



# Coach Guide

This belongs to:

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## Credits

**LENA Grow® Coach Guide, 4th edition**

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## Dedication

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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.



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### 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
- **Melody Brown**, teacher at Beacon Community Development Center in Georgia
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- **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 ChildCare Group 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 Coach Guide provides guidance for each coaching session and includes the resources, ideas, and tips you need to help teachers complete the program successfully.

Materials are organized into the following sections:

**LENA Orientation** Planning and facilitation to introduce teachers to the basics of LENA Grow.

**LENA Grow Sequences** Week-by-week facilitation and coaching guidance for each sequence of LENA Grow, including:

- Preparation for a LENA Grow sequence.
- Coaching session guidance.
- Wrap-up for a LENA Grow sequence.

**Appendices** Reference materials, including fillable forms and relevant pages from the LENA Grow Teacher Guide.

Look for these helpful icons in your guide:



### **Coach Tips**

Practical tips from other LENA Grow coaches.



### **Caring Coaching**

Thoughtful ideas to foster a focus on strengths-based coaching and responsive teaching practices.



### **Rooted in Research**

Information about the research behind specific program elements.



### **Fidelity Requirements**

When you see this icon, check Appendix D to ensure that your program is currently meeting fidelity requirements.



### **Appendices**

When you see this icon, reference the Appendices tab for supporting materials.



## LENA Feedback Cycle

The reflective feedback cycle is at the heart of LENA Grow and all LENA programs.

Each week of LENA Grow follows the same cycle:

- 1. A LENA Day:** During a LENA Day, children wear the LENA device, so that teachers' interactive talk can be captured and measured. Data from this day is turned into a LENA report that is shared during the coaching session, enabling teachers to reflect on their practice.
- 2. Coaching and feedback:** The coaching session always comes after the LENA Day. During each session, teachers review the objective data from their own LENA Day. Coaches use a strengths-based approach to ask questions and learn more about the teachers' experience.  
LENA reports show how much talk and interaction each child received, enabling teachers to reflect on their progress and set a clear goal for their next LENA Day. Coaches also introduce teachers to the 14 Talking Tips and other strategies to increase talk during existing classroom routines.
- 3. Practice:** These are the days between the coaching session and the next LENA Day. On these days, teachers practice what they learned and work toward achieving their goals in order to show measurable improvement on their next LENA Day.



### Rooted in Research

Objective feedback and cycles of reflection and analysis have been shown to increase effective teacher behaviors.



# Orientation

60  
min.

## Prepare for LENA Grow Sequence

Use the Room Prep Checklist (found in LENA Library and LENA Online Session Prep) to prepare for Orientation and LENA Grow sequence(s).

Orientation introduces teachers to the basics of the LENA Grow program. It helps prepare new teachers for their first LENA Day and reminds returning teachers of the benefits of the program. When introducing LENA Grow, your energy and support set the tone for the entire program — a little bit of enthusiasm can go a long way!

During Orientation, you will guide teachers through slides, videos, forms, and other resources to make sure everyone is ready to get started with LENA Grow.

For teachers who are new to LENA Grow, complete the full 60-minute Orientation. For returning teachers, hold a brief meeting to review any relevant Orientation slides and ensure they are prepared to begin another LENA Grow sequence.

## Teacher Learning Objectives

- Recognize the connection between early talk and brain development.
- Understand, explore, and learn how to successfully use LENA Grow program materials and resources, including LENA devices and the Teacher Guide.
- Be able to explain program benefits to families and other teachers.



### Coach Tip

If you are supporting teachers who are new to LENA and teachers who have already completed a sequence, ask the returning teachers to share their experience, answer questions, and give advice!

# Orientation Presentation

Review each slide and discuss with teachers. Use the script as a guide, adding personal comparisons or examples you feel will resonate best with the teachers in your group.

A few notes:

- Videos are embedded in the slide deck. Check that you can play them (with audio) prior to delivery.
- **"Do the blue": Blue text** indicates an action or note for the presenter only.
- **"Yak the black": Black text** indicates text that should be read out loud.
- The script below is also included in the Notes section of the slide deck.
- This presentation is designed with a group setting in mind. Modify as needed if you are presenting to only 1-2 teachers.
- If presenting to both new and experienced LENA Grow teachers, ask the experienced teachers to share and consider which sections might benefit from peer learning.



## 1. Introduction

- Welcome teachers and make introductions.
- Ask teachers to fill out **LENA Grow Room Sign Up Sheet** (found in Appendix A).

At start:

"Hello! Welcome to LENA Grow Orientation! I am very pleased to introduce you to this great program."

"LENA Grow is a practice-based professional-development program for early childhood educators that focuses on enhancing interactions between adults and children. LENA recognizes that you, as educators, play a critical role in the development of the children in your care. You have a powerful relationship with each one and care deeply about their growth."

"LENA also knows that caring for children takes your full attention! That's why they designed the program to help increase interactions with each child in your classroom, **without disrupting your existing classroom routines.**"



### Conversational turns

Birth to five is a critical window.

Early talk is related to:

- Optimal brain development.
- Becoming a strong reader.
- Later IQ and academic success.

Now is the time to focus on increasing quality interactions!



LENA Grow Orientation

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## 2. Conversational turns

"Conversational turns are back-and-forth interactions that occur between adults and children — even babies! You may know the importance of talking to children, but did you know it's even more powerful to talk WITH children?"

"The first years of a child's life — especially birth to five — are the most critical for brain development. Conversational turns are one of the most important factors that helps create a firm foundation of healthy brain architecture in children."

"The number of conversational turns children experience in their early years supports lifelong health and learning, such as school readiness, language development, and even IQ scores. Think about the impact you can have on the lives of the children in your care just by talking with them!"

"LENA provides data about the language environment in your classroom to make sure all children have engaging experiences with you."

- Consider adding your own analogy to create a mental image of how talk builds brain development. For example, compare the young brain to "fertile soil" for developing language skills.



### The LENA Grow Program

LENA Grow builds more talk into classroom activities using the feedback cycle.

You will complete this cycle **once a week** for **five weeks**.



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## 3. The LENA Grow program

"The LENA Grow program uses data from LENA technology, weekly coaching sessions, and teacher materials to help incorporate more conversational turns into your daily classroom activities."

"Each week of the LENA Grow program follows the same format. This is called the LENA Feedback Cycle. Here's how it works:

**1. A LENA Day.** Children wear a vest containing a LENA device. The device captures the talk each child experiences during the day. LENA software processes this data and generates reports.

**2. A coaching session.** During your weekly coaching session with me, we'll review data from your LENA Days, discuss program successes and challenges, set a target goal,



and learn new techniques and talk strategies.

**3. Practice.** Each day after your coaching session, practice engaging children. Work toward achieving your target goal."

"The cycle repeats every week for five weeks: one LENA Day, one coaching session, days to practice new strategies."

#### What teachers are saying about LENA Grow



#### 4. What teachers are saying about LENA Grow

"LENA Grow has helped thousands of teachers increase interactions with children. Let's hear from some experienced teachers about their positive experiences with the program."

- [Click anywhere to play video.](#)

"Your entire classroom community will benefit from participating in LENA Grow. What are some of the benefits teachers mention in the video? What benefits can you envision for your own classroom?"

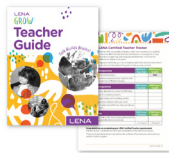
- Possible answers:
  - Child care is more than just feeding, changing, and playing. Teachers help children learn and develop.
  - Vocabulary growth.
  - Opportunities for teachers to understand children more.

#### Teacher materials

Inside you'll find:

- Weekly overviews.
- Additional resources.
- Family engagement materials.

Extra information in front and back pockets!



#### 5. Teacher materials

"The next step is to get familiar with the materials! This is the LENA Grow Teacher Guide. It contains weekly overviews, additional teacher resources, and parent engagement materials.

"You will receive your Teacher Guide with the rest of your LENA materials."

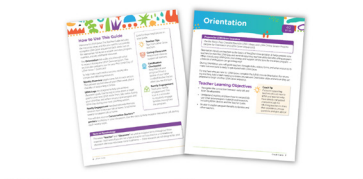
- [Hold up Teacher Guide. Pass around for teachers to explore.](#)
- [Explain to teachers how and when they will receive their Room Kits.](#)

"I want to draw your attention to the LENA Certified Teacher Tracker."

- [Show tracker page in Teacher Guide.](#)

"Teachers who successfully complete all five weeks of a LENA Grow sequence are qualified to become LENA Certified Teachers! Check off boxes as you complete each step. In the larger box, write the date of completion."

#### Teacher materials



### 6. Teacher materials cont'd.

"This guide is organized into sections: first an overview page; then any materials you need for the week, and finally, a handout that you can copy and send home with families."

"The first page, How to Use This Guide, provides a summary of how to find and use information. Along the right side, there is a list of icons that may appear in callout boxes or alongside weekly checklists: Teacher Tips, Caring Classroom, Certification Checkpoint, and Family Engagement."

"We are currently in the Orientation section. Everything you will accomplish this week is listed on the left side."

#### Teacher materials



### 7. Teacher materials cont'd.

"The next section, LENA Grow 1 Essentials, contains everything you need to complete the first five-week sequence of LENA Grow. We are about to begin this sequence. You'll build foundational skills and learn more about how interactions can transform your classroom. During this first sequence, we'll also discuss the 14 Talking Tips, tips for family engagement, and additional weekly topics such as Transitions, Indoor play, Mealtimes, and Shared Reading."

- Hand out and explain the individual LENA Grow schedule for your program. Make sure to note when the LENA Day and coaching session will occur each week.
- If teachers attending this Orientation are completing a different sequence, point them to the appropriate section for their sequence.

"Reference this guide when you have questions, need a reminder, or are preparing for the upcoming week."



#### How does LENA measure talk?



LENA Grow Foundation



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## 8. How does LENA measure talk?

"Now that you know about the LENA Grow program and weekly structure, let's focus on the actual LENA Days. Remember: A LENA Day is when information about the language environment in your classroom is collected."

"But how does that happen?"

"LENA Grow uses a few pieces of technology to help measure your classroom talk environment. The first is called the LENA device — a small, wearable, child-safe recorder. Worn by the children each LENA Day, the device captures verbal interactions between adults and children."

- [Show device and vest if available.](#)

"At the end of your LENA Day, data is uploaded from your devices to the cloud. Data is processed by LENA software to produce counts of conversational turns and adult words."

