**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 **OVER** and **UNDER** as we played outside. You can reinforce this lesson at home when you are outdoors taking a walk together. As you enjoy your walk, notice and talk about things that are **OVER** and **UNDER**. Look where your baby is looking and talk about things that your baby’s eyes are focusing on. For example, if your baby is looking at a tree, talk about the clouds or airplane **OVER** the tree and the cat or pinecones **UNDER** the tree. Your baby may notice things that are **OVER** like birds, helicopters and the sun and things that are **UNDER** like flowers, squirrels, sticks and rocks.

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 **OVER** and **UNDER** while we played outside. You can reinforce this concept when you are outside together. Enjoy a walk outside as you notice and talk about things that are **OVER** and **UNDER**. Point to interesting things outdoors that are **OVER** and encourage your baby to look where you are pointing. For example, if you notice an airplane flying **OVER** the tree, point to the airplane and excitedly encourage your baby to find the airplane. Say: “Zooooom! The airplane flies **OVER** the trees!”

Point to interesting things that are **UNDER** and encourage your baby to look where you are pointing. Say: “Meow, meow! The cat is **UNDER** the mailbox.” You may notice other things that are **OVER** like birds, helicopters and the sun and things that are **UNDER** like flowers, squirrels, sticks and rocks.

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 **OVER** and **UNDER** as we played outdoors. You can reinforce this lesson at home when you are playing outdoors. Move around outdoors with your child, emphasizing the words **OVER** and **UNDER** as you crawl **UNDER** the slide or hold your child **OVER** the slide. Move the shovel **OVER** the bucket as you pour sand and then cover the shovel so that it is **UNDER** the sand. Put the truck **OVER** the slide and then **UNDER** the slide. Just follow your baby’s interest and you’ll find lots of ways to teach the concept of **OVER** and **UNDER** as your baby plays outdoors.

Enjoy a walk outside together as you notice and talk about things that are **OVER** and **UNDER**. Point to interesting things outdoors that are **OVER** and encourage your baby to look where you are pointing. For example, if you notice an airplane flying **OVER** the tree, point to the airplane and excitedly encourage the infant to find the airplane. Say: “Zooooom! The airplane flies **OVER** the trees!” Point to interesting things that are **UNDER** and encourage your child to look where you are pointing. Say: “Meow, meow! The cat is **UNDER** the mailbox.” You may notice other things that are **OVER** like birds, helicopters and the sun and things that are **UNDER** like flowers, squirrels and rocks. Children at this age will also notice lots of interesting things outdoors themselves, so be sure to comment on those that are **OVER** and **UNDER** as you explore the outdoor world together.