

**Build procedural fluency from conceptual understanding.**

Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

What are <i>teachers</i> doing?	What are <i>students</i> doing?
<p>Providing students with opportunities to use their own reasoning strategies and methods for solving problems.</p> <p>Asking students to discuss and explain why the procedures that they are using work to solve particular problems.</p> <p>Connecting student-generated strategies and methods to more efficient procedures as appropriate.</p> <p>Using visual models to support students' understanding of general methods.</p> <p>Providing students with opportunities for distributed practice of procedures.</p>	<p>Making sure that they understand and can explain the mathematical basis for the procedures that they are using.</p> <p>Demonstrating flexible use of strategies and methods while reflecting on which procedures seem to work best for specific types of problems.</p> <p>Determining whether specific approaches generalize to a broad class of problems.</p> <p>Striving to use procedures appropriately and efficiently.</p>