"The software automatically generates feedback reports providing insights on the adult-child interactions in your classroom. We have a video coming up that explains the process more in depth."



#### Privacy features



LENA Grow Foundation

There are a few things you need to know:

- LENA is safe, secure, and private.
- LENA device cannot play back.
- Audio permanently deleted after processing.
- LENA technology does not understand words.

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## 9. Privacy features

- [Teachers may express concern over "being recorded" or child data security. Please use the following information to directly address these types of concerns.](#)

"There are a few things you need to know about the LENA technology:"

"The LENA device meets required electronics safety standards. It does not use Bluetooth or transmit and receive signals (like a cell phone)."

"The LENA device can only record audio. It cannot play it back."

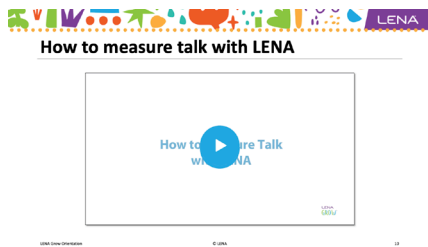
"LENA software analyzes sound patterns to identify if they were made by adults, children, or other noise sources — without understanding words."

"LENA data is private and secure. After counting words and turns, the audio is automatically and permanently deleted. Results are accessible only to those who need to

see it, like classroom teachers and coaches."

"The LENA device works like this: You go out to lunch. A family at the next table is conversing in a language you don't understand. You can tell who speaks and who responds, but you have no idea what they are saying."

"LENA is like a pedometer for conversations: Instead of counting steps, it counts words and turns."



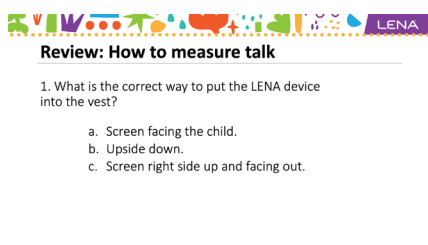
## 10. How to measure talk with LENA

"We are going to watch a video that explains the recording process more in depth. Included in your materials is How to Measure Talk With LENA. This page outlines the steps you will see in this video."

- [Click anywhere to play video.](#)

"Let's take a few minutes to review what we just learned about LENA technology. I want to emphasize two key points:

- During your LENA Day, try and act natural. Don't overdo talk. Ignore the LENA device, and (if possible) pretend it isn't even there!
- Try to complete a LENA Day the same day each week, but change the day if:
  - Several children are absent. Try to make sure at least half of the participating children are wearing vests each LENA Day.
  - Something out of the ordinary is scheduled to happen that takes much of the day.
  - None of the teachers present are participating in LENA Grow."



## 11. Review: How to measure talk

"That video contained some very important information about LENA technology. Let's do a quick review together."

- [Read slide.](#)
- [Answer: c](#)
- [Review responses and address any questions or points of confusion.](#)



#### Review: How to measure talk

2. When do you put the vest and device on the child?
- When the child arrives.
  - After the child has breakfast.
  - When the child goes outside.
  - Whenever you remember.

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## 12. Review: How to measure talk

- Read slide.
- Answer: a
- Review responses and address any questions or points of confusion.



#### Review: How to measure talk

3. When should you turn off the LENA device?
- Turn it on or off when you want.
  - During nap time.
  - When the child is eating.
  - When the child leaves for the day.

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## 13. Review: How to measure talk

- Read slide.
- Answer: d
- Review responses and address any questions or points of confusion.



#### Review: How to measure talk

4. What should you do with the device and vest during nap time?
- Leave on the child.
  - If the child is uncomfortable or to follow safe sleep practices, remove vest and device. Leave next to the child and put back on after the nap.
  - Take off and leave off for the rest of the day.
  - Both a. and b. are correct, depending on the child.

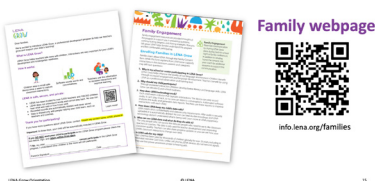
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## 14. Review: How to measure talk

- Read slide.
- Answer: d
- Review responses and address any questions or points of confusion.



#### Family engagement and consent



## 15. Family engagement and consent

"Next, let's talk about how you will introduce the program to families. How you talk about LENA helps families understand the program and feel comfortable participating."

"In addition to speaking with you, there are a few ways families can learn about LENA Grow:

- Hang the family flyer outside your classroom.
- Share the link or QR code to the family webpage.
- Send home the Family Consent form. The QR code is also included on this form."

"The consent form allows children to participate in LENA Grow, explains the use of the LENA device, and provides information about privacy."

- Pass out copies of the consent form.



"Many parents and caregivers share common questions regarding the program. The Family Engagement page provides answers to the most frequently asked questions. Take a few minutes to read over this page now."

- Allow 3-4 minutes for everyone to read the page.

"With a partner, role-play teacher/parent. Ask one another any questions you think parents in your room may ask you. Some common parent/caregiver questions are:

- How does LENA work?
- How do you keep my child's data safe and secure?"
- Give teachers 4-5 minutes to practice. Encourage everyone to switch roles halfway through.
- Move around the room checking on how the conversations are going.
- Ensure teachers understand requirements of the consent form their site is using.

"Were there questions your partner asked that you couldn't answer? Let's discuss those now."



### LENA Days

Every LENA Day follows the same steps:

1. Find the LENA device and vest for the child.
2. Turn on the device.
3. Put the device in the LENA vest.
4. Put the vest on the child. Leave on until the end of the day.
5. When the child leaves for the day, remove the vest.
6. Turn off the device and put in storage location for processing.



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## 16. LENA Days

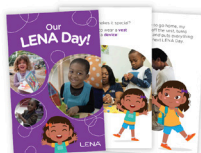
"Which brings us to... your very first LENA Day!"

- Read slide.
- Demonstrate steps, using a vest and device, if available.

"Each classroom will have its own storage for LENA devices and vests. Store your LENA devices and vests anytime they are not being used."



### Our LENA Day story



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## 17. Our LENA Day story

"You can help children prepare to wear a vest each LENA Day. Read the story, Our LENA Day, to help children understand more about what a LENA Day looks like in a classroom."



- [Hand out printed copies of story.](#)

"The story is one great way to show children what wearing a vest is like. What are some other ideas about getting children to wear vests?"



#### What teachers are saying about LENA Grow



### 18. Teacher testimonials

"LENA Grow gives us an exciting way to learn and practice ways to create more meaningful interactions between the adults and children in our classroom community."

- [Click anywhere to play video.](#)

"I hope you are as excited as I am to learn more about interactive talk!"



#### Questions?



### 19. Questions

"This concludes your LENA Grow Orientation! Just a few reminders..."

- [Provide date of first LENA Day.](#)
- [Remind teachers: one LENA Day per week, no need to makeup a LENA Day if only some children are absent.](#)
- [Provide date when consent forms are due.](#)

"Please let me know if you have any other questions!"

"Remember to reference your LENA Grow schedule and Teacher Guide to support you in moving through each week of the program. I can't wait to see how you, your children, and your classrooms grow!"

# Essentials Week 1:

## Room Report and the 14 Talking Tips

60 min.

### Prepare for LENA Grow 1 Essentials Sequence

At least three weeks prior to LENA Day 1, follow the detailed instructions in the Room Prep Checklist found in LENA Online Session Prep or the LENA Library.

## Weekly Coaching Intention

Relationship-building is an important first step in establishing trust and understanding a classroom's culture. What can you do during this first week of LENA Grow to connect with teachers on a more personal level?

## Teacher Learning Objectives

- Understand the connection between conversational turns, early brain development, and future outcomes.
- Reflect on how Room Report data represents LENA Day 1 classroom conversations.
- Learn ways to use the 14 Talking Tips to increase interactive talk with children during daily classroom routines.
- Learn to set a specific and attainable LENA Day goal.



*A teacher proudly displays her stars on her 14 Talking Tips poster.*



### Coach Tip

The first coaching session covers a lot of important information. Let the provided session videos convey the key concepts so you can focus on building trust with teachers and on responding to any questions they may have.

### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Essentials Week 1 Session Prep. This will help you arrive at the coaching session confident and prepared. This session includes videos to share with teachers during Coaching Session 1.

## 1. Introduce the LENA Grow program



- ☐ Watch the **“All About LENA Grow” video** to help familiarize teachers with how the LENA program benefits teachers, classrooms, families, and children.
- ☐ Discuss the video:
  - What connections did you make to this brain research?  
*Start the conversation by sharing a personal connection to the video, an experience, or an anecdote.*
  - Why are conversational turns so important?  
*The back-and-forth activity of conversational turns builds strong neural connections. Children with more turns build more connections.*
  - What do conversational turns look like in your classroom?  
*If they are having difficulty answering the question, encourage teachers to think of a specific time of day, daily routine, or child.*


## 2. Discuss and review LENA Day 1



- ☐ Facilitate a conversation about the teacher’s classroom experience during their first LENA Day.
  - How do you feel your first day went?
  - How did the children respond to wearing the vest?
  - What were responses from parents and/or staff?
  - What was more effective/what was less effective?
- ☐ Watch and discuss the **“Understanding Your LENA Grow Room Report” video**.
- ☐ Introduce the **LENA Grow Room Report** and hand out stars. Provide teachers with an overall, then a detailed, explanation of their LENA Day 1 classroom data.
  - What do you notice about your Room Report?
  - What surprises you about the results?
  - How does the report data match your usual classroom observations?

### 3. Discuss weekly topic: the 14 Talking Tips



- ☐ Watch the **“Using the Talking Tips to Build Your Children’s Brains” video** to learn ways teachers can increase interactive talk with children during daily classroom routines.
- ☐ Discuss video.
  - What is the purpose of using the Talking Tips in your classroom?  
*The goal of the Talking Tips is to make classroom conversations more purposeful, creating richer conversations between yourself and your children.*
-  ☐ Hand out and review the **14 Talking Tips poster**. Teachers can place any stars earned on the bottom of the poster. Encourage teachers to hang the Talking Tips poster in a place where other adults and families can see it so they can use the poster to begin conversations about the classroom’s focus on early talk.
  - Which of these Talking Tips do you already use regularly?




