

Reader's Guide

Partnering With Parents in Elementary School Math

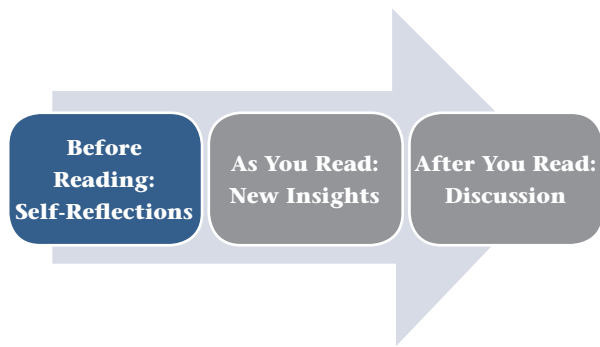
A Guide for Teachers and Leaders

Book Study Timeline

| Session | Read Chapter(s) | Dates for Discussion |
|---------|--|----------------------|
| 1 | Introduction and Chapter 1: Stepping Into Parents' Shoes | |
| 2 | Chapter 2: Understanding <i>What</i> Parents Need to Know About Today's Math | |
| 3 | Chapter 3: Planning Effective Schoolwide Mathematics Communication | |
| 4 | Chapter 4: Exploring <i>How</i> to Communicate With Parents About Math | |
| 5 | Chapter 5: Exploring <i>What</i> to Communicate to Parents About Math | |
| 6 | Chapter 6: Hosting Parent Events and Conclusion: Shifting the Narrative | |



Introduction and Chapter 1: Stepping Into Parents' Shoes



Before Reading: Self-Reflections

As you prepare to read the **Introduction** and **Chapter 1**, consider jotting down some of your own thoughts and ideas in response to the questions.

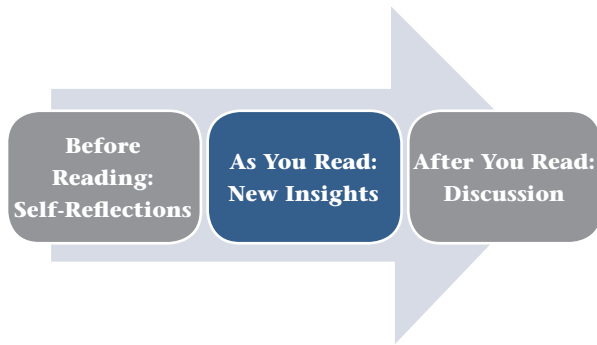
| Prereading Questions | Thoughts and Reflections |
|--|--------------------------|
| <ol style="list-style-type: none">1. Why have you chosen to read this book and/or engage in this book study?2. What do you know about how parents and caregivers feel about today's math?3. What have you done in the past to get to know what your particular community of parents needs with regard to mathematics?4. What are your core beliefs about families and their involvement in school?5. What do you believe is a parent's role in their child's mathematics education?6. What is different about the way we teach math today than how it was taught in the past?7. How does the way we teach math today impact parents? | |

Chapter 1 icon source: Enis Aksoy/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or nonprofit entities that have purchased the book.



Introduction and Chapter 1: Stepping Into Parents' Shoes



As You Read: New Insights

When working with a collaborative team, it is often very helpful to be prepared in advance with notes about the reading. Use the following chart to record your notes from the **Introduction** and **Chapter 1**.

| Reading Notes | Page Number | Thoughts/Questions/Reflections |
|---------------|-------------|--------------------------------|
| | | |

Chapter 1 icon source: Enis Aksoy/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Introduction and Chapter 1: Stepping Into Parents' Shoes



After You Read: Discussion

After you read the **Introduction** and **Chapter 1**, begin your group discussion session by sharing some of your thoughts about the reading. You may begin by revisiting the discussion questions introduced in the Before Reading section. You can use the headings from your note-taking. You may use the following graphic organizer to record your ideas from the group discussion and then determine the next steps for individuals or the group. As the group shares, each participant can record interesting thoughts, summaries, or new questions developed from the reading.

| Group Discussion Notes | Group Action Steps | Individual Next Steps |
|------------------------|--------------------|-----------------------|
| | | |

Chapter 1 icon source: Enis Aksoy/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 2: Understanding *What* Parents Need to Know About Today's Math

Before
Reading:
Self-Reflections

As You Read:
New Insights

After You Read:
Discussion

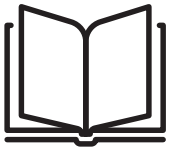
Before Reading: Self-Reflections

As you prepare to read **Chapter 2**, consider jotting down some of your own thoughts and ideas in response to the questions.

