

people 15
 I like people that
 we like people that

the 16
 will the people ride
 the people will ride
 can the people do that
 the people can do that

1. Call attention to the braille shape at the top of the page and explain that it is the word *people*.
2. Tell the child that the first sentence below the word *people* is an unfinished sentence.
3. Have the unfinished sentence read aloud.
4. Ask the child to finish the sentence. If the child has trouble, suggest possible endings such as “sound happy” or “like what I like.” Try, however, to get the child to supply individual endings.
5. Write the child’s ending in braille, cut it out, and help the child paste it in the book.
6. Tell the child that the next sentence on the page is also unfinished. Have it read aloud.
7. Ask the child to finish the sentence. If necessary, provide endings such as “help us” or “do good things.”
8. Braille the child’s ending, cut it out, and help her paste it in the book.
9. Help the child read the completed sentences.



Concept Development

Relationship—size Give the child three crayons—one short, one medium-sized, and one long. Have the child examine the crayons and ask if any of the crayons are really big or if all of them are small. In discussion, point out that all of the crayons are small, but that one of them is smaller than one of the others and larger than the other. When the crayon has been identified, tell the child that this crayon could be called

“the medium-sized crayon.” Next ask which crayon is the smallest one and which is the biggest one. Continue the procedure, using three different sizes of such objects as the following: boxes, blocks, and circles.



Reading In *People Can*

Reading the words *people* and *the* Help the child find page 15 in *People Can*. Then follow this procedure: