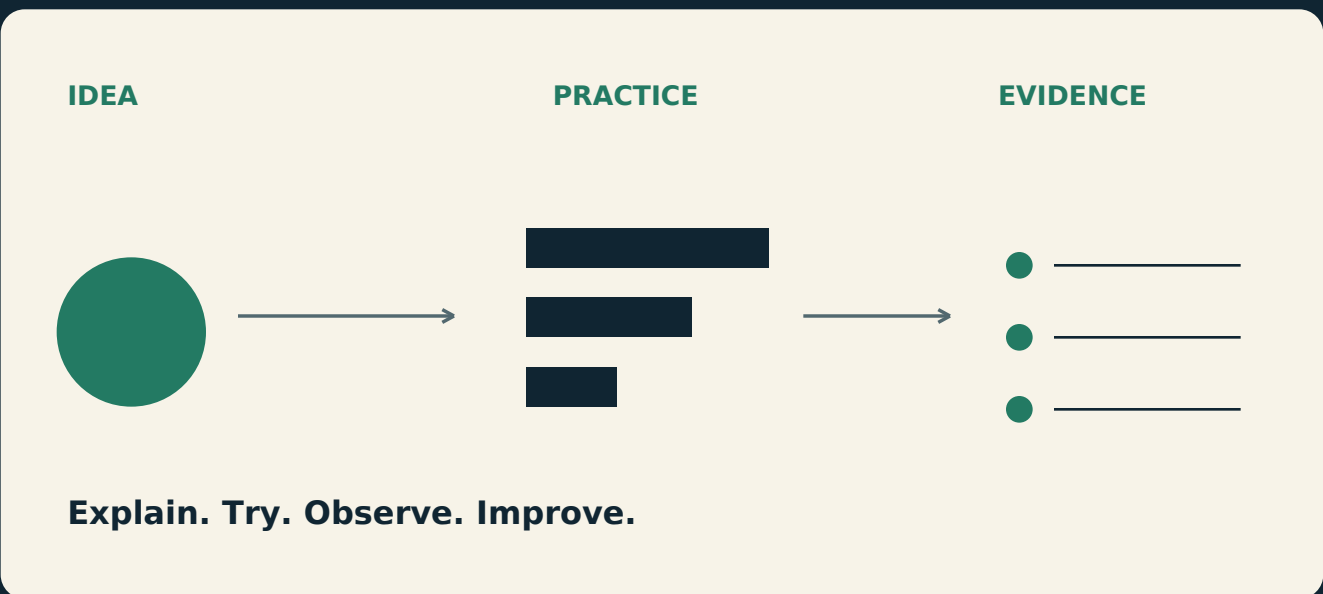


FOR EDUCATORS, CREATORS, AND WORKSHOP LEADERS

Visual Teaching Workbook

Eight guided exercises and a complete lesson portfolio.



ELLIS NOBLE

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VISUAL TEACHING WORKBOOK / FREE SAMPLE

Ellis Noble

Eight guided exercises and a complete lesson portfolio.

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MODEL

Show the steps and explain why.

TRY WITH HELP

Ask a question; give only useful support.

CHECK

Use a task without the teaching prompts.

Return to a missing step when the response shows a need.

Plan the explanation, the learner's attempt, and the evidence you will use to improve the lesson.

Eight chapters. Eight printable response sheets. Three worked portfolios.

Ellis Noble is Stock Noble's editorial pen name. These are original, fictional teaching examples, not tested classroom results. The workbook is complete on its own and does not require another book, paid editor, course, or membership. Sheets are printable rather than fillable; separate editable files are not included.

This sample includes the introduction, the complete first chapter, and its response sheet. The full workbook develops all eight exercises and three portfolio examples.

Build a lesson you can explain

A picture can make an idea easier to discuss. It can also hide the very step a learner needs to understand. A polished slide does not tell you whether someone can read a chart, follow a process, or use an idea in a new situation. This workbook helps you connect a visual to a clear learning goal, then look for evidence that the connection helped.

You will build one small lesson through eight guided exercises. Each exercise produces a useful part of a lesson portfolio: a goal and concept map, an analogy with limits, a labelled diagram, a teaching sequence, practice with an answer guide, a feedback plan, an access plan, and an evaluation record. A portfolio is simply a collection of these connected pieces. It lets another person understand what you planned, what learners will do, and what you would change after trying it.

