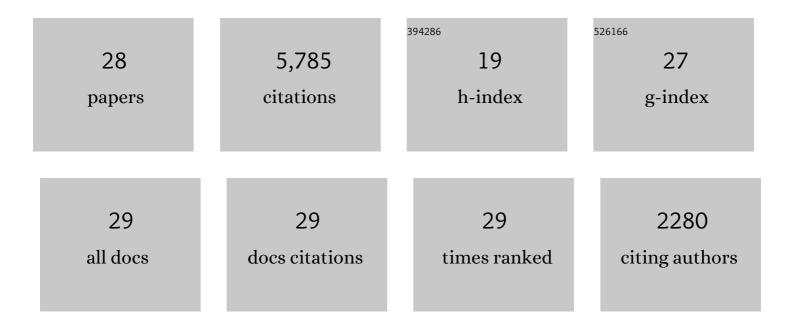
Rochel Gelman

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/4209536/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Preverbal and verbal counting and computation. Cognition, 1992, 44, 43-74.	1.1	1,300
2	Non-verbal numerical cognition: from reals to integers. Trends in Cognitive Sciences, 2000, 4, 59-65.	4.0	792
3	Nonverbal Counting in Humans: The Psychophysics of Number Representation. Psychological Science, 1999, 10, 130-137.	1.8	567
4	Numerical abstraction by human infants. Cognition, 1990, 36, 97-127.	1.1	454
5	Variability signatures distinguish verbal from nonverbal counting for both large and small numbers. Psychonomic Bulletin and Review, 2001, 8, 698-707.	1.4	341
6	Number and language: how are they related?. Trends in Cognitive Sciences, 2005, 9, 6-10.	4.0	330
7	Preschoolers' counting: Principles before skill. Cognition, 1983, 13, 343-359.	1.1	317
8	Science learning pathways for young children. Early Childhood Research Quarterly, 2004, 19, 150-158.	1.6	236
9	Preschooler's ability to decide whether a photographed unfamiliar object can move itself Developmental Psychology, 1988, 24, 307-317.	1.2	220
10	Early understandings of numbers: paths or barriers to the construction of new understandings?. Learning and Instruction, 1998, 8, 341-374.	1.9	216
11	Sometimes area counts more than number. Proceedings of the National Academy of Sciences of the United States of America, 2006, 103, 19599-19604.	3.3	215
12	Young children's numerical competence. Cognitive Development, 1986, 1, 1-29.	0.7	167
13	Language and the Origin of Numerical Concepts. Science, 2004, 306, 441-443.	6.0	162
14	Young children can add and subtract by predicting and checking. Early Childhood Research Quarterly, 2004, 19, 121-137.	1.6	103
15	Science in the Classroom: Finding a Balance Between Autonomous Exploration and Teacher-Led Instruction in Preschool Settings. Early Education and Development, 2011, 22, 970-988.	1.6	86
16	Further Investigations of the Young Child's Conception of Number. Child Development, 1975, 46, 167.	1.7	56
17	Nonverbal arithmetic in humans: Light from noise. Perception & Psychophysics, 2007, 69, 1185-1203.	2.3	56
18	Measurement Estimation: Learning to Map the Route From Number to Quantity and Back. Review of Educational Research, 1998, 68, 413-449.	4.3	52

ROCHEL GELMAN

#	Article	IF	CITATIONS
19	Numerical Reasoning in Young Children: The Ordering Principle. Child Development, 1977, 48, 427.	1.7	34
20	Domain Specificity and Variability in Cognitive Development. Child Development, 2000, 71, 854-856.	1.7	21
21	Visual nesting impacts approximate number system estimation. Attention, Perception, and Psychophysics, 2012, 74, 1104-1113.	0.7	10
22	Notebooks as windows on learning: The case of a science-into-ESL program. , 2002, , 269-293.		9
23	Do Children Recall Numbers as Generic? A Strong Test of the Generics-As-Default Hypothesis. Language Learning and Development, 2019, 15, 217-231.	0.7	7
24	The case for continuity. Behavioral and Brain Sciences, 2011, 34, 127-128.	0.4	6
25	Counting and arithmetic principles first. Behavioral and Brain Sciences, 2008, 31, 653-654.	0.4	5
26	Learning in core and non-core number domains. Developmental Review, 2015, 38, 185-200.	2.6	5
27	The problem with percentages. Philosophical Transactions of the Royal Society B: Biological Sciences, 2018, 373, 20160519.	1.8	5
28	Number Word Acquisition: Cardinality, Bootstrapping, and Beyond: Reply to Commentaries. Language Learning and Development, 2012, 8, 190-195.	0.7	3