Thought I’d include a breakdown of my phonics lesson I mentioned during the phonics panel. Feel free to adjust to your liking!

For the lessons when I was working on their pronunciation of typically mistaken consonant sounds, I picked one and focused on that. For this breakdown of my lesson I’ll use “R” and “L”. I’ve also done M/N, and B/V.

* After showing the chosen letters I gave my kids a chance to shoutout any words they knew that began with the two letters.
	+ I did one at a time which was good because sometimes they’d give me an “L” word when I was asking for “R”, so hopefully it helped make them more aware of the difference
* I then used two words that sound eerily alike to Japanese students ears to proceed with the lesson. (For this one it was “right” and “light”)
* I drew the ridiculous profile drawings also included in this post (thank you Charlie Lopez) on the board and slowly walked through the sound of each letter
	+ I used my tip for “R”: have the kids think (う)R. I was told by a super senpai that the Japanese letter of “う” already gets their mouths into the position for “R” so get them to practice by saying “う” before an “R” word like “rabbit” and then tell them not to SAY “う”, but to mouth it and then say the “R” word.
* After they did that a few times I did a two part quiz game with them
	+ Quiz #1 listening: they close their eyes I would say “right” or “light”. With their eyes still closed (so as to avoid embarrassment or herd pressure) my OTE would them ask them in Japanese “If you think it’s ‘light’ raise your hand” and “if you think it’s ‘right’ raise your hand”
	+ Quiz #2 watching: this one was a tad embarrassing for me, but I feel like it gave most of the students in each class a light bulb moment. I would MOUTH ONLY one of the chosen words, no sound. My OTE would then ask in Japanese the same as above.
* Finally I would give them a few minutes to do both these quizzes with a partner. Of course, this was a little difficult if there were students that are shy or next to another student they can’t stand, so do as you see fit.
* If there was extra time I would finish with a group game
	+ Writing: I would split this into two; “write down as many vocab words that you can think of that start with the letter ‘R’.” and then after a minute or two switched to “L”.
		- Each member in the team had to come up to the front of the classroom to show me their group’s paper with a vocab word. And they had to rotate every time. It was a tad chaotic with students constantly running back and forth, but I like that energy.
		- I told them I only cared that the word BEGAN with that letter. So long as I could recognize which word they were attempting to write I forgave any spelling errors. So, one correct word = 1 point to that team.
		- It’s a one-shot game, so if they were wrong they couldn’t fix it. The next member had to come up to the class with a new word.

These lessons were done at the beginning of first semester when there were a lot of 45 min. classes. My OTE for this grade also likes me to start every single lesson with Tate-Yoko (a warm-up game), so I think these phonics lessons worked for a whole period. For second semester I am looking more towards using these as part of my warm-ups when continuing with phonics.