23 April is World Book Day!

Reading lots of books helps to make children better readers. For your children to keep reading throughout their lives, they must want to read!

If we want to get our children reading and then keep them reading, we need to understand what motivates them to read.

What kinds of books do children like?

- Children are more likely to read a book that they chose themselves than a book that a teacher or parent chose for them.
- They like books that match their personal interests.
- They are more likely to choose books with exciting covers and action-packed plots.
- It is important to children that they learn something from reading a book.
- Libraries give children the opportunity to look at lots of different books before choosing the ones they want to read.

What can motivate them to read?

- Children’s interest in reading is mostly sparked and encouraged by family members (especially their mothers), teachers and friends.
- They often find out about books they might want to read by talking to their friends.
- They enjoy being read to by family members and teachers, even though they can already read!
- Once they catch the reading bug, they just want to keep reading!

How parents and caregivers can help

- Make sure that your children have access to a wide variety of books that interest them.
- Take them to the library and, when you can, buy books for them to own.
- Let them choose their own books.
- Speak to your children about books and read to them, no matter their age.
- Let them join an existing reading club or start one of your own!
Dear parents and caregivers of young children, we all have hopes and dreams for our children – that they will live happy, healthy and successful lives. And we know that helping them to achieve these dreams takes effort.

The wisest investment we can make in our children is to give them our time – to listen to them, to talk to them and to do things with them. All of these things happen quite naturally when we tell and read stories together. When we share stories with children, we help to expand their world and we build a firm foundation for their futures.

Mitambo i takadzaho na ine ya ṱanḓavhudza mihumbulo ya vhana ine ya itwa musi hu tshi khou anetshelwa zwītɔrī

**Storytelling activities to enrich and engage young minds**

**How to enjoy reading and sharing books with your children**

1. **Read in their mother tongue.** Reading stories in your mother tongue makes reading easier and more enjoyable. Try our growing collection of stories in a range of South African languages on the Nal’ibali website, [www.nalibali.org](http://www.nalibali.org).

2. **Read what they love.** For children to love reading and to want to read every day, they need to enjoy what they are reading! Some children may like stories based on real life while others like fantasy. So, whatever sparks their interest, let them read it!

3. **Read printed books.** Young children learn a great deal through their senses. It is, therefore, very important for them to have the experience of holding printed books and turning the pages.

4. **Read together… or on their own.** Choose books to read together that are slightly more advanced than the books your children are currently reading on their own. But, if children prefer to read on their own, encourage this as well.

5. **Talk about the pictures and ask your child questions.** Point to things in the pictures and name them or ask your child to name them. Ask: “What do you think happens next?” or “Why is the man angry?”

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**Ngdlia ya u diphina nga u vhalela vhana vhano dzibugu**

1. **Vhalani nga luambo lwavho lwa ḓamuni.** U vhala zwiṱori nga luambo lwaṋu lwa ḓamuni zwi ita uri u vhala zwi leluwe na u takadza vhukuma. Lingedzani u kuvhanganya zwiṱori nga nyambo nzhi dza Afurika Tshipembe kha webusaithi ya Nal’ibali, [www.nalibali.org](http://www.nalibali.org).

2. **Vhalani zvine vha zwi funa.** U itela uru vhana vha fune u vhala na uri vha ḓo u vhala ḓuvha jirwe na jirwe, vha tea u diphina nga zvine vha zwi vhala! Vhanya vhana vha nga kha ḓi takalela zwiṱori zwo thewaho kha zwiṱori zwa vhukuma ngeno vhane vha tshi nga takalela ngano. Nga zwenesw, hu sa londwi zvine zwi karusa dzangalelo ḫavho, vha ṱiṱuwedzeni uri vha ite nga u ralo.


4. **Vhalani noṱhe na vhana … kana vha vhale nga vhoto.** Vhalani noṱhe bugu dza vhimo ha rṱhanyana u fhira dzine vhana ṱoḓa vha khου dzi vhana zwiṱori nga vhoto. Fhedzi arali vhana vha tshi takalela u vhala nga vhoto, vha ṱuṱuwedzeni uri vha ite nga u ralo.

