ERRATUM

Erratum to: Identifying Opportunities for Grade One Children to Acquire Foundational Number Sense: Developing a Framework for Cross Cultural Classroom Analyses

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Published online: 6 February 2015
© Springer Science+Business Media New York 2015

Erratum to: Early Childhood Educ J
DOI 10.1007/s10643-014-0653-6

Due to an oversight during the final stages of revision, the authors omitted their acknowledgements in the original publication. The complete text should read as given here.

Acknowledgments The authors are extremely grateful to Jenni Back and Lisa Björklund Boistrup for their generous and very helpful sharing of their Hungarian and Swedish data, respectively.

The online version of the original article can be found under
doi:[10.1007/s10643-014-0653-6](https://doi.org/10.1007/s10643-014-0653-6).

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