**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 got dressed and undressed. You can reinforce this lesson at home. Place your baby **ON** a blanket on the floor. Sit down with your baby and talk about getting dressed to go outside. Show your baby his/her socks. Say: “Socks go **ON** (child’s name) feet.” Show your baby his/her hat. Say: “Hat goes **ON** (child’s name) head.” Repeat with other outdoor clothing items, if appropriate for the weather. Jackets go **ON** bodies and mittens go **ON** hands.

When you come back inside, talk with your baby about getting undressed now that you are indoors. As you take **OFF** your baby’s socks, say: “Socks are **OFF** (child’s name) feet.” As you take **OFF** your baby’s hat, say: “Hat is **OFF** (child’s name) head.”

Repeat with other outdoor clothing items, if appropriate for the weather. Jackets come **OFF** of bodies and mittens come **OFF** of hands.

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** as we got dressed and undressed. You can reinforce this lesson at home. Place your baby **ON** a blanket **ON** the floor. Sit down with your baby and talk about getting dressed to go outside. Show your baby his/her socks. Say: “Socks go **ON** (child’s name) feet.” Show your baby his/her hat. Say: “Hat goes **ON** (child’s name) head.” Encourage your baby to place the hat **ON** his/her head by showing how you put your hat **ON**.

Repeat with other outdoor clothing items, if appropriate for the weather. Jackets go **ON** bodies and mittens go **ON** hands. When coming 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 **OFF** of (child’s name) feet.” Encourage your baby to take his/her hat **OFF**. Say: “Hat is **OFF** of (child’s name) head.”

Repeat with other outdoor clothing items, if appropriate for the weather. Jackets come **OFF** of bodies and mittens come **OFF** of hands.

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** as we got dressed and undressed. You can reinforce this lesson at home. Place your baby **ON** a blanket **ON** the floor. Sit down with your baby and talk about getting dressed to go outside. Show your baby his/her socks. Say: “Socks go **ON** (child’s name) feet.” Help your baby to put **ON** the socks. Repeat with shoes, if your baby wears them. Show your baby his/her hat. Say: “Hat goes **ON** (child’s name) head.” Encourage your baby to place the hat **ON** his/her head by showing how you put your hat **ON**.

Repeat with other outdoor clothing items, if appropriate for the weather. Jackets go **ON** bodies and mittens go **ON** hands. Encourage cooperation and assistance from your baby while putting **ON** clothing items. When coming inside after playing outside, talk with your baby about getting undressed now that you are indoors. Encourage your baby to take **OFF** his/her shoes and socks. Say: “Shoes and socks are **OFF** of (child’s name) feet.” Encourage your baby to take **OFF** his/her hat. Say: “Hat is **OFF** of (child’s name) head.”

Repeat with other outdoor clothing items, if appropriate for the weather. Jackets come **OFF** of bodies and mittens come **OFF** of hands. Encourage cooperation and assistance from your baby while taking **OFF** clothing items.