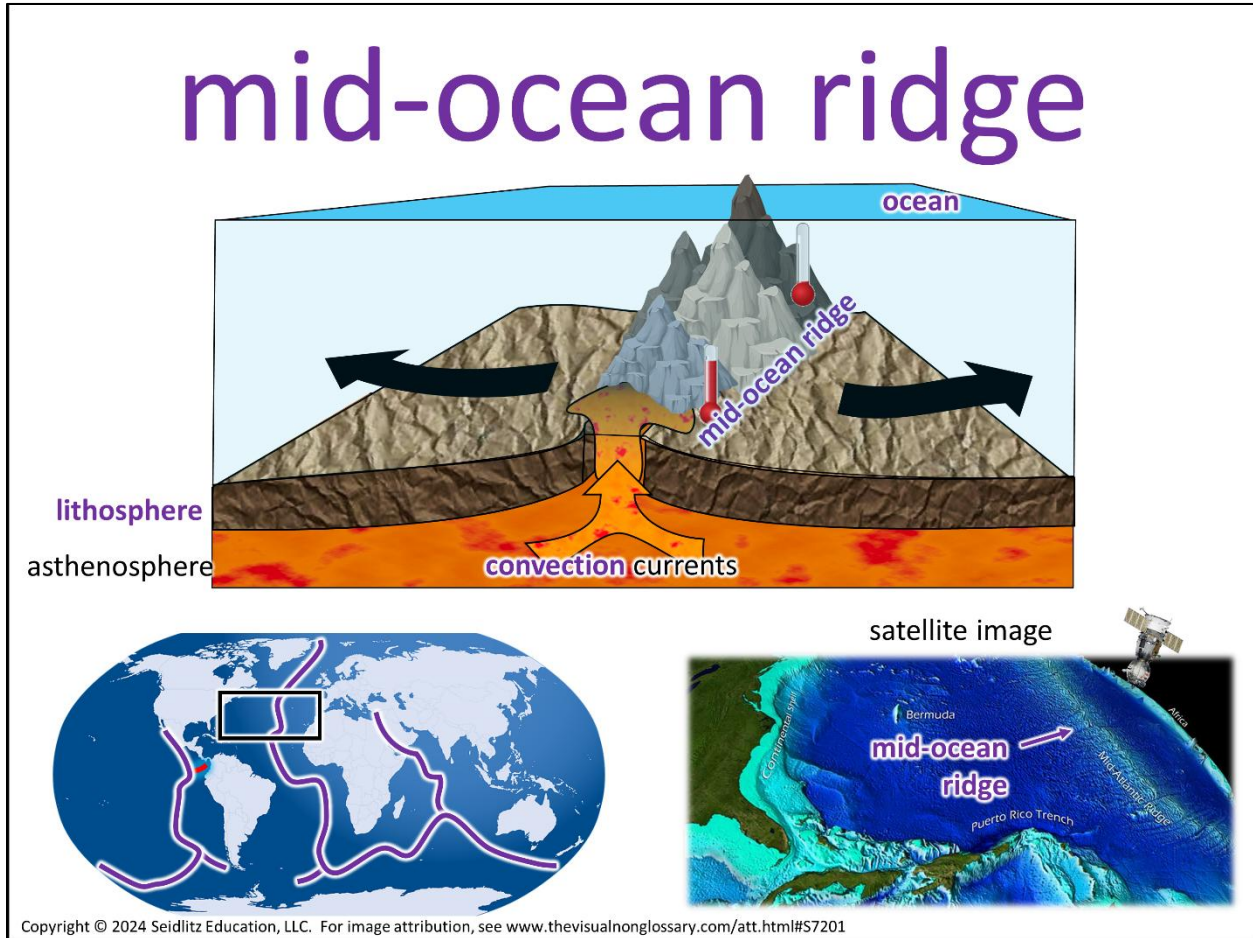


Part 1: The Purpose of The Visual Non-Glossary

[View on YouTube](#)

Imagine four students looking at the below visual that represents a vocabulary word without having been pre-taught that vocabulary word. Some students will have had background familiarity with the word, part of the word, or part of the concept encompassed by the word, while others will have had very little background familiarity.



