

## Review with Flash Cards

Flash cards are a simple and effective way to study. Students can use them to self-quiz or to challenge a partner. Flashcards can be created for any important vocabulary, terms, or topics.

Get creative and ask students to devise pictures or symbols to help them remember the given term or topic. Throughout the year, ask students to take notes on note cards so that the flashcards are ready to use.

## Game Show Review

Students love competition. Jeopardy games can be created in Powerpoint, as a Google presentation, or by just simply using flashcards. In fact, there are several templates in Google docs for Jeopardy. The same concept can be used to create an "Are you smarter than..." game or a contest of "Who Wants to Be a Millionaire". =

## Student Generated "Quiz" Questions

Allow students to create questions and answers to challenge classmates. One variation of this activity is to assign a certain number of questions on a given topic to be added to a collaborative project. Use a Google doc template to go paperless and provide an opportunity for collaboration.

## Topic or Question of the Day

Post one review question or problem every day for the last few weeks of school. Encourage students to keep track of the questions and answers in their notebooks.

Another idea is for students to submit their answers in a secret ballot style. Reveal the correct answer at the next class meeting.

## Review Organizers

Create interesting graphic organizers to help students organize important information with more aesthetic appeal. Sometimes all it takes is a simple stray-from-the-norm approach to help engage students. [Check out these organizer ideas.](#)

## Pictionary Review Game

Just like students love the game show concept, they never seem to turn down a chance to write on the board. Write a topic, concept or vocabulary word on an index card. Students work as teams to draw hints on the board without the use of spoken or written words.

## Students As Teachers

Allow students to do the instructing. Assign one topic to a single student, pair or group. Set the standards for the presentation such as the requirement of a visual or a certain time limit for presenting. As the audience, students can take notes on the lesson so they receive information on all of the assigned topics.

## Students As Graders

Copy anonymous student essays or sampler essays and rubrics and put students to work. Allowing students an opportunity to assess others' work can give them an idea of what works and what doesn't work especially in writing.

## Scavenger Hunt

Give students a list of review topics and send them to their notebooks to seek the answers. This allows for review and also helps to teach the value of keeping good notes. An alternative would be to allow students to partner up or work in teams.

## **Review with Foldables**

The graphic organizer meets origami. Foldables are a hands-on way for students to organize information and there are endless ways to manipulate paper. In a basic sense, foldables require students to put a general topic on the outside and more detailed information on the inside. They are great with any subject.

For some great foldable ideas click [here](#). You can also check out the TeachHUB blog on [Teacher Foldable Fun!](#)

## **Review Stations**

Break review into sections such as time periods, chapters or units. Provide review questions and allow students a certain amount of time at each station. Stations could include helpful materials such as notes, books, articles, etc.

## **Tic-Tac-Toe Review Game**

This activity can be used with the whole class, but probably works better with small groups. In any case, you need two groups and each group is assigned either X or O. Draw the a tic-tac-toe board on paper or the board. Students earn the ability to place their X or O marker on the game board if they answer a teacher-read question correctly.

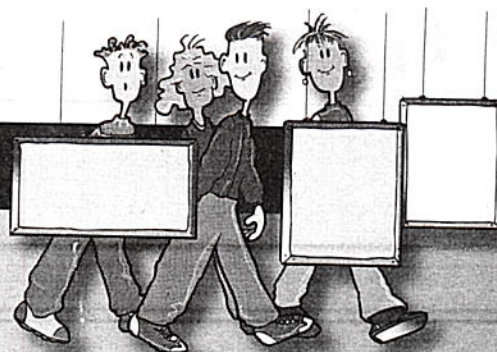
Any of the above ideas can be manipulated to work with different class sizes, content areas and grade levels. You may choose to use a review activity for fun or give students credit for correct answers and participation. And remember, review for a tests doesn't have to be boring.

