10 reasons to use picture books

November is International Picture Book Month – a time to celebrate those special books that capture our imagination with their carefully chosen words and beautiful illustrations. Here are ten reasons to make picture books part of your children’s reading life!

1. Essential resources. Picture books are meant to be read aloud, so this makes them the perfect reading resource for sharing stories with children.

2. Learning how stories work. As we read picture books to children, we can invite them to comment on the story and ask questions about it. This deepens their understanding of the story and also helps them to learn about the way in which stories and books work. This knowledge makes learning to read easier.

3. Talk about the book. Reading a picture book together encourages conversations about what’s happening in the story, what the characters are feeling, the meanings of words, and how what’s happening in the story might relate to your children.

4. Developing children’s language. Picture books offer children a language feast! Through the rhythm and rhyme in many of these books, children experience the sounds of our languages. And, because picture books use fewer words than novels, the words that are chosen and how they are used, are very important. So, the rich use of language in these books develops and extends children’s own use of language.

5. An invitation to join in. The repetition of sentences or phrases in some picture books, allows children to join in by saying those words of the story, even before they are able to actually read them.

6. Learning about picture clues. As you read picture books to children, they learn that the pictures help to tell the story and give clues to what the words are. Understanding this is essential to learning to read.

7. Reading pictures. In a picture book, the illustrations are as important as the text. Reading a picture book means exploring the art in it as well. This gives children practice at interpreting pictures.

8. Developing empathy. Picture books help children to learn how to step into someone else’s shoes and to see life from a different perspective. Developing the ability to do this takes lots of practice, and picture books provide a place to start the process.

9. Safe spaces to explore. Picture books often explore challenging questions or topics. They offer their readers opportunities to find their own answers to difficult questions, such as, “What is love?” and “Are there situations where it’s okay not to tell the truth?”

10. Suitable for all ages. Because picture books have fewer words in them than novels, people often think that they are only meant for very young children. This is not true! Some picture books are meant to introduce very young children to stories and books. But there are also lots of picture books that appeal to older children – and even teenagers! Those picture books have more complicated storylines or explore issues and ideas which older children can relate to. So, picture books are perfect for children of all ages.
In celebration of International Picture Book Month, here are a few of the latest children’s picture books published in South Africa.

**Mpumi’s magic beads**

*Author:* Lebohang Masango  
*Illustrator:* Masego Morulane  
*Publisher:* David Philip/New Africa Books

Mpumi and her friends discover the magic in her hair, and what begins as an ordinary school day in Johannesburg, is suddenly full of adventure! This is a story about friendship, self-esteem, discovery and beautiful hair. It is available in all South African languages.

**Goldilocks and the Three Rhinos**

*Author:* Lebohang Masango  
*Illustrator:* Masego Morulane  
*Publisher:* David Philip/New Africa Books

Goldilocks was not supposed to be in the forest alone, but she didn’t always do as was told. When she stumbles across the Rhino family’s home, she unknowingly gets mixed up in their daily activities. This classic tale has been retold in an African setting. It is available in English, Afrikaans, isiXhosa and isiZulu.

**Anna Carries Water**

*Author:* Olive Senior  
*Illustrator:* Chantelle and Burgen Thorne  
*Publisher:* Jacana Media

Anna fetches water from the spring every day, but she can’t carry it on her head like her older brothers and sisters. In order to achieve her goal, Anna has to overcome her fear. This family story shows young readers the power of determination. It is available in English, Afrikaans, isiXhosa and isiZulu.

**I am earth and I am water**

*Author and Illustrator:* ThembaKoni Kuhli  
*Publisher:* David Philip/New Africa Books

These picture books encourage readers to connect with the world we live in. The bright and cheerful illustrations and short pieces of text, explain not only the wonder of water and the earth, but also their importance in our everyday lives. These books are available in all South African languages.
Celebrate picture books!

