



Mrs. Mumaw's 4th Grade

Welcome, Parents!

Start Time
1st Bell-8:35
8:40

jmumaw@troyk12.mi.us
www.mumaw.weebly.com

End Time 3:34
1/2 day-12:16

Special Schedule

1A/2A Day-Music
1B/2B Day-PE
1C/2C Day-Spanish/Media
1D/2D Day-Art

End of Marking
Period Dates

1st Nov 6
2nd- Jan 21
3rd- March 31
4th- June 17

lpad

Help Desk-
248-823-5092
helpdesk@troy.k12.mi.us

Martell Elementary
5666 Livernois
Troy, MI 48098
(248) 823-3800

The 7 Habits of
Happy Kids

1. Be Proactive
2. Begin with the End in mind
3. Put First things first
4. Think Win-Win
5. Seek first to Understand,
Then to be Understood
6. Synergize
7. Sharpen the Saw

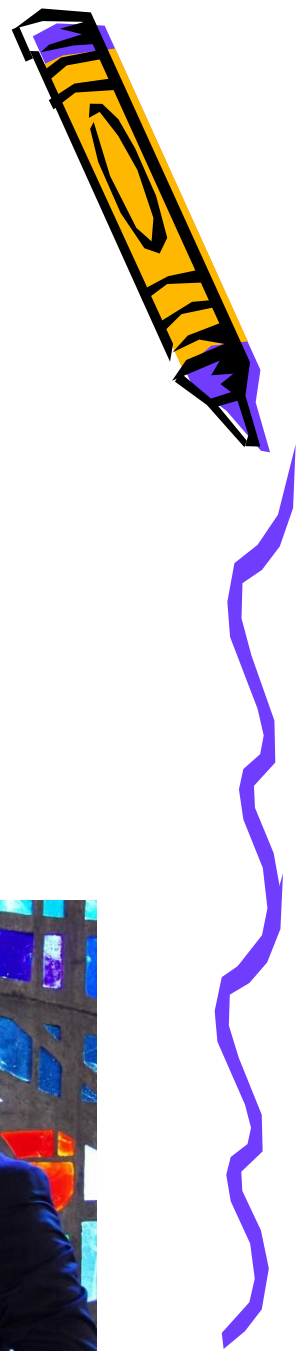
Mrs. Mumaw
4th Grade
Rm 23

HOLIDAYS /BREAKS

Nov 5 & 6- 1/2 Days
Nov 18 & 19- 1/2 Days-Parent/teacher conferences
(afternoon & evening)
Nov 25-27-Thanksgiving Break
Dec 21-Jan 1-Winter Break
Jan 18-No School
Jan 21 & 22- 1/2 Days
Feb 15- No School
March 9 & 10-Parent/teacher conferences (evening)
March 25-No School
March 31st- 1/2 day
April 1-8-Spring Break
May 30-No School
June 16 & 17- 1/2 Days

