ubuntu play dolls.

A surprise at the park is a large, A3-size bilingual book available in two language versions: English and isiXhosa, and isiZulu and Sesotho. Contact Persona Doll Training for more information or to order a book.

Website: www.pdt.org.za
Tel: 021 7884365
Email: info@pdt.org.za
Facebook: Persona Doll Training: Embrace diversity


Se makatsang phakeng le buka e kgolo, ya bahola ba GA ya tempep e fumenane lekganka ka dikagisio tse nang le dipuo tse pedi. English le isiXhosa, le IsiZulu le Lesotho. Ilkopanye le Persona Doll Training bakeng sa diphapang tse ding kapa ho otara buka.

Webseite: www.pdt.org.za
Mobi: 021 7884365
Imeile: info@pdt.org.za
Facebook: Persona Doll Training: Embrace diversity

Mali: Nal’ibali is a national reading-for-enjoyment campaign to spark children’s potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi

Wendy Hartmann
Magriet Brink


A surprise at the park
Se makatsang phakeng
Pauline le Kagiso ba qala ka ho ya meswinking pele. Ba sututsa le ho hula maoto a bona ho ya pele le morao, ba ntse ba nyolohela hodimo jwalo.

Pauline a fofela hodimo hoo mala a hae a ileng a etsa hlanaphetho ka mpeng. O ne a kgona ho bona hohle ka phakeng. O ne a kgona le ho bona Titjhere Tholisa a bapala papadi ya bolo le bana ba bang.

Pauline was excited. She and her friend, Kagiso, were going on a class outing.

“Kagiso! Hurry! Have you got your lunch?” Pauline shouted.

Pauline’s dad laughed. “Have you got yours?” he asked.

Pauline nodded.

“Teacher Tholisa will meet us at the park gate this morning,” Pauline’s dad said. “I think you’re going to have such fun at this park!”

A big dog stood in front of them – right next to the shaker! It looked angry and was growling. It stepped closer. Kagiso grabbed Pauline’s arm.

“Shhhhh! Stand still,” said Pauline quietly.

Then she whispered, “Lunch!”

“WHAT?” Kagiso said so loudly that the dog moved towards him.

“Throw your lunch over there,” whispered Pauline, “away from the shaker.”

And all the way home, that’s exactly what they did!

Pauline’s dad just smiled as he listened. He was so proud of them.

And all the way home, that’s exactly what they did! Pauline’s dad just smiled as he listened. He was so proud of them.

Yaba he tseleng yohle e lebang lapeng ke seo ba ileng ba se e tsa! Ntata Pauline a bosidela feela ha a ntsa a mametse. O ne a le motoloto haholo ka bona.
Get involved at bookdash.org

We believe every child should own a hundred books by the age of five.
Become a book-sponsor and help change the world.

A tiny seed
Peo e nyane

Nicola Rijsdijk
Maya Marshak
In a village on the slopes of Mount Kenya in East Africa, a little girl worked in the fields with her mother. Her name was Wangari.

Motsaneng o tlase ho Mount Kenya mane Afrika Botlhabela, ngwanyanana o ne a sebetsa masimong le mmae. Lebitso la hae e ne e le Wangari.

At the American university, Wangari learnt many new things. She studied plants and how they grow. And she remembered how she grew: playing games with her brothers in the shade of the trees in the beautiful Kenyan forests.

Yunivesiting ya Amerika kwana Wangari o ile a ithuta dintho tse ngata. O ile a ithuta ka dimela le kamoo di holang ka teng. Mme a hopola kamoo yena a neng a hola ka teng: a bapala dipapadi le kgaitsedi ya hae meriting ya difate tsa meru e metle ya Kenya.

When she had finished her studies, she returned to Kenya. But her country had changed. Huge farms stretched across the land. Women had no wood to make cooking fires. The people were poor and the children were hungry.