If you asked students to, one at a time, share in their groups what a **mid-ocean ridge** is, using the sentence stem “A **mid-ocean ridge** is...”, what would be the responses of each member of a typical four-person group? [Submit your responses on Padlet.](#)

<ul style="list-style-type: none"> • Student 1:
<ul style="list-style-type: none"> • Student 2:
<ul style="list-style-type: none"> • Student 3:
<ul style="list-style-type: none"> • Student 4:

Asynchronous Training Module

Imagine that, **after you had students share their responses in small groups**, you called on two students to randomly share either (a) their response or (b) a response they heard in their group, as long as they use the sentence stem “*A mid-ocean ridge is...*” How do you think the student who is **most struggling** in the class would feel if you called on him/her? How do you think the student is who is **most confident** and highest-performing would feel if you called on him/her? [Submit your responses on Padlet.](#)

• **Most- Struggling Student:**

• **Highest-Performing Student:**

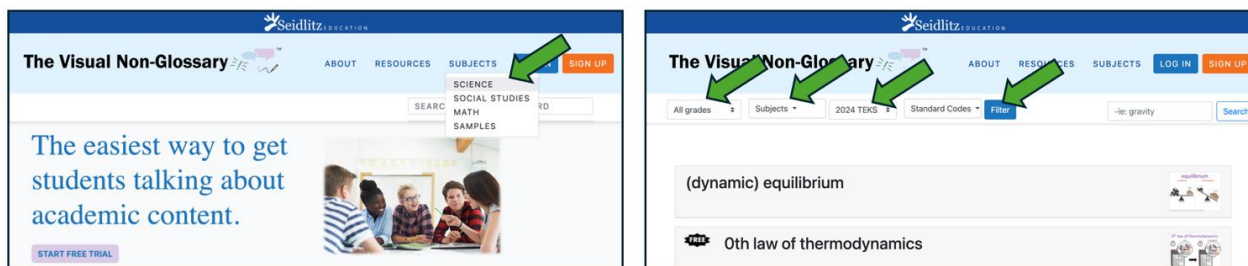
Now imagine you responding to each student’s response by validating the correct things that they said and adding anything that the students didn’t say, or addressing any misconceptions that might have arisen. How would this process affect all students’ learning? [Submit your responses on Padlet.](#)

This process would affect all students learning by...

Part 2: Selecting Words and Using Visuals

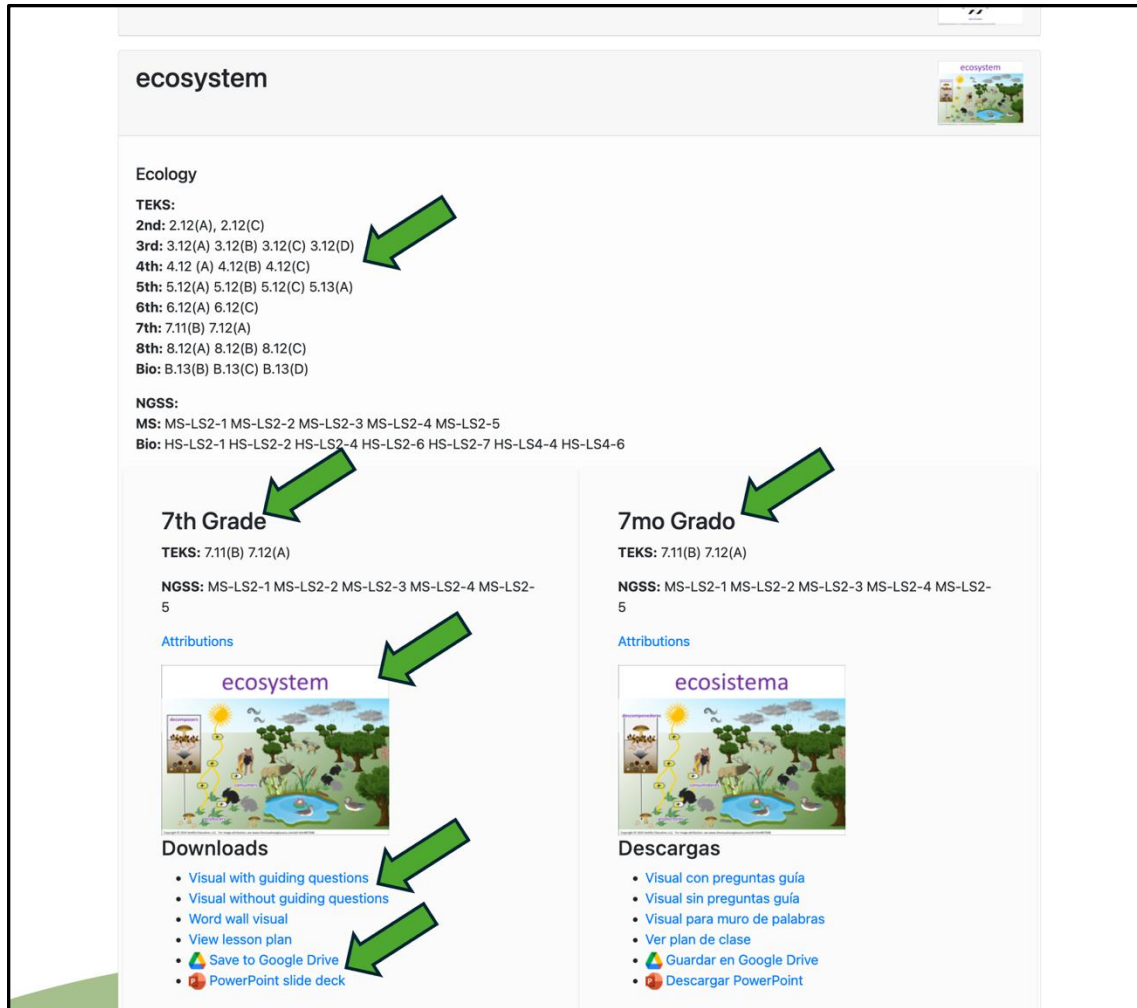
[View on YouTube](#)