Bring picture book stories to life with your children by doing some of these activities together.

**Write a review.** Ask your children to decide what their favourite picture book is and encourage them to think about what makes it their favourite. Let them cut paper into heart shapes that are big enough to write on. Then suggest that they write the title of the book and the author’s and illustrator’s names on one side of the heart. On the other side, invite them to write a review saying why this particular book is their all-time favourite! You can adapt this activity for younger children, by cutting the heart shapes for them and writing down what they tell you about their favourite book.

**Act out the story.** Choose a well-loved story with exciting characters and a strong storyline. With your children, write down what each character says and let them choose who they want to be! Provide story props, like pieces of fabric, hats, shoes or scarves and act out the story together.

**Create a name book.** Do this with younger children or invite older children to make a book for a younger family member. Write each letter of your child’s name on a separate sheet of paper. Then let your children draw or find pictures of their favourite things for each letter of their name, for example, for the letter B: a banana, a ball and a book.

**Try a new book.** Choose a picture book that none of you has read before. Read the title together. Then page through the book, and while looking at the pictures, tell your own story to go with them. Afterwards, read the story that the author wrote. How was the story you told similar and/or different to the one that the author wrote?

**Have a picture-book party.** Plan to have a “We love picture books” party. Display the heart-shaped book reviews your children wrote for everyone to read and ask your guests to bring along a few picture books. Make some extra blank hearts so that your guests can write their own reviews if they want to. Invite everyone to read their favourite books to each other. (Younger children can use the pictures in a book to retell the story.) Here are some other activities you could do at the party.

- Paint new covers for or scenes from your favourite picture books.
- Make finger puppets or story props to retell a story from a picture book.
- Create your own picture-book stories.
- Dress up as your favourite story characters.
- Act out a picture-book story.

**Act out a picture-book story.** Let them cut paper into heart shapes that are big enough to write on. Then ask them to write a review saying why this particular book is their all-time favourite! You can adapt this activity for younger children, by cutting the heart shapes for them and writing down what they tell you about their favourite book.

**Tshwantshisang pale eo.** Kgetha pale e natwana hohale e nang le baphetšwa ba tshwantshisang le ditshwantsho. Mmlo le bana ba hao, ngolango se o mophethwa ka mong a se buang mme o re ba kgetha e ba balinga ba hao na yena! Fama ka disetsehepetso (diprops), tse jwakola dikgetjana tsa maseka, dikakita, diela kapokgaka mme o le bale pale eo mme ho mmo ho.

**Lekang buka e nihja.** Kgetha buka ya ditshwantsho e ho sa nang ya kileng a e bala ho hona. Balinga sehloeho sa yona mmyo ho. Jwale phetša meqepha a buka ena, mme ho a le tshele se shibele ditshwantsho, pheta pale ho hao e ho hao e hae e tsaema se tsa se tsa. Kamora mox, bala pale eo mong a sa ngwana wa ditshwantsho. Pale eo e a phetho e tsa tshwana, swa lang kapa e tape la. Jwale pale eo mong a sa ngwana, mme o re ba kgetse ho ditshwantsho ya hao.


**Keteka dibuka tsa ditshwantsho!** Etsa hore dipale tsa dibuka tsa ditshwantsho di poleho mme ho le bana ba hao ka hetsela di ketsahlo e tsa mme ho.


**Ngola tshetakheko.** Kopa bana ba hao ho kgetsa hore buka ya ditshwantsho e ho o e balinga ke e tsa mme. Mme o ka balinga ho e ditshwantsho ya hao ka hetsela ho. Etsa hore dipale tsa dibuka tsa ditshwantsho ya hao ka kgotsa ho.

**Tshwantshisang pale eo.** Kgetha pale e natwana hohale e nang le baphetšwa ba tshwantshisang le ditshwantsho. Mmlo le bana ba hao, ngolango se o mophethwa ka mong a se buang mme o re ba kgetha e ba balinga ba hao na yena! Fama ka disetsehepetso (diprops), tse jwakola dikgetjana tsa maseka, dikakita, diela kapokgaka mme o le bale pale eo mme ho.