## Carousel Feedback

*Teams rotate from project to project to leave feedback for other teams.*

**Setup:** Teams spread out team projects around the room. Each project has feedback form attached.

- 1 Teams stand in front of their assigned projects.
- 2 Teams rotate clockwise to the next project.
- 3 For a specified time, teams discuss their reactions to the other team's project, with no writing.
- 4 Student #1 records feedback on feedback form. Students are encouraged to include positive comments.
- 5 Teacher calls time.
- 6 Teams rotate, observe, discuss, and give feedback on next project. A new recorder is selected each round.
- 7 Teams continue until each team rotates back to its own project, or until Teacher calls time.
- 8 Teams review the feedback they received from the other teams.



## Fan-N-Pick

*Teammates play a card game to respond to questions. Roles rotate with each new question.*

**Setup:** Each team receives a set of question cards.

- 1 Student #1 holds question cards in a fan and says, "Pick a card, any card!"
- 2 Student #2 picks a card, reads the question aloud, and allows five seconds of think time.
- 3 Student #3 answers the question.
- 4 Student #4 responds to the answer:
  - For right/wrong answers, Student #4 checks and then either praises or tutors.
  - For questions that have no right or wrong answer, Student #4 does not check for correctness, but praises and then paraphrases the thinking that went into the answer.
- 5 Students rotate roles, one person clockwise for each new round.

**Modifications:** Fan-N-Pick can be played in pairs. Student #1 fans; Student #2 picks and reads; Student #1 answers; Student #2 tutors or praises; students switch roles.



## Find Someone Who

Students circulate through the classroom, forming and reforming pairs, trying to “find someone who” knows an answer, then they become “someone who knows.”

Setup: The teacher prepares a worksheet or questions for students.

- 1 Students mix in the class, keeping a hand raised until they find a partner that is not a teammate.
- 2 In pairs, Partner A asks a question from the worksheet; Partner B responds. Partner A records the answer on his or her own worksheet and expresses appreciation.
- 3 Partner B checks and initials the answer.
- 4 Partner B asks a question; Partner A responds. Partner B records the answer on his or her own worksheet and expresses appreciation.
- 5 Partner A checks and initials the answer.
- 6 Partners shake hands, part, and raise a hand as they search for a new partner.
- 7 Students repeat Steps 1–6 until their worksheets are complete.
- 8 When their worksheets are complete, students sit down; seated students may be approached by others as a resource.
- 9 In teams, students compare answers; if there is disagreement or uncertainty, they raise four hands to ask a team question.



## Find-the-Fiction

Students write three statements and read them to teammates. Teammates try to “find” which of the three statements is the “fiction.”

- 1 Teammates each write three statements: two true, one false, attempting to trick their teammates.
- 2 One student on each team stands, and reads his/her statements to teammates.
- 3 Without consulting teammates, each student writes down his/her own best guess which statement is false.
- 4 Teammates RoundRobin and defend their “best guess.” (Note: Teacher may or may not ask teams to attempt to reach consensus.)
- 5 Teammates announce their guess(es).
- 6 The standing student announces the false statement.
- 7 Students celebrate: The standing student congratulates teammates who guessed correctly. Teammates who were fooled congratulate the standing student.
- 8 The next teammate stands to share. The process is repeated.



### Variations

**Class Find-the-Fiction.** Find-the-Fiction may be played with the whole class. The teacher or a student may attempt to outwit the whole class.

**Fact-or-Fiction.** Fact-or-Fiction is a variation of Find-the-Fiction, also used on an occasional basis to spice up a review. In Fact-or-Fiction, students state either a true or false statement and it is up to teammates to decide if the statement is either a fact or fiction. Fact-or-Fiction is easier for young students because they only need to deal with one statement at a time.

## Flashcard Game

Partners proceed through three rounds as they quiz each other with flashcards, mastering the content to win cards.

