

## CORE WORD: **Because**

### For Educators, Related Service Providers and Parents

#### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

#### WAYS WE CAN USE THE WORD

EXPRESS CAUSE AND EFFECT: (e.g., "It's smokey **because** there is a brush fire nearby.")

EXPLAIN: (e.g., "I'm late today **because** I woke up late.")

COMMENT: (e.g., "I like that show **because** it's funny.")

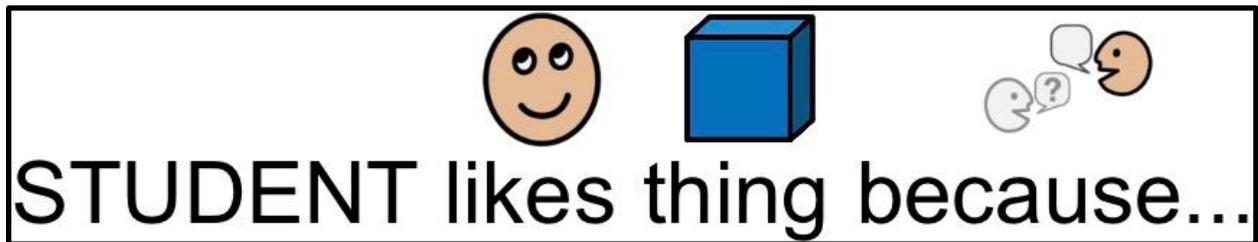
SHARE INFORMATION: Describe others/the environment (e.g., "They are here **because** it's a party!")

APOLOGIZE: Express feeling of remorse (e.g., "I am sorry **because** I didn't know that you were waiting.")

#### ROUTINES AND SCHEDULES

During show-and-tell or times when students gather as a whole group, students can say, "**because**" when sharing their personal item and why they have chosen to share it. Model use of the word **because** yourself with students (i.e., after a student has shared what they brought and questioned by the teacher, the adult can say, "Jesus brought a spiderman action figure **because** he loves the spiderman movies."). Adults can create a sentence strip for students to

target use of **because** (see below). If the student needs more prompting or review, the adult can utilize a visual icon with the word 'because' on it and model use of the low-tech sentence strip.



\*Courtesy of TouchChat with WordPower application.

## PLAY

The adults can explain where students play **because** of weather or schedule for the day. For example, students can play outside **because** it is sunny. Or they can't play outside **because** it's raining. Adults can further describe what they can/can't play with for example, "We can't play on the slide **because** it is wet." "We can play with the instruments **because** it's music time." Adults can also tell students why they do things as: "We play outside **because** it is good to move our bodies." or "We can play basketball **because** the court is free." Each time the word is used, identify it on the student's low-tech board, device, or hold up an icon of the core word.

## READING

For this week's core word, you can talk about the stories below and discuss the word **because** when it's found in the story.

Here are some suggested books on YouTube that can assist in teaching the core word:

Book Read Aloud: BECAUSE by Mo Williams and Amber Ren

<https://www.youtube.com/watch?v=rL2-dnnHdOc> read by/courtesy of Readalotamus Books Read Aloud (Students and adults can locate "**because**" on communication board/device each time they see the word in the story).

Book Read Aloud: BECAUSE OF YOU by B.G. Hennessy

[https://www.youtube.com/watch?v=WerGe\\_NnjBo](https://www.youtube.com/watch?v=WerGe_NnjBo) read by/courtesy of Lights Down Reading. (Talk through this children's story about how important you are and why that is highlighting "**because.**" Come up with more reasons why each student is special.)

Book Read Aloud: BECAUSE I HAD A TEACHER by Kobi Yamada

<https://www.youtube.com/watch?v=weUVaR3qHBo> read by/courtesy of Read Aloud for Kids. (Discuss the many ways teachers help us. Highlight how it is **because** of teachers that we learn so much about the world and ourselves.)

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can watch these videos to see how and when you can use the word **because**. Expansion after watching videos is practice making sentences using the word **because**.

VIDEO - Cause and Effect with 'Why' and 'Because'

<https://www.youtube.com/watch?v=12CNNORawk8> courtesy of/by National Geographic Learning: Young Learners. (Talk about what happened to upset Bear and what Franklin did to repair his friendship.)

