

## Goals for a new year

The beginning of a new year is always a good time to think about what you want to experience and achieve over the next twelve months. Have you thought about helping your children set reading goals for themselves for 2017?

Motivation plays a big part in children's reading lives. It is the thing that makes them want to learn to read in the first place and then keeps them reading, thereby making reading for enjoyment a habit! So, when you think about helping your children to decide on their reading goals, they have to be *their* goals. They have to be things they want to experience and achieve for themselves – not things they think will please you.

Here are some suggestions of some of things your children may want to try in 2017 – but they may have plenty of their own ideas too.

## Ditebanyo tša ngwaga wo moswa

**Ka mehla mathomong a ngwaga wo moswa ke nako ye botse ya go nagana ka ga seo o ratago go itemogela sona le go se fihlelela dikgweding tše lesomepedi tša go latela. Naa o ile wa nagana ka go thuša bana ba gago go ipeakanyetša ditebanyo tša go bala tša ngwaga wa 2017?**

Hlohleletšo e bohlokwa kudu maphelong a bana a go bala. Ke selo sa go dira gore sa mathomo ba nyake go ithuta go bala, gomme ba direle gore go balela boipshino e be setlwaedi go bona! Ka fao, ge o nyaka go thuša bana ba gago go akanya ka ga ditebanyo tša bona tša go bala, ba swanetše go ba ditebanyo tša bona beng. Ba swanetše go ba dilo tše ba nyakago go itemogela tšona le go di fihlelela – e sego dilo tše ba naganago gore di tlo thabiša wena.

Fa ke dišišinyo tša dilo tše ba gago ba ka bego ba nyaka go di leka ka 2017 – efela ba ka ba le dikgopolo tša bona tše dintši.

- ✿ Reading more regularly or at a regular time each day.
- ✿ Reading for a certain length of time every day.
- ✿ Reading books by an author that is new to them.
- ✿ Reading as many of the books by their favourite author as they can.
- ✿ Reading information on topics that are new to them.
- ✿ Reading the biography of a person who interests them.
- ✿ Visiting the library regularly – or joining one!
- ✿ Starting a reading club with some friends, where they swap books and get together at each other's homes to chat about books they've enjoyed reading.
- ✿ Writing a story of their own. (If they need help getting going, you can find the opening lines to stories in the "Story seeds" section of the "Story and rhyme library" on the Nalibali website – [www.nalibali.org](http://www.nalibali.org). Your children can use these as the start to their stories and complete the stories any way they choose!)
- ✿ Reading the books on which movies they have enjoyed watching, were based. Or deciding that they will always read the book first before watching the movie!

- ✿ Go bala gantši ka mehla goba ka nako e tee letšatši le lengwe le le lengwe.
- ✿ Go bala ka lebaka le itšego letšatši le lengwe le le lengwe.
- ✿ Go bala dipuku tša go ngwalwa ke mongwadi yo moswa go bona.
- ✿ Go bala dipuku tše dintši ka fao ba ka kgonago tša mongwadi wa mmamoratwa go bona.
- ✿ Tshedimošo ya go bala ka ga dihlogotaba tše diswa go bona.
- ✿ Go bala taadišophelo ya motho yo a ba kgahlago.
- ✿ Go etela bokgobapuku ka mehla – goba go ingwadiša go bjo botee!
- ✿ Go thoma sehlopha sa go bala le bagwera, fao ba fanago ka dipuku gomme ba kopana magae a bona go bolela ka ga dipuku tše ba di badilego.
- ✿ Go ingwalela dikanegelo tša bona. (Ge ba nyaka thušo, o ka hwetša methaladi ya go bula kanegele go "Story seeds" karolo ya "Story and rhyme library" weposaeeng ya Nalibali – [www.nalibali.org](http://www.nalibali.org). Bana ba gago ba ka di diriša go thoma dikanegelo tša bona gomme ba feleletša dikanegelo ka tsela yeo ba nyakago!)
- ✿ Go bala dipuku ka ga dimobi tše ba ipshinnego ka go di bogela. Goba go akanya ka gore ba tlo bala puku ka mehla pele ba bogela mobi!

The trick with setting goals is to make sure that they are not completely unachievable. This means not setting too many goals and making sure that they are within your reach. About four or five reading goals for the year is enough!

Your children could use the reading goals poster on page 2 of this supplement to record their goals, or they could write them down in their own way. (You can also download additional copies of the poster from "Story supplies" on [www.nalibali.org](http://www.nalibali.org).) Whichever they choose, make sure they have fun doing it – and, of course, that they enjoy reading in 2017!

Tabakgolo ke gore ge o beakanya ditebanyo o kgonthiše gore e se be tša go se fihlelelege le gatee. Se se ra gore o se beakanye ditebanyo tše dintši gape o kgonthiše gore o tlo di fihlelela. Ditebanyo tše nne go ya go tše hlano ka ngwaga di lekane!

Bana ba gago ba ka diriša diphousetara tša ditebanyo tša go bala letlakaleng la 2 la tlaleletšo ye go rekhota ditebanyo tša bona, goba ba ka di ngwala ka tsela ya bona. (Gape o ka laolla dikhopi tša tlaleletšo tša phousetara go "Story supplies" go [www.nalibali.org](http://www.nalibali.org).) Kgonthiša gore ba ipshina ka kgetho ya bona – gape le gore ba ipshina ka go bala ka 2017!



Drive your imagination

Story Power.  
Anywhere. Anytime. Anyone.  
Kae goba kae. Nako efe goba efe. Motho ofe goba ofe.

Nalibali  
It starts with a story...



# My 2017 reading goals

## Ditebanyo tša ka tša go bala tša 2017

**Goal 1**  
Tebanyo ya 1



**Goal 2**  
Tebanyo ya 2

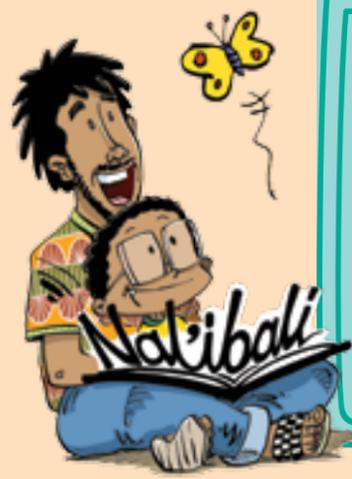


**Goal 3**  
Tebanyo ya 3



**Goal 4**  
Tebanyo ya 4

**Goal 5**  
Tebanyo ya 5



### Instructions

1. Write down one goal in each box.
2. If you want to, decorate or draw pictures in each box, but do not colour in the goal number yet.
3. Once you have reached a goal, then colour in the goal number.
4. Keep your 2017 reading goals in a safe place or display them!



### Ditaelo

1. Ngwala tebanyo e tee lepokising le lengwe le le lengwe.
2. Ge o nyaka, kgabiša goba o thale diswantšho ka lepokising le lengwe le le lengwe, efela o se khalare nomoro ya tebanyo gabjale.
3. Ge o fihleletše tebanyo, o ka khalara nomoro ya tebanyo.
4. Bea ditebanyo tša gago tša go bala tša 2017 lefelong la go bolokega goba o di laetše!

## Reading club corner

There are lots of special days in February. Here are some of them, as well as some ideas of how you can celebrate them at your reading club on or near the actual dates.

### 7 February Send-a-Card-to-a-Friend Day

Invite the children to make and exchange greeting cards that tell someone why they are special to them.

### 13 February World Radio Day

Remember to tune in to hear Nal'ibali's radio show this week. For information about which radio stations the show is on and at what times, see the schedule at the bottom of this page!

### 14 February Valentine's Day and International Book Giving Day

Encourage the children to bring their favourite storybook to the reading club so that they can share it with other members. You can also suggest that they draw large hearts and write "Dear Stories, I love you!" in them.

### 16 February World Read Aloud Day

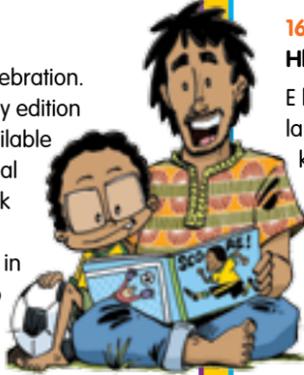
Join us for another World Read Aloud Day celebration. Look out for our special World Read Aloud Day edition of the Nal'ibali Supplement, which will be available in the week of 12 February. It will have a special World Read Aloud Day cut-out-and-keep book featuring the Nal'ibali characters, Bella and Gogo! For information on how to get involved in Nal'ibali's World Read Aloud Day activities, go to [www.nalibali.org](http://www.nalibali.org).

### 21 February International Mother Language Day

Sing songs, say rhymes and tell and read stories using only the children's home languages! Make this day a celebration of the richness of our language heritage.

### 26 February Tell-a-Fairy-Tale Day

Ask the children to work in groups to act out their favourite fairy tale, without telling anyone what the name of it is. Afterwards invite the other groups to guess the name of the fairy tale!



## Sekhutlwana sa sehlopha sa go bala

Go na le matšatši a go kgethega a mantši ka Febereware. A mangwe a ona ke a, le dikgopolo tša ka fao le ka a ketekago ka gona sehlopheng sa lena sa go bala goba ge matšatši a gona a batamela.

### 7 Febereware Letšatši la go Romela Mogwera Karata

Laleša bana go dira le go fana ka dikarata tša ditumedišo tša go botša motho gore ke ka lebaka la eng a kgethegile go bona.

### 13 Febereware Letšatši la Seyalemoya la Lefase

Gopola go theeletša lenaneo la seyalemoya la Nal'ibali beke ye. Go hwetša tshedimošo ka ga diteišene tša siyalemoya tša go ba le lenaneo le le dinako, lebelela šetšule botlase bja letlakala le!