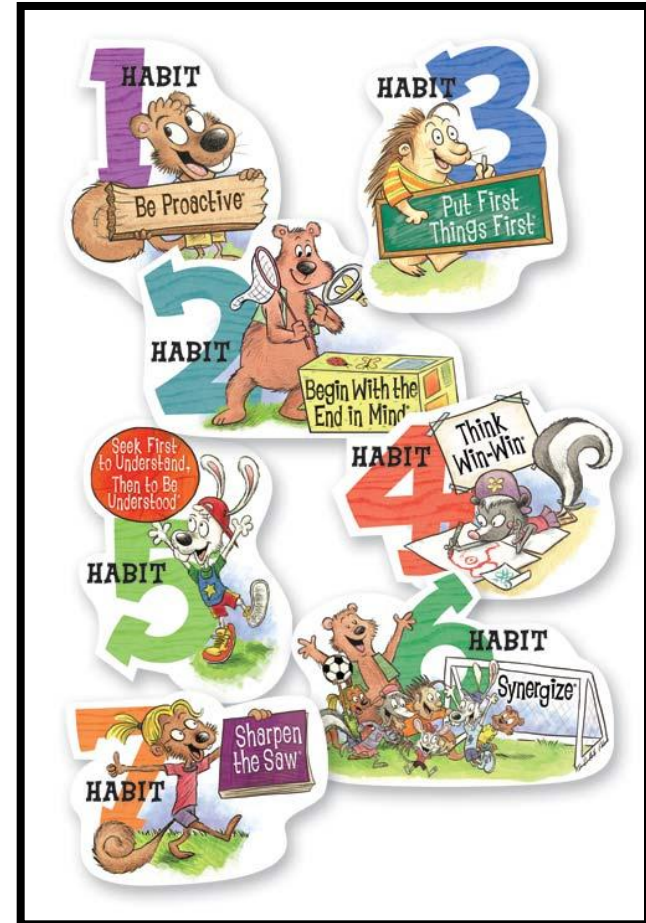
Mrs. Mumaw

- Born and raised in St. Louis
- Went to undergrad at St. Mary's of Notre Dame
- Graduate School at Roosevelt University
- Married to my wonderful husband Ben for 9 years
- Taught in Chicago Public Schools for 3 years
- This is my 9th year teaching in Troy
- Live in Lake Orion and have a 5 year old boy, Ike and a 20 month old daughter, Vivian.
- We are expecting our 3rd child in January

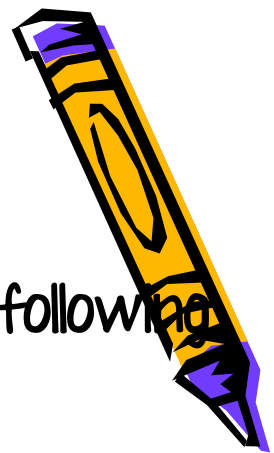


The Leader in ME

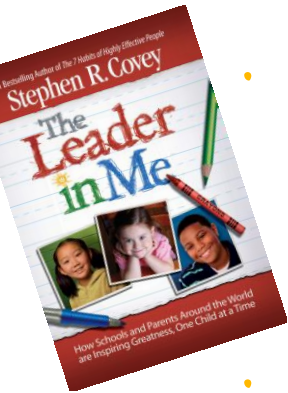
- Be Proactive
- Begin With the END in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, then to be Understood
- Synergize
- Sharpen the Saw



WHY? The Leader in ME



- The Leader in Me benefits schools and students in the following ways:



- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century.

Decreases discipline referrals.

- Teaches and develops character and leadership through existing core curriculum.
- Improves academic achievement.
- Raises levels of accountability and engagement among both parents and staff.

- *As you teach these principles to young students, you will be creating a generation of leaders, one child at a time."*



Cultures of Thinking



Time Allocating time for thinking by providing time for exploring topics more in depth as well as time to formulate thoughtful responses.

Opportunities Providing purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom.

Routines & Structures Scaffolding students' thinking in the moment as well as providing tools and patterns of thinking that can be used independently.

Language Using a language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

Modeling Modeling of who we are as thinkers and learners so that the process of our thinking is discussed, shared, and made visible.

Interactions & Relationships Showing a respect for and valuing of one another's contributions of ideas and thinking in a spirit of ongoing collaborative inquiry.

Physical Environment Making thinking visible by displaying the process of thinking and development of ideas. Arranging the space to facilitate thoughtful interactions.

Expectations Setting an agenda of understanding and conveying clear expectations. Focusing on the value for thinking and learning as outcomes as opposed to mere completion of "work."



Basic Tips

- Snacks-healthy
- Water only
- Birthday treats-The new district policy is no birthday treats.
 - Birthday book
 - Indoor Recess Games
- Check backpack! (Agenda, ipad, Math Homework/remembering book)
- Sign Agenda and Check website
- Please communicate with me by email
- Check our classroom website

