**NOTE:** This word document contains three parent/guardian letters customized for different age groups. Please choose the version that is most appropriate, edit as needed and then print the letter for the children in your care to take home to their families.

Dear Families of Infants 0-6 Months:

Before young children begin to count the Cheerios on their trays or put blocks in the shape sorter, they are learning important early math concepts from their everyday interactions with caregivers. When caregivers incorporate language about math concepts into these interactions from the start, the roots of math concepts begin to grow and provide a solid foundation for learning math skills in the preschool years.

Today, we talked about **BIG** and **LITTLE** as we got dressed to outside. You can reinforce this lesson at home. As you get your baby dressed, touch your baby’s feet and say: “(Child’s name) has **LITTLE** feet.” Show your foot and say: “(Mommy/Daddy) has **BIG** feet.” Then show your baby his or her sock and say: “(Child’s name) wears **LITTLE** socks on his/her **LITTLE** feet.” After you put on your baby’s socks, talk about putting the **BIG** socks on your own **BIG** feet as you put them on.

Repeat this with other outdoor clothing items, if appropriate for the weather. Mittens for **LITTLE** and **BIG** hands are another great clothing item to use for this concept.

Dear Families of Infants 6-12 Months:

Before young children begin to count the Cheerios on their trays or put blocks in the shape sorter, they are learning important early math concepts from their everyday interactions with caregivers. When caregivers incorporate language about math concepts into these interactions from the start, the roots of math concepts begin to grow and provide a solid foundation for learning math skills in the preschool years.

Today, we talked about big and little while we were getting dressed to go outside. You can reinforce this lesson at home. Touch your baby’s feet and say: “(Child’s name) has **LITTLE** feet.” Show your foot and say: “(Mommy/Daddy) has **BIG** feet.” Put your own foot next to your baby’s foot and say: “**LITTLE**” as you touch your baby’s foot and “BIG” as you touch your own foot. You can also talk about big and little toes when you are comparing feet. Then put on your baby’s socks while repeating: “**LITTLE** socks for **LITTLE** feet.” After you put on your baby’s socks, talk about putting the **BIG** socks on your own **BIG** feet as you put them on.

If you have time, repeat this activity with shoes and other outdoor clothing items. Mittens for **LITTLE** and **BIG** hands are another great clothing item to use for this concept.

Dear Families of Infants 12-18 Months:

Before young children begin to count the Cheerios on their trays or put blocks in the shape sorter, they are learning important early math concepts from their everyday interactions with caregivers. When caregivers incorporate language about math concepts into these interactions from the start, the roots of math concepts begin to grow and provide a solid foundation for learning math skills in the preschool years.

Today, we talked about big and little as we were getting ready to go outside. You can reinforce this lesson at home. Touch your baby’s feet and say: “(Child’s name) has **LITTLE** feet.” Show your foot and say: “(Mommy/Daddy) has **BIG** feet.” Put your own foot next to your baby’s foot and say: “**LITTLE**” as you touch your baby’s foot and “**BIG**” as you touch your own foot. You can also talk about **BIG** and **LITTLE** toes when you are comparing feet. Then hold up your baby’s socks in one hand and your socks in the other. Say: “**LITTLE** socks” as you show your baby’s socks and “**BIG** socks” as you show your socks. Next, say: “(Child’s name) wears **LITTLE** socks on his/her **LITTLE** feet.” Still holding up the **LITTLE** socks and the **BIG** socks, ask your baby to find the **LITTLE** socks for his/her **LITTLE** feet. Touch the **LITTLE** socks to your baby’s hand and allow your baby to take the socks. Your baby may try to put his/her own sock on, but won’t be able to do it without help from you. As you help, repeat: “**LITTLE** socks for **LITTLE** feet.” After you put on your baby’s socks, talk about putting the **BIG** socks on your own **BIG** feet as you put them on.

Repeat with shoes and other outdoor clothing items, if appropriate for the weather. Mittens for **LITTLE** and **BIG** hands are another great clothing item to use for this concept.