

**SUMMARY**

**OF**

**ESSO FAMILY MATH  
YEAR 1  
(2000-2001)**

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## EXECUTIVE SUMMARY

### Facilitator Training

During the fall of 2000, approximately 70 individuals, primarily Bachelor of Education students, took part in facilitator training for the Esso Family Math Project. The purpose of the training was to prepare volunteers to facilitate the Family Math Nights planned for the coming year. The training consisted of a one day session on Saturday and two evening sessions the following week. Training was provided for “Early Years” facilitation as well as “2 – 5 Years” facilitation.

At the end of the training sessions, participants completed a questionnaire to provide evaluative feedback. Their responses are summarized below. As well, more detailed feedback on each training session is included in this report (see pages 10 – 14).

The training participants identified many *materials that worked well*. In the Early Years sessions, the activities that were most frequently mentioned revolved around the use of books. In the 2 – 5 Years sessions, participants especially liked the card games, the money game and the tangrams.

The participants also identified *materials that did not work well* although there were fewer of these. In the Early Years sessions, several participants were not keen on the “sparkles and bubbles” activity while others were critical of the “wire and pine cones” activity and the “rag bag” activity. In the 2 – 5 Year sessions, many participants

commented on the bingo chips being too large. Others felt that improvements were needed in the “money game”, the “clock game” and the activity that asks “which letter would you choose”.

When asked for *recommended additions to the training sessions*, several Early Years participants indicated that more “math talk” was needed. Other Early Years participants requested the inclusion of an overview of developmental needs/stages. In the 2 – 5 Years group, participants recommended changes to the timing of the training sessions. They felt the three training sessions were held too close together and not close enough to the actual sessions with families. As well, 2 – 5 Year participants requested that the training include more about the families and their communities.

Training participants also suggested *ways to make Family Math Nights in the community work better*. Individuals in both the Early Years and 2 – 5 Years groups suggested holding a one night “mini session” to generate interest in Family Math and to provide parents with a demonstration of the program. They also mentioned that it would be beneficial to know the number of families as well as a little about the families before sessions start. Training participants also stressed the importance of making the sessions fun and relaxed for families.

The *other comments* offered by Family Math trainees indicated a high level of enthusiasm for the program. As one individual stated, “we should be paying to do this as

you have given us dinner, a booklet of valuable information and the opportunity to work in an alternative teaching setting”.

### **Family Math Sessions**

Esso Family Math Nights were delivered at the following three London area sites during the winter and spring of 2001: Chelsea Green, Glen Cairn and Strathroy. All three sites delivered an Early Years Program and a 2 – 5 Year Program. A total of approximately 60 families took part in the six week programs, attending a Family Math Night one night a week.

In the spring of 2001, group leaders, facilitators and the families themselves provided feedback to the Family Math staff. Their responses are summarized below and, as well, more detailed feedback is included in this report (see pages 15 – 31).

#### *Individual Feedback from those who Facilitated Family Math Sessions*

Both Early Years facilitators and 2 – 5 Years facilitators agreed that *the aspect of training they found most helpful* was the opportunity to actually do the activities and discuss their relevance with the trainers. Those who worked with the 2 – 5 Years groups also found that they benefited from the discussions regarding the problems families may encounter.

The facilitators also identified *aspects of training that should be modified*. Again, Early Years facilitators and 2 – 5 Years facilitators gave similar responses, the most frequent

being that the training should be held closer to the delivery of family sessions. Many of the 2 – 5 Years facilitators also indicated that the calculator training should be mandatory.

When asked to identify the *activities that worked the best*, the Early Years facilitators stated that the hands-on activities were most popular as well as the storytelling. In the 2 – 5 Years groups, facilitators found several activities to be highly successful – the card and dice games, “Cross the River”, “Race for a Loonie” and the calculator activities. The *activities that seemed ineffective* included the library activity in the Early Years groups and “How much does it hold?” in the 2 – 5 Years groups.