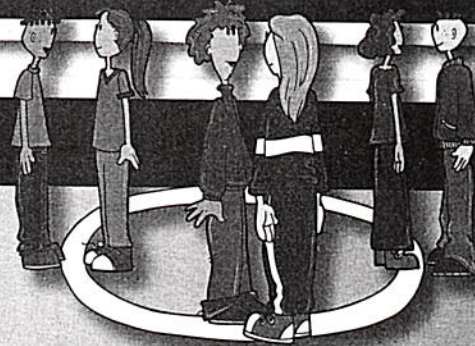


**Setup:** Students each have their own set of flashcards.

- 1 In pairs, the Tutee gives his/her flashcards to the Tutor.
  - 2 **Round 1: Maximum Cues**  
The Tutor shows the question on the first card, reads the question, and shows and reads the answer written on the back of the card. The Tutor then turns the card back over and again reads the question on the front of the card asking the Tutee to answer from memory.
  - 3 The Tutee answers. If correct, Tutee wins the card back and receives a surprising, delightful praise from the Tutor. If wrong, the Tutor shows the Tutee the answer side of the card and coaches. The card is then returned to stack to try again later.
  - 4 When the Tutee wins all cards, partners switch roles. When the new Tutee wins all her/his cards, partners advance to Round 2.
  - 5 **Round 2: Few Cues**  
The process is repeated, except the Tutor shows only the question on the front of each card, and asks the Tutee to answer from memory.
  - 6 **Round 3: No Cues**  
The process is repeated, except the Tutor quizzes Tutee on each question without showing the Tutee the flashcards.
- Hints:** For young students, limit each round to no more than five cards. If a student has won all cards, he/she can add bonus cards.

## Inside-Outside Circle

Students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.



**Setup:** The teacher prepares questions, or provides a question card for each student.

- 1 Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
  - 2 Remaining students find and face their partners (class now stands in two concentric circles).
  - 3 Inside circle students ask a question from their question card; outside circle students answer. Inside circle students praise or coach. (Alternative: The teacher asks a question and indicates inside or outside student to answer to their partner.)
  - 4 Partners switch roles: Outside circle students ask, listen, then praise or coach.
  - 5 Partners trade question cards.
  - 6 Inside circle students rotate clockwise to a new partner. (The teacher may call rotation numbers: "Rotate Three Ahead." The class may do a "choral count" as they rotate.)
- Note:** When played with cards, steps 3–6 are Quiz-Quiz-Trade.

### Variation

**Inside-Outside Line.** Students stand in two straight lines facing each other. One line rotates, and the other remains in place. Rotating students rotate to a new partner and rotate to the back of their line when they pass the last student in the fixed line.

## Jot Thoughts

Teammates “cover the table,” writing ideas on slips of paper.

Setup: Students each have multiple slips of paper (e.g., pre-cut sticky notes, cut-up bond paper).

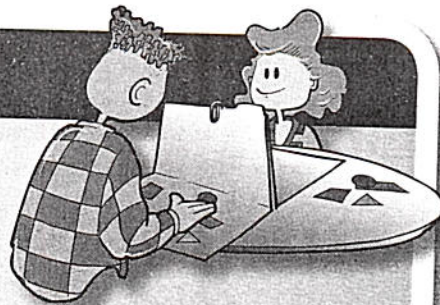


- 1 Teacher names a topic, sets a time limit, and provides think time (e.g., In three minutes, how many questions can you write that have the answer 17? What are ways we could reduce poverty?).
- 2 Students write and announce as many ideas as they can in the allotted time, one idea per slip of paper.
- 3 Each slip of paper is placed in the center of the table; students attempt to “cover the table” (no slips are to overlap).

## Match Mine

Partners on opposite sides of a barrier communicate with precision, attempting to match the other’s arrangement of game pieces on a game board.

Setup: Partners sit on opposite sides of a barrier with identical game boards and game pieces. One is designated to be the Sender, the other the Receiver.



- 1 Sender arranges game pieces on game board while Receiver waits quietly.
- 2 Sender gives the Receiver directions to match the Sender’s arrangement of game pieces on the game board.
- 3 When finished, partners set game boards side by side to check for accuracy.
- 4 Receiver praises Sender, and they develop improvement strategies.
- 5 Roles are switched, and the game is played again.

**Hints:** Teacher instructs students in communication skills: asking for clarification, checking for understanding, giving unambiguous directions.

