## Some types of parent number talk count more than oth input and childrenâ€₅∿ardinal-number knowledge

Developmental Science 14, 1021-1032 DOI: 10.1111/j.1467-7687.2011.01050.x

**Citation Report** 

#	Article	IF	CITATIONS
1	Never odd nor even. Early Years Educator, 2011, 13, 16-18.	0.0	0
2	The relation between spatial skill and early number knowledge: The role of the linear number line Developmental Psychology, 2012, 48, 1229-1241.	1.6	379
3	Young children's recognition of quantitative relations in mathematically unspecified settings. Journal of Mathematical Behavior, 2013, 32, 450-460.	0.9	29
4	The approximate number system and its relation to early math achievement: Evidence from the preschool years. Journal of Experimental Child Psychology, 2013, 114, 375-388.	1.4	186
5	Children's learning of number words in an indigenous farmingâ€foraging group. Developmental Science, 2014, 17, 553-563.	2.4	54
6	Young Children's Interpretation of Multidigit Number Names: From Emerging Competence to Mastery. Child Development, 2014, 85, 1306-1319.	3.0	48
7	Supporting family conversations and children's STEM learning in a children's museum. Early Childhood Research Quarterly, 2014, 29, 333-344.	2.7	102
8	The Approximate Number System is not Predictive for Symbolic Number Processing in Kindergarteners. Quarterly Journal of Experimental Psychology, 2014, 67, 271-280.	1.1	116
9	Generic and Specific Numeral Classifier Input and its Relation to Children's Classifier and Number Learning. Psychology of Language and Communication, 2015, 19, 101-127.	0.6	1
10	Parents' Talk About Letters With Their Young Children. Child Development, 2015, 86, 1406-1418.	3.0	19
11	The Role of Intuitive Approximation Skills for School Math Abilities. Mind, Brain, and Education, 2015, 9, 112-120.	1.9	15
12	Parental socioeconomic status and the neural basis of arithmetic: differential relations to verbal and visuoâ€spatial representations. Developmental Science, 2015, 18, 799-814.	2.4	42
13	Talking Shape: Parental Language With Electronic Versus Traditional Shape Sorters. Mind, Brain, and Education, 2015, 9, 136-144.	1.9	82
14	Jump-Starting Early Childhood Education at Home. Perspectives on Psychological Science, 2015, 10, 727-732.	9.0	14
15	Math talk during informal learning activities in Head Start families. Cognitive Development, 2015, 35, 15-33.	1.3	174
16	Gesturing about number sense. Journal of Early Childhood Research, 2015, 13, 263-279.	1.6	3
17	Gesture as a window onto children's number knowledge. Cognition, 2015, 144, 14-28.	2.2	59
18	Why is number word learning hard? Evidence from bilingual learners. Cognitive Psychology, 2015, 83, 1-21.	2.2	37

ATION RED

2

	CITATION RE	PORT	
#	Article	IF	CITATIONS
19	Math Anxiety. Policy Insights From the Behavioral and Brain Sciences, 2015, 2, 4-12.	2.4	114
20	Math at home adds up to achievement in school. Science, 2015, 350, 196-198.	12.6	299
21	Approximate number word knowledge before the cardinal principle. Journal of Experimental Child Psychology, 2015, 130, 35-55.	1.4	58
22	Understanding the Home Math Environment and Its Role in Predicting Parent Report of Children's Math Skills. PLoS ONE, 2016, 11, e0168227.	2.5	82
23	Acquisition of the Cardinal Principle Coincides with Improvement in Approximate Number System Acuity in Preschoolers. PLoS ONE, 2016, 11, e0153072.	2.5	65
24	Neural Correlates of Math Gains Vary Depending on Parental Socioeconomic Status (SES). Frontiers in Psychology, 2016, 7, 892.	2.1	36
25	How Parents Read Counting Books and Non-numerical Books to Their Preverbal Infants: An Observational Study. Frontiers in Psychology, 2016, 07, 1100.	2.1	13
26	Mathematics Awareness Month. Journal of Developmental and Behavioral Pediatrics, 2016, 37, 251-253.	1.1	5
27	Maternal Math Talk in the Home and Math Skills in Preschool Children. Early Education and Development, 2016, 27, 841-857.	2.6	92
28	Numerical morphology supports early number word learning: Evidence from a comparison of young Mandarin and English learners. Cognitive Psychology, 2016, 88, 162-186.	2.2	39
29	The Home Numeracy Environment: What Do Cross-Cultural Comparisons Tell Us About How to Scaffold Young Children's Mathematical Skills?. , 2016, , 87-104.		20
30	Assessing early number learning in play. ZDM - International Journal on Mathematics Education, 2016, 48, 991-1002.	2.2	11
31	Symbolic representation of the number three: a study with three-year-old children from contrasting socioeconomic environments. Journal of Cognitive Psychology, 2016, 28, 743-755.	0.9	6
32	Home Learning Environment and Concept Formation: A Family Intervention Study with Kindergarten Children. Early Childhood Education Journal, 2016, 44, 419-427.	2.7	21
33	Mathematics and language: Individual and group differences in mathematical language skills in young children. Early Childhood Research Quarterly, 2016, 36, 259-268.	2.7	132
34	Parents supporting learning: a non-intensive intervention supporting literacy and numeracy in the home learning environment. International Journal of Early Years Education, 2016, 24, 121-142.	0.8	51
35	Response to Comment on "Math at home adds up to achievement in school― Science, 2016, 351, 1161-116	5112.6	2
36	Influence of language nutrition on children's language and cognitive development: An integrated review. Early Childhood Research Quarterly, 2016, 36, 318-333.	2.7	134

