

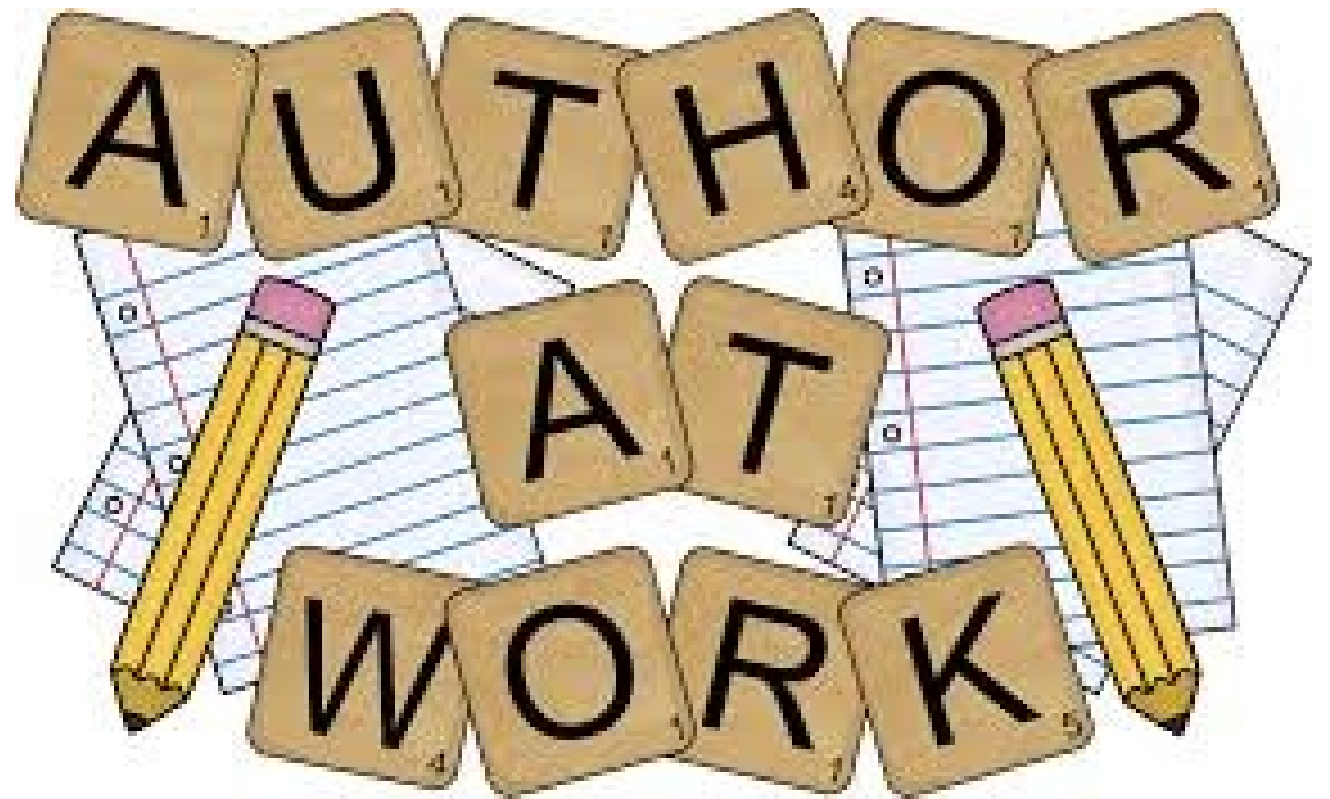
Helping Kindergarten Multilingual Learner students build vocabulary and writing using the "Picture Word Inductive Model" (PWIM)

Jenee' Lee – Rockdale County Public Schools

Kindergarten ESOL Coach

March 13, 2024

10:00 – 10:50



# About Me

## Live Love Laugh

- Family

Husband, Son, 3 Grandkids, Niece, and Brother

- Work Experience

28<sup>th</sup> Year in Education

14 years in the classroom : 3<sup>rd</sup> & 4<sup>th</sup> Grade – 2 of the Years (All Boys Class)

EIP – All Grades

ESOL – All Grades

Kindergarten ESOL Coach

T.E.A.M. Adult English Program Coordinator

- Hobbies

Love to Travel, Read, Spend Time with Family



Be



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Present

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Positive

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Participatory

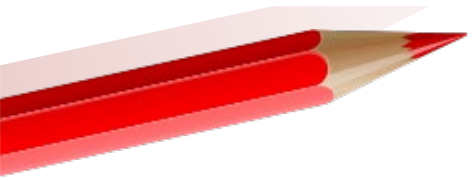
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Productive



