

Some types of parent number talk count more than other
input and children's cardinal-number knowledge

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Never odd nor even. <i>Early Years Educator</i> , 2011, 13, 16-18.	0.0	0
2	The relation between spatial skill and early number knowledge: The role of the linear number line.. <i>Developmental Psychology</i> , 2012, 48, 1229-1241.	1.2	379
3	Young children's recognition of quantitative relations in mathematically unspecified settings. <i>Journal of Mathematical Behavior</i> , 2013, 32, 450-460.	0.5	29
4	The approximate number system and its relation to early math achievement: Evidence from the preschool years. <i>Journal of Experimental Child Psychology</i> , 2013, 114, 375-388.	0.7	186
5	Children's learning of number words in an indigenous farming–foraging group. <i>Developmental Science</i> , 2014, 17, 553-563.	1.3	54
6	Young Children's Interpretation of Multidigit Number Names: From Emerging Competence to Mastery. <i>Child Development</i> , 2014, 85, 1306-1319.	1.7	48
7	Supporting family conversations and children's STEM learning in a children's museum. <i>Early Childhood Research Quarterly</i> , 2014, 29, 333-344.	1.6	102
8	The Approximate Number System is not Predictive for Symbolic Number Processing in Kindergarteners. <i>Quarterly Journal of Experimental Psychology</i> , 2014, 67, 271-280.	0.6	116
9	Generic and Specific Numeral Classifier Input and its Relation to Children–s Classifier and Number Learning. <i>Psychology of Language and Communication</i> , 2015, 19, 101-127.	0.2	1
10	Parents– Talk About Letters With Their Young Children. <i>Child Development</i> , 2015, 86, 1406-1418.	1.7	19
11	The Role of Intuitive Approximation Skills for School Math Abilities. <i>Mind, Brain, and Education</i> , 2015, 9, 112-120.	0.9	15
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15	Math talk during informal learning activities in Head Start families. <i>Cognitive Development</i> , 2015, 35, 15-33.	0.7	174
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20	Math at home adds up to achievement in school. Science, 2015, 350, 196-198.	6.0	299
21	Approximate number word knowledge before the cardinal principle. Journal of Experimental Child Psychology, 2015, 130, 35-55.	0.7	58
22	Understanding the Home Math Environment and Its Role in Predicting Parent Report of Children's Math Skills. PLoS ONE, 2016, 11, e0168227.	1.1	82
23	Acquisition of the Cardinal Principle Coincides with Improvement in Approximate Number System Acuity in Preschoolers. PLoS ONE, 2016, 11, e0153072.	1.1	65
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56	Reciprocal relations among motivational frameworks, math anxiety, and math achievement in early elementary school. <i>Journal of Cognition and Development</i> , 2018, 19, 21-46.	0.6	132
57	Maternal cognitive guidance and early education and care as precursors of mathematical development at preschool age and in ninth grade. <i>Infant and Child Development</i> , 2018, 27, e2069.	0.9	4
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188	Parent-Child Talk about Early Numeracy. <i>Iris Journal of Scholarship</i> , 0, 1, 48-68.	0.0	3
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