ARTICLE IF CITATIONS # Causal Connections Between Mathematical Language and Mathematical Knowledge: A Dialogic Reading 37 1.6 114 Intervention. Journal of Research on Educational Effectiveness, 2017, 10, 116-137. Parents' Estimations of Preschoolers' Number Skills Relate to at-Home Number-Related Activity 1.5 Engagement. Infant and Child Development, 2017, 26, e1968. Does the Approximate Number System Serve as a Foundation for Symbolic Mathematics?. Language 39 1.4 54 Learning and Development, 2017, 13, 171-190. The contribution of parent $\hat{s}$ <sup> $\in$ </sup> child numeracy activities to young Chinese children's mathematical ability. British Journal of Educational Psychology, 2017, 87, 328-344. Understanding sources of individual variability in parents' number talk with young children. Journal 41 1.4 73 of Experimental Child Psychology, 2017, 159, 1-15. Are content and structural features of counting books aligned with research on numeracy development?. Early Childhood Research Quarterly, 2017, 39, 47-63. Maternal sensitivity in responding during play and children's pre-mathematical skills: a longitudinal 43 1.8 10 study from infancy to preschool age. European Journal of Developmental Psychology, 2017, 14, 1-15. Spontaneous focusing on quantitative relations as a predictor of rational number and algebra 44 2.9 knowledge. Contemporary Educational Psychology, 2017, 51, 356-365. Parents' Spatial Language Mediates a Sex Difference in Preschoolers' Spatial-Language Use. 45 3.3 51 Psychological Science, 2017, 28, 1583-1596. Maternal support of young children's planning and spatial concept learning as predictors of later math (and reading) achievement. Early Childhood Research Quarterly, 2017, 41, 114-125. Developmental Changes in Early Comprehension and Production of Drawings: Evidence From Two 47 1.2 6 Socioeconomic Backgrounds. Journal of Genetic Psychology, 2017, 178, 217-228. Intergenerational associations in numerical approximation and mathematical abilities. Developmental 48 2.4 30 Science, 2017, 20, e12436. Mastery of the logic of natural numbers is not the result of mastery of counting: evidence from late 49 2.4 15 counters. Developmental Science, 2017, 20, e12459. Effects of a Summer Mathematics Intervention for Low-Income Children. Educational Evaluation and 2.5 Policy Analysis, 2017, 39, 31-53. Mapping Among Number Words, Numerals, and Nonsymbolic Quantities in Preschoolers. Journal of 51 23 1.3 Cognition and Development, 2017, 18, 41-62. Racial/ethnic differences in kindergartners' reading and math skills: Parents' knowledge of children's development and homeâ€based activities as mediators. Infant and Child Development, 2017, 26, e2010. Natural language and set-theoretic conception of natural number. Acta Linguistica Academica, 2017, 53 0.2 6 64, 125-151. Investigating the relationship between two home numeracy measures: A questionnaire and 54 observations during Lego building and book reading. British Journal of Developmental Psychology, 2018, 36, 354-370.

