

Figure 3.8 I Do It, We Do It, You Do It

<i>I Do It</i>	✓
Review prior learning.	
Explain why today's learning is important.	
Tell students what they need to do.	
Think out loud.	
Problem solve.	
Attack the challenge in different ways.	
Address categories of error that arose in the previous day's work.	

<i>We Do It</i>	✓
Ask the students how to do what they are learning.	
Call on several students to explain how to do the task being learned.	
Ask students to explain their thinking.	
Shape students' responses (connect and redirect).	
Encourage students with praise for effort.	
Assess student understanding (perhaps with a quick assessment like response cards).	
Reteach if necessary.	

<i>You Do It</i>	✓
Let students perform independently.	
Give brief constructive feedback.	
Give feedback on the fly.	
Identify categories of error if students haven't mastered the learning.	
Plan how to address the categories of error in the next lesson.	

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