

Teach With Images

Plan a clear visual lesson, guide practice, and check understanding

ONE UNIT / A USEFUL LESSON



Circle, triangle

Circle, triangle

Circle, triangle

01

MODEL

02

PRACTISE

03

CHECK

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Stock Noble

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Make a lesson that holds together

A useful teaching picture gives the learner something to notice, compare, explain, or do. A useful lesson connects those actions. The picture, the spoken or written explanation, the practice task, and the final check should all serve the same learning goal.

This book helps you build that connection. You will plan a complete three-part visual lesson: first show the idea, then guide practice, then give the learner a fair chance to try it. You will learn how to select the content, draw useful examples, place words near the right objects, provide other ways to receive the information, and respond to what the learner actually does.

The worked lesson is Find the Repeating Unit. Its simple circle, triangle, and square pictures let you inspect every design decision without buying artwork or learning a complex drawing tool. The educator models one two-shape pattern, guides a different one, and checks another. You will find complete learner pages and a separate educator plan and key later in the book. The lesson is an original design example, not a report of a classroom trial.

The main subject is how to design and use visual teaching. You do not need to teach shape patterns in your own work. After following the example, you can apply the planning method to a suitable lesson for children, adults, a small group, or an individual. Check the content and learner needs for each new subject; a well-arranged page cannot make an inaccurate explanation correct.

Who this book is for

This is for teachers, tutors, homeschool educators, trainers, and creators preparing their first coherent visual lesson. It assumes that you know the subject you intend to teach or can have it checked by someone who does. It explains design and planning terms when they first appear. It does not assume a design qualification or experience with a particular application.

The worked lesson requires learners to distinguish the chosen shapes, match items, and follow the displayed left-to-right sequence. Those starting points need checking. The book shows how to notice when a task is asking for reading, drawing, or another skill that is not the goal. An educator can then change the response method or offer appropriate support.

This is a practical planning book rather than a complete teaching qualification, a diagnostic tool, or a certified curriculum. Adapt the material to the actual learner and setting. A short successful attempt does not prove lasting understanding, and a difficult attempt does not identify a person's ability or a diagnosis.

What you need

Use an application that can arrange text and basic shapes, align objects, set a page size, and export a PDF. A document, presentation, layout, or drawing app may be enough. The instructions describe functions and results rather than changing menu locations. Consult the current help for your app when a control is unfamiliar.

Keep an editable master and a separate exported file. You need a way to open that export and check it at the intended reading size. A printer is useful when the lesson will be printed. If you cannot make a physical proof yet, record that check as unfinished. A bright screen is not evidence of what a printer, paper, and room lighting will produce.

You can use the worked lesson as a close-view printed sheet or a shared screen lesson with appropriate support. It is not designed as a guaranteed readable wall display. For a group, inspect the actual viewing distance and the smallest essential text before deciding on the format. Enlarge or rearrange the content when the situation needs it.

Every shape in the main lesson can be made with basic drawing tools. No stock image, particular paid app, course, other book, newsletter signup, or Stock Noble membership is needed to complete this book. If you later choose outside artwork, it should solve a real teaching need and have suitable rights for the use.

Read, make, and check

Chapters 1 and 2 connect the learner's starting point to one goal and a small set of useful pictures. Chapters 3 and 4 develop the sequence and its examples. Chapters 5 and 6 make the material usable and the practice helpful. Chapters 7 and 8 check understanding, improve the design, and prepare the complete lesson for delivery and reuse.

Follow the worked example before changing several things at once. Read the explanations as well as the checklists. When an instruction asks you to inspect or try something, record what you actually see. Keep an observation, such as a learner pointing to one shape, separate from a guess about why it happened.

Use the reusable worksheets for your own next lesson. They provide planning and writing space, not automatic scores or a substitute for professional judgment. The final quick guide is a reminder after reading the teaching, not a shortened replacement for it.

About this edition

Ellis Noble is the writing pen name used for this Stock Noble book. The illustrations, comparison layouts, lesson, and activities are original teaching examples. No official endorsement, measured learning gain, or formal accessibility certification is claimed. This digital edition has selectable text, contents links, and bookmarks; it is not supplied as a certified tagged PDF/UA document. The planning sheets and learner pages are printable rather than fillable forms. The book includes text descriptions and practical access checks while explaining the limits of those checks.

THE METHOD / CHAPTER 1

1. Start with the learner and one goal

A visual lesson begins with a teaching question, not an image search. What should the learner be able to notice or do, and what would give you useful evidence of that? A picture may help with the answer. It may also take up space without explaining anything. Choosing the goal first gives you a reason for every later page.

In Find the Repeating Unit, you will connect an explained model, guided practice, and an individual check. Basic shapes keep the design decisions visible.

