Now an eighth-grade math teacher at Rose Park Magnet Middle School in Nashville, Woodard has special empathy for students who struggle with math. “There are some kids [who] math comes easy to and I tell my kids that for me, it didn’t. I had to do my homework and really think about it.” That’s why Woodard doesn’t agree with critics who say the Common Core is too hard for struggling students. The students had to provide more than one approach for arriving at the answer. She gave them a minute for “private think time” before they broke into groups, using small handheld whiteboards for their computations. There was a low murmur in the room, barely audible above the sound of the air-conditioners.

Our upper elementary and middle school students need to see themselves and their classmates in books. The ones in my blog post below are excellent for stretching us all to be more inclusive. Take a look and see if you can add some of these to your shelves! 

Nonfiction Activities 
Nonfiction Books 
Authors Viewpoint 
Text To World 
Text To Self 
Get To Know You 
Activities 
Text Dependent Questions 
Nonfiction Text 
Features 
Middle School Reading.

Hidden Figures Book Study Guide. Your students should read this Young Readers Edition book about the African-American women behind the scenes at NASA. Working Challenge Math: For the Elementary and Middle School Student. Edward Zaccaro. 4.4 out of 5 stars 100. Paperback. $24.95. Hard Math for Elementary School: Answer Key for Workbook. Glenn Ellison. 4.2 out of 5 stars 24. I bought this book for a second to third grader who wasn’t being challenged enough by math at school. This book is excellent and covers topics that wouldn’t be covered at school (either ever or until much later). I actually like the title, because it just challenges the kids and gives them real joy when they’re able to figure it out while not disappointing them if they’re not able to. That has all been said by other reviewers but the reason why I felt compelled to write a review was my experience with the chapter on “base 8” arithmetic. The elementary school students from developmental education classes compared to their peers from traditional education classes demonstrate more positive profile of academic motivation including lower external motivation, more positive attitude towards school and study; h. Students who express more autonomous types of motivation (intrinsic and identified) 2. Do elementary school students in DE classes show lower introjected and external (i.e., controlled) motivations than students in traditional classes, and a higher relative autonomy index (RAI), which testifies to the dominance of autonomous over controlled forms of motivation?