www.mumaw.weebly.com

- Remind 101

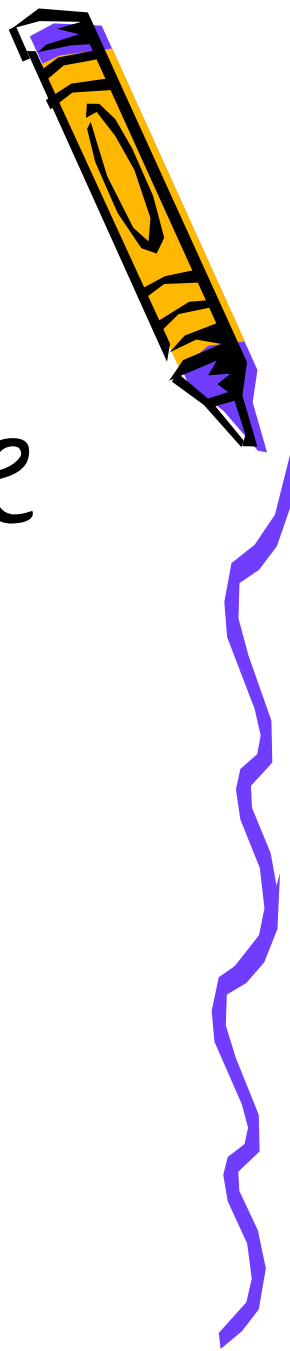


Remind 101

- Send this text message

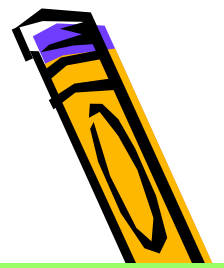
@a85c25

To 81010





ipads



● At School

1. They are an educational tool NOT a toy.
2. We will use apps to help explain our thinking.
3. I will erase anything non school related to make room for classwork.
4. I will take it away if it is being used as a toy and stopping learning.

● At Home

1. Please charge it each night.
2. Please charge it in a common area, not your child's bedroom.
3. Please check your child's history often to see what they have been doing on their iPad.
4. Please look at music they may be listening to. Or create a playlist for them that you approve.
5. Please look at the apps they have downloaded and limit time. (No more than 1hr./day)



Grading Scale

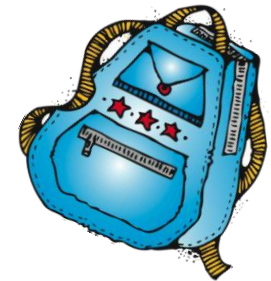
A+	98 - 100%
A	93 - 97
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 83%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
E	59% and below

- Use Letter Grades: A, B, C, D, E

- Late assignments remain a zero until completed

- Missing assignments to be completed before going out to recess

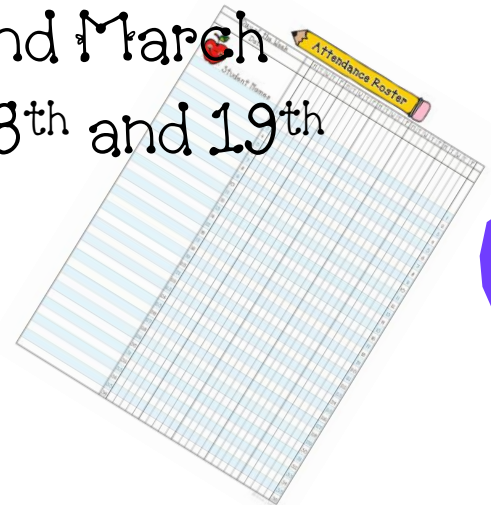
- If a student is struggling to meet the standard(s), I will provide you with more information to help your child improve.



Report Cards & Conferences



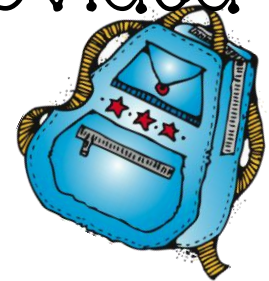
- Report cards go out 4 times a year (November, January, April and June)
- Grades will be available on HAC (information to be sent home)
- Conferences are held in November and March
- November Conferences will be the 18th and 19th
- Sign up will be electronically



Report Cards & HAC



- No more edline
- Students will be receiving a paperless report card that can be viewed on HAC
- Student's grades can be viewed on HAC as they are updated throughout the marking period.
- Account information will be provided by the district.



Absent Make up Work

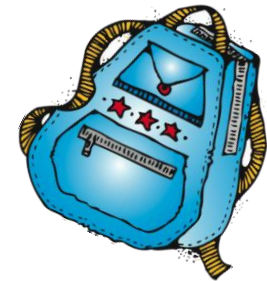
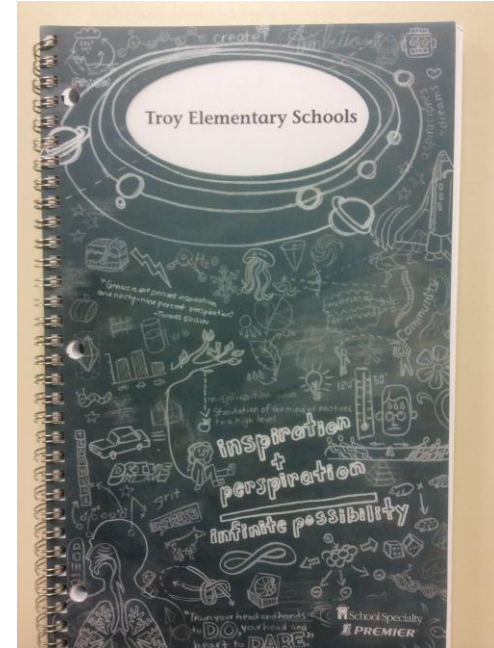


