



Really Good Stuff® Activity Guide

Smiley Face/Frowny Face Response Boards

Congratulations on your purchase of this Really Good Stuff® **Smiley Face/Frowny Face Response Boards**—handy and quiet tools for students to share their responses in class!

This Really Good Stuff® product includes:

- 12 **Smiley Face/Frowny Face Response Boards**, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Introducing the Smiley Face/Frowny Face Response Boards

Before introducing the **Smiley Face/Frowny Face Response Boards**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Always use a dry erase marker on the Boards in order to preserve their Write Again® wipe-off laminate surface.

Tell students that they will have the chance to use these special Boards to help them answer questions in class. Hold up one Boards in each hand—one with the smiley face showing and the other with the frowny face showing. Ask your students to tell you what they notice about these Boards (one side looks happy, other side looks sad, the smiley side is yellow, and the frowny side is blue). Tell students that sometimes you will be asking them questions during class and that they will show you their answer by holding the proper side up to face you. Indicate that they won't even have to talk or raise their hands, instead they will hold a Board in front of them to show their answers.

Hand out the Boards. Give students a chance to hold the Boards for a minute so that they can look at them and become familiar with them before you practice using them with the questioning techniques below.

Do You Know the Answer?

Tell students that they should show you the smiley side if they can answer your question. Ask students some simple questions to be sure they understand how to use the Boards, such as *Who can tell me what my name is?* and *Who can tell me what day of the week it is today?*

and *Who can tell me what grade this is?* After each question, call on only those students who have the smiley side showing. In the beginning, you may wish to “spot check” at times by calling on students who have the frowny side showing to see if they really don't know the answer or if they are just confused about which side to have facing forward until they get the hang of using the Boards. Remind students that they do not have to speak or even raise their hands when using the Boards. Students simply have to hold the Boards in the air high enough for you to see.

Yes or No Answers

Explain to students that some questions might have a yes or no answer and that they are to use the smiley side when their answer is yes and the frowny side when their answer is no. Practice with students by asking questions, like *Is today your first day of school?* and *Do you have any pets?*

True or False Answers

Explain to students that statements can be true or false. Lead a discussion with students to make sure they have a good understanding of the words *true* and *false*. To answer true and false statements using the Boards, tell students to show the smiley side when their answer is true and the frowny side when their answer is false. Practice with statements, such as *A bird and a dog have the same amount of legs* and *Cat is spelled c-a-t*.

I Agree or I Don't Agree Answers

Explain to students that sometimes you may ask them to agree or disagree with what you say. They are to do this by using the smiley side to show they agree and the frowny side to show they do not agree. Practice with the class by saying such things as *Riding the bus is more fun than riding in a car* and *Math is the best subject in school*.

Review Time Activity

At the end of a lesson or a unit, hand out the Boards and ask the students questions about the key elements, concepts, or vocabulary terms that you think the students should know. This is an easy way to check their understanding. Be sure to mix up the types of

Smiley Face/Frowny Face Response Boards

questions (who knows the answer, true/false, yes/no, agree/disagree) to retain students' attention as they respond. Call on students who have the smiley side showing. Make mental notes of the students who have the frowny side showing so that you can come back to them later or quietly check in with them about what they did not understand.

Math Review Response Activity

Hand out small felt or paper towel squares, dry erase markers, and the *Boards*. Call out math problems and tell students to write their answers on the yellow side of the *Boards*. Have them hold up their *Boards* when you call out, "Show me your answer!" After you have scanned the room and recognized correct answers, tell students to erase the *Boards* with the felt squares.

Variation: Ask yes or no questions that pertain to your math lesson or make statements to see if students had the same answer or not. For example, give students the problem of $5 + 5 = 10$, and direct them to show the smiley side. Then present some wrong answers on purpose, such as *five is greater than ten* and see how many frowny sides are held up.

Class Votes Activity

Use the *Boards* to have students vote during the year. Tell them what they are voting on and have them show the smiley side if they vote yes or the frowny side if they vote no. Practice with students by asking such questions as *Should we play kickball at recess today?*, *Do you think we need to have a class pet?*, and *Do you need more time to finish what you are working on right now?*

Copy and distribute the *Smiley Face/Frowny Face Color Me Chart Reproducible*. When you hold a class vote using the *Boards*, direct students to create a chart that matches the results. For example, if 16 students voted yes to something and 8 students voted no to something, then students would color in 16 smiley faces and 8 frowny faces on the chart. They can then add up the colored-in faces and write the totals for the yes votes and the no votes.

Reading Problem/Solution Activity

Choose a book to read to the students where a

character encounters problems and creates solutions. Distribute the *Boards* and have students lay them on their desks. Before reading the story, tell students that you want them to hold up their frowny sides every time a character encounters a problem and that you want them to hold up their smiley sides every time a character figures out a solution or has something good happens. Each time students hold up their *Boards*, take a few minutes to discuss the problem or solution before continuing with the story.

Student Smiley Face/Frowny Face

Copy and distribute the *Smiley Face/Frowny Face Response Reproducible*. Guide a discussion about feelings and review with students that sometimes people feel happy and sometimes they feel unhappy. Have students share times when they feel each way and discuss the types of things they do when they feel happy and the types of things they do when they feel unhappy. Urge each student to draw a picture to show something that makes him or her happy and something that makes him or her unhappy on the *Smiley Face/Frowny Face Response Reproducible*. Encourage more advanced students either to label or write a sentence to go with their pictures. As a culminating activity, ask students to share their drawings.

