



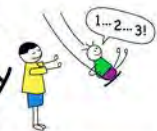
My School Clothes

African Storybook

Mlungisi Dlamini



Early
Family
Math



Interactive Story

English

Adult Readers

Before Talking Talk with your child before they can talk or even understand the words. Point at, name, and describe things you see, such as shapes, colors, comparisons, and quantities. As your child begins to understand words, ask about a thing and have your child point at it. For example, "Where is the ball?" If your child can't find the thing, point to it for them.

Early Talking As your child begins to understand and say words, mix in simple questions. Freely help with answers as needed. If you point and say "Is this red?" and they don't know, supply the answer. If you say "Count the blocks." and your child does not know how, point and count the blocks with them "one, two, three."

Math Themes and Words This story has counting to 5, shapes, and colors. Practice words: numbers to 5, color names, too, too big, too small, just right, matching colors, and rectangle.

Read, Talk, and Have Fun! The supplied questions and comments are just the beginning.

For the 1st reading, read the red questions and comments.

For the 2nd reading, read the blue questions and comments.

For the 3rd reading, read the green questions and comments.

After that, follow your child's interests and let your discussions go in fun directions.



My sister's dress is too big for me!

1. Do you sometimes wear someone else's clothes? Is it fun to imagine you are that other person when you do it?

2. How can you tell the dress and belt are too big?

3. A rectangle is a four-sided shape like this page. Point to rectangles in the picture. Do you see any rectangles where you are?



My brother's jersey
is also too big for
me.

1. Looking at her face, how
does she feel about having a
jersey that is too big?

2. Is the orange dress she
has on the right size for her?

3. Notice the new rectangles
in this picture.



My bag is big.
But not too big!

1. Is this bag too big for her?
2. Count together the clasps on the bag.
3. What would you put in this bag if it were yours?



This old belt is too small for me.

1. Why might this child's old belt from when she was younger be too small for her?
2. What does the expression on her face tell you about how she is feeling about the belt?
3. How many pieces of clothing has she tried on?



This is my doll's hat.

1. This is the fourth piece of clothing that is a bad fit for her. How does she feel about it? Do you think she is feeling discouraged?

2. Count together the number of pieces of wood that make up the back of the chair.

3. She has two eyes, ears, and arms, but only one mouth and nose. Where do the body parts that she has one of line up on her body?



My socks are the
right size.

But the wrong color!

1. Including her hair ties,
which colors is she wearing?

2. Do you think her socks are
the wrong color?

3. The picture of the chair
is made up of several
rectangles. How many can
you find?



These are my new shoes.

1. After all the other clothes, do you think these shoes will fit?

2. Where did she go?

3. These shoes must be in a different room – the door and windows are a different color. What colors were they before?



They fit me very well.

1. Is her hat the same as her doll's hat? Does it seem too small to you?

2. Do you think she needs a belt with her dress?

3. Is she ready for school now?

My school clothes

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