Facilitators stated that there were several *ways in which the program was satisfying* for them. Many facilitators found it personally rewarding to form relationships with families and professionally rewarding to learn new ways of thinking about math. Several 2 – 5 Years facilitators said that they felt very appreciated by the families and others indicated that they gained satisfaction from simply watching the children have fun with math.

There were some *major frustrations* experienced by the Family Math facilitators. Some of those in the Early Years groups found the lack of organization bothersome. At times there was a shortage of materials, no overall agenda and a lack of familiarity with activities. In the 2 – 5 Years groups, the facilitators’ major frustrations included too few families, and parents answering the questions instead of allowing full participation by the children.

When asked *how they were supported in this program*, many facilitators responded that their group leader, as well as their peers, were very supportive. Several facilitators from the 2 – 5 Years group stated that they also received assistance from university education faculty.

When asked *how this program has helped them grow as teachers*, many Early Years facilitators indicated that they had gained an appreciation of the importance of establishing relationships with parents. The 2 – 5 Years facilitators indicated that the Family Math Program had taught them how to make math fun and applicable to everyday life. They also gained confidence in working with parents. The *advice facilitators would give to someone doing this program next year* includes have fun, enjoy the experience and be a valued member of the Family Math team.

There were many suggested *ideas for making this program better in the future*. These include: design shorter activities; make some curricula connections; address take home activities at the beginning of each night; provide vegetarian meals; and, ensure there is calculator training for all of those involved.

#### *Group Feedback from those who Facilitated Family Math Sessions*

Facilitators from the three sites provided group feedback regarding the completed family sessions. In regards to the *adequacy of space*, there appeared to be only one site that experienced any difficulties (i.e., required to move furniture). The *suitability of the six week schedule* was thought to be fine by most facilitators although they liked the option

of a shorter schedule. The *timing of the sessions* was felt to be suitable with the exception that the end time of the sessions was too late for some children. *Having meals with the families* was given a great deal of importance as it provided time to develop relationships. The *activities* were also said to be suitable for most families, however facilitators did find some parents to be less willing to participate. *Other comments* made by facilitators include: provide background information regarding cultures represented at each site; provide babysitting for younger siblings; and, emphasize that parents must stay with their children.

#### *Feedback from those who Lead Family Math Sessions*

Group leaders provided *specific suggestions regarding facilitator training*: they want facilitators to have a good understanding of the educational value of each of the family activities; and, they would like facilitators to have access to all needed materials so tote boxes can be ready for use by the end of the training sessions.

The group leaders also provided *specific suggestions regarding family sessions*. These suggestions include: have more math activities and less crafts; take families on library visits; and, provide parents with information on the math value of activities.

*Overall suggestions* by group leaders include: promote teamwork; provide lead teachers with time off in lieu of their work for Family Math; and, provide childcare for those family members who are not involved in the sessions.

### Feedback from Families

Overall, it is evident that families were very satisfied with the Family Math sessions. The majority of parents indicated that they really enjoyed participating in the activities with their children. However, there were some parents from the 2 – 5 Years groups who felt that Family Math was not especially successful in helping them to better understand the math their children do in school nor did it help them feel more comfortable about talking to their children's teachers about math.

When asked *what they liked best about the Family Math sessions*, parents gave many responses. The Early Years families especially liked the fun, hands-on activities while the 2 – 5 Years families liked the games they played in the warm, positive environment.

There were fewer things identified as *what they liked least about the Family Math Sessions*. Some Early Years parents thought the sessions did not allow enough time to complete activities while some 2 - 5 Years parents commented negatively on the choice of food for the meals.

The majority of families indicated that no *changes for future Family Math sessions* are necessary. Some modifications that were suggested include: make the program longer; provide more time for the activities; provide food that young children like; have parents write down what they would like to discuss at the end of the night; and, provide more handouts explaining the value of different games.

