

## COVER LETTER

Dear Editor,

We would like to submit the Research Article entitled “Studying how primary-school in-service teachers conjecture and prove: an approach from the mathematical community” for consideration for possible publication in Journal on Mathematics Education. This paper has not been published or accepted for publication elsewhere, and, in fact, it is not under consideration at any other journal.

With the aim of improving teachers’ professional development on mathematical practices, such as defining, proving, classifying, etc., and, consequently, the teaching and learning of these practices, we study in this paper how four primary-school in-service teachers develop them. Specifically, we focus on the mathematical practices of conjecturing and proving. Understanding mathematics teachers’ professional development as the legitimate peripheral participation in the mathematicians’ community of practices, we consider, to analyse the data of this study, categories of activities that were previously identified to study how a research mathematician conjectures and proves. We believe that this study shows an interesting and very novel approach to analyse teachers’ mathematical practices. Recently, many studies have appeared in the literature that try to understand how experts (research mathematicians) develop mathematical practices, since this knowledge is being considered a first step to deal with the teaching and learning of such practices. With this in mind, in this work we take another step in this field of research and obtain interesting conclusions for this field by considering a theoretical framework that characterises research mathematicians’ mathematical practices to study how in-service teachers develop them.

Finally, we would like to point out that this research article complies with formal requirements.

Thank you for considering our submission.

Sincerely,

The authors.