Abstract
The purpose of this article is to show a two year experience dealing with problem solving in Math. The focus is in the process by which the teacher and students constitute social norms and mathematical practices in the course of their classroom interaction. Different problems were solved so as to promote mathematical signs and symbols (ciphers, letters, variables, graphics, diagrams, visualisations, etc.), and social signs and symbols (in the frame of the classroom culture, hidden hints, remarks, reinforcements, confirmations, reflections, etc.) made by the teacher, and comments and remarks of similar types made by other students.

Keywords
Math, problem solving, classroom interaction.