Qalo e ntle ka ho fetisisa ya katleho sekologo le bophelong

Ho bala ke e ngwe ya dintho tsa bohlokwa ka ho fetisisa tseo motswadi kopa mohlokamedi a ka rutang bana ba hae ho di eta. Dipale di fopa boko ba rona le ho eta hore re be le mamele, boithswara le kutlwelobohloko. Dipale tse ding di ka boela tsa re rutsa ditlhumo tsa bohlokwa. Empa hope ke ntho e monate mrme ke ntho eo emmome, boritsele le lelapa lohle ba ka thabelang ho e etsa hammoho!

**Ho bala ho hodisa monanana.** Ha bana ba mamele kopa ba bala dipole, ba sebedisa mantswae a mongodi e le dintho tse lanang ko leseedi ka ho "boma" pole e ka dikilelkong tsa boma.

**Ho bala ho ha hotho bo bo tse.** Ha bana ba nohana ka hloko ka mathata a poteng le hore na ba a ka a ronella nyanga, ba nthla ho nohana ka makutluto a baphetshwa ka poteng. Seo se bale to bohlokwe ka kwelele a lekang sa botho bao ba ka lelapa le boma bapheleng ka bana ba lelapa le tselele.

**Ho bala ho ke gogo tsa ho nohana ka botebo.** Ha bana ba leleka ka hloko meholo ya mongodi, ho ka esholo hore ba hapole hahelorwayane dintho tse ding tse ba di utfeleng kopa tse ba di bokweseng.

**Boko dia bokwe.** Boko dia lela ka ditshepo tse bohlokwe. Ha bana ba mamelo kopa ba bala dipole, ba sebedisa mantswae a mongodi e le dintho tse lanang ko leseedi ka ho "boma" pole e ka dikilelkong tsa boma.

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Reading is one of the most important things that a parent or caregiver can teach their children to do. Stories feed our brains and build patience, self-control and empathy. Some stories can also teach us valuable lessons. But it’s also fun and something moms, dads and the whole family can enjoy doing together!

- **Reading develops imagination.** When children listen to or read stories, they use the writer’s words as clues to “see” the story in their minds.
- **Reading builds good character.** When children think carefully about the problems in the story and how to solve them, they learn to consider the feelings of the characters in the story. That teaches them to show empathy for people they meet in their daily lives.
- **Reading encourages deep thinking.** When children follow a writer’s thoughts carefully, they are more likely to remember other things that they have heard or read.
- **Keep books in your home.** Set up a reading corner in any small available space. Let your children see you reading books.
- **Read it again.** Read favourite books and poems as often as your child wants. This deepens their understanding of the story and the words used.
- **Read anywhere at any time.** Keep a few books in a bag for your children to read when you are waiting for a bus or taxi, or at the clinic. The Nal’ibali story supplement is perfect for that!
- **Create a reading routine.** Make time to read when the family is already together like at mealtimes.
- **Reading and writing go together.** Encourage your children to write, whether it’s their name, a shopping list or something about their day. For children who cannot yet write on their own, write what they tell you and then read it back to them.

What about babies and toddlers?

- **Start early.** You can read to your baby before he or she is born! Also, tell stories often, anywhere and at any time.
- **Have fun!** Use different voices when telling and reading stories. Make up rhymes. Point at and talk about pictures.
- **Talk to your child.** Point at and name things in your surroundings. Children understand the meaning of words even before they start talking.

This supplement is available in the following newspapers: Eyethu Umlazi, Eastern Cape Rising Sun and Polokwane Observer.
Kamoo o ka etsang sebaka se tletseng ka dintho tse ngotsweng bakeng sa bana

Sebaka se tletseng ka dintho tse ngotsweng se bolela sebaka se keng lapeng, se nang le dintho tse laphapoapaeng se ngotsweng tse kango mlathwwo, ditseblo, dipatso, dimakasine, dikaranta, dikuba, diphouseetara, mangolo, dikarete le tse ding jwalojwalo. E ka ba kau pue e le nngwe kapa dipuo tse pedi kopa ha feto. 

