

Corrected copy - June 1949

Your Child
in the Elementary Grades
A HANDBOOK FOR PARENTS



WATERTOWN PUBLIC SCHOOLS
WATERTOWN, WISCONSIN

ELEMENTARY SCHOOL STAFF

1948-49

Harley J. Powell.....	Superintendent of Schools
Charles Frolik.....	Supervisor
William Guyer.....	Vocal Music
Harry Hird.....	Speech Correction
Claire Richter.....	Art
Helen Reilly.....	Opportunity Room

DOUGLAS SCHOOL

Joseph Checota.....	Principal, Grade 6
Eileen Parrinello.....	Grade 5
Ethel Bredow.....	Grade 4
Edna Weigel.....	Grade 3
Elsa Rose.....	Grade 2
Elsie Brumm.....	Grade 1
Ina Kuehnemann.....	Kindergarten

LINCOLN SCHOOL

Melvin Damrow.....	Principal, Grade 6
Margaret Sommerfeld.....	Grade 5
Della Andersen	Grade 4
Alberta Alexander	Grade 3
Helen Kusel	Grade 2
Irene Gonske	Grade 1
Bette Crownhart	Kindergarten

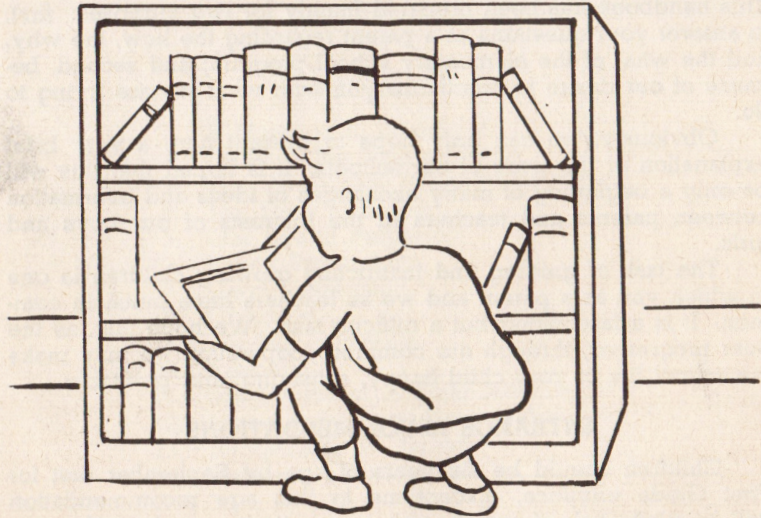
WEBSTER SCHOOL

Lula Farrell.....	Principal, Grade 6
Ina Trogstad	Grade 5
Joyce Rathke.....	Grade 4
Carolyn Sorenson	Grade 3
Marian James.....	Grade 2
Alice Krueger.....	Grade 1
Emily Scott	Grades 1 and 2
Isma Kotchian	Kindergarten, 1st Semester
Ruth Woodworth	Kindergarten, 2nd Semester
	<i>Grades 3 and 4</i>
	<i>Kindergarten</i>

THE ELEMENTARY SCHOOL CURRICULUM

The curriculum of the elementary grades may be divided into four major areas:

- a. Language Arts—reading, language, speech, writing and spelling.
- b. Numbers or arithmetic
- c. Social Studies—health, science, history, and geography
- d. Creative Arts—music, art, and rhythm.



Reading—

Naturally, we all look forward to the time when our child will be able to read. However, not all children are ready to read at the same time nor do they progress at an equal rate. We must base our program of reading instruction upon this "readiness" for reading at the various grade levels.

If your child is mature and self-reliant, has good sight and hearing, has been trained to listen and to follow directions, can speak distinctly, likes to listen to stories and to look at picture books, and has had a normal and healthy pre-school life he probably is ready to learn to read and will experience little difficulty.

How rapidly your child progresses in reading depends to a large extent upon his health, his regular attendance, his ability to "stick" to a job until it is done, his attitude toward school and the teacher, as well as his learning rate. You can help him to build the proper attitudes by reading to him, by encouraging him to discuss with you what he sees and does, by listening to him read material at his interest and ability level, and by being interested in what he says about and brings from school.

Each classroom is provided with modern basic readers chosen to promote the development of reading skills and to widen reading interests. In the three upper elementary grades, each year's work centers around eight major units. These are:

- a. Americans of Today
- b. Our Nation's Early Progress
- c. Man-made Wonders of Today
- d. Stories of Fun and Fancy
- e. World Neighbors
- f. Nature
- g. Defenders of Freedom
- h. Stories That Never Grow Old

Phonics is taught throughout the six elementary grades as one method of word-attack.

