

*Simply Charlotte Mason presents*

THE  
CHARLOTTE MASON  
HANDWRITING  
SERIES

**CLASSIC**  
**CAPITALS**

by Sonya Shafer



# ACCOMPLISH SOMETHING PERFECTLY IN EVERY LESSON.

— CHARLOTTE MASON

THE  
CHARLOTTE MASON  
HANDWRITING  
SERIES

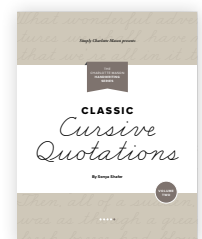
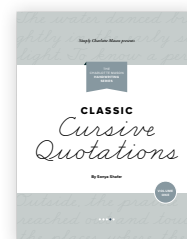
**These five-minute lessons in forming the capital letters will hold a young child's attention and help him build the skill of focusing on the task at hand.** Multi-sensory lessons with sand and a slate help your child to develop his writing muscles as he learns to control his body while making the letter shapes. Best effort is reinforced as your child is encouraged to take his time to carefully form each letter. And fun letter-play games keep lessons interesting.

For you, the teacher, each lesson includes detailed guidance so you'll know exactly how to teach the lesson. Diagrams, written instructions, and videos for forming each letter are also included.

The lay-flat binding of this all-in-one teacher and student book allows both right- and left-handed children to practice forming letters with comfort.

Start your child on the journey of handwriting with *The Charlotte Mason Handwriting Series: Capitals!*

**Short, effective  
handwriting  
lessons from  
capitals to cursive**



*Simply  
Charlotte Mason*

The Charlotte Mason Handwriting Series  
**CLASSIC CAPITALS**

by Sonya Shafer



*Classic Capitals* is part of a complete Charlotte Mason curriculum. See where this course fits in the Simply CM curriculum at [simplycm.com/curriculum](https://simplycm.com/curriculum) & QR code.

The Charlotte Mason Handwriting Series: Classic Capitals  
© 2025 by Simply Charlotte Mason

All rights reserved. However, we grant permission to make printed copies or use this work on multiple electronic devices for members of your immediate household. Quantity discounts are available for classroom and co-op use. Please contact us for details.

ISBN 978-1-61634-725-3 printed  
ISBN 978-1-61634-726-0 electronic download

Published by  
Simply Charlotte Mason, LLC  
930 New Hope Road #11-892  
Lawrenceville, Georgia 30045  
[simplycharlottesmason.com](https://simplycharlottesmason.com)

Printed in the U.S.A.

# Contents

How to Use <i>Classic Capitals</i> .....	5
How to Teach the Letters .....	6
Lesson 1: Introduce the Vertical Stroke .....	8
Lesson 2: Introduce the Horizontal Stroke .....	10
Lesson 3: Introduce <i>T</i> .....	12
Lesson 4: Write <i>T</i> .....	12
Lesson 5: Introduce <i>I</i> .....	14
Lesson 6: Write <i>I</i> .....	14
Lesson 7: Introduce <i>H</i> .....	16
Lesson 8: Write <i>H</i> .....	16
Lesson 9: Introduce <i>E</i> .....	18
Lesson 10: Write <i>E</i> .....	18
Lesson 11: Introduce <i>F</i> .....	20
Lesson 12: Write <i>F</i> .....	20
Lesson 13: Introduce <i>L</i> .....	22
Lesson 14: Write <i>L</i> .....	22
Lesson 15: Review Vertical- and Horizontal-Stroke Letters .....	24
Lesson 16: Introduce the Diagonal Stroke .....	26
Lesson 17: Introduce Another Diagonal Stroke .....	28
Lesson 18: Introduce <i>A</i> .....	30
Lesson 19: Write <i>A</i> .....	30
Lesson 20: Introduce <i>V</i> .....	32
Lesson 21: Write <i>V</i> .....	32
Lesson 22: Introduce <i>W</i> .....	34
Lesson 23: Write <i>W</i> .....	34
Lesson 24: Review Diagonal Letters <i>A, V, W</i> .....	36
Lesson 25: Introduce <i>K</i> .....	38
Lesson 26: Write <i>K</i> .....	38
Lesson 27: Introduce <i>M</i> .....	40
Lesson 28: Write <i>M</i> .....	40
Lesson 29: Introduce <i>N</i> .....	42
Lesson 30: Write <i>N</i> .....	42
Lesson 31: Review Diagonal Letters <i>A, V, W, K, M, N</i> .....	44
Lesson 32: Introduce <i>X</i> .....	46
Lesson 33: Write <i>X</i> .....	46
Lesson 34: Introduce <i>Y</i> .....	48
Lesson 35: Write <i>Y</i> .....	48