## **Early Years – Facilitator Training Sessions (December 2000)**

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*Number of Completed Questionnaires*                      *approximately 35*

### ***Materials which worked best:***

- books (4)
- fabric, building with boxes (3)
- tapes that go with stories (2)
- “Ten in the Bed” activity (2)
- paper, treasure box, rocks
- stickers, finger play
- books with musical accompaniment
- markers, nesting cups
- “Tacky the Penguin” and “Annos Counting House”

### ***Materials that did not work well:***

- sparkles, bubbles (4)
- wire, pine cones for jar (2)
- rag bag activities (2)
- “Bears in a Bed”, difficult
- “Heckedy Peg”, scary/too graphic/too long
- string on the floor for shapes, need larger rope
- patter shapes, problem with glue
- better, simpler play dough recipes

### ***Recommended additions to training sessions:***

- include more math “talk” (5)
- include an overview of developmental needs/stages (2)
- include “get to know you” games
- have a list of math language words
- supply example of resource/material box
- add puppets with counting books
- supply resources that discuss math and math language
- provide books for parents
- revise take home book
- provide a chart matching math concepts with books
- allow group to see what other group is doing
- include scissors, buttons and pipe cleaners in supplies

***How to make Family Math Nights in community work better:***

- include “start” and “end” activities to increase comfort level (2)
- provide profiles of family ahead of time
- encourage dancing or activities that get people out of their shell
- make a video to show parents
- hold a night just for parents to demonstrate program

***Other comments:***

- great program/can’t wait to start (8)
  - have two training sessions instead of three - save time/money for food
  - take home bag is great idea
  - do fewer crafts in Night 1 & 2, spread into later nights
  - great food
-

## 2 – 5 Years – Facilitator Training Sessions (December 2000)

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*Number of Completed Questionnaires*

*approximately 35*

***Materials which worked best:***

- card games (16)
  - light and easy to handle
  - use them to play many games
  - could last a whole evening
- money game (10)
  - children may have difficulty with “spend a loonie” but interesting to see how parents guide them through this
  - related to real world
  - practical
- dice (6)
  - very visual
- tangrams (6)
  - combines fun and learning
  - many uses with different activities and games
  - children who have never used them will enjoy them
- entry activities (4)
- geometry (2)
- river game
- puzzle games
- measurement containers
- string
- cardboard square
- everything
- burning candle
- stickers
- all games involving concrete materials
- base 10 materials
- containers used for estimation
- identifying shapes
- building
- Thames boat
- fill in charts such as go add
- L & T worked well

***Materials that did not work well:***

- Bingo chips too big for hundreds chart (13)

- need more pennies for money games (3)
- gravel (3)
- clock game – needs better instructions (2)
- “which letter would you choose” (2)
- volume estimation
- counting of words and probability was slow and less fun
- Venn diagrams should be larger or use finer markers for entry activities
- probability of letters
- some simpler card games
- “go fish” game
- estimating hours and seconds you have been alive
- activities involving waist size
- house with shapes activity
- “spend a loonie” hard to grasp visually
- rice

***Recommended additions to training sessions:***

- timing of training – too close together (3)
- more time for small group planning (2)
- include icebreaker activity (2)
- Wheel of Fortune, Fizz and Buzz, Hangman (2)
- Mr. Wolf Game – have moveable hands so game is reusable (2)
- have another training session closer to start of sessions
- role play of how to sensitively model for parents
- have training closer to family sessions
- include more about curriculum level of students
- provide overview in first session
- have parents participate
- include how to deal with difficult/reluctant parents
- more activities...have students briefed to lead exercise with group
- information about how to set up Family Math in schools
- more information about communities we will work in
- information about working in multicultural settings

***How to make Family Math Nights in community work better:***

- beware of suppers served to families
- know numbers of families more in advance so we do not overwhelm them
- one night “mini” sessions may generate interest in 3/6 night sessions

- present fun games to children in classrooms and then send them home with children
- reassure parents that children are not being marked...FM is for fun
- have training closer to actual Math Nights
- have community leaders at first sessions