Ho bonolo hore bana ba ihute ho bala le ho ngola ho ba le sebakeng se nang le dintho tse ngota tse ngotsweng. Se ba bontsha hore ha ho bala le ho ngola ha ko sebakeng se nang le dintho tse ngotsweng bakeng sa bana ba lelapa hore le le tsa bokella, ditjhate tsa dialfabete di etsa hore bana ba hao ba hlokomela hore ba le bontshe. 

Haebo bana ba bona batswadi ba bona ba etsa sebaka le ho ihupa nako ya ho bala le ho ngola, ba fia nka dintho tse e le tsa bohlokwa. Tse latelelang ke ditlhahiso bakeng sa ho etsa sebaka se nang le dintho tse ngota tse ngotsweng.

A print-rich environment means a place, like a home, that has a variety of printed materials like signs, notices, advertisements, magazines, newspapers, books, posters, letters, cards, and so on. These may be in one language or in two or more languages. 

It is easier for children to learn to read and write in a place that has a lot of printed material in it. It shows them what reading and writing can be used for, and it is up to us as adult caregivers to show them how.

If children see their parents making space and time for reading and writing, they will place value on it. Here are some ideas for making a print-rich environment.

**How to create print-rich environments for children**

**Diphouseetara**
- Ketsetse diphouseetara ka ho sebedisa dintho tse taklweng kapa ditlhahiso tse tswang dimakasine ngotsweng le dikoranteng tse kgola. O ka ngola molaetsa wa hao kopa lepetlo ka pue le le nngwe, tse pedi kopa ho feto.
- Etsa diphouseetara tse nang le diraeme, dipina le ditloho ka dipuo tse sa tshwaneng. Kopa bana ba hao le le bale le barong ba hlokomela hore ba o le ditlhahiso mme o sebedise diraeme, dipina le ditloho tse o di tsebang.
- Maneha diphouseetara tse tsoo bana ba hao ka di bonang habonolo. Hapelao ho di tshwaneng tse le bo beba diphouseetara tse ding nako le nako le le hore di se ke tsa bana bana ba hao.
- Kgotlaetsa bana ba hao hore ba ketsetse diphouseetara lapeng le ho di mamele, tseona himohomohoa le tse o di etsang sekaleng.
- Kgotlaetsa bana ba hao hore ba ipalle diphouseetara tse ka kopa ka di bale le metswalle ya bana kgaletsa.

**Ditjhate tsa Dialfabete**
- Ditjhate tsa dialfabete di etsa hore bana ba hao ba bone ditlhahiso tse bopang mantswwe. Thusa bana ba hao hore ba mohalele ya midumo le ditlhakou.
- Taka sethwantho sa thaku ka ngwe. Sethwantho sao se lebela hore e be niiho e le nang le ihuu e qalang ya lentswwe.
- Kopa ngaqana ka monqo hore e le sethwantho sa hao sa alfabe a sebedisa thaku e qalang ya lebetsa la hae.

**Dintho tse ngota tse ho balwa**
- Bokella dikaranta, dimakasine, dikhalbako tse mabenkeleng a kororsa, maqetswana a ihlaho leseleoa le dikarete tse kgola tse ditmediselo. Bana ba ka di bale, ba di sebedisa le le sisebediswa tse ho tshwantho kopa ba di seha ba hae ba etsa dikarete kopa diphouseetara.
- Kopa metswalle le le lelapa hore ba nehelane ka buka kopa ka fane ka mpha ya buka.

**Ebo mohlala o motle**
- Ballo bana ba hao le ho bale le bana. Ho ba bana o mohlala ho ihupa tse e salwa ka niiho e monate, le bana ba fia tse elo.
- Ngiella bana ba hoo le ho ngola le bana. Leka ho sia melaetsa e mekgutshelele ka fang e ba hophotsang hore ba etsa mesebetsi ya bana ya lapeng, e kange ho ihlatswa dipina.

