

GUIDED PRACTICE FOR TEACHING: THE I DO, WE DO, YOU DO METHOD

Purpose

This instructional strategy is a guided practice method that assists students with what a learner can do without help and what they can do with help by scaffolding their learning development. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content. This is the “I do” phase. But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the “We do” phase of learning, the teacher continues to model, question, prompt and cue students; but as student move into the “You do” phases, they rely more on themselves and less on the teacher to complete the learning task. This method can be used to write lesson plans, meet the needs of all students in the class, and also to assist students who are struggling with overall understanding of course materials.

Overview

The gradual release of responsibility (also known as I do, we do, you do) is a teaching strategy that includes demonstration, prompt, and practice.

- **I do(Direct Instruction):** Teacher Provides direct instruction, establish goals and purpose, models, think aloud.
- **We do: (Guided Instruction):** Interactive instruction, works with student, checks and prompts, provide additional modelling.
- **You do (Independent Practice):** Teacher provides feedback as students work alone, evaluate and determine level of understanding as students use notes, activities and classroom learning to complete assignment.
- **You do together (collaborative learning):** Teacher moves among groups, clarifies confusion, provides support as students work with classmates to share and collaborate in small groups.

Context

This instructional strategy is adapted from the Levy’s (2007) Gradual Release of Responsibility Model. It is appropriate for us in any class setting (classroom, lab, online) and has been used effectively in varying class sizes.

Impact

The guided practice for teaching strategy is an excellent way to help students gain confidence in their abilities to complete tasks independently and successfully. As a model of scaffolded instruction it is an effective way to move classroom instruction from teacher-centred, whole-group delivery to student-centered collaboration and independent practice.