Language, Speech, and Spelling—

Language and good speech are of the greatest importance to your child. They are his means of contacting others and of expressing his own emotions. Through story telling, dramatization, original writing, and discussion he is helped to grow in this means of expression. Children who are too shy or too forward are assisted in adjusting themselves to the group.

A speech correctionist is available to help children overcome special or unusual handicaps.

The formal teaching of spelling begins in Grade Two and continues through the Sixth Grade. Children are taught a method of learning to spell a word independently as well as a word list. The basic word list presented in these grades serves about 95% of the spelling needs of the average adult.

Writing—

Manuscript writing is taught to beginning pupils because it is so familiar to the print in the child's books. Because this form

~~familiar~~
similar

of writing is based upon straight lines and circles, the letters are quickly learned. You can help your child by continuing the use of manuscript writing through the first two grades when you are working with him. The transition to regular cursive writing is made during the third year with comparative ease.

Definite planned instruction is given in handwriting through the Sixth Grade. Attempts are made to correlate the work of the writing period with the daily activities of the child in order to facilitate the transfer of essential skills.

Numbers—

Number experiences in the first two grades are built around the child's daily contact with numbers such as counting, reading numerals, measuring, playing games, shopping, etc. We feel that an adequate understanding of number relationships in these grades is of far more importance as a background for formal arithmetic instruction than drill in number skills.

Arithmetic books are introduced in the Third Grade and the program of instruction is continued through the Sixth Grade. Topics which receive major emphasis in each grade are as follows:

Grade Three—

Number relationships
Addition and subtraction

Grade Four—

Multiplication and division

Grade Five—

Division with two-figure divisors
Introduction to fractions

Grade Six

Fractions
Introduction to decimals.

Social Studies—

Our social studies program attempts to provide the child with a better understanding of the world about him. With his interests in nature and the people near him as a basis, he is led into a study of his home, his school, his community and its members, his state, his nation, and foreign lands.

In the primary grades, social studies includes science and health as well as parts of the program outlined above. Instruction in science and health as separate subjects is begun in the

Third Grade. Geography and history are taught as individual subjects in the two upper grades.

The major topics treated in each grade in the social studies program include:

Grade One—

Seasons of the year
Activities of the seasons

Grade Two

Our community and its workers

Grade Three—

Indians and pioneers

Grade Four—

Life in typical climatic regions of the world

Grade Five—

History and geography of our continent

Grade Six—

History and geography of the Old World.

Creative Arts—

The child is given time each day for instruction in and the use of music, art, and rhythm as a means of self-expression. Special supervisors assist the classroom teacher in the development of the program in these areas.

THE DAILY SCHEDULE

The time of the school day for the various grades is as follows:

Grades one and two

8:45 A. M.—11:30 A. M.
1:15 P. M.— 3:30 P. M.

Grades three, four, five and six

8:45 A. M.—11:45 A. M.
1:15 P. M.— 3:45 P. M.



OUR HEALTH PROGRAM

Good health is a vital factor in promoting a happy and successful school life. We attempt to develop the right attitudes toward health through both informal experiences and formal instruction.

Your child will become acquainted with the Public Health Nurse and the Dental Hygienist, both of whom carry on a program of health education through examination and instruction.

A well-balanced program of physical education has been set up insofar as our building facilities will allow. Children are encouraged in building up ideals of sportsmanship along with the principles of physical growth.

Milk is available each day for mid-day nourishment at a nominal cost.

Children who show signs or symptoms of illness such as the following should not be sent to school:

- a. Sore throat or earache
- b. Colds and nasal discharges
- c. Swollen glands
- d. Fever
- e. Skin rashes
- f. General signs of listlessness

Rule 17 of the State Board of Health requires all teachers to

send home, without delay, any pupil who is obviously sick even if the ailment is unknown. Parents are requested to contact the teacher regarding the cause of a child's absence from school.