#### Caring Coaching


Talking Tips work in any community, regardless of culture or primary language. Each tip provides ideas — not specific words — to enhance adult-child conversation. Teachers choose which tips to use and what to say based on their personal strengths, style, and classroom community.

### 4. Set a goal for LENA Day 2



- ☐ Review the **Example LENA Log**. Talk about what teachers see in the log, including a written goal and notes on classroom activity.
-  ☐ Support each teacher as they write down a specific and attainable goal in their **Week 2 LENA Log**. Record any coach notes in your **Coaching Session Notes**.
  - What would you like to accomplish by the next LENA Day?





☐ If needed, help teachers make the goal more specific with follow-up questions:

- Describe a time when engaging with a child or group felt easy for you. How might you take what you were doing then and use it in a different routine or with a different child?
- What Talking Tip will help you achieve your goal? What are some ways you plan to use it?
- How will we measure this goal?



### **Rooted in Research**

Documenting goals has many benefits. Physically writing down a goal improves recall, increases motivation, and makes it easier to review and track progress. You are also able to return to the goal week after week to help embed it into a teacher's everyday practice.

# Essentials Week 2:

## Family Engagement and Personal Care & Transitions

30 min.

### Weekly Coaching Intention

Take a moment to reflect on what receiving your feedback and encouragement might mean to a teacher. How can you use this coaching session to help a teacher feel more confident in their role?

### Teacher Learning Objectives

- Reflect on how Room Report data represents LENA Day 2 classroom conversations.
- Explore ways to increase interactive talk with children during personal care routines and transitions.
- Confidently select and begin using family engagement tools: stars display, Child Reports, Talking Tips handouts.



#### Caring Coaching

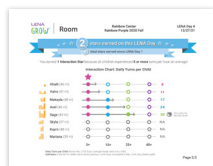
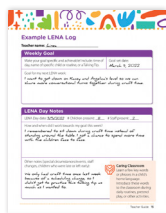
Focusing on strengths while discussing family engagement is an important parallel practice. Participating in strengths-based conversations with you helps teachers learn to facilitate those types of conversations with families.

#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Essentials Week 2 Session Prep. This will help you arrive at the coaching session confident and prepared.

## 1. Discuss and review LENA Day 2



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How have children responded to the program?
- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Hourly Turns** and **Hourly Words** graphs on the first page of the report.
  - What do you notice about how talk changed throughout the day?
  - What was happening during the Trophy Hour?
- ☐ Point them to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
  - What data do you find interesting? Why?



### Caring Coaching

It's common for teachers to feel anxious about their first few reports. Be empathetic and remain focused on establishing the coaching session as a safe place to share insights and experiences. Remind teachers that *they* are the experts on how their classroom works and are the only ones who know the story behind the data.

## 2. Discuss weekly topic: Personal Care & Transitions



- ☐ Review the ideas on this week's **Personal Care & Transitions poster**.
  - Do you currently use any of these ideas? If so, how do children respond?
  - Is this a time that you find easy/difficult to engage the children?
  - How could you adapt some of these ideas to incorporate the culture and practices of children's families?



### Coach Tip

Help teachers see how increasing talk can make transitions more efficient! Encourage them to try a call-and-response song, offer a choice, or cue with a category (e.g., "If you're wearing blue, wash your hands.")

### 3. Set a goal for LENA Day 3



Support each teacher as they write down a specific and attainable goal in their **Week 3 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- What would you like to accomplish by the next LENA Day?
- How can you increase interactions during personal care routines or transitions?

If needed, help teachers make the goal more specific with follow-up questions:

- Describe a time when engaging with a child or group felt easy for you. How might you take what you were doing then and use it in a different routine or with a different child?
- What Talking Tip will help you achieve your goal? What are some ways you plan to use it?
- How will we measure this goal?



#### Rooted in Research

Even small changes can make a big difference. LENA's longitudinal research shows that every increase of two turns per hour is associated with a one-point increase in Full Scale IQ.

## 4. Determine a family engagement plan



□ Help teachers complete the **LENA Grow Family Engagement Plan** (found in their Teacher Guide) to involve families in a way that fits with existing classroom practices. Assist teachers in selecting, accessing, and using relevant materials:

- **Family Talk handouts:** Ideas for increasing talk at home for each weekly topic. Easy to photocopy or share digitally and available in the Teacher Guide and LENA Online.
- **Social Media Toolkit:** Pre-designed social media posts that promote talk at home. Available online at [lena.org/social-media-toolkit/](http://lena.org/social-media-toolkit/).
- **Display posters:** Placing LENA Grow Conversation Starters posters where families can see them will spark informal conversations at pick-up and drop-off.
- **Display stars:** Posting stars on the 14 Talking Tips poster lets families see the classroom's LENA Grow accomplishments.
- **Child Reports:** These optional reports are best introduced to families one-on-one during a conference. You will print them from LENA Online for the teacher.

### Child Reports



In addition to Room Reports, Child Reports are available each week in LENA Online. While they are not a mandatory part of the Essentials sequence, Child Reports may be helpful in providing teachers (and families) with a deeper view into a child's individual language experience. A video explaining this report is available in the LENA Library.



# Essentials Week 3:

## Indoor and Outdoor Play

30  
min.

### Weekly Coaching Intention

Reflect on the learning styles, strengths, and interests of the teachers you are coaching. How can you customize your questions to help deepen the teacher experience? Are there outside resources you might bring in to extend their learning?

### Teacher Learning Objectives



- Reflect on how Room Report data represents LENA Day 3 classroom conversations.
- Explore ways to increase interactive talk with children during indoor and outdoor play.
- Demonstrate understanding of LENA Grow Essentials program fundamentals.

#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Essentials Week 3 Session Prep. This will help you arrive at the coaching session confident and prepared.

# 1. Complete Essentials Quiz

-   The **Essentials Quiz** provides an opportunity to check understanding of the importance of early talk, how to read reports, and other foundational skills. Support teachers in completing the quiz (be sure to have their Room Report available for reference), discuss their responses, and encourage them to self-correct for understanding. Provide feedback as necessary.

### 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 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.

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## 1. B

Always turn the device off at the end of a child's day so it doesn't record irrelevant data.

## 2. A

Encourage teachers to reference the Talking Tips poster regularly until using them becomes second nature.

## 3. E

LENA measures conversational turns between an adult and a *child*. It does NOT measure conversation between two adults or two children.

## 4. B

Research shows that conversational turns (adult-child interactions) matter even more than just adult words alone. We like to tell families and teachers, "Words are good, and turns are better."

## 5. E

A star is earned if this LENA Day is higher than the previous. But it can ALSO be earned if turns are at or above 25, because that is always something to celebrate!

## 6. B

It's important to celebrate this hour and to reflect on what strengths during that hour might be extended to other parts of the day.

## 7. C

The Interaction Chart stars are awarded when ALL children are experiencing a benchmark level of turns. This encourages a talk environment that benefits and includes all children.

## 2. Discuss and review LENA Day 3



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the program?
- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Hourly Turns** and **Hourly Words** graphs on page 1.
  - What do you notice about how talk changed throughout the day?
  - What was happening during the Trophy Hour?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
  - What might you say to parents about interactions this week?



### Caring Coaching

Interaction Stars promote a focus on increasing talk with individual children. Use this chart to help teachers consider which children are experiencing fewer turns and why, and help them set goals to reduce disparities.

## 3. Discuss weekly topic: Indoor and Outdoor Play



- ☐ Review the ideas on the **Indoor and Outdoor Play Conversation Starters posters**.
  - Do you currently use any of these ideas? If so, how do children respond?
  - What could you add to these suggestions?




### Coach Tip

Encourage teachers to post the Outdoor Play Conversation Starters poster where they can easily reference it for ideas during outdoor play.

## 4. Set a goal for LENA Day 4



 ☐ Support each teacher in writing down a specific and attainable goal in their **Week 4 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- What would you like to accomplish by the next LENA Day?
- How can you increase interactions during Indoor and Outdoor Play?

If needed, help teachers make the goal more specific with follow-up questions:

- Describe a time when engaging with a child or group felt easy for you. How might you take what you were doing and use it in a different routine or with a different child?
- What Talking Tip will help you achieve your goal? What are some ways you plan to use it?
- How will we measure this goal?

# Essentials Week 4:

## Mealtimes

30  
min.

### Weekly Coaching Intention

Supporting children is the ultimate goal of our entire community. What can you do this week to help teachers make lasting changes in their interactions with the children in their classroom?

### Teacher Learning Objectives

- Reflect on how Room Report data represents LENA Day 4 classroom conversations.
- Explore ways to increase interactive talk with children during mealtimes.

#### Stretch Goal

If appropriate, consider challenging teachers to “beat their best” on LENA Day 5. This *stretch goal* helps teachers finish the program strong by showing themselves what they are capable of.

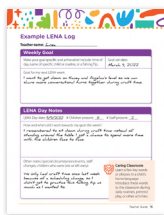
(In cases where attendance or staffing are variable, or where the room already has high turns, this may not be an appropriate goal.)

#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Essentials Week 4 Session Prep. This will help you arrive at the coaching session confident and prepared.

## 1. Discuss and review LENA Day 4



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the program?
  - What have you practiced since our last session?
- ☐ Show the **Room Report**.  
What do you notice?  
You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Hourly Turns** and **Hourly Words** graphs on page 1.
  - What do you notice about how talk changed throughout the day?
  - What was happening during the Trophy Hour?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
  - What data interests you? Why?

## 2. Discuss weekly topic: Mealtimes



- ☐ Review the ideas on the **Mealtimes Conversation Starters poster**.
  - What does mealtime look and sound like in your classroom? Do you know what it looks like at home for your students?
  - Do you currently use any of these ideas? If so, how do children respond?
  - What could you add to these suggestions?



### Caring Coaching

Mealtime foods and routines are often a reflection of home and school culture. Take time to ask teachers what mealtime looks like in their homes and classrooms.



### 3. Set a goal for LENA Day 5



☐ Support each teacher in writing down a specific and attainable goal in their **Week 5 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- How would you like to increase interactions during mealtimes?
- What would you like to accomplish by the end of this sequence?
- Do you want to set a goal to “beat your best” on LENA Day 5? It looks like your highest average daily turns was \_\_\_\_ on LENA Day \_\_\_\_.

If needed, help teachers plan for how they might achieve their stretch goal:

- What did you do on your best days that led to high turns?
- What strategies have you used to make sure you spend time talking with children who have had lower turns in the past?
- What detailed plans do you need to have in place to beat your best?



