

voice choice

5 Loud



4 Sharing



3 Groups



2 Normal



1 Whispering



0 No Talking



voice choice

5 Loud

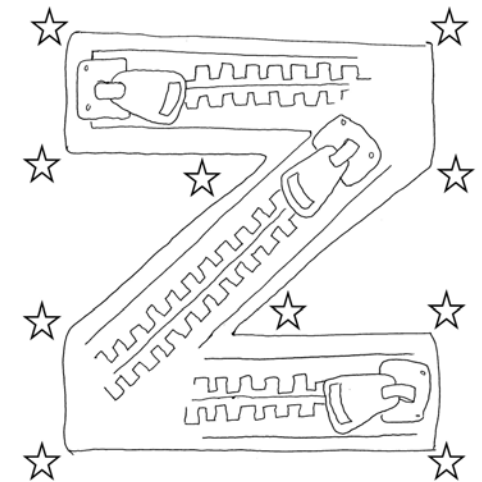
4 Sharing

3 Groups

2 Conversation

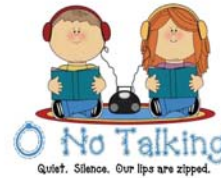
1 Whispering

0 No Talking



Zippity Zoo Zah!
I'm doing great being quieter
and zipping my lips!

I got to color a star and connect it to the next one on the zipper.



When?

- During testing.
- During silent reading.
- When we are listening to directions.
- If there is a fire drill or other drill.
- When we are in the going down the hall.
- During rest time.



Just the people in your group can hear you.

When?

- When we are working in a group.
- When we are playing games.



When?

- When we are quietly working and have a question.
- When we are in the library.
- When testing or assessing is going on and we need to ask a question.
- When we want to tell the teacher something in confidence.



When?

- When we are presenting our work.
- When we are discussing as a whole group.
- When we answer or ask a question.
- When we are singing.
- When it's our turn to read out loud.



When?

- When we are working with a partner.
- When we are chatting.
- During lunch time.
- During snack time.
- During center time.



When?

- If someone calls out for help.
- When we give a cheer.
- When we are playing in the gym.
- When we are outside at recess.
- A level 5 is really noisy, and rarely used inside our classroom.

Voice Level Activities

Posters,
Pocket Chart
Cards,
Quiet Mini
Cards,
Behavior
Modification
Ideas
Bookmarks
& Class Book



Please ...



1-2-3 Come Make Some Voice Choice Things With Me



I think if you'd poll young children about **voice volume** they'd say *loud* or *soft*.

Little ones are just learning that there are varying degrees to those, and that they will be required to adapt their volumes and voices when inside the classroom.

If you Google **voice level posters**, you'll get a huge assortment that are very similar and basically agree.

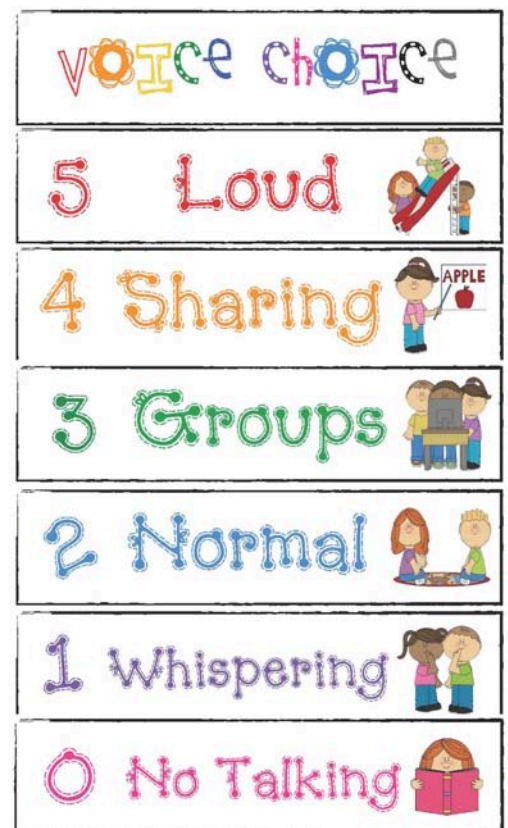
I also designed one of my own, but wanted to go a bit farther to not only help explain things to your kiddos and remind them of **voice levels**, but offer up some real **classroom management** that made a world of difference with my Y5's.

There are several options in the [Voice Choice packet](#). You can display the cards in a pocket chart and go through them with your students or hang them on your white board and put a magnet next to the level you want your students to be at.

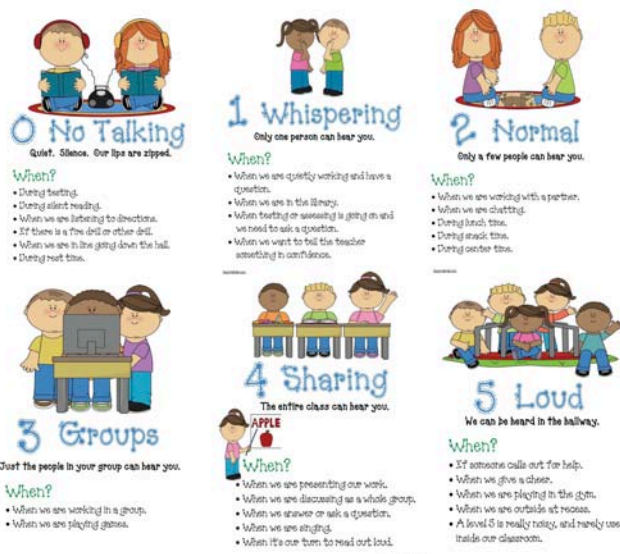


Simply gluing a smileie face to the back of a large, glass flat-backed "marble" and attaching a magnet, is a quick, easy, and inexpensive way to make one.

If board space is limited, hang up the mini poster and then clip a colored clothespin to



the appropriate **voice level**.



You can also explain things via the large posters. Show each one to your students and read the examples for when they should be using that voice.

You can begin by showing them the picture and reading the name of each voice level, in the appropriate volume.

i.e. If you are showing them the **volume level 1 Whispering**

poster, whisper to your students: *"When do you think you would use this kind of voice?"*

After they have shared their thoughts, read the list and add anything else that's appropriate for your class. Finally, reinforce the sound of this level; by having students model the **volume** of that **voice**, as they too "whisper" the name and number of that level.

As a review, after you explain the **voice choice** concept, put the number cards in a container, and have students pick one. They share when they would use that number **voice level**.

0	1	2	3
4	5	0	1
2	3	4	5
Free Choice	Free Choice	Free Choice	Free Choice

Another way to play this game is to have students say the words **"Voice Choice"** in whatever number level that's on their card and have the other children guess what number they are modeling.

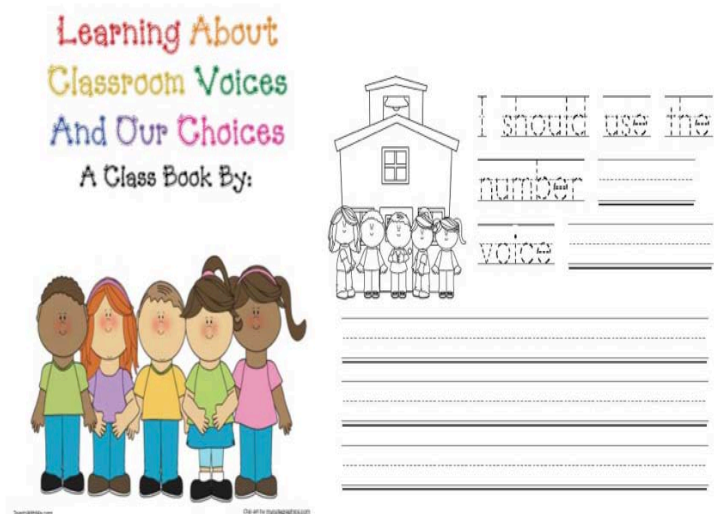
You can also use these [voice-level number cards](#) to remind students what level they should be on, by quietly placing the appropriate number on their

desk or group table. Once they read it, hopefully they will make the appropriate volume adjustment and flip the card over, so you can pick it up and re-use it when necessary.