*Other comments:*

- spread out training nights
  - do not need to pay mileage
  - thanks for the neat and organized books
  - good enthusiasm
  - we should be paying to do this as you have given dinner, booklet of valuable info and the opportunity to work in an alternative teaching setting...hope this is the start of many Family Math Workshops
-

## Session with Group Leaders (April 2001)

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### *Overall suggestions:*

- teamwork – did not feel part of Family Math Team
- provide lead teachers with a day off (of their choosing) or two half days in lieu of their work for Family Math – see if Board and Esso will split the cost
- have retired people work as TNTs
- have high school students provide childcare for children who are not in program – will need an adult supervisor who has had police check
- need to separate structure and program, e.g., administrative – need a registration form saying how many children and parents will attend
- no grade one content – program directed towards younger children – see expectations from K document
- need more strategies to change parents' attitudes towards math

### *Specific suggestions regarding family sessions:*

- library is critical
  - need a location close to library
  - one night is enough but two may be better
  - “at risk” parents need information that is available free at the library, e.g., info on battered women
- need a specific list of supplies
- activities need to be set out for each night in a format similar to the grade 2-5 book
- too much craft and not enough math
  - need some work on numeration, perhaps cards to play concentration, matching numbers with quantity, calendar activities, simple calculator, sandpaper numerals for tactile learners, looking for groups of two, three, etc..., and number search in real world
  - include sorting and matching activities that can be done in the home, e.g., laundry, cutlery, buttons
  - include grocery store activities to look at shape and number
  - include simplified math walks
  - include simple games with cards and dice
  - families will need materials that help their children develop numeracy
- need some parents or high school students to help set up tables, help with food, etc...

- tote boxes should be collected and returned by TNTs on a weekly basis and should contain everything that is needed
- make sure math is evident, e.g., appropriate books
- activities should be parent friendly
- importance of repetition needs to be stressed
- math value of tasks must be made explicit
- build in a talk time with parents at the end of the session to discuss the math that was presented that evening

*Specific suggestions regarding training:*

- “Where’s the math?” and educational value of tasks must be articulated back to us by facilitators – we cannot be sure they know unless we hear it from them
  - suggestions regarding family sessions should be considered when planning training sessions
  - overall suggestions should be considered when planning training sessions
  - have all tote boxes packed ahead of time and then checked by each team at the end of training
-

## **Early Years – Individual Feedback from Facilitators on Family Sessions (Apr 2001)**

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*Number of Completed Questionnaires*                      *approximately 35*

*Aspects of training they found most helpful:*

- doing the activities (8)
- explanation of how activities were linked to curriculum (2)
- explanation of activities
- learning how to teach the skills
- practicing what we want families to do
- food
- being introduced to literature related to math
- relating math to real life experiences
- group work
- organization

*Aspects of training that should be modified:*

- training should be closer to delivery of program (4)
- more emphasis on how to explain concepts (2)
- training should be done in one full day (2)
- not necessary to read all books and do all activities
- more modeling on what we should say to parents

*Activities that seemed to work best:*

- hands on activities (5)
- storytelling (3)
- the use of hand puppets with stories (2)
- building with boxes (2)
- patterning activities (2)
- numbers rhumba
- competition challenges between parent and child
- songs with actions on tape
- working with parents at end of night

*Activities that seemed ineffective:*

- library (4)
- unfamiliar songs (3)

- some activities were too long (2)
- too many stories (2)
- children and parents did not recognize the math, seemed more like crafts (2)
- some songs were not suitable, e.g., lacked actions
- bubble activity
- need to address grade one children more

***Ways in which program was satisfying to facilitators:***

- forming relationships with families (4)
- learned new ideas and different ways to think about math (4)
- networking with others (2)
- working with an experienced leader (2)
- enjoyed the diversity
- felt appreciated
- reinforcement of math language
- enjoyed working with the children
- seeing the progress from first to last session