# Essentials Week 5:

## Shared Reading and Reflection

60 min.

### Weekly Coaching Intention

Reflection is an integral step to improving teaching practice AND to improving your coaching practice. As you wrap up this first sequence, consider how you might elicit authentic feedback from teachers on your coaching.

### Teacher Learning Objectives

- Reflect on how Room Report data represents LENA Day 5 classroom conversations.
- Explore ways to increase interactive talk with children during shared reading.
- View the Celebration Report to review and reflect on personal, child, and classroom changes supported by LENA Grow.
- Provide feedback by completing the LENA Grow 1 Essentials Survey online.



One center created a bulletin board in the entryway to celebrate teachers' participation in LENA Grow.



#### Coach Tip

Celebrate teachers and the completion of a sequence! Some ideas from experienced LENA Grow coaches:

- Present a framed Celebration Report to the room or center.
- Present nicely printed teacher certificates to certified teachers.
- Treat teachers to coffee or lunch.
- Give a shoutout to the room on social media! (Don't forget to tag **@lenaearytalk** — we'd love to celebrate with you!)

Check in with your center director about other ways to recognize teachers.

#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Essentials Week 5 Session Prep. This session includes a Celebration Report for the sequence and information about teacher certification.

## 1. Discuss and review LENA Day 5



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the program?
- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Hourly Turns and Hourly Words** graphs on page 1.
  - What do you notice about how talk changed throughout the day?
  - What was happening during the Trophy Hour?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?

## 2. Discuss weekly topic: Shared Reading

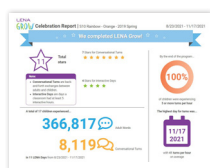


- ☐ Review the ideas on the **Shared Reading Conversation Starters poster**.
  - Do you currently use any of these ideas? If so, how do children respond?
  - What could you add to these suggestions?

### Beyond the Sequence

Teachers won't see LENA reports reflecting their use of Shared Reading Conversation Starters, but these strategies are still important to practice because they are foundational to early literacy. Encourage teachers to continue practicing these strategies beyond the sequence.

### 3. Reflect on LENA Grow sequence experience



- ☐ Show the **Celebration Report** and congratulate teachers on all they have accomplished.
- ☐ Support teachers as each completes the **LENA Grow 1 Essentials Reflection**. Encourage and facilitate conversation about future use of interactive talk strategies and techniques.

### 4. Complete online survey



- ☐ Support teachers as each completes the **LENA Grow 1 Essentials Survey**. A unique QR code for each teacher is included in the Week 5 reports so teachers can complete the survey during the coaching session. Teachers also receive a link to the survey via email. (This is a Teacher Certification requirement.)

### 5. Complete End of Sequence checklist



- ☐ Support teachers in completing their **End of Sequence checklist**:
  - Review LENA Certified Teacher Tracker
  - Discuss future LENA opportunities with teacher.





# Insights Week 1:

## Essentials Review and Child Reports

30  
min.

### Prepare for LENA Grow 2 Insights Sequence

At least three weeks prior to LENA Day 1, follow the detailed instructions in the Room Prep Checklist found in LENA Online Session Prep or the LENA Library.

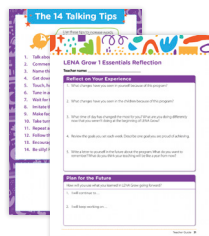
## Weekly Coaching Intention

Teachers are returning to the LENA Grow program with a deeper understanding of early talk practices and increased confidence in supporting child-led interactions. How can you encourage teachers to build off this experience and take the lead during coaching conversations?

## Teacher Learning Objectives

- Review LENA Grow program basics, such as the 14 Talking Tips.
- Explore ways to increase interactive talk with children during daily classroom routines.
- View and interpret Child Report data.
- Demonstrate understanding of LENA Grow Essentials program fundamentals.

## 1. Review LENA program basics



- ☐ As necessary, review and discuss the **14 Talking Tips poster** and teacher **LENA Grow 1 Essentials Reflection**. Check for understanding and answer questions.

## 2. Discuss and review LENA Day 1



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - Did you notice anything different from your very first LENA Day?
  - What did you notice about the children?
- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Hourly Turns** and **Hourly Words** graphs on page 1.
  - What do you notice about how talk changed throughout the day?
  - What was happening during the Trophy Hour?
- ☐ Point to the **Interaction Chart** on page 2.
  - What do you notice about the differences in children's experiences?

## 3. Discuss weekly topic: Child Reports



- ☐ Watch the **“Understanding Child Reports” video** to learn how to read and interpret the Child Report.
- ☐ Introduce the **Child Report**.
  - What do you notice about the Child Report?
  - What connections do you see between your LENA Log and the results on the Child Report?
  - For next week, which Child Reports are you interested in exploring?



### Caring Coaching

Use the Room Report and the Child Report to plan a personalized strategy for a child experiencing fewer interactions in your classroom. Identify a target child using the Room Report, then gain deeper insight into individual language environments using the Child Report.

## 4. Set a goal for LENA Day 2



☐ Support each teacher in writing down a specific and attainable goal in their **Week 2 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- What would you like to accomplish by the next LENA Day?
- Which child do you think would benefit most from your focus?

If needed, help teachers make the goal more specific with follow-up questions:

- Describe a time when engaging with that child felt easy for you. How might you take what you were doing then and use it in a different routine?
- How might the Child Report help you achieve your goal?
- How can other adults help you meet your goal?
- How will we measure this goal? What child behaviors will indicate that you achieved it?



# Insights Week 2:

## Early Literacy

30  
min.

### Weekly Coaching Intention

Maximize your time with teachers by encouraging intentional and deliberate practice. How can you help teachers connect what they are learning in LENA Grow to other best practices and professional development they have been a part of?

### Teacher Learning Objectives

- Reflect on how Room Report and Child Report data represent classroom conversations.
- Explore ways to increase interactive talk, with a focus on early literacy.



#### Rooted in Research

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

#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Insights Week 2 Session Prep. This will help you arrive at the coaching session confident and prepared.

## 1. Discuss and review LENA Day 2



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the changes you are making?



- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
  - What do you notice about the differences in children's experiences?
  - What opportunities do you see to increase turns for individual children?



- ☐ Show one or more **Child Reports**.
  - What do you notice about how talk changed throughout the day?
  - Which hour was most interactive for this child? Why?
  - What changes do you notice since the last LENA Day?



### Caring Coaching

The Hourly Child Vocalizations graph in the Child Report can help identify the best times of day to engage a child. Help teachers reflect on the hour when a child is most talkative, and then make a plan to engage them using **Talking Tip #12: Follow their lead**.

## 2. Discuss weekly topic: Early Literacy



- ☐ Review the ideas on the **Early Literacy Conversation Starters poster**.
  - Do you currently use any of these ideas? If so, how do children respond?
  - What could you add to these suggestions?
  - How could you adapt some of these ideas to incorporate the culture and practices of children's families?





### Coach Tip

Consider how teachers already incorporate elements of early literacy into their lesson plans, curriculum, classroom supplies, and schedule. Help teachers explicitly make the connection that conversational turns are a building block of literacy.

## 3. Set a goal for LENA Day 3



☐ Support each teacher in writing down a specific and attainable goal in their **Week 3 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- What would you like to accomplish by the next LENA Day?
- How can you use intentional interactions to help support early literacy skills?

If needed, help teachers make the goal more specific with follow-up questions:

- How might the Child Report help you achieve your goal?
- How can other adults help you achieve this goal?
- How will we measure this goal? What child behaviors will indicate that you achieved it?



# Insights Week 3:

## Early Math

30  
min.

### Weekly Coaching Intention

Sometimes a small barrier is all that stands in the way of success. Identifying and discussing barriers can make them easier to overcome. What, if anything, is standing in the way of your teachers' success? What can you do to lessen or remove those barriers?

### Teacher Learning Objectives

- Reflect on how Room Report and Child Report data represent classroom conversations.
- Explore ways to increase interactive talk, with a focus on early math.
- Demonstrate understanding of LENA Grow Insights program basics.



#### Rooted in Research



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

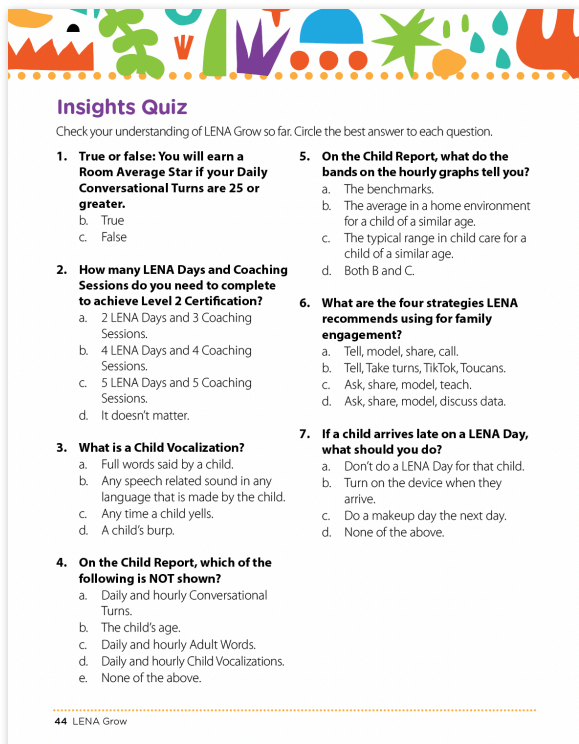
#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Insights Week 3 Session Prep. This will help you arrive at the coaching session confident and prepared.

# 1. Complete Insights Quiz

-   The **Insights Quiz** provides an opportunity to check understanding of the LENA Grow program so far. Support teachers in completing the quiz in their Teacher Guide, discuss their responses, and encourage them to self-correct for understanding. Provide feedback as necessary.



**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 Level 2 Certification?**
  - a. 2 LENA Days and 3 Coaching Sessions.
  - b. 4 LENA Days and 4 Coaching Sessions.
  - c. 5 LENA Days and 5 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.
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.
6. **What are the four strategies LENA recommends using for family engagement?**
  - a. Tell, model, share, call.
  - b. Tell, Take turns, TikTok, Toucans.
  - c. Ask, share, model, teach.
  - d. Ask, share, model, discuss data.
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.

