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| Thumbs Up/Thumbs Down | |
| Objective(s)  * To assess knowledge and skills learned in a lesson or a unit. | Grade/Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Time** Allow 3 to 5 minutes  **Grouping** Whole class or large groups Materials (Variation1) Card stock cut in half and folded once with numbers one to four or A, B, C, D written on them. (Variation 2) Two paper plates and brad. |
| Instructions Thumbs Up/Thumbs Down and the variations listed below are basic comprehension check activities. They are used to assess immediate whole group understanding or information or skills learned in class.   1. Teacher provides a question or prompt for response. Students are given a moment to reflect on the question or prompt, choose a thumbs up (I agree), thumbs down (I don’t agree), thumb pointing to the left (I don’t know), then on a “show” cue, students reveal simultaneously. Rather than using a thumb, teachers have asked students to hold a pencil or pen and still indicate by pointing the pen up, down or left.   Variations:   1. Using card stock that is cut in half (the long way) and folded once with numbers one to four on it, students are asked to respond to a prompt that requires more than up/down/sideways. This allows the students to fold the card stock to the appropriate option within the four available. 2. Elementary teachers have used the two paper plates held together with a brad. On the inside plate are the answers written along the outer edge. The outside paper plate has a cut away section that allows the inside answer to be revealed. This allows for many responses to choose from. | |