Another thing you can use the **voice-level number cards** for, is to make a **class book**. (Templates provided.)

Whatever number a student picks, is the **voice level** that they write about and then draw a picture.

Collect and collate the pages and add the cover, then read as a whole group with the entire class. Each child comes up and shares their page using the **#4 sharing voice level**.



Besides the **number cards**, I also made several designs for **"Quiet Cards."** Print, laminate and trim the cards and keep them in a narrow basket on your chalk sill, under your **voice choice poster**.

As with the number cards, without a word, you place the appropriate card on a child's desk or group table. This is a great way to silently encourage students, as well as have children adjust their behavior or voice levels, without disturbing the class or bringing negative attention to someone.

Another quiet way to remind your students to adjust their voice level is with the paper **STOP sign**.

Simply run off the pattern on red construction paper; fill in the letters with white crayon or paint; laminate; trim and put on a craft stick.

Without a word, and with a grand flourish, (they'll spot the movement) hold up the sign when students are not at the appropriate voice level.

With your other hand, hold up the appropriate number of fingers to show what **voice-level** number students should be using.



Keep holding up the sign and fingers 'til everyone has their hand up with the correct number of fingers showing.

If they should be at zero, with their lips zipped, put your index finger on your lips as if saying *Shhhh*, and stare at specific noisy students with your best "teacher look." I also made matching "quiet cards" that you can use as well.

I've included a "Please zip your lips" and a "Shhhhhh!" poster. These could also be mounted on a large Popsicle or paint stick. If students don't notice your "grand flourish" as you hold one of these up, and are not adjusting their volume, you can signal them with the tinkling sound of a bell, or flicking the lights off and then on.



Please Zip Your Lips!

These were a few more quiet ways I got my students' attention. I also hung a lovely sounding wind chime, next to my reading chair to signal story time. You could use one for your volume adjustment bag of tricks.

Clapping out a pattern and having students repeat it, was also a successful **sound signal** for me. Make sure you explain these **sound signals** to your

students, so they know what you're expecting from them. Equally important, is having a consequence if they don't make changes.



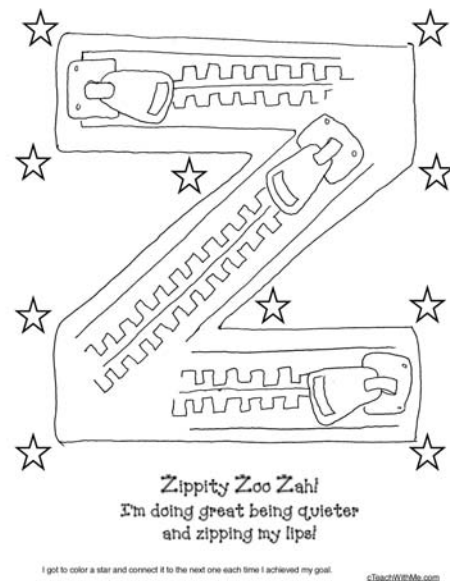
If most of your students are doing a wonderful job with their **voice choices**, you can reinforce their great behavior by giving them a praise **bookmark**. They come in full color, as well as black line.

Unfortunately, there always seem to be a few stragglers, who need a bit more reminding. Self-control was probably one of the top reasons I always had more boys than girls in my Y5's classes. With them in mind, I designed some positive reinforcement **voice control activities** for you and included them in this packet.

Z is for zipper and ZIPPING your lips. You can send one of the *"I'm having trouble zipping my lips"* poster-notes home to a child's parents, or have them color it while they sit in your Time Out or Think chair. This is an easy way to communicate with parents and enlist their help.

Every year I had at least one child with **ADHD**. An effective **behavior modification technique** with them was to earn the right to connect a dot on their paper to make a mystery picture. Whenever they modeled the appropriate behavior that we were working on, they got to connect another dot.

This was super-simple, quick and easy for me. If they completed their picture that day, they received the agreed upon "prize." If not, they could continue the next day. Thus, I also made the *"Z is for zipping"* paper, into *"color a star and connect it to the next one"* -- **voice control worksheet**.





Besides encouraging them to adjust their volume, you can also work on interrupting, and not blurting inappropriate things out.

I hope you find these techniques helpful, and that you are able to use a few of them to make life in your home away from home less hectic.

voice choice

5 Loud

4 Sharing

3 Groups

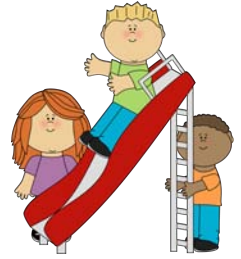
2 Conversation

1 Whispering

0 No Talking

voice choice

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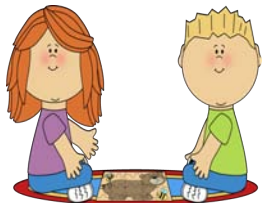
4 Sharing



3 Groups



2 Normal



1 whispering



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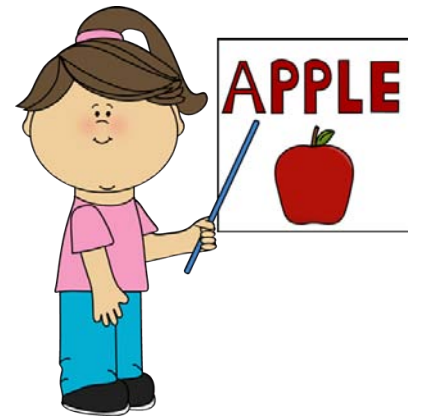


voice choice

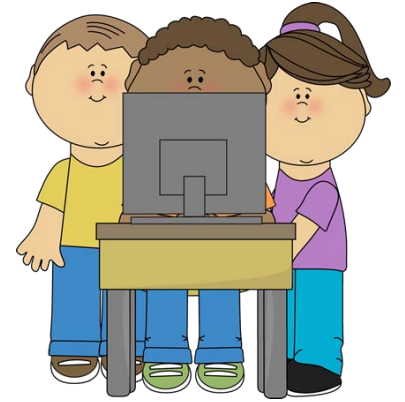
5 Loud



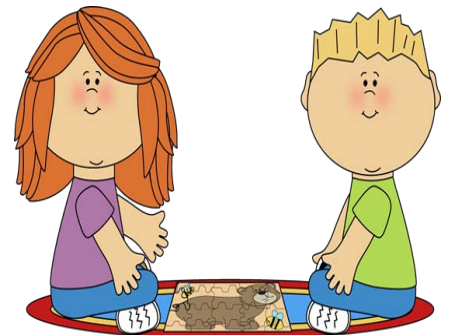
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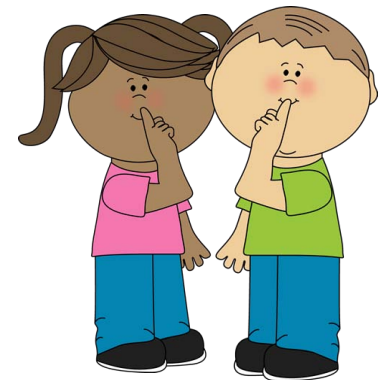
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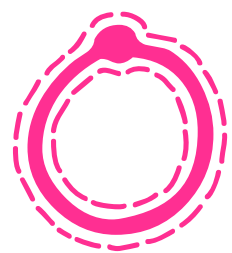


2 Normal



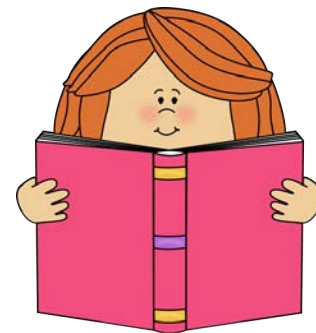
1 whispering





No

Talking



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Clip art by mycutegraphics.com

Stitch font by djinkers.com

Print, mount on construction or scrapbook paper; laminate, trim and hang.