Wangari knew what to do. She taught the women how to plant trees from seeds. The women sold the trees and used the money to look after their families. The women were very happy.

Wangari had helped them to feel powerful and strong. She had helped them to feel like powerful, free women. She had helped them to feel like powerful, free women. She had helped them to feel like powerful, free women. She had helped them to feel like powerful, free women.
Wangari loved being outside. In her family’s food garden she broke up the soil with her machete. She pressed tiny seeds into the warm earth.

Wangari died in 2011, but we can think of her every time we see a beautiful tree.

Wangari o ile a hlokahala ka 2011, empa re ka nahana ka yena nako le nako ha re bona sefate se setle.
As time passed, the new trees grew into forests, and the rivers started flowing again. Wangari’s message spread across Africa. Today, millions of trees have grown from Wangari’s seeds.

Wangari had worked hard. People all over the world took notice, and gave her a famous prize. It is called the Nobel Peace Prize, and she was the first African woman ever to receive it.

Her favourite time of day was just after sunset. When it got too dark to see the plants, Wangari knew it was time to go home. She would follow the narrow paths through the fields, crossing rivers as she went.

Her favourite time of day was just after sunset. When it got too dark to see the plants, Wangari knew it was time to go home. She would follow the narrow paths through the fields, crossing rivers as she went.

Wangari was a clever child and couldn’t wait to go to school. But her mother and father wanted her to stay and help them at home. When she was seven years old, her big brother persuaded her parents to let her go to school. He would take care of her younger brother and sister.

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“Kgele!” ha rialo Kagiso. “Sebaka sena se seholo.”

“Ebile se setle,” ha rialo Pauline.

“Look!” Teacher Tholisa said. “The dog has given the sandwich to her puppies.” They saw four wriggly, hungry puppies. “She growled at you because she doesn’t know you and she thought you might hurt her puppies.”

Pauline and Kagiso felt hungry. They only had Pauline’s sandwich to share, but they didn’t mind!

“I’ll phone the animal hospital to come and help this dog and her puppies,” said Teacher Tholisa.

“Sheba!” ha rialo Tiøjhere Tholisa. “Ntja yane e file madinyane a yona samentjhise.” Ba bona dintjanyana tse mme tse makgisa, tse lapikeng. “E ne e le ronda holane e sa le tsebe mme e ne e nahana hore le tla utlwa madinyane a yona boholo.”

Pauline le Kagiso ba utlwa ba lapile. Ba ne ba ena le samentjhise ya Pauline feela ho ka e arolelana, empa hoo ho ne ho sa ba tsweyene!

“Ke tla letsetsa sepete le sa diphoosolo ho tla tla thusa nina e le madinyane a yona,” ha rialo Tiøjhere Tholisa.
10 tips for sharing books with 3 to 6 year olds

Reading to children from an early age helps develop their language skills and stimulates their cognitive development. Young children are easy to read to – they usually love stories and books!

1. Don’t read for long periods. Young children may find it difficult to concentrate and then lose interest.
2. Choose a different type of picture book each time you read aloud. For example, everyday life stories, stories that rhyme, fantasy stories and adventures.
3. Read the book’s title and the names of the author and illustrator on the front cover.
4. Ask your children if they can guess what the book might be about from listening to the title and looking at the picture on the cover.
5. Read with expression and use different voices for different characters.
6. Read the words of the story, but also talk about what is in the pictures.
7. As you read, draw attention to the characters and the plot by asking simple questions like, “Who is that?” “Where is he?” “What is that?” and “I wonder why she did that?”
8. Encourage children to join in. Let them handle the book, point to pictures and turn the pages.
9. Repeat children’s favourite stories as often as they ask for them!
10. As your children get to know the stories better, invite them to read along with you. Suggest that they “read” (recite) the repeated phrases and sentences like, “I’ll huff and I’ll puff and blow your house down!”

Did you know?

