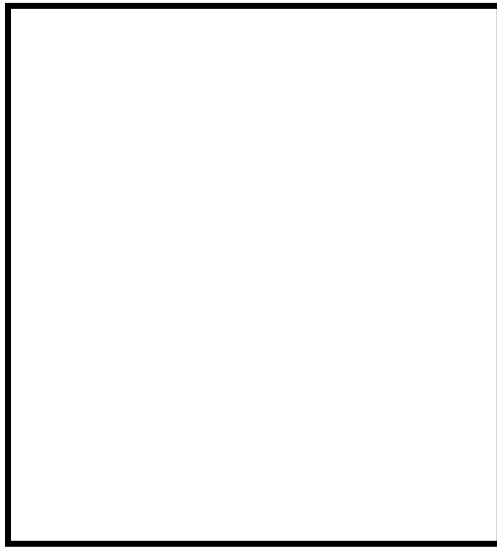


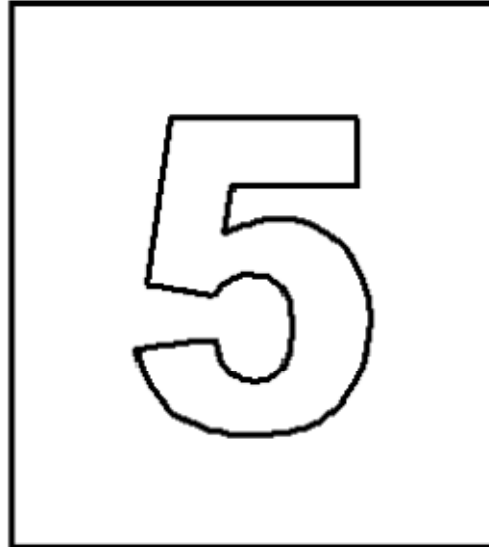
**MY**  
**5-Point**  
**Scale**

\_\_\_\_\_, \_\_\_\_\_, What do you see?

FEELING



NUMBER



VOLUME



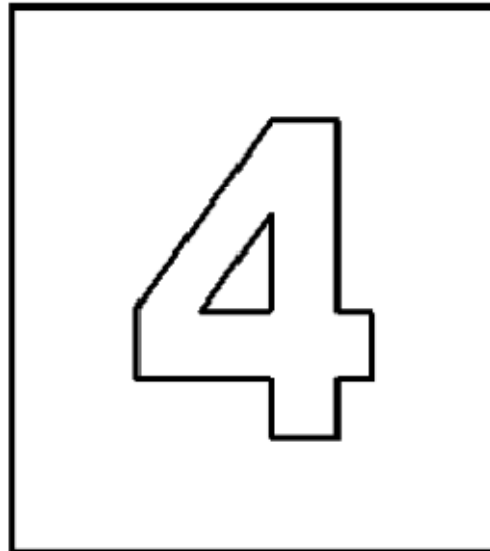
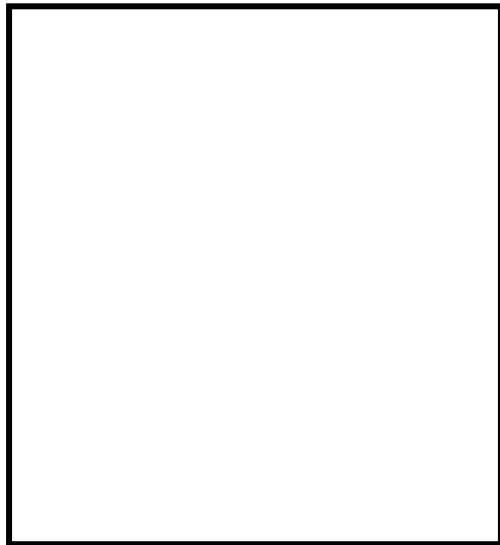
I see a Number 5, looking at me.

\_\_\_\_\_, \_\_\_\_\_, What do you see?