### 14 Febereware Letšatši la Baratani le Letšatši la go Neelana ka Puku la Bodišhabatšhaba

Hlohleletša bana go tla sehlopheng sa go bala le puku ya kanegelo ya mmamoratwa go bona gore ba e abelane le maloko a mangwe. O ka šišinya gape gore ba thale dipelo tše dikgolo gomme ba ngwale "Dikanegelo tša go Ratega, ke a le rata!" ka gare.

### 16 Febereware Letšatši la go Bala ka go Hlaboša Lentšu la Lefase

E ba le rena moketekong o mongwe gape wa Letšatši la go Bala la go Hlaboša Lentšu la Lefase. Lebelela kgatišo ya rena ya go kgethega ya Tlaleletšo ya Nal'ibali ya Letšatši la go Bala ka go Hlaboša Lentšu la Lefase, ye e tlo bago gona ka di 12 Febereware. E tlo ba le puku ya ripa-o-boloke ya Letšatši la go Bala la go Hlaboša Lentšu la Lefase ya go kgethega ya go ba le baanegwa ba Nal'ibali, Bella le Koko! Go hwetša tshedimošo ya go bapala karolo mešongwaneng ya Letšatši la go Bala la go Hlaboša Lentšu la Lefase la Nal'ibali, e ya go [www.nalibali.org](http://www.nalibali.org).

### 21 Febereware Letšatši la Polelo ya ka Gae la Bodišhabatšhaba

Opelang dikoša, bolelang merumokwano le be le anege le go bala dikanegelo le diriša fela dipolelo tša bana tša ka gae! Dirang gore letšatši le e be moketeko wa lehumo la bohwa bja dipolelo tša rena.

### 26 Febereware Letšatši la go Anega Nonwane

Kgopela bana go diragatša nonwane ye ba e ratago ka dihlopha, ntle le go bolela leina la yona. Ka morago o laletše dihlopha tše dingwe go akanya leina la nonwane!



## NAL'IBALI ON RADIO!

Tune into the following radio stations to enjoy listening to stories on Nal'ibali's radio show!

**Ikwekwezi FM** on Monday, Wednesday and Friday at 9.45 a.m.

**Lesedi FM** on Monday, Tuesday and Thursday at 9.45 a.m.

**Ligwalagwala FM** on Monday to Wednesday at 9.10 a.m.

**Munghana Lonene FM** on Monday, Wednesday and Friday at 9.35 a.m.

**Phalaphala FM** on Monday to Wednesday at 11.15 a.m.

**RSG** on Monday to Wednesday at 9.10 a.m.

**SAfm** on Monday, Wednesday and Friday at 1.50 p.m.

**Thobela FM** on Tuesday and Thursday at 2.50 p.m., on Saturday at 9.20 a.m. and on Sunday at 7.50 a.m.

**Ukhozi FM** on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.

**Umhlobo Wenene FM** on Monday to Wednesday at 9.30 a.m.

**X-K FM** on Monday, Wednesday and Friday at 9.00 a.m.



## NAL'IBALI DIYALEMOYENG!

Theeletša diteišene tše di latelago tša seyalemoya gore o ipshine ka go theeletša dikanegelo lenaneong la seyalemoya la Nal'ibali!

**Ikwekwezi FM** ka Mošupologo, Laboraro le Labohlano ka 9.45 a.m.

**Lesedi FM** ka Mošupologo, Labobedi le Labone ka 9.45 a.m.

**Ligwalagwala FM** ka Mošupologo le Laboraro ka 9.10 a.m.

**Munghana Lonene FM** ka Mošupologo, Laboraro le Labohlano ka 9.35 a.m.

**Phalaphala FM** ka Mošupologo go fihla ka Laboraro ka 11.15 a.m.

**RSG** ka Mošupologo go fihla ka Laboraro ka 9.10 a.m.

**SAfm** ka Mošupologo, Laboraro le Labohlano ka 1.50 p.m.

**Thobela FM** ka Labobedi le Labone ka 2.50 p.m., Mokibelo ka 9.20 a.m. le Sontaga ka 7.50 a.m.

**Ukhozi FM** ka Laboraro ka 9.20 a.m. le ka Mokibelo ka 8.50 a.m.

**Umhlobo Wenene FM** ka Mošupologo go fihla ka Laboraro ka 9.30 a.m.

**X-K FM** ka Mošupologo, Laboraro le Labohlano ka 9.00 a.m.

## Get story active!

Here are some ideas for using the two cut-out-and-keep books, *Mu's wolf problem*, (pages 5, 6, 11 and 12) and *There must be a rainbow* (pages 7, 8, 9 and 10) as well as the Story Corner story, *Everyone's special* (page 14). Choose the ideas that best suit your children's ages and interests.



## Dira gore kanegelo e be le bophelo!

Fa ke dikeletšo tša go diriša dipuku tša ripa-o-boloke tše pedi, *Bothata bja Mu bja phiri*, (matlakala a 5, 6, 11 le 12) le *Go swanetše go ba le molalatladi* (matlakala a 7, 8, 9 le 10) le kanegelo ya Sekhutswana sa Dikanegelo, *Motho yo mongwe le yo mongwe o kgethegile* (letlakala la 15). Kgetha dikgopolo tša go swanela mengwaga ya bana ba gago le dikgahlego tša bona bokaone.

### Mu's wolf problem

A young girl called Mu is at home by herself and feels afraid when she hears noises. There's a wolf in her house! But, unexpectedly they become friends and enjoy the afternoon together.

This story offers you the opportunity to talk to your children about the things that make them feel afraid and how they can deal with feeling scared. Before you have this discussion, enjoy exploring the words and the illustrations in the storybook. Here are some examples of how to do this as you read together.



After you have read pages 2 and 3, ask:

- ☉ "I wonder where Mu's mom works and what kind of work she does?"
- ☉ "I wonder why it says that Mu is not alone?"
- ☉ "Look at Mu's face. How do you think she feels?"



On page 4, ask:

- ☉ "What do you think Mu is doing? Why?"
- ☉ (Point to the wolf's legs.) "What are these? Who do you think they belong to?"



On page 5, ask:

- ☉ "Why do you think Mu is closing her eyes?"
- ☉ "What do you do when you feel scared?"



### Bothata bja Mu bja phiri

Mosetsananyana wa go bitšwa Mu o tee ka gae gomme o a tšhoga ge a ekwa mašata. Ke phiri ka ntlong ya gabo! Efela, ba fetoga bagwera a sa gopole gomme ba ipshina mmogo mosegare.

Kanegelo ye e go fa monyetla wa go bolela le bana ba gago ka ga dilo tša go ba tšhoša le ka fao ba ka šomanago le maikutlo a bofšega. Pele le boledišana ka se, ipshineng ka go hlohlošiša mantšu le diswantšho tša ka gare ga pukukanegelo. Fa ke mehlala ya ka fao le ka dirago se ge le bala mmogo.



Morago ga go bala matlakala a 2 le 3, botšiša:

- ☉ "Ke ipotšiša gore mmago Mu o šoma kae le gore mošomo wa gagwe ke ofe?"
- ☉ "Ke ipotšiša gore ke ka lebaka la eng e re Mu o tee?"
- ☉ "Lebelela sefahlego sa Mu. O nagana gore o ikwa bjang?"



Letlakaleng la 4, botšiša:

- ☉ "O nagana gore Mu o dira eng? Ka lebaka la eng?"
- ☉ (Šupa maoto a phiri.) "Ke eng tše? O nagana gore ke a mang?"



Letlakaleng la 5, botšiša:

- ☉ "O nagana gore ke ka lebaka la eng Mu a tswalela mahlo?"
- ☉ "Ge o ikwa o tšhogile o dira eng?"

### There must be a rainbow

In this story of hope, Jabulile's dream of helping people comes true after a terrible storm hits the village in which she lives.



Suggest that your children write the weather forecast that may have been on the radio the evening before the storm came to the area where Jabulile lived. Record your children reading these weather reports on your cellphone and then listen to them just like you would listen to the weather report on the radio!



Have fun making the sounds of a storm using your bodies as well as things around you. For example, beat your hands on the floor or bottom of a cooking pot to make the sound of thunder rumbling, knock two cooking pot lids together to create the crush of thunder, and tap your finger tips on a table to make the sound of rain.



Let your children use different coloured paint or paper to create their own rainbows.



### Go swanetše go ba le molalatladi

Kanegelong ye ya kholofelo, toro ya Jabulile ya go thuša batho e fetoga nnete morago ga gore motse wa bona o hlaselwe ke ledimo le lebe.



Šišinya gore bana ba gago ba ngwale kakanyo ya bosu yeo e ka bego e bile e gašitšwe seyalemoyeng mathapama a pele ga ge ledimo le hlasela tikologo yeo Jabulile a bego a dula go yona. Ge bana ba efa dipego tša kakanyo ya bosu ba rekhote sellathekeng sa gago gomme o ba theeletše go swana le ka fao o theeletšago kakanyo ya bosu seyalemoyeng!



Ipshineng ka go dira medumo ya ledimo le diriša mebele ya lena le dilo tša tikologong ya lena. Mohlala, bethang lebato goba bokatlase bja poto ya go apea ka diatla tša lena goba dirang modumo wa go kidimetša, bethantšhang dikhurumelo tše pedi tša dipoto go hlola modumo wa legadima gomme le kokote tafola ka dintlha tša menwana ya lena go dira modumo wa pula.



E re bana ba gago ba diriše pente ya mebala ya go fapana goba pampiri go hlama melatladi ya bona.eyahlukileyo yepeyinti.

### Everyone's special

One day when Mandla is out walking he comes across an elephant, a giraffe and a waterbuck, and he discovers that they can all do special things that he can't. This makes him feel sad ... until his mother explains that we are all special in different ways.