5. **Ambani nga ha zwifyanyiso ni vhudzise vhana vhano mbudziso.** Sumbani zwifhi zwi re ḓiu ḓu zwifyanyiso ni zwi bula nga madzina kana ni humbele riwana waju uri a bula madzina azwo. Vhuzidzizani: “Ni vhona u nga hu ḓu ite mini nga murahu?” kana “Ndii ngani onoyo munna o sinyuwa?”

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**Kha vhabebi na vhaṱhogomeli vai vhana vhaṱoku, ṱoḓeho ri na zwi re ḓu fulufhela na zwi re ḓu lora nga ha vhana vhahu – ri ṱoḓa uri vha tshihe vhukuma vhuhu takadzaho, vhu bvelela ho vhe na mutakalo wawhu. Ri a zwi ḓuha uri zwi ṱoḓa vhugidzini uri yeneyi miloro i wedze.**

**Zwithu zwa vhuṱali vhukuma zwine ra nga zwi itela vhana vhahu ndi u vha pea shifhinga tshashu – u vha thetselesa, u ambedzana navho na u ita zwiṱhu navho. Zwenesw zwithu zwiṱhe zwi ḓita nga lwa ruzele musi ri tshi anetshelana na u vhaledana zwiṱori na vhana. Musi ri tshi anetshelana vhana vhahu zwiṱori, ri vha thusa u pfesesa zwine zwi kho khoo itea shangoni na u vha ṱuṱelatela mutheo wo khaṱhaho wa vhunatshelo.**

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**Ndhila ya u diphina nga u vhalela vhana vhano dzibugu**

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5. **Talk about the pictures and ask your child questions.** Point to things in the pictures and name them or ask your child to name them. Ask: “What do you think happens next?” or “Why is the man angry?”
1. Spend time talking about the cover and the book’s title, as these give us clues about the main thrust of the story.

2. Page through the book and spend time looking carefully at the illustrations. Notice and talk about the story’s setting and the characters’ facial expressions and body language.

3. Now that you have an idea of the sequence of the story, tell the story using different voices, interesting, descriptive words, and sound effects.

4. Telling a story using a wordless book is an excellent way in which to build your children’s confidence and vocabulary when they tell a story. Ask questions about details in the illustrations to help your children use new words and add depth to their story reading and telling.

1. Fhedzani tshifhinga ni tshi khou amba nga ha gwati na tshiṱori nga ha muhumbulo muhulwane wa tshiṱori.

2. Fhenḓani bugu ni ḓiṋee tshifhinga tsha u lavhelesa zwifanyiso nga vhuronwane. Țhogomelani na u amba nga ha kudzudzanyelwe kwa tshiṱori na zwine vhabvumbedzwa vha vhi nga zwifanyiso nga zvishireva nga hu ndu dzudzanyo nga zvini nga hu nhumwe u amba nga ha muhumbulo muhulwane na u tshiṱori.

3. Samusi zwino ni tshi vho dvha ndu dzudzanyo nga tshiṱori na zvihakikiketswa vha vhi nga zvihakikiketswa vha vha vha vha tshiṱori. U amba nga ha muhumbulo muhulwane u khwekana kwa tshiṱori nga u zvihakikiketswa vha vha vha vha tshiṱori.

4. U amba nga ha muhumbulo muhulwane u khwekana kwa tshiṱori nga u zvihakikiketswa vha vha vha vha tshiṱori. U amba nga ha muhumbulo muhulwane u khwekana kwa tshiṱori nga u zvihakikiketswa vha vha vha vha tshiṱori.

How do I read wordless picture books?

With wordless picture books, the story is told using pictures only, or there may be a few words. Reading these books creates a wonderful opportunity for sharing ideas about what is happening in the illustrations, why certain features were included in the illustrations, what characters may be thinking or saying and where the story is heading. There is no “right” or “wrong” way to read it, so each child can create a unique story while paging through the book.

1. Spend time talking about the cover and the book’s title, as these give us clues about the main thrust of the story.

2. Page through the book and spend time looking carefully at the illustrations. Notice and talk about the story’s setting and the characters’ facial expressions and body language.

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Some questions to guide your children’s thinking...

