

Bibliografía

California Department of Education. (2013). *California Common Core State Standards: Mathematics*.

California Department of Education. (2024). *California Preschool/Transitional Kindergarten Learning Foundations*.

California Department of Social Services. (2025). *California Infant/Toddler Learning and Development Foundations*.

Cankaya, O., LeFevre, J. A., & Dunbar, K. (2014). The role of number naming systems and numeracy experiences in children's rote counting: Evidence from Turkish and Canadian children. *Learning and Individual Differences*, 32, 238–245.

Clements, D. H., & Sarama, J. (2021). *Learning and teaching early math: The learning trajectories approach* (3rd ed.). Routledge.

Espy, K. A., McDiarmid, M. M., Cwik, M. F., Stalets, M. M., Hamby, A., & Senn, T. E. (2004). The contribution of executive functions to emergent mathematic skills in preschool children. *Developmental Neuropsychology*, 26(1), 465–486.

Feigenson, L., Carey, S., & Hauser, M. (2002). The representations underlying infants' choice of more: Object files versus analog magnitudes. *Psychological Science*, 13(2), 150–156.

Franke, M. L., Kazemi, E., & Turrou, A. C. (Eds.). (2018). *Choral counting and counting collections: Transforming the preK–5 math classroom*. Stenhouse Publishers.

Gunderson, E. A., & Levine, S. C. (2011). Some types of parent number talk count more than others: Relations between parents' input and children's cardinal-number knowledge. *Developmental Science*, 14(5), 1021–1032.

Izard, V., Sann, C., Spelke, E. S., & Streri, A. (2009). Newborn infants perceive abstract numbers. *Proceedings of the National Academy of Sciences of the United States of America*, 106(25), 10382–10385. <https://doi.org/10.1073/pnas.0812142106>

Leybaert, J., & Van Cutsem, M. N. (2002). Counting in sign language. *Journal of Experimental Child Psychology*, 81(4), 482–501.

- Lipton, J. S., & Spelke, E. S. (2003). Origins of number sense. Large-number discrimination in human infants. *Psychological Science*, 14(5), 396–401. <https://doi.org/10.1111/1467-9280.01453>
- Ramani, G. B., Rowe, M. L., Eason, S. H., & Leech, K. A. (2015). Math talk during informal learning activities in Head Start families. *Cognitive Development*, 35, 15–33.
- Santos, S., & Cordes, S. (2022). Math abilities in deaf and hard of hearing children: The role of language in developing number concepts. *Psychological Review*, 129(1), 199.
- Sarnecka, B. W., & Carey, S. (2008). How counting represents number: What children must learn and when they learn it. *Cognition*, 108(3), 662–674.
- Silver, A. M., & Libertus, M. E. (2022). Environmental influences on mathematics performance in early childhood. *Nature Reviews Psychology*, 1(7), 407–418.
- Wagner, K., Kimura, K., Cheung, P., & Barner, D. (2015). Why is number word learning hard? Evidence from bilingual learners. *Cognitive Psychology*, 83, 1–21.
- Xu, F., & Spelke, E. S. (2000). Large number discrimination in 6-month-old infants. *Cognition*, 74(1), B1–B11. [https://doi.org/10.1016/S0010-0277\(99\)00066-9](https://doi.org/10.1016/S0010-0277(99)00066-9)