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Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, Frederick (pages 5, 6, 7, 8, 11 and 12) and Can you? (pages 9 and 10), as well as the Story Corner story, The lion and the monkey (page 14). Choose the ideas that best suit your children’s ages and interests.

Frederick

A family of mice are working hard to gather what they will need for the coming winter. But Frederick doesn’t seem to be helping and the other mice get cross with him. However, during the long cold winter, Frederick proves what he has to share is just as useful as the things they gathered.

After you have read the story to your children, discuss these questions or other ones that interest them.

- What food would you choose to collect for the winter and why?
- What do you think of what Frederick does and doesn’t do?
- Which of these do you think is the most important food, words or stories?
- Why do you think that?

Provide your children with playdough, bottle tops, stones, leaves, seeds, shells and sticks. Let them use these to recreate scenes from the story.

Encourage your children to use playdough to make mice and then to use them to tell stories of their own.

Together write down ideas for what a mouse’s house might look like and have in it.

Encourage your children to make little storybooks on tiny pieces of paper for the mice in the story.

Can you?

On each page of this book, the children do different fun actions that will make the reader smile! The repetition and humour make this book highly suitable for younger children.

As you read the story, invite your children to try doing the actions. Which ones do they enjoy doing the most?

After you have read the story, invite your children to look at the pictures again. This time draw their attention to the cat and talk about what the cat is doing in each of the pictures.

Use paper and a stapler or string to make blank books. Offer these to your children so that they can create their own “Can you?” or “I can …” books. Encourage them to read their finished books to you and each other.

The lion and the monkey

The lion, who has been trapped in a hunter’s pit, begs a passing monkey for help. The monkey doesn’t trust the lion, but finally the lion persuades him to hang his tail into the pit so that the lion can pull himself out.

The problem is that once the lion is out of the pit, he won’t let go of the monkey’s tail! The monkey knows he is in terrible danger, but a clever old woman comes to his rescue.

After you have read the story, talk to your children about the lessons they can learn from the story.

Frederick

1. Letopa la ditebebe le sebetsa ka tsho tsa bokatla. Tau le tshwene.
2. Do ka leka lela ka tsho tsa bokatla.
3. Ko leka lela ka tsho tsa bokatla?
4. Se la leka lela ka tsho tsa bokatla?
5. Tsho tsa bokatla ka leka lela ka tsho tsa bokatla.

Can you?

1. To make this book use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.

Create TWO cut-out-and-keep books

Foreti

1. Naka la leka lela ka tsho tsa bokatla.
2. Mena leka lela ka tsho tsa bokatla.
3. Ko leka lela ka tsho tsa bokatla?
4. Se la leka lela ka tsho tsa bokatla?
5. Tsho tsa bokatla ka leka lela ka tsho tsa bokatla.

Eba mahlahlahaha ka pale!

Mehopo le itseng ke ena bakeng sa ho sebedisa dibuka tse pedi tsa ditlwathwato tse sehswang-le-ho-ipokolokwa, Foreti (maqephe a 5, 6, 7, 8, 11 le 12) le O ka kgona? (leqephe la 9 le la 10), esitana le pale ya Hukung ya Dipale, Tau le tshwene (leqephe la 15). Kgetha mehopoloho e tshwanelang hankile lemele le ditlhahase tsa bana ba hao.

Foreti

1. Naka la leka lela ka tsho tsa bokatla.
2. Do ka leka lela ka tsho tsa bokatla.
3. Ko leka lela ka tsho tsa bokatla?
4. Se la leka lela ka tsho tsa bokatla?
5. Tsho tsa bokatla ka leka lela ka tsho tsa bokatla.