#	ARTICLE	IF.	CITATIONS
55	British Journal of Developmental Psychology, 2018, 36, 521-539.	1.7	11
56	Reciprocal relations among motivational frameworks, math anxiety, and math achievement in early elementary school. Journal of Cognition and Development, 2018, 19, 21-46.	1.3	132
57	Maternal cognitive guidance and early education and care as precursors of mathematical development at preschool age and in ninth grade. Infant and Child Development, 2018, 27, e2069.	1.5	4
58	Understanding families' conceptions of school readiness in the United States: a qualitative metasynthesis. International Journal of Early Years Education, 2018, 26, 403-421.	0.8	8
59	Maternal Support of Children's Early Numerical Concept Learning Predicts Preschool and Firstâ€Grade Math Achievement. Child Development, 2018, 89, 156-173.	3.0	64
60	Development of early numerical abilities of Spanish-speaking Mexican preschoolers: A new assessment tool. Applied Neuropsychology: Child, 2018, 7, 117-128.	1.4	8
61	The home literacy and numeracy environment in preschool: Cross-domain relations of parent–child practices and child outcomes. Journal of Experimental Child Psychology, 2018, 166, 581-603.	1.4	116
62	Resilience in mathematics after early brain injury: The roles of parental input and early plasticity. Developmental Cognitive Neuroscience, 2018, 30, 304-313.	4.0	5
63	Des doigts et des nombres. Psychologie Francaise, 2018, 63, 379-399.	0.4	6
64	Relations between preschoolers' mathematical language understanding and specific numeracy skills. Journal of Experimental Child Psychology, 2018, 176, 84-100.	1.4	55
65	Frequency of Home Numeracy Activities Is Differentially Related to Basic Number Processing and Calculation Skills in Kindergartners. Frontiers in Psychology, 2018, 9, 340.	2.1	64
66	Meaning before order: Cardinal principle knowledge predicts improvement in understanding the successor principle and exact ordering. Cognition, 2018, 180, 59-81.	2.2	36
67	Promoting children's learning and transfer across informal science, technology, engineering, and mathematics learning experiences. Journal of Experimental Child Psychology, 2018, 175, 80-95.	1.4	31
68	Distinct Pathways From Parental Beliefs and Practices to Children's Numeric Skills. Journal of Cognition and Development, 2018, 19, 345-366.	1.3	24
69	SES disparities in early math abilities: The contributions of parents' math cognitions, practices to support math, and math talk. Developmental Review, 2018, 49, 1-15.	4.7	58
70	Making a difference to children's reasoning skills before school-entry: The contribution of the home learning environment. Contemporary Educational Psychology, 2018, 54, 79-88.	2.9	10
71	Parental use of spatial language and gestures in early childhood. British Journal of Developmental Psychology, 2019, 37, 149-167.	1.7	14
72	Home learning in the new mobile age: parent–child interactions during joint play with educational apps in the US. Journal of Children and Media, 2019, 13, 1-19.	1.7	44

#	Article	IF	CITATIONS
73	Conversational reflections about tinkering experiences in a children's museum. Science Education, 2019, 103, 1493-1512.	3.0	18
74	Preschool children's math exploration during play with peers. Journal of Applied Developmental Psychology, 2019, 65, 101072.	1.7	19
75	Let's Talk About Maths: The Role of Observed "Mathsâ€Talk―and Maths Provisions in Preschoolers' Numeracy. Mind, Brain, and Education, 2019, 13, 326-340.	1.9	14
76	Development of Mathematical Language in Preschool and Its Role in Learning Numeracy Skills. , 2019, , 175-193.		9
77	Put Your Data to Use: Entering the Real World of Children and Families. Perspectives on Psychological Science, 2019, 14, 37-42.	9.0	5
78	Counting and Basic Numerical Skills. , 2019, , 521-542.		2
79	Development of Number Understanding: Different Theoretical Perspectives. , 2019, , 91-104.		1
80	Mathematics education for children under four years of age: a systematic review of the literature. Early Years, 2021, 41, 522-539.	1.0	23
81	Elementary-age children's conceptions about mathematics utility and their home-based mathematics engagement. Journal of Educational Research, 2019, 112, 431-446.	1.6	8
82	Promoting Math Talk in Adult–Child Interactions Through Grocery Store Signs. Mind, Brain, and Education, 2019, 13, 110-118.	1.9	29
83	Understanding the Link Between the Approximate Number System and Math Abilities. , 2019, , 91-106.		8
84	Mathematical Development in the Early Home Environment. , 2019, , 107-142.		9
85	Response patterns of young children from two contrasting SES contexts to different numerical tasks with numbers 1–5. Journal of Genetic Psychology, 2019, 180, 1-16.	1.2	2
86	Improved setâ€size labeling mediates the effect of a counting intervention on children's understanding of cardinality. Developmental Science, 2019, 22, e12819.	2.4	12
87	Infants recognize counting as numerically relevant. Developmental Science, 2019, 22, e12805.	2.4	14
88	Latina mothers' engagement in children's math learning in the early school years: Conceptions of math and socialization practices. Early Childhood Research Quarterly, 2019, 47, 271-283.	2.7	35
89	Leveraging Research on Informal Learning to Inform Policy on Promoting Early STEM. Social Policy Report, 2019, 32, 1-33.	3.2	17
90	Intelligence in Childhood. , 2019, , 155-180.		3

