|  |  |  |
| --- | --- | --- |
| Why is it important for early childhood educators to know that letter knowledge may act as a mediator in the reading process? |  | What is known about the order in which children learn letters and why is it important for a teacher to consider this information? What else might you consider for an child learning a language other than English at home? |
| Why do some children appear to be able to read longer words such as “Thomas” in a familiar book but are unable to read shorter words like “yes” or “no?” How can teachers use this information in the classroom? |  | What other substrands is alphabetics and word/print recognition closely related to (remember to think about the ELD domain as well)? How is this information helpful for teachers to consider when planning? |
| Think of a child you have taught who was prealphabetic. What were some words that he or she could read? What were the contextual clues he or she used? How can you use this information now? |  | What was the most surprising or interesting thing you read in the bibliographic notes? How is this information important to your teaching? |