Our advice in planning a lesson using The Visual Non-Glossary is to think of the **one word** that you most want your students to learn in a single class period/lesson. For example, if you know a standard will be covered over four days, pick the four most important words associated with that standard and plan on each day focusing on one of those words. This is easy to do with The Visual Non-Glossary using the following steps:



1. Go to <https://www.thevisualnonglossary.com/> and after logging in, click the **Subjects > Science** tab at the top of the page.
2. Search for a word directly or use the dropdown menus on the top left and click “Filter” to search by grade level, subject, or standard.
3. A list of words will load. Click on one of the words.
4. Find the visual that is aligned to your grade level, subject area, and target language. At this point, either:
 - a. Click on the thumbnail or the “Visual with guiding questions” link to see the visual with questions, OR
 - b. Click on the “Visual without guiding questions” link to see the visual by itself, OR
 - c. Click on the “Word wall visual” link to see the word wall version of the visual. This version is a simplified version that is intended to be printed on an 8.5x11” sheet of paper. It’s designed to be easy to see from across the room, OR
 - d. Click on the “View lesson plan” link to see a preview of a lesson plan designed around this visual and vocabulary word (we will explore this in Part 3).
5. Download an editable version of the lesson plan for you to customize and use with students.
 - a. To save the lesson plan directly to your Google Drive account, click on the “Save to Google Drive” link.
 - i. The popup window will give you the option to save directly to “My Drive” or to choose a subfolder to save to.
 - ii. If you are not logged in to your Google Drive account, you will be prompted to login with the Google Drive account you wish to save to.

- b. To save the lesson plan directly to your computer as a Power Point file, click on the “PowerPoint slide deck” link. This will download the file directly to your computer’s designated downloads folder.



ecosystem

Ecology

TEKS:
2nd: 2.12(A), 2.12(C)
3rd: 3.12(A) 3.12(B) 3.12(C) 3.12(D)
4th: 4.12 (A) 4.12(B) 4.12(C)
5th: 5.12(A) 5.12(B) 5.12(C) 5.13(A)
6th: 6.12(A) 6.12(C)
7th: 7.11(B) 7.12(A)
8th: 8.12(A) 8.12(B) 8.12(C)
Bio: B.13(B) B.13(C) B.13(D)

NGSS:
MS: MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5
Bio: HS-LS2-1 HS-LS2-2 HS-LS2-4 HS-LS2-6 HS-LS2-7 HS-LS4-4 HS-LS4-6

7th Grade

TEKS: 7.11(B) 7.12(A)

NGSS: MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5

Attributions

ecosystem

Downloads

- [Visual with guiding questions](#)
- [Visual without guiding questions](#)
- [Word wall visual](#)
- [View lesson plan](#)
- [Save to Google Drive](#)
- [PowerPoint slide deck](#)

7mo Grado

TEKS: 7.11(B) 7.12(A)

NGSS: MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5

Attributions

ecosistema

Descargas

- [Visual con preguntas guía](#)
- [Visual sin preguntas guía](#)
- [Visual para muro de palabras](#)
- [Ver plan de clase](#)
- [Guardar en Google Drive](#)
- [Descargar PowerPoint](#)

Note that once you have a visual, you can decide how you want to show it to your students. You can print it out and give a copy to each group; you can display it on a PowerPoint or other slide deck; or you can upload it to the students’ learning management system (LMS) for them to view on their devices. For **Part 3**, we’re going to plan out a lesson using the pre-made slide deck provided through one of the download links.

