



## Adição de monômios na perspectiva da teoria das situações didáticas [

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text (article)

Analítica

The objective of this study was to analyze the possible contributions of the theory of didactic situations to the construction of the concept of addition of monomials by eight grade students. The school where the intervention was applied is part of the municipal network of a city located in the cacao region of southern Bahia, Brazil. The didactic situation was presented as a scenario in which students were asked to extract monomials and add them with the purpose of finding the representation of the profit of sales. The students were divided into groups of four. During development, they were motivated and anxious to solve the problem. However, they experienced epistemological obstacles and difficulties in clearly identifying the stages of the development of the situation. The theory of didactic situations provided theoretical contribution to the construction and application of the situation and the results were analyzed using the qualitative method. The results revealed that the didactic situation motivated students to question and seek strategies to succeed in building the concept of monomial addition

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## Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- [informa@baratz.es](mailto:informa@baratz.es)