- What is happening in this picture?
- What do you think the character is thinking/saying? What makes you say that?
- What is the character hoping to do?
- What do you think the character is going to do next? How will it affect the story?
- What is the setting of the story? What do you notice about the setting?
Dear Nal’ibali

I am a Geography teacher. Our school has started a Drop Everything And Read (DEAR) programme to improve the children’s literacy rates. Please can you give me some ideas for making stories interesting given my subject area.

Thanks,
Kgosi, Driefontein

The Nal’ibali Team

Dear Alison

I am a single parent of a nine-month-old baby boy. All my friends keep telling me to read to him. I try to read a story to my child every day, but I’m not sure if he is interested or not. He grabs the book and makes a noise while I’m reading. I bought picture books for children, but is he too young for reading?

Alison, Westridge

The Nal’ibali Team

Dear Nal’ibali

I need help with a Geography (Geography) task. I have to make a game using a world map to find the places they read about in stories or atlases to find information about these countries. You then let the children use the internet and information books to find out more about these countries. You can also encourage the children to use maps and/or atlases to find the places they read about in stories or to trace the journey of a story character.

The Nal’ibali Team

Create TWO cut-out-and-keep books

**Baby Otter wants a nap**

1. To make this book, use pages 4, 5, 7, 8, and 10 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the dotted lines to separate the pages.
4. Cut along the red dotted lines to separate the pages.

**A Very Important Tree**

1. Tear off pages 1 and 10 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the green dotted line to make the book.
4. Cut along the red dotted lines to separate the pages.

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**Traditional stories are a great starting point to explore different places and time periods and different ways people live. Choose stories set in other countries and then let the children use the internet and information books to find out more about these countries. You can also encourage the children to use maps and/or atlases to find the places they read about in stories or to trace the journey of a story character.**

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**Kha Nal’ibali**

Ndi muwezi a re efye a re na n’wana wa mutukana wa mirembedi ya łyhe. Khonani dzangana dzoghe dzikufana dze dzulela u muhuku u ndi mu vhalele. Ndi lignedza u vhalela n’wana nga tshitiro dugwa jirwe na jirwe, fhesi a thina vhutjani arali a tshi zwi takalela kana hai. U dzahvula bugu nahe kona u phosho musi ndi tshi khoo vhalela. Ndo renga bugu da vhana dzikufana re na zwifhinga, fhesi naa u bheze muuku lune a nga kona u vhalela?

Alison, Westridge

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**Vho- Alison**

Avali u tshi vhalela n’wana wawo tshifhinga tshifhinga, vha dothongemla ura zvine a zwi ita musi u tshi mu vhalela zwi do shutanda nga u ya ha tshifhinga. A si vhana vhothe vhane u tokomelwa muzi vha tshi tshoba u vhalela. Nga shinwe tshifhinga vha vhanda zwanda kana vha ra-ra nga rhatana ha daka. Musi murnu wawo a tshi vhothele u dza bugu ine u khou khou na vhalela, zwi sumbedza uzi i u takalela na u takalela zwifhinga swayo zwi nthulu. Musi vhane u tshi ita phosho muzi u tshi khoo khoo u vhalela, nga nga kha ghi vha tshi tshoba, vha vhanda zwanda nga u vhalela. U dza bugu u dza bugu. Ndi lingedza u vhalela nga kona u vhalela, zwi takalela kana u vhalela. Vha songo kulela nungo! Vhi vhalela u n’wana wawo u vhalela kana vhalela. Vhi vhalela u n’wana wawo u vhalela kana vhalela.

Tshigwada tsha Nal’ibali

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**Dear Nal’ibali**

I’m a single parent of a nine-month-old baby boy. All my friends keep telling me to read to him. I try to read a story to my child every day, but I’m not sure if he is interested or not. He grabs the book and makes a noise while I’m reading. I bought picture books for children, but is he too young for reading?

Alison, Westridge

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**The Nal’ibali Team**

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**Dear Nal’ibali**

Ndi mukwedzi wa Dzahvula (Geography)Tsikoko tsyasho bako thuma munekezymunshumo ya Lifuka Zwothe U Vhalele Drop Everything And Read (DEAR) u ite bugu. Mugi vheani masiaṱari 7 na 8 ngomu masiaṱari na 11.