Lesson 36: Introduce <i>Z</i> .....	50
Lesson 37: Write <i>Z</i> .....	50
Lesson 38: Review All Diagonal Letters .....	52
Lesson 39: Review Vertical- and Horizontal-Stroke Letters .....	54
Lesson 40: Introduce the Curved Strokes .....	56
Lesson 41: Introduce <i>C</i> .....	58
Lesson 42: Write <i>C</i> .....	58
Lesson 43: Introduce <i>G</i> .....	60
Lesson 44: Write <i>G</i> .....	60
Lesson 45: Introduce <i>O</i> .....	62
Lesson 46: Write <i>O</i> .....	62
Lesson 47: Introduce <i>Q</i> .....	64
Lesson 48: Write <i>Q</i> .....	64
Lesson 49: Review Curved Letters <i>C, G, O, Q</i> .....	66
Lesson 50: Introduce <i>J</i> .....	68
Lesson 51: Write <i>J</i> .....	68
Lesson 52: Introduce <i>P</i> .....	70
Lesson 53: Write <i>P</i> .....	70
Lesson 54: Introduce <i>D</i> .....	72
Lesson 55: Write <i>D</i> .....	72
Lesson 56: Introduce <i>B</i> .....	74
Lesson 57: Write <i>B</i> .....	74
Lesson 58: Review Curved Letters <i>J, P, D, B, C, G, O, Q</i> .....	76
Lesson 59: Introduce <i>R</i> .....	78
Lesson 60: Write <i>R</i> .....	78
Lesson 61: Introduce <i>U</i> .....	80
Lesson 62: Write <i>U</i> .....	80
Lesson 63: Introduce <i>S</i> .....	82
Lesson 64: Write <i>S</i> .....	82
Lesson 65: Review All Curved Letters .....	84
Fine Muscle Readiness Check .....	84
Lesson 66: <i>A B C D</i> on Lines .....	86
Lesson 67: <i>E F G H</i> on Lines .....	86
Lesson 68: <i>I J K L</i> on Lines .....	86
Lesson 69: <i>M N O P</i> on Lines .....	87
Lesson 70: <i>Q R S T</i> on Lines .....	87
Lesson 71: <i>U V W X</i> on Lines .....	87
Lesson 72: <i>Y Z</i> and Name on Lines .....	88
What's Next .....	88

## **How to Use *Classic Capitals***

These short, interactive handwriting lessons are designed for students who have completed *Delightful Reading Level 1: Playing with Letters and Sounds* or who can recognize the letters of the alphabet and are familiar with the sounds they represent.

Complete two lessons per week to finish this book in a school year. Each lesson should last less than 5 minutes.

Your child will learn a stroke and then the letters that can be made with that stroke and previously learned strokes.

### **Materials Needed**

- Sand tray with sand
- Slate with slate pencil and eraser
- Pencil
- 12 index cards, self-stick notes, or scraps of paper
- A paper bag or small box
- Various household objects

# How to Teach the Letters

For each new letter, you will guide your child through these steps over two lessons:

## In the First Lesson

### 1. Observe the letter.

Show your child the model letter in this book and ask him what it is called. Ask the guiding questions given to help your child develop a habit of observation—looking closely and carefully to see what he can notice for himself.

### 2. Watch a demonstration of how to draw the letter.

Using the slate pencil on the slate, draw the letter slowly and carefully, so your child can see how it is formed. Read aloud the given description as you draw. Convenient diagrams and videos are provided to help you make sure you are demonstrating the letter correctly. You can access the videos using the QR code in each lesson.

### 3. Practice drawing the letter in sand and on the slate.

Give your child the sand tray and have him draw the letter. Have him compare it to the model in this book and your letter on the slate. Encourage him to rub out any parts that are not like the model and try again until his letter looks just like the model. Once he feels confident in making the letter correctly, erase the slate and allow him to draw one on it.

Be sure to stop the lesson while your child is still engaged. Short lessons help your child develop a habit of paying attention for the entire lesson, all the way to the last moment. Once he has that habit in place, lessons can gradually become longer as he progresses to higher grade levels.

If your child begins to lose attention partway through, stop the lesson. Go do something entirely different, that uses a different part of his brain and body, then come back and finish the lesson. Alternatively, you can set the lesson aside and finish it tomorrow.

It is important to pause and let time pass between the first and second lesson for each letter you are teaching. You want to give your child time to process what he has learned and to reinforce long-term memory by asking him to retrieve that knowledge a few days later.