Spend some time discussing with your children what makes them special. (Don't forget to ask them why they think they're special!) Then suggest that they draw pictures of themselves and complete the sentence, "I am special because ..." under their picture.



What other wild animals can your children name? Use information books and the Internet to find out about the things that make each of these animals special.



### Motho yo mongwe le yo mongwe o kgethegile

Ka letšatši le lengwe ge Mandla a sepela o kopana le tloou, thutlwa le kgana, gomme a lemoga gore ka moka ga tšona di kgona go dira dilo tša go kgethega tše yena a sa kgonego go di dira. Se se a mo nyamiša ... go fihlela mmagwe a hlaloša gore ka moka re kgethegile ka ditsela tša go fapana.



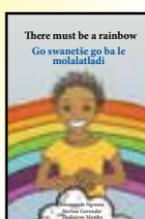
Tšea nako o boledišana le bana ba gago ka ga tšeo di dirago gore ba kgethege. (O se lebele gore ba hlaloše gore ke ka lebaka la eng ba nagana gore ba kgethegile!) Ka morago šišinya gore ba thale diswantšho tša bona ba feleletše lefoko, "Ke kgethegile ka gobane ..." ka tlase ga diswantšho tša bona.



Diphoofole tše dingwe tša nageng tšeo bana ba gago ba ka di bolelago ke dife? Dirišang dipuku tša tshedimošo le inthanete go hwetša dilo tša go dira gore diphoofole tše di kgethege.

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

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. 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 along the green dotted line.
  - c) Cut along the red dotted lines.



### tlhamele dipuku tša ripa-o-boloke tše PEDI

1. Nišha matlakala a 5 go fihla ka 12 a tlaleletšo ye.
2. Letlakala la pampiri la go ba le matlakala a 5, 6, 11 le 12 le dira puku e tee. Letlakala la pampiri la matlakala a 7, 8, 9 le 10 a dira puku ye nngwe.
3. Diriša letlakala la pampiri le lengwe le le lengwe go dira puku. Latela ditaelo tša ka tlase go dira puku ye nngwe le ye nngwe.
  - a) Mena letlakala ka bogare go bapela le mothaladi wa marontho a maso.
  - b) Le mene ka bogare gape go bapela le mothaladi wa marontho a matalamorogo.
  - c) Ripa go bapela le methaladi ya marontho a mahubedu.



Drive your imagination

Mu  
Mu



WOLFI  
PHIRI!

“Ga ke boife!!!” gwa goeletša Mu, a tšhoša phiri kudu.  
Ba thuthumela ka letšhogo, ba lebelana. Gomme, ka dihlong, ba tsebšana.



“I’m not scared!!!” screamed Mu, giving the wolf quite a fright.  
Trembling with fear, they peered at each other. Then, very shyly, they introduced themselves.

children's books that matter



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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](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi)



Nal'ibali ke lesolo la go-balela-boipshino la bosetšhaba la go utulla bokgoni bja bana ka go anega dikanegelo le go bala. Go hwetša tshedimošo ka botlalo, etela [www.nalibali.org](http://www.nalibali.org) goba [www.nalibali.mobi](http://www.nalibali.mobi)

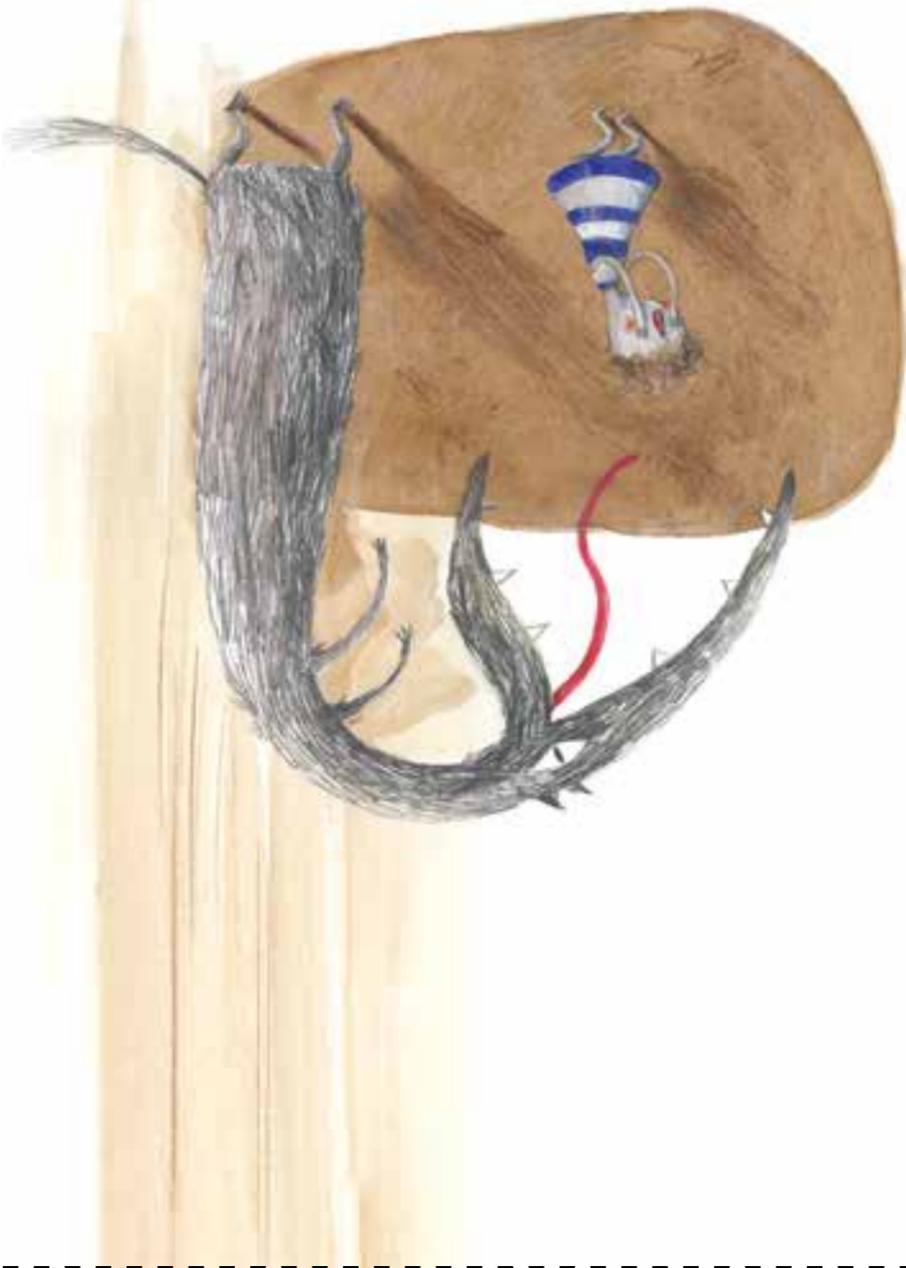


MU'S  
WOLF  
PROBLEM

BOTHATA  
BJA MU  
BJA PHIRI



Maria Zbedeva



The wolf didn't want to eat her after all. He was just lonely and wanted a friend.  
 Phiri e be e sa nyake go moja. E be e nyaka mogwera ka ge e bolaya ke bodutu.



Once there was a girl called Mu. One day Mu's mom went to work and left her at home all alone.

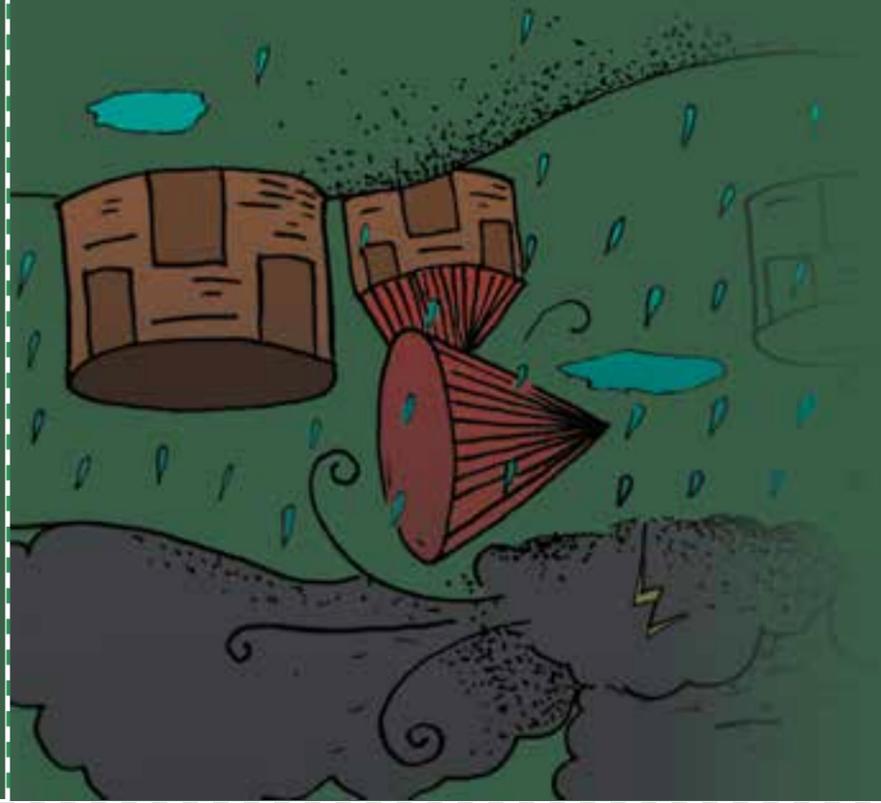
But, truth be told, Mu was not alone.



But Mu knew the wolf would come back if she felt lonely and scared tomorrow.