- Any work missed while absent will be made up when the child returns
- Inform the office as early as possible if work is to be picked up
- Homework is not provided for planned absences of a week or more



Agenda

- Completed daily in classroom
- To be checked and signed by parent
- Keeps student and parent informed of assignments and tests



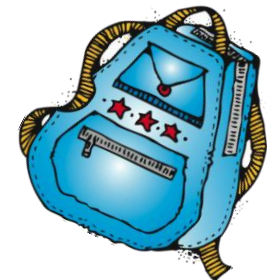
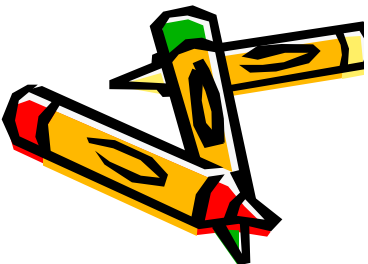
Weekly Report

Weekly Report



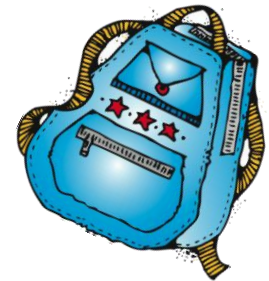
+ Excellent ✓ Satisfactory - Needs Improvement

Date	Missing/Late Work	Behavior	Parent Signature
9/12			
9/19			
9/26			
10/3			
10/10			
10/17			
10/24			
10/31			



Homework

- Each student has a homework folder
 - One side is for homework, the other side is items to keep at home.
 - Please look through homework folder every night and clean out.
 - Monthly Special calendar
- Daily Homework
 - Read 20-25 minutes
 - Vocabulary Words-Exercises & Test every Thursday
 - Math Lessons-Assigned every night, collected on Mondays
 - Leave all the pages in the book.
 - Graded on completion and effort
 - Do not go ahead



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)



Homework & Remembering



1-3

Name _____

Date _____

Homework

Use place value drawings to help you solve each problem. Label your answers.

At Kyle's birthday party, he gave each of his 8 friends a bag. Each bag had 10 party favors.

1. How many favors did Kyle give out altogether?

A farmer had 612 tomatoes. He put them in baskets of 100.

2. How many baskets did he fill completely?

3. How many tomatoes were left over?

At the library, Eric is placing 112 books on shelves. Each shelf holds 10 books.

4. How many shelves can Eric fill completely?

5. How many books will be left over?

Write the number for the words.

6. one hundred sixty-seven _____ 7. eighty-two _____

8. one hundred twenty _____ 9. fifteen _____

10. four thousand one hundred six _____

11. one thousand ninety-nine _____

1-3

Name _____

Date _____

Remembering

Add or subtract.

1. $\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$ 2. $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$ 3. $\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$ 4. $\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$ 5. $\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$

6. $\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$ 7. $\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$ 8. $\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$ 9. $\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$ 10. $\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$

11. $\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$ 12. $\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$ 13. $\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$ 14. $\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$ 15. $\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$

16. $\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$ 17. $\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$ 18. $\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$ 19. $\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$ 20. $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$

Complete.

21. $7 + 9 = \underline{\quad}$ 22. $3 + 9 = \underline{\quad}$ 23. $6 + 6 = \underline{\quad}$

$70 + 90 = \underline{\quad}$ $30 + 90 = \underline{\quad}$ $60 + 60 = \underline{\quad}$

$700 + 900 = \underline{\quad}$ $300 + 900 = \underline{\quad}$ $600 + 600 = \underline{\quad}$

24. $8 + 5 = \underline{\quad}$ 25. $7 + 4 = \underline{\quad}$ 26. $9 + 6 = \underline{\quad}$

