

## Section 7.10

# Linking sentences using 'because'

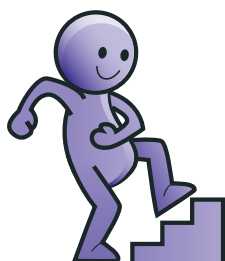


### Why is this important?

'Because' is one of a range of words used to expand sentences by adding information, and in this case, justifying ideas/thoughts/decisions. By using words like 'because' (e.g. 'then', 'after', 'that') children are able to expand their grammatical skills too.

### What to do

- Gather some things together, show them to the child and then put them in a bag. Ask the child to delve into the bag and guess what he/she can feel. Encourage the child to say why he/she thinks it's the car/cup, etc.
  - ★ 'I think it's a car *because* it's got wheels.'
  - ★ 'I think it's a cup *because* it's got a handle.'
- If the child starts the sentence with 'because', prompt him/her to use the first part by starting it *for* him/her:
  - ★ Child puts hand in bag and knows it's a cup.
  - ★ Child: 'Cup.'
  - ★ Adult pauses to wait for further explanation. No response so asks 'Why do you think it's a cup?'
  - ★ Child: 'Because it's got a handle.'
  - ★ Adult models first part of sentence (e.g. 'I think it's a cup ... [pauses]').
  - ★ Child completes sentence '... a cup because its got a handle.'
- Set up some simple scenes which will work with 'why ... because' structures:
  - ★ 'Why are we running? ... *Because* we want to catch the bus.'
  - ★ 'Why are we putting on coats? ... *Because* it's cold.'



### Step up

- Use favourite toys to act out some scenarios.
- Present some 'what's wrong' pictures (e.g. a man with no eyes, a car with no wheels) and ask why questions, e.g.
  - ★ 'Why can't the man see?'
  - ★ 'Why can't the car move?'
- Encourage the child to respond using 'because' to link the ideas (e.g. 'The man can't see *because* he's got no eyes').
- Encourage the child to use 'because' to describe things that happened earlier, are going to happen, or occurred in a story.
- Use more abstract concepts to develop thinking skills and justify decision-making.

## Step down

- Reduce the items in the bag.
- Take turns to delve into the bag. This gives an opportunity for the child to follow the adult's model. Encourage copying.
- Break the sentence down into two smaller sentences:
  - ★ 'I think it's the sock ... *because* it's soft.'
- Link sentences as part of everyday routines: this will give lots of opportunities to practise similar things (e.g. 'Why are we setting the table? *Because* it's dinner time').

