INTERLEAVING RETRIEVAL ACTIVITIES

1. VOCABULARY FLASHCARDS
Have students make a flashcard of each new vocabulary item in class. Between class activities have pairs of students quiz their partners on their flashcards. Prompt them with one of these questions.
- How do you spell _____?
- Look at the word. How many syllables does it have? Which syllable is stressed?
- Sorting: Ask students to find words that are:
  - verbs/ nouns/ adjectives/ etc
  - used in the classroom /in a restaurant /at home
  - difficult to pronounce
  - have silent letters
 - have three or more syllables

2. QUESTION CARDS
- At the end of every class, have students write down one or two questions they learned to answer.
- At the beginning of the following class, have students put their cards on the table. They take turns picking up a card the other student's pile and asking their partner the question.
- The cards should be randomly recycled over the course of your semester.

Organization tip: Have students use a different colored card for each content unit, so they can see the questions belong to different units.
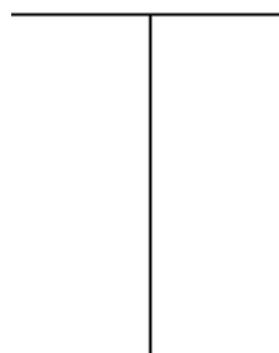
3. COMPARE AND CONTRAST
When introducing and learning new material, take time to reflect on how it relates to previous material students have studied. One technique is simply asking what is the same/similiar and what is different?

Venn Diagram
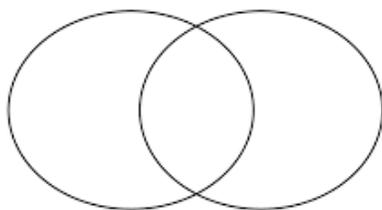
T-Chart

4. MIX OLD MATERIAL INTO WORKSHEETS & TESTS
Whenever possible, cut and paste some previous practice material and insert it into your worksheets and testing material. For example:
- If your students are doing simple past **verb forms**, insert a few examples of the simple present practice as well.
- If students are reviewing **vocabulary**, insert a few vocabulary items from the previous unit.

RETRIEVAL ACTIVITIES

A. LAST CLASS RECALL
1. At the beginning of class, ask students: *"What did you learn last class?"*
2. Have students briefly identify the material studied to update any previously absent students.

B. TESTING: PRE-TEST AND POST-TEST
- True/False
- What/who/when/
- Anticipation Guide
  1: Read each sentence. Guess. Is it true or false? Check your answer in the left columns.
  2: Read the article.
  3: Read each sentence again. Is it true or false? Check your answer in the right columns.

Before Reading		What do you know?	After Reading	
True	False		True	False
		1. Sentence		
		2. Sentence		
		3. Sentence		

C. TOTAL RECALL
1. After studying notes or a book, students close their books and put away their notes.
2. Students write down everything they can remember of their learning.
3. Students open the book or notes and check their work. They highlight errors and areas of omission.
4. **Corrective feedback:** Students close their books/notes and correct the highlighted areas.

D. RECALL WITH A PICTURE
1. Show a picture that relates to content students have recently learned, but do not use a picture students have already discussed.
2. On the board write a prompt, such as:
   ESOL: *What do you see?*
   Social Studies: *What is happening in this picture? How do you know?*
   Math: *What kind of math is needed for this situation?*
3. Individually or in pairs students write their responses.

4. **Corrective feedback:** Students call out the words and you write what they say, or they write them on a board and the class corrects them together.

E. VOCABULARY RECALL
1. Call out a category, for example:
   past tense irregular verbs / names of furniture / weather words /
2. With a time limit of 2 minutes, students individually write a list of words that fit the category.
3. **Corrective feedback:** Students call out the words and you write what they say.

F. EXIT TICKET
Before leaving class, students write on a slip of paper something they learned in class today.   They hand you the "ticket" as they leave the classroom.
- You can be specific or open ended. Some teachers just say "*Tell me about one thing you learned in class.*"
- Other teachers request a number of specific items. The prompt can focus on language features or content.