Does your young child like to:
- pull toys round and round?
- spin round and round?
- play with toys that have turning or spinning parts?
- draw circles?
- ride a bike or tricycle in circles?

Did you know that when children do these things, they are learning about how objects turn and how they can turn?

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Drive your imagination.
“Can Jake come and play?” Thoko asked Mama. “He’s my best friend,” she said.

“Sure,” said Mama. “If Gogo doesn’t mind looking after you while I’m at work, then that’s fine.”

“I don’t mind at all,” said Gogo. “I once had a best friend who was called Bossy Boots.”

“That’s a funny name,” said Thoko.

“She was a funny girl,” said Gogo. “When we played together she always wanted to be Queen This or Queen That. I always had to be the servant who got bossed around.”

Thoko, Mama and Gogo had a good laugh.

The next day, Jake came to play. First they played taxi-taxi. Gogo let them use two kitchen chairs to make the taxi.

“I’ll be the taxi driver,” said Jake.

“Then I’ll be the one who shouts Cape Town! and collects the money,” said Thoko.

“And I’ll be the passenger,” said Gogo.

Jake sat on the front seat, Gogo sat on the back seat and Thoko shouted Cape Town! and squeezed in. Gogo gave Thoko two peppermints, which they pretended was money.

Soon they were in Cape Town and Thoko cried, “Everyone get out!” Gogo climbed out and Thoko shared her peppermints with Jake.

“Now what shall we play?” asked Jake.

“Let’s play train-train,” suggested Thoko.

“We need more chairs to make a train,” said Jake. They used three kitchen chairs. One was for the train driver, one was for passengers and the last one was for boxes and animals.

“I want to be the train driver,” said Jake.

“I want to be the Gogo who is going to visit her family in Jozi,” said Gogo, sitting down in the passengers’ coach.

“Then I’ll be a little dog and sit in the last coach,” said Thoko.

“Choo-choo! Chuff-chuff!” chuffed Jake, as the train pulled out of the station.

“Woof! Woof!” woofed Thoko. “Look!” said Thoko. “There’s the moon!”

“Let’s land,” said Jake. Slowly the spaceship landed on the moon and the two astronauts climbed out.

“There is nothing here,” said Jake.

“Yes,” agreed Thoko, “let’s go home.”

Gogo was glad to see them return to Earth. They both looked tired from their travels. “I know what you can do next,” said Gogo. “It’s something that Bossy Boots and I used to do when we were your age.” Gogo showed them how to make a hut by throwing a blanket over the chairs.

“I want to be the hunter,” said Jake.

“I want to be the hunter’s best friend,” said Thoko. “And you can be a mama elephant,” she said to Gogo.

“I’d rather be a mama lion,” said Gogo.

Jake was very quiet as they stalked the mama lion. Thoko was even quieter. But before they got to where the mama lion was sitting at the table having her second cup of tea, she turned around and let out a blood curdling growl – GRRRRRRROOWL! The hunter and his best friend got such a fright they dived back into their hut, pulling the roof down on top of them. Gogo giggled, and there was a lot of giggling coming from under the blanket. And then all was quiet.

“Good,” thought Gogo. She needed a rest.

“Know what?” said Thoko from under the blanket.

“Know what?” said Jake.

“Even though you are very bossy and always want to be the taxi driver, the train driver, the captain of a spaceship and the hunter, you are my best friend,” said Thoko.

“I know,” said Jake. “And you are my bestest friend ever!”

Gogo smiled. They sounded just like her and Bossy Boots!
"Na Jake a ka fia bapola?" Thoko a botsa Mme. "Ke motswalle wa ka wa hlooo ya kgomo," a riilo.


"E ne e le ngwanana ya gaborang," ha riilo Nkgono. "Ha re re re bapola mmo ho ne e a dula a batla ho ha Mofumahadi Nnyeo kapa Mofumahadi Yane. Nna ke ne ke fihlile ha dula ke le fihlile ya dulang a rongwa kwana le kwana." Thoko, Mme le Nkgono ba qabo ba ho manate.