## Learning Target:

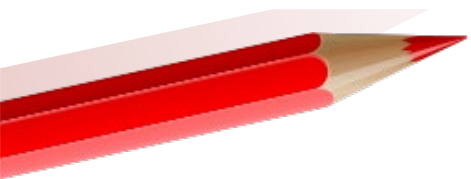
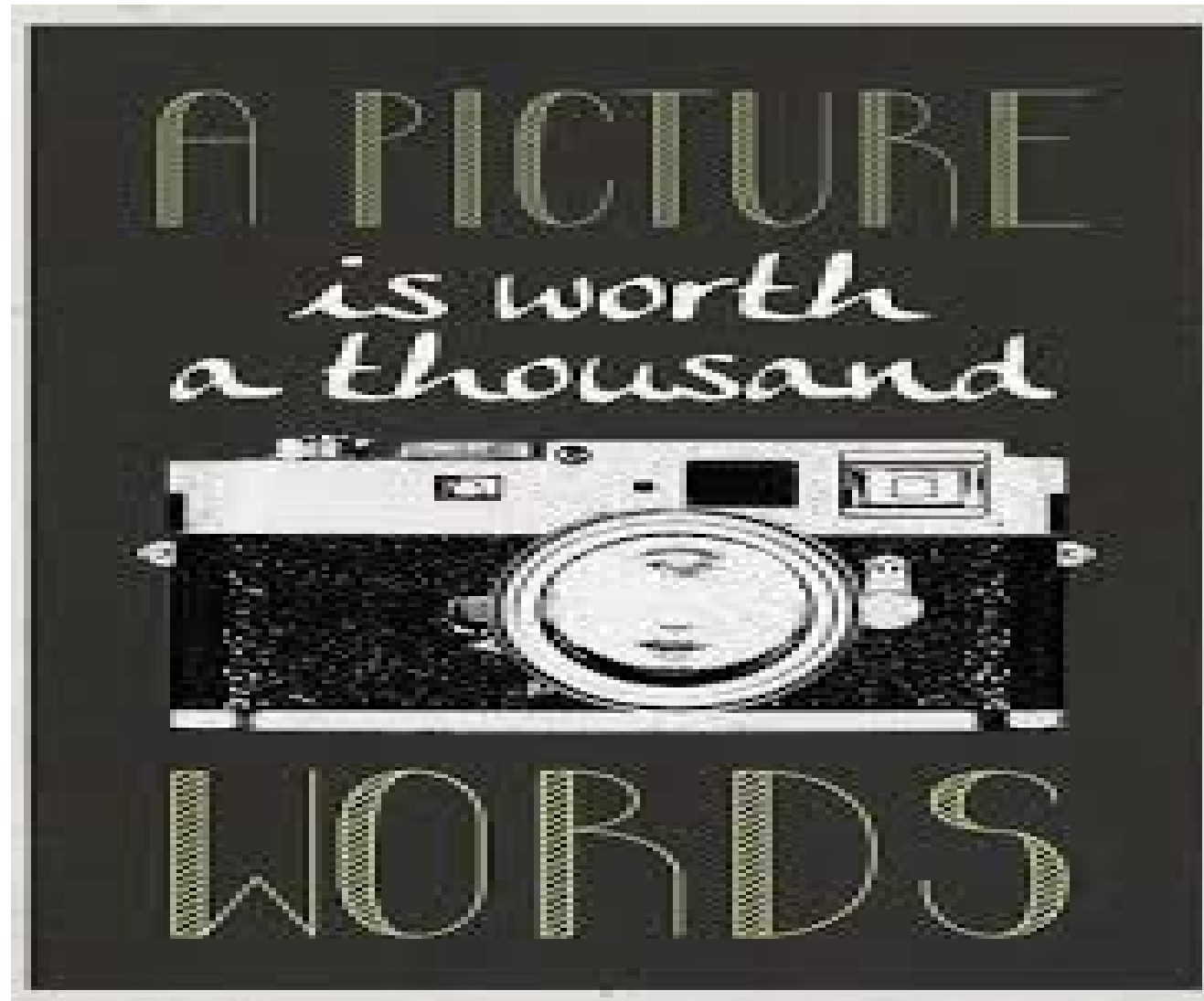
I can use the Picture Word Inductive Model (PWIM) to support my Kindergarten Multilingual Learners read, write, and gain new knowledge through pictures in the classroom.



## Success Criteria:

I know I'm successful when I can implement Picture Word Inductive Model (PWIM) to support my ML students in listening, speaking, reading, and writing.





# What is PWIM?

The Picture Word Inductive Model (PWIM) is an instructional strategy for teaching Beginning English Language Learners. It helps students add words to their sight-reading and writing vocabulary. During the session, the goal is to understand what the picture word inductive model is and how to use it with MLs (Multilanguage Learners) to grow students as listeners, speakers, readers, and writers.