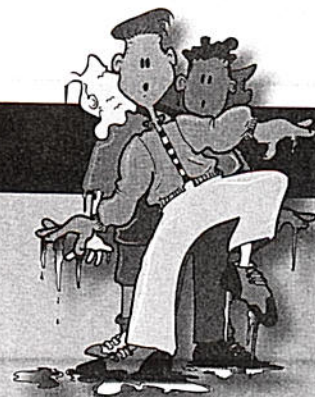
## Mix-Freeze-Group

*The classroom is bursting with energy as students rapidly “Mix” around the room, “Freeze” in their tracks, and frantically “Group” to avoid falling into the lost and found.*

Setup: Students stand. An area of the room is designated as the “Lost and Found.”

- 1 Students “mix” around the room.
- 2 Teacher calls, “Freeze,” and students freeze.
- 3 Teacher asks a question to which the answer is a number or which corresponds to a key with a number. Teacher gives think time. (Examples: How many planets are there in our solar system? What direction is Washington, DC, from California? Key: North = 2, South = 3, East = 4, West = 5)
- 4 Teacher calls, “Show Me,” and students show their answer with fingers on their chests.
- 5 Students group according to the number, and kneel down.
- 6 Students in their groups discuss a question provided by the teacher. Can you name the planets in order? How far do you think Washington, DC, is from Los Angeles?
- 7 Students not in groups go to the “Lost and Found.”

**Optional:** Once students know the game, students in Lost and Found may be the ones to generate and ask the next question. After they ask the question, they rush to join a group.



## Mix-Pair-Share

*The class “mixes” until the teacher calls, “pair.” Students find a new partner to discuss or answer the teacher’s question.*

Setup: Teacher prepares questions to ask students.

- 1 Students mix around the room.
- 2 Teacher calls “Pair.”
- 3 Students pair up with the person closest to them and give a high five. Students who haven’t found a partner raise their hands to find each other.
- 4 Teacher asks a question and gives think time.
- 5 Students share with their partners using:
  - Timed Pair Share
  - RallyRobin

**Optional:** Students may practice greetings or affirmations during Step 1.

**Hint:** For oral lists (name animals that live in the rain forest), use RallyRobin. For longer in-depth responses (how do you think we can save the rain forest?), use Timed Pair Share.





# Numbered Heads Together

*Teammates put their "heads together" to reach consensus on the team's answer. Everyone keeps on their toes because their number may be called to share the team's answer.*

Setup: Teacher prepares questions or problems to ask teams.

- 1 Students number off.
- 2 Teacher poses a problem and gives think time. (Example: "How are rainbows formed? Think about your best answer.")
- 3 Students privately write their answers.
- 4 Students stand up and "put their heads together," showing answers, discussing, and teaching each other.
- 5 Students sit down when everyone knows the answer or has something to share.
- 6 Teacher calls a number. Students with that number answer simultaneously using:
  - AnswerBoard Share
  - Chalkboard Responses
  - Choral Practice
  - Response Cards
  - Finger Responses
  - Manipulatives

7 Classmates applaud students who responded.

### Variations

**Paired Heads Together.** Students are in shoulder partner pairs. After teacher asks a question, pairs huddle to improve the answers they have each written. Teacher then calls for either A or B to share their best answer with their face partner.

**Traveling Heads Together.** Traveling Heads starts the same as Numbered Heads, but when the teacher calls a number, the students with that number on each team stand, then "travel" to a new team to share their answers. For fun, seated students beckon for a standing student to join their team.

**Stir-the-Class.** Teams stand around the outside of the class with spaces between teams. Teammates stand shoulder-to-shoulder. The teacher poses a question, then students write their own answers on an AnswerBoard or slip of paper. Teammates huddle to reach consensus, then unhuddle when done. The teacher selects a number and tells students with that number how many teams to rotate forward to share their answer.