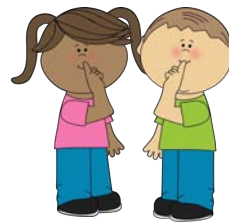
Use a clothespin to show what level students should be at.



Quiet. Silence. Our lips are zipped.

When?

- During testing.
- During silent reading.
- When we are listening to directions.
- If there is a fire drill or other drill.
- When we are in line going down the hall.
- During rest time.



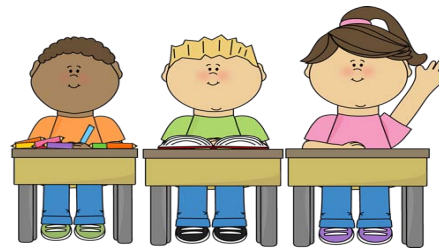
1 Whispering

Only one person can hear you.

When?

- When we are quietly working and have a question.
- When we are in the library.
- When testing or assessing is going on and we need to ask a question.
- When we want to tell the teacher something in confidence.

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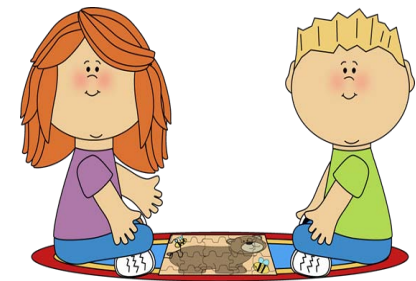
4 Sharing

The entire class can hear you.



When?

- When we are presenting our work.
- When we are discussing as a whole group.
- When we answer or ask a question.
- When we are singing.
- When it's our turn to read out loud.



2 Normal

Only a few people can hear you.

When?

- When we are working with a partner.
- When we are chatting.
- During lunch time.
- During snack time.
- During center time.

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5 Loud

We can be heard in the hallway.

When?

- If someone calls out for help.
- When we give a cheer.
- When we are playing in the gym.
- When we are outside at recess.
- A level 5 is really noisy, and rarely used inside our classroom.



3 Groups

Just the people in your group can hear you.

When?

- When we are working in a group.
- When we are playing games.

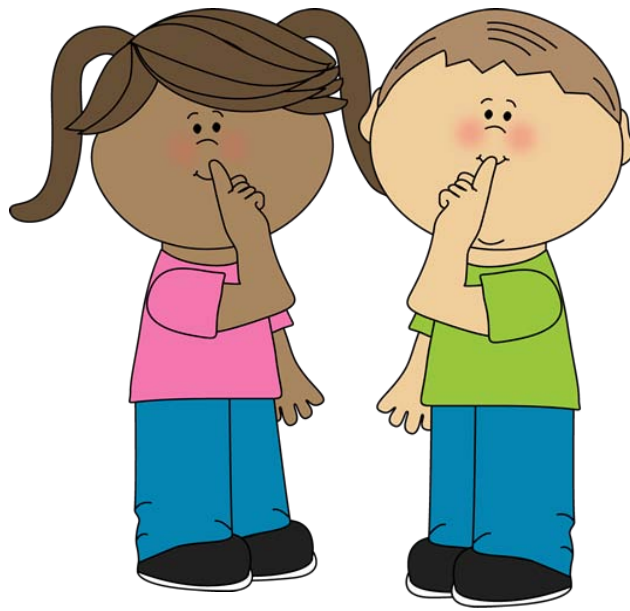


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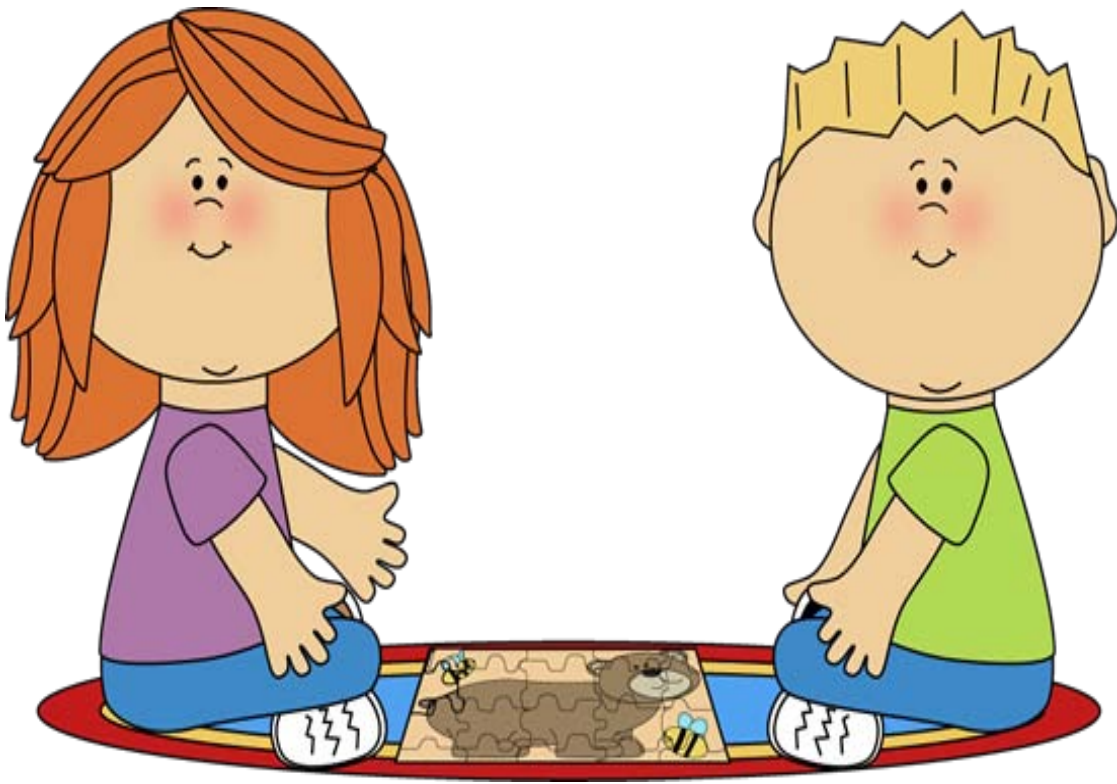


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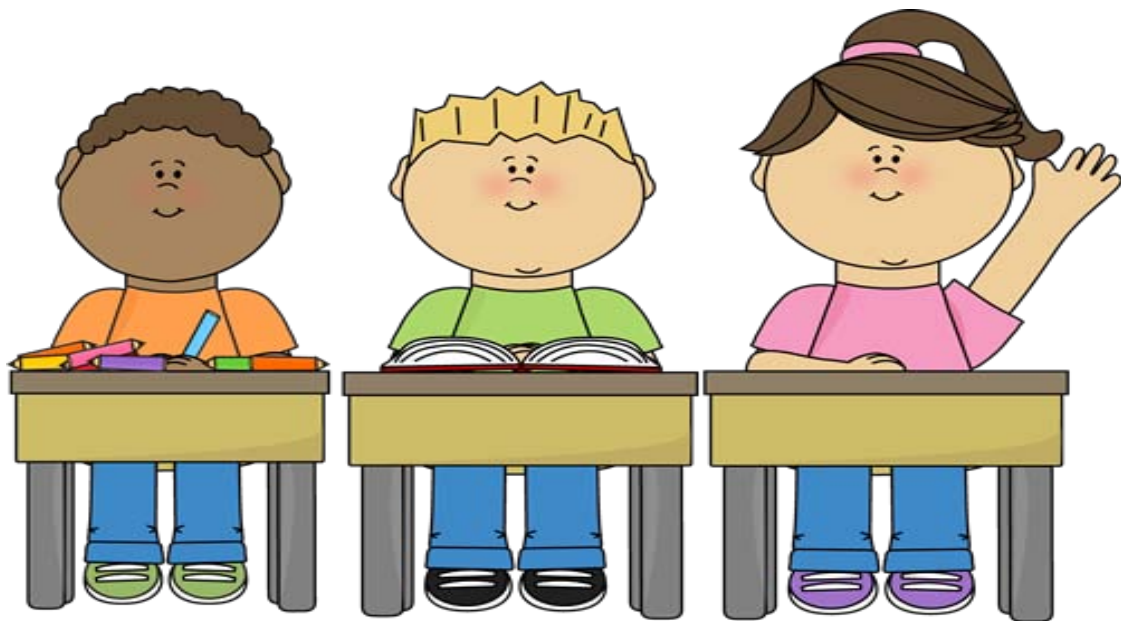


3 Groups

Just the people in your group can hear you.