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**Grow your own library. Create TWO cut-out-and-keep books**

**Baby Otter wants a nap**

1. Urí ni ite bugu vhulungu masiaṱari. 4, 5, 6, 7.
2. Vhane masiaṱari 7 na 8 ngomu ha munekezymu masiaṱari.
3. Petani mambumbiri nga vhukati kha mutalo mutswu u re na zwithoma.
4. Dovhani ni i pete nga vhukati kha mutalo mutswu u re na zwithoma.
5. Dovhani ni i pete nga vhukati kha mutalo mutswu u re na zwithoma.
6. Gerani kha mitalo mitswuku i re na zwithoma urí ni fhungawo ywa mitswuku.

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Na’libali ndi fulo ḽa lushaka ḽa u vhalela u ḓiphina u itela u karusa na u ṱahulela nḓowelo ya u vhala kha ḽoṱhe ḽa Afurika Tshipembe. U wana mafaṅgo nga vhuḓalo, dalelani www.nalibali.org.

A Very Important Tree
Liam Longland • Elana Bregin
Heni’Z Creative Studio • Carla Lever

Get story active!
★ Draw a picture of a tree and some of the creatures that need trees for food or shelter.
★ Write a poem or song about trees. You can write about how it looks, how important trees are and how people should look after trees.
★ See page 13 for a lovely project that you and your family or friends can do to celebrate Earth Day on 22 April.

Itani uri tshiṱitori tshi nyanyule!
★ Olani tshiṱanyiso tsha muri na zwiṅwe zwipuka zwine zwa wana zwiįwa kha miri kana vhukhudo.
★ Nwalani tshiyendo kana luimbo nga ha miri. Ndi nga nwalala nga ha tshivhumbo to tshayo, nḓila ine miri ya viya ndeme ngayo na nḓila ine vhathu vha tea u ḷhogomela ngayo miri.
★ Sedzani siaṱari 13 uri ni vhona kushumo ku takadzaho kune inwi na vha muṱa waru kana dzikhonani na nga ku ku ita u pembelea ƚusha kana ƚugu kana ƚifhasi nga kana 22 Lambamari.

Na’libali 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.

Na’libali ndi fulo ḽa lushaka ḽa u vhalela u ḓiphina u itela u karusa na u ṱahulela nḓowelo ya u vhala kha ḷoṱhe ja Afurika Tshipembe. U wana mafaṅgo nga vhugulao, dalelani www.nalibali.org.

Lots more free books at bookdash.org

Lots more free books at bookdash.org

Ideas to talk about: Do you think trees are important? Why or why not? What are some ways we use trees? What are some ways animals and insects use trees?

Zwine ha nga ambiwa nga hazvo: Ni vhona u nga miri ndi ya ndeme? Ndi ngani ni tshi zwi vhona nga u ralo kana ni sa zwi vhoni nga u ralo? Ndi dzifhio dzizwe nḓila dzine ra nga shumisa ngadzo miri? Ndi dzifhio dzizwe nḓila dzine zwipuka na zwiṅwe zwipuka zwa shumisa ngayo miri?
She climbed onto some rocks that jutted out of the sea.

Could this be the perfect place to nap?

The rocks grew hot and one poked Baby Otter’s back.

She couldn’t nap here!

She slid back into the sea and turned on her back.

She couldn’t find some rocks that were right on the back.

The rocks grew hot and one poked Baby Otter’s back.

Could this be the perfect place to nap?

She slid back into the sea and turned on her back.

The rocks grew hot and one poked Baby Otter’s back.

She couldn’t nap here!

She climbed onto some rocks that were right on the back.

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

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Baby Otter tries different places to nap but there’s always something that’s not right. Then something special happens to make nap time perfect!

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

Get story active!

★ Draw a picture of yourself, a family member or your pet taking a nap. Under your drawing, write a sentence that describes what you have drawn.

★ Make a list of the places where Baby Otter tried to nap and what was wrong with each place.

★ Make up your own story about places where a child wants to nap and what goes wrong. For example, the child wants to nap on a table and nearly falls off it! Draw a picture to show your favourite part of your story.

