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## Abstract

This article focuses on effective mathematical communication in preschool. Based on a qualitative case study of a Norwegian preschool, we explore how visual mediators, gestures and mathematical concepts support effective mathematical communication in play-based activities. The article shows how these modes, and the links between them, were crucial for establishing effective communication. Visual mediators, gestures and mathematical concepts functioned as means for making the focal projects and the contexts explicit in the conversations, and thus for communicating effectively.

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Beate Nergård is a PhD candidate at Department of Teacher Education, Faculty of Social and Educational Sciences, NTNU. She is employee at Queen Maud University Collage of Early Childhood Education. Her research interest is mathematics in kindergarten, with a main interest in how children encounter mathematics through language and activities.

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