**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 **SAME** and **DIFFERENT** as we got dressed and undressed. Young infants understand **SAME** and **DIFFERENT** though routines. The routine of getting ready to go outside and take a walk, of putting on socks, of donning a hat and a jacket, of going out the door and of being placed in and buckled into a stroller teaches your baby the concept of **SAME**. Show your baby his/her socks. As you put the socks on your baby, say: “(Child’s name) has two socks. They are the **SAME**, socks go on (child’s name) feet. Feet are the **SAME**.” Show your baby his/her hat and jacket. Say: “This is your hat and jacket. They are **DIFFERENT**. (Child’s name) hat goes on your head and your jacket goes on your body. Head and body are **DIFFERENT**.”

When you come inside after playing outside, talk with your baby about getting undressed now that you are indoors. As you take off your baby’s socks, say: “Socks are the **SAME**, they are off (child’s name) feet. Feet are the **SAME**.” As you take off your baby’s hat and jacket, say: “Hat and jacket are **DIFFERENT**. Your hat comes off of your head and your jacket comes off of your body. Head and body are **DIFFERENT**.”

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 **SAME and DIFFERENT** as we got dressed and undressed.Young infants understand **SAME** and **DIFFERENT** though routines. The routine of getting ready to go outside and take a walk, of putting on socks, of donning shoes and a hat and a jacket, of going out the door and of being placed in and buckled into a stroller teaches your baby the concept of **SAME**. Show your baby his/her socks. As you put the socks on your baby, say: “(Child’s name) has two socks. They are the **SAME**. Socks go on (child’s name) feet. Feet are the **SAME**.” Repeat with shoes, if your baby wears them. Show your baby his/her hat and jacket. Say: “This is your hat and jacket. They are **DIFFERENT**. (Child’s name) hat goes on your head and your jacket goes on your body. Head and body are **DIFFERENT**.” Encourage your baby to put the hat on and cooperate and assist with putting on the socks, shoes and jacket.

When you come inside after playing outside, talk with your baby about getting undressed now that you are indoors. As you take off your baby’s socks, say: “Socks are the **SAME**. They are off (child’s name) feet. Feet are the **SAME**.” As you take off your baby’s hat and jacket, say: “Hat and jacket are **DIFFERENT**. Hat comes off of your head and your jacket comes off of your body. Head and body are **DIFFERENT**.” Encourage your baby to take off the socks and hat and cooperate and assist with the removal of the shoes and jacket.

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 **SAME** and **DIFFERENT** as we got dressed and undressed. Talk to your baby about getting ready to go outside. Show your baby his/her socks. As you put the socks on your baby, say: “(Child’s name) has two socks. They are the **SAME**. Socks go on (child’s name) feet. Feet are the **SAME**.” Repeat with your baby’s shoes. Show your baby his/her hat and jacket. Say: “This is your hat and jacket. They are **DIFFERENT**. (Child’s name) hat goes on your head and your jacket goes on your body. Head and body are **DIFFERENT**.” Encourage your baby to put the hat on and cooperate and assist with putting on the socks, shoes and jacket.

When you come inside after playing outside, talk with your baby about getting undressed now that you are indoors. As you take off your baby’s socks, say: “Socks are the **SAME**. They are off (child’s name) feet. Feet are the **SAME**.” As you take off your baby’s hat and jacket, say: “Hat and jacket are **DIFFERENT**. Your hat comes off of your head and your jacket comes off of your body. Head and body are **DIFFERENT**.” Encourage your baby to take off the socks, shoes and hat independently and cooperate and assist with the removal of the jacket.