Itani uri tshiṱorǐ tshi nyanyule!

★ Olani tshiṱanỹiso tshiṱanỹ, tsha moraṱo wa muta kana tshiwọ tshiṱanỹ no edełat. Nga tshiṱa ga tshiṱanyiso, nwalani mutaladzi une wa tshulushedza zve na zvi ola.

★ Nwalani mutevhe wa tshetu he Nwana wa Tshipu a lingedza u edełat hone na zve zwa si tshimbile zvawuchu nga ga henehē fhetu.

★ Dziteleni tshiṱorǐ nga ga fhetu hunu nwana a tọdə u edełat hone na zve zwa vha zve khahega nga henehē fhetu. Sa tsumbo, nwana u tọdə u edełat tshiṱulanĩ nahnone a nga a sa wela tshiṱa! Olani tshiṱanyiso u sumbedza tshipigda tsha tshiṱorĩ tshine na tshi funesa.

Na‘l’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.


Nwana wa Tshipu u tọdə u ede-lat

Desirée Botha • Clyde Beech

Ideas to talk about: Why do you think it could be dangerous for a young animal to nap anywhere they want to? How do some animals protect themselves when they nap? Where is your favourite place to nap?

Zwine ha nga ambiwa nga hazwo: Ndī ngani ni tshi vhona u nga zwi na khombo uri tshiṱukura tshiṱukura tshi sokoo ede-lat hunwe na hunwe hunu tshi funa? Zwine Zwipuka zwi disimulelwa hani muzi zwi tshi ede-la? Ndī ngafhi hune na funesa u ede-lat hone?
Baby Otter was very tired. She went off in search of a good place to sleep.
The first place Baby Otter saw was the kelp forest where her mom used to leave her when she was very little.
Could this be the perfect place to nap?
She tried to curl up in the kelp. The kelp was too slippery.
This was not the perfect place to nap.
Baby Otter had to look for another place.

Nwana wa Tshipu o vha o neta vhukuma. Ndi izwi-ha a tshi tswana u yo tsha fhetu hahuhi hone a nga edela hone.
Fhetu ha u thoma he Nwana wa Tshipu a hu vhona ndi vhugabeloni hu re na tshene ya lwanzheni he mme awe a vha a tshi mu sia hone musi a tsehe lutsheteshe.
Naa afha hu nga vha fhetu hahuhi ha u edela?
Tsho lingedza u dhemetekanya kha yeneyo tshehe.
Tshene yo vha i tshi surha vhukuma. Hafa ho vha hu si fhetu hahuhi ha u edela. Onoyo nwana wa Tshipu a ya u tsha huiwe fhetu.

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Nwana wa Tshipu o vha o neta vhukuma. Ndi izwi-ha a tshi tswana u yo tsha fhetu hahuhi hone a nga edela hone.
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Nwana wa Tshipu o vha o neta vhukuma. Ndi izwi-ha a tshi tswana u yo tsha fhetu hahuhi hone a nga edela hone.
Fhetu ha u thoma he Nwana wa Tshipu a hu vhona ndi vhugabeloni hu re na tshene ya lwanzheni he mme awe a vha a tshi mu sia hone musi a tsehe lutsheteshe.
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Tshene yo vha i tshi surha vhukuma. Hafa ho vha hu si fhetu hahuhi ha u edela. Onoyo nwana wa Tshipu a ya u tsha huiwe fhetu.

Nwana wa Tshipu o vha o neta vhukuma. Ndi izwi-ha a tshi tswana u yo tsha fhetu hahuhi hone a nga edela hone.
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Tsho lingedza u dhemetekanya kha yeneyo tshehe.
Tshene yo vha i tshi surha vhukuma. Hafa ho vha hu si fhetu hahuhi ha u edela. Onoyo nwana wa Tshipu a ya u tsha huiwe fhetu.
Trees draw water from deep under the ground and release it as water vapour into the atmosphere, where it can form life-giving water. Trees provide food and shelter, shade and firewood, and they stop the soil from being washed away by rain.

Trees play a very important role in keeping our world clean and healthy. Trees clean the air by taking in carbon dioxide (a poisonous gas) and giving off oxygen, a gas that all creatures, including humans, need to stay alive.

