**Scenario title**

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| Author | *Name and surname**Institution in which the author works* |
| Target knowledge | *A precise mathematical formulation of the goal.* |
| Broader goals | *Broader achievements such as competences, possible applications, reasoning etc.*  |
| Prerequisite mathematical knowledge | *Precise formulation of what mathematical knowledge, skills and competences the students are expected to possess before engaging with this situation.* |
| Grade | *Grade number and age of students.* |
| Time | *Estimated time and number of lessons (45-60 minutes).* |
| Required material | *All sorts of needed artefacts.* |
| **Problem:***The exact formulation of the main problem, which the teacher devolves to the students (possibly after some preparatory activity).* |

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| **Phase** | **Teacher’s actions incl. instructions** | **Students’ actions and reactions** | **Observations from implementation** |
| Devolution (didactical)*Time estimate*  |  |   |  |
| Action(adidactical)*Time estimate* |  |   |  |
| Formulation(didactical / adidactical)*Time estimate* |  |  |  |
| Validation (didactical / adidactical) *Time estimate* |  |  |  |
| Institutionalisation (didactical)*Time estimate* |   |  |  |

*Note: the phases of devolution and institutionalization can be repeated, but should not be repeated too often in one situation.*

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| Possible ways for students to realize target knowledge | * *Be mathematically explicit about the strategies that students might follow. Remember to emphasize when a strategy can split into a scenario with ICT or without ICT using only pen and paper, as well as if the strategy requires to look at special cases.*
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| Evaluation tools | * *An evaluation tool in the form of an immediate task (or more simple tasks) the students are supposed to be able to solve if they have reached the learning goal of the scenario.*
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| Further study | * *What are possible applications / generalization of the notion or the concept studied?*
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| List of additional materials  | * *Students’ productions (snapshots of boards, reports, assignments, posters etc.)*
* *Formulations of students’ assignments, reports or other productions required from students based on the lesson*
* *Table for recording students’ strategies*
* *Video*
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