**Posters**
- Make your own posters by using drawings or pictures from old magazines and newspapers. You can write your own message or slogan in one, two or more languages.
- Make posters with rhymes, songs and riddles in different languages. Ask your children and other adults for ideas and use rhymes, songs and riddles that you know.
- Display posters where your children can see them easily. Remember to replace them with different posters regularly so that your children do not become bored by them.
- Encourage your children to make their own posters at home and to display them as well as those they make at school.
- Encourage your children to read and reread the posters by themselves or with friends.

**Alphabet charts**
- Alphabet charts let your children see the letters that make words. Help your children to match sounds to the letters.
- Draw a picture for each letter. The picture should be of something that has the letter at the start of the word.
- Ask each child to make an alphabet picture of themselves using the first letter of their name.

**Lots to read**
- Collect newspapers, magazines, grocery store catalogues, information pamphlets and old greeting cards. Children can read them, use them as props to act with or cut them up when they make their own cards and posters.
- Ask friends and family members to donate a book or give a book as a gift.

**Be a role model**
- Read to and with your children. When they see you enjoying it as something fun to do, they will do it too.
- Write for and with your children. Try leaving short notes around the house reminding them to do their chores, like washing the dishes.

**Drive your imagination**
- Be a role model
Dear Nal’ibali

I am at home with my five-year-old child. I read stories to him, but I need advice on what to do next. I’m worried that he doesn’t do enough things because he’s not at an ECD centre.

Bettany, Springbok

Dear Bettany

You are doing very well by reading to your child! You can try doing one of these things after you have read a story together.

★ Sing a song or say a rhyme linked to the story. You can also make up your own song or rhyme.

★ Ask him questions about the story like, “How would you feel if that was you?”, “Do you think that was the right thing to say/do?”

★ Ask him to draw a picture of the part of the story he liked best or of his favourite characters.

★ Act out the story or a part of it together. Or, just dress up and pretend to be the story characters for a while.

Keep reading the Nal’ibali supplement for more ideas on how you can support your child’s literacy journey!

The Nal’ibali Team

How to use our stories in different ways

1. Tell the story to your child. Read and practise telling the story. Then use your voice, face and body to bring the story to life.

2. Read the story to your child. Talk about the pictures. Ask, “What do you think happens next?” or “Why do you think the character said or did that?”

3. Read the story with your child. Take turns to read the story together. Don’t correct their mistakes, and only help if they ask for it.

4. Listen to your child read. Listen without interrupting. Say that you enjoy hearing them read aloud to you.

5. Do the Get story active! activities. This should be fun for you and your child.
Dear Mother, Father, Grandmother, Grandfather, Brother and Sister, Neighbour, Aunty and Uncle

Caring for children is one of the most important and most difficult jobs in the world. We know you want what is best for your children and that you do everything you can to keep them safe, warm, fed and healthy.

Specialists in children’s development tell us that we need to do even more. They say we must encourage our children to become curious and active learners. Young children must:

• Build confidence to use many words
• Learn to enjoy talking and listening
• Develop a love for books and their home language.

Look carefully at this wonderful Wheel of Literacy to learn how you can help your child.

• Start today with Number 1.
• Cut out and make the book, Lost toy.
• Share and discuss it with your children.
• Keep it safely in your home library.

There will be new activities, resources and lots of fun in each supplement for you and your family!

Just a few minutes a day can make a BIG difference!

Download the free Wordworks app from the Playstore for so much more!
Thoye e lahlehileng

**Lost toy**

Sam Beckbessinger • Amy Slatem • Natalie Pierre-Eugene

**Get story active!**

- ★ Draw your favourite toy.
- ★ Why do you think the toy jumped out of the lady's bag?
- ★ Write a few sentences or paragraphs to go with the pictures in the story. (Parents, please help younger children by writing what they would like you to write. Read what you have written back to them so they can tell you whether it is what they wanted!)

