

TEACHER'S LOG

A Reference for Your Journal

This log is part of The Building Blocks of Language teacher scaffolding.

Before we ask students to learn a process, the teacher needs a chance to understand and use that process too.

Your students learn to look at a word from several directions, break it apart, find useful handles, and put it back together with more understanding.

You can do the same thing with your teaching.

The child dismantles the word. The teacher dismantles the day.

START WITH THE WHOLE

Begin with one question:

How did today go?

That may be enough.

If something deserves a closer look, pull the day apart only as far as it is useful.

You are not trying to extract everything.

You are trying to notice what matters.

LOOK FROM DIFFERENT ANGLES

Use any question that helps.

Leave the others alone.

- **What worked?**
- **What was the hardest part of the day? Why?**
- **What felt awkward?**
- **What became fun?**
- **What surprised me?**
- **Was there a moment—or a student moment—I want to remember?**
- **Where did I feel confident?**
- **What did I understand better by the end of the day?**

A successful moment is worth recording too.

Sometimes the useful note is simply:

That worked. Keep it.

TAKE THE LESSON APART

Lessons change when they meet a real classroom.

Notice that.

- **Did the lesson become something I did not expect?**
- **Did the students or I adapt something in a useful way?**
- **What changed?**
- **What did the change preserve?**
- **Has any other lesson adapted into this lesson?**
- **Did something from this lesson show up somewhere else today?**

CHANGE THE FORM IF NEEDED. PRESERVE THE FUNCTION.

The classroom is allowed to teach you something about the lesson.

Reality talks back to the curriculum here.

CARRY SOMETHING FORWARD

Reflection does not require a solution.

Sometimes naming something clearly is enough.

When there is something worth carrying forward, ask:

- **What do I want to KEEP?**
- **What might I CHANGE?**
- **What would I like to TRY AGAIN?**

One useful thought is enough.

WATCH THE ROUTINE GROW

Over time you may begin to notice:

GAME → DRILL → TOOL → HABIT

Something that began as a classroom activity may start appearing without anyone announcing it.

A student may use the routine somewhere else.

You may use it somewhere else.

Another lesson may borrow from it.

Leave yourself breadcrumbs when those moments happen.

USE THIS LOG OFTEN

A written notebook is encouraged.

Use any ordinary notebook. There is no special journal to buy.

Writing by hand gives you another way to see, touch, slow down, and examine your thinking.

But the form can change.

Write. • **Type.** • **Speak a note into your phone.** • **Sketch.** • **Use a quick note card.**

Use whatever genuinely helps you reflect and grow as a teacher.

Daily encouraged. Weekly expected. Meaningful over complete.

A sentence can count.

A page can count.

Nothing can count when there is genuinely nothing you need to record.

THESE ARE HANDLES, NOT BOXES

You do not need to answer every question.

There is no correct journal entry.

There is no required length.

You are not proving that the lesson succeeded.

You are not collecting evidence against yourself.

This is a place to:

- **notice your teaching**
- **recognize your successes**
- **express your questions**
- **capture your ideas**
- **understand your classroom**
- **and become more deliberate about what you already know how to do.**

The notebook serves the teacher.

The teacher does not serve the notebook.

And someday you may open your journal without looking at this sheet at all.

Good.