This is a practical book for a teacher, tutor, workshop leader, creator, or workplace trainer starting to design visual lessons. You do not need to be an illustrator. A pencil, paper, and a way to arrange words and basic shapes are enough. Work in a document or design editor you already understand. Printing the response sheets is optional; you can copy their prompts into a document and give yourself more space.

The lesson we will build together

The main example teaches a beginner to read a simple horizontal bar chart. The fictional practice data records one activity choice from each of twelve people: Drawing has 6 choices, Building has 4, and Gardening has 2. The lesson asks learners to read each value, compare two categories, and explain why Drawing has two more choices than Building. These are invented teaching numbers, not survey findings about actual people.

The chart is small on purpose. It gives us a concrete idea to examine from many angles without making you learn a new subject in every chapter. You will see how a concept map, counter analogy, diagram, practice question, feedback prompt, and access option can all support the same goal. The goal is not to make every lesson look like a bar chart. It is to learn how to make decisions that fit the idea you are teaching.

Choose your own small lesson as you work, or use this example until the method feels familiar. A useful first topic has one observable result. "Understand graphic design" is too broad. "Choose a file format for a photograph that must be saved as JPEG" is small enough to teach and check. "Learn maps" is broad. "Use a legend and named landmarks to describe one route on a schematic map" gives you something concrete to observe.

How to use each exercise

Read the chapter before filling in its response sheet. The explanations help you judge your choices; the blank sheet cannot make those choices for you. Then complete the guided exercise in the chapter. Compare your decisions with the worked response, and use the check questions to find gaps. Different topics will produce different valid answers. Copying the example word for word is useful practice only if you can explain why each part belongs.

Keep earlier versions. If you change the goal in exercise four, return to the concept map and diagram instead of leaving three parts that teach different things. A short revision note is enough: what changed, why it changed, and which pieces need to change with it. The final portfolio should tell one coherent story.

The three worked portfolio cases near the end show how the same process changes with the teaching job. The chart case concentrates on quantity and comparison. The route-map case concentrates on a legend and a sequence of landmarks. The file-format case concentrates on a decision under stated conditions. They are fictional demonstrations, not reports of classroom trials or proof that a particular method will work for every learner.

Access, evidence, and reasonable boundaries

Use pictures alongside clear words and other suitable ways to take part. Do not label someone a "visual learner" and offer pictures as their only route. People, subjects, and tasks vary. A learner who cannot see a chart still needs access to its categories and values. A learner who finds writing difficult may be able to explain a comparison aloud. Decide what the lesson is meant to assess before deciding which response formats it needs.

The references provide the basis for ideas such as combining relevant graphics with verbal explanation, using worked examples and practice, and planning access options. The exercises in this book are original applications of those ideas. They are not a tested curriculum, a diagnostic instrument, or a guarantee of learning. The accessibility checks are practical design checks, not a claim that the PDF or your finished lesson meets a formal accessibility standard.

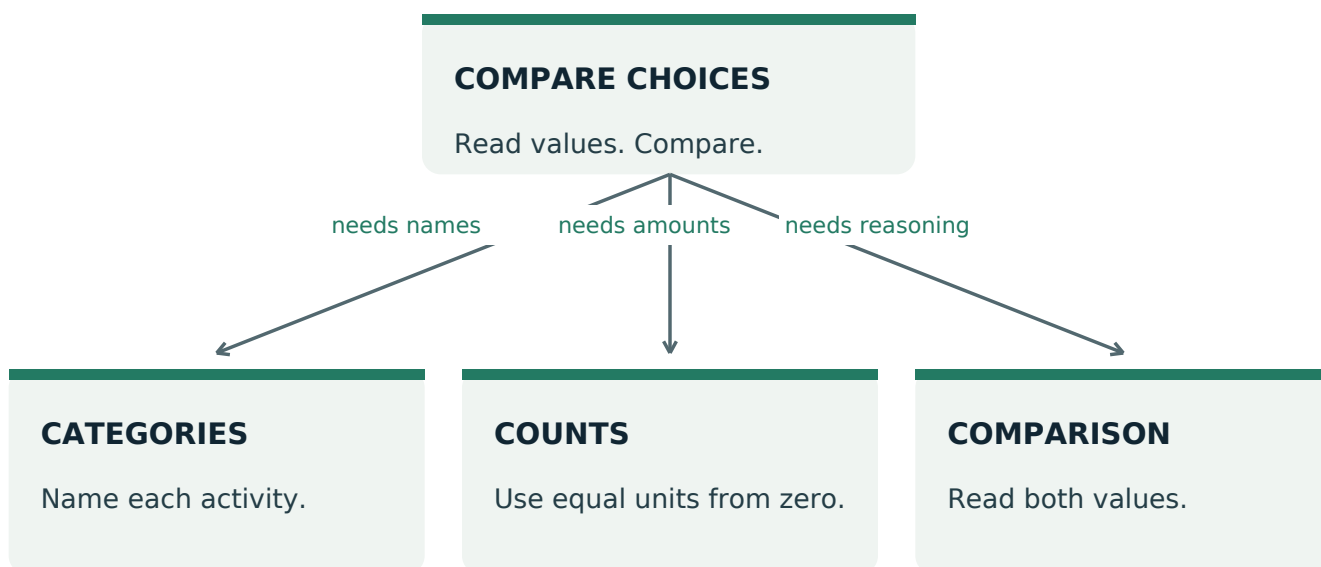
You can complete every activity using your own text and simple shapes. No paid editor, Stock Noble membership, stock purchase, course, newsletter signup, or earlier book is required. The PDF contains printable response sheets rather than interactive form fields or separate editable templates. The teaching is complete here; any later resource purchase is optional.

