



Teacher Guide

This belongs to:



Credits

LENA Grow Teacher Workbook, 4th edition

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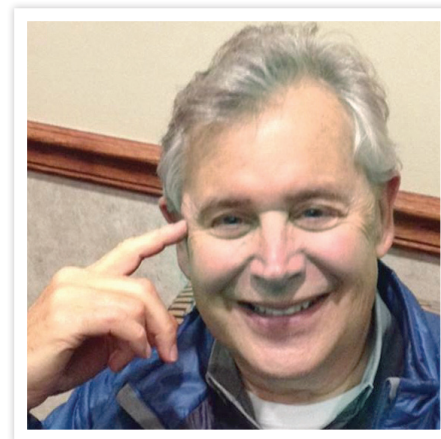
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Dedication

This book is dedicated to the memory of Terrance D. Paul (1946–2014), inventor of the LENA System and creator of LENA Start. Terry's dream was to give all children a better opportunity to learn and lead happy and successful lives. He contributed his time, talent, and treasure to that end by starting LENA, a 501(c)(3) public charity based in Colorado. Terry's vision is reflected in LENA's mission: To transform children's futures through early talk technology and data-driven programs.



Thank you to the LENA Grow Advisors who shared their expertise in shaping this version of the LENA Grow program:

- **Kayla Anderson**, teacher at Greenbrier Preschool in Georgia
- **Kimberly Brenneman**, funding officer of education at Heising-Simons Foundation
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- **Angela Mitchell**, coach at the Early Learning Coalition of Escambia County in Florida
- **Nicole Norton**, director at Williamsburg Campus Child Care in Virginia
- **Jessica Pablo**, lead teacher at The Primary School in California
- **Racquel Washington**, program manager at ChildCareGroup in Texas
- **Brigitte Willis**, family child care owner of A Better Day Christian Learning Center in Georgia
- **Janet Yang**, coach at Child Development Resources in Virginia

How to Use This Guide

Welcome to LENA Grow! This Teacher Guide includes the resources, ideas, and tips you need to successfully complete LENA Grow sequences! Each week, turn to the appropriate section to see a session overview, program materials, and any additional resources.

The **Orientation** section walks you through what to expect during the LENA Grow program. This section also prepares you for your first LENA Day of LENA Grow 1 Essentials!

To help make each week a success, this guide contains the following resources:

Weekly Overview pages come first in each section. They provide an overview of your LENA week, plus a checklist of supporting activities.

LENA Logs are designed to help you achieve classroom goals. Use the log to write down a target goal for your next LENA week. Then, take notes during your LENA Day and reflect on your goal progress and LENA Day during your next coaching session.

Family Engagement handouts provide thematic ideas on how to increase talk at home. Send home weekly to support talk at home.

You will also receive **Conversation Starters™ posters** to display in your classroom. Use the ideas to help increase interactive talk during each weekly topic.

Look for these helpful icons in your guide:



Teacher Tips

Tips from other Grow teachers.



Caring Classroom

Responsive ideas to support all learners.



Certification Checkpoint

Keep track of your progress! Fill out a section of your LENA Certified Teacher Tracker when you see this icon.



Family Engagement

This icon is a reminder to regularly engage families throughout the program.

Note on Terminology

The words **“teacher”** and **“classroom”** are used as inclusive terms throughout these materials. Don’t worry if you are not a typical teacher or if you teach in a nontraditional classroom. We know educators come in all forms — these resources are still designed for you!



LENA Certified Teacher Tracker

Teachers who successfully complete a LENA Grow sequence are qualified to become LENA Certified Teachers! Certification is a recognition of your expertise in supporting early language development. Certification is optional, but highly encouraged.

To receive your sequence certificate, you must complete each of the activities listed below. Look for the checkpoint icons throughout this guide to help you stay on track.

| Start of Sequence | LENA Grow 1 Essentials | LENA Grow 2 Insights |
|---|------------------------|----------------------|
| <input type="checkbox"/> Attend LENA Grow Orientation. | | N/A |
| <input type="checkbox"/> Provide your name and email to your coach to track progress through the certification process. | | |

| During Sequence | LENA Grow 1 Essentials | LENA Grow 2 Insights |
|--|------------------------|----------------------|
| <input type="checkbox"/> Be present in the classroom for at least five LENA Days. | | |
| <input type="checkbox"/> Attend at least five coaching sessions. | | |
| <input type="checkbox"/> Document goals during each coaching session. | | |
| <input type="checkbox"/> Discuss Conversation Starters with your coach. | | |
| <input type="checkbox"/> At Week 3, complete the LENA Grow Quiz and discuss with your coach. | | |

| Conclusion | LENA Grow 1 Essentials | LENA Grow 2 Insights |
|---|------------------------|----------------------|
| <input type="checkbox"/> Complete the online LENA Grow Survey at the end of the sequence. Survey link will be sent via email. | | |
| | = 4.5 hours* | = 3.5 hours* |

Congratulations on completing your LENA Certified Teacher requirements!

**Professional development hours are listed on the certificate. Check with your state to find out whether credit is accepted.*




Essentials Orientation:


About LENA Grow

Orientation introduces the basics of LENA Grow and prepares you for your first LENA Day. Your coach guides you through videos, forms, and other resources to make sure you are confident in starting LENA Grow.

Orientation

-  Attend **Orientation** to learn how to successfully use LENA Grow program materials and resources, including LENA devices and the Teacher Guide.

Family Engagement

-  Enroll families in LENA Grow using the **LENA consent form** provided to you. (If families are already enrolled, send a note home to let them know when you will be starting LENA Grow in the classroom.)

Caregiver Consent

In order for a child to participate in LENA Grow, a parent's or caregiver's consent must be given. It is important for families to be fully informed about the safety, privacy, and use of LENA data.