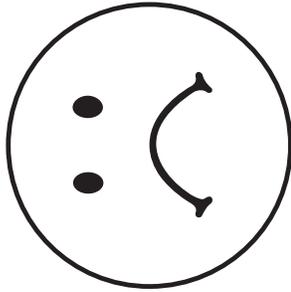
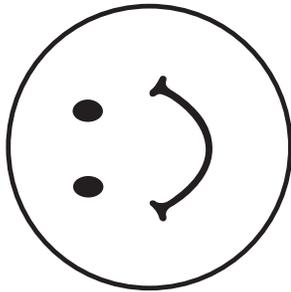
Morning Mood

Use the *Boards* to get a good "read" of students' attitudes each morning by placing the *Boards* with the smiley face up on their desks. Explain that when they come into the classroom, they are to leave the smiley side up if they are happy that morning or turn it to the frowny side if they are feeling unhappy. If any students flip their *Boards* to the frowny side, take a few minutes to speak with them privately to see if you can help and encourage them when they feel better to turn the *Board* to the smiley side. Each day that all students display the smiley side, tell them you are so excited to have a "happy" class today. Each morning, choose a student to collect the *Boards* and return them to their storage area.

Name: _____

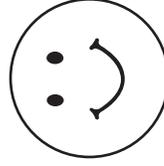
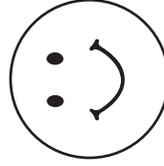
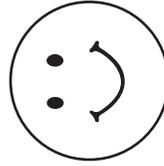
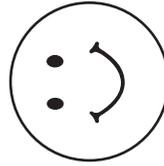
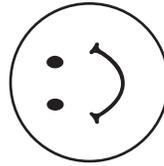
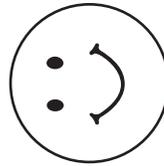
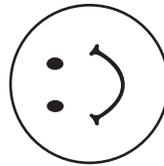
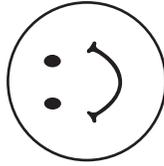
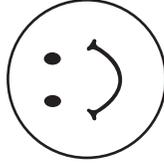
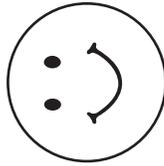
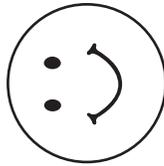
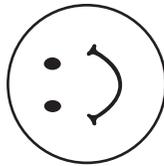
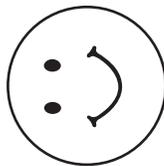
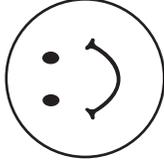
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Draw a picture of what makes you happy and a picture of what makes you unhappy.

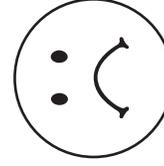
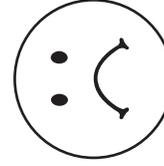
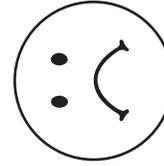
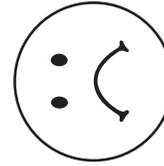
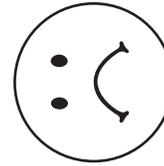
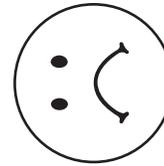
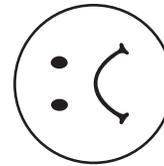
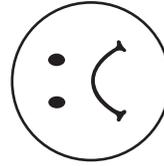
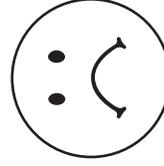
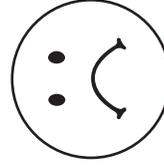
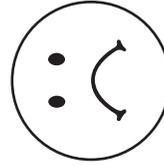
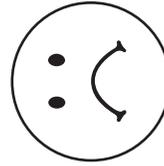
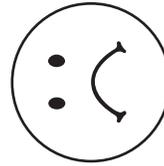
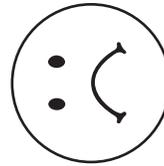
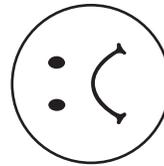
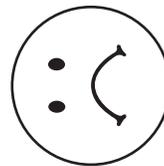
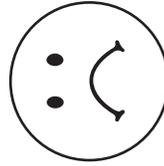
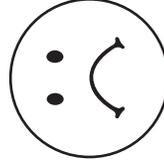
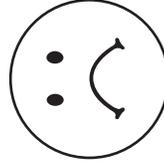
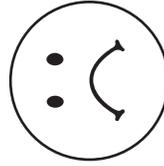
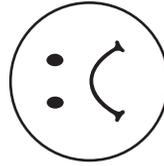
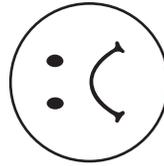
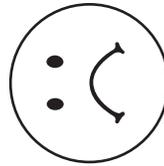
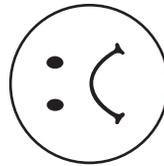
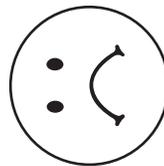


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