

DOUGLAS FISHER • NANCY FREY • JOHN ALMARODE • ALEICHA HENDERSON-ROSSER



The QUICK GUIDE to

SIMULTANEOUS, HYBRID, & BLENDED LEARNING

CORWIN
Fisher & Frey

Thank you

FOR YOUR
INTEREST IN
CORWIN

These planning templates will help you differentiate your communication across the three most popular simultaneous learning models.

CORWIN
Fisher & Frey

1.3 PLANNING TEMPLATE FOR THE A–B MODEL OF SIMULTANEOUS LEARNING

Content: _____ Grade: _____

Week of: (DATE) _____

This Week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning . . .		I can . . .

Monday— Asynchronous Day	Tuesday— Simultaneous Day	Wednesday— Simultaneous Day	Thursday— Simultaneous Day	Friday— Simultaneous Day
Groups A and B (both Asynchronous)	Group A (Face-to-Face)	Group B (Face-to-Face)	Group A (Face-to-Face)	Group B (Face-to-Face)
Attend:	Attend:	Attend:	Attend:	Attend:
Read:	Read:	Read:	Read:	Read:
Watch:	Watch:	Watch:	Watch:	Watch:

(Continued)

(Continued)

Monday— Asynchronous Day	Tuesday— Simultaneous Day	Wednesday— Simultaneous Day	Thursday— Simultaneous Day	Friday— Simultaneous Day
Discuss:	Discuss:	Discuss:	Discuss:	Discuss:
Turn in:	Turn in:	Turn in:	Turn in:	Turn in:
	Group B (Synchronous/ Asynchronous) Attend: Read: Watch: Discuss: Turn in:	Group A (Synchronous/ Asynchronous) Attend: Read: Watch: Discuss: Turn in:	Group B (Synchronous/ Asynchronous) Attend: Read: Watch: Discuss: Turn in:	Group A (Synchronous/ Asynchronous) Attend: Read: Watch: Discuss: Turn in:

Source: Adapted from Fisher, D., Frey, N., & Hattie, J. (2020). *The distance learning playbook, grades K–12: Teaching for engagement and impact in any setting*. Corwin.

1.4 PLANNING TEMPLATE FOR THE SPLIT DAY MODEL OF SIMULTANEOUS LEARNING

Content: _____ Grade: _____

Week of: (DATE) _____

This Week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning . . .		I can . . .

Monday	Tuesday	Wednesday	Thursday	Friday
AM (Synchronous)	AM (Synchronous)	AM (Synchronous)	AM (Synchronous)	AM (Synchronous)
Attend:	Attend:	Attend:	Attend:	Attend:
Read:	Read:	Read:	Read:	Read:
Watch:	Watch:	Watch:	Watch:	Watch:
Discuss:	Discuss:	Discuss:	Discuss:	Discuss:
Turn in:	Turn in:	Turn in:	Turn in:	Turn in:

(Continued)

(Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
PM (Face-to-Face) Attend: Read: Watch: Discuss: Turn in:	PM (Face-to-Face) Attend: Read: Watch: Discuss: Turn in:	PM (Face-to-Face) Attend: Read: Watch: Discuss: Turn in:	PM (Face-to-Face) Attend: Read: Watch: Discuss: Turn in:	PM (Face-to-Face) Attend: Read: Watch: Discuss: Turn in:
PM (Asynchronous) Attend: Read: Watch: Discuss: Turn in:	PM (Asynchronous) Attend: Read: Watch: Discuss: Turn in:	PM (Asynchronous) Attend: Read: Watch: Discuss: Turn in:	PM (Asynchronous) Attend: Read: Watch: Discuss: Turn in:	PM (Asynchronous) Attend: Read: Watch: Discuss: Turn in:

Source: Adapted from Fisher, D., Frey, N., & Hattie, J. (2020). *The distance learning playbook, grades K–12: Teaching for engagement and impact in any setting*. Corwin.

15 PLANNING TEMPLATE FOR THE FULL WEEK MODEL OF SIMULTANEOUS LEARNING

Content: _____ Grade: _____

Week of: (DATE) _____

This Week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning . . .		I can . . .

Monday— Simultaneous Day	Tuesday— Simultaneous Day	Wednesday— Asynchronous Day	Thursday— Simultaneous Day	Friday— Simultaneous Day
Face-to-Face Group	Face-to-Face Group	(All Asynchronous)	Face-to-Face Group	Face-to-Face Group
Attend:	Attend:	Attend:	Attend:	Attend:
Read:	Read:	Read:	Read:	Read:
Watch:	Watch:	Watch:	Watch:	Watch:

(Continued)

(Continued)

Monday— Simultaneous Day	Tuesday— Simultaneous Day	Wednesday— Asynchronous Day	Thursday— Simultaneous Day	Friday— Simultaneous Day
Discuss: Turn in:	Discuss: Turn in:	Discuss: Turn in:	Discuss: Turn in:	Discuss: Turn in:
Synchronous/ Asynchronous Group Attend: Read: Watch: Discuss: Turn in:	Synchronous/ Asynchronous Group Attend: Read: Watch: Discuss: Turn in:		Synchronous/ Asynchronous Group Attend: Read: Watch: Discuss: Turn in:	Synchronous/ Asynchronous Group Attend: Read: Watch: Discuss: Turn in:

Source: Adapted from Fisher, D., Frey, N., & Hattie, J. (2020). *The distance learning playbook, grades K–12: Teaching for engagement and impact in any setting*. Corwin.