

Chapter 1, Lesson 1



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Warmup:

The teacher can begin the lesson by teaching the students the following song:

(TTTO: Head, Shoulders, Knees, and Toes)

"Sky, grass, dirt, and roots, dirt, and roots. Sky, grass, dirt, and roots, dirt, and roots. Always start your letters at the top. And draw them on the sky, grass, dirt, and roots."

The goal of the visual below is to be a model to help students remember where to begin and end their lines and curves when forming letters.

The image has four sections: 1) Sky 2) Grass 3) Dirt 4) Roots

The four sections correspond to the four points on a standard handwriting line.

The visual helps students because it gives them a point of reference for forming letters. For example, the teacher can tell students to start their letter "b" at the sky line and go down to the dirt line.

The goal of this lesson is to teach students to find and name the different lines, so they will be able to follow along with the remainder of the curriculum.

Movement:

On page 7, students can look at the visual and say the names of the lines out loud while pointing to them. Then, students can draw and recreate their own sky, grass, dirt, and roots visual.

The movement consists of a series of movements. The goal of the movement is to get students moving, make the learning active and multisensory, and help kinesthetic learners remember the concepts being taught.

This movement takes students through a series of actions to "act out" the labels for the handwriting lines.

These are the motions modeled in the movement:

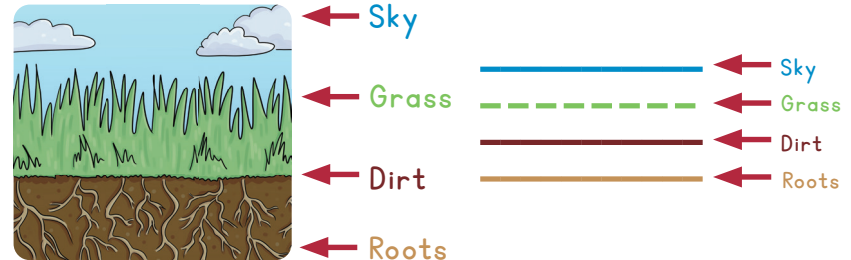
Sky - Stretch your arms up as high as you can! Reach for the clouds in the sky!

Grass - Put your arms out by your sides and roll them forward in the blades of grass!

Dirt - Bend down and touch your knees. Oh, they are dirty from the dirt! Wipe off those knees to get them clean!

Roots - Now lean down and touch your toes without bending your knees. Your toes are all the way on the bottom, inside the roots of the plants - pretend you are pulling the roots out of the ground.

Students do the sky, grass, dirt, and roots sequence twice. Then they do the roots, dirt, grass, and sky sequence twice.



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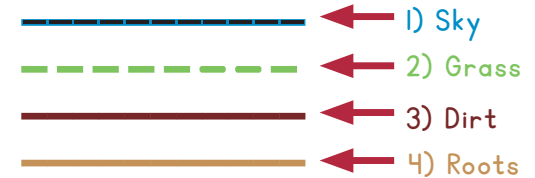
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Modeling & Guided Practice:

On page 9, the students point to the correct line on the visual in the order requested.

For example, when the instructions ask the students to point to “Sky, Grass, Dirt, Roots,” students use their index fingers to first point to the sky line (the top line), then the grass line (the second line from the top), then the dirt line (the second line from the bottom), then the roots line (the bottom line).

The teacher can also draw hearts, stars, and other shapes on different lines of the graphic and challenge students to name the line that the shape is found on. Students can, optionally, draw and trace vertical lines connecting different lines in the graphic (for example, a line that goes from the sky line to the grass line).



Independent Practice:

Page 10 contains independent practice for the students. The goal is to help the students transfer their knowledge about the handwriting lines from the visual to the standard handwriting line.

Just like the visual contains a sky, grass, dirt, and roots line, the standard handwriting line includes four lines:

Line 1 corresponds to the sky line. Line 2 corresponds to the grass line. Line 3 corresponds to the dirt line. Line 4 corresponds to the roots line.

