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Titolo	Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings / / by Robyn Jorgensen, Mellony Graven
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Nota di contenuto	Section One: Theories that Frame Our Work: Introduction -- From Exclusion to Inclusion for Marginalised Learners -- Theoretical Perspectives -- The Literacy of Numeracy Practices in Multilingual Early Years Settings -- Section 2: Story-based Resources for Developing Number Sense and Reasoning: Exploring Numeracy-Rich Rhymes and Stories -- Designing and Creating Maths-Rich Storybooks, Games and Related Activities -- A Resource Approach to Extending Numeracy Engagement beyond School -- Section Three: Engaging with the Formal Language of School Mathematics: Learning the Academic Language of Mathematics -- Big Books in a Multilingual Context -- Mathematical Language Immersion Learning Environments -- Section Four: Ubuntu and Community Links: Embracing Ubuntu in Community Partnerships.
Sommario/riassunto	This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners. It provides highly illustrative exemplars, targeted for learners up to approximately eight years of age whose home language differs from

the language of instruction. It identifies the challenges faced by these learners and their families, and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally. The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language. Readers will gain a practical sense of how to create contexts, classrooms and practices to scaffold these learners to build robust understandings of mathematics.