CHAPTER 1

Map one teachable idea

A useful visual lesson begins with a decision about learning. What should someone be able to do after the lesson that they could not yet do with confidence? Your first task is to make that change small enough to teach, see, and check. A topic such as "charts" is too broad. Reading the values in one simple bar chart and explaining a comparison gives you a workable starting point.

In this chapter, you will make a concept map: a set of named ideas joined by lines that explain their relationships. The map is a planning tool. It helps you decide which ideas belong together, which need an explanation first, and which can wait. It is not automatically a learner handout. A planning map can hold notes and questions that would overwhelm someone meeting the topic for the first time.



A simplified planning map. Read a labelled connection as a meaningful statement. This is one part of a fuller map, not a slide to memorize.

Start with something the learner will do

A learning goal describes an action you want the learner to complete. "Understand bar charts" does not tell you what to look for. "Read the three values and explain how many more people chose Drawing than Building" does. The second version gives your illustration and your practice task a shared purpose.

Name the conditions as well. Will the learner see a labelled chart? Can they use counters or write subtraction? Must they explain aloud, write a sentence, or choose from several answers? These choices affect what the task checks. For this workbook's main example,

the learner can see the chart and use a preferred way to explain the comparison. The goal is reading and comparing data, not drawing neatly or speaking quickly.

Our example uses invented choices from twelve people. Each person selected one activity: Drawing received 6 choices, Building received 4, and Gardening received 2. These are fictional practice data. They do not describe a real class, customer group, or study. The lesson asks the learner to identify the counts and explain that Drawing has 2 more choices than Building.

Find the steps beneath the goal

A prerequisite is something a learner needs before a new task becomes manageable. For this chart lesson, useful starting abilities include counting small groups, connecting number words to written numbers, and recognizing the labels or receiving help to read them. Comparing 6 with 4 also requires a workable meaning for "more than."

Do not assume these starting points because of a person's age, job, or confidence. Plan a brief, low-pressure check. You might show two groups of counters and ask what they notice, then ask which group has more. If they can compare the groups but cannot read the activity labels, label reading needs support. That is a different issue from not understanding comparison.

Separate what you will teach now from what you will support. You may read the labels aloud while the learner points to the related bars. That preserves the comparison goal. If counting to 6 is not yet secure, begin there before expecting the chart task to work. A well-chosen visual does not remove every prerequisite.

Use connections, not a cloud of words

A concept is an idea such as category, count, or difference. On a concept map, put each important idea in its own small shape. A node is simply one of those named shapes. Connect two nodes only when you can say how they relate. Write a short linking phrase beside the line, such as "names the activity" or "shows the number of choices."

For example, "Category label names the activity" is a complete useful statement. "Bar length represents the count" is another. A line between "bar" and "number" without a phrase leaves the relationship unclear. The reader has to guess whether the number labels the bar, measures its length, or names a step in a process.

Keep link directions clear. An arrow can show which way to read a sentence, but the words must explain the relationship. Your map does not need one arrow type for every possible meaning. Use a small, consistent approach and provide a plain-text version of the important connections beside it.

