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**Describing the mathematical intentions of early learning childhood experiences.**

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Summary: This chapter is written to inform the subsequent design of intentional experiences for young children, especially in family settings. There is clearly a world of mathematical possibilities for young children but it will assist in ensuring that children have experiences that can assist them in interpreting the world mathematically and in adapting to the demands of schooling. Based on analysis of research and critique of similar documents, the chapter presents a set of key foci that can inform the design of suggestions in which parents (and educators) can engage with children.

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