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## 1. True

A star is earned if this LENA Day is higher than the previous. But a star can ALSO be earned if turns are at or above 25, because that is always something to celebrate!

## 2. C

It's important to complete the full program. To receive certification, and the associated 3.5 professional development hours, teachers must complete all days. Rescheduled LENA Days and makeup coaching sessions are acceptable to help teachers complete the program.

## 3. B

LENA counts all speech-related sounds such as coos, babbles, and words (even happy talking shouts)! These sounds are the building blocks of language.

## 4. E

It helps to see child experiences each hour and over time, week by week. The child's age helps to provide context as you interpret the report.

## 5. D

The thin dark band shows the average in a home environment for a child of a similar age. The thick lighter band shows the typical range in child care.

## 6. D

These strategies are listed on the back of the Family Engagement Tracker and give teachers a variety of ways to engage families in supporting early talk at home.

## 7. B

LENA Days should capture a "typical day" across all children in the classroom. It's important to capture that child's language experience on the LENA Day, even if it's just a few hours. DO NOT do a "makeup day" for a child, as this will not give a complete picture of the classroom experience.

## 2. Discuss and review LENA Day 3



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the changes you are making?
- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
  - What do you notice about the differences in children's experiences?
  - What opportunities do you see to increase turns for individual children?
- ☐ Show one or more **Child Reports**.
  - What do you notice about how talk changed throughout the day?
  - Which hour was most interactive for this child? Why?
  - What changes do you notice since LENA Day 1?

## 3. Discuss weekly topic: Early Math



- ☐ Review the ideas on the **Early Math Conversation Starters poster**.
  - Do you currently use any of these ideas? If so, how do children respond?
  - What could you add to these suggestions?

## 4. Set a goal for LENA Day 4



□ Support each teacher in writing down a specific and attainable goal in their **Week 4 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- What would you like to accomplish by the next LENA Day?
- How can you use intentional interactions to help support early math skills?

If needed, help teachers make the goal more specific with follow-up questions:

- How might the Child Report help you achieve your goal?
- How can other adults help you achieve this goal?
- How will we measure this goal? What child behaviors will indicate that you achieved it?



# Insights Week 4:

## Songs & Rhymes

30  
min.

### Weekly Coaching Intention

This week's topic is all about the joy of language and sound. Stop for a moment and create some positive energy by listening to a favorite song. How can you bring some fun and playfulness into this week's coaching session?

### Teacher Learning Objectives

- Reflect on how Room Report and Child Report data represent classroom conversations.
- Explore ways to increase interactive talk with children using Songs & Rhymes.



#### Caring Coaching

Music and poetry provide rich expressions of culture. Consider how you can support teachers as they use this topic to share their own culture and to learn more about the cultures of their children and families.

#### Don't Forget Session Prep!



Set aside 30 minutes prior to the session to complete Insights Week 4 Session Prep. This will help you arrive at the coaching session confident and prepared.

## 1. Discuss and review LENA Day 4



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the changes you are making?
  - What have you practiced since our last session?



- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
  - What do you notice about the differences in children's experiences?
  - What opportunities do you see to increase turns for individual children?



- ☐ Show one or more **Child Reports**.
  - What do you notice about how talk changed throughout the day?
  - Which hour was most interactive for this child? Why?
  - What changes do you notice since LENA Day 1?


## 2. Discuss weekly topic: Songs & Rhymes



- ☐ Review the ideas on the **Songs & Rhymes Conversation Starters poster**.
  - Do you currently use any of these ideas? If so, how do children respond?
  - What could you add to these suggestions?

### 3. Set a goal for LENA Day 5



 ☐ Support each teacher in writing down a specific and attainable goal in their **Week 5 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- How would you like to increase interactions using songs and rhymes?
- What would you like to accomplish by the end of this sequence?

If needed, help teachers make the goal more specific with follow-up questions:

- What did you do on your best days that led to high turns?
- What strategies have you used to make sure you spend time talking with children who have had lower turns in the past?
- What detailed plans do you need to have in place to meet your goal?



# Insights Week 5:

## Reflection

60 min.

### Weekly Coaching Intention

Reflection is an integral step toward improving your personal coaching practice. As you wrap up this sequence, consider how you might elicit authentic feedback from teachers on your coaching.

### Teacher Learning Objectives

- Reflect on how Room Report and Child Report data represent classroom conversations.
- Explore ways to increase interactive talk with children during daily classroom routines.
- View the Celebration Report to review and reflect on personal, child, and classroom changes supported by LENA Grow.
- Provide feedback by completing the LENA Grow 2 Insights Survey online.



*Teachers in Orange County, Florida, attend an end-of-sequence celebration.*



#### Coach Tip

Celebrate teachers and the completion of a sequence! Some ideas from experienced LENA Grow coaches:

- Present a framed Celebration Report to the room or center.
- Present nicely printed teacher certificates to certified teachers.
- Treat teachers to coffee or lunch.
- Give a shoutout to the room on social media! (Don't forget to tag **@lenaeartalk** — we'd love to celebrate with you!)

Discuss other ways to recognize teachers with the center director.

#### Don't Forget Session Prep!



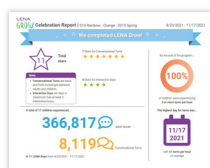
Set aside 30 minutes prior to the session to complete Insights Week 5 Session Prep. This will help you arrive at the coaching session confident and prepared.

## 1. Discuss and review LENA Day 5



- ☐ Discuss LENA Day experience using teacher **LENA Log**.
  - How was your LENA Day?
  - What was your experience with your goal this week?
  - How are children responding to the changes you are making?
- ☐ Show the **Room Report**.
  - What do you notice?
  - You earned \_\_\_\_ stars! What did you do to earn the star(s)?
- ☐ Point to the **Interaction Chart** on page 2.
  - What positive changes do you notice since the last LENA Day?
- ☐ Show one or more **Child Reports**.
  - What do you notice about how talk changed throughout the day?
  - Which hour was most interactive for this child? Why?
  - What changes do you notice since LENA Day 1?

## 2. Reflect on LENA Grow sequence experience



- ☐ Show the **Celebration Report** and congratulate teachers on all they have accomplished.
- ☐ Support teachers as each completes the **LENA Grow 2 Insights Reflection**. Encourage and facilitate conversation about future use of interactive talk strategies and techniques.



### Caring Coaching

As you discuss how teachers will continue to use what they have learned through LENA, share what *you have learned from them* and how you will incorporate those insights into future coaching.

### 3. Complete online survey



- ☐ Support teachers as each completes the **LENA Grow 2 Insights Survey**. A unique QR code for each teacher is included in the Week 5 reports so teachers can complete the survey during the coaching session. Teachers also receive a link to the survey via email. (This is a Teacher Certification requirement.)

### 4. Complete End of Sequence checklist



- ☐ Support teachers as each completes their **End of Sequence checklist**:
  - Review LENA Certified Teacher Tracker.
  - Share **LENA Day 5 Child Reports** with teacher. These can be placed in child portfolios to be used during conferences, or parents may request them at a future time.
  - Discuss future LENA opportunities with teacher.







## Coaching Session Notes

Document notes and goals for each coaching session. Use one form per room. If needed, print more forms from the LENA Library.

Record anything that might be helpful to remember later: teacher reactions to reports, specific information about children in the room, teacher goals, etc. Teachers will also record their own goals in their weekly LENA Log for the next LENA Day.

*Circle one:*

**LENA Grow 1**

**LENA Grow 2**

Room name: \_\_\_\_\_

Teacher name(s): \_\_\_\_\_

Center name: \_\_\_\_\_

Teacher name(s): \_\_\_\_\_

Director name: \_\_\_\_\_

Teacher name(s): \_\_\_\_\_

### Session 1

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 2:

### Session 2

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 3:



### Session 3

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 4:

### Session 4

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 5:

### Session 5

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for the future:



## Coaching Session Notes

Document notes and goals for each coaching session. Use one form per room. If needed, print more forms from the LENA Library.

Record anything that might be helpful to remember later: teacher reactions to reports, specific information about children in the room, teacher goals, etc. Teachers will also record their own goals in their weekly LENA Log for the next LENA Day.

*Circle one:*

**LENA Grow 1**

**LENA Grow 2**

Room name: \_\_\_\_\_

Teacher name(s): \_\_\_\_\_

Center name: \_\_\_\_\_

Teacher name(s): \_\_\_\_\_

Director name: \_\_\_\_\_

Teacher name(s): \_\_\_\_\_

### Session 1

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 2:

### Session 2

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 3:



### Session 3

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 4:

### Session 4

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for LENA Day 5:

### Session 5

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Length: \_\_\_\_ min

Notes:

Teacher goal(s) for the future:



## Appendix A: LENA Grow Room Sign Up Sheet

Use this information when setting up your classroom groups in LENA Online.

**Center/FCC Name:** \_\_\_\_\_

**Orientation Date:** \_\_\_\_\_ **Coach Name:** \_\_\_\_\_

**This room is in a:**

☐ Center or church

☐ Public school

☐ Home or family  
child care

**Room name:** \_\_\_\_\_

**# of children enrolled in  
this class:** \_\_\_\_\_

**Notes:** \_\_\_\_\_

**# of adults who typically spend  
15+ hrs/wk in this classroom:** \_\_\_\_\_

**Notes:** \_\_\_\_\_

**Child ages in months**  
(check all that apply):

☐ 0-6

☐ 6-12

☐ 12-24

☐ 24-36

☐ 36-48

☐ 48+

**Funding**

(check all that apply):

☐ Subsidy slots

☐ Private paid slots

☐ Head Start/  
Early Head Start

☐ EHS Child Care Partnership

☐ State-funded preschool

☐ Child and Adult Care  
Food Program (or similar  
food program)

**Participating teacher name:**

**Participating teacher email:**

(Used throughout the program for teacher certification.  
It must be unique to the teacher.)