Caring Classroom

Even if families choose not to enroll their child in LENA Grow, continue to share family engagement resources with them to encourage interactive talk at home.



Certification Checkpoint

Keep track of your teacher certification progress! This icon reminds you to fill out a section of your LENA Certified Teacher Tracker.

LENA Grow 1 Essentials

Welcome to your first LENA Grow sequence!

| | |
|--------------------|---|
| Orientation | <ul style="list-style-type: none">About LENA GrowHow to: LENA Days |
| Enrollment | |
| LENA Day 1 | <ul style="list-style-type: none">Room ReportThe 14 Talking Tips |
| Session 1 | |
| LENA Day 2 | <ul style="list-style-type: none">Family EngagementPersonal Care & Transitions |
| Session 2 | |
| LENA Day 3 | <ul style="list-style-type: none">Indoor and Outdoor PlayEssentials Quiz |
| Session 3 | |
| LENA Day 4 | <ul style="list-style-type: none">Mealtimes |
| Session 4 | |
| LENA Day 5 | <ul style="list-style-type: none">Shared ReadingReflection |
| Session 5 | |

This sequence is designed to help you:

- Build competence and confidence in applying effective talk strategies throughout the day.
- Learn to use data from LENA reports to reflect on, inform, and advance your practice to create a more engaging language environment for children.
- Earn 4.5 professional development hours through LENA teacher certification.*

LENA Grow Schedule

Your coach will provide your **LENA Grow schedule**. Discuss school breaks, field trips, or teacher workdays that might affect these dates.

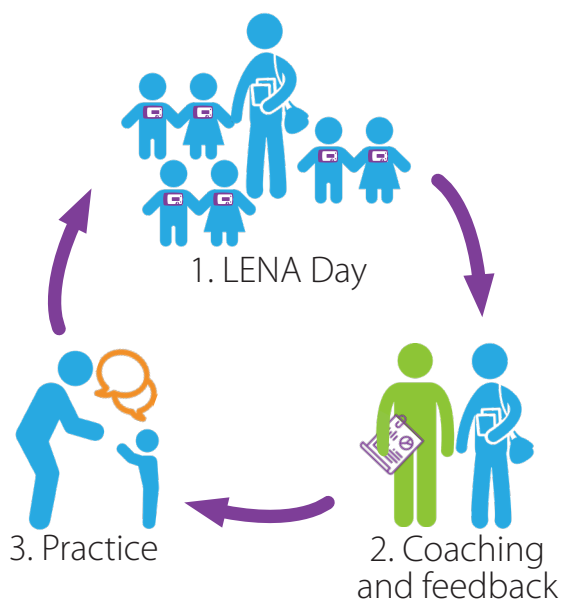
**Check with your state to find out whether credit is accepted.*

LENA Feedback Cycle

The reflective feedback cycle is at the heart of LENA Grow and all LENA programs. The feedback cycle follows best principles of adult learning.

Each week of LENA Grow follows the same format:

- 1. A LENA Day.** Children wear clothing containing the LENA device. The device captures the talk each child experiences during the day. Data from this day is turned into a classroom report.
- 2. Coaching and feedback.** Teachers and coaches review the classroom report. You also discuss program successes and challenges, set a target goal to reach on your next LENA Day, and learn new techniques to help support this goal.
- 3. Practice.** Each day after your coaching session, work toward achieving your target goal! Practice engaging children in quality classroom talk.



Family Engagement

Family engagement resources are provided throughout the program to support you in answering questions, communicating progress, and sharing strategies. How you talk about LENA helps families understand the program and feel comfortable participating.

Enrolling Families in LENA Grow

Families learn about LENA through the Family Consent form. While this form explains how LENA Grow supports interactions in the classroom, parents and caregivers may still have questions:



Family Engagement

Maximize communication by sharing LENA Grow plans during back-to-school night or family conferences in addition to sending home the consent. Ask your coach for additional resources to support this communication.

1. Why is my school or center participating in LENA Grow?

LENA Grow helps improve the quality of our language environment. Children benefit through increased engagement and language development. Teachers benefit by using LENA as a professional observation and training tool.

2. Why should my child participate?

Through increased interaction, children develop better literacy and language skills. LENA Grow can elevate IQ and school readiness.

3. How does LENA technology work?

Each child wears a device that captures interactions. The device can only record audio. It can't play it back, so no one can listen to conversations. Automated software analyzes the audio and generates data reports. Teachers use these reports to improve interactions with each child.

4. How does LENA keep my child's data safe?

LENA meets strict confidentiality and data security requirements. After audio is securely uploaded, it is automatically deleted. No one can listen to the recordings, and LENA technology doesn't understand what is being said. Learn more at [LENA.org/privacy](https://lena.org/privacy).

5. Who can see LENA data and what do they do with it?

The only people who can access the data are people who need to see it, like classroom teachers or coaches. The data is only used for teacher development and improving classroom quality. Teachers can also share progress updates so you can see how your child's classroom interactions change over time.

6. Is LENA safe for my child?

Yes! LENA has been used by thousands of children globally for over 20 years, including in Neonatal Intensive Care Units. Unlike cell phones, LENA devices do not transmit signals. They use low-power processors similar to hearing aids.

Essentials Week 1:

Room Report and The 14 Talking Tips

LENA Day 1

- ☐ Review **How to Measure Talk With LENA**.
- ☐ Complete your first LENA Day!

Coaching Session 1

- ☐ Watch the **"All About LENA Grow" video** to learn about the program.
- ☐ Discuss LENA Day 1.
- ☐ Watch the **"Understanding Your LENA Grow Room Report" video** to learn to read the report. Then, discuss and reflect on your **LENA Day 1 Room Report**.
- ☐ Watch the **"Using the Talking Tips to Build Your Children's Brains" video**. Then, review and discuss the **14 Talking Tips poster**.
- ☐ Complete **Week 1 Review** to check understanding of the LENA Grow program.
- ☐ Review the **Example LENA Log**. Then, set a goal for next week in your **Week 2 LENA Log**.

