**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** at mealtime. You can reinforce this lesson at home during mealtime. Show your baby two bibs: one **LITTLE** bib and one **BIG** bib. Encourage your baby to look from one bib to the other or reach for one or the other. When your baby looks at or reaches for one of the bibs, say: “(Child’s name), you picked the **BIG** bib” or “(child’s name) picked the **LITTLE** bib. Put the chosen bib on your baby. Say: “You have on a **BIG** bib” or “You have on a **LITTLE** bib.” When your baby is finished eating and you remove the bib, say: “Let’s take off the **BIG** bib” or “Let’s take off the **LITTLE** bib,” depending on which bib your baby is wearing. Show the infant the **BIG** bib and say: “This is a **BIG** bib.” Then show your baby the **LITTLE** bib and say: “This is a **LITTLE** bib.”

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** at mealtime. You can reinforce this lesson at home during mealtime. Show your baby the **BIG** spoon and the **LITTLE** spoon. Encourage your baby to reach for one spoon or the other. Depending on which spoon your baby chooses, say: “(Child’s name) has the **LITTLE** spoon” or “(Child’s name) has the **BIG** spoon.” Allow your baby to play with the spoon for a minute or two. Then hold out your hand and say: “Give Mommy/Daddy the **BIG** spoon or the **LITTLE** spoon,” depending on which spoon your baby chose to play with for a minute.

Show your baby the **LITTLE** spoon and the **LITTLE** bowl. Say: “(Child’s name) eats with a **LITTLE** spoon and a **LITTLE** bowl.” As you show your baby the **BIG** spoon and the **BIG** bowl, say: “Mommy/Daddy eats with a **BIG** spoon and a **BIG** bowl.” As you feed your baby, repeat: “(Child’s name) eats with a **LITTLE** spoon and a **LITTLE** bowl.” Every few bites, feed yourself from the **BIG** spoon and the **BIG** bowl and say: “Mommy/Daddy eats with a **BIG** spoon and a **BIG** bowl.”

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** at mealtime. You can reinforce this lesson at home during mealtime. Place a few **BIG** and **LITTLE** crackers on your baby’s tray. Allow your baby to begin finger feeding. Pick up a **BIG** cracker and a **LITTLE** cracker and ask your baby: “(Child’s name), do you want a **BIG** cracker or a **LITTLE** cracker?” Allow your baby to choose.

If your baby chooses the **BIG** cracker from the tray, say: “(Child’s name) is eating a **BIG** cracker.” If your baby chooses the **LITTLE** cracker, say: “(Child’s name) is eating a **LITTLE** cracker.” Continue to allow your baby to feed himself/herself, saying: “**BIG** cracker or **LITTLE** cracker,” depending on which cracker your baby picks up and eats.