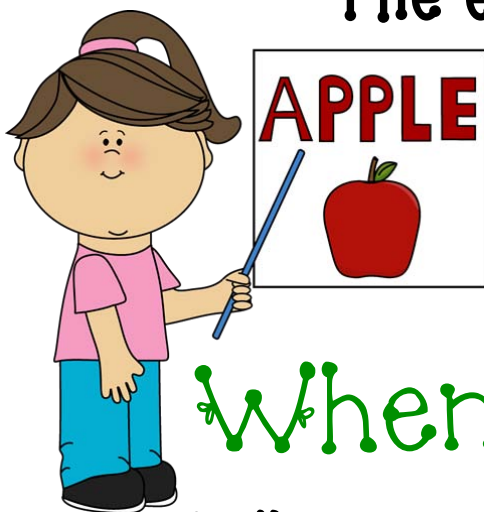
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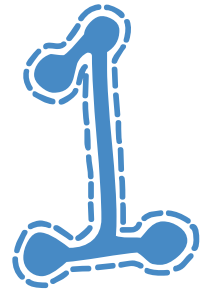
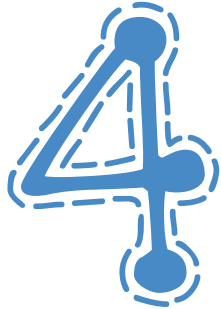
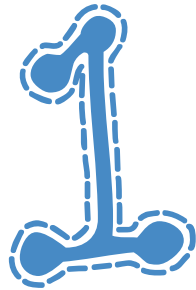
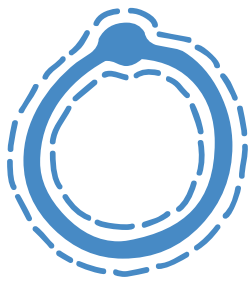


5 Loud

We can be heard in the hallway.

When?

- If someone calls out for help.
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- A level 5 is really noisy, and rarely used inside our classroom.



Free
Choice

Free
Choice

Free
Choice

Free
Choice

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You can use these voice-level number cards to remind students what level they should be on, by quietly placing the appropriate number on their desk or group table.

As a review, after you explain the voice choice concept, put the number cards in a container, and have students pick one. They share when they would use that number voice level. Another way to play this game is to have students say the words "Voice Choice" in whatever number level they chose and have students guess what number they are modeling. If you decide to make the voice choice class book, have students pick a number out of the container. Whatever number they choose, is the voice level that they write about and then draw a picture.

Learning About Classroom Voices And Our Choices

A Class Book By:





I should use the

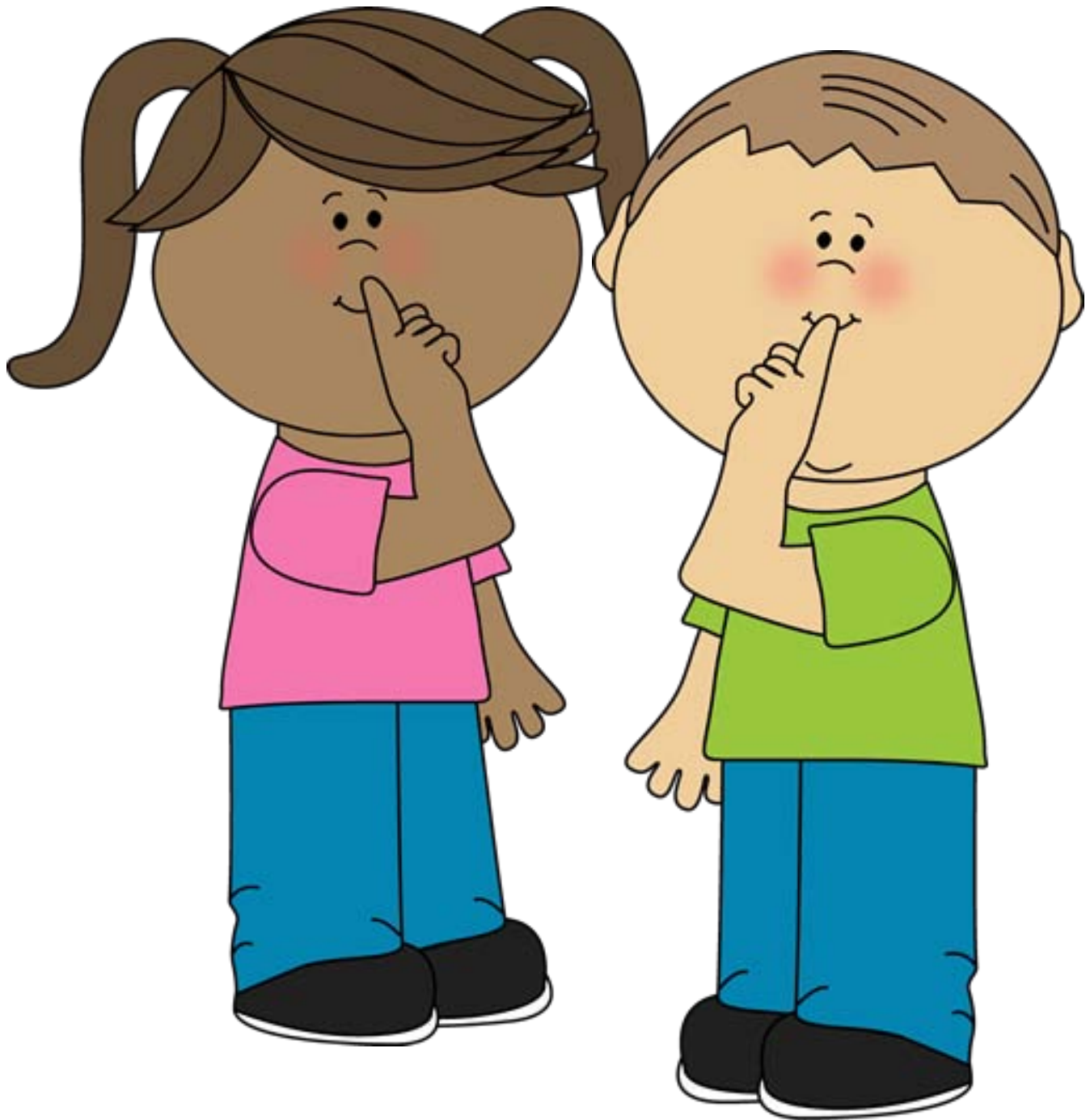
number

voice

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Shhhhhh.

Please whisper.





Please Zip Your Lips!



STOP

**and adjust your
voice level!**

Run off on red construction paper.