VIDEO - Why-Because ESL lesson

<https://www.youtube.com/watch?v=4qqxeWc5qI0> courtesy of/by Richard de Paula. (Students and adults can discuss the different situations and opportunities shown in the video for answering the 'why' question using the word **because**.)

VIDEO - Difference between So and Because (English Grammar)

<https://www.youtube.com/watch?v=URv29IEJuFo> courtesy of/by SandJ English. (Students and adults can learn about when you use the conjunction '**because**' when making sentences.)

## **SENSORY MOTOR**

Adults can set up sensory bins filled with a variety of materials such as rice, moon dough, water beads or sand. Into this bin can be placed small objects or pictures that can be used to practice the target word, "**because.**" For instance, the adult can place small plastic food items or animals in a sensory table filled

with sand. When students dig around and find objects, the adult can model the word **because** while talking about the found object:

“I like strawberries **because** they’re sweet.”

“You found the horse **because** you looked in the corner of the table.”

“The giraffe has a long neck **because** it needs to reach the leaves.”

This blog has many wonderful ideas on creating and using sensory bins:

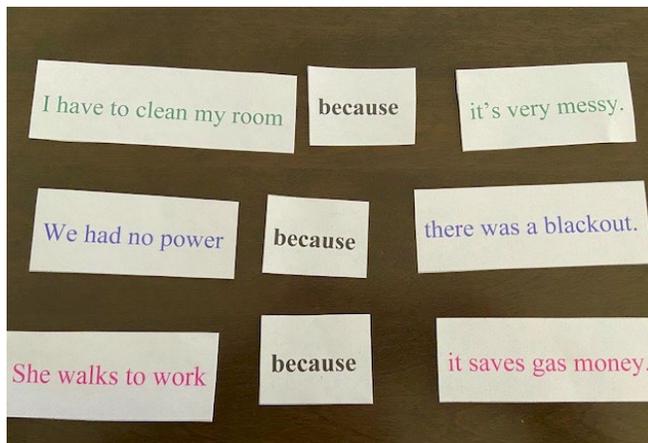
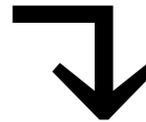
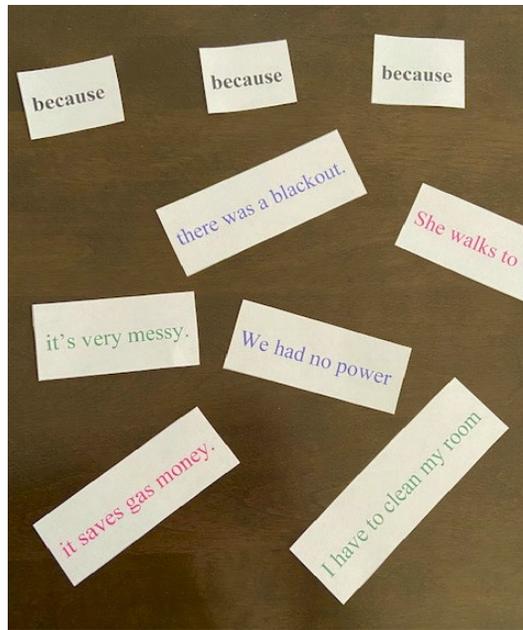


\*Courtesy of Messy Little Monster.

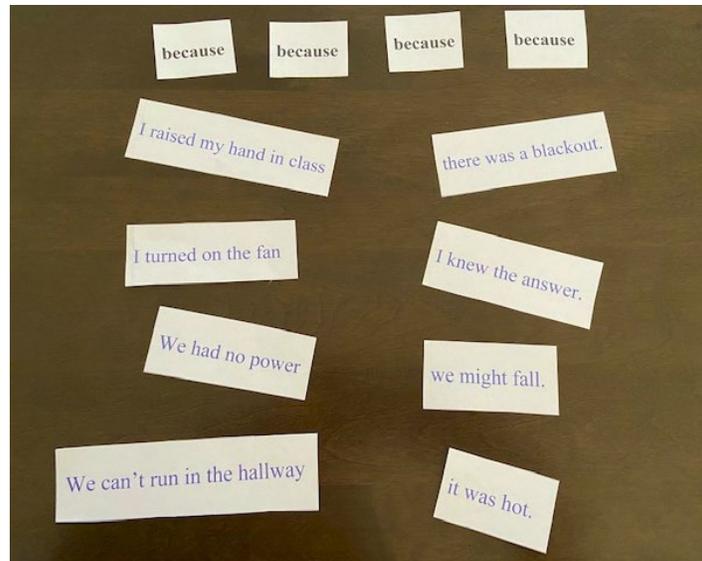
Activity: [Sensory Bins - Ideas and How to Get Started](https://www.messylittlemonster.com/2020/09/sensory-bins.html) – courtesy of/by Messy Little Monster. <https://www.messylittlemonster.com/2020/09/sensory-bins.html>

