

## Conclusion 1

**To what extent do volunteers implement the math storytimes as designed?**

The evaluation found that math storytimes were implemented as designed to a moderate extent. All volunteers were highly successful in implementing the reading and singing components of the math storytimes. However, most volunteers struggled to implement the math activities and, as a result, those activities were rarely implemented as designed. In addition, there is evidence that the math activities in two of the eight lessons plans were particularly difficult for volunteers to implement and need to be revised.

## Conclusion 2

**In what ways do participating children demonstrate engagement and interest in math storytime sessions?**

Evaluation data indicate that most children who participated in math storytimes directed their attention to the presenters and materials throughout the majority of the storytime sessions. They responded appropriately and enthusiastically to the presenters' instructions and questions and eagerly participated in songs and hands-on activities. Children also demonstrated interest and engagement by repeating the presenters' words and phrases, pointing to materials, laughing, clapping their hands, and positioning themselves close to the presenters and activities. Overall, these data indicate high levels of engagement among participating children.

## Conclusion 3

**To what extent do participating children demonstrate basic math skills (a) during math storytime sessions and (b) at home?**

There is evidence that some children demonstrated counting, sorting, and matching skills during some storytime sessions. These behaviors occurred during sessions in which volunteers implemented the math activities as designed. This suggests that improving the delivery of the math activities may contribute to an increase in the extent to which children demonstrate basic math skills during storytime sessions.

The evaluation found little evidence that children demonstrated the basic math skills introduced during the math storytime sessions at home. This is consistent with the understanding that basic math skills would first need to be practiced during storytime sessions before children would demonstrate them at home.