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

Nal'ibali ke letsholo la naha la ho-balla-boithabiso bakeng sa ho tselethe le ho pila tswagabo ya ha bala Afrika Borwa ka baphaha Bakeng sa tlhahisoleseding e ngwe, etela www.nalibali.org kapa www.nalibali.mobi

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Lots more free books at bookdash.org

**Eba mahlahahlaha ka pale!**

- ★ Taka thoye eo e e ratang ka ho fetisisa.
- ★ O nathana hore ke habaneng ha thoye e le ya qhomela ka ntle ho mokotla wa mofumahadi eo?
- ★ Ngola dipolelo tse mmatwa kapa dirapo tse toaaisanang le pale ena ya ditshwantsa. Batswadi, ka kopo tshoeng bana ba banyenyane ka ha ngola se o ba batlang hore se le ngole. Ba balle se o se ngotseng e le hore ba o bolele haebetse seso se ba neng ba se baali!}

**Ideas to talk about:**

Do you have a favourite toy now, or what was your favourite toy when you were younger? Have you ever lost something that you loved very much? How do we feel when we lose our things or when other people steal them?
Mehopolo eo le ka buang ka yona:
Ke hobaneng ha o nahana hore ka dinako tse ding batho ba hodileng ba nkwa e le ba kgethehileng setjhabeng? Ke ka ditsela dife batho ba hodileng ba tshwarwang ka tsela e fapaneng le ya batjha?

Ideas to talk about:
Why do you think older people are sometimes viewed as special in the community? In what ways are older people treated differently to younger adults?

![Image](image_url)

“The elders at the door
A West African tale
Maryanne Bester • Shayle Bester

Maqheku lemateng
Pale ya West Africa

8

“I am Wisdom,” said the second.
“Nna ke Bohlale,” ha bolela la bobedi.”… mme nna ke Lerato,” ha bolela la boraro.

“...and I am Love,” said the third.

Get story active!

- Trace or copy your favourite picture of this story. Colour it in the colours of your choice.
- Write down four other characteristics that you admire in people, like loyalty, for example.
- Read the story aloud using a different voice for each character.

Ka ho kgetheha pale ena e ngotswel e ho takwa ditshwanthsha e le e ngwe ya dipale tse keshome tse hlahileng bukeng ya Sunday Times Storytime, e leeng ya e tswa ka ho kgetheha bakeng sa bana ba Afrika Borwa.

This story was especially written and illustrated as one of ten stories in the Sunday Times Storytime book, which was created specifically for South African children.

Eba mahlahahlaha ka pale!

- Tereisa kapa o koplise setshwanthsha seo o se ratekha ka ho fetsisa paleng ena. Se kanye melala eo o e ratek.
- Ngola makgabaane o mabang a mane ao o a ratekha ka batho, ka mahlala, jwalo ka botsho.
- Balla pale hodimo o sebedisa mantswe a sa tshwaneng bakeng sa mophetlha ka mong.

Get story active!

- Trace or copy your favourite picture of this story. Colour it in the colours of your choice.
- Write down four other characteristics that you admire in people, like loyalty, for example.
- Read the story aloud using a different voice for each character.

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Drives your imagination

Tlhatho tla na le nang ka yona: Ke habane ng ha o naha hore ka dinako tse ding batho ba hodileng ba nka e le ba kgethehlelego sethlabeng? Ke ka ditsela dite batho ba hodileng ba tshwaneva no thabo e le e fano e le ba batho?

Ideas to talk about: Why do you think older people are sometimes viewed as special in the community? In what ways are older people treated differently to younger adults?
It was early morning and still dark. In the shadows, three figures slowly, slowly made their way along the road and down into the village. They stopped outside a house and knocked on the door.

Inside the house, the family was wide awake. The children talked and sang with big voices, while their mother cooked the morning meal. When it was ready, the hungry family sat down to eat. Only then did they hear the knocking.