Describe the actual starting point

Begin with what the learner needs to do before the new idea will make sense. Our lesson uses circles, triangles, and squares arranged from left to right. The learner therefore needs a way to distinguish the chosen items, follow that sequence, and match one item with another. Knowing a shape's written name is useful in some versions, but it is not the pattern skill itself.

Check those starting points rather than assuming them from age or a group label. Show a circle and triangle and ask the learner to match each with another example. Point to the beginning of a row and find out whether the learner can follow the direction you intend. Use familiar objects or suitable tactile alternatives when the educator judges them more useful. Keep their identities clear in the lesson record.

The checks can be brief. Their job is to reveal a practical obstacle, not classify a person. If the learner cannot distinguish two printed shapes, making the pattern task harder will not show you whether they understand repeating units. You may need clearer examples, different materials, or more help with a prerequisite before using the lesson.

Record the setting too. Will you place printed pages on a table, share a screen, or arrange objects nearby? Can the learner see the whole row and the space where an answer belongs? A page that works close up may not work on a distant screen. An educator chooses suitable language, response methods, viewing conditions, and support for the actual situation.

Name an action instead of a broad topic

Patterns is a topic. Our goal is more specific: identify the smallest repeating unit in a stated two-shape pattern, use it to continue the pattern, and explain the choice through words, pointing, or arranged objects.

A unit is a part treated as one group. In this lesson, the repeating unit is the smallest group of shapes that repeats to make the stated pattern. [R10] In the teaching example, that group is circle, triangle. The whole row is circle, triangle, circle, triangle, circle, triangle. You will show how the same pair appears three times.

The goal has three related actions. The learner finds the group, uses it, and gives some indication of why it works. Filling two spaces alone may leave you unsure whether the learner followed the group or guessed the next shapes. An explanation can be spoken, shown by pointing around a pair, or demonstrated by arranging matching objects. It does not have to be a written paragraph.

Keep the goal bounded. We are not teaching every kind of mathematical pattern or claiming that one short lesson proves general pattern knowledge. The core examples all repeat two different shapes in alternating order. A later extension can change that demand, but it should not quietly become part of the first check.

Make the rule of the task clear

A finite row of items can fit more than one possible continuation. The pictures alone do not prove a unique mathematical rule. Our prompts therefore state that the pattern repeats the shown two-shape unit. This is a lesson about finding and using that stated repetition, not guessing the teacher's hidden rule.

That distinction matters when interpreting an answer. A learner might find an interesting continuation that follows a different rule. Ask what they were doing before deciding what the response means. The response may show reasoning while still not answering the task you set. Clarify the instruction and give an appropriate fresh opportunity rather than treating every difference as carelessness.

Smallest also needs explanation. In the teaching row, circle alone cannot generate the next different shape by simply repeating itself. The circle-triangle pair can repeat to reproduce the stated sequence. A longer chunk may contain that pair more than once; the task asks for the smallest repeating group. You will demonstrate this carefully instead of assuming the word smallest makes the distinction obvious.

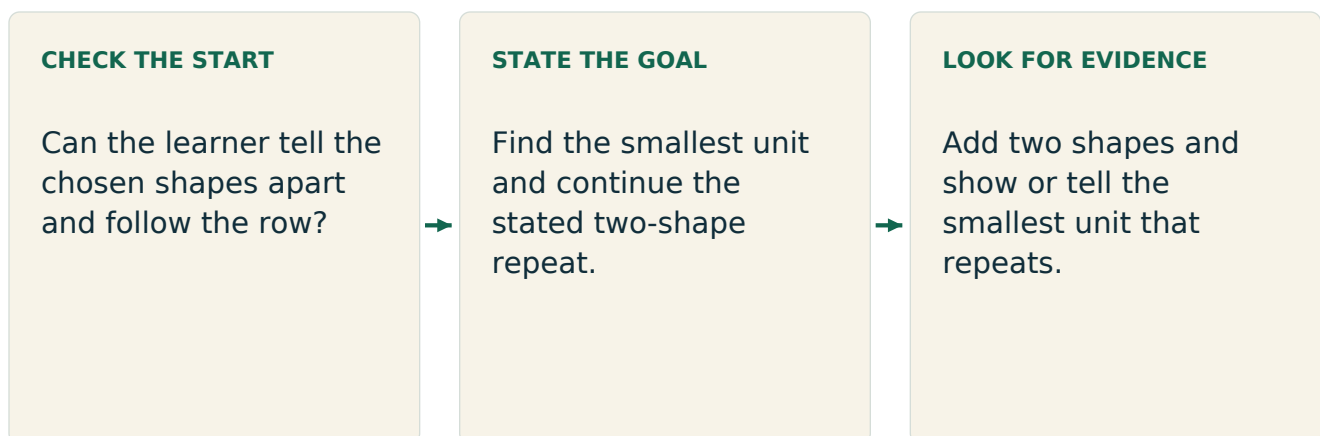
Decide what evidence would be useful

Evidence here means an observed response relevant to the goal. You might see the learner group the first two shapes, use the same group again, and place the next two items in the correct order. You might hear an explanation such as, "This pair comes again." Record what actually happens rather than substituting a broad judgment such as good at patterns.