The Nal'ibali Trust
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The Nal'ibali Channel
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nalibalisa

A single oak tree can shelter and feed

- 532 types of caterpillars
- 147 types of birds
- 120 types of mammals
- 60 types of reptiles and amphibians
- 280 types of insects
Kale-kale ho hva hu na muswonda we wa hva u tsii dzeul thawani iri re nthha ha masimu madala o nakaho. Mashudhu mwav ndi uri wonoyo muswonda wo hva u na tišhțu’u tišhulu. Dvухa [jine] na jine wo hva u tsii dzena mubulasiona wu dzhiš tshinwe na tišhnu tshinwe wa ṭoŋa u songo humbela! Wo dzhiš zwimila na zwipuka zvotuko, zwa sia xhalihi wu si na tišhulu tshinwe wu nga kanwa ngatshe mja yawo.

**Itani uri tišhitori uri nyanyule!**

1. **Nhlobo:** Nhlobo twiwo zwino muswonda zwo sinysa zvihulu xhalihi, fhedzi vho vha vha tso ôfha nga mananga u mu thvihela. Mashudhu mwavaya ndi uri hvo-hvo hu na muwele muwele milo ane a ph Kopano, we a vha e na tišhinhii. “Ndo talifha vhukuma nhono ndi dho vambana mananga a u pande wa ho muwonyo muswonda,” a ralo a tso vhuza nhone xhalihi. Zwenesewo zwo vha takadza vhukuma, fhedzi vha tshuwa mu vha tsi hembula uri nga kih dho ṭoŋa uri vha lwe na wonoyo muwonyo muswonda!

Nga tišha matselengo nga matselengo, Kopano a dzihla zvihini, tsipedi ni bho dziba u liphwa thungo ya thawani ayo ṭoŋa wa ho muwonyo muswonda. Nga murahu ha awara nnzhi, Kopano a vhona bakho ṭjikho. A kookhova a dzhema ngomu nhono a ita vhukhuga ho uri o dzumbarna uri wonoyo muswonda u si mu vhone.

Nga murahu ha tshifhinganyana a pha mitsindo mihulwane musi wonoyo muwonyo muswonda u tišha khou gonya thawani.

Musu wonoyo muwonyo muswonda u tišha khou sendela, Kopano a zwi pha uri u khou imba nyimbo dzo takada thungo wene we zagadza mireho, mitselengo, kholomu tharu dzo nono a bere mbiil dia mananga dze wa dzo towa kha xhalihi. Zweneswe zwa ita uri Kopano a sinuwuyi zvihulu.

Kopano a zwi lemuwa ari wonoyo muwonyo muswonda ndi mihulwane lune u nga si lone u mu vhona musi o dzumbarna hebenhehe fhethu. Nga zweneswe, mu vha hukuma muswonda u tišha khou thina a u imba, Kopano a dzhandula iphi nhono a r i “Ni vhona u nga ni na mananga nhono no talifha, Fhedzi nqen ndi na mananga nhono ndo talifha u ni fihle. Nhono ndi a ni fihle nga liphwo, ndi nga ni sia kha mbambe naho i fihle.”

Wono no vhona muswonda a wo nga khou zvishwa zve a zwi pha. “Ndi nthha a re na tišhinhii thu a ntšoŋa?” wu huwelela mu vha tišha khou rebulwana u telu a pha uri jenelo ipi jikho bha nqatsho. Fhedzi Kopano a vha u dzumbarna tshoŋe nhono muwonyo muswonda a wo nga mu vhona.

Kopano a sea nhono a r i, “Kuhvono, na zwo nqen ni khanganya. Ni nga si vhune na ngwongana, Fhedzi khamus a tišhinhii thusa u tshoło uri i ke hkeuedu ya mbambe.”

“Ndi nthha a re na tišhinhii thusa a ntšoŋa?” wonoyo muwonyo muswonda wa dzhwa zwo tshuwa mukosi. “Bvelani dzwaini!”

“Hu si zwo nthha,” hu Rhudula Kopano. “Kha ri tšangane matselengo nga masiari mudzavhini u re fihle ha thawani. Dzhi vhona uri ndi nthha a re na liphwo nhono arali ndi kouda, ni te u bha na fleta ni songo thuva dzhwa na dina xhalihi. Ni a tenda uri i ke hkeuedu ya mbambe?”

