

EXPLICIT TEACHING: THE “I DO, WE DO, YOU DO” MODEL

(as described by: Kathy St. John, Literacy Consultant)

I Do

In this phase, the teacher takes on most of the responsibility in the learning task. She clearly and explicitly explains the learning task including what the task is, how to do it and why it's worth doing (relevance to learning goals and real life). In addition to just explaining the task, the teacher models it, often using a step by step strategy. An excellent approach is to model using the think aloud approach during which the teacher verbalizes her thought process as she works through a problem or engages with a text.

We Do

In this phase, the teacher and learner have equal responsibility for the learning task. The learner practices what the teacher explained and modeled and the teacher is very present to provide support and immediate, constructive feedback.

You Do

In this phase, the learner takes on most of the responsibility for the learning task. The teacher is still available to provide feedback and support but isn't as involved. The learner is trying out practicing the task with more independence on the way to mastery/automaticity. Once mastery/automaticity is achieved, the learner is able to complete the learning task entirely independently.