#	Article	IF	CITATIONS
91	Will the future BE POSITIVE? Early life experience as a signal to the developing brain pre school entry. Learning: Research and Practice, 2019, 5, 99-125.	0.4	1
92	Number gestures predict learning of number words. Developmental Science, 2019, 22, e12791.	2.4	19
93	Language <i>counts</i> : Early language mediates the relationship between parent education and children's math ability. Developmental Science, 2019, 22, e12773.	2.4	19
94	Mothers' and Fathers' Language Input from 6 to 36 Months in Rural Two-Parent-Families: Relations to children's kindergarten achievement. Early Childhood Research Quarterly, 2019, 47, 385-395.	2.7	30
95	Kindergarten children's symbolic number comparison skills relates to 1st grade mathematics achievement: Evidence from a two-minute paper-and-pencil test. Learning and Instruction, 2019, 59, 21-33.	3.2	30
96	Moving mathematics out of the classroom: Using mobile technology to enhance spontaneous focusing on quantitative relations. British Journal of Educational Technology, 2019, 50, 562-573.	6.3	16
97	The home math environment: More than numeracy. Early Childhood Research Quarterly, 2020, 50, 4-15.	2.7	85
98	Differences in the complexity of math and literacy questions parents pose during storybook reading. Early Childhood Research Quarterly, 2020, 50, 40-50.	2.7	32
99	Parent–Child Math Talk About Fractions During Formal Learning and Guided Play Activities. Child Development, 2020, 91, 546-562.	3.0	41
100	Parents' and young children's attention to mathematical features varies across play materials. Early Childhood Research Quarterly, 2020, 50, 65-77.	2.7	17
101	How can parents and elementary school teachers promote resilience in young children through mathematical conversations?. Early Child Development and Care, 2020, 190, 1604-1618.	1.3	1
102	Why and How Parents Promote Math Learning with their Young Children: A Mixed-Methods Investigation. Parenting, 2020, 20, 108-140.	1.4	14
103	Urban Thinkscape: Infusing Public Spaces with STEM Conversation and Interaction Opportunities. Journal of Cognition and Development, 2020, 21, 125-147.	1.3	18
104	Probing the Relationship Between Home Numeracy and Children's Mathematical Skills: A Systematic Review. Frontiers in Psychology, 2020, 11, 2074.	2.1	51
105	New Zealand parents/caregivers' knowledge and beliefs about child language development. Speech, Language and Hearing, 2020, , 1-13.	1.0	0
106	Triangulating Multi-Method Assessments of Parental Support for Early Math Skills. Frontiers in Education, 2020, 5, .	2.1	14
107	Infant Physical Growth. , 2020, , 40-69.		0
108	Dynamic Epigenetic Impact of the Environment on the Developing Brain. , 2020, , 70-93.		0

#	Article	IF	CITATIONS
109	Brain Development in Infants. , 2020, , 94-127.		5
110	Visual Development. , 2020, , 157-185.		0
111	Infants' Perception of Auditory Patterns. , 2020, , 214-237.		1
112	Action in Development. , 2020, , 469-494.		5
113	The Mirror Neuron System and Social Cognition. , 2020, , 495-519.		1
114	Infant Word Learning and Emerging Syntax. , 2020, , 632-660.		0
115	Dual Language Exposure and Early Learning. , 2020, , 661-684.		0
116	Understanding and Evaluating the Moral World in Infancy. , 2020, , 777-804.		3
117	Longitudinally adaptive assessment and instruction increase numerical skills of preschool children. Proceedings of the National Academy of Sciences of the United States of America, 2020, 117, 27945-27953.	7.1	11
118	Embodied Brain Model for Understanding Functional Neural Development of Fetuses and Infants. , 2020, , 3-39.		0
119	Causal Effects of Parent Number Talk on Preschoolers' Number Knowledge. Child Development, 2020, 91, e1162-e1177.	3.0	38
120	Examining the Factor Structure of the Home Mathematics Environment to Delineate Its Role in Predicting Preschool Numeracy, Mathematical Language, and Spatial Skills. Frontiers in Psychology, 2020, 11, 1925.	2.1	31
121	No Association Between the Home Math Environment and Numerical and Patterning Skills in a Large and Diverse Sample of 5- to 6-year-olds. Frontiers in Psychology, 2020, 11, 547626.	2.1	22
122	The Development of Touch Perception and Body Representation. , 2020, , 238-262.		0
123	Infant Physical Knowledge. , 2020, , 363-380.		0
124	Infant Categorization. , 2020, , 381-409.		0
125	The Infant's Visual World. , 2020, , 549-576.		0
126	Infant Speech Perception. , 2020, , 579-601.		0

