

I DO, WE DO, YOU DO: HOW DOES IT WORK?

by:

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When you know how to read, it will be easier for you to learn and acquire new knowledge. According to some research, even expert readers can find some words difficult to read, so it is very essential to equip learners with comprehension in reading to guide them in dealing with some difficult texts. Direct instruction has been shown by research as an effective method for teaching reading with comprehension.

Explicit teaching means catching the learners' attention and interest in listening to the discussion. It is a step-by-step educational process that breaks down what learners must acquire into small learning results. It enables learners to deal with additional information more functionally. Teaching that is explicit requires a blunt demonstration. Ideas are well-defined, and skills are clearly demonstrated.

Lessons in explicit teaching are taught chronologically and assisted by the teacher. Particularly, it is I Do, We Do, and You Do. The first step is to do it. The teacher will show the new skills that she will teach. The teacher must clearly explain the steps to be taken so that the learners can follow and perform them correctly and properly. The teacher might demonstrate the activity a few times to make sure that the learners understand.

The next step is We Do. The teacher and the learners do the activity together. It was said that the transfer of knowledge becomes successful if the teacher involves her learners in the procedure that relates to the objective of the lesson. All learners are involved in the teaching and learning process because it is not the usual lecture discussion method. It also includes different skills such as role playing, interactive games, making

posters and slogans, singing songs, reciting chants and poems, and any activities that will touch the critical thinking skills of learners.

The last step is You Do. The learners do the exercises and work alone and do not depend on others. During this part, the teacher will observe her learners to know if they have done the skill correctly and properly. If there is a learner who fails to do the task, the teacher will assist them in doing it until they are able to do it alone.

This strategy is very effective and a great help, especially for struggling learners. It can ensure that no learners will be left behind.

References:

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