“Ni khou ri mini nsha,” hu se wonoyo muswonda. “Ndii na liphwo na maanaha u fihla vhathu vhohu! Ndii do kuda heyi hkeuedu ya mbambe.”

Kopano a nwethuwa nhone nangahvedza a bva bakoni, a godiwa thawani wonoyo muwonyo muswonda u songo mu vhona.

Nga tišna matselengo nga matselengo, dvuxha si sa athu ṭhupa, Kopano a thuma u bwa mulundai mulapi mudzavhini. Musi a tso fhedza u kuvhanganya zvihana zvino zwo potshi. A zvi dzhezina nga vhuroswane mulundai, a ita vhukhuga ho uri ha thithihi dzemunhu dzeto potshi. Nga murahu a rema mataxhi mihulwane a tshuva nga wonoyo mulundai. A tso fhedza a fuvedza zvihana nga mva zwo tso u nga zu no zu no atawhe hehehe mudzavhini.

Ndii izwi-ha wonoyo muswonda u tsha swika, wu vhonala u na fulufhelo jwulwane. Wa tou fa nga zwoze mu u tsho vhona nqila ine Kopano a vha muṱuku ngayo. “Ndi mulimi mutsiki u dho dzhiva,” wale wonoyo muswonda. “Ndii a dho dzhiva uri ndi na maanaha u liphwo u ni fihle!”

Ndi izwi-ha wonoyo muswonda u tsha swika, wu vhonala u na fulufhelo jwulwane. Wa tou fa nga zwoze mu u tsho vhona nqila ine Kopano a vha muṱuku ngayo. “Ndi mulimi mutsiki u dho dzhiva,” wale wonoyo muswonda. “Ndii a dho dzhiva uri ndi na maanaha u liphwo u ni fihle!”

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Once upon a time, there was a giant who lived on a mountain high above beautiful green farmlands. Unfortunately, the giant was very mean. Every day he would go from farm to farm and take whatever he wanted without even asking! He took all the crops and animals so that the farmers did not have anything left to feed their families.

The farmers were getting very angry at the giant’s behaviour, but they were too scared to stop him. Luckily there was one farmer, named Kopano, who decided to be brave. “I am very clever, and I will make a plan to get rid of the giant,” he said to the other farmers. They were all very grateful but trembled at the thought of trying to fight a giant!

The next morning, Kopano packed some food, a spade and an axe and headed towards the mountain to find the giant. After many hours, Kopano found a small cave. He crawled inside and made sure that he was well hidden so that the giant would not see him.

Not long after, he heard heavy footsteps as the giant stomped up the mountain.

As the giant came closer, Kopano could hear that he was singing a happy song while he carried vegetables, fruit, three fat cows and two strong horses that he had stolen from the farmers. This made Kopano furious.

Kopano knew that the giant was too big to find him in his hiding place. So, while the giant danced and sang, Kopano disguised his voice and said, “You think you are strong and smart, but I am much stronger and smarter than you are. I am also faster than you are and could beat you in any race.”

The giant could not believe his ears. “Who dares to challenge me?” he shouted as he spun around trying to find where the voice was coming from. But Kopano had hidden well, and the giant could not find him anywhere.

Kopano laughed and said, “You see, even now I have fooled you. You will never find me, but perhaps you are brave enough to accept my challenge.”

“Who dares to challenge me?” the giant shouted again. “Show yourself!”

“Not yet,” answered Kopano. “Meet me tomorrow at noon in the field at the foot of the mountain. Then we will see who is the fastest, and if I win, you must leave and never disturb the farmers again. Do you accept my challenge?”

“Of course,” laughed the giant. “I’m faster and stronger than everyone! I will win this challenge.”

Kopano smiled to himself and then snuck out of the cave and down the mountain without the giant noticing.

The next morning, before sunrise, Kopano started digging a long trench in the field. Then he collected as many beehives as he could find. He gently put the hives in the trench, making sure not to disturb the bees. Next, he chopped down some big branches and laid them across the trench. Lastly, he covered everything with soil so that the field looked as it always had.