#	Article	IF	CITATIONS
127	Infant Vocal Learning and Speech Production. , 2020, , 602-631.		2
128	Infant Emotion Development and Temperament. , 2020, , 715-741.		3
130	Infant Memory. , 2020, , 341-362.		0
131	Infant Attachment (to Mother and Father) and Its Place in Human Development. , 2020, , 687-714.		5
132	Infant Emotional Development. , 2020, , 742-776.		3
133	Cross-Cultural Perspectives on Parent–Infant Interactions. , 2020, , 805-832.		3
134	Infant Object Manipulation and Play. , 2020, , 520-548.		3
135	Infant Visual Attention. , 2020, , 186-213.		0
136	As Easy as 1, 2, 3: Exploring Early Math in Public Library Storytimes. Library Quarterly, 2020, 90, 20-37.	0.8	7
137	The Development of Infant Feeding. , 2020, , 263-302.		2
138	The Development of Multisensory Attention Skills. , 2020, , 303-338.		5
139	Early Knowledge About Space and Quantity. , 2020, , 410-434.		0
140	Development During Infancy in Children Later Diagnosed with Autism Spectrum Disorder. , 2020, , 128-154.		0
142	The intergenerational transmission of mathematics achievement in middle childhood: A prospective adoption design. Developmental Science, 2020, 23, e12974.	2.4	7
143	Confident or familiar? The role of familiarity ratings in adults' confidence judgments when estimating fraction magnitudes. Metacognition and Learning, 2020, 15, 215-231.	2.7	16
144	When does math anxiety in parents and teachers predict math anxiety and math achievement in elementary school children? The role of gender and grade year. Social Psychology of Education, 2020, 23, 1023-1054.	2.5	28
145	†The parents are locked out': policies, practices, and perspectives undermining family engagement. International Studies in Sociology of Education, 2020, 29, 250-273.	1.8	4
146	Cognitive Behavioral Science behind the Value of Play: Leveraging Everyday Experiences to Promote Play, Learning, and Positive Interactions. Journal of Infant, Child, and Adolescent Psychotherapy, 2020, 19, 202-216.	0.8	14

#	Article	IF	CITATIONS
147	Embedding Scientific Explanations Into Storybooks Impacts Children's Scientific Discourse and Learning. Frontiers in Psychology, 2020, 11, 1016.	2.1	8
148	Partial knowledge in the development of number word understanding. Developmental Science, 2020, 23, e12944.	2.4	13
149	Learning the generative principles of a symbol system from limited examples. Cognition, 2020, 200, 104243.	2.2	11
150	Counting Enhances Kindergarteners' Mappings of Number Words Onto Numerosities. Frontiers in Psychology, 2020, 11, 153.	2.1	1
151	Parents' use of number talk with young children: Comparing methods, family factors, activity contexts, and relations to math skills. Early Childhood Research Quarterly, 2020, 53, 249-259.	2.7	26
152	Early Maternal Spatial Support for Toddlers and Math Skills in Second Grade. Journal of Cognition and Development, 2020, 21, 282-311.	1.3	9
153	Preschoolers' reasoning about numbers in picture books. Mathematical Thinking and Learning, 2020, 22, 195-213.	1.2	12
154	Arithmetic knowledge from the spontaneous attention to relations. Developmental Science, 2021, 24, e13003.	2.4	2
155	Mathematics Learning Opportunities in Preschool: Where Does the Classroom Library Fit In?. Early Education and Development, 2021, 32, 66-81.	2.6	9
156	When beliefs matter most: Examining children's math achievement in the context of parental math anxiety. Journal of Experimental Child Psychology, 2021, 201, 104992.	1.4	18
157	Direct numeracy activities and early math skills: Math language as a mediator. Early Childhood Research Quarterly, 2021, 54, 252-259.	2.7	17
158	Maternal Support of Children's Math Learning in Associations Between Family Income and Math School Readiness. Child Development, 2021, 92, e39-e55.	3.0	13
159	Playful Learning Landscapes: Convergence of Education and City Planning. Education in the Asia-Pacific Region, 2021, , 151-164.	0.4	2
160	Whether and How Knowledge Moderates Linkages between Parent–Child Conversations and Children's Reflections about Tinkering in a Children's Museum. Journal of Cognition and Development, 2021, 22, 226-245.	1.3	14
161	Home Numeracy and Preschool Children's Mathematical Development: Expanding Home Numeracy Models to Include Parental Attitudes and Emotions. Frontiers in Education, 2021, 6, .	2.1	8
162	Associations between parents' number talk and management language with young children. Journal of Applied Developmental Psychology, 2021, 73, 101261.	1.7	2
163	Brief Interventions Influence the Quantity and Quality of Caregiver-Child Conversations in an Everyday Context. Frontiers in Psychology, 2021, 12, 645788.	2.1	4
164	Parent Math Anxiety Predicts Early Number Talk. Journal of Cognition and Development, 2021, 22, 523-536.	1.3	14