| Prereading Questions | Thoughts and Reflections |
|---|--------------------------|
| <ol style="list-style-type: none">1. What do you believe parents must know about the way we teach math today?2. What do you think parents want to know about the way we teach math today?3. What is a fixed mindset?4. What is a growth mindset?5. What do fixed and growth mindsets have to do with parents?6. Why do you believe there has been a shift in the way we teach mathematics? Why don't we teach it the way we learned it?7. What have you done to help parents recognize that being good or bad at math is not genetic? | |

Chapter 2 icon source: PeterSnow/iStock.com

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 2: Understanding *What* Parents Need to Know About Today's Math

Before
Reading:
Self-Reflections

As You Read:
New Insights

After You Read:
Discussion

As You Read: New Insights

When working with a collaborative team, it is often very helpful to be prepared in advance with notes about the reading. Use the following chart to record your notes from **Chapter 2**.

| Reading Notes | Page Number | Thoughts/Questions/ Reflections |
|---------------|-------------|------------------------------------|
| | | |

Chapter 2 icon source: PeterSnow/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 2: Understanding *What* Parents Need to Know About Today's Math



After You Read: Discussion

After you read **Chapter 2**, begin your group discussion session by sharing some of your thoughts about the reading. You may begin by revisiting the discussion questions introduced in the Before Reading section. You can use the headings from your note-taking. You may use the following graphic organizer to record your ideas from the group discussion and then determine the next steps for individuals or the group. As the group shares, each participant can record interesting thoughts, summaries, or new questions developed from the reading.

| Group Discussion Notes | Group Action Steps | Individual Next Steps |
|------------------------|--------------------|-----------------------|
| | | |

Chapter 2 icon source: PeterSnow/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 3: Planning Effective Schoolwide Mathematics Communication

**Before
Reading:
Self-Reflections**

**As You Read:
New Insights**

**After You Read:
Discussion**

Before Reading: Self-Reflections

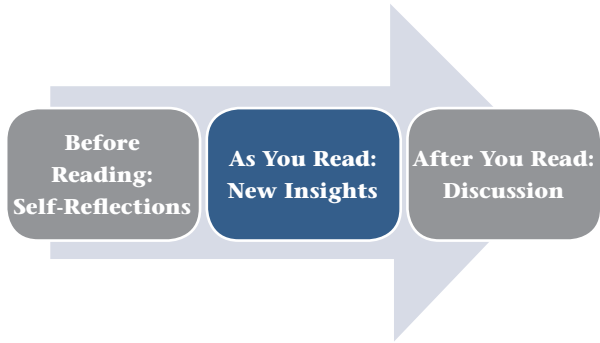
As you prepare to read **Chapter 3**, consider jotting down some of your own thoughts and ideas in response to the questions.

| Prereading Questions | Thoughts and Reflections |
|--|--------------------------|
| <ol style="list-style-type: none">1. What role do you believe each stakeholder in a school building plays with regard to parents and their understanding of math and their child's math education?2. What is the value of clear and consistent homework and grading policies schoolwide?3. What have you committed to doing this year to better meet your parents' needs mathematically?4. What do you believe are the most effective ways to communicate with parents and families about their child's math education?5. Why is there a shift from traditional grading to standards-based reporting, and how are we communicating this effectively to parents and families? | |

Chapter 3 icon source: rambo182/iStock.com.



Chapter 3: Planning Effective Schoolwide Mathematics Communication



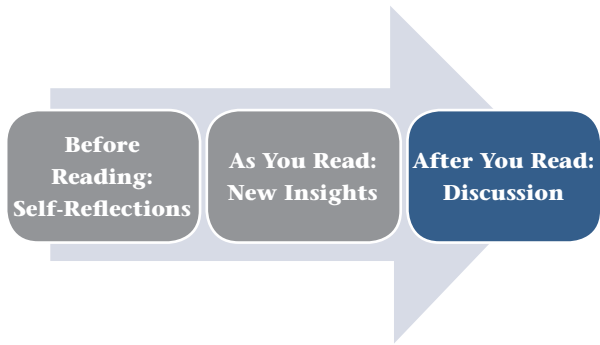
As You Read: New Insights

When working with a collaborative team, it is often very helpful to be prepared in advance with notes about the reading. Use the following chart to record your notes from **Chapter 3**.

| Reading Notes | Page Number | Thoughts/Questions/Reflections |
|---------------|-------------|--------------------------------|
| | | |