Family Engagement

- ☐ Share the **Family Talk: Using the 14 Talking Tips at Home handout** with parents and caregivers.



Teacher Tip

Make wearing LENA clothing fun! Use stickers and hand claps to generate lots of excitement. You can even make up a song about putting on the clothing!

The 14 Talking Tips

Simple strategies to help increase talk throughout the day.

The Room Report

This report shows conversational-turn data experienced at classroom, hourly, and child levels. Earn stars by reaching weekly goals for each level.



Teacher Tip

"I find Talking Tips #2, 6, 10, and 11 are especially helpful in my daily interactions. These tips remind me to focus on the child's interest to increase turns."

Sandra Vaughn, teacher at 4C Florida

Example LENA Log

Teacher name: Linea

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date:
3/5/2025

Goal for my next LENA week:

I want to get down on Kacey and Angelica's level so we can share more conversational turns together during art time.

LENA Day Notes

LENA Day date: 3/9/2025 # Children present: 8 # Staff present: 2

How and when did I work towards my goal this week?

I remembered to sit down during art time instead of standing around the table. I got a chance to spend more time with the children face to face.

Other notes (special circumstances/events, staff changes, children who were late or left early):

We only had art time once last week because of a scheduling change, so I didn't get to practice this Talking Tip as much as I wanted to.



Caring Classroom

Learn a few key words or phrases in a child's home language.

Introduce these words to the classroom during daily routines, pretend play, or other activities.



Family Talk: Using the 14 Talking Tips at Home

Hello families,

We're in our first week of the LENA Grow program! As part of the program, we are using LENA's **14 Talking Tips**. These tips show simple ways to increase conversational turns with your child. Use them at home during any daily routine such as meals, reading, or playing. Any time is a good time to talk!

Even if your child is not using complete words yet, they can use sounds and actions to communicate with you. These interactions are the building blocks of talk.

Post these tips in a common area so all adults (and even older children) can use them.

Conversational Turns

Back-and-forth talk between an adult and a child. Any speech-like sound, such as babbles or words, counts as a turn.

The 14 Talking Tips

Use these tips to increase words and turns when talking, reading, or singing with a child.

1. **Talk about** what you're doing and thinking.
2. **Comment on** what they're doing or looking at.
3. **Name things** that they're interested in.
4. **Get down to their level:** face to face.
5. **Touch, hug, hold.**
6. **Tune in and respond** to what they look at, do, and say.
7. **Wait for their response.**
8. **Imitate them,** and add words.
9. **Make faces, use gestures.**
10. **Take turns** – don't do all the talking.
11. **Repeat and add** to what they say and do.
12. **Follow their lead,** do what interests them.
13. **Encourage them,** be positive.
14. **Be silly!** Relax and have fun!





Essentials Week 2:

Family Engagement and Personal Care & Transitions

LENA Day 2

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 2 LENA Log**.

Coaching Session 2

- ☐ Discuss and reflect on your **Week 2 LENA Log** and **Day 2 Room Report**.
- ☐ Discuss this week's topic: **Personal Care & Transitions**. Review the **Personal Care & Transitions Conversation Starters poster** with your coach.
- ☐ Write your goal for the upcoming week in your **Week 3 LENA Log**.
- ☐ Use the **LENA Grow Family Engagement Plan** to create a plan to engage families throughout the program. Review the **Engaging Families With LENA Grow page**.

Family Engagement

- ☐ Share the **Family Talk: Personal Care & Transitions handout** with parents and caregivers.



Family Engagement

Regular communication helps families understand your efforts in the classroom — and supports continuing quality talk at home!



Caring Classroom

Give verbal AND nonverbal cues to let children know a change is coming. For example, turn the lights off and on and say, "Two minutes until we clean up."



Week 2 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date: _____

Goal for my next LENA week:

Hourly Turns Graph

Use the **first page of the Room Report** to identify times during the day when interactive talk is low. How can you intentionally add talk to these times of day?

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/events, staff changes, children who were late or left early):

Transitions Matter!

There are multiple times per day (when children are getting changed or sitting down for a meal or a snack) when simply remaining aware of engagement can have a big impact. Even as you move things along, stay focused on interacting with quality talk!

LENA Grow Family Engagement Plan

Using the table below, find the LENA resource that best fits with your current approach to family engagement.

| Step 1: Check all family engagement strategies you currently use. | Step 2: Review which LENA resources align with your current strategies. | | | | |
|--|---|----------------------|-------------------------------|-------|---------------|
| | Family Talk handouts | Social Media Toolkit | Conversation Starters posters | Stars | Child Reports |
| <input type="checkbox"/> Paper handouts | | | | | |
| <input type="checkbox"/> Email or via app | | | | | |
| <input type="checkbox"/> Post on social media | | | | | |
| <input type="checkbox"/> Informal conversations at pick-up or drop-off | | | | | |
| <input type="checkbox"/> Regular phone calls to families | | | | | |

Step 3: Which LENA Grow Family Engagement resources will you use?
Check all that apply.


☐ Distribute Family Talk handouts
 ☐ Display stars

☐ Share social media posts
 ☐ Discuss Child Reports

☐ Display Conversation Starters posters

Step 4: When and how will you use these resources with families?

Describe your plan:



Family Engagement
On the next page, you will find helpful ideas for how to have meaningful formal and informal conversations with families.

Engaging Families With LENA Grow

Use the strategies and questions below to support families as they work to increase talk at home!

Ask

Ask parents and caregivers about what they do at home to increase talk. Families usually have unique insights into what works best for their child.