Create TWO cut-out-and-keep books

Foreti

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Iksetsetse dibuka tse sehswang-le-ho-ipokolokwa tse PEDI

O ka kgona?

1. Naka la leka lela ka tsho tsa bokatla.
2. Mena leka lela ka tsho tsa bokatla.
3. Ko leka lela ka tsho tsa bokatla?
4. Se la leka lela ka tsho tsa bokatla?
5. Tsho tsa bokatla ka leka lela ka tsho tsa bokatla.

Tshwane

1. To make this book use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.

Create TWO cut-out-and-keep books

Eba mahlahlahaha ka pale!
The winter days came, and when the first snow fell the five little field mice took to their hideout in the stones.

In the beginning there was lots to eat, and the mice told stories of foolish foxes and silly cats. They were a happy family.


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Nal’ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org or www.nalibali.mobi
And once Frederick seemed half asleep.

"Are you dreaming, Frederick?" they asked reproachfully.

But Frederick said, "Oh no, I am gathering words. For the winter days are long and many, and we'll run out of things to say."
In that wall, not far from the barn and the granary, a chatty family of field mice had their home.

Ka hara lebota leo, e seng hole haholo le setala le setoro, lelapa la ditweba tsa naheng tse buang haholo le ne le dula moo.

When Frederick had finished, they all applauded.

“But Frederick,” they said, “you are a poet!”

Ha Foreti a qetile, ha mo opela mahofi.

“Empa Foreti,” ha rialo, “o sethotokisi!”
But the farmers had moved away, the barn was abandoned, and the granary stood empty. And since winter was not far off, the little mice began to gather corn and nuts and wheat and straw. They all worked day and night.

All – except Frederick.
Can you?
O ka kgona?

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Trading as New Africa Books

Can you?
O ka kgona?

Tickle your tummy
Tsikinyetsa dimpa

Wiggle your nose
Famola dinko

This is an adapted version of Can you? published by New Africa Books and available in bookstores and online from www.loot.co.za and www.takealot.com. This story is available in the eleven official South African languages and is part of the New African Stories series – a series of beautifully illustrated children’s stories collected from across Africa.


Carole Bloch
Wendy Hardie
Shrug your shoulders
*Sisinya mahetla*

Stamp your feet
*Tilatila ka maoto*

Wave goodbye
*Sadisa hantle*

Shake your body
*Tsokotsa mmele*
And when they saw Frederick sitting there, staring at the meadow, they said, “And now, Frederick?”

“I gather colours,” answered Frederick simply. “For winter is grey.”

“And the words, Frederick?” Frederick cleared his throat, waited a moment, and then, as if from a stage, he said:

“Who scatters snowflakes? Who melts the ice? Who spoils the weather? Who makes it nice? Who grows the four-leaf clovers in June? Who dims the daylight? Who lights the moon? Four little field mice who live in the sky. Four little field mice … like you and I. One is the Springmouse who turns on the showers. Then comes the Summer who paints in the flowers. The Fallmouse is next with walnuts and wheat. And Winter is last … with little cold feet. Aren’t we lucky the seasons are four? Think of a year with one less … or one more!”

Empa borapolasi ba ne ba falletse, setala ne se fetohile dithako mme setoro se se na letho. Kaha mariha a ne a se a le haufi, ditweba tse nyane tsa qala ho bokella poone le matokomane le koro le jwang. Kaofela ha tsona di ne di sebetsa motsheare le bosiu. Kaofela ha tsona – ntle le Foreti.
“Frederick, why don’t you work?” they asked.
“I do work,” said Frederick. “I gather sun rays for the cold dark winter days.”

“Foreti, hohaneng o sa sebetse?” tsotsa.
“Ke a sebetsa,” ha araba Foreti. “Ke bokella mahlasedi a letsatsi bakeng sa matsatsi a manha a banang, a lefifi.”