#	Article	IF	CITATIONS
165	Multimodal Numerical Interactions during Mother-Child Picture Book Reading. Early Education and Development, 2022, 33, 997-1012.	2.6	2
166	Foundations for early mathematics skills: The interplay of approximate number system, mapping ability, and home numeracy activities. Cognitive Development, 2021, 59, 101083.	1.3	3
167	Math talk during traditional and digital number board game play. Journal of Applied Developmental Psychology, 2021, 76, 101312.	1.7	6
168	Facilitating young children's numeracy talk in play: The role of parent prompts. Journal of Experimental Child Psychology, 2021, 207, 105124.	1.4	16
169	Parental math input is not uniformly beneficial for young children: The moderating role of inhibitory control Journal of Educational Psychology, 2022, 114, 1178-1191.	2.9	8
170	Measuring Emerging Number Knowledge in Toddlers. Frontiers in Psychology, 2021, 12, 703598.	2.1	13
171	Parent and child spontaneous focus on number, mathematical abilities, and mathematical talk during play activities. Cognitive Development, 2021, 59, 101076.	1.3	5
172	Expectancy-value theory & preschool parental involvement in informal STEM learning. Journal of Applied Developmental Psychology, 2021, 76, 101320.	1.7	8
173	Exploring Environmental Influences on Infant Development and Their Potential Role in Processes of Cultural Transmission and Long-Term Technological Change. Childhood in the Past, 2021, 14, 80-101.	0.4	1
174	Advancing opportunities for children's informal STEM learning transfer through parent–child narrative reflection. Child Development, 2021, 92, e1075-e1084.	3.0	11
175	An early grade science, technology, engineering and mathematics dialogue reading programme: The development of a conceptual framework. South African Journal of Childhood Education, 2021, 11, .	0.3	3
176	Learning Evolution by Collaboration. BioScience, 0, , .	4.9	Ο
177	Light-touch design enhancements can boost parent engagement in math activities. Children and Youth Services Review, 2021, 128, 106133.	1.9	3
178	Individual Differences in Parental Support for Numeracy and Literacy in Early Childhood. Education Sciences, 2021, 11, 541.	2.6	5
179	Integrating qualitative and quantitative methods to develop a comprehensive coding manual: Measuring attention to mathematics in play contexts. Methods in Psychology, 2021, 4, 100044.	2.2	1
180	Supporting early numeracy: The role of spontaneous mathematical focusing tendencies in learning and instruction. , 2021, , 207-227.		0
182	Play-and-learn spaces: Leveraging library spaces to promote caregiver and child interaction. Library and Information Science Research, 2020, 42, 101002.	2.0	29
183	Infant Learning in the Digital Age. , 2020, , 435-466.		1