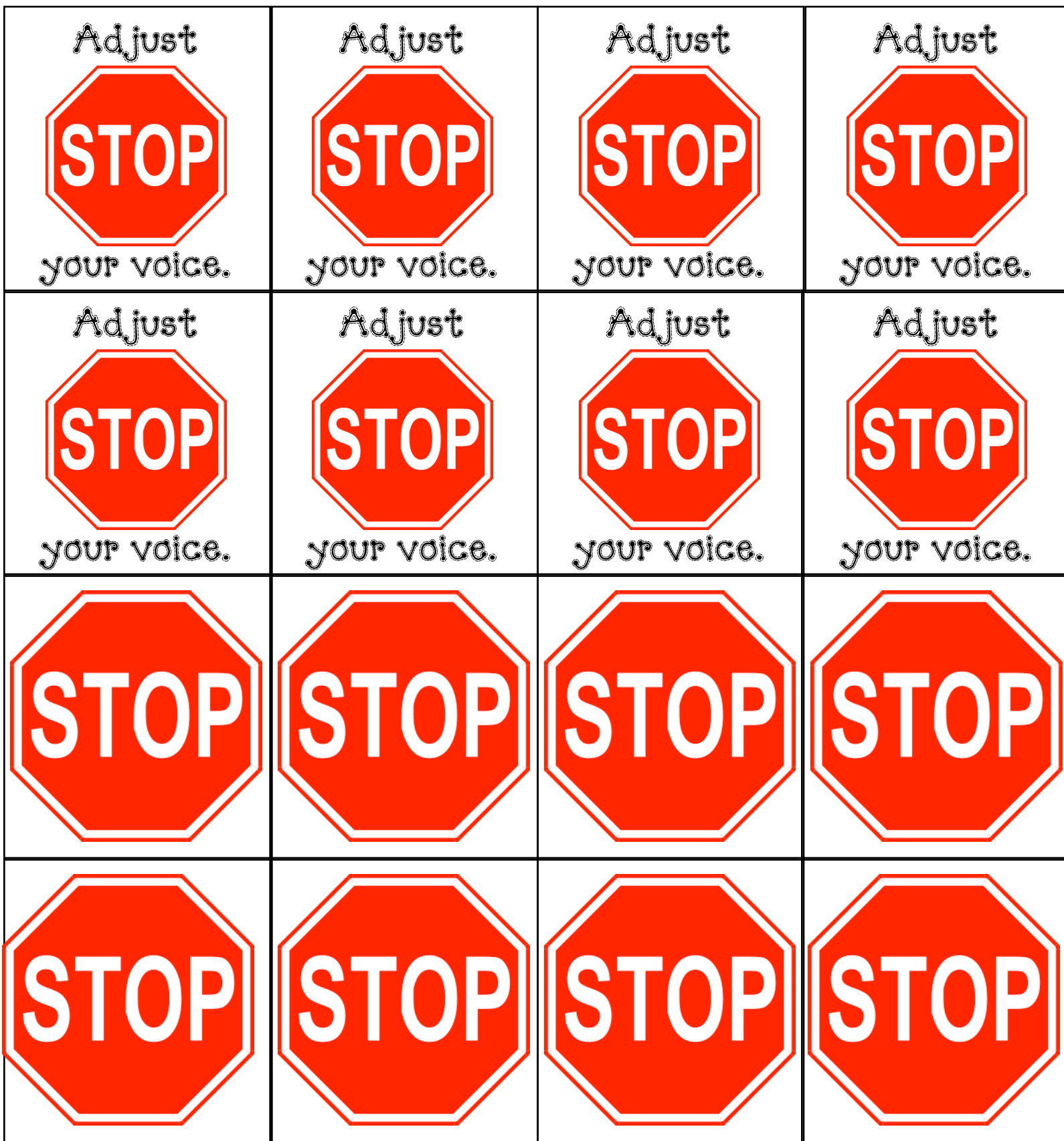
Fill in the letters with white crayon or paint.

Laminate; trim and put on a craft stick.

Quietly hold up when students are not at the appropriate voice level.

With your other hand, hold up the appropriate number of fingers to show what voice-level number students should be using.

Keep holding up the sign and fingers 'til everyone one has their hand up with the correct number of fingers showing. If they should be at 0 with their lips zipped, put your index finger on your lips as if saying Shhhh, and stare at specific noisy students with your best "teacher look."



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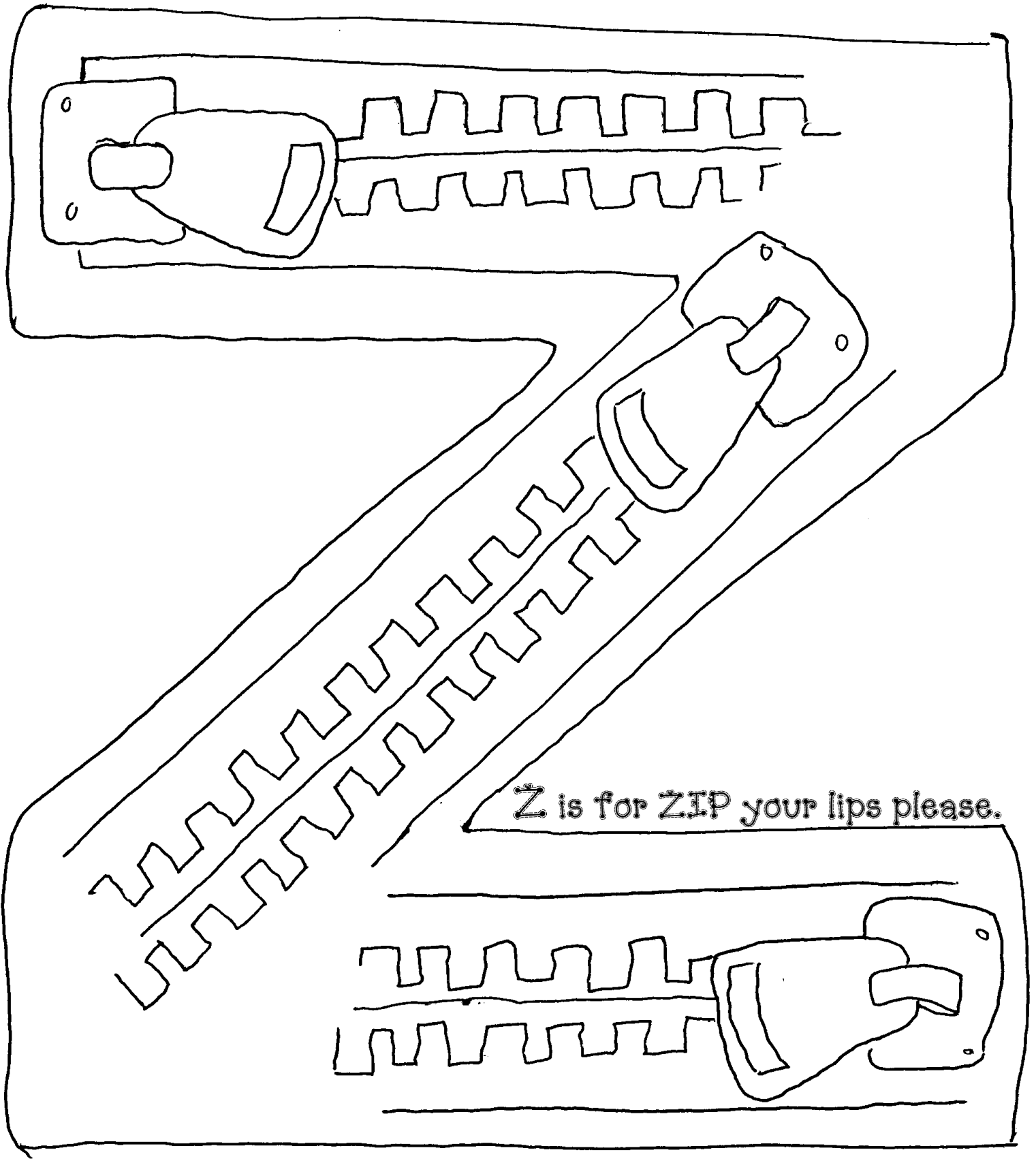
Quiet cards. Please remember to zip your lips.

