Seven-Day Interleaved Learning Plan

A practical worksheet for mixing related skills, retrieving with the source closed, and spacing the next attempt.

Build a useful set

Choose three related categories you genuinely need to distinguish. Examples: three equation types, three diagnostic patterns, three language forms, or three design decisions. Label them A, B, and C. If the material is new, study one worked example of each before testing. Interleaving is not random multitasking; the categories should share enough features that choosing among them matters.

The retrieval loop

1	**Attempt**	Close the source and answer one small, meaningful prompt.
2	**Check**	Compare with the source immediately; mark the exact error.
3	**Correct**	Write the right answer and one cue that distinguishes the category.
4	**Delay**	Return after time has passed; widen the gap after success.

Seven-day retrieval log

One short, honest attempt is more informative than another pass of fluent rereading.

Day	A prompt / result	B prompt / result	C prompt / result	Next gap
1				
2				
3				
4				
5				
6				
7				

Daily sequence

Use A → B → C, then change the order on the next round. End with one blank-page summary: what can you produce without looking, and which cues separate the categories? Accuracy first; speed can come later.

Adjust the difficulty

If accuracy is near zero, reduce the set or review one worked example. If every answer is effortless, increase the delay or ask an application question. Feedback is essential: retrieve, check, correct, then revisit.

Evidence note

Retrieval and distributed practice improve retention across many controlled settings. Interleaving is most useful when learners must discriminate among related categories; it is not a universal replacement for blocked instruction or authentic practice. Sources: Don et al. (2024); Trumble et al. (2024); Karpicke and Bauernschmidt (2011).