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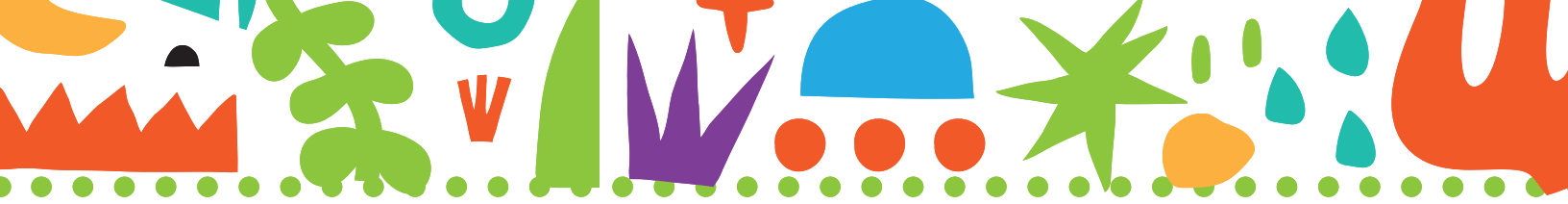
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## Appendix B: Reference Teacher Guide Materials

### The 14 Talking Tips



Use these tips to increase words & 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!

Award Stickers!

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## Personal Care & Transitions Conversation Starters™ for Infants & Toddlers

**Use specific, descriptive words.**  
Instead of "Let's put these on," try  
"We have to pull hard because these  
socks are tight!" or "You'll  
feel comfy in these clean pants."



**Add descriptive words to touch cues.** "Lift your arm so I can put on your vest." "I'm going to touch your toes when I put on your sock."

**#1: Talk about what you're doing and thinking.**

**Chat about finishing** up the current activity — "Who can find a marker to put back in the green box?" "Who has messy hands? We're going to the sink to wash."

**#5: Touch, hug, hold.**

When a child interrupts, **try quietly holding her hand** until you are finished speaking to the classmate or group. Knowing her turn is coming may help her wait.



**Copy their actions** and add words — "Scrubbing my palms." "Drying off all the drops."

**Offer choices** when possible. "Which arm goes in first?" "Do you want the zipper up or down?"

**#8: Imitate them, and add words.**

A new talker may say one word — "Cold." A more verbal child may describe more — "Washing my hands." **Repeat and add just a little.** "Cold water." "I am washing my hands for lunch time."



**#10: Take turns — don't do all the talking.**

**Provide extra affection and support** for children who find transitions difficult. Respond to a child's needs with a hug or reassuring words.

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## Personal Care & Transitions Conversation Starters™ for Preschoolers

**Chat about finishing** up the current activity — “Who can find a marker to put back in the green box?” “Who has messy hands? We’re going to the sink to wash.”



**Offer a handshake, high-five, fist-bump, or hug** at drop-off and pick-up. Take a moment to connect with each child as they begin or end their time in the classroom.

**#1: Talk about what you’re doing and thinking.**

**Talk about the sequence of activities** using descriptors such as first, next, last. “It’s time to go home! First, we get our bags. Next, we get in line. What is the last thing we do?”

**#5: Touch, hug, hold.**

When a child interrupts, **try quietly holding her hand** until you are finished speaking to the classmate or group. Knowing her turn is coming may help her wait.



**Greet each child** by name, and say something positive — “Mia, I’m happy to see you today!” or “Kailash, your shirt is so cool!”

**Chat about a child’s weekend** or morning when they first arrive. Relate, and ask questions.

**#13: Encourage them, be positive.**

**Find positive examples** and compliment often — “Evan remembers our cleanup routine. Keep up the good work!” or “Raya is following directions well. She is using her walking feet in the hallway.”

**#10: Take turns — don’t do all the talking.**

At the end of the day, **ask open questions**, such as which activities the child enjoyed most, or what they’re looking forward to doing at home.



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## Indoor Play Conversation Starters™ for Infants & Toddlers

Occasionally **leave out one item** needed for an activity. Wait for the children to notice what's missing and help them with the words to find it. "Where is the doll's blanket?" "We need the green mallet."

**Use specific, descriptive words.** Instead of "Here you go," try "Here's the red dump truck you wanted."

### #7: Wait for their response.

**Try waiting** for a full five seconds after you speak or do something with a child. How do they respond? Watch for nonverbal communication, such as gestures and facial expressions.

### #3: Name things that they're interested in.

For free or small group time, **put out toys or books** related to a daily theme. This is a terrific way to reinforce new words and ideas!



**Encourage turn-taking** activities such as rolling a ball back and forth, playing peek-a-boo, or alternating stacking blocks.

**Get down and join in!** Smile and make eye contact while you chat about an activity.

### #13: Encourage them, be positive.

**Praise using specific words.** "Nice job sharing the book with your friend." "Wow, you worked hard building that block tower."

### #4: Get down to their level: face to face.

**Placing yourself at the child's level** helps you see the room from the child's perspective to better tune in and respond. What's different down there?

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## Indoor Play Conversation Starters™ for Preschoolers

**Try waiting** for a full five seconds after you speak or do something with a child. How do they respond with this extra time?



**Put out toys or books related to a daily theme.** Introduce new words specific to the theme. Encourage children to use those words during play.

**#7: Wait for their response.**

Occasionally **leave out one item** needed for an activity. Wait for the children to notice what is missing and help them with the words to find it. "Where is the doll's blanket?" "We need the green mallet."

**#3: Name things that they're interested in.**

**Use specific, descriptive words** when talking about things the child likes. "Should we play with the shiny fire truck next?" "I see you drawing with the bright blue crayon."



**Encourage turn-taking activities:** build a tower together, or kick a ball back and forth.

**Get down and join in!** Add words to describe children's actions during play. "Keisha is buying a yellow apple and some milk at our store. What will she buy next?"

**#13: Encourage them, be positive.**

**Praise with specific words.** "Nice job sharing the book with your friend." "Wow, you worked hard building that block tower!"



**#4: Get down to their level: face to face.**

**Sit down with the children** to facilitate and guide exploration. "Tell me about..." "What are you working on today?" "What do you think will happen if...?"

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# Outdoor Play Conversation Starters™ for Infants & Toddlers

**Put words** to children's needs and feelings. "You want help climbing."  
"You're feeling frustrated."

**Give appropriate choices**, and let the child decide between options.

**#6: Tune in and respond to what they look at, do, and say.**

Playing outside is a sensory experience! **Encourage children to touch and explore** what is around them. "Does the grass feel soft?" "The sand is gritty. Let's put some in a bucket."

**#12: Follow their lead, do what interests them.**

**Turn outdoor activities into pretend play** based on books your classroom enjoys: fishing, acting like a favorite animal, playing superhero, setting up a restaurant.



**Encourage action!** Younger children can kick their feet or swing their arms even if they aren't mobile yet.

**Add words to the child's actions** — swinging high, running fast, digging down, crawling like a bear.

**#13: Encourage them, be positive.**

**#2: Comment on what they're doing or looking at.**

Is a child exploring a new skill?  
**Offer positive encouragement!**  
"I can see you are really trying to..."  
"You are giving that your best!"

**Notice what the child is looking at or playing with.** Add words to describe their actions, toys, or scenery. "You are looking at a tall tree. Do you see all the big, green leaves on the tall tree?"

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# Outdoor Play Conversation Starters™ for Preschoolers

Is a child experimenting with a new outdoor skill?  
**Ask them** to describe how they feel (proud, happy, strong) about their accomplishment.

**#6: Tune in and respond to what they look at, do, and say.**

**Help children work through big emotions** using "I feel" statements. Do they feel lonely at recess? Do they feel angry, upset, or sad when a toy is grabbed away from them?

**#12: Follow their lead, do what interests them.**

**Turn outdoor activities into pretend play** based on books your classroom enjoys: Act like a favorite animal, play superhero, set up a restaurant.



Join in the fun! **Copy the actions** of a child and describe how you both are moving — crawl like a turtle, run like a cheetah, climb like a monkey, hop like a bunny.

**#8: Imitate them, and add words.**

Outside is a great place to teach action words! Swing high, jump up, slide down. **Encourage the child to tell you what they are doing** and repeat it back using descriptive words.

**Encourage predictions** with "I wonder" comments. "I wonder what you'll find...." "I wonder if you can reach...."

**#2: Comment on what they're doing or looking at.**

**Add words** to a child's actions as they move around. "I see you running! How fast are you going?" or "Do you want to swing high or low?"

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# Mealtimes Conversation Starters™ for Infants & Toddlers

**Describe your actions** as you serve food or taste your meal. "I'm going to pour my water." "These potatoes are hot! Let's blow gently to cool them down."



**Encourage early talkers by making eating sounds** for them to copy. "Yummm, this cereal is creamy." "Mmmm, tasty peaches." "Ahhh, all done."

**#1: Talk about what you're doing and thinking.**

**#2: Comment on what they're doing or looking at.**

**State your expectations clearly.** "I know you are ready for lunch when you are sitting down."

**Talk about the flavors, temperature, or texture of foods** the child is eating. Use descriptive words. "This orange is very juicy and sweet." "Those crackers are crispy. Crunch! Crunch!"



**Sit down with the children whenever possible.** Use your presence to encourage calm, courtesy, and conversation.

A baby may smack her lips, open and close her mouth, or turn her head away. **Imitate**, and say "Mmmm," or "You are hungry," or "You are all done."

**#4: Get down to their level: face to face.**

**#11: Repeat and add to what they say and do.**

Getting down to the children's level helps you see the meal or snack time from their **perspective**, so you can tune in and respond. What do you notice when you sit next to one another?

A new talker may say one word, "cracker." A more verbal child may combine words, "Big berry." **Repeat and add just a little.** "More crackers, please." "That is a big strawberry."



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# Mealtimes Conversation Starters™ for Preschoolers

**Use specific words and descriptive language.** Instead of "This is yummy," try "Yum, I like these crunchy carrots. My carrot is bright orange."



**Add words to the actions** children use at mealtimes — peeling the banana, opening a bag, carefully pouring the milk, wiping their hands.

**#1: Talk about what you're doing and thinking.**

**State your expectations clearly.** "I know you are ready for lunch when you are sitting down. I see six children sitting. I only need three more!"

**#2: Comment on what they're doing or looking at.**

Eating is a **sensory experience!** Notice how children are experiencing the meal or snack, and add words — tart, cold, messy, red, crispy, spicy.



**Model early social skills** by sitting and talking with children at meal or snack time. Encourage turn-taking when talking and responding.

A child may **combine words** like "Big berry." Repeat and add just a little. "You are eating a big, red strawberry. What does it taste like?"

**#4: Get down to their level: face to face.**

Getting down to the children's level helps you see the meal or snack time from their **perspective**. What do you notice when you sit that you might not have seen while standing?