- “When does your child talk most at home?”
- “What do you talk about during mealtimes, clothing changes, etc.?”
- “What is your child interested in right now?”

Share

Share how you increase talk during classroom routines.

Allow conversation to flow naturally. Refer to the Talking Tips and Family Talk: Using the 14 Talking Tips at Home handout (found in Week 1) for additional ideas.

- “During class, I say things like, ‘Tell me what you’re doing,’ or ‘What do you notice?’”
- “When I was holding Calleda during her bottle, she responded with a little coo each time I tickled a new toe.”
- “I put words to everything we do. ‘I’m helping you put on your right shoe, and then we’ll go outside!’”

Model

If families and caregivers are able to spend time in the classroom, model Talking Tips and other strategies used to increase talk. Ask families to model their strategies for you, too, so you can try them.

- “We’ve been asking more open questions to increase talk. I might say, ‘Jordan, what are you going to do when you get home tonight?’”

Discuss Data

When your classroom is ready, share Child Reports with families. These reports allow families to see how often their children engage in talk during the day. Use this report to invite conversations with families about the importance of early talk.

- “I noticed Kayla has a lot of turns in the morning! I also noticed she has fewer turns when we are doing small groups. This tells me she might get shy in front of other children. Does she spend time with other kids at home?”



Family Talk: Personal Care & Transitions

Consistent **Personal Care & Transition routines** help children move from one thing to the next.

Sometimes it's hard for some children to stop one thing and start another. Make a transition, like a clothing or diaper change, fun by singing a song, being silly, or turning things into a game.



Infant

Babies can often understand more language than you might think. They also love consistency. During daily routines such as feeding, nap time, and play time, describe what you are doing so your baby knows what comes next.

- “First, I am going to change your diaper. Then I am going to lay you down.”
- Introduce new words to describe how things feel, look, or smell.
- “We are washing your hands. Do you feel them getting wet from the water?”

Toddler

Toddlers are learning independence and tend to be happiest when they feel they have some control and know what's coming. Make transitions smoother by giving choices whenever possible.

- “Time to get dressed! Do you want to wear the red shirt or the striped shirt?”
- “First, we get your toothbrush. Then, we get the toothpaste. What do we do next?”

Preschool

Encourage your child to take an active role in their daily routines. Ask questions to spark thinking about what comes next.

- “I see you want to go outside. What clothes do you need?”

Find positive examples and compliment often. Be specific.

- “Thank you for helping clean up. It’s so much easier when we work together.”




Essentials Week 3:

Indoor and Outdoor Play

LENA Day 3

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 3 LENA Log**.

Coaching Session 3

-  ☐ Complete the **Essentials Quiz** to check your learning so far. Discuss your responses with your coach, especially any you answer incorrectly.
- ☐ Discuss and reflect on your **Week 3 LENA Log** and **Day 3 Room Report**.
- ☐ Discuss this week's topic: Indoor and Outdoor Play. Review the **Indoor and Outdoor Play Conversation Starters posters** with your coach.
- ☐ Write your goal for the upcoming week in your **Week 4 LENA Log**.

Family Engagement

- ☐ Share the **Family Talk: Indoor and Outdoor Play** handout.



Caring Classroom

Help children who are typically developing connect to those with diverse abilities. Acknowledge and normalize the fact that we all have different abilities by facilitating open conversations in the classroom and on the playground.



I believed that I was being vocal with the children daily, but the data gave a spotlight on how to scaffold conversations into taking more back-and-forth turns and being more child initiated.



Brigitte Willis, family child care provider at A Better Day Christian Learning Center, Georgia



Week 3 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date: _____

Goal for my next LENA week:

Reach for the Stars!

What have you noticed about earning stars from week to week? Is there a particular number of turns you would like to reach?

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/events, staff changes, children who were late or left early):



Essentials Quiz

Check your understanding of LENA Grow so far. Circle the best answer to each question. Review responses with your coach, making sure you understand any you answered incorrectly.

- 1. What should you do if a child leaves early?**
 - a. Leave their device running.
 - b. Turn the device off.
- 2. Which of the following is NOT a Talking Tip?**
 - a. Smile.
 - b. Be silly.
 - c. Follow their lead.
 - d. Repeat and add.
- 3. Which of the following is NOT a conversational turn?**
 - a. While holding their child, a father says, "Good morning," and the teacher responds, "Hello."
 - b. A toddler says, "Hi," and another toddler responds with "Hi."
 - c. An adult says something, then an infant coos.
 - d. A child says, "Mo," and an adult responds, "You want more?"
 - e. Both A and B.
- 4. Why are stars earned for conversational turns rather than for adult words?**
 - a. LENA doesn't count adult words.
 - b. According to research, conversational turns have a larger impact on child development than adult words.
 - c. Adult words don't matter at all.
 - d. Just because.
- 5. On the Room Report, how do you earn a Room Star?**
 - a. When both bars reach the top.
 - b. When This LENA Day is above 10 turns.
 - c. When This LENA Day is at or above 25 turns.
 - d. When This LENA Day is higher than the previous one.
 - e. Either C or D.
- 6. What does the Trophy Hour tell you?**
 - a. The number of Interactive Hours.
 - b. The hour that had the most turns.
 - c. The hour with the highest adult words.
 - d. The hour with the highest number of stars.
- 7. What does it mean if you earn a pink and a blue star on the Daily Turns per Child graph of the Room Report?**
 - a. At least one child experienced at least 15 turns per hour.
 - b. On average, children experienced at least 15 turns per hour.
 - c. ALL children who were present experienced at least 15 turns per hour.
 - d. None of the above.



Family Talk: Indoor and Outdoor Play

Indoor Play nurtures creativity, problem solving, and exploration.

- Introduce words that describe emotions, and support children by naming feelings.

