Garden Grove Unified School District
Office of Secondary Education
Department of 7-12 Instruction

Gradual Release of Responsibility Lesson Planning Template *with guiding questions*

DEPENDENT → **SHARED** → **INDEPENDENT**

I Do It

Input

Teacher

*Provide anticipatory set * Identifies objectives & purpose (content-language-metacognitive) * Provides input *Thinks aloud * Questions (CFU)*

How did you:

- make lesson objectives clear to your students?
- connect to prior learning?
- build background knowledge?
- identifa[illegible]found knowled[illegible]

We Do It

Modeling

Teacher

*Demonstrates * Models * Thinks Aloud * Explains * Questions (CFU) * Clarifies * Responds (Praise, Prompt, Correct)*

How did you:

- know that (all or a specific student) thought through and formulated a response to (specify question)?
- provide corrective feedback to students?
- differentiate the modeling for students (think aloud model, performance model)?
- provide multiple explanations for new concepts?

Student

Guided Practice

Teacher

*Observes * Questions (CFU) * Assesses progress * Responds (praise, prompt, correct) * Intervenes as necessary*

As students take more responsibility, how did you:

- assess their progress/understanding?
- provide students with hands-on experience and practice?
- determine grouping (pairs, groups) for this activity?
- use scaffolds to help struggling students understand the lesson?
- support ELs (what scaffolds are in place)?

Student

You Do It (together/alone)

Collaboration /Independent Practice

Teacher

*Monitors * Responds * Acknowledges * Evaluates *Assesses who needs intervention or extension * Sets new goals*

How did you:

- intervene with students who are not ready to move on?
- assess at the close of the lesson to determine who has mastered content and who needs further assistance?
- extend the lesson for those who are ready to move on?

Student

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Adapted by GGUSD, Dept. of 7-12 Instruction, based on work by Pearson & Gallagher (1987) and Fisher & Frey (2008).

G. Mafi, 2007