***Their major frustrations:***

- necessary materials were not in weekly boxes
- not enough materials for every child
- not sure parents were provided with enough math understanding so that they can continue helping their child
- large age range because other children were brought to sessions
- dealing with parents
- parents sometimes silly and got the kids worked up
- not being familiar with some songs
- not knowing how to introduce an activity
- lack of overall agenda

***How were they supported in this program:***

- group leader was fantastic (9)
- supported each other (4)
- Rosette was very helpful getting materials that were not in box
- great support from community center liaison
- training
- great food
- always had help when we needed it

***How this program helped them to grow as teachers:***

- gained an appreciation and understanding for establishing relationships with parents (5)
- helped in expanding my communication skills with parents (4)
- learned new ways to integrate math (2)
- got to know and understand high needs children
- learned to work cooperatively
- learned how to plan strategically
- learned a lot of new ideas
- say how excited children can be about math
- got practical, hands on experience
- gained confidence

***Advice they would give to someone doing this program next year:***

- go for it...a great experience (2)
- take advantage of the resource people around you (2)
- have a “Plan B” in case activities get done quickly (2)
- have fun (2)
- take an inventory of each box
- find out the number of children who will be attending
- be patient
- enjoy the time with the children even though some things you see can be discouraging
- make a point of emphasizing the math elements for each activity
- be prepared
- keep activities short, fifteen minutes maximum

***Ideas for making this program better in the future:***

- more activities of a shorter duration (3)
  - make some curriculum connections (2)
  - address take home activities at beginning of night to answer questions and concerns (2)
  - make sure food is good (2)
  - clearer plan and outline of six weeks
  - select books where the math is obvious
  - emphasize the math concepts in each activity
  - have materials for all levels and age groups
  - review math concepts
  - more “stuff” to take home
  - get parents more involved
-



***Activities that seemed ineffective:***

- “How much does it hold?” – more instruction needed (7)
- “How square are you?” (2)
- “Spend a Loonie” – difficult for younger children (2)
- homework – needs promoting (2)
- “What time is it Mr. Wolf?”
- how expensive?
- some activities could have been improved if the presenters had been better prepared
- geometric walk – make it more like a scavenger hunt where you bring back evidence
- number patterns
- distance around heart

***Ways in which program was satisfying to facilitators:***

- felt appreciated (7)
- good to see children having fun with math (5)
- contact with entire families (4)
- made me more comfortable with math concepts (3)
- great resources (3)
- helped me think of ways to develop a FM Program at my future school (2)
- increased teaching experience (2)
- experience dealing with parents (2)
- enjoyed the collegiality and atmosphere
- liked seeing another part of London
- enjoyed being part of a community project

***Their major frustrations:***

- having parents answer questions for children and over-riding their ideas (7)
- too few families and too many of us (5)
- not knowing who was in charge of collecting and bringing resources (2)
- dealing with parents who do not have parenting & social skills (2)
- parents who do not let their children participate fully (2)
- having the time to set up tables and chairs (2)
- encouraging feedback
- lack of vegetarian food at the centers
- not knowing what to expect during first few weeks

- parents and children should be in different room during “Where’s the Math?”
- activities for children during the wrap-up for parents
- talking about the math with ESL parents

***How were they supported in this program:***

- leader (11)
- peers (11)
- assistance from Faculty of Education Professors (6)
- encouragement and constructive feedback (5)
- materials organized and clearly explained (5)
- community center staff (5)
- training (4)
- food (4)
- money for gas

***How this program helped them to grow as teachers:***

- learned how to make math fun and applicable to everyday life (7)
- experience and confidence in dealing with parents (4)
- increased math competence (4)
- able to observe the parent/child dynamics in learning (4)
- importance of hands-on materials (3)
- working with high needs students (2)
- strengthened belief that cooperation between home and school is very important (2)
- many ways to assess children’s math abilities
- planning
- working with students who have poor attitudes towards math
- shown me areas where I need to improve
- never assume that child is never going to “get it” – change your approach
- what is fun is learned much more readily
- exposed to different learning styles
- learned of books related to math
- further appreciated the diversity of children