Outdoor Play encourages active play — along with fresh air and exercise.

- Share new words with your child that describe the things they see, smell, hear, feel, and do.



Infant

Encourage action! Babies can kick their feet or swing their arms even if they aren't mobile yet. Use specific, descriptive words.

- Instead of "Kick, kick, wiggle," try "Bend your knees, kick your legs, and wiggle your toes!"

Encourage turn-taking activities such as playing peek-a-boo. Name features as you play.

- "I'm hiding behind the blue blanket. Can you find me?"

Toddler

Help your toddler learn how some words can describe similar things, or can compare things. Ask your child to find things based on color, shape, texture, or size.

- "This sand feels rough. Can you find anything else that feels rough?"
- "How many toys do you see that are smaller than your bear?"

Use verbal cues to prompt turn-taking. Using names rather than pronouns, like "it," is less confusing for young toddlers. Help them learn to take turns using names.

- "Mommy's turn. Daddy's turn. Josh's turn."

Preschool

Playing often involves telling stories. Make up a story together! Start with a simple idea, then ask your child to add on.

- "A dog went to school. What happens next?"

Describing how they feel can help your child understand and manage their emotions. Help them learn words to describe their feelings.

- "You are upset because your friend didn't want to play."

Essentials Week 4:

Mealtimes

LENA Day 4

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 4 LENA Log**.

Coaching Session 4

- ☐ Discuss and reflect on your **Week 4 LENA Log** and **Day 4 Room Report**.
- ☐ Discuss this week's topic: Mealtimes. Review the **Mealtimes Conversation Starters poster** with your coach.
- ☐ Write your goal for the upcoming week in your **Week 5 LENA Log**.

Family Engagement

- ☐ Share the **Family Talk: Mealtimes handout**.



Caring Classroom

Encourage children to share about a favorite meal or food they eat at home. Support learning by showing pictures of these foods as visual aids during mealtime talk. In these conversations be sure to remain sensitive to children whose families may be experiencing food insecurity.



Caring Classroom

In some cultures, mealtimes aren't traditionally thought of as social time. Remain respectful of traditions, working in conversation where appropriate and when comfortable to do so for you and the children. Perhaps it is preferable to talk more as you prepare food, set the table, or clean up.



Week 4 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date: _____

Goal for my next LENA week:

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/ events, staff changes, children who were late or left early):



Teacher Tip

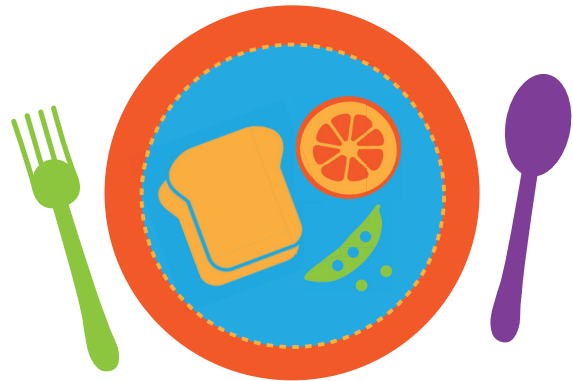
"I write the names of my target kids on rubber bands. I wear the bands around my wrist as a reminder to focus on those children throughout the day. When I interact with a child, I move the band to my other wrist — I always know who I already talked to and who I still need to talk with."

Megan Monaghan, coach at Rocky Mountain ECC, Colorado



Family Talk: Mealtimes

Mealtimes can be busy, but they are a great time to connect with your child. If your family doesn't traditionally socialize while eating, try involving your child in meal or snack preparation or cleanup, and talk throughout.



Infant

Watch for nonverbal communication during mealtimes: Does your baby turn her face to signal she is done eating? Does she point to a food she wants to try?

Add words to describe your child's actions and choices.

- "I see you pointing to the cereal. Would you like to try some? Let's take a big bite. Do you like how it tastes?"

Toddler

Build sentences around your child's one- or two-word communication.

- "Yes, the apple is red. Do you see anything else that is red?"

Talk through the sequence of mealtime routines with your child.

- "First, I fill the pot with water. Then, I put it on the stove. What comes next?"

Preschool

Ask open-ended questions to support imaginative thinking.

- "What do you think robots eat for dinner?"

Build sorting and grouping skills by asking your child to name foods by color, flavor, or beginning sound. Give hints to make it fun.

- "Let's think of all the foods we know that are sweet."



Essentials Week 5:


Shared Reading and Reflection

Congratulations on completing five weeks of LENA Grow! Take a moment to appreciate your commitment to early talk and to the children in your classroom.

LENA Day 5

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 5 LENA Log**.


Coaching Session 5

- ☐ Discuss and reflect on your **Week 5 LENA Log** and **Day 5 Room Report**.
- ☐ Discuss this week's topic: Shared Reading. Review the **Shared Reading Conversation Starters poster** with your coach.
- ☐ Use the **LENA Grow 1 Essentials Reflection** to reflect on your program experience.
-  ☐ Complete the online **LENA Grow 1 Essentials Survey**. You will receive the link to the survey via email.

Family Engagement

- ☐ Share the **Family Talk: Shared Reading handout**.

End of Sequence Checklist

-  ☐ Review your **LENA Certified Teacher Tracker**.
- ☐ Discuss future LENA opportunities with your coach and/or director.
- ☐ Save **LENA Day 5 Child Reports** in student records. Share a copy with families.



Week 5 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date: _____

Goal for my next LENA week:

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/events, staff changes, children who were late or left early):



LENA Grow 1 Essentials Reflection

Teacher name: _____

Reflect on Your Experience

1. What changes have you seen in yourself because of this program?
2. What changes have you seen in the children because of this program?
3. What time of day has changed the most for you? What are you doing differently now that you weren't doing at the beginning of LENA Grow?
4. Review the goals you set each week. Describe one goal you are proud of achieving.
5. Write a letter to yourself in the future about the program. What do you want to remember? What do you think your teaching will be like a year from now?