# One Stray

*One teammate "strays" from her team to a new team to share or gather information.*

- 1 A number is randomly called and that student from each team stands up. The remaining three teammates remain seated but raise their hands.
- 2 Teacher calls, "Stray."
- 3 Standing students stray to a team that has their hands up.
- 4 Teams lower their hands when a new member joins them.

5 Students work in their new teams to share or gather information.

**Optional:** Students return to their original teams to share what they learned when they strayed.

**Random Teams:** Three rounds of One Stray can be used to form random teams: A different number is called each round, and students may not join a team where a teammate is seated.



## Pairs Compare

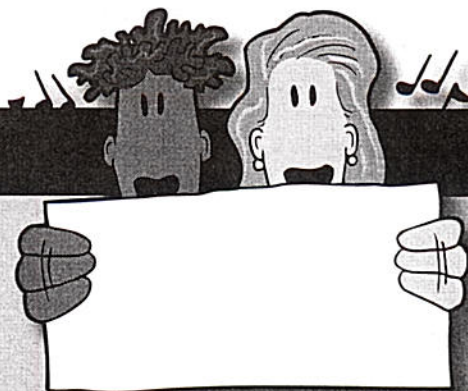
*Pairs generate a list of possible ideas or answers. Pairs pair and compare their answers with another pair. Finally pairs work as a team to create additional answers or ideas.*



- 1 Teacher provides a question that has multiple possible responses and provides think time.
- 2 RallyTable: Shoulder partners RallyTable answers. They “keep it a secret” from the other pair.
- 3 Teacher calls time.
- 4 Pairs Compare: Pairs pair to RoundRobin their answers. For each answer, the face partner in the other pair adds the answer to that pair’s list, or checks it off if they already had it.
- 5 Team Challenge: As a team, students generate new answers, taking turns within pairs recording answers on their pair lists.

## Poems for Two Voices

*Partners create and present a poem they recite using one voice, the other voice, or both.*



- 1 The teacher assigns each pair a poem topic.
- 2 Partners work together to write their poem.
- 3 Partners label each line of their poem, A, B, or AB, representing who will read each line.
- 4 Pairs rehearse their poems.
- 5 Pairs recite their poems to another pair or to the class.

**Note:** Students may progress through three stages:  
 1. Teacher provides poem and AB scripting.  
 2. Teacher provides poem, and students provide AB scripting.  
 3. Students create or select poem and script it.

## Quiz-Quiz-Trade

*Students quiz a partner, get quizzed by a partner, and then trade cards to repeat the process with a new partner.*

**Setup:** The teacher prepares a set of question cards for the class, or each student creates a question card.

- 1 The teacher tells students to "Stand up, put a hand up, and pair up."
- 2 Partner A quizzes B.
- 3 Partner B answers.
- 4 Partner A praises or coaches.
- 5 Partners switch roles.
- 6 Partners trade cards and thank each other.
- 7 Repeat steps 1–6 a number of times.



## RallyCoach

*Partners take turns, one solving a problem while the other coaches.*

**Setup:** Each pair needs one set of high-consensus problems and one pencil.

- 1 Partner A solves the first problem.
- 2 Partner B watches and listens, checks, coaches if necessary, and praises.
- 3 Partner B solves the next problem.
- 4 Partner A watches and listens, checks, coaches if necessary, and praises.
- 5 Partners repeat taking turns solving successive problems.



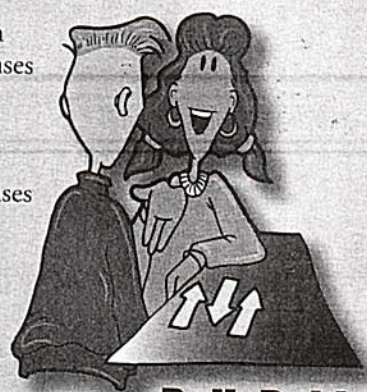
**Note:** RallyCoach may be used with worksheet problems, oral problems provided by the teacher, and with manipulatives.

