**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-DIFFERENT** during playtime. You can reinforce this lesson at home. Infants understand **SAME** and **DIFFERENT** though routine. The daily routine of feeding your baby by placing the bib on first and then giving your baby the bottle teaches your baby the concept of **SAME**. To help your baby begin to understand **DIFFERENT**, show your baby the bib and the bottle before feeding. If your baby is very young, encourage your baby to look from one object to the other. If your baby is reaching, encourage your baby to reach for both.

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-DIFFERENT** during playtime. You can reinforce this lesson at home. Prepare two small bowls with **DIFFERENT** foods such as pears and sweet potatoes. Offer your baby two spoonfuls of pears. With the first spoonful, say: “Pears.” With the second spoonful, say “Pears, **SAME**.” Offer your baby a spoonful of sweet potatoes. Say “Sweet potatoes, **DIFFERENT**.” Continue offering your baby spoonfuls of food, sometimes the **SAME** twice in a row and sometimes alternating, saying the name of the food with each spoonful and stating whether it is the “**SAME”** or “**DIFFERENT”** from the previous spoonful.

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-DIFFERENT** during playtime. You can reinforce this lesson at home. Place two types of finger foods on your baby’s tray, such as Cheerios and bits of banana. Allow your baby to begin finger feeding. Pick up a Cheerio and a piece of banana and ask your baby: “Cheerio or banana?” Allow your baby to choose. If your baby chooses the **SAME** food that he/she chose from the tray, say: “(Name of the food) **SAME**.” If your baby chooses the other food, say: “(Name of the food) **DIFFERENT**.” Continue to allow your baby to feed himself/herself, naming the food as your baby picks it up and saying: “(Name of the food) **SAME”** if your baby chooses the **SAME** food and “(Name of the food) **DIFFERENT”** if your baby chooses the other food.