

21 Ways to Make Content Stick by Working Review into Every Class



Success Criteria:

Students will:

- ✓ Build confidence
- ✓ Remember what they learn
- ✓ Build relationships
- ✓ Have fun!

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What's the goal of review? To make information stick in students' brains! To optimize this, we need to be continuously revisiting content from the whole year – not just on one day at the end of a unit! Read on for 21 different ways you can make review a regular part of your class.

Review Ideas to Start Class:

- ❑ Ask "What did we talk about last class?" Give students a minute to think about it, have them discuss it with a partner, then ask for volunteers to explain it to the class (aka *Think-Pair-Share*).
- ❑ Have students take out a piece of paper and write #1 – 10. Ask a mixture of questions from the previous few classes (or more!). Students independently write down their answers. Once you're through with the 10 questions, take them up one at a time. Students go over their own work for the sake of learning only – no points are awarded!
- ❑ Give students each a ring with cards of 4 different colours (ex: red, blue, yellow, black). Have slides with 5 – 10 multiple choice questions of mixed review from the year. Each Q should have colour coded options (ex: A = red, B = blue, C = yellow, D = black). Students raise their colour to show their answer.
- ❑ Provide a prompt from a *previous unit*. Have students do a brain dump about everything they remember about the topic and do a *Think-Pair-Share*. Then, challenge them to make connections with other topics as well.
- ❑ Have a question on the board when the students arrive that will require a long written response. Give students 5 – 10 minutes to respond in their science journal. Have volunteers share their work and ask other students to add anything to their response that they may have missed in another colour. You can skim journals to look for major gaps or common mistakes to provide whole-class feedback.

Review Ideas for During Class:

- ❑ When you finish explaining a concept, have students immediately turn to a partner and talk about what they learned (note: this works particularly well with processes like transcription or glycolysis). Have a volunteer explain it back to you.
- ❑ Ask students to make connections between a new concept and content they have previously learned.
- ❑ Alternatively, bring up a previous topic that connects with your current lesson. Challenge students to find connections and explain their answers.
- ❑ Halfway through a lesson, pause and put up 5 questions about what you just discussed. Students can write down their answers and then you can immediately review the answers.
- ❑ Challenge students to think about the day's content and share where they see examples of what they're learning in the real world.



21 Ways to Make Content Stick by Working Review into Every Class *(continued)*



Review Ideas to End Class:

- ☐ Use mini-whiteboards and have pairs of students work together to answer straightforward review questions.
- ☐ Have students reflect on what they have learned in their journals. They can write a short paragraph about the main points and then write 3 things that were interesting and 2 questions they still have.
- ☐ Review vocabulary with a game of charades or reverse charades! Put the class in teams of 3 or 4 and have every group act out every term. (Note: this one can get loud!)
- ☐ Review vocabulary with a game of Pictionary! Again, put the class in teams of 3 or 4 and have every group act out every term.
- ☐ Have students pick out new concepts or vocabulary terms and ask for volunteers to add them to a class set of online flash cards (Google Slides or Quizlet work are two options)
- ☐ Find or create a Kahoot, Quizlet Live, or Blooket on review from multiple topics.

Full Period Review Day Ideas:

- ☐ Have a Games Day! This can work especially well between units as a cumulative review. Set up games like Jeopardy, Spoons, Trashketball, Stinky Feet, Market Games, "I have, who has" and more!
- ☐ Create brainstorming posters about different topics in a unit, or full units if they're preparing for an exam. Have students move around the room in groups and give each group an allotted amount of time at each station. One or two people can be in charge of writing and adding to the posters and they can add more detail to the work of previous groups.
- ☐ Set up a [Teams Tournament](#) for a unit. Students will regularly meet with their study groups throughout a unit, and then they will compete against other groups on Tournament Day.
- ☐ Go classic: Assign questions from a textbook or packet you have prepared. Have all students work independently for a set amount of time, then provide the option for them to begin working together in pairs or groups of 3. Provide a quiet space for students who need it (or noise-cancelling headphones). Circulate and answer questions and address any common misconceptions that arise with the whole group.
- ☐ Set up speed dating. Have two groups of students line up and face each other and put up a review question for them to discuss. After a couple of minutes, have one line move to the left so that each person has a new partner and repeat. Take up questions at a point that makes sense for you.
- ☐ **BONUS!** Have students create Taboo cards at the end of a previous class. Then, set up a [Taboo tournament](#) for a full day.