**#11: Repeat and add to what they say and do.**

If a child mispronounces a word, "I eated lunch with Ma-few today," **repeat the sentence correctly** and add on! "You ate lunch with Matthew today? What did you both eat?"

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# Shared Reading Conversation Starters™ for Infants & Toddlers

**Ask questions** while looking at pictures. "What do you see?" Answer for the baby so they can hear a response. "There is a dog standing by a tree!"



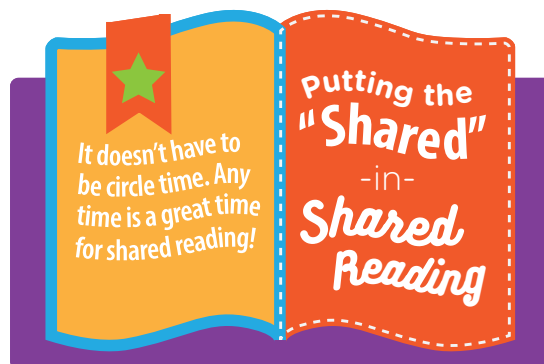
When the child points, **name the picture**. Challenge: Describe it, too!

**#2: Comment on what they're doing or looking at.**

**Build to open-ended questions**, such as, "What do you think will happen next?"

**#3: Name things that they're interested in.**

**Point out** objects, animals, and actions that are meaningful to the child. "That boy is fishing. When we go outside, let's play a game and pretend we're fishing."



If the child doesn't want to share a book right now, **try again later in the day**.



**Use silly voices** for some characters. Add sound effects.

**#12: Follow their lead, do what interests them.**

Young children often want to **read the same book many times**. Let them!



**#14: Be silly! Relax and have fun!**

**You don't have to read every word** of a story — it's ok if you don't even finish the book! Just talking about the pictures is a great learning experience for the child.

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# Shared Reading Conversation Starters™ for Preschoolers

**Ask children** to make predictions based on words or illustrations. "What do you think will happen next?"



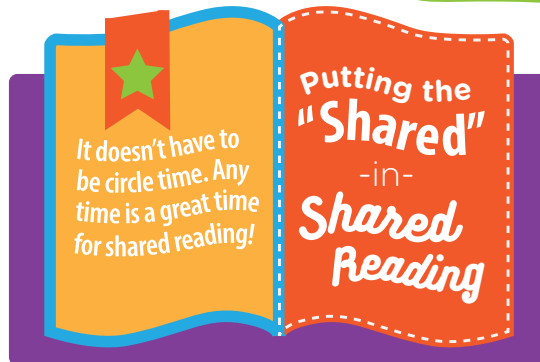
**Ask open-ended questions** to help children connect with the story. "How do you think the character is feeling right now?" "Why do you think that happened?" "What would you do next?"

**#2: Comment on what they're doing or looking at.**

**Point out and name objects, animals, colors, or shapes** in the story illustrations. Ask children to describe what they see.

**#3: Name things that they're interested in.**

**Build vocabulary** by talking about interesting illustrations or text. "Look at that red ladybug! Do you see the ladybug's wings? Can you think of anything else that has wings?"



**Have a child retell** their favorite book to you. Let the child take the lead on when to turn pages and what words to "read" aloud.



When reading about an emotion, **ask the child to make a facial expression** to match it! "Look at the happy baby. What do you look like when you are happy?"

**#12: Follow their lead, do what interests them.**

**Encourage children** to choose books on subjects they want to learn more about. If a book is too long to read every word, talk about the pictures!



**#9: Make faces, use gestures.**

**Use different voices, sound effects, and funny faces** as you read out loud! Expressions help children understand and identify emotions in a story — especially if it is new to them!

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# Early Literacy Conversation Starters™ for Infants & Toddlers

**Choose stories** that repeat words or phrases. Encourage children to try out new vocabulary with you as words are read aloud.



**Move** like the characters in the book! Jump like a rabbit, curl up like a cat, or "ribbit" like a frog.

**#13: Encourage them, be positive.**

**#14: Be silly! Relax and have fun!**

**Build early vocabulary** by putting words to a child's sounds. "I think you are telling me about..." "I see the cat in the picture, too! It's a gray cat with whiskers."

**Repeat sounds** a child makes or make up sounds for the child to try and copy. "Moo... can you moo like a cow?"



A



B



C



**Give infants a chance to respond** to a new picture or word pattern before reading the next page. **Watch for facial expressions, gestures, or sounds** that show interest.

**Let children turn book pages** at their own pace. It's ok to skip around — just focus on what interests the child!

**#10: Take turns — don't do all the talking.**

**#12: Follow their lead, do what interests them.**

Instead of reading a book, **tell a story.** Ask the child to add on with new characters, setting, anything! "Once upon a time, there was a..." "The bear opens the door. What does it see?"



**Make personal connections** between books and a child's life. "This story is about a school bus! How do you get to school each morning?"

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## Early Literacy Conversation Starters™ for Preschoolers

**Give the child frequent opportunities to write**, even if they are just scribbling. Encourage the child to draw shapes, sticks, or letters.



**Create silly rhymes** with the child using simple word endings. "Fat bat." "Pig in a wig." "I see a dog sitting on a log." **Point out** that rhyming words start with different beginning sounds but share the same ending sound.

**#13: Encourage them, be positive.**

**#14: Be silly! Relax and have fun!**

**Support deeper thinking** by asking open-ended questions during reading. "What do you think happens next?" "Why do you think the character did that?"

**Make fun connections** between a child's name and beginning sounds. "If your name starts with 'sss' you may sssstand up." "If your name starts with 'ttt' you may go to the t-t-table."



A



B



C



**Make up a story** using characters, activities, and settings based on the child's ideas. Ask the child to add on to the story each time you retell it.



**Ask the child** to point out any symbols or logos that repeat in the classroom: a food or toy company logo, the school or center logo, or even the logo for paper products in the washroom!

**#10: Take turns — don't do all the talking.**

**#12: Follow their lead, do what interests them.**

In a familiar **song, rhyme, or chant**, substitute a word that means the same thing but does not fit the rhyme. Let children "catch" the mistake and fix it. Repeat the rhyming words and finish the song.



Get out your own paper and **draw or write** alongside the child. Ask the child to help you decide what to add next. "I drew a dog and a fish. What animal should I draw next?"

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## Early Math Conversation Starters™ for Infants & Toddlers

**Name shapes**, count everyday objects, compare sizes or colors. "You have one, two blue socks on." "This basket has the most toys inside. Should we add more?"

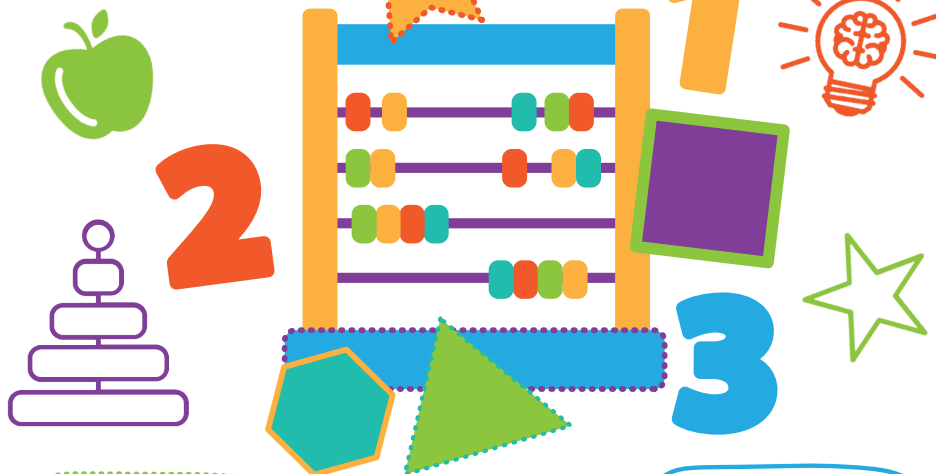
**Encourage children** to explore challenges on their own. "That doesn't fit. It's too big. What will you try next?" "Can you put the ball into the basket?"

**#1: Talk about what you're doing and thinking.**

**#7: Wait for their response.**

**Add descriptive math words** to everyday routines. "Your nap lasted a long time today!" "What shape is our snack? These crackers are round!"

**Sing counting rhymes.** Wait for children to supply the next number before continuing the song.



**Ask children to sort or organize toys** they are playing with. "Let's put all the red cars in a pile." "You stacked blocks from largest to smallest!"

If a child makes a mistake while counting, **model the correct way** and add on. "Five, six, seven — what comes next?"

**#6: Tune in and respond to what they look at, do, and say.**

**#11: Repeat and add to what they say and do.**

**Notice how children are playing** and **add math language** to their actions. "I see Aliyah going down the slide!" "Henry is under the playscape, and Amira is on top!"

An infant may explore an object by turning it side to side or upside down. **Add descriptive words.** "You put the bear next to..." "The toy is under the..." "Your doll is between..."

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# Early Math Conversation Starters™ for Preschoolers

**Share your thinking** about math during daily activities. "How many apples do we need for snack?" "Let's count everyone who is in line."

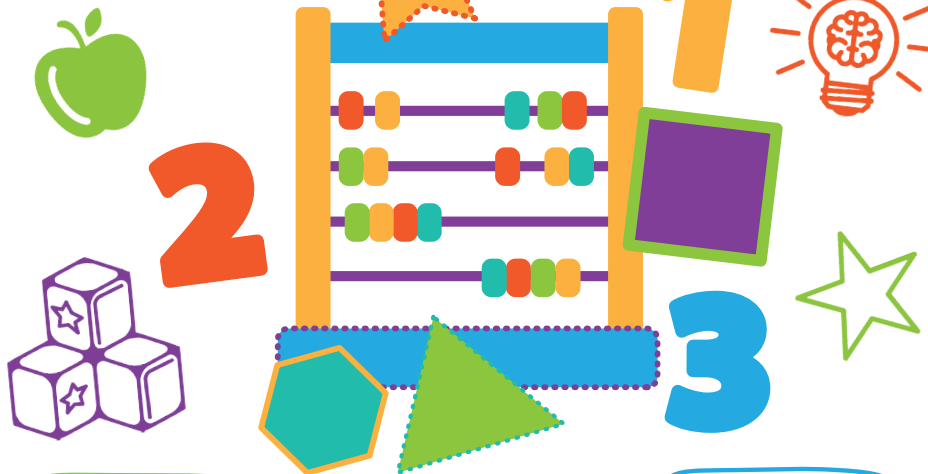
**Start a math discussion** using open-ended "how" or "why" questions that require an opinion or explanation. "How many...?" "Why do you think...?" "How do you know?"