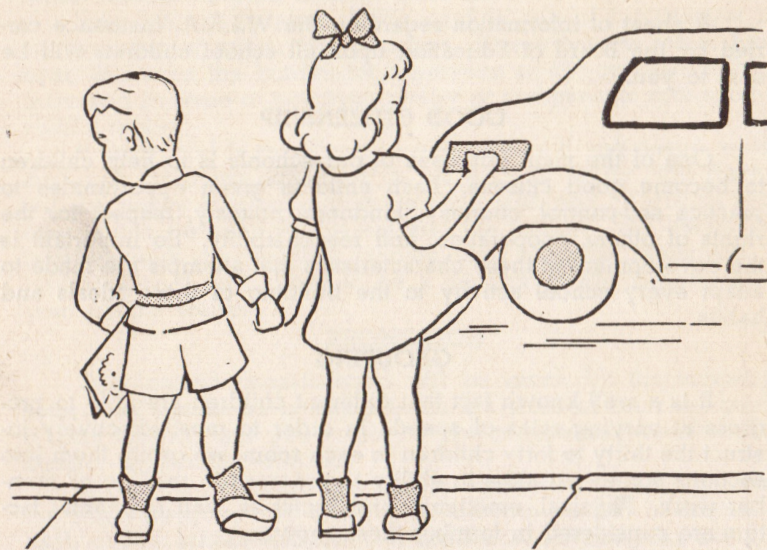
If the dental hygienist finds any defects in your child's teeth when she makes her first inspection, she will give him a card to be taken to the family dentist. After the necessary work has been done, the dentist will sign the card and the child is asked to return it to his teacher.

SAFETY PRECAUTIONS

In order to protect and to assist your child in going from school, patrol boys are stationed at the corners.

The playgrounds at school are supervised and regulated during play periods.

Fire drills are held at regular intervals to teach children the proper manner of leaving the building without running or crowding.



You can help to protect your child by not allowing him to bring wagons, sleds, scooters, or roller skates to school.

In regular school discussions, the child is also instructed in the meaning of safety. Habits such as the following are encouraged:

- a. Walking on the sidewalks.
- b. Crossing streets carefully only at the corners.
- c. Considering the policeman as a friend and helper.
- d. Following directions during a fire drill.
- e. Entering and leaving the building in a proper way and walking up and down the stairs.
- f. Proper respect for the safety of others.

Every effort is put forth to prevent accidents. However, if an accident should occur, the procedure is as follows:

- a. First aid is given as soon as possible.
- b. The home is contacted at once.
- c. In case the home cannot be reached, the family physician is contacted by the school.

A sheet of information regarding the W.I.A.A. insurance carried by the Board of Education upon all school children will be sent to you.

GOOD CITIZENSHIP

One of the main purposes of our schools is to help children to become good citizens. Each child is given opportunities to practice self-control, courtesy, kindness, honesty, respect for the rights of others, cooperation, and responsibility. So important is the development of these characteristics that attempts are made to adapt every school activity to the building of these ideals and habits.

GROUPING

It is a well known fact that different children are able to progress at varying rates of speed. In order to most effectively instruct the thirty to forty children in each room, we group them into sections somewhat alike in ability to progress in reading or number work. Physical, emotional, and social as well as mental factors are considered in forming these groups.

These groups are flexible, and an individual child often needs to be transferred from one to another depending upon the quality of his work. The welfare of the child is at all times the primary consideration.

A testing program is carried out to assist us in making this placement. Various achievement, mental maturity, and diagnostic tests are administered during the school year. The test results thus obtained are of tremendous importance in helping us to work with your child.

REPORTS TO PARENTS

Reports of the child's progress are distributed on the Wednesday following the close of each six week period. We hope that you will read the report carefully and work with us in helping your child toward a program of continuous progress.

The ultimate aim for the child for both the parent and the teacher is good citizenship and a wholesome life as well as scholastic achievement. In order to help you to visualize your child's growth in social and personality adjustment, one section of the report card is devoted to these qualities.

Your interest in your child's card is one of his greatest incentives toward satisfactory progress. Please bear in mind, however, that often the burden for a nervous or discouraged child is increased because of too much rivalry or comparison with another child's report.

If your child is experiencing difficulty or if you desire to discuss any problems pertaining to his work in school, the teacher will be happy to arrange a conference with you. Through such cooperation between the parent and the teacher, bad habits that interfere with the learning process may often be remedied. A visit to school may prove to be a very profitable investment in your child's welfare.

PROMOTION

Very careful consideration will be given by the school to each child before he is asked to do the work of the next grade. If you suspect that your child is not progressing satisfactorily, contact the teacher at once.