***Note: You can post any changes, comments, or questions you have about a visual or the guiding questions in the “Comment” box under each visual. These comments go directly to the creator’s email, and they incorporate changes as soon as they can! The visuals on this website are living documents based on your feedback!**

Part 3: Planning a Lesson Using The Visual Non-Glossary

[View on YouTube](#)

Slide Sequence

Notes for teacher

Warm-Up about main word

Content and language objectives

Word wall visuals

Structured Conversations

- **Observational question** about main word
- **Observational question** about supporting word
- **Relational question** pairing main word and supporting word
- **Observational question** about supporting word #2 if applicable
- **Inferential question** about main word

Extension activities

- Complete the picture
- Fill It In
- Questioning Conversation
- Vocab Connection Web
- Roving Paragraph
- Open Writing

Each visual is aligned to a specific vocabulary word and comes with guiding questions to facilitate structured conversations at different levels. The **observational question** is the lowest level of questioning, and the answer can be drawn entirely from looking at the visual. The **relational question** is at a higher level than the **observational question** and asks students make a connection between this vocabulary word and another vocabulary word (**also in purple**). The **inferential question** challenges students at the highest level of questioning and asks them to infer, make a prediction, or explain a hypothetical scenario.

1. Underneath the thumbnail of the visual you found in Part 2, click “Download slide deck for the visual.”

<p>7th Grade</p> <p>TEKS: 7.11(B) 7.12(A)</p> <p>NGSS: MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5</p> <p>Attributions</p> <p>Downloads</p> <ul style="list-style-type: none"> • Visual with guiding questions • Visual without guiding questions • Word wall visual • View lesson plan • Save to Google Drive • PowerPoint slide deck 	<p>7mo Grado</p> <p>TEKS: 7.11(B) 7.12(A)</p> <p>NGSS: MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5</p> <p>Attributions</p> <p>Descargas</p> <ul style="list-style-type: none"> • Visual con preguntas guía • Visual sin preguntas guía • Visual para muro de palabras • Ver plan de clase • Guardar en Google Drive • Descargar PowerPoint
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2. Notice the two slides (usually Slides 11 and 12) that have a **purple** background. These slides ask the same **relational question**. Usually the relational question will include another **purple** vocabulary word; if so, one of the **purple** slides will have two visuals and it is recommended you use this slide. Sometimes the **relational question** does not include any other **purple** vocabulary words, in which case it will be better to use the slide that has the bigger visual. Of the two **purple** slides, the one which you do not use can be either deleted, hidden, or skipped.
3. There will likely be two or more slides with an **orange** background, all titled “**Observational Question**.” The first of these slides is the **observational question** for the visual you selected in Part 3. The other slides are **observational questions** of visuals for the other **purple** vocabulary words (supporting words) that appear in the **relational question** and **inferential question** slides. Decide whether these other **observational** slides are helpful, relevant, and/or necessary; if not, you can delete, hide, or skip them.
4. Notice the **inferential question** slide and the final extension activity slides. It is recommended that students engage with the inferential question with a structured conversation, followed by writing out a response in complete sentence(s). You may decide to include the extension activities in the lesson in place of or in addition to writing following the **inferential question**, or you may decide to skip the extension activities all together.
5. Add any other relevant slides to your lesson plan (objectives, videos, reading, activities, etc).

Reflect on your lesson plan so far. If your students were guided through this lesson by having structured conversations around each of the questions and visuals, with each conversation followed by a whole-class discussion, what would their experience be like? Would the lesson need anything else, such as students taking notes, watching a video, playing a vocabulary game, or engaging in a laboratory or simulation experience? Feel free to respond to ANY of the sentence stems below. [Submit your responses on Padlet.](#)

Students in this lesson...

This lesson needs...

In this lesson, ...

Part 4: Structuring Conversations with QSSSA

[Watch this video](#) about the QSSSA process to facilitate structured conversations. Which aspect of QSSSA (the Question, Signal, Sentence Stem, Share, or Assess) do you think is most important for structuring students' conversations? [Submit your responses on Padlet](#).

<p><i>I think _____ is most important for structuring students' conversations because...</i></p>
--

Go back to your lesson plan. Notice that the questions and the sentence stems are already provided on each slide. All that remains is selecting the signal you want your students to give to show they are ready, the way they will share (with whom, who will go first, and perhaps how long you want the conversation to last), and how you will assess. Move the brackets to select your signal, share, and assess. Note: for help with facilitation, see the script in the Notes section of each slide.

When you finish, [upload your lesson plan here](#). Give commentary on two other teachers' lesson plans. What do you like or find interesting about their lessons? [Submit your responses on Padlet](#).

<u>Teacher #1</u>	<u>Teacher #2</u>
<p><i>One thing I like is...</i></p>	<p><i>One thing I like is...</i></p>
<p><i>One thing I find interesting is...</i></p>	<p><i>One thing I find interesting is...</i></p>