

Integrated Learning: Building the Super Sentence Machine (Phonics, Math, and Fine Motor)

Materials Needed

- Large workspace (table or floor area)
- Playdough (2-3 colors) or sensory sand
- 3 small, stackable blocks or linking cubes (for math sequencing)
- Large crayons or triangular pencils (for proper grip)
- Pre-printed cards with large letters: M, A, T (uppercase preferred)
- Blank index cards or paper labeled clearly with the numbers 1, 2, and 3.
- A simple picture of a machine (optional, for visual engagement)
- Tracing sheets or white board/chalkboard.

Learning Objectives (We will learn to...)

By the end of this lesson, learners will be able to:

1. **Phonics:** Identify and correctly produce the sounds for three target letters (/m/, /a/, /t/).
2. **Math:** Correctly sequence three objects (blocks/cards) in order (1, 2, 3).
3. **Writing & Fine Motor:** Use playdough to form three target letters and attempt to trace or copy the letters M, A, and T.
4. **Integrated Skill:** Blend the three sounds together to say one simple word (e.g., MAT).

Introduction: Tell Them What You'll Teach (10 Minutes)

Hook: The Amazing Word Factory

Educator Script (Engaging Tobias): "Hi, Tobias! Have you ever seen a machine that makes cool things? Today, we are going to build our very own 'Super Sentence Machine!' This machine is special because it takes simple sounds and turns them into real words we can read and write. We need to use our strong finger muscles and count the steps exactly right, just like a real engineer!"

Success Criteria (What success looks like):

"You know you are successful today if you can make your fingers strong to build our letters, if you can put the steps 1-2-3 in order, and if you can tell me what sound each part of our machine makes!"

Vocabulary Review (Pre-teaching):

- **Sound:** The noise a letter makes (e.g., M says /m/).
- **Sequence:** The right order (1, then 2, then 3).
- **Building:** Making something with our hands.

Body: Teach It (30 Minutes)

Segment 1: Phonics & Fine Motor Practice (I Do / Modeling) (10 Minutes)

Concept: Building the Letter Parts (M, A, T)

I Do (Educator Models):

1. **Letter M:** Educator shows the letter 'M' card. "This is the first piece of our machine! This is M. M says /m/, like yummy food!" (Exaggerate the sound).
2. Educator models taking the playdough and rolling it into 'snakes' and then shaping it clearly into the uppercase letter M. (Focus on vertical and diagonal lines).
3. Educator narrates the process: "First, a long line down. Then slide down, slide up, and another long line down. M!"
4. **Quick Check (Formative Assessment):** Ask Tobias to point to the 'M' card. Ask: "What sound does the M piece make?"

We Do (Guided Practice):

1. Educator provides Tobias with playdough. "Now it's your turn to build the M piece! Feel the dough. Use those strong fingers!" (Provide gentle physical guidance/hand-over-hand if needed for the rolling motion).
2. Repeat the process for Letter A (/a/ sound) and Letter T (/t/ sound). (Keep the pace encouraging and focus on the effort, not perfection of the letter shape.)

Transition: "Great! We have all our sound pieces. Now we need to put the machine steps in the right order!"

Segment 2: Math & Sequencing (We Do / Guided Practice) (10 Minutes)

Concept: Sequencing the Word Steps (1, 2, 3)

We Do (Guided Practice):

1. Educator places the three numbered cards (1, 2, 3) randomly on the table.
2. "A machine only works if we put the steps in order. Can you show me the number 1? That's our starting step." (Have Tobias physically move the 1 card).
3. "What comes after 1? That's right, 2. Put the 2 card next." (Reinforce 1:1 counting using the small blocks. Place 1 block on card 1, 2 blocks on card 2, etc., if needed for reinforcement).
4. "And finally, 3. The last step in our machine!"

Integrating Phonics:

- Place the finished playdough letters (M, A, T) above the number cards in order (1: M, 2: A, 3: T).
- Educator guides blending: "Step 1 makes /m/. Step 2 makes /a/. Step 3 makes /t/. Let's run the machine slowly: /m/ - /a/ - /t/. Faster: MAT! Wow, our machine made a word!"

Segment 3: Writing & Application (You Do / Independent Practice) (10 Minutes)

Concept: Making the Word Permanent

You Do (Learner Applies Skills):

1. Educator presents the tracing sheets/whiteboard. "We built the MAT with our fingers, now let's draw the steps so we never forget them."
2. Educator uses the large crayons/pencils (which encourage a tripod grip) and guides Tobias to the Number 1 box.
3. **Fine Motor Task:** Tobias attempts to trace or copy the letter M into the space labeled '1'. (Focus on the grip and the path of the lines, offering supportive feedback: "Great control! Make sure that pencil stays tucked by your thumb.")
4. Repeat for A (box 2) and T (box 3).
5. **Formative Assessment:** Ask Tobias to point to the letter in the third box (T) and say its sound.

Real-World Application: "We made the word MAT! That's something we wipe our feet on when we go inside. See how important sounds and numbers are for building words?"

Conclusion: Tell Them What You Taught (5 Minutes)

Closure & Recap

Educator: "Amazing work, engineer Tobias! Let's check our machine one last time. What was our first step (point to the 1 card)? We made the /m/ sound! What was our second step? /a/! And our last step? /t/! When we put those three steps together, what word did our Super Sentence Machine create?" (Wait for the answer: MAT).

Learner Reflection

Ask Tobias: "Which part of the machine was the most fun to build—the playdough letters, the counting, or the drawing?" (This gives Tobias autonomy and reflects on different modalities.)

Assessment and Differentiation

Summative Assessment (Demonstration)

The learner successfully completes the lesson if they can:

1. Sequence the three numbered cards (1-3) correctly.
2. Orally identify the sounds for M, A, and T.
3. Produce a recognizable attempt at tracing or copying at least two of the three letters using proper grip.

Differentiation Strategies

Scaffolding (Support for Tobias)

- **Fine Motor:** Use large motor skills first (writing letters in the air, or using an entire arm to trace letters in a sand tray) before moving to paper. If copying is too difficult, focus solely on tracing or coloring inside the pre-written letters. Use hand-over-hand assistance for maintaining the grip on

the pencil.

- **Phonics:** Reduce the target letters to just two (e.g., M and A) if three is overwhelming. Use highly kinesthetic movement prompts (e.g., jump for the T sound, tap chest for M).
- **Math:** Provide strong visual cues for sequencing. If blocks are distracting, use stickers or colored dots instead of counting blocks (focus only on the order 1, 2, 3).

Extension (For Next Steps or Advanced Learners)

- **Phonics:** Introduce a new CVC word (e.g., CAT or SAT) and repeat the machine process. Focus on blending the sounds very quickly.
- **Math:** Increase the sequence requirement to 1-5, or introduce simple addition (e.g., "If we have 1 letter M and 1 letter A, how many letter pieces do we have?").
- **Writing:** Attempt to write a complete three-word sentence using high-frequency words (e.g., I see a mat). Focus on leaving a small space (finger-width) between words.