
Flip-Flop Review

(Adapted from Costa, 1977)

Flip-flop Review helps develop students' recall and synthesis skills. Additionally, it emphasizes the importance of pausing while reading to encourage metacognitive thinking. Students quickly realize what they understand and what they do not understand. Students are paired, asked to read a section of an article, and recall the facts. Once the article is read, they synthesize the material into a summary.



STEP-BY-STEP

Teacher Prep

There is very little prep for this strategy. You will need the reading material you planned for the lesson and a timer. The first time you use this strategy you will need an additional short paragraph for a demonstration. Yup, that's it.

Explain

- Tell the students that they will be working in pairs to complete today's reading.
- Explain that they will be reading today's text and talking about it with a partner in a very systematic fashion.
- Introduce the reading by activating students' background knowledge with the pre-reading strategy that fits best. Some possibilities are: List-Group-Label (page 15), Anticipation Guide (page 3), or Summary-Reflect-Predict (page 21).

Model

The first time you use this strategy it's best to demonstrate.

- Have the whole class read a short paragraph, silently or with a partner, and underline the important details.
- Pick two students for your demonstration. Have them sit in front of the class or in the center of a circle of students.
- Tell the other students that their job is to observe what each of the two students does and says. They will be listening for the details.
- Have the students decide who will start talking. This student talks about the article without stopping for 60 seconds. He or she points out main ideas and interesting facts. Feel free to shorten the times for the purpose of the demonstration.
- Next, the partner talks for 60 seconds mentioning more information, but may not repeat anything the first person stated.
- The students take turns talking again; however, the time is changed to 40 seconds each. Neither student may repeat anything that was previously stated.
- Finally, the students summarize the article. Here the pattern changes because students will need to repeat main ideas for the summary. Each student has 20 seconds to verbalize the summary. Suggest to the students that they use a Summary Topic Sentence (see page 77) to start out the summary. During the next 20 seconds of the summary, the second student starts where the first student left off.



Jane Says,

"Students love talking. This strategy makes the talking productive. I used this strategy at least once a week, sometimes twice. When deciding which student will go first, I sometimes say, 'Whoever has a birthday that is closest to today will go first.'"

Guide

- After the demonstration, students work in pairs.
- Have students read the article related to today's lesson. They can read silently or with a partner—your call.
- Have the students pick who will start talking.
- Set the timer for 60 seconds. Tell the first student to talk about the article for 60 seconds.
- Set the timer for 60 seconds again. Tell the second student to continue to talk about the article. Remind him or her not to repeat what was said.
- Set the timer for 40 seconds. Tell the first student to continue to talk about the article, again reminding that nothing may be repeated.
- Set the timer for 40 seconds again, and let the second student continue to talk about the article, not repeating.
- Set the timer for 20 seconds. Remember, this is where the pattern changes because students need to repeat main ideas. The first student begins to summarize the article. Explain that the Summary Topic Sentence (see page 77) is perfect in this situation.
- Set the timer for 20 more seconds and have the second student complete the summary.



Mary Says,

“Every now and then I ask my students to write their summaries. It gives them a chance to translate their thinking into writing and holds them accountable.”

Practice

Use this strategy weekly. When students have more experience with Flip-flop Review, they begin to think more deeply and notice more details. They also become aware of what they know, what they don't know, and what they need to clarify.

APPLICATIONS AND EXAMPLES

Here's a follow-up idea to use when students have finished the Flip-flop Review. Give the students an additional 60 seconds after the summary to make the following connections. They can use any or all that fit.

Text to text

It reminded me of when I read another article/book called _____, because _____.

Text to self

It reminded me of a time I _____.

Text to world

It reminded me of something I heard _____.

It reminded me of what I read in the _____ (e.g., newspaper) yesterday.

Reference

Buehl, D. (2004). *Classroom strategies for interactive learning*. Newark: International Reading Association.
Costa, A. (1977). *Teaching for intelligent behavior*. Davis, CA: Search Models Unlimited.