## STRUCTURED ACTIVITIES

Adults can first teach how to use **because** by having students put sentences together as in the photos below:



Now, without color coding for a bit more of a challenge:



Next, adults can present a sentence completion task, first by including the subordinating conjunction **because** and then fading its use so that students can practice using the target word on their device, low-tech core board, or core word icon:

1. I woke up late **because** \_\_\_\_\_.
2. The girl is wearing a coat **because** \_\_\_\_\_.
3. The baby is crying **because** \_\_\_\_\_.
4. The glass broke **because** \_\_\_\_\_.
5. The flowers are wilting \_\_\_\_\_.
6. Don't touch a hot stove \_\_\_\_\_!

Students can also practice using **because** in response to questions. First, adults can ask more concrete, general knowledge questions, with picture accompaniments. Encourage students to form complete sentences on their device, low-tech core board, or core word icon (and sentence strip).



Why do we eat vegetables?



*Why did the tree fall down?*



*Why do we sometimes stay home from school?*



*Why do we turn on the air conditioner?*

**\*\*Picture hints created using tools at LessonPix.com**

Finally, adults can read stories or watch videos and then ask questions regarding characters' thoughts, emotions, and motivations. For younger students, *The Frog and Toad* series is enjoyable:

*Frog and Toad Together--The Garden*: [Frog and Toad Together - The Garden](#);  
Courtesy of TMO Learning Journey

*“Why did the Frog give Toad some seeds?”*

*“Why was Toad shouting at the ground?”*

*“Why did Toad sing songs and play music for the seeds?”*

*“Why was Toad so tired at the end of the story?”*

For older students, adults can show the following short animated film about a child refugee:

Umbrella: <https://www.youtube.com/watch?v=BI1FOKpFY2Q> Courtesy of Stratostorm.

Adults can then ask questions so that students can practice forming sentences containing **because** using their AAC system.

*“Why does the lady bring toys to that house?”*

*“Why is the girl going upstairs?”*

*“Why is the girl angry?”*

*“Why doesn’t the boy want to move away from the closet?”*

*“Why did the boy take the yellow umbrella?”*

*“Why did the man with the yellow umbrella disappear from the sidewalk?”*

## **VIDEOS, MUSIC, ANIMATED SHORTS**

Wizard of oz we're off to see the wizard.

<https://www.youtube.com/watch?v=Mm3ypbAbLJ8> courtesy of/by MrHJona. Great classic song has the word **because** in it!

Because Song <https://www.youtube.com/watch?v=E9WShiGAmIM> courtesy of/by Have Fun Teaching.

Because Of You - Kelly Clarkson (Lyrics)

[https://www.youtube.com/watch?v=hCkOlbL\\_WVs](https://www.youtube.com/watch?v=hCkOlbL_WVs) courtesy of/by DopeLyrics.

## **ART OR SCIENCE ACTIVITIES**

Use this activity for younger students to perform a science experiment around planting and growing seeds. You can ask students ‘why’ certain things are happening or why the student thinks something will happen (their hypothesis).

Can use a sentence frame to support students' use of **because** (i.e., “I think \_\_\_\_ **because** \_\_\_\_.”)



## GROW A SEED JAR SPRING SCIENCE



\*Courtesy of Little Bins for Little Hands.

Use this activity for older students to perform a science experiment around an aluminum object sinking or floating. You can ask students 'why' certain things are happening or why the student thinks something will happen (their hypothesis). Adults can use a sentence frame to support students' use of **because** (i.e., "I think \_\_\_\_ **because** \_\_\_\_").