"Ke Tlhohonolofatso," ha bolela leqheku la pele. "I am Blessing," said the first elder. The family began to discuss whom they should choose.

The eldest child said, "Daddy, your business has not been going so well ... so I think we should invite Blessing to come inside, so that your business can grow. Then we will be blessed with many good things."
The mother went to the window and looked out. By now the shadows had lifted, and she could see the figures waiting outside.

"There are three elders out there," she said to the father. "They are dirty and hungry, and need to be taken care of."

"Then you must open the door and invite them in," said her husband.

So the mother went to the door and invited the elders in.

"Ah thank you, kind woman, but we never enter together," said the elders. "You must choose one of us."

The mother went back to the father and told him what the elders had said.

"Then we must ask them for their names and choose one of them," said the father.

So the woman went back to the door and invited the elders in.

"Then you must open the door and invite them in," said the father.

"They are three elders out there," she said to the father. "But they are dirty and hungry, and need to be taken care of."

"Then we must ask them for their names and choose one of them," said the father.

The woman went back to the door and invited the elders in.

His sister said, "No, no. The reason your business is not going well is because you need the wisdom to make it grow. We should ask Wisdom to come in, Daddy."

The elders replied, "Ah, now that you have chosen Love, we will all come in, because wherever Love is, there is also both Blessing and Wisdom."
Feela e monyenyane, ya neng a tseba mantswe a mmalwa feela, ka ho latella ho hokaalo, a pheta, a ba a nna a pheta hape, “Lerato. Lerato. Lerato.”

But the baby who knew few words, with great insistence, said over and over again, “Love. Love. Love.”

So the family discussed the matter no further. They decided to invite Love into their home.

Lekgetlo la ho qetela jwale, mme a ya lemating. A erna ka pela maqheku mme a re. “Re kgathile Lerato.”

For the last time then, the mother went to the door. She stood before the elders and said, “We have chosen Love.”
16 October is World Food Day

World Food Day was started in 1979 to increase awareness of the problems with regard to food and to take action against hunger, malnutrition, food wastage and poverty. Millions of people around the world do not have enough to eat, yet the earth produces enough food to feed everyone on the planet.

Families, schools and community organisations can help to provide fresh, healthy and cheap or free foods to those who need it by planting fruit and vegetable gardens in any available space and sharing the harvest!

Use your space wisely.
Hang the bottles, cans or smaller bags against a wall or fence to make more space for your garden.

1. Use free recycled containers.
Plant your seedlings in plastic bottles, tin cans, old sacks, tyres and wooden boxes.

2. Use seeds and cuttings.
Share some seeds from the foods you eat with your friends. Plant seeds or cuttings in egg boxes or cardboard rolls. Keep the soil in the seedling containers moist, not wet. Put the seedling trays in a sunny place.

3. Use free recycled containers.
Plant your seedlings in plastic bottles, tin cans, old sacks, tyres and wooden boxes.

4. Cheap, easy insect spray
Use environmentally friendly pesticides to protect your plants from bugs. These sprays are not made from poisonous chemicals.

1. Oil spray for aphids, beetles, whiteflies, thrip and mites.
Mix 1 cup of cooking oil with 1 teaspoon of dishwashing soap. Add 3 teaspoons of the mixture to every litre of water.

2. Vinegar spray for slugs, snails, ants and flies.
Mix 1 cup of vinegar to 3 cups of water and half a teaspoon of dishwashing soap.

Spray your plants early in the morning or in the evening so that the mixture can dry before the sun becomes strong and burns the plant leaves. Spray your plants every 7 to 10 days.

La 16 Mphalane ke Letsatsi la Lefatshe la Dijo

Letatsi la Lefatshe la Dijo le gadiwe ka 1979 ho lemosa batho hahalwanyane ka mathata a amanang le dilo le ho nka kgato kgahlanong le fata, kgaeela ya phelo e nepahetseng, ho senya dilo le bofuma. Batho ba dimilione letatshe kgakga bophara ba ha na dilo tse lekaneng, empa letatshe le hlahisa dilo tse lekaneng ho fepa matho e mong le e mong letatshe. Malapo, diko le mekgatla ya setlhaba ba ka thusa ho fana ka dilo tse forsethe, tse nang le phelo le tse sa jeng tjelete e ngata e le dilo tse ho mahala ha ba di hlokang ka hore ba leme dithalwana le dirapana tsa merohlo sebakeng sefe kape sefe se fumaneheng, ebe ba aroelana le bona seo ba se kotutseng!

Sebedisa dipelo le dimela tse ponnweng. Aroelakaneng peo e tswang dipolo tse le di jang le metswelle ya hoo. Lemo dipelo kape dimela tse ponnweng ka bakokaseng a mahe kapa dikolong tsa khotatolo. Bolokoa mabu e ka dihihelung tse na sethupa e le mongoboa, e seng e le metsi. Beha ditene tsa sethupa moo lefatshe le hlahisa tse ka hlokang.

Sebedisa ditshelo tsa mahala tse ka sebediswang hape. Lemo sethupa sa hoo bakolong tsa polasetiki, makaokoteling, mekotla e kgale, ka hore dithaere le mabokoseng a patsi.

Sebedisa sebaka sa hoo ka bohlale. Leketlisa dibotlolo, makotikoti kapa mekotla e menyenyane leboteng kapa sebedisa dibotlono. Dinyanyatsi tsena ha di etwe ka dikhemenhle tse tjeletse

Senyanyatsi se sa tureng, se bonolo sa dikonyana

Sebedisa dikonyana tse sa senyeng kholo ho siretsele dimela tsa hoo dikonyana. Dinyanyatsi tsena ha di etwe ka dikhemenhle tse tjeletse

1. Senyanyatsi se oil bakeng sa hwaba, bomaleshwane, ditshintsho tse tsheu, matsetsa le dinto. Tsweka kopi e le ngwye ya ali e pheleng le kgabana e le ngwye ya sesepa se Hlatswane dijama. Tshele dikagabana tse thoro tsa matswako oo ka litaore e le ngwye ya metsi.

2. Senyanyatsi se asene bakeng sa dikoko, dikonyana le ditshintshi. Kopanya kopi e le ngwye ya asene le dikopi tse thoro tsa metsi le halofa ya kgabana ya sesepa se Hlatswane dijama.
Kgomo e Kgabane!

Ka Koketso Tsemekwane ■ Ditshwantsho ka Heidel Dedekind

Kgalekgale, Kgomo le Katse ba ne ba dula Thabaneng ya Toutswemogala. Ba ne ba dula thabaneng ena le diphoofolo tse ding kaofela. Hoo e ka bang bohola bo nako, diphoofolo tseena kaofela de ne de phela hammo ho ka kgotsotse le kultwana.

Kgomo o ne a ikgetha haholo hara diphoofolo tseena hobane e ne e le yena feela ya rang le magogolwane. Hoseng ho hong le ho hong o e a aparà magogolwane wa hae mahetleng e be o tsamaisa ditaba kgotla.

Ha a eme moo a itjele, Kgomo o ne a shebahala jwalo ka modingwana ruri. O ne a tilele bholele mm’e a fana ka dikeletso ditlabeng tsohle, tse kgol e tse nyenyane.

Empa hwale ka bomadimabe ho ho ne ho se ya ratang Katse hakoalo. Diphoofolo tse ding di ne di dumela hore Katse o bolotsana mm’e ba ne ba sa mo tshepe. Ke habaneng ha yena a nanara le masiu ebe motshehale o dulela ba ba botswa le ho robola letsatsing letsheharel e a kaofela? Ba ne ba kgoidisehile hore mekgwa ya Katse e e belaetsa.

Ka leetsatsi le leng Katse a tla ho Kgomo ho tla kopa keletso. Katse a botsa, “Kgomo, ke habaneng ha wena le diphoofolo tse ding le sa nthate?”

