



WORK TOGETHER

Guided Practice provides rehearsal with you ("we do") and peers ("y'all do"), letting you monitor, adjust instruction, & know when to gradually release support.



WHAT?

BUILD
PEARLAND
Proud.

A **crucial element** of explicit instruction is **guided practice**: the **"we do"** & the **"y'all do."** After the teacher models, it's important to **gradually release responsibility** to the learners.

Brain science shows that this is where learning **moves from acquiring to consolidation** of learning.

This part is also where teachers use quick formative checks to **decide whether to prompt, re-model, re-teach, or release to independence.**



WHEN? (to extend or return to)

- The skills are **new** and/or **complex**
- Likely to / are still making predictable errors
- You are checking for understanding (CFU) to release to independence or reteach
- The learners have had limited experience, background knowledge, or prior success in it



WHY?

- Guided practice **shares the cognitive load**, allowing students to focus on understanding the process rather than guessing their way through a task.
- It **surfaces misunderstandings early**, when they are easiest to correct, and builds accurate, supported practice before independence, critical for struggling learners and novices.
- Because learning isn't linear, **effective instruction moves back and forth between modeling and guiding** based on what students show they understand.



RESOURCES

[Cooperative Learning Ideas \(Y'all Do\)](#)

[Rehearsal and Practice- Lead4ward Instructional Strategies Playlist](#)

[Hierarchy of Cueing and Prompting](#)



INSTRUCTIONAL DESIGN MOVES

GROW your Lessons

Help your remember the keys to explicit instruction:

- **Goal-** (Clear objectives)
- **Reveal & Model** (I do)
- **Opportunity to Practice**
- **WITH Responses & Feedback**

Scaffold with Purpose

Design lesson support:
Front End: Support before- Graphic Org./Chunking
Distributed: During learning- cues/prompts
Back End: after task- Planned feedback, Mnemonics to aid recall

Prompt -don't Tell High-Moderate-Low support

Cues(*nudge thinking*):

"What's the first step?"

Prompts(*direct help*): "Look at the example-what do you notice here?"

Model: "Let me show you this part..."

Protect Productive Struggle

Don't rescue, don't move on to another student-require a response with thinking help!

-**Wait** & Protect think time!

-**Teach:** What to say instead of: "I don't know"

-**Celebrate mistakes** as an aid to the learning process.



ARTICLES

[Principles of Instruction](#)

[The Role of Cognition in the GRR Model](#)

[Revisiting the Rules of GRR](#)

[Flipping the I do, we do, you do in Science](#)

[LiftEd Newsletter on Scaffolding](#)



VIDEOS

[Scaffolding and Explicit Instruction](#) (4 min.)

[The Gradual Release Method- "We do"](#) (1 min.)

[The Gradual Release of Resp.](#) (go to 6:55- 10:15)

[Scaffolding in Education](#) (4 min)

[Worked Examples to Improve Learning](#) (3 min.)

[Watch Video Half- way down the article](#) (5 min)

[What to say instead of I don't know](#) (go to 5:00)

[What to say instead of I don't know](#) (1 min.)

[Cueing and Prompting](#) (3min.)



AI PROMPT

I am teaching [grade level] [subject] & focusing on TEKS [# & full language]. Using research-based instructional practices, give me lesson design ideas for We Do & Y'all Do instruction, including: teacher advance supports, student actions, monitoring strategies, & checks to determine readiness before independent practice.