Calculus instructors have long bemoaned the poor precalculus skills of their students. During the fall semester of 2007, we provided our Calculus I students with online reviews of precalculus material. These short weekly reviews were closely linked to the course content for that week. Consequently, students reviewed concepts and then immediately applied them. McGraw-Hill’s MathZone was used as the delivery mechanism. We will describe our impression of the effectiveness of this technique, the students’ perception of the value of the reviews, and aspects of MathZone related to the implementation. (Received August 26, 2007)