Kgomo ke ha a re feela muu!, ha a qeta a tiisa magogolwane wa hae mahetleng a ntana itsamaela a sa araaba.

Katse nngao! nngao!, “Khomo, ke ba tseba hore na ke habaneng ha o sa nthate. O lokela ho re hlokomela kaofela, mm’e le hoja o dula a thusa diphoofolo tse ding kaofela, mma ho ho mohlo o mpontshang mosa.”

Letatsi le leng le le leng Katse a kgethlei ho Kgomo a kilele dipho, a botsa ho tseba hore na ke habaneng ha ho se ya mo ratang. Maro a hoe a ne a tla a tilele jwanga bo tswekerwe, bo foresha bo tswang phuleng le metsi a phohilele hamonotjana a nen’o tshigkunya molatswengan. Empa ho sa tolelelele boile boile ka Katse, Kgomo le diphoofolo tse ding ba ne ba ntse ba sa mo rate. Ba ile ba tswela pele ho hlokomoloa Katse mm’e le na se ne se utfiswa Katse bohloko haholo.

Sen’o sa tswana pele ho fihlela ka letatsi le leng Katse a re ho Kgomo, “Ke utfiwile ho lekan’a,!” yaba o wa falla.


“Kgomo, o lokela ho etsa ho hang’ ho puruma tau.

“Hohle mona ho tletse ditweba – dilaeng tsa rona, moo re jellang teng, esita le moo re nwellang teng,” ha koralla Kubu.

Ke ka nako eo ho moo Kgomo le diphoofolo tse ding ba ileng ba qala ho lema ho bohloko wa bosebetsi o neng o etsha ke Katse bosiu ho bohle ho robotse.

Jwalo ka moetapele wa Toutswemogala, Kgomo a bokele bohle hore ba tsewe letsholo ho ya batla Katse. Kaofela ba tswa ka mokgalo, ba nyolosa le ho theo, ba sheba dibakeng tse phahameng le tse fise. Ka matsatsi a supileng ba sheba mona, ba sheba mane, ba kultus ho hohle.

Getellong ho ba fuma Katse, Thulhu – eo e neng e le yena ya ileng o mo bona pele – o anamela. “Katse,” ha rialo Thulhu, “diphoofolo kaofela di o hloholoetswe. Ha re sa nika hore o bolotsana le ho mekgwa ya hao e e belaetsa. Ha ditweba di nthse e iketshe, re o hloholoetswe le ho fetsa. Re a o hloka eble re a o rata. Re kopa o kgethlele le rona Toutswemogala.”

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Eba mahlahahlahla ka pale!

Taka setswanthso sa tsebra
Sebedisa leetsopa kapa khma ya ho bapala ho etsa kgomo, katse le thuhlo.
Sebedisa diphoofolo tsa hao tsa leetsopa ho tsibanthisa pale ena.

Kgomo e Kgabane!

Ka Koketso Tsemekwane ■ Ditshwantsho ka Heidel Dedekind

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Eba mahlahahlahla ka pale!

Taka setswanthso sa tsebra
Sebedisa leetsopa kapa khma ya ho bapala ho etsa kgomo, katse le thuhlo.
Sebedisa diphoofolo tsa hao tsa leetsopa ho tsibanthisa pale ena.
In the olden days, Cow and Cat lived on Toutswemogala Hill. They shared this hill with all the other animals. For the most part, all the animals lived together in peace and harmony.

Cow was very special amongst the animals because she was the only animal to have a mogogolwane, a beautiful cloak. Every morning she took her mogogolwane out, put it around her shoulders and held council.

Standing there in her finery, Cow looked like a real goddess. She was full of wisdom and would give advice on all matters big and small.

Now, sadly, no one liked Cat very much. The other animals believed that Cat was sly and they didn’t trust her. Why did she slink around at night and then sleep lazily in the sun the whole day? They were sure Cat was up to no good.

