This talk will address issues and lessons learned in two semesters of flipping the calculus 1 classroom. The first attempt at flipped calculus entailed having the students work in groups during class after having watched online lessons. While there were positive outcomes to this approach, I found that students did not retain as much information as I had hoped from the online lessons. As a result, in the second semester of flipping I incorporated a post-lesson, pre-class assignment and had the students present their solutions to each other. Examples of "structured notes," online lessons, and pre-class assignments will be presented, as well as feedback from student evaluations. (Received September 13, 2013)