**Variation Pairs Check.** After solving two problems, pairs check their answers with the other pair in their team.

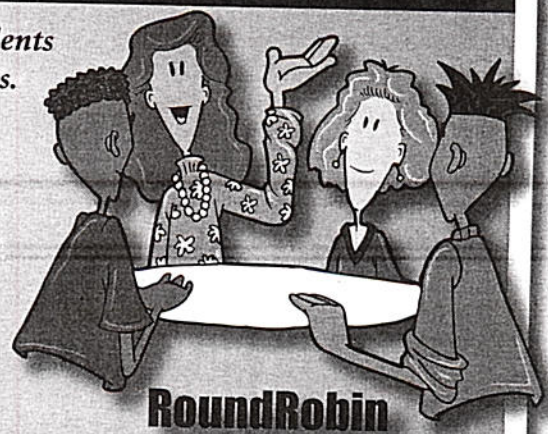
# RoundRobin & RallyRobin

Students take turns responding orally. In RoundRobin, students take turns in their teams. In RallyRobin, partners take turns.

- 1 Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
- 2 Students take turns stating responses or solutions.

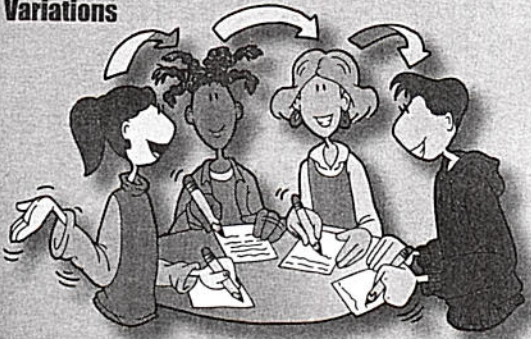


### RallyRobin



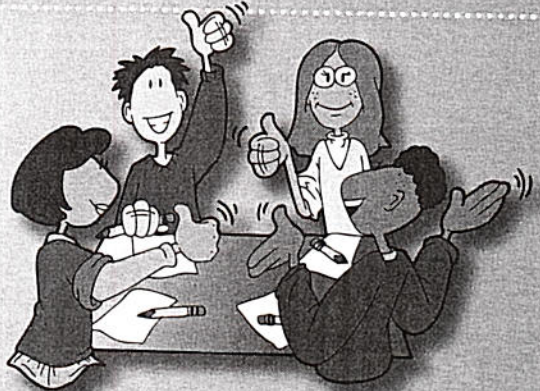
### RoundRobin

#### Variations



### AllWrite RoundRobin

During RoundRobin, students each record each answer on their own paper.



### AllWrite Consensus

During RoundRobin, after reaching consensus, students each record each answer on their own paper.

**Think-Write-RoundRobin.** Students think about their response, then independently write it down before the RoundRobin.

**Single RoundRobin.** The team does just one round of sharing, each teammate getting one turn.



### Timed RoundRobin

Each student shares in turn for a specified time.

## RoundTable & RallyTable

Students take turns generating written responses, solving problems, or making a contribution to a project. In RoundTable, students take turns in their teams. In RallyTable, partners take turns.

- 1 The teacher provides a task to which there are multiple possible responses, and provides think time.
- 2 Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.

### Variations

#### Pass-N-Praise

Students praise the contribution of the person passing the paper to them.

#### RoundTable Consensus

Students must reach consensus before recording each answer.



RoundTable



RallyTable

## Simultaneous RoundTable

In teams, students each write a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior responses.

Setup: Each team of four needs four papers and four pencils.

- 1 The teacher assigns a topic or question and provides think time.
- 2 All four students respond, simultaneously writing, drawing, or building something with manipulatives.
- 3 The teacher signals time, or students place thumbs up when done with the problem.
- 4 Students pass papers or projects one person clockwise.
- 5 Students continue, adding to what was already completed.
- 6 Continue, starting at Step 3.



### Optional

**Pass-N-Praise.** Students are instructed not to release their paper until they receive a praiser that makes them feel good.

### Variation

#### Simultaneous RallyTable

In pairs, students each have a paper with a label or topic. For example, one paper may say Pro and the other Con. Or one paper may be labeled Mammals and the other Reptiles. Students add a response to the paper they have, then trade with their partner to add a response to the other paper. They continue adding responses and trading papers until time is up.