One day Cat came to Cow for some advice. Cat asked, “Cow, why don’t you and the other animals like me?”

Cow just lowed, wrapped her mogogolwane tighter around her shoulders and walked away without answering.

“Cow,” Cat meowed, “I want to know why you don’t like me. You are supposed to look after all of us and, even though you always help all the other animals, you never show any kindness towards me.”

Every day Cat went back to Cow with gifts, wanting to know why no one liked her. She brought sweet, fresh grass from the valley and sparkling, cool water from the stream. But no matter what Cat tried, Cow and the other animals still did not like her. They kept on ignoring Cat, and this made Cat feel very sad.

This went on until one day Cat said to Cow, “Enough is enough,” and moved away.

It took a while before the mice started running amok. This is when the other animals came to Cow to complain. They were very upset. “Great Cow,” they cried as they snorted and growled and bellowed and squeaked and screeched.

“You have to do something, Cow,” Lion roared.

“There are mice everywhere – where we sleep, where we eat, even where we drink,” grunted Hippopotamus. It was only then that Cow and the other animals started to realize the important work Cat had done at night while they were all sleeping.

As the leader of Toutswemogala, Cow called together a search party to look for Cat. They all set off searching up and down, high and low. For seven days they looked here and there and everywhere.

When they finally found Cat, Giraffe – who had spotted her first – stepped forward. “Cat,” Giraffe said, “all the animals miss you. We no longer think that you are sly and up to no good. The more the mice plague us, the more we miss you. We need you and we like you. Please come back with us to Toutswemogala.”

Cat felt very happy as she walked back to Toutswemogala with the other animals. Every night she ate the mice and chased them out of every nook and cranny. All the animals were very happy, but Cow was the happiest because now, once again, there was peace and quiet in Toutswemogala. And from that day on Cow and Cat became very good friends, with Cow saving a lick of milk for Cat every day.

Get story active!

⭐ Draw a picture of a mouse.
⭐ Use clay or play dough to make models of a cow, a cat and a giraffe. Use your clay animals to act out the story.
⭐ Write your own ending for the story. Imagine that Cat refused to come back to Toutswemogala. What do you think would have happened?
Monate wa Nal’ibali

Nal’ibali fun

1. O nahana hore baphetwa bao ba Nal’ibali ba fumanwe ba balla hokae? Bolokong ka ngwe, taka sebaka seo o nahanang hore bana ba balla ho sona.

Can you imagine where these Nal’ibali characters got caught reading? In each block, draw the place where you think the children are reading.

2. Etsa mantswe a nang le ditlhaku tse pedi kapa ho feta.
1. Make words with two or more letters.
2. Use each of the letters in the wheel only once in each word.
3. Always include the letter in the middle of the wheel in your words.
4. No proper nouns allowed.


Once upon a time, there was a farmer called Vusi who was very, very strong. Nobody knew how he did it, but he could easily carry two cows at the same time.

One morning, when Vusi woke up, he ran around in a panic. “My necklace! Who has stolen my magic necklace?” he shouted. “Without it I will have lost all my strength and will be just like everyone else!”

He rushed to the window, just in time to see a little boy running off very, very fast …

Sebedisa mohopolo wa hao ho qetela pale ena. Boella motswalle kapa motswadi pale ya hao.

3. Etsa mantswe a nang le ditlhaku tse pedi kapa ho feta.
1. Make words with two or more letters.
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Sebedisa mohopolo wa hao ho qetela pale ena. Boella motswalle kapa motswadi pale ya hao.

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1. Make words with two or more letters.
2. Use each of the letters in the wheel only once in each word.
3. Always include the letter in the middle of the wheel in your words.
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Use your imagination to complete the story. Tell a friend or parent your story.

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Na’libali e mona ho tla o kgothatsa le ho o tahehetsa. Ikopanye le rona ka e ngwe ya ditsele tse lateng:

Na’libali is here to motivate and support you. Contact us in any of these ways:

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Drive your imagination

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