## In the Second Lesson

### 1. Practice drawing the letter in sand and on the slate.

Show your child the model letter and ask if he remembers how to draw it. Give your child the sand tray and have him draw the letter. If it does not look like the model, encourage him to compare

carefully, rub out any parts that are different, and try again. Once his sand-tray letter looks just like the model, allow him to draw one on the slate.

## 2. Write the letter with pencil on paper.

Once his slate letter looks just like the model, set aside the sand tray and slate, give him a pencil, and have him write the letter four times on the page in this book. (The pages do not have lines; this is designed to allow your child to use his larger muscles as he is learning how to form the letters. Once your student knows how to form each letter, additional challenge will be given during the final lessons to write the letters on manuscript lines; but for the initial lessons in this book, he may write his letters anywhere on the page.)

Encourage your child to look closely at the letters he has written, point out the one that he thinks is best, and circle it. Choosing the best letter for himself will help your child develop a habit of giving his best effort and evaluating his own work.

## 3. Review a letter previously learned.

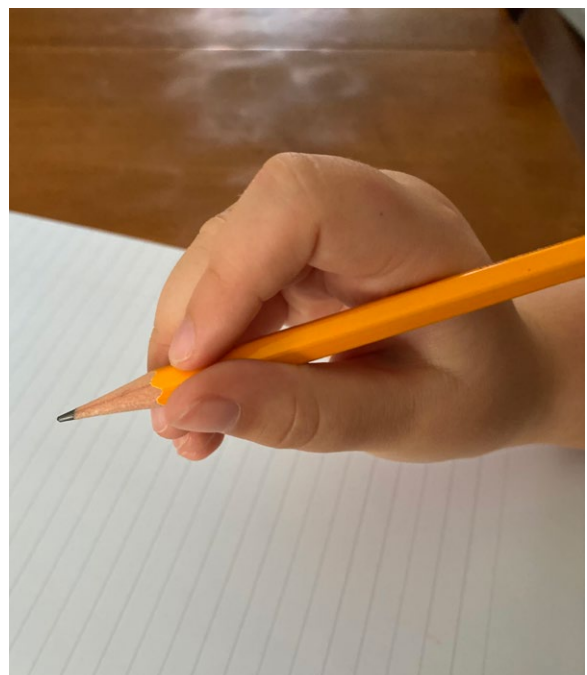
After your child has learned a letter or two, the new-letter lessons will include a step asking him to write previously-learned letters. If he needs help remembering a letter, draw one on the slate to remind him of how it looks. If he needs more practice with it, let him use the sand tray and the slate before writing the letter on the page.

Try to end each lesson on a good note, celebrating an achievement, no matter how small. Keep your standards high, but find something that your child did well, even if it is only one stroke.

## How to Hold a Pencil

Your child should hold the slate pencil in the same way as a graphite pencil.

1. Make a fist.
2. Hold out your thumb and first two fingers.
3. Touch the pads of your thumb and two fingers in a pincher grip.
4. Insert a pencil where the thumb and fingers meet.
5. Slide your middle finger slightly down so it touches the pencil on the side of the finger rather than on the tip. The thumb and two fingers should form a tripod, holding the pencil in the middle.



# Lesson 1: Introduce the Vertical Stroke

## 1. Observe the stroke.

This is called the vertical stroke: What do you notice about it? (Give your child time to express his own thoughts. Supply words as he needs them in order to help him give a description that satisfies him and to gently expand his vocabulary. For example, if he says, “It goes like this” [gesturing up and down] “rather than like this” [gesturing from side to side], you might say, “Yes, it is vertical” [gesturing up and down]. Or if he says, “It doesn’t do this” [drawing a wavy line in the air], you might reply, “That’s right, it’s straight.”)

What could this stroke become in a picture? (Have some fun imagining the stroke as a tree trunk or a fence post or the handle of a fork or spoon, etc.)

## 2. Watch a demonstration.

We can use this stroke to create many pictures; we can also use it to create many letters. Here’s how to draw it (demonstrate on the slate):

1. Start at the top.
2. Draw straight down to the bottom. Make sure the line doesn’t lean to one side or the other, but stands tall and proud.

## 3. Practice drawing the stroke.

Now it’s your turn to draw a vertical stroke in the sand tray: How is it similar to the model? How is it different?

Does any part need to be corrected?

Now you may draw a vertical stroke on the slate.

## 4. Write the stroke.

Use a pencil to see if you can write a vertical stroke on page 9.

Write three more vertical strokes, some tall and some short.



