

Two geometry lessons with realistic contexts

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We will discuss two geometry lessons developed by classroom teachers in Fukui, Japan. One is for middle school grades, which helped students understand what logical demonstration is and also made them familiar with it, using examinations of propositions from wider categories including those from students' everyday life. Another is for early elementary grades which helped students develop the concepts of composing elements of solid figures through a stamping play. This lesson concerns the problem of representation as well. The developments of these lessons were very much narrative, and the teachers managed the lessons with their careful observations of students' activities and discussions. As part of this presentation, we invite further discussions with conference participants to deliberate how these lessons can be understood and developed using a Realistic Mathematics Education framework.