

Language Logs

Purpose

Provide students a way to record what they are learning for future reference and for assessment information to plan next instructional steps.

There are three Language Log options to choose from depending on your purpose. You may copy the log for and have students collect them in a notebook or folder. Another option is to provide students with a bound notebook and have them copy the template for the day's lesson.

Focus on Vocabulary

Students use a three-column chart to list each of the words being introduced that day by their level of understanding.

Words I Know	Words I've Heard	Words I Don't Know
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Words I know – are words a student can define either by providing a translation into their home language, drawing or demonstrating, or explain with words.

Words I've Heard – are words they have an idea of what they might mean, but can't explain them or are not sure about. They might be words they would understand in context, but that are not yet part of their speaking or writing vocabulary.

Words I Don't Know – are the ones that are completely new.

Do a quick walk around as students are writing down their words to see which words will be a review and which words you will need to teach explicitly. Have each student set a goal to move words from the right – toward the Words I Know column. As you teach the vocabulary, have students add a sketch or key words that will help them remember. Set aside time at the end of the week for students to revisit their lists and move the words they have learned to the new column.

Topic & What we are saying about it

The second Language Log template is also quite simple – it has a line to record the topic, a box to write or sketch key topic-specific (brick) vocabulary and another box labeled: What we are saying about it. This is where students note the functional mortar – the sentence patterns and frames to communicate about the topic.

Sketch and Write

The third template has a space to sketch and label a topic-related scene or for a graphic organizer showing the relationship among ideas or parts of a topic. The space below is for generating a paragraph organized around a description of location, sequencing events, comparing attributes, explaining a cause and effect relationship, or whatever other functional task you are focusing on.

Name: _____

Date: _____

Vocabulary Language Log

Words I Know I can explain it or draw it, or tell you what it is in my home language.	Words I've Heard I may understand it in a sentence. It sounds familiar, but I can't explain it.	Words I Don't Know This is completely new to me. I don't know what it means.

Name: _____

Date: _____

Language Log

Our topic: _____

Words related to the topic.

What are we saying about it?