Efela Mu o be a tseba gore Phiri e tlo boa gosasa ge e bolawa ke bodutu gape e fšega.

yo bohale.  
 a gopola seo nkilego a se botšwa ke tatagwe  
 Ba lahlegetšwe ke kholofelo yohle. Efe! Jabuhile  
 “Magae a rena a sepetšei?” ba realo batsofadi.  
 “Dibjalo ka moka di senyegile!” gwa lla borapolasa.  
 Badudi ba moise ba lla, “Re tla dira bjang bjale?”  
 tšona. E be e le letšatši la manyami kudu.  
 dirantabola. Diphoofo!o ka moka tša loba magae a  
 Moya o mogolo o ile a wa rulumolla ditlhaka tša  
 Great gusts of wind blew the roofs off the huts. All  
 the animals lost their homes. It was a very sad day.  
 The village folk cried, “What shall we do now?”  
 “All the crops are ruined!” cried the farmers.  
 “Our homes are gone!” said the elders.  
 All hope seemed lost. But Jabuhile remembered  
 something her wise father had once told her.



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 campaign to spark children's potential through  
 storytelling and reading. For more information,  
 visit [www.nalibali.org](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi)

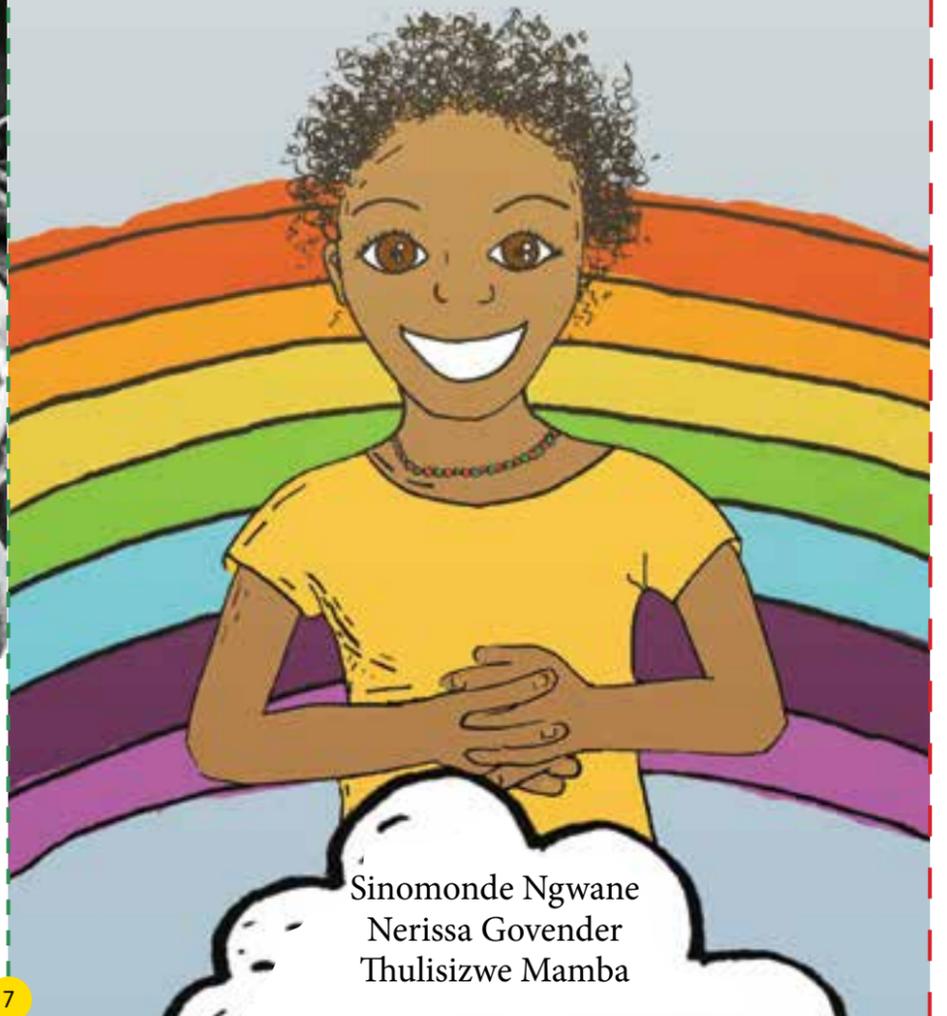


Nal'ibali ke lesolo la go-balela-boipshino la  
 bosetšhaba la go utulla bokgoni bja bana ka  
 go anega dikanegelo le go bala. Go hwetša  
 tshedimošo ka bottlalo, etela [www.nalibali.org](http://www.nalibali.org)  
 goba [www.nalibali.mobi](http://www.nalibali.mobi)



# There must be a rainbow

## Go swanetše go ba le molalatladi



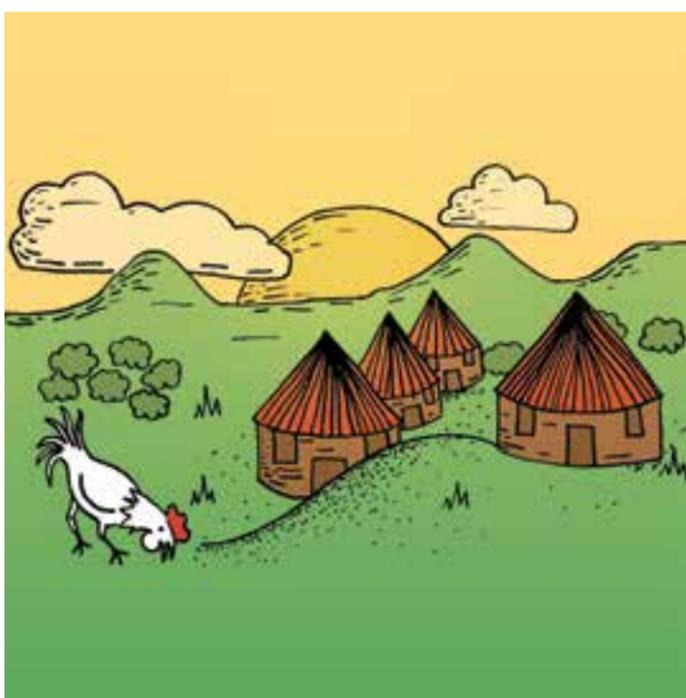
Sinomonde Ngwane  
 Nerissa Govender  
 Thulisizwe Mamba



Jabulile a thoma go bolela le badudi ba motse.  
 “Ledimo le re kweša bohloko” a realo, “ka lebaka la  
 tsela ye re kgethago go le bona ka yona. Ge o lebelela  
 godimo, letšatši le a kganya gape. Ke letšatši le  
 leswa. Ka morago ga ledimo le lengwe le le lengwe  
 go swanetše go ba le molatladi!”  
 Ka nakwana molatladi wa tšwelela leratadimeng.

Just then a glorious rainbow appeared in the sky.  
 Jabulile started speaking to the villagers. “The storm  
 only hurts us,” she said, “because of the way we  
 choose to see it. If you look up, the sun is shining  
 again. It is a new day. After every storm, there must  
 be a rainbow!”

Nestled in the Kingdom of the Zulu is a magnificent  
 place called The Valley.



Go na lefelo ka garegare ga Mmušo wa Zulu la go  
 bitšwa Molapong.

The villagers rebuilt their homes. Farmers  
 planted new crops. The grass grew greener  
 than ever before.

Once again there was hope and happiness in  
 The Valley.

Badudi ba motse ba ile ba aga magae a bona  
 ka leswa. Borapolasa ba bjalo dibjalo tše  
 diswa. Mabjang a talafala go feta pele.

Gwa ba le kholofelo le lethabo gape  
 motseng wa Molapong.



Ka letšatši le lengwe le lebe maru a  
ile a thiba kua Molapong. Tšohle tša  
fifala ya ba tše dipududu. Ledimo le  
lebe la gogola naga.

One awful day, the clouds began to  
gather over The Valley. Everything  
grew dark and grey. An ugly storm  
swept over the land.

A little girl called Jabulile lives here. Jabulile was  
always a happy child. She was also curious, and full  
of questions about life. Everything fascinated her.



Mosetsana wa go bitšwa Jabulile o dula fa. Jabulile  
o be a a phela a thabile. Gape o be a rata go tseba, a  
botšiša dipotšišo tše dintši ka ga bophelo. Dilo tšohle  
di be di mo kgahla.



Badudi ba motse ba bone molaladi gomme  
ba thoma go myemylela. Ke tshapiro ya gore  
ledimo le fetile.