FEELING

NUMBER

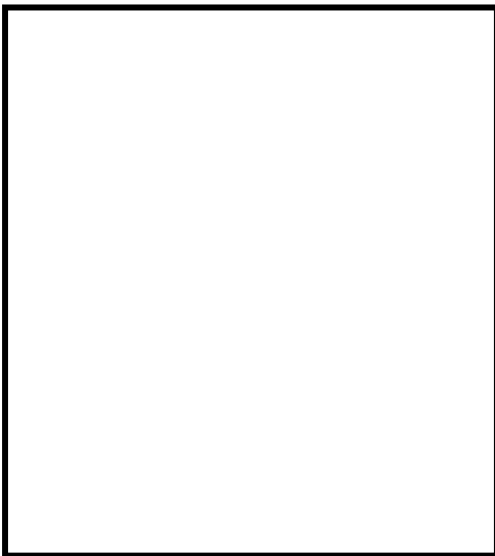
VOLUME



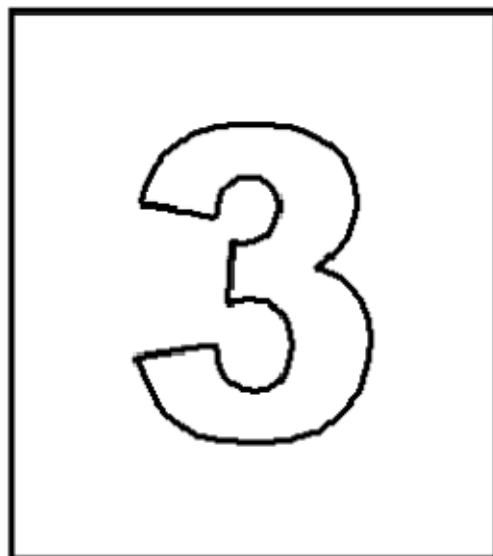
I see a Number 4, looking at me.

\_\_\_\_\_, \_\_\_\_\_, What do you see?

FEELING



NUMBER



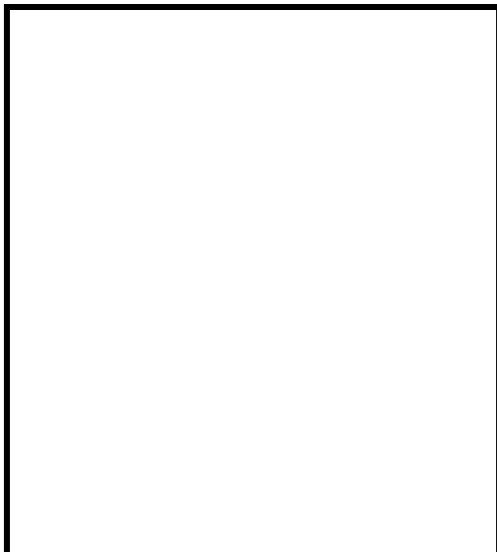
VOLUME



I see a Number 3, looking at me.

\_\_\_\_\_, \_\_\_\_\_, What do you see?

FEELING



NUMBER



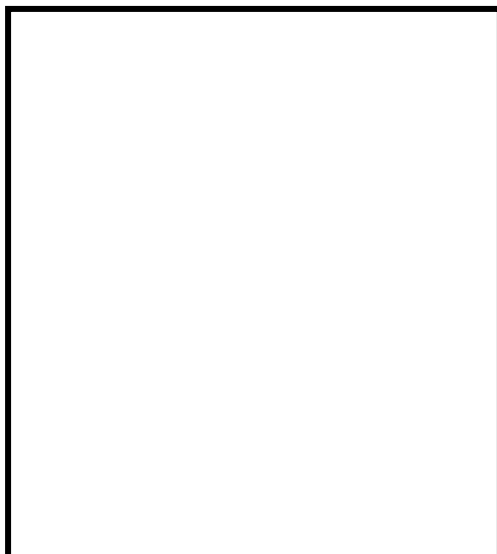
VOLUME



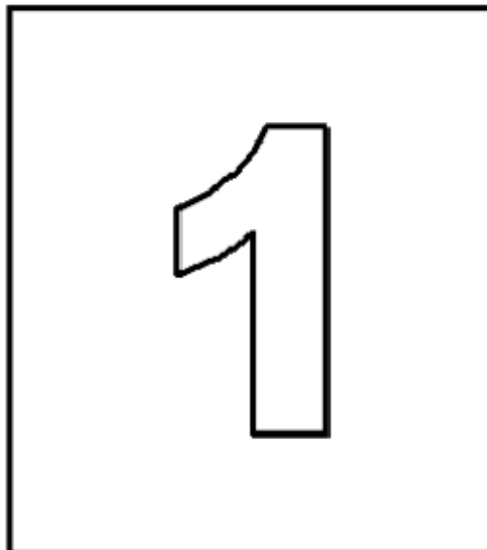
I see a Number 2, looking at me.

\_\_\_\_\_, \_\_\_\_\_, What do you see?

FEELING



NUMBER



VOLUME



**I see a Number 1, looking at me.**

What do you see?

FEELING	NUMBER	VOLUME
		 YELLING/SCREAMING
		 Loud Voice/Outside Voice
		 Inside Voice Conversation/Talking
		 Whisper/Quiet Talking
		 No Talking/Silent/Shhh

I see my 5-Point Scale looking at me.

**Directions:**

1. Discuss the 5-point scale for volume control and for feelings. At our school the volume side has been adopted since the beginning of the year, so the students are very familiar with the volume side of the scale.
2. Student's name goes on the lines of each page, for example:  
Jacob, Jacob, what do you see?  
I see a number 4, looking at me.
3. Color each page