

Rochel Gelman

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4209536/publications.pdf>

Version: 2024-02-01

28
papers

5,785
citations

394286

19
h-index

526166

27
g-index

29
all docs

29
docs citations

29
times ranked

2280
citing authors

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

#	ARTICLE	IF	CITATIONS
19	Numerical Reasoning in Young Children: The Ordering Principle. <i>Child Development</i> , 1977, 48, 427.	1.7	34
20	Domain Specificity and Variability in Cognitive Development. <i>Child Development</i> , 2000, 71, 854-856.	1.7	21
21	Visual nesting impacts approximate number system estimation. <i>Attention, Perception, and Psychophysics</i> , 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. <i>Language Learning and Development</i> , 2019, 15, 217-231.	0.7	7
24	The case for continuity. <i>Behavioral and Brain Sciences</i> , 2011, 34, 127-128.	0.4	6
25	Counting and arithmetic principles first. <i>Behavioral and Brain Sciences</i> , 2008, 31, 653-654.	0.4	5
26	Learning in core and non-core number domains. <i>Developmental Review</i> , 2015, 38, 185-200.	2.6	5
27	The problem with percentages. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2018, 373, 20160519.	1.8	5
28	Number Word Acquisition: Cardinality, Bootstrapping, and Beyond: Reply to Commentaries. <i>Language Learning and Development</i> , 2012, 8, 190-195.	0.7	3