

## Noise-O-Meter Poster

Congratulations on your purchase of this Really Good Stuff® **Noise-O-Meter Poster**—a fun visual to help you monitor the noise level in your classroom.

**This Really Good Stuff® product includes:**

- **Noise-O-Meter Poster**, laminated
- 1 Brad
- This Really Good Stuff® Activity Guide

### Assembling and Displaying the Noise-O-Meter Poster

Before displaying the **Noise-O-Meter Poster**, make a copy 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](http://www.reallygoodstuff.com). Punch out the Arrows and Noise-O-Meter. Store one Arrow as a replacement arrow and push the Brad through the middle of the other Arrow and then through the Poster where indicated. Hang the **Noise-O-Meter Poster** where you will be able to move the Arrow and the students will be able to see it easily.

### Introducing the Noise-O-Meter Poster

Point to the **Noise-O-Meter Poster** and tell the class that you have a great new machine to help you keep track of the noise in the classroom. Indicate that you will be using the **Noise-O-Meter Poster** to show them the appropriate level of noise allowed during certain activities.

Explain the criteria for each of the noise levels, for example:

**Work Silently** means that there is absolutely no talking and the room remains silent, such as during tests, silent reading, and independent work. Move the Arrow to the *Work Silently* level and tell students to be absolutely silent. Point out how quiet the room is when no one is talking and then urge them to brainstorm times when this level would be appropriate.

**Soft Voices** means that students should only be whispering, for instance during pair-share work or cooperative groups. Use this level of noise for times when some level of talking is needed, but you don't want the classroom to be noisy. Move the Arrow to the *Soft Voices* level and tell students to pretend they are working in pairs and talk quietly with the student sitting next to him or her. Encourage them to notice how the noise level is still at a good working level and then ask students to think about times when this noise level would work best.

**Talking Voices** means that students use regular "inside" voices, like when students are answering questions with the entire class or working on classroom projects. Move the Arrow to the *Talking Voices* level and have students practice using their inside talking voices with classmates. Have them notice the level of noise and then discuss when this level would be appropriate.

**Quiet Down** means that the noise level is too loud and the students must quiet down immediately. Decide ahead of time if you think you need to add a consequence if students become too noisy too often. For example, if you need to move the arrow to the *Quiet Down* section three times during an activity, then a privilege may be taken away. Have students talk in loud voices to their neighbors. Move the Arrow from the *Talking Voices* section to *Quiet Down* and explain that once you move the Arrow, they must quiet down at once. If you have set a limit to the number of times you will tell the class to quiet down, tell students the limit and the consequence.

### Noise Checkers/Monitors

Enlist the help of student noise checkers/monitors in your classroom: Assign this job to one student, one student in each row, one student in each group, or one student at each table. Explain that noise monitors are to keep track of where the Arrow is on the **Noise-O-Meter Poster** and to alert the other students in their row or group of the desired level. For example, if the noise monitor sees that you have moved the Arrow to *Work Silently*, the monitor can give a cue to quiet down, such as putting a finger to his or her lips or saying, "look at the noise level." At the beginning of the year, model ways you want students to give verbal and non-verbal cues to signal others, like sign language, gestures, facial expressions, and cue words.

### Acceptable Level of Noise

Before you begin an activity, tell the class what is an acceptable noise level and move the Arrow to that level. If you hear that the noise is getting louder than the noise level you have selected, move the arrow to *Quiet Down*. If you have appointed noise monitors, remind them of their role to help you get the noise level lowered more quickly.

### Student Noise-O-Meter

Copy the *Student Noise-O-Meter Reproducible* for your class. Talk with students about how there are times they need to be quiet and times when it's okay to be loud at home, too. Brainstorm times in life when it is good to be quiet, such as before bedtime, during a movie, when someone else is taking a nap, or while doing homework. Then brainstorm times when it is okay to be louder, such as when playing outside or while playing a game with family. Distribute a *Student Noise-O-Meter Reproducible* and a brad to each student. Tell students how to make a *Noise-O-Meter* for home: Have each of them color the *Noise-O-Meter* and Arrow pattern, cut them apart, attach the arrow with a brad, and take it home.

Name: \_\_\_\_\_