“And how about the colours, Frederick?” they asked anxiously.
“Close your eyes again,” Frederick said. And when he told them of the blue periwinkles, the red poppies in the yellow wheat, and the green leaves of the berry bush, they saw the colours as clearly as if they had been painted in their minds.

“Jwale mebala yona, Foreti?” ba botsa ba kgathatschile.
“Kwalang mahlo a lona hape,” Foreti a ba boella. Mme ha a ba boella ka di-periwinkle tse botala ba lehodimo, dipoti tse kgubedu ka hara koro e tsehla, le mahlaku a matala a sehlahla sa monokotsiwa, ba bona mebala eo hantle e hlakile jwaloka hacka e pentlwe ka dikellelong tsa bona.
Reading club corner

As 2018 comes to an end, it is good to look back on the year! It’s time to remember the fun you have had together at your reading club and to celebrate its achievements. Here are some ideas to help plan and run an end-of-year reading club celebration!

1. Decide what you are celebrating.
   - What will you celebrate? Here are some suggestions. Celebrate:
     - your club’s achievements, both big and small.
     - the contributions each member has made to your club.
     - the contributions your club has made to the wider community.

2. Plan the event.
   - Involve all the volunteers in the planning.
   - Decide on the date, time and venue of your event. Choose a venue that is safe and easy for everyone to get to. If it is indoors, choose a venue that you can decorate, like a church hall or community hall, or a classroom.
   - Choose a theme for the event and decide how you will decorate the venue.
   - Decide whether you will give out certificates to club members for attendance and/or special achievements.
   - Decide what entertainment there will be.
   - Decide how you will let everyone know about the event – and how they will let you know if they are coming.

3. Involve others.
   - Invite other adults to help at the event. Remember to invite the children’s parents and other caregivers, teachers, librarians and school principals so that they can support and promote your reading club in 2019!
   - Ask local businesses to donate snacks, drinks and other materials for cleaning up afterwards.
   - Ask them to donate snacks, drinks and other items for the event. Or ask them to donate money so that you can buy the things you need.
   - Remember to organise a team to clean up the venue afterwards.

4. Draw up a programme for the event.
   - Have a start and finish time for each item on the programme.
   - A good programme has a welcome speech (about 5 minutes) and a short talk (no more than 15 minutes) about the club’s highlights for the year as well as plans for the next year. Decide who these speakers will be. Think about including older children as speakers.
   - If you are handing out certificates, allow time for this and decide who will do it.
   - You’ll need plenty of time for everyone to enjoy the entertainment and snacks.

5. Entertainment ideas
   - Storytelling and poetry reading by club members or adults
   - Acting out a story
   - Face painting
   - Games
   - Songs
   - Invitations
   - Certificates
   - Posters
   - Book reviews written by the children
   - Colourful paper chains made by the children
   - Balloons
   - Acting out a story
   - Face painting
   - Balloons
   - Colourful paper chains
   - Invitations
   - Certificates
   - Posters
   - Book reviews written by the children
   - Colourful paper chains made by the children
   - Balloons
   - Acting out a story
   - Face painting
   - Balloons
   - Colourful paper chains
   - Invitations
   - Certificates
   - Posters
   - Book reviews written by the children

Huku ya telapong ya ho bala!

Ha selo sa 2018 se fhiha qetellong, ho molo se ho heta morao ho tse etsatshetsang! Ke nako ya ho hopula monate oo le bileng le ona mmo ho telapong ya lona ya ho bala le ho keteka tse o di fihetseng. Mehopolo e tseng ke ena o thusa ho hliphisa le ho tsama se molemo wa ho kwala selo wa telapong ya ho bala!

1. Etsa qeto ya hone le keteka eng.
   - Le fia keteka eng? DiNhohaso tse iseng ke tsana. Keteke:
     - diphilhetsa tsapela ya lona, tse kigo te tse nyane.
     - seabo se tsho kag se bileng le lona telapong ya lona.
     - seabo se telapong ya lona e bileng le le sona setshobeng ka kakanetsa.

