



LEVEL 2

A Gentle Feast

*100 Gentle Lessons
in Cursive Handwriting*

CHARLOTTE MASON HANDWRITING LESSONS

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**THANK YOU FOR PURCHASING THE 100 GENTLE
LESSONS IN CURSIVE WRITING.**

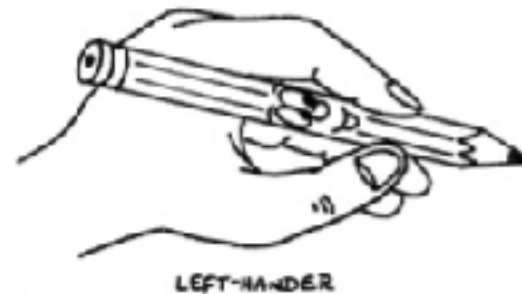
*Blessings,
Julie Ross*

Some Important Principles

1. Teach your child to hold his pencil correctly from the start.

“It would be a great gain if children were taught from the first to hold the pen between the first and second fingers, steadying it with the thumb. This position avoids the uncomfortable strain on the muscles produced by the usual way of holding a pen—a strain which causes writer's cramp in later days when there is much writing to be done. The pen should be held in a comfortable position, rather near the point, fingers and thumb somewhat bent, and the hand resting on the paper. The writer should also be allowed to support himself with the left hand on the paper, and should write in an easy position, with bent head but not with stooping figure. It would be unnecessary to say that the flat of the nib should be used if children had not a happy gift for making spider marks with the nib held sideways. In all writing lessons, free use should be made of the black-board by both teacher and children by way of model and practice.” -Charlotte Mason, Volume 1 p. 239

If your child has poor pencil grip, I recommend using half a crayon on these beginning lessons over a pencil. This will help ensure proper pencil grip. Taking the time to instill a proper grip from the beginning will make handwriting much easier for your child down the road.



2. Ensure proper desk height, posture, and paper placement.

“For the writing position children should sit so that light reaches them from the left, and desk or table should be at a comfortable height.” -Volume 1, p. 239

Your child should be able to reach the floor with their backs straight up against the back of their chair. Do not allow your child to do their handwriting on the floor, laying on the couch, or in any other improper position. This will only lead to bad habits down the road.

POSTURE

Feet flat on the floor
Back upright against back of chair
Elbows off table
Shoulders down

PAPER PLACEMENT

The paper should be tilted up with the writing hand.



LEFT-HANDED



RIGHT-HANDED

3. Model each letter on a chalkboard and let your child practice on that before moving to pencil and paper.

“One letter should be perfectly formed in a day, and the next day the same elemental forms repeated in another letter, until they become familiar. By-and-by copies, three or four of the letters they have learned grouped into a word--'man,' 'aunt'; the lesson to be the production of the written word once without a single fault in any letter. At this stage the chalk and blackboard are better than pen and paper, as it is well that the child should rub out and rub out until his own eye is satisfied with the word or letter he has written.” - Volume 1, p.234

4. Do not let slipshod habits develop.

“I can only offer a few hints on the teaching of writing, though much might be said. First, let the child accomplish something perfectly in every lesson--a stroke, a pothook, a letter. Let the writing lesson be short; it should not last more than five or ten minutes. Ease in writing comes by practice; but that must be secured later. In the meantime, the thing to be avoided is the habit of careless work--humpy m's, angular o's.” - Volume 1, p. 233

5. Keep lessons short and focus on a few perfect letters.

“Let the writing lesson be short; it should not last more than five or ten minutes.”

Volume 1 p.233

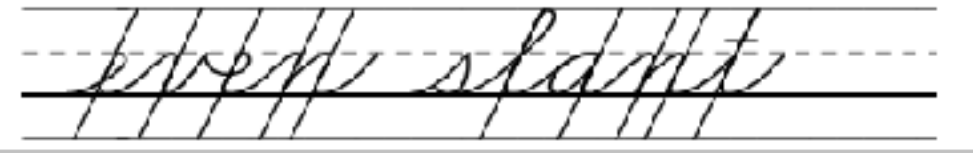
“His writing task is to produce six perfect m's: he writes six lines with only one good m in each line, the time for the writing lesson is over and he has none for himself; or, he is able to point out six good m's in his first line, and he has the rest of the time to draw steamboats and railway trains.” - Volume 1, p.143

6. Have your child point out the errors between his writing and the model.

“If he produces a faulty pair, get him to point out the fault, and persevere until he has produced his task; if he does not do it to-day, let him go on to-morrow and the next day, and when the six perfect strokes appear, let it be an occasion of triumph. Closely connected with this habit of 'perfect work' is that of finishing whatever is taken in hand. The child should rarely be allowed to set his hand to a new undertaking until the last is finished.”-Volume 1 p.160

I always have my child circle their best letter, and we talk about why she picked that one. This is similar to what Miss Mason says above, but with a more positive spin.