	CITATION	Report	
#	Article	IF	CITATIONS
184	Children's spontaneous focus on number before and after guided parent–child interactions in a children's museum Developmental Psychology, 2018, 54, 1492-1498.	1.6	47
185	More than just a game: Transforming social interaction and STEM play with Parkopolis Developmental Psychology, 2020, 56, 1041-1056.	1.6	33
186	How Informal Learning Activities Can Promote Children's Numerical Knowledge. , 0, , 1135-1153.		22
187	STEM Learning and Transfer in a Children's Museum and Beyond. Merrill-Palmer Quarterly, 2017, 63, 155.	0.5	32
188	Parent-Child Talk about Early Numeracy. Iris Journal of Scholarship, 0, 1, 48-68.	0.0	3
189	Parent–Child Math Discourse and Children's Math Thinking in Early Childhood. Journal of Cognitive Education and Psychology, 2020, 19, 3-19.	0.2	2
190	Cognitive predictors of counting skills. Journal of Numerical Cognition, 2018, 4, 410-428.	1.2	11
191	Exploring opportunities for math learning within parent–infant interactions. Infant and Child Development, 0, , e2271.	1.5	1
192	Development of children's math attitudes: Gender differences, key socializers, and intervention approaches. Developmental Review, 2021, 62, 100997.	4.7	22
193	Wie lassen sich mathematische FĤigkeiten im Alltag fördern?. , 2014, , 59-76.		0
194	Contextual Sensitivity and the Large Number Word Bias: When Is Bigger Really More?. , 2016, , 81-103.		1
195	Synergizing Research on Constructing Number: Themes and Prospects. Research in Mathematics Education, 2019, , 341-353.	0.3	Ο
196	Focusing the Video Lenses Tool to Build Deeper Understandings of Early Childhood Contexts. , 2019, , 107-118.		0
197	Conocimientos sobre dibujo, escritura y numerales en la producción gráfica materno-infantil, Argentina. Revista Latinoamericana De Ciencias Sociales, Ninez Y Juventud, 2019, 17, 1-24.	0.2	4
198	ë¶€ëª î• ìœì•,, ìོ•™ëŠ¥ë¥ì—•대한 긺대 ëº•ë¶€ëª î• ìོ•™ 태ë,와 ìœì•,,ì• ìོ학능ë¥ì• ê´€ê³,,: ë¶€ëª î• ìོ	í•™ì•ì <b>£ĩ,</b> ⋛ž°ìš(	©ì• <b>`@§@</b> °œíš''ê <sup>;</sup>
200	The interface between early numeracy, language and learning environments: Pedagogical implications. South African Journal of Childhood Education, 2020, 10, .	0.3	1
201	Role of home mathematics activities and mothers' maths talk in predicting children's maths talk and early maths skills. European Early Childhood Education Research Journal, 2021, 29, 501-518.	1.9	2
202	Emerging Representations for Counting in a Neural Network Agent Interacting with a Multimodal Environment 2020		1

#	Article	IF	CITATIONS
203	Spontaneous focusing on numerosity (SFON) of children in informal learning environment. Advances in Psychological Science, 2020, 28, 2064.	0.3	0
204	Fostering Parent–Child Math Talk with the 4Cs. The Mathematics Teacher, 2020, 113, 791-799.	0.1	1
205	The home math environment and math achievement: A meta-analysis Psychological Bulletin, 2021, 147, 565-596.	6.1	71
206	Transparent Vietnamese number-naming system facilitates first graders transcoding– A cross-linguistic study with French. Cognitive Development, 2022, 61, 101145.	1.3	0
207	Parent-initiated activities in support of Swedish year-one children's learning of mathematics: age-appropriate complements to school?. International Journal of Early Years Education, 0, , 1-16.	0.8	1
208	Assessing Efficacy and Benefit of a Behavioral Math Talk Intervention for Caregivers of Young Children. Child and Youth Care Forum, 2022, 51, 1155-1173.	1.6	2
210	Deal Me in: Playing Cards in the Home to Learn Math. Education Sciences, 2022, 12, 190.	2.6	6
211	Understanding Home Math Environments and Math Talks of Children with Low and Middle Socioeconomic Status. Participatory Educational Research, 2022, 9, 53-70.	0.8	3
212	Predicting children's emerging understanding of numbers. Developmental Science, 2022, 25, .	2.4	2
213	Parents' daily involvement in children's math homework and activities during early elementary school. Child Development, 2022, 93, 1347-1364.	3.0	9
214	Engaging girls in math: The unequal effects of text messaging to help parents support early math development. Economics of Education Review, 2022, 88, 102262.	1.4	4
219	Research-Based Design and Use of Picture Books to Promote Children's Early Mathematical Learning. Advances in Early Childhood and K-12 Education, 2022, , 602-636.	0.2	2
220	To Home Literacy and Beyond. Advances in Early Childhood and K-12 Education, 2022, , 212-241.	0.2	1
221	The Cognitive Foundations of Early Childhood Numeracy. Advances in Early Childhood and K-12 Education, 2022, , 317-348.	0.2	0
222	Supporting Young Children's Numeracy Development With Guided Play. Advances in Early Childhood and K-12 Education, 2022, , 374-415.	0.2	0
223	Socioeconomic Variations in the Frequency of Parent Number Talk: A Meta-Analysis. Education Sciences, 2022, 12, 312.	2.6	5
224	Myths, Stereotypes, and Misconceptions on Mathematics Teaching and Learning. Advances in Educational Technologies and Instructional Design Book Series, 2022, , 132-150.	0.2	0
225	Environmental influences on mathematics performance in early childhood. , 2022, 1, 407-418.		6