***Advice they would give to someone doing this program next year:***

- have fun (8)
- get into it (5)
- it’s very rewarding (5)

- be a team member and share the load (3)
- keep an open mind (3)
- be flexible (2)
- get to know the families (2)
- do not be a teacher with the children – they are here to have fun outside of school
- bring food if you are a vegetarian
- increases your confidence in teaching math
- be aware of how to use the calculators
- be aware of cultural and social differences

***Ideas for making this program better in the future:***

- vegetarian meals (3)
  - expand into other communities (2)
  - calculator training for all involved (2)
  - less time for dinner (2)
  - post activities on Internet
  - limit the number of student teachers
  - more intro activities
  - limit the time to four weeks
  - present this questionnaire immediately after sessions so everything is fresh in our minds
  - involve parents in program implementation
  - provide child care
  - split the math levels more
  - hold training sessions closer to workshop sessions
  - explain the program more carefully to parents prior to first night
  - keep the activities moving
  - have more families participate
  - extension activities for those who are more advanced
  - additional math games for use during dinner
-

## **Early Years – Group Feedback from Facilitators on Family Sessions (April 2001)**

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### ***Sites and their codes:***

- Chelsea Green - CG
- Glen Cairn – GC
- Strathroy - S

### ***Adequacy of space:***

- community staff very helpful (2)
- required to move furniture - GC
- good to have doors and carpets
- needed more space
- toys in environment very distracting – GC

### ***Suitability of timing:***

#### *Beginning time*

- fine (2)
- less time needed for dinner – GC

#### *End time*

- fine (2)
- too late because children were tired – CG

#### *Length of time*

- too much time for dinner - GC
- too long – shorter by 15 – 30 minutes – CG
- good – S

### ***Suitability of schedule (once a week for six weeks):***

- five weeks ideal as six weeks is too long – GC
- six weeks is good but like option of three weeks – S
- librarian one evening rather than two – GC

### ***Having meals with families:***

- enjoyed meals together since it was important for social interactions and provided time to develop relationships (3)

- more fresh vegetables needed – CG
- should provide real juice, milk and water – CG

*Suitability of activities:*

- activities worked well (2)
- parents did not want to participate –GC
- reading was a problem for homework activities since half of parents could not read English – GC
- activities did not encourage transference of skills at home – GC
- need more everyday life skills related to math –GC
- rewrite the program so that teachers ask the parents if they can “see the math” – CG
- teachers need to model how to talk math with children – CG

*Other comments:*

- in order to help with communication and planning, facilitators should receive some background information regarding cultures represented at their site – GC
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## **2 - 5 Years – Group Feedback from Facilitators on Family Sessions (April 2001)**

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### *Sites and their codes:*

- Chelsea Green - CG
- Glen Cairn – GC
- Strathroy – S

### *Adequacy of space:*

- fine (3)
- hassle to move tables and chairs - GC

### *Suitability of timing:*

#### *Beginning time*

- fine (2)
- parents began to arrive 15 – 20 mins early – S
- too early for some student teachers who had class until five

#### *End time*

- fine (2)
- coincided with the TV programs “Friends” and “Survivor” which upset some families – GC
- should finish at 7:30 pm as 8:00 pm is too late for some children - CG

#### *Length of time*

- fine (2)
- too long – shorten dinner time - GC

### *Suitability of schedule (once a week for six weeks):*

- fine (3)
- twice a week would have been too much – GC and S
- maybe have a four or five week program and let everyone know from the start – CG
- some families wanted more than six weeks - CG

***Having meals with families:***

- important as good way to get to know families (3)
- more vegetarian food needed – GC
- important to mingle with families – CG

