PART A Phonological Awareness (RDG 1.C.2; 1.C.4; 1.C.5;1. C.6; 2.C.1-2. C.5) 1. Develop a game or activity for each of the sub-skills under the "umbrella " of Phonological Awareness (word awareness, rhyming, alliteration, syllable awareness, onset-rime awareness, and phonemic awareness) for a total of six games or activities. Please use the following format to create your game or activity: a. Title b. Grade level c. Standards d. Description of sub-skill addressed in the game or activity e. Description of game or activity (make sure that you describe with enough detail that the reader can replicate the game or activity) (RDG 2.C.1-2) f. Mini-Assessment for each (RDG 2.C.5) g. ELL Strategies Used 2. After conferring with the classroom teacher select a small group of 3-4 children, including one ELL student and implement at least three of your activities in the clinical experience setting. 3. Write a reflection that includes: h. What was your rationale for selecting these children? i. What did the children gain/learn as a result of implementing each game or activity? j. What would you modify (i.e., add, delete, or change) to improve each game or activity? k. How did variations in phonology across languages assist ELL reading and writing development? (RDG 2.C.3, ESOL 2.1.b) l. How would you add writing to the games or activities to enhance reading? (RDG 2.C.4)