Plan for the Future

How will you use what you have learned in LENA Grow going forward?

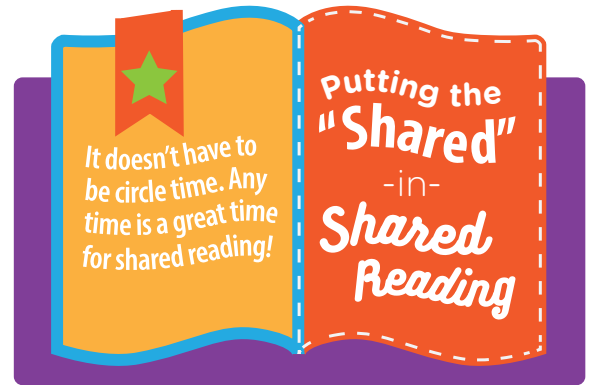
1. I will continue to....
2. I will keep working on....



Family Talk: Shared Reading

Shared Reading is a great time to support language skills and build vocabulary!

- Storytelling is important to reading, too. Look at pictures or photographs and tell stories about your own family, pets, or community. Ask your child to fill in details.



Infant

Choose baby-friendly books with bright and bold or high-contrast illustrations. These are easier for your child to see, and they may hold her interest longer.

Pay attention to how your baby reacts during reading time. If he isn't enjoying the story, try another book or try reading another time.

Toddler

Read wordless books. Encourage your child to just look at the pictures, make up a story, or talk about what they see in the illustrations.

- "What happens next? Who is this character?"

Take turns holding the book and flipping pages. Respond to your child when she points or reacts to the story.

- "I see the cat! She is wearing a polka dot bow. What do you think the cat is going to do?"

Preschool

Make reading part of your daily routine! Read together with your child, but also encourage him to "read" on his own. Ask questions such as:

- "What do you notice?"
- "Tell me about this picture..."

Ask your child to sort favorite stories into beginning, middle, and end.

- "Tell me about this story — what happened at the beginning? How did it end?"

Insights:

About LENA Grow 2

LENA Grow 2 Insights

Welcome to your second sequence! Whether you have just completed LENA Grow 1 Essentials or it's been a while since your last LENA Day, the pages that follow will guide you through your second sequence.

| Enrollment | |
|-------------------|---|
| LENA Day 1 | <ul style="list-style-type: none">• Review Essentials• Child Reports |
| Session 1 | |
| LENA Day 2 | <ul style="list-style-type: none">• Early Literacy |
| Session 2 | |
| LENA Day 3 | <ul style="list-style-type: none">• Early Math• Insights Quiz |
| Session 3 | |
| LENA Day 4 | <ul style="list-style-type: none">• Songs & Rhymes |
| Session 4 | |
| LENA Day 5 | <ul style="list-style-type: none">• Reflection |
| Session 5 | |

This sequence is designed to help you:

- Use data to reflect on and inform your practice.
- Sharpen talk strategies with individual and/or new children.
- Use data from Child Reports to increase talk with individual children in your classroom.
- Earn 3.5 professional development hours through LENA teacher certification.*

**Check with your state to find out whether credit is accepted.*



Insights Week 1:

Essentials Review and Child Reports

Welcome back to LENA Grow! We look forward to exploring even more early talk ideas, tips, and strategies with you.

LENA Day 1

- ☐ Read **How to Measure Talk With LENA** (included in your Room Kit) to help you remember how to complete a LENA Day.
- ☐ Track classroom activity by recording notes in your **Week 1 LENA Log**.

Coaching Session 1

- ☐ Review and discuss the **How to Measure Talk With LENA page**, the **14 Talking Tips poster**, and your **LENA Grow 1 Essentials Reflection**.
- ☐ Discuss and reflect on your **Week 1 LENA Log** and **Day 1 LENA reports**.
- ☐ Watch the **"Understanding Child Reports" video** to learn to read the **Child Report**.
- ☐ Write your goal for the upcoming week in your **Week 2 LENA Log**.

Family Engagement

- ☐ If families are new to LENA Grow, share the **Family Talk: Using the 14 Talking Tips at Home handout** with parents and caregivers. This can be found in the Essentials Week 1 section.



Week 1 LENA Log

Teacher name: _____

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

Notes (special circumstances/events, staff changes, children who were late or left early):

Insights Week 2:

Early Literacy

LENA Day 2

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 2 LENA Log**.

Coaching Session 2

- ☐ Discuss and reflect on your **Week 2 LENA Log** and **Day 2 LENA reports**.
- ☐ Discuss this week's topic: Early Literacy. Review the **Early Literacy Conversation Starters poster** with your coach.
- ☐ Write your goal for the upcoming week in the **Week 3 LENA Log**.

Family Engagement

- ☐ Share the **Family Talk: Early Literacy handout**.



Caring Classroom

While reading, point out new words and clearly explain what they mean. Provide time during and after the story for Dual Language Learners (DLLs) to practice repeating these sounds or words and to translate them to other languages they speak.

Early Literacy

Words and conversations are the building blocks of early literacy. We use the term “early literacy” to refer to the skills — such as vocabulary, identifying sounds, story comprehension — children need to make sense of printed words when they begin reading.

Note on Terminology

The term “Dual Language Learner” is used here to describe children who have at least one parent or guardian who speaks a language other than English at home and who are mastering their native language proficiency while learning English at the same time. We acknowledge (and support!) that some children may be learning more than two languages; we use this terminology to be consistent with the early childhood field.