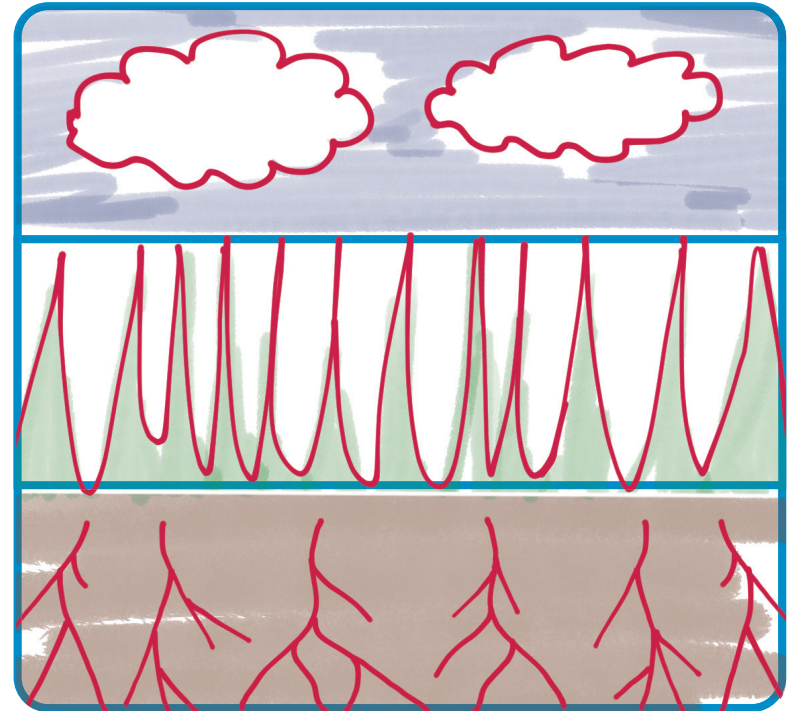
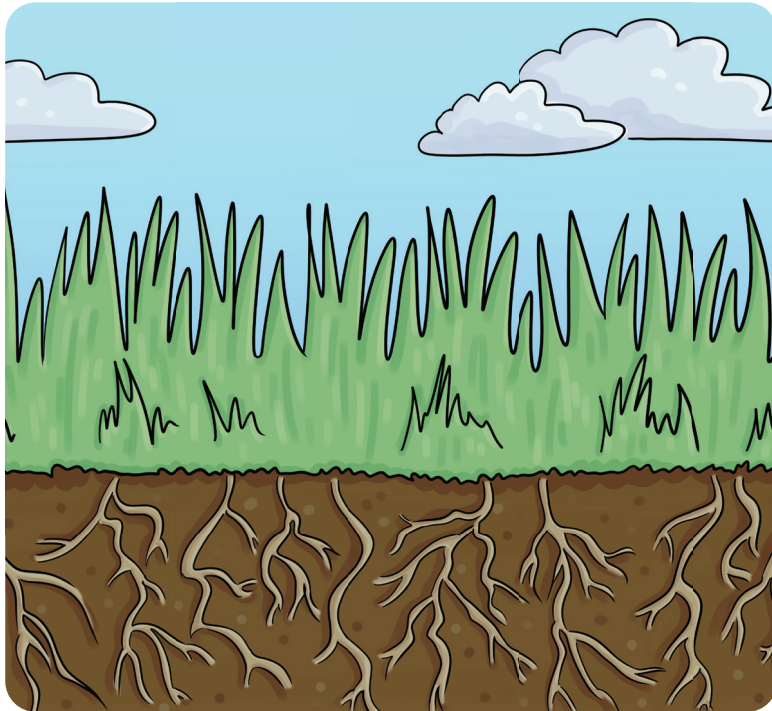
In the first exercise on the next page, students are asked to point to the requested line in a specific sequence, to demonstrate their ability to identify the names of the lines.

For example, when asked to point to “ Sky, Grass, Dirt, Roots,” students should point to first line 1, then line 2, then line 3, then line 4.

The next activity asks students to find and circle the requested line using a pencil or other writing implement, instead of merely pointing to it.

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On this page, the students can first look (👁️) at the visual and say the names of the lines out loud while pointing to them. Then, the students can draw (✍️) their own sky, grass, dirt, and roots visual, putting each component in the proper location.

