

I do, we do, you do lesson plan template

Lesson		Date	
Grade / subject		Minutes	
Skill or strategy		Standard (verify locally)	

Learning target

I can...

Phase	Min	Teacher does	Students do	Move on when...
I do (focused instruction) Model and think aloud. Students watch and listen for the key steps.				
We do (guided instruction) Solve together; students do more of the work each time. Prompt, cue, give feedback.				
You do together (collaborative) Pairs or small groups apply the skill and explain their thinking to each other.				
You do alone (independent) Each student shows the skill without help. This is your evidence.				

If students are not ready to move on	Exit ticket

Phase names after Fisher and Frey's four-phase gradual release model; the release of responsibility comes from Pearson and Gallagher (1983).

I do, we do, you do example: Grade 7 two-step equations

Illustrative 50-minute lesson. Every solution was checked by substitution.

Lesson	Solving $px + q = r$	Minutes	50
Grade / subject	Grade 7 math	Skill	Undo operations in reverse order
Standard (verify locally)	CCSS.MATH.CONTENT.7.EE.B.4.A: solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$	Materials	Whiteboards, practice half sheet, exit ticket

Learning target

I can solve a two-step equation, check my answer by substitution, and write an equation for a word problem.

Phase	Min	Teacher does	Students do	Move on when...
I do	8	Think aloud: $3x + 5 = 20$. "Undo the + 5 first: $3x = 15$. Then divide by 3: $x = 5$. Check: $3 \times 5 + 5 = 20$."	Copy the steps; mark which operation is undone first.	Students can name the two steps in order.
We do	12	Solve $4x - 7 = 21$ and $2(x + 3) = 18$ together; students do the next step on whiteboards before the teacher shows it.	Write each step; check by substitution.	At least 4 in 5 whiteboards are correct on $2(x + 3) = 18$.
You do together	12	Word problem: a gym charges a \$25 sign-up fee plus \$15 a month; Maya paid \$100. How many months?	In pairs, write $15m + 25 = 100$, solve, and explain to another pair.	Pairs explain why the 25 is undone first.
You do alone	13	Circulate; reteach at the side table if needed.	$5x + 8 = 43$; $6x - 4 = 32$; $3(x - 2) = 21$; $0.5x + 3 = 11$.	Collected and checked.

If students are not ready	Exit ticket (5 min)
Return to "we do" with a balance model; solve $x + 4 = 10$ and $2x = 12$ before combining the steps.	$7x + 2 = 37$. A taxi charges \$3 plus \$2 per mile; a ride costs \$19. Write and solve an equation.

Answer key: $4x - 7 = 21$ gives $x = 7$; $2(x + 3) = 18$ gives $x = 6$; $15m + 25 = 100$ gives $m = 5$; $5x + 8 = 43$ gives $x = 7$; $6x - 4 = 32$ gives $x = 6$; $3(x - 2) = 21$ gives $x = 9$; $0.5x + 3 = 11$ gives $x = 16$; exit ticket $x = 5$ and $2m + 3 = 19$ gives $m = 8$ miles.

Original Draft My Lesson layout, free to use and adapt. Standards in the examples are cited for US schools that use them; check your own state or district framework before teaching.