Week 2 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date:

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/events, staff changes, children who were late or left early):



Caring Classroom

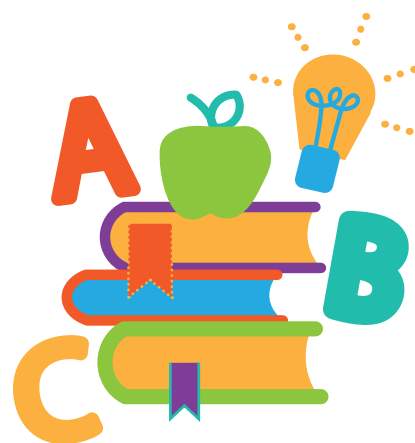
If a child is experiencing fewer turns than their peers, consider if a language barrier, behavior, or environmental factor may be interfering with conversation. Use a strengths-based, child-centered approach to address this challenge.



Family Talk: Early Literacy

Early Literacy skills focus on building language, vocabulary, and comprehension. Repetition is very important to understanding, so feel free to do the same activities over and over!

- Read, write, and talk! Tell your child a favorite story and ask them to draw the pictures.



Infant

Help your baby connect spoken words to their meaning by pointing to and naming familiar objects.

- “Here is your blanket. Your soft, warm blanket. Do you want to snuggle your blanket?”
- Telling a story out loud is just as good as reading one. Make up a story about your child, your daily routine, anything! As your baby listens to the story, she is learning new words and ideas, and how language works.

Toddler

Encourage your child to scribble or color alongside you. Ask them to describe their picture, and add your own words. Talk about color, size, shapes, or texture.

Support imaginative thinking by asking open-ended questions or phrases.

- “What do you want to play today?”
- “Where do you think that car is going?”
- “Tell me a story about a pickle.”

Preschool

Practice beginning sounds by asking your child to find or name certain objects. Also use colors, sizes, or positional words, like on the table or under the chair, to give clues.

- “I spy something that is blue and starts with a s-s-s sound...”

Show your child that letters and words can describe something. Write out meaningful words or phrases for your child — their name, names of friends, pets, or other family members, I love you. Encourage them to try writing it out, too!




Insights Week 3:

Early Math

LENA Day 3

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 3 LENA Log**.

Coaching Session 3

-  ☐ Complete the **Insights Quiz** to check your learning so far. Discuss your responses with your coach, especially any you answer incorrectly.
- ☐ Discuss and reflect on your **Week 3 LENA Log** and **Day 3 LENA reports**.
- ☐ Discuss this week's topic: Early Math. Review the **Early Math Conversation Starters poster** with your coach.
- ☐ Write your goal for the upcoming week in the **Week 4 LENA Log**.



Caring Classroom

Support early math thinking for less confident talkers by asking questions that can be answered with a physical response. "Show me the circle." "Touch the pile that has more." Encourage students to repeat verbally, when appropriate.

Family Engagement

- ☐ Share the **Family Talk: Early Math handout**.

Early Math

Early Math learning goes beyond just 1, 2, 3. It can start in infancy with pattern and shape exploration and extends to comparisons, building, and counting in the toddler and preschool years.



Week 3 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date:

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/events, staff changes, children who were late or left early):



Insights Quiz

Check your understanding of LENA Grow so far. Circle the best answer to each question.

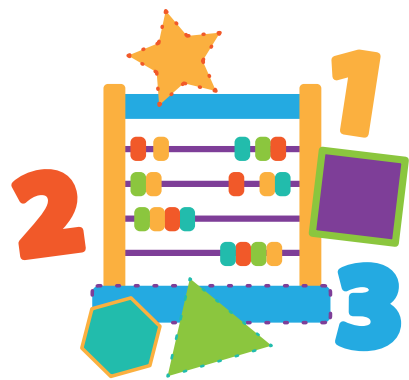
- 1. True or false: You will earn a Room Average Star if your Daily Conversational Turns are 25 or greater.**
 - a. True.
 - b. False.
- 2. How many LENA Days and coaching sessions do you need to complete to achieve LENA Grow 2 Certification?**
 - a. Two LENA Days and three coaching sessions.
 - b. Four LENA Days and four coaching sessions.
 - c. Five LENA Days and five coaching sessions.
 - d. It doesn't matter.
- 3. What is a Child Vocalization?**
 - a. Full words said by a child.
 - b. Any speech-related sound in any language that is made by the child.
 - c. Any time a child yells.
 - d. A child's burp.
- 4. On the Child Report, which of the following is NOT shown?**
 - a. Daily and hourly Conversational Turns.
 - b. The child's age.
 - c. Daily and hourly Adult Words.
 - d. Daily and hourly Child Vocalizations.
 - e. None of the above: All of these are shown.
- 5. On the Child Report, what do the bands on the hourly graphs tell you?**
 - a. The benchmarks.
 - b. The average in a home environment for a child of a similar age.
 - c. The typical range in child care for a child of a similar age.
 - d. Both B and C.
- 7. If a child arrives late on a LENA Day, what should you do?**
 - a. Don't do a LENA Day for that child.
 - b. Turn on the device when they arrive.
 - c. Do a makeup day the next day.
 - d. None of the above.



Family Talk: Early Math

Early Math is more than just 1, 2, 3. Early Math talk can happen anywhere!

- Ask your child to describe objects by size, color, shape, or weight.
- Use words that also describe where an object is: under, next to, between, over.



Infant

Help build skills in pattern recognition by singing songs with repeating words or actions. Point out and name common shapes in your home.

- "The box of crackers is a rectangle."
- "Our mirror is an oval."

Toddler

Help build skills in pattern recognition by singing songs with repeating words or actions. Sort and group objects together.

- "Let's put all the red cars in a pile."
- "Stack all the square blocks together."
- "Can you find all the blue crayons?"