# Why should you use it?



Assesses prior knowledge

Builds background knowledge


Front load vocabulary

Strengthens vocabulary

Models English language structures

Involves listening, speaking, reading, writing, and interacting

# When Can You Apply the Strategy?



After reading a book, beginning a new science or social studies lesson, or learning new math concepts

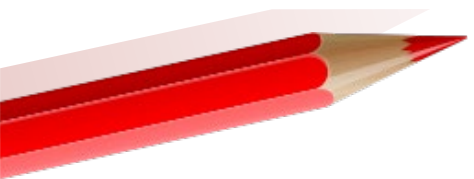
This strategy can be used with the whole class, in small groups, pairs, or individually

PWIM is appropriate for children in Kindergarten through 6th grade.

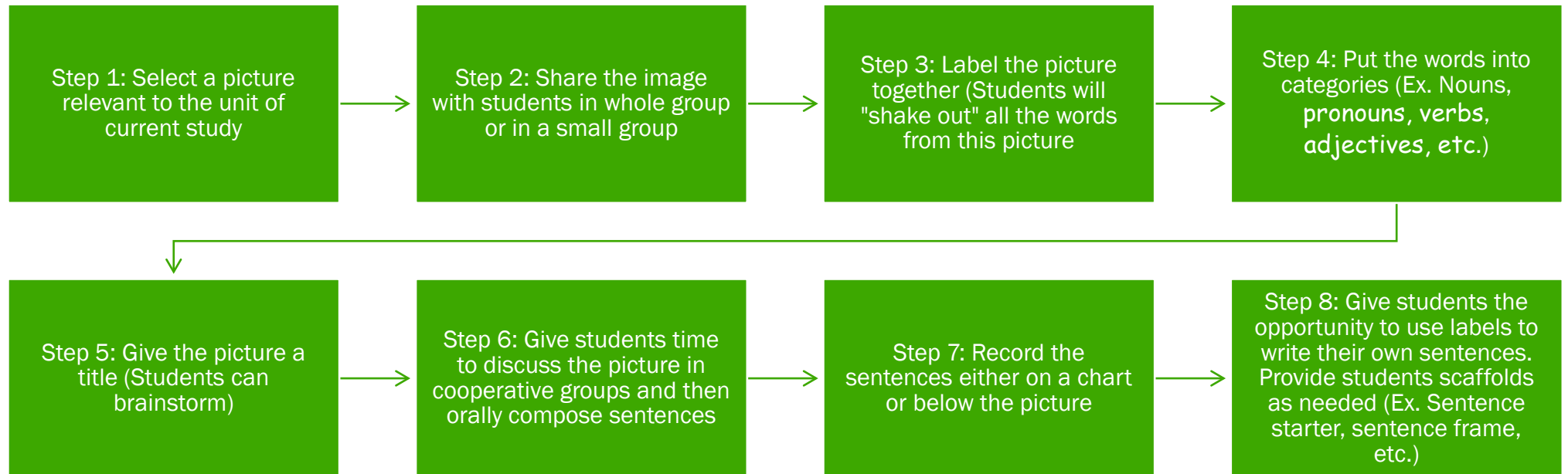




We Do



# PWIM Steps





# A Day at the Fair

✓ Ferris wheel

✓ people

✓ festival

✓ hot dog

✓ ?

✓ summer

✓ billboards

✓ families

✓ sunglasses

✓ walker

✓ umbrellas

✓ trash

✓ Trash cans

✓ carnival

✓ children

✓ Palm trees

✓ Billboards

✓ signs

✓ beach

✓ hats

✓ nouns



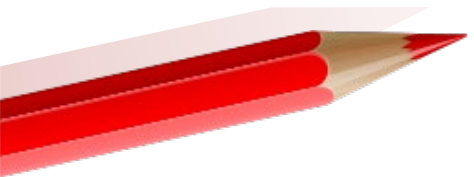
✓ It was

✓ busy

✓ crowd




You Do



# Standards

## Living & Non-living Anchoring Phenomenon



SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.



a. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.



b. Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes.

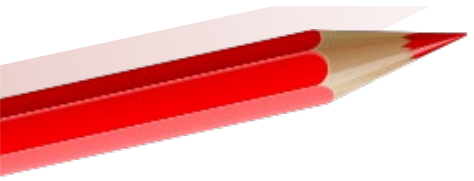


ELAGSEKL1f Produce and expand complete sentences in shared language activities.



ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

What do you see  
in the picture?