2. Hlophisang mokete oo.
   - Kenyelatsa ba tsate ho metsotso.
     - Esong qeto ka letšatsi, nako le seboka sa moketjana wa lona. Kgetheng seboka sa bokakehlegeng le se ho tso tsebula gore lona.
     - Realise ka ho tsho ka se bileng le lona.
     - Selo ya ho bileng le seboka.
     - Seboka se ho tsho ka ho qeta le seboka.
     - Esong qeto ho ebe le fia kan ka ditlhaketsa ho ditla no tse tla leho bale.
     - Esong qeto ho ebe le fia kan ho ditlhaketsa ho ditla no tse tla leho bale.

3. Kenyelatsa le ba bang.
   - Memohalo ba ba bang ba bakga ho fia thusa mokete.
   - Hopula ha memohalo ba ba bang le ba tsho tsho lo tla ba tsho tsho lo tla ba tsho.
   - Hopula ha memohalo ba ba bang le ba tsho tsho lo tla ba tsho tsho lo tla ba tsho.
   - Mesitsweho ya ho lona ya ho bala.
   - Kopa ditlholo ke le ho dikgape ho tsho.
   - Kopa ditlholo ke le ho dikgape ho tsho.
   - Kopa ditlholo ke le ho dikgape ho tsho.
   - Kopa ditlholo ke le ho dikgape ho tsho.

4. Rala lenetsamaiso bakeng sa mokejana.
   - Esong qeto ya ho qeta le ba bang ba ba bang.
   - Esong qeto ya ho qeta le ba bang ba ba bang.
   - Esong qeto ya ho qeta le ba bang ba ba bang.
   - Esong qeto ya ho qeta le ba bang ba ba bang.
   - Esong qeto ya ho qeta le ba bang ba ba bang.
   - Esong qeto ya ho qeta le ba bang ba ba bang.
One day Grandpa wanted to teach us a lesson about trust and gratitude, so he told us a story about the lion and the monkey...

The lion and the monkey lived in a thick jungle. The lion roamed the jungle floor, while the monkey lived in the treetops. One day the lion saw some meat on top of a banana leaf on the jungle floor. “There’s a free and easy meal for me,” he thought.

The lion moved towards the middle of the banana leaf, but as he sunk his teeth into the meat, the ground gave way beneath him. Together with the meat and the banana leaf, he fell into a deep pit.

“How was the lion to have known that a free meal is not always free; that an easy meal is not always as easy as it seems?” commented Grandpa. “How could the king of the jungle have known that a hunter had dug a deep pit and covered it with the banana leaf, then placed the meat in the middle of the leaf and covered the leaf with sand to disguise it?”

The pit was so narrow that the lion could only stand upright, on his hind legs. He made frantic efforts to climb out of the deep pit, but with each attempt the red soil crumbled under his claws and he sank back to the bottom of the pit. The exhausted lion was still there at dusk when suddenly he saw a tail pass by. The tail belonged to a monkey who had jumped over the pit. The lion called desperately for help.

“What is the royal one doing in such a deep dark place?” asked the monkey looking into the pit.

“I fell in,” said the lion in a weak voice. “I have been here all day. Please help me.”

The monkey hesitated and started to walk away, but the lion begged him again. Then the monkey said, “I am told that all the animals that ever did you a good turn, never lived to tell the story.”

“I know you are too smart to believe lies told by my enemies,” said the lion. “Please, please help me.”

In the end the monkey took pity on the lion and lowered his tail into the pit like a rope. The lion held on to the monkey’s tail and climbed up it. But even when he was out of the pit, the lion hung onto the monkey’s tail.

“Let me go! Haven’t I helped you out of the deep pit as you begged me to?” the monkey asked the lion.

