**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 **ON** and **OFF** as we read books. You can reinforce this lesson at home. Put a few books with pictures and photos that interest young infants **ON** a table next to your reading chair. Sit down with your baby in your lap. Point to the books **ON** the table and say: “Look (child’s name), the books are **ON** the table. As you take a book **OFF** of the table, say: “(Your name) takes the book **OFF** of the table.”

Open the book and point to pictures in the book, naming one or two items on the page. When you finish reading, say: “The end.” Put the book back **ON** the table and say: “(Your name) puts the book **ON** the table.”

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 **ON** and **OFF** while we were playing on the floor with blocks. You can reinforce this lesson at home. Sit down with your baby in your lap in a supported-sit position (or sit down across from your baby if he/she sits independently). Place a bin of blocks in front of your baby.

Help your baby take the blocks out of the bin and turn the bin upside down. Build a tower of blocks **ON** top of the upside-down bin. As you build the tower, say: “(Your name) puts the blocks **ON**, **ON**, **ON**!” Or just “Block **ON**!” Encourage your baby to knock down the tower and say: “(Infant’s name) knocks the blocks **OFF**, **OFF**, **OFF**!” Continue building with the blocks and knocking down the blocks—describing where the blocks are in relation to each other and the upside-down bin—**ON** or **OFF**.

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 **ON** and **OFF** while we were playing on the floor with blocks. You can reinforce this lesson at home. Sit down **ON** the floor with your baby. Place a bin of blocks in front of your baby. Help your baby take the blocks out of the bin and turn the bin upside down. Build a tower of blocks **ON** top of the upside-down bin.

As you build the tower, say: “(Your name) puts the blocks **ON**, **ON**, **ON**!” Or just “Block **ON**!” Encourage your baby to knock down the tower and say: “(Infant’s name) knocks the blocks **OFF**, **OFF**, **OFF**!” Continue building, encouraging your baby to stack the blocks and taking turns knocking down the blocks—describing where the blocks are in relation to each other and the upside-down bin—**ON** or **OFF**.