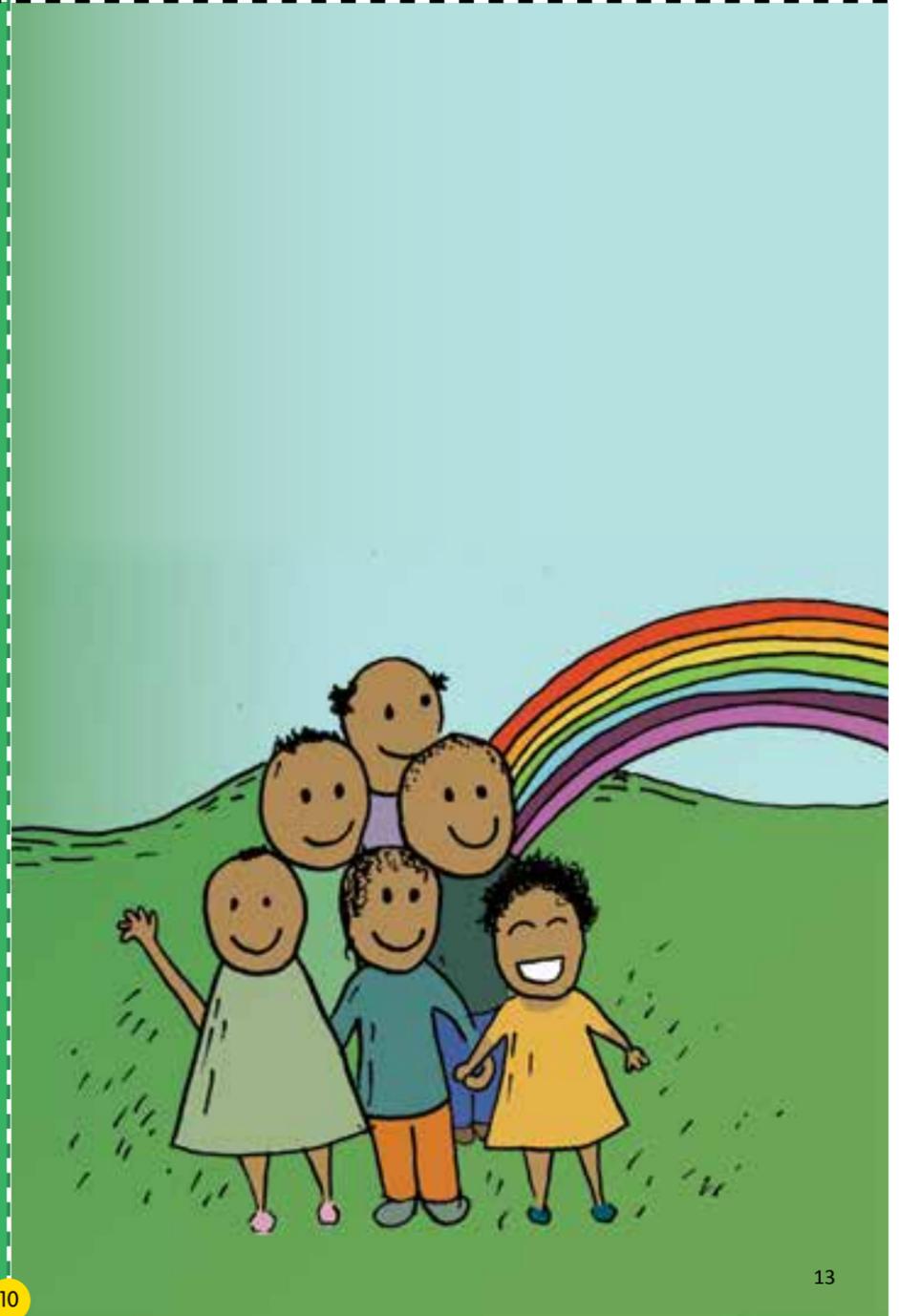
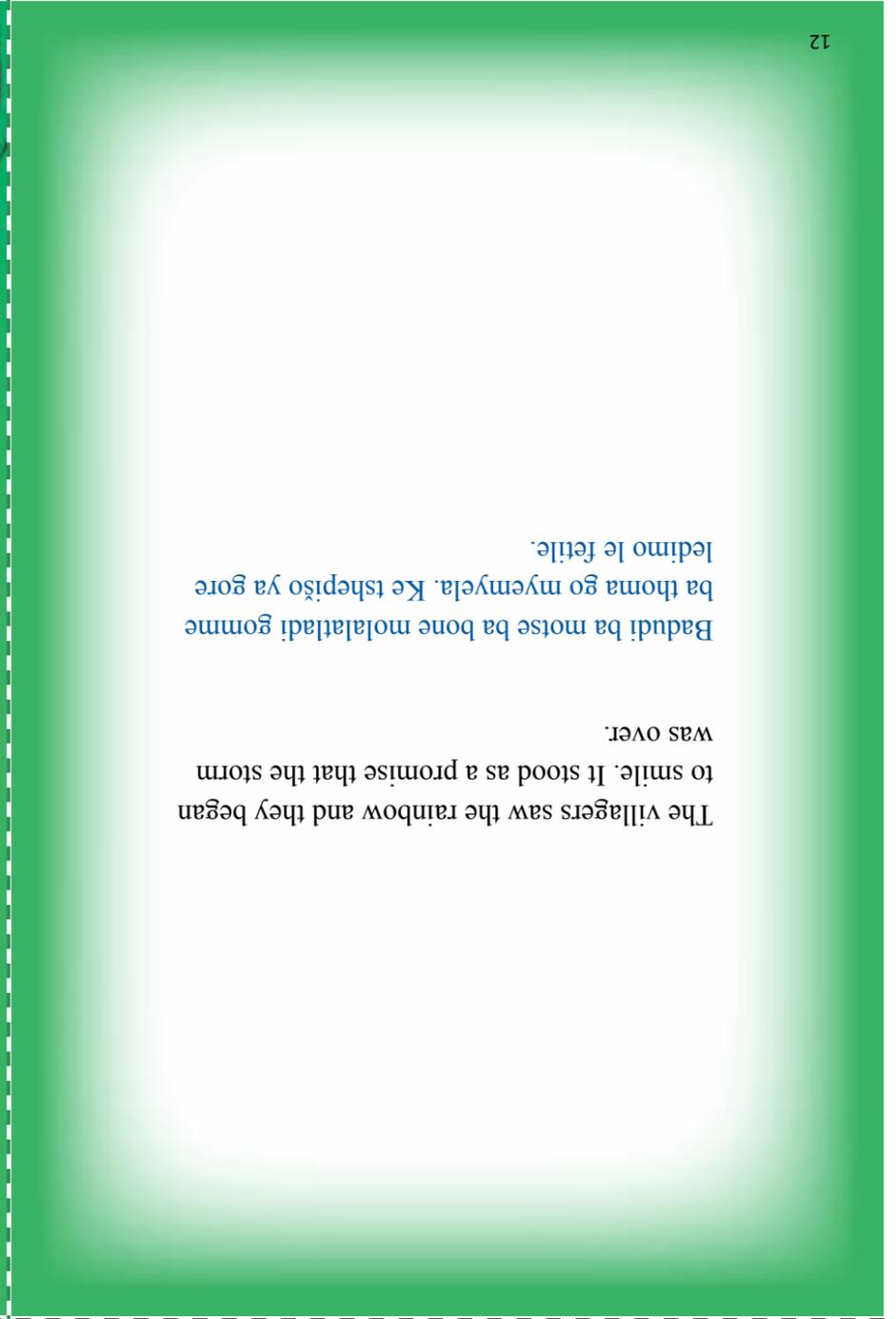
The villagers saw the rainbow and they began  
to smile. It stood as a promise that the storm  
was over.

Jabulile's father was a mielie farmer. Her  
mother was a teacher. They taught her to  
dream big dreams. Jabulile's biggest dream  
was to help people.

Everyone in the village was Jabulile's  
friend, especially the elders. They taught  
her about the wise men and women who  
once lived in The Valley. Jabulile also  
wanted to be wise.

Tatago Jabulile e be e le rapolasa wa go  
lema mafela. Mmagwe e be e le morutiši.  
Ba mo ratile go lora ditoro tše dikgolo.  
Toro ye kgolo ya Jabulile e be e le go  
thuša batho.

Bohle mo motseng e be e le bagwera ba  
Jabulile kudu batšofadi. Ba mo ratile ka ga  
banna le basadi ba bantši ba bohlale bao  
nkilego ba dula Molapong. Jabulile le yena  
o be nyaka go ba bohlale.



And so Mu and the wolf busied themselves with tea and cakes ...  
 Gomme ka fao Mu le Phiri ba nwa teye ka dikokisana ...