Separate one count from the whole set

The anchor chart has a count axis running from 0 through 6. An axis is a numbered reference line. Each horizontal bar starts at zero and ends at the number of choices for that activity. The longest bar ends at 6 because Drawing has the largest category count. That does not make 6 the total number of people.

The total is $6 + 4 + 2 = 12$. The difference between Drawing and Building is $6 - 4 = 2$. Those two calculations answer different questions. Place "total across categories" and "difference between two categories" on separate parts of your map. This lets you spot a common confusion before it appears in a finished worksheet.

Also record what the chart cannot tell us. It shows choices in the invented example, not drawing ability, the best activity, or why anyone chose it. A longer bar is evidence of a larger count under the stated conditions. It is not evidence that one group has greater value.

Guided exercise 1: make your lesson map

You need paper and a pencil, or a simple document or drawing editor. Use the anchor chart lesson first if you are new to lesson planning. If you bring your own topic, choose one similarly small action and check its subject facts before teaching it. Keep your map, goal, and notes together as the first item in your lesson portfolio.

1. Write the learner's task in one sentence. Include the material they can use and the action you will observe. Avoid words such as "know" unless you explain what knowing will look like.
2. List the starting abilities the task needs. Choose a short check for each uncertain ability. Mark what you can support and what needs teaching first.
3. Write the main ideas on separate notes. For the anchor lesson, begin with activity label, count, bar length, zero, unit, comparison, difference, and total. Add or remove ideas when your goal requires it.
4. Arrange related ideas and draw labelled connections. Read each connection aloud as a sentence. Rewrite any link that sounds vague or claims more than the example supports.
5. Mark one likely misunderstanding and the explanation that will address it. Then set aside ideas that are interesting but unnecessary for this lesson.
6. Write a short check question and a correct response. Compare both with the learning goal. Save the map with a date and a brief note explaining any unresolved decision.

A worked response

The example goal is: "Given the labelled activity chart, the learner reads each count and explains why Drawing has 2 more choices than Building, using numbers, words, or counters." A starting check uses groups of four and six identical counters. The teacher asks the learner to count each group and identify the larger group. The activity labels can be read aloud if needed.

The map places "Activity choices" at the center. One branch says, "Category label names the activity." Another says, "Each choice belongs to one category in this example." The next connections say, "Count tells how many choices are in the category" and "Bar length represents that count." A separate link says, "Equal axis steps represent equal changes in count."

The comparison branch links Drawing 6 and Building 4 to "Difference is 2." Its explanation is, "Four choices can be matched, leaving two extra Drawing choices." The total branch joins all three counts to "Total is 12." A note beside the axis reads, "The highest marked count is 6; add category counts to find the total."

The check question asks, "How many more choices did Drawing receive than Building? Show how you know." A satisfactory response gives 2 and explains the comparison with 6 and 4. The teacher also asks the learner to read Gardening's value to check that they can use another category. Topics such as percentages and survey design stay outside this short lesson.

Repair the map before polishing it

If every idea connects to every other idea, narrow the goal or split the map into sections. You can plan a later lesson without squeezing its content into this one. If your map has many nouns but few meaningful links, write simple sentences first and turn only the useful sentences into connections.

If the check question asks something the lesson does not teach, revise the question or add the missing explanation. For example, asking learners to judge whether the survey is representative would require information and teaching beyond reading these three counts. A harder question is not automatically a better match.

If your map depends on color, add labels or other cues. A reader should not have to remember that green means "prerequisite" while gold means "extension" without words to confirm it. The purpose is to make your thinking inspectable. A pencil map with accurate links is more useful at this stage than a beautiful page with uncertain meaning.

Keep the useful result

Your finished map should let another educator identify the goal, necessary starting knowledge, main relationships, likely confusion, and evidence you will look for. That is your completion check. You have not proved that the lesson works; you have made its design clear enough to build and review.

Keep the original as you continue. In the next exercise, you will choose a familiar comparison that helps explain one relationship on the map. The map remains your boundary: the analogy must serve the learning goal, and it must not quietly introduce claims the lesson cannot support.

EXERCISE 1 / PRINTABLE RESPONSE SHEET

Map one teachable idea

Complete this after the guided exercise. Print the page or copy the prompts into a document for more room. These are writing spaces, not interactive fields.

Learning goal: what will the learner do or explain?

Prerequisites and how you will check them

Focus question and key concepts

Labelled relationships: A ... connects to ... B

What stays outside this lesson?

Evidence you will look for / next revision