***Suitability of activities:***

- parents appreciated homework activities and materials – GC
- some parents had difficulties with the activities and seemed uneasy – CG
- parents gave compliments and many thanks - S

***Other comments:***

- provide free babysitting for younger siblings – GC
  - emphasize that parents must stay with their children – CG
  - semi-circular arrangement of tables worked best for eating and follow-up activities - S
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## Early Years - Feedback from Families

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*Number of Completed Questionnaires*

15

Statement	Percentage of Family Responses			
	<i>A Lot</i>	<i>Sometimes</i>	<i>Not Much</i>	<i>Not at All</i>
I enjoyed playing the games at Family Math.	100 %			
I like doing the math activities and puzzles at Family Math.	86 %	7 %	7 %	
Family Math will help me to better help my child with math at home.	87 %	13 %		
Family Math has helped me to better understand the math my child does.	80 %	20 %		
Now that I have been to Family Math, I think I will be more comfortable talking to my child's teacher about math.	87 %	13 %		
My child enjoyed doing math with me at Family Math.	93 %	7 %		
At Family Math our family had fun talking about math.	93 %	7 %		
I liked playing the Family Math games and puzzles with my child.	86 %	7 %	7 %	
I use math every day.	87 %	13 %		

### *What they liked best*

- fun, hands-on activities (3)
- stories (2)

- unique ways to explore math with children
- children stayed occupied
- dancing games
- explanation of relevancy of activities
- enthusiasm
- home materials
- reminded me that math is not just numbers
- at home games gave chance for review
- pattern math
- open discussion at end
- understanding difficult parts of math
- dinner beforehand gave opportunity to relax
- doing something together as a family
- students integrated well with children
- sharing with child as she learned
- spending time with my children
- books for explaining the lesson

***What they liked least***

- my child is sad it is over
- the library visit
- it was too short
- not enough time to complete activities
- too fast at times
- I did not know we were doing math because we did not do  $2 + 2$  but you told me why and now I know why we were doing these things
- children not as interested in story time as they were in the craft activities

***What they felt should be changed***

- nothing (7)
  - slow down
  - come up with strategies to help children sit and read
  - time span between activities
  - more handouts explaining the value of different games
  - bring in some chocolate to count with
-

## 2 - 5 Years - Feedback from Families

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*Number of Completed Questionnaires*

**20**

<i>Statement</i>	<i>Percentage of Family Responses</i>			
	<i>A Lot</i>	<i>Sometimes</i>	<i>Not Much</i>	<i>Not at All</i>
I enjoyed playing the games at Family Math.	100 %			
I like doing the math activities and puzzles at Family Math.	80 %	20 %		
Family Math will help me to better help my child with math at home.	75 %	20 %	5 %	
Family Math has helped me to better understand the math my child does.	55 %	35 %	5 %	5 %
Now that I have been to Family Math, I think I will be more comfortable talking to my child's teacher about math.	55 %	40 %	5 %	
My child enjoyed doing math with me at Family Math.	85 %	15 %		
At Family Math our family had fun talking about math.	85 %	15 %		
I liked playing the Family Math games and puzzles with my child.	95 %	5 %		
I use math every day.	85 %	10 %	5 %	

### *What they liked best*

- games with decks of cards (3)
- fun games (3)

- welcoming, positive environment (2)
- clock, bird seed games, tangrams
- spending time with my children
- the variety of activities
- focus on how to figure things out rather than learning facts
- entry math
- computer lab
- use of calculators
- everyone's cheery, enthusiastic attitude
- not having to cook on Wednesday nights
- ideas on how to make math fun and how to incorporate math in everyday life
- student teacher
- all the families together
- challenge questions
- the people

***What they liked least***

- nothing (6)
- sometimes the food (2)
- money game
- calculator
- late finish time as children were up past bedtime
- some questions were for children older than my child

***What they felt should be changed***

- nothing (4)
  - make it longer
  - have food young children like
  - divide the children closer to grade level
  - ask parents to write down what they would like to discuss at end of evening
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