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## MONITORING TOOL

# Supporting Memory in Geometrical Demonstration Process

**Aim:** monitoring students' process of understanding of the concept of proof and proving: understanding the text, identifying hypothesis and thesis, representing hypotheses on the figure and with other representation systems (such as algebraic formulas), recalling already known geometrical facts, organizing proof in form of a deductive chain of arguments.

	Arithmetic	Geometry	Algebra
Memory			
Reasoning		X	
Visuo-spatial			

Paul has to solve the following problem:

Draw an isosceles triangle ABC so that the basis AB is smaller than BC. Extend CA of a segment AE that is congruent to the difference between BC and AB, extend AB of a segment BF congruent to AE. Prove that CF is congruent to EF.

Do you think that Paul wrote the hypotheses in a correct way?

$$\left\{ \begin{array}{l} BC \cong AC \\ \hat{A} \cong \hat{B} \\ CA \cong AC - AB \\ CF \cong EF \end{array} \right.$$

Highlight the affirmations that should not be in the hypotheses list.  
List here the hypotheses that are missing.



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