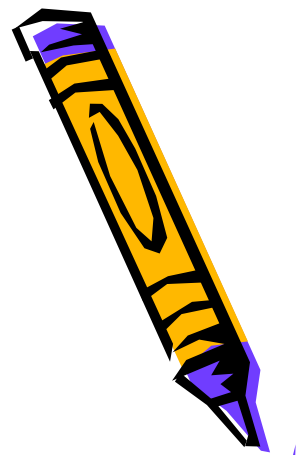
$80 + 50 = \underline{\quad}$ $70 + 40 = \underline{\quad}$ $90 + 60 = \underline{\quad}$

$800 + 500 = \underline{\quad}$ $700 + 400 = \underline{\quad}$ $900 + 600 = \underline{\quad}$



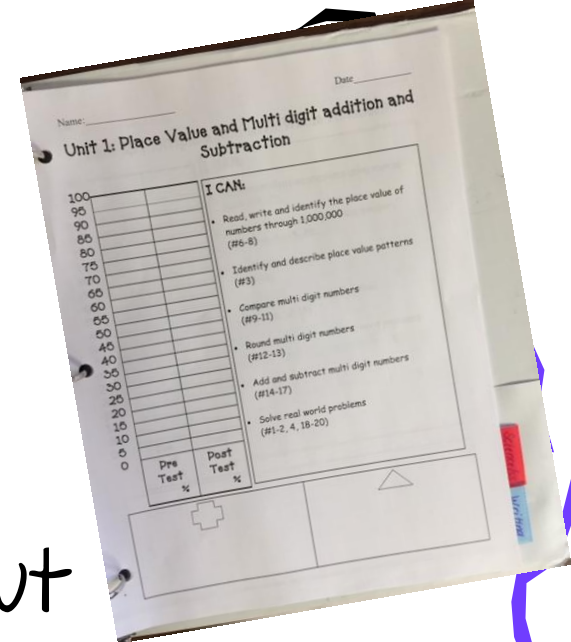
4th Grade Curriculum

- Reading
- Writing
- Word Study
- Math
- Science
- Social Studies



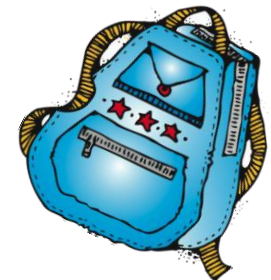
Data Binder

- Each student has a Data Binder
- We will track progress in all academic areas.
- Can be sent home on occasion, but must be returned the next day.
- We are in need of sheet protectors so please bring in a 10+ pack for your child



Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-8:50	Morning work	Morning work	Morning work	Morning work	Morning work
8:50-10:00	Math	Math	Math	Math	Math
10:00-10:20	Word Study	Word Study	Word Study	Word Study test	Word Study New words
10:20-10:35	Recess	Recess	Recess	Recess	Recess
10:40-11:25	Genius Hour	PE.	Spanish/Media	Art	Special
11:25-12:15	Music	Writing	Writing	Writing	Writing
12:15-12:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55-1:05	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
1:05-2:00	Reading	Reading	Reading	Reading	Reading
2:00-2:20	Recess	Recess	Recess	Recess	Recess
2:25-3:15	Science	Social Studies	Science S.S.	Social Studies	Science
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



Units of Study in Reading Workshop:

