

3<sup>rd</sup> grade  
*Everyday Math*

(Wright/McGraw, 2008)

**CRIPPLES COMPUTATION SKILLS**

**When learning a new skill, students first "invent their own algorithms"**

"During the early phases of learning an operation, *Everyday Mathematics* encourages children to invent their own algorithms ... before they develop or learn systematic procedures for solving problems." (*Teacher's Reference Manual*, p. 32)



**even though**

"... it is unlikely that children will invent a multiplication algorithm of their own." (*Teacher's Edition*, p. 709)



**heavy calculator-dependence results**

"Across Kindergarten through Grade 6, the authors of *Everyday Mathematics* do not believe it is worth students' time and effort to fully develop highly efficient paper-and-pencil algorithms for all possible whole-number, fraction, and decimal division problems. ... The mathematical payoff is not worth the cost, particularly because quotients can be found quickly and accurately with a calculator." (*Teacher's Reference Manual*, p. 111)



**coupled with much peer-dependence.**

Every lesson calls for small-group and partner activities.



**With the most calculator-dependence, with much peer-dependence, and usually the fewest practice problems of all eight 3<sup>rd</sup> grade Math Student and Teacher's Editions submitted by major publishers for 2008 local Texas adoption, *Everyday Math* RETARDS SKILL-BUILDING.**

Consistent with this defective pedagogy,  
3<sup>rd</sup> grade *Everyday Math*:

<b>DOES NOT TEACH ADDITION WITH REGROUPING</b>	Uses cumbersome, time-consuming, less efficient, more laborious, non-standard "partial sums" method instead ( <i>Teacher's Edition</i> pp. 137-138; <i>Teacher's Reference Manual</i> , pp. 102-103)
<b>UNDERDEVELOPS MULTIPLICATION NUMBER-FACT AUTOMATICITY</b>	<ul style="list-style-type: none"> <li>Admits that 3<sup>rd</sup> graders will not develop automaticity in mastering x3, x4, x6, x7, x8 and x9 multiplication number facts; says they will build multiplication number-fact automaticity involving "x0, x1, x2, x5 and x10" but that they will "use strategies" to multiply "remaining facts," i.e., x3, x4, x6, x7, x8 and x9 (<i>Teacher's Edition</i>, p. A28)</li> </ul>
<b>DISCOURAGES PRACTICE OF STANDARD ALGORITHMS FOR MULTIPLICATION AND DIVISION</b>	<ul style="list-style-type: none"> <li>Briefly mentions but in practice ignores the standard algorithm for multiplying 2 or more digits by 1 digit, with or without regrouping; uses cumbersome, time-consuming, less efficient, more laborious, unduly complicated "extended facts," "partial products," and "lattice" methods (<i>Teacher's Edition</i>, pp. 608-611, 732-733, 761-763; <i>Student Reference Book</i>, pp. 74E-F)</li> <li>Confesses that "a formal introduction to division algorithms is not included" (<i>Teacher's Reference Manual</i>, p. 112)</li> <li>Never drops crutches (e.g., counters, arrays, drawings) in division</li> </ul>

**BIG FLAW  
IN A 3<sup>RD</sup>  
GRADE  
MATH  
PROGRAM**