# Showdown

*When the Showdown Captain calls, "Showdown!" teammates all display their own answers. Teammates either celebrate or tutor, and then celebrate.*



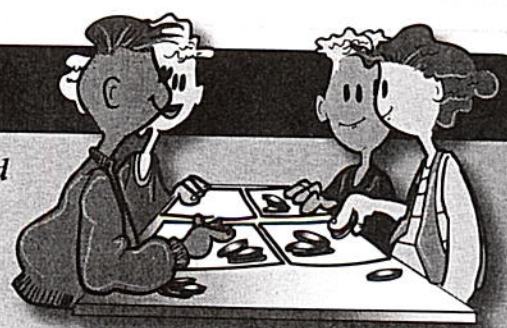
**Setup:** Teams each have a set of question cards stacked facedown in the center of the table.

- 1 The teacher selects one student on each team to be the Showdown Captain for the first round.
- 2 The Showdown Captain draws the top card, reads the question, and provides think time.
- 3 Working alone, all students, including the Showdown Captain, write their answers.
- 4 When finished, teammates signal they're ready.
- 5 The Showdown Captain calls, "Showdown."
- 6 Teammates show and discuss their answers.
- 7 The Showdown Captain leads the checking.
- 8 If correct, the team celebrates; if not, teammates tutor, then celebrate.
- 9 The person on the left of the Showdown Captain becomes the Showdown Captain for the next round.

**Modifications:** Rather than cards, students can play Showdown with oral questions from the teacher, or from questions on a handout or questions displayed by a projector.

# Spend-A-Buck

*To make a team decision, teammates use funny money and "spend a buck" to vote on their top picks. The option with the most bucks is deemed the team decision.*



**Setup:** Each person needs 10 play dollars. Options to be voted on are each written on separate cards or slips of paper.

- 1 Alternative option cards are laid out on team tables.
  - 2 Students put a dollar on each alternative.
  - 3 Students spend remaining dollars any way they want.
  - 4 Teams count the results to determine the team decision.
- Note:** To break ties, losing items are set aside, and students repeat Steps 1–4 with remaining items.
- Hint:** Prior to voting, give students time to make proactive statements, saying why they favor the options they chose.

## StandUp-HandUp-PairUp

*Students stand up, put their hands up, and quickly find a partner with whom to share or discuss.*

- 1 Teacher says, when I say go, you will “stand up, hand up, and pair up!” Teacher pauses, then says, “Go!”
- 2 Students stand up and keep one hand high in the air until they find the closest partner who’s not a teammate. Students do a “high five” and put their hands down.
- 3 Teacher may ask a question or give an assignment, and provides think time.

- 4 Partners interact using:
  - RallyRobin
  - Timed Pair Share

**Hint:** In some classes, it may be necessary to make sure students pair with their classmate they are closest to rather than running to a friend.



## Talking Chips

*Teammates place Talking Chips in the center of the table to make sure everyone contributes to the team discussion.*

**Setup:** Teams have talking chips (maximum: two chips each).

- 1 The teacher provides a discussion topic and provides think time.
- 2 Any student begins the discussion, placing one of his/her chips in the center of the table.
- 3 Any student with a chip continues discussing, using his/her chip.

- 4 When all chips are used, teammates each collect their chips and continue the discussion using their talking chips.

**Modifications:** Students may be given just one chip each, or two chips. Students with no chips left must wait until teammates have used all their chips before they all collect their chip(s) and continue the discussion.