## PWIM Sort and Write Sentences

Task: Work alone or with your partner. Study the words. Use the picture to sort the PWIM words into their appropriate category below. Copy the words you sorted into the boxes below. Use the sorts to think about writing sentences to describe our class PWIM picture.

Nouns			Adjectives		Verbs	
Person	Place	Thing	Describing words; looks, shape, how many, size		Action words	

Write sentences to tell about the picture using the words you sorted. Use capital letters correctly and full stops.

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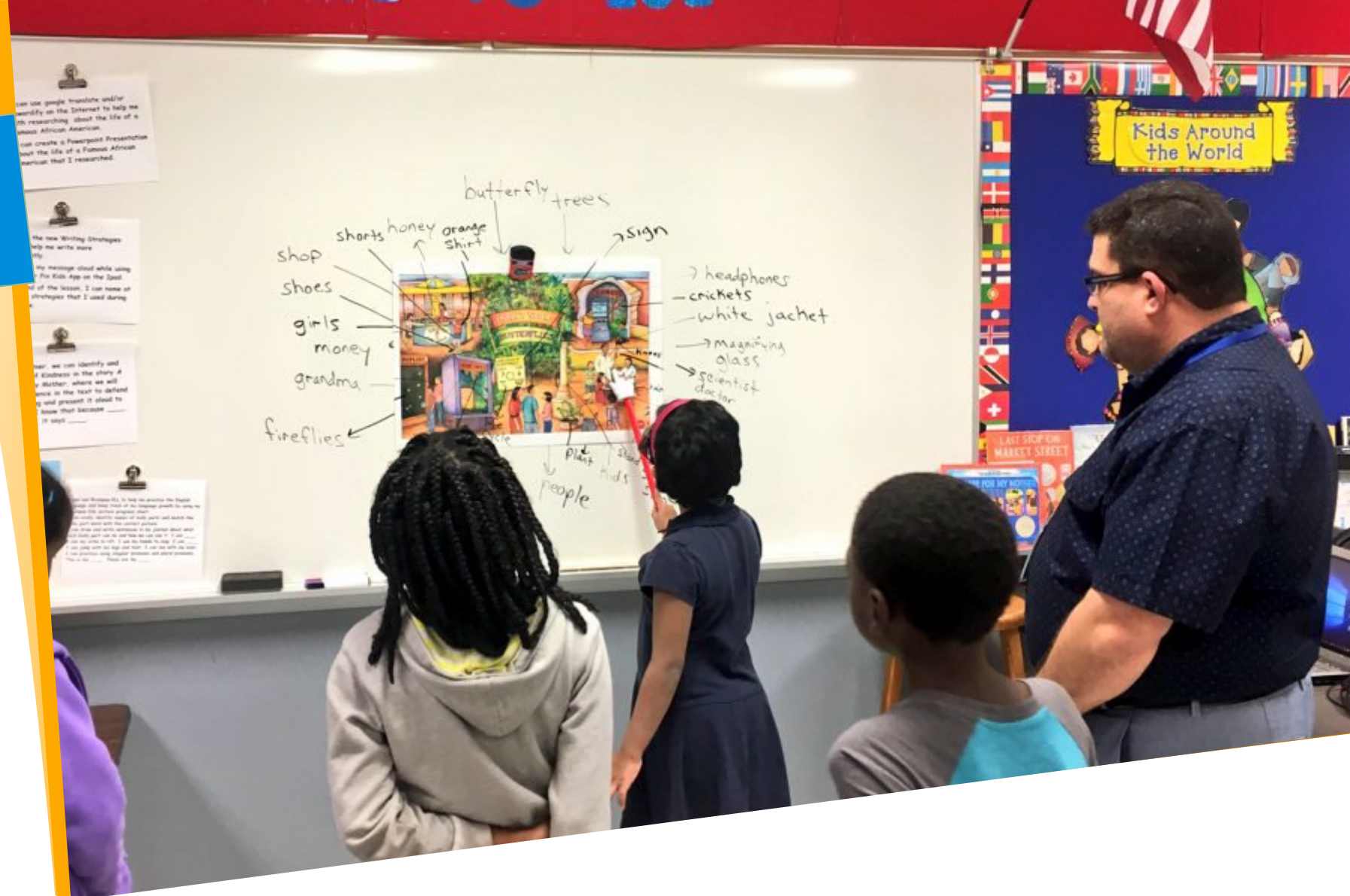
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©thinkconceptually

# PWIM Sort and Write Sentences

# How will you use it?

- Share with your table mates how you will use this strategy in your classroom.
- Write 1 idea on a sticky note and place it on the poster.





Please don't hesitate to reach out with questions!

Thank You!

Jenee' Lee

Rockdale County Public Schools

Kindergarten ESOL Coach

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