3rd 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. 39)

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 3rd 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, 3rd grade Everyday Math:

<table>
<thead>
<tr>
<th>DOES NOT TEACH</th>
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<tr>
<td>ADDITION WITH</td>
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<td>REGROUPING</td>
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UNDERDEVELOPS
MULTIPLICATION
NUMBER-FACT
AUTOMATICITY

• Admits that 3rd 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 (Teacher's Edition, p. A58)

DISCOURAGES
PRACTICE OF
STANDARD
ALGORITHMS
FOR
MULTIPLICATION
AND DIVISION

• 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 (Teacher's Edition, pp. 658-611, 738-733, 761-763; Student Reference Book, pp. 74E-F)

• Confesses that "a formal introduction to division algorithms is not included" (Teacher's Reference Manual, p. 119)

• Never drops crutches (e.g., counters, arrays, drawings) in division

BIG FLAW
IN A 3RD GRADE MATH PROGRAM