\*Courtesy of Science Buddies.

Activity: Archimedes Squeeze: At What Diameter Does an Aluminum Boat Sink?  
– courtesy of/by Science Buddies. [https://www.sciencebuddies.org/science-fair-projects/project-ideas/Aero\\_p044/aerodynamics-hydrodynamics/archimedes-diameter-boat-sink#procedure](https://www.sciencebuddies.org/science-fair-projects/project-ideas/Aero_p044/aerodynamics-hydrodynamics/archimedes-diameter-boat-sink#procedure)

## USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g., “I” “think” “**because**” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific around the word **because**, then share and talk with the student's created story.

Use WH Questions Why? Puzzle Game by Onur Tekin. A free application to target answering ‘why’ questions with visuals. Expansion to have students use ‘**because**’ core word in responses.

Use the Big Book of “Why?” by Lisbon Labs. A \$2.99 application to target answering common ‘why’ questions about the world. Expansion to have students use ‘**because**’ core word in responses.

LessonPix.com: Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities (using core word **because**) with a subscription to *LessonPix.com*. The cost is \$36 per year.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students. (Search for ‘**because**’ and find many corresponding boards to support learning the target word.)

Use *Clicker Writer* for writing words, phrases or sentences with picture support as well as word banks to support a writing activity with a focus on the word, ‘**because**.’

**WORD WALL:** Add the word, “**because**” on the Word Wall.

**READING and the Word Wall:** Sound out the letters together. Have the students find the word on the AAC system.

**WRITING and the Word Wall:** Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ [jeoseguera09@gmail.com](mailto:jeoseguera09@gmail.com) and Moira Ikeda @ at [mikeda@smfc.k12.ca.us](mailto:mikeda@smfc.k12.ca.us). Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

## CORE WORD: **Yesterday**

**For Educators, Related Service Providers and Parents**

### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

### WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "I went to a party **yesterday**.")

ASK/SOCIAL INTERACTION: (e.g., "What did you do **yesterday**?")

TIME CONCEPTS: (e.g., "**Yesterday** was Monday.")

### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can compare what the student ate **yesterday** versus what they have today. They could create a calendar to refer to with a picture of his/her snack or lunch on each square, saying "Today you have \_\_\_\_, **yesterday** you had \_\_\_\_."

**Circle Time:** During circle, students can review the days of the week, including **yesterday**, today, and tomorrow. Children can create their own calendar using various sites. Example printables and ideas can be found at <https://nurturestore.co.uk/draw-you-own-calendar-free-printable-for-kids> and <https://www.craftingcheerfully.com/diy-childrens-calendar/>. StarFall has a calendar you can create, customize and print out at <https://www.starfall.com/h/holiday/calendar/?t=318966544>.

### PLAY

**Games:** Students can play a Bingo game, using vocabulary for what they did **yesterday**. You could also create cards for today and tomorrow. Sites to create Bingo games include but are not limited to: <https://bingobaker.com/> (free, you can use pictures or text, play virtually and create question/answer formats), LessonPix (<https://lessonpix.com/>) for an annual fee, or various versions of BoardMaker (<https://goboardmaker.com/>).

## READING

Here are some suggested books that can assist in teaching the core word **yesterday**:

Tarheel Reader - The Calendar - addresses the calendar days, the concepts **yesterday**, today, and tomorrow and the seasons at <https://tarheelreader.org/2009/10/01/the-calendar/>.

“**Yesterday** I Found an A” by Maggie Blossom, a rhyming picture book available on Amazon and on [www.getepic.com](http://www.getepic.com)

Boom cards reviewing **Yesterday**, Today and Tomorrow  
<https://wow.boomlearning.com/deck/yesterday-today-tomorrow-drag--drop-gITmYyycQ7mfLiSFP>.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take turns acting out all the things they did **yesterday**, by going around their home or classroom, miming what they did.

Students can take turns in a conversation saying what they did **yesterday**, what they are doing today and what they will do tomorrow. Visuals can be provided for the choices for each day.

## SENSORY MOTOR

Teachers can place three large shapes on the floor, each labeled with **yesterday**, today, and tomorrow. These shapes could correspond to shapes used to label these days on the calendar. Someone can call out activities from the schedule and the student could jump to the appropriate shape/label.