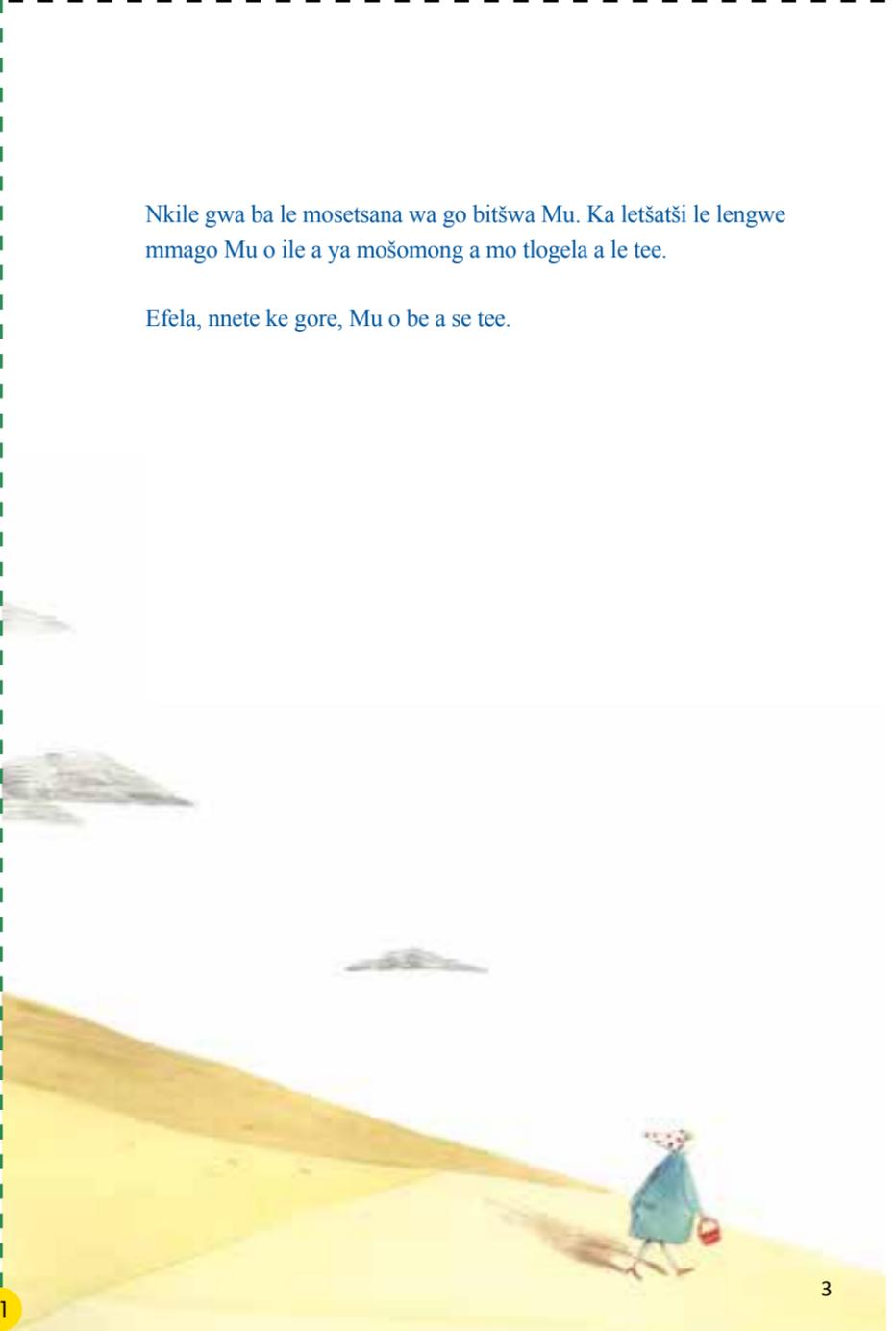


PHIRI  
 WOLF FI

Nkile gwa ba le mosetsana wa go bitšwa Mu. Ka letšatši le lengwe mmago Mu o ile a ya mošomong a mo tlogela a le tee.  
 Efela, nnete ke gore, Mu o be a se tee.



... it was time for Mu's mom to come home. Then the wolf had to say goodbye.  
 ... e eba nako ya gore mmago Mu a boye gae. Gomme phiri ya swanela go laela.





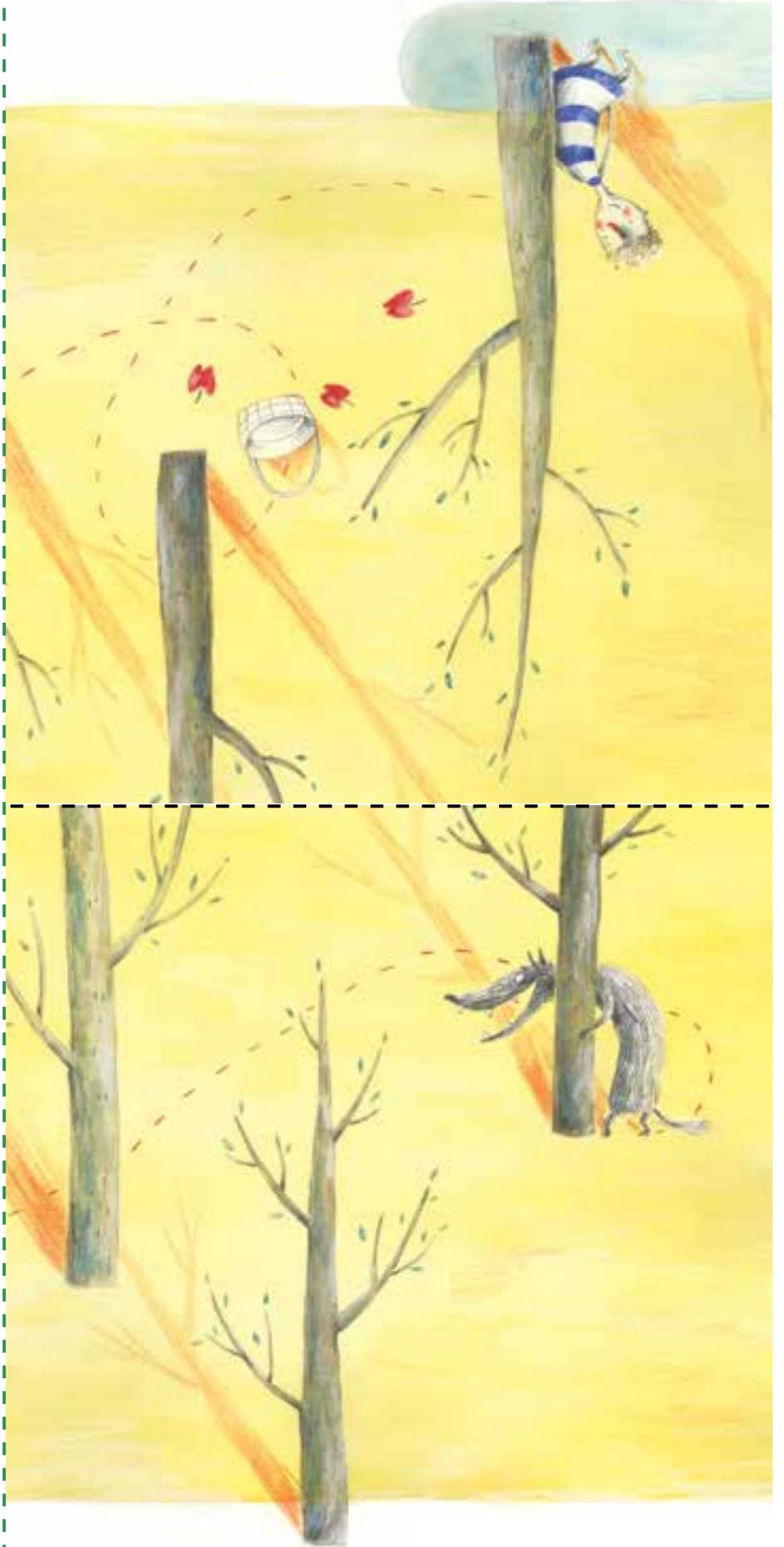
Mu o ile a gagaba ka bogale phasetseng, a tswaleše mahlo  
kudu ... gomme, ka pejana, a thula ...  
Mu crept bravely down the passage, her eyes closed tightly ...  
and, quite suddenly, she bumped into the ...



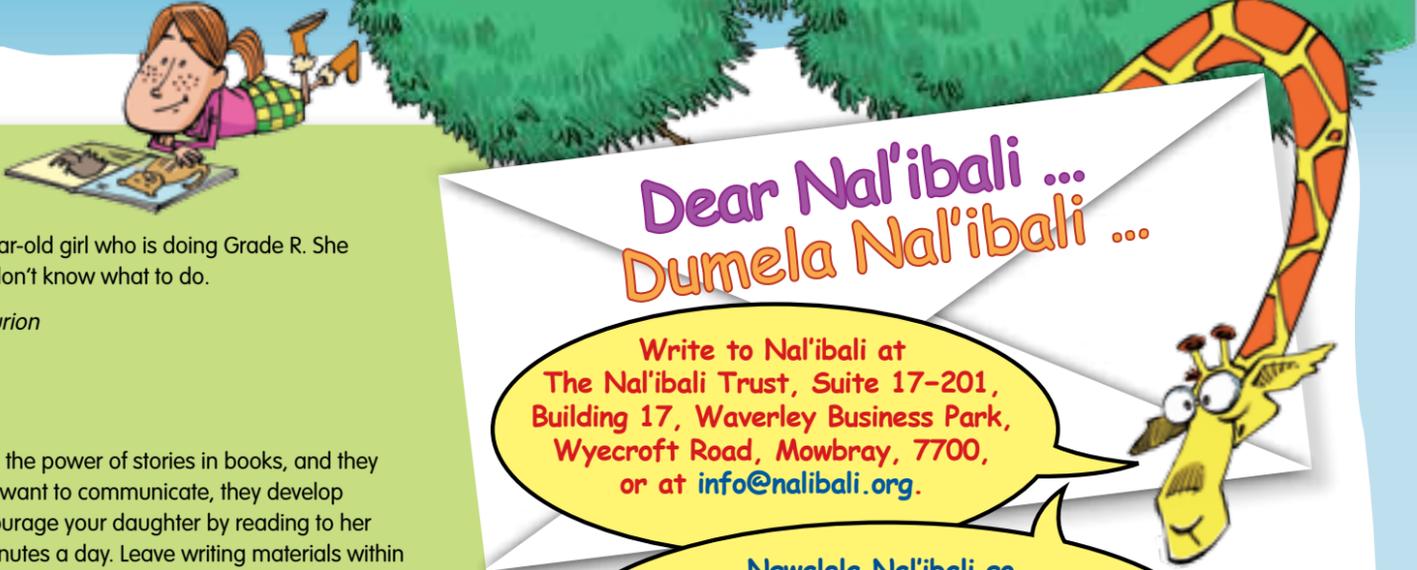
She could hear tapping and scratching, and a *l o o o n g* heavy sigh.  
She could hear pattering footsteps and rustling fur and the clanging  
of very large TEETH.

O be a ekwa mosepelo le mongwapo, le mohemo o *moteleeele*. O  
be a ekwa kgwatha-kgwatha ya dikgato le gwaša-gwaša ya boya le  
go tsikitlana ga MENO a magolo kudu.

... and hide-and-seek, until ...



... le fihla-o-nyake, go fihlela ...



## Dear Na'ibali

Please help. I have a 9-year-old girl who is doing Grade R. She doesn't like writing and I don't know what to do.

*Theresa Solomons, Centurion*

## Dear Theresa

When children experience the power of stories in books, and they have something that they want to communicate, they develop an interest in writing. Encourage your daughter by reading to her regularly for at least 15 minutes a day. Leave writing materials within her reach at home so that she can write down a list of things she may want you to buy for her, or so that she can write a note to you when she wants to tell you something. Remember to also be a writing role model for her – she needs to see you writing to realise that it is valuable!

