**Supplemental Online Materials**

**SOM Experiment 1a: Yes/No Judgment Task**

This task was originally designed as a stronger test of whether children differentiate between a meaning of “more” vs. “more than half” for *most*, by introducing a third set (see below for methods). Unfortunately, and much to our surprise, the task proved too difficult even for adult participants (see SOM Experiment 2, below). For this reason, it is not likely a valid test either for adults or children, and is not informative to assessing how and when children acquire the meaning of *most.*

*Method.* Participants were identical to those described in the main text of Experiment 1. In this task, the experimenter presented the child with three characters, each of whom had some quantity of items (e.g., Character A had 6 items, Character B had 7 items, and Character C had 8 items). The child was then asked “Does Character X have Y of the Z?” where X was the character name, Y was a quantifier, and Z was the item type (e.g., “Does Farmer Brown have most of the apples?”). We tested the quantifiers *a, most, some,* and *all*. Critically, on some trials, participants were asked if the character had *most* of the items when they truly did have most (8/13 items), and on other trials, the character did not have most (8/21 items).

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| Table 1. Questions for Yes/No Judgment Task | | | | | | |
|  | Set A | Set B | Set C |  | Question |
|  | 4 | 8 | 2 |  | “Does C have *most* of the bananas?” |
|  | 0 | 10 | 0 |  | “Does B have *all* of the oranges?” |
|  | 6 | 7 | 8 |  | “Does C have *most* of the strawberries?” |
|  | 0 | 5 | 4 |  | “Does A have *some* of the oranges?” |
|  | 2 | 4 | 8 |  | “Does B have *most* of the strawberries?” |
|  | 1 | 3 | 4 |  | “Does A have *a* banana?” |
|  | 3 | 8 | 2 |  | “Does B have *most* of the oranges?” |

*Results*. Children showed no evidence of comprehending the ‘more than half’ interpretation of *most*, with 93.75% of children (all but one child) agreeing that a character with 8/21 items had *most*. This is despite the fact that the children understood something about *most*: only 18.75% of children (2 children) agreed that the character had *most* when he had 2/12 items. However, as is discussed in Experiment 2 (below), when we tested adults on this task, their performance on the 8/21 trial didn’t indicate a comprehension of the more-than-half interpretation of *most* either (20 out of 24 adult participants said that a character with 8/21 items had *most*). Thus, while this task didn’t suggest that children possessed a more-than-half interpretation of *most*, it appears that this task may not, for some reason, test participants’ comprehension of *most.* For this reason, we do not consider it further.

**SOM Experiment 1b: Quantity Judgment Task.**

This task was designed to confirm that children could discriminate the quantities tested in the Yes/No Judgment task described above. We do not report this task in the main text because its sole purpose was to serve as a control task to the Yes/No task, which is, as described above, not reported.

*Method.* Once again, the stimuli were three types of small plastic fruit. Children were asked, “Which is more?” when presented with two piles of fruit. In the Yes/No Judgment task, the comparisons for *most* were 2 vs. 4 & 8, 8 vs. 6 & 7, 4 vs. 2 & 8, and 8 vs. 2 & 3. The smallest ratio was therefore 5:8. To approximate these comparisons, we tested children with 5 vs. 8, 2 vs. 8, and 8 vs. 15 on the Quantity Judgment task. Each comparison was presented twice with the side of the larger set counterbalanced across trials.

*Results*. Children were nearly perfect on all quantity judgments, and overall gave correct responses on 99.1% of the trials.

**Experiment 2: Yes/No Task**

Here we reran the task described in SOM Experiment 1a, but now also included a group of adults, as already mentioned. Again, children failed to provide evidence of knowing *most*, but so too did adults, suggesting that this task was too conservative a test.

*Method*. Participants were identical to those described in the main text of Experiment 2. As in Experiment 1, we conducted the Yes/No judgment task. Methods were identical to those in Experiment 1, except we also tested participants on *the most*.

*Results*. We found that the vast majority (83.33%) of adults endorsed *most* as an appropriate description for a character with 8/21 items, and all but 4 children did the same. Because adults did not display an "adult-like" knowledge of *most* on this task, we did not analyze this task further, on the logic that this task was, for some reason, not testing comprehension of *most*.