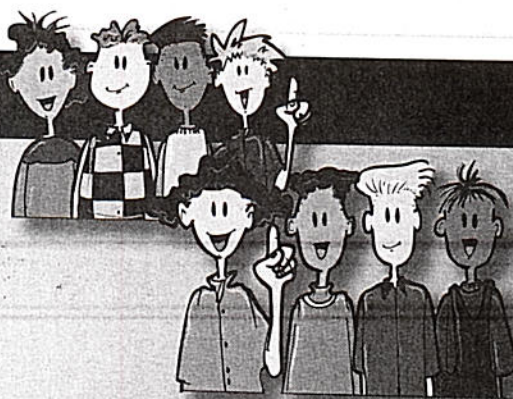


## Team Stand-N-Share

*Teams check off or add each idea as it is shared by other teams, sitting down to show every team's ideas have been shared.*

**Setup:** Teams generate a list of items to share.

- 1 All students stand near their teammates.
  - 2 The teacher calls on a standing student holding the team list.
  - 3 Selected student states one idea from the team list.
  - 4 The student in each team, who is holding the team list, either adds the item to the list, or if it is already listed, checks it off.
  - 5 Students pass their team lists one teammate clockwise.
  - 6 Steps 2–5 are repeated.
- 7 Teams sit when all their items are shared. While seated, they add each new item using RoundTable. When all teams are seated, all items have been shared and Team Stand-N-Share is complete.



### Variations

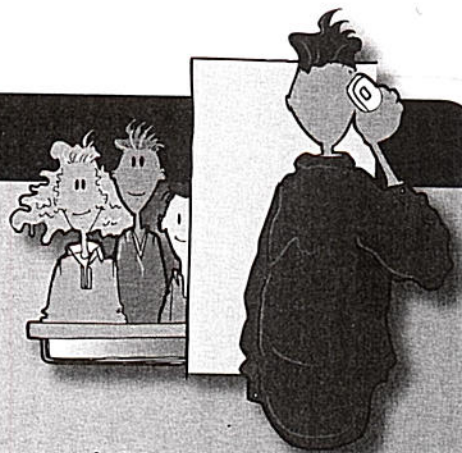
**Pair Stand-N-Share.** Pairs generate ideas, and then play as a pair.

**Individual Stand-N-Share.** Each student plays with her/his own list of ideas.

## Telephone

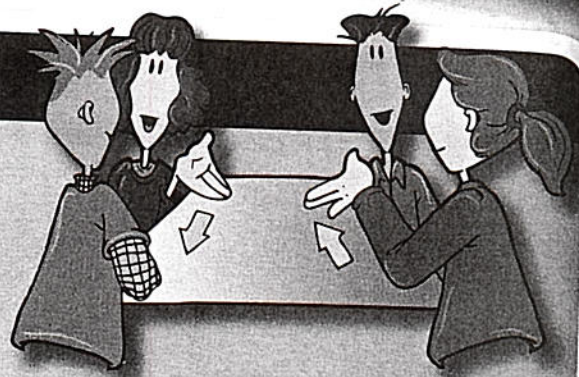
*One student per team leaves the room during instruction. When students return, teammates provide instruction on the information missed.*

- 1 One student from each team ("the Learner") is selected to leave the room.
- 2 Remaining students ("the Teachers") receive instruction.
- 3 The Teachers plan how best to instruct the Learner, making sure each Teacher has a part in the teaching. The Teachers decide how they will check for understanding.
- 4 Learners return to their teams.
- 5 Teachers each teach their part of the content, with teammates augmenting as necessary. They then check for understanding.
- 6 The Learners may take a practice test.



## Three-Step Interview

*Students interview their partner and then each share with teammates what they learned.*



- 1 Teacher provides the interview topic, states the duration of the interview, and provides think time.
- 2 In pairs, Student A interviews Student B.
- 3 Pairs switch roles: Student B interviews Student A.
- 4 RoundRobin: Pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.

## Timed Pair Share

*In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.*



- 1 The teacher announces a topic, states how long each student will share, and provides think time.
- 2 In pairs, Partner A shares; Partner B listens.
- 3 Partner B responds with a positive gambit.
- 4 Partners switch roles.

**Hint:** The teacher provides positive response gambits to use in Step 3:

**Copycat response gambits**

- "Thanks for sharing!"
- "You are interesting to listen to!"

**Complete the sentence gambits**

- "One thing I learned listening to you was...."
- "I enjoyed listening to you because...."
- "Your most interesting idea was...."