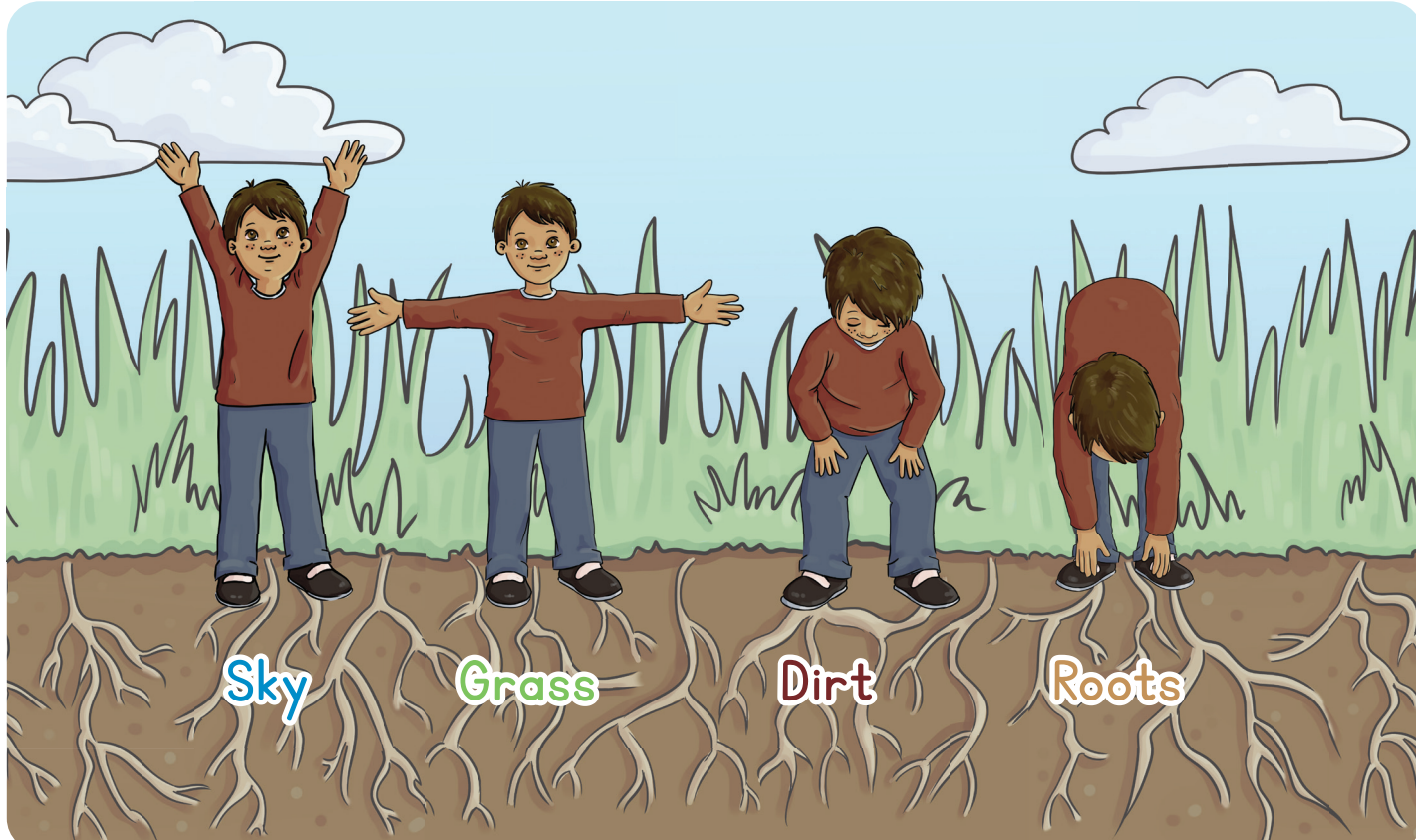


B A 3

3 A B

C 2

C 2



Do the motions: 

- 1) Sky Grass Dirt Roots
- 2) Sky Grass Dirt Roots
- 3) Roots Dirt Grass Sky
- 4) Roots Dirt Grass Sky