**#1: Talk about what you're doing and thinking.**

**#7: Wait for their response.**

**Use specific, descriptive words** as you sort items into groups based on size, color, or shape. "Look at all these green square blocks! What shape are the blue ones?"

Engaging in math thinking takes time! **Provide quality "think" time** after asking a question so the child can work out the problem on their own.



**Arrange objects by size.** "Let's choose three toys. Which do you think is the tallest? The shortest? How do you know?"

**Sequence steps** into first, next, last. "First you did.... Next, you are doing.... What comes last?"

**#6: Tune in and respond to what they look at, do, and say.**

**#11: Repeat and add to what they say and do.**

**Count** the things a child is interacting with: adding blocks to a tower, eating bites of snack, lining up toys in a row.

**Encourage the use of math language** by expanding on children's thinking. "How much more until the container is full?" or "How many more can the tower support?"

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# Songs & Rhymes Conversation Starters™ for Infants & Toddlers

As you sing, **watch for nonverbal responses** such as turning toward you, increasing activity, smiling, or cooing.



**Squeeze a child's hand** to the rhythm of a song so they can feel the beat!

**#7: Wait for their response.**

**#14: Be silly! Relax and have fun!**

**Choose a call and response song** where the leader sings then gives each child a chance to respond. Just like a conversational turn!



**Add movement!** Let children take turns dancing and adding to the music with shakers, hand drums, or bells.



**Sing songs** that have accompanying fingerplays, gestures, or body movements.

**Find a song to go along with daily routines** such as hand-washing or mealtimes. Better yet, make one up!

**#9: Make faces, use gestures.**

**#12: Follow their lead, do what interests them.**

**Exaggerate your facial expressions** to act out the feelings in a song.



**Ask families** what songs, rhymes, or instruments they use at home. Add these into the classroom day.

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# Songs & Rhymes Conversation Starters™ for Preschoolers

**Sing fingerplay songs** that let children explore their sense of touch. Encourage students to imitate the hand gestures of each song.



**Try all varieties of music** — it's ok to move beyond nursery rhymes and children's songs.

## #5: Touch, hug, hold.

**Show love** with hugs, high fives, or cuddles. Helping children feel secure and loved while you read, play, talk, and sing together helps make learning experiences extra strong!

## #14: Be silly! Relax and have fun!

**Add movement!** Let children take turns dancing and adding to the music with shakers, hand drums, or bells.



**Exaggerate your facial expressions** to act out the feelings in the song. Encourage children to imitate you!

**Introduce songs and rhymes** that use a variety of actions to help increase children's vocabulary. "Let's reach high to the sky, then low to our toes!" "Wiggle, wiggle. Shake, shake. Spin, turn, and clap!"

## #9: Make faces, use gestures.

**Choose a call and response song** where the leader sings then gives each child a chance to sing the response. Just like a conversational turn!



## #8: Imitate them, and add words.

**Notice what children are doing** during free time. Find a song to go along — or make one up!

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## Appendix C: Seasonal Reflection Meeting

Use this agenda to facilitate a reflection meeting with your LENA program manager at the end of a season of LENA Grow. Take time to celebrate, learn, and plan for the future!

### 1. Share a positive story.

Share a positive story about a teacher, child, or center impacted by LENA Grow.

### 2. Review original plans for the season.

Did your program serve the people you wanted to serve? Why or why not?

### 3. Review programmatic goals and data.

Use LENA Online to look at Celebration Reports and other impact data. Did you reach your goals? Why or why not?

### 4. Review a single room.

Review the room's reports through the whole sequence and describe how it progressed. What did the room accomplish? What was challenging?



## 5. Plan to share impact data.

With whom will you share LENA Grow results? How?

## 6. Plan continuous improvement for next season.

What are two things that went well? How will you build on these strengths in the next sequence? What was challenging? How might you overcome that challenge next season?

## 7. Plan for capacity next season.

If applicable, discuss how you might increase the number of teachers and children you will serve next season. Do you need to train more coaches or add implementation partners?

## 8. Questions for LENA?

List questions here. Reach out to LENA to discuss them.



## Appendix D: Implementing With Fidelity

These requirements and recommendations help ensure you are implementing LENA Grow as it is designed. Delivering LENA Grow sequences effectively and consistently increases chances for achieving positive outcomes with teachers and children.

### Fidelity Requirements

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Unless otherwise noted, fidelity requirements apply to all sequences.

#### Sequence Preparation Requirements

All LENA Grow sequences require the preparation of coaches, teachers, and center directors. Each of these roles plays an important part in the success of the program; therefore, each must complete initial preparation.

1. Coach completes training and passes quiz (only required one time).
2. Center director/FCC owner signs Site Agreement in the Site Guide.
3. LENA Grow 1 Essentials ONLY: All participating teachers attend Orientation (can be makeup).
4. LENA Grow 2 Insights ONLY: All participating teachers have completed LENA Grow 1 Essentials (prerequisite).

#### LENA Day Requirements

To coach teachers using LENA reports, data must reflect the typical daily experiences of teachers and children. LENA's data shows that turns increase significantly at a dosage of at least five LENA Days and coaching sessions.

5. LENA Days are typical of the room's daily schedule and attendance, and participating teacher(s) are present in the room.
6. Room completes a minimum of five LENA Days.





## Coaching Session Requirements

LENA Grow impacts adult behavior by providing timely feedback from LENA Days. Teachers can reflect on their data during facilitated coaching sessions. It is critical to alternate LENA Days and coaching sessions, to ensure that the coaching discussion is always focused on the data from the most recent LENA Day. It is also important for coaches to follow Coach Guide facilitation guidance, which is based on best practices in strengths-based, data-driven coaching.

7. Maintain feedback cycle by alternating LENA Days and coaching sessions.
8. Coaching sessions are a minimum of 30 minutes.
9. Teacher(s) write down their own goals at each coaching session.
10. Coach conducts a minimum of five coaching sessions.

Requirements 11-12 ensure the coach and teacher(s) follow prescribed content for each coaching session:

11. Teacher(s) and coach discuss Talking Tips, Conversation Starters, or other topics as specified in the Coach Guide during each coaching session.
12. Teacher(s) pass Week 3 quiz.

## Additional Coaching Session Recommendations

The recommendations below are not required for fidelity, but they will help to maximize the impact of the LENA Grow program and enhance teachers' experience. These tips are also intended to ensure access to professional development for all early childhood educators.

1. Coaching sessions are open to all teachers who spend at least 15 hours a week with children.
2. Coaching sessions are held in a separate, quiet room.
3. Coach uses facilitation guidance in the Coach Guide to discuss data at each coaching session.
4. Coach provides stars to display on the 14 Talking Tips poster to celebrate classroom progress.



## Appendix E: HELP! Strengths-based Coaching Lifesaver

Positive, strengths-based questions help get to the heart of each teacher's experience and build on their own classroom expertise. But sometimes it may be difficult to keep the conversation going. Use the key words and prompts below to help support deeper reflection during a challenging coaching conversation.



	Identify	Recall	Recognize	Observe
<p>Discuss a LENA Day experience.</p> <p><i>Help teachers make observations about their experience.</i></p>	<ul style="list-style-type: none"> <li>Describe what happened when....</li> <li>Tell me more about....</li> <li>What do you notice about...?</li> <li>What were your impressions of how this week went?</li> <li>What was most challenging for you this week? Why?</li> <li>How did you engage children this week?</li> </ul>			
	Interpret	Explore	Compare	Connect
<p>Analyze and deepen understanding of a LENA Day experience.</p> <p><i>Help teachers connect evidence to their experience.</i></p>	<ul style="list-style-type: none"> <li>Are there routines or activities when it is more difficult for you to have individual conversations?</li> <li>What interactions do you think were most successful? Why?</li> <li>What interactions seemed to be less effective? Why?</li> <li>What was happening during these interactions?</li> <li>How did _____ affect the children?</li> <li>Why did you decide to...?</li> <li>What does _____ tell us about _____?</li> </ul>			
	Extend	Brainstorm	Incorporate	Develop
<p>Set a LENA Day goal.</p> <p><i>Help teachers plan for success in their next experience.</i></p>	<ul style="list-style-type: none"> <li>How can you best use your teaching strengths to support interactive talk this week?</li> <li>How will you plan to...?</li> <li>What are some ways you can...?</li> <li>How will you include...?</li> <li>What will a successful _____ look like?</li> <li>What time of day or child would you like to focus on?</li> </ul>			



## Overcoming Common Coaching Challenges

For more coaching tips and scenarios, see the LENA Library in LENA Online.

### When Turns Are Low

- Some teachers benefit from seeing conversational turns in practice. Model Talking Tips in the classroom, or help teachers find time to observe an expert peer.
- Start small and build on strengths:
  - “During lunch, try making one turn into two! When you talk and a child responds, respond back to see if you can get one more back-and-forth.”

### When Turns Go Down From the Previous Week

- Changes in teacher-child ratios, attendance, health and moods, or special events can all cause some data variability, which is perfectly normal.
  - “Was anything different or unusual about your LENA Day?”
- Frame it as a learning opportunity. Compare the last two reports. What insights can you offer the teacher about how certain circumstances impact engagement?
  - “What happened on this LENA Day that is different from the last? Do you notice a difference from hour to hour or child to child? What can we learn from that?”

### When Turns Are High

- Focus on specific children, using the Child Reports.
  - “You’re doing great! I noticed that James’s turns were lower this week. Let’s explore his Child Report to see what we can uncover.”
- Focus on a specific hour when turns are lower.
  - “Your Trophy Hour is so impressive! How can we bring that strength to an hour of the day that has fewer turns?”
- Empower teachers to become peer coaches.

### When Teachers Think the Reports Do Not Reflect Classroom Experience

- Remind teachers that, when worn properly, the device serves as a proxy for what children can hear.
- Consider whether noise, like background music, might be interfering.
- Bring together more- and less-experienced teachers so they can discuss how the program is working in other rooms.
- Encourage teachers to record a short video clip on a LENA Day. Look at the video in conjunction with their report.
- Make it an experiment! Set a very explicit goal and see what the data looks like next week.