Remember that we're here to help!

*The Na'ibali Team*

## Dumela Na'ibali

Thuša hle. Ke na le morwedi wa mengwaga ye 9 yo a lego ka go Kreiti ya R. Ga a rate go ngwala gomme ga ke tsebe gore ke dire eng.

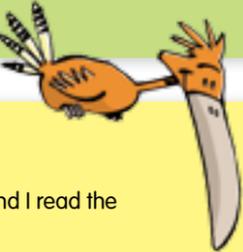
*Theresa Solomons, Centurion*

## Dumela Theresa

Ge bana ba itemogela maatla a dikanegelo ka pukung, gomme ba na le seo ba nyakago go se bolela, ba ba le kgahelgo ya go ngwala. Hlohleletša morwedi wa gago ka go mmalela ka mehla, metsotso ye 15 ka letšatši. O beye ditlabelelo tša go ngwala fao a tla di fihlelelago ka gae gore a ngwale dilo tše a ka ratago gore o mo rekele tšona, goba a tle a kgone go go ngwalela sengwalwa ge a nyaka go go botša se sengwe. Gopola gore le wena o be mohlala o mobotse go yena wa go ngwala – o swanetše go go bona o ngwala gore a bone gore go bohlokwa!

O gopole gore re fa go go thuša!

*Sehlopha sa Na'ibali*



## Dear Na'ibali

I am fourteen. I love the Na'ibali Supplement and I read the stories to my two younger brothers every night.

*Thetha Xamhlashe, Khayelitsha*

## Dear Thetha

We are so glad that you like the supplement. You are giving your brothers a wonderful gift and it will help them learn to love reading.

Well done and keep reading!

*The Na'ibali Team*

## Dumela Na'ibali

Ke na le mengwaga ye lesomenne. Ke rata tlaleletšo ya Na'ibali gomme ke balela bana ba gešo ba bašemane ba babedi bošego bjo bongwe le bjo bongwe.

*Thetha Xamhlashe, Khayelitsha*

## Dumela Thetha

Re thabela go kwa gore o rata tlaleletšo. O fa bana ba geno mpho ye botse gomme e tlo ba thuša gore ba rate go bala.

O šomile gabotse, tšwela pele ka go ba balela!

*Sehlopha sa Na'ibali*



## Dear Na'ibali ... Dumela Na'ibali ...

Write to Na'ibali at  
The Na'ibali Trust, Suite 17-201,  
Building 17, Waverley Business Park,  
Wycroft Road, Mowbray, 7700,  
or at [info@nalibali.org](mailto:info@nalibali.org).



Ngwalela Na'ibali go  
The Na'ibali Trust, Suite 17-201,  
Building 17, Waverley Business Park,  
Wycroft Road, Mowbray, 7700,  
goba go [info@nalibali.org](mailto:info@nalibali.org).

## Dear Na'ibali

My daughter is 3 years old, and ever since I started reading your supplement, I've been reading to her at bedtime every day. She also has story time in the morning and afternoon at the educare centre she goes to. But I find that when we share books together at bedtime, we're both a bit irritable because we're tired after our busy days! I know that reading to children at bedtime is what most people suggest. What can I do to make this time more relaxed for both of us?

*Zinhle Mbuli, Benoni*

## Dear Zinhle

You're absolutely right that whenever you read together the most important thing is that these times are relaxing and enjoyable for you both! Try a few different times in your day to see what suits you best. Remember that you can share stories whenever it feels right for you, no matter what time it is. Sometimes playing a little game, or singing a song your daughter loves will also help to get her in the right mood. A good selection of books is useful too, so she can choose what you should read. Be guided by the way you both feel. Even five minutes a day is good, as long as it's positive and fun!

Keep reading together!

*The Na'ibali Team*

## Dumela Na'ibali

Morwedi wa ka o na le mengwaga ye 3, gomme e sa le ke thoma go bala tlaleletšo ya lena, ke mmalela ka mehla ka nako ya malao. Lefelo la digotlane le a tsenago go lona go na le nako ya kanegelo mesong le mosegare. Efela ke bona gore ge re abelana ka ga dipuku mmogo ka nako ya malao, ga re ipshine ka gobane bobedi bja rena re lapišitšwe ke mešomo ya letšatši! Ke a tseba gore batho ba bantši ba šišinya go balela bana ka nako ya malao. Nka dira bjang gore ka nako ye re iketle?

*Zinhle Mbuli, Benoni*

## Dumela Zinhle

O bolela nnete ge o re nako le nako ge le bala mmogo sa bohlokwa kudu ke gore e swanetše go ba nako ya go iketla le boipshino go lena! Leka go bala ka dinako tša go fapana tše mmalwa mo letšatšing go bona gore le swanelwa ke efe. Gopola gore o anega dikanegelo ka nako ye o ikwa o nyaka go dira seo, go sa ye le gore ke nako mang. Ka nako ye nngwe go bapala moraloko o monnyane, goba go opela koša ya go ratwa ke morwedi wa gago go ka mo dira gore a be le kgahlego. Go kgetha dipuku tše dibotse le gona go bohlokwa, gore a tle a kgone go kgetha seo le ka se balago. Le hlahlwe ke tsela ye le ikwago ka gona. Metsotso ye mehlano ka letšatši le yona e lokile, ge fela go le maleba gape go na le boipshino!

Tšwelang pele le bale mmogo!

*Sehlopha sa Na'ibali*



# Everyone's special

By Kai Tuomi ✨ Illustrations by Natalie and Tamsin Hinrichsen

Mandla was out walking one day when he saw Elephant splashing himself in the river. Elephant looked very happy. His big ears flapped and he sprayed water high into the air using his long trunk.



"Hello," said Mandla, waving to Elephant.

Elephant looked down at Mandla and lifted his trunk.

"Hello, Mandla," he said, in his big voice.

"That trunk of yours is amazing," said Mandla.

"Oh, this?" Elephant looked at his trunk. "I suppose it is, isn't it?"

"It must be nice to spray yourself on a hot day," said Mandla.

"Oh, that's not all I can do," said Elephant. "I can also use my trunk to pick fruit from the trees and pull down branches. I can even use it to make a big noise if I want to. We call that trumpeting! Here let me show you."

Elephant stretched out his trunk. *Brrrrpprump!* The most marvellous, loud noise came out. It thundered through the forest and some birds flew away from a nearby tree. Mandla danced on the spot and laughed.

"That's amazing," he said. "I wish I had a trunk like you."

Mandla left Elephant playing in the river and went on through the forest. He held his arm up in front of his nose, bent his arm and curled his hand so that it looked as if he had an elephant's trunk. Then he tried to pick a bunch of berries from a bush. But he was not looking where he was going and ... *THUMP!* He bumped into something.

"Ow," he said, falling over.

The thing he had bumped into was brown and orange. It seemed to reach from the sandy ground all the way up through the trees.

"What's happening down there?" said a voice from high above.

"Giraffe!" said Mandla looking up.

"What?" asked Giraffe.

"It's me, Mandla!"

"Who?" asked Giraffe.

A great big head on the end of the long neck came down through the trees.

"Oh, hello, Mandla," said Giraffe.

"Hello, Giraffe, I am sorry I bumped into you. I was pretending to have a trunk like Elephant and I wasn't looking where I was going."

"A trunk like Elephant?" asked Giraffe.

"Elephant's trunk is marvellous," said Mandla. "He can spray himself with water and pick fruit from the trees and make a great big noise."

"Well," said Giraffe, "that's quite clever I suppose, but I can do much more with this long neck of mine."

"Like what?" asked Mandla.

"I can reach the very tops of the trees, where the leaves are the juiciest. I can also see all around and look out for danger. My tongue is very special too," said Giraffe. "It is very long." Giraffe stuck out his long purple tongue. "And it's very thick too, which means I can eat from trees even if they have thorns. Trees with thorns have the best leaves, you know," said Giraffe.

"That's great," said Mandla. "I wish I was tall like you, Giraffe, then I could see over the trees and eat those leaves you keep talking about."

"Don't be silly," said Giraffe. "Boys don't eat leaves. Which reminds me, it's time for my second lunch. See you later, Mandla."

So Mandla went on through the forest, holding both arms above his head like a long giraffe neck and picking at the leaves on the trees.

"What are you doing?" asked a very quiet voice.

Mandla jumped back in fright.

"I didn't mean to scare you," said the quiet voice. A small, grey buck with a white ring on her bottom, crept from the forest.

"Waterbuck!" said Mandla. "You must be the quietest of all the animals."



Waterbuck blushed. "You are kind, Mandla. Being quiet helps keep me safe. I don't like all those noisy animals."

"It's a very good trick, being so quiet," said Mandla. "I wish I could creep around like you do, Waterbuck."

"You should try it sometime! It takes lots of practice to get as good as me though. See you around, Mandla," said Waterbuck, slipping back into the forest.

So Mandla went slowly through the forest, walking on his tiptoes like Waterbuck. It wasn't long before he tripped over a small branch and fell into a pile of leaves. There was a quiet laugh from the forest and Mandla saw a flash of grey as Waterbuck moved away into the bushes. Mandla picked himself up and ran through the forest back to his house in the clearing. His mother was outside hanging up the washing.

"Mama?" he said quietly.

"What's wrong, Mandla?" asked his mother. "Why do you look so unhappy?"

"Mama, how come I don't have a trunk like Elephant? Why don't I have a long neck like Giraffe? And why can't I creep around like Waterbuck? They are so special and I don't feel very special at all."

His mother bent down and kissed him on the forehead.

"Mandla, if you had a trunk like Elephant, I would not be able to kiss you goodnight. And if you had Giraffe's long neck, I could not pick you up in my arms and swing you about. And just think, if you were as quiet as Waterbuck, I could not find you to give you a hug."