Tsatsing le lhaomagang, Jake a etso ha fla bapola. Pele ba le bala ka ho bapola teki-se teki-se. Nkgono a ba dumella ho sebedisa ditulo tsu kithene ho etso le teki-se.

"Ke nna ya fia ba mokganni wa teki-se," ha riilo Thoko.

"Nina ke fia ha motho ya hoelatsang a nte a re Cape Town! mme a bokella lihelhe," ha riilo Nkgono.

"Wme nna ke fia ba mopalamo," ha riilo Nkgono.

Jake a dula setulong se ka pele, Nkgono a dula setulong se ka morao mme Thoko a hoeletsa Cape Town/a petetsa ho kena ka hare. Nkgono a ka Thoko diphepamete tse pedi, tseo a neng a etso eka ke khelele.

"Nka mpa ka ba mme tau," Nkgono a araba.

Jake o ne a hliile a kgutlitse ba hlaleta, ba ledi ka ba mme tau. Thoko e yena a ne a kgutlitse e ka fihlile ya fihlile. Empa yere pele ba fihla mma mme tau a dutseng fafang le nte a nwa kopi ya bobedi ya teye, a fetoha ya fihla ne ho sebedisa ditulo ya fihla ya kgomo ya ba fetang ka ofela!


"Ke a fihlile ya kgomo ya ba fetang ka ofela!" Nkgono le araba.

Jake o ne a hliile a kgutlitse ha ba ntse ba nanarela mme tau. Thoko le yena a ne a kguti se tse e ka fihlile ya fihlile. Empa yere pele ba fihla mma mme tau a dutseng fafang le nte a nwa kopi ya bobedi ya teye, a fetoha ya fihlile ya kgomo ya ba fetang ka ofela!

"Ke a tseba," ha araba Thoko. "Mme le wena o motswalle wa ka wa hlooo ya kgomo ya ba fetang kaofela!" Nkgono a bosebolo. Ba ne ba bua hliile ya fihlile ya kgomo ya ba fetang kaofela.
**Dear Diary...**

Do you keep a diary? Diaries are great places to write down your thoughts and feelings – or anything else that you want to! The diary below is a “feelings diary”. Each day write down how you felt about something that happened.

**SUNDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

**MONDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

**TUESDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

**WEDNESDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

**THURSDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

**FRIDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

**SATURDAY**
I felt ____________________ when Ke ile ka ikutlwa _____________ ha

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Ke ile ka ikutlwa _____________ ha

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**FRIDAY**
Ke ile ka ikutlwa _____________ ha

**SATURDAY**
Ke ile ka ikutlwa _____________ ha

**Who is reading?**

How many Nal’ibali characters who are reading can you see on this page? Count them and then check your answer below.

**Ke mang ya balang?**

Ke baphetwa ba bakae ba Nal’ibali ba balang bao o ba banang teaphepheng le? Ba bale mme o lekole karabo ya hao ka tlase mona.

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**Monate wa Nal’ibali**

Dayari ya ratehang...

Na o na le dayari? Didayari ke dibaka tse ntle hoalo moo o ka ngolang menahano le maikutlo a hao – kapa ritho etle kapa etle tsaetsa eo o e batlang? Dayari e ka tlase mona ke “dayari ya maikutlo”. Tsatsi le teng le teng o ngole kamoso o teng wa ikutlwa ka teng mabapi le se teng sa etsohela.

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**Look out for our special Father’s Day edition of the Nal’ibali supplement in the week of 7 June 2015!**

Find us on Facebook: www.facebook.com/nalibaliSA
Re fumane ho Facebook: www.facebook.com/NalibaliSA

Lebella kgatiso ya rona e Ikgethang ya Letsatsi la Bontate ya tlatsotso ya Nal’ibali bekeng ya la 7 Phupjane 2015!

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