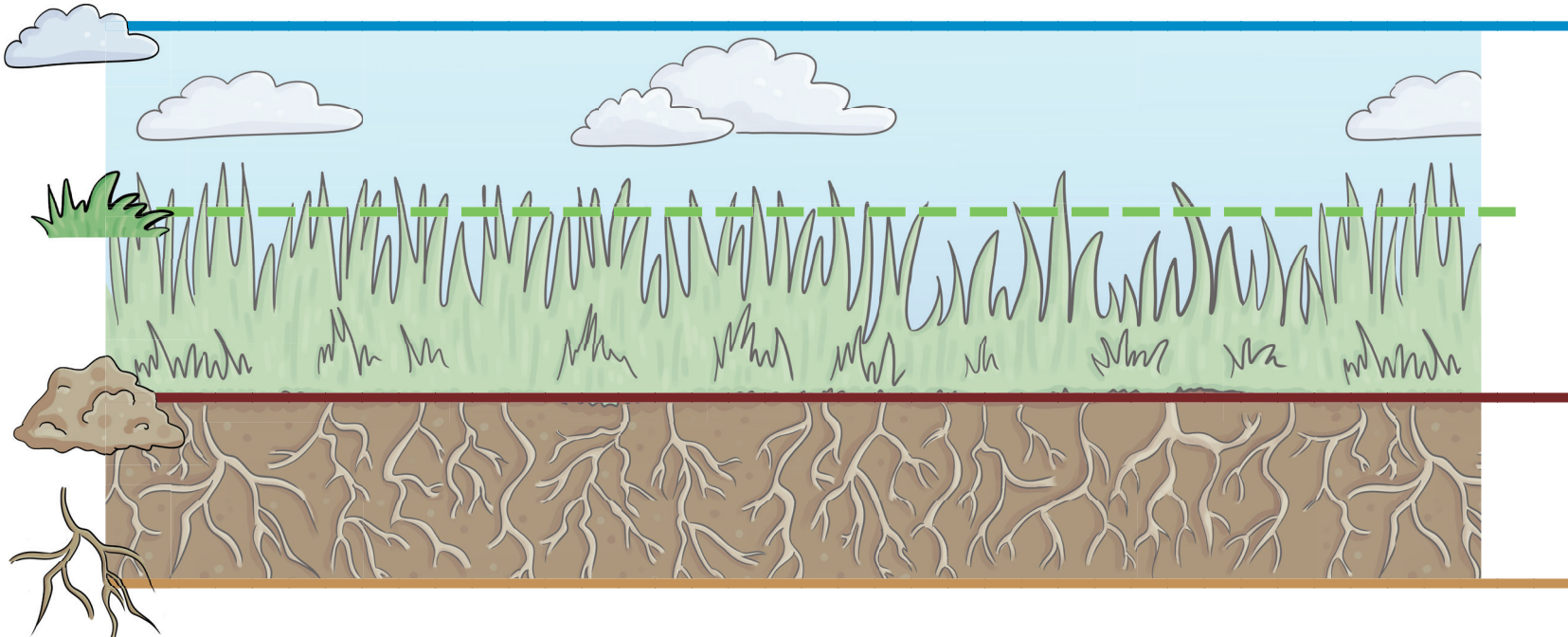


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Point:

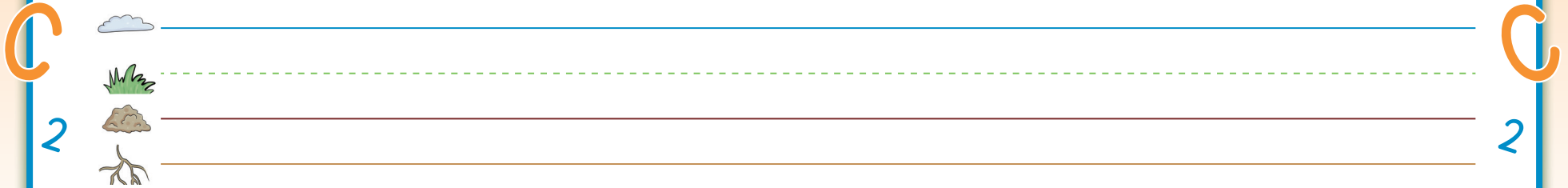
1) Sky Grass Dirt Roots

3) Dirt Sky Roots Grass

2) Roots Dirt Grass Sky

4) Grass Roots Sky Dirt



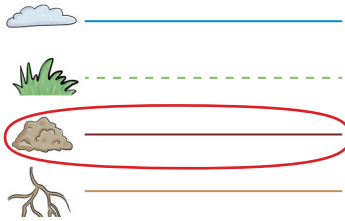


Point:

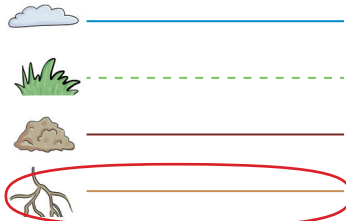
- 1) Sky Grass Dirt Roots 3) Dirt Sky Roots Grass
- 2) Roots Dirt Grass Sky 4) Grass Roots Sky Dirt

Circle:

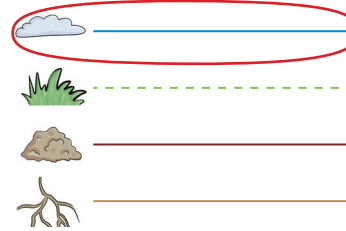
Dirt



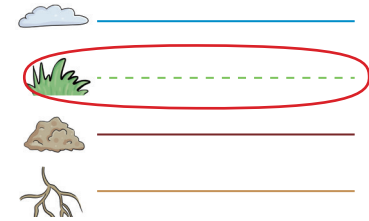
Roots



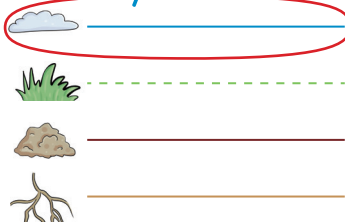
Sky



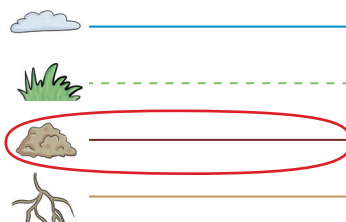
Grass



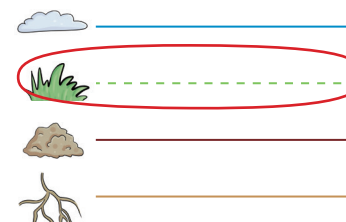
Sky



Dirt



Grass



Roots