Soon enough, the giant arrived, looking very confident. He laughed and laughed when he saw how small Kopano was. “You are a small farmer,” he said. “I know that I am much stronger and faster than you are!”

Although Kopano felt a bit scared, he knew that he was going to outwit the giant and so he said, “Today, the challenge is to see who is the fastest. This green tree is the starting point and that tree in the distance is the finish.”

Kopano made sure that the two trees where on opposite sides of the hidden trench he had made.

The giant laughed so much that the ground shook. “I’m ready,” he said. “This little race is no challenge to me. I will surely win today.”

Kopano and the giant stood next to the tree. Then Kopano said, “On your marks, get set, go!”

The giant started running and was way ahead of Kopano within two steps. He looked back and saw the little farmer far behind him. But this was the giant’s big mistake because, when he looked back, he stepped right into the hidden trench. The soil and branches crumbled under his weight and when he fell, he broke open all the hives and out came swarms of angry bees. The bees began to sting the giant, and soon he was crying in pain. The giant was terrified. He jumped up and ran as far away as he could, never to return.

Kopano dusted himself off and started walking back towards his farm. Along the way, he met all the other farmers and their families. They clapped and sang and thanked Kopano.

Kopano smiled happily because he knew that today a small farmer had outwitted a giant, and that is not something that happens every day, not even in stories!

The farmer and the giant

By Ken Williams

Illustrated by Natalie and Tamsin Hinrichsen

Once upon a time, there was a giant who lived on a mountain high above beautiful green farmlands. Unfortunately, the giant was very mean. Every day he would go from farm to farm and take whatever he wanted without even asking! He took all the crops and animals so that the farmers did not have anything left to feed their families.

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Kopano smiled happily because he knew that today a small farmer had outwitted a giant, and that is not something that happens every day, not even in stories!

Get story active!

Do you think Kopano was very clever? Can you think of another way to get rid of the giant?

Make a poster with the title: STOP BULLIES! Write a list of things to do if you are being bullied.
Zwi takadzaho nga ha Nal’ibali

Nal’ibali fun

1.

Kha tshitjori, Muri wa Ndeme Vhukuma, musidzanyana u khou thivha muvwe munna uri a si reme muri. Ni vhona u nga hu khou itea mini kha tshenetshi tshirtikiso? Kha pule ja u riwa la majifi, riwali zitshwine na vhona u nga onoyo musidzanyana u khou zwi vhodza onoyo munna. Ni tshi fheza ni riwa la mitaladzi i si gathu u jutshhedza uri ndi ngani ni tshi vhona u nga miri ndi ya ndeme.

In the story A Very Important Tree the little girl stops the man from cutting down the tree. What do you think is happening in this picture? In the speech bubble, write what you think the little girl is saying to the man. Then write a few sentences about why you think trees are important.

2.

Ndli tsifhiwo tshirtikiso tshikuku tsha Neo na khotsi awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

3.

Ndli zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________
- tshithu tsha u ḽa ngatsho ___________________________________
- tshithu tsha u thusa uri ni kone u vhona zwavhuḓi ________________
- tshithu tsha u dzula khatsho _________________________________
- tshithu tsha u nwa _______________________________________
- fhehu ha u bika zwajwa ___________________________________
- tshithu tsha u dzhiva uri ndi tshifhinga-jde ___________________

4.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

5.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

6.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

7.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

8.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

9.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

10.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

11.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

12.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

13.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

14.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

15.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

16.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
- something to drink _______________________________________
- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________

17.

Ndi zwithu zwingana hezewi zwine na nga khotso awe vha tshi khou vhala tshine tsha fana kokotolo na tshirtikiso tshihu lwane?

Which little picture of Neo and his dad reading is exactly the same as the big picture?

a.  

b.  

c.  

18.

Ndi zwithu zwingana hezewi zwine na nga zwi wana na u zwi bula nga madzina kha tshirtikiso?

How many of these things can you find and name in the picture?

- something to eat with _____________________________________
- something that helps you to see better _______________________
- something to sit on _______________________________________
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- somewhere to cook food ___________________________________
- something to tell what time it is _____________________________