#	Article	IF	CITATIONS
226	Mathematical language and mathematical abilities in preschool: A systematic literature review. Educational Research Review, 2022, 36, 100457.	7.8	8
227	The role of parent-led and child-led home numeracy activities in early mathematical skills. Cognitive Development, 2022, 63, 101189.	1.3	4
228	Cognitive Competencies and Signals of Risk. , 2022, , 193-230.		0
229	The intersect of early numeracy, vocabulary, executive functions and logical reasoning in Grade R. Pythagoras, 2022, 43, .	0.2	0
230	Verbal counting and the timing of number acquisition in an indigenous Amazonian group. PLoS ONE, 2022, 17, e0270739.	2.5	2
231	Widening the lens of family math engagement: A conceptual framework and systematic review. Developmental Review, 2022, 66, 101046.	4.7	10
232	Math for 2s and 3s: The impact of parent-child math activities on parents' beliefs and behaviors and young children's math skill development. Early Childhood Research Quarterly, 2023, 62, 163-174.	2.7	2
233	Associations between early numeracy and mathematics-specific vocabulary. South African Journal of Childhood Education, 2022, 12, .	0.3	0
234	Adding family math to the equation: Promoting Head Start preschoolers' mathematics learning at home and school. Early Childhood Research Quarterly, 2023, 63, 43-58.	2.7	4
236	Age group differences in SFON tendency and arithmetical skills of four to seven year olds in four countries with different school starting ages. Cognitive Development, 2023, 66, 101296.	1.3	2
237	Early mathematical performance of deaf and hard of hearing toddlers in family-centred early intervention programmes. Deafness and Education International, 0, , 1-18.	1.3	1
238	Promoting children's science, technology, engineering, and mathematics learning at home through tinkering and storytelling. Frontiers in Psychology, 0, 14, .	2.1	0
239	To what extent do home numeracy practices and parental number talk relate to children's math skills? A pre-registered study in 5-year-old children. Learning and Individual Differences, 2023, 106, 102328.	2.7	1
240	Chinese parents' support of preschoolers' mathematical development. Journal of Experimental Child Psychology, 2023, 236, 105753.	1.4	0
241	Attentional Strategies and the Transition From Subitizing to Estimation in Numerosity Perception. Cognitive Science, 2023, 47, .	1.7	0
242	Diverse mathematical knowledge among indigenous Amazonians. Proceedings of the National Academy of Sciences of the United States of America, 2023, 120, .	7.1	2
243	The how many and give-N tasks: Conceptually distinct measures of the cardinality principle. Early Childhood Research Quarterly, 2024, 66, 61-74.	2.7	0
244	It All Adds Up: Connecting Home and School through Family Math. , 0, , .		0

#	Article	IF	CITATIONS
245	factor structure, reliability, construct validity and measurement invariance in a sample of preschoolers with mild intellectual disabilities. International Journal of Developmental Disabilities, 0, , 1-11.	2.0	1
246	Math intervention targeting family routines increases parental math talk and math activities. Journal of Applied Developmental Psychology, 2023, 89, 101595.	1.7	0
247	Fraction Ball impact on student and teacher math talk and behavior. Journal of Experimental Child Psychology, 2024, 239, 105777.	1.4	0
248	The math talk learning environment: Testing an early childhood math intervention. Early Childhood Research Quarterly, 2024, 66, 224-233.	2.7	0
249	Identifying parental math talk styles and relations to child talk and skills. Cognitive Development, 2024, 69, 101398.	1.3	0
250	The algorithmic origins of counting. Child Development, 2023, 94, 1472-1490.	3.0	1
251	Child biological stress and maternal caregiving style are associated with school readiness. Early Childhood Research Quarterly, 2024, 67, 13-23.	2.7	0
252	The Relationship Between Parents' Math Expectations and Children's Math Achievements: Mediating Effects of Home Math Practices by Difficulty Level and Dependency on Private Math Education. Adonghakoeji, 2023, 44, 457-470.	0.2	0
253	Language systematizes attention: How relational language enhances relational representation by guiding attention. Cognition, 2024, 243, 105671.	2.2	0
254	Language experience matters for the emergence of early numerical concepts. Npj Science of Learning, 2023, 8, .	2.8	0
255	Küçük Çocukların Ev Aritmetik Ortamlarının İncelenmesi. Yaşadıkça Eğitim, 2024, 38, 199-2	160.5	0
256	Number Input in Mothers and Fathers of 9-Month-Olds. Journal of Cognition and Development, 0, , 1-29.	1.3	0
257	Informal Assessment of Preschool Children's Concepts of Zero. Early Childhood Education Journal, 0, , .	2.7	0