Reading Matters

Analyzing Characters

Book Club

Nonfiction

Poetry



Fountas and Pinnell Assessment

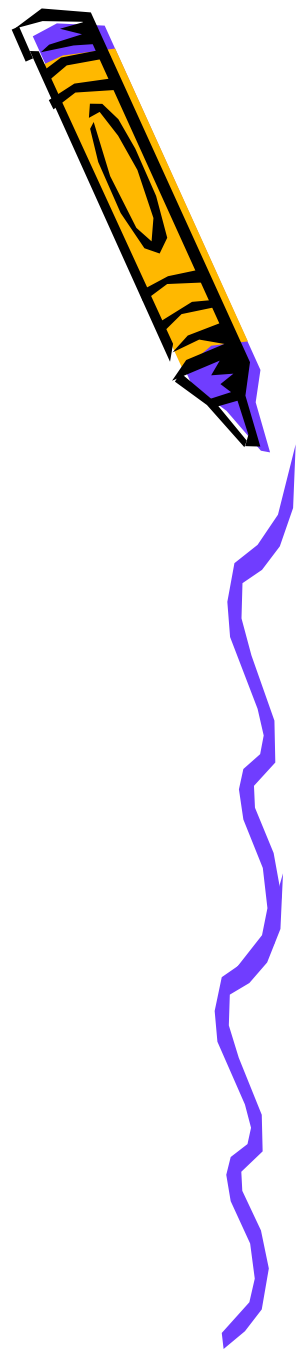
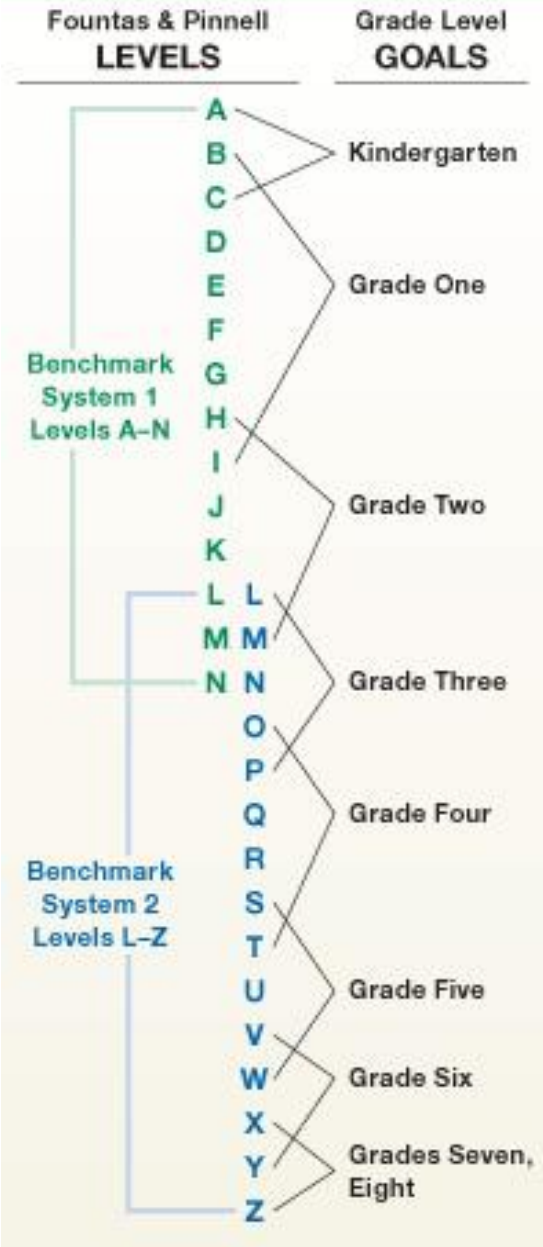


- Reading Assessment

- First assessment will be completed in September/October
- Base line data helps to drive our instruction for the year
- Second assessment will be completed in March/April
- Comparison of the two assessments will be noted.




Text Gradient





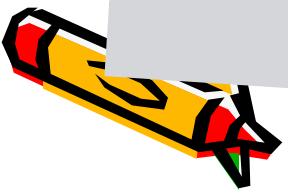
Units of Study in Writing Workshop:

- Personal Narratives
 - Literary Essays
 - Persuasive Essays
 - Nonfiction
 - Biography-Wax Museum
- 



Word Study Flocabulary

- Using lyrics and songs to teach vocabulary
- Students are given a new list every Friday
- Homework assignments are given throughout the week
- Tests are every Thursday
- 1st quarter spelling will not count, starting 2nd quarter spelling will count



Name: _____ Date: _____

Flocabulary

We've Got Talent - Lyrics

Word Up Orange Unit 1

Intro

Now I don't know why, but, um, this year,
Every kid in my class is, like, kind of weird.
Each one is **extraordinary**, one of a kind,
And when we show our talents, we'll be blowing your mind.
First up, there's a girl named Fanisha W,
She can make her tongue look like a W.
She said it took a lot of **practice**, again and again,
She did the same thing, and I'd give it a "10."
Now I must **disclose** and tell you a secret,
That Peter Secrist has a nose that he can eat with.
He can put his nose in a cup of juice,
And slurp it up quick, like it was nothing new.
Now Kato is **capable** and able to cut through a table,
Using nothing more than his pinkie.
He goes, "Hi-ya!" and the table's in half,
He's like a ninja, yeah, but he's only eight and a half.
Casper is one of the best, a **master** at talking,
But not to humans; no, he's **squawking**.
He talks to birds, chats with the pigeons,
Like, "Hdroo-hdroo," so with the pigeons he's chilling.

