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**MATH STATIONS IN A
FOURTH GRADE CLASSROOM**

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Abstract

The purpose of this qualitative action research study was to investigate the observed behaviors and reported experiences of 4th grade students when implementing Math instruction is student centered with the use of culturally relevant math stations. Twenty-four students gave consent to participate in the study. This study was conducted in a rural elementary school located in Northeastern Pennsylvania. This Title I school has about 1,035 students in grades four through six. This study was conducted over a sixteen-week time devoting seventy minutes of class time daily. The study included a structured routine that consisted of chunks of time devoted to different activities such as teacher modeling, group scaffolding, center activities, and independent work. Students had opportunities to work in small groups, on their own, and/or with partners. Methods of data analysis included observation of dialogue among students, student surveys and interviews, examples of academic work and student scores on assessments. Findings suggest that students are more engaged when given opportunities to play math related games to practice a skill, are more motivated when being able to work with peers, and have an increase in self-efficacy and achievement when participating in a student-centered approach to teaching and learning.

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