## STRUCTURED ACTIVITIES

Boom cards reviewing **Yesterday**, Today and Tomorrow

<https://wow.boomlearning.com/deck/yesterday-today-tomorrow-drag--drop-gTmYyycQ7mfLiSFP>.

Write your own book with each page starting with “**Yesterday** I did....” or “**Yesterday** I saw ...” where the student/child can indicate using whatever strategy they have what the vocabulary item is. For example, the child can eye gaze around the room to fill in blanks in the “**Yesterday** I Saw” story. Together you can search for pictures to illustrate the book. You can use Tarheel Reader to upload your book. Your student and his/her friends and family can then read the published book over and over.

Concept building for yesterday, today, and tomorrow at 5 differentiated levels on Teacher Pay Teachers at

<https://www.teacherspayteachers.com/Product/Today-Tomorrow-Yesterday-Calendar-Digital-Activity-4461150?st=24604f1ff86a8b8b8491b49e033f7b81>.

Concept building for yesterday, today and tomorrow, including interactive materials, manipulatives and Boom cards at

<https://www.teacherspayteachers.com/Product/Time-Concepts-Yesterday-Today-Tomorrow-Bundle-of-Print-Version-Boom-Cards-1445309?st=3b6534639fb923efa932925923dbf8c2>.

Buy a large desk or wall calendar to use at home. Calendars are great to use in planning activities or talking through the day or week with your child (depending on their developmental level). You can also use them to review the day’s activities. Look back at the calendar and talk through what happened. You can incorporate terms like “yesterday,” “today,” and “tomorrow.” Use visuals as simple as “yesterday”/” today”/” tomorrow” written on post-its that you can stick and re-stick to the appropriate days each morning. Depending on your child’s age, they may need simple picture symbols paired with the words on the calendar to understand the activities listed.

[\(https://www.emergepediatrictherapy.com/teaching-time-concepts/\)](https://www.emergepediatrictherapy.com/teaching-time-concepts/)

## VIDEOS, MUSIC, ANIMATED SHORTS

What Did you Do **Yesterday** video with conversations, stories, and songs

<https://www.youtube.com/watch?v=tGWiowdjnHk>

What Did You Do **Yesterday** video sing  
<https://www.youtube.com/watch?v=ahZ5xyPKnQY>.

Today, **Yesterday** and Tomorrow Kids Songs and Nursery Rhymes  
<https://www.youtube.com/watch?v=T5c72BlaQdY>.

Beatles - **Yesterday** song <https://www.youtube.com/watch?v=wXTJBr9tt8Q>

## ART OR SCIENCE ACTIVITIES

Students/Adults can plant a seed and take pictures of how it looks each day, reviewing how it looked **yesterday**. Take those pictures and create a scrapbook using various art materials.

## USE OF APPS OR OTHER TECHNOLOGY

You could use Tar Heel Reader (<https://tarheelreader.org/>, create an account to write your own books using the code Literacy!), Pictello app (<https://www.assistiveware.com/products/pictello>) or Book Creator (<https://bookcreator.com/press/the-book-creator-story/> free to create 40 books) to write your own stories about what they did yesterday, what their plant looked like yesterday, etc. You can import TarHeel stories into Pictello (<https://www.assistiveware.com/tar-heel-reader-pictello-converter>) or iBooks (<https://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>).

**WORD WALL:** Create a WordWall and add '**yesterday**' to the list.

**READING and the Word Wall:** Sound out the letters together. Have the students find the word on the AAC system.

**WRITING and the Word Wall:** Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)  
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Carolann Cormier, MS, CCC-SLP, at [ccormier@crec.org](mailto:ccormier@crec.org). I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at [https://twitter.com/CREC\\_ATech](https://twitter.com/CREC_ATech).

Thank you!

## CORE WORD: **Why**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., The reason **why** I got up early today is \_\_\_\_)

COMMENT: (e.g., That's **why**. I understand now.)

GOSSIP: (Do you want to know the reason **why** \_\_\_?)

ANSWER A QUESTION: (e.g., I know **why** \_\_\_)

ASK A QUESTION: (e.g., **Why** is he crying?)