We're extraordinary...
We've got talent, uh-huh!

Now our teacher, Ms. Leemer, likes to be sure
That we don't show off too much.





Units of Study in Math

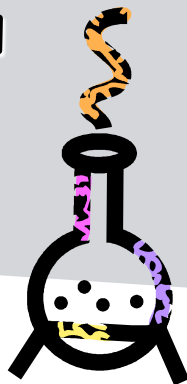
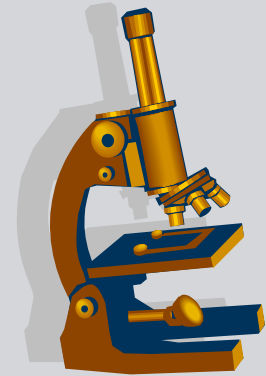
- Place Value & Multi-digit Addition/Subtraction
- Multiplication
- Division
- Equations & Word Problems
- Measurement
- Fractions
- Fractions and Decimals
- Geometry





Units of Study in Science

- (taught by Mr. Maliepaard)
- Mixtures and Solutions
- Earth Materials
- Magnetism Electricity
- Environments
- www.fossweb.com

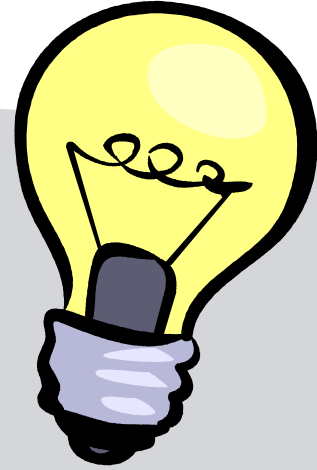


Units of Study in Social Studies

- Michigan & its First People
- Different Worlds Meet
- War & Growth
- The 20th Century
- How Michigan Works



Genius Hour



What is Genius Hour?

Genius Hour is time set aside in class for students to study their passion on a new idea or skill once a week for a set amount of time.

Why is Genius Hour important?

Students take ownership in their own learning. They learn about something they want to learn about. Genius Hour sparks curiosity, and students have an opportunity to become their own Genius. Genius Hour encourages life-long learning, imagination, perseverance, self-awareness, adaptability, as well as other life-lessons.

How will Genius Hour work in my classroom?

Students will participate in Genius Hour every Monday from 10:40-11:25. After mini-lessons on what is appropriate, students will choose a topic to study with Teacher Approval. Students will be given time in class to work on the project with the teacher serving as a Facilitator. The Facilitator will provide research materials (ie., books, computer, iPads, etc.) for students to explore. As an end project, Students must present their topic to an audience.



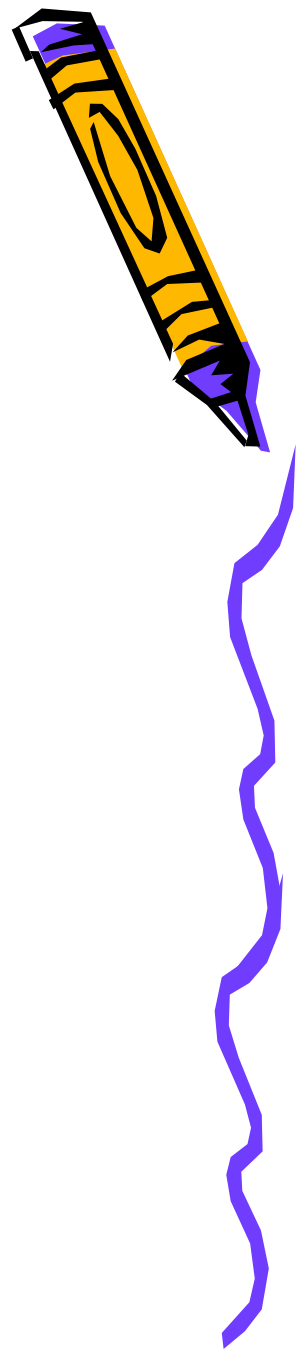
Parent Communication



- Please feel free to contact me with any concerns.
- Email is the best way to reach me:
jnumaw@Troy.k12.mi.us
- Check our website often
- Please make sure I have your email address so you can be added to the distribution list.



Questions?



Let's Have a Great Year!