Chapter 3: Planning Effective Schoolwide Mathematics Communication



After You Read: Discussion

After you read **Chapter 3**, begin your group discussion session by sharing some of your thoughts about the reading. You may begin by revisiting the discussion questions introduced in the Before Reading section. You can use the headings from your note-taking. You may use the following graphic organizer to record your ideas from the group discussion and then determine the next steps for individuals or the group. As the group shares, each participant can record interesting thoughts, summaries, or new questions developed from the reading.

| Group Discussion Notes | Group Action Steps | Individual Next Steps |
|------------------------|--------------------|-----------------------|
| | | |



Chapter 4: Exploring *How to Communicate With Parents About Math*

**Before
Reading:
Self-Reflections**

**As You Read:
New Insights**

**After You Read:
Discussion**

Before Reading: Self-Reflections

As you prepare to read **Chapter 4**, consider jotting down some of your own thoughts and ideas in response to the questions.

| Prereading Questions | Thoughts and Reflections |
|--|--------------------------|
| <ol style="list-style-type: none">1. What do you believe makes written and spoken communication with parents effective?2. What tools or methods do you use to communicate with parents?3. How can you enhance your communication with parents about math?4. How often do you consider the reading level of your writing as you communicate with parents about math?5. How frequently do you believe you should communicate with parents about math or their child's math learning? | |

Chapter 4 icon source: Memento Design/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 4: Exploring *How to Communicate With Parents About Math*

Before
Reading:
Self-Reflections

As You Read:
New Insights

After You Read:
Discussion

As You Read: New Insights

When working with a collaborative team, it is often very helpful to be prepared in advance with notes about the reading. Use the following chart to record your notes from **Chapter 4**.

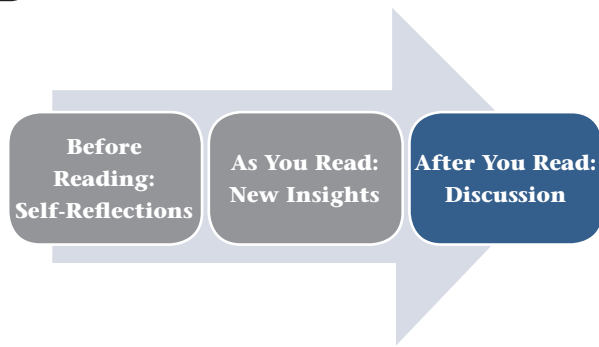
| Reading Notes | Page Number | Thoughts/Questions/ Reflections |
|---------------|-------------|------------------------------------|
| | | |

Chapter 4 icon source: Memento Design/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 4: Exploring *How to Communicate With Parents About Math*



After You Read: Discussion

After you read **Chapter 4**, begin your group discussion session by sharing some of your thoughts about the reading. You may begin by revisiting the discussion questions introduced in the Before Reading section. You can use the headings from your note-taking. You may use the following graphic organizer to record your ideas from the group discussion and then determine the next steps for individuals or the group. As the group shares, each participant can record interesting thoughts, summaries, or new questions developed from the reading.

| Group Discussion Notes | Group Action Steps | Individual Next Steps |
|------------------------|--------------------|-----------------------|
| | | |

Chapter 4 icon source: Memento Design/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 5: Exploring *What to Communicate to Parents About Math*



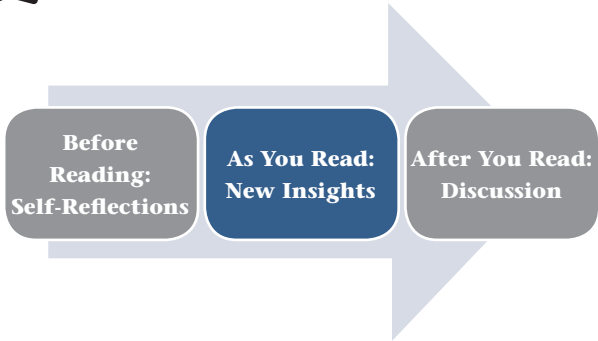
Before Reading: Self-Reflections

As you prepare to read **Chapter 5**, consider jotting down some of your own thoughts and ideas in response to the questions.

| Prereading Questions | Thoughts and Reflections |
|--|--------------------------|
| <div>1. What communication about mathematics should be sent from the school level to parents?</div> <div>2. What communication about mathematics should be sent from the teacher to all families?</div> <div>3. What communication about mathematics should be sent from the teacher to individual families?</div> <div>4. In what ways can you determine how effective your communication is with parents about mathematics?</div> <div>5. What should communication about mathematics look like in the beginning of the year, middle of the year, and end of the year?</div> | |



