Title of the article in English (Cambria, 14, black, bold, left, line spacing of 16pts, 20pts after)

Title of the article in Portuguese (Cambria, 14, black 35%, bold, left, line spacing of 16pts, 60pts after)

Maria Sousa (Cambria, 11pts, bold, left, line spacing of 16pts) 

Institution (Cambria, 11pts, left, line spacing of 16pts)

Country (Cambria, 11pts, left, line spacing of 16pts)

maria.sousa@xxx.pt (Segoe UI, 9.5pts, left, line spacing of 16pts, 18pts after)

Manuel Silva (Cambria, 11pts, bold, left, line spacing of 16pts) 

Institution (Cambria, 11pts, left, line spacing of 16pts)

Country (Cambria, 11pts, left, line spacing of 16pts)

manuel.silva@xxx.pt (Segoe UI, 9.5pts, left, line spacing of 16pts, 60pts after)

**Abstract.** Insert here your abstract in English. Cambria size 10, 12pts spacing before text, 16pts of line spacing, justified, no indentation, up to 200 words. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

*Keywords:* keyword 1; keyword 2; keyword 3; keyword 4; keyword 5; keyword 6. (Cambria, size 10, 12pts spacing after text, 16pts of line spacing, justified, no indentation, up to 6 keywords separated by a semicolon.)

**Resumo.** Insert here your abstract in Portuguese. Cambria size 10, 12pts spacing before text, 16pts of line spacing, justified, no indentation, up to 200 words. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

*Palavras-chave:* keyword 1; keyword 2; keyword 3; keyword 4; keyword 5; keyword 6. (Cambria, size 10, 12pts spacing after text, 16pts of line spacing, justified, no indentation, up to 6 keywords separated by a semicolon.)

Level one heading (Cambria, 13pts, bold, 24pts before, 1.5 line spacing)

Insert text here. Cambria, 11pts, line spacing of exactly 18pts, justified. The first line of the first paragraph is not indented. Endnote1. Endnote2. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

The second paragraph and the following have an indentation of 0.5cm. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

**Level two heading (Cambria, 12pts, bold, 18pts before, 1.5 line spacing)**

Insert text here. Cambria, 11pts, line spacing of exactly 18pts, justified. The first line of the first paragraph is not indented. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

The second paragraph and the following have an indentation of 0.5cm. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

**Level three heading (Cambria, 11pts, bold, 12pts before, 1.5 line spacing)**

Insert text here. Cambria, 11pts, line spacing of exactly 18pts, justified. The first line of the first paragraph is not indented. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

The second paragraph and the following have an indentation of 0.5cm. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

List:

1. Item 1
2. Item 2
3. Item 3

Insert a quotation here. Cambria, 10,5pts, 12pts before, 12pts after, single line spacing, justified, left and right indentation of 1cm. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation. Quotation.

Student 1: Cambria, 10,5pts, single line spacing, justified, left and right indentation of 1cm, 12pts before 1st paragraph, hanging indentation of 2.75cm. Transcript. Transcript. Transcript. Transcript. Transcript. Transcript. Transcript. Transcript.

Teacher: Transcript. Transcript. Transcript. Transcript. Transcript.

Student 2: 12pts after last paragraph. Transcript. Transcript. Transcript. Transcript. Transcript. Transcript. Transcript. Transcript.

Figure 1. Numbered figure caption. (Cambria, 10.5pts, centre, 6pts before, 18pts after, single line spacing)

Table 1. Numbered table caption (Cambria, 10.5pts, left, 18pts before, 6pts after, single line spacing)

|  |  |  |
| --- | --- | --- |
| **Header 1** | **Header 2** | **Header 3** |
| Insert text here. Insert text here. Insert text here. | 0000 | 0000 |
| Insert text here. Insert text here. Insert text here. | 0000 | 0000 |
| Insert text here. Insert text here. Insert text here. | 0000 | 0000 |
| **Total** | **0000** | **0000** |

**Acknowledgments (Cambria, 12pts, bold, 18pts before, 1.5 line spacing)**

Insert here the Acknowledgments. (Cambria, 10,5pts, single line spacing)

**Notes (Cambria, 12pts, bold, 18pts before, 1.5 line spacing)**

1  Insert here the endnote. (Cambria, 10pts, single line spacing)

2 Insert here the endnote.

**References (Cambria, 13pts, bold, 24pts before, 1.5 line spacing)**

[JOURNAL ARTICLE]

Clements, D. H., Sarama, J., Swaminathan, S., Weber, D., & Trawick-Smith, J. (2018). Teaching and learning Geometry: Early foundations. *Quadrante, 27*(2), 7-31. (Cambria, 10pts, line spacing of 13pts)

Walkoe, J., Sherin, M., & Elby, A. (2019). Video tagging as a window into teacher noticing. *Journal of Mathematics Teacher Education*, *23*, 385–405. https://doi.org/10.1007/s10857-019-09429-0

[BOOK CHAPTER OR PAPER IN PUBLISHED PROCEEDINGS]

Baccaglini-Frank, A., & Antonini, S. (2016). From conjecture generation by maintaining dragging to proof. In C. Csikos, A. Rausch, & J. Szitányi (Eds.), *Proceedings of the 40th conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 43-50). Szegeg, Hungary: PME.

Radford, L. (2018). The emergence of symbolic algebraic thinking in primary school. In C. Kieran (Ed.), *Teaching and learning algebraic thinking with 5- to 12-year-olds: The global evolution of an emerging field of research and practice* (pp. 3-25). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-319-68351-5\_1

[BOOK]

Blanton, M. L. (2008). *Algebra and the elementary classroom: Transforming thinking, transforming practice.* Portsmouth: Heinemann.

[DISSERTATION OR THESIS]

Drijvers, P. (2003). *Learning algebra in a computer algebra environment: Design research on the understanding of the concept of parameter* (Doctoral Dissertation). Utrecht University, Utrecht. Retrieved from https://dspace.library.uu.nl/handle/1874/886

[ONLINE PAPER CONFERENCE]

Allmond, S., & Makar, K. (2018, July). Scaffolding data conversations in a primary classroom. In M. A. Sorto, A. White, & L. Guyot (Eds.), *Looking back, looking forward. Proceedings of the Tenth International Conference on Teaching Statistics*, Kyoto, Japan. Retrieved from de https://iase-web.org/icots/10/proceedings/pdfs/ICOTS10\_4B3.pdf

[UNPUBLISHED PAPER CONFERENCE]

Olkun, S., & Sari, M. H. (2016, July). Geometric aspects of number line estimations. Paper presented at the *13th International Congress on Mathematical Education*, Hamburg, Germany.

[ONLINE DOCUMENT]

Perry, R., & Lewis, C. (2011). *Improving the mathematical content base of lesson study summary of results.* Retrieved from https://www.researchgate.net/publication/228440009\_Improving the\_Mathematical\_Content\_Base\_of\_Lesson\_Study\_Summary\_of\_Results