ABSTRACT: In this contribution, we focus our attention on the teaching tools. We aim to analyse how the introduction of a new teaching tool (a didactic sequence), in classes, by the teacher, can operate changes both in teacher practices and in the taught object itself. Our research was developed around the opinion text writing, in six 6th grade classes of Portuguese Language of Basic Education. In this text, after a brief presentation of the main theoretical fields of our research, we describe the plan of the empirical research and some results of a preliminary analysis.

KEYWORDS: teaching work, didactic tool, didactic sequence, taught object, opinion text writing.