7. Cursive letters should be on a forward slant.



8. Letters should touch the top or middle and bottom line.

dad



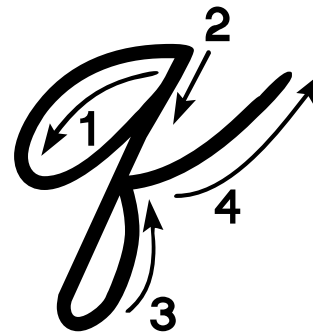
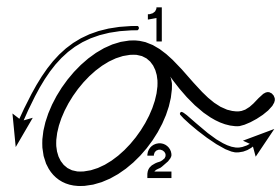
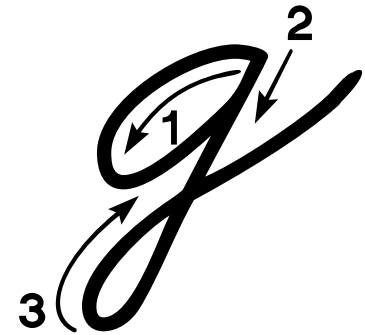
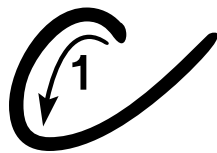
dad



Table of Contents

1. c	21 e	Capitals	67 F
2. a	22 l	43 C	68 E
3. d	23 b	44 A	69 D
4. g	24 h	45 O	70 review
5. combo	25 review	46 Q	71 P
6. o	26 f	47 review	72 R
7. q	27 k	48 N	73 B
8. combo	28 combo	49 M	74 review
9. i	29 more combo	50 H	75 1
10. t	30 m	51 K	76 2
11. u	31 n	52 U	77 3
12. w	32 y	53 Y	78 4
13. combo	33 combo	54 Z	79 5
14. words	34 words	55 V	80 6
15. review	35 sentences	56 W	81 7
16. s	36 x	57 X	82 8
17. r	37 v	58 review	83 9
18. j	38 z	59 I	84 10
19. p	39 combo	60 J	85 review numbers
20. words	40 words	61 S	86 counting
	41 words	62 G	87-89 review
	42 sentences	63 L	90-100 Poetry
		64 review	
		65 words	
		66 T	