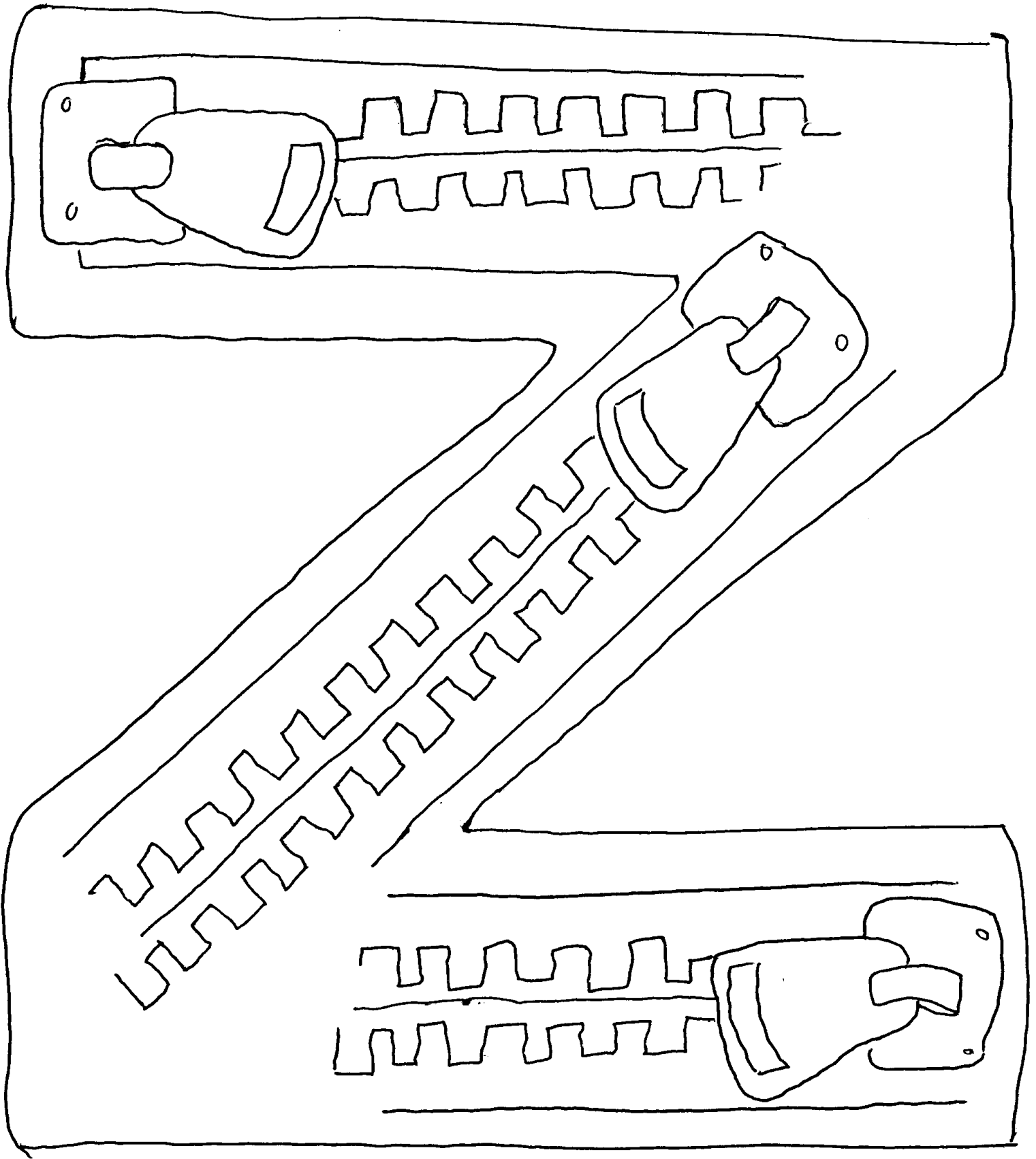
Print, laminate and trim.

As your students are working, you can quietly place a card on their desk.

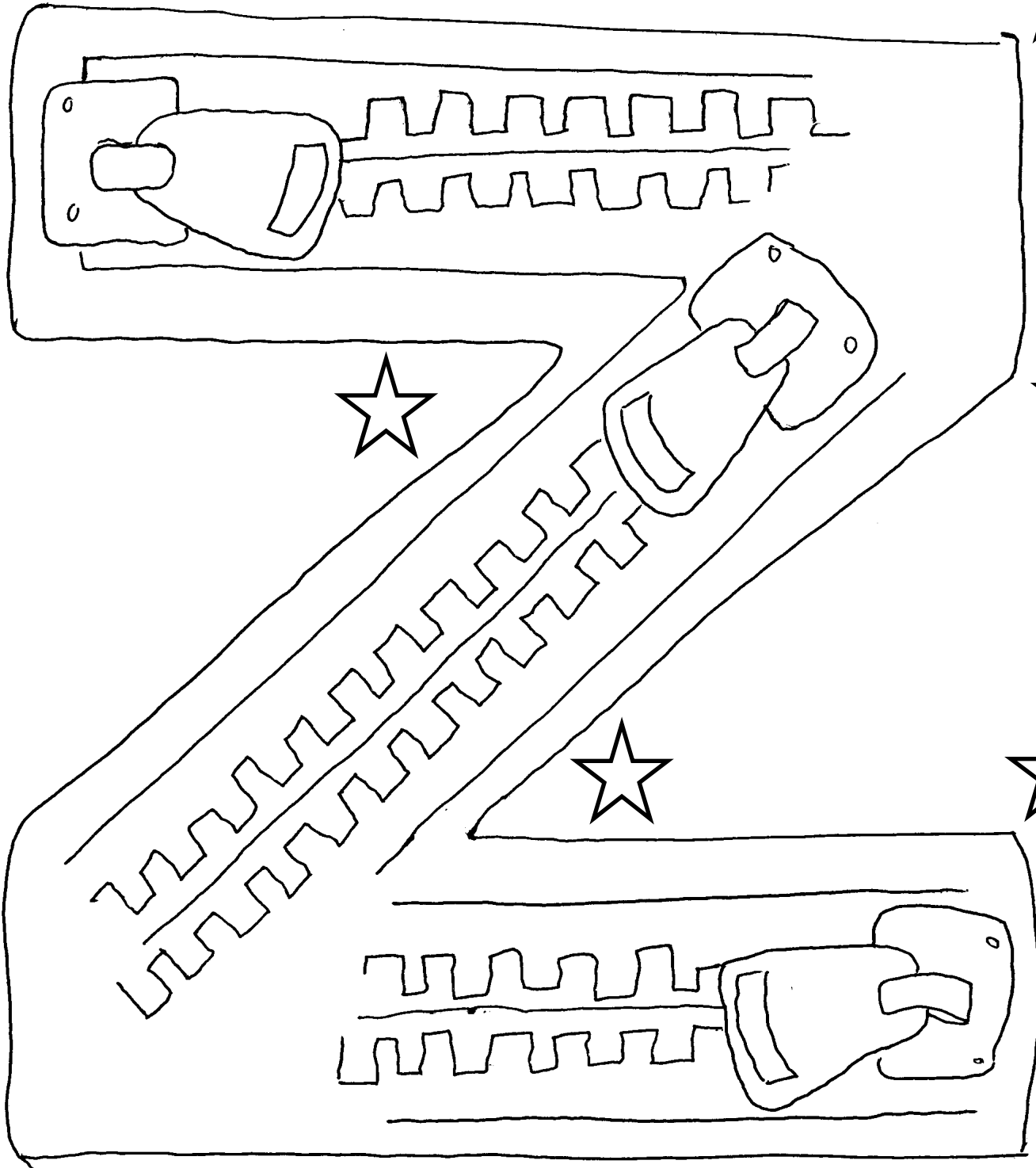
When they have read it, they flip it over, so you can pick it up, and hopefully make an adjustment.

This is a great way to silently encourage students, as well as have students adjust their behavior or voice levels, without disturbing the class or bringing negative attention to someone.





I need to work on being quiet and zipping my lips.



Zippity Zoo Zah!

I'm doing great being quieter
and zipping my lips!

