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Abstract

The aim of this book is to contribute to the dialogue about the role of play in the mathematical education of young children (ages 4-7). By focusing on the key components for the intentional integration of play into mathematics education, new questions and considerations arise through the book's chapters. The book is divided into four parts, which are developed across ten chapters. These chapters address the epistemological perspectives of play in relation to childhood,

education, and mathematics, the unique characteristics and peculiarities of different types of play, research data on the use of games for approaching mathematics, the views of those involved in the educational process, and design issues for the creation and management of educational games. Essentially, the book provides elements for the intentional integration of play, both as an activity and as material, into the mathematical education of young children.

