

## Review Games

### **Liar Liar:**

Break your students up into 2-4 groups depending on class sizes. Select one student to be scorekeeper on the board. The first group is asked a review question and everyone who feels confident in answering the question, stands up. At this point, the teacher calls on one of those students to answer. If the answer is correct, then the group wins the number of points that compares to how many people in the group were standing. For example, if five students were standing, then the group gets five points. If the answer is incorrect, the group gets no points and the question continues to the next group. The fun in this game is that students can stand up and “bluff” even if they do not know the correct answer because only one person in the group will be selected to provide the answer. It becomes a fun gamble for the students, because the more people who are standing, the more points the group gets if they answer correctly. However, if the person who is called on to answer is a “bluffer” then the group gets zero points.

### **Notes:**

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### **Circle Review:**

Give each student an index card and have them write down several questions and answers. Find some space either in your classroom or outside and break the class into two groups. One group forms a circle and the other group forms a larger circle around them. The students in the outer circle face inward and the students in the inner circle face outward so they are looking at each other. One student asks the other one of their questions and then vice versa. When you say “rotate” the inner circle moves one step to the right and the process continues until the original questioners meet back up.

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### **I have...Who has?:**

This is a great vocabulary review. Ahead of time, you make up the cards with a vocabulary word on the front and a different definition on the back. After passing the cards out to the kids, one student begins by reading the definition on the card. At that point, whoever has the vocabulary word that fits with the definition says, “I have” and whatever the word is. That student then says “Who has,” and reads the definition on the back of their card. It continues until you return to the original vocabulary word. If you want to create some friendly competition then time your classes and give a reward to the class that can move through it the fastest.

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**The Chicka-Chicka Game:**

Take a square piece of paper and fold the four corners in toward the middle. Flip it over and do the same again. Look familiar from childhood? Adorn the outside four flaps with tough vocab words to be spelled, the inside eight triangles with topics and underneath them a question and answer for the topic.

**Notes:**

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**Charades:**

If you want to make this competitive (which all middle school students love), then break them into small teams that can earn points for correct guesses. This gets even more fun as the year goes on; if you allow them to act out anything you have covered in class up to that point. When a student from one team is up acting it out, the others in that group cannot guess. This allows the actor to get ideas from their group if they need to.

**Notes:**

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**Beach Ball Review:**

Buy a beach ball, inflate it, and write questions everywhere on it. The rules are you have to read and answer the question that is closest to your right thumb, and you cannot throw to someone who has already had it, unless everyone has already gone.

**Notes:**

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**Slap:** Materials needed are board with answers, and fly swatters. Have a page full of randomly placed answers such as vocabulary words. With two students at the board, call out a question and whoever slaps the correct answer first with their fly swatter gets the point.

**Notes:**

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