I got to color a star and connect it to the next one each time I achieved my goal.



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...



Please ...

TeachWithMe.com

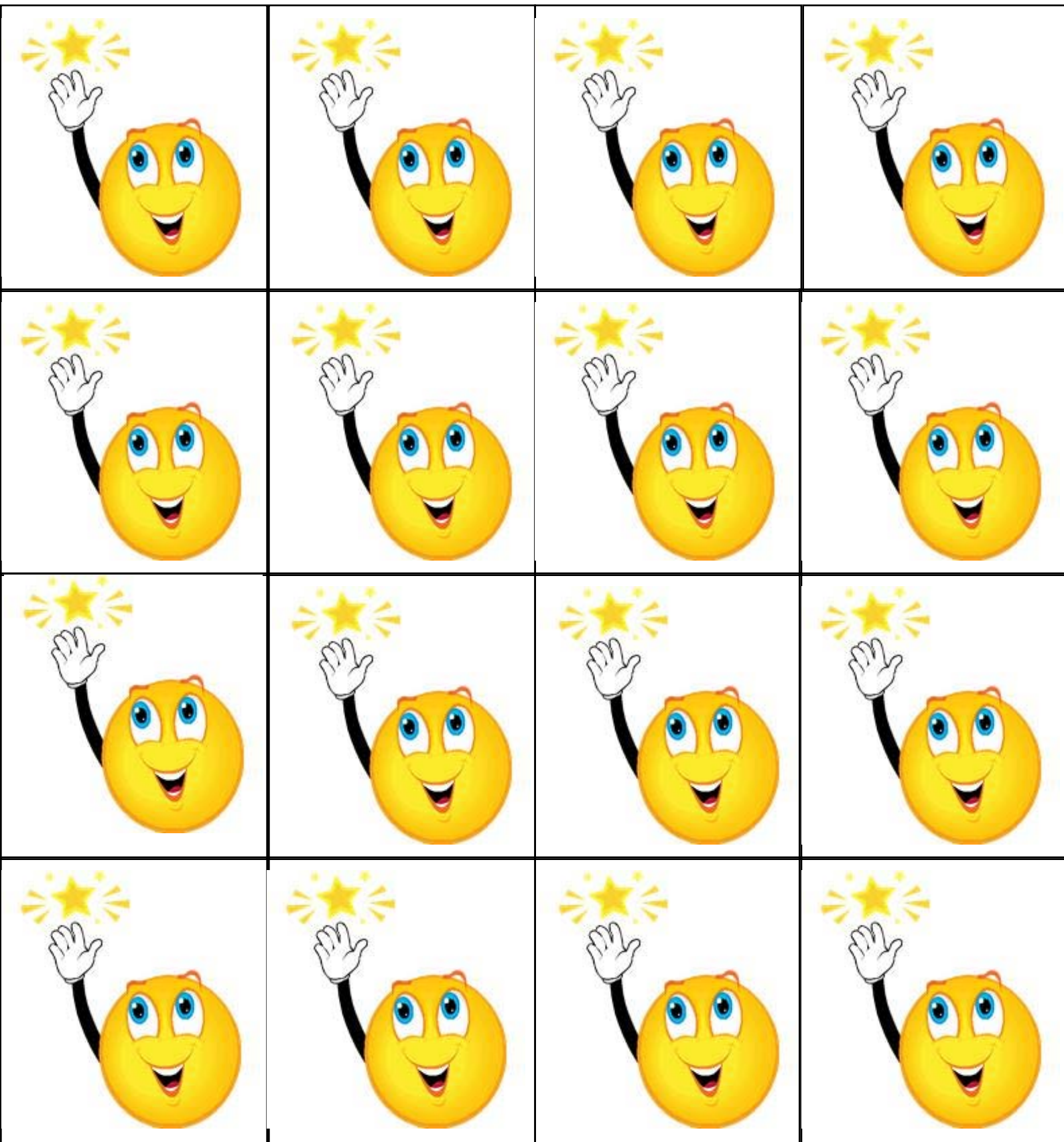
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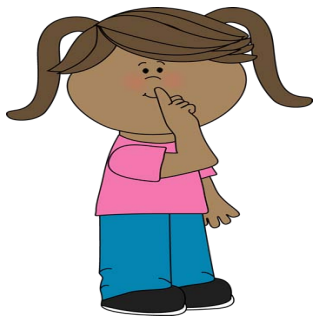
Hurray! You/your group is doing great. Your voice level is terrific.

Print, laminate and trim.

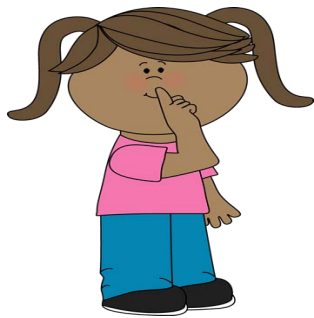
As your students are working, you can quietly place a card on their desk.

When they have read it, they flip it over, so you can pick it up. This is a great way to silently encourage students, without disturbing the rest of the class. It's also a motivational tool, as other students notice and they too hope to get a card.

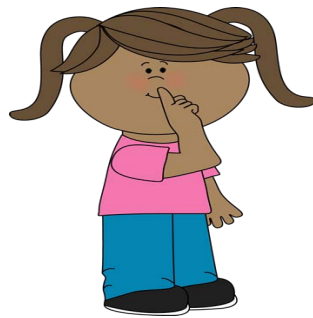
Shhhhhh.



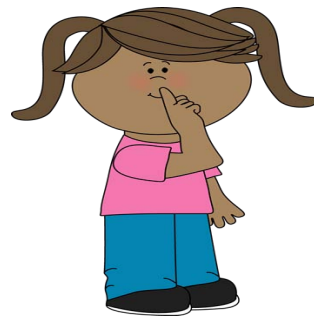
Shhhhhh.



Shhhhhh.



Shhhhhh.



Shhhhhh.



Shhhhhh.



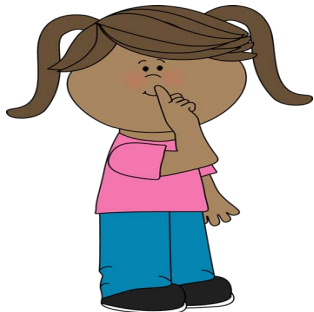
Shhhhhh.



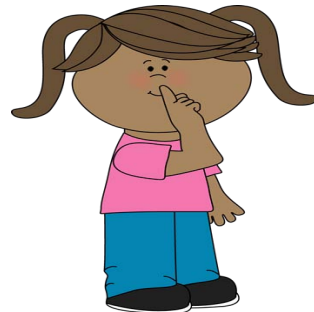
Shhhhhh.



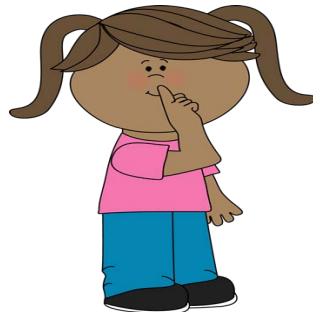
Shhhhhh.



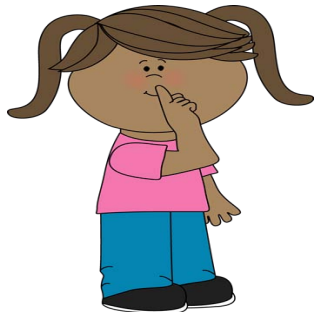
Shhhhhh.



Shhhhhh.



Shhhhhh.



Shhhhhh.



Shhhhhh.



Shhhhhh.



Shhhhhh.



