

Supplementary material B. All 32 images used in the CJ task. All are images of different objects that could be used to teach arithmetic to children, varying on different dimensions of concreteness: perceptual richness (high/low), established knowledge (high/low), iconicity (model/photograph/line drawing/cartoon), and homogeneity (homogeneous/heterogeneous).



Low perceptual richness

High established knowledge

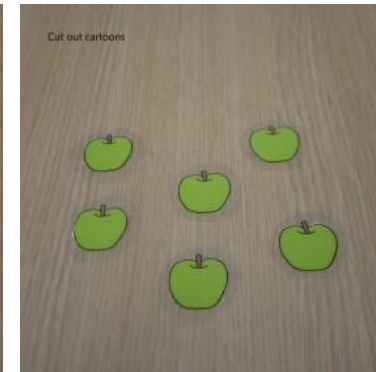
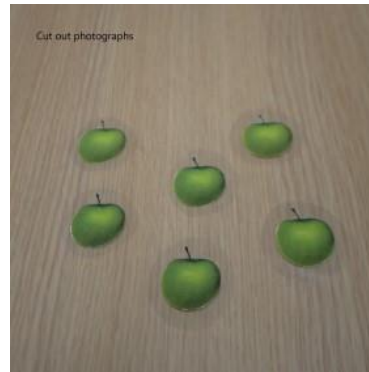
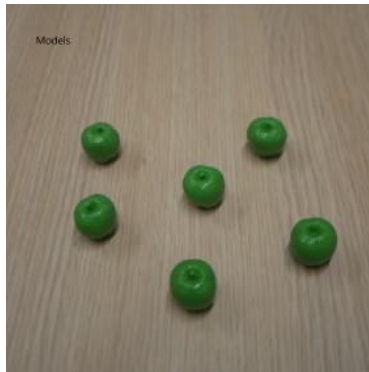
Model

Photograph

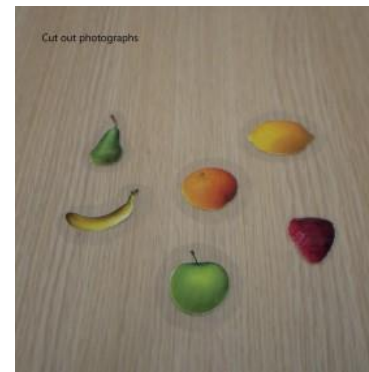
Line drawing

Cartoon

Homogeneous



Heterogeneous



High perceptual richness

Low established knowledge

Model

Photograph

Line drawing

Cartoon

Homogeneous



Heterogeneous

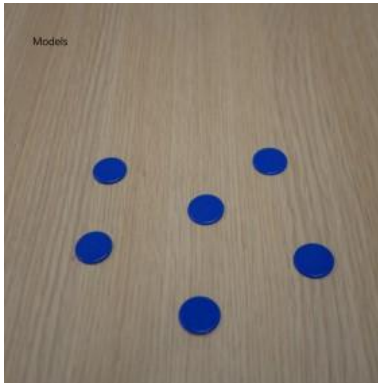


Low perceptual richness

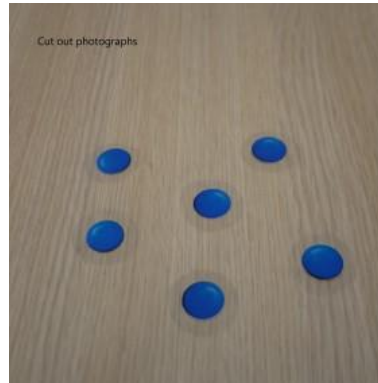
Low established knowledge

Homogeneous

Model



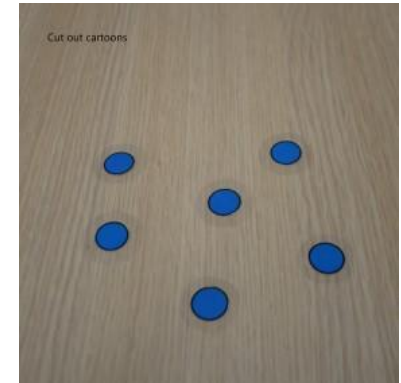
Photograph



Line drawing

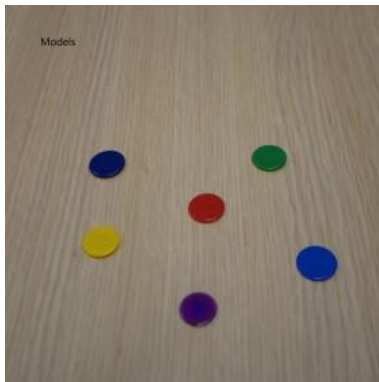


Cartoon

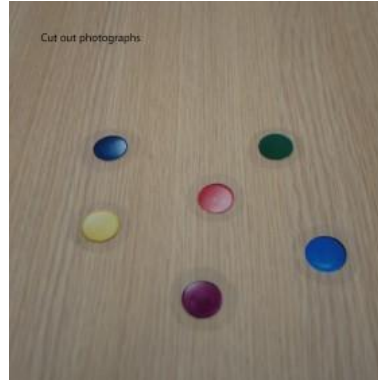


Heterogeneous

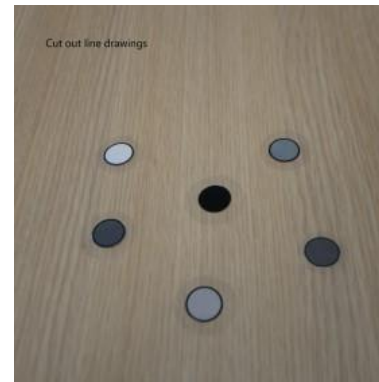
Models



Cut out photographs



Cut out line drawings



Cut out cartoons

