



## *Everyday Mathematics* 2007 Fact Sheet

### **Background Information**

*Everyday Mathematics*, a Grades K-6 mathematics program from Wright Group/McGraw-Hill, helps students measure up to the demand for greater mathematical competence and problem-solving agility. The research-based curriculum coincides with standards set by the National Council of Teachers of Mathematics and is used by more than 3 million students in 185,000 classrooms across the United States.

Developed by the University of Chicago School Mathematics Project (UCSMP), *Everyday Mathematics* is the result of collaborative efforts by researchers, mathematics educators, administrators and classroom teachers. UCSMP was established in 1983 with a grant from the Amoco Foundation and has received additional funding from a number of corporate, foundation and government sources, including the National Science Foundation.

The instructional design is carefully crafted to capitalize on student interest and maximize student learning. *Everyday Mathematics* is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum. Every strand is addressed throughout all grade levels of the program. Each grade level builds on and extends concept understanding, so children approach each new challenge from a firmly established foundation.

In 2006, the Third Edition of *Everyday Mathematics* was released. The Third Edition remains true to the defining principles in the first two editions and is a continuation of the efforts of the UCSMP authors. It builds on the strong foundation of the previous editions and adds major areas of improvement. The materials have been refined and enhanced based on research and user feedback. The changes provide teachers with stronger lesson and content support to help their students develop a stronger understanding of mathematics.

General changes include:

- More teacher-friendly design and support
- Clearly defined program and grade-level goals
- More ongoing assessment opportunities
- More support for differentiation
- Enhanced Kindergarten program
- New technology components
- New Spanish Edition components
- Expanded support and for parental involvement

Before *Everyday Mathematics* was published, each grade was field tested for an entire year by classroom teachers in diverse schools around the country. This research led UCSMP to develop the following key principles as a basis for *Everyday Mathematics*:

- Mathematics means more when it is rooted in real-life problems and situations. Children's mathematical knowledge should grow from their experiences.
- Children can learn more than is usually expected because they know more than they are given credit for knowing. Experience gives children a rich store from which they can develop mathematical insight, reasoning and creativity.
- Instructors should take advantage of the teaching tools technology presents.
- Teachers are the single most important source for advancing and sustaining reform in mathematics education.



## Key Facts

- *Everyday Mathematics* teaches higher order thinking and critical problem solving.
- *Everyday Mathematics* integrates mathematics into other subject areas.
- *Everyday Mathematics* places a high priority on children developing automatic recall of the basic number facts. For example, students can quickly recall simple multiplication such as  $2 \times 2 = 4$ .
- *Everyday Mathematics* goes beyond basic facts and computation skills so students know when, how and why to use them.
- *Everyday Mathematics* recognizes that computation is an important and practical part of mathematics and has been designed to ensure all students can compute accurately in a variety of ways.
- In *Everyday Mathematics*, both the answer and the steps taken to reach the answer are important.
- *Everyday Mathematics* uses calculators as a tool for learning mathematics, not simply for computation.

## About Wright Group/McGraw-Hill

Wright Group/McGraw-Hill publishes innovative, alternative core and supplemental literacy and mathematics programs for differentiated instruction and teacher training in Grades Pre-K-8. The research-based approach is anchored in real-world applications and is based on the assessed needs of students, combining developmentally appropriate materials with explicit outcomes.

Wright Group is part of McGraw-Hill Education, a leading global provider of instructional, assessment and reference solutions that empower the success of professionals and students of all ages. Additional information is available at <http://www.mheducation.com>. For more information on Wright Group's products, call 1-800-648-2970 or visit [www.wrightgroup.com](http://www.wrightgroup.com).

## *Everyday Mathematics Testimonials*

“The philosophy and methods of *Everyday Math* meet the needs and learning styles of English language learners. *Everyday Math* allows students to construct their own knowledge, to explore different ways of solving a problem and to work with each other. The emphasis on vocabulary allows students to talk about math, developing higher level thinking skills and improving their own mathematics vocabulary. It’s a powerful program!”

- **Christie Aird**, Director for School Improvement Pre-K-5, Aurora East School District 131, Aurora, Illinois

“Both my kids like *Everyday Math*, and over the years, my support of it has only grown. My daughter who has had *Everyday Math* in Grades K-1 is learning so much more at that level than my son did from another program. Overall, I think *Everyday Math* is just a wonderful program.”

- **Ann Boeckman**, Parent, Bexley, Ohio

“*Everyday Mathematics* stands out for developing thoughtful students who learn how to apply their mathematical understanding to real-world situations. This rigorous program builds a strong number sense in students through the development of computation, communication, and application skills. Using this program with fidelity will give our students the skills and confidence to excel in higher-level math courses.”

- **Peggy Carlson**, Curriculum Coordinator, Fairbanks North Star Borough School District, Fairbanks, Alaska

“The spiral approach is great because students are less prone to forget the skills they have learned as we keep revisiting them. I believe *Everyday Math* helps children build a strong mathematical foundation.”

- **Suzi Cook**, Grade 4 Teacher, LuLu Walker Elementary School, Tucson, Arizona

“*Everyday Mathematics* is a complex, well-built program containing strong mathematical content.”

- **Bonnie Gould**, Math Specialist, Glendale Unified School District, Glendale, California

“With *Everyday Mathematics*, our test scores have continued to show growth and each year that we use the program, my job gets easier. Every child is a success in math – finally! Kids like math and so do I!”

- **Bonnie Grover**, Grade 5 Teacher, Avery Parsons Elementary School, Buena Vista, Colorado

“*Everyday Math* makes so much sense! I support its interactive, relevant approach to learning math. Math is more than numbers, you have to relate it to daily life and the real world – it doesn’t come alive until children see those connections.”

- **Ida Lo**, Parent, Bexley, Ohio

“I just love *Everyday Mathematics*. Many of my students said math was fun after switching to *Everyday Math*. What I like best is that the program recognizes that children do not all learn the same way, and it shows multiple approaches to the same concept.”

- **Susan Phillips**, Grades 4-5 Teacher, Carson Elementary, Denver, Colorado

“Our teachers in Grades 6-8 tell me that students using the *Everyday Math* program in earlier grades are arriving in their classrooms with a deeper understanding of mathematical concepts and are ready to start the year at a much higher level.”

- **Ken Tucker**, Principal, Florence Sawyer School, Bolton, Massachusetts

“*Everyday Math* has absolutely everything we need to help our students become proficient in math. You won’t find a teacher in my school who would give up *Everyday Math* because it gives them the tools they need to work with every kind of learner, from struggling to gifted.”

- **Suzanne Wintle**, Teacher, Florence Sawyer School, Bolton, Massachusetts