## ROUTINES AND SCHEDULES

**Morning Meetings:** Check in with students to see how they are doing today and ask them **why** they are feeling this way.

**Circle:** Ask students to share their favorite cartoon, game, book, etc., and the reason **why**.

**Throughout the day:** Model the word **why**. Use '**Why?**' as a follow-up question in conversations, and/or as a way to facilitate reasoning.

## PLAY

**Role Play:** Use stuffed animals, puppets, or figurines, to act out some dialogues or actions. Discuss with students **why** it is inappropriate/rude to say and/or do something.

**Board games:** (For older students), ask **'why'** they used a certain strategy. For example, when playing the board game, Catan, ask why they trade sheep for hay.

## READING

General: When reading a book with students, pause in the middle of the story, and ask students to predict what is going to happen next. Ask them "Why?" after they made a prediction.

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

Why I Wear A Mask: Written and illustrated by Alexa Moreschi | Bedtime Stories With Tita  
[https://www.youtube.com/watch?v=iAJqy7PDJY8&ab\\_channel=BedtimeStorieswithTITA](https://www.youtube.com/watch?v=iAJqy7PDJY8&ab_channel=BedtimeStorieswithTITA)

Ask the students **why** we need to wear a mask in various situations, along with a walk of the story book.

The Rainbow Fish: Written and illustrated by Marcus Pfister, read by Ernest Borgnine | Story Online  
<https://www.storylineonline.net/books/the-rainbow-fish/>

Discuss with the students **why** sharing makes the rainbow fish happy.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can read jokes and/or make silly faces for students, and then make comments about them, and talk about how it's fun being silly sometimes.

Why - a sight word video: By LUMI Learning  
[https://www.youtube.com/watch?v=ZdbTM2\\_17Bs&ab\\_channel=LUMILearning](https://www.youtube.com/watch?v=ZdbTM2_17Bs&ab_channel=LUMILearning)

Let's Learn! Core Word 'Why: By Special Vids for Special Kids  
[https://www.youtube.com/watch?v=l-olheVyxPo&ab\\_channel=SpecialVidsforSpecialKids](https://www.youtube.com/watch?v=l-olheVyxPo&ab_channel=SpecialVidsforSpecialKids)

## SENSORY MOTOR

Students are asked to find 2 things in the classroom/at home that go together. The adult(s) can discuss with students regarding **why** they go together (the same color, shape, function, etc.).

## VIDEOS, MUSIC, ANIMATED SHORTS

Why, why, why? - Kids Songs: by Kidsa English

[https://www.youtube.com/watch?v=9E3Si7jvG\\_g&ab\\_channel=KidsaEnglish](https://www.youtube.com/watch?v=9E3Si7jvG_g&ab_channel=KidsaEnglish)

Cause and Effect with 'Why' and 'Because': By National Geographic Learning: Young Learners

[https://www.youtube.com/watch?v=12CNNORawk8&ab\\_channel=NationalGeographicLearning%3AYoungLearners](https://www.youtube.com/watch?v=12CNNORawk8&ab_channel=NationalGeographicLearning%3AYoungLearners)

## STRUCTURED ACTIVITIES

Predictable Chart Writing about the word, **why**.

After reading/listening to a story, ask students who their favorite character is and **why**. Ask them to write it down with the following template.

The reason <b>why</b> I love ___ is that _____.
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## ART OR SCIENCE ACTIVITIES

Adults can lead students to act out a story. Take a vote on who is the best actor/actress and ask them **why**.

## USE OF APPS OR OTHER TECHNOLOGY

Practicing answering 'Why' questions: By barclay hammond

[https://www.youtube.com/watch?v=aeVbtsNYSKM&t=151s&ab\\_channel=barclayhammond](https://www.youtube.com/watch?v=aeVbtsNYSKM&t=151s&ab_channel=barclayhammond)

Pause after each “why” question is asked, to allow students more time for answering if needed.

**WORD WALL:** Create a WordWall and add ‘**why**’ to the list.

**READING and the Word Wall:** Sound out the letters together. Have the students find the word on the AAC system.

**WRITING and the Word Wall:** Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)  
Courtesy of Edmonton Regional Learning Consortium

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Thank you!