Preschool

Count everything around you! Fingers, toes, books, blocks, toys, pets, people in your family. Count cars when out driving, apples at the supermarket, socks as you fold laundry, or bites of dinner. Focus on numbers 1-5, then add on as your child's skills improve.

Help your child recognize differences in shape, form, pattern, size, and position.

- "I'm stacking a blue block on top of a white block, then a white block on top of the blue block. See the pattern it makes? Blue, white, blue, white."

Insights Week 4:

Songs & Rhymes

LENA Day 4

- ☐ Keep practicing what you have learned as you work toward your goal!
- ☐ Track classroom activity by recording notes in your **Week 4 LENA Log**.

Coaching Session 4.

- ☐ Discuss and reflect on your **Week 4 LENA Log** and **Day 4 LENA reports**.
- ☐ Discuss this week's topic: Songs & Rhymes. Review the **Songs & Rhymes Conversation Starters poster** with your coach.
- ☐ Write your goal for the upcoming week in the **Week 5 LENA Log**.

Family Engagement

- ☐ Share the **Family Talk: Songs & Rhymes handout**.



Caring Classroom

Use songs to transition between routines. DLL students may not know the words, but they will understand the procedure as soon as they hear the tune.



Family Engagement

Encourage families to share their favorite song or rhyme from home with the class. Hearing a familiar tune from home can help newer students feel more comfortable and be more vocal.



Week 4 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date: _____

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

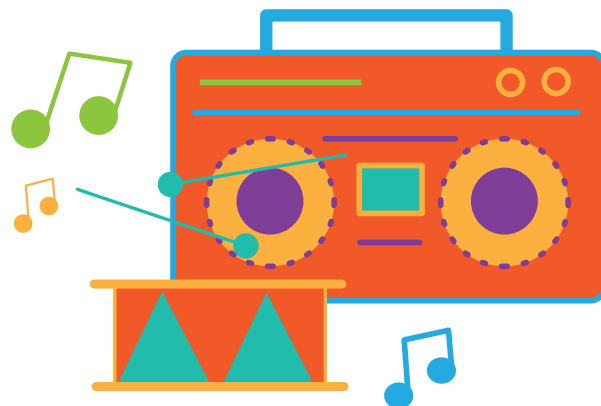
Other notes (special circumstances/events, staff changes, children who were late or left early):



Family Talk: Songs & Rhymes

Songs & Rhymes help your child increase vocabulary, learn sounds, and hear the rhythm of language.

- Share songs from your own childhood. Talk about how or when you sang them when you were little.
- Ask your child's teacher if you can visit and sing a song or rhyme from your family tradition in your home language.



Infant

Your baby loves the sound of your voice. Sing any type of song you like! You can even change up the lyrics — your baby won't notice the difference, and it helps introduce new vocabulary.

Singing the same songs at the same time each day, such as during daily routines (diapering, taking a bath, going down for a nap), helps your child learn what to expect. It can make transitions smoother!

Toddler

Sing or play songs that have accompanying gestures or body movements to get your child moving! For even more fun, join along!

Use songs to help build your child's listening skills. Make up a tune (or change the words to a song you already know) about a daily routine such as getting dressed, brushing teeth, or putting away toys.

- "Pick, pick, pick up toys. Put them all away. Our clean room looks very nice, we'll play another day."

Preschool

Sing silly songs by rhyming with real or nonsense words. Being able to hear smaller parts of words helps build early reading skills.

- "There is a fat cat, sitting on a flat mat. He's wearing a tall hat. I think he likes that."



Insights Week 5:


Reflection

Wow — two sequences and a total of 10 weeks of LENA Grow! We hope you have enjoyed exploring new ways to support conversations in your classroom. Take a moment to appreciate all your hard work and commitment. Congratulations on completing LENA Grow!

LENA Day 5

- ☐ Track classroom activity by recording notes in your **Week 5 LENA Log**.
- ☐ Celebrate your classroom success with LENA Grow! Keep talking and practicing what you have learned!


Coaching Session 5

- ☐ Discuss and reflect on your **Week 5 LENA Log** and **Day 5 LENA reports**.
- ☐ Complete the **LENA Grow 2 Insights Reflection**.
-  ☐ Complete the online **LENA Grow 2 Insights Survey**. You will receive the link to the survey via email.

Family Engagement

- ☐ Send home the **Family Talk: Thank you! handout**.

End of Sequence Checklist

-  ☐ Review your **LENA Certified Teacher Tracker**. Be sure to complete anything you might have missed
- ☐ Save **LENA Day 5 Child Reports** in student records and share a copy with families.
- ☐ Discuss future LENA opportunities with your coach and/or director.



Week 5 LENA Log

Teacher name: _____

Weekly Goal

Make your goal specific and achievable! Include: time of day, name of specific child or routine, or a Talking Tip.

Goal set date: _____

LENA Day Notes

LENA Day date: _____ # Children present: _____ # Staff present: _____

How and when did I work toward my goal this week?

Other notes (special circumstances/events, staff changes, children who were late or left early):



LENA Grow 2 Insights Reflection

Teacher name: _____

Reflect on Your Experience

1. What changes have you seen in yourself because of this program?
2. What changes have you seen in children because of this program?
3. What time of day has changed the most for you? What are you doing differently now that you weren't doing at the beginning of LENA Grow?
4. Review the goals you set each week. Describe one goal you are proud of achieving.

Plan for the Future

How will you use what you have learned in LENA Grow going forward?

1. I will continue to....
2. I will keep working on....



Family Talk: Thank you!

Hello, families!



Our classroom has completed our last week of LENA Grow! We hope you have enjoyed learning more about how to engage your child in early talk. If you have any questions about the program, please let us know.

Our classroom will continue to use the 14 Talking Tips and other early talk strategies. We encourage you to do the same! For more great ways to learn with LENA, visit them online!

Connect with LENA



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Thank you for participating in LENA Grow!