Chapter 5: Exploring *What to Communicate to Parents About Math*



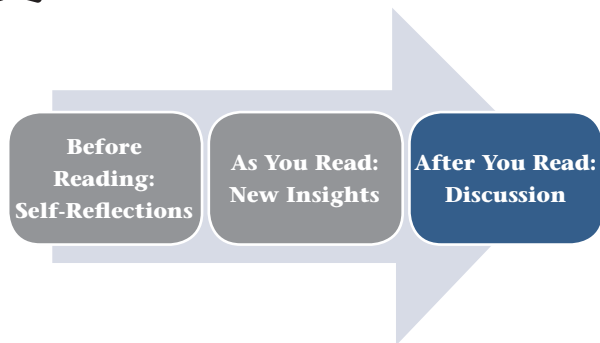
As You Read: New Insights

When working with a collaborative team, it is often very helpful to be prepared in advance with notes about the reading. Use the following chart to record your notes from **Chapter 5**.

| Reading Notes | Page Number | Thoughts/Questions/Reflections |
|---------------|-------------|--------------------------------|
| | | |



Chapter 5: Exploring *What to Communicate to Parents About Math*



After You Read: Discussion

After you read **Chapter 5**, begin your group discussion session by sharing some of your thoughts about the reading. You may begin by revisiting the discussion questions introduced in the Before Reading section. You can use the headings from your note-taking. You may use the following graphic organizer to record your ideas from the group discussion and then determine the next steps for individuals or the group. As the group shares, each participant can record interesting thoughts, summaries, or new questions developed from the reading.

| Group Discussion Notes | Group Action Steps | Individual Next Steps |
|------------------------|--------------------|-----------------------|
| | | |

Chapter 5 icon source: Memento Design/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 6: Hosting Parent Events and Conclusion: Shifting the Narrative

**Before
Reading:
Self-Reflections**

**As You Read:
New Insights**

**After You Read:
Discussion**

Before Reading: Self-Reflections

As you prepare to read **Chapter 6** and the **Conclusion**, consider jotting down some of your own thoughts and ideas in response to the questions.

| Prereading Questions | Thoughts and Reflections |
|---|--------------------------|
| <ol style="list-style-type: none">1. What events do you currently host for parents that involve mathematics?2. What events would you like to host for parents that involve mathematics?3. How do you know the events you host or would like to host are needed by the families?4. What math events can you host during the school day?5. In what ways does accessibility play a major role in hosting parent math events?6. What are some perceived benefits of hosting events for parents about mathematics?7. What are some challenges that you might incur when hosting events for parents about mathematics?8. Look back at the vignette from the Introduction of a child asking their parent for help on their homework. What do you envision the conversation would look and sound like once parents feel like partners? | |

Chapter 6 icon source: Enis Aksoy/iStock.com.

Retrieved from the companion website for *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders* by Hilary Kreisberg and Matthew L. Beyranevand. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.



Chapter 6: Hosting Parent Events and Conclusion: Shifting the Narrative



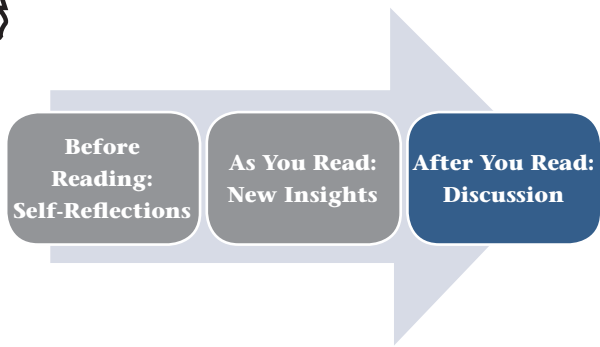
As You Read: New Insights

When working with a collaborative team, it is often very helpful to be prepared in advance with notes about the reading. Use the following chart to record your notes from **Chapter 6** and the **Conclusion**.

| Reading Notes | Page Number | Thoughts/Questions/Reflections |
|---------------|-------------|--------------------------------|
| | | |



Chapter 6: Hosting Parent Events and Conclusion: Shifting the Narrative



After You Read: Discussion

After you read **Chapter 6** and the **Conclusion**, begin your group discussion session by sharing some of your thoughts about the reading. You may begin by revisiting the discussion questions introduced in the Before Reading section. You can use the headings from your note-taking. You may use the following graphic organizer to record your ideas from the group discussion and then determine the next steps for individuals or the group. As the group shares, each participant can record interesting thoughts, summaries, or new questions developed from the reading.

| Group Discussion Notes | Group Action Steps | Individual Next Steps |
|------------------------|--------------------|-----------------------|
| | | |

Chapter 6 icon source: Enis Aksoy/iStock.com.