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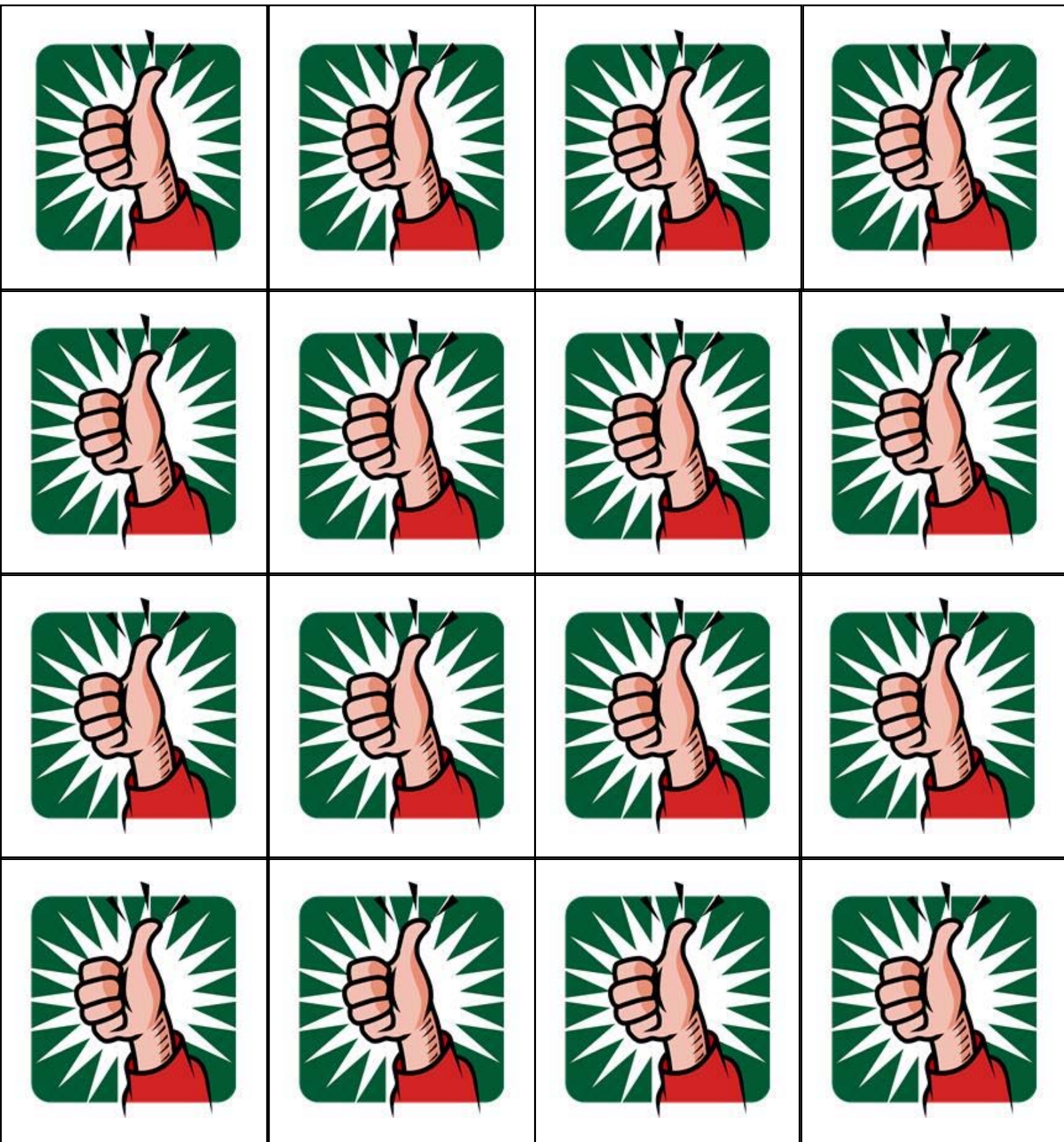
Shhhhhh. Please whisper or quiet down.

Print, laminate and trim.

As your students are working, you can quietly place a card on their desk.

When they have read it, they flip it over, so you can pick it up, and hopefully make an adjustment.

This is a great way to silently encourage students, as well as have students adjust their behavior or voice levels, without disturbing the class or bringing negative attention to someone.



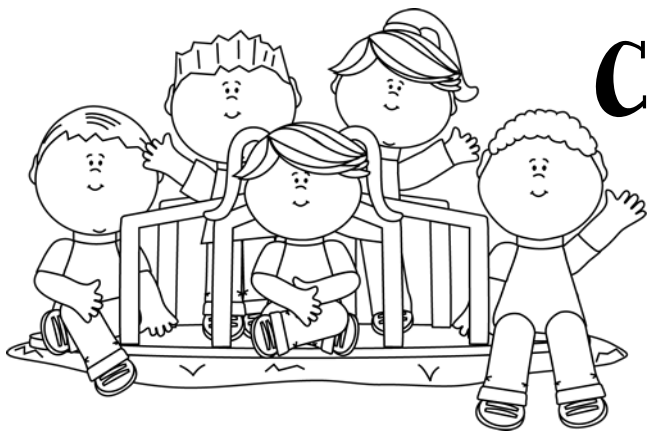
[TeachWithMe.com](https://www.TeachWithMe.com)

Thumbs up! You/your group is doing great. Your voice level is terrific.

Print, laminate and trim.

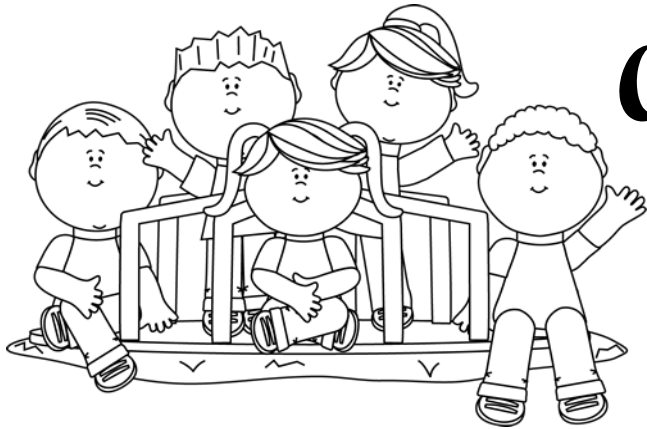
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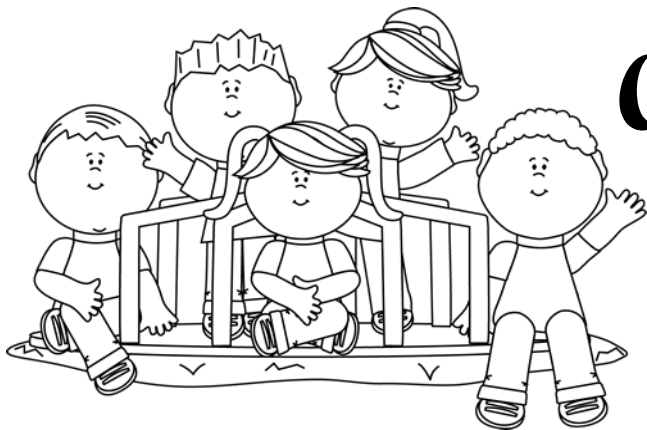
Congratulations!

does a nice job with
voice choice.



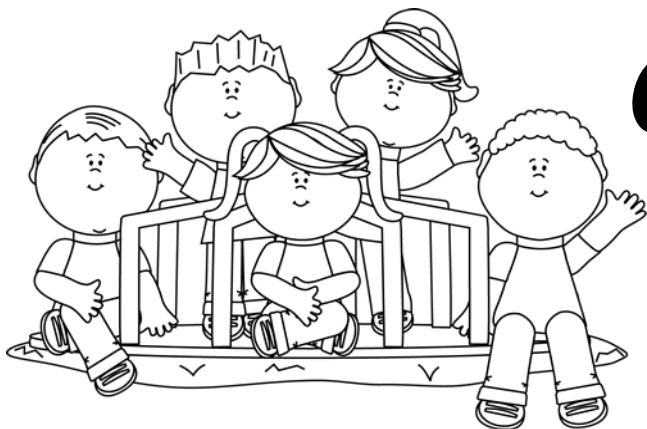
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