Prior to the close of the year, a conference is held between the superintendent, the supervisor, and the teacher in regard to each child's school welfare. All aspects of his progress are con-

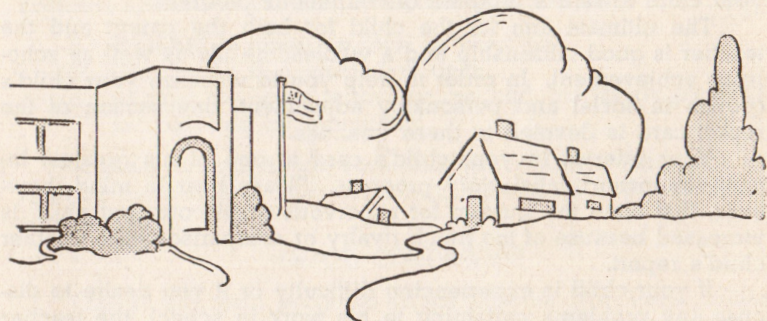
sidered, as well as the results of the various tests which have been administered. A child is asked to repeat a grade only when it is considered as absolutely essential to his future welfare to do so.

IMPORTANCE OF REGULAR ATTENDANCE

Please do your best to send your child to school regularly unless he is ill or has symptoms of illness.

A child who does not attend regularly soon becomes discouraged because he cannot keep up with his group. It is extremely difficult for a child to "make-up" much of the foundation training which he receives in the elementary school.

HOME AND SCHOOL COOPERATION



Only through the full cooperation of the home and the school can the child's progress be best attained. We will do our best to guide your child through a happy and successful school year.

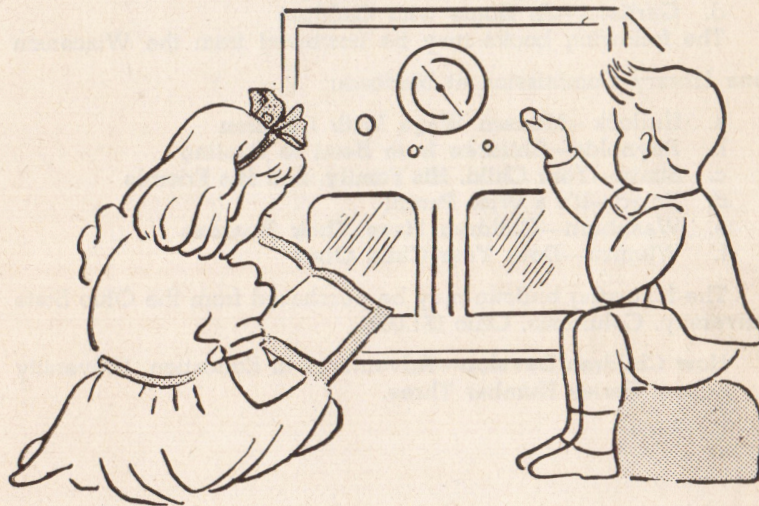
We are anxious to have you see your child as a member of his group and to have you become acquainted with the regular activities of the classroom. When you visit the classroom, you give your child a feeling of cooperation between his parent and his teacher.

Please feel free to visit us at any time.

SUGGESTIONS TO PARENTS

To help us in guiding your child most effectively during his elementary school period, we suggest your cooperation in procedures such as the following:

- a. That you provide him with as varied an experience background as possible.
- b. That you appreciate the work he brings home and assist him in constructively evaluating it.
- c. That you give him an opportunity to own and to use his own books and equipment.
- d. That you teach him respect for necessary rules and principles of health and safety.
- e. That you exercise judgment in the type and number of movies and radio programs which your child sees and hears.
- f. That you do not send your child to school more than fifteen minutes in advance of the opening time.
- g. That you notify the teacher in advance as to the probable date of withdrawal if your child is to leave school at any time during the year.



- h. That you do your best to give your child well-balanced, nutritious meals, and discourage candy eating between meals.
- i. That you take advantage of the immunization clinics which

are held each year.

- j. That you help your child to receive sufficient rest and sleep so that he can do his best work in school. **The Wisconsin Handbook on Health** recommends the following:

Hours of Sleep	Age of Child
12 or 13	4 to 8 years
11½	9 to 11 years
10 or 10½	12 to 13 years

REFERENCES FOR PARENTS

The following books on child development are available at the Watertown Public Library:

- a. Post—**Children Are People**
- b. Leonard, etc.—**The Child at Home and School**
- c. Blatz—**Understanding the Young Child**
- d. Garrison—**At Home with Children**

The following books may be borrowed from the Wisconsin

Free Library Commission at Madison:

- a. Hurlock—**Modern Ways With Children**
- b. Reynolds—**Children from Seed to Sapling**
- c. Strain—**Your Child, His Family, and His Friends**
- d. Smart—**It's a Wise Parent**
- e. Washburn—**Children Have Their Reasons**
- f. Wieman—**Does Your Child Obey**

The following bulletin may be purchased from the Ohio State University, Columbus, Ohio (\$1.00):

How Children Develop—Adventures in Education, University School Series Number Three.