

**A modeling approach to the teaching of secondary geometry:
What difficulties does it present to the teacher?**

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Abstract: I will share a few tasks that illustrate how a teacher might engage students in modeling their experiences with two-dimensional shapes. Then I will describe how our observation of teachers' work in classrooms using those tasks and focus group sessions with teachers who discussed video records of instruction around those tasks enable us to better understand the demands that such mathematical work places on teachers. I discuss the implications of this work as constructing arrays of choices that practitioners can use to navigate the complex work of teaching geometry.