**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 **MORE** and **ALL DONE** during playtime. You can reinforce this lesson at home. After burping your baby, bring the partially-full bottle back to the baby and ask: “Do you want **MORE**?” When your baby looks at the bottle or reaches for the bottle, say: “Oh, you want **MORE**.” Then give your baby **MORE**. If your baby looks away or arches away or pushes the bottle away, say: “Oh, you are **ALL DONE**.” Take off the bib to show that the routine is over, repeating: “**ALL DONE**” in a singsong voice.

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 **MORE** and **ALL DONE** during playtime. You can reinforce this lesson at home. Offer your baby one or two pieces of a finger food. When your baby is finished, say: “**MORE** or **ALL DONE**?” Wait a minute to see if your baby requests **MORE** or shows you **ALL DONE** with vocalizations, gestures, pointing, reaching or pushing away. If your baby requests **MORE**, then say: “**MORE** Cheerios.” Give your baby one to two **MORE** Cheerios. When your baby shows signs of being **ALL DONE** or the food is all gone, say: “**ALL DONE**” and remove the high chair tray to show that mealtime is **ALL DONE**, saying or singing: “Food is all gone. (Child’s name) is **ALL DONE**. Bye-bye food.”

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 **MORE** and **ALL DONE** during playtime. Offer your baby only two types of food⎯one to two pieces of each. When your baby is finished, first wait a minute to see if he/she requests **MORE**. When your baby makes a request, say: “**MORE** chicken” as you give your baby **MORE** chicken. If your baby does not request **MORE** on his/her own, ask: “**MORE** chicken or **MORE** sweet potato?” Wait for your baby to respond by using words, signing, pointing or reaching. When your baby shows signs of being **ALL DONE** or the food is all gone, say: “**ALL DONE**” removing the high chair tray to show that mealtime is **ALL DONE**, saying or singing: “Food is all gone. (Child’s name) is **ALL DONE**. Bye-bye food.”