## Lesson 3: Introduce *T*

*You may want to review How to Teach the Letters on pages 6 and 7 before you begin.*

### 1. Observe the letter.

What is this letter called? Can you think of an animal name that starts with this letter?

What do you notice about the letter? Do you see the vertical stroke and the horizontal stroke?

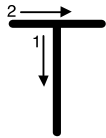
Which stroke is on top? Which one is on the bottom?

### 2. Watch a demonstration.



*Use the diagram or the video at [simplycm.com/classic-cap-t](http://simplycm.com/classic-cap-t) to make sure you are demonstrating the letter correctly.*

Here's how to draw a capital *T*:



1. Start at the top and draw a vertical stroke down to the bottom.
2. Pick up your pencil and place it to the left of the vertical stroke. Draw a horizontal stroke that sits on top of the vertical stroke and touches it in the center.

### 3. Practice drawing the letter.

It's your turn to draw a capital *T* in the sand tray: How is your letter similar to the model? How is it different? Are both sides of the horizontal stroke even, with the vertical stroke in the middle of it?

Does any part need to be corrected?

Now you may draw a capital *T* on the slate.

## Lesson 4: Write *T*

### 1. Practice drawing the letter.

Do you remember how to draw a capital *T*? Draw one in the sand tray.

Does any part need to be corrected?

Now you may draw one on the slate.

### 2. Write the letter.

Use a pencil to write four capital *T*s on page 13. Circle your best one.

T

## Lesson 22: Introduce W

### 1. Observe the letter.

What is this letter called? Think of something that you can do that begins with the letter *W*.

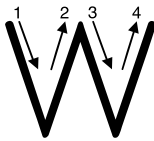
What do you notice about the letter? Do you see the diagonal strokes? How is *W* similar to *V*? How is it different?

### 2. Watch a demonstration.



Use the diagram or the video at [simplycm.com/classic-cap-w](http://simplycm.com/classic-cap-w) to make sure you are demonstrating the letter correctly.

Here's how to draw a capital *W*:



1. Start at the top and draw a diagonal stroke down to the right.
2. Stop at the bottom and draw a diagonal stroke up to the right.
3. At the top, draw another diagonal stroke down to the right.
4. When you get to the bottom, draw a final diagonal stroke up to the right.

### 3. Practice drawing the letter.

It's your turn to draw a capital *W* in the sand tray: How is your letter similar to the model? How is it different? Are the diagonal strokes slanting the correct way? Do the strokes touch at the bottom without crossing?

Does any part need to be corrected?

Now you may draw a capital *W* on the slate.

## Lesson 23: Write W

### 1. Practice drawing the letter.

Do you remember how to draw a capital *W*? Draw one in the sand tray.

Does any part need to be corrected?

Now you may draw one on the slate.

### 2. Write the letter.

Use a pencil to write four capital *W*s on page 35. Circle your best one.

### 3. Review a letter.

Do you remember how to write capital *A*? (If not, demonstrate on the slate.)

Write a capital *A* anywhere on page 35.

W

## **Lesson 24: Review Diagonal Letters A, V, W**

### **Play: Invisible Letters**

Explain that you are going to write an invisible letter on the table top. Your child should watch closely as you write and then tell you what the letter is.

Trace the letters *A*, *V*, and *W*, one at a time, on the table top with your finger, and encourage your child to guess each one after it is drawn. (For an added challenge, try writing the letters in the air.)

Once the letter is guessed, he should use a pencil to write the letter on page 37.



## **Lesson 39: Review Vertical- and Horizontal-Stroke Letters**

### **Play: Point and Write**

Show your child the letters on page 55. Have him close his eyes, or cover them with his hand, then touch the page. When he opens his eyes, he should determine which letter is closest to his finger and write it on the page.

Repeat the process until he has written three different letters.

T

I

H

E

F

L

## Lesson 40: Introduce the Curved Strokes

### 1. Observe the stroke.

These are called curved strokes: What do you notice about them? How are they different from the strokes you have learned so far? How are they different from each other?

### 2. Watch a demonstration.

Here's how to draw the curved strokes (demonstrate each one on the slate):

1. This stroke curves to the left.
2. This one curves to the right.
3. This one curves under and up.

### 3. Practice drawing the stroke.

It's your turn to draw one of the curved strokes in the sand tray: How is it similar to the model? How is it different?

Does any part need to be corrected?

Choose another curved stroke to draw. How does it compare to the model?

See if you can draw the final curved stroke.

Now you may draw the three curved strokes on the slate.

### 4. Write the stroke.

Use a pencil to see if you can write all three curved strokes on page 57.