But the lion tightened his grip on the monkey’s tail even more, and when the monkey looked into the lion’s eyes, he saw the look of hunger. “Please let me go!” the monkey cried. But the lion’s grip only got tighter.

Suddenly, an old woman appeared. She was on her way to her farm when she saw the animals arguing. She stopped and asked them why they were quarrelling. The monkey told her how he had helped the lion out of the deep pit. “But now he is holding onto my tail and he won’t let me go,” he complained.

“No!” said the old woman. “I said clasp your paws, and I mean your two front paws, and then say the words.” As the lion obeyed her command and clasped his paws, the monkey escaped and ran away. The lion chased the monkey until the monkey climbed up a nearby tree. Crestfallen, the lion looked back at the spot where they had seen the old woman, but she was no longer there.

Grandpa paused and looked at our faces that had suddenly lit up at the happy ending for the monkey.
Ka tsatsi le leng Ntatemoholo o ne a batla ho re ruta thuto e maelana le tshepo le teboho, yaba o re phetela pale ka tau le tshwene …

Tau le tshwene di ne di dula morung o teteang. Tau e ne e sasanka fatshe ha tshwene yona e ne e dula hodima difate.

Ka tsatsi le leng tau ya bona nama e bellwe hodima lehlahu la panana, fatshe hona morung moo. “Dijo tsa mahala tse fumanehang habonolo ke tseo”, a nahana jwalo.

Tau ya atamela bohareng ba lehlahu la panana ho nanabela nama, empa eite hang ha a keny a meno ho yona, mobu o ka tlsa hae wa bulaha. Yaba o wela ka lemeneng mmoho le nama le lehlahu la panana.

“Tau e ne e tla tseba bwang hore dijo tsa mahala hangata ha se tsa mahala; hore dijo tse fumanehang habonolo hangata ha di fumanehe ha bonolo jwalo ha di shebeha?” ha rialo Ntatemoholo. “Morena wa meru, o ne a tla tseba bwang hore tsotse si ne se ile sa tjhaka lemena mme se le kwehela ka lehlahu la panana, yaba se bea nama bohareng ba lehlahu mme sa kwehela lehlahu ka lehlabathe ho pata se firi se?”

Mokoti o ne o le monyane hoo tau e neng e ka kgona feela ho ema ka maoto a morao. Ya leka ka hohle ho hlwella ka hodima lemena, empa nako le leka ho hohle ka tlsa maoto a yona mme e be e wela hape lemeneng. Tau e kgathetseng ya dula ka moo ho fihlela e eba mantsiboya yaba hanghang e bona mahotla o feta. Mahotla oo e ne e le wa tshwene. O ne a ile a tlolela ka nsane ho mokoti. Tau ya holetsa e tiiletswe ke naha ho batla thuoo.

“Ebe morena o etsang sebakeng se tebileng se lefifi hakana?” ha botsa tshwene e shebile ka lemeneng.


Tshwene ya qeeaqea pele mme ya qala ho itsamaela, empa ta ya e kopa hape. Yaba tshwene e re, “Ke boleletswe hore diphoofolo tshole tse kiling tsa o etsetsa molemo o tseng, ha di a ka tsa phela hore di phete pale kamora moo.”

“Ke a tseba hore o hlafile haholo hore o ka kgolwa mashano ano a bolelwang le dira tsa ka,” ha rialo tau. “Ka kopo, a ko nthuse hle.”

Qetellong tshwene ya qenehela tau mme ya theolela mehatsa wa yona jwalo ka thapo ka hara lemena. Tau ya tshwarentsa ka mahotla wa tshwene mme ya hlwella ka hodimo ka ona. Empa leha e se le le ka hodima mokoti, tau ya dula ene etse e tshwene mehatsa wa tshwene e o tiitse.

“Hobaneng o ntse o tshwene mehatsa wa ka? Ntohele! Ha ke a o thusa ho tswa ka lemeneng le tebileng jwalo ka o ne o nthapela?” tshwene ya botsa tau.