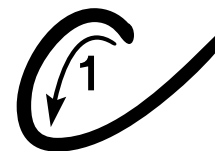
C Stroke Letters



Lesson

1

clouds



CHARLES ADAMS PLATT. AFTERNOON CLOUDS. C. 1887

Lesson
1



c c c c

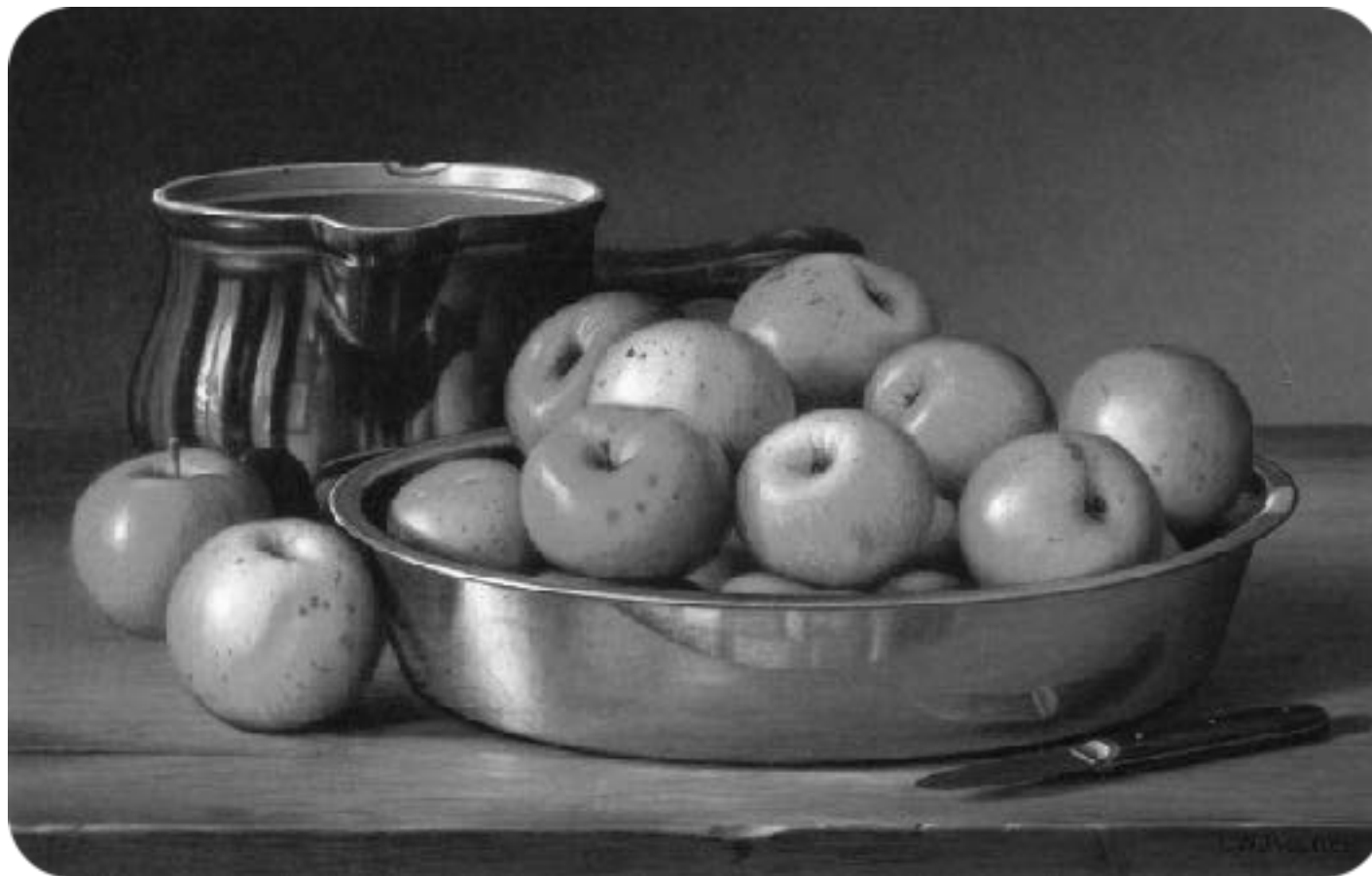
c c c c

cc cc cc cc

Lesson

2

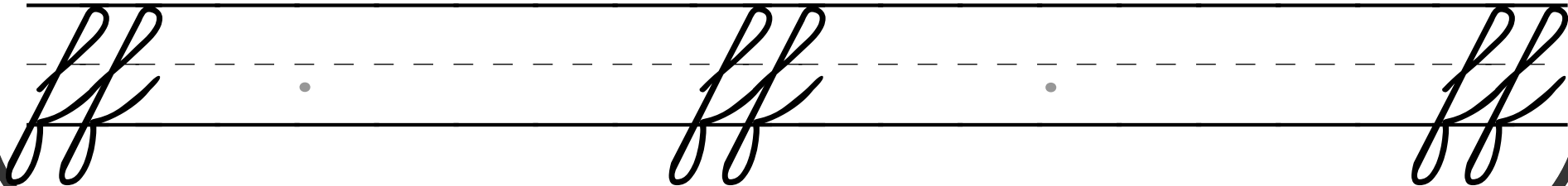
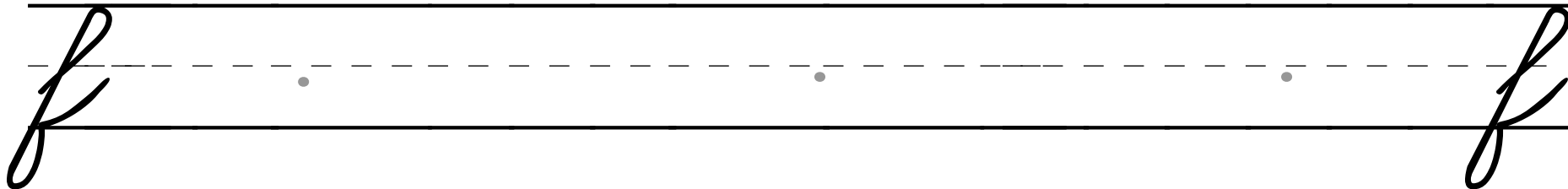
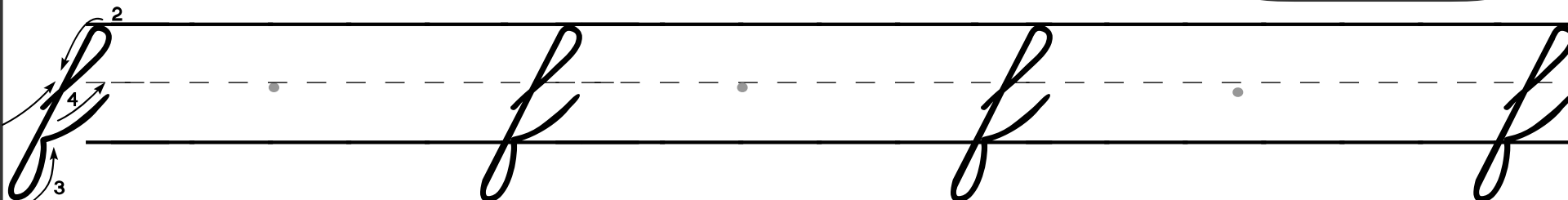
apples



LEVI WELLS PRENTICE. AN ABUNDANCE OF APPLES. C. 1892

Lesson

26



oo

oo

hh

hh

uu

uu

uuu

uuu

Curved Letters

