

# 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  | 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         |
| 2  | The problem with percentages. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2018, 373, 20160519.  | 1.8 | 5         |
| 3  | Learning in core and non-core number domains. <i>Developmental Review</i> , 2015, 38, 185-200.  | 2.6 | 5         |
| 4  | Number Word Acquisition: Cardinality, Bootstrapping, and Beyond: Reply to Commentaries. <i>Language Learning and Development</i> , 2012, 8, 190-195.                                      | 0.7 | 3         |
| 5  | Visual nesting impacts approximate number system estimation. <i>Attention, Perception, and Psychophysics</i> , 2012, 74, 1104-1113.   | 0.7 | 10        |
| 6  | 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        |
| 7  | The case for continuity. <i>Behavioral and Brain Sciences</i> , 2011, 34, 127-128.  | 0.4 | 6         |
| 8  | Counting and arithmetic principles first. <i>Behavioral and Brain Sciences</i> , 2008, 31, 653-654.   | 0.4 | 5         |
| 9  | Nonverbal arithmetic in humans: Light from noise. <i>Perception &amp; Psychophysics</i> , 2007, 69, 1185-1203.  | 2.3 | 56        |
| 10 | 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       |
| 11 | Number and language: how are they related?. <i>Trends in Cognitive Sciences</i> , 2005, 9, 6-10.  | 4.0 | 330       |
| 12 | Language and the Origin of Numerical Concepts. <i>Science</i> , 2004, 306, 441-443.   | 6.0 | 162       |
| 13 | Young children can add and subtract by predicting and checking. <i>Early Childhood Research Quarterly</i> , 2004, 19, 121-137.  | 1.6 | 103       |
| 14 | Science learning pathways for young children. <i>Early Childhood Research Quarterly</i> , 2004, 19, 150-158.  | 1.6 | 236       |
| 15 | Notebooks as windows on learning: The case of a science-into-ESL program. , 2002, , 269-293.  |     | 9         |
| 16 | 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       |
| 17 | Domain Specificity and Variability in Cognitive Development. <i>Child Development</i> , 2000, 71, 854-856.  | 1.7 | 21        |
| 18 | Non-verbal numerical cognition: from reals to integers. <i>Trends in Cognitive Sciences</i> , 2000, 4, 59-65.   | 4.0 | 792       |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | Nonverbal Counting in Humans: The Psychophysics of Number Representation. <i>Psychological Science</i> , 1999, 10, 130-137.                        | 1.8 | 567       |
| 20 | 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       |
| 21 | 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        |
| 22 | Preverbal and verbal counting and computation. <i>Cognition</i> , 1992, 44, 43-74.   | 1.1 | 1,300     |
| 23 | Numerical abstraction by human infants. <i>Cognition</i> , 1990, 36, 97-127.   | 1.1 | 454       |
| 24 | Preschooler's ability to decide whether a photographed unfamiliar object can move itself.. <i>Developmental Psychology</i> , 1988, 24, 307-317.    | 1.2 | 220       |
| 25 | Young children's numerical competence. <i>Cognitive Development</i> , 1986, 1, 1-29.   | 0.7 | 167       |
| 26 | Preschoolers' counting: Principles before skill. <i>Cognition</i> , 1983, 13, 343-359.   | 1.1 | 317       |
| 27 | Numerical Reasoning in Young Children: The Ordering Principle. <i>Child Development</i> , 1977, 48, 427.   | 1.7 | 34        |
| 28 | Further Investigations of the Young Child's Conception of Number. <i>Child Development</i> , 1975, 46, 167.  | 1.7 | 56        |