Empa tau ya nna ya tisa ho tshwara mehatsa wa tshwene le ho feta, eitse ha tshwene e sheba ka hara mahlo a tau, ya bona mahlo a letseglala tla. “Ke a o kopa hle, ntohele!” tshwene ya holetsa. Empa tau ya nna ya tisa le ho feta.

Hanghang, ha hlaha mosadimoholo e mong. O ne a ikela polasing ya hae ha a tla bina diphoofolo tsa tse pedi di qhwebeshana. A ema mme a di botsa hore di tsekisenang. Tshwene ya mmorelala hore e thuistle tau hore e tswse ka mokoting. “Empa jwale e ntse e tshwene mehatsa wa ka e o tiitse se e batele ho nthohele”, tshwene ya tlelela jwalo.


Yaba mosadimoholo o retelele ka ho tau a re, “Kopanya matsoho a hao mme o re, ‘Motho e mong o tlo shwela mehau wa hae. Motho e mong o tlo shwela mehau wa hae.’” Tau ya phahamisa leoto lo yona ka lapele le sa tshwarang mme ya pheta mantswe a mosadimoholo.

“Tjhe!” ha rialo mosadimoholo. “Ke itse o kopanye maoto a tjhelele, mme ke bolela maoto a hao a kapele, mme o bue mantswe ana.” Eitse ha tau e leka ho etse jwalo mme e kopanya maoto a kapele, tshwene ya tjhopolwa ya baldha. Tau ya leleka tshwene ho fihlela tshwene e hlwella sefateg se huafi. Ka ho swaba, tau eo, ya heta ya sheba mane moo di boneng mosadimoholo, empa o ne a se a le siyo.

Ntatemoholo a emisa mme a sheba diphoofolo tsa rona tseo jwale di neng di thabile ka lebaka a gqetelo ene monate hlahore le tshwene.
1. Be a word detective and find these things in the story, Frederick.
   a) five kinds of animals: _________________________________
   _________________________________
   b) four seasons: _________________________________
   _________________________________
   c) six colours: _________________________________
   _________________________________
   d) three numbers: _________________________________
   _________________________________
   e) a month of the year: _________________________________
   _________________________________
   f) two things that are in the sky: _________________________________
   _________________________________

   Ebo lefokisì la mantšwe mme o fumane dintho tsena paleng ya Foret:
   a) metu e mehlano ya diphoofolo _________________________________
   _________________________________
   b) dihla tse nne: _________________________________
   _________________________________
   c) mebala e tsheletseng: _________________________________
   _________________________________
   d) dinomoro tse tharo: _________________________________
   _________________________________
   e) kgwedi ya selemo: _________________________________
   _________________________________
   f) dintho tse pedi tse lehodimong: _________________________________
   _________________________________

2. Can you help? The children’s balloon strings have got mixed up. Work out which colour balloon belongs to which child.

3. Which two cupcakes are exactly the same?

   a) metu e mehlano ya diphoofolo: _________________________________
   _________________________________
   b) dihla tse nne: _________________________________
   _________________________________
   c) mebala e tsheletseng: _________________________________
   _________________________________
   d) dinomoro tse tharo: _________________________________
   _________________________________
   e) kgwedi ya selemo: _________________________________
   _________________________________
   f) dintho tse pedi tse lehodimong: _________________________________
   _________________________________

   Neo Bella Priya Afrika

Don’t forget that we will be taking a break until the week of 13 January 2019. Enjoy the holidays, and join us after the holidays for more Nal’ibali reading magic! In the meantime, visit www.nalibali.org or www.nalibali.mobi to find stories and reading-for-enjoyment inspiration.

Produced for Nal’ibali by the Project for the Study of Alternative Education in South Africa (PRAESA) and Tiso Blackstar Education. Translation by Hilda Mohale. Nal’ibali character illustrations by Rico.