Our three-part lesson changes the shapes between stages. The model uses circle and triangle. Guided practice uses square and circle. The individual check uses triangle and square. The structure stays focused while the exact pair changes. This gives you something more useful to inspect than whether someone remembers the teaching row's last two pictures.

Record support too. A correct response after you point to a pair differs from one made without that hint. Both can inform the next step when your notes identify the help.

ALIGN THE START, THE GOAL, AND THE EVIDENCE



If the starting skill is unclear, check it before interpreting the pattern response.

Connect the goal to an observable response, then record the help that was supplied. This original planning example is not a report of a learner trial.

Keep drawing skill, reading fluency, neatness, and speed separate from the pattern goal. If drawing is not what you are teaching, a rough but recognizable triangle can be an adequate response. Pointing or arranging supplied shapes can remove an unnecessary drawing demand. If you read instructions aloud, use the planned wording without slipping the answer into your explanation.

Give the lesson a clear boundary

The finished outcome is a three-part illustrated lesson with a model, guided practice, and an individual check. It also includes an educator plan, separate learner pages, and a key. The key explains the answers; it does not belong beside the blank response spaces while the learner is working.

Keep three-shape units, number patterns, and missing-middle puzzles for separate extensions. Each changes the demand and could obscure what the response shows about this first two-shape task.

Choose the first lesson's finish condition before designing the pages. Your materials are complete when the goal, examples, activity, and check agree; the pictures and words can be used in the intended setting; and the educator can tell which support was supplied. Completion of the materials is not the same as proof that a learner has mastered the idea.

Write a short lesson brief

Use a page of notes or the planning sheet near the back of this book. Keep the choices easy to find while you work. The brief below records our fixed example.

Decision	Find the Repeating Unit
Intended task	Identify the smallest repeating unit in an explicitly repeating two-shape pattern, continue it, and explain the choice.
Starting points to check	Distinguish the chosen items, follow the left-to-right sequence, and match one item with another.
Teaching model	Circle, triangle, circle, triangle, circle, triangle; show three identical adjacent brackets beneath the pairs in the teaching view.
Guided practice	Square, circle, square, circle, square, circle; find the smallest unit and add two shapes with appropriate help recorded.
Individual check	Triangle, square, triangle, square, triangle, square; two empty answer spaces and no printed solution.
Acceptable response	Words, pointing, arranged objects, or recognizable drawing, according to the educator's planned access choices.

Decision	Find the Repeating Unit
What to record	The response, the explanation, and any help; keep observation separate from interpretation.
Limits	Original design example; no fixed age, time, attainment, or complete-curriculum claim.

For another subject, change the entries rather than only replacing the pictures. A process lesson may need a different sequence and check. A comparison may need examples that expose a particular difference. The brief should describe the thinking the learner will do, not simply the objects the page will contain.

Prepare a workable tool set

For this project, use a way to write notes and an editor that can place text and basic shapes, duplicate a row, and export a PDF. Keep the original editable file as well as the exported viewing copy. You can also rehearse with cut paper shapes or other familiar objects before building a digital page.

Keep the brief, editable pages, exports, and review notes together. Name versions clearly and distinguish learner pages from the educator key; Chapter 8 develops the handoff.

Practice: connect the goal to the check

Use the worked brief for your first complete lesson. You can adapt the method to another subject after following the whole project once.

1. State the learner's starting point and how you will check it.
2. Write the observable goal in one sentence.
3. Name a response that would provide evidence about that goal.
4. Name a demand that should not determine success, such as drawing precision.
5. Set the boundaries of the first lesson and move extensions into a separate note.
6. Identify which pages belong to learners and which contain educator answers.

Your brief is ready when you can explain how the proposed response relates to the goal. If your check measures a different task, change it before decorating the pages. Next, you will decide what each picture must do to support that thinking.

Source for this sample

R10. National Centre for Excellence in the Teaching of Mathematics. Pattern, Early Years materials. Read the [pattern guidance](#). The book's particular lesson and materials are original, with no formal curriculum-alignment claim.

END OF PUBLIC SAMPLE

Continue from one goal to a complete lesson

This excerpt includes the complete opening chapter. The full book develops useful pictures, a three-part lesson, correct examples, readable materials, guided practice, feedback, checking understanding, and practical reuse.

The complete book includes original diagrams, three clean learner pages, a separate educator plan and answer key, five reusable planning and review sheets, a glossary, references, and a quick guide. No Stock Noble membership, paid app, stock purchase, or other book is required.

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