Mandla's mother pulled him close. "Everyone has something special. I love you just the way you are. And to me, you are more special than all the animals in the forest," she said.

Ka letšatši le lengwe Mandla o be a sepela ge a tla kopana le Tlou yeo e bego e phonkgela ka nokeng. Tlou e be e bonala e thabile kudu. E ile ya phaphasetša ditsebe tša yona tše dikgolo gomme ya šašetša meetse godimo moyeng ka mmogo wa yona o motelele.



“Dumela,” a realo Mandla, a emišetša Tlou seatla.

Tlou e ile ya lebelela Mandla kua tlase gomme ya emiša mmogo wa yona.

“Dumela, Mandla,” a realo ka lentšu la gagwe le lekoto.

“Mmogo wa gago o a makatša,” a realo Mandla.

“O ra ona?” Tlou ya lebelela mmogo wa yona. “Ke nagana gore o bjalo, ga go bjalo?”

“Ke dumela gore go bose go šašetša mmele wa gago ge go fiša,” a realo Mandla.

“Hee, ga ke dire seo fela,” a realo Tlou. “Ke kgona le go kga dienywa mehlareng ka mmogo wa ka le go gogela makala fase. Ge ke rata nka o diriša go dira lešata le legolo. Seo se bitšwa go letša porompeta! E re ke go bontšhe.”

Tlou ya taolla mmogo wa yona. *Brrrrprumph!* Gwa tšwa lešata le legolo, la bose. Modumo wa lona wa kwagala lešokeng gomme dinonyana tša tšhaba go tšwa mohlareng wa kgauswi. Mandla o ile a bina gona fao gomme a sega.

“Seo se a kgahliša,” a realo. “O kare nkabe ke na le mmogo go swana le wena.”

Mandla a tlogela Tlou a bapala ka nokeng a ya ka lešokeng. O ile a bea letsogo nkong, a koba letsogo, a sopa seatla sa gagwe sa ba e ke o na le mmogo wa tlou. A leka go fula dithetlwa mohlareng. Efela o be a sa lebelele fao a yago gona gomme ... *PHUU!* A thula se sengwe.

“Ijoo,” a realo, a wa.

O thutše selo sa mmala wo motsothwa le wa namune. E bonala e etšwa tlase mohlabeng gomme e eya godimo makaleng.

“Go direga eng kua tlase?” la realo lentšu go tšwa godimo.

“Thutlwa!” a realo Mandla a lebelela godimo.

“Ke eng?” gwa botšiša Thutlwa.

“Ke nna. Mandla!”

“Mang?” gwa botšiša Thutlwa.

Hlogo ye kgologadi kua mafelelong a molala o motelele e tla fase ka mehlareng.

“Aa, dumela, Mandla,” a realo Thutlwa.

“Dumela, Thutlwa, ntshwarele ge ke go thutše. Ke be ke itira o kare ke na le mmogo wa go swana le wa Tlou gomme ke sa lebelele fao ke yago gona.”

“Mmogo wa go swana le wa Tlou?” gwa botšiša Thutlwa.

“Tlou o na le mmogo wa botse,” a realo Mandla. “O kgona go šašetša mmele wa gagwe ka meetse a kga le dienywa mehlareng gomme a ba a dira le lešata le legolo.”

“Aga,” a realo Thutlwa, “seo ke bohlafe, efela ka molalala wo wa ka o motelele nka dira tše dintši go feta tšeo.”

“Go swana le eng?” gwa botšiša Mandla.

“Nka fihlelela bogodimo bja mehlare, fao go nago le matlakala a mohlodi wo bose. Ke kgona go bona gohle ka lebelele le fao go lego kotsi. Leleme la ka le lona le kgethegile,” a realo Thutlwa. “Ke le letelele kudu.” Thutlwa a ntšha leleme la gagwe le lephepolo. “Ebile ke le lekoto, se se ra gore nka ja mo mehlareng le ge e na le meetlwa. Mehlare ya go ba le meetlwa e na le matlakala a mabose, wa tseba,” a realo Thutlwa.

“Ke gabotse,” a realo Mandla. “O kare nkabe ke le yo motelele bjalo ka wena Thutlwa, ke be ke tla kgona go bona ka godimo ga mehlare ka ja matlakala a o bolelago ka ona gantši.”

“O se be setlaela,” a realo Thutlwa. “Bašemane ga ba je matlakala. Se se nkgopotša gore ke nako ya matena a bobedi a ka. Ke tla go bona ka morago, Mandla.”

Gomme Mandla a tšwela pele go sobelela ka lešokeng, a beile matsogo a mabedi ka godimo ga hlogo bjalo ka molala wa thutlwa gomme a ekga matlakala a mehlare.

“O dira eng?” gwa botšiša lentšu la tlase.

Mandla a fofela morago ka letšhogo.

“Ke be ke sa re ke a go tšhoša,” la realo lentšu la tlase. Kwele ye pududu ye nnyane ya realo ka mothaladi wa go dikologa botlase bja yona o mošweu, ya tšwa ka lešokeng.

“Kwele!” a realo Mandla. “O swanetše go ba o homotše go feta diphoofolo tšohle.”



Kwele ya lewa ke dihlolong. “O motho wa go loka, Mandla. Go homola go nthuša gore ke dule ke bolokegile. Ga ke nyake go bona diphoofolo tše tša go dira lešata ka moka ga tšona.”

“Go homola ke leano le lebotse,” a realo Mandla. “O kare nka gagaba bjalo ka wena, Kwele.”

“O leke seo ka nako ye nngwe! O hloka go itlwaetša gantši gore o swane le nna. Ke tla go bona, Mandla,” a realo Kwele, a tsena ka lešokeng.

Gomme Mandla a tsena lešokeng ka go nanya, a nanankela bjalo ka Kwele. E se kgale a kgola ke kalana gomme a wela godimo ga mokgobo wa matlakala. Gwa kwagala sesego sa tlase go tšwa lešokeng gomme Mandla a bona gadi ya Kwele ye pududu e tsena lešokeng. Mandla a kitima a tšwa ka lešokeng a lebile ntlong ya gagwe. Mmagwe o be a anega diaparo ka ntle.

“Mma?” a realo ka lentšu la tlase.

“Bothata ke eng, Mandla?” gwa botšiša mmagwe. “O reng o bonala o sa thaba?”

“Mma, nkane ke se na mmogo bjalo ka Tlou? Nkane ke se na molala o motelele bjalo ka Thutlwa? Gona nkane ke sa kgone go gagaba bjalo ka Kwele? Di bohlafe kudu gomme ga ke ikwe ke kgethegile le gatee.”

Mmagwe a obama a mo atla phatleng.

“Mandla, ge nkabe o na le mmogo wa go swana le wa Tlou, ke be nkase kgone go go atla ge o eya malaong. Gomme ge nkabe o na le molala o motelele bjalo ka wa Thutlwa, ke be nkase kgone go go kukela ka matsogong a ka ka go hwidinya. Gape nagana, ge nkabe o homotše bjalo ka Kwele, ke be nkase go hwetše gore ke go gokare.”

Mmagwe Mandla a mo gogela kgauswi le yena. “Motho yo mongwe le yo mongwe o na le selo sa go kgethega. Ke go rata ka tselo ye o lego ka yona. Gomme go nna, o kgethegie go feta diphoofolo tšohle tša lešoka,” a realo.

# Nal'ibali fun

## Boipshino bja Nal'ibali



1.

\* In the story, *Mu's wolf problem*, Mu and the wolf become friends and spend the afternoon together. What do you think they are doing in this picture? Add other things to the picture to show what you think they are doing. Also add some speech bubbles. Then write a few sentences about your picture.

\* Ka kanegelong ya *Bothata bja Mu bja phiri*, Mu le Phiri ba a gwerana gomme ba hlwa bohle mosegare. O nagana gore ba dira eng seswantšhong se? Tsenya dilo tše dingwe seswantšhong go laetša se o naganago gore ba a se dira. Tsenya le dipudula tša polelo. Gomme o ngwale mafoko a mmalwa ka ga seswantšho sa gago.




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2.

\* Do you know the colours of the rainbow? Unscramble the words below to find out what they are.

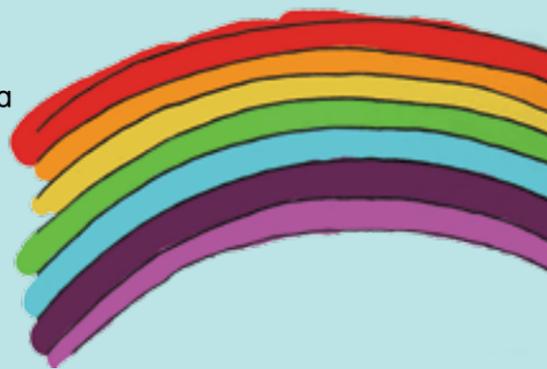
\* Naa o tseba mebala ya molalatladi? Rarolla mantšu a ka tlase go hwetša mebala yeo.

English

dre \_\_\_\_\_  
 eaognr \_\_\_\_\_  
 lelywo \_\_\_\_\_  
 nereg \_\_\_\_\_  
 leub \_\_\_\_\_  
 iidogn \_\_\_\_\_  
 tloevi \_\_\_\_\_

Sepedi

duhbue \_\_\_\_\_  
 laammwamenuna \_\_\_\_\_  
 relsenoa \_\_\_\_\_  
 lamotaogro \_\_\_\_\_  
 laleratata \_\_\_\_\_  
 koniti \_\_\_\_\_  
 telbeae \_\_\_\_\_



Answers: (2) red, orange, yellow, green, blue, indigo, violet

Dikarabo: (2) hubedu, mmala wa namune, serolone, folamoroogo, folalerato, intiko, baelete

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